2024
Comprehensive Biennial Report on Texas Public Schools

A Report to the 89th Legislature
from the Texas Education Agency
December 2024

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 89th Texas Legislature.

The *2024 Comprehensive Biennial Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report, available on the Texas Education Agency (TEA) website at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comprehensive-report-on-texas-public-schools, contains 16 chapters on the following topics:

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

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Chapter 1.
Performance Indicators

This chapter of the *2024 Comprehensive Biennial Report on Texas Public Schools* presents the progress the state is making on the performance indicators established in Texas law. These indicators were presented in Academic Excellence Indicator System (AEIS) reports from 1990-91 to 2011-12. In the 2012-13 school year, the AEIS was renamed the Texas Academic Performance Report (TAPR) to reflect changes in legislation. The state-level TAPRs discussed in this chapter are available through the Texas Performance Reporting System on the Texas Education Agency (TEA) website. The 2023-24 TAPR is anticipated to be published in December 2024. The 2023 and 2024 TAPRs will not include *A-F* accountability ratings as the issuance of 2023 and 2024 *A-F* ratings remains pending and subject to change based on judicial rulings.

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

This chapter presents results for other measures and indicators presented in the TAPR that would be in the state accountability domain calculations and in distinction designation calculations including the following:

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

College, Career, and Military Readiness

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

- Meet Texas Success Initiative (TSI) criteria in reading language arts (RLA) and mathematics. A graduate meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, or ACT, or by successfully completing and earning credit for a college prep course as defined in Texas Education Code §28.014, in both RLA and mathematics. The assessment results considered include TSI assessments through October 2023, SAT, and ACT. A graduate must meet the TSI requirement for both RLA and

mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- Meet criteria on AP/IB examination. A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or higher for AP and 4 or higher for IB.

- Earn dual course credits. A graduate completing and earning credit for at least three credit hours in RLA or mathematics or at least nine credit hours in any subject.

- Enlist in the armed forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Space Force, Marines, or in the Texas National Guard.

- Earn an industry-based certification. A graduate earning an industry-based certification under Title 19 of the Texas Administrative Code §74.1003.

- Earn an associate's degree. A graduate earning an associate's degree while in high school.

- Graduate with completed individualized education program (IEP) and workforce readiness. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed an IEP and either has demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.

- Graduate under an advanced diploma plan and be identified as a student currently receiving special education services. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as the Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a distinguished level of achievement (FHSP-DLA).

- Earn a Level I or Level II certificate. A graduate earning a Level I or Level II certificate in any workforce education area.

For the class of 2023, 57.8 percent of graduates were considered college ready, and 39.5 percent were considered career or military ready. Overall, for the class of 2023, 76.3 percent of annual graduates were considered college, career, or military ready.

School Progress (Annual Growth and Accelerated Learning)

In 2024, School Progress was reported by grade and subject. The state percentages for school progress can be found in the TAPR report once released in December 2024. The School Progress Report includes two key components: Annual Growth and Accelerated Learning. These measures are used to evaluate Annual Growth and Accelerated Learning for School Progress Part A, Closing the Gaps Academic Growth component, and reported in the Bilingual Education/English as a Second Language report.

The Annual Growth measure is the percentage of students who made academic progress equivalent to at least one school year. For STAAR assessments, both with and without accommodations, this measure tracks individual student progress from the prior year to the current year between the performance levels: Low Did

Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

The Accelerated Learning measure is the percentage of students who Did Not Meet Grade-Level in the prior year but improved to Approaches Grade Level or higher in the current year.

Economically Disadvantaged Percentage

The economically disadvantaged percentage shows the percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported in the Texas Student Data System/Public Education Information Management System (TSDS/PEIMS) fall snapshot. Statewide, the economically disadvantaged rate in 2022-23 (62.1%) increased from the rate (60.7%) in 2021-22. The economically disadvantaged percentage was used in the School Progress, Part B: Relative Performance domain and to construct campus comparison groups, which are used to award distinction designations.

Advanced Placement and International Baccalaureate Results

High school students who take the College Board's Advanced Placement (AP) or the International Baccalaureate Organization's International Baccalaureate (IB) examinations may receive advanced placement or course credit, or both, upon entering college. Generally, colleges award credit or advanced placement for scores at or above 3 on AP examinations and 4 on IB examinations. AP/IB participation and performance were evaluated for distinction designations in RLA, mathematics, science, and social studies, and for the postsecondary readiness distinction designation. AP/IB course completion results were also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

Statewide, the percentage of 11th and 12th graders taking at least one AP or IB examination was 23.0 percent for the class of 2022 and 24.2 percent for the class of 2023. The percentage of 11th and 12th graders with at least one score at or above criterion statewide remained unchanged between the class of 2022 and the class of 2023, at 53.3 percent.

SAT/ACT Results

The TAPR presents participation and performance results for the SAT, published by the College Board, and the ACT, published by ACT, Inc. SAT and ACT results were used in determining distinction designations for academic achievement in RLA, mathematics, science, and postsecondary readiness. SAT and ACT results were also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

The percentage of graduates who took either the SAT or the ACT increased from 71.5 percent for the class of 2022 to 79.3 percent for the class of 2023. Of the class of 2023 examinees, 28.9 percent scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23), a slight decrease from 32.1 percent for the class of 2022.

The average SAT total score (evidence-based reading and writing plus mathematics) for the class of 2023 was 978, a slight decrease from 1001 for the class of 2022. The average ACT composite score for the class of 2023 was 19.2, a slight decrease from 19.5 for the class of 2022.

Advanced Course/Dual-Credit Completion

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

In 2023, the most recent year for which data were available, 45.4 percent of students in Grades 9-12 completed at least one advanced course, an increase from 44.2 percent in 2022. Across racial/ethnic groups in 2023, percentages of students completing advanced courses ranged from 36.1 percent for African American students to 74.2 percent for Asian students. Between 2022 and 2023, the percentages of students completing advanced courses increased or remained stable for students in all racial/ethnic groups, and for students identified as economically disadvantaged, as at-risk, as being served in special education programs, and as emergent bilingual students/English learners.

English Language Proficiency

The English Language Proficiency (ELP) component measures the progress of an emergent bilingual student/English learner (EB student/EL) toward achieving English language proficiency. The ELP component evaluates the Texas English Language Proficiency Assessment System (TELPAS) results for Grades K-12. A student is considered to have made progress if the student advances in at least two of the four domains from the prior year to the current year or if the student's result in two of the four domains is Advanced High or Basic Fluency. Current EB students/ELs are the only students evaluated in this component. The 2024 ELP component evaluated current-year TELPAS and TELPAS Alternate results compared to the prior-year results to determine whether the students made progress. English language proficiency was used in the Closing the Gaps domain calculations. Statewide, 50 percent of EB students/ELs showed progress toward achieving English language proficiency in 2024.

Attendance Rate

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. The attendance rate indicator applies to all four subject areas (RLA, mathematics, science, and social studies)

distinction designations. Statewide, the attendance rate in 2022-23 was 93.3 percent, an increase from 92.2 percent in 2021-22.

Profile Information

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

Agency Contact Person

For more information about the Texas Academic Performance Report (TAPR) indicators, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov.

Other Sources of Information

Texas Academic Performance Reports (TAPR) and profiles for each public school district and campus are available from each district and on the Texas Education Agency website at Texas Academic Performance Reports.

Chapter 2.
Student Performance

This chapter provides an overview of student performance on statewide assessments, including the State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, STAAR Alternate 2, the Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate.

STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The assessment is specifically designed to measure individual student progress in relation to content in the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or the course being assessed. Students are tested in mathematics and reading language arts (RLA) in Grades 3-8, science in Grades 5 and 8, and social studies in Grade 8 (Table 2.1). In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public school district or open-enrollment charter school (Texas Education Code [TEC] §39.025). A student who fails no more than two of the required STAAR EOC assessments can still receive a diploma if he or she is determined to be qualified to graduate by an individual graduation committee (TEC §28.0258). STAAR is designed to meet state and federal requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Table 2.1
State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, and STAAR Alternate 2, 2023 and 2024

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

[a]Reading language arts. [b]STAAR Spanish. [c]STAAR Alternate 2. [d]Not applicable.

STAAR Spanish assessments are offered for mathematics and RLA in Grades 3-5 and science in Grade 5. STAAR Spanish assessments are designed to measure the academic skills of students who receive their academic instruction primarily in Spanish. STAAR and STAAR Spanish assess the same TEKS content standards and have the same test blueprints. STAAR Spanish is designed to meet state and federal requirements under ESEA, as amended by ESSA.

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

TELPAS measures the annual progress in learning English made by students in kindergarten through Grade 12 who are identified as emergent bilingual (EB). For each of the four language domains—listening, speaking, reading, and writing—TELPAS measures four levels of increasing English language proficiency (Table 2.2). TELPAS measures learning in alignment with the English Language Proficiency Standards (ELPS), which are part of the TEKS. The ELPS outline the instruction EB students must receive to support their ability to develop academic English language proficiency and acquire challenging academic knowledge and skills. The ELPS are composed of second language acquisition knowledge and skills that EB students are expected to learn, as well as proficiency level descriptors (PLDs) characterizing the four English language proficiency levels reported in Texas. TELPAS is designed to meet state and federal requirements under ESEA, as amended by ESSA.

Table 2.2
Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, 2023 and 2024

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

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

STAAR Performance Levels and Policy Definitions

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

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

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

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

Did Not Meet Grade Level—performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills. The Texas Education Agency (TEA) website provides additional information about performance levels.

Setting STAAR Performance Standards

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

In 2012, TEA created the STAAR performance standards using an evidence-based standard-setting approach that incorporated elements of a traditional standard-setting framework (e.g., performance level descriptors and item-mapping methods) and supported that framework with empirically based research studies as well as policy considerations. The TEA website provides additional information about standard setting.

STAAR Grades 3-8 Results

State Summary

In RLA, Approaches Grade Level passing rates in 2024 ranged from 72 percent in Grades 3 and 7 to 79 percent in Grades 4 and 8 (Table 2.3 on page 10). Across grades, students achieved Masters Grade Level performance at the highest rate in Grades 5, 7, and 8 (28%).

In mathematics, Approaches Grade Level passing rates in 2024 ranged from 53 percent in Grade 7 to 75 percent in Grade 5. Across grades, students achieved Masters Grade Level performance at the highest rate in Grade 4 (20%).

Table 2.3
STAAR Grades 3-8 Performance, All Students, by Subject and Grade, 2023 and 2024

Grade	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts						
3	75	48	19	72	46	20
4	76	46	21	79	49	22
5	80	55	28	78	53	28
6	75	50	21	75	54	25
7	77	52	26	72	52	28
8	82	56	27	79	54	28
Mathematics						
3	72	43	18	68	40	15
4	69	46	21	67	44	20
5	79	49	21	75	48	19
6	74	37	15	69	37	13
7	61	35	10	53	32	10
8	74	44	16	70	40	15
Science						
5	63	34	15	56	26	10
8	72	45	16	68	42	16
Social Studies						
8	60	31	15	57	31	16

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

In science, 56 percent of Grade 5 students and 68 percent of Grade 8 students met the Approaches Grade Level passing standard in 2024. Ten percent of fifth-grade students and 16 percent of eighth-grade students achieved Masters Grade Level performance.

In social studies, 57 percent of eighth-grade students met the Approaches Grade Level passing standard in 2024, and 16 percent achieved Masters Grade Level performance.

Results by Race/Ethnicity

In RLA, Approaches Grade Level passing rates for African American students in 2024 ranged from 63 percent in Grade 3 to 73 percent in Grade 8 (Appendices 2-D through 2-I beginning on page 39). Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grades 7 and 8 (19% each). Among Hispanic students in 2024, Approaches Grade Level passing rates in RLA ranged from 66 percent in Grade 7 to 74 percent in Grades 4, 5, and 8. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 5 (21%). Among White students in 2024, Approaches Grade Level passing rates in RLA ranged from 83 percent in Grade 3 to 89 percent in Grade 4. Across grades, White students achieved Masters Grade Level performance at the highest rates in Grade 8 (41%).

In mathematics, Approaches Grade Level passing rates for African American students in 2024 ranged from 39 percent in Grade 7 to 62 percent in Grade 5. Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 4 (10%). Among Hispanic students in 2024, Approaches Grade Level passing rates in mathematics ranged from 47 percent in Grade 7 to 72 percent in

Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 4 (15%). Among White students in 2024, Approaches Grade Level passing rates in mathematics ranged from 69 percent in Grade 7 to 84 percent in Grade 5. Across grades, White students achieved Masters Grade Level performance at the highest rate in Grade 4 (28%).

In science, 41 percent of African American students in Grade 5 and 56 percent in Grade 8 met the Approaches Grade Level passing standard in 2024. Four percent of African American students in Grade 5 and 8 percent in Grade 8 achieved Masters Grade Level performance. Hispanic students in 2024 had Approaches Grade Level passing rates in science of 48 percent in Grade 5 and 61 percent in Grade 8. Six percent of Hispanic students in Grade 5 and 10 percent in Grade 8 achieved Masters Grade Level performance. White students in 2024 had Approaches Grade Level passing rates in science of 72 percent in Grade 5 and 83 percent in Grade 8. Eighteen percent of White students in Grade 5 and 25 percent in Grade 8 achieved Masters Grade Level performance.

In social studies, 46 percent of African American eighth-grade students met the Approaches Grade Level passing standard in 2024, and 9 percent achieved Masters Grade Level performance. Forty-nine percent of Hispanic eighth-grade students met the Approaches Grade Level passing standard in social studies in 2024, and 10 percent achieved Masters Grade Level performance. Seventy-three percent of White eighth-grade students met the Approaches Grade Level passing standard in social studies in 2024, and 25 percent achieved Masters Grade Level performance.

Results by Special Population

STAAR Grades 3-8 results for students identified as at risk of dropping out of school are presented in Appendices 2-D through 2-I beginning on page 39. Across all assessments in Grades 3-8, the Approaches Grade Level passing rates in 2024 for at-risk students were lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

A student is considered economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. STAAR results for economically disadvantaged students are presented in Appendices 2-D through 2-I beginning on page 39. Across all assessments in Grades 3-8, the Approaches Grade Level passing rates in 2024 for economically disadvantaged students were lower than for all students tested.

Assessment options for students receiving special education services are considered by each student's admission, review, and dismissal (ARD) committee to determine the most appropriate assessment and the allowable accommodations required for each subject-area assessment administered to the student. STAAR results for students receiving special education services are presented in Appendices 2-D through 2-I beginning on page 39. Across all assessments in Grades 3-8, the Approaches Grade Level passing rates in 2024 for special education students were lower than for all students tested.

STAAR Spanish Grades 3-5 Results

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

In 2024, the number of students taking STAAR Spanish ranged from 11,560 in Grade 5 mathematics to 34,269 in Grade 3 RLA (Appendices 2-J through 2-L beginning on page 46). In RLA, Approaches Grade Level passing rates in 2024 ranged from 45 percent in Grade 3 to 61 percent in Grade 5 (Table 2.4). In mathematics, Approaches Grade Level passing rates ranged from 39 percent in Grade 4 to 48 percent in Grades 3 and 5. Twenty-one percent of Grade 5 students met the Approaches Grade Level passing standard in science in 2024.

Table 2.4
STAAR Spanish Grades 3-5 Performance, All Students, by Subject and Grade, 2023 and 2024

Grade	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts						
3	54	26	14	45	17	8
4	51	31	13	47	29	12
5	62	33	14	61	28	8
Mathematics						
3	57	23	6	48	20	4
4	47	22	7	39	19	6
5	57	23	5	48	19	3
Science						
5	33	9	2	21	5	1

STAAR EOC Assessment Results

State Summary

In 2024, Approaches Grade Level passing rates on STAAR EOC assessments ranged from 67 percent in English I to 95 percent in U.S. History (Table 2.5 on page 13). Percentages of students achieving Masters Grade Level performance ranged from 9 percent in English II to 37 percent in U.S. History.

Results by Race/Ethnicity

Across STAAR EOC assessments in 2024, Approaches Grade Level passing rates for African American, Hispanic, and White students were highest in U.S. History (94%, 94%, and 98%, respectively) and lowest in English I (59%, 60%, and 83%) (Appendix 2-M on page 49). Percentages of African American, Hispanic,

Table 2.5
STAAR End-of-Course Performance, All Students, by Course, 2023 and 2024

Course	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
English I	71	54	14	67	54	17
English II	74	56	9	74	60	9
Algebra I	78	45	24	79	45	25
Biology	89	57	22	91	57	19
U.S. History	95	71	39	95	69	37

and White students achieving Masters Grade Level performance were highest in U.S. History (25%, 29%, and 53%, respectively) and lowest in English II (4%, 5%, and 14%).

Results by Special Population

STAAR EOC assessment results for students identified as at risk of dropping out of school are presented in Appendix 2-M on page 49. For every STAAR EOC assessment administered in 2024, the Approaches Grade Level passing rate for at-risk students was lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

STAAR EOC assessment results for economically disadvantaged students are presented in Appendix 2-M on page 49. For every STAAR EOC assessment administered in 2024, the Approaches Grade Level passing rate for economically disadvantaged students was lower than for all students tested.

STAAR EOC assessment results for students receiving special education services are presented in Appendix 2-M on page 49. For every STAAR EOC assessment administered in 2024, the Approaches Grade Level passing rate for special education students was lower than for all students tested.

STAAR Alternate 2 Results

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

Performance levels for STAAR Alternate 2 are Level I: Developing Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Accomplished Academic Performance. Across Grades 3-8 in 2024, Level II passing rates on STAAR Alternate 2 ranged from 84 percent in Grade 5 RLA to 96 percent in Grade 8 science (Table 2.6 on page 14). Percentages of students achieving Level III performance ranged from 14 percent in Grade 3 RLA to 37 percent in Grade 8 mathematics.

Table 2.6
STAAR Alternate 2 Grades 3-8 Participation and Performance, by Subject and Grade, 2023 and 2024

Grade	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
RLA[a]								
3	7,390	11	89	15	6,623	13	87	14
4	7,296	10	90	21	6,489	12	88	16
5	6,823	11	89	27	6,032	16	84	19
6	6,479	9	91	32	5,585	11	89	27
7	6,308	7	93	30	5,230	11	89	24
8	6,168	7	93	34	4,985	11	89	31
Mathematics								
3	7,386	9	91	25	6,620	11	89	20
4	7,293	6	94	20	6,491	8	92	15
5	6,825	7	93	32	6,033	7	93	25
6	6,481	5	95	46	5,586	7	93	33
7	6,300	4	96	43	5,227	5	95	34
8	6,162	4	96	46	4,984	5	95	37
Science								
5	6,820	4	96	27	6,033	5	95	28
8	6,163	3	97	29	4,982	4	96	28
Social Studies								
8	6,157	5	95	46	4,988	6	94	34

[a]Reading language arts.

In 2024, Level II passing rates on STAAR Alternate 2 EOC assessments ranged from 92 percent in both English I and English II to 96 percent in Biology (Table 2.7). Percentages of students achieving Level III performance ranged from 32 percent in Biology to 41 percent in English I.

Table 2.7
STAAR Alternate 2 End-of-Course Participation and Performance, All Students, by Course, 2023 and 2024

Course	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
English I	6,031	6	94	47	5,117	8	92	41
English II	5,770	5	95	43	4,683	8	92	39
Algebra I	6,017	7	93	38	5,115	7	93	36
Biology	6,041	3	97	36	5,029	4	96	32
U.S. History	5,260	4	96	43	4,475	5	95	40

STAAR and TELPAS Performance of Students Identified as Emergent Bilingual

STAAR measures achievement of academic knowledge and skills, and TELPAS measures how well emergent bilingual (EB) students can understand and use the English needed for effective participation in academic instruction delivered in the English language. For kindergarten and Grade 1, TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom

observations and student interactions. For Grades 2-12, TELPAS includes online, item-based assessments in listening and speaking and in reading and writing.

Unlike some assessments that measure mastery of content with a pass or fail score, TELPAS provides an annual measure of progress on a continuum of second language acquisition. Student performance is reported in terms of the four English language proficiency levels—beginning, intermediate, advanced, and advanced high. Students who score at the highest level of English proficiency on TELPAS (advanced high) demonstrate minimal difficulty with grade-level academic skills in core content areas. Students who score high on STAAR Spanish demonstrate thorough knowledge of the same academic skills that are assessed on the English version of STAAR. Students who score high on STAAR Spanish may score at any English proficiency level on TELPAS, depending on how much English they have learned.

Table 2.8 presents participation and performance data for current EB students tested with STAAR RLA assessments and TELPAS in 2024. Appendix 2-A on page 20 presents results for current and former EB students by grade and special language program instructional model.

Table 2.8
Participation and Performance of Current Emergent Bilingual (EB) Students[a] on STAAR Reading Language Arts (RLA) and TELPAS,[b] by Grade, 2024

Grade	STAAR RLA Tested (*N*)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (*N*)	TELPAS Met Beg.[c] Proficiency (%)	TELPAS Met Int.[d] Proficiency (%)	TELPAS Met Adv.[e] Proficiency (%)	TELPAS Met Adv. High Proficiency (%)
K	n/a[f]	n/a	n/a	n/a	95,559	49	30	14	8
1	n/a	n/a	n/a	n/a	100,997	28	36	21	15
2	n/a	n/a	n/a	n/a	98,893	19	55	23	3
3	99,477	63	34	13	100,104	12	44	34	10
4	99,826	70	39	15	100,385	10	36	39	15
5	100,740	71	42	18	101,281	8	29	39	24
6	99,565	63	39	12	100,188	6	34	45	15
7	98,605	59	35	14	99,514	6	32	45	17
8	95,074	66	36	12	96,366	4	36	45	15
9	n/a	n/a	n/a	n/a	101,329	10	39	37	14
10	n/a	n/a	n/a	n/a	82,107	11	38	34	16
11	n/a	n/a	n/a	n/a	65,746	10	38	35	18
12	n/a	n/a	n/a	n/a	50,259	10	43	34	14

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

[a]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [b]Texas English Language Proficiency Assessment System. [c]Beginning. [d]Intermediate. [e]Advanced. [f]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested.

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

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

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

Table 2.9 presents participation and performance data for current EB students assessed by STAAR Alternate 2 RLA assessments and TELPAS Alternate in 2024. Appendices 2-B and 2-C beginning on page 27 present results for current and former EB students by grade and special language program instructional model.

Table 2.9
Participation and Performance of Current Emergent Bilingual (EB) Students[a] on STAAR Alternate 2 Reading Language Arts (RLA) and TELPAS[b] Alternate, by Grade, 2024

Grade	STAAR Alternate 2 RLA Tested (N)	STAAR Alternate 2 RLA Achieved Dev.[c] (%)	STAAR Alternate 2 RLA Achieved Sat.[d] (%)	STAAR Alternate 2 RLA Achieved Acc.[e] (%)	TELPAS Alternate Tested (N)	TELPAS Alternate Met Aware.[f] Prof.[g] (%)	TELPAS Alternate Met Imit.[h] Prof. (%)	TELPAS Alternate Met Early Ind.[i] Prof. (%)	TELPAS Alternate Met Dev. Ind.[j] Prof. (%)	TELPAS Alternate Met Basic Flu.[k] Prof. (%)
K	n/a[l]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	1,824	35	31	21	10	3
3	1,538	14	86	16	1,542	26	28	25	16	5
4	1,406	13	87	15	1,401	18	23	28	21	9
5	1,168	14	86	20	1,156	15	19	23	24	18
6	955	10	90	28	954	17	20	21	21	20
7	840	11	89	25	820	16	17	21	24	21
8	712	11	89	33	707	14	17	22	22	24
9	n/a	n/a	n/a	n/a	671	21	20	19	20	20
10	n/a	n/a	n/a	n/a	503	14	20	21	22	23
11	n/a	n/a	n/a	n/a	355	17	18	20	22	23
12	n/a	n/a	n/a	n/a	315	14	20	21	22	23

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

[a]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [b]Texas English Language Proficiency Assessment System. [c]Developing. [d]Satisfactory. [e]Accomplished. [f]Awareness. [g]Proficiency. [h]Imitation. [i]Early Independence. [j]Developing Independence. [k]Basic Fluency. [l]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested.

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

Overview

TEA is required to evaluate the correlation between student grades in a course and student performance on the corresponding state-mandated assessment. The most recent study examined the relationship between passing the spring 2023 STAAR Algebra I assessment (i.e., meeting the Approaches Grade Level standard) and passing the Algebra I course (i.e., receiving course credit).

The passing rates for the spring 2023 STAAR Algebra I assessment were compared with the passing rates for the Algebra I course based on the course completion information submitted to TEA by districts for the 2022-23 school year. All students in the state who had both STAAR Algebra I data and Algebra I course data available were considered for comparison. As in previous grade correlation studies, if the credit results (i.e., pass or fail) varied for any student who enrolled in the same course multiple times in the 2022-23 school year, the observation including a passing result was used for comparison. Otherwise, the result from the most recent course enrollment was used for comparison.

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

Overall Performance

Overall, 83 percent of students in the study sample who took Algebra I passed the STAAR Algebra I assessment (Table 2.10). Seventy-nine percent of students passed both the STAAR Algebra I assessment and the Algebra I course. The percentage of students who passed the course (91%) was higher than the percentage who passed the assessment (83%). Four percent passed the STAAR Algebra I assessment only, 12 percent passed the Algebra I course only, and 5 percent did not pass either.

Table 2.10
Passing Rates, Algebra I Course and STAAR Algebra I End-of-Course Assessment, 2022-23, by Student Group

Group	Course Enrollment (*N*)	Course Enrollment (%)	Passed STAAR (%)	Passed Course (%)	Passed Both (%)	Passed STAAR Only (%)	Passed Course Only (%)	Did Not Pass Either (%)
All Students	425,098	100	83	91	79	4	12	5
African American	54,841	13	75	89	71	5	18	7
Hispanic	227,390	53	80	89	75	5	14	6
White	106,207	25	90	95	87	2	8	2
Econ. Disad.[a]	252,343	59	78	88	73	5	15	7
Not Econ. Disad.	167,637	39	91	95	88	2	7	2
Female	205,036	48	86	92	82	4	11	4
Male	218,822	51	80	90	76	4	14	6

Note. Only students for whom both STAAR and course data were available for Algebra I are included.
[a]Economically disadvantaged.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the Algebra I course at higher rates than they passed the STAAR Algebra I assessment (Table 2.10). The percentage passing both the course and the assessment was higher for White students (87%) than for African American or Hispanic students (71% and 75%, respectively). Across all racial/ethnic groups, the passing rates for the STAAR Algebra I assessment ranged from 75 percent to 90 percent, and the passing rates for the Algebra I course ranged from 89 percent to 95 percent.

Among African American students, the passing rate for the Algebra I course (89%) was higher than the passing rate for STAAR Algebra I assessment (75%). Seventy-one percent of African American students passed both the assessment and the course. Five percent passed the STAAR Algebra I assessment only, 18 percent passed the Algebra I course only, and 7 percent did not pass either.

Among Hispanic students, the passing rate for the Algebra I course (89%) was higher than the passing rate for the STAAR Algebra I assessment (80%). Seventy-five percent of Hispanic students passed both the assessment and the course. Five percent passed the STAAR Algebra I assessment only, 14 percent passed the Algebra I course only, and 6 percent did not pass either.

Among White students, the passing rate for the Algebra I course (95%) was higher than the passing rate for the STAAR Algebra I assessment (90%). Eighty-seven percent of White students passed both the assessment and the course. Two percent passed the STAAR Algebra I assessment only, 8 percent passed the Algebra I course only, and 2 percent did not pass either.

Performance by Gender

The passing rates for the STAAR Algebra I assessment, the Algebra I course, and both the assessment and the course were higher for female students than for male students (Table 2.10 on page 17).

Among female students, the passing rate for the Algebra I course (92%) was higher than the passing rate for the STAAR Algebra I assessment (86%). Eighty-two percent of female students passed both the assessment and the course. Four percent of female students passed the STAAR Algebra I assessment only, 11 percent passed the Algebra I course only, and 4 percent did not pass either.

Among male students, the passing rate for the Algebra I course (90%) was higher than the passing rate for the STAAR Algebra I assessment (80%). Seventy-six percent of male students passed both the assessment and the course. Four percent of male students passed the STAAR Algebra I assessment only, 14 percent passed the Algebra I course only, and 6 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR Algebra I assessment, the Algebra I course, and both the assessment and the course were lower for students identified as economically disadvantaged than for students not identified as economically disadvantaged (Table 2.10 on page 17).

Among students identified as economically disadvantaged, the passing rate for the Algebra I course (88%) was higher than the passing rate for the STAAR Algebra I assessment (78%). Seventy-three percent of economically disadvantaged students passed both the assessment and the course. Five percent of economically disadvantaged students passed the STAAR Algebra I assessment only, 15 percent passed the Algebra I course only, and 7 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the Algebra I course (95%) was higher than the passing rate for the STAAR Algebra I assessment (91%). Eighty-eight percent of non-economically disadvantaged students passed both the assessment and the course. Two percent of non-

economically disadvantaged students passed the STAAR Algebra I assessment only, 7 percent passed the Algebra I course only, and 2 percent did not pass either.

Agency Contact Persons

For information about the Texas Assessment Program or assessment results, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov.

Other Sources of Information

The TEA website provides comprehensive information about the state assessment program and test results.

Appendix 2-A

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (N)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade K									
All Current EBs[f]	n/a[g]	n/a	n/a	n/a	95,559	49	30	14	8
All Bil.[h] Education Programs	n/a	n/a	n/a	n/a	55,058	65	27	6	2
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	12,212	54	30	11	4
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	2,223	76	21	3	1
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,625	57	32	8	3
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	29,998	72	24	3	1
All ESL[i] Programs	n/a	n/a	n/a	n/a	24,303	20	35	28	18
ESL/Content-Based	n/a	n/a	n/a	n/a	18,266	19	35	28	18
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,037	21	35	27	18
No Services	n/a	n/a	n/a	n/a	16,032	36	32	19	13
Grade 1									
All Current EBs	n/a	n/a	n/a	n/a	100,997	28	36	21	15
All Bil. Education Programs	n/a	n/a	n/a	n/a	57,231	37	41	15	7
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	12,609	24	38	21	17
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	2,667	47	40	10	2
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	11,562	31	42	19	8
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	30,393	44	41	12	3
All ESL Programs	n/a	n/a	n/a	n/a	26,021	10	27	31	32
ESL/Content-Based	n/a	n/a	n/a	n/a	19,544	10	27	32	31
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,477	10	27	29	34
No Services	n/a	n/a	n/a	n/a	17,512	24	33	25	18
Grade 2									
All Current EBs	n/a	n/a	n/a	n/a	98,893	19	55	23	3
All Bil. Education Programs	n/a	n/a	n/a	n/a	57,027	22	56	20	3
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	12,233	17	57	23	3
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	4,371	25	55	17	2
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	11,766	20	55	22	3
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	28,657	25	56	17	2
All ESL Programs	n/a	n/a	n/a	n/a	23,198	11	52	31	6
ESL/Content-Based	n/a	n/a	n/a	n/a	17,114	11	51	32	6
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,082	12	55	29	4
No Services	n/a	n/a	n/a	n/a	18,621	18	56	23	3

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (*N*)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (*N*)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 3									
All Current EBs[f]	99,477	63	34	13	100,104	12	44	34	10
All Bil.[h] Education Programs	54,288	60	31	12	54,787	14	47	31	8
Transitional Bil./Early Exit	12,884	66	37	13	12,965	10	44	35	10
Transitional Bil./Late Exit	4,242	61	32	14	4,274	16	48	28	7
Dual Immersion/Two-Way	10,741	60	31	12	10,821	13	45	33	9
Dual Immersion/One-Way	26,421	57	28	11	26,727	16	48	28	8
All ESL[i] Programs	23,754	70	42	17	24,051	8	38	40	15
ESL/Content-Based	15,902	70	44	18	16,186	8	37	40	16
ESL/Pull-Out	7,851	69	39	14	7,863	7	40	39	13
No Services	21,252	61	33	12	21,202	11	46	34	9
All Former EBs[j]	3,326	96	87	57	n/a[g]	n/a	n/a	n/a	n/a
All Bil. Education Programs	173	98	88	61	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	14	100	86	50	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1	—[k]	–	–	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	99	97	88	63	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	59	100	90	59	n/a	n/a	n/a	n/a	n/a
All ESL Programs	42	100	93	64	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	32	100	94	72	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	10	100	90	40	n/a	n/a	n/a	n/a	n/a
No Services	3,109	96	87	57	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current EBs	99,826	70	39	15	100,385	10	36	39	15
All Bil. Education Programs	51,601	68	39	15	51,967	13	37	37	13
Transitional Bil./Early Exit	13,866	73	41	15	13,977	9	36	41	14
Transitional Bil./Late Exit	4,067	70	39	15	4,079	14	39	34	12
Dual Immersion/Two-Way	10,207	69	41	16	10,245	11	34	39	16
Dual Immersion/One-Way	23,461	64	37	14	23,666	15	39	35	11
All ESL Programs	25,022	75	42	17	25,288	7	33	42	19
ESL/Content-Based	16,168	76	45	19	16,386	6	31	42	21
ESL/Pull-Out	8,853	73	38	14	8,901	7	35	41	16
No Services	23,127	68	35	12	23,091	9	39	39	13

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-A (continued)
Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (N)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
All Former EBs[j]	3,546	97	89	63	n/a[g]	n/a	n/a	n/a	n/a
All Bil.[h] Education Programs	248	98	94	67	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	36	94	86	53	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	4	—[k]	–	–	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	117	98	95	75	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	91	100	97	60	n/a	n/a	n/a	n/a	n/a
All ESL[i] Programs	54	94	93	63	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	34	97	94	79	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	20	90	90	35	n/a	n/a	n/a	n/a	n/a
No Services	3,244	97	89	63	n/a	n/a	n/a	n/a	n/a
Grade 5									
All Current EBs[f]	100,740	71	42	18	101,281	8	29	39	24
All Bil. Education Programs	46,822	72	41	17	47,223	10	29	38	22
Transitional Bil./Early Exit	14,766	70	39	16	14,904	9	31	39	21
Transitional Bil./Late Exit	3,161	72	42	17	3,182	11	31	38	20
Dual Immersion/Two-Way	9,211	75	45	19	9,270	9	26	39	27
Dual Immersion/One-Way	19,684	72	41	16	19,867	11	30	38	21
All ESL Programs	26,268	73	46	22	26,461	5	25	40	29
ESL/Content-Based	14,839	74	48	24	14,985	5	24	39	32
ESL/Pull-Out	11,426	71	42	19	11,471	5	27	42	27
No Services	27,467	68	39	17	27,419	7	31	40	22
All Former EBs	6,869	96	85	62	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	425	99	94	73	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	45	98	89	73	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	5	100	100	80	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	210	100	94	76	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	165	99	95	69	n/a	n/a	n/a	n/a	n/a
All ESL Programs	79	97	95	71	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	55	98	98	82	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	24	96	88	46	n/a	n/a	n/a	n/a	n/a
No Services	6,362	95	85	61	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (*N*)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (*N*)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 6									
All Current EBs[f]	99,565	63	39	12	100,188	6	34	45	15
All Bil.[h] Education Programs	9,721	62	38	12	9,798	7	34	44	15
Transitional Bil./Early Exit	2,687	57	33	9	2,697	8	37	43	12
Transitional Bil./Late Exit	737	52	26	7	756	10	38	43	9
Dual Immersion/Two-Way	3,131	69	46	16	3,089	5	27	46	21
Dual Immersion/One-Way	3,166	60	37	11	3,256	7	37	43	14
All ESL[i] Programs	62,480	62	39	13	63,137	6	34	45	15
ESL/Content-Based	12,358	65	43	15	12,698	7	34	45	15
ESL/Pull-Out	50,117	62	38	12	50,433	6	34	45	15
No Services	27,340	63	39	12	27,273	5	34	47	14
All Former EBs[j]	9,620	97	91	62	n/a[g]	n/a	n/a	n/a	n/a
All Bil. Education Programs	232	100	97	65	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	12	100	92	50	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	8	100	100	38	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	166	100	98	69	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	46	98	93	59	n/a	n/a	n/a	n/a	n/a
All ESL Programs	143	97	89	53	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	70	97	91	47	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	73	97	86	59	n/a	n/a	n/a	n/a	n/a
No Services	9,223	97	91	62	n/a	n/a	n/a	n/a	n/a
Grade 7									
All Current EBs	98,605	59	35	14	99,514	6	32	45	17
All Bil. Education Programs	2,571	62	36	15	2,554	5	29	46	20
Transitional Bil./Early Exit	57	67	39	16	61	2	25	52	21
Transitional Bil./Late Exit	5	40	20	0	8	0	50	50	0
Dual Immersion/Two-Way	2,211	62	36	15	2,172	5	29	46	20
Dual Immersion/One-Way	298	58	35	11	313	5	29	48	18
All ESL Programs	70,719	58	35	13	71,640	7	32	44	17
ESL/Content-Based	9,282	59	38	16	9,406	9	35	41	14
ESL/Pull-Out	61,422	57	34	13	62,216	6	32	44	17
No Services	25,316	61	37	14	25,338	4	33	47	16

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (*N*)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (*N*)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
All Former EBs[j]	13,030	96	89	63	n/a[g]	n/a	n/a	n/a	n/a
All Bil.[h] Education Programs	235	99	94	71	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	6	100	67	33	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	207	100	97	72	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	22	91	73	64	n/a	n/a	n/a	n/a	n/a
All ESL[i] Programs	124	97	85	54	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	24	92	79	46	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	100	98	87	56	n/a	n/a	n/a	n/a	n/a
No Services	12,666	96	89	63	n/a	n/a	n/a	n/a	n/a
Grade 8									
All Current EBs[f]	95,074	66	36	12	96,366	4	36	45	15
All Bil. Education Programs	1,874	70	41	15	1,881	3	29	44	24
Transitional Bil./Early Exit	37	73	32	14	34	3	35	47	15
Transitional Bil./Late Exit	7	71	29	29	7	0	86	0	14
Dual Immersion/Two-Way	1,627	70	42	16	1,632	3	29	44	24
Dual Immersion/One-Way	203	75	41	10	208	4	27	45	24
All ESL Programs	69,966	65	35	12	71,463	5	36	44	15
ESL/Content-Based	8,362	66	39	16	8,541	7	41	41	11
ESL/Pull-Out	61,595	65	34	11	62,912	4	35	45	16
No Services	23,193	68	38	13	23,038	3	36	47	14
All Former EBs	17,655	97	86	58	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	225	100	94	67	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	9	100	89	11	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1	—[k]	–	–	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	196	100	94	69	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	19	95	95	68	n/a	n/a	n/a	n/a	n/a
All ESL Programs	188	97	87	51	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	26	96	73	54	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	162	98	90	51	n/a	n/a	n/a	n/a	n/a
No Services	17,221	97	86	58	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (N)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
Grade 9									
All Current EBs[f]	n/a[g]	n/a	n/a	n/a	101,329	10	39	37	14
All Bil.[h] Education Programs	n/a	n/a	n/a	n/a	795	8	31	36	24
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	11	18	18	45	18
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	13	0	69	31	0
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	673	9	29	37	26
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	98	2	43	36	19
All ESL[i] Programs	n/a	n/a	n/a	n/a	78,463	11	39	36	14
ESL/Content-Based	n/a	n/a	n/a	n/a	8,647	18	43	28	11
ESL/Pull-Out	n/a	n/a	n/a	n/a	69,812	10	39	37	14
No Services	n/a	n/a	n/a	n/a	21,995	8	39	40	13
All Former EBs[j]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10									
All Current EBs	n/a	n/a	n/a	n/a	82,107	11	38	34	16
All Bil. Education Programs	n/a	n/a	n/a	n/a	470	8	29	35	28
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	12	25	8	50	17
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	3	–[k]	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	440	8	29	35	29
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	15	13	40	40	7
All ESL Programs	n/a	n/a	n/a	n/a	64,440	12	38	34	16
ESL/Content-Based	n/a	n/a	n/a	n/a	6,909	15	44	27	14
ESL/Pull-Out	n/a	n/a	n/a	n/a	57,531	12	38	35	16
No Services	n/a	n/a	n/a	n/a	17,118	9	38	36	17

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Reading Language Arts (RLA) and TELPAS,[a] by Grade and Special Language Program Instructional Model, 2024

Group	STAAR RLA Tested (N)	STAAR RLA Achieved Approaches (%)	STAAR RLA Achieved Meets (%)	STAAR RLA Achieved Masters (%)	TELPAS Tested (N)	TELPAS Met Beg.[b] Prof.[c] (%)	TELPAS Met Int.[d] Prof. (%)	TELPAS Met Adv.[e] Prof. (%)	TELPAS Met Adv. High Prof. (%)
All Former EBs[j]	n/a[g]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil.[h] Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL[i] Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 11									
All Current EBs[f]	n/a	n/a	n/a	n/a	65,746	10	38	35	18
All Bil. Education Programs	n/a	n/a	n/a	n/a	330	11	35	33	20
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	7	14	57	29	0
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	5	0	20	60	20
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	309	12	36	32	20
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	9	0	22	44	33
All ESL Programs	n/a	n/a	n/a	n/a	51,893	10	38	34	17
ESL/Content-Based	n/a	n/a	n/a	n/a	5,219	11	43	29	17
ESL/Pull-Out	n/a	n/a	n/a	n/a	46,674	10	38	35	17
No Services	n/a	n/a	n/a	n/a	13,449	8	36	36	19
All Former EBs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12									
All Current EBs	n/a	n/a	n/a	n/a	50,259	10	43	34	14
All Bil. Education Programs	n/a	n/a	n/a	n/a	186	10	34	35	21
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	15	7	47	40	7
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	–[k]	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	168	11	33	34	23
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	2	–	–	–	–
All ESL Programs	n/a	n/a	n/a	n/a	40,075	10	43	33	13
ESL/Content-Based	n/a	n/a	n/a	n/a	4,099	10	48	29	13
ESL/Pull-Out	n/a	n/a	n/a	n/a	35,976	10	42	34	13
No Services	n/a	n/a	n/a	n/a	9,906	8	42	35	15

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

[a]Texas English Language Proficiency Assessment System. [b]Beginning. [c]Proficiency. [d]Intermediate. [e]Advanced. [f]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [g]Not applicable for one of the following reasons: (a) STAAR assessments are not administered in Grades K-2, and STAAR end-of-course assessments are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former EB students do not participate in TELPAS; or (d) no students were tested. [h]Bilingual. [i]English as a second language. [j]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [k]A dash (–) indicates data are not reported to protect student anonymity.

Appendix 2-B

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

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

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

Appendix 2-B (continued)

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 3				
All Current EBs[b]	1,538	14	86	16
All Bil.[d] Education Programs	320	8	92	23
Transitional Bil./Early Exit	127	6	94	33
Transitional Bil./Late Exit	15	0	100	7
Dual Immersion/Two-Way	41	7	93	22
Dual Immersion/One-Way	137	11	89	15
All ESL[e] Programs	651	17	83	10
ESL/Content-Based	464	16	84	11
ESL/Pull-Out	187	18	82	9
No Services	560	14	86	18
All Former EBs[f]	n/a[c]	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 4				
All Current EBs	1,406	13	87	15
All Bil. Education Programs	285	9	91	19
Transitional Bil./Early Exit	116	7	93	27
Transitional Bil./Late Exit	25	24	76	4
Dual Immersion/Two-Way	37	5	95	24
Dual Immersion/One-Way	107	8	92	13
All ESL Programs	580	15	85	11
ESL/Content-Based	395	15	85	11
ESL/Pull-Out	185	16	84	9
No Services	532	13	87	16
All Former EBs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

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Appendix 2-B (continued)
Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 5				
All Current EBs[b]	1,168	14	86	20
All Bil.[d] Education Programs	228	7	93	25
Transitional Bil./Early Exit	89	3	97	30
Transitional Bil./Late Exit	17	18	82	12
Dual Immersion/Two-Way	31	10	90	26
Dual Immersion/One-Way	91	7	93	21
All ESL[e] Programs	497	17	83	16
ESL/Content-Based	325	16	84	16
ESL/Pull-Out	172	18	82	16
No Services	440	15	85	22
All Former EBs[f]	n/a[c]	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 6				
All Current EBs	955	10	90	28
All Bil. Education Programs	65	9	91	46
Transitional Bil./Early Exit	28	4	96	54
Transitional Bil./Late Exit	1	–[g]	–	–
Dual Immersion/Two-Way	5	0	100	0
Dual Immersion/One-Way	31	16	84	48
All ESL Programs	555	9	91	25
ESL/Content-Based	131	11	89	25
ESL/Pull-Out	424	9	91	25
No Services	334	13	87	30
All Former EBs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

continues

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Achieved Developing (%)	Achieved Satisfactory (%)	Achieved Accomplished (%)
Grade 7				
All Current EBs[b]	840	11	89	25
All Bil.[d] Education Programs	19	26	74	16
Transitional Bil./Early Exit	0	n/a[c]	n/a	n/a
Transitional Bil./Late Exit	1	–[g]	–	–
Dual Immersion/Two-Way	13	38	62	8
Dual Immersion/One-Way	5		100	40
All ESL[e] Programs	552	13	88	23
ESL/Content-Based	83	11	89	25
ESL/Pull-Out	469	13	87	23
No Services	268	7	93	29
All Former EBs[f]	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a
Grade 8				
All Current EBs	712	11	89	33
All Bil. Education Programs	6		100	50
Transitional Bil./Early Exit	0	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a
Dual Immersion/Two-Way	4	–	–	–
Dual Immersion/One-Way	2	–	–	–
All ESL Programs	452	13	87	29
ESL/Content-Based	55	15	85	24
ESL/Pull-Out	397	12	88	30
No Services	253	9	91	39
All Former EBs	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

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

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on STAAR Alternate 2 RLA,[a] by Grade and Special Language Program Instructional Model, 2024

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

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

[a]Reading language arts. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) STAAR Alternate 2 assessments are not administered in Grades K-2, and STAAR Alternate 2 end-of-course assessments are course-based, rather than grade-level based; or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

Appendix 2-C

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade K						
All Current EBs[b]	n/a[c]	n/a	n/a	n/a	n/a	n/a
All Bil.[d] Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL[e] Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 1						
All Current EBs	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 2						
All Current EBs	1,824	35	31	21	10	3
All Bil. Education Programs	354	36	32	22	8	2
Transitional Bil./Early Exit	136	36	29	26	7	2
Transitional Bil./Late Exit	27	41	41	15	4	0
Dual Immersion/Two-Way	40	48	15	18	15	5
Dual Immersion/One-Way	151	33	37	21	7	2
All ESL Programs	812	34	32	22	9	3
ESL/Content-Based	555	33	31	24	10	2
ESL/Pull-Out	257	36	33	18	8	5
No Services	644	34	30	20	12	4

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

continues

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 3						
All Current EBs[b]	1,542	26	28	25	16	5
All Bil.[d] Education Programs	321	22	27	28	16	7
Transitional Bil./Early Exit	129	20	22	28	20	9
Transitional Bil./Late Exit	15	33	27	27	13	0
Dual Immersion/Two-Way	39	18	36	18	23	5
Dual Immersion/One-Way	138	23	30	31	11	5
All ESL[e] Programs	650	27	28	25	15	5
ESL/Content-Based	459	26	29	24	15	5
ESL/Pull-Out	191	27	27	26	16	5
No Services	564	27	28	24	16	4
All Former EBs[f]	n/a[c]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4						
All Current EBs	1,401	18	23	28	21	9
All Bil. Education Programs	282	15	22	29	22	12
Transitional Bil./Early Exit	116	9	19	29	23	20
Transitional Bil./Late Exit	23	22	43	17	13	4
Dual Immersion/Two-Way	37	8	24	32	27	8
Dual Immersion/One-Way	106	22	21	30	22	6
All ESL Programs	582	17	23	30	21	9
ESL/Content-Based	395	18	23	30	22	8
ESL/Pull-Out	187	17	22	29	20	12
No Services	530	20	24	27	20	8
All Former EBs	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

continues

Appendix 2-C (continued)

Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 5						
All Current EBs[b]	1,156	15	19	23	24	18
All Bil.[d] Education Programs	227	15	19	20	28	19
Transitional Bil./Early Exit	91	11	19	18	30	23
Transitional Bil./Late Exit	17	6	29	18	41	6
Dual Immersion/Two-Way	31	16	23	16	32	13
Dual Immersion/One-Way	88	20	15	24	23	18
All ESL[e] Programs	503	16	19	22	24	18
ESL/Content-Based	328	17	23	18	23	20
ESL/Pull-Out	175	14	13	30	27	15
No Services	424	15	20	25	23	17
All Former EBs[f]	n/a[c]	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 6						
All Current EBs	954	17	20	21	21	20
All Bil. Education Programs	67	12	13	24	24	27
Transitional Bil./Early Exit	29	3	10	21	21	45
Transitional Bil./Late Exit	1	—[g]	–	–	–	–
Dual Immersion/Two-Way	6	0	17	50	17	17
Dual Immersion/One-Way	31	19	16	23	29	13
All ESL Programs	554	16	21	21	21	21
ESL/Content-Based	132	17	23	25	20	14
ESL/Pull-Out	422	15	21	20	21	23
No Services	332	20	20	21	22	17
All Former EBs	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 7						
All Current EBs[b]	820	16	17	21	24	21
All Bil.[d] Education Programs	16	19	31	25	19	6
Transitional Bil./Early Exit	0	n/a[c]	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	11	27	18	27	18	9
Dual Immersion/One-Way	5	0	60	20	20	0
All ESL[e] Programs	549	16	17	21	25	21
ESL/Content-Based	84	18	15	20	26	20
ESL/Pull-Out	465	16	18	21	25	21
No Services	254	17	17	22	22	22
All Former EBs[f]	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8						
All Current EBs	707	14	17	22	22	24
All Bil. Education Programs	6	0	17	33	50	0
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	4	–[g]	–	–	–	–
Dual Immersion/One-Way	2	–	–	–	–	–
All ESL Programs	444	16	18	22	21	24
ESL/Content-Based	53	17	13	25	28	17
ESL/Pull-Out	391	15	18	22	20	25
No Services	256	12	16	22	25	25
All Former EBs	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (N)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 9						
All Current EBs[b]	671	21	20	19	20	20
All Bil.[d] Education Programs	1	–[g]	–	–	–	–
Transitional Bil./Early Exit	0	n/a[c]	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	1	–	–	–	–	–
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL[e] Programs	421	21	21	19	20	19
ESL/Content-Based	40	35	10	28	28	0
ESL/Pull-Out	381	20	22	18	19	21
No Services	249	21	18	20	19	21
All Former EBs[f]	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10						
All Current EBs	503	14	20	21	22	23
All Bil. Education Programs	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	298	17	20	21	22	19
ESL/Content-Based	37	11	24	24	22	19
ESL/Pull-Out	261	18	20	21	22	20
No Services	205	9	20	20	22	29
All Former EBs	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

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Participation and Performance of Current and Former Emergent Bilingual (EB) Students on TELPAS[a] Alternate, by Grade and Special Language Program Instructional Model, 2024

Group	Tested (*N*)	Met Awareness Proficiency (%)	Met Imitation Proficiency (%)	Met Early Independence Proficiency (%)	Met Developing Independence Proficiency (%)	Met Basic Fluency Proficiency (%)
Grade 11						
All Current EBs[b]	355	17	18	20	22	23
All Bil.[d] Education Programs	0	n/a[c]	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL[e] Programs	217	20	17	18	24	22
ESL/Content-Based	16	19	19	19	19	25
ESL/Pull-Out	201	20	16	18	24	21
No Services	137	13	20	23	20	24
All Former EBs[f]	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12						
All Current EBs	315	14	20	21	22	23
All Bil. Education Programs	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	162	13	15	21	29	22
ESL/Content-Based	12	17	17	8	50	8
ESL/Pull-Out	150	13	15	22	27	23
No Services	153	15	25	22	14	24

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

[a]Texas English Language Proficiency Assessment System. [b]Current EB students were identified as EB students in 2023-24. The group, all current EB students, includes students for whom information about services received may be incomplete. [c]Not applicable for one of the following reasons: (a) former EB students do not participate in TELPAS Alternate, or (b) no students were tested. [d]Bilingual. [e]English as a second language. [f]Former EB students are those who have exited EB student status. The group, all former EB students, includes students for whom information about services received may be incomplete. [g]A dash (–) indicates data are not reported to protect student anonymity.

Appendix 2-D
STAAR Participation and Performance, Grade 3, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	386,771	75	48	19	394,092	72	46	20
African American	47.922	67	38	12	48,957	63	35	13
American Indian	1,085	74	47	17	1,087	73	45	19
Asian	21,149	90	75	44	21,857	90	74	46
Hispanic	201,142	70	41	15	207,887	67	39	15
Pacific Islander	606	75	43	14	617	75	45	19
White	100,403	86	62	27	98,054	83	60	28
Multiracial	12,751	82	57	25	13,107	80	56	26
At-Risk	192,515	63	32	10	203,233	59	30	10
Econ. Disad.[a]	237,397	67	38	12	248,796	64	36	12
Female	189,573	78	52	22	194,454	75	49	22
Male	196,130	72	45	17	199,557	69	43	18
Emergent Bilingual	100,335	64	36	13	105,608	61	33	13
Special Education	57,244	46	20	6	69,861	44	19	6
Mathematics								
All Students	386,460	72	43	18	393,881	68	40	15
African American	47,878	57	28	9	48,931	55	26	7
American Indian	1,080	72	41	16	1,080	69	39	15
Asian	21,082	90	74	48	21,777	89	72	41
Hispanic	201,032	67	36	12	207,890	63	33	10
Pacific Islander	604	69	36	12	618	67	35	11
White	100,288	83	56	27	97,917	79	54	22
Multiracial	12,739	76	50	23	13,081	74	48	20
At-Risk	192,312	61	29	9	203,134	56	26	7
Econ. Disad.	237,180	64	32	11	248,707	60	30	8
Female	189,459	70	39	15	194,384	66	36	12
Male	195,917	73	46	21	199,402	70	43	17
Emergent Bilingual	100,279	66	35	12	105,635	61	32	10
Special Education	57,217	46	20	7	69,813	41	18	5

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

[a]Economically disadvantaged.

Appendix 2-E
STAAR Participation and Performance, Grade 4, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	386,729	76	46	21	393,910	79	49	22
African American	47,897	68	34	12	48,453	72	37	14
American Indian	1,086	77	47	20	1,135	77	47	20
Asian	21,731	91	75	49	22,460	92	77	51
Hispanic	201,497	71	39	15	206,483	74	42	16
Pacific Islander	638	79	47	21	591	80	47	18
White	100,120	86	60	30	99,530	89	62	31
Multiracial	12,132	84	56	28	12,736	86	58	28
At-Risk	188,449	62	27	9	192,012	66	30	10
Econ. Disad.[a]	236,175	69	35	13	245,068	72	39	14
Female	190,034	79	49	23	193,277	81	52	24
Male	195,654	73	43	19	200,562	77	46	20
Emergent Bilingual	101,514	65	34	12	105,868	68	38	14
Special Education	57,398	46	16	5	68,360	51	18	5
Mathematics								
All Students	385,485	69	46	21	392,763	67	44	20
African American	47,880	54	30	11	48,406	52	29	10
American Indian	1,082	73	47	21	1,138	66	39	19
Asian	21,368	89	76	51	22,145	89	76	51
Hispanic	201,239	65	40	16	206,262	62	38	15
Pacific Islander	634	72	48	21	591	66	38	16
White	99,557	80	59	31	98,994	78	56	28
Multiracial	12,058	74	52	27	12,656	71	50	24
At-Risk	188,225	54	29	10	191,805	52	28	10
Econ. Disad.	235,835	61	36	13	244,849	59	34	13
Female	189,488	67	43	18	192,897	65	41	17
Male	194,949	71	49	24	199,786	68	46	22
Emergent Bilingual	101,371	63	38	15	105,763	61	37	15
Special Education	57,300	38	19	7	68,282	37	18	6

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

[a]Economically disadvantaged.

Appendix 2-F
STAAR Participation and Performance, Grade 5, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	388,668	80	55	28	394,121	78	53	28
African American	48,500	71	43	18	48,690	69	41	18
American Indian	1,125	78	54	27	1,121	77	52	26
Asian	21,597	93	82	59	22,835	92	81	61
Hispanic	202,593	76	48	21	206,957	74	46	21
Pacific Islander	647	80	51	23	660	80	51	27
White	100,821	88	68	38	99,293	86	66	37
Multiracial	11,849	85	63	35	12,111	83	62	36
At-Risk	200,606	68	36	13	199,109	64	33	13
Econ. Disad.[a]	236,149	73	44	18	243,948	71	42	18
Female	190,329	83	60	32	193,729	80	55	30
Male	197,406	76	50	24	200,328	75	50	26
Emergent Bilingual	102,948	72	43	17	106,481	70	40	17
Special Education	55,238	45	19	6	64,806	45	19	7
Mathematics								
All Students	387,146	79	49	21	392,156	75	48	19
African American	48,335	66	32	9	48,512	62	33	9
American Indian	1,123	78	48	18	1,127	75	47	18
Asian	21,141	95	82	56	22,329	93	81	53
Hispanic	202,213	76	43	15	206,532	72	42	13
Pacific Islander	649	80	47	16	655	78	46	17
White	100,342	88	62	30	98,489	84	61	27
Multiracial	11,785	82	54	26	12,006	79	54	23
At-Risk	200,184	68	32	9	198,721	62	31	8
Econ. Disad.	235,658	73	39	12	243,385	68	38	11
Female	189,705	79	48	18	192,881	75	47	17
Male	196,507	79	51	23	199,205	75	49	20
Emergent Bilingual	102,727	75	42	14	106,282	70	40	12
Special Education	55,188	55	20	6	64,688	48	20	5
Science								
All Students	388,517	63	34	15	394,052	56	26	10
African American	48,471	47	18	6	48,712	41	14	4
American Indian	1,127	63	33	12	1,126	58	23	9
Asian	21,603	85	62	36	22,825	80	53	29
Hispanic	202,525	57	26	10	206,919	48	18	6
Pacific Islander	646	62	29	13	658	54	19	8
White	100,758	79	50	24	99,225	72	40	18
Multiracial	11,839	71	42	20	12,105	65	34	15
At-Risk	200,486	47	17	5	199,018	37	11	3
Econ. Disad.	235,992	54	23	8	243,818	45	16	5
Female	190,215	60	29	12	193,667	53	23	9
Male	197,369	67	38	17	200,319	58	28	12
Emergent Bilingual	102,954	51	21	7	106,464	43	15	4
Special Education	55,207	35	14	5	64,777	28	9	3

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

[a]Economically disadvantaged.

