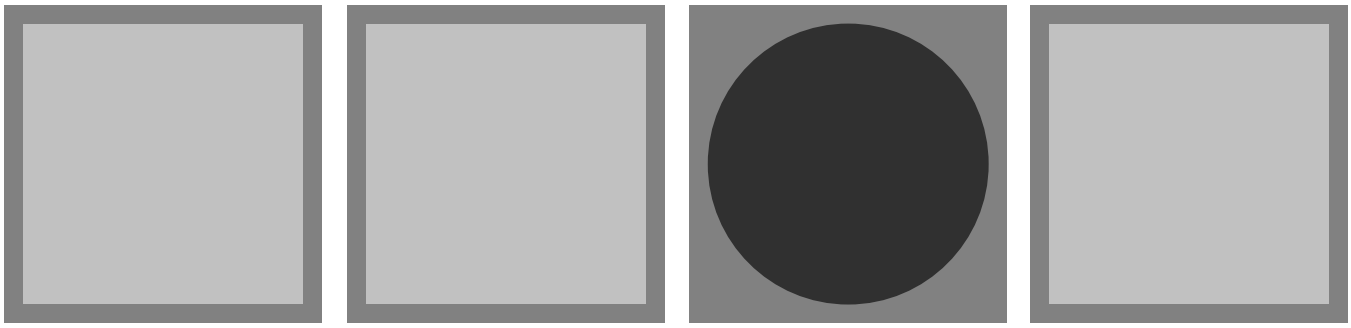
Grade-Level Retention in Texas Public Schools, 2018-19



Division of Research and Analysis
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Grade-Level Retention in Texas Public Schools 2018-19

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Abstract. This annual report provides information for the 2018-19 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, dyslexia, foster care, homeless, immigrant, migrant, military-connected, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, Section 504, and Title I.

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Introduction

Overview

Highlights

Overview

This report provides retention rates for students attending Texas public schools in 2018-19. 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, dyslexia, foster care, homeless, English learner, immigrant, migrant, military-connected, and overage statuses. Data also are provided by participation in special education, career and technical education, gifted and talented, Section 504, 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, 2018-19* (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 https://tea.texas.gov/reports-and-data/school-performance/accountability-research/grade-level-retention.

Highlights

- In 2018-19, the retention rate for Texas public school students in Grades K-12 remained unchanged from the previous year (2.4%).

- In 2018-19, the retention rate for students in elementary grades was 1.3 percent, a decrease of 0.1 percentage points from the previous year. The rate for students in secondary grades was 3.8 percent, an increase of 0.1 percentage points from the previous year.

- Across the elementary grades in 2018-19, retention rates were highest in Grade 1 and kindergarten (3.1% and 2.0%, respectively) and lowest in Grade 6 (0.4%) and Grades 4 and 5 (0.5% each). Across secondary grades, retention rates were highest in Grades 9 and 10 (8.3% and 5.5%, respectively) and lowest in Grades 7 and 8 (0.5% each).

- Across the five largest racial/ethnic groups in 2018-19, the retention rate for Grades K-12 was highest for African American students (3.1%), followed by Hispanic (2.8%), multiracial (1.8%), White (1.6%), and Asian (0.7%) 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 average of 70; course grades earned in each subject; performance on the Texas Assessment of Academic Skills (TAAS); extenuating circumstances; and the judgment 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 in 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 requirements, a student who failed an EOC for no more than two of five required 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, 2020, amended to be effective September 6, 2015). In 2017, the 85th Texas Legislature extended the revised graduation requirements through the 2018-19 school year and in 2019, the 86th Texas Legislature extended them through the 2022-23 school year (TEC §28.0258, 2019; 19 TAC §101.3022, 2020, amended to be effective October 15, 2019).

State testing procedures allow accommodations on STAAR for students who need them. Several accommodations are available to eligible students, including content and language supports, spelling assistance, supplemental aids, and extra time to complete assessments. Admission, review, and dismissal (ARD) committees and placement committees for students served under Section 504 of the Rehabilitation Act of 1973, as amended (Title 29 of the United States Code §794 [Section 504], 2020; Title 34 of the Code of Federal Regulations, Part 104, 2020), determine which accommodations can be used by students receiving special education services and Section 504 services, respectively. When a student does not receive special education or Section 504 services but meets the eligibility criteria for testing accommodations, the decision is made by the appropriate team of people at the campus level, such as the response to intervention (RtI) team or the student assistance team. English learners (ELs) may also receive accommodations on the statewide assessments, and EL students in Grades 3-5 may be provided Spanish-language versions of tests when available. Language proficiency assessment committees (LPACs) make assessment and accommodation decisions for EL students.

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 2018-19 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.

In 2016-17, the administration of STAAR tests went as planned. Statutory promotion criteria, including SSI requirements that students in Grades 5 and 8 receive three opportunities to pass the reading and mathematics tests, GPCs be established, and accelerated instruction be provided, were made effective again.

For the 2017-18 school year, SSI requirements were not in place for all students for two reasons. First, after Hurricane Harvey, the commissioner of education gave all districts within the 47-county area identified in the presidential disaster declaration the option to opt out of the June administration of the Grades 5 and 8 mathematics and reading assessments. Second, students who experienced online testing issues during the spring administration of the assessments and who did not perform satisfactorily on the May 2018 assessment were not required to retest during the June administration. In both cases, the commissioner suspended the requirement that districts convene GPCs for affected students and directed districts to use local discretion and other relevant academic information in place of STAAR reading and mathematics results when making promotion and retention decisions.

In 2018-19, the administration of STAAR tests went as planned. Statutory promotion criteria, including SSI requirements that students in Grades 5 and 8 receive three opportunities to pass the reading and mathematics tests, GPCs be established, and accelerated instruction be provided, were made effective again.

Retention Reporting for 2018-19

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 Learner Status

Grade-Level Retention of Special Education Students by Primary Disability

Grade-Level Retention by Student Characteristic

Grade-Level Retention by Career and Technical Education, Gifted and Talented, Section 504, 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], 2019). PEIMS data on student characteristics and program participation were also available.

Retention Rate Calculations

Retention rates for the 2018-19 school year were calculated by comparing 2018-19 attendance records to fall 2019 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 2019 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 2019 than in 2018-19 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.

The source for information on primary disability for students receiving special education services was changed beginning with 2016-17 retention rates. Prior to 2016-17, disability information was drawn from the PEIMS summer data collection; the data collection includes this information for students identified as receiving special education services at any time during the school year. Beginning in 2016-17, disability information was drawn from fall enrollment records.

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 §1232(g), 2020; Title 34 of the Code of Federal Regulations, Part 99, 2020) 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 are not masked.

State Summary

In the 2018-19 school year, 2.4 percent (122,861) of Texas public school students in Grades K-12 were retained (Table 1). The retention rate remained unchanged from the previous school year. The rate for students in elementary grades was 1.3 percent, and the rate for students in secondary grades was 3.8 percent.

Across the five largest racial/ethnic groups in 2018-19, the retention rate was highest for African American students (3.1%), followed by Hispanic (2.8%), multiracial (1.8%), White (1.6%), and Asian (0.7%) students (Figure 1 and Table 1). The retention rate for students identified as economically disadvantaged was 3.1 percent, whereas the rate for students not identified as economically disadvantaged was 1.4 percent. Male students had a higher retention rate (2.9%) than female students (1.9%) (Table 1).

Figure 1
Grade-Level Retention, by Race/Ethnicity and Economic Status, Texas Public Schools, 2017-18 and 2018-19

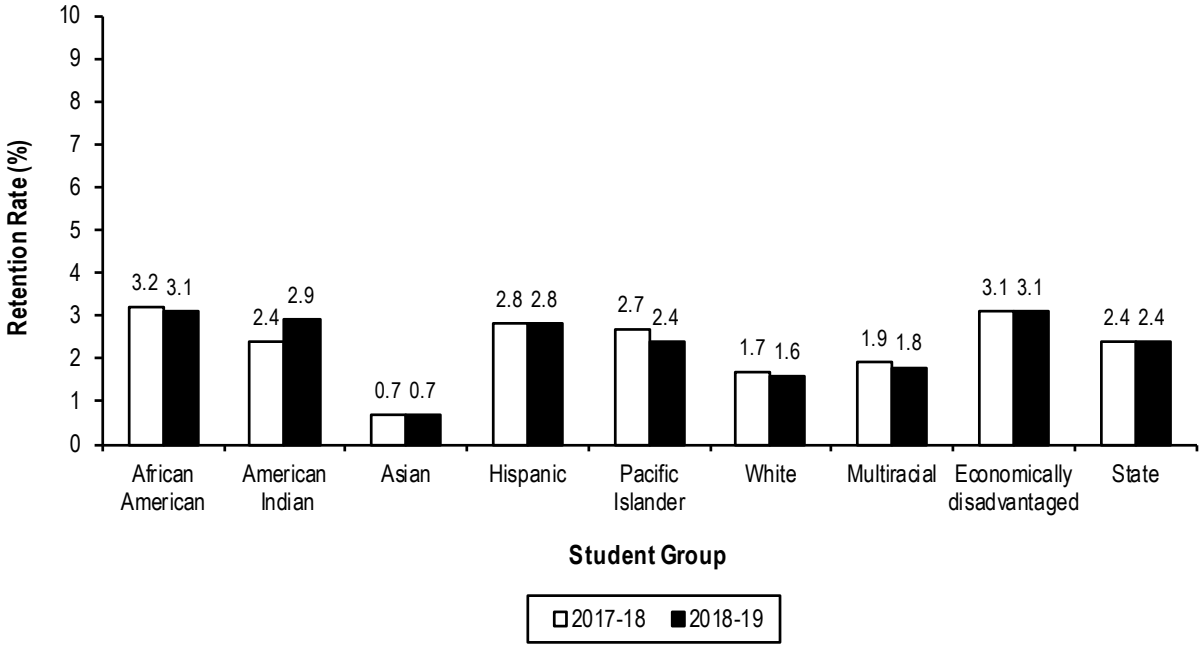

Table 1
Grade-Level Retention, by Race/Ethnicity, Economic Status, Gender, and Grade Span, Texas Public Schools, 2017-18 and 2018-19

	2017-18			2018-19		
Group	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	629,562	19,876	3.2	634,322	19,747	3.1
American Indian	18,829	448	2.4	18,666	540	2.9
Asian	221,376	1,633	0.7	229,022	1,645	0.7
Hispanic	2,631,876	74,704	2.8	2,659,676	75,628	2.8
Pacific Islander	7,436	202	2.7	7,677	185	2.4
White	1,419,237	23,686	1.7	1,407,746	22,877	1.6
Multiracial	114,634	2,150	1.9	121,415	2,239	1.8
Economically disadvantaged	3,074,159	94,566	3.1	3,078,020	94,134	3.1
Not economically disadvantaged	1,968,791	28,133	1.4	2,000,504	28,727	1.4
Female	2,462,183	47,616	1.9	2,480,430	48,075	1.9
Male	2,580,767	75,083	2.9	2,598,094	74,786	2.9
Grades K-6	2,748,428	37,880	1.4	2,750,481	34,520	1.3
Grades 7-12	2,294,522	84,819	3.7	2,328,043	88,341	3.8
State	5,042,950	122,699	2.4	5,078,524	122,861	2.4

Grade-Level Retention by Grade

Elementary Grades

In 2018-19, the retention rate for Grades K-6 was 1.3 percent, a decrease of 0.1 percentage points from the previous year (Table 2). Across the elementary grades, retention rates were highest in Grade 1 and kindergarten (3.1% and 2.0%, respectively) and lowest in Grade 6 (0.4%) and Grades 4 and 5 (0.5% each) (Figure 2 and Table 2).

Figure 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2017-18 and 2018-19

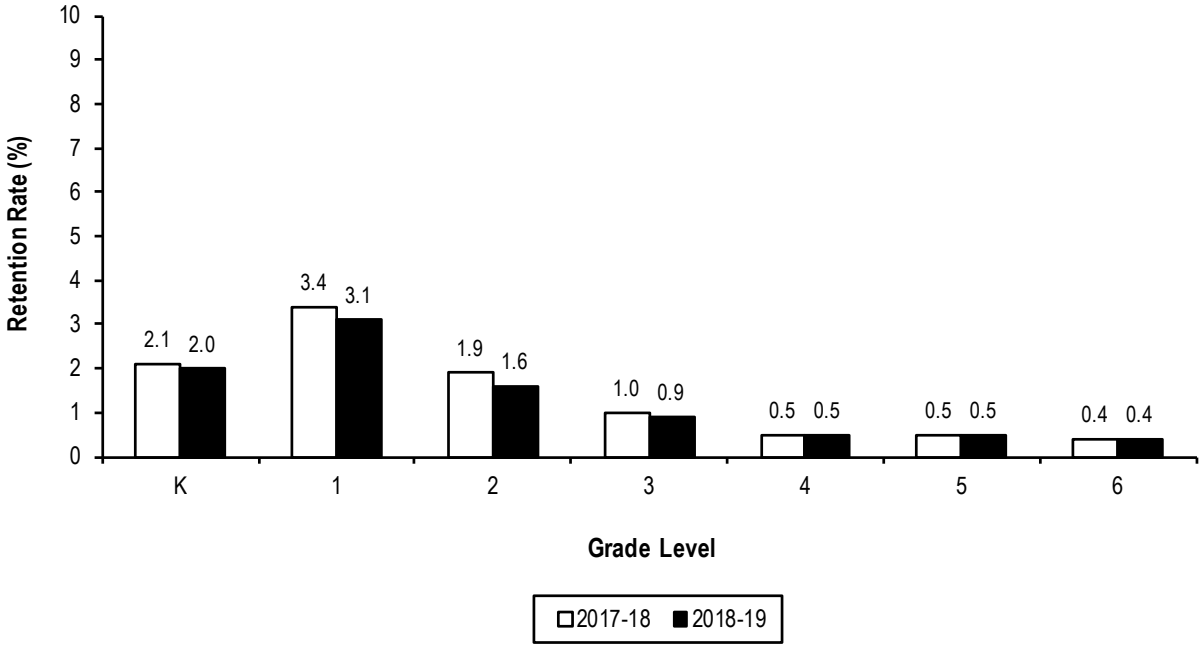

Table 2
Grade-Level Retention, Grades K-6, by Grade, Texas Public Schools, 2008-09 Through 2018-19

	K		1		2		3	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
2016-17	8,230	2.2	14,405	3.7	8,552	2.1	5,289	1.3
2017-18	7,752	2.1	12,852	3.4	7,270	1.9	4,183	1.0
2018-19	7,408	2.0	11,807	3.1	6,295	1.6	3,566	0.9

	4		5		6		Total K-6	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
2016-17	2,561	0.6	2,572	0.7	2,082	0.5	43,691	1.6
2017-18	2,114	0.5	1,970	0.5	1,739	0.4	37,880	1.4
2018-19	1,842	0.5	1,855	0.5	1,747	0.4	34,520	1.3

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 2018-19, the retention rate for Grades 7-12 was 3.8 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 (8.3% and 5.5%, respectively) and lowest in Grades 7 and 8 (0.5% each) (Figure 3).

