

2020 Comprehensive Biennial Report on Texas Public Schools

A Report to the 87th Legislature
from the Texas Education Agency
December 2020

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 87th Texas Legislature.

The *2020 Comprehensive Biennial Report on Texas Public Schools* describes the status of Texas public education, as required by §39.332 of the Texas Education Code. The report, available on the Texas Education Agency (TEA) website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comprehensive-report-on-texas-public-schools>, contains 16 chapters on the following topics:

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

2020
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Texas Public Schools

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Texas Education Agency

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For general information about this report, contact the Texas Education Agency Division of Research and Analysis at (512) 475-3523 or the Office of Governance and Accountability at (512) 463-8934. For additional information on specific issues, contact the agency staff listed at the end of each chapter. This report is available on the Texas Education Agency website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/comprehensive-report-on-texas-public-schools>.

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Chapter 1.

Performance Indicators

This chapter of the *2020 Comprehensive Biennial Report on Texas Public Schools* presents the progress the state is making on the performance indicators established in Texas law. These indicators were presented in Academic Excellence Indicator System (AEIS) reports from 1990-91 to 2011-12. In the 2012-13 school year, the AEIS was renamed the Texas Academic Performance Report (TAPR) to reflect changes in legislation.

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

This chapter presents results for other measures and indicators presented in the TAPR (beginning on page 6) that were used in state accountability domain calculations and in distinction designation calculations, including the following:

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

College, Career, and Military Readiness

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

- Meet Texas Success Initiative (TSI) criteria in English language arts (ELA)/reading and mathematics. A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, or ACT, or by successfully completing and earning credit for a college prep course as defined in Texas Education

Note. The STAAR results shown in the TAPR state performance report (beginning on page 6) differ by 1 or 2 percentage points from those reported in Chapter 2 of this report. The TAPR indicators, which form the basis for the state accountability system, reflect the performance of only those students who were enrolled in the same districts as of October of each school year. This ensures that accountability ratings are based only on the performance of students who have been in the same districts for most of the academic year. Chapter 2 contains the results for all students who took the STAAR in the spring of each year, regardless of their enrollment status the previous October.

Code §28.014, in both ELA and mathematics. The assessment results considered include TSI assessments through October 2019, SAT, and ACT. A graduate must meet the TSI requirement for both reading and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in ELA/reading on the SAT and complete and earn credit for a college prep course in mathematics.

- Meet criteria on AP/IB examination. A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB.
- Earn dual course credits. A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject.
- Enlist in the armed forces. A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines.
- Earn an industry-based certification. A graduate earning an industry-based certification under Title 19 of the Texas Administrative Code §74.1003.
- Earn an associate's degree. A graduate earning an associate's degree while in high school.
- Graduate with completed individualized education program (IEP) and workforce readiness. A graduate receiving a graduation type code of 04, 05, 54, or 55, which indicates the student has completed his or her IEP and either has demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services.
- Graduate under an advanced degree plan and be identified as a student currently receiving special education services. A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as the Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a distinguished level of achievement (FHSP-DLA).
- Earn a Level I or Level II certificate. A graduate earning a Level I or Level II certificate in any workforce education area.
- Career and technical education (CTE) coherent sequence coursework aligned with industry-based certifications. A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification.

For the class of 2019, 61 percent of graduates were considered college ready in reading, and 49 percent were considered college ready in mathematics. Overall for the class of 2019, 44 percent were considered college ready in both subjects.

For the class of 2018, 58 percent of graduates were considered college ready in reading, 46 percent were considered college ready in mathematics, and 42 percent were considered college ready in both subjects.

Student Progress

The STAAR progress measure indicates the amount of improvement or growth a student has made from year to year. For STAAR assessments (with or without accommodations), progress is measured as a student's gain score, the difference between the scaled score a student achieved in the prior year and the scaled score a student achieved in the current year. Individual student progress is then categorized as *Limited*, *Expected*, or *Accelerated*. If a student's progress measure is *Expected*, he or she *Met* growth expectations. If the student's progress measure is *Accelerated*, he or she *Exceeded* growth expectations.

For STAAR Alternate 2 assessments, the progress measure is based on a student's stage change from the prior year to the current year. A student's stage for each year is determined by the student's scaled score achieved on the assessment. The student's stages of performance from the prior year and the current year are then compared to assign the student a progress indicator, which is a determination of whether the progress made is sufficient to designate the student as having *Met* or *Exceeded* growth expectations.

In 2019, STAAR progress measure results were used in the School Progress, Part A: Academic Growth and Closing the Gaps domain calculations. The School Progress, Part A calculation credited districts and campuses with one point for results that *Met* or *Exceeded* growth expectations, while results that maintained proficiency but *Did Not Meet* growth expectations earned one-half point. STAAR progress measure results were also used in the Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps distinction designation calculations.

In the 2019 ratings cycle: 62 percent of tests *Met* or *Exceeded* progress, and 20 percent *Exceeded* progress in reading; and 64 percent of tests *Met* or *Exceeded* progress, and 22 percent *Exceeded* progress in mathematics.

Economically Disadvantaged Percentage

The economically disadvantaged percentage shows the percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported in the Texas Student Data System/Public Education Information Management System (TSDS/PEIMS) fall snapshot. Statewide, the economically disadvantaged rate in 2019-20 (60.3%) decreased slightly from the rate (60.6%) in 2018-19. The economically disadvantaged percentage was used in the School Progress, Part B: Relative Performance domain and to construct campus comparison groups, which are used to award distinction designations.

Advanced Placement and International Baccalaureate Results

High school students who take the College Board's Advanced Placement (AP) or the International Baccalaureate Organization's International Baccalaureate (IB) examinations may receive advanced placement or course credit, or both, upon entering college. Generally, colleges award credit or advanced placement for scores at or above 3 on AP examinations and 4 on IB examinations. AP/IB participation and performance were evaluated for distinction designations in ELA/reading, mathematics, science, and social studies, and for

the postsecondary readiness distinction designation. AP/IB course completion results were also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

Statewide, the percentage of 11th and 12th graders taking at least one AP or IB examination was 25.8 percent for the class of 2018 and 25.2 percent for the class of 2019. The percentage of 11th and 12th graders with at least one score at or above criterion decreased slightly statewide from 13.1 percent for the class of 2018 to 12.8 percent for the class of 2019.

SAT/ACT Results

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

The percentage of graduates who took either the SAT or the ACT increased slightly from 74.6 percent for the class of 2018 to 75.0 percent for the class of 2019. Of the class of 2019 examinees, 36.1 percent scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23), a slight decrease from 37.9 percent for the class of 2018.

The average SAT total score (evidence-based reading and writing, plus mathematics) for the class of 2019 was 1027, a slight decrease from 1036 for the class of 2018. The average ACT composite score for the class of 2019 was 20.6, the same as for the class of 2018.

Advanced Course/Dual-Credit Completion

The percentage of students completing advanced/dual-credit courses is based on the number of students who complete and receive credit for at least one advanced or dual-credit course. This data is available for Grades 9-12 and Grades 11-12. Advanced courses include AP courses, IB courses, dual-credit courses for which students can earn both high school and college credit, and other courses designated as academically advanced. Course completion information is reported by districts through TSDS/PEIMS after the close of the school year. For 2018 ratings, these results were used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness. Completing and earning at least three credit hours in ELA or mathematics or at least nine credit hours in any subject was also an indicator in the CCMR components of the Student Achievement and the Closing the Gaps domains.

In 2019, the most recent year for which data were available, 66 percent of students in Grades 11-12 completed at least one advanced course, an increase from 65 percent in 2018. Across racial/ethnic groups in 2019, percentages of students completing advanced courses ranged from 55 percent for African American students to 86 percent for Asian students. Between 2018 and 2019, the percentages of students completing advanced courses increased or remained stable for students in all racial/ethnic groups, and for students

identified as economically disadvantaged, as at-risk, as being served in special education programs, and as English learners.

English Language Proficiency

The English Language Proficiency (ELP) component measures an English learner's (EL's) progress toward achieving English language proficiency. The ELP component evaluates the Texas English Language Proficiency Assessment System (TELPAS) results for Grades K-12. A student is considered to have made progress if the student advances by at least one score of the composite rating from the prior year to the current year or if the student's result is Advanced High. Current ELs are the only students evaluated in this component. The 2019 ELP component evaluated TELPAS results from 2018-19 and 2017-18. English language proficiency was used in the Closing the Gaps domain calculations. Statewide, 36 percent of EL students showed progress toward achieving English language proficiency in 2019.

Attendance Rate

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. The attendance rate indicator applies to all four subject areas (ELA/reading, mathematics, science, and social studies) distinction designations. Statewide, the attendance rate in 2018-19 was 95.4 percent, the same as in 2017-18.

Profile Information

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

Agency Contact Persons

For more information about the Texas Academic Performance Report indicators, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Jamie Crowe, Performance Reporting, (512) 463-9704.

Other Sources of Information

Texas Academic Performance Reports and profiles for each public school district and campus are available from each district and on the Texas Education Agency website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State STAAR Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2019	76%	65%	73%	85%	74%	91%	77%	81%	49%	75%	77%	73%	69%	72%
	2018	77%	66%	74%	87%	75%	92%	80%	83%	52%	74%	78%	75%	71%	73%
At Meets Grade Level or Above	2019	45%	33%	39%	56%	42%	72%	47%	51%	27%	39%	46%	42%	35%	39%
	2018	43%	30%	37%	57%	39%	68%	39%	52%	28%	35%	44%	40%	33%	35%
At Masters Grade Level	2019	27%	18%	22%	37%	23%	54%	28%	34%	10%	23%	28%	25%	19%	22%
	2018	25%	15%	19%	36%	19%	48%	22%	32%	9%	18%	25%	22%	16%	17%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2019	79%	67%	77%	86%	76%	94%	82%	82%	53%	81%	80%	75%	73%	78%
	2018	78%	66%	76%	86%	78%	94%	79%	82%	52%	78%	79%	75%	72%	77%
At Meets Grade Level or Above	2019	49%	33%	43%	60%	44%	79%	53%	54%	30%	47%	50%	44%	40%	45%
	2018	47%	32%	42%	58%	43%	78%	50%	53%	31%	45%	48%	43%	38%	43%
At Masters Grade Level	2019	25%	14%	20%	33%	22%	56%	24%	30%	12%	23%	26%	21%	17%	21%
	2018	23%	13%	18%	31%	19%	54%	23%	28%	12%	21%	24%	20%	16%	20%
Grade 4 Reading															
At Approaches Grade Level or Above	2019	75%	62%	71%	84%	72%	92%	73%	80%	44%	74%	76%	72%	67%	70%
	2018	73%	61%	68%	84%	73%	91%	73%	79%	46%	70%	74%	70%	65%	66%
At Meets Grade Level or Above	2019	44%	31%	38%	57%	40%	72%	41%	51%	24%	40%	46%	41%	34%	37%
	2018	46%	34%	39%	59%	44%	75%	43%	55%	29%	40%	47%	43%	35%	37%
At Masters Grade Level	2019	22%	13%	17%	31%	17%	48%	17%	28%	8%	19%	23%	20%	14%	16%
	2018	24%	15%	18%	34%	22%	53%	21%	31%	10%	20%	25%	22%	16%	17%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2019	75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	77%	71%	69%	74%
	2018	78%	65%	76%	86%	78%	95%	80%	82%	49%	79%	80%	75%	73%	77%
At Meets Grade Level or Above	2019	48%	32%	43%	58%	42%	80%	46%	53%	28%	48%	49%	43%	39%	45%
	2018	49%	33%	44%	60%	48%	81%	46%	54%	29%	46%	51%	45%	40%	45%
At Masters Grade Level	2019	28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	30%	25%	20%	25%
	2018	27%	15%	22%	36%	25%	62%	22%	32%	11%	25%	28%	24%	19%	24%
Grade 4 Writing															
At Approaches Grade Level or Above	2019	67%	54%	63%	75%	62%	88%	65%	73%	34%	61%	68%	63%	59%	64%
	2018	63%	50%	58%	72%	61%	87%	65%	68%	33%	56%	64%	59%	54%	60%
At Meets Grade Level or Above	2019	35%	24%	30%	44%	29%	66%	35%	42%	19%	28%	36%	32%	26%	31%
	2018	39%	28%	34%	49%	38%	72%	41%	46%	22%	31%	41%	36%	30%	35%
At Masters Grade Level	2019	11%	6%	8%	15%	8%	32%	8%	14%	6%	7%	11%	9%	7%	9%
	2018	11%	6%	8%	15%	8%	34%	11%	15%	6%	7%	12%	10%	6%	9%
Grade 5 Reading[^]															
At Approaches Grade Level or Above	2019	86%	78%	84%	93%	86%	96%	88%	90%	56%	87%	87%	84%	82%	83%
	2018	84%	75%	81%	91%	83%	96%	86%	89%	55%	83%	85%	82%	79%	80%
At Meets Grade Level or Above	2019	54%	42%	47%	67%	53%	81%	55%	62%	27%	51%	55%	50%	43%	45%
	2018	54%	41%	47%	67%	49%	81%	55%	64%	30%	49%	55%	50%	43%	46%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State STAAR Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	20%	22%	41%	28%	60%	29%	37%	9%	27%	30%	26%	20%	21%
	2018	26%	16%	20%	37%	23%	55%	29%	35%	9%	23%	27%	23%	17%	19%
Grade 5 Mathematics^															
At Approaches Grade Level or Above	2019	90%	81%	89%	94%	90%	98%	92%	91%	68%	91%	91%	87%	87%	90%
	2018	91%	82%	90%	95%	89%	98%	93%	92%	70%	91%	92%	88%	87%	90%
At Meets Grade Level or Above	2019	58%	42%	54%	68%	60%	88%	61%	62%	32%	58%	60%	53%	49%	55%
	2018	58%	42%	55%	68%	54%	87%	62%	63%	35%	57%	60%	53%	50%	56%
At Masters Grade Level	2019	36%	22%	31%	47%	36%	74%	38%	41%	14%	37%	38%	32%	27%	33%
	2018	30%	18%	26%	38%	28%	67%	32%	36%	13%	29%	32%	26%	23%	28%
Grade 5 Science															
At Approaches Grade Level or Above	2019	75%	61%	71%	85%	75%	92%	76%	81%	46%	76%	76%	71%	67%	69%
	2018	76%	62%	73%	86%	76%	92%	78%	82%	48%	77%	77%	73%	69%	71%
At Meets Grade Level or Above	2019	49%	32%	43%	63%	47%	77%	46%	57%	28%	48%	51%	45%	39%	41%
	2018	41%	26%	35%	54%	38%	71%	43%	50%	25%	40%	42%	37%	31%	34%
At Masters Grade Level	2019	24%	12%	19%	35%	24%	50%	22%	31%	11%	23%	25%	21%	16%	18%
	2018	17%	8%	12%	25%	17%	42%	18%	23%	9%	17%	18%	15%	11%	12%
Grade 6 Reading															
At Approaches Grade Level or Above	2019	68%	59%	62%	79%	65%	90%	71%	77%	33%	66%	69%	65%	58%	57%
	2018	69%	58%	63%	80%	67%	91%	69%	77%	35%	66%	70%	66%	60%	60%
At Meets Grade Level or Above	2019	37%	28%	29%	50%	35%	69%	41%	48%	19%	34%	38%	34%	26%	25%
	2018	39%	28%	31%	52%	39%	71%	37%	48%	22%	35%	40%	36%	28%	28%
At Masters Grade Level	2019	18%	12%	12%	26%	16%	44%	19%	25%	6%	16%	18%	16%	10%	10%
	2018	19%	12%	13%	28%	18%	45%	19%	26%	8%	17%	20%	17%	11%	11%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2019	81%	70%	78%	89%	80%	96%	86%	86%	50%	82%	82%	78%	75%	77%
	2018	77%	65%	74%	87%	78%	95%	81%	83%	50%	79%	79%	74%	71%	73%
At Meets Grade Level or Above	2019	47%	33%	40%	60%	45%	84%	53%	56%	24%	47%	48%	43%	36%	39%
	2018	44%	30%	37%	58%	43%	82%	49%	53%	23%	46%	46%	40%	34%	37%
At Masters Grade Level	2019	21%	12%	15%	30%	19%	62%	26%	28%	9%	22%	22%	18%	13%	15%
	2018	18%	10%	13%	27%	17%	56%	19%	24%	9%	19%	20%	16%	11%	14%
Grade 7 Reading															
At Approaches Grade Level or Above	2019	76%	66%	71%	85%	75%	93%	77%	82%	38%	74%	77%	72%	68%	66%
	2018	74%	65%	70%	84%	73%	94%	76%	82%	38%	71%	76%	71%	66%	66%
At Meets Grade Level or Above	2019	49%	37%	42%	62%	47%	80%	52%	59%	22%	45%	51%	45%	38%	36%
	2018	48%	36%	41%	62%	46%	79%	50%	58%	23%	43%	50%	44%	37%	35%
At Masters Grade Level	2019	29%	19%	22%	41%	28%	63%	28%	38%	9%	27%	31%	26%	19%	18%
	2018	29%	19%	22%	40%	28%	61%	27%	37%	10%	26%	30%	26%	19%	18%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2019	75%	62%	72%	85%	76%	95%	75%	80%	44%	75%	76%	72%	68%	69%
	2018	72%	59%	68%	83%	74%	94%	79%	78%	43%	71%	74%	69%	65%	67%
At Meets Grade Level or Above	2019	43%	28%	37%	56%	43%	81%	45%	50%	22%	42%	44%	39%	33%	34%
	2018	40%	25%	33%	53%	39%	81%	47%	47%	21%	38%	41%	36%	30%	32%
At Masters Grade Level	2019	17%	8%	12%	23%	15%	57%	15%	21%	8%	16%	18%	14%	10%	12%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State STAAR Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 7 Writing	2018	18%	9%	13%	27%	18%	60%	22%	24%	7%	17%	19%	16%	11%	13%
At Approaches Grade Level or Above	2019	70%	61%	65%	80%	69%	92%	73%	78%	30%	65%	72%	67%	61%	60%
	2018	69%	60%	63%	81%	69%	91%	73%	78%	29%	61%	71%	65%	60%	57%
At Meets Grade Level or Above	2019	42%	31%	35%	54%	42%	77%	44%	52%	18%	34%	43%	38%	31%	29%
	2018	43%	33%	35%	58%	42%	78%	45%	54%	19%	34%	45%	39%	32%	29%
At Masters Grade Level	2019	18%	11%	12%	26%	17%	51%	19%	25%	7%	14%	19%	15%	10%	10%
	2018	15%	8%	9%	22%	13%	46%	14%	21%	6%	10%	16%	13%	8%	7%
Grade 8 Reading^															
At Approaches Grade Level or Above	2019	86%	78%	83%	92%	86%	96%	85%	91%	48%	83%	87%	82%	80%	77%
	2018	86%	79%	83%	92%	86%	96%	86%	91%	49%	83%	87%	82%	80%	76%
At Meets Grade Level or Above	2019	55%	42%	47%	69%	54%	84%	51%	66%	23%	48%	57%	50%	43%	37%
	2018	49%	38%	42%	63%	48%	78%	48%	61%	23%	42%	51%	44%	38%	31%
At Masters Grade Level	2019	28%	18%	21%	40%	26%	61%	25%	38%	8%	23%	30%	24%	18%	14%
	2018	27%	18%	20%	37%	25%	55%	27%	36%	8%	21%	28%	23%	17%	13%
Grade 8 Mathematics^															
At Approaches Grade Level or Above	2019	88%	81%	87%	93%	87%	98%	89%	91%	59%	87%	89%	85%	84%	86%
	2018	86%	78%	85%	91%	85%	97%	90%	88%	54%	86%	87%	83%	82%	83%
At Meets Grade Level or Above	2019	57%	43%	52%	68%	56%	87%	63%	64%	28%	55%	59%	52%	48%	49%
	2018	51%	37%	47%	62%	48%	84%	53%	57%	26%	50%	53%	46%	43%	44%
At Masters Grade Level	2019	17%	9%	13%	24%	16%	54%	17%	22%	9%	15%	18%	15%	11%	9%
	2018	15%	8%	12%	22%	14%	49%	16%	19%	9%	15%	16%	13%	10%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2019	81%	71%	77%	90%	82%	96%	82%	88%	47%	79%	82%	77%	74%	71%
	2018	76%	64%	71%	87%	77%	94%	80%	83%	39%	75%	78%	71%	68%	64%
At Meets Grade Level or Above	2019	51%	35%	43%	67%	51%	83%	49%	62%	24%	49%	53%	45%	39%	35%
	2018	52%	35%	44%	67%	50%	84%	54%	61%	23%	50%	54%	45%	40%	36%
At Masters Grade Level	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	25%	27%	21%	15%	13%
	2018	28%	14%	20%	42%	29%	64%	26%	37%	8%	26%	30%	23%	17%	15%
Grade 8 Social Studies															
At Approaches Grade Level or Above	2019	69%	58%	63%	80%	68%	92%	72%	78%	37%	69%	70%	64%	59%	55%
	2018	65%	54%	59%	77%	66%	90%	69%	73%	34%	65%	67%	60%	55%	51%
At Meets Grade Level or Above	2019	37%	26%	29%	49%	36%	73%	37%	47%	20%	37%	38%	33%	26%	23%
	2018	36%	25%	28%	48%	36%	71%	39%	45%	20%	35%	38%	31%	25%	22%
At Masters Grade Level	2019	21%	13%	15%	30%	20%	55%	20%	29%	9%	22%	22%	18%	13%	11%
	2018	21%	13%	15%	30%	21%	55%	22%	28%	8%	21%	22%	18%	13%	11%
End of Course English I															
At Approaches Grade Level or Above	2019	68%	58%	63%	80%	67%	89%	66%	78%	28%	59%	70%	62%	59%	50%
	2018	65%	54%	60%	78%	62%	87%	69%	76%	26%	55%	68%	59%	57%	47%
At Meets Grade Level or Above	2019	50%	37%	43%	67%	50%	81%	47%	64%	15%	38%	52%	44%	39%	28%
	2018	44%	31%	37%	61%	43%	78%	50%	58%	14%	32%	47%	39%	34%	24%
At Masters Grade Level	2019	11%	5%	7%	18%	9%	39%	10%	17%	3%	5%	12%	8%	5%	3%
	2018	7%	3%	4%	12%	6%	30%	8%	12%	3%	3%	8%	6%	3%	1%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II															
At Approaches Grade Level or Above	2019	68%	59%	63%	81%	67%	87%	68%	79%	28%	57%	71%	62%	60%	45%
	2018	67%	58%	62%	81%	65%	84%	67%	79%	25%	58%	70%	59%	59%	42%
At Meets Grade Level or Above	2019	49%	38%	42%	66%	47%	77%	49%	63%	16%	35%	52%	42%	38%	22%
	2018	48%	35%	40%	66%	47%	74%	48%	63%	15%	34%	51%	40%	37%	20%
At Masters Grade Level	2019	8%	4%	5%	14%	6%	29%	6%	13%	4%	3%	9%	6%	4%	1%
	2018	8%	4%	5%	14%	5%	30%	9%	14%	4%	3%	9%	6%	4%	1%
End of Course Algebra I															
At Approaches Grade Level or Above	2019	85%	77%	83%	89%	83%	97%	78%	87%	53%	82%	87%	80%	81%	82%
	2018	83%	74%	81%	89%	81%	97%	85%	88%	48%	82%	86%	78%	79%	78%
At Meets Grade Level or Above	2019	61%	46%	58%	69%	56%	90%	55%	66%	25%	55%	64%	52%	53%	54%
	2018	55%	39%	50%	66%	51%	89%	57%	63%	19%	51%	59%	46%	46%	45%
At Masters Grade Level	2019	37%	24%	34%	44%	34%	76%	32%	42%	10%	32%	40%	30%	29%	31%
	2018	32%	18%	27%	41%	28%	72%	34%	38%	7%	28%	35%	25%	24%	24%
End of Course Biology															
At Approaches Grade Level or Above	2019	88%	83%	86%	94%	89%	97%	85%	93%	60%	85%	90%	85%	84%	79%
	2018	87%	81%	84%	94%	86%	96%	88%	93%	57%	85%	89%	82%	82%	76%
At Meets Grade Level or Above	2019	62%	49%	54%	77%	62%	88%	60%	74%	25%	55%	65%	54%	51%	40%
	2018	59%	45%	51%	75%	58%	87%	60%	73%	22%	53%	62%	51%	47%	37%
At Masters Grade Level	2019	25%	14%	18%	39%	24%	63%	23%	36%	6%	19%	27%	20%	15%	10%
	2018	24%	13%	16%	37%	22%	61%	24%	36%	5%	19%	26%	19%	14%	9%
End of Course U.S. History															
At Approaches Grade Level or Above	2019	93%	88%	91%	96%	93%	97%	89%	96%	66%	89%	94%	89%	90%	82%
	2018	92%	87%	90%	96%	92%	97%	92%	95%	63%	91%	93%	88%	88%	79%
At Meets Grade Level or Above	2019	73%	63%	68%	85%	74%	90%	70%	83%	36%	65%	76%	66%	64%	46%
	2018	70%	59%	64%	83%	71%	88%	71%	81%	33%	65%	73%	63%	61%	42%
At Masters Grade Level	2019	45%	32%	37%	61%	46%	72%	41%	58%	15%	37%	48%	38%	34%	18%
	2018	40%	28%	33%	55%	40%	68%	37%	53%	11%	35%	43%	34%	29%	15%
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	68%	74%	86%	77%	93%	78%	83%	46%	76%	79%	74%	71%	70%
	2018	77%	66%	73%	86%	76%	93%	79%	83%	45%	74%	78%	73%	70%	69%
At Meets Grade Level or Above	2019	50%	37%	44%	63%	48%	80%	50%	58%	24%	45%	52%	45%	39%	38%
	2018	48%	35%	42%	62%	46%	79%	50%	57%	24%	43%	50%	43%	38%	36%
At Masters Grade Level	2019	24%	14%	18%	33%	21%	55%	22%	31%	9%	21%	25%	20%	15%	16%
	2018	22%	13%	16%	31%	20%	53%	22%	29%	8%	19%	23%	18%	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	65%	71%	85%	73%	92%	75%	82%	39%	72%	76%	71%	67%	65%
	2018	74%	64%	69%	84%	72%	91%	75%	82%	39%	70%	75%	70%	66%	64%
At Meets Grade Level or Above	2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	41%	50%	43%	37%	34%
	2018	46%	34%	39%	61%	44%	76%	47%	57%	22%	39%	48%	42%	36%	32%
At Masters Grade Level	2019	21%	13%	15%	30%	18%	49%	19%	29%	7%	18%	22%	18%	13%	13%
	2018	19%	12%	14%	29%	17%	46%	19%	28%	7%	17%	20%	17%	12%	12%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	71%	80%	88%	81%	96%	82%	85%	53%	82%	83%	78%	77%	79%
	2018	81%	70%	79%	88%	80%	96%	84%	85%	52%	81%	82%	77%	76%	78%
At Meets Grade Level or Above	2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	50%	54%	47%	43%	46%
	2018	50%	34%	44%	61%	47%	83%	52%	56%	26%	48%	52%	44%	40%	44%
At Masters Grade Level	2019	26%	15%	22%	35%	24%	64%	26%	32%	11%	25%	28%	23%	19%	22%
	2018	24%	13%	19%	32%	22%	61%	25%	29%	10%	22%	25%	20%	17%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	57%	64%	78%	65%	90%	69%	75%	32%	63%	70%	65%	60%	62%
	2018	66%	55%	61%	76%	65%	89%	69%	73%	31%	58%	67%	62%	57%	58%
At Meets Grade Level or Above	2019	38%	28%	32%	49%	35%	72%	39%	47%	19%	31%	40%	35%	29%	30%
	2018	41%	30%	34%	54%	40%	75%	43%	50%	21%	32%	43%	38%	31%	32%
At Masters Grade Level	2019	14%	9%	10%	20%	12%	42%	14%	19%	7%	10%	15%	12%	8%	9%
	2018	13%	7%	9%	19%	11%	40%	12%	17%	6%	8%	14%	11%	7%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	72%	78%	90%	82%	95%	81%	87%	51%	79%	83%	78%	75%	73%
	2018	80%	70%	76%	89%	80%	94%	82%	86%	49%	79%	81%	76%	73%	71%
At Meets Grade Level or Above	2019	54%	39%	47%	69%	54%	83%	53%	64%	25%	50%	56%	48%	43%	39%
	2018	51%	36%	43%	66%	49%	81%	53%	61%	24%	47%	53%	45%	40%	35%
At Masters Grade Level	2019	25%	13%	18%	37%	24%	58%	23%	33%	9%	23%	26%	21%	15%	14%
	2018	23%	12%	16%	35%	22%	56%	23%	32%	7%	20%	24%	19%	14%	12%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	77%	88%	81%	94%	82%	86%	51%	76%	82%	76%	74%	65%
	2018	78%	71%	74%	87%	80%	93%	81%	84%	48%	74%	80%	74%	71%	62%
At Meets Grade Level or Above	2019	55%	45%	48%	67%	55%	81%	56%	63%	28%	47%	57%	48%	44%	32%
	2018	53%	42%	46%	65%	54%	80%	56%	62%	26%	45%	55%	46%	42%	30%
At Masters Grade Level	2019	33%	23%	26%	45%	33%	64%	31%	42%	12%	28%	35%	27%	23%	14%
	2018	31%	20%	24%	43%	31%	61%	30%	40%	9%	26%	33%	25%	21%	12%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Progress

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
Grade 4 ELA/Reading	2019	61	56	61	63	61	76	59	62	54	62	62	60	58	61
	2018	63	60	61	66	64	77	62	66	63	64	64	63	61	62
Grade 4 Mathematics	2019	65	58	63	69	64	83	62	66	61	66	66	63	62	65
	2018	65	60	64	68	66	82	66	67	61	64	66	64	62	65
Grade 5 ELA/Reading	2019	81	80	80	81	81	88	80	81	75	81	81	81	80	82
	2018	80	80	80	79	79	86	79	80	77	81	80	80	79	81
Grade 5 Mathematics	2019	83	81	82	84	83	93	85	84	82	83	84	83	82	83
	2018	81	81	81	80	80	89	84	82	84	80	81	81	80	81
Grade 6 ELA/Reading	2019	42	40	38	47	42	63	43	47	34	40	42	42	38	38
	2018	47	41	44	52	47	67	46	51	37	45	47	47	42	44
Grade 6 Mathematics	2019	54	51	48	61	55	80	61	60	45	56	53	54	48	48
	2018	56	53	52	62	55	78	58	61	55	57	56	57	52	53
Grade 7 ELA/Reading	2019	77	74	76	80	77	89	79	80	67	77	78	76	75	76
	2018	76	70	75	77	74	88	78	77	67	75	76	75	73	76
Grade 7 Mathematics	2019	62	56	61	66	63	81	60	64	48	62	63	61	59	60
	2018	67	61	66	70	66	84	73	68	59	66	68	66	65	67
Grade 8 ELA/Reading	2019	77	75	77	79	77	85	76	80	69	77	78	77	76	77
	2018	79	79	79	79	78	83	79	80	72	78	79	79	79	79
Grade 8 Mathematics	2019	82	82	83	81	81	84	83	82	74	81	82	82	83	83
	2018	81	81	82	78	81	81	83	78	74	81	81	81	82	83
End of Course English II	2019	69	69	68	71	68	75	68	71	61	66	69	68	67	65
	2018	67	63	66	69	65	74	67	69	52	61	67	66	65	62
End of Course Algebra I	2019	75	67	74	77	72	93	71	76	46	73	76	70	71	73
	2018	72	63	70	76	70	92	76	75	42	70	73	67	67	67
All Grades Both Subjects	2019	69	66	67	72	69	83	69	71	60	68	69	68	66	67
	2018	69	66	68	71	68	82	71	71	62	68	70	69	67	69
All Grades ELA/Reading	2019	68	65	67	70	68	79	67	70	60	67	68	67	66	67
	2018	69	66	68	70	68	79	68	70	62	68	69	68	67	68
All Grades Mathematics	2019	70	66	68	73	69	86	70	72	60	70	71	69	67	68
	2018	70	66	69	72	69	85	73	72	63	69	71	69	68	69

