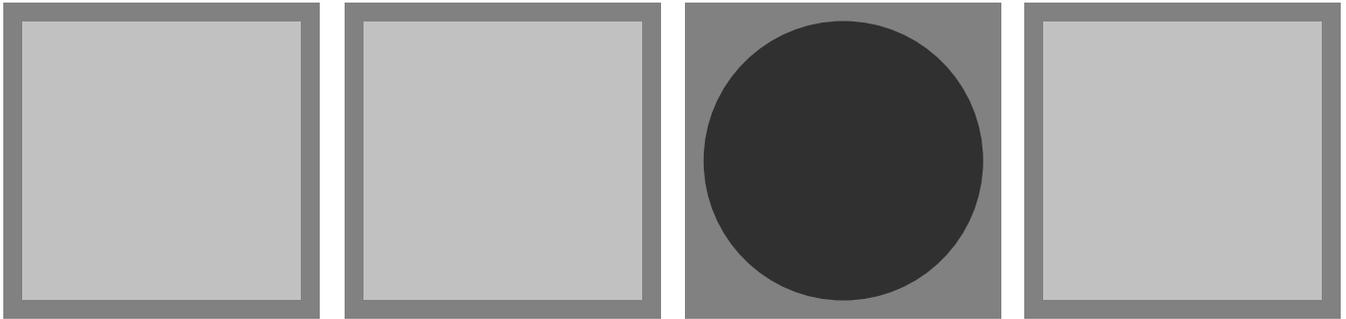


Grade-Level Retention in Texas Public Schools, 2015-16



Division of Research and Analysis
Office of Academics
Texas Education Agency
August 2017

Grade-Level Retention in Texas Public Schools 2015-16

Project Staff

Spring W. Lee
Brittany Wright

Editorial Staff

Richard Kallus
Christine Whalen

Division of Research and Analysis
Office of Academics
Texas Education Agency
August 2017

Texas Education Agency

Mike Morath, Commissioner of Education

Office of Academics

Penny Schwinn, Deputy Commissioner

Division of Research and Analysis

Linda Roska, Executive Director

Accountability Research Unit

Jennifer Broussard, Director

Citation. Texas Education Agency. (2017). *Grade-level retention in Texas public schools, 2015-16* (Document No. GE17 601 14). Austin TX: Author.

Abstract. This annual report provides information for the 2015-16 school year on grade-level retention in the Texas public school system. Data on retention are provided by student characteristics, including grade level; race/ethnicity; gender; degree of English proficiency; and economic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, and Title I.

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

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://tea.texas.gov/acctres/retention_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

Copyright © Notice. The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions: (1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA; (2) residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA; (3) any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way; and (4) no monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged. Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty. For information contact: Copyrights Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9041; email: Copyrights@tea.texas.gov.

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

Contents

Introduction	vii
Overview	viii
Highlights.....	ix
History of Promotion Policies in Texas.....	1
Retention Reporting for 2015-16.....	7
Definitions and Calculations.....	8
State Summary	10
Grade-Level Retention by Grade	12
Grade-Level Retention by Race/Ethnicity	16
Grade-Level Retention by Economic Status.....	24
Grade-Level Retention by Gender	32
Grade-Level Retention by English Language Learner Status.....	34
Grade-Level Retention of Special Education Students by Primary Disability	42
Grade-Level Retention by At-Risk, Immigrant, Migrant, and Overage Student Characteristics.....	58
Grade-Level Retention by Career and Technical Education, Gifted and Talented, and Title I Program Participation	66
References	75

List of Tables

Table 1.	Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas Public Schools, 2014-15 and 2015-16	11
Table 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2005-06 Through 2015-16.....	13
Table 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2005-06 Through 2015-16.....	15
Table 4.	Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools, 2012-13 Through 2015-16	17
Table 5.	Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools, 2012-13 Through 2015-16	21
Table 6.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2005-06 Through 2015-16.....	25
Table 7.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2005-06 Through 2015-16.....	29
Table 8.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2015-16	32

Table 9.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2015-16.....	33
Table 10.	Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16.....	35
Table 11.	Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16.....	39
Table 12.	Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16.....	44
Table 13.	Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16.....	52
Table 14.	Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16	59
Table 15.	Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16	63
Table 16.	Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16	67
Table 17.	Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16.....	71

List of Figures

Figure 1.	Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2014-15 and 2015-16.....	10
Figure 2.	Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2014-15 and 2015-16	12
Figure 3.	Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2014-15 and 2015-16	14
Figure 4.	Grade-Level Retention, Grades K-6, by Race/Ethnicity, Texas Public Schools, 2015-16	16
Figure 5.	Grade-Level Retention, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2015-16	20
Figure 6.	Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2015-16	24
Figure 7.	Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2015-16	28
Figure 8.	Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2015-16.....	32
Figure 9.	Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2015-16.....	33

Figure 10.	Grade-Level Retention of English Language Learners, Grades K-6, by Service Received, Texas Public Schools, 2014-15 and 2015-16.....	34
Figure 11.	Grade-Level Retention of English Language Learners, Grades 7-12, by Service Received, Texas Public Schools, 2014-15 and 2015-16.....	38
Figure 12.	Grade-Level Retention of Special Education Students, Grades K-6, by Primary Disability, Texas Public Schools, 2015-16.....	43
Figure 13.	Grade-Level Retention of Special Education Students, Grades 7-12, by Primary Disability, Texas Public Schools, 2015-16.....	51
Figure 14.	Grade-Level Retention, Grades K-6, by Grade and At-Risk Status, Texas Public Schools, 2015-16	58
Figure 15.	Grade-Level Retention, Grades 7-12, by Grade and Overage Status, Texas Public Schools, 2015-16	62
Figure 16.	Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2015-16	66
Figure 17.	Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2015-16	70

Introduction

Overview

Highlights

Overview

This report provides retention rates for students attending Texas public schools in 2015-16. The retention rate measures the percentage of students enrolled in the fall of a given school year who were enrolled in the same grade in the previous school year. Because grade-level retention differs between elementary and secondary grades, retention rates at the elementary and secondary levels are presented separately in this report. Rates are provided by student characteristics, including grade level; race/ethnicity; gender; and economic, at-risk, English language learner, immigrant, migrant, and overage statuses. Data also are provided by participation in special education, career and technical education, gifted and talented, and Title I programs. In addition to statewide rates, the report provides historical information about retention and promotion policies in Texas public schools. A companion report, *Grade-Level Retention and Student Performance in Texas Public Schools, 2015-16* (Texas Education Agency, forthcoming), presents data on the performance of retained students on the State of Texas Assessments of Academic Readiness. Grade-level retention data by campus, district, and education service center region are available on the Texas Education Agency website at <http://tea.texas.gov/acctres/retention/years.html>.

Highlights

- In 2015-16, the retention rate for Texas public school students in Grades K-12 was 2.8 percent, a decrease of 0.2 percentage points from the previous year.
- In 2015-16, the retention rate for students in elementary grades was 1.7 percent, a decrease of 0.3 percentage points from the previous year. The rate for students in secondary grades was 4.2 percent, an increase of 0.1 percentage points from the previous year.
- Across Grades K-6 in 2015-16, the retention rate was highest in Grade 1, at 4.1 percent, and lowest in Grade 5, at 0.5 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 9.0 percent, and lowest in Grade 8, at 0.6 percent.
- Across the five largest racial/ethnic groups in 2015-16, the retention rate for Grades K-12 was highest for African American students (3.7%), followed by Hispanic (3.3%), multiracial (2.1%), White (1.9%), and Asian (0.8%) students.

History of Promotion Policies in Texas

History of Promotion Policies in Texas

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

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

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

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

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

School districts not receiving retention reduction grants could apply to the commissioner of education for approval to provide extended year programs (TEC §21.563, *Optional Extended Year Program*, 1994). Optional extended year programs (OEYPs) of up to 45 days in length could be

provided to students in Grades K-8 who would otherwise be retained. To fund the programs, school districts could reduce the number of instructional days during the regular school year by five.

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

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

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

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

In 2002-03, a new, more rigorous state assessment system, the Texas Assessment of Knowledge and Skills (TAKS), was introduced. Like the TAAS, the TAKS was aligned with the state curriculum, measuring the extent to which a student learned and was able to apply the knowledge and skills defined in the TEKS at each grade level tested.

In response to statutory requirements, the TAKS was replaced by the more rigorous State of Texas Assessments of Academic Readiness (STAAR) beginning in 2011-12 (TEC Chapter 39, 2010). High school students who began Grade 9 in 2010-11 or earlier continued to take grade-specific TAKS assessments to comply with graduation standards already in place. STAAR is aligned with the TEKS and provides the foundation for the accountability system for Texas public education. In Grades 3-8, STAAR assesses the same grade-specific subjects that were assessed with the TAKS. In high school, however, grade-specific assessments have been replaced by end-of-course (EOC) assessments. Although 15 EOCs were originally required to graduate for students who started Grade 9 in 2011-12, the 83rd Texas Legislature reduced the requirement to five assessments in 2013: Algebra I, Biology, English I, English II, and U.S. History. In 2015, the 84th Texas Legislature passed SB 149, which revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year (TEC §28.0258, 2016). Under the new requirements, a student who failed an EOC for no more than two of five courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an individual graduation committee (19 TAC §101.3022, 2017, amended to be effective September 6, 2015).

State testing procedures allow accommodations on TAKS and STAAR for students who need them. Spanish-language versions of the tests are available to assess the progress of students in Grades 3-5 who are proficient in Spanish but not yet proficient in English. The admission, review, and dismissal (ARD) committees responsible for students receiving special education services can specify alternate assessment instruments (STAAR A or STAAR Alternate 2).

Since 1995, Texas statute has stipulated that "a student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" (TEC §28.021, 1996). In 1999, specific provisions linking test performance, promotion, and instruction were added (TEC §28.0211, 1999). From 2002-03 to 2008-09, students in Grade 3 were required to pass the state reading test to advance to Grade 4. Students in Grade 5 were required to pass the state reading and mathematics tests beginning in 2004-05. Students in Grade 8 were required to pass the reading and mathematics tests beginning in 2007-08. Through the 2010-11 school year, students in Grades 5 and 8 were given three opportunities to pass the TAKS. School districts were required to provide accelerated instruction in the subject areas failed after each test administration (TEC §28.0211, 2010).

If a student failed the test a second time, the district was required to establish a grade placement committee (GPC) to determine the accelerated instruction the student would receive before the third testing opportunity. A student who failed to perform satisfactorily on the third opportunity was required to be retained. A parent or guardian could appeal the retention decision to the GPC. The GPC could decide in favor of advancement if committee members unanimously concluded, based on

standards adopted by the local school board, that the student was likely to perform on grade level if given additional accelerated instruction during the next school year.

In 2009, the 81st Texas Legislature stipulated that students in Grade 5 or Grade 8 who fail the state reading or mathematics assessment must complete accelerated instruction before they may be promoted to the next grade level (TEC §28.0211, 2010). Districts anticipated difficulty implementing the provision for students who fail the third administration of a Grade 5 or Grade 8 test, which occurs during the summer. To help districts and charter schools meet the requirement, the Texas Education Agency developed a waiver allowing promotion of such students to the next grade level prior to the completion of accelerated instruction. A district or charter school applying for the waiver in 2015-16 was required to: identify the intensive instruction each student needed; target the instruction to the STAAR objectives on which each student demonstrated weakness; ensure each student completed the instruction during the first six weeks of the school year; and document that each student completed the instruction. In addition, the GPC is responsible for developing a plan that will provide the student with ongoing instructional support during the next school year.

In 2011, the 82nd Texas Legislature directed that a student in Grade 5 or Grade 8 who is enrolled in a course above the student's grade level or for which the student will receive high school credit is not required to take a grade-level state assessment in the corresponding subject (TEC §28.0211, 2011).

Because performance standards for STAAR had not been established in time for student promotion decisions, promotion criteria for Grades 5 and 8 that were based on state assessment results were suspended in 2011-12. Instead, promotion criteria developed entirely at the district level were in effect. Statutory promotion criteria, including requirements that students receive three opportunities to pass the reading and mathematics tests, GPCs be established, and accelerated instruction be provided, were made effective again in 2012-13 and remained in effect in 2013-14.

In 2014-15, the STAAR mathematics tests were updated to reflect the revised mathematics TEKS adopted by the State Board of Education in 2012. As a result of these changes, performance standards for 2015 STAAR mathematics tests in Grades 3-8 were not set until after the spring 2015 administration. In addition, Student Success Initiative (SSI) retest opportunities for STAAR mathematics tests in Grades 5 and 8 were not offered in May and June of 2015. Districts were instructed to use other relevant academic information in place of STAAR mathematics results when making promotion and retention decisions. SSI requirements for reading remained in effect in 2014-15.

In 2015-16, the administration of STAAR tests was affected by online testing issues and reporting issues with the state's testing vendor. As a result, the June administration of the Grades 5 and 8 STAAR reading and mathematics tests was not offered. Furthermore, SSI requirements for Grades 5 and 8 were suspended. Districts were instructed to use other relevant academic information in place of STAAR reading and mathematics results when making promotion and retention decisions.

Retention Reporting for 2015-16

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Race/Ethnicity

Grade-Level Retention by Economic Status

Grade-Level Retention by Gender

*Grade-Level Retention
by English Language Learner Status*

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

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

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

Definitions and Calculations

Retention Definition

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

Public Education Information Management System (PEIMS) data used in this report on the grade levels of all students in the Texas public school system were submitted by districts through the Texas Student Data System (Texas Education Agency [TEA], 2016). PEIMS data on student characteristics and program participation were also available.

Retention Rate Calculations

Retention rates for the 2015-16 school year were calculated by comparing 2015-16 attendance records to fall 2016 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 2016 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 2016 than in 2015-16 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.

Retention Rates by Race/Ethnicity

Because rates for smaller groups can 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 report, including comparisons across racial/ethnic groups, do not include these populations.

Data Masking

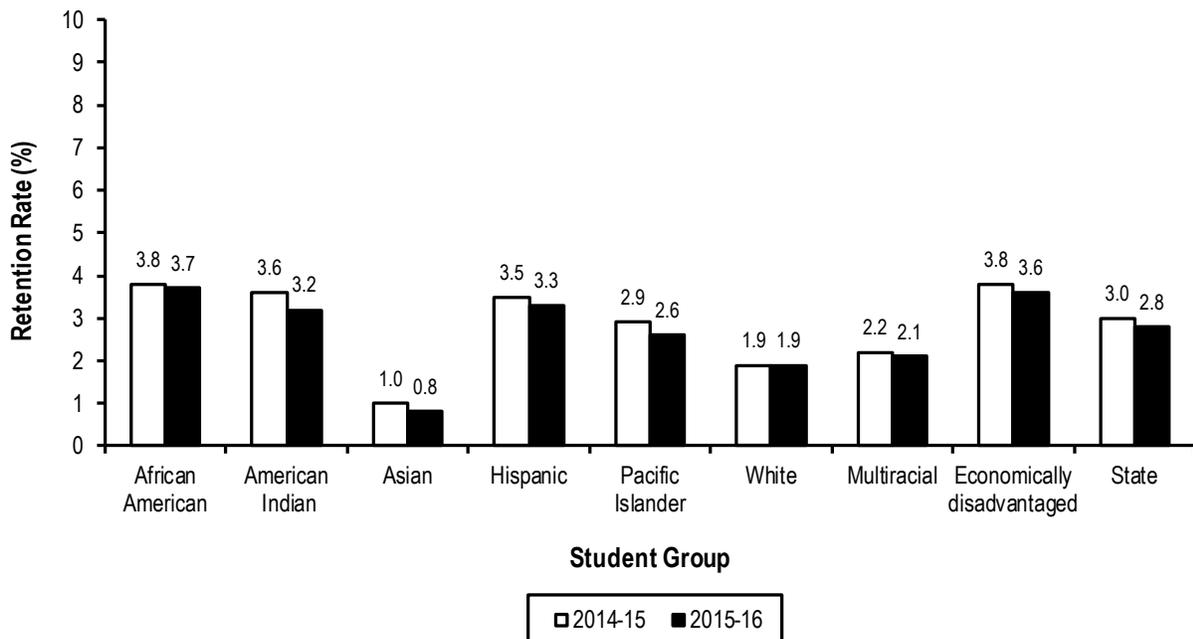
The Family Educational Rights and Privacy Act (FERPA) (Title 20 of the United States Code §1232g; Title 34 of the Code of Federal Regulations, Part 99) prohibits improper disclosure of personally identifiable student information by any educational agency or institution that receives funding under any program administered by the U.S. Department of Education (ED). In 2016, ED guidance on reporting education data in compliance with FERPA changed, relaxing requirements for masking state-level data. Based on this guidance, data presented in this report will no longer be masked, beginning with 2015-16 reporting.

State Summary

In the 2015-16 school year, 2.8 percent (140,451) of Texas public school students in Grades K-12 were retained (Table 1). The retention rate decreased by 0.2 percentage points from the previous school year. The rate for students in elementary grades was 1.7 percent, and the rate for students in secondary grades was 4.2 percent.

Across the five largest racial/ethnic groups in 2015-16, the retention rate was highest for African American students (3.7%), followed by Hispanic (3.3%), multiracial (2.1%), White (1.9%), and Asian (0.8%) students (Figure 1 and Table 1). The retention rate for students identified as economically disadvantaged was 3.6 percent. Male students had a higher retention rate (3.4%) than female students (2.2%) (Table 1).

Figure 1
Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2014-15 and 2015-16



Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Table 1
Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas
Public Schools, 2014-15 and 2015-16

Group	2014-15			2015-16		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	611,378	23,400	3.8	619,085	22,839	3.7
American Indian	18,790	668	3.6	19,156	605	3.2
Asian	191,561	1,904	1.0	202,092	1,712	0.8
Hispanic	2,532,336	88,826	3.5	2,579,155	86,321	3.3
Pacific Islander	6,486	188	2.9	6,825	177	2.6
White	1,433,060	27,831	1.9	1,430,777	26,672	1.9
Multiracial	95,566	2,128	2.2	101,648	2,125	2.1
Economically disadvantaged	2,907,119	110,047	3.8	2,956,275	107,392	3.6
Not economically disadvantaged	1,982,058	34,898	1.8	2,002,463	33,059	1.7
Female	2,384,165	55,970	2.3	2,418,903	54,403	2.2
Male	2,505,012	88,975	3.6	2,539,835	86,048	3.4
Grades K-6	2,721,733	55,339	2.0	2,743,450	47,884	1.7
Grades 7-12	2,167,444	89,606	4.1	2,215,288	92,567	4.2
State	4,889,177	144,945	3.0	4,958,738	140,451	2.8

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Grade

Elementary Grades

In 2015-16, the retention rate for Grades K-6 was 1.7 percent, a decrease of 0.3 percentage points from the previous year (Table 2). Across the elementary grades, retention rates were highest in Grades 1 and 2 (4.1% and 2.4%, respectively) and lowest in Grades 5 and 6 (0.5% and 0.6%, respectively) (Figure 2 and Table 2).

