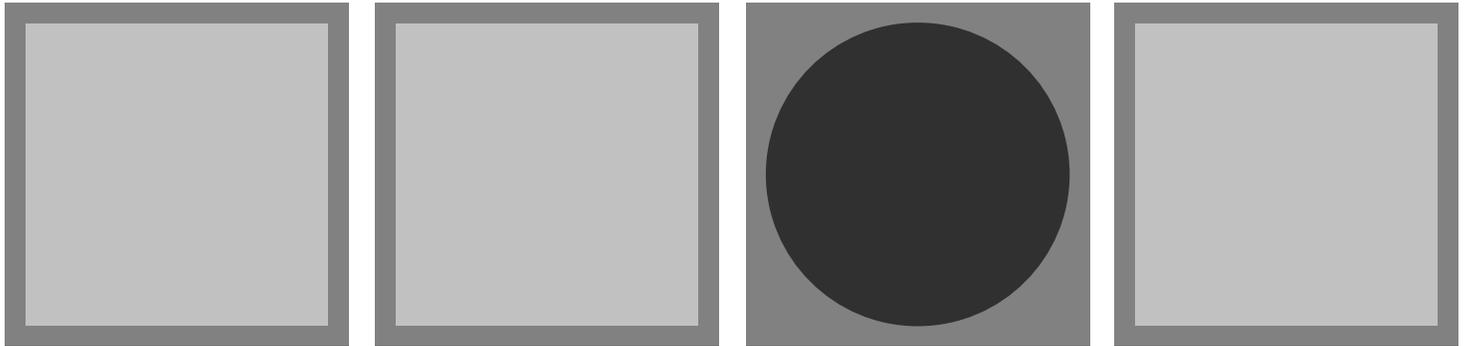


Grade-Level Retention in Texas Public Schools, 2008-09



Grade-Level Retention in Texas Public Schools 2008-09

Project Staff

Spring W. Lee
Kayan Lewis

Editorial Staff

Anthony Grasso
Richard Kallus
Christine Whalen

Division of Accountability Research
Department of Assessment, Accountability, and Data Quality
Texas Education Agency
November 2010

Texas Education Agency

Robert Scott, Commissioner of Education
Lizzette Reynolds, Deputy Commissioner for Statewide Policy and Programs

Department of Assessment, Accountability, and Data Quality

Criss Cloudt, Associate Commissioner

Office of Data Development, Analysis, and Research

Patricia Sullivan, Deputy Associate Commissioner

Division of Accountability Research

Linda Roska, Director

Citation. Texas Education Agency. (2010). *Grade-level retention in Texas public schools, 2008-09* (Document No. GE11 601 04). Austin TX: Author.

Abstract. This annual report provides information for the 2008-09 school year on grade-level retention in the Texas public school system. Data on retention are provided by student characteristics, including grade level; ethnicity; gender; degree of English proficiency; and economic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, and Title I. In addition, student retention and promotion data are reported with data on the performance of students in Grades 3-10 on the Texas Assessment of Knowledge and Skills (TAKS) reading and mathematics tests.

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

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at <http://www.tea.state.tx.us/index4.aspx?id=4108>. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Accountability Research by phone at (512) 475-3523 or by e-mail at research@tea.state.tx.us.

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Texas Assessment of Academic Skills™ (TAAS™) and Texas Assessment of Knowledge and Skills™ (TAKS™) are registered trademarks of the Texas Education Agency. Other product and company names mentioned in this report may be the trademarks of their respective owners.

Contents

Highlights	ix
Promotion Policies in Texas	1
Policy History	2
State Support for the Student Success Initiative	5
Retention Reporting for 2008-09	7
Definitions and Calculations	8
State Summary	12
Grade-Level Retention by Grade	14
Grade-Level Retention by Ethnicity	18
Grade-Level Retention by Gender	26
Grade-Level Retention by Economic Status	28
Grade-Level Retention by Limited English Proficiency Status	36
Grade-Level Retention of Special Education Students by Primary Disability	44
Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics	60
Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation	68
Retention and Student Performance	77
Statutory Requirements	78
Passing Rates	78
TAKS Scores	80
Student Performance and Promotion	83
Student Promotion Policies	84
Grade 3-10 Summary	84
Grade 3	88
Grade 4	90
Grade 5	92
Grade 6	94
Grade 7	96
Grade 8	98
Grade 9	100
Grade 10	102
Appendix. Statute and Rules About Grade-Level Retention and the Student Success Initiative	105
Texas Education Code §28.021 and §28.0211	106

Texas Administrative Code §§101.2001-101.2019.....	110
References.....	119

List of Tables

Table 1.	Grade-Level Retention, by Ethnicity, Economic Status, Gender, and Grade Span, Texas Public Schools, 2007-08 and 2008-09.....	13
Table 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 1999-00 Through 2008-09.....	15
Table 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 1999-00 Through 2008-09.....	17
Table 4.	Grade-Level Retention, Grades K-6, by Grade and Ethnicity, Texas Public Schools, 1999-00 Through 2008-09.....	19
Table 5.	Grade-Level Retention, Grades 7-12, by Grade and Ethnicity, Texas Public Schools, 1999-00 Through 2008-09.....	23
Table 6.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2008-09.....	26
Table 7.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2008-09.....	27
Table 8.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 1999-00 Through 2008-09.....	29
Table 9.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 1999-00 Through 2008-09.....	33
Table 10.	Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09.....	37
Table 11.	Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09.....	41
Table 12.	Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09.....	46
Table 13.	Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09.....	54
Table 14.	Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09.....	61
Table 15.	Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09.....	65
Table 16.	Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09.....	69

Table 17.	Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09	73
Table 18.	Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2009 and 2010, Grades 3-10, by Grade and Promotion Status 2008-09, Texas Public Schools	79
Table 19.	Texas Assessment of Knowledge and Skills (TAKS) Average Scale Scores 2009 and 2010, Grades 3-10, by Grade and Promotion Status 2008-09, Texas Public Schools	82
Table 20.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Reading/English Language Arts (ELA) and Mathematics Performance and Promotion Status 2008-09, Grades 3-10, by Grade, Texas Public Schools	85
Table 21.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 3, Texas Public Schools	89
Table 22.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 3, by Test, Texas Public Schools	89
Table 23.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 4, Texas Public Schools	91
Table 24.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 4, by Test, Texas Public Schools	91
Table 25.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 5, Texas Public Schools	93
Table 26.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 5, by Test, Texas Public Schools	93
Table 27.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 6, Texas Public Schools	95
Table 28.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 6, by Test, Texas Public Schools	95
Table 29.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 7, Texas Public Schools	97
Table 30.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 7, by Test, Texas Public Schools	97
Table 31.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 8, Texas Public Schools	99
Table 32.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 8, by Test, Texas Public Schools	99

Table 33.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 9, Texas Public Schools.....	101
Table 34.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 9, by Test, Texas Public Schools.....	101
Table 35.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Test Results Combined, Grade 10, Texas Public Schools.....	103
Table 36.	Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status 2008-09, Grade 10, by Test, Texas Public Schools.....	103

List of Figures

Figure 1.	Grade-Level Retention, by Ethnicity and Economic Status, Texas Public Schools, 2007-08 and 2008-09.....	12
Figure 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2007-08 and 2008-09	14
Figure 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2007-08 and 2008-09	16
Figure 4.	Grade-Level Retention, Grade 1, by Ethnicity, Texas Public Schools, 1999-00 Through 2008-09	18
Figure 5.	Grade-Level Retention, Grade 9, by Ethnicity, Texas Public Schools, 2008-09.....	22
Figure 6.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2008-09.....	26
Figure 7.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2008-09.....	27
Figure 8.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2008-09	28
Figure 9.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2008-09	32
Figure 10.	Grade-Level Retention, Grades K-6, by Limited English Proficiency (LEP) Status and Service Received, Texas Public Schools, 2007-08 and 2008-09.....	36
Figure 11.	Grade-Level Retention, Grades 7-12, by Limited English Proficiency (LEP) Status and Service Received, Texas Public Schools, 2007-08 and 2008-09.....	40
Figure 12.	Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, Grades K-6, by Grade, Texas Public Schools, 2008-09	45
Figure 13.	Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, Grades 7-12, by Grade, Texas Public Schools, 2008-09.....	53
Figure 14.	Grade-Level Retention, Grades K-6, by Grade and At-Risk Student Characteristic, Texas Public Schools, 2008-09.....	60

Figure 15.	Grade-Level Retention, Grades 7-12, by Grade and Overage Student Characteristic, Texas Public Schools, 2008-09	64
Figure 16.	Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2008-09	68
Figure 17.	Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2008-09	72
Figure 18.	Grade-Level Retention 2008-09 and Average Reading Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2009 and 2010, Grades 3-8, Texas Public Schools	81
Figure 19.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading Tests 2009 and Promotion Status 2008-09, Grade 3, Texas Public Schools	88
Figure 20.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 4, Texas Public Schools.....	90
Figure 21.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 5, Texas Public Schools.....	92
Figure 22.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 6, Texas Public Schools.....	94
Figure 23.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 7, Texas Public Schools.....	96
Figure 24.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 8, Texas Public Schools.....	98
Figure 25.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 9, Texas Public Schools.....	100
Figure 26.	Performance on the Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 10, Texas Public Schools	102

Highlights

- In 2008-09, the state student retention rate for Grades K-12 was 4.0 percent, a decrease of 0.5 percentage points from the previous year. Retention rates declined in every grade, with decreases ranging from 0.1 percentage points in Grade 11 to 2.4 percentage points in Grade 9.
- Across Grades K-6, the retention rate was highest in Grade 1, at 5.6 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 12.3 percent.
- In Grades 2-5 and 9-12, African American and Hispanic students were over twice as likely to be retained as White students.
- After a year in the same grade, passing rates on the English-Version Texas Assessment of Academic Skills (TAKS) for students who had been retained improved but did not reach the passing rates for students who had not been retained. For example, 97.2 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2009, whereas 31.4 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 83.5 percent passed the Grade 3 reading TAKS.
- Of the Grade 3 students who passed the spring 2009 TAKS reading test, 99.4 percent were promoted to Grade 4. Of the Grade 3 students who failed the TAKS reading test, 33.6 percent were retained in Grade 3 the next year.
- Of the Grade 5 students who passed the spring 2009 TAKS reading and mathematics tests, 99.9 percent were promoted to Grade 6. Of the Grade 5 students who did not pass the TAKS reading and mathematics tests, 12.8 percent were retained in Grade 5 the next year.
- Of the Grade 8 students who passed the spring 2009 TAKS reading and mathematics tests, 99.8 percent were promoted to Grade 9. Of the Grade 8 students who did not pass the TAKS reading and mathematics tests, 8.6 percent were retained in Grade 8 the next year.
- According to Student Success Initiative requirements, a student may advance to the next grade level only by meeting standards on the state assessments or by unanimous decision of his or her grade placement committee. In the 2008-09 school year, 91.1 percent of all promoted third-grade students passed the TAKS reading test. Over 6,800 students, or 1.9 percent of promoted third graders, did not pass the TAKS reading test, or were missing results for the test, but were promoted by decisions of grade placement committees.
- In the 2008-09 school year, 83.6 percent of all promoted fifth-grade students passed the TAKS reading and mathematics tests. Nearly 20,000 students, or 5.9 percent of promoted fifth graders, did not pass the TAKS reading and mathematics tests, or were missing results for the tests, but were promoted by decisions of grade placement committees.

- In the 2008-09 school year, 80.8 percent of all promoted eighth-grade students passed the TAKS reading and mathematics tests. Nearly 22,000 students, or 6.5 percent of promoted eighth graders, did not pass the TAKS reading and mathematics tests, or were missing results for the tests, but were promoted by decisions of grade placement committees.

Promotion Policies in Texas

Policy History

State Support for the Student Success Initiative

Policy History

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

State Support for the Student Success Initiative

Overview

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

Professional Development

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

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

Beginning in 2007, middle school English language arts (ELA), mathematics, science, and social studies teachers were invited to participate in the Texas Adolescent Literacy Academies. The academies provide content area teachers with reading strategies for use in general education classrooms. The middle school reading academies are offered through each of the 20 ESCs and will be made available in electronic format during the 2010-11 school year.

Mathematics academies were established in summer 2002 to provide training for fifth- and sixth-grade teachers. In summer 2003, the academies offered training for seventh-grade teachers and, in summer 2010, expanded to include Middle School Students in Texas: Algebra Ready (MSTAR) academies for fifth- through eighth-grade mathematics teachers. MSTAR academies familiarize participants with the Texas Response to Curriculum Focal Points, a document based on the TEKS for mathematics in Grades K-8 that identifies critical areas for mathematics instruction at each grade level. Training in classroom application of the focal points is designed to improve instruction in mathematics and, thereby, reduce the need for student interventions.

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

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

Diagnostic and Assessment Instruments

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

Accelerated Instruction

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

Following the 2008-09 school year, the ARI/AMI grant program was eliminated. However, the 81st Texas Legislature appropriated \$44.2 million for Student Success Initiative grants in 2009-10 to help districts meet the accelerated instruction requirements under TEC §28.006(g) and §28.0211(a-1) and (a-2). Funds for each applicant district were allocated based on the number of students in the district who did not pass the first administration of the 2009 TAKS reading test in Grade 3 and mathematics test in Grade 5. Districts could use the funds to provide accelerated instruction to students in Grades K-12 in the four core content areas: ELA/reading, mathematics, science, and social studies.

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

Retention Reporting for 2008-09

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Ethnicity

Grade-Level Retention by Gender

Grade-Level Retention by Economic Status

*Grade-Level Retention
by Limited English Proficiency Status*

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

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

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

Definitions and Calculations

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

Data used in this report on the grade levels of all students in the Texas public school system were drawn from the Public Education Information Management System (PEIMS) (Texas Education Code [TEC] §29.083, 2009). Data on student characteristics and program participation were also available in PEIMS. Data on Texas Assessment of Knowledge and Skills (TAKS) performance were provided to the Texas Education Agency (TEA) by a state contractor, Pearson.

Retention rates for the 2008-09 school year were calculated by comparing 2008-09 attendance records to fall 2009 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 2009 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 2009 than in 2008-09 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

Retention rates have been calculated by TEA based on year-to-year progress of individual students since 1994-95. Prior to the 1998-99 school year, the retention calculations included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected by TEA to calculate the secondary school dropout and completion rates. This collection expanded available Grades 7-12 enrollment data beyond students enrolled the last Friday in October to include students enrolled at any time during the fall. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more like that of the secondary school dropout and completion rates. Expanded enrollment data were not collected for Grades K-6, so the method of calculating enrollment counts for Grades K-6 was unchanged.

The source for information on limited English proficiency (LEP) status was changed beginning with 2003-04 retention rates. Prior to 2003-04, LEP status was drawn from fall enrollment records.

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

TAKS is the primary statewide assessment of student performance. TAKS (Accommodated), introduced in spring 2008, is designed for students served in special education programs whose academic achievement and progress can be measured appropriately using the general assessment. TAKS (Accommodated) is not an alternate assessment. It is the TAKS test with format accommodations (larger font, fewer items per page, etc.) and no embedded field-test items. Students who meet the eligibility requirements for specific accommodations, as determined by their admission, review, and dismissal (ARD) committees, may be assessed with TAKS (Accommodated). As with TAKS, TAKS (Accommodated) Spanish-version tests were available in Grades 3-6 in 2009.

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

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

To meet state legislative requirements (TEC §39.036, 2009), vertical scales were developed in 2009 for English-language TAKS reading and mathematics tests in Grades 3-8 and Spanish-language TAKS reading and mathematics tests in Grades 3-5. With a vertical scale, a student's scale score in one grade can be compared to the student's scale score in another grade, as long as the tests are in the same language (English or Spanish) and subject. This makes it possible to determine the amount of progress the student has made in a given subject. For TAKS assessments that are reported on a vertical scale, each grade and subject will have its own score that indicates passing performance. Grades 9 and 10 were not included in these requirements and remained unchanged from previous years. The 2009 vertical scale scores were not used for accountability purposes in 2008-09 but are presented in this report to compare 2009 and 2010 TAKS results.

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

Some of the analyses in this report required that promotion status and test performance be analyzed jointly. For these analyses, matching student records had to appear in the promotion database and in the test database. Student records in the promotion database were matched to student records in the test database based on social security number, last name, first name, and date of birth. Records that could not be matched were excluded. In some cases, students participated in spring 2009 TAKS testing but were not enrolled in a Texas public school in fall 2009. In other cases, students enrolled in school after spring 2009 TAKS testing, and so had records in the promotion database but not in the test database. Finally, some records failed to match because of errors in reporting student identification data.

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

Because rates for smaller groups tend to be less stable over time, comparisons of rates across ethnic groups can be misleading when one group is small compared to other groups. The Native American student population in Texas is small in number, compared to other ethnic groups. As a result, references in this report to "all ethnic groups" do not include Native American students; instead, they are limited to African American, Asian/Pacific Islander, Hispanic, and White students.

State Summary

In the 2008-09 school year, 4.0 percent (177,701) of students in kindergarten through Grade 12 were retained (Table 1). The rate decreased by 0.5 percentage points from the previous year. The retention rate for females was 3.3 percent, and the rate for males was 4.7 percent. Male students made up 60.2 percent of all students retained.

As in 2007-08, retention rates for African American and Hispanic students were over twice that for White students (Figure 1). In the 2008-09 school year, 2.4 percent of White students were retained, compared to 5.1 percent of both African American and Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.8 and 0.6 percentage points, respectively. The rate for White students decreased by 0.3 percentage points. Although 61.3 percent of students enrolled in Texas public schools were African American or Hispanic, 77.4 percent of students retained in the public schools were from one of these two ethnic groups.

Figure 1
Grade-Level Retention, by Ethnicity and Economic Status, Texas Public Schools, 2007-08 and 2008-09

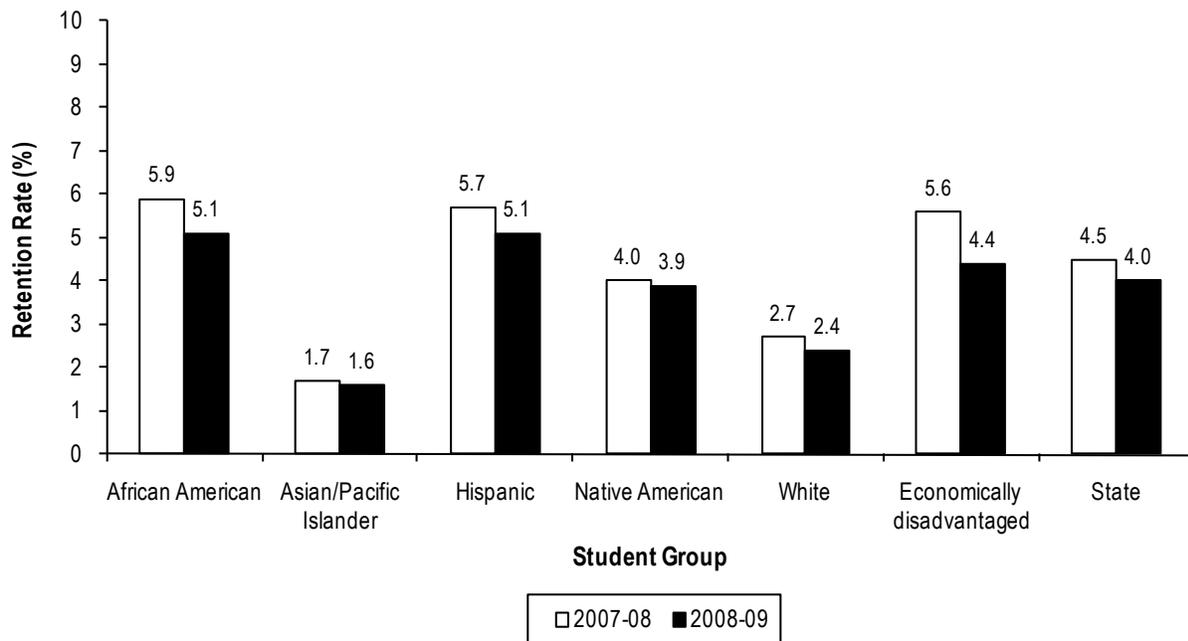


Table 1
Grade-Level Retention, by Ethnicity, Economic Status, Gender, and Grade Span, Texas Public Schools, 2007-08 and 2008-09

Group	2007-08			2008-09		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	608,653	35,821	5.9	616,787	31,280	5.1
Asian/Pacific Islander	149,293	2,587	1.7	159,382	2,580	1.6
Hispanic	2,013,773	114,248	5.7	2,089,897	106,229	5.1
Native American	14,861	598	4.0	15,338	595	3.9
White	1,537,924	41,012	2.7	1,532,116	37,017	2.4
Economically disadvantaged	2,281,662	127,408	5.6	2,237,090	99,520	4.4
Not economically disadvantaged	2,042,842	66,858	3.3	2,176,430	78,181	3.6
Female	2,108,476	78,572	3.7	2,150,878	70,779	3.3
Male	2,216,028	115,694	5.2	2,262,642	106,922	4.7
Grades K-6	2,437,172	68,792	2.8	2,490,851	64,223	2.6
Grades 7-12	1,887,332	125,474	6.6	1,922,669	113,478	5.9
State	4,324,504	194,266	4.5	4,413,520	177,701	4.0

Grade-Level Retention by Grade

Elementary Grades

Across Grades K-6 in 2008-09, the retention rate was much higher in first grade (5.6%) than in any other grade (Table 2). The lowest rate in the elementary grades was in Grade 6 (0.8%). Compared to 2007-08, the retention rate in each elementary grade decreased by at least 0.2 percentage points (Figure 2).

Figure 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2007-08 and 2008-09

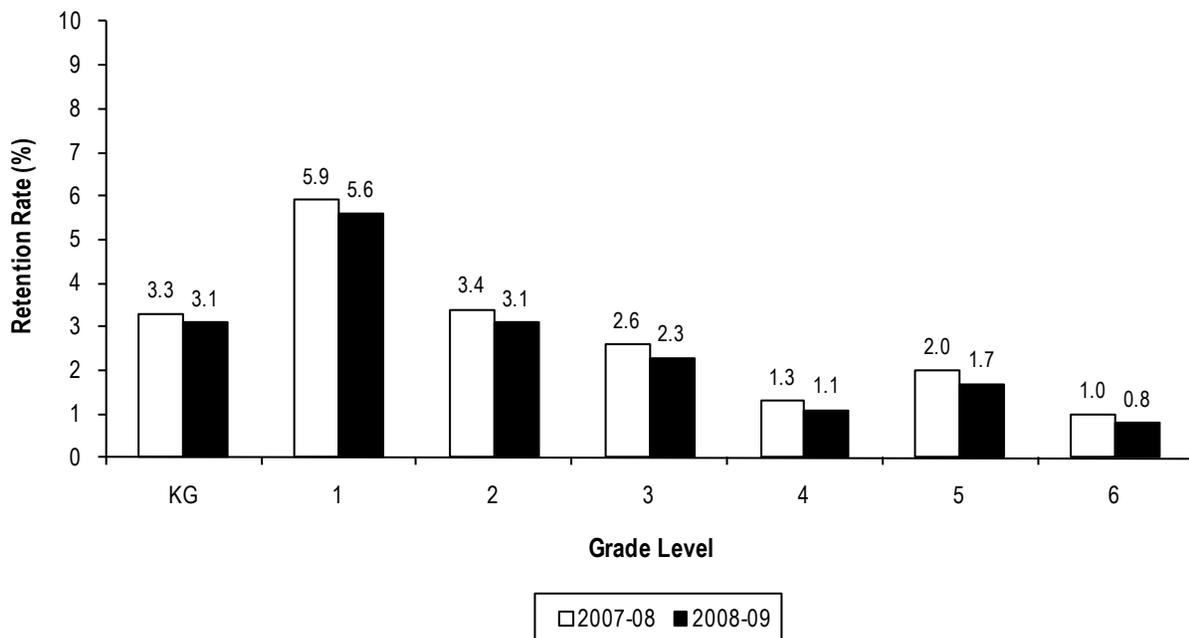


Table 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 1999-00 Through 2008-09

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

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

Grade-Level Retention by Grade

Secondary Grades

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

In 2008-09, the overall retention rate for Grades 7-12 was 5.9 percent (Table 3). Across secondary grades, Grade 9 continued to have the highest retention rate (12.3%), despite dropping 2.4 percentage points from the previous year (Figure 3 and Table 3). The lowest retention rate was in Grade 7 (1.3%). Compared to 2007-08, the retention rate in each secondary grade decreased by at least 0.1 percentage points.

Figure 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2007-08 and 2008-09

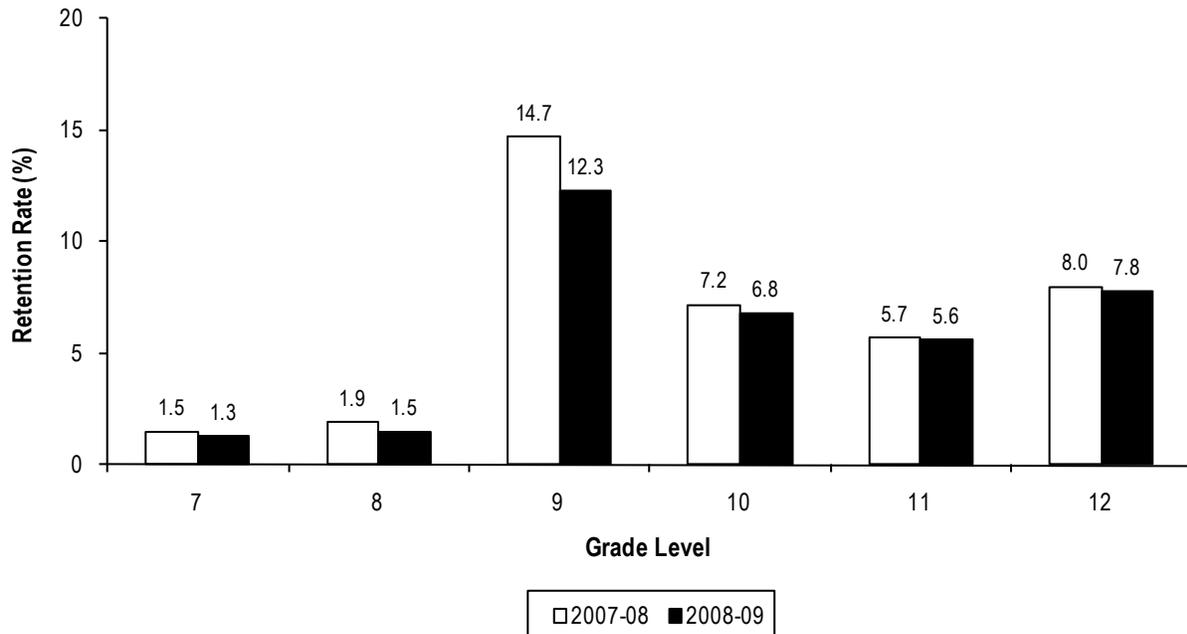


Table 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 1999-00 Through 2008-09

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

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

Grade-Level Retention by Ethnicity

Elementary Grades

In 2008-09, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 4). In Grades 2-5, African American and Hispanic students were over twice as likely to be retained as White students. Nevertheless, between 2007-08 and 2008-09, rates at the elementary level dropped for all ethnic groups. Grade 1 retention rates for all ethnic groups declined overall between 1999-00 and 2008-09 (Figure 4).

