

2018 Comprehensive Biennial Report on Texas Public Schools

A Report to the 86th Legislature
from the Texas Education Agency
March 2019

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 86th Texas Legislature.

The *2018 Comprehensive Biennial Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report, available on the Texas Education Agency (TEA) website at http://tea.texas.gov/acctres/comp_annual_index.html, contains 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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Additional Acknowledgments

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For general information about this report, contact the Texas Education Agency Division of Research and Analysis at (512) 475-3523 or the Office of Standards and Engagement at (512) 463-8934. For additional information on specific issues, contact the agency staff listed at the end of each chapter. This report is available on the Texas Education Agency website at http://tea.texas.gov/acctres/comp_annual_index.html.

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1. Performance Indicators

This chapter of the *2018 Comprehensive Biennial Report on Texas Public Schools* presents the progress the state is making on the performance indicators established in Texas law. These indicators were presented in Academic Excellence Indicator System (AEIS) reports from 1990-91 to 2011-12. In the 2012-13 school year, the AEIS was renamed the Texas Academic Performance Report (TAPR) to reflect changes in legislation.

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

This chapter presents results for other measures and indicators presented in the TAPR (pages 5-50) 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.

- ◆ 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 2017, 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 has either 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.

Note. The STAAR results shown in the TAPR state performance report (pages 5-50) 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.

- ◆ Career and technical education (CTE) coherent sequence coursework aligned with industry-based certifications. A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification.

For the class of 2017, 53 percent of graduates were considered college ready in reading, and 42 percent were considered college ready in mathematics. Overall for the class of 2017, 38 percent were considered college ready in both subjects.

For the class of 2016, 51 percent of graduates were considered college ready in reading, 45 percent were considered college ready in mathematics, and 39 percent 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 2017, STAAR and English learner (EL) progress measures were used. For each subject area and student group evaluated, the Index 2 calculation credited districts and campuses with one point for each percentage of tests that *Met* or *Exceeded* growth expectations and one point for each percentage of tests that *Exceeded* growth expectations. The percentage of tests that *Exceeded* growth expectations was also an indicator for distinction designations in ELA/reading and mathematics.

In 2018, the 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 the 2017 ratings cycle: 59 percent of tests *Met* or *Exceeded* growth expectations, and 17 percent *Exceeded* growth expectations in reading; and 64 percent of tests *Met* or *Exceeded* growth expectations, and 20 percent *Exceeded* growth expectations in mathematics.

In the 2018 ratings cycle: 63 percent of tests *Met* or *Exceeded* progress, and 20 percent *Exceeded* progress in reading; and 63 percent of tests *Met* or *Exceeded* progress, and 20 percent *Exceeded* progress in mathematics.

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 2017-18 (58.8%) decreased slightly from the rate (59.0%) in 2016-17. 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 rose from 25.5 percent in 2016 to 26.2 percent in 2017. The percentage of examinees with at least one score at or above criterion decreased slightly statewide from 49.5 percent in 2016 to 49.1 percent in 2017.

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 increased from 71.6 percent for the class of 2016 to 73.5 percent for the class of 2017. Of the class of 2017 examinees, 22.3 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a slight decrease from 22.5 percent for the class of 2016.

The average SAT total score (evidence-based reading and writing, plus mathematics) for the class of 2017 was 1019. Note that, in 2016, the SAT underwent changes that modified both the structure of the test and the scoring method. Scores for the small percentage of students in the class of 2017 who took the SAT examination prior to March 2016 were converted to corresponding scores on the redesigned SAT using the College Board's concordance tables. Results for the class of 2016 and earlier classes are not comparable to results for the class of 2017 and later classes.

The average ACT composite score for the class of 2017 was 20.3, the same as for the class of 2016.

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 and Grades 11-12. 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 2018 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 2017, the most recent year for which data were available, 55.4 percent of students in Grades 11-12 completed at least one advanced course, an increase from 55.0 percent in 2016. Across racial/ethnic groups in 2017, percentages of students completing advanced courses ranged from 45.0 percent for African American students to 82.5 percent for Asian students. Between 2016 and 2017, the percentages of students completing advanced courses increased for all but 3 of the 15 student groups.

English Language Proficiency

New to the 2018 accountability system, the English Language Proficiency (ELP) component measures an English learner's (EL's) progress towards 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 ELs are the only students evaluated in this component. As a result of changes to TELPAS, the 2018 ELP component evaluated TELPAS results from 2016-17 and 2015-16. If a 2015-16 composite rating was not available, the composite rating from 2014-15 was used. If a 2014-15 composite rating was not available, the composite rating from 2013-14 was used. English language proficiency was used in the Closing the Gaps domain calculations. Statewide, 53 percent of EL students showed progress towards achieving English language proficiency.

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 for 2016-17 (95.7%) decreased slightly from the rate for 2015-16 (95.8%).

Profile Information

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

Agency Contact Persons

For more information about the Texas Academic Performance Report indicators, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; or Jamie Crowe, Performance Reporting, (512) 463-9704.

Other Sources of Information

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above												
Grade 3												
Reading	2017	73%	61%	68%	83%	74%	90%	74%	79%	46%	65%	65%
	2016	73%	61%	69%	84%	70%	91%	79%	81%	46%	65%	65%
Mathematics	2017	78%	64%	75%	86%	76%	95%	78%	81%	52%	71%	75%
	2016	75%	61%	72%	85%	71%	93%	77%	81%	49%	68%	70%
STAAR Percent at Approaches Grade Level or Above												
Grade 4												
Reading	2017	70%	57%	65%	82%	69%	90%	70%	78%	40%	61%	58%
	2016	75%	65%	70%	85%	75%	91%	78%	82%	42%	67%	62%
Mathematics	2017	76%	60%	73%	84%	76%	94%	76%	80%	46%	69%	70%
	2016	73%	58%	70%	83%	75%	93%	76%	78%	43%	66%	66%
Writing	2017	65%	54%	60%	73%	62%	88%	69%	71%	33%	56%	55%
	2016	69%	60%	64%	79%	66%	89%	71%	76%	37%	61%	58%
STAAR Percent at Approaches Grade Level or Above												
Grade 5 ***												
Reading	2017	82%	73%	78%	90%	81%	94%	84%	87%	49%	75%	69%
	2016	81%	71%	77%	90%	81%	94%	82%	87%	46%	74%	66%
Mathematics	2017	87%	77%	86%	93%	86%	98%	92%	90%	63%	83%	81%
	2016	86%	75%	84%	92%	86%	97%	88%	89%	56%	81%	80%
Science	2017	74%	60%	69%	85%	75%	92%	76%	81%	45%	66%	58%
	2016	74%	58%	70%	85%	75%	92%	75%	80%	43%	66%	60%
STAAR Percent at Approaches Grade Level or Above												
Grade 6												
Reading	2017	69%	59%	62%	81%	68%	90%	69%	78%	31%	58%	40%
	2016	69%	58%	63%	82%	69%	91%	70%	79%	32%	59%	42%
Mathematics	2017	76%	66%	72%	87%	77%	96%	82%	83%	46%	68%	60%
	2016	72%	59%	68%	83%	74%	94%	75%	79%	40%	64%	56%

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Texas Academic Performance Report
2016-17 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Approaches Grade Level or Above												
Grade 7												
Reading	2017	73%	62%	69%	84%	73%	92%	76%	81%	34%	65%	44%
	2016	71%	60%	64%	82%	69%	92%	76%	79%	30%	61%	37%
Mathematics	2017	70%	56%	65%	81%	69%	94%	74%	76%	37%	61%	49%
	2016	69%	55%	64%	81%	67%	93%	76%	77%	33%	60%	44%
Writing	2017	70%	59%	64%	80%	67%	91%	73%	77%	28%	60%	41%
	2016	69%	59%	63%	81%	67%	92%	77%	78%	28%	59%	35%
STAAR Percent at Approaches Grade Level or Above												
Grade 8 ***												
Reading	2017	86%	80%	82%	92%	86%	96%	88%	91%	46%	80%	60%
	2016	87%	80%	84%	93%	86%	96%	86%	92%	45%	81%	61%
Mathematics	2017	85%	77%	84%	91%	87%	97%	88%	89%	52%	81%	74%
	2016	82%	72%	79%	88%	81%	95%	87%	86%	42%	76%	67%
Science	2017	76%	64%	71%	87%	76%	94%	78%	84%	39%	67%	48%
	2016	75%	63%	70%	85%	77%	94%	81%	82%	35%	66%	47%
Social Studies	2017	63%	52%	56%	76%	64%	90%	67%	73%	31%	53%	31%
	2016	63%	52%	56%	76%	66%	89%	69%	73%	29%	53%	31%
STAAR Percent at Approaches Grade Level or Above												
End of Course												
English I	2017	64%	53%	58%	78%	63%	86%	67%	75%	22%	54%	29%
	2016	65%	56%	60%	78%	64%	87%	68%	75%	25%	57%	32%
English II	2017	66%	55%	60%	79%	62%	84%	64%	77%	24%	57%	28%
	2016	67%	57%	61%	81%	66%	85%	67%	79%	26%	58%	28%
Algebra I	2017	83%	73%	81%	89%	81%	97%	83%	87%	46%	78%	67%
	2016	78%	67%	75%	86%	75%	95%	78%	83%	39%	72%	60%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above												
End of Course												
Biology	2017	86%	80%	83%	93%	87%	96%	86%	93%	54%	81%	64%
	2016	87%	81%	85%	94%	86%	96%	87%	92%	52%	83%	66%
U.S. History	2017	91%	86%	90%	96%	91%	96%	91%	95%	61%	87%	72%
	2016	91%	86%	89%	95%	91%	96%	93%	94%	56%	87%	70%
STAAR Percent at Approaches Grade Level or Above												
All Grades												
All Subjects	2017	75%	65%	71%	85%	75%	93%	77%	82%	41%	68%	57%
	2016	75%	64%	70%	85%	74%	92%	78%	82%	39%	67%	57%
Reading	2017	72%	61%	67%	83%	71%	90%	73%	81%	35%	64%	51%
	2016	73%	63%	68%	84%	72%	91%	75%	82%	35%	65%	52%
Mathematics	2017	79%	68%	76%	87%	79%	96%	82%	84%	49%	73%	69%
	2016	76%	64%	73%	85%	75%	94%	79%	82%	43%	70%	65%
Writing	2017	67%	57%	62%	77%	64%	90%	71%	74%	30%	58%	50%
	2016	69%	60%	64%	80%	67%	90%	74%	77%	32%	60%	50%
Science	2017	79%	69%	75%	89%	80%	94%	81%	86%	47%	72%	57%
	2016	79%	68%	75%	88%	79%	94%	81%	85%	44%	72%	58%
Social Studies	2017	77%	69%	73%	86%	78%	93%	79%	84%	45%	69%	48%
	2016	77%	70%	73%	86%	79%	92%	81%	84%	42%	69%	47%
STAAR Percent at Meets Grade Level												
All Grades												
Two or More Subjects	2017	48%	34%	41%	61%	48%	82%	50%	56%	22%	36%	22%
	2016	45%	30%	37%	59%	45%	80%	47%	54%	9%	32%	19%
Reading	2017	48%	35%	41%	62%	48%	79%	50%	58%	22%	36%	23%
	2016	46%	32%	38%	60%	45%	78%	48%	56%	10%	34%	21%
Mathematics	2017	48%	33%	43%	60%	48%	85%	53%	55%	25%	38%	32%
	2016	43%	26%	37%	55%	42%	82%	46%	50%	11%	32%	26%

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Texas Academic Performance Report
2016-17 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Meets Grade Level												
All Grades												
Writing	2017	38%	26%	32%	48%	35%	72%	42%	45%	19%	28%	23%
	2016	41%	28%	34%	53%	37%	75%	44%	49%	8%	30%	24%
Science	2017	52%	37%	44%	66%	51%	82%	52%	62%	25%	40%	22%
	2016	47%	32%	40%	61%	48%	79%	49%	56%	11%	35%	18%
Social Studies	2017	51%	40%	44%	64%	51%	80%	54%	61%	25%	39%	15%
	2016	47%	36%	40%	60%	51%	77%	53%	57%	12%	36%	13%
STAAR Percent at Masters Grade Level												
All Grades												
All Subjects	2017	20%	11%	15%	29%	19%	52%	20%	27%	7%	13%	11%
	2016	18%	9%	13%	26%	16%	48%	18%	25%	6%	11%	9%
Reading	2017	19%	11%	14%	28%	18%	46%	18%	27%	6%	12%	10%
	2016	17%	10%	12%	26%	15%	44%	16%	25%	5%	10%	8%
Mathematics	2017	23%	12%	18%	31%	21%	62%	24%	28%	8%	16%	17%
	2016	19%	9%	14%	27%	17%	57%	20%	25%	7%	12%	13%
Writing	2017	12%	6%	8%	17%	9%	36%	12%	16%	5%	6%	6%
	2016	15%	8%	10%	21%	12%	41%	16%	20%	6%	9%	8%
Science	2017	19%	10%	13%	30%	19%	51%	20%	28%	7%	11%	6%
	2016	16%	8%	11%	25%	16%	46%	17%	23%	5%	9%	4%
Social Studies	2017	27%	17%	20%	40%	27%	59%	27%	38%	8%	17%	4%
	2016	22%	13%	16%	33%	22%	51%	22%	31%	6%	13%	3%
STAAR Percent Met or Exceeded Progress												
All Grades												
All Subjects	2017	61%	58%	59%	65%	61%	76%	62%	64%	55%	58%	58%
	2016	62%	58%	60%	64%	60%	76%	62%	64%	55%	59%	59%
Reading	2017	59%	56%	57%	63%	58%	70%	57%	62%	55%	56%	54%
	2016	60%	58%	59%	63%	58%	71%	60%	63%	55%	58%	57%

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Texas Academic Performance Report
2016-17 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent Met or Exceeded Progress												
All Grades												
Mathematics	2017	64%	60%	62%	67%	64%	82%	67%	66%	55%	61%	62%
	2016	63%	58%	61%	67%	62%	81%	64%	66%	54%	60%	61%
STAAR Percent Exceeded Progress												
All Grades												
All Subjects	2017	19%	15%	17%	21%	18%	35%	19%	21%	14%	17%	19%
	2016	17%	14%	16%	17%	15%	29%	16%	18%	13%	15%	18%
Reading	2017	17%	15%	16%	19%	17%	27%	17%	20%	15%	16%	17%
	2016	16%	15%	16%	16%	14%	22%	15%	17%	14%	16%	17%
Mathematics	2017	20%	15%	19%	22%	20%	45%	22%	22%	14%	18%	21%
	2016	17%	13%	16%	19%	16%	37%	17%	19%	12%	15%	18%
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2017	35%	30%	34%	40%	35%	42%	37%	37%	18%	32%	31%
	2016	35%	30%	34%	40%	34%	43%	37%	38%	17%	33%	31%
Mathematics	2017	43%	38%	43%	48%	45%	57%	50%	45%	27%	41%	40%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Performance

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2017	72%	61%	67%	82%	69%	89%	75%	79%	31%	63%	56%
Students Requiring Accelerated Instruction	2017	28%	39%	33%	18%	31%	11%	25%	21%	69%	37%	44%
STAAR Cumulative Met Standard	2017	81%	72%	78%	90%	80%	93%	84%	87%	42%	74%	68%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration	2017	81%	69%	79%	89%	80%	95%	86%	86%	48%	75%	73%
Students Requiring Accelerated Instruction	2017	19%	31%	21%	11%	20%	5%	14%	14%	52%	25%	27%
STAAR Cumulative Met Standard	2017	87%	77%	85%	93%	85%	97%	91%	90%	57%	82%	81%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative												
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2017	76%	68%	71%	87%	77%	92%	80%	85%	28%	68%	40%
Students Requiring Accelerated Instruction	2017	24%	32%	29%	13%	23%	8%	20%	15%	72%	32%	60%
STAAR Cumulative Met Standard	2017	85%	79%	81%	92%	85%	94%	86%	91%	39%	79%	57%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration	2017	75%	64%	72%	84%	76%	93%	77%	82%	32%	69%	57%
Students Requiring Accelerated Instruction	2017	25%	36%	28%	16%	24%	7%	23%	18%	68%	31%	43%
STAAR Cumulative Met Standard	2017	85%	76%	83%	91%	86%	96%	87%	89%	47%	81%	72%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Approaches Grade Level or Above													
All Grades													
All Subjects	2017	75%	67%	66%	65%	69%	69%	52%	55%	49%	54%	58%	57%
	2016	75%	66%	65%	65%	68%	68%	51%	53%	48%	54%	57%	57%
Reading	2017	72%	64%	61%	61%	67%	66%	44%	46%	41%	48%	51%	51%
	2016	73%	64%	63%	63%	67%	65%	44%	46%	42%	50%	52%	52%
Mathematics	2017	79%	76%	76%	74%	76%	76%	65%	68%	62%	64%	69%	69%
	2016	76%	72%	72%	72%	72%	73%	60%	63%	57%	61%	65%	65%
Writing	2017	67%	58%	54%	56%	61%	62%	43%	48%	39%	47%	50%	50%
	2016	69%	60%	57%	59%	61%	64%	41%	46%	36%	47%	50%	50%
Science	2017	79%	60%	61%	55%	61%	62%	56%	59%	53%	55%	57%	57%
	2016	79%	62%	63%	57%	63%	62%	57%	59%	54%	56%	58%	58%
Social Studies	2017	77%	43%	43%	50%	42%	45%	48%	53%	43%	48%	48%	48%
	2016	77%	38%	64%	55%	35%	45%	47%	51%	43%	51%	46%	47%
STAAR Percent at Meets Grade Level													
All Grades													
Two or More Subjects	2017	48%	32%	30%	28%	32%	34%	17%	20%	13%	21%	22%	22%
	2016	45%	28%	25%	25%	28%	30%	14%	17%	11%	17%	19%	19%
Reading	2017	48%	34%	32%	31%	36%	36%	16%	20%	13%	23%	23%	23%
	2016	46%	31%	28%	29%	33%	33%	14%	17%	11%	18%	21%	21%
Mathematics	2017	48%	43%	41%	39%	42%	46%	27%	31%	23%	30%	33%	32%
	2016	43%	34%	32%	32%	35%	38%	22%	25%	18%	23%	27%	26%
Writing	2017	38%	34%	29%	32%	34%	39%	14%	19%	10%	18%	23%	23%
	2016	41%	37%	30%	36%	37%	42%	14%	18%	10%	17%	24%	24%
Science	2017	52%	25%	25%	21%	26%	27%	20%	23%	18%	24%	22%	22%
	2016	47%	21%	20%	19%	23%	22%	16%	19%	14%	18%	18%	18%
Social Studies	2017	51%	13%	19%	*	12%	13%	15%	18%	13%	19%	15%	15%
	2016	47%	10%	*	*	10%	8%	13%	15%	11%	20%	13%	13%

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(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Masters Grade Level													
All Grades													
All Subjects	2017	20%	18%	17%	17%	18%	20%	7%	9%	6%	8%	11%	11%
	2016	18%	14%	13%	13%	14%	16%	6%	7%	4%	6%	9%	9%
Reading	2017	19%	17%	16%	16%	18%	19%	6%	7%	4%	7%	10%	10%
	2016	17%	14%	12%	14%	15%	15%	5%	6%	4%	6%	8%	8%
Mathematics	2017	23%	25%	25%	23%	22%	28%	12%	14%	9%	11%	18%	17%
	2016	19%	18%	17%	16%	16%	20%	9%	11%	7%	8%	13%	13%
Writing	2017	12%	9%	7%	8%	9%	11%	3%	4%	2%	4%	6%	6%
	2016	15%	12%	9%	11%	12%	15%	4%	5%	3%	5%	8%	8%
Science	2017	19%	9%	9%	7%	9%	10%	5%	6%	5%	6%	6%	6%
	2016	16%	5%	5%	4%	5%	5%	4%	4%	3%	4%	4%	4%
Social Studies	2017	27%	5%	*	*	4%	*	4%	5%	4%	6%	4%	4%
	2016	22%	2%	*	*	2%	*	3%	4%	3%	7%	3%	3%
STAAR Percent Met or Exceeded Progress													
All Grades													
All Subjects	2017	61%	64%	63%	62%	64%	65%	54%	54%	53%	58%	58%	58%
	2016	62%	64%	64%	64%	64%	65%	54%	55%	54%	59%	58%	58%
Reading	2017	59%	58%	57%	56%	60%	60%	51%	51%	50%	57%	53%	54%
	2016	60%	61%	61%	60%	62%	63%	53%	53%	52%	60%	56%	56%
Mathematics	2017	64%	69%	69%	67%	67%	70%	57%	58%	56%	59%	62%	62%
	2016	63%	67%	67%	67%	65%	67%	56%	57%	55%	59%	60%	60%
STAAR Percent Exceeded Progress													
All Grades													
All Subjects	2017	19%	28%	28%	26%	26%	29%	15%	17%	14%	16%	20%	20%
	2016	17%	25%	25%	24%	23%	25%	15%	16%	13%	16%	19%	19%
Reading	2017	17%	23%	23%	22%	24%	24%	15%	15%	14%	16%	18%	18%
	2016	16%	22%	22%	22%	22%	22%	15%	15%	15%	18%	18%	18%

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 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress													
All Grades													
Mathematics	2017	20%	32%	32%	29%	27%	33%	16%	18%	13%	16%	22%	22%
	2016	17%	27%	27%	26%	24%	28%	14%	16%	12%	15%	19%	19%
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2017	35%	33%	31%	29%	36%	37%	30%	31%	30%	29%	31%	31%
	2016	35%	33%	35%	31%	33%	32%	30%	30%	29%	29%	31%	31%
Mathematics	2017	43%	44%	46%	41%	43%	43%	39%	40%	39%	38%	41%	40%

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2016-17 State Participation

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	6%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	1%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Attendance and Postsecondary
Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2015-16	95.8%	95.4%	95.6%	96.0%	95.3%	97.8%	95.5%	95.9%	94.5%	95.4%	96.4%
2014-15	95.7%	95.5%	95.6%	95.8%	95.3%	97.7%	95.6%	95.8%	94.4%	95.4%	96.4%
Annual Dropout Rate (Gr 7-8)											
2015-16	0.4%	0.6%	0.4%	0.2%	0.5%	0.2%	0.4%	0.3%	0.4%	0.4%	0.6%
2014-15	0.3%	0.5%	0.4%	0.2%	0.4%	0.2%	0.4%	0.2%	0.5%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)											
2015-16	2.0%	3.0%	2.4%	1.1%	2.7%	0.6%	2.6%	1.5%	2.8%	2.5%	4.2%
2014-15	2.1%	3.0%	2.5%	1.1%	2.8%	0.8%	2.1%	1.5%	2.9%	2.5%	4.5%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	89.1%	85.4%	86.9%	93.4%	87.4%	95.7%	88.0%	90.8%	77.9%	86.0%	71.3%
Received GED	0.5%	0.4%	0.4%	0.7%	0.6%	0.0%	0.6%	0.7%	0.3%	0.5%	0.2%
Continued HS	4.2%	5.1%	5.2%	2.6%	4.4%	2.2%	5.7%	3.8%	11.6%	5.1%	10.0%
Dropped Out	6.2%	9.1%	7.5%	3.4%	7.6%	2.0%	5.7%	4.7%	10.2%	8.5%	18.5%
Graduates and GED	89.6%	85.8%	87.3%	94.0%	88.0%	95.7%	88.7%	91.5%	78.1%	86.5%	71.5%
Grads, GED, & Cont	93.8%	90.9%	92.5%	96.6%	92.4%	98.0%	94.3%	95.3%	89.8%	91.5%	81.5%
Class of 2015											
Graduated	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	78.2%	85.6%	71.5%
Received GED	0.6%	0.5%	0.5%	0.8%	0.7%	0.2%	0.9%	0.6%	0.4%	0.7%	0.3%
Continued HS	4.1%	4.8%	5.3%	2.4%	4.2%	2.2%	3.9%	3.0%	11.1%	5.0%	10.2%
Dropped Out	6.3%	9.5%	7.7%	3.4%	8.7%	2.2%	6.5%	4.3%	10.4%	8.7%	18.0%
Graduates and GED	89.6%	85.7%	87.0%	94.2%	87.1%	95.6%	89.6%	92.7%	78.5%	86.3%	71.8%
Grads, GED, & Cont	93.7%	90.5%	92.3%	96.6%	91.3%	97.8%	93.5%	95.7%	89.6%	91.3%	82.0%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.3%	87.8%	89.4%	94.8%	88.5%	96.5%	91.1%	93.9%	82.4%	88.5%	77.0%
Received GED	0.8%	0.7%	0.8%	1.1%	1.3%	0.2%	1.3%	0.9%	0.5%	1.0%	0.4%
Continued HS	1.2%	1.2%	1.6%	0.8%	1.1%	0.7%	1.1%	0.8%	6.2%	1.5%	2.9%
Dropped Out	6.7%	10.2%	8.3%	3.4%	9.0%	2.5%	6.5%	4.4%	10.9%	9.1%	19.7%
Graduates and GED	92.1%	88.6%	90.1%	95.8%	89.9%	96.7%	92.4%	94.8%	82.9%	89.4%	77.5%
Grads, GED, & Cont	93.3%	89.8%	91.7%	96.6%	91.0%	97.5%	93.5%	95.6%	89.1%	90.9%	80.3%
Class of 2014											
Graduated	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	81.6%	87.8%	65.9%
Received GED	1.0%	0.9%	1.0%	1.3%	1.1%	0.2%	1.2%	1.0%	0.6%	1.1%	0.7%
Continued HS	1.3%	1.4%	1.7%	0.8%	0.8%	0.8%	1.2%	1.1%	6.1%	1.4%	3.9%
Dropped Out	7.2%	10.9%	9.1%	3.6%	8.9%	3.0%	8.1%	5.1%	11.7%	9.6%	29.6%
Graduates and GED	91.5%	87.7%	89.3%	95.6%	90.4%	96.1%	90.8%	93.9%	82.2%	88.9%	66.6%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.4%	91.1%	97.0%	91.9%	94.9%	88.3%	90.4%	70.4%

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Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	90.9%	87.3%	88.9%	94.6%	89.9%	96.2%	90.3%	93.3%	83.8%	88.4%	67.3%
Received GED	1.2%	1.2%	1.2%	1.4%	1.2%	0.2%	1.2%	1.3%	0.7%	1.3%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	0.1%	0.5%	0.5%	0.4%	3.7%	0.7%	1.6%
Dropped Out	7.2%	10.9%	9.2%	3.5%	8.7%	3.1%	8.1%	5.1%	11.8%	9.6%	30.2%
Graduates and GED	92.2%	88.5%	90.1%	96.0%	91.1%	96.5%	91.5%	94.5%	84.5%	89.7%	68.2%
Grads, GED, & Cont	92.8%	89.1%	90.8%	96.5%	91.3%	96.9%	91.9%	94.9%	88.2%	90.4%	69.8%
Class of 2013											
Graduated	90.9%	87.2%	88.8%	94.7%	87.8%	95.6%	91.6%	93.7%	84.0%	88.8%	69.1%
Received GED	1.4%	1.3%	1.4%	1.5%	2.4%	0.3%	0.5%	1.3%	0.9%	1.5%	1.0%
Continued HS	0.6%	0.6%	0.7%	0.4%	0.7%	0.5%	0.2%	0.3%	3.5%	0.6%	1.4%
Dropped Out	7.2%	10.9%	9.1%	3.5%	9.1%	3.5%	7.7%	4.6%	11.6%	9.0%	28.6%
Graduates and GED	92.3%	88.5%	90.2%	96.1%	90.2%	96.0%	92.1%	95.1%	85.0%	90.3%	70.1%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.5%	90.9%	96.5%	92.3%	95.4%	88.4%	91.0%	71.4%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2016	87.4%	81.9%	87.8%	87.7%	82.2%	96.1%	85.2%	88.2%	27.3%	84.3%	80.5%
Class of 2015	86.1%	80.4%	86.5%	86.6%	81.8%	95.2%	84.4%	86.5%	25.0%	82.8%	78.6%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2016	5.5%	6.0%	4.9%	6.2%	5.2%	3.4%	0.0%	5.0%	7.8%	5.9%	7.0%
Class of 2015	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2016	54.0%	35.0%	49.6%	65.8%	54.6%	50.8%	33.3%	50.3%	26.3%	48.8%	31.5%
Class of 2015	38.7%	18.4%	34.0%	52.6%	46.9%	35.5%	41.7%	36.0%	16.9%	32.5%	18.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2016	85.1%	79.1%	85.1%	86.3%	80.4%	94.5%	82.6%	86.1%	27.7%	81.8%	76.9%
Class of 2015	84.1%	78.1%	84.0%	85.1%	80.5%	94.2%	83.3%	84.6%	24.8%	80.5%	75.4%
RHSP/DAP Graduates (Annual Rate)											
2015-16	85.6%	79.8%	85.9%	86.2%	80.2%	95.2%	82.5%	86.7%	24.1%	82.7%	79.4%
2014-15	84.3%	78.2%	84.5%	85.2%	80.0%	94.2%	84.2%	85.2%	22.9%	81.1%	76.9%
FHSP-E Graduates (Annual Rate)											
2015-16	5.6%	6.0%	5.0%	6.4%	5.5%	3.0%	0.0%	5.6%	7.9%	6.1%	6.4%
2014-15	3.5%	6.5%	3.0%	2.7%	0.0%	13.0%	0.0%	2.3%	3.5%	3.7%	6.4%
FHSP-DLA Graduates (Annual Rate)											
2015-16	51.9%	34.3%	47.1%	64.2%	50.0%	48.9%	28.0%	49.1%	26.3%	47.3%	30.8%
2014-15	37.3%	17.5%	32.6%	51.0%	45.1%	34.2%	41.7%	34.7%	16.4%	31.3%	17.5%

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Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2015-16	83.3%	77.1%	83.0%	84.8%	78.0%	93.5%	79.5%	84.6%	24.7%	80.2%	75.6%
2014-15	82.2%	75.8%	81.9%	83.7%	78.7%	93.2%	83.1%	83.3%	22.8%	78.7%	73.7%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)											
Any Subject											
2015-16	55.0%	44.8%	51.6%	60.7%	48.6%	81.8%	51.6%	58.6%	14.5%	47.9%	33.0%
2014-15	54.5%	45.2%	50.4%	60.5%	49.2%	81.5%	51.9%	59.1%	14.4%	46.9%	31.4%
English Language Arts											
2015-16	30.1%	22.3%	26.0%	35.4%	24.9%	57.6%	28.4%	34.6%	4.5%	23.1%	10.3%
2014-15	29.0%	21.6%	24.7%	34.4%	24.9%	56.5%	28.6%	33.5%	4.5%	21.9%	9.3%
Mathematics											
2015-16	43.1%	34.5%	38.2%	49.7%	38.0%	72.3%	39.9%	48.0%	8.4%	35.5%	20.7%
2014-15	43.8%	36.0%	38.3%	50.8%	40.6%	72.9%	43.2%	48.6%	9.2%	35.9%	21.3%
Science											
2015-16	12.2%	7.8%	9.3%	14.5%	10.1%	37.7%	10.5%	14.9%	1.0%	8.3%	2.5%
2014-15	12.7%	8.2%	9.3%	15.1%	10.4%	40.7%	14.2%	15.5%	1.1%	8.4%	2.6%
Social Studies											
2015-16	29.0%	20.4%	24.6%	34.9%	23.9%	61.2%	28.2%	32.9%	2.3%	21.5%	5.6%
2014-15	28.4%	19.9%	23.6%	34.4%	23.9%	60.6%	27.7%	33.2%	2.3%	20.6%	5.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2015-16	35.9%	27.8%	33.6%	39.4%	30.9%	63.5%	32.8%	38.8%	9.4%	30.3%	20.4%
2014-15	34.6%	27.4%	31.9%	38.3%	30.5%	61.6%	32.4%	37.7%	9.3%	28.8%	19.0%
English Language Arts											
2015-16	16.2%	12.3%	14.6%	18.4%	13.5%	30.1%	14.8%	17.8%	3.8%	13.0%	8.7%
2014-15	15.7%	12.1%	13.9%	17.9%	13.6%	30.2%	14.2%	17.1%	4.0%	12.4%	8.1%
Mathematics											
2015-16	19.3%	15.2%	16.7%	22.8%	17.0%	36.8%	18.6%	21.6%	3.2%	15.0%	7.2%
2014-15	19.4%	15.6%	16.6%	23.0%	18.2%	37.1%	19.9%	21.6%	3.5%	15.0%	7.4%
Science											
2015-16	5.1%	3.2%	3.8%	6.2%	4.1%	17.6%	4.8%	6.2%	0.3%	3.3%	0.8%
2014-15	5.2%	3.3%	3.8%	6.3%	4.4%	19.2%	5.8%	6.4%	0.4%	3.3%	0.8%
Social Studies											
2015-16	20.8%	14.6%	17.1%	25.3%	16.7%	50.0%	20.3%	24.9%	1.6%	14.8%	3.7%
2014-15	19.5%	13.6%	15.7%	24.1%	16.4%	47.9%	19.8%	23.8%	1.5%	13.5%	3.0%
College-Ready Graduates											
English Language Arts											
2015-16	50.6%	34.3%	41.7%	66.1%	49.2%	74.3%	43.6%	61.1%	13.7%	37.4%	13.8%
2014-15	42.0%	23.0%	30.0%	61.0%	46.0%	68.0%	43.0%	54.0%	13.0%	26.0%	8.0%

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Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
College-Ready Graduates											
Mathematics											
2015-16	44.6%	26.7%	35.2%	59.9%	42.9%	78.3%	43.2%	54.4%	8.9%	31.4%	18.1%
2014-15	38.0%	18.0%	25.0%	56.0%	41.0%	70.0%	40.0%	48.0%	8.0%	22.0%	12.0%
Both Subjects											
2015-16	38.7%	21.6%	28.5%	55.0%	38.3%	70.5%	36.4%	50.1%	6.4%	24.7%	8.6%
2014-15	35.0%	16.0%	22.0%	53.0%	38.0%	65.0%	38.0%	46.0%	7.0%	19.0%	6.0%
Either Subject											
2015-16	56.4%	39.4%	48.2%	70.9%	53.7%	82.1%	50.3%	65.3%	16.0%	43.9%	23.0%
2014-15	45.0%	25.0%	34.0%	63.0%	49.0%	73.0%	45.0%	56.0%	15.0%	29.0%	14.0%
College and Career Ready Graduates											
2015-16	75.9%	64.3%	73.3%	82.5%	72.7%	90.5%	64.1%	77.9%	51.8%	70.7%	55.3%
2014-15	74.5%	62.9%	71.8%	80.7%	73.3%	89.5%	70.4%	76.4%	50.7%	69.4%	55.2%
Texas Success Initiative Assessment (TSIA)											
English Language Arts											
2015-16	22.6%	19.9%	24.3%	21.4%	20.1%	19.8%	14.5%	22.3%	4.8%	21.5%	8.5%
2014-15	10.6%	8.8%	10.6%	11.2%	10.8%	10.1%	8.0%	10.8%	2.7%	9.3%	3.4%
Mathematics											
2015-16	18.1%	14.1%	19.4%	17.1%	15.8%	22.5%	14.3%	17.6%	2.7%	17.1%	11.0%
2014-15	7.1%	5.3%	7.0%	7.5%	7.1%	9.9%	6.4%	7.0%	1.4%	6.3%	4.9%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)											
2015-16	48.7%	36.7%	44.4%	55.7%	42.3%	80.1%	41.4%	53.7%	7.8%	39.7%	23.4%
2014-15	48.1%	36.6%	43.5%	54.8%	42.5%	80.1%	48.8%	52.9%	8.1%	39.2%	22.7%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)											
Any Subject											
2015-16	12.2%	5.9%	11.2%	16.3%	10.1%	12.8%	9.8%	11.3%	1.1%	9.2%	2.4%
2014-15	10.6%	4.8%	9.3%	14.7%	10.6%	11.3%	6.6%	10.5%	0.9%	7.5%	1.6%
AP/IB Course Completion (Annual Graduates)											
2015-16	44.8%	35.3%	42.2%	47.8%	38.2%	79.6%	40.5%	50.4%	5.1%	37.4%	24.1%
2014-15	43.4%	34.2%	40.6%	46.4%	38.7%	78.1%	45.5%	48.0%	5.4%	36.2%	23.0%
CTE Coherent Sequence (Annual Graduates)											
2015-16	47.8%	41.1%	50.5%	47.8%	48.1%	38.8%	36.7%	42.3%	47.2%	50.6%	41.6%
2014-15	46.6%	40.1%	49.7%	46.2%	45.7%	36.9%	38.9%	41.1%	45.9%	49.8%	42.1%
AP/IB Results (Participation)											
All Subjects											
2016	25.5%	17.2%	23.1%	27.9%	19.4%	59.3%	25.1%	29.0%	n/a	19.9%	n/a
2015	24.9%	16.6%	22.5%	27.4%	19.6%	58.3%	25.3%	28.4%	n/a	19.3%	n/a

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Participation)											
English Language Arts											
2016	15.5%	11.1%	13.2%	17.4%	11.6%	40.1%	15.7%	18.9%	n/a	11.4%	n/a
2015	15.1%	10.8%	12.8%	17.1%	11.2%	39.0%	16.0%	18.6%	n/a	11.0%	n/a
Mathematics											
2016	6.8%	3.3%	4.7%	8.6%	5.3%	28.5%	8.4%	9.2%	n/a	3.9%	n/a
2015	6.8%	3.0%	4.7%	8.6%	5.3%	27.1%	8.3%	9.1%	n/a	4.0%	n/a
Science											
2016	10.4%	5.8%	8.3%	12.0%	7.6%	35.6%	11.4%	13.2%	n/a	7.2%	n/a
2015	10.2%	5.6%	8.1%	11.9%	7.8%	35.0%	11.6%	12.9%	n/a	7.0%	n/a
Social Studies											
2016	14.8%	10.1%	12.5%	16.5%	10.4%	42.6%	15.4%	17.7%	n/a	10.8%	n/a
2015	14.4%	9.4%	12.2%	16.1%	11.3%	41.2%	15.8%	17.6%	n/a	10.5%	n/a
AP/IB Results (Examinees >= Criterion)											
All Subjects											
2016	49.5%	28.2%	37.3%	63.3%	47.6%	72.9%	48.0%	60.1%	n/a	34.2%	n/a
2015	49.1%	27.2%	36.5%	62.9%	48.9%	72.0%	51.2%	61.7%	n/a	33.4%	n/a
English Language Arts											
2016	43.3%	25.0%	24.1%	61.8%	41.8%	69.9%	46.5%	58.5%	n/a	20.7%	n/a
2015	43.7%	24.5%	23.8%	62.1%	41.3%	69.9%	41.9%	60.7%	n/a	20.7%	n/a
Mathematics											
2016	54.0%	36.1%	34.0%	64.5%	44.1%	73.5%	58.3%	65.3%	n/a	32.4%	n/a
2015	51.7%	31.9%	31.2%	62.6%	55.0%	71.7%	48.1%	63.2%	n/a	29.3%	n/a
Science											
2016	35.1%	16.6%	17.3%	49.1%	34.6%	55.6%	35.1%	46.6%	n/a	15.2%	n/a
2015	35.4%	17.0%	17.7%	48.1%	35.2%	56.6%	33.6%	46.4%	n/a	16.0%	n/a
Social Studies											
2016	41.6%	24.8%	22.8%	58.5%	42.7%	66.7%	38.3%	56.4%	n/a	20.2%	n/a
2015	40.1%	23.5%	21.2%	56.2%	37.5%	65.2%	39.9%	55.6%	n/a	19.0%	n/a
SAT/ACT Results											
Tested											
Class of 2016	71.6%	74.9%	68.4%	71.8%	66.4%	94.6%	69.0%	75.1%	n/a	66.4%	n/a
Class of 2015	68.3%	71.9%	63.7%	70.1%	64.8%	92.7%	70.6%	71.0%	n/a	62.6%	n/a
At/Above Criterion											
Class of 2016	22.5%	7.9%	10.6%	39.6%	20.6%	53.9%	21.6%	34.2%	n/a	8.7%	n/a
Class of 2015	24.3%	8.2%	11.7%	41.3%	26.4%	54.7%	26.8%	35.0%	n/a	9.5%	n/a
Average SAT Score											
All Subjects											
Class of 2016	1375	1225	1268	1537	1376	1634	1371	1498	n/a	1237	n/a
Class of 2015	1394	1234	1286	1548	1413	1641	1406	1509	n/a	1252	n/a

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Average SAT Score											
English Language Arts and Writing											
Class of 2016	903	811	832	1012	907	1055	899	988	n/a	811	n/a
Class of 2015	912	813	839	1017	926	1059	920	993	n/a	816	n/a
Mathematics											
Class of 2016	472	415	437	525	469	579	472	510	n/a	426	n/a
Class of 2015	482	422	447	531	487	583	486	516	n/a	436	n/a
Average ACT Score											
All Subjects											
Class of 2016	20.3	17.4	18.1	22.9	20.0	25.0	20.4	22.1	n/a	17.6	n/a
Class of 2015	20.6	17.4	18.4	23.1	21.0	25.1	21.0	22.3	n/a	17.9	n/a
English Language Arts											
Class of 2016	19.8	16.8	17.3	22.8	19.5	24.4	19.9	22.0	n/a	16.9	n/a
Class of 2015	20.1	16.8	17.6	22.9	20.6	24.5	20.5	22.1	n/a	17.1	n/a
Mathematics											
Class of 2016	20.5	17.7	18.6	22.7	20.2	26.0	20.9	21.9	n/a	18.2	n/a
Class of 2015	20.9	17.8	19.0	23.0	21.0	26.2	21.4	22.4	n/a	18.5	n/a
Science											
Class of 2016	20.5	17.9	18.5	22.9	20.3	24.6	20.7	22.2	n/a	18.1	n/a
Class of 2015	20.7	17.8	18.9	23.0	21.3	24.8	21.1	22.3	n/a	18.4	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2014-15	56.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation											
2014-15	55.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Texas Academic Performance Report
2016-17 State Profile

Student Information	----- State ----- Count	Percent
Total Students:	5,343,834	100.0%
Students by Grade:		
Early Childhood Education	13,821	0.3%
Pre-Kindergarten	223,833	4.2%
Kindergarten	371,682	7.0%
Grade 1	395,568	7.4%
Grade 2	408,582	7.6%
Grade 3	412,581	7.7%
Grade 4	410,882	7.7%
Grade 5	400,016	7.5%
Grade 6	398,017	7.4%
Grade 7	396,001	7.4%
Grade 8	392,231	7.3%
Grade 9	431,486	8.1%
Grade 10	395,057	7.4%
Grade 11	363,655	6.8%
Grade 12	330,422	6.2%
Ethnic Distribution:		
African American	673,291	12.6%
Hispanic	2,802,180	52.4%
White	1,499,559	28.1%
American Indian	20,701	0.4%
Asian	224,834	4.2%
Pacific Islander	7,687	0.1%
Two or More Races	115,582	2.2%
Economically Disadvantaged	3,155,117	59.0%
Non-Educationally Disadvantaged	2,188,717	41.0%
English Language Learners (ELL)	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	74,803	1.4%
At-Risk	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:		
Total Students with Disabilities	467,611	
By Type of Primary Disability		
Students with Intellectual Disabilities	207,935	44.5%
Students with Physical Disabilities	102,283	21.9%
Students with Autism	58,444	12.5%
Students with Behavioral Disabilities	93,082	19.9%
Students with Non-Categorical Early Childhood	5,867	1.3%

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Student Information	----- State ----- Count	Percent
Graduates (Class of 2016):		
Total Graduates	324,311	100.0%
By Ethnicity (incl. Special Ed.):		
African American	41,084	12.7%
Hispanic	157,633	48.6%
White	104,551	32.2%
American Indian	1,280	0.4%
Asian	13,481	4.2%
Pacific Islander	449	0.1%
Two or More Races	5,833	1.8%
By Graduation Type (incl. Special Ed.):		
Minimum H.S. Program	42,804	13.2%
Recommended H.S. Program/DAP	254,625	78.5%
Foundation High School Plan (No Endorsement)	11,477	3.5%
Foundation High School Plan (Endorsement)	1,501	0.5%
Foundation High School Plan (DLA)	13,904	4.3%
Special Education Graduates	23,325	7.2%

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Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.8%	7.7%
Grade 1	3.8%	6.8%
Grade 2	2.4%	3.1%
Grade 3	1.6%	1.2%
Grade 4	0.8%	0.7%
Grade 5	0.4%	0.7%
Grade 6	0.6%	0.7%
Grade 7	0.7%	0.8%
Grade 8	0.5%	0.9%

	----- State ----- Count	Percent
Data Quality:		
Underreported Students	6,686	0.3%

Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	18.8
Grade 1	18.8
Grade 2	18.9
Grade 3	19.0
Grade 4	19.0
Grade 5	20.9
Grade 6	20.4
Secondary:	
English/Language Arts	16.8
Foreign Languages	18.7
Mathematics	18.0
Science	19.0
Social Studies	19.4

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Staff Information	----- State ----- Count	Percent
Total Staff	705,007.9	100.0%
Professional Staff:	451,253.5	64.0%
Teachers	352,756.1	50.0%
Professional Support	70,392.1	10.0%
Campus Administration (School Leadership)	20,492.1	2.9%
Central Administration	7,613.2	1.1%
Educational Aides:	67,934.0	9.6%
Auxiliary Staff:	185,820.3	26.4%
Total Minority Staff:	346,378.5	49.1%
Teachers by Ethnicity and Sex:		
African American	35,986.3	10.2%
Hispanic	93,694.5	26.6%
White	211,028.1	59.8%
American Indian	1,243.7	0.4%
Asian	5,383.5	1.5%
Pacific Islander	1,521.6	0.4%
Two or More Races	3,898.4	1.1%
Males	83,544.8	23.7%
Females	269,211.3	76.3%
Teachers by Highest Degree Held:		
No Degree	4,333.3	1.2%
Bachelors	262,745.0	74.5%
Masters	83,426.6	23.6%
Doctorate	2,251.2	0.6%
Teachers by Years of Experience:		
Beginning Teachers	27,413.0	7.8%
1-5 Years Experience	98,846.9	28.0%
6-10 Years Experience	73,646.0	20.9%
11-20 Years Experience	98,156.2	27.8%
Over 20 Years Experience	54,694.0	15.5%
Number of Students per Teacher	15.1	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 State Profile

<u>Staff Information</u>	<u>State</u>
Experience of Campus Leadership:	
Average Years Experience of Principals	19.5
Average Years Experience of Principals with District	12.2
Average Years Experience of Assistant Principals	15.7
Average Years Experience of Assistant Principals with District	10.1
Average Years Experience of Teachers:	10.9
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$46,199
1-5 Years Experience	\$48,779
6-10 Years Experience	\$51,184
11-20 Years Experience	\$54,396
Over 20 Years Experience	\$60,913
Average Actual Salaries (regular duties only):	
Teachers	\$52,525
Professional Support	\$61,728
Campus Administration (School Leadership)	\$76,471
Central Administration	\$100,397
Instructional Staff Percent:	64.6%
Turnover Rate for Teachers:	16.4%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,112.5
Educational Aides	216.4
Auxiliary Staff	454.3
Contracted Instructional Staff:	2,110.5

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Program Information	----- State ----- Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	1,005,219	18.8%
Career & Technical Education	1,336,684	25.0%
Gifted & Talented Education	415,641	7.8%
Special Education	467,611	8.8%
Teachers by Program (population served):		
Bilingual/ESL Education	21,143.9	6.0%
Career & Technical Education	15,992.3	4.5%
Compensatory Education	9,777.0	2.8%
Gifted & Talented Education	6,556.8	1.9%
Regular Education	256,918.3	72.8%
Special Education	30,361.9	8.6%
Other	12,005.8	3.4%

Link to:
[PEIMS Financial Standard Reports/](#)
[2015-2016 Financial Actual Report](#)

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one group is masked, then the second smallest group is masked (regardless of size).

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

'***' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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 2017-18 State STAAR Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^												
Grade 3 Reading												
At Approaches Grade Level or Above	2018	77%	66%	74%	87%	75%	92%	80%	83%	52%	71%	73%
	2017	73%	61%	68%	83%	74%	90%	74%	78%	45%	64%	66%
At Meets Grade Level or Above	2018	43%	30%	37%	57%	39%	68%	39%	52%	28%	33%	35%
	2017	45%	32%	39%	59%	45%	73%	43%	55%	28%	35%	37%
At Masters Grade Level	2018	25%	15%	19%	36%	19%	48%	22%	32%	9%	16%	17%
	2017	29%	18%	23%	40%	27%	56%	25%	36%	11%	20%	22%
Grade 3 Mathematics												
At Approaches Grade Level or Above	2018	78%	66%	76%	86%	78%	94%	79%	82%	52%	72%	77%
	2017	77%	64%	74%	86%	76%	94%	78%	81%	51%	71%	75%
At Meets Grade Level or Above	2018	47%	32%	42%	58%	43%	78%	50%	53%	31%	38%	43%
	2017	49%	34%	44%	60%	48%	81%	50%	54%	32%	40%	45%
At Masters Grade Level	2018	23%	13%	18%	31%	19%	54%	23%	23%	12%	16%	20%
	2017	26%	15%	21%	34%	23%	58%	24%	31%	13%	18%	23%
Grade 4 Reading												
At Approaches Grade Level or Above	2018	73%	61%	68%	84%	73%	91%	73%	79%	46%	65%	66%
	2017	70%	57%	65%	82%	69%	90%	70%	78%	40%	61%	64%
At Meets Grade Level or Above	2018	46%	34%	39%	59%	44%	75%	43%	55%	29%	34%	37%
	2017	44%	31%	37%	58%	43%	72%	45%	54%	25%	33%	35%
At Masters Grade Level	2018	24%	15%	18%	34%	22%	53%	21%	31%	10%	16%	17%
	2017	24%	14%	18%	36%	21%	50%	24%	32%	9%	15%	16%
Grade 4 Mathematics												
At Approaches Grade Level or Above	2018	78%	65%	76%	86%	78%	95%	80%	82%	49%	73%	77%
	2017	76%	60%	73%	84%	76%	94%	76%	80%	46%	69%	74%
At Meets Grade Level or Above	2018	49%	33%	44%	60%	48%	81%	46%	54%	29%	40%	45%
	2017	47%	31%	42%	59%	46%	80%	46%	53%	28%	38%	44%
At Masters Grade Level	2018	27%	15%	22%	36%	25%	62%	22%	32%	11%	19%	24%
	2017	27%	14%	22%	36%	26%	61%	28%	32%	10%	19%	24%
Grade 4 Writing												
At Approaches Grade Level or Above	2018	63%	50%	58%	72%	61%	87%	65%	68%	33%	54%	60%
	2017	65%	54%	60%	73%	62%	88%	69%	71%	33%	56%	61%
At Meets Grade Level or Above	2018	39%	28%	34%	49%	38%	72%	41%	46%	22%	30%	35%
	2017	34%	24%	29%	43%	30%	65%	37%	42%	20%	26%	30%
At Masters Grade Level	2018	11%	6%	8%	15%	8%	34%	11%	15%	6%	6%	9%
	2017	11%	6%	8%	15%	7%	31%	12%	14%	5%	6%	8%
Grade 5 Reading^^												
At Approaches Grade Level or Above	2018	84%	75%	81%	91%	83%	96%	86%	89%	55%	79%	80%
	2017	82%	73%	78%	90%	81%	94%	84%	87%	49%	75%	76%
At Meets Grade Level or Above	2018	54%	41%	47%	67%	49%	81%	55%	64%	30%	43%	46%
	2017	48%	37%	41%	61%	46%	75%	51%	58%	25%	37%	39%
At Masters Grade Level	2018	26%	16%	20%	37%	23%	55%	29%	35%	9%	17%	19%
	2017	25%	17%	19%	36%	24%	53%	24%	34%	7%	16%	18%
Grade 5 Mathematics^^												
At Approaches Grade Level or Above	2018	91%	82%	90%	95%	89%	98%	93%	92%	70%	87%	90%
	2017	87%	77%	85%	93%	86%	97%	92%	90%	63%	83%	86%
At Meets Grade Level or Above	2018	58%	42%	55%	68%	54%	87%	62%	63%	35%	50%	56%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2017	50%	34%	44%	62%	49%	84%	56%	57%	27%	40%	45%
	2018	30%	18%	26%	38%	28%	67%	32%	36%	13%	23%	28%
	2017	24%	13%	19%	34%	24%	62%	28%	30%	9%	16%	20%
Grade 5 Science												
At Approaches Grade Level or Above	2018	76%	62%	73%	86%	76%	92%	78%	82%	48%	69%	71%
	2017	74%	60%	69%	85%	75%	92%	76%	81%	45%	66%	67%
At Meets Grade Level or Above	2018	41%	26%	35%	54%	38%	71%	43%	50%	25%	31%	34%
	2017	42%	27%	35%	56%	40%	71%	41%	51%	25%	32%	33%
At Masters Grade Level	2018	17%	8%	12%	25%	17%	42%	18%	23%	9%	11%	12%
	2017	18%	9%	13%	26%	18%	42%	19%	24%	9%	11%	13%
Grade 6 Reading												
At Approaches Grade Level or Above	2018	69%	58%	63%	80%	67%	91%	69%	77%	35%	60%	60%
	2017	69%	59%	62%	81%	68%	90%	69%	78%	31%	58%	57%
At Meets Grade Level or Above	2018	39%	28%	31%	52%	39%	71%	37%	48%	22%	28%	28%
	2017	37%	27%	29%	53%	36%	69%	37%	49%	17%	25%	24%
At Masters Grade Level	2018	19%	12%	13%	28%	18%	45%	19%	26%	8%	11%	11%
	2017	18%	11%	12%	28%	17%	45%	16%	26%	5%	10%	9%
Grade 6 Mathematics												
At Approaches Grade Level or Above	2018	77%	65%	74%	87%	78%	95%	81%	83%	50%	71%	73%
	2017	76%	66%	72%	87%	77%	96%	82%	83%	46%	68%	70%
At Meets Grade Level or Above	2018	44%	30%	37%	58%	43%	82%	49%	53%	23%	34%	37%
	2017	43%	29%	35%	57%	42%	82%	47%	52%	21%	31%	34%
At Masters Grade Level	2018	18%	10%	13%	27%	17%	56%	19%	24%	9%	11%	14%
	2017	18%	10%	12%	28%	17%	58%	19%	25%	8%	10%	12%
Grade 7 Reading												
At Approaches Grade Level or Above	2018	74%	65%	70%	84%	73%	94%	76%	82%	38%	66%	66%
	2017	73%	62%	68%	84%	73%	92%	76%	81%	34%	65%	64%
At Meets Grade Level or Above	2018	48%	36%	41%	62%	46%	79%	50%	58%	23%	37%	35%
	2017	42%	29%	34%	57%	42%	74%	45%	54%	18%	30%	29%
At Masters Grade Level	2018	29%	19%	22%	40%	28%	61%	27%	37%	10%	19%	18%
	2017	23%	13%	16%	34%	23%	53%	23%	32%	6%	13%	13%
Grade 7 Mathematics												
At Approaches Grade Level or Above	2018	72%	59%	68%	83%	74%	94%	79%	78%	43%	65%	67%
	2017	70%	56%	65%	81%	69%	94%	74%	76%	37%	61%	64%
At Meets Grade Level or Above	2018	40%	25%	33%	53%	39%	81%	47%	47%	21%	30%	32%
	2017	40%	26%	33%	53%	41%	81%	45%	49%	20%	29%	32%
At Masters Grade Level	2018	18%	9%	13%	27%	18%	60%	22%	24%	7%	11%	13%
	2017	17%	8%	12%	24%	16%	58%	19%	22%	7%	9%	11%
Grade 7 Writing												
At Approaches Grade Level or Above	2018	69%	60%	63%	81%	69%	91%	73%	78%	29%	60%	57%
	2017	70%	59%	64%	80%	67%	91%	73%	77%	28%	60%	60%
At Meets Grade Level or Above	2018	43%	33%	35%	58%	42%	78%	45%	54%	19%	32%	29%
	2017	39%	27%	31%	52%	37%	73%	43%	49%	16%	27%	26%
At Masters Grade Level	2018	15%	8%	9%	22%	13%	46%	14%	21%	6%	8%	7%
	2017	12%	7%	8%	18%	11%	39%	11%	18%	4%	6%	6%
Grade 8 Reading^^												
At Approaches Grade Level or Above	2018	86%	79%	83%	92%	86%	96%	86%	91%	49%	80%	76%
	2017	86%	80%	82%	92%	86%	96%	88%	91%	46%	80%	76%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2018	49%	38%	42%	63%	48%	78%	48%	61%	23%	38%	31%
	2017	50%	39%	41%	65%	50%	79%	52%	62%	20%	38%	30%
At Masters Grade Level	2018	27%	18%	20%	37%	25%	55%	27%	36%	8%	17%	13%
	2017	23%	15%	16%	35%	22%	52%	24%	32%	6%	13%	9%
Grade 8 Mathematics^^												
At Approaches Grade Level or Above	2018	86%	78%	85%	91%	85%	97%	90%	88%	54%	82%	83%
	2017	85%	77%	84%	91%	87%	96%	88%	89%	52%	81%	82%
At Meets Grade Level or Above	2018	51%	37%	47%	62%	48%	84%	53%	57%	26%	43%	44%
	2017	45%	31%	40%	57%	44%	79%	50%	52%	21%	36%	37%
At Masters Grade Level	2018	15%	8%	12%	22%	14%	49%	16%	19%	9%	10%	11%
	2017	13%	6%	9%	19%	11%	44%	13%	17%	6%	8%	8%
Grade 8 Science												
At Approaches Grade Level or Above	2018	76%	64%	71%	87%	77%	94%	80%	83%	39%	68%	64%
	2017	76%	64%	71%	87%	76%	94%	78%	84%	39%	67%	64%
At Meets Grade Level or Above	2018	52%	35%	44%	67%	50%	84%	54%	61%	23%	40%	36%
	2017	48%	32%	40%	64%	45%	82%	49%	59%	22%	36%	33%
At Masters Grade Level	2018	28%	14%	20%	42%	29%	64%	26%	37%	8%	17%	15%
	2017	19%	9%	13%	29%	17%	52%	19%	27%	6%	10%	9%
Grade 8 Social Studies												
At Approaches Grade Level or Above	2018	65%	54%	59%	77%	66%	90%	69%	73%	34%	55%	51%
	2017	63%	52%	56%	76%	64%	90%	66%	73%	31%	53%	49%
At Meets Grade Level or Above	2018	36%	25%	28%	48%	36%	71%	39%	45%	20%	25%	22%
	2017	33%	22%	25%	46%	32%	69%	35%	44%	18%	22%	19%
At Masters Grade Level	2018	21%	13%	15%	30%	21%	55%	22%	28%	8%	13%	11%
	2017	19%	11%	12%	29%	16%	50%	19%	28%	7%	10%	9%
End of Course English I												
At Approaches Grade Level or Above	2018	65%	54%	60%	78%	62%	87%	69%	76%	26%	57%	47%
	2017	64%	53%	58%	78%	63%	86%	67%	75%	22%	54%	44%
At Meets Grade Level or Above	2018	44%	31%	37%	61%	43%	78%	50%	58%	14%	34%	24%
	2017	43%	31%	35%	61%	42%	76%	47%	58%	12%	32%	21%
At Masters Grade Level	2018	7%	3%	4%	12%	6%	30%	8%	12%	3%	3%	1%
	2017	8%	3%	4%	14%	7%	32%	9%	14%	3%	3%	1%
End of Course English II												
At Approaches Grade Level or Above	2018	67%	58%	62%	81%	65%	84%	67%	79%	25%	59%	42%
	2017	66%	55%	60%	79%	62%	84%	64%	77%	24%	56%	39%
At Meets Grade Level or Above	2018	48%	35%	40%	66%	47%	74%	48%	63%	15%	37%	20%
	2017	45%	32%	37%	63%	43%	73%	43%	60%	14%	34%	17%
At Masters Grade Level	2018	8%	4%	5%	14%	5%	30%	9%	14%	4%	4%	1%
	2017	6%	3%	3%	11%	5%	25%	6%	12%	3%	3%	1%
End of Course Algebra I												
At Approaches Grade Level or Above	2018	83%	74%	81%	89%	81%	97%	85%	88%	48%	79%	78%
	2017	83%	73%	81%	89%	80%	97%	83%	87%	46%	78%	77%
At Meets Grade Level or Above	2018	55%	39%	50%	66%	51%	89%	57%	63%	19%	46%	45%
	2017	48%	32%	43%	62%	46%	86%	51%	58%	15%	38%	38%
At Masters Grade Level	2018	32%	18%	27%	41%	28%	72%	34%	38%	7%	24%	24%
	2017	26%	14%	20%	37%	23%	70%	28%	35%	6%	17%	17%
End of Course Biology												
At Approaches Grade Level or Above	2018	87%	81%	84%	94%	86%	96%	88%	93%	57%	82%	76%
	2017	86%	80%	83%	93%	87%	96%	86%	93%	54%	81%	76%
At Meets Grade Level or Above	2018	59%	45%	51%	75%	58%	87%	60%	73%	22%	47%	37%

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	2017	57%	44%	49%	75%	57%	86%	58%	73%	20%	45%	35%
	2018	24%	13%	16%	37%	22%	61%	24%	36%	5%	14%	9%
	2017	21%	11%	13%	34%	20%	55%	21%	32%	5%	11%	7%
End of Course U.S. History												
At Approaches Grade Level or Above	2018	92%	87%	90%	96%	92%	97%	92%	95%	63%	88%	79%
	2017	91%	86%	89%	96%	91%	96%	90%	95%	61%	87%	78%
At Meets Grade Level or Above	2018	70%	59%	64%	83%	71%	88%	71%	81%	33%	61%	42%
	2017	66%	54%	58%	79%	65%	86%	68%	78%	28%	54%	36%
At Masters Grade Level	2018	40%	28%	33%	55%	40%	68%	37%	53%	11%	29%	15%
	2017	35%	23%	27%	50%	36%	65%	35%	49%	10%	23%	11%
All Grades All Subjects												
At Approaches Grade Level or Above	2018	77%	66%	73%	86%	76%	93%	79%	83%	45%	70%	69%
	2017	75%	65%	71%	85%	75%	92%	77%	82%	41%	68%	66%
At Meets Grade Level or Above	2018	48%	35%	42%	62%	46%	79%	50%	57%	24%	38%	36%
	2017	45%	32%	38%	59%	44%	77%	47%	55%	21%	34%	33%
At Masters Grade Level	2018	22%	13%	16%	31%	20%	53%	22%	29%	8%	14%	14%
	2017	20%	11%	14%	29%	18%	50%	20%	27%	7%	12%	13%
All Grades ELA/Reading												
At Approaches Grade Level or Above	2018	74%	64%	69%	84%	72%	91%	75%	82%	39%	66%	64%
	2017	72%	61%	67%	83%	71%	90%	73%	81%	35%	63%	61%
At Meets Grade Level or Above	2018	46%	34%	39%	61%	44%	76%	47%	57%	22%	36%	32%
	2017	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	29%
At Masters Grade Level	2018	19%	12%	14%	29%	17%	46%	19%	28%	7%	12%	12%
	2017	19%	11%	13%	28%	17%	45%	18%	27%	6%	11%	11%
All Grades Mathematics												
At Approaches Grade Level or Above	2018	81%	70%	79%	88%	80%	96%	84%	85%	52%	76%	78%
	2017	79%	68%	76%	87%	79%	95%	82%	84%	49%	73%	75%
At Meets Grade Level or Above	2018	50%	34%	44%	61%	47%	83%	52%	56%	26%	40%	44%
	2017	46%	31%	40%	59%	45%	82%	50%	54%	23%	36%	40%
At Masters Grade Level	2018	24%	13%	19%	32%	22%	61%	25%	29%	10%	17%	19%
	2017	22%	12%	17%	31%	20%	60%	24%	28%	8%	14%	17%
All Grades Writing												
At Approaches Grade Level or Above	2018	66%	55%	61%	76%	65%	89%	69%	73%	31%	57%	58%
	2017	67%	57%	62%	77%	64%	90%	71%	74%	30%	58%	61%
At Meets Grade Level or Above	2018	41%	30%	34%	54%	40%	75%	43%	50%	21%	31%	32%
	2017	36%	26%	30%	48%	33%	69%	40%	45%	18%	26%	28%
At Masters Grade Level	2018	13%	7%	9%	19%	11%	40%	12%	17%	6%	7%	8%
	2017	11%	6%	8%	17%	9%	35%	12%	16%	5%	6%	7%
All Grades Science												
At Approaches Grade Level or Above	2018	80%	70%	76%	89%	80%	94%	82%	86%	49%	73%	71%
	2017	79%	69%	75%	89%	80%	94%	81%	86%	47%	72%	69%
At Meets Grade Level or Above	2018	51%	36%	43%	66%	49%	81%	53%	61%	24%	40%	35%
	2017	49%	35%	42%	65%	48%	80%	50%	61%	22%	38%	34%
At Masters Grade Level	2018	23%	12%	16%	35%	22%	56%	23%	32%	7%	14%	12%
	2017	19%	10%	13%	30%	18%	50%	20%	28%	7%	11%	10%
All Grades Social Studies												
At Approaches Grade Level or Above	2018	78%	71%	74%	87%	80%	93%	81%	84%	48%	71%	62%
	2017	77%	69%	73%	86%	77%	93%	78%	84%	45%	69%	59%
At Meets Grade Level or Above	2018	53%	42%	46%	65%	54%	80%	56%	62%	26%	42%	30%
	2017	49%	38%	42%	63%	48%	78%	52%	60%	23%	38%	25%

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At Masters Grade Level	2018	31%	20%	24%	43%	31%	61%	30%	40%	9%	21%	12%
	2017	27%	17%	20%	40%	26%	58%	27%	38%	8%	17%	10%

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 Texas Academic Performance Report
 2017-18 State Progress

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject												
Grade 4 ELA/Reading	2018	63	60	61	66	64	77	62	66	63	61	62
Grade 4 Mathematics	2018	65	60	64	68	66	82	66	67	61	62	65
Grade 5 ELA/Reading	2018	80	80	80	79	79	86	79	80	77	79	81
Grade 5 Mathematics	2018	81	81	81	80	80	89	84	82	84	80	81
Grade 6 ELA/Reading	2018	47	41	44	52	47	67	46	51	37	42	44
Grade 6 Mathematics	2018	56	53	52	62	55	78	58	61	55	52	53
Grade 7 ELA/Reading	2018	76	70	75	77	74	88	78	77	67	73	76
Grade 7 Mathematics	2018	67	61	66	70	66	84	73	68	59	65	67
Grade 8 ELA/Reading	2018	79	79	79	79	78	83	79	80	72	79	79
Grade 8 Mathematics	2018	81	81	82	78	81	81	83	78	74	82	83
End of Course English II	2018	67	63	66	69	65	74	67	69	52	65	62
End of Course Algebra I	2018	72	63	70	76	70	92	76	75	42	67	67
All Grades Both Subjects	2018	69	66	68	71	68	82	71	71	62	67	69
All Grades ELA/Reading	2018	69	66	68	70	68	79	68	70	62	67	68
All Grades Mathematics	2018	70	66	69	72	69	85	73	72	63	68	69

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Prior Year and Student Success Initiative