Figure 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2014-15 and 2015-16

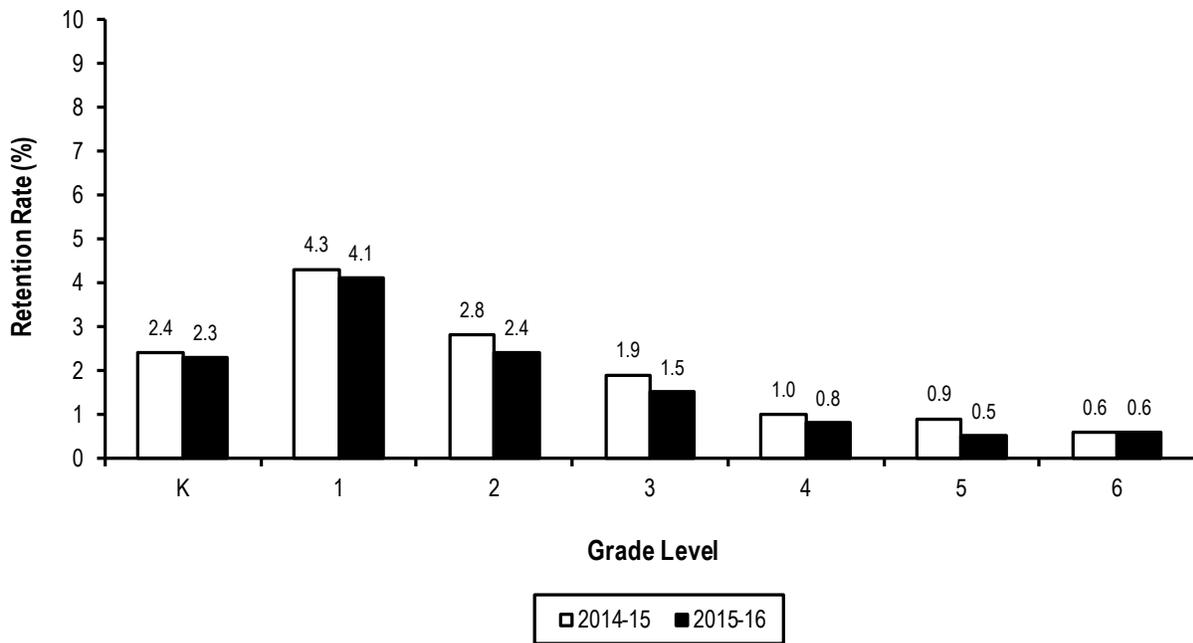


Table 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2005-06 Through 2015-16

Year	K		1		2		3	
	Retained	Rate (%)						
2005-06	12,559	3.7	22,540	6.4	12,477	3.7	9,758	2.9
2006-07	12,446	3.6	23,170	6.3	12,383	3.6	9,442	2.8
2007-08	11,457	3.3	21,852	5.9	12,132	3.4	8,918	2.6
2008-09	11,036	3.1	20,970	5.6	11,288	3.1	8,418	2.3
2009-10	10,490	2.9	19,138	5.1	10,830	2.9	7,307	2.0
2010-11	10,271	2.8	19,139	5.0	10,934	2.9	6,864	1.9
2011-12	9,828	2.6	18,314	4.8	11,139	3.0	7,480	2.0
2012-13	9,804	2.5	18,208	4.7	11,395	3.0	8,115	2.2
2013-14	9,610	2.5	18,378	4.6	11,471	3.0	8,150	2.1
2014-15	9,265	2.4	17,562	4.3	11,163	2.8	7,570	1.9
2015-16	8,609	2.3	16,329	4.1	9,837	2.4	6,153	1.5

Year	4		5		6		Total K-6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	5,665	1.8	8,891	2.7	4,066	1.3	75,956	3.3
2006-07	5,351	1.6	7,288	2.2	3,816	1.2	73,896	3.1
2007-08	4,505	1.3	6,746	2.0	3,182	1.0	68,792	2.8
2008-09	3,984	1.1	5,735	1.7	2,792	0.8	64,223	2.6
2009-10	3,988	1.1	4,713	1.3	2,692	0.8	59,158	2.3
2010-11	3,609	1.0	4,230	1.2	2,594	0.7	57,641	2.2
2011-12	3,650	1.0	2,004	0.5	2,481	0.7	54,896	2.1
2012-13	4,585	1.2	5,548	1.5	2,951	0.8	60,606	2.3
2013-14	4,226	1.1	4,773	1.3	2,686	0.7	59,294	2.2
2014-15	3,884	1.0	3,486	0.9	2,409	0.6	55,339	2.0
2015-16	2,986	0.8	1,784	0.5	2,186	0.6	47,884	1.7

Grade-Level Retention by Grade

Secondary Grades

Retention in the secondary grades does not necessarily take the same form as retention in the elementary grades. Whereas a student retained in the elementary grades is likely to repeat a year's curriculum in its entirety, a student retained in the secondary grades may only need to repeat a single course. In Grades 9-12, a student can be classified at the same grade level for two years because one course out of six or seven was not completed successfully. In such a case, the student may be able to "catch up" with his or her peers by making up the required course. Policies on grade-level assignment at the secondary level vary by district. Retention practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

In 2015-16, the retention rate for Grades 7-12 was 4.2 percent, an increase of 0.1 percentage points from the previous year (Table 3). Across secondary grades, retention rates were highest in Grades 9 and 10 (9.0% and 5.9%, respectively) and lowest in Grades 8 and 7 (0.6% and 0.7%, respectively) (Figure 3).

Figure 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2014-15 and 2015-16

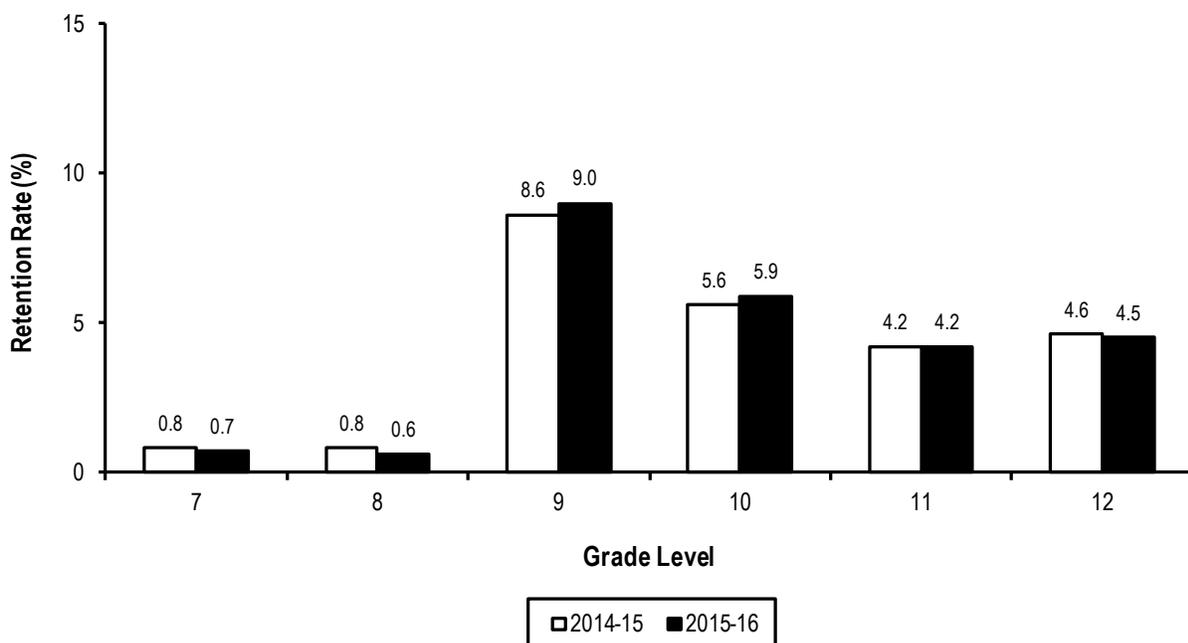


Table 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2005-06 Through 2015-16

Year	7		8		9		10	
	Retained	Rate (%)						
2005-06	7,313	2.2	5,839	1.8	60,726	16.5	26,232	8.7
2006-07	5,663	1.7	4,943	1.5	57,213	15.4	25,242	8.3
2007-08	5,052	1.5	6,323	1.9	54,831	14.7	22,214	7.2
2008-09	4,267	1.3	5,165	1.5	45,016	12.3	21,125	6.8
2009-10	3,712	1.1	4,503	1.3	40,200	10.8	18,436	5.9
2010-11	3,513	1.0	4,164	1.2	36,243	9.7	17,303	5.4
2011-12	3,618	1.0	2,900	0.8	37,250	10.0	18,720	5.7
2012-13	3,726	1.0	4,128	1.1	36,648	9.6	19,085	5.8
2013-14	3,854	1.0	3,718	1.0	34,498	8.9	19,959	5.8
2014-15	3,162	0.8	3,205	0.8	34,644	8.6	20,200	5.6
2015-16	2,784	0.7	2,111	0.6	37,091	9.0	21,851	5.9

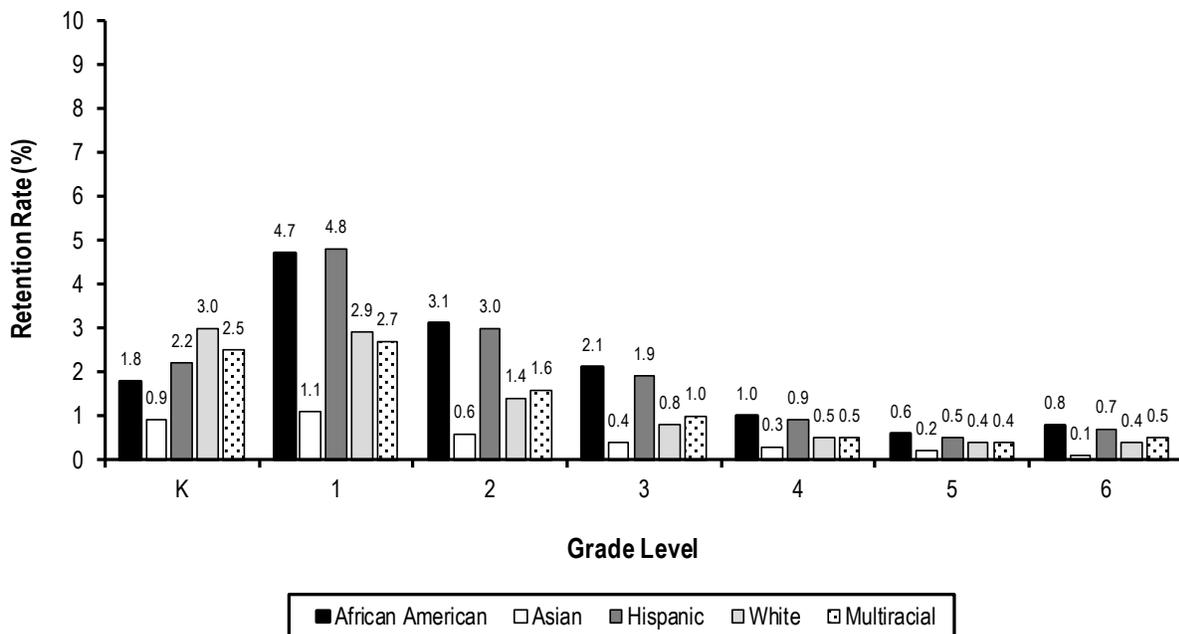
Year	11		12		Total 7-12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	15,982	6.1	16,828	6.6	132,920	7.2
2006-07	15,800	5.9	19,342	7.5	128,203	6.9
2007-08	15,530	5.7	21,524	8.0	125,474	6.6
2008-09	15,855	5.6	22,050	7.8	113,478	5.9
2009-10	15,916	5.4	20,155	6.8	102,922	5.2
2010-11	15,046	5.1	18,516	6.1	94,785	4.8
2011-12	15,830	5.2	16,709	5.5	95,027	4.7
2012-13	15,660	5.1	16,010	5.1	95,257	4.6
2013-14	13,462	4.3	16,188	5.1	91,679	4.3
2014-15	13,546	4.2	14,849	4.6	89,606	4.1
2015-16	13,755	4.2	14,975	4.5	92,567	4.2

Grade-Level Retention by Race/Ethnicity

Elementary Grades

Across elementary grades and the five largest racial/ethnic groups, Hispanic students in Grade 1 had the highest retention rate (4.8%), followed by African American students in Grades 1 and 2 (4.7% and 3.1%, respectively) (Figure 4 and Table 4). Asian students in Grades 6 and 5 had the lowest retention rates (0.1% and 0.2%, respectively).

Figure 4
Grade-Level Retention, Grades K-6, by Race/Ethnicity, Texas Public Schools, 2015-16



Note. Racial groups (African American, Asian, White, and multiracial) do not include students of Hispanic ethnicity.

Table 4
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools,
2012-13 Through 2015-16

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2012-13	954	2.1	58	3.8	150	1.2	4,832	2.4	11	2.1
2013-14	957	2.1	44	2.7	153	1.1	4,751	2.3	16	3.1
2014-15	931	2.0	57	3.1	148	1.0	4,576	2.2	10	1.9
2015-16	795	1.8	30	1.5	137	0.9	4,221	2.2	13	2.3
Grade 1										
2012-13	2,484	5.2	81	5.3	154	1.2	11,684	5.6	23	4.4
2013-14	2,652	5.4	89	5.8	193	1.3	11,547	5.3	15	2.7
2014-15	2,435	4.9	92	5.7	186	1.2	11,214	5.2	26	4.8
2015-16	2,350	4.7	75	4.2	168	1.1	10,319	4.8	15	2.7
Grade 2										
2012-13	1,741	3.7	34	2.4	126	0.9	7,472	3.7	13	2.8
2013-14	1,855	3.9	43	2.9	122	0.9	7,481	3.6	17	3.3
2014-15	1,717	3.5	57	3.8	138	0.9	7,379	3.4	11	2.0
2015-16	1,564	3.1	30	2.0	104	0.6	6,392	3.0	8	1.5
Grade 3										
2012-13	1,526	3.3	35	2.8	73	0.5	5,232	2.6	16	3.7
2013-14	1,479	3.1	39	2.8	83	0.6	5,243	2.6	11	2.3
2014-15	1,280	2.6	27	1.9	79	0.5	4,898	2.4	11	2.0
2015-16	1,051	2.1	26	1.8	67	0.4	4,005	1.9	8	1.4
Grade 4										
2012-13	897	2.0	20	1.6	69	0.5	2,773	1.4	15	3.4
2013-14	745	1.6	10	0.8	57	0.4	2,660	1.3	6	1.3
2014-15	690	1.5	24	1.7	38	0.2	2,422	1.2	7	1.5
2015-16	493	1.0	15	1.1	52	0.3	1,840	0.9	7	1.3
Grade 5										
2012-13	893	1.9	–	1.4	50	0.4	3,479	1.8	–	1.0
2013-14	776	1.7	–	1.7	68	0.5	3,022	1.5	–	0.7
2014-15	553	1.2	–	0.9	58	0.4	2,149	1.1	–	0.9
2015-16	282	0.6	8	0.6	39	0.2	983	0.5	4	0.8
Grade 6										
2012-13	514	1.1	–	1.1	23	0.2	1,768	0.9	–	0.2
2013-14	510	1.1	–	0.8	19	0.1	1,596	0.8	–	0.7
2014-15	439	0.9	–	0.6	21	0.1	1,426	0.7	–	0.4
2015-16	379	0.8	4	0.3	10	0.1	1,310	0.7	5	1.0
Total K-6										
2012-13	9,009	2.8	261	2.7	645	0.7	37,240	2.7	83	2.5
2013-14	8,974	2.7	257	2.6	695	0.7	36,300	2.6	71	2.1
2014-15	8,045	2.4	276	2.7	668	0.6	34,064	2.4	71	2.0
2015-16	6,914	2.0	188	1.7	577	0.5	29,070	2.0	60	1.6

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade
and Race/Ethnicity, Texas Public Schools,
2012-13 Through 2015-16

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2012-13	3,573	3.2	226	2.8
2013-14	3,509	3.2	180	2.2
2014-15	3,315	3.1	228	2.6
2015-16	3,180	3.0	233	2.5
Grade 1				
2012-13	3,537	3.2	245	3.2
2013-14	3,621	3.2	261	3.1
2014-15	3,358	3.0	251	2.8
2015-16	3,150	2.9	252	2.7
Grade 2				
2012-13	1,873	1.7	136	1.9
2013-14	1,803	1.7	150	1.9
2014-15	1,722	1.6	139	1.6
2015-16	1,592	1.4	147	1.6
Grade 3				
2012-13	1,140	1.0	93	1.3
2013-14	1,201	1.1	94	1.2
2014-15	1,169	1.1	106	1.3
2015-16	907	0.8	89	1.0
Grade 4				
2012-13	763	0.7	48	0.7
2013-14	691	0.6	57	0.8
2014-15	635	0.6	68	0.9
2015-16	538	0.5	41	0.5
Grade 5				
2012-13	1,035	0.9	69	1.1
2013-14	822	0.8	60	0.9
2014-15	659	0.6	52	0.7
2015-16	437	0.4	31	0.4
Grade 6				
2012-13	589	0.5	41	0.6
2013-14	505	0.5	43	0.6
2014-15	479	0.4	34	0.5
2015-16	435	0.4	43	0.5
Total K-6				
2012-13	12,510	1.6	858	1.7
2013-14	12,152	1.6	845	1.6
2014-15	11,337	1.5	878	1.5
2015-16	10,239	1.3	836	1.4

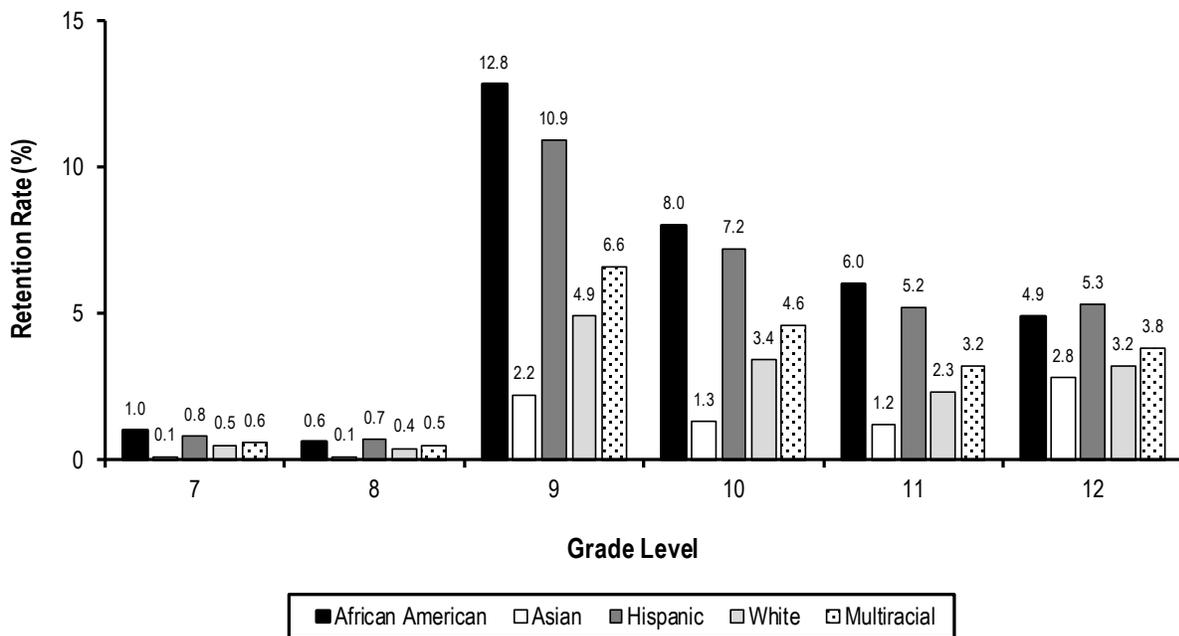
Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Race/Ethnicity

Secondary Grades

Across secondary grades and the five largest racial/ethnic groups, African American and Hispanic students in Grade 9 had the highest retention rates (12.8% and 10.9%, respectively), followed by African American students in Grade 10 (8.0%) (Figure 5 and Table 5). Asian students in Grades 7 and 8 had the lowest retention rates (0.1% each).

Figure 5
Grade-Level Retention, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2015-16



Note. Racial groups (African American, Asian, White, and multiracial) do not include students of Hispanic ethnicity.

