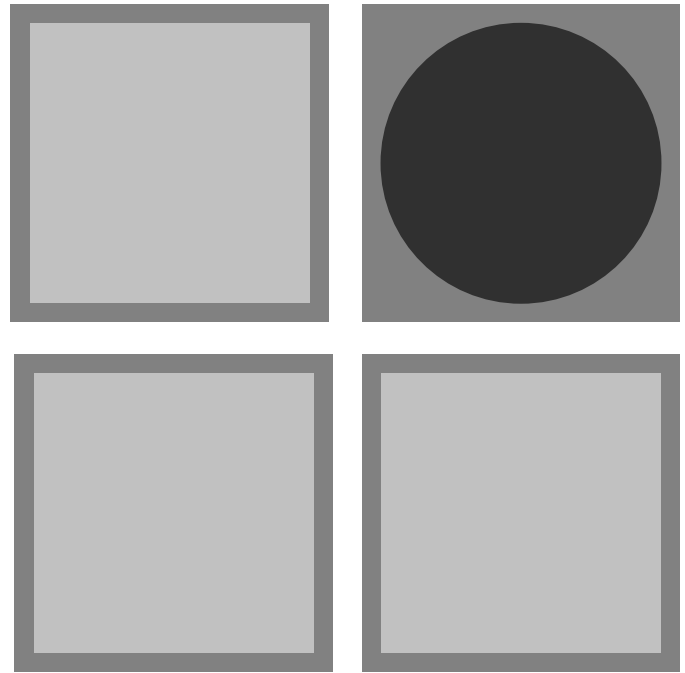




Grade-Level Retention and Student Performance in Texas Public Schools, 2015-16



Division of Research and Analysis
Office of Academics
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Grade-Level Retention and Student Performance in Texas Public Schools 2015-16

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Abstract. This annual report provides information for the 2015-16 school year on grade-level retention and student performance in the Texas public school system. Student retention and promotion data are reported with data on the performance of students in Grades 3-8 on the State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests.

Keywords. Retention, retention rate, promotion, STAAR, state assessment.

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Introduction

Overview

Highlights

Overview

This report presents information on the performance of retained students on the state assessment, as required under Texas Education Code (TEC) §39.332 (2016). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the 2016 State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests for Grades 3-8. For students repeating a grade in the 2016-17 school year, 2016 STAAR results were compared to 2017 STAAR results. This report also provides historical information about retention and promotion policies in Texas public schools. A companion report, *Grade-Level Retention in Texas Public Schools, 2015-16* (Texas Education Agency, 2017), presents retention data by student characteristics and program participation.

Highlights

- Under TEC §28.0211 (2016), students in Grades 5 and 8 are subject to SSI grade advancement criteria. In 2015-16, SSI requirements for Grades 5 and 8 were suspended. Districts were instructed to use other relevant academic information in place of STAAR reading and mathematics results when making promotion and retention decisions.
- After a year in the same grade, passing rates for retained students improved on the English- and Spanish-language versions of the STAAR reading and mathematics tests. Nevertheless, with the exception of Grade 5 Spanish-version reading results, retained students' second-year passing rates did not reach the passing rates for students who had been promoted the year before. For example, 80.4 percent of promoted Grade 5 students passed the English-version STAAR reading test in spring 2016, whereas 16.5 percent of retained fifth graders passed the test. In 2017, after repeating the grade, 56.6 percent of retained students passed the Grade 5 STAAR reading test.
- After a year in the same grade, average scale scores for retained students improved on the English- and Spanish-language versions of the STAAR reading and mathematics tests but did not reach the average scale scores for students who had been promoted the year before.

History of Promotion Policies in Texas

History of Promotion Policies in Texas

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions and Calculations

Retention Definition

Retention Rate Calculations

*Student Performance on the
State of Texas Assessments of Academic Readiness*

Retention Definition

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

Public Education Information Management System (PEIMS) data used in this report on the grade levels of all students in the Texas public school system were submitted by districts through the Texas Student Data System (Texas Education Agency [TEA], 2016). Data on State of Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by Educational Testing Service.

Retention Rate Calculations

Retention rates for the 2015-16 school year were calculated by comparing 2015-16 attendance records to fall 2016 enrollment records. Students who left the Texas public school system for any reason other than graduation were excluded from the total student count. Students new to the Texas public school system in fall 2016 were also excluded. Students who enrolled both years or graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students found to have been in a higher grade in fall 2016 than in 2015-16 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count.