Figure 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2017-18 and 2018-19

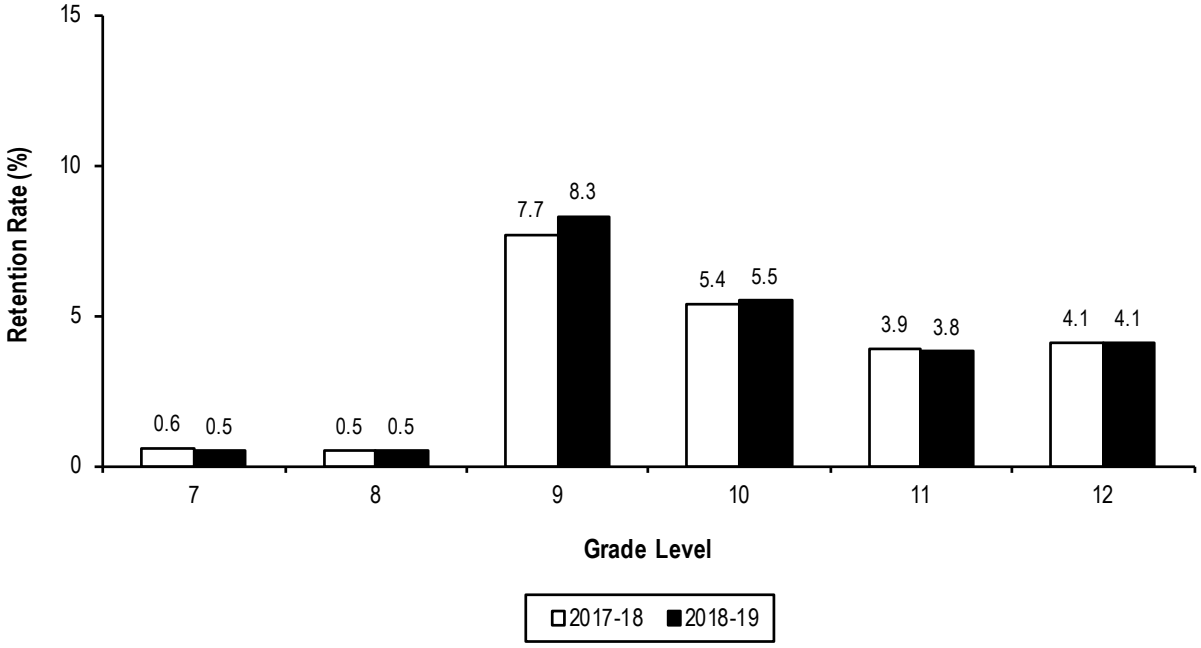

Table 3
Grade-Level Retention, Grades 7-12, by Grade, Texas Public Schools, 2008-09 Through 2018-19

	7		8		9		10	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
2016-17	2,598	0.7	2,355	0.6	35,150	8.5	20,899	5.5
2017-18	2,240	0.6	1,846	0.5	31,968	7.7	20,411	5.4
2018-19	1,988	0.5	1,867	0.5	34,874	8.3	21,222	5.5

	11		12		Total 7-12	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
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
2016-17	13,351	3.9	14,559	4.2	88,912	3.9
2017-18	13,517	3.9	14,837	4.1	84,819	3.7
2018-19	13,306	3.8	15,084	4.1	88,341	3.8

Grade-Level Retention by Race/Ethnicity

Elementary Grades

Across elementary grades and the five largest racial/ethnic groups in 2018-19, Hispanic students in Grade 1 had the highest retention rate (3.7%), followed by African American students in Grade 1 (3.4%) (Figure 4 and Table 4). Asian students in Grades 4 and 6 had the lowest retention rates (0.1% each).

Figure 4
Grade-Level Retention, Grades K-6, by Race/Ethnicity, Texas Public Schools, 2018-19

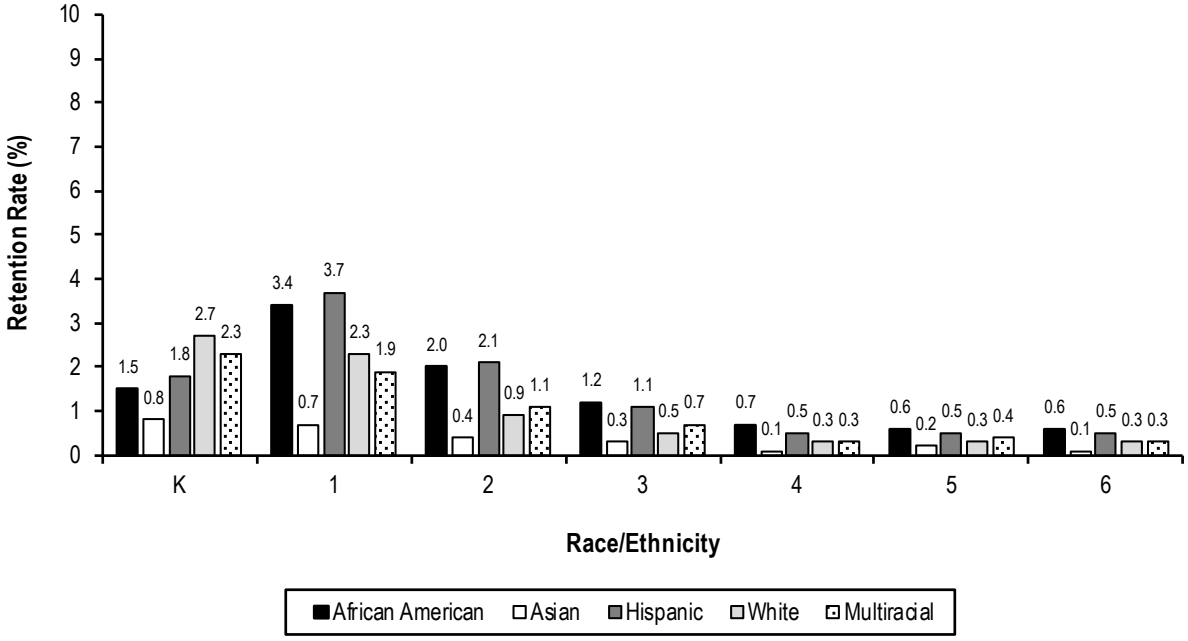

Table 4
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 Through 2018-19

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2015-16	795	1.8	30	1.5	137	0.9	4,221	2.2	13	2.3
2016-17	704	1.6	37	2.8	158	1.0	4,048	2.1	10	1.8
2017-18	693	1.6	26	2.0	153	0.9	3,685	1.9	16	2.6
2018-19	652	1.5	47	3.7	137	0.8	3,490	1.8	13	2.2
Grade 1										
2015-16	2,350	4.7	75	4.2	168	1.1	10,319	4.8	15	2.7
2016-17	2,009	4.2	60	2.9	151	0.9	9,067	4.4	20	3.5
2017-18	1,726	3.7	34	2.6	130	0.8	7,913	4.0	20	3.4
2018-19	1,576	3.4	53	3.9	128	0.7	7,438	3.7	22	3.4
Grade 2										
2015-16	1,564	3.1	30	2.0	104	0.6	6,392	3.0	8	1.5
2016-17	1,308	2.6	33	1.9	110	0.7	5,609	2.6	12	2.2
2017-18	1,163	2.4	21	1.1	90	0.5	4,607	2.3	11	1.9
2018-19	965	2.0	29	2.2	72	0.4	4,136	2.1	5	0.9
Grade 3										
2015-16	1,051	2.1	26	1.8	67	0.4	4,005	1.9	8	1.4
2016-17	899	1.8	20	1.3	69	0.4	3,406	1.6	4	0.8
2017-18	722	1.4	15	0.9	52	0.3	2,633	1.2	8	1.4
2018-19	574	1.2	20	1.0	45	0.3	2,290	1.1	13	2.1
Grade 4										
2015-16	493	1.0	15	1.1	52	0.3	1,840	0.9	7	1.3
2016-17	505	1.0	9	0.6	40	0.2	1,516	0.7	9	1.6
2017-18	399	0.8	9	0.6	28	0.2	1,258	0.6	3	0.5
2018-19	348	0.7	6	0.4	20	0.1	1,071	0.5	0	0.0
Grade 5										
2015-16	282	0.6	8	0.6	39	0.2	983	0.5	4	0.8
2016-17	424	0.9	12	0.8	40	0.2	1,495	0.7	2	0.4
2017-18	344	0.7	12	0.8	26	0.2	1,102	0.5	0	0.0
2018-19	291	0.6	7	0.5	36	0.2	1,102	0.5	5	0.9
Grade 6										
2015-16	379	0.8	4	0.3	10	0.1	1,310	0.7	5	1.0
2016-17	382	0.8	6	0.4	18	0.1	1,197	0.6	3	0.6
2017-18	327	0.7	8	0.6	22	0.1	978	0.5	2	0.4
2018-19	320	0.6	10	0.7	16	0.1	989	0.5	4	0.7
Total K-6										
2015-16	6,914	2.0	188	1.7	577	0.5	29,070	2.0	60	1.6
2016-17	6,231	1.8	177	1.6	586	0.5	26,338	1.8	60	1.6
2017-18	5,374	1.6	125	1.2	501	0.4	22,176	1.5	60	1.5
2018-19	4,726	1.4	172	1.6	454	0.4	20,516	1.4	62	1.5

continues

Table 4 (continued)
Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 Through 2018-19

	White		Multiracial	
Year	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2015-16	3,180	3.0	233	2.5
2016-17	3,064	3.0	209	2.2
2017-18	2,967	2.8	212	2.1
2018-19	2,818	2.7	251	2.3
Grade 1				
2015-16	3,150	2.9	252	2.7
2016-17	2,857	2.6	241	2.5
2017-18	2,761	2.6	268	2.6
2018-19	2,394	2.3	196	1.9
Grade 2				
2015-16	1,592	1.4	147	1.6
2016-17	1,355	1.2	125	1.3
2017-18	1,245	1.2	133	1.3
2018-19	972	0.9	116	1.1
Grade 3				
2015-16	907	0.8	89	1.0
2016-17	808	0.7	83	0.9
2017-18	685	0.6	68	0.7
2018-19	554	0.5	70	0.7
Grade 4				
2015-16	538	0.5	41	0.5
2016-17	445	0.4	37	0.4
2017-18	383	0.3	34	0.3
2018-19	363	0.3	34	0.3
Grade 5				
2015-16	437	0.4	31	0.4
2016-17	554	0.5	45	0.5
2017-18	449	0.4	37	0.4
2018-19	373	0.3	41	0.4
Grade 6				
2015-16	435	0.4	43	0.5
2016-17	424	0.4	52	0.6
2017-18	373	0.3	29	0.3
2018-19	374	0.3	34	0.3
Total K-6				
2015-16	10,239	1.3	836	1.4
2016-17	9,507	1.2	792	1.2
2017-18	8,863	1.2	781	1.1
2018-19	7,848	1.0	742	1.0

Grade-Level Retention by Race/Ethnicity

Secondary Grades

Across secondary grades and the five largest racial/ethnic groups in 2018-19, African American and Hispanic students in Grade 9 had the highest retention rates (11.5% and 10.1%, respectively), followed by African American students in Grade 10 (7.9%) (Figure 5 on this page and Table 5 on page 20). 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, 2018-19

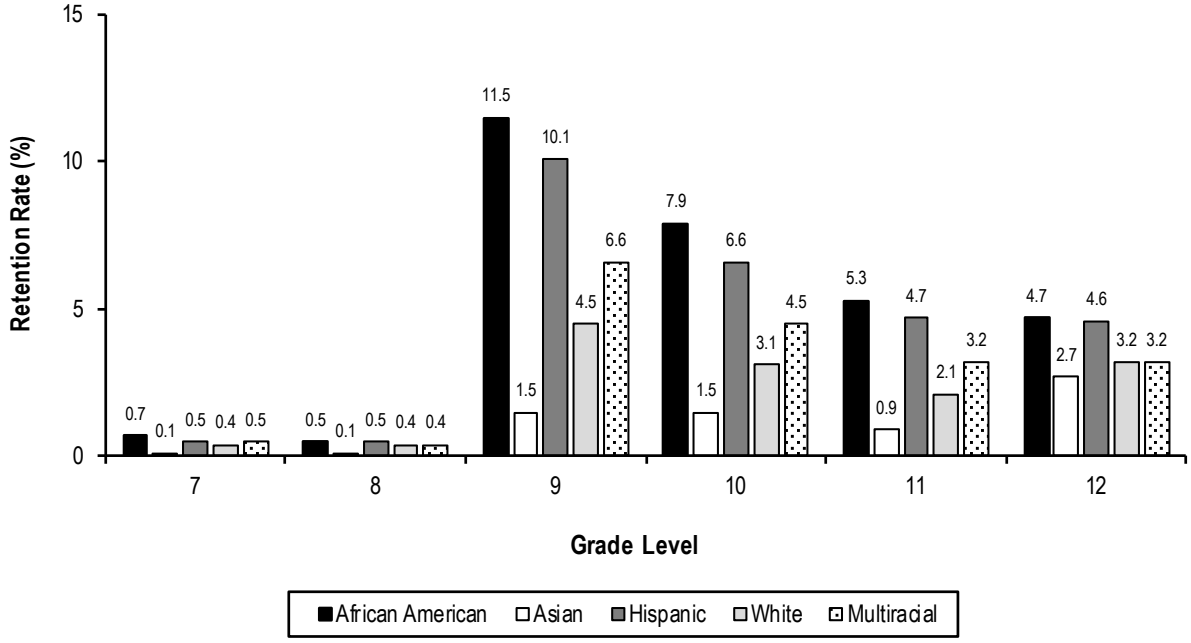

Table 5
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 Through 2018-19

	African American		American Indian		Asian		Hispanic		Pacific Islander	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2015-16	468	1.0	18	1.3	15	0.1	1,693	0.8	1	0.2
2016-17	462	0.9	7	0.5	25	0.1	1,563	0.8	6	1.2
2017-18	392	0.8	9	0.7	12	0.1	1,317	0.6	6	1.1
2018-19	380	0.7	9	0.6	16	0.1	1,141	0.5	3	0.5
Grade 8										
2015-16	293	0.6	3	0.2	17	0.1	1,298	0.7	2	0.4
2016-17	331	0.7	11	0.8	32	0.2	1,388	0.7	2	0.4
2017-18	240	0.5	13	1.0	16	0.1	1,106	0.5	2	0.4
2018-19	255	0.5	6	0.4	21	0.1	1,145	0.5	3	0.5
Grade 9										
2015-16	6,779	12.8	177	11.1	350	2.2	23,481	10.9	41	7.1
2016-17	6,245	11.7	154	10.2	334	2.0	22,519	10.4	46	7.9
2017-18	5,737	10.9	114	7.6	308	1.7	20,308	9.4	49	8.1
2018-19	6,119	11.5	135	9.5	277	1.5	22,580	10.1	56	9.6
Grade 10										
2015-16	3,794	8.0	95	7.0	200	1.3	13,588	7.2	29	5.6
2016-17	3,667	7.7	94	6.7	206	1.3	13,019	6.7	32	5.8
2017-18	3,559	7.4	83	6.3	182	1.1	12,931	6.6	32	5.5
2018-19	3,785	7.9	88	6.3	260	1.5	13,241	6.6	29	5.1
Grade 11										
2015-16	2,503	6.0	66	5.3	163	1.2	8,404	5.2	15	3.0
2016-17	2,425	5.7	62	5.1	167	1.1	8,257	4.9	24	4.7
2017-18	2,440	5.7	56	4.2	160	1.0	8,338	4.7	29	5.6
2018-19	2,307	5.3	70	5.9	153	0.9	8,324	4.7	16	2.8
Grade 12										
2015-16	2,088	4.9	58	4.4	390	2.8	8,787	5.3	29	6.2
2016-17	2,036	4.7	60	4.6	426	3.0	8,457	4.9	23	4.2
2017-18	2,134	4.7	48	3.8	454	2.8	8,528	4.7	24	4.4
2018-19	2,175	4.7	60	4.5	464	2.7	8,681	4.6	16	2.9
Total 7-12										
2015-16	15,925	5.7	417	5.0	1,135	1.3	57,251	5.1	117	3.8
2016-17	15,166	5.3	388	4.8	1,190	1.2	55,203	4.8	133	4.1
2017-18	14,502	5.0	323	4.0	1,132	1.1	52,528	4.4	142	4.3
2018-19	15,021	5.1	368	4.5	1,191	1.1	55,112	4.5	123	3.6

continues

Table 5 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, Texas Public Schools, 2015-16 Through 2018-19

	White		Multiracial	
Year	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2015-16	543	0.5	46	0.6
2016-17	496	0.4	39	0.5
2017-18	471	0.4	33	0.4
2018-19	389	0.4	50	0.5
Grade 8				
2015-16	466	0.4	32	0.5
2016-17	557	0.5	34	0.4
2017-18	443	0.4	26	0.3
2018-19	400	0.4	37	0.4
Grade 9				
2015-16	5,777	4.9	486	6.6
2016-17	5,349	4.6	503	6.6
2017-18	4,957	4.3	495	6.0
2018-19	5,110	4.5	597	6.6
Grade 10				
2015-16	3,838	3.4	307	4.6
2016-17	3,574	3.2	307	4.3
2017-18	3,267	3.0	357	4.9
2018-19	3,455	3.1	364	4.5
Grade 11				
2015-16	2,413	2.3	191	3.2
2016-17	2,216	2.1	200	3.1
2017-18	2,254	2.2	240	3.6
2018-19	2,215	2.1	221	3.2
Grade 12				
2015-16	3,396	3.2	227	3.8
2016-17	3,350	3.1	207	3.2
2017-18	3,431	3.1	218	3.2
2018-19	3,460	3.2	228	3.2
Total 7-12				
2015-16	16,433	2.5	1,289	3.2
2016-17	15,542	2.3	1,290	3.0
2017-18	14,823	2.2	1,369	3.0
2018-19	15,029	2.3	1,497	3.0

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, 2019). In every elementary grade, students who were identified as economically disadvantaged had a higher retention rate in 2018-19 than students who were not identified as economically disadvantaged (Figure 6 and Table 6). Rates for economically disadvantaged students were highest in Grade 1 (4.0%) and lowest in Grades 4, 5, and 6 (0.6% each). Rates for non-economically disadvantaged students were highest in kindergarten (1.7%) and lowest in Grades 4 and 6 (0.2% each).