Appendix 2-G
STAAR Participation and Performance, Grade 6, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	391,376	75	50	21	394,035	75	54	25
African American	49,382	67	39	13	48,921	67	44	16
American Indian	1,151	74	48	19	1,123	74	54	24
Asian	21,086	93	82	57	22,626	92	84	59
Hispanic	205,499	70	42	15	206,828	69	46	17
Pacific Islander	652	75	50	20	653	75	52	20
White	100,160	86	66	32	99,453	86	69	35
Multiracial	11,799	82	59	28	11,788	82	64	32
At-Risk	212,261	62	31	8	205,509	60	35	10
Econ. Disad.[a]	236,495	67	39	12	242,691	67	43	15
Female	191,639	79	55	24	192,963	79	59	28
Male	198,680	71	46	19	201,007	71	50	21
Emergent Bilingual	100,130	62	34	10	105,264	60	38	12
Special Education	51,301	40	15	4	57,935	39	18	5
Mathematics								
All Students	384,766	74	37	15	387,459	69	37	13
African American	49,173	62	23	7	48,684	58	24	6
American Indian	1,147	74	37	14	1,107	68	37	12
Asian	19,310	93	76	51	20,794	92	77	47
Hispanic	203,020	69	29	9	204,605	64	29	8
Pacific Islander	647	76	36	14	648	69	35	9
White	98,213	86	54	23	97,415	82	52	20
Multiracial	11,580	80	45	19	11,544	76	45	18
At-Risk	210,500	62	20	5	203,827	55	20	5
Econ. Disad.	234,213	66	26	7	240,486	61	26	6
Female	188,858	73	35	13	190,236	69	35	11
Male	194,836	74	40	16	197,147	69	39	14
Emergent Bilingual	99,118	64	25	7	104,168	60	26	7
Special Education	51,018	45	12	3	57,650	39	11	3

[a]Economically disadvantaged.

Appendix 2-H
STAAR Participation and Performance, Grade 7, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	400,416	77	52	26	397,573	72	52	28
African American	50,218	69	41	16	49,786	65	42	19
American Indian	1,269	75	50	25	1,155	68	47	25
Asian	20,924	94	84	63	21,970	92	84	66
Hispanic	211,278	71	44	19	210,499	66	44	20
Pacific Islander	673	81	55	25	640	73	55	26
White	102,824	87	68	38	98,988	84	67	40
Multiracial	11,508	84	62	34	11,611	80	62	36
At-Risk	211,342	62	31	10	213,533	57	32	11
Econ. Disad.ᵃ	239,687	69	41	16	242,077	63	40	17
Female	195,365	81	57	30	194,540	77	58	33
Male	204,024	73	48	23	202,979	67	46	23
Emergent Bilingual	98,133	61	33	11	104,319	57	34	13
Special Education	47,619	39	15	4	52,738	34	14	5
Mathematics								
All Students	331,698	61	35	10	324,116	53	32	10
African American	43,307	47	21	4	42,194	39	19	5
American Indian	1,100	60	35	11	983	52	30	10
Asian	14,149	89	76	46	14,609	86	74	46
Hispanic	181,030	54	27	6	176,637	47	25	6
Pacific Islander	563	65	38	10	532	57	36	11
White	80,968	77	51	16	77,315	69	46	15
Multiracial	8,995	69	42	13	8,975	60	38	13
At-Risk	188,783	44	18	3	187,655	37	17	4
Econ. Disad.	209,736	52	25	5	208,001	44	23	5
Female	162,392	60	33	9	159,221	52	30	9
Male	168,426	61	37	11	164,829	54	34	11
Emergent Bilingual	85,034	47	21	5	88,004	42	21	5
Special Education	44,727	29	10	2	49,295	24	9	2

ᵃEconomically disadvantaged.

Appendix 2-I
STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	410,472	82	56	27	402,885	79	54	28
African American	52,131	75	43	17	50,267	73	43	19
American Indian	1,314	79	52	25	1,276	74	51	25
Asian	20,474	95	85	64	21,797	94	85	67
Hispanic	218,681	78	48	19	212,652	74	46	20
Pacific Islander	645	86	58	26	673	82	57	29
White	104,025	90	71	40	101,637	88	69	41
Multiracial	11,512	88	66	35	11,544	85	64	37
At-Risk	221,421	71	35	9	216,554	66	33	11
Econ. Disad.[a]	245,972	76	44	17	243,314	72	43	17
Female	199,811	86	62	32	196,268	84	60	32
Male	209,654	77	50	22	206,566	74	48	24
Emergent Bilingual	94,101	67	34	10	100,520	64	34	12
Special Education	45,730	46	15	4	49,081	43	16	5
Mathematics								
All Students	364,110	74	44	16	356,728	70	40	15
African American	49,109	63	29	7	47,116	59	27	7
American Indian	1,201	71	42	13	1,100	65	35	11
Asian	16,462	94	82	58	17,390	92	79	55
Hispanic	194,119	70	37	10	189,127	66	34	10
Pacific Islander	559	78	45	14	582	71	43	14
White	90,619	85	59	25	88,300	80	53	22
Multiracial	10,413	80	52	21	10,425	75	47	20
At-Risk	209,110	62	26	5	202,888	58	25	6
Econ. Disad.	222,973	67	33	9	219,965	63	31	8
Female	176,349	76	45	16	173,372	71	40	14
Male	186,774	72	43	17	183,301	69	40	16
Emergent Bilingual	88,696	64	30	7	93,944	61	30	8
Special Education	45,112	42	14	3	47,865	40	14	3
Science								
All Students	407,847	72	45	16	398,010	68	42	16
African American	52,183	60	30	8	50,170	56	28	8
American Indian	1,304	69	44	13	1,271	67	43	17
Asian	20,139	93	81	50	21,349	92	79	52
Hispanic	216,652	66	36	10	209,347	61	33	10
Pacific Islander	648	79	45	13	658	74	45	16
White	103,721	86	62	26	100,785	83	59	25
Multiracial	11,505	80	55	22	11,428	77	52	23
At-Risk	219,589	57	24	5	213,520	51	21	5
Econ. Disad.	244,074	64	33	8	240,103	58	29	8
Female	198,885	72	43	14	194,158	66	39	15
Male	207,970	73	47	18	203,800	69	44	17
Emergent Bilingual	93,125	56	25	5	98,744	51	23	6
Special Education	45,384	38	14	3	48,464	33	12	3

[a]Economically disadvantaged.

continues

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Social Studies								
All Students	414,692	60	31	15	405,806	57	31	16
African American	52,568	47	20	8	50,534	46	20	9
American Indian	1,318	58	29	13	1,278	56	29	15
Asian	20,777	88	69	48	21,911	87	68	48
Hispanic	221,167	52	23	10	214,655	49	22	10
Pacific Islander	647	61	28	13	671	63	32	14
White	104,821	75	45	24	102,126	73	45	25
Multiracial	11,668	69	40	21	11,583	68	41	24
At-Risk	222,390	41	13	5	217,252	38	13	5
Econ. Disad.[a]	247,904	49	20	8	244,761	46	19	8
Female	202,501	59	29	14	198,137	56	29	15
Male	211,185	60	33	17	207,615	58	32	17
Emergent Bilingual	94,824	40	14	5	100,997	38	14	5
Special Education	45,547	25	9	4	48,842	25	9	4

[a]Economically disadvantaged.

Appendix 2-J
STAAR Spanish Participation and Performance, Grade 3, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	30,213	54	26	14	34,269	45	17	8
At-Risk	28,800	54	26	14	32,021	46	17	8
Econ. Disad.[a]	26,886	54	25	13	30,245	45	17	8
Female	15,472	58	28	15	17,511	49	19	9
Male	14,691	51	23	12	16,733	42	15	7
Special Education	2,704	21	6	2	3,640	16	4	1
Mathematics								
All Students	16,454	57	23	6	20,622	48	20	4
At-Risk	15,225	57	23	6	18,555	49	20	4
Econ. Disad.	14,110	57	23	6	17,428	48	19	4
Female	8,447	54	20	5	10,500	46	17	3
Male	7,979	59	26	8	10,092	50	22	6
Special Education	1,345	33	8	1	1,856	27	8	1

[a]Economically disadvantaged.

Appendix 2-K
STAAR Spanish Participation and Performance, Grade 4, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	21,694	51	31	13	25,343	47	29	12
At-Risk	20,588	51	31	13	23,427	48	30	13
Econ. Disad.[a]	19,009	50	30	13	22,090	48	30	12
Female	11,117	55	35	15	12,912	51	32	14
Male	10,540	46	27	11	12,408	43	27	11
Special Education	1,921	15	5	2	2,433	16	6	2
Mathematics								
All Students	11,497	47	22	7	15,002	39	19	6
At-Risk	10,487	47	23	6	13,183	41	20	6
Econ. Disad.	9,528	47	22	6	12,312	40	19	6
Female	5,787	44	20	5	7,594	37	17	5
Male	5,680	50	25	8	7,380	42	21	7
Special Education	869	22	7	1	1,186	19	6	1

[a]Economically disadvantaged.

Appendix 2-L
STAAR Spanish Participation and Performance, Grade 5, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Reading Language Arts								
All Students	15,991	62	33	14	18,548	61	28	8
At-Risk	15,109	62	33	14	16,948	63	29	8
Econ. Disad.[a]	13,867	62	33	14	15,937	62	28	8
Female	8,046	65	36	16	9,371	66	32	10
Male	7,918	59	30	12	9,158	55	23	6
Special Education	1,284	23	6	2	1,586	25	5	0
Mathematics								
All Students	8,483	57	23	5	11,560	48	19	3
At-Risk	7,662	59	24	5	10,004	50	20	3
Econ. Disad.	6,819	58	23	5	9,279	49	20	3
Female	4,166	57	22	4	5,714	47	18	3
Male	4,293	57	25	6	5,825	48	20	4
Special Education	517	41	8	2	752	34	7	1
Science								
All Students	9,775	33	9	2	13,049	21	5	1
At-Risk	8,987	33	9	2	11,546	22	5	1
Econ. Disad.	8,058	33	9	2	10,784	22	5	1
Female	4,870	29	7	1	6,483	19	4	1
Male	4,884	36	11	2	6,546	24	5	1
Special Education	697	13	3	0	974	8	1	0

[a]Economically disadvantaged.

Appendix 2-M
STAAR End-of-Course Participation and Performance, by Course and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
English I								
All Students	517,385	71	54	14	488,005	67	54	17
African American	70,325	62	42	7	65,146	59	43	9
American Indian	1,546	73	55	14	1,525	63	50	14
Asian	22,468	91	85	47	22,608	89	84	51
Hispanic	289,438	65	46	9	271,137	60	46	11
Pacific Islander	761	75	55	12	732	70	57	16
White	117,122	86	74	25	110,113	83	73	28
Multiracial	12,913	81	67	21	12,486	79	67	25
At-Risk	321,815	58	36	3	293,198	51	34	4
Econ. Disad.[a]	321,373	63	43	7	306,667	58	43	9
Female	241,597	77	61	18	230,433	74	61	21
Male	274,153	65	48	11	257,501	61	47	13
Emergent Bilingual	129,028	48	28	2	132,785	44	29	4
Special Education	53,632	35	17	2	56,677	30	16	2
English II								
All Students	469,426	74	56	9	464,030	74	60	9
African American	62,253	66	44	4	60,447	68	49	4
American Indian	1,395	76	56	7	1,356	74	61	8
Asian	20,998	91	84	31	22,743	91	86	33
Hispanic	258,939	68	48	5	255,545	69	53	5
Pacific Islander	710	74	57	9	686	76	60	8
White	111,256	88	76	16	107,906	87	77	14
Multiracial	11,573	84	69	14	11,736	84	72	13
At-Risk	273,503	59	35	1	269,573	60	40	2
Econ. Disad.	278,256	66	45	4	281,674	67	49	4
Female	222,970	79	63	11	222,195	80	66	11
Male	245,016	69	50	7	241,780	69	54	7
Emergent Bilingual	105,039	47	24	1	111,746	50	32	1
Special Education	42,324	38	18	1	46,026	38	20	1
Algebra I								
All Students	476,740	78	45	24	467,453	79	45	25
African American	65,433	69	31	13	63,447	70	31	15
American Indian	1,404	76	42	22	1,553	76	41	22
Asian	21,620	95	84	69	23,038	95	83	69
Hispanic	259,100	75	39	18	252,160	76	39	19
Pacific Islander	756	82	48	24	764	81	46	26
White	113,170	87	60	36	109,516	88	59	36
Multiracial	12,829	83	53	31	12,683	84	53	32
At-Risk	282,146	68	28	10	271,386	69	27	11
Econ. Disad.	289,707	73	36	16	288,904	74	35	17
Female	226,861	82	48	25	224,561	81	47	26
Male	248,487	75	43	24	242,823	77	43	24
Emergent Bilingual	109,594	69	31	13	118,299	71	32	15
Special Education	49,612	52	14	5	54,038	52	14	5

[a]Economically disadvantaged.

continues

STAAR End-of-Course Participation and Performance, by Course and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Approaches in 2023 (%)	Achieved Meets in 2023 (%)	Achieved Masters in 2023 (%)	Tested in 2024	Achieved Approaches in 2024 (%)	Achieved Meets in 2024 (%)	Achieved Masters in 2024 (%)
Biology								
All Students	461,494	89	57	22	439,219	91	57	19
African American	61,293	83	42	11	56,133	86	45	11
American Indian	1,377	89	58	21	1,359	90	57	17
Asian	21,981	97	87	62	22,093	98	88	57
Hispanic	250,804	86	49	14	236,887	88	49	12
Pacific Islander	703	88	59	21	703	90	56	15
White	110,793	96	76	35	106,711	96	75	30
Multiracial	12,165	94	70	31	11,933	94	70	27
At-Risk	268,296	82	38	7	246,169	85	38	6
Econ. Disad.[a]	276,268	85	45	12	264,919	87	46	10
Female	222,713	90	58	21	213,637	91	57	18
Male	237,285	87	56	22	225,522	90	58	19
Emergent Bilingual	104,796	76	31	6	106,265	83	36	6
Special Education	46,019	70	22	4	48,699	75	22	4
U.S. History								
All Students	380,319	95	71	39	388,340	95	69	37
African American	48,209	92	60	27	48,442	94	58	25
American Indian	1,174	95	74	41	1,136	96	70	38
Asian	17,972	98	90	69	19,183	98	89	68
Hispanic	202,018	94	65	31	207,165	94	63	29
Pacific Islander	595	97	73	35	591	97	72	38
White	98,526	98	84	54	98,925	98	83	53
Multiracial	9,492	97	81	51	10,045	97	78	49
At-Risk	190,638	91	53	20	199,987	92	51	18
Econ. Disad.	210,060	93	62	28	220,322	94	60	26
Female	187,736	95	70	36	191,230	96	68	34
Male	190,904	94	72	42	197,063	95	70	40
Emergent Bilingual	64,688	87	42	13	72,674	89	43	13
Special Education	31,739	82	35	13	34,541	83	32	11

[a]Economically disadvantaged.

STAAR Alternate 2 Participation and Performance, Grade 3, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	7,390	11	89	15	6,623	13	87	14
African American	1,251	10	90	16	1,144	15	85	12
American Indian	21	10	90	10	22	14	86	14
Asian	377	19	81	7	367	22	78	7
Hispanic	4,126	9	91	16	3,626	11	89	17
Pacific Islander	16	19	81	19	11	18	82	9
White	1,361	13	87	15	1,228	13	87	10
Multiracial	215	18	82	15	177	16	84	10
Econ. Disad.[a]	5,421	9	91	17	4,896	11	89	15
Female	2,274	9	91	16	1,962	12	88	14
Male	5,107	12	88	15	4,658	13	87	14
Emergent Bilingual	1,739	10	90	14	1,590	15	85	15
Mathematics								
All Students	7,386	9	91	25	6620	11	89	20
African American	1,251	9	91	23	1142	12	88	18
American Indian	21	14	86	10	22	14	86	9
Asian	378	14	86	13	366	19	81	11
Hispanic	4,121	7	93	27	3627	10	90	23
Pacific Islander	16	19	81	19	11	18	82	9
White	1,362	9	91	22	1228	11	89	17
Multiracial	214	14	86	23	177	8	92	20
Econ. Disad.	5,417	7	93	27	4894	10	90	22
Female	2,274	8	92	22	1960	11	89	17
Male	5,103	9	91	26	4657	11	89	22
Emergent Bilingual	1,738	8	92	25	1589	12	88	22

[a]Economically disadvantaged.

Appendix 2-O
STAAR Alternate 2 Participation and Performance, Grade 4, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	7,296	10	90	21	6,489	12	88	16
African American	1,249	10	90	19	1,112	12	88	16
American Indian	22	23	77	32	18	11	89	0
Asian	358	18	82	10	355	20	80	8
Hispanic	4,062	9	91	24	3,580	11	89	18
Pacific Islander	14	14	86	14	15	13	87	20
White	1,356	11	89	18	1,172	14	86	13
Multiracial	214	12	88	14	190	11	89	13
Econ. Disad.[a]	5,354	9	91	23	4,791	11	89	18
Female	2,318	10	90	20	1,980	12	88	18
Male	4,972	11	89	21	4,508	12	88	15
Emergent Bilingual	1,575	10	90	21	1,461	13	87	15
Mathematics								
All Students	7,293	6	94	20	6,491	8	92	15
African American	1,249	6	94	19	1,110	8	92	14
American Indian	22	9	91	18	18	11	89	6
Asian	357	9	91	9	355	12	88	9
Hispanic	4,061	5	95	23	3,582	7	93	18
Pacific Islander	14	7	93	7	15	7	93	20
White	1,355	6	94	16	1,174	11	89	12
Multiracial	214	6	94	16	190	6	94	13
Econ. Disad.	5,352	5	95	22	4,792	7	93	17
Female	2,317	5	95	18	1,981	7	93	16
Male	4,970	6	94	21	4,509	8	92	15
Emergent Bilingual	1,576	6	94	23	1,461	8	92	16

[a]Economically disadvantaged.

Appendix 2-P
STAAR Alternate 2 Participation and Performance, Grade 5, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	6,823	11	89	27	6,032	16	84	19
African American	1,178	10	90	27	1,027	16	84	19
American Indian	18	11	89	28	16	25	75	0
Asian	280	22	78	12	351	26	74	11
Hispanic	3,783	10	90	28	3,309	13	87	21
Pacific Islander	15	13	87	27	10	20	80	0
White	1,333	12	88	26	1,089	19	81	15
Multiracial	193	15	85	26	189	19	81	19
Econ. Disad.[a]	4,978	10	90	29	4,363	14	86	21
Female	2,179	10	90	29	1,914	15	85	19
Male	4,633	12	88	26	4,118	16	84	19
Emergent Bilingual	1,322	9	91	29	1,208	14	86	20
Mathematics								
All Students	6,825	7	93	32	6,033	7	93	25
African American	1,181	7	93	30	1,027	9	91	22
American Indian	18	6	94	33	16	6	94	25
Asian	281	12	88	19	351	9	91	15
Hispanic	3,781	6	94	34	3,309	6	94	29
Pacific Islander	15	7	93	27	10	10	90	10
White	1,335	9	91	28	1,090	9	91	19
Multiracial	193	7	93	30	189	8	92	21
Econ. Disad.	4,982	6	94	34	4,363	7	93	27
Female	2,181	7	93	29	1,914	7	93	19
Male	4,633	7	93	33	4,119	7	93	27
Emergent Bilingual	1,322	6	94	36	1,208	6	94	29
Science								
All Students	6,820	4	96	27	6,033	5	95	28
African American	1,179	4	96	27	1,027	7	93	26
American Indian	18	6	94	22	16	6	94	19
Asian	281	7	93	10	351	5	95	14
Hispanic	3,778	3	97	29	3,309	4	96	30
Pacific Islander	15	0	100	20	10	10	90	30
White	1,333	5	95	25	1,090	7	93	26
Multiracial	194	6	94	24	189	7	93	31
Econ. Disad.	4,977	4	96	30	4,364	5	95	30
Female	2,178	4	96	25	1,914	5	95	26
Male	4,631	4	96	28	4,119	6	94	28
Emergent Bilingual	1,321	3	97	29	1,208	5	95	27

[a]Economically disadvantaged.

Appendix 2-Q

STAAR Alternate 2 Participation and Performance, Grade 6, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	6,479	9	91	32	5,585	11	89	27
African American	1,170	9	91	32	988	11	89	26
American Indian	26	0	100	31	11	18	82	18
Asian	256	17	83	18	263	16	84	15
Hispanic	3,584	9	91	34	3,045	10	90	29
Pacific Islander	20	10	90	35	15	7	93	20
White	1,214	11	89	29	1,071	12	88	23
Multiracial	188	10	90	27	152	12	88	30
Econ. Disad.[a]	4,688	8	92	35	4,052	10	90	29
Female	2,126	8	92	33	1,805	10	90	29
Male	4,342	10	90	31	3,778	12	88	26
Emergent Bilingual	1,262	9	91	33	996	10	90	28
Mathematics								
All Students	6,481	5	95	46	5,586	7	93	33
African American	1,172	4	96	44	991	6	94	29
American Indian	26	4	96	46	11	0	100	18
Asian	257	9	91	32	263	8	92	23
Hispanic	3,583	4	96	49	3,046	6	94	36
Pacific Islander	20	0	100	55	15	7	93	7
White	1,214	6	94	41	1,068	8	92	30
Multiracial	188	4	96	39	152	7	93	34
Econ. Disad.	4,692	4	96	49	4,054	6	94	36
Female	2,126	5	95	43	1,804	7	93	32
Male	4,344	5	95	47	3,780	7	93	33
Emergent Bilingual	1,263	4	96	52	996	7	93	36

[a]Economically disadvantaged.

Appendix 2-R

STAAR Alternate 2 Participation and Performance, Grade 7, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	6,308	7	93	30	5,230	11	89	24
African American	1,157	6	94	29	922	10	90	26
American Indian	17	6	94	6	20	5	95	20
Asian	256	16	84	16	237	21	79	9
Hispanic	3,439	6	94	33	2,833	10	90	25
Pacific Islander	7	29	71	14	14	0	100	36
White	1,257	8	92	26	993	12	88	22
Multiracial	157	13	87	24	160	11	89	23
Econ. Disad.[a]	4,649	6	94	32	3,805	10	90	26
Female	2,119	7	93	31	1,719	10	90	23
Male	4,182	7	93	29	3,510	11	89	24
Emergent Bilingual	1,051	7	93	32	872	12	88	24
Mathematics								
All Students	6,300	4	96	43	5,227	5	95	34
African American	1,154	4	96	42	916	6	94	33
American Indian	17	0	100	18	20	5	95	25
Asian	256	10	90	29	237	9	91	23
Hispanic	3,436	3	97	46	2,836	4	96	36
Pacific Islander	7	29	71	43	14	0	100	43
White	1,255	5	95	39	994	6	94	31
Multiracial	157	8	92	38	160	6	94	28
Econ. Disad.	4,643	4	96	46	3,802	5	95	37
Female	2,117	4	96	42	1,717	5	95	31
Male	4,176	4	96	44	3,510	5	95	35
Emergent Bilingual	1,049	3	97	46	872	5	95	37

[a]Economically disadvantaged.

STAAR Alternate 2 Participation and Performance, Grade 8, by Subject and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Reading Language Arts								
All Students	6,168	7	93	34	4,985	11	89	31
African American	1,131	6	94	35	878	11	89	33
American Indian	26	8	92	23	16	12	88	19
Asian	207	17	83	15	235	22	78	11
Hispanic	3,322	6	94	37	2,690	9	91	34
Pacific Islander	7	29	71	29	5	20	80	40
White	1,322	8	92	32	1,000	12	88	25
Multiracial	141	9	91	33	127	17	83	26
Econ. Disad.[a]	4,491	6	94	37	3,632	9	91	34
Female	2,119	6	94	35	1,680	10	90	30
Male	4,041	8	92	34	3,305	11	89	31
Emergent Bilingual	896	6	94	37	740	12	88	32
Mathematics								
All Students	6,162	4	96	46	4,984	5	95	37
African American	1,130	3	97	46	878	5	95	37
American Indian	26	8	92	38	16	6	94	44
Asian	207	13	87	29	236	12	88	24
Hispanic	3,319	4	96	49	2,687	4	96	42
Pacific Islander	7	14	86	29	5	20	80	0
White	1,319	4	96	43	1,001	6	94	32
Multiracial	141	6	94	42	127	9	91	23
Econ. Disad.	4,486	3	97	49	3,631	5	95	40
Female	2,117	4	96	44	1,679	5	95	33
Male	4,037	4	96	47	3,305	5	95	40
Emergent Bilingual	895	3	97	46	739	5	95	43
Science								
All Students	6,163	3	97	29	4,982	4	96	28
African American	1,132	2	98	29	878	4	96	29
American Indian	26	4	96	15	16	0	100	19
Asian	207	6	94	10	235	9	91	10
Hispanic	3,317	2	98	31	2,685	4	96	31
Pacific Islander	7	14	86	0	5	20	80	40
White	1,320	3	97	28	1,001	4	96	26
Multiracial	141	4	96	25	128	8	92	18
Econ. Disad.	4,487	2	98	31	3,627	4	96	32
Female	2,117	3	97	28	1,677	4	96	27
Male	4,038	3	97	29	3,305	4	96	29
Emergent Bilingual	893	2	98	30	739	4	96	31
Social Studies								
All Students	6,157	5	95	46	4,988	6	94	34
African American	1,129	4	96	47	878	7	93	37
American Indian	26	8	92	54	16	12	88	25
Asian	207	10	90	24	235	13	87	16
Hispanic	3,315	4	96	48	2,690	5	95	37
Pacific Islander	7	14	86	29	5	0	100	40
White	1,319	6	94	43	1,002	6	94	30
Multiracial	141	9	91	43	128	10	90	26
Econ. Disad.	4,484	4	96	50	3,631	6	94	37
Female	2,116	5	95	44	1,680	6	94	31
Male	4,033	5	95	47	3,308	6	94	36
Emergent Bilingual	893	4	96	49	739	6	94	36

[a]Economically disadvantaged.

Appendix 2-T
STAAR Alternate 2 End-of-Course Participation and Performance, by Course and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
English I								
All Students	6,031	6	94	47	5,117	8	92	41
African American	1,077	6	94	46	862	8	92	43
American Indian	17	12	88	35	18	17	83	33
Asian	218	12	88	28	199	14	86	27
Hispanic	3,201	5	95	49	2,754	7	93	43
Pacific Islander	6	0	100	100	8	0	100	13
White	1,321	7	93	46	1,105	9	91	38
Multiracial	157	8	92	45	116	8	92	38
Econ. Disad.[a]	4,220	5	95	51	3,667	7	93	44
Female	2,016	6	94	48	1,754	9	91	41
Male	3,997	6	94	47	3,363	7	93	42
Emergent Bilingual	806	5	95	49	719	6	94	42
English II								
All Students	5,770	5	95	43	4,683	8	92	39
African American	1,065	5	95	44	815	7	93	39
American Indian	33	3	97	36	17	12	88	35
Asian	196	10	90	27	189	16	84	23
Hispanic	3,025	5	95	45	2,485	8	92	40
Pacific Islander	5	20	80	60	4	0	100	75
White	1,283	5	95	40	1,028	8	92	36
Multiracial	146	5	95	38	107	13	87	38
Econ. Disad.	4,023	5	95	45	3,289	7	93	41
Female	1,998	5	95	43	1,530	8	92	38
Male	3,769	5	95	43	3,153	8	92	39
Emergent Bilingual	614	5	95	42	520	9	91	40
Algebra I								
All Students	6,017	7	93	38	5,115	7	93	36
African American	1,071	7	93	37	855	6	94	34
American Indian	19	16	84	37	18	22	78	22
Asian	219	15	85	24	198	11	89	25
Hispanic	3,189	6	94	41	2,747	7	93	40
Pacific Islander	6	0	100	33	7	0	100	29
White	1,318	7	93	36	1,113	9	91	34
Multiracial	160	11	89	31	122	8	92	32
Econ. Disad.	4,208	6	94	40	3,657	6	94	39
Female	2,011	7	93	38	1,756	8	92	33
Male	3,989	7	93	38	3,359	7	93	38
Emergent Bilingual	798	6	94	40	711	6	94	37

[a]Economically disadvantaged.

continues

STAAR Alternate 2 End-of-Course Participation and Performance, by Course and Student Group, 2023 and 2024

Group	Tested in 2023	Achieved Developing in 2023 (%)	Achieved Satisfactory in 2023 (%)	Achieved Accomplished in 2023 (%)	Tested in 2024	Achieved Developing in 2024 (%)	Achieved Satisfactory in 2024 (%)	Achieved Accomplished in 2024 (%)
Biology								
All Students	6,041	3	97	36	5,029	4	96	32
African American	1,059	3	97	35	866	4	96	31
American Indian	25	4	96	28	21	10	90	14
Asian	229	7	93	14	187	7	93	16
Hispanic	3,170	3	97	36	2,698	4	96	33
Pacific Islander	6	0	100	33	9	0	100	22
White	1,353	4	96	38	1,083	5	95	31
Multiracial	164	5	95	34	127	4	96	28
Econ. Disad.[a]	4,218	3	97	38	3,596	4	96	33
Female	2,083	3	97	35	1,699	4	96	30
Male	3,942	4	96	36	3,330	4	96	32
Emergent Bilingual	784	3	97	34	653	4	96	32
U.S. History								
All Students	5,260	4	96	43	4,475	5	95	40
African American	958	4	96	45	808	4	96	41
American Indian	31	6	94	32	18	0	100	50
Asian	177	7	93	27	171	9	91	19
Hispanic	2,794	4	96	45	2,335	4	96	44
Pacific Islander	7	14	86	43	4	25	75	25
White	1,164	4	96	43	1,004	5	95	35
Multiracial	117	4	96	42	102	5	95	30
Econ. Disad.	3,598	4	96	47	3,110	4	96	44
Female	1,819	4	96	41	1,540	4	96	39
Male	3,435	4	96	45	2,935	5	95	41
Emergent Bilingual	471	5	95	43	400	4	96	41

[a]Economically disadvantaged.

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

The purpose of the State Compensatory Education program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, the 77th Texas Legislature revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2023-24 school year, 53.2 percent (2,941,204) of the 5,531,236 public school students in Texas were identified as at risk of dropping out of school.

Definition of At Risk

Under TEC §29.081, a "student at risk of dropping out of school" includes each student who is under 26 years of age and who:

- was not advanced from one grade level to the next for one or more school years;

- is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;

- is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

- is pregnant or is a parent;

- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;

- has been expelled in accordance with TEC §37.007 during the preceding or current school year;

- is currently on parole, probation, deferred prosecution, or other conditional release;

- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;

- is an emergent bilingual student, as defined by TEC §29.052;

- is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

- is homeless;

- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;

- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Texas Penal Code §1.07; or

- is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548;

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

Testing Information

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

Students are tested in mathematics and reading language arts (RLA) in Grades 3-8, science in Grades 5 and 8, and social studies in Grade 8. In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public or charter school (TEC §39.025). A student who fails no more than two of the required STAAR EOC assessments can still receive a diploma if the student is determined to be qualified to graduate by an individual graduation committee (TEC §28.0258).

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

STAAR Performance for Students At Risk

State Compensatory Education Policy on Student Performance

School districts are required to use student performance data from STAAR and other achievement tests administered under TEC Chapter 39, Subchapter B, to design and implement appropriate compensatory,

intensive, or accelerated instructional services for students that enable them to perform at grade level by the end of the next regular school term (TEC §29.081). Districts must provide accelerated instruction to students who have not performed satisfactorily on the assessment instrument or who are at risk of dropping out of school.

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

Reading Language Arts

In 2024, passing rates for at-risk students overall on the STAAR RLA assessment ranged from 57 percent in Grade 7 to 66 percent in Grades 4 and 8 (Table 3.1 on page 62). Compared to the previous year, passing rates for at-risk students decreased in all grades except Grade 4, with the largest decreases occurring in Grades 7 and 8 (5 percentage points each).

Across racial/ethnic groups and grades, average passing rates in 2024 ranged from 53.6 percent for African American at-risk students to 82.5 percent for Asian at-risk students. By comparison, average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 28.4 percentage points and 15.8 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 54 percent in Grade 7 to 64 percent in Grades 4 and 8. Across grades, the average passing rate for these students was 59.6 percent, 25.2 percentage points lower than that for economically disadvantaged students not identified as at risk (84.8%).

Female at-risk students outperformed male at-risk students in all grades, with differences in passing rates ranging from 6 percentage points in Grade 4 to 14 percentage points in Grades 7 and 8. Across grades, the average passing rate for females was 9.8 percentage points higher than for males.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2024 STAAR RLA assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 62 percent, 28.3 percentage points lower than that for students not identified as at risk overall (90.3%).

Mathematics

In 2024, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 37 percent in Grade 7 to 62 percent in Grade 5 (Table 3.2 on page 63). Compared to the previous year,

Table 3.1

STAAR Reading Language Arts Passing Rates at the Approaches Grade Level Standard or Above (%), by At-Risk Status, Student Group, and Grade, 2023 and 2024

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2023						
At-Risk						
African American	53	51	57	54	54	64
American Indian	61	65	65	60	61	69
Asian	82	83	85	83	83	84
Hispanic	62	61	69	61	62	70
Pacific Islander	58	61	69	63	65	77
White	68	64	69	68	67	76
Multiracial	65	63	67	65	65	75
Economically Disadvantaged	60	59	66	59	60	68
Female	66	66	73	68	68	77
Male	59	58	63	57	57	65
All	63	62	68	62	62	71
Not-At-Risk						
African American	77	82	84	81	85	89
American Indian	86	88	91	89	90	92
Asian	97	98	99	99	99	99
Hispanic	84	88	92	89	91	95
Pacific Islander	88	92	90	87	94	95
White	92	94	95	94	96	97
Multiracial	90	92	93	92	94	96
Economically Disadvantaged	80	85	88	85	89	92
Female	89	92	94	93	95	97
Male	85	89	91	89	92	94
All	87	90	93	91	93	95
2024						
At-Risk						
African American	48	58	53	54	49	60
American Indian	61	65	64	60	53	63
Asian	81	85	84	82	80	83
Hispanic	59	65	65	59	56	66
Pacific Islander	57	62	66	62	55	67
White	64	69	64	64	61	69
Multiracial	59	68	63	63	58	69
Economically Disadvantaged	56	64	62	58	54	64
Female	63	69	68	66	64	73
Male	56	63	61	55	50	59
All	59	66	64	60	57	66
Not-At-Risk						
African American	75	84	83	81	81	88
American Indian	84	87	88	88	85	87
Asian	97	98	98	99	99	99
Hispanic	83	90	90	88	88	92
Pacific Islander	88	92	89	86	88	95
White	91	95	94	94	94	96
Multiracial	89	93	93	92	92	94
Economically Disadvantaged	79	87	86	84	84	89
Female	88	93	92	92	93	95
Male	84	90	90	88	88	92
All	86	92	91	90	90	93

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

Table 3.2

STAAR Mathematics Passing Rates at the Approaches Grade Level Standard or Above (%), by At-Risk Status, Student Group, and Grade, 2023 and 2024

Group	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2023						
At-Risk						
African American	44	35	52	49	32	52
American Indian	60	62	68	63	46	60
Asian	84	80	89	86	76	85
Hispanic	61	55	70	61	44	62
Pacific Islander	55	52	69	65	46	66
White	66	52	69	69	52	67
Multiracial	58	46	64	63	46	63
Economically Disadvantaged	58	52	66	59	42	60
Female	59	51	68	60	43	65
Male	63	56	68	63	46	60
All	61	54	68	62	44	62
Not-At-Risk						
African American	67	70	79	75	67	80
American Indian	84	81	87	86	77	86
Asian	96	96	99	98	97	99
Hispanic	79	81	90	86	79	89
Pacific Islander	82	87	90	87	85	90
White	89	89	95	94	89	94
Multiracial	85	85	91	90	84	91
Economically Disadvantaged	74	77	86	82	75	86
Female	81	83	91	88	82	91
Male	84	85	91	89	84	90
All	82	84	91	88	83	90
2024						
At-Risk						
African American	41	33	45	43	24	48
American Indian	58	54	63	55	35	54
Asian	81	80	86	84	72	81
Hispanic	57	55	65	55	37	59
Pacific Islander	47	47	64	57	40	59
White	60	49	60	59	44	59
Multiracial	54	45	56	54	36	56
Economically Disadvantaged	53	50	60	53	35	56
Female	54	49	62	55	36	59
Male	59	54	62	55	39	56
All	56	52	62	56	37	58
Not-At-Risk						
African American	67	66	77	73	57	75
American Indian	78	76	86	82	73	79
Asian	96	96	98	98	96	98
Hispanic	77	78	87	82	72	83
Pacific Islander	82	78	88	79	75	84
White	87	87	92	91	83	90
Multiracial	84	83	89	88	77	87
Economically Disadvantaged	72	73	82	78	66	79
Female	79	80	88	85	74	86
Male	82	82	88	86	77	86
All	81	81	88	86	75	86

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

passing rates for at-risk students overall decreased in all grades, with the largest decrease occurring in Grade 7 (7 percentage points).

Across racial/ethnic groups and grades, average passing rates in 2024 ranged from 39 percent for African American at-risk students to 80.6 percent for Asian at-risk students. By comparison, average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 30.1 percentage points and 16.4 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 35 percent in Grade 7 to 60 percent in Grade 5. Across grades, the average passing rate for these students was 51.1 percent, 23.9 percentage points lower than that for economically disadvantaged students not identified as at risk (75%).

Male at-risk students had passing rates that were the same as, or higher than, those for female at-risk students in all grades except Grade 8, with the largest differences occurring in Grades 3 and 4 (5 percentage points each). Across grades, the average passing rate for males was 1.6 percentage points higher than for females.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2024 STAAR mathematics assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 53.5 percent, 29.3 percentage points lower than that for students not identified as at risk overall (82.8%).

Social Studies

In 2024, the passing rate on the STAAR social studies assessment for at-risk students overall in Grade 8 was 38 percent, 3 percentage points lower than the previous year (Table 3.3 on page 65).

Across racial/ethnic groups, passing rates in 2024 ranged from 29 percent for African American at-risk students to 68 percent for Asian at-risk students. The passing rates for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 38 percentage points and 28 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 35 percent passed the social studies assessment, a rate 35 percentage points lower than that for economically disadvantaged students not identified as at risk (70%).

Male at-risk students outperformed female at-risk students by 3 percentage points.

The 38 percent passing rate for at-risk students overall on the 2024 STAAR social studies assessment was 42 percentage points lower than that for students not identified as at risk overall (80%).

Table 3.3
STAAR Social Studies Passing Rates at the
Approaches Grade Level Standard or Above (%),
Grade 8, by At-Risk Status, and Student Group,
2023 and 2024

Group	2023	2024
At-Risk		
African American	30	29
American Indian	40	38
Asian	69	68
Hispanic	40	37
Pacific Islander	42	40
White	48	43
Multiracial	44	40
Econ. Disad.[a]	38	35
Female	39	36
Male	42	39
All	41	38
Not-At-Risk		
African American	68	67
American Indian	82	77
Asian	96	96
Hispanic	79	75
Pacific Islander	79	81
White	87	85
Multiracial	84	83
Econ. Disad.	74	70
Female	81	79
Male	84	81
All	82	80

[a]Economically disadvantaged.

Science

In 2024, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 37 percent, a decrease of 10 percentage points from the previous year (Table 3.4 on page 66). The passing rate for Grade 8 at-risk students overall was 51 percent, a decrease of 6 percentage points from the previous year.

Across racial/ethnic groups in Grade 5, passing rates in 2024 ranged from 24 percent for African American at-risk students to 65 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8, passing rates ranged from 40 percent for African American at-risk students to 78 percent for Asian at-risk students. The average passing rates across grades for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 34 percentage points and 23 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 35 percent passed the science assessment in Grade 5, and 48 percent passed in Grade 8. The average passing rate across grades for this group was 41.5 percent, 30.5 percentage points lower than that for economically disadvantaged students not identified as at risk (72%).

Table 3.4
STAAR Science Passing Rates at the Approaches Grade Level Standard or Above (%), by At-Risk Status, Student Group, and Grade, 2023 and 2024

Group	Grade 5 2023	Grade 5 2024	Grade 8 2023	Grade 8 2024
At-Risk				
African American	31	24	46	40
American Indian	46	43	55	51
Asian	72	65	81	78
Hispanic	47	37	56	50
Pacific Islander	44	29	67	56
White	53	42	67	59
Multiracial	47	36	62	54
Econ. Disad.[a]	44	35	54	48
Female	43	34	55	48
Male	51	40	59	53
All	47	37	57	51
Not-At-Risk				
African American	62	57	78	75
American Indian	79	72	88	86
Asian	94	91	98	98
Hispanic	78	70	88	84
Pacific Islander	78	72	90	89
White	89	83	94	93
Multiracial	84	78	91	90
Econ. Disad.	72	64	85	80
Female	78	73	90	87
Male	84	77	91	89
All	81	75	90	88

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

[a]Economically disadvantaged.

Male at-risk students outperformed female at-risk students by 6 percentage points in Grade 5 and by 5 percentage points in Grade 8.

Compared to students not identified as at risk, at-risk students in both Grade 5 and Grade 8 had lower passing rates on the 2024 STAAR science assessment across all student groups. The average passing rate across grades for at-risk students overall was 44 percent, 37.5 percentage points lower than that for students not identified as at risk overall (81.5%).

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

An emergent bilingual student/English learner (EB student/EL) is a student who is in the process of acquiring English and has another language as the student's home language (TAC §89.1203). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students currently identified as EB students/ELs and students previously identified as EB students/ELs, disaggregated by bilingual education, special language, or English as a second language (ESL) program instructional model (TEC §39.332). During the time they are attaining proficiency in English, students are classified as current EB students/ELs. Current EB students/ELs generally participate in bilingual education or

English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual education and ESL programs, districts may choose from state-approved instructional models for implementation. TEA began collecting data on instructional model assignments in the spring of 2009.

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

This section presents STAAR results by bilingual or ESL program instructional model for EB students/ELs who were also identified as at risk on statewide assessments in 2023-24. As noted earlier, all current EB students/ELs are statutorily defined as at risk (TEC §29.081). The assessment results alone are not sufficient for evaluating the quality of different types of EB student/EL program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with students not identified as EB students/ELs. See Chapter 2 of this report for assessment results for all EB students/ELs, including those not identified as at risk, and for more information about limitations of the data.

Among all current EB students/ELs identified as at risk, passing rates at the Meets Grade Level standard on the 2024 STAAR reading language arts assessment ranged from a low of 34 percent in Grade 3 to a high of 42 percent in Grade 5 (Table 3.5 on page 68). The same pattern was true among all former EB students/ELs identified as at risk, with passing rates at the Meets Grade Level standard ranging from a low of 75 percent in Grades 5 and 8 to a high of 84 percent in Grade 4.

Agency Contact Persons

For information about the performance of students in at-risk situations, contact Jennifer Alexander, Deputy Commissioner of Special Populations and Student Supports, jennifer.alexander@tea.texas.gov; Justin Porter, Associate Commissioner and Chief Program Officer of Special Populations, justin.porter@tea.texas.gov; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, kelly.kravitz@tea.texas.gov.

Table 3.5

Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/ English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading Language Arts, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2024

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 3				
All Current EB/ELs[a]	97,984	63	34	13
All Bilingual Education Programs	53,631	60	31	12
Transitional Bilingual/Early Exit	12,693	67	38	13
Transitional Bilingual/Late Exit	4,182	61	33	14
Dual Immersion/Two-Way	10,615	61	31	12
Dual Immersion/One-Way	26,141	57	28	11
All English as a Second Language Programs	23,408	70	43	17
English as a Second Language/Content-Based	15,673	71	44	18
English as a Second Language/Pull-Out	7,735	69	40	15
No Services	20,771	61	33	12
All Former EB/ELs[b]	1,438	95	83	50
All Bilingual Education Programs	28	93	79	61
Transitional Bilingual/Early Exit	4	–[c]	–	–
Transitional Bilingual/Late Exit	0	n/a[d]	n/a	n/a
Dual Immersion/Two-Way	14	86	79	57
Dual Immersion/One-Way	10	100	90	80
All English as a Second Language Programs	24	100	96	67
English as a Second Language/Content-Based	18	100	100	78
English as a Second Language/Pull-Out	6	100	83	33
No Services	1,385	95	83	50
Grade 4				
All Current EB/ELs	98,405	70	39	15
All Bilingual Education Programs	51,037	68	39	15
Transitional Bilingual/Early Exit	13,704	73	41	15
Transitional Bilingual/Late Exit	4,030	70	39	15
Dual Immersion/Two-Way	10,089	69	41	16
Dual Immersion/One-Way	23,214	64	37	14
All English as a Second Language Programs	24,676	75	43	17
English as a Second Language/Content-Based	15,932	76	45	19
English as a Second Language/Pull-Out	8,744	73	38	14
No Services	22,623	68	36	12
All Former EB/ELs	1,288	95	84	53
All Bilingual Education Programs	68	96	91	57
Transitional Bilingual/Early Exit	14	93	79	43
Transitional Bilingual/Late Exit	2	–	–	–
Dual Immersion/Two-Way	24	92	92	67
Dual Immersion/One-Way	28	100	96	54
All English as a Second Language Programs	39	92	90	69
English as a Second Language/Content-Based	24	96	92	88
English as a Second Language/Pull-Out	15	87	87	40
No Services	1,181	95	83	53

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

[a]Current EB students/ELs were identified as EB students/ELs in 2023-24. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Former EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. [c]A dash (–) indicates data are not reported to protect student anonymity. [d]Not applicable.

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Table 3.5 (continued)

Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/ English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading Language Arts, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2024

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 5				
All Current EB/ELs[a]	99,517	71	42	18
All Bilingual Education Programs	46,446	72	41	17
Transitional Bilingual/Early Exit	14,644	70	39	16
Transitional Bilingual/Late Exit	3,128	72	42	17
Dual Immersion/Two-Way	9,143	75	45	19
Dual Immersion/One-Way	19,531	72	41	16
All English as a Second Language Programs	25,904	73	46	22
English as a Second Language/Content-Based	14,640	74	49	24
English as a Second Language/Pull-Out	11,264	71	42	19
No Services	26,986	68	39	17
All Former EB/ELs[b]	2,455	91	75	50
All Bilingual Education Programs	109	98	94	73
Transitional Bilingual/Early Exit	7	100	86	86
Transitional Bilingual/Late Exit	1	–[c]	–	–
Dual Immersion/Two-Way	31	100	94	77
Dual Immersion/One-Way	70	97	94	71
All English as a Second Language Programs	48	100	98	77
English as a Second Language/Content-Based	36	100	100	86
English as a Second Language/Pull-Out	12	100	92	50
No Services	2,296	91	73	49
Grade 6				
All Current EB/ELs	98,279	63	39	12
All Bilingual Education Programs	9,673	62	38	12
Transitional Bilingual/Early Exit	2,680	57	33	9
Transitional Bilingual/Late Exit	735	52	26	7
Dual Immersion/Two-Way	3,105	70	46	16
Dual Immersion/One-Way	3,153	60	37	11
All English as a Second Language Programs	61,863	62	39	13
English as a Second Language/Content-Based	12,140	66	44	16
English as a Second Language/Pull-Out	49,723	62	38	12
No Services	26,726	64	40	12
All Former EB/ELs	3,379	94	83	51
All Bilingual Education Programs	82	99	93	55
Transitional Bilingual/Early Exit	10	100	90	50
Transitional Bilingual/Late Exit	6	100	100	50
Dual Immersion/Two-Way	54	100	96	63
Dual Immersion/One-Way	12	92	75	25
All English as a Second Language Programs	109	97	88	51
English as a Second Language/Content-Based	57	96	89	44
English as a Second Language/Pull-Out	52	98	87	60
No Services	3,170	94	83	50

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

[a]Current EB students/ELs were identified as EB students/ELs in 2023-24. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Former EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. [c]A dash (–) indicates data are not reported to protect student anonymity. [d]Not applicable.

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Table 3.5 (continued)

Participation and Performance of At-Risk Students Currently Identified as Emergent Bilingual Students/ English Learners (EB Students/ELs) and At-Risk Students Previously Identified as EB Students/ELs on STAAR Reading Language Arts, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2024

Group	Tested	Achieved Approaches (%)	Achieved Meets (%)	Achieved Masters (%)
Grade 7				
All Current EB/ELs[a]	97,515	59	35	14
All Bilingual Education Programs	2,532	62	36	15
Transitional Bilingual/Early Exit	57	67	39	16
Transitional Bilingual/Late Exit	5	40	20	0
Dual Immersion/Two-Way	2,173	63	37	15
Dual Immersion/One-Way	297	58	35	11
All English as a Second Language Programs	70,144	58	35	14
English as a Second Language/Content-Based	9,156	59	38	16
English as a Second Language/Pull-Out	60,988	57	34	13
No Services	24,850	61	37	15
All Former EB/ELs[b]	4,429	92	79	48
All Bilingual Education Programs	115	100	93	67
Transitional Bilingual/Early Exit	4	–[c]	–	–
Transitional Bilingual/Late Exit	0	n/a[d]	n/a	n/a
Dual Immersion/Two-Way	107	100	95	69
Dual Immersion/One-Way	4	–	–	–
All English as a Second Language Programs	84	99	95	57
English as a Second Language/Content-Based	15	93	93	53
English as a Second Language/Pull-Out	69	100	96	58
No Services	4,227	92	78	47
Grade 8				
All Current EB/ELs	94,066	66	36	12
All Bilingual Education Programs	1,849	71	42	15
Transitional Bilingual/Early Exit	37	73	32	14
Transitional Bilingual/Late Exit	5	80	40	40
Dual Immersion/Two-Way	1,604	70	42	16
Dual Immersion/One-Way	203	75	41	10
All English as a Second Language Programs	69,377	65	35	12
English as a Second Language/Content-Based	8,248	66	39	16
English as a Second Language/Pull-Out	61,129	65	34	11
No Services	22,806	69	38	14
All Former EB/ELs	6,605	94	75	42
All Bilingual Education Programs	97	100	89	57
Transitional Bilingual/Early Exit	6	100	83	0
Transitional Bilingual/Late Exit	1	–	–	–
Dual Immersion/Two-Way	84	100	88	61
Dual Immersion/One-Way	6	100	100	67
All English as a Second Language Programs	140	96	89	51
English as a Second Language/Content-Based	15	93	80	67
English as a Second Language/Pull-Out	125	97	90	49
No Services	6,355	93	74	41

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

[a]Current EB students/ELs were identified as EB students/ELs in 2023-24. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Former EB students/ELs are those who have exited EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete. [c]A dash (–) indicates data are not reported to protect student anonymity. [d]Not applicable.

Chapter 4.
Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators also may assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved. A student may be assigned to a DAEP or expelled to a DAEP more than once in the same school year. Each school district's code of conduct must provide guidelines for setting the length of a term of removal to a DAEP for mandatory and discretionary offenses under TEC Chapter 37. Students assigned to a DAEP must be separated from students not assigned to a DAEP, and elementary grade students assigned to a DAEP must be separated from secondary grade students assigned to a DAEP.

Districts must assess and track the academic growth of all students attending DAEPs. Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Districts must employ one certified teacher who meets all certification requirements established under TEC Chapter 21, Subchapter B, for every 15 students attending a DAEP.

Program Characteristics

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

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

Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, program participation, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Participation and performance data on State of Texas Assessments of Academic Readiness (STAAR) were provided to the Texas Education Agency (TEA) by the testing contractor. The 2022 and 2023 STAAR passing rates presented in this chapter are based on performance levels that classified students into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Did Not Meet Grade Level. Students categorized as Approaches Grade Level and above were considered to have passed an examination. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment

Approximately 1.8 percent (103,655) of the more than 5.5 million students in Texas public schools in 2022-23 received DAEP assignments (Table 4.1). Approximately 1.5 percent of students were assigned to DAEPs in the previous year. The total number of DAEP assignments, including multiple assignments for students, increased by 22.7 percent from the previous year.

Table 4.1
Assignment to DAEPs,ᵃ 2021-22 and 2022-23

DAEP Assignments	2021-22	2022-23
Individual Student Count	85,550	103,655
Totalᵇ	101,684	124,777

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

In 2022-23, disparities were evident between the demographic makeup of students assigned to DAEPs and that of the student population as a whole. In each of Grades 1-12, African American and economically disadvantaged students accounted for larger percentages of students assigned to DAEPs than of the total student population (Table 4.2 on page 73). White students accounted for a smaller percentage of students assigned to DAEPs than of the total student population in each grade except Grade 1. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in Grades 1-5 and 12 and larger percentages in Grades 6-11.

The percentage of students assigned to DAEPs in 2022-23 increased at each grade level from Grade 1 to Grade 9, reaching 5.1 percent of all Grade 9 students, then steadily declined through the high school grades (Table 4.2 on page 73). Of all students who were assigned to DAEPs, 24.2 percent were ninth graders (Table 4.1 on this page and Table 4.2 on page 73).

Males made up 63.7 percent of students assigned to DAEPs in 2022-23 compared to 51.2 percent of the total student population (Table 4.3 on page 74). Some 19.0 percent of students assigned to DAEPs were receiving special education services, compared to 14.4 percent of students statewide.

Table 4.2
Enrollment and Assignment to DAEPs,[a] by Grade and Student Group, 2021-22 and 2022-23

Grade	All Students	DAEP (*N*)	DAEP (%)	African American DAEP (%)	African American State (%)	American Indian DAEP (%)	American Indian State (%)	Asian DAEP (%)	Asian State (%)
2021-22									
Grade 1	402,032	133	<0.1	39.1	12.7	0.8	0.3	0.8	5.0
Grade 2	398,201	187	<0.1	41.7	12.6	.	0.3	1.1	5.2
Grade 3	397,856	360	0.1	44.4	12.7	0.3	0.3	0.3	5.3
Grade 4	398,430	725	0.2	38.1	12.8	0.6	0.3	0.8	5.3
Grade 5	402,399	1,677	0.4	30.2	12.9	0.5	0.3	0.7	5.1
Grade 6	412,173	6,127	1.5	23.7	12.8	0.5	0.5	0.4	5.0
Grade 7	431,061	10,340	2.4	21.2	12.9	0.4	0.4	0.6	4.7
Grade 8	436,592	13,615	3.1	19.6	12.8	0.3	0.3	0.7	4.8
Grade 9	488,185	21,624	4.4	21.8	13.2	0.3	0.3	0.7	4.3
Grade 10	421,266	14,687	3.5	22.4	12.9	0.4	0.3	0.8	4.6
Grade 11	388,596	9,343	2.4	23.1	12.5	0.5	0.3	0.9	4.9
Grade 12	393,136	6,695	1.7	23.2	12.4	0.3	0.3	1.4	4.9
2022-23									
Grade 1	411,695	189	<0.1	33.9	12.7	0.5	0.3	0.5	5.3
Grade 2	407,339	271	0.1	36.9	12.8	.	0.3	0.4	5.3
Grade 3	404,433	468	0.1	33.1	12.7	0.2	0.3	0.4	5.5
Grade 4	404,282	914	0.2	35.6	12.7	0.1	0.3	1.2	5.6
Grade 5	405,226	2,034	0.5	26.5	12.8	0.1	0.3	0.9	5.5
Grade 6	409,532	7,979	1.9	21.4	12.9	0.4	0.3	0.6	5.3
Grade 7	420,033	12,749	3.0	18.7	12.8	0.3	0.4	0.7	5.1
Grade 8	437,226	17,705	4.0	18.9	12.9	0.4	0.4	0.6	4.9
Grade 9	489,416	25,066	5.1	20.8	13.2	0.3	0.3	0.7	4.6
Grade 10	446,931	17,543	3.9	21.1	12.9	0.4	0.3	0.8	4.7
Grade 11	384,156	10,695	2.8	22.4	12.5	0.4	0.3	0.9	5.1
Grade 12	397,709	7,997	2.0	22.8	12.6	0.3	0.3	1.0	5.0

Grade	Hispanic DAEP (%)	Hispanic State (%)	Pacific Islander DAEP (%)	Pacific Islander State (%)	White DAEP (%)	White State (%)	Multiracial DAEP (%)	Multiracial State (%)	Econ. Disad.[b] DAEP (%)	Econ. Disad. State (%)
2021-22										
Grade 1	25.6	52.1	0.8	0.2	27.8	26.2	5.3	3.5	83.5	63.5
Grade 2	29.9	51.8	.	0.2	21.4	26.6	5.9	3.3	88.8	62.5
Grade 3	29.2	51.7	.	0.2	19.4	26.6	6.4	3.2	87.2	62.0
Grade 4	35.3	51.7	.	0.2	20.8	26.7	4.4	3.0	87.4	61.6
Grade 5	44.3	52.0	0.3	0.2	19.6	26.5	4.4	3.0	85.7	61.2
Grade 6	55.2	51.9	0.2	0.2	17.0	26.6	2.9	3.0	86.2	60.9
Grade 7	58.7	52.9	0.1	0.2	16.5	26.1	2.5	2.8	83.9	60.9
Grade 8	58.5	52.9	0.1	0.2	18.2	26.3	2.6	2.7	81.6	60.1
Grade 9	55.7	54.3	0.1	0.2	18.9	25.1	2.5	2.6	79.5	60.3
Grade 10	52.2	52.7	0.1	0.2	21.5	26.8	2.6	2.5	73.6	56.6
Grade 11	50.4	51.9	0.1	0.1	22.2	27.8	2.7	2.5	69.4	54.0
Grade 12	49.6	52.1	0.1	0.2	22.3	27.7	3.2	2.4	66.6	53.5
2022-23										
Grade 1	31.2	52.2	.	0.1	25.9	25.7	7.9	3.7	82.0	64.7
Grade 2	36.2	52.2	.	0.2	22.5	25.7	4.1	3.5	81.2	64.4
Grade 3	40.8	51.9	.	0.2	20.3	26.1	5.1	3.4	86.3	63.5

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

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

continues

Grade	Hispanic DAEP (%)	Hispanic State (%)	Pacific Islander DAEP (%)	Pacific Islander State (%)	White DAEP (%)	White State (%)	Multiracial DAEP (%)	Multiracial State (%)	Econ. Disad.[b] DAEP (%)	Econ. Disad. State (%)
Grade 4	38.1	51.9	0.1	0.2	20.4	26.1	4.6	3.2	87.7	63.2
Grade 5	46.3	51.9	0.1	0.2	20.9	26.2	5.2	3.1	86.6	62.8
Grade 6	58.9	52.3	0.1	0.2	15.6	25.9	2.9	3.1	88.2	62.4
Grade 7	61.3	52.3	0.1	0.2	16.4	26.1	2.6	3.0	85.8	62.0
Grade 8	60.1	53.1	0.1	0.2	17.1	25.6	2.6	2.8	84.3	61.9
Grade 9	57.4	54.3	0.1	0.2	17.9	24.7	2.7	2.7	82.5	62.2
Grade 10	54.8	53.5	0.1	0.2	20.0	25.8	2.7	2.6	77.3	59.1
Grade 11	52.7	52.1	0.1	0.2	20.8	27.2	2.7	2.6	72.3	55.3
Grade 12	51.3	52.5	0.2	0.2	21.7	27.1	2.8	2.5	69.9	55.2

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

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

Table 4.3
Assignment to DAEPs[a] (%), by Gender and Special Education Services, 2021-22 and 2022-23

Group	DAEP	State
2021-22		
Female	34.7	48.8
Male	65.3	51.2
Receiving Spec. Ed.[b] Services	18.3	13.2
Not Receiving Spec. Ed. Services	81.7	86.8
2022-23		
Female	36.3	48.8
Male	63.7	51.2
Receiving Spec. Ed. Services	19.0	14.4
Not Receiving Spec. Ed. Services	81.0	85.6

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

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2022-23, the average number of discretionary assignments (1.15) exceeded the average number of mandatory assignments (1.11) (Table 4.4 on page 75). About 1 out of 6 students assigned to DAEPs in 2022-23 received more than one assignment that year. On average, female students (14.4%) were less likely to have received more than one assignment than male students (17.7%), and White students (15.4%) were less likely to have received more than one assignment than African American (18.2%) and Hispanic students (16.4%).