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

Student Performance on the State of Texas Assessments of Academic Readiness

STAAR was the primary statewide assessment of student performance in 2016 and 2017. Spanish-version reading and mathematics tests were given to students identified as English language learners in Grades 3-5 receiving mostly Spanish-language instruction. In 2016, STAAR L was offered as an online, linguistically accommodated test for English language learners taking a mathematics, science, or social studies assessment. STAAR L was not offered for reading or writing assessments. The passing standards for STAAR L were the same as those for STAAR. Also in 2016, STAAR A, an accommodated version of STAAR, was offered as an online assessment in the same grades and subjects as STAAR. STAAR A provided embedded supports (e.g., visual aids, graphic organizers, and text-to-speech functionality) designed to help students with disabilities access the content being assessed. The passing standards for STAAR A were the same as those for STAAR. In 2017, the accommodations for STAAR L and STAAR A were incorporated into STAAR; consequently, STAAR L and STAAR A were no longer offered as separate assessments.

Educational Testing Service provided TEA with student-level data for English- and, where applicable, Spanish-language STAAR tests in each grade level and subject area assessed. For each subject area test, every student received either a score or a code for the reason no score was reported. The code identified students who were absent; students who were ill, took above grade level tests, or had certain irregularities, including cheating; students whose parents or guardians requested the students not participate in the third testing opportunity; or students for whom STAAR Alternate 2 assessments (designed to assess students with significant cognitive disabilities) were appropriate. The mathematics results presented in this report for 2016 are based on STAAR, STAAR A, and STAAR L combined, and the 2017 results are based on STAAR only. The 2016 reading results are based on STAAR and STAAR A combined, and the 2017 results are based on STAAR only. As noted in the section "History of Promotion Policies in Texas" on page 2, the June administration of 2016 STAAR was cancelled because of testing administration issues. Results presented are based on two administrations of the STAAR tests for both 2016 and 2017.

The 2016 STAAR passing rates presented in this report were calculated based on performance standards that incorporated a standard progression approach to allow for annual, consistent, incremental improvements toward the final recommended Level II performance. In 2017, the standard progression approach for performance standards was retired and replaced with new performance levels that classified students into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The new categories were meant to provide clear, accurate information to parents about how their children performed on STAAR. Despite the different performance standard labels used in 2016 and 2017, the passing standards (i.e., cut scores) needed to pass the 2016 and 2017 STAAR tests were the same. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241, 2016).

Under the Student Success Initiative (SSI), students in Grades 5 and 8 are given three opportunities to pass STAAR reading and mathematics tests (TEC §28.0211, 2016). However, as

noted previously, only two administrations of STAAR were offered for Grades 5 and 8 in 2016, as the June administration was cancelled. 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, the highest scores attained were used.

Analysis of promotion status and test performance in this report required matching student records in the promotion and test databases. Records were matched 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 2016 STAAR testing but were not enrolled in a Texas public school in fall 2016. Consequently, these students had records in the test database but not in the promotion database. In other cases, students enrolled in school after spring 2016 STAAR testing and, therefore, 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.

Retention and Student Performance

Statutory Requirements

Passing Rates

State of Texas Assessments of Academic Readiness Scores

Statutory Requirements

This section of the report presents information on the performance of retained students on the state assessment, as required under Texas Education Code (TEC) §39.332 (2016). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the 2016 State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests for Grades 3-8. For students repeating a grade in the 2016-17 school year, 2016 STAAR results were compared to 2017 STAAR results. For comparison purposes, the 2016 STAAR results for promoted students also were calculated.

Passing Rates

Among students in Grades 3-8 who took the English-version STAAR reading and mathematics tests in spring 2016, passing rates were higher for students who were promoted than for students who were retained (Table 1). After a year in the same grade, the passing rates for retained students improved but did not reach the passing rates for students who had been promoted the year before. For example, 80.4 percent of promoted Grade 5 students passed the English-version STAAR reading test in spring 2016, whereas 16.5 percent of retained fifth graders passed the test. In 2017, after repeating the grade, 56.6 percent of retained students passed the test. Similarly, 79.1 percent of promoted eighth graders passed the English-version STAAR mathematics test in spring 2016, whereas 22.8 percent of retained students passed. The following year, 63.2 percent of the retained Grade 8 students passed the test.