Figure 6
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2018-19

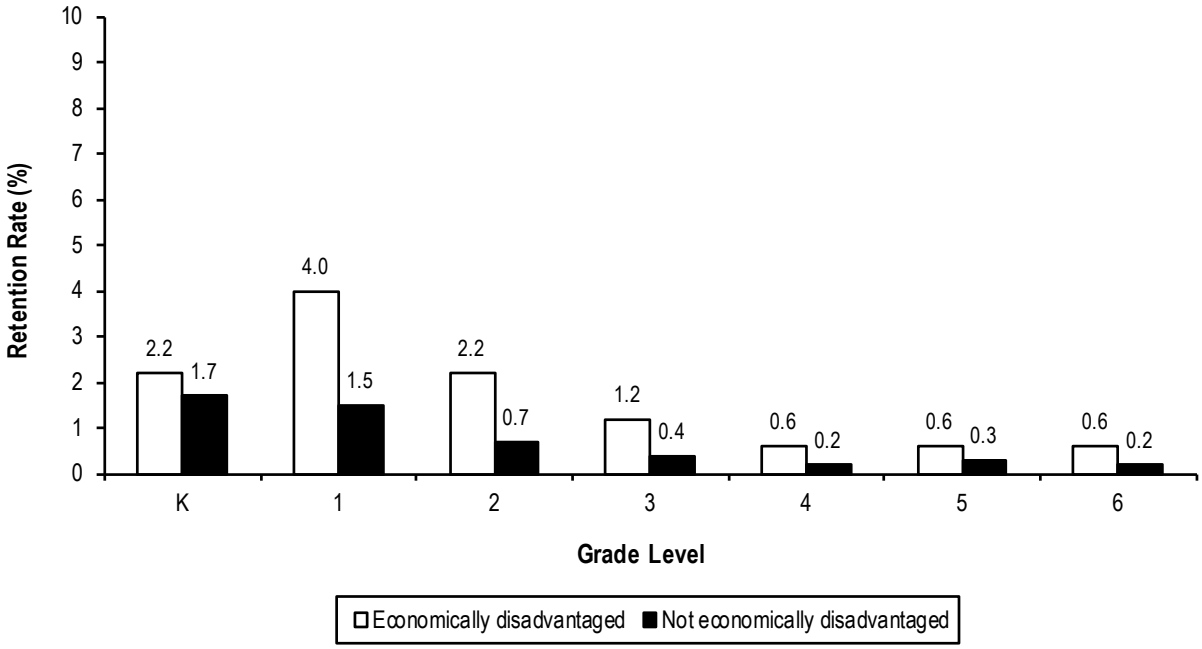

Table 6
Grade-Level Retention, Grades K-6, by Grade and Economic Status, Texas Public Schools, 2015-16 Through 2018-19

	Economically disadvantaged		Not economically disadvantaged	
Year	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
2015-16	5,878	2.5	2,731	2.0
2016-17	5,532	2.4	2,698	1.9
2017-18	5,337	2.3	2,415	1.8
2018-19	5,099	2.2	2,309	1.7
Grade 1				
2015-16	13,589	5.2	2,740	1.9
2016-17	11,918	4.9	2,487	1.7
2017-18	10,754	4.4	2,098	1.5
2018-19	9,801	4.0	2,006	1.5
Grade 2				
2015-16	8,359	3.2	1,478	1.0
2016-17	7,250	2.8	1,302	0.9
2017-18	6,242	2.5	1,028	0.7
2018-19	5,348	2.2	947	0.7
Grade 3				
2015-16	5,206	2.0	947	0.6
2016-17	4,408	1.7	881	0.6
2017-18	3,566	1.4	617	0.4
2018-19	2,978	1.2	588	0.4
Grade 4				
2015-16	2,459	1.0	527	0.4
2016-17	2,109	0.8	452	0.3
2017-18	1,764	0.7	350	0.2
2018-19	1,507	0.6	335	0.2
Grade 5				
2015-16	1,384	0.6	400	0.3
2016-17	2,066	0.8	506	0.3
2017-18	1,568	0.6	402	0.3
2018-19	1,476	0.6	379	0.3
Grade 6				
2015-16	1,786	0.8	400	0.3
2016-17	1,679	0.7	403	0.3
2017-18	1,426	0.6	313	0.2
2018-19	1,443	0.6	304	0.2
Total K-6				
2015-16	38,661	2.2	9,223	0.9
2016-17	34,962	2.0	8,729	0.8
2017-18	30,657	1.7	7,223	0.7
2018-19	27,652	1.6	6,868	0.7

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 2018-19 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 (11.2%) and lowest in Grade 8 (0.6%). The rate for non-economically disadvantaged students was highest in Grade 9 (4.1%) and lowest in Grade 7 (0.2%).

Figure 7
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2018-19

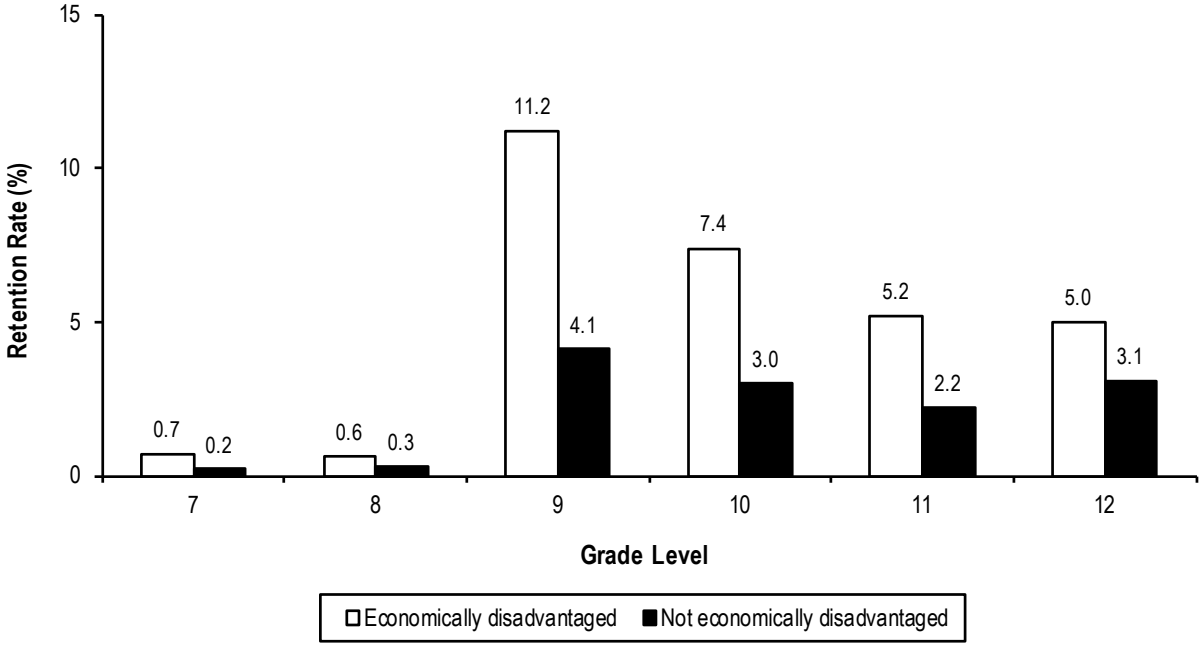

Table 7
Grade-Level Retention, Grades 7-12, by Grade and Economic Status, Texas Public Schools, 2015-16 Through 2018-19

	Economically disadvantaged		Not economically disadvantaged	
Year	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
2015-16	2,271	1.0	513	0.3
2016-17	2,123	0.9	475	0.3
2017-18	1,864	0.8	376	0.2
2018-19	1,654	0.7	334	0.2
Grade 8				
2015-16	1,633	0.7	478	0.3
2016-17	1,802	0.8	553	0.3
2017-18	1,421	0.6	425	0.3
2018-19	1,450	0.6	417	0.3
Grade 9				
2015-16	29,140	12.2	7,951	4.6
2016-17	27,371	11.4	7,779	4.5
2017-18	25,498	10.4	6,470	3.8
2018-19	27,845	11.2	7,029	4.1
Grade 10				
2015-16	16,298	8.1	5,553	3.3
2016-17	15,493	7.5	5,406	3.2
2017-18	15,633	7.3	4,778	2.9
2018-19	16,069	7.4	5,153	3.0
Grade 11				
2015-16	9,793	5.8	3,962	2.4
2016-17	9,508	5.4	3,843	2.3
2017-18	9,850	5.2	3,667	2.3
2018-19	9,770	5.2	3,536	2.2
Grade 12				
2015-16	9,596	5.7	5,379	3.2
2016-17	9,539	5.5	5,020	2.9
2017-18	9,643	5.1	5,194	3.0
2018-19	9,694	5.0	5,390	3.1
Total 7-12				
2015-16	68,731	5.6	23,836	2.4
2016-17	65,836	5.2	23,076	2.3
2017-18	63,909	4.8	20,910	2.1
2018-19	66,482	5.0	21,859	2.2

Grade-Level Retention by Gender

Elementary Grades

In 2018-19, 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 (3.5% and 2.7%, respectively). The rate for females was lowest in Grade 6 (0.3%), and the rates for males were lowest in Grades 4, 5, and 6 (0.5% each).

Figure 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2018-19

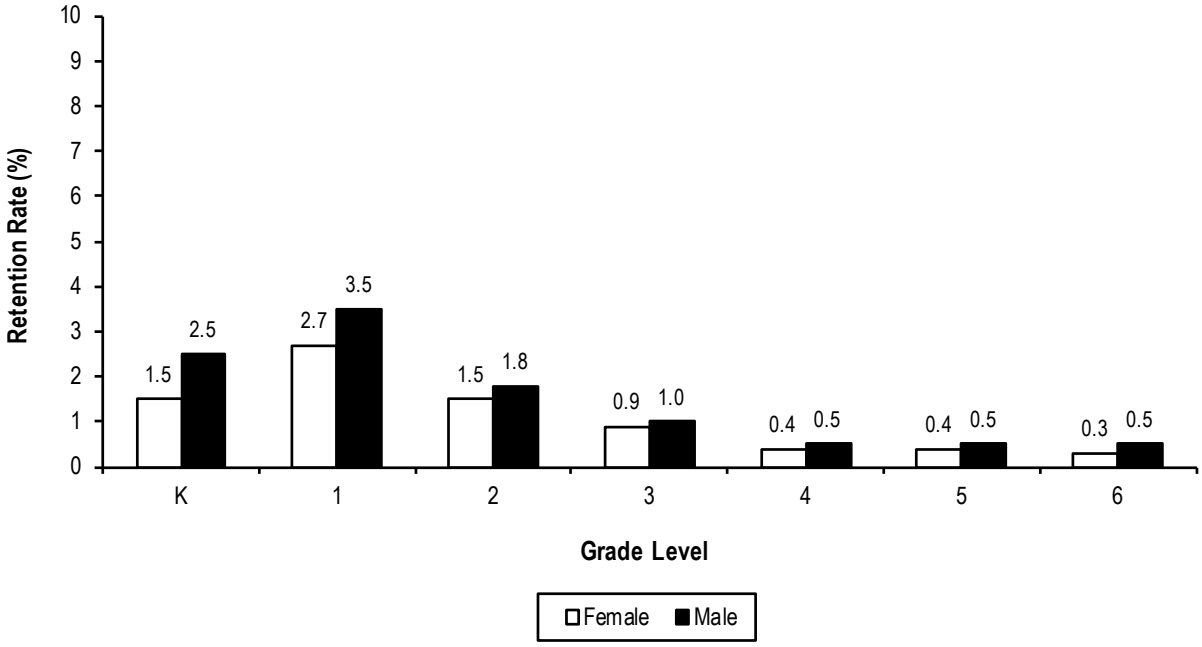

Table 8
Grade-Level Retention, Grades K-6, by Grade and Gender, Texas Public Schools, 2018-19

	Grade													
	K		1		2		3		4		5		6	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	2,632	1.5	4,976	2.7	2,760	1.5	1,642	0.9	785	0.4	781	0.4	626	0.3
Male	4,776	2.5	6,831	3.5	3,535	1.8	1,924	1.0	1,057	0.5	1,074	0.5	1,121	0.5

Secondary Grades

As in the elementary grades, males had a higher retention rate than females in every secondary grade in 2018-19 (Figure 9 and Table 9). Across secondary grades, retention rates for both males and females were highest in Grade 9 (10.1% and 6.4%, respectively). The rates for females were lowest in Grades 7 and 8 (0.4% each), and the rate for males was lowest in Grade 8 (0.5%).