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	34%	38%	44%	36%	51%	41%	41%	21%	36%	35%
	2017	35%	30%	34%	40%	35%	42%	37%	37%	18%	32%	31%
Mathematics	2018	47%	41%	47%	51%	46%	57%	55%	47%	30%	45%	45%
	2017	43%	38%	43%	48%	44%	57%	50%	45%	27%	41%	40%
Student Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	68%	76%	88%	78%	93%	81%	85%	42%	73%	67%
Students Requiring Accelerated Instruction												
	2018	21%	32%	24%	12%	22%	7%	19%	15%	58%	27%	33%
STAAR Cumulative Met Standard												
	2018	84%	75%	81%	91%	83%	95%	86%	89%	48%	78%	73%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2017	97%	97%	97%	96%	97%	97%	98%	98%	99%	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 6	2018	10%	9%	10%	11%	11%	18%	15%	10%	5%	9%	10%
Retained in Grade 5	2018	53%	53%	51%	62%	*	63%	-	71%	39%	52%	47%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	73%	83%	91%	83%	97%	88%	88%	56%	80%	79%
Students Requiring Accelerated Instruction												
	2018	15%	27%	17%	9%	17%	3%	12%	12%	44%	20%	21%
STAAR Cumulative Met Standard												
	2018	90%	82%	90%	95%	89%	98%	93%	92%	66%	87%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2017	96%	97%	96%	95%	92%	96%	96%	97%	99%	96%	95%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 6	2018	23%	21%	23%	27%	24%	27%	*	26%	20%	22%	22%
Retained in Grade 5	2018	69%	70%	67%	78%	100%	69%	-	86%	60%	69%	63%
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	70%	74%	88%	80%	93%	78%	86%	34%	71%	47%
Students Requiring Accelerated Instruction												
	2018	21%	30%	26%	12%	20%	7%	22%	14%	66%	29%	53%
STAAR Cumulative Met Standard												
	2018	85%	79%	82%	92%	85%	96%	86%	91%	42%	80%	59%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2017	98%	98%	98%	98%	97%	98%	97%	99%	99%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 9	2018	8%	7%	8%	9%	7%	13%	*	9%	4%	8%	7%
Retained in Grade 8	2018	43%	44%	38%	57%	*	71%	*	*	31%	40%	31%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Prior Year and Student Success Initiative

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2018	80%	69%	77%	87%	79%	95%	83%	84%	38%	74%	64%
	2018	20%	31%	23%	13%	21%	5%	17%	16%	62%	26%	36%
STAAR Cumulative Met Standard	2018	86%	77%	84%	91%	85%	97%	90%	88%	48%	82%	74%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2017	98%	98%	98%	97%	96%	98%	97%	97%	99%	98%	97%
STAAR Met Standard (Non-Proficient in Previous Year)	2018	45%	43%	47%	41%	40%	59%	55%	47%	33%	45%	49%
Promoted to Grade 9	2018	59%	58%	58%	65%	*	*	*	*	40%	58%	56%
Retained in Grade 8	2018	59%	58%	58%	65%	*	*	*	*	40%	58%	56%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL	
STAAR Performance Rate by Subject and Performance Level^														
All Grades All Subjects														
At Approaches Grade Level or Above	2018	77%	71%	69%	69%	71%	73%	53%	57%	50%	58%	59%	59%	
	2017	75%	67%	65%	64%	69%	69%	52%	55%	49%	54%	57%	57%	
At Meets Grade Level or Above	2018	48%	35%	33%	33%	36%	39%	20%	24%	18%	26%	26%	26%	
	2017	45%	33%	30%	30%	34%	36%	18%	21%	15%	22%	23%	23%	
At Masters Grade Level	2018	22%	14%	12%	13%	14%	17%	6%	8%	5%	9%	9%	9%	
	2017	20%	14%	12%	13%	14%	16%	5%	6%	4%	8%	8%	8%	
All Grades ELA/Reading														
At Approaches Grade Level or Above	2018	74%	69%	65%	66%	71%	72%	45%	48%	42%	53%	53%	53%	
	2017	72%	63%	61%	61%	67%	66%	43%	45%	40%	48%	50%	50%	
At Meets Grade Level or Above	2018	46%	33%	28%	31%	35%	39%	15%	18%	13%	22%	22%	22%	
	2017	44%	30%	27%	28%	33%	34%	14%	16%	11%	20%	20%	20%	
At Masters Grade Level	2018	19%	14%	11%	13%	15%	17%	4%	5%	3%	7%	8%	8%	
	2017	19%	14%	12%	13%	16%	17%	4%	5%	3%	7%	8%	8%	
All Grades Mathematics														
At Approaches Grade Level or Above	2018	81%	79%	79%	78%	78%	80%	67%	70%	65%	69%	72%	72%	
	2017	79%	75%	75%	74%	76%	76%	65%	68%	62%	64%	69%	69%	
At Meets Grade Level or Above	2018	50%	43%	42%	41%	41%	45%	29%	33%	26%	32%	35%	34%	
	2017	46%	39%	38%	37%	39%	41%	25%	29%	22%	28%	31%	31%	
At Masters Grade Level	2018	24%	19%	18%	17%	18%	21%	10%	12%	8%	13%	14%	13%	
	2017	22%	18%	16%	17%	17%	19%	8%	10%	6%	11%	12%	12%	
All Grades Writing														
At Approaches Grade Level or Above	2018	66%	56%	51%	56%	58%	62%	38%	44%	34%	45%	46%	46%	
	2017	67%	58%	54%	56%	61%	62%	43%	47%	38%	46%	50%	50%	
At Meets Grade Level or Above	2018	41%	30%	25%	28%	31%	36%	15%	19%	11%	21%	21%	21%	
	2017	36%	27%	21%	24%	29%	33%	13%	16%	10%	17%	19%	19%	
At Masters Grade Level	2018	13%	7%	5%	6%	8%	11%	2%	3%	2%	4%	5%	5%	
	2017	11%	7%	4%	5%	7%	9%	2%	3%	1%	4%	4%	4%	
All Grades Science														
At Approaches Grade Level or Above	2018	80%	65%	65%	62%	66%	66%	57%	61%	54%	60%	60%	60%	
	2017	79%	60%	61%	55%	61%	61%	56%	59%	53%	55%	57%	57%	
At Meets Grade Level or Above	2018	51%	26%	26%	22%	27%	27%	20%	22%	18%	25%	22%	22%	
	2017	49%	25%	25%	21%	26%	27%	18%	20%	16%	21%	20%	20%	
At Masters Grade Level	2018	23%	8%	7%	6%	8%	8%	5%	5%	4%	7%	5%	6%	
	2017	19%	8%	8%	6%	8%	9%	3%	4%	3%	5%	5%	5%	
All Grades Social Studies														
At Approaches Grade Level or Above	2018	78%	47%	60%	*	46%	*	50%	56%	45%	52%	50%	50%	
	2017	77%	43%	*	*	42%	*	47%	53%	43%	47%	47%	47%	
At Meets Grade Level or Above	2018	53%	15%	35%	*	14%	*	18%	22%	15%	23%	18%	18%	

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 State STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2017	49%	13%	*	*	13%	*	14%	17%	13%	17%	14%	15%
At Masters Grade Level	2018	31%	7%	21%	*	6%	*	6%	7%	5%	9%	6%	6%
	2017	27%	4%	*	*	3%	*	4%	4%	3%	6%	4%	4%
School Progress Domain - Academic Growth Score													
All Grades Both Subjects	2018	69	70	70	68	69	72	65	66	64	66	67	67
All Grades ELA/Reading	2018	69	69	70	67	68	70	65	66	64	66	66	66
All Grades Mathematics	2018	70	71	71	68	70	73	65	66	64	67	67	67
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2018	38%	40%	39%	37%	41%	43%	33%	35%	32%	34%	35%	35%
	2017	35%	33%	31%	29%	36%	37%	30%	31%	30%	29%	31%	31%
Mathematics	2018	47%	51%	52%	48%	50%	51%	43%	45%	42%	42%	45%	45%
	2017	43%	44%	46%	41%	43%	43%	39%	40%	39%	38%	41%	40%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State STAAR Participation

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	94%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	1%	0%	1%	3%	2%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2017 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate											
2016-17	95.7%	95.3%	95.5%	95.9%	95.2%	97.7%	95.4%	95.9%	94.4%	95.3%	96.2%
2015-16	95.8%	95.4%	95.6%	96.0%	95.3%	97.8%	95.5%	95.9%	94.5%	95.4%	96.4%
Annual Dropout Rate (Gr 7-8)											
2016-17	0.3%	0.6%	0.4%	0.2%	0.5%	0.2%	0.7%	0.3%	0.4%	0.4%	0.6%
2015-16	0.4%	0.6%	0.4%	0.2%	0.5%	0.2%	0.4%	0.3%	0.4%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)											
2016-17	1.9%	2.8%	2.3%	1.1%	2.6%	0.5%	2.2%	1.3%	2.6%	2.4%	4.3%
2015-16	2.0%	3.0%	2.4%	1.1%	2.7%	0.6%	2.6%	1.5%	2.8%	2.5%	4.2%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	77.4%	86.9%	72.9%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.6%	0.1%	0.5%	0.6%	0.2%	0.5%	0.2%
Continued HS	4.0%	4.9%	4.8%	2.6%	5.1%	2.2%	5.0%	3.8%	12.7%	4.8%	9.6%
Dropped Out	5.9%	8.7%	7.2%	3.2%	8.1%	1.7%	5.9%	3.9%	9.6%	7.8%	17.3%
Graduates and TxCHSE	90.1%	86.5%	88.0%	94.2%	86.8%	96.2%	89.1%	92.3%	77.6%	87.4%	73.1%
Graduates, TxCHSE, and Continuers	94.1%	91.3%	92.8%	96.8%	91.9%	98.3%	94.1%	96.1%	90.4%	92.2%	82.7%
Class of 2016											
Graduated	89.1%	85.4%	86.9%	93.4%	87.4%	95.7%	88.0%	90.8%	77.9%	86.0%	71.3%
Received TxCHSE	0.5%	0.4%	0.4%	0.7%	0.6%	0.0%	0.6%	0.7%	0.3%	0.5%	0.2%
Continued HS	4.2%	5.1%	5.2%	2.6%	4.4%	2.2%	5.7%	3.8%	11.6%	5.1%	10.0%
Dropped Out	6.2%	9.1%	7.5%	3.4%	7.6%	2.0%	5.7%	4.7%	10.2%	8.5%	18.5%
Graduates and TxCHSE	89.6%	85.8%	87.3%	94.0%	88.0%	95.7%	88.7%	91.5%	78.1%	86.5%	71.5%
Graduates, TxCHSE, and Continuers	93.8%	90.9%	92.5%	96.6%	92.4%	98.0%	94.3%	95.3%	89.8%	91.5%	81.5%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	91.6%	88.2%	89.9%	94.9%	89.6%	96.9%	92.0%	92.9%	82.4%	89.0%	77.1%
Received TxCHSE	0.7%	0.7%	0.6%	0.9%	0.9%	0.1%	0.8%	1.1%	0.4%	0.7%	0.3%
Continued HS	1.2%	1.3%	1.4%	0.8%	1.7%	0.7%	0.8%	1.4%	6.5%	1.3%	2.4%
Dropped Out	6.6%	9.8%	8.1%	3.4%	7.7%	2.2%	6.3%	4.7%	10.8%	8.9%	20.2%
Graduates and TxCHSE	92.2%	88.9%	90.5%	95.8%	90.5%	97.0%	92.8%	94.0%	82.8%	89.7%	77.4%
Graduates, TxCHSE, and Continuers	93.4%	90.2%	91.9%	96.6%	92.3%	97.8%	93.7%	95.3%	89.2%	91.1%	79.8%
Class of 2015											
Graduated	91.3%	87.8%	89.4%	94.8%	88.5%	96.5%	91.1%	93.9%	82.4%	88.5%	77.0%
Received TxCHSE	0.8%	0.7%	0.8%	1.1%	1.3%	0.2%	1.3%	0.9%	0.5%	1.0%	0.4%
Continued HS	1.2%	1.2%	1.6%	0.8%	1.1%	0.7%	1.1%	0.8%	6.2%	1.5%	2.9%
Dropped Out	6.7%	10.2%	8.3%	3.4%	9.0%	2.5%	6.5%	4.4%	10.9%	9.1%	19.7%
Graduates and TxCHSE	92.1%	88.6%	90.1%	95.8%	89.9%	96.7%	92.4%	94.8%	82.9%	89.4%	77.5%
Graduates, TxCHSE, and Continuers	93.3%	89.8%	91.7%	96.6%	91.0%	97.5%	93.5%	95.6%	89.1%	90.9%	80.3%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.8%	88.3%	90.1%	95.1%	89.1%	96.8%	91.9%	94.4%	84.5%	89.1%	78.3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	1.0%	1.0%	0.9%	1.2%	1.4%	0.3%	1.3%	1.1%	0.6%	1.1%	0.5%
Continued HS	0.6%	0.6%	0.7%	0.4%	0.5%	0.4%	0.6%	0.3%	4.0%	0.6%	1.2%
Dropped Out	6.7%	10.2%	8.3%	3.4%	9.0%	2.5%	6.3%	4.1%	10.9%	9.1%	20.0%
Graduates and TxCHSE	92.8%	89.2%	91.0%	96.3%	90.5%	97.0%	93.2%	95.5%	85.2%	90.3%	78.8%
Graduates, TxCHSE, and Continuers	93.3%	89.8%	91.7%	96.6%	91.0%	97.5%	93.7%	95.9%	89.1%	90.9%	80.0%
Class of 2014											
Graduated	90.9%	87.3%	88.9%	94.6%	89.9%	96.2%	90.3%	93.3%	83.8%	88.4%	67.3%
Received TxCHSE	1.2%	1.2%	1.2%	1.4%	1.2%	0.2%	1.2%	1.3%	0.7%	1.3%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	0.1%	0.5%	0.5%	0.4%	3.7%	0.7%	1.6%
Dropped Out	7.2%	10.9%	9.2%	3.5%	8.7%	3.1%	8.1%	5.1%	11.8%	9.6%	30.2%
Graduates and TxCHSE	92.2%	88.5%	90.1%	96.0%	91.1%	96.5%	91.5%	94.5%	84.5%	89.7%	68.2%
Graduates, TxCHSE, and Continuers	92.8%	89.1%	90.8%	96.5%	91.3%	96.9%	91.9%	94.9%	88.2%	90.4%	69.8%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2017	88.5%	82.9%	89.1%	88.6%	85.0%	96.5%	88.3%	88.7%	28.1%	85.7%	81.4%
Class of 2016	87.4%	81.9%	87.8%	87.7%	82.2%	96.1%	85.2%	88.2%	27.3%	84.3%	80.5%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2017	6.0%	6.5%	5.7%	6.2%	5.0%	5.5%	2.0%	6.7%	9.3%	6.8%	10.6%
Class of 2016	5.5%	6.0%	4.9%	6.2%	5.2%	3.4%	0.0%	5.0%	7.8%	5.9%	7.0%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2017	60.8%	40.9%	56.4%	71.9%	56.4%	62.3%	62.7%	61.6%	25.1%	54.2%	33.9%
Class of 2016	54.0%	35.0%	49.6%	65.8%	54.6%	50.8%	33.3%	50.3%	26.3%	48.8%	31.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2017	85.9%	79.2%	86.1%	87.2%	81.4%	94.6%	85.9%	86.3%	28.7%	82.7%	77.0%
Class of 2016	85.1%	79.1%	85.1%	86.3%	80.4%	94.5%	82.6%	86.1%	27.7%	81.8%	76.9%
RHSP/DAP Graduates (Annual Rate)											
2016-17	87.2%	81.2%	87.6%	87.8%	83.2%	95.8%	85.2%	87.2%	25.5%	84.6%	80.2%
2015-16	85.6%	79.8%	85.9%	86.2%	80.2%	95.2%	82.5%	86.7%	24.1%	82.7%	79.4%
FHSP-E Graduates (Annual Rate)											
2016-17	7.2%	8.1%	7.3%	6.6%	9.3%	8.4%	1.9%	6.4%	9.0%	8.5%	12.7%
2015-16	5.6%	6.0%	5.0%	6.4%	5.5%	3.0%	0.0%	5.6%	7.9%	6.1%	6.4%
FHSP-DLA Graduates (Annual Rate)											
2016-17	56.5%	37.6%	52.0%	67.9%	52.3%	59.1%	65.4%	58.9%	21.2%	50.0%	32.4%
2015-16	51.9%	34.3%	47.1%	64.2%	50.0%	48.9%	28.0%	49.1%	26.3%	47.3%	30.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2016-17	84.0%	76.9%	83.9%	85.8%	79.5%	93.7%	83.4%	84.3%	26.1%	80.9%	74.7%
2015-16	83.3%	77.1%	83.0%	84.8%	78.0%	93.5%	79.5%	84.6%	24.7%	80.2%	75.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Graduation Profile

	State Count	State Percent
Graduates (2016-17 Annual Graduates)		
Total Graduates	334,424	100.0%
By Ethnicity:		
African American	42,132	12.6%
Hispanic	164,446	49.2%
White	105,748	31.6%
American Indian	1,254	0.4%
Asian	14,036	4.2%
Pacific Islander	525	0.2%
Two or More Races	6,283	1.9%
By Graduation Type:		
Minimum H.S. Program	37,072	11.1%
Recommended H.S. Program/Distinguished Achievement Program	252,091	75.4%
Foundation H.S. Program (No Endorsement)	16,650	5.0%
Foundation H.S. Program (Endorsement)	3,212	1.0%
Foundation H.S. Program (DLA)	25,399	7.6%
Special Education Graduates	25,105	7.5%
Economically Disadvantaged Graduates	159,476	47.7%
LEP Graduates	17,579	5.3%
At-Risk Graduates	132,112	39.5%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State College, Career, and Military Readiness (CCMR)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)											
College, Career, and Military Ready (Annual Graduates) 2016-17	54.2%	36.7%	49.4%	64.6%	51.5%	82.0%	51.0%	58.9%	25.9%	44.5%	30.0%
College Ready Graduates											
College Ready (Annual Graduates) 2016-17	47.0%	29.0%	41.1%	58.8%	44.2%	79.7%	44.6%	53.5%	5.5%	35.5%	21.0%
TSI Criteria Graduates (Annual Graduates)											
English Language Arts 2016-17	53.2%	41.5%	45.6%	65.3%	49.5%	81.0%	52.6%	63.0%	8.9%	40.9%	14.1%
Mathematics 2016-17	42.0%	27.1%	34.4%	54.3%	38.8%	80.5%	44.0%	50.2%	5.2%	30.1%	14.7%
Both Subjects 2016-17	37.8%	23.5%	29.5%	50.9%	35.5%	74.8%	39.4%	47.0%	3.5%	25.2%	7.9%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)											
Any Subject 2016-17	19.9%	11.0%	18.2%	25.7%	17.5%	22.6%	15.6%	20.0%	1.9%	15.3%	4.2%
AP/IB Met Criteria in Any Subject (Annual Graduates)											
Any Subject 2016-17	20.1%	7.5%	17.4%	24.4%	16.2%	54.7%	16.4%	24.5%	1.4%	14.1%	14.1%
Associate's Degree											
Associate's Degree (Annual Graduates) 2016-17	0.8%	0.6%	1.2%	0.3%	0.5%	0.9%	0.6%	0.5%	0.0%	1.0%	0.1%
Career/Military Ready Graduates											
Career or Military Ready (Annual Graduates) 2016-17	13.2%	10.9%	15.0%	11.9%	12.2%	11.3%	11.8%	10.7%	21.2%	14.9%	11.6%
Approved Industry-Based Certification (Annual Graduates) 2016-17	2.7%	1.3%	3.4%	2.2%	2.4%	2.7%	2.5%	1.8%	1.7%	3.0%	2.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates) 2016-17	1.0%	1.6%	0.9%	0.8%	1.0%	0.3%	1.1%	0.9%	12.7%	1.3%	1.7%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) 2016-17	17.3%	13.0%	20.2%	14.9%	14.6%	16.5%	13.9%	12.8%	14.3%	19.5%	14.3%
U.S. Armed Forces Enlistment (Annual Graduates) 2016-17	2.2%	2.1%	2.1%	2.5%	2.7%	1.1%	2.3%	2.5%	1.5%	2.3%	1.3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State CCMR-related Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Examinees >= Criterion) (Annual Graduates)											
Reading											
2016-17	23.4%	17.9%	25.7%	23.0%	19.4%	16.7%	22.5%	22.5%	5.3%	22.8%	8.2%
2015-16	22.6%	19.9%	24.3%	21.4%	20.1%	19.8%	14.5%	22.3%	4.8%	21.5%	8.5%
Mathematics											
2016-17	19.8%	14.3%	21.5%	19.3%	17.0%	21.2%	23.0%	18.8%	2.9%	19.0%	10.8%
2015-16	18.1%	14.1%	19.4%	17.1%	15.8%	22.5%	14.3%	17.6%	2.7%	17.1%	11.0%
Both Subjects											
2016-17	12.9%	8.0%	14.4%	12.8%	11.1%	11.9%	14.7%	12.5%	1.6%	12.2%	4.5%
CTE Coherent Sequence (Annual Graduates)											
2016-17	50.5%	44.1%	53.4%	50.4%	48.0%	38.9%	40.8%	44.1%	48.3%	53.4%	43.1%
2015-16	47.8%	41.1%	50.5%	47.8%	48.1%	38.8%	36.7%	42.3%	47.2%	50.6%	41.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)											
English Language Arts											
2016-17	0.8%	0.5%	1.2%	0.5%	0.5%	0.2%	0.8%	0.4%	0.8%	1.2%	1.6%
Mathematics											
2016-17	1.4%	1.0%	1.6%	1.3%	1.3%	0.4%	0.6%	0.8%	0.8%	1.6%	1.1%
Both Subjects											
2016-17	0.2%	0.1%	0.3%	0.2%	0.3%	0.0%	0.0%	0.1%	0.2%	0.3%	0.2%
APIB Results (Participation) (Grades 11-12)											
All Subjects											
2017	26.2%	17.4%	24.0%	28.2%	20.7%	61.2%	24.4%	29.5%	n/a	20.4%	n/a
2016	25.5%	17.2%	23.1%	27.9%	19.4%	59.3%	25.1%	29.0%	n/a	19.9%	n/a
English Language Arts											
2017	15.9%	11.4%	13.8%	17.4%	11.6%	41.3%	15.3%	19.3%	n/a	11.8%	n/a
2016	15.5%	11.1%	13.2%	17.4%	11.6%	40.1%	15.7%	18.9%	n/a	11.4%	n/a
Mathematics											
2017	7.2%	3.4%	5.1%	8.9%	5.2%	30.1%	8.4%	9.4%	n/a	4.3%	n/a
2016	6.8%	3.3%	4.7%	8.6%	5.3%	28.5%	8.4%	9.2%	n/a	3.9%	n/a
Science											
2017	10.9%	6.3%	8.7%	12.5%	7.6%	37.3%	10.4%	13.7%	n/a	7.5%	n/a
2016	10.4%	5.8%	8.3%	12.0%	7.6%	35.6%	11.4%	13.2%	n/a	7.2%	n/a
Social Studies											
2017	15.0%	10.0%	12.8%	16.5%	11.1%	44.1%	14.4%	17.6%	n/a	11.0%	n/a
2016	14.8%	10.1%	12.5%	16.5%	10.4%	42.6%	15.4%	17.7%	n/a	10.8%	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)											
All Subjects											
2017	49.1%	27.9%	36.7%	63.5%	48.2%	73.0%	46.8%	61.0%	n/a	33.7%	n/a
2016	49.5%	28.2%	37.3%	63.3%	47.6%	72.9%	48.0%	60.1%	n/a	34.2%	n/a
English Language Arts											
2017	41.3%	24.1%	22.4%	60.2%	37.9%	68.3%	43.8%	56.5%	n/a	19.1%	n/a
2016	43.3%	25.0%	24.1%	61.8%	41.8%	69.9%	46.5%	58.5%	n/a	20.7%	n/a
Mathematics											
2017	51.3%	31.7%	31.6%	61.8%	50.0%	72.5%	52.7%	61.9%	n/a	30.3%	n/a
2016	54.0%	36.1%	34.0%	64.5%	44.1%	73.5%	58.3%	65.3%	n/a	32.4%	n/a
Science											
2017	38.3%	18.1%	20.1%	52.9%	35.8%	60.4%	42.6%	52.0%	n/a	18.1%	n/a
2016	35.1%	16.6%	17.3%	49.1%	34.6%	55.6%	35.1%	46.6%	n/a	15.2%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State CCMR-related Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Social Studies											
2017	41.4%	24.3%	22.5%	58.9%	40.4%	66.5%	43.4%	55.3%	n/a	19.7%	n/a
2016	41.6%	24.8%	22.8%	58.5%	42.7%	66.7%	38.3%	56.4%	n/a	20.2%	n/a
SAT/ACT Results (Annual Graduates)											
Tested											
Class of 2017	73.5%	75.5%	71.3%	73.2%	68.0%	94.8%	66.7%	75.9%	n/a	68.3%	n/a
Class of 2016	71.6%	74.9%	68.4%	71.8%	66.4%	94.6%	69.0%	75.1%	n/a	66.4%	n/a
At/Above Criterion											
Class of 2017	22.3%	8.5%	10.7%	39.1%	21.1%	56.0%	16.9%	32.8%	n/a	8.8%	n/a
Class of 2016	22.5%	7.9%	10.6%	39.6%	20.6%	53.9%	21.6%	34.2%	n/a	8.7%	n/a
Average SAT Score (Annual Graduates)											
All Subjects											
Class of 2017	1019	933	954	1118	1026	1197	1041	1090	n/a	937	n/a
Class of 2016	1375	1225	1268	1537	1376	1634	1371	1498	n/a	1237	n/a
English Language Arts											
Class of 2017	512	472	478	564	516	586	524	551	n/a	470	n/a
Class of 2016	903	811	832	1012	907	1055	899	988	n/a	811	n/a
Mathematics											
Class of 2017	507	461	476	553	511	611	517	539	n/a	468	n/a
Class of 2016	472	415	437	525	469	579	472	510	n/a	426	n/a
Average ACT Score (Annual Graduates)											
All Subjects											
Class of 2017	20.3	17.6	18.2	22.9	20.4	25.2	20.3	22.2	n/a	17.7	n/a
Class of 2016	20.3	17.4	18.1	22.9	20.0	25.0	20.4	22.1	n/a	17.6	n/a
English Language Arts											
Class of 2017	19.9	17.0	17.5	22.9	20.0	24.8	20.2	22.0	n/a	17.0	n/a
Class of 2016	19.8	16.8	17.3	22.8	19.5	24.4	19.9	22.0	n/a	16.9	n/a
Mathematics											
Class of 2017	20.4	17.8	18.6	22.6	20.4	26.0	20.2	21.9	n/a	18.2	n/a
Class of 2016	20.5	17.7	18.6	22.7	20.2	26.0	20.9	21.9	n/a	18.2	n/a
Science											
Class of 2017	20.6	18.1	18.7	22.9	20.8	24.8	20.2	22.3	n/a	18.3	n/a
Class of 2016	20.5	17.9	18.5	22.9	20.3	24.6	20.7	22.2	n/a	18.1	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Other Postsecondary Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2016-17	37.1%	28.6%	34.7%	40.8%	32.4%	65.0%	32.8%	40.0%	9.8%	31.4%	20.2%
2015-16	35.9%	27.8%	33.6%	39.4%	30.9%	63.5%	32.8%	38.8%	9.4%	30.3%	20.4%
English Language Arts											
2016-17	16.8%	12.9%	15.2%	19.1%	13.3%	30.9%	15.5%	18.6%	3.9%	13.6%	7.9%
2015-16	16.2%	12.3%	14.6%	18.4%	13.5%	30.1%	14.8%	17.8%	3.8%	13.0%	8.7%
Mathematics											
2016-17	19.5%	14.9%	16.9%	22.9%	16.9%	37.8%	19.5%	21.5%	3.1%	15.2%	7.1%
2015-16	19.3%	15.2%	16.7%	22.8%	17.0%	36.8%	18.6%	21.6%	3.2%	15.0%	7.2%
Science											
2016-17	5.7%	3.6%	4.3%	6.8%	4.6%	19.1%	5.7%	6.8%	0.3%	3.8%	0.9%
2015-16	5.1%	3.2%	3.8%	6.2%	4.1%	17.6%	4.8%	6.2%	0.3%	3.3%	0.8%
Social Studies											
2016-17	21.8%	15.0%	18.0%	26.5%	18.1%	51.6%	19.1%	26.1%	1.8%	15.6%	4.1%
2015-16	20.8%	14.6%	17.1%	25.3%	16.7%	50.0%	20.3%	24.9%	1.6%	14.8%	3.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2015-16	51.8%	51.7%	47.0%	56.7%	46.0%	68.4%	41.9%	54.7%	24.7%	44.0%	25.3%
2014-15	56.1%	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course											
2015-16	55.7%	37.1%	47.7%	68.2%	52.6%	81.7%	55.5%	64.3%	9.9%	43.4%	17.8%
2014-15	55.6%	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Student Information

Student Information	Count	State	Percent
Total Students	5,385,012		100.0%
Students by Grade:			
Early Childhood Education	14,684		0.3%
Pre-Kindergarten	231,297		4.3%
Kindergarten	371,145		6.9%
Grade 1	388,362		7.2%
Grade 2	394,137		7.3%
Grade 3	409,763		7.6%
Grade 4	413,654		7.7%
Grade 5	414,218		7.7%
Grade 6	402,451		7.5%
Grade 7	402,350		7.5%
Grade 8	398,479		7.4%
Grade 9	432,724		8.0%
Grade 10	396,968		7.4%
Grade 11	371,606		6.9%
Grade 12	343,174		6.4%
Ethnic Distribution:			
African American	679,472		12.6%
Hispanic	2,821,189		52.4%
White	1,498,643		27.8%
American Indian	20,521		0.4%
Asian	235,095		4.4%
Pacific Islander	8,008		0.1%
Two or More Races	122,084		2.3%
Economically Disadvantaged	3,164,349		58.8%
Non-Educationally Disadvantaged	2,220,663		41.2%
English Learners (EL)	1,014,830		18.8%
Students w/ Disciplinary Placements (2016-17)	73,713		1.3%
At-Risk	2,736,547		50.8%
Students with Disabilities by Type of Primary Disability:			
Total Students with Disabilities	488,463		
By Type of Primary Disability			
Students with Intellectual Disabilities	211,650		43.3%
Students with Physical Disabilities	107,029		21.9%
Students with Autism	64,238		13.2%
Students with Behavioral Disabilities	98,927		20.3%
Students with Non-Categorical Early Childhood	6,619		1.4%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 State Student Information

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.8%	6.9%
Grade 1	3.4%	6.2%
Grade 2	2.1%	2.6%
Grade 3	1.3%	1.0%
Grade 4	0.6%	0.5%
Grade 5	0.7%	0.6%
Grade 6	0.5%	0.6%
Grade 7	0.7%	0.6%
Grade 8	0.6%	0.8%
Grade 9	8.0%	13.5%

	----- State -----	
	Count	Percent
Data Quality:		
Underreported Students	5,588	0.2%

Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	18.7
Grade 1	18.8
Grade 2	18.8
Grade 3	19.0
Grade 4	19.2
Grade 5	21.2
Grade 6	20.3
Secondary:	
English/Language Arts	16.7
Foreign Languages	18.6
Mathematics	17.9
Science	19.0
Social Studies	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Staff Information

Staff Information	Count	State	Percent
Total Staff	711,768.0		100.0%
Professional Staff:	456,057.2		64.1%
Teachers	356,838.1		50.1%
Professional Support	69,681.8		9.8%
Campus Administration (School Leadership)	21,435.0		3.0%
Central Administration	8,102.4		1.1%
Educational Aides:	71,858.8		10.1%
Auxiliary Staff:	183,852.0		25.8%
Librarians & Counselors (Headcount):			
Librarians			
Full-time	4,429.0		n/a
Part-time	578.0		n/a
Counselors			
Full-time	12,131.0		n/a
Part-time	1,148.0		n/a
Total Minority Staff:	355,077.7		49.9%
Teachers by Ethnicity and Sex:			
African American	37,167.9		10.4%
Hispanic	97,091.5		27.2%
White	210,286.3		58.9%
American Indian	1,247.6		0.3%
Asian	5,714.6		1.6%
Pacific Islander	1,278.4		0.4%
Two or More Races	4,051.8		1.1%
Males	84,692.8		23.7%
Females	272,145.3		76.3%
Teachers by Highest Degree Held:			
No Degree	5,127.0		1.4%
Bachelors	264,252.5		74.1%
Masters	85,077.3		23.8%
Doctorate	2,381.2		0.7%
Teachers by Years of Experience:			
Beginning Teachers	29,351.3		8.2%
1-5 Years Experience	103,862.8		29.1%
6-10 Years Experience	68,263.7		19.1%
11-20 Years Experience	100,698.4		28.2%
Over 20 Years Experience	54,661.9		15.3%
Number of Students per Teacher	15.1		n/a

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2017-18 State Staff Information

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	6.3
Average Years Experience of Principals with District	5.4
Average Years Experience of Assistant Principals	5.2
Average Years Experience of Assistant Principals with District	4.6
Average Years Experience of Teachers:	10.9
Average Years Experience of Teachers with District:	7.1
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$47,667
1-5 Years Experience	\$49,663
6-10 Years Experience	\$52,056
11-20 Years Experience	\$55,246
Over 20 Years Experience	\$61,428
Average Actual Salaries (regular duties only):	
Teachers	\$53,334
Professional Support	\$63,165
Campus Administration (School Leadership)	\$77,712
Central Administration	\$102,300
Instructional Staff Percent:	64.4%
Turnover Rate for Teachers:	16.6%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,070.9
Educational Aides	208.7
Auxiliary Staff	384.2
Contracted Instructional Staff:	6,218.9

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2017-18 State Staff Information

Program Information	Count	Percent
----- State -----		
Student Enrollment by Program:		
Bilingual/ESL Education	1,015,456	18.9%
Career & Technical Education	1,391,689	25.8%
Gifted & Talented Education	426,953	7.9%
Special Education	488,463	9.1%
Teachers by Program (population served):		
Bilingual/ESL Education	21,647.8	6.1%
Career & Technical Education	16,795.1	4.7%
Compensatory Education	9,854.5	2.8%
Gifted & Talented Education	6,501.2	1.8%
Regular Education	257,851.7	72.3%
Special Education	31,950.9	9.0%
Other	12,237.0	3.4%

'^' Domain modeling data applied to year 2017.

'^w' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2016-17 Financial Actual Report](#)

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

STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject area or the course being assessed. Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8 (Table 2.1). 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 (Texas Education Code §39.025). A student who fails an EOC assessment for no more than two of five courses can still receive a diploma if he or she is determined to be qualified to graduate by an individual

graduation committee (Title 19 of the Texas Administrative Code §101.3022).

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

STAAR Alternate 2 is an alternate assessment based on alternate academic achievement standards and is designed for students receiving special education services who have the most significant cognitive disabilities and who also meet the specific participation requirements for the assessment. STAAR Alternate 2 is designed to meet state and federal requirements under the Elementary and Secondary Education Act (ESEA) and is offered in the same grades/subjects and courses assessed by STAAR.

TELPAS measures the annual progress students identified as English language learners (ELLs) in Grades K-12 make in learning English in four language domains: listening, speaking, reading, and writing. For each language domain, TELPAS measures four levels, or stages, of increasing English language proficiency: beginning, intermediate, advanced, and advanced

Table 2.1. State Assessments, 2018

State of Texas Assessments of Academic Readiness (STAAR)							
Subject Area	Grade						End-of-Course
	3	4	5	6	7	8	
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	English I STAAR STAAR Alt 2
Writing		STAAR STAAR Sp STAAR Alt 2			STAAR STAAR Alt 2		English II 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	Algebra I STAAR STAAR Alt 2
Science			STAAR STAAR Sp STAAR Alt 2			STAAR STAAR Alt 2	Biology STAAR STAAR Alt 2
Social Studies						STAAR STAAR Alt 2	U.S. History STAAR STAAR Alt 2
Grade	Texas English Language Proficiency Assessment System (TELPAS)						
K-1	Holistically rated observational assessments in listening, speaking, reading, and writing.						
2-12	Online, item-based assessments in listening, speaking, and reading and holistically rated writing collections.						

^aSTAAR Spanish. ^bSTAAR Alternate 2.

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

STAAR Performance Levels and Policy Definitions

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

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.

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.

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. For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

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. For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

Setting STAAR Performance Standards

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

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. Additionally, the performance labels for STAAR Alternate 2 did not change—Level I: Developing Academic Performance,

Level II: Satisfactory Academic Performance, and Level III: Accomplished Academic Performance.

In social studies, 64 percent of eighth-grade students met the Approaches Grade Level passing standard in 2018, and 20 percent achieved Masters Grade Level performance.

STAAR Results in Grades 3-8

State Summary

In reading, Approaches Grade Level passing rates in 2018 ranged from 66 percent in Grade 6 to 78 percent in Grade 5 (Table 2.2). Across grades, students achieved Masters Grade Level performance at the highest rate in Grade 7 (27%).

In writing, 61 percent of Grade 4 students and 67 percent of Grade 7 students met the Approaches Grade Level passing standard in 2018. Ten percent of fourth-grade students and 14 percent of seventh-grade students achieved Masters Grade Level performance.

In mathematics, Approaches Grade Level passing rates in 2018 ranged from 71 percent in Grade 7 to 84 percent in Grade 5. Across grades, students achieved Masters Grade Level performance at the highest rate in Grade 5 (29%).

In science, 75 percent of Grade 5 students and 74 percent of Grade 8 students met the Approaches Grade Level passing standard in 2018. Sixteen percent of fifth-grade students and 17 percent of eighth-grade students achieved Masters Grade Level performance.

Results by Race/Ethnicity

In reading, Approaches Grade Level passing rates for African American students in 2018 ranged from 55 percent in Grade 6 to 67 percent in Grade 8 (Appendices 2-A through 2-F, beginning on page 68). Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 7 (17%). Among Hispanic students in 2018, Approaches Grade Level passing rates in reading ranged from 60 percent in Grade 6 to 74 percent in Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 7 (20%). Among White students in 2018, Approaches Grade Level passing rates in reading ranged from 78 percent in Grade 6 to 87 percent in Grades 5 and 8. Across grades, White students achieved Masters Grade Level performance at the highest rate in Grade 7 (39%).

In writing, 48 percent of African American students in Grade 4 and 58 percent in Grade 7 met the Approaches Grade Level passing standard in 2018. Five percent of

Table 2.2. STAAR Grades 3-8 Performance, All Students, by Subject and Grade, 2017 and 2018

Grade	Achieved (%), 2017			Achieved (%), 2018		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading						
3	71	44	28	76	41	24
4	69	42	23	71	44	23
5	71	45	25	78	51	25
6	67	36	17	66	36	18
7	72	40	22	72	45	27
8	76	47	22	76	46	25
Writing						
4	63	33	10	61	37	10
7	68	37	11	67	41	14
Mathematics						
3	76	47	25	77	45	22
4	74	45	26	77	47	26
5	81	48	24	84	56	29
6	75	41	17	76	43	17
7	68	38	16	71	38	17
8	74	43	12	78	49	15
Science						
5	72	40	17	75	39	16
8	74	46	18	74	50	17
Social Studies						
8	62	31	18	64	34	20

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

African American students in Grade 4 and 7 percent in Grade 7 achieved Masters Grade Level performance. Hispanic students in 2018 had Approaches Grade Level passing rates in writing of 57 percent in Grade 4 and 60 percent in Grade 7. Seven percent of Hispanic students in Grade 4 and 9 percent in Grade 7 achieved Masters Grade Level performance. White students in 2018 had Approaches Grade Level passing rates in writing of 70 percent in Grade 4 and 80 percent in Grade 7. Fifteen percent of White students in Grade 4 and 21 percent in Grade 7 achieved Masters Grade Level performance.

In mathematics, Approaches Grade Level passing rates for African American students in 2018 ranged from 57 percent in Grade 7 to 72 percent in Grade 5. Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 5 (16%). Among Hispanic students in 2018, Approaches Grade Level passing rates in mathematics ranged from 67 percent in Grade 7 to 83 percent in Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 5 (25%). Among White students in 2018, Approaches Grade Level passing rates in mathematics ranged from 82 percent in Grade 7 to 90 percent in Grade 5. Across grades, White students achieved Masters Grade Level performance at the highest rate in Grade 5 (38%).

In science, 60 percent of African American students in Grade 5 and 62 percent in Grade 8 met the Approaches Grade Level passing standard in 2018. Seven percent of African American students in Grade 5 and 13 percent in Grade 8 achieved Masters Grade Level performance. Hispanic students in 2018 had Approaches Grade Level passing rates in science of 72 percent in Grade 5 and 69 percent in Grade 8. Twelve percent of Hispanic students in Grade 5 and 20 percent in Grade 8 achieved Masters Grade Level performance. White students in 2018 had Approaches Grade Level passing rates in science of 85 percent in Grade 5 and 86 percent in Grade 8. Twenty-four percent of White students in Grade 5 and 41 percent in Grade 8 achieved Masters Grade Level performance.

In social studies, 52 percent of African American eighth-grade students met the Approaches Grade Level passing standard in 2018, and 12 percent achieved Masters Grade Level performance. Fifty-seven percent of Hispanic eighth-grade students met the Approaches Grade Level passing standard in social studies in 2018, and 14 percent achieved Masters Grade Level performance. Seventy-six percent of White eighth-grade students met the Approaches Grade Level passing standard in social studies in 2018, and 29 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-A through 2-F, beginning on page 68. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2018 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-A through 2-F, beginning on page 68. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2018 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-A through 2-F, beginning on page 68. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2018 for special education students were lower than for all students tested.

STAAR Grades 3-5 Spanish Results

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

In 2018, the number of students taking STAAR Spanish ranged from 5,412 in Grade 5 mathematics to 34,831 in Grade 3 reading (Appendices 2-G through 2-I, beginning on page 74). In reading, Approaches Grade Level passing rates in 2018 ranged from 61 percent in Grade 4 to 76 percent in Grade 5. In mathematics, Approaches Grade Level passing rates ranged from 61 percent in

Grade 4 to 70 percent in Grade 3. Sixty-three percent of Grade 4 students met the Approaches Grade Level passing standard in writing, and 52 percent of Grade 5 students met the Approaches Grade Level passing standard in science.

STAAR EOC Assessment Results

State Summary

In 2018, Approaches Grade Level passing rates on STAAR EOC assessments ranged from 60 percent in English I to 92 percent in U.S. History (Appendix 2-J on page 77). Percentages of students achieving Masters Grade Level performance ranged from 7 percent in English I to 42 percent in U.S. History.

Results by Race/Ethnicity

Across STAAR EOC assessments in 2018, Approaches Grade Level passing rates for African American, Hispanic, and White students were highest in U.S. History (87%, 90%, and 96%, respectively), followed by Biology (80%, 83%, and 94%), Algebra I (74%, 81%, and 89%), English II (55%, 59%, and 81%), and English I (48%, 54%, and 76%) (Appendix 2-J on page 77). Similarly, percentages of African American, Hispanic, and White students achieving Masters Grade Level performance were highest in U.S. History (29%, 34%, and 57%, respectively) and lowest in English I (3%, 4%, and 13%).

Results by Special Population

STAAR EOC assessment results for students identified as at risk of dropping out of school are presented in Appendix 2-J on page 77. For every EOC assessment administered in 2018, 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-J on page 77. For every EOC assessment administered in 2018, 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-J on page 77. For every EOC assessment administered in 2018, the Approaches Grade Level passing rate for special education students was lower than for all students tested.

STAAR Alternate 2

STAAR Alternate 2 Grades 3-8 and EOC assessments are available for students who have significant cognitive disabilities. The assessments involve teachers observing students as they respond to standardized, state-developed assessment items that link to the grade-level TEKS. Teachers evaluate student performance based on standard scoring instructions embedded into each item and submit student results through the Texas Assessment Management System. 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 2018, Level II passing rates on STAAR Alternate 2 ranged from 88 percent in Grade 4 writing to 96 percent in Grade 4 mathematics and Grade 8 science (Table 2.3 on page 56). Percentages of students achieving Level III performance ranged from 14 percent in Grade 3 reading to 46 percent in Grade 8 mathematics.

In 2018, Level II passing rates on STAAR Alternate 2 EOC assessments ranged from 92 percent in Algebra I to 95 percent in English II and Biology (Appendix 2-K on page 79). Percentages of students achieving Level III performance ranged from 28 percent in Biology to 45 percent in English II.

Student Success Initiative

Overview

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

Grade	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
Reading								
3	5,626	12	88	19	6,019	10	90	14
4	5,750	11	89	21	6,060	9	91	22
5	5,583	9	91	18	6,162	9	91	23
6	5,178	11	89	25	5,678	9	91	31
7	5,003	9	91	28	5,298	11	89	38
8	4,685	9	91	25	5,089	6	94	31
Writing								
4	5,740	11	89	25	6,054	12	88	27
7	4,999	12	88	28	5,296	10	90	34
Mathematics								
3	5,629	7	93	30	6,020	8	92	31
4	5,757	5	95	25	6,056	4	96	29
5	5,583	6	94	30	6,160	6	94	39
6	5,181	6	94	42	5,677	8	92	44
7	4,998	7	93	37	5,294	6	94	37
8	4,682	11	89	33	5,087	7	93	46
Science								
5	5,584	6	94	37	6,164	5	95	34
8	4,680	4	96	29	5,087	4	96	33
Social Studies								
8	4,681	6	94	29	5,081	6	94	34

the subject areas in which they participate in a state assessment. For a student receiving special education services, the ARD committee functions as the GPC.

STAAR Results

In 2018, fifth graders took the STAAR reading test for the first time in April. Of those students, 78 percent met the Approaches Grade Level passing standard (Table 2.4). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 24 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in reading for all Grade 5 students was 84 percent.

In 2018, fifth graders took the STAAR mathematics test for the first time in April. Of those students, 84 percent met the Approaches Grade Level passing standard (Table 2.5 on page 58). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 39 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in mathematics for all Grade 5 students was 90 percent.

In 2018, eighth graders took the STAAR reading test for the first time in April. Of those students, 76 percent met the Approaches Grade Level passing standard (Table 2.6 on page 59). Students in the April cohort

who retested or tested for the first time in May had an Approaches Grade Level passing rate of 32 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in reading for all Grade 8 students was 85 percent.

In 2018, eighth graders took the STAAR mathematics test for the first time in April. Of those students, 78 percent met the Approaches Grade Level passing standard (Table 2.7 on page 60). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 33 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in mathematics for all Grade 8 students was 86 percent.

STAAR and TELPAS Performance of Students Identified as English Language Learners

STAAR measures achievement of academic knowledge and skills, and the Texas English Language Proficiency Assessment System (TELPAS) measures how well ELLs are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. TELPAS satisfies the requirement under ESEA for states to measure annual progress in the English language proficiency of ELLs

Table 2.4. STAAR Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2017 and 2018

Group	Achieved Approaches Grade Level Standard							
	March/April Cohort ^a		May Results for March/April Cohort ^b		June Results for March/April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2017								
All Students	279,166	71	38,912	34	10,325	19	328,403	83
African American	29,456	60	5,620	29	1,607	16	36,683	74
American Indian	931	69	145	36	32	18	1,108	82
Asian	14,612	88	754	38	162	20	15,528	93
Hispanic	137,872	66	22,678	33	6,792	19	167,342	80
Pacific Islander	408	73	56	38	10	15	474	85
White	88,847	82	8,879	45	1,546	24	99,272	91
Multiracial	6,966	78	760	40	172	23	7,898	88
At-Risk	106,712	53	28,708	31	8,409	17	143,829	71
Economically Disadvantaged	148,669	62	27,929	32	8,202	18	184,800	77
English Language Learner	46,910	56	10,574	28	3,509	16	60,993	72
Special Education	10,512	31	3,713	17	494	8	14,719	43
2018								
All Students	316,200	78	20,418	24	6,647	22	343,265	84
African American	33,887	66	3,401	21	987	18	38,275	75
American Indian	1,006	76	71	24	19	21	1,096	82
Asian	15,954	91	383	27	78	22	16,415	94
Hispanic	160,175	74	12,020	23	4,372	22	176,567	82
Pacific Islander	450	78	32	25	13	28	495	86
White	96,508	87	4,098	30	1,048	28	101,654	91
Multiracial	8,132	84	409	27	129	25	8,670	89
At-Risk	136,820	64	15,889	21	5,666	21	158,375	73
Economically Disadvantaged	176,854	71	15,215	22	5,305	21	197,374	79
English Language Learner	55,856	65	5,996	20	2,259	21	64,111	74
Special Education	14,118	39	2,094	12	284	12	16,496	46

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

^aFor 2017, includes students tested in March and students whose answer documents were coded absent or other. For 2018, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the March/April cohort who retested or tested for the first time in May. ^cIncludes students in the March/April cohort who retested or tested for the first time in June. ^dIncludes all students in the March/April cohort who tested in March/April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

in Grades K-12 in the domains of reading, listening, speaking, and writing. For Grades K-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 2.1 on page 51).

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 skills that are assessed on English-version STAAR. Students who score high on STAAR Spanish may score at any English proficiency level on TELPAS, depending on how much English they have learned.

TELPAS was redesigned in 2018 with the listening and speaking assessments for Grades 2-12 moving to online, item-based assessments, instead of holistically rated assessments. New test blueprints for listening and speaking were developed, as well as shorter blueprints for reading. As a result of the redesign, new performance standards for TELPAS were recommended by educator committees and recently approved by the commissioner of education.

Data for current and former ELLs assessed by STAAR reading tests and TELPAS in 2018 are provided in Table 2.8 on page 61 by grade and special language program instructional model.

Table 2.5. STAAR Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2017 and 2018

Group	Achieved Approaches Grade Level Standard							
	March/April Cohort ^a		May Results for March/April Cohort ^b		June Results for March/April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2017								
All Students	316,509	81	22,563	30	9,167	24	348,239	88
African American	33,669	69	3,676	24	1,726	20	39,071	79
American Indian	1,071	80	71	26	41	30	1,183	88
Asian	15,628	95	300	36	84	26	16,012	97
Hispanic	162,094	78	13,531	30	5,873	24	181,498	87
Pacific Islander	472	85	33	39	11	34	516	92
White	95,968	88	4,534	37	1,263	28	101,765	93
Multiracial	7,532	85	400	31	161	28	8,093	91
At-Risk	137,184	68	17,950	28	7,743	23	162,877	80
Economically Disadvantaged	177,941	75	16,875	28	7,346	23	202,162	85
English Language Learner	60,745	72	6,712	29	3,112	24	70,569	83
Special Education	16,345	48	3,138	19	636	15	20,119	59
2018								
All Students	341,336	84	23,767	39	2,891	17	367,994	90
African American	36,687	72	4,429	33	581	16	41,697	82
American Indian	1,072	81	90	39	12	26	1,174	88
Asian	16,488	96	286	45	19	16	16,793	98
Hispanic	178,263	83	13,758	39	1,775	17	193,796	90
Pacific Islander	496	86	33	42	3	15	532	92
White	99,832	90	4,647	47	437	21	104,916	95
Multiracial	8,408	87	517	43	64	21	8,989	92
At-Risk	160,456	74	19,224	37	2,424	16	182,104	84
Economically Disadvantaged	198,507	79	18,063	37	2,304	16	218,874	87
English Language Learner	67,582	78	6,477	36	847	16	74,906	86
Special Education	19,617	55	3,864	31	167	13	23,648	66

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

^aFor 2017, includes students tested in March and students whose answer documents were coded absent or other. For 2018, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the March/April cohort who retested or tested for the first time in May. ^cIncludes students in the March/April cohort who retested or tested for the first time in June. ^dIncludes all students in the March/April cohort who tested in March/April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

A Study of the Correlation Between STAAR Biology Performance and Biology 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 2017 STAAR Biology assessment (i.e., meeting the Approaches Grade Level standard) and passing the Biology course (i.e., receiving course credit). The passing rates for the 2017 STAAR Biology assessment were compared with the passing rates for the Biology course using course completion information submitted to TEA by districts for the 2016-17 school year. All students in the state for whom both STAAR Biology data and Biology 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 2016-17 school year, the observation including a passing result was used for comparison. Otherwise, the result from the most recent course enrollment was used for comparison.

Because results for small groups tend to be less stable over time, comparisons of results either across groups or within groups over time can be misleading when one group is small compared to other groups. Therefore, this section presents results only for student groups that accounted for 5 percent or more of the total number of students in the study (Table 2.9 on page 67).

Overall Performance

Overall, 88 percent of students in the study sample who took Biology passed the STAAR Biology test (Table 2.9 on page 67). Eighty-three percent of students passed both the STAAR Biology test and the Biology course. The percentage of students who passed the course (91%) was higher than the percentage who passed the test (88%). Five percent passed the

Table 2.6. STAAR Reading Passing Rates, Grade 8, All Administrations, by Student Group, 2017 and 2018

Group	Achieved Approaches Grade Level Standard							
	March/April Cohort ^a		May Results for March/April Cohort ^b		June Results for March/April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2017								
All Students	287,558	76	34,154	37	7,811	19	329,523	86
African American	31,307	67	5,757	37	1,189	18	38,253	81
American Indian	1,042	76	111	34	14	11	1,167	85
Asian	14,967	91	485	33	112	17	15,564	94
Hispanic	138,507	70	20,631	36	5,218	19	164,356	83
Pacific Islander	408	80	38	35	7	16	453	87
White	94,716	86	6,588	44	1,163	24	102,467	93
Multiracial	6,539	84	526	44	104	25	7,169	92
At-Risk	114,602	58	28,803	35	7,045	19	150,450	76
Economically Disadvantaged	144,412	67	24,817	35	6,031	18	175,260	81
English Language Learner	19,973	40	8,134	27	2,641	16	30,748	61
Special Education	8,816	28	3,733	17	589	9	13,138	41
2018								
All Students	295,087	76	27,616	32	5,777	22	328,480	85
African American	32,309	67	4,480	30	995	25	37,784	78
American Indian	933	77	81	29	12	18	1,026	83
Asian	15,734	92	467	34	69	24	16,270	94
Hispanic	143,930	71	16,711	30	3,754	21	164,395	81
Pacific Islander	384	77	37	34	7	18	428	86
White	94,554	87	5,329	40	856	29	100,739	92
Multiracial	7,171	84	504	40	82	26	7,757	91
At-Risk	119,005	59	23,172	30	5,145	22	147,322	73
Economically Disadvantaged	153,179	68	20,279	30	4,502	21	177,960	79
English Language Learner	22,516	42	6,411	22	1,778	17	30,705	58
Special Education	9,599	29	2,961	16	261	11	12,821	39

^aFor 2017, includes students tested in March and students whose answer documents were coded absent or other. For 2018, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the March/April cohort who retested or tested for the first time in May. ^cIncludes students in the March/April cohort who retested or tested for the first time in June. ^dIncludes all students in the March/April cohort who tested in March/April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

STAAR Biology test only, 8 percent passed the Biology course only, and 4 percent did not pass either.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the Biology course at higher rates than they passed the STAAR Biology test (Table 2.9 on page 67). The percentages passing the test, the course, and both the test and course were higher for White students than for African American or Hispanic students. Across racial/ethnic groups, the passing rates for the STAAR Biology test ranged from 83 percent to 94 percent, the passing rates for the Biology course ranged from 87 percent to 95 percent, and the passing rates for both the test and the course ranged from 76 percent to 91 percent.

Among African American students, the passing rate for the Biology course (87%) was higher than the passing rate for STAAR Biology test (83%). Seventy-six percent of African American students passed both the test and the course. Seven percent passed the STAAR Biology test only, 11 percent passed the Biology course only, and 6 percent did not pass either.

Among Hispanic students, the passing rate for the Biology course (88%) was higher than the passing rate for the STAAR Biology test (85%). Seventy-nine percent of Hispanic students passed both the test and the course. Six percent passed the STAAR Biology test only, 10 percent passed the Biology course only, and 5 percent did not pass either.

Among White students, the passing rate for the Biology course (95%) was higher than the passing rate for the STAAR Biology test (94%). Ninety-one percent of White students passed both the test and the course. Three percent passed the STAAR Biology test only, 4 percent passed the Biology course only, and 2 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR Biology test, the Biology 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 2.9 on page 67).

Table 2.7. STAAR Mathematics Passing Rates, Grade 8, All Administrations, by Student Group, 2017 and 2018

Group	Achieved Approaches Grade Level Standard							
	March/April Cohort ^a		May Results for March/April Cohort ^b		June Results for March/April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2017								
All Students	240,859	74	32,251	40	8,857	27	281,967	87
African American	26,953	63	5,394	35	1,830	27	34,177	79
American Indian	903	75	124	41	32	30	1,059	87
Asian	10,078	92	357	46	84	33	10,519	96
Hispanic	122,929	71	19,465	41	5,424	26	147,818	85
Pacific Islander	314	76	43	44	10	30	367	88
White	74,351	83	6,349	45	1,347	32	82,047	92
Multiracial	5,260	81	497	43	122	29	5,879	90
At-Risk	115,117	61	26,900	39	7,683	26	149,700	80
Economically Disadvantaged	132,311	68	23,169	39	6,647	26	162,127	83
English Language Learner	27,293	56	7,369	36	2,143	22	36,805	75
Special Education	9,927	32	4,499	22	830	16	15,256	48
2018								
All Students	260,607	78	22,242	33	5,919	29	288,768	86
African American	29,694	67	3,757	28	1,060	27	34,511	78
American Indian	823	77	72	32	18	30	913	85
Asian	11,073	94	260	44	41	35	11,374	97
Hispanic	133,719	76	13,574	34	3,585	28	150,878	85
Pacific Islander	352	82	30	43	12	50	394	92
White	78,832	86	4,162	36	1,070	37	84,064	91
Multiracial	6,032	83	377	33	131	39	6,540	89
At-Risk	126,862	67	18,596	32	5,136	28	150,594	79
Economically Disadvantaged	145,722	72	16,333	32	4,415	28	166,470	82
English Language Learner	31,601	62	5,430	30	1,421	25	38,452	75
Special Education	12,012	37	3,132	19	380	19	15,524	48

^aFor 2017, includes students tested in March and students whose answer documents were coded absent or other. For 2018, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the March/April cohort who retested or tested for the first time in May. ^cIncludes students in the March/April cohort who retested or tested for the first time in June. ^dIncludes all students in the March/April cohort who tested in March/April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

Among students identified as economically disadvantaged, the passing rate for the Biology course (87%) was higher than the passing rate for the STAAR Biology test (83%). Seventy-six percent of economically disadvantaged students passed both the test and the course. Seven percent of economically disadvantaged students passed the STAAR Biology test only, 11 percent passed the Biology course only, and 6 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the Biology course (95%) was higher than the passing rate for the STAAR Biology test (94%). Ninety-one percent of non-economically disadvantaged students passed both the test and the course. Three percent of non-economically disadvantaged students passed the STAAR Biology test only,

4 percent passed the Biology course only, and 2 percent did not pass either.

Performance by Gender

The passing rates for the STAAR Biology test, the Biology course, and both the test and the course were higher for female students than for male students (Table 2.9 on page 67).

Among female students, the passing rate for the Biology course (93%) was higher than the passing rate for the STAAR Biology test (90%). Eighty-six percent of female students passed both the test and the course. Four percent of female students passed the STAAR Biology test only, 7 percent passed the Biology course only, and 3 percent did not pass either.

Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018

Group	STAAR Reading				TELPAS					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e	
Grade K										
All Current ELLs ^f	n/a ^g	n/a	n/a	n/a	93,361	42	36	15	7	
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	65,374	53	35	9	3	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	26,869	49	35	12	4	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	5,767	66	29	4	1	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	9,839	47	39	11	4	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	22,899	58	35	5	1	
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	25,123	16	37	30	17	
ESL/Content-Based	n/a	n/a	n/a	n/a	18,836	16	36	31	17	
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,287	17	38	29	15	
No Services	n/a	n/a	n/a	n/a	2,658	19	33	28	20	
Grade 1										
All Current ELLs	n/a	n/a	n/a	n/a	101,868	17	38	28	17	
All Bil. Education Programs	n/a	n/a	n/a	n/a	70,067	22	44	24	10	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	29,254	18	40	27	16	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	6,506	31	48	18	3	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,500	16	45	27	12	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	23,807	28	47	20	5	
All ESL Programs	n/a	n/a	n/a	n/a	27,851	5	25	36	33	
ESL/Content-Based	n/a	n/a	n/a	n/a	20,773	5	25	36	33	
ESL/Pull-Out	n/a	n/a	n/a	n/a	7,078	6	25	36	33	
No Services	n/a	n/a	n/a	n/a	3,747	7	25	34	34	
Grade 2										
All Current ELLs	n/a	n/a	n/a	n/a	100,567	3	45	43	9	
All Bil. Education Programs	n/a	n/a	n/a	n/a	69,640	4	49	40	7	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	29,015	3	46	44	8	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	7,764	6	54	35	5	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	9,487	3	45	42	9	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	23,374	5	53	36	5	
All ESL Programs	n/a	n/a	n/a	n/a	26,837	2	35	48	15	
ESL/Content-Based	n/a	n/a	n/a	n/a	20,148	2	34	48	15	
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,689	2	36	49	13	
No Services	n/a	n/a	n/a	n/a	3,916	3	39	47	10	

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

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Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e
Grade 3									
All Current ELLs ^f	100,882	70	31	15	101,427	1	30	48	20
All Bil. ^h Education Programs	68,824	71	33	16	69,516	2	32	48	18
Transitional Bil./Early Exit	28,190	69	28	12	28,587	1	29	51	19
Transitional Bil./Late Exit	9,452	72	35	17	9,519	2	37	45	16
Dual Immersion/Two-Way	8,458	73	36	17	8,601	1	28	49	22
Dual Immersion/One-Way	22,724	74	39	19	22,809	2	35	46	18
All ESL ⁱ Programs	27,668	65	26	13	27,591	1	25	49	25
ESL/Content-Based	19,278	66	27	13	19,298	1	25	49	25
ESL/Pull-Out	8,390	63	23	11	8,293	1	25	50	24
No Services	4,335	67	27	13	4,153	1	27	50	22
All Former ELLs ^j	8,928	96	68	43	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	232	97	68	43	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	20	90	60	45	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	8	100	100	63	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	186	99	69	42	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	18	89	56	39	n/a	n/a	n/a	n/a	n/a
All ESL Programs	64	78	53	28	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	37	76	57	41	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	27	81	48	11	n/a	n/a	n/a	n/a	n/a
No Services	8,632	96	68	43	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current ELLs	91,691	58	27	11	92,130	2	29	51	18
All Bil. Education Programs	62,009	60	29	12	62,618	2	30	50	18
Transitional Bil./Early Exit	25,570	56	25	10	25,952	2	29	52	16
Transitional Bil./Late Exit	9,296	60	29	12	9,371	3	30	49	18
Dual Immersion/Two-Way	6,538	64	32	14	6,595	2	26	51	21
Dual Immersion/One-Way	20,605	64	32	14	20,700	2	32	48	18
All ESL Programs	25,454	55	25	10	25,305	2	26	53	20
ESL/Content-Based	16,663	56	27	10	16,681	2	25	52	21
ESL/Pull-Out	8,791	52	21	8	8,624	2	27	54	18
No Services	4,195	54	26	10	4,041	2	28	52	17
All Former ELLs	15,210	94	69	39	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	813	95	73	43	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	100	93	59	36	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	20	95	60	45	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	473	96	75	45	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	220	93	75	41	n/a	n/a	n/a	n/a	n/a
All ESL Programs	87	76	55	33	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	58	78	60	36	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	29	72	45	28	n/a	n/a	n/a	n/a	n/a
No Services	14,310	94	69	39	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

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Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e
Grade 5									
All Current ELLs ^f	83,756	65	33	11	83,666	2	21	50	28
All Bil. ^h Education Programs	54,161	68	37	13	54,322	2	21	49	29
Transitional Bil./Early Exit	22,139	63	30	9	22,149	2	21	50	27
Transitional Bil./Late Exit	8,365	65	31	10	8,415	2	21	49	27
Dual Immersion/Two-Way	5,213	73	42	16	5,195	1	16	47	35
Dual Immersion/One-Way	18,444	74	46	19	18,563	2	21	48	30
All ESL ⁱ Programs	25,724	59	26	8	25,523	1	20	51	28
ESL/Content-Based	15,735	59	26	8	15,623	2	20	50	28
ESL/Pull-Out	9,989	58	25	7	9,900	1	21	52	26
No Services	3,815	60	26	8	3,699	2	21	52	26
All Former ELLs ^j	20,313	96	73	37	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	1,223	97	78	39	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	133	96	72	34	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	25	100	80	32	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	623	98	81	41	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	442	97	75	39	n/a	n/a	n/a	n/a	n/a
All ESL Programs	79	90	71	33	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	52	90	73	29	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	27	89	67	41	n/a	n/a	n/a	n/a	n/a
No Services	19,011	96	73	36	n/a	n/a	n/a	n/a	n/a
Grade 6									
All Current ELLs	66,948	40	12	4	66,830	1	26	53	19
All Bil. Education Programs	7,463	41	12	3	7,579	2	22	54	22
Transitional Bil./Early Exit	2,754	36	10	3	2,922	2	25	55	18
Transitional Bil./Late Exit	1,750	37	9	3	1,683	2	25	57	16
Dual Immersion/Two-Way	1,481	51	17	5	1,483	1	17	51	31
Dual Immersion/One-Way	1,478	43	13	3	1,491	1	19	52	27
All ESL Programs	56,190	40	12	4	56,042	1	27	53	19
ESL/Content-Based	22,492	44	15	5	22,491	1	27	52	19
ESL/Pull-Out	33,698	38	10	3	33,551	2	26	54	18
No Services	3,265	41	14	5	3,111	1	28	53	18
All Former ELLs	23,569	82	41	16	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	466	88	48	17	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	3	– ^k	–	–	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	7	71	14	14	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	421	88	48	18	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	35	91	54	14	n/a	n/a	n/a	n/a	n/a
All ESL Programs	150	57	29	13	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	31	58	29	16	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	119	57	29	13	n/a	n/a	n/a	n/a	n/a
No Services	22,953	82	41	16	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	High ^e
Grade 7									
All Current ELLs ^f	59,542	42	14	5	59,614	2	26	53	19
All Bil. ^h Education Programs	825	58	19	9	896	1	19	51	29
Transitional Bil./Early Exit	51	73	22	10	77	0	19	55	26
Transitional Bil./Late Exit	14	57	36	36	17	0	18	41	41
Dual Immersion/Two-Way	673	58	19	8	671	2	17	48	33
Dual Immersion/One-Way	87	47	21	11	131	1	27	63	10
All ESL ⁱ Programs	55,617	42	14	5	55,739	2	26	53	19
ESL/Content-Based	19,790	47	17	7	19,734	2	26	52	20
ESL/Pull-Out	35,827	39	12	4	36,005	2	26	53	18
No Services	3,083	46	18	8	2,900	1	25	55	20
All Former ELLs ^j	20,913	87	51	25	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	360	94	66	36	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	3	- ^k	-	-	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	350	94	66	37	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	7	100	71	29	n/a	n/a	n/a	n/a	n/a
All ESL Programs	130	77	50	24	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	27	67	41	22	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	103	80	52	24	n/a	n/a	n/a	n/a	n/a
No Services	20,423	87	50	25	n/a	n/a	n/a	n/a	n/a
Grade 8									
All Current ELLs	50,873	43	11	4	50,775	2	25	54	20
All Bil. Education Programs	638	56	19	6	646	1	19	45	35
Transitional Bil./Early Exit	30	57	30	17	33	0	15	55	30
Transitional Bil./Late Exit	13	23	15	0	9	0	44	33	22
Dual Immersion/Two-Way	563	57	19	6	571	1	18	44	36
Dual Immersion/One-Way	32	53	19	0	33	3	27	48	21
All ESL Programs	47,466	43	11	3	47,467	2	25	54	19
ESL/Content-Based	17,274	48	15	5	17,117	1	25	53	21
ESL/Pull-Out	30,192	40	9	2	30,350	2	25	55	18
No Services	2,737	46	13	5	2,606	0	23	55	22
All Former ELLs	14,987	90	47	20	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	177	93	59	25	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	1	-	-	-	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1	-	-	-	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	175	93	59	25	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	n/a	n/a	n/a
All ESL Programs	178	87	53	26	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	80	85	49	25	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	98	89	56	28	n/a	n/a	n/a	n/a	n/a
No Services	14,632	90	46	19	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (-) indicates data are not reported to protect student anonymity.