Table 5
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools,
2012-13 Through 2015-16

Year	African American		American Indian		Asian		Hispanic		Pacific Islander	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2012-13	611	1.3	12	0.9	18	0.1	2,305	1.2	6	1.4
2013-14	684	1.4	–	1.1	25	0.2	2,388	1.2	–	0.2
2014-15	541	1.1	–	1.3	29	0.2	1,919	1.0	–	1.3
2015-16	468	1.0	18	1.3	15	0.1	1,693	0.8	1	0.2
Grade 8										
2012-13	561	1.2	12	0.9	41	0.3	2,516	1.4	6	1.3
2013-14	486	1.0	–	1.3	60	0.4	2,367	1.2	–	0.9
2014-15	421	0.9	–	0.7	46	0.3	1,996	1.0	–	0.4
2015-16	293	0.6	3	0.2	17	0.1	1,298	0.7	2	0.4
Grade 9										
2012-13	6,170	12.2	148	9.2	449	3.4	23,261	12.0	46	9.5
2013-14	5,797	11.4	129	8.3	432	3.1	21,678	11.0	38	7.3
2014-15	6,216	11.9	176	11.4	387	2.5	21,676	10.5	43	8.3
2015-16	6,779	12.8	177	11.1	350	2.2	23,481	10.9	41	7.1
Grade 10										
2012-13	3,344	7.9	76	5.4	200	1.6	11,584	7.3	22	4.6
2013-14	3,439	7.7	88	6.1	200	1.5	12,293	7.2	23	5.3
2014-15	3,594	7.8	82	5.8	206	1.5	12,257	6.9	27	5.3
2015-16	3,794	8.0	95	7.0	200	1.3	13,588	7.2	29	5.6
Grade 11										
2012-13	2,672	6.8	74	5.6	229	1.8	9,532	6.5	21	5.1
2013-14	2,321	5.9	63	4.7	167	1.3	8,318	5.6	11	2.4
2014-15	2,499	6.1	53	4.0	151	1.1	8,212	5.3	19	4.5
2015-16	2,503	6.0	66	5.3	163	1.2	8,404	5.2	15	3.0
Grade 12										
2012-13	2,412	5.9	58	4.3	374	3.1	9,419	6.4	27	6.5
2013-14	2,442	6.1	76	5.7	455	3.6	9,470	6.3	19	4.5
2014-15	2,084	5.0	54	4.0	417	3.1	8,702	5.6	20	4.0
2015-16	2,088	4.9	58	4.4	390	2.8	8,787	5.3	29	6.2
Total 7-12										
2012-13	15,770	5.9	380	4.5	1,311	1.7	58,617	5.8	128	4.7
2013-14	15,169	5.6	389	4.6	1,339	1.7	56,514	5.4	96	3.4
2014-15	15,355	5.6	392	4.7	1,236	1.4	54,762	5.0	117	4.0
2015-16	15,925	5.7	417	5.0	1,135	1.3	57,251	5.1	117	3.8

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

continues

Table 5 (continued)
Grade-Level Retention, Grades 7-12, by Grade
and Race/Ethnicity, Texas Public Schools,
2012-13 Through 2015-16

Year	White		Multiracial	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2012-13	733	0.6	41	0.6
2013-14	686	0.6	55	0.8
2014-15	592	0.5	58	0.8
2015-16	543	0.5	46	0.6
Grade 8				
2012-13	935	0.8	57	0.9
2013-14	743	0.6	40	0.6
2014-15	691	0.6	39	0.6
2015-16	466	0.4	32	0.5
Grade 9				
2012-13	6,137	5.3	437	7.0
2013-14	5,991	5.1	433	6.5
2014-15	5,680	4.8	466	6.7
2015-16	5,777	4.9	486	6.6
Grade 10				
2012-13	3,618	3.3	241	4.4
2013-14	3,666	3.3	250	4.2
2014-15	3,713	3.3	321	5.1
2015-16	3,838	3.4	307	4.6
Grade 11				
2012-13	2,934	2.8	198	3.8
2013-14	2,430	2.4	152	2.9
2014-15	2,434	2.4	178	3.2
2015-16	2,413	2.3	191	3.2
Grade 12				
2012-13	3,541	3.3	179	3.5
2013-14	3,542	3.3	184	3.4
2014-15	3,384	3.2	188	3.4
2015-16	3,396	3.2	227	3.8
Total 7-12				
2012-13	17,898	2.7	1,153	3.3
2013-14	17,058	2.6	1,114	3.1
2014-15	16,494	2.5	1,250	3.3
2015-16	16,433	2.5	1,289	3.2

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by Economic Status

Elementary Grades

Under Texas Education Agency (TEA) guidelines, students were identified as economically disadvantaged if they were eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program (TEA, 2016). In every elementary grade, students who were identified as economically disadvantaged had a higher retention rate in 2015-16 than students who were not identified as economically disadvantaged (Figure 6 and Table 6). The rate for economically disadvantaged students was highest in Grade 1 (5.2%) and lowest in Grade 5 (0.6%). Similarly, rates for non-economically disadvantaged students were highest in kindergarten (2.0%) and lowest in Grades 5 and 6 (0.3% each).

Figure 6
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2015-16

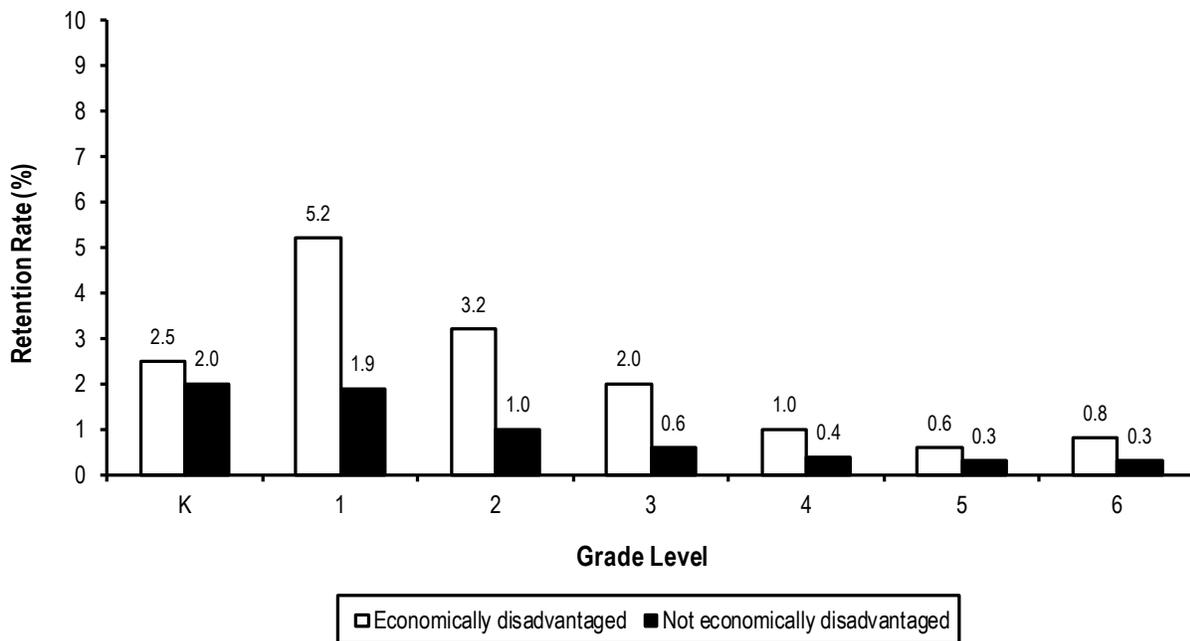


Table 6
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2005-06	7,780	3.8	4,779	3.4
2006-07	7,686	3.7	4,760	3.4
2007-08	7,006	3.4	4,451	3.1
2008-09	5,846	3.0	5,190	3.2
2009-10	5,912	2.8	4,578	3.0
2010-11	7,166	3.1	3,105	2.3
2011-12	7,041	2.9	2,787	2.2
2012-13	7,024	2.8	2,780	2.1
2013-14	6,889	2.7	2,721	2.0
2014-15	6,430	2.6	2,835	2.0
2015-16	5,878	2.5	2,731	2.0
Grade 1				
2005-06	17,047	8.1	5,493	3.9
2006-07	17,758	8.1	5,412	3.7
2007-08	16,678	7.6	5,174	3.5
2008-09	14,109	6.7	6,861	4.2
2009-10	13,133	6.0	6,005	3.8
2010-11	15,686	6.5	3,453	2.5
2011-12	15,612	6.1	2,702	2.1
2012-13	15,471	6.0	2,737	2.1
2013-14	15,596	5.9	2,782	2.0
2014-15	14,669	5.6	2,893	2.0
2015-16	13,589	5.2	2,740	1.9
Grade 2				
2005-06	9,631	4.9	2,846	2.1
2006-07	9,707	4.7	2,676	1.9
2007-08	9,397	4.4	2,735	1.9
2008-09	7,830	3.8	3,458	2.2
2009-10	7,674	3.6	3,156	2.1
2010-11	9,067	3.9	1,867	1.3
2011-12	9,640	3.9	1,499	1.1
2012-13	9,778	3.9	1,617	1.2
2013-14	9,915	3.9	1,556	1.2
2014-15	9,452	3.7	1,711	1.2
2015-16	8,359	3.2	1,478	1.0
Grade 3				
2005-06	7,815	4.0	1,943	1.4
2006-07	7,514	3.8	1,928	1.4
2007-08	7,091	3.5	1,827	1.2

continues

Table 6 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2008-09	5,929	2.9	2,489	1.5
2009-10	5,146	2.4	2,161	1.4
2010-11	5,726	2.5	1,138	0.8
2011-12	6,487	2.7	993	0.7
2012-13	7,078	2.9	1,037	0.8
2013-14	7,058	2.9	1,092	0.8
2014-15	6,383	2.6	1,187	0.8
2015-16	5,206	2.0	947	0.6
Grade 4				
2005-06	4,361	2.4	1,304	0.9
2006-07	4,163	2.2	1,188	0.8
2007-08	3,475	1.8	1,030	0.7
2008-09	2,676	1.4	1,308	0.8
2009-10	2,802	1.4	1,186	0.8
2010-11	2,970	1.3	639	0.5
2011-12	3,126	1.3	524	0.4
2012-13	3,898	1.7	687	0.5
2013-14	3,598	1.5	628	0.5
2014-15	3,220	1.3	664	0.5
2015-16	2,459	1.0	527	0.4
Grade 5				
2005-06	6,980	3.7	1,911	1.4
2006-07	5,749	3.1	1,539	1.1
2007-08	5,203	2.7	1,543	1.0
2008-09	3,943	2.1	1,792	1.1
2009-10	3,343	1.7	1,370	0.9
2010-11	3,507	1.6	723	0.5
2011-12	1,608	0.7	396	0.3
2012-13	4,692	2.0	856	0.6
2013-14	4,064	1.7	709	0.5
2014-15	2,857	1.2	629	0.4
2015-16	1,384	0.6	400	0.3
Grade 6				
2005-06	3,017	1.7	1,049	0.7
2006-07	2,768	1.5	1,048	0.7
2007-08	2,231	1.3	861	0.6
2008-09	1,708	1.0	1,084	0.7
2009-10	1,705	0.9	987	0.6
2010-11	2,089	1.0	505	0.3
2011-12	2,011	0.9	470	0.3

continues

Table 6 (continued)
Grade-Level Retention, Grades K-6, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2012-13	2,470	1.1	481	0.3
2013-14	2,210	1.0	476	0.3
2014-15	1,958	0.9	451	0.3
2015-16	1,786	0.8	400	0.3
Total K-6				
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9
2007-08	51,171	3.6	17,621	1.7
2008-09	42,041	3.1	22,182	2.0
2009-10	39,715	2.7	19,443	1.8
2010-11	46,211	2.9	11,430	1.2
2011-12	45,525	2.7	9,371	1.0
2012-13	50,411	3.0	10,195	1.1
2013-14	49,330	2.9	9,964	1.0
2014-15	44,969	2.6	10,370	1.0
2015-16	38,661	2.2	9,223	0.9

Grade-Level Retention by Economic Status

Secondary Grades

In every secondary grade, students who were identified as economically disadvantaged had a higher retention rate in 2015-16 than students who were not identified as economically disadvantaged (Figure 7 and Table 7). The rate for economically disadvantaged students was highest in Grade 9 (12.2%) and lowest in Grade 8 (0.7%). Similarly, rates for non-economically disadvantaged students were highest in Grade 9 (4.6%) and lowest in Grades 7 and 8 (0.3% each).

Figure 7
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2015-16

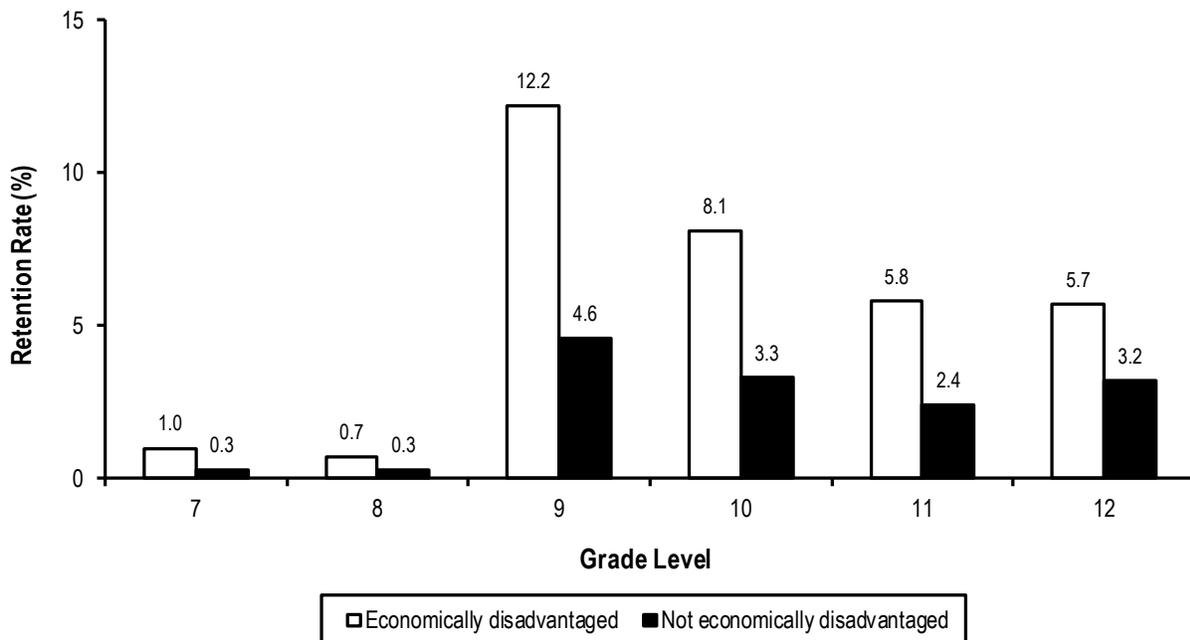


Table 7
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2005-06	5,311	3.0	2,002	1.3
2006-07	4,009	2.3	1,654	1.1
2007-08	3,559	2.0	1,493	1.0
2008-09	2,346	1.4	1,921	1.1
2009-10	2,106	1.1	1,606	1.0
2010-11	2,834	1.4	679	0.5
2011-12	2,933	1.3	685	0.5
2012-13	3,068	1.4	658	0.4
2013-14	3,219	1.4	635	0.4
2014-15	2,516	1.1	646	0.4
2015-16	2,271	1.0	513	0.3
Grade 8				
2005-06	3,904	2.3	1,935	1.2
2006-07	3,209	1.9	1,734	1.1
2007-08	4,287	2.6	2,036	1.3
2008-09	2,921	1.7	2,244	1.3
2009-10	2,546	1.5	1,957	1.2
2010-11	3,270	1.7	894	0.6
2011-12	2,230	1.1	670	0.5
2012-13	3,270	1.5	858	0.6
2013-14	2,981	1.3	737	0.5
2014-15	2,501	1.1	704	0.4
2015-16	1,633	0.7	478	0.3
Grade 9				
2005-06	38,122	21.1	22,604	12.0
2006-07	36,268	19.8	20,945	11.1
2007-08	35,007	18.9	19,824	10.5
2008-09	22,994	13.5	22,022	11.2
2009-10	21,150	11.6	19,050	10.0
2010-11	27,044	13.1	9,199	5.6
2011-12	28,686	13.4	8,564	5.4
2012-13	28,750	13.0	7,898	4.9
2013-14	26,838	11.9	7,660	4.7
2014-15	26,537	11.6	8,107	4.7
2015-16	29,140	12.2	7,951	4.6
Grade 10				
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
2007-08	12,899	9.5	9,315	5.4

continues

Table 7 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2008-09	10,219	7.6	10,906	6.2
2009-10	9,050	6.4	9,386	5.5
2010-11	11,939	7.3	5,364	3.4
2011-12	13,469	7.7	5,251	3.4
2012-13	13,954	7.9	5,131	3.3
2013-14	14,613	7.7	5,346	3.4
2014-15	14,567	7.6	5,633	3.4
2015-16	16,298	8.1	5,553	3.3
Grade 11				
2005-06	8,762	8.6	7,220	4.5
2006-07	8,566	8.1	7,234	4.5
2007-08	8,681	7.8	6,849	4.2
2008-09	7,795	6.7	8,060	4.8
2009-10	8,101	6.3	7,815	4.7
2010-11	10,131	7.1	4,915	3.2
2011-12	11,157	7.2	4,673	3.1
2012-13	11,049	7.0	4,611	3.1
2013-14	9,622	6.1	3,840	2.5
2014-15	9,478	5.9	4,068	2.6
2015-16	9,793	5.8	3,962	2.4
Grade 12				
2005-06	9,145	10.1	7,683	4.7
2006-07	10,688	11.7	8,654	5.2
2007-08	11,804	11.9	9,720	5.7
2008-09	11,204	10.3	10,846	6.3
2009-10	10,461	8.5	9,694	5.6
2010-11	11,592	8.1	6,924	4.3
2011-12	10,638	7.2	6,071	3.8
2012-13	10,377	6.8	5,633	3.5
2013-14	10,655	6.8	5,533	3.5
2014-15	9,479	6.0	5,370	3.2
2015-16	9,596	5.7	5,379	3.2
Total 7-12				
2005-06	80,251	9.4	52,669	5.3
2006-07	77,380	9.0	50,823	5.1
2007-08	76,237	8.7	49,237	4.9
2008-09	57,479	6.6	55,999	5.3
2009-10	53,414	5.7	49,508	4.8
2010-11	66,810	6.3	27,975	3.0
2011-12	69,113	6.2	25,914	2.9

continues

Table 7 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Economic Status,
Texas Public Schools, 2005-06 Through 2015-16

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2012-13	70,468	6.1	24,789	2.7
2013-14	67,928	5.7	23,751	2.5
2014-15	65,078	5.5	24,528	2.5
2015-16	68,731	5.6	23,836	2.4

Grade-Level Retention by Gender

Elementary Grades

The retention rate for males was higher than that for females in every elementary grade (Figure 8 and Table 8). Across elementary grades, retention rates for both males and females were highest in Grade 1 (4.7% and 3.3%, respectively). Rates for females were lowest in Grades 5 and 6 (0.4% each), and the rate for males was lowest in Grade 5 (0.5%).

Figure 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2015-16

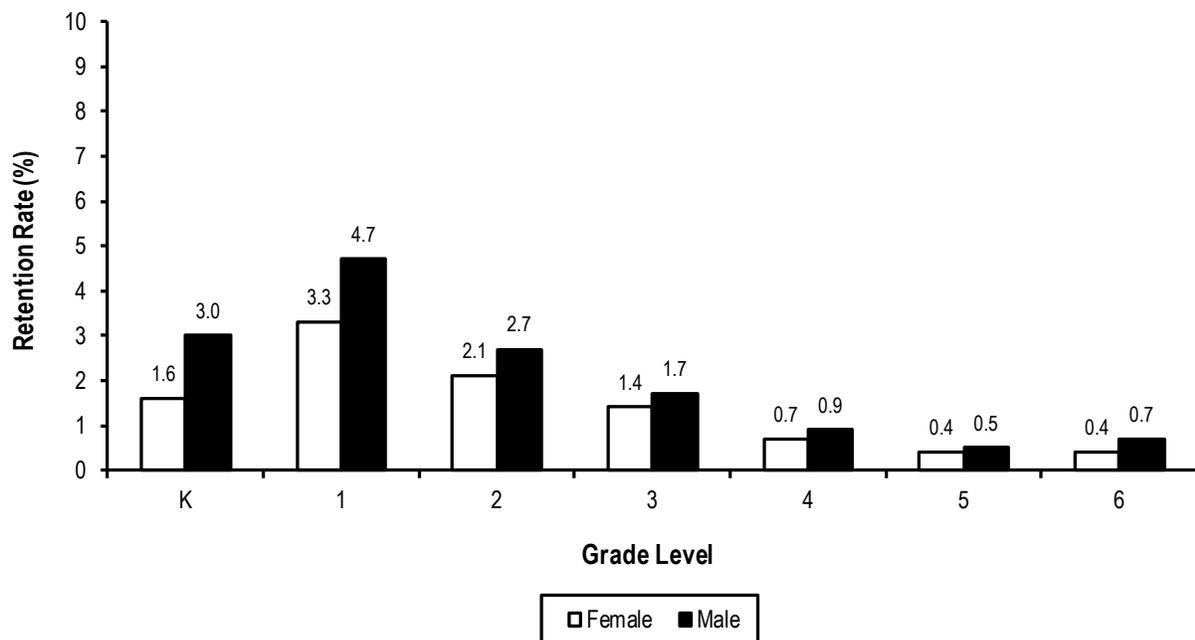


Table 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2015-16

Gender	Grade													
	K		1		2		3		4		5		6	
	Retained	Rate (%)												
Female	2,971	1.6	6,509	3.3	4,202	2.1	2,718	1.4	1,241	0.7	742	0.4	715	0.4
Male	5,638	3.0	9,820	4.7	5,635	2.7	3,435	1.7	1,745	0.9	1,042	0.5	1,471	0.7

Secondary Grades

As in the elementary grades, males had a higher retention rate than females in every secondary grade (Figure 9 and Table 9). Across secondary grades, retention rates for both males and females were highest in Grade 9 (10.9% and 7.0%, respectively) and lowest in Grade 8 (0.7% and 0.4%, respectively).

