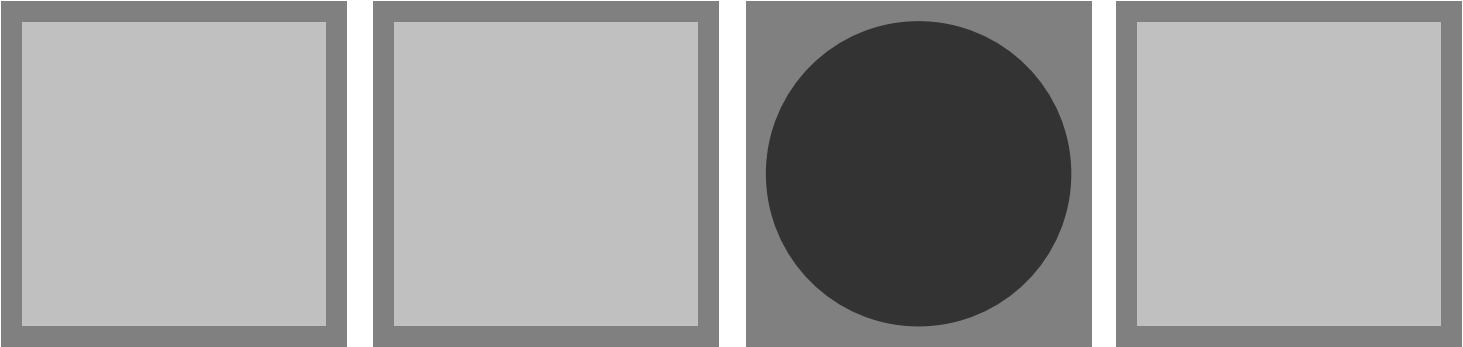


Grade-Level Retention in Texas Public Schools, 2006-07



Grade-Level Retention in Texas Public Schools 2006-07

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Abstract. This annual report provides information for the 2006-07 school year on grade-level retention in the Texas public school system. Data on retention are provided by student characteristics, including grade level; ethnicity; gender; degree of English proficiency; and socioeconomic, at-risk, immigrant, migrant, and overage statuses. Data also are provided by program participation in special education, career and technical education, gifted and talented, and Title I. In addition, student retention and promotion data are reported with data on the performance of students in Grades 3-10 on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) reading and mathematics tests.

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

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Highlights

- In 2006-07, the state retention rate for all grades was 4.8 percent, a decrease of 0.2 percentage points from the previous year.
- Across Grades K-6, the retention rate was highest in Grade 1, at 6.3 percent. Across Grades 7-12, the retention rate was highest in Grade 9, at 15.4 percent. The retention rate decreased from the previous year in all secondary grades except Grade 12, which had an increase of 0.9 percentage points.
- The disparities in retention rates across ethnic groups were significant. In elementary school, African American and Hispanic students were almost twice as likely to be retained as White students. At the secondary level, nearly one out of five African American students (19.2%) and more than one out of five Hispanic students (20.8%) in Grade 9 did not advance to Grade 10.
- After a year in the same grade, passing rates on the Texas Assessment of Academic Skills (TAKS) for students who had been retained improved but failed to reach the passing rates for students who had been promoted. For example, 97.8 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2007, whereas 35.1 of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 88.6 percent passed the Grade 3 reading TAKS.
- Of the Grade 3 students who passed the spring 2007 TAKS or State-Developed Alternative Assessment II (SDAA II) reading test, 99.2 percent were promoted to Grade 4. Of the Grade 3 students who failed the TAKS or SDAA II reading test, 42.0 percent were retained in Grade 3 the next year.
- Of the Grade 5 students who passed the spring 2007 TAKS or SDAA II reading and mathematics tests, 99.9 percent were promoted to Grade 6. Of the Grade 5 students who did not pass the TAKS or SDAA II reading and mathematics tests, 17.3 percent were retained in Grade 5 the next year.
- According to Student Success Initiative requirements, a student may advance to the next grade level only by meeting standards on the state assessments or by unanimous decision of his or her grade placement committee. In the 2006-07 school year, 94.8 percent of promoted third-grade students passed the TAKS or SDAA II reading test. Nearly 4,900 students, or 1.5 percent of promoted third graders, did not pass the TAKS or SDAA II reading test and were promoted by decisions of grade placement committees.
- In the 2006-07 school year, 88.0 percent of promoted fifth-grade students passed the TAKS or SDAA II reading and mathematics tests. More than 17,000 students, or 5.3 percent of promoted fifth graders, did not pass the TAKS or SDAA II reading and mathematics tests and were promoted by decisions of grade placement committees.

Promotion Policies in Texas

Promotion Policies in Texas

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

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

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

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

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

A retention reduction grant program was enacted in 1993 (TEC §21.562, 1994). A \$5 million appropriation allowed 54 Texas school districts to pilot extended instructional programs to eliminate retentions in first grade during the 1992-93 school year. The retention reduction grants allowed school districts and campuses to offer programs based on lengthening the school year as alternatives to

retention. These programs provided additional instruction to students who needed extra assistance to master the first-grade objectives in the Essential Elements—the state-mandated curriculum in place at that time. The pilots were extended to the second grade in 1994-95.

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

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

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

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

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

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

State testing procedures allow accommodations for students who need them. There are Spanish-language versions of the tests available in Grades 3-6 to assess the progress of students proficient in Spanish but not yet proficient in English. In some circumstances, students are exempted from the standard assessments. The admission, review, and dismissal (ARD) committees responsible for students receiving special education services may specify alternate assessment instruments, including the State-Developed Alternative Assessment II (SDAA II).

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). Since 2002-03, students in Grade 3 have been required to pass the state reading test to advance to Grade 4. Students in Grade 5 were required to pass the reading and mathematics tests beginning in 2004-05. Starting in 2007-08, students in Grade 8 were required to pass the reading and mathematics tests. Students are given three opportunities to pass the tests. School districts are required to provide accelerated instruction in the subject areas failed after each test administration. An accelerated instruction group may not have a ratio of more than 10 students for each teacher. For students experiencing difficulties, accelerated instruction will provide the opportunity to engage in more intensive, more targeted, and more supportive reading and mathematics instruction (19 TAC §101.2001, 2004). The goal is for students to acquire the skills needed to advance to the next grade with their classmates.

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

State education initiatives have provided support in reading and mathematics to students in the grades leading up to the promotion requirements. In 1999, the 76th Texas Legislature approved

implementation of the Student Success Initiative (SSI), which has three components: professional development, diagnostic and assessment instruments, and accelerated instruction.

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

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

The Texas Education Agency and the Texas Higher Education Coordinating Board formed a partnership to address requirements and standards for highly qualified teachers under the No Child Left Behind Act of 2001 (NCLB) (2002). The partnership provides resources to teachers in the areas of middle school mathematics, Algebra I, Algebra II, geometry, and precalculus. Targeted professional development for mathematics teachers has included information and training on best practices for teaching algebra and geometry and for teaching mathematics to students participating in bilingual and English as a second language programs. Professional development opportunities for reading teachers are supported by the federal Reading First grant program, authorized by NCLB. The Texas Reading First Initiative is a \$39 million competitive grant program that requires grant participants to implement scientifically-based reading programs and instruction that will improve reading skills for students in Grades K-3.

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

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

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

In 2005, the 79th Texas Legislature appropriated \$15 million for intensive reading instruction and \$5 million for intensive mathematics instruction programs. For the 2005-06 and 2006-07 school years, funds were provided to schools exhibiting low levels of reading and mathematics achievement among students in Grades 4-7. Campuses began implementing intensive reading and intensive math instruction programs in summer 2006. The 79th Texas Legislature also appropriated funding for the Texas Adolescent Literacy Project. The project developed and evaluated assessment and intervention approaches for middle school students who are at risk for not achieving proficiency on the eighth grade TAKS reading assessment.

In 2007, the 80th Texas Legislature appropriated \$15 million for intensive reading instruction and \$5 million for intensive mathematics instruction programs. This new round of funding is scheduled to be provided to schools during the 2008-09 school year. The legislature also authorized the agency to allocate funds from the Student Success Initiative to support implementation of teacher reading academies, called Texas Adolescent Literacy Academies, for teachers of students in Grades 6, 7, and 8.

Retention Reporting for 2006-07

Definitions and Calculations

State Summary

Grade-Level Retention by Grade

Grade-Level Retention by Ethnicity

Grade-Level Retention by Gender

Grade-Level Retention by Socioeconomic Status

*Grade-Level Retention
by Limited English Proficiency Status*

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

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

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

Definitions and Calculations

Traditionally, grade retention has been defined as "the practice of requiring a child to repeat a particular grade or requiring a child of appropriate chronological age to delay entry to kindergarten or first grade" (Rafoth, Dawson, & Carey, 1988). This definition of retention—delayed entry or repetition of a grade—applies primarily to Grades K-6. The same grade level in successive years in high school does not necessarily represent the repetition of a full year's curriculum, as it does in elementary school. Secondary school programs are structured around individual courses. Because passing and failing are determined at the level of the course and credits are awarded for courses completed successfully, the concept of a "grade level" becomes more fluid. Students who fail to earn credit in a single course or take fewer courses than required in one year may be classified at the same grade level in two consecutive years. Practices in Grades 7 and 8 may be like those in elementary school or like those in high school, depending on local school district policies.

Data used in this report on the grade levels of all students in the Texas public school system were drawn from the Public Education Information Management System (PEIMS) (Texas Education Code [TEC] §29.083, 2007). Data on student characteristics and program participation were also available in PEIMS. Data on Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) performance were provided to the Texas Education Agency (TEA) by a state contractor, Pearson.

Retention rates for the 2006-07 school year were calculated by comparing 2006-07 attendance records to fall 2007 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 2007 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 2007 than in 2006-07 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

Retention rates have been calculated by TEA based on year-to-year progress of individual students since 1994-95. In this report, data on retention rates for Grades K-6 are reported for 1994-95 through 2006-07. Secondary school retention data are reported for 1998-99 through 2006-07 because the method of calculating rates for Grades 7-12 was changed in 1998-99. Prior to the 1998-99 school year, the retention calculations for secondary grades included only students who were enrolled on the last Friday in October. Beginning in 1998-99, additional enrollment data for Grades 7-12 were collected by TEA to calculate the secondary school dropout and completion rates. This collection expanded available Grades 7-12 enrollment data beyond students enrolled the last Friday in October to include students enrolled at any time during the fall. The change in the retention calculation allowed more secondary school students to be included and made the calculation of the retention rate more like that of the secondary school dropout and completion rates. Expanded enrollment data were

not collected for Grades K-6, so the method of calculating enrollment counts for Grades K-6 was unchanged.

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

Pearson provided student TAKS data to TEA for each grade level, language version, and subject. For each subject, each student received either a score or a code for the reason no score was reported. The code identified students who were absent, exempted from testing by language proficiency assessment committees, removed from the test for illness or cheating, assessed with the SDAA II instead of grade-level TAKS tests, had parental waivers, or had admission, review, and dismissal (ARD) committee exemptions.

TAKS reading and mathematics results are reported as scale scores. A scale score is a statistic that provides a comparison of scores with a standard and adjusts for differences in the difficulty of the test form used. Although the TAKS scale score cannot be used to measure student progress across grade levels, scale score comparisons can be made within grade level and subject area across test administrations. Students achieving set scale scores on the TAKS have "met the standard" or passed in reading or mathematics.

The SDAA II is a test for students enrolled in Grades 3 through 10 who are receiving special education services and instruction in the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). Students instructed in the TEKS in an area tested by TAKS, but for whom TAKS is not an appropriate measure of academic progress, take the SDAA II.

Pearson provided student SDAA II data to TEA for each grade level and subject. For each subject, the student received either a score and an achievement level or a code for the reason no score and achievement level were reported. The code identified students who were absent, exempted from testing by language proficiency assessment committees, removed from the test for illness or cheating, or had ARD committee exemptions.

Scores indicate the number of items answered correctly, and achievement levels describe a student's performance as compared to the expected achievement level. An expected achievement level is set by a student's ARD committee and allows for evaluation of a student's progress over time. Achievement levels can be compared from year to year, which provides information about a student's

progress and the effectiveness of instructional programs. Students meeting expected achievement levels on the SDAA II have "met ARD expectations" or passed in reading or mathematics.

Beginning in 2002-03, third-grade students had three testing opportunities to pass TAKS reading. Beginning in 2004-05, fifth-grade students had three testing opportunities to pass TAKS reading and mathematics. In cases where answer documents were submitted for students in more than one administration, the score from the latest administration was used. In cases where students had more than one record in an administration, highest scores attained were used.

Some of the analyses in this report required that promotion status and test performance be analyzed jointly. For these analyses, matching student records had to appear in the promotion database and in the test database. Student records in the promotion database were matched to student records in the test database based on social security number, last name, first name, and date of birth. Records that could not be matched were excluded. In some cases, students participated in spring 2007 TAKS and SDAA II testing but were not enrolled in a Texas public school in fall 2007. In other cases, students enrolled in school after spring 2007 TAKS and SDAA II testing, and so had records in the promotion database but not in the test database. Finally, some records failed to match because of errors in reporting student identification data.

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

State Summary

In the 2006-07 school year, 4.8 percent (202,099) of students in kindergarten through Grade 12 were retained (Table 1). The rate decreased by 0.2 percentage points from the previous year.

Males at most grade levels were more likely than females to be retained. In 2006-07, the retention rate for females was 3.9 percent, and the rate for males was 5.5 percent. Male students made up 59.7 percent of all students retained.

As in 2005-06, retention rates for African American and Hispanic students were over twice that for White students (Figure 1). In the 2006-07 school year, 2.8 percent of White students were retained in grade, compared to 6.1 percent for both African American and Hispanic students. Retention rates for African American and Hispanic students decreased from the previous year by 0.5 and 0.3 percentage points, respectively. The rate for White students decreased by 0.1 percentage points. Although 59.9 percent of students enrolled in Texas public schools were African American or Hispanic, 77.1 percent of students retained in the public schools were from one of these two ethnic groups.

Figure 1
Grade-Level Retention, by Student Group, Texas Public Schools, 2005-06 and 2006-07

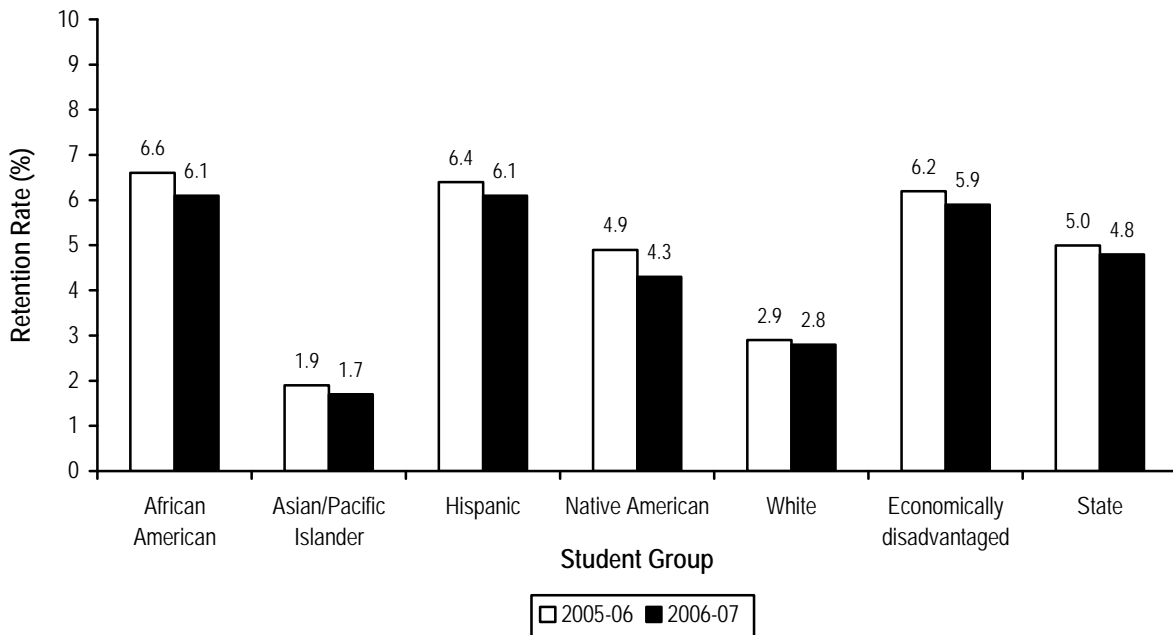


Table 1
Grade-Level Retention, by Student Characteristic, Texas Public Schools, 2005-06 and 2006-07

Group	2005-06			2006-07		
	All students	Retained	Rate (%)	All students	Retained	Rate (%)
African American	600,481	39,929	6.6	602,474	36,843	6.1
Asian/Pacific Islander	132,102	2,474	1.9	140,505	2,398	1.7
Hispanic	1,874,113	119,940	6.4	1,942,577	119,028	6.1
Native American	13,795	680	4.9	14,317	620	4.3
White	1,561,719	45,853	2.9	1,548,461	43,210	2.8
Economically disadvantaged	2,202,207	136,882	6.2	2,247,672	132,725	5.9
Female	2,039,550	83,421	4.1	2,071,690	81,397	3.9
Male	2,142,660	125,455	5.9	2,176,644	120,702	5.5
Grades K-6	2,334,340	75,956	3.3	2,388,767	73,896	3.1
Grades 7-12	1,847,870	132,920	7.2	1,859,567	128,203	6.9
State	4,182,210	208,876	5.0	4,248,334	202,099	4.8

Grade-Level Retention by Grade

Elementary Grades

Across Grades K-6, the retention rate was much higher in first grade than in any other grade (Table 2). The lowest rate in the elementary grades was in Grade 6 (1.2%). Grade 5 had the greatest decrease in retention rate from the previous year (0.5 percentage points). The retention rate for fifth graders has declined markedly since 2004-05, the year Student Success Initiative requirements were first implemented in Grade 5.

Despite decreases across all elementary grades in 2006-07, retention rates in Grades K-5 were still higher than in 1994-95 (Figure 2). During this time period, kindergarten rose 140.0 percent, from 1.5 percent to 3.6 percent.

Figure 2
Grade-Level Retention, by Grade, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

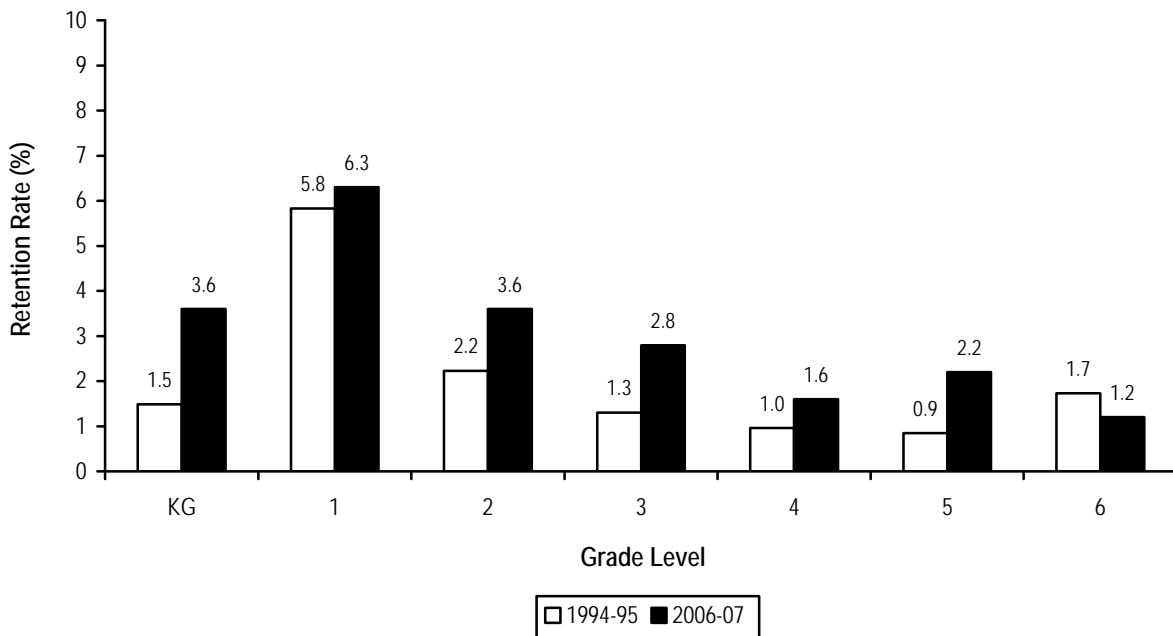


Table 2
Grade-Level Retention, by Grade, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	K		1		2		3	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1994-95	3,726	1.5	15,998	5.8	5,958	2.2	3,453	1.3
1995-96	4,524	1.7	17,299	5.9	7,225	2.6	4,251	1.5
1996-97	5,081	1.9	16,777	5.6	7,222	2.5	4,400	1.6
1997-98	6,070	2.2	17,763	6.0	8,938	3.1	5,373	1.9
1998-99	6,996	2.5	19,693	6.5	9,460	3.2	7,129	2.4
1999-00	7,941	2.8	19,505	6.3	9,852	3.3	6,862	2.3
2000-01	9,110	3.2	19,529	6.3	11,001	3.6	7,659	2.5
2001-02	9,968	3.4	20,094	6.4	11,066	3.6	7,636	2.4
2002-03	11,049	3.6	20,180	6.3	11,184	3.6	8,924	2.8
2003-04	11,684	3.7	21,101	6.4	11,648	3.7	8,196	2.6
2004-05	12,190	3.7	21,496	6.4	11,859	3.6	10,366	3.2
2005-06	12,559	3.7	22,540	6.4	12,477	3.7	9,758	2.9
2006-07	12,446	3.6	23,170	6.3	12,383	3.6	9,442	2.8

Year	4		5		6		Total K-6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1994-95	2,581	1.0	2,223	0.9	4,561	1.7	38,500	2.1
1995-96	2,952	1.1	2,355	0.8	4,821	1.7	43,427	2.2
1996-97	3,030	1.1	2,272	0.8	4,592	1.6	43,374	2.2
1997-98	3,546	1.3	2,587	0.9	4,808	1.7	49,085	2.5
1998-99	3,881	1.3	2,502	0.9	4,762	1.6	54,423	2.7
1999-00	4,014	1.3	2,938	1.0	4,906	1.7	56,018	2.7
2000-01	4,405	1.4	2,789	0.9	4,824	1.6	59,317	2.8
2001-02	4,043	1.3	2,591	0.8	4,414	1.4	59,812	2.8
2002-03	4,843	1.5	3,109	1.0	4,563	1.4	63,852	2.9
2003-04	5,147	1.6	3,225	1.0	4,795	1.5	65,796	2.9
2004-05	5,630	1.8	11,159	3.5	4,901	1.5	77,601	3.4
2005-06	5,665	1.8	8,891	2.7	4,066	1.3	75,956	3.3
2006-07	5,351	1.6	7,288	2.2	3,816	1.2	73,896	3.1

Grade-Level Retention by Grade

Secondary Grades

Across secondary grades in 2006-07, Grade 9 continued to have the highest retention rate (15.4%), despite showing a decrease of 1.1 percentage points from the previous year (Figure 3). The lowest retention rate was in Grade 8 (1.5%). Rates decreased in all grades but Grade 12, which had an increase of 0.9 percentage points.

Being classified in the same grade for two years was much more common in Grades 9-12 than in other grades (Table 2 on page 15 and Table 3). Grade 9, 10, and 12 retention rates (15.4%, 8.3%, and 7.5%, respectively) were higher than those for all other grades, and the Grade 11 retention rate (5.9%) was higher than those for all grades except Grade 1. In Grades 9-12, though, students can be classified at the same grade level for two years because one course out of six or seven was not completed successfully. In such cases, students may be able to "catch up" with their peers by making up the required course. In the elementary grades, retained students are much more likely to repeat a year's curriculum in its entirety. In addition, a possible factor in the increase in the Grade 12 retention rate is the number of students who failed the more rigorous exit-level Texas Assessment of Knowledge and Skills (TAKS) test after completing all coursework and returned to school to work toward passing the exit-level test.

Figure 3
Grade-Level Retention, by Grade, Grades 7-12, Texas Public Schools, 2005-06 and 2006-07

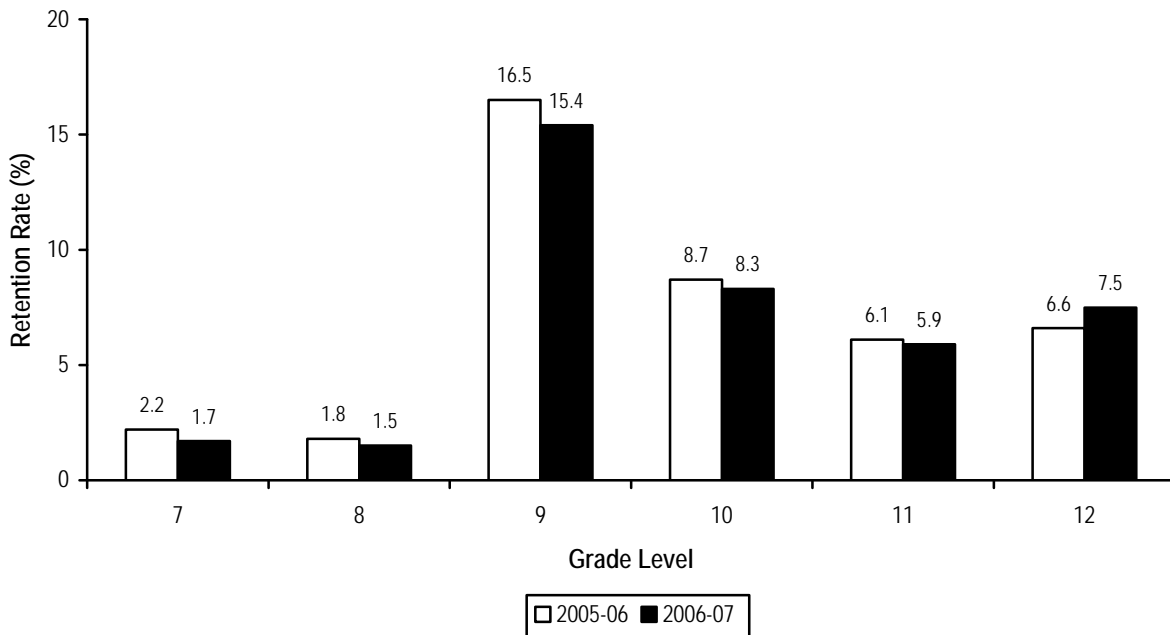


Table 3
Grade-Level Retention, by Grade, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	7		8		9		10	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1998-99	8,642	3.0	6,533	2.3	59,738	18.8	19,552	7.8
1999-00	8,513	2.9	6,169	2.1	58,451	17.7	19,923	7.9
2000-01	7,762	2.5	6,353	2.1	58,363	17.4	21,754	8.1
2001-02	6,959	2.2	5,642	1.9	57,761	16.9	22,726	8.2
2002-03	7,489	2.3	5,926	1.9	57,197	16.4	24,751	8.8
2003-04	7,372	2.3	6,099	1.9	58,252	16.5	24,621	8.5
2004-05	7,710	2.3	5,969	1.8	58,605	16.2	25,399	8.7
2005-06	7,313	2.2	5,839	1.8	60,726	16.5	26,232	8.7
2006-07	5,663	1.7	4,943	1.5	57,213	15.4	25,242	8.3

Year	11		12		Total 7-12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1998-99	12,063	5.6	9,583	4.6	116,111	7.4
1999-00	12,806	5.8	9,631	4.5	115,493	7.2
2000-01	13,440	5.9	10,411	4.7	118,083	7.1
2001-02	13,763	5.8	10,677	4.6	117,528	6.9
2002-03	13,643	5.6	11,356	4.7	120,362	6.9
2003-04	13,643	5.5	11,254	4.5	121,241	6.8
2004-05	14,658	5.7	12,018	4.9	124,359	6.9
2005-06	15,982	6.1	16,828	6.6	132,920	7.2
2006-07	15,800	5.9	19,342	7.5	128,203	6.9

Grade-Level Retention by Ethnicity

Elementary Grades

In 2006-07, African American and Hispanic students had higher retention rates than their White counterparts in all elementary grades except kindergarten (Table 4). Rates at the elementary level dropped, however, for all ethnic groups except White students between 2005-06 and 2006-07. Grade 1 retention rates for African American and Hispanic students increased between 1994-95 and 2006-07, whereas the rate for White students declined (Figure 4). Over the period, differences in retention rates between African American and White students and between Hispanic and White students increased in every grade except Grade 6 (Table 4).