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Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	STAAR Reading				TELPAS					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e	
Grade 9										
All Current ELLs ^f	n/a ^g	n/a	n/a	n/a	45,080	4	39	45	12	
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	154	3	22	51	24	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	4	– ^k	–	–	–	
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	147	3	22	52	23	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	3	–	–	–	–	
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	42,565	5	39	44	12	
ESL/Content-Based	n/a	n/a	n/a	n/a	20,718	5	40	43	12	
ESL/Pull-Out	n/a	n/a	n/a	n/a	21,847	5	39	45	11	
No Services	n/a	n/a	n/a	n/a	2,300	1	33	49	17	
All Former ELLs ^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 ELLs	n/a	n/a	n/a	n/a	34,699	4	37	47	12	
All Bil. Education Programs	n/a	n/a	n/a	n/a	49	0	45	45	10	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	–	–	–	–	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	48	0	46	44	10	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	
All ESL Programs	n/a	n/a	n/a	n/a	32,809	4	37	47	12	
ESL/Content-Based	n/a	n/a	n/a	n/a	16,400	4	38	46	12	
ESL/Pull-Out	n/a	n/a	n/a	n/a	16,409	4	37	47	12	
No Services	n/a	n/a	n/a	n/a	1,786	1	31	49	19	
All Former ELLs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.8. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	STAAR Reading				TELPAS					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 11										
All Current ELLs ^f	n/a ^g	n/a	n/a	n/a	26,329	2	31	50	16	
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	29	0	28	48	24	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	1	– ^k	–	–	–	
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	5	0	20	40	40	
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	22	0	27	55	18	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	1	–	–	–	–	
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	25,017	2	32	50	16	
ESL/Content-Based	n/a	n/a	n/a	n/a	12,406	2	32	50	16	
ESL/Pull-Out	n/a	n/a	n/a	n/a	12,611	2	31	51	16	
No Services	n/a	n/a	n/a	n/a	1,237	1	23	52	24	
All Former ELLs ^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 12										
All Current ELLs	n/a	n/a	n/a	n/a	20,381	1	29	52	18	
All Bil. Education Programs	n/a	n/a	n/a	n/a	3	–	–	–	–	
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	
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	3	–	–	–	–	
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	
All ESL Programs	n/a	n/a	n/a	n/a	19,414	1	29	52	17	
ESL/Content-Based	n/a	n/a	n/a	n/a	9,680	1	29	52	17	
ESL/Pull-Out	n/a	n/a	n/a	n/a	9,734	1	28	53	18	
No Services	n/a	n/a	n/a	n/a	940	1	23	51	25	

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELLs were identified as ELLs in 2017-18. The group, all current ELLs, 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 tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELLs do not participate in TELPAS; or (d) no students were tested. ^hBilingual. ⁱEnglish as a second language. ^jFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

**Table 2.9. Passing Rates, Biology Course, 2016-17,
and STAAR Biology End-of-Course Test, 2017, by Student Group**

Group	Course Enrollment		Passed STAAR (%)	Passed Course (%)	Passed Both (%)	Passed STAAR Only (%)	Passed Course Only (%)	Did Not Pass Either (%)
	Number	Percent						
All Students	374,126	100	88	91	83	5	8	4
African American	47,602	13	83	87	76	7	11	6
Hispanic	192,287	51	85	88	79	6	10	5
White	109,003	29	94	95	91	3	4	2
Econ. Disad. ^a	205,501	55	83	87	76	7	11	6
Not Econ. Disad.	168,531	45	94	95	91	3	4	2
Female	183,231	49	90	93	86	4	7	3
Male	190,894	51	86	89	80	6	9	5

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

^aEconomically disadvantaged.

Among male students, the passing rate for the Biology course (89%) was higher than the passing rate for the STAAR Biology test (86%). Eighty percent of male students passed both the test and the course. Six percent of male students passed the STAAR Biology test only, 9 percent passed the Biology course only, and 5 percent did not pass either.

Agency Contact Persons

For information about the state assessment system or assessment results, contact Jeff Cottrill, Deputy

Commissioner of Standards and Engagement, (512) 463-8934; or Tyson Kane, Student Assessment, (512) 463-9536.

Other Sources of Information

STAAR, STAAR Spanish, STAAR Alternate 2, and TELPAS results, as well as information about all state testing activities, including test development and released tests, are available on the TEA website at <http://tea.texas.gov/student.assessment/>.

**Appendix 2-A. STAAR Participation and Performance,
Grade 3, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	406,487	71	44	28	403,094	76	41	24
African American	50,053	59	30	17	50,334	64	28	14
American Indian	1,407	72	43	27	1,454	74	37	19
Asian	17,658	88	70	54	17,579	90	65	46
Hispanic	216,065	67	37	23	213,931	72	35	18
Pacific Islander	525	74	44	26	552	76	36	21
White	110,681	83	58	40	108,792	86	55	35
Multiracial	9,943	78	53	36	10,227	82	50	31
At-Risk	196,921	58	27	15	198,170	65	26	12
Econ. Disad. ^a	252,253	63	33	19	253,186	69	32	16
ELL ^b	106,873	63	33	19	104,895	69	31	15
Special Education	30,247	37	16	9	32,830	43	15	8
Mathematics								
All Students	406,588	76	47	25	403,135	77	45	22
African American	50,055	63	32	14	50,328	64	30	12
American Indian	1,406	74	46	22	1,454	76	41	18
Asian	17,618	93	78	57	17,538	93	77	53
Hispanic	216,144	73	42	20	214,028	75	40	18
Pacific Islander	527	77	49	23	552	76	46	21
White	110,733	85	59	33	108,794	85	57	30
Multiracial	9,949	80	52	30	10,217	81	52	27
At-Risk	196,999	66	33	15	198,249	68	32	13
Econ. Disad.	252,356	70	38	18	253,289	71	37	15
ELL	106,889	72	40	19	104,927	74	39	17
Special Education	30,271	43	20	9	32,880	44	19	8

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

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-B. STAAR Participation and Performance,
Grade 4, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	404,730	69	42	23	406,988	71	44	23
African American	50,474	55	29	14	50,368	59	31	14
American Indian	1,376	68	41	21	1,342	72	42	22
Asian	16,991	87	69	48	18,171	88	72	50
Hispanic	214,512	64	36	17	215,678	66	37	17
Pacific Islander	577	68	43	22	561	71	42	21
White	111,190	81	57	35	110,558	82	57	33
Multiracial	9,486	77	52	32	10,136	78	53	30
At-Risk	194,799	49	21	8	198,824	53	23	9
Econ. Disad. ^a	248,894	60	31	14	253,848	63	33	15
ELL ^b	96,959	56	26	11	95,297	58	27	11
Special Education	33,004	31	14	7	34,726	35	15	7
Writing								
All Students	404,495	63	33	10	394,967	61	37	10
African American	50,419	52	22	5	49,267	48	26	5
American Indian	1,375	60	28	7	1,309	60	36	8
Asian	16,928	85	62	30	17,741	85	69	32
Hispanic	214,452	59	28	7	211,332	57	32	7
Pacific Islander	563	67	36	11	539	64	39	10
White	111,172	72	42	15	104,870	70	48	15
Multiracial	9,487	70	40	14	9,728	66	44	14
At-Risk	194,867	44	16	3	194,169	42	19	4
Econ. Disad.	248,939	55	24	6	248,239	52	28	6
ELL	96,872	54	23	5	93,549	52	26	6
Special Education	33,019	23	8	2	33,726	21	10	2
Mathematics								
All Students	404,771	74	45	26	407,095	77	47	26
African American	50,512	58	28	14	50,386	63	31	14
American Indian	1,377	74	43	25	1,341	76	46	25
Asian	16,970	92	77	59	18,124	93	79	61
Hispanic	214,520	71	40	22	215,778	75	42	21
Pacific Islander	578	73	42	26	562	78	44	21
White	111,198	83	57	36	110,590	85	58	35
Multiracial	9,493	78	51	32	10,137	81	52	31
At-Risk	194,834	58	27	12	198,956	63	29	13
Econ. Disad.	248,967	67	36	18	253,989	71	38	18
ELL	96,938	68	36	18	95,364	71	37	17
Special Education	33,015	36	15	7	34,759	41	17	8

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

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-C. STAAR Participation and Performance,
Grade 5, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	393,309	71	45	25	406,957	78	51	25
African American	49,127	60	33	16	50,978	66	37	15
American Indian	1,343	69	42	23	1,327	76	47	23
Asian	16,623	88	72	51	17,438	91	77	53
Hispanic	207,706	66	38	19	215,683	74	45	19
Pacific Islander	557	73	48	23	577	78	51	27
White	108,907	82	59	35	111,063	87	65	36
Multiracial	8,886	78	55	33	9,725	84	61	34
At-Risk	201,983	53	23	8	215,340	64	29	9
Econ. Disad. ^a	238,317	62	34	16	250,042	71	41	16
ELL ^b	84,512	56	26	10	86,564	65	33	11
Special Education	34,078	31	13	5	35,738	39	17	6
Mathematics: Primary Administration								
All Students	392,867	81	48	24	406,076	84	56	29
African American	49,119	69	32	12	50,978	72	39	16
American Indian	1,346	80	46	22	1,327	81	51	26
Asian	16,487	95	82	60	17,149	96	86	66
Hispanic	207,628	78	42	18	215,588	83	53	25
Pacific Islander	557	85	54	27	575	86	59	30
White	108,695	88	60	33	110,597	90	66	38
Multiracial	8,875	85	55	29	9,695	87	61	35
At-Risk	202,107	68	27	9	215,418	74	38	14
Econ. Disad.	238,373	75	38	15	250,045	79	48	22
ELL	84,499	72	34	13	86,546	78	45	19
Special Education	34,104	48	16	6	35,792	55	23	8
Science								
All Students	393,647	72	40	17	407,048	75	39	16
African American	49,200	58	25	8	51,023	60	23	7
American Indian	1,341	73	38	16	1,311	74	36	16
Asian	16,686	89	68	41	17,432	91	69	41
Hispanic	207,830	68	33	13	215,717	72	33	12
Pacific Islander	562	75	39	18	589	76	40	17
White	109,002	84	54	26	111,043	85	53	24
Multiracial	8,875	80	50	23	9,772	81	48	22
At-Risk	201,400	56	20	6	216,912	61	21	5
Econ. Disad.	239,280	64	30	11	251,461	68	30	10
ELL	84,706	56	22	7	86,604	62	23	7
Special Education	34,201	36	14	5	36,020	40	13	4

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

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-D. STAAR Participation and Performance,
Grade 6, by Subject and Student Group, 2017 and 2018**

Group	2017				2018				
	Tested	Achieved (%)			Tested	Achieved (%)			
		Approaches	Meets	Masters		Approaches	Meets	Masters	
Reading									
All Students	391,613	67	36	17	394,958	66	36	18	
African American	48,509	57	25	10	49,642	55	25	11	
American Indian	1,333	66	34	16	1,331	64	36	16	
Asian	16,772	88	67	44	17,094	88	68	44	
Hispanic	206,004	60	27	11	207,830	60	29	12	
Pacific Islander	520	68	36	16	582	67	35	18	
White	109,750	81	51	28	109,116	78	49	27	
Multiracial	8,502	77	48	25	9,183	75	46	25	
At-Risk	191,517	44	12	4	192,760	44	14	4	
Econ. Disad. ^a	233,399	57	24	9	240,149	56	25	10	
ELL ^b	70,029	37	10	3	69,727	40	12	4	
Special Education	34,329	22	6	2	35,064	23	7	3	
Mathematics									
All Students	384,610	75	41	17	387,665	76	43	17	
African American	48,114	64	27	9	49,272	64	28	9	
American Indian	1,316	75	40	16	1,308	76	41	16	
Asian	15,401	94	80	56	15,388	94	80	55	
Hispanic	203,322	70	33	11	205,342	72	36	12	
Pacific Islander	511	80	45	19	580	80	47	18	
White	107,420	86	56	27	106,604	86	56	26	
Multiracial	8,303	82	50	24	8,993	83	51	23	
At-Risk	190,699	58	18	4	191,981	61	21	5	
Econ. Disad.	231,149	67	29	9	237,968	69	32	10	
ELL	69,683	58	20	5	69,448	61	23	6	
Special Education	34,301	38	10	3	34,973	43	12	3	

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-E. STAAR Participation and Performance,
Grade 7, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	389,226	72	40	22	394,726	72	45	27
African American	48,150	61	27	12	49,184	61	33	17
American Indian	1,257	70	40	22	1,296	69	43	25
Asian	16,911	90	72	52	17,302	91	76	58
Hispanic	203,751	67	32	15	207,681	66	38	20
Pacific Islander	507	72	42	22	543	73	46	26
White	110,175	83	56	34	109,736	82	60	39
Multiracial	8,342	80	52	31	8,817	80	56	36
At-Risk	195,307	51	15	5	200,647	52	20	8
Econ. Disad. ^a	227,213	63	28	13	235,556	63	34	17
ELL ^b	59,312	41	10	3	62,328	42	14	5
Special Education	33,426	25	7	3	33,882	26	9	4
Writing								
All Students	389,357	68	37	11	386,417	67	41	14
African American	48,110	58	25	6	48,470	58	30	7
American Indian	1,250	65	34	10	1,262	66	39	12
Asian	16,848	89	71	38	17,084	89	76	44
Hispanic	203,930	62	29	7	204,872	60	33	9
Pacific Islander	506	71	40	11	530	71	43	13
White	110,260	79	51	18	105,582	80	56	21
Multiracial	8,345	76	48	17	8,488	76	53	20
At-Risk	195,726	46	13	2	197,154	45	16	2
Econ. Disad.	227,600	58	25	5	231,826	57	29	7
ELL	59,365	37	9	1	61,641	32	10	1
Special Education	33,485	18	5	1	33,276	18	6	1
Mathematics								
All Students	355,878	68	38	16	350,802	71	38	17
African American	45,438	54	24	7	45,623	57	23	8
American Indian	1,164	66	39	15	1,181	71	37	17
Asian	13,684	92	79	56	13,306	93	79	59
Hispanic	190,379	63	32	11	189,840	67	32	12
Pacific Islander	475	69	41	18	485	76	45	21
White	97,246	80	52	23	92,755	82	52	26
Multiracial	7,351	75	47	21	7,452	77	45	23
At-Risk	189,003	49	16	3	192,168	55	18	5
Econ. Disad.	214,018	59	27	9	218,628	63	28	10
ELL	57,080	46	16	4	59,685	52	17	5
Special Education	33,087	28	8	2	33,466	34	9	3

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-F. STAAR Participation and Performance,
Grade 8, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	380,595	76	47	22	385,881	76	46	25
African American	47,035	67	35	14	48,008	67	34	16
American Indian	1,371	76	48	22	1,218	77	45	23
Asian	16,466	91	76	50	17,190	92	75	54
Hispanic	197,332	70	39	15	201,325	71	38	19
Pacific Islander	513	80	49	22	498	77	46	26
White	109,917	86	63	34	108,962	87	61	36
Multiracial	7,754	84	60	31	8,509	84	59	35
At-Risk	197,918	58	22	6	200,681	59	21	7
Econ. Disad. ^a	216,132	67	35	13	223,974	68	34	16
ELL ^b	50,325	40	10	2	53,006	42	11	3
Special Education	32,040	28	9	3	32,769	29	9	3
Mathematics: Primary Administration								
All Students	324,189	74	43	12	333,762	78	49	15
African American	42,976	63	29	5	44,171	67	34	7
American Indian	1,212	75	42	10	1,068	77	46	12
Asian	10,901	92	77	43	11,769	94	82	47
Hispanic	172,923	71	37	9	177,057	76	44	11
Pacific Islander	413	76	48	12	428	82	50	15
White	89,054	83	55	18	91,790	86	61	21
Multiracial	6,493	81	50	17	7,306	83	55	18
At-Risk	187,316	61	24	3	190,732	67	30	5
Econ. Disad.	194,772	68	34	7	201,326	72	40	9
ELL	48,725	56	23	4	50,844	62	28	5
Special Education	31,491	32	10	2	32,189	37	13	2
Science								
All Students	382,710	74	46	18	386,971	74	50	27
African American	47,296	62	30	8	48,372	62	33	13
American Indian	1,353	73	43	16	1,220	75	49	28
Asian	16,347	92	79	50	16,924	93	82	63
Hispanic	198,807	69	38	12	202,146	69	42	20
Pacific Islander	526	74	46	18	502	79	52	25
White	110,379	86	62	28	109,038	86	66	41
Multiracial	7,792	83	57	26	8,535	82	60	36
At-Risk	196,585	56	22	4	201,659	57	25	8
Econ. Disad.	218,502	65	34	10	226,355	66	38	17
ELL	50,567	44	15	3	52,818	46	18	5
Special Education	31,765	30	10	2	32,597	30	12	4
Social Studies								
All Students	383,327	62	31	18	389,004	64	34	20
African American	47,415	50	20	10	48,354	52	23	12
American Indian	1,347	61	30	15	1,214	64	34	20
Asian	16,600	87	66	49	17,304	89	70	53
Hispanic	199,269	54	23	12	203,418	57	27	14
Pacific Islander	530	63	33	17	503	67	36	20
White	110,200	75	45	28	109,391	76	46	29
Multiracial	7,767	72	42	27	8,586	73	43	28
At-Risk	196,532	40	11	5	201,676	43	14	6
Econ. Disad.	218,642	50	20	10	227,258	54	23	12
ELL	50,390	28	7	3	52,812	33	10	4
Special Education	31,701	21	6	3	32,571	24	8	4

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-G. STAAR Spanish Participation and Performance,
Grade 3, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	35,697	63	34	21	34,831	73	39	19
At-Risk	34,533	63	34	21	33,842	72	39	19
Econ. Disad. ^a	32,651	62	34	21	31,414	72	39	19
Special Education	1,425	26	8	4	1,687	38	11	4
Mathematics								
All Students	16,823	67	35	16	16,668	70	34	15
At-Risk	16,176	67	34	15	16,051	69	34	14
Econ. Disad.	14,871	67	34	15	14,703	69	33	14
Special Education	650	34	12	4	799	39	12	4

^aEconomically disadvantaged.

**Appendix 2-H. STAAR Spanish Participation and Performance,
Grade 4, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	24,667	59	30	13	24,124	61	29	13
At-Risk	23,805	59	29	13	23,452	61	29	13
Econ. Disad. ^a	22,568	59	29	13	21,803	61	29	13
Special Education	1,164	23	6	3	1,267	25	6	2
Writing								
All Students	25,904	64	38	12	24,571	63	36	14
At-Risk	24,980	64	38	11	23,883	63	36	13
Econ. Disad.	23,685	64	38	11	22,200	63	36	13
Special Education	1,197	19	6	1	1,281	20	6	1
Mathematics								
All Students	9,439	57	27	12	9,171	61	29	12
At-Risk	8,957	57	26	12	8,711	61	28	12
Econ. Disad.	8,193	57	26	12	7,885	61	28	12
Special Education	454	24	7	2	462	26	7	3

^aEconomically disadvantaged.

**Appendix 2-I. STAAR Spanish Participation and Performance,
Grade 5, by Subject and Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	13,768	77	40	16	14,877	76	51	22
At-Risk	13,392	77	40	16	14,488	76	51	22
Econ. Disad. ^a	12,393	77	40	16	13,301	76	51	22
Special Education	662	41	12	2	826	39	13	4
Mathematics: Primary Administration								
All Students	5,242	52	19	6	5,412	63	30	10
At-Risk	4,939	54	19	6	5,127	64	30	10
Econ. Disad.	4,360	54	19	5	4,482	64	30	10
Special Education	226	30	4	0	278	37	12	3
Science								
All Students	7,794	45	15	4	7,754	52	16	4
At-Risk	7,490	46	15	4	7,507	52	16	4
Econ. Disad.	6,828	46	15	4	6,700	52	16	4
Special Education	330	17	2	0	433	19	3	0

^aEconomically disadvantaged.

**Appendix 2-J. STAAR End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
English I								
All Students	479,552	60	44	8	474,424	60	44	7
African American	65,468	48	31	3	66,019	48	30	3
American Indian	1,716	58	42	7	1,639	57	42	6
Asian	17,869	83	75	32	17,686	84	76	31
Hispanic	260,947	53	35	4	261,312	54	36	4
Pacific Islander	696	63	47	8	697	64	48	7
White	124,236	76	63	14	117,710	76	62	13
Multiracial	8,390	73	59	15	8,771	73	58	13
At-Risk	282,020	39	20	1	286,805	41	21	1
Econ. Disad. ^a	284,713	49	31	3	290,775	50	33	3
ELL ^b	71,374	19	7	0	76,284	23	9	0
Special Education	47,073	14	5	0	48,694	17	6	0
English II								
All Students	435,855	62	47	6	445,287	66	50	8
African American	58,883	50	33	3	59,977	55	37	4
American Indian	1,644	60	44	5	1,519	63	49	6
Asian	17,632	82	73	25	18,094	83	75	31
Hispanic	232,375	55	38	3	240,200	59	42	5
Pacific Islander	642	60	44	6	695	65	50	9
White	116,679	79	65	12	116,120	81	69	14
Multiracial	7,774	75	61	12	8,088	79	66	15
At-Risk	240,988	40	21	1	252,412	45	25	1
Econ. Disad.	246,027	51	34	2	258,400	56	38	4
ELL	55,597	17	6	0	61,171	21	8	0
Special Education	35,796	14	6	0	36,575	17	8	0
Algebra I								
All Students	433,496	82	50	27	420,255	83	56	34
African American	58,519	72	34	14	56,208	74	40	19
American Indian	1,553	79	48	23	1,499	81	53	30
Asian	17,517	96	86	70	17,923	97	89	75
Hispanic	228,200	80	45	21	222,142	81	52	29
Pacific Islander	669	83	54	29	625	84	56	35
White	118,630	90	64	38	113,100	89	67	43
Multiracial	8,214	87	60	36	8,528	88	64	40
At-Risk	235,210	71	28	9	226,660	73	36	15
Econ. Disad.	248,341	77	40	18	245,681	79	48	25
ELL	54,376	63	23	9	54,726	67	32	14
Special Education	39,849	42	10	3	39,415	45	14	5

^aEconomically disadvantaged. ^bEnglish language learner.

continues

**Appendix 2-J. STAAR End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2017 and 2018 (continued)**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Biology								
All Students	403,989	85	59	21	410,500	87	60	24
African American	52,495	79	45	11	53,615	80	47	13
American Indian	1,469	85	59	20	1,457	86	60	22
Asian	17,135	95	85	54	17,954	96	87	61
Hispanic	210,511	82	50	14	214,520	83	53	17
Pacific Islander	614	85	59	21	631	87	62	25
White	113,970	93	76	34	113,778	94	76	38
Multiracial	7,643	92	73	33	8,344	93	74	37
At-Risk	210,510	75	35	5	216,256	77	38	7
Econ. Disad. ^a	226,020	80	47	11	235,074	82	49	14
ELL ^b	48,435	59	20	3	52,863	62	22	4
Special Education	33,967	48	14	3	35,573	53	17	3
U.S. History								
All Students	352,038	92	67	37	356,959	92	72	42
African American	45,086	87	55	24	45,962	87	61	29
American Indian	1,253	92	66	37	1,279	93	73	41
Asian	15,151	96	86	65	16,097	97	88	68
Hispanic	177,383	90	61	28	182,471	90	66	34
Pacific Islander	505	91	68	35	553	92	72	39
White	105,911	96	80	52	103,367	96	84	57
Multiracial	6,582	95	79	50	7,063	96	82	54
At-Risk	169,634	84	46	16	176,019	85	53	20
Econ. Disad.	181,269	88	56	25	191,107	89	63	31
ELL	28,541	69	26	6	31,755	70	32	9
Special Education	24,449	60	23	8	25,300	62	27	10

^aEconomically disadvantaged. ^bEnglish language learner.

**Appendix 2-K. STAAR Alternate 2 End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2017 and 2018**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
English I								
All Students	4,606	9	91	35	4,868	6	94	35
African American	795	8	92	38	858	4	96	35
American Indian	11	0	100	55	7	0	100	43
Asian	142	17	83	17	171	10	90	18
Hispanic	2,295	8	92	36	2,457	6	94	36
Pacific Islander	13	31	69	38	6	0	100	17
White	1,222	9	91	33	1,224	8	92	36
Multiracial	101	8	92	36	86	6	94	40
Econ. Disad. ^a	3,145	8	92	38	3,333	5	95	38
ELL ^b	311	9	91	37	331	5	95	35
English II								
All Students	4,237	7	93	37	4,556	5	95	45
African American	735	7	93	36	798	4	96	46
American Indian	14	0	100	43	12	8	92	33
Asian	140	14	86	23	140	14	86	32
Hispanic	2,096	6	94	39	2,269	5	95	46
Pacific Islander	9	11	89	11	9	11	89	67
White	1,157	6	94	37	1,190	6	94	43
Multiracial	60	8	92	33	93	1	99	43
Econ. Disad.	2,849	6	94	40	3,084	5	95	47
ELL	213	6	94	44	266	6	94	49
Algebra I								
All Students	4,616	9	91	41	4,884	8	92	37
African American	807	8	92	42	859	8	92	36
American Indian	13	23	77	23	7	0	100	29
Asian	142	14	86	30	170	14	86	21
Hispanic	2,292	9	91	42	2,464	7	93	40
Pacific Islander	13	31	69	54	7	14	86	29
White	1,224	9	91	39	1,229	10	90	34
Multiracial	100	10	90	39	88	9	91	47
Econ. Disad.	3,148	8	92	43	3,348	7	93	40
ELL	307	9	91	45	326	6	94	40
Biology								
All Students	4,415	6	94	29	4,861	5	95	28
African American	794	6	94	28	848	4	96	31
American Indian	11	0	100	18	8	0	100	38
Asian	134	10	90	13	186	8	92	13
Hispanic	2,147	5	95	29	2,443	4	96	28
Pacific Islander	13	15	85	46	8	13	88	25
White	1,198	5	95	31	1,217	5	95	28
Multiracial	98	4	96	29	88	5	95	28
Econ. Disad.	2,991	5	95	31	3,320	4	96	31
ELL	250	6	94	32	337	3	97	23

^aEconomically disadvantaged. ^bEnglish language learner. ^cA dash (-) indicates data are not reported to protect student anonymity.

continues

**Appendix 2-K. STAAR Alternate 2 End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2017 and 2018 (continued)**

Group	2017				2018			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
U.S. History								
All Students	3,615	10	90	31	4,274	6	94	32
African American	658	9	91	31	727	7	93	34
American Indian	15	7	93	20	17	6	94	41
Asian	125	17	83	26	141	15	85	11
Hispanic	1,746	9	91	31	2,120	5	95	33
Pacific Islander	4	– ^c	–	–	7	0	100	0
White	996	11	89	31	1,145	7	93	34
Multiracial	57	7	93	39	68	10	90	29
Econ. Disad. ^a	2,399	9	91	33	2,796	5	95	33
ELL ^b	178	6	94	36	188	2	98	35

^aEconomically disadvantaged. ^bEnglish language learner. ^cA dash (–) indicates data are not reported to protect student anonymity.

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 2017-18 school year, 50.7 percent (2,739,303) of the 5,399,682 public school students in Texas were identified as at risk of dropping out of school, 0.5 percentage points lower than in the previous year.

Definition of At Risk

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

- ♦ was not advanced from one grade level to the next for one or more school years;
- ♦ is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- ♦ did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- ♦ is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- ♦ is pregnant or is a parent;
- ♦ has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

- ♦ has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- ♦ is currently on parole, probation, deferred prosecution, or other conditional release;
- ♦ was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- ♦ is a student of limited English proficiency, as defined by TEC §29.052;
- ♦ is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- ♦ is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments; or
- ♦ resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Testing Information

The State of Texas Assessments of Academic Readiness (STAAR) are assessments designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum standards. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject area or the course being assessed.

Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8. 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 an EOC assessment for no more than two of five courses can still receive a diploma if he or she is determined to be qualified to graduate by an individual graduation committee (Title 19 of the Texas Administrative Code §101.3022). In 2017 and 2018, 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 exam. The passing standards (i.e., cut scores) needed to pass the 2017 and 2018 STAAR tests were the same. 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 2018, passing rates for at-risk students overall on the STAAR reading assessment ranged from 44 percent in Grade 6 to 65 percent in Grade 3 (Table 3.1). Compared to the previous year, passing rates for at-risk students

overall increased in Grades 3, 4, 5, 7, and 8 and remained the same in Grade 6. Grade 3 had the largest increase (7 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2018 ranged from 36 percent for African American at-risk students in Grade 6 to 80 percent for Asian at-risk students in Grade 3. Passing rates for students identified as economically disadvantaged ranged from 42 percent in Grade 6 to 63 percent in Grade 3. Female at-risk students outperformed male at-risk students in all grade levels, with differences in passing rates ranging from 5 percentage points in Grades 4 to 12 percentage points in Grade 7.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2018 STAAR reading assessment across all grade levels and student groups.

Mathematics

In 2018, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 55 percent in Grade 7 to 74 percent in Grade 5 (Table 3.2 on page 84). Compared to the previous year, passing rates for at-risk students overall increased in all grade levels. Grade 8 had the largest increase (6 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2018 ranged from 44 percent for African American at-risk students in Grade 7 to 89 percent for Asian at-risk students in Grade 5. Passing rates for students identified as economically disadvantaged ranged from 52 percent in Grade 7 to 73 percent in Grade 5. Female at-risk students outperformed male at-risk students in Grades 3, 5, 7, and 8. Female and male at-risk students had the same passing rates in Grades 4 and 6. The performance difference between genders was largest in Grade 8, at 6 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2018 STAAR mathematics assessment across all grade levels and student groups.

Writing

In 2018, the passing rate on the STAAR writing assessment for Grade 4 at-risk students overall was 42 percent, a decrease of 2 percentage points from the previous year (Table 3.3 on page 85). The passing rate for Grade 7 at-risk students overall was 45 percent, a decrease of 1 percentage point from the previous year.

Across racial/ethnic groups in Grade 4, passing rates in 2018 ranged from 28 percent for African American at-risk students to 64 percent for Asian at-risk students. Across racial/ethnic groups in Grade 7, passing rates

**Table 3.1. STAAR Reading Passing Rates (%),
by At-Risk Status, Student Group, and Grade, 2017 and 2018**

Group	Achieved Approaches Grade Level Standard or Above					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017						
At-Risk						
African American	42	33	42	39	44	53
American Indian	58	49	51	45	49	60
Asian	76	67	65	61	65	67
Hispanic	58	51	54	43	51	56
Pacific Islander	56	43	55	40	52	60
White	61	50	56	53	58	66
Multiracial	54	44	53	50	56	65
Economically Disadvantaged	55	48	51	41	48	54
Female	62	53	56	49	56	62
Male	54	46	50	41	47	55
All	58	49	53	44	51	58
Not-At-Risk						
African American	70	75	80	78	82	87
American Indian	86	86	89	86	91	93
Asian	97	97	98	97	98	99
Hispanic	82	86	89	87	92	94
Pacific Islander	86	85	88	88	90	95
White	90	91	93	92	95	96
Multiracial	87	89	91	91	93	96
Economically Disadvantaged	76	81	85	83	89	92
Female	86	89	91	90	94	96
Male	82	86	89	87	91	94
All	84	87	90	89	92	95
2018						
At-Risk						
African American	49	39	52	36	46	54
American Indian	64	51	63	43	50	59
Asian	80	71	75	63	69	69
Hispanic	65	54	64	43	50	58
Pacific Islander	58	45	58	41	55	59
White	68	55	69	48	58	68
Multiracial	63	49	65	47	56	65
Economically Disadvantaged	63	51	61	42	49	56
Female	68	55	67	49	58	65
Male	62	50	61	39	46	55
All	65	53	64	44	52	59
Not-At-Risk						
African American	74	78	84	76	83	87
American Indian	86	90	90	83	88	94
Asian	97	97	99	97	99	99
Hispanic	85	88	93	86	92	95
Pacific Islander	89	88	93	86	87	94
White	92	92	96	90	94	97
Multiracial	90	90	94	89	93	96
Economically Disadvantaged	80	83	90	82	89	93
Female	89	90	95	90	94	96
Male	85	88	93	84	90	94
All	87	89	94	87	92	95

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

**Table 3.2. STAAR Mathematics Passing Rates (%),
by At-Risk Status, Student Group, and Grade, 2017 and 2018**

Group	Achieved Approaches Grade Level Standard or Above					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2017						
At-Risk						
African American	48	38	54	49	38	52
American Indian	64	59	67	58	46	63
Asian	86	81	85	83	75	80
Hispanic	67	62	69	57	49	61
Pacific Islander	60	56	74	65	52	61
White	67	56	70	65	55	67
Multiracial	61	50	66	62	50	65
Economically Disadvantaged	64	57	66	55	46	59
Female	65	58	69	57	50	64
Male	66	59	67	59	48	59
All	66	58	68	58	49	61
Not-At-Risk						
African American	73	77	86	82	77	82
American Indian	84	89	93	90	88	89
Asian	98	98	99	99	98	98
Hispanic	84	88	94	90	89	92
Pacific Islander	88	83	93	92	86	92
White	91	92	96	95	93	94
Multiracial	87	90	95	93	90	93
Economically Disadvantaged	79	84	91	87	85	89
Female	86	89	94	91	90	93
Male	86	89	94	92	89	91
All	86	89	94	91	89	92
2018						
At-Risk						
African American	50	46	60	49	44	57
American Indian	67	61	71	62	58	65
Asian	87	84	89	84	79	84
Hispanic	69	66	76	61	54	67
Pacific Islander	59	60	78	64	62	73
White	68	62	77	67	62	71
Multiracial	62	55	72	64	57	68
Economically Disadvantaged	66	62	73	59	52	64
Female	68	63	75	61	56	70
Male	67	63	74	61	53	64
All	68	63	74	61	55	67
Not-At-Risk						
African American	74	80	86	81	78	85
American Indian	85	90	92	89	87	92
Asian	98	99	99	99	99	98
Hispanic	85	90	95	90	90	94
Pacific Islander	89	89	92	92	89	93
White	91	93	97	94	93	96
Multiracial	88	92	95	92	91	94
Economically Disadvantaged	80	87	92	87	86	91
Female	87	91	95	91	91	94
Male	86	91	94	91	89	93
All	86	91	95	91	90	94

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

Group	Achieved Approaches Grade Level Standard or Above			
	Grade 4		Grade 7	
	2017	2018	2017	2018
At-Risk				
African American	31	28	41	41
American Indian	41	39	42	46
Asian	65	64	63	64
Hispanic	47	45	46	43
Pacific Islander	46	41	46	50
White	38	37	52	53
Multiracial	37	33	50	51
Econ. Disad. ^a	44	41	44	42
Female	51	47	56	54
Male	39	37	38	38
All	44	42	46	45
Not-At-Risk				
African American	71	68	80	81
American Indian	79	79	86	87
Asian	95	96	98	98
Hispanic	79	77	89	89
Pacific Islander	82	78	92	86
White	84	82	92	92
Multiracial	83	81	91	90
Econ. Disad.	74	72	85	86
Female	85	83	93	93
Male	77	76	86	86
All	81	79	90	90

Note. Results are based on STAAR and STAAR Spanish combined, as applicable.

^aEconomically disadvantaged.

ranged from 41 percent for African American at-risk students to 64 percent for Asian at-risk students. Among students identified as economically disadvantaged, 41 percent passed the writing assessment in Grade 4, and 42 percent passed in Grade 7. Female at-risk students outperformed male at-risk students by 10 percentage points in Grade 4 and by 16 percentage points in Grade 8.

Compared to students not identified as at risk, at-risk students in both Grade 4 and Grade 7 had lower passing rates on the 2018 STAAR writing assessment across all student groups.

Social Studies

In 2018, the passing rate on the STAAR social studies assessment for Grade 8 at-risk students overall was 43 percent, 3 percentage points higher than the previous year (Table 3.4).

Across racial/ethnic groups, passing rates in 2018 ranged from 37 percent for African American at-risk students to 64 percent for Asian at-risk students.

Group	Achieved Approaches Grade Level Standard or Above	
	2017	2018
	At-Risk	
African American	33	37
American Indian	42	43
Asian	60	64
Hispanic	37	41
Pacific Islander	39	44
White	49	50
Multiracial	46	47
Econ. Disad. ^a	36	40
Female	36	40
Male	43	45
All	40	43
Not-At-Risk		
African American	74	76
American Indian	82	84
Asian	96	97
Hispanic	82	84
Pacific Islander	81	87
White	88	89
Multiracial	87	89
Econ. Disad.	78	80
Female	83	84
Male	87	88
All	85	86

^aEconomically disadvantaged.

Among students identified as economically disadvantaged, 40 percent passed the social studies assessment. Male at-risk students outperformed female at-risk students by 5 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2018 STAAR social studies assessment across all student groups.

Science

In 2018, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 61 percent, an increase of 5 percentage points from the previous year (Table 3.5 on page 86). The passing rate for Grade 8 at-risk students overall was 57 percent, an increase of 1 percentage point from the previous year.

Across racial/ethnic groups in Grade 5, passing rates in 2018 ranged from 46 percent for African American at-risk students to 75 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8, passing rates ranged from 47 percent for African American at-risk students to 76 percent for Asian at-risk students. Among students identified as economically disadvantaged, 59 percent passed the science assessment in

**Table 3.5. STAAR Science
Passing Rates (%), by At-Risk Status,
Student Group, and Grade, 2017 and 2018**

Group	Achieved Approaches Grade Level Standard or Above			
	Grade 5		Grade 8	
	2017	2018	2017	2018
At-Risk				
African American	42	46	48	47
American Indian	57	62	58	58
Asian	70	75	73	76
Hispanic	56	62	54	55
Pacific Islander	57	56	52	62
White	62	68	66	66
Multiracial	58	62	64	62
Econ. Disad. ^a	53	59	53	53
Female	53	59	54	56
Male	58	63	58	57
All	56	61	56	57
Not-At-Risk				
African American	77	78	84	84
American Indian	90	88	90	93
Asian	98	98	98	99
Hispanic	88	90	92	93
Pacific Islander	89	91	92	94
White	94	94	95	96
Multiracial	92	92	94	95
Econ. Disad.	85	87	90	90
Female	89	90	93	93
Male	91	92	94	94
All	90	91	93	94

Note. Results are based on STAAR and STAAR Spanish combined, as applicable.

^aEconomically disadvantaged.

Grade 5, and 53 percent passed in Grade 8. Male at-risk students outperformed female at-risk students by 4 percentage points in Grade 5 and by 1 percentage point 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 2018 STAAR science assessment across all student groups.

STAAR Performance of Students Identified as English Learners

An English learner (EL) is a student whose primary language is not English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). In 2007, the 80th Texas Legislature required that TEA, beginning

with the 2008-09 school year, report performance data for students currently identified as ELs and students previously identified as ELs, disaggregated by bilingual education or special language program instructional model (TEC §39.332). During the time they are attaining proficiency in English, students are classified as current ELs. Current ELs generally participate in bilingual or English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual and ESL programs, districts may choose from among several instructional models for implementation. TEA began collecting data on instructional model assignments in spring 2009.

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

This section presents STAAR results by bilingual education or special language program instructional model for ELs who were also identified as at risk on statewide assessments in 2017-18. As noted earlier, all current 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 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 ELs. See Chapter 2 of this report for assessment results for all ELs, including those not identified as at risk, and for more information about limitations of the data.

Among all current ELs identified as at risk, passing rates at the Meets Grade Level standard on the 2018 STAAR reading assessment ranged from a high of 33 percent in Grade 5 to a low of 11 percent in Grade 8 (Table 3.6). The same pattern was true among all former ELs identified as at risk, with passing rates at the Meets Grade Level standard ranging from a high of 60 percent in Grade 3 to a low of 28 percent in Grade 6.

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 936-6143; 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 English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2018

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 3				
All Current ELs ^a	100,560	70	31	15
All Bilingual Education Programs	68,569	71	33	16
Transitional Bilingual/Early Exit	28,158	69	28	12
Transitional Bilingual/Late Exit	9,442	72	35	17
Dual Immersion/Two-Way	8,456	73	36	17
Dual Immersion/One-Way	22,513	74	39	19
All English as a Second Language Programs	27,621	65	26	13
English as a Second Language/Content-Based	19,237	66	27	13
English as a Second Language/Pull-Out	8,384	63	23	11
No Services	4,318	67	27	13
All Former ELs ^b	3,360	92	60	36
All Bilingual Education Programs	51	92	59	35
Transitional Bilingual/Early Exit	9	78	33	33
Transitional Bilingual/Late Exit	6	100	100	67
Dual Immersion/Two-Way	25	100	68	32
Dual Immersion/One-Way	11	82	36	27
All English as a Second Language Programs	49	71	45	20
English as a Second Language/Content-Based	28	68	46	32
English as a Second Language/Pull-Out	21	76	43	5
No Services	3,260	93	60	36
Grade 4				
All Current ELs	91,445	58	27	11
All Bilingual Education Programs	61,864	60	29	12
Transitional Bilingual/Early Exit	25,548	56	25	10
Transitional Bilingual/Late Exit	9,284	60	29	12
Dual Immersion/Two-Way	6,535	64	32	14
Dual Immersion/One-Way	20,497	64	31	14
All English as a Second Language Programs	25,386	55	25	10
English as a Second Language/Content-Based	16,614	56	27	10
English as a Second Language/Pull-Out	8,772	52	21	8
No Services	4,163	54	26	10
All Former ELs	4,326	88	59	31
All Bilingual Education Programs	276	92	68	38
Transitional Bilingual/Early Exit	23	74	43	22
Transitional Bilingual/Late Exit	11	91	55	36
Dual Immersion/Two-Way	108	96	70	43
Dual Immersion/One-Way	134	91	71	37
All English as a Second Language Programs	39	59	41	26
English as a Second Language/Content-Based	30	63	50	30
English as a Second Language/Pull-Out	9	44	11	11
No Services	4,011	88	58	30

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

^aCurrent ELs were identified as ELs in 2017-18. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (-) indicates data are not reported to protect student anonymity. ^dNot applicable.

continues

Table 3.6. Participation and Performance of At-Risk Students Currently Identified as English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 5				
All Current ELs ^a	83,570	65	33	11
All Bilingual Education Programs	54,067	68	37	13
Transitional Bilingual/Early Exit	22,108	63	30	9
Transitional Bilingual/Late Exit	8,357	65	31	10
Dual Immersion/Two-Way	5,196	73	42	15
Dual Immersion/One-Way	18,406	74	46	19
All English as a Second Language Programs	25,654	59	26	7
English as a Second Language/Content-Based	15,682	59	26	8
English as a Second Language/Pull-Out	9,972	58	25	7
No Services	3,793	60	26	8
All Former ELs ^b	6,776	92	59	23
All Bilingual Education Programs	508	95	71	31
Transitional Bilingual/Early Exit	29	86	55	14
Transitional Bilingual/Late Exit	5	100	40	20
Dual Immersion/Two-Way	190	95	72	28
Dual Immersion/One-Way	284	96	73	36
All English as a Second Language Programs	28	75	39	11
English as a Second Language/Content-Based	19	79	53	11
English as a Second Language/Pull-Out	9	67	11	11
No Services	6,240	92	58	23
Grade 6				
All Current ELs	66,743	40	12	4
All Bilingual Education Programs	7,459	41	12	3
Transitional Bilingual/Early Exit	2,754	36	10	3
Transitional Bilingual/Late Exit	1,749	37	9	3
Dual Immersion/Two-Way	1,480	51	17	5
Dual Immersion/One-Way	1,476	43	13	3
All English as a Second Language Programs	56,105	40	12	4
English as a Second Language/Content-Based	22,461	44	15	5
English as a Second Language/Pull-Out	33,644	38	10	3
No Services	3,150	39	13	4
All Former ELs	10,977	73	28	9
All Bilingual Education Programs	196	76	34	12
Transitional Bilingual/Early Exit	2	– ^c	–	–
Transitional Bilingual/Late Exit	4	–	–	–
Dual Immersion/Two-Way	180	76	35	13
Dual Immersion/One-Way	10	80	20	0
All English as a Second Language Programs	100	39	15	6
English as a Second Language/Content-Based	17	24	12	12
English as a Second Language/Pull-Out	83	42	16	5
No Services	10,680	73	28	9

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

^aCurrent ELs were identified as ELs in 2017-18. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (–) indicates data are not reported to protect student anonymity. ^dNot applicable.

continues

Table 3.6. Participation and Performance of At-Risk Students Currently Identified as English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2018 (continued)

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 7				
All Current ELs ^a	59,365	42	14	5
All Bilingual Education Programs	819	58	19	9
Transitional Bilingual/Early Exit	50	74	22	10
Transitional Bilingual/Late Exit	14	57	36	36
Dual Immersion/Two-Way	669	58	18	8
Dual Immersion/One-Way	86	48	21	12
All English as a Second Language Programs	55,561	42	14	5
English as a Second Language/Content-Based	19,771	47	17	7
English as a Second Language/Pull-Out	35,790	39	12	4
No Services	2,969	45	16	6
All Former ELs ^b	11,298	80	37	15
All Bilingual Education Programs	158	87	53	28
Transitional Bilingual/Early Exit	1	– ^c	–	–
Transitional Bilingual/Late Exit	0	n/a ^d	n/a	n/a
Dual Immersion/Two-Way	157	87	53	28
Dual Immersion/One-Way	0	n/a	n/a	n/a
All English as a Second Language Programs	64	59	34	11
English as a Second Language/Content-Based	18	56	33	17
English as a Second Language/Pull-Out	46	61	35	9
No Services	11,076	80	37	15
Grade 8				
All Current ELs	50,795	43	11	4
All Bilingual Education Programs	638	56	19	6
Transitional Bilingual/Early Exit	30	57	30	17
Transitional Bilingual/Late Exit	13	23	15	0
Dual Immersion/Two-Way	563	57	19	6
Dual Immersion/One-Way	32	53	19	0
All English as a Second Language Programs	47,425	43	11	3
English as a Second Language/Content-Based	17,248	48	15	5
English as a Second Language/Pull-Out	30,177	40	9	2
No Services	2,700	46	13	5
All Former ELs	8,521	85	34	11
All Bilingual Education Programs	64	84	36	9
Transitional Bilingual/Early Exit	1	–	–	–
Transitional Bilingual/Late Exit	0	n/a	n/a	n/a
Dual Immersion/Two-Way	63	84	35	8
Dual Immersion/One-Way	0	n/a	n/a	n/a
All English as a Second Language Programs	78	73	26	9
English as a Second Language/Content-Based	38	74	21	8
English as a Second Language/Pull-Out	40	73	30	10
No Services	8,378	85	34	11

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

^aCurrent ELs were identified as ELs in 2017-18. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (–) indicates data are not reported to protect student anonymity. ^dNot applicable.

4. Disciplinary Alternative Education Programs

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

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

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

school grounds; (b) disciplining students; and (c) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

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

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

Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Participation and performance data on State of Texas Assessments of Academic Readiness (STAAR; offered in 2016 and 2017), accommodated assessments (STAAR A; offered in 2016), and linguistically accommodated assessments (STAAR L;

offered in 2016) were provided to the Texas Education Agency (TEA) by a state contractor, Educational Testing Service. STAAR L was available for Grades 3-8 and end-of-course mathematics, science, and social studies assessments. STAAR L was not offered for reading or writing assessments. The 2016 STAAR passing rates presented in this chapter are based on Phase-in 1 Level II standards. In 2017, the standard progression approach for performance standards was retired and replaced with new performance levels that classified students into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The 2017 STAAR passing rates presented in this chapter are based on the Approaches Grade Level standard. Despite the different performance standard labels used in 2016 and 2017, the passing standards (i.e., cut scores) needed to pass the 2016 and 2017 STAAR tests were the same. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment

Approximately 1.4 percent (72,349) of the more than 5.3 million students in Texas public schools in 2016-17 received DAEP assignments (Table 4.1). The same percentage of students were assigned to DAEPs in the previous year. However, the total number of DAEP assignments, including multiple assignments for students, decreased by 2.9 percent from the previous year.

**Table 4.1. Assignment to DAEPs,^a
2015-16 and 2016-17**

DAEP Assignments	2015-16	2016-17
Individual Student Count	73,385	72,349
Total ^b	89,935	87,330

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

In 2016-17, disparities were evident between the demographic makeup of students assigned to DAEPs and that of the student population as a whole. In each of Grades 1-12, African American and economically disadvantaged students accounted for larger percentages of students assigned to DAEPs than of the total student population (Table 4.2). This was more pronounced in the early grade levels. Conversely, White students at each grade level accounted for a smaller percentage of students assigned to DAEPs than of the

total student population. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in Grades 1-5 and 10-12, and larger percentages in Grades 6-9.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2016-17 increased markedly at Grade 6, continued rising to a maximum of 4.0 percent of all students in Grade 9, then steadily declined through the high school grades (Table 4.2). Of all students in Grades 1-12 who were assigned to DAEPs, 24.3 percent were ninth graders (Tables 4.1 and 4.2).

Males made up 70.5 percent of students assigned to DAEPs in 2016-17 compared to 51.3 percent of the total student population (Table 4.3 on page 94). Some 16.3 percent of students assigned to DAEPs were receiving special education services, compared to 9.8 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students in the DAEP population, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2016-17, the average number of discretionary assignments (1.18) exceeded the average number of mandatory assignments (1.09) (Table 4.4 on page 94). About one out of five students assigned to DAEPs in 2016-17 received more than one assignment that year. On average, female students (13.7%) were less likely to have received more than one assignment than male students (18.0%), and White students (14.5%) were less likely to have received more than one assignment than African American (18.7%) and Hispanic students (16.9%).

For each student who attended a DAEP in 2016-17, 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 30.7 days in actual attendance, whereas African American and Hispanic students spent an average of about 32.4 days and 32.2 days, respectively (Table 4.4 on page 94).

**Table 4.2. Enrollment and Assignment to DAEPs,^a
by Grade and Student Group, 2015-16 and 2016-17**

Grade	All Students	DAEP		African American (%)		American Indian (%)		Asian (%)		
		Number	Percent	State	DAEP	State	DAEP	State	DAEP	
2015-16										
1	420,950	411	0.1	12.5	47.0	0.5	.	4.0	0.5	
2	421,464	506	0.1	12.5	40.1	0.4	0.4	4.2	0.6	
3	418,682	642	0.2	12.6	40.5	0.4	0.3	4.0	0.3	
4	405,890	966	0.2	12.6	34.2	0.4	0.1	4.1	0.6	
5	402,320	1,677	0.4	12.5	34.1	0.4	0.3	4.2	0.2	
6	398,601	5,510	1.4	12.5	26.0	0.3	0.4	4.2	0.4	
7	397,635	8,755	2.2	12.5	23.8	0.4	0.3	4.1	0.5	
8	395,936	11,193	2.8	12.6	22.4	0.4	0.4	4.0	0.4	
9	440,014	17,660	4.0	13.1	22.5	0.4	0.4	3.8	0.4	
10	395,786	11,882	3.0	12.9	23.3	0.4	0.3	4.0	0.7	
11	351,644	7,848	2.2	12.8	24.8	0.4	0.4	4.1	1.0	
12	348,419	6,254	1.8	12.9	23.5	0.4	0.4	4.0	1.4	
2016-17										
1	406,449	337	0.1	12.5	43.9	0.5	.	4.4	1.2	
2	418,842	481	0.1	12.6	39.3	0.4	0.4	4.2	0.4	
3	422,140	580	0.1	12.5	41.4	0.4	.	4.3	0.7	
4	420,031	919	0.2	12.7	35.8	0.4	0.5	4.2	0.8	
5	408,374	1,725	0.4	12.6	31.9	0.4	0.5	4.2	0.5	
6	406,281	5,585	1.4	12.6	25.7	0.4	0.3	4.3	0.2	
7	404,373	8,626	2.1	12.5	22.7	0.3	0.3	4.3	0.6	
8	401,634	10,764	2.7	12.5	21.5	0.4	0.4	4.3	0.5	
9	442,459	17,554	4.0	13.0	21.9	0.4	0.4	3.9	0.5	
10	404,484	11,472	2.8	12.7	23.4	0.4	0.4	4.2	0.6	
11	363,315	7,918	2.2	12.6	23.8	0.4	0.4	4.4	1.0	
12	357,608	6,306	1.8	12.7	22.7	0.4	0.4	4.1	1.2	
Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2015-16										
1	52.8	26.5	0.1	.	27.7	21.7	2.4	4.4	64.0	87.1
2	52.8	31.8	0.1	.	27.7	23.5	2.3	3.6	63.9	83.8
3	52.7	32.9	0.1	0.3	27.9	21.2	2.3	4.5	63.4	87.5
4	52.4	40.5	0.1	0.2	28.1	20.8	2.2	3.6	62.8	85.3
5	52.2	44.4	0.1	.	28.5	18.2	2.1	2.8	61.8	86.0
6	51.9	55.8	0.1	0.0	28.8	15.5	2.1	2.0	60.5	87.3
7	51.7	57.7	0.1	0.0	29.2	16.0	2.0	1.6	59.6	85.2
8	51.6	56.3	0.1	0.1	29.5	18.6	1.9	1.7	58.7	81.8
9	52.4	56.0	0.1	0.1	28.4	19.0	1.8	1.7	58.4	78.1
10	50.5	49.8	0.1	0.2	30.3	23.9	1.8	1.8	54.5	71.3
11	49.0	46.2	0.2	0.2	31.8	25.5	1.8	1.8	51.2	64.5
12	49.1	43.3	0.1	0.1	31.6	29.2	1.8	2.1	50.6	58.3

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

continues

**Table 4.2. Enrollment and Assignment to DAEPs,^a
by Grade and Student Group, 2015-16 and 2016-17 (continued)**

Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2016-17										
1	51.9	31.2	0.2	.	28.0	17.8	2.6	5.9	63.0	82.5
2	52.7	30.8	0.1	0.4	27.5	22.7	2.5	6.0	63.5	83.8
3	52.7	30.7	0.1	.	27.5	23.4	2.4	3.8	63.2	85.0
4	52.5	38.3	0.2	0.1	27.8	21.0	2.3	3.5	62.7	87.3
5	52.3	43.8	0.1	0.1	28.0	19.7	2.3	3.5	62.0	86.7
6	52.2	55.8	0.1	0.1	28.3	16.1	2.2	1.8	60.9	86.6
7	52.1	57.0	0.1	0.1	28.5	17.1	2.1	2.2	59.7	84.2
8	51.8	56.8	0.1	0.1	28.9	19.0	2.0	1.7	58.6	80.6
9	52.8	56.2	0.1	0.1	27.9	19.1	1.9	1.7	58.5	78.3
10	51.5	50.1	0.1	0.0	29.2	23.4	1.9	2.0	55.2	72.2
11	49.6	46.4	0.2	0.1	31.0	26.4	1.9	2.0	51.7	64.3
12	49.6	45.6	0.2	0.2	31.1	27.9	1.9	2.1	51.0	59.9

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

**Table 4.3. Assignment to DAEPs^a (%),
by Gender and Special Education Services,
2015-16 and 2016-17**

Group	State	DAEP
2015-16		
Female	48.7	28.4
Male	51.3	71.6
Receiving Spec. Ed. ^b Services	9.6	16.4
Not Receiving Spec. Ed. Services	90.4	83.6
2016-17		
Female	48.7	29.5
Male	51.3	70.5
Receiving Spec. Ed. Services	9.8	16.3
Not Receiving Spec. Ed. Services	90.2	83.7

^aDisciplinary alternative education programs. ^bSpecial education.

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

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

Statewide, 98.0 percent of students in Grades 3-8 who were assigned to DAEPs took the 2017 STAAR reading test (Table 4.5). Of those not tested, 1.7 percent were absent.

Table 4.4. Frequency and Length of DAEP^a Assignment, 2015-16 and 2016-17

Group	Average Number of Assignments ^b				Single Assignment (%)		Average Length of Assignment (Days)	
	Discretionary		Mandatory		2015-16	2016-17	2015-16	2016-17
	2015-16	2016-17	2015-16	2016-17				
African American	1.22	1.20	1.10	1.09	80.0	81.3	33.3	32.4
American Indian	1.14	1.09	1.06	1.08	84.5	88.2	34.2	31.6
Asian	1.14	1.10	1.08	1.05	89.5	89.8	31.5	29.4
Hispanic	1.18	1.17	1.11	1.10	82.2	83.1	32.9	32.2
Pacific Islander	1.09	1.16	1.04	1.08	85.2	85.1	34.0	29.0
White	1.19	1.17	1.07	1.07	84.8	85.5	31.4	30.7
Multiracial	1.22	1.18	1.07	1.07	81.0	84.5	31.1	30.9
Economically Disadvantaged	1.20	1.18	1.10	1.10	81.5	82.5	33.1	32.3
Special Education	1.21	1.19	1.12	1.11	79.7	81.3	33.5	33.0
Female	1.16	1.15	1.07	1.07	85.3	86.3	30.5	29.9
Male	1.21	1.19	1.11	1.10	81.0	82.0	33.5	32.7
All	1.20	1.18	1.10	1.09	82.2	83.3	32.6	31.9

^aDisciplinary alternative education program. ^bAverage per student.

**Table 4.5. Reading STAAR Participation (%),
Students Assigned to DAEPs,^a Grades 3-8, by Student Group, 2016 and 2017**

Group	Tested on STAAR		Absent		Other	
	2016	2017	2016	2017	2016	2017
African American	98.3	98.5	1.4	1.2	0.3	0.3
American Indian	95.9	94.1	4.1	5.9	0.0	0.0
Asian	99.1	100	0.9	0.0	0.0	0.0
Hispanic	97.7	97.7	2.1	2.0	0.2	0.3
Pacific Islander	100	95.8	0.0	4.2	0.0	0.0
White	97.9	98.4	1.7	1.2	0.4	0.4
Multiracial	99.5	96.7	0.5	3.0	0.0	0.4
Economically Disadvantaged	97.8	97.9	1.9	1.8	0.2	0.3
Special Education	97.5	97.9	2.0	1.6	0.5	0.4
All	97.9	98.0	1.9	1.7	0.3	0.3

Note. Results are based on STAAR, STAAR A, and STAAR Spanish combined, as applicable, for 2016, and on STAAR and STAAR Spanish combined, as applicable, for 2017. Parts may not add to 100 percent because of rounding.

^aDisciplinary alternative education programs.

In 2017, passing rates on the STAAR reading and mathematics tests in Grades 3-8 were lower for students assigned to DAEPs than students statewide (Table 4.6). The overall passing rate for students assigned to DAEPs was 29 percentage points lower than the overall rate for students statewide on the reading test (46% vs. 75%) and 33 percentage points lower on the mathematics test (45% vs. 78%). 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 2017 STAAR end-of-course tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.7 on page 96). The overall passing rate for students assigned to DAEPs was 35 percentage points lower than the overall rate for students statewide on the English I test (29% vs. 64%), 31 percentage points lower on the English II test (35% vs. 66%), and 34 percentage points lower on the Algebra I test (50% vs. 84%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR end-of-course tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Dropout Rates

Out of the 62,640 students in Grades 7-12 assigned to DAEPs in the 2016-17 school year (Table 4.2 on page 93), 2,790 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 4.5 percent, more than three times the rate for students statewide (1.4%) (Table 4.8 on page 96). Among students assigned to DAEPs, as well as students

**Table 4.6. STAAR Passing Rates (%), Grades 3-8,
by Subject and Student Group, 2016 and 2017**

Group	2016		2017	
	DAEP ^a	State	DAEP	State
Reading				
African American	43	68	40	65
American Indian	50	76	46	74
Asian	61	91	66	90
Hispanic	44	72	43	70
Pacific Islander	50	78	43	76
White	61	88	59	85
Multiracial	58	85	56	82
Econ. Disad. ^b	44	69	42	67
Special Education	27	44	18	35
Female	53	80	53	78
Male	45	74	43	72
All	47	77	46	75
Mathematics				
African American	35	64	38	66
American Indian	41	76	44	77
Asian	60	93	65	94
Hispanic	39	74	44	75
Pacific Islander	53	79	57	80
White	55	86	58	86
Multiracial	48	83	52	82
Econ. Disad.	38	70	43	72
Special Education	23	48	22	43
Female	42	78	48	79
Male	40	77	44	77
All	41	77	45	78

Note. Reading results are based on STAAR, STAAR A, and STAAR Spanish combined, as applicable, for 2016, and on STAAR and STAAR Spanish, as applicable, for 2017. Mathematics results are based on STAAR, STAAR A, STAAR L, and STAAR Spanish combined, as applicable, for 2016, and on STAAR and STAAR Spanish, as applicable, for 2017.

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.7. STAAR End-of-Course Passing Rates (%), by Subject and Student Group, 2016 and 2017

Group	2016		2017	
	DAEP ^a	State	DAEP	State
English I				
African American	25	58	23	52
American Indian	41	64	46	62
Asian	40	86	53	84
Hispanic	26	60	27	57
Pacific Islander	47	69	41	64
White	46	82	44	79
Multiracial	39	80	34	76
Econ. Disad. ^b	26	57	26	53
Special Education	8	24	7	17
Female	41	76	39	71
Male	25	60	25	57
All	30	67	29	64
English II				
African American	31	60	27	54
American Indian	39	68	45	63
Asian	62	85	52	84
Hispanic	34	63	32	60
Pacific Islander	48	68	43	63
White	55	86	50	81
Multiracial	51	83	41	79
Econ. Disad.	33	60	30	56
Special Education	12	26	8	18
Female	49	77	44	73
Male	34	65	31	60
All	39	71	35	66
Algebra I				
African American	40	73	45	75
American Indian	52	78	54	81
Asian	63	96	77	97
Hispanic	43	79	48	82
Pacific Islander	64	80	79	84
White	59	91	61	91
Multiracial	50	88	55	89
Econ. Disad.	43	77	47	80
Special Education	21	49	22	46
Female	52	85	60	88
Male	42	80	45	81
All	46	82	50	84

Note. Results are based on STAAR and STAAR L combined, as applicable, for 2016 and STAAR only for 2017.

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Table 4.8. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2015-16 and 2016-17

Group	2015-16		2016-17	
	DAEP ^a	State	DAEP	State
African American	5.1	2.1	5.0	2.1
American Indian	4.3	2.0	4.2	1.9
Asian	3.0	0.5	2.1	0.4
Hispanic	4.7	1.7	4.8	1.7
Pacific Islander	6.0	1.9	4.8	1.7
White	3.1	0.8	3.3	0.8
Multiracial	4.0	1.1	3.5	1.0
Econ. Disad. ^b	4.5	1.7	4.5	1.7
Special Education	5.1	2.0	5.1	1.8
Female	3.0	1.2	3.0	1.1
Male	5.0	1.6	5.1	1.6
All	4.4	1.4	4.5	1.4

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Agency Contact Persons

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

Other Sources of Information

Discipline data are available on the TEA website at http://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.

5. Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 360,606 students in the class of 2017 was 89.7 percent, an increase of 0.6 percentage points from the class of 2016 (Table 5.1 on page 98 and Table 5.2 on page 99). The Grade 9 four-year longitudinal dropout rate for the class of 2017 was 5.9 percent, a decrease of 0.3 percentage points. Of the 2,376,528 students who attended Grades 7-12 in Texas public schools in the 2016-17 school year, 1.4 percent were reported to have dropped out, unchanged from the previous school year (Table 5.5 on page 102). 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

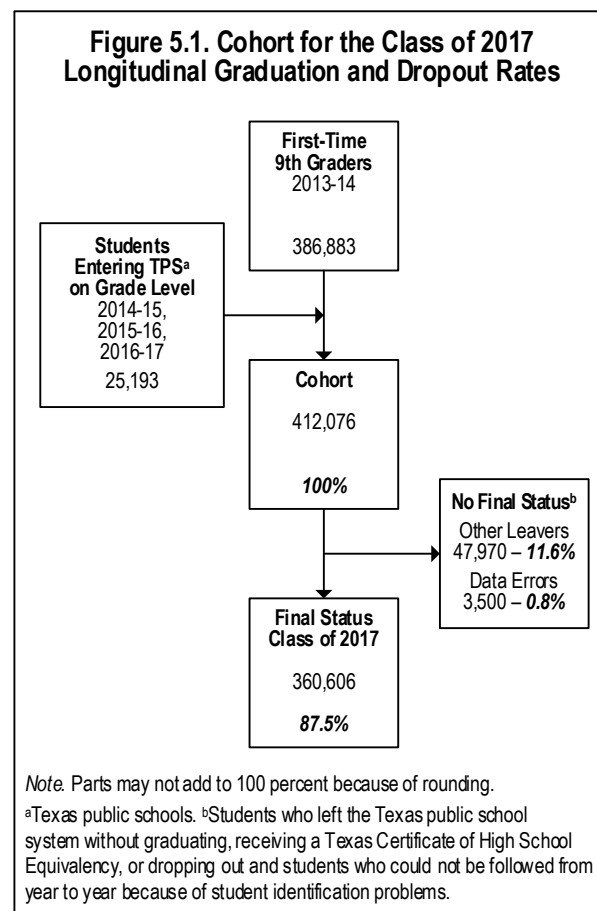
The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed 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 2016-17 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 Texas Certificate of High School Equivalency (TxCHSE), 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 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).



The Texas Education Agency (TEA) calculates four longitudinal rates that add to 100 percent: graduation, continuation, 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 TxCHSE, or dropping out or those who could not be followed from year to year because of student identification problems.

Table 5.1. Common Methods of Measuring Student Progress Through School

	Annual Dropout Rate	Longitudinal Rates: Graduation and Dropout	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning ninth graders who graduate (graduation rate) or drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate or drop out by the end of Grade 12 by the total number of students in the original ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TxCHSE}^a \text{ recipients} + \text{dropouts}}$	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.
2016-17 TEA Reporting	Annual dropout rates Grades 7-12: 1.4% Grades 9-12: 1.9% Grades 7-8: 0.3%	Class of 2017 Grade 9 four-year longitudinal rates Graduation: 89.7% Graduation, continuation, or TxCHSE: 94.1% Dropout: 5.9% Class of 2016 Grade 9 five-year extended longitudinal rates Graduation: 91.6% Graduation, continuation, or TxCHSE: 93.4% Dropout: 6.6% Class of 2015 Grade 9 six-year extended longitudinal rates Graduation: 91.8% Graduation, continuation, or TxCHSE: 93.3% Dropout: 6.7%	Unadjusted attrition rates Grades 7-12: 9.1% Grades 9-12: 18.5%

^aTexas Certificate of High School Equivalency.