Figure 4
Grade-Level Retention, Grade 1, by Ethnicity, Texas Public Schools, 1999-00 Through 2008-09

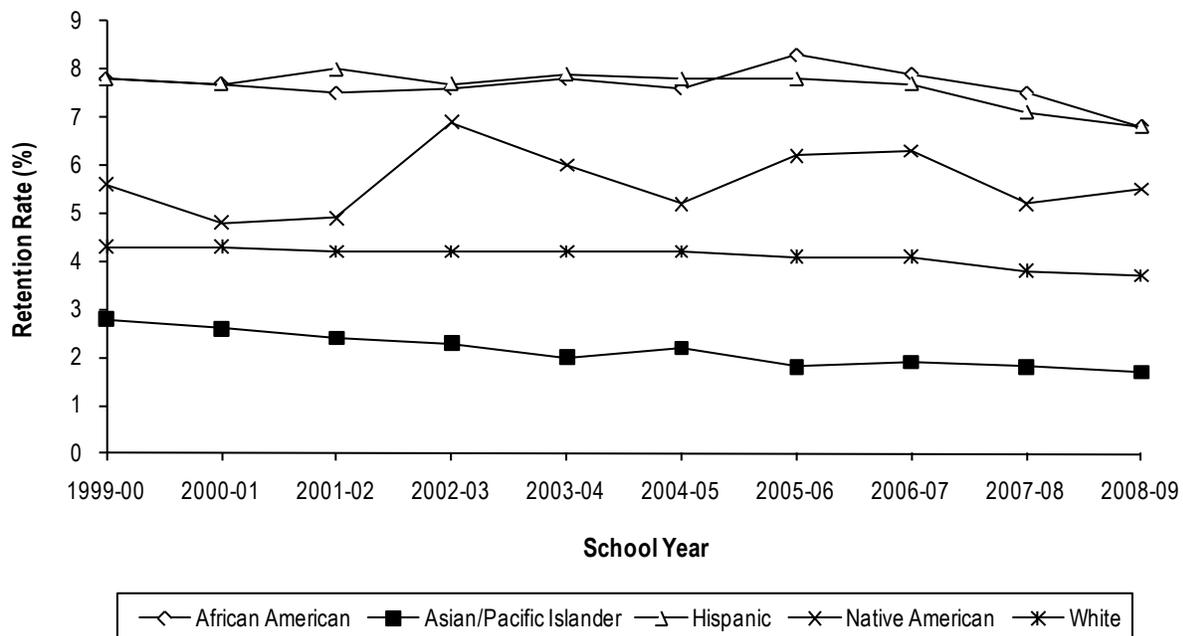


Table 4
Grade-Level Retention, Grades K-6, by Grade and Ethnicity, Texas Public Schools, 1999-00
Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1999-00	952	2.5	90	1.3	3,504	2.8	30	3.4	3,365	3.1
2000-01	1,099	2.9	106	1.4	3,988	3.0	40	3.8	3,877	3.6
2001-02	1,163	3.0	119	1.5	4,476	3.2	45	4.5	4,165	3.8
2002-03	1,392	3.4	126	1.4	5,251	3.6	44	4.3	4,236	3.8
2003-04	1,410	3.4	147	1.6	5,437	3.6	55	5.2	4,635	4.1
2004-05	1,513	3.5	148	1.5	5,684	3.6	53	4.8	4,792	4.2
2005-06	1,562	3.4	187	1.7	5,969	3.5	56	5.0	4,785	4.1
2006-07	1,525	3.3	191	1.6	5,930	3.4	66	5.5	4,734	4.1
2007-08	1,418	3.1	210	1.8	5,470	3.1	46	3.7	4,313	3.8
2008-09	1,372	2.9	197	1.5	5,313	2.9	46	3.6	4,108	3.6
Grade 1										
1999-00	3,515	7.8	202	2.8	10,533	7.8	50	5.6	5,205	4.3
2000-01	3,379	7.7	208	2.6	10,830	7.7	46	4.8	5,066	4.3
2001-02	3,280	7.5	208	2.4	11,606	8.0	52	4.9	4,948	4.2
2002-03	3,310	7.6	208	2.3	11,683	7.7	72	6.9	4,907	4.2
2003-04	3,513	7.8	198	2.0	12,431	7.9	66	6.0	4,893	4.2
2004-05	3,440	7.6	216	2.2	12,900	7.8	56	5.2	4,884	4.2
2005-06	4,001	8.3	192	1.8	13,454	7.8	72	6.2	4,821	4.1
2006-07	3,935	7.9	221	1.9	13,979	7.7	75	6.3	4,960	4.1
2007-08	3,719	7.5	235	1.8	13,338	7.1	65	5.2	4,495	3.8
2008-09	3,404	6.8	229	1.7	12,921	6.8	74	5.5	4,342	3.7
Grade 2										
1999-00	1,811	4.2	110	1.5	5,787	4.5	22	2.5	2,122	1.7
2000-01	2,081	4.6	141	1.8	6,611	4.9	21	2.3	2,147	1.8
2001-02	2,011	4.5	122	1.4	6,684	4.8	40	4.2	2,209	1.9
2002-03	1,941	4.5	102	1.2	6,895	4.8	36	3.4	2,210	1.9
2003-04	2,098	4.9	110	1.1	7,264	4.9	36	3.5	2,140	1.8
2004-05	2,088	4.7	148	1.4	7,464	4.8	32	2.9	2,127	1.8
2005-06	2,422	5.1	118	1.1	7,684	4.7	33	3.1	2,220	1.9
2006-07	2,178	4.6	129	1.1	7,932	4.7	28	2.4	2,116	1.8
2007-08	2,193	4.5	158	1.3	7,570	4.2	32	2.8	2,179	1.8
2008-09	1,929	3.9	158	1.2	7,200	3.9	40	3.2	1,961	1.7
Grade 3										
1999-00	1,497	3.4	75	1.0	3,902	3.1	11	1.3	1,377	1.1
2000-01	1,662	3.7	88	1.1	4,450	3.4	18	2.0	1,441	1.2
2001-02	1,694	3.7	88	1.0	4,573	3.3	17	1.8	1,264	1.1
2002-03	1,891	4.2	127	1.4	5,494	3.9	17	1.8	1,395	1.2
2003-04	1,680	3.8	97	1.0	5,160	3.5	12	1.2	1,247	1.1

continues

Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade and Ethnicity, Texas Public Schools, 1999-00
Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	1,955	4.5	116	1.2	6,758	4.5	23	2.3	1,514	1.3
2005-06	2,146	4.6	112	1.0	6,187	3.9	21	1.9	1,292	1.1
2006-07	1,832	3.9	120	1.1	6,056	3.7	22	2.0	1,412	1.2
2007-08	1,817	3.8	95	0.8	5,616	3.3	18	1.6	1,372	1.2
2008-09	1,555	3.1	122	0.9	5,476	3.1	22	1.9	1,243	1.0
Grade 4										
1999-00	846	2.0	46	0.6	2,217	1.9	6	0.7	899	0.7
2000-01	986	2.2	46	0.6	2,423	1.9	15	1.7	935	0.7
2001-02	899	2.0	42	0.5	2,261	1.7	10	1.1	831	0.7
2002-03	1,013	2.2	42	0.5	2,860	2.1	12	1.2	916	0.8
2003-04	1,102	2.5	48	0.5	3,053	2.2	13	1.4	931	0.8
2004-05	1,171	2.7	50	0.5	3,435	2.3	15	1.4	959	0.8
2005-06	1,311	2.9	55	0.5	3,339	2.2	12	1.2	948	0.8
2006-07	1,133	2.4	50	0.4	3,257	2.1	13	1.2	898	0.8
2007-08	924	1.9	39	0.3	2,746	1.7	12	1.1	784	0.7
2008-09	756	1.6	54	0.4	2,448	1.4	13	1.1	713	0.6
Grade 5										
1999-00	612	1.5	37	0.5	1,445	1.3	8	1.0	836	0.7
2000-01	539	1.2	41	0.5	1,358	1.1	7	0.8	844	0.7
2001-02	473	1.0	41	0.5	1,323	1.0	9	1.0	745	0.6
2002-03	610	1.3	37	0.4	1,604	1.2	14	1.4	844	0.7
2003-04	677	1.5	50	0.6	1,636	1.2	12	1.2	850	0.7
2004-05	2,362	5.3	115	1.2	6,857	4.8	24	2.5	1,801	1.5
2005-06	1,939	4.1	76	0.8	5,449	3.6	28	2.5	1,399	1.2
2006-07	1,450	3.1	68	0.6	4,551	2.9	23	2.1	1,196	1.0
2007-08	1,360	2.9	88	0.7	4,058	2.5	27	2.3	1,213	1.0
2008-09	1,046	2.2	63	0.5	3,571	2.1	22	1.9	1,033	0.9
Grade 6										
1999-00	880	2.1	41	0.5	2,694	2.4	16	1.9	1,275	1.0
2000-01	980	2.2	33	0.4	2,522	2.1	18	2.1	1,271	1.0
2001-02	856	1.9	37	0.5	2,286	1.8	21	2.1	1,214	0.9
2002-03	916	2.0	35	0.4	2,385	1.8	12	1.2	1,215	0.9
2003-04	1,024	2.2	26	0.3	2,454	1.8	7	0.7	1,284	1.0
2004-05	1,130	2.4	34	0.4	2,584	1.8	17	1.6	1,136	0.9
2005-06	997	2.1	30	0.3	2,066	1.4	12	1.2	961	0.8
2006-07	843	1.8	23	0.2	2,084	1.4	11	1.0	855	0.7
2007-08	640	1.4	27	0.2	1,753	1.1	12	1.1	750	0.6
2008-09	540	1.1	27	0.2	1,571	1.0	10	0.8	644	0.5

continues

Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade and Ethnicity, Texas Public Schools, 1999-00
Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total K-6										
1999-00	10,113	3.4	601	1.2	30,082	3.5	143	2.4	15,079	1.8
2000-01	10,726	3.5	663	1.2	32,182	3.6	165	2.6	15,581	1.8
2001-02	10,376	3.4	657	1.1	33,209	3.5	194	2.9	15,376	1.8
2002-03	11,073	3.6	677	1.1	36,172	3.7	207	3.0	15,723	1.9
2003-04	11,504	3.7	676	1.0	37,435	3.6	201	2.8	15,980	1.9
2004-05	13,659	4.4	827	1.2	45,682	4.3	220	3.0	17,213	2.1
2005-06	14,378	4.4	770	1.1	44,148	4.0	234	3.1	16,426	2.0
2006-07	12,896	3.9	802	1.0	43,789	3.8	238	3.0	16,171	2.0
2007-08	12,071	3.6	852	1.0	40,551	3.4	212	2.6	15,106	1.8
2008-09	10,602	3.1	850	0.9	38,500	3.1	227	2.7	14,044	1.7

Grade-Level Retention by Ethnicity

Secondary Grades

In 2008-09, retention rates for African American and Hispanic students were higher than those for Asian/Pacific Islander and White students in all secondary grades (Table 5 and Figure 5). In Grades 9-12, African American students and Hispanic students were over twice as likely to be retained as White students. For all ethnic groups, rates of retention were highest in Grade 9; nevertheless, the rates in Grade 9 were down from the previous year (Table 5). The decreases ranged from 0.2 percentage points for Asian/Pacific Islander students to 3.3 percentage points for African American students. For the period between 1999-00 and 2008-09, retention rates for all ethnic groups decreased in every secondary grade except Grade 12. In Grade 12, retention rates rose for all ethnic groups, with increases ranging from 0.9 percentage points for Asian/Pacific Islander students to 4.7 percentage points for Hispanic students.

Figure 5
Grade-Level Retention, Grade 9, by Ethnicity, Texas Public Schools, 2008-09

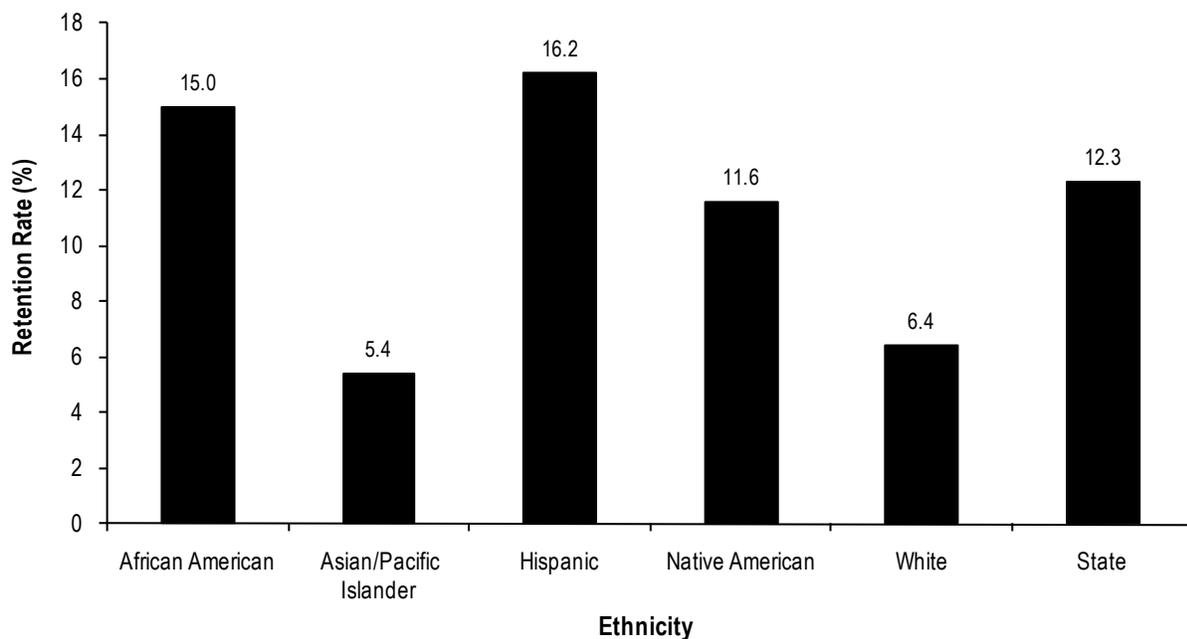


Table 5
Grade-Level Retention, Grades 7-12, by Grade and Ethnicity, Texas Public Schools, 1999-00
Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1999-00	1,562	3.7	51	0.7	4,459	3.9	34	4.2	2,407	1.8
2000-01	1,564	3.6	52	0.6	3,996	3.3	29	3.3	2,121	1.6
2001-02	1,376	3.0	58	0.7	3,643	2.9	28	3.1	1,854	1.4
2002-03	1,413	3.0	48	0.6	3,900	3.0	35	3.3	2,093	1.6
2003-04	1,462	3.1	62	0.7	3,907	2.8	26	2.5	1,915	1.5
2004-05	1,583	3.3	39	0.4	4,225	3.0	15	1.4	1,848	1.4
2005-06	1,567	3.1	38	0.4	4,082	2.8	24	2.1	1,602	1.3
2006-07	1,029	2.2	51	0.5	3,317	2.2	22	2.0	1,244	1.0
2007-08	1,009	2.1	52	0.5	2,884	1.9	10	0.8	1,097	0.9
2008-09	773	1.6	34	0.3	2,463	1.5	14	1.2	983	0.8
Grade 8										
1999-00	964	2.4	70	0.9	3,384	3.1	29	3.6	1,722	1.3
2000-01	1,084	2.5	66	0.9	3,350	2.9	19	2.3	1,834	1.4
2001-02	1,068	2.4	49	0.6	2,929	2.4	27	3.2	1,569	1.2
2002-03	1,038	2.3	58	0.7	3,099	2.5	18	1.9	1,713	1.3
2003-04	1,019	2.2	54	0.6	3,211	2.5	14	1.3	1,801	1.4
2004-05	1,113	2.4	58	0.6	3,195	2.3	16	1.5	1,587	1.2
2005-06	1,146	2.3	56	0.6	3,184	2.2	27	2.5	1,426	1.1
2006-07	848	1.7	66	0.6	2,800	1.9	23	2.0	1,206	1.0
2007-08	1,137	2.4	68	0.6	3,762	2.6	13	1.2	1,343	1.1
2008-09	842	1.7	72	0.6	3,184	2.0	24	2.0	1,043	0.9
Grade 9										
1999-00	11,682	24.3	642	7.8	32,382	25.2	166	19.6	13,579	9.4
2000-01	11,967	23.9	639	7.5	32,205	24.0	153	17.3	13,399	9.4
2001-02	11,266	21.9	595	6.7	32,665	23.5	174	18.7	13,061	9.3
2002-03	10,763	20.7	513	5.3	33,055	22.7	152	15.1	12,714	9.0
2003-04	10,734	20.3	556	5.6	33,959	22.8	161	15.0	12,842	9.2
2004-05	10,659	19.7	647	6.4	34,873	22.3	204	16.8	12,222	8.7
2005-06	11,300	20.1	669	6.3	36,453	22.2	213	17.3	12,091	8.8
2006-07	10,836	19.2	576	5.2	34,976	20.8	168	13.4	10,657	7.9
2007-08	10,467	18.3	661	5.6	33,363	19.3	176	13.4	10,164	7.8
2008-09	8,225	15.0	678	5.4	27,841	16.2	145	11.6	8,127	6.4
Grade 10										
1999-00	4,183	12.1	299	4.0	9,934	11.4	53	8.4	5,454	4.4
2000-01	4,473	12.0	343	4.3	11,093	11.7	51	7.3	5,794	4.5
2001-02	4,599	11.9	343	4.1	11,987	11.9	64	8.5	5,733	4.5
2002-03	5,025	12.4	347	4.1	13,336	12.5	59	7.7	5,984	4.8
2003-04	4,879	11.7	301	3.2	13,413	11.9	60	7.2	5,968	4.7
2004-05	4,997	11.9	402	4.2	13,846	12.2	81	8.8	6,073	4.9

continues

Table 5 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Ethnicity, Texas Public Schools, 1999-00
Through 2008-09

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	5,360	12.0	385	3.9	14,196	11.8	79	7.7	6,212	4.9
2006-07	5,041	11.2	313	3.1	14,236	11.3	71	7.0	5,581	4.6
2007-08	4,534	10.0	310	2.8	12,365	9.5	65	6.2	4,940	4.1
2008-09	4,312	9.4	318	2.8	11,822	8.8	79	6.9	4,594	3.9
Grade 11										
1999-00	2,445	8.5	300	4.3	6,096	8.5	32	6.1	3,933	3.5
2000-01	2,670	8.9	270	3.6	6,469	8.6	36	6.4	3,995	3.5
2001-02	2,705	8.4	265	3.4	6,830	8.4	38	5.8	3,925	3.4
2002-03	2,568	7.9	229	2.9	7,072	8.3	34	5.2	3,740	3.2
2003-04	2,627	7.7	210	2.6	7,142	8.0	33	4.5	3,631	3.2
2004-05	2,789	7.9	254	2.8	7,815	8.2	44	5.5	3,756	3.3
2005-06	3,287	8.8	232	2.5	8,513	8.7	56	6.5	3,894	3.4
2006-07	3,116	8.1	238	2.5	8,604	8.3	52	5.5	3,790	3.3
2007-08	2,999	7.7	238	2.3	8,670	7.9	69	7.0	3,554	3.1
2008-09	3,017	7.4	239	2.2	9,155	7.7	43	4.3	3,401	3.0
Grade 12										
1999-00	1,540	5.5	188	2.7	4,767	6.8	27	5.2	3,109	2.8
2000-01	1,653	5.7	192	2.6	5,241	7.2	28	4.8	3,297	3.0
2001-02	1,680	5.4	224	2.9	5,402	7.0	25	4.3	3,346	2.9
2002-03	1,801	5.5	225	2.8	5,782	6.9	33	4.8	3,515	3.0
2003-04	1,790	5.2	214	2.5	5,788	6.5	37	4.9	3,425	2.9
2004-05	1,967	5.7	209	2.5	6,305	7.1	33	4.2	3,504	3.0
2005-06	2,891	8.3	324	3.5	9,364	10.1	47	5.6	4,202	3.6
2006-07	3,077	8.9	352	3.6	11,306	11.8	46	5.0	4,561	4.0
2007-08	3,604	9.7	406	4.0	12,653	12.1	53	5.4	4,808	4.1
2008-09	3,509	9.0	389	3.6	13,264	11.5	63	6.3	4,825	4.2
Total 7-12										
1999-00	22,376	10.1	1,550	3.5	61,022	10.5	341	8.2	30,204	4.0
2000-01	23,411	10.0	1,562	3.3	62,354	10.2	316	7.1	30,440	4.0
2001-02	22,694	9.4	1,534	3.1	63,456	9.9	356	7.6	29,488	3.9
2002-03	22,608	9.1	1,420	2.7	66,244	9.8	331	6.5	29,759	3.9
2003-04	22,511	8.8	1,397	2.6	67,420	9.5	331	6.0	29,582	3.9
2004-05	23,108	8.9	1,609	2.9	70,259	9.6	393	6.8	28,990	3.9
2005-06	25,551	9.4	1,704	2.9	75,792	9.9	446	7.2	29,427	4.0
2006-07	23,947	8.8	1,596	2.6	75,239	9.5	382	6.0	27,039	3.7
2007-08	23,750	8.7	1,735	2.7	73,697	9.0	386	5.8	25,906	3.6
2008-09	20,678	7.5	1,730	2.5	67,729	7.9	368	5.4	22,973	3.2

Grade-Level Retention by Gender

Elementary Grades

Across the elementary grades, retention rates were highest for male first graders (6.8%) and lowest for female sixth graders (0.5%) in 2008-09 (Figure 6). The retention rate for males was higher than that for females in every elementary grade. In Grade 6, over twice as many males were retained as females (Table 6).

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

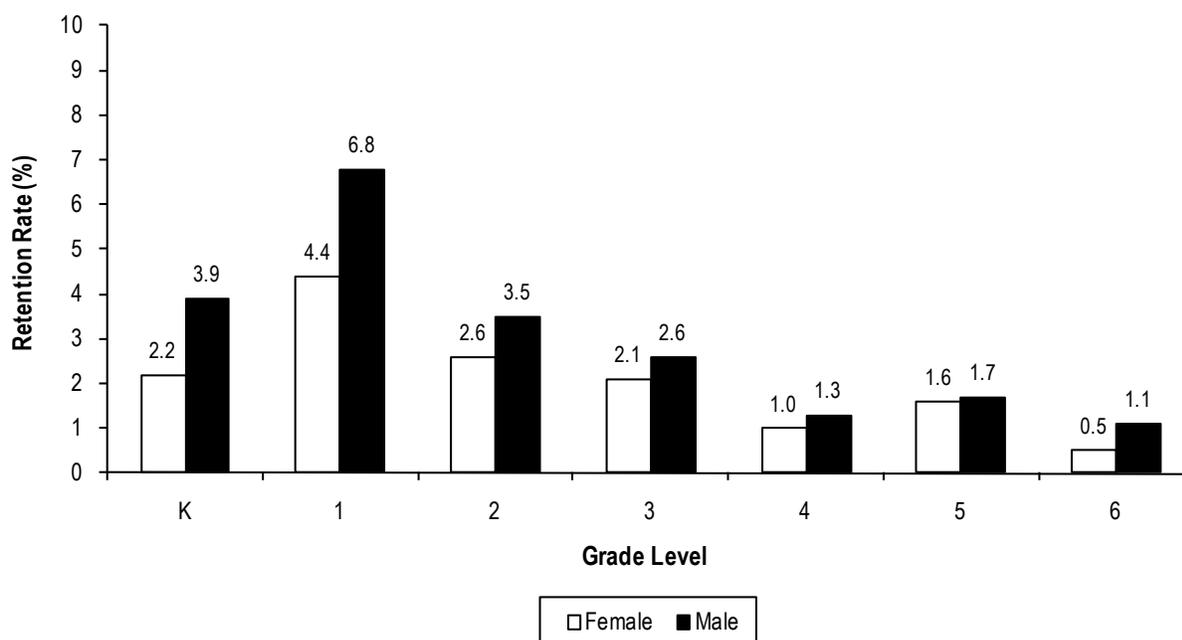


Table 6
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2008-09

Gender	Grade													
	K		1		2		3		4		5		6	
	Retained	Rate (%)												
Female	3,787	2.2	7,831	4.4	4,642	2.6	3,649	2.1	1,670	1.0	2,698	1.6	877	0.5
Male	7,249	3.9	13,139	6.8	6,646	3.5	4,769	2.6	2,314	1.3	3,037	1.7	1,915	1.1

Secondary Grades

As in the elementary grades, males had higher retention rates than females in all secondary grades (Figure 7 and Table 7). The retention rates for males and females were highest in ninth grade (14.8% and 9.5%, respectively) and lowest in seventh grade (1.6 % and 0.9%, respectively).

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

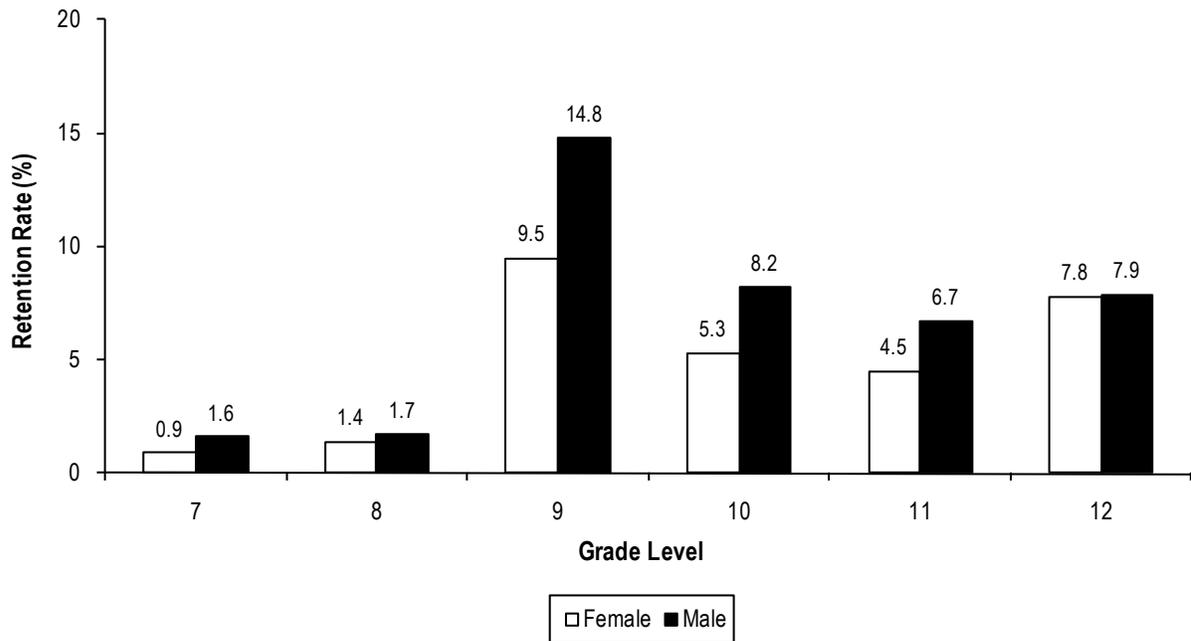


Table 7
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2008-09

Gender	Grade											
	7		8		9		10		11		12	
	Retained	Rate (%)										
Female	1,428	0.9	2,274	1.4	16,632	9.5	8,087	5.3	6,258	4.5	10,946	7.8
Male	2,839	1.6	2,891	1.7	28,384	14.8	13,038	8.2	9,597	6.7	11,104	7.9

Grade-Level Retention by Economic Status

Elementary Grades

In every elementary grade except kindergarten, students who were economically disadvantaged had a higher retention rate in 2008-09 than students who were not economically disadvantaged (Figure 8). Rates for both economically disadvantaged and non-economically disadvantaged students were highest in Grade 1 (6.7% and 4.2%, respectively). From 2007-08 to 2008-09, retention rates for students who were economically disadvantaged decreased in all grades (Table 8). Students in Grade 1 who were economically disadvantaged had the largest decrease in retention rate (0.9 percentage points).