Figure 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2015-16

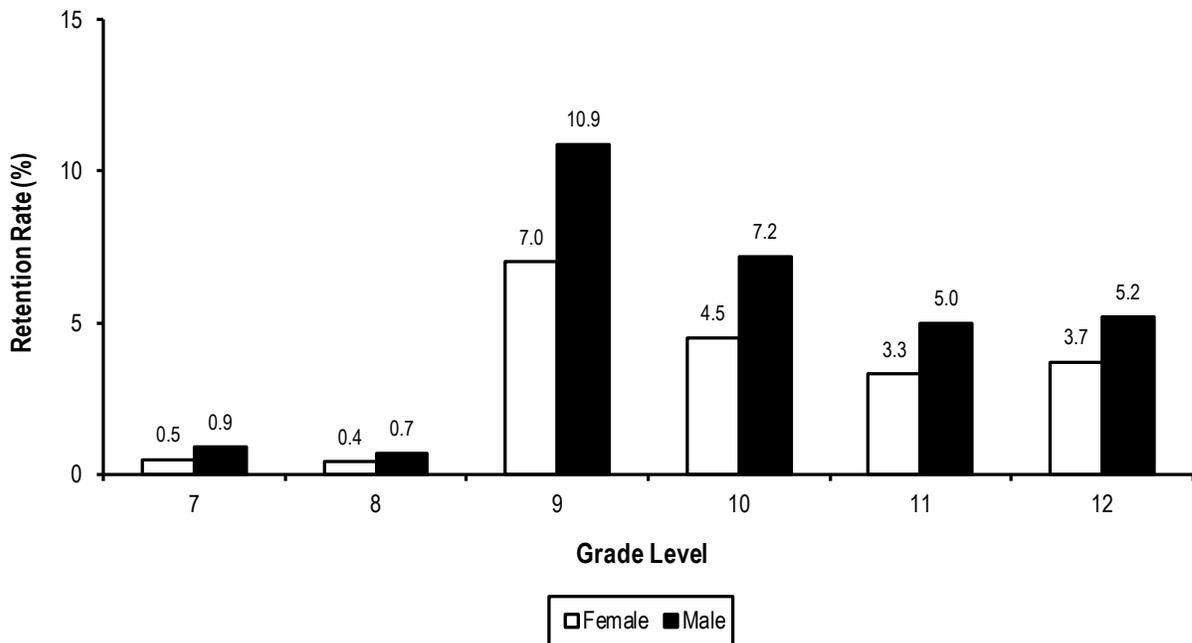


Table 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2015-16

Gender	Grade											
	7		8		9		10		11		12	
	Retained	Rate (%)										
Female	921	0.5	809	0.4	13,825	7.0	8,221	4.5	5,426	3.3	6,103	3.7
Male	1,863	0.9	1,302	0.7	23,266	10.9	13,630	7.2	8,329	5.0	8,872	5.2

Grade-Level Retention by English Language Learner Status

Elementary Grades

Texas students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as English language learners (ELLs) are enrolled in bilingual or English as a second language (ESL) programs (Texas Education Code [TEC] §29.053, 2016). ELLs participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2015-16, more than 95 percent of all ELLs in the elementary grades participated in bilingual or ESL programs.

In Grades K-6 overall in 2015-16, the retention rate for ELLs was 2.3 percent, compared to 1.6 percent for non-ELLs (Table 10). ELLs overall had a higher rate of retention than non-ELLs in every elementary grade except kindergarten. Among ELLs, the retention rate for students served in bilingual programs was 2.3 percent, and the rate for students served in ESL programs was 1.7 percent (Figure 10). Across elementary grades, retention rates for both ELLs receiving bilingual services and ELLs receiving ESL services were highest in Grade 1 (4.5% and 3.9%, respectively). The rate for ELLs receiving bilingual services was lowest in Grade 5 (0.5%), and the rate for ELLs receiving ESL services was lowest in Grade 6 (0.8%) (Table 10).

Figure 10
Grade-Level Retention of English Language Learners, Grades K-6, by Service Received, Texas Public Schools, 2014-15 and 2015-16

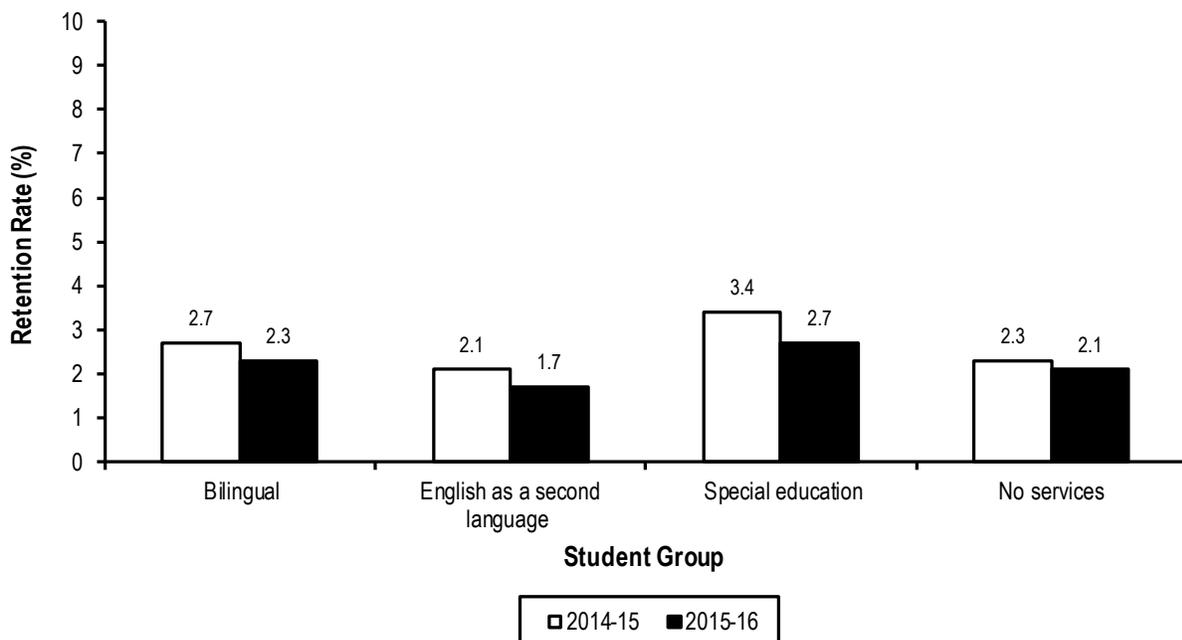


Table 10
Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
2005-06	1,295	2.2	741	4.0	146	14.6	69	2.0	2,882	3.1	9,677	3.9
2006-07	1,274	2.0	639	3.3	110	11.5	81	2.1	2,686	2.8	9,760	3.9
2007-08	1,246	1.9	598	3.1	135	13.9	83	2.0	2,636	2.7	8,821	3.5
2008-09	1,226	1.8	575	2.8	115	12.5	68	1.8	2,433	2.4	8,603	3.4
2009-10	1,231	1.8	574	2.8	101	11.4	65	1.8	2,393	2.3	8,097	3.1
2010-11	1,204	1.7	543	2.7	109	11.7	53	1.6	2,348	2.3	7,923	3.0
2011-12	1,098	1.5	556	2.7	83	9.2	51	1.6	2,206	2.1	7,622	2.8
2012-13	1,114	1.5	549	2.5	82	8.5	54	1.6	2,218	2.1	7,586	2.7
2013-14	1,006	1.4	540	2.5	86	9.0	46	1.5	2,086	1.9	7,524	2.7
2014-15	962	1.3	552	2.5	71	8.0	36	1.2	2,039	1.9	7,226	2.6
2015-16	932	1.3	497	2.2	70	8.7	35	1.2	1,844	1.8	6,765	2.5
Grade 1												
2005-06	4,123	7.0	1,296	6.5	185	15.6	310	6.3	7,387	7.9	15,153	5.9
2006-07	4,300	6.7	1,202	5.7	161	14.1	378	7.6	7,321	7.4	15,849	6.0
2007-08	4,270	6.3	1,195	5.5	170	13.8	312	6.0	7,155	6.9	14,697	5.5
2008-09	4,185	6.0	1,149	5.2	133	12.4	361	6.7	6,861	6.5	14,109	5.3
2009-10	3,910	5.5	1,051	4.6	130	12.2	299	5.8	6,396	5.9	12,742	4.7
2010-11	3,992	5.5	1,073	4.7	98	9.2	272	5.5	6,391	5.9	12,748	4.7
2011-12	3,894	5.2	1,099	4.8	132	11.9	243	5.4	6,236	5.7	12,078	4.4
2012-13	3,842	5.1	992	4.2	128	12.0	271	6.2	6,069	5.5	12,139	4.4
2013-14	3,660	4.7	1,064	4.4	120	11.0	273	6.1	6,014	5.3	12,364	4.3
2014-15	3,717	4.8	1,047	4.2	97	9.2	183	4.5	5,911	5.2	11,651	4.0
2015-16	3,475	4.5	1,047	3.9	59	6.8	187	5.1	5,439	4.8	10,890	3.8
Grade 2												
2005-06	2,717	5.0	863	4.4	67	5.0	187	3.6	4,718	5.4	7,759	3.1
2006-07	2,831	4.9	844	4.1	82	6.4	235	4.4	4,708	5.2	7,675	3.0
2007-08	2,734	4.4	751	3.6	85	6.9	192	3.6	4,530	4.7	7,602	2.9
2008-09	2,734	4.2	751	3.4	62	5.3	178	3.3	4,336	4.3	6,952	2.6
2009-10	2,639	3.9	701	3.2	64	5.8	197	3.5	4,189	4.1	6,641	2.5
2010-11	2,667	3.9	693	3.1	58	4.9	192	3.5	4,135	4.0	6,799	2.5
2011-12	2,714	3.9	669	3.0	69	5.8	194	3.8	4,174	4.0	6,965	2.6
2012-13	2,774	3.9	714	3.2	76	6.0	176	3.7	4,296	4.1	7,099	2.6
2013-14	2,663	3.7	715	3.0	57	4.6	170	3.7	4,240	3.9	7,231	2.6

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

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 10 (continued)

Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2014-15	2,735	3.7	750	3.0	54	4.6	151	3.4	4,247	3.8	6,916	2.4
2015-16	2,402	3.2	642	2.4	42	3.8	130	3.0	3,650	3.3	6,187	2.1
Grade 3												
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
2007-08	2,074	3.7	696	3.5	63	4.7	156	3.1	3,474	3.9	5,444	2.1
2008-09	2,067	3.4	636	3.0	37	2.9	168	3.1	3,373	3.6	5,045	1.9
2009-10	1,843	3.0	462	2.1	40	3.1	116	2.2	2,898	3.0	4,409	1.6
2010-11	1,648	2.6	385	1.8	31	2.3	125	2.2	2,533	2.6	4,331	1.6
2011-12	1,873	2.9	472	2.2	24	1.7	137	2.6	2,853	2.9	4,627	1.7
2012-13	1,995	3.1	542	2.5	28	2.0	166	3.3	3,094	3.1	5,021	1.8
2013-14	1,942	2.9	512	2.2	28	2.1	120	2.4	3,035	3.0	5,115	1.8
2014-15	1,943	2.8	513	2.1	25	1.8	97	2.1	2,983	2.8	4,587	1.6
2015-16	1,593	2.3	375	1.4	19	1.6	93	2.1	2,350	2.2	3,803	1.3
Grade 4												
2005-06	1,042	3.2	382	3.0	35	2.2	54	2.4	1,949	3.4	3,716	1.4
2006-07	1,048	2.9	306	2.2	26	1.7	52	2.3	1,763	3.0	3,588	1.3
2007-08	936	2.3	283	1.7	17	1.1	66	2.0	1,578	2.3	2,927	1.1
2008-09	816	1.8	257	1.4	15	1.2	57	1.5	1,394	1.9	2,590	0.9
2009-10	877	1.8	256	1.4	20	1.6	54	1.3	1,451	1.9	2,537	0.9
2010-11	715	1.4	242	1.3	15	1.1	57	1.4	1,214	1.5	2,395	0.8
2011-12	751	1.4	236	1.4	11	0.8	68	1.6	1,249	1.6	2,401	0.8
2012-13	1,016	1.9	314	1.6	12	0.8	70	1.6	1,638	1.9	2,947	1.0
2013-14	920	1.6	275	1.4	14	1.0	83	2.0	1,542	1.8	2,684	0.9
2014-15	886	1.5	249	1.2	15	1.1	56	1.4	1,404	1.5	2,480	0.9
2015-16	661	1.1	206	0.9	9	0.7	31	0.8	1,079	1.1	1,907	0.6
Grade 5												
2005-06	1,396	5.5	815	6.3	33	2.0	114	6.5	2,873	5.9	6,018	2.2
2006-07	1,289	4.8	713	5.5	42	2.7	93	5.5	2,474	5.2	4,814	1.7
2007-08	1,273	4.4	489	3.9	38	2.4	70	3.8	2,202	4.5	4,544	1.6
2008-09	1,174	3.7	470	3.5	23	1.7	66	2.9	1,976	3.8	3,759	1.3
2009-10	1,035	3.1	386	2.9	21	1.7	68	3.2	1,726	3.2	2,987	1.0
2010-11	957	2.7	332	2.6	13	1.0	59	2.2	1,550	2.8	2,680	0.9
2011-12	272	0.7	149	1.1	14	1.2	26	1.0	530	0.9	1,474	0.5

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

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 10 (continued)
Grade-Level Retention, Grades K-6, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2012-13	999	2.4	468	2.8	23	1.6	84	2.3	1,835	2.7	3,713	1.2
2013-14	915	2.0	440	2.5	16	1.1	77	2.3	1,714	2.4	3,059	1.0
2014-15	695	1.4	349	1.7	13	1.0	44	1.4	1,257	1.6	2,229	0.7
2015-16	249	0.5	184	0.9	5	0.4	17	0.6	564	0.7	1,220	0.4
Grade 6												
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1
2007-08	48	1.0	445	1.6	29	1.8	26	1.6	688	1.8	2,494	0.9
2008-09	44	0.8	363	1.3	16	1.2	27	1.7	572	1.4	2,220	0.7
2009-10	51	0.9	443	1.5	21	1.8	24	1.3	647	1.6	2,045	0.7
2010-11	31	0.6	447	1.4	19	1.7	24	1.2	621	1.5	1,973	0.6
2011-12	37	0.6	363	1.1	12	1.1	17	0.8	505	1.2	1,976	0.6
2012-13	57	1.0	495	1.4	12	1.0	43	2.0	718	1.5	2,233	0.7
2013-14	36	0.7	486	1.2	10	0.8	30	1.2	676	1.3	2,010	0.6
2014-15	42	0.6	438	0.9	14	1.1	32	1.2	624	1.0	1,785	0.6
2015-16	46	0.7	412	0.8	7	0.6	26	1.1	573	0.9	1,613	0.5
Total K-6												
2005-06	13,038	4.6	5,390	4.3	559	5.5	942	4.0	24,777	5.0	51,179	2.8
2006-07	13,146	4.3	4,934	3.8	515	5.2	1,006	4.1	23,525	4.6	50,371	2.7
2007-08	12,581	3.8	4,457	3.2	537	5.6	905	3.4	22,263	4.1	46,529	2.5
2008-09	12,246	3.5	4,201	2.9	401	4.7	925	3.3	20,945	3.7	43,278	2.3
2009-10	11,586	3.2	3,873	2.6	397	4.9	823	3.0	19,700	3.4	39,458	2.0
2010-11	11,214	3.0	3,715	2.5	343	4.2	782	2.8	18,792	3.2	38,849	2.0
2011-12	10,639	2.8	3,544	2.4	345	4.1	736	2.7	17,753	3.0	37,143	1.8
2012-13	11,797	3.0	4,074	2.5	361	4.2	864	3.1	19,868	3.2	40,738	2.0
2013-14	11,142	2.8	4,032	2.4	331	3.9	799	3.0	19,307	3.0	39,987	2.0
2014-15	10,980	2.7	3,898	2.1	289	3.4	599	2.3	18,465	2.8	36,874	1.8
2015-16	9,358	2.3	3,363	1.7	211	2.7	519	2.1	15,499	2.3	32,385	1.6

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

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Grade-Level Retention by English Language Learner Status

Secondary Grades

In Grades 7-12 overall in 2015-16, the retention rate for ELLs was 8.0 percent, compared to 3.8 percent for non-ELLs (Table 11). ELLs overall had a higher rate of retention than non-ELLs in every secondary grade. More than 93 percent of ELLs in secondary school were served in ESL programs, and the retention rate for these students was 6.8 percent (Figure 11). Across secondary grades, the retention rate for ELLs receiving ESL services was highest in Grade 9 (14.7%) and lowest in Grade 8 (0.8%) (Table 11).

Figure 11
Grade-Level Retention of English Language Learners, Grades 7-12, by Service Received, Texas Public Schools, 2014-15 and 2015-16

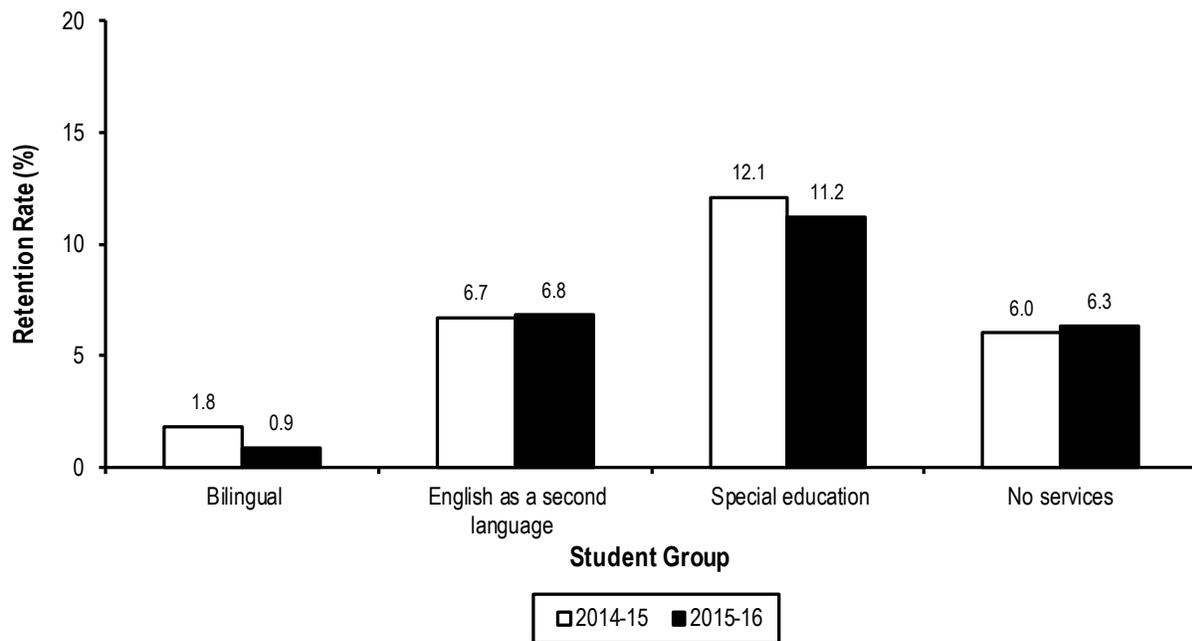


Table 11
Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
2005-06	15	8.9	872	3.7	83	4.2	72	4.6	1,369	4.0	5,944	2.0
2006-07	–	3.0	607	2.8	83	4.3	43	4.0	948	3.4	4,715	1.6
2007-08	–	0.5	665	2.6	62	3.3	33	2.5	968	3.0	4,084	1.3
2008-09	–	1.2	465	1.7	49	3.1	26	1.7	722	2.1	3,545	1.2
2009-10	–	0.3	472	1.7	27	2.3	23	1.7	690	2.0	3,022	1.0
2010-11	–	0.4	487	1.6	23	2.1	37	2.3	691	1.9	2,822	0.9
2011-12	–	0.2	501	1.7	22	2.2	29	1.8	706	1.9	2,912	0.9
2012-13	14	1.8	560	1.8	18	1.8	33	1.9	774	2.0	2,952	0.9
2013-14	–	0.5	644	1.8	24	2.3	33	1.8	905	2.1	2,949	0.9
2014-15	–	0.6	530	1.3	23	2.0	34	1.6	737	1.5	2,425	0.7
2015-16	6	0.8	509	1.1	13	1.2	23	1.1	654	1.2	2,130	0.6
Grade 8												
2005-06	–	3.4	608	3.0	89	4.3	45	3.2	978	3.4	4,861	1.6
2006-07	0	0.0	564	2.5	92	4.5	36	2.5	898	3.1	4,045	1.3
2007-08	–	1.8	892	4.5	91	4.5	47	4.6	1,278	5.0	5,045	1.7
2008-09	0	0.0	768	3.5	54	3.2	32	2.7	1,076	3.9	4,089	1.3
2009-10	–	1.0	674	3.0	42	3.2	25	2.3	995	3.6	3,508	1.1
2010-11	–	1.6	665	3.0	26	2.7	35	3.5	911	3.4	3,253	1.0
2011-12	–	0.4	282	1.2	19	2.1	20	1.9	526	1.9	2,374	0.7
2012-13	8	1.8	558	2.3	23	2.5	33	2.7	809	2.7	3,319	1.0
2013-14	5	1.1	676	2.4	12	1.4	30	2.0	939	2.7	2,779	0.8
2014-15	7	1.7	616	1.7	11	1.2	26	1.5	844	2.0	2,361	0.7
2015-16	1	0.2	319	0.8	10	1.0	17	0.9	460	1.0	1,651	0.5
Grade 9												
2005-06	0	0.0	6,106	26.3	790	33.5	492	28.7	10,097	29.9	50,629	15.1
2006-07	–	50.0	6,064	25.2	772	31.6	488	26.5	9,478	29.0	47,735	14.1
2007-08	–	16.7	6,161	24.1	811	32.5	445	25.0	9,667	28.0	45,164	13.3
2008-09	0	0.0	4,714	20.4	611	29.7	287	23.5	7,742	25.2	37,274	11.1
2009-10	0	0.0	4,257	18.4	440	30.2	226	19.5	6,852	23.1	33,348	9.7
2010-11	0	0.0	3,993	17.0	347	28.4	192	17.6	6,332	21.2	29,911	8.8
2011-12	–	5.1	3,807	17.0	249	26.6	170	16.7	5,906	21.1	31,344	9.1
2012-13	12	21.1	3,964	16.8	247	27.8	203	18.8	6,437	21.6	30,211	8.6
2013-14	11	17.2	3,760	14.7	250	28.2	149	12.8	6,540	20.1	27,958	7.8

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Counts of English language learners (ELLs) receiving special language program services and of ELLs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of ELLs.

