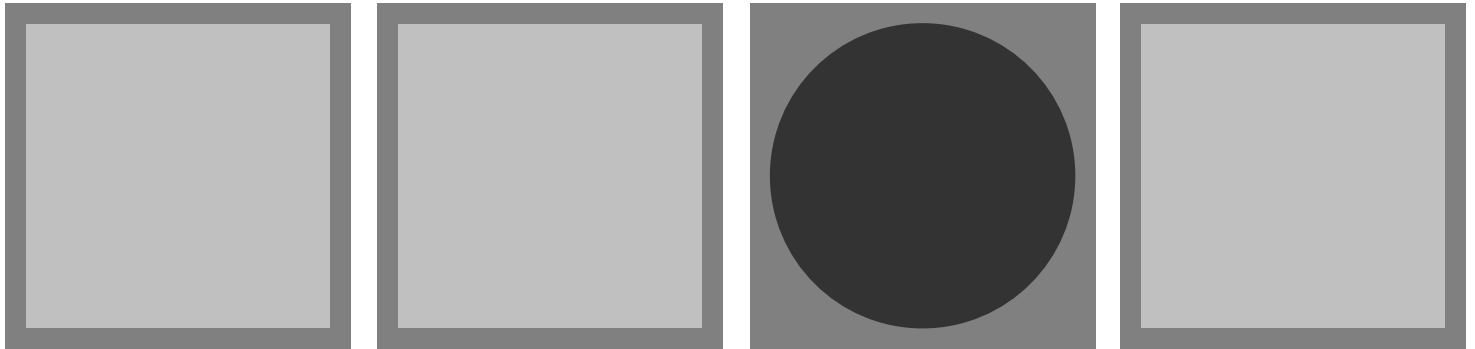


Grade-Level Retention in Texas Public Schools, 2007-08



**Grade-Level Retention
in Texas Public Schools
2007-08**

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Abstract. This annual report provides information for the 2007-08 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 socioeconomic, 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.*

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Highlights

- In 2007-08, the state retention rate for all grades was 4.5 percent, a decrease of 0.3 percentage points from the previous year.
- Across Grades K-6, the retention rate was highest in Grade 1, at 5.9 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 14.7 percent.
- The disparities in retention rates across ethnic groups were significant. In elementary school, African American and Hispanic students were almost twice as likely to be retained as White students. At the secondary level, close to one out of five African American students (18.3%) and Hispanic students (19.3%) in Grade 9 did not advance to Grade 10.
- After a year in the same grade, passing rates on the Texas Assessment of Academic Skills (TAKS) for students who had been retained improved but failed to reach the passing rates for students who had been promoted. For example, 97.4 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2008, whereas 32.4 of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 86.4 percent passed the Grade 3 reading TAKS.
- Of the Grade 3 students who passed the spring 2008 TAKS reading test, 99.4 percent were promoted to Grade 4. Of the Grade 3 students who failed the TAKS reading test, 37.0 percent were retained in Grade 3 the next year.
- Of the Grade 5 students who passed the spring 2008 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, 14.6 percent were retained in Grade 5 the next year.
- Of the Grade 8 students who passed the spring 2008 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, 9.9 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 2007-08 school year, 91.4 percent of promoted third-grade students passed the TAKS reading test. Over 7,300 students, or 2.2 percent of promoted third graders, did not pass the TAKS reading test and were promoted by decisions of grade placement committees.
- In the 2007-08 school year, 83.5 percent of promoted fifth-grade students passed the TAKS reading and mathematics tests. Nearly 22,000 students, or 6.6 percent of promoted fifth graders, did not pass the TAKS reading and mathematics tests and were promoted by decisions of grade placement committees.

- In the 2007-08 school year, 80.1 percent of promoted eighth-grade students passed the TAKS reading and mathematics tests. Nearly 25,000 students, or 7.8 percent of promoted eighth graders, did not pass the TAKS reading and mathematics tests and were promoted by decisions of grade placement committees.

Promotion Policies in Texas

Promotion Policies in Texas

Texas educational policy has required consistently that student promotion decisions be based on academic achievement. Over the past two decades, though, policy surrounding student promotion decisions has changed. Initially, Texas state laws and State Board of Education (SBOE) rules pertaining to retention and promotion were designed to establish consistent promotion policies at the local level. Alternatives to retention were encouraged and funding was provided for retention reduction programs. From 1984 through 1993, revisions of the law and rules gave school districts greater flexibility in deciding the most appropriate academic settings for individual students. In 1995 and 1996, the remaining regulations were repealed. In 1999, state standards were established for advancement at Grades 3, 5, and 8, and resources were made available to districts to prepare all children to meet the standards beginning with Grade 3 in 2003.

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 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*. 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 (TEC, 1988). 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 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 (TEC, 1992).

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 students who attended at least 90 percent of the extended year program days, unless the parents requested otherwise. The principal, teacher, and counselor were required to meet with parents requesting retention and 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. There are Spanish-language versions of the tests available in Grades 3-6 to assess the progress of students proficient in Spanish but not yet proficient in English. In some circumstances, students are exempted from the standard assessments. The admission, review, and dismissal (ARD) committees responsible for students receiving special education services may specify alternate assessment instruments.

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

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

State education initiatives have provided support in reading and mathematics to students in the grades leading up to the 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.

Through the initiative, reading and mathematics academies for teachers were established. The reading academies provided training to kindergarten teachers in 1999-00 and to kindergarten and Grade 1 teachers in 2000-01. Training of Grade 2 teachers began in spring 2001, of Grade 3 teachers in 2002, and of Grade 4 teachers in fall of 2003. A mathematics academy was established in summer 2002, and training was provided for Grade 5 and Grade 6 teachers. In summer 2003, the academy offered training for Grade 7 teachers. The reading academies changed to electronic format in 2004-05.

In addition to the academies, master reading teacher and master mathematics teacher certification programs were established. Master teachers are designated by their school districts to teach and to mentor other teachers on eligible, high-need campuses and 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 teachers under the Elementary and Secondary Education Act (ESEA) (2002). The partnership provides resources to teachers in the areas 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. Professional development opportunities for reading teachers are supported by the federal Reading First grant program, authorized by ESEA. The Texas Reading First Initiative is a \$39 million competitive grant program that requires grant participants to implement scientifically-based reading programs and instruction that will improve reading skills for students in Grades K-3.

Diagnostic and assessment data are employed to identify students who are struggling with reading or mathematics and monitor their progress. Resources include early reading instruments for students in Grades K-2 and on-line mathematics diagnostics for Grades 3-8, Algebra I, Algebra II, and Geometry.

Students identified as at-risk for reading or mathematics difficulties are provided accelerated instruction. In 1999-00, school districts began providing accelerated reading instruction (ARI) to students in kindergarten. By 2007-08, ARI programs had expanded to include students in Grades K-8. Districts began providing accelerated mathematics instruction in Grades K-4 in 2003-04, and by 2007-08, the programs had expanded to include Grades K-8.

In 2003, the 78th Texas Legislature appropriated funds for district provision of accelerated intervention activities for students in Grades K-5 with low performance in either reading or mathematics. An additional amount was appropriated for intensive reading instruction programs in schools that had failed to improve student performance in reading. In total, more than \$75 million was devoted to reading and mathematics initiatives in 2003-04.

In 2005, the 79th Texas Legislature appropriated \$15 million for intensive reading instruction and \$5 million for intensive mathematics instruction programs. For the 2006-07 and 2007-08 school

years, funds were provided to schools exhibiting low levels of reading and mathematics achievement among students in Grades 4-7. Campuses began implementing intensive reading and intensive math instruction programs in summer 2006. The 79th Texas Legislature also appropriated funding for the Texas Adolescent Literacy Project. The project developed and evaluated assessment and intervention approaches for middle school students who are at risk for not achieving proficiency on the eighth grade TAKS reading assessment.

In 2007, the 80th Texas Legislature appropriated \$15 million for intensive reading instruction and \$5 million for intensive mathematics instruction programs. This funding was provided during the 2008-09 school year to schools exhibiting low levels of reading and mathematics achievement among students in Grades 4-8. The legislature also authorized the agency to allocate funds from the Student Success Initiative to support implementation of teacher reading academies, called Texas Adolescent Literacy Academies (TALA), for teachers of students in Grades 6, 7, and 8. In 2008, Education Service Centers (ESCs) provided TALA training to approximately 2,350 Grade 6 content area teachers (science, mathematics, social studies) and 4,100 English language arts Grade 6 teachers. For 2009, ESCs are scheduled to provide TALA training for Grades 7 and 8 content area and English language arts teachers. English language arts teachers who attend the academies are also trained in how to administer the Texas Middle School Fluency Assessment and how to use the assessment results to provide targeted reading instruction to struggling readers.

Retention Reporting for 2007-08

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Ethnicity

Grade-Level Retention by Gender

Grade-Level Retention by Socioeconomic 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, 2007). 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 2007-08 school year were calculated by comparing 2007-08 attendance records to fall 2008 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 2008 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 2008 than in 2007-08 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. In this report, data on retention rates for Grades K-6 are reported for 1994-95 through 2007-08. Secondary school retention data are reported for 1998-99 through 2007-08 because the method of calculating rates for Grades 7-12 was changed in 1998-99. Prior to the 1998-99 school year, the retention calculations for secondary grades 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. 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 student TAKS data to TEA for each grade level, language version, and subject. For each subject, 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 a statistic that provides a comparison of scores with a standard and adjusts for differences in the difficulty of the test form used. Although the TAKS scale score cannot be used to measure student progress across grade levels, scale score comparisons can be made within grade level and subject area across test administrations. Students achieving set scale scores on the TAKS have "met the standard" or passed in reading or mathematics.

Beginning in 2002-03, third-grade students had three testing opportunities to pass TAKS reading. Beginning in 2004-05, fifth-grade students had three testing opportunities to pass TAKS reading and mathematics. Beginning in 2007-08, eighth-grade students had three testing opportunities to pass TAKS reading and mathematics. 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 2008 TAKS testing but were not enrolled in a Texas public school in fall 2008. In other cases, students enrolled in school after spring 2008 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, 2008).

State Summary

In the 2007-08 school year, 4.5 percent (194,266) of students in kindergarten through Grade 12 were retained (Table 1). The rate decreased by 0.3 percentage points from the previous year.

Males at most grade levels were more likely than females to be retained. In 2007-08, the retention rate for females was 3.7 percent, and the rate for males was 5.2 percent. Male students made up 59.6 percent of all students retained.

As in 2006-07, retention rates for African American and Hispanic students were over twice that for White students (Figure 1). In the 2007-08 school year, 2.7 percent of White students were retained in grade, compared to 5.9 percent for African American students and 5.7 percent for Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.2 and 0.4 percentage points, respectively. The rate for White students decreased by 0.1 percentage points. Although 60.6 percent of students enrolled in Texas public schools were African American or Hispanic, 77.2 percent of students retained in the public schools were from one of these two ethnic groups.

Figure 1
Grade-Level Retention, by Student Group, Texas Public Schools, 2006-07 and 2007-08

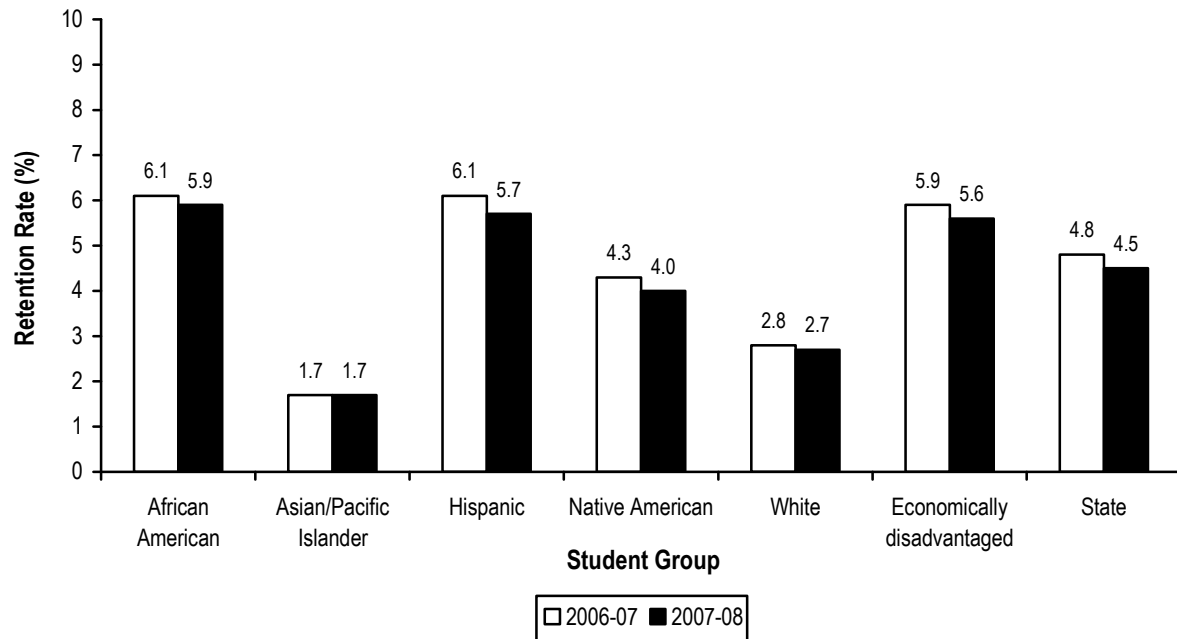


Table 1
Grade-Level Retention, by Student Characteristic, Texas Public Schools, 2006-07 and 2007-08

Group	2006-07			2007-08		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	602,474	36,843	6.1	608,653	35,821	5.9
Asian/Pacific Islander	140,505	2,398	1.7	149,293	2,587	1.7
Hispanic	1,942,577	119,028	6.1	2,013,773	114,248	5.7
Native American	14,317	620	4.3	14,861	598	4.0
White	1,548,461	43,210	2.8	1,537,924	41,012	2.7
Economically disadvantaged	2,247,672	132,725	5.9	2,281,662	127,408	5.6
Female	2,071,690	81,397	3.9	2,108,476	78,572	3.7
Male	2,176,644	120,702	5.5	2,216,028	115,694	5.2
Grades K-6	2,388,767	73,896	3.1	2,437,172	68,792	2.8
Grades 7-12	1,859,567	128,203	6.9	1,887,332	125,474	6.6
State	4,248,334	202,099	4.8	4,324,504	194,266	4.5

Grade-Level Retention by Grade

Elementary Grades

Across Grades K-6, the retention rate was much higher in first grade than in any other grade (Table 2). The lowest rate in the elementary grades was in Grade 6 (1.0%). Compared to 2006-07, all elementary grades had decreases in retention rates. Grade 1 had the greatest decrease in retention rate from the previous year (0.4 percentage points) followed by Grades K and 4, each with a decrease of 0.3 percentage points.

Despite decreases across all elementary grades in 2007-08, retention rates in Grades K-5 were still higher than in 1994-95 (Figure 2). During this time period, Grade 5 rose 122.2 percent, from 0.9 percent to 2.0 percent.

Figure 2
Grade-Level Retention, by Grade, Grades K-6, Texas Public Schools, 1994-95 and 2007-08

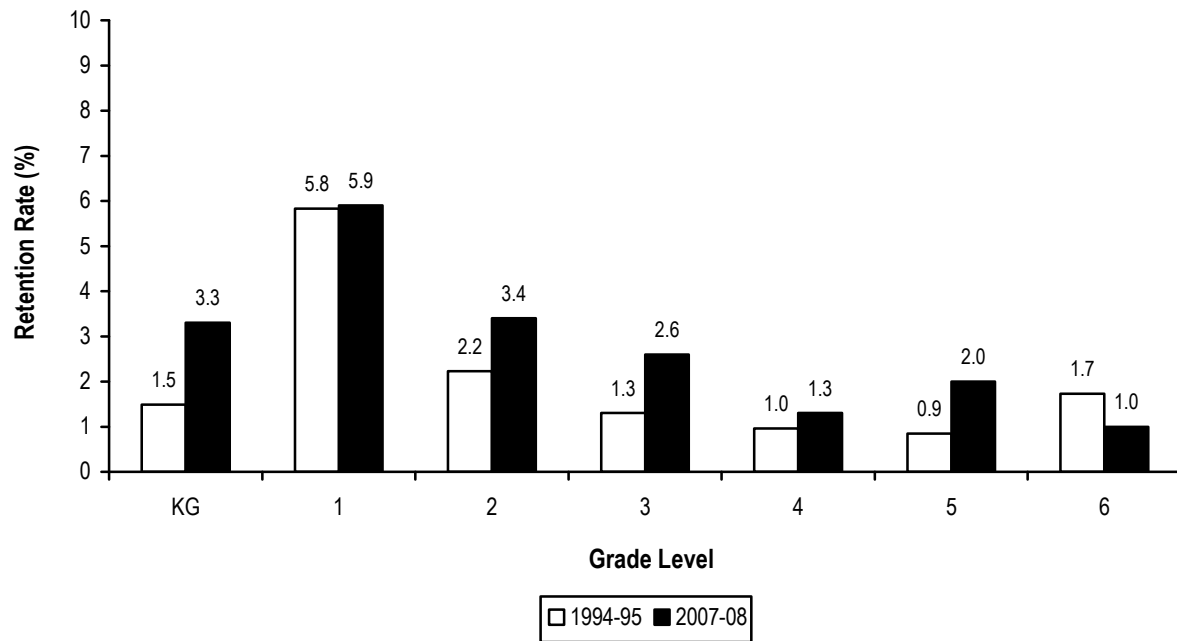


Table 2
Grade-Level Retention, by Grade, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	K		1		2		3	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1994-95	3,726	1.5	15,998	5.8	5,958	2.2	3,453	1.3
1995-96	4,524	1.7	17,299	5.9	7,225	2.6	4,251	1.5
1996-97	5,081	1.9	16,777	5.6	7,222	2.5	4,400	1.6
1997-98	6,070	2.2	17,763	6.0	8,938	3.1	5,373	1.9
1998-99	6,996	2.5	19,693	6.5	9,460	3.2	7,129	2.4
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

Year	4		5		6		Total K-6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1994-95	2,581	1.0	2,223	0.9	4,561	1.7	38,500	2.1
1995-96	2,952	1.1	2,355	0.8	4,821	1.7	43,427	2.2
1996-97	3,030	1.1	2,272	0.8	4,592	1.6	43,374	2.2
1997-98	3,546	1.3	2,587	0.9	4,808	1.7	49,085	2.5
1998-99	3,881	1.3	2,502	0.9	4,762	1.6	54,423	2.7
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

Grade-Level Retention by Grade

Secondary Grades

Across secondary grades in 2007-08, Grade 9 continued to have the highest retention rate (14.7%) (Figure 3). The lowest retention rate was in Grade 7 (1.5%).

Being classified in the same grade for two years was much more common in Grades 9-12 than in other grades (Table 2 on page 15 and Table 3). Grade 9, 10, and 12 retention rates (14.7%, 7.2%, and 8.0%, respectively) were higher than those for all other grades, and the Grade 11 retention rate (5.7%) was higher than those for all grades except Grade 1. In Grades 9-12, though, students 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 cases, students may be able to "catch up" with their peers by making up the required course. In the elementary grades, retained students are much more likely to repeat a year's curriculum in its entirety. In addition, a possible factor in the increase in the Grade 12 retention rate is the number of students who failed the more rigorous exit-level Texas Assessment of Knowledge and Skills (TAKS) test after completing all coursework and returned to school to work toward passing the exit-level test.