For each student who attended a DAEP in 2022-23, the total length of assignment was calculated by adding the number of days, across multiple assignments, the student spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White students assigned to DAEPs spent an average of 30.2 days in attendance, while African American and Hispanic students spent an average of 31.7 days and 30.4 days, respectively (Table 4.4 on page 75).

Table 4.4
Frequency and Length of DAEP[a] Assignment, 2021-22 and 2022-23

Group	Average Number of Discretionary Assignments[b] 2021-22	Average Number of Discretionary Assignments[b] 2022-23	Average Number of Mandatory Assignments[b] 2021-22	Average Number of Mandatory Assignments[b] 2022-23	Single Assignment 2021-22 (%)	Single Assignment 2022-23 (%)	Average Length of Assignment 2021-22 (Days)	Average Length of Assignment 2022-23 (Days)
African American	1.15	1.16	1.10	1.11	82.7	81.8	32.5	31.7
American Indian	1.11	1.11	1.08	1.09	87.1	87.3	29.6	29.9
Asian	1.07	1.10	1.10	1.08	90.4	89.8	30.0	29.2
Hispanic	1.13	1.14	1.11	1.12	84.7	83.6	31.4	30.4
Pacific Islander	1.07	1.13	1.06	1.10	93.6	84.0	25.6	31.1
White	1.15	1.16	1.08	1.09	85.6	84.6	30.8	30.2
Multiracial	1.15	1.16	1.09	1.09	84.3	83.6	31.3	29.8
Econ. Disad.[c]	1.14	1.15	1.10	1.12	83.9	82.9	31.8	31.0
Special Ed.[d]	1.16	1.17	1.12	1.14	82.5	81.0	32.8	32.2
Female	1.11	1.12	1.08	1.10	87.1	85.6	29.8	28.9
Male	1.15	1.17	1.11	1.12	83.1	82.3	32.4	31.6
All	1.14	1.15	1.10	1.11	84.5	83.5	31.5	30.6

[a]Disciplinary alternative education program. [b]Average per student. [c]Economically disadvantaged. [d]Special education.

State of Texas Assessments of Academic Readiness Participation and Performance

STAAR is the primary statewide assessment. This chapter provides STAAR reading language arts (RLA) and mathematics assessment results for students assigned to DAEPs in Grades 3-8. For students assigned to DAEPs in secondary grades, this chapter provides performance results on STAAR end-of-course (EOC) assessments in English I, English II, and Algebra I. In 2023 the STAAR test was redesigned to better align with classroom instruction, and passing standards and scales were reset between 2022 and 2023. The change in passing standards between the 2022 and 2023 tests should be kept in mind when interpreting results in this report.

Statewide, 97.7 percent of students in Grades 3-8 who were assigned to DAEPs took the 2023 STAAR RLA test and 2.2 percent were absent (Table 4.5).

Table 4.5
Reading Language Arts[a] STAAR Participation (%), Students Assigned to DAEPs,[b] Grades 3-8, by Student Group, 2022 and 2023

Group	Tested 2022	Tested 2023	Absent 2022	Absent 2023	Other 2022	Other 2023
African American	97.4	97.5	2.4	2.3	0.2	0.2
American Indian	96.4	98.6	3.6	1.4	0.0	0.0
Asian	96.7	98.0	3.3	1.6	0.0	0.4
Hispanic	97.5	97.7	2.3	2.2	0.2	0.1
Pacific Islander	96.9	95.2	3.1	4.8	0.0	0.0
White	98.0	97.8	1.8	2.1	0.2	0.1
Multiracial	97.6	97.9	2.2	2.0	0.2	0.1
Economically Disadvantaged	97.5	97.6	2.3	2.2	0.2	0.2
Special Education	96.6	97.3	3.0	2.5	0.4	0.2
All	97.6	97.7	2.2	2.2	0.2	0.1

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

[a]In 2023, the STAAR reading assessment was renamed the reading language arts assessment. [b]Disciplinary alternative education programs.

In 2023, passing rates on the STAAR RLA and mathematics tests in Grades 3-8 were lower for students assigned to DAEPs than students statewide (Table 4.6). The overall passing rates for students assigned to DAEPs were 27 percentage points lower on the RLA test (51% vs. 78%) and 33 percentage points lower on the mathematics test (38% vs. 71%). Among students assigned to DAEPs, as well as students statewide, STAAR passing rates in RLA and mathematics were higher for White students than African American and Hispanic students.

Table 4.6
STAAR Passing Rates at the Approaches Grade Level Standard or Above (%), Grades 3-8, by Subject and Student Group, 2022 and 2023

Group	2022 DEEP[a]	2022 State	2023 DAEP	2023 State
Reading Language Arts[b]				
African American	41	68	45	69
American Indian	53	76	54	76
Asian	76	92	72	93
Hispanic	46	73	49	73
Pacific Islander	58	76	63	79
White	58	86	62	87
Multiracial	53	83	58	84
Econ. Disad.[c]	45	70	48	71
Special Education	22	44	24	45
Female	56	80	59	82
Male	43	74	46	74
All	48	77	51	78
Mathematics				
African American	24	54	32	58
American Indian	36	68	43	69
Asian	62	91	62	91
Hispanic	31	64	36	67
Pacific Islander	52	71	43	73
White	45	81	52	82
Multiracial	36	74	44	76
Econ. Disad.	30	60	36	63
Special Education	15	38	21	44
Female	33	68	39	71
Male	33	69	38	72
All	33	69	38	71

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

[a]Disciplinary alternative education program. [b]In 2023, the STAAR reading assessment was renamed the reading language arts assessment. [c]Economically disadvantaged.

Passing rates on the 2023 STAAR EOC tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.7 on page 77). The overall passing rates for students assigned to DAEPs were 29 percentage points lower on the English I test (44% vs. 73%), 28 percentage points lower on the English II test (48% vs. 76%), and 32 percentage points lower on the Algebra I test (49% vs. 81%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR EOC tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Table 4.7
STAAR End-of-Course Passing Rates at the
Approaches Grade Level Standard or Above (%),
by Subject and Student Group, 2022 and 2023

Group	2022 DAEP[a]	2022 State	2023 DAEP	2023 State
English I				
African American	27	55	37	65
American Indian	34	66	58	75
Asian	55	90	64	91
Hispanic	31	59	41	68
Pacific Islander	47	70	56	78
White	45	81	58	87
Multiracial	43	76	49	82
Econ. Disad.[b]	30	56	41	66
Special Education	11	25	19	38
Female	43	72	54	79
Male	27	59	38	68
All	33	65	44	73
English II				
African American	35	62	41	68
American Indian	37	71	60	79
Asian	67	90	62	91
Hispanic	39	66	46	70
Pacific Islander	70	73	53	76
White	55	85	63	89
Multiracial	47	81	57	85
Econ. Disad.	37	63	45	68
Special Education	13	29	20	40
Female	52	78	59	81
Male	36	66	43	71
All	41	72	48	76
Algebra I				
African American	33	65	43	71
American Indian	44	77	47	80
Asian	60	95	67	96
Hispanic	39	74	48	78
Pacific Islander	60	79	73	86
White	49	86	59	89
Multiracial	42	81	51	85
Econ. Disad.	38	71	47	76
Special Education	20	46	32	56
Female	45	80	56	84
Male	37	74	45	78
All	40	77	49	81

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

Dropout Rates

Out of the 91,755 students in Grades 7-12 assigned to DAEPs in the 2022-23 school year (Table 4.2 on page 73), 3,572 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 3.9 percent, more than twice the rate for students statewide (1.6%) (Table 4.8 on page 78). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.8
Annual Dropout Rate (%), Grades 7-12, by Student Group, 2021-22 and 2022-23

Group	2021-22 DAEP[a]	2021-22 State	2022-23 DAEP	2022-23 State
African American	5.3	2.7	5.0	2.6
American Indian	5.5	1.8	3.8	1.9
Asian	2.9	0.4	3.5	0.4
Hispanic	4.2	2.0	3.8	1.9
Pacific Islander	6.5	2.0	4.3	1.7
White	2.9	0.9	2.8	0.8
Multiracial	3.7	1.4	4.0	1.4
Econ. Disad.[b]	4.4	2.3	4.0	2.0
Special Education	4.5	2.1	4.3	1.9
Female	3.1	1.5	3.1	1.4
Male	4.7	1.9	4.4	1.8
All	4.2	1.7	3.9	1.6

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

Agency Contact Person

For additional information on DAEPs, contact Jennifer Alexander, Deputy Commissioner of Special Populations and Monitoring, jennifer.alexander@tea.texas.gov.

Other Sources of Information

The TEA website provides annual discipline data, including data on enrollment in discipline settings and on disciplinary incidents and resulting actions, at the state, region, district, and campus levels.

Chapter 5.
Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 403,301 students in the class of 2023 was 90.3 percent, an increase of 0.6 percentage points compared to the class of 2022 (Table 5.1 on page 80 and Table 5.2 on page 83). The Grade 9 four-year longitudinal dropout rate for the class of 2023 was 6.3 percent, a decrease of 0.1 percentage points. Of the 2,579,329 students who attended Grades 7-12 in Texas public schools in the 2022-23 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from the previous school year (Table 5.4 on page 86). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less (Texas Education Code [TEC] §39.332).

Dropout Definition

The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (TEC §39.051). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. The 2022-23 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

Longitudinal Graduation and Dropout Rates

Calculation and Methods

A four-year longitudinal graduation rate is the percentage of students from a class of first-time ninth graders who graduate within four years; that is, by the end of the fourth school year after they begin ninth grade. An extended longitudinal graduation rate is the percentage of students from a class of first-time ninth graders who graduate within five or six years. A longitudinal dropout rate is the percentage of students from a class of first-time ninth graders who drop out before completing high school. Students who enter the Texas public school system over the next three years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1 on page 81).

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

Table 5.1
Common Methods of Measuring Student Progress Through School

Information	Annual Dropout Rate	Longitudinal Rates: Graduation and Dropout	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning ninth graders who graduate (graduation rate) or drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate or drop out by the end of Grade 12 by the total number of students in the original ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE}^a \text{ recipients + dropouts}}$$	Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	- Measure of annual performance for program improvements. - Program improvements can be ascertained within one year. - Requires only one year of data. - Can be calculated for any school or district with students in any of the grades covered. - Can be disaggregated by grade level.	- The graduation rate is a positive indicator, measuring school success rather than failure. - More stable measures over time. - The longitudinal dropout rate is more consistent with the public's understanding of what a dropout rate reflects. - Districts have more time to encourage dropouts to return to school before being held accountable. - Can be extended to five or six years to account for students who take more than four years to complete high school.	Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	- Produces the lowest rate of any method. - May not correspond to the public's understanding of a dropout rate.	- Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. - Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal graduation and dropout rates are often calculated for Grades 9-12. - Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. - Does not produce a dropout rate by grade.	- Produces the highest rate of any method. - Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. - Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. - Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88.	Longitudinal rates are calculated such that the graduation rate, continuation rate, TxCHSE recipient rate, and dropout rate add to 100 percent.	The attrition rate reported by TEA is not adjusted for growth.
2022-23 TEA Reporting	Annual dropout rates Grades 7-12: 1.6% Grades 9-12: 2.0% Grades 7-8: 0.8%	Class of 2023 Grade 9 four-year longitudinal rates Graduation: 90.3% Dropout: 6.3% Class of 2022 Grade 9 five-year extended longitudinal rates Graduation: 91.8% Dropout: 6.8% Class of 2021 Grade 9 six-year extended longitudinal rates Graduation: 92.7% Dropout: 6.3%	Unadjusted attrition rates Grades 7-12: 8.9% Grades 9-12: 18.4%

[a]Texas Certificate of High School Equivalency.