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2014-15	8	10.1	4,243	13.9	231	27.3	190	13.4	6,701	17.8	27,943	7.7
2015-16	2	2.9	5,309	14.7	232	26.5	249	16.1	7,939	18.3	29,152	7.9
Grade 10												
2005-06	–	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
2007-08	–	20.0	1,719	11.1	244	14.9	139	11.1	2,544	12.7	19,670	6.8
2008-09	0	0.0	1,708	10.5	213	16.4	129	12.0	2,547	12.5	18,578	6.4
2009-10	0	0.0	1,316	9.1	153	15.1	67	9.3	1,929	10.9	16,507	5.6
2010-11	0	0.0	1,133	7.9	111	14.6	74	10.4	1,688	9.8	15,615	5.1
2011-12	–	4.5	1,391	9.0	107	16.2	69	8.9	2,010	10.9	16,710	5.4
2012-13	–	8.0	1,738	10.5	72	13.7	73	9.2	2,338	11.9	16,747	5.4
2013-14	0	0.0	1,959	10.2	93	18.2	92	10.5	2,707	12.0	17,252	5.3
2014-15	–	8.1	2,113	9.9	94	18.0	90	10.1	2,893	11.6	17,307	5.2
2015-16	2	7.1	2,740	10.6	99	17.3	101	9.3	3,503	11.9	18,348	5.4
Grade 11												
2005-06	–	66.7	1,164	11.4	167	14.7	117	13.0	1,796	12.6	14,186	5.8
2006-07	0	0.0	1,161	11.4	150	13.2	95	12.8	1,687	13.0	14,113	5.5
2007-08	0	0.0	1,232	11.3	143	11.5	106	14.2	1,713	12.4	13,817	5.3
2008-09	0	0.0	1,355	11.4	156	13.4	88	11.3	1,928	12.9	13,927	5.2
2009-10	0	0.0	1,383	11.0	119	14.8	59	8.4	1,844	12.3	14,072	5.1
2010-11	0	0.0	1,176	10.6	97	14.8	55	10.2	1,604	12.1	13,442	4.8
2011-12	0	0.0	1,421	12.5	83	16.2	41	8.2	1,867	13.9	13,963	4.8
2012-13	–	14.3	1,445	11.8	67	14.0	47	8.8	1,885	13.1	13,775	4.7
2013-14	–	4.5	1,322	9.0	49	13.1	44	6.4	1,736	10.3	11,726	4.0
2014-15	0	0.0	1,285	8.1	45	13.1	55	8.1	1,751	9.7	11,795	3.9
2015-16	0	0.0	1,531	8.8	43	11.7	67	9.1	1,936	9.8	11,819	3.8
Grade 12												
2005-06	0	0.0	1,644	25.6	214	19.6	160	23.0	2,300	22.6	14,528	6.0
2006-07	–	33.3	2,065	31.3	240	20.0	161	27.0	2,767	30.4	16,575	6.7
2007-08	0	0.0	2,508	31.9	287	21.7	165	28.2	3,260	31.3	18,264	7.1
2008-09	0	0.0	2,603	29.8	215	18.8	161	28.2	3,330	29.6	18,720	6.9
2009-10	0	0.0	2,601	29.1	217	23.1	134	22.6	3,209	28.9	16,946	6.0
2010-11	0	0.0	2,319	25.5	188	25.3	94	18.5	2,856	25.9	15,660	5.3
2011-12	–	33.3	1,977	24.0	171	27.7	65	14.9	2,486	24.9	14,223	4.8

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Counts of English language learners (ELLs) receiving special language program services and of ELLs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of ELLs.

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

continues

Table 11 (continued)
Grade-Level Retention, Grades 7-12, by Grade, English Language Learner Status, and Service Received, Texas Public Schools, 2005-06 Through 2015-16

Year	Services received by ELLs ^a											
	Bilingual		ESL ^b		Special education		No services ^c		ELL		Non-ELL	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2012-13	0	0.0	1,792	20.9	137	25.3	55	13.9	2,267	22.2	13,743	4.5
2013-14	0	0.0	1,993	22.2	99	23.1	45	11.9	2,406	23.1	13,782	4.5
2014-15	0	0.0	1,762	12.8	102	24.7	55	8.1	2,176	13.8	12,673	4.1
2015-16	1	9.1	1,900	12.0	85	22.4	51	7.4	2,274	12.9	12,701	4.0
Total 7-12												
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3
2007-08	5	1.6	13,177	12.6	1,638	15.5	935	14.0	19,430	14.2	106,044	6.1
2008-09	–	0.8	11,613	10.6	1,298	14.6	723	11.4	17,345	12.5	96,133	5.4
2009-10	–	0.6	10,703	9.8	998	14.9	534	9.5	15,519	11.5	87,403	4.8
2010-11	5	0.8	9,773	8.9	792	14.6	487	8.9	14,082	10.5	80,703	4.3
2011-12	6	0.6	9,379	8.5	651	14.1	394	7.3	13,501	10.0	81,526	4.3
2012-13	38	2.8	10,057	8.6	564	13.0	444	7.7	14,510	10.2	80,747	4.2
2013-14	22	1.5	10,354	7.8	527	12.8	393	6.1	15,233	9.5	76,446	3.9
2014-15	22	1.8	10,549	6.7	506	12.1	450	6.0	15,102	8.1	74,504	3.8
2015-16	12	0.9	12,308	6.8	482	11.2	508	6.3	16,766	8.0	75,801	3.8

Note. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information. Counts of English language learners (ELLs) receiving special language program services and of ELLs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of ELLs.

^aEnglish language learners. ^bEnglish as a second language. ^cIncludes English language learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

Grade-Level Retention of Special Education Students by Primary Disability

Elementary Grades

Each student receiving special education services has an individualized education program that is developed by a local admission, review, and dismissal (ARD) committee and that specifies goals and objectives for the year (Title 19 of the Texas Administrative Code [TAC] §89.1055, 2017, amended to be effective March 22, 2017). 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 special education student a primary disability from 1 of 13 categories of disability (TEA, 2016). Among elementary special education students in 2015-16 for whom primary disability information was available, 91.7 percent were assigned a primary disability from 1 of 5 categories: speech impairment; learning disability; other health impairment, such as attention deficit disorder; autism; or intellectual disability (Table 12 on page 44). The same five categories accounted for 92.7 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 (5.1%), followed by students with other health impairments (2.4%), autism (1.7%), intellectual disabilities (1.6%), and learning disabilities (1.2%) (Figure 12).

Across elementary grades in 2015-16, retention rates for the five most common primary disabilities were highest in kindergarten or first grade (Table 12 on page 44). Rates for students with learning disabilities, other health impairments, intellectual disabilities, and autism were highest in kindergarten (10.4%, 9.1%, 7.0%, and 6.0%, respectively). The rate for students with speech impairments was highest in Grade 1 (9.1%).

Figure 12
Grade-Level Retention of Special Education Students, Grades K-6, by Primary Disability, Texas Public Schools, 2015-16

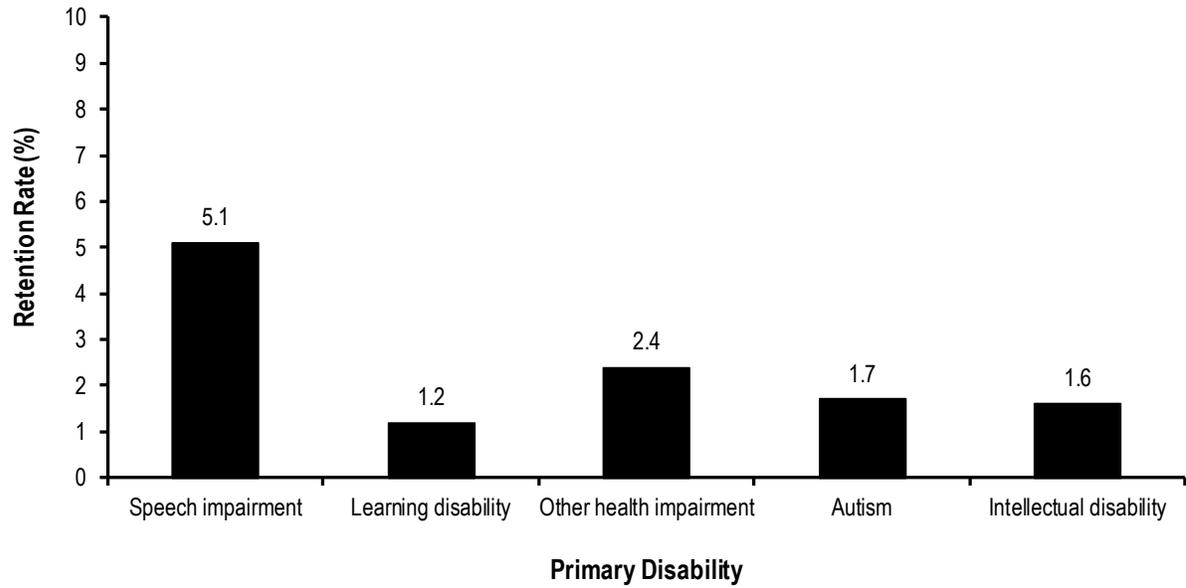


Table 12
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Speech impairment			Learning disability			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2012-13	1,492	16,949	8.8	82	690	11.9	230	2,405	9.6
2013-14	1,401	16,790	8.3	54	573	9.4	296	2,362	12.5
2014-15	1,380	17,077	8.1	62	481	12.9	248	2,441	10.2
2015-16	1,374	17,994	7.6	53	512	10.4	224	2,471	9.1
Grade 1									
2012-13	1,696	15,288	11.1	288	3,285	8.8	230	3,266	7.0
2013-14	1,660	15,760	10.5	267	2,942	9.1	284	3,470	8.2
2014-15	1,577	16,058	9.8	230	2,788	8.2	301	3,550	8.5
2015-16	1,569	17,148	9.1	197	2,747	7.2	259	3,897	6.6
Grade 2									
2012-13	585	11,659	5.0	272	7,137	3.8	159	4,160	3.8
2013-14	574	11,663	4.9	266	6,848	3.9	180	4,228	4.3
2014-15	534	12,139	4.4	236	6,507	3.6	176	4,570	3.9
2015-16	515	13,484	3.8	217	6,530	3.3	164	4,840	3.4
Grade 3									
2012-13	253	8,319	3.0	181	12,095	1.5	93	4,752	2.0
2013-14	212	8,600	2.5	150	11,353	1.3	84	5,118	1.6
2014-15	206	8,692	2.4	174	11,024	1.6	100	5,229	1.9
2015-16	161	10,258	1.6	133	10,694	1.2	71	5,749	1.2
Grade 4									
2012-13	73	5,934	1.2	101	15,217	0.7	85	5,345	1.6
2013-14	68	5,936	1.1	119	15,225	0.8	56	5,475	1.0
2014-15	65	6,265	1.0	90	14,645	0.6	61	6,030	1.0
2015-16	55	7,077	0.8	82	14,332	0.6	59	6,287	0.9
Grade 5									
2012-13	62	3,762	1.6	153	17,741	0.9	78	5,237	1.5
2013-14	46	3,694	1.2	118	17,851	0.7	70	5,790	1.2
2014-15	33	3,766	0.9	128	17,638	0.7	71	6,051	1.2
2015-16	29	4,804	0.6	77	17,159	0.4	57	6,728	0.8
Grade 6									
2012-13	15	2,112	0.7	131	18,266	0.7	69	5,117	1.3
2013-14	15	1,979	0.8	117	18,083	0.6	48	5,284	0.9
2014-15	7	2,055	0.3	124	18,342	0.7	60	5,897	1.0
2015-16	10	2,581	0.4	116	18,317	0.6	53	6,332	0.8
Grades K-6									
2012-13	4,176	64,023	6.5	1,208	74,431	1.6	944	30,282	3.1
2013-14	3,976	64,422	6.2	1,091	72,875	1.5	1,018	31,727	3.2
2014-15	3,802	66,052	5.8	1,044	71,425	1.5	1,017	33,768	3.0
2015-16	3,713	73,346	5.1	875	70,291	1.2	887	36,304	2.4

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Autism			Intellectual disability			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2012-13	279	3,378	8.3	172	1,703	10.1	28	499	5.6
2013-14	253	3,562	7.1	163	1,781	9.2	41	477	8.6
2014-15	241	3,879	6.2	193	1,939	10.0	24	509	4.7
2015-16	247	4,089	6.0	137	1,957	7.0	28	554	5.1
Grade 1									
2012-13	125	3,637	3.4	100	2,436	4.1	53	938	5.7
2013-14	117	3,924	3.0	85	2,411	3.5	65	1,040	6.3
2014-15	84	4,111	2.0	79	2,637	3.0	40	1,047	3.8
2015-16	104	4,586	2.3	79	2,898	2.7	53	1,124	4.7
Grade 2									
2012-13	95	3,826	2.5	78	2,829	2.8	40	1,397	2.9
2013-14	83	3,961	2.1	77	3,043	2.5	48	1,425	3.4
2014-15	74	4,289	1.7	56	3,221	1.7	40	1,550	2.6
2015-16	78	4,615	1.7	66	3,586	1.8	45	1,576	2.9
Grade 3									
2012-13	29	3,993	0.7	36	3,274	1.1	20	1,828	1.1
2013-14	36	4,057	0.9	21	3,293	0.6	29	1,838	1.6
2014-15	25	4,287	0.6	27	3,699	0.7	14	1,898	0.7
2015-16	30	4,588	0.7	29	4,048	0.7	22	2,084	1.1
Grade 4									
2012-13	32	3,859	0.8	22	3,332	0.7	21	2,240	0.9
2013-14	26	4,176	0.6	22	3,568	0.6	31	2,249	1.4
2014-15	22	4,256	0.5	26	3,778	0.7	18	2,313	0.8
2015-16	34	4,590	0.7	25	4,283	0.6	21	2,398	0.9
Grade 5									
2012-13	44	3,549	1.2	38	3,457	1.1	30	2,420	1.2
2013-14	45	4,024	1.1	27	3,565	0.8	32	2,588	1.2
2014-15	57	4,365	1.3	37	3,884	1.0	36	2,617	1.4
2015-16	28	4,533	0.6	43	4,221	1.0	24	2,699	0.9
Grade 6									
2012-13	29	3,306	0.9	54	3,469	1.6	37	2,628	1.4
2013-14	21	3,600	0.6	56	3,619	1.5	33	2,640	1.3
2014-15	36	4,133	0.9	42	3,833	1.1	40	2,743	1.5
2015-16	24	4,495	0.5	22	4,212	0.5	38	2,862	1.3
Grades K-6									
2012-13	633	25,548	2.5	500	20,500	2.4	229	11,950	1.9
2013-14	581	27,304	2.1	451	21,280	2.1	279	12,257	2.3
2014-15	539	29,320	1.8	460	22,991	2.0	212	12,677	1.7
2015-16	545	31,496	1.7	401	25,205	1.6	231	13,297	1.7

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Auditory impairment			Visual impairment			Orthopedic impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2012-13	47	399	11.8	27	242	11.2	32	302	10.6
2013-14	55	385	14.3	27	261	10.3	20	268	7.5
2014-15	46	415	11.1	18	250	7.2	24	271	8.9
2015-16	50	407	12.3	15	205	7.3	20	250	8.0
Grade 1									
2012-13	29	461	6.3	18	294	6.1	18	266	6.8
2013-14	21	446	4.7	19	249	7.6	18	297	6.1
2014-15	25	408	6.1	18	279	6.5	15	268	5.6
2015-16	20	451	4.4	16	285	5.6	12	282	4.3
Grade 2									
2012-13	26	499	5.2	7	244	2.9	14	268	5.2
2013-14	19	481	4.0	13	290	4.5	10	253	4.0
2014-15	27	502	5.4	9	272	3.3	–	<300	0.3
2015-16	14	446	3.1	11	281	3.9	6	260	2.3
Grade 3									
2012-13	–	<550	1.2	6	290	2.1	6	258	2.3
2013-14	11	478	2.3	–	<250	1.2	5	260	1.9
2014-15	–	<550	0.6	5	263	1.9	–	<250	2.1
2015-16	9	507	1.8	3	274	1.1	1	288	0.3
Grade 4									
2012-13	–	<550	0.8	–	<350	1.6	–	<300	1.1
2013-14	–	<500	0.4	–	<300	1.1	–	<300	2.0
2014-15	–	<500	0.6	–	<300	1.2	–	<250	0.9
2015-16	3	523	0.6	2	264	0.8	2	232	0.9
Grade 5									
2012-13	10	514	1.9	–	<300	0.7	5	258	1.9
2013-14	–	<550	0.8	6	284	2.1	5	266	1.9
2014-15	–	<500	0.8	–	<300	0.7	9	240	3.8
2015-16	3	506	0.6	6	255	2.4	6	254	2.4
Grade 6									
2012-13	–	<500	1.2	6	237	2.5	–	<350	0.7
2013-14	–	<500	0.6	–	<300	0.7	–	<250	1.3
2014-15	–	<500	0.2	–	<300	0.4	0	258	0.0
2015-16	0	488	0.0	2	269	0.7	1	236	0.4
Grades K-6									
2012-13	128	3,378	3.8	71	1,887	3.8	80	1,932	4.1
2013-14	115	3,270	3.5	73	1,888	3.9	66	1,835	3.6
2014-15	109	3,300	3.3	56	1,867	3.0	56	1,800	3.1
2015-16	99	3,328	3.0	55	1,833	3.0	48	1,802	2.7

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2012-13	7	39	17.9	71	356	19.9	0	11	0.0
2013-14	10	60	16.7	49	371	13.2	–	<50	20.0
2014-15	5	58	8.6	–	<450	16.3	–	<50	13.6
2015-16	7	55	12.7	54	418	12.9	1	15	6.7
Grade 1									
2012-13	0	62	0.0	0	7	0.0	0	11	0.0
2013-14	–	<100	5.5	0	7	0.0	–	<50	11.1
2014-15	6	72	8.3	–	<50	20.0	0	14	0.0
2015-16	2	64	3.1	0	8	0.0	2	22	9.1
Grade 2									
2012-13	–	<100	5.5	0	1	0.0	0	9	0.0
2013-14	–	<100	1.3	0	2	0.0	–	<50	8.3
2014-15	–	<100	3.3	–	<50	50.0	0	12	0.0
2015-16	2	75	2.7	.	.	.	1	16	6.3
Grade 3									
2012-13	–	<100	1.2	.	.	.	0	15	0.0
2013-14	–	<100	1.2	.	.	.	0	9	0.0
2014-15	0	88	0.0	.	.	.	–	<50	7.1
2015-16	1	71	1.4	.	.	.	0	18	0.0
Grade 4									
2012-13	–	<100	2.6	.	.	.	–	<50	6.3
2013-14	–	<100	1.3	.	.	.	0	13	0.0
2014-15	0	86	0.0	.	.	.	0	11	0.0
2015-16	1	97	1.0	.	.	.	0	13	0.0
Grade 5									
2012-13	–	<150	2.0	.	.	.	0	21	0.0
2013-14	–	<100	4.7	.	.	.	0	17	0.0
2014-15	–	<100	3.2	.	.	.	0	11	0.0
2015-16	3	95	3.2	0	1	0.0	0	13	0.0
Grade 6									
2012-13	–	<150	1.9	.	.	.	0	13	0.0
2013-14	–	<150	1.9	.	.	.	–	<50	8.0
2014-15	0	92	0.0	0	1	0.0	–	<50	5.6
2015-16	1	97	1.0	0	1	0.0	0	13	0.0
Grades K-6									
2012-13	18	542	3.3	71	364	19.5	–	<100	1.0
2013-14	22	544	4.0	49	380	12.9	8	109	7.3
2014-15	16	552	2.9	68	414	16.4	5	102	4.9
2015-16	17	554	3.1	54	428	12.6	4	110	3.6

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 12 (continued)

Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2012-13	0	4	0.0	2,591	29,042	8.9
2013-14	–	<50	33.3	2,471	28,888	8.6
2014-15	–	<50	33.3	2,417	29,599	8.2
2015-16	0	6	0.0	2,290	29,829	7.7
Grade 1						
2012-13	–	<50	33.3	2,652	32,023	8.3
2013-14	.	.	.	2,632	32,652	8.1
2014-15	0	1	0.0	2,454	33,140	7.4
2015-16	0	3	0.0	2,357	34,534	6.8
Grade 2						
2012-13	0	3	0.0	1,365	34,259	4.0
2013-14	0	4	0.0	1,333	34,476	3.9
2014-15	.	.	.	1,225	35,683	3.4
2015-16	0	1	0.0	1,142	36,903	3.1
Grade 3						
2012-13	.	.	.	670	37,654	1.8
2013-14	0	1	0.0	601	37,513	1.6
2014-15	.	.	.	598	38,076	1.6
2015-16	0	3	0.0	475	39,737	1.2
Grade 4						
2012-13	.	.	.	380	39,186	1.0
2013-14	.	.	.	346	39,551	0.9
2014-15	0	1	0.0	315	40,246	0.8
2015-16	0	2	0.0	291	40,981	0.7
Grade 5						
2012-13	.	.	.	466	39,495	1.2
2013-14	.	.	.	378	40,631	0.9
2014-15	.	.	.	401	41,404	1.0
2015-16	.	.	.	286	42,260	0.7
Grade 6						
2012-13	.	.	.	373	37,774	1.0
2013-14	.	.	.	313	37,904	0.8
2014-15	.	.	.	325	39,612	0.8
2015-16	.	.	.	275	40,592	0.7
Grades K-6						
2012-13	–	<50	10.0	8,497	249,433	3.4
2013-14	–	<50	12.5	8,074	251,615	3.2
2014-15	–	<50	20.0	7,735	257,760	3.0
2015-16	0	15	0.0	7,116	264,836	2.7

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

Among secondary special education students in 2015-16 for whom primary disability information was available, 94.8 percent were assigned a primary disability from 1 of 5 categories: learning disability; other health impairment, such as attention deficit disorder; intellectual disability; autism; or emotional disturbance (Table 13 on page 52). The same five categories accounted for 96.2 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 (15.8%), followed by students with emotional disturbance (12.3%), autism (10.2%), other health impairments (8.3%), and learning disabilities (6.2%) (Figure 13).