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Prior Year and Student Success Initiative

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2019	41%	35%	40%	46%	40%	49%	41%	44%	21%	38%	37%
	2018	38%	34%	38%	44%	36%	51%	41%	41%	21%	36%	35%
Mathematics	2019	45%	39%	46%	49%	45%	57%	42%	46%	29%	44%	44%
	2018	47%	41%	47%	51%	46%	57%	55%	47%	30%	45%	45%
Student Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	67%	74%	87%	78%	92%	80%	83%	39%	71%	66%
Students Requiring Accelerated Instruction	2019	22%	33%	26%	13%	22%	8%	20%	17%	61%	29%	34%
STAAR Cumulative Met Standard	2019	86%	78%	84%	93%	86%	95%	88%	90%	51%	81%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	97%	97%	97%	98%	100%	97%	99%	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	9%	9%	8%	10%	5%	13%	5%	10%	4%	8%	8%
Promoted to Grade 6	2019	9%	9%	8%	10%	5%	13%	5%	10%	4%	8%	8%
Retained in Grade 5	2019	63%	52%	64%	73%	*	40%	-	67%	58%	62%	61%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	72%	82%	90%	83%	97%	86%	86%	52%	78%	78%
Students Requiring Accelerated Instruction	2019	17%	28%	18%	10%	17%	3%	14%	14%	48%	22%	22%
STAAR Cumulative Met Standard	2019	90%	81%	89%	94%	89%	98%	92%	91%	65%	86%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	97%	97%	97%	96%	100%	97%	99%	97%	96%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	24%	22%	23%	27%	19%	40%	41%	27%	16%	23%	22%
Promoted to Grade 6	2019	24%	22%	23%	27%	19%	40%	41%	27%	16%	23%	22%
Retained in Grade 5	2019	65%	59%	68%	65%	*	57%	-	64%	66%	63%	64%
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	68%	74%	87%	78%	93%	75%	86%	30%	70%	49%
Students Requiring Accelerated Instruction	2019	22%	32%	26%	13%	22%	7%	25%	14%	70%	30%	51%
STAAR Cumulative Met Standard	2019	85%	78%	82%	92%	86%	95%	84%	91%	41%	79%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	99%	98%	99%	100%	100%	99%	100%	99%	99%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	13%	12%	13%	15%	16%	25%	21%	14%	5%	13%	12%
Promoted to Grade 9	2019	13%	12%	13%	15%	16%	25%	21%	14%	5%	13%	12%
Retained in Grade 8	2019	38%	22%	39%	48%	*	*	-	*	12%	37%	30%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)	
Students Requiring Accelerated Instruction	2019	82%	73%	80%	89%	82%	96%	83%	87%	44%	77%	69%	
STAAR Cumulative Met Standard	2019	18%	27%	20%	11%	18%	4%	17%	13%	56%	23%	31%	
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	80%	86%	93%	87%	97%	87%	91%	53%	84%	79%	
	2018	98%	99%	98%	98%	99%	99%	95%	99%	100%	98%	98%	
STAAR Met Standard (Non-Proficient in Previous Year)	Promoted to Grade 9	2019	50%	48%	52%	42%	55%	53%	39%	40%	37%	50%	54%
	Retained in Grade 8	2019	56%	36%	58%	61%	-	*	-	*	29%	55%	54%

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 Bilingual Education/English as a Second Language

(Current EL Students)

	State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL	
STAAR Performance Rate by Subject and Performance Level													
All Grades All Subjects													
At Approaches Grade Level or Above	2019	78%	72%	71%	70%	73%	74%	58%	65%	56%	62%	63%	63%
	2018	77%	71%	69%	69%	71%	73%	53%	57%	50%	58%	59%	59%
At Meets Grade Level or Above	2019	50%	38%	35%	35%	39%	41%	24%	31%	22%	30%	29%	29%
	2018	48%	35%	33%	33%	36%	39%	20%	24%	18%	26%	26%	26%
At Masters Grade Level	2019	24%	17%	15%	15%	17%	19%	8%	12%	6%	11%	11%	11%
	2018	22%	14%	12%	13%	14%	17%	6%	8%	5%	9%	9%	9%
All Grades ELA/Reading													
At Approaches Grade Level or Above	2019	75%	71%	70%	69%	73%	73%	50%	59%	46%	56%	56%	56%
	2018	74%	69%	65%	66%	71%	72%	45%	48%	42%	53%	53%	53%
At Meets Grade Level or Above	2019	48%	35%	31%	33%	38%	39%	19%	27%	16%	26%	24%	24%
	2018	46%	33%	28%	31%	35%	39%	15%	18%	13%	22%	22%	22%
At Masters Grade Level	2019	21%	16%	13%	14%	17%	18%	5%	10%	4%	8%	9%	9%
	2018	19%	14%	11%	13%	15%	17%	4%	5%	3%	7%	8%	8%
All Grades Mathematics													
At Approaches Grade Level or Above	2019	82%	79%	79%	78%	78%	80%	72%	76%	70%	73%	75%	74%
	2018	81%	79%	79%	78%	78%	80%	67%	70%	65%	69%	72%	72%
At Meets Grade Level or Above	2019	52%	44%	43%	42%	43%	46%	35%	41%	32%	38%	38%	38%
	2018	50%	43%	42%	41%	41%	45%	29%	33%	26%	32%	35%	34%
At Masters Grade Level	2019	26%	21%	20%	20%	21%	23%	13%	18%	11%	16%	16%	16%
	2018	24%	19%	18%	17%	18%	21%	10%	12%	8%	13%	14%	13%
All Grades Writing													
At Approaches Grade Level or Above	2019	68%	62%	58%	61%	64%	67%	47%	53%	44%	53%	53%	53%
	2018	66%	56%	51%	56%	58%	62%	38%	44%	34%	45%	46%	46%
At Meets Grade Level or Above	2019	38%	29%	24%	26%	31%	37%	17%	21%	14%	22%	22%	22%
	2018	41%	30%	25%	28%	31%	36%	15%	19%	11%	21%	21%	21%
At Masters Grade Level	2019	14%	9%	5%	6%	10%	13%	4%	5%	3%	6%	6%	6%
	2018	13%	7%	5%	6%	8%	11%	2%	3%	2%	4%	5%	5%
All Grades Science													
At Approaches Grade Level or Above	2019	81%	64%	64%	58%	67%	65%	63%	65%	63%	64%	64%	64%
	2018	80%	65%	65%	62%	66%	66%	57%	61%	54%	60%	60%	60%
At Meets Grade Level or Above	2019	54%	34%	34%	29%	36%	36%	24%	30%	22%	30%	27%	27%
	2018	51%	26%	26%	22%	27%	27%	20%	22%	18%	25%	22%	22%
At Masters Grade Level	2019	25%	13%	12%	10%	13%	14%	6%	9%	5%	9%	8%	8%
	2018	23%	8%	7%	6%	8%	8%	5%	5%	4%	7%	5%	6%
All Grades Social Studies													
At Approaches Grade Level or Above	2019	81%	53%	61%	50%	53%	56%	54%	62%	53%	59%	54%	55%
	2018	78%	47%	60%	67%	46%	29%	50%	56%	45%	52%	50%	50%
At Meets Grade Level or Above	2019	55%	17%	22%	10%	16%	21%	20%	26%	19%	27%	20%	21%
	2018	53%	15%	35%	17%	14%	6%	18%	22%	15%	23%	18%	18%
At Masters Grade Level	2019	33%	7%	9%	0%	6%	16%	7%	9%	7%	11%	7%	7%
	2018	31%	7%	21%	17%	6%	3%	6%	7%	5%	9%	6%	6%
School Progress Domain - Academic Growth Score													
All Grades Both Subjects	2019	69%	70%	70%	67%	68%	70%	63%	67%	62%	65%	65%	65%
	2018	69%	70%	70%	68%	69%	72%	65%	66%	64%	66%	67%	67%
All Grades ELA/Reading	2019	68%	68%	70%	66%	66%	67%	64%	67%	63%	64%	65%	65%
	2018	69%	69%	70%	67%	68%	70%	65%	66%	64%	66%	66%	66%
All Grades Mathematics	2019	70%	71%	71%	68%	69%	73%	63%	67%	61%	66%	65%	65%
	2018	70%	71%	71%	68%	70%	73%	65%	66%	64%	67%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)													
Reading	2019	41%	45%	45%	42%	42%	47%	35%	39%	34%	36%	37%	37%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	40%	39%	37%	41%	43%	33%	35%	32%	34%	35%
	2019	45%	47%	47%	44%	45%	48%	44%	44%	43%	42%	44%
	2018	47%	51%	52%	48%	50%	51%	43%	45%	42%	42%	45%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State STAAR Participation

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	93%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	94%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	1%	0%	1%	3%	2%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate											
2017-18	95.4%	95.0%	95.1%	95.6%	95.0%	97.4%	94.9%	95.5%	94.1%	94.9%	95.9%
2016-17	95.7%	95.3%	95.5%	95.9%	95.2%	97.7%	95.4%	95.9%	94.4%	95.3%	96.2%
Annual Dropout Rate (Gr 7-8)											
2017-18	0.4%	0.7%	0.4%	0.3%	0.6%	0.2%	0.5%	0.3%	0.6%	0.5%	0.6%
2016-17	0.3%	0.6%	0.4%	0.2%	0.5%	0.2%	0.7%	0.3%	0.4%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	2.8%	2.3%	1.0%	2.9%	0.5%	2.7%	1.6%	2.7%	2.4%	4.1%
2016-17	1.9%	2.8%	2.3%	1.1%	2.6%	0.5%	2.2%	1.3%	2.6%	2.4%	4.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	86.5%	88.2%	93.6%	85.1%	96.4%	86.4%	91.4%	77.9%	87.3%	75.1%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.4%	0.1%	0.5%	0.5%	0.2%	0.5%	0.2%
Continued HS	3.8%	4.8%	4.6%	2.5%	5.4%	2.0%	4.7%	3.5%	12.5%	4.6%	8.3%
Dropped Out	5.7%	8.3%	6.9%	3.3%	9.2%	1.4%	8.4%	4.6%	9.4%	7.6%	16.4%
Graduates and TxCHSE	90.4%	86.9%	88.6%	94.2%	85.5%	96.5%	86.9%	91.9%	78.1%	87.8%	75.3%
Graduates, TxCHSE, and Continuers	94.3%	91.7%	93.1%	96.7%	90.8%	98.6%	91.6%	95.4%	90.6%	92.4%	83.6%
Class of 2017											
Graduated	89.7%	86.1%	87.7%	93.6%	86.3%	96.0%	88.6%	91.7%	77.4%	86.9%	72.9%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.6%	0.1%	0.5%	0.6%	0.2%	0.5%	0.2%
Continued HS	4.0%	4.9%	4.8%	2.6%	5.1%	2.2%	5.0%	3.8%	12.7%	4.8%	9.6%
Dropped Out	5.9%	8.7%	7.2%	3.2%	8.1%	1.7%	5.9%	3.9%	9.6%	7.8%	17.3%
Graduates and TxCHSE	90.1%	86.5%	88.0%	94.2%	86.8%	96.2%	89.1%	92.3%	77.6%	87.4%	73.1%
Graduates, TxCHSE, and Continuers	94.1%	91.3%	92.8%	96.8%	91.9%	98.3%	94.1%	96.1%	90.4%	92.2%	82.7%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	88.8%	90.4%	95.1%	89.3%	97.2%	91.0%	94.2%	82.3%	89.7%	78.7%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.2%	0.9%	0.8%	0.4%	0.7%	0.2%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.2%	0.9%	1.4%	0.9%	7.1%	1.3%	2.1%
Dropped Out	6.3%	9.3%	7.7%	3.3%	8.9%	1.8%	6.8%	4.1%	10.2%	8.3%	18.9%
Graduates and TxCHSE	92.6%	89.4%	90.9%	95.9%	89.9%	97.4%	91.9%	95.1%	82.7%	90.4%	79.0%
Graduates, TxCHSE, and Continuers	93.7%	90.7%	92.3%	96.7%	91.1%	98.2%	93.2%	95.9%	89.8%	91.7%	81.1%
Class of 2016											
Graduated	91.6%	88.2%	89.9%	94.9%	89.6%	96.9%	92.0%	92.9%	82.4%	89.0%	77.1%
Received TxCHSE	0.7%	0.7%	0.6%	0.9%	0.9%	0.1%	0.8%	1.1%	0.4%	0.7%	0.3%
Continued HS	1.2%	1.3%	1.4%	0.8%	1.7%	0.7%	0.8%	1.4%	6.5%	1.3%	2.4%
Dropped Out	6.6%	9.8%	8.1%	3.4%	7.7%	2.2%	6.3%	4.7%	10.8%	8.9%	20.2%
Graduates and TxCHSE	92.2%	88.9%	90.5%	95.8%	90.5%	97.0%	92.8%	94.0%	82.8%	89.7%	77.4%
Graduates, TxCHSE, and Continuers	93.4%	90.2%	91.9%	96.6%	92.3%	97.8%	93.7%	95.3%	89.2%	91.1%	79.8%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	88.8%	90.5%	95.2%	90.2%	97.2%	92.2%	93.6%	84.6%	89.6%	78.3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.9%	0.7%	1.0%	1.0%	0.1%	1.5%	1.3%	0.5%	0.9%	0.4%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.8%	0.5%	0.4%	0.4%	4.0%	0.6%	0.7%
Dropped Out	6.6%	9.8%	8.1%	3.3%	8.0%	2.2%	5.9%	4.7%	10.9%	8.9%	20.7%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.9%	89.7%	91.3%	96.2%	91.2%	97.3%	93.7%	94.9%	85.1%	90.5%	78.6%
Class of 2015	93.4%	90.2%	91.9%	96.7%	92.0%	97.8%	94.1%	95.3%	89.1%	91.1%	79.3%
Graduated	91.8%	88.3%	90.1%	95.1%	89.1%	96.8%	91.9%	94.4%	84.5%	89.1%	78.3%
Received TxCHSE	1.0%	1.0%	0.9%	1.2%	1.4%	0.3%	1.3%	1.1%	0.6%	1.1%	0.5%
Continued HS	0.6%	0.6%	0.7%	0.4%	0.5%	0.4%	0.6%	0.3%	4.0%	0.6%	1.2%
Dropped Out	6.7%	10.2%	8.3%	3.4%	9.0%	2.5%	6.3%	4.1%	10.9%	9.1%	20.0%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.8%	89.2%	91.0%	96.3%	90.5%	97.0%	93.2%	95.5%	85.2%	90.3%	78.8%
Class of 2017	93.3%	89.8%	91.7%	96.6%	91.0%	97.5%	93.7%	95.9%	89.1%	90.9%	80.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	60.1%	71.3%	64.4%	48.4%	92.6%	27.3%	66.1%	15.6%	66.7%	77.4%
Class of 2017	88.5%	82.9%	89.1%	88.6%	85.0%	96.5%	88.3%	88.7%	28.1%	85.7%	81.4%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2018	5.0%	6.3%	5.8%	3.7%	6.3%	2.5%	5.0%	4.2%	8.5%	6.4%	7.5%
Class of 2017	6.0%	6.5%	5.7%	6.2%	5.0%	5.5%	2.0%	6.7%	9.3%	6.8%	10.6%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	82.0%	76.4%	80.6%	84.8%	77.3%	92.4%	76.2%	83.0%	36.3%	77.9%	71.0%
Class of 2017	60.8%	40.9%	56.4%	71.9%	56.4%	62.3%	62.7%	61.6%	25.1%	54.2%	33.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	82.4%	86.2%	88.3%	82.7%	94.9%	80.0%	87.0%	44.1%	84.1%	78.4%
Class of 2017	85.9%	79.2%	86.1%	87.2%	81.4%	94.6%	85.9%	86.3%	28.7%	82.7%	77.0%
RHSP/DAP Graduates (Annual Rate)											
2017-18	37.7%	31.3%	42.2%	29.5%	32.0%	49.8%	20.0%	31.1%	4.6%	41.0%	61.8%
2016-17	87.2%	81.2%	87.6%	87.8%	83.2%	95.8%	85.2%	87.2%	25.5%	84.6%	80.2%
FHSP-E Graduates (Annual Rate)											
2017-18	4.9%	6.3%	5.7%	3.6%	6.0%	2.4%	4.9%	4.3%	8.2%	6.1%	7.3%
2016-17	7.2%	8.1%	7.3%	6.6%	9.3%	8.4%	1.9%	6.4%	9.0%	8.5%	12.7%
FHSP-DLA Graduates (Annual Rate)											
2017-18	81.5%	75.8%	80.1%	84.4%	76.9%	92.2%	74.0%	82.0%	35.5%	77.8%	71.3%
2016-17	56.5%	37.6%	52.0%	67.9%	52.3%	59.1%	65.4%	58.9%	21.2%	50.0%	32.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2017-18	85.1%	80.3%	84.4%	86.9%	80.8%	94.0%	77.2%	84.8%	39.2%	82.5%	77.8%
2016-17	84.0%	76.9%	83.9%	85.8%	79.5%	93.7%	83.4%	84.3%	26.1%	80.9%	74.7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Graduation Profile

	State Count	State Percent
Graduates (2017-18 Annual Graduates)		
Total Graduates	347,893	100.0%
By Ethnicity:		
African American	43,502	12.5%
Hispanic	173,272	49.8%
White	107,052	30.8%
American Indian	1,226	0.4%
Asian	15,589	4.5%
Pacific Islander	528	0.2%
Two or More Races	6,724	1.9%
By Graduation Type:		
Minimum H.S. Program	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	3,538	1.0%
Foundation H.S. Program (No Endorsement)	49,432	14.2%
Foundation H.S. Program (Endorsement)	16,542	4.8%
Foundation H.S. Program (DLA)	272,526	78.3%
Special Education Graduates	25,962	7.5%
Economically Disadvantaged Graduates	166,956	48.0%
LEP Graduates	21,359	6.1%
At-Risk Graduates	144,805	41.6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State College, Career, and Military Readiness (CCMR)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***											
College, Career, or Military Ready (Annual Graduates)											
2017-18	65.5%	51.1%	61.8%	74.0%	59.8%	87.0%	60.2%	68.1%	62.7%	58.1%	45.8%
College Ready Graduates ***											
College Ready (Annual Graduates)											
2017-18	50.0%	32.1%	44.3%	61.3%	44.9%	83.0%	40.5%	55.4%	7.2%	38.6%	24.2%
TSI Criteria Graduates (Annual Graduates)											
English Language Arts											
2017-18	58.2%	46.6%	51.0%	70.2%	53.2%	84.8%	54.4%	67.6%	11.9%	46.3%	17.3%
Mathematics											
2017-18	46.0%	31.5%	38.6%	57.9%	41.0%	84.8%	40.0%	53.1%	7.4%	34.2%	19.0%
Both Subjects											
2017-18	42.1%	27.4%	33.9%	55.4%	36.9%	80.1%	36.2%	50.8%	5.0%	29.3%	9.9%
Dual Course Credits (Annual Graduates)											
Any Subject											
2017-18	20.7%	12.2%	18.7%	27.0%	18.2%	24.6%	13.4%	19.1%	2.3%	16.3%	4.3%
2016-17	19.9%	11.0%	18.2%	25.7%	17.5%	22.6%	15.6%	20.0%	1.9%	15.3%	4.2%
AP/IB Met Criteria in Any Subject (Annual Graduates)											
Any Subject											
2017-18	20.4%	7.7%	17.8%	24.6%	16.0%	55.0%	15.5%	24.4%	1.5%	14.1%	15.7%
2016-17	20.1%	7.5%	17.4%	24.4%	16.2%	54.7%	16.4%	24.5%	1.4%	14.1%	14.1%
Associate's Degree											
Associate's Degree (Annual Graduates)											
2017-18	1.4%	1.0%	2.0%	0.7%	0.2%	1.7%	1.5%	1.1%	0.1%	1.8%	0.2%
2016-17	0.8%	0.6%	1.2%	0.3%	0.5%	0.9%	0.6%	0.5%	0.0%	1.0%	0.1%
OnRamps Course Credits (Annual Graduates)											
2017-18	1.0%	0.5%	0.7%	1.4%	0.6%	1.6%	1.1%	1.4%	0.1%	0.6%	0.2%
Career/Military Ready Graduates											
Career or Military Ready (Annual Graduates)											
2017-18	28.7%	26.6%	30.9%	27.3%	26.4%	21.1%	30.5%	25.1%	61.9%	31.5%	27.4%
2016-17	13.2%	10.9%	15.0%	11.9%	12.2%	11.3%	11.8%	10.7%	21.2%	14.9%	11.6%
Approved Industry-Based Certification (Annual Graduates)											
2017-18	4.8%	2.7%	5.4%	4.7%	3.7%	5.1%	3.6%	3.8%	3.0%	5.0%	3.8%
2016-17	2.7%	1.3%	3.4%	2.2%	2.4%	2.7%	2.5%	1.8%	1.7%	3.0%	2.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2017-18	1.7%	2.9%	1.7%	1.5%	1.5%	0.5%	1.5%	1.4%	22.4%	2.2%	3.3%
2016-17	1.0%	1.6%	0.9%	0.8%	1.0%	0.3%	1.1%	0.9%	12.7%	1.3%	1.7%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)											
2017-18	38.7%	33.1%	42.1%	37.2%	35.5%	31.5%	29.9%	32.3%	32.1%	41.8%	34.1%
2016-17	17.3%	13.0%	20.2%	14.9%	14.6%	16.5%	13.9%	12.8%	14.3%	19.5%	14.3%

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State College, Career, and Military Readiness (CCMR)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)											
2017-18	4.3%	4.4%	4.6%	3.9%	4.2%	1.9%	12.5%	4.5%	4.0%	5.0%	3.7%
2016-17	2.2%	2.1%	2.1%	2.5%	2.7%	1.1%	2.3%	2.5%	1.5%	2.3%	1.3%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)											
2017-18	2.6%	3.3%	2.5%	2.5%	2.4%	0.7%	1.9%	2.7%	34.2%	2.9%	3.7%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2017-18	0.6%	0.3%	0.9%	0.3%	0.2%	0.1%	0.0%	0.3%	0.4%	0.8%	0.6%
2016-17	0.5%	0.2%	0.8%	0.2%	0.1%	0.1%	0.2%	0.1%	0.3%	0.7%	0.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State CCMR-Related Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)											
Reading											
2017-18	32.1%	23.4%	32.3%	35.8%	28.0%	28.0%	29.7%	32.3%	7.0%	29.1%	9.9%
2016-17	23.4%	17.9%	25.7%	23.0%	19.4%	16.7%	22.5%	22.5%	5.3%	22.8%	8.2%
Mathematics											
2017-18	23.7%	16.7%	24.2%	25.1%	19.9%	28.0%	21.0%	23.3%	3.6%	21.5%	12.0%
2016-17	19.8%	14.3%	21.5%	19.3%	17.0%	21.2%	23.0%	18.8%	2.9%	19.0%	10.8%
Both Subjects											
2017-18	18.1%	10.9%	18.4%	20.3%	13.9%	19.7%	15.5%	18.1%	2.2%	15.9%	5.4%
2016-17	12.9%	8.0%	14.4%	12.8%	11.1%	11.9%	14.7%	12.5%	1.6%	12.2%	4.5%
CTE Coherent Sequence (Annual Graduates)											
2017-18	58.4%	54.3%	61.2%	57.7%	57.3%	46.0%	52.7%	52.1%	53.2%	61.6%	51.9%
2016-17	50.5%	44.1%	53.4%	50.4%	48.0%	38.9%	40.8%	44.1%	48.3%	53.4%	43.1%
Completed and Received Credit for College Prep Courses (Annual Graduates)											
English Language Arts											
2017-18	2.0%	1.3%	2.5%	1.7%	1.6%	0.6%	1.1%	1.1%	2.0%	2.5%	2.6%
2016-17	0.8%	0.5%	1.2%	0.5%	0.5%	0.2%	0.8%	0.4%	0.8%	1.2%	1.6%
Mathematics											
2017-18	3.9%	4.0%	4.5%	3.4%	4.0%	1.4%	2.3%	2.9%	2.4%	4.4%	4.7%
2016-17	1.4%	1.0%	1.6%	1.3%	1.3%	0.4%	0.6%	0.8%	0.8%	1.6%	1.1%
Both Subjects											
2017-18	0.9%	0.5%	1.0%	0.9%	0.9%	0.3%	0.2%	0.6%	0.7%	1.0%	0.8%
2016-17	0.2%	0.1%	0.3%	0.2%	0.3%	0.0%	0.0%	0.1%	0.2%	0.3%	0.2%
APIB Results (Participation) (Grades 11-12)											
All Subjects											
2018	25.8%	17.0%	23.5%	27.8%	21.9%	60.9%	20.2%	28.9%	n/a	20.2%	n/a
2017	26.2%	17.4%	24.0%	28.2%	20.7%	61.2%	24.4%	29.5%	n/a	20.4%	n/a
English Language Arts											
2018	15.3%	10.7%	13.1%	16.8%	12.2%	40.4%	11.9%	18.5%	n/a	11.4%	n/a
2017	15.9%	11.4%	13.8%	17.4%	11.6%	41.3%	15.3%	19.3%	n/a	11.8%	n/a
Mathematics											
2018	7.3%	3.4%	5.1%	9.0%	5.5%	30.7%	6.7%	9.5%	n/a	4.3%	n/a
2017	7.2%	3.4%	5.1%	8.9%	5.2%	30.1%	8.4%	9.4%	n/a	4.3%	n/a
Science											
2018	10.8%	5.9%	8.6%	12.6%	9.0%	36.7%	9.4%	13.1%	n/a	7.5%	n/a
2017	10.9%	6.3%	8.7%	12.5%	7.6%	37.3%	10.4%	13.7%	n/a	7.5%	n/a
Social Studies											
2018	14.5%	9.4%	12.1%	16.0%	12.5%	43.7%	12.1%	17.4%	n/a	10.5%	n/a
2017	15.0%	10.0%	12.8%	16.5%	11.1%	44.1%	14.4%	17.6%	n/a	11.0%	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)											
All Subjects											
2018	50.7%	29.2%	38.4%	64.8%	51.0%	74.6%	52.5%	62.8%	n/a	35.6%	n/a
2017	49.1%	27.9%	36.7%	63.5%	48.2%	73.0%	46.8%	61.0%	n/a	33.7%	n/a
English Language Arts											
2018	42.5%	24.8%	23.5%	61.1%	47.2%	69.1%	51.9%	59.7%	n/a	20.8%	n/a
2017	41.3%	24.1%	22.4%	60.2%	37.9%	68.3%	43.8%	56.5%	n/a	19.1%	n/a
Mathematics											
2018	52.8%	32.5%	33.4%	63.1%	50.3%	72.6%	58.1%	65.9%	n/a	31.6%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State CCMR-Related Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	31.7%	31.6%	61.8%	50.0%	72.5%	52.7%	61.9%	n/a	30.3%	n/a
2018 Science	38.0%	18.1%	19.4%	52.0%	36.6%	61.4%	41.3%	52.8%	n/a	18.0%	n/a
2017 Social Studies	38.3%	18.1%	20.1%	52.9%	35.8%	60.4%	42.6%	52.0%	n/a	18.1%	n/a
2018 Social Studies	44.6%	27.0%	25.3%	62.0%	44.4%	70.0%	42.5%	59.2%	n/a	23.0%	n/a
2017 Social Studies	41.4%	24.3%	22.5%	58.9%	40.4%	66.5%	43.4%	55.3%	n/a	19.7%	n/a
SAT/ACT Results (Annual Graduates) ***											
Tested											
2017-18	74.6%	77.5%	72.2%	74.0%	68.5%	95.9%	67.2%	76.2%	n/a	69.5%	n/a
2016-17	73.5%	75.5%	71.3%	73.2%	68.0%	94.8%	66.7%	75.9%	n/a	68.3%	n/a
At/Above Criterion											
2017-18	37.9%	20.3%	24.6%	58.5%	35.2%	75.5%	34.4%	51.1%	n/a	21.5%	n/a
Average SAT Score (Annual Graduates) ***											
All Subjects											
2017-18	1036	951	970	1134	1017	1228	1028	1109	n/a	956	n/a
English Language Arts and Writing											
2017-18	521	482	488	573	512	600	514	560	n/a	481	n/a
Mathematics											
2017-18	515	469	482	561	504	628	514	549	n/a	475	n/a
Average ACT Score (Annual Graduates) ***											
All Subjects											
2017-18	20.6	17.7	18.4	23.3	20.5	26.1	20.9	22.5	n/a	18.0	n/a
English Language Arts											
2017-18	20.3	17.2	17.8	23.2	20.2	25.8	20.4	22.5	n/a	17.3	n/a
Mathematics											
2017-18	20.6	17.7	18.6	22.8	20.5	26.5	21.1	22.1	n/a	18.2	n/a
Science											
2017-18	20.9	18.2	19.0	23.3	20.8	25.7	21.2	22.6	n/a	18.6	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Other Postsecondary Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2017-18	43.4%	34.6%	41.4%	46.8%	38.6%	69.4%	36.3%	45.4%	15.8%	38.2%	25.6%
2016-17	37.1%	28.6%	34.7%	40.8%	32.4%	65.0%	32.8%	40.0%	9.8%	31.4%	20.2%
English Language Arts											
2017-18	17.3%	13.2%	15.7%	19.6%	15.2%	31.5%	13.3%	18.5%	3.7%	14.0%	7.2%
2016-17	16.8%	12.9%	15.2%	19.1%	13.3%	30.9%	15.5%	18.6%	3.9%	13.6%	7.9%
Mathematics											
2017-18	20.7%	15.4%	18.4%	24.1%	17.9%	39.9%	17.2%	22.1%	4.7%	16.7%	8.3%
2016-17	19.5%	14.9%	16.9%	22.9%	16.9%	37.8%	19.5%	21.5%	3.1%	15.2%	7.1%
Science											
2017-18	21.2%	16.9%	19.4%	23.6%	19.2%	36.8%	17.9%	22.3%	8.1%	18.0%	9.0%
2016-17	5.7%	3.6%	4.3%	6.8%	4.6%	19.1%	5.7%	6.8%	0.3%	3.8%	0.9%
Social Studies											
2017-18	22.8%	15.7%	19.3%	27.2%	18.8%	53.5%	18.3%	26.5%	2.0%	16.7%	4.9%
2016-17	21.8%	15.0%	18.0%	26.5%	18.1%	51.6%	19.1%	26.1%	1.8%	15.6%	4.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2016-17	54.6%	53.6%	50.9%	57.9%	48.4%	77.4%	48.2%	55.3%	25.7%	47.7%	32.2%
2015-16	54.7%	53.5%	50.5%	58.3%	48.3%	78.6%	44.3%	56.5%	25.6%	47.2%	32.7%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course											
2016-17	59.2%	41.1%	51.6%	71.4%	62.0%	84.3%	63.5%	68.0%	11.8%	47.4%	20.6%
2015-16	55.7%	37.1%	47.7%	68.2%	52.6%	81.7%	55.5%	64.3%	9.9%	43.4%	17.8%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Student Information