Figure 4
Grade-Level Retention, by Ethnicity, Grade 1, Texas Public Schools, 1994-95 Through 2006-07

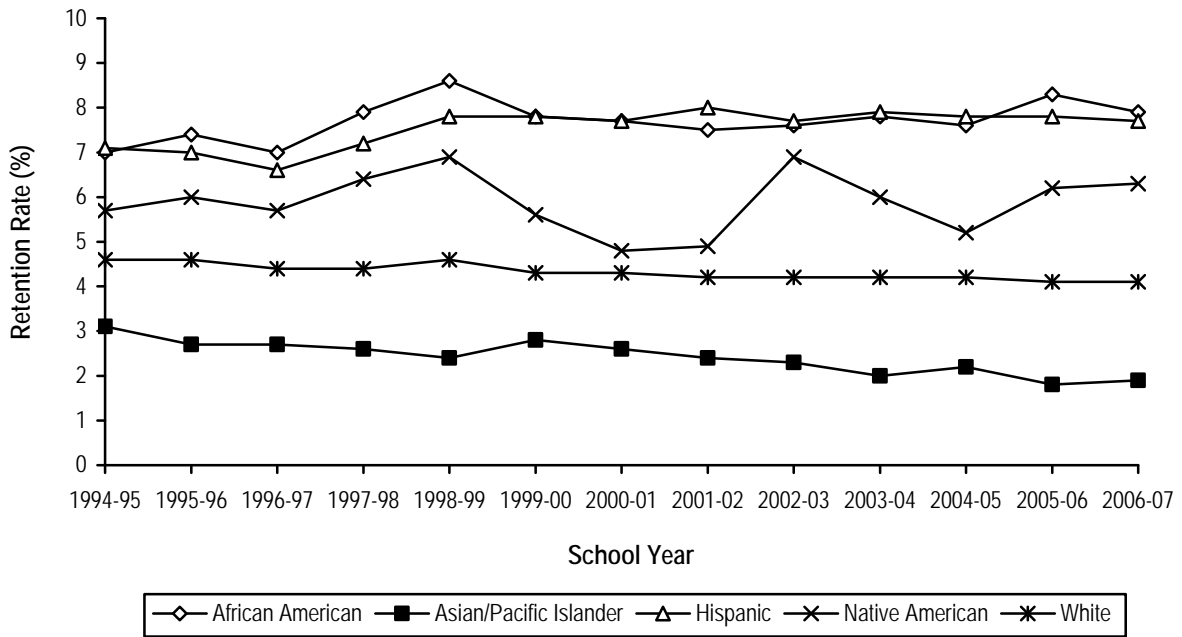


Table 4
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95
Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1994-95	474	1.3	30	0.6	1,165	1.2	10	1.4	2,047	1.8
1995-96	519	1.3	42	0.8	1,504	1.4	18	2.2	2,441	2.1
1996-97	556	1.4	42	0.7	1,764	1.6	21	2.6	2,698	2.3
1997-98	769	2.0	55	0.9	2,306	2.0	20	2.3	2,920	2.6
1998-99	845	2.1	46	0.7	2,752	2.3	23	2.8	3,330	3.0
1999-00	952	2.5	90	1.3	3,504	2.8	30	3.4	3,365	3.1
2000-01	1,099	2.9	106	1.4	3,988	3.0	40	3.8	3,877	3.6
2001-02	1,163	3.0	119	1.5	4,476	3.2	45	4.5	4,165	3.8
2002-03	1,392	3.4	126	1.4	5,251	3.6	44	4.3	4,236	3.8
2003-04	1,410	3.4	147	1.6	5,437	3.6	55	5.2	4,635	4.1
2004-05	1,513	3.5	148	1.5	5,684	3.6	53	4.8	4,792	4.2
2005-06	1,562	3.4	187	1.7	5,969	3.5	56	5.0	4,785	4.1
2006-07	1,525	3.3	191	1.6	5,930	3.4	66	5.5	4,734	4.1
Grade 1										
1994-95	2,708	7.0	182	3.1	7,353	7.1	41	5.7	5,714	4.6
1995-96	3,174	7.4	167	2.7	7,956	7.0	49	6.0	5,953	4.6
1996-97	3,039	7.0	167	2.7	7,866	6.6	50	5.7	5,655	4.4
1997-98	3,375	7.9	167	2.6	8,689	7.2	57	6.4	5,475	4.4
1998-99	3,779	8.6	165	2.4	10,014	7.8	65	6.9	5,670	4.6
1999-00	3,515	7.8	202	2.8	10,533	7.8	50	5.6	5,205	4.3
2000-01	3,379	7.7	208	2.6	10,830	7.7	46	4.8	5,066	4.3
2001-02	3,280	7.5	208	2.4	11,606	8.0	52	4.9	4,948	4.2
2002-03	3,310	7.6	208	2.3	11,683	7.7	72	6.9	4,907	4.2
2003-04	3,513	7.8	198	2.0	12,431	7.9	66	6.0	4,893	4.2
2004-05	3,440	7.6	216	2.2	12,900	7.8	56	5.2	4,884	4.2
2005-06	4,001	8.3	192	1.8	13,454	7.8	72	6.2	4,821	4.1
2006-07	3,935	7.9	221	1.9	13,979	7.7	75	6.3	4,960	4.1
Grade 2										
1994-95	1,130	3.0	57	1.0	3,157	3.2	13	2.0	1,601	1.3
1995-96	1,425	3.5	68	1.1	3,808	3.5	18	2.4	1,906	1.5
1996-97	1,337	3.2	82	1.3	3,784	3.4	17	2.1	2,002	1.6
1997-98	1,692	4.1	81	1.3	4,986	4.3	30	3.4	2,149	1.7
1998-99	1,896	4.4	86	1.3	5,313	4.4	23	2.6	2,142	1.7
1999-00	1,811	4.2	110	1.5	5,787	4.5	22	2.5	2,122	1.7

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

continues

Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95
Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	2,081	4.6	141	1.8	6,611	4.9	21	2.3	2,147	1.8
2001-02	2,011	4.5	122	1.4	6,684	4.8	40	4.2	2,209	1.9
2002-03	1,941	4.5	102	1.2	6,895	4.8	36	3.4	2,210	1.9
2003-04	2,098	4.9	110	1.1	7,264	4.9	36	3.5	2,140	1.8
2004-05	2,088	4.7	148	1.4	7,464	4.8	32	2.9	2,127	1.8
2005-06	2,422	5.1	118	1.1	7,684	4.7	33	3.1	2,220	1.9
2006-07	2,178	4.6	129	1.1	7,932	4.7	28	2.4	2,116	1.8
Grade 3										
1994-95	753	2.1	43	0.8	1,689	1.7	11	1.7	957	0.8
1995-96	906	2.2	44	0.7	2,166	2.1	8	1.1	1,127	0.9
1996-97	870	2.1	54	0.8	2,289	2.1	16	2.0	1,171	0.9
1997-98	1,138	2.8	50	0.7	2,899	2.7	14	1.7	1,272	1.0
1998-99	1,680	4.0	88	1.3	3,964	3.4	14	1.6	1,383	1.1
1999-00	1,497	3.4	75	1.0	3,902	3.1	11	1.3	1,377	1.1
2000-01	1,662	3.7	88	1.1	4,450	3.4	18	2.0	1,441	1.2
2001-02	1,694	3.7	88	1.0	4,573	3.3	17	1.8	1,264	1.1
2002-03	1,891	4.2	127	1.4	5,494	3.9	17	1.8	1,395	1.2
2003-04	1,680	3.8	97	1.0	5,160	3.5	12	1.2	1,247	1.1
2004-05	1,955	4.5	116	1.2	6,758	4.5	23	2.3	1,514	1.3
2005-06	2,146	4.6	112	1.0	6,187	3.9	21	1.9	1,292	1.1
2006-07	1,832	3.9	120	1.1	6,056	3.7	22	2.0	1,412	1.2
Grade 4										
1994-95	505	1.4	35	0.6	1,234	1.3	11	1.9	796	0.6
1995-96	579	1.5	34	0.6	1,456	1.4	9	1.3	874	0.7
1996-97	532	1.3	32	0.5	1,538	1.4	11	1.5	917	0.7
1997-98	727	1.8	45	0.7	1,806	1.7	16	2.0	952	0.8
1998-99	784	1.9	47	0.7	2,049	1.8	12	1.3	989	0.8
1999-00	846	2.0	46	0.6	2,217	1.9	6	0.7	899	0.7
2000-01	986	2.2	46	0.6	2,423	1.9	15	1.7	935	0.7
2001-02	899	2.0	42	0.5	2,261	1.7	10	1.1	831	0.7
2002-03	1,013	2.2	42	0.5	2,860	2.1	12	1.2	916	0.8
2003-04	1,102	2.5	48	0.5	3,053	2.2	13	1.4	931	0.8
2004-05	1,171	2.7	50	0.5	3,435	2.3	15	1.4	959	0.8
2005-06	1,311	2.9	55	0.5	3,339	2.2	12	1.2	948	0.8
2006-07	1,133	2.4	50	0.4	3,257	2.1	13	1.2	898	0.8

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

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Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 5										
1994-95	448	1.3	–	0.5	1,017	1.1	–	0.8	728	0.6
1995-96	424	1.1	36	0.6	1,062	1.1	6	0.9	827	0.6
1996-97	339	0.9	23	0.4	1,081	1.0	9	1.3	820	0.6
1997-98	443	1.1	36	0.6	1,261	1.2	8	1.1	839	0.7
1998-99	445	1.1	–	0.6	1,211	1.1	–	0.5	797	0.6
1999-00	612	1.5	37	0.5	1,445	1.3	8	1.0	836	0.7
2000-01	539	1.2	41	0.5	1,358	1.1	7	0.8	844	0.7
2001-02	473	1.0	41	0.5	1,323	1.0	9	1.0	745	0.6
2002-03	610	1.3	37	0.4	1,604	1.2	14	1.4	844	0.7
2003-04	677	1.5	50	0.6	1,636	1.2	12	1.2	850	0.7
2004-05	2,362	5.3	115	1.2	6,857	4.8	24	2.5	1,801	1.5
2005-06	1,939	4.1	76	0.8	5,449	3.6	28	2.5	1,399	1.2
2006-07	1,450	3.1	68	0.6	4,551	2.9	23	2.1	1,196	1.0
Grade 6										
1994-95	928	2.6	28	0.5	2,295	2.4	9	1.6	1,301	1.0
1995-96	1,016	2.6	23	0.4	2,450	2.5	12	2.0	1,320	1.0
1996-97	830	2.1	36	0.6	2,373	2.3	13	2.0	1,340	1.0
1997-98	900	2.3	27	0.4	2,458	2.4	16	2.2	1,407	1.1
1998-99	873	2.1	31	0.5	2,468	2.3	18	2.3	1,372	1.0
1999-00	880	2.1	41	0.5	2,694	2.4	16	1.9	1,275	1.0
2000-01	980	2.2	33	0.4	2,522	2.1	18	2.1	1,271	1.0
2001-02	856	1.9	37	0.5	2,286	1.8	21	2.1	1,214	0.9
2002-03	916	2.0	35	0.4	2,385	1.8	12	1.2	1,215	0.9
2003-04	1,024	2.2	26	0.3	2,454	1.8	7	0.7	1,284	1.0
2004-05	1,130	2.4	34	0.4	2,584	1.8	17	1.6	1,136	0.9
2005-06	997	2.1	30	0.3	2,066	1.4	12	1.2	961	0.8
2006-07	843	1.8	23	0.2	2,084	1.4	11	1.0	855	0.7
Total K-6										
1994-95	6,946	2.7	401	1.0	17,910	2.6	99	2.3	13,144	1.5
1995-96	8,043	2.9	414	1.0	20,402	2.8	120	2.4	14,448	1.6
1996-97	7,503	2.6	436	1.0	20,695	2.7	137	2.5	14,603	1.6
1997-98	9,044	3.2	461	1.0	24,405	3.1	161	2.8	15,014	1.7
1998-99	10,302	3.5	508	1.1	27,771	3.4	159	2.7	15,683	1.8
1999-00	10,113	3.4	601	1.2	30,082	3.5	143	2.4	15,079	1.8

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

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Table 4 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	10,726	3.5	663	1.2	32,182	3.6	165	2.6	15,581	1.8
2001-02	10,376	3.4	657	1.1	33,209	3.5	194	2.9	15,376	1.8
2002-03	11,073	3.6	677	1.1	36,172	3.7	207	3.0	15,723	1.9
2003-04	11,504	3.7	676	1.0	37,435	3.6	201	2.8	15,980	1.9
2004-05	13,659	4.4	827	1.2	45,682	4.3	220	3.0	17,213	2.1
2005-06	14,378	4.4	770	1.1	44,148	4.0	234	3.1	16,426	2.0
2006-07	12,896	3.9	802	1.0	43,789	3.8	238	3.0	16,171	2.0

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

Grade-Level Retention by Ethnicity

Secondary Grades

As was the case in the elementary grades, retention rates for African American and Hispanic students in 2006-07 were substantially higher than those for White students at most secondary grade levels (Table 5). For all ethnic groups, rates of retention were highest in Grade 9. Nearly one out of five African American ninth graders (19.2%) and more than one out of five Hispanic ninth graders (20.8%) did not advance to Grade 10 (Figure 5). In Grade 12, retention rates increased from the previous year for all ethnic groups except Native Americans. The increases ranged from 0.1 percentage points for Asian/Pacific Islander students to 1.7 percentage points for Hispanic students. By contrast, retention rates were unchanged or decreased from the previous year for all ethnic groups in Grades 7-11, except Asian/Pacific Islanders in the seventh grade. In secondary grades overall, retention rates decreased for all ethnic groups between 1998-99 and 2006-07, with African American and Hispanic ninth graders showing the greatest decreases (5.8 and 6.3 percentage points, respectively).

Figure 5
Grade-Level Retention, by Ethnicity, Grade 9, Texas Public Schools, 2006-07

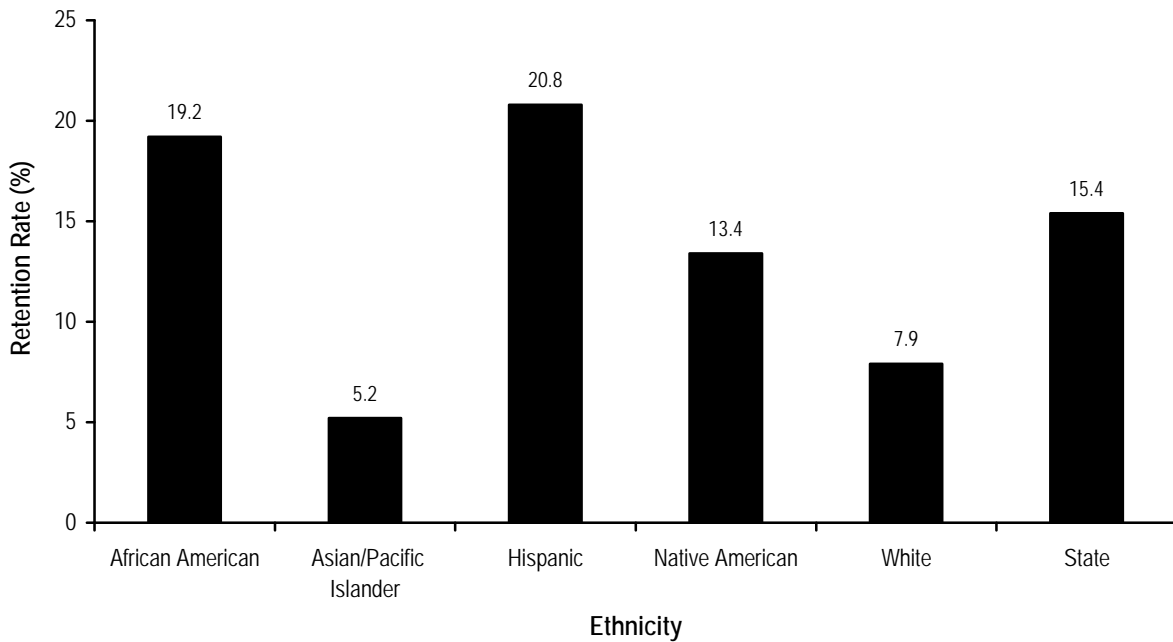


Table 5
Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99
Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1998-99	1,633	4.0	54	0.8	4,432	4.1	36	4.5	2,487	1.8
1999-00	1,562	3.7	51	0.7	4,459	3.9	34	4.2	2,407	1.8
2000-01	1,564	3.6	52	0.6	3,996	3.3	29	3.3	2,121	1.6
2001-02	1,376	3.0	58	0.7	3,643	2.9	28	3.1	1,854	1.4
2002-03	1,413	3.0	48	0.6	3,900	3.0	35	3.3	2,093	1.6
2003-04	1,462	3.1	62	0.7	3,907	2.8	26	2.5	1,915	1.5
2004-05	1,583	3.3	39	0.4	4,225	3.0	15	1.4	1,848	1.4
2005-06	1,567	3.1	38	0.4	4,082	2.8	24	2.1	1,602	1.3
2006-07	1,029	2.2	51	0.5	3,317	2.2	22	2.0	1,244	1.0
Grade 8										
1998-99	1,049	2.7	55	0.8	3,440	3.3	27	3.6	1,962	1.5
1999-00	964	2.4	70	0.9	3,384	3.1	29	3.6	1,722	1.3
2000-01	1,084	2.5	66	0.9	3,350	2.9	19	2.3	1,834	1.4
2001-02	1,068	2.4	49	0.6	2,929	2.4	27	3.2	1,569	1.2
2002-03	1,038	2.3	58	0.7	3,099	2.5	18	1.9	1,713	1.3
2003-04	1,019	2.2	54	0.6	3,211	2.5	14	1.3	1,801	1.4
2004-05	1,113	2.4	58	0.6	3,195	2.3	16	1.5	1,587	1.2
2005-06	1,146	2.3	56	0.6	3,184	2.2	27	2.5	1,426	1.1
2006-07	848	1.7	66	0.6	2,800	1.9	23	2.0	1,206	1.0
Grade 9										
1998-99	11,558	25.0	644	8.1	33,046	27.1	149	19.0	14,341	10.2
1999-00	11,682	24.3	642	7.8	32,382	25.2	166	19.6	13,579	9.4
2000-01	11,967	23.9	639	7.5	32,205	24.0	153	17.3	13,399	9.4
2001-02	11,266	21.9	595	6.7	32,665	23.5	174	18.7	13,061	9.3
2002-03	10,763	20.7	513	5.3	33,055	22.7	152	15.1	12,714	9.0
2003-04	10,734	20.3	556	5.6	33,959	22.8	161	15.0	12,842	9.2
2004-05	10,659	19.7	647	6.4	34,873	22.3	204	16.8	12,222	8.7
2005-06	11,300	20.1	669	6.3	36,453	22.2	213	17.3	12,091	8.8
2006-07	10,836	19.2	576	5.2	34,976	20.8	168	13.4	10,657	7.9
Grade 10										
1998-99	3,856	11.5	314	4.2	9,716	11.5	53	6.8	5,613	4.6
1999-00	4,183	12.1	299	4.0	9,934	11.4	53	8.4	5,454	4.4
2000-01	4,473	12.0	343	4.3	11,093	11.7	51	7.3	5,794	4.5
2001-02	4,599	11.9	343	4.1	11,987	11.9	64	8.5	5,733	4.5
2002-03	5,025	12.4	347	4.1	13,336	12.5	59	7.7	5,984	4.8
2003-04	4,879	11.7	301	3.2	13,413	11.9	60	7.2	5,968	4.7

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Table 5 (continued)
Grade-Level Retention, by Grade and Ethnicity, Grades 7-12, Texas Public Schools, 1998-99
Through 2006-07

Year	African American		Asian/ Pacific Islander		Hispanic		Native American		White	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	4,997	11.9	402	4.2	13,846	12.2	81	8.8	6,073	4.9
2005-06	5,360	12.0	385	3.9	14,196	11.8	79	7.7	6,212	4.9
2006-07	5,041	11.2	313	3.1	14,236	11.3	71	7.0	5,581	4.6
Grade 11										
1998-99	2,261	8.3	270	4.0	5,722	8.3	38	5.7	3,772	3.4
1999-00	2,445	8.5	300	4.3	6,096	8.5	32	6.1	3,933	3.5
2000-01	2,670	8.9	270	3.6	6,469	8.6	36	6.4	3,995	3.5
2001-02	2,705	8.4	265	3.4	6,830	8.4	38	5.8	3,925	3.4
2002-03	2,568	7.9	229	2.9	7,072	8.3	34	5.2	3,740	3.2
2003-04	2,627	7.7	210	2.6	7,142	8.0	33	4.5	3,631	3.2
2004-05	2,789	7.9	254	2.8	7,815	8.2	44	5.5	3,756	3.3
2005-06	3,287	8.8	232	2.5	8,513	8.7	56	6.5	3,894	3.4
2006-07	3,116	8.1	238	2.5	8,604	8.3	52	5.5	3,790	3.3
Grade 12										
1998-99	1,562	5.9	196	3.0	4,693	7.2	47	7.1	3,085	2.9
1999-00	1,540	5.5	188	2.7	4,767	6.8	27	5.2	3,109	2.8
2000-01	1,653	5.7	192	2.6	5,241	7.2	28	4.8	3,297	3.0
2001-02	1,680	5.4	224	2.9	5,402	7.0	25	4.3	3,346	2.9
2002-03	1,801	5.5	225	2.8	5,782	6.9	33	4.8	3,515	3.0
2003-04	1,790	5.2	214	2.5	5,788	6.5	37	4.9	3,425	2.9
2004-05	1,967	5.7	209	2.5	6,305	7.1	33	4.2	3,504	3.0
2005-06	2,891	8.3	324	3.5	9,364	10.1	47	5.6	4,202	3.6
2006-07	3,077	8.9	352	3.6	11,306	11.8	46	5.0	4,561	4.0
Total 7-12										
1998-99	21,919	10.2	1,533	3.6	61,049	11.0	350	7.9	31,260	4.2
1999-00	22,376	10.1	1,550	3.5	61,022	10.5	341	8.2	30,204	4.0
2000-01	23,411	10.0	1,562	3.3	62,354	10.2	316	7.1	30,440	4.0
2001-02	22,694	9.4	1,534	3.1	63,456	9.9	356	7.6	29,488	3.9
2002-03	22,608	9.1	1,420	2.7	66,244	9.8	331	6.5	29,759	3.9
2003-04	22,511	8.8	1,397	2.6	67,420	9.5	331	6.0	29,582	3.9
2004-05	23,108	8.9	1,609	2.9	70,259	9.6	393	6.8	28,990	3.9
2005-06	25,551	9.4	1,704	2.9	75,792	9.9	446	7.2	29,427	4.0
2006-07	23,947	8.8	1,596	2.6	75,239	9.5	382	6.0	27,039	3.7

Grade-Level Retention by Gender

Elementary Grades

Across the elementary grades, retention rates were highest for male first graders (7.6%) and lowest for female sixth graders (0.8%) (Figure 6). The retention rate for males was higher than that for females in every elementary grade except Grade 5. In kindergarten and Grade 6, over twice as many males were retained as females (Table 6).

Figure 6
Grade-Level Retention, by Grade and Gender, Grades K-6, Texas Public Schools, 2006-07

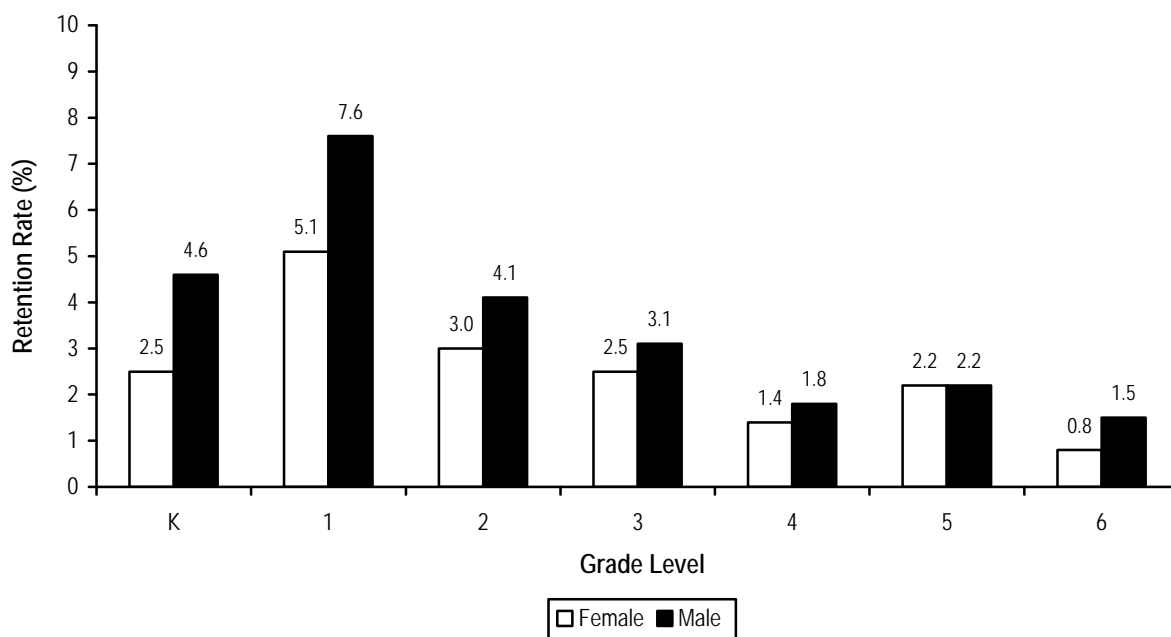


Table 6
Grade-Level Retention, by Grade and Gender, Grades K-6, Texas Public Schools, 2006-07

Gender	Grade													
	K		1		2		3		4		5		6	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	4,135	2.5	8,900	5.1	5,146	3.0	4,081	2.5	2,336	1.4	3,625	2.2	1,211	0.8
Male	8,311	4.6	14,270	7.6	7,237	4.1	5,361	3.1	3,015	1.8	3,663	2.2	2,605	1.5

Secondary Grades

Males continued to have higher retention rates than females at the secondary level (Figure 7 and Table 7). The retention rates for males and females were highest in ninth grade, at 17.9 percent and 12.6 percent, respectively. The retention rate for males was lowest in Grade 8 (1.8%). For females, rates were lowest in Grades 7 and 8 (1.2% each).

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

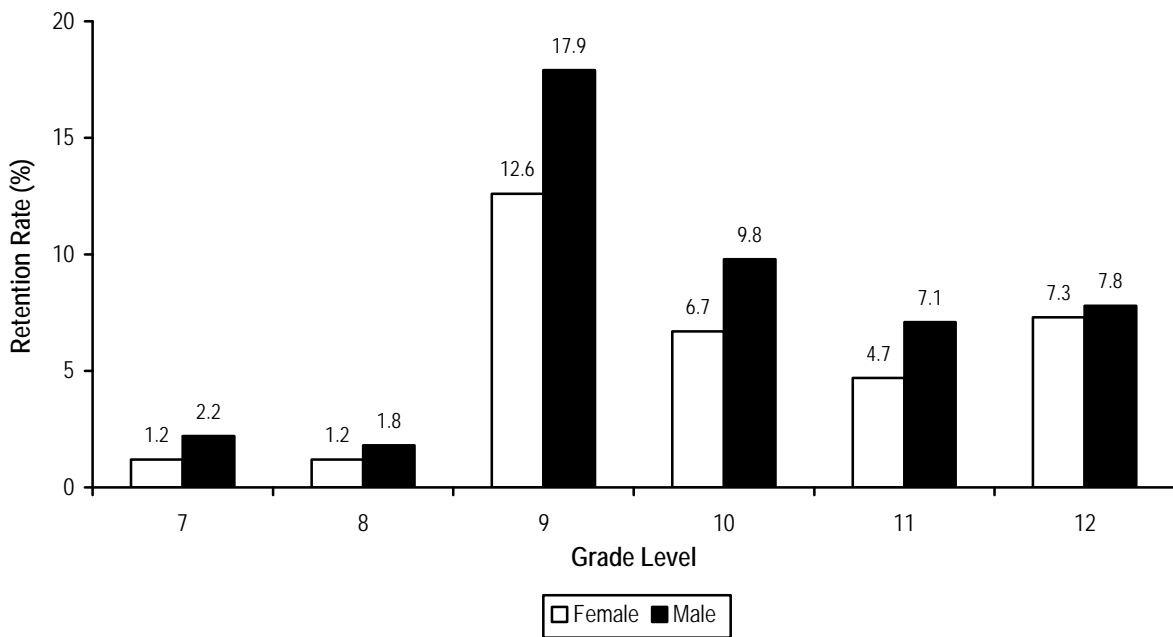


Table 7
Grade-Level Retention, by Grade and Gender, Grades 7-12, Texas Public Schools, 2006-07

Gender	Grade											
	7		8		9		10		11		12	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Female	1,982	1.2	1,886	1.2	22,400	12.6	10,079	6.7	6,250	4.7	9,366	7.3
Male	3,681	2.2	3,057	1.8	34,813	17.9	15,163	9.8	9,550	7.1	9,976	7.8

Grade-Level Retention by Socioeconomic Status

Elementary Grades

In every elementary grade, students who were economically disadvantaged had higher retention rates in 2006-07 than students who were not economically disadvantaged (Figure 8). Rates for both economically disadvantaged and non-economically disadvantaged students were highest in Grade 1 (8.1% and 3.7%, respectively). In each year between 1994-95 and 2006-07, the difference in retention rates between the two student groups was largest in Grade 1, as well (Table 8). During the same period, rate differences were smallest in kindergarten. Students in Grade 5 who were economically disadvantaged had the largest decrease in retention rate from 2005-06 to 2006-07 (0.6 percentage points).

Figure 8
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 2006-07

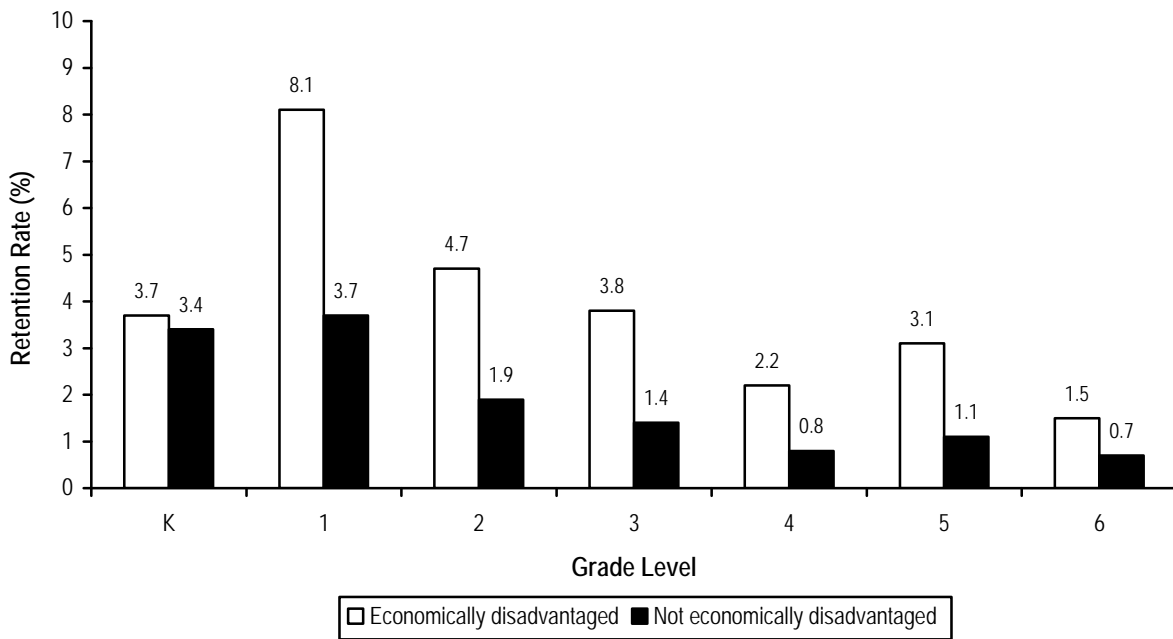


Table 8
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Kindergarten				
1994-95	1,744	1.4	1,982	1.6
1995-96	2,250	1.6	2,274	1.7
1996-97	2,652	1.8	2,429	1.9
1997-98	3,287	2.2	2,783	2.2
1998-99	3,732	2.5	3,264	2.5
1999-00	4,468	3.0	3,473	2.7
2000-01	5,029	3.3	4,081	3.1
2001-02	5,670	3.5	4,298	3.2
2002-03	6,639	3.8	4,410	3.3
2003-04	7,049	3.9	4,635	3.4
2004-05	7,525	3.9	4,665	3.5
2005-06	7,780	3.8	4,779	3.4
2006-07	7,686	3.7	4,760	3.4
Grade 1				
1994-95	10,413	7.2	5,585	4.3
1995-96	11,609	7.3	5,690	4.2
1996-97	11,480	6.9	5,297	4.0
1997-98	12,441	7.5	5,322	4.1
1998-99	13,754	8.2	5,939	4.3
1999-00	13,749	8.0	5,756	4.2
2000-01	13,483	7.9	6,046	4.3
2001-02	14,397	8.1	5,697	4.1
2002-03	14,767	8.0	5,413	3.9
2003-04	15,617	8.1	5,484	4.0
2004-05	16,186	8.1	5,310	3.9
2005-06	17,047	8.1	5,493	3.9
2006-07	17,758	8.1	5,412	3.7
Grade 2				
1994-95	4,099	3.0	1,859	1.4
1995-96	5,150	3.4	2,075	1.6
1996-97	5,185	3.3	2,037	1.6
1997-98	6,685	4.3	2,253	1.7
1998-99	6,929	4.3	2,531	1.9
1999-00	7,244	4.4	2,608	1.9
2000-01	8,053	4.7	2,948	2.1

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2001-02	8,286	4.8	2,780	2.0
2002-03	8,386	4.7	2,798	2.1
2003-04	8,906	4.9	2,742	2.0
2004-05	9,247	4.8	2,612	1.9
2005-06	9,631	4.9	2,846	2.1
2006-07	9,707	4.7	2,676	1.9
Grade 3				
1994-95	2,314	1.7	1,139	0.9
1995-96	3,048	2.1	1,203	0.9
1996-97	3,108	2.1	1,292	1.0
1997-98	4,057	2.7	1,316	1.0
1998-99	5,388	3.5	1,741	1.2
1999-00	5,113	3.1	1,749	1.3
2000-01	5,656	3.4	2,003	1.4
2001-02	5,859	3.4	1,777	1.3
2002-03	7,009	4.0	1,915	1.4
2003-04	6,395	3.6	1,801	1.3
2004-05	8,388	4.5	1,978	1.5
2005-06	7,815	4.0	1,943	1.4
2006-07	7,514	3.8	1,928	1.4
Grade 4				
1994-95	1,668	1.3	913	0.7
1995-96	2,038	1.4	914	0.7
1996-97	2,140	1.5	890	0.7
1997-98	2,549	1.8	997	0.7
1998-99	2,723	1.8	1,158	0.8
1999-00	2,927	1.9	1,087	0.8
2000-01	3,172	2.0	1,233	0.9
2001-02	2,977	1.8	1,066	0.7
2002-03	3,727	2.1	1,116	0.8
2003-04	3,889	2.2	1,258	0.9
2004-05	4,393	2.4	1,237	0.9
2005-06	4,361	2.4	1,304	0.9
2006-07	4,163	2.2	1,188	0.8

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 5				
1994-95	1,467	1.2	756	0.6
1995-96	1,542	1.1	813	0.6
1996-97	1,486	1.0	786	0.6
1997-98	1,785	1.3	802	0.6
1998-99	1,632	1.1	870	0.6
1999-00	1,993	1.3	945	0.7
2000-01	1,827	1.2	962	0.7
2001-02	1,790	1.1	801	0.6
2002-03	2,197	1.3	912	0.6
2003-04	2,280	1.3	945	0.7
2004-05	8,880	5.0	2,279	1.6
2005-06	6,980	3.7	1,911	1.4
2006-07	5,749	3.1	1,539	1.1
Grade 6				
1994-95	3,095	2.6	1,466	1.0
1995-96	3,270	2.5	1,551	1.1
1996-97	3,185	2.3	1,407	1.0
1997-98	3,392	2.5	1,416	1.0
1998-99	3,248	2.4	1,514	1.0
1999-00	3,470	2.4	1,436	1.0
2000-01	3,359	2.3	1,465	1.0
2001-02	3,079	2.0	1,335	0.9
2002-03	3,299	2.0	1,264	0.8
2003-04	3,513	2.0	1,282	0.9
2004-05	3,666	2.1	1,235	0.8
2005-06	3,017	1.7	1,049	0.7
2006-07	2,768	1.5	1,048	0.7
Total K-6				
1994-95	24,800	2.7	13,700	1.5
1995-96	28,907	2.9	14,520	1.5
1996-97	29,236	2.8	14,138	1.5
1997-98	34,196	3.3	14,889	1.6
1998-99	37,406	3.5	17,017	1.7
1999-00	38,964	3.5	17,054	1.7
2000-01	40,579	3.6	18,738	1.9

continues

Table 8 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2001-02	42,058	3.6	17,754	1.8
2002-03	46,024	3.8	17,828	1.8
2003-04	47,649	3.8	18,147	1.9
2004-05	58,285	4.5	19,316	2.0
2005-06	56,631	4.2	19,325	2.0
2006-07	55,345	4.0	18,551	1.9

Grade-Level Retention by Socioeconomic Status

Secondary Grades

In the secondary grades, as in the elementary grades, students who were economically disadvantaged had higher retention rates in 2006-07 than students who were not economically disadvantaged (Figure 9). The rate for each socioeconomic group was highest in Grade 9. Although Grade 9 students who were economically disadvantaged had the highest retention rate each year between 1998-99 and 2006-07, they also had the greatest rate decrease (5.2 percentage points) over the entire period (Table 9). Economically disadvantaged students in Grade 12 had the greatest increase in retention rate between 1998-99 and 2006-07 (4.6 percentage points).