Spanish-version STAAR reading and mathematics 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. Also, passing rates for retained students showed gains in the second year, but with the exception of Grade 5 reading results, retained students' second-year passing rates did not reach the passing rates for students who had been promoted the year before.

Table 1
State of Texas Assessments of Academic Readiness (STAAR) Percentage Passing 2016
and 2017, Grades 3-8, by Grade and Promotion Status 2015-16, Texas Public Schools

Status	English-version STAAR				Spanish-version STAAR			
	Reading		Mathematics		Reading		Mathematics	
	2016	2017	2016	2017	2016	2017	2016	2017
Grade 3								
Promoted	73.4	— ^a	75.3	—	65.2	—	64.8	—
Retained	15.8	52.7	17.0	63.3	15.3	52.1	11.1	64.1
Grade 4								
Promoted	75.4	—	72.8	—	57.7	—	58.1	—
Retained	20.3	45.2	16.7	57.6	12.2	46.3	9.9	48.9
Grade 5								
Promoted	80.4	—	85.4	—	75.2	—	62.6	—
Retained	16.5	56.6	23.4	68.7	21.2	75.8	2.6	47.4
Grade 6								
Promoted	68.4	—	71.5	—	n/a ^b	n/a	n/a	n/a
Retained	18.1	39.4	18.9	48.5	n/a	n/a	n/a	n/a
Grade 7								
Promoted	69.6	—	67.4	—	n/a	n/a	n/a	n/a
Retained	20.1	40.5	16.2	34.1	n/a	n/a	n/a	n/a
Grade 8								
Promoted	85.9	—	79.1	—	n/a	n/a	n/a	n/a
Retained	41.4	61.5	22.8	63.2	n/a	n/a	n/a	n/a

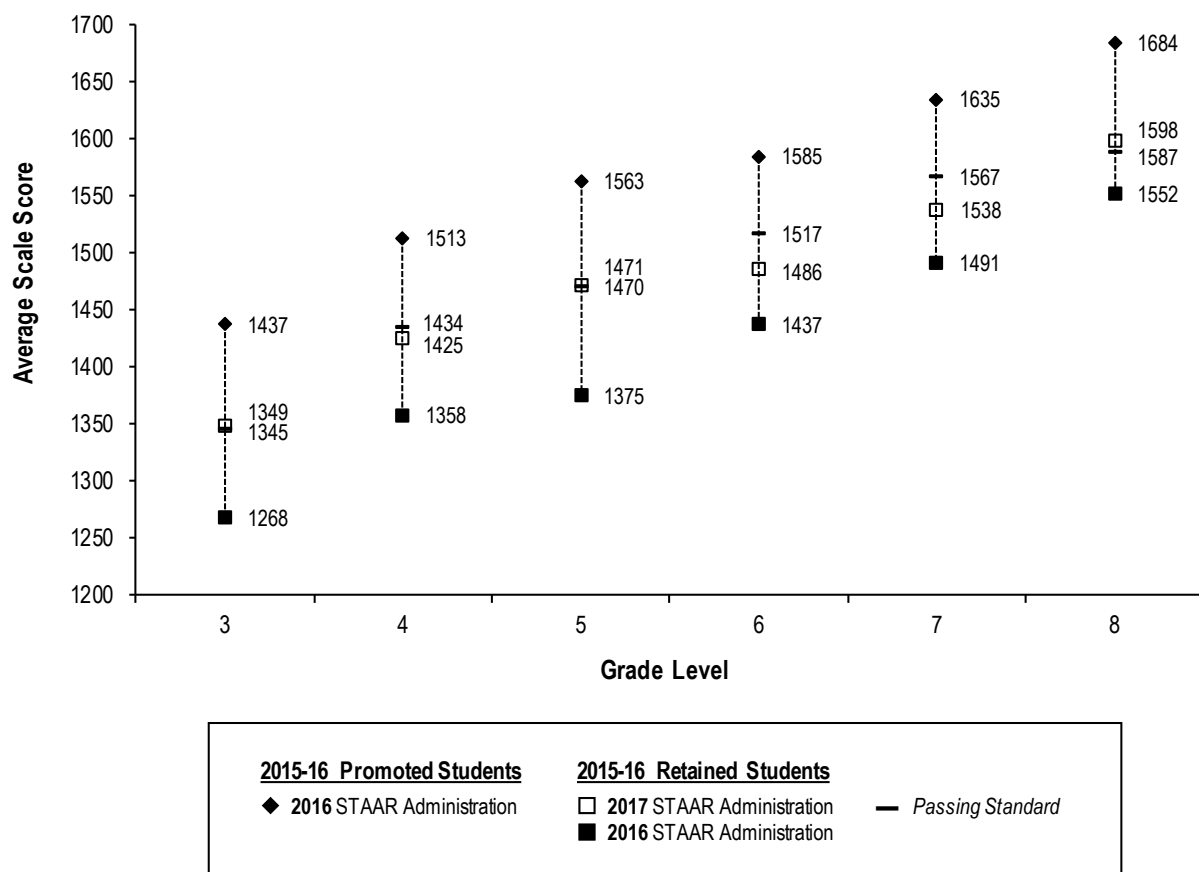
Note. Reading results are based on STAAR and STAAR A combined for 2016, and on STAAR only for 2017. Mathematics results are based on STAAR, STAAR A, and STAAR L combined for 2016, and on STAAR only for 2017. Passing rates for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2016 did not repeat the same grade-level test in 2017. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