Table 5.2. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Classes of 2016 and 2017

Class Year	Class	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
Class of 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
American Indian											
Class of 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
Class of 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
Asian											
Class of 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
Class of 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
Hispanic											
Class of 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
Class of 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
Pacific Islander											
Class of 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
Class of 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
White											
Class of 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
Class of 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
Multiracial											
Class of 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
Class of 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
Economically Disadvantaged											
Class of 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
Class of 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
Not Economically Disadvantaged											
Class of 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2
Class of 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
Female											
Class of 2016	171,633	156,924	91.4	5,569	3.2	577	0.3	8,563	5.0	163,070	95.0
Class of 2017	177,298	163,257	92.1	5,577	3.1	560	0.3	7,904	4.5	169,394	95.5
Male											
Class of 2016	179,051	155,681	86.9	9,193	5.1	1,130	0.6	13,047	7.3	166,004	92.7
Class of 2017	183,308	160,116	87.3	8,877	4.8	1,048	0.6	13,267	7.2	170,041	92.8
State											
Class of 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
Class of 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1

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

^aTexas Certificate of High School Equivalency.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps. In 2018, the following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses and districts: the class of 2017 four-year graduation rate, the class of 2016 five-year graduation rate, or the class of 2015 six-year graduation rate (TEC §39.053). For alternative education campuses and

districts, the class of 2017 four-year, class of 2016 five-year extended, and class of 2015 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 2018 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 English language learners (ELLs).

Campuses that received an accountability rating of *Met Standard* and districts that received a rating of *A, B, C, or D* were eligible to earn distinction designations under the state accountability system in 2018. The four-year longitudinal graduation rate used in the Student Achievement domain and the best of two four-year diploma program rates were included as indicators for the postsecondary readiness distinction designation. State statute requires that certain groups of students be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-1)(2)(3) and §39.055).

In 2015, the Texas Legislature passed Senate Bill 149, which revised the state's assessment graduation requirements for students enrolled in Grades 11 or 12 (TEC §28.0258). Under the requirements, a student who failed an end-of-course assessment for no more than two of five courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an individual graduation committee (IGC) (Title 19 of the Texas Administrative Code [TAC] §101.3022). In 2017, the 85th Texas Legislature amended TEC §28.0258 to extend the revised graduation requirements through the 2018-19 school year. The longitudinal graduation rates for the class of 2017 presented in this report include those students graduating by means of an IGC decision.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State Summary

The four-year longitudinal rates for the class of 2017 tracked students who began Grade 9 for the first time in 2013-14. Out of 360,606 students in the class of 2017, 89.7 percent graduated by the fall of 2017 (Table 5.2 on page 99). The graduation rate for the class of 2017 was 0.6 percentage points higher than for the class of 2016. An additional 4.0 percent of students in the class of 2017 continued in high school in the fall of 2017, 0.4 percent received a TxCHSE, and 5.9 percent dropped out. The graduation, continuation, and TxCHSE recipient rate for the class of 2017 was 94.1 percent.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in the class of 2017, the four-year graduation rate was highest among Asian students (96.0%), followed by White (93.6%), multiracial (91.7%), Hispanic (87.7%), and African American (86.1%) students (Table 5.2 on

page 99). The four-year graduation rate was higher for students not identified as economically disadvantaged (92.6%) than for students identified as economically disadvantaged (86.9%). The four-year graduation rate was higher for females (92.1%) than males (87.3%). Longitudinal dropout rates were lowest among Asian students (1.7%), followed by White (3.2%), multiracial (3.9%), Hispanic (7.2%), and African American (8.7%) students. Students who were not economically disadvantaged dropped out at a lower rate (3.8%) than economically disadvantaged students (7.8%). Female students dropped out at a lower rate (4.5%) than male students (7.2%).

Rates by Program Participation and Student Characteristic

Students in the class of 2017 who participated in special education programs had a four-year graduation rate of 77.4 percent (Table 5.3).

Table 5.3. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Program Participation and Student Characteristic, Classes of 2016 and 2017

Group	Class	Class Graduated (%)	Graduated, Continued, or Received TxCHSE ^a (%)
Class of 2016			
At-Risk	150,574	83.5	91.1
CTE ^b	160,238	95.6	97.3
ELL ^c			
In K-12 ^d	104,313	86.3	92.3
In 9-12 ^e	27,110	73.7	84.8
In Last Year ^f	19,715	71.3	81.5
Bilingual/ESL ^g	17,338	74.0	85.1
Special Education	29,071	77.9	89.8
Title I	151,919	86.6	91.3
State	350,684	89.1	93.8
Class of 2017			
At-Risk	148,542	83.8	91.6
CTE	173,800	95.8	97.5
ELL			
In K-12	108,533	87.2	92.9
In 9-12	30,382	75.5	85.8
In Last Year	22,202	72.9	82.7
Bilingual/ESL	19,553	75.8	86.3
Special Education	28,504	77.4	90.4
Title I	159,308	87.2	91.9
State	360,606	89.7	94.1

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

^aTexas Certificate of High School Equivalency. ^bCareer and technical education. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools (TPS). ^eStudents identified as ELLs at any time while attending Grades 9-12 in TPS. ^fStudents identified as ELLs in their last year in TPS. ^gEnglish as a second language.

Students identified as ELLs in Grades 9-12 had a graduation rate of 75.5 percent. The graduation rate for students identified as at risk of dropping out of school was 83.8 percent. All three rates were lower than the state average (89.7%).

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 2012-13 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2016. By the fall of 2016, 89.1 percent of the class of 2016 had graduated, 4.2 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.2 percent had dropped out (Appendix 5-A on page 111). By the fall of 2017, 91.6 percent of the class of 2016 had graduated, 1.2 percent were still in high school, 0.7 percent had received a TxCHSE, and 6.6 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2011-12 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2015. By the fall of 2015, 89.0 percent of the class of 2015 had graduated, 4.1 percent were still in high school, 0.6 percent had received a TxCHSE, and 6.3 percent had dropped out (Appendix 5-B on page 114). By the fall of 2017, 91.8 percent of the class of 2015 had graduated, 0.6 percent were still in high school, 1.0 percent had received a TxCHSE, and 6.7 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 2010-11 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2014. By the fall of 2014, 88.3 percent of the class of 2014 had graduated, 4.3 percent were still in high school, 0.8 percent had received a TxCHSE, and 6.6 percent had dropped out (Table 5.4 on page 102). By the fall of 2017, 91.2 percent of the class of 2014 had graduated, 0.3 percent were still in high school, 1.4 percent had received a TxCHSE, and 7.2 percent had dropped out.

Annual Dropout Rates

Calculation

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

Annual Dropout Rates in the Accountability System

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

State Summary

Out of 2,376,528 students who attended Grades 7-12 in Texas public schools during the 2016-17 school year, 1.4 percent were reported to have dropped out, unchanged from the previous school year (Table 5.5 on page 102). Although the rate remained the same, the number of dropouts in Grades 7-12 decreased slightly to 33,050 from the 33,466 students who dropped out in 2015-16.

There were 2,754 students who dropped out of Grades 7-8, and 30,296 students who dropped out of Grades 9-12 in the 2016-17 school year (Table 5.6 on page 103). The Grade 7-8 and Grade 9-12 dropout rates were 0.3 percent and 1.9 percent, respectively.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in 2016-17, the Grade 7-12 dropout rate was highest among African American students (2.1%), followed by Hispanic (1.7%), multiracial (1.0%), White (0.8%), and Asian (0.4%) students (Table 5.5 on page 102). The dropout rate for students identified as economically disadvantaged was 1.7 percent, whereas the dropout rate for students identified as not economically disadvantaged was 1.0 percent. Male students had a higher dropout rate (1.6%) than female students (1.1%).

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2016-17, for example, Hispanic students made up 51.3 percent of students in Grades 7-12, but 61.6 percent of dropouts, a difference of 10.3 percentage points. African American students made up 12.7 percent of students in Grades 7-12, but 19.0 percent of dropouts, a difference of 6.3 percentage points.

Table 5.4. Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2013 and Class of 2014

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2013									
As of fall 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6
As of fall 2014	327,568	296,162	90.4	4,187	1.3	3,706	1.1	23,513	7.2
As of fall 2015	327,470	297,648	90.9	1,914	0.6	4,454	1.4	23,454	7.2
As of fall 2016	327,537	298,594	91.2	807	0.2	4,935	1.5	23,201	7.1
Class of 2014									
As of fall 2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6
As of fall 2015	332,187	300,454	90.4	4,305	1.3	3,432	1.0	23,996	7.2
As of fall 2016	332,142	302,045	90.9	2,035	0.6	4,038	1.2	24,024	7.2
As of fall 2017	332,129	302,916	91.2	880	0.3	4,517	1.4	23,816	7.2

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.

Table 5.5. Annual Dropout Rates, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, 2015-16 and 2016-17

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2015-16					
African American	297,494	12.8	6,390	19.1	2.1
American Indian	9,034	0.4	180	0.5	2.0
Asian	93,674	4.0	445	1.3	0.5
Hispanic	1,184,314	50.8	20,343	60.8	1.7
Pacific Islander	3,373	0.1	64	0.2	1.9
White	700,032	30.0	5,583	16.7	0.8
Multiracial	43,025	1.8	461	1.4	1.1
Economically Disadvantaged	1,297,744	55.7	22,545	67.4	1.7
Not Economically Disadvantaged	1,033,202	44.3	10,921	32.6	1.1
Female	1,136,199	48.7	13,826	41.3	1.2
Male	1,194,747	51.3	19,640	58.7	1.6
State	2,330,946	100	33,466	100	1.4
2016-17					
African American	301,250	12.7	6,280	19.0	2.1
American Indian	8,943	0.4	173	0.5	1.9
Asian	99,497	4.2	394	1.2	0.4
Hispanic	1,219,465	51.3	20,355	61.6	1.7
Pacific Islander	3,544	0.1	62	0.2	1.7
White	697,784	29.4	5,346	16.2	0.8
Multiracial	46,045	1.9	440	1.3	1.0
Economically Disadvantaged	1,329,877	56.0	22,801	69.0	1.7
Not Economically Disadvantaged	1,046,651	44.0	10,249	31.0	1.0
Female	1,158,945	48.8	13,119	39.7	1.1
Male	1,217,583	51.2	19,931	60.3	1.6
State	2,376,528	100	33,050	100	1.4

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

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 56.0 percent of students in Grades 7-12 in 2016-17,

but 69.0 percent of dropouts, a difference of 13.0 percentage points. Males made up 51.2 percent of students in Grades 7-12, but 60.3 percent of dropouts, a difference of 9.1 percentage points.

Rates by Grade

In 2016-17, students who dropped out of Grade 9 accounted for 27.2 percent of all dropouts, the highest proportion of any grade (Table 5.6).

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
2015-16				
7	397,693	17.1	1,021	3.1
8	396,037	17.0	1,762	5.3
9	439,480	18.9	8,548	25.5
10	395,615	17.0	7,418	22.2
11	351,665	15.1	7,161	21.4
12	350,456	15.0	7,556	22.6
7-12	2,330,946	100	33,466	100
2016-17				
7	404,453	17.0	1,110	3.4
8	401,715	16.9	1,644	5.0
9	442,498	18.6	8,990	27.2
10	404,683	17.0	7,481	22.6
11	363,449	15.3	6,932	21.0
12	359,730	15.1	6,893	20.9
7-12	2,376,528	100	33,050	100

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

Grade 7 had the lowest dropout rate (0.3%) and the smallest number of dropouts (1,110) (Table 5.7). Grade 9 had the highest dropout rate (2.0%) and the largest number of dropouts (8,990).

Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grades 10 and 11 had the highest annual dropout rates (3.0% each), followed by African American students in Grades 9 and 12 (2.7% each). (Table 5.7). Asian students in Grade 7 had the lowest annual dropout rate (0.1%).

Rates for Students Identified as English Language Learners

Table 5.8 on page 104 presents annual dropout rates for current and former ELLs in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELLs, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying ELLs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former ELL performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Group	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2015-16												
African American	212	0.4	336	0.7	1,520	2.7	1,464	2.9	1,478	3.3	1,380	3.1
American Indian	7	0.5	9	0.6	52	2.9	36	2.4	39	2.8	37	2.6
Asian	21	0.1	34	0.2	71	0.4	68	0.4	87	0.6	164	1.2
Hispanic	563	0.3	1,039	0.5	5,565	2.4	4,414	2.2	4,071	2.4	4,691	2.7
Pacific Islander	1	0.2	3	0.6	19	2.9	17	3.0	12	2.1	12	2.4
White	199	0.2	308	0.3	1,216	1.0	1,310	1.1	1,377	1.2	1,173	1.1
Multiracial	18	0.2	33	0.4	105	1.3	109	1.5	97	1.5	99	1.6
State	1,021	0.3	1,762	0.4	8,548	1.9	7,418	1.9	7,161	2.0	7,556	2.2
2016-17												
African American	245	0.5	328	0.7	1,577	2.7	1,529	3.0	1,367	3.0	1,234	2.7
American Indian	8	0.6	6	0.4	41	2.4	48	3.1	42	3.1	28	2.0
Asian	19	0.1	34	0.2	91	0.5	63	0.4	67	0.4	120	0.8
Hispanic	615	0.3	986	0.5	6,004	2.6	4,486	2.2	3,974	2.2	4,290	2.4
Pacific Islander	4	0.7	4	0.7	13	2.0	10	1.7	19	3.3	12	2.1
White	195	0.2	252	0.2	1,172	0.9	1,245	1.1	1,369	1.2	1,113	1.0
Multiracial	24	0.3	34	0.4	92	1.1	100	1.3	94	1.4	96	1.4
State	1,110	0.3	1,644	0.4	8,990	2.0	7,481	1.8	6,932	1.9	6,893	1.9

**Table 5.8. Annual Dropout Rates,
Grades 7-8 and Grades 9-12, Current and Former English Language Learners,
by Special Language Program Instructional Model, 2015-16 and 2016-17**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2015-16					
Grades 7-8					
All Current ELLs ^a	104,305	100	632	100	0.6
All Bilingual Education Programs	1,283	1.2	7	1.1	0.5
Transitional Bilingual/Early Exit	41	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	46	<0.1	1	0.2	2.2
Dual Immersion/Two-Way	1,014	1.0	5	0.8	0.5
Dual Immersion/One-Way	182	0.2	1	0.2	0.5
All ESL ^b Programs	88,582	84.9	366	57.9	0.4
ESL/Content-Based	35,227	33.8	150	23.7	0.4
ESL/Pull-Out	53,355	51.2	216	34.2	0.4
No Services	14,440	13.8	259	41.0	1.8
All Former ELLs ^c	28,857	100	39	100	0.1
All Bilingual Education Programs	7,216	25.0	5	12.8	0.1
Transitional Bilingual/Early Exit	2,500	8.7	2	5.1	0.1
Transitional Bilingual/Late Exit	1,416	4.9	1	2.6	0.1
Dual Immersion/Two-Way	747	2.6	0	0.0	0.0
Dual Immersion/One-Way	2,553	8.8	2	5.1	0.1
All ESL Programs	18,695	64.8	29	74.4	0.2
ESL/Content-Based	7,914	27.4	12	30.8	0.2
ESL/Pull-Out	10,781	37.4	17	43.6	0.2
No Services	2,946	10.2	5	12.8	0.2
Grades 9-12					
All Current ELLs	125,410	100	5,260	100	4.2
All Bilingual Education Programs	128	0.1	2	<0.1	1.6
Transitional Bilingual/Early Exit	1	<0.1	1	<0.1	100
Transitional Bilingual/Late Exit	0	0.0	0	0.0	.
Dual Immersion/Two-Way	125	0.1	1	<0.1	0.8
Dual Immersion/One-Way	2	<0.1	0	0.0	0.0
All ESL Programs	105,353	84.0	3,750	71.3	3.6
ESL/Content-Based	55,748	44.5	2,004	38.1	3.6
ESL/Pull-Out	49,605	39.6	1,746	33.2	3.5
No Services	19,929	15.9	1,508	28.7	7.6
All Former ELLs	24,186	100	208	100	0.9
All Bilingual Education Programs	184	0.8	0	0.0	0.0
Transitional Bilingual/Early Exit	1	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	1	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	151	0.6	0	0.0	0.0
Dual Immersion/One-Way	31	0.1	0	0.0	0.0
All ESL Programs	20,951	86.6	170	81.7	0.8
ESL/Content-Based	9,049	37.4	82	39.4	0.9
ESL/Pull-Out	11,902	49.2	88	42.3	0.7
No Services	3,051	12.6	38	18.3	1.2

Note. Parts may not add to 100 percent because of rounding. A dot (.) indicates there were no students in the group.

^aCurrent English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

continues

**Table 5.8. Annual Dropout Rates,
Grades 7-8 and Grades 9-12, Current and Former English Language Learners,
by Special Language Program Instructional Model, 2015-16 and 2016-17 (continued)**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2016-17					
Grades 7-8					
All Current ELLs ^a	116,855	100	696	100	0.6
All Bilingual Education Programs	1,500	1.3	3	0.4	0.2
Transitional Bilingual/Early Exit	86	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	17	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,289	1.1	2	0.3	0.2
Dual Immersion/One-Way	108	0.1	1	0.1	0.9
All ESL ^b Programs	99,494	85.1	425	61.1	0.4
ESL/Content-Based	38,417	32.9	170	24.4	0.4
ESL/Pull-Out	61,077	52.3	255	36.6	0.4
No Services	15,861	13.6	268	38.5	1.7
All Former ELLs ^c	29,827	100	34	100	0.1
All Bilingual Education Programs	7,869	26.4	5	14.7	0.1
Transitional Bilingual/Early Exit	3,420	11.5	2	5.9	0.1
Transitional Bilingual/Late Exit	1,311	4.4	1	2.9	0.1
Dual Immersion/Two-Way	1,021	3.4	2	5.9	0.2
Dual Immersion/One-Way	2,117	7.1	0	0.0	0.0
All ESL Programs	19,338	64.8	23	67.6	0.1
ESL/Content-Based	7,901	26.5	11	32.4	0.1
ESL/Pull-Out	11,437	38.3	12	35.3	0.1
No Services	2,620	8.8	6	17.6	0.2
Grades 9-12					
All Current ELLs	142,549	100	6,132	100	4.3
All Bilingual Education Programs	108	0.1	1	<0.1	0.9
Transitional Bilingual/Early Exit	1	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	5	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	93	0.1	1	<0.1	1.1
Dual Immersion/One-Way	9	<0.1	0	0.0	0.0
All ESL Programs	119,200	83.6	4,146	67.6	3.5
ESL/Content-Based	64,213	45.0	2,150	35.1	3.3
ESL/Pull-Out	54,987	38.6	1,996	32.6	3.6
No Services	23,241	16.3	1,985	32.4	8.5
All Former ELLs	26,763	100	188	100	0.7
All Bilingual Education Programs	270	1.0	0	0.0	0.0
Transitional Bilingual/Early Exit	1	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	0	0.0	0	0.0	.
Dual Immersion/Two-Way	214	0.8	0	0.0	0.0
Dual Immersion/One-Way	55	0.2	0	0.0	0.0
All ESL Programs	23,632	88.3	163	86.7	0.7
ESL/Content-Based	9,615	35.9	84	44.7	0.9
ESL/Pull-Out	14,017	52.4	79	42.0	0.6
No Services	2,861	10.7	25	13.3	0.9

Note. Parts may not add to 100 percent because of rounding. A dot (.) indicates there were no students in the group.

^aCurrent English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

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 106 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 2016-17. In 2016-17, the four-year longitudinal dropout rate was 5.9 percent, and the annual dropout rate was 2.0 percent for Grade 9, 1.8 percent for Grade 10, and 1.9 percent

for Grades 11 and 12 (Table 5.2 on page 99 and Table 5.7 on page 103). The four-year longitudinal dropout rate is projected to decrease 0.5 percentage points between 2016-17 and 2021-22, and annual dropout rates are projected to decrease 0.4 percentage points for Grade 9, and 0.3 percentage points for Grades 10, 11, and 12.

Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Annual Dropout Rates					
9	1.8	1.7	1.7	1.6	1.6
10	1.7	1.6	1.6	1.5	1.5
11	1.8	1.8	1.7	1.7	1.6
12	2.0	1.9	1.8	1.7	1.6
Longitudinal Dropout Rates					
9-12	5.9	5.8	5.7	5.5	5.4

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

Overview

Texas is committed to developing and implementing policies, plans, and programs that ensure high school completion. As a result, Texas is in the forefront of the nation's campaign to tackle the dropout problem and to increase high school graduation rates. TEA's policies, plans, and programs to reduce the dropout rate and increase the graduation rate help enable TEA's strategic priorities to improve foundational skills in mathematics and reading 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 reduce the dropout rate and increase the graduation 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. State program efforts include statutory services and supports for special populations (including students with disabilities, English learners, highly-mobile, and at-risk students) to close the academic performance gap between at-risk student groups and all student groups.

College and Career Readiness Programs

In 2006, the 79th Texas Legislature (3rd Called Session) passed House Bill (HB) 1, which required that

TEA and the Texas Higher Education Coordinating Board work collaboratively to create college readiness standards. Since the standards were developed, college and career readiness has become a statewide focus, and the Texas Legislature has continued to fund related initiatives. Following are examples of these initiatives.

- ◆ Online College and Career Readiness Technical Assistance Program. This program created online resources for counselors, teachers, and students to help prepare students for life after high school. The Texas Online College and Career Readiness Resource Center at <http://txccrsc.esc13.net/ocrrc/> houses over 250 free resources, including videos and interactive activities, along with the most current research and best practices available for furthering college and career readiness in Texas.
- ◆ High School Allotment. This program continues to provide each Texas school district and open-enrollment charter with \$275 for every student in Grades 9-12 (TEC §§39.234 and 42.160). The additional funding can be used at the middle and high school levels for the following purposes: college readiness programs to prepare underachieving students for college; programs that encourage students to pursue advanced academic opportunities, such as dual credit and Advanced Placement classes; programs that give students opportunities to take academically rigorous coursework, including four years of mathematics and science; alignment of the curriculum for Grades 6-12 with postsecondary curriculum; and other high school completion and success initiatives in Grades 6-12, as approved by the commissioner of education.
- ◆ 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. The GEAR UP project hosts the TexasGEARUP.com website. This site contains many online resources, including: interactive lessons, videos, facilitation guides, college-planning toolkits, support service toolkits, and grade-level "roadmap" guides. Texas has also been granted a second, seven-year statewide GEAR UP grant that will launch in the fall of 2018. This grant will support districts in the use of personalized advising to

expand students' understanding of, and access to, college and career pathways. The program will ensure advisor quality through robust training and support and advisor efficiency through the development/adoption of supporting technology. In addition, the program will prepare 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 TEC §29.908 and 19 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, T-STEM Academies provide rigorous and applied science and mathematics instruction, preparing students for college and careers relevant to today's job market. Funding to support T-STEM programs is made available under the General Appropriations Act. School districts and open-enrollment charter schools may apply for a campus to be awarded T-STEM designation if certain criteria are met. One requirement is that T-STEM Academies target and enroll students identified as at-risk of dropping out of school.
- ◆ Pathways in Technology Early College High Schools (P-TECH). P-TECH, developed in the 2017-2018 biennium, is an open-enrollment program that provides students with work-based education. P-TECH is developing 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, an associate degree, a two-year postsecondary certificate or industry certification, and 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.
- ◆ Industry Cluster Innovative Academies. These new academies are open-enrollment secondary schools that offer career pathways based on high-demand local workforce need and focus on graduating students with industry certifications and 60 hours of college credit and/or an associate degree by the time they graduate from high school. Launched in 2017, the Industry Cluster Innovative Academies partner with institutions of higher education and local businesses to design pathways that lead to opportunities in high-demand occupations in the targeted industry clusters of Advanced Technologies and Manufacturing, Aerospace and Defense, Biotechnology and Life Sciences (includes Health Care), Energy, Information and Computer Technology, and Petroleum Refining and Chemical Products. Industry Cluster Innovative Academies provide applied learning opportunities for students, including internships, externships, apprenticeships, mentorship programs, and career counseling, so that students receive rigorous instruction in academics and career and technology education coursework and have the option to earn a baccalaureate degree within two to three years after high school graduation. The Industry Cluster Innovative Academy Initiative is part of the Tri-Agency Workforce Initiative (<http://gov.texas.gov/news/press-release/22031>) and addresses the goal of meeting local workforce needs.
- ◆ Career and Technical Education (CTE) Resource Center. Developed in the 2017-2018 biennium, the CTE resource center (www.txcte.org) is the central repository for free CTE instructional and supplemental materials and professional development content. CTE teachers, counselors, and administrators now have a one-stop shop for digital CTE resources aligned with the new CTE Texas Essential Knowledge and Skills to prepare Texas students for a career pathway that may include college, career, and opportunities in the military.

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.

- ◆ State Compensatory Education Services. The compensatory education allotment is authorized under TEC §42.152 to fund programs specifically designed to serve students at risk of dropping out of school as defined in TEC §29.081. The funds are designated for school districts and charter schools to provide compensatory, intensive, or accelerated instructional services that are supplemental to the regular education program and that prepare at-risk students to perform satisfactorily on state assessment instruments. Schools may also use compensatory education funds to contract with private or public community-based dropout recovery education programs to provide alternative education programs for at-risk students.
- ◆ 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 (85th Texas Legislature). TEA administers the CIS program in Texas through grants to eligible nonprofit agencies. CIS is a school-based dropout prevention program that includes collaborations among educators, parents, and students to provide one-to-one case-managed services to students at risk of dropping out of school. CIS partners with educators, students, and parents to identify needs of at-risk students. Once the needs are identified, CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. 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 28 CIS programs throughout Texas. In 2017, CIS provided case management services to 87,932 students and served 939 schools and 139 school districts through the 28 nonprofit CIS organizations.
- ◆ Texas Academic Innovation and Mentoring (TX AIM). This dropout prevention program is funded under the General Appropriations Act, Article III, Rider 51 (85th 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 English learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low-performing schools at 70 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 2016-17 school year, 3,186 students were served by the program.
- ◆ Amachi Texas. Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 50 (85th Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth between the ages of 6 and 18 whose parents or family members are incarcerated, on probation, or recently released from the prison system. The goal is to break the cycle of incarceration in Texas and, thereby, positively impact school districts across the state. The youth are referred through agreements with partners such as Texas Department of Criminal Justice Prison Fellowship and Re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Big Brothers Big Sisters (BBBS) Lone Star implements the program and subcontracts with seven BBBS agencies to provide services. In the 2016-17 school year, 1,405 students were served in the program.
- ◆ Dropout Prevention and Recovery Resources. TEA makes information on research-based strategies, programs, and best practices for dropout prevention and recovery available to school districts and open-enrollment charters through the agency website. The website includes links to data and dropout prevention resources, including a dropout recovery resource guide commissioned by TEA. Another example of a dropout prevention resource is the Early Warning Data System (EWDS) (<http://www.sedl.org/txcc/resources/ewds/>). The Texas Comprehensive Center at 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 is a database designed to track research-based ninth-grade indicators related to high school dropout, such as attendance and academic performance. The EWDS automatically flags students who are below the 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 also maintains an online help system to support schools with implementing this resource.

Special Populations

TEA facilitates interagency coordination on policies, develops resources for schools, and administers statutory provisions authorized by the Texas legislature to promote high school graduation 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 to administer policies and supportive educational services for students 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, nearly 16,000 school-age students are in foster care at any given time.
- ◆ Pregnancy Related Services (PRS). TEC §29.081 identifies a student as at risk of dropping out of school if the student is pregnant or is a parent. For schools with state compensatory education funds, TEA provides an optional PRS program with support services to be delivered when: the student is pregnant and attending classes; the pregnancy prenatal period prevents the student from attending classes on a school campus; and when the pregnancy postpartum period prevents the student from attending classes on a campus during a recovery period. The supportive services, including compensatory education home instruction, are designed to help students adjust academically, mentally, and physically, and stay in school.
- ◆ Homeless Education Program. TEC §29.081 identifies a student as at risk of dropping out of school if the student is homeless. In addition to the federal McKinney-Vento Act, state law defines supports that must be provided to homeless students under TEC §25.007. Students who are experiencing homelessness are to be enrolled in school immediately, have the right to attend school in their school of origin, and have the right to transportation to their school of origin. TEA provides grant funding, training, and technical assistance to support schools serving this special at-risk population. There were 116,103 homeless students identified in the 2016-17 school year.
- ◆ Military-Connected Youth. In 2009, the 81st Texas Legislature adopted the Interstate Compact on Educational Opportunity for Military Children (TEC Chapter 162). The purpose of the compact is to remove barriers to educational success imposed on children of military families because of frequent moves. Texas is home to 15 military installations that represent all branches of the armed forces with more than 89,000 military-connected students attending public schools in Texas. TEA develops resources, provides information, and facilitates interagency coordination for students, parents, and educators to assist with navigating transitions to new schools, communities, and repeated cycles of separation and reunion.
- ◆ Migrant Education Program (MEP). Texas migrant students and their families migrate annually to 48 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 migrant 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 migrant students succeed in school, graduate, and successfully transition to postsecondary education or employment. For the 2016-17 school year, 24,987 students received MEP-funded or instructional services.
- ◆ Mental Health/Behavioral Health. An estimated one in five students struggles with a mental or behavioral health challenge. Texas Health and Safety Code §161.325 and TEC §§21.044 and §21.462 require the Texas Department of State Health Services, TEA, and regional education service centers to collaborate and develop a list of recommended best practices for schools. In 2018, TEA created a mental health/behavioral health Web page that hosts hundreds of resources for schools on: early mental health intervention, mental health promotion, substance abuse prevention and intervention, suicide prevention, 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, and educator preparation resources (https://tea.texas.gov/About_TEA/Other_Services/Mental_Health/Mental_Health_and_Behavioral_Health/). TEA also developed a Web page to host Hurricane Harvey recovery mental health resources for schools in coordination with the Hurricane Harvey Task Force on School Mental Health Supports to support traumatized students and schools during the 2017-2018 biennium (https://tea.texas.gov/Harvey_Recovery_MH/).

Agency Contact Persons

For information on student dropout data, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; or Linda Roska, Research and Analysis, (512) 475-3523.

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

For information about dropout prevention and special populations, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 936-6143; 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, 2016-17*, is available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For information on dropout prevention grants and initiatives, see the dropout information Web page at https://tea.texas.gov/Texas_Schools/Support_for_At-Risk_Schools_and_Students/Dropout_Prevention/Dropout_Prevention_Grants_and_Initiatives/.

Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2015 and Class of 2016

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2015											
African American											
As of fall 2015	44,533	37,951	85.2	2,153	4.8	209	0.5	4,220	9.5	40,313	90.5
As of fall 2016	44,414	38,997	87.8	548	1.2	333	0.7	4,536	10.2	39,878	89.8
American Indian											
As of fall 2015	1,486	1,283	86.3	62	4.2	11	0.7	130	8.7	1,356	91.3
As of fall 2016	1,484	1,314	88.5	17	1.1	20	1.3	133	9.0	1,351	91.0
Asian											
As of fall 2015	13,444	12,822	95.4	298	2.2	24	0.2	300	2.2	13,144	97.8
As of fall 2016	13,428	12,959	96.5	97	0.7	31	0.2	341	2.5	13,087	97.5
Hispanic											
As of fall 2015	164,646	142,404	86.5	8,686	5.3	864	0.5	12,692	7.7	151,954	92.3
As of fall 2016	164,233	146,801	89.4	2,619	1.6	1,239	0.8	13,574	8.3	150,659	91.7
Pacific Islander											
As of fall 2015	541	480	88.7	21	3.9	5	0.9	35	6.5	506	93.5
As of fall 2016	542	494	91.1	6	1.1	7	1.3	35	6.5	507	93.5
White											
As of fall 2015	109,200	102,000	93.4	2,622	2.4	848	0.8	3,730	3.4	105,470	96.6
As of fall 2016	109,052	103,361	94.8	820	0.8	1,160	1.1	3,711	3.4	105,341	96.6
Multiracial											
As of fall 2015	5,776	5,322	92.1	171	3.0	33	0.6	250	4.3	5,526	95.7
As of fall 2016	5,760	5,408	93.9	48	0.8	50	0.9	254	4.4	5,506	95.6
Economically Disadvantaged											
As of fall 2015	169,386	144,957	85.6	8,510	5.0	1,151	0.7	14,768	8.7	154,618	91.3
As of fall 2016	168,922	149,427	88.5	2,452	1.5	1,613	1.0	15,430	9.1	153,492	90.9
Not Economically Disadvantaged											
As of fall 2015	170,240	157,305	92.4	5,503	3.2	843	0.5	6,589	3.9	163,651	96.1
As of fall 2016	169,991	159,907	94.1	1,703	1.0	1,227	0.7	7,154	4.2	162,837	95.8
Ever ELL^c in K-12^d											
As of fall 2015	99,592	85,528	85.9	5,909	5.9	381	0.4	7,774	7.8	91,818	92.2
As of fall 2016	99,311	88,500	89.1	1,772	1.8	556	0.6	8,483	8.5	90,828	91.5
Ever ELL in 9-12^e											
As of fall 2015	24,513	17,962	73.3	2,789	11.4	72	0.3	3,690	15.1	20,823	84.9
As of fall 2016	24,324	19,263	79.2	849	3.5	102	0.4	4,110	16.9	20,214	83.1
ELL in Last Year^f											
As of fall 2015	18,037	12,888	71.5	1,848	10.2	54	0.3	3,247	18.0	14,790	82.0
As of fall 2016	17,954	13,831	77.0	513	2.9	77	0.4	3,533	19.7	14,421	80.3
Special Education											
As of fall 2015	29,045	22,703	78.2	3,214	11.1	102	0.4	3,026	10.4	26,019	89.6
As of fall 2016	29,153	24,014	82.4	1,812	6.2	159	0.5	3,168	10.9	25,985	89.1

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools.

continues

Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2015 and Class of 2016 (continued)

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
State											
As of fall 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3	318,269	93.7
As of fall 2016	338,913	309,334	91.3	4,155	1.2	2,840	0.8	22,584	6.7	316,329	93.3
Class of 2016											
African American											
As of fall 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
As of fall 2017	45,983	40,579	88.2	586	1.3	313	0.7	4,505	9.8	41,478	90.2
American Indian											
As of fall 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
As of fall 2017	1,395	1,250	89.6	24	1.7	13	0.9	108	7.7	1,287	92.3
Asian											
As of fall 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
As of fall 2017	13,759	13,337	96.9	103	0.7	10	0.1	309	2.2	13,450	97.8
Hispanic											
As of fall 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
As of fall 2017	172,612	155,124	89.9	2,494	1.4	1,031	0.6	13,963	8.1	158,649	91.9
Pacific Islander											
As of fall 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
As of fall 2017	475	437	92.0	4	0.8	4	0.8	30	6.3	445	93.7
White											
As of fall 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
As of fall 2017	109,179	103,596	94.9	885	0.8	974	0.9	3,724	3.4	105,455	96.6
Multiracial											
As of fall 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
As of fall 2017	6,277	5,831	92.9	85	1.4	68	1.1	293	4.7	5,984	95.3
Economically Disadvantaged											
As of fall 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
As of fall 2017	177,434	157,882	89.0	2,392	1.3	1,303	0.7	15,857	8.9	161,577	91.1
Not Economically Disadvantaged											
As of fall 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2
As of fall 2017	172,246	162,272	94.2	1,789	1.0	1,110	0.6	7,075	4.1	165,171	95.9
Ever ELL^c in K-12^d											
As of fall 2016	104,313	90,027	86.3	6,009	5.8	284	0.3	7,993	7.7	96,320	92.3
As of fall 2017	103,908	93,130	89.6	1,640	1.6	410	0.4	8,728	8.4	95,180	91.6
Ever ELL in 9-12^e											
As of fall 2016	27,110	19,974	73.7	2,956	10.9	61	0.2	4,119	15.2	22,991	84.8
As of fall 2017	26,841	21,412	79.8	787	2.9	82	0.3	4,560	17.0	22,281	83.0
ELL in Last Year^f											
As of fall 2016	19,715	14,058	71.3	1,972	10.0	43	0.2	3,642	18.5	16,073	81.5
As of fall 2017	19,624	15,128	77.1	469	2.4	59	0.3	3,968	20.2	15,656	79.8

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools.

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Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2015 and Class of 2016 (continued)

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Special Education											
As of fall 2016	29,071	22,637	77.9	3,379	11.6	76	0.3	2,979	10.2	26,092	89.8
As of fall 2017	29,174	24,025	82.4	1,884	6.5	119	0.4	3,146	10.8	26,028	89.2
State											
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs 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, English Language
Learner Status, and Special Education Program Participation, Class of 2014 and Class of 2015**

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2014											
African American											
As of fall 2014	43,707	36,807	84.2	2,323	5.3	280	0.6	4,297	9.8	39,410	90.2
As of fall 2015	43,491	37,760	86.8	588	1.4	391	0.9	4,752	10.9	38,739	89.1
As of fall 2016	43,489	37,981	87.3	265	0.6	507	1.2	4,736	10.9	38,753	89.1
American Indian											
As of fall 2014	1,426	1,242	87.1	57	4.0	15	1.1	112	7.9	1,314	92.1
As of fall 2015	1,423	1,271	89.3	11	0.8	15	1.1	126	8.9	1,297	91.1
As of fall 2016	1,422	1,279	89.9	2	0.1	17	1.2	124	8.7	1,298	91.3
Asian											
As of fall 2014	12,969	12,292	94.8	345	2.7	15	0.1	317	2.4	12,652	97.6
As of fall 2015	12,950	12,425	95.9	109	0.8	23	0.2	393	3.0	12,557	97.0
As of fall 2016	12,947	12,461	96.2	63	0.5	27	0.2	396	3.1	12,551	96.9
Hispanic											
As of fall 2014	159,708	136,586	85.5	8,869	5.6	1,203	0.8	13,050	8.2	146,658	91.8
As of fall 2015	158,985	140,341	88.3	2,639	1.7	1,565	1.0	14,440	9.1	144,545	90.9
As of fall 2016	158,922	141,282	88.9	1,198	0.8	1,850	1.2	14,592	9.2	144,330	90.8
Pacific Islander											
As of fall 2014	431	383	88.9	16	3.7	2	0.5	30	7.0	401	93.0
As of fall 2015	433	388	89.6	5	1.2	5	1.2	35	8.1	398	91.9
As of fall 2016	433	391	90.3	2	0.5	5	1.2	35	8.1	398	91.9
White											
As of fall 2014	109,354	101,737	93.0	2,694	2.5	1,026	0.9	3,897	3.6	105,457	96.4
As of fall 2015	109,224	102,992	94.3	893	0.8	1,376	1.3	3,963	3.6	105,261	96.4
As of fall 2016	109,250	103,355	94.6	481	0.4	1,561	1.4	3,853	3.5	105,397	96.5
Multiracial											
As of fall 2014	5,691	5,193	91.2	183	3.2	41	0.7	274	4.8	5,417	95.2
As of fall 2015	5,681	5,277	92.9	60	1.1	57	1.0	287	5.1	5,394	94.9
As of fall 2016	5,679	5,296	93.3	24	0.4	71	1.3	288	5.1	5,391	94.9
Economically Disadvantaged											
As of fall 2014	167,545	142,669	85.2	8,322	5.0	1,485	0.9	15,069	9.0	152,476	91.0
As of fall 2015	166,757	146,424	87.8	2,345	1.4	1,906	1.1	16,082	9.6	150,675	90.4
As of fall 2016	166,697	147,326	88.4	1,105	0.7	2,245	1.3	16,021	9.6	150,676	90.4
Not Economically Disadvantaged											
As of fall 2014	165,741	151,571	91.5	6,165	3.7	1,097	0.7	6,908	4.2	158,833	95.8
As of fall 2015	165,430	154,030	93.1	1,960	1.2	1,526	0.9	7,914	4.8	157,516	95.2
As of fall 2016	165,445	154,719	93.5	930	0.6	1,793	1.1	8,003	4.8	157,442	95.2
Ever ELL^c in K-12^d											
As of fall 2014	97,030	82,367	84.9	6,076	6.3	490	0.5	8,097	8.3	88,933	91.7
As of fall 2015	96,504	84,836	87.9	1,782	1.8	673	0.7	9,213	9.5	87,291	90.5
As of fall 2016	96,450	85,462	88.6	809	0.8	827	0.9	9,352	9.7	87,098	90.3

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools.

continues

**Appendix 5-B. Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended
Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language
Learner Status, and Special Education Program Participation, Class of 2014 and Class of 2015 (continued)**

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Ever ELL in 9-12^e											
As of fall 2014	25,382	18,142	71.5	3,131	12.3	78	0.3	4,031	15.9	21,351	84.1
As of fall 2015	25,066	19,225	76.7	973	3.9	123	0.5	4,745	18.9	20,321	81.1
As of fall 2016	25,016	19,542	78.1	432	1.7	154	0.6	4,888	19.5	20,128	80.5
ELL in Last Year^f											
As of fall 2014	12,515	7,549	60.3	1,697	13.6	56	0.4	3,213	25.7	9,302	74.3
As of fall 2015	12,341	8,132	65.9	478	3.9	84	0.7	3,647	29.6	8,694	70.4
As of fall 2016	12,324	8,298	67.3	199	1.6	107	0.9	3,720	30.2	8,604	69.8
Special Education											
As of fall 2014	29,875	23,149	77.5	3,240	10.8	141	0.5	3,345	11.2	26,530	88.8
As of fall 2015	29,988	24,462	81.6	1,827	6.1	176	0.6	3,523	11.7	26,465	88.3
As of fall 2016	30,044	25,172	83.8	1,121	3.7	218	0.7	3,533	11.8	26,511	88.2
State											
As of fall 2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6	311,309	93.4
As of fall 2015	332,187	300,454	90.4	4,305	1.3	3,432	1.0	23,996	7.2	308,191	92.8
As of fall 2016	332,142	302,045	90.9	2,035	0.6	4,038	1.2	24,024	7.2	308,118	92.8
Class of 2015											
African American											
As of fall 2015	44,533	37,951	85.2	2,153	4.8	209	0.5	4,220	9.5	40,313	90.5
As of fall 2016	44,414	38,997	87.8	548	1.2	333	0.7	4,536	10.2	39,878	89.8
As of fall 2017	44,421	39,217	88.3	268	0.6	426	1.0	4,510	10.2	39,911	89.8
American Indian											
As of fall 2015	1,486	1,283	86.3	62	4.2	11	0.7	130	8.7	1,356	91.3
As of fall 2016	1,484	1,314	88.5	17	1.1	20	1.3	133	9.0	1,351	91.0
As of fall 2017	1,481	1,319	89.1	7	0.5	21	1.4	134	9.0	1,347	91.0
Asian											
As of fall 2015	13,444	12,822	95.4	298	2.2	24	0.2	300	2.2	13,144	97.8
As of fall 2016	13,428	12,959	96.5	97	0.7	31	0.2	341	2.5	13,087	97.5
As of fall 2017	13,423	12,991	96.8	59	0.4	36	0.3	337	2.5	13,086	97.5
Hispanic											
As of fall 2015	164,646	142,404	86.5	8,686	5.3	864	0.5	12,692	7.7	151,954	92.3
As of fall 2016	164,233	146,801	89.4	2,619	1.6	1,239	0.8	13,574	8.3	150,659	91.7
As of fall 2017	164,116	147,846	90.1	1,103	0.7	1,500	0.9	13,667	8.3	150,449	91.7
Pacific Islander											
As of fall 2015	541	480	88.7	21	3.9	5	0.9	35	6.5	506	93.5
As of fall 2016	542	494	91.1	6	1.1	7	1.3	35	6.5	507	93.5
As of fall 2017	541	497	91.9	3	0.6	7	1.3	34	6.3	507	93.7

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools.

continues

**Appendix 5-B. Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended
Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language
Learner Status, and Special Education Program Participation, Class of 2014 and Class of 2015 (continued)**

Status date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
White											
As of fall 2015	109,200	102,000	93.4	2,622	2.4	848	0.8	3,730	3.4	105,470	96.6
As of fall 2016	109,052	103,361	94.8	820	0.8	1,160	1.1	3,711	3.4	105,341	96.6
As of fall 2017	109,069	103,678	95.1	432	0.4	1,305	1.2	3,654	3.4	105,415	96.6
Multiracial											
As of fall 2015	5,776	5,322	92.1	171	3.0	33	0.6	250	4.3	5,526	95.7
As of fall 2016	5,760	5,408	93.9	48	0.8	50	0.9	254	4.4	5,506	95.6
As of fall 2017	5,761	5,437	94.4	19	0.3	66	1.1	239	4.1	5,522	95.9
Economically Disadvantaged											
As of fall 2015	169,386	144,957	85.6	8,510	5.0	1,151	0.7	14,768	8.7	154,618	91.3
As of fall 2016	168,922	149,427	88.5	2,452	1.5	1,613	1.0	15,430	9.1	153,492	90.9
As of fall 2017	168,821	150,453	89.1	1,045	0.6	1,916	1.1	15,407	9.1	153,414	90.9
Not Economically Disadvantaged											
As of fall 2015	170,240	157,305	92.4	5,503	3.2	843	0.5	6,589	3.9	163,651	96.1
As of fall 2016	169,991	159,907	94.1	1,703	1.0	1,227	0.7	7,154	4.2	162,837	95.8
As of fall 2017	169,991	160,532	94.4	846	0.5	1,445	0.9	7,168	4.2	162,823	95.8
Ever ELL^c in K-12^d											
As of fall 2015	99,592	85,528	85.9	5,909	5.9	381	0.4	7,774	7.8	91,818	92.2
As of fall 2016	99,311	88,500	89.1	1,772	1.8	556	0.6	8,483	8.5	90,828	91.5
As of fall 2017	99,240	89,225	89.9	736	0.7	678	0.7	8,601	8.7	90,639	91.3
Ever ELL in 9-12^e											
As of fall 2015	24,513	17,962	73.3	2,789	11.4	72	0.3	3,690	15.1	20,823	84.9
As of fall 2016	24,324	19,263	79.2	849	3.5	102	0.4	4,110	16.9	20,214	83.1
As of fall 2017	24,272	19,580	80.7	346	1.4	123	0.5	4,223	17.4	20,049	82.6
ELL in Last Year^f											
As of fall 2015	18,037	12,888	71.5	1,848	10.2	54	0.3	3,247	18.0	14,790	82.0
As of fall 2016	17,954	13,831	77.0	513	2.9	77	0.4	3,533	19.7	14,421	80.3
As of fall 2017	17,936	14,043	78.3	214	1.2	95	0.5	3,584	20.0	14,352	80.0
Special Education											
As of fall 2015	29,045	22,703	78.2	3,214	11.1	102	0.4	3,026	10.4	26,019	89.6
As of fall 2016	29,153	24,014	82.4	1,812	6.2	159	0.5	3,168	10.9	25,985	89.1
As of fall 2017	29,151	24,641	84.5	1,152	4.0	189	0.6	3,169	10.9	25,982	89.1
State											
As of fall 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3	318,269	93.7
As of fall 2016	338,913	309,334	91.3	4,155	1.2	2,840	0.8	22,584	6.7	316,329	93.3
As of fall 2017	338,812	310,985	91.8	1,891	0.6	3,361	1.0	22,575	6.7	316,237	93.3

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 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. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools.

6. Grade-Level Retention

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

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

In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (Texas Education Code [TEC] §28.0211). See "Student Success Initiative" on page 55.

Definitions and Calculations

Retention rates for the 2016-17 school year were calculated by comparing 2016-17 attendance records to fall 2017 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 2017 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 2017 than in 2016-17 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. In 2016, STAAR L was an online, linguistically accommodated test for English language learners taking mathematics, science, or social studies assessments. STAAR L was not offered for reading or writing assessments. STAAR A, an accommodated version of STAAR, was offered as an online assessment in the same grades and subjects as STAAR. STAAR A provided embedded supports (e.g., visual aids, graphic organizers, and text-to-speech functionality) designed to help students with disabilities access the content being assessed. In 2017, the accommodations for STAAR L and STAAR A were incorporated into STAAR; consequently, STAAR L and STAAR A were no longer offered as separate assessments. The mathematics results presented in this chapter for 2016 are based on STAAR, STAAR A, and STAAR L combined, and the 2017 and 2018 results are based on STAAR only. The 2016 reading results are based on STAAR and STAAR A combined, and the 2017 and 2018 results are based on STAAR only.

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 2016-17 school year, 2.6 percent (132,603) of Texas public school students in Grades K-12 were retained (Table 6.1). The retention rate decreased by 0.2 percentage points from the previous school year.

Group	Students	Retained	
		Number	Rate (%)
2015-16			
African American	619,085	22,839	3.7
American Indian	19,156	605	3.2
Asian	202,092	1,712	0.8
Hispanic	2,579,155	86,321	3.3
Pacific Islander	6,825	177	2.6
White	1,430,777	26,672	1.9
Multiracial	101,648	2,125	2.1
Econ. Disad. ^a	2,956,275	107,392	3.6
Not Econ. Disad.	2,002,463	33,059	1.7
Female	2,418,903	54,403	2.2
Male	2,539,835	86,048	3.4
Grades K-6	2,743,450	47,884	1.7
Grades 7-12	2,215,288	92,567	4.2
State	4,958,738	140,451	2.8
2016-17			
African American	625,170	21,397	3.4
American Indian	19,051	565	3.0
Asian	212,467	1,776	0.8
Hispanic	2,611,986	81,541	3.1
Pacific Islander	7,097	193	2.7
White	1,425,380	25,049	1.8
Multiracial	108,290	2,082	1.9
Econ. Disad.	2,982,708	100,798	3.4
Not Econ. Disad.	2,026,733	31,805	1.6
Female	2,444,790	51,802	2.1
Male	2,564,651	80,801	3.2
Grades K-6	2,751,252	43,691	1.6
Grades 7-12	2,258,189	88,912	3.9
State	5,009,441	132,603	2.6

^aEconomically disadvantaged.

Across the five largest racial/ethnic groups in 2016-17, the retention rate was highest among African American students (3.4%), followed by Hispanic (3.1%), multiracial (1.9%), White (1.8%), and Asian (0.8%) students. The retention rate for students identified as economically disadvantaged was 3.4 percent. Male students had a higher retention rate (3.2%) than female students (2.1%).

Grade-Level Retention by Grade

In 2016-17, the retention rate for Grades K-6 was 1.6 percent, a decrease of 0.1 percentage points from the previous year (Table 6.2). Across the elementary grades, retention rates were highest in Grade 1 and kindergarten (3.7% and 2.2%, respectively) and lowest in Grades 6 and 4 (0.5% and 0.6%, respectively). The retention rate for Grades 7-12 was 3.9 percent, a decrease of 0.3 percentage points from the previous year (Table 6.3 on page 120). Across secondary grades, retention rates were highest in Grades 9 and 10 (8.5% and 5.5%, respectively) and lowest in Grades 8 and 7 (0.6% and 0.7%, respectively).

Grade-Level Retention by Race/Ethnicity

Across elementary grades and the five largest racial/ethnic groups in 2016-17, Hispanic students in Grade 1 had the highest retention rate (4.4%), followed by African American students in Grade 1 (4.2%) (Table 6.2). Asian students in Grade 6 (0.1%) had the lowest retention rate, followed by Asian students in Grades 4 and 5 (0.2% each).

Across secondary grades and the five largest racial/ethnic groups, African American and Hispanic students in Grade 9 had the highest retention rates (11.7% and 10.4%, respectively), followed by African American students in Grade 10 (7.7%) (Table 6.3 on page 120). Asian students in Grades 7 and 8 had the lowest retention rates (0.1% and 0.2%, respectively).

Grade-Level Retention by Gender

In 2016-17, the retention rate for males was higher than that for females in every grade (Tables 6.4 and 6.5 on page 121). Across elementary grades, retention rates for both males and females were highest in Grade 1 (4.2% and 3.1%, respectively). The rate for females was lowest in Grade 6 (0.3%), and the rates for males were lowest in Grades 4, 5, and 6 (0.7% each). Across secondary grades, retention rates for both males and females were highest in Grade 9 (10.3% and 6.6%, respectively). The rate for males was lowest in Grade 8 (0.7%), and the rates for females were lowest in Grades 7 and 8 (0.5% each).

Table 6.2. Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, 2015-16 and 2016-17								
Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2015-16								
Kindergarten	795	1.8	30	1.5	137	0.9	4,221	2.2
Grade 1	2,350	4.7	75	4.2	168	1.1	10,319	4.8
Grade 2	1,564	3.1	30	2.0	104	0.6	6,392	3.0
Grade 3	1,051	2.1	26	1.8	67	0.4	4,005	1.9
Grade 4	493	1.0	15	1.1	52	0.3	1,840	0.9
Grade 5	282	0.6	8	0.6	39	0.2	983	0.5
Grade 6	379	0.8	4	0.3	10	0.1	1,310	0.7
Total K-6	6,914	2.0	188	1.7	577	0.5	29,070	2.0
2016-17								
Kindergarten	704	1.6	37	2.8	158	1.0	4,048	2.1
Grade 1	2,009	4.2	60	2.9	151	0.9	9,067	4.4
Grade 2	1,308	2.6	33	1.9	110	0.7	5,609	2.6
Grade 3	899	1.8	20	1.3	69	0.4	3,406	1.6
Grade 4	505	1.0	9	0.6	40	0.2	1,516	0.7
Grade 5	424	0.9	12	0.8	40	0.2	1,495	0.7
Grade 6	382	0.8	6	0.4	18	0.1	1,197	0.6
Total K-6	6,231	1.8	177	1.6	586	0.5	26,338	1.8
Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2015-16								
Kindergarten	13	2.3	3,180	3.0	233	2.5	8,609	2.3
Grade 1	15	2.7	3,150	2.9	252	2.7	16,329	4.1
Grade 2	8	1.5	1,592	1.4	147	1.6	9,837	2.4
Grade 3	8	1.4	907	0.8	89	1.0	6,153	1.5
Grade 4	7	1.3	538	0.5	41	0.5	2,986	0.8
Grade 5	4	0.8	437	0.4	31	0.4	1,784	0.5
Grade 6	5	1.0	435	0.4	43	0.5	2,186	0.6
Total K-6	60	1.6	10,239	1.3	836	1.4	47,884	1.7
2016-17								
Kindergarten	10	1.8	3,064	3.0	209	2.2	8,230	2.2
Grade 1	20	3.5	2,857	2.6	241	2.5	14,405	3.7
Grade 2	12	2.2	1,355	1.2	125	1.3	8,552	2.1
Grade 3	4	0.8	808	0.7	83	0.9	5,289	1.3
Grade 4	9	1.6	445	0.4	37	0.4	2,561	0.6
Grade 5	2	0.4	554	0.5	45	0.5	2,572	0.7
Grade 6	3	0.6	424	0.4	52	0.6	2,082	0.5
Total K-6	60	1.6	9,507	1.2	792	1.2	43,691	1.6

Grade-Level Retention by English Language Learner Status

Texas students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as English language learners (ELLs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). ELLs participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2016-17, more than 95 percent of all ELLs in the elementary grades participated in bilingual or ESL programs.

In Grades K-6 overall in 2016-17, the retention rate for ELLs was 2.1 percent, compared to 1.4 percent for non-ELLs (Table 6.6 on page 121). Among ELLs, the retention rate for students served in bilingual programs was 2.0 percent, and the rate for students served in ESL programs was 1.6 percent.

In Grades 7-12 overall in 2016-17, the retention rate for ELLs was 7.5 percent, compared to 3.5 percent for non-ELLs (Table 6.7 on page 121). Nearly 94 percent of ELLs in secondary school were served in ESL programs, and the retention rate for these students was 6.2 percent.

Table 6.3. Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, 2015-16 and 2016-17

Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2015-16								
Grade 7	468	1.0	18	1.3	15	0.1	1,693	0.8
Grade 8	293	0.6	3	0.2	17	0.1	1,298	0.7
Grade 9	6,779	12.8	177	11.1	350	2.2	23,481	10.9
Grade 10	3,794	8.0	95	7.0	200	1.3	13,588	7.2
Grade 11	2,503	6.0	66	5.3	163	1.2	8,404	5.2
Grade 12	2,088	4.9	58	4.4	390	2.8	8,787	5.3
Total 7-12	15,925	5.7	417	5.0	1,135	1.3	57,251	5.1
2016-17								
Grade 7	462	0.9	7	0.5	25	0.1	1,563	0.8
Grade 8	331	0.7	11	0.8	32	0.2	1,388	0.7
Grade 9	6,245	11.7	154	10.2	334	2.0	22,519	10.4
Grade 10	3,667	7.7	94	6.7	206	1.3	13,019	6.7
Grade 11	2,425	5.7	62	5.1	167	1.1	8,257	4.9
Grade 12	2,036	4.7	60	4.6	426	3.0	8,457	4.9
Total 7-12	15,166	5.3	388	4.8	1,190	1.2	55,203	4.8
2015-16								
Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2015-16								
Grade 7	1	0.2	543	0.5	46	0.6	2,784	0.7
Grade 8	2	0.4	466	0.4	32	0.5	2,111	0.6
Grade 9	41	7.1	5,777	4.9	486	6.6	37,091	9.0
Grade 10	29	5.6	3,838	3.4	307	4.6	21,851	5.9
Grade 11	15	3.0	2,413	2.3	191	3.2	13,755	4.2
Grade 12	29	6.2	3,396	3.2	227	3.8	14,975	4.5
Total 7-12	117	3.8	16,433	2.5	1,289	3.2	92,567	4.2
2016-17								
Grade 7	6	1.2	496	0.4	39	0.5	2,598	0.7
Grade 8	2	0.4	557	0.5	34	0.4	2,355	0.6
Grade 9	46	7.9	5,349	4.6	503	6.6	35,150	8.5
Grade 10	32	5.8	3,574	3.2	307	4.3	20,899	5.5
Grade 11	24	4.7	2,216	2.1	200	3.1	13,351	3.9
Grade 12	23	4.2	3,350	3.1	207	3.2	14,559	4.2
Total 7-12	133	4.1	15,542	2.3	1,290	3.0	88,912	3.9

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 2016-17 for whom primary disability information

was available, 91.7 percent were assigned a primary disability from 1 of 5 categories: speech impairment; learning disability; other health impairment, such as attention deficit disorder; autism; or intellectual disability (Table 6.8 on page 122). The same five categories accounted for 90.6 percent of retained elementary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades K-6 overall was highest for students with speech impairments (3.7%), followed by students with other health impairments (1.6%), autism (1.3%), intellectual disabilities (0.9%), and learning disabilities (0.6%).

Across elementary grades in 2016-17, retention rates for the five most common primary disabilities were highest in kindergarten or first grade. Rates for students with other health impairments, learning disabilities, autism, and intellectual disabilities were highest in

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2015-16				
Kindergarten	2,971	1.6	5,638	3.0
Grade 1	6,509	3.3	9,820	4.7
Grade 2	4,202	2.1	5,635	2.7
Grade 3	2,718	1.4	3,435	1.7
Grade 4	1,241	0.7	1,745	0.9
Grade 5	742	0.4	1,042	0.5
Grade 6	715	0.4	1,471	0.7
2016-17				
Kindergarten	2,931	1.6	5,299	2.8
Grade 1	5,907	3.1	8,498	4.2
Grade 2	3,766	1.9	4,786	2.3
Grade 3	2,345	1.2	2,944	1.4
Grade 4	1,092	0.6	1,469	0.7
Grade 5	1,098	0.6	1,474	0.7
Grade 6	665	0.3	1,417	0.7

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2015-16				
Grade 7	921	0.5	1,863	0.9
Grade 8	809	0.4	1,302	0.7
Grade 9	13,825	7.0	23,266	10.9
Grade 10	8,221	4.5	13,630	7.2
Grade 11	5,426	3.3	8,329	5.0
Grade 12	6,103	3.7	8,872	5.2
2016-17				
Grade 7	894	0.5	1,704	0.8
Grade 8	919	0.5	1,436	0.7
Grade 9	13,014	6.6	22,136	10.3
Grade 10	8,109	4.4	12,790	6.6
Grade 11	5,206	3.1	8,145	4.7
Grade 12	5,856	3.4	8,703	5.0

kindergarten (7.8%, 6.6%, 4.8%, and 3.7%, respectively). The rate for students with speech impairments was highest in Grade 1 (7.0%).

Secondary special education students were assigned 1 of 11 primary disabilities. In 2016-17, among secondary special education students for whom primary disability information was available, 94.6 percent were assigned a primary disability from 1 of 5 categories: learning disability; other health impairment, such as attention deficit disorder; intellectual disability; autism; or emotional disturbance (Table 6.9 on page 123). The same five categories accounted for 95.9 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

Service Received or English Language Learner Status	Retained	Rate (%)
2015-16		
English Language Learners:		
Bilingual	9,358	2.3
English as a Second Language	3,363	1.7
Special Education	211	2.7
No Services ^a	519	2.1
Total	15,499	2.3
Non-English Language Learners	32,385	1.6
2016-17		
English Language Learners:		
Bilingual	8,182	2.0
English as a Second Language	3,331	1.6
Special Education	210	2.8
No Services	405	1.8
Total	14,099	2.1
Non-English Language Learners	29,592	1.4

Note. Counts of English language learners (ELLs) receiving special language program services and of ELLs 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 ELLs.

^aIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Service Received or English Language Learner Status	Retained	Rate (%)
2015-16		
English Language Learners:		
Bilingual	12	0.9
English as a Second Language	12,308	6.8
Special Education	482	11.2
No Services ^a	508	6.3
Total	16,766	8.0
Non-English Language Learners	75,801	3.8
2016-17		
English Language Learners:		
Bilingual	18	1.1
English as a Second Language	12,606	6.2
Special Education	492	10.3
No Services	501	6.0
Total	17,769	7.5
Non-English Language Learners	71,143	3.5

Note. Counts of English language learners (ELLs) receiving special language program services and of ELLs 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 ELLs.

^aIncludes English language learners 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, 2015-16 and 2016-17

Grade	Speech Impairment			Learning Disability			Other Health Impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2015-16									
Kindergarten	1,374	17,994	7.6	53	512	10.4	224	2,471	9.1
Grade 1	1,569	17,148	9.1	197	2,747	7.2	259	3,897	6.6
Grade 2	515	13,484	3.8	217	6,530	3.3	164	4,840	3.4
Grade 3	161	10,258	1.6	133	10,694	1.2	71	5,749	1.2
Grade 4	55	7,077	0.8	82	14,332	0.6	59	6,287	0.9
Grade 5	29	4,804	0.6	77	17,159	0.4	57	6,728	0.8
Grade 6	10	2,581	0.4	116	18,317	0.6	53	6,332	0.8
Total K-6	3,713	73,346	5.1	875	70,291	1.2	887	36,304	2.4
2016-17									
Kindergarten	860	14,061	6.1	8	122	6.6	121	1,556	7.8
Grade 1	1,129	16,203	7.0	27	822	3.3	122	2,603	4.7
Grade 2	378	13,370	2.8	54	3,334	1.6	81	3,814	2.1
Grade 3	117	10,276	1.1	54	6,868	0.8	46	4,676	1.0
Grade 4	42	7,702	0.5	43	10,874	0.4	31	5,621	0.6
Grade 5	21	5,138	0.4	58	13,971	0.4	44	5,976	0.7
Grade 6	12	2,920	0.4	73	16,366	0.4	40	6,309	0.6
Total K-6	2,559	69,670	3.7	317	52,357	0.6	485	30,555	1.6
Autism									
Grade	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2015-16									
Kindergarten	247	4,089	6.0	137	1,957	7.0	2,290	29,829	7.7
Grade 1	104	4,586	2.3	79	2,898	2.7	2,357	34,534	6.8
Grade 2	78	4,615	1.7	66	3,586	1.8	1,142	36,903	3.1
Grade 3	30	4,588	0.7	29	4,048	0.7	475	39,737	1.2
Grade 4	34	4,590	0.7	25	4,283	0.6	291	40,981	0.7
Grade 5	28	4,533	0.6	43	4,221	1.0	286	42,260	0.7
Grade 6	24	4,495	0.5	22	4,212	0.5	275	40,592	0.7
Total K-6	545	31,496	1.7	401	25,205	1.6	7,116	264,836	2.7
2016-17									
Kindergarten	150	3,104	4.8	37	1,008	3.7	2,184	31,621	6.9
Grade 1	75	4,058	1.8	47	2,055	2.3	2,224	35,594	6.2
Grade 2	57	4,465	1.3	35	2,948	1.2	987	38,645	2.6
Grade 3	12	4,461	0.3	20	3,524	0.6	425	40,777	1.0
Grade 4	16	4,473	0.4	9	3,935	0.2	219	42,795	0.5
Grade 5	39	4,354	0.9	28	4,161	0.7	262	43,084	0.6
Grade 6	23	4,419	0.5	24	4,034	0.6	253	41,386	0.6
Total K-6	372	29,334	1.3	200	21,665	0.9	6,554	273,902	2.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2016-17 school year.

intellectual disabilities (15.7%), followed by students with autism (10.2%), emotional disturbance (9.5%), other health impairments (7.3%), and learning disabilities (5.1%).

Across secondary grades in 2016-17, retention rates for students with emotional disturbance or learning disabilities were highest in Grade 9 (20.4% and 12.6%, respectively). Rates for students with intellectual disabilities, autism, or other health impairments were highest in Grade 12 (56.1%, 47.4%, and 16.5%, 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 2017 STAAR reading and mathematics tests for Grades 3-8. For students repeating a grade in the 2017-18 school year, 2017 STAAR results were compared to 2018 STAAR results. For comparison purposes, the 2017 STAAR results for promoted students also were calculated.

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, Grades 7-12, by Grade and Primary Disability, 2015-16 and 2016-17

Grade	Learning Disability			Other Health Impairment			Intellectual Disability		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2015-16									
Grade 7	149	18,628	0.8	67	6,086	1.1	21	4,053	0.5
Grade 8	87	18,164	0.5	67	5,455	1.2	66	3,932	1.7
Grade 9	3,016	19,315	15.6	914	5,531	16.5	321	4,003	8.0
Grade 10	1,604	16,075	10.0	445	4,387	10.1	165	3,232	5.1
Grade 11	909	13,059	7.0	238	3,395	7.0	115	3,017	3.8
Grade 12	460	14,383	3.2	666	4,151	16.0	3,074	5,553	55.4
Total 7-12	6,225	99,624	6.2	2,397	29,005	8.3	3,762	23,790	15.8
2016-17									
Grade 7	85	17,160	0.5	43	5,890	0.7	17	3,980	0.4
Grade 8	76	17,092	0.4	49	5,536	0.9	48	3,842	1.2
Grade 9	2,231	17,730	12.6	734	5,301	13.8	226	3,866	5.8
Grade 10	1,267	15,115	8.4	418	4,311	9.7	137	3,509	3.9
Grade 11	705	12,680	5.6	197	3,521	5.6	98	2,897	3.4
Grade 12	396	12,982	3.1	635	3,847	16.5	3,212	5,728	56.1
Total 7-12	4,760	92,759	5.1	2,076	28,406	7.3	3,738	23,822	15.7
Grade	Autism			Emotional Disturbance			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2015-16									
Grade 7	19	4,241	0.4	45	2,958	1.5	323	39,201	0.8
Grade 8	52	3,770	1.4	30	2,871	1.0	331	36,756	0.9
Grade 9	166	3,643	4.6	931	3,445	27.0	5,518	37,938	14.5
Grade 10	89	3,038	2.9	447	2,491	17.9	2,833	30,822	9.2
Grade 11	64	2,609	2.5	242	1,770	13.7	1,621	25,294	6.4
Grade 12	1,755	3,772	46.5	205	1,954	10.5	6,714	31,859	21.1
Total 7-12	2,145	21,073	10.2	1,900	15,489	12.3	17,340	201,870	8.6
2016-17									
Grade 7	14	4,351	0.3	28	2,520	1.1	260	40,207	0.6
Grade 8	39	4,072	1.0	23	2,504	0.9	318	38,444	0.8
Grade 9	101	3,709	2.7	546	2,675	20.4	5,240	38,923	13.5
Grade 10	75	3,366	2.2	286	2,035	14.1	2,887	32,266	8.9
Grade 11	57	2,828	2.0	159	1,548	10.3	1,556	26,230	5.9
Grade 12	2,022	4,270	47.4	199	1,741	11.4	7,123	31,541	22.6
Total 7-12	2,308	22,596	10.2	1,241	13,023	9.5	17,384	207,611	8.4

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2016-17 school year.