Figure 9
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 2006-07

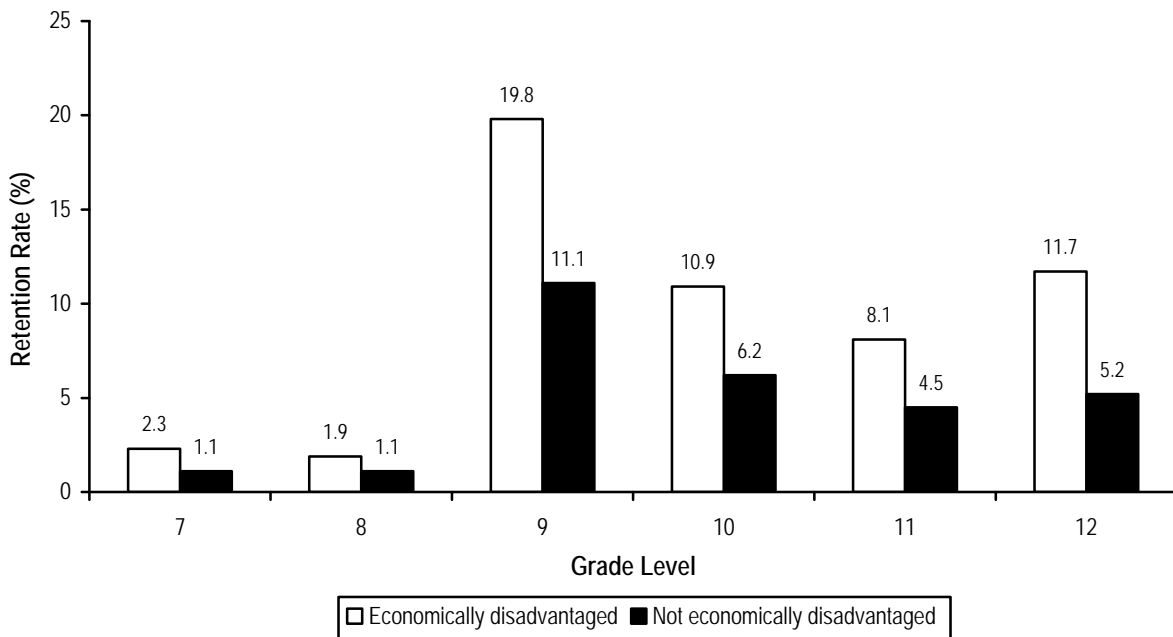


Table 9
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
Grade 7				
1998-99	5,489	4.2	3,153	2.0
1999-00	5,448	4.0	3,065	1.9
2000-01	5,079	3.6	2,683	1.6
2001-02	4,689	3.1	2,270	1.4
2002-03	5,060	3.2	2,429	1.5
2003-04	5,105	3.1	2,267	1.4
2004-05	5,625	3.2	2,085	1.3
2005-06	5,311	3.0	2,002	1.3
2006-07	4,009	2.3	1,654	1.1
Grade 8				
1998-99	3,796	3.2	2,737	1.6
1999-00	3,588	2.9	2,581	1.6
2000-01	3,707	2.8	2,646	1.6
2001-02	3,425	2.5	2,217	1.3
2002-03	3,769	2.6	2,157	1.3
2003-04	3,886	2.5	2,213	1.3
2004-05	3,940	2.4	2,029	1.3
2005-06	3,904	2.3	1,935	1.2
2006-07	3,209	1.9	1,734	1.1
Grade 9				
1998-99	30,615	25.0	29,123	14.8
1999-00	30,803	23.8	27,648	13.8
2000-01	30,769	22.7	27,594	13.7
2001-02	32,447	22.4	25,314	12.9
2002-03	33,096	21.5	24,101	12.3
2003-04	34,089	21.4	24,163	12.5
2004-05	36,087	21.1	22,518	11.8
2005-06	38,122	21.1	22,604	12.0
2006-07	36,268	19.8	20,945	11.1
Grade 10				
1998-99	8,666	10.7	10,886	6.4
1999-00	9,063	10.7	10,860	6.4
2000-01	10,074	10.9	11,680	6.6
2001-02	11,411	11.4	11,315	6.4
2002-03	13,170	12.1	11,581	6.7
2003-04	13,358	11.5	11,263	6.5

continues

Table 9 (continued)
Grade-Level Retention, by Grade and Socioeconomic Status, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Economically disadvantaged		Not economically disadvantaged	
	Retained	Rate (%)	Retained	Rate (%)
2004-05	14,317	11.8	11,082	6.5
2005-06	15,007	11.6	11,225	6.5
2006-07	14,640	10.9	10,602	6.2
Grade 11				
1998-99	4,883	8.0	7,180	4.7
1999-00	5,306	8.2	7,500	4.9
2000-01	5,542	8.0	7,898	5.0
2001-02	6,178	8.1	7,585	4.7
2002-03	6,486	7.9	7,157	4.4
2003-04	6,697	7.6	6,946	4.4
2004-05	7,646	7.9	7,012	4.4
2005-06	8,762	8.6	7,220	4.5
2006-07	8,566	8.1	7,234	4.5
Grade 12				
1998-99	3,768	7.1	5,815	3.8
1999-00	3,910	6.8	5,721	3.6
2000-01	4,171	6.9	6,240	3.9
2001-02	4,458	6.7	6,219	3.8
2002-03	5,000	6.6	6,356	3.8
2003-04	5,196	6.4	6,058	3.6
2004-05	6,030	7.0	5,988	3.7
2005-06	9,145	10.1	7,683	4.7
2006-07	10,688	11.7	8,654	5.2
Total 7-12				
1998-99	57,217	10.1	58,894	5.9
1999-00	58,118	9.7	57,375	5.7
2000-01	59,342	9.4	58,741	5.7
2001-02	62,608	9.3	54,920	5.3
2002-03	66,581	9.2	53,781	5.2
2003-04	68,331	8.9	52,910	5.2
2004-05	73,645	9.1	50,714	5.1
2005-06	80,251	9.4	52,669	5.3
2006-07	77,380	9.0	50,823	5.1

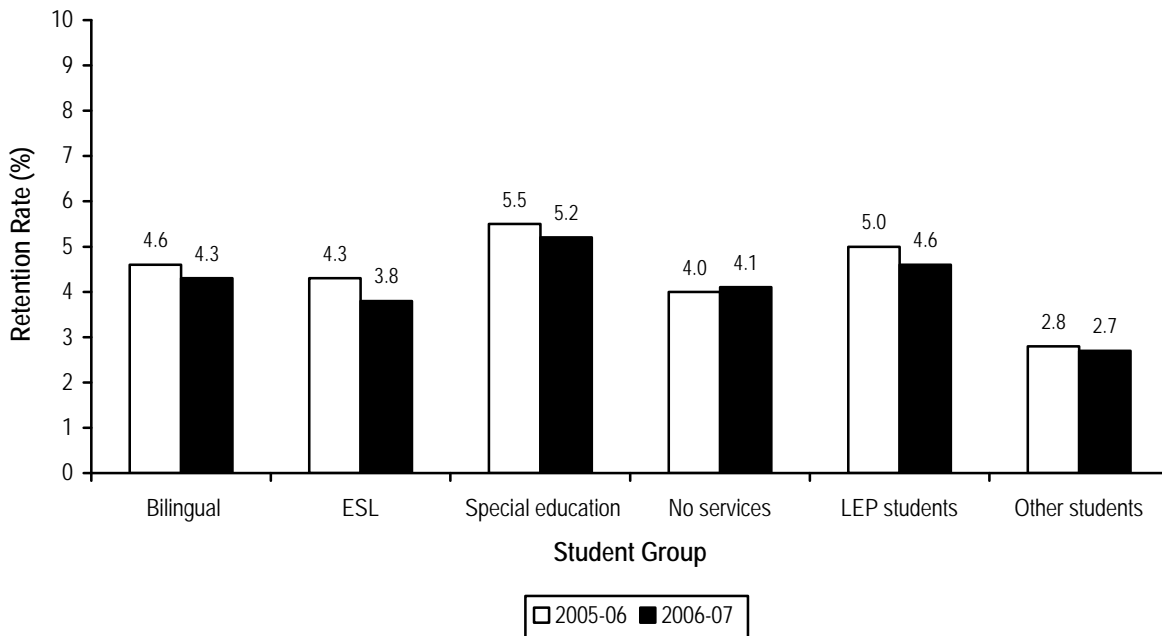
Grade-Level Retention by Limited English Proficiency Status

Elementary Grades

Reading and language difficulties have been shown to be highly correlated with retention in the elementary grades (Kaczala, 1991; Marcon, 1993). Texas students with limited English proficiency (LEP) learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most LEP students are enrolled in bilingual or English as a second language (ESL) programs. LEP students participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in 2006-07, nearly 93 percent of all LEP students in the public schools participated in bilingual or ESL programs.

In the elementary grades overall, LEP students receiving bilingual or special education services had higher retention rates in 2006-07 than LEP students who were not receiving services (Figure 10). LEP students overall had higher rates of retention than non-LEP students in all grades except kindergarten (Table 10).

Figure 10
Grade-Level Retention, by Limited English Proficiency (LEP) Status and Service Received, Grades K-6, Texas Public Schools, 2005-06 and 2006-07



Note. ESL = English as a second language.

Table 10
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten												
1994-95	151	0.5	162	1.8	8	4.6	13	0.6	334	0.7	3,392	1.6
1995-96	163	0.4	197	2.0	7	3.4	16	0.7	383	0.8	4,141	1.9
1996-97	284	0.7	204	1.9	15	7.1	30	1.0	533	1.0	4,548	2.0
1997-98	364	0.9	275	2.4	16	7.6	44	1.6	699	1.3	5,371	2.4
1998-99	484	1.2	333	2.6	24	9.0	50	1.7	891	1.6	6,105	2.8
1999-00	687	1.6	420	3.1	20	6.6	52	1.7	1,179	2.0	6,762	3.1
2000-01	787	1.8	485	3.4	32	8.8	91	2.3	1,395	2.2	7,715	3.4
2001-02	876	1.8	536	3.3	30	8.3	88	2.1	1,530	2.2	8,438	3.7
2002-03	1,089	2.2	649	3.7	43	8.7	81	2.0	1,862	2.6	9,187	3.9
2003-04	1,194	2.3	627	3.8	110	12.3	68	1.9	2,545	3.1	9,139	3.9
2004-05	1,238	2.2	642	3.7	125	13.1	71	2.0	2,643	3.1	9,547	4.0
2005-06	1,295	2.2	741	4.0	146	14.6	69	2.0	2,882	3.1	9,677	3.9
2006-07	1,274	2.0	639	3.3	110	11.5	81	2.1	2,686	2.8	9,760	3.9
Grade 1												
1994-95	2,420	6.8	844	8.4	41	8.6	216	6.6	3,521	7.1	12,477	5.6
1995-96	2,315	6.2	882	7.8	63	13.9	211	6.4	3,471	6.7	13,828	5.8
1996-97	2,204	5.6	794	6.6	54	10.7	225	5.7	3,277	5.8	13,500	5.5
1997-98	2,588	6.3	822	6.5	52	11.8	236	6.2	3,698	6.4	14,065	5.9
1998-99	2,954	6.9	1,009	7.3	70	15.7	244	6.5	4,277	7.0	15,416	6.3
1999-00	3,075	6.8	1,141	7.4	49	9.0	283	6.7	4,548	7.0	14,957	6.2
2000-01	3,139	6.6	1,164	7.2	63	10.4	328	6.6	4,694	6.8	14,835	6.1
2001-02	3,610	7.2	1,201	6.9	71	10.5	352	7.1	5,234	7.2	14,860	6.1
2002-03	3,700	7.1	1,228	6.4	73	10.9	325	6.4	5,326	6.9	14,854	6.1
2003-04	3,817	7.0	1,363	7.2	166	13.5	332	7.2	7,019	8.0	14,082	5.8
2004-05	4,076	7.3	1,255	6.5	196	15.2	328	6.7	7,147	8.0	14,349	5.8
2005-06	4,123	7.0	1,296	6.5	185	15.6	310	6.3	7,387	7.9	15,153	5.9
2006-07	4,300	6.7	1,202	5.7	161	14.1	378	7.6	7,321	7.4	15,849	6.0
Grade 2												
1994-95	1,047	3.2	301	3.3	41	5.9	101	2.9	1,490	3.3	4,468	2.0
1995-96	1,180	3.5	294	2.9	34	5.5	99	2.9	1,607	3.3	5,618	2.4
1996-97	1,120	3.2	351	3.2	34	5.0	123	3.1	1,628	3.2	5,594	2.4
1997-98	1,696	4.6	457	3.9	33	5.3	145	3.6	2,331	4.4	6,607	2.8
1998-99	1,736	4.5	486	3.8	32	5.3	126	3.3	2,380	4.2	7,080	3.0

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

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Table 10 (continued)
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1999-00	1,991	4.8	591	4.1	35	5.3	135	3.2	2,752	4.5	7,100	2.9
2000-01	2,231	5.1	784	5.0	38	4.9	185	3.7	3,238	5.0	7,763	3.2
2001-02	2,356	5.1	801	4.7	28	3.6	208	4.1	3,393	4.9	7,673	3.2
2002-03	2,468	5.2	830	4.6	37	4.5	169	3.4	3,504	4.9	7,680	3.2
2003-04	2,511	5.1	963	5.2	75	5.8	174	3.9	4,529	5.6	7,119	3.0
2004-05	2,631	5.0	878	4.6	78	5.7	192	3.9	4,613	5.4	7,246	3.0
2005-06	2,717	5.0	863	4.4	67	5.0	187	3.6	4,718	5.4	7,759	3.1
2006-07	2,831	4.9	844	4.1	82	6.4	235	4.4	4,708	5.2	7,675	3.0
Grade 3												
1994-95	575	2.1	167	2.0	18	2.1	44	1.3	804	2.0	2,649	1.2
1995-96	693	2.3	213	2.2	24	2.9	62	1.9	992	2.2	3,259	1.4
1996-97	738	2.3	223	2.1	21	2.5	66	1.8	1,048	2.2	3,352	1.4
1997-98	961	3.0	323	2.9	27	3.0	78	2.2	1,389	2.9	3,984	1.7
1998-99	1,420	4.2	427	3.6	29	3.9	101	2.9	1,977	4.0	5,152	2.1
1999-00	1,393	3.8	409	3.2	21	2.5	96	2.5	1,919	3.6	4,943	2.0
2000-01	1,551	4.1	457	3.2	30	3.2	136	3.0	2,174	3.8	5,485	2.2
2001-02	1,685	4.1	525	3.3	30	3.0	122	2.6	2,362	3.8	5,274	2.1
2002-03	2,173	5.0	713	4.1	19	2.0	153	3.3	3,058	4.6	5,866	2.4
2003-04	1,880	4.4	759	4.3	56	3.6	122	3.0	3,400	4.6	4,796	2.0
2004-05	2,763	6.1	859	4.8	52	3.2	154	3.7	4,524	5.9	5,842	2.4
2005-06	2,421	4.9	782	4.2	54	3.4	177	3.9	4,146	5.1	5,612	2.2
2006-07	2,355	4.5	767	4.0	55	3.7	136	2.8	3,850	4.6	5,592	2.2
Grade 4												
1994-95	343	1.6	125	1.5	24	2.6	27	0.9	519	1.5	2,062	0.9
1995-96	327	1.4	163	1.8	29	3.1	32	1.2	551	1.5	2,401	1.0
1996-97	423	1.8	174	1.7	38	3.7	53	1.6	688	1.8	2,342	1.0
1997-98	546	2.2	210	2.0	30	3.2	44	1.5	830	2.1	2,716	1.1
1998-99	597	2.4	251	2.2	15	1.6	50	1.8	913	2.3	2,968	1.2
1999-00	708	2.8	318	2.6	21	2.4	36	1.1	1,083	2.6	2,931	1.1
2000-01	708	2.7	285	2.4	19	1.9	86	2.8	1,098	2.6	3,307	1.3
2001-02	691	2.5	248	2.0	8	0.8	69	2.3	1,016	2.3	3,027	1.1
2002-03	933	3.1	328	2.4	11	1.0	73	2.4	1,345	2.8	3,498	1.3
2003-04	927	3.1	331	2.6	23	1.5	57	2.7	1,732	3.3	3,415	1.3
2004-05	1,072	3.5	365	3.1	38	2.3	47	2.5	1,945	3.5	3,685	1.4

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

continues

Table 10 (continued)
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2005-06	1,042	3.2	382	3.0	35	2.2	54	2.4	1,949	3.4	3,716	1.4
2006-07	1,048	2.9	306	2.2	26	1.7	52	2.3	1,763	3.0	3,588	1.3
Grade 5												
1994-95	187	1.1	85	1.0	40	3.6	24	0.9	336	1.2	1,887	0.8
1995-96	179	1.0	101	1.2	42	4.3	21	0.8	343	1.1	2,012	0.8
1996-97	197	1.0	88	0.9	44	4.1	26	0.8	355	1.1	1,917	0.8
1997-98	220	1.1	146	1.4	43	4.1	30	1.2	439	1.3	2,148	0.9
1998-99	237	1.2	143	1.3	33	3.6	12	0.5	425	1.3	2,077	0.8
1999-00	298	1.6	203	1.8	38	3.6	29	1.0	568	1.7	2,370	0.9
2000-01	285	1.5	177	1.7	45	4.3	28	1.0	535	1.6	2,254	0.8
2001-02	301	1.5	152	1.5	29	2.5	23	0.9	505	1.5	2,086	0.8
2002-03	360	1.7	218	2.0	18	1.5	37	1.5	633	1.8	2,476	0.9
2003-04	357	1.6	242	2.0	33	2.0	26	1.4	828	1.9	2,397	0.9
2004-05	1,694	7.3	1,073	9.6	37	2.1	124	7.7	3,534	8.0	7,625	2.8
2005-06	1,396	5.5	815	6.3	33	2.0	114	6.5	2,873	5.9	6,018	2.2
2006-07	1,289	4.8	713	5.5	42	2.7	93	5.5	2,474	5.2	4,814	1.7
Grade 6												
1994-95	80	1.5	457	3.0	29	2.3	114	3.6	680	2.7	3,881	1.6
1995-96	72	1.4	453	2.8	29	2.2	86	2.7	640	2.5	4,181	1.7
1996-97	70	1.4	468	2.7	28	2.3	91	2.5	657	2.4	3,935	1.5
1997-98	83	1.6	543	3.0	30	2.2	70	2.7	726	2.7	4,082	1.6
1998-99	81	1.7	617	3.2	30	2.5	63	2.6	791	2.8	3,971	1.5
1999-00	65	1.5	698	3.4	32	2.4	72	2.6	867	3.0	4,039	1.5
2000-01	52	1.3	602	3.2	15	1.0	55	2.3	724	2.7	4,100	1.5
2001-02	44	1.1	478	2.6	20	1.4	64	2.7	606	2.3	3,808	1.3
2002-03	52	1.3	469	2.6	28	2.0	78	3.2	627	2.4	3,936	1.3
2003-04	49	1.3	586	2.6	48	2.7	43	2.6	916	2.6	3,879	1.3
2004-05	61	1.5	657	2.6	41	2.1	68	3.8	1,039	2.7	3,862	1.4
2005-06	44	1.2	511	2.3	39	2.0	31	2.4	822	2.4	3,244	1.1
2006-07	49	1.1	463	2.0	39	2.1	31	2.5	723	2.1	3,093	1.1
Total K-6												
1994-95	4,803	2.8	2,141	3.1	201	3.6	539	2.5	7,684	2.9	30,816	2.0
1995-96	4,929	2.7	2,303	3.1	228	4.2	527	2.5	7,987	2.8	35,440	2.1
1996-97	5,036	2.6	2,302	2.8	234	4.2	614	2.5	8,186	2.7	35,188	2.1
1997-98	6,458	3.2	2,776	3.2	231	4.2	647	2.9	10,112	3.2	38,973	2.3

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

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Table 10 (continued)
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
1998-99	7,509	3.7	3,266	3.5	233	4.6	646	3.0	11,654	3.6	42,769	2.5
1999-00	8,217	3.8	3,780	3.8	216	3.9	703	2.9	12,916	3.8	43,102	2.5
2000-01	8,753	4.0	3,954	3.9	242	3.9	909	3.4	13,858	3.9	45,459	2.6
2001-02	9,563	4.0	3,941	3.7	216	3.4	926	3.5	14,646	3.9	45,166	2.5
2002-03	10,775	4.3	4,435	3.9	229	3.5	916	3.4	16,355	4.1	47,497	2.6
2003-04	10,735	4.2	4,871	4.1	511	5.1	822	3.7	20,969	4.6	44,827	2.5
2004-05	13,535	5.1	5,729	4.7	567	5.4	984	4.3	25,445	5.3	52,156	2.9
2005-06	13,038	4.6	5,390	4.3	559	5.5	942	4.0	24,777	5.0	51,179	2.8
2006-07	13,146	4.3	4,934	3.8	515	5.2	1,006	4.1	23,525	4.6	50,371	2.7

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

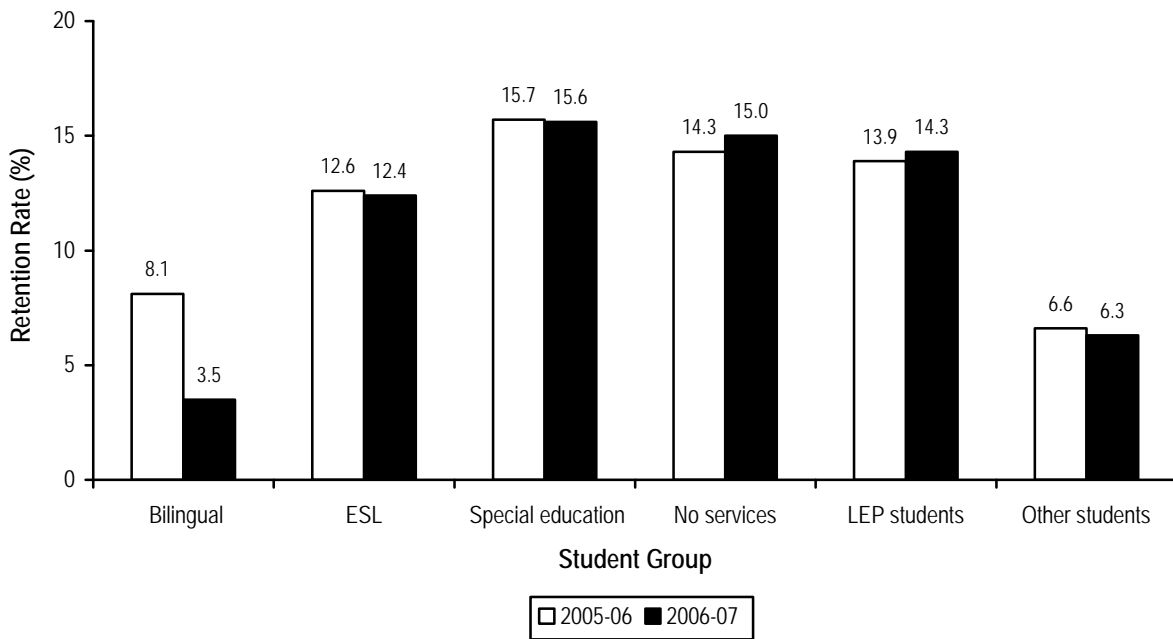
Grade-Level Retention by Limited English Proficiency Status

Secondary Grades

In 2006-07, the retention rate for LEP students in the secondary grades increased from the previous year by 0.4 percentage points to 14.3 percent (Table 11). Decreases of 0.3 to 0.9 percentage points in Grades 7-10 were offset by increases of 0.4 percentage points in Grade 11 and a substantial 7.8 percentage points in Grade 12. The rate for students not identified as LEP (6.3%) decreased by 0.3 percentage points from the previous year. Rates for non-LEP students decreased in all grades except Grade 12, which had a small increase of 0.7 percentage points. The difference in retention rates between students who were LEP and students who were not increased by 0.7 percentage points.

Over 87 percent of LEP students in secondary school were served in ESL programs. The retention rate for secondary school ESL students in 2006-07 was 12.4 percent (Figure 11).

Figure 11
Grade-Level Retention, by Limited English Proficiency (LEP) Status and Service Received, Grades 7-12, Texas Public Schools, 2005-06 and 2006-07



Note. ESL = English as a second language.