State of Texas Assessments of Academic Readiness Scores

Students in Grades 3-8 promoted at the end of the 2015-16 school year had average scale scores on the English- and Spanish-language versions of the 2016 State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests that exceeded the passing standards (Figure 1 and Table 2). Students who were retained had lower scale scores than students who were promoted. In 2016, retained students at all grade levels had average scale scores that were below the passing standards. A year later, on the 2017 STAAR, average scale scores for retained students met or exceeded the passing standards on 12 of 18 tests; however, the scores still failed to reach the average scale scores for students who had been promoted the year before.

Figure 1
Grade-Level Retention 2015-16 and Average Reading Scale Scores on the English-Version State of Texas Assessments of Academic Readiness (STAAR) 2016 and 2017, Grades 3-8, Texas Public Schools



Note. Results are based on STAAR and STAAR A combined for 2016, and on STAAR only for 2017. Scale scores for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

Table 2
State of Texas Assessments of Academic Readiness (STAAR) Average Scale Scores 2016
and 2017, Grades 3-8, by Grade and Promotion Status 2015-16, Texas Public Schools

Status	English-version scale score						Spanish-version scale score					
	Reading			Mathematics			Reading			Mathematics		
	Passing standard ^a	2016	2017	Passing standard	2016	2017	Passing standard	2016	2017	Passing standard	2016	2017
Grade 3	1345			1360			1318			1360		
Promoted		1437	– ^b		1462	–		1389	–		1412	–
Retained		1268	1349		1290	1398		1231	1323		1275	1398
Grade 4	1434			1467			1413			1467		
Promoted		1513	–		1551	–		1452	–		1495	–
Retained		1358	1425		1386	1489		1302	1391		1357	1474
Grade 5	1470			1500			1461			1500		
Promoted		1563	–		1612	–		1530	–		1522	–
Retained		1375	1471		1437	1536		1385	1491		1376	1471
Grade 6	1517			1536			n/a ^c			n/a		
Promoted		1585	–		1626	–		n/a	n/a		n/a	n/a
Retained		1437	1486		1488	1536		n/a	n/a		n/a	n/a
Grade 7	1567			1575			n/a			n/a		
Promoted		1635	–		1646	–		n/a	n/a		n/a	n/a
Retained		1491	1538		1509	1552		n/a	n/a		n/a	n/a
Grade 8	1587			1595			n/a			n/a		
Promoted		1684	–		1663	–		n/a	n/a		n/a	n/a
Retained		1552	1598		1538	1611		n/a	n/a		n/a	n/a

Note. Reading results are based on STAAR and STAAR A combined for 2016, and on STAAR only for 2017. Mathematics results are based on STAAR, STAAR A, and STAAR L combined for 2016, and on STAAR only for 2017. Scale scores for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

^aThe minimum score required to pass each test. ^bStudents promoted in 2016 did not repeat the same grade-level test in 2017. ^cNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

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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.

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