**Figure 5.1
Cohort for the Class of 2023 Longitudinal
Graduation and Dropout Rates**

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                                    ┌─────────────────┐
                                    │  First-Time     │
                                    │  9th Graders    │
                                    │  2019-20        │
                                    │                 │
                                    │  426,777        │
                                    └────────┬────────┘
        ┌─────────────────┐                  │
        │  Students       │                  │
        │  Entering TPSᵃ  │                  │
        │  on Grade Level │─────────────────▶│
        │  2020-21,       │                  ▼
        │  2021-22,       │         ┌─────────────────┐
        │  2022-23        │         │  Cohort         │
        │                 │         │  452,880        │
        │  26,103         │         │                 │
        └─────────────────┘         │  100%           │
                                    └────────┬────────┘
                                             │          ┌──────────────────────┐
                                             │          │  No Final Statusᵇ    │
                                             ├─────────▶│  Other Leavers       │
                                             │          │  46,801 – 10.3%      │
                                             ▼          │  Data Errors         │
                                    ┌─────────────────┐ │  2,778 – 0.6%        │
                                    │  Final Status   │ └──────────────────────┘
                                    │  Class of 2023  │
                                    │  403,301        │
                                    │  89.1%          │
                                    └─────────────────┘
```
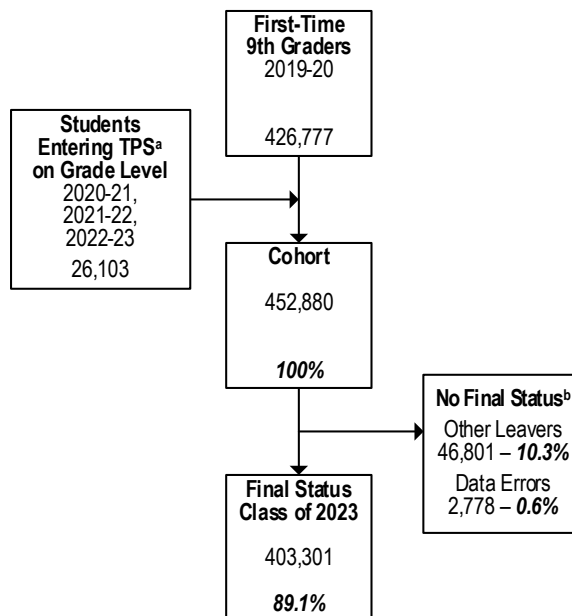
Note. Parts may not add to 100 percent because of rounding.

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

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

TEC §28.0258 allows eligible students who have not yet satisfied assessment requirements for graduation to qualify for a diploma via an individual graduation committee (IGC) determination. Under the requirements, a student who fails a State of Texas Assessments of Academic Readiness (STAAR) end-of-course (EOC) assessment for no more than two of five required courses may receive a Texas high school diploma if the student is determined to be qualified to graduate by an IGC (19 TAC §74.1025; 19 TAC §101.3022). The longitudinal graduation rates presented in this chapter include those students graduating by means of an IGC decision.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps. A refresh of the state accountability system in 2023 revised the method for calculating district domain ratings. Beginning with the 2023 accountability cycle, district domain scores are calculated based on a proportionality method, which sums weighted campus scores. In addition, a new completion measure was introduced for campuses evaluated under alternative education accountability (AEA) procedures. This completion measure, which calculates a rate for students who graduate, continue in high

school, or earn a Texas Certificate of High School Equivalency (TxCHSE), includes students who previously dropped out of school (and are not eligible for any other exclusion) in the numerator, but not in the denominator.

In 2024, the following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses: the class of 2023 four-year graduation rate, the class of 2022 five-year graduation rate, or the class of 2021 six-year graduation rate (TEC §39.053). The class of 2023 four-year, class of 2022 five-year extended, and class of 2021 six-year extended graduation, continuation, or TxCHSE recipient rates were used if AEA procedures applied (TEC §39.0548). Additionally, the federal four-year graduation rate, calculated with federal accountability exclusions, was used in the Closing the Gaps domain for campuses in 2024 for state accountability ratings. Campuses were evaluated on this rate for different student groups, including all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as emergent bilingual students/English learners (EB students/ELs). Two new student groups were evaluated beginning with the 2023 accountability cycle: high-focus, which includes students identified as EB students/ELs, economically disadvantaged, in foster care, homeless, migrant, or served by special education programs; and highly mobile (a subgroup within the high-focus student group), which includes students identified as in foster care, homeless, or migrant.

Campuses that received an accountability rating of *A*, *B*, or *C* were eligible to earn distinction designations under the state accountability system in 2024. The four-year longitudinal graduation rate used in the Student Achievement domain and a diploma program rate were included as indicators for the postsecondary readiness distinction designation. The diploma program rate measured the percentage of Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) graduates; Foundation (FHSP) graduates with and without an endorsement; and Texas First Early High School Completion Program (TX First–DLA) graduates who graduated under the RHSP, AHSP, FHSP with an endorsement (with or without a distinguished level of achievement [DLA]), or TX First–DLA and was calculated as follows.

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

State statute requires that certain groups of students, such as students who are ordered by a court to attend a high school equivalency certificate program but have not earned a high school equivalency certificate and students in attendance but who are not in membership for purposes of average daily attendance, be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-1)(2)(3)(4) and §39.055).

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State summary. The four-year longitudinal rates for the class of 2023 tracked students who began Grade 9 for the first time in 2019-20. Out of 403,301 students in the class of 2023, 90.3 percent graduated by the fall of 2023 (Table 5.2 on page 83). The graduation rate for the class of 2023 was 0.6 percentage points higher than the rate for the class of 2022. An additional 3.1 percent of students in the class of 2023 continued in high school in the fall of 2023, 0.3 percent received a TxCHSE, and 6.3 percent dropped out.

Table 5.2

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Classes of 2022 and 2023

Class Year	Class	Graduates (*N*)	Graduation Rate (%)	Continuers (*N*)	Continuation Rate (%)	TxCHSE[a] Recipients (*N*)	TxCHSE Recipient Rate (%)	Dropouts (*N*)	Dropout Rate (%)
African American									
Class of 2022	50,603	43,333	85.6	2,266	4.5	138	0.3	4,866	9.6
Class of 2023	51,688	44,832	86.7	2,017	3.9	148	0.3	4,691	9.1
American Indian									
Class of 2022	1,263	1,116	88.4	44	3.5	4	0.3	99	7.8
Class of 2023	1,258	1,124	89.3	32	2.5	4	0.3	98	7.8
Asian									
Class of 2022	19,086	18,479	96.8	315	1.7	18	0.1	274	1.4
Class of 2023	19,543	18,930	96.9	341	1.7	20	0.1	252	1.3
Hispanic									
Class of 2022	207,959	182,939	88.0	8,668	4.2	501	0.2	15,851	7.6
Class of 2023	213,679	189,316	88.6	7,749	3.6	541	0.3	16,073	7.5
Pacific Islander									
Class of 2022	606	539	88.9	23	3.8	2	0.3	42	6.9
Class of 2023	624	551	88.3	26	4.2	4	0.6	43	6.9
White									
Class of 2022	107,454	100,748	93.8	2,340	2.2	512	0.5	3,854	3.6
Class of 2023	106,720	100,495	94.2	2,145	2.0	503	0.5	3,577	3.4
Multiracial									
Class of 2022	9,257	8,383	90.6	310	3.3	49	0.5	515	5.6
Class of 2023	9,789	8,979	91.7	276	2.8	39	0.4	495	5.1
Econ. Disad.[b]									
Class of 2022	214,918	185,662	86.4	9,329	4.3	656	0.3	19,271	9.0
Class of 2023	225,866	197,442	87.4	8,477	3.8	676	0.3	19,271	8.5
Not Econ. Disad.									
Class of 2022	181,310	169,875	93.7	4,637	2.6	568	0.3	6,230	3.4
Class of 2023	177,435	166,785	94.0	4,109	2.3	583	0.3	5,958	3.4
Female									
Class of 2022	194,957	179,080	91.9	5,621	2.9	428	0.2	9,828	5.0
Class of 2023	197,639	182,149	92.2	5,128	2.6	463	0.2	9,899	5.0
Male									
Class of 2022	201,271	176,457	87.7	8,345	4.1	796	0.4	15,673	7.8
Class of 2023	205,662	182,078	88.5	7,458	3.6	796	0.4	15,330	7.5
State									
Class of 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4
Class of 2023	403,301	364,227	90.3	12,586	3.1	1,259	0.3	25,229	6.3

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

[a]Texas Certificate of High School Equivalency. [b]Economically disadvantaged.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2023, the four-year graduation rate was highest among Asian students (96.9%), followed by White (94.2%), multiracial (91.7%), Hispanic (88.6%), and African American (86.7%) students (Table 5.2). The four-year graduation rate was higher for students not identified as economically disadvantaged (94.0%) than for students identified as economically disadvantaged (87.4%). The four-year graduation rate was higher for females (92.2%) than males (88.5%). The four-year dropout rate was lowest for Asian students (1.3%), followed by White (3.4%), multiracial (5.1%), Hispanic (7.5%), and African American (9.1%) students. Students who were not identified as economically disadvantaged dropped out at a lower rate (3.4%) than economically disadvantaged students (8.5%). Female students dropped out at a lower rate (5.0%) than male students (7.5%).

Rates by program participation and student characteristic. Students in the class of 2023 who participated in special education programs had a four-year graduation rate of 80.7 percent (Table 5.3 on page 85). Students identified as EB students/ELs in Grades 9-12 had a graduation rate of 82.4 percent. The graduation rate for students identified as at risk of dropping out of school was 86.0 percent. All three rates were lower than the state average (90.3%).

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

Many students took longer than four years to graduate. Students who began Grade 9 for the first time in 2018-19 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2022. By the fall of 2022, 89.7 percent of the class of 2022 had graduated, 3.5 percent were still in high school, 0.3 percent had received a TxCHSE, and 6.4 percent had dropped out (Appendix 5-A on page 101). By the fall of 2023, 91.8 percent of the class of 2022 had graduated, 1.0 percent were still in high school, 0.4 percent had received a TxCHSE, and 6.8 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2017-18 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2021. By the fall of 2021, 90.0 percent of the class of 2021 had graduated, 3.9 percent were still in high school, 0.3 percent had received a TxCHSE, and 5.8 percent had dropped out (Appendix 5-B on page 103). By the fall of 2023, 92.7 percent of the class of 2021 had graduated, 0.5 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.3 percent had dropped out.

Annual Dropout Rates

Calculation

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

Annual Dropout Rates in the Accountability System

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

State Summary

Out of 2,579,329 students who attended Grades 7-12 in Texas public schools during the 2022-23 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from the previous school year (Table 5.4 on page 86). The overall number of dropouts in Grades 7-12 decreased to 41,597 from the 43,909 students who dropped out in 2021-22.

Table 5.3
Grade 9 Four-Year Longitudinal Graduation Rates, by Program Participation and Student Characteristic, Classes of 2022 and 2023

Group	Class	Graduated (%)
Class of 2022		
At-Risk	177,432	84.9
Bilingual/ESL[a]	45,578	80.1
CTE[b] Concentrator	262,498	96.6
EB/EL[c]		
In K-12[d]	125,015	87.8
In 9-12[e]	55,131	80.1
In Last Year[f]	48,224	79.9
Foster Care		
In 9-12[e]	1,735	61.7
In Last Year[f]	745	62.8
High-Focus[g]	238,686	85.6
Highly Mobile[h]	10,519	74.8
Homeless in 9-12[e]	17,568	74.8
Military-Connected		
Federal Definition	4,943	94.9
State Definition	12,545	95.7
Special Education	36,554	79.1
Title I	180,747	87.5
State	396,228	89.7
Class of 2023		
At-Risk	185,943	86.0
Bilingual/ESL	55,194	82.8
CTE Concentrator	269,622	97.3
EB/EL		
In K-12[d]	128,305	88.4
In 9-12[e]	63,935	82.4
In Last Year[f]	58,397	82.6
Foster Care		
In 9-12[e]	1,692	66.0
In Last Year[f]	699	65.1
High-Focus	249,727	86.7
Highly Mobile	10,936	77.1
Homeless in 9-12[e]	17,923	75.5
Military-Connected		
Federal Definition	4,722	95.0
State Definition	14,649	95.8
Special Education	38,291	80.7
Title I	185,809	88.1
State	403,301	90.3

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

[a]English as a second language. [b]Career and technical education concentrator. [c]Emergent bilingual student/English learner. [d]Students identified as members of this student group at any time while attending Texas public schools (TPS). [e]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [f]Students identified as members of this student group in their last year in TPS. [g]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [h]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Table 5.4
Annual Dropout Rates, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, 2021-22 and 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual Dropout Rate (%)
2021-22					
African American	328,229	12.8	8,998	20.5	2.7
American Indian	8,661	0.3	153	0.3	1.8
Asian	120,363	4.7	501	1.1	0.4
Hispanic	1,355,215	52.9	27,310	62.2	2.0
Pacific Islander	4,064	0.2	81	0.2	2.0
White	680,572	26.6	5,933	13.5	0.9
Multiracial	65,825	2.6	933	2.1	1.4
Economically Disadvantaged	1,479,543	57.7	34,114	77.7	2.3
Not Economically Disadvantaged	1,083,386	42.3	9,795	22.3	0.9
Female	1,251,626	48.8	18,579	42.3	1.5
Male	1,311,303	51.2	25,330	57.7	1.9
State	2,562,929	100	43,909	100	1.7
2022-23					
African American	331,587	12.9	8,475	20.4	2.6
American Indian	9,081	0.4	171	0.4	1.9
Asian	126,104	4.9	535	1.3	0.4
Hispanic	1,368,178	53.0	25,771	62.0	1.9
Pacific Islander	4,182	0.2	70	0.2	1.7
White	670,756	26.0	5,615	13.5	0.8
Multiracial	69,441	2.7	960	2.3	1.4
Economically Disadvantaged	1,533,914	59.5	31,390	75.5	2.0
Not Economically Disadvantaged	1,045,415	40.5	10,207	24.5	1.0
Female	1,258,432	48.8	17,645	42.4	1.4
Male	1,320,897	51.2	23,952	57.6	1.8
State	2,579,329	100	41,597	100	1.6

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

There were 6,519 students who dropped out of Grades 7-8 and 35,078 students who dropped out of Grades 9-12 in the 2022-23 school year (Table 5.5 on page 87). The Grade 7-8 and Grade 9-12 dropout rates were 0.8 percent and 2.0 percent, respectively.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in 2022-23, the Grade 7-12 dropout rate was highest among African American students (2.6%), followed by Hispanic (1.9%), multiracial (1.4%), White (0.8%), and Asian (0.4%) students (Table 5.4). The dropout rate for students identified as economically disadvantaged was 2.0 percent, whereas the dropout rate for students not identified as economically disadvantaged was 1.0 percent. Male students had a higher dropout rate (1.8%) than female students (1.4%).

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2022-23, for example, Hispanic students made up 53.0 percent of students in Grades 7-12, but 62.0 percent of dropouts, a difference of 9.0 percentage points. African American students made up 12.9 percent of students in Grades 7-12, but 20.4 percent of dropouts, a difference of 7.5 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 59.5 percent of students in Grades 7-12 in 2022-23, but

Table 5.5
Students and Dropouts, by Grade, 2021-22 and 2022-23

Grade	Students (*N*)	Percent (%)	Dropouts (*N*)	Percent (%)
2021-22				
Grade 7	431,281	16.8	2,480	5.6
Grade 8	436,859	17.0	3,297	7.5
Grade 9	488,432	19.1	12,130	27.6
Grade 10	421,641	16.5	10,372	23.6
Grade 11	389,057	15.2	9,012	20.5
Grade 12	395,659	15.4	6,618	15.1
Grades 7-12	2,562,929	100	43,909	100
2022-23				
Grade 7	420,193	16.3	2,852	6.9
Grade 8	437,402	17.0	3,667	8.8
Grade 9	489,524	19.0	12,141	29.2
Grade 10	447,322	17.3	9,920	23.8
Grade 11	384,609	14.9	7,514	18.1
Grade 12	400,279	15.5	5,503	13.2
Grades 7-12	2,579,329	100	41,597	100

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

75.5 percent of dropouts, a difference of 16.0 percentage points. Males made up 51.2 percent of students in Grades 7-12, but 57.6 percent of dropouts, a difference of 6.4 percentage points.

Rates by Grade

In 2022-23, across Grades 7-12, Grade 9 had the highest dropout rate (2.5%) and the largest number of dropouts (12,141), accounting for 29.2 percent of all dropouts (Table 5.5 on this page and Table 5.6 on page 88). Grade 7 had the lowest dropout rate (0.7%) and the smallest number of dropouts (2,852).

Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grade 9 had the highest annual dropout rate (3.6%), followed by African American students in Grade 10 (3.5%) (Table 5.6 on page 88). Asian students in Grade 7 had the lowest annual dropout rate (0.3%), followed by White students in Grade 7 and Asian students in Grades 8, 10, and 12 (0.4% each).

Rates for Students Identified as Emergent Bilingual Students/English Learners

Table 5.7 on page 89 presents annual dropout rates for current and former emergent bilingual students/English learners (EB students/ELs) in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to EB students/ELs, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying EB students/ELs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former EB student/EL performance data, along with other analyses, to

Table 5.6
Annual Dropout Rates, by Race/Ethnicity and Grade, 2021-22 and 2022-23

Group	Grade 7 (N)	Grade 7 Rate (%)	Grade 8 (N)	Grade 8 Rate (%)	Grade 9 (N)	Grade 9 Rate (%)	Grade 10 (N)	Grade 10 Rate (%)	Grade 11 (N)	Grade 11 Rate (%)	Grade 12 (N)	Grade 12 Rate (%)
2021-22												
African American	598	1.1	669	1.2	2,350	3.6	2,220	4.1	1,828	3.8	1,333	2.7
American Indian	14	0.8	16	1.1	35	2.1	37	2.6	36	2.9	15	1.2
Asian	65	0.3	78	0.4	99	0.5	76	0.4	88	0.5	95	0.5
Hispanic	1,324	0.6	1,922	0.8	8,015	3.0	6,412	2.9	5,532	2.7	4,105	2.0
Pacific Islander	8	1.1	4	0.6	23	3.0	21	3.1	12	2.1	13	2.1
White	391	0.3	514	0.4	1,390	1.1	1,404	1.2	1,325	1.2	909	0.8
Multiracial	80	0.7	94	0.8	218	1.7	202	1.9	191	2.0	148	1.6
State	2,480	0.6	3,297	0.8	12,130	2.5	10,372	2.5	9,012	2.3	6,618	1.7
2022-23												
African American	702	1.3	810	1.4	2,327	3.6	2,033	3.5	1,520	3.2	1,083	2.1
American Indian	22	1.2	23	1.4	50	3.1	39	2.7	21	1.7	16	1.3
Asian	63	0.3	88	0.4	125	0.6	88	0.4	101	0.5	70	0.4
Hispanic	1,494	0.7	2,011	0.9	8,046	3.0	6,259	2.6	4,534	2.3	3,427	1.6
Pacific Islander	7	0.9	15	2.0	16	2.1	9	1.2	12	2.0	11	1.8
White	461	0.4	615	0.5	1,340	1.1	1,270	1.1	1,164	1.1	765	0.7
Multiracial	103	0.8	105	0.8	237	1.8	222	1.9	162	1.6	131	1.3
State	2,852	0.7	3,667	0.8	12,141	2.5	9,920	2.2	7,514	2.0	5,503	1.4

Table 5.7

Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2021-22 and 2022-23

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
2021-22					
Grades 7-8					
All Current EB/ELs[a]	182,468	100	1,604	100	0.9
All Bilingual Education Programs	3,435	1.9	19	1.2	0.6
Transitional Bilingual/Early Exit	148	0.1	2	0.1	1.4
Transitional Bilingual/Late Exit	37	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	2,671	1.5	16	1.0	0.6
Dual Immersion/One-Way	579	0.3	1	0.1	0.2
Bilingual Alt. Lang.[b] Program	3,194	1.8	13	0.8	0.4
All ESL[c] Programs	135,868	74.5	976	60.8	0.7
ESL/Content-Based	7,471	4.1	53	3.3	0.7
ESL/Pull-Out	128,397	70.4	923	57.5	0.7
ESL Alt. Lang. Program	19,655	10.8	124	7.7	0.6
No Services	20,316	11.1	472	29.4	2.3
All Former EB/ELs[d]	54,540	100	94	100	0.2
All Bilingual Education Programs	23,424	42.9	35	37.2	0.1
Transitional Bilingual/Early Exit	14,469	26.5	22	23.4	0.2
Transitional Bilingual/Late Exit	2,561	4.7	3	3.2	0.1
Dual Immersion/Two-Way	2,945	5.4	3	3.2	0.1
Dual Immersion/One-Way	3,449	6.3	7	7.4	0.2
Bilingual Alt. Lang. Program	778	1.4	2	2.1	0.3
All ESL Programs	22,590	41.4	42	44.7	0.2
ESL/Content-Based	12,267	22.5	17	18.1	0.1
ESL/Pull-Out	10,323	18.9	25	26.6	0.2
ESL Alt. Lang. Program	413	0.8	0	0.0	0.0
No Services	7,335	13.4	15	16.0	0.2
Grades 9-12					
All Current EB/ELs	263,047	100	10,384	100	3.9
All Bilingual Education Programs	962	0.4	12	0.1	1.2
Transitional Bilingual/Early Exit	35	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	5	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	883	0.3	11	0.1	1.2
Dual Immersion/One-Way	39	<0.1	1	<0.1	2.6
Bilingual Alt. Lang. Program	1,204	0.5	15	0.1	1.2
All ESL Programs	198,116	75.3	6,475	62.4	3.3
ESL/Content-Based	7,312	2.8	196	1.9	2.7
ESL/Pull-Out	190,804	72.5	6,279	60.5	3.3
ESL Alt. Lang. Program	28,408	10.8	707	6.8	2.5
No Services	34,357	13.1	3,175	30.6	9.2
All Former EB/ELs	150,490	100	1,240	100	0.8
All Bilingual Education Programs	54,437	36.2	460	37.1	0.8
Transitional Bilingual/Early Exit	27,873	18.5	242	19.5	0.9
Transitional Bilingual/Late Exit	8,369	5.6	72	5.8	0.9
Dual Immersion/Two-Way	5,828	3.9	25	2.0	0.4
Dual Immersion/One-Way	12,353	8.2	120	9.7	1.0

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

[a]Current emergent bilingual students/English learners (EB students/ELs) were identified as EB students/ELs in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Alternative language. [c]English as a second language. [d]Former EB students/ELs are those in the first through fourth years of academic monitoring, as well as those who have completed four years of monitoring, after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete.

continues

Table 5.7 (continued)

Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2021-22 and 2022-23

Group	Students (N)	Students (%)	Dropouts (N)	Dropouts (%)	Annual Dropout Rate (%)
Bilingual Alt. Lang.[b] Program	140	0.1	0	0.0	0.0
All ESL[c] Programs	75,367	50.1	576	46.5	0.8
ESL/Content-Based	31,078	20.7	210	16.9	0.7
ESL/Pull-Out	44,279	29.4	366	29.5	0.8
ESL Alt. Lang. Program	956	0.6	7	0.6	0.7
No Services	19,590	13.0	197	15.9	1.0
2022-23					
Grades 7-8					
All Current EB/ELs[a]	201,124	100	1,750	100	0.9
All Bilingual Education Programs	4,237	2.1	17	1.0	0.4
Transitional Bilingual/Early Exit	164	0.1	4	0.2	2.4
Transitional Bilingual/Late Exit	14	<0.1	1	0.1	7.1
Dual Immersion/Two-Way	3,507	1.7	10	0.6	0.3
Dual Immersion/One-Way	552	0.3	2	0.1	0.4
Bilingual Alt. Lang. Program	4,072	2.0	25	1.4	0.6
All ESL Programs	140,693	70.0	1,002	57.3	0.7
ESL/Content-Based	7,520	3.7	75	4.3	1.0
ESL/Pull-Out	133,173	66.2	927	53.0	0.7
ESL Alt. Lang. Program	30,217	15.0	198	11.3	0.7
No Services	21,905	10.9	508	29.0	2.3
All Former EB/ELs[d]	43,263	100	88	100	0.2
All Bilingual Education Programs	17,059	39.4	27	30.7	0.2
Transitional Bilingual/Early Exit	10,874	25.1	17	19.3	0.2
Transitional Bilingual/Late Exit	1,402	3.2	1	1.1	0.1
Dual Immersion/Two-Way	2,446	5.7	4	4.5	0.2
Dual Immersion/One-Way	2,337	5.4	5	5.7	0.2
Bilingual Alt. Lang. Program	1,219	2.8	2	2.3	0.2
All ESL Programs	18,507	42.8	42	47.7	0.2
ESL/Content-Based	10,553	24.4	24	27.3	0.2
ESL/Pull-Out	7,954	18.4	18	20.5	0.2
ESL Alt. Lang. Program	343	0.8	1	1.1	0.3
No Services	6,135	14.2	16	18.2	0.3
Grades 9-12					
All Current EB/ELs	303,165	100	10,153	100	3.3
All Bilingual Education Programs	1,427	0.5	11	0.1	0.8
Transitional Bilingual/Early Exit	11	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	3	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,343	0.4	11	0.1	0.8
Dual Immersion/One-Way	70	<0.1	0	0.0	0.0
Bilingual Alt. Lang. Program	1,753	0.6	19	0.2	1.1
All ESL Programs	220,762	72.8	5,767	56.8	2.6
ESL/Content-Based	7,512	2.5	207	2.0	2.8
ESL/Pull-Out	213,250	70.3	5,560	54.8	2.6
ESL Alt. Lang. Program	42,460	14.0	1,190	11.7	2.8
No Services	36,763	12.1	3,166	31.2	8.6

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

[a]Current emergent bilingual students/English learners (EB students/ELs) were identified as EB students/ELs in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Alternative language. [c]English as a second language. [d]Former EB students/ELs are those in the first through fourth years of academic monitoring, as well as those who have completed four years of monitoring, after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete.

Table 5.7 (continued)
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, 2021-22 and 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual Dropout Rate (%)
All Former EB/ELs[d]	160,838	100	1,286	100	0.8
All Bilingual Education Programs	61,402	38.2	506	39.3	0.8
Transitional Bilingual/Early Exit	33,441	20.8	267	20.8	0.8
Transitional Bilingual/Late Exit	8,600	5.3	89	6.9	1.0
Dual Immersion/Two-Way	6,714	4.2	33	2.6	0.5
Dual Immersion/One-Way	12,643	7.9	117	9.1	0.9
Bilingual Alt. Lang.[b] Program	324	0.2	0	0.0	0.0
All ESL[c] Programs	75,814	47.1	534	41.5	0.7
ESL/Content-Based	34,241	21.3	209	16.3	0.6
ESL/Pull-Out	41,570	25.8	325	25.3	0.8
ESL Alt. Lang. Program	1,526	0.9	18	1.4	1.2
No Services	21,772	13.5	228	17.7	1.0

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

[a]Current emergent bilingual students/English learners (EB students/ELs) were identified as EB students/ELs in the school year presented. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Alternative language. [c]English as a second language. [d]Former EB students/ELs are those in the first through fourth years of academic monitoring, as well as those who have completed four years of monitoring, after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete.

evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Projected Dropout Rates

As required by TEC §39.332, the five-year projected dropout rates for Grades 9-12 are based on the assumption that no change in policy will be made. The projected rates in Table 5.8 on page 92 were calculated by analyzing historical trends in actual dropout rates from 2005-06, the first year Texas used the National Center for Education Statistics dropout definition, to 2022-23. In 2022-23, the four-year longitudinal dropout rate was 6.3 percent, and the annual dropout rate was 2.5 percent for Grade 9, 2.2 percent for Grade 10, 2.0 percent for Grade 11, and 1.4 percent for Grade 12 (Table 5.2 on page 83 and Table 5.6 on page 88). The four-year longitudinal dropout rate is projected to decrease 1.5 percentage points between 2022-23 and 2027-28, and annual dropout rates are projected to decrease 0.8 percentage points for Grade 9, 0.6 percentage points for Grade 10, 0.5 percentage points for Grade 11, and 0.4 percentage points for Grade 12.

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

Overview

Texas is committed to developing and implementing policies, plans, and programs that ensure high school completion. As a result, Texas is at the forefront of the nation's campaign to increase high school graduation

Table 5.8
Projected Dropout Rates (%) Based on Dropout Trends

Grade	2023-24	2024-25	2025-26	2026-27	2027-28
Annual Dropout Rates					
Grade 9	1.8	1.8	1.8	1.8	1.7
Grade 10	1.7	1.7	1.7	1.6	1.6
Grade 11	1.7	1.6	1.6	1.6	1.5
Grade 12	1.3	1.2	1.1	1.0	1.0
Longitudinal Dropout Rates					
Grades 9-12	5.2	5.1	5.0	4.9	4.8

rates and decrease dropout rates. TEA's focus on these objectives is at the core of the agency's strategic priorities to improve foundational skills in reading and mathematics and prepare all students to be ready for college, career, or military service. Efforts include systemic, measurable drivers to reduce the cross-sectional and longitudinal dropout rate to five percent or less.

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

College, Career, and Military Readiness Programs

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

- establish a College, Career, and Military Readiness (CCMR) Outcomes Bonus with funding to districts based on the number of annual graduates who demonstrate college, career, or military readiness above percentage thresholds for three student groups: students identified as educationally disadvantaged (i.e., economically disadvantaged), students not identified as educationally disadvantaged, and students served in special education programs.

- reimburse districts to ensure each student can access college preparation assessments (Texas Success Initiative Assessment [TSIA], SAT, ACT) and industry-based certifications before graduation;

- expand career and technical education (CTE) funding from Grades 9-12 to Grades 7-12 and adds technology application courses for funding;

- entitle districts to receive $50 per student in Pathways in Technology Early College High School (P-TECH) and New Tech High School models;

- provide funds to expand P-TECH models across the state;

- require each student to complete a Free Application for Federal Student Aid (FAFSA) prior to graduation; and

- create tiered funding for CTE courses, incentivizing districts to implement complete programs of study and encourage students to take rigorous courses.

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

- TEA provides support and resources to school districts to implement the *Texas Model for Comprehensive School Counseling Programs* (*Texas Model*). The *Texas Model* is a framework used to engage the entire educational community in identifying the unique needs of students and creating a comprehensive plan that meets their individual needs. The program framework can assist schools in maximizing the achievements of all students. The *Texas Model* is not prescriptive; rather, it is intended to serve as a resource to all schools across the state and improve the effectiveness and efficacy of counseling programs.

- Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is a seven-year, $33 million-dollar federal grant awarded to Texas and designed to increase early college awareness and readiness among historically underrepresented student groups. Texas GEAR UP is divided into two major strands: (1) a district intervention initiative that supports four targeted, persistently low-achieving school districts in building a multifaceted college readiness and success initiative; and (2) a statewide collaborative initiative that provides guidance, information, and resources related to college access, readiness, preparation, and success for all Texas students, parents, educators, and communities.

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

- Early College High Schools (ECHS). ECHS are open-enrollment programs that allow students least likely to attend college or who wish to accelerate completion of high school to combine high school courses and college-level courses while participating in rigorous and accelerated instruction. They provide intensive academic support systems that allow students an opportunity to earn up to 60 college credit hours or an associate's degree while earning a high school diploma. State funding is allocated to support ECHS. Under Texas Education Code (TEC) §29.908 and Title 19 of the Texas Administrative Code (TAC) §102.1091, TEA developed a designation process for ECHS. The designation process ensures that districts operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.

- Pathways in Technology Early College High Schools (P-TECH). P-TECH, developed in the 2017-2018 biennium, is an open-enrollment program that allows students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction. P-TECH offers students the

opportunity to engage in work-based learning at every grade level. P-TECH has developed a P-TECH Blueprint under TEC §29.553 to benchmark outcomes and guide implementation. Within six years, P-TECH enables students to earn a high school diploma, along with an associate's degree, a two-year postsecondary certificate, and/or industry certification, and to complete work-based training. The program allows students to gain work-based learning experiences through an internship, apprenticeship, or other job training programs by partnering with Texas institutions of higher education and regional businesses and industries, giving students access to postsecondary education and workforce training opportunities.

Dropout Prevention and Retention Programs

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

- Dropout Prevention and Recovery Resources. The TEA website makes information on research-based strategies, programs, and best practices available to local education agencies (LEAs). It also provides resources for special populations and for highly mobile and at-risk student programs, including resources for students in foster care, students experiencing homelessness, students who are pregnant or parenting, and military-connected students. The Texas School Mental Health website offers numerous resources, tools, and supports to assist LEAs with addressing mental health and behavioral health, including information about evidence-based programs and research-based best practices on topics that also support students at risk of dropping out of school. The Statewide Plan for Student Mental Health is available on the TEA website.

- The Early Warning Data System (EWDS) is another example of a dropout prevention resource. American Institutes for Research (AIR) developed this tool while working with TEA on the Texas Ninth Grade Transition and Intervention Program in 2008. AIR continues to maintain the EWDS and make it freely available to school districts and open-enrollment charter schools. The EWDS, a database designed to track research-based ninth-grade indicators related to high school dropout, such as attendance and academic performance, identifies students who are below specified benchmarks leading to graduation. School staff can quickly review data and plan interventions as early as 20 to 30 days after the beginning of the school year. Additional data points are incorporated at each grading period and at the end of the year to enable intervention planning for summer or the beginning of the following year. AIR maintains an online help system to support schools with implementing this resource.

- State Compensatory Education Services. TEC §29.081 defines State Compensatory Education (SCE) as programs and services designed to supplement the regular education program for students identified as at risk of dropping out of school. It requires LEAs to use student performance data from the state's legislatively mandated assessment instrument and any other achievement tests administered under TEC Chapter 39, Subchapter B. LEAs use the performance data to design and implement appropriate compensatory, intensive, or accelerated instructional services to help students perform at

grade level by the end of the next school year. The SCE allotment is authorized under TEC §48.104 to provide educational programs and/or services that supplement regular education programs so the intended populations defined in the authorizing statutes (TEC §29.081 and TEC §48.104) can succeed in school. Decreasing the achievement gap and decreasing the dropout rate are the primary goals of this program. A school district may also use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school.

- Communities In Schools (CIS). CIS is authorized under TEC §§33.151-33.159; 19 TAC Chapter 89, Subchapter EE; and the General Appropriations Act, Article III, Rider 22 (87th Texas Legislature). TEA administers the CIS program in Texas through grants to eligible nonprofit agencies. CIS is a school-based dropout prevention model designed to keep students persisting in education through high school graduation. CIS works in collaboration with school personnel to develop and provide a comprehensive integrated student support (ISS) program uniquely tailored to address unmet academic and non-academic barriers to student success. CIS staff complete thorough campus needs assessments to identify campus needs, gaps in service, available resources, and the goals and priorities of the campus administration. CIS staff use this information to develop a plan of service to address identified needs. In partnership with community providers, professional CIS staff provide and coordinate a range of intentionally targeted services that are provided to all students on campus and to a smaller cohort of case-managed students. CIS monitors student-level data and tracks education outcomes for the students served. TEA manages a set of policies and requirements and a CIS student-level database. The agency provides technical support to, and coordination of, the 27 CIS programs throughout Texas. In the 2022-23 school year, the 27 CIS organizations provided case management services to approximately 130,000 students on 1,441 campuses within 188 districts in Texas.

- Texas Academic Innovation and Mentoring (TX AIM). This dropout prevention program is funded under the General Appropriations Act, Article III, Rider 50 (87th Texas Legislature). The purpose of TX AIM is to expand statewide an after-school and summer program designed to close the achievement gaps between minority students, low-income students, and emergent bilingual students/English learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low-performing schools at 62 sites across Texas. The program enables at-risk students to enroll in after-school and summer recreational programs that address student achievement gaps through a combination of skills gap remediation and dropout prevention services. Almost half of the service sites are along the Texas-Mexico border. While traditional Boys & Girls Clubs (BGC) programming addresses comprehensive dropout prevention needs, the TX AIM partner, Sylvan Learning Center, provides instruction in evidence-based curriculum using certified teachers assisted by BGC staff. Through joint delivery of the program, children receive seamless services from the two partners. Additionally, the staff development that BGC receives from the Sylvan partnership enables growth- and capacity-building for the BGC. In the 2022-23 school year, the program served 2,501 students.

- Amachi Texas. Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 46 (88th Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth between the ages of 6 and 14 whose parents or family members are incarcerated, on probation, or recently released from the prison system and other students identified as at risk. The goal is to break the cycle of incarceration in Texas and thereby positively impact school districts

across the state. The youth are referred through agreements with partners such as local school districts, military installations, the Texas Department of Criminal Justice Prison Fellowship, and Re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Big Brothers Big Sisters (BBBS) Lone Star implements the program and subcontracts with seven BBBS agencies to provide services. Through the third quarter of the 2023-24 school year, the program served 2,625 students, resulting in more than 16,000 mentor/mentee service hours provided.

Special Populations

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

- Foster Care and Student Success. TEC §29.081 identifies students in the conservatorship of the state as at risk of dropping out of school. Students identified as in foster care face a high risk of dropping out, in part, because they have a higher mobility rate than other at-risk populations, including students identified as homeless, migrant, military-connected, and economically disadvantaged. TEC §25.007 charges the agency with administering policies and supportive educational services for students in foster care. TEA developed a transition assistance policy (19 TAC Chapter 89, Subchapter FF) to support the implementation of TEC §25.007 for students who are experiencing homelessness or in foster care. TEA collaborates with the Supreme Court of Texas Children's Commission, the Department of Family and Protective Services, and other statewide organizations to strategically develop resources, provide guidance to schools, implement statutory provisions, and promote support for students in foster care. In Texas, over 14,000 school-age students are in foster care at any given time.

- Pregnancy Related Services (PRS). TEA provides a PRS program using State Compensatory Education funds for at-risk students who are pregnant or parenting (TEC §29.081(d)). A total of 4,716 students received PRS in the 2022-23 school year. PRS are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy, prenatal, and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program. The programs are designed to help students adjust academically, mentally, and physically and to stay in school. In 2019, the 86th Texas Legislature passed HB 3, requiring that the Public Education Information Management System (PEIMS) include pregnancy as a reason a student withdraws from, or otherwise no longer attends, public school (TEC §48.009). On the PRS web page, TEA provides [resources for districts](#) to ensure that required documentation is completed and available for audit purposes. The rules for the operation of a PRS program can be found in 19 TAC §129.1025 and in the *[Student Attendance Accounting Handbook](#)*.

- Texas Education for Homeless Children and Youth (TEHCY) Program. TEC §29.081 identifies a student as at risk of dropping out of school if the student is homeless. The federal McKinney-Vento Act mandates all LEAs to appoint a local McKinney-Vento liaison and provide students who are experiencing homelessness the right to be enrolled in school immediately, continue education in their

school of origin, and receive transportation to their school of origin. Additionally, state law defines transition supports that must be provided under TEC §25.007 and TAC Chapter 89, Subchapter FF, and disciplinary requirements under TEC Chapter 37. TEA, in collaboration with all 20 education service centers (ESCs), develops and implements several statewide grants, priority initiatives, professional development, statewide monitoring, and technical assistance to increase awareness and improve local implementation of state and federal requirements to support students experiencing homelessness. LEAs identified 114,536 students experiencing homelessness in the 2022-23 school year.

- Military-Connected Youth. A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. The 81st Texas Legislature adopted the Interstate Compact on Educational Opportunity for Military Children in 2009 to remove barriers to educational success imposed on children of military families because of frequent moves (TEC Chapter 162). In 2019, the 86th Texas Legislature passed Senate Bill (SB) 1557, which created the Purple Star Campus designation to recognize Texas school district campuses and open-enrollment charter school campuses that show support for, and commitment to, meeting the unique needs of military-connected students and their families. TEA is in its fourth year of the Purple Star Campus Designation and announced in August 2023 that 150 campuses earned the two-year designation, bringing the total number of active Purple Star campuses to 331. The TEA website provides a [list of Purple Star campuses](#). Texas is home to 15 military installations that represent all branches of the armed forces. Texas has the second-highest identified military-connected student population in the United States. In the 2023-24 school year, nearly 200,000 military-connected students were enrolled in Texas public schools. TEA began reporting four-year longitudinal graduation and dropout rates for these students beginning with the class of 2017. In the class of 2023, military-connected students had a four-year graduation rate of 95.8 percent and a four-year dropout rate of 2.3 percent. TEA continues to increase awareness of the military student identifier and the Interstate Compact on Educational Opportunity for Military Children to ensure military-connected students are properly served in Texas public schools.

- Emergent Bilingual/English Learner Student Support. A student is identified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home, and (b) the student's score(s) for the English language proficiency assessment is/are below the level designated for indicating English proficiency. TEC §29.081 identifies EB students as at risk of dropping out of school. EB students/ELs in Texas are served by their LEAs in bilingual education and English as a second language (ESL) programs. There are four state-approved bilingual program models, and two state-approved ESL program models school districts can implement. In the 2022-23 school year, 1,270,533 Texas public school students (approximately 23 percent of the total student population) were identified as EB students/ELs. In addition to state funds, federal funds under the Every Student Succeeds Act, Title III, Part A, are used to provide resources, training materials, and guidance to teachers, administrators, LEA leaders, and parents of EB students/ELs.

- Migrant Education Program (MEP). Texas migratory students and their families migrate annually to 36 other states in the country, making Texas home to the fourth-largest interstate migrant student

population in the United States. Texas also welcomes workers to the state to perform temporary and seasonal work in its agriculture and fishing industries. The MEP is designed to support migratory students and help them overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle that can present barriers to school. State efforts are aimed at helping migratory students succeed in school, graduate, and successfully transition to postsecondary education or employment. In 2022-23, 13,835 students received MEP-funded services.

- Mental Health/Behavioral Health. An estimated one in five students struggles with a mental or behavioral health challenge. Research shows that failure to address students' mental health needs is linked to poor academic performance, behavior problems, school violence, dropping out, substance abuse, special education referral, suicide, and criminal activity. Study results indicate that mental health issues should be considered when planning interventions including counseling aimed to prevent dropout. Interventions require differentiation across student groups, and schools should consider various approaches to meeting students' mental health and wellness needs.

In accordance with statutory requirements established by TEC §38.351, TEA coordinates with the Texas Health and Human Services Commission (HHSC) and ESCs to annually review a list of recommended best-practice-based programs and research-based practices for public schools. In collaboration with these entities, TEA has compiled a list of practices and programs to create the Mental and Behavioral Health Recommended Best Practices and Programs Repository. The repository includes evidence-based practices and programs for school leaders' consideration. These resources are intended to support mental and behavioral health along with academic achievement. Search features allow for a school leader to find resources in each of the following nine topics outlined in statute: early mental health promotion and intervention; substance abuse prevention and intervention; suicide prevention/intervention/postvention; grief-informed and trauma-informed practices; building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making; positive behavior interventions and supports; safe and supportive school climate; positive school climate; and positive youth development. TEA's School Mental Health website is a hub created to house TEA's mental and behavioral health resources. In addition, as part of TEA's COVID-19 response, the agency developed and published online modules for grief- and trauma-informed practices for educators and school personnel, called Project Restore. These free modules are available for review and accessible to all Texas schools.

Since 2021, TEA has published a School Mental Health Toolkit to serve as guidance to support LEAs with implementing Texas school mental health-related statutes and applying research-based practices for supporting student mental health and wellness. This web page includes filters for searching examples of LEA tools and related guides for local consideration and customization.

Since 2021-22, TEA has collaborated with mental health agencies and ESCs to develop and release a searchable statewide database of community mental health resources. Stakeholders can use the database to help connect families with resources. LEAs can use the database to consider what partnerships with community resources might be established with school systems within each ESC region and LEAs in the state. The School Mental Health Resource Database was updated in 2024.

Finally, with the passage of HB 906 by the 86th Texas Legislature, lawmakers established a Collaborative Task Force on School Mental Health to study and evaluate mental health training and

services in schools. The task force, with members appointed by the commissioner of education, published its first report to the legislature in 2020 with analysis and recommendations for Texas policymakers. A *Year 3 Report* to the legislature was published in 2023, and the task force is collecting data and preparing for its next report in 2024.

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

  Under SB 11, passed by the 86th Texas Legislature in 2019, Project AWARE Texas and TEA support the Safe and Supportive School Program (SSSP) within TEA's Supportive Schools division. This division, established in 2021, integrates and aligns TEA's mental and behavioral health workstreams, including Project AWARE Texas, to help build, pilot, and scale best practice resources and tools for safe and supportive schools, which includes preventing school dropout. This work includes collaborating with the Texas School Safety Center, the SSSP program manager, AWARE Texas partners, and TEA student support divisions on rulemaking, identifying best practice resources, developing training, and supporting interagency coordination for school mental health.

  In 2022, TEA developed an SSSP web page that aggregates resources intended to support implementation of the program. The resources are continually updated and, together, can help to create safe and supportive schools.

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

  As a part of the workgroup, TEA conducted a webinar series featuring state and national leaders concerning child abuse and human trafficking awareness and prevention for Texas schools. Additionally, the workgroup supported TEA in the development of promotional materials, toolkits, website updates, and guidance concerning human trafficking reporting in Texas schools. To support

the 87th Texas Legislature's SB 1831, TEA, with guidance from the Child Abuse Prevention and Awareness Workgroup and the Texas Human Trafficking Coordinating Council, developed human trafficking prevention signage and signage rules for posting during the 2022-23 school year. The Children Advocacy Centers of Texas (CACTX) volunteered to create and fund a training module for TEA, which is in development, to meet the statutory requirements of TEC §38.004.

Agency Contact Persons

For information on student dropout data, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov; or Linda Roska, Research and Analysis, linda.roska@tea.texas.gov.

For information about college, career, and military readiness initiatives, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov.

For information about the performance of students in at-risk situations, contact Jennifer Alexander, Deputy Commissioner of Special Populations and Student Supports, jennifer.alexander@tea.texas.gov; Associate Commissioner and Chief Program Officer of Special Populations, Justin Porter, justin.porter@tea.texas.gov; Kelly Kravitz, Highly Mobile and At-Risk Student Programs, kelly.kravitz@tea.texas.gov; or Julie Lara, Emergent Bilingual Support Division, julie.lara@tea.texas.gov.

Other Sources of Information

The report *Secondary School Completion and Dropouts in Texas Public Schools, 2022-23* is available on the TEA website.

The TEA website provides additional information on the following:

- special populations;
- college, career, and military preparation;
- child abuse and neglect and mandatory reporting; and
- human trafficking prevention.

Appendix 5-A

Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2021 and Class of 2022

Status Date	Class[a]	Graduates (N)	Graduation Rate (%)	Continuers (N)	Continuation Rate (%)	TxCHSE[b] Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)
Class of 2021									
African American									
As of Fall 2021	49,534	42,752	86.3	2,361	4.8	125	0.3	4,296	8.7
As of Fall 2022	49,430	43,902	88.8	599	1.2	176	0.4	4,753	9.6
American Indian									
As of Fall 2021	1,332	1,164	87.4	52	3.9	8	0.6	108	8.1
As of Fall 2022	1,330	1,200	90.2	6	0.5	12	0.9	112	8.4
Asian									
As of Fall 2021	18,350	17,752	96.7	327	1.8	12	0.1	259	1.4
As of Fall 2022	18,337	17,932	97.8	124	0.7	18	0.1	263	1.4
Hispanic									
As of Fall 2021	201,491	177,591	88.1	9,567	4.7	484	0.2	13,849	6.9
As of Fall 2022	200,909	182,768	91.0	2,401	1.2	630	0.3	15,110	7.5
Pacific Islander									
As of Fall 2021	600	530	88.3	34	5.7	1	0.2	35	5.8
As of Fall 2022	597	551	92.3	7	1.2	3	0.5	36	6.0
White									
As of Fall 2021	108,806	102,074	93.8	2,566	2.4	519	0.5	3,647	3.4
As of Fall 2022	108,627	103,441	95.2	794	0.7	677	0.6	3,715	3.4
Multiracial									
As of Fall 2021	8,404	7,633	90.8	303	3.6	44	0.5	424	5.0
As of Fall 2022	8,409	7,796	92.7	88	1.0	61	0.7	464	5.5
Econ. Disad.[c]									
As of Fall 2021	205,940	178,455	86.7	10,295	5.0	691	0.3	16,499	8.0
As of Fall 2022	205,426	184,019	89.6	2,441	1.2	907	0.4	18,059	8.8
Not Econ. Disad.									
As of Fall 2021	182,577	171,041	93.7	4,915	2.7	502	0.3	6,119	3.4
As of Fall 2022	182,213	173,571	95.3	1,578	0.9	670	0.4	6,394	3.5
EB/EL[d] in K-12[e]									
As of Fall 2021	121,675	107,226	88.1	5,977	4.9	192	0.2	8,280	6.8
As of Fall 2022	121,309	110,523	91.1	1,362	1.1	268	0.2	9,156	7.5
EB/EL in 9-12[f]									
As of Fall 2021	46,261	37,020	80.0	3,545	7.7	50	0.1	5,646	12.2
As of Fall 2022	46,024	38,974	84.7	733	1.6	76	0.2	6,241	13.6
EB/EL in Last Year[g]									
As of Fall 2021	39,045	31,197	79.9	2,595	6.6	37	0.1	5,216	13.4
As of Fall 2022	39,149	32,873	84.0	472	1.2	59	0.2	5,745	14.7
Special Education									
As of Fall 2021	34,865	27,785	79.7	3,967	11.4	78	0.2	3,035	8.7
As of Fall 2022	34,988	29,432	84.1	2,208	6.3	107	0.3	3,241	9.3
State									
As of Fall 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8
As of Fall 2022	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3

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

[a]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Texas Certificate of High School Equivalency. [c]Economically disadvantaged. [d]Emergent bilingual student/English learner (EB student/EL). [e]Students identified as EB students/ELs at any time while attending TPS. [f]Students identified as EB students/ELs at any time while attending Grades 9-12 in TPS. [g]Students identified as EB students/ELs in their last year in TPS.

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Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2021 and Class of 2022

Status Date	Class[a]	Graduates (*N*)	Graduation Rate (%)	Continuers (*N*)	Continuation Rate (%)	TxCHSE[b] Recipients (*N*)	TxCHSE Recipient Rate (%)	Dropouts (*N*)	Dropout Rate (%)
Class of 2022									
African American									
As of Fall 2022	50,603	43,333	85.6	2,266	4.5	138	0.3	4,866	9.6
As of Fall 2023	50,492	44,471	88.1	640	1.3	205	0.4	5,176	10.3
American Indian									
As of Fall 2022	1,263	1,116	88.4	44	3.5	4	0.3	99	7.8
As of Fall 2023	1,263	1,142	90.4	10	0.8	6	0.5	105	8.3
Asian									
As of Fall 2022	19,086	18,479	96.8	315	1.7	18	0.1	274	1.4
As of Fall 2023	19,076	18,627	97.6	142	0.7	25	0.1	282	1.5
Hispanic									
As of Fall 2022	207,959	182,939	88.0	8,668	4.2	501	0.2	15,851	7.6
As of Fall 2023	207,448	187,550	90.4	2,387	1.2	712	0.3	16,799	8.1
Pacific Islander									
As of Fall 2022	606	539	88.9	23	3.8	2	0.3	42	6.9
As of Fall 2023	604	553	91.6	4	0.7	4	0.7	43	7.1
White									
As of Fall 2022	107,454	100,748	93.8	2,340	2.2	512	0.5	3,854	3.6
As of Fall 2023	107,316	102,011	95.1	750	0.7	686	0.6	3,869	3.6
Multiracial									
As of Fall 2022	9,257	8,383	90.6	310	3.3	49	0.5	515	5.6
As of Fall 2023	9,242	8,562	92.6	84	0.9	67	0.7	529	5.7
Econ. Disad.[c]									
As of Fall 2022	214,918	185,662	86.4	9,329	4.3	656	0.3	19,271	9.0
As of Fall 2023	214,369	190,835	89.0	2,412	1.1	957	0.4	20,165	9.4
Not Econ. Disad.									
As of Fall 2022	181,310	169,875	93.7	4,637	2.6	568	0.3	6,230	3.4
As of Fall 2023	181,072	172,081	95.0	1,605	0.9	748	0.4	6,638	3.7
EB/EL[d] in K-12[e]									
As of Fall 2022	125,015	109,802	87.8	5,305	4.2	203	0.2	9,705	7.8
As of Fall 2023	124,691	112,760	90.4	1,308	1.0	295	0.2	10,328	8.3
EB/EL in 9-12[f]									
As of Fall 2022	55,131	44,173	80.1	3,557	6.5	57	0.1	7,344	13.3
As of Fall 2023	54,893	46,209	84.2	746	1.4	93	0.2	7,845	14.3
EB/EL in Last Year[g]									
As of Fall 2022	48,224	38,540	79.9	2,693	5.6	44	0.1	6,947	14.4
As of Fall 2023	48,326	40,371	83.5	498	1.0	72	0.1	7,385	15.3
Special Education									
As of Fall 2022	36,554	28,914	79.1	4,131	11.3	68	0.2	3,441	9.4
As of Fall 2023	36,642	30,573	83.4	2,352	6.4	106	0.3	3,611	9.9
State									
As of Fall 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4
As of Fall 2023	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8

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

[a]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Texas Certificate of High School Equivalency. [c]Economically disadvantaged. [d]Emergent bilingual student/English learner (EB student/EL). [e]Students identified as EB students/ELs at any time while attending TPS. [f]Students identified as EB students/ELs at any time while attending Grades 9-12 in TPS. [g]Students identified as EB students/ELs in their last year in TPS.

Appendix 5-B

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2020 and Class of 2021

Status Date	Class[a]	Graduates (*N*)	Graduation Rate (%)	Continuers (*N*)	Continuation Rate (%)	TxCHSE[b] Recipients (*N*)	TxCHSE Recipient Rate (%)	Dropouts (*N*)	Dropout Rate (%)
Class of 2020									
African American									
As of Fall 2020	49,077	42,680	87.0	2,369	4.8	184	0.4	3,844	7.8
As of Fall 2021	48,936	43,557	89.0	685	1.4	226	0.5	4,468	9.1
As of Fall 2022	48,913	43,785	89.5	278	0.6	269	0.5	4,581	9.4
American Indian									
As of Fall 2020	1,353	1,168	86.3	67	5.0	7	0.5	111	8.2
As of Fall 2021	1,350	1,208	89.5	12	0.9	7	0.5	123	9.1
As of Fall 2022	1,347	1,210	89.8	8	0.6	9	0.7	120	8.9
Asian									
As of Fall 2020	17,338	16,760	96.7	330	1.9	12	0.1	236	1.4
As of Fall 2021	17,324	16,919	97.7	130	0.8	19	0.1	256	1.5
As of Fall 2022	17,323	16,948	97.8	92	0.5	22	0.1	261	1.5
Hispanic									
As of Fall 2020	199,074	176,368	88.6	9,166	4.6	615	0.3	12,925	6.5
As of Fall 2021	198,386	180,261	90.9	2,633	1.3	789	0.4	14,703	7.4
As of Fall 2022	198,296	181,296	91.4	1,155	0.6	904	0.5	14,941	7.5
Pacific Islander									
As of Fall 2020	610	544	89.2	32	5.2	3	0.5	31	5.1
As of Fall 2021	609	559	91.8	12	2.0	3	0.5	35	5.7
As of Fall 2022	607	562	92.6	6	1.0	3	0.5	36	5.9
White									
As of Fall 2020	109,381	102,794	94.0	2,601	2.4	589	0.5	3,397	3.1
As of Fall 2021	109,146	103,959	95.2	843	0.8	708	0.6	3,636	3.3
As of Fall 2022	109,130	104,280	95.6	452	0.4	805	0.7	3,593	3.3
Multiracial									
As of Fall 2020	7,767	7,078	91.1	296	3.8	49	0.6	344	4.4
As of Fall 2021	7,763	7,206	92.8	94	1.2	65	0.8	398	5.1
As of Fall 2022	7,763	7,236	93.2	49	0.6	73	0.9	405	5.2
Econ. Disad.[c]									
As of Fall 2020	205,248	179,613	87.5	9,842	4.8	847	0.4	14,946	7.3
As of Fall 2021	204,565	183,892	89.9	2,681	1.3	1,061	0.5	16,931	8.3
As of Fall 2022	204,506	184,947	90.4	1,122	0.5	1,238	0.6	17,199	8.4
Not Econ. Disad.									
As of Fall 2020	179,352	167,779	93.5	5,019	2.8	612	0.3	5,942	3.3
As of Fall 2021	178,949	169,777	94.9	1,728	1.0	756	0.4	6,688	3.7
As of Fall 2022	178,873	170,370	95.2	918	0.5	847	0.5	6,738	3.8
EB/EL[d] in K-12[e]									
As of Fall 2020	121,607	107,292	88.2	5,802	4.8	252	0.2	8,261	6.8
As of Fall 2021	121,190	109,902	90.7	1,523	1.3	316	0.3	9,449	7.8
As of Fall 2022	121,145	110,509	91.2	614	0.5	377	0.3	9,645	8.0
EB/EL in 9-12[f]									
As of Fall 2020	44,583	35,333	79.3	3,395	7.6	91	0.2	5,764	12.9
As of Fall 2021	44,311	36,911	83.3	765	1.7	107	0.2	6,528	14.7
As of Fall 2022	44,286	37,232	84.1	260	0.6	118	0.3	6,676	15.1

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

[a]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Texas Certificate of High School Equivalency. [c]Economically disadvantaged. [d]Emergent bilingual student/English learner (EB students/ELs). [e]Students identified as EB students/ELs at any time while attending TPS. [f]Students identified as EB students/ELs at any time while attending Grades 9-12 in TPS. [g]Students identified as EB students/ELs in their last year in TPS.

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Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2020 and Class of 2021

Status Date	Class[a]	Graduates (N)	Graduation Rate (%)	Continuers (N)	Continuation Rate (%)	TxCHSE[b] Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)
EB/EL in Last Year[g]									
As of Fall 2020	35,958	28,102	78.2	2,539	7.1	61	0.2	5,256	14.6
As of Fall 2021	35,904	29,437	82.0	490	1.4	73	0.2	5,904	16.4
As of Fall 2022	35,928	29,689	82.6	144	0.4	84	0.2	6,011	16.7
Special Education									
As of Fall 2020	32,708	25,800	78.9	4,147	12.7	93	0.3	2,668	8.2
As of Fall 2021	32,710	27,319	83.5	2,228	6.8	106	0.3	3,057	9.3
As of Fall 2022	32,728	28,010	85.6	1,496	4.6	125	0.4	3,097	9.5
State									
As of Fall 2020	384,600	347,392	90.3	14,861	3.9	1,459	0.4	20,888	5.4
As of Fall 2021	383,514	353,669	92.2	4,409	1.1	1,817	0.5	23,619	6.2
As of Fall 2022	383,379	355,317	92.7	2,040	0.5	2,085	0.5	23,937	6.2
Class of 2021									
African American									
As of Fall 2021	49,534	42,752	86.3	2,361	4.8	125	0.3	4,296	8.7
As of Fall 2022	49,430	43,902	88.8	599	1.2	176	0.4	4,753	9.6
As of Fall 2023	49,422	44,132	89.3	279	0.6	226	0.5	4,785	9.7
American Indian									
As of Fall 2021	1,332	1,164	87.4	52	3.9	8	0.6	108	8.1
As of Fall 2022	1,330	1,200	90.2	6	0.5	12	0.9	112	8.4
As of Fall 2023	1,331	1,203	90.4	4	0.3	13	1.0	111	8.3
Asian									
As of Fall 2021	18,350	17,752	96.7	327	1.8	12	0.1	259	1.4
As of Fall 2022	18,337	17,932	97.8	124	0.7	18	0.1	263	1.4
As of Fall 2023	18,339	17,957	97.9	96	0.5	24	0.1	262	1.4
Hispanic									
As of Fall 2021	201,491	177,591	88.1	9,567	4.7	484	0.2	13,849	6.9
As of Fall 2022	200,909	182,768	91.0	2,401	1.2	630	0.3	15,110	7.5
As of Fall 2023	200,851	183,783	91.5	1,113	0.6	794	0.4	15,161	7.5
Pacific Islander									
As of Fall 2021	600	530	88.3	34	5.7	1	0.2	35	5.8
As of Fall 2022	597	551	92.3	7	1.2	3	0.5	36	6.0
As of Fall 2023	597	553	92.6	4	0.7	3	0.5	37	6.2
White									
As of Fall 2021	108,806	102,074	93.8	2,566	2.4	519	0.5	3,647	3.4
As of Fall 2022	108,627	103,441	95.2	794	0.7	677	0.6	3,715	3.4
As of Fall 2023	108,634	103,754	95.5	466	0.4	765	0.7	3,649	3.4
Multiracial									
As of Fall 2021	8,404	7,633	90.8	303	3.6	44	0.5	424	5.0
As of Fall 2022	8,409	7,796	92.7	88	1.0	61	0.7	464	5.5
As of Fall 2023	8,403	7,831	93.2	49	0.6	75	0.9	448	5.3
Econ. Disad.[c]									
As of Fall 2021	205,940	178,455	86.7	10,295	5.0	691	0.3	16,499	8.0
As of Fall 2022	205,426	184,019	89.6	2,441	1.2	907	0.4	18,059	8.8
As of Fall 2023	205,343	185,067	90.1	1,107	0.5	1,120	0.5	18,049	8.8

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

[a]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Texas Certificate of High School Equivalency. [c]Economically disadvantaged. [d]Emergent bilingual student/English learner (EB students/ELs). [e]Students identified as EB students/ELs at any time while attending TPS. [f]Students identified as EB students/ELs at any time while attending Grades 9-12 in TPS. [g]Students identified as EB students/ELs in their last year in TPS.

Appendix 5-B (continued)

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Class of 2020 and Class of 2021

Status Date	Class[a]	Graduates (N)	Graduation Rate (%)	Continuers (N)	Continuation Rate (%)	TxCHSE[b] Recipients (N)	TxCHSE Recipient Rate (%)	Dropouts (N)	Dropout Rate (%)
Not Econ. Disad.[c]									
As of Fall 2021	182,577	171,041	93.7	4,915	2.7	502	0.3	6,119	3.4
As of Fall 2022	182,213	173,571	95.3	1,578	0.9	670	0.4	6,394	3.5
As of Fall 2023	182,234	174,146	95.6	904	0.5	780	0.4	6,404	3.5
EB/EL[d] in K-12[e]									
As of Fall 2021	121,675	107,226	88.1	5,977	4.9	192	0.2	8,280	6.8
As of Fall 2022	121,309	110,523	91.1	1,362	1.1	268	0.2	9,156	7.5
As of Fall 2023	121,284	111,136	91.6	593	0.5	354	0.3	9,201	7.6
EB/EL in 9-12[f]									
As of Fall 2021	46,261	37,020	80.0	3,545	7.7	50	0.1	5,646	12.2
As of Fall 2022	46,024	38,974	84.7	733	1.6	76	0.2	6,241	13.6
As of Fall 2023	46,001	39,321	85.5	267	0.6	110	0.2	6,303	13.7
EB/EL in Last Year[g]									
As of Fall 2021	39,045	31,197	79.9	2,595	6.6	37	0.1	5,216	13.4
As of Fall 2022	39,149	32,873	84.0	472	1.2	59	0.2	5,745	14.7
As of Fall 2023	39,192	33,154	84.6	161	0.4	81	0.2	5,796	14.8
Special Education									
As of Fall 2021	34,865	27,785	79.7	3,967	11.4	78	0.2	3,035	8.7
As of Fall 2022	34,988	29,432	84.1	2,208	6.3	107	0.3	3,241	9.3
As of Fall 2023	34,998	30,113	86.0	1,475	4.2	127	0.4	3,283	9.4
State									
As of Fall 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8
As of Fall 2022	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3
As of Fall 2023	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3

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

[a]For each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Texas Certificate of High School Equivalency. [c]Economically disadvantaged. [d]Emergent bilingual student/English learner (EB students/ELs). [e]Students identified as EB students/ELs at any time while attending TPS. [f]Students identified as EB students/ELs at any time while attending Grades 9-12 in TPS. [g]Students identified as EB students/ELs in their last year in TPS.

Chapter 6.
Grade-Level Retention

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

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

Definitions and Calculations

Retention rates for the 2022-23 school year were calculated by comparing 2022-23 attendance records to fall 2023 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 2023 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 2023 than in 2022-23 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

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

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

Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by the testing vendor.

STAAR was the primary statewide assessment of student performance in 2023 and 2024. Spanish-version reading language arts (RLA) and mathematics tests were given to students identified as emergent bilingual students/English learners (EB students/ELs) in Grades 3-5 receiving mostly Spanish-language instruction. Additionally, accommodations (e.g., visual aids, graphic organizers, text-to-speech functionality) were allowed for students who needed them.

Because rates for smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. The non-Hispanic American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of results in this chapter, including comparisons across racial/ethnic groups, do not include these populations.

State Summary

In the 2022-23 school year, 2.3 percent (118,744) of Texas public school students in Grades K-12 were retained (Table 6.1 on page 109). The retention rate decreased by 0.2 percentage points from the previous school year.

Across the five largest racial/ethnic groups in 2022-23, the retention rate was highest among African American students (3.0%), followed by Hispanic (2.7%), multiracial (1.8%), White (1.5%), and Asian (0.7%) students. The retention rate for students identified as economically disadvantaged was 2.9 percent, whereas the rate for students not identified as economically disadvantaged was 1.3 percent. Male students had a higher retention rate (2.6%) than female students (2.0%).

Grade-Level Retention by Grade

In 2022-23, the retention rate for Grades K-6 was 1.0 percent, a decrease of 0.2 percentage points from the previous year (Table 6.2 on page 110). Across the elementary grades, retention rates were highest in Grade 1 and kindergarten (2.3% and 1.7%, respectively) and lowest in Grades 5 and 6 (0.3% each). The retention rate for Grades 7-12 was 3.7 percent, a decrease of 0.4 percentage points from the previous year (Table 6.3 on page 111). Across secondary grades, retention rates were highest in Grades 9 and 10 (8.3% and 5.5%, respectively) and lowest in Grades 8 and 7 (0.4% and 0.5%, respectively).

Grade-Level Retention by Race/Ethnicity

Across elementary grades and the five largest racial/ethnic groups in 2022-23, Hispanic students in Grade 1 had the highest retention rate (2.7%), followed by White students in kindergarten (2.5%) (Table 6.2 on page 110). Asian students in Grades 4, 5, and 6 had the lowest retention rates (0.1% each).

Table 6.1
Grade-Level Retention, by Student Group, 2021-22 and 2022-23

Group	Students	Retained (*N*)	Retained Rate (%)
2021-22			
African American	643,892	21,241	3.3
American Indian	16,683	433	2.6
Asian	253,067	2,162	0.9
Hispanic	2,697,350	80,892	3.0
Pacific Islander	7,946	211	2.7
White	1,350,300	21,813	1.6
Multiracial	147,118	2,917	2.0
Econ. Disad.[a]	3,069,862	99,605	3.2
Not Econ. Disad.	2,046,494	30,064	1.5
Female	2,502,579	54,589	2.2
Male	2,613,777	75,080	2.9
Grades K-6	2,681,616	31,040	1.2
Grades 7-12	2,434,740	98,629	4.1
State	5,116,356	129,669	2.5
2022-23			
African American	649,721	19,703	3.0
American Indian	16,470	380	2.3
Asian	268,355	2,005	0.7
Hispanic	2,726,201	74,286	2.7
Pacific Islander	8,103	195	2.4
White	1,329,260	19,403	1.5
Multiracial	154,654	2,772	1.8
Econ. Disad.	3,175,703	92,919	2.9
Not Econ. Disad.	1,977,061	25,825	1.3
Female	2,518,498	50,288	2.0
Male	2,634,266	68,456	2.6
Grades K-6	2,698,540	26,982	1.0
Grades 7-12	2,454,224	91,762	3.7
State	5,152,764	118,744	2.3

[a]Economically disadvantaged.

Table 6.2
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, 2021-22 and 2022-23

Grade	African American Retained (N)	African American Rate (%)	American Indian Retained (N)	American Indian Rate (%)	Asian Retained (N)	Asian Rate (%)	Hispanic Retained (N)	Hispanic Rate (%)
2021-22								
Kindergarten	612	1.3	23	2.4	148	0.8	3,365	1.7
Grade 1	1,376	2.9	30	2.5	131	0.7	6,469	3.2
Grade 2	903	1.9	16	1.4	96	0.5	4,014	2.0
Grade 3	561	1.2	18	1.6	69	0.3	1,957	1.0
Grade 4	316	0.7	4	0.3	38	0.2	1,010	0.5
Grade 5	179	0.4	3	0.2	29	0.1	641	0.3
Grade 6	253	0.5	3	0.2	28	0.1	740	0.4
Total K-6	4,200	1.3	97	1.1	539	0.4	18,196	1.3
2022-23								
Kindergarten	501	1.1	26	2.4	137	0.7	2,868	1.5
Grade 1	1,179	2.4	15	1.5	145	0.7	5,666	2.7
Grade 2	755	1.5	17	1.4	85	0.4	3,430	1.7
Grade 3	468	1.0	8	0.7	43	0.2	1,710	0.8
Grade 4	254	0.5	5	0.4	30	0.1	983	0.5
Grade 5	155	0.3	4	0.3	26	0.1	590	0.3
Grade 6	222	0.4	0	0.0	25	0.1	612	0.3
Total K-6	3,534	1.0	75	0.9	491	0.3	15,859	1.1

Grade	Pacific Islander Retained (N)	Pacific Islander Rate (%)	White Retained (N)	White Rate (%)	Multiracial Retained (N)	Multiracial Rate (%)	State Retained (N)	State Rate (%)
2021-22								
Kindergarten	12	2.3	2,595	2.6	246	1.8	7,001	1.9
Grade 1	14	2.4	2,063	2.1	254	1.9	10,337	2.7
Grade 2	17	2.9	1,029	1.0	143	1.2	6,218	1.6
Grade 3	13	2.0	498	0.5	70	0.6	3,186	0.8
Grade 4	1	0.2	389	0.4	35	0.3	1,793	0.5
Grade 5	5	0.8	281	0.3	38	0.3	1,176	0.3
Grade 6	3	0.5	264	0.3	38	0.3	1,329	0.3
Total K-6	65	1.5	7,119	1.0	824	1.0	31,040	1.2
2022-23								
Kindergarten	11	2.0	2,284	2.5	250	1.9	6,077	1.7
Grade 1	15	2.7	1,889	1.9	211	1.5	9,120	2.3
Grade 2	15	2.5	852	0.9	105	0.8	5,259	1.4
Grade 3	5	0.8	414	0.4	66	0.5	2,714	0.7
Grade 4	1	0.2	284	0.3	54	0.4	1,611	0.4
Grade 5	3	0.5	213	0.2	41	0.4	1,032	0.3
Grade 6	3	0.5	273	0.3	34	0.3	1,169	0.3
Total K-6	53	1.2	6,209	0.9	761	0.9	26,982	1.0

Across secondary grades and the five largest racial/ethnic groups in 2022-23, African American and Hispanic students in Grade 9 had the highest retention rates (11.6% and 10.0%, respectively), followed by African American students in Grade 10 (7.8%) (Table 6.3 on page 111). Asian students in Grades 7 and 8 had the lowest retention rates (0.1% each).

Table 6.3
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, 2021-22 and 2022-23

Grade	African American Retained (N)	African American Rate (%)	American Indian Retained (N)	American Indian Rate (%)	Asian Retained (N)	Asian Rate (%)	Hispanic Retained (N)	Hispanic Rate (%)
2021-22								
Grade 7	295	0.6	7	0.4	24	0.1	1,073	0.5
Grade 8	233	0.4	10	0.7	26	0.1	978	0.4
Grade 9	7,328	12.3	141	9.5	616	3.0	27,151	11.0
Grade 10	4,349	8.7	97	7.5	278	1.5	15,265	7.3
Grade 11	2,727	6.1	44	3.9	202	1.1	10,029	5.3
Grade 12	2,109	4.5	37	3.1	477	2.5	8,200	4.1
Total 7-12	17,041	5.5	336	4.2	1,623	1.4	62,696	4.9