Across secondary grades in 2015-16, retention rates for students with emotional disturbance, other health impairments, or learning disabilities were highest in Grade 9 (27.0%, 16.5%, and 15.6%, respectively) (Table 13 on page 52). Rates for students with intellectual disabilities or autism were highest in Grade 12 (55.4% and 46.5%, respectively).

Figure 13
Grade-Level Retention of Special Education Students, Grades 7-12, by Primary Disability, Texas Public Schools, 2015-16

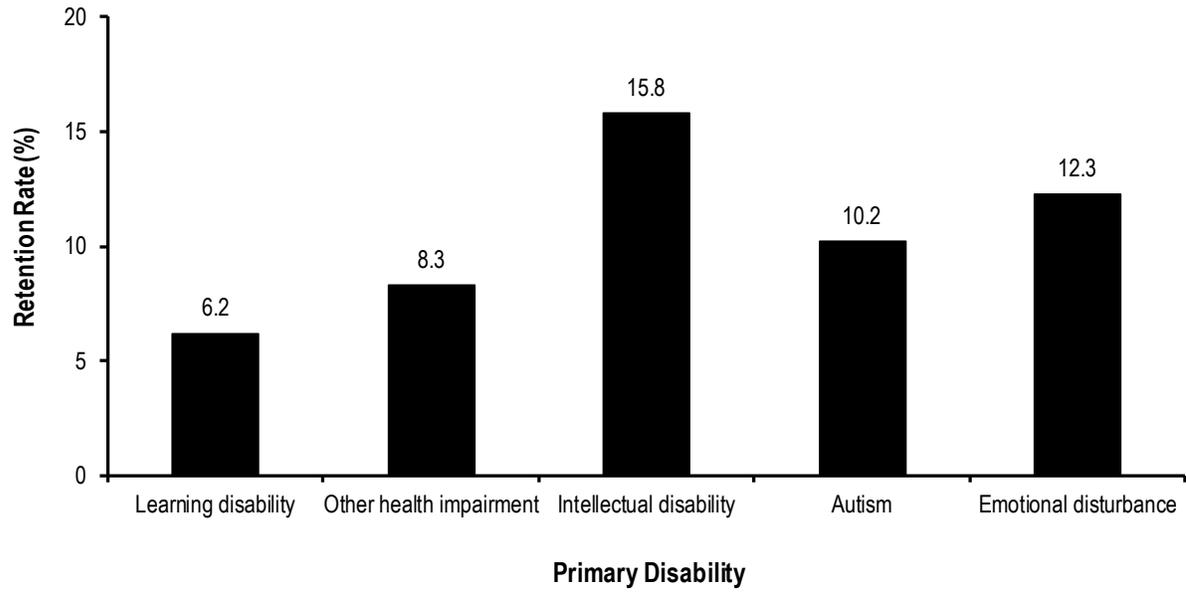


Table 13
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Learning disability			Other health impairment			Intellectual disability		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2012-13	170	18,032	0.9	84	4,823	1.7	29	3,015	1.0
2013-14	174	18,260	1.0	62	5,088	1.2	29	3,613	0.8
2014-15	157	18,265	0.9	60	5,314	1.1	24	3,788	0.6
2015-16	149	18,628	0.8	67	6,086	1.1	21	4,053	0.5
Grade 8									
2012-13	158	17,559	0.9	72	4,444	1.6	103	3,083	3.3
2013-14	149	17,789	0.8	89	4,766	1.9	83	3,151	2.6
2014-15	148	18,119	0.8	93	5,034	1.8	72	3,730	1.9
2015-16	87	18,164	0.5	67	5,455	1.2	66	3,932	1.7
Grade 9									
2012-13	3,375	19,942	16.9	816	5,012	16.3	178	2,907	6.1
2013-14	2,897	18,897	15.3	762	4,821	15.8	205	3,264	6.3
2014-15	2,905	18,973	15.3	804	5,138	15.6	227	3,361	6.8
2015-16	3,016	19,315	15.6	914	5,531	16.5	321	4,003	8.0
Grade 10									
2012-13	1,621	15,959	10.2	402	4,039	10.0	115	2,653	4.3
2013-14	1,586	16,343	9.7	407	4,129	9.9	123	2,783	4.4
2014-15	1,568	15,582	10.1	434	4,018	10.8	176	3,157	5.6
2015-16	1,604	16,075	10.0	445	4,387	10.1	165	3,232	5.1
Grade 11									
2012-13	1,433	15,231	9.4	347	3,858	9.0	125	2,563	4.9
2013-14	1,000	13,942	7.2	246	3,544	6.9	109	2,595	4.2
2014-15	1,048	13,842	7.6	272	3,532	7.7	90	2,629	3.4
2015-16	909	13,059	7.0	238	3,395	7.0	115	3,017	3.8
Grade 12									
2012-13	577	16,177	3.6	603	4,368	13.8	2,992	5,229	57.2
2013-14	526	15,069	3.5	639	4,186	15.3	3,067	5,334	57.5
2014-15	476	14,637	3.3	690	4,130	16.7	3,092	5,506	56.2
2015-16	460	14,383	3.2	666	4,151	16.0	3,074	5,553	55.4
Grades 7-12									
2012-13	7,334	102,900	7.1	2,324	26,544	8.8	3,542	19,450	18.2
2013-14	6,332	100,300	6.3	2,205	26,534	8.3	3,616	20,740	17.4
2014-15	6,302	99,418	6.3	2,353	27,166	8.7	3,681	22,171	16.6
2015-16	6,225	99,624	6.2	2,397	29,005	8.3	3,762	23,790	15.8

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 13 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Autism			Emotional disturbance			Speech impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2012-13	28	2,956	0.9	49	2,640	1.9	11	1,049	1.0
2013-14	21	3,409	0.6	56	2,782	2.0	14	1,283	1.1
2014-15	10	3,701	0.3	61	2,825	2.2	–	<1200	0.1
2015-16	19	4,241	0.4	45	2,958	1.5	10	1,524	0.7
Grade 8									
2012-13	53	2,714	2.0	57	2,738	2.1	11	600	1.8
2013-14	53	3,033	1.7	58	2,694	2.2	–	<600	1.4
2014-15	54	3,500	1.5	45	2,857	1.6	8	711	1.1
2015-16	52	3,770	1.4	30	2,871	1.0	5	889	0.6
Grade 9									
2012-13	82	2,429	3.4	898	3,397	26.4	24	299	8.0
2013-14	118	2,783	4.2	853	3,247	26.3	20	358	5.6
2014-15	116	3,121	3.7	822	3,227	25.5	29	340	8.5
2015-16	166	3,643	4.6	931	3,445	27.0	31	507	6.1
Grade 10									
2012-13	49	2,026	2.4	415	2,282	18.2	11	187	5.9
2013-14	79	2,365	3.3	420	2,464	17.0	11	183	6.0
2014-15	75	2,684	2.8	444	2,461	18.0	9	240	3.8
2015-16	89	3,038	2.9	447	2,491	17.9	8	239	3.3
Grade 11									
2012-13	39	1,896	2.1	310	1,890	16.4	–	<150	2.6
2013-14	44	2,016	2.2	249	1,740	14.3	–	<150	2.3
2014-15	73	2,309	3.2	253	1,837	13.8	–	<150	4.9
2015-16	64	2,609	2.5	242	1,770	13.7	5	183	2.7
Grade 12									
2012-13	1,390	2,843	48.9	205	1,994	10.3	–	<150	7.1
2013-14	1,507	3,168	47.6	174	1,903	9.1	9	96	9.4
2014-15	1,570	3,435	45.7	179	1,831	9.8	7	117	6.0
2015-16	1,755	3,772	46.5	205	1,954	10.5	6	116	5.2
Grades 7-12									
2012-13	1,641	14,864	11.0	1,934	14,941	12.9	68	2,361	2.9
2013-14	1,822	16,774	10.9	1,810	14,830	12.2	65	2,613	2.5
2014-15	1,898	18,750	10.1	1,804	15,038	12.0	60	2,707	2.2
2015-16	2,145	21,073	10.2	1,900	15,489	12.3	65	3,458	1.9

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 13 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2012-13	–	<500	1.3	–	<300	1.0	–	<300	0.4
2013-14	7	459	1.5	5	291	1.7	–	<250	1.7
2014-15	–	<500	0.2	0	244	0.0	–	<300	0.4
2015-16	1	482	0.2	4	246	1.6	2	276	0.7
Grade 8									
2012-13	–	<500	0.9	–	<300	3.0	–	<300	1.2
2013-14	0	445	0.0	5	291	1.7	–	<250	1.6
2014-15	–	<450	0.7	6	284	2.1	6	239	2.5
2015-16	2	500	0.4	5	233	2.1	4	270	1.5
Grade 9									
2012-13	33	492	6.7	29	311	9.3	19	220	8.6
2013-14	36	472	7.6	16	300	5.3	23	250	9.2
2014-15	39	482	8.1	25	295	8.5	16	263	6.1
2015-16	39	461	8.5	23	297	7.7	20	248	8.1
Grade 10									
2012-13	26	391	6.6	12	287	4.2	12	212	5.7
2013-14	24	437	5.5	16	280	5.7	14	208	6.7
2014-15	23	429	5.4	12	268	4.5	12	237	5.1
2015-16	18	441	4.1	10	270	3.7	17	250	6.8
Grade 11									
2012-13	17	383	4.4	10	275	3.6	11	205	5.4
2013-14	15	373	4.0	11	279	3.9	–	<250	1.0
2014-15	17	399	4.3	8	254	3.1	–	<200	2.1
2015-16	15	408	3.7	13	249	5.2	5	210	2.4
Grade 12									
2012-13	62	485	12.8	193	452	42.7	95	279	34.1
2013-14	46	419	11.0	180	444	40.5	99	291	34.0
2014-15	52	425	12.2	174	451	38.6	93	295	31.5
2015-16	42	429	9.8	175	420	41.7	87	284	30.6
Grades 7-12									
2012-13	148	2,671	5.5	256	1,910	13.4	141	1,418	9.9
2013-14	128	2,605	4.9	233	1,885	12.4	146	1,441	10.1
2014-15	135	2,656	5.1	225	1,796	12.5	132	1,499	8.8
2015-16	117	2,721	4.3	230	1,715	13.4	135	1,538	8.8

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 13 (continued)

Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2012-13 Through 2015-16

Year	Traumatic brain injury			Deaf-blind			Developmental Delay		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2012-13	–	<150	2.0	–	<50	9.1	.	.	.
2013-14	–	<150	1.8	0	11	0.0	–	<50	100
2014-15	0	108	0.0	0	25	0.0	.	.	.
2015-16	1	101	1.0	0	19	0.0	.	.	.
Grade 8									
2012-13	–	<150	3.4	0	11	0.0	.	.	.
2013-14	–	<150	3.7	–	<50	11.1	.	.	.
2014-15	–	<150	2.5	0	8	0.0	.	.	.
2015-16	3	121	2.5	1	21	4.8	0	1	0.0
Grade 9									
2012-13	19	135	14.1	–	<50	30.0	.	.	.
2013-14	16	127	12.6	–	<50	5.6	.	.	.
2014-15	16	129	12.4	–	<50	15.4	.	.	.
2015-16	17	138	12.3	0	10	0.0	.	.	.
Grade 10									
2012-13	9	132	6.8	0	12	0.0	.	.	.
2013-14	15	131	11.5	0	8	0.0	.	.	.
2014-15	–	<150	4.3	0	11	0.0	.	.	.
2015-16	8	118	6.8	1	12	8.3	.	.	.
Grade 11									
2012-13	7	137	5.1	0	15	0.0	.	.	.
2013-14	7	134	5.2	0	10	0.0	.	.	.
2014-15	8	119	6.7	–	<50	22.2	.	.	.
2015-16	5	101	5.0	0	14	0.0	.	.	.
Grade 12									
2012-13	70	198	35.4	13	20	65.0	.	.	.
2013-14	71	203	35.0	–	<50	53.6	.	.	.
2014-15	71	207	34.3	10	22	45.5	.	.	.
2015-16	58	196	29.6	14	21	66.7	.	.	.
Grades 7-12									
2012-13	111	820	13.5	17	79	21.5	.	.	.
2013-14	115	815	14.1	17	84	20.2	–	<50	100
2014-15	103	799	12.9	14	88	15.9	.	.	.
2015-16	92	775	11.9	16	97	16.5	0	1	0.0

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (–) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12,
by Grade and Primary Disability, Texas Public Schools, 2012-13
Through 2015-16

Year	Noncategorical early childhood			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2012-13	.	.	.	400	34,922	1.1
2013-14	.	.	.	391	36,781	1.1
2014-15	.	.	.	332	37,334	0.9
2015-16	.	.	.	323	39,201	0.8
Grade 8						
2012-13	.	.	.	501	33,524	1.5
2013-14	.	.	.	471	34,226	1.4
2014-15	0	1	0.0	453	36,141	1.3
2015-16	.	.	.	331	36,756	0.9
Grade 9						
2012-13	.	.	.	5,580	36,004	15.5
2013-14	0	1	0.0	5,032	35,211	14.3
2014-15	.	.	.	5,086	36,009	14.1
2015-16	.	.	.	5,518	37,938	14.5
Grade 10						
2012-13	.	.	.	2,724	28,784	9.5
2013-14	.	.	.	2,734	29,864	9.2
2014-15	.	.	.	2,803	29,802	9.4
2015-16	.	.	.	2,833	30,822	9.2
Grade 11						
2012-13	.	.	.	2,332	27,026	8.6
2013-14	.	.	.	1,719	25,370	6.8
2014-15	.	.	.	1,808	25,706	7.0
2015-16	.	.	.	1,621	25,294	6.4
Grade 12						
2012-13	.	.	.	6,372	33,081	19.3
2013-14	.	.	.	6,512	32,035	20.3
2014-15	.	.	.	6,580	31,731	20.7
2015-16	.	.	.	6,714	31,859	21.1
Grades 7-12						
2012-13	.	.	.	17,909	193,341	9.3
2013-14	0	1	0.0	16,859	193,487	8.7
2014-15	0	1	0.0	17,062	196,723	8.7
2015-16	.	.	.	17,340	201,870	8.6

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students for the most recent school year shown. Totals for primary disabilities may not sum to the total number of students in special education programs because not all students in special education programs were matched to primary disabilities. A dash (-) indicates data are masked. When the number of students retained is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 9 for additional information. A dot (.) indicates there were no students in the group.

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

Elementary Grades

A student identified as at risk of dropping out of school is under age 26 and meets one or more criteria specified under TEC §29.081 (2016) (TEA, 2016). Immigrant status applies to individuals, ages 3 through 21, who were not born in the United States and who had not attended more than three years of school in the United States (TEA, 2016). Migrant status applies to students between the ages of 3 and 21 who had changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. (TEA, 2016). Based on compulsory school attendance laws in Texas, under which most students begin Grade 1 at the age of six, the age of a student in any specified grade is usually equal to that grade level plus five years. A student whose age on September 1 is higher than his or her grade level plus five years is classified as overage.

In Grades K-6 overall in 2015-16, retention rates for at-risk, immigrant, and migrant students were higher than the state average, whereas the rate for overage students was lower (Table 14). Across elementary grades, rates for at-risk, immigrant, and migrant students were highest in Grade 1. The rate for at-risk students was lowest in Grade 5, and rates for immigrant and migrant students were lowest in Grade 6 (Figure 14 and Table 14). The rate for overage students was highest in Grade 6 and lowest in kindergarten (Table 14).

Figure 14
Grade-Level Retention, Grades K-6, by Grade and At-Risk Status, Texas Public Schools, 2015-16

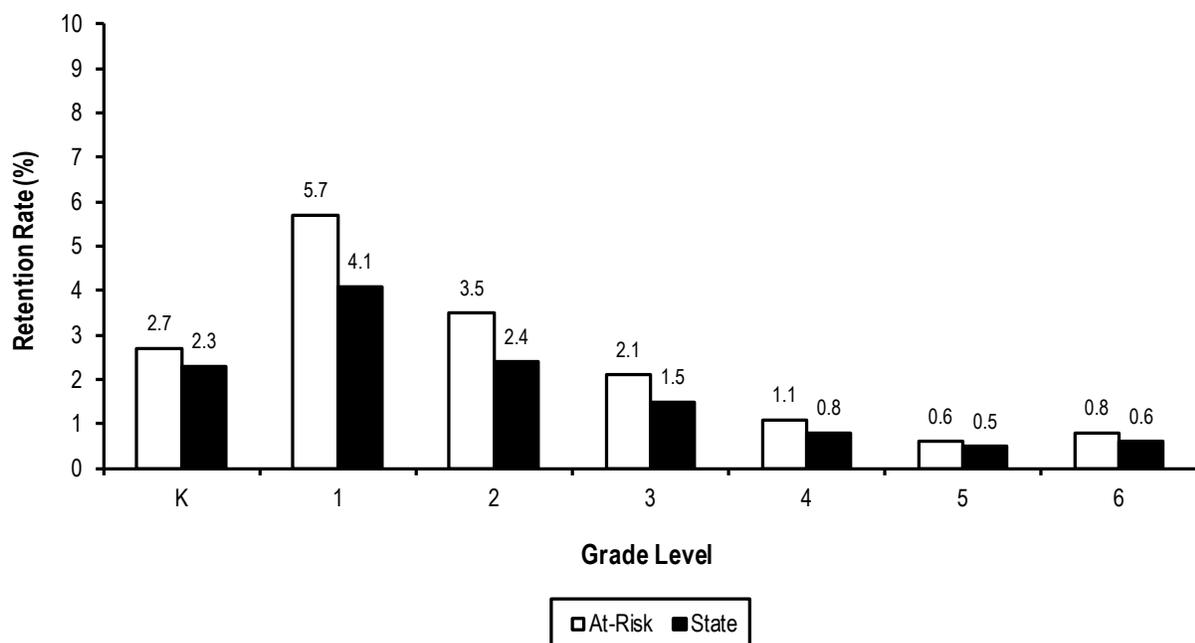


Table 14
Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage
Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2005-06	5,012	3.9	231	2.5	179	4.6	124	0.6	12,559	3.7
2006-07	5,588	3.9	190	2.3	160	5.6	98	0.5	12,446	3.6
2007-08	5,285	3.6	130	1.8	123	4.7	75	0.4	11,457	3.3
2008-09	5,323	3.5	130	2.0	124	4.9	81	0.5	11,036	3.1
2009-10	5,213	3.4	99	1.7	112	4.2	72	0.4	10,490	2.9
2010-11	5,309	3.2	107	1.8	83	3.4	64	0.4	10,271	2.8
2011-12	4,983	3.0	70	1.4	84	3.5	45	0.3	9,828	2.6
2012-13	4,985	2.9	95	1.9	74	3.3	55	0.3	9,804	2.5
2013-14	5,181	2.9	92	1.8	56	2.6	48	0.3	9,610	2.5
2014-15	5,026	2.8	89	1.4	67	3.4	45	0.3	9,265	2.4
2015-16	4,540	2.7	95	1.3	47	3.1	36	0.2	8,609	2.3
Grade 1										
2005-06	14,286	8.5	682	5.7	449	10.4	728	1.7	22,540	6.4
2006-07	14,582	8.3	592	5.3	333	10.4	782	1.8	23,170	6.3
2007-08	14,428	7.8	512	5.3	322	11.0	717	1.6	21,852	5.9
2008-09	13,982	7.6	413	4.8	350	11.9	546	1.3	20,970	5.6
2009-10	12,605	6.9	304	4.0	293	9.7	444	1.1	19,138	5.1
2010-11	12,813	6.8	285	3.8	275	9.9	411	1.1	19,139	5.0
2011-12	12,108	6.4	278	4.1	227	8.4	346	0.9	18,314	4.8
2012-13	12,061	6.3	205	3.2	231	9.2	342	1.0	18,208	4.7
2013-14	12,696	6.2	191	3.0	211	8.7	341	1.0	18,378	4.6
2014-15	12,388	6.1	258	3.6	221	9.6	318	0.9	17,562	4.3
2015-16	11,588	5.7	293	3.5	140	7.1	283	0.8	16,329	4.1
Grade 2										
2005-06	8,288	5.1	457	4.6	269	6.2	1,199	2.3	12,477	3.7
2006-07	8,512	5.0	383	4.4	227	7.3	1,208	2.2	12,383	3.6
2007-08	8,564	4.7	288	3.5	156	5.5	1,105	2.0	12,132	3.4
2008-09	8,022	4.3	258	3.6	176	6.4	886	1.6	11,288	3.1
2009-10	7,632	4.2	229	3.6	182	6.1	740	1.4	10,830	2.9
2010-11	7,904	4.2	197	3.2	143	5.1	620	1.2	10,934	2.9
2011-12	7,867	4.2	152	2.8	169	6.3	637	1.3	11,139	3.0
2012-13	8,100	4.2	162	3.0	143	5.6	558	1.2	11,395	3.0
2013-14	8,280	4.1	134	2.4	149	6.2	547	1.2	11,471	3.0
2014-15	8,269	3.9	202	3.2	131	5.8	537	1.1	11,163	2.8
2015-16	7,115	3.5	193	2.7	97	4.9	437	0.9	9,837	2.4
Grade 3										
2005-06	6,577	4.2	270	3.9	251	5.6	1,476	2.5	9,758	2.9
2006-07	6,259	4.0	220	3.3	166	5.4	1,388	2.3	9,442	2.8
2007-08	6,000	3.6	178	2.9	115	4.1	1,387	2.2	8,918	2.6