Figure 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2018-19

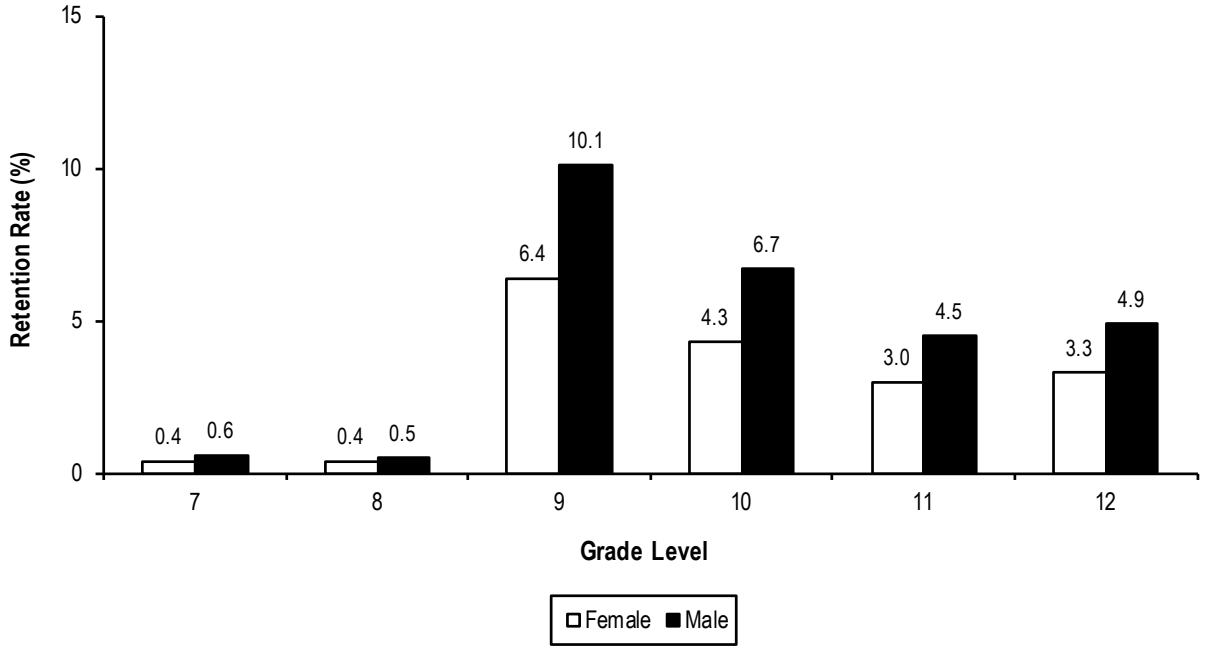

Table 9
Grade-Level Retention, Grades 7-12, by Grade and Gender, Texas Public Schools, 2018-19

	Grade											
	7		8		9		10		11		12	
Gender	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	705	0.4	748	0.4	12,927	6.4	8,148	4.3	5,291	3.0	6,054	3.3
Male	1,283	0.6	1,119	0.5	21,947	10.1	13,074	6.7	8,015	4.5	9,030	4.9

Grade-Level Retention by English 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 learners (ELs) are enrolled in bilingual or English as a second language (ESL) programs (Texas Education Code [TEC] §29.053, 2019). ELs participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2018-19, nearly 96 percent of all ELs in the elementary grades participated in bilingual or ESL programs.

In Grades K-6 overall in 2018-19, the retention rate for ELs was 1.6 percent, compared to 1.1 percent for non-ELs (Table 10). ELs overall had a higher rate of retention than non-ELs in every elementary grade except kindergarten. Among ELs, the retention rate for students served in bilingual programs was 1.5 percent, and the rate for students served in ESL programs was 1.2 percent (Figure 10). Across elementary grades, the retention rate for ELs receiving bilingual services was highest in Grade 1 (3.5%) and lowest in Grade 5 (0.4%). Rates for ELs receiving ESL services were highest in Grade 1 (2.9%) and lowest in Grades 4 and 6 (0.5% each).

Figure 10
Grade-Level Retention of English Learners, Grades K-6, by Service Received, Texas Public Schools, 2017-18 and 2018-19

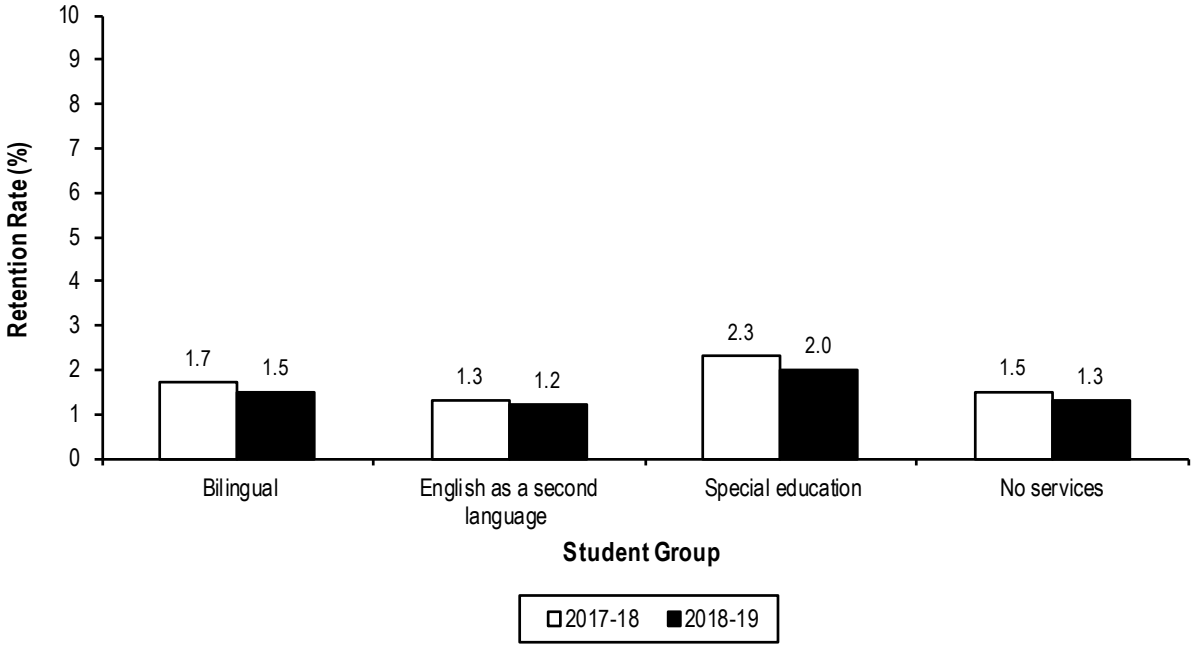

Table 10
Grade-Level Retention, Grades K-6, by Grade, English Learner Status, and Service Received, Texas Public Schools, 2015-16 Through 2018-19

	Services received by ELs[a]											
	Bilingual		ESL[b]		Special education		No services[c]		EL		Non-EL	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
2015-16	932	1.3	497	2.2	70	8.7	35	1.2	1,844	1.8	6,765	2.5
2016-17	833	1.2	543	2.3	64	8.3	26	1.0	1,802	1.8	6,428	2.4
2017-18	745	1.1	485	2.0	46	5.1	35	1.5	1,573	1.6	6,179	2.3
2018-19	646	1.0	467	1.9	44	5.0	23	1.1	1,459	1.5	5,949	2.2
Grade 1												
2015-16	3,475	4.5	1,047	3.9	59	6.8	187	5.1	5,439	4.8	10,890	3.8
2016-17	2,978	4.1	951	3.6	68	8.2	136	4.0	4,726	4.3	9,679	3.5
2017-18	2,592	3.7	855	3.1	56	6.0	124	3.7	4,101	3.9	8,751	3.2
2018-19	2,313	3.5	841	2.9	52	5.3	93	3.2	3,948	3.8	7,859	2.8
Grade 2												
2015-16	2,402	3.2	642	2.4	42	3.8	130	3.0	3,650	3.3	6,187	2.1
2016-17	2,176	3.0	566	2.1	36	3.6	89	2.5	3,294	3.0	5,258	1.8
2017-18	1,701	2.5	516	1.9	33	3.3	66	1.9	2,666	2.5	4,604	1.6
2018-19	1,406	2.2	543	1.9	35	3.1	60	1.9	2,505	2.4	3,790	1.4
Grade 3												
2015-16	1,593	2.3	375	1.4	19	1.6	93	2.1	2,350	2.2	3,803	1.3
2016-17	1,297	1.8	396	1.5	23	1.9	74	1.8	2,040	1.9	3,249	1.1
2017-18	970	1.4	311	1.1	14	1.2	38	1.1	1,526	1.4	2,657	0.9
2018-19	807	1.2	330	1.1	12	1.0	50	1.5	1,461	1.4	2,105	0.7
Grade 4												
2015-16	661	1.1	206	0.9	9	0.7	31	0.8	1,079	1.1	1,907	0.6
2016-17	485	0.8	193	0.8	7	0.6	26	0.7	852	0.9	1,709	0.6
2017-18	378	0.6	158	0.6	8	0.6	29	0.9	687	0.7	1,427	0.5
2018-19	315	0.5	144	0.5	4	0.3	11	0.3	604	0.6	1,238	0.4
Grade 5												
2015-16	249	0.5	184	0.9	5	0.4	17	0.6	564	0.7	1,220	0.4
2016-17	380	0.7	278	1.2	6	0.5	31	1.0	841	1.0	1,731	0.6
2017-18	272	0.5	198	0.8	12	0.9	11	0.4	589	0.7	1,381	0.4
2018-19	222	0.4	217	0.7	6	0.4	14	0.5	610	0.7	1,245	0.4
Grade 6												
2015-16	46	0.7	412	0.8	7	0.6	26	1.1	573	0.9	1,613	0.5
2016-17	33	0.4	404	0.7	6	0.5	23	0.9	544	0.8	1,538	0.5
2017-18	34	0.4	305	0.5	13	1.0	25	1.0	438	0.6	1,301	0.4
2018-19	35	0.5	316	0.5	8	0.6	16	0.6	467	0.6	1,280	0.4

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

[a]English learners. [b]English as a second language. [c]Includes English 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 Learner Status, and Service Received, Texas Public Schools, 2015-16 Through 2018-19

	Services received by ELs[a]											
	Bilingual		ESL[b]		Special education		No services[c]		EL		Non-EL	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Total K-6												
2015-16	9,358	2.3	3,363	1.7	211	2.7	519	2.1	15,499	2.3	32,385	1.6
2016-17	8,182	2.0	3,331	1.6	210	2.8	405	1.8	14,099	2.1	29,592	1.4
2017-18	6,692	1.7	2,828	1.3	182	2.3	328	1.5	11,580	1.7	26,300	1.3
2018-19	5,744	1.5	2,858	1.2	161	2.0	267	1.3	11,054	1.6	23,466	1.1

Note. Counts of English learners (ELs) receiving special language program services and of ELs not receiving such services exclude students for whom information about parental permission for participation in special language programs was missing and, therefore, may not sum to the total number of ELs.
[a]English learners. [b]English as a second language. [c]Includes English 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 Learner Status

Secondary Grades

In Grades 7-12 overall in 2018-19, the retention rate for ELs was 6.7 percent, compared to 3.4 percent for non-ELs (Table 11 on page 32). ELs overall had a higher rate of retention than non-ELs in every secondary grade. More than 94 percent of ELs in secondary school were served in ESL programs, and the retention rate for these students was 5.6 percent (Figure 11). Across secondary grades, the rate for ELs receiving ESL services was highest in Grade 9 (12.3%) and lowest in Grade 7 (0.6%) (Table 11 on page 32).

Figure 11
Grade-Level Retention of English Learners, Grades 7-12, by Service Received, Texas Public Schools, 2017-18 and 2018-19

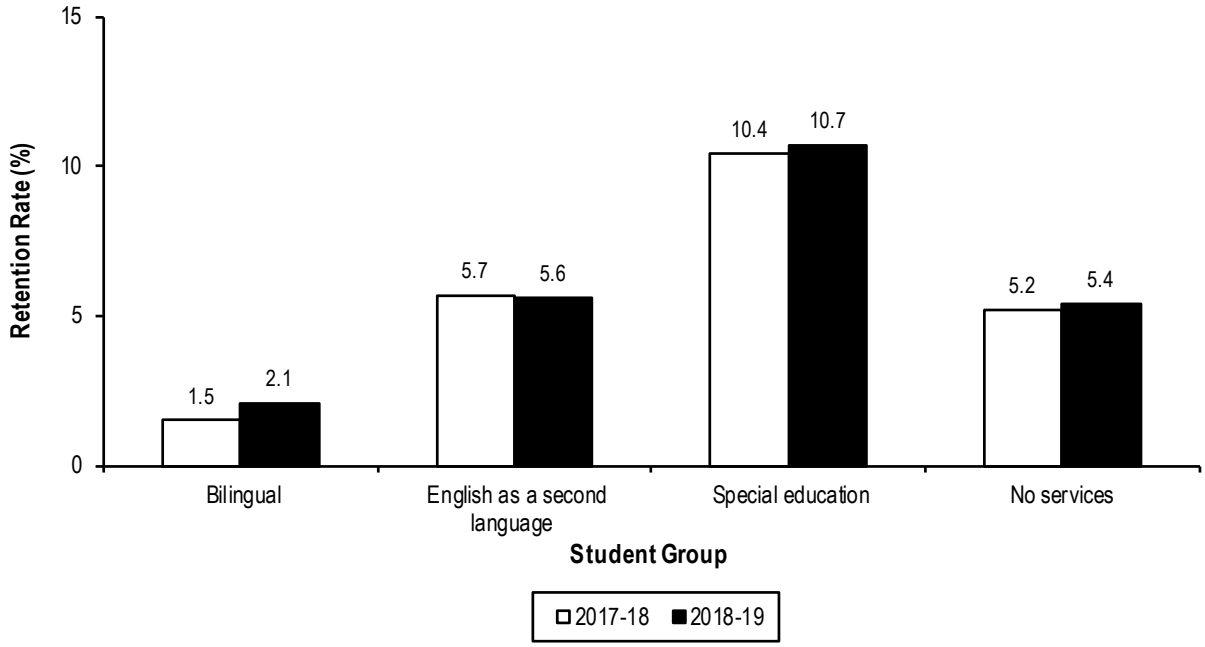

Table 11
Grade-Level Retention, Grades 7-12, by Grade, English Learner Status, and Service Received, Texas Public Schools, 2015-16 Through 2018-19

	Services received by ELs[a]											
	Bilingual		ESL[b]		Special education		No services[c]		EL		Non-EL	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
2015-16	6	0.8	509	1.1	13	1.2	23	1.1	654	1.2	2,130	0.6
2016-17	8	0.9	476	0.9	10	0.8	33	1.6	632	1.1	1,966	0.6
2017-18	5	0.6	399	0.7	12	1.0	23	1.0	521	0.8	1,719	0.5
2018-19	1	0.1	375	0.6	16	1.4	16	0.7	502	0.7	1,486	0.4
Grade 8												
2015-16	1	0.2	319	0.8	10	1.0	17	0.9	460	1.0	1,651	0.5
2016-17	1	0.2	424	1.0	13	1.2	15	0.8	589	1.2	1,766	0.5
2017-18	6	1.0	326	0.7	8	0.7	19	1.0	445	0.8	1,401	0.4
2018-19	3	0.5	399	0.7	12	1.1	6	0.3	525	0.9	1,342	0.4
Grade 9												
2015-16	2	2.9	5,309	14.7	232	26.5	249	16.1	7,939	18.3	29,152	7.9
2016-17	8	11.8	5,276	13.6	233	22.9	242	14.5	8,399	17.7	26,751	7.3
2017-18	12	7.3	5,044	12.1	256	21.7	184	11.5	7,200	14.7	24,768	6.8
2018-19	19	7.6	6,041	12.3	276	22.8	238	12.7	8,919	15.4	25,955	7.2
Grade 10												
2015-16	2	7.1	2,740	10.6	99	17.3	101	9.3	3,503	11.9	18,348	5.4
2016-17	1	3.6	2,965	9.9	101	16.1	103	9.4	3,840	11.3	17,059	4.9
2017-18	3	5.9	3,108	9.7	118	15.7	132	10.6	3,997	11.0	16,414	4.8
2018-19	9	6.8	3,504	9.7	110	12.5	134	9.7	4,426	10.8	16,796	4.9
Grade 11												
2015-16	0	0.0	1,531	8.8	43	11.7	67	9.1	1,936	9.8	11,819	3.8
2016-17	0	0.0	1,601	7.6	41	9.8	68	8.1	2,069	8.8	11,282	3.6
2017-18	0	0.0	1,750	7.3	54	10.5	55	6.3	2,158	8.0	11,359	3.5
2018-19	8	19.0	1,982	7.4	66	11.6	81	8.0	2,504	8.4	10,802	3.4
Grade 12												
2015-16	1	9.1	1,900	12.0	85	22.4	51	7.4	2,274	12.9	12,701	4.0
2016-17	0	0.0	1,864	10.4	94	21.8	40	5.7	2,240	11.3	12,319	3.8
2017-18	0	0.0	1,968	9.2	96	20.1	36	4.3	2,349	9.9	12,488	3.7
2018-19	4	16.0	1,916	7.7	108	18.9	45	4.6	2,320	8.4	12,764	3.7
Total 7-12												
2015-16	12	0.9	12,308	6.8	482	11.2	508	6.3	16,766	8.0	75,801	3.8
2016-17	18	1.1	12,606	6.2	492	10.3	501	6.0	17,769	7.5	71,143	3.5
2017-18	26	1.5	12,595	5.7	544	10.4	449	5.2	16,670	6.6	68,149	3.3
2018-19	44	2.1	14,217	5.6	588	10.7	520	5.4	19,196	6.7	69,145	3.4

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

[a]English learners. [b]English as a second language. [c]Includes English 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, 2020, amended to be effective February 15, 2018). The student progresses to the next grade level whenever the goals and objectives are met. Retention and promotion policies and practices for students with disabilities vary across Texas districts.