2022-23								
Grade 7	308	0.6	1	0.1	20	0.1	1,091	0.5
Grade 8	267	0.5	1	0.1	21	0.1	1,061	0.5
Grade 9	6,904	11.6	160	10.8	523	2.4	24,773	10.0
Grade 10	4,186	7.8	66	5.0	232	1.1	15,168	6.8
Grade 11	2,468	5.5	44	3.9	186	1.0	8,545	4.5
Grade 12	2,036	4.2	33	2.7	532	2.7	7,789	3.8
Total 7-12	16,169	5.2	305	3.6	1,514	1.2	58,427	4.5

Grade	Pacific Islander Retained (N)	Pacific Islander Rate (%)	White Retained (N)	White Rate (%)	Multiracial Retained (N)	Multiracial Rate (%)	State Retained (N)	State Rate (%)
2021-22								
Grade 7	3	0.4	403	0.4	49	0.4	1,854	0.4
Grade 8	3	0.5	411	0.4	39	0.3	1,700	0.4
Grade 9	51	7.4	5,434	4.7	897	7.7	41,618	9.1
Grade 10	35	5.8	3,311	3.1	490	5.0	23,825	6.1
Grade 11	21	4.0	1,963	2.0	323	3.6	15,309	4.2
Grade 12	33	5.6	3,172	3.0	295	3.3	14,323	3.8
Total 7-12	146	3.9	14,694	2.3	2,093	3.4	98,629	4.1
2022-23								
Grade 7	3	0.4	367	0.3	51	0.4	1,841	0.5
Grade 8	6	0.9	393	0.4	49	0.4	1,798	0.4
Grade 9	45	6.7	4,817	4.2	863	7.1	38,085	8.3
Grade 10	41	6.3	2,969	2.7	474	4.3	23,136	5.5
Grade 11	17	3.1	1,662	1.7	275	3.0	13,197	3.6
Grade 12	30	5.0	2,986	2.8	299	3.1	13,705	3.5
Total 7-12	142	3.7	13,194	2.1	2,011	3.1	91,762	3.7

Grade-Level Retention by Gender

In 2022-23, the retention rate for males was higher than that for females in every grade except Grades 3 and 6, in which the rates were the same (Tables 6.4 and 6.5 on page 112). Across elementary grades, retention rates for both males and females were highest in Grade 1 (2.5% and 2.1%, respectively). Rates were lowest in Grade 5 for females (0.2%) and in Grades 5 and 6 for males (0.3% each). Across secondary grades, retention rates for both males and females were highest in Grade 9 (9.3% and 7.3%, respectively). Rates were lowest in Grades 7 and 8 for both females (0.4% each) and males (0.5% each).

Table 6.4
Grade-Level Retention, Grades K-6, by Grade and Gender, 2021-22 and 2022-23

Grade	Female Retained (*N*)	Female Rate (%)	Male Retained (*N*)	Male Rate (%)
2021-22				
Kindergarten	2,639	1.5	4,362	2.3
Grade 1	4,642	2.5	5,695	2.9
Grade 2	2,882	1.5	3,336	1.7
Grade 3	1,505	0.8	1,681	0.9
Grade 4	844	0.5	949	0.5
Grade 5	509	0.3	667	0.3
Grade 6	592	0.3	737	0.4
2022-23				
Kindergarten	2,289	1.3	3,788	2.0
Grade 1	4,085	2.1	5,035	2.5
Grade 2	2,468	1.3	2,791	1.4
Grade 3	1,275	0.7	1,439	0.7
Grade 4	703	0.4	908	0.5
Grade 5	419	0.2	613	0.3
Grade 6	541	0.3	628	0.3

Table 6.5
Grade-Level Retention, Grades 7-12, by Grade and Gender, 2021-22 and 2022-23

Grade	Female Retained (*N*)	Female Rate (%)	Male Retained (*N*)	Male Rate (%)
2021-22				
Grade 7	852	0.4	1,002	0.5
Grade 8	802	0.4	898	0.4
Grade 9	17,287	7.9	24,331	10.3
Grade 10	10,023	5.2	13,802	6.9
Grade 11	6,412	3.6	8,897	4.8
Grade 12	5,600	3.0	8,723	4.5
2022-23				
Grade 7	852	0.4	989	0.5
Grade 8	811	0.4	987	0.5
Grade 9	16,066	7.3	22,019	9.3
Grade 10	9,772	4.8	13,364	6.2
Grade 11	5,693	3.2	7,504	4.1
Grade 12	5,314	2.8	8,391	4.3

Grade-Level Retention by Emergent Bilingual/English Learner Status

Texas students who are in the process of acquiring English and have another language as their primary or home language learn English while they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as emergent bilingual students/English learners (EB students/ELs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053 and §29.054). EB students/ELs participating in special education receive bilingual or ESL services as part of their

special education programs. Although parents can request that a child not receive special language services, in 2022-23, over 96 percent of all EB students/ELs in the elementary grades participated in bilingual, bilingual alternative, ESL, or ESL alternative programs.

In Grades K-6 overall in 2022-23, the retention rate for EB students/ELs was 1.1 percent, compared to 1.0 percent for non-EB students/ELs (Table 6.6). Among EB students/ELs, the retention rates for students served in bilingual and alternative bilingual programs were 1.1 percent and 0.8 percent, respectively, and the rates for students served in ESL and alternative ESL programs were 0.7 percent and 0.6 percent, respectively.

Table 6.6
Grade-Level Retention, Grades K-6, by Emergent Bilingual Student/English Learner Status and Service Received, 2021-22 and 2022-23

Service Received or Emergent Bilingual Student/English Learner Status	Retained (*N*)	Rate (%)
2021-22		
EB/ELs[a]		
Bilingual	4,207	1.3
Bilingual Alt. Lang.[b] Program	605	0.8
ESL[c]	1,576	0.8
ESL Alt. Lang. Program	110	0.6
No Services[d]	240	1.0
Total	8,884	1.3
Non-EB/ELs	22,156	1.1
2022-23		
EB/ELs		
Bilingual	3,588	1.1
Bilingual Alt. Lang. Program	663	0.8
ESL	1,447	0.7
ESL Alt. Lang. Program	181	0.6
No Services	204	0.8
Total	7,919	1.1
Non-EB/ELs	19,063	1.0

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

[a]Emergent bilingual students/English learners (EB students/ELs). [b]Alternative language. [c]English as a second language. [d]Includes EB students/ELs whose parents did not give permission for participation in special language programs and those whose services received are unknown.

In Grades 7-12 overall in 2022-23, the retention rate for EB students/ELs was 5.4 percent, compared to 3.3 percent for non-EB students/ELs (Table 6.7 on page 114). Nearly 100 percent of all EB students/ELs in secondary school were served in ESL and ESL alternative programs. Retention rates for these students were 4.9 percent and 3.9 percent, respectively.

Table 6.7
Grade-Level Retention, Grades 7-12, by Emergent Bilingual Student/English Learner Status and Service Received, 2021-22 and 2022-23

Service Received or Emergent Bilingual Student/English Learner Status	Retained (*N*)	Rate (%)
2021-22		
EB/ELs[a]		
Bilingual	38	0.9
Bilingual Alt. Lang.[b] Program	79	1.8
ESL[c]	17,797	5.6
ESL Alt. Lang. Program	2,049	4.4
No Services[d]	1,032	5.6
Total	26,529	6.3
Non-EB/ELs	72,100	3.6
2022-23		
EB/ELs		
Bilingual	85	1.5
Bilingual Alt. Lang. Program	98	1.7
ESL	16,968	4.9
ESL Alt. Lang. Program	2,758	3.9
No Services	996	4.7
Total	25,873	5.4
Non-EB/ELs	65,889	3.3

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

[a]Emergent bilingual students/English learners (EB students/ELs). [b]Alternative language. [c]English as a second language. [d]Includes EB students/ELs whose parents did not give permission for participation in special language programs and those whose services received are unknown.

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

Each student receiving special education services has an individualized education program that is developed by a local admission, review, and dismissal (ARD) committee and that specifies goals and objectives for the year (Title 19 of the Texas Administrative Code §89.1055). The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabilities vary across Texas districts.

ARDs assign each elementary special education student a primary disability from 1 of 13 categories of disability. Among elementary special education students in 2022-23 for whom primary disability information was available, 93.8 percent were assigned a primary disability from 1 of 5 categories: learning disability; speech impairment; autism; other health impairment, such as attention deficit disorder; or intellectual disability (Table 6.8 on page 115). The same five categories accounted for 93.9 percent of retained elementary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades K-6 overall was highest for students with speech impairments (2.3%), followed by students with other health impairments (1.7%), and learning disabilities, autism, and intellectual disabilities (1.0% each).

Table 6.8

Grade-Level Retention of Students Receiving Special Education Services, Grades K-6, by Grade and Primary Disability, 2021-22 and 2022-23

Grade	Learning Disability Retained (N)	Learning Disability Students (N)	Learning Disability Rate (%)	Speech Impairment Retained (N)	Speech Impairment Students (N)	Speech Impairment Rate (%)	Autism Retained (N)	Autism Students (N)	Autism Rate (%)
2021-22									
Kindergarten	75	995	7.5	1,330	27,250	4.9	248	9,377	2.6
Grade 1	400	8,142	4.9	1,026	24,786	4.1	130	9,251	1.4
Grade 2	355	16,689	2.1	413	20,165	2.0	89	8,887	1.0
Grade 3	198	22,178	0.9	128	15,007	0.9	54	8,561	0.6
Grade 4	122	24,595	0.5	44	10,610	0.4	44	7,926	0.6
Grade 5	82	25,767	0.3	13	7,586	0.2	43	7,241	0.6
Grade 6	71	24,451	0.3	11	4,533	0.2	24	6,849	0.4
Total K-6	1,303	122,817	1.1	2,965	109,937	2.7	632	58,092	1.1
2022-23									
Kindergarten	65	1,170	5.6	1,159	28,068	4.1	265	11,304	2.3
Grade 1	491	11,417	4.3	991	26,547	3.7	163	11,652	1.4
Grade 2	460	24,825	1.9	311	20,413	1.5	93	10,553	0.9
Grade 3	204	29,150	0.7	93	15,387	0.6	40	9,926	0.4
Grade 4	123	30,508	0.4	38	10,943	0.3	45	9,258	0.5
Grade 5	78	30,151	0.3	14	7,444	0.2	43	8,422	0.5
Grade 6	78	27,808	0.3	3	4,747	0.1	18	7,546	0.2
Total K-6	1,499	155,029	1.0	2,609	113,549	2.3	667	68,661	1.0

Grade	Other Health Impairment Retained (N)	Other Health Impairment Students (N)	Other Health Impairment Rate (%)	Intellectual Disability Retained (N)	Intellectual Disability Students (N)	Intellectual Disability Rate (%)	All Special Education Retained (N)	All Special Education Students (N)	All Special Education Rate (%)
2021-22									
Kindergarten	174	3,029	5.7	95	2,211	4.3	2,074	45,701	4.5
Grade 1	201	4,792	4.2	60	3,347	1.8	1,904	52,855	3.6
Grade 2	185	6,107	3.0	84	4,583	1.8	1,192	59,637	2.0
Grade 3	101	7,532	1.3	41	5,590	0.7	558	62,780	0.9
Grade 4	59	8,158	0.7	33	5,753	0.6	331	61,525	0.5
Grade 5	58	8,620	0.7	38	5,888	0.6	260	60,082	0.4
Grade 6	37	8,694	0.4	26	6,209	0.4	211	56,132	0.4
Total K-6	815	46,932	1.7	377	33,581	1.1	6,530	398,712	1.6
2022-23									
Kindergarten	189	3,172	6.0	85	2,124	4.0	1,907	48,804	3.9
Grade 1	235	5,271	4.5	79	3,738	2.1	2,038	61,539	3.3
Grade 2	150	6,687	2.2	66	4,858	1.4	1,122	70,716	1.6
Grade 3	72	7,445	1.0	34	5,806	0.6	478	71,590	0.7
Grade 4	60	8,244	0.7	33	6,426	0.5	323	69,905	0.5
Grade 5	43	8,595	0.5	24	6,357	0.4	230	65,943	0.3
Grade 6	46	8,717	0.5	29	6,197	0.5	208	60,288	0.3
Total K-6	795	48,131	1.7	350	35,506	1.0	6,306	448,785	1.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2022-23 school year. Counts of all special education students include students for whom primary disability information was unavailable.

Across elementary grades in 2022-23, retention rates for the five most common primary disabilities were highest in kindergarten. The retention rate for students in kindergarten was highest for students with other

health impairments (6.0%), followed by learning disabilities (5.6%), speech impairment (4.1%), intellectual disabilities (4.0%), and autism (2.3%).

Secondary special education students were assigned 1 of 12 primary disabilities. In 2022-23, among students for whom primary disability information was available, 95.0 percent were assigned a primary disability from 1 of 5 categories: learning disability; other health impairment, such as attention deficit disorder; autism; intellectual disability; or emotional disturbance (Table 6.9 on page 117). The same five categories accounted for 96.7 percent of retained secondary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades 7-12 overall was highest for students with intellectual disabilities (12.8%), followed by students with autism (10.2%), emotional disturbance (9.5%), other health impairments (6.7%), and learning disabilities (4.5%).

Across secondary grades in 2022-23, retention rates for students with emotional disturbance, other health impairments, and learning disabilities were highest in Grade 9 (22.2%, 13.7%, and 12.0%, respectively). Rates for students with intellectual disabilities and autism were highest in Grade 12 (46.0% and 42.7%, respectively).

Retention and Student Performance

TEA is required to report the performance of retained students (TEC §39.332). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the 2023 STAAR RLA and mathematics tests for Grades 3-8. For students repeating a grade in the 2023-24 school year, 2023 STAAR results were compared to 2024 STAAR results. For comparison purposes, 2023 STAAR results for promoted students also were calculated.

In 2023 and 2024, students were classified into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The categories were meant to provide clear, accurate information to parents about how their children performed on STAAR. Students categorized as Approaches Grade Level and above were considered to have passed an exam. Passing standards (i.e., cut scores) were the same for the 2023 and 2024 STAAR tests. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241).

Among students in Grades 3-8 who took the English-version STAAR RLA and mathematics tests in spring 2023, passing rates were higher for students who were promoted than for students who were retained (Table 6.10 and Figure 6.1 on page 118). After a year in the same grade, passing rates for retained students improved but did not meet or exceed the passing rates for students who had been promoted the year before. For example, 80.7 percent of promoted Grade 5 students passed the RLA test in spring 2023, whereas 36.0 percent of retained fifth graders passed the test. In 2024, after repeating the grade, 56.7 percent of retained students passed the RLA test. Similarly, 70.6 percent of promoted Grade 8 students passed the mathematics test in spring 2023, whereas 26.5 percent of retained eighth graders passed. The following year, 39.6 percent of retained Grade 8 students passed the test. For 2021-22 results, which include a comparison of 2022 and 2023 STAAR results for retained students, see Appendices 6-A and 6-B on page 119.

Table 6.9

Grade-Level Retention of Students Receiving Special Education Services, Grades 7-12, by Grade and Primary Disability, 2021-22 and 2022-23

Grade	Learning Disability Retained (*N*)	Learning Disability Students (*N*)	Learning Disability Rate (%)	Other Health Impairment Retained (*N*)	Other Health Impairment Students (*N*)	Other Health Impairment Rate (%)	Autism Retained (*N*)	Autism Students (*N*)	Autism Rate (%)
2021-22									
Grade 7	121	23,975	0.5	41	8,975	0.5	20	6,652	0.3
Grade 8	78	22,164	0.4	38	8,693	0.4	30	6,212	0.5
Grade 9	2,797	21,790	12.8	1,235	8,692	14.2	301	5,999	5.0
Grade 10	1,523	17,471	8.7	646	6,914	9.3	189	5,190	3.6
Grade 11	950	15,169	6.3	409	5,729	7.1	124	4,881	2.5
Grade 12	312	15,279	2.0	789	6,016	13.1	3,128	7,360	42.5
Total 7-12	5,781	115,848	5.0	3,158	45,019	7.0	3,792	36,294	10.4
2022-23									
Grade 7	102	25,654	0.4	39	8,867	0.4	11	7,213	0.2
Grade 8	103	24,584	0.4	54	8,931	0.6	38	6,887	0.6
Grade 9	2,855	23,696	12.0	1,285	9,353	13.7	307	6,613	4.6
Grade 10	1,484	19,053	7.8	647	7,467	8.7	178	5,899	3.0
Grade 11	794	15,138	5.2	337	5,900	5.7	134	5,003	2.7
Grade 12	273	15,965	1.7	772	6,472	11.9	3,384	7,931	42.7
Total 7-12	5,611	124,090	4.5	3,134	46,990	6.7	4,052	39,546	10.2

Grade	Intellectual Disability Retained (*N*)	Intellectual Disability Students (*N*)	Intellectual Disability Rate (%)	Emotional Disturbance Retained (*N*)	Emotional Disturbance Students (*N*)	Emotional Disturbance Rate (%)	All Special Education Retained (*N*)	All Special Education Students (*N*)	All Special Education Rate (%)
2021-22									
Grade 7	38	6,340	0.6	55	4,586	1.2	291	54,684	0.5
Grade 8	33	5,900	0.6	47	4,438	1.1	238	50,365	0.5
Grade 9	585	6,018	9.7	1,222	5,200	23.5	6,305	49,967	12.6
Grade 10	342	5,040	6.8	548	3,696	14.8	3,328	39,983	8.3
Grade 11	204	4,308	4.7	315	2,711	11.6	2,051	34,101	6.0
Grade 12	3,573	7,567	47.2	172	2,765	6.2	8,328	40,678	20.5
Total 7-12	4,775	35,173	13.6	2,359	23,396	10.1	20,541	269,778	7.6
2022-23									
Grade 7	29	6,377	0.5	55	4,649	1.2	246	56,841	0.4
Grade 8	26	6,367	0.4	61	4,875	1.3	292	54,740	0.5
Grade 9	572	6,378	9.0	1,178	5,315	22.2	6,360	53,658	11.9
Grade 10	354	5,558	6.4	635	4,129	15.4	3,377	43,939	7.7
Grade 11	206	4,603	4.5	262	2,809	9.3	1,776	34,890	5.1
Grade 12	3,567	7,757	46.0	150	2,964	5.1	8,523	42,784	19.9
Total 7-12	4,754	37,040	12.8	2,341	24,741	9.5	20,574	286,852	7.2

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2022-23 school year. Counts of all special education students include students for whom primary disability information was unavailable.

Table 6.10
STAAR Percentage Passing 2023 and 2024, Grades 3-8, by Grade and Promotion Status 2022-23

Status	English-Version STAAR RLA[a] 2023	English-Version STAAR RLA 2024	English-Version STAAR Math 2023	English-Version STAAR Math 2024	Spanish-Version STAAR RLA 2023	Spanish-Version STAAR RLA 2024	Spanish-Version STAAR Math 2023	Spanish-Version STAAR Math 2024
Grade 3								
Promoted	77.1	–[b]	72.7	–	55.1	–	57.8	–
Retained	23.8	52.9	21.2	47.5	8.3	31.7	12.6	35.0
Grade 4								
Promoted	77.9	–	69.9	–	51.4	–	47.9	–
Retained	31.0	57.6	15.6	39.1	8.8	35.2	8.3	33.3
Grade 5								
Promoted	80.7	–	79.6	–	62.5	–	57.9	–
Retained	36.0	56.7	33.0	55.4	12.3	47.7	8.5	40.7
Grade 6								
Promoted	75.5	–	73.7	–	n/a[c]	n/a	n/a	n/a
Retained	32.5	50.0	32.9	41.7	n/a	n/a	n/a	n/a
Grade 7								
Promoted	76.9	–	60.2	–	n/a	n/a	n/a	n/a
Retained	34.1	48.7	18.5	25.5	n/a	n/a	n/a	n/a
Grade 8								
Promoted	82.0	–	70.6	–	n/a	n/a	n/a	n/a
Retained	48.5	57.3	26.5	39.6	n/a	n/a	n/a	n/a

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

[a]Reading language arts. [b]A dash (–) indicates data are unavailable. Students promoted in 2023 were not expected to repeat the same grade-level test in 2024. [c]Not applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Figure 6.1
Grade-Level Retention 2022-23 and Reading Language Arts Passing Rates on the English-Version STAAR 2023 and 2024, Grades 3-8
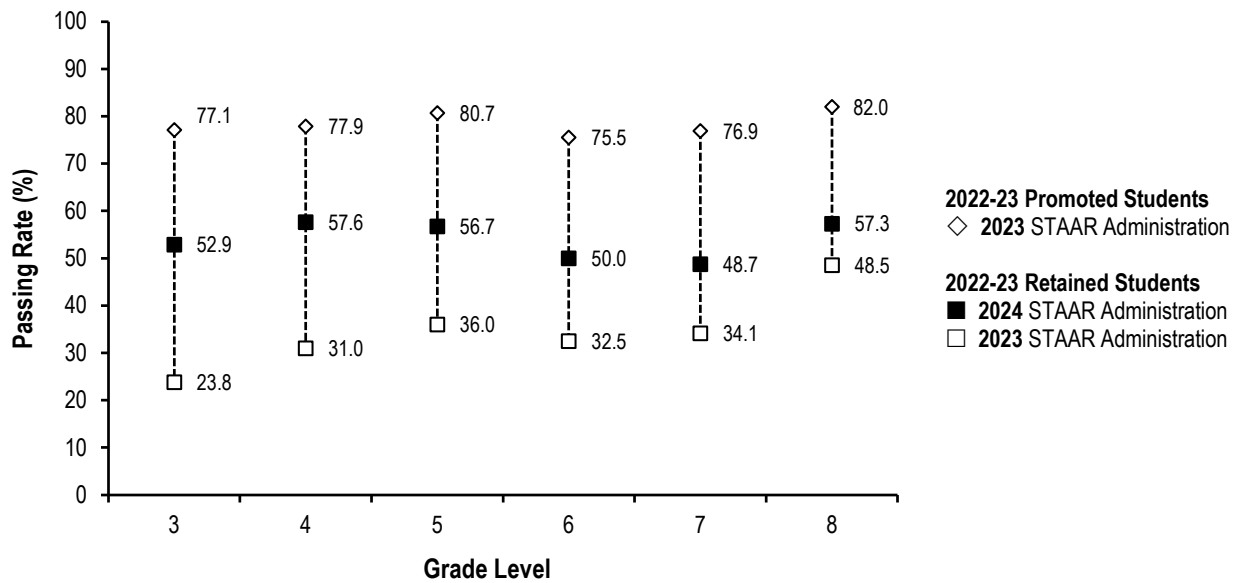
Appendix 6-A
STAAR Percentage Passing 2022 and 2023, Grades 3-8, by Grade and Promotion Status 2021-22

Status	English-Version STAAR Reading 2022	English-Version STAAR RLA[a] 2023	English-Version STAAR Math 2022	English-Version STAAR Math 2023	Spanish-Version STAAR Reading 2022	Spanish-Version STAAR RLA 2023	Spanish-Version STAAR Math 2022	Spanish-Version STAAR Math 2023
Grade 3								
Promoted	77.6	–[b]	70.7	–	55.6	–	57.0	–
Retained	21.8	56.3	13.6	53.0	11.8	43.9	5.4	56.1
Grade 4								
Promoted	77.6	–	69.0	–	49.9	–	46.5	–
Retained	24.3	58.2	14.1	46.6	7.4	36.3	4.0	40.0
Grade 5								
Promoted	80.6	–	75.9	–	64.2	–	49.8	–
Retained	31.1	58.4	21.4	57.3	20.4	50.0	7.1	57.1
Grade 6								
Promoted	69.1	–	71.9	–	n/a[c]	n/a	n/a	n/a
Retained	28.0	51.2	24.5	49.8	n/a	n/a	n/a	n/a
Grade 7								
Promoted	78.6	–	58.5	–	n/a	n/a	n/a	n/a
Retained	39.0	50.9	12.4	32.0	n/a	n/a	n/a	n/a
Grade 8								
Promoted	81.8	–	65.8	–	n/a	n/a	n/a	n/a
Retained	41.0	59.2	15.7	49.1	n/a	n/a	n/a	n/a

Note. Students taking advanced-level tests are excluded from these analyses. In 2023, STAAR was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023. The change in passing standards between 2022 and 2023 should be kept in mind when interpreting results in this report. STAAR reading was replaced with STAAR reading language arts in 2023

[a]Reading language arts. [b]A dash (–) indicates data are unavailable. Students promoted in 2022 were not expected to repeat the same grade-level test in 2023. [c]Not applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Appendix 6-B
Grade-Level Retention 2021-22 and Reading Language Arts (RLA) Passing Rates on the English-Version STAAR 2022 and 2023, Grades 3-8
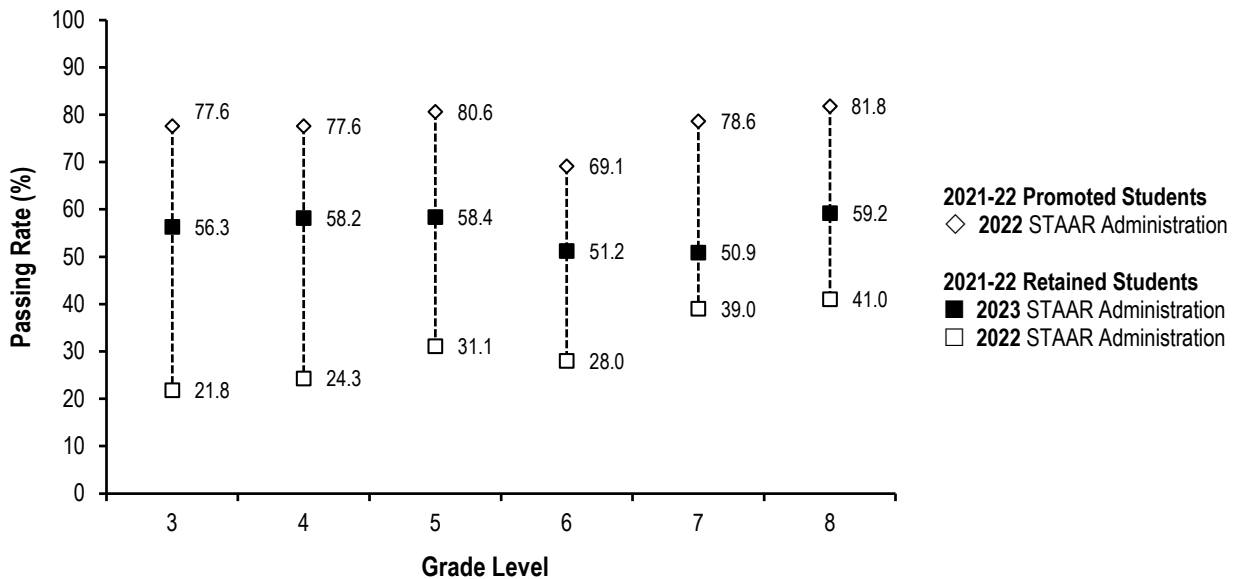
Note. In 2023, STAAR was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023. The change in passing standards between 2022 and 2023 should be kept in mind when interpreting results in this report. STAAR reading was replaced with STAAR RLA in 2023.

The Student Success Initiative (SSI), a policy under which students in Grades 5 and 8 were given three opportunities to pass STAAR reading and mathematics tests (TEC §28.0211), was repealed by House Bill (HB) 4545 during the 87th Texas Legislature. Beginning with the 2022 administration, HB 4545 was in effect and only one administration of STAAR was provided in Grades 5 and 8.

Agency Contact Persons

For information on student grade-level retention data, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov; or Linda Roska, Research and Analysis, linda.roska@tea.texas.gov.

For information on retention reduction programs, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; or Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov.

Other Sources of Information

For a detailed presentation of the results of grade-level retention in Texas, see the reports *Grade-Level Retention in Texas Public Schools* and *Grade-Level Retention and Student Performance in Texas Public Schools*.

Chapter 7.
District and Campus Performance

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

Accountability Rating System

Overview

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

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

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

Introduction of the A-F *System*

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

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

- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

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

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

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

- academic achievement in English language arts/reading

- academic achievement in mathematics

- academic achievement in science

- academic achievement in social studies

- top 25 percent: comparative academic growth

- top 25 percent: comparative closing the gaps

- postsecondary readiness

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

Historical Overview Leading to the 2023 A-F Refresh

TEA is dedicated to enhancing the quality of education in Texas by holding public schools accountable for student performance. Over the years, this commitment has evolved into a comprehensive accountability system, designed to provide clear and actionable information to educators, parents, and policymakers. A significant milestone in this evolution was the implementation of the *A-F* accountability system in 2018.

This system marked a departure from the previous multi-tiered approach, introducing a letter-grade system that simplifies and clarifies school performance ratings.

The origins of Texas's accountability system can be traced back to the early 1990s, a period characterized by the introduction of standardized testing as the primary tool for measuring student achievement. Over the subsequent decades, the system underwent various iterations, each building on the previous framework to better capture and reflect the diverse needs of Texas students.

In 2017, 85th Texas Legislature passed HB 22, which formally established the Texas *A-F* accountability system. The system was designed with ambitious goals: to continuously improve student performance, eliminate achievement gaps based on race, ethnicity, and socioeconomic status, and position Texas as a national leader in preparing students for postsecondary success. By assigning letter grades to schools and districts, TEA aimed to create a more intuitive and accessible understanding of school performance, empowering parents and the community to make informed decisions.

In 2023, the Texas *A-F* accountability system underwent a refresh. The refresh embodies the three core objectives of the academic accountability system: rigor for students, fairness for school systems and campuses, and transparency for parents and the public. And it emphasizes the importance of valid, reliable, comparable, and objective measures of student outcomes. This approach enables parents and educators to celebrate successes while identifying areas where student support can be improved. The refresh also changed the *A-F* accountability system's ratings methodology. To ensure the changes and their implications were transparent, TEA informed stakeholders through comprehensive communication resources.

Before 2017, the accountability system's cut points and indicators were updated annually, making it difficult for school systems to compare year-over-year performance consistently. However, with the passage of HB 22, state law now requires these metrics to be updated periodically rather than annually. This policy change allowed for a more stable and predictable system, with cut points and indicators remaining largely unchanged since 2017. While there was consistent feedback suggesting needed changes to the system design, the decision was made to maintain stability by implementing changes only once every five years. This approach provided educators with a reliable means to track continuous improvement over time.

Looking forward, the indicators and cut points established in the 2023 refresh will largely remain unchanged until 2028. This creates a new five-year baseline, reinforcing TEA's mission of fostering educational excellence in Texas. The historical development of the accountability system, culminating in the 2023 refresh, highlights the state's commitment to refining its approach, ensuring that every student has access to a high-quality education and holding schools and districts to standards that are both challenging and fair.

Alternative Education Accountability Provisions

Beginning with the 1995-96 school year, TEA implemented AEA provisions for campuses dedicated to serving students at risk of dropping out of school. In 2005, new AEA provisions were implemented for eligible charter districts and AECs primarily serving at-risk students. The indicators under the new provisions were designed for schools serving highly mobile student populations in settings smaller than traditional school districts. From 2005 through 2011, eligible campuses had the option to register for evaluation under

AEA provisions. The performance results of students at registered AECs were still included in the district's performance and used in determining the district's accountability rating.

Beginning with the 2013 accountability rating system, AEA provisions were developed for eligible charter districts and AECs. To be eligible for evaluation under AEA provisions, charter districts and AECs must primarily serve students at risk of dropping out of school as defined in Texas Education Code (TEC), §29.081(d), provide accelerated instructional services to those students, and meet additional specified criteria. AECs of choice, dropout recovery schools, and residential facilities have the option to register for AEA, but disciplinary alternative education programs, juvenile justice alternative education programs, and stand-alone Texas high school equivalency certificate programs are not eligible to register because they are not rated. Since 2014, residential facilities and charter districts that operate only residential facilities have not been assigned state accountability ratings.

Open-Enrollment Charter Schools and Accountability

The Texas Legislature authorized the establishment of open-enrollment charter schools in 1995 to promote local initiative and innovation in education. Some of the first open-enrollment charter schools have been in operation since fall of 1996. Depending on the student population served, open-enrollment charter schools may choose to be rated under the standard accountability provisions or may register to be rated under AEA provisions. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, open-enrollment charter schools were rated along with the campuses they operated. Beginning in 2005, some open-enrollment charter schools, including those that operated only registered AECs, were eligible to be evaluated under AEA provisions. Open-enrollment charter schools that operated both standard campuses and registered AECs were given the option to be evaluated under AEA provisions if at least 50 percent of the charter school's students were enrolled at registered AECs.

Delay in 2023 and 2024 Accountability Ratings

The issuance of 2023 and 2024 *A-F* ratings remains pending and subject to change based on judicial rulings. Authorized school system users have access through TEA Login (TEAL) to the following data, reports, and downloads that do not include *A-F* ratings:

- 2023 and 2024 Accountability Reports and Data Tables;

- 2023 and 2024 STAAR, Growth, AEA Retest Growth, and English Language (EL) Student Listings; and

- 2023 and 2024 Accountability Data Downloads.

The following web pages are updated periodically with the most recent communication and resources.

2023 Accountability Resources

- [2023 accountability development materials](#)

- [2023 Accountability System](#)

- [*2023 Accountability Manual*](#)

2024 Accountability Resources

- [2024 accountability development materials](#)
- [2024 Accountability System](#)
- *[2024 Accountability Manual](#)*

State Supports for Low Performing Schools, 2022-23 and 2023-24

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

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

- identify needs via the ESF Diagnostic, using increased focus on campus practices, in addition to data;
- plan via the Targeted Improvement Plan (TIP), using a narrow focus on high-leverage needs; and
- implement and monitor, using supports and capacity builders aligned to the framework.

Additional details regarding the ESF Diagnostic can be found at the [Effective Schools Framework website](#).

Interventions for Unacceptable Performance, 2022-23 and 2023-24

Overview. During the 85th Legislature, HB 22 established an *A-F* accountability system that offers a view of academic performance in Texas public schools based on the Student Achievement, School Progress, and Closing the Gaps domains. The issuance of 2023 and 2024 *A-F* ratings remains pending and subject to change based on judicial rulings. Authorized school system users have access through TEAL to the following data, reports, and downloads that do not include *A-F* ratings:

- 2023 and 2024 Accountability Reports and Data Tables;
- 2023 and 2024 STAAR, Growth, AEA Retest Growth, and English Language (EL) Student Listings; and
- 2023 and 2024 Accountability Data Downloads.

Additional details about the accountability system, including accountability manuals by year, are available on the TEA website at [Academic Accountability](#).

Campus interventions, 2022-23 and 2023-24. Under federal academic accountability, Comprehensive Support and Improvement (CSI) campuses are required to participate in interventions. Each CSI campus served by Title I had an entitlement for the Title I, 1003 School Improvement Grant to support the improvement efforts of the campus.

All campuses that engaged with the TEA School Improvement Division supports and interventions via the ESF-Focused Support Grant or the Title 1, 1003 School Improvement Grant were required to identify a District Coordinator of School Improvement (DCSI)/Grant Contact. The DCSI/Grant Contact was a member of the CIT (Campus Intervention Team) and was responsible for overseeing all intervention activities and submission requirements, including conducting a needs assessment and developing and implementing a TIP. TIPs must receive district board approval before being submitted to TEA.

Other Interventions

Appendix 7-A on page 133 presents lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2022, and August 31, 2023, and between September 1, 2023, and August 31, 2024.

Because issuance of 2023 accountability ratings remains pending and subject to change based on judicial rulings, release of 2023-24 accreditation statuses has also been delayed. Under 19 TAC §97.1055(a)(4), an accreditation status remains in effect until replaced by an accreditation status assigned for the following school year. Therefore, the 2022-23 accreditation ratings remain in effect. In 2022-23, one district received a lowered accreditation status. Tioga ISD received a status of Accredited-Warned because of 2021 and 2022 ratings under the Financial Integrity Rating System of Texas.

Results Driven Accountability Framework

Overview

Statutory justification. State and federal statute guide TEA monitoring activities. TEA has developed and implemented a data-driven and results-based RDA framework that identifies one of four determination levels (DL) for each local education agency (LEA) annually: DL 1—Meets Requirements; DL 2—Needs Assistance; DL 3—Needs Intervention; or DL 4—Needs Substantial Intervention. Additionally, TEA monitoring activities include both cyclical monitoring and targeted monitoring and are coordinated and aligned with other TEA evaluation systems.

Results Driven Accountability. School districts[1] receive performance information through the RDA annual report, which includes a set of performance and program effectiveness indicators for the various special programs that TEA is required by state or federal statute to monitor. The RDA framework is made up of the following programs:

- special education;
- bilingual education/English as a second language/emergent bilingual students; and

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

- other special populations (including students identified as in foster care, as experiencing homelessness, and as military connected).

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

Additional TEA oversight. Other criteria TEA considers include issues identified by the TEA Office of Governance, results of the dispute resolution process (complaints and due process hearings), and findings of local independent financial audits. An additional required federal monitoring activity—Office for Civil Rights (OCR) career and technical education monitoring—is also integrated into the system.[2]

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

RDA Interventions

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

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. Intervention activities are based on a district's DL and center on a self-assessment and development of a strategic support plan (SSP). Districts engage in data analysis to complete the self-assessment and develop the SSP. Districts participate in routine meetings with TEA to refine, review, and monitor progress of implementation of their SSPs. See the *Differentiated Monitoring and Support Guide* for more detailed information on interventions.

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[2]*The OCR monitoring requirements establish procedures and minimum requirements for states to ensure civil rights compliance of districts that receive federal funds from the U.S. Department of Education and operate career and technical education programs.*

RDA Special Education Monitoring and Compliance

Overview

A major charge of the RDA framework is to ensure district compliance with state and federal law related to special education, including the Individuals with Disabilities Education Act (IDEA), Title 20 of the United States Code §§1400 *et seq.*, and its implementing regulations, Title 34 of the Code of Federal Regulations §§300.1 *et seq.* Reviews of special education programs and of plans for program improvement are essential components of the RDA process. The scope and schedule of program review and intervention activities are determined based on a six-year cyclical monitoring plan and at least annual analyses of every district's special education data. Results of the annual data review are used to consider LEA risk, which can result in a targeted monitoring review of the LEA. Additionally, the framework provides for review of complaints filed with TEA about special education services.

RDA Special Education Review and Support

Overview. TEA special education review and support activities for monitoring all Texas LEAs are based on three components: (1) annual data reviews that include RDA and SPP data; (2) a cyclical monitoring schedule that allows for general supervision and monitoring of every district in the state at least once during a six-year period; (3) and an annual risk review of RDA and SPP data to identify LEAs for targeted monitoring activities. This approach (a) reduces the burden of monitoring on school districts and charter schools by accurately identifying for further review only those with clear indicators of poor program quality or noncompliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to provide specific supports to districts based on targeted areas of findings and concerns. TEA's review and support activities include district self-assessment, on-site review, and the use of data to inform improvement planning and technical supports.

Supports are based, in part, on indicators of school district performance and program effectiveness that are part of the RDA framework (Table 7.1 on page 129; Differentiated Monitoring and Support Guide). Each district is assigned a DL based on RDA indicator performance levels, as well as four federally required elements, such as instances of noncompliance; uncorrected noncompliance; outstanding financial audit findings; and reliable, timely, and accurate data findings. As mentioned earlier, districts are assigned one of four DLs: DL 1—Meets Requirements, DL 2—Needs Assistance, DL 3—Needs Intervention, or DL 4—Needs Substantial Intervention.

Interventions for 2022-23 and 2023-24. The requirements of the IDEA related to development of the SPP and the accompanying Annual Performance Report (APR) complement TEA's efforts to build a system of general supervision. This system achieves continuous improvement through data-driven, evidence-based efforts that take into account stakeholder needs and input.

Interventions based on determinations within the RDA framework are aligned across multiple program areas and are integrated into the Differentiated Monitoring System (DMS) respective to each program area. Districts may access universal, targeted, or intensive supports based on the determination level. To achieve continuous improvement goals, the DMS relies on a results-driven approach to identify the types of support

Table 7.1
Results Driven Accountability Indicators, 2022 and 2023

Number	Indicator
2022	
1(i-iv)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) 3-8 subject test (mathematics, reading, science, and social studies).
2	District-level percentage of students served in special education identified with dyslexia who passed the STAAR 3-8 subject test in reading.
3(i-iv)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR 3-8 subject test (mathematics, reading, science, and social studies).
4(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (Algebra I, Biology, U.S. History, and English I/II).
5(i-iii)	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all designated grades and subjects (mathematics, reading, and science).
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
8	District-level percentage of students (school-aged) served in special education identified with dyslexia compared to the percentage of all students identified with dyslexia.
9	District-level percentage of students (preschool-aged) served in special education and placed in a regular early childhood program.
10	District-level percentage of students (school-aged) served in special education in the regular class 80% or more of the day.
11	District-level percentage of students (school-aged) served in special education in the regular class <40% of the day.
12	District-level percentage of students (school-aged) served in separate settings.
13	District-level disaggregated percentage of enrolled students (ages 3-21) by race and ethnicity who received special education services.
14	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as suspended out-of-school or expelled for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
16	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in in-school suspension for 10 or fewer school days.
17	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in in-school suspension for more than 10 school days.
18	District-level disaggregated percentage by race and ethnicity of total disciplinary removals of students (ages 3-21) served in special education.
2023	
1(i-iv)	District-level percentage of students served in special education who passed each designated STAAR 3-8 subject test (mathematics, reading language arts [RLA], science, and social studies).
2	District-level percentage of students served in special education identified with dyslexia who passed the STAAR 3-8 subject test in RLA.
3(i-iv)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR 3-8 subject test (mathematics, RLA, science, and social studies).
4(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (Algebra I, Biology, U.S. History, and English I/II).
5(i-iii)	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all designated grades and subjects (mathematics, RLA, and science).
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
8	District-level percentage of students (school-aged) served in special education identified with dyslexia compared to the percentage of all students identified with dyslexia.
9	District-level percentage of students (preschool-aged) served in special education and placed in a regular early childhood program.
10	District-level percentage of students (school-aged) served in special education in the regular class 80% or more of the day.
11	District-level percentage of students (school-aged) served in special education in the regular class <40% of the day.
12	District-level percentage of students (school-aged) served in separate settings.
13	District-level disaggregated percentage of enrolled students (ages 3-21) by race and ethnicity who received special education services.

(continues)

Table 7.1
Results Driven Accountability Indicators, 2022 and 2023 (continued)

Number	Indicator
14	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as suspended out-of-school or expelled for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
16	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in in-school suspension for 10 or fewer school days.
17	District-level disaggregated percentage of students (ages 3-21) by race and ethnicity served in special education reported as placed in in-school suspension for more than 10 school days.
18	District-level disaggregated percentage by race and ethnicity of total disciplinary removals of students (ages 3-21) served in special education.

required for each district. Differentiated supports are provided for all districts based on needs identified through compliance and student outcomes data. Additional support activities may be recommended based on the results of monitoring activities, such as a desk review or an on-site review.

Districts assigned DL 1—Meets Requirements generally demonstrate successful self-monitoring, high levels of compliance with state and federal regulations, positive outcomes for students, and effective use of professional development resources. Districts that meet RDA requirements have access to universal supports to engage in an ongoing continuous improvement process related to all program areas within RDA. Districts assigned DL 1 that meet requirements may engage in the SSP process and retain the plan at the local level.

Districts assigned DL 2—Needs Assistance have one or more areas of moderate need as demonstrated through RDA indicators. After identifying areas of strength and need, districts assigned a DL 2 in the special education program area receive TEA assistance to develop an SSP that prioritizes continuous improvement efforts and participate in quarterly collaboration with TEA to monitor progress toward SSP goals. Districts identified as "Needs Assistance" are guided by the Division of Monitoring, Review, and Support team to access universal supports or identified targeted supports to engage in practices of continuous improvement.

Districts assigned DL 3—Needs Intervention have either one area of intense need and/or multiple areas of moderate need as demonstrated through the RDA framework. Areas of improvement are identified through the RDA indicators and district self-assessment identifying the district's need for a universal and targeted support. After identifying areas of strength and need, districts assigned a DL 3 in any of the RDA program areas receive TEA assistance to develop an SSP that prioritizes continuous improvement efforts and participate in bimonthly collaboration with TEA to monitor progress toward SSP goals. The districts receive assistance from Division of Monitoring, Review, and Support staff regarding targeted supports designed to address district-prioritized areas of need and are directed to targeted supports. In addition, districts assigned a DL 3 engaged in a targeted desk review.

Districts assigned DL 4—Needs Substantial Intervention may have one or more areas of intensive need demonstrated through indicators. Areas of improvement are identified through RDA indicators, district self-assessment, and/or monitoring activity results which identify the need for targeted or intensive support. Districts assigned a DL 4 in any of the RDA program areas will outline activities and interventions to address improvement efforts in an SSP developed by the district. Districts that need substantial intervention participate in monthly collaboration with the TEA Review and Support staff to monitor progress toward SSP

goals. Districts identified as needing substantial intervention with RDA determinations will be prescribed targeted and intensive supports and activities designed to address district areas of need. In addition, districts assigned a DL 4 engaged in a targeted desk review.

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

RDA Special Education Monitoring Statuses, 2022-23 and 2023-24

In the 2022-23 and 2023-24 school years, TEA continued integrating federally required determinations into the overall RDA framework. The four federally required elements that contribute to a district's special education determination status (State Performance Plan Compliance Indicators 4b, 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings) were evaluated along with the RDA indicators to determine a district's DL and status for differentiated monitoring in special education.

For the 2022-23 and 2023-24 school years, districts received one of the following special education intervention statuses, which were also reported on the Texas Academic Performance Report (TAPR), and on the RDA district reports beginning with the 2021-22 school year:

- Determination Level 1—Meets Requirements;
- Determination Level 2—Needs Assistance;
- Determination Level 3—Needs Intervention; or
- Determination Level 4—Needs Substantial Intervention.

Agency Contact Persons

For information on accountability ratings, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov; or Katherine Beck, Performance Reporting katherine.beck@tea.texas.gov.

For information on accreditation or agency enforcement, contact Steve Lecholop, Deputy Commissioner of Governance, steve.lecholop@tea.texas.gov; or Leah Martin, Accreditation and Enforcement Coordination, leah.martin@tea.texas.gov.

For information on accountability ratings interventions and school improvement, contact Kelvey Oeser, Deputy Commissioner of Educator Support, kelvey.oeser@tea.texas.gov; or Lindsay Denman, School Improvement, lindsay.denman@tea.texas.gov.

For information on the Results Driven Accountability framework or special education monitoring and compliance, contact Jennifer Alexander, Deputy Commissioner of Special Populations and Monitoring, jennifer.alexander@tea.texas.gov; or Edward O'Neill, Deputy Associate Commissioner of Special Populations General Supervision and Monitoring, edward.oneill@tea.texas.gov.

Other Sources of Information

The TEA website provides additional information about the following:

- [Results Driven Accountability (RDA) data and reports](#);

- [*2023 Accountability Manual*](#);

- [*2024 Accountability Manual*](#);

- [state accountability ratings](#);

- [Texas Academic Performance Reports (TAPR)](#);

- [Texas Performance Reporting System](#); and

- [performance reporting resources](#).

Appendix 7-A1
Monitors, Conservators, and Other Interventions, September 1, 2022, Through August 31, 2023

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator Management Team Board of Managers	Revocation Pursuant to TEC[a] §12.115(C) Charter School Closeout Activities Failure to Comply with Directives	12/8/2014 3/18/2015 7/9/2015
2	Bloomington ISD[b]	Monitor	Special Investigation	2/13/2023
10	Bridgeway Preparatory Academy	Conservator	Special Accreditation Investigation	2/27/2020
20	Carpe Diem Schools	Monitor Conservator Board of Managers	Academic Accountability Surrender Charter Fiduciary Misapplication	2/19/2018 4/13/2018 7/6/2018
4	Children First Academy of Dallas	Management Team Board of Managers	Health, Safety, Welfare Revocation/Non-Renewal/Failure to Comply with Directives	9/5/2013 8/16/2016
4	Damon ISD	Monitor	Academic Accountability	2/27/2020
10	DeSoto ISD	Conservator	Special Accreditation Investigation	9/16/2020
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
10	Golden Rule Charter School	Conservator	Forensic Audit Findings	5/10/2019
20	Harlandale ISD	Conservator	Special Accreditation Investigation	2/14/2020
6	Hearne ISD	Monitor Conservator	Academic Accountability Special Accreditation Investigation	2/17/2017 4/3/2017
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
11	High Point Academy	Conservator	Surrender of Charter	6/13/2023
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD	Conservator Management Team Board of Managers	Academic Accountability Special Accreditation Investigation Academic Accountability and Appointment of a Conservator for at least Two Years	9/2/2016 12/22/2020 6/1/2023
1	IDEA Public Schools	Monitor	Corrective Action Plan	4/20/2022
10	Kemp ISD	Conservator	Special Accreditation Investigation	11/30/2021
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016
19	La Fe Preparatory School	Monitor	Academic and Financial Accountability	2/27/2020
10	Lancaster ISD	Conservator	Special Investigation	2/23/2023

[a]Texas Education Code. [b]Independent school district. [c]Board of trustees.

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
10	Lumin Education	Monitor	Academic Accountability	2/27/2020
		Conservator	Surrender of Charter	8/1/2023
13	Manor ISD[b]	Monitor	Corrective Action Plan	10/14/2020
12	Marlin ISD	Monitor	Special Education	9/24/2010
		Conservator	Special Education/District Operations and Academics	1/28/2011
		Management Team	Special Education/District Operations and Academics	2/24/2011
		Conservator	Special Education/Academics	2/14/2014
		Monitor	Academic Accountability	2/28/2014
		Conservator	Academic—Not Accredited-Revoked	9/23/2016
		Board of Managers	Academic—Not Accredited-Revoked	9/23/2016
		Conservator	On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	2/17/2019
1	Progreso ISD	Management Team	Finances and Governance	1/16/2014
		Board of Managers	Finances and Governance (Settled without Installation)	9/23/2015
		Conservator	(A Member of the Management Team Departed)	9/28/2016
13	Round Rock ISD	Monitor	Corrective Action Plan	11/30/2021
20	San Antonio School for Inquiry and Creativity	Monitor	Health, Safety, Welfare	3/16/2017
		Conservator	Health, Safety, Welfare	7/31/2017
		Board of Managers	Closeout Activities	8/3/2017
1	Santa Rosa ISD	Conservator	Special Accreditation Investigation	10/1/2021
6	Shepherd ISD	Conservator	Academic Accountability	2/13/2020
		Board of Managers	Academic Accountability	3/6/2020
20	South San Antonio ISD	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
		Monitor	Special Accreditation Investigation	9/30/2021
20	Southside ISD	Conservator	Special Accreditation Investigation	12/1/2016
		Board of Managers	Special Accreditation Investigation	12/1/2016
		Board of Trustees	Transition to BOT[c] Begins	5/12/2020
		Conservator	Facilitate BOT Transition	5/18/2022
16	Spring Creek ISD	Monitor	Corrective Action Plan	4/20/2022
10	Texans Can Academy	Monitor Team	Corrective Action Plan	7/10/2020
		Management Team	Condition for Charter Renewal	7/19/2021
4	Texas Serenity Academy	Monitor	Corrective Action Plan	8/26/2020
		Conservator	Financial Accountability	2/26/2021
		Board of Managers	Revocation Pursuant to TEC[a] §12.115(C)	4/11/2023
13	The Excel Center	Monitor	Academic Accountability	4/8/2019
		Conservator	Surrender Charter	10/23/2019
10	Tioga ISD	Monitor	Financial Accreditation	2/23/2023

[a]Texas Education Code. [b]Independent school district. [c]Board of trustees.

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Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
12	Waco Charter School	Conservator	Surrender of Charter	5/4/2023
4	Zoe Learning Academy	Conservator	Surrender of Charter	9/25/2017

[a]Texas Education Code. [b]Independent school district. [c]Board of trustees.

Appendix 7-A2
Monitors, Conservators, and Other Interventions, September 1, 2023, Through August 31, 2024

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
10	A. W. Brown Leadership Academy	Conservator	Surrender of Charter	4/17/2024
20	Academy of Careers and Technologies Charter School	Conservator Management Team Board of Managers	Revocation Pursuant to TEC[a] §12.115(C) Charter School Closeout Activities Failure to Comply with Directives	12/8/2014 3/18/2015 7/9/2015
13	Austin ISD[b]	Monitor Team	Special Investigation Agreed Order	10/5/2023
2	Bloomington ISD	Monitor	Special Investigation	2/13/2023
10	Bridgeway Preparatory Academy	Conservator	Special Accreditation Investigation	2/27/2020
20	Carpe Diem Schools	Monitor Conservator Board of Managers	Academic Accountability Surrender of Charter Fiduciary Misapplication	2/19/2018 4/13/2018 7/6/2018
11	Chapel Hill Academy	Conservator	Surrender of Charter	6/11/2024
4	Children First Academy of Dallas	Management Team Board of Managers	Health, Safety, Welfare Revocation/Non-Renewal/Failure to Comply with Directives	9/5/2013 8/16/2016
10	DeSoto ISD	Conservator Management Team	Special Accreditation Investigation Financial Overallocation Recovery	9/16/2020 9/14/2023
10	Golden Rule Charter School	Conservator	Forensic Audit Findings	5/10/2019
20	Great Hearts Texas	Conservator	Special Investigation Agreed Order	5/29/2024
20	Harlandale ISD	Conservator	Special Accreditation Investigation	2/14/2020
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
11	High Point Academy	Conservator	Surrender of Charter	6/13/2023
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD	Conservator Management Team Board of Managers	Academic Accountability Special Accreditation Investigation Academic Accountability and Appointment of a Conservator for at least Two Years	9/2/2016 12/22/2020 6/1/2023
1	IDEA Public Schools	Monitor Management Team	Corrective Action Plan Special Investigation Agreed Order	4/20/2022 3/6/2024
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016
19	La Fe Preparatory School	Monitor	Academic and Financial Accountability	2/27/2020

[a]Texas Education Code. [b]Independent school district. [c]Board of trustees.

continues

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
1	La Joya ISD[b]	Board of Managers	Special Investigation	2/1/2024
10	Lancaster ISD	Conservator	Special Investigation	2/23/2023
10	Lumin Education	Monitor	Academic Accountability	2/27/2020
		Conservator	Surrender of Charter	8/1/2023
13	Manor ISD	Monitor	Corrective Action Plan	10/14/2020
12	Marlin ISD	Monitor	Special Education	9/24/2010
		Conservator	Special Education/District Operations and Academics	1/28/2011
		Management Team	Special Education/District Operations and Academics	2/24/2011
		Conservator	Special Education/Academics	2/14/2014
		Monitor	Academic Accountability	2/28/2014
		Conservator	Academic—Not Accredited-Revoked	9/23/2016
		Board of Managers	Academic—Not Accredited-Revoked	9/23/2016
		Conservator	On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	2/17/2019
20	San Antonio School for Inquiry and Creativity	Monitor	Health, Safety, Welfare	3/16/2017
		Conservator	Health, Safety, Welfare	7/31/2017
		Board of Managers	Closeout Activities	8/3/2017
6	Shepherd ISD	Conservator	Academic Accountability	2/13/2020
		Board of Managers	Academic Accountability	3/6/2020
19	Socorro ISD	Management Team	Special Investigation Agreed Order	4/18/2024
20	South San Antonio ISD	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
		Monitor	Special Accreditation Investigation	9/30/2021
		Conservator	Special Investigation Agreed Order	10/10/2023
20	Southside ISD	Conservator	Special Accreditation Investigation	12/1/2016
		Board of Managers	Special Accreditation Investigation	12/1/2016
		Board of Trustees	Transition to BOT[c] Begins	5/12/2020
		Conservator	Facilitate BOT Transition	5/18/2022
10	Texans Can Academy	Monitor Team	Corrective Action Plan	7/10/2020
		Management Team	Condition for Charter Renewal	7/19/2021
4	Texas Serenity Academy	Monitor	Corrective Action Plan	8/26/2020
		Conservator	Financial Accountability	2/26/2021
		Board of Managers	Revocation Pursuant to TEC[a] §12.115(C)	4/11/2023
10	Tioga ISD	Monitor	Financial Accreditation	2/23/2023
		Conservator	Financial Overallocation Recovery	10/25/2023
12	Waco Charter School	Conservator	Surrender of Charter	5/4/2023

[a]Texas Education Code. [b]Independent school district. [c]Board of trustees.

Appendix 7-B
Special Education Determination Status, 2022-23 and 2023-24

District Number	District	2022-23 Status	2023-24 Status
057816	A W Brown Leadership Academy	Meets Requirements	Meets Requirements
057829	A+ Academy	Needs Assistance	Needs Assistance
101871	A+ Unlimited Potential	Meets Requirements	Meets Requirements
109901	Abbott ISD[a]	Meets Requirements	Meets Requirements
095901	Abernathy ISD	Meets Requirements	Meets Requirements
221901	Abilene ISD	Needs Assistance	Needs Assistance
057814	Academy for Academic Excellence	Needs Assistance	Meets Requirements
014901	Academy ISD	Meets Requirements	Meets Requirements
101810	Academy of Accelerated Learning Inc.	Meets Requirements	Meets Requirements
057810	Academy of Dallas	Meets Requirements	Meets Requirements
101849	Accelerated Intermediate Academy	Meets Requirements	Meets Requirements
180903	Adrian ISD	Meets Requirements	Meets Requirements
057806	Advantage Academy	Needs Assistance	Needs Assistance
178901	Agua Dulce ISD	Meets Requirements	Meets Requirements
015901	Alamo Heights ISD	Meets Requirements	Meets Requirements
250906	Alba-Golden ISD	Meets Requirements	Needs Assistance
209901	Albany ISD	Meets Requirements	Meets Requirements
101902	Aldine ISD	Needs Substantial Intervention	Needs Substantial Intervention
184907	Aledo ISD	Meets Requirements	Meets Requirements
125901	Alice ISD	Needs Assistance	Needs Intervention
101903	Alief ISD	Needs Assistance	Needs Assistance
101815	Alief Montessori Community School	Meets Requirements	Meets Requirements
043901	Allen ISD	Meets Requirements	Meets Requirements
022901	Alpine ISD	Meets Requirements	Meets Requirements
037901	Alto ISD	Meets Requirements	Meets Requirements
126901	Alvarado ISD	Meets Requirements	Meets Requirements
020901	Alvin ISD	Meets Requirements	Meets Requirements
249901	Alvord ISD	Meets Requirements	Meets Requirements
188901	Amarillo ISD	Needs Assistance	Meets Requirements
084804	Ambassadors Preparatory Academy	Meets Requirements	Meets Requirements
140901	Amherst ISD	Meets Requirements	Meets Requirements
101819	Amigos Por Vida-Friends for Life Public Charter School	Meets Requirements	Meets Requirements
036901	Anahuac ISD	Meets Requirements	Meets Requirements
093901	Anderson-Shiro CISD[b]	Meets Requirements	Meets Requirements
002901	Andrews ISD	Needs Assistance	Needs Assistance
020902	Angleton ISD	Needs Assistance	Needs Assistance
043902	Anna ISD	Meets Requirements	Meets Requirements
127901	Anson ISD	Meets Requirements	Meets Requirements
071906	Anthony ISD	Meets Requirements	Meets Requirements
110901	Anton ISD	Meets Requirements	Meets Requirements
228905	Apple Springs ISD	Meets Requirements	Meets Requirements
109912	Aquilla ISD	Meets Requirements	Meets Requirements
205901	Aransas Pass ISD	Meets Requirements	Needs Assistance
005901	Archer City ISD	Meets Requirements	Meets Requirements
061910	Argyle ISD	Meets Requirements	Meets Requirements
101803	Aristoi Classical Academy	Meets Requirements	Meets Requirements
220802	Arlington Classics Academy	Meets Requirements	Meets Requirements
220901	Arlington ISD	Needs Intervention	Needs Assistance
212901	Arp ISD	Meets Requirements	Meets Requirements
021805	Arrow Academy	Meets Requirements	Meets Requirements
217901	Aspermont ISD	Meets Requirements	Meets Requirements
107901	Athens ISD	Needs Assistance	Meets Requirements
034901	Atlanta ISD	Meets Requirements	Meets Requirements
061907	Aubrey ISD	Meets Requirements	Meets Requirements
227825	Austin Achieve Public Schools	Needs Assistance	Needs Assistance
227821	Austin Discovery School	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

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District Number	District	2022-23 Status	2023-24 Status
227901	Austin ISD[a]	Needs Assistance	Needs Assistance
196901	Austwell-Tivoli ISD	Meets Requirements	Meets Requirements
070901	Avalon ISD	Meets Requirements	Meets Requirements
194902	Avery ISD	Meets Requirements	Meets Requirements
034902	Avinger ISD	Meets Requirements	Meets Requirements
161918	Axtell ISD	Meets Requirements	Meets Requirements
220915	Azle ISD	Needs Assistance	Meets Requirements
030903	Baird ISD	Meets Requirements	Meets Requirements
101853	Bakerripley Community Schools	Meets Requirements	Needs Assistance
200901	Ballinger ISD	Meets Requirements	Needs Assistance
195902	Balmorhea ISD	Meets Requirements	Meets Requirements
010902	Bandera ISD	Needs Assistance	Needs Assistance
025901	Bangs ISD	Meets Requirements	Meets Requirements
178913	Banquete ISD	Meets Requirements	Meets Requirements
036902	Barbers Hill ISD	Meets Requirements	Meets Requirements
014902	Bartlett ISD	Meets Requirements	Needs Assistance
015834	Basis Texas	Meets Requirements	Meets Requirements
011901	Bastrop ISD	Needs Intervention	Needs Assistance
158901	Bay City ISD	Needs Intervention	Needs Intervention
101847	Beatrice Mayes Institute Charter School	Meets Requirements	Meets Requirements
123910	Beaumont ISD	Needs Substantial Intervention	Needs Substantial Intervention
183901	Beckville ISD	Meets Requirements	Meets Requirements
013901	Beeville ISD	Needs Assistance	Needs Assistance
039904	Bellevue ISD	Meets Requirements	Meets Requirements
091901	Bells ISD	Meets Requirements	Meets Requirements
008901	Bellville ISD	Needs Intervention	Meets Requirements
014903	Belton ISD	Needs Assistance	Needs Assistance
125902	Ben Bolt-Palito Blanco ISD	Meets Requirements	Meets Requirements
066901	Benavides ISD	Meets Requirements	Meets Requirements
138904	Benjamin ISD	Meets Requirements	Meets Requirements
101870	Beta Academy	Meets Requirements	Meets Requirements
152806	Betty M Condra School for Education Innovation	Meets Requirements	Meets Requirements
015809	Bexar County Academy	Meets Requirements	Meets Requirements
187901	Big Sandy ISD	Meets Requirements	Meets Requirements
230901	Big Sandy ISD	Meets Requirements	Meets Requirements
114901	Big Spring ISD	Needs Assistance	Meets Requirements
193801	Big Springs Charter School	Meets Requirements	Meets Requirements
220902	Birdville ISD	Needs Assistance	Needs Assistance
178902	Bishop CISD[b]	Meets Requirements	Meets Requirements
177903	Blackwell CISD	Meets Requirements	Meets Requirements
016902	Blanco ISD	Meets Requirements	Meets Requirements
116915	Bland ISD	Meets Requirements	Meets Requirements
025904	Blanket ISD	Meets Requirements	Meets Requirements
101875	Bloom Academy Charter School	Meets Requirements	Meets Requirements
034909	Bloomburg ISD	Meets Requirements	Meets Requirements
175902	Blooming Grove ISD	Meets Requirements	Meets Requirements
235901	Bloomington ISD	Needs Intervention	Needs Intervention
043917	Blue Ridge ISD	Meets Requirements	Needs Assistance
072904	Bluff Dale ISD	Meets Requirements	Meets Requirements
109913	Blum ISD	Meets Requirements	Meets Requirements
123807	Bob Hope School	Meets Requirements	Meets Requirements
130901	Boerne ISD	Meets Requirements	Meets Requirements
116916	Boles ISD	Meets Requirements	Needs Assistance
241901	Boling ISD	Meets Requirements	Meets Requirements
074903	Bonham ISD	Meets Requirements	Meets Requirements
148901	Booker ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

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Appendix 7-B (continued)
Special Education Determination Status, 2022-23 and 2023-24

District Number	District	2022-23 Status	2023-24 Status
017901	Borden County ISD[a]	Meets Requirements	Meets Requirements
117901	Borger ISD	Meets Requirements	Meets Requirements
161923	Bosqueville ISD	Meets Requirements	Meets Requirements
185901	Bovina ISD	Meets Requirements	Meets Requirements
169901	Bowie ISD	Needs Assistance	Meets Requirements
249902	Boyd ISD	Needs Assistance	Meets Requirements
180901	Boys Ranch ISD	Meets Requirements	Meets Requirements
136901	Brackett ISD	Meets Requirements	Meets Requirements
160901	Brady ISD	Meets Requirements	Meets Requirements
008903	Brazos ISD	Meets Requirements	Meets Requirements
213801	Brazos River Charter School	Meets Requirements	Meets Requirements
021803	Brazos School for Inquiry & Creativity	Meets Requirements	Meets Requirements
020905	Brazosport ISD	Needs Assistance	Needs Assistance
215901	Breckenridge ISD	Meets Requirements	Meets Requirements
198901	Bremond ISD	Meets Requirements	Meets Requirements
239901	Brenham ISD	Needs Assistance	Needs Intervention
181901	Bridge City ISD	Needs Assistance	Meets Requirements
249903	Bridgeport ISD	Needs Assistance	Needs Assistance
057851	Bridgeway Preparatory Academy	Meets Requirements	Meets Requirements
203902	Broaddus ISD	Meets Requirements	Meets Requirements
184909	Brock ISD	Meets Requirements	Meets Requirements
041901	Bronte ISD	Meets Requirements	Meets Requirements
121902	Brookeland ISD	Meets Requirements	Meets Requirements
025908	Brookesmith ISD	Meets Requirements	Meets Requirements
024901	Brooks County ISD	Meets Requirements	Needs Assistance
223901	Brownfield ISD	Needs Intervention	Needs Substantial Intervention
107902	Brownsboro ISD	Meets Requirements	Meets Requirements
031901	Brownsville ISD	Meets Requirements	Meets Requirements
025902	Brownwood ISD	Needs Assistance	Meets Requirements
161919	Bruceville-Eddy ISD	Meets Requirements	Meets Requirements
021902	Bryan ISD	Needs Assistance	Needs Assistance
119901	Bryson ISD	Meets Requirements	Meets Requirements
166907	Buckholts ISD	Meets Requirements	Meets Requirements
186901	Buena Vista ISD	Meets Requirements	Meets Requirements
145901	Buffalo ISD	Meets Requirements	Meets Requirements
212902	Bullard ISD	Meets Requirements	Meets Requirements
121903	Buna ISD	Needs Assistance	Needs Assistance
243901	Burkburnett ISD	Needs Assistance	Meets Requirements
176901	Burkeville ISD	Meets Requirements	Meets Requirements
126902	Burleson ISD	Meets Requirements	Meets Requirements
027903	Burnet CISD[b]	Needs Assistance	Needs Assistance
071801	Burnham Wood Charter School District	Meets Requirements	Meets Requirements
239903	Burton ISD	Meets Requirements	Meets Requirements
188904	Bushland ISD	Meets Requirements	Meets Requirements
109902	Bynum ISD	Meets Requirements	Meets Requirements
116901	Caddo Mills ISD	Meets Requirements	Meets Requirements
178903	Calallen ISD	Meets Requirements	Meets Requirements
026901	Caldwell ISD	Meets Requirements	Meets Requirements
029901	Calhoun County ISD	Needs Assistance	Needs Assistance
049905	Callisburg ISD	Meets Requirements	Meets Requirements
198902	Calvert ISD	Meets Requirements	Meets Requirements
101837	Calvin Nelms Charter Schools	Meets Requirements	Meets Requirements
166901	Cameron ISD	Needs Assistance	Meets Requirements
116910	Campbell ISD	Meets Requirements	Meets Requirements
106901	Canadian ISD	Meets Requirements	Meets Requirements
234902	Canton ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

2024 Comprehensive Biennial Report on Texas Public Schools

District Number	District	2022-23 Status	2023-24 Status
071907	Canutillo ISD[a]	Needs Assistance	Needs Assistance
191901	Canyon ISD	Meets Requirements	Meets Requirements
201913	Carlisle ISD	Meets Requirements	Meets Requirements
064903	Carrizo Springs CISD[b]	Needs Assistance	Needs Intervention
220919	Carroll ISD	Meets Requirements	Meets Requirements
057903	Carrollton-Farmers Branch ISD	Needs Assistance	Meets Requirements
183902	Carthage ISD	Needs Assistance	Meets Requirements
220917	Castleberry ISD	Needs Assistance	Needs Assistance
001902	Cayuga ISD	Meets Requirements	Meets Requirements
057904	Cedar Hill ISD	Needs Substantial Intervention	Needs Substantial Intervention
227817	Cedars International Academy	Meets Requirements	Meets Requirements
116902	Celeste ISD	Meets Requirements	Meets Requirements
043903	Celina ISD	Meets Requirements	Meets Requirements
210901	Center ISD	Needs Assistance	Needs Assistance
133901	Center Point ISD	Meets Requirements	Meets Requirements
145902	Centerville ISD	Meets Requirements	Meets Requirements
228904	Centerville ISD	Meets Requirements	Meets Requirements
174908	Central Heights ISD	Meets Requirements	Meets Requirements
003907	Central ISD	Meets Requirements	Needs Assistance
101905	Channelview ISD	Needs Assistance	Needs Assistance
103901	Channing ISD	Meets Requirements	Meets Requirements
227814	Chaparral Star Academy	Meets Requirements	Meets Requirements
220815	Chapel Hill Academy	Meets Requirements	Meets Requirements
225906	Chapel Hill ISD	Meets Requirements	Meets Requirements
212909	Chapel Hill ISD	Needs Intervention	Needs Assistance
007901	Charlotte ISD	Meets Requirements	Meets Requirements
206903	Cherokee ISD	Meets Requirements	Meets Requirements
229906	Chester ISD	Meets Requirements	Meets Requirements
249904	Chico ISD	Meets Requirements	Meets Requirements
038901	Childress ISD	Meets Requirements	Needs Assistance
099902	Chillicothe ISD	Meets Requirements	Meets Requirements
073901	Chilton ISD	Meets Requirements	Meets Requirements
161920	China Spring ISD	Meets Requirements	Meets Requirements
174901	Chireno ISD	Meets Requirements	Meets Requirements
139905	Chisum ISD	Meets Requirements	Meets Requirements
226901	Christoval ISD	Meets Requirements	Meets Requirements
067902	Cisco ISD	Meets Requirements	Meets Requirements
243906	City View ISD	Meets Requirements	Meets Requirements
057841	Cityscape Schools	Meets Requirements	Meets Requirements
065901	Clarendon ISD	Meets Requirements	Meets Requirements
194904	Clarksville ISD	Meets Requirements	Needs Assistance
006902	Claude ISD	Meets Requirements	Meets Requirements
084910	Clear Creek ISD	Meets Requirements	Meets Requirements
126903	Cleburne ISD	Needs Assistance	Meets Requirements
146901	Cleveland ISD	Needs Assistance	Needs Assistance
018901	Clifton ISD	Meets Requirements	Meets Requirements
071901	Clint ISD	Needs Assistance	Needs Assistance
030902	Clyde CISD	Meets Requirements	Meets Requirements
114902	Coahoma ISD	Meets Requirements	Meets Requirements
204901	Coldspring-Oakhurst CISD	Needs Assistance	Needs Intervention
042901	Coleman ISD	Meets Requirements	Meets Requirements
021901	College Station ISD	Needs Assistance	Meets Requirements
091902	Collinsville ISD	Meets Requirements	Meets Requirements
229901	Colmesneil ISD	Meets Requirements	Meets Requirements
168901	Colorado ISD	Meets Requirements	Meets Requirements
020907	Columbia-Brazoria ISD	Needs Assistance	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
045902	Columbus ISDª	Needs Assistance	Meets Requirements
046902	Comal ISD	Meets Requirements	Meets Requirements
047901	Comanche ISD	Meets Requirements	Meets Requirements
130902	Comfort ISD	Meets Requirements	Meets Requirements
116903	Commerce ISD	Needs Assistance	Needs Assistance
043918	Community ISD	Meets Requirements	Needs Assistance
112908	Como-Pickton CISDᵇ	Meets Requirements	Meets Requirements
068802	Compass Academy Charter School	Meets Requirements	Meets Requirements
015838	Compass Rose Public Schools	Needs Assistance	Needs Intervention
101842	Comquest Academy	Meets Requirements	Meets Requirements
233903	Comstock ISD	Meets Requirements	Meets Requirements
161921	Connally ISD	Needs Intervention	Needs Substantial Intervention
170902	Conroe ISD	Meets Requirements	Meets Requirements
147901	Coolidge ISD	Meets Requirements	Meets Requirements
060902	Cooper ISD	Meets Requirements	Meets Requirements
057922	Coppell ISD	Meets Requirements	Meets Requirements
050910	Copperas Cove ISD	Needs Assistance	Meets Requirements
178904	Corpus Christi ISD	Needs Assistance	Needs Assistance
178807	Corpus Christi Montessori School	Meets Requirements	Meets Requirements
187904	Corrigan-Camden ISD	Meets Requirements	Meets Requirements
175903	Corsicana ISD	Needs Intervention	Needs Assistance
095902	Cotton Center ISD	Meets Requirements	Meets Requirements
142901	Cotulla ISD	Needs Assistance	Needs Assistance
246914	Coupland ISD	Meets Requirements	Meets Requirements
109903	Covington ISD	Meets Requirements	Meets Requirements
129901	Crandall ISD	Needs Assistance	Meets Requirements
052901	Crane ISD	Meets Requirements	Meets Requirements
018908	Cranfills Gap ISD	Meets Requirements	Meets Requirements
161901	Crawford ISD	Meets Requirements	Meets Requirements