Figure 8
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2008-09

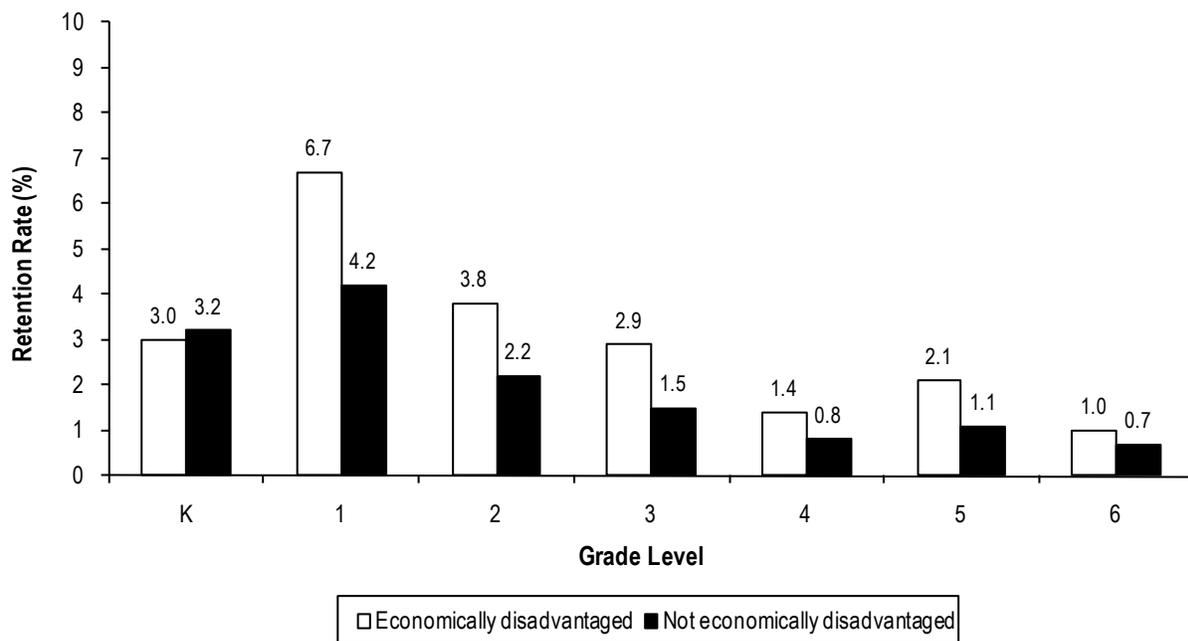


Table 8
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2008-09

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
1999-00	4,468	3.0	3,473	2.7
2000-01	5,029	3.3	4,081	3.1
2001-02	5,670	3.5	4,298	3.2
2002-03	6,639	3.8	4,410	3.3
2003-04	7,049	3.9	4,635	3.4
2004-05	7,525	3.9	4,665	3.5
2005-06	7,780	3.8	4,779	3.4
2006-07	7,686	3.7	4,760	3.4
2007-08	7,006	3.4	4,451	3.1
2008-09	5,846	3.0	5,190	3.2
Grade 1				
1999-00	13,749	8.0	5,756	4.2
2000-01	13,483	7.9	6,046	4.3
2001-02	14,397	8.1	5,697	4.1
2002-03	14,767	8.0	5,413	3.9
2003-04	15,617	8.1	5,484	4.0
2004-05	16,186	8.1	5,310	3.9
2005-06	17,047	8.1	5,493	3.9
2006-07	17,758	8.1	5,412	3.7
2007-08	16,678	7.6	5,174	3.5
2008-09	14,109	6.7	6,861	4.2
Grade 2				
1999-00	7,244	4.4	2,608	1.9
2000-01	8,053	4.7	2,948	2.1
2001-02	8,286	4.8	2,780	2.0
2002-03	8,386	4.7	2,798	2.1
2003-04	8,906	4.9	2,742	2.0
2004-05	9,247	4.8	2,612	1.9
2005-06	9,631	4.9	2,846	2.1
2006-07	9,707	4.7	2,676	1.9
2007-08	9,397	4.4	2,735	1.9
2008-09	7,830	3.8	3,458	2.2
Grade 3				
1999-00	5,113	3.1	1,749	1.3
2000-01	5,656	3.4	2,003	1.4
2001-02	5,859	3.4	1,777	1.3
2002-03	7,009	4.0	1,915	1.4
2003-04	6,395	3.6	1,801	1.3
2004-05	8,388	4.5	1,978	1.5
2005-06	7,815	4.0	1,943	1.4

continues

Table 8 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2008-09

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2006-07	7,514	3.8	1,928	1.4
2007-08	7,091	3.5	1,827	1.2
2008-09	5,929	2.9	2,489	1.5
Grade 4				
1999-00	2,927	1.9	1,087	0.8
2000-01	3,172	2.0	1,233	0.9
2001-02	2,977	1.8	1,066	0.7
2002-03	3,727	2.1	1,116	0.8
2003-04	3,889	2.2	1,258	0.9
2004-05	4,393	2.4	1,237	0.9
2005-06	4,361	2.4	1,304	0.9
2006-07	4,163	2.2	1,188	0.8
2007-08	3,475	1.8	1,030	0.7
2008-09	2,676	1.4	1,308	0.8
Grade 5				
1999-00	1,993	1.3	945	0.7
2000-01	1,827	1.2	962	0.7
2001-02	1,790	1.1	801	0.6
2002-03	2,197	1.3	912	0.6
2003-04	2,280	1.3	945	0.7
2004-05	8,880	5.0	2,279	1.6
2005-06	6,980	3.7	1,911	1.4
2006-07	5,749	3.1	1,539	1.1
2007-08	5,203	2.7	1,543	1.0
2008-09	3,943	2.1	1,792	1.1
Grade 6				
1999-00	3,470	2.4	1,436	1.0
2000-01	3,359	2.3	1,465	1.0
2001-02	3,079	2.0	1,335	0.9
2002-03	3,299	2.0	1,264	0.8
2003-04	3,513	2.0	1,282	0.9
2004-05	3,666	2.1	1,235	0.8
2005-06	3,017	1.7	1,049	0.7
2006-07	2,768	1.5	1,048	0.7
2007-08	2,231	1.3	861	0.6
2008-09	1,708	1.0	1,084	0.7
Total K-6				
1999-00	38,964	3.5	17,054	1.7
2000-01	40,579	3.6	18,738	1.9
2001-02	42,058	3.6	17,754	1.8
2002-03	46,024	3.8	17,828	1.8

continues

Table 8 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2008-09

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2003-04	47,649	3.8	18,147	1.9
2004-05	58,285	4.5	19,316	2.0
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9
2007-08	51,171	3.6	17,621	1.7
2008-09	42,041	3.1	22,182	2.0

Grade-Level Retention by Economic Status

Secondary Grades

In each secondary grade, students who were economically disadvantaged had a higher retention rate in 2008-09 than students who were not economically disadvantaged (Figure 9). The rate for each economic group was highest in Grade 9. Although Grade 9 students who were economically disadvantaged had the highest retention rate each year between 1999-00 and 2008-09, they also had the greatest rate decrease (10.3 percentage points) over the entire period (Table 9). Retention rates for both students who were economically disadvantaged and those who were not declined between 1999-00 and 2008-09 in every secondary grade except Grade 12. In Grade 12, rates increased by 3.5 percentage points for economically disadvantaged students and by 2.7 percentage points for students who were not economically disadvantaged.

Figure 9
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2008-09

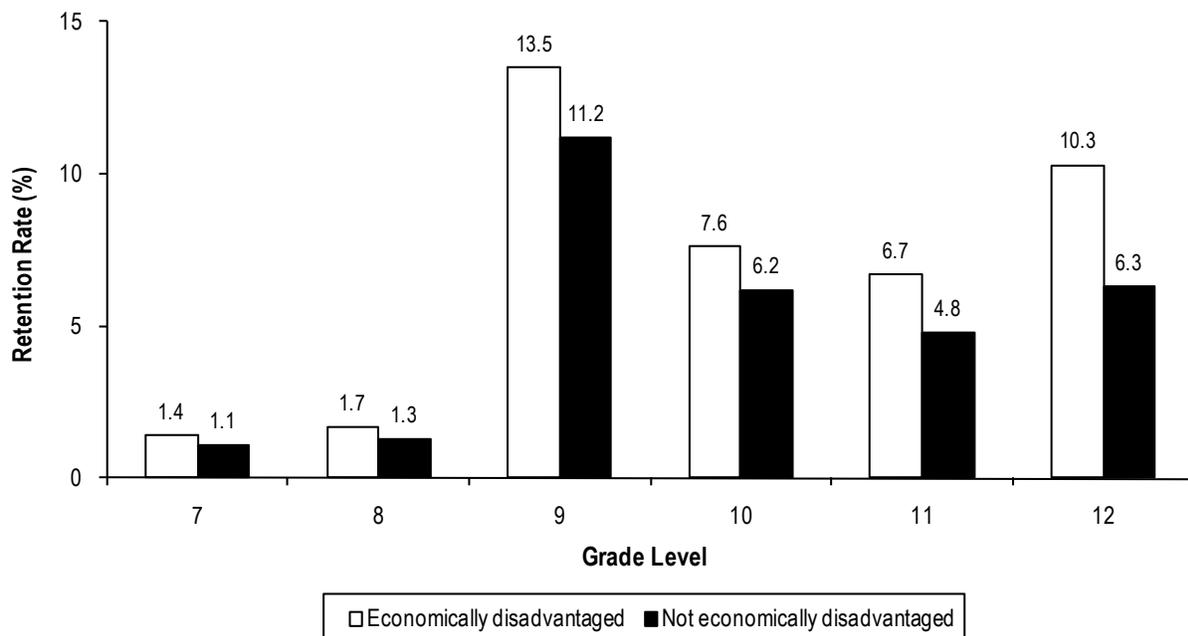


Table 9
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2008-09

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
1999-00	5,448	4.0	3,065	1.9
2000-01	5,079	3.6	2,683	1.6
2001-02	4,689	3.1	2,270	1.4
2002-03	5,060	3.2	2,429	1.5
2003-04	5,105	3.1	2,267	1.4
2004-05	5,625	3.2	2,085	1.3
2005-06	5,311	3.0	2,002	1.3
2006-07	4,009	2.3	1,654	1.1
2007-08	3,559	2.0	1,493	1.0
2008-09	2,346	1.4	1,921	1.1
Grade 8				
1999-00	3,588	2.9	2,581	1.6
2000-01	3,707	2.8	2,646	1.6
2001-02	3,425	2.5	2,217	1.3
2002-03	3,769	2.6	2,157	1.3
2003-04	3,886	2.5	2,213	1.3
2004-05	3,940	2.4	2,029	1.3
2005-06	3,904	2.3	1,935	1.2
2006-07	3,209	1.9	1,734	1.1
2007-08	4,287	2.6	2,036	1.3
2008-09	2,921	1.7	2,244	1.3
Grade 9				
1999-00	30,803	23.8	27,648	13.8
2000-01	30,769	22.7	27,594	13.7
2001-02	32,447	22.4	25,314	12.9
2002-03	33,096	21.5	24,101	12.3
2003-04	34,089	21.4	24,163	12.5
2004-05	36,087	21.1	22,518	11.8
2005-06	38,122	21.1	22,604	12.0
2006-07	36,268	19.8	20,945	11.1
2007-08	35,007	18.9	19,824	10.5
2008-09	22,994	13.5	22,022	11.2
Grade 10				
1999-00	9,063	10.7	10,860	6.4
2000-01	10,074	10.9	11,680	6.6
2001-02	11,411	11.4	11,315	6.4
2002-03	13,170	12.1	11,581	6.7
2003-04	13,358	11.5	11,263	6.5
2004-05	14,317	11.8	11,082	6.5

continues

Table 9 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 1999-00 Through 2008-09

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
2007-08	12,899	9.5	9,315	5.4
2008-09	10,219	7.6	10,906	6.2
Grade 11				
1999-00	5,306	8.2	7,500	4.9
2000-01	5,542	8.0	7,898	5.0
2001-02	6,178	8.1	7,585	4.7
2002-03	6,486	7.9	7,157	4.4
2003-04	6,697	7.6	6,946	4.4
2004-05	7,646	7.9	7,012	4.4
2005-06	8,762	8.6	7,220	4.5
2006-07	8,566	8.1	7,234	4.5
2007-08	8,681	7.8	6,849	4.2
2008-09	7,795	6.7	8,060	4.8
Grade 12				
1999-00	3,910	6.8	5,721	3.6
2000-01	4,171	6.9	6,240	3.9
2001-02	4,458	6.7	6,219	3.8
2002-03	5,000	6.6	6,356	3.8
2003-04	5,196	6.4	6,058	3.6
2004-05	6,030	7.0	5,988	3.7
2005-06	9,145	10.1	7,683	4.7
2006-07	10,688	11.7	8,654	5.2
2007-08	11,804	11.9	9,720	5.7
2008-09	11,204	10.3	10,846	6.3
Total 7-12				
1999-00	58,118	9.7	57,375	5.7
2000-01	59,342	9.4	58,741	5.7
2001-02	62,608	9.3	54,920	5.3
2002-03	66,581	9.2	53,781	5.2
2003-04	68,331	8.9	52,910	5.2
2004-05	73,645	9.1	50,714	5.1
2005-06	80,251	9.4	52,669	5.3
2006-07	77,380	9.0	50,823	5.1
2007-08	76,237	8.7	49,237	4.9
2008-09	57,479	6.6	55,999	5.3

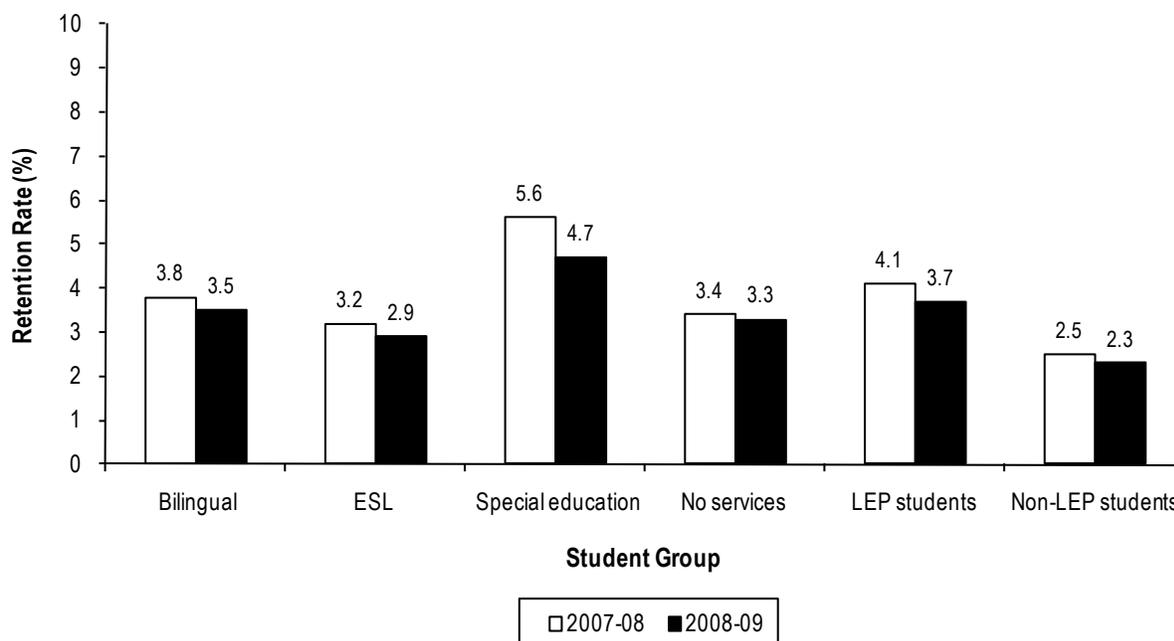
Grade-Level Retention by Limited English Proficiency Status

Elementary Grades

Reading and language difficulties have been shown to be highly correlated with retention in the elementary grades (Kaczala, 1991; Marcon, 1993). Texas students with limited English proficiency (LEP) learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most LEP students are enrolled in bilingual or English as a second language (ESL) programs. LEP students participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2008-09, almost 94 percent of all LEP students in the elementary grades participated in bilingual or ESL programs.

In the elementary grades, LEP students overall had higher rates of retention than non-LEP students in all grades except kindergarten (Table 10). Retention rates in 2008-09 for LEP students receiving bilingual or special education services (3.5% and 4.7%, respectively) were higher than the rate for LEP students who were not receiving services (3.3%) (Figure 10).

Figure 10
Grade-Level Retention, Grades K-6, by Limited English Proficiency (LEP) Status and Service Received, Texas Public Schools, 2007-08 and 2008-09



Note. ESL = English as a second language.

Table 10
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
1999-00	687	1.6	420	3.1	20	6.6	52	1.7	1,179	2.0	6,762	3.1
2000-01	787	1.8	485	3.4	32	8.8	91	2.3	1,395	2.2	7,715	3.4
2001-02	876	1.8	536	3.3	30	8.3	88	2.1	1,530	2.2	8,438	3.7
2002-03	1,089	2.2	649	3.7	43	8.7	81	2.0	1,862	2.6	9,187	3.9
2003-04	1,194	2.3	627	3.8	110	12.3	68	1.9	2,545	3.1	9,139	3.9
2004-05	1,238	2.2	642	3.7	125	13.1	71	2.0	2,643	3.1	9,547	4.0
2005-06	1,295	2.2	741	4.0	146	14.6	69	2.0	2,882	3.1	9,677	3.9
2006-07	1,274	2.0	639	3.3	110	11.5	81	2.1	2,686	2.8	9,760	3.9
2007-08	1,246	1.9	598	3.1	135	13.9	83	2.0	2,636	2.7	8,821	3.5
2008-09	1,226	1.8	575	2.8	115	12.5	68	1.8	2,433	2.4	8,603	3.4
Grade 1												
1999-00	3,075	6.8	1,141	7.4	49	9.0	283	6.7	4,548	7.0	14,957	6.2
2000-01	3,139	6.6	1,164	7.2	63	10.4	328	6.6	4,694	6.8	14,835	6.1
2001-02	3,610	7.2	1,201	6.9	71	10.5	352	7.1	5,234	7.2	14,860	6.1
2002-03	3,700	7.1	1,228	6.4	73	10.9	325	6.4	5,326	6.9	14,854	6.1
2003-04	3,817	7.0	1,363	7.2	166	13.5	332	7.2	7,019	8.0	14,082	5.8
2004-05	4,076	7.3	1,255	6.5	196	15.2	328	6.7	7,147	8.0	14,349	5.8
2005-06	4,123	7.0	1,296	6.5	185	15.6	310	6.3	7,387	7.9	15,153	5.9
2006-07	4,300	6.7	1,202	5.7	161	14.1	378	7.6	7,321	7.4	15,849	6.0
2007-08	4,270	6.3	1,195	5.5	170	13.8	312	6.0	7,155	6.9	14,697	5.5
2008-09	4,185	6.0	1,149	5.2	133	12.4	361	6.7	6,861	6.5	14,109	5.3
Grade 2												
1999-00	1,991	4.8	591	4.1	35	5.3	135	3.2	2,752	4.5	7,100	2.9
2000-01	2,231	5.1	784	5.0	38	4.9	185	3.7	3,238	5.0	7,763	3.2
2001-02	2,356	5.1	801	4.7	28	3.6	208	4.1	3,393	4.9	7,673	3.2
2002-03	2,468	5.2	830	4.6	37	4.5	169	3.4	3,504	4.9	7,680	3.2
2003-04	2,511	5.1	963	5.2	75	5.8	174	3.9	4,529	5.6	7,119	3.0
2004-05	2,631	5.0	878	4.6	78	5.7	192	3.9	4,613	5.4	7,246	3.0
2005-06	2,717	5.0	863	4.4	67	5.0	187	3.6	4,718	5.4	7,759	3.1
2006-07	2,831	4.9	844	4.1	82	6.4	235	4.4	4,708	5.2	7,675	3.0
2007-08	2,734	4.4	751	3.6	85	6.9	192	3.6	4,530	4.7	7,602	2.9
2008-09	2,734	4.2	751	3.4	62	5.3	178	3.3	4,336	4.3	6,952	2.6
Grade 3												
1999-00	1,393	3.8	409	3.2	21	2.5	96	2.5	1,919	3.6	4,943	2.0
2000-01	1,551	4.1	457	3.2	30	3.2	136	3.0	2,174	3.8	5,485	2.2
2001-02	1,685	4.1	525	3.3	30	3.0	122	2.6	2,362	3.8	5,274	2.1
2002-03	2,173	5.0	713	4.1	19	2.0	153	3.3	3,058	4.6	5,866	2.4

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

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2003-04	1,880	4.4	759	4.3	56	3.6	122	3.0	3,400	4.6	4,796	2.0
2004-05	2,763	6.1	859	4.8	52	3.2	154	3.7	4,524	5.9	5,842	2.4
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
2007-08	2,074	3.7	696	3.5	63	4.7	156	3.1	3,474	3.9	5,444	2.1
2008-09	2,067	3.4	636	3.0	37	2.9	168	3.1	3,373	3.6	5,045	1.9
Grade 4												
1999-00	708	2.8	318	2.6	21	2.4	36	1.1	1,083	2.6	2,931	1.1
2000-01	708	2.7	285	2.4	19	1.9	86	2.8	1,098	2.6	3,307	1.3
2001-02	691	2.5	248	2.0	8	0.8	69	2.3	1,016	2.3	3,027	1.1
2002-03	933	3.1	328	2.4	11	1.0	73	2.4	1,345	2.8	3,498	1.3
2003-04	927	3.1	331	2.6	23	1.5	57	2.7	1,732	3.3	3,415	1.3
2004-05	1,072	3.5	365	3.1	38	2.3	47	2.5	1,945	3.5	3,685	1.4
2005-06	1,042	3.2	382	3.0	35	2.2	54	2.4	1,949	3.4	3,716	1.4
2006-07	1,048	2.9	306	2.2	26	1.7	52	2.3	1,763	3.0	3,588	1.3
2007-08	936	2.3	283	1.7	17	1.1	66	2.0	1,578	2.3	2,927	1.1
2008-09	816	1.8	257	1.4	15	1.2	57	1.5	1,394	1.9	2,590	0.9
Grade 5												
1999-00	298	1.6	203	1.8	38	3.6	29	1.0	568	1.7	2,370	0.9
2000-01	285	1.5	177	1.7	45	4.3	28	1.0	535	1.6	2,254	0.8
2001-02	301	1.5	152	1.5	29	2.5	23	0.9	505	1.5	2,086	0.8
2002-03	360	1.7	218	2.0	18	1.5	37	1.5	633	1.8	2,476	0.9
2003-04	357	1.6	242	2.0	33	2.0	26	1.4	828	1.9	2,397	0.9
2004-05	1,694	7.3	1,073	9.6	37	2.1	124	7.7	3,534	8.0	7,625	2.8
2005-06	1,396	5.5	815	6.3	33	2.0	114	6.5	2,873	5.9	6,018	2.2
2006-07	1,289	4.8	713	5.5	42	2.7	93	5.5	2,474	5.2	4,814	1.7
2007-08	1,273	4.4	489	3.9	38	2.4	70	3.8	2,202	4.5	4,544	1.6
2008-09	1,174	3.7	470	3.5	23	1.7	66	2.9	1,976	3.8	3,759	1.3
Grade 6												
1999-00	65	1.5	698	3.4	32	2.4	72	2.6	867	3.0	4,039	1.5
2000-01	52	1.3	602	3.2	15	1.0	55	2.3	724	2.7	4,100	1.5
2001-02	44	1.1	478	2.6	20	1.4	64	2.7	606	2.3	3,808	1.3
2002-03	52	1.3	469	2.6	28	2.0	78	3.2	627	2.4	3,936	1.3
2003-04	49	1.3	586	2.6	48	2.7	43	2.6	916	2.6	3,879	1.3
2004-05	61	1.5	657	2.6	41	2.1	68	3.8	1,039	2.7	3,862	1.4
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1

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

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Non-LEP students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2007-08	48	1.0	445	1.6	29	1.8	26	1.6	688	1.8	2,494	0.9
2008-09	44	0.8	363	1.3	16	1.2	27	1.7	572	1.4	2,220	0.7
Total K-6												
1999-00	8,217	3.8	3,780	3.8	216	3.9	703	2.9	12,916	3.8	43,102	2.5
2000-01	8,753	4.0	3,954	3.9	242	3.9	909	3.4	13,858	3.9	45,459	2.6
2001-02	9,563	4.0	3,941	3.7	216	3.4	926	3.5	14,646	3.9	45,166	2.5
2002-03	10,775	4.3	4,435	3.9	229	3.5	916	3.4	16,355	4.1	47,497	2.6
2003-04	10,735	4.2	4,871	4.1	511	5.1	822	3.7	20,969	4.6	44,827	2.5
2004-05	13,535	5.1	5,729	4.7	567	5.4	984	4.3	25,445	5.3	52,156	2.9
2005-06	13,038	4.6	5,390	4.3	559	5.5	942	4.0	24,777	5.0	51,179	2.8
2006-07	13,146	4.3	4,934	3.8	515	5.2	1,006	4.1	23,525	4.6	50,371	2.7
2007-08	12,581	3.8	4,457	3.2	537	5.6	905	3.4	22,263	4.1	46,529	2.5
2008-09	12,246	3.5	4,201	2.9	401	4.7	925	3.3	20,945	3.7	43,278	2.3

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

Grade-Level Retention by Limited English Proficiency Status

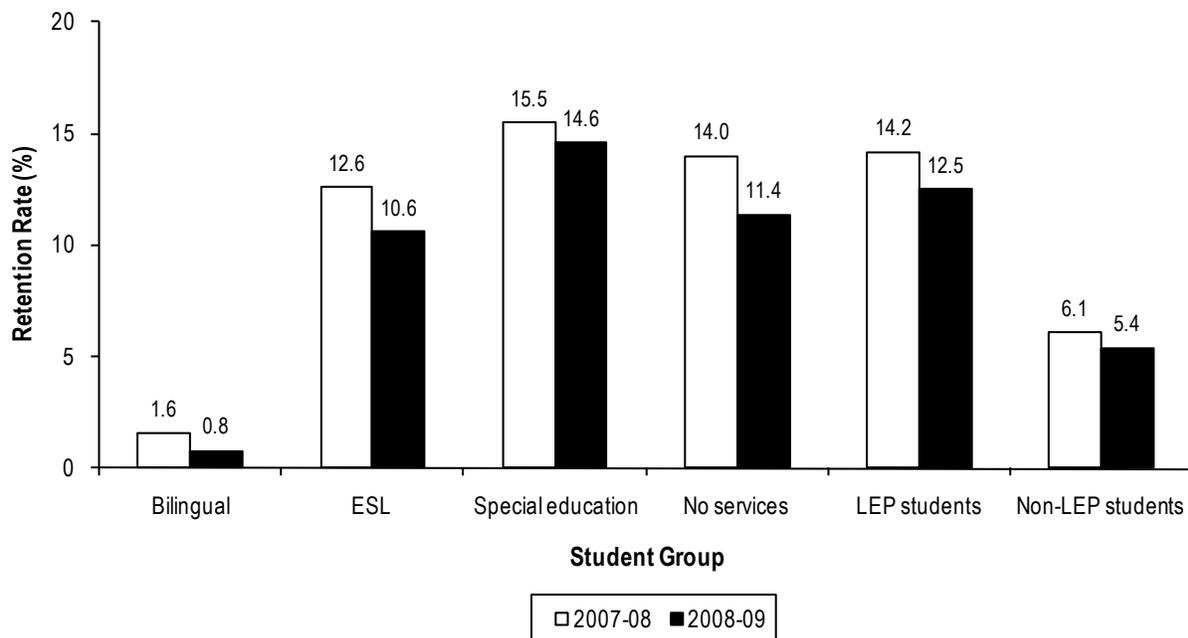
Secondary Grades

In 2008-09, the retention rate for LEP students in the secondary grades decreased from the previous year by 1.7 percentage points to 12.5 percent (Table 11). Between 2007-08 and 2008-09, rates decreased from 0.2 to 2.8 percentage points in all grades except Grade 11, which saw a 0.5-percentage-point increase.

The retention rate for students not identified as LEP in 2008-09 (5.4%) decreased by 0.7 percentage points from the previous year. Rates for non-LEP students decreased in all grades. The difference in retention rates between students who were LEP and students who were not fell from 8.1 percentage points in 2007-08 to 7.1 percentage points in 2008-09.

Ninety percent of LEP students in secondary school were served in bilingual or ESL programs. The retention rates for secondary school bilingual students and ESL students in 2008-09 were 0.8 percent and 10.6 percent, respectively (Figure 11).

Figure 11
Grade-Level Retention, Grades 7-12, by Limited English Proficiency (LEP) Status and Service Received, Texas Public Schools, 2007-08 and 2008-09



Note. ESL = English as a second language.