Student Information	Count	State	Percent
Total Students	5,416,400		100.0%
Students by Grade:			
Early Childhood Education	15,122		0.3%
Pre-Kindergarten	238,810		4.4%
Kindergarten	373,435		6.9%
Grade 1	386,567		7.1%
Grade 2	387,490		7.2%
Grade 3	395,637		7.3%
Grade 4	411,805		7.6%
Grade 5	417,388		7.7%
Grade 6	417,587		7.7%
Grade 7	406,716		7.5%
Grade 8	404,933		7.5%
Grade 9	436,449		8.1%
Grade 10	400,571		7.4%
Grade 11	372,899		6.9%
Grade 12	350,991		6.5%
Ethnic Distribution:			
African American	684,349		12.6%
Hispanic	2,847,629		52.6%
White	1,484,069		27.4%
American Indian	20,362		0.4%
Asian	242,247		4.5%
Pacific Islander	8,254		0.2%
Two or More Races	129,490		2.4%
Economically Disadvantaged	3,283,812		60.6%
Non-Educationally Disadvantaged	2,132,588		39.4%
Section 504 Students	354,440		6.5%
English Learners (EL)	1,054,596		19.5%
Students w/ Disciplinary Placements (2017-18)	75,963		1.4%
Students w/ Dyslexia	194,074		3.6%
At-Risk	2,713,848		50.1%
Students with Disabilities by Type of Primary Disability:			
Total Students with Disabilities	521,908		
By Type of Primary Disability			
Students with Intellectual Disabilities	221,426		42.4%
Students with Physical Disabilities	114,118		21.9%
Students with Autism	71,373		13.7%
Students with Behavioral Disabilities	107,604		20.6%
Students with Non-Categorical Early Childhood	7,387		1.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Student Information

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.7%	6.2%
Grade 1	3.1%	5.5%
Grade 2	1.8%	2.3%
Grade 3	1.1%	0.9%
Grade 4	0.5%	0.5%
Grade 5	0.5%	0.6%
Grade 6	0.4%	0.5%
Grade 7	0.6%	0.6%
Grade 8	0.4%	0.7%
Grade 9	7.2%	12.7%

	----- State -----	
	Count	Percent
Data Quality:		
Underreported Students	6,321	0.3%

Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	18.9
Grade 1	18.8
Grade 2	18.7
Grade 3	18.9
Grade 4	19.2
Grade 5	21.2
Grade 6	20.4
Secondary:	
English/Language Arts	16.6
Foreign Languages	18.9
Mathematics	17.8
Science	18.9
Social Studies	19.3

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State Staff Information

Staff Information	----- State -----	
	Count	Percent
Total Staff	719,502.5	100.0%
Professional Staff:	461,380.1	64.1%
Teachers	358,450.1	49.8%
Professional Support	72,848.5	10.1%
Campus Administration (School Leadership)	21,812.7	3.0%
Central Administration	8,268.8	1.1%
Educational Aides:	74,292.4	10.3%
Auxiliary Staff:	183,830.1	25.5%
Librarians & Counselors (Headcount):		
Librarians		
Full-time	4,414.0	n/a
Part-time	572.0	n/a
Counselors		
Full-time	12,433.0	n/a
Part-time	1,097.0	n/a
Total Minority Staff:	362,803.7	50.4%
Teachers by Ethnicity and Sex:		
African American	37,875.6	10.6%
Hispanic	99,261.7	27.7%
White	209,288.6	58.4%
American Indian	1,236.1	0.3%
Asian	6,037.0	1.7%
Pacific Islander	676.7	0.2%
Two or More Races	4,074.5	1.1%
Males	85,138.1	23.8%
Females	273,312.0	76.2%
Teachers by Highest Degree Held:		
No Degree	4,932.1	1.4%
Bachelors	263,991.5	73.6%
Masters	87,059.6	24.3%
Doctorate	2,466.8	0.7%
Teachers by Years of Experience:		
Beginning Teachers	24,953.3	7.0%
1-5 Years Experience	103,762.4	28.9%
6-10 Years Experience	68,136.0	19.0%
11-20 Years Experience	105,158.7	29.3%
Over 20 Years Experience	56,439.7	15.7%
Number of Students per Teacher	15.1	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 State Staff Information

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	6.3
Average Years Experience of Principals with District	5.4
Average Years Experience of Assistant Principals	5.3
Average Years Experience of Assistant Principals with District	4.7
Average Years Experience of Teachers:	11.1
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$47,218
1-5 Years Experience	\$50,408
6-10 Years Experience	\$52,786
11-20 Years Experience	\$56,041
Over 20 Years Experience	\$62,039
Average Actual Salaries (regular duties only):	
Teachers	\$54,122
Professional Support	\$64,069
Campus Administration (School Leadership)	\$78,947
Central Administration	\$103,400
Instructional Staff Percent:	64.5%
Turnover Rate for Teachers:	16.5%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,074.9
Educational Aides	189.4
Auxiliary Staff	411.6
Contracted Instructional Staff:	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 State Staff Information

Program Information	State	
	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	1,066,099	19.7%
Career & Technical Education	1,424,391	26.3%
Gifted & Talented Education	436,361	8.1%
Special Education	521,908	9.6%
Teachers by Program (population served):		
Bilingual/ESL Education	23,092.5	6.4%
Career & Technical Education	17,483.0	4.9%
Compensatory Education	9,548.1	2.7%
Gifted & Talented Education	7,164.0	2.0%
Regular Education	255,885.2	71.4%
Special Education	32,449.2	9.1%
Other	12,828.0	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance**

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races (Current)	Special Ed (Former)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level															
Grade 3 Reading															
At Approaches Grade Level or Above	2019	76%	65%	73%	85%	74%	91%	77%	81%	49%	75%	77%	73%	69%	72%
	2018	77%	66%	74%	87%	75%	92%	80%	83%	52%	74%	78%	75%	71%	73%
At Meets Grade Level or Above	2019	45%	33%	39%	56%	42%	72%	47%	51%	27%	39%	46%	42%	35%	39%
	2018	43%	30%	37%	57%	39%	68%	39%	52%	28%	35%	44%	40%	33%	35%
At Masters Grade Level	2019	27%	18%	22%	37%	23%	54%	28%	34%	10%	23%	28%	25%	19%	22%
	2018	25%	15%	19%	36%	19%	48%	22%	32%	9%	18%	25%	22%	16%	17%
Grade 3 Mathematics															
At Approaches Grade Level or Above	2019	79%	67%	77%	86%	76%	94%	82%	82%	53%	81%	80%	75%	73%	78%
	2018	78%	66%	76%	86%	78%	94%	79%	82%	52%	78%	79%	75%	72%	77%
At Meets Grade Level or Above	2019	49%	33%	43%	60%	44%	79%	53%	54%	30%	47%	50%	44%	40%	45%
	2018	47%	32%	42%	58%	43%	78%	50%	53%	31%	45%	48%	43%	38%	43%
At Masters Grade Level	2019	25%	14%	20%	33%	22%	56%	24%	30%	12%	23%	26%	21%	17%	21%
	2018	23%	13%	18%	31%	19%	54%	23%	28%	12%	21%	24%	20%	16%	20%
Grade 4 Reading															
At Approaches Grade Level or Above	2019	75%	62%	71%	84%	72%	92%	73%	80%	44%	74%	76%	72%	67%	70%
	2018	73%	61%	68%	84%	73%	91%	73%	79%	46%	70%	74%	70%	65%	66%
At Meets Grade Level or Above	2019	44%	31%	38%	57%	40%	72%	41%	51%	24%	40%	46%	41%	34%	37%
	2018	46%	34%	39%	59%	44%	75%	43%	55%	29%	40%	47%	43%	35%	37%
At Masters Grade Level	2019	22%	13%	17%	31%	17%	48%	17%	28%	8%	19%	23%	20%	14%	16%
	2018	24%	15%	18%	34%	22%	53%	21%	31%	10%	20%	25%	22%	16%	17%
Grade 4 Mathematics															
At Approaches Grade Level or Above	2019	75%	61%	73%	83%	74%	94%	74%	78%	46%	78%	77%	71%	69%	74%
	2018	78%	65%	76%	86%	78%	95%	80%	82%	49%	79%	80%	75%	73%	77%
At Meets Grade Level or Above	2019	48%	32%	43%	58%	42%	80%	46%	53%	28%	48%	49%	43%	39%	45%
	2018	49%	33%	44%	60%	48%	81%	46%	54%	29%	46%	51%	45%	40%	45%
At Masters Grade Level	2019	28%	15%	23%	38%	24%	64%	24%	34%	13%	29%	30%	25%	20%	25%
	2018	27%	15%	22%	36%	25%	62%	22%	32%	11%	25%	28%	24%	19%	24%
Grade 4 Writing															
At Approaches Grade Level or Above	2019	67%	54%	63%	75%	62%	88%	65%	73%	34%	61%	68%	63%	59%	64%
	2018	63%	50%	58%	72%	61%	87%	65%	68%	33%	56%	64%	59%	54%	60%
At Meets Grade Level or Above	2019	35%	24%	30%	44%	29%	66%	35%	42%	19%	28%	36%	32%	26%	31%
	2018	39%	28%	34%	49%	38%	72%	41%	46%	22%	31%	41%	36%	30%	35%
At Masters Grade Level	2019	11%	6%	8%	15%	8%	32%	8%	14%	6%	7%	11%	9%	7%	9%
	2018	11%	6%	8%	15%	8%	34%	11%	15%	6%	7%	12%	10%	6%	9%

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Grade 5 Reading^															
At Approaches Grade Level or Above	2019	86%	78%	84%	93%	86%	96%	88%	90%	56%	87%	87%	84%	82%	83%
	2018	84%	75%	81%	91%	83%	96%	86%	89%	55%	83%	85%	82%	79%	80%
At Meets Grade Level or Above	2019	54%	42%	47%	67%	53%	81%	55%	62%	27%	51%	55%	50%	43%	45%
	2018	54%	41%	47%	67%	49%	81%	55%	64%	30%	49%	55%	50%	43%	46%
At Masters Grade Level	2019	29%	20%	22%	41%	28%	60%	29%	37%	9%	27%	30%	26%	20%	21%
	2018	26%	16%	20%	37%	23%	55%	29%	35%	9%	23%	27%	23%	17%	19%
Grade 5 Mathematics^															
At Approaches Grade Level or Above	2019	90%	81%	89%	94%	90%	98%	92%	91%	68%	91%	91%	87%	87%	90%
	2018	91%	82%	90%	95%	89%	98%	93%	92%	70%	91%	92%	88%	87%	90%
At Meets Grade Level or Above	2019	58%	42%	54%	68%	60%	88%	61%	62%	32%	58%	60%	53%	49%	55%
	2018	58%	42%	55%	68%	54%	87%	62%	63%	35%	57%	60%	53%	50%	56%
At Masters Grade Level	2019	36%	22%	31%	47%	36%	74%	38%	41%	14%	37%	38%	32%	27%	33%
	2018	30%	18%	26%	38%	28%	67%	32%	36%	13%	29%	32%	26%	23%	28%
Grade 5 Science															
At Approaches Grade Level or Above	2019	75%	61%	71%	85%	75%	92%	76%	81%	46%	76%	76%	71%	67%	69%
	2018	76%	62%	73%	86%	76%	92%	78%	82%	48%	77%	77%	73%	69%	71%
At Meets Grade Level or Above	2019	49%	32%	43%	63%	47%	77%	46%	57%	28%	48%	51%	45%	39%	41%
	2018	41%	26%	35%	54%	38%	71%	43%	50%	25%	40%	42%	37%	31%	34%
At Masters Grade Level	2019	24%	12%	19%	35%	24%	50%	22%	31%	11%	23%	25%	21%	16%	18%
	2018	17%	8%	12%	25%	17%	42%	18%	23%	9%	17%	18%	15%	11%	12%
Grade 6 Reading															
At Approaches Grade Level or Above	2019	68%	59%	62%	79%	65%	90%	71%	77%	33%	66%	69%	65%	58%	57%
	2018	69%	58%	63%	80%	67%	91%	69%	77%	35%	66%	70%	66%	60%	60%
At Meets Grade Level or Above	2019	37%	28%	29%	50%	35%	69%	41%	48%	19%	34%	38%	34%	26%	25%
	2018	39%	28%	31%	52%	39%	71%	37%	48%	22%	35%	40%	36%	28%	28%
At Masters Grade Level	2019	18%	12%	12%	26%	16%	44%	19%	25%	6%	16%	18%	16%	10%	10%
	2018	19%	12%	13%	28%	18%	45%	19%	26%	8%	17%	20%	17%	11%	11%
Grade 6 Mathematics															
At Approaches Grade Level or Above	2019	81%	70%	78%	89%	80%	96%	86%	86%	50%	82%	82%	78%	75%	77%
	2018	77%	65%	74%	87%	78%	95%	81%	83%	50%	79%	79%	74%	71%	73%
At Meets Grade Level or Above	2019	47%	33%	40%	60%	45%	84%	53%	56%	24%	47%	48%	43%	36%	39%
	2018	44%	30%	37%	58%	43%	82%	49%	53%	23%	46%	46%	40%	34%	37%
At Masters Grade Level	2019	21%	12%	15%	30%	19%	62%	26%	28%	9%	22%	22%	18%	13%	15%
	2018	18%	10%	13%	27%	17%	56%	19%	24%	9%	19%	20%	16%	11%	14%
Grade 7 Reading															
At Approaches Grade Level or Above	2019	76%	66%	71%	85%	75%	93%	77%	82%	38%	74%	77%	72%	68%	66%
	2018	74%	65%	70%	84%	73%	94%	76%	82%	38%	71%	76%	71%	66%	66%

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At Meets Grade Level or Above	2019	49%	37%	42%	62%	47%	80%	52%	59%	22%	45%	51%	45%	38%	36%
	2018	48%	36%	41%	62%	46%	79%	50%	58%	23%	43%	50%	44%	37%	35%
At Masters Grade Level	2019	29%	19%	22%	41%	28%	63%	28%	38%	9%	27%	31%	26%	19%	18%
	2018	29%	19%	22%	40%	28%	61%	27%	37%	10%	26%	30%	26%	19%	18%
Grade 7 Mathematics															
At Approaches Grade Level or Above	2019	75%	62%	72%	85%	76%	95%	75%	80%	44%	75%	76%	72%	68%	69%
	2018	72%	59%	68%	83%	74%	94%	79%	78%	43%	71%	74%	69%	65%	67%
At Meets Grade Level or Above	2019	43%	28%	37%	56%	43%	81%	45%	50%	22%	42%	44%	39%	33%	34%
	2018	40%	25%	33%	53%	39%	81%	47%	47%	21%	38%	41%	36%	30%	32%
At Masters Grade Level	2019	17%	8%	12%	23%	15%	57%	15%	21%	8%	16%	18%	14%	10%	12%
	2018	18%	9%	13%	27%	18%	60%	22%	24%	7%	17%	19%	16%	11%	13%
Grade 7 Writing															
At Approaches Grade Level or Above	2019	70%	61%	65%	80%	69%	92%	73%	78%	30%	65%	72%	67%	61%	60%
	2018	69%	60%	63%	81%	69%	91%	73%	78%	29%	61%	71%	65%	60%	57%
At Meets Grade Level or Above	2019	42%	31%	35%	54%	42%	77%	44%	52%	18%	34%	43%	38%	31%	29%
	2018	43%	33%	35%	58%	42%	78%	45%	54%	19%	34%	45%	39%	32%	29%
At Masters Grade Level	2019	18%	11%	12%	26%	17%	51%	19%	25%	7%	14%	19%	15%	10%	10%
	2018	15%	8%	9%	22%	13%	46%	14%	21%	6%	10%	16%	13%	8%	7%
Grade 8 Reading^															
At Approaches Grade Level or Above	2019	86%	78%	83%	92%	86%	96%	85%	91%	48%	83%	87%	82%	80%	77%
	2018	86%	79%	83%	92%	86%	96%	86%	91%	49%	83%	87%	82%	80%	76%
At Meets Grade Level or Above	2019	55%	42%	47%	69%	54%	84%	51%	66%	23%	48%	57%	50%	43%	37%
	2018	49%	38%	42%	63%	48%	78%	48%	61%	23%	42%	51%	44%	38%	31%
At Masters Grade Level	2019	28%	18%	21%	40%	26%	61%	25%	38%	8%	23%	30%	24%	18%	14%
	2018	27%	18%	20%	37%	25%	55%	27%	36%	8%	21%	28%	23%	17%	13%
Grade 8 Mathematics^															
At Approaches Grade Level or Above	2019	88%	81%	87%	93%	87%	98%	89%	91%	59%	87%	89%	85%	84%	86%
	2018	86%	78%	85%	91%	85%	97%	90%	88%	54%	86%	87%	83%	82%	83%
At Meets Grade Level or Above	2019	57%	43%	52%	68%	56%	87%	63%	64%	28%	55%	59%	52%	48%	49%
	2018	51%	37%	47%	62%	48%	84%	53%	57%	26%	50%	53%	46%	43%	44%
At Masters Grade Level	2019	17%	9%	13%	24%	16%	54%	17%	22%	9%	15%	18%	15%	11%	11%
	2018	15%	8%	12%	22%	14%	49%	16%	19%	9%	15%	16%	13%	10%	11%
Grade 8 Science															
At Approaches Grade Level or Above	2019	81%	71%	77%	90%	82%	96%	82%	88%	47%	79%	82%	77%	74%	71%
	2018	76%	64%	71%	87%	77%	94%	80%	83%	39%	75%	78%	71%	68%	64%
At Meets Grade Level or Above	2019	51%	35%	43%	67%	51%	83%	49%	62%	24%	49%	53%	45%	39%	35%
	2018	52%	35%	44%	67%	50%	84%	54%	61%	23%	50%	54%	45%	40%	36%
At Masters Grade Level	2019	25%	13%	18%	39%	23%	61%	23%	34%	10%	25%	27%	21%	15%	13%
	2018	28%	14%	20%	42%	29%	64%	26%	37%	8%	26%	30%	23%	17%	15%

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Grade 8 Social Studies															
At Approaches Grade Level or Above	2019	69%	58%	63%	80%	68%	92%	72%	78%	37%	69%	70%	64%	59%	55%
	2018	65%	54%	59%	77%	66%	90%	69%	73%	34%	65%	67%	60%	55%	51%
At Meets Grade Level or Above	2019	37%	26%	29%	49%	36%	73%	37%	47%	20%	37%	38%	33%	26%	23%
	2018	36%	25%	28%	48%	36%	71%	39%	45%	20%	35%	38%	31%	25%	22%
At Masters Grade Level	2019	21%	13%	15%	30%	20%	55%	20%	29%	9%	22%	22%	18%	13%	11%
	2018	21%	13%	15%	30%	21%	55%	22%	28%	8%	21%	22%	18%	13%	11%
End of Course English I															
At Approaches Grade Level or Above	2019	68%	58%	63%	80%	67%	89%	66%	78%	28%	59%	70%	62%	59%	50%
	2018	65%	54%	60%	78%	62%	87%	69%	76%	26%	55%	68%	59%	57%	47%
At Meets Grade Level or Above	2019	50%	37%	43%	67%	50%	81%	47%	64%	15%	38%	52%	44%	39%	28%
	2018	44%	31%	37%	61%	43%	78%	50%	58%	14%	32%	47%	39%	34%	24%
At Masters Grade Level	2019	11%	5%	7%	18%	9%	39%	10%	17%	3%	5%	12%	8%	5%	3%
	2018	7%	3%	4%	12%	6%	30%	8%	12%	3%	3%	8%	6%	3%	1%
End of Course English II															
At Approaches Grade Level or Above	2019	68%	59%	63%	81%	67%	87%	68%	79%	28%	57%	71%	62%	60%	45%
	2018	67%	58%	62%	81%	65%	84%	67%	79%	25%	58%	70%	59%	59%	42%
At Meets Grade Level or Above	2019	49%	38%	42%	66%	47%	77%	49%	63%	16%	35%	52%	42%	38%	22%
	2018	48%	35%	40%	66%	47%	74%	48%	63%	15%	34%	51%	40%	37%	20%
At Masters Grade Level	2019	8%	4%	5%	14%	6%	29%	6%	13%	4%	3%	9%	6%	4%	1%
	2018	8%	4%	5%	14%	5%	30%	9%	14%	4%	3%	9%	6%	4%	1%
End of Course Algebra I															
At Approaches Grade Level or Above	2019	85%	77%	83%	89%	83%	97%	78%	87%	53%	82%	87%	80%	81%	82%
	2018	83%	74%	81%	89%	81%	97%	85%	88%	48%	82%	86%	78%	79%	78%
At Meets Grade Level or Above	2019	61%	46%	58%	69%	56%	90%	55%	66%	25%	55%	64%	52%	53%	54%
	2018	55%	39%	50%	66%	51%	89%	57%	63%	19%	51%	59%	46%	45%	49%
At Masters Grade Level	2019	37%	24%	34%	44%	34%	76%	32%	42%	10%	32%	40%	30%	29%	31%
	2018	32%	18%	27%	41%	28%	72%	34%	38%	7%	28%	35%	25%	24%	24%
End of Course Biology															
At Approaches Grade Level or Above	2019	88%	83%	86%	94%	89%	97%	85%	93%	60%	85%	90%	85%	84%	79%
	2018	87%	81%	84%	94%	86%	96%	88%	93%	57%	85%	89%	82%	82%	76%
At Meets Grade Level or Above	2019	62%	49%	54%	77%	62%	88%	60%	74%	25%	55%	65%	54%	51%	40%
	2018	59%	45%	51%	75%	58%	87%	60%	73%	22%	53%	62%	51%	47%	37%
At Masters Grade Level	2019	25%	14%	18%	39%	24%	63%	23%	36%	6%	19%	27%	20%	15%	10%
	2018	24%	13%	16%	37%	22%	61%	24%	36%	5%	19%	26%	19%	14%	9%
End of Course U.S. History															
At Approaches Grade Level or Above	2019	93%	88%	91%	96%	93%	97%	89%	96%	66%	89%	94%	89%	90%	82%
	2018	92%	87%	90%	96%	92%	97%	92%	95%	63%	91%	93%	88%	88%	79%
At Meets Grade Level or Above	2019	73%	63%	68%	85%	74%	90%	70%	83%	36%	65%	76%	66%	64%	46%
	2018	70%	59%	64%	83%	71%	88%	71%	81%	33%	65%	73%	63%	61%	42%

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At Masters Grade Level	2019	45%	32%	37%	61%	46%	72%	41%	58%	15%	37%	48%	38%	34%	18%
	2018	40%	28%	33%	55%	40%	68%	37%	53%	11%	35%	43%	34%	29%	15%
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	68%	74%	86%	77%	93%	78%	83%	46%	76%	79%	74%	71%	70%
	2018	77%	66%	73%	86%	76%	93%	79%	83%	45%	74%	78%	73%	70%	69%
At Meets Grade Level or Above	2019	50%	37%	44%	63%	48%	80%	50%	58%	24%	45%	52%	45%	39%	38%
	2018	48%	35%	42%	62%	46%	79%	50%	57%	24%	43%	50%	43%	38%	36%
At Masters Grade Level	2019	24%	14%	18%	33%	21%	55%	22%	31%	9%	21%	25%	20%	15%	16%
	2018	22%	13%	16%	31%	20%	53%	22%	29%	8%	19%	23%	18%	14%	14%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	65%	71%	85%	73%	92%	75%	82%	39%	72%	76%	71%	67%	65%
	2018	74%	64%	69%	84%	72%	91%	75%	82%	39%	70%	75%	70%	66%	64%
At Meets Grade Level or Above	2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	41%	50%	43%	37%	34%
	2018	46%	34%	39%	61%	44%	76%	47%	57%	22%	39%	48%	42%	36%	32%
At Masters Grade Level	2019	21%	13%	15%	30%	18%	49%	19%	29%	7%	18%	22%	18%	13%	13%
	2018	19%	12%	14%	29%	17%	46%	19%	28%	7%	17%	20%	17%	12%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	71%	80%	88%	81%	96%	82%	85%	53%	82%	83%	78%	77%	79%
	2018	81%	70%	79%	88%	80%	96%	84%	85%	52%	81%	82%	77%	76%	78%
At Meets Grade Level or Above	2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	50%	54%	47%	43%	46%
	2018	50%	34%	44%	61%	47%	83%	52%	56%	26%	48%	52%	44%	40%	44%
At Masters Grade Level	2019	26%	15%	22%	35%	24%	64%	26%	32%	11%	25%	28%	23%	19%	22%
	2018	24%	13%	19%	32%	22%	61%	25%	29%	10%	22%	25%	20%	17%	19%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	57%	64%	78%	65%	90%	69%	75%	32%	63%	70%	65%	60%	62%
	2018	66%	55%	61%	76%	65%	89%	69%	73%	31%	58%	67%	62%	57%	58%
At Meets Grade Level or Above	2019	38%	28%	32%	49%	35%	72%	39%	47%	19%	31%	40%	35%	29%	30%
	2018	41%	30%	34%	54%	40%	75%	43%	50%	21%	32%	43%	38%	31%	32%
At Masters Grade Level	2019	14%	9%	10%	20%	12%	42%	14%	19%	7%	10%	15%	12%	8%	9%
	2018	13%	7%	9%	19%	11%	40%	12%	17%	6%	8%	14%	11%	7%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	72%	78%	90%	82%	95%	81%	87%	51%	79%	83%	78%	75%	73%
	2018	80%	70%	76%	89%	80%	94%	82%	86%	49%	79%	81%	76%	73%	71%
At Meets Grade Level or Above	2019	54%	39%	47%	69%	54%	83%	53%	64%	25%	50%	56%	48%	43%	39%
	2018	51%	36%	43%	66%	49%	81%	53%	61%	24%	47%	53%	45%	40%	35%
At Masters Grade Level	2019	25%	13%	18%	37%	24%	58%	23%	33%	9%	23%	26%	21%	15%	14%
	2018	23%	12%	16%	35%	22%	56%	23%	32%	7%	20%	24%	19%	14%	12%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	77%	88%	81%	94%	82%	86%	51%	76%	82%	76%	74%	65%
	2018	78%	71%	74%	87%	80%	93%	81%	84%	48%	74%	80%	74%	71%	62%

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2019-20 State STAAR Performance

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	45%	48%	67%	55%	81%	56%	63%	28%	47%	57%	48%	44%	32%
	2018	53%	42%	46%	65%	54%	80%	56%	62%	26%	45%	55%	46%	42%	30%
At Masters Grade Level	2019	33%	23%	26%	45%	33%	64%	31%	42%	12%	28%	35%	27%	23%	14%
	2018	31%	20%	24%	43%	31%	61%	30%	40%	9%	26%	33%	25%	21%	12%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Progress

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject															
Grade 4 ELA/Reading	2019	61	56	61	63	61	76	59	62	54	62	62	60	58	61
	2018	63	60	61	66	64	77	62	66	63	64	64	63	61	62
Grade 4 Mathematics	2019	65	58	63	69	64	83	62	66	61	66	66	63	62	65
	2018	65	60	64	68	66	82	66	67	61	64	66	64	62	65
Grade 5 ELA/Reading	2019	81	80	80	81	81	88	80	81	75	81	81	81	80	82
	2018	80	80	80	79	79	86	79	80	77	81	80	80	79	81
Grade 5 Mathematics	2019	83	81	82	84	83	93	85	84	82	83	84	83	82	83
	2018	81	81	81	80	80	89	84	82	84	80	81	81	80	81
Grade 6 ELA/Reading	2019	42	40	38	47	42	63	43	47	34	40	42	42	38	38
	2018	47	41	44	52	47	67	46	51	37	45	47	47	42	44
Grade 6 Mathematics	2019	54	51	48	61	55	80	61	60	45	56	53	54	48	48
	2018	56	53	52	62	55	78	58	61	55	57	56	57	52	53
Grade 7 ELA/Reading	2019	77	74	76	80	77	89	79	80	67	77	78	76	75	76
	2018	76	70	75	77	74	88	78	77	67	75	76	75	73	76
Grade 7 Mathematics	2019	62	56	61	66	63	81	60	64	48	62	63	61	59	60
	2018	67	61	66	70	66	84	73	68	59	66	68	66	65	67
Grade 8 ELA/Reading	2019	77	75	77	79	77	85	76	80	69	77	78	77	76	77
	2018	79	79	79	79	78	83	79	80	72	78	79	79	79	79
Grade 8 Mathematics	2019	82	82	83	81	81	84	83	82	74	81	82	82	83	83
	2018	81	81	82	78	81	81	83	78	74	81	81	81	82	83
End of Course English II	2019	69	69	68	71	68	75	68	71	61	66	69	68	67	65
	2018	67	63	66	69	65	74	67	69	52	61	67	66	65	62
End of Course Algebra I	2019	75	67	74	77	72	93	71	76	46	73	76	70	71	73
	2018	72	63	70	76	70	92	76	75	42	70	73	67	67	67
All Grades Both Subjects	2019	69	66	67	72	69	83	69	71	60	68	69	68	66	67
	2018	69	66	68	71	68	82	71	71	62	68	70	69	67	69
All Grades ELA/Reading	2019	68	65	67	70	68	79	67	70	60	67	68	67	66	67
	2018	69	66	68	70	68	79	68	70	62	68	69	68	67	68
All Grades Mathematics	2019	70	66	68	73	69	86	70	72	60	70	71	69	67	68
	2018	70	66	69	72	69	85	73	72	63	69	71	69	68	69

**Texas Education Agency
Texas Academic Performance Report
2019-20 State Prior Year and Student Success Initiative**

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2019	41%	35%	40%	46%	40%	49%	41%	44%	21%	38%	37%
	2018	38%	34%	38%	44%	36%	51%	41%	41%	21%	36%	35%
Mathematics	2019	45%	39%	46%	49%	45%	57%	42%	46%	29%	44%	44%
	2018	47%	41%	47%	51%	46%	57%	55%	47%	30%	45%	45%
Student Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	67%	74%	87%	78%	92%	80%	83%	39%	71%	66%
Students Requiring Accelerated Instruction	2019	22%	33%	26%	13%	22%	8%	20%	17%	61%	29%	34%
STAAR Cumulative Met Standard	2019	86%	78%	84%	93%	86%	95%	88%	90%	51%	81%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	97%	97%	97%	98%	100%	97%	99%	97%	97%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	9%	9%	8%	10%	5%	13%	5%	10%	4%	8%	8%
Promoted to Grade 6	2019	9%	9%	8%	10%	5%	13%	5%	10%	4%	8%	8%
Retained in Grade 5	2019	63%	52%	64%	73%	*	40%	-	67%	58%	62%	61%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	72%	82%	90%	83%	97%	86%	86%	52%	78%	78%
Students Requiring Accelerated Instruction	2019	17%	28%	18%	10%	17%	3%	14%	14%	48%	22%	22%
STAAR Cumulative Met Standard	2019	90%	81%	89%	94%	89%	98%	92%	91%	65%	86%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	97%	97%	97%	96%	100%	97%	99%	97%	96%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	24%	22%	23%	27%	19%	40%	41%	27%	16%	23%	22%
Promoted to Grade 6	2019	24%	22%	23%	27%	19%	40%	41%	27%	16%	23%	22%
Retained in Grade 5	2019	65%	59%	68%	65%	*	57%	-	64%	66%	63%	64%
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	68%	74%	87%	78%	93%	75%	86%	30%	70%	49%
Students Requiring Accelerated Instruction	2019	22%	32%	26%	13%	22%	7%	25%	14%	70%	30%	51%
STAAR Cumulative Met Standard	2019	85%	78%	82%	92%	86%	95%	84%	91%	41%	79%	63%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	99%	98%	99%	100%	100%	99%	100%	99%	99%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	13%	12%	13%	15%	16%	25%	21%	14%	5%	13%	12%
Promoted to Grade 9	2019	13%	12%	13%	15%	16%	25%	21%	14%	5%	13%	12%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Prior Year and Student Success Initiative