053001	Crockett County Consolidated CSDᶜ	Meets Requirements	Meets Requirements
113901	Crockett ISD	Needs Assistance	Needs Assistance
101906	Crosby ISD	Meets Requirements	Meets Requirements
054901	Crosbyton CISD	Meets Requirements	Meets Requirements
030901	Cross Plains ISD	Meets Requirements	Meets Requirements
107904	Cross Roads ISD	Meets Requirements	Meets Requirements
184801	Crosstimbers Academy	Meets Requirements	Meets Requirements
078901	Crowell ISD	Meets Requirements	Meets Requirements
220912	Crowley ISD	Needs Assistance	Needs Assistance
254901	Crystal City ISD	Needs Intervention	Needs Assistance
062901	Cuero ISD	Needs Assistance	Needs Assistance
055901	Culberson County-Allamoore ISD	Meets Requirements	Meets Requirements
212801	Cumberland Academy	Needs Assistance	Needs Assistance
112905	Cumby Collegiate ISD	Meets Requirements	Meets Requirements
174902	Cushing ISD	Meets Requirements	Meets Requirements
101907	Cypress-Fairbanks ISD	Meets Requirements	Meets Requirements
163902	D'Hanis ISD	Meets Requirements	Meets Requirements
172902	Daingerfield-Lone Star ISD	Meets Requirements	Meets Requirements
056901	Dalhart ISD	Meets Requirements	Meets Requirements
057905	Dallas ISD	Needs Assistance	Meets Requirements
020910	Damon ISD	Needs Assistance	Meets Requirements
020904	Danbury ISD	Meets Requirements	Meets Requirements
148905	Darrouzett ISD	Meets Requirements	Meets Requirements
058902	Dawson ISD	Meets Requirements	Meets Requirements
175904	Dawson ISD	Needs Assistance	Meets Requirements
146902	Dayton ISD	Needs Intervention	Needs Assistance
047902	De Leon ISD	Meets Requirements	Meets Requirements

ªIndependent school district. ᵇConsolidated independent school district. ᶜCommon school district. ᵈMunicipal school district. ᵉNot applicable.

District Number	District	2022-23 Status	2023-24 Status
249905	Decatur ISD[a]	Needs Assistance	Meets Requirements
101908	Deer Park ISD	Meets Requirements	Meets Requirements
019901	Dekalb ISD	Meets Requirements	Meets Requirements
227910	Del Valle ISD	Needs Intervention	Needs Intervention
115903	Dell City ISD	Meets Requirements	Meets Requirements
091903	Denison ISD	Meets Requirements	Meets Requirements
061901	Denton ISD	Needs Assistance	Needs Assistance
251901	Denver City ISD	Meets Requirements	Needs Assistance
057906	Desoto ISD	Needs Intervention	Needs Assistance
194905	Detroit ISD	Meets Requirements	Meets Requirements
146903	Devers ISD	Meets Requirements	Meets Requirements
163901	Devine ISD	Meets Requirements	Meets Requirements
081906	Dew ISD	Meets Requirements	Meets Requirements
176903	Deweyville ISD	Meets Requirements	Meets Requirements
003905	Diboll ISD	Meets Requirements	Meets Requirements
084901	Dickinson ISD	Meets Requirements	Meets Requirements
082902	Dilley ISD	Needs Assistance	Needs Intervention
144903	Dime Box ISD	Meets Requirements	Meets Requirements
035901	Dimmitt ISD	Needs Assistance	Needs Intervention
133905	Divide ISD	Meets Requirements	Meets Requirements
074904	Dodd City ISD	Meets Requirements	Meets Requirements
108902	Donna ISD	Needs Assistance	Needs Assistance
105804	Doral Academy of Texas	n/a[e]	Meets Requirements
086024	Doss Consolidated CSD[c]	Meets Requirements	Meets Requirements
174911	Douglass ISD	Meets Requirements	Meets Requirements
178801	Dr M L Garza-Gonzalez Charter School	Meets Requirements	Meets Requirements
101856	Draw Academy	Meets Requirements	Meets Requirements
105904	Dripping Springs ISD	Meets Requirements	Meets Requirements
178905	Driscoll ISD	Meets Requirements	Meets Requirements
072902	Dublin ISD	Meets Requirements	Meets Requirements
171901	Dumas ISD	Meets Requirements	Meets Requirements
057907	Duncanville ISD	Needs Intervention	Needs Intervention
220918	Eagle Mt-Saginaw ISD	Meets Requirements	Meets Requirements
159901	Eagle Pass ISD	Meets Requirements	Meets Requirements
227909	Eanes ISD	Meets Requirements	Meets Requirements
025909	Early ISD	Meets Requirements	Meets Requirements
241902	East Bernard ISD	Meets Requirements	Meets Requirements
015911	East Central ISD	Needs Intervention	Needs Intervention
036903	East Chambers ISD	Meets Requirements	Meets Requirements
220811	East Fort Worth Montessori Academy	Meets Requirements	Meets Requirements
092801	East Texas Charter Schools	Meets Requirements	Meets Requirements
067903	Eastland ISD	Meets Requirements	Meets Requirements
068901	Ector County ISD	Needs Intervention	Needs Assistance
074905	Ector ISD	Meets Requirements	Meets Requirements
108903	Edcouch-Elsa ISD	Needs Intervention	Needs Intervention
048901	Eden CISD[b]	Meets Requirements	Meets Requirements
234903	Edgewood ISD	Meets Requirements	Meets Requirements
015905	Edgewood ISD	Needs Intervention	Needs Intervention
108904	Edinburg CISD	Meets Requirements	Meets Requirements
120901	Edna ISD	Meets Requirements	Meets Requirements
057833	Education Center International Academy	Meets Requirements	Meets Requirements
123805	Ehrhart School	Meets Requirements	Meets Requirements
241903	El Campo ISD	Needs Intervention	Needs Assistance
071804	El Paso Academy	Meets Requirements	Meets Requirements
071902	El Paso ISD	Needs Assistance	Needs Assistance
071810	El Paso Leadership Academy	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
015836	Eleanor Kolitz Hebrew Language Academy	Meets Requirements	Meets Requirements
243902	Electra ISD[a]	Meets Requirements	Meets Requirements
101877	Elevate Collegiate Charter School	Meets Requirements	Meets Requirements
011902	Elgin ISD	Needs Intervention	Needs Intervention
001903	Elkhart ISD	Meets Requirements	Meets Requirements
102906	Elysian Fields ISD	Meets Requirements	Meets Requirements
070903	Ennis ISD	Needs Assistance	Meets Requirements
049906	Era ISD	Meets Requirements	Meets Requirements
072802	Erath Excels Academy Inc.	Meets Requirements	Meets Requirements
015844	Essence Preparatory Charter School	n/a[e]	Meets Requirements
101872	Etoile Academy Charter School	Meets Requirements	Meets Requirements
174910	Etoile ISD	Meets Requirements	n/a
030906	Eula ISD	Meets Requirements	Meets Requirements
107905	Eustace ISD	Meets Requirements	Meets Requirements
121906	Evadale ISD	Meets Requirements	Meets Requirements
050901	Evant ISD	Meets Requirements	Meets Requirements
220904	Everman ISD	Needs Assistance	Needs Intervention
057834	Evolution Academy Charter School	Needs Assistance	Meets Requirements
101811	Excel Academy	Meets Requirements	Needs Assistance
108809	Excellence In Leadership Academy	Meets Requirements	Meets Requirements
210906	Excelsior ISD	Meets Requirements	Meets Requirements
143906	Ezzell ISD	Meets Requirements	Meets Requirements
071903	Fabens ISD	Needs Intervention	Needs Intervention
081902	Fairfield ISD	Meets Requirements	Meets Requirements
070801	Faith Family Academy	Needs Intervention	Needs Intervention
128904	Falls City ISD	Meets Requirements	Meets Requirements
060914	Fannindel ISD	Meets Requirements	Meets Requirements
043904	Farmersville ISD	Meets Requirements	Meets Requirements
185902	Farwell ISD	Meets Requirements	Meets Requirements
075906	Fayetteville ISD	Meets Requirements	Meets Requirements
070905	Ferris ISD	Needs Assistance	Meets Requirements
075901	Flatonia ISD	Meets Requirements	Meets Requirements
246902	Florence ISD	Meets Requirements	Meets Requirements
247901	Floresville ISD	Meets Requirements	Meets Requirements
178914	Flour Bluff ISD	Meets Requirements	Meets Requirements
077901	Floydada Collegiate ISD	Meets Requirements	Meets Requirements
148902	Follett ISD	Meets Requirements	Meets Requirements
169910	Forestburg ISD	Meets Requirements	Meets Requirements
129902	Forney ISD	Needs Assistance	Needs Assistance
114904	Forsan ISD	Meets Requirements	Meets Requirements
079907	Fort Bend ISD	Needs Assistance	Needs Assistance
242906	Fort Elliott CISD[b]	Meets Requirements	Meets Requirements
186902	Fort Stockton ISD	Meets Requirements	Meets Requirements
220809	Fort Worth Academy of Fine Arts	Meets Requirements	Meets Requirements
220905	Fort Worth ISD	Needs Intervention	Needs Assistance
198903	Franklin ISD	Meets Requirements	Meets Requirements
001904	Frankston ISD	Meets Requirements	Meets Requirements
086901	Fredericksburg ISD	Needs Assistance	Needs Assistance
066903	Freer ISD	Meets Requirements	Meets Requirements
152907	Frenship ISD	Meets Requirements	Meets Requirements
084911	Friendswood ISD	Meets Requirements	Meets Requirements
185903	Friona ISD	Meets Requirements	Meets Requirements
043905	Frisco ISD	Meets Requirements	Meets Requirements
175905	Frost ISD	Meets Requirements	Meets Requirements
234909	Fruitvale ISD	Meets Requirements	Meets Requirements
122901	Ft Davis ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
115901	Ft Hancock ISD[a]	Meets Requirements	Meets Requirements
015914	Ft Sam Houston ISD	Meets Requirements	Meets Requirements
049901	Gainesville ISD	Needs Assistance	Needs Intervention
101910	Galena Park ISD	Needs Assistance	Needs Assistance
084902	Galveston ISD	Needs Assistance	Meets Requirements
120902	Ganado ISD	Meets Requirements	Meets Requirements
057909	Garland ISD	Needs Assistance	Needs Assistance
184911	Garner ISD	Meets Requirements	Meets Requirements
174903	Garrison ISD	Meets Requirements	Meets Requirements
183904	Gary ISD	Meets Requirements	Meets Requirements
050902	Gatesville ISD	Meets Requirements	Meets Requirements
057831	Gateway Charter Academy	Meets Requirements	Meets Requirements
166902	Gause ISD	Meets Requirements	Meets Requirements
015802	George Gervin Academy	Meets Requirements	Needs Assistance
101804	George I Sanchez Charter	Meets Requirements	Meets Requirements
149901	George West ISD	Meets Requirements	Meets Requirements
246904	Georgetown ISD	Needs Assistance	Needs Assistance
161925	Gholson ISD	Meets Requirements	Meets Requirements
144901	Giddings ISD	Meets Requirements	Meets Requirements
230902	Gilmer ISD	Meets Requirements	Meets Requirements
092901	Gladewater ISD	Needs Assistance	Meets Requirements
087901	Glasscock County ISD	Meets Requirements	Meets Requirements
213901	Glen Rose ISD	Meets Requirements	Meets Requirements
126911	Godley ISD	Needs Intervention	Meets Requirements
169906	Gold Burg ISD	Meets Requirements	Meets Requirements
057835	Golden Rule Charter School	Meets Requirements	Meets Requirements
167901	Goldthwaite ISD	Meets Requirements	Meets Requirements
088902	Goliad ISD	Needs Assistance	Needs Assistance
089901	Gonzales ISD	Needs Assistance	Needs Intervention
187903	Goodrich ISD	Meets Requirements	Meets Requirements
246802	Goodwater Montessori School	Meets Requirements	Meets Requirements
101911	Goose Creek CISD[b]	Needs Assistance	Needs Assistance
182901	Gordon ISD	Meets Requirements	Meets Requirements
067904	Gorman ISD	Meets Requirements	Meets Requirements
156905	Grady ISD	Meets Requirements	Meets Requirements
182902	Graford ISD	Meets Requirements	Meets Requirements
252901	Graham ISD	Needs Assistance	Meets Requirements
111901	Granbury ISD	Meets Requirements	Meets Requirements
057910	Grand Prairie ISD	Needs Assistance	Needs Assistance
234904	Grand Saline ISD	Meets Requirements	Meets Requirements
238904	Grandfalls-Royalty ISD	Meets Requirements	Meets Requirements
126904	Grandview ISD	Meets Requirements	Meets Requirements
090905	Grandview-Hopkins ISD	Meets Requirements	Meets Requirements
246905	Granger ISD	Meets Requirements	Meets Requirements
226907	Grape Creek ISD	Meets Requirements	Meets Requirements
113902	Grapeland ISD	Meets Requirements	Meets Requirements
220906	Grapevine-Colleyville ISD	Meets Requirements	Meets Requirements
015835	Great Hearts Texas	Meets Requirements	Meets Requirements
116905	Greenville ISD	Needs Intervention	Needs Assistance
165902	Greenwood ISD	Meets Requirements	Meets Requirements
205902	Gregory-Portland ISD	Needs Assistance	Meets Requirements
147902	Groesbeck ISD	Needs Assistance	Needs Intervention
033901	Groom ISD	Meets Requirements	Meets Requirements
228901	Groveton ISD	Meets Requirements	Meets Requirements
098901	Gruver ISD	Meets Requirements	Meets Requirements
091917	Gunter ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
047903	Gustine ISD[a]	Meets Requirements	Meets Requirements
135001	Guthrie CSD[c]	Meets Requirements	Meets Requirements
095903	Hale Center ISD	Meets Requirements	Meets Requirements
143901	Hallettsville ISD	Meets Requirements	Meets Requirements
161924	Hallsburg ISD	Meets Requirements	Meets Requirements
102904	Hallsville ISD	Needs Assistance	Needs Assistance
097902	Hamilton ISD	Meets Requirements	Meets Requirements
127903	Hamlin Collegiate ISD	Meets Requirements	Meets Requirements
123914	Hamshire-Fannett ISD	Meets Requirements	Meets Requirements
219901	Happy ISD	Meets Requirements	Meets Requirements
146904	Hardin ISD	Meets Requirements	Meets Requirements
100905	Hardin-Jefferson ISD	Meets Requirements	Meets Requirements
015904	Harlandale ISD	Needs Intervention	Needs Assistance
102905	Harleton ISD	Meets Requirements	Meets Requirements
031903	Harlingen CISD[b]	Needs Assistance	Needs Assistance
230905	Harmony ISD	Meets Requirements	Meets Requirements
227816	Harmony Public Schools - Central Texas	Meets Requirements	Meets Requirements
101858	Harmony Public Schools - Houston North	Meets Requirements	Meets Requirements
101846	Harmony Public Schools - Houston South	Needs Assistance	Meets Requirements
101862	Harmony Public Schools - Houston West	Meets Requirements	Meets Requirements
161807	Harmony Public Schools - North Texas	Meets Requirements	Meets Requirements
015828	Harmony Public Schools - South Texas	Needs Assistance	Meets Requirements
071806	Harmony Public Schools - West Texas	Meets Requirements	Meets Requirements
086902	Harper ISD	Meets Requirements	Meets Requirements
244901	Harrold ISD	Meets Requirements	Meets Requirements
035902	Hart ISD	Meets Requirements	Meets Requirements
103902	Hartley ISD	Meets Requirements	Meets Requirements
225907	Harts Bluff ISD	Meets Requirements	Meets Requirements
104901	Haskell CISD	Meets Requirements	Meets Requirements
250902	Hawkins ISD	Meets Requirements	Meets Requirements
127904	Hawley ISD	Meets Requirements	Meets Requirements
105906	Hays CISD	Needs Assistance	Meets Requirements
198905	Hearne ISD	Needs Assistance	Needs Intervention
065902	Hedley ISD	Meets Requirements	Meets Requirements
202903	Hemphill ISD	Meets Requirements	Meets Requirements
237902	Hempstead ISD	Needs Assistance	Needs Intervention
201902	Henderson ISD	Needs Intervention	Needs Assistance
039902	Henrietta ISD	Meets Requirements	Meets Requirements
015833	Henry Ford Academy Alameda School for Art + Design	Meets Requirements	Meets Requirements
059901	Hereford ISD	Meets Requirements	Meets Requirements
015815	Heritage Academy	Meets Requirements	Meets Requirements
208901	Hermleigh ISD	Meets Requirements	Meets Requirements
097903	Hico ISD	Meets Requirements	Meets Requirements
108905	Hidalgo ISD	Meets Requirements	Meets Requirements
084903	High Island ISD	Meets Requirements	Meets Requirements
220819	High Point Academy	Meets Requirements	Meets Requirements
177905	Highland ISD	Meets Requirements	Meets Requirements
057911	Highland Park ISD	Meets Requirements	Meets Requirements
188903	Highland Park ISD	Meets Requirements	Meets Requirements
109904	Hillsboro ISD	Meets Requirements	Meets Requirements
084908	Hitchcock ISD	Needs Assistance	Needs Assistance
014905	Holland ISD	Meets Requirements	Meets Requirements
005902	Holliday ISD	Meets Requirements	Meets Requirements
163904	Hondo ISD	Meets Requirements	Needs Assistance
074907	Honey Grove ISD	Meets Requirements	Meets Requirements
019902	Hooks ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
108802	Horizon Montessori Public Schools	Meets Requirements	Meets Requirements
101878	Houston Classical Charter School	Meets Requirements	Meets Requirements
101828	Houston Gateway Academy Inc.	Meets Requirements	Meets Requirements
101821	Houston Heights High School	Meets Requirements	Meets Requirements
101912	Houston ISD[a]	Needs Assistance	Needs Assistance
091905	Howe ISD	Meets Requirements	Meets Requirements
019913	Hubbard ISD	Meets Requirements	Meets Requirements
109905	Hubbard ISD	Meets Requirements	Meets Requirements
072908	Huckabay ISD	Meets Requirements	Meets Requirements
003902	Hudson ISD	Meets Requirements	Meets Requirements
101925	Huffman ISD	Needs Assistance	Needs Assistance
034903	Hughes Springs ISD	Meets Requirements	Meets Requirements
146905	Hull-Daisetta ISD	Meets Requirements	Meets Requirements
101913	Humble ISD	Needs Assistance	Meets Requirements
133902	Hunt ISD	Meets Requirements	Meets Requirements
003904	Huntington ISD	Needs Assistance	Meets Requirements
236902	Huntsville ISD	Needs Assistance	Needs Assistance
220916	Hurst-Euless-Bedford ISD	Meets Requirements	Meets Requirements
246906	Hutto ISD	Meets Requirements	Meets Requirements
152910	Idalou ISD	Meets Requirements	Meets Requirements
108807	Idea Public Schools	Meets Requirements	Meets Requirements
043801	Imagine International Academy of North Texas	Meets Requirements	Meets Requirements
043802	Imagine Lone Star International Academy	Meets Requirements	Meets Requirements
120905	Industrial ISD	Meets Requirements	Meets Requirements
205903	Ingleside ISD	Meets Requirements	Meets Requirements
133904	Ingram ISD	Meets Requirements	Meets Requirements
015808	Inspire Academies	Meets Requirements	Meets Requirements
057830	Inspired Vision Academy	Meets Requirements	Needs Assistance
057848	International Leadership of Texas (ILTexas)	Needs Intervention	Needs Assistance
093903	Iola ISD	Meets Requirements	Meets Requirements
243903	Iowa Park CISD[b]	Meets Requirements	Meets Requirements
208903	Ira ISD	Meets Requirements	Meets Requirements
186903	Iraan-Sheffield Collegiate ISD	Meets Requirements	Meets Requirements
018906	Iredell ISD	Meets Requirements	Meets Requirements
118902	Irion County ISD	Meets Requirements	Meets Requirements
057912	Irving ISD	Needs Assistance	Needs Intervention
070907	Italy ISD	Meets Requirements	Needs Assistance
109907	Itasca ISD	Meets Requirements	Meets Requirements
119902	Jacksboro ISD	Meets Requirements	Meets Requirements
037904	Jacksonville ISD	Needs Assistance	Needs Assistance
246907	Jarrell ISD	Needs Assistance	Needs Assistance
121904	Jasper ISD	Needs Substantial Intervention	Needs Substantial Intervention
132902	Jayton-Girard ISD	Meets Requirements	Meets Requirements
057819	Jean Massieu Academy	Meets Requirements	Meets Requirements
155901	Jefferson ISD	Needs Assistance	Needs Assistance
124901	Jim Hogg County ISD	Meets Requirements	Meets Requirements
221911	Jim Ned CISD	Meets Requirements	Meets Requirements
210902	Joaquin ISD	Meets Requirements	Meets Requirements
016901	Johnson City ISD	Meets Requirements	Meets Requirements
050909	Jonesboro ISD	Meets Requirements	Meets Requirements
126905	Joshua ISD	Meets Requirements	Meets Requirements
007902	Jourdanton ISD	Meets Requirements	Meets Requirements
015822	Jubilee Academies	Needs Assistance	Needs Intervention
015916	Judson ISD	Needs Assistance	Needs Assistance
134901	Junction ISD	Meets Requirements	Needs Assistance
102901	Karnack ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

Appendix 7-B (continued)
Special Education Determination Status, 2022-23 and 2023-24

District Number	District	2022-23 Status	2023-24 Status
128901	Karnes City ISD[a]	Needs Assistance	Needs Assistance
105801	Katherine Anne Porter School	Meets Requirements	Meets Requirements
101914	Katy ISD	Meets Requirements	Meets Requirements
129903	Kaufman ISD	Meets Requirements	Meets Requirements
126906	Keene ISD	Meets Requirements	Meets Requirements
220907	Keller ISD	Needs Assistance	Meets Requirements
242905	Kelton ISD	Meets Requirements	Meets Requirements
129904	Kemp ISD	Needs Assistance	Needs Assistance
131001	Kenedy County Wide CSD[c]	Meets Requirements	Meets Requirements
128902	Kenedy ISD	Meets Requirements	Meets Requirements
113906	Kennard ISD	Meets Requirements	Meets Requirements
220914	Kennedale ISD	Needs Assistance	Needs Assistance
175907	Kerens ISD	Meets Requirements	Meets Requirements
248901	Kermit ISD	Meets Requirements	Needs Assistance
133903	Kerrville ISD	Meets Requirements	Meets Requirements
105803	Ki Charter	Meets Requirements	Meets Requirements
092902	Kilgore ISD	Needs Substantial Intervention	Needs Intervention
014906	Killeen ISD	Needs Assistance	Needs Assistance
137901	Kingsville ISD	Needs Substantial Intervention	Needs Substantial Intervention
227820	Kipp Texas Public Schools	Needs Assistance	Meets Requirements
121905	Kirbyville CISD[b]	Meets Requirements	Needs Assistance
101915	Klein ISD	Meets Requirements	Needs Assistance
058905	Klondike ISD	Meets Requirements	Meets Requirements
232901	Knippa ISD	Meets Requirements	Meets Requirements
138902	Knox City-O'Brien CISD	Meets Requirements	Meets Requirements
018907	Kopperl ISD	Meets Requirements	Meets Requirements
100903	Kountze ISD	Needs Assistance	Needs Substantial Intervention
219905	Kress ISD	Meets Requirements	Meets Requirements
061905	Krum ISD	Needs Assistance	Meets Requirements
057839	La Academia De Estrellas	Meets Requirements	Meets Requirements
071807	La Fe Preparatory School	Meets Requirements	Meets Requirements
031905	La Feria ISD	Meets Requirements	Meets Requirements
125906	La Gloria ISD	Meets Requirements	Meets Requirements
075902	La Grange ISD	Meets Requirements	Meets Requirements
108912	La Joya ISD	Needs Assistance	Meets Requirements
101916	La Porte ISD	Meets Requirements	Meets Requirements
254902	La Pryor ISD	Meets Requirements	Meets Requirements
161906	La Vega ISD	Needs Assistance	Needs Intervention
247903	La Vernia ISD	Meets Requirements	Meets Requirements
108914	La Villa ISD	Meets Requirements	Meets Requirements
015913	Lackland ISD	Meets Requirements	Meets Requirements
227912	Lago Vista ISD	Meets Requirements	Meets Requirements
061912	Lake Dallas ISD	Meets Requirements	Meets Requirements
111801	Lake Granbury Academy Charter School	Meets Requirements	Meets Requirements
227913	Lake Travis ISD	Meets Requirements	Meets Requirements
220910	Lake Worth ISD	Needs Substantial Intervention	Needs Intervention
079901	Lamar CISD	Needs Assistance	Meets Requirements
058906	Lamesa ISD	Needs Intervention	Needs Assistance
141901	Lampasas ISD	Meets Requirements	Meets Requirements
057913	Lancaster ISD	Needs Assistance	Needs Intervention
201903	Laneville ISD	Meets Requirements	Meets Requirements
107910	Lapoynor ISD	Meets Requirements	Meets Requirements
240901	Laredo ISD	Needs Assistance	Meets Requirements
245901	Lasara ISD	Meets Requirements	Meets Requirements
113905	Latexo ISD	Meets Requirements	Meets Requirements
185904	Lazbuddie ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

2024 Comprehensive Biennial Report on Texas Public Schools

District Number	District	2022-23 Status	2023-24 Status
061804	Leadership Prep School	Meets Requirements	Meets Requirements
193902	Leakey ISD[a]	Meets Requirements	Meets Requirements
246913	Leander ISD	Meets Requirements	Meets Requirements
019914	Leary ISD	Meets Requirements	Meets Requirements
090902	Lefors ISD	Meets Requirements	Meets Requirements
057846	Legacy Preparatory	Meets Requirements	Meets Requirements
101874	Legacy School of Sport Sciences	Meets Requirements	Meets Requirements
015806	Legacy Traditional Schools - Texas	Needs Assistance	Meets Requirements
187906	Leggett ISD	Meets Requirements	Meets Requirements
145911	Leon ISD	Meets Requirements	Meets Requirements
074909	Leonard ISD	Meets Requirements	Meets Requirements
110902	Levelland ISD	Meets Requirements	Meets Requirements
201904	Leveretts Chapel ISD	Meets Requirements	Meets Requirements
061902	Lewisville ISD	Meets Requirements	Meets Requirements
144902	Lexington ISD	Meets Requirements	Meets Requirements
246908	Liberty Hill ISD	Meets Requirements	Meets Requirements
146906	Liberty ISD	Meets Requirements	Meets Requirements
019908	Liberty-Eylau ISD	Needs Substantial Intervention	Needs Intervention
057807	Life School	Needs Assistance	Needs Assistance
015825	Lighthouse Public Schools	Meets Requirements	Needs Assistance
212903	Lindale ISD	Meets Requirements	Meets Requirements
034905	Linden-Kildare CISD[b]	Meets Requirements	Meets Requirements
049907	Lindsay ISD	Meets Requirements	Meets Requirements
072909	Lingleville ISD	Meets Requirements	Meets Requirements
111902	Lipan ISD	Meets Requirements	Meets Requirements
181908	Little Cypress-Mauriceville CISD	Needs Intervention	Needs Assistance
061914	Little Elm ISD	Needs Assistance	Meets Requirements
140904	Littlefield ISD	Meets Requirements	Meets Requirements
187907	Livingston ISD	Needs Assistance	Needs Assistance
150901	Llano ISD	Meets Requirements	Meets Requirements
028902	Lockhart ISD	Needs Intervention	Needs Intervention
077902	Lockney ISD	Meets Requirements	Meets Requirements
160905	Lohn ISD	Meets Requirements	Meets Requirements
141902	Lometa ISD	Meets Requirements	Meets Requirements
178906	London ISD	Meets Requirements	Meets Requirements
116906	Lone Oak ISD	Meets Requirements	Needs Assistance
092903	Longview ISD	Meets Requirements	Meets Requirements
083902	Loop ISD	Meets Requirements	Meets Requirements
168902	Loraine ISD	Meets Requirements	Meets Requirements
161907	Lorena ISD	Meets Requirements	Meets Requirements
054902	Lorenzo ISD	Meets Requirements	Meets Requirements
031906	Los Fresnos CISD	Meets Requirements	Meets Requirements
241906	Louise ISD	Meets Requirements	Meets Requirements
043919	Lovejoy ISD	Meets Requirements	Meets Requirements
113903	Lovelady ISD	Meets Requirements	Meets Requirements
152901	Lubbock ISD	Needs Assistance	Meets Requirements
152906	Lubbock-Cooper ISD	Meets Requirements	Meets Requirements
127905	Lueders-Avoca ISD	Meets Requirements	Meets Requirements
003903	Lufkin ISD	Needs Assistance	Needs Assistance
028903	Luling ISD	Needs Assistance	Needs Assistance
100907	Lumberton ISD	Meets Requirements	Meets Requirements
057805	Lumin Education	Meets Requirements	Meets Requirements
245902	Lyford CISD	Meets Requirements	Meets Requirements
007904	Lytle ISD	Needs Assistance	Needs Assistance
129905	Mabank ISD	Needs Assistance	Meets Requirements
154901	Madisonville CISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
170906	Magnolia ISD[a]	Meets Requirements	Needs Assistance
107906	Malakoff ISD	Meets Requirements	Meets Requirements
109908	Malone ISD	Meets Requirements	Meets Requirements
019910	Malta ISD	Meets Requirements	Meets Requirements
057844	Manara Academy	Needs Assistance	Needs Assistance
227907	Manor ISD	Needs Intervention	Needs Intervention
220908	Mansfield ISD	Meets Requirements	Meets Requirements
022902	Marathon ISD	Meets Requirements	Meets Requirements
027904	Marble Falls ISD	Needs Assistance	Needs Assistance
189901	Marfa ISD	Meets Requirements	Meets Requirements
094904	Marion ISD	Meets Requirements	Meets Requirements
073903	Marlin ISD	Meets Requirements	Meets Requirements
102902	Marshall ISD	Needs Substantial Intervention	Needs Substantial Intervention
161908	Mart ISD	Meets Requirements	Meets Requirements
234905	Martins Mill ISD	Meets Requirements	Meets Requirements
174909	Martinsville ISD	Meets Requirements	Meets Requirements
157901	Mason ISD	Meets Requirements	Meets Requirements
158904	Matagorda ISD	Meets Requirements	Meets Requirements
205904	Mathis ISD	Meets Requirements	Meets Requirements
019903	Maud ISD	Meets Requirements	Meets Requirements
025905	May ISD	Meets Requirements	Meets Requirements
070915	Maypearl ISD	Meets Requirements	Needs Assistance
108906	Mcallen ISD	Meets Requirements	Meets Requirements
231901	Mccamey ISD	Meets Requirements	Meets Requirements
011905	Mcdade ISD	Meets Requirements	Meets Requirements
161909	Mcgregor ISD	Needs Assistance	Meets Requirements
043907	Mckinney ISD	Meets Requirements	Meets Requirements
090903	Mclean ISD	Meets Requirements	Meets Requirements
034906	Mcleod ISD	Meets Requirements	Meets Requirements
162904	Mcmullen County ISD	Meets Requirements	Meets Requirements
223902	Meadow ISD	Meets Requirements	Meets Requirements
130801	Meadowland Charter District	Meets Requirements	Meets Requirements
010901	Medina ISD	Meets Requirements	Meets Requirements
163908	Medina Valley ISD	Meets Requirements	Meets Requirements
043908	Melissa ISD	Meets Requirements	Meets Requirements
096904	Memphis ISD	Meets Requirements	Meets Requirements
164901	Menard ISD	Meets Requirements	Meets Requirements
108907	Mercedes ISD	Needs Assistance	Meets Requirements
018902	Meridian ISD	Meets Requirements	Meets Requirements
246801	Meridian World School LLC	Meets Requirements	Meets Requirements
221904	Merkel ISD	Meets Requirements	Meets Requirements
057914	Mesquite ISD	Meets Requirements	Needs Assistance
147903	Mexia ISD	Needs Intervention	Needs Intervention
101855	Meyerpark Charter	Meets Requirements	Meets Requirements
062906	Meyersville ISD	Meets Requirements	Meets Requirements
197902	Miami ISD	Meets Requirements	Meets Requirements
165802	Midland Academy Charter School	Meets Requirements	Meets Requirements
165901	Midland ISD	Needs Assistance	Needs Assistance
070908	Midlothian ISD	Meets Requirements	Meets Requirements
039905	Midway ISD	Meets Requirements	Meets Requirements
161903	Midway ISD	Meets Requirements	Meets Requirements
166903	Milano ISD	Meets Requirements	Meets Requirements
175910	Mildred ISD	Meets Requirements	Meets Requirements
200902	Miles ISD	Meets Requirements	Meets Requirements
070909	Milford ISD	Meets Requirements	Meets Requirements
112907	Miller Grove ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
184904	Millsap ISD[a]	Meets Requirements	Meets Requirements
250903	Mineola ISD	Meets Requirements	Meets Requirements
182903	Mineral Wells ISD	Needs Assistance	Needs Assistance
108908	Mission CISD[b]	Needs Intervention	Needs Assistance
238902	Monahans-Wickett-Pyote ISD	Meets Requirements	Meets Requirements
169908	Montague ISD	Meets Requirements	Meets Requirements
108915	Monte Alto ISD	Meets Requirements	Needs Assistance
227826	Montessori for All	Meets Requirements	Meets Requirements
170903	Montgomery ISD	Meets Requirements	Meets Requirements
161910	Moody ISD	Meets Requirements	Meets Requirements
209902	Moran ISD	Meets Requirements	Meets Requirements
018903	Morgan ISD	Meets Requirements	Meets Requirements
072910	Morgan Mill ISD	Meets Requirements	Meets Requirements
040901	Morton ISD	Meets Requirements	Needs Assistance
173901	Motley County ISD	Meets Requirements	Meets Requirements
143902	Moulton ISD	Meets Requirements	Meets Requirements
109910	Mount Calm ISD	Meets Requirements	Meets Requirements
201907	Mount Enterprise ISD	Meets Requirements	Meets Requirements
225902	Mount Pleasant ISD	Meets Requirements	Meets Requirements
080901	Mount Vernon ISD	Meets Requirements	Needs Assistance
049902	Muenster ISD	Meets Requirements	Meets Requirements
009901	Muleshoe ISD	Meets Requirements	Needs Assistance
167902	Mullin ISD	Meets Requirements	Meets Requirements
198906	Mumford ISD	Meets Requirements	Meets Requirements
138903	Munday CISD	Meets Requirements	Meets Requirements
107908	Murchison ISD	Meets Requirements	Meets Requirements
174904	Nacogdoches ISD	Needs Intervention	Needs Intervention
163903	Natalia ISD	Needs Assistance	Meets Requirements
094903	Navarro ISD	Meets Requirements	Meets Requirements
093904	Navasota ISD	Needs Intervention	Needs Assistance
035903	Nazareth ISD	Meets Requirements	Meets Requirements
001906	Neches ISD	Meets Requirements	Meets Requirements
123905	Nederland ISD	Meets Requirements	Meets Requirements
079906	Needville ISD	Meets Requirements	Meets Requirements
019905	New Boston ISD	Meets Requirements	Needs Assistance
046901	New Braunfels ISD	Meets Requirements	Meets Requirements
170908	New Caney ISD	Needs Assistance	Needs Assistance
152902	New Deal ISD	Meets Requirements	Meets Requirements
230906	New Diana ISD	Meets Requirements	Meets Requirements
015805	New Frontiers Public Schools Inc.	Meets Requirements	Meets Requirements
153905	New Home ISD	Meets Requirements	Meets Requirements
037908	New Summerfield ISD	Meets Requirements	Meets Requirements
236901	New Waverly ISD	Meets Requirements	Needs Assistance
252902	Newcastle ISD	Meets Requirements	Meets Requirements
220817	Newman International Academy of Arlington	Needs Assistance	Meets Requirements
176902	Newton ISD	Meets Requirements	Needs Assistance
089903	Nixon-Smiley CISD	Meets Requirements	Meets Requirements
169902	Nocona ISD	Meets Requirements	Meets Requirements
062902	Nordheim ISD	Meets Requirements	Meets Requirements
145906	Normangee ISD	Meets Requirements	Meets Requirements
015910	North East ISD	Meets Requirements	Needs Assistance
112906	North Hopkins ISD	Meets Requirements	Needs Assistance
139911	North Lamar ISD	Needs Assistance	Meets Requirements
061802	North Texas Collegiate Academy	Meets Requirements	Meets Requirements
154903	North Zulch ISD	Meets Requirements	Meets Requirements
015915	Northside ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
244905	Northside ISD[a]	Meets Requirements	Meets Requirements
061911	Northwest ISD	Meets Requirements	Needs Assistance
057809	Nova Academy	Meets Requirements	Meets Requirements
057827	Nova Academy Southeast	Meets Requirements	Meets Requirements
069902	Nueces Canyon CISD[b]	Meets Requirements	Meets Requirements
235904	Nursery ISD	Meets Requirements	Meets Requirements
227804	Nyos Charter School	Meets Requirements	Meets Requirements
153903	O'Donnell ISD	Meets Requirements	Meets Requirements
145907	Oakwood ISD	Meets Requirements	Meets Requirements
205905	Odem-Edroy ISD	Meets Requirements	Meets Requirements
084802	Odyssey Academy Inc.	Meets Requirements	Meets Requirements
050904	Oglesby ISD	Meets Requirements	Meets Requirements
200906	Olfen ISD	Meets Requirements	Meets Requirements
252903	Olney ISD	Meets Requirements	Meets Requirements
140905	Olton ISD	Meets Requirements	Meets Requirements
187910	Onalaska ISD	Meets Requirements	Meets Requirements
125903	Orange Grove ISD	Meets Requirements	Meets Requirements
181905	Orangefield ISD	Meets Requirements	Meets Requirements
230903	Ore City ISD	Needs Assistance	Meets Requirements
014804	Orenda Charter School	Meets Requirements	Meets Requirements
201908	Overton ISD	Meets Requirements	Meets Requirements
051901	Paducah ISD	Meets Requirements	Meets Requirements
104907	Paint Creek ISD	Meets Requirements	Meets Requirements
048903	Paint Rock ISD	Meets Requirements	Meets Requirements
158905	Palacios ISD	Meets Requirements	Meets Requirements
001907	Palestine ISD	Needs Assistance	Meets Requirements
070910	Palmer ISD	Meets Requirements	Meets Requirements
182906	Palo Pinto ISD	Meets Requirements	Meets Requirements
090904	Pampa ISD	Needs Assistance	Meets Requirements
033902	Panhandle ISD	Meets Requirements	Meets Requirements
183801	Panola Charter School	Meets Requirements	Meets Requirements
042905	Panther Creek CISD	Meets Requirements	Meets Requirements
249906	Paradise ISD	Meets Requirements	Meets Requirements
139909	Paris ISD	Meets Requirements	Needs Assistance
101917	Pasadena ISD	Needs Assistance	Needs Assistance
063906	Patton Springs ISD	Meets Requirements	Meets Requirements
013902	Pawnee ISD	Meets Requirements	Meets Requirements
020908	Pearland ISD	Meets Requirements	Meets Requirements
082903	Pearsall ISD	Needs Assistance	Needs Substantial Intervention
184908	Peaster ISD	Meets Requirements	Meets Requirements
195901	Pecos-Barstow-Toyah ISD	Needs Assistance	Needs Intervention
057802	Pegasus School of Liberal Arts and Sciences	Meets Requirements	Meets Requirements
109914	Penelope ISD	Meets Requirements	Meets Requirements
119903	Perrin-Whitt CISD	Meets Requirements	Meets Requirements
179901	Perryton ISD	Meets Requirements	Meets Requirements
095904	Petersburg ISD	Meets Requirements	Meets Requirements
039903	Petrolia CISD	Meets Requirements	Meets Requirements
013903	Pettus ISD	Meets Requirements	Meets Requirements
172905	Pewitt CISD	Meets Requirements	Meets Requirements
227904	Pflugerville ISD	Needs Assistance	Meets Requirements
108909	Pharr-San Juan-Alamo ISD	Meets Requirements	Meets Requirements
061903	Pilot Point ISD	Meets Requirements	Meets Requirements
092904	Pine Tree ISD	Meets Requirements	Meets Requirements
003801	Pineywoods Community Academy	Meets Requirements	Meets Requirements
057850	Pioneer Technology & Arts Academy	Meets Requirements	Meets Requirements
032902	Pittsburg ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
251902	Plains ISD[a]	Meets Requirements	Meets Requirements
095905	Plainview ISD	Needs Assistance	Needs Intervention
043910	Plano ISD	Meets Requirements	Meets Requirements
019912	Pleasant Grove ISD	Meets Requirements	Meets Requirements
007905	Pleasanton ISD	Needs Assistance	Meets Requirements
117904	Plemons-Stinnett-Phillips CISD[b]	Meets Requirements	Meets Requirements
031909	Point Isabel ISD	Meets Requirements	Meets Requirements
061906	Ponder ISD	Meets Requirements	Meets Requirements
184901	Poolville ISD	Meets Requirements	Meets Requirements
015801	Por Vida Academy	Meets Requirements	Meets Requirements
178908	Port Aransas ISD	Meets Requirements	Meets Requirements
123907	Port Arthur ISD	Needs Intervention	Needs Intervention
123908	Port Neches-Groves ISD	Needs Assistance	Needs Assistance
015814	Positive Solutions Charter School	Meets Requirements	Meets Requirements
085902	Post ISD	Meets Requirements	Meets Requirements
007906	Poteet ISD	Needs Assistance	Needs Assistance
247904	Poth ISD	Meets Requirements	Meets Requirements
091913	Pottsboro ISD	Meets Requirements	Meets Requirements
028906	Prairie Lea ISD	Meets Requirements	Meets Requirements
169909	Prairie Valley ISD	Meets Requirements	Meets Requirements
139912	Prairiland ISD	Meets Requirements	Meets Requirements
015843	Prelude Preparatory Charter School	Meets Requirements	Meets Requirements
072801	Premier High Schools	Needs Assistance	Meets Requirements
125905	Premont ISD	Meets Requirements	Meets Requirements
189902	Presidio ISD	Meets Requirements	Meets Requirements
167904	Priddy ISD	Meets Requirements	Meets Requirements
043911	Princeton ISD	Needs Assistance	Needs Assistance
098903	Pringle-Morse CISD	Meets Requirements	Meets Requirements
014803	Priority Charter Schools	Meets Requirements	Meets Requirements
108910	Progreso ISD	Needs Intervention	Meets Requirements
015839	Promesa Academy Charter School	Meets Requirements	Meets Requirements
043912	Prosper ISD	Meets Requirements	Meets Requirements
099903	Quanah ISD	Meets Requirements	Meets Requirements
034907	Queen City ISD	Meets Requirements	Meets Requirements
116908	Quinlan ISD	Needs Assistance	Meets Requirements
250904	Quitman ISD	Meets Requirements	Meets Requirements
190903	Rains ISD	Needs Assistance	Needs Assistance
054903	Ralls ISD	Meets Requirements	Meets Requirements
066005	Ramirez CSD[c]	Meets Requirements	Meets Requirements
234801	Ranch Academy	Meets Requirements	Meets Requirements
015906	Randolph Field ISD	Meets Requirements	Meets Requirements
067907	Ranger ISD	Meets Requirements	Meets Requirements
231902	Rankin ISD	Meets Requirements	Meets Requirements
161802	Rapoport Academy Public School	Meets Requirements	Meets Requirements
101806	Raul Yzaguirre Schools for Success	Meets Requirements	Meets Requirements
236801	Raven School	Meets Requirements	Meets Requirements
245903	Raymondville ISD	Meets Requirements	Meets Requirements
192901	Reagan County ISD	Meets Requirements	Meets Requirements
019911	Red Lick ISD	Meets Requirements	Meets Requirements
070911	Red Oak ISD	Needs Intervention	Needs Assistance
019906	Redwater ISD	Meets Requirements	Meets Requirements
196903	Refugio ISD	Meets Requirements	Meets Requirements
101876	Reve Preparatory Charter School	Meets Requirements	Needs Assistance
137902	Ricardo ISD	Meets Requirements	Meets Requirements
045903	Rice CISD	Needs Assistance	Needs Assistance
175911	Rice ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
014801	Richard Milburn Alter High School (Killeen)	Needs Intervention	Needs Assistance
093905	Richards ISD[a]	Meets Requirements	Meets Requirements
057916	Richardson ISD	Meets Requirements	Meets Requirements
057840	Richland Collegiate High School	Meets Requirements	Meets Requirements
206902	Richland Springs ISD	Meets Requirements	Meets Requirements
161912	Riesel ISD	Meets Requirements	Meets Requirements
214901	Rio Grande City Grulla ISD	Needs Assistance	Needs Assistance
031911	Rio Hondo ISD	Needs Assistance	Needs Assistance
126907	Rio Vista ISD	Meets Requirements	Meets Requirements
152802	Rise Academy	Meets Requirements	Meets Requirements
067908	Rising Star ISD	Meets Requirements	Meets Requirements
188902	River Road ISD	Meets Requirements	Meets Requirements
194903	Rivercrest ISD	Meets Requirements	Meets Requirements
137903	Riviera ISD	Meets Requirements	Meets Requirements
041902	Robert Lee ISD	Meets Requirements	Meets Requirements
161922	Robinson ISD	Meets Requirements	Meets Requirements
178909	Robstown ISD	Needs Assistance	Needs Intervention
076903	Roby CISD[b]	Meets Requirements	Meets Requirements
160904	Rochelle ISD	Meets Requirements	Meets Requirements
166904	Rockdale ISD	Meets Requirements	Needs Assistance
220820	Rocketship Public Schools	n/a[e]	Meets Requirements
004901	Rockport-Fulton ISD	Needs Assistance	Meets Requirements
069901	Rocksprings ISD	Meets Requirements	Meets Requirements
199901	Rockwall ISD	Meets Requirements	Meets Requirements
014907	Rogers ISD	Meets Requirements	Meets Requirements
214903	Roma ISD	Needs Assistance	Needs Assistance
152908	Roosevelt ISD	Needs Assistance	Meets Requirements
110905	Ropes ISD	Meets Requirements	Meets Requirements
177901	Roscoe Collegiate ISD	Meets Requirements	Meets Requirements
073905	Rosebud-Lott ISD	Meets Requirements	Meets Requirements
076904	Rotan ISD	Meets Requirements	Meets Requirements
246909	Round Rock ISD	Meets Requirements	Meets Requirements
075908	Round Top-Carmine ISD	Meets Requirements	Meets Requirements
237905	Royal ISD	Needs Assistance	Needs Assistance
015842	Royal Public Schools	Meets Requirements	Meets Requirements
199902	Royse City ISD	Meets Requirements	Meets Requirements
104903	Rule ISD	Meets Requirements	Meets Requirements
128903	Runge ISD	Meets Requirements	Meets Requirements
037907	Rusk ISD	Needs Assistance	Meets Requirements
091914	S and S CISD	Meets Requirements	Meets Requirements
232902	Sabinal ISD	Meets Requirements	Meets Requirements
092906	Sabine ISD	Meets Requirements	Meets Requirements
123913	Sabine Pass ISD	Meets Requirements	Meets Requirements
169911	Saint Jo ISD	Meets Requirements	Meets Requirements
014908	Salado ISD	Meets Requirements	Meets Requirements
112909	Saltillo ISD	Meets Requirements	Meets Requirements
236802	Sam Houston State University Charter School	Meets Requirements	Meets Requirements
074917	Sam Rayburn ISD	Meets Requirements	Meets Requirements
226903	San Angelo ISD	Needs Intervention	Needs Assistance
015907	San Antonio ISD	Needs Assistance	Needs Assistance
015840	San Antonio Preparatory Schools	Meets Requirements	Needs Assistance
203901	San Augustine ISD	Needs Assistance	Needs Assistance
031912	San Benito CISD	Needs Assistance	Needs Assistance
066902	San Diego ISD	Needs Assistance	Needs Assistance
071904	San Elizario ISD	Needs Intervention	Needs Assistance
233901	San Felipe-Del Rio CISD	Needs Assistance	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
214902	San Isidro ISD[a]	Meets Requirements	Meets Requirements
105902	San Marcos CISD[b]	Needs Assistance	Needs Intervention
245904	San Perlita ISD	Meets Requirements	Meets Requirements
206901	San Saba ISD	Meets Requirements	Meets Requirements
022903	San Vicente ISD	Meets Requirements	Meets Requirements
058909	Sands CISD	Meets Requirements	Meets Requirements
117903	Sanford-Fritch ISD	Meets Requirements	Meets Requirements
061908	Sanger ISD	Meets Requirements	Meets Requirements
042903	Santa Anna ISD	Meets Requirements	Meets Requirements
084909	Santa Fe ISD	Meets Requirements	Meets Requirements
137904	Santa Gertrudis ISD	Meets Requirements	Meets Requirements
031913	Santa Maria ISD	Meets Requirements	Meets Requirements
031914	Santa Rosa ISD	Meets Requirements	Needs Assistance
182904	Santo ISD	Meets Requirements	Meets Requirements
074911	Savoy ISD	Meets Requirements	Meets Requirements
094902	Schertz-Cibolo-U City ISD	Meets Requirements	Meets Requirements
207901	Schleicher ISD	Meets Requirements	Meets Requirements
015827	School of Science and Technology	Meets Requirements	Meets Requirements
015831	School of Science and Technology Discovery	Meets Requirements	Meets Requirements
075903	Schulenburg ISD	Meets Requirements	Meets Requirements
129910	Scurry-Rosser ISD	Meets Requirements	Meets Requirements
083901	Seagraves ISD	Meets Requirements	Meets Requirements
008902	Sealy ISD	Meets Requirements	Meets Requirements
178808	Seashore Charter Schools	Meets Requirements	Meets Requirements
094901	Seguin ISD	Needs Assistance	Needs Assistance
083903	Seminole ISD	Meets Requirements	Meets Requirements
101802	Ser-Ninos Charter School	Meets Requirements	Meets Requirements
012901	Seymour ISD	Meets Requirements	Meets Requirements
152909	Shallowater ISD	Meets Requirements	Meets Requirements
242902	Shamrock ISD	Meets Requirements	Meets Requirements
108911	Sharyland ISD	Meets Requirements	Meets Requirements
210903	Shelbyville ISD	Meets Requirements	Meets Requirements
101924	Sheldon ISD	Needs Assistance	Needs Assistance
204904	Shepherd ISD	Needs Assistance	Needs Assistance
091906	Sherman ISD	Needs Intervention	Needs Assistance
143903	Shiner ISD	Meets Requirements	Meets Requirements
047905	Sidney ISD	Meets Requirements	Meets Requirements
115902	Sierra Blanca ISD	Meets Requirements	Meets Requirements
100904	Silsbee ISD	Needs Substantial Intervention	Needs Intervention
023902	Silverton ISD	Meets Requirements	Meets Requirements
019909	Simms ISD	Meets Requirements	Meets Requirements
205906	Sinton ISD	Needs Assistance	Meets Requirements
049909	Sivells Bend ISD	Meets Requirements	Meets Requirements
013905	Skidmore-Tynan ISD	Meets Requirements	Meets Requirements
152903	Slaton ISD	Meets Requirements	Meets Requirements
249908	Slidell ISD	Meets Requirements	Meets Requirements
001909	Slocum ISD	Meets Requirements	Meets Requirements
011904	Smithville ISD	Needs Assistance	Needs Assistance
110906	Smyer ISD	Meets Requirements	Meets Requirements
026903	Snook ISD	Meets Requirements	Needs Assistance
208902	Snyder ISD	Meets Requirements	Needs Assistance
071909	Socorro ISD	Needs Assistance	Meets Requirements
015830	Somerset Academies of Texas	Meets Requirements	Meets Requirements
015909	Somerset ISD	Meets Requirements	Meets Requirements
026902	Somerville ISD	Meets Requirements	Meets Requirements
218901	Sonora ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

District Number	District	2022-23 Status	2023-24 Status
015908	South San Antonio ISD[a]	Needs Intervention	Needs Intervention
031916	South Texas ISD	Meets Requirements	Meets Requirements
085903	Southland ISD	Meets Requirements	Meets Requirements
015917	Southside ISD	Needs Assistance	Needs Assistance
015912	Southwest ISD	Needs Assistance	Meets Requirements
015807	Southwest Preparatory School	Meets Requirements	Meets Requirements
101838	Southwest Public Schools	Needs Intervention	Needs Assistance
098904	Spearman ISD	Meets Requirements	Meets Requirements
170907	Splendora ISD	Needs Assistance	Meets Requirements
101920	Spring Branch ISD	Meets Requirements	Meets Requirements
117907	Spring Creek ISD	Meets Requirements	Meets Requirements
092907	Spring Hill ISD	Meets Requirements	Meets Requirements
101919	Spring ISD	Needs Assistance	Needs Intervention
140907	Springlake-Earth ISD	Meets Requirements	Meets Requirements
184902	Springtown ISD	Needs Assistance	Meets Requirements
063903	Spur ISD	Meets Requirements	Meets Requirements
229905	Spurger ISD	Meets Requirements	Meets Requirements
057836	St Anthony School	Meets Requirements	Meets Requirements
013801	St Mary's Academy Charter School	Meets Requirements	Meets Requirements
079910	Stafford MSD[d]	Needs Assistance	Needs Assistance
127906	Stamford ISD	Meets Requirements	Meets Requirements
156902	Stanton ISD	Needs Assistance	Meets Requirements
101859	Step Charter School	Meets Requirements	Meets Requirements
174801	Stephen F Austin State University Charter School	Meets Requirements	Meets Requirements
072903	Stephenville ISD	Meets Requirements	Meets Requirements
216901	Sterling City ISD	Meets Requirements	Meets Requirements
247906	Stockdale ISD	Meets Requirements	Meets Requirements
211902	Stratford ISD	Meets Requirements	Meets Requirements
182905	Strawn ISD	Meets Requirements	Meets Requirements
140908	Sudan ISD	Meets Requirements	Meets Requirements
112910	Sulphur Bluff ISD	Meets Requirements	Meets Requirements
112901	Sulphur Springs ISD	Needs Assistance	Needs Assistance
110907	Sundown ISD	Meets Requirements	Meets Requirements
057919	Sunnyvale ISD	Meets Requirements	Meets Requirements
171902	Sunray Collegiate ISD	Meets Requirements	Meets Requirements
020906	Sweeny ISD	Meets Requirements	Needs Assistance
143905	Sweet Home ISD	Meets Requirements	Meets Requirements
177902	Sweetwater ISD	Needs Substantial Intervention	Needs Intervention
205907	Taft ISD	Meets Requirements	Meets Requirements
153904	Tahoka ISD	Meets Requirements	Meets Requirements
146907	Tarkington ISD	Meets Requirements	Needs Assistance
201910	Tatum ISD	Meets Requirements	Meets Requirements
246911	Taylor ISD	Needs Assistance	Needs Assistance
081904	Teague ISD	Meets Requirements	Meets Requirements
123803	Tekoa Academy of Accelerated Studies Stem School	Meets Requirements	Meets Requirements
014909	Temple ISD	Needs Assistance	Needs Assistance
210904	Tenaha ISD	Meets Requirements	Needs Assistance
022004	Terlingua CSD[c]	Meets Requirements	Meets Requirements
222901	Terrell County ISD	Meets Requirements	Meets Requirements
129906	Terrell ISD	Needs Intervention	Needs Assistance
057804	Texans Can Academies	Needs Assistance	Needs Assistance
019907	Texarkana ISD	Needs Intervention	Needs Substantial Intervention
084906	Texas City ISD	Needs Assistance	Needs Substantial Intervention
221801	Texas College Preparatory Academies	Meets Requirements	Meets Requirements
227805	Texas Empowerment Academy	Meets Requirements	Meets Requirements
226801	Texas Leadership Public Schools	Needs Assistance	Needs Assistance

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
105802	Texas Preparatory School	Meets Requirements	Meets Requirements
220814	Texas School of the Arts	Meets Requirements	Meets Requirements
170801	Texas Serenity Academy	Meets Requirements	Meets Requirements
152504	Texas Tech University K-12	Meets Requirements	Meets Requirements
211901	Texhoma ISD[a]	Meets Requirements	Meets Requirements
056902	Texline ISD	Meets Requirements	Meets Requirements
227827	The Excel Center (for Adults)	Meets Requirements	Meets Requirements
015841	The Gathering Place	Meets Requirements	Meets Requirements
101864	The Lawson Academy	Meets Requirements	Meets Requirements
101868	The Pro-Vision Academy	Needs Assistance	Needs Intervention
101861	The Rhodes School for Performing Arts	Meets Requirements	Meets Requirements
101814	The Varnett Public School	Meets Requirements	Meets Requirements
166905	Thorndale ISD	Meets Requirements	Meets Requirements
246912	Thrall ISD	Meets Requirements	Meets Requirements
149902	Three Rivers ISD	Meets Requirements	Meets Requirements
072901	Three Way ISD	Meets Requirements	Meets Requirements
170802	Thrive Center for Success	n/a[e]	Needs Assistance
224901	Throckmorton Collegiate ISD	Meets Requirements	Meets Requirements
158902	Tidehaven ISD	Meets Requirements	Meets Requirements
210905	Timpson ISD	Meets Requirements	Meets Requirements
091907	Tioga ISD	Meets Requirements	Meets Requirements
111903	Tolar ISD	Meets Requirements	Meets Requirements
091918	Tom Bean ISD	Meets Requirements	Meets Requirements
101921	Tomball ISD	Meets Requirements	Meets Requirements
071908	Tornillo ISD	Meets Requirements	Meets Requirements
220801	Treetops School International	Meets Requirements	Meets Requirements
221905	Trent ISD	Meets Requirements	Meets Requirements
074912	Trenton ISD	Meets Requirements	Meets Requirements
107907	Trinidad ISD	Meets Requirements	Meets Requirements
057813	Trinity Basin Preparatory	Meets Requirements	Meets Requirements
046802	Trinity Charter School	Meets Requirements	Meets Requirements
228903	Trinity ISD	Meets Requirements	Meets Requirements
071803	Triumph Public High Schools-El Paso	Meets Requirements	Meets Requirements
240801	Triumph Public High Schools-Laredo	Meets Requirements	Meets Requirements
152803	Triumph Public High Schools-Lubbock	Meets Requirements	Meets Requirements
108804	Triumph Public High Schools-Rio Grande Valley	Meets Requirements	Meets Requirements
061805	Trivium Academy	Meets Requirements	Meets Requirements
212904	Troup ISD	Meets Requirements	Meets Requirements
014910	Troy ISD	Meets Requirements	Meets Requirements
219903	Tulia ISD	Meets Requirements	Needs Assistance
178912	Tuloso-Midway ISD	Meets Requirements	Meets Requirements
096905	Turkey-Quitaque ISD	Meets Requirements	Meets Requirements
101840	Two Dimensions Preparatory Academy	Meets Requirements	Meets Requirements
212905	Tyler ISD	Needs Assistance	Needs Intervention
057845	Ume Preparatory Academy	Meets Requirements	Meets Requirements
230908	Union Grove ISD	Meets Requirements	Meets Requirements
230904	Union Hill ISD	Meets Requirements	Meets Requirements
240903	United ISD	Meets Requirements	Meets Requirements
057808	Universal Academy	Meets Requirements	Meets Requirements
227506	University of Texas At Austin HS	Meets Requirements	Meets Requirements
227819	University of Texas Elementary Charter School	Meets Requirements	Meets Requirements
227806	University of Texas University Charter School	Needs Assistance	Needs Intervention
057803	Uplift Education	Meets Requirements	Meets Requirements
212804	UT Tyler University Academy	Meets Requirements	Meets Requirements
232904	Utopia ISD	Meets Requirements	Meets Requirements
068803	UTPB Stem Academy	Meets Requirements	n/a

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

District Number	District	2022-23 Status	2023-24 Status
232903	Uvalde CISD[b]	Needs Assistance	Meets Requirements
122902	Valentine ISD[a]	Meets Requirements	Meets Requirements
227824	Valere Public Schools	Meets Requirements	Meets Requirements
018904	Valley Mills ISD	Meets Requirements	Meets Requirements
049903	Valley View ISD	Meets Requirements	Meets Requirements
108916	Valley View ISD	Meets Requirements	Meets Requirements
227829	Valor Education	Meets Requirements	Meets Requirements
091908	Van Alstyne ISD	Meets Requirements	Meets Requirements
234906	Van ISD	Needs Assistance	Needs Assistance
158906	Van Vleck ISD	Meets Requirements	Meets Requirements
108808	Vanguard Academy	Meets Requirements	Meets Requirements
180902	Vega ISD	Meets Requirements	Meets Requirements
126908	Venus ISD	Needs Assistance	Needs Assistance
226908	Veribest ISD	Meets Requirements	Meets Requirements
244903	Vernon ISD	Needs Assistance	Meets Requirements
235902	Victoria ISD	Needs Intervention	Needs Intervention
181907	Vidor ISD	Needs Assistance	Meets Requirements
057847	Village Tech Schools	Meets Requirements	Meets Requirements
071809	Vista Del Futuro Charter School	Meets Requirements	Meets Requirements
143904	Vysehrad ISD	Meets Requirements	Meets Requirements
161801	Waco Charter School	Meets Requirements	Meets Requirements
161914	Waco ISD	Needs Substantial Intervention	Needs Intervention
089905	Waelder ISD	Needs Assistance	Meets Requirements
059902	Walcott ISD	Meets Requirements	Meets Requirements
226906	Wall ISD	Meets Requirements	Meets Requirements
237904	Waller ISD	Needs Assistance	Needs Assistance
049908	Walnut Bend ISD	Meets Requirements	Meets Requirements
018905	Walnut Springs ISD	Meets Requirements	Meets Requirements
229904	Warren ISD	Needs Assistance	Meets Requirements
102903	Waskom ISD	Meets Requirements	Meets Requirements
226905	Water Valley ISD	Meets Requirements	Meets Requirements
070912	Waxahachie ISD	Meets Requirements	Meets Requirements
227803	Wayside Schools	Needs Assistance	Needs Assistance
184903	Weatherford ISD	Meets Requirements	Needs Assistance
240904	Webb CISD	Meets Requirements	Meets Requirements
045905	Weimar ISD	Meets Requirements	Meets Requirements
044902	Wellington ISD	Meets Requirements	Meets Requirements
223904	Wellman-Union CISD	Meets Requirements	Meets Requirements
037909	Wells ISD	Meets Requirements	Meets Requirements
108913	Weslaco ISD	Needs Assistance	Needs Assistance
100908	West Hardin County CISD	Meets Requirements	Needs Assistance
161916	West ISD	Meets Requirements	Meets Requirements
181906	West Orange-Cove CISD	Needs Assistance	Needs Substantial Intervention
178915	West Oso ISD	Meets Requirements	Meets Requirements
201914	West Rusk County Consolidated ISD	Meets Requirements	Meets Requirements
202905	West Sabine ISD	Meets Requirements	Meets Requirements
168903	Westbrook ISD	Meets Requirements	Meets Requirements
062905	Westhoff ISD	Meets Requirements	Meets Requirements
220810	Westlake Academy Charter School	Meets Requirements	Meets Requirements
073904	Westphalia ISD	Meets Requirements	Meets Requirements
001908	Westwood ISD	Needs Assistance	Needs Assistance
241904	Wharton ISD	Needs Substantial Intervention	Needs Substantial Intervention
242903	Wheeler ISD	Meets Requirements	Meets Requirements
033904	White Deer ISD	Meets Requirements	Meets Requirements
092908	White Oak ISD	Needs Assistance	Meets Requirements
220920	White Settlement ISD	Needs Assistance	Needs Assistance

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

continues

Appendix 7-B (continued)
Special Education Determination Status, 2022-23 and 2023-24

District Number	District	2022-23 Status	2023-24 Status
040902	Whiteface CISD[b]	Meets Requirements	Meets Requirements
212906	Whitehouse ISD[a]	Meets Requirements	Meets Requirements
091909	Whitesboro ISD	Meets Requirements	Meets Requirements
091910	Whitewright ISD	Meets Requirements	Meets Requirements
110908	Whitharral ISD	Meets Requirements	Meets Requirements
109911	Whitney ISD	Meets Requirements	Needs Assistance
243905	Wichita Falls ISD	Needs Assistance	Needs Assistance
180904	Wildorado ISD	Meets Requirements	Meets Requirements
170904	Willis ISD	Needs Assistance	Needs Assistance
234907	Wills Point ISD	Needs Assistance	Needs Assistance
153907	Wilson ISD	Meets Requirements	Meets Requirements
105905	Wimberley ISD	Meets Requirements	Meets Requirements
005904	Windthorst ISD	Meets Requirements	Meets Requirements
057828	Winfree Academy Charter Schools	Needs Assistance	Meets Requirements
248902	Wink-Loving ISD	Meets Requirements	Meets Requirements
250907	Winnsboro ISD	Needs Assistance	Meets Requirements
212910	Winona ISD	Needs Assistance	Meets Requirements
200904	Winters ISD	Meets Requirements	Meets Requirements
174906	Woden ISD	Meets Requirements	Meets Requirements
116909	Wolfe City ISD	Meets Requirements	Meets Requirements
196902	Woodsboro ISD	Meets Requirements	Meets Requirements
224902	Woodson ISD	Meets Requirements	Meets Requirements
229903	Woodville ISD	Needs Assistance	Needs Assistance
081905	Wortham ISD	Meets Requirements	Meets Requirements
043914	Wylie ISD	Meets Requirements	Meets Requirements
221912	Wylie ISD	Meets Requirements	Meets Requirements
250905	Yantis ISD	Meets Requirements	Meets Requirements
101873	Yellowstone College Preparatory	Meets Requirements	Meets Requirements
101845	Yes Prep Public Schools Inc.	Needs Assistance	Meets Requirements
062903	Yoakum ISD	Meets Requirements	Meets Requirements
062904	Yorktown ISD	Meets Requirements	Meets Requirements
071905	Ysleta ISD	Meets Requirements	Meets Requirements
253901	Zapata County ISD	Needs Assistance	Meets Requirements
003906	Zavalla ISD	Meets Requirements	Meets Requirements
025906	Zephyr ISD	Meets Requirements	Meets Requirements

[a]Independent school district. [b]Consolidated independent school district. [c]Common school district. [d]Municipal school district. [e]Not applicable.

Chapter 8.
Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-117, 126-128, and 130, became effective in all content areas and grade levels on September 1, 1998. The TEKS identify what students are expected to know and be able to do at the end of each course or grade level. Statute originally required that the TEKS be used for instruction in the foundation areas of English language arts and reading, mathematics, science, and social studies. TEKS in the enrichment subjects, including health education, physical education, fine arts, career and technical education, technology applications, languages other than English, and economics, served as guidelines, rather than requirements. In 2003, the 78th Texas Legislature added enrichment subjects to the list of subject areas required to use the TEKS. The State Board of Education (SBOE) has also adopted English Language Proficiency Standards (ELPS) to be integrated into instruction in the TEKS to support English language acquisition for emergent bilingual students. The state continues to promote rigorous and high standards by:

- facilitating review and revision of the TEKS and ELPS;

- providing leadership to the regional education service centers (ESCs) as they help districts and charter schools implement the TEKS and ELPS;

- supporting SBOE adoption of instructional materials aligned to the TEKS and ELPS;

- ensuring the alignment of the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS;

- incorporating college and career readiness standards into the TEKS; and

- developing the TEKS Guide to provide detailed information about the TEKS.

The SBOE has statutory authority for review and revision of the TEKS. With direct participation of educators, parents, business and industry representatives, and employers, the SBOE periodically reviews and revises the TEKS. Typically, the SBOE reviews and revises one or more subject areas each year. In June 2017, the SBOE approved a new review and revision process for the TEKS and a new schedule for future TEKS reviews. In April 2021, the SBOE approved a new schedule for future reviews.

The Texas Essential Knowledge and Skills and the Texas College and Career Readiness Standards

Overview

In 2006, the 79th Texas Legislature passed House Bill (HB) 1, which became Texas Education Code (TEC) §28.008, "Advancement of College Readiness in Curriculum." The legislation required that the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) work collaboratively toward the creation of college and career readiness standards (CCRS). The Texas CCRS reflect what students should know and be able to demonstrate in order to be successful in entry-level college courses. The statute required the formation of vertical teams (VTs) composed of secondary and postsecondary

faculty from four subject-specific content areas: English language arts, mathematics, science, and social studies. The work of the VTs was organized in three phases. The first phase entailed a number of team meetings to create the CCRS for all four subject areas. The remaining two phases of the project required the four subject-specific VTs to evaluate the high school curriculum in relation to the CCRS. Phase two required the VTs to recommend how public school curriculum requirements could be aligned with the CCRS, and phase three required the VTs to develop or establish instructional strategies, professional development materials, and online support materials for students who need additional assistance in preparing to successfully perform college-level work. Teams also engaged in a series of gap analyses to ensure alignment between the adopted TEKS and the CCRS.

THECB adopted the college readiness standards in January 2008. The commissioner of education approved the college readiness standards, and the SBOE incorporated the Texas CCRS into the TEKS in the following subject areas: English language arts and reading (2008), mathematics (2009), science (2009), social studies (2010), career and technical education (2010), technology applications (2011), fine arts (2013), and languages other than English (2014). In 2013, the 83rd Texas Legislature passed HB 2549, amending TEC §28.008 to require that the VTs periodically review and revise the CCRS. The legislation also required the commissioner of education and the THECB to develop a schedule for the review of the CCRS, giving consideration to the cycle for the review of the TEKS. In 2012, the SBOE adopted revisions to the mathematics TEKS. Following adoption of revisions to reading and language arts TEKS in 2017, the THECB began a review of both the English language arts and mathematics CCRS. The revised CCRS for English language arts and mathematics were effective July 26, 2018.

In 2015, the 84th Texas Legislature amended TEC §28.008 to require that the SBOE by rule adopt a chart that indicates the alignment of the CCRS with the TEKS. In January 2016, the SBOE adopted 19 TAC §74.6, which demonstrates the alignment of the TEKS with the mathematics, science, social studies, and cross-disciplinary CCRS. The SBOE adopted a chart demonstrating the alignment of the revised career and technical education (CTE) TEKS and English and Spanish language arts and reading TEKS with the CCRS following approval of revisions to the English language arts and mathematics CCRS effective November 24, 2019.

The SBOE continues to ensure that the TEKS are aligned with the CCRS. In 2020 and 2021, the SBOE adopted revisions to the K-12 science TEKS that were aligned to the science CCRS. In 2022, the SBOE adopted revisions to the technology applications TEKS. Additionally, the SBOE adopted revisions to the CTE TEKS for various programs of study in 2021, 2022, 2023, and 2024. These revised TEKS are aligned with the CCRS.

English and Spanish Language Arts and Reading

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

- Developing and sustaining foundational language skills. Students develop and enhance skills in beginning reading and writing, listening and speaking, vocabulary, and self-sustained reading.

- Comprehension. Students use metacognitive skills to develop and deepen comprehension of increasingly complex texts.

- Response. Students respond to an increasingly challenging variety of sources that are read, heard, or viewed.

- Multiple genres. Students recognize and analyze literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex texts.

- Author's purpose and craft. Students analyze and apply author's craft purposefully to develop their own products and performances.

- Composition. Students use the writing process recursively to compose multiple texts that are meaningful, legible, and use appropriate conventions.

- Inquiry and research. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

The strands are integrated and progressive, with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy. Students apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills.

Resources to Support Reading and Writing Instruction

To help districts and schools implement the reading and language arts TEKS, TEA has made available a number of resources, including the TEKS Guide and vertical alignment documents for English and Spanish. The TEKS Guide, a website dedicated to providing detailed information about the TEKS, was launched in summer 2019 for Grades K-8 in English and Grades K-6 in Spanish and is expected to be made available for English I-IV and English for Speakers of Other Languages (ESOL) I and II in the future. The purpose of the TEKS Guide is to help teachers understand each student expectation in the TEKS and to provide valuable resources to support instruction. The TEKS Guide includes such resources as detailed explanations of the student expectations, definitions of key terms, examples of how teachers might assess student proficiency in the standards, and research that supports instruction of the standards.

HB 3 Reading Academies, which were authorized by the 86th Texas Legislature in 2019, began in summer that same year. The goal of the HB 3 Reading Academies is to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement through the science of teaching reading and includes in the course content embedded supports for all students. All principals and teachers of students in Grades K-3, including special education teachers, were required to attend a teacher literacy achievement academy by the 2022-23 school year. As of summer 2024, over 154,000 educators have enrolled in reading academies and over 141,000 have completed academies. After the 2022-23 school year, new principals and teachers of students in Grade K-3 are required to complete the Reading Academies training within their first year of placement.

Resources to Support Students Who Struggle in Reading

The Texas Dyslexia Academies (TDAs) are a series of six trainings that help districts and charter schools understand how to identify and support students with dyslexia. The six training topics are Dyslexia Foundations; the *Dyslexia Handbook*; Considerations for Emergent Bilingual Students; Dyslexia: From Child Find through the Admission, Review, and Dismissal (ARD) Committee Process; Screening for Dyslexia; and Dysgraphia. These trainings are available virtually or in person through regional education service centers (ESCs). In addition, there are asynchronous courses on TEALearn that are six credits each and designed to empower educators to serve and advocate for students with, or at risk for, dyslexia.

In 2021, the SBOE gave final approval to updates to *The Dyslexia Handbook–2021 Update: Procedures Concerning Dyslexia and Related Disorders* (*Dyslexia Handbook*). The *Dyslexia Handbook* contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. In addition, the *Dyslexia Handbook* includes information regarding the state's dyslexia statutes and their relation to various federal laws. The 2021 update clarified requirements related to student evaluation and the required dyslexia screening for students in kindergarten and Grade 1. In 2023, the 88th Texas Legislature passed HB 3928, requiring the SBOE to ensure that the *Dyslexia Handbook* no longer distinguishes between standard protocol dyslexia instruction and other types of direct dyslexia instruction, including specially designed instruction. HB 3928 also requires the SBOE to determine training requirements and credentials for a person with specific knowledge in the reading process, dyslexia and related disorders, and dyslexia instruction to serve on a local education agency's (LEA's) multidisciplinary team that completes evaluations and an ARD committee when determining a student's eligibility for special education and related services. The SBOE gave final approval to these additional updates in April 2024.

Mathematics

TEA maintains programs such as the Mathematics Achievement Academies and the Elementary School Students in Texas: Algebra Ready (ESTAR)/Middle School Students in Texas: Algebra Ready (MSTAR) assessment programs. TEA also maintains other resources, such as guidance documents for the Middle School Advanced Mathematics Program, supporting documents for the mathematics TEKS, the Interactive Mathematics Glossary for Grades K-8, the Texas Response to the Curriculum Focal Points, Vertical Alignment documents, and Teacher2Teacher videos for kindergarten through Algebra I.

In 2016, to support elementary school teachers who provide instruction in mathematics in Grades K-3, TEA made available the face-to-face Mathematics Achievement Academies. The Mathematics Achievement Academies focus on effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions. Mathematics Achievement Academies for teachers of Grades 2 and 3 were first made available in summer 2016, and an academy for teachers of kindergarten and Grade 1 was made available in summer 2017. In the 2018-19 school year, Problem Solving and Discourse academies were made available to K-3 educators who had completed the face-to-face academies. These sessions expand on the content knowledge of the original academies with a focus on facilitating student discourse, capturing student thinking, problem solving, and teacher self-reflection. Additionally, Formative Assessment and Applying the Content Across the Strands sessions were made available to K-3 teachers in the 2021-22 school year. These sessions broaden the understanding of numbers and operations by making connections across the strands of mathematics while focusing on six

components of formative assessment. In 2021-22, TEA made available Leadership Overview and Leadership Based Implementation Support sessions that engage district and campus administrators in collaborative conversations about identifying and supporting effective and systemic instructional practices in elementary mathematics classrooms. In 2023, to support teachers who provide mathematics instruction in Grades 4 and 5, TEA offered Mathematics Achievement Academies focusing on increasing teacher knowledge by engaging in research-based systematic instructional practices that enable students to develop problem-solving skills and a strong foundation of number sense and fluency. The Grade 4 session was first made available in the summer of 2023, and Grade 5 was made available in the summer of 2024. Since 2016, over 30,000 teachers in the state of Texas have completed Mathematics Achievement Academy sessions.