Table 11
Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency (LEP) Status, and
Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students			
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
Grade 7												
1999-00	13	2.9	936	4.8	–	3.5	123	4.9	1,120	4.7	7,393	2.7
2000-01	–	1.2	788	3.9	–	2.7	98	4.2	926	3.8	6,836	2.4
2001-02	6	3.5	760	3.8	33	2.1	96	4.8	895	3.7	6,064	2.1
2002-03	8	4.2	706	3.6	22	1.5	90	4.6	826	3.6	6,663	2.2
2003-04	23	10.6	740	3.8	43	2.4	66	5.6	1,171	4.1	6,201	2.1
2004-05	–	3.3	860	4.0	69	3.4	86	5.8	1,339	4.3	6,371	2.2
2005-06	15	8.9	872	3.7	83	4.2	72	4.6	1,369	4.0	5,944	2.0
2006-07	–	3.0	607	2.8	83	4.3	43	4.0	948	3.4	4,715	1.6
2007-08	–	0.5	665	2.6	62	3.3	33	2.5	968	3.0	4,084	1.3
2008-09	–	1.2	465	1.7	49	3.1	26	1.7	722	2.1	3,545	1.2
Grade 8												
1999-00	–	2.7	600	3.6	50	4.1	72	2.9	729	3.5	5,440	2.0
2000-01	–	2.0	615	3.6	–	3.4	63	2.8	729	3.4	5,624	2.0
2001-02	6	6.5	533	3.0	47	3.2	47	2.8	633	3.0	5,009	1.8
2002-03	8	6.7	577	3.3	44	2.9	58	3.3	687	3.2	5,239	1.8
2003-04	–	4.5	596	3.3	66	3.6	47	4.0	941	3.5	5,158	1.8
2004-05	–	2.6	510	2.8	59	2.8	43	3.3	864	3.2	5,105	1.7
2005-06	–	3.4	608	3.0	89	4.3	45	3.2	978	3.4	4,861	1.6
2006-07	0	0.0	564	2.5	92	4.5	36	2.5	898	3.1	4,045	1.3
2007-08	–	1.8	892	4.5	91	4.5	47	4.6	1,278	5.0	5,045	1.7
2008-09	0	0.0	768	3.5	54	3.2	32	2.7	1,076	3.9	4,089	1.3
Grade 9												
1999-00	7	38.9	5,751	30.2	318	27.4	952	28.9	7,028	29.9	51,423	16.8
2000-01	6	20.7	5,887	29.2	345	24.9	818	28.3	7,056	28.8	51,307	16.5
2001-02	8	32.0	6,200	28.7	402	25.7	767	32.0	7,377	28.8	50,384	16.0
2002-03	–	18.2	6,188	27.3	–	24.0	634	27.0	7,200	27.1	49,997	15.5
2003-04	–	16.7	5,949	26.9	636	33.1	399	26.1	9,521	31.6	48,731	15.1
2004-05	–	10.0	5,957	27.4	735	32.2	480	29.7	10,080	30.9	48,525	14.8
2005-06	0	0.0	6,106	26.3	790	33.5	492	28.7	10,097	29.9	50,629	15.1
2006-07	–	50.0	6,064	25.2	772	31.6	488	26.5	9,478	29.0	47,735	14.1
2007-08	–	16.7	6,161	24.1	811	32.5	445	25.0	9,667	28.0	45,164	13.3
2008-09	0	0.0	4,714	20.4	611	29.7	287	23.5	7,742	25.2	37,274	11.1
Grade 10												
1999-00	–	14.3	1,519	13.3	–	13.4	344	13.4	1,965	13.3	17,958	7.5
2000-01	–	12.5	1,739	14.5	–	14.1	307	14.1	2,174	14.4	19,580	7.7
2001-02	0	0.0	2,028	15.1	151	14.3	293	14.8	2,472	15.0	20,254	7.8

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

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

continues

Table 11 (continued)

Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2002-03	–	11.1	2,252	15.1	–	13.9	291	16.4	2,695	15.2	22,056	8.3
2003-04	0	0.0	2,044	14.1	220	17.9	196	15.5	3,099	16.5	21,522	7.9
2004-05	–	33.3	1,984	14.6	243	17.0	183	16.1	3,106	16.0	22,293	8.2
2005-06	–	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
2007-08	–	20.0	1,719	11.1	244	14.9	139	11.1	2,544	12.7	19,670	6.8
2008-09	0	0.0	1,708	10.5	213	16.4	129	12.0	2,547	12.5	18,578	6.4
Grade 11												
1999-00	0	0.0	826	11.9	61	11.4	183	10.5	1,070	11.6	11,736	5.6
2000-01	0	0.0	810	11.6	85	12.1	183	10.8	1,078	11.5	12,362	5.7
2001-02	0	0.0	887	11.7	81	10.6	177	12.8	1,145	11.7	12,618	5.5
2002-03	–	28.6	896	10.3	–	9.6	161	12.1	1,135	10.5	12,508	5.4
2003-04	–	30.0	961	9.2	130	14.1	110	9.2	1,514	11.1	12,129	5.2
2004-05	–	40.0	1,080	10.7	111	9.9	108	11.1	1,729	12.0	12,929	5.4
2005-06	–	66.7	1,164	11.4	167	14.7	117	13.0	1,796	12.6	14,186	5.8
2006-07	0	0.0	1,161	11.4	150	13.2	95	12.8	1,687	13.0	14,113	5.5
2007-08	0	0.0	1,232	11.3	143	11.5	106	14.2	1,713	12.4	13,817	5.3
2008-09	0	0.0	1,355	11.4	156	13.4	88	11.3	1,928	12.9	13,927	5.2
Grade 12												
1999-00	0	0.0	496	12.2	53	10.5	113	7.7	662	10.9	8,969	4.3
2000-01	0	0.0	513	13.7	105	16.5	101	8.4	719	12.9	9,692	4.5
2001-02	0	0.0	580	14.4	111	14.5	105	9.1	796	13.4	9,881	4.4
2002-03	–	75.0	627	13.5	–	15.4	145	12.0	902	13.5	10,454	4.4
2003-04	–	16.7	772	12.9	127	15.2	72	7.7	1,134	13.4	10,120	4.2
2004-05	0	0.0	957	15.5	164	15.4	95	10.2	1,414	13.6	10,604	4.5
2005-06	0	0.0	1,644	25.6	214	19.6	160	23.0	2,300	22.6	14,528	6.0
2006-07	–	33.3	2,065	31.3	240	20.0	161	27.0	2,767	30.4	16,575	6.7
2007-08	0	0.0	2,508	31.9	287	21.7	165	28.2	3,260	31.3	18,264	7.1
2008-09	0	0.0	2,603	29.8	215	18.8	161	28.2	3,330	29.6	18,720	6.9
Total 7-12												
1999-00	28	3.8	10,128	13.0	631	11.4	1,787	12.7	12,574	12.8	102,919	6.8
2000-01	13	2.9	10,352	12.9	747	11.6	1,570	12.5	12,682	12.7	105,401	6.8
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5
2003-04	32	9.5	11,062	12.2	1,222	14.2	890	12.2	17,380	13.8	103,861	6.3
2004-05	11	4.9	11,348	12.4	1,381	13.8	995	13.3	18,532	13.7	105,827	6.3
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6

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

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

continues

Table 11 (continued)

Grade-Level Retention, Grades 7-12, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Texas Public Schools, 1999-00 Through 2008-09

Year	Services received by retained LEP students								Non-LEP students			
	Bilingual		ESL ^a		Special education		No services ^b		LEP students			
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)		
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3
2007-08	5	1.6	13,177	12.6	1,638	15.5	935	14.0	19,430	14.2	106,044	6.1
2008-09	–	0.8	11,613	10.6	1,298	14.6	723	11.4	17,345	12.5	96,133	5.4

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

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

Grade-Level Retention of Special Education Students by Primary Disability

Elementary Grades

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

ARDs assign each special education student a primary disability from 1 of 13 categories of disability. For most elementary special education students in 2008-09 (84.8%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; and mental retardation (Table 12 on page 46). The same five categories accounted for most elementary special education students who were retained (87.8%).

In 2008-09, retention rates for special education students varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

In kindergarten, students with other health impairments had the highest retention rate (15.4%) among students with one of the five most common disabilities (Table 12 on page 46). In Grades 1-3, retention rates were highest for students with speech impairments. In Grades 4-6, retention rates were highest for students with mental retardation. In Grades K-4, students with autism had the lowest or next to lowest retention rates. In Grades 5 and 6, students with speech impairments and students with learning disabilities had the lowest or next to lowest rates.

In Grade 1, retention rates were highest for students with speech impairments (12.6%) and learning disabilities (8.7%) (Figure 12). Retention rates for both groups decreased markedly from the lower to the higher elementary grades, and the difference in rates between the two groups decreased from 3.9 percentage points in Grade 1 to just 0.1 percentage points by Grade 6.

Figure 12
Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, Grades K-6, by Grade, Texas Public Schools, 2008-09

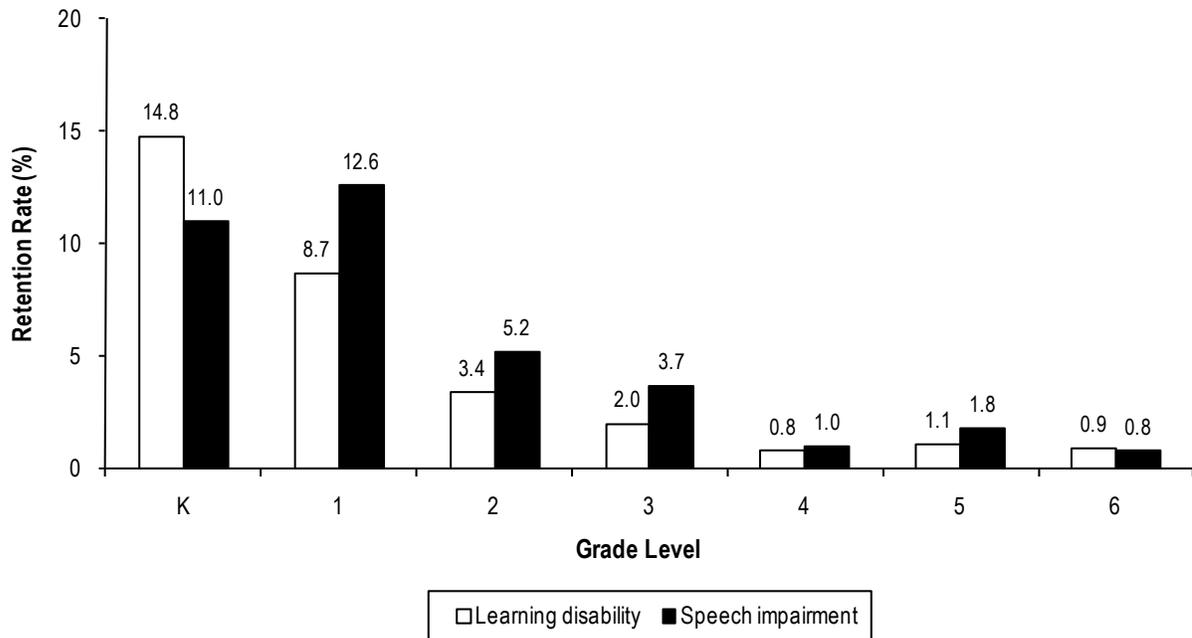


Table 12
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Learning disability			Speech impairment			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2005-06	235	1,581	14.9	2,181	19,445	11.2	342	2,137	16.0
2006-07	227	1,418	16.0	2,102	18,215	11.5	339	2,077	16.3
2007-08	146	1,092	13.4	1,813	16,673	10.9	335	2,029	16.5
2008-09	131	886	14.8	1,714	15,631	11.0	324	2,101	15.4
Grade 1									
2005-06	499	5,639	8.8	2,342	18,279	12.8	244	2,961	8.2
2006-07	443	4,808	9.2	2,337	17,531	13.3	262	2,928	8.9
2007-08	406	3,943	10.3	2,190	16,540	13.2	232	2,624	8.8
2008-09	318	3,638	8.7	1,970	15,637	12.6	214	2,714	7.9
Grade 2									
2005-06	344	10,477	3.3	823	13,633	6.0	131	3,760	3.5
2006-07	333	9,292	3.6	802	13,434	6.0	145	3,525	4.1
2007-08	310	7,822	4.0	694	12,734	5.4	155	3,283	4.7
2008-09	239	7,097	3.4	634	12,182	5.2	132	3,226	4.1
Grade 3									
2005-06	258	17,539	1.5	398	9,730	4.1	90	4,834	1.9
2006-07	276	15,651	1.8	421	9,755	4.3	98	4,587	2.1
2007-08	382	13,494	2.8	367	9,487	3.9	131	4,113	3.2
2008-09	264	12,955	2.0	338	9,077	3.7	86	4,042	2.1
Grade 4									
2005-06	167	21,639	0.8	128	6,463	2.0	99	5,707	1.7
2006-07	146	19,346	0.8	113	6,471	1.7	84	5,421	1.5
2007-08	177	17,228	1.0	94	6,397	1.5	69	4,846	1.4
2008-09	122	15,673	0.8	63	6,220	1.0	54	4,393	1.2
Grade 5									
2005-06	231	25,090	0.9	143	3,917	3.7	99	6,462	1.5
2006-07	183	22,665	0.8	108	3,800	2.8	107	6,017	1.8
2007-08	389	20,184	1.9	87	3,776	2.3	166	5,497	3.0
2008-09	206	19,066	1.1	69	3,758	1.8	102	5,086	2.0
Grade 6									
2005-06	320	26,477	1.2	9	1,882	0.5	125	6,330	2.0
2006-07	281	24,237	1.2	20	2,044	1.0	98	6,263	1.6
2007-08	244	21,822	1.1	15	1,821	0.8	123	5,751	2.1
2008-09	176	19,614	0.9	16	1,906	0.8	64	5,199	1.2
Grades K-6									
2005-06	2,054	108,442	1.9	6,024	73,349	8.2	1,130	32,191	3.5
2006-07	1,889	97,417	1.9	5,903	71,250	8.3	1,133	30,818	3.7
2007-08	2,054	85,585	2.4	5,260	67,428	7.8	1,211	28,143	4.3
2008-09	1,456	78,929	1.8	4,804	64,411	7.5	976	26,761	3.6

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Autism			Mental retardation			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2005-06	201	1,646	12.2	186	1,257	14.8	46	514	8.9
2006-07	274	1,957	14.0	190	1,314	14.5	54	460	11.7
2007-08	287	2,251	12.7	175	1,305	13.4	43	448	9.6
2008-09	302	2,637	11.5	200	1,373	14.6	45	412	10.9
Grade 1									
2005-06	89	1,650	5.4	101	1,621	6.2	69	1,123	6.1
2006-07	113	1,927	5.9	115	1,642	7.0	76	1,079	7.0
2007-08	116	2,315	5.0	111	1,812	6.1	63	944	6.7
2008-09	104	2,610	4.0	112	1,882	6.0	55	914	6.0
Grade 2									
2005-06	51	1,633	3.1	66	1,689	3.9	42	1,656	2.5
2006-07	48	1,834	2.6	82	1,776	4.6	55	1,541	3.6
2007-08	73	2,136	3.4	104	1,899	5.5	53	1,429	3.7
2008-09	80	2,520	3.2	80	2,215	3.6	53	1,343	3.9
Grade 3									
2005-06	21	1,544	1.4	35	1,811	1.9	49	2,269	2.2
2006-07	19	1,782	1.1	43	1,850	2.3	37	2,145	1.7
2007-08	28	2,062	1.4	43	1,978	2.2	44	1,980	2.2
2008-09	26	2,348	1.1	35	2,175	1.6	27	1,780	1.5
Grade 4									
2005-06	25	1,468	1.7	49	2,007	2.4	28	2,810	1.0
2006-07	20	1,691	1.2	56	1,921	2.9	30	2,609	1.1
2007-08	25	1,989	1.3	44	1,998	2.2	27	2,476	1.1
2008-09	23	2,267	1.0	33	2,278	1.4	31	2,212	1.4
Grade 5									
2005-06	52	1,447	3.6	126	2,154	5.8	44	3,418	1.3
2006-07	48	1,587	3.0	118	2,139	5.5	44	3,131	1.4
2007-08	58	1,827	3.2	90	2,123	4.2	57	2,804	2.0
2008-09	50	2,102	2.4	88	2,212	4.0	53	2,734	1.9
Grade 6									
2005-06	35	1,321	2.6	106	2,409	4.4	93	3,765	2.5
2006-07	38	1,503	2.5	101	2,188	4.6	70	3,559	2.0
2007-08	36	1,708	2.1	105	2,198	4.8	59	3,115	1.9
2008-09	40	1,909	2.1	70	2,303	3.0	63	2,870	2.2
Grades K-6									
2005-06	474	10,709	4.4	669	12,948	5.2	371	15,555	2.4
2006-07	560	12,281	4.6	705	12,830	5.5	366	14,524	2.5
2007-08	623	14,288	4.4	672	13,313	5.0	346	13,196	2.6
2008-09	625	16,393	3.8	618	14,438	4.3	327	12,265	2.7

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2005-06	24	239	10.0	47	350	13.4	34	252	13.5
2006-07	38	254	15.0	52	352	14.8	40	275	14.5
2007-08	35	288	12.2	64	346	18.5	31	271	11.4
2008-09	38	299	12.7	42	299	14.0	43	282	15.2
Grade 1									
2005-06	28	301	9.3	27	379	7.1	16	263	6.1
2006-07	24	321	7.5	27	375	7.2	20	264	7.6
2007-08	31	338	9.2	35	359	9.7	27	279	9.7
2008-09	22	329	6.7	25	327	7.6	31	282	11.0
Grade 2									
2005-06	11	354	3.1	13	367	3.5	11	225	4.9
2006-07	7	346	2.0	15	348	4.3	13	264	4.9
2007-08	15	334	4.5	19	356	5.3	20	252	7.9
2008-09	22	369	6.0	13	338	3.8	14	271	5.2
Grade 3									
2005-06	9	371	2.4	5	386	1.3	–	<250	1.8
2006-07	13	389	3.3	13	338	3.8	6	233	2.6
2007-08	20	400	5.0	6	353	1.7	–	<300	2.2
2008-09	11	371	3.0	–	<350	0.9	5	241	2.1
Grade 4									
2005-06	–	<400	1.7	13	377	3.4	–	<250	1.3
2006-07	8	383	2.1	7	364	1.9	–	<250	1.4
2007-08	–	<450	1.7	7	322	2.2	–	<250	0.8
2008-09	–	<450	1.5	6	334	1.8	–	<300	1.6
Grade 5									
2005-06	–	<400	1.0	10	381	2.6	14	247	5.7
2006-07	–	<400	1.6	18	346	5.2	7	236	3.0
2007-08	19	387	4.9	21	364	5.8	6	218	2.8
2008-09	9	446	2.0	–	<350	1.5	8	235	3.4
Grade 6									
2005-06	8	438	1.8	12	427	2.8	6	233	2.6
2006-07	–	<450	0.5	15	356	4.2	–	<250	1.7
2007-08	–	<400	0.8	8	333	2.4	6	229	2.6
2008-09	–	<400	1.0	7	344	2.0	–	<250	2.2
Grades K-6									
2005-06	90	2,460	3.7	127	2,667	4.8	88	1,670	5.3
2006-07	98	2,493	3.9	147	2,479	5.9	93	1,727	5.4
2007-08	130	2,554	5.1	160	2,433	6.6	98	1,759	5.6
2008-09	112	2,606	4.3	101	2,298	4.4	110	1,788	6.2

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2005-06	12	56	21.4	83	255	32.5	0	3	0.0
2006-07	10	59	16.9	–	<300	28.2	–	<50	10.0
2007-08	9	50	18.0	–	<300	29.8	–	<50	26.7
2008-09	10	58	17.2	85	271	31.4	–	<50	14.3
Grade 1									
2005-06	7	60	11.7	–	<50	28.6	–	<50	12.5
2006-07	–	<100	4.9	–	<50	11.1	–	<50	10.0
2007-08	5	71	7.0	–	<50	20.0	0	15	0.0
2008-09	0	63	0.0	–	<50	16.7	0	9	0.0
Grade 2									
2005-06	5	72	6.9	–	<50	50.0	–	<50	15.4
2006-07	–	<100	2.9	0	2	0.0	–	<50	16.7
2007-08	5	72	6.9	–	<50	33.3	–	<50	7.7
2008-09	–	<100	5.5	–	<50	50.0	0	15	0.0
Grade 3									
2005-06	0	95	0.0	0	1	0.0	0	11	0.0
2006-07	–	<100	4.8	0	1	0.0	–	<50	7.7
2007-08	–	<100	2.6	0	0	0.0	0	13	0.0
2008-09	–	<100	2.5	0	0	0.0	0	11	0.0
Grade 4									
2005-06	–	<150	1.0	0	0	0.0	0	14	0.0
2006-07	–	<150	3.8	0	0	0.0	0	10	0.0
2007-08	–	<150	1.0	0	0	0.0	–	<50	10.0
2008-09	–	<100	2.3	0	0	0.0	0	10	0.0
Grade 5									
2005-06	–	<150	2.0	0	0	0.0	–	<50	44.4
2006-07	–	<150	3.8	0	0	0.0	–	<50	10.5
2007-08	–	<150	1.7	0	0	0.0	0	11	0.0
2008-09	–	<150	2.9	0	1	0.0	–	<50	22.2
Grade 6									
2005-06	–	<150	3.2	0	0	0.0	–	<50	16.7
2006-07	5	115	4.3	0	0	0.0	–	<50	20.0
2007-08	6	110	5.5	0	0	0.0	–	<50	14.3
2008-09	–	<150	2.5	0	1	0.0	0	10	0.0
Grades K-6									
2005-06	31	609	5.1	86	265	32.5	8	64	12.5
2006-07	32	600	5.3	77	287	26.8	8	79	10.1
2007-08	30	596	5.0	89	300	29.7	9	98	9.2
2008-09	24	583	4.1	87	281	31.0	–	<100	5.1

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2005-06	–	<50	50.0	3,519	29,593	11.9
2006-07	0	2	0.0	3,515	28,520	12.3
2007-08	–	<50	50.0	3,135	26,767	11.7
2008-09	–	<50	50.0	3,040	25,854	11.8
Grade 1						
2005-06	–	<50	50.0	3,585	35,004	10.2
2006-07	0	3	0.0	3,578	33,658	10.6
2007-08	0	3	0.0	3,335	31,617	10.5
2008-09	0	1	0.0	2,950	30,438	9.7
Grade 2						
2005-06	–	<50	100	1,636	36,885	4.4
2006-07	0	2	0.0	1,627	35,518	4.6
2007-08	0	2	0.0	1,546	33,104	4.7
2008-09	0	1	0.0	1,342	32,180	4.2
Grade 3						
2005-06	0	1	0.0	968	41,866	2.3
2006-07	0	1	0.0	1,057	40,014	2.6
2007-08	0	2	0.0	1,098	36,993	3.0
2008-09	0	1	0.0	851	36,038	2.4
Grade 4						
2005-06	0	0	0.0	568	44,054	1.3
2006-07	0	0	0.0	548	41,631	1.3
2007-08	0	1	0.0	491	38,584	1.3
2008-09	0	1	0.0	363	36,687	1.0
Grade 5						
2005-06	0	0	0.0	832	46,267	1.8
2006-07	0	1	0.0	769	43,500	1.8
2007-08	0	0	0.0	962	39,890	2.4
2008-09	0	0	0.0	645	38,611	1.7
Grade 6						
2005-06	0	0	0.0	767	46,009	1.7
2006-07	0	0	0.0	689	43,920	1.6
2007-08	0	0	0.0	651	39,734	1.6
2008-09	0	0	0.0	470	37,092	1.3
Grades K-6						
2005-06	–	<50	50.0	11,875	279,678	4.2
2006-07	0	9	0.0	11,783	266,761	4.4
2007-08	–	<50	21.4	11,218	246,689	4.5
2008-09	–	<50	25.0	9,661	236,900	4.1

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

In 2008-09, most secondary special education students overall (92.5%), as well as most secondary special education students who were retained (94.4%), were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; and autism (Table 13 on page 54).

As in the elementary grades, 2008-09 retention rates for special education students in the secondary grades varied widely based on primary disability and grade. The results that follow are based on the five most common primary disabilities.

In Grades 8 and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 7, 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grade 7, retention rates were lowest for students with autism and students with learning disabilities. In Grades 8 and 12, retention rates were lowest for students with learning disabilities. In Grades 9, 10, and 11, retention rates were lowest or next to lowest for students with autism and students with mental retardation. In each year between 2005-06 and 2008-09, approximately one in five ninth graders receiving special education services was retained.

In Grade 7, the 2008-09 retention rate for students with emotional disturbance (3.0%) was 1.4 percentage points higher than the retention rate for students with learning disabilities (1.6%) (Figure 13). Retention rates for both groups were highest in Grade 9 and declined in each subsequent grade. In Grade 12, students with emotional disturbance were retained at nearly three times the rate for students with learning disabilities.