Figure 3
Grade-Level Retention, by Grade, Grades 7-12, Texas Public Schools, 2006-07 and 2007-08

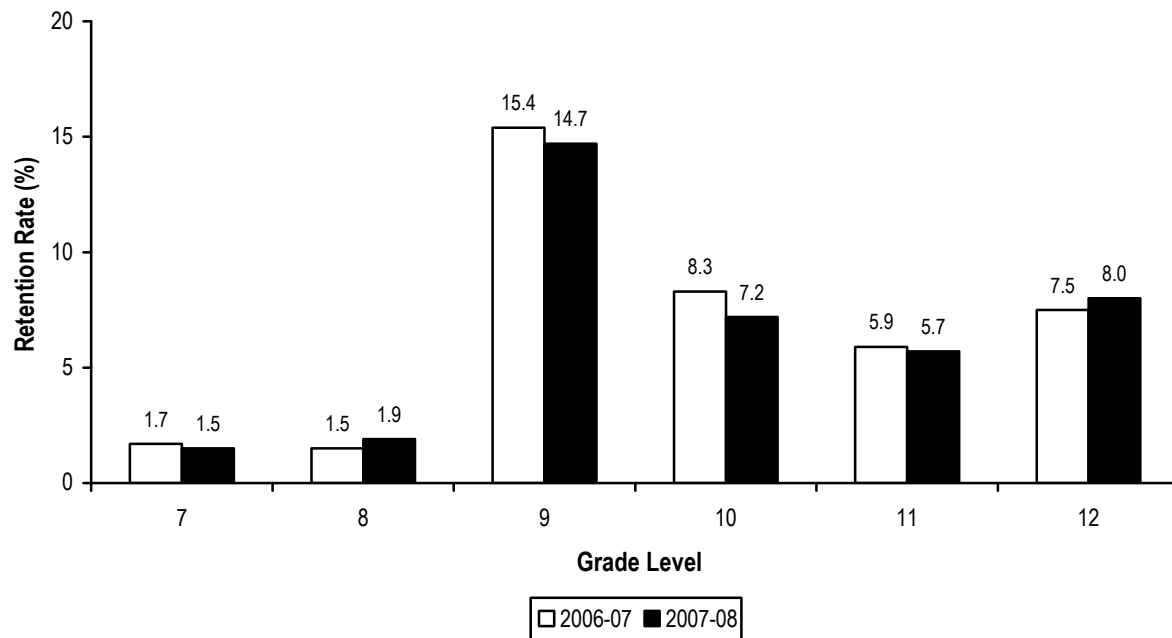


Table 3
Grade-Level Retention, by Grade, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	7		8		9		10	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1998-99	8,642	3.0	6,533	2.3	59,738	18.8	19,552	7.8
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

Year	11		12		Total 7-12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1998-99	12,063	5.6	9,583	4.6	116,111	7.4
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

Grade-Level Retention by Ethnicity

Elementary Grades

In 2007-08, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 4). However, between 2006-07 and 2007-08, rates at the elementary level dropped for all ethnic groups except Asian students, whose retention rate remained the same. Grade 1 retention rates for White students declined whereas rates for African American and Hispanic students increased or remained the same between 1994-95 and 2007-08 (Figure 4). Over the period, differences in retention rates between African American and White students and between Hispanic and White students increased in every grade except Grade 6 (Table 4).

Figure 4
Grade-Level Retention, by Ethnicity, Grade 1, Texas Public Schools, 1994-95 Through 2007-08

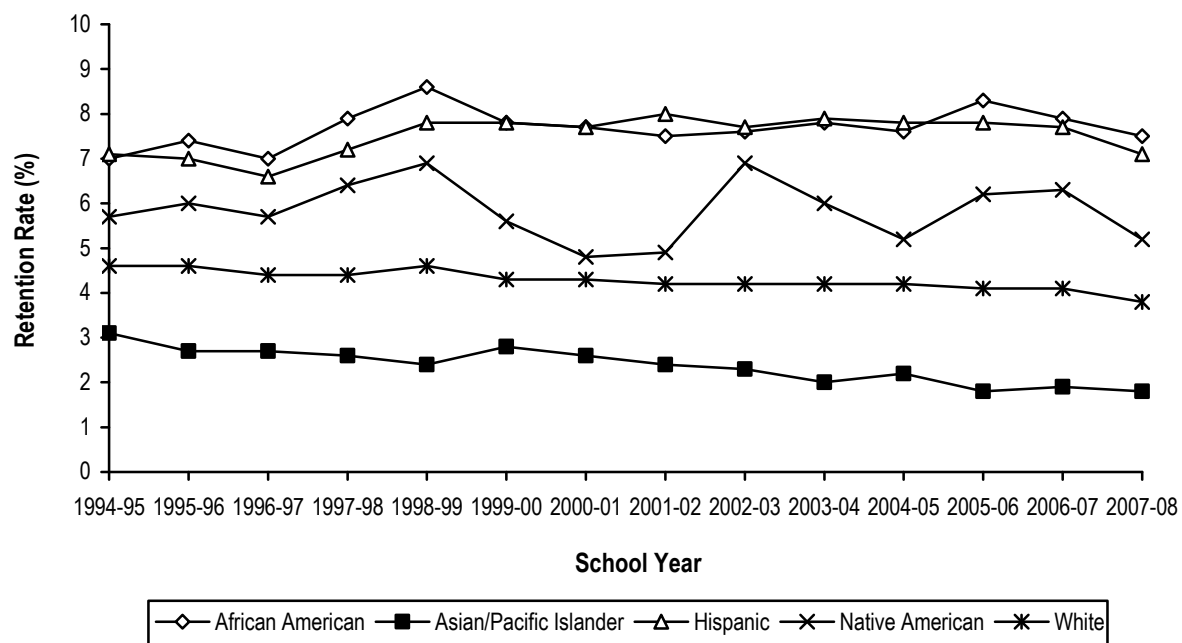


Table 4
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95
Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1994-95	474	1.3	30	0.6	1,165	1.2	10	1.4	2,047	1.8
1995-96	519	1.3	42	0.8	1,504	1.4	18	2.2	2,441	2.1
1996-97	556	1.4	42	0.7	1,764	1.6	21	2.6	2,698	2.3
1997-98	769	2.0	55	0.9	2,306	2.0	20	2.3	2,920	2.6
1998-99	845	2.1	46	0.7	2,752	2.3	23	2.8	3,330	3.0
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
Grade 1										
1994-95	2,708	7.0	182	3.1	7,353	7.1	41	5.7	5,714	4.6
1995-96	3,174	7.4	167	2.7	7,956	7.0	49	6.0	5,953	4.6
1996-97	3,039	7.0	167	2.7	7,866	6.6	50	5.7	5,655	4.4
1997-98	3,375	7.9	167	2.6	8,689	7.2	57	6.4	5,475	4.4
1998-99	3,779	8.6	165	2.4	10,014	7.8	65	6.9	5,670	4.6
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
Grade 2										
1994-95	1,130	3.0	57	1.0	3,157	3.2	13	2.0	1,601	1.3
1995-96	1,425	3.5	68	1.1	3,808	3.5	18	2.4	1,906	1.5
1996-97	1,337	3.2	82	1.3	3,784	3.4	17	2.1	2,002	1.6
1997-98	1,692	4.1	81	1.3	4,986	4.3	30	3.4	2,149	1.7
1998-99	1,896	4.4	86	1.3	5,313	4.4	23	2.6	2,142	1.7

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

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Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 3										
1994-95	753	2.1	43	0.8	1,689	1.7	11	1.7	957	0.8
1995-96	906	2.2	44	0.7	2,166	2.1	8	1.1	1,127	0.9
1996-97	870	2.1	54	0.8	2,289	2.1	16	2.0	1,171	0.9
1997-98	1,138	2.8	50	0.7	2,899	2.7	14	1.7	1,272	1.0
1998-99	1,680	4.0	88	1.3	3,964	3.4	14	1.6	1,383	1.1
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
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
Grade 4										
1994-95	505	1.4	35	0.6	1,234	1.3	11	1.9	796	0.6
1995-96	579	1.5	34	0.6	1,456	1.4	9	1.3	874	0.7
1996-97	532	1.3	32	0.5	1,538	1.4	11	1.5	917	0.7
1997-98	727	1.8	45	0.7	1,806	1.7	16	2.0	952	0.8
1998-99	784	1.9	47	0.7	2,049	1.8	12	1.3	989	0.8
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

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

continues

Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95
Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 5										
1994-95	448	1.3	–	0.5	1,017	1.1	–	0.8	728	0.6
1995-96	424	1.1	36	0.6	1,062	1.1	6	0.9	827	0.6
1996-97	339	0.9	23	0.4	1,081	1.0	9	1.3	820	0.6
1997-98	443	1.1	36	0.6	1,261	1.2	8	1.1	839	0.7
1998-99	445	1.1	–	0.6	1,211	1.1	–	0.5	797	0.6
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
Grade 6										
1994-95	928	2.6	28	0.5	2,295	2.4	9	1.6	1,301	1.0
1995-96	1,016	2.6	23	0.4	2,450	2.5	12	2.0	1,320	1.0
1996-97	830	2.1	36	0.6	2,373	2.3	13	2.0	1,340	1.0
1997-98	900	2.3	27	0.4	2,458	2.4	16	2.2	1,407	1.1
1998-99	873	2.1	31	0.5	2,468	2.3	18	2.3	1,372	1.0
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

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

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Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total K-6										
1994-95	6,946	2.7	401	1.0	17,910	2.6	99	2.3	13,144	1.5
1995-96	8,043	2.9	414	1.0	20,402	2.8	120	2.4	14,448	1.6
1996-97	7,503	2.6	436	1.0	20,695	2.7	137	2.5	14,603	1.6
1997-98	9,044	3.2	461	1.0	24,405	3.1	161	2.8	15,014	1.7
1998-99	10,302	3.5	508	1.1	27,771	3.4	159	2.7	15,683	1.8
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

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

Grade-Level Retention by Ethnicity

Secondary Grades

As was the case in the elementary grades, retention rates for African American and Hispanic students in 2007-08 were substantially higher than those for White students at most secondary grade levels (Table 5). For all ethnic groups, rates of retention were highest in Grade 9. Close to one out of five African American ninth graders (18.3%) and Hispanic ninth graders (19.3%) did not advance to Grade 10 (Figure 5). In Grade 12, retention rates increased from the previous year for all ethnic groups. The increases ranged from 0.1 percentage points for White students to 0.8 percentage points for African American students. Among African American, Hispanic and White eighth graders, retention rates decreased between 1998-99 and 2006-07. In 2007-08, the first year Student Success Initiative (SSI) promotion requirements applied to eighth-grade students, rates for all three groups increased from the prior year.

Figure 5
Grade-Level Retention, by Ethnicity, Grade 9, Texas Public Schools, 2007-08

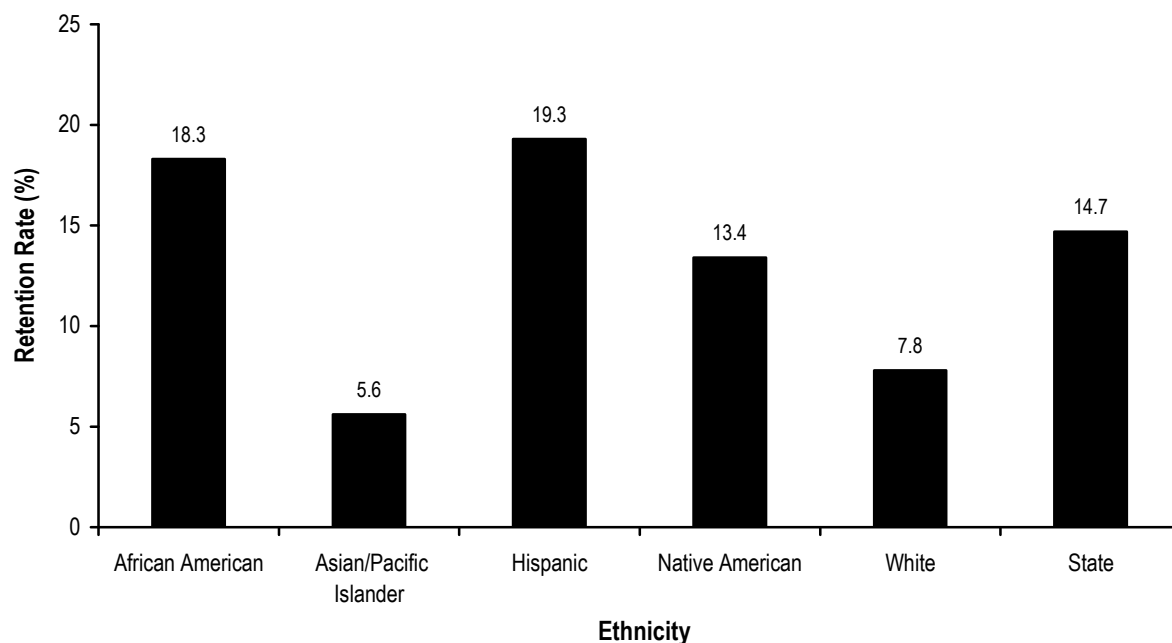


Table 5
Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99
Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1998-99	1,633	4.0	54	0.8	4,432	4.1	36	4.5	2,487	1.8
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
Grade 8										
1998-99	1,049	2.7	55	0.8	3,440	3.3	27	3.6	1,962	1.5
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
Grade 9										
1998-99	11,558	25.0	644	8.1	33,046	27.1	149	19.0	14,341	10.2
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
Grade 10										
1998-99	3,856	11.5	314	4.2	9,716	11.5	53	6.8	5,613	4.6
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

continues

Table 5 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99
Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
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
Grade 11										
1998-99	2,261	8.3	270	4.0	5,722	8.3	38	5.7	3,772	3.4
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
Grade 12										
1998-99	1,562	5.9	196	3.0	4,693	7.2	47	7.1	3,085	2.9
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
Total 7-12										
1998-99	21,919	10.2	1,533	3.6	61,049	11.0	350	7.9	31,260	4.2
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

continues

Table 5 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99
Through 2007-08

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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

Grade-Level Retention by Gender

Elementary Grades

Across the elementary grades, retention rates were highest for male first graders (7.1%) and lowest for female sixth graders (0.6%) (Figure 6). The retention rate for males was higher than that for females in every elementary grade except Grade 5 where the rates for both groups were the same. In kindergarten and Grade 6, over twice as many males were retained as females (Table 6).

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

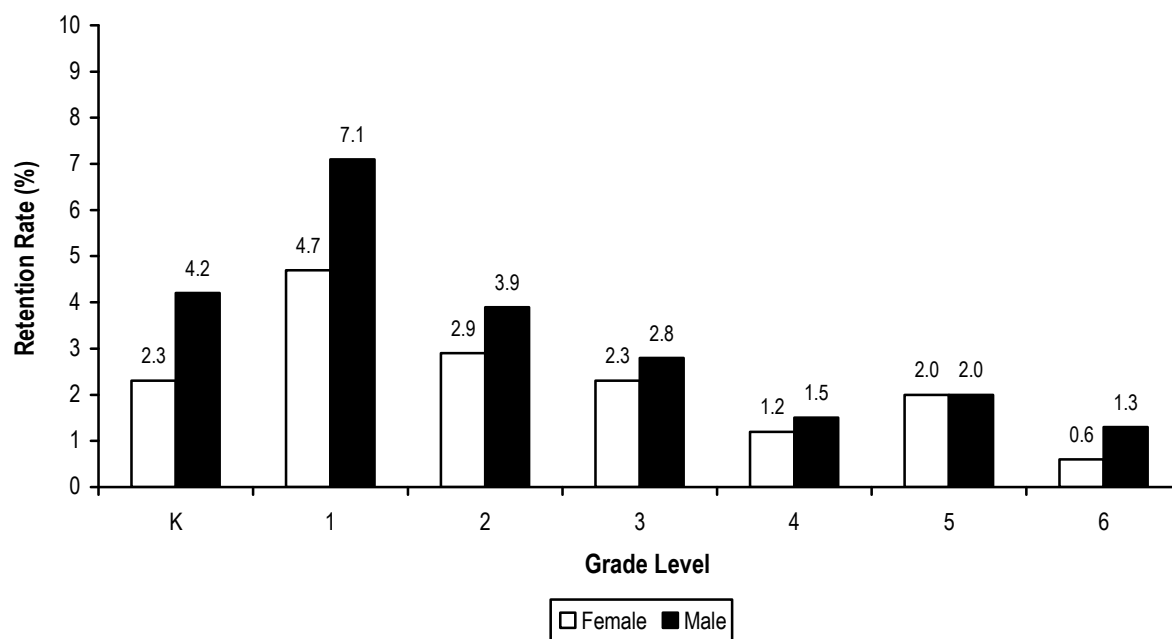


Table 6
Grade-Level Retention, by Grade and Gender, Grades K-6, Texas Public Schools, 2007-08

	Grade													
	K		1		2		3		4		5		6	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	3,818	2.3	8,344	4.7	5,019	2.9	3,895	2.3	1,906	1.2	3,314	2.0	1,035	0.6
Male	7,639	4.2	13,508	7.1	7,113	3.9	5,023	2.8	2,599	1.5	3,432	2.0	2,147	1.3

Secondary Grades

Males continued to have higher retention rates than females in most grades at the secondary level (Figure 7 and Table 7). The retention rates for males and females were highest in ninth grade, at 17.2 percent and 11.9 percent, respectively. For females and males, rates were lowest in Grade 7 (1.1 percent and 1.9 percent, respectively).

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

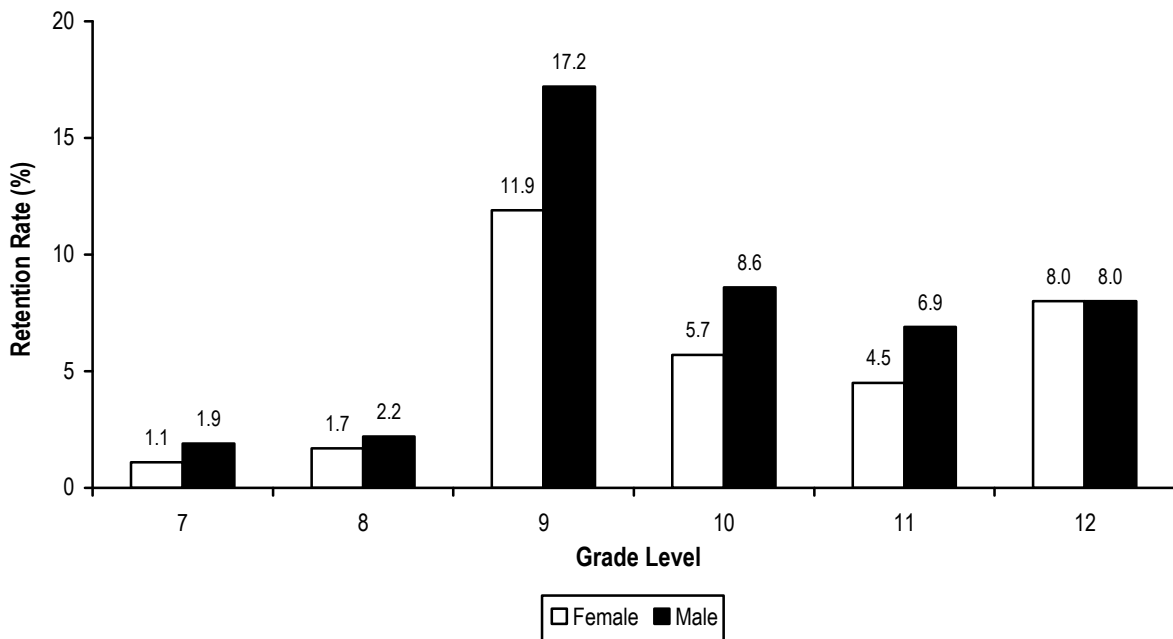


Table 7
Grade-Level Retention, by Grade and Gender, Grades 7-12, Texas Public Schools, 2007-08

Gender	Grade											
	7		8		9		10		11		12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	1,737	1.1	2,665	1.7	21,283	11.9	8,674	5.7	6,115	4.5	10,767	8.0
Male	3,315	1.9	3,658	2.2	33,548	17.2	13,540	8.6	9,415	6.9	10,757	8.0

Grade-Level Retention by Socioeconomic Status

Elementary Grades

In every elementary grade, students who were economically disadvantaged had higher retention rates in 2007-08 than students who were not economically disadvantaged (Figure 8). Rates for both economically disadvantaged and non-economically disadvantaged students were highest in Grade 1 (7.6% and 3.5%, respectively). From 2006-07 to 2007-08, retention rates for students in both groups at all grade levels decreased or remained the same (Table 8). Students in Grade 1 who were economically disadvantaged had the largest decrease in retention rate (0.5 percentage points).