In 2017 and 2018, 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 exam. The passing standards (i.e., cut scores) needed to pass the 2017 and 2018 STAAR tests were the same. 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 2017, passing rates were higher for students who were promoted than for students who were retained (Table 6.10 and Figure 6.1 on page 124).

After a year in the same grade, the passing rates for retained students improved but did not reach the passing rates for students who had been promoted the year before. For example, 85.3 percent of promoted Grade 5 students passed the English-version STAAR reading test in spring 2017, whereas 19.0 percent of retained fifth graders passed the test. In 2018, after repeating the grade, 60.0 percent of retained students passed the test. Similarly, 87.8 percent of promoted eighth graders passed the English-version STAAR mathematics test in spring 2017, whereas 34.9 percent of retained students passed. The following year, 65.1 percent of the retained Grade 8 students passed the test. For 2015-16 results, see Appendices 6-A and 6-B on page 128.

The Student Success Initiative (SSI) stipulates that students in Grades 5 and 8 can advance to the next grade

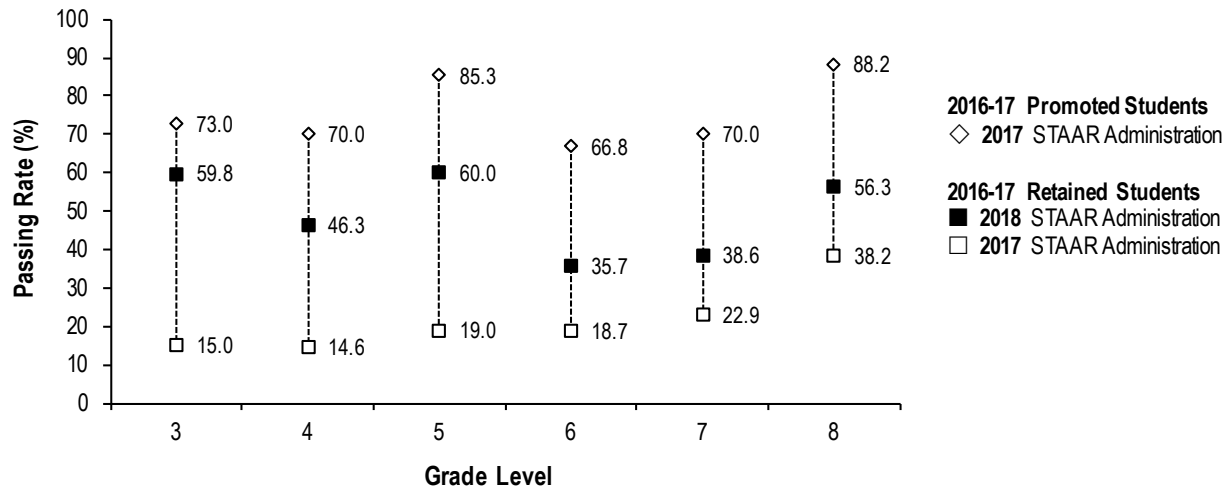
Table 6.10. STAAR Percentage Passing 2017 and 2018, Grades 3-8, by Grade and Promotion Status 2016-17

Status	English-Version STAAR				Spanish-Version STAAR			
	Reading		Mathematics		Reading		Mathematics	
	2017	2018	2017	2018	2017	2018	2017	2018
Grade 3								
Promoted	73.0	— ^a	77.3	—	64.0	—	69.4	—
Retained	15.0	59.8	21.6	67.0	13.9	65.0	16.3	66.0
Grade 4								
Promoted	70.0	—	75.0	—	59.7	—	59.4	—
Retained	14.6	46.3	19.7	62.6	14.9	47.4	2.0	52.0
Grade 5								
Promoted	85.3	—	90.4	—	87.3	—	74.2	—
Retained	19.0	60.0	32.4	79.8	28.6	62.2	7.2	65.2
Grade 6								
Promoted	66.8	—	75.3	—	n/a ^b	n/a	n/a	n/a
Retained	18.7	35.7	24.8	48.9	n/a	n/a	n/a	n/a
Grade 7								
Promoted	70.0	—	67.8	—	n/a	n/a	n/a	n/a
Retained	22.9	38.6	18.0	39.0	n/a	n/a	n/a	n/a
Grade 8								
Promoted	88.2	—	87.8	—	n/a	n/a	n/a	n/a
Retained	38.2	56.3	34.9	65.1	n/a	n/a	n/a	n/a

Note. Passing rates for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2017 did not repeat the same grade-level test in 2018. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Figure 6.1. Grade-Level Retention 2016-17 and Reading Passing Rates on the English-Version STAAR 2017 and 2018, Grades 3-8



level only by passing the state reading and mathematics assessments or by unanimous decision of a grade placement committee (TEC §28.0211).

In the 2016-17 school year, 307,001 fifth graders and 313,717 eighth graders met SSI criteria (Figure 6.2 on page 126 and Figure 6.3 on page 127). Of these, more than 99.9 percent of the fifth graders and 99.9 percent of the eighth graders were promoted to the next grade. Of the 73,721 fifth graders and 62,138 eighth graders who did not meet SSI criteria, 2,078 fifth graders (2.8%) were retained after the 2016-17 school year, and 1,542 eighth graders (2.5%) were retained. SSI results for 2015-16 are not presented in this chapter, as SSI requirements for Grades 5 and 8 were suspended for 2015-16.

Agency Contact Persons

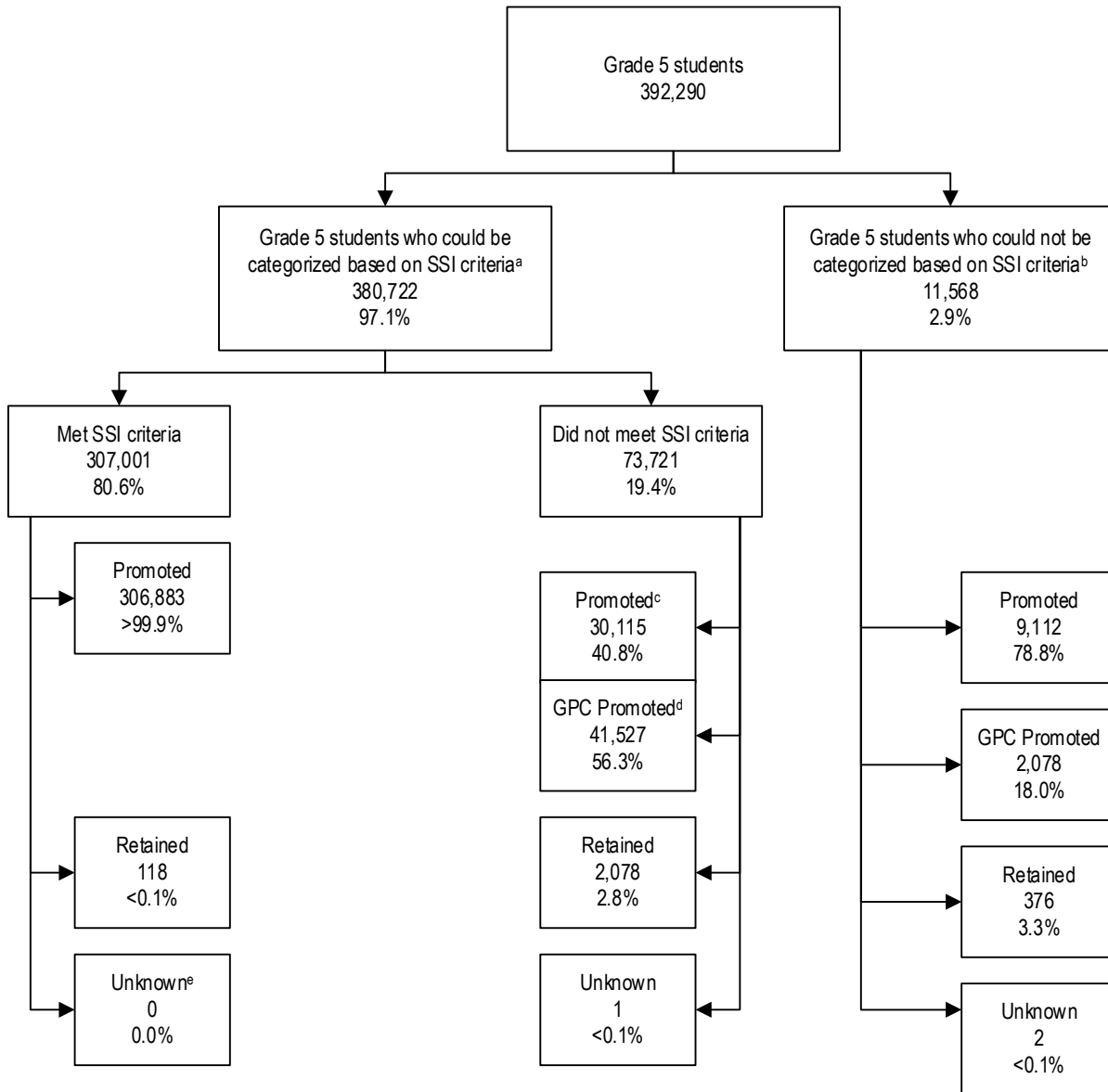
For information on student grade-level retention data, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; or Linda Roska, Research and Analysis, (512) 475-3523.

For information on retention reduction programs, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement (512) 463-8934; or Monica Martinez, Associate Commissioner of Standards and Support Services, (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 http://tea.texas.gov/acctres/retention_index.html.

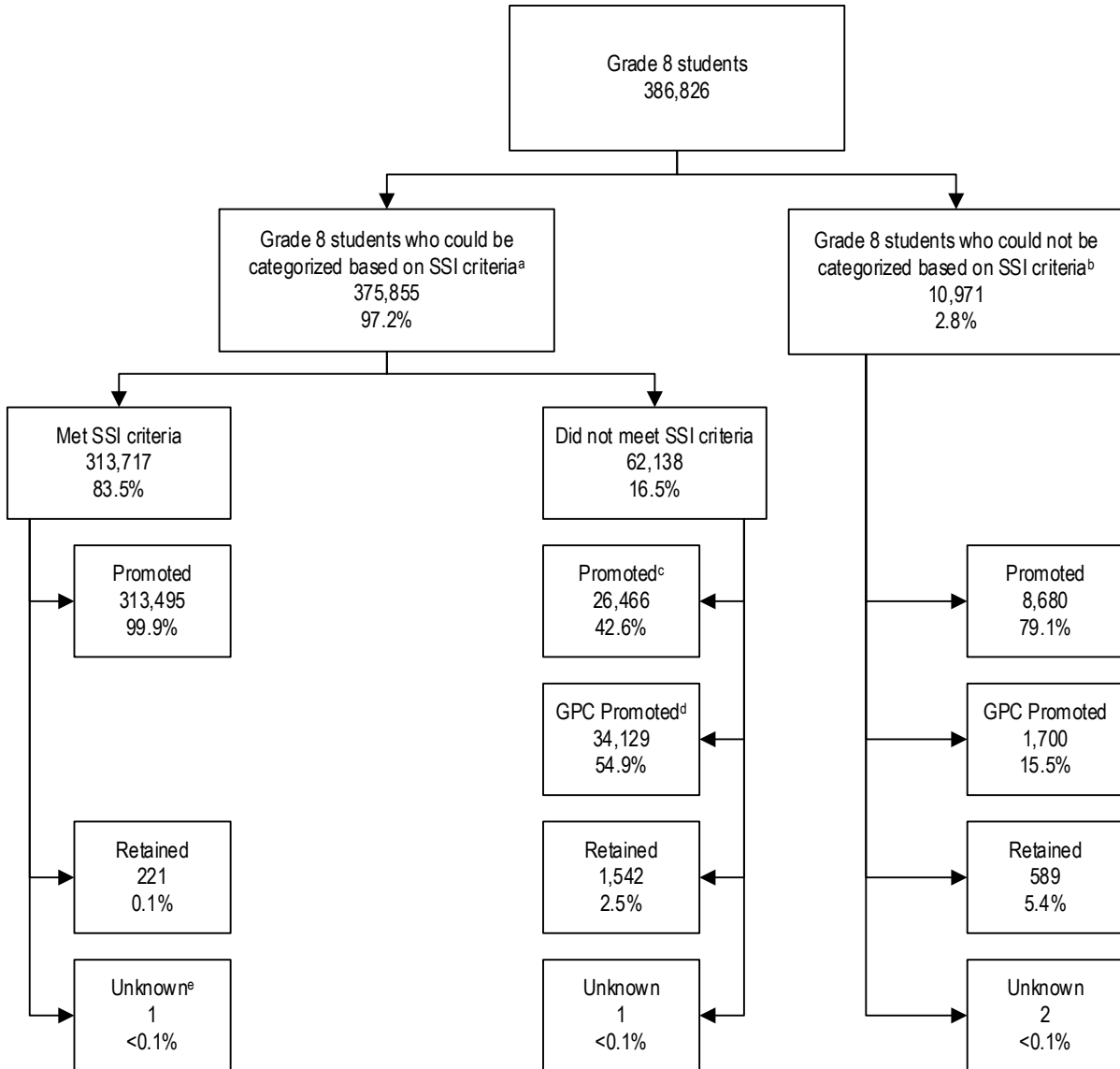
Figure 6.2. STAAR 2017 Performance and Promotion Status 2016-17, Test Results Combined, Grade 5



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

^aUnder Texas Education Code §28.0211 (2018), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, and (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

Figure 6.3. STAAR 2017 Performance and Promotion Status 2016-17, Test Results Combined, Grade 8



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

^aUnder Texas Education Code §28.0211 (2018), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, and (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

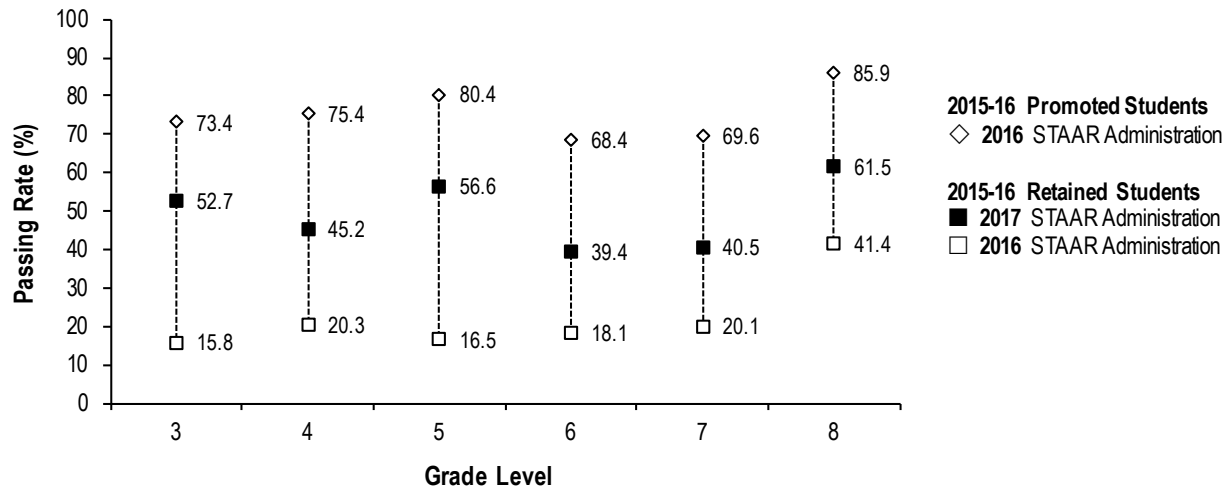
**Appendix 6-A. STAAR Percentage Passing 2016 and 2017,
Grades 3-8, by Grade and Promotion Status 2015-16**

Status	English-Version STAAR				Spanish-Version STAAR			
	Reading		Mathematics		Reading		Mathematics	
	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3								
Promoted	73.4	– ^a	75.3	–	65.2	–	64.8	–
Retained	15.8	52.7	17.0	63.3	15.3	52.1	11.1	64.1
Grade 4								
Promoted	75.4	–	72.8	–	57.7	–	58.1	–
Retained	20.3	45.2	16.7	57.6	12.2	46.3	9.9	48.9
Grade 5								
Promoted	80.4	–	85.4	–	75.2	–	62.6	–
Retained	16.5	56.6	23.4	68.7	21.2	75.8	2.6	47.4
Grade 6								
Promoted	68.4	–	71.5	–	n/a ^b	n/a	n/a	n/a
Retained	18.1	39.4	18.9	48.5	n/a	n/a	n/a	n/a
Grade 7								
Promoted	69.6	–	67.4	–	n/a	n/a	n/a	n/a
Retained	20.1	40.5	16.2	34.1	n/a	n/a	n/a	n/a
Grade 8								
Promoted	85.9	–	79.1	–	n/a	n/a	n/a	n/a
Retained	41.4	61.5	22.8	63.2	n/a	n/a	n/a	n/a

Note. Reading results are based on STAAR and STAAR A combined for 2016, and on STAAR only for 2017. Passing rates for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2016 did not repeat the same grade-level test in 2017. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

**Appendix 6-B. Grade-Level Retention 2015-16 and Reading Passing Rates
on the English-Version STAAR 2016 and 2017, Grades 3-8**



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 performance-based monitoring system.

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 a large number of 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 for 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.

- ◆ The Student Achievement domain evaluates performance across all subjects for all students, on both general and alternate STAAR assessments, College, Career, and Military Readiness indicators, and graduation rates.
- ◆ The School Progress domain 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.
- ◆ The Closing the Gaps domain 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).

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*. Campuses will receive *A-F* ratings beginning in August 2019. HB 22 requires the commissioner of education to report to the legislature by January 1, 2019, the overall and domain performance ratings each campus would have received for the 2017-18 school year if the *A-F* rating system for campuses had been in place.

Districts and campuses that earned a *Met Standard* rating were eligible to earn distinction designations in recognition of outstanding achievement on specific indicators. Alternative education campuses (AECs) and charter districts 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 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. In 2017, the state accountability system safeguard data were released in conjunction with the state accountability ratings. 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 2018, of the 377 AECs evaluated under AEA provisions, 217 (57.6%) earned an overall rating of *Met Alternative Standard*, and 41 (10.9%) were rated *Improvement Required*. Under the Hurricane Harvey provision, 6 (1.6%) AECs were labeled *Not Rated: Hurricane Harvey Provision*. The remaining 113 (30.0%) AECs were labeled *Not Rated*, and of those campuses, 8 were AECs of choice, 17 were dropout recovery schools, and 88 were residential treatment facilities.

Of the 377 AECs, 147 (39.0%) were charter school campuses. Of these, 85 (57.8%) earned an overall rating of *Met Alternative Standard*, and 17 (11.6%) were rated *Improvement Required*. Two AECs were labeled *Not Rated: Hurricane Harvey Provision*. The remaining 43 (29.3%) charter AECs were residential treatment facilities, and as such, were labeled *Not Rated*.

2017 and 2018 Accountability

In 2018, of the 1,200 public school districts and open-enrollment charter schools in Texas, 153 (12.8%) earned an overall rating of *A*, 356 (29.7%) earned a *B*, 247 (20.6%) earned a *C*, 57 (4.8%) earned a *D*, and 17 (1.4%) earned an *F* (Table 7.1). In total, 1,067 (88.9%) were rated *A*, *B*, *C*, *D*, *Met Standard*, or *Met Alternative Standard*, 29 (2.4%) were rated *F* or *Improvement Required*, 12 (1.0%) were labeled *Not Rated*, 0 were labeled *Not Rated: Data Integrity Issues*, and 92 (7.7%) were labeled *Not Rated: Hurricane Harvey Provision*. Statewide, 99.1 percent of students were enrolled in districts or open-enrollment charter schools that received ratings of *A*, *B*, *C*, *D*, *Met Standard*, or *Met Alternative Standard* in 2018, and 0.8 percent of students were enrolled in districts or open-enrollment charter schools that received ratings of *F* or *Improvement Required*.

In 2017, of the 1,203 public school districts and open-enrollment charter schools in Texas, 1,148 (95.4%) were rated *Met Standard* or *Met Alternative Standard*, 42 (3.5%) were rated *Improvement Required*, and 13 (1.1%) were labeled *Not Rated*.

In 2018, of the 8,759 public school campuses and open-enrollment charter campuses in Texas, 7,824 (89.3%) were rated *Met Standard* or *Met Alternative Standard*,

**Table 7.1. School District Accountability Ratings, by Rating Category,
Standard and Alternative Education Accountability Provisions, 2017 and 2018**

Rating	2017		2018	
	Number	Percent	Number	Percent
School Districts, Including Open-Enrollment Charter Schools				
A	n/a ^a	n/a	153	12.8
B	n/a	n/a	356	29.7
C	n/a	n/a	247	20.6
D	n/a	n/a	57	4.8
F	n/a	n/a	17	1.4
Met Standard/Alternative Standard	1,148	95.4	254	21.2
Met Standard	1,121	93.2	245	20.4
Met Alternative Standard	27	2.2	9	0.8
Improvement Required	42	3.5	12	1.0
Not Rated	13	1.1	12	1.0
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Harvey Provision	n/a	n/a	92	7.7
Total	1,203	100	1,200	100
School Districts, Excluding Open-Enrollment Charter Schools				
A	n/a	n/a	121	11.8
B	n/a	n/a	334	32.6
C	n/a	n/a	232	22.7
D	n/a	n/a	46	4.5
F	n/a	n/a	10	1.0
Met Standard/Alternative Standard	995	97.3	198	19.4
Met Standard	995	97.3	198	19.4
Met Alternative Standard	0	0.0	0	0.0
Improvement Required	26	2.5	5	0.5
Not Rated	2	0.2	2	0.2
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Harvey Provision	n/a	n/a	75	7.3
Total	1,023	100	1,023	100
Open-Enrollment Charter Schools				
A	n/a	n/a	32	18.1
B	n/a	n/a	22	12.4
C	n/a	n/a	15	8.5
D	n/a	n/a	11	6.2
F	n/a	n/a	7	4.0
Met Standard/Alternative Standard	153	85.0	56	31.6
Met Standard	126	70.0	47	26.6
Met Alternative Standard	27	15.0	9	5.1
Improvement Required	16	8.9	7	4.0
Not Rated	11	6.1	10	5.6
Not Rated: Harvey Provision	n/a	n/a	17	9.6
Total	180	100	177	100

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

^aNot applicable. Letter grades for districts applied beginning with the 2018 accountability ratings. Single-campus districts received either a *Met Standard* or *Improvement Required* rating for 2018 to align with the campus rating. In addition, the label *Not Rated: Harvey Provision* was applicable for 2018 only.

339 (3.9%) were rated *Improvement Required*, 510 (5.8%) were labeled *Not Rated*, 86 (1.0%) were rated labeled *Not Rated: Hurricane Harvey Provision*, and 0 were labeled *Not Rated: Data Integrity Issues* (Table 7.2 on page 132).

In 2017, of the 8,757 public school campuses and open-enrollment charter campuses in Texas, 7,842 (89.6%) were rated *Met Standard* or *Met Alternative Standard*, 358 (4.1%) were rated *Improvement Required*, and 557 (6.4%) were labeled *Not Rated*. Statewide, 95.2 percent

of students were enrolled in campuses rated *Met Standard* or *Met Alternative Standard*, and 4.4 percent of students were enrolled in campuses rated *Improvement Required*.

In 2018, of the 8,759 campuses in Texas, 7,607 (86.8%) were evaluated for at least one distinction designation. Of those campuses, 2,462 (32.4%) earned a distinction for postsecondary readiness, 2,120 (27.9%) for closing the gaps, 2,053 (27.0%) for academic growth, 2,157 (28.4%) for achievement in English language

**Table 7.2. Campus Accountability Ratings, by Rating Category,
Standard and Alternative Education Accountability Provisions, 2017 and 2018**

Rating	2017		2018	
	Number	Percent	Number	Percent
Campuses, Including Open-Enrollment Charter Campuses				
Met Standard/Alternative Standard	7,842	89.6	7,824	89.3
Met Standard	7,591	86.7	7,607	86.8
Met Alternative Standard	251	2.9	217	2.5
Improvement Required	358	4.1	339	3.9
Not Rated	553	6.3	506	5.8
Not Rated: Annexation	4	<0.1	4	<0.1
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Harvey Provision (2018 only)	n/a ^a	n/a	86	1.0
Total	8,757	100	8,759	100
Campuses, Excluding Open-Enrollment Charter Campuses				
Met Standard/Alternative Standard	7,303	90.4	7,266	90.2
Met Standard	7,148	88.4	7,134	88.6
Met Alternative Standard	155	1.9	132	1.6
Improvement Required	309	3.8	283	3.5
Not Rated	466	5.8	426	5.3
Not Rated: Annexation	4	<0.1	4	<0.1
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Not Rated: Harvey Provision (2018 only)	n/a	n/a	75	0.9
Total	8,082	100	8,054	100
Open-Enrollment Charter Campuses				
Met Standard/Alternative Standard	539	79.9	558	79.1
Met Standard	443	65.6	473	67.1
Met Alternative Standard	96	14.2	85	12.1
Improvement Required	49	7.3	56	7.9
Not Rated	87	12.9	80	11.3
Not Rated: Harvey Provision (2018 only)	n/a	n/a	11	1.6
Total	675	100	705	100

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

^aNot applicable. The label *Not Rated: Harvey Provision* was applicable for 2018 only.

arts/reading, 2,018 (26.5%) for achievement in science, 1,902 (25.0%) for achievement in mathematics, and 957 (12.6%) for achievement in social studies.

Altogether in 2018, 4,587 (52.4%) campuses earned one or more distinctions, while 448 (5.1%) campuses earned every distinction for which they were eligible. Of the 1,200 districts evaluated, 61 (5.1%) earned the distinction for postsecondary readiness.

In 2017, of the 8,757 campuses in Texas, 7,591 (86.7%) were evaluated for at least one distinction designation. Of those campuses, 2,251 (29.7%) earned a distinction for postsecondary readiness, 2,101 (27.7%) for closing performance gaps, 2,123 (28.0%) for student progress, 2,139 (28.2%) for achievement in English language arts/reading, 2,023 (26.6%) for achievement in science, 1,981 (26.1%) for achievement in mathematics, and 964 (12.7%) for achievement in social studies.

Altogether, in 2017, 4,555 (52.0%) campuses earned one or more distinctions, while 467 (5.3%) campuses earned every distinction for which they were eligible. Of the 1,203 districts evaluated, 58 (4.8%) 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 2018, a total of 177 open-enrollment charter schools were rated under the standard accountability system. Of these, 32 (18.1%) earned an overall rating of *A*, 22 (12.4%) earned a *B*, 15 (8.5%) earned a *C*, 11 (6.2%) earned a *D*, and 7 (4.0%) earned an *F*. In total, 127 (71.8%) were rated *A*, *B*, *C*, *D*, or *Met Standard*, 9 (5.1%) were rated *Met Alternative Standard*, 14 (7.9%) were rated *F* or *Improvement Required*, 10 (5.6%) were labeled *Not Rated*, and 17 (9.6%) were labeled *Not Rated: Hurricane Harvey Provision* (Table 7.1 on page 131).

In 2017, a total of 180 open-enrollment charter schools were rated under the standard accountability system. Of these, 126 (70.0%) were rated *Met Standard*, 27 (15.0%) were rated *Met Alternative Standard*, 16 (8.9%) were rated *Improvement Required*, and 11 (6.1%) were labeled *Not Rated*.

In 2018, of the 705 open-enrollment charter campuses, 473 (67.1%) were rated *Met Standard*, 85 (12.1%) were rated *Met Alternative Standard*, 56 (7.9%) were rated *Improvement Required*, 80 (11.3%) were labeled *Not Rated*, and 11 (1.6%) were labeled *Not Rated: Hurricane Harvey Provision* (Table 7.2).

In 2017, of the 675 open-enrollment charter campuses, 443 (65.6%) were rated *Met Standard*, 96 (14.2%) were rated *Met Alternative Standard*, 49 (7.3%) were rated *Improvement Required*, and 87 (12.9%) were labeled *Not Rated*.

State Supports for Struggling Schools, 2016-17 and 2017-18

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

¹Because a new accountability system was being developed, no state accountability ratings were assigned in 2012. Ratings assigned to districts and campuses in 2011 carried over to 2012. For purposes of interventions, the rating of Academically Unacceptable (AU) under the

The TAIS is one component of a system of coordinated support for districts and campuses that includes the Texas Center for District and School Support, the Texas Comprehensive Center at American Institutes for Research (AIR), and the network of regional education service centers (ESCs). The Texas Center for District and School Support is designed to improve district and campus turnaround capacity by coordinating, to the extent possible, interventions for state and federal accountability and by creating a network of turnaround teams at each of the ESCs. The center coordinates with TEA, Texas stakeholders, and national entities in the pursuit of this mission. In 2016-17 and 2017-18, these initiatives continued to expand in response to the identified needs of struggling schools and districts.

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

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

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

Interventions for Improvement Required Performance, 2016-17 and 2017-18

Overview

There were substantive changes to the accountability system for 2018. Through 2017, the accountability system incorporated four indexes, along with system safeguards. Districts and campuses were rated *Met Standard*, *Met Alternative Standard*, *Improvement Required (IR)*, or *Not Rated*.¹ In 2018, districts and campuses were evaluated using indicators in three domains,

accountability system in place through 2011 is equivalent to the rating of Improvement Required (IR) under the accountability system in place through 2017.

along with system safeguards. Districts were rated *A*, *B*, *C*, *D*, or *F*, and campuses were rated *Met Standard*, *Met Alternative Standard*, *IR*, or *Not Rated*. Campuses rated *IR* in 2016-17 or 2017-18 were required to engage in one or more intervention activities specified under TEC Chapter 39, Subchapter E. These included the assignment of a campus intervention team (CIT) by TEA and engagement in the TAIS. Other required campus interventions included the development of a turnaround plan under the oversight of the CIT and participation in a hearing conducted by the commissioner of education or the commissioner's designee, if determined necessary.

Campus Interventions, 2016-17

A campus undergoing interventions in the 2016-17 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2016 but not in 2015) was assigned a CIT and was required to engage in the TAIS process. The CIT worked with the campus to conduct a data analysis, a needs assessment, and improvement planning, and to develop, implement, and monitor a targeted improvement plan. The targeted improvement plan had to be approved by the board of trustees of the district or charter. In addition, the campus established a campus leadership team (CLT), the campus principal and district coordinator for school improvement (DCSI) were required to attend TAIS training hosted by the local ESC, and the targeted improvement plan, professional service provider (PSP) progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2016-17 school year for being rated *IR* for a second consecutive year (i.e., rated *IR* in 2015 and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the targeted improvement plan, if needed. The targeted improvement plan had to be approved by the board of trustees of the district or charter. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates. In addition, the CIT, assisted by the CLT, developed a turnaround plan to be implemented the following school year, as required by House Bill (HB) 1842. The turnaround plan had to be approved by the board of trustees and the commissioner.

A campus undergoing interventions in the 2016-17 school year for being rated *IR* for a third consecutive year (i.e., rated *IR* in 2014, 2015, and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data

analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2016-17 school year for being rated *IR* for a fourth consecutive year (i.e., rated *IR* in 2013, 2014, 2015, and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2016-17 school year for being rated *AU* or *IR* for a fifth consecutive year (i.e., rated *AU* or *IR* in 2011, 2013, 2014, 2015, and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2016-17 school year for being rated *AU* or *IR* for a sixth consecutive year (i.e., rated *AU* or *IR* in 2010, 2011, 2013, 2014, 2015, and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

One campus undergoing interventions in the 2016-17 school year for being rated *AU* or *IR* for a seventh consecutive year (i.e., rated *AU* or *IR* in 2009, 2010, 2011, 2013, 2014, 2015, and 2016) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with

the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

No campuses were undergoing interventions in the 2016-17 school year for being rated *AU* or *IR* for an eighth consecutive year (i.e., rated *AU* or *IR* in 2008, 2009, 2010, 2011, 2013, 2014, 2015, and 2016).

Campus Interventions, 2017-18

A campus undergoing interventions in the 2017-18 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2017 but not in 2016) was assigned a CIT and was required to engage in the TAIS process. The CIT worked with the campus to conduct a data analysis, a needs assessment, and improvement planning, and to develop, implement, and monitor a targeted improvement plan. The targeted improvement plan had to be approved by the board of trustees of the district or charter. In addition, the campus established a campus leadership team (CLT), the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the targeted improvement plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2017-18 school year for being rated *IR* for a second consecutive year (i.e., rated *IR* in 2016 and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the targeted improvement plan, if needed. The targeted improvement plan had to be approved by the board of trustees of the district or charter. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates. In addition, the CIT, assisted by the CLT, developed a turnaround plan to be implemented the following school year, as required by HB 1842. The turnaround plan had to be approved by the board of trustees and the commissioner.

A campus undergoing interventions in the 2017-18 school year for being rated *IR* for a third consecutive year (i.e., rated *IR* in 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS

training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2017-18 school year for being rated *IR* for a fourth consecutive year (i.e., rated *IR* in 2014, 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2017-18 school year for being rated *IR* for a fifth consecutive year (i.e., rated *IR* in 2013, 2014, 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2017-18 school year for being rated *AU* or *IR* for a sixth consecutive year (i.e., rated *AU* or *IR* in 2011, 2013, 2014, 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2017-18 school year for being rated *AU* or *IR* for a seventh consecutive year (i.e., rated *AU* or *IR* in 2010, 2011, 2013, 2014, 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports,

and quarterly campus progress reports were submitted to TEA on specified dates.

One campus undergoing interventions in the 2017-18 school year for being rated *AU* or *IR* for an eighth consecutive year (i.e., rated *AU* or *IR* in 2009, 2010, 2011, 2013, 2014, 2015, 2016, and 2017) retained the CIT and continued to engage in the TAIS process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend TAIS training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

No campuses were undergoing interventions in the 2017-18 school year for being rated *AU* or *IR* for a ninth consecutive year (i.e., rated *AU* or *IR* in 2008, 2009, 2010, 2011, 2013, 2014, 2015, 2016, and 2017).

District Interventions, 2016-17

Districts rated *IR* in 2016 or 2017 were required to engage in one or more intervention activities specified under TEC Chapter 39, Subchapter E. These included approval of a DCSI by TEA, engagement in the TAIS process, and establishment of a district leadership team (DLT). Additional requirements based on years of *IR* performance were implemented by multi-year *AU* or *IR* districts.

A single-campus district undergoing interventions in the 2016-17 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2016 but not in 2015) engaged in the required campus-level interventions. A multi-campus district in the same situation proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via the Intervention Stage Activity Manager (ISAM).

A district undergoing interventions in the 2016-17 school year for being rated *IR* for multiple years (i.e., rated *IR* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM. 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, 2017-18

A single-campus district undergoing interventions in the 2017-18 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2017 but not in 2016) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM.

A district undergoing interventions in the 2017-18 school year for being rated *IR* for multiple years (i.e., rated *IR* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM. 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.

Performance-Based Monitoring System

Overview

Statutory Justification

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

Performance-Based Monitoring Analysis System

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

- ◆ special education;
- ◆ bilingual education/English as a second language;
- ◆ career and technical education; and
- ◆ Every Student Succeeds Act (economically disadvantaged students and migrant students).

PBM Data Validation

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

Additional TEA Oversight

Other criteria that are considered 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 PBM System 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 investigation. As appropriate, interventions and/or sanctions are implemented to address findings from the review.

PBM Interventions

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

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. For the 2016-17 and 2017-18 school years, intervention activities centered on the TAIS. Districts were required to: engage in data analysis; conduct needs assessments; develop a

targeted improvement plan, which was submitted to TEA for review; implement and monitor the targeted improvement plan; submit quarterly progress reports; and, in some cases, participate in on-site reviews. (See "PBM Special Education Monitoring and Interventions" on 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 the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §§39.051 and 39.052 and Chapter 39, Subchapter E). The commissioner may:

- ◆ assign a lowered accreditation status to the district;
- ◆ appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to 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-B on page 160 present lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2016, and August 31, 2017, and between September 1, 2017, and August 31, 2018.

Appendix 7-C on page 167 presents a list of school districts that were assigned a lowered accreditation status in 2016-17 and 2017-18 and the reasons for the lowered status.

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.

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM System 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 PBM process. The scope and schedule of program review and intervention activities are determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

PBM Special Education Monitoring and Interventions

Overview

TEA special education monitoring activities are based on the data-driven PBM System, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or non-compliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis. TEA's intervention activities include district self-evaluation, on-site review, and the use of data to inform improvement planning.

Interventions are based, in part, on indicators of school district and charter school performance and program effectiveness that are part of the PBMAS (Table 7.3). Districts' overall performance on PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention.

Interventions for 2016-17

Districts and campuses that were rated *IR* in the accountability system and/or were assigned interventions in the PBM System engaged in the TAIS. The level of support a district or campus received was determined by: (a) the district or campus's current and longitudinal accountability ratings; (b) the district or campus's current and longitudinal history of PBM intervention; and (c) the highest level of intervention required by the accountability or PBM system.

For districts assigned interventions for special education programs only or for multiple programs, including

special education, the 2016-17 interventions were defined as follows.

Stage 1 Intervention: TAIS Activities. At this level of intervention, the district was required to conduct a data analysis of certain PBMAS indicators revealing higher levels of performance concern, conduct a needs assessment, develop a targeted improvement plan, and implement and monitor the plan. The purpose of the data analysis was to work with a district leadership team to gather, disaggregate, and review data to identify factors contributing to areas of low performance and program ineffectiveness. The needs assessment was designed to determine the root causes contributing to the low performance and program effectiveness concerns.

Findings from the needs assessment were addressed in the targeted improvement plan. The district was required to complete all reviews and develop the targeted improvement plan by a specified date and retain all materials at the district. Based on a random and/or stratified selection process, the district also may have been required to submit the materials to TEA for review and verification.

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

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

Stage 4 Intervention: TAIS Activities. A district identified at this level of intervention was required to complete the same activities as in Stage 3 Intervention. In addition, TEA conducted a targeted review of the district to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks reflected in the district's data. Subsequent to the review, the district was required to revise or develop a targeted improvement plan to address findings related to the review or any other required activities. The district may have received an on-site review designed to examine the origins of the district's continuing low performance and/or program effectiveness concerns. Findings of an on-site review resulted in either continued implementation of the district's current improvement plans, revision

**Table 7.3. Special Education Performance-Based Monitoring
Analysis System Indicators, 2016 and 2017**

Number	Indicator
2016	
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 (ages 3-5) served in special education and placed in a regular early childhood program.
6	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
7	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
8	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
9	District-level percentage of students served in special education who graduated with high school diplomas in four years.
10	District-level percentage of enrolled students who received special education services.
11	District-level percentage of African American (Not Hispanic/Latino) students served in special education, compared to percentage of all African American (Not Hispanic/Latino) students enrolled in the district.
12	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
13	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students enrolled in the district.
14	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs) at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
15	District-level percentage of students served in special education who were placed in in-school suspension (ISS) at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
16	District-level percentage of students served in special education who were placed in out-of-school suspension (OSS) at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion.
2017	
1(i-v)	District-level percentage of students served in special education who passed each designated 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 (ages 3-5) served in special education and placed in a regular early childhood program.
6	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
7	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
8	District-level percentage of students (ages 6-21) served in special education in separate settings.
9	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
10	District-level percentage of students served in special education who graduated with high school diplomas in four years.
11	District-level disaggregated percentage of enrolled students (ages 3-21) who received special education services.

of the district's improvement plan, additional district intervention activities, escalated TEA oversight, and/or sanctions under the provisions of 19 TAC §89.1076 or §97.1071 or TEC Chapter 39, Subchapter E.

A district that served students with disabilities who reside in residential facilities (RFs) was assigned an additional intervention stage. As part of TEA's ongoing

efforts to align its monitoring systems to the greatest extent possible, the agency began integrating these two separate staging components, and they were fully integrated beginning in 2015-16.

Interventions for 2017-18

For districts assigned interventions for special education programs only or for multiple programs, including special education, the 2017-18 interventions were the same as those indicated in the section "Interventions for 2016-17" on page 138, with a few differences. A district assigned a Stage 3 or Stage 4 Intervention for the special education program conducted a compliance review based on indicators identified in the PBMAS. Resources were made available to assist the district with what was required for review based on areas of identified performance concern. The district completed and submitted to TEA a Summary of Compliance Review Findings. The district retained the full compliance review and only submitted it if requested by TEA. If noncompliance was identified, the district addressed the findings in the corrective action plan tab of the targeted improvement plan workbook.

Beginning in 2015-16, a district that served students with disabilities who reside in RFs was no longer assigned a separate intervention stage. Instead, the district's integrated special education intervention stage included activities specific to students who reside in RFs. These activities were designed to improve district performance and comply with federal and state special education requirements for this unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

PBM Special Education Monitoring Statuses, 2016-17 and 2017-18

Monitoring Statuses for 2016-17 and 2017-18

In 2015-16, TEA integrated federally required determinations into the overall PBM System. The four federal indicators that contribute to a district's special education determination status (State Performance Plan Compliance Indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings) were evaluated along with the PBMAS indicators to determine a district's integrated stage of intervention/determination status for special education.

For the 2016-17 and 2017-18 school year, districts received one of the following special education

intervention stages/determination statuses, which were also reported on the Texas Academic Performance Report:

Not Staged or Stage 1: Meets Requirements;

Stage 2: Needs Assistance;

Stage 3: Needs Intervention; or

Stage 4: Needs Substantial Intervention.

Agency Contact Persons

For information on accountability ratings, contact Jeff Cottrill, Deputy Commissioner of Academics Standards and Engagement, (512) 463-8934; or Jamie Crowe, Performance Reporting, (512) 463-9704.

For information on accreditation, contact, A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Laura Gaines, Complaints, Investigations, and Enforcement, (512) 463-0742. For information on school improvement, contact Martin Winchester, Deputy Commissioner of Educator Support, (512) 463-8972; or Lizette Ridgeway, School Improvement, (512) 936-0475.

For information on the Performance-Based Monitoring Analysis System, contact Jeff Cottrill, Deputy Commissioner of Academics Standards and Engagement, (512) 463-8934; or Jamie Crowe or Suzanne Martinez Villalpando, Performance Reporting, (512) 463-9704.

For information on interventions and special education accountability requirements, contact Martin Winchester, Deputy Commissioner of Educator Support, (512) 463-8972; or Lizette Ridgeway, School Improvement, (512) 936-0475.

For information on agency enforcement, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Chris Cowan, Enforcement and Support, (512) 936-1646.

Other Sources of Information

The *2018 Accountability Manual* is available at <https://tea.texas.gov/2018accountabilitymanual.aspx>.

State accountability ratings are available at <https://txschools.gov/>. Additional performance reports are available at <http://tea.texas.gov/accountability/>.

Appendix 7-A

The tables that begin on page 142 provide information about the school districts and campuses rated *F* or *Improvement Required* in 2017 and 2018 under either alternative education accountability (AEA) or standard accountability provisions.

2017 Ratings

Of the 42 districts rated *Improvement Required*:

- ◆ none received the rating because of Index 1 (Student Achievement) only;
- ◆ none received the rating because of Index 2 (Student Progress) only;
- ◆ five (11.9%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ◆ seven (16.7%) received the rating because of Index 4 (Postsecondary Readiness) only.

Of the 358 campuses rated *Improvement Required*:

- ◆ six (1.7%) received the rating because of Index 1 (Student Achievement) only;
- ◆ none received the rating because of Index 2 (Student Progress) only;

- ◆ 13 (3.6%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ◆ seven (2.0%) received the rating because of Index 4 (Postsecondary Readiness) only.

2018 Ratings

Of the 29 districts rated *F* or *Improvement Required*:

- ◆ nine (31.0%) received the rating because they failed three out of the four domain indicators; and
- ◆ three (10.3%) received the rating because the only campus in the district received a rating of *Improvement Required*.

Of the 339 campuses rated *Improvement Required*:

- ◆ 238 (70.2%) received the rating because they failed three out of the four domain indicators.

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
A W BROWN-FELLOWSHIP LEADERSHIP AC	AW BROWN-F L A INT CAMPUS	1		•	•		
ALDINE ISD ^b	BLACK EL	1		•	•		
	GOODMAN EL	2		•	•		
	STOVALL ACADEMY	1		•		•	
ALICE ISD	DUBOSE INT	1		•	•		
ALIEF ISD	SNEED EL	2		•	•		
ANTON ISD		1		•		•	
	ANTON SCHOOL	1		•		•	
ARANSAS COUNTY ISD	LITTLE BAY PRI	1		P ^c	P	P	P
	LIVE OAK 1-3 LEARNING CENTER	1		•	•		
ARLINGTON ISD	PEACH EL	1		•		•	
	WIMBISH EL	4		•		•	
ARROW ACADEMY	ARROW ACADEMY - SAVE OUR STREETS C	2		•		•	
AUSTIN ISD	BURNET M S	2		•	•	•	
	GOVALLE EL	1		•		•	
	MARTIN MIDDLE	1		•	•		
	MENDEZ M S	4		•	•	•	•
BARTLETT ISD		1		•		•	•
	BARTLETT SCHOOLS	1		•		•	•
BEAUMONT ISD	BLANCHETTE EL	1		•		•	•
	CALDWOOD EL	3		•		•	
	CHARLTON-POLLARD EL	3		•		•	
	DR MAE E JONES-CLARK EL	4		•		•	
	FEHL-PRICE EL	5		•		•	
	M L KING MIDDLE	3		•		•	
	MARTIN EL	1		•	•	•	
	PIETZSCH/MAC ARTHUR EL	1		•		•	
	SMITH MIDDLE	4		•		•	•
	SOUTH PARK MIDDLE	1		•	•	•	•
BIG SPRING ISD	GOLIAD EL	6		•		•	
	MARCY EL	1		•	•	•	
	WASHINGTON EL	6		•		•	
BLOOMINGTON ISD	BLOOMINGTON EL	2		•		•	
BOVINA ISD	BOVINA EL	1		•		•	
BRAZOS SCHOOL FOR INQUIRY & CREATI		1		•		•	
	BRAZOS SCHOOL FOR INQUIRY AND CREA	1		•	•	•	•
BRAZOSPORT ISD	LIGHTHOUSE LEARNING CENTER - AEC	1	•	•	•		
BRENHAM ISD	PRIDE ACADEMY	1	•	•		•	
BROWNSVILLE ISD	BROWNSVILLE LEARNING ACAD	1	•	•		•	
BUCKHOLTS ISD		5		•		•	
	BUCKHOLTS SCHOOL	5		•		•	
BURKEVILLE ISD	BURKEVILLE MIDDLE	1		•		•	
CALVERT ISD		1		•		•	•
	CALVERT SCHOOL	1		•		•	•
CAMPBELL ISD	CAMPBELL EL	1		•	•	•	
CARPE DIEM SCHOOLS		2		•		•	•
	CARPE DIEM SCHOOLS	2		•		•	•

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
CARROLLTON-FARMERS BRANCH ISD ^b	LANDRY EL	1		•		•	
	MCWHORTER EL	1		•		•	
CELESTE ISD	CELESTE EL	1					•
CLARKSVILLE ISD	CLARKSVILLE MIDDLE AND H S	1					•
COLLEGE STATION ISD	COLLEGE VIEW H S	1			•	•	
CONNALLY ISD	CONNALLY J H	1		•	•	•	
CONROE ISD	HOUSTON EL	2		•	•	•	
CORRIGAN-CAMDEN ISD	CORRIGAN-CAMDEN EL	2		•	•		
CROCKETT ISD	CROCKETT EL	1		•	•	•	
	EARLY CHILDHOOD CTR	1		P ^c	P	P	P
	PINEYWOODS AEC OF CHOICE	1	•	•			
CROWLEY ISD	DEER CREEK EL	1		•	•		
	J A HARGRAVE EL	2		•		•	
	PARKWAY EL	1		•		•	
CRYSTAL CITY ISD	DR TOMAS RIVERA EL	6		P	P	P	P
	ZAVALA EL	2		•		•	
CUMBY ISD	CUMBY EL	1		•		•	
DALLAS ISD	C F CARR EL	5		•		•	
	EDWARD TITCHE EL	5		•		•	
	GEORGE W CARVER CREATIVE ARTS LEAR	5		•		•	
	GEORGE W TRUETT EL	3		•		•	
	J N ERVIN EL	2		•		•	
	J W RAY LEARNING CENTER	4		•		•	
	JAMES MADISON H S	2		•		•	
	JOSEPH J RHOADS LEARNING CENTER	1		•		•	
	LINCOLN HUMANITIES/COMMUNICATIONS	1		•		•	
	MARTIN LUTHER KING JR LEARNING CEN	1		•		•	•
	ONESIMO HERNANDEZ EL	2		•		•	
	PAUL L DUNBAR LEARNING CENTER	3		•		•	
	THOMAS A EDISON MIDDLE LEARNING CE	5		•		•	
	THOMAS J RUSK MIDDLE	2		•	•		•
DAMON ISD	DAMON H S	1			•	•	
DELL CITY ISD		2		•		•	
	DELL CITY SCHOOL	2		•		•	
DESOTO ISD	WINGS (WHERE I NOW GAIN SUCCESS)	1	•				•
DEWEYVILLE ISD	DEWEYVILLE H S	1				•	
DIME BOX ISD		2		•		•	
	DIME BOX SCHOOL	2		•		•	
DIMMITT ISD	RICHARDSON EL	1		•	•		
DRAW ACADEMY		1		•		•	
	DRAW ACADEMY UPPER EL	1		•		•	
EAST CENTRAL ISD	HARMONY EL	1		•	•		
	LEGACY MIDDLE	1		•	•	•	
	PECAN VALLEY EL	2		•			
	SALADO INT	1		•		•	
EAST FORT WORTH MONTESSORI ACADEMY		1		•	•		
	EAST FORT WORTH MONTESSORI ACADEMY	1		•	•		
EAST TEXAS CHARTER SCHOOLS		1					•
	DAN CHADWICK CAMPUS	1					•

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
ECTOR COUNTY ISD ^b	BONHAM MIDDLE	2		•		•	
	ECTOR MIDDLE	5		•		•	
	EDWARD K DOWNING EL	1		•		•	
	EL MAGNET AT BLACKSHEAR	3		•		•	
	EL MAGNET AT ZAVALA	5		•		•	
	GOLIAD EL	3		•		•	•
	NOEL EL	5		•		•	
	PEASE EL	3		•		•	
EL PASO ISD	BASSETT MIDDLE	1		•	•		
	CANYON HILLS MIDDLE	1		•	•		
	GUILLEN MIDDLE	1		•		•	
ELGIN ISD	WHITAKER EL	1		•		•	
	BOOKER T WASHINGTON EL	1		•		•	
	ELGIN EL	1		•		•	
ERATH EXCELS ACADEMY INC	PHOENIX H S	1	•	•			
	HUSTON ACADEMY	1		•		•	•
ETOILE ISD	ETOILE EL	1		•	•	•	
	EVANT EL	2		•		•	
EVANT ISD	EXCELLENCE IN LEADERSHIP ACADEMY	1		•	•		
EXCELLENCE IN LEADERSHIP ACADEMY	FANNINDEL H S	2		•		•	
	FOCUS LEARNING ACADEMY	4		•		•	•
FORT BEND ISD	FOCUS LEARNING ACADEMY	4		•		•	•
	RIDGEMONT EL	3		•		•	
FORT WORTH ISD	CARROLL PEAK EL	1		•	•		
	CLIFFORD DAVIS EL	1		•	•	•	
	COMO EL	3		•		•	
	GEORGE CLARKE EL	1		•		•	
	GLENCREST 6TH GRADE SCH	2		•	•	•	•
	HARLEAN BEAL EL	1		•		•	
	I M TERRELL EL	4		•		•	•
	JOHN T WHITE EL	5		•		•	
	MAUDE I LOGAN EL	6		•		•	
	MAUDRIE WALTON EL	3		•		•	
	MITCHELL BOULEVARD EL	3		•		•	
	POLYTECHNIC H S	1		•	•		
	SUNRISE - MCMILLAN EL	1		•		•	
	WEST HANDLEY EL	3		•	•	•	
FRISCO ISD	BRIGHT EL	1		•		•	
GALVESTON ISD	COASTAL VILLAGE EL	2		•	•	•	
	WEIS MIDDLE	6		•	•	•	•
GARLAND ISD	HANDLEY EL	1		•		•	
GEORGETOWN ISD	ANNIE PURL EL	1		P ^c	P	P	P
	JAMES E MITCHELL EL	1		•	•	•	
	PAT COOPER EL	1				•	
	WILLIAMS EL	1				•	
GLOBAL LEARNING VILLAGE	GLOBAL LEARNING VILLAGE	2		•		•	•
	GLOBAL LEARNING VILLAGE	2		•		•	•

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

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Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
GOODRICH ISD ^b	GOODRICH EL	1		•		•	
	GOODRICH MIDDLE	1		•	•	•	
GRAND PRAIRIE ISD	WILLIAM B TRAVIS WORLD LANGUAGE AC	1		•	•		
GRAPE CREEK ISD	GRAPE CREEK INT	1		•	•		
	GRAPE CREEK PRI	1		P ^c	P	P	P
GROESBECK ISD		1				•	
	ENGE-WASHINGTON INT	2				•	
HARLANDALE ISD	H O WHITEHURST EL	2		P	P	P	P
	STONEWALL/FLANDERS EL	2		•		•	
	V M ADAMS EL	1		•		•	
HART ISD		2					•
	HART ISD	4					•
HAYS CISD ^d	HEMPHILL EL	2		•		•	•
	SCIENCE HALL EL	1		•		•	
HEARNE ISD		3		•		•	
	HEARNE EL	5		•		•	
	HEARNE J H	4		•		•	•
HEMPSTEAD ISD		1		•		•	
	HEMPSTEAD EL	1		•		•	
	HEMPSTEAD MIDDLE	3		•	•	•	
HEREFORD ISD	HEREFORD PREPARATORY ACADEMY	1		•	•		
HITCHCOCK ISD	CROSBY MIDDLE	3		•		•	
HOUSTON ISD	ATTUCKS MIDDLE	1		•	•	•	
	BLACKSHEAR EL	6		•		•	
	BONHAM EL	2		•		•	
	CULLEN MIDDLE	3		•		•	•
	DOGAN EL	5		•		•	
	FONDREN EL	1		•		•	
	GREGORY-LINCOLN ED CTR	2		•	•	•	
	HENRY MIDDLE	4		•		•	
	HIGHLAND HTS EL	5		•		•	
	HILLIARD EL	3		•		•	
	KASHMERE H S	8		•			•
	LAWSON MIDDLE	3		•		•	
	LOOSCAN EL	1		•		•	
	MADING EL	4		•		•	
	MADISON H S	2		•	•		
	MONTGOMERY EL	1		•		•	
	NORTH FOREST H S	3		•	•	•	•
	PUGH EL	1		•	•	•	
	SHARPSTOWN H S	1		•	•		
	STEVENS EL	1		•	•		
TEXAS CONNECTIONS ACADEMY AT HOUST	3					•	
VICTORY PREPARATORY K-8 ACADEMY	1		•		•		
WASHINGTON B T H S	2		•	•		•	
WESLEY EL	4		•		•		
WHEATLEY H S	6		•			•	
WOODSON SCHOOL	5		•	•	•	•	
WORTHING H S	6		•	•	•	•	

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
HUNTSVILLE ISD ^b	HUNTSVILLE EL	1		•	•	•	•
	MANCE PARK MIDDLE	1		•		•	
	SAMUEL HOUSTON EL	2		•	•	•	•
	SCOTT JOHNSON EL	2		•	•	•	
	STEWART EL	1		•	•	•	
JASPER ISD	PARNELL EL	1		•		•	
JUBILEE ACADEMIC CENTER	ATHLOS LEADERSHIP ACADEMY	2		•		•	•
JUDSON ISD	WOODLAKE EL	1		•		•	
KAUFFMAN LEADERSHIP ACADEMY	KAUFFMAN LEADERSHIP ACADEMY	1		•			•
	KENEDY H S	1		•	•	•	
KENNARD ISD	KENNARD EL	1		•	•	•	
KERMIT ISD	KERMIT H S	1		•	•		
KIPP DALLAS-FORT WORTH	KIPP DESTINY EL	2		•	•		
	KIPP DESTINY MIDDLE	1		•	•		
KNOX CITY-O'BRIEN CISD ^d	KNOX CITY EL	1		•	•	•	•
LA VILLA ISD	JOSE BERNABE MUNOZ EL	1		•		•	
	LA VILLA MIDDLE	2		•	•	•	•
	MARINE CREEK EL	1		•	•		
LAKE WORTH ISD	NORTH EL	1		•	•	•	
LAMESA ISD	SOUTH EL	1		P ^c	P	P	P
	LEGACY PREPARATORY CHARTER ACADEMY	1		•	•	•	•
LEWISVILLE ISD	HEDRICK EL	1		•		•	
LIVINGSTON ISD	LIVINGSTON INT	1		•	•	•	
LOCKHART ISD	ALMA BREWER STRAWN EL	1		•		•	
	BLUEBONNET EL	1		•		•	
LORENZO ISD	LORENZO EL	2				•	
LUBBOCK ISD	ALDERSON EL	4		•		•	•
	CAVAZOS MIDDLE	1		•	•	•	•
	DUNBAR COLLEGE PREPARATORY ACADEMY	5		•		•	
	DUPRE EL	1		•		•	•
	ERVIN EL	1		•		•	
	ESTACADO H S	2		•	•	•	
LUBBOCK-COOPER ISD	JACKSON EL	2		•		•	•
	LUBBOCK-COOPER NEW HOPE ACADEMY	1		•			
LUEDERS-AVOCA ISD	LUEDERS-AVOCA EL/J H	2		•		•	
LULING ISD	LULING EL	4		•		•	
	LULING PRI	3		P	P	P	P
MANOR ISD	MANOR MIDDLE	1		•	•	•	
MARLIN ISD	MARLIN JUNIOR ACADEMY	6		•		•	
	MARLIN PRI ACADEMY	2		•		•	
	SUCCESS ACADEMY	2		•	•	•	
	R E LEE EL	1	•	•	•		
MARSHALL ISD	WM B TRAVIS EL	2		•	•	•	
MAY ISD	MCCAMEY H S	4		•	•	•	
	MCCAMEY PRI	1					•
MCCAMEY ISD	MCCAMEY H S	1				•	
	MCCAMEY PRI	2		•	•	•	•

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
MCKINNEY ISD ^b	CALDWELL EL	1				•	
MEMPHIS ISD	MEMPHIS MIDDLE	1		•	•		
MENARD ISD	MENARD J H	1		•	•		
MEXIA ISD	A B MCBAY EL	1		P ^c	P	P	P
	R Q SIMS INT	1		•		•	
MIDLAND ISD	CROCKETT EL	7		•	•	•	
	HOUSTON EL	2		•		•	
	LAMAR EL	3		•	•	•	
	SOUTH EL	5		•	•	•	
	TRAVIS EL	3		•		•	
MONTE ALTO ISD	MONTE ALTO H S	1		•	•		
MONTESSORI FOR ALL		2				•	
	MAGNOLIA MONTESSORI FOR ALL	2				•	
NACOGDOCHES ISD	EMELINE CARPENTER EARLY CHILDHOOD	2		P	P	P	P
	EMELINE CARPENTER EL	6		•		•	
	FREDONIA EL	5		•		•	
NATALIA ISD		2					•
NEW FRONTIERS CHARTER SCHOOL	NEW FRONTIERS CHARTER SCHOOL	5		•		•	
NORDHEIM ISD		1		•		•	
	NORDHEIM SCHOOL	1		•		•	
NORMANGEE ISD	NORMANGEE MIDDLE	1			•	•	
NORTH TEXAS COLLEGIATE ACADEMY	NORTH TEXAS COLLEGIATE ACADEMY-EAS	1		•		•	
NORTH ZULCH ISD		1				•	
	NORTH ZULCH ELEMENTARY/SECONDARY	1				•	
OLFEN ISD	OLFEN EL	1		•	•		
PASADENA ISD	NELDA SULLIVAN MIDDLE	1		•	•		
	WILLIAMS ELEMENTARY	1		•	•		
PETTUS ISD	PETTUS EL	1		•		•	
PHARR-SAN JUAN-ALAMO ISD	COLLEGE CAREER & TECHNOLOGY ACAD	2	•	•	•		
PLAINS ISD	PLAINS EL	1		•	•	•	
PLANO ISD	MEADOWS EL	1		•	•	•	
PLEASANTON ISD	PLEASANTON EL	1		•	•	•	
	PLEASANTON PRI	1		P	P	P	P
PRAIRIE LEA ISD		1		•		•	
	PRAIRIE LEA SCHOOL	1		•		•	
PREMONT ISD	PREMONT CENTRAL EL	1		•	•	•	•
PRIORITY CHARTER SCHOOLS		1					•
PROMISE COMMUNITY SCHOOL	BAKER-RIPLEY CHARTER SCHOOL	1		•	•		
RALLS ISD	RALLS MIDDLE	2		•		•	
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	4		•		•	
RICHARD MILBURN ALTER HIGH SCHOOL	RICHARD MILBURN ACADEMY AMARILLO	1	•				•
	RICHARD MILBURN ACADEMY CORPUS CHR	1	•				•
	RICHARD MILBURN ACADEMY FORT WORTH	2	•	•			•
	RICHARD MILBURN ACADEMY HOUSTON (S	1	•	•	•		•
	RICHARD MILBURN ACADEMY LUBBOCK	1	•	•			•
	RICHARD MILBURN ACADEMY MIDLAND	1	•	•			•
	RICHARD MILBURN ACADEMY MIDLAND SO	1	•	•		•	

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
RICHARDSON ISD ^b	CAROLYN G BUKHAIR EL	1		•	•		
ROSEBUD-LOTT ISD	ROSEBUD PRI	2		•		•	
ROYAL ISD	ROYAL EARLY CHILDHOOD CENTER	3		P ^c	P	P	P
	ROYAL EL	3		•		•	
RUNGE ISD	RUNGE EL	5		•		•	
SABINAL ISD	SABINAL EL	1		•		•	
SAN ANGELO ISD	LAMAR EL	1			•	•	
	LINCOLN MIDDLE	1		•	•		
SAN ANTONIO ISD	DORIE MILLER EL	4		•		•	
	FOSTER EL	2		•	•	•	•
	HIGHLANDS H S	2		•		•	
	HILLCREST EL	1		•	•		
	IRVING MIDDLE	5		•		•	•
	LONGFELLOW MIDDLE	1		•		•	
	OGDEN EL	4		•		•	•
	P F STEWART EL	5		•		•	•
	PAGE MIDDLE	2		•		•	•
	PERSHING EL	1		•	•		•
	POE MIDDLE	2		•		•	
	RODRIGUEZ EL	4		•		•	
	ROGERS MIDDLE	2		•		•	•
	SARAH S KING EL	1		•	•	•	
	SMITH EL	1		•	•		
	STORM EL	3		•		•	
	TAFOLLA MIDDLE	4		•	•	•	•
	WHEATLEY MIDDLE	3		•		•	
SAN BENITO CISD ^d	MILLER JORDAN MIDDLE	1		•	•		
SANTA MARIA ISD	SANTA MARIA MIDDLE	1		•	•		
SCHOOL OF EXCELLENCE IN EDUCATION	DR HARMON W KELLEY EL	2		•	•	•	•
SHEPHERD ISD	SHEPHERD INT	3		•		•	
	SHEPHERD PRI	3		P	P	P	P
SHERMAN ISD	WAKEFIELD EL	1		•	•		
SIERRA BLANCA ISD		4		•		•	
	SIERRA BLANCA SCHOOL	4		•		•	
SIMMS ISD	JAMES BOWIE MIDDLE	1				•	
SNYDER ISD	SNYDER J H	3		•	•		
SOMERSET ISD	SOMERSET ACADEMIC ACHIEVEMENT CENT	2	•				•
SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREP NORTHWEST EL	4		•		•	•
SPRING BRANCH ISD	SPRING BRANCH EL	1		•	•	•	
	SPRING WOODS MIDDLE	1		•	•	•	
	TREASURE FOREST EL	3		•		•	
	WESTWOOD EL	1		•	•		
	WOODVIEW EL	3		•		•	
SPRING ISD	ANDY DEKANEY H S	1		•	•	•	
	CLARK INT	1		•		•	
	CLARK PRI	1		P	P	P	P
SPURGER ISD		1		•		•	
	SPURGER EL	1		•	•	•	•
STEP CHARTER SCHOOL	STEP CHARTER II	1		•		•	•

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Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
SWEETWATER ISD ^b	WALLACE ACCELERATED H S	1	•	•			
TAFT ISD	TAFT J H	2		•		•	
TEKOA ACADEMY OF ACCELERATED STUDI		1					•
	TEKOA ACADEMY OF ACCELERATED STUDI	1					•
	TEKOA ACADEMY OF ACCELERATED STUDI	1					•
TEMPLE ISD	RAYE-ALLEN EL	3		•		•	
TEXAS COLLEGE PREPARATORY ACADEMIE	FOUNDERS CLASSICAL ACADEMY OF DALL	2		•		•	
	FOUNDERS CLASSICAL ACADEMY OF MESQ	2		•		•	•
	RESPONSIVE EDUCATION VIRTUAL LEARN	2		•		•	
TEXAS LEADERSHIP	TEXAS LEADERSHIP OF ARLINGTON	2		•		•	
	TEXAS LEADERSHIP OF MIDLAND	4		•		•	
TEXAS PREPARATORY SCHOOL	TEXAS PREPARATORY SCHOOL - AUSTIN	1		•			•
THE EXCEL CENTER		1	•				•
	THE EXCEL CENTER	1	•				•
THE LAWSON ACADEMY		2		•	•		•
	THE LAWSON ACADEMY	2		•	•		•
THE RHODES SCHOOL	THE RHODES SCHOOL - NORTHSHORE	1		•	•	•	
	THE RHODES SCHOOL - NW	1		•	•		
	THE RHODES SCHOOL - SOUTHEAST	1		•	•	•	
THREE WAY ISD		1			•	•	
	THREE WAY EL	1			•	•	
TRENT ISD		1				•	
	TRENT INDEPENDENT SCHOOL DISTRICT	1				•	
TRINITY ENVIRONMENTAL ACADEMY		2		•	•		•
	TRINITY ENVIRONMENTAL ACADEMY	2		•	•		•
TRINITY ISD		3		•		•	
	LANSBERRY EL	2		•	•	•	•
TYLER ISD	DOGAN MIDDLE	4		•		•	•
	T J AUSTIN EL	1		•	•	•	
UME PREPARATORY ACADEMY	UME PREPARATORY ACADEMY - DUNCANVI	1		•		•	
UPLIFT EDUCATION	UPLIFT GRADUS PREPARATORY	1		•	•		
UVALDE CISD ^d	FLORES MIDDLE	2		•	•	•	
VICTORIA ISD	CRAIN EL	5		•		•	•
	PATTI WELDER MIDDLE	5		•		•	
WACO ISD	ALTA VISTA EL	5		•		•	
	BROOK AVENUE EL	6		•		•	•
	CRESTVIEW EL	3		•		•	
	G W CARVER MIDDLE	5		•		•	
	INDIAN SPRING MIDDLE	5		•		•	
	J H HINES EL	6		•		•	•
WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAMILY FAITH ACADEMY	5		•		•	
WEST ORANGE-COVE CISD	WEST ORANGE-STARK EL	1		•		•	
	WEST ORANGE-STARK H S	1		•	•		
	WEST ORANGE-STARK MIDDLE	1		•	•	•	
WEST OSO ISD	WEST OSO H S	1		•	•		

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2017 (continued)

District	Campus	Consecutive Years IR	Alt. Ed Accountability	Index ^a Not Met			
				1	2	3	4
WICHITA FALLS ISD ^b	BOOKER T WASHINGTON EL	3		•		•	•
	FRANKLIN EL	1				•	
	HIRSCHI H S	1		•	•		
	KIRBY MIDDLE	2		•		•	
WILSON ISD		1		•		•	•
	WILSON SCHOOL	1		•		•	•
WINFIELD ISD		4		•		•	
	WINFIELD EL	4		•		•	
WINONA ISD	WINONA EL	1		•			
WOODVILLE ISD	WOODVILLE EL	2		P ^c	P	P	P
	WOODVILLE INT	2		•		•	
YES PREP PUBLIC SCHOOLS INC	YES PREP - SOUTHSIDE	2		•	•	•	
ZAVALLA ISD		1				•	
	ZAVALLA H S	1				•	
ZOE LEARNING ACADEMY	ZOE LEARNING ACADEMY	1		•	•	•	•

^aThe 2017 Texas public school accountability system included the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bIndependent school district. ^cA "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^dConsolidated independent school district.

Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018

District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
A+ ACADEMY	A+ ACADEMY EL	1		I	I	I
A+ UNLIMITED POTENTIAL	A+ UNLIMITED POTENTIAL	1		F	F	F
	A+UP UNIVERSITY	1		I	I	I
ABILENE ISD ^b	REAGAN EL	1		I	M	I
ALDINE ISD	BETHUNE ACADEMY	1		I	M	I
	FRANCIS EL	1		I	I	M
	MACARTHUR H S	1		M	M	I
	WORSHAM EL	1		I	M	I
ALICE ISD	GARCIA EL	1		I	I	I
	HILLCREST EL	1		M	I	I
	SALAZAR EL	1		M	M	I
	SCHALLERT EL	1		I	I	I
ALPINE ISD	ALPINE EL	1		M	I	I
ALVARADO ISD	ALVARADO INT	1		M	I	I
ARLINGTON ISD	ANDERSON EL	1		I	I	I
	PATRICK EL	1		I	I	I
	SHORT EL	1		I	I	I
	SPEER EL	1		I	M	I
AUSTIN ISD	GRADUATION PREP ACADEMY	1	•	M		I
	TRAVIS					
	MENDEZ M S	5		I	I	I
	SADLER MEANS YWLA	1		I	I	M
	WIDEN EL	1		I	M	I
BASTROP ISD	BASTROP INT	1		M	M	I
	EMILE EL	1		M	I	I
BEEVILLE ISD	FADDEN-MCKEOWN-CHAMBLISS EL	1		I	I	I
BEXAR COUNTY ACADEMY		1		I	M	I
	BEXAR COUNTY ACADEMY	1		I	M	I
BIG SPRING ISD	ANDERSON ACCELERATED H S	1	•	I		
	BIG SPRING INT	1		I	I	M
BOYD ISD	BOYD INT	1		M	I	I
	BOYD MIDDLE	1		M	I	I
BROOKS ACADEMY OF SCIENCE AND ENGI	BROOKS ACADEMY LONESTAR	1		I	M	I
BROWNFIELD ISD	BRIGHT BEGINNINGS ACADEMIC CENTER	1		P	P	P
	COLONIAL HEIGHTS EL	1		P	P	P
	OAK GROVE EL	1		I	M	I
BROWNSVILLE ISD	LINCOLN PARK SCH	1	•	M	M	I
BROWNWOOD ISD	EAST EL	1		M	M	I
	NORTHWEST EL	1		M	M	I
BRYAN ISD	MARY BRANCH EL	1		I	I	I
	MITCHELL EL	1		I	I	I
BURKBURNETT ISD	BURKBURNETT MIDDLE	1		M	I	I
CALVERT ISD		2		I	M	I
	CALVERT SCHOOL	2		I	M	I
CARPE DIEM SCHOOLS		3		I	M	I
	CARPE DIEM SCHOOLS	3		I	M	I

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continues

Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)

District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
CASTLEBERRY ISD ^b	REACH H S	1	●	M		I
CHANNELVIEW ISD	ENDEAVOR HS-JOE FRANK CAMPBELL LEA	1	●	M		I
CHARLOTTE ISD	CHARLOTTE EL	1		I	M	I
CHESTER ISD	CHESTER EL	1		M	I	I
CLEBURNE ISD	IRVING EL	1		I	I	I
COAHOMA ISD	COAHOMA J H	1		M	I	I
COLDSRING-OAKHURST CISD ^c	LINCOLN J H	1		I	I	M
COLEMAN ISD	COLEMAN J H	1		M	M	I
CONNALLY ISD	CONNALLY EL	1		I	M	I
	CONNALLY J H	2		I	I	I
CONROE ISD	HOUSTON EL	3		I	I	I
CORSICANA ISD	JOSE ANTONIO NAVARRO EL	1		I	I	I
COTULLA ISD	COTULLA H S	1		M	M	I
CROCKETT ISD	PINEYWOODS AEC OF CHOICE	2	●	I		
CROSBYTON CISD	CROSBYTON EL	1		I	M	I
CROWLEY ISD	DAVID L WALKER INT	1		I	I	M
	J A HARGRAVE EL	3		I	I	I
	MEADOWCREEK EL	1		I	I	I
	SIDNEY H POYNTER	1		I	I	M
DALLAS ISD	ELISHA M PEASE EL	1		I	M	I
	JOHN LESLIE PATTON JR ACADEMIC CEN	1	●	M	I	I
	OLIVER WENDELL HOLMES HUMANITIES/C	1		I	I	I
	WILLIAM HAWLEY ATWELL LAW ACADEMY	1		I	I	M
DAMON ISD	DAMON EL	1		F	F	F
	HILLCREST EL	1		I	I	I
DEL VALLE ISD	JOHN P OJEDA MIDDLE	1		I	M	I
DESOTO ISD	WINGS (WHERE I NOW GAIN SUCCESS)	2	●	M		I
DIMMITT ISD	RICHARDSON EL	2		I	M	I
DUNCANVILLE ISD	CHARLES ACTON EL	1		I	I	I
	S GUS ALEXANDER JR EL	1		M	M	I
	WILLIAM LEE HASTINGS EL	1		I	I	I
EAST CENTRAL ISD	HARMONY EL	2		M	M	I
	HIGHLAND FOREST EL	1		I	I	I
	LEGACY MIDDLE	2		I	I	M
ECTOR COUNTY ISD	BONHAM MIDDLE	3		I	I	M
	BOWIE MIDDLE	1		I	I	M
	BURNET EL	1		I	M	I
	CROCKETT MIDDLE	1		I	I	I
	ECTOR MIDDLE	6		I	M	I
	EL MAGNET AT BLACKSHEAR	4		I	I	I
	G E 'BUDDY' WEST EL	1		I	M	I

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continues

Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)						
District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
	GALE POND ALAMO EL	1		M	I	I
	WILSON & YOUNG MEDAL OF HONOR MIDD	1		I	I	M
EDGEWOOD ISD ^b	ALONSO S PERALES EL	1		I	M	I
	GUS GARCIA MIDDLE	1		I	M	I
	H B GONZALEZ EL	1		I	I	I
	L B JOHNSON EL	1		I	I	I
	MEMORIAL H S	1		M	M	I
	WINSTON EL	1		I	I	I
EL PASO ISD	COLLEGE CAREER TECHNOLOGY ACADEMY	1	•	M		I
ELGIN ISD	NEIDIG EL	1		I	I	I
	PHOENIX H S	2	•	I		I
EVANT ISD	EVANT EL	3		I	I	I
FLOYDADA ISD	A B DUNCAN EL	1		I	M	I
FORT WORTH ISD	DIAMOND HILL-JARVIS H S	1		M	M	I
	DUNBAR H S	1		I	M	I
	EASTERN HILLS H S	1		I	M	I
	GLENCREST 6TH GRADE SCH	3		I	M	I
	J MARTIN JACQUET MIDDLE	1		I	I	I
	LEONARD MIDDLE	1		I	I	M
	MONNIG MIDDLE	1		I	I	I
	MORNINGSIDE MIDDLE	1		I	M	I
	O D WYATT H S	1		I	M	I
	POLYTECHNIC H S	2		M	M	I
	VAN ZANDT-GUINN EL	1		I	I	I
FROST ISD	FROST EL	1		M	I	I
GARLAND ISD	HEATHER GLEN EL	1		I	I	I
	MEMORIAL PATHWAY ACADEMY H S	1	•	M	M	I
GATEWAY ACADEMY CHARTER DISTRICT	GATEWAY ACADEMY-TOWNLAKE CHARTER H	1	•	M	M	I
GEORGETOWN ISD	CHARLES A FORBES MIDDLE	1		M	I	I
	GEORGE WAGNER MIDDLE	1		I	I	I
	JAMES E MITCHELL EL	2		I	I	M
GONZALES ISD		1		D	C	F
	GONZALES EAST AVENUE PRI	1		P	P	P
	GONZALES EL	1		I	I	I
	GONZALES H S	1		M	M	I
	GONZALES PRI ACADEMY	1		P	P	P
GOODWATER MONTESSORI SCHOOL		1		I	I	I
	GOODWATER MONTESSORI SCHOOL	1		I	I	I
GRANDFALLS-ROYALTY ISD		1		I	M	I
	GRANDFALLS-ROYALTY SCHOOL	1		I	M	I
GRAPE CREEK ISD	GRAPE CREEK MIDDLE	1		I	I	I
HALE CENTER ISD	AKIN EL	1		I	I	I

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continues

Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)

District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
HARDIN ISD ^b	HARDIN EL	1		I	M	I
HARLANDALE ISD	FRANK M TEJEDA ACADEMY	1	•	M	I	I
HAWLEY ISD	HAWLEY MIDDLE	1		M	I	I
HAYS CISD ^c	TOM GREEN EL	1		I	I	I
HEARNE ISD		4		F	F	F
	HEARNE EL	6		I	I	I
	HEARNE H S	1		I	I	I
HEMPSTEAD ISD	HEMPSTEAD EL	2		I	I	I
HEREFORD ISD	HEREFORD CENTER FOR ACCELERATED LE	1	•	M		I
HONDO ISD	MEYER EL	1		P	P	P
	NEWELL E WOOLLS INT	1		M	M	I
HOUSTON ISD	CODWELL EL	1		I	I	I
	KANDY STRIPE ACADEMY	1		I	M	I
	MARSHALL EL	1		I	I	I
	SHERMAN EL	1		I	I	I
	SUGAR GROVE ACADEMY	1		I	I	M
	VICTORY PREPARATORY ACADEMY SOUTH	1		I	I	I
HUMBLE ISD	NORTH BELT EL	1		I	I	M
HUNTSVILLE ISD		1		D	D	F
	GIBBS PRE-K CENTER	1		P	P	P
	HUNTSVILLE EL	2		I	I	I
	HUNTSVILLE H S	1		M	M	I
	HUNTSVILLE INT	1		I	M	I
	STEWART EL	2		I	I	I
	TEXAS ONLINE PREPARATORY EL	1		M	I	I
IDEA PUBLIC SCHOOLS	IDEA RUNDBERG ACADEMY	1		I	M	I
INTERNATIONAL LEADERSHIP OF TEXAS	ILTEXAS - EAST FORT WORTH EL	1		I	I	I
	ILTEXAS - EAST FORT WORTH MIDDLE	1		I	I	I
	ILTEXAS - LANCASTER EL	1		I	I	I
IRVING ISD	BRITAIN EL	1		I	I	I
	GOOD EL	1		I	M	I
ITASCA ISD	ITASCA MIDDLE	1		I	I	I
JASPER ISD	PARNELL EL	2		I	I	I
JEFFERSON ISD	JEFFERSON J H	1		I	M	I
JUBILEE ACADEMIES	JUBILEE - LAKE VIEW UNIVERSITY PRE	1		I	I	I
	JUBILEE HIGHLAND HILLS	1		I	I	I
	JUBILEE KINGSVILLE	1		I	I	I
KAUFFMAN LEADERSHIP ACADEMY		2		I	I	I
	KAUFFMAN LEADERSHIP ACADEMY	2		I	I	I
KENEDY ISD	K ACADEMY	1		I	I	I
KENNARD ISD	KENNARD EL	2		I	M	I

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Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)						
District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
KERMIT ISD ^b	KERMIT EL	1		I	I	M
	KERMIT J H	1		I	I	M
KILGORE ISD	CHANDLER EL	1		M	I	I
	KILGORE PRI	1		P	P	P
KINGSVILLE ISD		1		D	D	F
	GILLETT INT	1		I	I	M
	H M KING H S	1		M	I	I
KIPP DALLAS-FORT WORTH	KLEBERG EL	1		I	I	I
	KIPP TRUTH EL	1		I	I	I
KIPP SAN ANTONIO	KIPP UN MUNDO DUAL LANGUAGE	1		I	M	I
	ACADEM					
LAKE WORTH ISD	EFFIE MORRIS EL	1		I	I	I
	MARILYN MILLER ELEMENTARY	1		I	I	I
	MARINE CREEK EL	2		I	I	I
LEANDER ISD	CHRISTINE CAMACHO EL	1		M	I	I
LEGACY PREPARATORY		1		F	D	F
	LEGACY PREPARATORY CHARTER	2		I	M	I
	ACADEMY					
LEWISVILLE ISD	CENTRAL EL	1		I	I	I
LIBERTY-EYLAU ISD	LIBERTY-EYLAU EARLY CHILDHOOD	1		P	P	P
	CENT					
LIFE SCHOOL	LIBERTY-EYLAU EL	1		I	I	I
	LIFE SCHOOL LANCASTER	1		I	I	I
	LIFE SCHOOL MOUNTAIN CREEK	1		I	I	I
LIVINGSTON ISD	LIVINGSTON INT	2		M	M	I
LORENZO ISD	LORENZO EL	3		I	I	M
LUBBOCK ISD	DUNBAR COLLEGE PREPARATORY	6		I	I	I
	ACADEMY					
	MATTHEWS LEARNING CENTER	1	•	M		I
LULING ISD	SMYLIE WILSON MIDDLE	1		I	I	I
	GILBERT GERDES J H	1		I	I	M
LUMIN EDUCATION		1		I	I	
	LUMIN LINDSLEY PARK COMMUNITY	1		I	I	
	SCHO					
LYTLE ISD	LYTLE J H	1		I	I	M
MANOR ISD	MANOR MIDDLE	2		I	I	I
	PRESIDENTIAL MEADOWS EL	1		I	I	M
MARLIN ISD		7		F	C	F
MARSHALL ISD	MARLIN PRI ACADEMY	3		I	I	I
	MARSHALL J H	1		I	I	I
MATAGORDA ISD	PRICE T YOUNG EL	1		I	I	M
		1		M	I	I
	MATAGORDA SCHOOL	1		M	I	I
MAY ISD	MAY EL	1		M	M	I
MAYPEARL ISD	LORENE SMITH KIRKPATRICK EL	1		M	I	I
MESQUITE ISD	FLOYD EL	1		I	I	I
MIDLAND ISD	MACKEY EL	1		I	M	I
	HOUSTON EL	3		I	I	I
	LAMAR EL	4		I	I	I
	SCHARBAUER EL	1		M	I	I

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Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)

District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
	TRAVIS EL	4		I	I	I
MILLSAP ISD ^b	MILLSAP EL	1		M	I	I
MONAHANS-WICKETT-PYOTE ISD	SUDDERTH EL	1		I	I	I
MOODY ISD	MOODY MIDDLE	1		M	M	I
MORGAN ISD	MORGAN SCHOOL	1		M	M	I
MORGAN MILL ISD	MORGAN MILL EL	1		M	I	I
MULLIN ISD	MULLIN EL	1		I	I	I
NACOGDOCHES ISD	MALCOLM RECTOR TECHNICAL H S	1	•	M		I
NATALIA ISD	NATALIA EARLY CHILD CTR	3		D	D	F
	NATALIA EL	1		P	P	P
NAVASOTA ISD	JOHN C WEBB EL	1		I	M	I
NEW CANEY ISD	SORTERS MILL EL	1		I	I	I
NEW FRONTIERS PUBLIC SCHOOLS INC	FRANK L MADLA ACCELERATED COLLEGIA	1		I	I	I
NEWMAN INTERNATIONAL ACADEMY OF AR	NEWMAN INTERNATIONAL ACADEMY AT FO	1		I	I	
NORTH EAST ISD	NORTHERN HILLS EL	1		M	M	I
	WEST AVENUE EL	1		I	M	I
NORTHSIDE ISD	MARTIN EL	1		I	I	I
NOVA ACADEMY	NOVA ACADEMY	1		I	I	
PALESTINE ISD	NORTHSIDE PRI	1		P	P	P
	SOUTHSIDE EL	1		M	M	I
	WASHINGTON EARLY CHILDHOOD CENTER	1		P	P	P
PEARSALL ISD	PEARSALL INT	1		I	I	M
	TED FLORES EL	1		P	P	P
PECOS-BARSTOW-TOYAH ISD	HAYNES EL	1		M	I	I
PINE TREE ISD	EXCEL H S OF CHOICE	1	•	I		
POR VIDA ACADEMY	CESAR E CHAVEZ ACADEMY	1	•	C	F	F
	CORPUS CHRISTI COLLEGE PREP H S	1	•	M	I	I
	POR VIDA ACADEMY CHARTER H S	1	•	M	M	I
POST ISD	POST MIDDLE	1		I	I	I
POTEET ISD	POTEET EL	1		M	M	I
PRIORITY CHARTER SCHOOLS		2		D	F	F
	COVE CHARTER ACADEMY	1		I	M	I
	TEMPLE CHARTER ACADEMY	1		M	M	I
RANGER ISD	RANGER EL	1		M	M	I
	RANGER MIDDLE	1		M	I	I

^aIn the 2018 Texas public school accountability system, districts were rated A-F, and campuses were rated *Met Standard* (M) or *Improvement Required* (I). A "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^bIndependent school district. ^cConsolidated independent school district.

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Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)						
District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
RICHARD MILBURN ALTER HIGH SCHOOL		1	●	D	F	F
	RICHARD MILBURN ACADEMY AMARILLO	2	●	M	I	I
	RICHARD MILBURN ACADEMY CORPUS CHR	2	●	M	M	I
	RICHARD MILBURN ACADEMY FORT WORTH	3	●	M		I
	RICHARD MILBURN ACADEMY HOUSTON (S)	2	●	M	M	I
	RICHARD MILBURN ACADEMY LUBBOCK	2	●	I	M	I
	RICHARD MILBURN ACADEMY MIDLAND SO	2	●	I	I	I
	RICHARD MILBURN ACADEMY ODESSA	1	●	I	M	I
	RICHARD MILBURN ACADEMY PASADENA	1	●	I	I	I
	RICHARD MILBURN ALTER H S (KILLEEN)	1	●	M	M	I
RICHARDSON ISD ^b	CAROLYN G BUKHAIR EL	2		I	I	I
	DOBIE PRI	1		P	P	P
	RISD ACAD	1		I	M	I
ROBERT LEE ISD	ROBERT LEE EL	1		M	M	I
ROBSTOWN ISD	SALAZAR CROSSROADS ACADEMY	1	●	M		I
	SAN PEDRO EL	1		M	M	I
ROSCOE COLLEGIATE ISD	WALLACE H S	1		I	I	
SABINAL ISD	SABINAL EL	2		I	I	I
SAM HOUSTON STATE UNIVERSITY CHART		1		I	I	
	SAM HOUSTON STATE UNIVERSITY CHART	1		I	I	
SAN ANGELO ISD	ALTA LOMA EL	1		I	I	I
	AUSTIN EL	1		M	M	I
	BOWIE EL	1		M	I	I
	GLENN MIDDLE	1		M	I	I
	GOLIAD EL	1		I	I	I
	LINCOLN MIDDLE	2		I	I	M
SAN ANTONIO ISD	BEACON HILL ACADEMY	1		I	I	I
	BRISCOE EL	1		I	I	I
	COOPER ACADEMY AT NAVARRO	1	●	M		I
	DAVID CROCKETT EL	1		I	I	I
	DAVIS MIDDLE	1		I	I	M
	DE ZAVALA EL	1		I	I	I
	DOUGLASS EL	1		I	I	M
	HEALY-MURPHY	1	●	M	I	I
	HERFF EL	1		I	M	I
	HIRSCH EL	1		I	I	I
	LONGFELLOW MIDDLE	2		I	M	I
	LOWELL MIDDLE	1		I	I	I

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Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)

District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
	OGDEN EL	5		I	M	I
	POE MIDDLE	3		I	I	M
	RODRIGUEZ EL	5		I	M	I
	WASHINGTON EL	1		I	I	I
SAN AUGUSTINE ISD ^b	SAN AUGUSTINE EL	1		I	I	I
SAN BENITO CISD ^c	GATEWAY TO GRADUATION ACADEMY	1	•	M		I
	MILLER JORDAN MIDDLE	2		I	M	I
SAN FELIPE-DEL RIO CISD	NORTH HEIGHTS EL	1		I	I	M
SCHOOL OF EXCELLENCE IN EDUCATION	DR DAVID C WALKER EL	1		I	M	I
SHEPHERD ISD	SHEPHERD INT	4		I	I	I
	SHEPHERD MIDDLE	1		I	I	I
	SHEPHERD PRI	4		P	P	P
SHERMAN ISD	CRUTCHFIELD EL	1		M	M	I
SNYDER ISD	SNYDER J H	4		M	I	I
SOUTH SAN ANTONIO ISD	ALAN B SHEPARD MIDDLE	1		I	M	I
	DWIGHT MIDDLE	1		I	M	I
	KINDRED EL	1		I	M	I
	MIGUEL CARRILLO JR EL	1		I	I	I
	ROBERT C ZAMORA MIDDLE	1		I	M	I
SOUTHSIDE ISD	JULIAN C GALLARDO EL	1		I	M	I
SOUTHWEST ISD	SHARON CHRISTA MCAULIFFE MIDDLE	1		I	M	I
	SOUTHWEST ACADEMY	1	•	M		I
SPLENDORA ISD	PEACH CREEK EL	1		I	I	I
SPRINGLAKE-EARTH ISD	SPRINGLAKE-EARTH ELEM/MIDDLE SCHOOL	1		I	I	I
STANTON ISD	STANTON MIDDLE	1		M	M	I
STEP CHARTER SCHOOL	STEP CHARTER II	2		I	I	I
SULPHUR SPRINGS ISD	BOWIE EL	1		P	P	P
	EARLY CHILDHOOD LRN CTR	1		P	P	P
	LAMAR EL	1		P	P	P
	SULPHUR SPRINGS EL	1		M	I	I
	TRAVIS EL	1		P	P	P
TEAGUE ISD	TEAGUE EL	1		M	M	I
	TEAGUE LION ACADEMY	1	•	I		
TEMPLE ISD	FRED W EDWARDS ACADEMY AEC	1	•	M		I
	TRAVIS SCIENCE ACADEMY	1		I	M	I
TEXANS CAN ACADEMIES	FORT WORTH CAN ACADEMY LANCASTER A	1	•	M	M	I
	HOUSTON CAN ACADEMY - HOBBY	1	•	M	M	I
	HOUSTON CAN ACADEMY - SOUTHWEST	1	•	M	M	I
TEXAS COLLEGE PREPARATORY ACADEMIE	FOUNDERS CLASSICAL ACADEMY OF DALL	3		I	I	I
	FOUNDERS CLASSICAL ACADEMY OF SCHE	1		M	I	I
	RESPONSIVE EDUCATION VIRTUAL LEARN	3		I	I	I

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Appendix 7-A2. F or Improvement Required (IR) School Districts and Campuses, 2018 (continued)						
District	Campus	Consecutive Years IR	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
THE EXCEL CENTER		2	•	C		F
	THE EXCEL CENTER	2	•	M		I
THE VARNETT PUBLIC SCHOOL	THE VARNETT SCHOOL SOUTHEAST	1		I	I	
TIDEHAVEN ISD ^b	TIDEHAVEN INT	1		M	M	I
TOM BEAN ISD		1		C	F	F
	TOM BEAN H S	1		M	I	I
TRINITY ENVIRONMENTAL ACADEMY		3		F	F	F
	TRINITY ENVIRONMENTAL ACADEMY	3		I	I	
TULIA ISD	TULIA J H	1		M	M	I
TYLER ISD	ALVIN V ANDERSON RISE ACADEMY	1	•	I		I
UPLIFT EDUCATION	UPLIFT MIGHTY SCHOOL	1		I	I	I
	UPLIFT PINNACLE SECONDARY	1		I	M	I
UVALDE CISD ^c		1		F	D	F
	ANTHON EL	1		P	P	P
	DALTON EL	1		P	P	P
	ROBB EL	1		I	I	I
	UVALDE H S	1		M	M	I
VALLEY VIEW ISD	VALLEY VIEW EL	1		M	I	I
WACO ISD	BROOK AVENUE EL	7		I	I	I
WARREN ISD	WARREN EL	1		M	I	I
WAYSIDE SCHOOLS	ALTAMIRA ACADEMY	1		I	I	I
WEST ISD	WEST EL	1		M	I	I
WESTWOOD ISD	WESTWOOD EL	1		M	I	I
	WESTWOOD PRI	1		P	P	P
WICHITA FALLS ISD	KIRBY MIDDLE	3		I	I	I
WINFREE ACADEMY CHARTER SCHOOLS	WINFREE ACADEMY CHARTER SCHOOL (LE	1	•	M		I
WINK-LOVING ISD		1		C	F	F
	WINK EL	1		M	I	I
WINONA ISD	WINONA EL	2		I	I	I
WINTERS ISD	WINTERS J H	1		I	I	I
WORTHAM ISD	WORTHAM MIDDLE	1		M	I	I
YES PREP PUBLIC SCHOOLS INC	YES PREP - NORTHLINE	1		M	I	I
ZAVALLA ISD	ZAVALLA EL	1		M	I	I

^aIn the 2018 Texas public school accountability system, districts were rated A-F, and campuses were rated *Met Standard (M)* or *Improvement Required (I)*. A "P" indicates the campus was paired with another campus that was rated *Improvement Required*. ^bIndependent school district. ^cConsolidated independent school district.

**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2016, Through August 31, 2017**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
4	Academy of Accelerated Learning	Monitor	Use of Public Funds, Criminal History Record and Fingerprinting Noncompliance	1/10/2017
20	Academy of Careers and Technologies Charter School	Conservator Management Team Board of Managers	Revocation Pursuant to TEC ^a §12.115(C) SB ^b 2 Charter School Closeout SB 2 Charter School Closeout	12/8/2014 3/18/2015 7/9/2015
10	Alpha Charter School	Conservator	Finances	11/15/2016
13	Bartlett ISD ^c	Monitor	Academic Accountability	2/16/2016
5	Beaumont ISD	Monitor Conservator Board of Managers Monitor Monitor Board of Managers	Special Education Finances/Governance/Special Education Finances/Governance/Special Education Special Education Progress Finances/Data Quality Extending Authority to Correct Unresolved Issues	2/14/2014 4/14/2014 7/14/2014 5/21/2015 2/19/2016 7/13/2016
6	Buckholts ISD	Monitor Conservator	Academic Accountability Academic Accountability	5/7/2015 9/23/2016
4	CORE Academy	Monitor Conservator	Academic Accountability Surrender Charter	3/23/2016 2/13/2017
4	Children First Academy of Dallas	Management Team Board of Managers	Health/Safety/Welfare Revocation Pursuant to TEC §12.115(A)/Non-Renewal	9/5/2013 8/16/2016
20	Crystal City ISD	Monitor	Academic Accountability	9/10/2015
7	Cumberland Academy	Monitor	Criminal History Record and Fingerprinting Noncompliance	2/14/2017
4	Damon ISD	Monitor	Academic Accountability	3/23/2016
4	Deer Park ISD	Monitor	Special Accreditation Investigation	2/16/2017
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
20	Edgewood ISD	Conservator Board of Managers	Special Accreditation Investigation Special Accreditation Investigation	3/1/2016 5/23/2016
4	Fallbrook College Preparatory Academy	Management Team	SB 2 Charter School Closeout	11/17/2015
10	Focus Learning Academy	Monitor Conservator	Academic Accountability Surrender Charter	3/23/2016 2/10/2017
11	Fort Worth Academy of Fine Arts	Monitor	Special Accreditation Investigation	2/16/2017
20	George Gervin Academy	Monitor	Academic and Financial Accountability	2/27/2015

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district. ^dConsolidated independent school district.

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**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2016, Through August 31, 2017 (continued)**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
4	Global Learning Village	Conservator	Financial and Academic Accountability	10/26/2016
6	Hearne ISD ^c	Monitor Conservator	Academic Accountability Special Accreditation Investigation	3/15/2017 4/3/2017
4	Hempstead ISD	Monitor	Academic and Financial Accountability	5/7/2015
20	Heritage Academy	Monitor	Academic Accountability	2/27/2015
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC ^a §12.115(C) SB ^b 2 Charter School Closeout	12/8/2014 3/18/2015
4	Hitchcock ISD	Monitor	Academic Accountability	2/17/2017
10	Honors Academy	Conservator Board of Managers	Financial Management/Academics/Revocation Pending Close Down Charter School Operations	12/18/2013 10/10/2014
4	Houston ISD – Kashmere High School	Conservator	Academic Accountability	9/2/2016
4	Kipp, Inc.	Monitor	Special Accreditation Investigation	12/13/2016
4	La Amistad Love and Learning Academy	Management Team	Surrender Charter	3/18/2015
6	Leggett ISD	Monitor	Academic Accountability	3/23/2016
12	Marlin ISD	Monitor Conservator Management Team Conservator Monitor Conservator Board of Managers	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	9/24/2010 1/28/2011 2/24/2011 2/14/2014 2/28/2014 9/23/2016 9/23/2016
4	Medical Center Charter School	Conservator Management Team Board of Managers	SB2 Charter School Closeout Close Out Activities for Charter School Close Out Activities for Charter School	12/8/2014 3/18/2015 5/29/2015
12	Morgan ISD	Monitor Conservator	Academic Accountability Academic Accountability	3/23/2016 9/12/2016
12	Mullin ISD	Conservator	Special Accreditation Investigation	10/19/2016
15	Olfen ISD	Monitor	Academic Accountability	3/23/2016
20	Pearsall ISD	Monitor Conservator	Academic Accountability Academic Accountability	5/7/2015 9/23/2016

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district. ^dConsolidated independent school district.

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**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2016, Through August 31, 2017 (continued)**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
17	Petersburg ISD ^c	Monitor	Academic Accountability	3/23/2016
20	Poteet ISD	Monitor	Financial	3/28/2017
4	Premier Learning Academy	Monitor Management Team	Academic and Financial Accountability Revocation/Non-Renewal	2/27/2015 11/17/2015
2	Premont ISD	Monitor Management Team Conservator	Academic Accountability Abatement Agreement Criminal History Noncompliance	5/7/2015 12/30/2015 2/28/2017
11	Prime Prep Academy	Board of Managers	Revocation pursuant to TEC ^a §12.115(a)	1/13/2015
1	Progreso ISD	Management Team Board of Managers Conservator	Finances and Governance Finances and Governance (A member of the Management Team departed)	1/16/2014 9/23/2015 9/28/2016
20	Radiance Academy of Learning	Monitor Management Team	Academic and Financial Accountability Revocation	2/27/2015 11/17/2015
14	Ranger ISD	Monitor	Academic Accountability	2/17/2017
18	Rankin ISD	Monitor	Academic Accountability	2/19/2016
1	Rio Grande City CISD ^d	Monitor	Special Accreditation Investigation	12/21/2015
3	Runge ISD	Monitor Conservator	Academic Accountability Condition of Campus Turnaround Plan Approval	2/17/2017 6/8/2017
20	San Antonio School for Inquiry and Creativity	Monitor Conservator Board of Managers	Health, Safety, Welfare Health, Safety, Welfare Closeout Activities	3/16/2017 7/31/2017 8/3/2017
20	Shekinah Radiance Academy	Monitor Management Team	Academic and Financial Accountability Closeout Activities	2/17/2015 12/18/2015
14	Sidney ISD	Conservator	Special Accreditation Investigation	7/28/2016
19	Sierra Blanca ISD	Monitor Conservator	Academic and Financial Accountability Academic and Financial Accountability	2/27/2015 9/12/2016
6	Snook ISD	Monitor	Academic Accountability	2/27/2015
14	Snyder ISD	Monitor	Academic Accountability	2/17/2017
6	Somerville ISD	Monitor Conservator	Academic Accountability Academic Accountability	2/19/2016 9/12/2016
20	South San Antonio ISD	Conservator	Special Accreditation Investigation	2/5/2016

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district. ^dConsolidated independent school district.

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**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2016, Through August 31, 2017 (continued)**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Southside ISD ^c	Conservator Board of Managers	Special Accreditation Investigation Special Accreditation Investigation	12/1/2016 12/1/2016
11	Strawn ISD	Monitor	Academic Accountability	2/24/2017
18	Terrell County ISD	Monitor	Academic Accountability	2/19/2016
12	Transformative Charter Academy	Conservator Management Team	Revocation Closeout Activities	12/8/2014 3/18/2015
6	Trinity ISD	Monitor	Academic Accountability	2/17/2017
4	Victory Prep	Monitor Management Team	Academic Accountability Revocation/Nonrenewal	2/27/2015 11/17/2015
13	Waelder ISD	Monitor	Academic Accountability	2/19/2016
8	Winfield ISD	Monitor Conservator	Academic Accountability Academic Accountability	2/19/2016 9/12/2016
4	Zoe Learning Academy	Conservator	Financial Accountability	2/9/2018

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district. ^dConsolidated independent school district.

**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2017, Through August 31, 2018**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
4	Academy of Accelerated Learning	Monitor	Use of Public Funds, Criminal History Record and Fingerprinting Noncompliance	1/10/2017
20	Academy of Careers and Technologies Charter School	Conservator Management Team Board of Managers	Revocation Pursuant to TEC ^a §12.115(C) SB ^b 2 Charter School Closeout SB 2 Charter School Closeout	12/8/2014 3/18/2015 7/23/2015
10	Alpha Charter School	Conservator	Finances	11/15/2016
5	Beaumont ISD ^c	Monitor Conservator Board of Managers Monitor Monitor Board of Managers	Special Education Finances/Governance/Special Education Finances/Governance/Special Education Special Education Progress Finances/Data Quality Extending Authority to Correct Unresolved Issues	2/14/2014 4/14/2014 7/14/2014 5/21/2015 2/19/2016 7/13/2016
6	Buckholts ISD	Monitor Conservator	Academic Accountability Academic Accountability	5/7/2015 9/23/2016
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 Pursuant to TEC §12.115(A)/Non-Renewal	9/5/2013 8/16/2016
17	Cotton Center ISD	Monitor	Fingerprinting Noncompliance	9/19/2017
4	CORE Academy	Monitor Conservator	Academic Accountability Surrender Charter	3/23/2016 2/13/2017
7	Cumberland Academy	Monitor	Criminal History Record and Fingerprinting Noncompliance	2/14/2017
19	Dell City	Monitor	Academic Accountability	2/9/2018
13	Dime Box	Monitor	Academic Accountability	2/9/2018
1	Donna ISD	Monitor Conservator	Special Accreditation Investigation Finances	6/27/2017 2/13/2018
20	Edgewood ISD	Conservator Board of Managers	Special Accreditation Investigation Special Accreditation Investigation	3/1/2016 5/23/2016
10	Focus Learning Academy	Monitor Conservator	Academic Accountability Surrender Charter	3/23/2016 2/10/2017
17	Forestburg ISD	Monitor	Criminal History Record and Fingerprinting Noncompliance	10/31/2017

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district.

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**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2017, Through August 31, 2018 (continued)**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
11	Fort Worth Academy of Fine Arts	Monitor	Special Accreditation Investigation	2/16/2017
4	Global Learning Village	Conservator	Financial and Academic Accountability	10/26/2016
16	Hart ISD ^c	Monitor	Academic Accountability	2/9/2018
6	Hearne ISD	Monitor Conservator	Academic Accountability Special Accreditation Investigation	2/17/2017 4/3/2017
4	Hempstead ISD	Monitor	Academic and Financial Accountability	5/7/2015
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC ^a §12.115(C) SB ^b 2 Charter School Closeout	12/8/2014 3/18/2015
4	Hitchcock ISD	Monitor	Academic Accountability	2/17/2017
10	Honors Academy	Conservator Board of Managers	Financial Management/Academics/Revocation Pending Close Down Charter School Operations	12/18/2013 10/10/2014
4	Houston ISD – Kashmere High School	Conservator	Academic Accountability	9/2/2016
4	Kipp, Inc.	Monitor	Special Accreditation Investigation	12/13/2016
4	La Amistad Love and Learning Academy	Management Team	Surrender Charter	3/18/2015
12	Marlin ISD	Monitor Conservator Management Team Conservator Monitor Conservator Board of Managers	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	9/24/2010 1/28/2011 2/24/2011 2/14/2014 2/28/2014 9/23/2016 9/23/2016
07	Marshall ISD	Monitor	Corrective Action Plan	7/23/2018
4	Medical Center Charter School	Conservator Management Team Board of Managers	SB2 Charter School Closeout Close Out Activities for Charter School Close Out Activities for Charter School	12/8/2014 3/18/2015 5/29/2015
13	Montessori for All	Monitor	Academic Accountability	2/9/2018
12	Mullin ISD	Conservator	Special Accreditation Investigation	10/19/2016
20	Natalia ISD	Monitor Conservator	Academic Accountability Governance	2/9/2018 7/9/2018
15	Panther Creek Consolidated ISD	Monitor	Corrective Action Plan	4/27/2018

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district.

continues

**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2017, Through August 31, 2018 (continued)**

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
17	Petersburg ISD ^c	Monitor	Academic Accountability	3/23/2016
20	Poteet ISD	Monitor	Financial	3/28/2017
4	Premier Learning Academy	Monitor Management Team	Academic and Financial Accountability Revocation/Non-Renewal	2/27/2015 11/17/2015
11	Prime Prep Academy	Board of Managers	Revocation pursuant to TEC ^a §12.115(a)	1/13/2015
1	Progreso ISD	Management Team Board of Managers Conservator	Finances and Governance Finances and Governance (A member of the Management Team departed)	1/16/2014 9/23/2015 9/28/2016
14	Ranger ISD	Monitor	Academic Accountability	2/17/2017
3	Runge ISD	Monitor Conservator	Academic Accountability Condition of Campus Turnaround Plan Approval	2/17/2017 6/8/2017
20	San Antonio School for Inquiry and Creativity	Monitor Conservator Board of Managers	Health, Safety, Welfare Health, Safety, Welfare Closeout Activities	3/16/2017 7/31/2017 8/3/2017
19	Sierra Blanca ISD	Monitor Conservator	Academic and Financial Accountability Academic and Financial Accountability	2/27/2015 9/12/2016
14	Snyder ISD	Monitor	Academic Accountability	2/17/2017
20	South San Antonio ISD	Conservator	Special Accreditation Investigation	2/5/2016
20	Southside ISD	Conservator Board of Managers	Special Accreditation Investigation Special Accreditation Investigation	12/1/2016 12/1/2016
11	Strawn ISD	Monitor	Academic Accountability	2/24/2017
04	The Lawson Academy	Monitor	Academic and Financial Accountability	2/9/2018
12	Transformative Charter Academy	Conservator Management Team	Revocation Closeout Activities	12/8/2014 3/18/2015
6	Trinity ISD	Monitor	Academic Accountability	2/17/2017
10	Trinity Environmental Academy	Monitor	Academic Accountability	2/9/2018
8	Winfield ISD	Monitor Conservator	Academic Accountability Academic Accountability	2/19/2016 9/12/2016
4	Zoe Learning Academy	Monitor	Financial Accountability	9/25/2017

^aTexas Education Code. ^bSenate Bill. ^cIndependent school district.

Appendix 7-C1. Districts With Lowered Accreditation Status, 2016-17

District	Status	Reason for Lowered Status
Alpha Charter School	Accredited-Warned	2015 FIRST ^a Rating; 2016 Accountability Rating
Global Learning Village	Accredited-Warned	2015 and 2016 FIRST Ratings; 2016 Accountability Rating
Hearne ISD ^b	Accredited-Warned	2015 and 2016 Accountability Ratings
Hitchcock ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Ranger ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Runge ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Snyder ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Strawn ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Trinity ISD	Accredited-Warned	2015 and 2016 Accountability Ratings
Beaumont ISD	Accredited-Probation	2014, 2015, and 2016 FIRST Ratings
C O R E Academy	Accredited-Probation	2014, 2015, and 2016 Accountability Ratings
Focus Learning Academy	Accredited-Probation	2014, 2015, and 2016 Accountability Ratings
Morgan ISD	Accredited-Probation	2014, 2015, and 2016 Accountability Ratings
San Antonio School for Inquiry And Creativity	Accredited-Probation	Special Accreditation Investigation
Sierra Blanca ISD	Accredited-Probation	2014 and 2015 FIRST Ratings; 2014, 2015, and 2016 Accountability Ratings
Somerville ISD	Accredited-Probation	2014, 2015, and 2016 Accountability Ratings
Winfield ISD	Accredited-Probation	2014, 2015, and 2016 Accountability Ratings
Buckholts ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2013, 2014, 2015, and 2016 Accountability Ratings
Marlin ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, 2015, and 2016 Accountability Ratings

^aFinancial Integrity Rating System of Texas. ^bIndependent school district.

Appendix 7-C2. Districts With Lowered Accreditation Status, 2017-18

District	Status	Reason for Lowered Status
Carpe Diem Schools	Accredited-Warned	2016 and 2017 Accountability Ratings
Dell City ISD ^a	Accredited-Warned	2016 and 2017 Accountability Ratings
Dime Box ISD	Accredited-Warned	2016 and 2017 Accountability Ratings
Hart ISD	Accredited-Warned	2016 and 2017 Accountability Ratings
Montessori For All	Accredited-Warned	2016 and 2017 Accountability Ratings
Natalia ISD	Accredited-Warned	2016 and 2017 Accountability Ratings
The Lawson Academy	Accredited-Warned	2017 FIRST ^b Rating; 2016 and 2017 Accountability Ratings
Trinity Environmental Academy	Accredited-Warned	2016 and 2017 Accountability Ratings
Zoe Learning Academy	Accredited-Warned	2016 and 2017 FIRST Ratings
Hearne ISD	Accredited-Probation	2015, 2016, and 2017 Accountability Ratings
Sierra Blanca ISD	Accredited-Probation (note: was Not Accredited-Revoked, updated following abatement agreement)	2014 and 2015 FIRST Ratings; 2014, 2015, 2016, and 2017 Accountability Ratings
Trinity ISD	Accredited-Probation	2015, 2016, and 2017 Accountability Ratings
Buckholts ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2013, 2014, 2015, 2016, and 2017 Accountability Ratings
Marlin ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, 2015, 2016, and 2017 Accountability Ratings
Winfield ISD	Not Accredited-Revoked	2014, 2015, 2016, and 2017 Accountability Ratings

^aIndependent school district. ^bFinancial Integrity Rating System of Texas.

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2017-18**

District	Status	District	Status
A+ Unlimited Potential	Meets Requirements	Channing ISD	Meets Requirements
Abbott ISD ^a	Meets Requirements	Chaparral Star Academy	Meets Requirements
Academy Of Accelerated Learning Inc	Meets Requirements	Cherokee ISD	Meets Requirements
Academy Of Dallas	Meets Requirements	Chester ISD	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements	Chillicothe ISD	Meets Requirements
Agua Dulce ISD	Meets Requirements	Clarendon ISD	Meets Requirements
Albany ISD	Meets Requirements	Claude ISD	Meets Requirements
Aledo ISD	Meets Requirements	Collinsville ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements	Comquest Academy	Meets Requirements
Allen ISD	Meets Requirements	Comstock ISD	Meets Requirements
Alvord ISD	Meets Requirements	Coolidge ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements	Corpus Christi Montessori School	Meets Requirements
Amigos Por Vida-Friends For Life Pub Chtr Sch	Meets Requirements	Cotton Center ISD	Meets Requirements
Apple Springs ISD	Meets Requirements	Cranfills Gap ISD	Meets Requirements
Argyle ISD	Meets Requirements	Crosstimbers Academy	Meets Requirements
Arp ISD	Meets Requirements	Culberson County-Allamoore ISD	Meets Requirements
Aspermont ISD	Meets Requirements	D'Hanis ISD	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements	Damon ISD	Meets Requirements
Avinger ISD	Meets Requirements	Darrouzett ISD	Meets Requirements
Baird ISD	Meets Requirements	Dawson ISD	Meets Requirements
BASIS TEXAS	Meets Requirements	Dell City ISD	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements	Devers ISD	Meets Requirements
Bellevue ISD	Meets Requirements	Dew ISD	Meets Requirements
Bells ISD	Meets Requirements	Dime Box ISD	Meets Requirements
Benjamin ISD	Meets Requirements	Divide ISD	Meets Requirements
Beta Academy	Meets Requirements	Doss Consolidated CSD ^c	Meets Requirements
Blackwell CISD ^b	Meets Requirements	Douglass ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements	Dr M L Garza-Gonzalez Charter School	Meets Requirements
Blum ISD	Meets Requirements	Draw Academy	Meets Requirements
Borden County ISD	Meets Requirements	Dripping Springs ISD	Meets Requirements
Bosqueville ISD	Meets Requirements	Eanes ISD	Meets Requirements
Bovina ISD	Meets Requirements	East Texas Charter Schools	Meets Requirements
Brazos River Charter School	Meets Requirements	Eden CISD	Meets Requirements
Bronte ISD	Meets Requirements	Ehrhart School	Meets Requirements
Brookesmith ISD	Meets Requirements	Elenor Koltiz Hebrew Language Academy	Meets Requirements
Buckholts ISD	Meets Requirements	Elysian Fields ISD	Meets Requirements
Buena Vista ISD	Meets Requirements	Erath Excels Academy Inc	Meets Requirements
Burnham Wood Charter School District	Meets Requirements	Evant ISD	Meets Requirements
Bynum ISD	Meets Requirements	Excelsior ISD	Meets Requirements
Calvin Nelms Charter Schools	Meets Requirements	Ezzell ISD	Meets Requirements
Canadian ISD	Meets Requirements	Falls City ISD	Meets Requirements
Carroll ISD	Meets Requirements	Fannindel ISD	Meets Requirements
Celina ISD	Meets Requirements	Fayetteville ISD	Meets Requirements
Centerville ISD	Meets Requirements	Follett ISD	Meets Requirements
Centerville ISD	Meets Requirements	Forestburg ISD	Meets Requirements
		Fort Elliott CISD	Meets Requirements
		Fort Worth Academy Of Fine Arts	Meets Requirements
		Friendswood ISD	Meets Requirements
		Frisco ISD	Meets Requirements

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

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2017-18 (continued)**

District	Status	District	Status
Frost ISD ^a	Meets Requirements	Irion County ISD	Meets Requirements
Ft Davis ISD	Meets Requirements	Jayton-Girard ISD	Meets Requirements
Ft Hancock ISD	Meets Requirements	Jean Massieu Academy	Meets Requirements
Garner ISD	Meets Requirements	Jonesboro ISD	Meets Requirements
Gary ISD	Meets Requirements	Karnack ISD	Meets Requirements
Gause ISD	Meets Requirements	Katherine Anne Porter School	Meets Requirements
George Gervin Academy	Meets Requirements	Katy ISD	Meets Requirements
George West ISD	Meets Requirements	Kauffman Leadership Academy	Meets Requirements
Gholson ISD	Meets Requirements	Kelton ISD	Meets Requirements
Glasscock County ISD	Meets Requirements	Kenedy County Wide CSD	Meets Requirements
Gold Burg ISD	Meets Requirements	Kennard ISD	Meets Requirements
Goldthwaite ISD	Meets Requirements	Klondike ISD	Meets Requirements
Goodrich ISD	Meets Requirements	Knippa ISD	Meets Requirements
Gordon ISD	Meets Requirements	Knox City-O'Brien CISD ^b	Meets Requirements
Grady ISD	Meets Requirements	Kress ISD	Meets Requirements
Graford ISD	Meets Requirements	La Fe Preparatory School	Meets Requirements
Grandfalls-Royalty ISD	Meets Requirements	La Gloria ISD	Meets Requirements
Grandview-Hopkins ISD	Meets Requirements	Lackland ISD	Meets Requirements
Great Hearts Texas	Meets Requirements	Lake Travis ISD	Meets Requirements
Groom ISD	Meets Requirements	Laneville ISD	Meets Requirements
Gruver ISD	Meets Requirements	Lasara ISD	Meets Requirements
Gustine ISD	Meets Requirements	Latexo ISD	Meets Requirements
Guthrie CSD ^c	Meets Requirements	Leadership Prep School	Meets Requirements
Hallsburg ISD	Meets Requirements	Leander ISD	Meets Requirements
Happy ISD	Meets Requirements	Leary ISD	Meets Requirements
Harrold ISD	Meets Requirements	Lefors ISD	Meets Requirements
Hart ISD	Meets Requirements	Leggett ISD	Meets Requirements
Hartley ISD	Meets Requirements	Leveretts Chapel ISD	Meets Requirements
Hedley ISD	Meets Requirements	Lindsay ISD	Meets Requirements
Henry Ford Academy Alameda School For Art + Design	Meets Requirements	Lingleville ISD	Meets Requirements
Hermleigh ISD	Meets Requirements	Lipan ISD	Meets Requirements
Higgins ISD	Meets Requirements	Lohn ISD	Meets Requirements
High Island ISD	Meets Requirements	Loop ISD	Meets Requirements
Highland ISD	Meets Requirements	Loraine ISD	Meets Requirements
Highland Park ISD	Meets Requirements	Louise ISD	Meets Requirements
Holland ISD	Meets Requirements	Lovejoy ISD	Meets Requirements
Houston Gateway Academy Inc	Meets Requirements	Lovelady ISD	Meets Requirements
Houston Heights High School	Meets Requirements	Lueders-Avoca ISD	Meets Requirements
Howe ISD	Meets Requirements	Lumin Education	Meets Requirements
Hubbard ISD	Meets Requirements	Malta ISD	Meets Requirements
Huckabay ISD	Meets Requirements	Marathon ISD	Meets Requirements
Hull-Daisetta ISD	Meets Requirements	Mason ISD	Meets Requirements
Hunt ISD	Meets Requirements	Matagorda ISD	Meets Requirements
Idalou ISD	Meets Requirements	May ISD	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements	McDade ISD	Meets Requirements
Iola ISD	Meets Requirements	McLean ISD	Meets Requirements
Ira ISD	Meets Requirements	McMullen County ISD	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements	Meadow ISD	Meets Requirements
Iredell ISD	Meets Requirements	Medina ISD	Meets Requirements
		Melissa ISD	Meets Requirements
		Menard ISD	Meets Requirements
		Meyerpark Elementary	Meets Requirements

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

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2017-18 (continued)**

District	Status	District	Status
Meyersville ISD ^a	Meets Requirements	Randolph Field ISD	Meets Requirements
Miami ISD	Meets Requirements	Red Lick ISD	Meets Requirements
Midland Academy Charter School	Meets Requirements	Ricardo ISD	Meets Requirements
Midway ISD	Meets Requirements	Richards ISD	Meets Requirements
Milano ISD	Meets Requirements	Richland Collegiate High School	Meets Requirements
Mildred ISD	Meets Requirements	Richland Springs ISD	Meets Requirements
Miles ISD	Meets Requirements	Rise Academy	Meets Requirements
Miller Grove ISD	Meets Requirements	Rising Star ISD	Meets Requirements
Montague ISD	Meets Requirements	Riviera ISD	Meets Requirements
Montessori For All	Meets Requirements	Roby CISD	Meets Requirements
Moran ISD	Meets Requirements	Rochelle ISD	Meets Requirements
Morgan ISD	Meets Requirements	Rotan ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements	Round Top-Carmine ISD	Meets Requirements
Motley County ISD	Meets Requirements	Roxton ISD	Meets Requirements
Mount Calm ISD	Meets Requirements	Rule ISD	Meets Requirements
Mumford ISD	Meets Requirements	Sabine Pass ISD	Meets Requirements
Munday CISD ^b	Meets Requirements	Saint Jo ISD	Meets Requirements
Murchison ISD	Meets Requirements	Sam Rayburn ISD	Meets Requirements
Nazareth ISD	Meets Requirements	San Perlita ISD	Meets Requirements
New Home ISD	Meets Requirements	San Vicente ISD	Meets Requirements
New Summerfield ISD	Meets Requirements	Sands CISD	Meets Requirements
Newcastle ISD	Meets Requirements	Santa Anna ISD	Meets Requirements
Nordheim ISD	Meets Requirements	Santa Gertrudis ISD	Meets Requirements
North Zulch ISD	Meets Requirements	Savoy ISD	Meets Requirements
Northside ISD	Meets Requirements	Seagraves ISD	Meets Requirements
Nova Academy	Meets Requirements	Seashore Charter Schools	Meets Requirements
Nueces Canyon CISD	Meets Requirements	Shelbyville ISD	Meets Requirements
Nursery ISD	Meets Requirements	Sidney ISD	Meets Requirements
Nyos Charter School	Meets Requirements	Sierra Blanca ISD	Meets Requirements
O'Donnell ISD	Meets Requirements	Silverton ISD	Meets Requirements
Oakwood ISD	Meets Requirements	Sivells Bend ISD	Meets Requirements
Oglesby ISD	Meets Requirements	Skidmore-Tynan ISD	Meets Requirements
Olfen ISD	Meets Requirements	South Texas ISD	Meets Requirements
Paint Creek ISD	Meets Requirements	Southland ISD	Meets Requirements
Palo Pinto ISD	Meets Requirements	Spring Creek ISD	Meets Requirements
Panola Charter School	Meets Requirements	Stephen F Austin State University Charter School	Meets Requirements
Panther Creek CISD	Meets Requirements	Strawn ISD	Meets Requirements
Paso Del Norte Academy Charter District	Meets Requirements	Sulphur Bluff ISD	Meets Requirements
Patton Springs ISD	Meets Requirements	Sundown ISD	Meets Requirements
Pioneer Technology & Arts Academy	Meets Requirements	Sunnyvale ISD	Meets Requirements
Plains ISD	Meets Requirements	Sweet Home ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD	Meets Requirements	Tekoa Academy Of Accelerated Studies Stem School	Meets Requirements
Port Aransas ISD	Meets Requirements	Terlingua CSD	Meets Requirements
Poth ISD	Meets Requirements	Terrell County ISD	Meets Requirements
Prairie Lea ISD	Meets Requirements	Texas Preparatory School	Meets Requirements
Prairie Valley ISD	Meets Requirements	Texas School of the Arts	Meets Requirements
Priddy ISD	Meets Requirements	Texas Serenity Academy	Meets Requirements
Pringle-Morse CISD	Meets Requirements	Texhoma ISD	Meets Requirements
Quanah ISD	Meets Requirements	Texline ISD	Meets Requirements
Ramirez CSD ^c	Meets Requirements		

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

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2017-18 (continued)**

District	Status	District	Status
The Excel Center (For Adults)	Meets Requirements	Valentine ISD	Meets Requirements
Three Way ISD ^a	Meets Requirements	Van Alstyne ISD	Meets Requirements
Throckmorton ISD	Meets Requirements	Vega ISD	Meets Requirements
Tioga ISD	Meets Requirements	Veribest ISD	Meets Requirements
Tolar ISD	Meets Requirements	Vista Del Futuro Charter School	Meets Requirements
Treetops School International	Meets Requirements	Vysehrad ISD	Meets Requirements
Trent ISD	Meets Requirements	Waco Charter School	Meets Requirements
Trinidad ISD	Meets Requirements	Walcott ISD	Meets Requirements
Trinity Environmental Academy	Meets Requirements	Walnut Bend ISD	Meets Requirements
Trivium Academy	Meets Requirements	Walnut Springs ISD	Meets Requirements
Troup ISD	Meets Requirements	Weimar ISD	Meets Requirements
Two Dimensions Preparatory Academy	Meets Requirements	Wellman-Union CISD ^b	Meets Requirements
UME PREPARATORY ACADEMY	Meets Requirements	Wells ISD	Meets Requirements
Union Hill ISD	Meets Requirements	West Hardin County CISD	Meets Requirements
University Of Houston Charter School	Meets Requirements	West Sabine ISD	Meets Requirements
University Of Texas Elementary Charter School	Meets Requirements	Westhoff ISD	Meets Requirements
UT Tyler Innovation Academy	Meets Requirements	Westlake Academy Charter School	Meets Requirements
Utopia ISD	Meets Requirements	Westphalia ISD	Meets Requirements
UTPB STEM Academy	Meets Requirements	Whitharral ISD	Meets Requirements
		Wildorado ISD	Meets Requirements
		Wilson ISD	Meets Requirements
		Windthorst ISD	Meets Requirements
		Winfield ISD	Meets Requirements
		Wink-Loving ISD	Meets Requirements
		Woodson ISD	Meets Requirements
		Yantis ISD	Meets Requirements

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

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17**

District	Status	District	Status
A+ Academy	Meets Requirements	Blue Ridge ISD	Meets Requirements
Abernathy ISD ^a	Meets Requirements	Boerne ISD	Meets Requirements
Abilene ISD	Meets Requirements	Boling ISD	Meets Requirements
Academy for Academic Excellence	Meets Requirements	Booker ISD	Meets Requirements
Advantage Academy	Meets Requirements	Borger ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements	Bosqueville ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements	Bowie ISD	Meets Requirements
Alpine ISD	Meets Requirements	Boyd ISD	Meets Requirements
Alto ISD	Meets Requirements	Boys Ranch ISD	Meets Requirements
Alvin ISD	Meets Requirements	Brady ISD	Meets Requirements
Amarillo ISD	Meets Requirements	Brazos ISD	Meets Requirements
Amigos Por Vida-Friends For Life Pub Chtr Sch	Meets Requirements	Brazos School For Inquiry & Creativity	Meets Requirements
Anahuac ISD	Meets Requirements	Breckenridge ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements	Bremont ISD	Meets Requirements
Angleton ISD	Meets Requirements	Bridge City ISD	Meets Requirements
Anna ISD	Meets Requirements	Broadus ISD	Meets Requirements
Anson ISD	Meets Requirements	Brock ISD	Meets Requirements
Anthony ISD	Meets Requirements	Brookeland ISD	Meets Requirements
Aransas County ISD	Meets Requirements	Brooks Academy Of Science And Engineering	Meets Requirements
Archer City ISD	Meets Requirements	Brooks County ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements	Brownsboro ISD	Meets Requirements
Arlington Classics Academy	Meets Requirements	Brownsville ISD	Meets Requirements
Arrow Academy	Meets Requirements	Bruceville-Eddy ISD	Meets Requirements
Atlanta ISD	Meets Requirements	Buffalo ISD	Meets Requirements
Aubrey ISD	Meets Requirements	Bullard ISD	Meets Requirements
Austin Discovery School	Meets Requirements	Buna ISD	Meets Requirements
Austin ISD	Meets Requirements	Burkburnett ISD	Meets Requirements
Avery ISD	Meets Requirements	Burleson ISD	Meets Requirements
Aw Brown-Fellowship Leadership Academy	Meets Requirements	Burton ISD	Meets Requirements
Axtell ISD	Meets Requirements	Bushland ISD	Meets Requirements
Azle ISD	Meets Requirements	C O R E Academy	Meets Requirements
Baird ISD	Meets Requirements	Caddo Mills ISD	Meets Requirements
Ballinger ISD	Meets Requirements	Calallen ISD	Meets Requirements
Bandera ISD	Meets Requirements	Caldwell ISD	Meets Requirements
Bangs ISD	Meets Requirements	Callisburg ISD	Meets Requirements
Bartlett ISD	Meets Requirements	Campbell ISD	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements	Canton ISD	Meets Requirements
Beckville ISD	Meets Requirements	Canutillo ISD	Meets Requirements
Bells ISD	Meets Requirements	Canyon ISD	Meets Requirements
Bellville ISD	Meets Requirements	Carlisle ISD	Meets Requirements
Belton ISD	Meets Requirements	Carrollton-Farmers Branch ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements	Castleberry ISD	Meets Requirements
Benavides ISD	Meets Requirements	Celeste ISD	Meets Requirements
Bexar County Academy	Meets Requirements	Celina ISD	Meets Requirements
Big Sandy ISD	Meets Requirements	Center Point ISD	Meets Requirements
Birdville ISD	Meets Requirements	Centerville ISD	Meets Requirements
Bishop CISD	Meets Requirements	Central Heights ISD	Meets Requirements
Blanco ISD	Meets Requirements	Central ISD	Meets Requirements
Blanket ISD	Meets Requirements	Channelview ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements	Chapel Hill Academy	Meets Requirements
		Charlotte ISD	Meets Requirements

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Chico ISD ^a	Meets Requirements	Deweyville ISD	Meets Requirements
Childress ISD	Meets Requirements	Dickinson ISD	Meets Requirements
Chilton ISD	Meets Requirements	Dilley ISD	Meets Requirements
China Spring ISD	Meets Requirements	Dimmitt ISD	Meets Requirements
Cisco ISD	Meets Requirements	Dublin ISD	Meets Requirements
City View ISD	Meets Requirements	Dumas ISD	Meets Requirements
Cityscape Schools	Meets Requirements	Eagle Mt-Saginaw ISD	Meets Requirements
Clarksville ISD	Meets Requirements	Early ISD	Meets Requirements
Clear Creek ISD	Meets Requirements	East Bernard ISD	Meets Requirements
Clifton ISD	Meets Requirements	East Chambers ISD	Meets Requirements
Clint ISD	Meets Requirements	Eastland ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements	Ector ISD	Meets Requirements
Coahoma ISD	Meets Requirements	Edgewood ISD	Meets Requirements
Coleman ISD	Meets Requirements	Edinburg CISD	Meets Requirements
Colorado ISD	Meets Requirements	Edna ISD	Meets Requirements
Columbus ISD	Meets Requirements	Education Center International Academy	Meets Requirements
Comal ISD	Meets Requirements	El Paso Academy	Meets Requirements
Comanche ISD	Meets Requirements	El Paso ISD	Meets Requirements
Commerce ISD	Meets Requirements	Electra ISD	Meets Requirements
Community ISD	Meets Requirements	Elkhart ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements	Elysian Fields ISD	Meets Requirements
Connally ISD	Meets Requirements	Etoile ISD	Meets Requirements
Conroe ISD	Meets Requirements	Eula ISD	Meets Requirements
Coolidge ISD	Meets Requirements	Evolution Academy Charter School	Meets Requirements
Coppell ISD	Meets Requirements	Excel Academy	Meets Requirements
Copperas Cove ISD	Meets Requirements	Fabens ISD	Meets Requirements
Corrigan-Camden ISD	Meets Requirements	Fairfield ISD	Meets Requirements
Covington ISD	Meets Requirements	Fallbrook College Preparatory Academy	Meets Requirements
Crandall ISD	Meets Requirements	Fannindel ISD	Meets Requirements
Crane ISD	Meets Requirements	Farmersville ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements	Farwell ISD	Meets Requirements
Crockett ISD	Meets Requirements	Flatonia ISD	Meets Requirements
Crosbyton CISD	Meets Requirements	Florence ISD	Meets Requirements
Cross Plains ISD	Meets Requirements	Flour Bluff ISD	Meets Requirements
Cross Roads ISD	Meets Requirements	Floydada ISD	Meets Requirements
Crowell ISD	Meets Requirements	Forney ISD	Meets Requirements
Cumberland Academy	Meets Requirements	Fort Stockton ISD	Meets Requirements
Cumby ISD	Meets Requirements	Frankston ISD	Meets Requirements
Cypress-Fairbanks ISD	Meets Requirements	Freer ISD	Meets Requirements
Daingerfield-Lone Star ISD	Meets Requirements	Frenship ISD	Meets Requirements
Dalhart ISD	Meets Requirements	Friendswood ISD	Meets Requirements
Danbury ISD	Meets Requirements	Friona ISD	Meets Requirements
Dawson ISD	Meets Requirements	Fruitvale ISD	Meets Requirements
Dayton ISD	Meets Requirements	Ft Hancock ISD	Meets Requirements
De Leon ISD	Meets Requirements	Galena Park ISD	Meets Requirements
Decatur ISD	Meets Requirements	Ganado ISD	Meets Requirements
Deer Park ISD	Meets Requirements	Garrison ISD	Meets Requirements
Dekalb ISD	Meets Requirements	Gateway Charter Academy	Meets Requirements
Denison ISD	Meets Requirements	George Gervin Academy	Meets Requirements
Denton ISD	Meets Requirements	George West ISD	Meets Requirements
Denver City ISD	Meets Requirements	Giddings ISD	Meets Requirements
Detroit ISD	Meets Requirements		
Devine ISD	Meets Requirements		