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

continues

Table 14 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	5,814	3.3	139	2.5	126	4.5	1,157	1.8	8,418	2.3
2009-10	4,800	2.7	125	2.4	111	3.8	815	1.3	7,307	2.0
2010-11	4,439	2.5	118	2.4	98	3.5	697	1.2	6,864	1.9
2011-12	4,944	2.8	107	2.5	91	3.3	647	1.1	7,480	2.0
2012-13	5,137	2.9	103	2.5	86	3.5	679	1.2	8,115	2.2
2013-14	5,274	2.9	95	2.3	83	3.4	582	1.0	8,150	2.1
2014-15	5,192	2.7	127	2.5	68	3.0	481	0.9	7,570	1.9
2015-16	4,081	2.1	103	1.8	51	2.6	421	0.8	6,153	1.5
Grade 4										
2005-06	3,283	2.8	194	3.2	119	2.8	1,158	1.9	5,665	1.8
2006-07	3,218	2.6	148	2.7	103	3.2	1,066	1.7	5,351	1.6
2007-08	2,650	2.1	103	1.8	67	2.4	936	1.4	4,505	1.3
2008-09	2,513	1.8	81	1.6	49	1.8	673	1.0	3,984	1.1
2009-10	2,486	1.8	91	2.0	64	2.2	659	1.0	3,988	1.1
2010-11	2,200	1.6	54	1.2	40	1.5	530	0.8	3,609	1.0
2011-12	2,140	1.5	53	1.3	42	1.6	465	0.7	3,650	1.0
2012-13	2,168	1.6	68	1.8	47	1.8	575	1.0	4,585	1.2
2013-14	2,909	1.7	62	1.7	49	2.0	487	0.8	4,226	1.1
2014-15	2,689	1.5	85	1.9	37	1.6	438	0.7	3,884	1.0
2015-16	2,020	1.1	89	1.7	27	1.4	354	0.6	2,986	0.8
Grade 5										
2005-06	6,235	4.9	251	4.2	231	5.3	1,801	2.6	8,891	2.7
2006-07	4,978	4.0	223	4.1	126	4.0	1,483	2.2	7,288	2.2
2007-08	4,439	3.5	167	3.3	90	3.1	1,314	1.9	6,746	2.0
2008-09	4,041	3.0	137	2.8	52	1.9	1,179	1.7	5,735	1.7
2009-10	3,321	2.5	95	2.1	58	1.9	992	1.4	4,713	1.3
2010-11	2,959	2.2	80	1.8	55	2.0	767	1.1	4,230	1.2
2011-12	1,218	0.9	37	0.9	18	0.7	366	0.5	2,004	0.5
2012-13	3,117	2.5	83	2.1	57	2.2	864	1.3	5,548	1.5
2013-14	3,357	1.9	107	2.9	39	1.5	718	1.1	4,773	1.3
2014-15	2,556	1.4	84	1.9	31	1.3	455	0.7	3,486	0.9
2015-16	1,202	0.6	56	1.1	17	0.8	256	0.4	1,784	0.5
Grade 6										
2005-06	2,325	1.8	97	1.7	61	1.4	1,617	2.5	4,066	1.3
2006-07	2,122	1.7	69	1.3	50	1.6	1,575	2.2	3,816	1.2
2007-08	1,669	1.4	78	1.6	40	1.4	1,305	1.8	3,182	1.0
2008-09	1,542	1.2	37	0.8	47	1.7	1,081	1.5	2,792	0.8
2009-10	1,552	1.2	66	1.5	25	0.9	1,024	1.4	2,692	0.8
2010-11	1,522	1.2	26	0.6	31	1.1	951	1.3	2,594	0.7
2011-12	1,408	1.1	29	0.7	33	1.2	849	1.2	2,481	0.7

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

continues

Table 14 (continued)

Grade-Level Retention, Grades K-6, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2012-13	1,529	1.3	25	0.7	17	0.6	1,021	1.4	2,951	0.8
2013-14	1,582	1.1	25	0.7	22	0.9	853	1.3	2,686	0.7
2014-15	1,540	0.9	36	0.9	25	1.0	808	1.2	2,409	0.6
2015-16	1,518	0.8	23	0.5	13	0.6	688	1.0	2,186	0.6
Total K-6										
2005-06	46,006	4.7	2,182	3.9	1,559	5.2	8,103	2.2	75,956	3.3
2006-07	45,259	4.5	1,825	3.6	1,165	5.3	7,600	2.0	73,896	3.1
2007-08	43,035	4.1	1,456	3.1	913	4.6	6,839	1.8	68,792	2.8
2008-09	41,237	3.8	1,195	2.8	924	4.8	5,603	1.4	64,223	2.6
2009-10	37,609	3.4	1,009	2.6	845	4.1	4,746	1.2	59,158	2.3
2010-11	37,146	3.3	867	2.3	725	3.8	4,040	1.1	57,641	2.2
2011-12	34,668	3.1	726	2.2	664	3.6	3,355	0.9	54,896	2.1
2012-13	37,097	3.3	741	2.3	655	3.7	4,094	1.2	60,606	2.3
2013-14	39,279	3.1	706	2.2	609	3.6	3,576	1.0	59,294	2.2
2014-15	37,660	2.8	881	2.3	580	3.7	3,082	0.9	55,339	2.0
2015-16	32,064	2.4	852	2.0	392	2.9	2,475	0.7	47,884	1.7

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

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

Secondary Grades

In Grades 7-12 overall in 2015-16, retention rates for at-risk, immigrant, migrant, and overage students were higher than the state average (Table 15). Across secondary grades, rates for at-risk, migrant, and overage students were highest in Grade 9 and lowest in Grade 8 (Figure 15 and Table 15). The rate for immigrant students was highest in Grade 12 and lowest in Grade 7 (Table 15).

Figure 15
Grade-Level Retention, Grades 7-12, by Grade and Overage Status, Texas Public Schools, 2015-16

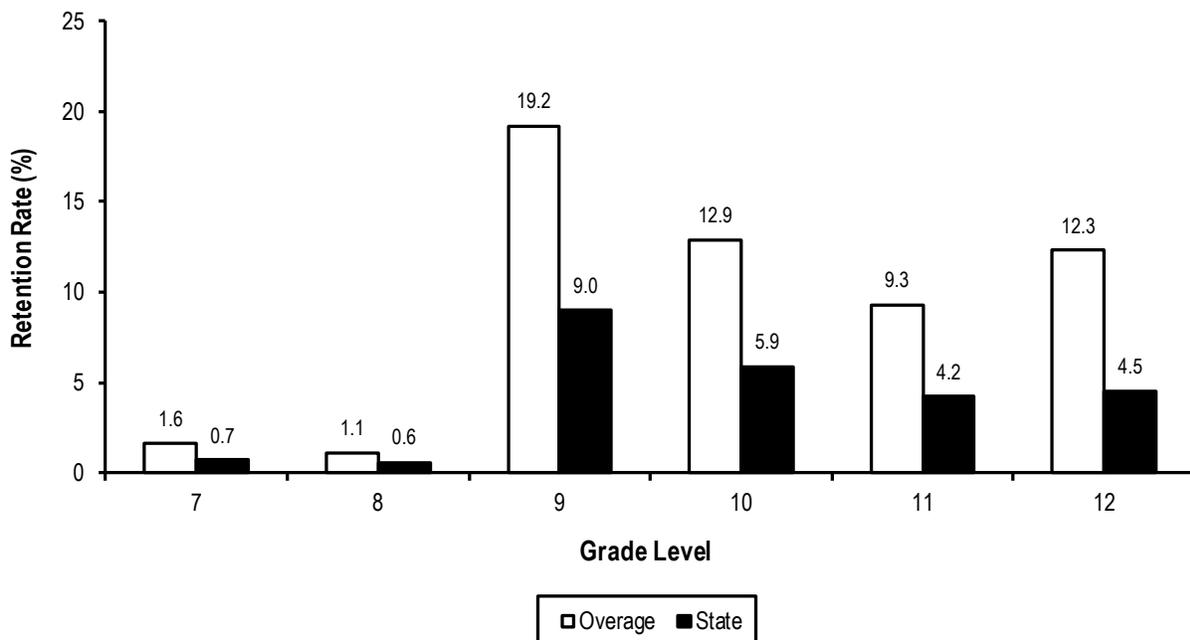


Table 15
Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage
Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2005-06	4,416	3.2	134	2.3	191	4.0	2,821	4.1	7,313	2.2
2006-07	3,237	2.6	110	2.0	162	4.8	2,435	3.5	5,663	1.7
2007-08	2,902	2.3	88	1.7	122	4.0	2,342	3.1	5,052	1.5
2008-09	2,363	1.8	54	1.2	110	3.6	1,958	2.6	4,267	1.3
2009-10	2,122	1.6	48	1.1	61	2.1	1,606	2.1	3,712	1.1
2010-11	2,114	1.6	49	1.1	44	1.5	1,466	1.9	3,513	1.0
2011-12	2,126	1.6	32	0.8	61	2.2	1,474	2.0	3,618	1.0
2012-13	2,052	1.7	46	1.2	84	3.1	1,454	1.9	3,726	1.0
2013-14	2,465	1.6	31	0.8	50	1.8	1,534	2.0	3,854	1.0
2014-15	1,994	1.2	43	0.9	49	1.9	1,219	1.7	3,162	0.8
2015-16	1,944	1.1	29	0.6	42	1.9	1,103	1.6	2,784	0.7
Grade 8										
2005-06	3,357	2.3	88	1.6	160	3.5	2,120	3.2	5,839	1.8
2006-07	2,723	1.9	103	2.0	115	3.3	1,907	2.8	4,943	1.5
2007-08	3,764	2.8	147	3.0	118	4.0	2,372	3.4	6,323	1.9
2008-09	3,139	2.3	102	2.1	99	3.3	2,060	2.6	5,165	1.5
2009-10	2,732	2.0	95	2.2	74	2.4	1,822	2.3	4,503	1.3
2010-11	2,608	2.0	70	1.6	58	2.0	1,612	2.1	4,164	1.2
2011-12	1,544	1.2	25	0.6	59	2.0	1,145	1.5	2,900	0.8
2012-13	2,413	1.9	40	1.0	79	2.9	1,452	1.9	4,128	1.1
2013-14	2,400	1.5	99	2.4	58	2.2	1,316	1.7	3,718	1.0
2014-15	2,084	1.2	88	1.7	65	2.5	1,147	1.5	3,205	0.8
2015-16	1,332	0.7	37	0.7	35	1.6	809	1.1	2,111	0.6
Grade 9										
2005-06	37,246	22.1	2,037	24.2	1,326	25.2	28,945	27.8	60,726	16.5
2006-07	35,628	20.4	1,585	21.6	1,037	25.9	28,544	27.0	57,213	15.4
2007-08	33,656	19.7	1,417	20.2	964	25.8	27,926	26.0	54,831	14.7
2008-09	26,788	16.7	1,145	16.4	844	24.4	25,005	23.3	45,016	12.3
2009-10	23,724	15.1	956	14.3	694	19.5	22,910	20.9	40,200	10.8
2010-11	21,312	14.3	786	11.8	605	18.0	19,955	19.0	36,243	9.7
2011-12	21,927	15.2	601	10.5	596	19.3	19,491	19.7	37,250	10.0
2012-13	21,185	14.6	626	11.3	565	17.9	19,576	19.4	36,648	9.6
2013-14	20,443	12.0	580	10.0	513	17.2	18,430	18.4	34,498	8.9
2014-15	21,478	11.5	809	11.2	448	15.7	18,437	18.4	34,644	8.6
2015-16	25,687	12.8	772	10.3	475	18.3	19,456	19.2	37,091	9.0
Grade 10										
2005-06	16,631	12.4	526	10.6	462	12.5	11,726	16.9	26,232	8.7
2006-07	16,173	11.9	433	9.5	351	12.0	11,369	16.2	25,242	8.3
2007-08	14,374	10.4	345	7.6	284	11.1	10,441	14.8	22,214	7.2

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

continues

Table 15 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	13,581	9.7	344	7.9	266	10.2	10,043	14.1	21,125	6.8
2009-10	11,515	8.7	235	5.5	221	8.9	9,461	13.0	18,436	5.9
2010-11	10,870	8.2	246	5.3	168	6.7	8,546	11.3	17,303	5.4
2011-12	11,919	9.1	275	6.3	201	8.2	8,871	11.8	18,720	5.7
2012-13	12,536	8.7	235	6.0	273	12.0	8,612	11.9	19,085	5.8
2013-14	13,333	8.3	298	6.7	272	10.3	9,583	11.9	19,959	5.8
2014-15	13,506	8.8	346	6.5	221	9.3	10,068	12.3	20,200	5.6
2015-16	15,979	9.5	472	8.0	289	13.2	10,635	12.9	21,851	5.9
Grade 11										
2005-06	10,493	7.6	282	8.3	291	9.6	6,446	13.5	15,982	6.1
2006-07	10,678	8.2	244	7.9	296	12.3	6,051	12.7	15,800	5.9
2007-08	10,643	8.0	246	7.5	257	11.1	6,160	12.3	15,530	5.7
2008-09	10,862	7.9	244	7.2	215	9.2	6,536	12.3	15,855	5.6
2009-10	10,992	7.8	213	6.6	209	8.3	6,878	12.3	15,916	5.4
2010-11	10,166	7.9	255	6.8	181	7.7	6,482	11.2	15,046	5.1
2011-12	10,813	8.3	321	8.9	197	8.3	6,671	10.7	15,830	5.2
2012-13	10,582	8.1	311	7.8	195	8.3	6,642	10.6	15,660	5.1
2013-14	9,269	6.2	204	6.3	161	7.8	5,741	9.6	13,462	4.3
2014-15	9,184	6.5	220	5.5	122	5.8	5,821	9.3	13,546	4.2
2015-16	10,099	7.4	244	5.6	133	7.1	5,809	9.3	13,755	4.2
Grade 12										
2005-06	11,148	10.1	372	17.4	324	12.1	7,077	15.0	16,828	6.6
2006-07	13,346	11.5	417	22.3	297	14.3	8,472	17.6	19,342	7.5
2007-08	15,251	12.8	504	24.1	288	13.5	10,058	20.0	21,524	8.0
2008-09	15,683	12.5	498	21.6	317	13.3	11,163	20.1	22,050	7.8
2009-10	13,994	10.7	487	20.8	281	11.0	11,194	18.3	20,155	6.8
2010-11	12,560	9.7	426	17.4	257	9.7	10,617	16.8	18,516	6.1
2011-12	11,038	9.1	359	14.4	193	8.1	10,023	15.7	16,709	5.5
2012-13	10,007	8.2	401	15.2	162	6.5	9,572	14.0	16,010	5.1
2013-14	10,305	8.5	529	18.1	139	5.8	9,583	14.3	16,188	5.1
2014-15	9,371	6.3	502	17.4	125	5.6	8,943	13.3	14,849	4.6
2015-16	10,116	7.2	537	15.8	105	4.8	8,620	12.3	14,975	4.5
Total 7-12										
2005-06	83,291	10.0	3,439	11.5	2,754	11.5	59,135	14.7	132,920	7.2
2006-07	81,785	9.9	2,892	10.5	2,258	12.4	58,778	14.3	128,203	6.9
2007-08	80,590	9.8	2,747	10.2	2,033	12.1	59,299	14.0	125,474	6.6
2008-09	72,416	8.7	2,387	9.0	1,851	11.0	56,765	12.8	113,478	5.9
2009-10	65,079	7.9	2,034	8.0	1,540	9.0	53,871	11.9	102,922	5.2
2010-11	59,630	7.4	1,832	6.9	1,313	7.9	48,678	10.7	94,785	4.8
2011-12	59,367	7.5	1,613	6.7	1,307	8.2	47,675	10.5	95,027	4.7

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

continues

Table 15 (continued)**Grade-Level Retention, Grades 7-12, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Texas Public Schools, 2005-06 Through 2015-16**

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2012-13	58,775	7.4	1,659	6.9	1,358	8.6	47,308	10.4	95,257	4.6
2013-14	58,215	6.3	1,741	7.1	1,193	7.7	46,187	10.0	91,679	4.3
2014-15	57,617	5.9	2,008	6.9	1,030	7.0	45,635	9.9	89,606	4.1
2015-16	65,157	6.5	2,091	6.7	1,079	8.1	46,432	10.1	92,567	4.2

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

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

Elementary Grades

Instructional programs are designed to meet students' different educational needs. Gifted and talented programs offer eligible students a range of learning experiences designed to lead to advanced performance (19 TAC §89.3, 2017, adopted to be effective September 1, 1996). Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for students attending schools with high percentages of economically disadvantaged students, particularly those students most at risk of not meeting the state's academic achievement standards. Students counted as participating in Title I programs may be participating in Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance (TEA, 2016). A coherent sequence of study in career and technical education programs is offered only in Grades 9-12.

In every elementary grade in 2015-16, the retention rate for students participating in gifted and talented programs was lower than the state average, and the rate for students receiving Title I services was the same as, or higher than, the state average (Figure 16 and Table 16). Across grades, the rate for Title I students was highest in Grade 1 (4.7%) and lowest in Grade 5 (0.5%).