ARDs assign each elementary special education student a primary disability from 1 of 13 categories of disability (TEA, 2019). Among elementary special education students in 2018-19 for whom primary disability information was available, 91.6 percent were assigned a primary disability from 1 of 5 categories: speech impairment; learning disability; autism; other health impairment, such as attention deficit disorder; or intellectual disability (Table 12 on page 35). The same five categories accounted for 90.9 percent of retained elementary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades K-6 overall was highest for students with speech impairments (2.9%), followed by students with other health impairments (1.2%), autism (0.9%), intellectual disabilities (0.8%), and learning disabilities (0.5%) (Figure 12 on page 34).

Across elementary grades in 2018-19, retention rates for the five most common primary disabilities were highest in kindergarten or first grade (Table 12 on page 35). Rates for students with other health impairments, intellectual disabilities, and autism were highest in kindergarten (6.5%, 3.4%, and 2.6%, respectively). The rates for students with speech impairments and learning disabilities were highest in Grade 1 (5.6% and 3.1%, respectively).

Figure 12
Grade-Level Retention of Special Education Students, Grades K-6, by Primary Disability, Texas Public Schools, 2018-19

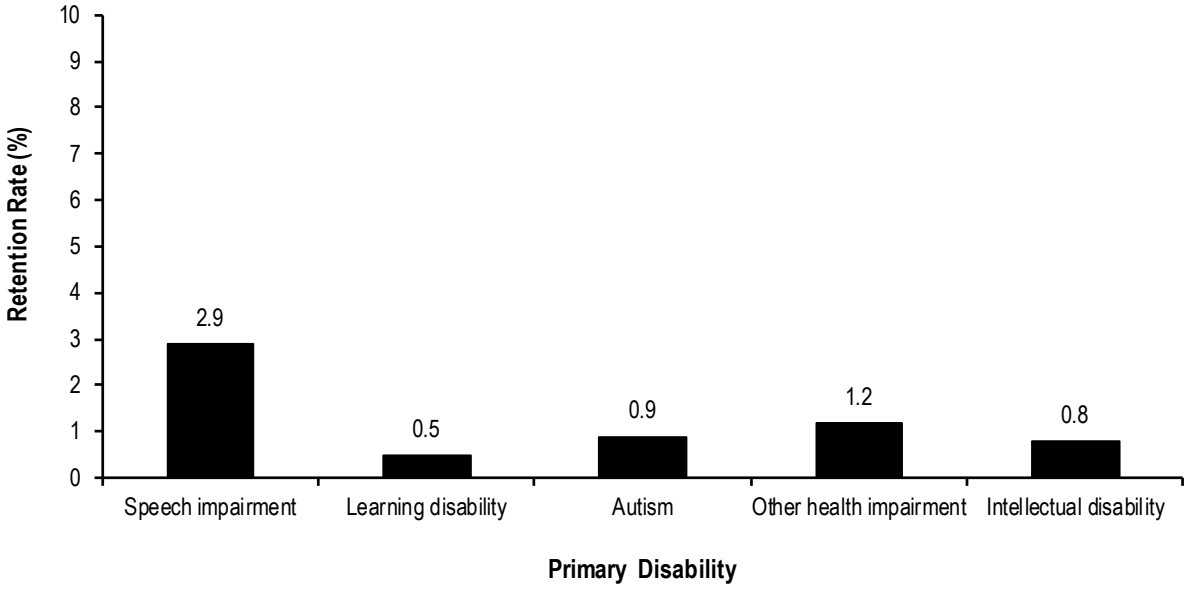

Table 12
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Speech impairment			Learning disability			Autism		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2015-16	1,374	17,994	7.6	53	512	10.4	247	4,089	6.0
2016-17	860	14,061	6.1	8	122	6.6	150	3,104	4.8
2017-18	821	14,839	5.5	8	117	6.8	143	3,658	3.9
2018-19	815	16,066	5.1	3	159	1.9	109	4,201	2.6
Grade 1									
2015-16	1,569	17,148	9.1	197	2,747	7.2	104	4,586	2.3
2016-17	1,129	16,203	7.0	27	822	3.3	75	4,058	1.8
2017-18	1,055	17,249	6.1	33	961	3.4	60	4,606	1.3
2018-19	1,036	18,488	5.6	35	1,147	3.1	85	5,554	1.5
Grade 2									
2015-16	515	13,484	3.8	217	6,530	3.3	78	4,615	1.7
2016-17	378	13,370	2.8	54	3,334	1.6	57	4,465	1.3
2017-18	349	14,327	2.4	67	3,560	1.9	56	4,685	1.2
2018-19	317	15,318	2.1	84	4,486	1.9	42	5,355	0.8
Grade 3									
2015-16	161	10,258	1.6	133	10,694	1.2	30	4,588	0.7
2016-17	117	10,276	1.1	54	6,868	0.8	12	4,461	0.3
2017-18	91	10,865	0.8	50	7,298	0.7	28	4,936	0.6
2018-19	88	11,675	0.8	41	8,559	0.5	20	5,301	0.4
Grade 4									
2015-16	55	7,077	0.8	82	14,332	0.6	34	4,590	0.7
2016-17	42	7,702	0.5	43	10,874	0.4	16	4,473	0.4
2017-18	35	7,908	0.4	45	11,101	0.4	12	4,811	0.2
2018-19	29	8,416	0.3	34	12,352	0.3	11	5,430	0.2
Grade 5									
2015-16	29	4,804	0.6	77	17,159	0.4	28	4,533	0.6
2016-17	21	5,138	0.4	58	13,971	0.4	39	4,354	0.9
2017-18	25	5,581	0.4	51	13,985	0.4	38	4,774	0.8
2018-19	14	5,882	0.2	50	14,988	0.3	35	5,241	0.7
Grade 6									
2015-16	10	2,581	0.4	116	18,317	0.6	24	4,495	0.5
2016-17	12	2,920	0.4	73	16,366	0.4	23	4,419	0.5
2017-18	11	3,094	0.4	58	16,035	0.4	18	4,587	0.4
2018-19	10	3,470	0.3	66	16,713	0.4	14	5,024	0.3
Grades K-6									
2015-16	3,713	73,346	5.1	875	70,291	1.2	545	31,496	1.7
2016-17	2,559	69,670	3.7	317	52,357	0.6	372	29,334	1.3
2017-18	2,387	73,863	3.2	312	53,057	0.6	355	32,057	1.1
2018-19	2,309	79,315	2.9	313	58,404	0.5	316	36,106	0.9

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 dot (.) indicates there were no students in the group, and a rate could not be calculated.

continues

Table 12 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Other health impairment			Intellectual disability			Emotional disturbance		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2015-16	224	2,471	9.1	137	1,957	7.0	28	554	5.1
2016-17	121	1,556	7.8	37	1,008	3.7	4	204	2.0
2017-18	123	1,672	7.4	31	937	3.3	9	202	4.5
2018-19	118	1,807	6.5	35	1,038	3.4	8	257	3.1
Grade 1									
2015-16	259	3,897	6.6	79	2,898	2.7	53	1,124	4.7
2016-17	122	2,603	4.7	47	2,055	2.3	18	644	2.8
2017-18	91	2,680	3.4	32	2,090	1.5	20	750	2.7
2018-19	91	2,992	3.0	30	2,079	1.4	17	840	2.0
Grade 2									
2015-16	164	4,840	3.4	66	3,586	1.8	45	1,576	2.9
2016-17	81	3,814	2.1	35	2,948	1.2	19	1,131	1.7
2017-18	83	3,956	2.1	36	2,947	1.2	19	1,262	1.5
2018-19	85	4,344	2.0	36	3,042	1.2	17	1,418	1.2
Grade 3									
2015-16	71	5,749	1.2	29	4,048	0.7	22	2,084	1.1
2016-17	46	4,676	1.0	20	3,524	0.6	10	1,530	0.7
2017-18	41	5,088	0.8	14	3,776	0.4	14	1,704	0.8
2018-19	34	5,487	0.6	15	3,956	0.4	15	1,952	0.8
Grade 4									
2015-16	59	6,287	0.9	25	4,283	0.6	21	2,398	0.9
2016-17	31	5,621	0.6	9	3,935	0.2	8	1,925	0.4
2017-18	32	5,885	0.5	22	4,224	0.5	7	2,065	0.3
2018-19	27	6,557	0.4	14	4,689	0.3	13	2,434	0.5
Grade 5									
2015-16	57	6,728	0.8	43	4,221	1.0	24	2,699	0.9
2016-17	44	5,976	0.7	28	4,161	0.7	10	2,205	0.5
2017-18	40	6,494	0.6	30	4,513	0.7	18	2,453	0.7
2018-19	38	7,017	0.5	34	4,885	0.7	14	2,616	0.5
Grade 6									
2015-16	53	6,332	0.8	22	4,212	0.5	38	2,862	1.3
2016-17	40	6,309	0.6	24	4,034	0.6	22	2,399	0.9
2017-18	39	6,510	0.6	22	4,517	0.5	20	2,570	0.8
2018-19	32	7,145	0.4	21	4,952	0.4	21	2,922	0.7
Grades K-6									
2015-16	887	36,304	2.4	401	25,205	1.6	231	13,297	1.7
2016-17	485	30,555	1.6	200	21,665	0.9	91	10,038	0.9
2017-18	449	32,285	1.4	187	23,004	0.8	107	11,006	1.0
2018-19	425	35,349	1.2	185	24,641	0.8	105	12,439	0.8

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 dot (.) indicates there were no students in the group, and a rate could not be calculated.

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Table 12 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Auditory impairment			Noncategorical early childhood			Visual impairment		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2015-16	50	407	12.3	54	418	12.9	15	205	7.3
2016-17	39	376	10.4	166	1,561	10.6	19	189	10.1
2017-18	19	332	5.7	158	1,778	8.9	13	177	7.3
2018-19	19	345	5.5	152	1,995	7.6	13	179	7.3
Grade 1									
2015-16	20	451	4.4	0	8	0.0	16	285	5.6
2016-17	13	380	3.4	0	0	.	8	200	4.0
2017-18	26	413	6.3	0	0	.	10	214	4.7
2018-19	9	407	2.2	1	1	100	6	209	2.9
Grade 2									
2015-16	14	446	3.1	0	0	.	11	281	3.9
2016-17	14	433	3.2	0	0	.	6	270	2.2
2017-18	14	424	3.3	0	0	.	6	220	2.7
2018-19	4	460	0.9	0	0	.	4	218	1.8
Grade 3									
2015-16	9	507	1.8	0	0	.	3	274	1.1
2016-17	5	431	1.2	0	0	.	1	248	0.4
2017-18	2	442	0.5	0	0	.	0	275	0.0
2018-19	2	441	0.5	0	0	.	0	219	0.0
Grade 4									
2015-16	3	523	0.6	0	0	.	2	264	0.8
2016-17	0	475	0.0	0	0	.	1	260	0.4
2017-18	5	445	1.1	0	0	.	0	254	0.0
2018-19	3	477	0.6	0	0	.	0	291	0.0
Grade 5									
2015-16	3	506	0.6	0	1	0.0	6	255	2.4
2016-17	0	502	0.0	0	0	.	2	253	0.8
2017-18	4	480	0.8	0	0	.	1	263	0.4
2018-19	1	476	0.2	0	0	.	1	258	0.4
Grade 6									
2015-16	0	488	0.0	0	1	0.0	2	269	0.7
2016-17	1	463	0.2	0	0	.	0	235	0.0
2017-18	3	519	0.6	0	0	.	0	246	0.0
2018-19	1	489	0.2	0	0	.	1	267	0.4
Grades K-6									
2015-16	99	3,328	3.0	54	428	12.6	55	1,833	3.0
2016-17	72	3,060	2.4	166	1,561	10.6	37	1,655	2.2
2017-18	73	3,055	2.4	158	1,778	8.9	30	1,649	1.8
2018-19	39	3,095	1.3	153	1,996	7.7	25	1,641	1.5

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 dot (.) indicates there were no students in the group, and a rate could not be calculated.

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Table 12 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Orthopedic impairment			Traumatic brain injury			Deaf-blind		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2015-16	20	250	8.0	7	55	12.7	1	15	6.7
2016-17	8	202	4.0	2	44	4.5	0	7	0.0
2017-18	18	184	9.8	2	36	5.6	1	14	7.1
2018-19	10	203	4.9	2	39	5.1	1	13	7.7
Grade 1									
2015-16	12	282	4.3	2	64	3.1	2	22	9.1
2016-17	12	235	5.1	1	52	1.9	0	17	0.0
2017-18	6	224	2.7	2	69	2.9	0	9	0.0
2018-19	2	219	0.9	2	50	4.0	1	19	5.3
Grade 2									
2015-16	6	260	2.3	2	75	2.7	1	16	6.3
2016-17	4	256	1.6	1	54	1.9	0	21	0.0
2017-18	3	232	1.3	0	71	0.0	1	15	6.7
2018-19	3	232	1.3	1	75	1.3	0	12	0.0
Grade 3									
2015-16	1	288	0.3	1	71	1.4	0	18	0.0
2016-17	2	230	0.9	0	71	0.0	0	15	0.0
2017-18	4	252	1.6	2	67	3.0	0	28	0.0
2018-19	1	234	0.4	0	88	0.0	0	16	0.0
Grade 4									
2015-16	2	232	0.9	1	97	1.0	0	13	0.0
2016-17	1	264	0.4	0	62	0.0	0	17	0.0
2017-18	1	218	0.5	0	81	0.0	1	20	5.0
2018-19	3	244	1.2	1	70	1.4	0	28	0.0
Grade 5									
2015-16	6	254	2.4	3	95	3.2	0	13	0.0
2016-17	4	219	1.8	0	93	0.0	0	13	0.0
2017-18	3	274	1.1	1	64	1.6	3	17	17.6
2018-19	1	227	0.4	1	90	1.1	2	25	8.0
Grade 6									
2015-16	1	236	0.4	1	97	1.0	0	13	0.0
2016-17	3	223	1.3	2	83	2.4	0	12	0.0
2017-18	1	216	0.5	0	100	0.0	0	15	0.0
2018-19	1	248	0.4	0	71	0.0	0	16	0.0
Grades K-6									
2015-16	48	1,802	2.7	17	554	3.1	4	110	3.6
2016-17	34	1,629	2.1	6	459	1.3	0	102	0.0
2017-18	36	1,600	2.3	7	488	1.4	6	118	5.1
2018-19	21	1,607	1.3	7	483	1.4	4	129	3.1

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 dot (.) indicates there were no students in the group, and a rate could not be calculated.