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Gilmer ISD ^a	Meets Requirements	Honey Grove ISD	Meets Requirements
Gladewater ISD	Meets Requirements	Hooks ISD	Meets Requirements
Glen Rose ISD	Meets Requirements	Houston Gateway Academy Inc	Meets Requirements
Global Learning Village	Meets Requirements	Howe ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements	Hudson ISD	Meets Requirements
Goliad ISD	Meets Requirements	Hughes Springs ISD	Meets Requirements
Gorman ISD	Meets Requirements	Humble ISD	Meets Requirements
Granbury ISD	Meets Requirements	Huntington ISD	Meets Requirements
Grand Saline ISD	Meets Requirements	Hutto ISD	Meets Requirements
Grandview ISD	Meets Requirements	Idalou ISD	Meets Requirements
Grape Creek ISD	Meets Requirements	Idea Public Schools	Meets Requirements
Grapeland ISD	Meets Requirements	Industrial ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements	Ingleside ISD	Meets Requirements
Great Hearts Texas	Meets Requirements	Ingram ISD	Meets Requirements
Greenwood ISD	Meets Requirements	Inspire Academies	Meets Requirements
Gregory-Portland ISD	Meets Requirements	Inspired Vision Academy	Meets Requirements
Groveton ISD	Meets Requirements	International Leadership Of Texas	Meets Requirements
Gunter ISD	Meets Requirements	Iowa Park CISD	Meets Requirements
Hale Center ISD	Meets Requirements	Itasca ISD	Meets Requirements
Hallettsville ISD	Meets Requirements	Jacksonville ISD	Meets Requirements
Hallsville ISD	Meets Requirements	Jarrell ISD	Meets Requirements
Hamilton ISD	Meets Requirements	Jefferson ISD	Meets Requirements
Hamlin ISD	Meets Requirements	Jim Hogg County ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements	Joaquin ISD	Meets Requirements
Hardin ISD	Meets Requirements	Johnson City ISD	Meets Requirements
Hardin-Jefferson ISD	Meets Requirements	Joshua ISD	Meets Requirements
Harleton ISD	Meets Requirements	Jourdanton ISD	Meets Requirements
Harlingen CISD ^b	Meets Requirements	Jubilee Academic Center	Meets Requirements
Harmony School Of Excellence	Meets Requirements	Junction ISD	Meets Requirements
Harmony School Of Science - Houston	Meets Requirements	Karnes City ISD	Meets Requirements
Harmony Science Acad (El Paso)	Meets Requirements	Keller ISD	Meets Requirements
Harmony Science Acad (San Antonio)	Meets Requirements	Kemp ISD	Meets Requirements
Harmony Science Acad (Waco)	Meets Requirements	Kenedy ISD	Meets Requirements
Harmony Science Academy	Meets Requirements	Kennedale ISD	Meets Requirements
Harmony Science Academy (Austin)	Meets Requirements	Kerens ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements	Kermit ISD	Meets Requirements
Hawkins ISD	Meets Requirements	Kerrville ISD	Meets Requirements
Hawley ISD	Meets Requirements	Kipp Austin Public Schools Inc	Meets Requirements
Hearne ISD	Meets Requirements	Kipp Dallas-Fort Worth	Meets Requirements
Hemphill ISD	Meets Requirements	Kipp San Antonio	Meets Requirements
Hempstead ISD	Meets Requirements	Kirbyville CISD	Meets Requirements
Henrietta ISD	Meets Requirements	Klein ISD	Meets Requirements
Hereford ISD	Meets Requirements	Kountze ISD	Meets Requirements
High Point Academy	Meets Requirements	Krum ISD	Meets Requirements
Highland Park ISD	Meets Requirements	La Academia De Estrellas	Meets Requirements
Hillsboro ISD	Meets Requirements	La Feria ISD	Meets Requirements
Holland ISD	Meets Requirements	La Grange ISD	Meets Requirements
Hondo ISD	Meets Requirements	La Porte ISD	Meets Requirements
		La Pryor ISD	Meets Requirements
		La Vernia ISD	Meets Requirements
		La Villa ISD	Meets Requirements

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Lago Vista ISD ^a	Meets Requirements	Medina Valley ISD	Meets Requirements
Lake Dallas ISD	Meets Requirements	Memphis ISD	Meets Requirements
Lake Worth ISD	Meets Requirements	Menard ISD	Meets Requirements
Lamar CISD ^b	Meets Requirements	Meridian ISD	Meets Requirements
Lampasas ISD	Meets Requirements	Merkel ISD	Meets Requirements
Lapoynor ISD	Meets Requirements	Midlothian ISD	Meets Requirements
Leadership Prep School	Meets Requirements	Midway ISD	Meets Requirements
Leakey ISD	Meets Requirements	Millsap ISD	Meets Requirements
Legacy Preparatory	Meets Requirements	Mineola ISD	Meets Requirements
Leon ISD	Meets Requirements	Monte Alto ISD	Meets Requirements
Leonard ISD	Meets Requirements	Montgomery ISD	Meets Requirements
Lewisville ISD	Meets Requirements	Moody ISD	Meets Requirements
Lexington ISD	Meets Requirements	Morton ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements	Moulton ISD	Meets Requirements
Liberty ISD	Meets Requirements	Mount Enterprise ISD	Meets Requirements
Life School	Meets Requirements	Mount Pleasant ISD	Meets Requirements
Lighthouse Charter School	Meets Requirements	Mount Vernon ISD	Meets Requirements
Lindale ISD	Meets Requirements	Muleshoe ISD	Meets Requirements
Linden-Kildare CISD	Meets Requirements	Mullin ISD	Meets Requirements
Little Elm ISD	Meets Requirements	Murchison ISD	Meets Requirements
Littlefield ISD	Meets Requirements	Natalia ISD	Meets Requirements
Llano ISD	Meets Requirements	Navarro ISD	Meets Requirements
Lockney ISD	Meets Requirements	Neches ISD	Meets Requirements
London ISD	Meets Requirements	Nederland ISD	Meets Requirements
Lone Oak ISD	Meets Requirements	Needville ISD	Meets Requirements
Longview ISD	Meets Requirements	New Boston ISD	Meets Requirements
Lorena ISD	Meets Requirements	New Braunfels ISD	Meets Requirements
Lorenzo ISD	Meets Requirements	New Deal ISD	Meets Requirements
Los Fresnos CISD	Meets Requirements	New Diana ISD	Meets Requirements
Lovelady ISD	Meets Requirements	New Frontiers Charter School	Meets Requirements
Lubbock-Cooper ISD	Meets Requirements	New Summerfield ISD	Meets Requirements
Lufkin ISD	Meets Requirements	New Waverly ISD	Meets Requirements
Lumberton ISD	Meets Requirements	Newman International Academy of Arlington	Meets Requirements
Lyford CISD	Meets Requirements	Newton ISD	Meets Requirements
Lytle ISD	Meets Requirements	Nixon-Smilely CISD	Meets Requirements
Mabank ISD	Meets Requirements	Nocona ISD	Meets Requirements
Madisonville CISD	Meets Requirements	Normangee ISD	Meets Requirements
Magnolia ISD	Meets Requirements	North East ISD	Meets Requirements
Malakoff ISD	Meets Requirements	North Hopkins ISD	Meets Requirements
Manara Academy	Meets Requirements	North Lamar ISD	Meets Requirements
Mansfield ISD	Meets Requirements	North Texas Collegiate Academy	Meets Requirements
Marfa ISD	Meets Requirements	Northside ISD	Meets Requirements
Marion ISD	Meets Requirements	Northwest ISD	Meets Requirements
Marlin ISD	Meets Requirements	Nova Academy (Southeast)	Meets Requirements
Mart ISD	Meets Requirements	O'Donnell ISD	Meets Requirements
Martins Mill ISD	Meets Requirements	Odem-Edroy ISD	Meets Requirements
Martinsville ISD	Meets Requirements	Odyssey Academy Inc	Meets Requirements
Mathis ISD	Meets Requirements	Olney ISD	Meets Requirements
Maud ISD	Meets Requirements	Olton ISD	Meets Requirements
Maypearl ISD	Meets Requirements	Onalaska ISD	Meets Requirements
McAllen ISD	Meets Requirements	Orange Grove ISD	Meets Requirements
McCamey ISD	Meets Requirements		
McGregor ISD	Meets Requirements		
Meadow ISD	Meets Requirements		

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Orangefield ISD ^a	Meets Requirements	Raul Yzaguirre School For Success	Meets Requirements
Ore City ISD	Meets Requirements	Raven School	Meets Requirements
Orenda Charter School	Meets Requirements	Raymondville ISD	Meets Requirements
Overton ISD	Meets Requirements	Reagan County ISD	Meets Requirements
Palacios ISD	Meets Requirements	Red Oak ISD	Meets Requirements
Palmer ISD	Meets Requirements	Redwater ISD	Meets Requirements
Pampa ISD	Meets Requirements	Refugio ISD	Meets Requirements
Paradise ISD	Meets Requirements	Ricardo ISD	Meets Requirements
Paris ISD	Meets Requirements	Rice CISD	Meets Requirements
Pearland ISD	Meets Requirements	Rice ISD	Meets Requirements
Peaster ISD	Meets Requirements	Richardson ISD	Meets Requirements
Pegasus School Of Liberal Arts And Sciences	Meets Requirements	Rio Vista ISD	Meets Requirements
Penelope ISD	Meets Requirements	Rise Academy	Meets Requirements
Perrin-Whitt CISD ^b	Meets Requirements	River Road ISD	Meets Requirements
Perryton ISD	Meets Requirements	Rivercrest ISD	Meets Requirements
Petrolia ISD	Meets Requirements	Robert Lee ISD	Meets Requirements
Pettus ISD	Meets Requirements	Robinson ISD	Meets Requirements
Pewitt CISD	Meets Requirements	Rockwall ISD	Meets Requirements
Pflugerville ISD	Meets Requirements	Rogers ISD	Meets Requirements
Pilot Point ISD	Meets Requirements	Roma ISD	Meets Requirements
Pineywoods Community Academy	Meets Requirements	Roosevelt ISD	Meets Requirements
Pittsburg ISD	Meets Requirements	Rosebud-Lott ISD	Meets Requirements
Plains ISD	Meets Requirements	Round Rock ISD	Meets Requirements
Plainview ISD	Meets Requirements	Royal ISD	Meets Requirements
Plano ISD	Meets Requirements	Royse City ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements	S And S CISD	Meets Requirements
Pleasanton ISD	Meets Requirements	Sabinal ISD	Meets Requirements
Ponder ISD	Meets Requirements	Sabine ISD	Meets Requirements
Poolville ISD	Meets Requirements	Salado ISD	Meets Requirements
Por Vida Academy	Meets Requirements	San Angelo ISD	Meets Requirements
Port Neches-Groves ISD	Meets Requirements	San Antonio School For Inquiry & Creativity	Meets Requirements
Positive Solutions Charter School	Meets Requirements	San Augustine ISD	Meets Requirements
Post ISD	Meets Requirements	San Diego ISD	Meets Requirements
Poteet ISD	Meets Requirements	San Elizario ISD	Meets Requirements
Poth ISD	Meets Requirements	San Felipe-Del Rio CISD	Meets Requirements
Premier High Schools	Meets Requirements	San Isidro ISD	Meets Requirements
Premont ISD	Meets Requirements	Sanford-Fritch ISD	Meets Requirements
Presidio ISD	Meets Requirements	Sanger ISD	Meets Requirements
Princeton ISD	Meets Requirements	Santa Fe ISD	Meets Requirements
Priority Charter Schools	Meets Requirements	Santa Maria ISD	Meets Requirements
Promise Community School	Meets Requirements	Santa Rosa ISD	Meets Requirements
Quanah ISD	Meets Requirements	Santo ISD	Meets Requirements
Queen City ISD	Meets Requirements	Schertz-Cibolo-U City ISD	Meets Requirements
Quitman ISD	Meets Requirements	Schleicher ISD	Meets Requirements
Radiance Academy Of Learning	Meets Requirements	School Of Excellence In Education	Meets Requirements
Rains ISD	Meets Requirements	School Of Science And Technology Discovery	Meets Requirements
Ralls ISD	Meets Requirements	Schulenburg ISD	Meets Requirements
Ranger ISD	Meets Requirements	Scurry-Rosser ISD	Meets Requirements
Rapaport Academy Public School	Meets Requirements	Seagraves ISD	Meets Requirements
		Sealy ISD	Meets Requirements

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Seguin ISD ^a	Meets Requirements	The Lawson Academy	Meets Requirements
Ser-Ninos Charter School	Meets Requirements	The Pro-Vision Academy	Meets Requirements
Shallowater ISD	Meets Requirements	The Rhodes School	Meets Requirements
Shamrock ISD	Meets Requirements	Thorndale ISD	Meets Requirements
Sharyland ISD	Meets Requirements	Thrall ISD	Meets Requirements
Shekinah Radiance Academy	Meets Requirements	Three Rivers ISD	Meets Requirements
Shelbyville ISD	Meets Requirements	Tidehaven ISD	Meets Requirements
Simms ISD	Meets Requirements	Timpson ISD	Meets Requirements
Skidmore-Tynan ISD	Meets Requirements	Tom Bean ISD	Meets Requirements
Slaton ISD	Meets Requirements	Tomball ISD	Meets Requirements
Slocum ISD	Meets Requirements	Tornillo ISD	Meets Requirements
Smithville ISD	Meets Requirements	Trenton ISD	Meets Requirements
Smyer ISD	Meets Requirements	Trinity Basin Preparatory	Meets Requirements
Snook ISD	Meets Requirements	Trinity Charter School	Meets Requirements
Socorro ISD	Meets Requirements	Trinity ISD	Meets Requirements
Somerville ISD	Meets Requirements	Troy ISD	Meets Requirements
Sonora ISD	Meets Requirements	Tulia ISD	Meets Requirements
South Texas Educational Technologies, Inc.	Meets Requirements	Tuloso-Midway ISD	Meets Requirements
South Texas ISD	Meets Requirements	Turkey-Quitaque ISD	Meets Requirements
Southwest ISD	Meets Requirements	Union Grove ISD	Meets Requirements
Southwest Preparatory School	Meets Requirements	Universal Academy	Meets Requirements
Southwest School	Meets Requirements	Uplift Education - North Hills Preparatory	Meets Requirements
Spearman ISD	Meets Requirements	Valley Mills ISD	Meets Requirements
Spring Hill ISD	Meets Requirements	Valley View ISD	Meets Requirements
Springlake-Earth ISD	Meets Requirements	Valley View ISD	Meets Requirements
Spurger ISD	Meets Requirements	Van ISD	Meets Requirements
St Anthony School	Meets Requirements	Van Vleck ISD	Meets Requirements
St Mary's Academy Charter School	Meets Requirements	Vanguard Academy	Meets Requirements
Stamford ISD	Meets Requirements	Venus ISD	Meets Requirements
Stanton ISD	Meets Requirements	Victory Prep	Meets Requirements
Step Charter School	Meets Requirements	Waelder ISD	Meets Requirements
Stephenville	Meets Requirements	Waller ISD	Meets Requirements
Sudan ISD	Meets Requirements	Warren ISD	Meets Requirements
Sulphur Bluff ISD	Meets Requirements	Waskom ISD	Meets Requirements
Sulphur Springs ISD	Meets Requirements	Water Valley ISD	Meets Requirements
Sundown ISD	Meets Requirements	Waxahachie Faith Family Academy	Meets Requirements
Sunray ISD	Meets Requirements	Wayside Schools	Meets Requirements
Sweeny ISD	Meets Requirements	Weimar ISD	Meets Requirements
Sweetwater ISD	Meets Requirements	Wellington ISD	Meets Requirements
Taft ISD	Meets Requirements	Wellman-Union CISD ^b	Meets Requirements
Tahoka ISD	Meets Requirements	West ISD	Meets Requirements
Tarkington ISD	Meets Requirements	West Rusk ISD	Meets Requirements
Tatum ISD	Meets Requirements	West Sabine ISD	Meets Requirements
Teague ISD	Meets Requirements	Wheeler ISD	Meets Requirements
Tenaha ISD	Meets Requirements	White Deer ISD	Meets Requirements
Texas College Preparatory Academies	Meets Requirements	White Oak ISD	Meets Requirements
Texas Leadership	Meets Requirements	White Settlement ISD	Meets Requirements
Texas Serenity Academy	Meets Requirements	Whiteface CISD	Meets Requirements
The East Austin College Prep Academy	Meets Requirements	Whitehouse ISD	Meets Requirements
		Whitesboro ISD	Meets Requirements
		Whitewright ISD	Meets Requirements
		Wills Point ISD	Meets Requirements
		Wimberley ISD	Meets Requirements

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

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2016-17 (continued)**

District	Status	District	Status
Windthorst ISD ^a	Meets Requirements	Woodsboro ISD	Meets Requirements
Winfree Academy Charter Schools	Meets Requirements	Woodville ISD	Meets Requirements
Winnsboro ISD	Meets Requirements	Wortham ISD	Meets Requirements
Winona ISD	Meets Requirements	Wylie ISD	Meets Requirements
Winters ISD	Meets Requirements	Wylie ISD	Meets Requirements
Woden ISD	Meets Requirements	Yorktown ISD	Meets Requirements
Wolfe City ISD	Meets Requirements	Ysleta ISD	Meets Requirements

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

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18**

District	Status	District	Status
A+ Academy	Meets Requirements	Blooming Grove ISD	Meets Requirements
Abernathy ISD ^a	Meets Requirements	Bloomington ISD	Meets Requirements
Academy ISD	Meets Requirements	Blue Ridge ISD	Meets Requirements
Adrian ISD	Meets Requirements	Bob Hope School	Meets Requirements
Advantage Academy	Meets Requirements	Boerne ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements	Boles ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements	Boling ISD	Meets Requirements
Alpine ISD	Meets Requirements	Booker ISD	Meets Requirements
Alto ISD	Meets Requirements	Borger ISD	Meets Requirements
Alvin ISD	Meets Requirements	Boyd ISD	Meets Requirements
Amarillo ISD	Meets Requirements	Boys Ranch ISD	Meets Requirements
Amherst ISD	Meets Requirements	Brackett ISD	Meets Requirements
Anahuac ISD	Meets Requirements	Brady ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements	Brazos ISD	Meets Requirements
Andrews ISD	Meets Requirements	Brazos School For Inquiry & Creativity	Meets Requirements
Angleton ISD	Meets Requirements	Breckenridge ISD	Meets Requirements
Anna ISD	Meets Requirements	Bremond ISD	Meets Requirements
Anson ISD	Meets Requirements	Bridgeport ISD	Meets Requirements
Anthony ISD	Meets Requirements	Broadus ISD	Meets Requirements
Anton ISD	Meets Requirements	Brock ISD	Meets Requirements
Aquilla ISD	Meets Requirements	Brookeland ISD	Meets Requirements
Aransas County ISD	Meets Requirements	Brooks Academy Of Science And Engineering	Meets Requirements
Archer City ISD	Meets Requirements	Brooks County ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements	Brownsboro ISD	Meets Requirements
Arlington Classics Academy	Meets Requirements	Brownsville ISD	Meets Requirements
Arrow Academy	Meets Requirements	Bruceville-Eddy ISD	Meets Requirements
Aubrey ISD	Meets Requirements	Bryson ISD	Meets Requirements
Austin Achieve Public Schools	Meets Requirements	Buffalo ISD	Meets Requirements
Austin Discovery School	Meets Requirements	Bullard ISD	Meets Requirements
Austin ISD	Meets Requirements	Buna ISD	Meets Requirements
Avalon ISD	Meets Requirements	Burkburnett ISD	Meets Requirements
Avery ISD	Meets Requirements	Burkeville ISD	Meets Requirements
Axtell ISD	Meets Requirements	Burleson ISD	Meets Requirements
Azle ISD	Meets Requirements	Burton ISD	Meets Requirements
Ballinger ISD	Meets Requirements	Bushland ISD	Meets Requirements
Balmorhea ISD	Meets Requirements	Caddo Mills ISD	Meets Requirements
Bandera ISD	Meets Requirements	Calallen ISD	Meets Requirements
Bangs ISD	Meets Requirements	Caldwell ISD	Meets Requirements
Banquete ISD	Meets Requirements	Callisburg ISD	Meets Requirements
Barbers Hill ISD	Meets Requirements	Calvert ISD	Meets Requirements
Bartlett ISD	Meets Requirements	Campbell ISD	Meets Requirements
Beckville ISD	Meets Requirements	Canton ISD	Meets Requirements
Belton ISD	Meets Requirements	Canyon ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements	Carlisle ISD	Meets Requirements
Benavides ISD	Meets Requirements	Carpe Diem Schools	Meets Requirements
Bexar County Academy	Meets Requirements	Carrollton-Farmers Branch ISD	Meets Requirements
Big Sandy ISD	Meets Requirements	Carthage ISD	Meets Requirements
Big Sandy ISD	Meets Requirements	Castleberry ISD	Meets Requirements
Birdville ISD	Meets Requirements	Cayuga ISD	Meets Requirements
Bishop CISD	Meets Requirements	Cedars International Academy	Meets Requirements
Blanco ISD	Meets Requirements	Celeste ISD	Meets Requirements
Bland ISD	Meets Requirements		
Blanket ISD	Meets Requirements		
Bloomburg ISD	Meets Requirements		

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Center Point ISD ^a	Meets Requirements	Cushing ISD	Meets Requirements
Central Heights ISD	Meets Requirements	Cypress-Fairbanks ISD	Meets Requirements
Central ISD	Meets Requirements	Daingerfield-Lone Star ISD	Meets Requirements
Channelview ISD	Meets Requirements	Dalhart ISD	Meets Requirements
Chapel Hill Academy	Meets Requirements	Danbury ISD	Meets Requirements
Chapel Hill ISD	Meets Requirements	Dawson ISD	Meets Requirements
Charlotte ISD	Meets Requirements	De Leon ISD	Meets Requirements
Chico ISD	Meets Requirements	Decatur ISD	Meets Requirements
Childress ISD	Meets Requirements	Deer Park ISD	Meets Requirements
Chilton ISD	Meets Requirements	Dekalb ISD	Meets Requirements
China Spring ISD	Meets Requirements	Denison ISD	Meets Requirements
Chireno ISD	Meets Requirements	Denton ISD	Meets Requirements
Chisum ISD	Meets Requirements	Denver City ISD	Meets Requirements
Christoval ISD	Meets Requirements	Detroit ISD	Meets Requirements
Cisco ISD	Meets Requirements	Devine ISD	Meets Requirements
City View ISD	Meets Requirements	Deweyville ISD	Meets Requirements
Cityscape Schools	Meets Requirements	Diboll ISD	Meets Requirements
Clarksville ISD	Meets Requirements	Dilley ISD	Meets Requirements
Clear Creek ISD	Meets Requirements	Dimmitt ISD	Meets Requirements
Clifton ISD	Meets Requirements	Dodd City ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements	Driscoll ISD	Meets Requirements
Coahoma ISD	Meets Requirements	Dublin ISD	Meets Requirements
Coleman ISD	Meets Requirements	Dumas ISD	Meets Requirements
College Station ISD	Meets Requirements	Eagle Mt-Saginaw ISD	Meets Requirements
Colmesneil ISD	Meets Requirements	Eagle Pass ISD	Meets Requirements
Colorado ISD	Meets Requirements	Early ISD	Meets Requirements
Comal ISD	Meets Requirements	East Bernard ISD	Meets Requirements
Comanche ISD	Meets Requirements	East Chambers ISD	Meets Requirements
Comfort ISD	Meets Requirements	East Fort Worth Montessori Academy	Meets Requirements
Commerce ISD	Meets Requirements	Eastland ISD	Meets Requirements
Community ISD	Meets Requirements	Ector ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements	Edgewood ISD	Meets Requirements
Compass Academy Charter School	Meets Requirements	Edinburg CISD	Meets Requirements
Conroe ISD	Meets Requirements	Edna ISD	Meets Requirements
Cooper ISD	Meets Requirements	Education Center International Academy	Meets Requirements
Coppell ISD	Meets Requirements	El Paso Academy	Meets Requirements
Copperas Cove ISD	Meets Requirements	El Paso ISD	Meets Requirements
Corpus Christi ISD	Meets Requirements	El Paso Leadership Academy	Meets Requirements
Corrigan-Camden ISD	Meets Requirements	Electra ISD	Meets Requirements
Coupland ISD	Meets Requirements	Elkhart ISD	Meets Requirements
Covington ISD	Meets Requirements	Ennis ISD	Meets Requirements
Crandall ISD	Meets Requirements	Era ISD	Meets Requirements
Crane ISD	Meets Requirements	Etoile ISD	Meets Requirements
Crawford ISD	Meets Requirements	Eula ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements	Eustace ISD	Meets Requirements
Crockett ISD	Meets Requirements	Evadale ISD	Meets Requirements
Crosbyton CISD	Meets Requirements	Evolution Academy Charter School	Meets Requirements
Cross Plains ISD	Meets Requirements	Excel Academy	Meets Requirements
Cross Roads ISD	Meets Requirements	Excellence In Leadership Academy	Meets Requirements
Crowell ISD	Meets Requirements		
Cumberland Academy	Meets Requirements		
Cumby ISD	Meets Requirements		

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Fabens ISD ^a	Meets Requirements	Harlingen CISD ^b	Meets Requirements
Fairfield ISD	Meets Requirements	Harmony ISD	Meets Requirements
Farmersville ISD	Meets Requirements	Harmony School Of Excellence	Meets Requirements
Farwell ISD	Meets Requirements	Harmony School Of Science - Houston	Meets Requirements
Flatonia ISD	Meets Requirements	Harmony Science Acad (El Paso)	Meets Requirements
Florence ISD	Meets Requirements	Harmony Science Acad (San Antonio)	Meets Requirements
Floresville ISD	Meets Requirements	Harmony Science Acad (Waco)	Meets Requirements
Flour Bluff ISD	Meets Requirements	Harmony Science Academy	Meets Requirements
Floydada ISD	Meets Requirements	Harmony Science Academy (Austin)	Meets Requirements
Forney ISD	Meets Requirements	Harper ISD	Meets Requirements
Forsan ISD	Meets Requirements	Harts Bluff ISD	Meets Requirements
Fort Bend ISD	Meets Requirements	Haskell CISD	Meets Requirements
Fort Stockton ISD	Meets Requirements	Hawkins ISD	Meets Requirements
Franklin ISD	Meets Requirements	Hawley ISD	Meets Requirements
Frankston ISD	Meets Requirements	Hemphill ISD	Meets Requirements
Frenship ISD	Meets Requirements	Henrietta ISD	Meets Requirements
Friena ISD	Meets Requirements	Hico ISD	Meets Requirements
Fruitvale ISD	Meets Requirements	Hidalgo ISD	Meets Requirements
Ft Sam Houston ISD	Meets Requirements	High Point Academy	Meets Requirements
Gainesville ISD	Meets Requirements	Highland Park ISD	Meets Requirements
Galena Park ISD	Meets Requirements	Hillsboro ISD	Meets Requirements
Galveston ISD	Meets Requirements	Holliday ISD	Meets Requirements
Ganado ISD	Meets Requirements	Hondo ISD	Meets Requirements
Garrison ISD	Meets Requirements	Honey Grove ISD	Meets Requirements
Gateway Academy Charter District	Meets Requirements	Hooks ISD	Meets Requirements
Gateway Charter Academy	Meets Requirements	Hubbard ISD	Meets Requirements
Giddings ISD	Meets Requirements	Hudson ISD	Meets Requirements
Gilmer ISD	Meets Requirements	Huffman ISD	Meets Requirements
Glen Rose ISD	Meets Requirements	Hughes Springs ISD	Meets Requirements
Godley ISD	Meets Requirements	Humble ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements	Huntington ISD	Meets Requirements
Gorman ISD	Meets Requirements	Hurst-Euleess-Bedford ISD	Meets Requirements
Graham ISD	Meets Requirements	Hutto ISD	Meets Requirements
Granbury ISD	Meets Requirements	Idea Public Schools	Meets Requirements
Grandview ISD	Meets Requirements	Industrial ISD	Meets Requirements
Granger ISD	Meets Requirements	Ingleside ISD	Meets Requirements
Grape Creek ISD	Meets Requirements	Ingram ISD	Meets Requirements
Grapeland ISD	Meets Requirements	Inspire Academies	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements	Inspired Vision Academy	Meets Requirements
Greenwood ISD	Meets Requirements	International Leadership Of Texas	Meets Requirements
Gregory-Portland ISD	Meets Requirements	Iowa Park CISD	Meets Requirements
Groesbeck ISD	Meets Requirements	Italy ISD	Meets Requirements
Groveton ISD	Meets Requirements	Itasca ISD	Meets Requirements
Gunter ISD	Meets Requirements	Jacksboro ISD	Meets Requirements
Hale Center ISD	Meets Requirements	Jacksonville ISD	Meets Requirements
Hallettsville ISD	Meets Requirements	Jarrell ISD	Meets Requirements
Hallsville ISD	Meets Requirements	Jefferson ISD	Meets Requirements
Hamilton ISD	Meets Requirements		
Hamlin ISD	Meets Requirements		
Hamshire-Fannett ISD	Meets Requirements		
Hardin ISD	Meets Requirements		
Hardin-Jefferson ISD	Meets Requirements		
Harleton ISD	Meets Requirements		

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Jim Hogg County ISD ^a	Meets Requirements	Lometa ISD	Meets Requirements
Jim Ned CISD ^b	Meets Requirements	London ISD	Meets Requirements
Joaquin ISD	Meets Requirements	Lone Oak ISD	Meets Requirements
Johnson City ISD	Meets Requirements	Longview ISD	Meets Requirements
Joshua ISD	Meets Requirements	Lorena ISD	Meets Requirements
Jourdanton ISD	Meets Requirements	Lorenzo ISD	Meets Requirements
Junction ISD	Meets Requirements	Los Fresnos CISD	Meets Requirements
Karnes City ISD	Meets Requirements	Lubbock-Cooper ISD	Meets Requirements
Keene ISD	Meets Requirements	Lufkin ISD	Meets Requirements
Keller ISD	Meets Requirements	Lumberton ISD	Meets Requirements
Kerens ISD	Meets Requirements	Lyford CISD	Meets Requirements
Kermit ISD	Meets Requirements	Lytle ISD	Meets Requirements
Kerrville ISD	Meets Requirements	Mabank ISD	Meets Requirements
Ki Charter Academy	Meets Requirements	Madisonville CISD	Meets Requirements
Kipp Austin Public Schools Inc	Meets Requirements	Magnolia ISD	Meets Requirements
Kipp Dallas-Fort Worth	Meets Requirements	Malakoff ISD	Meets Requirements
Kipp Inc Charter	Meets Requirements	Malone ISD	Meets Requirements
Kipp San Antonio	Meets Requirements	Manara Academy	Meets Requirements
Kirbyville CISD	Meets Requirements	Mansfield ISD	Meets Requirements
Klein ISD	Meets Requirements	Marble Falls ISD	Meets Requirements
Kopperl ISD	Meets Requirements	Marfa ISD	Meets Requirements
Kountze ISD	Meets Requirements	Marion ISD	Meets Requirements
Krum ISD	Meets Requirements	Mart ISD	Meets Requirements
La Academia De Estrellas	Meets Requirements	Martins Mill ISD	Meets Requirements
La Feria ISD	Meets Requirements	Martinsville ISD	Meets Requirements
La Porte ISD	Meets Requirements	Mathis ISD	Meets Requirements
La Pryor ISD	Meets Requirements	Maud ISD	Meets Requirements
La Vernia ISD	Meets Requirements	Maypearl ISD	Meets Requirements
La Villa ISD	Meets Requirements	McAllen ISD	Meets Requirements
Lago Vista ISD	Meets Requirements	McCamey ISD	Meets Requirements
Lake Dallas ISD	Meets Requirements	McGregor ISD	Meets Requirements
Lamar CISD	Meets Requirements	McKinney ISD	Meets Requirements
Lampasas ISD	Meets Requirements	McLeod ISD	Meets Requirements
Lapoynor ISD	Meets Requirements	Meadowland Charter School	Meets Requirements
Laredo ISD	Meets Requirements	Medina Valley ISD	Meets Requirements
Lazbuddie ISD	Meets Requirements	Memphis ISD	Meets Requirements
Leakey ISD	Meets Requirements	Meridian ISD	Meets Requirements
Legacy Preparatory	Meets Requirements	Meridian World School LLC	Meets Requirements
Leon ISD	Meets Requirements	Merkel ISD	Meets Requirements
Leonard ISD	Meets Requirements	Midlothian ISD	Meets Requirements
Lewisville ISD	Meets Requirements	Midvalley Academy Charter District	Meets Requirements
Lexington ISD	Meets Requirements	Midway ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements	Milford ISD	Meets Requirements
Life School	Meets Requirements	Millsap ISD	Meets Requirements
Lighthouse Charter School	Meets Requirements	Mineola ISD	Meets Requirements
Lindale ISD	Meets Requirements	Monte Alto ISD	Meets Requirements
Linden-Kildare CISD	Meets Requirements	Montgomery ISD	Meets Requirements
Little Cypress-Mauriceville CISD	Meets Requirements	Moody ISD	Meets Requirements
Little Elm ISD	Meets Requirements	Morton ISD	Meets Requirements
Littlefield ISD	Meets Requirements	Moulton ISD	Meets Requirements
Llano ISD	Meets Requirements	Mount Enterprise ISD	Meets Requirements
Lockney ISD	Meets Requirements	Mount Pleasant ISD	Meets Requirements

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Muenster ISD ^a	Meets Requirements	Petersburg ISD	Meets Requirements
Muleshoe ISD	Meets Requirements	Petrolia ISD	Meets Requirements
Mullin ISD	Meets Requirements	Pettus ISD	Meets Requirements
Natalia ISD	Meets Requirements	Pewitt CISD	Meets Requirements
Navarro ISD	Meets Requirements	Pflugerville ISD	Meets Requirements
Neches ISD	Meets Requirements	Pharr-San Juan-Alamo ISD	Meets Requirements
Nederland ISD	Meets Requirements	Pilot Point ISD	Meets Requirements
Needville ISD	Meets Requirements	Pineywoods Community Academy	Meets Requirements
New Boston ISD	Meets Requirements	Pittsburg ISD	Meets Requirements
New Braunfels ISD	Meets Requirements	Plano ISD	Meets Requirements
New Deal ISD	Meets Requirements	Pleasant Grove ISD	Meets Requirements
New Diana ISD	Meets Requirements	Point Isabel ISD	Meets Requirements
New Frontiers Charter School	Meets Requirements	Ponder ISD	Meets Requirements
New Waverly ISD	Meets Requirements	Poolville ISD	Meets Requirements
Newman International Academy of Arlington	Meets Requirements	Por Vida Academy	Meets Requirements
Newton ISD	Meets Requirements	Port Neches-Groves ISD	Meets Requirements
Nixon-Smiley CISD ^b	Meets Requirements	Positive Solutions Charter School	Meets Requirements
Nocona ISD	Meets Requirements	Post ISD	Meets Requirements
Normangee ISD	Meets Requirements	Pottsboro ISD	Meets Requirements
North East ISD	Meets Requirements	Prairiland ISD	Meets Requirements
North Hopkins ISD	Meets Requirements	Premier High Schools	Meets Requirements
North Lamar ISD	Meets Requirements	Premont ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements	Presidio ISD	Meets Requirements
Northside ISD	Meets Requirements	Princeton ISD	Meets Requirements
Northwest ISD	Meets Requirements	Priority Charter Schools	Meets Requirements
Nova Academy (Southeast)	Meets Requirements	Promise Community School	Meets Requirements
Odem-Edroy ISD	Meets Requirements	Prosper ISD	Meets Requirements
Odyssey Academy Inc	Meets Requirements	Queen City ISD	Meets Requirements
Olney ISD	Meets Requirements	Quitman ISD	Meets Requirements
Olton ISD	Meets Requirements	Radiance Academy Of Learning	Meets Requirements
Onalaska ISD	Meets Requirements	Ralls ISD	Meets Requirements
Orange Grove ISD	Meets Requirements	Ranch Academy	Meets Requirements
Orangefield ISD	Meets Requirements	Ranger ISD	Meets Requirements
Ore City ISD	Meets Requirements	Rankin ISD	Meets Requirements
Orenda Charter School	Meets Requirements	Rapoport Academy Public School	Meets Requirements
Overton ISD	Meets Requirements	Raul Yzaguirre School For Success	Meets Requirements
Paducah ISD	Meets Requirements	Raven School	Meets Requirements
Paint Rock ISD	Meets Requirements	Reagan County ISD	Meets Requirements
Palacios ISD	Meets Requirements	Red Oak ISD	Meets Requirements
Palmer ISD	Meets Requirements	Redwater ISD	Meets Requirements
Pampa ISD	Meets Requirements	Refugio ISD	Meets Requirements
Panhandle ISD	Meets Requirements	Rice CISD	Meets Requirements
Paradise ISD	Meets Requirements	Rice ISD	Meets Requirements
Pawnee ISD	Meets Requirements	Richardson ISD	Meets Requirements
Pearland ISD	Meets Requirements	Riesel ISD	Meets Requirements
Peaster ISD	Meets Requirements	Rio Vista ISD	Meets Requirements
Pegasus School Of Liberal Arts And Sciences	Meets Requirements	River Road ISD	Meets Requirements
Penelope ISD	Meets Requirements	Rivercrest ISD	Meets Requirements
Perrin-Whitt CISD	Meets Requirements	Robert Lee ISD	Meets Requirements
Perryton ISD	Meets Requirements		

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Robinson ISD ^a	Meets Requirements	Somerville ISD	Meets Requirements
Rockdale ISD	Meets Requirements	Sonora ISD	Meets Requirements
Rocksprings ISD	Meets Requirements	South Plains Academy Charter District	Meets Requirements
Rockwall ISD	Meets Requirements	South Texas Educational Technologies, Inc.	Meets Requirements
Rogers ISD	Meets Requirements	Southwest ISD	Meets Requirements
Roosevelt ISD	Meets Requirements	Spearman ISD	Meets Requirements
Ropes ISD	Meets Requirements	Splendora ISD	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements	Splendor ISD	Meets Requirements
Rosebud-Lott ISD	Meets Requirements	Spring Branch ISD	Meets Requirements
Round Rock ISD	Meets Requirements	Spring Hill ISD	Meets Requirements
Royal ISD	Meets Requirements	Springlake-Earth ISD	Meets Requirements
Royse City ISD	Meets Requirements	Spur ISD	Meets Requirements
Runge ISD	Meets Requirements	Spurger ISD	Meets Requirements
Rusk ISD	Meets Requirements	St Anthony School	Meets Requirements
S And S CISD ^b	Meets Requirements	St Mary's Academy Charter School	Meets Requirements
Sabinal ISD	Meets Requirements	Stamford ISD	Meets Requirements
Sabine ISD	Meets Requirements	Stanton ISD	Meets Requirements
Salado ISD	Meets Requirements	Step Charter School	Meets Requirements
Saltillo ISD	Meets Requirements	Stephenville	Meets Requirements
San Augustine ISD	Meets Requirements	Sterling City ISD	Meets Requirements
San Felipe-Del Rio CISD	Meets Requirements	Stockdale ISD	Meets Requirements
San Isidro ISD	Meets Requirements	Stratford ISD	Meets Requirements
San Saba ISD	Meets Requirements	Sudan ISD	Meets Requirements
Sanford-Fritch ISD	Meets Requirements	Sunray ISD	Meets Requirements
Sanger ISD	Meets Requirements	Sweeny ISD	Meets Requirements
Santa Maria ISD	Meets Requirements	Taft ISD	Meets Requirements
Santa Rosa ISD	Meets Requirements	Tahoka ISD	Meets Requirements
Santo ISD	Meets Requirements	Tarkington ISD	Meets Requirements
Schertz-Cibolo-U City ISD	Meets Requirements	Tatum ISD	Meets Requirements
Schleicher ISD	Meets Requirements	Teague ISD	Meets Requirements
School Of Excellence In Education	Meets Requirements	Tenaha ISD	Meets Requirements
School Of Science And Technology	Meets Requirements	Texans CAN Academies	Meets Requirements
School Of Science And Technology Discovery	Meets Requirements	Texas College Preparatory Academies	Meets Requirements
Schulenburg ISD	Meets Requirements	Texas Empowerment Academy	Meets Requirements
Scurry-Rosser ISD	Meets Requirements	Texas Leadership	Meets Requirements
Seguin ISD	Meets Requirements	The East Austin College Prep Academy	Meets Requirements
Ser-Ninos Charter School	Meets Requirements	The Excel Center	Meets Requirements
Seymour ISD	Meets Requirements	The Lawson Academy	Meets Requirements
Shallowater ISD	Meets Requirements	The Rhodes School	Meets Requirements
Shamrock ISD	Meets Requirements	The Varnett Public School	Meets Requirements
Sharyland ISD	Meets Requirements	Thorndale ISD	Meets Requirements
Shiner ISD	Meets Requirements	Thrall ISD	Meets Requirements
Simms ISD	Meets Requirements	Three Rivers ISD	Meets Requirements
Slaton ISD	Meets Requirements	Tidehaven ISD	Meets Requirements
Slidell ISD	Meets Requirements	Timpson ISD	Meets Requirements
Slocum ISD	Meets Requirements	Tom Bean ISD	Meets Requirements
Smithville ISD	Meets Requirements	Tomball ISD	Meets Requirements
Smyer ISD	Meets Requirements	Tornillo ISD	Meets Requirements
Snook ISD	Meets Requirements	Trenton ISD	Meets Requirements
Snyder ISD	Meets Requirements		
Socorro ISD	Meets Requirements		

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

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2017-18 (continued)**

District	Status	District	Status
Trinity Basin Preparatory	Meets Requirements	Wellington ISD	Meets Requirements
Trinity ISD ^a	Meets Requirements	Weslaco ISD	Meets Requirements
Troy ISD	Meets Requirements	West ISD	Meets Requirements
Tulia ISD	Meets Requirements	West Rusk ISD	Meets Requirements
Tuloso-Midway ISD	Meets Requirements	Westbrook ISD	Meets Requirements
Turkey-Quitaque ISD	Meets Requirements	Westwood ISD	Meets Requirements
Union Grove ISD	Meets Requirements	Wheeler ISD	Meets Requirements
United ISD	Meets Requirements	White Deer ISD	Meets Requirements
Universal Academy	Meets Requirements	White Oak ISD	Meets Requirements
Uplift Education - North Hills Preparatory	Meets Requirements	White Settlement ISD	Meets Requirements
Valley Mills ISD	Meets Requirements	Whiteface CISD	Meets Requirements
Valley View ISD	Meets Requirements	Whitehouse ISD	Meets Requirements
Valley View ISD	Meets Requirements	Whitesboro ISD	Meets Requirements
Van ISD	Meets Requirements	Whitewright ISD	Meets Requirements
Van Vleck ISD	Meets Requirements	Willis ISD	Meets Requirements
Vanguard Academy	Meets Requirements	Wills Point ISD	Meets Requirements
Venus ISD	Meets Requirements	Wimberley ISD	Meets Requirements
Vidor ISD	Meets Requirements	Winnsboro ISD	Meets Requirements
Village Tech Schools	Meets Requirements	Winters ISD	Meets Requirements
Waelder ISD	Meets Requirements	Woden ISD	Meets Requirements
Wall ISD	Meets Requirements	Wolfe City ISD	Meets Requirements
Waller ISD	Meets Requirements	Woodsboro ISD	Meets Requirements
Warren ISD	Meets Requirements	Wortham ISD	Meets Requirements
Waskom ISD	Meets Requirements	Wylie ISD	Meets Requirements
Water Valley ISD	Meets Requirements	Wylie ISD	Meets Requirements
Waxahachie ISD	Meets Requirements	Yorktown ISD	Meets Requirements
Wayside Schools	Meets Requirements	Ysleta ISD	Meets Requirements
Weatherford ISD	Meets Requirements	Zavalla ISD	Meets Requirements
Webb CISD ^b	Meets Requirements	Zephyr ISD	Meets Requirements
		Zoe Learning Academy	Meets Requirements

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

**Appendix 7-F1. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2016-17**

District	Status	District	Status
Alice ISD ^a	Needs Assistance	Judson ISD	Needs Assistance
Alvarado ISD	Needs Assistance	Kaufman ISD	Needs Assistance
Andrews ISD	Needs Assistance	Killeen ISD	Needs Assistance
Arlington ISD	Needs Assistance	Kipp Inc Charter	Needs Assistance
Austin Achieve Public Schools	Needs Assistance	Lancaster ISD	Needs Assistance
Bay City ISD	Needs Assistance	Lockhart ISD	Needs Assistance
Beaumont ISD	Needs Assistance	Luling ISD	Needs Assistance
Beeville ISD	Needs Assistance	Marble Falls ISD	Needs Assistance
Big Springs Charter School	Needs Assistance	Mercedes ISD	Needs Assistance
Brazosport ISD	Needs Assistance	Mexia ISD	Needs Assistance
Brownfield ISD	Needs Assistance	Mineral Wells ISD	Needs Assistance
Brownwood ISD	Needs Assistance	Navasota ISD	Needs Assistance
Burnet CISD ^b	Needs Assistance	Palestine ISD	Needs Assistance
Calhoun County ISD	Needs Assistance	Pecos-Barstow-Toyah ISD	Needs Assistance
Carthage ISD	Needs Assistance	Pharr-San Juan-Alamo ISD	Needs Assistance
Cayuga ISD	Needs Assistance	Pine Tree ISD	Needs Assistance
Chapel Hill ISD	Needs Assistance	Point Isabel ISD	Needs Assistance
Cleburne ISD	Needs Assistance	Quinlan ISD	Needs Assistance
Coldspring-Oakhurst CISD	Needs Assistance	Rio Hondo ISD	Needs Assistance
Corsicana ISD	Needs Assistance	Robstown ISD	Needs Assistance
Crosby ISD	Needs Assistance	Rusk ISD	Needs Assistance
Diboll ISD	Needs Assistance	San Benito CISD	Needs Assistance
Donna ISD	Needs Assistance	San Marcos CISD	Needs Assistance
Eagle Pass ISD	Needs Assistance	Sheldon ISD	Needs Assistance
East Central ISD	Needs Assistance	Sherman ISD	Needs Assistance
El Campo ISD	Needs Assistance	Snyder ISD	Needs Assistance
Eustace ISD	Needs Assistance	South San Antonio ISD	Needs Assistance
Everman ISD	Needs Assistance	Splendora ISD	Needs Assistance
Ferris ISD	Needs Assistance	Spring Branch ISD	Needs Assistance
Floresville ISD	Needs Assistance	Springtown ISD	Needs Assistance
Fort Bend ISD	Needs Assistance	Texans CAN Academies	Needs Assistance
Fredericksburg ISD	Needs Assistance	United ISD	Needs Assistance
Gainesville ISD	Needs Assistance	University Of Texas University Charter School	Needs Assistance
Gatesville ISD	Needs Assistance	Vernon ISD	Needs Assistance
Godley ISD	Needs Assistance	Vidor ISD	Needs Assistance
Gonzales ISD	Needs Assistance	Waxahachie ISD	Needs Assistance
Goose Creek CISD	Needs Assistance	Weatherford ISD	Needs Assistance
Graham ISD	Needs Assistance	Weslaco ISD	Needs Assistance
Groesbeck ISD	Needs Assistance	West Oso ISD	Needs Assistance
Harlandale ISD	Needs Assistance	Westwood ISD	Needs Assistance
Hays CISD	Needs Assistance	Wichita Falls ISD	Needs Assistance
Henderson ISD	Needs Assistance	Willis ISD	Needs Assistance
Hidalgo ISD	Needs Assistance	Yoakum ISD	Needs Assistance
Hitchcock ISD	Needs Assistance	Zapata County ISD	Needs Assistance
Huffman ISD	Needs Assistance		

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-F2. Special Education Determination Status,
Districts Need Assistance, Stage 2, 2017-18**

District	Status	District	Status
Abilene ISD ^a	Needs Assistance	Hitchcock ISD	Needs Assistance
Alvarado ISD	Needs Assistance	Jubilee Academic Center	Needs Assistance
Arlington ISD	Needs Assistance	Judson ISD	Needs Assistance
Athens ISD	Needs Assistance	Kaufman ISD	Needs Assistance
Atlanta ISD	Needs Assistance	Kemp ISD	Needs Assistance
Aw Brown-Fellowship Leadership Academy	Needs Assistance	Kennedale ISD	Needs Assistance
Bastrop ISD	Needs Assistance	Killeen ISD	Needs Assistance
Beeville ISD	Needs Assistance	La Grange ISD	Needs Assistance
Bellville ISD	Needs Assistance	Lake Worth ISD	Needs Assistance
Bowie ISD	Needs Assistance	Lamesa ISD	Needs Assistance
Brazosport ISD	Needs Assistance	Lancaster ISD	Needs Assistance
Brenham ISD	Needs Assistance	Levelland ISD	Needs Assistance
Brownfield ISD	Needs Assistance	Liberty ISD	Needs Assistance
Brownwood ISD	Needs Assistance	Livingston ISD	Needs Assistance
Burnet CISD ^b	Needs Assistance	Luling ISD	Needs Assistance
Calhoun County ISD	Needs Assistance	Mercedes ISD	Needs Assistance
Cameron ISD	Needs Assistance	Mesquite ISD	Needs Assistance
Carrizo Springs CISD	Needs Assistance	Mexia ISD	Needs Assistance
Center ISD	Needs Assistance	Mount Vernon ISD	Needs Assistance
Chapel Hill ISD	Needs Assistance	Palestine ISD	Needs Assistance
Cleburne ISD	Needs Assistance	Paris ISD	Needs Assistance
Cleveland ISD	Needs Assistance	Pearsall ISD	Needs Assistance
Clint ISD	Needs Assistance	Pine Tree ISD	Needs Assistance
Coldspring-Oakhurst CISD	Needs Assistance	Plainview ISD	Needs Assistance
Columbus ISD	Needs Assistance	Pleasanton ISD	Needs Assistance
Connally ISD	Needs Assistance	Poteet ISD	Needs Assistance
Corsicana ISD	Needs Assistance	Progreso ISD	Needs Assistance
Cotulla ISD	Needs Assistance	Rains ISD	Needs Assistance
Crosby ISD	Needs Assistance	Raymondville ISD	Needs Assistance
Dayton ISD	Needs Assistance	Roma ISD	Needs Assistance
Dickinson ISD	Needs Assistance	San Elizario ISD	Needs Assistance
Duncanville ISD	Needs Assistance	San Marcos CISD	Needs Assistance
East Central ISD	Needs Assistance	Santa Fe ISD	Needs Assistance
El Campo ISD	Needs Assistance	Sealy ISD	Needs Assistance
Elgin ISD	Needs Assistance	Seminole ISD	Needs Assistance
Everman ISD	Needs Assistance	Sheldon ISD	Needs Assistance
Ferris ISD	Needs Assistance	Silsbee ISD	Needs Assistance
Freer ISD	Needs Assistance	Sinton ISD	Needs Assistance
Garland ISD	Needs Assistance	Somerset ISD	Needs Assistance
Gatesville ISD	Needs Assistance	Southside ISD	Needs Assistance
Georgetown ISD	Needs Assistance	Southwest Preparatory School	Needs Assistance
Gladewater ISD	Needs Assistance	Springtown ISD	Needs Assistance
Goliad ISD	Needs Assistance	Stafford MSD ^c	Needs Assistance
Gonzales ISD	Needs Assistance	Sweetwater ISD	Needs Assistance
Goose Creek CISD	Needs Assistance	Taylor ISD	Needs Assistance
Grand Prairie ISD	Needs Assistance	Texarkana ISD	Needs Assistance
Grand Saline ISD	Needs Assistance	The Pro-Vision Academy	Needs Assistance
Greenville ISD	Needs Assistance	Victoria ISD	Needs Assistance
Hays CISD	Needs Assistance	Wharton ISD	Needs Assistance
Hearne ISD	Needs Assistance	Winfree Academy Charter Schools	Needs Assistance
Hempstead ISD	Needs Assistance	Woodville ISD	Needs Assistance
Henderson ISD	Needs Assistance	Yes Prep Public Schools Inc	Needs Assistance
Hereford ISD	Needs Assistance		

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

**Appendix 7-G1. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2016-17**

District	Status	District	Status
Alief ISD ^a	Needs Intervention	Lamesa ISD	Needs Intervention
Athens ISD	Needs Intervention	Laredo ISD	Needs Intervention
Bastrop ISD	Needs Intervention	Levelland ISD	Needs Intervention
Big Spring ISD	Needs Intervention	Liberty-Eylau ISD	Needs Intervention
Bloomington ISD	Needs Intervention	Little Cypress-Mauriceville CISD	Needs Intervention
Bonham ISD	Needs Intervention	Livingston ISD	Needs Intervention
Bridgeport ISD	Needs Intervention	Lubbock ISD	Needs Intervention
Cameron ISD	Needs Intervention	Manor ISD	Needs Intervention
Carrizo Springs CISD ^b	Needs Intervention	Marshall ISD	Needs Intervention
Cedar Hill ISD	Needs Intervention	Mesquite ISD	Needs Intervention
Center ISD	Needs Intervention	Midland ISD	Needs Intervention
Cleveland ISD	Needs Intervention	Mission CISD	Needs Intervention
College Station ISD	Needs Intervention	Nacogdoches ISD	Needs Intervention
Columbia-Brazoria ISD	Needs Intervention	New Caney ISD	Needs Intervention
Comfort ISD	Needs Intervention	Pasadena ISD	Needs Intervention
Corpus Christi ISD	Needs Intervention	Pearsall ISD	Needs Intervention
Cotulla ISD	Needs Intervention	Progreso ISD	Needs Intervention
Crowley ISD	Needs Intervention	Richard Milburn Alter High School (Killeen)	Needs Intervention
Crystal City ISD	Needs Intervention	Rio Grande City CISD	Needs Intervention
Dallas ISD	Needs Intervention	Rockdale ISD	Needs Intervention
Del Valle ISD	Needs Intervention	Seminole ISD	Needs Intervention
Desoto ISD	Needs Intervention	Shepherd ISD	Needs Intervention
Duncanville ISD	Needs Intervention	Silsbee ISD	Needs Intervention
Edcouch-Elsa ISD	Needs Intervention	Sinton ISD	Needs Intervention
Edgewood ISD	Needs Intervention	Somerset ISD	Needs Intervention
Elgin ISD	Needs Intervention	Southside ISD	Needs Intervention
Ennis ISD	Needs Intervention	Spring ISD	Needs Intervention
Focus Learning Academy	Needs Intervention	Stafford MSD ^c	Needs Intervention
Fort Worth ISD	Needs Intervention	Taylor ISD	Needs Intervention
Galveston ISD	Needs Intervention	Terrell ISD	Needs Intervention
Garland ISD	Needs Intervention	Texarkana ISD	Needs Intervention
George I Sanchez Charter	Needs Intervention	Texas City ISD	Needs Intervention
Georgetown ISD	Needs Intervention	Uvalde CISD	Needs Intervention
Grand Prairie ISD	Needs Intervention	Victoria ISD	Needs Intervention
Greenville ISD	Needs Intervention	Wharton ISD	Needs Intervention
Houston ISD	Needs Intervention	Whitney ISD	Needs Intervention
Irving ISD	Needs Intervention	Yes Prep Public Schools Inc	Needs Intervention
Kingsville ISD	Needs Intervention		
La Joya ISD	Needs Intervention		
La Vega ISD	Needs Intervention		

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

**Appendix 7-G2. Special Education Determination Status,
Districts Need Intervention, Stage 3, 2017-18**

District	Status	District	Status
Academy for Academic Excellence	Needs Intervention	Mineral Wells ISD	Needs Intervention
Alice ISD ^a	Needs Intervention	Mission CISD ^b	Needs Intervention
Alief ISD	Needs Intervention	Monahans-Wickett-Pyote ISD	Needs Intervention
Aransas Pass ISD	Needs Intervention	Nacogdoches ISD	Needs Intervention
Bay City ISD	Needs Intervention	Navasota ISD	Needs Intervention
Big Springs Charter School	Needs Intervention	New Caney ISD	Needs Intervention
Bonham ISD	Needs Intervention	Pasadena ISD	Needs Intervention
Bridge City ISD	Needs Intervention	Pecos-Barstow-Toyah ISD	Needs Intervention
Bryan ISD	Needs Intervention	Quinlan ISD	Needs Intervention
Canutillo ISD	Needs Intervention	Richard Milburn Alter High School (Killeen)	Needs Intervention
Cedar Hill ISD	Needs Intervention	Rio Grande City CISD	Needs Intervention
Columbia-Brazoria ISD	Needs Intervention	Rio Hondo ISD	Needs Intervention
Crowley ISD	Needs Intervention	Robstown ISD	Needs Intervention
Crystal City ISD	Needs Intervention	San Angelo ISD	Needs Intervention
Cuero ISD	Needs Intervention	San Antonio ISD	Needs Intervention
Dallas ISD	Needs Intervention	San Benito CISD	Needs Intervention
Del Valle ISD	Needs Intervention	San Diego ISD	Needs Intervention
Desoto ISD	Needs Intervention	Sherman ISD	Needs Intervention
Donna ISD	Needs Intervention	Southwest School	Needs Intervention
Ector County ISD	Needs Intervention	Sulphur Springs ISD	Needs Intervention
Edcouch-Elsa ISD	Needs Intervention	Temple ISD	Needs Intervention
Fort Worth ISD	Needs Intervention	Terrell ISD	Needs Intervention
Fredericksburg ISD	Needs Intervention	Texas City ISD	Needs Intervention
George I Sanchez Charter	Needs Intervention	Trinity Charter School	Needs Intervention
Harlandale ISD	Needs Intervention	University Of Texas University Charter School	Needs Intervention
Houston ISD	Needs Intervention	Vernon ISD	Needs Intervention
Huntsville ISD	Needs Intervention	Waxahachie Faith Family Academy	Needs Intervention
Irving ISD	Needs Intervention	West Orange-Cove CISD	Needs Intervention
Kenedy ISD	Needs Intervention	West Oso ISD	Needs Intervention
Kilgore ISD	Needs Intervention	Whitney ISD	Needs Intervention
Kingsville ISD	Needs Intervention	Wichita Falls ISD	Needs Intervention
La Joya ISD	Needs Intervention	Winona ISD	Needs Intervention
La Vega ISD	Needs Intervention	Yoakum ISD	Needs Intervention
Liberty-Eylau ISD	Needs Intervention	Zapata County ISD	Needs Intervention
Lockhart ISD	Needs Intervention		
Lubbock ISD	Needs Intervention		
Manor ISD	Needs Intervention		
Marlin ISD	Needs Intervention		

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-H1. Special Education Monitoring Status,
Districts in Stage 4 Intervention, 2016-17**

District	Status	District	Status
Aldine ISD ^a	Needs Substantial Intervention	La Marque ISD	Needs Substantial Intervention
Aransas Pass ISD	Needs Substantial Intervention	Monahans-Wickett-Pyote ISD	Needs Substantial Intervention
Brenham ISD	Needs Substantial Intervention	Port Arthur ISD	Needs Substantial Intervention
Bryan ISD	Needs Substantial Intervention	San Antonio ISD	Needs Substantial Intervention
Cuero ISD	Needs Substantial Intervention	Temple ISD	Needs Substantial Intervention
Ector County ISD	Needs Substantial Intervention	Tyler ISD	Needs Substantial Intervention
Huntsville ISD	Needs Substantial Intervention	Waco ISD	Needs Substantial Intervention
Jasper ISD	Needs Substantial Intervention	West Orange-Cove CISD ^b	Needs Substantial Intervention
Kilgore ISD	Needs Substantial Intervention		

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-H2. Special Education Determination Status,
Districts Need Substantial Intervention, Stage 4, 2017-18**

District	Status	District	Status
Aldine ISD ^a	Needs Substantial Intervention	Port Arthur ISD	Needs Substantial Intervention
Beaumont ISD	Needs Substantial Intervention	Shepherd ISD	Needs Substantial Intervention
Big Spring ISD	Needs Substantial Intervention	South San Antonio ISD	Needs Substantial Intervention
Edgewood ISD	Needs Substantial Intervention	Spring ISD	Needs Substantial Intervention
Jasper ISD	Needs Substantial Intervention	Tyler ISD	Needs Substantial Intervention
Marshall ISD	Needs Substantial Intervention	Uvalde CISD ^b	Needs Substantial Intervention
Midland ISD	Needs Substantial Intervention	Waco ISD	Needs Substantial Intervention

^aIndependent school district. ^bConsolidated independent school district.

8. Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-118, 126-128, and 130, became effective in all content areas and grade levels on September 1, 1998. The TEKS identify what students are expected to know and be able to do at the end of each course or grade level. Statute originally required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technical education, technology applications, languages other than English, and economics, served as guidelines, rather than requirements. In 2003, the 78th Texas Legislature added enrichment subjects to the list of subject areas required to use the TEKS. The state continues to promote rigorous and high standards by:

- ♦ facilitating review and revision of the TEKS;
- ♦ providing leadership to the regional education service centers (ESCs) as they help districts and charter schools implement the TEKS;
- ♦ supporting State Board of Education (SBOE) adoption of instructional materials aligned to the TEKS;
- ♦ aligning the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS; and
- ♦ incorporating college and career readiness standards into the TEKS.

The 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 and revisions.

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 are expected to be approved in 2018-19.

In 2015, the 84th Texas Legislature amended TEC §28.008 to require that the SBOE adopt by rule 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 is scheduled to adopt 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.

Professional Development and Programs Targeting Student Success

One important function the agency performs is providing support for training of classroom teachers. While most districts provide professional development at the local level, the state also contributes by providing teachers extensive support around the TEKS, the state's mandated curriculum standards. The state provides evidence-based instructional strategies in a variety of formats, including face-to-face and online training. The state currently offers professional development opportunities in English language arts and reading, mathematics, science, social studies, career and technical education, fine arts, and the English Language Proficiency Standards (ELPS). These professional development opportunities are designed to strengthen participants' content knowledge, as well as to emphasize connections to the CCRS and ELPS and support for students with disabilities and students identified as gifted and talented. The professional development is designed to help participants learn to provide differentiated instruction that meets the needs of a diverse student population. Although the primary focus of professional development is on classroom teachers, administrators are also able to take advantage of professional development opportunities by either participating in the teacher trainings or taking part in administrator overview training.

In 2009, TEA launched Project Share, an initiative designed to make professional development and teacher resources available in online formats. The initiative, which began as a small collection of online courses, has continued to grow and now provides an extensive offering of professional development courses, teacher and administrator resources, formative assessment resources, and TEKS-aligned student lessons. Given Project Share's growth and the advancement of online learning systems since the 2009 launch, TEA transitioned to a content management and delivery system during the 2015-16 school year and rebranded the new online environment as the Texas Gateway. This transition eliminated account creation requirements; made teacher and student resources more easily accessible through the use of faceted searches, embedded codes,

and sharable links; and enabled integration with districts' local learning management systems.

Since 2010, teachers have had online access to the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle School Students in Texas: Algebra Ready (MSTAR) system. The ESTAR/MSTAR system enables teachers to measure algebra readiness knowledge and skills in students in Grades 2-8 through a series of universal screeners and diagnostic assessments. The information gathered from the ESTAR/MSTAR system allows teachers to identify students who need additional instruction and support in algebra-related knowledge and skills. Teachers are supported in using the ESTAR/MSTAR system through a series of online professional development courses that explain how to administer the screeners and diagnostics properly and how to interpret the results and adjust instruction accordingly.

Other online resources include OnTRACK Lessons, an extensive series of TEKS-aligned student lessons. OnTRACK Lessons can be used to supplement classroom instruction and provide accelerated instruction for students in Grades 7-12. Another resource that was made available beginning in 2017 is Texas Lesson Study, a framework for collaborative instructional research and lesson design. Lesson Study is a form of job-embedded, professional development for teachers that uses a systematic process to foster a collaborative, professional environment in which teachers: collaborate in teams of 2-5 to identify a research theme and student expectations from the TEKS that students have difficulty understanding; research best instructional practices for the identified student expectations and plan a strategic, research-based lesson; teach the lesson to students and collect data on students' responses, levels of engagement, and learning processes; reflect on the lesson and options for refinement; and share the teacher-designed, research-based lesson and report on the lesson effectiveness with other teaching professionals online through the Texas Gateway. The purpose of Lesson Study is to help teachers improve their effectiveness, share best practices with other teachers, improve student outcomes, and provide a platform to demonstrate mastery within the teaching profession.

The transition from traditional, face-to-face support to an online environment has enabled TEA to publish online resources for teachers and students more efficiently and to improve those resources on an ongoing basis through updates and enhancements. It has also given TEA the ability to share no-cost teacher and student resources across the various learning management solutions used by Texas public school districts and open-enrollment charters.

English and Spanish Language Arts and Reading

The TEKS in English and Spanish language arts and reading address such important basic skills as spelling, grammar, language usage, and punctuation. The current CCRS are incorporated in the TEKS, which are organized in the following strands.

- ◆ Reading. Students read and understand a wide variety of literary and informational texts.
- ◆ Writing. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.
- ◆ Research. Students locate a range of relevant sources and evaluate, synthesize, and present ideas and information.
- ◆ Listening and speaking. Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.
- ◆ Oral and written conventions. Students use the oral and written conventions of the English and Spanish languages in speaking and writing.

The SBOE completed the review and revision of the current English and Spanish reading language arts TEKS in spring 2017. Committees of educators and experts in the field made recommendations for revisions to the current TEKS, which were shared with the SBOE. The revised TEKS are scheduled to be implemented at the start of the 2019-20 school year for kindergarten through Grade 8 and at the start of the 2020-21 school year for high school. The revised TEKS, while similar in many respects to the current standards, have been updated and reorganized. The revised TEKS emphasize the interconnected nature of the four domains of language (listening, speaking, reading, and writing) and thinking through seven integrated strands: developing and sustaining foundational language skills; comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. To help districts and schools prepare for the implementation of the revised reading and language arts TEKS, TEA will make available a number of resources, including TEKS guides, vertical alignment documents, side-by-side comparisons, and glossaries, that provide additional information about the new standards in the 2018-19 school year.

Professional development courses to support teachers of middle school students experiencing difficulties in reading are provided online through the Texas Gateway. In addition to the various professional development opportunities, online lessons to support student success in English language arts and reading are also provided through the Texas Gateway. OnTRACK Lessons for students in Grades 7-8 and students taking English I,

English II, and English III are currently available through the Texas Gateway. Additionally, online diagnostics and lessons were made available through Texas Students Using Curriculum Content to Ensure Sustained Success (SUCCESS) to support students and provide accelerated reading instruction in Grades 3-8 during the 2014-15, 2015-16, 2016-17, and 2017-18 school years. English I and II programs were available for the 2015-16, 2016-17, and 2017-18 school years. These reading programs provide online, interactive reading lessons.

Professional development to support educators in writing instruction began in the summer of 2014 and continued through the 2017-18 school year. The training was part of the Write for Texas initiative and remains available through a series of modules posted on the Texas Gateway. Write for Texas also included online writing evaluation software, which teachers in selected districts used to supplement evaluation of student writing in secondary English language arts classrooms. Write for Texas was a collaborative effort among TEA, the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk, the regional ESCs, National Writing Project of Texas sites, and Texas public school districts.

Professional development focused on reading instruction was implemented beginning in summer 2016. Literacy Achievement Academies provide support for teachers of students in Grades K-3 and focus on effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. In summer 2016, TEA launched Literacy Achievement Academies for teachers who provide reading instruction to students in kindergarten and Grade 1. Literacy Achievement Academies for teachers who provide reading instruction to students in Grades 2 and 3 were made available beginning in summer 2017. Additionally, Reading-to-Learn Academies were made available beginning in summer 2017 for teachers who provide reading comprehension instruction to students in Grades 4 and 5. Reading-to-Learn Academies include effective instructional practices that promote student development of reading comprehension and inferential and critical thinking.

Mathematics

Overview

In 2017, the SBOE added the following courses as options for mathematics credit toward graduation: the technology applications course International Baccalaureate (IB) Computer Science Higher Level; the CTE career development course Applied Mathematics for

Technical Professionals; and the CTE courses Accounting II, Mathematics for Medical Professionals, Manufacturing Engineering Technology II, and Robotics II.

TEA maintained resources, including supporting information documents for the mathematics TEKS, the Interactive Mathematics Glossary for Grades K-8, the ESTAR/MSTAR universal screener and diagnostic assessments, and the Texas Response to the Curriculum Focal Points. In addition, TEA developed Teacher2Teacher videos for Grades K-8 and Algebra I. This instructional video series addresses mathematical topics that are challenging to teach.