Figure 13
Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, Grades 7-12, by Grade, Texas Public Schools, 2008-09

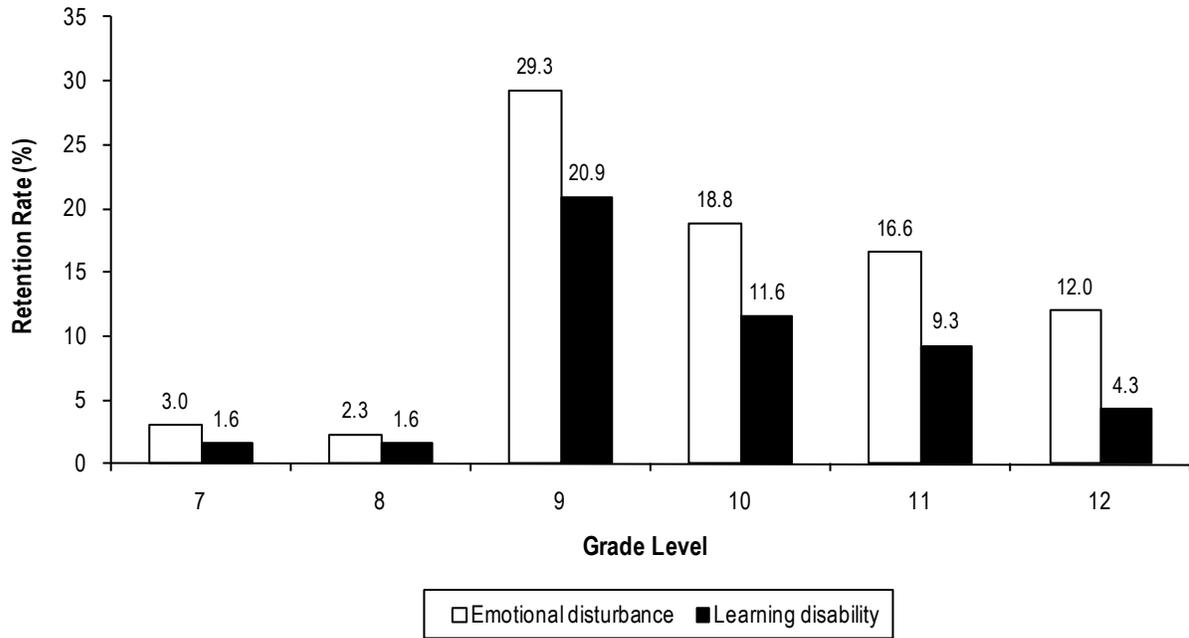


Table 13
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Learning disability			Other health impairment			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2005-06	564	26,864	2.1	151	5,892	2.6	151	4,177	3.6
2006-07	502	25,187	2.0	122	5,923	2.1	113	3,750	3.0
2007-08	455	23,343	1.9	143	5,984	2.4	114	3,596	3.2
2008-09	346	21,169	1.6	100	5,484	1.8	96	3,215	3.0
Grade 8									
2005-06	424	25,876	1.6	148	5,250	2.8	133	4,239	3.1
2006-07	393	25,304	1.6	165	5,464	3.0	102	3,984	2.6
2007-08	518	23,497	2.2	186	5,549	3.4	138	3,634	3.8
2008-09	352	22,336	1.6	139	5,668	2.5	80	3,460	2.3
Grade 9									
2005-06	6,745	29,514	22.9	1,152	5,465	21.1	1,750	5,242	33.4
2006-07	6,499	28,743	22.6	1,126	5,545	20.3	1,628	5,129	31.7
2007-08	6,466	27,663	23.4	1,247	5,707	21.9	1,452	4,761	30.5
2008-09	5,448	26,038	20.9	1,064	5,891	18.1	1,279	4,367	29.3
Grade 10									
2005-06	2,870	22,680	12.7	485	3,902	12.4	698	3,453	20.2
2006-07	2,678	21,478	12.5	473	4,000	11.8	660	3,248	20.3
2007-08	2,413	20,530	11.8	442	4,057	10.9	571	3,061	18.7
2008-09	2,294	19,696	11.6	462	4,121	11.2	538	2,860	18.8
Grade 11									
2005-06	1,747	19,359	9.0	315	3,254	9.7	390	2,314	16.9
2006-07	1,715	18,736	9.2	325	3,201	10.2	355	2,365	15.0
2007-08	1,687	17,844	9.5	284	3,440	8.3	353	2,290	15.4
2008-09	1,641	17,729	9.3	282	3,463	8.1	382	2,295	16.6
Grade 12									
2005-06	1,029	20,042	5.1	387	3,046	12.7	256	2,304	11.1
2006-07	992	19,561	5.1	449	3,408	13.2	273	2,229	12.2
2007-08	925	18,841	4.9	477	3,429	13.9	251	2,314	10.8
2008-09	773	18,148	4.3	524	3,732	14.0	265	2,209	12.0
Grades 7-12									
2005-06	13,379	144,335	9.3	2,638	26,809	9.8	3,378	21,729	15.5
2006-07	12,779	139,009	9.2	2,660	27,541	9.7	3,131	20,705	15.1
2007-08	12,464	131,718	9.5	2,779	28,166	9.9	2,879	19,656	14.6
2008-09	10,854	125,116	8.7	2,571	28,359	9.1	2,640	18,406	14.3

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Mental retardation			Autism			Auditory impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2005-06	82	2,373	3.5	21	1,222	1.7	–	<450	0.7
2006-07	91	2,440	3.7	28	1,376	2.0	–	<450	1.0
2007-08	80	2,238	3.6	31	1,589	2.0	6	459	1.3
2008-09	64	2,315	2.8	29	1,801	1.6	5	393	1.3
Grade 8									
2005-06	331	2,607	12.7	133	1,173	11.3	–	<450	1.7
2006-07	291	2,562	11.4	117	1,339	8.7	–	<400	1.8
2007-08	254	2,655	9.6	92	1,495	6.2	9	423	2.1
2008-09	195	2,486	7.8	103	1,693	6.1	11	450	2.4
Grade 9									
2005-06	365	2,820	12.9	78	1,028	7.6	42	413	10.2
2006-07	340	2,696	12.6	76	1,181	6.4	57	427	13.3
2007-08	347	2,672	13.0	82	1,329	6.2	68	430	15.8
2008-09	286	2,754	10.4	101	1,528	6.6	42	475	8.8
Grade 10									
2005-06	182	2,540	7.2	46	788	5.8	13	355	3.7
2006-07	161	2,421	6.7	34	973	3.5	22	351	6.3
2007-08	129	2,325	5.5	39	1,117	3.5	20	381	5.2
2008-09	144	2,333	6.2	46	1,288	3.6	17	343	5.0
Grade 11									
2005-06	426	2,734	15.6	61	694	8.8	22	302	7.3
2006-07	290	2,693	10.8	70	830	8.4	23	353	6.5
2007-08	190	2,491	7.6	47	1,033	4.5	15	350	4.3
2008-09	146	2,432	6.0	52	1,171	4.4	11	371	3.0
Grade 12									
2005-06	1,822	3,872	47.1	419	853	49.1	34	323	10.5
2006-07	2,088	4,156	50.2	499	1,047	47.7	36	334	10.8
2007-08	2,453	4,554	53.9	652	1,297	50.3	46	376	12.2
2008-09	2,640	4,752	55.6	803	1,618	49.6	57	400	14.3
Grades 7-12									
2005-06	3,208	16,946	18.9	758	5,758	13.2	121	2,208	5.5
2006-07	3,261	16,968	19.2	824	6,746	12.2	149	2,271	6.6
2007-08	3,453	16,935	20.4	943	7,860	12.0	164	2,419	6.8
2008-09	3,475	17,072	20.4	1,134	9,099	12.5	143	2,432	5.9

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 13 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Speech impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2005-06	19	1,176	1.6	–	<400	1.1	–	<250	1.3
2006-07	24	1,080	2.2	10	404	2.5	–	<250	0.5
2007-08	15	1,076	1.4	–	<350	1.2	–	<250	1.3
2008-09	7	981	0.7	–	<350	1.0	–	<250	1.7
Grade 8									
2005-06	7	629	1.1	31	373	8.3	19	198	9.6
2006-07	9	621	1.4	24	364	6.6	–	<250	3.4
2007-08	10	576	1.7	30	407	7.4	10	220	4.5
2008-09	7	553	1.3	17	334	5.1	–	<250	4.0
Grade 9									
2005-06	65	410	15.9	55	398	13.8	29	246	11.8
2006-07	63	383	16.4	53	362	14.6	21	203	10.3
2007-08	57	350	16.3	40	370	10.8	20	224	8.9
2008-09	39	309	12.6	36	394	9.1	24	234	10.3
Grade 10									
2005-06	15	261	5.7	–	<350	5.2	–	<200	5.3
2006-07	20	230	8.7	18	334	5.4	10	201	5.0
2007-08	13	194	6.7	–	<300	3.8	5	179	2.8
2008-09	12	177	6.8	16	311	5.1	12	211	5.7
Grade 11									
2005-06	14	184	7.6	37	352	10.5	13	191	6.8
2006-07	11	181	6.1	21	337	6.2	10	179	5.6
2007-08	9	145	6.2	20	310	6.5	–	<250	1.9
2008-09	8	137	5.8	–	<300	3.6	10	180	5.6
Grade 12									
2005-06	23	150	15.3	148	442	33.5	59	240	24.6
2006-07	16	142	11.3	154	460	33.5	66	229	28.8
2007-08	18	141	12.8	167	464	36.0	66	241	27.4
2008-09	8	118	6.8	174	459	37.9	69	264	26.1
Grades 7-12									
2005-06	143	2,810	5.1	293	2,267	12.9	133	1,290	10.3
2006-07	143	2,637	5.4	280	2,261	12.4	116	1,258	9.2
2007-08	122	2,482	4.9	272	2,174	12.5	108	1,300	8.3
2008-09	81	2,275	3.6	256	2,087	12.3	128	1,341	9.5

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Traumatic brain injury			Deaf-blind			Developmental Delay		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2005-06	–	<150	0.7	–	<50	7.1	0	0	0.0
2006-07	0	123	0.0	0	4	0.0	0	0	0.0
2007-08	–	<150	1.7	0	6	0.0	0	0	0.0
2008-09	–	<150	1.8	0	12	0.0	0	0	0.0
Grade 8									
2005-06	–	<150	6.7	–	<50	27.3	0	1	0.0
2006-07	–	<150	5.0	–	<50	31.3	0	0	0.0
2007-08	–	<150	3.8	–	<50	22.2	0	2	0.0
2008-09	–	<150	3.5	–	<50	20.0	0	0	0.0
Grade 9									
2005-06	20	148	13.5	–	<50	14.3	0	0	0.0
2006-07	13	126	10.3	0	11	0.0	0	0	0.0
2007-08	22	157	14.0	–	<50	10.0	0	0	0.0
2008-09	18	164	11.0	0	9	0.0	–	<50	50.0
Grade 10									
2005-06	12	131	9.2	0	12	0.0	0	0	0.0
2006-07	–	<150	3.2	–	<50	7.7	0	0	0.0
2007-08	8	111	7.2	–	<50	10.0	0	0	0.0
2008-09	8	142	5.6	–	<50	11.1	0	0	0.0
Grade 11									
2005-06	16	137	11.7	0	9	0.0	0	1	0.0
2006-07	8	135	5.9	–	<50	7.7	0	0	0.0
2007-08	7	139	5.0	–	<50	23.1	0	0	0.0
2008-09	10	127	7.9	–	<50	9.1	0	0	0.0
Grade 12									
2005-06	41	158	25.9	–	<50	36.4	0	0	0.0
2006-07	55	194	28.4	6	13	46.2	–	<50	100
2007-08	62	200	31.0	13	21	61.9	0	0	0.0
2008-09	70	211	33.2	–	<50	61.9	0	0	0.0
Grades 7-12									
2005-06	97	817	11.9	10	71	14.1	0	2	0.0
2006-07	87	842	10.3	13	70	18.6	–	<50	100
2007-08	106	853	12.4	20	69	29.0	0	2	0.0
2008-09	112	871	12.9	16	67	23.9	–	<50	50.0

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (–) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2005-06 Through 2008-09

Year	Noncategorical early childhood			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2005-06	0	0	0.0	1,068	44,896	2.4
2006-07	0	0	0.0	969	43,185	2.2
2007-08	0	0	0.0	899	40,830	2.2
2008-09	0	0	0.0	687	37,855	1.8
Grade 8						
2005-06	0	0	0.0	1,283	42,677	3.0
2006-07	0	0	0.0	1,177	42,497	2.8
2007-08	0	0	0.0	1,333	40,385	3.3
2008-09	0	0	0.0	960	39,061	2.5
Grade 9						
2005-06	0	0	0.0	10,599	47,079	22.5
2006-07	0	0	0.0	10,191	46,292	22.0
2007-08	0	0	0.0	10,035	45,055	22.3
2008-09	-	<50	100	8,514	43,431	19.6
Grade 10						
2005-06	0	0	0.0	4,478	35,556	12.6
2006-07	0	0	0.0	4,193	34,274	12.2
2007-08	0	0	0.0	3,754	33,180	11.3
2008-09	0	0	0.0	3,630	32,254	11.3
Grade 11						
2005-06	0	0	0.0	3,108	30,202	10.3
2006-07	0	0	0.0	2,901	29,683	9.8
2007-08	0	0	0.0	2,673	28,765	9.3
2008-09	0	0	0.0	2,610	28,725	9.1
Grade 12						
2005-06	0	0	0.0	4,315	32,261	13.4
2006-07	0	0	0.0	4,741	32,487	14.6
2007-08	0	0	0.0	5,244	32,534	16.1
2008-09	0	0	0.0	5,495	32,686	16.8
Grades 7-12						
2005-06	0	0	0.0	24,851	232,671	10.7
2006-07	0	0	0.0	24,172	228,418	10.6
2007-08	0	0	0.0	23,938	220,749	10.8
2008-09	-	<50	100	21,896	214,012	10.2

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. A dash (-) indicates data are not reported to protect student anonymity. When the number of students retained is not reported, the total number of students is presented in intervals of 50 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 100 and 149.

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

Elementary Grades

A student under the age of 21 is identified as at risk of dropping out of school if his or her circumstances fit 1 of 13 categories defined by TEC §29.081 (2009). The categories include unsatisfactory scores on readiness tests or assessment instruments, pregnancy, and grade-level retention in a previous year. Immigrant status applies to individuals, ages 3 through 21, who were not born in the United States and who have not attended more than three years of school in the United States (TEA, 2008b). Migrant status applies to students between the ages of 3 and 21, who have changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. A student is considered overage for grade if his or her age on September 1 is higher than the grade level plus five years. For example, first graders older than six years of age are classified as overage.

From 1999-00 through 2008-09, retention rates in each elementary grade were higher for at-risk students than for the state overall (Table 14). In 2008-09, the retention rate for at-risk students was highest in first grade (7.6%), followed by second grade (4.3%) (Figure 14).

Figure 14
Grade-Level Retention, Grades K-6, by Grade and At-Risk Student Characteristic, Texas Public Schools, 2008-09

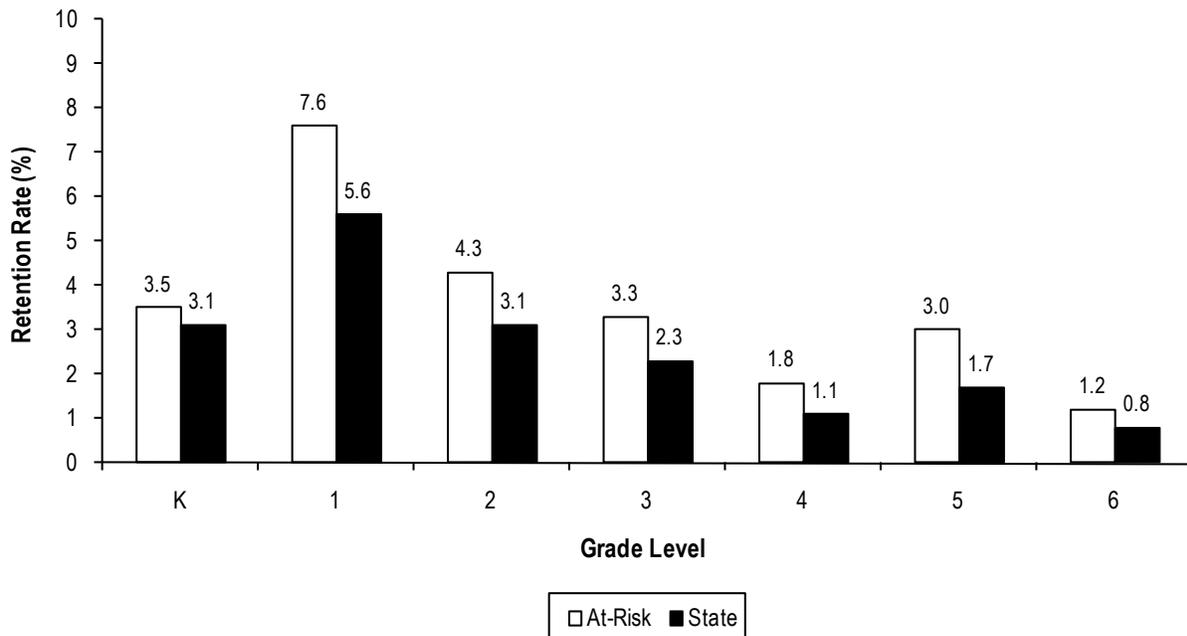


Table 14
Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1999-00	2,552	3.1	n/a ^a	n/a	155	3.6	99	0.8	7,941	2.8
2000-01	2,787	3.3	137	1.9	168	3.8	90	0.6	9,110	3.2
2001-02	3,537	3.7	171	2.0	278	4.1	101	0.6	9,968	3.4
2002-03	4,190	4.0	186	2.0	347	5.0	121	0.7	11,049	3.6
2003-04	4,638	4.2	224	2.3	324	4.9	101	0.6	11,684	3.7
2004-05	4,880	4.2	201	2.1	254	4.9	119	0.6	12,190	3.7
2005-06	5,012	3.9	231	2.5	179	4.6	124	0.6	12,559	3.7
2006-07	5,588	3.9	190	2.3	160	5.6	98	0.5	12,446	3.6
2007-08	5,285	3.6	130	1.8	123	4.7	75	0.4	11,457	3.3
2008-09	5,323	3.5	130	2.0	124	4.9	81	0.5	11,036	3.1
Grade 1										
1999-00	9,871	8.8	n/a	n/a	444	8.3	724	2.2	19,505	6.3
2000-01	10,040	8.6	654	6.8	428	8.1	748	2.2	19,529	6.3
2001-02	11,847	8.5	730	6.7	816	11.0	770	2.2	20,094	6.4
2002-03	12,151	8.2	685	5.9	761	9.8	721	1.9	20,180	6.3
2003-04	13,250	8.6	679	5.8	750	9.8	732	1.9	21,101	6.4
2004-05	13,729	8.8	692	5.7	621	10.2	752	1.9	21,496	6.4
2005-06	14,286	8.5	682	5.7	449	10.4	728	1.7	22,540	6.4
2006-07	14,582	8.3	592	5.3	333	10.4	782	1.8	23,170	6.3
2007-08	14,428	7.8	512	5.3	322	11.0	717	1.6	21,852	5.9
2008-09	13,982	7.6	413	4.8	350	11.9	546	1.3	20,970	5.6
Grade 2										
1999-00	5,517	5.0	n/a	n/a	242	4.5	905	2.2	9,852	3.3
2000-01	6,266	5.6	457	5.3	272	4.9	1,128	2.6	11,001	3.6
2001-02	6,878	5.3	485	5.0	429	5.9	1,190	2.6	11,066	3.6
2002-03	7,265	5.1	523	5.0	459	6.2	1,163	2.5	11,184	3.6
2003-04	7,821	5.3	458	4.5	496	6.7	1,146	2.4	11,648	3.7
2004-05	8,083	5.3	456	4.5	372	6.1	1,204	2.4	11,859	3.6
2005-06	8,288	5.1	457	4.6	269	6.2	1,199	2.3	12,477	3.7
2006-07	8,512	5.0	383	4.4	227	7.3	1,208	2.2	12,383	3.6
2007-08	8,564	4.7	288	3.5	156	5.5	1,105	2.0	12,132	3.4
2008-09	8,022	4.3	258	3.6	176	6.4	886	1.6	11,288	3.1
Grade 3										
1999-00	3,630	3.5	n/a	n/a	170	3.3	1,055	2.4	6,862	2.3
2000-01	3,995	3.7	277	4.3	179	3.3	1,101	2.3	7,659	2.5
2001-02	4,218	3.5	273	3.6	262	3.5	1,154	2.2	7,636	2.4
2002-03	5,723	4.3	296	3.6	344	4.6	1,574	3.0	8,924	2.8
2003-04	5,182	3.8	236	3.0	319	4.5	1,334	2.4	8,196	2.6

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

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

continues

Table 14 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	7,062	4.9	362	4.6	365	6.1	1,691	3.0	10,366	3.2
2005-06	6,577	4.2	270	3.9	251	5.6	1,476	2.5	9,758	2.9
2006-07	6,259	4.0	220	3.3	166	5.4	1,388	2.3	9,442	2.8
2007-08	6,000	3.6	178	2.9	115	4.1	1,387	2.2	8,918	2.6
2008-09	5,814	3.3	139	2.5	126	4.5	1,157	1.8	8,418	2.3
Grade 4										
1999-00	2,316	2.3	n/a ^a	n/a	94	1.9	760	1.7	4,014	1.3
2000-01	2,565	2.4	184	3.2	77	1.5	837	1.7	4,405	1.4
2001-02	2,248	2.2	183	2.7	137	2.0	832	1.6	4,043	1.3
2002-03	2,804	2.7	193	2.6	192	2.6	1,065	1.9	4,843	1.5
2003-04	2,732	2.7	232	3.4	196	2.7	1,010	1.8	5,147	1.6
2004-05	2,969	3.0	230	3.3	155	2.7	1,150	1.9	5,630	1.8
2005-06	3,283	2.8	194	3.2	119	2.8	1,158	1.9	5,665	1.8
2006-07	3,218	2.6	148	2.7	103	3.2	1,066	1.7	5,351	1.6
2007-08	2,650	2.1	103	1.8	67	2.4	936	1.4	4,505	1.3
2008-09	2,513	1.8	81	1.6	49	1.8	673	1.0	3,984	1.1
Grade 5										
1999-00	1,513	1.5	n/a	n/a	57	1.2	710	1.5	2,938	1.0
2000-01	1,392	1.4	107	2.0	60	1.2	588	1.2	2,789	0.9
2001-02	1,282	1.3	111	1.7	86	1.3	620	1.2	2,591	0.8
2002-03	1,626	1.7	129	1.9	82	1.1	695	1.3	3,109	1.0
2003-04	1,782	1.6	103	1.6	100	1.4	690	1.2	3,225	1.0
2004-05	7,650	7.0	363	5.7	370	6.3	2,293	3.9	11,159	3.5
2005-06	6,235	4.9	251	4.2	231	5.3	1,801	2.6	8,891	2.7
2006-07	4,978	4.0	223	4.1	126	4.0	1,483	2.2	7,288	2.2
2007-08	4,439	3.5	167	3.3	90	3.1	1,314	1.9	6,746	2.0
2008-09	4,041	3.0	137	2.8	52	1.9	1,179	1.7	5,735	1.7
Grade 6										
1999-00	2,501	2.5	n/a	n/a	122	2.5	1,602	3.2	4,906	1.7
2000-01	2,347	2.3	123	2.3	100	1.9	1,506	2.9	4,824	1.6
2001-02	2,166	2.5	116	1.9	138	2.0	1,420	2.7	4,414	1.4
2002-03	2,182	2.6	129	1.9	154	2.1	1,401	2.5	4,563	1.4
2003-04	2,709	2.3	89	1.4	182	2.5	1,527	2.6	4,795	1.5
2004-05	2,933	2.2	109	1.7	129	2.1	1,715	2.7	4,901	1.5
2005-06	2,325	1.8	97	1.7	61	1.4	1,617	2.5	4,066	1.3
2006-07	2,122	1.7	69	1.3	50	1.6	1,575	2.2	3,816	1.2
2007-08	1,669	1.4	78	1.6	40	1.4	1,305	1.8	3,182	1.0
2008-09	1,542	1.2	37	0.8	47	1.7	1,081	1.5	2,792	0.8

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

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

continues

Table 14 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total K-6										
1999-00	27,900	3.9	n/a ^a	n/a	1,284	3.7	5,855	2.2	56,018	2.7
2000-01	29,392	4.0	1,939	4.0	1,284	3.5	5,998	2.1	59,317	2.8
2001-02	32,176	4.2	2,069	3.7	2,146	4.3	6,087	2.0	59,812	2.8
2002-03	35,941	4.4	2,141	3.6	2,339	4.5	6,740	2.1	63,852	2.9
2003-04	38,114	4.3	2,021	3.4	2,367	4.7	6,540	2.0	65,796	2.9
2004-05	47,306	5.2	2,413	4.1	2,266	5.5	8,924	2.6	77,601	3.4
2005-06	46,006	4.7	2,182	3.9	1,559	5.2	8,103	2.2	75,956	3.3
2006-07	45,259	4.5	1,825	3.6	1,165	5.3	7,600	2.0	73,896	3.1
2007-08	43,035	4.1	1,456	3.1	913	4.6	6,839	1.8	68,792	2.8
2008-09	41,237	3.8	1,195	2.8	924	4.8	5,603	1.4	64,223	2.6

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

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

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

Secondary Grades

From 1999-00 through 2008-09, retention rates in the secondary grades were higher for at-risk students than for the state overall (Table 15). In 2008-09, overage students, or students who were older than their grade-level peers, had the highest or second highest retention rate in each secondary grade. Overage students also were retained at a rate higher than the state rate at every grade level (Figure 15).

Figure 15
Grade-Level Retention, Grades 7-12, by Grade and Overage Student Characteristic, Texas
Public Schools, 2008-09

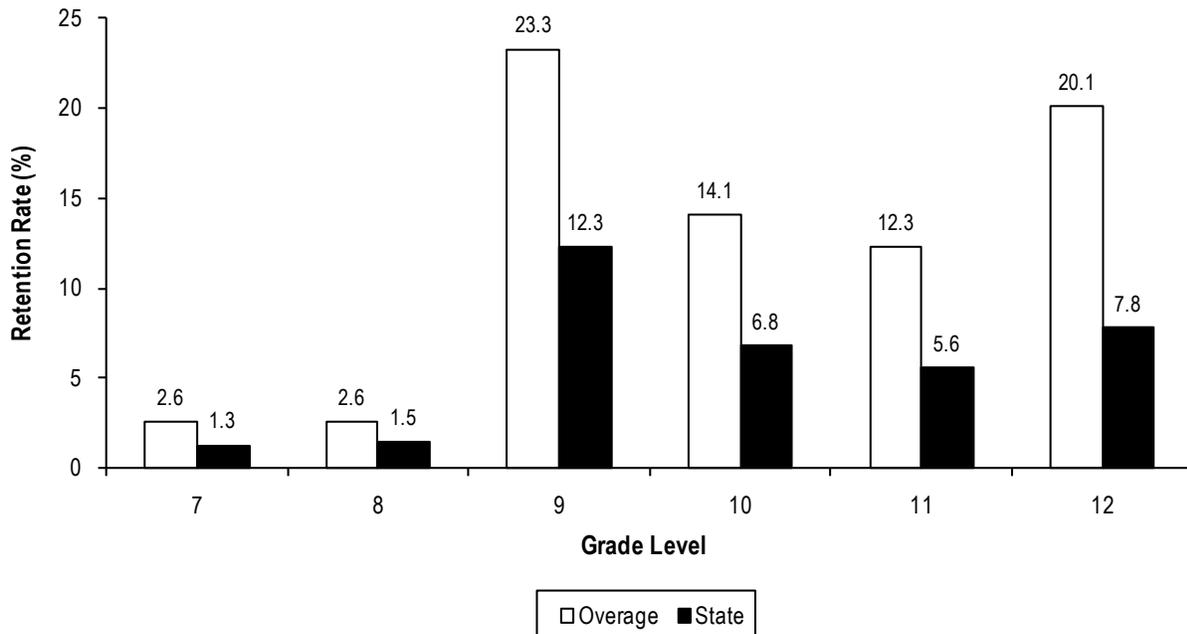


Table 15
Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage
Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1999-00	4,130	4.3	n/a ^a	n/a	185	3.9	3,163	5.3	8,513	2.9
2000-01	3,794	3.7	137	2.5	159	3.1	2,821	4.9	7,762	2.5
2001-02	3,760	3.8	166	2.6	281	4.0	2,527	4.4	6,959	2.2
2002-03	3,977	4.3	166	2.5	252	3.5	2,628	4.5	7,489	2.3
2003-04	4,147	3.8	165	2.6	272	3.7	2,725	4.4	7,372	2.3
2004-05	4,665	3.7	141	2.3	231	3.8	2,889	4.5	7,710	2.3
2005-06	4,416	3.2	134	2.3	191	4.0	2,821	4.1	7,313	2.2
2006-07	3,237	2.6	110	2.0	162	4.8	2,435	3.5	5,663	1.7
2007-08	2,902	2.3	88	1.7	122	4.0	2,342	3.1	5,052	1.5
2008-09	2,363	1.8	54	1.2	110	3.6	1,958	2.6	4,267	1.3
Grade 8										
1999-00	2,800	2.8	n/a	n/a	143	3.0	2,503	4.0	6,169	2.1
2000-01	2,861	2.7	98	1.9	141	2.9	2,396	3.9	6,353	2.1
2001-02	2,747	2.8	116	1.9	223	3.4	2,121	3.6	5,642	1.9
2002-03	2,971	3.2	145	2.2	196	2.9	2,150	3.6	5,926	1.9
2003-04	3,321	2.8	131	2.1	222	3.3	2,107	3.5	6,099	1.9
2004-05	3,263	2.6	118	1.9	152	2.6	2,158	3.4	5,969	1.8
2005-06	3,357	2.3	88	1.6	160	3.5	2,120	3.2	5,839	1.8
2006-07	2,723	1.9	103	2.0	115	3.3	1,907	2.8	4,943	1.5
2007-08	3,764	2.8	147	3.0	118	4.0	2,372	3.4	6,323	1.9
2008-09	3,139	2.3	102	2.1	99	3.3	2,060	2.6	5,165	1.5
Grade 9										
1999-00	29,542	24.1	n/a	n/a	1,411	25.3	30,895	29.2	58,451	17.7
2000-01	28,788	22.4	1,869	25.1	1,296	23.1	30,352	29.1	58,363	17.4
2001-02	31,636	24.1	2,279	26.9	1,962	26.0	28,622	28.2	57,761	16.9
2002-03	31,307	23.8	2,249	23.7	2,034	25.8	27,905	27.7	57,197	16.4
2003-04	32,990	24.0	2,231	24.9	1,909	24.4	27,814	27.9	58,252	16.5
2004-05	35,278	22.7	2,184	24.9	1,509	23.2	27,934	27.8	58,605	16.2
2005-06	37,246	22.1	2,037	24.2	1,326	25.2	28,945	27.8	60,726	16.5
2006-07	35,628	20.4	1,585	21.6	1,037	25.9	28,544	27.0	57,213	15.4
2007-08	33,656	19.7	1,417	20.2	964	25.8	27,926	26.0	54,831	14.7
2008-09	26,788	16.7	1,145	16.4	844	24.4	25,005	23.3	45,016	12.3
Grade 10										
1999-00	10,347	11.0	n/a	n/a	425	11.5	10,521	15.0	19,923	7.8
2000-01	10,886	10.6	489	11.8	415	10.7	11,090	15.7	21,754	8.1
2001-02	12,829	12.3	606	12.7	711	14.0	11,278	16.0	22,726	8.2
2002-03	14,400	13.7	704	12.6	767	14.1	11,895	16.8	24,751	8.8
2003-04	14,782	12.5	588	10.9	717	12.8	11,751	16.8	24,621	8.5