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Table 12 (continued)
Grade-Level Retention of Special Education Students, Grades K-6, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Developmental delay			All special education		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2015-16	0	6	0.0	2,290	29,829	7.7
2016-17	0	0	.	2,184	31,621	6.9
2017-18	0	0	.	2,121	34,126	6.2
2018-19	0	0	.	2,148	38,915	5.5
Grade 1						
2015-16	0	3	0.0	2,357	34,534	6.8
2016-17	0	0	.	2,224	35,594	6.2
2017-18	0	0	.	2,094	38,392	5.5
2018-19	0	0	.	2,150	44,184	4.9
Grade 2						
2015-16	0	1	0.0	1,142	36,903	3.1
2016-17	0	0	.	987	38,645	2.6
2017-18	0	0	.	944	41,152	2.3
2018-19	0	0	.	963	47,510	2.0
Grade 3						
2015-16	0	3	0.0	475	39,737	1.2
2016-17	0	0	.	425	40,777	1.0
2017-18	0	0	.	400	44,335	0.9
2018-19	0	0	.	376	50,030	0.8
Grade 4						
2015-16	0	2	0.0	291	40,981	0.7
2016-17	0	0	.	219	42,795	0.5
2017-18	0	0	.	221	45,005	0.5
2018-19	0	0	.	209	51,130	0.4
Grade 5						
2015-16	0	0	.	286	42,260	0.7
2016-17	0	0	.	262	43,084	0.6
2017-18	0	0	.	273	45,822	0.6
2018-19	0	0	.	244	50,656	0.5
Grade 6						
2015-16	0	0	.	275	40,592	0.7
2016-17	0	0	.	253	41,386	0.6
2017-18	0	0	.	222	42,769	0.5
2018-19	0	0	.	225	46,595	0.5
Grades K-6						
2015-16	0	15	0.0	7,116	264,836	2.7
2016-17	0	0	.	6,554	273,902	2.4
2017-18	0	0	.	6,275	291,601	2.2
2018-19	0	0	.	6,315	329,020	1.9

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 dot (.) indicates there were no students in the group, and a rate could not be calculated.

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

Secondary special education students were assigned 1 of 11 primary disabilities. In 2018-19, among students for whom primary disability information was available, 94.7 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). 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 (15.1%), followed by students with autism (10.4%), emotional disturbance (9.5%), other health impairments (7.0%), and learning disabilities (4.8%) (Figure 13).

Across secondary grades in 2018-19, retention rates for students with emotional disturbance and learning disabilities were highest in Grade 9 (21.8% and 11.9%, respectively) (Table 13). Rates for students with intellectual disabilities, autism, and other health impairments were highest in Grade 12 (54.4%, 46.2%, and 16.9%, respectively).

Figure 13
Grade-Level Retention of Special Education Students, Grades 7-12, by Primary Disability, Texas Public Schools, 2018-19

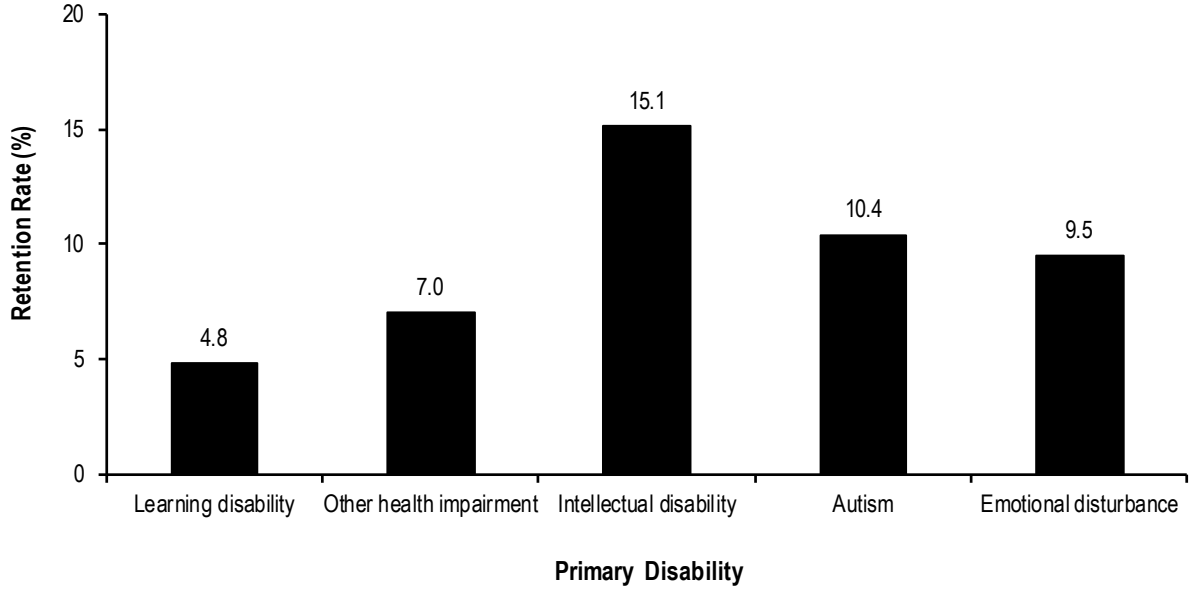

Table 13
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Learning disability			Other health impairment			Intellectual disability		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2015-16	149	18,628	0.8	67	6,086	1.1	21	4,053	0.5
2016-17	85	17,160	0.5	43	5,890	0.7	17	3,980	0.4
2017-18	78	16,729	0.5	45	6,487	0.7	11	4,240	0.3
2018-19	67	16,731	0.4	40	6,806	0.6	19	4,793	0.4
Grade 8									
2015-16	87	18,164	0.5	67	5,455	1.2	66	3,932	1.7
2016-17	76	17,092	0.4	49	5,536	0.9	48	3,842	1.2
2017-18	64	17,032	0.4	46	5,890	0.8	36	4,123	0.9
2018-19	65	16,910	0.4	40	6,559	0.6	40	4,369	0.9
Grade 9									
2015-16	3,016	19,315	15.6	914	5,531	16.5	321	4,003	8.0
2016-17	2,231	17,730	12.6	734	5,301	13.8	226	3,866	5.8
2017-18	2,140	17,848	12.0	728	5,856	12.4	236	4,050	5.8
2018-19	2,112	17,758	11.9	800	6,267	12.8	259	4,367	5.9
Grade 10									
2015-16	1,604	16,075	10.0	445	4,387	10.1	165	3,232	5.1
2016-17	1,267	15,115	8.4	418	4,311	9.7	137	3,509	3.9
2017-18	1,231	15,260	8.1	371	4,573	8.1	183	3,731	4.9
2018-19	1,249	15,656	8.0	461	5,238	8.8	168	3,961	4.2
Grade 11									
2015-16	909	13,059	7.0	238	3,395	7.0	115	3,017	3.8
2016-17	705	12,680	5.6	197	3,521	5.6	98	2,897	3.4
2017-18	753	12,972	5.8	251	3,706	6.8	118	3,396	3.5
2018-19	677	12,998	5.2	257	4,015	6.4	91	3,550	2.6
Grade 12									
2015-16	460	14,383	3.2	666	4,151	16.0	3,074	5,553	55.4
2016-17	396	12,982	3.1	635	3,847	16.5	3,212	5,728	56.1
2017-18	388	13,440	2.9	684	4,242	16.1	3,349	5,976	56.0
2018-19	327	13,758	2.4	748	4,436	16.9	3,592	6,598	54.4
Grades 7-12									
2015-16	6,225	99,624	6.2	2,397	29,005	8.3	3,762	23,790	15.8
2016-17	4,760	92,759	5.1	2,076	28,406	7.3	3,738	23,822	15.7
2017-18	4,654	93,281	5.0	2,125	30,754	6.9	3,933	25,516	15.4
2018-19	4,497	93,811	4.8	2,346	33,321	7.0	4,169	27,638	15.1

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.

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Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Autism			Emotional disturbance			Speech impairment		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2015-16	19	4,241	0.4	45	2,958	1.5	10	1,524	0.7
2016-17	14	4,351	0.3	28	2,520	1.1	7	1,641	0.4
2017-18	12	4,612	0.3	30	2,598	1.2	9	1,766	0.5
2018-19	13	4,788	0.3	33	2,831	1.2	5	2,030	0.2
Grade 8									
2015-16	52	3,770	1.4	30	2,871	1.0	5	889	0.6
2016-17	39	4,072	1.0	23	2,504	0.9	6	939	0.6
2017-18	34	4,488	0.8	30	2,571	1.2	7	1,051	0.7
2018-19	31	4,732	0.7	16	2,765	0.6	5	1,120	0.4
Grade 9									
2015-16	166	3,643	4.6	931	3,445	27.0	31	507	6.1
2016-17	101	3,709	2.7	546	2,675	20.4	34	504	6.7
2017-18	117	4,179	2.8	584	2,843	20.5	27	518	5.2
2018-19	150	4,667	3.2	663	3,035	21.8	25	584	4.3
Grade 10									
2015-16	89	3,038	2.9	447	2,491	17.9	8	239	3.3
2016-17	75	3,366	2.2	286	2,035	14.1	11	311	3.5
2017-18	98	3,675	2.7	289	2,147	13.5	16	303	5.3
2018-19	100	4,142	2.4	355	2,355	15.1	19	334	5.7
Grade 11									
2015-16	64	2,609	2.5	242	1,770	13.7	5	183	2.7
2016-17	57	2,828	2.0	159	1,548	10.3	5	177	2.8
2017-18	65	3,257	2.0	178	1,600	11.1	4	205	2.0
2018-19	67	3,560	1.9	175	1,730	10.1	4	216	1.9
Grade 12									
2015-16	1,755	3,772	46.5	205	1,954	10.5	6	116	5.2
2016-17	2,022	4,270	47.4	199	1,741	11.4	6	145	4.1
2017-18	2,203	4,769	46.2	167	1,823	9.2	3	134	2.2
2018-19	2,468	5,344	46.2	142	1,919	7.4	5	166	3.0
Grades 7-12									
2015-16	2,145	21,073	10.2	1,900	15,489	12.3	65	3,458	1.9
2016-17	2,308	22,596	10.2	1,241	13,023	9.5	69	3,717	1.9
2017-18	2,529	24,980	10.1	1,278	13,582	9.4	66	3,977	1.7
2018-19	2,829	27,233	10.4	1,384	14,635	9.5	63	4,450	1.4

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.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Auditory impairment			Visual impairment			Orthopedic impairment		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2015-16	1	482	0.2	2	276	0.7	4	246	1.6
2016-17	2	467	0.4	0	254	0.0	2	225	0.9
2017-18	1	460	0.2	1	233	0.4	2	217	0.9
2018-19	2	521	0.4	2	250	0.8	0	221	0.0
Grade 8									
2015-16	2	500	0.4	4	270	1.5	5	233	2.1
2016-17	3	445	0.7	4	258	1.6	3	231	1.3
2017-18	4	460	0.9	3	249	1.2	5	216	2.3
2018-19	1	444	0.2	3	246	1.2	2	223	0.9
Grade 9									
2015-16	39	461	8.5	20	248	8.1	23	297	7.7
2016-17	26	488	5.3	14	262	5.3	13	221	5.9
2017-18	26	450	5.8	15	255	5.9	7	234	3.0
2018-19	29	486	6.0	9	257	3.5	14	205	6.8
Grade 10									
2015-16	18	441	4.1	17	250	6.8	10	270	3.7
2016-17	16	396	4.0	10	224	4.5	22	264	8.3
2017-18	13	433	3.0	5	257	1.9	10	216	4.6
2018-19	14	411	3.4	13	243	5.3	9	230	3.9
Grade 11									
2015-16	15	408	3.7	5	210	2.4	13	249	5.2
2016-17	9	387	2.3	9	215	4.2	4	251	1.6
2017-18	18	382	4.7	7	203	3.4	5	245	2.0
2018-19	10	387	2.6	4	244	1.6	6	200	3.0
Grade 12									
2015-16	42	429	9.8	87	284	30.6	175	420	41.7
2016-17	37	447	8.3	85	296	28.7	183	407	45.0
2017-18	49	411	11.9	84	292	28.8	193	423	45.6
2018-19	43	422	10.2	90	282	31.9	176	427	41.2
Grades 7-12									
2015-16	117	2,721	4.3	135	1,538	8.8	230	1,715	13.4
2016-17	93	2,630	3.5	122	1,509	8.1	227	1,599	14.2
2017-18	111	2,596	4.3	115	1,489	7.7	222	1,551	14.3
2018-19	99	2,671	3.7	121	1,522	8.0	207	1,506	13.7

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.

continues

Table 13 (continued)
Grade-Level Retention of Special Education Students, Grades 7-12, by Grade and Primary Disability, Texas Public Schools, 2015-16 Through 2018-19

	Traumatic brain injury			Deaf-blind			All special education		
Year	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2015-16	1	101	1.0	0	19	0.0	323	39,201	0.8
2016-17	0	94	0.0	0	13	0.0	260	40,207	0.6
2017-18	0	83	0.0	0	10	0.0	254	41,242	0.6
2018-19	0	107	0.0	0	19	0.0	245	43,656	0.6
Grade 8									
2015-16	3	121	2.5	1	21	4.8	331	36,756	0.9
2016-17	1	99	1.0	1	17	5.9	318	38,444	0.8
2017-18	0	93	0.0	0	16	0.0	288	39,848	0.7
2018-19	1	84	1.2	0	11	0.0	267	41,757	0.6
Grade 9									
2015-16	17	138	12.3	0	10	0.0	5,518	37,938	14.5
2016-17	8	112	7.1	0	23	0.0	5,240	38,923	13.5
2017-18	12	105	11.4	0	19	0.0	5,134	40,512	12.7
2018-19	12	112	10.7	1	18	5.6	5,586	42,636	13.1
Grade 10									
2015-16	8	118	6.8	1	12	8.3	2,833	30,822	9.2
2016-17	4	120	3.3	0	12	0.0	2,887	32,266	8.9
2017-18	6	110	5.5	0	22	0.0	2,904	33,473	8.7
2018-19	7	107	6.5	0	20	0.0	3,090	35,718	8.7
Grade 11									
2015-16	5	101	5.0	0	14	0.0	1,621	25,294	6.4
2016-17	4	96	4.2	0	12	0.0	1,556	26,230	5.9
2017-18	2	113	1.8	0	8	0.0	1,738	27,868	6.2
2018-19	5	103	4.9	2	27	7.4	1,676	28,972	5.8
Grade 12									
2015-16	58	196	29.6	14	21	66.7	6,714	31,859	21.1
2016-17	59	153	38.6	21	27	77.8	7,123	31,541	22.6
2017-18	58	171	33.9	23	37	62.2	7,437	33,174	22.4
2018-19	62	177	35.0	21	32	65.6	7,959	35,224	22.6
Grades 7-12									
2015-16	92	775	11.9	16	97	16.5	17,340	201,870	8.6
2016-17	76	674	11.3	22	104	21.2	17,384	207,611	8.4
2017-18	78	675	11.6	23	112	20.5	17,755	216,117	8.2
2018-19	87	690	12.6	24	127	18.9	18,823	227,963	8.3

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.

Grade-Level Retention by Student Characteristic

Elementary Grades

Public Education Information Management System (PEIMS) data on student characteristics were submitted by districts through the Texas Student Data System (TEA, 2019). 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. A student with dyslexia is identified as having dyslexia or a related disorder under TEC §38.003. A student identified as in foster care is currently under conservatorship of the Department of Family and Protective Services. A student identified as homeless lacks a fixed, regular, and adequate nighttime residence. In 2017-18, the number of homeless students increased substantially, as many students identified as homeless were affected by hurricanes. Immigrant status applies to individuals, ages 3 through 21, who were not born in the United States and who have not attended more than three years of school in the United States. Migrant status applies to students between the ages of 3 and 21 who have changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. A student identified as military-connected is a dependent of a member of the U.S. military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; the Texas National Guard; or a reserve force in the U.S. military. 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 2018-19, retention rates for at-risk, foster care, homeless, immigrant, and migrant students were higher than the state average, whereas the rates for dyslexia, military-connected, and overage students were lower (Figure 14 on page 46 and Table 14 on page 47). Across elementary grades, rates for at-risk, dyslexia, foster care, homeless, immigrant, migrant, and military-connected students were highest in Grade 1 and the rate for overage students was highest in Grade 2. For at-risk students, the rates were lowest in Grades 4, 5, and 6. The rates for students with dyslexia and overage students were lowest in kindergarten. For students in foster care and military-connected students, rates were lowest in Grades 4 and 6. The rate for homeless students was lowest in Grade 5, and the rate for immigrant students was lowest in Grade 6. For migrant students, the rates were lowest in Grades 4 and 5.