Figure 8
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 2007-08

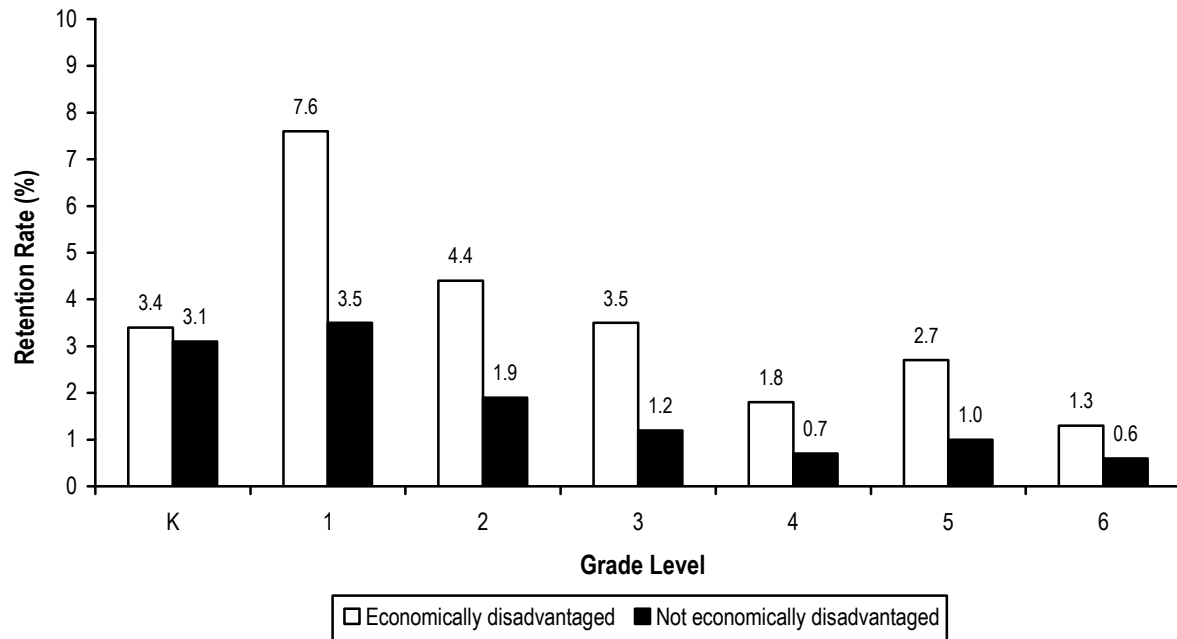


Table 8
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
1994-95	1,744	1.4	1,982	1.6
1995-96	2,250	1.6	2,274	1.7
1996-97	2,652	1.8	2,429	1.9
1997-98	3,287	2.2	2,783	2.2
1998-99	3,732	2.5	3,264	2.5
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
Grade 1				
1994-95	10,413	7.2	5,585	4.3
1995-96	11,609	7.3	5,690	4.2
1996-97	11,480	6.9	5,297	4.0
1997-98	12,441	7.5	5,322	4.1
1998-99	13,754	8.2	5,939	4.3
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
Grade 2				
1994-95	4,099	3.0	1,859	1.4
1995-96	5,150	3.4	2,075	1.6
1996-97	5,185	3.3	2,037	1.6
1997-98	6,685	4.3	2,253	1.7
1998-99	6,929	4.3	2,531	1.9

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
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
Grade 3				
1994-95	2,314	1.7	1,139	0.9
1995-96	3,048	2.1	1,203	0.9
1996-97	3,108	2.1	1,292	1.0
1997-98	4,057	2.7	1,316	1.0
1998-99	5,388	3.5	1,741	1.2
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
2006-07	7,514	3.8	1,928	1.4
2007-08	7,091	3.5	1,827	1.2
Grade 4				
1994-95	1,668	1.3	913	0.7
1995-96	2,038	1.4	914	0.7
1996-97	2,140	1.5	890	0.7
1997-98	2,549	1.8	997	0.7
1998-99	2,723	1.8	1,158	0.8
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

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
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
Grade 5				
1994-95	1,467	1.2	756	0.6
1995-96	1,542	1.1	813	0.6
1996-97	1,486	1.0	786	0.6
1997-98	1,785	1.3	802	0.6
1998-99	1,632	1.1	870	0.6
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
Grade 6				
1994-95	3,095	2.6	1,466	1.0
1995-96	3,270	2.5	1,551	1.1
1996-97	3,185	2.3	1,407	1.0
1997-98	3,392	2.5	1,416	1.0
1998-99	3,248	2.4	1,514	1.0
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
Total K-6				
1994-95	24,800	2.7	13,700	1.5
1995-96	28,907	2.9	14,520	1.5
1996-97	29,236	2.8	14,138	1.5

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools,
1994-95 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
1997-98	34,196	3.3	14,889	1.6
1998-99	37,406	3.5	17,017	1.7
1999-00	38,964	3.5	17,054	1.7
2000-01	40,579	3.6	18,738	1.9
2001-02	42,058	3.6	17,754	1.8
2002-03	46,024	3.8	17,828	1.8
2003-04	47,649	3.8	18,147	1.9
2004-05	58,285	4.5	19,316	2.0
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9
2007-08	51,171	3.6	17,621	1.7

Grade-Level Retention by Socioeconomic Status

Secondary Grades

In the secondary grades, as in the elementary grades, students who were economically disadvantaged had higher retention rates in 2007-08 than students who were not economically disadvantaged (Figure 9). The rate for each socioeconomic group was highest in Grade 9. Although Grade 9 students who were economically disadvantaged had the highest retention rate each year between 1998-99 and 2007-08, they also had the greatest rate decrease (6.1 percentage points) over the entire period (Table 9). Retention rates for both groups declined between 1998-99 and 2007-08 in every secondary grade except Grade 12. In Grade 12, rates increased by 4.8 percentage points for economically disadvantaged students and by 1.9 percentage points for students who were not economically disadvantaged.

Figure 9
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 2007-08

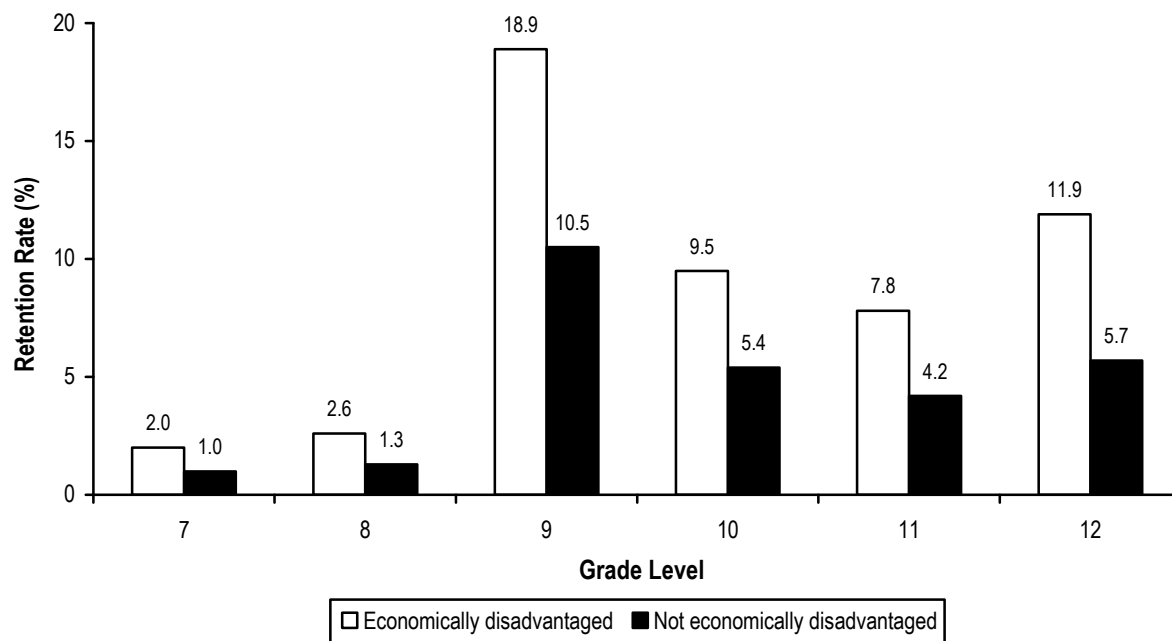


Table 9
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
1998-99	5,489	4.2	3,153	2.0
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
Grade 8				
1998-99	3,796	3.2	2,737	1.6
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
Grade 9				
1998-99	30,615	25.0	29,123	14.8
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
Grade 10				
1998-99	8,666	10.7	10,886	6.4
1999-00	9,063	10.7	10,860	6.4
2000-01	10,074	10.9	11,680	6.6
2001-02	11,411	11.4	11,315	6.4

continues

Table 9 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2002-03	13,170	12.1	11,581	6.7
2003-04	13,358	11.5	11,263	6.5
2004-05	14,317	11.8	11,082	6.5
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
2007-08	12,899	9.5	9,315	5.4
Grade 11				
1998-99	4,883	8.0	7,180	4.7
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
Grade 12				
1998-99	3,768	7.1	5,815	3.8
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
Total 7-12				
1998-99	57,217	10.1	58,894	5.9
1999-00	58,118	9.7	57,375	5.7
2000-01	59,342	9.4	58,741	5.7
2001-02	62,608	9.3	54,920	5.3
2002-03	66,581	9.2	53,781	5.2
2003-04	68,331	8.9	52,910	5.2
2004-05	73,645	9.1	50,714	5.1
2005-06	80,251	9.4	52,669	5.3

continues

Table 9 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2006-07	77,380	9.0	50,823	5.1
2007-08	76,237	8.7	49,237	4.9

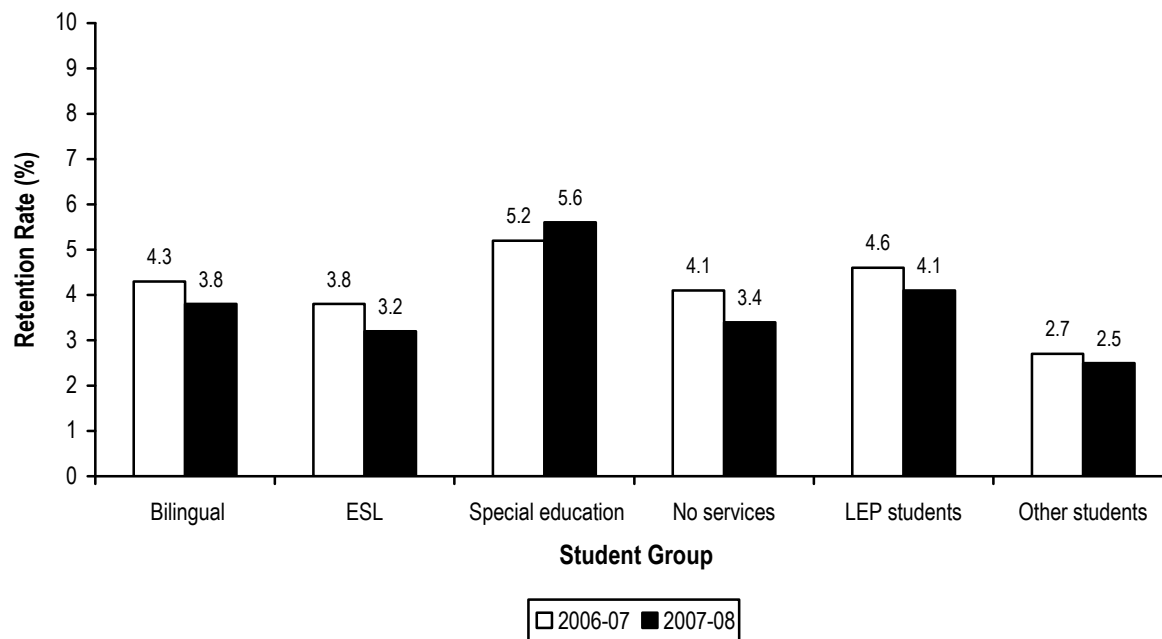
Grade-Level Retention by Limited English Proficiency Status

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 2007-08, over 93 percent of all LEP students in the elementary grades participated in bilingual or ESL programs.

In the elementary grades overall, LEP students overall had higher rates of retention than non-LEP students in all grades except kindergarten (Table 10). Retention rates in 2007-08 for LEP students receiving bilingual or special education services (3.8 % and 5.6%, respectively) were higher than the rate for LEP students who were not receiving services (3.4%) (Figure 10).

Figure 10
Grade-Level Retention, by Limited English Proficiency (LEP) Status and Service Received, Grades K-6, Texas Public Schools, 2006-07 and 2007-08



Note. ESL = English as a second language.

Table 10
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
1994-95	151	0.5	162	1.8	8	4.6	13	0.6	334	0.7	3,392	1.6
1995-96	163	0.4	197	2.0	7	3.4	16	0.7	383	0.8	4,141	1.9
1996-97	284	0.7	204	1.9	15	7.1	30	1.0	533	1.0	4,548	2.0
1997-98	364	0.9	275	2.4	16	7.6	44	1.6	699	1.3	5,371	2.4
1998-99	484	1.2	333	2.6	24	9.0	50	1.7	891	1.6	6,105	2.8
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
Grade 1												
1994-95	2,420	6.8	844	8.4	41	8.6	216	6.6	3,521	7.1	12,477	5.6
1995-96	2,315	6.2	882	7.8	63	13.9	211	6.4	3,471	6.7	13,828	5.8
1996-97	2,204	5.6	794	6.6	54	10.7	225	5.7	3,277	5.8	13,500	5.5
1997-98	2,588	6.3	822	6.5	52	11.8	236	6.2	3,698	6.4	14,065	5.9
1998-99	2,954	6.9	1,009	7.3	70	15.7	244	6.5	4,277	7.0	15,416	6.3
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
Grade 2												
1994-95	1,047	3.2	301	3.3	41	5.9	101	2.9	1,490	3.3	4,468	2.0
1995-96	1,180	3.5	294	2.9	34	5.5	99	2.9	1,607	3.3	5,618	2.4
1996-97	1,120	3.2	351	3.2	34	5.0	123	3.1	1,628	3.2	5,594	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, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1997-98	1,696	4.6	457	3.9	33	5.3	145	3.6	2,331	4.4	6,607	2.8
1998-99	1,736	4.5	486	3.8	32	5.3	126	3.3	2,380	4.2	7,080	3.0
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
Grade 3												
1994-95	575	2.1	167	2.0	18	2.1	44	1.3	804	2.0	2,649	1.2
1995-96	693	2.3	213	2.2	24	2.9	62	1.9	992	2.2	3,259	1.4
1996-97	738	2.3	223	2.1	21	2.5	66	1.8	1,048	2.2	3,352	1.4
1997-98	961	3.0	323	2.9	27	3.0	78	2.2	1,389	2.9	3,984	1.7
1998-99	1,420	4.2	427	3.6	29	3.9	101	2.9	1,977	4.0	5,152	2.1
1999-00	1,393	3.8	409	3.2	21	2.5	96	2.5	1,919	3.6	4,943	2.0
2000-01	1,551	4.1	457	3.2	30	3.2	136	3.0	2,174	3.8	5,485	2.2
2001-02	1,685	4.1	525	3.3	30	3.0	122	2.6	2,362	3.8	5,274	2.1
2002-03	2,173	5.0	713	4.1	19	2.0	153	3.3	3,058	4.6	5,866	2.4
2003-04	1,880	4.4	759	4.3	56	3.6	122	3.0	3,400	4.6	4,796	2.0
2004-05	2,763	6.1	859	4.8	52	3.2	154	3.7	4,524	5.9	5,842	2.4
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
2007-08	2,074	3.7	696	3.5	63	4.7	156	3.1	3,474	3.9	5,444	2.1
Grade 4												
1994-95	343	1.6	125	1.5	24	2.6	27	0.9	519	1.5	2,062	0.9
1995-96	327	1.4	163	1.8	29	3.1	32	1.2	551	1.5	2,401	1.0
1996-97	423	1.8	174	1.7	38	3.7	53	1.6	688	1.8	2,342	1.0
1997-98	546	2.2	210	2.0	30	3.2	44	1.5	830	2.1	2,716	1.1
1998-99	597	2.4	251	2.2	15	1.6	50	1.8	913	2.3	2,968	1.2
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

^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, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 5												
1994-95	187	1.1	85	1.0	40	3.6	24	0.9	336	1.2	1,887	0.8
1995-96	179	1.0	101	1.2	42	4.3	21	0.8	343	1.1	2,012	0.8
1996-97	197	1.0	88	0.9	44	4.1	26	0.8	355	1.1	1,917	0.8
1997-98	220	1.1	146	1.4	43	4.1	30	1.2	439	1.3	2,148	0.9
1998-99	237	1.2	143	1.3	33	3.6	12	0.5	425	1.3	2,077	0.8
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
Grade 6												
1994-95	80	1.5	457	3.0	29	2.3	114	3.6	680	2.7	3,881	1.6
1995-96	72	1.4	453	2.8	29	2.2	86	2.7	640	2.5	4,181	1.7
1996-97	70	1.4	468	2.7	28	2.3	91	2.5	657	2.4	3,935	1.5
1997-98	83	1.6	543	3.0	30	2.2	70	2.7	726	2.7	4,082	1.6
1998-99	81	1.7	617	3.2	30	2.5	63	2.6	791	2.8	3,971	1.5
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

^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, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1
2007-08	48	1.0	445	1.6	29	1.8	26	1.6	688	1.8	2,494	0.9
Total K-6												
1994-95	4,803	2.8	2,141	3.1	201	3.6	539	2.5	7,684	2.9	30,816	2.0
1995-96	4,929	2.7	2,303	3.1	228	4.2	527	2.5	7,987	2.8	35,440	2.1
1996-97	5,036	2.6	2,302	2.8	234	4.2	614	2.5	8,186	2.7	35,188	2.1
1997-98	6,458	3.2	2,776	3.2	231	4.2	647	2.9	10,112	3.2	38,973	2.3
1998-99	7,509	3.7	3,266	3.5	233	4.6	646	3.0	11,654	3.6	42,769	2.5
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

^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

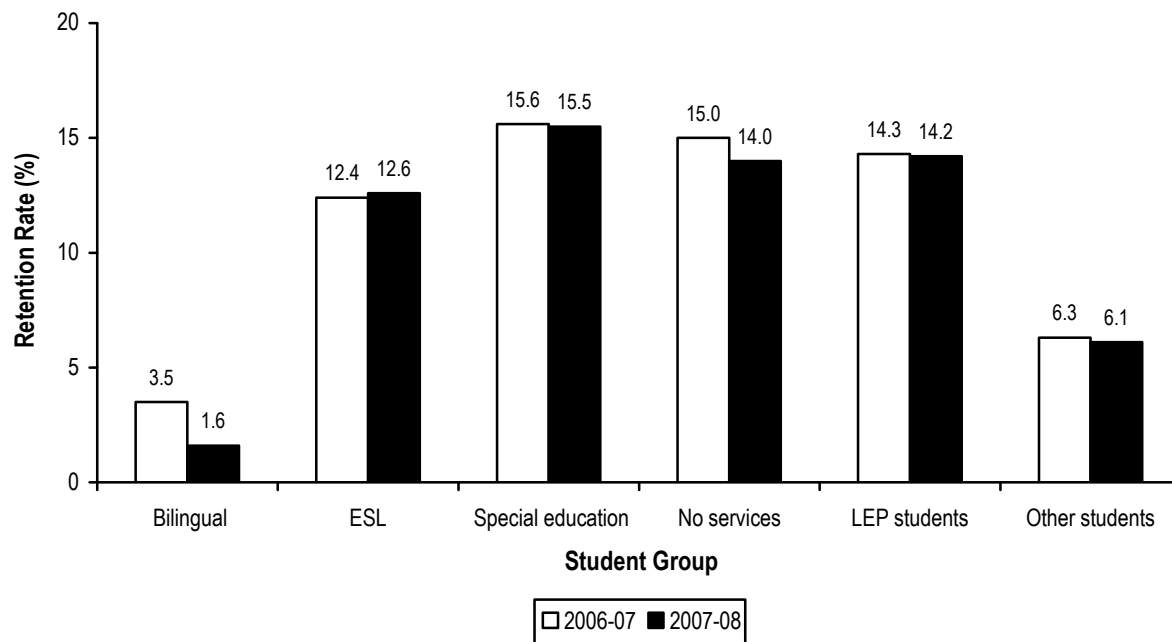
Secondary Grades

In 2007-08, the retention rate for LEP students in the secondary grades decreased from the previous year by 0.1 percentage points to 14.2 percent (Table 11). Decreases ranging from 0.4 to 2.4 percentage points in Grades 7, 9, 10, and 11 were offset by increases of 0.9 percentage points and 1.9 percentage points in Grades 12 and 8, respectively.

The retention rate for students not identified as LEP (6.1%) decreased by 0.2 percentage points from the previous year. Rates for non-LEP students decreased in all grades except Grades 8 and 12, which had increases of 0.4 percentage points each. The difference in retention rates between students who were LEP and students who were not changed from 8.0 percentage points in 2006-07 to 8.1 percentage points in 2007-08—an increase of 0.1 percentage points.

Over 88 percent of LEP students in secondary school were served in ESL programs. The retention rate for secondary school ESL students in 2007-08 was 12.6 percent (Figure 11).

Figure 11
Grade-Level Retention, by Limited English Proficiency (LEP) Status and Service Received, Grades 7-12, Texas Public Schools, 2006-07 and 2007-08



Note. ESL = English as a second language.