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Retained in Grade 8	2019	38%	22%	39%	48%	*	*	-	*	12%	37%	30%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	73%	80%	89%	82%	96%	83%	87%	44%	77%	69%
Students Requiring Accelerated Instruction	2019	18%	27%	20%	11%	18%	4%	17%	13%	56%	23%	31%
STAAR Cumulative Met Standard	2019	88%	80%	86%	93%	87%	97%	87%	91%	53%	84%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	99%	98%	98%	99%	99%	95%	99%	100%	98%	98%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	50%	48%	52%	42%	55%	53%	39%	40%	37%	50%	54%
Promoted to Grade 9	2019	56%	36%	58%	61%	-	*	-	*	29%	55%	54%
Retained in Grade 8	2019	56%	36%	58%	61%	-	*	-	*	29%	55%	54%

**Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level													
All Grades All Subjects													
At Approaches Grade Level or Above	2019	78%	72%	71%	70%	73%	74%	58%	65%	56%	62%	63%	63%
	2018	77%	71%	69%	69%	71%	73%	53%	57%	50%	58%	59%	59%
At Meets Grade Level or Above	2019	50%	38%	35%	35%	39%	41%	24%	31%	22%	30%	29%	29%
	2018	48%	35%	33%	33%	36%	39%	20%	24%	18%	26%	26%	26%
At Masters Grade Level	2019	24%	17%	15%	15%	17%	19%	8%	12%	6%	11%	11%	11%
	2018	22%	14%	12%	13%	14%	17%	6%	8%	5%	9%	9%	9%
All Grades ELA/Reading													
At Approaches Grade Level or Above	2019	75%	71%	70%	69%	73%	73%	50%	59%	46%	56%	56%	56%
	2018	74%	69%	65%	66%	71%	72%	45%	48%	42%	53%	53%	53%
At Meets Grade Level or Above	2019	48%	35%	31%	33%	38%	39%	19%	27%	16%	26%	24%	24%
	2018	46%	33%	28%	31%	35%	39%	15%	18%	13%	22%	22%	22%
At Masters Grade Level	2019	21%	16%	13%	14%	17%	18%	5%	10%	4%	8%	9%	9%
	2018	19%	14%	11%	13%	15%	17%	4%	5%	3%	7%	8%	8%
All Grades Mathematics													
At Approaches Grade Level or Above	2019	82%	79%	79%	78%	78%	80%	72%	76%	70%	73%	75%	74%
	2018	81%	79%	79%	78%	78%	80%	67%	70%	65%	69%	72%	72%
At Meets Grade Level or Above	2019	52%	44%	43%	42%	43%	46%	35%	41%	32%	38%	38%	38%
	2018	50%	43%	42%	41%	41%	45%	29%	33%	26%	32%	35%	34%
At Masters Grade Level	2019	26%	21%	20%	20%	21%	23%	13%	18%	11%	16%	16%	16%
	2018	24%	19%	18%	17%	18%	21%	10%	12%	8%	13%	14%	13%
All Grades Writing													
At Approaches Grade Level or Above	2019	68%	62%	58%	61%	64%	67%	47%	53%	44%	53%	53%	53%
	2018	66%	56%	51%	56%	58%	62%	38%	44%	34%	45%	46%	46%
At Meets Grade Level or Above	2019	38%	29%	24%	26%	31%	37%	17%	21%	14%	22%	22%	22%
	2018	41%	30%	25%	28%	31%	36%	15%	19%	11%	21%	21%	21%
At Masters Grade Level	2019	14%	9%	5%	6%	10%	13%	4%	5%	3%	6%	6%	6%
	2018	13%	7%	5%	6%	8%	11%	2%	3%	2%	4%	5%	5%
All Grades Science													
At Approaches Grade Level or Above	2019	81%	64%	64%	58%	67%	65%	63%	65%	63%	64%	64%	64%
	2018	80%	65%	65%	62%	66%	66%	57%	61%	54%	60%	60%	60%
At Meets Grade Level or Above	2019	54%	34%	34%	29%	36%	36%	24%	30%	22%	30%	27%	27%
	2018	51%	26%	26%	22%	27%	27%	20%	22%	18%	25%	22%	22%
At Masters Grade Level	2019	25%	13%	12%	10%	13%	14%	6%	9%	5%	9%	8%	8%
	2018	23%	8%	7%	6%	8%	8%	5%	5%	4%	7%	5%	6%
All Grades Social Studies													
At Approaches Grade Level or Above	2019	81%	53%	61%	50%	53%	56%	54%	62%	53%	59%	54%	55%
	2018	78%	47%	60%	67%	46%	29%	50%	56%	45%	52%	50%	50%
At Meets Grade Level or Above	2019	55%	17%	22%	10%	16%	21%	20%	26%	19%	27%	20%	21%
	2018	53%	15%	35%	17%	14%	6%	18%	22%	15%	23%	18%	18%
At Masters Grade Level	2019	33%	7%	9%	0%	6%	16%	7%	9%	7%	11%	7%	7%
	2018	31%	7%	21%	17%	6%	3%	6%	7%	5%	9%	6%	6%
School Progress Domain - Academic Growth Score													
All Grades Both Subjects	2019	69%	70%	70%	67%	68%	70%	63%	67%	62%	65%	65%	65%
	2018	69%	70%	70%	68%	69%	72%	65%	66%	64%	66%	67%	67%
All Grades ELA/Reading	2019	68%	68%	70%	66%	66%	67%	64%	67%	63%	64%	65%	65%
	2018	69%	69%	70%	67%	68%	70%	65%	66%	64%	66%	66%	66%
All Grades Mathematics	2019	70%	71%	71%	68%	69%	73%	63%	67%	61%	66%	65%	65%

Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

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	2018	State	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
		70%	71%	71%	68%	70%	73%	65%	66%	64%	67%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)													
Reading	2019	41%	45%	45%	42%	42%	47%	35%	39%	34%	36%	37%	37%
	2018	38%	40%	39%	37%	41%	43%	33%	35%	32%	34%	35%	35%
Mathematics	2019	45%	47%	47%	44%	45%	48%	44%	44%	43%	42%	44%	44%
	2018	47%	51%	52%	48%	50%	51%	43%	45%	42%	42%	45%	45%

Texas Education Agency
Texas Academic Performance Report
2019-20 State STAAR Participation

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	100%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	93%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	2%	0%	2%	3%	2%	0%	1%	2%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)											
All Tests											
Assessment Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	92%	94%	91%	94%	93%	94%	90%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	7%	5%	4%	4%	4%
Other Exclusions	1%	1%	1%	0%	1%	3%	2%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate											
2018-19	95.4%	95.0%	95.2%	95.7%	95.0%	97.4%	95.1%	95.6%	94.2%	94.9%	95.9%
2017-18	95.4%	95.0%	95.1%	95.6%	95.0%	97.4%	94.9%	95.5%	94.1%	94.9%	95.9%
Annual Dropout Rate (Gr 7-8)											
2018-19	0.4%	0.7%	0.5%	0.3%	0.9%	0.2%	0.8%	0.4%	0.5%	0.5%	0.7%
2017-18	0.4%	0.7%	0.4%	0.3%	0.6%	0.2%	0.5%	0.3%	0.6%	0.5%	0.6%
Annual Dropout Rate (Gr 9-12)											
2018-19	1.9%	3.0%	2.3%	1.0%	2.5%	0.6%	2.1%	1.7%	2.6%	2.5%	4.0%
2017-18	1.9%	2.8%	2.3%	1.0%	2.9%	0.5%	2.7%	1.6%	2.7%	2.4%	4.1%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	90.0%	86.2%	88.2%	93.7%	87.3%	96.4%	88.0%	91.4%	77.9%	87.2%	75.9%
Received TxCHSE	0.5%	0.4%	0.4%	0.6%	0.5%	0.1%	1.0%	0.7%	0.3%	0.5%	0.2%
Continued HS	3.7%	4.5%	4.4%	2.4%	3.9%	1.9%	2.6%	3.1%	12.4%	4.5%	7.6%
Dropped Out	5.9%	8.8%	7.1%	3.3%	8.3%	1.7%	8.4%	4.8%	9.4%	7.9%	16.2%
Graduates and TxCHSE	90.4%	86.7%	88.6%	94.4%	87.8%	96.5%	89.0%	92.1%	78.2%	87.6%	76.2%
Graduates, TxCHSE, and Continuers	94.1%	91.2%	92.9%	96.7%	91.7%	98.3%	91.6%	95.2%	90.6%	92.1%	83.8%
Class of 2018											
Graduated	90.0%	86.5%	88.2%	93.6%	85.1%	96.4%	86.4%	91.4%	77.9%	87.3%	75.1%
Received TxCHSE	0.4%	0.4%	0.4%	0.6%	0.4%	0.1%	0.5%	0.5%	0.2%	0.5%	0.2%
Continued HS	3.8%	4.8%	4.6%	2.5%	5.4%	2.0%	4.7%	3.5%	12.5%	4.6%	8.3%
Dropped Out	5.7%	8.3%	6.9%	3.3%	9.2%	1.4%	8.4%	4.6%	9.4%	7.6%	16.4%
Graduates and TxCHSE	90.4%	86.9%	88.6%	94.2%	85.5%	96.5%	86.9%	91.9%	78.1%	87.8%	75.3%
Graduates, TxCHSE, and Continuers	94.3%	91.7%	93.1%	96.7%	90.8%	98.6%	91.6%	95.4%	90.6%	92.4%	83.6%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.2%	89.1%	90.8%	95.0%	87.6%	97.5%	89.8%	93.4%	82.7%	90.0%	80.2%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.1%	1.2%	0.8%	0.3%	0.7%	0.3%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.7%	0.8%	0.5%	0.8%	7.1%	1.2%	1.7%
Dropped Out	6.1%	9.1%	7.4%	3.3%	10.1%	1.6%	8.5%	5.1%	9.9%	8.1%	17.8%
Graduates and TxCHSE	92.8%	89.7%	91.3%	95.9%	88.2%	97.6%	91.0%	94.2%	83.0%	90.7%	80.5%
Graduates, TxCHSE, and Continuers	93.9%	90.9%	92.6%	96.7%	89.9%	98.4%	91.5%	94.9%	90.1%	91.9%	82.2%
Class of 2017											
Graduated	92.0%	88.8%	90.4%	95.1%	89.3%	97.2%	91.0%	94.2%	82.3%	89.7%	78.7%
Received TxCHSE	0.6%	0.6%	0.5%	0.8%	0.6%	0.2%	0.9%	0.8%	0.4%	0.7%	0.2%
Continued HS	1.1%	1.3%	1.3%	0.8%	1.2%	0.9%	1.4%	0.9%	7.1%	1.3%	2.1%
Dropped Out	6.3%	9.3%	7.7%	3.3%	8.9%	1.8%	6.8%	4.1%	10.2%	8.3%	18.9%
Graduates and TxCHSE	92.6%	89.4%	90.9%	95.9%	89.9%	97.4%	91.9%	95.1%	82.7%	90.4%	79.0%
Graduates, TxCHSE, and Continuers	93.7%	90.7%	92.3%	96.7%	91.1%	98.2%	93.2%	95.9%	89.8%	91.7%	81.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.4%	89.2%	91.0%	95.4%	90.0%	97.5%	92.0%	94.5%	84.6%	90.3%	79.8%
Received TxCHSE	0.7%	0.8%	0.6%	0.9%	0.7%	0.2%	1.0%	1.0%	0.4%	0.8%	0.3%
Continued HS	0.6%	0.6%	0.6%	0.4%	0.1%	0.5%	0.3%	0.5%	4.7%	0.6%	0.7%

Texas Education Agency
 Texas Academic Performance Report
 2019-20 State Attendance, Graduation, and Dropout Rates

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Dropped Out	6.3%	9.3%	7.8%	3.2%	9.2%	1.8%	6.6%	4.0%	10.3%	8.3%	19.2%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	93.2%	90.1%	91.6%	96.3%	90.7%	97.7%	93.1%	95.6%	85.0%	91.1%	80.1%
Class of 2016	93.7%	90.7%	92.2%	96.8%	90.8%	98.2%	93.4%	96.0%	89.7%	91.7%	80.8%
Graduated	92.1%	88.8%	90.5%	95.2%	90.2%	97.2%	92.2%	93.6%	84.6%	89.6%	78.3%
Received TxCHSE	0.8%	0.9%	0.7%	1.0%	1.0%	0.1%	1.5%	1.3%	0.5%	0.9%	0.4%
Continued HS	0.5%	0.6%	0.6%	0.4%	0.8%	0.5%	0.4%	0.4%	4.0%	0.6%	0.7%
Dropped Out	6.6%	9.8%	8.1%	3.3%	8.0%	2.2%	5.9%	4.7%	10.9%	8.9%	20.7%
Graduates and TxCHSE Graduates, TxCHSE, and Continuers	92.9%	89.7%	91.3%	96.2%	91.2%	97.3%	93.7%	94.9%	85.1%	90.5%	78.6%
Class of 2018	93.4%	90.2%	91.9%	96.7%	92.0%	97.8%	94.1%	95.3%	89.1%	91.1%	79.3%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2019	73.3%	63.8%	73.3%	75.4%	71.4%	82.9%	100.0%	72.2%	23.4%	69.3%	71.7%
Class of 2018	68.5%	60.1%	71.3%	64.4%	48.4%	92.6%	27.3%	66.1%	15.6%	66.7%	77.4%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2019	4.2%	5.7%	4.6%	3.1%	5.0%	3.0%	3.4%	3.3%	9.2%	5.4%	7.0%
Class of 2018	5.0%	6.3%	5.8%	3.7%	6.3%	2.5%	5.0%	4.2%	8.5%	6.4%	7.5%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	83.5%	77.4%	82.4%	86.2%	79.0%	92.6%	79.6%	84.4%	36.3%	79.3%	72.9%
Class of 2018	82.0%	76.4%	80.6%	84.8%	77.3%	92.4%	76.2%	83.0%	36.3%	77.9%	71.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	87.6%	83.1%	87.0%	89.2%	84.0%	95.6%	83.0%	87.6%	45.4%	84.6%	79.8%
Class of 2018	86.8%	82.4%	86.2%	88.3%	82.7%	94.9%	80.0%	87.0%	44.1%	84.1%	78.4%
RHSP/DAP Graduates (Annual Rate)											
2018-19	32.7%	17.4%	37.1%	29.8%	38.5%	47.8%	50.0%	33.3%	2.8%	32.4%	54.5%
2017-18	37.7%	31.3%	42.2%	29.5%	32.0%	49.8%	20.0%	31.1%	4.6%	41.0%	61.8%
FHSP-E Graduates (Annual Rate)											
2018-19	4.4%	6.0%	4.8%	3.1%	5.5%	3.1%	4.8%	3.3%	8.8%	5.6%	7.2%
2017-18	4.9%	6.3%	5.7%	3.6%	6.0%	2.4%	4.9%	4.3%	8.2%	6.1%	7.3%
FHSP-DLA Graduates (Annual Rate)											
2018-19	82.1%	75.7%	80.9%	85.2%	77.3%	91.9%	78.2%	83.2%	34.1%	77.8%	71.4%
2017-18	81.5%	75.8%	80.1%	84.4%	76.9%	92.2%	74.0%	82.0%	35.5%	77.8%	71.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2018-19	85.9%	81.0%	85.2%	87.8%	82.4%	94.7%	82.6%	86.1%	40.9%	82.9%	78.3%
2017-18	85.1%	80.3%	84.4%	86.9%	80.8%	94.0%	77.2%	84.8%	39.2%	82.5%	77.8%

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Texas Academic Performance Report
2019-20 State Graduation Profile

	State Count	State Percent
Graduates (2018-19 Annual Graduates)		
Total Graduates	355,615	100.0%
By Ethnicity:		
African American	43,953	12.4%
Hispanic	180,673	50.8%
White	105,577	29.7%
American Indian	1,293	0.4%
Asian	16,564	4.7%
Pacific Islander	537	0.2%
Two or More Races	7,018	2.0%
By Graduation Type:		
Minimum H.S. Program	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	1,090	0.3%
Foundation H.S. Program (No Endorsement)	51,579	14.5%
Foundation H.S. Program (Endorsement)	15,160	4.3%
Foundation H.S. Program (DLA)	285,538	80.3%
Special Education Graduates	27,598	7.8%
Economically Disadvantaged Graduates	186,364	52.4%
LEP Graduates	25,189	7.1%
At-Risk Graduates	146,432	41.2%

**Texas Education Agency
Texas Academic Performance Report
2019-20 State College, Career, and Military Readiness (CCMR)**

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)											
College, Career, or Military Ready (Annual Graduates)											
2018-19	72.9%	60.5%	70.6%	79.4%	68.2%	89.6%	66.6%	75.2%	71.7%	67.5%	56.7%
2017-18	65.5%	51.1%	61.8%	74.0%	59.8%	87.0%	60.2%	68.1%	62.7%	58.1%	45.8%
College Ready Graduates											
College Ready (Annual Graduates)											
2018-19	53.0%	35.4%	48.5%	62.8%	47.1%	83.5%	43.0%	58.8%	9.6%	43.1%	28.9%
2017-18	50.0%	32.1%	44.3%	61.3%	44.9%	83.0%	40.5%	55.4%	7.2%	38.6%	24.2%
TSI Criteria Graduates (Annual Graduates)											
English Language Arts											
2018-19	60.7%	49.4%	54.6%	71.5%	54.8%	85.7%	51.6%	69.1%	15.3%	50.3%	23.9%
2017-18	58.2%	46.6%	51.0%	70.2%	53.2%	84.8%	54.4%	67.6%	11.9%	46.3%	17.3%
Mathematics											
2018-19	48.6%	34.7%	42.5%	58.8%	43.6%	84.7%	43.6%	55.3%	10.5%	38.6%	23.6%
2017-18	46.0%	31.5%	38.6%	57.9%	41.0%	84.8%	40.0%	53.1%	7.4%	34.2%	19.0%
Both Subjects											
2018-19	44.2%	29.9%	37.2%	56.1%	39.7%	80.4%	39.5%	52.3%	7.0%	33.0%	14.5%
2017-18	42.1%	27.4%	33.9%	55.4%	36.9%	80.1%	36.2%	50.8%	5.0%	29.3%	9.9%
Dual Course Credits (Annual Graduates)											
Any Subject											
2018-19	23.1%	14.2%	21.2%	29.2%	19.2%	28.6%	16.2%	23.5%	2.9%	18.4%	5.6%
2017-18	20.7%	12.2%	18.7%	27.0%	18.2%	24.6%	13.4%	19.1%	2.3%	16.3%	4.3%
AP/IB Met Criteria in Any Subject (Annual Graduates)											
Any Subject											
2018-19	21.1%	7.9%	18.7%	25.1%	17.4%	56.2%	14.7%	25.4%	1.7%	15.1%	16.1%
2017-18	20.4%	7.7%	17.8%	24.6%	16.0%	55.0%	15.5%	24.4%	1.5%	14.1%	15.7%
Associate's Degree											
Associate's Degree (Annual Graduates)											
2018-19	1.9%	1.5%	2.6%	0.9%	1.1%	2.0%	2.4%	1.2%	0.1%	2.2%	0.4%
2017-18	1.4%	1.0%	2.0%	0.7%	0.2%	1.7%	1.5%	1.1%	0.1%	1.8%	0.2%
OnRamps Course Credits (Annual Graduates)											
2018-19	2.3%	1.1%	2.0%	3.0%	1.5%	3.2%	1.3%	3.3%	0.2%	1.5%	0.6%
2017-18	1.0%	0.5%	0.7%	1.4%	0.6%	1.6%	1.1%	1.4%	0.1%	0.6%	0.2%
Career/Military Ready Graduates											
Career or Military Ready (Annual Graduates)											
2018-19	40.4%	37.8%	42.7%	39.2%	38.0%	31.6%	37.2%	35.5%	70.5%	42.8%	38.2%
2017-18	28.7%	26.6%	30.9%	27.3%	26.4%	21.1%	30.5%	25.1%	61.9%	31.5%	27.4%
Approved Industry-Based Certification (Annual Graduates)											
2018-19	10.7%	6.5%	12.3%	9.7%	10.1%	11.7%	4.7%	8.0%	6.3%	11.2%	8.9%
2017-18	4.8%	2.7%	5.4%	4.7%	3.7%	5.1%	3.6%	3.8%	3.0%	5.0%	3.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2018-19	2.3%	3.7%	2.2%	2.2%	2.6%	0.7%	2.0%	2.2%	29.0%	2.8%	3.9%
2017-18	1.7%	2.9%	1.7%	1.5%	1.5%	0.5%	1.5%	1.4%	22.4%	2.2%	3.3%

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Texas Academic Performance Report
2019-20 State College, Career, and Military Readiness (CCMR)

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)											
2018-19	55.6%	50.1%	58.4%	55.4%	52.3%	43.8%	46.0%	48.2%	49.8%	57.7%	49.4%
2017-18	38.7%	33.1%	42.1%	37.2%	35.5%	31.5%	29.9%	32.3%	32.1%	41.8%	34.1%
U.S. Armed Forces Enlistment (Annual Graduates)											
2018-19	5.0%	5.9%	5.2%	4.6%	4.0%	2.2%	12.5%	5.2%	4.3%	5.9%	4.7%
2017-18	4.3%	4.4%	4.6%	3.9%	4.2%	1.9%	12.5%	4.5%	4.0%	5.0%	3.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)											
2018-19	2.7%	3.4%	2.8%	2.7%	2.9%	1.0%	1.9%	2.8%	35.0%	3.1%	4.1%
2017-18	2.6%	3.3%	2.5%	2.5%	2.4%	0.7%	1.9%	2.7%	34.2%	2.9%	3.7%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2018-19	0.6%	0.3%	0.9%	0.4%	0.2%	0.1%	0.2%	0.2%	0.4%	0.8%	0.5%
2017-18	0.6%	0.3%	0.9%	0.3%	0.2%	0.1%	0.0%	0.3%	0.4%	0.8%	0.6%

**Texas Education Agency
Texas Academic Performance Report
2019-20 State CCMR-Related Indicators**

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)											
Reading											
2018-19	33.4%	24.9%	33.8%	36.8%	27.5%	29.5%	25.5%	33.9%	7.3%	30.3%	11.3%
2017-18	32.1%	23.4%	32.3%	35.8%	28.0%	28.0%	29.7%	32.3%	7.0%	29.1%	9.9%
Mathematics											
2018-19	24.7%	17.6%	25.4%	25.8%	21.0%	28.4%	23.6%	24.9%	4.1%	22.6%	12.3%
2017-18	23.7%	16.7%	24.2%	25.1%	19.9%	28.0%	21.0%	23.3%	3.6%	21.5%	12.0%
Both Subjects											
2018-19	18.8%	11.9%	19.3%	20.7%	15.9%	20.1%	16.9%	19.2%	2.5%	16.6%	5.9%
2017-18	18.1%	10.9%	18.4%	20.3%	13.9%	19.7%	15.5%	18.1%	2.2%	15.9%	5.4%
CTE Coherent Sequence (Annual Graduates)											
2018-19	59.0%	54.0%	61.9%	58.6%	55.1%	47.8%	49.9%	52.0%	54.3%	61.4%	53.7%
2017-18	58.4%	54.3%	61.2%	57.7%	57.3%	46.0%	52.7%	52.1%	53.2%	61.6%	51.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)											
English Language Arts											
2018-19	5.1%	4.9%	6.6%	3.2%	3.8%	1.6%	4.8%	3.0%	5.2%	6.8%	9.2%
2017-18	2.0%	1.3%	2.5%	1.7%	1.6%	0.6%	1.1%	1.1%	2.0%	2.5%	2.6%
Mathematics											
2018-19	7.3%	7.9%	8.9%	5.3%	4.9%	2.1%	6.1%	5.1%	5.2%	9.1%	10.1%
2017-18	3.9%	4.0%	4.5%	3.4%	4.0%	1.4%	2.3%	2.9%	2.4%	4.4%	4.7%
Both Subjects											
2018-19	2.6%	2.3%	3.6%	1.6%	2.0%	0.5%	2.0%	1.5%	2.3%	3.7%	4.6%
2017-18	0.9%	0.5%	1.0%	0.9%	0.9%	0.3%	0.2%	0.6%	0.7%	1.0%	0.8%
APIB Results (Participation) (Grades 11-12)											
All Subjects											
2019	25.2%	16.2%	23.0%	27.0%	19.4%	60.5%	21.2%	28.4%	n/a	19.7%	n/a
2018	25.8%	17.0%	23.5%	27.8%	21.9%	60.9%	20.2%	28.9%	n/a	20.2%	n/a
English Language Arts											
2019	14.5%	9.8%	12.5%	15.9%	10.9%	38.7%	12.3%	17.7%	n/a	10.7%	n/a
2018	15.3%	10.7%	13.1%	16.8%	12.2%	40.4%	11.9%	18.5%	n/a	11.4%	n/a
Mathematics											
2019	7.4%	3.2%	5.2%	8.8%	5.8%	31.7%	6.6%	9.8%	n/a	4.3%	n/a
2018	7.3%	3.4%	5.1%	9.0%	5.5%	30.7%	6.7%	9.5%	n/a	4.3%	n/a
Science											
2019	10.4%	5.8%	8.2%	12.0%	6.7%	36.2%	9.0%	13.4%	n/a	7.0%	n/a
2018	10.8%	5.9%	8.6%	12.6%	9.0%	36.7%	9.4%	13.1%	n/a	7.5%	n/a
Social Studies											
2019	13.9%	8.9%	11.5%	15.5%	10.1%	42.6%	11.8%	17.3%	n/a	9.8%	n/a
2018	14.5%	9.4%	12.1%	16.0%	12.5%	43.7%	12.1%	17.4%	n/a	10.5%	n/a
APIB Results (Examinees >= Criterion) (Grades 11-12)											
All Subjects											
2019	51.0%	29.2%	39.2%	64.5%	53.5%	75.1%	48.6%	64.3%	n/a	35.9%	n/a
2018	50.7%	29.2%	38.4%	64.8%	51.0%	74.6%	52.5%	62.8%	n/a	35.6%	n/a
English Language Arts											
2019	41.2%	23.5%	22.3%	59.7%	45.3%	68.1%	46.8%	59.5%	n/a	19.0%	n/a
2018	42.5%	24.8%	23.5%	61.1%	47.2%	69.1%	51.9%	59.7%	n/a	20.8%	n/a
Mathematics											
2019	52.2%	33.8%	31.6%	63.1%	56.6%	72.9%	56.6%	65.4%	n/a	30.1%	n/a
2018	52.8%	32.5%	33.4%	63.1%	50.3%	72.6%	58.1%	65.9%	n/a	31.6%	n/a

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2019-20 State CCMR-Related Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Science											
2019	40.6%	21.0%	21.0%	55.7%	42.9%	63.2%	39.8%	56.5%	n/a	18.9%	n/a
2018	38.0%	18.1%	19.4%	52.0%	36.6%	61.4%	41.3%	52.8%	n/a	18.0%	n/a
Social Studies											
2019	46.3%	29.2%	27.0%	62.7%	50.8%	71.9%	44.4%	63.5%	n/a	23.9%	n/a
2018	44.6%	27.0%	25.3%	62.0%	44.4%	70.0%	42.5%	59.2%	n/a	23.0%	n/a
SAT/ACT Results (Annual Graduates)											
Tested											
2018-19	75.0%	76.8%	72.8%	74.3%	72.3%	95.9%	67.0%	76.0%	n/a	69.8%	n/a
2017-18	74.6%	77.5%	72.2%	74.0%	68.5%	95.9%	67.2%	76.2%	n/a	69.5%	n/a
At/Above Criterion for All Examinees											
2018-19	36.1%	19.7%	23.2%	56.3%	36.6%	74.6%	35.6%	50.1%	n/a	20.0%	n/a
2017-18	37.9%	20.3%	24.6%	58.5%	35.2%	75.5%	34.4%	51.1%	n/a	21.5%	n/a
Average SAT Score (Annual Graduates)											
All Subjects											
2018-19	1027	944	961	1124	1020	1228	1018	1102	n/a	945	n/a
2017-18	1036	951	970	1134	1017	1228	1028	1109	n/a	956	n/a
English Language Arts and Writing											
2018-19	517	479	483	568	513	600	511	557	n/a	475	n/a
2017-18	521	482	488	573	512	600	514	560	n/a	481	n/a
Mathematics											
2018-19	510	465	477	556	507	629	507	545	n/a	470	n/a
2017-18	515	469	482	561	504	628	514	549	n/a	475	n/a
Average ACT Score (Annual Graduates)											
All Subjects											
2018-19	20.6	17.8	18.4	23.2	20.6	26.0	21.1	22.5	n/a	17.9	n/a
2017-18	20.6	17.7	18.4	23.3	20.5	26.1	20.9	22.5	n/a	18.0	n/a
English Language Arts											
2018-19	20.3	17.4	17.8	23.2	20.3	25.8	20.9	22.5	n/a	17.3	n/a
2017-18	20.3	17.2	17.8	23.2	20.2	25.8	20.4	22.5	n/a	17.3	n/a
Mathematics											
2018-19	20.4	17.7	18.5	22.7	20.4	26.3	20.7	22.0	n/a	18.1	n/a
2017-18	20.6	17.7	18.6	22.8	20.5	26.5	21.1	22.1	n/a	18.2	n/a
Science											
2018-19	20.8	18.1	18.9	23.2	20.8	25.6	21.4	22.5	n/a	18.4	n/a
2017-18	20.9	18.2	19.0	23.3	20.8	25.7	21.2	22.6	n/a	18.6	n/a

Texas Education Agency
 Texas Academic Performance Report
 2019-20 State Other Postsecondary Indicators

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)											
Any Subject											
2018-19	44.6%	35.4%	43.0%	47.6%	39.9%	70.5%	39.6%	45.4%	16.9%	39.6%	27.8%
2017-18	43.4%	34.6%	41.4%	46.8%	38.6%	69.4%	36.3%	45.4%	15.8%	38.2%	25.6%
English Language Arts											
2018-19	17.8%	13.7%	16.6%	19.7%	15.3%	31.6%	14.3%	18.9%	4.1%	14.7%	8.1%
2017-18	17.3%	13.2%	15.7%	19.6%	15.2%	31.5%	13.3%	18.5%	3.7%	14.0%	7.2%
Mathematics											
2018-19	20.4%	14.7%	18.2%	23.5%	18.0%	39.8%	18.9%	21.2%	4.8%	16.4%	8.4%
2017-18	20.7%	15.4%	18.4%	24.1%	17.9%	39.9%	17.2%	22.1%	4.7%	16.7%	8.3%
Science											
2018-19	21.7%	17.1%	20.1%	24.1%	19.5%	36.9%	18.2%	22.0%	8.4%	18.6%	9.7%
2017-18	21.2%	16.9%	19.4%	23.6%	19.2%	36.8%	17.9%	22.3%	8.1%	18.0%	9.0%
Social Studies											
2018-19	23.6%	16.4%	20.2%	27.7%	20.2%	54.4%	19.8%	27.2%	2.3%	17.5%	6.1%
2017-18	22.8%	15.7%	19.3%	27.2%	18.8%	53.5%	18.3%	26.5%	2.0%	16.7%	4.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)											
2017-18	53.4%	51.9%	49.6%	56.7%	45.9%	77.3%	41.5%	54.4%	25.6%	46.6%	31.8%
2016-17	54.6%	53.6%	50.9%	57.9%	48.4%	77.4%	48.2%	55.3%	25.7%	47.7%	32.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course											
2017-18	60.7%	42.5%	53.5%	72.4%	57.8%	86.4%	62.1%	68.5%	13.4%	49.5%	22.8%
2016-17	59.2%	41.1%	51.6%	71.4%	62.0%	84.3%	63.5%	68.0%	11.8%	47.4%	20.6%