The ESTAR/MSTAR system was designed to support students who struggle in mathematics. The ESTAR/MSTAR Universal Screener and the ESTAR/MSTAR Diagnostic Assessments assist teachers as they work with students to build algebra readiness knowledge and skills. The Universal Screener is an online formative assessment tool administered to students in Grades 2-8. Results from the Universal Screener help teachers identify students who need additional instructional support in developing knowledge and skills related directly to algebra readiness. A student identified as at risk of not acquiring algebra readiness knowledge and skills completes a Diagnostic Assessment to help determine the areas in which the student is having difficulty and to provide information the teacher can use to plan additional instruction.

The ESTAR/MSTAR system is available at no cost to all Texas public school districts and open-enrollment charter schools. Enrollment in, and use of, the system occurs each school year across three administration windows: beginning of year, middle of year, and end of year. Teachers who use the ESTAR/ MSTAR system also have access to online training designed to explain the purpose of the system and how to interpret and use results from the screener and diagnostics. Since 2018, 153 LEAs have administered over 1,067,000 Universal Screeners and over 72,000 diagnostic assessments. Once a struggling student is identified, teachers and students may access other online resources designed to provide additional practice, instruction, and support.

In 2023, the 88th Texas Legislature passed Senate Bill 2124, requiring each school district and open-enrollment charter school to implement a middle school advanced mathematics program designed to enable students to enroll in Algebra I in Grade 8. In 2024, TEA made resources and technical assistance available to support the implementation of the Middle School Advanced Mathematics Program.

The Texas Education Agency maintains additional resources to support teachers, curriculum specialists, and administrators in the implementation of the mathematics TEKS. Those resources include:

- Supporting Information documents—documents with supporting information provided for each student expectation available on the Texas Gateway—for Grades K-8, Algebra I, Algebra II, Geometry, Precalculus, Mathematical Models with Applications, Advanced Quantitative Reasoning, Algebraic Reasoning, and Statistics;

- Interactive Mathematics Glossary—an interactive glossary available on the Texas Gateway—for Grades K-8;

- The Texas Response to the Curriculum Focal Points—a guide for curriculum support and professional development;

- Vertical Alignment documents—a series of documents that demonstrate how mathematics builds across the grades; and

- Teacher2Teacher videos—TEKS-aligned instructional videos available on TEALearn—for teachers of mathematics in Grades K-8.

Science

The science TEKS require that students investigate topics in depth to develop scientific observation and problem-solving and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent on Grades 6-12 science instruction be devoted to laboratory and field investigations. In late 2019, the SBOE began a full revision of the Grades K-12 science TEKS to ensure the TEKS were rigorous, reflect current topics and up-to-date research, and address essential content at appropriate grade levels. Content advisors were convened in January 2020, and science TEKS review work groups met in early spring 2020. The revised TEKS were adopted in 2021, and Proclamation 2024, which calls for instructional materials aligned to the new TEKS, was issued in 2022. The revised TEKS and instructional materials are scheduled to be implemented in the 2024-25 school year.

SBOE rules require science instruction in K-12 and require students to earn three or four credits in science to be eligible for high school graduation. High school students must successfully complete one credit in biology, one credit in an advanced science course (to be selected from a list of laboratory-based courses in chemistry and/or physics), and one credit in an advanced science course to be selected from a variety of laboratory-based science courses. Additionally, students pursuing the Foundation High School Program (FHSP) with an endorsement must earn a fourth credit in an advanced science course.

In 2024, TEA developed resources to support educators' understanding of the new standards and implementation of the revised TEKS, including the TEKS Guide for science, the TEKS In Focus series, recurring themes and concepts posters and question stems, and vertical alignment and side-by-side documents. Additionally, the Texas Environmental Education Advisory Committee continues to offer training for museums, zoos, nature centers, and other informal providers of student programs and professional development for educators.

TEA has developed a variety of resources and programs to support science, technology, engineering, and mathematics (STEM) education in Texas. The STEM Framework guides districts when developing high-quality STEM programming aligned with TEA's STEM definition. The Texas Mobile STEM Laboratory models STEM instruction with annual visits to each educational service center region at no cost to districts. In 2023, the 88th Texas Legislature provided additional funding to support the addition of eight new mobile STEM labs. Three of the new labs are scheduled to begin operating in the 2024-25 school year. Districts have access to STEM resources in the STEM Toolkit that support districts in developing STEM programs through planning, implementation, and community engagement. STEM resources are developed each year based on needs identified by the Texas EcosySTEM and surveys. In 2021, TEA released statewide STEM professional development to deliver hands-on learning in K-12 STEM pedagogy, practices, and the STEM Toolkit resources.

Social Studies

The social studies TEKS in all grade levels and courses include strands in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The eight strands are integrated for instructional purposes across Grades K-12, with the history and geography strands establishing a sense of time and place. The social studies skills strand, in particular, supports deeper understanding of complex content by requiring students to analyze primary and secondary sources and apply critical-thinking and decision-making skills.

Social studies instruction is required in Grades K-8. Additionally, the FHSP requires that students earn a minimum of three credits in social studies. Two of the required three credits must consist of United States History Studies Since 1877 (one credit), United States Government (one-half credit), and either Economics with Emphasis on the Free Enterprise System and Its Benefits (one-half credit) or Personal Financial Literacy and Economics (one-half credit). The requirement to offer both the Economics with Emphasis on the Free Enterprise System and Its Benefits course and the Personal Financial Literacy and Economics course may be reduced to one by the commissioner of education upon application of a school district with a total district-wide high school enrollment under 500 students. The third required credit may be earned by completing either World History Studies (one credit) or World Geography Studies (one credit). In addition, TEC §28.0021 requires that school districts and open-enrollment charter schools offering a high school program provide a half-credit elective course in personal financial literacy.

In 2022, the SBOE adopted revised social studies TEKS to be implemented in classrooms in the 2024-25 school year. These revisions reflect the requirements of Senate Bill 3 (87th Texas Legislature).

Career and Technical Education

Career and technical education (CTE) in Texas is organized into 14 career clusters and 65 statewide programs of study. The career clusters provide an organizing framework for programs of study and a recommended sequence of coursework for college and career preparation based on a student's interest or career goal. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than 1.4 million students enroll in CTE courses each year to explore and prepare for careers of personal interest. The programs of study were refreshed in 2023 and will be implemented in the 2024-25 school year. Framework documents that outline coherent course sequences, industry-based certifications, and work-based learning opportunities related to each program of study to ensure students are prepared for high-wage, in-demand, and high-skill careers in Texas were made available on the TEA website in spring 2024.

In 2021, the SBOE began the review process for 45 CTE courses from programs of study in the following career clusters: Education and Training, Health Sciences, Hospitality and Tourism, Law and Public Service, and STEM. The SBOE adopted the revised courses in phases between November 2021 and June 2022. The SBOE approved new CTE TEKS for career preparation and entrepreneurship courses, which became effective February 13, 2024, and will be implemented beginning in the 2024-25 school year. Additionally, the SBOE approved new CTE TEKS for courses in agribusiness, animal science, plant science, aviation maintenance, and engineering that will be implemented beginning in the 2025-26 school year.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2020-2024*, as required under TEC §29.182. The state plan was approved by the SBOE in April 2020 and by the U.S. Department of Education (ED) in June 2020. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to ED, as required by the Carl D. Perkins Career and Technical Education Act of 2006. In April 2024, the SBOE approved updates to the state plan to incorporate clear measures of success, to add language that reflects recently refreshed programs of study, to embed the state's Tri-Agency Goals and Strategies and the vision defined in the new Texas Workforce Investment Council strategic plan, to ensure the plan is forward-looking, and to streamline and clarify the content for clarity and ease of use. In July 2024, ED approved the new four-year state plan, covering fiscal years 2024-2027.

Fine Arts

The disciplines encompassed by the fine arts TEKS are art, dance, music, and theatre. At the high school level, a wide array of courses provides choices for students studying the arts as a lifelong interest or career. Under TEC §28.002, students in Grades 6-8 are required to complete a minimum of one TEKS-based fine arts course during those grade levels as part of a district's fine arts curriculum. High school students must complete one credit in fine arts as part of the FHSP.

Revisions to the fine arts TEKS were implemented beginning with the 2015-16 school year. Many courses are available for each of the fine arts disciplines, including dance courses at the middle school level. In 2013, the 83rd Texas Legislature amended TEC §28.025 to allow a school district, with the approval of the commissioner of education, to provide the option for a student following the FHSP to satisfy the required fine arts credit by participating in a community-based fine arts program not provided by the school district. The fine arts program must provide instruction in the TEKS identified for fine arts by the SBOE.

Health and Physical Education

The TEKS for health education and physical education allow students in Grades K-12 to acquire the information and skills needed to become healthy and physically literate adults and to maintain a lifetime of health and wellness. Instruction in health education and physical education is required in Grades K-8. High school students are required to earn one credit in physical education or an approved substitute for high school graduation.

The TEKS for health education and physical education were originally adopted in 1998 and implemented in classrooms beginning with the 1999-2000 school year. In 2019, the SBOE initiated a full review and revision of the current TEKS for K-12 health education and physical education. Implementation of the approved and adopted TEKS for health education and physical education began with the 2022-23 school year.

In kindergarten through Grade 3, the TEKS for health education are organized around five key strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; and alcohol, tobacco, and other drugs. In Grade 4 and higher, the TEKS for health education are organized around six strands: physical health and hygiene; mental health and wellness; healthy eating and physical activity; injury and violence prevention and safety; alcohol, tobacco, and other

drugs; and reproductive and sexual health. At the high school level, three health education courses, Health I, Health II, and Your Health in the Real World, are available to students for elective credit.

In kindergarten through Grade 8, the TEKS for physical education are organized around five key strands: movement patterns and movement skills; performance strategies; health, physical activity, and fitness; social and emotional health; and lifetime wellness. At the high school level, three physical education courses, Lifetime Fitness and Wellness Pursuits, Lifetime Recreation and Outdoor Pursuits, and Skill-Based Lifetime Activities, are available to students for graduation credit.

In 2023, the 88th Texas Legislature added instructional requirements pertaining to fentanyl abuse prevention and drug poisoning awareness. HB 3908 added TEC §38.040, requiring LEAs to annually provide research-based instruction related to fentanyl abuse prevention and drug poisoning awareness to students in Grades 6-12. The instruction in fentanyl prevention and drug poisoning awareness must include:

- suicide prevention;

- prevention of the abuse of, and addiction to, fentanyl;

- awareness of local school and community resources and any processes involved in accessing those resources; and

- health education that includes information about substance use and abuse, including youth substance use and abuse.

HB 3908 also required the governor to designate a Fentanyl Poisoning Awareness Week in public schools to educate students about the dangers posed by the drug and the risks of fentanyl poisoning, including overdose. Fentanyl Poisoning Awareness Week may include age-appropriate instruction, including instruction on the prevention of the abuse of and addiction to fentanyl, as determined by each school district. Additionally, the 88th Texas Legislature passed HB 3144, which established the month of October as Fentanyl Poisoning Awareness Month to increase awareness of the dangers of fentanyl and potential overdoses.

Languages Other than English

In 2014, the SBOE gave final approval to revisions to the languages other than English (LOTE) TEKS. The revised LOTE TEKS incorporate the CCRS; include clearer, more concise student expectations; establish separate TEKS for each proficiency level; replace American Sign Language (ASL) Levels V-VII with Advanced Independent Study; and add new courses in Seminar in LOTE, in both contemporary and classical languages Advanced and Advanced Independent Study. The revised TEKS were implemented in the 2017-18 school year.

The 84th Texas Legislature required the SBOE to adopt an advanced LOTE course that districts could offer to provide instruction in industry-related terminology that prepares students to communicate in a language other than English in a specific professional, business, or industry environment. This course, Advanced Language for Career Applications, was adopted by the SBOE and made available to districts for the 2017-18 school year.

The 85th Texas Legislature amended TEC §28.025 to allow a student to earn one credit of the two-credit graduation requirement for LOTE by successfully completing a dual-language immersion program in elementary school. The SBOE adopted rules to implement this statute, and this option was available to districts beginning with the 2018-19 school year. The 86th Texas Legislature further amended TEC §28.025 to allow a student who successfully completes a course in ASL while in elementary school to satisfy one credit of the two credits required in a language other than English. The SBOE adopted rules to implement this change, and the option was available to districts beginning with the 2020-21 school year.

Under the FHSP, established by the 83rd Texas Legislature, all students are required to complete two credits in a single language other than English and may satisfy the requirement with two credits in computer programming languages (TEC §28.025). The SBOE has identified the following courses as appropriate computer programming language courses that may satisfy the LOTE requirement: Computer Science I, II, and III; Advanced Placement (AP) Computer Science Principles; AP Computer Science A; IB Computer Science Standard Level, and IB Computer Science Higher Level. A student may substitute credit in an appropriate course for the second credit in LOTE if the student, in completing the first credit, demonstrates that he or she is unlikely to be able to complete the second credit. The SBOE has identified the following courses as appropriate substitutions for the second credit: Special Topics in Language and Culture, World History Studies or World Geography Studies (for a student who is not required to complete both by the local district), another LOTE course, and a computer programming language course.

As required under TEC §28.025, the SBOE adopted rules that permit a student who, because of disability, is unable to complete two courses in a single language other than English to substitute a combination of two credits from English language arts, mathematics, science, or social studies or two credits in CTE. Board rules require that a credit allowed to be substituted may not also be used to satisfy a graduation credit requirement other than credit for completion of a language other than English.

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. The technology applications TEKS in 19 TAC Chapter 126 address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*. There are technology applications educator standards for all beginning teachers, for teachers who want specialized technology applications certificates, and for those who want to become certified as master technology teachers.

In 2011, the SBOE revised the technology applications TEKS to incorporate the CCRS. The revised TEKS were implemented in Texas classrooms beginning with the 2012-13 school year. In April 2014, the SBOE revised the required secondary curriculum in 19 TAC Chapter 74, Subchapter A, to require that districts and charter schools offer Computer Science I and Computer Science II or AP Computer Science, and two additional technology applications courses at the high school level. In 2015, the SBOE approved TEKS for the new AP Computer Science Principles course for use beginning with the 2016-17 school year.

In 2019, the 86th Texas Legislature passed HB 963, which required the SBOE to conduct a review of the TEKS for career and technical education (CTE) and technology applications courses for Grades 9-12 and amend the board's rules to consolidate courses and eliminate duplicative courses. Consequently, high school

technology applications courses were reclassified as CTE courses or eliminated, and the subject area of technology applications now spans kindergarten to Grade 8.

The 86th Texas Legislature also passed HB 2984, which required the SBOE to include coding, computer programming, computational thinking, and cybersecurity in the TEKS for technology applications for K-8. The legislation also required the SBOE to review and revise the technology applications TEKS every five years to ensure that the standards are relevant to student education and align with current or emerging professions. The SBOE initiated a full review and revision of the technology applications TEKS in fall 2021. Work groups of educators approved by the SBOE were tasked with drafting recommendations for the revised standards. In 2022, the SBOE gave final approval to the revised technology applications standards and issued Proclamation 2024, which called for instructional materials aligned to the revised TEKS. Implementation of the revised kindergarten through Grade 8 TEKS for technology applications will take place in the 2024-25 school year.

Emergent Bilingual Students

Overview. Instructional programs in bilingual education, including bilingual dual language and transitional programs and English as a second language (ESL) programs, serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as emergent bilingual (EB) students in accordance with state identification and assessment requirements outlined in 19 TAC §89.1225 and §89.1226. While more than 130 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 90.0 percent of homes in which English is not the primary language. In the 2023-24 school year there were 1,345,917 identified EB students. This was an increase of over 75,000 EB students from the previous year.

Programs targeting emergent bilingual students. School districts and charter schools must offer summer school programs in accordance with requirements under TEC §29.060 for EB students who will be eligible for admission to kindergarten or Grade 1 at the beginning of the following school year. Instruction must focus on language development and essential knowledge and skills appropriate to the level of the student.

To ensure complete alignment between the Texas Every Student Succeeds Act (ESSA) State Plan, Title III, Part A; TEC Chapter 29, Subchapter B, Bilingual Education and Special Programs; and commissioner of education rules, revisions were made to 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students and adopted to be effective July 15, 2018.

Self-paced professional development courses for teachers and training resources on the Language Proficiency Assessment Committee (LPAC) Framework are available on the emergent bilingual web portal. All school districts and charter schools required to provide bilingual education or ESL programs must establish and operate an LPAC.

English Language Proficiency Standards. Title III, Part A - English Language Acquisition (ELA) of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, 2015, continues to require each state to adopt language proficiency standards that focus on the four domains of language (speaking, listening,

reading, and writing), address the different proficiency levels of EB students, and align with the challenging state academic standards. In 2007, the SBOE adopted the English Language Proficiency Standards, or ELPS, which outline English language proficiency level descriptors and student expectations for EB students. School districts and charter schools are required to implement the ELPS as an integral part of each subject in the required curriculum. With the adoption of revised reading and language arts standards in 2017, the SBOE initiated a revision process of the ELPS in the 2018-19 school year. That process was paused to allow time for additional research and was resumed in 2023-24. Proposed revisions to the ELPS were adopted by the SBOE in September 2024.

Gifted/Talented Education

The State Board of Education approved updates to 19 TAC Chapter 89, Adaptations for Special Populations, Subchapter A, Gifted/Talented Education, and held a discussion of proposed amendments to the *Texas State Plan for the Education of Gifted/Talented Students*. Updates to 19 TAC Chapter 89, Subchapter A, remove the limit on the identification of students for gifted/talented (G/T) services, add fiscal responsibility, and add a requirement that the board of trustees annually measure the district's G/T services. The state plan provides comprehensive guidance to school districts on the fidelity of services in G/T education, including the areas of student identification and assessment, service design, curriculum and instruction, professional learning, and family-community involvement. Recent updates to the state plan address fiscal responsibility, a terminology change from student assessment to student identification, student placement committees, and minor language adjustments to align with laws and rules. TEA provides G/T Tuesdays, a webinar series, to assist districts with the implementation of the state plan and adaptation of G/T services. TEA also developed resources on the implementation of the accountability standards within the state plan supporting the growth of G/T services at charter and online schools.

The Texas Performance Standards Project (TPSP) was originally developed in 2002-03 as a resource for teachers and schools for differentiating instruction to G/T students. The goal of TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the state plan. TPSP provides sample tasks and an assessment structure for G/T students in the areas of English language arts and reading, mathematics, science, and social studies. TPSP has expanded the task options to include CTE subjects and fine arts. The TPSP tasks are aligned to the TEKS and CCRS. TPSP materials address the following grade-level spans: primary (Grades K-2), intermediate (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12). Select TPSP tasks and resources are also available in Spanish. Additionally, state-provided professional development for the TPSP includes strategies for differentiating instruction to meet the needs of all learners, including G/T students.

Kindergarten and Prekindergarten Education

TEKS for kindergarten were developed for each content area, excluding CTE. The kindergarten TEKS identify concepts and skills that children are expected to know and be able to do by the end of the kindergarten year.

The state's prekindergarten guidelines were originally adopted by the commissioner of education in 2008. The guidelines provide a means to align prekindergarten programs with the TEKS. In November 2020,

instructional materials for prekindergarten systems were adopted by the SBOE in Proclamation 2021 for implementation in prekindergarten classrooms beginning with the 2021-22 school year. In fall 2021, TEA established focus groups consisting of classroom teachers, public school administrators, education service center staff, and higher education faculty and researchers from across the state to participate in reviewing minor updates to the Texas Prekindergarten Guidelines. The updates were published in December 2022 for implementation in prekindergarten classrooms beginning with the 2023-24 school year.

For each year of the biennium, the Texas Legislature, TEA, and the Texas Workforce Commission (TWC) have supported and funded the Texas School Ready (TSR) Grant implemented through the Children's Learning Institute (CLI) at the University of Texas Health Science Center at Houston. This state-led effort supports collaboration among early childhood programs in Texas and provides a high-quality early childhood education program based on proven school readiness components. Through this effort, the state provides CLI Engage, a free online learning platform for TSR components. The platform houses professional development courses; coaching; collaboration, classroom observation, and child progress monitoring tools; and sample activities aligned with the Texas Prekindergarten Guidelines. The platform is available to all Texas public school districts, charter schools, Head Start programs, and licensed child-care providers participating in the Texas Rising Star Program. Additionally, the CLI's Professional Development Partnerships for Early Childhood Education Project facilitates increased access to professional development and coaching opportunities for early childhood education professionals.

HB 3 was passed by the 86th Texas Legislature and signed into law by Governor Greg Abbott on June 11, 2019. HB 3 requires that state-funded prekindergarten programs for all eligible four-year-olds comply with the program standards required for high-quality prekindergarten programs in TEC §§29.167-29.171. The standards for high-quality prekindergarten programs remain in place.

The Early Childhood Data System (ECDS) is a statewide reporting feature of the Texas Student Data System. The system includes the collection of both prekindergarten and kindergarten data. ECDS provides valuable data regarding the effectiveness of prekindergarten programs in preparing children for success in kindergarten. The Texas Public Education Information Resource website provides ECDS data at the state, district, and school levels.

In the 2020-2021 biennium, Texas was awarded a multi-year project supported by the W.K. Kellogg Foundation and conducted by the University of Pennsylvania's Consortium for Policy Research in Education. ECDataWorks provides innovative opportunities for collaborating states to improve the delivery and use of their early childhood data among state policymakers and practitioners. Through surveys and focus groups with stakeholders across the state, TEA and the Texas Workforce Commission developed TXR3, an analytic tool that allows users to generate custom reports that combine cross-agency data to visualize children's school readiness and the readiness of communities and schools to meet children's early learning needs.

College and Career Readiness School Models

Overview. The Texas College and Career Readiness School Models (CCRSM) are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.

Campuses interested in implementing one of the CCRSM models apply to TEA to be part of a planning year. Campuses then spend 18 months supported by the TEA technical assistance provider building leadership teams, collaborating with business and higher education partners, designing programs, and aligning with regional workforce needs. Once a campus begins operating as a CCRSM school, they reapply to TEA each year for designation.

Early College High Schools. As one of TEA's CCRSMs, Early College High Schools (ECHS) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students earn a high school diploma and up to 60 college credit hours simultaneously at no cost to students. ECHS campuses form strong partnerships with local business and industry and higher education. In addition, ECHS campuses must offer students the opportunity to:

- earn an associate's degree or up to 60 college credit hours;

- participate in rigorous and accelerated instruction;

- obtain support for academic success; and

- increase college readiness and reduce barriers to college access.

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

For the 2022-23 school year, 152 ECHS were designated across Texas, 55 had provisional designation, and an additional 10 campuses entered a planning year. For the 2023-24 school year, there were 149 designated ECHS, 65 provisionally designated ECHS, and 20 campuses in a planning year. The ECHS designation process allows campuses implementing the ECHS blueprint to apply to be recognized for their innovative practices. The ECHS blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated ECHS campuses are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

Pathways in Technology Early College High Schools. As one of TEA's CCRSMs, Pathways in Technology Early College High Schools (P-TECH) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual credit (college and high school), and pursue high-wage, high-demand career paths at no cost to the participating students. In addition, campuses identified as a P-TECH must offer students the opportunity to:

- earn an associate's degree and industry credentials while in high school;

- participate in work-based learning at every grade level;

- maintain partnerships with higher education and industry/business; and

- partner with employers who provide qualified students priority in interviewing.

Recognized as one of the most well-developed P-TECH networks in the country, the P-TECH initiative builds on state and local efforts to provide students the opportunity to earn an associate's degree and industry

credentials while participating in rigorous instruction and accelerated learning and obtaining supports for academic success while in high school.

For the 2022-23 school year, 175 P-TECHs were provisionally designated across Texas with an additional 69 campuses entering a planning year. For the 2023-24 school year, there were a total of 229 provisionally designated P-TECHs and 47 campuses in a planning year. The P-TECH designation process allows campuses implementing the P-TECH blueprint to apply to be recognized for their innovative practices. The P-TECH blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated P-TECHs are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

High School Graduation Requirements

Foundation High School Program

In 2013, the 83rd Texas Legislature amended TEC §28.025 to transition from the three high school graduation programs—the Minimum, Recommended, and Advanced High School Programs—to one Foundation High School Program (FHSP) with endorsement options to increase flexibility for students. The legislature gave the SBOE authority to identify advanced courses related to the graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments under the new graduation program. The SBOE adopted rules for the FHSP on January 31, 2014 (19 TAC Chapter 74, Subchapter B).

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

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

- science, technology, engineering, and mathematics (requires that a student complete Algebra II as one of the four mathematics credits and Chemistry and Physics as two of the four science credits);

- business and industry;

- public services;

- arts and humanities; and

- multidisciplinary studies.

A student may graduate under the FHSP without earning an endorsement if, after the student's sophomore year, the student's parent or guardian files written permission with a school counselor on a form adopted by TEA. Additional information about endorsements can be found in Chapter 16.

Students may earn a distinguished level of achievement by successfully completing four credits in mathematics, which must include Algebra II; four credits in science; the remaining curriculum requirements for the FHSP; and the curriculum requirements for at least one endorsement. A student may earn a performance acknowledgment for outstanding performance in a dual credit course, in bilingualism and biliteracy, on an Advanced Placement or International Baccalaureate examination, or on the PSAT, PreACT, SAT, or ACT; or for earning a state-recognized or nationally or internationally recognized business or industry certification or license.

Over time, the SBOE has updated its rules on high school graduation in response to legislative changes. In 2019, the 86th Texas Legislature passed HB 3, amending TEC §28.025(c) and adding TEC §28.0256, to require a student to complete a free application for federal student aid (FAFSA) or Texas application for state financial aid (TASFA) in order to graduate. In accordance with TEC §28.0256(b), a student is not required to comply with the financial aid application requirement if the student's parent or guardian submits a signed TEA-approved form authorizing the student to decline to complete and submit a financial aid application. The student may submit the form on the student's own behalf if the student is 18 years of age or older or is an emancipated youth under Chapter 31 of the Texas Family Code. A school counselor may also authorize the student to decline to complete and submit a financial aid application for good cause, as determined by the school counselor.

Additionally, TEC §28.025(b-7) requires that a school district permit a student to comply with curriculum requirements under the FHSP by successfully completing appropriate courses in the core curriculum of an institution of higher education (IHE). A student who has completed the core curriculum of an IHE as certified by the IHE in accordance with 19 TAC §4.28 is considered to have earned an endorsement and a distinguished level of achievement and is entitled to receive a high school diploma (19 TAC §74.11(p)).

Texas First Early High School Completion Program

In 2021, the 87th Texas Legislature passed Senate Bill 1886, amending TEC §28.0253 to establish Texas First Early High School Completion Program. In coordination with TEA, the Texas Higher Education Coordinating Board (THECB) adopted rules for the Texas First Early High School Completion Program, effective August 21, 2022 (19 TAC, Chapter 21, Subchapter D). In 2023, the 88th Texas Legislature amended TEC §28.0253 to clarify that school districts and open enrollment charter schools must allow a student to graduate and receive a high school diploma if the student satisfies eligibility requirements for the Texas First Early High School Program outlined in 19 TAC §21.52. The 88th Texas Legislature also amended TEC §28.0253 to require school districts to allow students to select this program as a pathway to earn a Texas high school diploma and a distinguished level of achievement. Early graduates under the program are also eligible to receive the Texas First Scholarship.

A student may earn a Texas high school diploma under this program by successfully completing 22 high school credits; earning a final grade point average equivalent to 3.0 on a 4.0 scale; earning an overall scaled score in at least the 80th percentile on one or more of the following assessments: ACT, SAT, PSAT/NMSQT, TSIA/TSIA2, or GED; or having a grade point average in the top 10 percent of the student's current class during the current semester or the semester prior to the counselor's or administrator's verification; and satisfactorily completing the requirement for the STAAR EOC examinations for English I or II, Algebra I, and Biology. In addition, the student must demonstrate mastery of each subject area of English/Language Arts, Mathematics, Science, Social Studies, and a language other than English through assessments or other means.

Each school district must ensure that a student, on entering ninth grade, and the student's parent or guardian is provided information regarding the Texas First Early High School Completion Program requirements and the Texas First Scholarship Program. A counselor or administrator at the public school of a student who is eligible for early graduation under the program must verify that the student meets the requirements of the program.

Online Learning Opportunities

Texas Virtual School Network

In 2001, the 77th Texas Legislature authorized a full-time virtual program, known as the Electronic Course Pilot (eCP), for Texas public school students (TEC §29.909). In 2007, the 80th Texas Legislature established a state virtual network to provide supplemental online courses for Texas students (TEC Chapter 30A). The Texas Virtual School Network (TXVSN) began offering supplemental high school courses to schools and students across the state through the TXVSN statewide course catalog in January 2009. In 2009, TEC §29.909 was repealed, and the eCP was incorporated into the TXVSN under TEC Chapter 30A. Eligible public school students across the state in Grades 3-12 may choose to participate in the full-time TXVSN Online Schools (OLS) program through any of the participating school districts and charter schools.

Before it can be offered, state law requires that each TXVSN course must meet the definition of an electronic course in TEC §30A.001, have the same instructional rigor and scope as a course provided in a traditional classroom setting, and be reviewed and approved through a course review process administered by TEA. Courses must align with the TEKS, the *National Standards for Quality Online Courses*, the *Texas Content Quality Measures,* and federal accessibility requirements established by Section 508 of the Rehabilitation Act. State rule allows Texas public school districts or charter schools to apply for a waiver of the TXVSN course review process if the school certifies that the course meets all TXVSN standards. Each TXVSN course is led by an instructor who: (a) is Texas-certified in the course subject area and grade level or meets the credentialing requirements of the institution of higher education offering the course; and (b) meets the professional development requirements of the network for effective online instruction.

A district may earn Foundation School Program (FSP) funding for a student taking courses offered through the TXVSN in the same way the district is entitled to funding for a student's enrollment in a traditional classroom setting, provided the student successfully completes the TXVSN course or instructional program.

The commissioner of education is responsible for the TXVSN, with staff at TEA serving as the administering authority. TEA sets standards for TXVSN courses and professional development for online teachers, oversees central operations, and has fiscal responsibility for the network. A group of professional development providers offers the required TXVSN-approved professional development for teaching online for the TXVSN, which is based on the *National Standards for Quality Online Teaching.*

From the program's inception through the 2016-17 school year, centralized responsibilities provided at the state level for the TXVSN statewide course catalog included leadership, administration, operations, course review, and approval of required professional development for teaching online. Through a contract with TEA, ESC Region 10 served as central operations for the network, managing the day-to-day operation of the TXVSN. Region 10 developed and coordinated the centralized TXVSN catalog registration and student enrollment system and ensured eligibility of all TXVSN course providers. TXVSN central operations also published an online catalog of approved courses and coordinated data needed for state reporting requirements. Additionally, Region 10 reviewed online courses submitted by potential course providers through the course review process administered by TEA, checking all courses for alignment with the TEKS and the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses, v2,* and for compliance with TXVSN accessibility guidelines.

In 2017, the Texas Legislature made significant changes to the program. Beginning September 1, 2017, program funding was reduced by 90 percent, language enabling outsourcing of operation of the network to a regional ESC was eliminated, and the commissioner was directed to use agency resources and information systems to operate the network.

The technical migration was completed in December 2017. The migration of other central services, such as invoicing, and program support followed. The full-time TXVSN OLS program and critical functions of the TXVSN catalog continue to operate. Districts and charter schools continue to be able to enroll students in TXVSN courses. However, because of the very large reduction in program funding, several key TXVSN functions, including course review of student courses and professional development courses for TXVSN instructors, have been suspended. In response to the COVID-19 pandemic, TEA allowed all interested districts and charter schools to request waivers to the course review and professional development requirements for the TXVSN, beginning with the spring semester of the 2019-20 school year through the 2020-21 school year.

Texas Virtual School Network Statewide Course Catalog

TXVSN catalog course providers (Texas school districts and open-enrollment charter schools that meet eligibility requirements, ESCs, institutions of higher education, and nonprofit and private entities or corporations that meet eligibility requirements) offer courses through the TXVSN catalog and are responsible for instruction. Students' home districts approve their students' TXVSN catalog course requests, provide ongoing support to local students enrolled in TXVSN catalog courses, and award credits and diplomas. The TXVSN catalog currently offers courses for high school credit, including AP courses and dual credit courses.

In 2009, the 81st Texas Legislature created a state virtual allotment of $400 per course paid to the course provider and $80 per course paid to the district in which the student was enrolled. In 2011, the state virtual school allotment was repealed. In the absence of the allotment, a limited number of Virtual Learning

Scholarships were made available in the 2011-12 and 2012-13 school years to districts and schools that enrolled students through the course catalog. In 2017-18, TEA awarded approximately 100 grants to eligible rural schools to help pay catalog course fees and provide local support to students taking TXVSN catalog courses.

In 2013, the Texas Legislature made several changes to the TXVSN (TEC §26.0031). The legislation limited the FSP funding districts may earn for student enrollment in the TXVSN to a maximum of three yearlong courses, or the equivalent, during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. Students may enroll in additional TXVSN catalog courses at their own expense. Districts may also decline to pay the cost for a student to take more than three yearlong courses, or the equivalent, via the TXVSN during any school year. Districts and charter schools may deny a request to enroll a student in a TXVSN course under certain circumstances, including if the school offers a substantially similar course, as determined by the school.

Because of changes in legislation effective September 1, 2017, operation of the network and all TXVSN technical systems, including the centralized TXVSN catalog registration and student enrollment system and online catalog of courses, were moved to TEA.

In addition to offering online courses available through the TXVSN catalog, Texas public schools continue to offer other online opportunities to their students.

Texas Virtual School Network Online Schools Program

The full-time TXVSN OLS program allows eligible school districts and open-enrollment charter schools participating in the program the opportunity to offer full-time virtual instructional programs to eligible public school students in Grades 3-12. Eligible public school students may choose to participate through enrollment in any of the TXVSN online schools that serve students across the state. The Texas public school districts and open-enrollment charter schools that served students through the TXVSN OLS program in the 2018-19 school year were: Grapevine-Colleyville Independent School District (ISD), Hallsville ISD, Houston ISD, Huntsville ISD, and Responsive Education Solutions' Texas College Preparatory Academies (Grades 3-12) and Premier High Schools (Grades 9-12). In the 2019-20 school year, Texarkana ISD was added to this list when they reopened their TXVSN OLS campus.

TXVSN OLS school districts and open-enrollment charter schools earn FSP funding for eligible students in the same way they earn funding for courses provided in a traditional classroom setting, provided the students successfully complete the courses or programs. Successful course completion is defined as earning credit for a high school course. Successful program completion is defined as completion of the TXVSN education program in Grades 3-8 and demonstrated academic proficiency sufficient for promotion to the next grade level. In 2013, the Texas Legislature limited funding to full-time online schools to no more than three courses per student per year, unless the TXVSN online school was in existence on January 1, 2013 (TEC §26.0031).

In 2017, the legislature revised the student eligibility requirements, allowing dependents of members of the U.S. military who are deployed or transferring into the state to enroll full-time in the TXVSN under certain circumstances.

In 2023, the governor directed the commissioner of education to waive specific requirements for school districts and open-enrollment charter schools to be able to continue offering virtual instruction for students through the TXVSN for the 2023-24 and 2024-25 school years. The Texas public school districts and open-enrollment charter schools that serve students through this directive include Conroe ISD, Dallas ISD, Fort Stockton ISD, Forney ISD, Goose Creek ISD, Great Hearts America Texas, Harmony Public Schools-Houston South, Hutto ISD, Leander ISD, Roscoe Collegiate ISD, San Benito CISD, South Texas ISD, Texas College Preparatory Academies, Trinity Charter Schools, and White Settlement ISD.

Agency Contact Persons

For information on the state curriculum program, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; or Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov.

Other Sources of Information

The TEA website provides additional information about the following:

- curriculum standards; and

- programs of study frameworks.

The Texas Early Learning Council website provides additional information on the Texas State Advisory Council on Early Childhood Education and early learning resources.

The emergent bilingual web portal provides families, parents, and educators with information and resources to support emergent bilingual students.

Chapter 9.
Charter Schools and Waivers

In past years, state lawmakers have taken steps to expand options available to meet students where they are educationally in Texas. They have given local school districts and campuses latitude in tailoring education programs to meet the specific needs of students.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature passed legislation that created open-enrollment charter schools (Texas Education Code [TEC] Chapter 12, Subchapter D). At their inception, charters were designed to be testing zones for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters serve students at risk of dropping out or those who have already dropped out and use the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

In 2013, the 83rd Texas Legislature passed Senate Bill 1141, requiring provision of an adult high school diploma and industry certification charter school program (TEC Chapter 12, Subchapter G). The program, intended to fulfill community and workforce development needs, began with a maximum enrollment of 150 students between the ages of 19 and 50. The legislature later amended statute to remove the enrollment cap and expand eligibility to 18-year-old students.

In addition to the charters granted under TEC Chapter 12, a charter was granted in 2018 under Texas Human Resources Code §221.0071 to serve juvenile offenders as defined in Texas Family Code §51.12, §51.125, and §51.126. Currently, only one such charter exists.

In 2013, the 83rd Texas Legislature amended charter statute to, among other things, transfer authority to grant charters from the SBOE to the commissioner of education and give the SBOE authority to veto charters the commissioner proposes to grant (TEC §12.101). Prior to the changes, the SBOE had awarded a total of 305 state open-enrollment charters. Since September 2013, the commissioner has proposed 57 open-enrollment charters, 16 of which the SBOE subsequently vetoed. The total number of open-enrollment charters awarded as of September 2023 is 342. Of the total number of charters awarded, 186 are active, and

186 of these are currently serving students. Because of default closures, 57of the 333 open-enrollment charters are no longer active. Additionally, 106 have voluntarily closed and are no longer active.

The 83rd Legislature also provided for a graduated increase in the cap on the number of open-enrollment charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101). Previously, the cap on the number of active, open-enrollment charters was 215, and that number was reached for the first time in November 2008. As with the previous cap, the new cap does not include public college and university charters, which may be granted in unlimited numbers. Currently, there are five university charters that are active and operating schools. The cap also does not include charters granted under TEC Chapter 12, Subchapter G, or charters granted under Texas Human Resources Code. Additionally, the cap does not affect the number of campuses that may be operated by current charter schools. Of the current charter schools,113 have multiple campuses, and those that are performing well academically and financially and are compliant with state and federal requirements are eligible to request the addition of campuses, grade levels, geographic areas, and increases in enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated under Charter FIRST, a financial accountability system specific to charters, and are assigned accreditation statuses. Additionally, the 83rd Legislature provided for a charter-specific performance framework to measure the academic, financial, and operational viability of charter schools.

The SBOE reviewed and renewed all 18 first-generation charter renewal applications in the spring of 2001. Later that year, the legislature transferred responsibility for charter amendments, renewals, and other actions to the commissioner of education (TEC §§12.114-12.1162). Typically, the term of an initial charter contract is five years, and the term of a renewed contract is ten years. Contract renewal is dependent on student, campus, charter, and charter holder performance. Prior to 2013, rules governing renewals allowed a charter to operate in a pending status during the interim decision-making period. In 2013, the legislature amended statute to prescribe renewal timelines (TEC §12.1141). Charters are evaluated using one of three considerations: expedited, discretionary, or non-renewal/expiration of the charter. Expedited and expired considerations mandate a 30-day timeline, and discretionary considerations mandate a 90-day timeline. Since September 2023, the commissioner has renewed contracts for 55 of the active open-enrollment and university charters.

State Waivers

In the 2022-23 and 2023-24 school years, the commissioner of education granted a combined total of 5,008 expedited and general state waivers (Table 9.1 on page 183). During that time, the most requested waiver was the certification waiver, which allows an individual to teach, teach in an area outside of certification, or serve in a district role (such as administrator, librarian, or counselor) without the necessary certification. Districts apply for certification waivers on an individual basis and can request the waivers be valid for up to three school years. During the 2022-23 and 2023-24 school years, the commissioner approved a combined total of 2,084 certification waivers, accounting for 41.6 percent of all approved state waivers. The second-most requested waiver was the staff development waiver. This waiver allows districts to provide up to 2,100 operational minutes in lieu of student instruction to provide for staff development. During the 2022-23 and 2023-24 school years, the commissioner approved a combined total of 921 staff development waivers, accounting for 18.4 percent of all approved state waivers.

Table 9.1
State Waivers Approved, 2022-23 and 2023-24

Type of Waiver	2022-23 (N)	2022-23 (%)	2023-24 (N)	2023-24 (%)	Total (N)	Total (%)
Expedited Waivers						
Staff Development	427	20.9	494	16.7	921	18.4
Modified Schedule State Assessment Testing Days	62	3.0	69	2.3	131	2.6
Foreign Exchange Students (5 or more)	33	1.6	58	2.0	91	1.8
Teacher Data Portal of the Texas Assessment Management System	31	1.5	39	1.3	70	1.4
General Waivers						
Course Requirements	0	0.0	0	0.0	0	0.0
Course Requirements – Career and Technical Education	0	0.0	0	0.0	0	0.0
Certification	662	32.4	1,422	48.0	2,084	41.6
Foreign Exchange Students (Less than 5)	0	0.0	0	0.0	0	0.0
Pregnancy Related Services On-Campus (CEHI[a])	12	0.6	7	0.2	19	0.4
Full-Day Prekindergarten	20	1.0	1	<0.1	21	0.4
School Safety[b]	0	0.0	1	<0.1	0	0.0
Bilingual Education/English as a Second Language[b]	0	0.0	87	2.9	87	1.7
Other Miscellaneous	447	21.9	287	9.7	734	14.7
Attendance						
Low Attendance Days	162	7.9	407	13.7	569	11.4
Low Attendance Days – Remote Conferencing[c]	3	0.1	4	0.1	7	0.1
Missed School Days	184	9.0	73	2.5	257	5.1
Additional Days School Year[b]	0	0.0	16	0.5	16	0.3
Total State Waivers Approved	2,043	100	2,965	100	5,008	100

Note. Waivers approved from 6/01/2022 through 5/31/2023 and from 6/01/2023 through 05/31/2024. Parts may not add to 100 percent because of rounding.
[a]Compensatory education home instruction. [b]New waiver-specific application beginning with the 2023-24 school year. [c]New waiver-specific application for the 2022-23 school year.

Class size exceptions may be granted by the commissioner of education only in cases of undue hardship and for only one year at a time. A class size exception may be granted if a district: (a) is unable to employ qualified teachers; (b) is unable to provide educational facilities; or (c) is budgeted for a class size ratio of 22:1 in prekindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to exceed 22 students in a section at any grade level on any campus. In the 2023-24 school year, 164 class size exceptions were granted to districts. In the previous school year, 270 exceptions were granted.

Education Flexibility Partnership Act (Ed-Flex)

Overview

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students. Federal education programs that are covered by Ed-Flex include the following.

- Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA):

- o Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies;

- o Title I, Part C—Education of Migratory Children;

- o Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;

- o Title II, Part A—Supporting Effective Instruction; and

- o Title IV, Part A—Student Support and Academic Enrichment Grants.

- • Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act.

TEA was initially granted Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the U.S. Department of Education (ED) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April 2006, President George W. Bush signed legislation that allowed ED to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

In June 2016, ED extended the TEA designation as an Ed-Flex State under the Education Flexibility Partnership Act of 1999, as amended by ESSA. The state's Ed-Flex authority was renewed on a year-to-year basis through the 2018-19 school year. In the summer of 2019, TEA applied again for a five-year renewal, which ED approved, thereby extending the state's Ed-Flex authority through the 2023-24 school year. TEA submitted an application for renewal in May 2024, which ED approved, thereby extending the state's Ed-Flex authority through the 2028-29 school year.

Statewide Administrative Waivers

During the 2022-23 and 2023-24 school years, the agency used Ed-Flex authority to continue two statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex, without the need for individual application. In May 2021, a third statewide administrative waiver was made available. The new waiver, which was implemented in response to the November 2020 revision of the Uniform Grant Guidance, allows local education agencies to continue to request pre-award costs from TEA for covered programs.

Statewide Programmatic Waivers

Title I, Part A, program—schoolwide eligibility. This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2022-23 and 2023-24 school years, the poverty threshold for schoolwide eligibility was 40 percent. In 2022-23, a total of 79 campuses in 39 districts operated Title I, Part A schoolwide programs under this waiver. In 2023-24, a total of 79 campuses in 41 districts used this waiver.

Title I, Part A, program—carryover. Under the following circumstances, an LEA may apply for an Ed-Flex waiver to carry over unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the carryover waiver separately available under Title I, Part A, legislation. The Ed-Flex carryover waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. The Ed-Flex carryover waiver was not needed during the 2022-23 school year because all LEAs were eligible for the statutory waiver. In 2023-24, a total of 107 districts used the Ed-Flex carryover waiver.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not have negative effects on the students they are intended to benefit. In the 2022-23 school year, one LEA requested and received approval for an individual programmatic waiver related to Title I, Part A, campus eligibility requirements. No individual programmatic waivers were requested by LEAs for the 2023-24 school year.

Agency Contact Persons

For information on open-enrollment charter schools, contact Kelvey Oeser, Deputy Commissioner, Educator and System Support, kelvey.oeser@tea.texas.gov; or Marian Schutte, Deputy Associate Commissioner, Authorizing and Policy, marian.schutte@tea.texas.gov.

For information on general state waivers, contact Steve Lecholop, Deputy Commissioner of Governance, steve.lecholop@tea.texas.gov; or Leah Martin, Director of Accreditation and Enforcement Coordination, leah.martin@tea.texas.gov.

For information on federal Ed-Flex waivers, contact Carla Steffen, Deputy Commissioner of Finance, carla.steffen@tea.texas.gov; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, cory.green@tea.texas.gov; or Vivian Smyrl, Federal Program Compliance, vivian.smyrl@tea.texas.gov.

Other Sources of Information

The TEA website provides additional information on the following:

- [charter schools](#);
- [state waivers granted by the commissioner of education](#); and
- [federal Ed-Flex waivers](#).

Chapter 10.
Expenditures and Staff Hours for Direct Instructional Activities

State statute requires the Texas Education Agency (TEA) to provide a biennial summary of the percentages of expenditures and staff hours used by school districts and charters for direct instructional activities in the two previous fiscal years (Texas Education Code §39.332 and §44.0071).

The percentage of expenditures used by a school district or charter for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in Function Codes 11-61 and Expenditure Codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In the 2022-23 school year, 63.3 percent of school district and charter expenditures statewide were used for direct instructional activities, a slight increase from 62.9 percent in 2021-22 (Table 10.1).

Table 10.1
Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2021-22 and 2022-23

Activity	Expenditures (%)
2021-22	
Instruction	55.7
Instructional Resources and Media Services	1.0
Curriculum Development and Instructional Staff Development	2.4
Guidance and Counseling Services	3.8
Total	62.9
2022-23	
Instruction	55.1
Instructional Resources and Media Services	1.8
Curriculum Development and Instructional Staff Development	2.5
Guidance and Counseling Services	3.9
Total	63.3

Note. Parts may not add to totals because of rounding.

The percentage of staff hours used by a school district or charter for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total staff hours. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the

2023-24 school year, 64.9 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight decrease from 65.0 percent in 2022-23 (Table 10.2).

Table 10.2
Staff Hours Used for Direct Instructional Activities,
Texas Public School Districts and Charters,
2022-23 and 2023-24

Activity	Staff Hours (%)
2022-23	
Instruction	58.2
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	1.7
Guidance and Counseling Services	4.0
Total	65.0
2023-24	
Instruction	58.1
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	1.7
Guidance and Counseling Services	4.0
Total	64.9

Note. Parts may not add to totals because of rounding.

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Persons

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Carla Steffen, Deputy Commissioner of Finance, carla.steffen@tea.texas.gov; Amy Copeland, Associate Commissioner of School Finance/Chief School Finance Officer, amy.copeland@tea.texas.gov; or Sara Kohn, State Funding, Forecasting, and Fiscal Analysis, sara.kohn@tea.texas.gov.

Other Sources of Information

The following are available on the TEA website:

- *Texas Education Data Standards*; and

- *Financial Accountability System Resource Guide*.

Chapter 11.
District Reporting Requirements

The Texas Education Agency (TEA) maintains a comprehensive schedule of state- and federally-imposed school district reporting requirements, which is available on the TEA website (Texas Education Code [TEC] §7.037). In 2023-24, TEA required 107 data collections under state law only, 51 under federal law only, and 9 under both state and federal law. In most instances, districts have the option to submit collections electronically.

In accordance with statute, the Data Governance Board (DGB) conducts a sunset review each even-numbered year of all school and district data collections required by TEA to determine whether the collections are still needed and to eliminate those that are not (TEC §7.060). Made up of staff from across the agency, the board also reviews all new district data requirements. In addition, DGB reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for district data implications. DGB ensures that multiple requests for the same data are not made of schools and districts and that data collected from schools and districts are required by state or federal statute or mandate.

The most extensive data collection, the Texas Student Data System (TSDS), gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

Table 11.1
Information Types in the PEIMS[a] Electronic Data Collection

Organizations
District name, assigned number, career and technical education program of study, and gifted and talented programs
Shared services arrangement types, fiscal agent, and identifying information
Campus name, assigned number, and expanded learning opportunities
Campus course schedules
Campus calendars

Staff
Identification information, including Social Security number, state unique identification number, and name
Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience
Employment, including days of service, salary, and experience within the district
Responsibilities, including the types of professional work performed, its location, and in some cases, the amount of time spent on an activity
Classroom teaching assignments for classroom teachers

Finances
Budgeted revenue and expenditures for required funds, functions, objects, organizations, programs, and fiscal years
Actual revenue and expenditures for required funds, functions, objects, organizations, shared services, programs, and fiscal years

Students
Identification, including a state unique identification number, a Social Security number or unique state-assigned student number, name, and basic demographic information
Enrollment, including campus, grade, special program participation, and various indicators of student characteristics
Attendance information for each six-week period and special program participation
Course attempts and completions for high school courses or any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online School program or the TxVSN Statewide Online Course Catalog
Student graduation information
School leaver information
Disciplinary actions
Special education restraint and law enforcement restraints
Title I, Part A

[a]Public Education Information Management System.

TSDS provides a consistent, integrated platform for districts, charter schools, and regional education service centers (ESCs) to complete their reporting obligations. It has a modernized and extensible architecture for collecting and reporting data that improves the timeliness, relevance, and quality of information available to all stakeholders. Following are the main components and achievements of TSDS.

- Enhanced data collection and submission tools have standardized the data submission process and greatly increased data quality. All reporting requirements for the data elements in TSDS are documented annually in the TEA publication *Texas Education Data Standards*.

- The state-hosted Operational Data Store centralizes reporting data to support the requirements of multiple data collections. As a result, TEA has been able to eliminate some redundant data elements across collections and will be able to further streamline reporting requirements in the future.

- The Public Education Information Management System (PEIMS) serves as a repository for certified data used for state and federal compliance reporting, funding, program evaluation, and educational research. It has improved how extractions and validations of data are performed, provided a more intuitive interface, and increased automation, reducing the reporting burden on districts and providing more accurate, cost-effective data for TEA and stakeholders.

- The TSDS Core Collection includes the following data collections:

  - The Early Childhood Data System is used to collect voluntary and state-mandated early childhood data. It is designed to inform school districts, communities, and early childhood programs about the effectiveness of prekindergarten, Head Start, and community-based licensed childcare programs in preparing children for kindergarten.

  - The State Performance Plan Indicator 14 (SPPI-14) is one of 17 indicators of the State Performance Plan. SPPI-14 requires the state to survey special education services recipients who have left high school. This survey provides a clear measure of post-school outcomes for youth with disabilities as they transition from high school to adult life. The survey results are submitted to the Office of Special Education Programs. Local education agencies (LEAs) submit student and parent or guardian contact information to the SPPI-14 data collection to be used in contacting a random sample of special education services recipients to administer the survey.

  - The Residential Facilities Tracker collection is related to students with disabilities who reside in residential facilities (RFs) within the geographic boundaries or jurisdiction of an LEA. The data collected by RF Tracker is used by TEA to support the implementation of continuous improvement strategies, interventions, and sanctions to improve LEA performance and compliance with federal and state special education requirements.

  - The Class Roster collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments based on the last Friday in February. The data collected is used in relation to the accountability for the state-mandated teacher preparation program. Additionally, the data is used to accurately identify all the LEAs with teachers eligible for funds under the Teacher Incentive Allotment.

- The Charter School Waitlist collection was created in response to Senate Bill 2293 from the 86th legislative session, which requires all open-enrollment charter schools in the state to report data on their admission waiting lists by the last Friday in October, with the data submitted current as of the last Friday in September. Each charter school's campus must report the number of students enrolled, the educational enrollment capacity, and whether the charter school campus uses a waitlist for admission. If students are on a charter school's waitlist, the charter is required to report the students on the list.

- The Special Education Language Acquisition data collection gathers information from LEAs on children's language acquisition. House Bill (HB) 548 requires the commissioner of education and the executive commissioner of the Health and Human Services Commission to ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment. A report will be published on the language acquisition of children no later than August 31st of each year. The information collected in the Special Education Language Acquisition data collection will be used in the creation of this report.

- Child Find combines State Performance Plan Indicator 11 (SPPI-11) and State Performance Plan Indicator 12 (SPPI-12) in the TSDS Core Collection. SPPI-11 refers to the timely evaluation of students ages 3-21 for special education services under Part B of the Individual with Disabilities Education Act (IDEA). SPPI-12 refers to children who are referred from Part C of IDEA prior to age 3, found eligible for Part B of IDEA, and have an individualized education plan (IEP) developed and implemented by their third birthday to receive early childhood special education services from an LEA. Both SPPI-11 and SPPI-12 are compliance indicators, and data are needed to meet federal reporting requirements related to special education Child Find activities.

- The TSDS data warehouse has been expanded to link critical prekindergarten, college-readiness, and workforce data to the current data source, enabling longitudinal data from prekindergarten through matriculation and graduation from Texas colleges and into the labor market.

Within the TSDS collections, in the 2023-24 school year, there were 278 data elements in the PEIMS collection. During the 2024-25 school year, TEA upgraded the *Texas Education Data Standards* to reflect version 4 of the Ed-Fi data standard. In this new version, there are now 252 data elements in the PEIMS collection.