Table 11
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
1998-99	14	3.7	905	4.8	44	3.7	91	3.7	1,054	4.6	7,588	2.8
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
Grade 8												
1998-99	–	2.5	567	3.7	–	5.1	72	3.1	694	3.7	5,839	2.2
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
Grade 9												
1998-99	18	22.0	5,476	31.3	414	31.8	1,005	29.0	6,913	30.9	52,825	17.8
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
Grade 10												
1998-99	–	5.3	1,514	14.1	–	12.9	323	12.4	1,938	13.7	17,614	7.5

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, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	–	14.3	1,519	13.3	–	13.4	344	13.4	1,965	13.3	17,958	7.5
2000-01	–	12.5	1,739	14.5	–	14.1	307	14.1	2,174	14.4	19,580	7.7
2001-02	0	0.0	2,028	15.1	151	14.3	293	14.8	2,472	15.0	20,254	7.8
2002-03	–	11.1	2,252	15.1	–	13.9	291	16.4	2,695	15.2	22,056	8.3
2003-04	0	0.0	2,044	14.1	220	17.9	196	15.5	3,099	16.5	21,522	7.9
2004-05	–	33.3	1,984	14.6	243	17.0	183	16.1	3,106	16.0	22,293	8.2
2005-06	–	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
2007-08	–	20.0	1,719	11.1	244	14.9	139	11.1	2,544	12.7	19,670	6.8
Grade 11												
1998-99	–	9.1	777	11.6	–	11.5	145	8.1	993	10.9	11,070	5.4
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
Grade 12												
1998-99	0	0.0	567	15.5	52	10.1	101	7.0	720	12.8	8,863	4.4
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
Total 7-12												
1998-99	40	5.8	9,806	13.4	729	13.5	1,737	12.4	12,312	13.2	103,799	7.0
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

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, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5
2003-04	32	9.5	11,062	12.2	1,222	14.2	890	12.2	17,380	13.8	103,861	6.3
2004-05	11	4.9	11,348	12.4	1,381	13.8	995	13.3	18,532	13.7	105,827	6.3
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3
2007-08	5	1.6	13,177	12.6	1,638	15.5	935	14.0	19,430	14.2	106,044	6.1

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 2007-08 (84.6%), 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. The same five categories accounted for most elementary special education students who were retained in 2007-08 (87.5%).

In 2007-08, retention rates for special education students varied widely based on primary disability and grade (Table 12 on page 52). In kindergarten, students with other health impairments had the highest retention rate (16.5%) among students with one of the five most common disabilities. In Grades 1 and 3, retention rates were highest for students with speech impairments. In Grades 2, 4, 5, and 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 had the lowest or next to lowest rates.

In Grade 1, retention rates were highest for students with speech impairments (13.2%) and learning disabilities (10.3%) (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 2.9 percentage points in Grade 1 to just 0.3 percentage points by Grade 6.

Figure 12
Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, by Grade, Grades K-6, Texas Public Schools, 2007-08

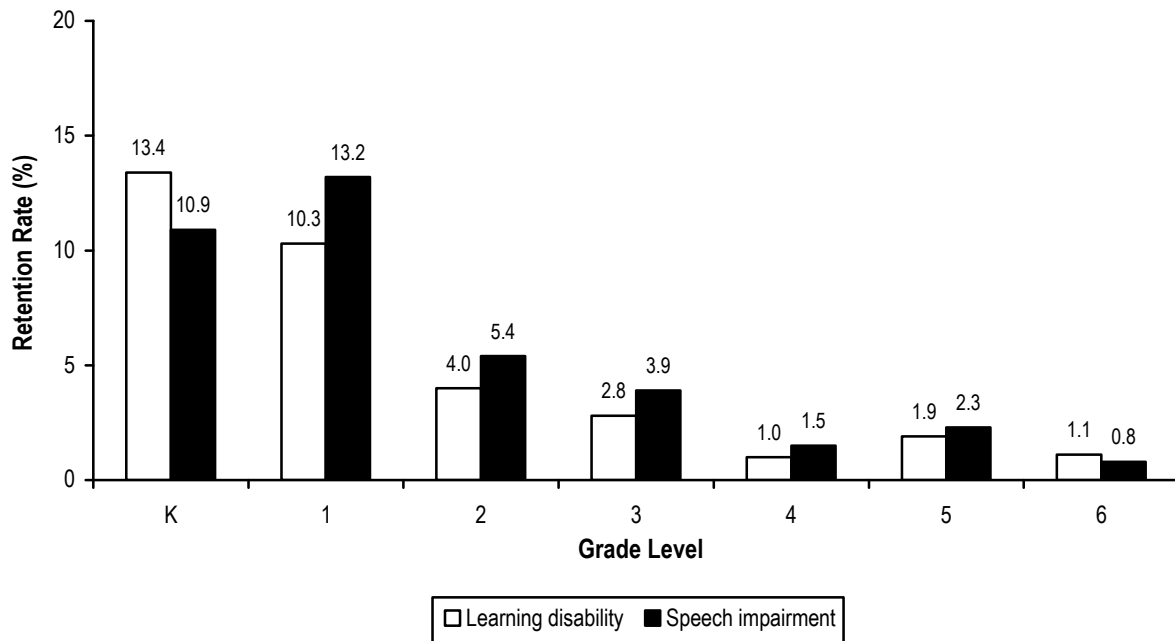


Table 12**Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades K-6, Texas Public Schools, 2004-05 Through 2007-08**

Year	Learning disability			Speech impairment			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2004-05	261	1,727	15.1	2,234	20,365	11.0	359	2,018	17.8
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
Grade 1									
2004-05	550	6,212	8.9	2,351	18,738	12.6	250	3,074	8.1
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
Grade 2									
2004-05	379	11,479	3.3	746	14,050	5.3	164	3,695	4.4
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
Grade 3									
2004-05	332	19,274	1.7	432	10,058	4.3	103	5,015	2.1
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
Grade 4									
2004-05	225	23,423	1.0	119	6,612	1.8	78	5,859	1.3
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
Grade 5									
2004-05	268	26,643	1.0	158	3,988	4.0	143	6,340	2.3
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
Grade 6									
2004-05	298	27,401	1.1	35	2,263	1.6	107	6,022	1.8
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
Grades K-6									
2004-05	2,313	116,159	2.0	6,075	76,074	8.0	1,204	32,023	3.8
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

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, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2004-05 Through 2007-08

Year	Autism			Mental retardation			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2004-05	193	1,359	14.2	167	1,147	14.6	57	544	10.5
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
Grade 1									
2004-05	95	1,485	6.4	86	1,515	5.7	69	1,169	5.9
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
Grade 2									
2004-05	46	1,329	3.5	85	1,692	5.0	44	1,644	2.7
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
Grade 3									
2004-05	38	1,366	2.8	52	1,901	2.7	37	2,242	1.7
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
Grade 4									
2004-05	39	1,352	2.9	60	1,975	3.0	40	2,954	1.4
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
Grade 5									
2004-05	57	1,242	4.6	171	2,374	7.2	61	3,469	1.8
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
Grade 6									
2004-05	42	1,148	3.7	109	2,308	4.7	84	4,070	2.1
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
Grades K-6									
2004-05	510	9,281	5.5	730	12,912	5.7	392	16,092	2.4
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

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.

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Table 12 (continued)

Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades K-6, Texas Public Schools, 2004-05 Through 2007-08

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2004-05	36	269	13.4	58	361	16.1	35	242	14.5
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
Grade 1									
2004-05	34	322	10.6	35	387	9.0	26	238	10.9
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
Grade 2									
2004-05	12	338	3.6	19	404	4.7	12	210	5.7
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
Grade 3									
2004-05	–	<400	2.3	8	386	2.1	6	242	2.5
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
Grade 4									
2004-05	9	352	2.6	9	381	2.4	9	236	3.8
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
Grade 5									
2004-05	9	426	2.1	21	431	4.9	15	221	6.8
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
Grade 6									
2004-05	–	<450	1.0	10	374	2.7	7	221	3.2
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
Grades K-6									
2004-05	112	2,469	4.5	160	2,724	5.9	110	1,610	6.8
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

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.

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2004-05 Through 2007-08

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2004-05	10	49	20.4	–	<300	25.2	0	8	0.0
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
Grade 1									
2004-05	–	<100	6.3	–	<50	11.1	0	9	0.0
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
Grade 2									
2004-05	–	<100	1.3	–	<50	33.3	–	<50	7.7
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
Grade 3									
2004-05	–	<150	5.0	0	1	0.0	0	14	0.0
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
Grade 4									
2004-05	–	<100	2.2	0	0	0.0	0	7	0.0
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
Grade 5									
2004-05	5	117	4.3	0	0	0.0	–	<50	40.0
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
Grade 6									
2004-05	–	<150	0.8	0	0	0.0	–	<50	23.1
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
Grades K-6									
2004-05	28	632	4.4	72	291	24.7	6	69	8.7
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

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.

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades K-6, Texas Public Schools, 2004-05 Through 2007-08

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2004-05	0	3	0.0	3,547	30,006	11.8
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
Grade 1						
2004-05	0	3	0.0	3,635	35,597	10.2
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
Grade 2						
2004-05	0	0	0.0	1,615	37,724	4.3
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
Grade 3						
2004-05	0	0	0.0	1,117	43,668	2.6
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
Grade 4						
2004-05	0	0	0.0	631	45,871	1.4
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
Grade 5						
2004-05	0	0	0.0	1,057	47,698	2.2
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
Grade 6						
2004-05	0	0	0.0	749	46,644	1.6
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
Grades K-6						
2004-05	0	6	0.0	12,351	287,208	4.3
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

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 2007-08, most secondary special education students overall (92.6%), as well as most secondary special education students who were retained (94.1%), 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.

As in the elementary grades, 2007-08 retention rates for special education students in the secondary grades varied widely based on primary disability and grade (Table 13 on page 60). In Grades 7, 8, and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grades 7, 8, and 12, retention rates were lowest for students with learning disabilities. In Grades 9, 10, and 11, retention rates were lowest for students with autism. In each year between 2004-05 and 2007-08, more than one in five ninth graders receiving special education services were retained.

In Grade 7, the 2007-08 retention rate for students with emotional disturbance (3.2%) was 1.3 percentage points higher than the retention rate for students with learning disabilities (1.9%) (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 well over twice 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, by Grade, Grades 7-12, Texas Public Schools, 2007-08

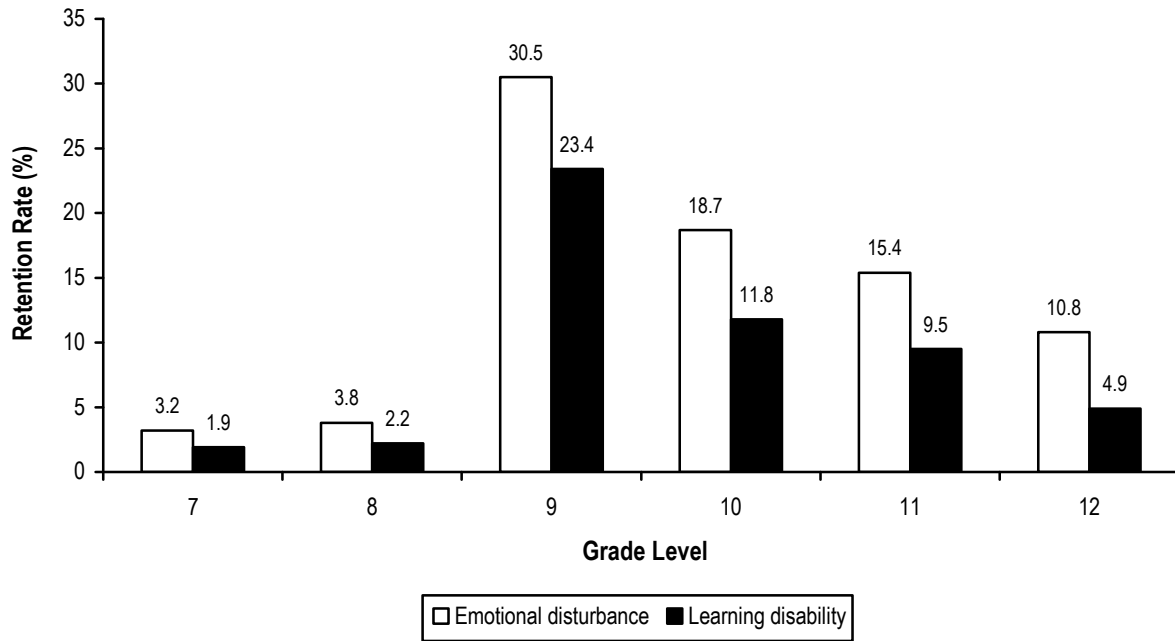


Table 13
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades 7-12, Texas Public Schools, 2004-05 Through 2007-08

Year	Learning disability			Other health impairment			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2004-05	600	27,020	2.2	142	5,520	2.6	158	4,321	3.7
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
Grade 8									
2004-05	398	26,251	1.5	144	5,071	2.8	153	4,443	3.4
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
Grade 9									
2004-05	6,756	30,649	22.0	1,131	5,337	21.2	1,717	5,587	30.7
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
Grade 10									
2004-05	2,889	23,478	12.3	446	3,868	11.5	698	3,397	20.6
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
Grade 11									
2004-05	1,600	20,018	8.0	288	3,085	9.3	340	2,432	14.0
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
Grade 12									
2004-05	980	20,051	4.9	312	2,937	10.6	261	2,283	11.4
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
Grades 7-12									
2004-05	13,223	147,467	9.0	2,463	25,818	9.5	3,327	22,463	14.8
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

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.

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Table 13 (continued)

Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades 7-12, Texas Public Schools, 2004-05 Through 2007-08

Year	Mental retardation			Autism			Speech impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2004-05	74	2,329	3.2	19	1,017	1.9	28	1,219	2.3
2005-06	82	2,373	3.5	21	1,222	1.7	19	1,176	1.6
2006-07	91	2,440	3.7	28	1,376	2.0	24	1,080	2.2
2007-08	80	2,238	3.6	31	1,589	2.0	15	1,076	1.4
Grade 8									
2004-05	353	2,699	13.1	112	1,043	10.7	9	699	1.3
2005-06	331	2,607	12.7	133	1,173	11.3	7	629	1.1
2006-07	291	2,562	11.4	117	1,339	8.7	9	621	1.4
2007-08	254	2,655	9.6	92	1,495	6.2	10	576	1.7
Grade 9									
2004-05	394	2,894	13.6	65	803	8.1	69	460	15.0
2005-06	365	2,820	12.9	78	1,028	7.6	65	410	15.9
2006-07	340	2,696	12.6	76	1,181	6.4	63	383	16.4
2007-08	347	2,672	13.0	82	1,329	6.2	57	350	16.3
Grade 10									
2004-05	224	2,451	9.1	36	615	5.9	26	254	10.2
2005-06	182	2,540	7.2	46	788	5.8	15	261	5.7
2006-07	161	2,421	6.7	34	973	3.5	20	230	8.7
2007-08	129	2,325	5.5	39	1,117	3.5	13	194	6.7
Grade 11									
2004-05	451	2,776	16.3	65	599	10.9	11	182	6.0
2005-06	426	2,734	15.6	61	694	8.8	14	184	7.6
2006-07	290	2,693	10.8	70	830	8.4	11	181	6.1
2007-08	190	2,491	7.6	47	1,033	4.5	9	145	6.2
Grade 12									
2004-05	1,604	3,668	43.7	317	697	45.5	16	192	8.3
2005-06	1,822	3,872	47.1	419	853	49.1	23	150	15.3
2006-07	2,088	4,156	50.2	499	1,047	47.7	16	142	11.3
2007-08	2,453	4,554	53.9	652	1,297	50.3	18	141	12.8
Grades 7-12									
2004-05	3,100	16,817	18.4	614	4,774	12.9	159	3,006	5.3
2005-06	3,208	16,946	18.9	758	5,758	13.2	143	2,810	5.1
2006-07	3,261	16,968	19.2	824	6,746	12.2	143	2,637	5.4
2007-08	3,453	16,935	20.4	943	7,860	12.0	122	2,482	4.9

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, by Grade and Primary Disability, Grades 7-12, Texas Public Schools, 2004-05 Through 2007-08

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2004-05	8	412	1.9	7	404	1.7	–	<200	1.5
2005-06	–	<450	0.7	–	<400	1.1	–	<250	1.3
2006-07	–	<450	1.0	10	404	2.5	–	<250	0.5
2007-08	6	459	1.3	–	<350	1.2	–	<250	1.3
Grade 8									
2004-05	6	369	1.6	29	409	7.1	–	<250	6.6
2005-06	–	<450	1.7	31	373	8.3	19	198	9.6
2006-07	–	<400	1.8	24	364	6.6	–	<250	3.4
2007-08	9	423	2.1	30	407	7.4	10	220	4.5
Grade 9									
2004-05	64	416	15.4	51	413	12.4	32	212	15.1
2005-06	42	413	10.2	55	398	13.8	29	246	11.8
2006-07	57	427	13.3	53	362	14.6	21	203	10.3
2007-08	68	430	15.8	40	370	10.8	20	224	8.9
Grade 10									
2004-05	36	336	10.7	23	349	6.6	21	195	10.8
2005-06	13	355	3.7	–	<350	5.2	–	<200	5.3
2006-07	22	351	6.3	18	334	5.4	10	201	5.0
2007-08	20	381	5.2	–	<300	3.8	5	179	2.8
Grade 11									
2004-05	17	325	5.2	38	360	10.6	17	205	8.3
2005-06	22	302	7.3	37	352	10.5	13	191	6.8
2006-07	23	353	6.5	21	337	6.2	10	179	5.6
2007-08	15	350	4.3	20	310	6.5	–	<250	1.9
Grade 12									
2004-05	23	347	6.6	131	423	31.0	53	218	24.3
2005-06	34	323	10.5	148	442	33.5	59	240	24.6
2006-07	36	334	10.8	154	460	33.5	66	229	28.8
2007-08	46	376	12.2	167	464	36.0	66	241	27.4
Grades 7-12									
2004-05	154	2,205	7.0	279	2,358	11.8	141	1,252	11.3
2005-06	121	2,208	5.5	293	2,267	12.9	133	1,290	10.3
2006-07	149	2,271	6.6	280	2,261	12.4	116	1,258	9.2
2007-08	164	2,419	6.8	272	2,174	12.5	108	1,300	8.3

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.

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Table 13 (continued)

Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades 7-12, Texas Public Schools, 2004-05 Through 2007-08

Year	Traumatic brain injury			Deaf-blind			Developmental Delay		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2004-05	–	<100	3.2	–	<50	11.1	0	0	0.0
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
Grade 8									
2004-05	–	<150	5.1	–	<50	7.7	0	0	0.0
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
Grade 9									
2004-05	24	149	16.1	0	11	0.0	0	0	0.0
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
Grade 10									
2004-05	13	123	10.6	–	<50	12.5	0	0	0.0
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
Grade 11									
2004-05	11	128	8.6	–	<50	20.0	0	0	0.0
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
Grade 12									
2004-05	32	167	19.2	–	<50	52.9	0	0	0.0
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
Grades 7-12									
2004-05	89	780	11.4	13	63	20.6	0	0	0.0
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

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.

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Table 13 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades 7-12, Texas Public Schools, 2004-05 Through 2007-08

Year	Noncategorical early childhood			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2004-05	0	0	0.0	1,115	44,458	2.5
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
Grade 8						
2004-05	0	0	0.0	1,274	43,036	3.0
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
Grade 9						
2004-05	0	0	0.0	10,605	48,287	22.0
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
Grade 10						
2004-05	0	0	0.0	4,548	35,983	12.6
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
Grade 11						
2004-05	0	1	0.0	2,915	30,728	9.5
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
Grade 12						
2004-05	0	0	0.0	3,799	31,626	12.0
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
Grades 7-12						
2004-05	0	1	0.0	24,256	234,118	10.4
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

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 (TEC, 2007). 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. Migrant status applies to students between the ages of 3 and 21 who have changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. A student is considered overage for grade if his or her age on September 1 is higher than the grade level plus five years. For example, first graders older than six years of age are classified as overage.

In most grades, the retention rate for at-risk students was higher than the state retention rate each year from 1994-95 through 2007-08 (Table 14). In 2007-08, the retention rate for at-risk students was highest in first grade (7.8%), followed by second grade (4.7%) (Figure 14).