Table 11
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7												
1998-99	14	3.7	905	4.8	44	3.7	91	3.7	1,054	4.6	7,588	2.8
1999-00	13	2.9	936	4.8	–	3.5	123	4.9	1,120	4.7	7,393	2.7
2000-01	–	1.2	788	3.9	–	2.7	98	4.2	926	3.8	6,836	2.4
2001-02	6	3.5	760	3.8	33	2.1	96	4.8	895	3.7	6,064	2.1
2002-03	8	4.2	706	3.6	22	1.5	90	4.6	826	3.6	6,663	2.2
2003-04	23	10.6	740	3.8	43	2.4	66	5.6	1,171	4.1	6,201	2.1
2004-05	–	3.3	860	4.0	69	3.4	86	5.8	1,339	4.3	6,371	2.2
2005-06	15	8.9	872	3.7	83	4.2	72	4.6	1,369	4.0	5,944	2.0
2006-07	–	3.0	607	2.8	83	4.3	43	4.0	948	3.4	4,715	1.6
Grade 8												
1998-99	–	2.5	567	3.7	–	5.1	72	3.1	694	3.7	5,839	2.2
1999-00	–	2.7	600	3.6	50	4.1	72	2.9	729	3.5	5,440	2.0
2000-01	–	2.0	615	3.6	–	3.4	63	2.8	729	3.4	5,624	2.0
2001-02	6	6.5	533	3.0	47	3.2	47	2.8	633	3.0	5,009	1.8
2002-03	8	6.7	577	3.3	44	2.9	58	3.3	687	3.2	5,239	1.8
2003-04	–	4.5	596	3.3	66	3.6	47	4.0	941	3.5	5,158	1.8
2004-05	–	2.6	510	2.8	59	2.8	43	3.3	864	3.2	5,105	1.7
2005-06	–	3.4	608	3.0	89	4.3	45	3.2	978	3.4	4,861	1.6
2006-07	0	0.0	564	2.5	92	4.5	36	2.5	898	3.1	4,045	1.3
Grade 9												
1998-99	18	22.0	5,476	31.3	414	31.8	1,005	29.0	6,913	30.9	52,825	17.8
1999-00	7	38.9	5,751	30.2	318	27.4	952	28.9	7,028	29.9	51,423	16.8
2000-01	6	20.7	5,887	29.2	345	24.9	818	28.3	7,056	28.8	51,307	16.5
2001-02	8	32.0	6,200	28.7	402	25.7	767	32.0	7,377	28.8	50,384	16.0
2002-03	–	18.2	6,188	27.3	–	24.0	634	27.0	7,200	27.1	49,997	15.5
2003-04	–	16.7	5,949	26.9	636	33.1	399	26.1	9,521	31.6	48,731	15.1
2004-05	–	10.0	5,957	27.4	735	32.2	480	29.7	10,080	30.9	48,525	14.8
2005-06	0	0.0	6,106	26.3	790	33.5	492	28.7	10,097	29.9	50,629	15.1
2006-07	–	50.0	6,064	25.2	772	31.6	488	26.5	9,478	29.0	47,735	14.1
Grade 10												
1998-99	–	5.3	1,514	14.1	–	12.9	323	12.4	1,938	13.7	17,614	7.5
1999-00	–	14.3	1,519	13.3	–	13.4	344	13.4	1,965	13.3	17,958	7.5
2000-01	–	12.5	1,739	14.5	–	14.1	307	14.1	2,174	14.4	19,580	7.7
2001-02	0	0.0	2,028	15.1	151	14.3	293	14.8	2,472	15.0	20,254	7.8

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

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

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Table 11 (continued)
Grade-Level Retention, by Grade, Limited English Proficiency (LEP) Status, and Service Received, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Services received by retained LEP students											
	Bilingual		ESL ^a		Special education		No services ^b		LEP students		Other students	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2002-03	-	11.1	2,252	15.1	-	13.9	291	16.4	2,695	15.2	22,056	8.3
2003-04	0	0.0	2,044	14.1	220	17.9	196	15.5	3,099	16.5	21,522	7.9
2004-05	-	33.3	1,984	14.6	243	17.0	183	16.1	3,106	16.0	22,293	8.2
2005-06	-	14.3	1,845	13.6	243	17.3	154	15.7	2,931	15.4	23,301	8.2
2006-07	0	0.0	1,835	13.0	269	17.8	175	17.4	2,769	15.1	22,473	7.9
Grade 11												
1998-99	-	9.1	777	11.6	-	11.5	145	8.1	993	10.9	11,070	5.4
1999-00	0	0.0	826	11.9	61	11.4	183	10.5	1,070	11.6	11,736	5.6
2000-01	0	0.0	810	11.6	85	12.1	183	10.8	1,078	11.5	12,362	5.7
2001-02	0	0.0	887	11.7	81	10.6	177	12.8	1,145	11.7	12,618	5.5
2002-03	-	28.6	896	10.3	-	9.6	161	12.1	1,135	10.5	12,508	5.4
2003-04	-	30.0	961	9.2	130	14.1	110	9.2	1,514	11.1	12,129	5.2
2004-05	-	40.0	1,080	10.7	111	9.9	108	11.1	1,729	12.0	12,929	5.4
2005-06	-	66.7	1,164	11.4	167	14.7	117	13.0	1,796	12.6	14,186	5.8
2006-07	0	0.0	1,161	11.4	150	13.2	95	12.8	1,687	13.0	14,113	5.5
Grade 12												
1998-99	0	0.0	567	15.5	52	10.1	101	7.0	720	12.8	8,863	4.4
1999-00	0	0.0	496	12.2	53	10.5	113	7.7	662	10.9	8,969	4.3
2000-01	0	0.0	513	13.7	105	16.5	101	8.4	719	12.9	9,692	4.5
2001-02	0	0.0	580	14.4	111	14.5	105	9.1	796	13.4	9,881	4.4
2002-03	-	75.0	627	13.5	-	15.4	145	12.0	902	13.5	10,454	4.4
2003-04	-	16.7	772	12.9	127	15.2	72	7.7	1,134	13.4	10,120	4.2
2004-05	0	0.0	957	15.5	164	15.4	95	10.2	1,414	13.6	10,604	4.5
2005-06	0	0.0	1,644	25.6	214	19.6	160	23.0	2,300	22.6	14,528	6.0
2006-07	-	33.3	2,065	31.3	240	20.0	161	27.0	2,767	30.4	16,575	6.7
Total 7-12												
1998-99	40	5.8	9,806	13.4	729	13.5	1,737	12.4	12,312	13.2	103,799	7.0
1999-00	28	3.8	10,128	13.0	631	11.4	1,787	12.7	12,574	12.8	102,919	6.8
2000-01	13	2.9	10,352	12.9	747	11.6	1,570	12.5	12,682	12.7	105,401	6.8
2001-02	20	6.4	10,988	13.0	825	11.5	1,485	14.0	13,318	13.0	104,210	6.5
2002-03	24	7.1	11,246	12.8	796	11.0	1,379	13.2	13,445	12.7	106,917	6.5
2003-04	32	9.5	11,062	12.2	1,222	14.2	890	12.2	17,380	13.8	103,861	6.3
2004-05	11	4.9	11,348	12.4	1,381	13.8	995	13.3	18,532	13.7	105,827	6.3
2005-06	23	8.1	12,239	12.6	1,586	15.7	1,040	14.3	19,471	13.9	113,449	6.6
2006-07	8	3.5	12,296	12.4	1,606	15.6	998	15.0	18,547	14.3	109,656	6.3

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

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

Grade-Level Retention of Special Education Students by Primary Disability

Elementary Grades

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

ARDs assign each special education student a primary disability from 1 of 13 categories of disability. For most elementary special education students in 2006-07 (85.0%), the primary disability was in 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; emotional disturbance; and mental retardation. The same five categories accounted for most elementary special education students who were retained in 2006-07 (84.8%).

In 2006-07, retention rates for special education students varied widely based on primary disability and grade (Table 12 on page 52). In kindergarten, students with other health impairments had the highest retention rate (16.3%) among students with one of the five most common disabilities. In Grades 1-3, retention rates were highest for students with speech impairments. In Grades 4-6, retention rates were highest for students with mental retardation. In Grades K-5, students with emotional disturbance had the lowest or next to lowest retention rates. In Grade 6, students with speech impairments had the lowest rate (1.0%).

In Grade 1, retention rates were highest for students with speech impairments (13.3%) and learning disabilities (9.2%) (Figure 12). Retention rates for both groups decreased markedly from the lower to the higher elementary grades, and the difference in rates between the two groups decreased from 4.1 percentage points in Grade 1 to just 0.2 percentage points by Grade 6.

Figure 12
Grade-Level Retention of Special Education Students With Learning Disabilities and With Speech Impairment as Primary Disabilities, by Grade, Grades K-6, Texas Public Schools, 2006-07

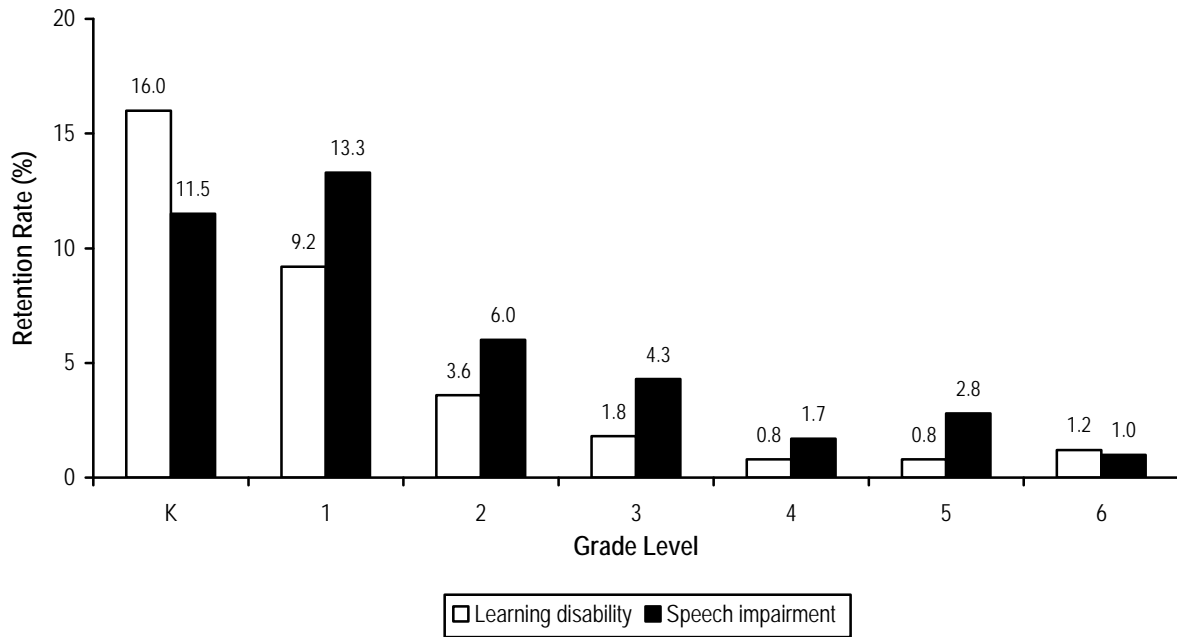


Table 12
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2003-04 Through 2006-07

Year	Learning disability			Speech impairment			Other health impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2003-04	244	1,760	13.9	2,147	20,284	10.6	315	1,980	15.9
2004-05	261	1,727	15.1	2,234	20,365	11.0	359	2,018	17.8
2005-06	235	1,581	14.9	2,181	19,445	11.2	342	2,137	16.0
2006-07	227	1,418	16.0	2,102	18,215	11.5	339	2,077	16.3
Grade 1									
2003-04	563	6,692	8.4	2,217	18,606	11.9	235	2,827	8.3
2004-05	550	6,212	8.9	2,351	18,738	12.6	250	3,074	8.1
2005-06	499	5,639	8.8	2,342	18,279	12.8	244	2,961	8.2
2006-07	443	4,808	9.2	2,337	17,531	13.3	262	2,928	8.9
Grade 2									
2003-04	406	12,449	3.3	750	14,113	5.3	124	3,610	3.4
2004-05	379	11,479	3.3	746	14,050	5.3	164	3,695	4.4
2005-06	344	10,477	3.3	823	13,633	6.0	131	3,760	3.5
2006-07	333	9,292	3.6	802	13,434	6.0	145	3,525	4.1
Grade 3									
2003-04	274	20,631	1.3	326	10,127	3.2	111	5,038	2.2
2004-05	332	19,274	1.7	432	10,058	4.3	103	5,015	2.1
2005-06	258	17,539	1.5	398	9,730	4.1	90	4,834	1.9
2006-07	276	15,651	1.8	421	9,755	4.3	98	4,587	2.1
Grade 4									
2003-04	209	24,861	0.8	124	6,829	1.8	72	5,649	1.3
2004-05	225	23,423	1.0	119	6,612	1.8	78	5,859	1.3
2005-06	167	21,639	0.8	128	6,463	2.0	99	5,707	1.7
2006-07	146	19,346	0.8	113	6,471	1.7	84	5,421	1.5
Grade 5									
2003-04	155	26,896	0.6	46	4,159	1.1	125	5,707	2.2
2004-05	268	26,643	1.0	158	3,988	4.0	143	6,340	2.3
2005-06	231	25,090	0.9	143	3,917	3.7	99	6,462	1.5
2006-07	183	22,665	0.8	108	3,800	2.8	107	6,017	1.8
Grade 6									
2003-04	296	27,404	1.1	34	2,324	1.5	109	5,465	2.0
2004-05	298	27,401	1.1	35	2,263	1.6	107	6,022	1.8
2005-06	320	26,477	1.2	9	1,882	0.5	125	6,330	2.0
2006-07	281	24,237	1.2	20	2,044	1.0	98	6,263	1.6
Grades K-6									
2003-04	2,147	120,693	1.8	5,644	76,442	7.4	1,091	30,276	3.6
2004-05	2,313	116,159	2.0	6,075	76,074	8.0	1,204	32,023	3.8
2005-06	2,054	108,442	1.9	6,024	73,349	8.2	1,130	32,191	3.5
2006-07	1,889	97,417	1.9	5,903	71,250	8.3	1,133	30,818	3.7

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

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2003-04 Through 2006-07

Year	Emotional disturbance			Mental retardation			Autism		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2003-04	53	551	9.6	167	1,032	16.2	140	1,114	12.6
2004-05	57	544	10.5	167	1,147	14.6	193	1,359	14.2
2005-06	46	514	8.9	186	1,257	14.8	201	1,646	12.2
2006-07	54	460	11.7	190	1,314	14.5	274	1,957	14.0
Grade 1									
2003-04	75	1,110	6.8	81	1,506	5.4	79	1,232	6.4
2004-05	69	1,169	5.9	86	1,515	5.7	95	1,485	6.4
2005-06	69	1,123	6.1	101	1,621	6.2	89	1,650	5.4
2006-07	76	1,079	7.0	115	1,642	7.0	113	1,927	5.9
Grade 2									
2003-04	43	1,586	2.7	77	1,777	4.3	37	1,244	3.0
2004-05	44	1,644	2.7	85	1,692	5.0	46	1,329	3.5
2005-06	42	1,656	2.5	66	1,689	3.9	51	1,633	3.1
2006-07	55	1,541	3.6	82	1,776	4.6	48	1,834	2.6
Grade 3									
2003-04	37	2,312	1.6	57	1,910	3.0	18	1,213	1.5
2004-05	37	2,242	1.7	52	1,901	2.7	38	1,366	2.8
2005-06	49	2,269	2.2	35	1,811	1.9	21	1,544	1.4
2006-07	37	2,145	1.7	43	1,850	2.3	19	1,782	1.1
Grade 4									
2003-04	42	2,982	1.4	89	2,196	4.1	30	1,142	2.6
2004-05	40	2,954	1.4	60	1,975	3.0	39	1,352	2.9
2005-06	28	2,810	1.0	49	2,007	2.4	25	1,468	1.7
2006-07	30	2,609	1.1	56	1,921	2.9	20	1,691	1.2
Grade 5									
2003-04	46	3,679	1.3	210	2,335	9.0	64	1,072	6.0
2004-05	61	3,469	1.8	171	2,374	7.2	57	1,242	4.6
2005-06	44	3,418	1.3	126	2,154	5.8	52	1,447	3.6
2006-07	44	3,131	1.4	118	2,139	5.5	48	1,587	3.0
Grade 6									
2003-04	77	4,087	1.9	123	2,339	5.3	37	962	3.9
2004-05	84	4,070	2.1	109	2,308	4.7	42	1,148	3.7
2005-06	93	3,765	2.5	106	2,409	4.4	35	1,321	2.6
2006-07	70	3,559	2.0	101	2,188	4.6	38	1,503	2.5
Grades K-6									
2003-04	373	16,307	2.3	804	13,095	6.1	405	7,979	5.1
2004-05	392	16,092	2.4	730	12,912	5.7	510	9,281	5.5
2005-06	371	15,555	2.4	669	12,948	5.2	474	10,709	4.4
2006-07	366	14,524	2.5	705	12,830	5.5	560	12,281	4.6

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

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2003-04 Through 2006-07

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2003-04	27	198	13.6	64	402	15.9	30	213	14.1
2004-05	36	269	13.4	58	361	16.1	35	242	14.5
2005-06	24	239	10.0	47	350	13.4	34	252	13.5
2006-07	38	254	15.0	52	352	14.8	40	275	14.5
Grade 1									
2003-04	22	309	7.1	37	463	8.0	17	221	7.7
2004-05	34	322	10.6	35	387	9.0	26	238	10.9
2005-06	28	301	9.3	27	379	7.1	16	263	6.1
2006-07	24	321	7.5	27	375	7.2	20	264	7.6
Grade 2									
2003-04	–	<300	1.1	11	443	2.5	7	214	3.3
2004-05	12	338	3.6	19	404	4.7	12	210	5.7
2005-06	11	354	3.1	13	367	3.5	11	225	4.9
2006-07	7	346	2.0	15	348	4.3	13	264	4.9
Grade 3									
2003-04	9	324	2.8	6	429	1.4	13	246	5.3
2004-05	–	<400	2.3	8	386	2.1	6	242	2.5
2005-06	9	371	2.4	5	386	1.3	–	<250	1.8
2006-07	13	389	3.3	13	338	3.8	6	233	2.6
Grade 4									
2003-04	–	<400	1.3	12	472	2.5	8	211	3.8
2004-05	9	352	2.6	9	381	2.4	9	236	3.8
2005-06	–	<400	1.7	13	377	3.4	–	<250	1.3
2006-07	8	383	2.1	7	364	1.9	–	<250	1.4
Grade 5									
2003-04	7	346	2.0	27	439	6.2	14	226	6.2
2004-05	9	426	2.1	21	431	4.9	15	221	6.8
2005-06	–	<400	1.0	10	381	2.6	14	247	5.7
2006-07	–	<400	1.6	18	346	5.2	7	236	3.0
Grade 6									
2003-04	10	401	2.5	14	455	3.1	5	202	2.5
2004-05	–	<450	1.0	10	374	2.7	7	221	3.2
2005-06	8	438	1.8	12	427	2.8	6	233	2.6
2006-07	–	<450	0.5	15	356	4.2	–	<250	1.7
Grades K-6									
2003-04	83	2,253	3.7	171	3,103	5.5	94	1,533	6.1
2004-05	112	2,469	4.5	160	2,724	5.9	110	1,610	6.8
2005-06	90	2,460	3.7	127	2,667	4.8	88	1,670	5.3
2006-07	98	2,493	3.9	147	2,479	5.9	93	1,727	5.4

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

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades K-6, Texas Public Schools, 2003-04 Through 2006-07

Year	Traumatic brain injury			Noncategorical early childhood			Deaf-blind		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten									
2003-04	7	44	15.9	73	243	30.0	-	<50	11.1
2004-05	10	49	20.4	-	<300	25.2	0	8	0.0
2005-06	12	56	21.4	83	255	32.5	0	3	0.0
2006-07	10	59	16.9	-	<300	28.2	-	<50	10.0
Grade 1									
2003-04	7	76	9.2	0	5	0.0	0	11	0.0
2004-05	-	<100	6.3	-	<50	11.1	0	9	0.0
2005-06	7	60	11.7	-	<50	28.6	-	<50	12.5
2006-07	-	<100	4.9	-	<50	11.1	-	<50	10.0
Grade 2									
2003-04	-	<100	3.9	0	1	0.0	0	16	0.0
2004-05	-	<100	1.3	-	<50	33.3	-	<50	7.7
2005-06	5	72	6.9	-	<50	50.0	-	<50	15.4
2006-07	-	<100	2.9	0	2	0.0	-	<50	16.7
Grade 3									
2003-04	-	<100	2.5	0	0	0.0	0	7	0.0
2004-05	-	<150	5.0	0	1	0.0	0	14	0.0
2005-06	0	95	0.0	0	1	0.0	0	11	0.0
2006-07	-	<100	4.8	0	1	0.0	-	<50	7.7
Grade 4									
2003-04	-	<150	1.9	0	0	0.0	0	3	0.0
2004-05	-	<100	2.2	0	0	0.0	0	7	0.0
2005-06	-	<150	1.0	0	0	0.0	0	14	0.0
2006-07	-	<150	3.8	0	0	0.0	0	10	0.0
Grade 5									
2003-04	-	<150	0.9	0	0	0.0	-	<50	14.3
2004-05	5	117	4.3	0	0	0.0	-	<50	40.0
2005-06	-	<150	2.0	0	0	0.0	-	<50	44.4
2006-07	-	<150	3.8	0	0	0.0	-	<50	10.5
Grade 6									
2003-04	-	<100	4.1	0	0	0.0	-	<50	10.0
2004-05	-	<150	0.8	0	0	0.0	-	<50	23.1
2005-06	-	<150	3.2	0	0	0.0	-	<50	16.7
2006-07	5	115	4.3	0	0	0.0	-	<50	20.0
Grades K-6									
2003-04	26	595	4.4	73	249	29.3	-	<100	5.7
2004-05	28	632	4.4	72	291	24.7	6	69	8.7
2005-06	31	609	5.1	86	265	32.5	8	64	12.5
2006-07	32	600	5.3	77	287	26.8	8	79	10.1

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

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Table 12 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades K-6, Texas Public Schools, 2003-04 Through 2006-07

Year	Developmental delay			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Kindergarten						
2003-04	-	<50	16.7	3,318	29,248	11.3
2004-05	0	3	0.0	3,547	30,006	11.8
2005-06	-	<50	50.0	3,519	29,593	11.9
2006-07	0	2	0.0	3,515	28,520	12.3
Grade 1						
2003-04	0	2	0.0	3,435	35,264	9.7
2004-05	0	3	0.0	3,635	35,597	10.2
2005-06	-	<50	50.0	3,585	35,004	10.2
2006-07	0	3	0.0	3,578	33,658	10.6
Grade 2						
2003-04	-	<50	100	1,549	38,459	4.0
2004-05	0	0	0.0	1,615	37,724	4.3
2005-06	-	<50	100	1,636	36,885	4.4
2006-07	0	2	0.0	1,627	35,518	4.6
Grade 3						
2003-04	0	0	0.0	917	44,982	2.0
2004-05	0	0	0.0	1,117	43,668	2.6
2005-06	0	1	0.0	968	41,866	2.3
2006-07	0	1	0.0	1,057	40,014	2.6
Grade 4						
2003-04	0	0	0.0	627	47,236	1.3
2004-05	0	0	0.0	631	45,871	1.4
2005-06	0	0	0.0	568	44,054	1.3
2006-07	0	0	0.0	548	41,631	1.3
Grade 5						
2003-04	0	0	0.0	718	47,360	1.5
2004-05	0	0	0.0	1,057	47,698	2.2
2005-06	0	0	0.0	832	46,267	1.8
2006-07	0	1	0.0	769	43,500	1.8
Grade 6						
2003-04	0	0	0.0	742	45,766	1.6
2004-05	0	0	0.0	749	46,644	1.6
2005-06	0	0	0.0	767	46,009	1.7
2006-07	0	0	0.0	689	43,920	1.6
Grades K-6						
2003-04	-	<50	22.2	11,306	288,315	3.9
2004-05	0	6	0.0	12,351	287,208	4.3
2005-06	-	<50	50.0	11,875	279,678	4.2
2006-07	0	9	0.0	11,783	266,761	4.4

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

Grade-Level Retention of Special Education Students by Primary Disability

Secondary Grades

In 2006-07, most secondary special education students overall (92.4%), as well as most secondary special education students who were retained (93.7%), were assigned a primary disability from 1 of 5 categories of disability: learning disability; other health impairment, such as attention deficit disorder; emotional disturbance; mental retardation; and autism.

As in the elementary grades, 2006-07 retention rates for special education students in the secondary grades varied widely based on primary disability and grade (Table 13 on page 60). In Grades 7, 8, and 12, retention rates among students with one of the five most common disabilities were highest for those with mental retardation. In Grades 9, 10, and 11, students with emotional disturbance had the highest retention rates. In Grade 7, retention rates were lowest for students with autism and learning disabilities. In Grades 9, 10, and 11, retention rates were lowest for students with autism. In Grades 8 and 12, students with learning disabilities had the lowest retention rates. In each year between 2003-04 and 2006-07, about one out of five ninth graders receiving special education services was retained.

In Grade 7, the 2006-07 retention rate for students with emotional disturbance (3.0%) was 1.0 percentage point higher than the retention rate for students with learning disabilities (2.0%) (Figure 13). Retention rates for both groups were highest in Grade 9 and declined in each subsequent grade. On average, retention rates for students with emotional disturbance were approximately 55 percent higher than those for students with learning disabilities in Grades 9-11. In Grade 12, students with emotional disturbance were retained at well over twice the rate for students with learning disabilities.

Figure 13
Grade-Level Retention of Special Education Students With Emotional Disturbance and With Learning Disabilities as Primary Disabilities, by Grade, Grades 7-12, Texas Public Schools, 2006-07

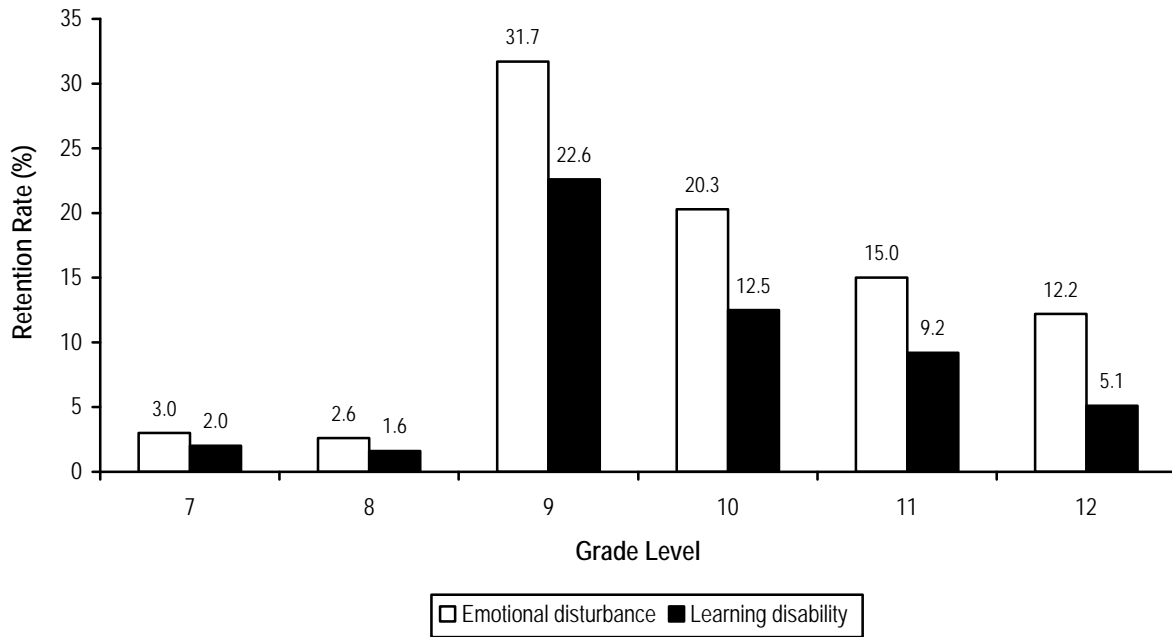


Table 13
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades 7-12, Texas Public Schools, 2003-04 Through 2006-07

Year	Learning disability			Other health impairment			Emotional disturbance		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2003-04	508	27,129	1.9	113	5,179	2.2	176	4,368	4.0
2004-05	600	27,020	2.2	142	5,520	2.6	158	4,321	3.7
2005-06	564	26,864	2.1	151	5,892	2.6	151	4,177	3.6
2006-07	502	25,187	2.0	122	5,923	2.1	113	3,750	3.0
Grade 8									
2003-04	431	27,255	1.6	151	4,742	3.2	119	4,426	2.7
2004-05	398	26,251	1.5	144	5,071	2.8	153	4,443	3.4
2005-06	424	25,876	1.6	148	5,250	2.8	133	4,239	3.1
2006-07	393	25,304	1.6	165	5,464	3.0	102	3,984	2.6
Grade 9									
2003-04	6,982	31,590	22.1	1,008	5,052	20.0	1,618	5,283	30.6
2004-05	6,756	30,649	22.0	1,131	5,337	21.2	1,717	5,587	30.7
2005-06	6,745	29,514	22.9	1,152	5,465	21.1	1,750	5,242	33.4
2006-07	6,499	28,743	22.6	1,126	5,545	20.3	1,628	5,129	31.7
Grade 10									
2003-04	2,889	24,536	11.8	371	3,566	10.4	666	3,402	19.6
2004-05	2,889	23,478	12.3	446	3,868	11.5	698	3,397	20.6
2005-06	2,870	22,680	12.7	485	3,902	12.4	698	3,453	20.2
2006-07	2,678	21,478	12.5	473	4,000	11.8	660	3,248	20.3
Grade 11									
2003-04	1,550	19,796	7.8	257	2,892	8.9	355	2,347	15.1
2004-05	1,600	20,018	8.0	288	3,085	9.3	340	2,432	14.0
2005-06	1,747	19,359	9.0	315	3,254	9.7	390	2,314	16.9
2006-07	1,715	18,736	9.2	325	3,201	10.2	355	2,365	15.0
Grade 12									
2003-04	881	19,483	4.5	280	2,647	10.6	227	2,176	10.4
2004-05	980	20,051	4.9	312	2,937	10.6	261	2,283	11.4
2005-06	1,029	20,042	5.1	387	3,046	12.7	256	2,304	11.1
2006-07	992	19,561	5.1	449	3,408	13.2	273	2,229	12.2
Grades 7-12									
2003-04	13,241	149,789	8.8	2,180	24,078	9.1	3,161	22,002	14.4
2004-05	13,223	147,467	9.0	2,463	25,818	9.5	3,327	22,463	14.8
2005-06	13,379	144,335	9.3	2,638	26,809	9.8	3,378	21,729	15.5
2006-07	12,779	139,009	9.2	2,660	27,541	9.7	3,131	20,705	15.1

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

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Table 13 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades 7-12, Texas Public Schools, 2003-04 Through 2006-07

Year	Mental retardation			Autism			Speech impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2003-04	62	2,395	2.6	12	901	1.3	31	1,359	2.3
2004-05	74	2,329	3.2	19	1,017	1.9	28	1,219	2.3
2005-06	82	2,373	3.5	21	1,222	1.7	19	1,176	1.6
2006-07	91	2,440	3.7	28	1,376	2.0	24	1,080	2.2
Grade 8									
2003-04	393	2,719	14.5	103	774	13.3	13	796	1.6
2004-05	353	2,699	13.1	112	1,043	10.7	9	699	1.3
2005-06	331	2,607	12.7	133	1,173	11.3	7	629	1.1
2006-07	291	2,562	11.4	117	1,339	8.7	9	621	1.4
Grade 9									
2003-04	479	2,852	16.8	75	658	11.4	63	472	13.4
2004-05	394	2,894	13.6	65	803	8.1	69	460	15.0
2005-06	365	2,820	12.9	78	1,028	7.6	65	410	15.9
2006-07	340	2,696	12.6	76	1,181	6.4	63	383	16.4
Grade 10									
2003-04	240	2,515	9.5	36	536	6.7	22	280	7.9
2004-05	224	2,451	9.1	36	615	5.9	26	254	10.2
2005-06	182	2,540	7.2	46	788	5.8	15	261	5.7
2006-07	161	2,421	6.7	34	973	3.5	20	230	8.7
Grade 11									
2003-04	522	2,721	19.2	94	513	18.3	11	235	4.7
2004-05	451	2,776	16.3	65	599	10.9	11	182	6.0
2005-06	426	2,734	15.6	61	694	8.8	14	184	7.6
2006-07	290	2,693	10.8	70	830	8.4	11	181	6.1
Grade 12									
2003-04	1,493	3,426	43.6	287	578	49.7	7	161	4.4
2004-05	1,604	3,668	43.7	317	697	45.5	16	192	8.3
2005-06	1,822	3,872	47.1	419	853	49.1	23	150	15.3
2006-07	2,088	4,156	50.2	499	1,047	47.7	16	142	11.3
Grades 7-12									
2003-04	3,189	16,628	19.2	607	3,960	15.3	147	3,303	4.5
2004-05	3,100	16,817	18.4	614	4,774	12.9	159	3,006	5.3
2005-06	3,208	16,946	18.9	758	5,758	13.2	143	2,810	5.1
2006-07	3,261	16,968	19.2	824	6,746	12.2	143	2,637	5.4

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

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Table 13 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades 7-12, Texas Public Schools, 2003-04 Through 2006-07