TSDS and its data requirements are reviewed by DGB and two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets at least three times each fiscal year to provide advice about data collection policies and strategies to the commissioner of education. All changes to TSDS data reporting requirements are reviewed by PCPEI, which is composed of representatives of school districts, ESCs, and legislative and executive state government offices. The Information Task Force (ITF) is a technical subcommittee of PCPEI, made up of agency, school district, ESC, and legislative staff and TSDS software vendors providing public school information management systems. Both PCPEI and ITF participate in sunset reviews of all PEIMS data elements. The reviews ensure that the data included are only those required for the legislature and the agency to perform their legally authorized functions in overseeing the public education system.

TEA uses other collection instruments for information that does not fit into the development cycle or data architecture of TSDS data collections. In many cases, data requirements change with more frequency and less lead time than TSDS supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow. Data collections may be specific to a small number of districts or may be one-time requests for information.

The state's 21st Century Tracking and Reporting System, also known as TX21st, uses data submitted by TEA grantees three times per year to track student participation in out-of-school time activities under the Texas 21st Century Community Learning Centers program, also called the Texas Afterschool Centers on Education (ACE) program. The U.S. Department of Education administers the program under the Every Student Succeeds Act (ESSA), Title IV, Part B. The state's data collection system is designed to meet the annual reporting and program evaluation requirements in federal statute. The Daily Tracker function of TX21st records the data in real time at the program level and creates the reports and data sets for state and federal reporting requirements. The system collects about 325 data elements and offers data downloads and dozens of reports that are used for administration and operation of the Texas ACE program.

TEA also maintains an automated system for requisitioning instructional materials, disbursing payments, and shipping, redistributing, and accounting for instructional materials statewide. The online educational materials ordering system, known as EMAT, is embedded in TEA's financial system and allows school districts and charters to easily acquire instructional materials; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2023-24, there were over 9,330 data elements in EMAT. Districts and charters had access to 22 reports, vendors had access to 24 reports, and staff in the TEA Instructional Materials and Implementation Division had access to 84 reports.

The Texas-New Generation System (TX-NGS) is an interactive, interstate information network designed to allow for migratory student records exchange and reporting, as required under the Elementary and Secondary Education Act of 1965, as amended by ESSA of 2015, Title I, Part C.

AskTED (Texas Education Directory) is an interactive, web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are administered through eGrants, a comprehensive web portal that enables submission, tracking, review, and processing of grant applications, as well as the compliance and progress reports associated with grant programs and other grant-related data collections. Grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Automation of grants has reduced agency processing time, which in turn, has allowed school districts to receive funding more quickly.

The Texas Unified Nutrition Programs Systems (TX-UNPS) is the core system for the National School Lunch Program operation and data collection designed to meet the administrative data requirements of the

National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for maintaining the system.

From the 2007-08 school year through the 2018-19 school year, Fitnessgram was used to evaluate the physical fitness of Texas public school students in Grades 3-12. Physical fitness assessments were waived in 2019-20 and resumed in 2020-21. See Chapter 15 of this report for more information about the fitness assessment requirement.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov; or Linda Roska, Research and Analysis, linda.roska@tea.texas.gov.

For information on the Texas Student Data System (TSDS), the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), or the Information Task Force (ITF), contact Melody Parrish, Deputy Commissioner of Technology, melody.parrish@tea.texas.gov; Terri Hanson, Associate Commissioner of Data and Business, terri.hanson@tea.texas.gov, or Leanne Simons, Data Standards, Data Quality, and Business Analysis, leanne.simons@tea.texas.gov.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Sarah Daly, Expanded Learning Models, sarah.daly@tea.texas.gov.

For information on the online educational materials ordering system, known as EMAT, contact Colin Dempsey, District Operations, Technology, and Sustainability Supports, colin.dempsey@tea.texas.gov.

For information on the TX-NGS, contact Carla Steffen, Deputy Commissioner of Finance, carla.steffen@tea.texas.gov; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, cory.green@tea.texas.gov; or Didi Garcia, Federal Program Compliance didi.garcia@tea.texas.gov.

For information on the Texas Education Directory, contact Iris Tian, Deputy Commissioner of Analytics, Assessment, and Reporting, iris.tian@tea.texas.gov; or Charles Hess, Research and Analysis, askted@tea.texas.gov.

For information on the eGrants system, contact Carla Steffen, Deputy Commissioner of Finance, carla.steffen@tea.texas.gov; or Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, cory.green@tea.texas.gov.

For information on the Texas Unified Nutrition Programs Systems (TX-UNPS), contact the TX-UNPS help desk at the Texas Department of Agriculture, Food and Nutrition Division, squaremeals@texasagriculture.gov.

For information on the physical fitness assessment, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov; or Barney Fudge, Curriculum Standards and Student Support, william.fudge@tea.texas.gov.

Other Sources of Information

The TEA website provides:

- a comprehensive schedule of school district reporting requirements;

- *Texas Education Data Standards*; and

- school directory information.

Chapter 12.
Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency was appropriated $32.7 billion in fiscal year (FY) 2023 and $38.6 billion in FY2024.

In FY2024, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (45.3%) of total agency funds (Table 12.1). Federal funds made up 16.2 percent of agency funds in FY 2024, and other funds made up the remaining 38.5 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2024 (66.6%) (Table 12.2 on page 196).

Table 12.1
Texas Education Agency, Method of Financing, 2022-23 and 2023-24

Method of Financing	2022-23 Amount	2022-23 (%)	2023-24 Amount	2023-24 (%)
General Revenue-Related Funds				
General Revenue Fund	$ 323,173,068	1.0	$ 771,656,101	2.0
Available School Fund	3,124,100,000	9.6	2,097,246,839	5.4
Instructional Materials Fund (Technology and Instructional Materials Fund)	12,270,954	<0.1	1,036,260,161	2.7
Foundation School Fund	16,020,367,309	49.0	11,616,618,974	30.1
Certification and Assessment Fees	28,382,999	0.1	27,783,000	0.1
Lottery Proceeds	1,621,355,000	5.0	1,935,084,000	5.0
Tax Rate Conversion Account	0	0.0	0	0.0
Subtotal, General Revenue-Related Funds	$ 21,129,649,330	64.7	$ 17,484,649,075	45.3
General Revenue Dedicated				
Opioid Abatement Account No. 5189	0	0.0	2,611,722	<0.1
Federal Funds				
Health, Education, and Welfare Fund	3,155,497,597	9.7	3,726,877,947	9.7
School Lunch Fund	2,156,303,851	6.6	2,477,314,848	6.4
Coronavirus Relief Fund	0	0.0	40,687,294	0.1
Other Federal Funds	8,854,109	<0.1	8,627,501	<0.1
Subtotal, Federal Funds	$ 5,320,655,557	16.3	$ 6,253,507,590	16.2
Other Funds				
Permanent School Fund	35,435,370	0.1	0	0.0
Property Tax Relief	2,240,179,000	6.9	8,714,066,000	22.6
Economic Stabilization Fund	0	0.0	0	0.0
Appropriated Receipts – Attendance Credits, Estimated	3,015,500,000	9.2	4,526,724,848	11.7
Interagency Contracts	11,958,931	<0.1	13,600,606	<0.1
License Plate Trust Fund Account No. 0802	242,000	<0.1	178,965	<0.1
Tax Reduction and Excellence in Education Fund	920,000,000	2.8	1,579,209,000	4.1
Subtotal, Other Funds	6,223,315,301	19.0	14,833,779,419	38.5
Total, All Methods of Financing	$ 32,673,620,188	100	$ 38,574,547,806	100
Total Full-Time Equivalents	1,165.5	n/aª	1,270.0	n/a

Note. Percent details may not sum because of rounding.

ªNot applicable.

Table 12.2
Texas Education Agency, Administrative Budget, 2022-23 and 2023-24

Method of Financing		2022-23 Amount	2022-23 (%)		2023-24 Amount	2023-24 (%)
General Revenue-Related Funds						
General Revenue Fund	$	54,558,568	34.2	$	144,688,045	55.4
Instructional Materials Fund		2,270,954	1.4		3,687,362	1.4
Foundation School Fund		0	0.0		0	0.0
Certification and Assessment Fees		25,682,999	16.1		25,683,000	9.8
Subtotal, General Revenue-Related Funds	$	82,512,521	51.7	$	174,058,407	66.6
Federal Funds						
Health, Education, and Welfare Fund		38,789,168	24.3		43,510,101	16.7
Coronavirus Relief Fund		0	0.0		40,687,294	15.6
Other Federal Fund		2,557,177	1.6		2,779,810	1.1
Subtotal, Federal Funds	$	41,346,345	25.9	$	86,977,205	33.3
Other Funds						
Permanent School Fund		35,435,370	22.2		0	0.0
Interagency Contracts		229,305	0.1		139,122	0.1
Subtotal, Other Funds	$	35,664,675	22.4	$	139,122	0.1
Total, All Methods of Financing	$	159,523,541	100	$	261,174,734	100

Note. Amounts do not include fringe benefits. Percent details may not sum because of rounding.

TEA retained very little of the state and federal funds received at the agency in FY 2023 and FY 2024 (Table 12.3). In FY2024, 99.5 percent of state funds and 98.6 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

Table 12.3
State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2022-23 and 2023-24

Source of Funds		2022-23 Amount	2022-23 (%)		2023-24 Amount	2023-24 (%)
State Funds						
Administrative Budget	$	118,177,196	0.4	$	174,197,529	0.5
State Funds Passed Through		27,234,787,435	99.6		32,146,949,609	99.5
Total State Funds	$	27,352,964,631	100	$	32,321,147,138	100
Federal Funds						
Administrative Budget		41,346,345	0.8		86,977,205	1.4
Federal Funds Passed Through		5,279,309,212	99.2		6,166,423,463	98.6
Total Federal Funds	$	5,320,655,557	100	$	6,253,400,668	100

Appropriated amounts for 2022-23 and 2023-24 were linked to the goals and strategies outlined in the agency's strategic plan, with specific amounts reflected at the strategy level (Table 12.4 on page 197).

Final TEA expenditures are included as part of the *Comprehensive Annual Financial Report for the State of Texas*, to be published by the Texas Comptroller of Public Accounts.

Table 12.4

Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2022-23 and 2023-24

Goals and Strategies	2022-23 Amount	2023-24 Amount
1. Goal: Provide Education System Leadership, Guidance, and Resources		
TEA will provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens. The agency will satisfy its customers and stakeholders by promoting supportive school environments and by providing resources, challenging academic standards, high-quality data, and timely and clear reports on results.		
1.1.1. Strategy: Foundation School Program – Equalized Operations	$ 26,341,355,132	$ 29,850,510,081
Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.		
1.1.2. Strategy: Foundation School Program – Equalized Facilities	423,700,000	434,150,571
Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.		
1.2.1. Strategy: Statewide Educational Programs	134,285,755	504,182,997
Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third-, fifth-, and eighth-grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.		
1.2.2. Strategy: Achievement of Students At Risk	1,671,321,199	1,945,437,002
Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.		
1.2.3. Strategy: Students with Disabilities	1,161,747,824	1,273,162,242
Develop and implement programs that help to ensure all students with disabilities receive a quality education.		
1.2.4. Strategy: School Improvement and Support Programs	206,904,475	313,361,072
Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.		
Subtotal, Goal 1	$ 29,939,314,385	$ 34,320,803,965
2. Goal: Provide System Oversight and Support		
TEA will sustain a system of accountability for student performance that is supported by challenging assessments, high-quality data, highly qualified and effective educators, and high standards of student, campus, district, and agency performance.		
2.1.1. Strategy: Assessment and Accountability System	110,827,018	123,771,367
Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.		
2.2.1. Strategy: Technology and Instructional Materials	10,000,000	1,032,679,721
Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.		

Source. General Appropriations Act (87th and 88th Texas Legislatures), including Article IX.

continues

Table 12.4 (continued)
Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2022-23 and 2023-24

Goals and Strategies	2022-23 Amount	2023-24 Amount
2.2.2. Strategy: Health and Safety Enhance school safety and support schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to succeed.	$ 13,565,714	$ 25,762,572
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	2,169,927,788	2,490,938,785
2.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.	57,644,288	65,096,919
2.3.1. Strategy: Improving Educator Quality and Leadership Support educators through access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Support regional education service centers to facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	212,817,454	255,587,688
2.3.2. Strategy: Agency Operations Continuously improve a customer-driven, results-based, high-performing public education system through a strategic commitment to efficient and effective business processes and operations.	84,029,906	97,922,786
2.3.3. Strategy: State Board for Educator Certification Administer services related to the certification, continuing education, and standards and conduct of public school educators.	5,336,033	6,461,899
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	14,249,875	24,561,828
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	39,970,122	114,650,737
2.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state. Estimated and nontransferable.	15,937,605	16,309,539
Subtotal, Goal 2	$ 2,734,305,803	$ 4,253,743,841
Total, All Goals and Strategies	$ 32,673,620,188	$ 38,574,547,806

Source. General Appropriations Act (87th and 88th Texas Legislatures), including Article IX.

Agency Contact Person

For information on TEA funds and expenditures, contact Carla Steffen, Deputy Commissioner of Finance, carla.steffen@tea.texas.gov.

Other Sources of Information

General Appropriations Acts (87th and 88th Texas Legislatures), as published, including Article IX. The Legislative Budget Board website provides additional information on legislative appropriations.

Chapter 13.
Performance of Open-Enrollment Charters

The State Board of Education (SBOE) awarded the first open-enrollment charters in 1996, with schools opening their doors in 1997. Charter schools were designed to encourage innovation within the public education system. To foster this innovation, charter schools face fewer regulations than traditional school districts (Texas Education Code [TEC] §12.103). Although charter schools must still meet fiscal and academic accountability standards, the rules are written to allow flexibility in teaching methods and instructional approaches. This flexibility has contributed to a steady increase in enrollment, paving the way for continued expansion.

Enrollment in open-enrollment charter schools is relatively small compared to enrollment in traditional school districts. In 2023-24, 422,930 students—roughly 7.6 percent of all public school students in Texas— were enrolled in charters, up from 7.0 percent in 2021-22. As of the last Friday in October 2023, 186 open-enrollment charters were operating 916 approved campuses. Most charters have only one campus, but some operate multiple. Through the expansion amendment process, open-enrollment charter schools are able to seek commissioner of education approval to serve more students, increase grade levels, or add campuses. The commissioner approved 70 new sites during the 2023 expansion amendment period. The goal of these amendments is to expand the number of quality educational options for students across the state.

In the early years of charter accountability, from 1997 to 2002, ratings were assigned to individual charter campuses only. Starting in 2004, ratings were expanded to the district level. Today, open-enrollment charters are assessed using the same criteria and thresholds as traditional school districts, with evaluations based on the combined performance of all campuses under each charter. Additionally, like traditional school districts, charters that primarily serve students at risk of dropping out may opt for evaluation under Alternative Education Accountability (AEA) provisions. In 2022, under these provisions, campuses received ratings of *A*, *B*, or *C*, while those that did not earn at least a *C* were designated as *Not Rated*, in accordance with Senate Bill 1365. In the 2023-24 school year, 16.6 percent of charter campuses were registered under AEA provisions.

Building on these measures, further legislative efforts were made to standardize performance comparisons. In 2001, the 77th Texas Legislature required that charter performance be reported alongside traditional school district performance on student achievement indicators (TEC §39.332). This chapter provides a comprehensive comparison of charter and traditional school performance on student achievement indicators. In the following analyses, charter campuses evaluated under AEA provisions are referred to as "AEA charters," and those evaluated under standard accountability provisions are referred to as "standard charters." Non-charter districts are referred to as "traditional districts," and the data reported for these districts include both campuses evaluated under standard accountability provisions and campuses evaluated under AEA provisions. State of Texas Assessments of Academic Readiness (STAAR) results are reported using three performance levels: Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 contains information on the inception and growth of charters.

STAAR Performance

State Summary

In 2024, overall STAAR passing rates varied by subject and educational setting (Table 13.1). On the reading language arts (RLA) test, passing rates were highest in standard charters, followed by traditional districts and AEA charters. Passing rates on the mathematics test were highest in traditional districts, followed by standard and AEA charters. Passing rates on the science and social studies tests were highest in AEA charters, followed by traditional districts and standard charters. Across subjects, the passing rates for AEA charters were highest on the social studies test, and the passing rates for standard charters and traditional districts were highest on the RLA test.

Table 13.1
STAAR Passing Rates (%), by Subject, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2023 and 2024

Subject	AEA Charters 2023	AEA Charters 2024	Standard Charters 2023	Standard Charters 2024	Traditional Districts[a] 2023	Traditional Districts 2024
Reading Language Arts	52	55	78	77	77	76
Mathematics	58	62	72	69	76	73
Science	68	79	73	70	78	75
Social Studies	84	89	74	72	79	79
All Tests Taken	63	68	75	73	77	75

Note. Results are based on STAAR (with and without accommodations), STAAR Spanish, and STAAR Alternate 2 combined and are summed across all grades tested for each subject.
[a]Excludes charters.

STAAR Performance by Student Group

Comparing performance in standard charters and traditional districts in 2024, passing rates for all student groups were higher in standard charters on the RLA test (Table 13.2 on page 203). Passing rates for Hispanic students were higher in traditional districts on the mathematics, science, and social studies tests. Passing rates for African American students were higher in traditional districts on the science and social studies tests and the same in traditional districts and standard charters on the mathematics test. Passing rates for students identified as economically disadvantaged were higher in traditional districts on the social studies test and the same in traditional districts and standard charters on the mathematics and science tests. Passing rates for White students were higher in traditional districts on the mathematics, science, and social studies tests.

Passing rates in AEA charters were higher than those in standard charters and traditional districts for all student groups on the science and social studies tests and lower than those in standard charters and traditional districts on the reading and mathematics tests.

Table 13.2

STAAR Passing Rates (%), by Subject and Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2023 and 2024

Group	AEA Charters 2023	AEA Charters 2024	Standard Charters 2023	Standard Charters 2024	Traditional Districts[a] 2023	Traditional Districts 2024
Reading Language Arts						
African American	42	46	75	74	69	68
Hispanic	52	55	76	74	72	71
White	69	69	89	87	87	86
Economically Disadvantaged	51	54	75	73	70	69
Mathematics						
African American	46	52	64	61	63	61
Hispanic	61	65	70	67	71	69
White	62	67	82	79	85	82
Economically Disadvantaged	58	62	68	65	68	65
Science						
African American	58	70	65	63	67	66
Hispanic	69	80	72	69	73	70
White	79	88	84	81	88	85
Economically Disadvantaged	67	79	70	67	70	67
Social Studies						
African American	78	81	68	69	70	72
Hispanic	84	90	72	70	74	75
White	90	93	86	84	87	86
Economically Disadvantaged	83	88	70	68	71	72

Note. Results are based on STAAR (with and without accommodations), STAAR Spanish, and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

[a]Excludes charters.

State Assessment Participation

In the 2023-24 school year, 96 percent of students in AEA charters took state assessments, compared to 99 percent of students in traditional districts and 100 percent of students in standard charters (Figure 13.1 on page 204).

Test inclusion in accountability depends on a student's specific circumstances. In 2024, results for a student who met the following criteria were used in determining accountability ratings: (a) the student was tested on STAAR (with and without accommodations), STAAR Alternate 2, STAAR Spanish, or the Texas English Language Proficiency Assessment System (TELPAS)/TELPAS Alternate and also had a valid scale score on an English-language version of a STAAR test, or was an accelerated tester with an SAT/ACT assessment; and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; or (b) the students were tested exclusively on TELPAS or identified as emergent bilingual students/English learners in their first year of enrollment in U.S. schools.

In addition, the performance of students served at certain campuses was not used in evaluating the districts where the campuses are located. For example, under TEC §39.055, students ordered by juvenile

Figure 13.1
State Assessment Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2024
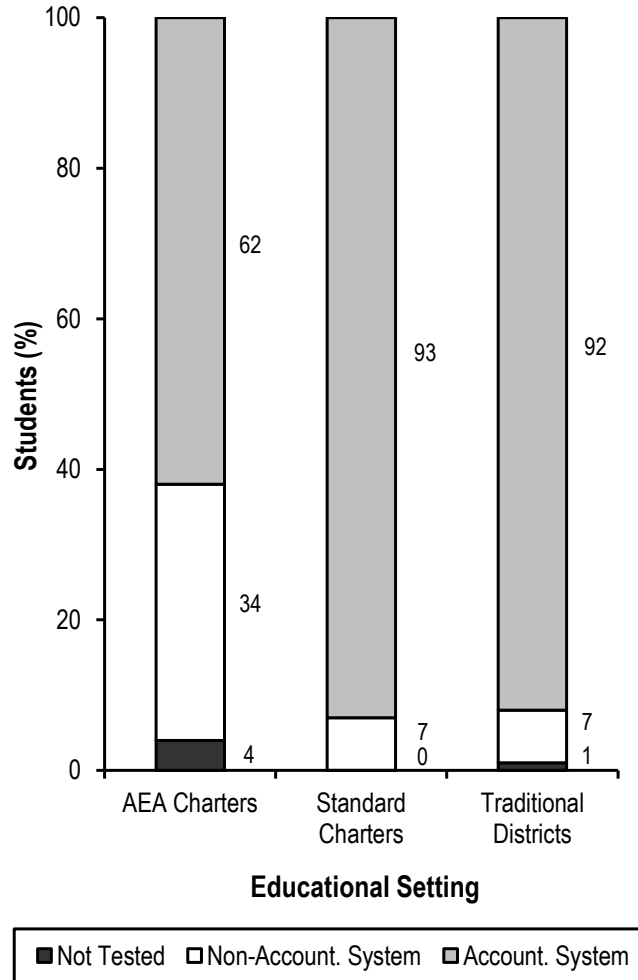
courts into residential programs or facilities operated by the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity and students receiving treatment in residential facilities were excluded when determining campus and district accountability ratings.

Because students attending charters tend to be a more mobile population, the percentage of students whose test results are excluded when determining accountability ratings is generally higher for charters than for traditional districts. In 2024, test results for 34 percent of students in AEA charters, 7 percent of students in standard charters, and 7 percent of students in traditional districts were excluded for accountability purposes (Figure 13.1).

Grade 9-12 Annual Dropout Rates

In 2022-23, Grade 9-12 annual dropout rates for all student groups were considerably higher in AEA charters than in standard charters and traditional districts (Table 13.3). The annual dropout rate for students overall was lower in standard charters (0.8%) than in traditional districts (1.4%). In addition, annual dropout rates for African American, Hispanic, and economically disadvantaged students were lower in standard charters than in traditional districts.

Table 13.3
Annual Dropout Rates (%), Grades 9-12, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2021-22 and 2022-23

Group	AEA Charters	Standard Charters	Traditional Districts[a]
2021-22			
African American	22.6	0.8	2.1
Hispanic	17.2	0.9	1.9
White	8.8	0.8	0.8
Econ. Disad.[b]	20.2	1.0	2.1
State	16.7	0.9	1.5
2022-23			
African American	19.3	0.7	1.9
Hispanic	14.6	0.9	1.7
White	7.6	0.7	0.7
Econ. Disad.	15.7	0.9	1.8
State	14.1	0.8	1.4

[a]Excludes charters. [b]Economically disadvantaged.

Grade 9-12 Longitudinal Graduation Rates

The class of 2023 longitudinal graduation rates for standard charters (96.2%) and traditional districts (93.1%) were much higher than the rate for AEA charters (43.8%) (Table 13.4 on page 206). Across settings, standard charters had the highest longitudinal graduation rates for all student groups.

College, Career, and Military Readiness

In the class of 2023 overall, students in standard charters (84%) outperformed students in traditional districts (76%) on indicators of college, career, and military readiness (CCMR) (Table 13.5 on page 206). Similar differences were seen across all student groups, with the largest difference among African American students. CCMR indicator rates for African American students were 81 percent in standard charters and 66 percent in traditional districts, a difference of 15 percentage points. CCMR indicator rates in AEA charters were lower than those in standard charters and traditional districts for all student groups.

Table 13.4

Four-Year Longitudinal Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2022 and 2023

Group	AEA Charters	Standard Charters	Traditional Districts[a]
Class of 2022			
African American	28.8	96.1	90.3
Hispanic	37.1	96.0	91.3
White	62.4	95.0	95.6
Econ. Disad.[b]	35.3	95.7	90.1
State	39.7	96.0	92.7
Class of 2023			
African American	32.3	96.9	91.1
Hispanic	41.8	95.8	91.6
White	63.8	96.1	95.9
Econ. Disad.	39.1	95.8	90.7
State	43.8	96.2	93.1

[a]Excludes charters. [b]Economically disadvantaged.

Table 13.5

College, Career, and Military Readiness, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2022 and 2023

Group	AEA Charters	Standard Charters	Traditional Districts[a]
Class of 2022			
African American	53	71	56
Hispanic	56	78	68
White	62	82	76
Econ. Disad.[b]	55	77	65
State	57	79	70
Class of 2023			
African American	54	81	66
Hispanic	55	84	75
White	62	85	81
Econ. Disad.	53	84	72
State	56	84	76

[a]Excludes charters. [b]Economically disadvantaged.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 99.1 percent for the class of 2023. In traditional districts, the participation rate was 80.3 percent. In AEA charters, only 17.9 percent of graduates participated.

The percentage of examinees in the class of 2023 who scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23) was 29 percent for traditional districts, 27.2 percent for standard charters, and 7.1 percent for AEA charters.

Agency Contact Persons

For information on charters, contact Kelvey Oeser, Deputy Commissioner of Educator Support, kelvey.oeser@tea.texas.gov; or Marian Schutte, Deputy Associate Commissioner of Authorizing and Policy, marian.schutte@tea.texas.gov.

Other Sources of Information

The following are available on the TEA website:

- state accountability ratings;

- Texas Academic Performance Reports (TAPR);

- profiles of charter operators and charter campuses; and

- evaluation reports pertaining to Texas charter schools.

Chapter 14.
Character Education

Prior to 2019, school districts were permitted, but not required, to offer character education programs. In 2019, the 86th Texas Legislature passed House Bill (HB) 1026, amending Texas Education Code (TEC) §29.906 to require that the State Board of Education (SBOE) integrate the following positive character traits into the essential knowledge and skills adopted for kindergarten through Grade 12:

- courage;

- trustworthiness, including honesty, reliability, punctuality, and loyalty;

- integrity;

- respect and courtesy;

- responsibility, including accountability, diligence, perseverance, and self-control;

- fairness, including justice and freedom from prejudice;

- caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;

- good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;

- school pride; and

- gratitude.

In 2020, the SBOE adopted Texas Essential Knowledge and Skills (TEKS) for positive character traits for kindergarten through Grade 12. Beginning in the 2021-22 school year, school districts and open-enrollment charter schools began providing instruction in the TEKS for positive character traits at least once in the following grade bands: Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12. School districts may provide the required instruction in a variety of arrangements and settings, including through a stand-alone course or by integrating the positive character traits standards in the TEKS for one or more courses or subject areas at the appropriate grade levels.

In 2021, the 87th Texas Legislature passed Senate Bill (SB) 123, amending TEC §29.906 by adding personal skills to the positive character traits required to be integrated into the TEKS for kindergarten through Grade 12. The bill specified inclusion of self-management skills, interpersonal skills, and responsible decision-making skills. In 2022, the SBOE adopted revisions to the TEKS for positive character traits for kindergarten through Grade 12 to align with the changes made by SB 123. The revisions were implemented beginning with the 2022-23 school year.

HB 1026 also required school districts and open-enrollment charter schools to adopt character education programs that include the positive character traits listed above by consulting with committees selected by the districts that consist of parents of district students, educators, and other members of the community. The Texas Education Agency (TEA) is required to maintain a list of the programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- include the positive character traits required to be integrated; and

- be approved by a district committee.

From 2002 until 2010, TEA conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of the programs on student discipline and academic achievement. TEA designated campuses as Character Plus Schools based on responses to the survey.

For 2009-10, the most recent school year for which data are available, 227 Texas school districts or charters (approximately 18%) responded to the survey. Approximately 89 percent of districts and charters completing the survey reported having character education programs. A total of 1,296 campuses in the responding districts and charters had programs meeting the Character Plus criteria, and 367 campuses had programs not meeting the criteria. About 11 percent of survey respondents reported not having character education programs.

Districts and charters that reported implementing character education programs were asked whether the programs had effects on academic achievement and student discipline. Over 61 percent reported improved standardized tests scores, and some 45 percent reported improved local grades. Over 80 percent reported fewer discipline referrals, and almost 48 percent reported improved attendance.

Agency Contact Persons

For information about Character Plus Schools or positive character trait TEKS, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov; or Barney Fudge, Curriculum Standards and Student Support, william.fudge@tea.texas.gov.

Other Sources of Information

The TEA website provides additional information about Character Plus Schools, including program criteria under TEC §29.906 and lists of Character Plus Schools for school years 2001-02 through 2009-10.

Chapter 15.
Student Health and Physical Activity

Student health plays an integral part in the academic success of all students. To help promote student health, Texas has implemented the Coordinated School Health Model, which is designed to support and advance student academic performance by focusing on student physical, emotional, social, and educational development.

Physical Fitness Assessment

Under Texas Education Code (TEC) §38.101, all public school districts must assess the physical fitness levels of all students in Grades 3-12 on an annual basis. Districts must use a physical fitness assessment instrument specified by the commissioner of education and report results to the Texas Education Agency (TEA) (TEC §§38.102 and 38.103). The data must be aggregated and may not include student-level information (TEC §38.103). TEA is required to analyze the results of the physical fitness assessment and identify any correlation between the results and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104).

After a thorough review process, the commissioner selected the FitnessGram in 2007 as the official physical fitness assessment instrument. The FitnessGram, created by The Cooper Institute measures body composition, aerobic capacity, strength, endurance, and flexibility. In the FitnessGram program, a student is considered to be in the "Healthy Fitness Zone" if the student achieves specified levels of fitness on individual tests, with performance targets tied to the student's age and gender. Students participate in six tests, which include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

In 2019, the 86th Texas Legislature appropriated $2 million for the 2019-2020 biennium for the physical fitness assessment and related analysis. Appropriations for the 2021-2022 biennium were again $2 million. From the 2013-14 school year through the 2018-19 school year, TEA provided a statewide license for FitnessGram software at no cost to Texas public schools. The software provides a web-based data collection system and mobile applications that allow teachers to upload physical fitness assessment data directly to FitnessGram servers. The software also allows teachers and campuses to run various reports on the collected physical fitness assessment data. FitnessGram was also selected as the fitness assessment tool after the 2022 solicitation process. TEA continues to maintain the Physical Fitness Assessment Initiative (PFAI) application for districts to submit their data to TEA as an option for districts that do not want to use a third-party vendor.

During the 2021-22 school year, TEA collected physical fitness assessment data from 712 school districts and charter schools on 1,587,691 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed increased from the previous year, when 1,174,027 students were assessed in 568 districts and charter schools.

During the 2022-23 school year, TEA collected physical fitness assessment data from 730 school districts and charter schools for 1,767,805 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed again increased from the previous year.

In 2017 and 2018, TEA conducted an analysis of the physical fitness assessment data to assess the relationships among physical fitness and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs. These analyses are available on the TEA website. Given the systemic closure of schools resulting from the spread of the COVID-19 virus, the governor suspended the 2019-20 physical fitness assessment and reporting of those results. TEA is currently conducting the analysis of the physical fitness assessment data for the 2020-21, 2021-22, and 2022-23 school years.

Coordinated School Health Programs

Under TEC §38.013, TEA must make available to each school district one or more coordinated health programs in elementary, middle school, and junior high school. In 2019, the 86th Texas Legislature passed House Bill (HB) 18, amending statute to require that each coordinated program provide for education and services related to the following:

- physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;

- mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making;

- substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;

- physical education and physical activity; and

- parental involvement.

Current programs approved by the commissioner of education that meet all criteria for a coordinated school health program outlined in 19 Texas Administrative Code (TAC) §102.1031 are available on the TEA website.

Instruction in Cardiopulmonary Resuscitation and the Use of an Automated External Defibrillator

The State Board of Education (SBOE) requires instruction in cardiopulmonary resuscitation (CPR) for students in Grades 7-12 (19 TAC §74.38; TEC §28.0023). School districts and open-enrollment charter schools must provide students with instruction in CPR at least once before graduation. The instruction in CPR may be provided as a part of any course, and a school administrator may waive the curriculum requirement for an eligible student who has a disability. The SBOE requires school districts and charter schools to indicate completion of the required CPR instruction on a student's academic achievement record (transcript) if the student completes instruction in Grade 9, 10, 11, or 12.

In 2023, the 88th Texas Legislature passed HB 4375, amending TEC §28.0023 to require students in Grades 7-12 to receive instruction in the use of an automated external defibrillator (AED) in addition to CPR.

The requirement to receive instruction in the use of an AED applies to any student who entered Grade 7 in the 2024-25 school year and thereafter.

Bleeding Control Training and Instruction

The 86th Texas Legislature passed HB 496, which added TEC §38.030, requiring school districts and open-enrollment charter schools to develop and make available a protocol for school employees and volunteers to follow in the event of a traumatic injury. The locally approved protocol must include maintenance and availability of bleeding control stations, as well as training on use of a bleeding control station for school district peace officers, school resource officers, and all other district employees who may be reasonably expected to use a bleeding control station. The legislation requires TEA to approve training on use of a bleeding control station for use by district staff. In 2019, TEA approved the following bleeding control training programs:

- Bleeding Control Basics, Con10gency Consulting;

- Campus Emergency Preparedness and Survival Training (EPAST), University of Texas Southwestern Medical Center—Department of Emergency Medicine;

- Stop the Bleed, American College of Surgeons; and

- Williamson County Emergency Medical Services (WCEMS) Hemorrhage Control, WCEMS.

School districts and open-enrollment charter schools are also required to offer annual instruction on use of a bleeding control station to students enrolled at the campus in Grade 7 or higher.

Seizure Management and Treatment Plan and Related First Aid

The 86th Texas Legislature passed HB 684, which added TEC §38.032, permitting the parent or guardian of a student with a seizure disorder to seek care for the student's seizures while the student is at school or participating in a school activity by submitting to the district a copy of a seizure management and treatment plan developed by the student's parent or guardian and the physician responsible for the student's treatment. A seizure management and treatment plan must identify the health care services the student may receive at school or while participating in a school activity, evaluate the student's ability to understand and manage seizures, and be signed by the student's parent or guardian and the physician responsible for the student's treatment.

HB 684 also added TEC §38.033, which requires that a school nurse employed by a school district complete a TEA-approved online course of instruction for school nurses regarding managing students with seizures. The course must include information about seizure recognition and related first aid. In 2019, TEA approved the following trainings from the national nonprofit organization, Epilepsy Foundation: *Managing Students with Seizures: The Importance of School Nurses and Seizure* and *Training for School Personnel*. Both trainings are available online and free of charge. School district employees other than school nurses whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction specific for school personnel regarding awareness of students with seizures.

The 88th Texas Legislature passed Senate Bill (SB) 1506, which amended TEC §38.032, requiring TEA to adopt and post a form on the agency's website to be used in submitting a seizure management and treatment plan to a student's school that includes a specific list of information and the signatures of the student's parent or guardian and the physician responsible for the seizure treatment.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans must establish goals and objectives for the coordinated school health program on each elementary, middle, and junior high school campus. The goals and objectives must be based on the following: student fitness data; student academic performance data; attendance rates; the percentage of students identified as educationally disadvantaged; the use and success of any methods used to ensure that students participate in moderate to vigorous physical activity; and any other indicators recommended by the local school health advisory council (SHAC).

School Health Survey

To enhance implementation of school health requirements and improve the quality of fitness data, TEA developed an annual survey to collect additional data from school districts on student health and physical activity programs (TEC §38.0141). Results from the survey help identify district needs and guide technical support and training related to effective implementation of coordinated school health programs and SHACs. The results also help other organizations and agencies throughout the state in efforts to improve policies and practices that affect health behavior in their districts and communities.

In 2017, the 85th Texas Legislature passed SB 1873, which amended TEC §38.0141, requiring TEA to complete a report on the physical education information provided by each school district and publish the report on the agency's website no later than one year after receiving the information. The bill also added information not previously collected by the survey.

TEA updated the 2016-17 school health survey to align with SB 1873 reporting requirements. In addition, data elements were added in the Public Education Information Management System (PEIMS) to collect the additional information required by the bill. The Physical Education Reports are published on the TEA website.

Mental Health

The 86th Texas Legislature passed HB 18, which amended Health and Safety Code §161.325 by transferring Subchapter O-1 pertaining to mental health, substance abuse, and youth suicide and reenacting that section in Chapter 38, Subchapter G, of the Texas Education Code. In addition, HB 18 addressed the following: training for certain school employees on mental health of public school students; curriculum requirements; requirements for counseling programs; requirements for coordinated school health programs, state and regional programs and services, and health care services for students; mental health first aid program training and reporting regarding local mental health authority and school district personnel.

The 87th Texas Legislature passed several bills related to mental health. HB 3607 amended TEC §38.351 to allow school districts to develop practices and procedures in, among other areas, mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention. The bill also authorized school districts to develop procedures for providing all parents and families in the district with educational material that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus.

SB 279 amended TEC Chapter 38, Subchapter G, by adding TEC §38.353, which requires suicide prevention information on certain student identification cards. Each student identification card issued by a public school to a student in Grade 6 or higher must include contact information for the National Suicide Prevention Lifeline and the Crisis Text Line and may have the contact information for a local suicide prevention hotline on the card, if available.

SB 1267 amended TEC §38.351, requiring that, if school districts provide training for teachers, school counselors, principals, and all other appropriate personnel, the training must be completed in accordance with the policy adopted under TEC §21.4515.

The 88th Texas Legislature passed several bills related to drug prevention and awareness and mental health. HB 3144 established October as Fentanyl Poisoning Awareness Month. HB 3808 added requirements for research-based instruction, fentanyl abuse prevention, and drug poisoning awareness for students in Grades 6-12. SB 629 required districts to adopt a policy and provide training for the maintenance, administration, and disposal of opioid antagonists. It required TEA and the Texas State Department of Health Services to adopt rules to implement this new requirement. HB 3 added TEC §22.904 to require evidence-based mental health training for all district personnel who regularly interact with students. It authorized funding to reimburse districts for training and travel expenses to implement the requirements and required the commissioner to adopt rules, including rules for training fees and travel expenses.

SB 11 amended TEC §28.002 by adding mental health instruction to the enrichment curriculum. The legislation added instruction on mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making. It also added instruction on suicide prevention, including recognizing suicide-related risk factors and warning signs. SB 11 added TEC §37.115, requiring a safe and supportive schools program that addresses mental and behavioral health, the social and emotional domain, and school climate. It requires a multitiered system of support and multidisciplinary teams to implement the program. It also requires the commissioner to adopt rules to implement the program.

Agency Contact Persons

For additional information on student health and physical activity, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov; or Barney Fudge, Curriculum Standards and Student Support, william.fudge@tea.texas.gov.

Other Sources of Information

The TEA website provides additional information about the following:

- the Physical Fitness Assessment Initiative;

- aggregate fitness assessment data;

- FitnessGram results at the district level;

- approved coordinated school health programs;

- approved bleeding control training programs;

- the Seizure Management and Treatment Form;

- approved seizure disorder training programs;

- school health survey results;

- the *Physical Education Report*; and

- best-practice-based resources for supporting student mental and behavioral health.

Chapter 16.
Foundation High School Program Endorsements

With implementation of the Foundation High School Program (FHSP) in 2014-15, Texas added endorsements to high school graduation requirements. Endorsements consist of a series of related courses that are grouped together by interest or skill set and allow students to complete coursework in a particular subject area to pursue possible career paths or topics of interest.

An endorsement may be earned in any of the following areas:

- science, technology, engineering, and mathematics (STEM);

- business and industry;

- public services;

- arts and humanities; or

- multidisciplinary studies.

Each student entering ninth grade must select at least one endorsement to pursue as part of the FHSP. A student may graduate without earning an endorsement if, after the student's sophomore year, the student's parent or guardian files written permission to opt out of pursuing an endorsement.

To earn an endorsement, a student graduating under the FHSP must successfully complete the curriculum requirements for that endorsement as identified by State Board of Education (SBOE) rule. A student seeking an endorsement is required to earn a total of 26 credits, including 4 credits each in mathematics and science and 7 elective credits (Table 16.1). A student not seeking an endorsement is required to earn a total of 22 credits.

Table 16.1
Foundation High School Program (FHSP) Credit Requirements

Subject Area	FHSP Without Endorsement	FHSP With Endorsement
English	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
LOTE[a]	2	2
Physical Education	1	1
Fine Arts	1	1
Electives	5	7
Total	22	26

[a]Languages other than English.

SBOE rules for the FHSP provide students with multiple options to earn each endorsement (Table 16.2 on page 218). The options, to the extent possible, require completion of a coherent sequence of courses. Students

Table 16.2
Course Sequence Options to Complete Endorsements, by Endorsement Area, 2014-15 Through 2023-24

Science, Technology, Engineering, and Mathematics (STEM)[a]
- Career and technical education (CTE) courses related to STEM
- Courses required to complete a TEA-designated program of study related to STEM (beginning with the 2020-21 school year)
- Computer science
- Mathematics
- Science
- Combination of no more than two of the categories listed above

Business and Industry
- CTE courses selected from one of the 11 CTE career clusters approved for the endorsement: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; Transportation, Distribution, and Logistics; and Energy
- Courses required to complete a TEA-designated program of study related to business and industry (beginning with the 2020-21 school year)
- English electives in public speaking, debate, advanced broadcast journalism, including newspaper, yearbook, or literary magazine
- Technology applications
- A coherent sequence of four credits from the categories listed above

Public Services
- CTE courses selected from one of the four CTE career clusters approved for the endorsement: Education and Training; Health Science; Human Services; and Law and Public Service
- Courses required to complete a TEA-designated program of study related to public services (beginning with the 2020-21 school year)
- Junior Reserve Officer Training Corps

Arts and Humanities
- Social studies
- Two levels each in two languages other than English (LOTE) or four levels in the same language other than English
- Four levels of American Sign Language
- A coherent sequence of four credits by selecting courses from one or two disciplines (music, theatre, art, and dance) in fine arts
- English electives not included under the business and industry endorsement

Multidisciplinary Studies
- Advanced courses from other endorsement areas
- Four credits in each foundation area (English, mathematics, science, and social studies), including English IV and Chemistry and/or Physics
- Four credits in Advanced Placement/International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts

[a]The STEM endorsement requires students to complete Algebra II, chemistry, and physics, in addition to the sequence of courses for one of the approved options.

may earn more than one endorsement. In 2019, the SBOE adopted amendments to the endorsement rules to align with changes to career and technical education course offerings. The changes were effective beginning with the 2019-20 school year. In 2020, the SBOE adopted amendments to allow students to earn a STEM, business and industry, or public services endorsement by completing a state-approved, career and technical education (CTE) program of study related to the endorsement. The changes were effective beginning with the 2020-21 school year.

Public school districts and charters must make available to students the courses necessary to satisfy at least one endorsement and may offer multiple endorsements. If a district or charter offers only one endorsement, it must be in multidisciplinary studies. Although districts and charters do not report the endorsements they offer students, they are required to report, through the Texas Student Data System Public Education Information Management System (PEIMS), the endorsements each student pursues or completes. For each type of endorsement, Table 16.3 on page 219 presents counts of districts and charters that reported that at least one student pursued or completed the endorsement.

Table 16.3
Districts and Charters With Students Pursuing or Completing Foundation High School Program Endorsements, by Endorsement, 2022-23 and 2023-24

Endorsement	2022-23	2023-24
STEM[a]	928	892
Business and Industry	1,025	1,025
Public Services	858	862
Arts and Humanities	925	934
Multidisciplinary Studies	1,082	1,080

[a]Science, technology, engineering, and mathematics.

Calculations

Student results are based on the last campus a student attended, as reported in the PEIMS. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

State Summary

In 2022-23, a total of 1,647,999 students were pursuing the FHSP. Multidisciplinary studies (59.5%) and business and industry (24.0%) were the two most pursued endorsements in Grades 9-12 overall (Table 16.4). The 5.7 percent of students in Grades 9-12 who did not pursue an endorsement in 2022-23 was a decrease of 0.2 percentage points from the previous year.

Table 16.4
Students, by Foundation High School Program Endorsement and Grade, 2022-23 and 2023-24

Endorsement	Grade 9 (N)	Grade 9 Rate (%)	Grade 10 (N)	Grade 10 Rate (%)	Grade 11 (N)	Grade 11 Rate (%)	Grade 12 (N)	Grade 12 Rate (%)
2022-23								
STEM[a]	41,862	9.2	44,237	10.3	48,220	12.9	87,655	22.4
Business and Industry	110,390	24.4	102,111	23.8	87,500	23.4	96,000	24.5
Public Services	69,842	15.4	65,451	15.3	63,245	16.9	64,223	16.4
Arts and Humanities	40,410	8.9	44,955	10.5	50,554	13.5	117,584	30.0
Multidisciplinary Studies	249,083	55.0	243,724	56.8	215,667	57.7	272,469	69.5
No Endorsements	17,104	3.8	14,018	3.3	13,061	3.5	50,323	12.8
2023-24								
STEM	36,337	7.9	41,327	9.5	44,620	11.3	83,072	21.0
Business and Industry	111,900	24.4	104,289	24.1	91,901	23.3	102,282	25.9
Public Services	68,697	15.0	66,486	15.4	58,811	14.9	63,847	16.2
Arts and Humanities	37,384	8.2	43,486	10.0	52,475	13.3	117,742	29.8
Multidisciplinary Studies	238,958	52.2	239,937	55.4	232,458	59.1	277,611	70.3
No Endorsements	35,215	7.7	18,838	4.4	15,140	3.8	46,595	11.8

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System (PEIMS). A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Science, technology, engineering, and mathematics.

In 2023-24, a total of 1,679,544 students were pursuing the FHSP. Multidisciplinary studies (58.9%) and business and industry (24.4%) remained the two most-pursued endorsements in Grades 9-12 overall (Table 16.4 on page 219). Moreover, multidisciplinary studies was the most pursued endorsement among every student group (Table 16.5 on page 221). The 6.9 percent of students in Grades 9-12 who did not pursue an endorsement 2023-24 was an increase of 1.2 percentage points from the previous year (Table 16.4 on page 219).

Prior to 2018-19, in accordance with Title 19 of the Texas Administrative Code §89.1070(c), students receiving special education services were not eligible for an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39. In 2019, the 86th Texas Legislature passed House Bill 165, permitting a student served in a special education program to earn an endorsement by successfully completing the curriculum and endorsement requirements either with or without modification.

More than half of all students pursued an endorsement in multidisciplinary studies in 2023-24 (Table 16.5 on page 221). Moreover, more than 60 percent of Asian (67.6%), Pacific Islander (63.8%), White (63.5%), and multiracial (63.8%) students pursued an endorsement in multidisciplinary studies. In general, the percentage of students who pursued or completed each of the five endorsements remained relatively consistent between 2022-23 and 2023-24. Across student groups and endorsements in 2023-24, the lowest rate was for Grade 9 students receiving special education services who pursued the STEM endorsement (4.0%), and the highest rate was for Grade 12 Asian students who pursued the multidisciplinary studies endorsement (86.1%) (Tables 16.6 through 16.9, starting on page 222).

Agency Contact Persons

For information on Foundation High School Program endorsements, contact Shannon Trejo, Deputy Commissioner of School Programs, shannon.trejo@tea.texas.gov; Monica Martinez, Associate Commissioner of Standards and Programs, monica.martinez@tea.texas.gov; or Jessica Snyder, Curriculum Standards and Student Support, jessica.snyder@tea.texas.gov.

Other Sources of Information

See the *Texas Education Data Standards*.

For additional information related to endorsement options, see *2017 House Bill 5 Evaluation*.

Table 16.5

Students, Grades 9-12, by Student Group and Foundation High School Program (FHSP) Endorsement, 2022-23 and 2023-24

Student Group	Total[a] (N)	Total[a] Rate (%)	STEM[b] (N)	STEM Rate (%)	Business and Industry (N)	Business and Industry Rate (%)	Public Services (N)	Public Services Rate (%)	Arts and Human.[c] (N)	Arts and Human. Rate (%)	Multi.[d] Studies (N)	Multi. Studies Rate (%)
African American												
2022-23	210,503	12.8	20,052	9.5	48,794	23.2	33,472	15.9	26,974	12.8	120,918	57.4
2023-24	217,104	12.9	18,636	8.6	50,328	23.2	32,956	15.2	26,640	12.3	120,930	55.7
American Indian												
2022-23	5,314	0.3	619	11.6	1314	24.7	755	14.2	782	14.7	3096	58.3
2023-24	5,770	0.3	594	10.3	1,392	24.1	761	13.2	762	13.2	3,358	58.2
Asian												
2022-23	81,287	4.9	27,501	33.8	10,818	13.3	11,767	14.5	16,651	20.5	54,141	66.6
2023-24	85,617	5.1	27,106	31.7	11,460	13.4	11,823	13.8	17,064	19.9	57,908	67.6
Hispanic												
2022-23	870,040	52.8	102,366	11.8	215,441	24.8	152,096	17.5	132,812	15.3	498,844	57.3
2023-24	891,405	53.1	94,212	10.6	225,098	25.3	149,164	16.7	131,933	14.8	502,116	56.3
Pacific Islander												
2022-23	2,617	0.2	299	11.4	546	20.9	409	15.6	350	13.4	1,633	62.4
2023-24	2,704	0.2	265	9.8	566	20.9	409	15.1	341	12.6	1,724	63.8
White												
2022-23	434,993	26.4	64,926	14.9	110,146	25.3	58,427	13.4	69,283	15.9	274,639	63.1
2023-24	430,989	25.7	58,570	13.6	111,856	26.0	56,602	13.1	67,336	15.6	273,616	63.5
Multiracial												
2022-23	43,245	2.6	6,211	14.4	8,942	20.7	5,835	13.5	6,651	15.4	27,671	64.0
2023-24	45,955	2.7	5,973	13.0	9,672	21.0	6,126	13.3	7,012	15.3	29,311	63.8
Econ. Disad.[e]												
2022-23	950,751	57.7	97,907	10.3	241,648	25.4	163,171	17.2	132,698	14.0	535,486	56.3
2023-24	984,275	58.6	91,252	9.3	253,982	25.8	161,986	16.5	132,628	13.5	544,253	55.3
Female												
2022-23	804,864	48.8	89,794	11.2	151,334	18.8	187,181	23.3	150,105	18.6	483,516	60.1
2023-24	821,236	48.9	82,585	10.1	156,686	19.1	185,351	22.6	147,516	18.0	487,799	59.4
Male												
2022-23	843,135	51.2	132,180	15.7	244,667	29.0	75,580	9.0	103,398	12.3	497,426	59.0
2023-24	858,308	51.1	122,771	14.3	253,686	29.6	72,490	8.4	103,572	12.1	501,164	58.4
EB/EL[f]												
2022-23	284,411	17.3	24,420	8.6	69,454	24.4	44,648	15.7	37,967	13.3	163,916	57.6
2023-24	328,379	19.6	25,724	7.8	80,768	24.6	50,065	15.2	42,804	13.0	179,873	54.8
Special Education[g]												
2022-23	178,030	10.8	8,459	4.8	42,869	24.1	18,886	10.6	19,243	10.8	96,667	54.3
2023-24	190,972	11.4	8,253	4.3	46,926	24.6	19,887	10.4	20,577	10.8	103,130	54.0

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Results include FHSP students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. [b]Science, technology, engineering, and mathematics. [c]Arts and humanities. [d]Multidisciplinary studies. [e]Economically disadvantaged. [f]Emergent bilingual student/English learner. [g]A student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.6

Students, Grade 9, by Student Group and Foundation High School Program (FHSP) Endorsement, 2022-23 and 2023-24

Student Group	Total[a] (N)	Total[a] Rate (%)	STEM[b] (N)	STEM Rate (%)	Business and Industry (N)	Business and Industry Rate (%)	Public Services (N)	Public Services Rate (%)	Arts and Human.[c] (N)	Arts and Human. Rate (%)	Multi.[d] Studies (N)	Multi. Studies Rate (%)
African American												
2022-23	59,713	13.2	4,469	7.5	14,786	24.8	9,452	15.8	5,054	8.5	32,301	54.1
2023-24	61,618	13.4	3,875	6.3	14,982	24.3	9,287	15.1	4,605	7.5	29,902	48.5
American Indian												
2022-23	1,521	0.3	122	8.0	365	24.0	197	13.0	146	9.6	824	54.2
2023-24	1,832	0.4	132	7.2	461	25.2	242	13.2	134	7.3	924	50.4
Asian												
2022-23	21,864	4.8	5,332	24.4	2,669	12.2	2,820	12.9	1,916	8.8	12,716	58.2
2023-24	22,419	4.9	4,865	21.7	2,617	11.7	2,653	11.8	1,775	7.9	13,227	59.0
Hispanic												
2022-23	242,848	53.6	19,272	7.9	60,929	25.1	404,416	16.6	21,675	8.9	130,660	53.8
2023-24	246,415	53.8	16,735	6.8	62,721	25.5	40,283	16.3	19,949	8.1	121,549	49.3
Pacific Islander												
2022-23	716	0.2	58	8.1	173	24.2	120	16.8	62	8.7	406	56.7
2023-24	753	0.2	52	6.9	181	24.0	105	13.9	64	8.5	453	60.2
White												
2022-23	113,786	25.1	11,344	10.0	28,845	25.4	15,137	13.3	10,376	9.1	64,841	57.0
2023-24	111,921	24.4	9,555	8.5	28,186	25.2	14,343	12.8	9,694	8.7	65,263	58.3
Multiracial												
2022-23	12,497	2.8	1,265	10.1	2,623	21.0	1,700	13.6	1,181	9.5	7,337	58.7
2023-24	13,174	2.9	1,123	8.5	2,753	20.9	1,784	13.5	1,163	8.8	7,639	58.0
Econ. Disad.[e]												
2022-23	278,259	61.4	19,906	7.2	72,477	26.0	46,087	16.6	23,910	8.6	149,452	53.7
2023-24	284,897	62.2	17,496	6.1	74,632	26.2	46,220	16.2	21,977	7.7	139,608	49.0
Female												
2022-23	218,122	48.2	14,157	6.5	41,000	18.8	49,475	22.7	24,066	11.0	119,631	54.8
2023-24	221,241	48.3	12,423	5.6	41,091	18.6	49,544	22.4	21,759	9.8	115,135	52.0
Male												
2022-23	234,823	51.8	27,705	11.8	69,390	29.5	20,367	8.7	16,344	7.0	129,454	55.1
2023-24	236,891	51.7	23,914	10.1	70,810	29.9	19,153	8.1	15,625	6.6	123,822	52.3
EB/EL[f]												
2022-23	94,847	20.9	6,487	6.8	23,424	24.7	15,144	16.0	7,957	8.4	53,581	56.5
2023-24	109,843	24.0	6,608	6.0	27,450	25.0	17,116	15.6	8,483	7.7	53,321	48.5
Special Education[g]												
2022-23	54,073	11.9	2,595	4.8	14,172	26.2	6,259	11.6	4,643	8.6	30,670	56.7
2023-24	59,107	12.9	2,364	4.0	15,434	26.1	6,836	11.6	4,821	8.2	31,929	54.0

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Results include FHSP students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. [b]Science, technology, engineering, and mathematics. [c]Arts and humanities. [d]Multidisciplinary studies. [e]Economically disadvantaged. [f]Emergent bilingual student/English learner. [g]A student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.7

Students, Grade 10, by Student Group and Foundation High School Program (FHSP) Endorsement, 2022-23 and 2023-24

Student Group	Total[a] (N)	Total[a] Rate (%)	STEM[b] (N)	STEM Rate (%)	Business and Industry (N)	Business and Industry Rate (%)	Public Services (N)	Public Services Rate (%)	Arts and Human.[c] (N)	Arts and Human. Rate (%)	Multi.[d] Studies (N)	Multi. Studies Rate (%)
African American												
2022-23	54,928	12.8	4,212	7.7	13,011	23.7	8,622	15.7	5,139	9.4	30,588	55.7
2023-24	55,781	12.9	4,147	7.4	13,101	23.5	8,488	15.2	4,977	8.9	29,773	53.4
American Indian												
2022-23	1,376	0.3	134	9.7	321	23.3	211	15.3	148	10.8	758	55.1
2023-24	1,427	0.3	118	8.3	317	22.2	174	12.2	143	10.0	839	58.8
Asian												
2022-23	20,467	4.8	5,465	26.7	2,378	11.6	2,692	13.2	2,408	11.8	12,450	60.8
2023-24	22,308	5.2	5,473	24.5	2,631	11.8	2,895	13.0	2,280	10.2	13,753	61.7
Hispanic												
2022-23	228,095	53.2	20,560	9.0	56,089	24.6	37,745	16.5	23,691	10.4	124,637	54.6
2023-24	230,995	53.4	18,818	8.1	57,845	25.0	38,754	16.8	23,268	10.1	122,446	53.0
Pacific Islander												
2022-23	700	0.2	65	9.3	158	22.6	107	15.3	66	9.4	426	60.9
2023-24	685	0.2	52	7.6	145	21.2	121	17.7	59	8.6	410	59.9
White												
2022-23	112,173	26.1	12,526	11.2	27,808	24.8	14,626	13.0	12,257	10.9	67,798	60.4
2023-24	109,672	25.3	11,465	10.5	27,749	25.3	14,413	13.1	11,483	10.5	65,395	59.6
Multiracial												
2022-23	11,405	2.7	1,275	11.2	2,346	20.6	1,448	12.7	1,246	10.9	7,065	61.9
2023-24	12,056	2.8	1,254	10.4	2,501	20.7	1,641	13.6	1,277	10.6	7321	60.7
Econ. Disad.[e]												
2022-23	251,308	58.6	20,057	8.0	64,327	25.6	41,365	16.5	24,753	9.8	136,630	54.4
2023-24	257,587	59.5	19,028	7.4	66,340	25.8	42,626	16.5	24,744	9.6	136,471	53.0
Female												
2022-23	218,122	48.6	15,916	7.3	38,353	17.6	46,654	21.4	26,675	12.2	118,049	54.1
2023-24	210,842	48.7	14,512	6.9	38,785	18.4	47,562	22.6	25,624	12.2	116,791	55.4
Male												
2022-23	220,695	51.4	28,321	12.8	63,758	28.9	18,797	8.5	18,280	8.3	125,673	56.9
2023-24	222,082	51.3	26,815	12.1	65,504	29.5	18,924	8.5	17,863	8.0	123,146	55.5
EB/EL[f]												
2022-23	79,557	18.5	5,871	7.4	19,480	24.5	12,219	15.4	8,030	10.1	45,070	56.7
2023-24	88,882	20.5	6,047	6.8	21,704	24.4	13,835	15.6	8,670	9.8	47,199	53.1
Special Education[g]												
2022-23	45,665	10.6	2,063	4.5	11,456	25.1	5,094	11.2	4,451	9.7	26,807	58.7
2023-24	49,131	11.3	2,187	4.5	12,920	26.3	5,555	11.3	4,702	9.6	28,155	57.3

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Results include FHSP students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. [b]Science, technology, engineering, and mathematics. [c]Arts and humanities. [d]Multidisciplinary studies. [e]Economically disadvantaged. [f]Emergent bilingual student/English learner. [g]A student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.8
Students, Grade 11, by Student Group and Foundation High School Program (FHSP) Endorsement, 2022-23 and 2023-24

Student Group	Total[a] (N)	Total[a] Rate (%)	STEM[b] (N)	STEM Rate (%)	Business and Industry (N)	Business and Industry Rate (%)	Public Services (N)	Public Services Rate (%)	Arts and Human.[c] (N)	Arts and Human. Rate (%)	Multi.[d] Studies (N)	Multi. Studies Rate (%)
African American												
2022-23	46,595	12.5	4,393	9.4	10,749	23.1	7,757	16.6	5,311	11.4	25,997	55.8
2023-24	49,727	12.6	3,896	7.8	11,243	22.6	7,452	15.0	5,463	11.0	28,125	56.6
American Indian												
2022-23	1,190	0.3	131	11.0	318	26.7	151	12.7	145	12.2	673	56.6
2023-24	1,252	0.3	122	9.7	266	21.2	184	14.7	150	12.0	741	59.2
Asian												
2022-23	19,349	5.2	5,950	30.8	2,195	11.3	2,758	14.3	3,025	15.6	12,147	62.8
2023-24	20,784	5.3	5,992	28.8	2,358	11.3	2,652	12.8	3,315	15.9	13,622	65.5
Hispanic												
2022-23	194,007	51.9	22,241	11.5	47,671	24.6	37,098	19.1	26,408	13.6	105,435	54.3
2023-24	205,744	52.3	20,175	9.8	50,020	24.3	33,856	16.5	27,224	13.2	115,991	56.4
Pacific Islander												
2022-23	593	0.2	75	12.6	108	18.2	97	16.4	75	12.6	385	64.9
2023-24	625	0.2	64	10.2	129	20.6	86	13.8	72	11.5	416	66.6
White												
2022-23	102,698	27.5	14,132	13.8	24,549	23.9	14,029	13.7	14,257	13.9	64,861	63.2
2023-24	104,832	26.6	13,052	12.5	25,768	24.6	13,265	12.7	14,767	14.1	66,644	63.6
Multiracial												
2022-23	9,640	2.6	1,298	13.5	1,910	19.8	1,355	14.1	1,333	13.8	6,168	64.0
2023-24	10,675	2.7	1,319	12.4	2,117	19.8	1,316	12.3	1,484	13.9	6,919	64.8
Econ. Disad.[e]												
2022-23	205,632	55.0	21,246	10.3	52,209	25.4	38,602	18.8	26,409	12.8	110,342	53.7
2023-24	221,527	56.3	19,257	8.7	55,733	25.2	35,984	16.2	27,278	12.3	123,715	55.8
Female												
2022-23	184,663	49.4	18,327	9.9	32,734	17.7	45,392	24.6	30,074	16.3	106,997	57.9
2023-24	193,578	49.2	17,036	7.7	35,038	15.8	42,191	19.0	31,102	14.0	114,409	51.6
Male												
2022-23	189,409	50.6	29,893	15.8	54,766	28.9	17,853	9.4	20,480	10.8	108,669	57.4
2023-24	200,061	50.8	27,584	13.8	56,863	28.4	16,620	8.3	21,373	10.7	118,049	59.0
EB/EL[f]												
2022-23	56,409	15.1	4,981	8.8	13,967	24.8	9,482	16.8	7,518	13.3	31,306	55.5
2023-24	69,303	17.6	5,156	7.4	16,431	23.7	10,228	14.8	8,896	12.8	39,595	57.1
Special Education[g]												
2022-23	36,346	9.7	1,739	4.8	9,288	25.6	4,125	11.3	4,001	11.0	20,691	56.9
2023-24	39,243	10.0	1,641	4.2	9,677	24.7	4,121	10.5	4,489	11.4	22,893	58.3

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Results include FHSP students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. [b]Science, technology, engineering, and mathematics. [c]Arts and humanities. [d]Multidisciplinary studies. [e]Economically disadvantaged. [f]Emergent bilingual student/English learner. [g]A student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.9

Students, Grade 12, by Student Group and Foundation High School Program (FHSP) Endorsement, 2022-23 and 2023-24

Student Group	Total[a] (N)	Total[a] Rate (%)	STEM[b] (N)	STEM Rate (%)	Business and Industry (N)	Business and Industry Rate (%)	Public Services (N)	Public Services Rate (%)	Arts and Human.[c] (N)	Arts and Human. Rate (%)	Multi.[d] Studies (N)	Multi. Studies Rate (%)
African American												
2022-23	49,267	12.6	6,978	14.2	10,248	20.8	7,641	15.5	11,470	23.3	32,032	65.0
2023-24	49,978	12.7	6,718	13.4	11,002	22.0	7,729	15.5	11,595	23.2	33,130	66.3
American Indian												
2022-23	1,227	0.3	232	18.9	310	25.3	196	16.0	343	28.0	841	68.5
2023-24	1,259	0.3	222	17.6	348	27.6	161	12.8	335	26.6	854	67.8
Asian												
2022-23	19,607	5.0	10,754	54.8	3,576	18.2	3,497	17.8	9,302	47.4	16,828	85.8
2023-24	20,106	5.1	10,776	53.6	3,854	19.2	3,623	18.0	9,694	48.2	17,306	86.1
Hispanic												
2022-23	205,090	52.3	40,293	19.6	50,752	24.7	36,837	18.0	61,038	29.8	138,112	67.3
2023-24	208,251	52.7	38,484	18.5	54,512	26.2	36,271	17.4	61,492	29.5	142,130	68.2
Pacific Islander												
2022-23	608	0.2	101	16.6	107	17.6	85	14.0	147	24.2	416	68.4
2023-24	641	0.2	97	15.1	111	17.3	97	15.1	146	22.8	445	69.4
White												
2022-23	106,336	27.1	26,924	25.3	28,944	27.2	14,635	13.8	32,393	30.5	77,139	72.5
2023-24	104,564	26.5	24,498	23.4	30,153	28.8	14,581	13.9	31,392	30.0	76,314	73.0
Multiracial												
2022-23	9,703	2.5	2,373	24.5	2,063	21.3	1,332	13.7	2,891	29.8	7,101	73.2
2023-24	10,050	2.5	2,277	22.7	2,301	22.9	1,385	13.8	3,088	30.7	7,432	74.0
Econ. Disad.[e]												
2022-23	215,552	55.0	36,698	17.0	52,635	24.4	37,117	17.2	57,626	26.7	139,062	64.5
2023-24	220,264	55.8	35,471	16.1	57,277	26.0	37,156	16.9	58,629	26.6	144,459	65.6
Female												
2022-23	193,630	49.4	41,394	21.4	39,247	20.3	45,660	23.6	69,290	35.8	138,839	71.7
2023-24	195,575	49.5	38,614	19.7	41,772	21.4	46,054	23.5	69,031	35.3	141,464	72.3
Male												
2022-23	198,208	50.6	46,261	23.3	56,753	28.6	18,563	9.4	48,294	24.4	133,630	67.4
2023-24	199,274	50.5	44,458	22.3	60,509	30.4	17,793	8.9	48,711	24.4	136,147	68.3
EB/EL[f]												
2022-23	53,598	13.7	7,081	13.2	12,583	23.5	7,803	14.6	14,462	27.0	33,959	63.4
2023-24	60,351	15.3	7,913	13.1	15,183	25.2	8,886	14.7	16,755	27.8	39,758	65.9
Special Education[g]												
2022-23	41,946	10.7	2,062	4.9	7,953	19.0	3,408	8.1	6,148	14.7	18,499	44.1
2023-24	43,491	11.0	2,061	4.7	8,895	20.5	3,375	7.8	6,565	15.1	20,153	46.3

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

[a]Results include FHSP students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. [b]Science, technology, engineering, and mathematics. [c]Arts and humanities. [d]Multidisciplinary studies. [e]Economically disadvantaged. [f]Emergent bilingual student/English learner. [g]A student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Compliance Statement

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

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

1. acceptance policies on student transfers from other school districts;

2. operation of school bus routes or runs on a nonsegregated basis;

3. nondiscrimination in extracurricular activities and the use of school facilities;

4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

6. nondiscriminatory practices relating to the use of a student's first language; and

7. evidence of published procedures for hearing complaints and grievances.

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

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

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

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

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