Figure 14
Grade-Level Retention, by Grade and At-Risk Student Characteristic, Grades K-6, Texas Public Schools, 2007-08

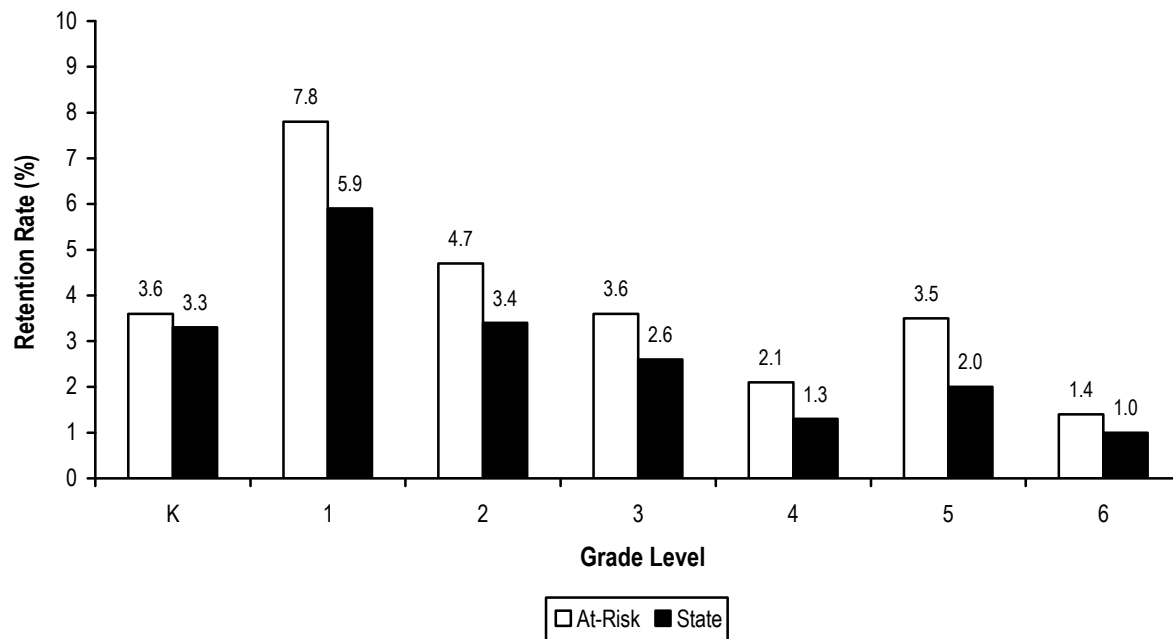


Table 14
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1994-95	931	1.4	n/a ^a	n/a	51	1.0	68	0.7	3,726	1.5
1995-96	1,009	1.5	n/a	n/a	69	1.7	88	0.9	4,524	1.7
1996-97	1,289	1.8	n/a	n/a	74	1.8	76	0.7	5,081	1.8
1997-98	1,720	2.3	n/a	n/a	116	2.8	89	0.8	6,070	2.2
1998-99	2,040	2.6	n/a	n/a	131	2.9	104	0.9	6,996	2.5
1999-00	2,552	3.1	n/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
Grade 1										
1994-95	7,093	8.3	n/a	n/a	497	7.9	352	1.3	15,998	5.8
1995-96	6,958	8.1	n/a	n/a	330	7.0	349	1.2	17,299	5.9
1996-97	6,397	7.2	n/a	n/a	316	6.8	353	1.3	16,777	5.6
1997-98	7,341	7.9	n/a	n/a	411	8.5	377	1.4	17,763	6.0
1998-99	8,653	8.7	n/a	n/a	432	8.3	672	2.2	19,693	6.5
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
Grade 2										
1994-95	2,732	3.1	n/a	n/a	188	3.0	318	0.8	5,958	2.2
1995-96	3,003	3.4	n/a	n/a	161	3.4	403	1.1	7,225	2.6
1996-97	3,140	3.4	n/a	n/a	161	3.5	442	1.2	7,222	2.5
1997-98	4,302	4.6	n/a	n/a	236	5.2	523	1.5	8,938	3.1
1998-99	4,681	4.8	n/a	n/a	248	4.9	848	2.3	9,460	3.2

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, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	5,517	5.0	n/a ^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
Grade 3										
1994-95	1,511	1.7	n/a	n/a	131	2.1	340	0.8	3,453	1.3
1995-96	1,779	2.0	n/a	n/a	74	1.6	370	0.8	4,251	1.5
1996-97	1,916	2.1	n/a	n/a	98	2.2	375	0.9	4,400	1.5
1997-98	2,653	2.9	n/a	n/a	131	2.9	523	1.3	5,373	1.9
1998-99	3,414	3.6	n/a	n/a	154	3.2	1,074	2.6	7,129	2.4
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
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
Grade 4										
1994-95	1,556	1.3	n/a	n/a	80	1.2	387	0.7	2,581	1.0
1995-96	1,441	1.4	n/a	n/a	54	1.2	431	0.8	2,952	1.0
1996-97	1,728	1.6	n/a	n/a	64	1.5	408	0.9	3,030	1.1
1997-98	2,089	2.0	n/a	n/a	75	1.7	528	1.3	3,546	1.3
1998-99	2,171	2.2	n/a	n/a	77	1.7	630	1.4	3,881	1.3
1999-00	2,316	2.3	n/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

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, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 5										
1994-95	1,231	1.0	n/a ^a	n/a	55	0.9	607	1.0	2,223	0.9
1995-96	1,197	1.0	n/a	n/a	54	1.2	618	1.1	2,355	0.8
1996-97	1,150	1.0	n/a	n/a	45	1.0	582	1.1	2,272	0.8
1997-98	1,450	1.4	n/a	n/a	37	0.9	638	1.4	2,587	0.9
1998-99	1,270	1.3	n/a	n/a	40	0.9	554	1.2	2,502	0.9
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
Grade 6										
1994-95	2,982	2.5	n/a	n/a	161	2.5	1,717	2.6	4,561	1.7
1995-96	2,719	2.5	n/a	n/a	89	1.9	1,801	2.7	4,821	1.7
1996-97	2,378	2.4	n/a	n/a	93	2.0	1,531	2.5	4,592	1.6
1997-98	2,525	2.6	n/a	n/a	84	1.9	1,566	2.9	4,808	1.7
1998-99	2,459	2.6	n/a	n/a	107	2.3	1,508	2.9	4,762	1.6
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
Total K-6										
1994-95	18,036	2.6	n/a	n/a	1,163	2.7	3,789	1.3	38,500	2.1

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

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

continues

Table 14 (continued)

Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1995-96	18,106	2.7	n/a ^a	n/a	831	2.6	4,060	1.4	43,427	2.2
1996-97	17,998	2.7	n/a	n/a	851	2.7	3,767	1.4	43,374	2.2
1997-98	22,080	3.3	n/a	n/a	1,090	3.5	4,244	1.7	49,085	2.5
1998-99	24,688	3.7	n/a	n/a	1,189	3.6	5,390	2.1	54,423	2.7
1999-00	27,900	3.9	n/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

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 1998-99 through 2007-08, retention rates in the secondary grades were higher for at-risk students than for the state overall (Table 15). In 2007-08, 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 substantially higher than the state average at every grade level (Figure 15).

Figure 15
Grade-Level Retention, by Grade and Overage Student Characteristic, Grades 7-12, Texas Public Schools, 2007-08

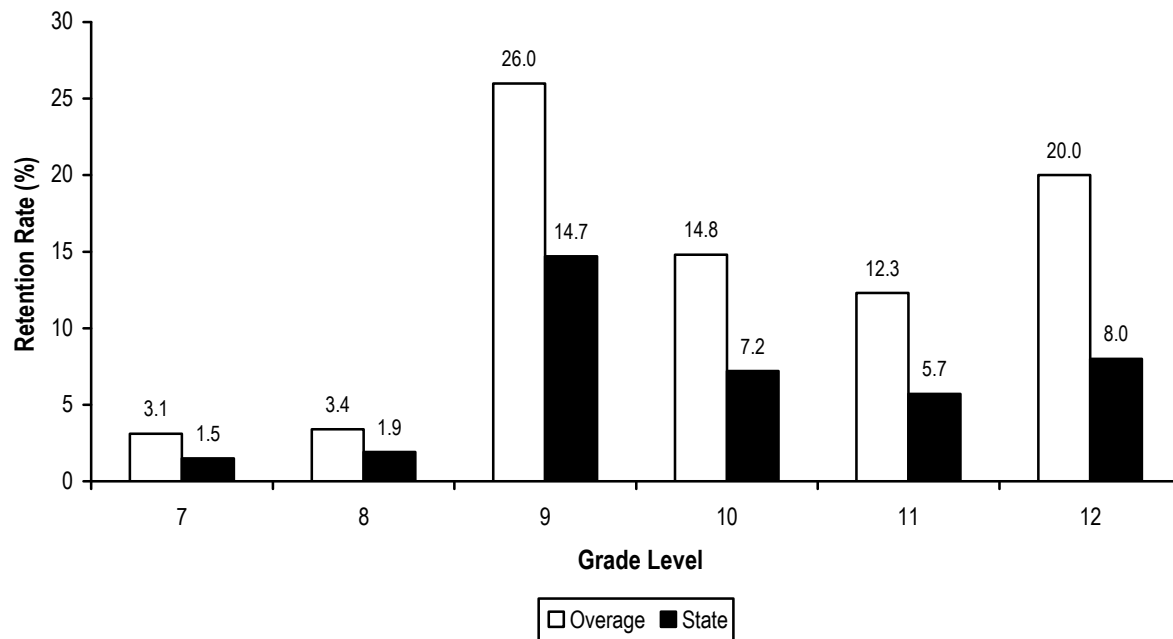


Table 15
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1998-99	4,161	4.6	n/a ^a	n/a	186	3.9	3,275	5.3	8,642	3.0
1999-00	4,130	4.3	n/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
Grade 8										
1998-99	2,915	3.1	n/a	n/a	162	3.5	2,623	4.0	6,533	2.3
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
Grade 9										
1998-99	29,589	25.1	n/a	n/a	1,429	26.7	32,180	29.8	59,738	18.8
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
Grade 10										
1998-99	9,648	10.8	n/a	n/a	427	11.5	10,428	14.7	19,552	7.8
1999-00	10,347	11.0	n/a	n/a	425	11.5	10,521	15.0	19,923	7.8

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

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

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Table 15 (continued)

Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
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
Grade 11										
1998-99	5,931	8.0	n/a ^a	n/a	282	9.3	5,773	11.6	12,063	5.6
1999-00	6,593	8.2	n/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
Grade 12										
1998-99	4,296	6.6	n/a	n/a	170	5.9	4,606	9.9	9,583	4.6
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
Total 7-12										
1998-99	56,540	10.6	n/a	n/a	2,656	10.9	58,885	14.6	116,111	7.4
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

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, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08**

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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

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

Students participate in instructional programs designed to meet their 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.

In most years between 1994-95 and 2007-08, 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 2007-08, 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, by Grade and Title I Program Participation, Grades K-6, Texas Public Schools, 2007-08

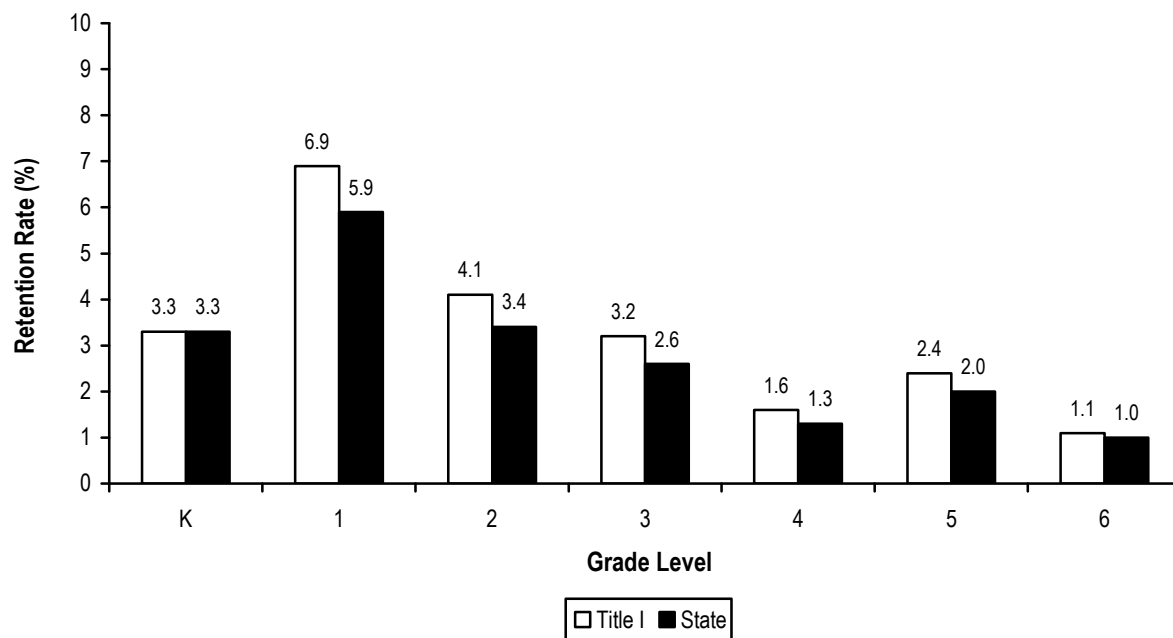


Table 16
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
1994-95	0	0.0	585	2.2	3,726	1.5
1995-96	–	0.3	1,302	1.1	4,524	1.7
1996-97	–	0.3	1,994	1.4	5,081	1.8
1997-98	–	0.1	2,734	1.8	6,070	2.2
1998-99	–	0.4	3,275	2.0	6,996	2.5
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
Grade 1						
1994-95	15	0.2	4,187	9.5	15,998	5.8
1995-96	32	0.3	8,528	6.6	17,299	5.9
1996-97	20	0.2	9,223	5.7	16,777	5.6
1997-98	33	0.4	10,839	6.4	17,763	6.0
1998-99	27	0.3	12,100	6.8	19,693	6.5
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
Grade 2						
1994-95	11	0.1	1,558	3.8	5,958	2.2
1995-96	18	0.1	4,101	3.3	7,225	2.6
1996-97	15	0.1	4,518	3.0	7,222	2.5
1997-98	23	0.2	5,972	3.6	8,938	3.1
1998-99	16	0.1	6,300	3.7	9,460	3.2

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

^aPrior to 1995-96, Title I was called Chapter I.

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 3						
1994-95	14	0.1	845	2.1	3,453	1.3
1995-96	16	0.1	2,394	2.0	4,251	1.5
1996-97	13	0.1	2,691	1.8	4,400	1.5
1997-98	17	0.1	3,554	2.2	5,373	1.9
1998-99	28	0.1	4,873	2.9	7,129	2.4
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
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
Grade 4						
1994-95	15	0.1	506	1.4	2,581	1.0
1995-96	17	0.1	1,512	1.3	2,952	1.0
1996-97	23	0.1	1,799	1.2	3,030	1.1
1997-98	–	<0.1	2,245	1.5	3,546	1.3
1998-99	16	0.1	2,382	1.5	3,881	1.3
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

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

^aPrior to 1995-96, Title I was called Chapter I.

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
Grade 5						
1994-95	8	<0.1	369	1.1	2,223	0.9
1995-96	–	<0.1	1,137	1.0	2,355	0.8
1996-97	–	<0.1	1,252	0.9	2,272	0.8
1997-98	12	<0.1	1,540	1.0	2,587	0.9
1998-99	–	<0.1	1,332	0.9	2,502	0.9
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
Grade 6						
1994-95	28	0.1	578	2.3	4,561	1.7
1995-96	22	0.1	1,573	1.9	4,821	1.7
1996-97	18	0.1	1,733	1.6	4,592	1.6
1997-98	33	0.1	2,009	1.7	4,808	1.7
1998-99	47	0.2	1,953	1.6	4,762	1.6
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
Total K-6						
1994-95	91	0.1	8,628	3.5	38,500	2.1

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

^aPrior to 1995-96, Title I was called Chapter I.

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2007-08

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1995-96	117	0.1	20,547	2.6	43,427	2.2
1996-97	102	0.1	23,210	2.3	43,374	2.2
1997-98	130	0.1	28,893	2.7	49,085	2.5
1998-99	147	0.1	32,215	2.9	54,423	2.7
1999-00	132	0.1	33,901	2.8	56,018	2.7
2000-01	157	0.1	35,547	2.9	59,317	2.8
2001-02	144	0.1	36,618	2.9	59,812	2.8
2002-03	157	0.1	40,979	3.1	63,852	2.9
2003-04	142	0.1	43,752	3.1	65,796	2.9
2004-05	170	0.1	54,027	3.7	77,601	3.4
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1
2007-08	117	0.1	59,055	3.4	68,792	2.8

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

^aPrior to 1995-96, Title I was called Chapter I.

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 prepare students for the dual roles of family member and wage earner and help them gain employment in high-skilled, high-wage jobs or advance to postsecondary education.

In 2007-08, 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, by Grade and Career and Technical Education Program Participation, Grades 9-12, Texas Public Schools, 2007-08

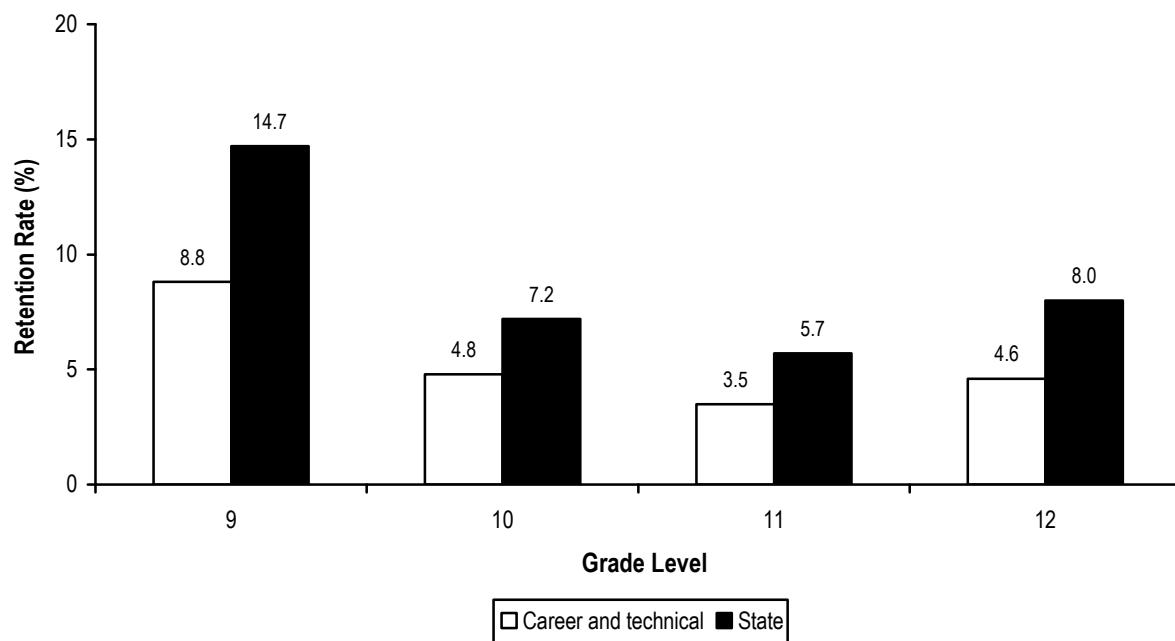


Table 17
Grade-Level Retention, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
1998-99	1,156	2.7	127	0.4	3,196	3.0	8,642	3.0
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
Grade 8								
1998-99	1,173	1.9	85	0.3	2,252	2.2	6,533	2.3
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
Grade 9								
1998-99	19,338	15.9	725	2.5	14,694	20.1	59,738	18.8
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

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, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10								
1998-99	7,812	6.5	307	1.1	4,504	8.3	19,552	7.8
1999-00	3,082	5.5	316	1.1	5,103	8.4	19,923	7.8
2000-01	4,149	5.9	330	1.1	5,794	8.8	21,754	8.1
2001-02	4,485	6.0	411	1.3	6,451	9.2	22,726	8.2
2002-03	5,860	6.7	304	1.0	7,823	10.0	24,751	8.8
2003-04	6,179	6.5	257	0.9	8,752	9.2	24,621	8.5
2004-05	6,926	7.0	353	1.2	9,465	9.3	25,399	8.7
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
2007-08	4,223	4.8	302	1.0	9,882	8.4	22,214	7.2
Grade 11								
1998-99	5,520	4.3	217	0.8	2,500	5.6	12,063	5.6
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
Grade 12								
1998-99	3,822	3.0	175	0.7	2,204	5.0	9,583	4.6
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

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, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2007-08

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total 7-12								
1998-99	38,821	6.5	1,636	0.9	29,350	6.9	116,111	7.4
1999-00	13,352	5.3	1,685	0.9	30,440	6.5	115,493	7.2
2000-01	16,061	5.3	1,592	0.9	31,380	6.3	118,083	7.1
2001-02	17,511	5.4	1,871	1.0	33,158	6.4	117,528	6.9
2002-03	20,703	5.6	1,330	0.7	38,343	6.6	120,362	6.9
2003-04	22,176	5.6	1,254	0.7	44,214	6.6	121,241	6.8
2004-05	24,908	6.0	1,387	0.7	47,749	6.5	124,359	6.9
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9
2007-08	18,982	5.0	1,407	0.7	64,349	7.5	125,474	6.6

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). Average passing rates and 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 2008 were compared to spring 2009 passing rates and average scores of students repeating a grade in the 2007-08 school year. For comparison purposes, the 2008 TAKS results for promoted students also were calculated.