Year	Auditory impairment			Orthopedic impairment			Visual impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2003-04	5	370	1.4	12	458	2.6	-	<250	1.3
2004-05	8	412	1.9	7	404	1.7	-	<200	1.5
2005-06	-	<450	0.7	-	<400	1.1	-	<250	1.3
2006-07	-	<450	1.0	10	404	2.5	-	<250	0.5
Grade 8									
2003-04	9	388	2.3	25	428	5.8	-	<250	6.0
2004-05	6	369	1.6	29	409	7.1	-	<250	6.6
2005-06	-	<450	1.7	31	373	8.3	19	198	9.6
2006-07	-	<400	1.8	24	364	6.6	-	<250	3.4
Grade 9									
2003-04	33	361	9.1	72	450	16.0	30	220	13.6
2004-05	64	416	15.4	51	413	12.4	32	212	15.1
2005-06	42	413	10.2	55	398	13.8	29	246	11.8
2006-07	57	427	13.3	53	362	14.6	21	203	10.3
Grade 10									
2003-04	22	335	6.6	31	384	8.1	14	205	6.8
2004-05	36	336	10.7	23	349	6.6	21	195	10.8
2005-06	13	355	3.7	-	<350	5.2	-	<200	5.3
2006-07	22	351	6.3	18	334	5.4	10	201	5.0
Grade 11									
2003-04	23	323	7.1	36	357	10.1	13	188	6.9
2004-05	17	325	5.2	38	360	10.6	17	205	8.3
2005-06	22	302	7.3	37	352	10.5	13	191	6.8
2006-07	23	353	6.5	21	337	6.2	10	179	5.6
Grade 12									
2003-04	18	306	5.9	129	426	30.3	38	189	20.1
2004-05	23	347	6.6	131	423	31.0	53	218	24.3
2005-06	34	323	10.5	148	442	33.5	59	240	24.6
2006-07	36	334	10.8	154	460	33.5	66	229	28.8
Grades 7-12									
2003-04	110	2,083	5.3	305	2,503	12.2	110	1,231	8.9
2004-05	154	2,205	7.0	279	2,358	11.8	141	1,252	11.3
2005-06	121	2,208	5.5	293	2,267	12.9	133	1,290	10.3
2006-07	149	2,271	6.6	280	2,261	12.4	116	1,258	9.2

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

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Table 13 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability,
Grades 7-12, Texas Public Schools, 2003-04 Through 2006-07

Year	Traumatic brain injury			Deaf-blind			Developmental Delay		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7									
2003-04	-	<150	2.7	0	11	0.0	0	0	0.0
2004-05	-	<100	3.2	-	<50	11.1	0	0	0.0
2005-06	-	<150	0.7	-	<50	7.1	0	0	0.0
2006-07	0	123	0.0	0	4	0.0	0	0	0.0
Grade 8									
2003-04	-	<150	2.4	-	<50	9.1	0	0	0.0
2004-05	-	<150	5.1	-	<50	7.7	0	0	0.0
2005-06	-	<150	6.7	-	<50	27.3	0	1	0.0
2006-07	-	<150	5.0	-	<50	31.3	0	0	0.0
Grade 9									
2003-04	21	131	16.0	-	<50	16.7	0	0	0.0
2004-05	24	149	16.1	0	11	0.0	0	0	0.0
2005-06	20	148	13.5	-	<50	14.3	0	0	0.0
2006-07	13	126	10.3	0	11	0.0	0	0	0.0
Grade 10									
2003-04	19	124	15.3	0	5	0.0	0	0	0.0
2004-05	13	123	10.6	-	<50	12.5	0	0	0.0
2005-06	12	131	9.2	0	12	0.0	0	0	0.0
2006-07	-	<150	3.2	-	<50	7.7	0	0	0.0
Grade 11									
2003-04	14	129	10.9	0	11	0.0	0	0	0.0
2004-05	11	128	8.6	-	<50	20.0	0	0	0.0
2005-06	16	137	11.7	0	9	0.0	0	1	0.0
2006-07	8	135	5.9	-	<50	7.7	0	0	0.0
Grade 12									
2003-04	29	133	21.8	-	<50	80.0	0	0	0.0
2004-05	32	167	19.2	-	<50	52.9	0	0	0.0
2005-06	41	158	25.9	-	<50	36.4	0	0	0.0
2006-07	55	194	28.4	6	13	46.2	-	<50	100
Grades 7-12									
2003-04	89	754	11.8	10	54	18.5	0	0	0.0
2004-05	89	780	11.4	13	63	20.6	0	0	0.0
2005-06	97	817	11.9	10	71	14.1	0	2	0.0
2006-07	87	842	10.3	13	70	18.6	-	<50	100

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

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Table 13 (continued)
Grade-Level Retention of Special Education Students, by Grade and Primary Disability, Grades 7-12, Texas Public Schools, 2003-04 Through 2006-07

Year	Noncategorical early childhood			All special education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)
Grade 7						
2003-04	0	0	0.0	969	43,185	2.2
2004-05	0	0	0.0	1,115	44,458	2.5
2005-06	0	0	0.0	1,068	44,896	2.4
2006-07	0	0	0.0	969	43,185	2.2
Grade 8						
2003-04	0	0	0.0	1,319	43,464	3.0
2004-05	0	0	0.0	1,274	43,036	3.0
2005-06	0	0	0.0	1,283	42,677	3.0
2006-07	0	0	0.0	1,177	42,497	2.8
Grade 9						
2003-04	0	0	0.0	10,685	48,401	22.1
2004-05	0	0	0.0	10,605	48,287	22.0
2005-06	0	0	0.0	10,599	47,079	22.5
2006-07	0	0	0.0	10,191	46,292	22.0
Grade 10						
2003-04	-	<50	100	4,424	36,704	12.1
2004-05	0	0	0.0	4,548	35,983	12.6
2005-06	0	0	0.0	4,478	35,556	12.6
2006-07	0	0	0.0	4,193	34,274	12.2
Grade 11						
2003-04	0	0	0.0	2,947	30,145	9.8
2004-05	0	1	0.0	2,915	30,728	9.5
2005-06	0	0	0.0	3,108	30,202	10.3
2006-07	0	0	0.0	2,901	29,683	9.8
Grade 12						
2003-04	0	0	0.0	3,462	30,139	11.5
2004-05	0	0	0.0	3,799	31,626	12.0
2005-06	0	0	0.0	4,315	32,261	13.4
2006-07	0	0	0.0	4,741	32,487	14.6
Grades 7-12						
2003-04	-	<50	100	23,826	233,066	10.2
2004-05	0	1	0.0	24,256	234,118	10.4
2005-06	0	0	0.0	24,851	232,671	10.7
2006-07	0	0	0.0	24,172	228,418	10.6

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

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

Elementary Grades

A student under the age of 21 is identified as at risk of dropping out of school if his or her circumstances fit 1 of 13 categories defined by TEC §29.081 (TEC, 2007). The categories include unsatisfactory scores on readiness tests or assessment instruments, pregnancy, and grade-level retention in a previous year. Immigrant status applies to individuals, ages 3 through 21, who were not born in the United States and who have not attended more than three years of school in the U.S. Migrant status applies to students between the ages of 3 and 21 who have changed school districts at least once in the preceding 36 months because of seasonal or temporary farm or fishing work. A student is considered overage for grade if his or her age on September 1 is higher than the grade level plus five years. For example, first graders older than six years of age are classified as overage.

In most grades, the retention rate for at-risk students was higher than the state retention rate each year from 1994-95 through 2006-07 (Table 14). In 2006-07, the retention rate for at-risk students was highest in first grade (8.3%), followed by second grade (5.0%) (Figure 14).

Figure 14
Grade-Level Retention, by Grade and At-Risk Student Characteristic, Grades K-6, Texas Public Schools, 2006-07

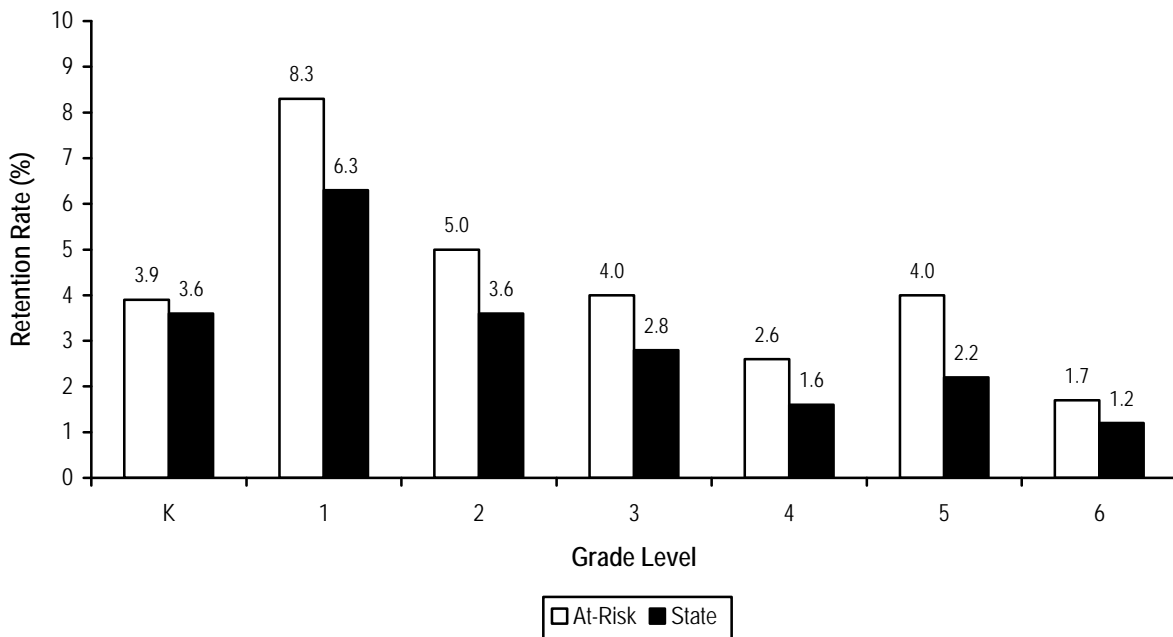


Table 14
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten										
1994-95	931	1.4	n/a ^a	n/a	51	1.0	68	0.7	3,726	1.5
1995-96	1,009	1.5	n/a	n/a	69	1.7	88	0.9	4,524	1.7
1996-97	1,289	1.8	n/a	n/a	74	1.8	76	0.7	5,081	1.8
1997-98	1,720	2.3	n/a	n/a	116	2.8	89	0.8	6,070	2.2
1998-99	2,040	2.6	n/a	n/a	131	2.9	104	0.9	6,996	2.5
1999-00	2,552	3.1	n/a	n/a	155	3.6	99	0.8	7,941	2.8
2000-01	2,787	3.3	137	1.9	168	3.8	90	0.6	9,110	3.2
2001-02	3,537	3.7	171	2.0	278	4.1	101	0.6	9,968	3.4
2002-03	4,190	4.0	186	2.0	347	5.0	121	0.7	11,049	3.6
2003-04	4,638	4.2	224	2.3	324	4.9	101	0.6	11,684	3.7
2004-05	4,880	4.2	201	2.1	254	4.9	119	0.6	12,190	3.7
2005-06	5,012	3.9	231	2.5	179	4.6	124	0.6	12,559	3.7
2006-07	5,588	3.9	190	2.3	160	5.6	98	0.5	12,446	3.6
Grade 1										
1994-95	7,093	8.3	n/a	n/a	497	7.9	352	1.3	15,998	5.8
1995-96	6,958	8.1	n/a	n/a	330	7.0	349	1.2	17,299	5.9
1996-97	6,397	7.2	n/a	n/a	316	6.8	353	1.3	16,777	5.6
1997-98	7,341	7.9	n/a	n/a	411	8.5	377	1.4	17,763	6.0
1998-99	8,653	8.7	n/a	n/a	432	8.3	672	2.2	19,693	6.5
1999-00	9,871	8.8	n/a	n/a	444	8.3	724	2.2	19,505	6.3
2000-01	10,040	8.6	654	6.8	428	8.1	748	2.2	19,529	6.3
2001-02	11,847	8.5	730	6.7	816	11.0	770	2.2	20,094	6.4
2002-03	12,151	8.2	685	5.9	761	9.8	721	1.9	20,180	6.3
2003-04	13,250	8.6	679	5.8	750	9.8	732	1.9	21,101	6.4
2004-05	13,729	8.8	692	5.7	621	10.2	752	1.9	21,496	6.4
2005-06	14,286	8.5	682	5.7	449	10.4	728	1.7	22,540	6.4
2006-07	14,582	8.3	592	5.3	333	10.4	782	1.8	23,170	6.3
Grade 2										
1994-95	2,732	3.1	n/a	n/a	188	3.0	318	0.8	5,958	2.2
1995-96	3,003	3.4	n/a	n/a	161	3.4	403	1.1	7,225	2.6
1996-97	3,140	3.4	n/a	n/a	161	3.5	442	1.2	7,222	2.5
1997-98	4,302	4.6	n/a	n/a	236	5.2	523	1.5	8,938	3.1
1998-99	4,681	4.8	n/a	n/a	248	4.9	848	2.3	9,460	3.2
1999-00	5,517	5.0	n/a	n/a	242	4.5	905	2.2	9,852	3.3

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

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

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Table 14 (continued)
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	6,266	5.6	457	5.3	272	4.9	1,128	2.6	11,001	3.6
2001-02	6,878	5.3	485	5.0	429	5.9	1,190	2.6	11,066	3.6
2002-03	7,265	5.1	523	5.0	459	6.2	1,163	2.5	11,184	3.6
2003-04	7,821	5.3	458	4.5	496	6.7	1,146	2.4	11,648	3.7
2004-05	8,083	5.3	456	4.5	372	6.1	1,204	2.4	11,859	3.6
2005-06	8,288	5.1	457	4.6	269	6.2	1,199	2.3	12,477	3.7
2006-07	8,512	5.0	383	4.4	227	7.3	1,208	2.2	12,383	3.6
Grade 3										
1994-95	1,511	1.7	n/a ^a	n/a	131	2.1	340	0.8	3,453	1.3
1995-96	1,779	2.0	n/a	n/a	74	1.6	370	0.8	4,251	1.5
1996-97	1,916	2.1	n/a	n/a	98	2.2	375	0.9	4,400	1.5
1997-98	2,653	2.9	n/a	n/a	131	2.9	523	1.3	5,373	1.9
1998-99	3,414	3.6	n/a	n/a	154	3.2	1,074	2.6	7,129	2.4
1999-00	3,630	3.5	n/a	n/a	170	3.3	1,055	2.4	6,862	2.3
2000-01	3,995	3.7	277	4.3	179	3.3	1,101	2.3	7,659	2.5
2001-02	4,218	3.5	273	3.6	262	3.5	1,154	2.2	7,636	2.4
2002-03	5,723	4.3	296	3.6	344	4.6	1,574	3.0	8,924	2.8
2003-04	5,182	3.8	236	3.0	319	4.5	1,334	2.4	8,196	2.6
2004-05	7,062	4.9	362	4.6	365	6.1	1,691	3.0	10,366	3.2
2005-06	6,577	4.2	270	3.9	251	5.6	1,476	2.5	9,758	2.9
2006-07	6,259	4.0	220	3.3	166	5.4	1,388	2.3	9,442	2.8
Grade 4										
1994-95	1,556	1.3	n/a	n/a	80	1.2	387	0.7	2,581	1.0
1995-96	1,441	1.4	n/a	n/a	54	1.2	431	0.8	2,952	1.0
1996-97	1,728	1.6	n/a	n/a	64	1.5	408	0.9	3,030	1.1
1997-98	2,089	2.0	n/a	n/a	75	1.7	528	1.3	3,546	1.3
1998-99	2,171	2.2	n/a	n/a	77	1.7	630	1.4	3,881	1.3
1999-00	2,316	2.3	n/a	n/a	94	1.9	760	1.7	4,014	1.3
2000-01	2,565	2.4	184	3.2	77	1.5	837	1.7	4,405	1.4
2001-02	2,248	2.2	183	2.7	137	2.0	832	1.6	4,043	1.3
2002-03	2,804	2.7	193	2.6	192	2.6	1,065	1.9	4,843	1.5
2003-04	2,732	2.7	232	3.4	196	2.7	1,010	1.8	5,147	1.6
2004-05	2,969	3.0	230	3.3	155	2.7	1,150	1.9	5,630	1.8
2005-06	3,283	2.8	194	3.2	119	2.8	1,158	1.9	5,665	1.8
2006-07	3,218	2.6	148	2.7	103	3.2	1,066	1.7	5,351	1.6

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

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

continues

Table 14 (continued)
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 5										
1994-95	1,231	1.0	n/a ^a	n/a	55	0.9	607	1.0	2,223	0.9
1995-96	1,197	1.0	n/a	n/a	54	1.2	618	1.1	2,355	0.8
1996-97	1,150	1.0	n/a	n/a	45	1.0	582	1.1	2,272	0.8
1997-98	1,450	1.4	n/a	n/a	37	0.9	638	1.4	2,587	0.9
1998-99	1,270	1.3	n/a	n/a	40	0.9	554	1.2	2,502	0.9
1999-00	1,513	1.5	n/a	n/a	57	1.2	710	1.5	2,938	1.0
2000-01	1,392	1.4	107	2.0	60	1.2	588	1.2	2,789	0.9
2001-02	1,282	1.3	111	1.7	86	1.3	620	1.2	2,591	0.8
2002-03	1,626	1.7	129	1.9	82	1.1	695	1.3	3,109	1.0
2003-04	1,782	1.6	103	1.6	100	1.4	690	1.2	3,225	1.0
2004-05	7,650	7.0	363	5.7	370	6.3	2,293	3.9	11,159	3.5
2005-06	6,235	4.9	251	4.2	231	5.3	1,801	2.6	8,891	2.7
2006-07	4,978	4.0	223	4.1	126	4.0	1,483	2.2	7,288	2.2
Grade 6										
1994-95	2,982	2.5	n/a	n/a	161	2.5	1,717	2.6	4,561	1.7
1995-96	2,719	2.5	n/a	n/a	89	1.9	1,801	2.7	4,821	1.7
1996-97	2,378	2.4	n/a	n/a	93	2.0	1,531	2.5	4,592	1.6
1997-98	2,525	2.6	n/a	n/a	84	1.9	1,566	2.9	4,808	1.7
1998-99	2,459	2.6	n/a	n/a	107	2.3	1,508	2.9	4,762	1.6
1999-00	2,501	2.5	n/a	n/a	122	2.5	1,602	3.2	4,906	1.7
2000-01	2,347	2.3	123	2.3	100	1.9	1,506	2.9	4,824	1.6
2001-02	2,166	2.5	116	1.9	138	2.0	1,420	2.7	4,414	1.4
2002-03	2,182	2.6	129	1.9	154	2.1	1,401	2.5	4,563	1.4
2003-04	2,709	2.3	89	1.4	182	2.5	1,527	2.6	4,795	1.5
2004-05	2,933	2.2	109	1.7	129	2.1	1,715	2.7	4,901	1.5
2005-06	2,325	1.8	97	1.7	61	1.4	1,617	2.5	4,066	1.3
2006-07	2,122	1.7	69	1.3	50	1.6	1,575	2.2	3,816	1.2
Total K-6										
1994-95	18,036	2.6	n/a	n/a	1,163	2.7	3,789	1.3	38,500	2.1
1995-96	18,106	2.7	n/a	n/a	831	2.6	4,060	1.4	43,427	2.2
1996-97	17,998	2.7	n/a	n/a	851	2.7	3,767	1.4	43,374	2.2
1997-98	22,080	3.3	n/a	n/a	1,090	3.5	4,244	1.7	49,085	2.5
1998-99	24,688	3.7	n/a	n/a	1,189	3.6	5,390	2.1	54,423	2.7
1999-00	27,900	3.9	n/a	n/a	1,284	3.7	5,855	2.2	56,018	2.7

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

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

continues

Table 14 (continued)

Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	29,392	4.0	1,939	4.0	1,284	3.5	5,998	2.1	59,317	2.8
2001-02	32,176	4.2	2,069	3.7	2,146	4.3	6,087	2.0	59,812	2.8
2002-03	35,941	4.4	2,141	3.6	2,339	4.5	6,740	2.1	63,852	2.9
2003-04	38,114	4.3	2,021	3.4	2,367	4.7	6,540	2.0	65,796	2.9
2004-05	47,306	5.2	2,413	4.1	2,266	5.5	8,924	2.6	77,601	3.4
2005-06	46,006	4.7	2,182	3.9	1,559	5.2	8,103	2.2	75,956	3.3
2006-07	45,259	4.5	1,825	3.6	1,165	5.3	7,600	2.0	73,896	3.1

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

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

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

Secondary Grades

From 1998-99 through 2006-07, retention rates in the secondary grades were higher for at-risk students than for the state overall (Table 15). In 2006-07, overage students, or students who were older than their grade-level peers, had the highest or second highest retention rate in each secondary grade. Overage students also were retained at a rate substantially higher than the state average at every grade level (Figure 15).

Figure 15
Grade-Level Retention, by Grade and Overage Student Characteristic, Grades 7-12, Texas
Public Schools, 2006-07

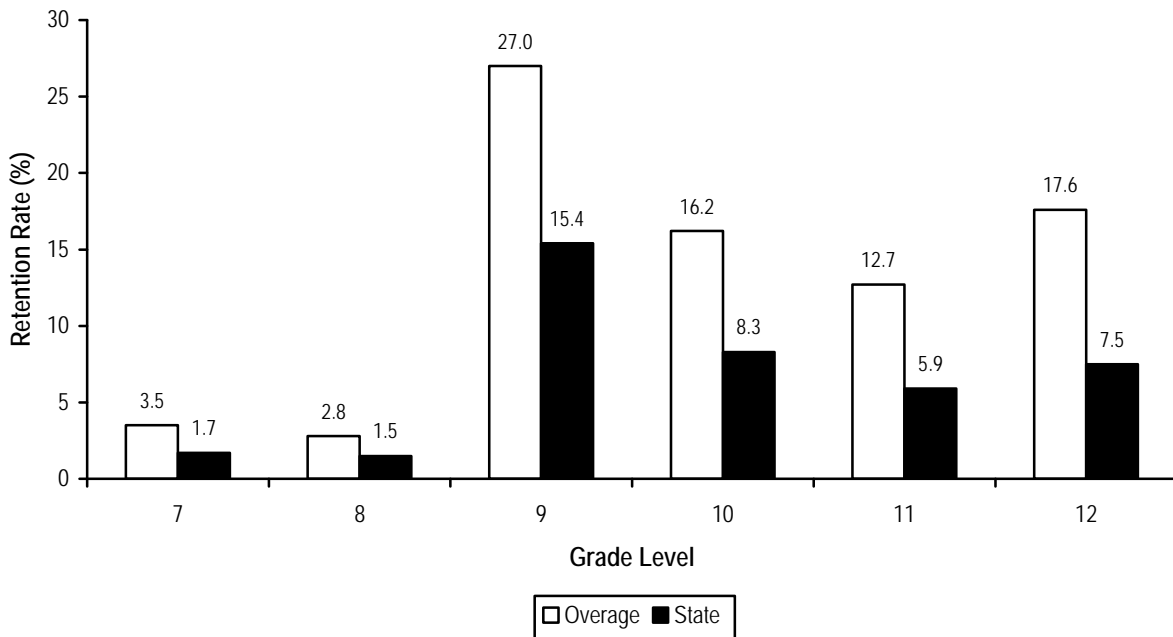


Table 15
Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7										
1998-99	4,161	4.6	n/a ^a	n/a	186	3.9	3,275	5.3	8,642	3.0
1999-00	4,130	4.3	n/a	n/a	185	3.9	3,163	5.3	8,513	2.9
2000-01	3,794	3.7	137	2.5	159	3.1	2,821	4.9	7,762	2.5
2001-02	3,760	3.8	166	2.6	281	4.0	2,527	4.4	6,959	2.2
2002-03	3,977	4.3	166	2.5	252	3.5	2,628	4.5	7,489	2.3
2003-04	4,147	3.8	165	2.6	272	3.7	2,725	4.4	7,372	2.3
2004-05	4,665	3.7	141	2.3	231	3.8	2,889	4.5	7,710	2.3
2005-06	4,416	3.2	134	2.3	191	4.0	2,821	4.1	7,313	2.2
2006-07	3,237	2.6	110	2.0	162	4.8	2,435	3.5	5,663	1.7
Grade 8										
1998-99	2,915	3.1	n/a	n/a	162	3.5	2,623	4.0	6,533	2.3
1999-00	2,800	2.8	n/a	n/a	143	3.0	2,503	4.0	6,169	2.1
2000-01	2,861	2.7	98	1.9	141	2.9	2,396	3.9	6,353	2.1
2001-02	2,747	2.8	116	1.9	223	3.4	2,121	3.6	5,642	1.9
2002-03	2,971	3.2	145	2.2	196	2.9	2,150	3.6	5,926	1.9
2003-04	3,321	2.8	131	2.1	222	3.3	2,107	3.5	6,099	1.9
2004-05	3,263	2.6	118	1.9	152	2.6	2,158	3.4	5,969	1.8
2005-06	3,357	2.3	88	1.6	160	3.5	2,120	3.2	5,839	1.8
2006-07	2,723	1.9	103	2.0	115	3.3	1,907	2.8	4,943	1.5
Grade 9										
1998-99	29,589	25.1	n/a	n/a	1,429	26.7	32,180	29.8	59,738	18.8
1999-00	29,542	24.1	n/a	n/a	1,411	25.3	30,895	29.2	58,451	17.7
2000-01	28,788	22.4	1,869	25.1	1,296	23.1	30,352	29.1	58,363	17.4
2001-02	31,636	24.1	2,279	26.9	1,962	26.0	28,622	28.2	57,761	16.9
2002-03	31,307	23.8	2,249	23.7	2,034	25.8	27,905	27.7	57,197	16.4
2003-04	32,990	24.0	2,231	24.9	1,909	24.4	27,814	27.9	58,252	16.5
2004-05	35,278	22.7	2,184	24.9	1,509	23.2	27,934	27.8	58,605	16.2
2005-06	37,246	22.1	2,037	24.2	1,326	25.2	28,945	27.8	60,726	16.5
2006-07	35,628	20.4	1,585	21.6	1,037	25.9	28,544	27.0	57,213	15.4
Grade 10										
1998-99	9,648	10.8	n/a	n/a	427	11.5	10,428	14.7	19,552	7.8
1999-00	10,347	11.0	n/a	n/a	425	11.5	10,521	15.0	19,923	7.8
2000-01	10,886	10.6	489	11.8	415	10.7	11,090	15.7	21,754	8.1
2001-02	12,829	12.3	606	12.7	711	14.0	11,278	16.0	22,726	8.2
2002-03	14,400	13.7	704	12.6	767	14.1	11,895	16.8	24,751	8.8

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

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

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Table 15 (continued)

Grade-Level Retention, by Grade and by At-Risk, Immigrant, Migrant, and Overage Student Characteristics, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	At-Risk		Immigrant		Migrant		Overage		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2003-04	14,782	12.5	588	10.9	717	12.8	11,751	16.8	24,621	8.5
2004-05	15,487	12.9	591	11.0	632	13.4	11,509	17.0	25,399	8.7
2005-06	16,631	12.4	526	10.6	462	12.5	11,726	16.9	26,232	8.7
2006-07	16,173	11.9	433	9.5	351	12.0	11,369	16.2	25,242	8.3
Grade 11										
1998-99	5,931	8.0	n/a ^a	n/a	282	9.3	5,773	11.6	12,063	5.6
1999-00	6,593	8.2	n/a	n/a	233	7.6	5,939	11.8	12,806	5.8
2000-01	6,760	7.9	220	8.2	237	7.7	6,355	12.5	13,440	5.9
2001-02	7,681	8.9	305	9.8	394	9.7	6,261	12.2	13,763	5.8
2002-03	7,576	9.0	304	8.3	368	8.9	6,291	12.6	13,643	5.6
2003-04	8,241	7.5	267	7.3	330	7.7	5,992	12.4	13,643	5.5
2004-05	9,201	7.5	306	8.1	315	8.2	5,956	12.6	14,658	5.7
2005-06	10,493	7.6	282	8.3	291	9.6	6,446	13.5	15,982	6.1
2006-07	10,678	8.2	244	7.9	296	12.3	6,051	12.7	15,800	5.9
Grade 12										
1998-99	4,296	6.6	n/a	n/a	170	5.9	4,606	9.9	9,583	4.6
1999-00	4,440	5.9	n/a	n/a	168	5.9	4,549	9.4	9,631	4.5
2000-01	4,995	5.9	126	7.3	157	5.5	4,936	10.0	10,411	4.7
2001-02	5,550	6.8	146	7.7	247	6.7	5,088	9.9	10,677	4.6
2002-03	5,995	6.9	197	8.4	283	7.1	5,177	10.0	11,356	4.7
2003-04	6,284	5.9	229	9.7	261	6.2	5,334	10.4	11,254	4.5
2004-05	7,026	6.9	249	11.1	239	6.8	5,303	11.2	12,018	4.9
2005-06	11,148	10.1	372	17.4	324	12.1	7,077	15.0	16,828	6.6
2006-07	13,346	11.5	417	22.3	297	14.3	8,472	17.6	19,342	7.5
Total 7-12										
1998-99	56,540	10.6	n/a	n/a	2,656	10.9	58,885	14.6	116,111	7.4
1999-00	57,852	10.2	n/a	n/a	2,565	10.4	57,570	14.5	115,493	7.2
2000-01	58,084	9.5	2,939	11.1	2,405	9.5	57,950	14.7	118,083	7.1
2001-02	64,203	10.7	3,618	11.8	3,818	11.3	55,897	14.3	117,528	6.9
2002-03	66,226	11.2	3,765	10.9	3,900	11.0	56,046	14.3	120,362	6.9
2003-04	69,765	10.0	3,611	11.0	3,711	10.3	55,723	14.3	121,241	6.8
2004-05	74,920	9.9	3,589	11.1	3,078	10.0	55,749	14.3	124,359	6.9
2005-06	83,291	10.0	3,439	11.5	2,754	11.5	59,135	14.7	132,920	7.2
2006-07	81,785	9.9	2,892	10.5	2,258	12.4	58,778	14.3	128,203	6.9

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

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

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

Elementary Grades

Students participate in instructional programs designed to meet their educational needs. Gifted and talented programs offer eligible students a range of learning experiences that lead to advanced performance. Title I is the largest federal aid program for elementary and secondary schools. The goal of Title I is to improve teaching and learning for at-risk students attending schools with high percentages of economically disadvantaged students. Students counted as Title I students may be participating in specific Title I-funded programs, or they may be enrolled in campuses that receive school-wide Title I assistance.

In most years between 1994-95 and 2006-07, students receiving Title I services had retention rates equal to, or higher than, those for students overall in all elementary grades except kindergarten (Table 16). In 2006-07, retention rates for students receiving Title I services and for students overall were highest in Grade 1 and lowest in Grade 6 (Figure 16).