Figure 14
Grade-Level Retention, Grades K-6, by Grade and At-Risk Status, Texas Public Schools, 2018-19

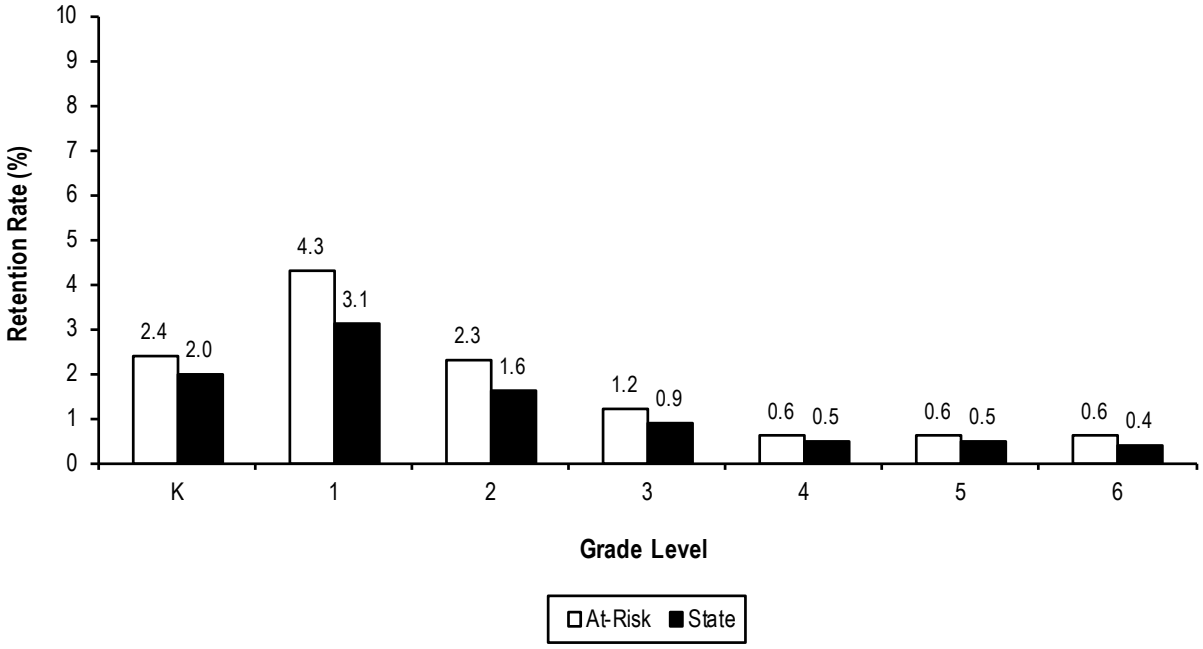

Table 14
Grade-Level Retention, Grades K-6, by Grade and Student Characteristic, Texas Public Schools, 2015-16 Through 2018-19

	At-Risk		Dyslexia		Foster care		Homeless		Immigrant	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
2015-16	4,540	2.7	n/a[a]	n/a	n/a	n/a	n/a	n/a	95	1.3
2016-17	4,604	2.7	n/a	n/a	89	5.8	298	4.3	117	1.4
2017-18	4,453	2.5	3	6.4	105	6.2	520	3.4	120	1.3
2018-19	4,191	2.4	0	0.0	86	5.1	376	5.1	104	1.1
Grade 1										
2015-16	11,588	5.7	n/a	n/a	n/a	n/a	n/a	n/a	293	3.5
2016-17	10,264	5.2	n/a	n/a	114	7.4	595	8.2	331	3.4
2017-18	9,121	4.6	33	2.8	97	6.0	988	6.2	328	3.1
2018-19	8,245	4.3	51	2.6	91	5.8	516	7.0	282	2.5
Grade 2										
2015-16	7,115	3.5	n/a	n/a	n/a	n/a	n/a	n/a	193	2.7
2016-17	6,107	3.0	n/a	n/a	56	3.9	318	4.6	198	2.4
2017-18	5,049	2.6	167	2.4	57	3.7	581	3.6	198	2.2
2018-19	4,392	2.3	175	1.9	41	2.8	309	4.4	169	1.8
Grade 3										
2015-16	4,081	2.1	n/a	n/a	n/a	n/a	n/a	n/a	103	1.8
2016-17	3,356	1.8	n/a	n/a	22	1.9	215	3.1	112	1.7
2017-18	2,571	1.4	129	0.9	27	1.9	349	2.1	122	1.8
2018-19	2,301	1.2	147	0.9	25	1.7	170	2.5	92	1.3
Grade 4										
2015-16	2,020	1.1	n/a	n/a	n/a	n/a	n/a	n/a	89	1.7
2016-17	1,732	0.9	n/a	n/a	16	1.4	97	1.5	72	1.2
2017-18	1,408	0.7	87	0.5	9	0.7	191	1.2	65	1.1
2018-19	1,126	0.6	84	0.4	13	1.0	112	1.6	61	1.0
Grade 5										
2015-16	1,202	0.6	n/a	n/a	n/a	n/a	n/a	n/a	56	1.1
2016-17	1,777	0.9	n/a	n/a	16	1.5	109	1.8	90	1.6
2017-18	1,366	0.7	100	0.5	20	1.7	114	0.7	67	1.2
2018-19	1,228	0.6	96	0.4	15	1.2	89	1.3	53	0.9
Grade 6										
2015-16	1,518	0.8	n/a	n/a	n/a	n/a	n/a	n/a	23	0.5
2016-17	1,430	0.8	n/a	n/a	7	0.8	122	2.0	33	0.6
2017-18	1,148	0.6	81	0.4	12	1.1	161	1.1	22	0.4
2018-19	1,123	0.6	72	0.3	11	1.0	110	1.6	24	0.4
Total K-6										
2015-16	32,064	2.4	n/a	n/a	n/a	n/a	n/a	n/a	852	2.0
2016-17	29,270	2.2	n/a	n/a	320	3.6	1,754	3.8	953	1.9
2017-18	25,116	1.9	600	0.8	327	3.3	2,904	2.6	922	1.7
2018-19	22,606	1.7	625	0.7	282	2.9	1,682	3.4	785	1.4

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

[a]Not available.

continues

Table 14 (continued)
Grade-Level Retention, Grades K-6, by Grade and Student Characteristic, Texas Public Schools, 2015-16 Through 2018-19

	Migrant		Military-connected		Overage		State	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten								
2015-16	47	3.1	n/a[a]	n/a	36	0.2	8,609	2.3
2016-17	51	4.0	86	1.4	42	0.3	8,230	2.2
2017-18	42	3.8	95	1.5	27	0.2	7,752	2.1
2018-19	35	3.2	73	1.2	35	0.2	7,408	2.0
Grade 1								
2015-16	140	7.1	n/a	n/a	283	0.8	16,329	4.1
2016-17	122	8.8	174	2.8	230	0.7	14,405	3.7
2017-18	85	6.3	154	2.5	232	0.8	12,852	3.4
2018-19	91	7.8	145	2.3	190	0.6	11,807	3.1
Grade 2								
2015-16	97	4.9	n/a	n/a	437	0.9	9,837	2.4
2016-17	79	5.0	75	1.2	334	0.7	8,552	2.1
2017-18	47	3.5	78	1.2	288	0.7	7,270	1.9
2018-19	65	5.1	55	0.9	268	0.7	6,295	1.6
Grade 3								
2015-16	51	2.6	n/a	n/a	421	0.8	6,153	1.5
2016-17	29	1.9	45	0.7	366	0.7	5,289	1.3
2017-18	28	1.9	33	0.5	286	0.6	4,183	1.0
2018-19	13	1.0	40	0.6	254	0.5	3,566	0.9
Grade 4								
2015-16	27	1.4	n/a	n/a	354	0.6	2,986	0.8
2016-17	17	1.1	30	0.5	261	0.5	2,561	0.6
2017-18	10	0.7	25	0.4	234	0.4	2,114	0.5
2018-19	8	0.6	13	0.2	209	0.4	1,842	0.5
Grade 5								
2015-16	17	0.8	n/a	n/a	256	0.4	1,784	0.5
2016-17	15	0.9	32	0.5	328	0.5	2,572	0.7
2017-18	9	0.6	25	0.4	271	0.5	1,970	0.5
2018-19	9	0.6	18	0.3	222	0.4	1,855	0.5
Grade 6								
2015-16	13	0.6	n/a	n/a	688	1.0	2,186	0.6
2016-17	15	0.9	18	0.3	659	1.0	2,082	0.5
2017-18	10	0.6	9	0.2	520	0.8	1,739	0.4
2018-19	15	1.1	11	0.2	458	0.7	1,747	0.4
Total K-6								
2015-16	392	2.9	n/a	n/a	2,475	0.7	47,884	1.7
2016-17	328	3.1	460	1.1	2,220	0.7	43,691	1.6
2017-18	231	2.3	419	1.0	1,858	0.6	37,880	1.4
2018-19	236	2.6	355	0.8	1,636	0.5	34,520	1.3

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

[a]Not available.

Grade-Level Retention by Student Characteristic

Secondary Grades

In Grades 7-12 overall in 2018-19, retention rates for at-risk, foster care, homeless, immigrant, migrant, and overage students were higher than the state average, whereas the rates for students with dyslexia and military-connected students were lower (Figure 15 on this page and Table 15 on page 50). Across secondary grades, rates for at-risk, dyslexia, foster care, homeless, migrant, military-connected, and overage students were highest in Grade 9 and lowest in Grades 7 and 8. The rates for immigrant students were highest in Grade 12 and lowest in Grades 7 and 8.

Figure 15
Grade-Level Retention, Grades 7-12, by Grade and Overage Status, Texas Public Schools, 2018-19

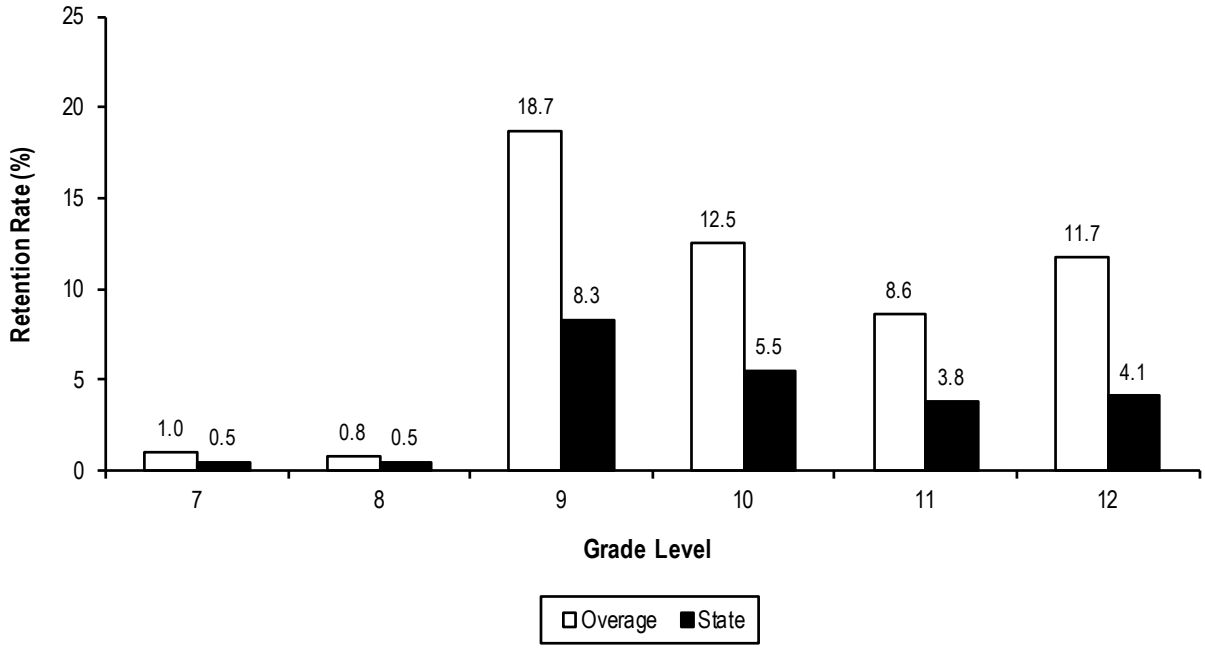

Table 15
Grade-Level Retention, Grades 7-12, by Grade and Student Characteristic, Texas Public Schools, 2015-16 Through 2018-19

	At-Risk		Dyslexia		Foster care		Homeless		Immigrant	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2015-16	1,944	1.1	n/a[a]	n/a	n/a	n/a	n/a	n/a	29	0.6
2016-17	1,775	0.9	n/a	n/a	10	1.0	130	2.3	45	0.8
2017-18	1,547	0.8	107	0.6	13	1.3	177	1.3	39	0.7
2018-19	1,331	0.7	93	0.5	12	1.1	106	1.7	36	0.7
Grade 8										
2015-16	1,332	0.7	n/a	n/a	n/a	n/a	n/a	n/a	37	0.7
2016-17	1,546	0.8	n/a	n/a	27	2.7	124	2.3	64	1.2
2017-18	1,220	0.6	52	0.3	18	1.7	135	1.0	43	0.8
2018-19	1,185	0.6	66	0.4	13	1.2	97	1.6	64	1.2
Grade 9										
2015-16	25,687	12.8	n/a	n/a	n/a	n/a	n/a	n/a	772	10.3
2016-17	23,560	11.8	n/a	n/a	246	21.6	1,467	23.6	850	10.2
2017-18	22,155	11.0	1,181	8.3	243	19.3	1,945	14.1	581	7.9
2018-19	23,650	11.6	1,375	8.2	290	21.6	1,497	22.4	580	8.5
Grade 10										
2015-16	15,979	9.5	n/a	n/a	n/a	n/a	n/a	n/a	472	8.0
2016-17	15,275	8.8	n/a	n/a	140	17.6	697	14.8	467	7.2
2017-18	14,856	8.4	692	5.8	132	14.0	1,073	9.1	468	6.9
2018-19	15,124	8.8	730	5.3	156	15.9	738	14.8	349	6.0
Grade 11										
2015-16	10,099	7.4	n/a	n/a	n/a	n/a	n/a	n/a	244	5.6
2016-17	9,749	6.7	n/a	n/a	62	12.1	505	12.4	278	5.7
2017-18	10,084	6.5	424	4.1	71	12.2	763	7.0	260	5.3
2018-19	9,677	6.6	416	3.7	69	11.5	532	11.6	270	5.4
Grade 12										
2015-16	10,116	7.2	n/a	n/a	n/a	n/a	n/a	n/a	537	15.8
2016-17	9,713	6.9	n/a	n/a	90	19.3	484	7.2	537	13.5
2017-18	9,996	6.5	231	2.3	65	13.1	1,172	7.9	465	11.4
2018-19	9,818	6.3	221	2.0	72	14.4	959	10.7	460	10.8
Total 7-12										
2015-16	65,157	6.5	n/a	n/a	n/a	n/a	n/a	n/a	2,091	6.7
2016-17	61,618	5.9	n/a	n/a	575	11.8	3,407	10.4	2,241	6.4
2017-18	59,858	5.6	2,687	3.3	542	10.1	5,265	6.7	1,856	5.4
2018-19	60,785	5.7	2,901	3.2	612	10.8	3,929	10.5	1,759	5.4

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

[a]Not available.

continues

Table 15 (continued)
Grade-Level Retention, Grades 7-12, by Grade and Student Characteristic, Texas Public Schools, 2015-16 Through 2018-19