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

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

continues

Table 15 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 1999-00 Through 2008-09

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	15,487	12.9	591	11.0	632	13.4	11,509	17.0	25,399	8.7
2005-06	16,631	12.4	526	10.6	462	12.5	11,726	16.9	26,232	8.7
2006-07	16,173	11.9	433	9.5	351	12.0	11,369	16.2	25,242	8.3
2007-08	14,374	10.4	345	7.6	284	11.1	10,441	14.8	22,214	7.2
2008-09	13,581	9.7	344	7.9	266	10.2	10,043	14.1	21,125	6.8
Grade 11										
1999-00	6,593	8.2	n/a ^a	n/a	233	7.6	5,939	11.8	12,806	5.8
2000-01	6,760	7.9	220	8.2	237	7.7	6,355	12.5	13,440	5.9
2001-02	7,681	8.9	305	9.8	394	9.7	6,261	12.2	13,763	5.8
2002-03	7,576	9.0	304	8.3	368	8.9	6,291	12.6	13,643	5.6
2003-04	8,241	7.5	267	7.3	330	7.7	5,992	12.4	13,643	5.5
2004-05	9,201	7.5	306	8.1	315	8.2	5,956	12.6	14,658	5.7
2005-06	10,493	7.6	282	8.3	291	9.6	6,446	13.5	15,982	6.1
2006-07	10,678	8.2	244	7.9	296	12.3	6,051	12.7	15,800	5.9
2007-08	10,643	8.0	246	7.5	257	11.1	6,160	12.3	15,530	5.7
2008-09	10,862	7.9	244	7.2	215	9.2	6,536	12.3	15,855	5.6
Grade 12										
1999-00	4,440	5.9	n/a	n/a	168	5.9	4,549	9.4	9,631	4.5
2000-01	4,995	5.9	126	7.3	157	5.5	4,936	10.0	10,411	4.7
2001-02	5,550	6.8	146	7.7	247	6.7	5,088	9.9	10,677	4.6
2002-03	5,995	6.9	197	8.4	283	7.1	5,177	10.0	11,356	4.7
2003-04	6,284	5.9	229	9.7	261	6.2	5,334	10.4	11,254	4.5
2004-05	7,026	6.9	249	11.1	239	6.8	5,303	11.2	12,018	4.9
2005-06	11,148	10.1	372	17.4	324	12.1	7,077	15.0	16,828	6.6
2006-07	13,346	11.5	417	22.3	297	14.3	8,472	17.6	19,342	7.5
2007-08	15,251	12.8	504	24.1	288	13.5	10,058	20.0	21,524	8.0
2008-09	15,683	12.5	498	21.6	317	13.3	11,163	20.1	22,050	7.8
Total 7-12										
1999-00	57,852	10.2	n/a	n/a	2,565	10.4	57,570	14.5	115,493	7.2
2000-01	58,084	9.5	2,939	11.1	2,405	9.5	57,950	14.7	118,083	7.1
2001-02	64,203	10.7	3,618	11.8	3,818	11.3	55,897	14.3	117,528	6.9
2002-03	66,226	11.2	3,765	10.9	3,900	11.0	56,046	14.3	120,362	6.9
2003-04	69,765	10.0	3,611	11.0	3,711	10.3	55,723	14.3	121,241	6.8
2004-05	74,920	9.9	3,589	11.1	3,078	10.0	55,749	14.3	124,359	6.9
2005-06	83,291	10.0	3,439	11.5	2,754	11.5	59,135	14.7	132,920	7.2
2006-07	81,785	9.9	2,892	10.5	2,258	12.4	58,778	14.3	128,203	6.9
2007-08	80,590	9.8	2,747	10.2	2,033	12.1	59,299	14.0	125,474	6.6
2008-09	72,416	8.7	2,387	9.0	1,851	11.0	56,765	12.8	113,478	5.9

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

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

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

Elementary Grades

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

In most years between 1999-00 and 2008-09, students receiving Title I services had retention rates equal to, or higher than, those for students overall in all elementary grades except kindergarten (Table 16). In 2008-09, retention rates for students receiving Title I services and for students overall were highest in Grade 1 and lowest in Grade 6 (Figure 16).

Figure 16
Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2008-09

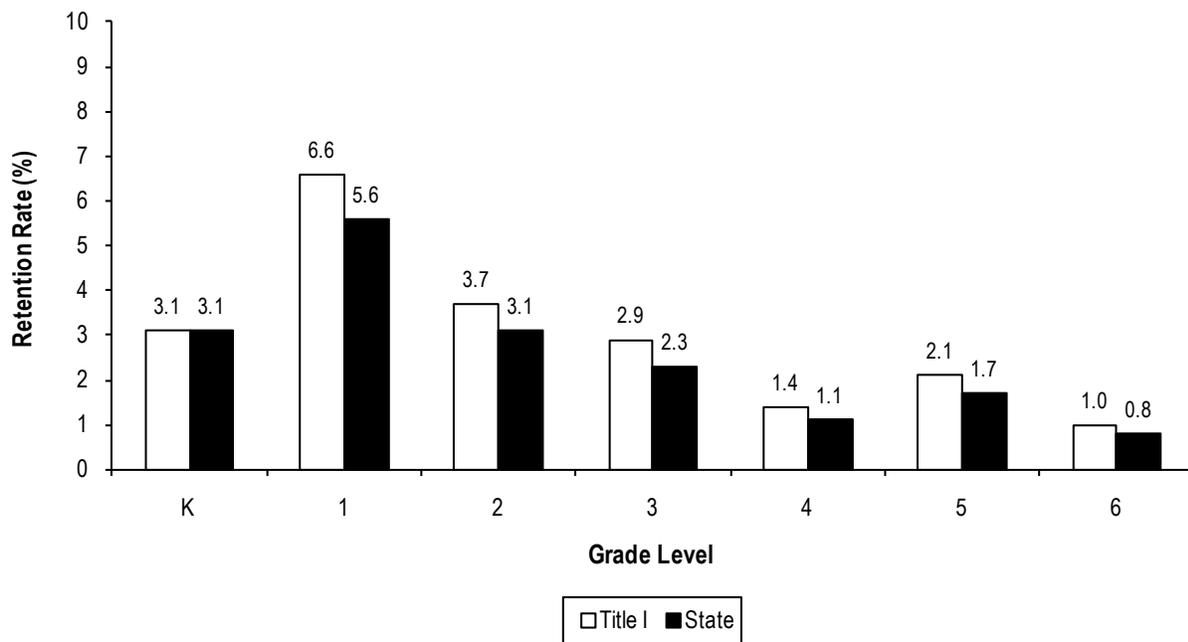


Table 16
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program
Participation, Texas Public Schools, 1999-00 Through 2008-09

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
1999-00	0	0.0	4,058	2.4	7,941	2.8
2000-01	–	0.5	4,551	2.7	9,110	3.2
2001-02	13	0.2	5,091	2.8	9,968	3.4
2002-03	5	0.1	6,002	3.1	11,049	3.6
2003-04	11	0.1	6,483	3.2	11,684	3.7
2004-05	6	0.1	6,989	3.2	12,190	3.7
2005-06	13	0.1	9,389	3.7	12,559	3.7
2006-07	15	0.2	9,253	3.6	12,446	3.6
2007-08	9	0.1	8,701	3.3	11,457	3.3
2008-09	16	0.1	8,436	3.1	11,036	3.1
Grade 1						
1999-00	30	0.3	12,250	6.5	19,505	6.3
2000-01	30	0.3	11,962	6.3	19,529	6.3
2001-02	37	0.3	12,793	6.6	20,094	6.4
2002-03	30	0.2	13,348	6.6	20,180	6.3
2003-04	29	0.2	14,476	6.7	21,101	6.4
2004-05	24	0.2	15,099	6.6	21,496	6.4
2005-06	21	0.1	19,583	7.5	22,540	6.4
2006-07	13	0.1	20,067	7.4	23,170	6.3
2007-08	20	0.1	19,156	6.9	21,852	5.9
2008-09	25	0.2	18,625	6.6	20,970	5.6
Grade 2						
1999-00	21	0.1	6,568	3.6	9,852	3.3
2000-01	20	0.1	7,400	3.9	11,001	3.6
2001-02	24	0.1	7,478	3.9	11,066	3.6
2002-03	23	0.1	7,711	3.9	11,184	3.6
2003-04	36	0.2	8,444	4.1	11,648	3.7
2004-05	20	0.1	8,708	4.0	11,859	3.6
2005-06	24	0.1	11,060	4.5	12,477	3.7
2006-07	26	0.1	11,017	4.3	12,383	3.6
2007-08	16	0.1	10,858	4.1	12,132	3.4
2008-09	16	0.1	10,201	3.7	11,288	3.1
Grade 3						
1999-00	22	0.1	4,637	2.6	6,862	2.3
2000-01	24	0.1	5,112	2.8	7,659	2.5
2001-02	17	0.1	5,170	2.7	7,636	2.4
2002-03	23	0.1	6,326	3.2	8,924	2.8
2003-04	13	0.1	6,023	2.9	8,196	2.6
2004-05	25	0.1	7,820	3.7	10,366	3.2

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

continues

Table 16 (continued)

Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	24	0.1	8,793	3.6	9,758	2.9
2006-07	15	0.1	8,467	3.4	9,442	2.8
2007-08	21	0.1	8,075	3.2	8,918	2.6
2008-09	14	0.1	7,674	2.9	8,418	2.3
Grade 4						
1999-00	12	<0.1	2,555	1.5	4,014	1.3
2000-01	–	0.1	2,811	1.6	4,405	1.4
2001-02	25	0.1	2,561	1.4	4,043	1.3
2002-03	30	0.1	3,344	1.7	4,843	1.5
2003-04	18	0.1	3,635	1.8	5,147	1.6
2004-05	17	0.1	4,119	2.0	5,630	1.8
2005-06	18	0.1	5,010	2.2	5,665	1.8
2006-07	19	0.1	4,697	2.0	5,351	1.6
2007-08	17	0.1	4,018	1.6	4,505	1.3
2008-09	11	<0.1	3,568	1.4	3,984	1.1
Grade 5						
1999-00	19	0.1	1,707	1.0	2,938	1.0
2000-01	18	0.1	1,593	0.9	2,789	0.9
2001-02	12	<0.1	1,535	0.9	2,591	0.8
2002-03	26	0.1	1,989	1.1	3,109	1.0
2003-04	11	<0.1	2,112	1.1	3,225	1.0
2004-05	61	0.2	8,456	4.1	11,159	3.5
2005-06	21	0.1	7,882	3.3	8,891	2.7
2006-07	25	0.1	6,359	2.7	7,288	2.2
2007-08	14	<0.1	5,917	2.4	6,746	2.0
2008-09	12	<0.1	5,124	2.1	5,735	1.7
Grade 6						
1999-00	28	0.1	2,126	1.6	4,906	1.7
2000-01	43	0.1	2,118	1.5	4,824	1.6
2001-02	16	<0.1	1,990	1.4	4,414	1.4
2002-03	20	0.1	2,259	1.4	4,563	1.4
2003-04	24	0.1	2,579	1.5	4,795	1.5
2004-05	17	0.1	2,836	1.5	4,901	1.5
2005-06	27	0.1	3,067	1.5	4,066	1.3
2006-07	26	0.1	2,826	1.4	3,816	1.2
2007-08	20	0.1	2,330	1.1	3,182	1.0
2008-09	21	0.1	2,050	1.0	2,792	0.8
Total K-6						
1999-00	132	0.1	33,901	2.8	56,018	2.7
2000-01	157	0.1	35,547	2.9	59,317	2.8

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

continues

Table 16 (continued)**Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09**

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	144	0.1	36,618	2.9	59,812	2.8
2002-03	157	0.1	40,979	3.1	63,852	2.9
2003-04	142	0.1	43,752	3.1	65,796	2.9
2004-05	170	0.1	54,027	3.7	77,601	3.4
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1
2007-08	117	0.1	59,055	3.4	68,792	2.8
2008-09	115	0.1	55,678	3.1	64,223	2.6

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

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

Secondary Grades

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

In 2008-09, students receiving Title I services had retention rates higher than those for students overall in all secondary grades (Table 17). In Grades 9-12, by contrast, students participating in CTE programs had retention rates lower than those for students overall (Figure 17).

Figure 17
Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2008-09

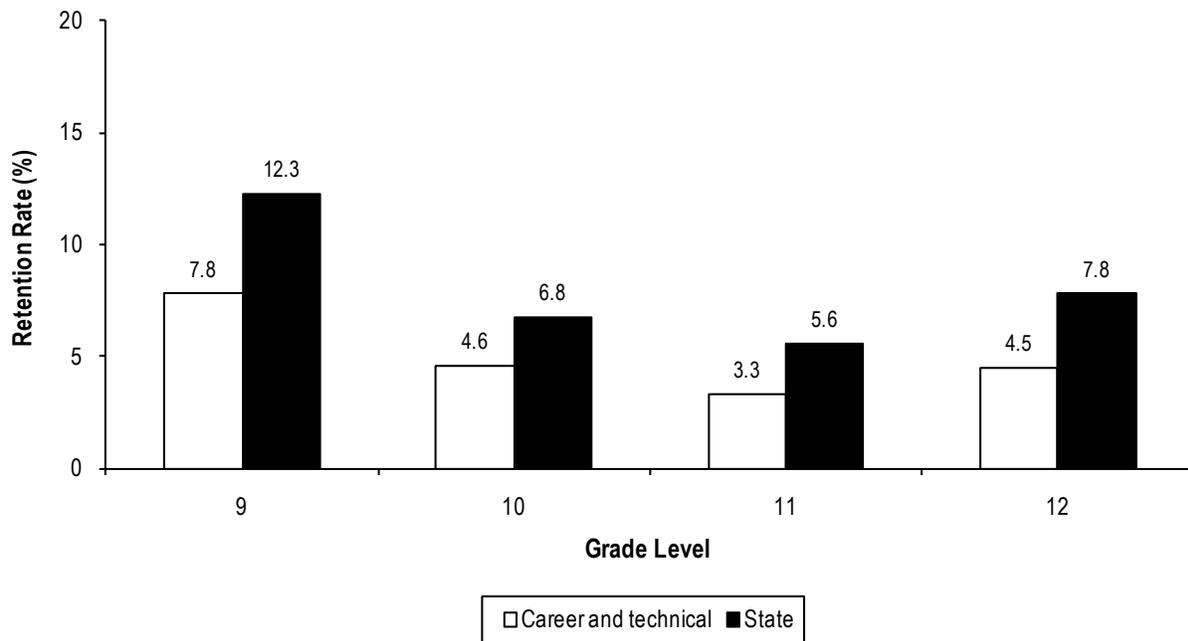


Table 17
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
1999-00	34	2.0	128	0.4	3,213	2.8	8,513	2.9
2000-01	63	2.6	92	0.3	2,924	2.4	7,762	2.5
2001-02	45	1.8	86	0.2	2,904	2.3	6,959	2.2
2002-03	18	1.1	75	0.2	3,296	2.4	7,489	2.3
2003-04	12	0.8	67	0.2	3,422	2.2	7,372	2.3
2004-05	9	0.6	77	0.2	3,811	2.3	7,710	2.3
2005-06	n/a ^b	n/a	45	0.1	5,067	2.6	7,313	2.2
2006-07	n/a	n/a	52	0.1	3,931	2.1	5,663	1.7
2007-08	n/a	n/a	41	0.1	3,483	1.8	5,052	1.5
2008-09	n/a	n/a	38	0.1	2,926	1.5	4,267	1.3
Grade 8								
1999-00	23	0.7	91	0.3	2,192	2.0	6,169	2.1
2000-01	55	1.4	86	0.2	2,237	1.9	6,353	2.1
2001-02	53	1.2	97	0.3	2,163	1.8	5,642	1.9
2002-03	33	1.2	67	0.2	2,431	1.8	5,926	1.9
2003-04	23	0.7	68	0.2	2,605	1.8	6,099	1.9
2004-05	27	0.9	63	0.2	2,640	1.6	5,969	1.8
2005-06	n/a	n/a	45	0.1	3,821	2.0	5,839	1.8
2006-07	n/a	n/a	33	0.1	3,306	1.7	4,943	1.5
2007-08	n/a	n/a	38	0.1	4,349	2.3	6,323	1.9
2008-09	n/a	n/a	31	0.1	3,672	1.9	5,165	1.5
Grade 9								
1999-00	5,211	12.2	751	2.4	14,666	17.9	58,451	17.7
2000-01	5,889	11.6	712	2.2	14,612	16.7	58,363	17.4
2001-02	6,646	12.3	846	2.6	15,661	17.9	57,761	16.9
2002-03	7,994	11.9	574	1.8	17,756	17.5	57,197	16.4
2003-04	9,059	12.5	600	1.9	21,089	17.7	58,252	16.5
2004-05	10,358	12.9	596	1.9	22,236	16.9	58,605	16.2
2005-06	9,346	12.1	706	2.1	32,769	20.7	60,726	16.5
2006-07	6,742	9.9	602	1.8	31,655	19.8	57,213	15.4
2007-08	5,454	8.8	575	1.7	28,887	18.4	54,831	14.7
2008-09	5,803	7.8	488	1.4	24,052	16.2	45,016	12.3
Grade 10								
1999-00	3,082	5.5	316	1.1	5,103	8.4	19,923	7.8
2000-01	4,149	5.9	330	1.1	5,794	8.8	21,754	8.1

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

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

continues

Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	4,485	6.0	411	1.3	6,451	9.2	22,726	8.2
2002-03	5,860	6.7	304	1.0	7,823	10.0	24,751	8.8
2003-04	6,179	6.5	257	0.9	8,752	9.2	24,621	8.5
2004-05	6,926	7.0	353	1.2	9,465	9.3	25,399	8.7
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
2007-08	4,223	4.8	302	1.0	9,882	8.4	22,214	7.2
2008-09	4,339	4.6	239	0.7	8,894	7.6	21,125	6.8
Grade 11								
1999-00	2,942	4.2	253	0.9	2,935	5.7	12,806	5.8
2000-01	3,339	4.0	211	0.8	3,160	5.8	13,440	5.9
2001-02	3,535	3.9	266	0.9	3,403	5.9	13,763	5.8
2002-03	3,693	3.7	161	0.6	3,893	5.9	13,643	5.6
2003-04	3,807	3.7	163	0.6	4,646	5.9	13,643	5.5
2004-05	4,149	3.8	188	0.7	5,177	5.9	14,658	5.7
2005-06	4,645	4.2	200	0.7	8,356	8.4	15,982	6.1
2006-07	4,035	3.7	269	0.9	7,984	7.7	15,800	5.9
2007-08	3,691	3.5	255	0.9	7,357	7.1	15,530	5.7
2008-09	3,663	3.3	182	0.6	8,450	7.8	15,855	5.6
Grade 12								
1999-00	2,060	2.7	146	0.6	2,331	4.6	9,631	4.5
2000-01	2,566	2.9	161	0.6	2,653	4.9	10,411	4.7
2001-02	2,747	2.9	165	0.6	2,576	4.6	10,677	4.6
2002-03	3,105	2.8	149	0.6	3,144	4.7	11,356	4.7
2003-04	3,096	2.6	99	0.4	3,700	4.6	11,254	4.5
2004-05	3,439	2.8	110	0.4	4,420	5.2	12,018	4.9
2005-06	5,144	4.2	213	0.8	8,563	8.9	16,828	6.6
2006-07	5,475	4.6	203	0.7	9,958	10.3	19,342	7.5
2007-08	5,614	4.6	196	0.7	10,391	10.3	21,524	8.0
2008-09	5,635	4.5	157	0.5	10,856	10.3	22,050	7.8
Total 7-12								
1999-00	13,352	5.3	1,685	0.9	30,440	6.5	115,493	7.2
2000-01	16,061	5.3	1,592	0.9	31,380	6.3	118,083	7.1
2001-02	17,511	5.4	1,871	1.0	33,158	6.4	117,528	6.9
2002-03	20,703	5.6	1,330	0.7	38,343	6.6	120,362	6.9
2003-04	22,176	5.6	1,254	0.7	44,214	6.6	121,241	6.8
2004-05	24,908	6.0	1,387	0.7	47,749	6.5	124,359	6.9

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

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

continues

Table 17 (continued)**Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 1999-00 Through 2008-09**

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9
2007-08	18,982	5.0	1,407	0.7	64,349	7.5	125,474	6.6
2008-09	19,440	4.8	1,135	0.6	58,850	6.8	113,478	5.9

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

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

Retention and Student Performance

Statutory Requirements

Passing Rates

TAKS Scores

Statutory Requirements

This section of the report presents information on the performance of retained students, as required by the 77th Texas Legislature (Texas Education Code [TEC] §39.182, 2001). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and mathematics tests. Passing rates and average scores for spring 2009 were compared to spring 2010 passing rates and average scores of students repeating a grade in the 2009-10 school year. For comparison purposes, the 2009 TAKS results for promoted students also were calculated.

Passing Rates

Among students in Grades 3-10 who took the English-version TAKS in spring 2009, passing rates were higher for students who were promoted than for students who were retained (Table 18). After a year in the same grade, the passing rates for students who had been retained improved but did not reach the passing rates for students who had been promoted the year before. For example, 97.2 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2009, whereas 31.4 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 83.5 percent passed the Grade 3 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 95.0 percent of promoted fifth graders passed the mathematics TAKS in spring 2009, whereas only 34.5 percent of retained students passed. The following year, 82.0 percent of the retained Grade 5 students passed the mathematics TAKS.

Spanish-version TAKS results were similar to English-version results in that the passing rates for students who were later retained were considerably lower than the passing rates for students who were subsequently promoted (Table 18). Also, passing rates for retained students generally showed gains in the second year.

Table 18
Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2009 and 2010,
Grades 3-10, by Grade and Promotion Status 2008-09, Texas Public Schools

Status	TAKS English-version				TAKS Spanish-version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2009	2010	2009	2010	2009	2010	2009	2010
Grade 3								
Promoted	97.2	– ^b	85.8	–	96.0	–	72.6	–
Retained	31.4	83.5	21.1	77.3	20.8	75.2	15.8	72.9
Grade 4								
Promoted	85.3	–	86.9	–	81.0	–	72.7	–
Retained	19.8	72.5	21.3	78.0	17.1	81.0	13.0	73.1
Grade 5								
Promoted	94.2	–	95.0	–	90.2	–	73.3	–
Retained	30.3	80.1	34.5	82.0	45.5	78.8	6.8	50.0
Grade 6								
Promoted	85.7	–	80.6	–	n/a ^c	n/a	n/a	n/a
Retained	42.4	66.6	19.0	57.7	n/a	n/a	n/a	n/a
Grade 7								
Promoted	85.0	–	79.6	–	n/a	n/a	n/a	n/a
Retained	40.5	66.0	21.8	52.2	n/a	n/a	n/a	n/a
Grade 8								
Promoted	90.4	–	90.5	–	n/a	n/a	n/a	n/a
Retained	54.8	82.2	19.9	59.3	n/a	n/a	n/a	n/a
Grade 9								
Promoted	90.8	–	72.6	–	n/a	n/a	n/a	n/a
Retained	68.0	81.1	23.0	38.3	n/a	n/a	n/a	n/a
Grade 10								
Promoted	90.1	–	68.8	–	n/a	n/a	n/a	n/a
Retained	63.4	70.9	20.5	33.0	n/a	n/a	n/a	n/a

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

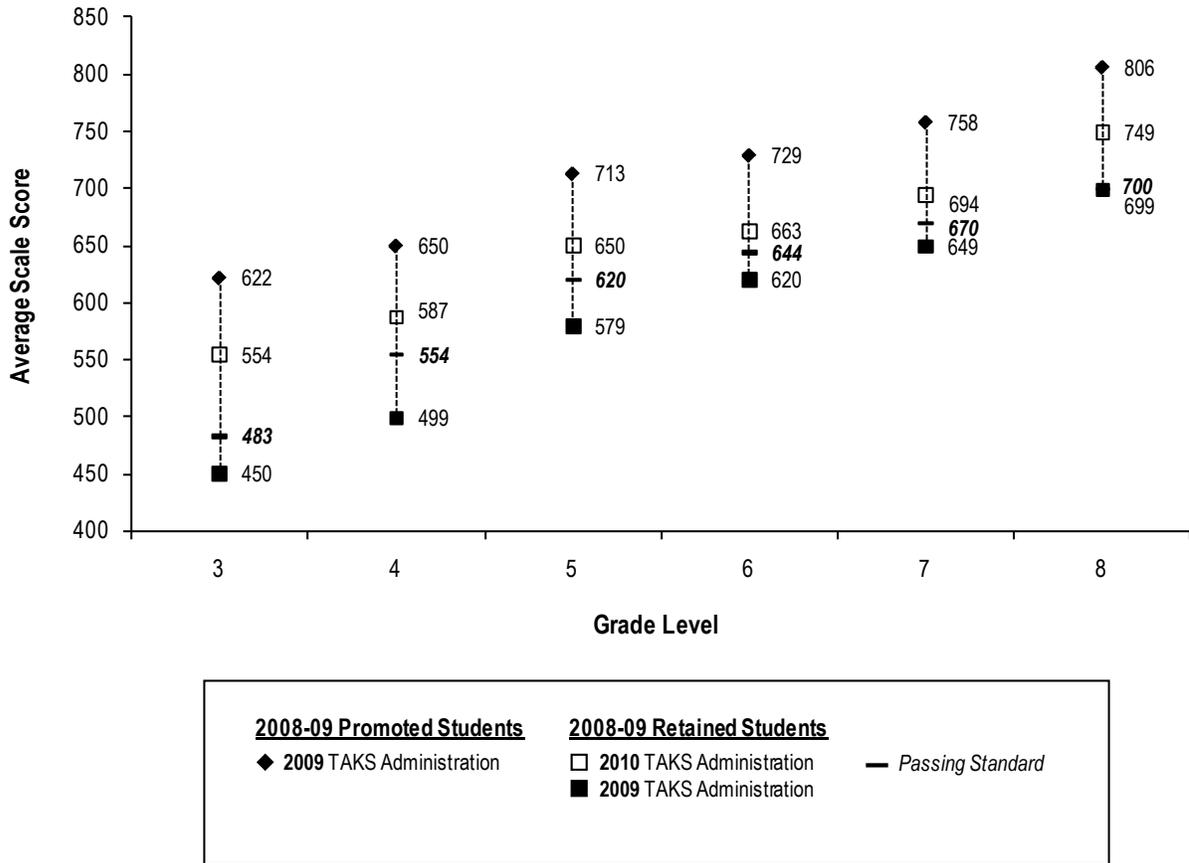
^aEnglish language arts. ^bStudents promoted in 2009 did not repeat the same grade-level test in 2010. ^cNot applicable. Through 2009, Spanish-version TAKS tests were available in Grades 3-6 only. Grade 6 Spanish-version TAKS tests were eliminated in 2010, so year-to-year comparisons of results for retained sixth graders could not be made.

TAKS Scores

Students in Grades 3-10 promoted at the end of the 2008-09 school year had average scale scores on the English- and Spanish-language versions of the 2009 TAKS reading/ELA and mathematics tests that exceeded the passing standards (Figure 18 on facing page and Table 19 on page 82). Students who were retained had much lower scale scores than students who were promoted. On the first attempt, retained students at all grade levels and on all subject tests, except the English-version reading tests in Grades 9 and 10, had average scale scores that were below the passing standards. A year later, on the 2010 TAKS, average scale scores for retained students on most tests did exceed the passing standards; however, the scores still failed to reach the average scale scores for students who had been promoted the year before.