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2019-20 State Student Information

Student Information	----- Membership -----		----- Enrollment -----	
	Count	Percent	Count	Percent
Total Students	5,479,173	100.0%	5,493,940	100.0%
Students by Grade:				
Early Childhood Education	16,848	0.3%	25,883	0.5%
Pre-Kindergarten	248,413	4.5%	249,226	4.5%
Kindergarten	383,585	7.0%	384,114	7.0%
Grade 1	391,175	7.1%	391,449	7.1%
Grade 2	388,370	7.1%	388,675	7.1%
Grade 3	391,565	7.1%	391,795	7.1%
Grade 4	399,883	7.3%	400,111	7.3%
Grade 5	417,272	7.6%	417,444	7.6%
Grade 6	422,605	7.7%	422,740	7.7%
Grade 7	423,421	7.7%	423,545	7.7%
Grade 8	411,170	7.5%	411,272	7.5%
Grade 9	448,929	8.2%	449,122	8.2%
Grade 10	406,785	7.4%	407,044	7.4%
Grade 11	376,894	6.9%	377,208	6.9%
Grade 12	352,258	6.4%	354,312	6.4%
Ethnic Distribution:				
African American	691,582	12.6%	692,925	12.6%
Hispanic	2,892,928	52.8%	2,899,504	52.8%
White	1,477,699	27.0%	1,483,688	27.0%
American Indian	19,999	0.4%	20,062	0.4%
Asian	250,065	4.6%	250,463	4.6%
Pacific Islander	8,466	0.2%	8,481	0.2%
Two or More Races	138,434	2.5%	138,817	2.5%
Sex:				
Female	2,673,270	48.8%	2,678,619	48.8%
Male	2,805,903	51.2%	2,815,321	51.2%
Economically Disadvantaged	3,303,974	60.3%	3,309,610	60.2%
Non-Educationally Disadvantaged	2,175,199	39.7%	2,184,330	39.8%
Section 504 Students	376,734	6.9%	376,956	6.9%
English Learners (EL)	1,112,674	20.3%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	82,551	1.5%		
Students w/ Dyslexia	224,619	4.1%	224,741	4.1%
Foster Care	17,393	0.3%	17,451	0.3%
Homeless	78,178	1.4%	78,296	1.4%
Immigrant	126,747	2.3%	126,858	2.3%
Migrant	18,888	0.3%	18,992	0.3%
Title I	3,568,526	65.1%	3,576,850	65.1%
Military Connected	105,751	1.9%	105,787	1.9%
At-Risk	2,773,390	50.6%	2,776,481	50.5%
Students by Instructional Program:				
Bilingual/ESL Education	1,128,904	20.6%	1,129,558	20.6%

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Student Information	----- Membership -----		----- Enrollment -----	
	Count	Percent	Count	Percent
Career & Technical Education	1,512,219	27.6%		
Career & Technical Education (9-12 grades only)	805,496	50.8%	806,117	50.8%
Gifted & Talented Education	444,125	8.1%	444,196	8.1%
Special Education	577,868	10.5%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	577,868			
By Type of Primary Disability				
Students with Intellectual Disabilities	245,216	42.4%		
Students with Physical Disabilities	123,847	21.4%		
Students with Autism	79,952	13.8%		
Students with Behavioral Disabilities	120,042	20.8%		
Students with Non-Categorical Early Childhood	8,811	1.5%		
Mobility (2018-19):				
Total Mobile Students	806,375	15.3%		

Student Information	Non-Special Education Rates	Special Education Rates
Retention Rates by Grade:		
Kindergarten	1.6%	5.5%
Grade 1	2.9%	4.9%
Grade 2	1.6%	2.0%
Grade 3	0.9%	0.8%
Grade 4	0.5%	0.4%
Grade 5	0.4%	0.5%
Grade 6	0.4%	0.5%
Grade 7	0.5%	0.6%
Grade 8	0.4%	0.6%
Grade 9	7.8%	13.1%

	----- State -----	
	Count	Percent
Data Quality:		
Underreported Students	5,686	0.2%

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Class Size Information	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	19.0
Grade 1	18.9
Grade 2	18.8
Grade 3	19.0
Grade 4	19.2
Grade 5	20.9
Grade 6	20.4
Secondary:	
English/Language Arts	16.4
Foreign Languages	18.7
Mathematics	17.8
Science	18.8
Social Studies	19.3

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 2019-20 State Staff Information

Staff Information	Count	Percent
Total Staff	734,726.4	100.0%
Professional Staff:	468,132.4	63.7%
Teachers	363,121.3	49.4%
Professional Support	74,698.8	10.2%
Campus Administration (School Leadership)	21,960.1	3.0%
Central Administration	8,352.3	1.1%
Educational Aides:	78,096.8	10.6%
Auxiliary Staff:	188,497.2	25.7%
Librarians & Counselors (Headcount):		
Librarians		
Full-time	4,373.0	n/a
Part-time	595.0	n/a
Counselors		
Full-time	12,901.0	n/a
Part-time	1,103.0	n/a
Total Minority Staff:	375,758.9	51.1%
Teachers by Ethnicity and Sex:		
African American	39,132.5	10.8%
Hispanic	102,099.7	28.1%
White	209,453.0	57.7%
American Indian	1,239.6	0.3%
Asian	6,393.2	1.8%
Pacific Islander	638.2	0.2%
Two or More Races	4,165.2	1.1%
Males	86,302.4	23.8%
Females	276,818.8	76.2%
Teachers by Highest Degree Held:		
No Degree	4,859.9	1.3%
Bachelors	266,596.3	73.4%
Masters	89,088.4	24.5%
Doctorate	2,576.8	0.7%
Teachers by Years of Experience:		
Beginning Teachers	26,878.7	7.4%
1-5 Years Experience	101,305.8	27.9%
6-10 Years Experience	70,305.4	19.4%
11-20 Years Experience	106,767.7	29.4%
Over 20 Years Experience	57,863.9	15.9%
Number of Students per Teacher	15.1	n/a

Texas Education Agency
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2019-20 State Staff Information

Staff Information	State
Experience of Campus Leadership:	
Average Years Experience of Principals	6.2
Average Years Experience of Principals with District	5.3
Average Years Experience of Assistant Principals	5.3
Average Years Experience of Assistant Principals with District	4.7
Average Years Experience of Teachers:	11.1
Average Years Experience of Teachers with District:	7.2
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$49,868
1-5 Years Experience	\$52,823
6-10 Years Experience	\$55,756
11-20 Years Experience	\$59,308
Over 20 Years Experience	\$65,449
Average Actual Salaries (regular duties only):	
Teachers	\$57,091
Professional Support	\$67,352
Campus Administration (School Leadership)	\$82,512
Central Administration	\$108,367
Instructional Staff Percent:	64.6%
Turnover Rate for Teachers:	16.8%
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,122.5
Educational Aides	189.0
Auxiliary Staff	399.5
Contracted Instructional Staff:	6,309.0

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 Texas Academic Performance Report
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Program Information	Count	Percent
----- State -----		
Teachers by Program (population served):		
Bilingual/ESL Education	23,626	6.5%
Career & Technical Education	18,120	5.0%
Compensatory Education	10,147	2.8%
Gifted & Talented Education	7,053	1.9%
Regular Education	257,549	70.9%
Special Education	33,620	9.3%
Other	13,005	3.6%

^{1/A} Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

^{1/B} Indicates results are masked due to small numbers to protect student confidentiality.

^{1/C} When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

^{1/D} Indicates there are no students in the group.

^{1/E} Indicates data reporting is not applicable for this group.

^{1/F} Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Chapter 2. Student Performance

This chapter provides an overview of student performance on statewide assessments, including the State of Texas Assessments of Academic Readiness (STAAR), STAAR Spanish, STAAR Alternate 2, the Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. Because of the COVID-19 pandemic, the STAAR and STAAR Alternate 2 assessments were canceled for spring 2020 and TELPAS and TELPAS Alternate were to be completed on an optional basis. As a result, state assessment results for 2020 are not presented in this report.

STAAR is an assessment designed to measure the extent to which students have learned and are able to apply the knowledge and skills outlined in the Texas Essential Knowledge and Skills (TEKS), the state-mandated curriculum. One important function of STAAR is to gauge how well schools and teachers are preparing students academically. The test is specifically designed to measure individual student progress in relation to content that is directly tied to the TEKS. Every STAAR question is directly aligned to the TEKS currently in effect for the grade and subject or the course being assessed. Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8 (Table 2.1). In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public school or open-enrollment charter school (Texas Education Code §39.025). A student who fails a STAAR EOC assessment for no more than two of five courses can still receive a diploma if he or she is determined to be qualified to graduate by an individual graduation committee (Title 19 of the Texas Administrative Code §101.3022).

Table 2.1
State Assessments, 2019 and 2020

State of Texas Assessments of Academic Readiness (STAAR)								
Subject Area	Grade						End-of-Course	
	3	4	5	6	7	8		
Reading	STAAR STAAR Sp ^a STAAR Alt 2 ^b	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	<u>English I</u> STAAR STAAR Alt 2	<u>English II</u> STAAR STAAR Alt 2
Writing		STAAR STAAR Sp STAAR Alt 2			STAAR STAAR Alt 2			
Mathematics	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Sp STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	STAAR STAAR Alt 2	<u>Algebra I</u> STAAR STAAR Alt 2	
Science			STAAR STAAR Sp STAAR Alt 2			STAAR STAAR Alt 2	<u>Biology</u> STAAR STAAR Alt 2	
Social Studies						STAAR STAAR Alt 2	<u>U.S. History</u> STAAR STAAR Alt 2	
Grade	Texas English Language Proficiency Assessment System (TELPAS)							
K-1	TELPAS assessments in four language domains: listening, speaking, reading, and writing.							
2-12	TELPAS and TELPAS Alt ^c assessments in four language domains: listening, speaking, reading, and writing.							

^aSTAAR Spanish. ^bSTAAR Alternate 2. ^cTELPAS Alternate.

STAAR Spanish assessments are offered for mathematics and reading in Grades 3-5, writing in Grade 4, and science in Grade 5. STAAR Spanish assessments are designed to measure the academic skills of students who receive their academic instruction primarily in Spanish. STAAR and STAAR Spanish assess the same TEKS content standards and have the same test blueprints.

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

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

Under ESSA, the state is required to administer an alternate assessment for ELs with the most significant cognitive disabilities who cannot participate in the general English language proficiency assessment, even with allowable accommodations. TELPAS Alternate is designed to evaluate students in Grades 2-12 who are identified in the Public Education Information Management System (PEIMS) as limited English proficient and also have significant cognitive disabilities. TELPAS Alternate is a holistic inventory aligned to the ELPS; however, it is based on alternate PLDs that were created to address the specific access needs of this student population. Like TELPAS, TELPAS Alternate assesses four language domains: listening, speaking, reading, and writing.

STAAR Performance Levels and Policy Definitions

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

Did Not Meet Grade Level. Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.

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

Meets Grade Level. Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. For Algebra II and English III, this level of performance also indicates students are sufficiently prepared for postsecondary success.

Masters Grade Level. Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. For Algebra II and English III, this level of performance also indicates students are well prepared for postsecondary success.

Setting STAAR Performance Standards

A variety of factors were taken into consideration when setting STAAR performance standards, such as state education policy, TEKS content standards, educator knowledge about what students should know and be able to do, and information about how student performance on statewide assessments compares with performance on other assessments. Standard-setting committees made up of diverse groups of stakeholders carefully considered the interaction of these elements for each STAAR assessment. The goal of the STAAR program is to have a comprehensive assessment system with curriculum standards and performance standards that are vertically aligned within a content area; that is, the curriculum and performance standards link from the high school courses back to the middle school and elementary school grades and subject areas. Accordingly, the STAAR performance standards were set for the STAAR EOC assessments first, the middle school assessments next, and the elementary school assessments last. The Texas Education Agency (TEA) used an evidence-based standard-setting approach for the STAAR program that incorporated elements of a traditional standard-setting framework (e.g., performance-level descriptors and item-mapping methods) and supported that framework with empirically based research studies and policy considerations.

The original STAAR performance standards were approved by the commissioner of education and subsequently adopted in 2012. A phase-in period was implemented to provide school districts with time to adjust instruction, provide targeted professional development, increase teacher effectiveness, and close knowledge gaps. In 2017, the commissioner replaced the phase-in schedule with the final set of standards and labels indicating student performance. The phase-in standard was established as the minimum passing requirement (Approaches Grade Level) and the panel-recommended standard as the benchmark indicating a higher level of satisfactory achievement (Meets Grade Level). The Level III performance standard was renamed Masters Grade Level to clearly indicate advanced grade-level performance on a STAAR assessment and to articulate the relationship between each of the performance levels. It is important to note that although the labels were changed, the performance standards remained the same. Additionally, the performance labels for STAAR Alternate 2 did not change—Level I: Developing Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Accomplished Academic Performance.

STAAR Grades 3-8 Results

State Summary

In reading, Approaches Grade Level passing rates in 2019 ranged from 66 percent in Grade 6 to 77 percent in Grades 5 and 8 (Table 2.2). Across grades, students achieved Masters Grade Level performance at the highest rate in Grades 5 and 7 (28%).

Table 2.2
STAAR Grades 3-8 Performance, All Students, by Subject and Grade, 2019 and 2020

Grade	Achieved (%), 2019			Achieved (%), 2020		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading						
3	75	43	27	n/a ^a	n/a	n/a
4	73	43	21	n/a	n/a	n/a
5	77	51	28	n/a	n/a	n/a
6	66	35	17	n/a	n/a	n/a
7	74	47	28	n/a	n/a	n/a
8	77	53	27	n/a	n/a	n/a
Writing						
4	65	34	10	n/a	n/a	n/a
7	69	40	17	n/a	n/a	n/a
Mathematics						
3	78	47	24	n/a	n/a	n/a
4	74	46	27	n/a	n/a	n/a
5	83	55	35	n/a	n/a	n/a
6	79	45	20	n/a	n/a	n/a
7	73	41	16	n/a	n/a	n/a
8	81	55	16	n/a	n/a	n/a
Science						
5	73	47	23	n/a	n/a	n/a
8	79	49	24	n/a	n/a	n/a
Social Studies						
8	67	35	20	n/a	n/a	n/a

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

In writing, 65 percent of Grade 4 students and 69 percent of Grade 7 students met the Approaches Grade Level passing standard in 2019. Ten percent of fourth-grade students and 17 percent of seventh-grade students achieved Masters Grade Level performance.

In mathematics, Approaches Grade Level passing rates in 2019 ranged from 73 percent in Grade 7 to 83 percent in Grade 5. Across grades, students achieved Masters Grade Level performance at the highest rate in Grade 5 (35%).

In science, 73 percent of Grade 5 students and 79 percent of Grade 8 students met the Approaches Grade Level passing standard in 2019. Twenty-three percent of fifth-grade students and 24 percent of eighth-grade students achieved Masters Grade Level performance.

In social studies, 67 percent of eighth-grade students met the Approaches Grade Level passing standard in 2019, and 20 percent achieved Masters Grade Level performance.

Results by Race/Ethnicity

In reading, Approaches Grade Level passing rates for African American students in 2019 ranged from 57 percent in Grade 6 to 67 percent in Grade 8 (Appendices 2-A through 2-F, beginning on page 87). Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 5 (19%). Among Hispanic students in 2019, Approaches Grade Level passing rates in reading ranged from 60 percent in Grade 6 to 74 percent in Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rates in Grades 3, 5, and 7 (22% each). Among White students in 2019, Approaches Grade Level passing rates in reading ranged from 78 percent in Grade 6 to 87 percent in Grade 8. Across grades, White students achieved Masters Grade Level performance at the highest rates in Grades 5 and 7 (40% each).

In writing, 52 percent of African American students in Grade 4 and 59 percent in Grade 7 met the Approaches Grade Level passing standard in 2019. Five percent of African American students in Grade 4 and 10 percent in Grade 7 achieved Masters Grade Level performance. Hispanic students in 2019 had Approaches Grade Level passing rates in writing of 62 percent in Grade 4 and 63 percent in Grade 7. Eight percent of Hispanic students in Grade 4 and 12 percent in Grade 7 achieved Masters Grade Level performance. White students in 2019 had Approaches Grade Level passing rates in writing of 74 percent in Grade 4 and 80 percent in Grade 7. Fourteen percent of White students in Grade 4 and 25 percent in Grade 7 achieved Masters Grade Level performance.

In mathematics, Approaches Grade Level passing rates for African American students in 2019 ranged from 59 percent in Grade 4 to 72 percent in Grade 8. Across grades, African American students achieved Masters Grade Level performance at the highest rate in Grade 5 (20%). Among Hispanic students in 2019, Approaches Grade Level passing rates in mathematics ranged from 70 percent in Grade 7 to 81 percent in Grade 5. Across grades, Hispanic students achieved Masters Grade Level performance at the highest rate in Grade 5 (30%). Among White students in 2019, Approaches Grade Level passing rates in mathematics ranged from 82 percent in Grade 4 to 89 percent in Grade 5. Across grades, White students achieved Masters Grade Level performance at the highest rate in Grade 5 (46%).

In science, 59 percent of African American students Grade 5 and 69 percent in Grade 8 met the Approaches Grade Level passing standard in 2019. Eleven percent of African American students in Grade 5 and 12 percent in Grade 8 achieved Masters Grade Level performance. Hispanic students in 2019 had Approaches Grade Level passing rates in science of 69 percent in Grade 5 and 75 percent in Grade 8. Eighteen percent of Hispanic students in Grade 5 and 17 percent in Grade 8 achieved Masters Grade Level performance. White students in 2019 had Approaches Grade Level passing rates in science of 85 percent in Grade 5 and 89 percent in Grade 8. Thirty-four percent of White students in Grade 5 and 38 percent in Grade 8 achieved Masters Grade Level performance.

In social studies, 56 percent of African American eighth-grade students met the Approaches Grade Level passing standard in 2019, and 12 percent achieved Masters Grade Level performance. Sixty-one percent of Hispanic eighth-grade students met the Approaches Grade Level passing standard in social studies in 2019, and 14 percent achieved Masters Grade Level performance. Seventy-nine percent of White eighth-grade students met the Approaches Grade Level passing standard in social studies in 2019, and 30 percent achieved Masters Grade Level performance.

Results by Special Population

STAAR Grades 3-8 results for students identified as at risk of dropping out of school are presented in Appendices 2-A through 2-F, beginning on page 87. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2019 for at-risk students were lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

A student is considered economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program. STAAR results for economically disadvantaged students are presented in Appendices 2-A through 2-F, beginning on page 87. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2019 for economically disadvantaged students were lower than for all students tested.

Assessment options for students receiving special education services are considered by each student's admission, review, and dismissal (ARD) committee to determine the most appropriate assessment and the allowable accommodations required for each subject-area test administered to the student. STAAR results for students receiving special education services are presented in Appendices 2-A through 2-F, beginning on page 87. Across all tests in Grades 3-8, the Approaches Grade Level passing rates in 2019 for special education students were lower than for all students tested.

STAAR Spanish Grades 3-5 Results

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

In 2019, the number of students taking STAAR Spanish ranged from 6,053 in Grade 5 mathematics to 33,060 in Grade 3 reading (Appendices 2-G through 2-I, beginning on page 94). In reading, Approaches Grade Level passing rates in 2019 ranged from 59 percent in Grade 4 to 80 percent in Grade 5. In mathematics, Approaches Grade Level passing rates ranged from 54 percent in Grade 4 to 66 percent in Grade 3. Sixty-seven percent of Grade 4 students met the Approaches Grade Level passing standard in writing, and 44 percent of Grade 5 students met the Approaches Grade Level passing standard in science.

STAAR EOC Assessment Results

State Summary

In 2019, Approaches Grade Level passing rates on STAAR EOC assessments ranged from 63 percent in English I to 93 percent in U.S. History (Appendix 2-J on page 97). Percentages of students achieving Masters Grade Level performance ranged from 8 percent in English II to 47 percent in U.S. History.

Table 2.3
STAAR Spanish Grades 3-5 Performance, All Students, by Subject and Grade, 2019 and 2020

Grade	Achieved (%), 2019			Achieved (%), 2020		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Reading						
3	69	39	21	n/a ^a	n/a	n/a
4	59	29	12	n/a	n/a	n/a
5	80	53	21	n/a	n/a	n/a
Writing						
4	67	39	15	n/a	n/a	n/a
Mathematics						
3	66	31	12	n/a	n/a	n/a
4	54	26	12	n/a	n/a	n/a
5	57	28	13	n/a	n/a	n/a
Science						
5	44	18	6	n/a	n/a	n/a

Note. Results are based on the primary administrations of STAAR Spanish, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Table 2.4
STAAR End-of-Course Performance, All Students, by Subject, 2019 and 2020

Subject	Achieved (%), 2019			Achieved (%), 2020		
	Approaches	Meets	Masters	Approaches	Meets	Masters
English I	63	49	12	n/a ^a	n/a	n/a
English II	67	51	8	n/a	n/a	n/a
Algebra I	84	62	39	n/a	n/a	n/a
Biology	88	63	26	n/a	n/a	n/a
U.S. History	93	75	47	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Results by Race/Ethnicity

Across STAAR EOC assessments in 2019, Approaches Grade Level passing rates for African American, Hispanic, and White students were highest in U.S. History (89%, 92%, and 97%, respectively), followed by Biology (82%, 85%, and 95%), Algebra I (76%, 83%, and 88%), English II (58%, 61%, and 81%), and English I (52%, 58%, and 78%) (Appendix 2-J on page 97). Similarly, percentages of African American, Hispanic, and White students achieving Masters Grade Level performance were highest in U.S. History (34%, 39%, and 62%, respectively) and lowest in English II (4%, 5%, and 14%).

Results by Special Population

STAAR EOC assessment results for students identified as at risk of dropping out of school are presented in Appendix 2-J on page 97. For every EOC assessment administered in 2019, the Approaches Grade Level passing rate for at-risk students was lower than for all students tested. See Chapter 3 of this report for detailed information about the participation and performance of at-risk students on state assessments.

STAAR EOC assessment results for economically disadvantaged students are presented in Appendix 2-J on page 97. For every EOC assessment administered in 2019, the Approaches Grade Level passing rate for economically disadvantaged students was lower than for all students tested.

STAAR EOC assessment results for students receiving special education services are presented in Appendix 2-J on page 97. For every EOC assessment administered in 2019, the Approaches Grade Level passing rate for special education students was lower than for all students tested.

STAAR Alternate 2 Results

STAAR Alternate 2 Grades 3-8 and EOC assessments are available for students who have the most significant cognitive disabilities. The assessments involve teachers observing students as they respond to standardized, state-developed assessment questions that link to the grade-level TEKS. Teachers evaluate student performance based on standard scoring instructions embedded into each question and submit student results through the Texas Assessment Management System. A student assessed with STAAR Alternate 2 is administered this assessment for all content areas assessed at the student's grade level.

Performance levels for STAAR Alternate 2 are Level I: Developing Academic Performance, Level II: Satisfactory Academic Performance, and Level III: Accomplished Academic Performance. Across Grades 3-8 in 2019, Level II passing rates on STAAR Alternate 2 ranged from 87 percent in Grade 4 writing to 96 percent in Grade 7 mathematics and Grade 8 science (Table 2.5). Percentages of students achieving Level III performance ranged from 17 percent in Grade 3 reading to 49 percent in Grade 8 mathematics.

In 2019, Level II passing rates on STAAR Alternate 2 EOC assessments ranged from 93 percent in English II, Algebra I, and U.S. History to 96 percent in Biology (Appendix 2-K on page 99). Percentages of students achieving Level III performance ranged from 26 percent in Biology to 42 percent in English II.

Student Success Initiative

Overview

The Student Success Initiative (SSI) was enacted by the 76th Texas Legislature in 1999 as a system of supports structured to ensure that all students have the skills they need to meet grade-level performance expectations. Under the SSI grade advancement requirements, students in Grades 5 and 8 are provided three testing opportunities in the spring and summer to meet the passing standards in reading and mathematics. If a student is not successful after the second testing opportunity, a grade placement committee (GPC) is convened to prescribe an appropriate accelerated plan of instruction and to make promotion decisions for the student. The GPC consists of the principal or principal's designee, the teacher in the subject tested, and the student's parents or guardians. Students served by special education who take STAAR, as well as English learners (ELs), are also subject to SSI grade advancement requirements. However, ELs identified as unschooled asylees or refugees are subject to SSI grade advancement requirements only in the subject areas in which they participate in a state assessment. For a student receiving special education services, the ARD committee functions as the GPC.

Table 2.5
STAAR Alternate 2 Grades 3-8 Participation and Performance, by Subject and Grade, 2019 and 2020

Grade	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
Reading								
3	5,881	12	88	17	n/a ^a	n/a	n/a	n/a
4	6,312	9	91	21	n/a	n/a	n/a	n/a
5	6,133	10	90	25	n/a	n/a	n/a	n/a
6	6,038	9	91	30	n/a	n/a	n/a	n/a
7	5,615	8	92	36	n/a	n/a	n/a	n/a
8	5,252	7	93	33	n/a	n/a	n/a	n/a
Writing								
4	6,310	13	87	32	n/a	n/a	n/a	n/a
7	5,613	10	90	42	n/a	n/a	n/a	n/a
Mathematics								
3	5,880	9	91	30	n/a	n/a	n/a	n/a
4	6,311	6	94	36	n/a	n/a	n/a	n/a
5	6,131	7	93	41	n/a	n/a	n/a	n/a
6	6,036	6	94	43	n/a	n/a	n/a	n/a
7	5,616	4	96	40	n/a	n/a	n/a	n/a
8	5,254	7	93	49	n/a	n/a	n/a	n/a
Science								
5	6,133	6	94	37	n/a	n/a	n/a	n/a
8	5,250	4	96	46	n/a	n/a	n/a	n/a
Social Studies								
8	5,249	6	94	37	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Table 2.6
STAAR Alternate 2 End-of-Course Performance, All Students, by Subject, 2019 and 2020

Subject	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
English I	5148	6	94	37	n/a ^a	n/a	n/a	n/a
English II	4680	7	93	42	n/a	n/a	n/a	n/a
Algebra I	5122	7	93	37	n/a	n/a	n/a	n/a
Biology	4954	4	96	26	n/a	n/a	n/a	n/a
U.S. History	4271	7	93	39	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

STAAR Results

In 2019, fifth graders took the STAAR reading test for the first time in April. Of those students, 77 percent met the Approaches Grade Level passing standard (Table 2.7 on page 66). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 40 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in reading for all Grade 5 students was 87 percent.

In 2019, fifth graders took the STAAR mathematics test for the first time in April. Of those students, 83 percent met the Approaches Grade Level passing standard (Table 2.8 on page 67). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate

Table 2.7
STAAR Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2019 and 2020

Group	Achieved Approaches Grade Level Standard							
	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2019								
All Students	316,905	77	35,634	40	3,954	11	356,493	87
African American	33,866	66	5,571	34	785	11	40,222	78
American Indian	1,004	77	111	39	8	7	1,123	86
Asian	17,026	91	562	37	85	15	17,673	95
Hispanic	160,328	74	21,807	39	2,495	11	184,630	85
Pacific Islander	460	78	49	40	5	9	514	87
White	95,414	86	6,757	48	498	14	102,669	93
Multiracial	8,693	83	752	45	74	14	9,519	90
At-Risk	134,714	62	28,929	38	3,371	11	167,014	77
Economically Disadvantaged	177,811	70	27,303	38	3,234	11	208,348	82
English Learner	58,865	65	10,791	36	1,439	10	71,095	79
Special Education	15,192	39	4,663	24	230	7	20,085	51
2020								
All Students	n/a ^f	n/a	n/a	n/a	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Learner	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aFor 2019, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard. ^fNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Table 2.8
STAAR Mathematics Passing Rates, Grade 5, All Administrations, by Student Group, 2019 and 2020

Group	Achieved Approaches Grade Level Standard							
	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2019								
All Students	338,761	83	27,032	40	7,475	28	373,268	91
African American	36,080	71	4,795	34	1,484	23	42,359	83
American Indian	1,062	81	92	40	23	23	1,177	90
Asian	17,630	96	291	45	64	29	17,985	98
Hispanic	176,310	81	16,085	41	4,621	29	197,016	90
Pacific Islander	494	84	34	37	10	29	538	91
White	98,191	89	5,089	46	1,111	36	104,391	94
Multiracial	8,885	85	625	43	155	32	9,665	92
At-Risk	155,550	72	22,011	39	6,295	28	183,856	85
Economically Disadvantaged	196,444	77	20,989	39	6,057	27	223,490	88
English Learner	69,457	77	7,680	39	2,286	27	79,423	88
Special Education	20,108	51	5,201	34	488	23	25,797	65
2020								
All Students	n/a ^f	n/a	n/a	n/a	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Learner	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aFor 2019, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard. ^fNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

of 40 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in mathematics for all Grade 5 students was 91 percent.

In 2019, eighth graders took the STAAR reading test for the first time in April. Of those students, 77 percent met the Approaches Grade Level passing standard (Table 2.9 on page 68). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 35 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in reading for all Grade 8 students was 86 percent.

In 2019, eighth graders took the STAAR mathematics test for the first time in April. Of those students, 81 percent met the Approaches Grade Level passing standard (Table 2.10 on page 69). Students in the April cohort who retested or tested for the first time in May had an Approaches Grade Level passing rate of 34 percent. After the third and final testing opportunity in June, the cumulative Approaches Grade Level passing rate in mathematics for all Grade 8 students was 88 percent.