	Migrant		Military-connected		Overage		State	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
2015-16	42	1.9	n/a[a]	n/a	1,103	1.6	2,784	0.7
2016-17	36	2.0	19	0.3	946	1.4	2,598	0.7
2017-18	36	2.1	20	0.4	794	1.2	2,240	0.6
2018-19	23	1.5	22	0.4	648	1.0	1,988	0.5
Grade 8								
2015-16	35	1.6	n/a	n/a	809	1.1	2,111	0.6
2016-17	30	1.6	36	0.6	787	1.1	2,355	0.6
2017-18	21	1.2	21	0.4	615	0.9	1,846	0.5
2018-19	24	1.5	23	0.4	544	0.8	1,867	0.5
Grade 9								
2015-16	475	18.3	n/a	n/a	19,456	19.2	37,091	9.0
2016-17	354	16.7	293	5.3	18,590	18.9	35,150	8.5
2017-18	288	14.5	255	4.5	16,230	17.5	31,968	7.7
2018-19	303	16.8	274	4.8	17,034	18.7	34,874	8.3
Grade 10								
2015-16	289	13.2	n/a	n/a	10,635	12.9	21,851	5.9
2016-17	178	9.6	203	4.0	10,144	12.1	20,899	5.5
2017-18	155	8.8	173	3.5	9,603	12.0	20,411	5.4
2018-19	164	10.0	181	3.3	9,651	12.5	21,222	5.5
Grade 11								
2015-16	133	7.1	n/a	n/a	5,809	9.3	13,755	4.2
2016-17	82	5.2	139	2.8	5,478	8.7	13,351	3.9
2017-18	120	7.4	137	2.9	5,395	8.5	13,517	3.9
2018-19	98	6.6	125	2.6	5,128	8.6	13,306	3.8
Grade 12								
2015-16	105	4.8	n/a	n/a	8,620	12.3	14,975	4.5
2016-17	83	4.5	152	3.1	8,506	12.0	14,559	4.2
2017-18	85	4.6	137	2.8	8,416	11.6	14,837	4.1
2018-19	65	3.6	140	2.8	8,637	11.7	15,084	4.1
Total 7-12								
2015-16	1,079	8.1	n/a	n/a	46,432	10.1	92,567	4.2
2016-17	763	6.9	842	2.7	44,451	9.8	88,912	3.9
2017-18	705	6.6	743	2.4	41,053	9.2	84,819	3.7
2018-19	677	6.9	765	2.3	41,642	9.6	88,341	3.8

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

[a]Not available.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, Section 504, 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, 2020, adopted to be effective September 1, 1996). Students with disabilities who do not meet criteria to receive special education services under the Individuals with Disabilities Education Act may qualify to receive educational accommodations or services under Section 504 of the Rehabilitation Act of 1973, as amended (Title 29 of the United States Code §794, 2020; Title 34 of the Code of Federal Regulations, Part 104, 2020). 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, 2019). A coherent sequence of study in career and technical education (CTE) programs is offered only in Grades 9-12.

In every elementary grade in 2018-19, the retention rate for students participating in gifted and talented programs was lower than the state average, and the rates for students receiving Section 504 services and students receiving Title I services were the same as or higher than the state average (Figure 16 on facing page and Table 16 on page 54). Across grades, the rates for Section 504 and Title I students were highest in Grade 1 (6.1% and 3.6%, respectively). Rates for students receiving Section 504 services were lowest in Grades 5 and 6 (0.6% each), and rates for students receiving Title I services were lowest in Grades 4, 5, and 6 (0.5% each).

Figure 16
Grade-Level Retention, Grades K-6, by Grade and Title I Program Participation, Texas Public Schools, 2018-19

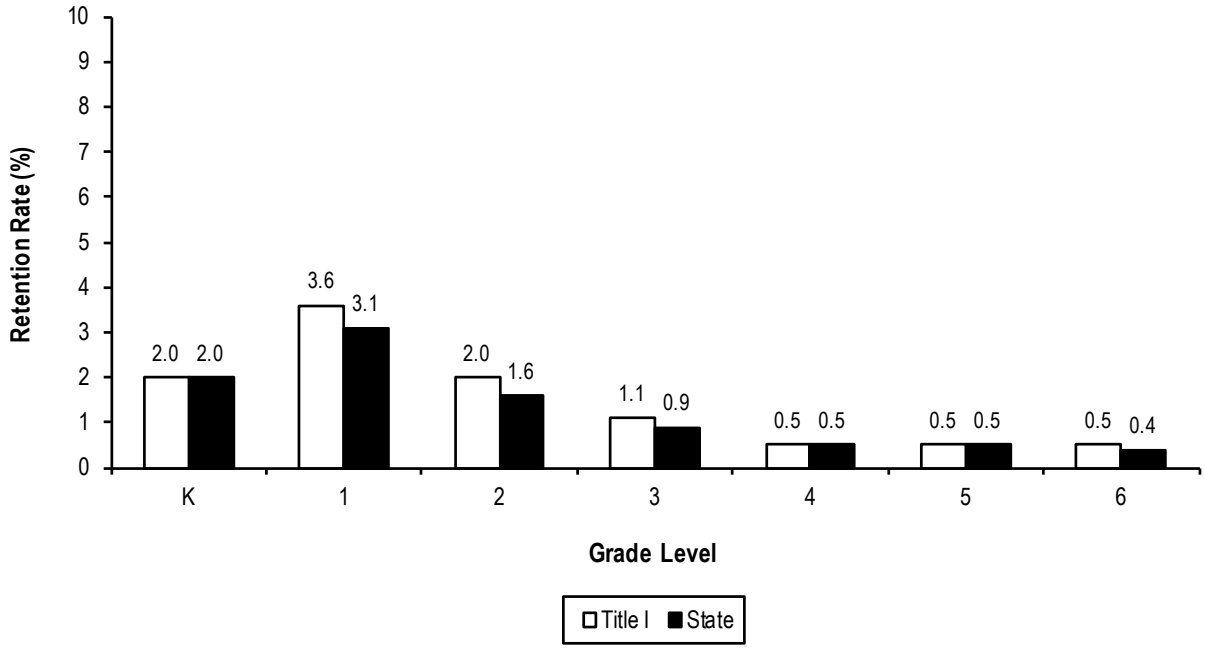

Table 16
Grade-Level Retention, Grades K-6, by Grade and by Gifted and Talented, Section 504, and Title I Program Participation, Texas Public Schools, 2015-16 Through 2018-19

	Gifted and talented		Section 504		Title I		State	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten								
2015-16	10	0.1	n/a[a]	n/a	6,985	2.4	8,609	2.3
2016-17	11	0.1	n/a	n/a	6,642	2.3	8,230	2.2
2017-18	15	0.1	n/a	n/a	6,146	2.2	7,752	2.1
2018-19	12	0.1	207	3.8	5,842	2.0	7,408	2.0
Grade 1								
2015-16	15	0.1	n/a	n/a	14,979	4.7	16,329	4.1
2016-17	14	0.1	n/a	n/a	13,145	4.3	14,405	3.7
2017-18	18	0.1	n/a	n/a	11,704	3.9	12,852	3.4
2018-19	16	0.1	1,000	6.1	10,689	3.6	11,807	3.1
Grade 2								
2015-16	14	<0.1	n/a	n/a	9,135	2.9	9,837	2.4
2016-17	12	<0.1	n/a	n/a	7,943	2.5	8,552	2.1
2017-18	23	0.1	n/a	n/a	6,753	2.2	7,270	1.9
2018-19	17	0.1	688	2.6	5,882	2.0	6,295	1.6
Grade 3								
2015-16	25	0.1	n/a	n/a	5,717	1.8	6,153	1.5
2016-17	18	0.1	n/a	n/a	4,867	1.5	5,289	1.3
2017-18	11	<0.1	n/a	n/a	3,877	1.2	4,183	1.0
2018-19	16	<0.1	457	1.3	3,296	1.1	3,566	0.9
Grade 4								
2015-16	13	<0.1	n/a	n/a	2,695	0.9	2,986	0.8
2016-17	10	<0.1	n/a	n/a	2,302	0.7	2,561	0.6
2017-18	10	<0.1	n/a	n/a	1,922	0.6	2,114	0.5
2018-19	11	<0.1	276	0.7	1,676	0.5	1,842	0.5
Grade 5								
2015-16	11	<0.1	n/a	n/a	1,509	0.5	1,784	0.5
2016-17	12	<0.1	n/a	n/a	2,267	0.8	2,572	0.7
2017-18	7	<0.1	n/a	n/a	1,746	0.6	1,970	0.5
2018-19	11	<0.1	248	0.6	1,646	0.5	1,855	0.5
Grade 6								
2015-16	23	0.1	n/a	n/a	1,691	0.7	2,186	0.6
2016-17	27	0.1	n/a	n/a	1,647	0.6	2,082	0.5
2017-18	29	0.1	n/a	n/a	1,336	0.5	1,739	0.4
2018-19	24	0.1	251	0.6	1,380	0.5	1,747	0.4
Total K-6								
2015-16	111	0.1	n/a	n/a	42,711	2.0	47,884	1.7
2016-17	104	<0.1	n/a	n/a	38,813	1.9	43,691	1.6
2017-18	113	<0.1	n/a	n/a	33,484	1.6	37,880	1.4
2018-19	107	<0.1	3,127	1.5	30,411	1.5	34,520	1.3

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

[a]Not available.

Grade-Level Retention by Career and Technical Education, Gifted and Talented, Section 504, 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 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 2018-19, the retention rate for students participating in CTE programs was lower than the state average (Figure 17 on this page and Table 17 on page 56). Across Grades 9-12, the rate for CTE students was highest in Grade 9 (6.2%) and lowest in Grade 12 (1.8%). 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. The retention rate for students receiving Section 504 services was higher than the state average in every secondary grade except Grade 12. Across secondary grades, rates for gifted and talented students were highest in Grades 9 and 10 (0.9% each) and lowest in Grade 8 (<0.1%). Rates for Section 504 and Title I students were highest in Grade 9 (10.1% and 10.6%, respectively) and lowest in Grades 7 and 8 (0.7% each and 0.6% each, respectively).

Figure 17
Grade-Level Retention, Grades 9-12, by Grade and Career and Technical Education Program Participation, Texas Public Schools, 2018-19

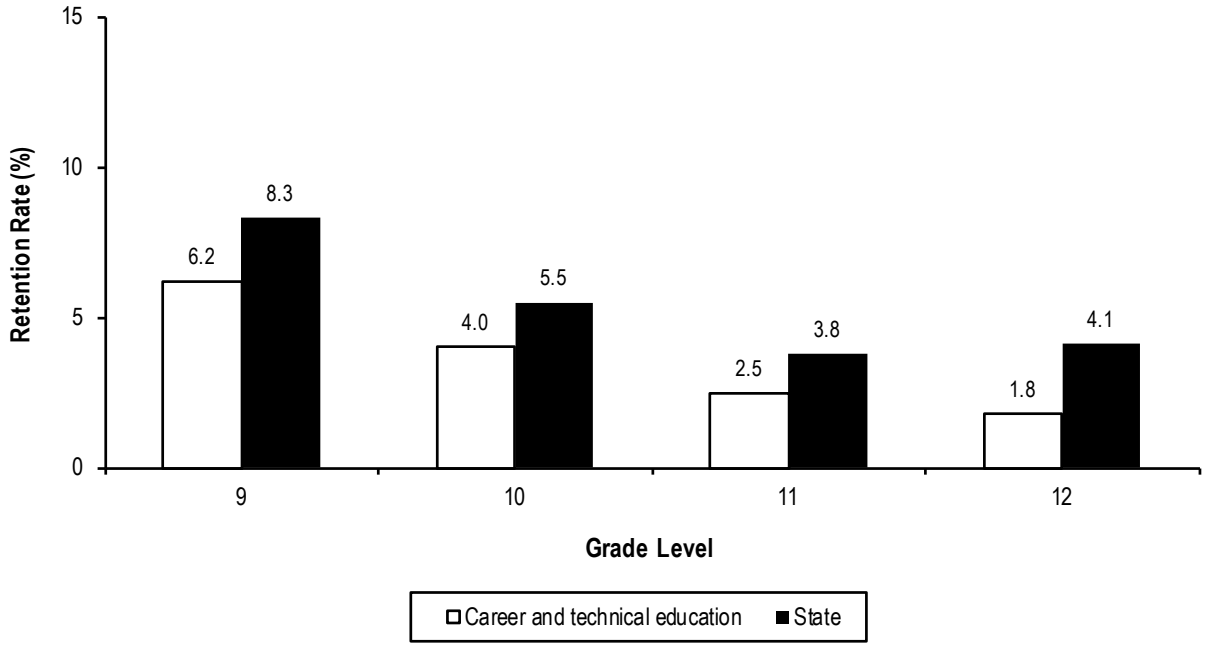

Table 17
Grade-Level Retention, Grades 7-12, by Grade and by Career and Technical Education, Gifted and Talented, Section 504, and Title I Program Participation, Texas Public Schools, 2015-16 Through 2018-19

	Career and technical education[a]		Gifted and Talented		Section 504		Title I		State	
Year	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
2015-16	n/a[b]	n/a	25	0.1	n/a	n/a	2,106	0.9	2,784	0.7
2016-17	n/a	n/a	28	0.1	n/a	n/a	1,966	0.8	2,598	0.7
2017-18	n/a	n/a	26	0.1	n/a	n/a	1,708	0.7	2,240	0.6
2018-19	n/a	n/a	30	0.1	273	0.7	1,501	0.6	1,988	0.5
Grade 8										
2015-16	n/a	n/a	19	<0.1	n/a	n/a	1,537	0.7	2,111	0.6
2016-17	n/a	n/a	18	<0.1	n/a	n/a	1,710	0.7	2,355	0.6
2017-18	n/a	n/a	27	0.1	n/a	n/a	1,371	0.6	1,846	0.5
2018-19	n/a	n/a	21	<0.1	254	0.7	1,377	0.6	1,867	0.5
Grade 9										
2015-16	9,859	7.0	357	1.0	n/a	n/a	21,748	11.7	37,091	9.0
2016-17	9,617	6.3	330	0.9	n/a	n/a	20,480	10.9	35,150	8.5
2017-18	9,912	5.9	344	0.9	n/a	n/a	18,863	10.0	31,968	7.7
2018-19	10,560	6.2	380	0.9	3,816	10.1	20,528	10.6	34,874	8.3
Grade 10										
2015-16	6,739	3.9	292	0.8	n/a	n/a	12,537	7.8	21,851	5.9
2016-17	7,333	3.9	269	0.7	n/a	n/a	11,783	7.0	20,899	5.5
2017-18	7,420	3.8	219	0.6	n/a	n/a	11,943	7.0	20,411	5.4
2018-19	8,048	4.0	331	0.9	2,021	6.5	12,486	7.3	21,222	5.5
Grade 11										
2015-16	4,268	2.8	207	0.6	n/a	n/a	7,633	5.5	13,755	4.2
2016-17	5,033	2.6	198	0.6	n/a	n/a	7,161	4.9	13,351	3.9
2017-18	5,436	2.7	203	0.6	n/a	n/a	7,763	5.1	13,517	3.9
2018-19	5,268	2.5	205	0.6	1,154	4.4	7,646	5.0	13,306	3.8
Grade 12										
2015-16	2,932	1.9	114	0.4	n/a	n/a	7,273	5.1	14,975	4.5
2016-17	3,046	1.8	119	0.4	n/a	n/a	7,063	4.7	14,559	4.2
2017-18	3,679	1.8	105	0.3	n/a	n/a	7,515	4.8	14,837	4.1
2018-19	3,907	1.8	86	0.2	653	2.6	7,642	4.7	15,084	4.1
Total 7-12										
2015-16	23,798	3.8	1,014	0.5	n/a	n/a	52,834	4.8	92,567	4.2
2016-17	25,029	3.6	962	0.4	n/a	n/a	50,163	4.4	88,912	3.9
2017-18	26,447	3.4	924	0.4	n/a	n/a	49,163	4.2	84,819	3.7
2018-19	27,783	3.5	1,053	0.4	8,171	4.1	51,180	4.3	88,341	3.8

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

[a]Data 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. [b]Not applicable.

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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;
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