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

Figure 18
Grade-Level Retention 2008-09 and Average Reading Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2009 and 2010, Grades 3-8, Texas Public Schools



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

Table 19**Texas Assessment of Knowledge and Skills (TAKS) Average Scale Scores 2009 and 2010, Grades 3-10, by Grade and Promotion Status 2008-09, Texas Public Schools**

Status	English-version scale score						Spanish-version scale score					
	Reading/ELA ^a			Mathematics			Reading			Mathematics		
	Passing standard ^b	2009	2010	Passing standard	2009	2010	Passing standard	2009	2010	Passing standard	2009	2010
Grade 3	483			500			503			503		
Promoted		622	– ^c		592	–		599	–		562	–
Retained		450	554		446	542		456	548		421	543
Grade 4	554			554			555			555		
Promoted		650	–		658	–		621	–		610	–
Retained		499	587		507	600		507	613		477	594
Grade 5	620			603			623			627		
Promoted		713	–		706	–		676	–		651	–
Retained		579	650		571	638		594	659		521	609
Grade 6	644			637			n/a ^d			n/a		
Promoted		729	–		716	–		n/a	n/a		n/a	n/a
Retained		620	663		591	649		n/a	n/a		n/a	n/a
Grade 7	670			670			n/a			n/a		
Promoted		758	–		739	–		n/a	n/a		n/a	n/a
Retained		649	694		631	675		n/a	n/a		n/a	n/a
Grade 8	700			700			n/a			n/a		
Promoted		806	–		772	–		n/a	n/a		n/a	n/a
Retained		699	749		654	699		n/a	n/a		n/a	n/a
Grade 9	2100			2100			n/a			n/a		
Promoted		2270	–		2234	–		n/a	n/a		n/a	n/a
Retained		2133	2184		1984	2042		n/a	n/a		n/a	n/a
Grade 10	2100			2100			n/a			n/a		
Promoted		2257	–		2196	–		n/a	n/a		n/a	n/a
Retained		2132	2160		2002	2039		n/a	n/a		n/a	n/a

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

^aEnglish language arts. ^bThe minimum score required to pass each test. Starting in 2010, results for TAKS reading and mathematics tests in Grades 3-8 were reported using vertical scale scores rather than horizontal scale scores. For purposes of comparison, 2009 TAKS results for Grades 3-8 were recalculated using vertical scale scores. TAKS results for Grades 9 and 10 were reported using the same horizontal scale as in previous years. ^cStudents promoted in 2009 did not repeat the same grade-level test in 2010. ^dNot applicable. Through 2009, Spanish-version TAKS tests were available in Grades 3-6 only. Grade 6 Spanish-version TAKS tests were eliminated in 2010, so year-to-year comparisons of results for retained sixth graders could not be made.

Student Performance and Promotion

Student Promotion Policies

Grade 3-10 Summary

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Student Promotion Policies

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

Performance of Texas students on the Texas Assessment of Knowledge and Skills (TAKS) improved steadily between 2003 and 2009. In response to more stringent requirements, many local school systems have intensified efforts to identify students at risk of failure and provide them instructional support. These local efforts have been supported by state initiatives in reading and mathematics.

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

Grade 3-10 Summary

TAKS performance and promotion status for 2009 is summarized for Grades 3-10 (Table 20); a more detailed analysis of test results and promotion status at each grade level is provided as well (Tables 21-36, starting on page 89). Students in Grade 3 were grouped according to whether they passed or failed the TAKS reading tests. Students in Grades 4-10 were grouped according to whether they passed or failed the TAKS reading/English language arts (ELA) and mathematics tests. Within each group, the numbers and percentages of students who were promoted and retained in 2008-09 were calculated.

In the 2008-09 school year, 15,735 students in the third grade did not pass the reading TAKS (Table 20). Of these, 33.6 percent (5,280) were retained after the 2008-09 school year. Over 35,000 fifth graders failed to pass the TAKS reading and mathematics tests. Of these, 12.8 percent (4,482) were retained after the 2008-09 school year. Nearly 40,000 eighth graders failed to pass the TAKS reading and mathematics tests. Of these, 8.6 percent (3,446) were retained in Grade 8 after the 2008-09 school year.

Table 20
Texas Assessment of Knowledge and Skills (TAKS) 2009 Reading/English Language Arts (ELA)
and Mathematics Performance and Promotion Status 2008-09, Grades 3-10, by Grade, Texas
Public Schools

TAKS performance	Total	Promoted		Retained		Unknown ^a	
		Number	Percent	Number	Percent	Number	Percent
Grade 3							
Passed reading	323,995	322,195	99.4	1,798	0.6	2	<0.1
Did not pass reading	15,735	10,455	66.4	5,280	33.6	0	0.0
Grade 4							
Passed reading and mathematics	253,076	252,871	99.9	205	0.1	0	0.0
Did not pass reading and mathematics	73,236	70,020	95.6	3,215	4.4	1	<0.1
Grade 5							
Passed reading and mathematics	284,153	283,959	99.9	194	0.1	0	0.0
Did not pass reading and mathematics	35,056	30,574	87.2	4,482	12.8	0	0.0
Grade 6							
Passed reading and mathematics	242,582	242,279	99.9	301	0.1	2	<0.1
Did not pass reading and mathematics	72,674	70,806	97.4	1,867	2.6	1	<0.1
Grade 7							
Passed reading and mathematics	228,098	227,624	99.8	474	0.2	0	0.0
Did not pass reading and mathematics	84,833	82,031	96.7	2,802	3.3	0	0.0
Grade 8							
Passed reading and mathematics	269,617	269,136	99.8	480	0.2	1	<0.1
Did not pass reading and mathematics	39,924	36,476	91.4	3,446	8.6	2	<0.1
Grade 9							
Passed reading and mathematics	209,873	204,313	97.4	5,560	2.6	0	0.0
Did not pass reading and mathematics	122,313	93,174	76.2	29,135	23.8	4	<0.1
Grade 10							
Passed reading and mathematics	180,451	177,626	98.4	2,788	1.5	37	<0.1
Did not pass reading and mathematics	107,095	92,829	86.7	13,890	13.0	376	0.4

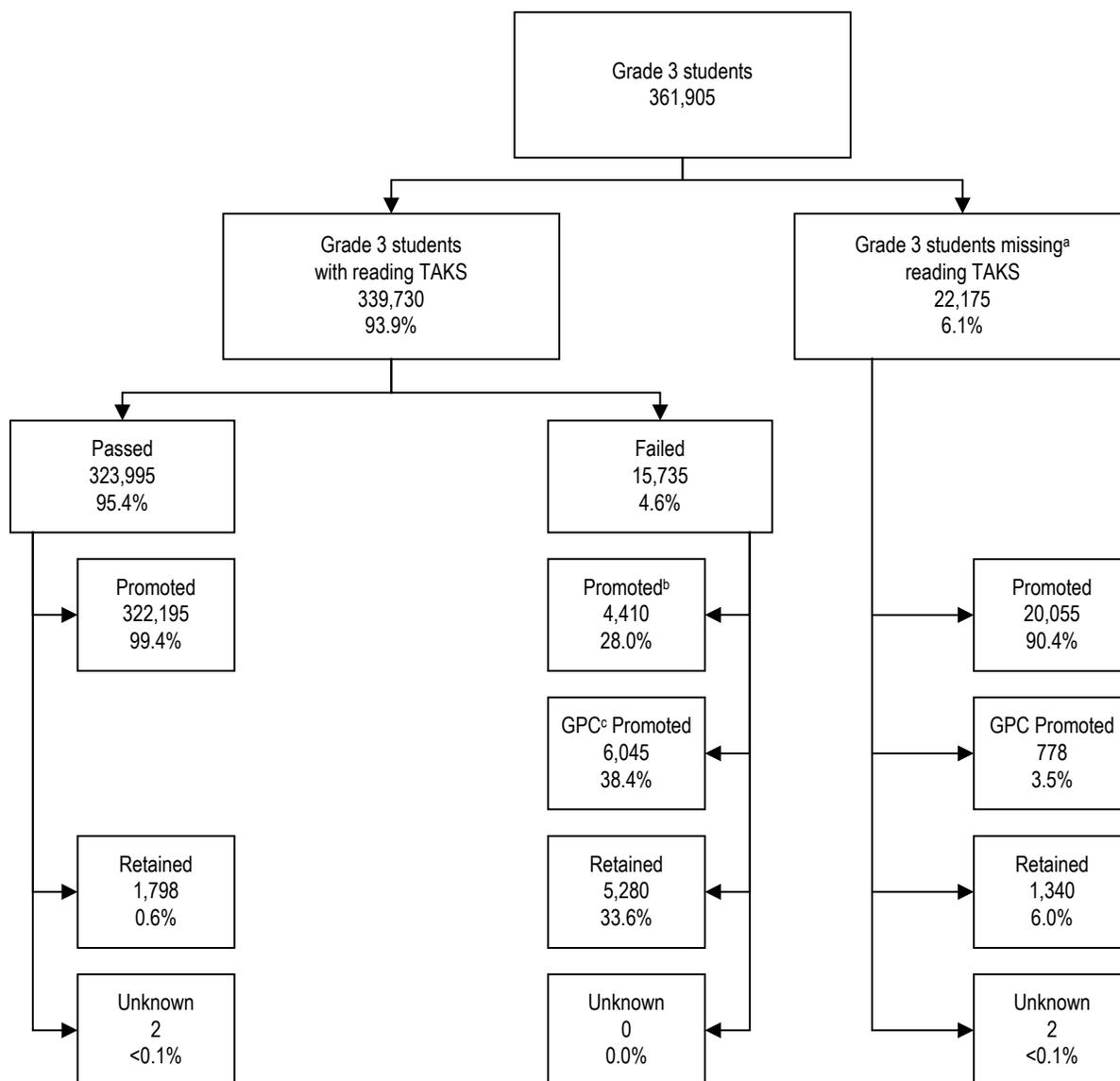
Note. Results are based on TAKS and TAKS (Accommodated) combined. ^aPromotion status could not be determined because of a grade-level reporting error.

Large percentages of third-, fifth-, and eighth-grade students promoted after the 2008-09 school year had passed the 2009 TAKS tests required under SSI. In third grade, 91.1 percent of all promoted students had passed the TAKS reading test (Figure 19 on page 88 and Table 21 on page 89). Over

6,800 students, or 1.9 percent of all promoted third graders, had not passed the TAKS reading test, or were missing results for the test, but were promoted by decisions of grade placement committees (GPCs). In fifth grade, 83.6 percent of all promoted students had passed the TAKS reading and mathematics tests (Figure 21 on page 92 and Table 25 on page 93). Nearly 20,000 students, or 5.9 percent of promoted fifth graders, had not passed the TAKS reading and mathematics tests, or were missing results for the tests, but were promoted by GPCs. In eighth grade, 80.8 percent of all promoted students had passed the TAKS reading and mathematics tests (Figure 24 on page 98 and Table 31 on page 99). Nearly 22,000 students, or 6.5 percent of promoted eighth graders, had not passed the TAKS reading and mathematics tests, or were missing results for the tests, but were promoted by GPCs.

Grade 3

Figure 19
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading Tests 2009
and Promotion Status 2008-09, Grade 3, Texas Public Schools



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

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

Table 21
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 3, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed reading								
Passed reading and passed mathematics	279,663	86.3	279,156	99.8	505	0.2	2	<0.1
Passed reading and failed mathematics	41,919	12.9	40,669	97.0	1,250	3.0	0	0.0
Passed reading and missing mathematics	2,413	0.7	2,370	98.2	43	1.8	0	0.0
Total	323,995	100	322,195	99.4	1,798	0.6	2	<0.1
Failed reading								
Failed reading and failed mathematics	11,011	70.0	6,773	61.5	4,238	38.5	0	0.0
Failed reading and passed mathematics	3,546	22.5	2,634	74.3	912	25.7	0	0.0
Failed reading and missing mathematics	1,178	7.5	1,048	89.0	130	11.0	0	0.0
Total	15,735	100	10,455	66.4	5,280	33.6	0	0.0
Other								
Missing reading and missing mathematics	18,638	84.1	17,982	96.5	654	3.5	2	<0.1
Missing reading and passed mathematics	1,627	7.3	1,498	92.1	129	7.9	0	0.0
Missing reading and failed mathematics	1,910	8.6	1,353	70.8	557	29.2	0	0.0
Total	22,175	100	20,833	94.0	1,340	6.0	2	<0.1

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

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

Table 22
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 3, by Test, Texas Public Schools

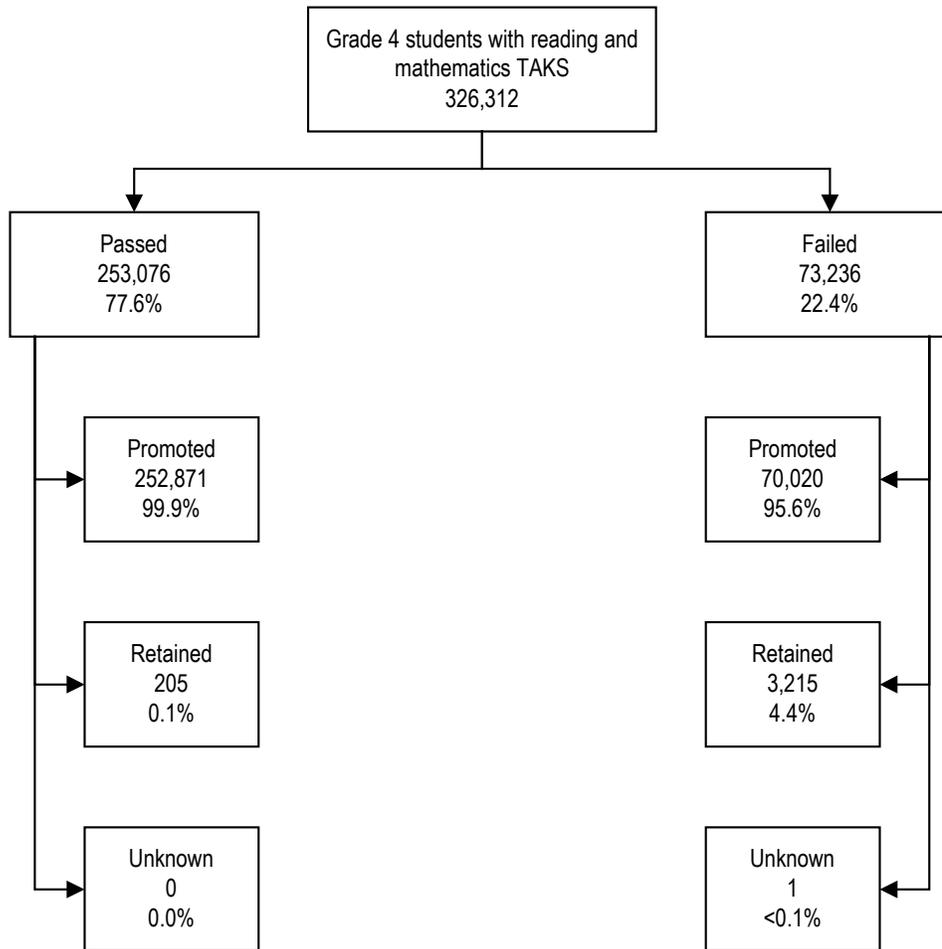
TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Results	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 3 reading								
Passed	292,748	94.9	291,186	99.5	1,560	0.5	2	<0.1
Failed	13,392	4.3	9,083	67.8	4,309	32.2	0	0.0
Not tested	2,476	0.8	1,779	71.9	697	28.2	0	0.0
Total	308,616	100	302,048	97.9	6,566	2.1	2	<0.1
English-version Grade 3 mathematics								
Passed	265,292	84.2	263,940	99.5	1,350	0.5	2	<0.1
Failed	49,153	15.6	43,845	89.2	5,308	10.8	0	0.0
Not tested	706	0.2	658	93.2	48	6.8	0	0.0
Total	315,151	100	308,443	97.9	6,706	2.1	2	<0.1
Spanish-version Grade 3 reading								
Passed	31,247	91.1	31,009	99.2	238	0.8	0	0.0
Failed	2,347	6.8	1,376	58.6	971	41.4	0	0.0
Not tested	708	2.1	591	83.5	117	16.5	0	0.0
Total	34,302	100	32,976	96.1	1,326	3.9	0	0.0
Spanish-version Grade 3 mathematics								
Passed	19,544	77.4	–	–	–	–	0	0.0
Failed	5,687	22.5	4,950	87.0	737	13.0	0	0.0
Not tested	30	0.1	–	–	–	–	0	0.0
Total	25,261	100	24,326	96.3	935	3.7	0	0.0

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

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

Grade 4

Figure 20
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 4, Texas Public Schools



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

Table 23
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 4, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	253,076	100	252,871	99.9	205	0.1	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	26,027	35.5	23,773	91.3	2,253	8.7	1	<0.1
Failed reading and passed mathematics	25,415	34.7	24,929	98.1	486	1.9	0	0.0
Failed reading and missing mathematics	814	1.1	798	98.0	16	2.0	0	0.0
Missing reading and failed mathematics	951	1.3	942	99.1	9	0.9	0	0.0
Passed reading and failed mathematics	20,029	27.3	19,578	97.7	451	2.3	0	0.0
Total	73,236	100	70,020	95.6	3,215	4.4	1	<0.1
Other								
Passed reading and missing mathematics	586	36.4	–	–	–	–	0	0.0
Missing reading and passed mathematics	1,025	63.6	–	–	–	–	0	0.0
Total	1,611	100	–	–	–	–	0	0.0

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

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

Table 24
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 4, by Test, Texas Public Schools

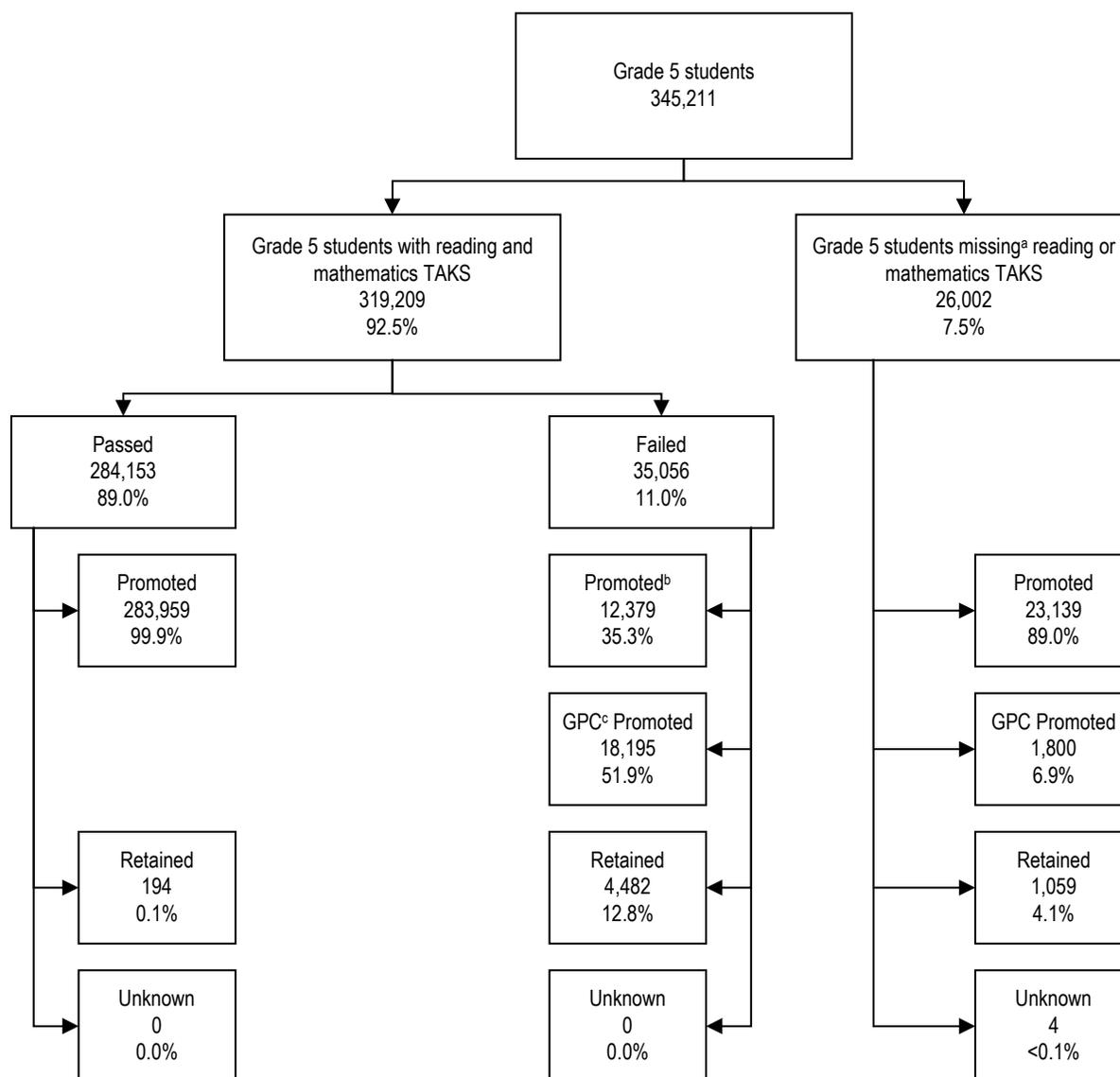
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 4 reading								
Passed	259,603	84.2	259,024	99.8	579	0.2	0	0.0
Failed	48,611	15.8	46,175	95.0	2,435	5.0	1	<0.1
Total	308,214	100	305,199	99.0	3,014	1.0	1	<0.1
English-version Grade 4 mathematics								
Passed	265,734	86.0	265,113	99.8	621	0.2	0	0.0
Failed	43,136	14.0	40,748	94.5	2,387	5.5	1	<0.1
Total	308,870	100	305,861	99.0	3,008	1.0	1	<0.1
Spanish-version Grade 4 reading								
Passed	14,088	79.4	14,010	99.4	78	0.6	0	0.0
Failed	3,645	20.6	3,325	91.2	320	8.8	0	0.0
Total	17,733	100	17,335	97.8	398	2.2	0	0.0
Spanish-version Grade 4 mathematics								
Passed	13,782	78.1	13,710	99.5	72	0.5	0	0.0
Failed	3,871	21.9	3,545	91.6	326	8.4	0	0.0
Total	17,653	100	17,255	97.7	398	2.3	0	0.0

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

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

Grade 5

Figure 21
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 5, Texas Public Schools



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

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

Table 25
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 5, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	284,153	100	283,959	99.9	194	0.1	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	11,282	32.2	8,924	79.1	2,358	20.9	0	0.0
Failed reading and passed mathematics	11,965	34.1	10,909	91.2	1,056	8.8	0	0.0
Failed reading and missing mathematics	958	2.7	920	96.0	38	4.0	0	0.0
Missing reading and failed mathematics	557	1.6	534	95.9	23	4.1	0	0.0
Passed reading and failed mathematics	10,294	29.4	9,287	90.2	1,007	9.8	0	0.0
Total	35,056	100	30,574	87.2	4,482	12.8	0	0.0
Other								
Missing reading and missing mathematics	21,760	83.7	20,893	96.0	863	4.0	4	<0.1
Passed reading and missing mathematics	2,033	7.8	1,943	95.6	90	4.4	0	0.0
Missing reading and passed mathematics	2,209	8.5	2,103	95.2	106	4.8	0	0.0
Total	26,002	100	24,939	95.9	1,059	4.1	4	<0.1

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

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

Table 26
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 5, by Test, Texas Public Schools

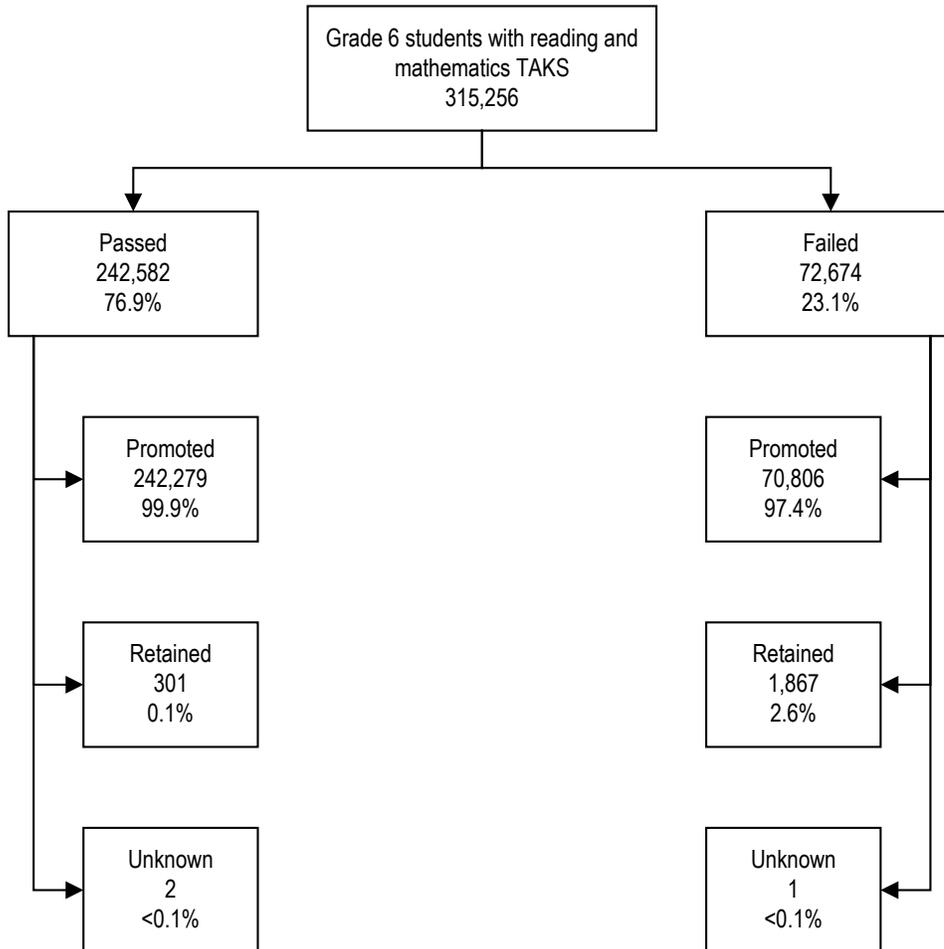
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 5 reading								
Passed	290,261	91.5	289,095	99.6	1,166	0.4	0	0.0
Failed	23,301	7.3	20,062	86.1	3,239	13.9	0	0.0
Not tested	3,671	1.2	3,248	88.5	423	11.5	0	0.0
Total	317,233	100	312,405	98.5	4,828	1.5	0	0.0
English-version Grade 5 mathematics								
Passed	295,522	93.0	294,184	99.5	1,338	0.5	0	0.0
Failed	20,852	6.6	17,689	84.8	3,163	15.2	0	0.0
Not tested	1,345	0.4	1,020	75.8	325	24.2	0	0.0
Total	317,719	100	312,893	98.5	4,826	1.5	0	0.0
Spanish-version Grade 5 reading								
Passed	6,219	86.2	6,094	98.0	125	2.0	0	0.0
Failed	904	12.5	691	76.4	213	23.6	0	0.0
Not tested	95	1.3	89	93.7	6	6.3	0	0.0
Total	7,218	100	6,874	95.2	344	4.8	0	0.0
Spanish-version Grade 5 mathematics								
Passed	2,805	68.5	2,787	99.4	18	0.6	0	0.0
Failed	1,281	31.3	-	-	-	-	0	0.0
Not tested	8	0.2	-	-	-	-	0	0.0
Total	4,094	100	3,847	94.0	247	6.0	0	0.0

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

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

Grade 6

Figure 22
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 6, Texas Public Schools