Figure 16
Grade-Level Retention, by Grade and Title I Program Participation, Grades K-6, Texas Public Schools, 2006-07

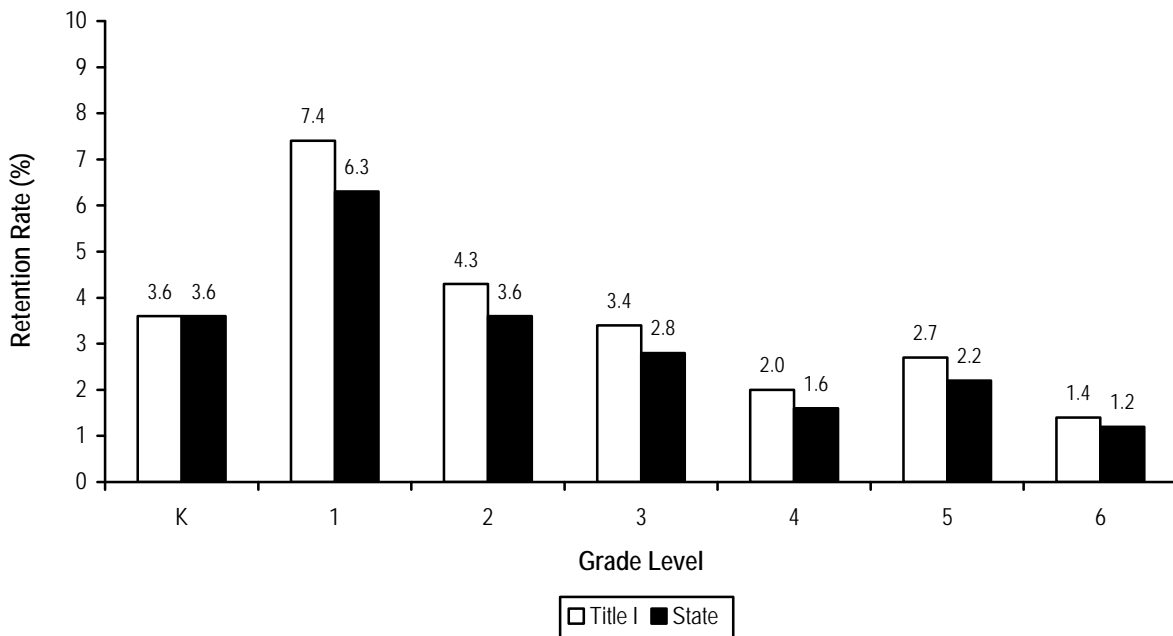


Table 16
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Kindergarten						
1994-95	0	0.0	585	2.2	3,726	1.5
1995-96	–	0.3	1,302	1.1	4,524	1.7
1996-97	–	0.3	1,994	1.4	5,081	1.8
1997-98	–	0.1	2,734	1.8	6,070	2.2
1998-99	–	0.4	3,275	2.0	6,996	2.5
1999-00	0	0.0	4,058	2.4	7,941	2.8
2000-01	–	0.5	4,551	2.7	9,110	3.2
2001-02	13	0.2	5,091	2.8	9,968	3.4
2002-03	5	0.1	6,002	3.1	11,049	3.6
2003-04	11	0.1	6,483	3.2	11,684	3.7
2004-05	6	0.1	6,989	3.2	12,190	3.7
2005-06	13	0.1	9,389	3.7	12,559	3.7
2006-07	15	0.2	9,253	3.6	12,446	3.6
Grade 1						
1994-95	15	0.2	4,187	9.5	15,998	5.8
1995-96	32	0.3	8,528	6.6	17,299	5.9
1996-97	20	0.2	9,223	5.7	16,777	5.6
1997-98	33	0.4	10,839	6.4	17,763	6.0
1998-99	27	0.3	12,100	6.8	19,693	6.5
1999-00	30	0.3	12,250	6.5	19,505	6.3
2000-01	30	0.3	11,962	6.3	19,529	6.3
2001-02	37	0.3	12,793	6.6	20,094	6.4
2002-03	30	0.2	13,348	6.6	20,180	6.3
2003-04	29	0.2	14,476	6.7	21,101	6.4
2004-05	24	0.2	15,099	6.6	21,496	6.4
2005-06	21	0.1	19,583	7.5	22,540	6.4
2006-07	13	0.1	20,067	7.4	23,170	6.3
Grade 2						
1994-95	11	0.1	1,558	3.8	5,958	2.2
1995-96	18	0.1	4,101	3.3	7,225	2.6
1996-97	15	0.1	4,518	3.0	7,222	2.5
1997-98	23	0.2	5,972	3.6	8,938	3.1
1998-99	16	0.1	6,300	3.7	9,460	3.2
1999-00	21	0.1	6,568	3.6	9,852	3.3

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

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

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	20	0.1	7,400	3.9	11,001	3.6
2001-02	24	0.1	7,478	3.9	11,066	3.6
2002-03	23	0.1	7,711	3.9	11,184	3.6
2003-04	36	0.2	8,444	4.1	11,648	3.7
2004-05	20	0.1	8,708	4.0	11,859	3.6
2005-06	24	0.1	11,060	4.5	12,477	3.7
2006-07	26	0.1	11,017	4.3	12,383	3.6
Grade 3						
1994-95	14	0.1	845	2.1	3,453	1.3
1995-96	16	0.1	2,394	2.0	4,251	1.5
1996-97	13	0.1	2,691	1.8	4,400	1.5
1997-98	17	0.1	3,554	2.2	5,373	1.9
1998-99	28	0.1	4,873	2.9	7,129	2.4
1999-00	22	0.1	4,637	2.6	6,862	2.3
2000-01	24	0.1	5,112	2.8	7,659	2.5
2001-02	17	0.1	5,170	2.7	7,636	2.4
2002-03	23	0.1	6,326	3.2	8,924	2.8
2003-04	13	0.1	6,023	2.9	8,196	2.6
2004-05	25	0.1	7,820	3.7	10,366	3.2
2005-06	24	0.1	8,793	3.6	9,758	2.9
2006-07	15	0.1	8,467	3.4	9,442	2.8
Grade 4						
1994-95	15	0.1	506	1.4	2,581	1.0
1995-96	17	0.1	1,512	1.3	2,952	1.0
1996-97	23	0.1	1,799	1.2	3,030	1.1
1997-98	–	<0.1	2,245	1.5	3,546	1.3
1998-99	16	0.1	2,382	1.5	3,881	1.3
1999-00	12	<0.1	2,555	1.5	4,014	1.3
2000-01	–	0.1	2,811	1.6	4,405	1.4
2001-02	25	0.1	2,561	1.4	4,043	1.3
2002-03	30	0.1	3,344	1.7	4,843	1.5
2003-04	18	0.1	3,635	1.8	5,147	1.6
2004-05	17	0.1	4,119	2.0	5,630	1.8
2005-06	18	0.1	5,010	2.2	5,665	1.8
2006-07	19	0.1	4,697	2.0	5,351	1.6

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

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

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 5						
1994-95	8	<0.1	369	1.1	2,223	0.9
1995-96	–	<0.1	1,137	1.0	2,355	0.8
1996-97	–	<0.1	1,252	0.9	2,272	0.8
1997-98	12	<0.1	1,540	1.0	2,587	0.9
1998-99	–	<0.1	1,332	0.9	2,502	0.9
1999-00	19	0.1	1,707	1.0	2,938	1.0
2000-01	18	0.1	1,593	0.9	2,789	0.9
2001-02	12	<0.1	1,535	0.9	2,591	0.8
2002-03	26	0.1	1,989	1.1	3,109	1.0
2003-04	11	<0.1	2,112	1.1	3,225	1.0
2004-05	61	0.2	8,456	4.1	11,159	3.5
2005-06	21	0.1	7,882	3.3	8,891	2.7
2006-07	25	0.1	6,359	2.7	7,288	2.2
Grade 6						
1994-95	28	0.1	578	2.3	4,561	1.7
1995-96	22	0.1	1,573	1.9	4,821	1.7
1996-97	18	0.1	1,733	1.6	4,592	1.6
1997-98	33	0.1	2,009	1.7	4,808	1.7
1998-99	47	0.2	1,953	1.6	4,762	1.6
1999-00	28	0.1	2,126	1.6	4,906	1.7
2000-01	43	0.1	2,118	1.5	4,824	1.6
2001-02	16	<0.1	1,990	1.4	4,414	1.4
2002-03	20	0.1	2,259	1.4	4,563	1.4
2003-04	24	0.1	2,579	1.5	4,795	1.5
2004-05	17	0.1	2,836	1.5	4,901	1.5
2005-06	27	0.1	3,067	1.5	4,066	1.3
2006-07	26	0.1	2,826	1.4	3,816	1.2
Total K-6						
1994-95	91	0.1	8,628	3.5	38,500	2.1
1995-96	117	0.1	20,547	2.6	43,427	2.2
1996-97	102	0.1	23,210	2.3	43,374	2.2
1997-98	130	0.1	28,893	2.7	49,085	2.5
1998-99	147	0.1	32,215	2.9	54,423	2.7
1999-00	132	0.1	33,901	2.8	56,018	2.7

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

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

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Table 16 (continued)
Grade-Level Retention, by Grade and by Gifted and Talented and Title I Program Participation,
Grades K-6, Texas Public Schools, 1994-95 Through 2006-07

Year	Gifted and talented		Title I ^a		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2000-01	157	0.1	35,547	2.9	59,317	2.8
2001-02	144	0.1	36,618	2.9	59,812	2.8
2002-03	157	0.1	40,979	3.1	63,852	2.9
2003-04	142	0.1	43,752	3.1	65,796	2.9
2004-05	170	0.1	54,027	3.7	77,601	3.4
2005-06	148	0.1	64,784	3.9	75,956	3.3
2006-07	139	0.1	62,686	3.7	73,896	3.1

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

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

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

Secondary Grades

In addition to the instructional programs available in the elementary grades, students in Grades 9-12 can participate in career and technical education (CTE). CTE programs prepare students for the dual roles of family member and wage earner and help them gain employment in high-skilled, high-wage jobs or advance to postsecondary education.

In 2006-07, students receiving Title I services had retention rates higher than those for students overall in all secondary grades (Table 17). In Grades 9-12, by contrast, students participating in CTE programs had retention rates lower than those for students overall (Figure 17).

Figure 17
Grade-Level Retention, by Grade and Career and Technical Education Program Participation,
Grades 9-12, Texas Public Schools, 2006-07

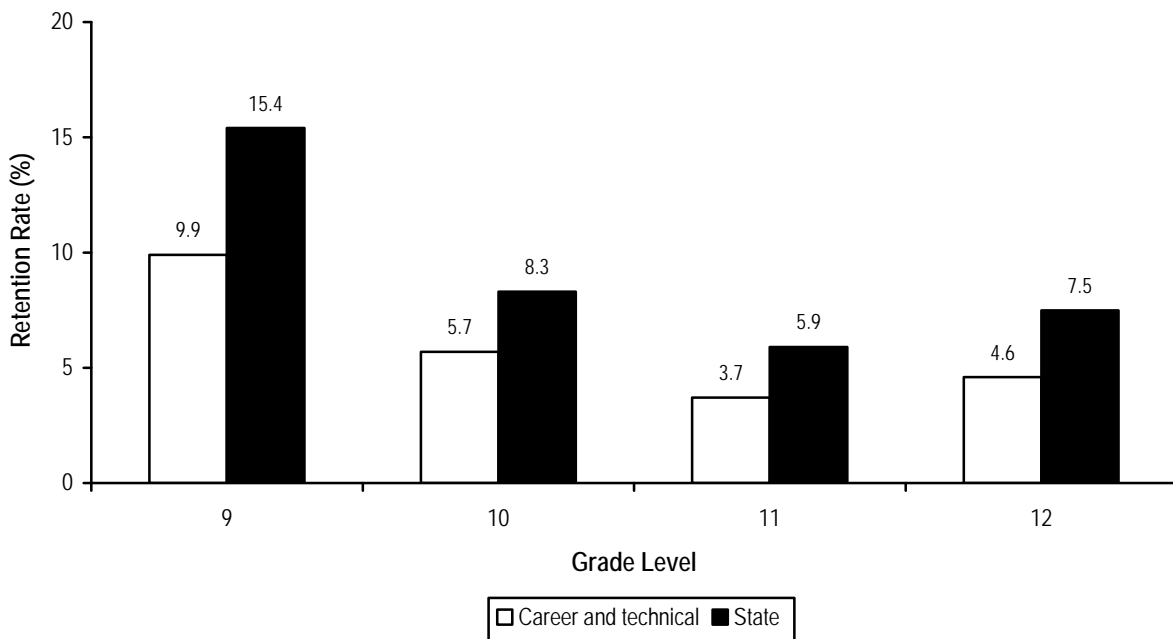


Table 17
Grade-Level Retention, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
Grade 7								
1998-99	1,156	2.7	127	0.4	3,196	3.0	8,642	3.0
1999-00	34	2.0	128	0.4	3,213	2.8	8,513	2.9
2000-01	63	2.6	92	0.3	2,924	2.4	7,762	2.5
2001-02	45	1.8	86	0.2	2,904	2.3	6,959	2.2
2002-03	18	1.1	75	0.2	3,296	2.4	7,489	2.3
2003-04	12	0.8	67	0.2	3,422	2.2	7,372	2.3
2004-05	9	0.6	77	0.2	3,811	2.3	7,710	2.3
2005-06	n/a ^b	n/a	45	0.1	5,067	2.6	7,313	2.2
2006-07	n/a	n/a	52	0.1	3,931	2.1	5,663	1.7
Grade 8								
1998-99	1,173	1.9	85	0.3	2,252	2.2	6,533	2.3
1999-00	23	0.7	91	0.3	2,192	2.0	6,169	2.1
2000-01	55	1.4	86	0.2	2,237	1.9	6,353	2.1
2001-02	53	1.2	97	0.3	2,163	1.8	5,642	1.9
2002-03	33	1.2	67	0.2	2,431	1.8	5,926	1.9
2003-04	23	0.7	68	0.2	2,605	1.8	6,099	1.9
2004-05	27	0.9	63	0.2	2,640	1.6	5,969	1.8
2005-06	n/a	n/a	45	0.1	3,821	2.0	5,839	1.8
2006-07	n/a	n/a	33	0.1	3,306	1.7	4,943	1.5
Grade 9								
1998-99	19,338	15.9	725	2.5	14,694	20.1	59,738	18.8
1999-00	5,211	12.2	751	2.4	14,666	17.9	58,451	17.7
2000-01	5,889	11.6	712	2.2	14,612	16.7	58,363	17.4
2001-02	6,646	12.3	846	2.6	15,661	17.9	57,761	16.9
2002-03	7,994	11.9	574	1.8	17,756	17.5	57,197	16.4
2003-04	9,059	12.5	600	1.9	21,089	17.7	58,252	16.5
2004-05	10,358	12.9	596	1.9	22,236	16.9	58,605	16.2
2005-06	9,346	12.1	706	2.1	32,769	20.7	60,726	16.5
2006-07	6,742	9.9	602	1.8	31,655	19.8	57,213	15.4
Grade 10								
1998-99	7,812	6.5	307	1.1	4,504	8.3	19,552	7.8
1999-00	3,082	5.5	316	1.1	5,103	8.4	19,923	7.8
2000-01	4,149	5.9	330	1.1	5,794	8.8	21,754	8.1

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

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

continues

Table 17 (continued)

Grade-Level Retention, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2001-02	4,485	6.0	411	1.3	6,451	9.2	22,726	8.2
2002-03	5,860	6.7	304	1.0	7,823	10.0	24,751	8.8
2003-04	6,179	6.5	257	0.9	8,752	9.2	24,621	8.5
2004-05	6,926	7.0	353	1.2	9,465	9.3	25,399	8.7
2005-06	6,976	6.8	370	1.2	13,102	11.0	26,232	8.7
2006-07	5,405	5.7	381	1.2	12,609	10.5	25,242	8.3
Grade 11								
1998-99	5,520	4.3	217	0.8	2,500	5.6	12,063	5.6
1999-00	2,942	4.2	253	0.9	2,935	5.7	12,806	5.8
2000-01	3,339	4.0	211	0.8	3,160	5.8	13,440	5.9
2001-02	3,535	3.9	266	0.9	3,403	5.9	13,763	5.8
2002-03	3,693	3.7	161	0.6	3,893	5.9	13,643	5.6
2003-04	3,807	3.7	163	0.6	4,646	5.9	13,643	5.5
2004-05	4,149	3.8	188	0.7	5,177	5.9	14,658	5.7
2005-06	4,645	4.2	200	0.7	8,356	8.4	15,982	6.1
2006-07	4,035	3.7	269	0.9	7,984	7.7	15,800	5.9
Grade 12								
1998-99	3,822	3.0	175	0.7	2,204	5.0	9,583	4.6
1999-00	2,060	2.7	146	0.6	2,331	4.6	9,631	4.5
2000-01	2,566	2.9	161	0.6	2,653	4.9	10,411	4.7
2001-02	2,747	2.9	165	0.6	2,576	4.6	10,677	4.6
2002-03	3,105	2.8	149	0.6	3,144	4.7	11,356	4.7
2003-04	3,096	2.6	99	0.4	3,700	4.6	11,254	4.5
2004-05	3,439	2.8	110	0.4	4,420	5.2	12,018	4.9
2005-06	5,144	4.2	213	0.8	8,563	8.9	16,828	6.6
2006-07	5,475	4.6	203	0.7	9,958	10.3	19,342	7.5
Total 7-12								
1998-99	38,821	6.5	1,636	0.9	29,350	6.9	116,111	7.4
1999-00	13,352	5.3	1,685	0.9	30,440	6.5	115,493	7.2
2000-01	16,061	5.3	1,592	0.9	31,380	6.3	118,083	7.1
2001-02	17,511	5.4	1,871	1.0	33,158	6.4	117,528	6.9
2002-03	20,703	5.6	1,330	0.7	38,343	6.6	120,362	6.9
2003-04	22,176	5.6	1,254	0.7	44,214	6.6	121,241	6.8

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

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

continues

Table 17 (continued)

Grade-Level Retention, by Grade and by Career and Technical Education, Gifted and Talented, and Title I Program Participation, Grades 7-12, Texas Public Schools, 1998-99 Through 2006-07

Year	Career and technical education ^a		Gifted and talented		Title I		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2004-05	24,908	6.0	1,387	0.7	47,749	6.5	124,359	6.9
2005-06	26,111	6.3	1,579	0.8	71,678	8.4	132,920	7.2
2006-07	21,657	5.5	1,540	0.8	69,443	8.1	128,203	6.9

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

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

Retention and Student Performance

Statutory Requirements

Passing Rates

TAKS Scores

Statutory Requirements

This section of the report presents information on the performance of retained students, as required by the 77th Texas Legislature (Texas Education Code [TEC] §39.182, 2001). Average passing rates and scores were calculated separately, by grade level, for English- and Spanish-language versions of the Texas Assessment of Knowledge and Skills (TAKS) reading/English language arts (ELA) and mathematics tests. Passing rates and average scores for spring 2007 were compared to spring 2008 passing rates and average scores of students repeating a grade in the 2007-08 school year. For comparison purposes, the 2007 TAKS results for promoted students also were calculated.

Passing Rates

Among students in Grades 3-10 who took the English-version TAKS in spring 2007, passing rates were higher for students who were subsequently promoted than for students who were subsequently retained (Table 18). After a year in the same grade, the passing rates for students who had been retained improved but failed to reach the passing rates for students who had been promoted the year before. For example, 97.8 percent of Grade 3 students who were promoted passed the reading TAKS in spring 2007, whereas 35.1 percent of Grade 3 students who were retained passed the reading TAKS. After repeating the grade, 88.6 percent passed the Grade 3 reading TAKS. Results on the English-version mathematics TAKS were similar. For example, 95.7 percent of promoted fifth graders passed the mathematics TAKS in spring 2007, whereas only 39.3 percent of retained students passed. The following year, 82.9 percent of the retained Grade 5 students passed the mathematics TAKS.

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

Table 18
Texas Assessment of Knowledge and Skills (TAKS) Percentage Passing 2007 and 2008, by
Grade and Promotion Status 2006-07, Grades 3-10, Texas Public Schools

Status	TAKS English-version				TAKS Spanish-version			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2007	2008	2007	2008	2007	2008	2007	2008
Grade 3								
Promoted	97.8	– ^b	83.5	–	96.2	–	76.1	–
Retained	35.1	88.6	18.3	74.7	25.6	88.3	18.5	75.4
Grade 4								
Promoted	84.7	–	86.9	–	79.2	–	75.0	–
Retained	20.5	70.9	21.5	73.8	18.0	76.3	13.9	74.9
Grade 5								
Promoted	94.6	–	95.7	–	91.9	–	76.8	–
Retained	28.9	81.1	39.3	82.9	39.2	84.3	5.5	63.0
Grade 6								
Promoted	92.4	–	79.9	–	76.0	–	58.4	–
Retained	51.5	79.5	19.7	58.0	50.0	50.0	0.0	50.0
Grade 7								
Promoted	85.8	–	76.8	–	n/a ^c	n/a	n/a	n/a
Retained	43.3	65.8	20.1	46.9	n/a	n/a	n/a	n/a
Grade 8								
Promoted	89.5	–	72.5	–	n/a	n/a	n/a	n/a
Retained	53.0	86.1	16.8	54.5	n/a	n/a	n/a	n/a
Grade 9								
Promoted	90.0	–	67.0	–	n/a	n/a	n/a	n/a
Retained	66.0	70.0	18.1	26.2	n/a	n/a	n/a	n/a
Grade 10								
Promoted	87.5	–	67.7	–	n/a	n/a	n/a	n/a
Retained	59.8	71.8	20.0	27.0	n/a	n/a	n/a	n/a

Note. Passing rates for retained students in both years are based on the same groups of students.

^aEnglish language arts. ^bStudents promoted in 2007 did not repeat the same grade-level test in 2008. ^cNot applicable. The Spanish-version TAKS test is available in Grades 3-6 only.

TAKS Scores

Students in Grades 3-10 promoted at the end of school year 2006-07 had average scale scores on the English- and Spanish-language versions of the 2007 TAKS reading/ELA and mathematics tests that exceeded the passing standard of 2100 (Figure 18 and Table 19). Students who were retained had much lower scale scores than students who were promoted. On the first attempt, retained students at all grade levels and on all subject tests, except the English-version reading tests in Grades 6, 9, and 10, had average scale scores that were below the passing standard. A year later, on the 2008 TAKS, average scale scores of retained students on most tests did exceed the passing standard, yet the scores still failed to reach the average scale scores of students who had been promoted the year before.

Figure 18
Grade-Level Retention 2006-07 and Average Reading/English Language Arts (ELA) Scale Scores on the English-Version Texas Assessment of Knowledge and Skills (TAKS) 2007 and 2008, Texas Public Schools

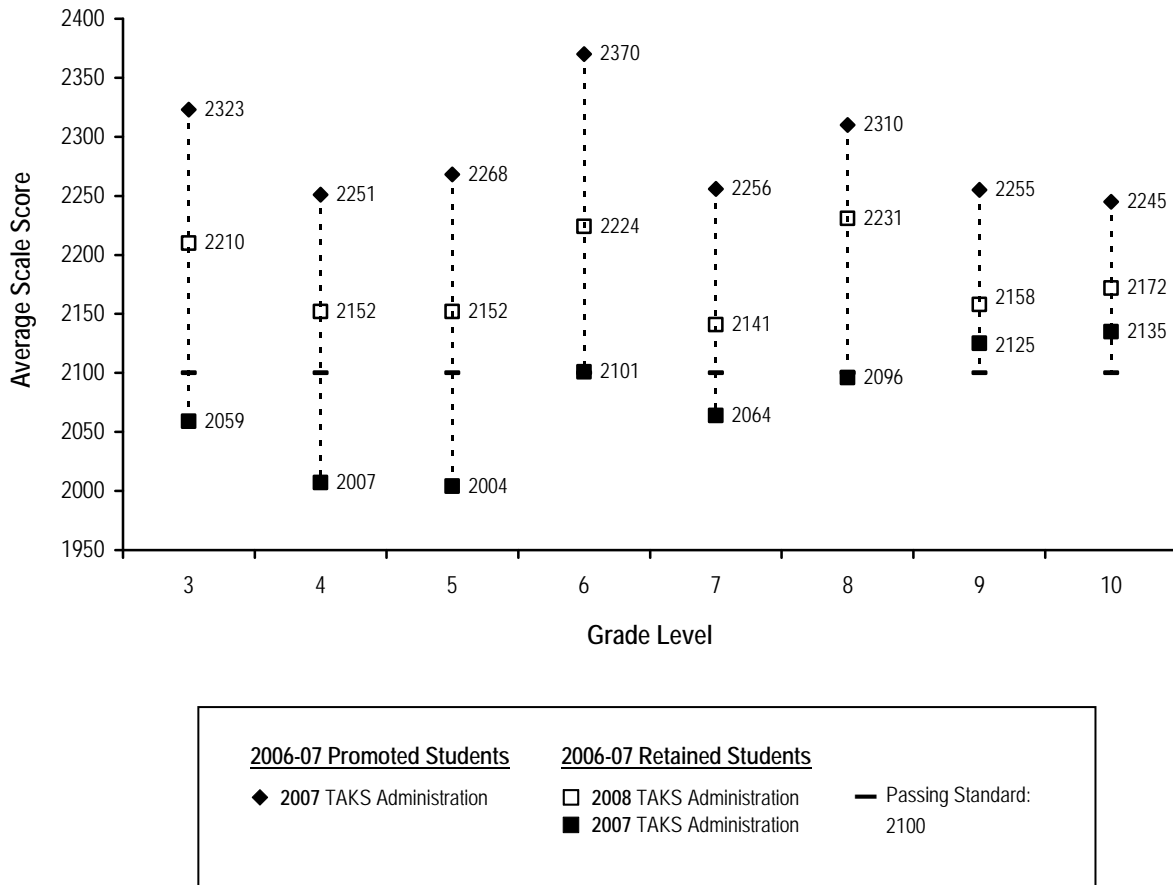


Table 19
Texas Assessment of Knowledge and Skills (TAKS) Average Scale Scores 2007 and 2008, by
Grade and Promotion Status 2006-07, Grades 3-10, Texas Public Schools

Status	English-version scale score				Spanish-version scale score			
	Reading/ELA ^a		Mathematics		Reading		Mathematics	
	2007	2008	2007	2008	2007	2008	2007	2008
Grade 3								
Promoted	2323 ^b	–	2268	–	2262	–	2222	–
Retained	2059	2210	1984	2178	2012	2201	1987	2191
Grade 4								
Promoted	2251	–	2284	–	2225	–	2232	–
Retained	2007	2152	2003	2173	1996	2184	1928	2192
Grade 5								
Promoted	2268	–	2340	–	2255	–	2165	–
Retained	2004	2152	2041	2195	2028	2184	1877	2080
Grade 6								
Promoted	2370	–	2297	–	2232	–	2118	–
Retained	2101	2224	1987	2123	2069	2161	1821	1971
Grade 7								
Promoted	2256	–	2223	–	n/a ^c	n/a	n/a	n/a
Retained	2064	2141	2019	2086	n/a	n/a	n/a	n/a
Grade 8								
Promoted	2310	–	2202	–	n/a	n/a	n/a	n/a
Retained	2096	2231	1990	2091	n/a	n/a	n/a	n/a
Grade 9								
Promoted	2255	–	2187	–	n/a	n/a	n/a	n/a
Retained	2125	2158	1967	1991	n/a	n/a	n/a	n/a
Grade 10								
Promoted	2245	–	2176	–	n/a	n/a	n/a	n/a
Retained	2135	2172	1998	2024	n/a	n/a	n/a	n/a

Note. Scale scores for retained students in both years are based on the same groups of students. The passing standard for all grades, subjects, and language versions is a scale score of 2100.

^aEnglish language arts. ^bStudents promoted in 2007 did not repeat the same grade-level test in 2008. ^cNot applicable. The Spanish-version TAKS test is available in Grades 3-6 only.

Student Performance and Promotion

Student Promotion Policies

Grade 3-10 Summary

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Student Promotion Policies

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

Performance of Texas students on the Texas Assessment of Academic Skills (TAAS) and, more recently, on the Texas Assessment of Knowledge and Skills (TAKS) has improved steadily over the past decade as students, school districts, and communities have risen to the challenges of higher standards. In response to the new, more stringent requirements, many local school systems have intensified efforts to identify students at risk of failure and provide them instructional support. These local efforts have been supported by state initiatives in reading and mathematics.

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

Grade 3-10 Summary

TAKS and SDAA II performance and promotion status for 2007 is summarized for Grades 3-10 (Table 20); a more detailed analysis of test results and promotion status at each grade level is provided as well (Tables 21 through 44, starting on page 99). Students in Grade 3 were grouped according to whether they passed or failed the TAKS or SDAA II reading tests. Students in Grades 4-10 were grouped according to whether they passed or failed the TAKS or SDAA II reading/English language arts (ELA) and mathematics tests. Within each group, the numbers and percentages of students who were promoted and retained in 2006-07 were calculated.

In the 2006-07 school year, 13,148 students in the third grade did not pass the reading TAKS or reading SDAA II (Table 20). Over 33,000 fifth graders failed to pass the TAKS or SDAA II reading and mathematics tests. Forty-two percent (5,517) of the third graders who failed were retained, and about 17 percent (5,742) of fifth graders who did not pass the reading and mathematics tests were retained after the 2006-07 school year. If the SSI had applied to eighth graders in 2006-07, 94,886 students would have qualified for accelerated instruction and retesting, because they did not pass the spring 2007 TAKS and SDAA II reading and mathematics tests. Of these students, 3.0 percent were retained in Grade 8 in 2006-07.