Table 2.9
STAAR Reading Passing Rates, Grade 8, All Administrations, by Student Group, 2019 and 2020

Group	Achieved Approaches Grade Level Standard							
	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2019								
All Students	303,006	77	29,576	35	4,981	14	337,563	86
African American	32,922	67	4,864	33	1,006	15	38,792	79
American Indian	952	77	100	37	11	12	1,063	85
Asian	16,259	92	450	35	58	12	16,767	95
Hispanic	150,354	73	17,791	33	2,977	12	171,122	83
Pacific Islander	420	75	48	35	6	12	474	84
White	94,308	87	5,740	43	843	22	100,891	92
Multiracial	7,692	85	561	43	78	19	8,331	91
At-Risk	120,417	60	25,130	33	4,412	13	149,959	74
Economically Disadvantaged	159,571	69	21,841	33	3,811	13	185,223	80
English Learner	29,363	49	8,105	27	1,312	9	38,780	64
Special Education	10,196	30	3,751	19	263	7	14,210	41
2020								
All Students	n/a ^f	n/a	n/a	n/a	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Learner	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

^aFor 2019, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard. ^fNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Table 2.10
STAAR Mathematics Passing Rates, Grade 8, All Administrations, by Student Group, 2019 and 2020

Group	Achieved Approaches Grade Level Standard							
	April Cohort ^a		May Results for April Cohort ^b		June Results for April Cohort ^c		Cumulative ^d	
	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%) ^e	Number	Rate (%)
2019								
All Students	274,263	81	19,609	34	4,678	20	298,550	88
African American	32,409	72	3,351	29	959	19	36,719	81
American Indian	869	80	55	29	21	27	945	87
Asian	11,945	96	184	38	34	22	12,163	97
Hispanic	141,234	79	12,151	34	2,904	19	156,289	87
Pacific Islander	380	82	24	30	6	18	410	88
White	80,641	88	3,458	37	673	24	84,772	93
Multiracial	6,674	86	372	37	75	22	7,121	91
At-Risk	134,153	71	16,771	33	4,106	19	155,030	81
Economically Disadvantaged	155,912	76	14,801	33	3,659	19	174,372	85
English Learner	39,484	68	5,368	31	1,373	18	46,225	80
Special Education	14,176	43	3,266	21	321	13	17,763	53
2020								
All Students	n/a ^f	n/a	n/a	n/a	n/a	n/a	n/a	n/a
African American	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At-Risk	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
English Learner	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

^aFor 2019, includes students tested in April and students whose answer documents were coded absent or other. ^bIncludes students in the April cohort who retested or tested for the first time in May. ^cIncludes students in the April cohort who retested or tested for the first time in June. ^dIncludes all students in the April cohort who tested in April and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard. ^fNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

STAAR and TELPAS Performance of Students Identified as English Learners

STAAR measures achievement of academic knowledge and skills, and the Texas English Language Proficiency Assessment System (TELPAS) measures how well ELs are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. For kindergarten and Grade 1, TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions. For Grades 2-12, TELPAS includes online, item-based assessments in listening, speaking, and reading, as well as holistically rated student writing collections (Table 2.1 on page 57).

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

Spanish demonstrate thorough knowledge of the same academic skills that are assessed on English-version STAAR. Students who score high on STAAR Spanish may score at any English proficiency level on TELPAS, depending on how much English they have learned.

Data for current and former ELs assessed by STAAR reading tests and TELPAS in 2019 are provided in Table 2.12 by grade and special language program instructional model.

Table 2.11
Performance of Current English Learners (ELs)^a on STAAR Reading and TELPAS^b, by Grade, 2019

Grade	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^c	Int. ^d	Adv. ^e	Adv. High ^f
K	n/a ^g	n/a	n/a	n/a	91,998	42	36	15	7
1	n/a	n/a	n/a	n/a	100,250	17	39	27	17
2	n/a	n/a	n/a	n/a	98,382	6	44	40	10
3	98,777	69	35	19	99,380	3	30	45	23
4	96,257	65	30	12	96,513	4	33	44	20
5	87,433	66	34	14	87,555	3	25	43	29
6	74,867	42	13	4	75,670	2	31	52	15
7	64,838	50	19	7	65,044	3	32	49	16
8	58,071	50	19	5	58,330	2	32	51	15
9	n/a	n/a	n/a	n/a	53,173	6	44	38	12
10	n/a	n/a	n/a	n/a	39,303	5	44	38	13
11	n/a	n/a	n/a	n/a	29,716	4	42	39	16
12	n/a	n/a	n/a	n/a	24,118	3	41	40	16

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

^aCurrent ELs were identified as ELs in 2019-20. The group, all current ELs, includes students for whom information about services received may be incomplete. ^bTexas English Language Proficiency Assessment System. ^cBeginning. ^dIntermediate. ^eAdvanced. ^fAdvanced High. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2, and STAAR end-of-course tests are course-based, rather than grade-level based; or (b) no students were tested.

STAAR Alternate 2 and TELPAS Alternate Performance of Students Identified as English Learners

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

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

Data for current and former ELs assessed by STAAR Alternate 2 reading tests and TELPAS Alternate in 2019 are provided in Table 2.14 on page 78 by grade and special language program instructional model.

Table 2.12
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS^a, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e
Grade K									
All Current ELs ^f	n/a ^g	n/a	n/a	n/a	91,998	42	36	15	7
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	63,639	53	36	9	3
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	25,718	49	35	12	4
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	5,093	68	28	3	1
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,347	47	40	10	3
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	22,481	58	36	5	1
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	25,983	17	37	31	15
ESL/Content-Based	n/a	n/a	n/a	n/a	19,108	17	37	31	15
ESL/Pull-Out	n/a	n/a	n/a	n/a	6,875	20	37	29	14
No Services	n/a	n/a	n/a	n/a	2,286	19	34	29	19
Grade 1									
All Current ELs	n/a	n/a	n/a	n/a	100,250	17	39	27	17
All Bil. Education Programs	n/a	n/a	n/a	n/a	67,419	23	45	22	10
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	27,513	19	41	25	15
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	5,434	32	49	15	3
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	10,486	18	46	25	10
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	23,986	27	48	20	5
All ESL Programs	n/a	n/a	n/a	n/a	29,313	6	27	36	31
ESL/Content-Based	n/a	n/a	n/a	n/a	21,152	5	26	37	31
ESL/Pull-Out	n/a	n/a	n/a	n/a	8,161	7	28	34	31
No Services	n/a	n/a	n/a	n/a	3,457	8	27	32	33
Grade 2									
All Current ELs	n/a	n/a	n/a	n/a	98,382	6	44	40	10
All Bil. Education Programs	n/a	n/a	n/a	n/a	65,796	7	48	37	8
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	26,429	6	45	40	9
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	6,010	10	52	32	6
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	9,932	6	44	40	10
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	23,425	8	52	34	6
All ESL Programs	n/a	n/a	n/a	n/a	28,733	3	37	45	15
ESL/Content-Based	n/a	n/a	n/a	n/a	20,326	3	36	45	16
ESL/Pull-Out	n/a	n/a	n/a	n/a	8,407	3	39	45	12
No Services	n/a	n/a	n/a	n/a	3,796	4	40	43	13

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.12 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS^a, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. ^e
Grade 3									
All Current ELs ^f	98,777	69	35	19	99,380	3	30	45	23
All Bil. ^h Education Programs	64,767	71	37	20	65,319	3	32	45	20
Transitional Bil./Early Exit	26,856	68	32	17	27,034	3	30	46	22
Transitional Bil./Late Exit	6,712	72	39	21	6,867	4	36	43	17
Dual Immersion/Two-Way	9,063	74	41	23	9,020	3	28	45	25
Dual Immersion/One-Way	22,136	72	39	22	22,398	4	36	43	18
All ESL ⁱ Programs	29,879	67	33	18	30,035	1	25	46	28
ESL/Content-Based	19,617	68	34	20	19,816	1	23	45	30
ESL/Pull-Out	10,262	65	30	16	10,219	2	27	47	24
No Services	4,096	67	33	18	3,973	2	27	47	24
All Former ELs ^j	6,476	95	75	54	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	3,006	95	72	49	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	2,581	95	71	48	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	23	87	74	57	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	261	96	79	57	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	141	95	74	54	n/a	n/a	n/a	n/a	n/a
All ESL Programs	3,038	96	79	59	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,921	97	81	63	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	1,117	95	75	53	n/a	n/a	n/a	n/a	n/a
No Services	389	95	77	57	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current ELs	96,257	65	30	12	96,513	4	33	44	20
All Bil. Education Programs	62,205	66	31	13	62,597	5	34	43	19
Transitional Bil./Early Exit	24,770	66	29	11	24,900	5	33	44	18
Transitional Bil./Late Exit	8,511	64	29	11	8,601	6	36	41	17
Dual Immersion/Two-Way	7,744	68	35	15	7,760	4	29	45	23
Dual Immersion/One-Way	21,180	66	33	14	21,336	5	36	41	18
All ESL Programs	29,893	62	27	10	29,900	3	30	45	22
ESL/Content-Based	17,873	63	28	11	18,005	3	29	45	23
ESL/Pull-Out	12,020	59	25	9	11,895	3	32	46	20
No Services	4,134	66	30	12	3,924	3	30	45	22
All Former ELs	13,833	95	71	40	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	6,465	95	67	36	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	4,868	94	65	33	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	305	96	72	36	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	626	97	75	45	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	666	96	76	45	n/a	n/a	n/a	n/a	n/a
All ESL Programs	6,467	96	75	45	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,165	97	77	48	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,302	95	71	40	n/a	n/a	n/a	n/a	n/a
No Services	853	95	71	38	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19.

The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons:

(a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.12 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e
Grade 5									
All Current ELs ^f	87,433	66	34	14	87,555	3	25	43	29
All Bil. ^h Education Programs	53,679	69	38	15	54,042	3	26	42	29
Transitional Bil./Early Exit	21,577	64	30	12	21,679	3	26	44	27
Transitional Bil./Late Exit	7,499	65	33	13	7,549	4	27	42	27
Dual Immersion/Two-Way	5,807	75	44	19	5,851	3	20	41	36
Dual Immersion/One-Way	18,796	75	46	19	18,963	3	27	41	29
All ESL ⁱ Programs	29,735	60	28	11	29,657	2	24	44	30
ESL/Content-Based	16,081	61	29	12	16,010	2	24	43	31
ESL/Pull-Out	13,654	59	27	10	13,647	2	25	45	28
No Services	3,986	60	30	13	3,794	2	25	45	28
All Former ELs ^j	22,466	96	75	45	n/a ^g	n/a	n/a	n/a	n/a
All Bil. Education Programs	11,224	95	71	40	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	7,607	94	69	38	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,127	97	72	40	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	992	98	82	52	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	1,498	96	76	45	n/a	n/a	n/a	n/a	n/a
All ESL Programs	9,437	97	80	52	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	6,134	97	81	54	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	3,303	96	77	48	n/a	n/a	n/a	n/a	n/a
No Services	1,744	94	75	45	n/a	n/a	n/a	n/a	n/a
Grade 6									
All Current ELs	74,867	42	13	4	75,670	2	31	52	15
All Bil. Education Programs	6,721	43	14	4	6,889	2	26	54	17
Transitional Bil./Early Exit	2,258	39	10	2	2,275	3	28	55	14
Transitional Bil./Late Exit	1,453	39	10	3	1,458	3	31	55	11
Dual Immersion/Two-Way	1,834	53	20	7	1,887	1	20	54	25
Dual Immersion/One-Way	1,176	44	15	4	1,269	2	27	54	17
All ESL Programs	64,471	42	13	4	65,247	2	32	51	15
ESL/Content-Based	13,711	49	18	6	13,817	3	33	51	14
ESL/Pull-Out	50,760	40	12	3	51,430	2	32	52	15
No Services	3,645	45	15	5	3,510	1	30	54	15
All Former ELs	28,247	86	48	22	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	14,664	85	45	19	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	8,137	81	40	16	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	2,054	87	46	19	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	1,499	90	54	26	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2,974	89	52	23	n/a	n/a	n/a	n/a	n/a
All ESL Programs	11,462	88	53	27	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	7,377	90	57	29	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	4,085	85	46	22	n/a	n/a	n/a	n/a	n/a
No Services	2,082	85	47	22	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19.

The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons:

(a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.12 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. ^e	
Grade 7										
All Current ELs ^f	64,838	50	19	7	65,044	3	32	49	16	
All Bil. ^h Education Programs	980	60	24	11	1,014	2	22	46	29	
Transitional Bil./Early Exit	30	47	23	13	53	4	30	49	17	
Transitional Bil./Late Exit	4	– ^k	–	–	4	–	–	–	–	
Dual Immersion/Two-Way	883	60	23	10	891	2	21	46	31	
Dual Immersion/One-Way	63	65	30	11	66	0	29	56	15	
All ESL ⁱ Programs	60,830	49	19	7	61,097	3	33	49	15	
ESL/Content-Based	10,786	56	26	11	10,607	3	35	49	13	
ESL/Pull-Out	50,044	48	17	6	50,490	3	32	49	16	
No Services	3,014	54	23	10	2,914	1	30	52	16	
All Former ELs ^j	31,144	91	62	35	n/a ^g	n/a	n/a	n/a	n/a	
All Bil. Education Programs	15,453	91	60	33	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	7,616	89	57	30	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	2,362	90	59	32	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	1,501	95	68	41	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	3,974	92	62	36	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	13,422	92	64	38	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	7,704	93	67	41	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	5,718	90	61	34	n/a	n/a	n/a	n/a	n/a	
No Services	2,236	89	59	34	n/a	n/a	n/a	n/a	n/a	
Grade 8										
All Current ELs	58,071	50	19	5	58,330	2	32	51	15	
All Bil. Education Programs	519	63	26	5	625	1	20	47	32	
Transitional Bil./Early Exit	16	69	44	6	31	0	26	48	26	
Transitional Bil./Late Exit	5	60	20	0	4	–	–	–	–	
Dual Immersion/Two-Way	458	63	26	5	546	1	20	45	33	
Dual Immersion/One-Way	40	70	23	13	44	0	11	70	18	
All ESL Programs	51,047	48	17	4	54,848	2	32	51	15	
ESL/Content-Based	5,666	51	22	6	9,208	3	34	50	13	
ESL/Pull-Out	45,381	47	17	4	45,640	2	32	51	15	
No Services	6,495	62	29	10	2,843	1	28	54	17	
All Former ELs	27,462	93	64	27	n/a	n/a	n/a	n/a	n/a	
All Bil. Education Programs	10,583	93	65	28	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Early Exit	4,745	92	62	25	n/a	n/a	n/a	n/a	n/a	
Transitional Bil./Late Exit	1,826	94	65	28	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/Two-Way	1,278	97	77	37	n/a	n/a	n/a	n/a	n/a	
Dual Immersion/One-Way	2,734	93	64	26	n/a	n/a	n/a	n/a	n/a	
All ESL Programs	15,020	93	64	27	n/a	n/a	n/a	n/a	n/a	
ESL/Content-Based	6,820	94	69	31	n/a	n/a	n/a	n/a	n/a	
ESL/Pull-Out	8,200	93	61	24	n/a	n/a	n/a	n/a	n/a	
No Services	1,814	92	63	26	n/a	n/a	n/a	n/a	n/a	

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons:

(a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.12 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e
Grade 9									
All Current ELs ^f	n/a ^g	n/a	n/a	n/a	53,173	6	44	38	12
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	283	6	41	36	17
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	9	0	22	67	11
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	– ^k	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	266	6	42	35	17
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	7	0	29	43	29
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	50,224	6	44	37	12
ESL/Content-Based	n/a	n/a	n/a	n/a	8,561	8	44	35	12
ESL/Pull-Out	n/a	n/a	n/a	n/a	41,663	6	44	38	12
No Services	n/a	n/a	n/a	n/a	2,647	2	42	40	16
All Former ELs ^j	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10									
All Current ELs	n/a	n/a	n/a	n/a	39,303	5	44	38	13
All Bil. Education Programs	n/a	n/a	n/a	n/a	133	5	43	34	18
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	1	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	130	5	43	34	18
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	2	–	–	–	–
All ESL Programs	n/a	n/a	n/a	n/a	37,121	6	44	38	13
ESL/Content-Based	n/a	n/a	n/a	n/a	6,234	7	44	36	14
ESL/Pull-Out	n/a	n/a	n/a	n/a	30,887	5	44	38	12
No Services	n/a	n/a	n/a	n/a	2,036	2	40	42	17
All Former ELs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons: (a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.12 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Reading				TELPAS				
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)			
		Approaches	Meets	Masters		Beg. ^b	Int. ^c	Adv. ^d	Adv. ^e
Grade 11									
All Current ELs ^f	n/a ^g	n/a	n/a	n/a	29,716	4	42	39	16
All Bil. ^h Education Programs	n/a	n/a	n/a	n/a	47	11	51	26	13
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	2	– ^k	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	44	11	50	25	14
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
All ESL ⁱ Programs	n/a	n/a	n/a	n/a	28,114	4	42	39	15
ESL/Content-Based	n/a	n/a	n/a	n/a	4,400	4	43	38	15
ESL/Pull-Out	n/a	n/a	n/a	n/a	23,714	4	42	39	15
No Services	n/a	n/a	n/a	n/a	1,545	2	37	38	23
All Former ELs^j									
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12									
All Current ELs	n/a	n/a	n/a	n/a	24,118	3	41	40	16
All Bil. Education Programs	n/a	n/a	n/a	n/a	23	4	48	35	13
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	22	5	50	32	14
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	22,891	3	41	40	16
ESL/Content-Based	n/a	n/a	n/a	n/a	3,281	3	44	38	15
ESL/Pull-Out	n/a	n/a	n/a	n/a	19,610	3	41	40	16
No Services	n/a	n/a	n/a	n/a	1,198	3	36	41	19

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

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^gNot applicable for one of the following reasons:

(a) STAAR tests are not administered in Grades K-2 and STAAR end-of-course tests are course-based, rather than grade-level based; (b) TELPAS progress cannot be calculated for kindergarten students because they have only one year of results; (c) former ELs do not participate in TELPAS; or (d) no students were tested.

^hBilingual. ⁱEnglish as a second language. ^jFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^kA dash (–) indicates data are not reported to protect student anonymity.

Table 2.13
Performance of Current English Learners (ELs)^a on STAAR Alternate 2 Reading and TELPAS^b Alternate, by Grade, 2019

Grade	STAAR Alternate 2 Reading				TELPAS Alternate						
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)					
		Dev. ^c	Sat. ^d	Acc. ^e		Aware. ^f	Imit. ^g	Early Ind. ^h	Dev. Ind. ⁱ	Basic Flu. ^j	
K	n/a ^k	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2	n/a	n/a	n/a	n/a	817	18	30	29	19	5	
3	1,027	7	93	21	989	14	23	28	26	10	
4	961	5	95	24	913	10	16	27	31	16	
5	862	7	93	32	846	9	14	22	31	23	
6	702	7	93	33	712	11	15	23	25	25	
7	537	5	95	42	513	11	16	20	24	29	
8	411	5	95	36	403	12	16	19	27	27	
9	n/a	n/a	n/a	n/a	341	14	18	22	22	24	
10	n/a	n/a	n/a	n/a	272	14	17	18	25	27	
11	n/a	n/a	n/a	n/a	172	16	22	17	16	29	
12	n/a	n/a	n/a	n/a	149	18	22	15	21	23	

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

^aCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bTexas English Language Proficiency Assessment System. ^cDeveloping. ^dSatisfactory. ^eAccomplished. ^fAwareness. ^gImitation. ^hEarly Independence. ⁱDeveloping Independence. ^jBasic Fluency. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; or (b) no students were tested.

Table 2.14
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Imit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade K										
All Current ELs ^j	n/a ^k	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. ^l Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL ^m Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 1										
All Current ELs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 2										
All Current ELs	n/a	n/a	n/a	n/a	817	18	30	29	19	5
All Bil. Education Programs	n/a	n/a	n/a	n/a	301	20	31	24	19	5
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	137	21	28	22	20	8
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	20	30	35	20	15	0
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	27	19	26	30	19	7
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	117	18	35	26	18	3
All ESL Programs	n/a	n/a	n/a	n/a	374	14	30	32	19	5
ESL/Content-Based	n/a	n/a	n/a	n/a	250	14	31	33	18	4
ESL/Pull-Out	n/a	n/a	n/a	n/a	124	15	29	30	19	6
No Services	n/a	n/a	n/a	n/a	142	20	28	30	18	4

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fImitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (-) indicates data are not reported to protect student anonymity.

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Table 2.14 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Limit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade 3										
All Current ELs ^j	1,027	7	93	21	989	14	23	28	26	10
All Bil. ^l Education Programs	369	7	93	25	346	15	24	28	25	8
Transitional Bil./Early Exit	171	5	95	30	154	16	21	28	25	10
Transitional Bil./Late Exit	37	5	95	11	36	19	33	31	14	3
Dual Immersion/Two-Way	23	17	83	22	26	12	27	27	31	4
Dual Immersion/One-Way	138	7	93	24	130	15	24	28	25	8
All ESL ^m Programs	446	6	94	17	446	10	21	28	29	11
ESL/Content-Based	298	5	95	16	285	10	22	27	29	12
ESL/Pull-Out	148	7	93	20	161	11	20	30	28	11
No Services	198	8	92	23	196	19	23	25	23	10
All Former ELs ⁿ	n/a ^k	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4										
All Current ELs	961	5	95	24	913	10	16	27	31	16
All Bil. Education Programs	317	1	99	32	315	7	16	31	29	18
Transitional Bil./Early Exit	132	1	99	30	135	7	14	30	33	16
Transitional Bil./Late Exit	46	4	96	17	48	8	19	31	27	15
Dual Immersion/Two-Way	30	0	100	43	30	0	23	33	27	17
Dual Immersion/One-Way	109	0	100	36	102	8	15	30	25	23
All ESL Programs	420	7	93	19	402	11	15	26	31	17
ESL/Content-Based	273	7	93	18	265	12	13	27	30	19
ESL/Pull-Out	147	7	93	20	137	9	19	24	34	15
No Services	209	6	94	24	196	14	19	22	35	10
All Former ELs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fLimitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.14 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Limit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade 5										
All Current ELs ^j	862	7	93	32	846	9	14	22	31	23
All Bil. ^l Education Programs	268	4	96	35	257	11	13	24	30	22
Transitional Bil./Early Exit	121	2	98	38	115	8	15	19	30	29
Transitional Bil./Late Exit	43	12	88	16	42	21	10	29	24	17
Dual Immersion/Two-Way	14	0	100	50	13	0	8	23	38	31
Dual Immersion/One-Way	90	4	96	38	87	11	14	28	32	15
All ESL ^m Programs	380	8	92	30	376	8	14	23	34	22
ESL/Content-Based	245	11	89	31	235	9	12	23	37	19
ESL/Pull-Out	135	4	96	29	141	6	17	23	29	26
No Services	208	7	93	31	212	10	15	20	28	27
All Former ELsⁿ										
All Bil. Education Programs	n/a ^k	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 6										
All Current ELs	702	7	93	33	712	11	15	23	25	25
All Bil. Education Programs	21	0	100	43	31	10	19	35	6	29
Transitional Bil./Early Exit	12	0	100	58	21	14	29	29	10	19
Transitional Bil./Late Exit	5	0	100	20	5	0	20	0	0	80
Dual Immersion/Two-Way	2	– ^o	–	–	2	–	–	–	–	–
Dual Immersion/One-Way	2	–	–	–	3	–	–	–	–	–
All ESL Programs	505	6	94	33	505	10	12	24	26	27
ESL/Content-Based	127	2	98	32	126	9	12	27	25	28
ESL/Pull-Out	378	7	93	34	379	11	12	23	26	27
No Services	173	12	88	28	176	13	22	18	27	20
All Former ELs										
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fImitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.14 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Limit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade 7										
All Current ELs ^j	537	5	95	42	513	11	16	20	24	29
All Bil. ^l Education Programs	8	0	100	63	2	– ^o	–	–	–	–
Transitional Bil./Early Exit	2	–	–	–	1	–	–	–	–	–
Transitional Bil./Late Exit	4	–	–	–	0	n/a ^k	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	2	–	–	–	1	–	–	–	–	–
Dual Immersion/One-Way	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL ^m Programs	378	5	95	42	371	8	15	22	25	30
ESL/Content-Based	83	4	96	42	67	3	15	24	21	37
ESL/Pull-Out	295	5	95	42	304	10	15	21	26	28
No Services	144	6	94	42	140	19	19	16	20	26
All Former ELsⁿ										
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8										
All Current ELs	411	5	95	36	403	12	16	19	27	27
All Bil. Education Programs	3	–	–	–	3	–	–	–	–	–
Transitional Bil./Early Exit	1	–	–	–	1	–	–	–	–	–
Transitional Bil./Late Exit	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	2	–	–	–	2	–	–	–	–	–
Dual Immersion/One-Way	0	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	288	6	94	35	288	11	14	18	29	28
ESL/Content-Based	60	2	98	35	49	12	10	20	18	39
ESL/Pull-Out	228	7	93	35	239	10	15	18	31	26
No Services	114	4	96	36	112	15	21	19	21	24
All Former ELs										
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fLimitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.14 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Limit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade 9										
All Current ELs ^j	n/a ^k	n/a	n/a	n/a	341	14	18	22	22	24
All Bil. ^l Education Programs	n/a	n/a	n/a	n/a	2	– ^o	–	–	–	–
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	1	–	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	1	–	–	–	–	–
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL ^m Programs	n/a	n/a	n/a	n/a	251	12	18	25	20	24
ESL/Content-Based	n/a	n/a	n/a	n/a	39	10	5	31	23	31
ESL/Pull-Out	n/a	n/a	n/a	n/a	212	13	21	24	20	23
No Services	n/a	n/a	n/a	n/a	88	19	18	15	26	22
All Former ELs ⁿ	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 10										
All Current ELs	n/a	n/a	n/a	n/a	272	14	17	18	25	27
All Bil. Education Programs	n/a	n/a	n/a	n/a	1	–	–	–	–	–
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	1	–	–	–	–	–
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	192	11	19	15	26	29
ESL/Content-Based	n/a	n/a	n/a	n/a	31	3	23	16	32	26
ESL/Pull-Out	n/a	n/a	n/a	n/a	161	12	19	15	24	30
No Services	n/a	n/a	n/a	n/a	79	22	10	24	23	22
All Former ELs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fLimitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.14 (continued)
Participation and Performance of Current and Former English Learners (ELs) on STAAR Alternate 2 Reading and TELPAS^a Alternate, by Grade and Special Language Program Instructional Model, 2019

Group	STAAR Alternate 2 Reading				TELPAS Alternate					
	Tested	Achieved (%)			Tested	Proficiency Level Met (%)				
		Dev. ^b	Sat. ^c	Acc. ^d		Aware. ^e	Imit. ^f	Early Ind. ^g	Dev. Ind. ^h	Basic Flu. ⁱ
Grade 11										
All Current ELs ^j	n/a ^k	n/a	n/a	n/a	172	16	22	17	16	29
All Bil. ^l Education Programs	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL ^m Programs	n/a	n/a	n/a	n/a	135	16	21	19	16	30
ESL/Content-Based	n/a	n/a	n/a	n/a	21	14	24	14	5	43
ESL/Pull-Out	n/a	n/a	n/a	n/a	114	16	20	19	18	27
No Services	n/a	n/a	n/a	n/a	37	19	24	14	16	27
Grade 11 Former ELsⁿ										
All Bil. Education Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
No Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Grade 12										
All Current ELs	n/a	n/a	n/a	n/a	149	18	22	15	21	23
All Bil. Education Programs	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL Programs	n/a	n/a	n/a	n/a	99	15	26	17	19	22
ESL/Content-Based	n/a	n/a	n/a	n/a	12	33	8	17	17	25
ESL/Pull-Out	n/a	n/a	n/a	n/a	87	13	29	17	20	22
No Services	n/a	n/a	n/a	n/a	49	24	14	12	24	24

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

^aTexas English Language Proficiency Assessment System. ^bDeveloping. ^cSatisfactory. ^dAccomplished. ^eAwareness. ^fImitation. ^gEarly Independence. ^hDeveloping Independence. ⁱBasic Fluency. ^jCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete. ^kNot applicable for one of the following reasons: (a) STAAR Alternate 2 tests are not administered in Grades K-2, and STAAR Alternate 2 end-of-course tests are course-based, rather than grade-level based; (b) former ELs do not participate in TELPAS Alternate; or (c) no students were tested. ^lBilingual. ^mEnglish as a second language. ⁿFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^oA dash (-) indicates data are not reported to protect student anonymity.

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

Overview

TEA is required to evaluate the correlation between student grades in a course and student performance on the corresponding state-mandated assessment. The most recent study examined the association between passing the April 2019 STAAR English I assessment (i.e., meeting the Approaches Grade Level standard) and passing the English I course (i.e., receiving course credit).

The passing rates for the 2019 STAAR English I assessment were compared with the passing rates for the English I course using course completion information submitted to TEA by districts for the 2018-19 school year. All students in the state for whom both STAAR English I data and English I course data were available were included in the comparison. As in previous grade correlation studies, if the credit results (pass/fail) varied for any student who enrolled in the same course multiple times in the 2018-19 school year, the observation including a passing result was used for comparison. Otherwise, the result from the most recent course enrollment was used for comparison.

Because results for small groups tend to be less stable over time, comparisons of results either across groups or within groups over time can be misleading when one group is small compared to other groups. Therefore, this section presents results only for student groups that accounted for 5 percent or more of the total number of students in the study (Table 2.15).

Table 2.15
Passing Rates, English I Course and STAAR English I End-of-Course Assessment, 2018-19, by Student Group

Group	Course Enrollment		Passed STAAR (%)	Passed Course (%)	Passed Both (%)	Passed STAAR Only (%)	Passed Course Only (%)	Did Not Pass Either (%)
	Number	Percent						
All Students	383,151	100	72	94	71	2	23	5
African American	48,783	13	63	92	61	2	31	6
Hispanic	204,123	53	67	92	65	2	27	6
White	103,112	27	84	97	82	1	14	2
Econ. Disad. ^a	223,895	58	64	91	61	3	30	6
Not Econ. Disad.	159,066	42	85	97	84	1	13	2
Female	185,290	48	79	96	77	2	18	3
Male	197,859	52	66	91	64	2	27	6

Note. Only students for whom both STAAR and course data for English I were available are included.

^aEconomically disadvantaged.

Overall Performance

Overall, 72 percent of students in the study sample who took English I passed the STAAR English I assessment (Table 2.15). Seventy-one percent of students passed both the STAAR English I test and the English I course. The percentage of students who passed the course (94%) was higher than the percentage who passed the test (72%). Two percent passed the STAAR English I test only, 23 percent passed the English I course only, and 5 percent did not pass either.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the English I course at higher rates than they passed the STAAR English I test (Table 2.15). The percentages passing the test, the course, and both the test and course were higher for White students than for African American or Hispanic students. Across racial/ethnic groups, the passing rates for the STAAR English I test ranged from 63 percent to 84 percent, the passing rates for the English I course ranged from 92 percent to 97 percent, and the passing rates for both the test and the course ranged from 61 percent to 82 percent.

Among African American students, the passing rate for the English I course (92%) was higher than the passing rate for STAAR English I test (63%). Sixty-one percent of African American students passed both the test and the course. Two percent passed the STAAR English I test only, 31 percent passed the English I course only, and 6 percent did not pass either.

Among Hispanic students, the passing rate for the English I course (92%) was higher than the passing rate for the STAAR English I test (67%). Sixty-five percent of Hispanic students passed both the test and the course. Two percent passed the STAAR English I test only, 27 percent passed the English I course only, and 6 percent did not pass either.

Among White students, the passing rate for the English I course (97%) was higher than the passing rate for the STAAR English I test (84%). Eighty-two percent of White students passed both the test and the course. One percent passed the STAAR English I test only, 14 percent passed the English I course only, and 2 percent did not pass either.

Performance by Gender

The passing rates for the STAAR English I test, the English I course, and both the test and the course were higher for female students than for male students (Table 2.15).

Among female students, the passing rate for the English I course (96%) was higher than the passing rate for the STAAR English I test (79%). Seventy-seven percent of female students passed both the test and the course. Two percent of female students passed the STAAR English I test only, 18 percent passed the English I course only, and 3 percent did not pass either.

Among male students, the passing rate for the English I course (91%) was higher than the passing rate for the STAAR English I test (66%). Sixty-four percent of male students passed both the test and the course. Two percent of male students passed the STAAR English I test only, 27 percent passed the English I course only, and 6 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR English I test, the English I course, and both the test and the course were lower for students identified as economically disadvantaged than for students not identified as economically disadvantaged (Table 2.15).

Among students identified as economically disadvantaged, the passing rate for the English I course (91%) was higher than the passing rate for the STAAR English I test (64%). Sixty-one percent of economically disadvantaged students passed both the test and the course. Three percent of economically disadvantaged students passed the STAAR English I test only, 30 percent passed the English I course only, and 6 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the English I course (97%) was higher than the passing rate for the STAAR English I test (85%). Eighty-four percent of non-economically disadvantaged students passed both the test and the course. One percent of non-economically

disadvantaged students passed the STAAR English I test only, 13 percent passed the English I course only, and 2 percent did not pass either.