Figure 16
Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2015-16

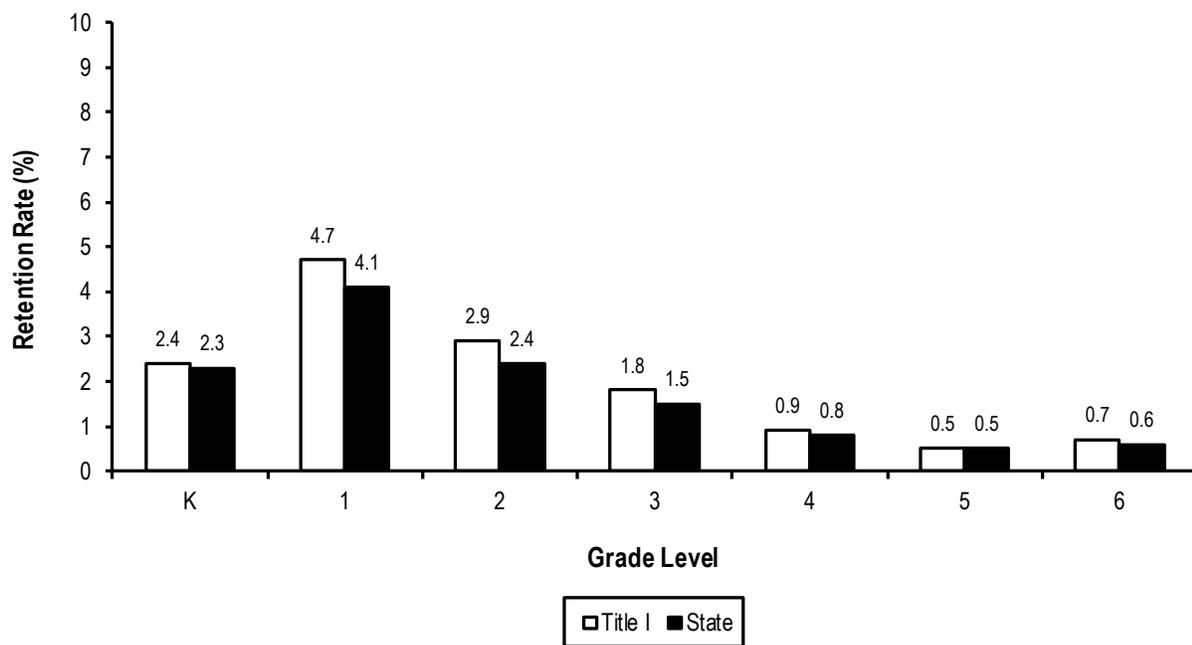


Table 16
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program
Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
2005-06	13	0.1	9,389	3.7	12,559	3.7
2006-07	15	0.2	9,253	3.6	12,446	3.6
2007-08	9	0.1	8,701	3.3	11,457	3.3
2008-09	16	0.1	8,436	3.1	11,036	3.1
2009-10	8	0.1	8,205	2.9	10,490	2.9
2010-11	9	0.1	8,272	2.9	10,271	2.8
2011-12	15	0.1	7,854	2.7	9,828	2.6
2012-13	10	0.1	7,962	2.6	9,804	2.5
2013-14	9	0.1	7,868	2.6	9,610	2.5
2014-15	–	<0.1	7,620	2.5	9,265	2.4
2015-16	10	0.1	6,985	2.4	8,609	2.3
Grade 1						
2005-06	21	0.1	19,583	7.5	22,540	6.4
2006-07	13	0.1	20,067	7.4	23,170	6.3
2007-08	20	0.1	19,156	6.9	21,852	5.9
2008-09	25	0.2	18,625	6.6	20,970	5.6
2009-10	22	0.1	17,166	5.9	19,138	5.1
2010-11	18	0.1	17,433	5.8	19,139	5.0
2011-12	25	0.1	16,623	5.5	18,314	4.8
2012-13	20	0.1	16,603	5.4	18,208	4.7
2013-14	21	0.1	16,793	5.2	18,378	4.6
2014-15	13	0.1	16,152	5.0	17,562	4.3
2015-16	15	0.1	14,979	4.7	16,329	4.1
Grade 2						
2005-06	24	0.1	11,060	4.5	12,477	3.7
2006-07	26	0.1	11,017	4.3	12,383	3.6
2007-08	16	0.1	10,858	4.1	12,132	3.4
2008-09	16	0.1	10,201	3.7	11,288	3.1
2009-10	21	0.1	9,926	3.5	10,830	2.9
2010-11	32	0.1	10,103	3.5	10,934	2.9
2011-12	27	0.1	10,300	3.5	11,139	3.0
2012-13	21	0.1	10,581	3.5	11,395	3.0
2013-14	23	0.1	10,713	3.5	11,471	3.0
2014-15	18	0.1	10,436	3.3	11,163	2.8
2015-16	14	<0.1	9,135	2.9	9,837	2.4
Grade 3						
2005-06	24	0.1	8,793	3.6	9,758	2.9
2006-07	15	0.1	8,467	3.4	9,442	2.8
2007-08	21	0.1	8,075	3.2	8,918	2.6

Note. Students may be counted in more than one category. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information.

continues

Table 16 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2008-09	14	0.1	7,674	2.9	8,418	2.3
2009-10	18	0.1	6,719	2.4	7,307	2.0
2010-11	19	0.1	6,360	2.2	6,864	1.9
2011-12	23	0.1	6,950	2.4	7,480	2.0
2012-13	33	0.1	7,571	2.6	8,115	2.2
2013-14	17	0.1	7,617	2.5	8,150	2.1
2014-15	31	0.1	7,114	2.3	7,570	1.9
2015-16	25	0.1	5,717	1.8	6,153	1.5
Grade 4						
2005-06	18	0.1	5,010	2.2	5,665	1.8
2006-07	19	0.1	4,697	2.0	5,351	1.6
2007-08	17	0.1	4,018	1.6	4,505	1.3
2008-09	11	<0.1	3,568	1.4	3,984	1.1
2009-10	10	<0.1	3,665	1.3	3,988	1.1
2010-11	17	<0.1	3,315	1.2	3,609	1.0
2011-12	16	<0.1	3,373	1.2	3,650	1.0
2012-13	30	0.1	4,237	1.5	4,585	1.2
2013-14	35	0.1	3,908	1.3	4,226	1.1
2014-15	18	<0.1	3,603	1.2	3,884	1.0
2015-16	13	<0.1	2,695	0.9	2,986	0.8
Grade 5						
2005-06	21	0.1	7,882	3.3	8,891	2.7
2006-07	25	0.1	6,359	2.7	7,288	2.2
2007-08	14	<0.1	5,917	2.4	6,746	2.0
2008-09	12	<0.1	5,124	2.1	5,735	1.7
2009-10	25	0.1	4,201	1.6	4,713	1.3
2010-11	12	<0.1	3,822	1.4	4,230	1.2
2011-12	12	<0.1	1,776	0.6	2,004	0.5
2012-13	20	0.1	5,096	1.8	5,548	1.5
2013-14	14	<0.1	4,381	1.5	4,773	1.3
2014-15	–	<0.1	3,149	1.1	3,486	0.9
2015-16	11	<0.1	1,509	0.5	1,784	0.5
Grade 6						
2005-06	27	0.1	3,067	1.5	4,066	1.3
2006-07	26	0.1	2,826	1.4	3,816	1.2
2007-08	20	0.1	2,330	1.1	3,182	1.0
2008-09	21	0.1	2,050	1.0	2,792	0.8
2009-10	30	0.1	2,027	0.9	2,692	0.8
2010-11	25	0.1	2,073	0.9	2,594	0.7
2011-12	19	<0.1	1,950	0.8	2,481	0.7

Note. Students may be counted in more than one category. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information.

continues

Table 16 (continued)
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2012-13	28	0.1	2,331	0.9	2,951	0.8
2013-14	31	0.1	2,214	0.9	2,686	0.7
2014-15	16	<0.1	1,986	0.8	2,409	0.6
2015-16	23	0.1	1,691	0.7	2,186	0.6
Total K-6						
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1
2007-08	117	0.1	59,055	3.4	68,792	2.8
2008-09	115	0.1	55,678	3.1	64,223	2.6
2009-10	134	0.1	51,909	2.7	59,158	2.3
2010-11	132	0.1	51,378	2.6	57,641	2.2
2011-12	137	0.1	48,826	2.4	54,896	2.1
2012-13	162	0.1	54,381	2.7	60,606	2.3
2013-14	150	0.1	53,494	2.6	59,294	2.2
2014-15	112	0.1	50,060	2.4	55,339	2.0
2015-16	111	0.1	42,711	2.0	47,884	1.7

Note. Students may be counted in more than one category. A dash (–) indicates data are masked. See the section "Data Masking" on page 9 for additional information.

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

Secondary Grades

In addition to the instructional programs available in the elementary grades, a student in Grades 9-12 can participate in a career and technical education (CTE) program or course of study that includes a coherent sequence of two or more CTE courses. CTE programs offer a range of training designed to help students gain employment in high-skilled, high-wage jobs and advance to postsecondary education.

In each of Grades 9-12 in 2015-16, the retention rate for students participating in CTE programs was lower than the state average (Figure 17 and Table 17). Across Grades 9-12, the rate for CTE students was highest in Grade 9 (7.0%) and lowest in Grade 12 (1.9%). The retention rate for students participating in gifted and talented programs was lower than the state average in every secondary grade, and the rate for students receiving Title I services was higher (Table 17). Across secondary grades, rates for gifted and talented and Title I students were highest in Grade 9 (1.0% and 11.7%, respectively) and lowest in Grade 8 (<0.1% and 0.7%, respectively).

Figure 17
Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2015-16

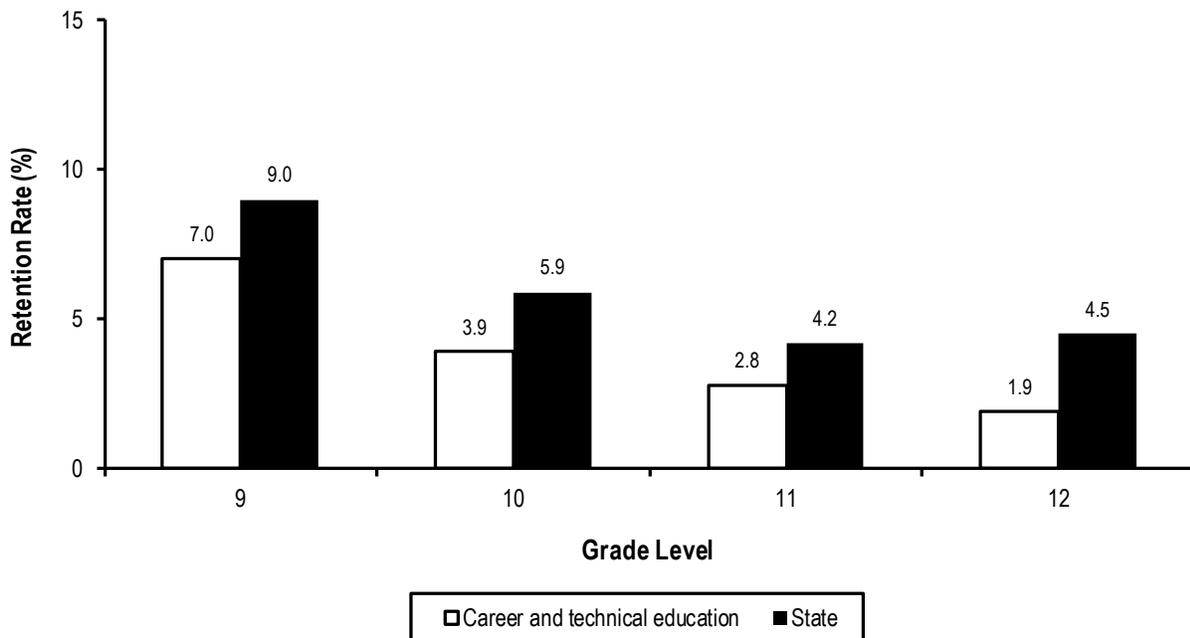


Table 17
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
2005-06	n/a ^b	n/a	45	0.1	5,067	2.6	7,313	2.2
2006-07	n/a	n/a	52	0.1	3,931	2.1	5,663	1.7
2007-08	n/a	n/a	41	0.1	3,483	1.8	5,052	1.5
2008-09	n/a	n/a	38	0.1	2,926	1.5	4,267	1.3
2009-10	n/a	n/a	44	0.1	2,611	1.2	3,712	1.1
2010-11	n/a	n/a	29	0.1	2,595	1.2	3,513	1.0
2011-12	n/a	n/a	45	0.1	2,656	1.2	3,618	1.0
2012-13	n/a	n/a	51	0.1	2,847	1.2	3,726	1.0
2013-14	n/a	n/a	33	0.1	2,921	1.2	3,854	1.0
2014-15	n/a	n/a	23	0.1	2,437	1.1	3,162	0.8
2015-16	n/a	n/a	25	0.1	2,106	0.9	2,784	0.7
Grade 8								
2005-06	n/a	n/a	45	0.1	3,821	2.0	5,839	1.8
2006-07	n/a	n/a	33	0.1	3,306	1.7	4,943	1.5
2007-08	n/a	n/a	38	0.1	4,349	2.3	6,323	1.9
2008-09	n/a	n/a	31	0.1	3,672	1.9	5,165	1.5
2009-10	n/a	n/a	38	0.1	3,366	1.6	4,503	1.3
2010-11	n/a	n/a	39	0.1	3,149	1.4	4,164	1.2
2011-12	n/a	n/a	37	0.1	2,098	0.9	2,900	0.8
2012-13	n/a	n/a	21	0.1	3,012	1.4	4,128	1.1
2013-14	n/a	n/a	34	0.1	2,825	1.2	3,718	1.0
2014-15	n/a	n/a	24	0.1	2,453	1.0	3,205	0.8
2015-16	n/a	n/a	19	<0.1	1,537	0.7	2,111	0.6
Grade 9								
2005-06	9,346	12.1	706	2.1	32,769	20.7	60,726	16.5
2006-07	6,742	9.9	602	1.8	31,655	19.8	57,213	15.4
2007-08	5,454	8.8	575	1.7	28,887	18.4	54,831	14.7
2008-09	5,803	7.8	488	1.4	24,052	16.2	45,016	12.3
2009-10	6,348	7.7	463	1.3	23,506	13.8	40,200	10.8
2010-11	5,287	6.3	343	1.0	21,984	12.4	36,243	9.7
2011-12	6,092	7.1	367	1.1	22,400	12.7	37,250	10.0
2012-13	6,192	6.9	321	0.9	21,474	12.3	36,648	9.6
2013-14	5,818	6.1	328	0.9	20,002	11.4	34,498	8.9
2014-15	7,217	6.0	316	0.9	20,794	11.3	34,644	8.6
2015-16	9,859	7.0	357	1.0	21,748	11.7	37,091	9.0

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

^aData reflect students participating in career and technical education programs; students taking career and technical education courses in Grades 7 or 8 or as electives are excluded. ^bNot applicable.

continues

Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 10								
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
2007-08	4,223	4.8	302	1.0	9,882	8.4	22,214	7.2
2008-09	4,339	4.6	239	0.7	8,894	7.6	21,125	6.8
2009-10	3,819	3.7	261	0.8	9,025	6.8	18,436	5.9
2010-11	3,938	3.5	214	0.7	9,196	6.4	17,303	5.4
2011-12	4,448	3.8	212	0.6	9,718	6.7	18,720	5.7
2012-13	4,196	3.7	217	0.7	10,303	7.2	19,085	5.8
2013-14	4,428	3.6	223	0.7	10,867	7.2	19,959	5.8
2014-15	4,857	3.6	275	0.8	11,379	7.2	20,200	5.6
2015-16	6,739	3.9	292	0.8	12,537	7.8	21,851	5.9
Grade 11								
2005-06	4,645	4.2	200	0.7	8,356	8.4	15,982	6.1
2006-07	4,035	3.7	269	0.9	7,984	7.7	15,800	5.9
2007-08	3,691	3.5	255	0.9	7,357	7.1	15,530	5.7
2008-09	3,663	3.3	182	0.6	8,450	7.8	15,855	5.6
2009-10	4,132	3.4	210	0.7	8,668	6.9	15,916	5.4
2010-11	4,008	3.1	185	0.6	8,718	6.6	15,046	5.1
2011-12	4,054	3.1	201	0.7	9,010	6.7	15,830	5.2
2012-13	4,175	3.1	192	0.6	8,365	6.3	15,660	5.1
2013-14	3,350	2.5	183	0.6	7,268	5.6	13,462	4.3
2014-15	3,982	2.8	200	0.6	7,507	5.5	13,546	4.2
2015-16	4,268	2.8	207	0.6	7,633	5.5	13,755	4.2
Grade 12								
2005-06	5,144	4.2	213	0.8	8,563	8.9	16,828	6.6
2006-07	5,475	4.6	203	0.7	9,958	10.3	19,342	7.5
2007-08	5,614	4.6	196	0.7	10,391	10.3	21,524	8.0
2008-09	5,635	4.5	157	0.5	10,856	10.3	22,050	7.8
2009-10	5,094	3.7	144	0.5	10,663	8.4	20,155	6.8
2010-11	4,221	3.0	128	0.4	9,965	7.3	18,516	6.1
2011-12	3,766	2.7	114	0.4	8,782	6.5	16,709	5.5
2012-13	3,187	2.3	96	0.3	8,115	6.1	16,010	5.1
2013-14	3,251	2.3	96	0.3	8,003	6.0	16,188	5.1
2014-15	2,806	1.9	87	0.3	7,286	5.2	14,849	4.6
2015-16	2,932	1.9	114	0.4	7,273	5.1	14,975	4.5

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

^aData reflect students participating in career and technical education programs; students taking career and technical education courses in Grades 7 or 8 or as electives are excluded. ^bNot applicable.

continues

Table 17 (continued)

Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Texas Public Schools, 2005-06 Through 2015-16

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total 7-12								
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9
2007-08	18,982	5.0	1,407	0.7	64,349	7.5	125,474	6.6
2008-09	19,440	4.8	1,135	0.6	58,850	6.8	113,478	5.9
2009-10	19,393	4.3	1,160	0.6	57,839	5.9	102,922	5.2
2010-11	17,454	3.8	938	0.5	55,607	5.4	94,785	4.8
2011-12	18,360	3.9	976	0.5	54,664	5.2	95,027	4.7
2012-13	17,750	3.7	898	0.4	54,116	5.2	95,257	4.6
2013-14	16,847	3.4	897	0.4	51,886	4.9	91,679	4.3
2014-15	18,862	3.5	925	0.4	51,856	4.8	89,606	4.1
2015-16	23,798	3.8	1,014	0.5	52,834	4.8	92,567	4.2

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

^aData reflect students participating in career and technical education programs; students taking career and technical education courses in Grades 7 or 8 or as electives are excluded. ^bNot applicable.

References

References

- Code of Federal Regulations, Title 34, Education. (2017). Retrieved August 1, 2017, from <https://www.ecfr.gov/cgi-bin/text-idx?SID=eb8a178865ca4bdc65ecc458b5046dd&mc=true&node=pt34.1.99&rgn=div5>
- Family Educational Rights and Privacy Act, 20 U.S.C. §1232g (2017). Retrieved August 1, 2017, from <http://uscode.house.gov/view.xhtml?req=granuleid:USC-prelim-title20-section1232g&num=0&edition=prelim>
- Texas Administrative Code, Title 19, Education. (1984). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1985). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1992, Supplement). St. Paul, MN: West Publishing.
- Texas Administrative Code, Title 19, Education. (1997). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (1998). St. Paul, MN: West Group.
- Texas Administrative Code, Title 19, Education. (2017). Retrieved May 8, 2017, from [http://texreg.sos.state.tx.us/public/tacctx\\$.startup](http://texreg.sos.state.tx.us/public/tacctx$.startup)
- Texas Education Agency. (2016). *2015-2016 TEDS – ESCs & LEAs using TSDS PEIMS only*. Retrieved May 25, 2017, from http://www.texasstudentdatasystem.org/TSDS/TEDS/1516A/PEIMS_Data_Standards/
- Texas Education Agency. (forthcoming). *Grade-level retention and student performance in Texas public schools, 2015-16*. Available at http://tea.texas.gov/acctres/retention_index.html
- Texas Education Code. (1986). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1992). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1994). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1996). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1999). *Texas school law bulletin*. St. Paul, MN: West Group.
- Texas Education Code. (2010). *Texas school law bulletin*. St. Paul, MN: Thomson Reuters.

Texas Education Code. (2011). *Texas school law bulletin*. St. Paul, MN: Thomson Reuters.

Texas Education Code. (2016). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.

Texas Education Agency Publication Order Form

Purchaser name _____ Date _____

Send to (name, if different) _____

Address _____

City _____ State ____ Zip _____

Publication number and title	Available in PDF*	Quantity	Price per copy	Tax exempt only		Cost
				Quantity	Price per copy	
GE17 601 14 Grade-Level Retention in Texas Public Schools, 2015-16	Yes	_____	\$14.00	_____	\$13.00	_____
Total						_____
<i>Price includes postage, handling, and applicable state tax. Make check or money order payable to Texas Education Agency.</i>						
For publication inquiries and purchase orders† send to: <p style="text-align: center;">Texas Education Agency Publications Distribution 1701 North Congress Avenue Austin, Texas 78701-1494</p>			If you are mailing a check or money order, remit this form with payment to: <p style="text-align: center;">Texas Education Agency Publications Distribution P.O. Box 13817 Austin, Texas 78711-3817</p>			
†Purchase orders are accepted only from Texas educational institutions and government agencies.						

*Copies of these reports and other reports produced by the Division of Research and Analysis can be downloaded and printed at no cost from the Texas Education Agency website at http://tea.texas.gov/acctres/home_index.html.

Compliance Statement

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

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

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

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

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

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

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

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



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

**Document No. GE17 601 14
August 2017**