Passing Rates

Among students in Grades 3-10 who took the English-version TAKS in spring 2008, passing rates were higher for students who were subsequently promoted than for students who were subsequently retained (Table 18). After a year in the same grade, the passing rates for students who had been retained improved but failed to reach the passing rates for students who had been promoted the year before. For example, 97.4 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2008, whereas 32.4 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 86.4 percent passed the Grade 3 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 94.4 percent of promoted fifth graders passed the mathematics TAKS in spring 2008, whereas only 30.9 percent of retained students passed. The following year, 79.9 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 2008 and 2009, by
Grade and Promotion Status 2007-08, Grades 3-10, Texas Public Schools

Status	TAKS English-version				TAKS Spanish-version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2008	2009	2008	2009	2008	2009	2008	2009
Grade 3								
Promoted	97.4	– ^b	84.9	–	96.0	–	79.4	–
Retained	32.4	86.4	21.4	73.3	23.2	88.2	21.0	77.4
Grade 4								
Promoted	83.5	–	85.2	–	77.1	–	76.8	–
Retained	19.4	70.0	22.0	74.2	16.1	73.2	15.4	69.2
Grade 5								
Promoted	94.3	–	94.4	–	89.7	–	72.5	–
Retained	34.1	76.4	30.9	79.9	37.4	81.3	11.1	60.3
Grade 6								
Promoted	91.4	–	80.4	–	69.2	–	60.1	–
Retained	52.2	77.0	22.2	54.2	0.0	100.0	0.0	0.0
Grade 7								
Promoted	85.2	–	77.0	–	n/a ^c	n/a	n/a	n/a
Retained	41.4	61.2	21.4	48.2	n/a	n/a	n/a	n/a
Grade 8								
Promoted	96.7	–	89.3	–	n/a	n/a	n/a	n/a
Retained	73.4	84.9	18.1	55.6	n/a	n/a	n/a	n/a
Grade 9								
Promoted	88.2	–	66.8	–	n/a	n/a	n/a	n/a
Retained	61.8	70.0	18.4	28.7	n/a	n/a	n/a	n/a
Grade 10								
Promoted	88.8	–	66.5	–	n/a	n/a	n/a	n/a
Retained	63.9	69.2	19.2	26.7	n/a	n/a	n/a	n/a

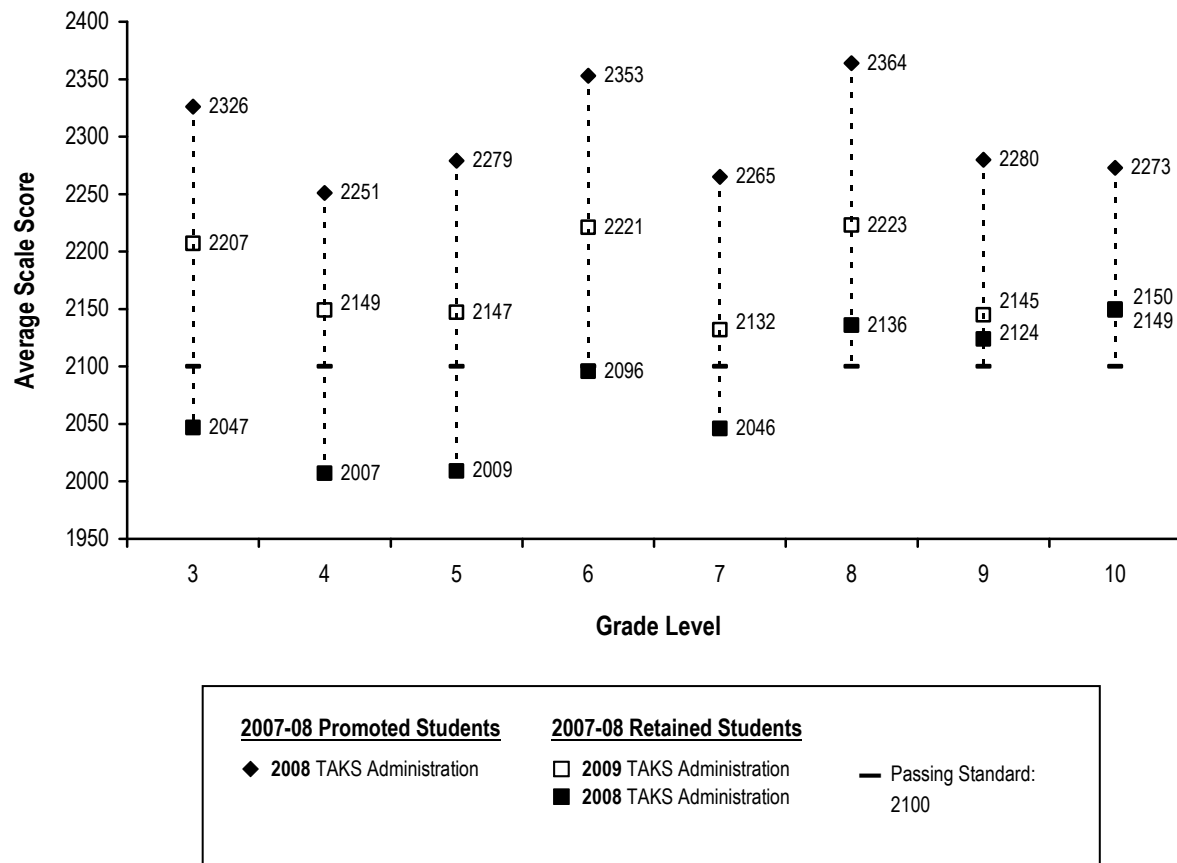
Note. Results are based on TAKS and TAKS (Accommodated) combined. Passing rates for retained students in both years are based on the same groups of students.

^aEnglish language arts. ^bStudents promoted in 2008 did not repeat the same grade-level test in 2009. ^cNot applicable. Through 2009, Spanish-version TAKS tests were available in Grades 3-6 only.

TAKS Scores

Students in Grades 3-10 promoted at the end of school year 2007-08 had average scale scores on the English- and Spanish-language versions of the 2008 TAKS reading/ELA and mathematics tests that exceeded the passing standard of 2100 (Figure 18 and Table 19). Students who were retained had much lower scale scores than students who were promoted. On the first attempt, retained students at all grade levels and on all subject tests, except the English-version reading tests in Grades 8, 9, and 10, had average scale scores that were below the passing standard. A year later, on the 2009 TAKS, average scale scores of retained students on most tests did exceed the passing standard, yet the scores still failed to reach the average scale scores of students who had been promoted the year before.

Figure 18
Grade-Level Retention 2007-08 and Average Reading/English Language Arts (ELA) Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2008 and 2009, 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 2008 and 2009, by
Grade and Promotion Status 2007-08, Grades 3-10, Texas Public Schools

Status	English-version scale score				Spanish-version scale score			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2008	2009	2008	2009	2008	2009	2008	2009
Grade 3								
Promoted	2326	– ^b	2274	–	2264	–	2240	–
Retained	2047	2207	1986	2178	2012	2212	1990	2198
Grade 4								
Promoted	2251	–	2276	–	2218	–	2241	–
Retained	2007	2149	2003	2189	1991	2180	1942	2179
Grade 5								
Promoted	2279	–	2338	–	2230	–	2141	–
Retained	2009	2147	2016	2187	1999	2155	1870	2092
Grade 6								
Promoted	2353	–	2294	–	2204	–	2130	–
Retained	2096	2221	1984	2116	1834	2100	1767	1810
Grade 7								
Promoted	2265	–	2223	–	n/a ^c	n/a	n/a	n/a
Retained	2046	2132	2011	2091	n/a	n/a	n/a	n/a
Grade 8								
Promoted	2364	–	2256	–	n/a	n/a	n/a	n/a
Retained	2136	2223	1993	2085	n/a	n/a	n/a	n/a
Grade 9								
Promoted	2280	–	2203	–	n/a	n/a	n/a	n/a
Retained	2124	2145	1959	2003	n/a	n/a	n/a	n/a
Grade 10								
Promoted	2273	–	2188	–	n/a	n/a	n/a	n/a
Retained	2150	2149	2000	2021	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. The passing standard for all grades, subjects, and language versions is a scale score of 2100.

^aEnglish language arts. ^bStudents promoted in 2008 did not repeat the same grade-level test in 2009. ^cNot applicable. Through 2009, Spanish-version TAKS tests were available in Grades 3-6 only.

Student Performance and Promotion

Student Promotion Policies

Grade 3-10 Summary

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Student Promotion Policies

Texas statute links student promotion from specific grade levels with test performance and instruction (Texas Education Code [TEC] §28.0211, 2007). Under the Student Success Initiative (SSI), students in Grade 3 were required to demonstrate mastery of grade-level skills on the state reading test beginning in 2002-03. 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 Academic Skills (TAAS) and, more recently, on the Texas Assessment of Knowledge and Skills (TAKS) has improved steadily over the past decade as students, school districts, and communities have risen to the challenges of higher standards. In response to the new, 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 2008 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 through 36, starting on page 99). 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 2007-08 were calculated.

In the 2007-08 school year, 15,068 students in the third grade did not pass the reading TAKS (Table 20). Over 36,000 fifth graders failed to pass the TAKS reading and mathematics tests. Thirty-seven percent (5,572) of the third graders who failed were retained, and 14.6 percent (5,258) of fifth graders who did not pass the reading and mathematics tests were retained after the 2007-08 school year. The SSI requirement applied to eighth graders for the first time in 2007-08. Nearly 43,000 eighth-grade students qualified for accelerated instruction and retesting because they did not pass the spring 2008 TAKS reading and mathematics tests. Of these students, 9.9 percent (4,238) were retained in Grade 8 after the 2007-08 school year.

Table 20
Texas Assessment of Knowledge and Skills (TAKS) 2008 Reading/English Language Arts (ELA) and Mathematics Performance and Promotion Status 2007-08, by Grade, Grades 3-10, Texas Public Schools

TAKS performance	Total	Promoted		Retained		Unknown ^a	
		Number	Percent	Number	Percent	Number	Percent
Grade 3							
Passed reading	312,735	310,735	99.4	1,996	0.6	4	<0.1
Did not pass reading	15,068	9,495	63.0	5,572	37.0	1	<0.1
Grade 4							
Passed reading and mathematics	239,771	239,536	99.9	233	0.1	2	<0.1
Did not pass reading and mathematics	78,614	74,986	95.4	3,628	4.6	0	0.0
Grade 5							
Passed reading and mathematics	277,249	277,004	99.9	245	0.1	0	0.0
Did not pass reading and mathematics	36,033	30,774	85.4	5,258	14.6	1	<0.1
Grade 6							
Passed reading and mathematics	237,314	236,940	99.8	373	0.2	1	<0.1
Did not pass reading and mathematics	70,913	68,844	97.1	2,068	2.9	1	<0.1
Grade 7							
Passed reading and mathematics	222,786	222,248	99.8	535	0.2	3	<0.1
Did not pass reading and mathematics	88,627	85,240	96.2	3,387	3.8	0	0.0
Grade 8							
Passed reading and mathematics	256,962	256,433	99.8	528	0.2	1	<0.1
Did not pass reading and mathematics	42,704	38,459	90.1	4,238	9.9	7	<0.1
Grade 9							
Passed reading and mathematics	194,249	188,357	97.0	5,892	3.0	0	0.0
Did not pass reading and mathematics	146,423	108,200	73.9	38,210	26.1	13	<0.1
Grade 10							
Passed reading and mathematics	171,420	168,694	98.4	2,699	1.6	27	<0.1
Did not pass reading and mathematics	114,846	99,194	86.4	15,207	13.2	445	0.4

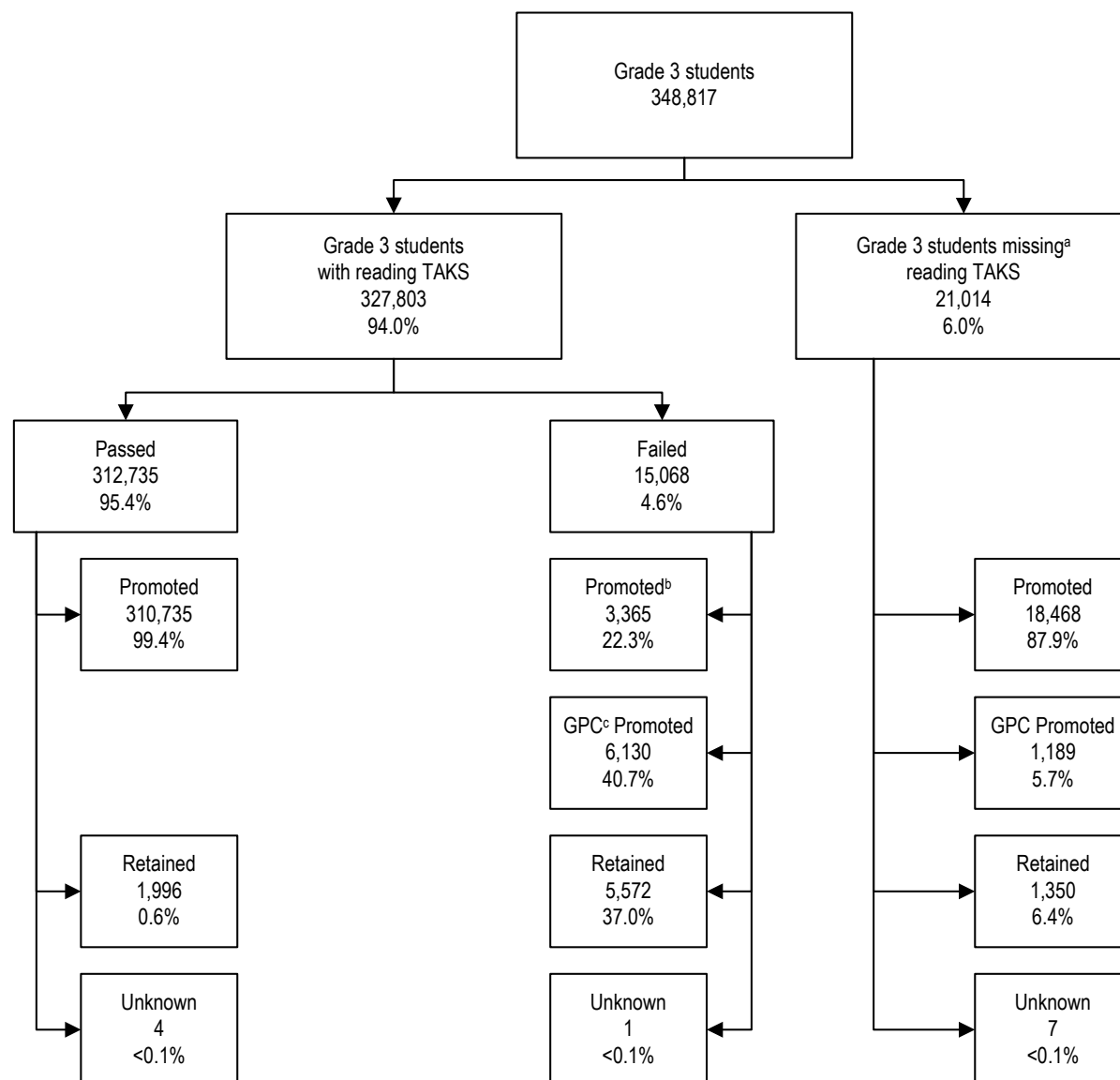
Note. Results are based on TAKS and TAKS (Accommodated) combined. ^aPromotion status could not be determined because of a grade-level reporting error.

Large percentages of third-, fifth-, and eighth-grade students promoted after the 2007-08 school year had passed the 2008 TAKS tests required under SSI. In third grade, 91.4 percent of promoted students had passed the TAKS reading test (Figure 19 on page 98 and Table 21 on page 99). Over

7,300 students, or 2.2 percent of promoted third graders, had not passed the TAKS reading test but were promoted by decisions of grade placement committees. In fifth grade, 83.5 percent of promoted students had passed the TAKS reading and mathematics tests (Figure 21 on page 102 and Table 25 on page 103). Nearly 22,000 students, or 6.6 percent of promoted fifth graders, had not passed the TAKS reading and mathematics tests but were promoted by decisions of grade placement committees. In eighth grade, 80.1 percent of promoted students had passed the TAKS reading and mathematics tests (Figure 24 on page 108 and Table 31 on page 109). Nearly 25,000 students, or 7.8 percent of promoted eighth graders, had not passed the TAKS reading and mathematics tests but were promoted by decisions of grade placement committees.

Grade 3

Figure 19
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading Tests 2008
and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, Test Results Combined, Grade 3, Texas Public Schools

Reading and mathematics performance	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed reading								
Passed reading and passed mathematics	267,327	85.5	266,780	85.3	543	0.2	4	<0.1
Passed reading and failed mathematics	43,122	13.8	41,713	13.3	1,409	0.5	0	0.0
Passed reading and missing mathematics	2,286	0.7	2,242	0.7	44	<0.1	0	0.0
Total	312,735	100	310,735	99.4	1,996	0.6	4	<0.1
Failed reading								
Failed reading and failed mathematics	10,855	72.0	6,438	42.7	4,416	29.3	1	<0.1
Failed reading and passed mathematics	3,280	21.8	2,275	15.1	1,005	6.7	0	0.0
Failed reading and missing mathematics	933	6.2	782	5.2	151	1.0	0	0.0
Total	15,068	100	9,495	63.0	5,572	37.0	1	<0.1
Other								
Missing reading and missing mathematics	17,327	82.5	16,601	79.0	719	3.4	7	<0.1
Missing reading and passed mathematics	1,479	7.0	1,367	6.5	112	0.5	0	0.0
Missing reading and failed mathematics	2,208	10.5	1,689	8.0	519	2.5	0	0.0
Total	21,014	100	19,657	93.5	1,350	6.4	7	<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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 3, Texas Public Schools

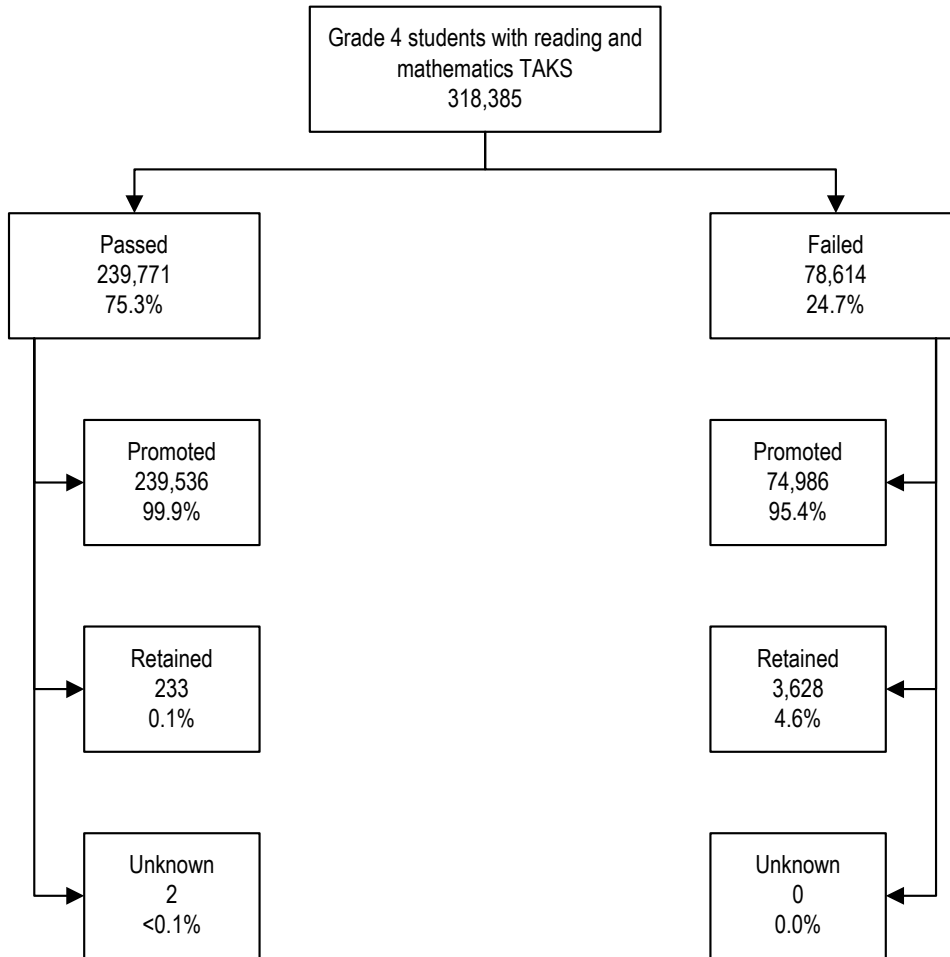
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 3 reading								
Passed	285,602	94.8	283,858	99.4	1,740	0.6	4	<0.1
Failed	12,930	4.3	8,294	64.2	4,635	35.9	1	<0.1
Not tested	2,758	0.9	2,121	76.9	637	23.1	0	0.0
Total	301,290	100	294,273	97.7	7,012	2.3	5	<0.1
English-version Grade 3 mathematics								
Passed	252,358	83.2	250,929	99.4	1,425	0.6	4	<0.1
Failed	50,267	16.6	44,770	89.1	5,496	10.9	1	<0.1
Not tested	573	0.2	530	92.5	43	7.5	0	0.0
Total	303,198	100	296,229	97.7	6,964	2.3	5	<0.1
Spanish-version Grade 3 reading								
Passed	27,134	90.3	26,878	99.1	256	0.9	0	0.0
Failed	2,141	7.1	1,204	56.2	937	43.8	0	0.0
Not tested	764	2.5	649	85.0	115	15.1	0	0.0
Total	30,039	100	28,731	95.7	1,308	4.4	0	0.0
Spanish-version Grade 3 mathematics								
Passed	19,729	76.8	–	–	–	–	0	0.0
Failed	5,918	23.1	5,070	85.7	848	14.3	0	0.0
Not tested	32	0.1	–	–	–	–	0	0.0
Total	25,679	100	24,595	95.8	1,084	4.2	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 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, 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	239,771	100	239,536	99.9	233	0.1	2	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	29,680	37.8	27,104	91.3	2,576	8.7	0	0.0
Failed reading and passed mathematics	26,491	33.7	25,935	97.9	556	2.1	0	0.0
Failed reading and missing mathematics	622	0.8	606	97.4	16	2.6	0	0.0
Missing reading and failed mathematics	1,237	1.6	1,226	99.1	11	0.9	0	0.0
Passed reading and failed mathematics	20,584	26.2	20,115	97.7	469	2.3	0	0.0
Total	78,614	100	74,986	95.4	3,628	4.6	0	0.0
Other								
Passed reading and missing mathematics	380	28.7	–	–	–	–	–	–
Missing reading and passed mathematics	945	71.3	–	–	–	–	–	–
Total	1,325	100	–	–	–	–	–	–