Agency Contact Persons

For information about the state assessment system or assessment results, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Tyson Kane, Associate Commissioner of Strategy and Analytics, (512) 463-9536; or Iris Tian, Student Assessment, (512) 463-9536.

Other Sources of Information

STAAR, STAAR Spanish, STAAR Alternate 2, TELPAS, and TELPAS Alternate results, as well as information about all state testing activities, including test development and released tests, are available on the TEA website at <http://tea.texas.gov/student.assessment/>.

Appendix 2-A
STAAR Participation and Performance, Grade 3, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	389,973	75	43	27	n/a ^a	n/a	n/a	n/a
African American	48,644	64	30	17	n/a	n/a	n/a	n/a
American Indian	1,279	73	40	23	n/a	n/a	n/a	n/a
Asian	17,972	90	70	53	n/a	n/a	n/a	n/a
Hispanic	204,453	72	38	22	n/a	n/a	n/a	n/a
Pacific Islander	617	74	44	27	n/a	n/a	n/a	n/a
White	106,314	84	55	37	n/a	n/a	n/a	n/a
Multiracial	10,385	80	50	34	n/a	n/a	n/a	n/a
At-Risk	190,365	63	28	14	n/a	n/a	n/a	n/a
Econ. Disad. ^b	243,190	68	33	19	n/a	n/a	n/a	n/a
Female	191,085	78	46	30	n/a	n/a	n/a	n/a
Male	198,786	72	40	25	n/a	n/a	n/a	n/a
EL ^c	102,779	69	35	19	n/a	n/a	n/a	n/a
Special Education	37,948	43	17	9	n/a	n/a	n/a	n/a
Mathematics								
All Students	390,033	78	47	24	n/a	n/a	n/a	n/a
African American	48,684	65	31	13	n/a	n/a	n/a	n/a
American Indian	1,280	75	42	21	n/a	n/a	n/a	n/a
Asian	17,933	93	77	55	n/a	n/a	n/a	n/a
Hispanic	204,551	75	42	19	n/a	n/a	n/a	n/a
Pacific Islander	618	78	49	22	n/a	n/a	n/a	n/a
White	106,279	86	59	33	n/a	n/a	n/a	n/a
Multiracial	10,380	81	53	29	n/a	n/a	n/a	n/a
At-Risk	190,467	68	33	13	n/a	n/a	n/a	n/a
Econ. Disad.	243,336	72	38	16	n/a	n/a	n/a	n/a
Female	191,129	78	46	22	n/a	n/a	n/a	n/a
Male	198,800	78	48	25	n/a	n/a	n/a	n/a
EL	102,797	75	41	18	n/a	n/a	n/a	n/a
Special Education	37,979	46	20	9	n/a	n/a	n/a	n/a

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

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

**Appendix 2-B
STAAR Participation and Performance, Grade 4, by Subject and Student Group, 2019 and 2020**

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	405,728	73	43	21	n/a ^a	n/a	n/a	n/a
African American	50,834	60	29	12	n/a	n/a	n/a	n/a
American Indian	1,398	70	38	16	n/a	n/a	n/a	n/a
Asian	18,120	90	70	47	n/a	n/a	n/a	n/a
Hispanic	215,429	70	37	16	n/a	n/a	n/a	n/a
Pacific Islander	594	71	39	17	n/a	n/a	n/a	n/a
White	108,677	83	55	31	n/a	n/a	n/a	n/a
Multiracial	10,444	79	50	27	n/a	n/a	n/a	n/a
At-Risk	191,423	56	23	9	n/a	n/a	n/a	n/a
Econ. Disad. ^b	253,846	66	32	14	n/a	n/a	n/a	n/a
Female	199,027	77	45	23	n/a	n/a	n/a	n/a
Male	206,666	70	40	20	n/a	n/a	n/a	n/a
EL ^c	100,014	64	29	12	n/a	n/a	n/a	n/a
Special Education	39,893	36	14	6	n/a	n/a	n/a	n/a
Writing								
All Students	405,341	65	34	10	n/a	n/a	n/a	n/a
African American	50,820	52	22	5	n/a	n/a	n/a	n/a
American Indian	1,392	60	27	7	n/a	n/a	n/a	n/a
Asian	18,116	86	64	31	n/a	n/a	n/a	n/a
Hispanic	215,131	62	29	8	n/a	n/a	n/a	n/a
Pacific Islander	598	63	32	7	n/a	n/a	n/a	n/a
White	108,632	74	43	14	n/a	n/a	n/a	n/a
Multiracial	10,440	71	41	14	n/a	n/a	n/a	n/a
At-Risk	191,402	47	18	4	n/a	n/a	n/a	n/a
Econ. Disad.	253,732	57	25	6	n/a	n/a	n/a	n/a
Female	198,866	70	38	12	n/a	n/a	n/a	n/a
Male	206,454	61	29	8	n/a	n/a	n/a	n/a
EL	99,884	58	25	7	n/a	n/a	n/a	n/a
Special Education	39,855	25	9	2	n/a	n/a	n/a	n/a
Mathematics								
All Students	405,322	74	46	27	n/a	n/a	n/a	n/a
African American	50,837	59	29	14	n/a	n/a	n/a	n/a
American Indian	1,398	72	40	23	n/a	n/a	n/a	n/a
Asian	18,044	92	78	63	n/a	n/a	n/a	n/a
Hispanic	215,315	71	41	22	n/a	n/a	n/a	n/a
Pacific Islander	594	71	43	23	n/a	n/a	n/a	n/a
White	108,498	82	57	37	n/a	n/a	n/a	n/a
Multiracial	10,409	77	52	33	n/a	n/a	n/a	n/a
At-Risk	191,440	59	28	14	n/a	n/a	n/a	n/a
Econ. Disad.	253,823	67	37	19	n/a	n/a	n/a	n/a
Female	198,866	74	44	25	n/a	n/a	n/a	n/a
Male	206,421	73	47	29	n/a	n/a	n/a	n/a
EL	99,997	69	38	20	n/a	n/a	n/a	n/a
Special Education	39,899	38	17	9	n/a	n/a	n/a	n/a

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

^aNot available. Because of the COVID-19 pandemic and the cancellation of state tests, student performance data from 2020 are not provided. ^bEconomically disadvantaged. ^cEnglish learner.

Appendix 2-C
STAAR Participation and Performance, Grade 5, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	410,729	77	51	28	n/a ^a	n/a	n/a	n/a
African American	51,125	66	38	19	n/a	n/a	n/a	n/a
American Indian	1,307	77	51	27	n/a	n/a	n/a	n/a
Asian	18,621	91	79	58	n/a	n/a	n/a	n/a
Hispanic	217,956	74	45	22	n/a	n/a	n/a	n/a
Pacific Islander	588	78	52	28	n/a	n/a	n/a	n/a
White	110,424	86	65	40	n/a	n/a	n/a	n/a
Multiracial	10,492	83	59	37	n/a	n/a	n/a	n/a
At-Risk	215,869	62	29	11	n/a	n/a	n/a	n/a
Econ. Disad. ^b	253,497	70	40	19	n/a	n/a	n/a	n/a
Female	201,231	80	54	31	n/a	n/a	n/a	n/a
Male	209,441	74	48	26	n/a	n/a	n/a	n/a
EL ^c	90,240	65	34	14	n/a	n/a	n/a	n/a
Special Education	39,391	39	16	7	n/a	n/a	n/a	n/a
Mathematics: Primary Administration								
All Students	410,142	83	55	35	n/a	n/a	n/a	n/a
African American	51,079	71	39	20	n/a	n/a	n/a	n/a
American Indian	1,308	81	57	35	n/a	n/a	n/a	n/a
Asian	18,338	96	86	73	n/a	n/a	n/a	n/a
Hispanic	217,960	81	51	30	n/a	n/a	n/a	n/a
Pacific Islander	589	84	57	36	n/a	n/a	n/a	n/a
White	110,190	89	66	46	n/a	n/a	n/a	n/a
Multiracial	10,461	85	60	40	n/a	n/a	n/a	n/a
At-Risk	215,962	72	36	18	n/a	n/a	n/a	n/a
Econ. Disad.	253,596	77	46	26	n/a	n/a	n/a	n/a
Female	201,010	84	56	35	n/a	n/a	n/a	n/a
Male	209,076	81	55	36	n/a	n/a	n/a	n/a
EL	90,237	77	45	24	n/a	n/a	n/a	n/a
Special Education	39,434	51	21	10	n/a	n/a	n/a	n/a
Science								
All Students	410,905	73	47	23	n/a	n/a	n/a	n/a
African American	51,142	59	30	11	n/a	n/a	n/a	n/a
American Indian	1,321	72	45	23	n/a	n/a	n/a	n/a
Asian	18,645	90	74	49	n/a	n/a	n/a	n/a
Hispanic	218,044	69	41	18	n/a	n/a	n/a	n/a
Pacific Islander	578	74	44	21	n/a	n/a	n/a	n/a
White	110,503	85	62	34	n/a	n/a	n/a	n/a
Multiracial	10,423	80	56	30	n/a	n/a	n/a	n/a
At-Risk	216,240	58	27	9	n/a	n/a	n/a	n/a
Econ. Disad.	254,509	66	37	15	n/a	n/a	n/a	n/a
Female	201,305	73	45	21	n/a	n/a	n/a	n/a
Male	209,538	74	49	25	n/a	n/a	n/a	n/a
EL	90,474	60	31	11	n/a	n/a	n/a	n/a
Special Education	40,065	37	17	7	n/a	n/a	n/a	n/a

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

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Appendix 2-D
STAAR Participation and Performance, Grade 6, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	410,024	66	35	17	n/a ^a	n/a	n/a	n/a
African American	51,652	57	26	11	n/a	n/a	n/a	n/a
American Indian	1,284	63	33	15	n/a	n/a	n/a	n/a
Asian	17,858	88	67	43	n/a	n/a	n/a	n/a
Hispanic	217,388	60	28	12	n/a	n/a	n/a	n/a
Pacific Islander	625	69	39	18	n/a	n/a	n/a	n/a
White	110,835	78	49	25	n/a	n/a	n/a	n/a
Multiracial	10,044	76	46	24	n/a	n/a	n/a	n/a
At-Risk	199,795	44	13	4	n/a	n/a	n/a	n/a
Econ. Disad. ^b	250,166	57	25	10	n/a	n/a	n/a	n/a
Female	200,234	71	40	20	n/a	n/a	n/a	n/a
Male	209,724	62	31	14	n/a	n/a	n/a	n/a
EL ^c	77,879	42	13	4	n/a	n/a	n/a	n/a
Special Education	38,121	23	7	3	n/a	n/a	n/a	n/a
Mathematics								
All Students	401,216	79	45	20	n/a	n/a	n/a	n/a
African American	51,268	69	31	11	n/a	n/a	n/a	n/a
American Indian	1,263	78	42	17	n/a	n/a	n/a	n/a
Asian	16,025	96	83	61	n/a	n/a	n/a	n/a
Hispanic	213,832	76	38	14	n/a	n/a	n/a	n/a
Pacific Islander	619	84	50	24	n/a	n/a	n/a	n/a
White	108,084	88	59	29	n/a	n/a	n/a	n/a
Multiracial	9,792	85	54	27	n/a	n/a	n/a	n/a
At-Risk	198,605	66	23	6	n/a	n/a	n/a	n/a
Econ. Disad.	247,115	73	34	12	n/a	n/a	n/a	n/a
Female	196,055	81	45	20	n/a	n/a	n/a	n/a
Male	205,098	78	44	20	n/a	n/a	n/a	n/a
EL	77,241	67	27	8	n/a	n/a	n/a	n/a
Special Education	38,041	43	12	4	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged. ^cEnglish learner.

Appendix 2-E
STAAR Participation and Performance, Grade 7, by Subject and Student Group, 2019 and 2020

Group	2019				2020				
	Tested	Achieved (%)			Tested	Achieved (%)			
		Approaches	Meets	Masters		Approaches	Meets	Masters	
Reading									
All Students	399,426	74	47	28	n/a ^a	n/a	n/a	n/a	n/a
African American	50,277	65	35	18	n/a	n/a	n/a	n/a	n/a
American Indian	1,311	72	44	27	n/a	n/a	n/a	n/a	n/a
Asian	17,668	92	78	61	n/a	n/a	n/a	n/a	n/a
Hispanic	210,922	69	40	22	n/a	n/a	n/a	n/a	n/a
Pacific Islander	589	76	50	28	n/a	n/a	n/a	n/a	n/a
White	109,031	84	61	40	n/a	n/a	n/a	n/a	n/a
Multiracial	9,390	81	57	37	n/a	n/a	n/a	n/a	n/a
At-Risk	201,690	55	22	8	n/a	n/a	n/a	n/a	n/a
Econ. Disad. ^b	239,882	66	36	19	n/a	n/a	n/a	n/a	n/a
Female	195,554	79	52	32	n/a	n/a	n/a	n/a	n/a
Male	203,836	69	43	25	n/a	n/a	n/a	n/a	n/a
EL ^c	67,839	49	19	7	n/a	n/a	n/a	n/a	n/a
Special Education	35,687	29	10	4	n/a	n/a	n/a	n/a	n/a
Writing									
All Students	399,570	69	40	17	n/a	n/a	n/a	n/a	n/a
African American	50,353	59	29	10	n/a	n/a	n/a	n/a	n/a
American Indian	1,308	66	39	16	n/a	n/a	n/a	n/a	n/a
Asian	17,644	90	75	50	n/a	n/a	n/a	n/a	n/a
Hispanic	210,974	63	33	12	n/a	n/a	n/a	n/a	n/a
Pacific Islander	586	72	43	19	n/a	n/a	n/a	n/a	n/a
White	109,134	80	53	25	n/a	n/a	n/a	n/a	n/a
Multiracial	9,393	77	50	24	n/a	n/a	n/a	n/a	n/a
At-Risk	202,105	47	16	3	n/a	n/a	n/a	n/a	n/a
Econ. Disad.	240,276	60	29	9	n/a	n/a	n/a	n/a	n/a
Female	195,612	77	49	23	n/a	n/a	n/a	n/a	n/a
Male	203,953	61	32	12	n/a	n/a	n/a	n/a	n/a
EL	67,802	42	14	3	n/a	n/a	n/a	n/a	n/a
Special Education	35,767	21	6	2	n/a	n/a	n/a	n/a	n/a
Mathematics									
All Students	352,968	73	41	16	n/a	n/a	n/a	n/a	n/a
African American	46,309	60	26	7	n/a	n/a	n/a	n/a	n/a
American Indian	1,172	73	40	14	n/a	n/a	n/a	n/a	n/a
Asian	13,328	93	79	55	n/a	n/a	n/a	n/a	n/a
Hispanic	191,666	70	35	11	n/a	n/a	n/a	n/a	n/a
Pacific Islander	524	73	44	14	n/a	n/a	n/a	n/a	n/a
White	91,800	83	54	22	n/a	n/a	n/a	n/a	n/a
Multiracial	7,961	79	48	20	n/a	n/a	n/a	n/a	n/a
At-Risk	192,297	58	20	4	n/a	n/a	n/a	n/a	n/a
Econ. Disad.	221,372	66	31	9	n/a	n/a	n/a	n/a	n/a
Female	172,470	75	41	16	n/a	n/a	n/a	n/a	n/a
Male	180,459	71	40	15	n/a	n/a	n/a	n/a	n/a
EL	64,147	56	21	5	n/a	n/a	n/a	n/a	n/a
Special Education	35,074	34	10	2	n/a	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged. ^cEnglish learner.

**Appendix 2-F
STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2019 and 2020**

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	392,556	77	53	27	n/a ^a	n/a	n/a	n/a
African American	48,847	67	39	17	n/a	n/a	n/a	n/a
American Indian	1,241	77	52	25	n/a	n/a	n/a	n/a
Asian	17,597	92	82	60	n/a	n/a	n/a	n/a
Hispanic	206,338	73	45	20	n/a	n/a	n/a	n/a
Pacific Islander	560	75	48	24	n/a	n/a	n/a	n/a
White	108,641	87	67	39	n/a	n/a	n/a	n/a
Multiracial	9,092	85	64	37	n/a	n/a	n/a	n/a
At-Risk	200,889	60	26	7	n/a	n/a	n/a	n/a
Econ. Disad. ^b	229,651	69	41	17	n/a	n/a	n/a	n/a
Female	190,995	82	58	31	n/a	n/a	n/a	n/a
Male	201,525	73	48	23	n/a	n/a	n/a	n/a
EL ^c	60,361	49	18	5	n/a	n/a	n/a	n/a
Special Education	34,083	30	11	4	n/a	n/a	n/a	n/a
Mathematics: Primary Administration								
All Students	337,761	81	55	16	n/a	n/a	n/a	n/a
African American	45,096	72	41	8	n/a	n/a	n/a	n/a
American Indian	1,085	80	53	15	n/a	n/a	n/a	n/a
Asian	12,497	96	86	53	n/a	n/a	n/a	n/a
Hispanic	179,360	79	50	12	n/a	n/a	n/a	n/a
Pacific Islander	465	82	60	15	n/a	n/a	n/a	n/a
White	91,208	88	67	24	n/a	n/a	n/a	n/a
Multiracial	7,803	86	62	21	n/a	n/a	n/a	n/a
At-Risk	190,073	71	36	5	n/a	n/a	n/a	n/a
Econ. Disad.	204,824	76	46	10	n/a	n/a	n/a	n/a
Female	162,297	85	58	17	n/a	n/a	n/a	n/a
Male	175,428	78	52	15	n/a	n/a	n/a	n/a
EL	57,762	68	36	6	n/a	n/a	n/a	n/a
Special Education	33,160	43	17	3	n/a	n/a	n/a	n/a
Science								
All Students	393,904	79	49	24	n/a	n/a	n/a	n/a
African American	49,295	69	33	12	n/a	n/a	n/a	n/a
American Indian	1,236	80	48	22	n/a	n/a	n/a	n/a
Asian	17,467	95	81	60	n/a	n/a	n/a	n/a
Hispanic	207,301	75	41	17	n/a	n/a	n/a	n/a
Pacific Islander	550	80	47	22	n/a	n/a	n/a	n/a
White	108,688	89	66	38	n/a	n/a	n/a	n/a
Multiracial	9,083	87	60	33	n/a	n/a	n/a	n/a
At-Risk	200,914	64	24	7	n/a	n/a	n/a	n/a
Econ. Disad.	231,846	72	37	14	n/a	n/a	n/a	n/a
Female	191,963	81	49	24	n/a	n/a	n/a	n/a
Male	201,903	78	49	25	n/a	n/a	n/a	n/a
EL	58,173	55	19	5	n/a	n/a	n/a	n/a
Special Education	33,908	38	12	4	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged. ^cEnglish learner.

continues

Appendix 2-F (continued)

STAAR Participation and Performance, Grade 8, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Social Studies								
All Students	395,567	67	35	20	n/a ^a	n/a	n/a	n/a
African American	49,210	56	24	12	n/a	n/a	n/a	n/a
American Indian	1,240	66	34	20	n/a	n/a	n/a	n/a
Asian	17,710	91	71	54	n/a	n/a	n/a	n/a
Hispanic	208,474	61	28	14	n/a	n/a	n/a	n/a
Pacific Islander	559	70	35	19	n/a	n/a	n/a	n/a
White	109,015	79	48	30	n/a	n/a	n/a	n/a
Multiracial	9,085	76	45	28	n/a	n/a	n/a	n/a
At-Risk	200,815	46	14	5	n/a	n/a	n/a	n/a
Econ. Disad. ^b	232,508	57	24	12	n/a	n/a	n/a	n/a
Female	192,980	68	34	19	n/a	n/a	n/a	n/a
Male	202,550	66	36	21	n/a	n/a	n/a	n/a
EL ^c	58,022	38	11	4	n/a	n/a	n/a	n/a
Special Education	33,880	27	9	4	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Appendix 2-G

STAAR Spanish Participation and Performance, Grade 3, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	33,060	69	39	21	n/a ^a	n/a	n/a	n/a
At-Risk	31,997	69	39	21	n/a	n/a	n/a	n/a
Econ. Disad. ^b	30,285	69	38	20	n/a	n/a	n/a	n/a
Female	16,686	73	42	23	n/a	n/a	n/a	n/a
Male	16,358	65	35	19	n/a	n/a	n/a	n/a
Special Education	2,018	34	11	4	n/a	n/a	n/a	n/a
Mathematics								
All Students	15,774	66	31	12	n/a	n/a	n/a	n/a
At-Risk	15,012	66	31	11	n/a	n/a	n/a	n/a
Econ. Disad.	13,950	66	30	11	n/a	n/a	n/a	n/a
Female	7,912	66	31	11	n/a	n/a	n/a	n/a
Male	7,847	66	32	13	n/a	n/a	n/a	n/a
Special Education	946	36	11	2	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

**Appendix 2-H
STAAR Spanish Participation and Performance, Grade 4, by Subject and Student Group, 2019 and 2020**

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading								
All Students	25,566	59	29	12	n/a ^a	n/a	n/a	n/a
At-Risk	24,512	59	29	12	n/a	n/a	n/a	n/a
Econ. Disad. ^b	23,378	59	28	12	n/a	n/a	n/a	n/a
Female	12,879	64	32	14	n/a	n/a	n/a	n/a
Male	12,682	55	26	11	n/a	n/a	n/a	n/a
Special Education	1,599	22	6	2	n/a	n/a	n/a	n/a
Writing								
All Students	26,221	67	39	15	n/a	n/a	n/a	n/a
At-Risk	25,226	67	39	15	n/a	n/a	n/a	n/a
Econ. Disad.	24,002	67	39	15	n/a	n/a	n/a	n/a
Female	13,155	73	45	19	n/a	n/a	n/a	n/a
Male	13,064	60	33	12	n/a	n/a	n/a	n/a
Special Education	1,626	24	8	2	n/a	n/a	n/a	n/a
Mathematics								
All Students	10,358	54	26	12	n/a	n/a	n/a	n/a
At-Risk	9,678	55	25	12	n/a	n/a	n/a	n/a
Econ. Disad.	9,017	55	25	12	n/a	n/a	n/a	n/a
Female	5,129	54	24	11	n/a	n/a	n/a	n/a
Male	5,226	54	27	14	n/a	n/a	n/a	n/a
Special Education	627	26	7	3	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

Appendix 2-I

STAAR Spanish Participation and Performance, Grade 5, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Reading: Primary Administration								
All Students	15,979	80	53	21	n/a ^a	n/a	n/a	n/a
At-Risk	15,244	80	53	21	n/a	n/a	n/a	n/a
Econ. Disad. ^b	14,476	80	53	21	n/a	n/a	n/a	n/a
Female	7,936	84	58	24	n/a	n/a	n/a	n/a
Male	8,033	75	48	18	n/a	n/a	n/a	n/a
Special Education	1,015	47	17	4	n/a	n/a	n/a	n/a
Mathematics: Primary Administration								
All Students	6,053	57	28	13	n/a	n/a	n/a	n/a
At-Risk	5,515	60	28	13	n/a	n/a	n/a	n/a
Econ. Disad.	5,082	58	27	13	n/a	n/a	n/a	n/a
Female	2,940	60	28	14	n/a	n/a	n/a	n/a
Male	3,106	56	27	13	n/a	n/a	n/a	n/a
Special Education	319	31	8	3	n/a	n/a	n/a	n/a
Science								
All Students	8,349	44	18	6	n/a	n/a	n/a	n/a
At-Risk	7,844	45	19	6	n/a	n/a	n/a	n/a
Econ. Disad.	7,292	44	19	6	n/a	n/a	n/a	n/a
Female	4,115	43	17	6	n/a	n/a	n/a	n/a
Male	4,229	45	19	7	n/a	n/a	n/a	n/a
Special Education	487	17	5	2	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

Appendix 2-J

STAAR End-of-Course Participation and Performance, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
English I								
All Students	467,850	63	49	12	n/a ^a	n/a	n/a	n/a
African American	64,789	52	36	6	n/a	n/a	n/a	n/a
American Indian	1,485	62	50	10	n/a	n/a	n/a	n/a
Asian	18,152	86	80	42	n/a	n/a	n/a	n/a
Hispanic	259,230	58	42	7	n/a	n/a	n/a	n/a
Pacific Islander	712	60	45	11	n/a	n/a	n/a	n/a
White	113,714	78	67	21	n/a	n/a	n/a	n/a
Multiracial	9,308	76	63	20	n/a	n/a	n/a	n/a
At-Risk	280,231	45	26	2	n/a	n/a	n/a	n/a
Econ. Disad. ^b	288,999	54	38	6	n/a	n/a	n/a	n/a
Female	216,654	71	58	16	n/a	n/a	n/a	n/a
Male	251,180	57	42	8	n/a	n/a	n/a	n/a
EL ^c	84,111	29	14	1	n/a	n/a	n/a	n/a
Special Education	48,142	19	8	1	n/a	n/a	n/a	n/a
English II								
All Students	445,466	67	51	8	n/a	n/a	n/a	n/a
African American	59,532	58	39	4	n/a	n/a	n/a	n/a
American Indian	1,526	67	50	7	n/a	n/a	n/a	n/a
Asian	18,919	84	77	30	n/a	n/a	n/a	n/a
Hispanic	240,119	61	43	5	n/a	n/a	n/a	n/a
Pacific Islander	699	65	50	6	n/a	n/a	n/a	n/a
White	115,511	81	68	14	n/a	n/a	n/a	n/a
Multiracial	8,783	79	66	14	n/a	n/a	n/a	n/a
At-Risk	246,362	47	26	1	n/a	n/a	n/a	n/a
Econ. Disad.	258,697	58	39	4	n/a	n/a	n/a	n/a
Female	212,149	74	58	11	n/a	n/a	n/a	n/a
Male	233,293	61	45	6	n/a	n/a	n/a	n/a
EL	65,784	26	11	0	n/a	n/a	n/a	n/a
Special Education	37,683	21	9	0	n/a	n/a	n/a	n/a
Algebra I								
All Students	416,354	84	62	39	n/a	n/a	n/a	n/a
African American	54,765	76	47	25	n/a	n/a	n/a	n/a
American Indian	1,331	82	57	36	n/a	n/a	n/a	n/a
Asian	18,060	97	90	79	n/a	n/a	n/a	n/a
Hispanic	220,973	83	59	36	n/a	n/a	n/a	n/a
Pacific Islander	723	76	54	33	n/a	n/a	n/a	n/a
White	110,843	88	69	47	n/a	n/a	n/a	n/a
Multiracial	9,166	86	66	45	n/a	n/a	n/a	n/a
At-Risk	220,659	73	43	20	n/a	n/a	n/a	n/a
Econ. Disad.	244,931	80	54	31	n/a	n/a	n/a	n/a
Female	200,060	88	67	44	n/a	n/a	n/a	n/a
Male	216,275	80	56	35	n/a	n/a	n/a	n/a
EL	60,136	73	43	22	n/a	n/a	n/a	n/a
Special Education	39,398	49	20	8	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

continues

Appendix 2-J (continued)

STAAR End-of-Course Participation and Performance, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Approaches	Meets	Masters		Approaches	Meets	Masters
Biology								
All Students	409,371	88	63	26	n/a ^a	n/a	n/a	n/a
African American	52,411	82	51	15	n/a	n/a	n/a	n/a
American Indian	1,346	88	64	24	n/a	n/a	n/a	n/a
Asian	18,464	96	88	63	n/a	n/a	n/a	n/a
Hispanic	215,408	85	56	18	n/a	n/a	n/a	n/a
Pacific Islander	700	84	60	23	n/a	n/a	n/a	n/a
White	111,733	95	78	39	n/a	n/a	n/a	n/a
Multiracial	8,909	93	75	37	n/a	n/a	n/a	n/a
At-Risk	212,023	78	41	7	n/a	n/a	n/a	n/a
Econ. Disad. ^b	235,022	83	53	16	n/a	n/a	n/a	n/a
Female	199,497	90	66	26	n/a	n/a	n/a	n/a
Male	209,862	85	61	26	n/a	n/a	n/a	n/a
EL ^c	58,506	67	27	5	n/a	n/a	n/a	n/a
Special Education	35,953	57	19	4	n/a	n/a	n/a	n/a
U.S. History								
All Students	360,061	93	75	47	n/a	n/a	n/a	n/a
African American	45,596	89	65	34	n/a	n/a	n/a	n/a
American Indian	1,144	93	76	47	n/a	n/a	n/a	n/a
Asian	16,608	96	89	72	n/a	n/a	n/a	n/a
Hispanic	185,239	92	70	39	n/a	n/a	n/a	n/a
Pacific Islander	666	89	71	40	n/a	n/a	n/a	n/a
White	103,156	97	86	62	n/a	n/a	n/a	n/a
Multiracial	7,193	96	84	60	n/a	n/a	n/a	n/a
At-Risk	170,639	86	56	24	n/a	n/a	n/a	n/a
Econ. Disad.	193,312	90	66	35	n/a	n/a	n/a	n/a
Female	178,794	94	74	43	n/a	n/a	n/a	n/a
Male	181,251	92	77	51	n/a	n/a	n/a	n/a
EL	35,484	74	36	12	n/a	n/a	n/a	n/a
Special Education	25,980	66	32	13	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