To support elementary school teachers who provide instruction in mathematics, TEA made available the face-to-face Mathematics Achievement Academies beginning in summer 2016. 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 made available in summer 2016, and an academy for teachers of kindergarten and Grade 1 was made available in summer 2017. A blended follow-up academy (part online and part face-to-face) for Grade 3 is expected to be made available in fall 2018. Blended follow-up academies for Grades K-2 are expected to be available in 2019. Additionally, educators will have the opportunity to earn micro credentials in specific mathematics concepts related to content covered in the Mathematics Achievement Academies.

The ESTAR/MSTAR System and Other Resources 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. Screener results help teachers identify students who need additional instructional support in developing knowledge and skills related directly to algebra readiness. A student identified as at risk of not acquiring algebra readiness knowledge and skills completes a diagnostic assessment to help determine the areas in which he or she is having difficulty and to provide information the teacher can use to plan additional instruction.

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. Use of the ESTAR/MSTAR system continues to grow. Over 450,000 ESTAR/MSTAR screeners and diagnostics were completed during the 2017-18 school year. Compared to the previous year, use of the ESTAR universal screener increased 141 percent, and use of the MSTAR Universal Screener increased 61 percent.

Once a struggling student is identified, teachers and students may access other online resources designed to provide additional practice, instruction, and support. Examples of these resources for the 2016-17 and 2017-18 school years included the following:

- ◆ OnTRACK lessons—interactive, TEKS-aligned lessons available on the Texas Gateway—for Grades 7 and 8 mathematics, Algebra I, Geometry, and Algebra II;
- ◆ Interactive Mathematics Glossary—interactive glossary available on the Texas Gateway—for Grades K-8;
- ◆ supporting information documents—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; and
- ◆ Teacher2Teacher videos—TEKS-aligned instructional videos available on the Texas Gateway—for teachers of Grades K-8.

Science

Overview

The science TEKS require that students investigate topics in depth to develop scientific observation, problem-solving, and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent on Grades 6-12 science instruction be devoted to laboratory and field investigations. The SBOE began an effort to streamline the science TEKS in the summer of 2016. This streamlining focused on reducing the scope of the TEKS and ensuring that the content could be reasonably taught to mastery during an instructional year. The SBOE adopted the streamlined TEKS in spring 2017. The streamlined TEKS for science were implemented in classrooms beginning with the 2018-19 school year.

SBOE rules require science instruction in Grades K-8 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 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 and include OnTRACK lessons in the elementary and middle school grades as well as many high school courses. 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.

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. In addition, the science, technology, and society strand provides students with an opportunity to evaluate the effects of major scientific and technological discoveries and innovations on societies throughout history. In 2017, the SBOE initiated streamlining of the social studies TEKS. Approval of streamlined social studies TEKS is anticipated in the 2018-19 school year, with a future implementation date to be determined by the SBOE.

Social studies instruction is required in each of Grades K-8. Additionally, the Foundation High School Program 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 2016, the SBOE adopted TEKS for the new Personal Financial Literacy course. In 2017, the SBOE began the review of curriculum standards for a one-credit high school elective course called Ethnic Studies: Mexican American Studies. The new TEKS-based course is expected to be available in Texas public schools in the 2019-20 school year.

TEA provides professional development courses through the Texas Gateway and TEKS-aligned resources for teachers and students, including resources on iTunes U and OnTRACK lessons in Grade 8 social studies and U.S. History. TEA continues to collaborate with organizations such as the Texas State Historical Association and the Bullock Texas State History Museum, the Institute of Texan Cultures, the Texas Parks and Wildlife Department, and Texas public schools and institutions of higher education to provide curriculum materials and professional development opportunities for social studies teachers.

Career and Technical Education

Career and technical education (CTE) is organized into 16 Career Clusters and 81 career pathways endorsed by the U.S. Department of Education. The Career Clusters, groupings of occupations and industries based on skills and knowledge, support the Governor's Industry Cluster Initiative, which targets high-growth, high-paying jobs for the 21st century Texas economy. 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 one 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 the spring of 2017.

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.

Ongoing projects addressed in the state plan for CTE include maintaining updated programs of study, identifying the CCRS in the CTE TEKS, and providing professional development for CTE teachers, administrators, and counselors. The CTE Professional Development Contract funds annual conferences for new CTE teachers and administrators, as well as an annual academy for counselors who wish to learn more about CTE. The academies are nine-month events divided into three parts: a three-day, face-to-face event in the fall, an ongoing project that spans the school year and furthers the participants' goals for the school year, and a final face-to-face event the following summer. Academy participants focus on the development of district CTE programs that are of the highest quality and focus on success of the student, workforce needs, postsecondary alignment options, and employer engagement.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2008-2013*, as required under TEC §29.182. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to the U.S. Department of Education, as required by the Carl D. Perkins Career and Technical Education Act of 2006. As a result of the reauthorization of the Perkins Act in 2018, TEA will begin development of a revised State Plan for CTE.

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 Foundation High School Program.

Revisions to the fine arts TEKS were implemented beginning with the 2015-16 school year. Many new courses are now 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 Foundation High School Program 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 adults. Instruction in health education is required in Grades K-8. The K-8 health education TEKS are organized around four key strands: health behaviors, health information, influencing factors, and personal/interpersonal skills. The K-8 health TEKS address bullying prevention, including evidence-based practices regarding bullying and harassment awareness, prevention, identification, self-defense, resolution, and intervention. In Grades 4-8, the knowledge and skills related to bullying prevention make up a fifth strand. At the high school level, two health education courses, Health 1 and Advanced Health, are available to students for elective credit.

The TEKS for health and physical education were originally adopted in 1998 and implemented in classrooms beginning with the 1999-00 school year. In 2015, the 84th Texas Legislature amended TEC §28.002 to require that the SBOE adopt TEKS for health education that address the dangers, causes, consequences, signs, symptoms, and treatment of nonmedical use of prescription drugs. Revisions to the health TEKS adopted by the SBOE to align with this requirement were implemented in the 2017-18 school year.

The physical education TEKS focus on helping students acquire the knowledge and skills for movement that provide the foundation for enjoyment, social development through physical activity, and access to a physically active lifestyle. The physical education TEKS are aligned around three strands: movement, physical activity and health, and social development. Instruction in the physical education TEKS is required in Grades K-8. At the high school level, students are required to earn one credit in physical education or an approved substitute.

The SBOE is scheduled to begin a full review and revision to update the current health and physical education TEKS in the 2018-19 school year. In September 2017,

the SBOE requested that the commissioner of education prepare a study of current health education research and state standards that would be used as a guide to update the health education TEKS. TEA convened a committee of health education experts in 2018. The committee's report is expected to be completed in early 2019.

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.

Under the Foundation High School Program, established by the 83rd Texas Legislature, all students are required to complete two credits in a single language other than English and may satisfy the requirement with two credits in computer programming languages (TEC §28.025). 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, due to 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 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 2017, the 85th Texas Legislature amended TEC §28.002 to require that the SBOE approve courses in cybersecurity for credit for high school graduation. The legislation requires that the SBOE adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement on the Foundation High School Program. The SBOE is expected to complete development of TEKS for new courses in cybersecurity and adopt rules related to a cybersecurity STEM endorsement pathway for implementation beginning in the 2019-20 school year.

English Learners

Overview

Instructional programs in bilingual education and English as a second language (ESL) serve students in pre-kindergarten through Grade 12 whose primary language is not English and who have been identified as English learners (ELs) in accordance with state identification and assessment requirements outlined in 19 TAC §89.1225 (2018-19) and §89.1226 (beginning in 2019-20). While more than 130 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 89.4 percent of homes in which English is not the primary language. In the 2017-18 school year, 1,015,372 students were identified as ELs, an increase of 0.5 percent from the 1,010,756 students identified as ELs in the 2016-17 school year.

Programs Targeting English Learners

Districts must offer summer school programs in accordance with requirements under TEC §29.060 for 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 <http://elltx.org/>. Online training and various resources for educators of English learners are also available through the Texas Gateway at https://www.texasgateway.org/resource-index/?f%5B0%5D=im_field_resource_subject%3A1. Training resources and video vignettes on the Language Proficiency Assessment Committee (LPAC) Framework are also available online at <https://projects.esc20.net/page/lpac.home>. 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 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 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 anticipates reviewing and revising the ELPS during the 2018-19 school year.

Gifted/Talented Education

In June 2018, the SBOE approved a plan to review and update the *Texas State Plan for the Education of Gifted/Talented Students*. The SBOE had previously

adopted an update to the state plan in 2009. The state plan provides comprehensive guidance to school districts on gifted/talented education, including the areas of student identification and assessment, service design, curriculum and instruction, professional development, and family-community involvement. The SBOE began the process to revise the state plan in 2018.

The Texas Performance Standards Project (TPSP) was originally developed in 2002-03 as a resource for teachers and schools for differentiating instruction to gifted/talented (G/T) students. The goal of TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the 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 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). Additionally, state-provided professional development for the TEKS 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 TEKS apply to both full- and half-day kindergarten programs.

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. Instructional materials for prekindergarten systems were adopted by the SBOE in Proclamation 2011. In fall 2015, TEA established a 13-member review committee consisting of classroom teachers, public school administrators, and higher education faculty and researchers from across the state to participate in the revision of the Texas Prekindergarten Guidelines. The revised prekindergarten guidelines are aligned with the current kindergarten TEKS, sequenced to follow child development, and provide teaching strategies for each of the guidelines. The revised prekindergarten guidelines offer educators the information and support to prepare all children for success in kindergarten. The updated guidelines were implemented beginning with the 2016-17 school year.

For each year of the biennium, the Texas Legislature, TEA, and the Texas Workforce Commission 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 all 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 participation in professional development for early childhood education professionals seeking completion of a child development associate or general associate degree.

The General Appropriations Act, Article III, Rider 78, was passed by the 85th Texas Legislature and signed by Governor Abbott on June 12, 2017. Rider 78 ensures that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the high-quality prekindergarten program requirements in TEC §§29.167-29.171 and the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, program evaluation, and development of a family engagement plan.

Over the biennium, the TWC and TEA have supported the PreK Partnership Planning Grant. The purpose of the grant is to assist local education agencies (LEAs) in developing partnerships with Texas Rising Star (TRS) 4-Star private child care providers to expand access and service delivery models for provision of 3- and 4-year-old prekindergarten.

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.

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.

Start Smart Texas is a new collaborative effort between TEA, Texas Public Broadcasting System, and the United Ways of Texas. Start Smart Texas is a parent-focused initiative designed to work with families, community leaders, and schools to promote the role of parents in making any time a learning time.

The TEA Early Childhood Education (ECE) Division is now working with ECE Support Networks. This program provides targeted technical assistance to five groups of LEAs, with each group focusing on an aspect of early childhood education (quality, access, or partnerships). Technical assistance takes place in the form of monthly calls with TEA staff, webinars, virtual professional learning community meetings, resource development and sharing, activities, and assignments.

The ECE Division has developed the following resources to support programs across the state:

- ◆ prekindergarten enrollment toolkit;
- ◆ prekindergarten and kindergarten program evaluation;
- ◆ ECE alignment document;
- ◆ webinars; and
- ◆ guidance documents.

Texas Science, Technology, Engineering, and Mathematics Initiative

As part of TEA's College and Career Readiness School Models (CCRSM), Texas Science, Technology, Engineering, and Mathematics (T-STEM) academies are innovative Grades 6-12 or Grades 9-12 campuses that blend high school and college coursework with a focus on STEM fields to help historically underserved and at-risk students develop technical skills and pursue high-wage, high-demand career paths at no cost to the participating students.

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 2017-18 school year, 132 T-STEM academies were designated across Texas, including 85 campuses serving Grades 6-12 and 47 campuses serving

Grades 9-12. 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.

Early College High Schools

As part of TEA's CCRSM, Early College High Schools (ECHS) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students and students wishing to accelerate completion of high school to earn a high school diploma and up to 60 college credit hours simultaneously at no cost to students. ECHS form strong partnerships with local business and industry and higher education.

Recognized as one of the most well-developed ECHS networks in the country, the ECHS initiative builds on state and local efforts to provide students the opportunity to earn an associate degree while participating in rigorous instruction and accelerated learning and obtaining supports for academic success.

For the 2017-18 school year, 198 ECHS were designated across Texas. 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 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 Foundation High School Program with endorsement options to increase flexibility for students. The legislature gave the SBOE authority to identify advanced courses related to the graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments under

the new graduation program. The SBOE adopted rules for the Foundation High School Program on January 31, 2014 (19 TAC Chapter 74, Subchapter B).

The Foundation High School Program was established as the graduation program for all students entering high school, beginning with the 2014-15 school year. To graduate under the Foundation High School Program, a student is required to earn a minimum of 22 credits, including four credits in English language arts; three credits each in mathematics, science, and social studies; two credits in a single language other than English; one credit each in fine arts and physical education; and five elective credits.

Each school district must ensure that a student, on entering ninth grade, indicates in writing the endorsement that he or she intends to pursue. A student may earn an endorsement by successfully completing the curriculum requirements for the endorsement, as identified by SBOE rule, and earning a total of 26 credits that include four credits in mathematics, four credits in science, and 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 Foundation High School Program provide students with multiple options for earning each endorsement. The options, to the extent possible, require completion of a coherent sequence of courses. An endorsement may be earned in any of the following areas:

- ◆ science, technology, engineering, and mathematics (requires that a student complete Algebra II as one of the four mathematics credits and Chemistry and Physics as two of the four science credits);
- ◆ business and industry;
- ◆ public services;
- ◆ arts and humanities; and
- ◆ multidisciplinary studies.

A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission with a school counselor on a form adopted by TEA. 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 Foundation High School Program; and the curriculum requirements for at least one endorsement. A student may earn a performance acknowledgment for outstanding performance in a dual credit course, in bilingualism and biliteracy, on an Advanced Placement or International Baccalaureate examination, or on the PSAT, ACT-Plan,

ACT-Aspire, SAT, or ACT; or for earning a state-recognized or nationally or internationally recognized business or industry certification or license.

In 2017, the SBOE adopted amendments that updated rules to include new CTE course options that are available for students to satisfy graduation requirements beginning with the 2017-18 school year. In addition, the SBOE adopted rules that would allow a student who successfully completes either AP Computer Science A or IB Computer Science Higher Level to satisfy both mathematics and LOTE graduation requirements. These rules will be implemented in the 2018-19 school year. To satisfy the requirements of HB 3593, passed by the 85th Texas Legislature, the SBOE amended rules to add the requirement that each district annually report to TEA the names of courses approved by the board of trustees and institutions of higher education in which the district's students have enrolled as part of locally developed cybersecurity programs. These rules will be implemented in the 2018-19 school year.

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 current International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*, and TXVSN accessibility standards. 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 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 iNACOL *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 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.

Phase I of the technical migration was completed December 1, 2017. 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, due to the very large reduction in program

funding, several key network functions, including course review, have been suspended indefinitely.

In addition to offering online courses available through the TXVSN, Texas public schools continue to be able to offer other online opportunities to their students.

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.

Due to 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.

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 2016-17 and 2017-18 school years were: Grapevine-Colleyville ISD, Houston ISD, Huntsville ISD, and Responsive Education Solutions' Texas College Preparatory Academies (Grades 3-8) and Premier High Schools (Grades 9-12).

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 Person

For information on the state curriculum program, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (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/>.

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 <http://www.elltx.org/>.

9. Charter Schools and Waivers

In past years, state lawmakers have taken steps to expand options available to meet students where they are educationally in Texas. They have given local school districts and campuses latitude in tailoring education programs to meet the specific needs of students.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature passed legislation that created open-enrollment charter schools (Texas Education Code [TEC], Chapter 12, Subchapter D). At their inception, charters were designed to be testing zones for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters target students at risk of dropping out or those who have already dropped out and use the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

In 2013, the 83rd Texas Legislature amended charter statute to, among other things, transfer authority to grant charters from the SBOE to the commissioner of education and give the SBOE authority to veto charters the commissioner proposes to grant (TEC §12.101). Prior to the changes, the SBOE had awarded a total of 305 state open-enrollment charters. Since September 2013, the commissioner has proposed 27 open-enrollment charters, 3 of which the SBOE subsequently vetoed. The total number of open-enrollment charters

awarded as of September 2018 is 329. Of the total number of charters awarded, 175 are active, and 171 of these are currently serving students. Because of default closures, 54 of the 329 open-enrollment charters are no longer active. Additionally, 100 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. Additionally, the cap does not affect the number of campuses that may be operated by current charter schools. Of the current charter schools, 109 have multiple campuses, and those that are performing well academically and financially and are compliant with state and federal requirements are eligible to request the addition of campuses, grade levels, or geographic areas, and increases in enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated 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 2016, the commissioner has renewed contracts for 21 of the active open-enrollment and university charters.

State Waivers

In the 2016-17 and 2017-18 school years, the commissioner of education granted a combined total of 3,552 expedited and general state waivers (Table 9.1). The type of expedited waiver most frequently requested allows a school district or campus to modify its calendar to provide for a school day that is less than seven hours per day. During the 2016-17 and 2017-18 school years, the commissioner approved a combined total of 777 early release day waivers, accounting for 21.9 percent of all approved state waivers.

To encourage staff development the commissioner may grant a maximum of three days for general staff development and up to two additional waiver days for staff development related to reading/language arts, mathematics, science, and social studies. Based on the change from days of operation to minutes, beginning with the 2018-19 school year, the agency moved to a single staff development waiver for a maximum of 2,100 minutes. Districts and charter schools could apply for the staff development waiver for the 2018-19 school year beginning in January 2018, which allowed districts to plan their calendars for the upcoming school year. A combined total of 626 waivers were granted for general staff development and 221 waivers were granted for

one or more of the additional days for staff development in 2016-17 and 2017-18.

Class size exceptions may be granted by the commissioner of education only in cases of undue hardship and for only one year at a time. A class size exception may be granted if a district: (a) is unable to employ qualified teachers; (b) is unable to provide educational facilities; or (c) is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to exceed 22 students in only one section at any grade level on any campus. In the 2017-18 school year, 270 class size exceptions were granted to districts. The previous school year, 348 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.

Table 9.1. State Waivers Approved, 2016-17 and 2017-18

Type of Waiver	2016-17		2017-18		Total	
	Number	Percent	Number	Percent	Number	Percent
Expedited Waivers						
Staff Development – General (Minutes for 2018-19 School Year)	182	15.2	444	18.9	626	17.6
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	81	6.8	140	5.9	221	6.2
Modified Schedule State Assessment Testing Days	70	5.8	139	5.9	209	5.9
Early Release Days	385	32.1	392	16.7	777	21.9
Foreign Exchange Students (5 or more)	19	1.6	46	2.0	65	1.8
Timeline for Accelerated Instruction	47	3.9	103	4.4	150	4.2
Teacher Data Portal of the Texas Assessment Management System	33	2.8	107	4.5	140	3.9
General Waivers						
Course Requirements	0	0.0	1	0.0	1	0.0
Course Requirements – Career and Technical Education	1	0.1	0	0.0	1	0.0
Certification	4	0.3	10	0.4	14	0.4
Foreign Exchange Students (Less than 5)	8	0.7	11	0.5	19	0.5
Pregnancy Related Services On-Campus (CEHI ^a)	12	1.0	14	0.6	26	0.7
Other Miscellaneous	172	14.4	249	10.6	421	11.9
Attendance						
Low Attendance Days	149	12.4	377	16.0	526	14.8
Missed Instructional Days	35	2.9	321	13.6	356	10.0
Total State Waivers Approved	1,198	100	2,354	100	3,552	100

Note. Waivers approved from 06/01/2016 through 05/31/2017 and from 6/01/2017 through 05/31/2018. Parts may not add to 100 percent because of rounding.

^aCompensatory education home instruction.

TEA was given Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the U.S. Department of Education (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 the Every Student Succeeds Act of 2015 (ESSA). The state's Ed-Flex authority was effective through the 2017-18 school year only. In June 2018, ED again extended TEA's designation as an Ed-Flex State under ESSA. The state's Ed-Flex authority is effective through the 2018-19 school year.

Statewide Administrative Waivers

During the 2017-18 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.

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 2016-17 and 2017-18 school years, the poverty threshold for schoolwide eligibility was 40 percent. In 2016-17, a total of 80 campuses in 41 districts received waivers. In 2017-18, a total of 77 campuses in 38 districts received waivers.

Title I, Part A, Program—Roll Forward

Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver

is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. In 2016-17, a total of 35 LEAs used the Ed-Flex waiver. In 2017-18, a total of 43 LEAs used the Ed-Flex waiver.

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.

Agency Contact Persons

For information on open-enrollment charter schools, contact Martin Winchester, Deputy Commissioner of Educator Support, (512) 463-8972; Joe Siedlecki, Associate Commissioner of Improvements, Innovations, and Charters, (512) 936-2256; or Heather Mauzé, Charter Schools, (512) 463-9575.

For information on general state waivers, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Leah Martin, Governance and Investigations, (512) 463-5899.

For information on federal Ed-Flex waivers, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Cory Green, Associate Commissioner for Contracts, Grants, and Financial Administration, (512) 463-8992; or Vivian Smyrl, Federal Program Compliance, (512) 936-6216.

Other Sources of Information

For additional information on charter schools, see http://tea.texas.gov/Texas_Schools/Charter_Schools/.

For a list of state waivers granted by the commissioner of education, see <http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx>.

For additional information on federal Ed-Flex waivers, see https://tea.texas.gov/Finance_and_Grants/Grants/Ed-Flex_Waivers/.

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 2016-17 school year, 63.1 percent of school district and charter expenditures statewide were used for direct instructional activities, a decrease from 63.6 percent in 2015-16 (Table 10.1).

Activity	Expenditures (%)
2015-16	
Instruction	56.7
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	2.2
Guidance and Counseling Services	3.5
Total	63.6
2016-17	
Instruction	56.2
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	2.2
Guidance and Counseling Services	3.5
Total	63.1

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 2017-18 school year, 64.4 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight decrease from 64.6 percent in 2016-17 (Table 10.2).

Activity	Staff Hours (%)
2016-17	
Instruction	58.5
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	1.4
Guidance and Counseling Services	3.5
Total	64.6
2017-18	
Instruction	58.2
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	1.4
Guidance and Counseling Services	3.5
Total	64.4

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 Person

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; Leo Lopez, Chief School Finance Officer, (512) 463-9238; or Al McKenzie, State Funding, (512) 463-9186.

Other Sources of Information

See the *Public Education Information Management System Data Standards* at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/. See the *Financial Accountability System Resource Guide* at http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

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 2017-18, TEA required 119 data collections under state law only, 73 under federal law only, and 17 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).

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

Table 11.1. Information Types in the PEIMS^a Electronic Data Collection

<p>Organizations</p> <ul style="list-style-type: none"> ◆ District name, assigned number, and community and student engagement indicators ◆ Shared services arrangement types, fiscal agent, and identifying information ◆ Campus name, assigned number, and community and student engagement indicators ◆ Campus course schedules ◆ Campus calendars <p>Staff</p> <ul style="list-style-type: none"> ◆ 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 	<p>Finances</p> <ul style="list-style-type: none"> ◆ 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 <p>Students</p> <ul style="list-style-type: none"> ◆ Identification, including a state unique identification number, a Social Security number or unique state-assigned student number, name, and basic demographic information ◆ Enrollment, including campus, grade, special program participation, and various indicators of student characteristics ◆ Attendance information for each six-week period and special program participation ◆ Course attempts and completions for Grades 1-12 ◆ Student graduation information ◆ School leaver information ◆ Disciplinary actions ◆ Special education restraint and law enforcement restraints ◆ Title I, Part A
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^aPublic Education Information Management System.

intuitive interface, and increased automation, reducing the reporting burden on districts and providing more accurate, cost-effective data for TEA and stakeholders.

- ◆ The Early Childhood Data System collects early learning and kindergarten readiness data and has been expanded to house reporting for the High Quality Prekindergarten program.
- ◆ The studentGPS Dashboards provide educators with key metrics and indicators on their students so they can spot trends early and adjust their teaching strategies accordingly. It is available from the state without charge, making data-driven pedagogy available to all districts across the state who wish to participate. It has been expanded to include metrics for the Foundation High School Program and the High Quality Prekindergarten program and has recently been enhanced via a grant from the federal government.
- ◆ 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 2017-18 school year, there were 215 data elements in the PEIMS collection. During the 2016-17 and 2017-18 school years, 23 new PEIMS data elements were implemented, and 11 data elements were deleted, for a net increase of 12 new data elements over the two school years.

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; adjust student enrollments; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2017-18, there were over 11,097 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 Division had access to 96 reports.

The New Generation System (NGS) is an interactive, interstate information network designed to allow for migrant student records exchange and reporting, as required under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, Title I, Part C. The NGS is used by a consortium which, for the 2017-18 school year, had six member states, including Texas.

AskTED (Texas Education Directory) is an interactive, Web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications, as well as the compliance and progress reports associated with grant programs and other grant-related data collections. Grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Automation of grants has reduced agency processing time, which in turn, has allowed school districts to receive funding more quickly.

The Texas Unified Nutrition Programs Systems (TX-UNPS) is an automated data collection designed to meet the administrative data requirements of the National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for implementing the system.

Since the 2007-08 school year, Fitnessgram has been used to evaluate the physical fitness of Texas public school students in Grades 3-12. See Chapter 15 of this report for more information about the fitness assessment requirement.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; 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 Business Management, (512) 463-8028, or Leanne Simons, Information Technology Services Business Management, (512) 463-8720.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Christine McCormick, Elementary, Middle School, and State Programs, (512) 463-2334 or 21stcentury@tea.texas.gov.

For information on the online educational materials ordering system, known as EMAT, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; or Kelly Callaway, Instructional Materials, (512) 463-9601.

For information on the New Generation System (NGS), contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 936-6143; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, (512) 463-9235.

For information on the Texas Education Directory, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; 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 for Contracts, Grants, and Financial Administration, (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 Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; or Jessica Snyder, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

A comprehensive schedule of school district reporting requirements is available at http://tea.texas.gov/index2.aspx?id=2147499886&menu_id=680.

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 <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>.

12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency was appropriated \$26.8 billion in fiscal year (FY) 2017 and \$28.2 billion in FY 2018.

In FY 2018, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (67.9%) of total agency funds (Table 12.1). Federal funds made up 18.5 percent of agency funds in FY 2018, and other funds made up the remaining 13.7 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2018 (51.4%) (Table 12.2 on page 218).

TEA retained very little of the state and federal funds received at the agency in FY 2017 and FY 2018

(Table 12.3 on page 218). In FY 2018, 99.5 percent of state funds and 99.2 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

Appropriated amounts for 2016-17 and 2017-18 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 219).

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.

Agency Contact Persons

For information on TEA funds and expenditures, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800.

Table 12.1. Texas Education Agency, Method of Financing, 2016-17 and 2017-18

Method of Financing	2016-17		2017-18	
	Amount	Percent	Amount	Percent
General Revenue-Related Funds				
General Revenue Fund	\$ 235,825,572	0.9	\$ 173,707,607	0.6
Available School Fund	1,923,134,663	7.2	1,177,006,486	4.2
Instructional Materials Fund (Technology and Instructional Materials Fund)	2,250,121	0.0	1,091,110,514	3.9
Foundation School Fund	14,525,115,916	54.3	15,354,813,197	54.5
Certification and Assessment Fees	25,336,590	0.1	28,063,223	0.1
Lottery Proceeds	1,209,300,000	4.5	1,297,000,000	4.6
Tax Rate Conversion Account	100,000,000	0.4	0	0.0
Subtotal, General Revenue-Related Funds	\$ 18,020,962,862	67.3	\$ 19,121,701,027	67.9
Federal Funds				
Health, Education, and Welfare Fund	3,010,175,739	11.2	3,052,829,313	10.8
School Lunch Fund	2,094,805,628	7.8	2,138,050,035	7.6
Other Federal Funds	9,282,055	0.0	9,324,218	0.0
Subtotal, Federal Funds	\$ 5,114,263,422	19.1	\$ 5,200,203,566	18.5
Other Funds				
Permanent School Fund	30,162,203	0.1	30,368,909	0.1
Property Tax Relief	1,522,200,000	5.7	1,742,200,000	6.2
Economic Stabilization Fund	0	0.0	25,000,000	0.1
Appropriated Receipts – Attendance Credits, Estimated	2,069,900,000	7.7	2,049,900,000	7.3
Interagency Contracts	12,372,713	0.0	12,442,085	0.0
License Plate Trust Fund Account No. 0802	357,701	0.0	242,000	0.0
Subtotal, Other Funds	\$ 3,634,992,617	13.6	\$ 3,860,152,994	13.7
Total, All Methods of Financing	\$ 26,770,218,901	100	\$ 28,182,057,587	100
Total Full-Time Equivalents	875	n/a ^a	881	n/a

Note. Percent details may not sum because of rounding.

^aNot applicable.

Table 12.2. Texas Education Agency, Administrative Budget, 2016-17 and 2017-18				
Method of Financing	2016-17		2017-18	
	Amount	Percent	Amount	Percent
General Revenue-Related Funds				
General Revenue Fund	\$ 38,199,703	28.6	\$ 44,395,717	30.5
Instructional Materials Fund	2,250,121	1.7	2,270,954	1.6
Certification and Assessment Fees	25,336,590	19.0	28,063,223	19.3
Subtotal, General Revenue-Related Funds	\$ 65,786,414	49.2	\$ 74,729,894	51.4
Federal Funds				
Health, Education, and Welfare Fund	35,097,733	26.3	37,613,789	25.9
Other Federal Fund	2,437,001	1.8	2,505,051	1.7
Subtotal, Federal Funds	\$ 37,534,734	28.1	\$ 40,118,840	27.6
Other Funds				
Permanent School Fund	30,162,203	22.6	30,368,909	20.9
Interagency Contracts	172,713	0.1	156,712	0.1
Subtotal, Other Funds	\$ 30,334,916	22.7	\$ 30,525,621	21.0
Total, All Methods of Financing	\$ 133,656,064	100	\$ 145,374,355	100

Note. Amounts do not include fringe benefits. Percent details may not sum because of rounding.

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, 2016-17 and 2017-18				
Source of Funds	2016-17		2017-18	
	Amount	Percent	Amount	Percent
State Funds				
Administrative Budget	\$ 96,121,330	0.4	\$ 105,255,515	0.5
State Funds Passed Through	21,559,834,149	99.6	22,876,598,506	99.5
Total State Funds	\$ 21,655,955,479	100	\$ 22,981,854,021	100
Federal Funds				
Administrative Budget	37,534,734	0.7	40,118,840	0.8
Federal Funds Passed Through	5,076,728,688	99.3	5,160,084,726	99.2
Total Federal Funds	\$ 5,114,263,422	100	\$ 5,200,203,566	100

Other Sources of Information

General Appropriations Acts (84th and 85th Texas Legislatures), as published, including Article IX. For

additional information on legislative appropriations, visit the Legislative Budget Board website at <http://www.lbb.state.tx.us/>.

**Table 12.4. Expenditures Under Texas Education Agency (TEA)
Goals and Strategies, 2016-17 and 2017-18**

Goals and Strategies	Amount, 2016-17	Amount, 2017-18
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.	\$ 20,428,000,000	\$ 20,815,100,000
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.	732,000,000	636,000,000
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.	237,497,603	138,431,223
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.	1,530,024,937	1,592,463,490
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,042,228,004	1,096,874,419
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.	149,674,252	150,266,718
Subtotal, Goal 1	\$ 24,119,424,796	\$ 24,429,135,850
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.	85,029,462	77,735,067
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	4,000,000	1,113,839,560

Source: General Appropriations Act (84th and 85th Texas Legislatures), including Article IX.

continues

**Table 12.4. Expenditures Under Texas Education Agency (TEA)
Goals and Strategies, 2016-17 and 2017-18 (continued)**

Goals and Strategies	Amount, 2016-17	Amount, 2017-18
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.	\$ 11,053,493	\$ 12,809,368
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	2,109,423,969	2,152,668,376
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.	50,500,000	53,182,720
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.	257,293,389	197,312,291
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.	66,510,646	66,612,569
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.	4,579,667	4,273,935
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	13,605,388	13,929,481
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	32,613,503	41,791,925
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.	16,184,588	18,766,445
Subtotal, Goal 2	\$ 2,650,794,105	\$ 3,752,921,737
Total, All Goals and Strategies	\$ 26,770,218,901	\$ 28,182,057,587

Source: General Appropriations Act (84th and 85th Texas Legislatures), including Article IX.

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters are subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation.

Overall enrollment in open-enrollment charters is relatively small, compared to overall enrollment in traditional school districts. Nevertheless, the percentage of Texas public school students enrolled in open-enrollment charters has increased over the past years. In 2017-18, a total of 296,127 students, or approximately 5.5 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to 4.7 percent of Texas public school students in 2015-16. Although most charters have only one campus, some operate several campuses. As of the last Friday in October 2017, there were 176 open-enrollment charters with 704 approved charter campuses. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 113 new sites during the 2018 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 2017-18 school year, 20.9 percent of charter campuses were registered under AEA provisions. By comparison, 2.9 percent of school district campuses were registered under AEA provisions. Charter campuses registered as alternative education

campuses received ratings in 2018 of *Met Alternative Standard*, *Improvement Required*, or *Not Rated*.

In 2001, the 77th Texas Legislature required that the performance of charters be reported in comparison to the performance of school districts on student achievement indicators (TEC §39.332). In the analyses that follow, charter campuses that are evaluated under AEA provisions are referred to as "AEA charters." Conversely, charter campuses that are evaluated under standard accountability provisions are referred to as "standard charters." Non-charter districts are referred to as "traditional districts," and the data reported for these districts include both campuses that are evaluated under standard accountability provisions and campuses that are evaluated under AEA provisions. 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 2018, overall STAAR passing rates varied by subject and educational setting (Table 13.1 on page 222). On the reading and writing tests, passing rates were higher in standard charters than traditional districts. On the mathematics, science, and social studies tests, passing rates were higher in traditional districts than standard charters. Overall, passing rates for standard charters and traditional districts varied by 3 or fewer percentage points in each subject area.

Across subjects, the passing rate for AEA charters was highest on the social studies test, and the passing rates for standard charters and traditional districts were highest on the mathematics test. Passing rates for all three educational settings were lowest on the writing test.

STAAR Performance by Student Group

In 2018, passing rates for Hispanic students and students identified as economically disadvantaged were higher in standard charters than in traditional districts on all tests, except social studies, where the passing

Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 contains information on the inception and growth of charters.

Table 13.1. STAAR Passing Rates (%), by Subject, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2017 and 2018

Subject	AEA Charters		Standard Charters		Traditional Districts ^a	
	2017	2018	2017	2018	2017	2018
Reading/ELA ^b	42	45	76	77	72	74
Mathematics	54	55	78	80	80	81
Writing	44	41	68	67	67	66
Science	65	65	77	78	79	80
Social Studies	73	74	76	76	78	79
All Tests Taken	53	55	76	77	76	77

Note. Results are based on STAAR (with and without accommodations) and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts.

rates for Hispanic students were the same in both educational settings (Table 13.2). Passing rates for African American students were higher in standard charters on the reading, writing, and mathematics tests, higher in traditional districts on the social studies tests, and the same in standard charters and traditional districts on the science tests. Passing rates for White students were higher in traditional districts on the mathematics, science, and social studies tests and the same in standard charters and traditional districts on the reading and writing tests.

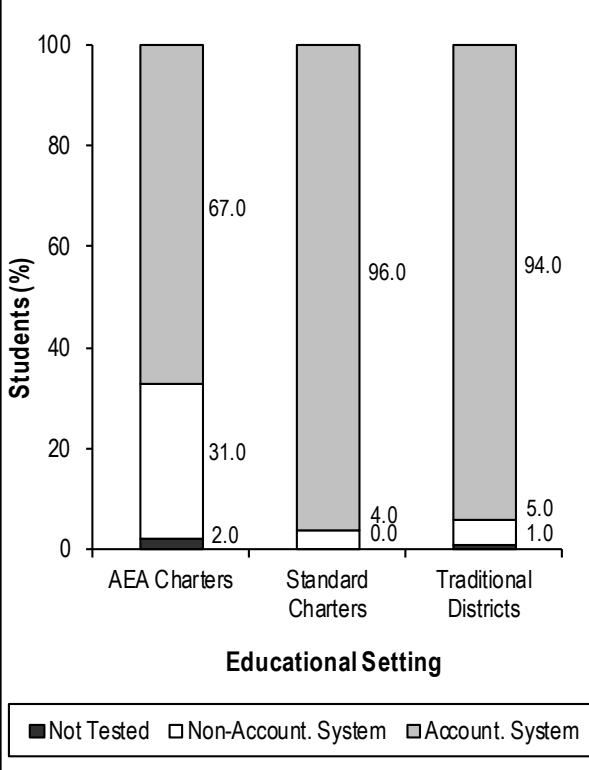
Passing rates in AEA charters were lower than those in standard charters and traditional districts for all student groups and tests except social studies, where the passing rate for White students was 4 points higher in AEA charters than in standard charters, and the rates for economically disadvantaged students were the same in AEA charters and traditional districts. 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 2017-18 school year, 98 percent of students in AEA charters took state assessments, compared to 99 percent of students in traditional districts and 100 percent of students in standard charters (Figure 13.1).

Test inclusion in accountability depends on a student's specific circumstances. In 2018, results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on STAAR (with and without accommodations), STAAR Alternate 2, or the Texas English Language Proficiency Assessment System (TELPAS) and also had a valid scale score on an English-language version of a STAAR test; and (b) the students were enrolled in the same districts or charters on the date of testing as

Figure 13.1. State Assessment Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2018



they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; or (b) the students were tested exclusively on TELPAS or identified as English learners in their first year of enrollment in U.S. schools.

**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, 2017 and 2018**

Group	AEA Charters		Standard Charters		Traditional Districts ^a	
	2017	2018	2017	2018	2017	2018
Reading/ELA^b						
African American	37	41	69	71	62	64
Hispanic	40	42	74	75	67	70
White	57	58	85	85	84	85
Economically Disadvantaged	40	43	72	73	64	66
Mathematics						
African American	48	50	69	72	69	71
Hispanic	55	57	78	80	77	79
White	55	57	84	85	87	88
Economically Disadvantaged	53	55	75	77	74	76
Writing						
African American	47	45	63	62	57	55
Hispanic	42	38	66	64	62	61
White	47	45	75	77	77	77
Economically Disadvantaged	43	40	64	62	58	57
Science						
African American	58	59	70	70	69	70
Hispanic	63	62	76	78	75	76
White	79	77	85	84	89	89
Economically Disadvantaged	63	62	74	75	72	74
Social Studies						
African American	65	66	70	69	70	71
Hispanic	72	72	75	75	73	75
White	84	85	82	81	86	87
Economically Disadvantaged	71	71	73	74	69	71

Note. Results are based on STAAR (with and without accommodations) and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts.

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 2018, test results for 31 percent of students in AEA charters, 4 percent of students in standard charters, and 5 percent of students in traditional districts were excluded for accountability purposes (Figure 13.1).

Grade 9-12 Annual Dropout Rates

In 2016-17, Grade 9-12 annual dropout rates for all student groups were considerably higher in AEA charters

than in standard charters and traditional districts (Table 13.3 on page 224). The annual dropout rate for students overall was lower in standard charters (0.6%) than traditional districts (1.1%). In addition, annual dropout rates for African American, Hispanic, White, and economically disadvantaged students were lower in standard charters than traditional districts.

Grade 9-12 Longitudinal Graduation Rates

The class of 2017 longitudinal graduation rates for standard charters (96.7%) and traditional districts (93.7%) were much higher than the rate for AEA charters (51.6%) (Table 13.4 on page 224). Across settings, standard charters had the highest longitudinal graduation rates for African American, Hispanic, and economically disadvantaged students.

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, 2015-16 and 2016-17

Group	AEA Charters	Standard Charters	Traditional Districts ^a
2015-16			
African American	12.2	0.9	1.6
Hispanic	8.6	0.7	1.5
White	6.9	0.7	0.7
Econ. Disad. ^b	8.8	0.6	1.5
State	8.9	0.7	1.2
2016-17			
African American	11.7	1.0	1.5
Hispanic	8.4	0.6	1.4
White	5.7	0.6	0.7
Econ. Disad.	8.4	0.6	1.5
State	8.4	0.6	1.1

^aExcludes charters. ^bEconomically disadvantaged.

Table 13.4. Four-Year Longitudinal Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2016 and 2017

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Class of 2016			
African American	39.8	96.5	91.5
Hispanic	52.1	96.6	91.9
White	59.1	96.8	96.0
Econ. Disad. ^b	51.0	96.6	91.2
State	51.4	96.8	93.5
Class of 2017			
African American	44.6	97.3	91.6
Hispanic	53.3	96.6	92.3
White	56.1	95.6	96.1
Econ. Disad.	52.3	97.0	91.6
State	51.6	96.7	93.7

^aExcludes charters. ^bEconomically disadvantaged.

Recommended High School Program

In standard charters, 82.0 percent of graduates in the class of 2017 met the requirements for the Recommended High School Program or the Distinguished Achievement Program (Table 13.5). In traditional districts, the rate was 74.6 percent, and in AEA charters, the rate was 33.9 percent.

Table 13.5. Four-Year Longitudinal RHSP^a/DAP^b Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2016 and 2017

Group	AEA Charters	Standard Charters	Traditional Districts ^c
Class of 2016			
African American	22.3	87.1	71.1
Hispanic	37.6	85.7	75.4
White	32.7	74.7	78.4
State	33.8	84.8	76.5
Class of 2017			
African American	31.1	81.3	69.4
Hispanic	38.3	86.8	74.4
White	24.5	62.0	75.1
State	33.9	82.0	74.6

^aRecommended High School Program. ^bDistinguished Achievement Program. ^cExcludes charters.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 93.8 percent for the class of 2017. In traditional districts, the participation rate was 76.8 percent. In AEA charters, only 13.5 percent of graduates participated.

The percentage of examinees in the class of 2017 who scored at or above criterion on either test was 22.9 percent for standard charters, 22.3 percent for traditional districts, and 8.9 percent for AEA charters. Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24.

Agency Contact Persons

For information on charters, contact Martin Winchester, Deputy Commissioner of Educator Support, (512) 463-8972; Joe Siedlecki, Associate Commissioner of Improvements, Innovations, and Charters, (512) 936-2256; or Heather Mauzé, Charter Schools, (512) 463-9575.

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 <http://tea.texas.gov/perfreport/>. Other evaluation reports pertaining to Texas charter schools may be found at <http://tea.texas.gov/index2.aspx?id=2147485609>.

14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) to maintain a list of the programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- ◆ stress positive character traits;
- ◆ use integrated teaching strategies;
- ◆ be age-appropriate; and
- ◆ be approved by a district committee.

From 2002 until 2010, TEA conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of the programs on student discipline and academic achievement. TEA designated campuses as Character Plus Schools based on responses to the survey.

For 2009-10, the most recent school year for which data are available, 227 Texas school districts or charters (approximately 18%) responded to the survey. Approximately 89 percent of districts and charters completing the survey reported having character education programs. A total of 1,296 campuses in the responding districts and charters had programs meeting the Character Plus criteria, and 367 campuses had programs not meeting the criteria. About 11 percent of survey respondents reported not having character education programs.

Districts and charters that reported implementing character education programs were asked whether the programs had effects on academic achievement and student discipline. Over 61 percent reported improved standardized tests scores, and 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 character education programs, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Chelaine Marion, Curriculum Standards and Student Support Services, (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 http://tea.texas.gov/Academics/Learning_Support_and_Programs/Character_Education/Character_Education/.

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 of Dallas, measures body composition, aerobic capacity, strength, endurance, and flexibility. In the Fitnessgram program, a student is considered to be in the "Healthy Fitness Zone" if 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 2015, the 84th Texas Legislature appropriated \$2 million for the 2016-2017 biennium for the physical fitness assessment and related analysis. Appropriations for the 2018-2019 biennium were again \$2 million. Since the 2013-14 school year, TEA has 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 application for districts that opt not to register for the Fitnessgram site license.

During the 2016-17 school year, TEA collected physical fitness assessment data from 993 school districts and charter schools on 2,265,736 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed decreased slightly from the previous year, when 2,760,146 students were assessed in 1,204 districts and charter schools.

In 2015, The Cooper Institute 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. Gibson Consulting completed a similar analysis for the 2014-15 and 2015-16 school years. TEA will conduct the analysis of the physical fitness assessment data for the 2016-17 and 2017-18 school years.

Coordinated School Health Programs

TEC §38.013 requires that TEA make available to each school district one or more coordinated health programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes in elementary, middle school, and junior high school students. The health education component of coordinated school health programs must include oral health education. 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.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans (CIPs) must establish goals and objectives for the coordinated school health program on each elementary, middle, and junior high school campus. The goals and objectives must be based on the following: student fitness data; student academic performance data; attendance rates; the percentage of students identified as educationally disadvantaged; the use and success of any methods used to ensure that students participate in moderate to vigorous physical activity; and any other indicators recommended by the local school health advisory council (SHAC).

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.

Mental Health

Health and Safety Code §161.325 requires that TEA and the Department of State Health Services (DSHS) annually update a list of recommended best-practice-based programs and research-based practices that address early mental health intervention; mental health promotion and positive youth development; substance abuse prevention and intervention; and suicide prevention. The programs are intended to be implemented in public elementary, middle, junior high, and high schools. The list of programs is available on the TEA and DSHS websites and must also be accessible on the website of each ESC.

Resources for Teachers of Students With Special Health Needs

In accordance with the requirements of TEC §21.463, TEA and the Texas Health and Human Services Commission have developed a website to provide resources for teachers of students with special health needs. The website provides access to documents that discuss treatment and management of chronic illnesses and the effects such illnesses can have on a student's well-being and ability to succeed in school. Other documents on the website present information about preventing exposure to food allergens and contagious diseases.

Agency Contact Persons

For additional information on student health and physical activity, contact Jeff Cottrill, Deputy Commissioner of Standards and Engagement, (512) 463-8934; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Jessica Snyder, Curriculum Standards and Student Support Services, (512) 463-9581.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Physical_Fitness_Assessment_Initiative/.

Aggregate fitness assessment data are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/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>.

Approved Coordinated School Health Programs are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/Approved_Coordinated_School_Health_Programs/.

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/.

Resources for teachers of students with special health needs are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/School_Health_-_Students_with_Special_Health_Needs/.

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.

Beginning with the 2014-15 school year, each student entering ninth grade must select at least one endorsement to pursue. A student may graduate under the Foundation High School Program without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission 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.

SBOE rules for the Foundation High School Program provide students with multiple options to earn each endorsement (Table 16.2 on page 232). The options, to the extent possible, require completion of a coherent sequence of courses.

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

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.

Data Student System Public Education Information Management System, the endorsements each student pursues or completes. For each type of endorsement, Table 16.3 on page 232 presents counts of districts and charters that reported that at least one student pursued or completed the endorsement.

Because the Foundation High School Program was implemented beginning with first-time ninth graders in the 2014-15 school year, the class of 2018 was the first full class to graduate under the Foundation High School Program. Under Title 19 of the Texas Administrative Code (TAC) §74.1021, students who entered high school prior to the 2014-15 school year were allowed to transition to the Foundation High School Program and pursue endorsements.

Calculations

In this chapter, endorsement data for 2016-17 include all ninth, tenth, and eleventh graders, plus students in Grade 12 who opted to transition to the Foundation High School Program and pursue endorsements. 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.

Table 16.2. Course Sequence Options to Complete Endorsements, by Endorsement Area	
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 10 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; and Transportation, Distribution, and Logistics ◆ 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 five CTE career clusters approved for the endorsement: Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections, and Security ◆ 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.

Table 16.3. Districts and Charters With Foundation High School Program Students Pursuing or Completing Endorsements, by Endorsement, 2016-17 and 2017-18		
Endorsement	2016-17	2017-18
STEM ^a	934	969
Business and Industry	977	1,014
Public Services	801	836
Arts and Humanities	904	941
Multidisciplinary Studies	1,061	1,072

^aScience, technology, engineering, and mathematics.

State Summary

In 2016-17, a total of 1,222,507 students were pursuing the Foundation High School Program. Multidisciplinary studies (38.0%) and business and industry (24.1%) were the two most pursued endorsements in Grades 9-12 overall (Table 16.4). The percentage of students in Grades 9-12 who did not pursue an endorsement in 2016-17 was 4.9%. The percentage was

particularly high among Grade 12 students (28.9%), who may have elected not to complete the curriculum requirements for endorsements.

In 2017-18, a total of 1,493,656 students were pursuing the Foundation High School Program. Multidisciplinary studies (45.9%) and business and industry (24.2%) remained the two most pursued endorsements in Grades 9-12 overall (Table 16.4). Moreover, multidisciplinary studies was the most pursued endorsement among every student group (Table 16.5 on page 234). The percentage of Foundation High School Program students in Grades 9-12 who did not pursue endorsements (5.7%) increased by 0.8 percentage points from 2016-17 (Table 16.4).

Across student groups in 2017-18, students served in special education programs had the highest percentage of students not pursuing endorsements (17.2%). Under 19 TAC §89.1070(c), a student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course

**Table 16.4. Foundation High School Program Students,
by Endorsement and Grade, 2016-17 and 2017-18**

Endorsement	Grade 9		Grade 10		Grade 11		Grade 12	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2016-17								
STEM ^a	63,208	14.7	63,767	16.1	64,147	18.3	6,207	13.0
Business and Industry	108,611	25.2	97,102	24.6	80,666	23.1	8,703	18.3
Public Services	91,137	21.2	84,897	21.5	71,407	20.4	4,682	9.8
Arts and Humanities	57,552	13.4	60,935	15.4	62,721	17.9	7,669	16.1
Multidisciplinary Studies	154,953	36.0	144,076	36.5	142,737	40.8	22,507	47.2
No Endorsements	21,806	5.1	12,997	3.3	11,279	3.2	13,759	28.9
2017-18								
STEM	59,333	15.0	62,453	15.9	63,799	17.8	88,887	25.7
Business and Industry	99,767	25.1	98,556	25.2	86,139	24.0	76,337	22.0
Public Services	83,438	21.0	82,056	20.9	71,062	19.8	55,190	15.9
Arts and Humanities	52,084	13.1	59,325	15.1	65,825	18.3	97,522	28.2
Multidisciplinary Studies	152,933	38.5	162,478	41.5	158,153	44.1	211,445	61.1
No Endorsements	19,717	5.0	12,795	3.3	12,417	3.5	40,677	11.7

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.

^aScience, technology, engineering, and mathematics.

required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39.

More than half of Asian (54.9%), White (53.4%), and multiracial (51.5%) students pursued an endorsement in multidisciplinary studies in 2017-18. In general, the percentage of students who pursued or completed each of the five endorsements remained relatively consistent between 2016-17 and 2017-18 (Table 16.5 on page 234). Multidisciplinary studies experienced increases in every grade level and student group between the 2016-17 and 2017-18 school years (Tables 16.6 through 16.9, starting on page 235).

Agency Contact Person

For information on Foundation High School Program endorsements, contact Jeff Cottrill, Deputy

Commissioner of Standards and Engagement, (512) 463-8934; Monica Martinez, Associate Commissioner of Standards and Support Services, (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/Texas_Education_Data_Standards/.

For additional information related to endorsement options, see *2017 House Bill 5 Evaluation* at <https://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539618631>.

**Table 16.5. Foundation High School Program Students,
Grades 9-12, by Student Group and Endorsement, 2016-17 and 2017-18**

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2016-17	155,043	12.7	17,356	11.2	37,299	24.1	31,009	20.0	19,866	12.8	56,811	36.6
2017-18	188,260	12.6	22,763	12.1	44,831	23.8	35,729	19.0	26,561	14.1	81,086	43.1
American Indian												
2016-17	4,761	0.4	664	13.9	1,097	23.0	883	18.5	708	14.9	1,950	41.0
2017-18	5,508	0.4	895	16.2	1,291	23.4	913	16.6	986	17.9	2,663	48.3
Asian												
2016-17	50,812	4.2	18,823	37.0	5,666	11.2	8,710	17.1	8,179	16.1	21,897	43.1
2017-18	66,443	4.4	28,734	43.2	7,684	11.6	10,725	16.1	14,730	22.2	36,508	54.9
Hispanic												
2016-17	622,403	50.9	86,583	13.9	160,517	25.8	150,972	24.3	95,090	15.3	207,766	33.4
2017-18	761,895	51.0	119,498	15.7	195,274	25.6	174,704	22.9	138,210	18.1	313,627	41.2
Pacific Islander												
2016-17	1,830	0.1	240	13.1	405	22.1	371	20.3	266	14.5	747	40.8
2017-18	2,332	0.2	337	14.5	455	19.5	445	19.1	358	15.4	1,111	47.6
White												
2016-17	364,595	29.8	69,594	19.1	85,369	23.4	56,191	15.4	60,933	16.7	165,298	45.3
2017-18	439,854	29.4	96,269	21.9	105,302	23.9	64,416	14.6	88,173	20.0	234,881	53.4
Multiracial												
2016-17	23,063	1.9	4,069	17.6	4,729	20.5	3,987	17.3	3,835	16.6	9,804	42.5
2017-18	29,364	2.0	5,976	20.4	5,962	20.3	4,814	16.4	5,738	19.5	15,133	51.5
Econ. Disad.^c												
2016-17	682,239	55.8	83,573	12.2	180,605	26.5	159,454	23.4	98,766	14.5	229,499	33.6
2017-18	839,317	56.2	115,543	13.8	220,202	26.2	185,000	22.0	139,417	16.6	341,311	40.7
Female												
2016-17	595,715	48.7	75,770	12.7	103,297	17.3	171,578	28.8	115,098	19.3	227,631	38.2
2017-18	730,856	48.9	114,542	15.7	129,695	17.7	201,643	27.6	166,705	22.8	339,894	46.5
Male												
2016-17	626,792	51.3	121,559	19.4	191,785	30.6	80,545	12.9	73,779	11.8	236,642	37.8
2017-18	762,800	51.1	159,930	21.0	231,104	30.3	90,103	11.8	108,051	14.2	345,115	45.2
ELL^d												
2016-17	118,629	9.7	10,309	8.7	32,515	27.4	24,149	20.4	15,122	12.7	39,488	33.3
2017-18	140,212	9.4	12,592	9.0	37,355	26.6	25,980	18.5	19,920	14.2	55,151	39.3
Special Education^e												
2016-17	105,510	8.6	5,847	5.5	28,297	26.8	17,029	16.1	12,138	11.5	39,886	37.8
2017-18	129,315	8.7	6,790	5.3	32,302	25.0	17,897	13.8	14,398	11.1	49,374	38.2

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. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA 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 16.6. Foundation High School Program Students,
Grade 9, by Student Group and Endorsement, 2016-17 and 2017-18**

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2016-17	56,273	13.1	5,655	10.0	14,369	25.5	11,674	20.7	6,643	11.8	19,324	34.3
2017-18	51,222	12.9	5,323	10.4	13,202	25.8	10,464	20.4	5,731	11.2	18,255	35.6
American Indian												
2016-17	1,680	0.4	202	12.0	412	24.5	323	19.2	226	13.5	693	41.3
2017-18	1,530	0.4	215	14.1	388	25.4	248	16.2	213	13.9	687	44.9
Asian												
2016-17	17,213	4.0	6,092	35.4	2,013	11.7	3,062	17.8	2,347	13.6	7,265	42.2
2017-18	17,207	4.3	6,479	37.7	2,003	11.6	2,852	16.6	2,334	13.6	8,012	46.6
Hispanic												
2016-17	224,885	52.3	28,312	12.6	60,659	27.0	54,611	24.3	28,739	12.8	70,039	31.1
2017-18	207,339	52.2	26,874	13.0	55,800	26.9	50,414	24.3	26,464	12.8	68,283	32.9
Pacific Islander												
2016-17	639	0.1	73	11.4	157	24.6	139	21.8	81	12.7	248	38.8
2017-18	632	0.2	66	10.4	151	23.9	143	22.6	70	11.1	248	39.2
White												
2016-17	121,503	28.2	21,569	17.8	29,265	24.1	19,837	16.3	18,278	15.0	54,079	44.5
2017-18	110,893	27.9	19,049	17.2	26,480	23.9	17,886	16.1	16,105	14.5	53,820	48.5
Multiracial												
2016-17	8,084	1.9	1,305	16.1	1,736	21.5	1,491	18.4	1,238	15.3	3,305	40.9
2017-18	8,025	2.0	1,327	16.5	1,743	21.7	1,431	17.8	1,167	14.5	3,628	45.2
Econ. Disad.^c												
2016-17	254,738	59.2	27,952	11.0	70,296	27.6	59,600	23.4	31,467	12.4	81,129	31.8
2017-18	237,813	59.9	27,593	11.6	65,843	27.7	55,382	23.3	29,022	12.2	79,907	33.6
Female												
2016-17	205,221	47.7	22,969	11.2	37,459	18.3	61,524	30.0	34,748	16.9	73,825	36.0
2017-18	190,011	47.9	21,928	11.5	34,436	18.1	57,058	30.0	31,421	16.5	73,295	38.6
Male												
2016-17	225,056	52.3	40,239	17.9	71,152	31.6	29,613	13.2	22,804	10.1	81,128	36.0
2017-18	206,837	52.1	37,405	18.1	65,331	31.6	26,380	12.8	20,663	10.0	79,638	38.5
ELL^d												
2016-17	52,925	12.3	4,372	8.3	14,852	28.1	10,605	20.0	5,804	11.0	16,880	31.9
2017-18	49,221	12.4	4,485	9.1	13,684	27.8	9,882	20.1	5,414	11.0	16,440	33.4
Special Education^e												
2016-17	41,454	9.6	2,325	5.6	11,767	28.4	6,896	16.6	4,475	10.8	15,724	37.9
2017-18	39,980	10.1	2,377	5.9	11,190	28.0	6,345	15.9	4,361	10.9	16,280	40.7

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. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA 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. Foundation High School Program Students,
Grade 10, by Student Group and Endorsement, 2016-17 and 2017-18**

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2016-17	49,918	12.6	5,780	11.6	12,469	25.0	10,306	20.6	6,600	13.2	17,922	35.9
2017-18	49,893	12.7	5,258	10.5	12,667	25.4	10,437	20.9	6,281	12.6	19,685	39.5
American Indian												
2016-17	1,541	0.4	240	15.6	364	23.6	294	19.1	230	14.9	592	38.4
2017-18	1,427	0.4	200	14.0	344	24.1	270	18.9	229	16.0	642	45.0
Asian												
2016-17	16,842	4.3	6,067	36.0	1,974	11.7	2,971	17.6	2,471	14.7	6,877	40.8
2017-18	17,125	4.4	6,455	37.7	1,941	11.3	2,909	17.0	2,699	15.8	8,427	49.2
Hispanic												
2016-17	201,999	51.2	28,607	14.2	53,164	26.3	51,052	25.3	31,639	15.7	64,631	32.0
2017-18	200,852	51.3	27,320	13.6	54,336	27.1	48,842	24.3	29,695	14.8	72,880	36.3
Pacific Islander												
2016-17	585	0.1	74	12.6	130	22.2	116	19.8	88	15.0	227	38.8
2017-18	616	0.2	80	13.0	133	21.6	124	20.1	82	13.3	289	46.9
White												
2016-17	116,488	29.5	21,725	18.6	27,425	23.5	18,844	16.2	18,662	16.0	50,770	43.6
2017-18	114,113	29.1	21,776	19.1	27,552	24.1	18,111	15.9	19,081	16.7	56,838	49.8
Multiracial												
2016-17	7,477	1.9	1,274	17.0	1,576	21.1	1,314	17.6	1,245	16.7	3,057	40.9
2017-18	7,717	2.0	1,364	17.7	1,583	20.5	1,363	17.7	1,258	16.3	3,717	48.2
Econ. Disad.^c												
2016-17	219,951	55.7	27,817	12.6	59,564	27.1	53,746	24.4	32,996	15.0	71,296	32.4
2017-18	224,227	57.2	26,969	12.0	62,122	27.7	52,502	23.4	31,540	14.1	82,778	36.9
Female												
2016-17	192,639	48.8	24,004	12.5	33,742	17.5	57,684	29.9	37,392	19.4	70,401	36.5
2017-18	190,627	48.7	23,942	12.6	34,697	18.2	56,548	29.7	35,918	18.8	79,135	41.5
Male												
2016-17	202,211	51.2	39,763	19.7	63,360	31.3	27,213	13.5	23,543	11.6	73,675	36.4
2017-18	201,116	51.3	38,511	19.1	63,859	31.8	25,508	12.7	23,407	11.6	83,343	41.4
ELL^d												
2016-17	37,301	9.4	3,542	9.5	10,684	28.6	8,238	22.1	4,974	13.3	12,104	32.4
2017-18	39,206	10.0	3,276	8.4	11,072	28.2	7,641	19.5	5,072	12.9	14,789	37.7
Special Education^e												
2016-17	34,036	8.6	2,044	6.0	9,280	27.3	5,743	16.9	4,220	12.4	13,176	38.7
2017-18	35,003	8.9	1,853	5.3	9,917	28.3	5,492	15.7	4,028	11.5	14,873	42.5

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. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA 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. Foundation High School Program Students,
Grade 11, by Student Group and Endorsement, 2016-17 and 2017-18**

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2016-17	43,578	12.5	5,549	12.7	9,889	22.7	8,614	19.8	6,144	14.1	17,469	40.1
2017-18	44,537	12.4	5,325	12.0	10,865	24.4	8,566	19.2	6,448	14.5	18,794	42.2
American Indian												
2016-17	1,306	0.4	202	15.5	276	21.1	240	18.4	219	16.8	565	43.3
2017-18	1,369	0.4	215	15.7	303	22.1	227	16.6	239	17.5	629	45.9
Asian												
2016-17	15,656	4.5	6,382	40.8	1,578	10.1	2,585	16.5	3,131	20.0	7,250	46.3
2017-18	16,650	4.6	6,500	39.0	1,763	10.6	2,672	16.0	3,125	18.8	8,430	50.6
Hispanic												
2016-17	172,399	49.3	27,260	15.8	43,054	25.0	42,775	24.8	31,348	18.2	62,562	36.3
2017-18	180,647	50.3	28,525	15.8	46,789	25.9	42,772	23.7	34,465	19.1	71,904	39.8
Pacific Islander												
2016-17	546	0.2	87	15.9	103	18.9	112	20.5	87	15.9	243	44.5
2017-18	552	0.2	75	13.6	102	18.5	102	18.5	84	15.2	249	45.1
White												
2016-17	109,580	31.3	23,298	21.3	24,505	22.4	15,970	14.6	20,590	18.8	51,620	47.1
2017-18	108,095	30.1	21,860	20.2	24,911	23.0	15,610	14.4	20,130	18.6	54,718	50.6
Multiracial												
2016-17	6,643	1.9	1,369	20.6	1,261	19.0	1,111	16.7	1,202	18.1	3,028	45.6
2017-18	6,977	1.9	1,299	18.6	1,406	20.2	1,113	16.0	1,334	19.1	3,429	49.1
Econ. Disad.^c												
2016-17	181,375	51.9	25,478	14.0	46,358	25.6	43,369	23.9	30,824	17.0	65,630	36.2
2017-18	194,796	54.3	27,555	14.1	51,731	26.6	44,405	22.8	34,377	17.6	76,901	39.5
Female												
2016-17	173,716	49.7	25,720	14.8	28,675	16.5	48,954	28.2	38,225	22.0	71,299	41.0
2017-18	177,217	49.4	25,820	14.6	30,697	17.3	49,222	27.8	40,153	22.7	78,619	44.4
Male												
2016-17	175,992	50.3	38,427	21.8	51,991	29.5	22,453	12.8	24,496	13.9	71,438	40.6
2017-18	181,610	50.6	37,979	20.9	55,442	30.5	21,840	12.0	25,672	14.1	79,534	43.8
ELL^d												
2016-17	24,850	7.1	2,236	9.0	6,528	26.3	5,042	20.3	4,023	16.2	9,152	36.8
2017-18	28,733	8.0	2,582	9.0	7,861	27.4	5,495	19.1	4,625	16.1	11,539	40.2
Special Education^e												
2016-17	26,402	7.5	1,391	5.3	6,829	25.9	4,196	15.9	3,221	12.2	10,066	38.1
2017-18	28,423	7.9	1,501	5.3	7,377	26.0	4,051	14.3	3,599	12.7	11,255	39.6

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. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA 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. Foundation High School Program Students,
Grade 12, by Student Group and Endorsement, 2016-17 and 2017-18**

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2016-17	5,274	11.1	372	7.1	572	10.8	415	7.9	479	9.1	2,096	39.7
2017-18	42,608	12.3	6,857	16.1	8,097	19.0	6,262	14.7	8,101	19.0	24,352	57.2
American Indian												
2016-17	234	0.5	20	8.5	45	19.2	26	11.1	33	14.1	100	42.7
2017-18	1,182	0.3	265	22.4	256	21.7	168	14.2	305	25.8	705	59.6
Asian												
2016-17	1,101	2.3	282	25.6	101	9.2	92	8.4	230	20.9	505	45.9
2017-18	15,461	4.5	9,300	60.1	1,977	12.8	2,292	14.8	6,572	42.5	11,639	75.3
Hispanic												
2016-17	23,120	48.5	2,404	10.4	3,640	15.7	2,534	11.0	3,364	14.6	10,534	45.6
2017-18	173,057	50.0	36,779	21.3	38,349	22.2	32,676	18.9	47,586	27.5	100,560	58.1
Pacific Islander												
2016-17	60	0.1	6	10.0	15	25.0	4	6.7	10	16.7	29	48.3
2017-18	532	0.2	116	21.8	69	13.0	76	14.3	122	22.9	325	61.1
White												
2016-17	17,024	35.7	3,002	17.6	4,174	24.5	1,540	9.0	3,403	20.0	8,829	51.9
2017-18	106,753	30.8	33,584	31.5	26,359	24.7	12,809	12.0	32,857	30.8	69,505	65.1
Multiracial												
2016-17	859	1.8	121	14.1	156	18.2	71	8.3	150	17.5	414	48.2
2017-18	6,645	1.9	1,986	29.9	1,230	18.5	907	13.6	1,979	29.8	4,359	65.6
Econ. Disad.^c												
2016-17	26,175	54.9	2,326	8.9	4,387	16.8	2,739	10.5	3,479	13.3	11,444	43.7
2017-18	182,481	52.7	33,426	18.3	40,506	22.2	32,711	17.9	44,478	24.4	101,725	55.7
Female												
2016-17	24,139	50.6	3,077	12.7	3,421	14.2	3,416	14.2	4,733	19.6	12,106	50.2
2017-18	173,001	50.0	42,852	24.8	29,865	17.3	38,815	22.4	59,213	34.2	108,845	62.9
Male												
2016-17	23,533	49.4	3,130	13.3	5,282	22.4	1,266	5.4	2,936	12.5	10,401	44.2
2017-18	173,237	50.0	46,035	26.6	46,472	26.8	16,375	9.5	38,309	22.1	102,600	59.2
ELL^d												
2016-17	3,553	7.5	159	4.5	451	12.7	264	7.4	321	9.0	1,352	38.1
2017-18	23,052	6.7	2,249	9.8	4,738	20.6	2,962	12.8	4,809	20.9	12,383	53.7
Special Education^e												
2016-17	3,618	7.6	87	2.4	421	11.6	194	5.4	222	6.1	920	25.4
2017-18	25,909	7.5	1,059	4.1	3,818	14.7	2,009	7.8	2,410	9.3	6,966	26.9

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. ^cEconomically disadvantaged. ^dEnglish language learner. ^eA 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)).

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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