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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 4, Texas Public Schools

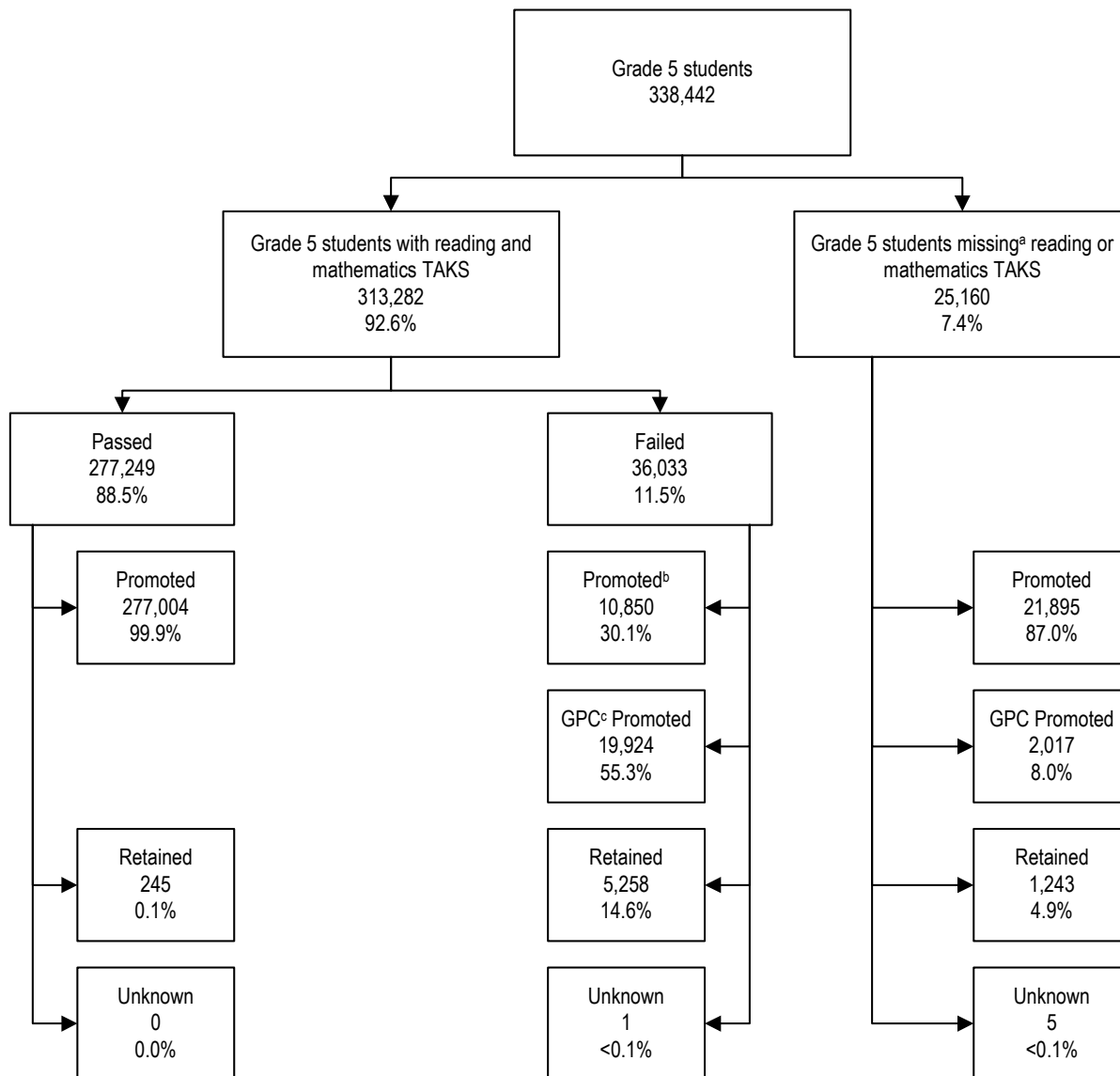
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 4 reading								
Passed	248,207	82.5	247,565	99.7	640	0.3	2	<0.1
Failed	52,714	17.5	49,923	94.7	2,791	5.3	0	0.0
Total	300,921	100	297,488	98.9	3,431	1.1	2	<0.1
English-version Grade 4 mathematics								
Passed	254,758	84.3	254,042	99.7	714	0.3	2	<0.1
Failed	47,413	15.7	44,698	94.3	2,715	5.7	0	0.0
Total	302,171	100	298,740	98.9	3,429	1.1	2	<0.1
Spanish-version Grade 4 reading								
Passed	12,529	75.4	12,467	99.5	62	0.5	0	0.0
Failed	4,079	24.6	3,722	91.2	357	8.8	0	0.0
Total	16,608	100	16,189	97.5	419	2.5	0	0.0
Spanish-version Grade 4 mathematics								
Passed	12,450	75.3	12,373	99.4	77	0.6	0	0.0
Failed	4,088	24.7	3,747	91.7	341	8.3	0	0.0
Total	16,538	100	16,120	97.5	418	2.5	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 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, Test Results Combined, Grade 5, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	277,249	100	277,004	99.9	245	0.1	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	12,615	35.0	9,816	27.2	2,798	7.8	1	<0.1
Failed reading and passed mathematics	10,741	29.8	9,658	26.8	1,083	3.0	0	0.0
Failed reading and missing mathematics	622	1.7	587	1.6	35	0.1	0	0.0
Missing reading and failed mathematics	488	1.4	464	1.3	24	0.1	0	0.0
Passed reading and failed mathematics	11,567	32.1	10,249	28.4	1,318	3.7	0	0.0
Total	36,033	100	30,774	85.4	5,258	14.6	1	<0.1
Other								
Missing reading and missing mathematics	20,940	83.2	19,887	79.0	1,048	4.2	5	<0.1
Passed reading and missing mathematics	2,156	8.6	2,029	8.1	127	0.5	0	0.0
Missing reading and passed mathematics	2,064	8.2	1,996	7.9	68	0.3	0	0.0
Total	25,160	100	23,912	95.0	1,243	4.9	5	<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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 5, Texas Public Schools

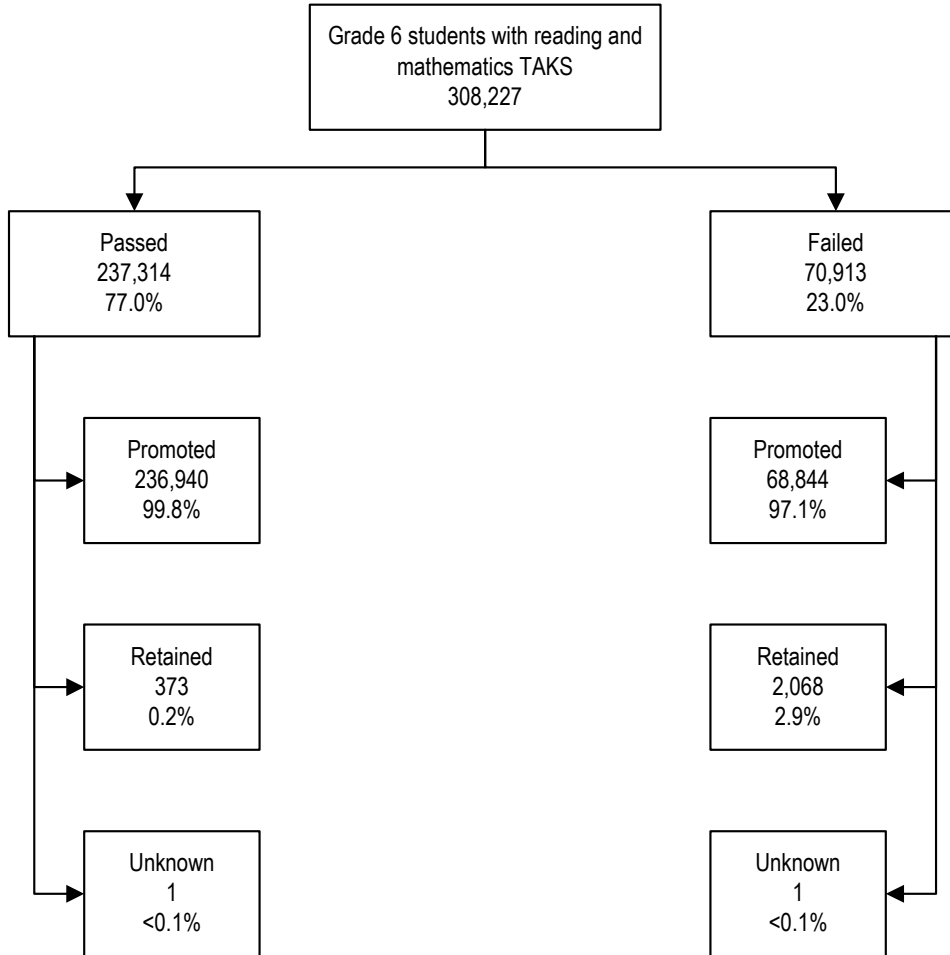
TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Results	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 5 reading								
Passed	284,750	91.2	283,201	99.5	1,549	0.5	0	0.0
Failed	22,996	7.4	19,318	84.0	3,677	16.0	1	<0.1
Not tested	4,470	1.4	4,057	90.8	413	9.2	0	0.0
Total	312,216	100	306,576	98.2	5,639	1.8	1	<0.1
English-version Grade 5 mathematics								
Passed	286,815	91.9	285,444	99.5	1,371	0.5	0	0.0
Failed	23,107	7.4	19,245	83.3	3,861	16.7	1	<0.1
Not tested	2,347	0.8	1,968	83.9	379	16.2	0	0.0
Total	312,269	100	306,657	98.2	5,611	1.8	1	<0.1
Spanish-version Grade 5 reading								
Passed	6,222	84.7	6,081	97.7	141	2.3	0	0.0
Failed	990	13.5	750	75.8	240	24.2	0	0.0
Not tested	133	1.8	125	94.0	8	6.0	0	0.0
Total	7,345	100	6,956	94.7	389	5.3	0	0.0
Spanish-version Grade 5 mathematics								
Passed	3,239	67.1	–	–	–	–	0	0.0
Failed	1,571	32.6	1,291	82.2	280	17.8	0	0.0
Not tested	15	0.3	–	–	–	–	0	0.0
Total	4,825	100	4,517	93.6	308	6.4	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.

Grade 6

Figure 22
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, 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	237,314	100	236,940	99.8	373	0.2	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	20,185	28.5	19,073	94.5	1,111	5.5	1	<0.1
Failed reading and passed mathematics	7,755	10.9	7,628	98.4	127	1.6	0	0.0
Failed reading and missing mathematics	658	0.9	649	98.6	9	1.4	0	0.0
Missing reading and failed mathematics	1,466	2.1	1,452	99.0	14	1.0	0	0.0
Passed reading and failed mathematics	40,849	57.6	40,042	98.0	807	2.0	0	0.0
Total	70,913	100	68,844	97.1	2,068	2.9	1	<0.1
Other								
Passed reading and missing mathematics	761	54.8	–	–	–	–	–	–
Missing reading and passed mathematics	628	45.2	–	–	–	–	–	–
Total	1,389	100	–	–	–	–	–	–

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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 6, Texas Public Schools

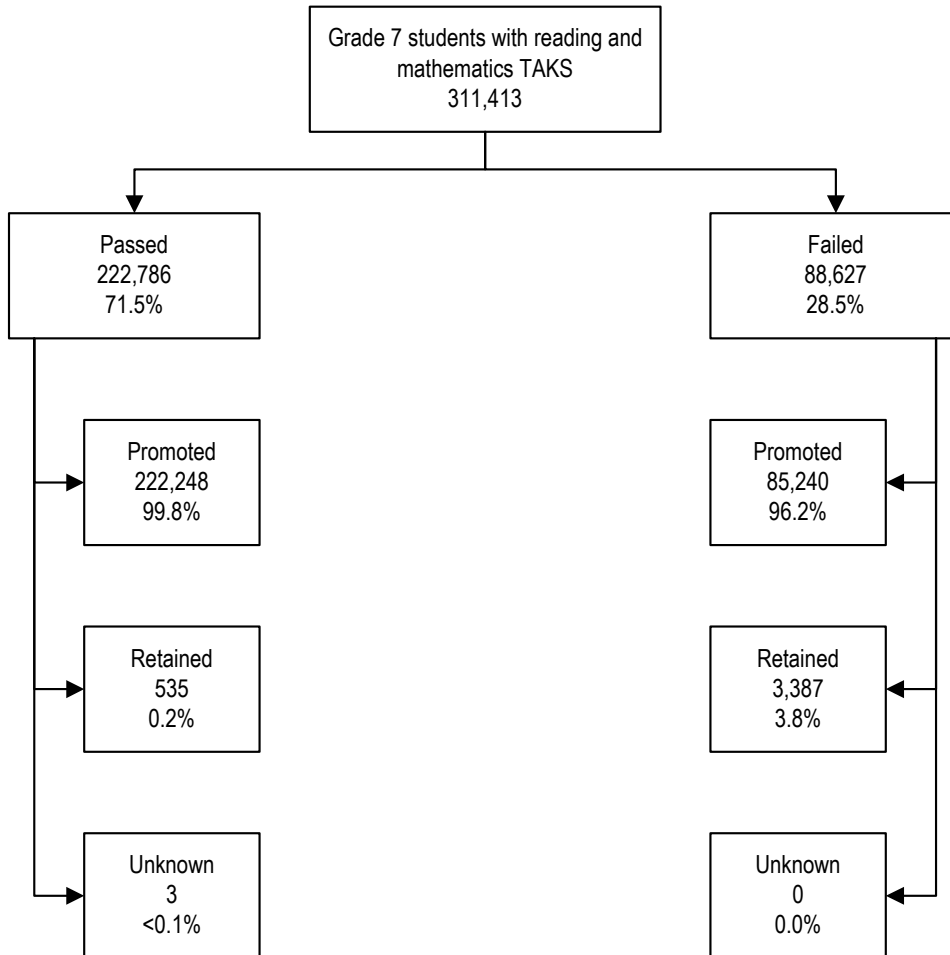
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 6 reading								
Passed	278,320	90.8	277,141	99.6	1,178	0.4	1	<0.1
Failed	28,319	9.2	27,081	95.6	1,237	4.4	1	<0.1
Total	306,639	100	304,222	99.2	2,415	0.8	2	<0.1
English-version Grade 6 mathematics								
Passed	245,190	79.8	244,689	99.8	500	0.2	1	<0.1
Failed	62,150	20.2	60,228	96.9	1,921	3.1	1	<0.1
Total	307,340	100	304,917	99.2	2,421	0.8	2	<0.1
Spanish-version Grade 6 reading								
Passed	604	68.4	–	–	–	–	0	0.0
Failed	279	31.6	–	–	–	–	0	0.0
Total	883	100	871	98.6	12	1.4	0	0.0
Spanish-version Grade 6 mathematics								
Passed	507	59.2	–	–	–	–	0	0.0
Failed	350	40.8	–	–	–	–	0	0.0
Total	857	100	845	98.6	12	1.4	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.

Grade 7

Figure 23
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, 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	222,786	100	222,248	99.8	535	0.2	3	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	34,711	39.2	32,541	93.7	2,170	6.3	0	0.0
Failed reading and passed mathematics	12,976	14.6	12,754	98.3	222	1.7	0	0.0
Failed reading and missing mathematics	1,141	1.3	1,114	97.6	27	2.4	0	0.0
Missing reading and failed mathematics	1,275	1.4	1,253	98.3	22	1.7	0	0.0
Passed reading and failed mathematics	38,524	43.5	37,578	97.5	946	2.5	0	0.0
Total	88,627	100	85,240	96.2	3,387	3.8	0	0.0
Other								
Passed reading and missing mathematics	681	61.2	–	–	–	–	0	0.0
Missing reading and passed mathematics	432	38.8	–	–	–	–	0	0.0
Total	1,113	100	1,108	99.6	5	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 30
Texas Assessment of Knowledge and Skills (TAKS) 2008 Performance and Promotion Status
2007-08, by Test, Grade 7, Texas Public Schools

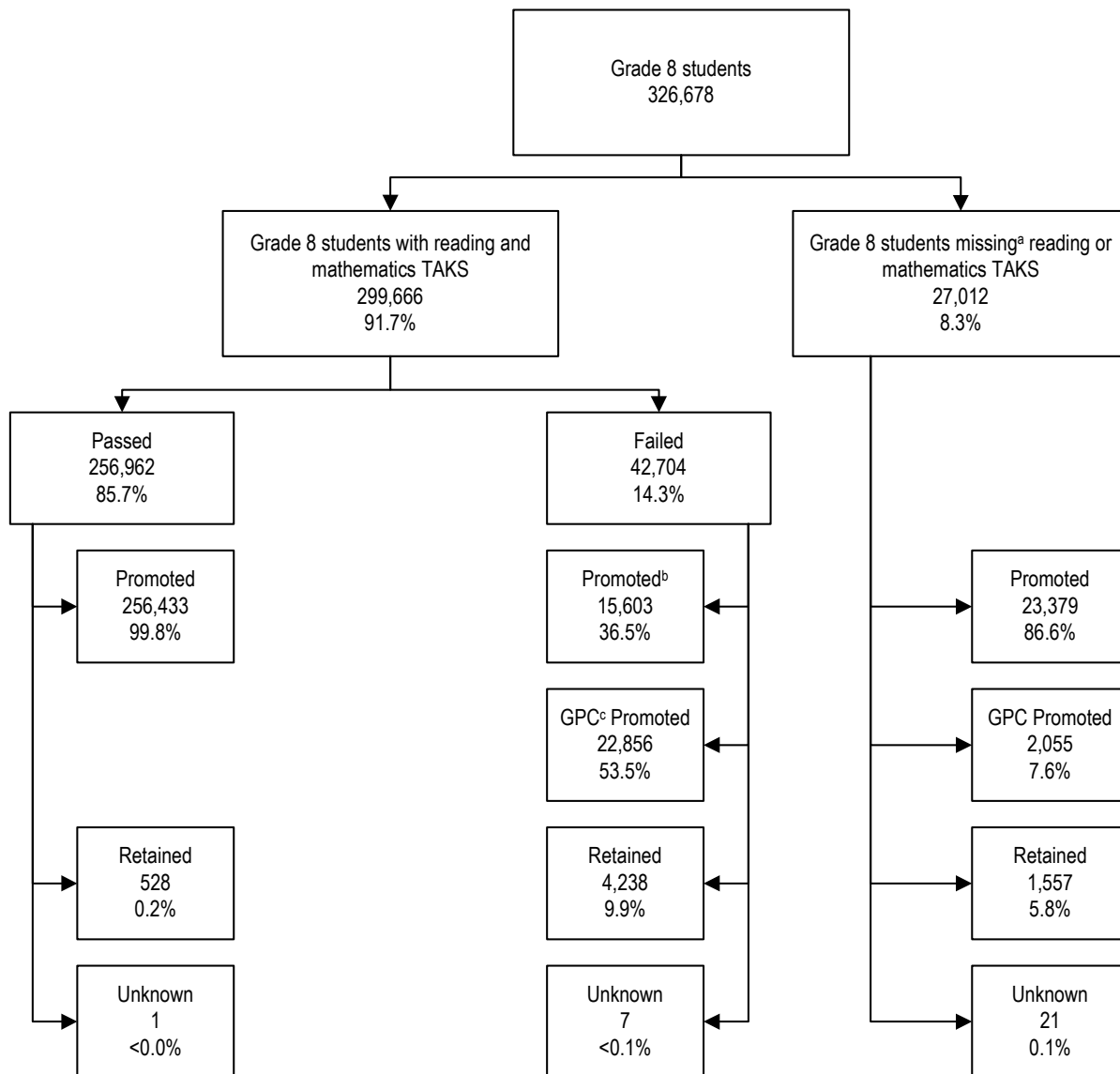
Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 7 reading								
Passed	261,991	84.3	260,503	99.4	1,485	0.6	3	<0.1
Failed	48,828	15.7	46,409	95.0	2,419	5.0	0	0.0
Total	310,819	100	306,912	98.7	3,904	1.3	3	<0.1
English-version Grade 7 mathematics								
Passed	236,194	76.0	235,433	99.7	758	0.3	3	<0.1
Failed	74,510	24.0	71,372	95.8	3,138	4.2	0	0.0
Total	310,704	100	306,805	98.7	3,896	1.3	3	<0.1