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

Table 27
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 6, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	242,582	100	242,279	99.9	301	0.1	2	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	19,393	26.7	18,427	95.0	965	5.0	1	<0.1
Failed reading and passed mathematics	8,457	11.6	8,374	99.0	83	1.0	0	0.0
Failed reading and missing mathematics	862	1.2	852	98.8	10	1.2	0	0.0
Missing reading and failed mathematics	1,242	1.7	1,227	98.8	15	1.2	0	0.0
Passed reading and failed mathematics	42,720	58.8	41,926	98.1	794	1.9	0	0.0
Total	72,674	100	70,806	97.4	1,867	2.6	1	<0.1
Other								
Passed reading and missing mathematics	1,301	67.0	–	–	–	–	0	0.0
Missing reading and passed mathematics	641	33.0	–	–	–	–	0	0.0
Total	1,942	100	1,935	99.6	7	0.4	0	0.0

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

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

Table 28
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 6, by Test, Texas Public Schools

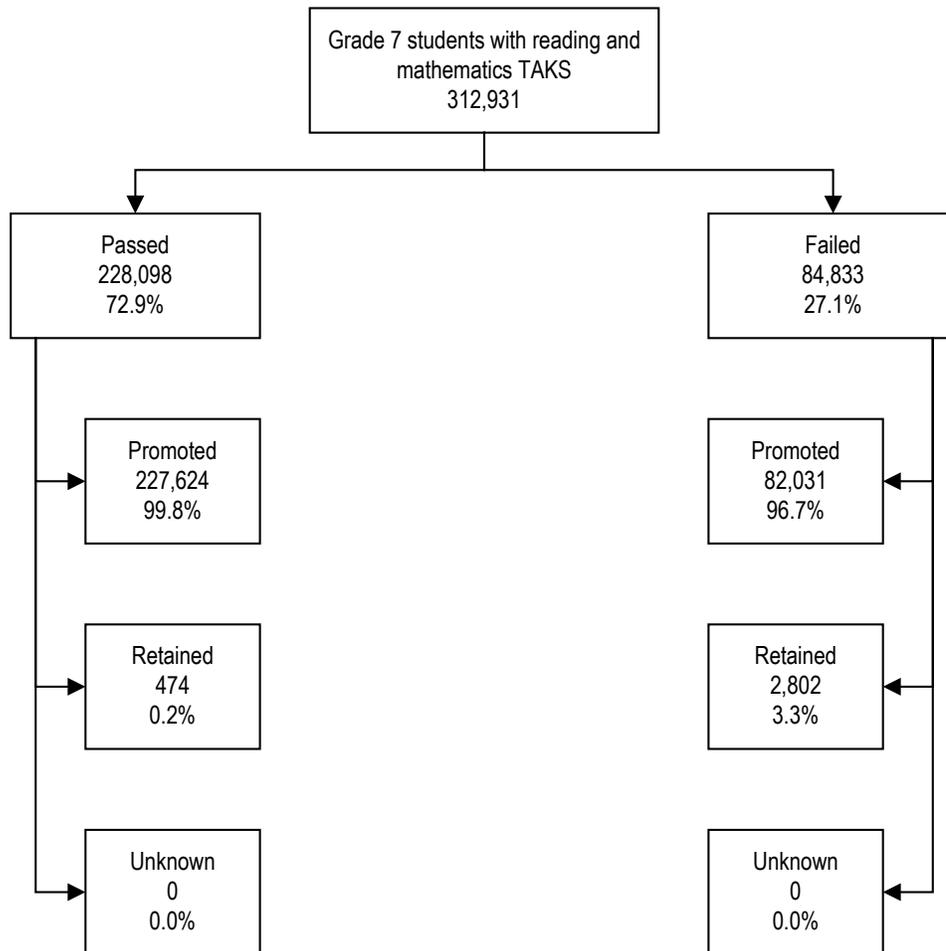
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 6 reading								
Passed	286,119	90.9	285,018	99.6	1,099	0.4	2	<0.1
Failed	28,569	9.1	27,514	96.3	1,054	3.7	1	<0.1
Total	314,688	100	312,532	99.3	2,153	0.7	3	<0.1
English-version Grade 6 mathematics								
Passed	251,291	79.9	250,906	99.8	383	0.2	2	<0.1
Failed	63,136	20.1	61,365	97.2	1,770	2.8	1	<0.1
Total	314,427	100	312,271	99.3	2,153	0.7	3	<0.1
Spanish-version Grade 6 reading								
Passed	484	77.2	–	–	–	–	0	0.0
Failed	143	22.8	–	–	–	–	0	0.0
Total	627	100	621	99.0	6	1.0	0	0.0
Spanish-version Grade 6 mathematics								
Passed	389	64.0	–	–	–	–	0	0.0
Failed	219	36.0	–	–	–	–	0	0.0
Total	608	100	602	99.0	6	1.0	0	0.0

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

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

Grade 7

Figure 23
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 7, Texas Public Schools



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

Table 29
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 7, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	228,098	100	227,624	99.8	474	0.2	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	31,369	37.0	29,589	94.3	1,780	5.7	0	0.0
Failed reading and passed mathematics	16,531	19.5	16,326	98.8	205	1.2	0	0.0
Failed reading and missing mathematics	2,030	2.4	2,004	98.7	26	1.3	0	0.0
Missing reading and failed mathematics	1,124	1.3	1,106	98.4	18	1.6	0	0.0
Passed reading and failed mathematics	33,779	39.8	33,006	97.7	773	2.3	0	0.0
Total	84,833	100	82,031	96.7	2,802	3.3	0	0.0
Other								
Passed reading and missing mathematics	971	63.0	–	–	–	–	0	0.0
Missing reading and passed mathematics	571	37.0	–	–	–	–	0	0.0
Total	1,542	100	–	–	–	–	0	0.0

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

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

Table 30
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 7, by Test, Texas Public Schools

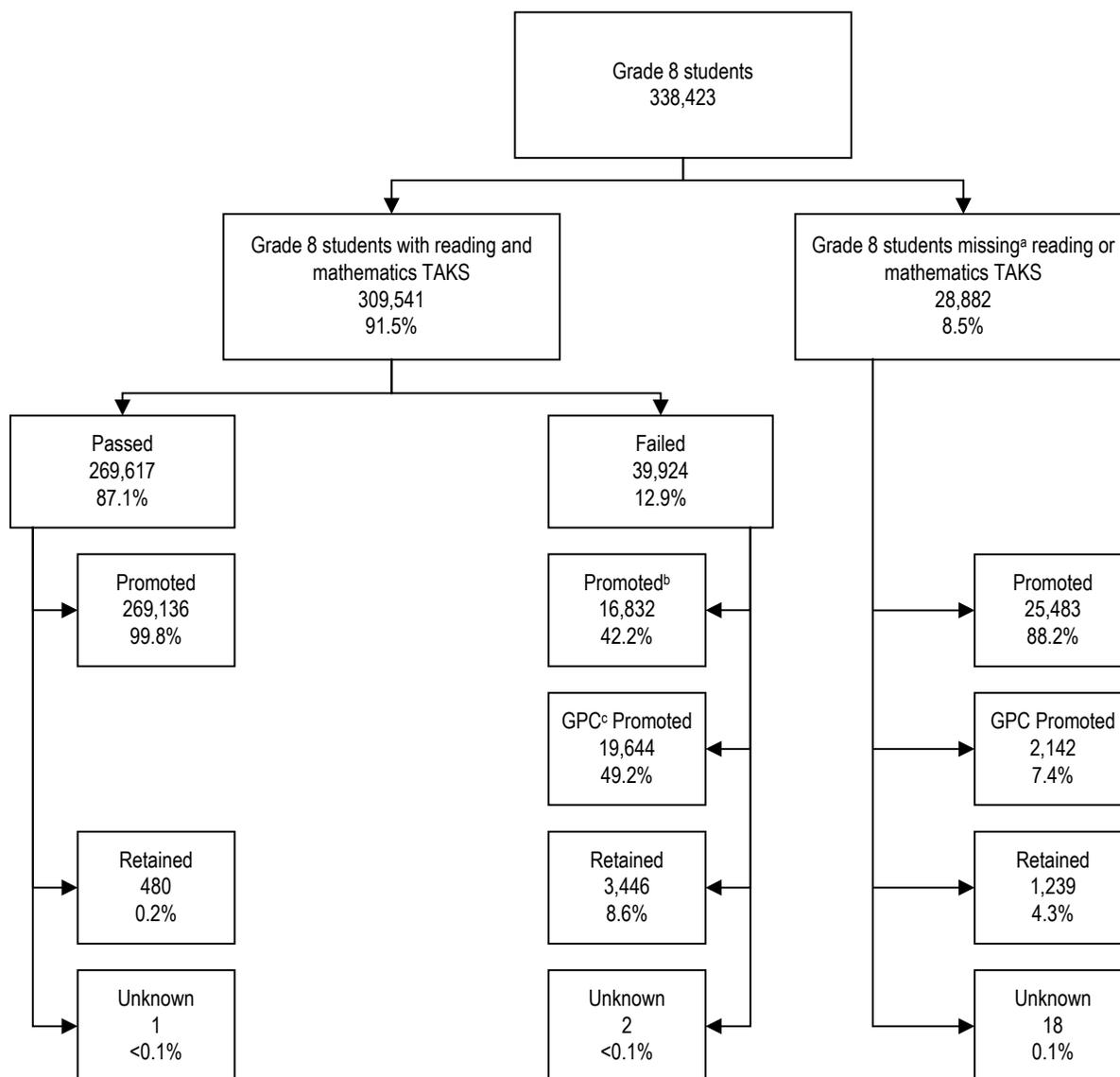
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 7 reading								
Passed	262,848	84.0	261,599	99.5	1,249	0.5	0	0.0
Failed	49,930	16.0	47,919	96.0	2,011	4.0	0	0.0
Total	312,778	100	309,518	99.0	3,260	1.0	0	0.0
English-version Grade 7 mathematics								
Passed	245,200	78.7	244,519	99.7	681	0.3	0	0.0
Failed	66,272	21.3	63,701	96.1	2,571	3.9	0	0.0
Total	311,472	100	308,220	99.0	3,252	1.0	0	0.0

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

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

Grade 8

Figure 24
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 8, Texas Public Schools



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

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

Table 31
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 8, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	269,617	100	269,136	99.8	480	0.2	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	9,051	22.7	7,835	86.6	1,215	13.4	1	<0.1
Failed reading and passed mathematics	2,925	7.3	2,810	96.1	115	3.9	0	0.0
Failed reading and missing mathematics	1,248	3.1	1,156	92.6	92	7.4	0	0.0
Missing reading and failed mathematics	594	1.5	553	93.1	41	6.9	0	0.0
Passed reading and failed mathematics	26,106	65.4	24,122	92.4	1,983	7.6	1	<0.1
Total	39,924	100	36,476	91.4	3,446	8.6	2	<0.1
Other								
Missing reading and missing mathematics	23,679	82.0	22,585	95.4	1,076	4.5	18	0.1
Passed reading and missing mathematics	3,935	13.6	3,784	96.2	151	3.8	0	0.0
Missing reading and passed mathematics	1,268	4.4	1,256	99.1	12	0.9	0	0.0
Total	28,882	100	27,625	95.6	1,239	4.3	18	0.1

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

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

Table 32
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 8, by Test, Texas Public Schools

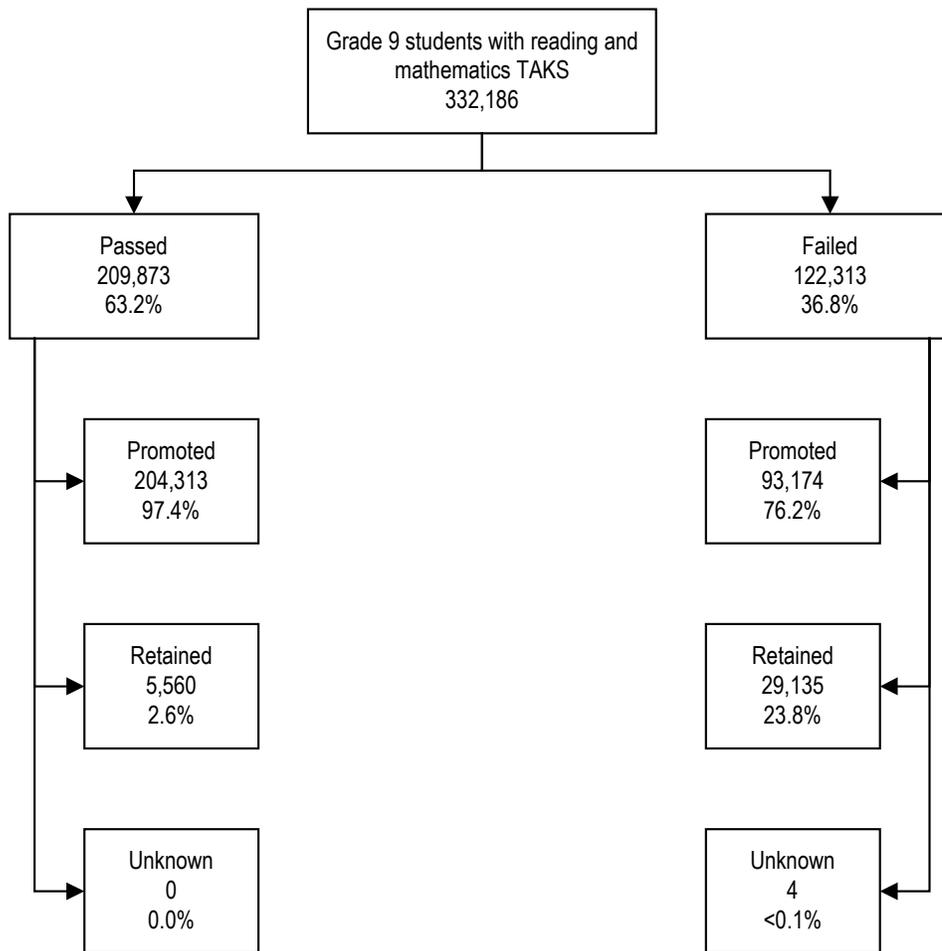
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 8 reading								
Passed	299,658	94.3	297,042	99.1	2,614	0.9	2	<0.1
Failed	13,224	4.2	11,801	89.2	1,422	10.8	1	<0.1
Not tested	4,771	1.5	4,653	97.5	117	2.5	1	<0.1
Total	317,653	100	313,496	98.7	4,153	1.3	4	<0.1
English-version Grade 8 mathematics								
Passed	273,810	88.0	273,202	99.8	607	0.2	1	<0.1
Failed	35,751	11.5	32,510	90.9	3,239	9.1	2	<0.1
Not tested	1,670	0.5	1,525	91.3	144	8.6	1	0.1
Total	311,231	100	307,237	98.7	3,990	1.3	4	<0.1

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

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

Grade 9

Figure 25
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 9, Texas Public Schools



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

Table 33
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 9, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent ^a
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	209,873	100	204,313	97.4	5,560	2.6	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	32,869	26.9	21,837	66.4	11,029	33.6	3	<0.1
Failed reading and passed mathematics	7,566	6.2	6,708	88.7	858	11.3	0	0.0
Failed reading and missing mathematics	3,893	3.2	2,237	57.5	1,656	42.5	0	0.0
Missing reading and failed mathematics	3,033	2.5	1,697	56.0	1,335	44.0	1	<0.1
Passed reading and failed mathematics	74,952	61.3	60,695	81.0	14,257	19.0	0	0.0
Total	122,313	100	93,174	76.2	29,135	23.8	4	<0.1
Other								
Missing reading and missing mathematics	6,559	61.5	4,765	72.6	1,794	27.4	0	0.0
Passed reading and missing mathematics	3,127	29.3	2,104	67.3	1,022	32.7	1	<0.1
Missing reading and passed mathematics	982	9.2	841	85.6	141	14.4	0	0.0
Total	10,668	100	7,710	72.3	2,957	27.7	1	<0.1

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

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

Table 34
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 9, by Test, Texas Public Schools

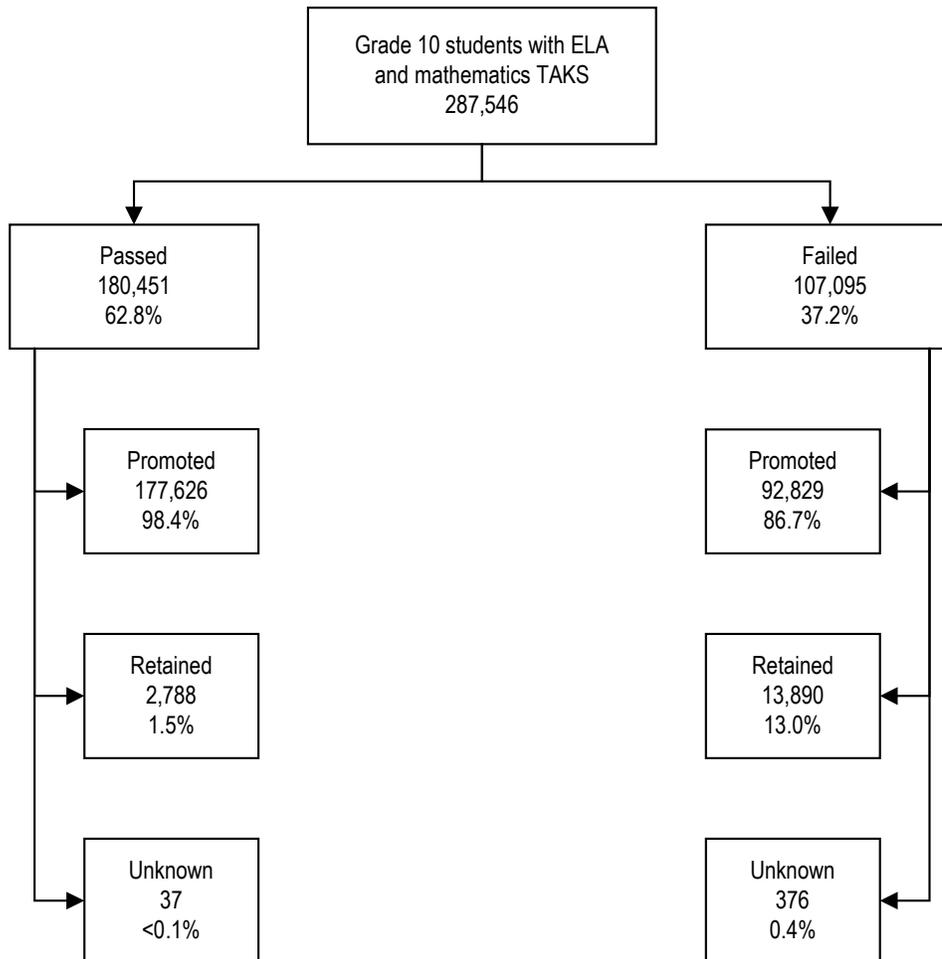
Results	TAKS		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent ^a
English-version Grade 9 reading								
Passed	287,952	85.0	267,112	92.8	20,839	7.2	1	<0.1
Failed	44,328	13.1	30,782	69.4	13,543	30.6	3	<0.1
Not tested	6,493	1.9	4,846	74.6	1,647	25.4	0	0.0
Total	338,773	100	302,740	89.4	36,029	10.6	4	<0.1
English-version Grade 9 mathematics								
Passed	218,421	65.1	211,862	97.0	6,559	3.0	0	0.0
Failed	110,854	33.0	84,229	76.0	26,621	24.0	4	<0.1
Not tested	6,382	1.9	4,643	72.8	1,739	27.2	0	0.0
Total	335,657	100	300,734	89.6	34,919	10.4	4	<0.1

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

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

Grade 10

Figure 26
Performance on the Texas Assessment of Knowledge and Skills (TAKS) English Language Arts (ELA) and Mathematics Tests 2009 and Promotion Status 2008-09, Grade 10, Texas Public Schools



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

Table 35
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Test Results Combined, Grade 10, Texas Public Schools

English language arts (ELA) and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed ELA and passed mathematics	180,451	100	177,626	98.4	2,788	1.5	37	<0.1
Failed ELA or mathematics								
Failed ELA and failed mathematics	26,008	24.3	20,607	79.2	5,251	20.2	150	0.6
Failed ELA and passed mathematics	6,230	5.8	5,758	92.4	469	7.5	3	<0.1
Failed ELA and missing mathematics	2,668	2.5	1,880	70.5	741	27.8	47	1.8
Missing ELA and failed mathematics	2,205	2.1	1,511	68.5	653	29.6	41	1.9
Passed ELA and failed mathematics	69,984	65.3	63,073	90.1	6,776	9.7	135	0.2
Total	107,095	100	92,829	86.7	13,890	13.0	376	0.4
Other								
Missing ELA and missing mathematics	436	13.0	353	81.0	75	17.2	8	1.8
Passed ELA and missing mathematics	2,194	65.7	1,708	77.8	466	21.2	20	0.9
Missing ELA and passed mathematics	711	21.3	613	86.2	95	13.4	3	0.4
Total	3,341	100	2,674	80.0	636	19.0	31	0.9

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

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

Table 36
Texas Assessment of Knowledge and Skills (TAKS) 2009 Performance and Promotion Status
2008-09, Grade 10, by Test, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 10 English language arts								
Passed	252,629	87.7	242,407	96.0	10,030	4.0	192	0.1
Failed	34,906	12.1	28,245	80.9	6,461	18.5	200	0.6
Not tested	508	0.2	414	81.5	86	16.9	8	1.6
Total	288,043	100	271,066	94.1	16,577	5.8	400	0.1
English-version Grade 10 mathematics								
Passed	187,392	65.6	183,997	98.2	3,352	1.8	43	<0.1
Failed	98,197	34.4	85,191	86.8	12,680	12.9	326	0.3
Total	285,589	100	269,188	94.3	16,032	5.6	369	0.1

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

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

Appendix

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

Texas Education Code §28.021 and §28.0211

Texas Administrative Code §§101.2001-101.2019

Texas Education Code

§28.021 and §28.0211

The following sections of the Texas Education Code are current through the 81st Legislative Session, 2009.

§28.021. Student Advancement.

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

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995. Amended by Acts 2009, 81st Leg., ch. 895, §28, eff. June 19, 2009.

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

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

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

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

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

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

- (n) A student who is promoted by a grade placement committee under this section must be assigned in each subject in which the student failed to perform satisfactorily on an assessment instrument specified under Subsection (a) to a teacher who meets all state and federal qualifications to teach that subject and grade.
- (o) Expired.

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

Texas Administrative Code

§§101.2001-101.2019

The following sections of the Texas Administrative Code are current as of June 2010.

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

§101.2001. Policy.

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

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

§101.2003. Grade Advancement Testing Requirements.

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

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

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

§101.2005. Test Administration and Schedule.

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

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

§101.2006. Accelerated Instruction.

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

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

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

§101.2007. Role of Grade Placement Committee.

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

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

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

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

§101.2009. Notice to Parents or Guardians.

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

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

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

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

§101.2011. Alternate Assessment.

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

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

§101.2015. Parental Waiver.

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

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

§101.2017. Scoring and Reporting.

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

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

§101.2019. Credit for High School Graduation.

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

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

References

References

- Elementary and Secondary Education Act, Pub. L. No. 107-110, §1111, 115 Stat. 1425 (2002).
- Kaczala, C. (1991). *Grade retention: A longitudinal study of school correlates of rates of retention*. Cleveland, OH: Cleveland Public Schools, Department of Research and Analysis. (ERIC Document Reproduction Service No. ED337532)
- Marcon, R. (1993). *At-risk preschoolers: Early predictors of future grade retention*. Paper presented at the 39th Annual Meeting of the Southeastern Psychological Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED357880)
- Texas Administrative Code, Title 19, Education. (1984). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1985). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1992, Supplement). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1997). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (1998). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (2004). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (2010). Retrieved June 17, 2010, from [http://info.sos.state.tx.us/pls/pub/readtac\\$ext.ViewTAC?tac_view=2&ti=19](http://info.sos.state.tx.us/pls/pub/readtac$ext.ViewTAC?tac_view=2&ti=19)
- Texas Education Agency. (1993). *The state report on grade level retention of students as of October 1992* (Document No. GE3 540 01). Austin, TX: Author.
- Texas Education Agency. (1995). *Report on grade level retention of Texas students 1992-93 and 1993-94* (Document No. GE5-601-12). Austin, TX: Author.
- Texas Education Agency. (1996). *1994-95 report on grade level retention of Texas students* (Document No. GE7-601-01). Austin, TX: Author.
- Texas Education Agency. (1997). *1995-96 report on grade level retention of Texas students* (Document No. GE8-601-01). Austin, TX: Author.
- Texas Education Agency. (1998). *1996-97 report on grade level retention of Texas students* (Document No. GE8-601-07). Austin, TX: Author.
- Texas Education Agency. (1999). *1997-98 report on grade-level retention of Texas students* (Document No. GE9-601-02). Austin, TX: Author.

- Texas Education Agency. (2001a). *Grade-level retention in Texas public schools, 1998-99* (Document No. GE01 601 07). Austin, TX: Author.
- Texas Education Agency. (2001b). *2001 comprehensive annual report on Texas public schools: A report to the 77th Texas Legislature from the Texas Education Agency* (Document No. GE02 601 01). Austin, TX: Author.
- Texas Education Agency. (2002a). *Grade-level retention in Texas public schools, 1999-00* (Document No. GE02 601 03). Austin, TX: Author.
- Texas Education Agency. (2002b). *Grade-level retention in Texas public schools, 2000-01* (Document No. GE02 601 09). Austin, TX: Author.
- Texas Education Agency. (2004a). *Grade-level retention in Texas public schools, 2001-02* (Document No. GE04 601 03). Austin, TX: Author.
- Texas Education Agency. (2004b). *Grade-level retention in Texas public schools, 2002-03* (Document No. GE05 601 01). Austin, TX: Author.
- Texas Education Agency. (2005). *Grade-level retention in Texas public schools, 2003-04* (Document No. GE06 601 01). Austin, TX: Author.
- Texas Education Agency. (2006). *Grade-level retention in Texas public schools, 2004-05* (Document No. GE07 601 03). Austin, TX: Author.
- Texas Education Agency. (2007). *Grade-level retention in Texas public schools, 2005-06* (Document No. GE08 601 01). Austin, TX: Author.
- Texas Education Agency. (2008a). *Grade-level retention in Texas public schools, 2006-07* (Document No. GE09 601 01). Austin, TX: Author.
- Texas Education Agency. (2008b). *2008-2009 Public Education Information Management System addendum version data standards*. Retrieved June 29, 2010, from <http://www.tea.state.tx.us/peims/standards/0809/index.html>
- Texas Education Agency. (2010). *Grade-level retention in Texas public schools, 2007-08* (Document No. GE10 601 05). Austin, TX: Author.
- Texas Education Code. (1986). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1992). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1994). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Education Code. (1996). *Texas school law bulletin*. St. Paul, MN: West Publishing.

Texas Education Code. (1999). *Texas school law bulletin*. St. Paul, MN: West Group.

Texas Education Code. (2001). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.

Texas Education Code. (2007). *Texas school law bulletin*. St. Paul, MN: Thomson/West.

Texas Education Code. (2009). *Texas school law bulletin*. St. Paul, MN: Thomson Reuters.

Texas Education Agency Publication Order Form

Purchaser name _____ Date _____

Send to (name, if different) _____

Address _____

City _____ State ____ Zip _____

Publication number and title	Available in PDF*	Quantity	Price per copy	Cost
GE11 601 04 Grade-Level Retention in Texas Public Schools, 2008-09	Yes	_____	\$14.00	_____
GE11 601 05 Grade-Level Retention in Texas Public Schools, 2008-09: District Supplement	Yes	_____	\$18.00	_____
Total				_____
For publication inquiries and purchase orders† send to:				
Texas Education Agency Publications Distribution 1701 North Congress Avenue Austin, Texas 78701-1494			If you are mailing a check or money order, remit this form with payment to: Texas Education Agency Publications Distribution P.O. Box 13817 Austin, Texas 78711-3817	
†Purchase orders are accepted only from Texas educational institutions and government agencies.				

*Copies of these reports and other reports produced by the Division of Accountability Research can be downloaded and printed at no cost from the Texas Education Agency website at http://www.tea.state.tx.us/index.aspx?id=3428&menu_id=680&menu_id2=797.

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.



**Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494**

**Document No. GE11 601 04
November 2010**