Table 20
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Reading/English Language Arts (ELA) and Mathematics Performance and Promotion Status 2006-07, by Grade, Grades 3-10, Texas Public Schools

TAKS and SDAA II performance	Total	Promoted		Retained		Unknown ^a	
		Number	Percent	Number	Percent	Number	Percent
Grade 3							
Passed reading	315,391	312,842	99.2	2,544	0.8	5	<0.1
Did not pass reading	13,148	7,630	58.0	5,517	42.0	1	<0.1
Grade 4							
Passed reading and mathematics	249,193	248,766	99.8	422	0.2	5	<0.1
Did not pass reading and mathematics	72,621	68,357	94.1	4,264	5.9	0	0.0
Grade 5							
Passed reading and mathematics	283,882	283,457	99.9	422	0.2	3	<0.1
Did not pass reading and mathematics	33,291	27,548	82.8	5,742	17.3	1	<0.1
Grade 6							
Passed reading and mathematics	243,807	243,184	99.7	621	0.3	2	<0.1
Did not pass reading and mathematics	72,644	70,089	96.5	2,553	3.5	2	<0.1
Grade 7							
Passed reading and mathematics	225,079	224,214	99.6	863	0.4	2	<0.1
Did not pass reading and mathematics	88,275	84,548	95.8	3,725	4.2	2	<0.1
Grade 8							
Passed reading and mathematics	223,549	222,784	99.7	763	0.3	2	<0.1
Did not pass reading and mathematics	94,886	92,048	97.0	2,830	3.0	8	<0.1
Grade 9							
Passed reading and mathematics	199,866	191,578	95.9	8,285	4.1	3	<0.1
Did not pass reading and mathematics	150,022	109,742	73.2	40,260	26.8	20	<0.1
Grade 10							
Passed reading and mathematics	176,278	171,948	97.5	4,266	2.4	64	<0.1
Did not pass reading and mathematics	114,707	97,082	84.6	17,132	14.9	493	0.4

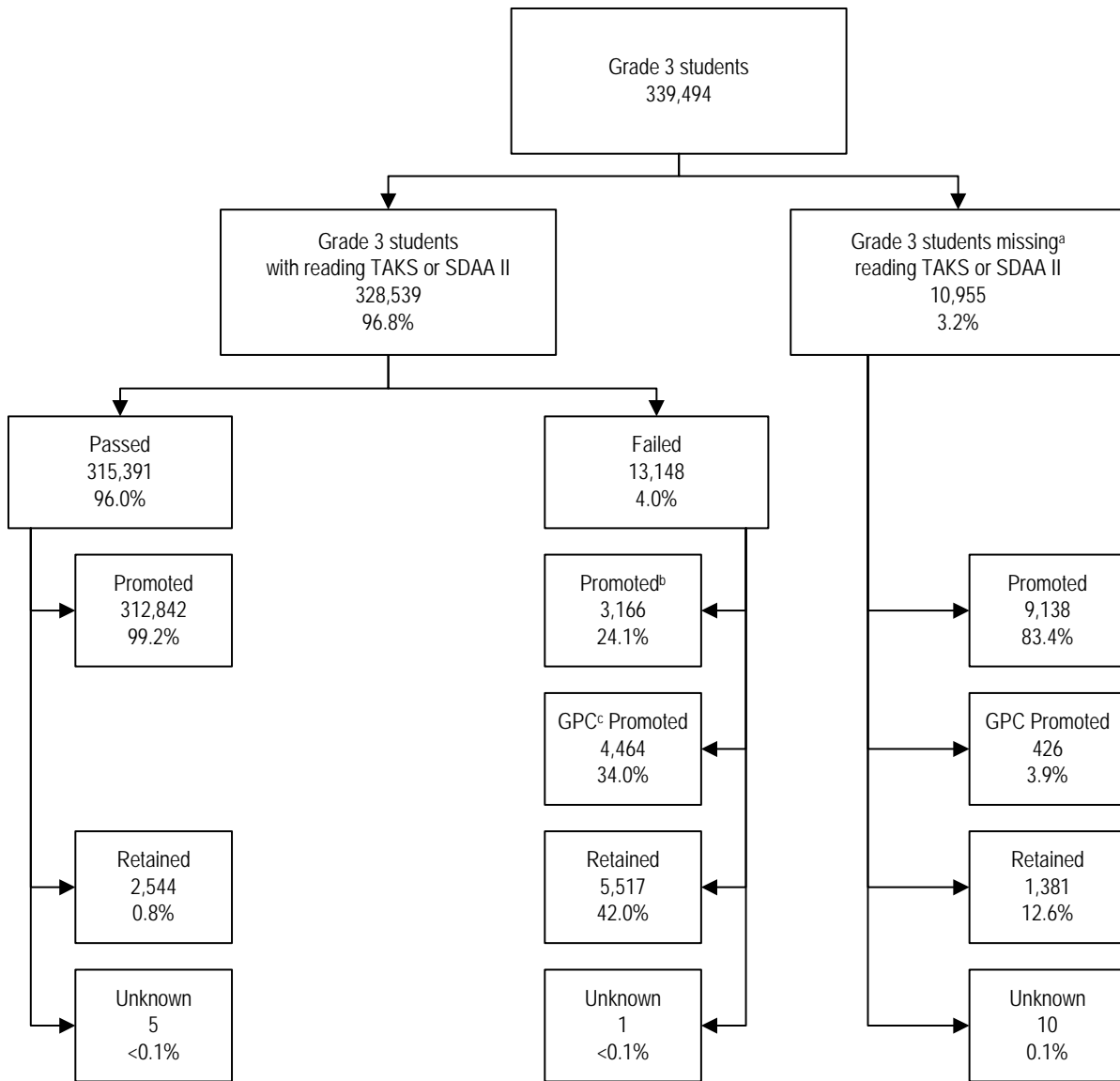
^aPromotion status could not be determined because of a grade-level reporting error.

Large percentages of third- and fifth-grade students promoted after the 2006-07 school year had passed the 2007 TAKS or SDAA tests required under SSI. In third grade, 94.8 percent of promoted students had passed the TAKS or SDAA II reading test (Figure 19 on page 98 and Table 21 on

page 99). Nearly 4,900 students, or 1.5 percent of promoted third graders, had not passed the TAKS or SDAA II reading test but were promoted by decisions of grade placement committees. In fifth grade, 88.0 percent of promoted students had passed the TAKS or SDAA II reading and mathematics tests (Figure 21 on page 106 and Table 27 on page 107). More than 17,000 students, or 5.3 percent of promoted fifth graders, had not passed the TAKS or SDAA II reading and mathematics tests but were promoted by decisions of grade placement committees.

Grade 3

Figure 19
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading Tests 2007 and Promotion Status 2006-07, Grade 3, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

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

Table 21
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 3, Texas Public Schools

TAKS and SDAA II	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed reading								
Passed reading and passed mathematics	265,087	84.1	264,251	99.7	832	0.3	4	<0.1
Passed reading and failed mathematics	48,013	15.2	46,353	96.5	1,659	3.5	1	<0.1
Passed reading and missing mathematics	2,291	0.7	2,238	97.7	53	2.3	0	0.0
Total	315,391	100	312,842	99.2	2,544	0.8	5	<0.1
Failed reading								
Failed reading and failed mathematics	9,762	74.3	5,138	52.6	4,623	47.4	1	<0.1
Failed reading and passed mathematics	2,855	21.7	2,089	73.2	766	26.8	0	0.0
Failed reading and missing mathematics	531	4.0	403	75.9	128	24.1	0	0.0
Total	13,148	100	7,630	58.0	5,517	42.0	1	<0.1
Other								
Missing reading and missing mathematics	8,967	81.9	8,247	92.0	710	7.9	10	0.1
Missing reading and passed mathematics	906	8.3	783	86.4	123	13.6	0	0.0
Missing reading and failed mathematics	1,082	9.9	534	49.4	548	50.7	0	0.0
Total	10,955	100	9,564	87.3	1,381	12.6	10	0.1

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

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

Table 22
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 3, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Results	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 3 reading								
Passed	271,558	89.2	269,569	99.3	1,986	0.7	3	<0.1
Failed	11,341	3.7	6,783	59.8	4,557	40.2	1	<0.1
Not tested	21,394	7.0	20,378	95.3	1,012	4.7	4	<0.1
Total	304,293	100	296,730	97.5	7,555	2.5	8	<0.1
English-version Grade 3 mathematics								
Passed	233,851	80.8	232,584	99.5	1,265	0.5	2	<0.1
Failed	51,961	17.9	46,119	88.8	5,840	11.2	2	<0.1
Not tested	3,776	1.3	3,541	93.8	233	6.2	2	0.1
Total	289,588	100	282,244	97.5	7,338	2.5	6	<0.1
Spanish-version Grade 3 reading								
Passed	25,605	87.1	25,298	98.8	307	1.2	0	0.0
Failed	2,068	7.0	1,090	52.7	978	47.3	0	0.0
Not tested	1,716	5.8	1,499	87.4	216	12.6	1	0.1
Total	29,389	100	27,887	94.9	1,501	5.1	1	<0.1
Spanish-version Grade 3 mathematics								
Passed	18,305	68.5	18,076	98.8	229	1.3	0	0.0
Failed	6,640	24.8	5,663	85.3	977	14.7	0	0.0
Not tested	1,795	6.7	1,502	83.7	292	16.3	1	0.1
Total	26,740	100	25,241	94.4	1,498	5.6	1	<0.1

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

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

Table 23
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 3, Texas Public Schools

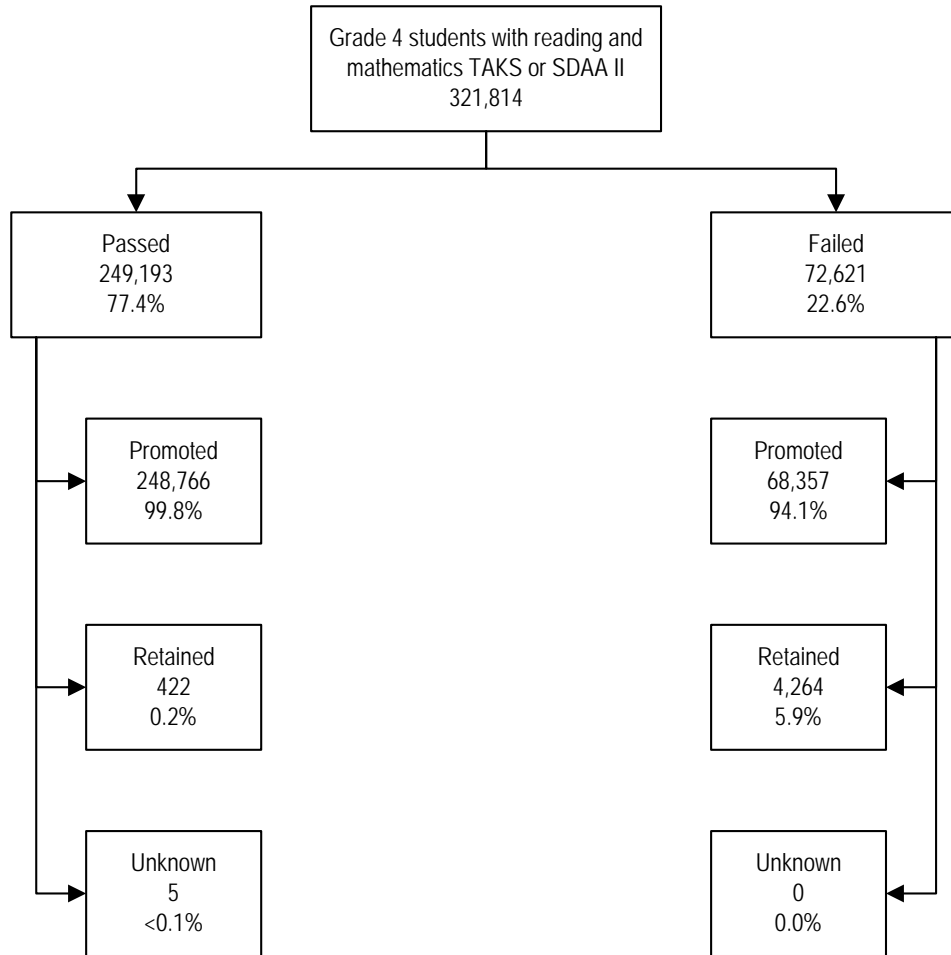
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 3 reading								
Passed	18,240	88.8	17,987	98.6	251	1.4	2	<0.1
Failed	852	4.2	835	98.0	17	2.0	0	0.0
Not tested	1,459	7.1	1,431	98.1	28	1.9	0	0.0
Total	20,551	100	20,253	98.6	296	1.4	2	<0.1
Grade 3 mathematics								
Passed	16,694	81.2	16,465	98.6	227	1.4	2	<0.1
Failed	266	1.3	253	95.1	13	4.9	0	0.0
Not tested	3,591	17.5	3,535	98.4	56	1.6	0	0.0
Total	20,551	100	20,253	98.6	296	1.4	2	<0.1

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

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

Grade 4

Figure 20
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 4, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 24
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 4, Texas Public Schools

Reading and mathematics performance	TAKS and SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	249,193	100	248,766	99.8	422	0.2	5	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	24,893	34.3	21,891	87.9	3,002	12.1	0	0.0
Failed reading and passed mathematics	26,845	37.0	26,218	97.7	627	2.3	0	0.0
Failed reading and missing mathematics	215	0.3	191	88.8	24	11.2	0	0.0
Missing reading and failed mathematics	144	0.2	131	91.0	13	9.0	0	0.0
Passed reading and failed mathematics	20,524	28.3	19,926	97.1	598	2.9	0	0.0
Total	72,621	100	68,357	94.1	4,264	5.9	0	0.0
Other								
Missing reading and missing mathematics	5,294	84.8	4,962	93.7	-	-	-	-
Passed reading and missing mathematics	525	8.4	523	99.6	-	-	-	-
Missing reading and passed mathematics	426	6.8	424	99.5	-	-	-	-
Total	6,245	100	5,909	94.6	-	-	-	-

Note. Parts may not add to 100 percent because of rounding. A dash (-) indicates data are not reported to protect student anonymity.

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

Table 25
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 4, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 4 reading								
Passed	236,248	79.3	235,458	99.7	786	0.3	4	<0.1
Failed	46,712	15.7	43,505	93.1	3,207	6.9	0	0.0
Not tested	15,091	5.1	14,743	97.7	346	2.3	2	<0.1
Total	298,051	100	293,706	98.5	4,339	1.5	6	<0.1
English-version Grade 4 mathematics								
Passed	246,054	82.6	245,208	99.7	842	0.3	4	<0.1
Failed	40,904	13.7	37,699	92.2	3,205	7.8	0	0.0
Not tested	11,093	3.7	10,799	97.3	292	2.6	2	<0.1
Total	298,051	100	293,706	98.5	4,339	1.5	6	<0.1
Spanish-version Grade 4 reading								
Passed	12,352	66.5	12,265	99.3	87	0.7	0	0.0
Failed	3,720	20.0	3,295	88.6	425	11.4	0	0.0
Not tested	2,504	13.5	2,356	94.1	148	5.9	0	0.0
Total	18,576	100	17,916	96.4	660	3.6	0	0.0
Spanish-version Grade 4 mathematics								
Passed	10,005	53.9	9,944	99.4	61	0.6	0	0.0
Failed	3,761	20.2	3,369	89.6	392	10.4	0	0.0
Not tested	4,810	25.9	4,603	95.7	207	4.3	0	0.0
Total	18,576	100	17,916	96.4	660	3.6	0	0.0

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

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

Table 26
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 4, Texas Public Schools

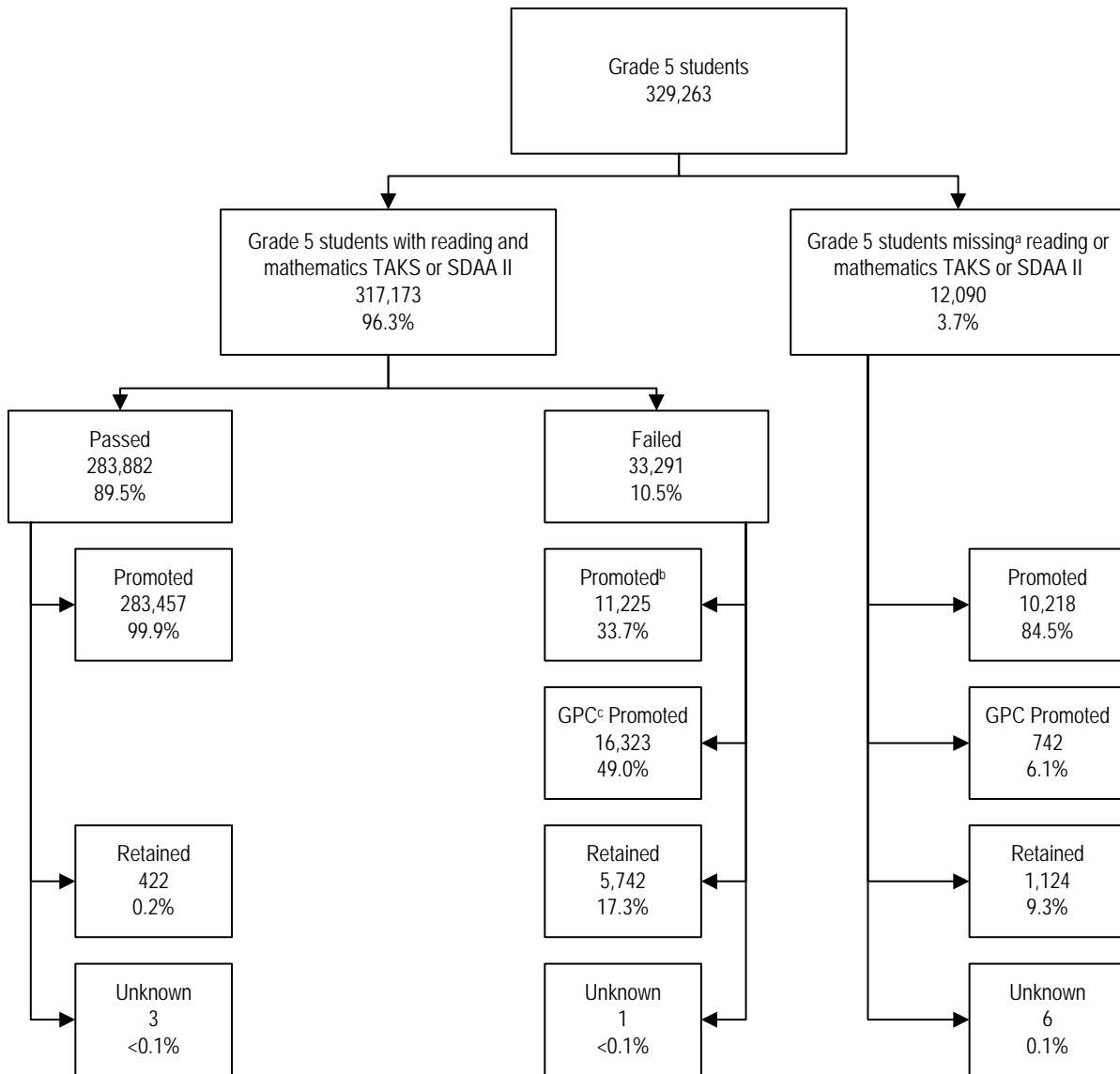
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 4 reading								
Passed	21,643	80.4	21,493	99.3	149	0.7	1	<0.1
Failed	1,593	5.9	1,570	98.6	23	1.4	0	0.0
Not tested	3,675	13.7	3,626	98.7	49	1.3	0	0.0
Total	26,911	100	26,689	99.2	221	0.8	1	<0.1
Grade 4 mathematics								
Passed	20,406	75.8	20,257	99.3	148	0.7	1	<0.1
Failed	952	3.5	935	98.2	17	1.8	0	0.0
Not tested	5,553	20.6	5,497	99.0	56	1.0	0	0.0
Total	26,911	100	26,689	99.2	221	0.8	1	<0.1

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

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

Grade 5

Figure 21
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 5, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

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

Table 27
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 5, Texas Public Schools

Reading and mathematics performance	TAKS and SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	283,882	100	283,457	99.9	422	0.2	3	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	9,576	28.8	6,810	71.1	2,765	28.9	1	<0.1
Failed reading and passed mathematics	12,978	39.0	11,340	87.4	1,638	12.6	0	0.0
Failed reading and missing mathematics	378	1.1	330	87.3	48	12.7	0	0.0
Missing reading and failed mathematics	176	0.5	158	89.8	18	10.2	0	0.0
Passed reading and failed mathematics	10,183	30.6	8,910	87.5	1,273	12.5	0	0.0
Total	33,291	100	27,548	82.8	5,742	17.3	1	<0.1
Other								
Missing reading and missing mathematics	9,192	76.0	8,280	90.1	906	9.9	6	0.1
Passed reading and missing mathematics	1,642	13.6	1,524	92.8	118	7.2	0	0.0
Missing reading and passed mathematics	1,256	10.4	1,156	92.0	100	8.0	0	0.0
Total	12,090	100	10,960	90.7	1,124	9.3	6	0.1

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

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

Table 28
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 5, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 5 reading								
Passed	264,486	83.5	263,010	99.4	1,474	0.6	2	<0.1
Failed	21,025	6.6	16,833	80.1	4,191	19.9	1	<0.1
Not tested	31,354	9.9	30,577	97.5	775	2.5	2	<0.1
Total	316,865	100	310,420	98.0	6,440	2.0	5	<0.1
English-version Grade 5 mathematics								
Passed	270,509	85.9	268,549	99.3	1,958	0.7	2	<0.1
Failed	17,239	5.5	13,541	78.6	3,697	21.5	1	<0.1
Not tested	27,030	8.6	26,465	97.9	564	2.1	1	<0.1
Total	314,778	100	308,555	98.0	6,219	2.0	4	<0.1
Spanish-version Grade 5 reading								
Passed	6,192	75.7	6,035	97.5	157	2.5	0	0.0
Failed	878	10.7	635	72.3	243	27.7	0	0.0
Not tested	1,112	13.6	1,061	95.4	51	4.6	0	0.0
Total	8,182	100	7,731	94.5	451	5.5	0	0.0
Spanish-version Grade 5 mathematics								
Passed	3,700	54.8	3,675	99.3	25	0.7	0	0.0
Failed	1,607	23.8	1,266	78.8	341	21.2	0	0.0
Not tested	1,441	21.4	1,340	93.0	101	7.0	0	0.0
Total	6,748	100	6,281	93.1	467	6.9	0	0.0

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

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

Table 29
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 5, Texas Public Schools

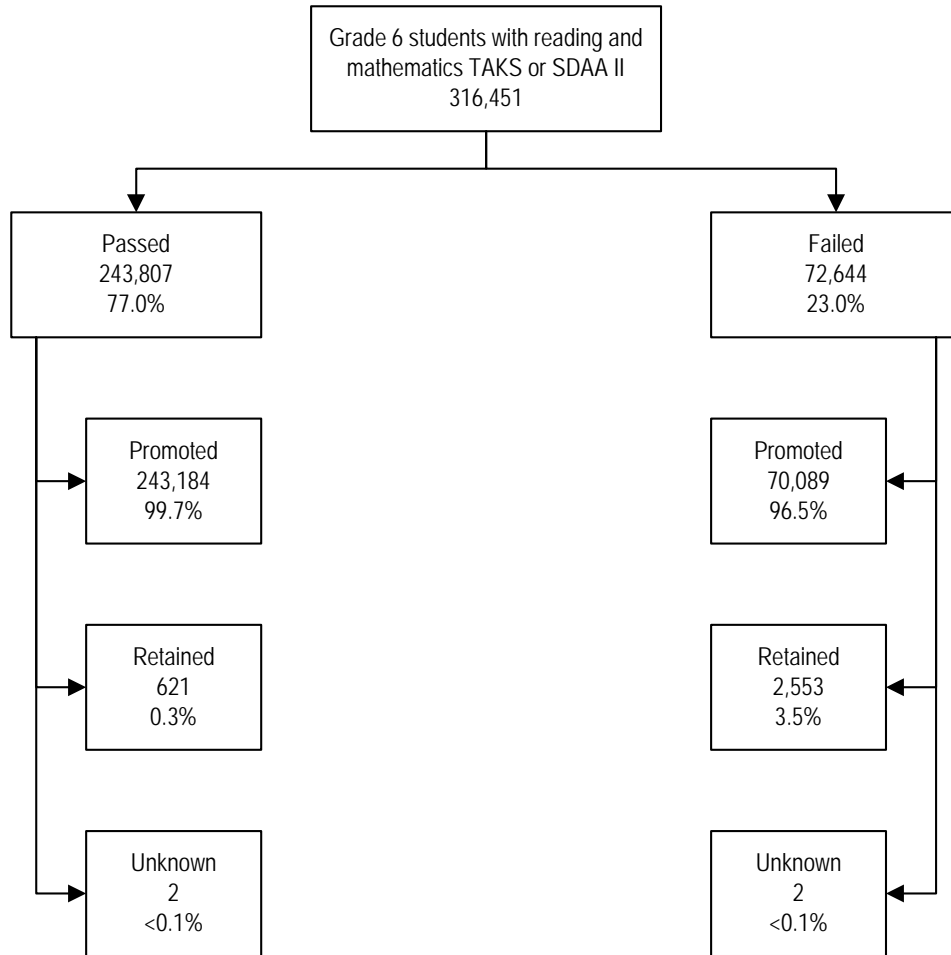
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 5 reading								
Passed	25,043	85.5	24,860	99.3	182	0.7	1	<0.1
Failed	2,108	7.2	2,063	97.9	45	2.1	0	0.0
Not tested	2,157	7.4	2,128	98.7	29	1.3	0	0.0
Total	29,308	100	29,051	99.1	256	0.9	1	<0.1
Grade 5 mathematics								
Passed	23,915	81.6	23,737	99.3	177	0.7	1	<0.1
Failed	1,388	4.7	1,360	98.0	28	2.0	0	0.0
Not tested	4,005	13.7	3,954	98.7	51	1.3	0	0.0
Total	29,308	100	29,051	99.1	256	0.9	1	<0.1

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

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

Grade 6

Figure 22
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 6, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 30
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 6, Texas Public Schools

Reading and mathematics performance	TAKS and SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	243,807	100	243,184	99.7	621	0.3	2	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	17,944	24.7	16,618	92.6	1,326	7.4	0	0.0
Failed reading and passed mathematics	8,378	11.5	8,201	97.9	-	-	-	-
Failed reading and missing mathematics	154	0.2	145	94.2	-	-	-	-
Missing reading and failed mathematics	124	0.2	121	97.6	-	-	-	-
Passed reading and failed mathematics	46,044	63.4	45,004	97.7	1,039	2.3	1	<0.1
Total	72,644	100	70,089	96.5	2,553	3.5	2	<0.1
Other								
Missing reading and missing mathematics	5,124	87.6	4,920	96.0	-	-	-	-
Passed reading and missing mathematics	369	6.3	366	99.2	-	-	-	-
Missing reading and passed mathematics	355	6.1	351	98.9	-	-	-	-
Total	5,848	100	5,637	96.4	208	3.6	3	0.1

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

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

Table 31
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 6, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 6 reading								
Passed	264,408	87.9	263,006	99.5	1,400	0.5	2	<0.1
Failed	23,912	7.9	22,463	93.9	1,448	6.1	1	<0.1
Not tested	12,556	4.2	12,290	97.9	263	2.1	3	<0.1
Total	300,876	100	297,759	99.0	3,111	1.0	6	<0.1
English-version Grade 6 mathematics								
Passed	229,101	76.1	228,552	99.8	547	0.2	2	<0.1
Failed	60,750	20.2	58,433	96.2	2,317	3.8	0	0.0
Not tested	11,025	3.7	10,774	97.7	247	2.2	4	<0.1
Total	300,876	100	297,759	99.0	3,111	1.0	6	<0.1
Spanish-version Grade 6 reading								
Passed	624	50.5	623	99.8	-	-	-	-
Failed	221	17.9	212	95.9	-	-	-	-
Not tested	390	31.6	378	96.9	-	-	-	-
Total	1,235	100	1,213	98.2	-	-	-	-
Spanish-version Grade 6 mathematics								
Passed	433	35.1	433	100	-	-	-	-
Failed	323	26.2	315	97.5	-	-	-	-
Not tested	479	38.8	465	97.1	-	-	-	-
Total	1,235	100	1,213	98.2	-	-	-	-

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

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

Table 32
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 6, Texas Public Schools

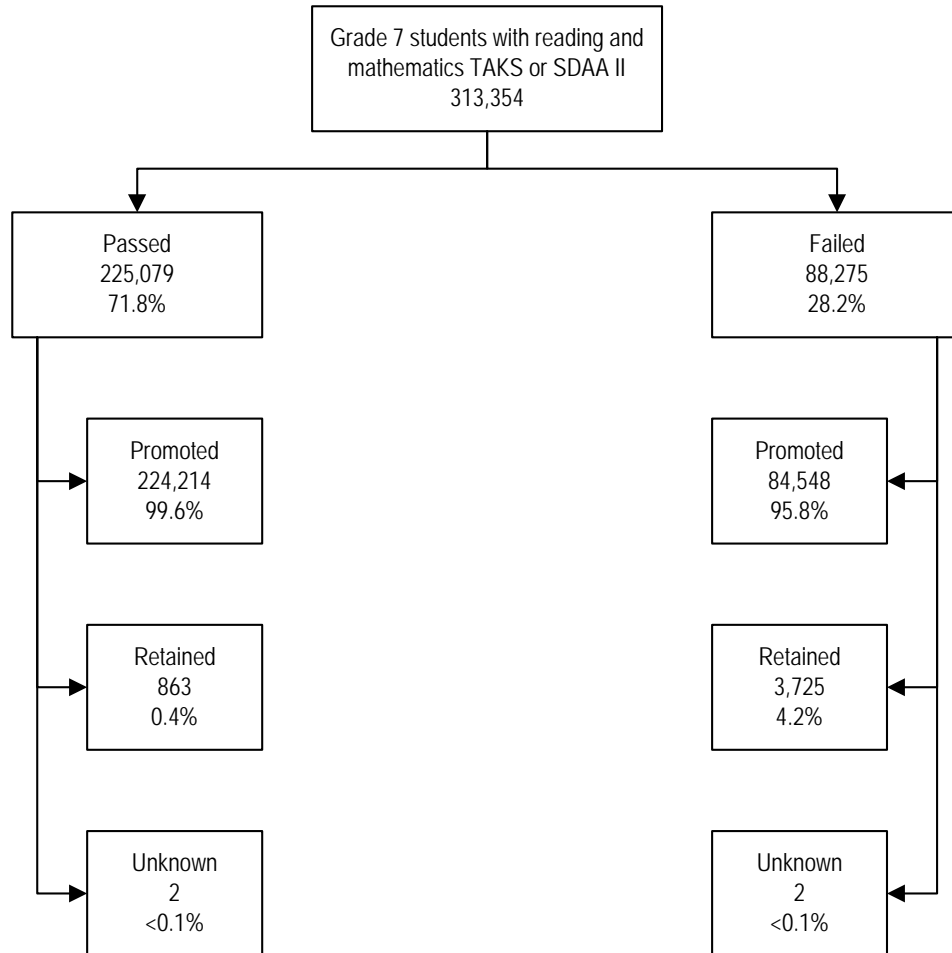
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 6 reading								
Passed	25,193	83.7	24,930	99.0	262	1.0	1	<0.1
Failed	2,409	8.0	2,354	97.7	55	2.3	0	0.0
Not tested	2,491	8.3	2,459	98.7	31	1.2	1	<0.1
Total	30,093	100	29,743	98.8	348	1.2	2	<0.1
Grade 6 mathematics								
Passed	23,010	76.5	22,755	98.9	254	1.1	1	<0.1
Failed	3,089	10.3	3,045	98.6	43	1.4	1	<0.1
Not tested	3,994	13.3	3,943	98.7	51	1.3	0	0.0
Total	30,093	100	29,743	98.8	348	1.2	2	<0.1

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

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

Grade 7

Figure 23
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 7, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 33
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 7, Texas Public Schools

TAKS and SDAA II	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	225,079	100	224,214	99.6	863	0.4	2	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	30,672	34.7	28,469	92.8	2,202	7.2	1	<0.1
Failed reading and passed mathematics	15,193	17.2	14,887	98.0	305	2.0	1	<0.1
Failed reading and missing mathematics	238	0.3	224	94.1	14	5.9	0	0.0
Missing reading and failed mathematics	151	0.2	142	94.0	9	6.0	0	0.0
Passed reading and failed mathematics	42,021	47.6	40,826	97.2	1,195	2.8	0	0.0
Total	88,275	100	84,548	95.8	3,725	4.2	2	<0.1
Other								
Missing reading and missing mathematics	7,781	92.5	7,277	93.5	502	6.5	2	<0.1
Passed reading and missing mathematics	282	3.4	274	97.2	8	2.8	0	0.0
Missing reading and passed mathematics	351	4.2	344	98.0	7	2.0	0	0.0
Total	8,414	100	7,895	93.8	517	6.1	2	<0.1

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

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

Table 34
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 7, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 7 reading								
Passed	243,084	80.7	241,405	99.3	1,679	0.7	0	0.0
Failed	43,514	14.5	41,083	94.4	2,430	5.6	1	<0.1
Not tested	14,464	4.8	13,885	96.0	576	4.0	3	<0.1
Total	301,062	100	296,373	98.4	4,685	1.6	4	<0.1
English-version Grade 7 mathematics								
Passed	216,704	72.0	215,905	99.6	799	0.4	0	0.0
Failed	69,491	23.1	66,204	95.3	3,286	4.7	1	<0.1
Not tested	14,867	4.9	14,264	95.9	600	4.0	3	<0.1
Total	301,062	100	296,373	98.4	4,685	1.6	4	<0.1

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

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

Table 35
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 7, Texas Public Schools