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

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

Grade 8

Figure 24
Performance on the Texas Assessment of Knowledge and Skills (TAKS) Reading and Mathematics Tests 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, Test Results Combined, Grade 8, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	256,962	100	256,433	99.8	528	0.2	1	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	11,638	27.3	10,046	86.3	1,590	13.7	2	<0.1
Failed reading and passed mathematics	2,817	6.6	2,691	95.5	126	4.5	0	0.0
Failed reading and missing mathematics	806	1.9	718	89.1	87	10.8	1	0.1
Missing reading and failed mathematics	535	1.3	479	89.5	56	10.5	0	0.0
Passed reading and failed mathematics	26,908	63.0	24,525	91.1	2,379	8.8	4	<0.1
Total	42,704	100	38,459	90.1	4,238	9.9	7	<0.1
Other								
Missing reading and missing mathematics	22,371	82.8	20,977	93.8	1,373	6.1	21	0.1
Passed reading and missing mathematics	3,683	13.6	3,516	95.5	167	4.5	0	0.0
Missing reading and passed mathematics	958	3.5	941	98.2	17	1.8	0	0.0
Total	27,012	100	25,434	94.2	1,557	5.8	21	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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 8, Texas Public Schools

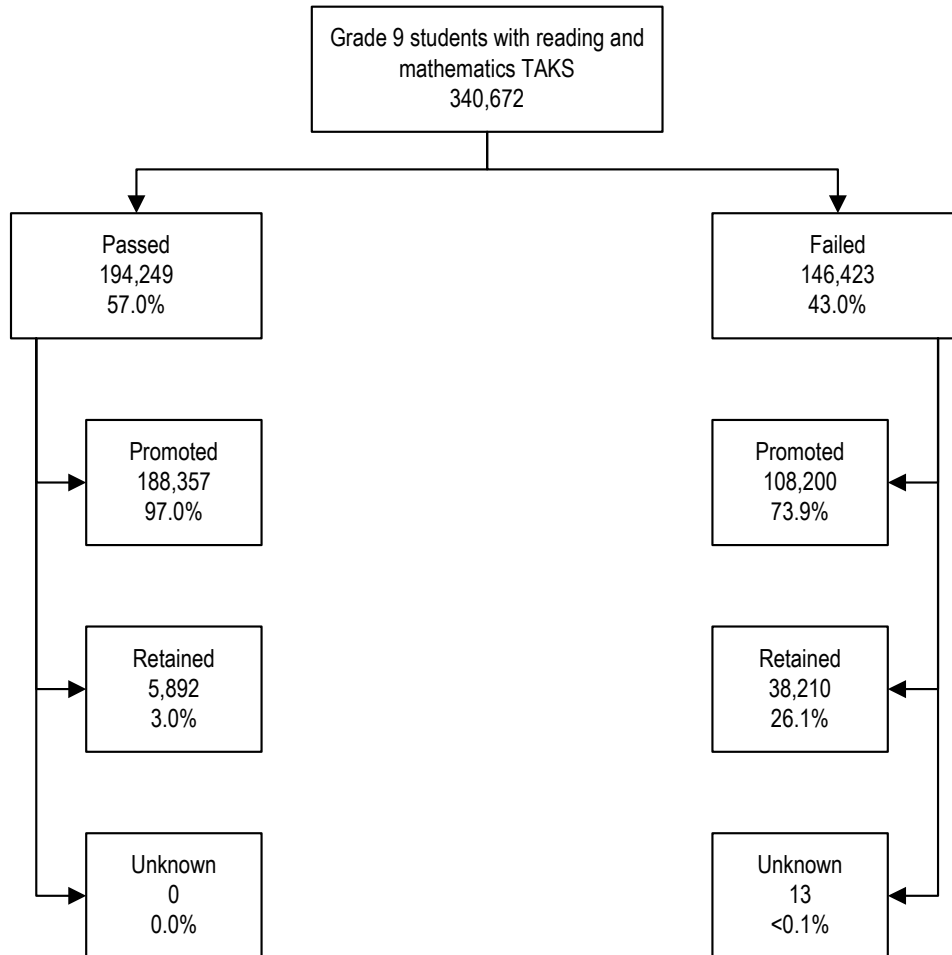
Results	TAKS		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 8 reading								
Passed	287,553	93.4	284,474	98.9	3,074	1.1	5	<0.1
Failed	15,261	5.0	13,455	88.2	1,803	11.8	3	<0.1
Not tested	5,173	1.7	5,034	97.3	139	2.7	0	0.0
Total	307,987	100	302,963	98.4	5,016	1.6	8	<0.1
English-version Grade 8 mathematics								
Passed	260,737	86.2	260,065	99.7	671	0.3	1	<0.1
Failed	39,081	12.9	35,050	89.7	4,025	10.3	6	<0.1
Not tested	2,660	0.9	2,494	93.8	166	6.2	0	0.0
Total	302,478	100	297,609	98.4	4,862	1.6	7	<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 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, Test Results Combined, Grade 9, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reading and mathematics performance								
Passed both								
Passed reading and passed mathematics	194,249	100	188,357	97.0	5,892	3.0	0	0.0
Failed reading or mathematics								
Failed reading and failed mathematics	47,032	32.1	30,465	64.8	16,565	35.2	2	<0.1
Failed reading and passed mathematics	6,656	4.5	5,762	86.6	894	13.4	0	0.0
Failed reading and missing mathematics	3,823	2.6	1,961	51.3	1,860	48.7	2	0.1
Missing reading and failed mathematics	3,675	2.5	2,083	56.7	1,586	43.2	6	0.2
Passed reading and failed mathematics	85,237	58.2	67,929	79.7	17,305	20.3	3	<0.1
Total	146,423	100	108,200	73.9	38,210	26.1	13	<0.1
Other								
Missing reading and missing mathematics	6,026	60.9	4,188	69.5	1,838	30.5	0	0.0
Passed reading and missing mathematics	2,920	29.5	1,837	62.9	1,083	37.1	0	0.0
Missing reading and passed mathematics	957	9.7	781	81.6	176	18.4	0	0.0
Total	9,903	100	6,806	68.7	3,097	31.3	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.

Table 34
Texas Assessment of Knowledge and Skills (TAKS) 2008 Performance and Promotion Status
2007-08, by Test, Grade 9, Texas Public Schools

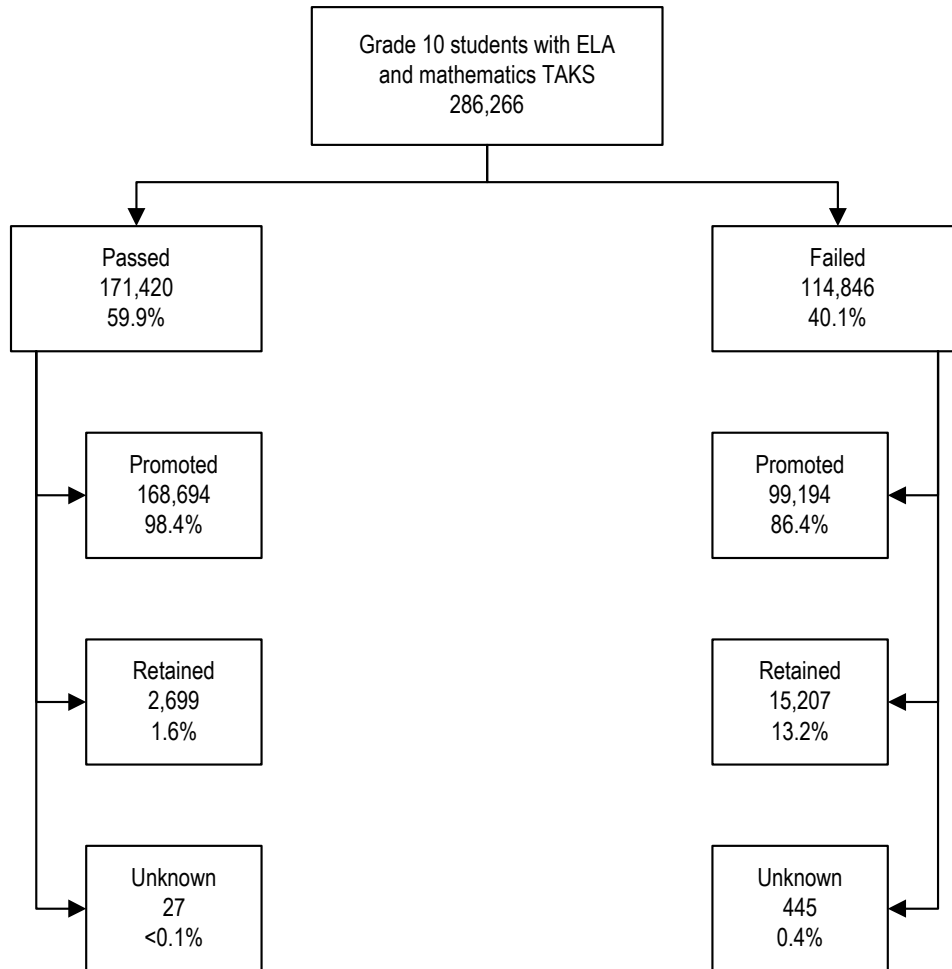
Results	TAKS		Promotion status					
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 9 reading								
Passed	282,406	81.6	258,123	91.4	24,280	8.6	3	<0.1
Failed	57,511	16.6	38,188	66.4	19,319	33.6	4	<0.1
Not tested	6,022	1.7	4,322	71.8	1,700	28.2	0	0.0
Total	345,939	100	300,633	86.9	45,299	13.1	7	<0.1
English-version Grade 9 mathematics								
Passed	201,862	58.7	194,900	96.6	6,962	3.4	0	0.0
Failed	135,944	39.6	100,477	73.9	35,456	26.1	11	<0.1
Not tested	5,913	1.7	4,102	69.4	1,811	30.6	0	0.0
Total	343,719	100	299,479	87.1	44,229	12.9	11	<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 2008 and Promotion Status 2007-08, 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) 2008 Performance and Promotion Status
2007-08, 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	171,420	100	168,694	98.4	2,699	1.6	27	<0.1
Failed ELA or mathematics								
Failed ELA and failed mathematics	28,664	25.0	22,718	79.3	5,759	20.1	187	0.7
Failed ELA and passed mathematics	7,633	6.6	7,071	92.6	553	7.2	9	0.1
Failed ELA and missing mathematics	2,321	2.0	1,565	67.4	696	30.0	60	2.6
Missing ELA and failed mathematics	2,334	2.0	1,628	69.8	663	28.4	43	1.8
Passed ELA and failed mathematics	73,894	64.3	66,212	89.6	7,536	10.2	146	0.2
Total	114,846	100	99,194	86.4	15,207	13.2	445	0.4
Other								
Missing ELA and missing mathematics	491	16.2	397	80.9	82	16.7	12	2.4
Passed ELA and missing mathematics	1,933	63.9	1,428	73.9	481	24.9	24	1.2
Missing ELA and passed mathematics	603	19.9	514	85.2	87	14.4	2	0.3
Total	3,027	100	2,339	77.3	650	21.5	38	1.3

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) 2008 Performance and Promotion Status
2007-08, by Test, Grade 10, 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	247,247	86.3	236,334	95.6	10,716	4.3	197	0.1
Failed	38,618	13.5	31,354	81.2	7,008	18.1	256	0.7
Not tested	531	0.2	428	80.6	91	17.1	12	2.3
Total	286,396	100	268,116	93.6	17,815	6.2	465	0.2
English-version Grade 10 mathematics								
Passed	179,656	63.1	176,279	98.1	3,339	1.9	38	<0.1
Failed	104,892	36.9	90,558	86.3	13,958	13.3	376	0.4
Total	284,548	100	266,837	93.8	17,297	6.1	414	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 (1); 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., 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

- (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) Subsection (n) and this subsection expire January 1, 2008.

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. Amended by Acts 2009, 81st Leg., eff. June 19, 2009.

Texas Administrative Code

§§101.2001-101.2019

The following sections of the Texas Administrative Code are current as of November 2009.

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

§101.2001. Policy.

- (a) The policy of the Texas Education Agency relating to the grade advancement testing requirements, as specified in the Texas Education Code (TEC), §28.0211(a), is to support student academic achievement of the essential knowledge and skills at each grade level to enable a student to succeed at the next grade level.
- (b) In addition to local policy relating to grade advancement, students in Grades 3, 5, and 8 shall demonstrate proficiency in the subjects required by 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 only advance to the next grade if the student's Grade Placement Committee, 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.
- (c) The purpose of these rules is to ensure the effective implementation of the grade advancement testing requirements as part of an overall system of support for student academic achievement. This system includes but is not limited to the following:
 - (1) informal and formal assessment of student needs at preceding grades and corresponding early intervention activities that address those needs;
 - (2) continuous and ongoing evaluation by a variety of means;
 - (3) research-based instructional programs;
 - (4) targeted accelerated instruction informed by multiple testing opportunities and other means of evaluation;
 - (5) a grade placement committee which decides on an individual student basis the most effective way to support a student's academic achievement on grade level; and
 - (6) accelerated education plans for every student who does not pass the required grade advancement assessments after three opportunities, whether he or she is retained or promoted by his or her grade promotion committee.

Source: The provisions of this §101.2001 adopted to be effective May 26, 2002, 27 TexReg 4337.

§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 pertain to the following assessment instruments under TEC, §39.023(a), (b), and (l):
- (1) the reading test at Grade 3, beginning in the 2002-2003 school year;
 - (2) the reading and mathematics tests at Grade 5, beginning in the 2004-2005 school year; and
 - (3) the reading and mathematics tests at Grade 8, beginning in the 2007-2008 school year.
- (b) An eligible student is subject to all of the grade advancement requirements under TEC, §28.0211, including the automatic retention component, if the following two criteria are met:
- (1) the student is enrolled in a local school district or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
 - (2) the student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the commissioner of education.
- (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 week of the first general grade advancement test administration is subject to all of the grade advancement requirements except for the automatic retention component and therefore will not be automatically retained under TEC, §28.0211, if the student does not demonstrate proficiency on any of the grade advancement tests. In accordance with §101.2001(c) of this title (relating to Policy), a school district or charter school must provide this student with the other required services that are set forth in policy as part of an overall system of support for student academic achievement. These required services include the opportunity to test, access to accelerated instruction, and the formation of a Grade Placement Committee (GPC) on a student's behalf.
- (d) A student receiving special education services under the TEC, Chapter 29, Subchapter A, enrolled in Grades 3, 5, or 8 and 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. In accordance with §101.5(b) of this title (relating to Student Testing Requirements) and TEC, §28.0211(i), the student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for each eligible student. Assessment decisions must be made on an individual basis and in accordance with administrative procedure established by the Texas Education Agency (TEA). These decisions shall be documented in the student's individualized education program (IEP).
- (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 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 appropriate assessment and acceleration options 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 administrative procedure 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, which includes a member of the LPAC to ensure that issues related to the student's language proficiency are duly considered.
- (g) In accordance with 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 tested subject.
- (h) A school district or charter school must determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received.

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.

§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.

§101.2007. 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 student who fails

- to demonstrate proficiency on the second administration of the test required for grade advancement. Decisions by the GPC shall be made on an individual student basis to ensure the most effective way 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 test(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 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 any actions required, except that the GPC may not agree to promote a student under 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 test results for the second administration of the test required for grade advancement, the district shall notify (for each student who fails to demonstrate proficiency) the campus principal of student test results. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the test 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) 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 a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the district shall notify (for each student who fails to demonstrate proficiency) the principal or principal's designee of student test results. 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. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:
 - (1) evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, and individual reading and mathematics diagnostic tests or inventories;
 - (2) improvement in student test performance over the three testing opportunities;
 - (3) extenuating circumstances that may have adversely affected the student's participation in instruction, the student's participation in the required assessments, or the student's participation in accelerated instruction; and
 - (4) consideration of whether a student was not enrolled in a Texas public school for part of the school year.
- (g) In accordance with 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 TEC, §28.0211. This subsection does not limit the authority of a district to appropriately place a student under TEC, Chapter 25, Subchapter B.
- (i) In addition to the placement decision, the GPC shall develop an accelerated educational 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 education 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.

§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.

- (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 test required for grade advancement the next year. The superintendent must establish the instruments/procedures to be used to make this determination. In the case of second grade students, it must include the results of the reading inventory required under Texas Education Code, §28.006. This notice shall 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 test. This notification should be made within five working days of district receipt of student test results from this administration. This notice shall include the student's test results, description of the grade advancement policy, the accelerated instruction to which the student has been assigned, 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 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 the 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.

§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.

§101.2013. Accelerated Instruction.

- (a) Each time a student fails to demonstrate proficiency on an assessment required for grade advancement, the school district or charter school shall provide the student with accelerated instruction in the applicable subject. Accelerated instruction should be consistent with previous diagnostic testing and intervention activities, if any, the student has received. Accelerated instruction for students who have failed an assessment may not have a ratio of more than ten students to each teacher per class.
- (b) Accelerated instruction required after the first and second testing opportunities should be designed to address student needs to the greatest extent possible before the next respective testing opportunity.
- (c) Each school district and each charter school shall be responsible for providing transportation to students required to attend acceleration programs if these programs occur outside of regular school hours.
- (d) 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.
- (e) Accelerated instruction shall be based on but not limited to the following:
 - (1) assessment of specific student needs, which may include as appropriate the following: teacher observations and evaluations; academic progress reports; previous identification of student needs and corresponding interventions; and performance on previous assessment instruments in the applicable subject.
 - (2) best instructional practices identified through research that the district may obtain and implement through technical assistance from the Texas Education Agency and education service centers.

Source: The provisions of this §101.2013 adopted to be effective May 26, 2002, 27 TexReg 4337; amended to be effective February 24, 2005, 30 TexReg 842.

§101.2015. Parental Waiver.

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

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

§101.2017. Scoring and Reporting.

- (a) In accordance with §101.81 of this title (relating to Scoring and Reporting), the scoring contractor will provide school districts with the results of the assessments required by the

Texas Education Code, §28.0211, or, if applicable, the results of the alternate assessment specified in §101.2011 of this title (relating to Alternate Assessment), within ten working days following the receipt of the test materials from the school district or charter school.

- (b) As specified by Texas Education Code (TEC), §39.051(b)(7), the superintendent of each school district and chief administrative officer of each charter school shall report the following information to the Texas Education Agency:
- (1) the percentage of students, aggregated by grade level, provided accelerated instruction under TEC, §28.0211(c);
 - (2) the results of assessments administered under TEC, §28.0211(c);
 - (3) the percentage of students promoted through the grade placement committee process under TEC, §28.0211; and
 - (4) the subject of the assessment instrument on which each student failed to perform satisfactorily, and the performance of those students in the school year following that promotion on the assessment instruments required under TEC, §39.023.

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

§101.2019. Credit for High School Graduation.

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

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

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Compliance Statement

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

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

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

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

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

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

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

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



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