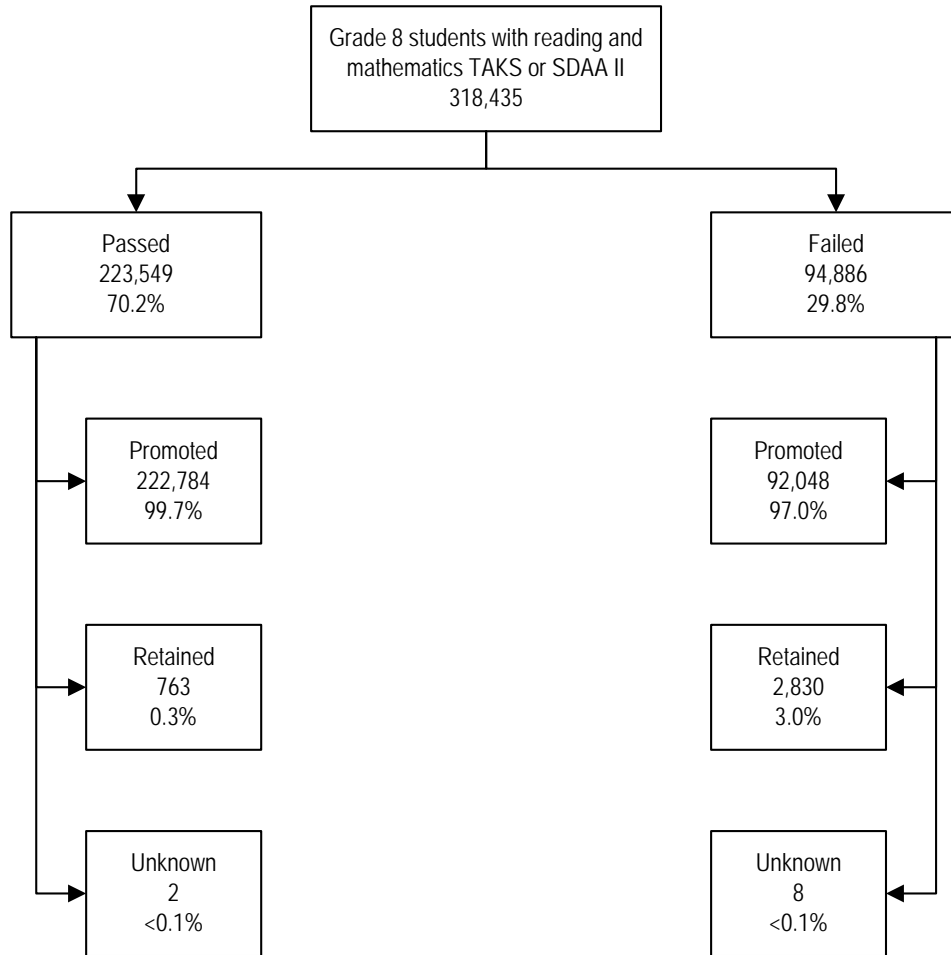
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 7 reading								
Passed	24,299	75.6	23,910	98.4	387	1.6	2	<0.1
Failed	2,660	8.3	2,567	96.5	92	3.5	1	<0.1
Not tested	5,196	16.2	5,057	97.3	139	2.7	0	0.0
Total	32,155	100	31,534	98.1	618	1.9	3	<0.1
Grade 7 mathematics								
Passed	23,920	74.4	23,541	98.4	376	1.6	3	<0.1
Failed	3,425	10.7	3,301	96.4	124	3.6	0	0.0
Not tested	4,810	15.0	4,692	97.5	118	2.5	0	0.0
Total	32,155	100	31,534	98.1	618	1.9	3	<0.1

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

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

Grade 8

Figure 24
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 8, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 36
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 8, Texas Public Schools

TAKS and SDAA II	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	223,549	100	222,784	99.7	763	0.3	2	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	27,026	28.5	25,513	94.4	1,508	5.6	5	<0.1
Failed reading and passed mathematics	8,544	9.0	8,396	98.3	148	1.7	0	0.0
Failed reading and missing mathematics	186	0.2	177	95.2	9	4.8	0	0.0
Missing reading and failed mathematics	168	0.2	157	93.5	11	6.5	0	0.0
Passed reading and failed mathematics	58,962	62.1	57,805	98.0	1,154	2.0	3	<0.1
Total	94,886	100	92,048	97.0	2,830	3.0	8	<0.1
Other								
Missing reading and missing mathematics	6,231	89.6	5,817	93.4	413	6.6	1	<0.1
Passed reading and missing mathematics	347	5.0	337	97.1	10	2.9	0	0.0
Missing reading and passed mathematics	378	5.4	363	96.0	15	4.0	0	0.0
Total	6,956	100	6,517	93.7	438	6.3	1	<0.1

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

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

Table 37
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 8, Texas Public Schools

Results	TAKS		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 8 reading								
Passed	259,255	79.8	257,721	99.4	1,531	0.6	3	<0.1
Failed	33,362	10.3	31,787	95.3	1,570	4.7	5	<0.1
Not tested	32,137	9.9	31,232	97.2	902	2.8	3	<0.1
Total	324,754	100	320,740	98.8	4,003	1.2	11	<0.1
English-version Grade 8 mathematics								
Passed	208,141	64.1	207,629	99.8	512	0.2	0	0.0
Failed	83,042	25.6	80,467	96.9	2,567	3.1	8	<0.1
Not tested	33,571	10.3	32,644	97.2	924	2.8	3	<0.1
Total	324,754	100	320,740	98.8	4,003	1.2	11	<0.1

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

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

Table 38
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 8, Texas Public Schools

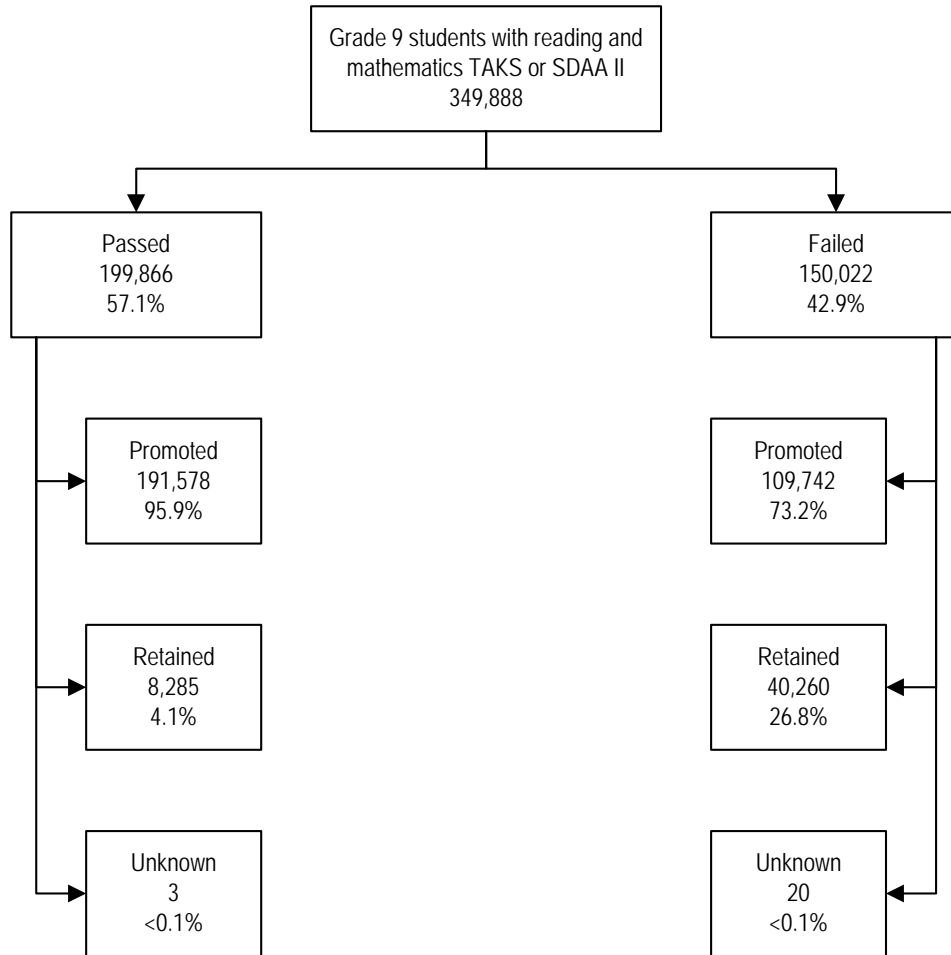
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 8 reading								
Passed	23,603	78.9	23,205	98.3	396	1.7	2	<0.1
Failed	2,469	8.3	2,370	96.0	99	4.0	0	0.0
Not tested	3,838	12.8	3,759	97.9	79	2.1	0	0.0
Total	29,910	100	29,334	98.1	574	1.9	2	<0.1
Grade 8 mathematics								
Passed	24,330	81.3	23,914	98.3	414	1.7	2	<0.1
Failed	3,235	10.8	3,126	96.6	109	3.4	0	0.0
Not tested	2,345	7.8	2,294	97.8	51	2.2	0	0.0
Total	29,910	100	29,334	98.1	574	1.9	2	<0.1

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

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

Grade 9

Figure 25
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) Reading and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 9, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 39
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 9, Texas Public Schools

TAKS and SDAA II	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Reading and mathematics performance	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed reading and passed mathematics	199,866	100	191,578	95.9	8,285	4.1	3	<0.1
Failed reading or mathematics								
Failed reading and failed mathematics	42,065	28.0	26,108	62.1	15,949	37.9	8	<0.1
Failed reading and passed mathematics	11,180	7.5	9,457	84.6	1,723	15.4	0	0.0
Failed reading and missing mathematics	2,415	1.6	832	34.5	1,580	65.4	3	0.1
Missing reading and failed mathematics	3,057	2.0	1,537	50.3	1,516	49.6	4	0.1
Passed reading and failed mathematics	91,305	60.9	71,808	78.6	19,492	21.3	5	<0.1
Total	150,022	100	109,742	73.2	40,260	26.8	20	<0.1
Other								
Missing reading and missing mathematics	7,403	66.3	5,359	72.4	2,043	27.6	1	<0.1
Passed reading and missing mathematics	2,270	20.3	1,182	52.1	1,084	47.8	4	0.2
Missing reading and passed mathematics	1,499	13.4	1,122	74.8	377	25.2	0	0.0
Total	11,172	100	7,663	68.6	3,504	31.4	5	<0.1

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

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

Table 40
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 9, Texas Public Schools

TAKS	Total		Promotion status					
	Number	Percent	Promoted		Retained		Unknown ^a	
Results	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 9 reading								
Passed	273,681	81.0	248,383	90.8	25,289	9.2	9	<0.1
Failed	51,716	15.3	33,722	65.2	17,985	34.8	9	<0.1
Not tested	12,452	3.7	8,589	69.0	3,859	31.0	4	<0.1
Total	337,849	100	290,694	86.0	47,133	14.0	22	<0.1
English-version Grade 9 mathematics								
Passed	192,272	56.9	185,526	96.5	6,746	3.5	0	0.0
Failed	129,867	38.4	94,711	72.9	35,141	27.1	15	<0.1
Not tested	15,710	4.7	10,457	66.6	5,246	33.4	7	<0.1
Total	337,849	100	290,694	86.0	47,133	14.0	22	<0.1

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

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

Table 41
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 9, Texas Public Schools

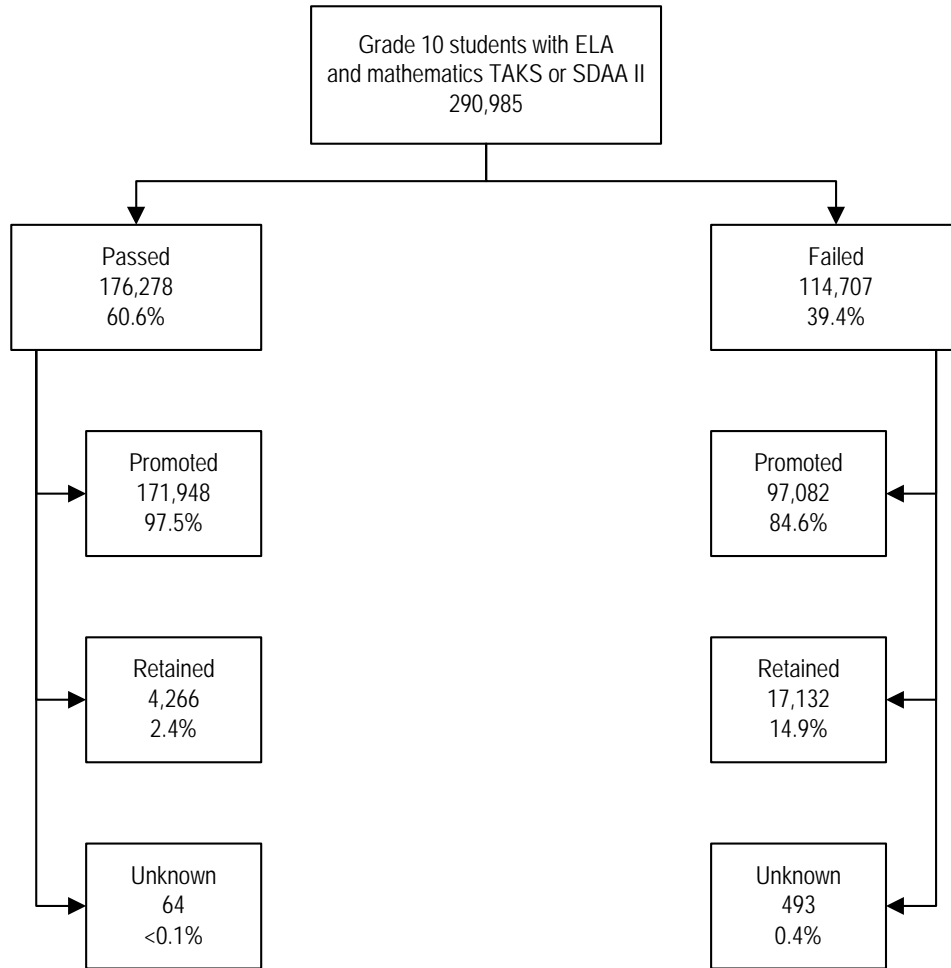
Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9 reading								
Passed	19,823	67.1	16,233	81.9	3,587	18.1	3	<0.1
Failed	4,517	15.3	3,053	67.6	1,462	32.4	2	<0.1
Not tested	5,183	17.6	4,078	78.7	1,103	21.3	2	<0.1
Total	29,523	100	23,364	79.1	6,152	20.8	7	<0.1
Grade 9 mathematics								
Passed	20,275	68.7	16,632	82.0	3,640	18.0	3	<0.1
Failed	6,817	23.1	4,918	72.1	1,897	27.8	2	<0.1
Not tested	2,431	8.2	1,814	74.6	615	25.3	2	0.1
Total	29,523	100	23,364	79.1	6,152	20.8	7	<0.1

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

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

Grade 10

Figure 26
Performance on the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) English Language Arts (ELA) and Mathematics Tests 2007 and Promotion Status 2006-07, Grade 10, Texas Public Schools



Note. Parts may not add to 100 percent because of rounding. "Unknown" indicates promotion status could not be determined because of a grade-level reporting error.

Table 42
Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status 2006-07, Test Results Combined, Grade 10, Texas Public Schools

English language arts (ELA) and mathematics performance	TAKS and SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Passed both								
Passed ELA and passed mathematics	176,278	100	171,948	97.5	4,266	2.4	64	<0.1
Failed ELA or mathematics								
Failed ELA and failed mathematics	31,327	27.3	24,199	77.2	6,921	22.1	207	0.7
Failed ELA and passed mathematics	12,429	10.8	11,289	90.8	1,124	9.0	16	0.1
Failed ELA and missing mathematics	1,158	1.0	514	44.4	597	51.6	47	4.1
Missing ELA and failed mathematics	1,895	1.7	1,160	61.2	684	36.1	51	2.7
Passed ELA and failed mathematics	67,898	59.2	59,920	88.3	7,806	11.5	172	0.3
Total	114,707	100	97,082	84.6	17,132	14.9	493	0.4
Other								
Missing ELA and missing mathematics	4,241	62.1	3,615	85.2	591	13.9	35	0.8
Passed ELA and missing mathematics	1,361	19.9	862	63.3	461	33.9	38	2.8
Missing ELA and passed mathematics	1,231	18.0	989	80.3	230	18.7	12	1.0
Total	6,833	100	5,466	80.0	1,282	18.8	85	1.2

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

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

Table 43
Texas Assessment of Knowledge and Skills (TAKS) 2007 Performance and Promotion Status 2006-07, by Test, Grade 10, Texas Public Schools

Results	TAKS		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
English-version Grade 10 English language arts								
Passed	230,490	77.7	219,238	95.1	11,024	4.8	228	0.1
Failed	41,931	14.1	33,466	79.8	8,207	19.6	258	0.6
Not tested	24,363	8.2	21,050	86.4	3,181	13.1	132	0.5
Total	296,784	100	273,754	92.2	22,412	7.6	618	0.2
English-version Grade 10 mathematics								
Passed	172,900	58.3	168,993	97.7	3,861	2.2	46	<0.1
Failed	98,047	33.0	82,676	84.3	14,961	15.3	410	0.4
Not tested	25,837	8.7	22,085	85.5	3,590	13.9	162	0.6
Total	296,784	100	273,754	92.2	22,412	7.6	618	0.2

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

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

Table 44
State-Developed Alternative Assessment II (SDAA II) 2007 Performance and Promotion Status
2006-07, by Test, Grade 10, Texas Public Schools

Results	SDAA II		Promotion status					
	Total		Promoted		Retained		Unknown ^a	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 10 English language arts								
Passed	15,057	67.2	13,501	89.7	1,510	10.0	46	0.3
Failed	3,127	14.0	2,642	84.5	473	15.1	12	0.4
Not tested	4,215	18.8	3,546	84.1	637	15.1	32	0.8
Total	22,399	100	19,689	87.9	2,620	11.7	90	0.4
Grade 10 mathematics								
Passed	17,038	76.1	15,233	89.4	1,759	10.3	46	0.3
Failed	3,311	14.8	2,797	84.5	494	14.9	20	0.6
Not tested	2,050	9.2	1,659	80.9	367	17.9	24	1.2
Total	22,399	100	19,689	87.9	2,620	11.7	90	0.4

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

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

Appendix

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

Texas Education Code §28.021 and §28.0211

Texas Administrative Code §§101.2001-101.2019

Texas Education Code

§28.021 and §28.0211

§28.021. Student Advancement.

- (a) A student may be promoted only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level.
- (b) In measuring the academic achievement or proficiency of a student who is dyslexic, the student's potential for achievement or proficiency in the area must be considered.

Added by Acts 1995, 74th Leg., ch. 260, §1, eff. May 30, 1995.

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

- (a) Except as provided by Subsection (b) or (e), a student may not be promoted to:
 - (1) the fourth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the third grade reading assessment instrument under Section 39.023;
 - (2) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessment instruments under Section 39.023; or
 - (3) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessment instruments under Section 39.023.
- (b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the assessment instrument. A school district may administer an alternate assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Notwithstanding any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.
- (c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on a reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument a second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.

- (d) In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:
- (1) the student's failure to perform satisfactorily on the assessment instrument;
 - (2) the accelerated instruction program to which the student is assigned; and
 - (3) the possibility that the student might be retained at the same grade level for the next school year.
- (e) A student who, after at least three attempts, fails to perform satisfactorily on an assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. A student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.
- (f) A school district shall provide to a student who, after three attempts, has failed to perform satisfactorily on an assessment instrument specified under Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.
- (g) This section does not preclude the retention at a grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).
- (h) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.
- (i) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:
- (1) the manner in which the student will participate in an accelerated instruction program under this section; and
 - (2) whether the student will be promoted or retained under this section.

- (j) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside of regular school hours.
- (k) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for purposes of Section 39.051.
- (l) Repealed by Acts 2007, 80th Leg., ch. 1058, §17.
- (l-1) The commissioner may adopt rules requiring a school district that receives federal funding under Title I of the Elementary and Secondary Education Act of 1965 (20 U.S.C. Section 6301 et seq.) to use that funding to provide supplemental educational services under 20 U.S.C. Section 6316 in conjunction with the accelerated instruction provided under this section, provided that the rules may not conflict with federal law governing the use of that funding.
- (m) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during a school year for administering the accelerated instruction programs specified under this section, including teacher training for that purpose.

Text of subsection (n) effective until January 1, 2008

- (n) This section applies to the assessment instrument administered to students in:
 - (1) the third grade beginning with the 2002–2003 school year;
 - (2) the fifth grade beginning with the 2004–2005 school year; and
 - (3) the eighth grade beginning with the 2007–2008 school year.

Text of subsection (o) effective until January 1, 2008

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

Added by Acts 1999, 76th Leg., ch. 396, §2.12, eff. Sept. 1, 1999. Amended by Acts 2007, 80th Leg., ch. 1058, §§9, 17, eff. June 15, 2007.

Texas Administrative Code

§§101.2001-101.2019

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

§101.2001. Policy.

- (a) The policy of the Texas Education Agency relating to the grade advancement testing requirements, as specified in the Texas Education Code (TEC), §28.0211(a), is to support student academic achievement of the essential knowledge and skills at each grade level to enable a student to succeed at the next grade level.
- (b) In addition to local policy relating to grade advancement, students in Grades 3, 5, and 8 shall demonstrate proficiency in the subjects required by TEC, §28.0211(a), in order to advance to the next grade. Demonstrated proficiency is defined under this section as meeting the passing standard on the appropriate assessment instruments specified by §101.2003(a) of this title (relating to Grade Advancement Testing Requirements) or on a state-approved alternate assessment authorized in §101.2011 of this title (relating to Alternate Assessment). A student who does not demonstrate proficiency as described in this section may only advance to the next grade if the student's Grade Placement Committee, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), determines by unanimous decision, in accordance with the standards for promotion established by the local school board, that the student is likely to perform at grade level at the end of the next year given additional accelerated instruction.
- (c) The purpose of these rules is to ensure the effective implementation of the grade advancement testing requirements as part of an overall system of support for student academic achievement. This system includes but is not limited to the following:
 - (1) informal and formal assessment of student needs at preceding grades and corresponding early intervention activities that address those needs;
 - (2) continuous and ongoing evaluation by a variety of means;
 - (3) research-based instructional programs;
 - (4) targeted accelerated instruction informed by multiple testing opportunities and other means of evaluation;
 - (5) a grade placement committee which decides on an individual student basis the most effective way to support a student's academic achievement on grade level; and
 - (6) accelerated education plans for every student who does not pass the required grade advancement assessments after three opportunities, whether he or she is retained or promoted by his or her grade promotion committee.

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

§101.2003. Grade Advancement Testing Requirements.

- (a) Each school district and charter school shall test eligible students in accordance with the grade advancement requirements for the grades and subjects specified in the Texas Education Code (TEC), §28.0211(a). These requirements pertain to the following assessment instruments under TEC, §39.023(a), (b), and (l):

- (1) the reading test at Grade 3, beginning in the 2002-2003 school year;
 - (2) the reading and mathematics tests at Grade 5, beginning in the 2004-2005 school year; and
 - (3) the reading and mathematics tests at Grade 8, beginning in the 2007-2008 school year.
- (b) An eligible student is subject to all of the grade advancement requirements under TEC, §28.0211, including the automatic retention component, if the following two criteria are met:
- (1) the student is enrolled in a local school district or charter school on any day between January 1 and April 15 of the school year during which the grade advancement test is administered; and
 - (2) the student is eligible for enrollment in a Texas public school (as defined by legal residence in the state) during the week of the first general grade advancement test administration as established in the assessment calendar by the commissioner of education.
- (c) An eligible student who does not meet the criteria specified in subsection (b) of this section but enrolls in a local school district or charter school at any time after the week of the first general grade advancement test administration is subject to all of the grade advancement requirements except for the automatic retention component and therefore will not be automatically retained under TEC, §28.0211, if the student does not demonstrate proficiency on any of the grade advancement tests. In accordance with §101.2001(c) of this title (relating to Policy), a school district or charter school must provide this student with the other required services that are set forth in policy as part of an overall system of support for student academic achievement. These required services include the opportunity to test, access to accelerated instruction, and the formation of a Grade Placement Committee (GPC) on a student's behalf.
- (d) A student receiving special education services under the TEC, Chapter 29, Subchapter A, enrolled in Grades 3, 5, or 8 and who is receiving instruction in the essential knowledge and skills in a subject specified under subsection (a) of this section is eligible under this section. In accordance with §101.5(b) of this title (relating to Student Testing Requirements) and TEC, §28.0211(i), the student's admission, review, and dismissal (ARD) committee shall determine appropriate assessment and acceleration options for each eligible student. Assessment decisions must be made on an individual basis and in accordance with administrative procedure established by the Texas Education Agency (TEA). These decisions shall be documented in the student's individualized education program (IEP).
- (e) A limited English proficient (LEP) student, as defined by the TEC, Chapter 29, Subchapter B, who is administered an assessment in English or Spanish for a grade and subject specified in subsection (a) of this section is eligible under this section. In accordance with §101.1003 of this title (relating to Role of the Language Proficiency Assessment Committee), the student's language proficiency assessment committee (LPAC) shall determine appropriate assessment and acceleration options for each eligible student. The GPC, as specified in §101.2007 of this title (relating to Role of Grade Placement Committee), shall make its decisions in consultation with a member of the student's LPAC. Assessment decisions must be made on an individual basis and in accordance with administrative procedure established by the TEA.
- (f) As specified in §101.1009 of this title (relating to Limited English Proficient Students Who Receive Special Education Services), decisions regarding assessments for LEP students who

receive special education services shall be made by the ARD committee, which includes a member of the LPAC to ensure that issues related to the student's language proficiency are duly considered.

- (g) In accordance with TEC, §28.021(b), decisions regarding a student who is dyslexic and eligible under this section shall consider the student's potential for achievement or proficiency in the tested subject.
- (h) A school district or charter school must determine a student's previous testing history and, if applicable, the accelerated instructional program he or she has received.

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

§101.2005. Test Administration and Schedule.

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

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

§101.2007. Role of Grade Placement Committee.

- (a) In accordance with the Texas Education Code (TEC), §28.0211, the superintendent of each school district and chief administrative officer of each charter school shall establish procedures for convening a grade placement committee (GPC) for each student who fails to demonstrate proficiency on the second administration of the test required for grade

- advancement. Decisions by the GPC shall be made on an individual student basis to ensure the most effective way to support the student's academic achievement on grade level.
- (b) The GPC shall be composed of the principal or principal's designee, the student's parent or guardian, and the student's teacher(s) of the subject of the grade advancement test(s) on which the student has failed to demonstrate proficiency. If this teacher is unavailable, the principal shall designate, to serve on the GPC, a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area. If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student (if the remaining members of the GPC also agree to the promotion). The district may accept a parent's or guardian's written designation of another individual to serve on the GPC for all purposes. The district may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.
- (1) If a parent or guardian or designee is unable to attend a meeting, the district may use other methods to ensure parent participation, including individual and conference telephone calls. The district may designate an individual to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for purposes of TEC, §28.0211.
 - (2) The district shall make a good faith effort to notify a parent or guardian to attend the GPC. If a parent or guardian is unavailable, the remaining members of the GPC must convene as required by this section and take any actions required, except that the GPC may not agree to promote a student under TEC, §28.0211(e), unless a parent, guardian, or designee has appealed. A district may allow an appeal to be filed in writing in lieu of attending the GPC.
- (c) Within five working days of receipt of student test results for the second administration of the test required for grade advancement, the district shall notify (for each student who fails to demonstrate proficiency) the campus principal of student test results. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the test results. This notice shall include a description of the purpose and responsibilities of the GPC and the time and place for the GPC to hold its first meeting.
- (d) The GPC is responsible for prescribing the accelerated instruction the student is to receive before the third testing opportunity. The GPC shall also decide at this time whether the student shall take the assessment specified in §101.2003 of this title (relating to Grade Advancement Testing Requirements) or the alternate assessment, as authorized by §101.2011 of this title (relating to Alternate Assessment). In the absence of unanimous agreement, the student shall take the assessment specified in §101.2003 of this title.
- (e) The GPC must convene again if a student fails to demonstrate proficiency on the third administration of a test required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student test results for this administration, the district shall notify (for each student who fails to demonstrate proficiency) the principal or principal's designee of student test results. Upon receipt of this notice from the district, the principal shall inform the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the

- opportunity to appeal the automatic retention of the student. The district shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of this retention notification.
- (f) If an appeal has been initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the GPC's decision is unanimous. The review and final decision of the GPC must be appropriately documented as meeting the standards adopted by the local school board. These standards may include but are not limited to the following:
 - (1) evidence of satisfactory student performance, including grades, portfolios, work samples, local assessments, previous state assessments, and individual reading and mathematics diagnostic tests or inventories;
 - (2) improvement in student test performance over the three testing opportunities;
 - (3) extenuating circumstances that may have adversely affected the student's participation in instruction, the student's participation in the required assessments, or the student's participation in accelerated instruction; and
 - (4) consideration of whether a student was not enrolled in a Texas public school for part of the school year.
 - (g) In accordance with TEC, §28.0211(e), the placement decision by the GPC shall be made before the start of the next school year or, if applicable, upon reenrollment of a student after this date.
 - (h) A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed an assessment required under TEC, §28.0211. This subsection does not limit the authority of a district to appropriately place a student under TEC, Chapter 25, Subchapter B.
 - (i) In addition to the placement decision, the GPC shall develop an accelerated educational plan for each student who does not pass after three testing opportunities, regardless of whether the student has been promoted or retained. This plan shall include the accelerated instruction that the district must provide during the next school year. The plan must be designed to enable the student to perform at the appropriate grade level by the end of the next school year. The district shall establish a policy for monitoring the student during the school year to ensure that the student is progressing in accordance with the plan. The accelerated education plan must provide for interim progress reports to the student's parent or guardian and the opportunity for consultation with the teacher and/or principal as needed.

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

§101.2009. Notice to Parents or Guardians.

- (a) As specified in §101.9 of this title (relating to Grade Advancement Requirements), the superintendent of each school district or chief administrative officer of each charter school shall notify parents or guardians of the grade advancement requirements.

- (b) The district shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the test required for grade advancement the next year. The superintendent must establish the instruments/procedures to be used to make this determination. In the case of second grade students, it must include the results of the reading inventory required under Texas Education Code, §28.006. This notice shall be provided before the end of the school year preceding the grade advancement requirements.
- (c) The district shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement test. This notification should be made within five working days of district receipt of student test results from this administration. This notice shall include the student's test results, description of the grade advancement policy, the accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction.
- (d) Whenever the district is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction for students at risk of retention, including the notification requirements for the grade placement committee under §101.2007 of this title (relating to Role of the Grade Placement Committee), the district shall make a good faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent's or guardian's native language.

Source: The provisions of this §101.2009 adopted to be effective May 26, 2002, 27 TexReg 4337.

§101.2011. Alternate Assessment.

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

confidentiality delineated in Chapter 101, Subchapter C, of this title (relating to Security and Confidentiality).

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

§101.2013. Accelerated Instruction.

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

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

§101.2015. Parental Waiver.

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

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

§101.2017. Scoring and Reporting.

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

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

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

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

§101.2019. Credit for High School Graduation.

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

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

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Compliance Statement

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

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

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

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

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

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

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

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



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