**Appendix 2-K
STAAR Alternate 2 Participation and Performance, Grade 3, by Subject and Student Group, 2019
and 2020**

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
Developing		Satisfactory	Accomplished	Developing		Satisfactory	Accomplished	
Reading								
All Students	5,881	12	88	17	n/a ^a	n/a	n/a	n/a
African American	1,021	11	89	20	n/a	n/a	n/a	n/a
American Indian	19	11	89	11	n/a	n/a	n/a	n/a
Asian	230	26	74	6	n/a	n/a	n/a	n/a
Hispanic	3,163	10	90	18	n/a	n/a	n/a	n/a
Pacific Islander	5	40	60	0	n/a	n/a	n/a	n/a
White	1,241	15	85	13	n/a	n/a	n/a	n/a
Multiracial	142	16	84	13	n/a	n/a	n/a	n/a
Econ. Disad. ^b	4,229	10	90	20	n/a	n/a	n/a	n/a
Female	1,957	11	89	16	n/a	n/a	n/a	n/a
Male	3,924	13	87	17	n/a	n/a	n/a	n/a
EL ^c	1,063	7	93	21	n/a	n/a	n/a	n/a
Mathematics								
All Students	5,880	9	91	30	n/a	n/a	n/a	n/a
African American	1,022	8	92	33	n/a	n/a	n/a	n/a
American Indian	19	16	84	32	n/a	n/a	n/a	n/a
Asian	230	22	78	14	n/a	n/a	n/a	n/a
Hispanic	3,162	7	93	32	n/a	n/a	n/a	n/a
Pacific Islander	5	0	100	20	n/a	n/a	n/a	n/a
White	1,240	11	89	26	n/a	n/a	n/a	n/a
Multiracial	142	12	88	24	n/a	n/a	n/a	n/a
Econ. Disad.	4,229	7	93	33	n/a	n/a	n/a	n/a
Female	1,957	8	92	29	n/a	n/a	n/a	n/a
Male	3,923	9	91	30	n/a	n/a	n/a	n/a
EL	1,063	5	95	37	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Appendix 2-L
STAAR Alternate 2 Participation and Performance, Grade 4, by Subject and Student Group, 2019
and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
Developing		Satisfactory	Accomplished	Developing		Satisfactory	Accomplished	
Reading								
All Students	6,312	9	91	21	n/a ^a	n/a	n/a	n/a
African American	1,124	10	90	23	n/a	n/a	n/a	n/a
American Indian	30	10	90	10	n/a	n/a	n/a	n/a
Asian	191	18	82	9	n/a	n/a	n/a	n/a
Hispanic	3,397	8	92	22	n/a	n/a	n/a	n/a
Pacific Islander	10	50	50	10	n/a	n/a	n/a	n/a
White	1,396	10	90	20	n/a	n/a	n/a	n/a
Multiracial	130	12	88	25	n/a	n/a	n/a	n/a
Econ. Disad. ^b	4,628	8	92	24	n/a	n/a	n/a	n/a
Female	2,136	9	91	21	n/a	n/a	n/a	n/a
Male	4,176	9	91	21	n/a	n/a	n/a	n/a
EL ^c	991	5	95	24	n/a	n/a	n/a	n/a
Writing								
All Students	6,310	13	87	32	n/a	n/a	n/a	n/a
African American	1,120	13	87	34	n/a	n/a	n/a	n/a
American Indian	30	17	83	30	n/a	n/a	n/a	n/a
Asian	191	28	72	18	n/a	n/a	n/a	n/a
Hispanic	3,397	11	89	33	n/a	n/a	n/a	n/a
Pacific Islander	10	40	60	30	n/a	n/a	n/a	n/a
White	1,398	16	84	30	n/a	n/a	n/a	n/a
Multiracial	130	16	84	28	n/a	n/a	n/a	n/a
Econ. Disad.	4,625	11	89	34	n/a	n/a	n/a	n/a
Female	2,132	13	87	34	n/a	n/a	n/a	n/a
Male	4,178	13	87	31	n/a	n/a	n/a	n/a
EL	989	9	91	37	n/a	n/a	n/a	n/a
Mathematics								
All Students	6,311	6	94	36	n/a	n/a	n/a	n/a
African American	1,123	6	94	37	n/a	n/a	n/a	n/a
American Indian	30	10	90	27	n/a	n/a	n/a	n/a
Asian	191	13	87	16	n/a	n/a	n/a	n/a
Hispanic	3,396	5	95	38	n/a	n/a	n/a	n/a
Pacific Islander	10	20	80	20	n/a	n/a	n/a	n/a
White	1,397	7	93	34	n/a	n/a	n/a	n/a
Multiracial	130	8	92	37	n/a	n/a	n/a	n/a
Econ. Disad.	4,626	5	95	40	n/a	n/a	n/a	n/a
Female	2,136	6	94	34	n/a	n/a	n/a	n/a
Male	4,175	6	94	37	n/a	n/a	n/a	n/a
EL	989	4	96	46	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Appendix 2-M
STAAR Alternate 2 Participation and Performance, Grade 5, by Subject and Student Group, 2019
and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
Developing		Satisfactory	Accomplished	Developing		Satisfactory	Accomplished	
Reading								
All Students	6,133	10	90	25	n/a ^a	n/a	n/a	n/a
African American	1,098	10	90	27	n/a	n/a	n/a	n/a
American Indian	15	13	87	20	n/a	n/a	n/a	n/a
Asian	213	21	79	8	n/a	n/a	n/a	n/a
Hispanic	3,343	9	91	26	n/a	n/a	n/a	n/a
Pacific Islander	6	50	50	0	n/a	n/a	n/a	n/a
White	1,293	10	90	25	n/a	n/a	n/a	n/a
Multiracial	134	11	89	25	n/a	n/a	n/a	n/a
Econ. Disad. ^b	4,491	9	91	28	n/a	n/a	n/a	n/a
Female	2,046	9	91	26	n/a	n/a	n/a	n/a
Male	4,087	10	90	25	n/a	n/a	n/a	n/a
EL ^c	891	7	93	31	n/a	n/a	n/a	n/a
Mathematics								
All Students	6,131	7	93	41	n/a	n/a	n/a	n/a
African American	1,098	7	93	39	n/a	n/a	n/a	n/a
American Indian	15	7	93	33	n/a	n/a	n/a	n/a
Asian	212	14	86	22	n/a	n/a	n/a	n/a
Hispanic	3,341	6	94	43	n/a	n/a	n/a	n/a
Pacific Islander	6	17	83	0	n/a	n/a	n/a	n/a
White	1,294	8	92	40	n/a	n/a	n/a	n/a
Multiracial	134	10	90	42	n/a	n/a	n/a	n/a
Econ. Disad.	4,491	6	94	44	n/a	n/a	n/a	n/a
Female	2,045	7	93	38	n/a	n/a	n/a	n/a
Male	4,086	7	93	42	n/a	n/a	n/a	n/a
EL	891	4	96	52	n/a	n/a	n/a	n/a
Science								
All Students	6,133	6	94	37	n/a	n/a	n/a	n/a
African American	1,099	5	95	36	n/a	n/a	n/a	n/a
American Indian	15	0	100	47	n/a	n/a	n/a	n/a
Asian	212	12	88	16	n/a	n/a	n/a	n/a
Hispanic	3,343	6	94	38	n/a	n/a	n/a	n/a
Pacific Islander	6	0	100	0	n/a	n/a	n/a	n/a
White	1,293	6	94	39	n/a	n/a	n/a	n/a
Multiracial	134	7	93	35	n/a	n/a	n/a	n/a
Econ. Disad.	4,492	5	95	40	n/a	n/a	n/a	n/a
Female	2,046	5	95	35	n/a	n/a	n/a	n/a
Male	4,087	6	94	38	n/a	n/a	n/a	n/a
EL	891	4	96	40	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Appendix 2-N
STAAR Alternate 2 Participation and Performance, Grade 6, by Subject and Student Group, 2019
and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
Developing		Satisfactory	Accomplished	Developing		Satisfactory	Accomplished	
Reading								
All Students	6,038	9	91	30	n/a ^a	n/a	n/a	n/a
African American	1,105	9	91	30	n/a	n/a	n/a	n/a
American Indian	27	22	78	33	n/a	n/a	n/a	n/a
Asian	192	15	85	10	n/a	n/a	n/a	n/a
Hispanic	3,172	8	92	31	n/a	n/a	n/a	n/a
Pacific Islander	11	18	82	27	n/a	n/a	n/a	n/a
White	1,377	9	91	30	n/a	n/a	n/a	n/a
Multiracial	130	12	88	32	n/a	n/a	n/a	n/a
Econ. Disad. ^b	4,340	8	92	33	n/a	n/a	n/a	n/a
Female	2,065	9	91	31	n/a	n/a	n/a	n/a
Male	3,973	9	91	29	n/a	n/a	n/a	n/a
EL ^c	723	7	93	32	n/a	n/a	n/a	n/a
Mathematics								
All Students	6,036	6	94	43	n/a	n/a	n/a	n/a
African American	1,103	6	94	42	n/a	n/a	n/a	n/a
American Indian	27	7	93	44	n/a	n/a	n/a	n/a
Asian	192	12	88	30	n/a	n/a	n/a	n/a
Hispanic	3,172	6	94	45	n/a	n/a	n/a	n/a
Pacific Islander	11	9	91	45	n/a	n/a	n/a	n/a
White	1,377	7	93	40	n/a	n/a	n/a	n/a
Multiracial	130	8	92	45	n/a	n/a	n/a	n/a
Econ. Disad.	4,339	6	94	46	n/a	n/a	n/a	n/a
Female	2,064	6	94	42	n/a	n/a	n/a	n/a
Male	3,972	6	94	43	n/a	n/a	n/a	n/a
EL	723	5	95	51	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged. ^cEnglish learner.

Appendix 2-O
STAAR Alternate 2 Participation and Performance, Grade 7, by Subject and Student Group, 2019
and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
Developing		Satisfactory	Accomplished	Developing		Satisfactory	Accomplished	
Reading								
All Students	5,615	8	92	36	n/a ^a	n/a	n/a	n/a
African American	1,039	8	92	36	n/a	n/a	n/a	n/a
American Indian	31	6	94	35	n/a	n/a	n/a	n/a
Asian	165	17	83	15	n/a	n/a	n/a	n/a
Hispanic	3,005	7	93	36	n/a	n/a	n/a	n/a
Pacific Islander	8	25	75	13	n/a	n/a	n/a	n/a
White	1,244	9	91	37	n/a	n/a	n/a	n/a
Multiracial	99	10	90	30	n/a	n/a	n/a	n/a
Econ. Disad. ^b	4,041	7	93	39	n/a	n/a	n/a	n/a
Female	1,858	9	91	35	n/a	n/a	n/a	n/a
Male	3,757	8	92	36	n/a	n/a	n/a	n/a
EL ^c	555	5	95	41	n/a	n/a	n/a	n/a
Writing								
All Students	5,613	10	90	42	n/a	n/a	n/a	n/a
African American	1,040	9	91	43	n/a	n/a	n/a	n/a
American Indian	31	13	87	39	n/a	n/a	n/a	n/a
Asian	165	16	84	22	n/a	n/a	n/a	n/a
Hispanic	3,002	9	91	42	n/a	n/a	n/a	n/a
Pacific Islander	8	25	75	13	n/a	n/a	n/a	n/a
White	1,244	11	89	43	n/a	n/a	n/a	n/a
Multiracial	99	13	87	40	n/a	n/a	n/a	n/a
Econ. Disad.	4,040	9	91	45	n/a	n/a	n/a	n/a
Female	1,858	10	90	42	n/a	n/a	n/a	n/a
Male	3,755	10	90	41	n/a	n/a	n/a	n/a
EL	555	6	94	49	n/a	n/a	n/a	n/a
Mathematics								
All Students	5,616	4	96	40	n/a	n/a	n/a	n/a
African American	1,040	3	97	38	n/a	n/a	n/a	n/a
American Indian	31	10	90	32	n/a	n/a	n/a	n/a
Asian	165	10	90	31	n/a	n/a	n/a	n/a
Hispanic	3,004	3	97	41	n/a	n/a	n/a	n/a
Pacific Islander	8	25	75	38	n/a	n/a	n/a	n/a
White	1,245	4	96	40	n/a	n/a	n/a	n/a
Multiracial	99	6	94	35	n/a	n/a	n/a	n/a
Econ. Disad.	4,043	3	97	42	n/a	n/a	n/a	n/a
Female	1,858	3	97	37	n/a	n/a	n/a	n/a
Male	3,758	4	96	42	n/a	n/a	n/a	n/a
EL	555	2	98	48	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

**Appendix 2-P
STAAR Alternate 2 Participation and Performance, Grade 8, by Subject and Student Group, 2019
and 2020**

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
Reading								
All Students	5,252	7	93	33	n/a ^a	n/a	n/a	n/a
African American	928	7	93	35	n/a	n/a	n/a	n/a
American Indian	19	26	74	26	n/a	n/a	n/a	n/a
Asian	177	15	85	19	n/a	n/a	n/a	n/a
Hispanic	2,714	5	95	34	n/a	n/a	n/a	n/a
Pacific Islander	7	0	100	29	n/a	n/a	n/a	n/a
White	1,285	8	92	29	n/a	n/a	n/a	n/a
Multiracial	87	6	94	31	n/a	n/a	n/a	n/a
Econ. Disad. ^b	3,604	6	94	36	n/a	n/a	n/a	n/a
Female	1,790	7	93	33	n/a	n/a	n/a	n/a
Male	3,462	7	93	32	n/a	n/a	n/a	n/a
EL ^c	425	5	95	35	n/a	n/a	n/a	n/a
Mathematics								
All Students	5,254	7	93	49	n/a	n/a	n/a	n/a
African American	927	7	93	48	n/a	n/a	n/a	n/a
American Indian	19	26	74	21	n/a	n/a	n/a	n/a
Asian	177	11	89	38	n/a	n/a	n/a	n/a
Hispanic	2,718	5	95	51	n/a	n/a	n/a	n/a
Pacific Islander	7	14	86	29	n/a	n/a	n/a	n/a
White	1,284	9	91	45	n/a	n/a	n/a	n/a
Multiracial	87	6	94	55	n/a	n/a	n/a	n/a
Econ. Disad.	3,608	6	94	52	n/a	n/a	n/a	n/a
Female	1,790	7	93	47	n/a	n/a	n/a	n/a
Male	3,464	7	93	49	n/a	n/a	n/a	n/a
EL	425	5	95	57	n/a	n/a	n/a	n/a
Science								
All Students	5,250	4	96	46	n/a	n/a	n/a	n/a
African American	927	5	95	50	n/a	n/a	n/a	n/a
American Indian	19	0	100	16	n/a	n/a	n/a	n/a
Asian	177	5	95	27	n/a	n/a	n/a	n/a
Hispanic	2,714	4	96	46	n/a	n/a	n/a	n/a
Pacific Islander	7	0	100	29	n/a	n/a	n/a	n/a
White	1,284	5	95	46	n/a	n/a	n/a	n/a
Multiracial	87	6	94	45	n/a	n/a	n/a	n/a
Econ. Disad.	3,603	4	96	49	n/a	n/a	n/a	n/a
Female	1,791	4	96	43	n/a	n/a	n/a	n/a
Male	3,459	4	96	47	n/a	n/a	n/a	n/a
EL	425	3	97	49	n/a	n/a	n/a	n/a
Social Studies								
All Students	5,249	6	94	37	n/a	n/a	n/a	n/a
African American	927	7	93	40	n/a	n/a	n/a	n/a
American Indian	19	16	84	32	n/a	n/a	n/a	n/a
Asian	177	10	90	18	n/a	n/a	n/a	n/a
Hispanic	2,716	5	95	39	n/a	n/a	n/a	n/a
Pacific Islander	7	0	100	29	n/a	n/a	n/a	n/a
White	1,281	7	93	34	n/a	n/a	n/a	n/a
Multiracial	87	9	91	37	n/a	n/a	n/a	n/a
Econ. Disad.	3,603	5	95	41	n/a	n/a	n/a	n/a
Female	1,790	6	94	35	n/a	n/a	n/a	n/a
Male	3,459	6	94	38	n/a	n/a	n/a	n/a
EL	425	4	96	40	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged. ^cEnglish learner.

Appendix 2-Q

STAAR Alternate 2 End-of-Course Participation and Performance, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
		Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished
English I								
All Students	5,148	6	94	37	n/a ^a	n/a	n/a	n/a
African American	903	5	95	41	n/a	n/a	n/a	n/a
American Indian	13	0	100	23	n/a	n/a	n/a	n/a
Asian	182	10	90	24	n/a	n/a	n/a	n/a
Hispanic	2,722	6	94	39	n/a	n/a	n/a	n/a
Pacific Islander	14	0	100	36	n/a	n/a	n/a	n/a
White	1,193	8	92	32	n/a	n/a	n/a	n/a
Multiracial	95	6	94	35	n/a	n/a	n/a	n/a
Econ. Disad. ^b	3,559	5	95	40	n/a	n/a	n/a	n/a
Female	1,704	7	93	35	n/a	n/a	n/a	n/a
Male	3,444	6	94	38	n/a	n/a	n/a	n/a
EL ^c	365	3	97	37	n/a	n/a	n/a	n/a
English II								
All Students	4,680	7	93	42	n/a	n/a	n/a	n/a
African American	846	7	93	44	n/a	n/a	n/a	n/a
American Indian	11	9	91	27	n/a	n/a	n/a	n/a
Asian	160	14	86	27	n/a	n/a	n/a	n/a
Hispanic	2,348	7	93	43	n/a	n/a	n/a	n/a
Pacific Islander	9	11	89	44	n/a	n/a	n/a	n/a
White	1,206	8	92	42	n/a	n/a	n/a	n/a
Multiracial	87	8	92	43	n/a	n/a	n/a	n/a
Econ. Disad.	3,166	7	93	45	n/a	n/a	n/a	n/a
Female	1,604	7	93	42	n/a	n/a	n/a	n/a
Male	3,076	7	93	43	n/a	n/a	n/a	n/a
EL	280	7	93	46	n/a	n/a	n/a	n/a
Algebra I								
All Students	5,122	7	93	37	n/a	n/a	n/a	n/a
African American	900	6	94	39	n/a	n/a	n/a	n/a
American Indian	13	0	100	38	n/a	n/a	n/a	n/a
Asian	181	12	88	28	n/a	n/a	n/a	n/a
Hispanic	2,704	7	93	39	n/a	n/a	n/a	n/a
Pacific Islander	13	8	92	15	n/a	n/a	n/a	n/a
White	1,193	9	91	33	n/a	n/a	n/a	n/a
Multiracial	93	10	90	34	n/a	n/a	n/a	n/a
Econ. Disad.	3,542	6	94	40	n/a	n/a	n/a	n/a
Female	1,695	8	92	35	n/a	n/a	n/a	n/a
Male	3,427	7	93	38	n/a	n/a	n/a	n/a
EL	364	5	95	43	n/a	n/a	n/a	n/a
Biology								
All Students	4,954	4	96	26	n/a	n/a	n/a	n/a
African American	887	4	96	26	n/a	n/a	n/a	n/a
American Indian	9	0	100	0	n/a	n/a	n/a	n/a
Asian	171	6	94	15	n/a	n/a	n/a	n/a
Hispanic	2,581	3	97	26	n/a	n/a	n/a	n/a
Pacific Islander	8	13	88	25	n/a	n/a	n/a	n/a
White	1,189	5	95	25	n/a	n/a	n/a	n/a
Multiracial	91	5	95	22	n/a	n/a	n/a	n/a
Econ. Disad.	3,408	3	97	28	n/a	n/a	n/a	n/a
Female	1,645	4	96	24	n/a	n/a	n/a	n/a
Male	3,309	4	96	27	n/a	n/a	n/a	n/a
EL	333	2	98	26	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

continues

Appendix 2-Q (continued)

STAAR Alternate 2 End-of-Course Participation and Performance, by Subject and Student Group, 2019 and 2020

Group	2019				2020			
	Tested	Achieved (%)			Tested	Achieved (%)		
	Developing	Satisfactory	Accomplished		Developing	Satisfactory	Accomplished	
U.S. History								
All Students	4,271	7	93	39	n/a ^a	n/a	n/a	n/a
African American	742	6	94	40	n/a	n/a	n/a	n/a
American Indian	11	0	100	55	n/a	n/a	n/a	n/a
Asian	138	15	85	22	n/a	n/a	n/a	n/a
Hispanic	2,144	6	94	41	n/a	n/a	n/a	n/a
Pacific Islander	11	36	64	27	n/a	n/a	n/a	n/a
White	1,123	8	92	39	n/a	n/a	n/a	n/a
Multiracial	85	4	96	38	n/a	n/a	n/a	n/a
Econ. Disad. ^b	2,880	6	94	42	n/a	n/a	n/a	n/a
Female	1,488	8	92	37	n/a	n/a	n/a	n/a
Male	2,783	6	94	41	n/a	n/a	n/a	n/a
EL ^c	188	5	95	48	n/a	n/a	n/a	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

^cEnglish learner.

Chapter 3.

Performance of Students At Risk of Dropping Out of School

The purpose of the State Compensatory Education program is to reduce the dropout rate and increase the academic performance of students identified as being at risk of dropping out of school. In 2001, the 77th Texas Legislature revised the state criteria used to identify students at risk of dropping out of school by amending the Texas Education Code (TEC) §29.081. The revisions broadened the definition of students at risk of dropping out of school, and more students became eligible for services. Districts began using the revised criteria to identify at-risk students in the 2001-02 school year. In the 2019-20 school year, 50.5 percent (2,776,481) of the 5,493,940 public school students in Texas were identified as at risk of dropping out of school, 0.5 percentage points higher than in the 2018-19 school year.

Definition of At Risk

A student at risk of dropping out of school is a student who is under 26 years of age and who:

- was not advanced from one grade level to the next for one or more school years;
- is in Grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to at least 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered under TEC Chapter 39, Subchapter B, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten, or Grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- is an English learner (EL), also referred to as a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

- is homeless, as defined by Title 42 of the United States Code, §11302, and its subsequent amendments;
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home; or
- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Texas Penal Code §1.07.

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under TEC §29.259.

Testing Information

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

Students are tested in mathematics and reading in Grades 3-8, writing in Grades 4 and 7, science in Grades 5 and 8, and social studies in Grade 8. In general, students must pass five STAAR end-of-course (EOC) assessments—Algebra I, English I, English II, Biology, and U.S. History—to earn a high school diploma from a Texas public or charter school (TEC §39.025). A student who fails an EOC assessment for no more than two of five courses can still receive a diploma if the student is determined to be qualified to graduate by an individual graduation committee (Title 19 of the Texas Administrative Code §101.3022).

In 2019, students were classified into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The categories were meant to provide clear, accurate information to parents about how their children performed on STAAR. Students categorized as Approaches Grade Level and above were considered to have passed an exam. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241).

Because of the COVID-19 pandemic, the STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. As a result, state assessment results for 2020 are not presented in this report.

STAAR Performance for Students At Risk

State Compensatory Education Policy on Student Performance

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

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

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

Reading

In 2019, passing rates for at-risk students overall on the STAAR reading assessment ranged from 44 percent in Grade 6 to 63 percent in Grade 3 (Table 3.1 on page 110). Compared to the previous year, passing rates for at-risk students overall increased in Grades 4, 7, and 8, with the largest increase occurring in Grade 4 (3 percentage points). The passing rate in Grade 6 remained the same, and passing rates in Grades 3 and 5 decreased by 2 percentage points each.

Across racial/ethnic groups and grades, average passing rates in 2019 ranged from 45.7 percent for African American at-risk students to 72.8 percent for Asian at-risk students. By comparison, average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 36.1 percentage points and 25.2 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 41 percent in Grade 6 to 61 percent in Grade 3. Across grades, the average passing rate for these students was 54.3 percent, 32.2 percentage points lower than that for economically disadvantaged students not identified as at risk (86.5%).

Female at-risk students outperformed male at-risk students in all grades, with differences in passing rates ranging from 7 percentage points in Grades 4 and 5 to 11 percentage points in Grade 7. Across grades, the average passing rate for females was 8 percentage points higher than that for males.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2019 STAAR reading assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 56.7 percent, 34.1 percentage points lower than that for students not identified as at risk overall (90.8%).

Mathematics

In 2019, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 58 percent in Grade 7 to 72 percent in Grade 5 (Table 3.2 on page 111). Compared to the previous year,

**Table 3.1
STAAR Reading Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2019 and 2020**

Group	Achieved Approaches Grade Level Standard or Above					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2019						
At-Risk						
African American	47	39	50	37	48	53
American Indian	64	55	62	42	53	60
Asian	80	76	76	63	71	71
Hispanic	64	59	63	43	55	59
Pacific Islander	55	48	61	40	54	57
White	63	54	67	50	60	66
Multiracial	57	50	63	47	59	65
Economically Disadvantaged	61	55	60	41	52	57
Female	66	60	66	49	61	65
Male	60	53	59	40	50	56
All	63	56	62	44	55	60
Not-At-Risk						
African American	76	78	85	78	86	88
American Indian	83	86	92	84	92	94
Asian	97	97	99	97	99	99
Hispanic	85	88	93	86	93	95
Pacific Islander	85	84	91	88	94	90
White	91	92	96	91	95	97
Multiracial	89	90	94	89	94	96
Economically Disadvantaged	80	84	90	82	90	93
Female	88	90	95	90	95	96
Male	85	87	92	85	92	94
All	87	89	94	87	93	95
2020						
At-Risk						
African American	n/a ^a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a
Not-At-Risk						
African American	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

Table 3.2
STAAR Mathematics Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2019 and 2020

Group	Achieved Approaches Grade Level Standard or Above					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
2019						
At-Risk						
African American	50	38	57	54	45	62
American Indian	66	57	70	65	59	70
Asian	87	83	89	87	81	87
Hispanic	70	62	74	66	58	71
Pacific Islander	62	47	72	70	57	73
White	69	54	74	71	64	75
Multiracial	62	48	68	66	59	72
Economically Disadvantaged	66	58	70	63	55	69
Female	68	59	73	67	59	74
Male	68	59	71	64	57	68
All	68	59	72	66	58	71
Not-At-Risk						
African American	75	76	86	85	81	88
American Indian	84	86	92	90	90	92
Asian	98	98	99	99	99	99
Hispanic	85	86	94	92	91	95
Pacific Islander	88	86	92	92	90	91
White	92	91	96	96	94	97
Multiracial	89	88	95	94	92	95
Economically Disadvantaged	81	82	92	90	88	93
Female	87	87	95	93	92	96
Male	87	87	94	93	91	94
All	87	87	94	93	92	95
2020						
At-Risk						
African American	n/a ^a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a
Not-At-Risk						
African American	n/a	n/a	n/a	n/a	n/a	n/a
American Indian	n/a	n/a	n/a	n/a	n/a	n/a
Asian	n/a	n/a	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a	n/a	n/a
Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a	n/a	n/a
Multiracial	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a	n/a	n/a
Female	n/a	n/a	n/a	n/a	n/a	n/a
Male	n/a	n/a	n/a	n/a	n/a	n/a
All	n/a	n/a	n/a	n/a	n/a	n/a

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020.

passing rates for at-risk students overall increased in Grades 6, 7, and 8, with the largest increase occurring in Grade 6 (5 percentage points). The passing rate in Grade 3 remained the same, and passing rates in Grades 4 and 5 decreased by 4 and 2 percentage points, respectively.

Across racial/ethnic groups and grades, average passing rates in 2019 ranged from 51 percent for African American at-risk students to 85.7 percent for Asian American at-risk students. By comparison average passing rates across grades for students not identified as at risk in the same racial/ethnic groups were 30.8 percentage points and 13 percentage points higher, respectively.

Passing rates for students identified as economically disadvantaged and at risk ranged from 55 percent in Grade 7 to 70 percent in Grade 5. Across grades, the average passing rate for these students was 63.5 percent, 24.2 percentage points lower than that for economically disadvantaged students not identified as at risk (87.7%).

Female at-risk students outperformed male at-risk students in Grades 5, 6, 7, and 8, with the largest difference occurring in Grade 8 (6 percentage points). Female and male at-risk students had the same passing rates in Grades 3 and 4. Across grades, the average passing rate for females was 1 percentage point higher than that for males.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2019 STAAR mathematics assessment across all grades and student groups. The average passing rate across grades for at-risk students overall was 65.7 percent, 25.6 percentage points lower than that for students not identified as at risk overall (91.3%).

Writing

In 2019, the passing rate on the STAAR writing assessment for Grade 4 at-risk students overall was 47 percent, an increase of 5 percentage points from the previous year (Table 3.3). The passing rate for Grade 7 at-risk students overall was 47 percent, an increase of 2 percentage points from the previous year.

Across racial/ethnic groups in Grade 4, passing rates in 2019 ranged from 30 percent for African American at-risk students to 70 percent for Asian at-risk students. Across racial/ethnic groups in Grade 7, passing rates ranged from 40 percent for African American at-risk students to 67 percent for Asian at-risk students. The average passing rates across grades for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 41 percentage points and 28.5 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 46 percent passed the writing assessment in Grade 4, and 45 percent passed in Grade 7. The average passing rate across grades for this group was 45.5 percent, 34.5 percentage points lower than that for economically disadvantaged students not identified as at risk (80%).

Female at-risk students outperformed male at-risk students by 9 percentage points in Grade 4 and by 19 percentage points in Grade 7.

Table 3.3
STAAR Writing Passing Rates (%), by At-Risk
Status, Student Group, and Grade, 2019 and 2020

Group	Achieved Approaches Grade Level Standard or Above			
	Grade 4		Grade 7	
	2019	2020	2019	2020
At-Risk				
African American	30	n/a ^a	40	n/a
American Indian	42	n/a	45	n/a
Asian	70	n/a	67	n/a
Hispanic	51	n/a	47	n/a
Pacific Islander	40	n/a	50	n/a
White	40	n/a	52	n/a
Multiracial	39	n/a	50	n/a
Econ. Disad. ^b	46	n/a	45	n/a
Female	52	n/a	58	n/a
Male	43	n/a	39	n/a
All	47	n/a	47	n/a
Not-At-Risk				
African American	70	n/a	82	n/a
American Indian	78	n/a	89	n/a
Asian	96	n/a	98	n/a
Hispanic	80	n/a	90	n/a
Pacific Islander	76	n/a	92	n/a
White	85	n/a	92	n/a
Multiracial	83	n/a	92	n/a
Econ. Disad.	74	n/a	86	n/a
Female	84	n/a	94	n/a
Male	79	n/a	87	n/a
All	82	n/a	90	n/a

Note. Results are based on STAAR and STAAR Spanish combined, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

Compared to students not identified as at risk, at-risk students in both Grade 4 and Grade 7 had lower passing rates on the 2019 STAAR writing assessment across all student groups. The average passing rate across grades for at-risk students overall was 47 percent, 39 percentage points lower than that for students not identified as at risk overall (86%).

Social Studies

In 2019, the passing rate on the STAAR social studies assessment for at-risk students overall in Grade 8 was 46 percent, 3 percentage points higher than the previous year (Table 3.4 on page 114).

Across racial/ethnic groups, passing rates in 2019 ranged from 40 percent for African American at-risk students to 68 percent for Asian at-risk students. The passing rates for these two groups were lower than those for not identified as at risk in the same racial/ethnic groups by 39 percentage points and 30 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 43 percent passed the social studies assessment, a rate 41 percentage points lower than that for economically disadvantaged students not identified as at risk (84%).

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

The 46 percent passing rate for at-risk students overall on the 2019 STAAR social studies assessment was 43 percentage points lower than that for students not identified as at risk overall (89%).

**Table 3.4
STAAR Social Studies Passing Rates (%),
Grade 8, by At-Risk Status, and Student Group,
2019 and 2020**

Group	Achieved Approaches Grade Level Standard or Above	
	2019	2020
At-Risk		
African American	40	n/a ^a
American Indian	48	n/a
Asian	68	n/a
Hispanic	44	n/a
Pacific Islander	56	n/a
White	53	n/a
Multiracial	51	n/a
Econ. Disad. ^b	43	n/a
Female	44	n/a
Male	47	n/a
All	46	n/a
Not-At-Risk		
African American	79	n/a
American Indian	85	n/a
Asian	98	n/a
Hispanic	87	n/a
Pacific Islander	82	n/a
White	91	n/a
Multiracial	91	n/a
Econ. Disad.	84	n/a
Female	88	n/a
Male	90	n/a
All	89	n/a

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

Science

In 2019, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 58 percent, a decrease of 3 percentage points from the previous year (Table 3.5). The passing rate for Grade 8 at-risk students overall was 64 percent, an increase of 7 percentage points from the previous year.

Across racial/ethnic groups in Grade 5, passing rates in 2019 ranged from 42 percent for African American at-risk students to 74 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8,

**Table 3.5
STAAR Science Passing Rates (%), by At-Risk
Status, Student Group, and Grade, 2019 and 2020**

Group	Achieved Approaches Grade Level Standard or Above			
	Grade 5		Grade 8	
	2019	2020	2019	2020
At-Risk				
African American	42	n/a ^a	55	n/a
American Indian	57	n/a	67	n/a
Asian	74	n/a	80	n/a
Hispanic	58	n/a	62	n/a
Pacific Islander	54	n/a	65	n/a
White	65	n/a	73	n/a
Multiracial	58	n/a	70	n/a
Econ. Disad. ^b	55	n/a	61	n/a
Female	55	n/a	64	n/a
Male	60	n/a	64	n/a
All	58	n/a	64	n/a
Not-At-Risk				
African American	78	n/a	88	n/a
American Indian	88	n/a	93	n/a
Asian	98	n/a	99	n/a
Hispanic	90	n/a	95	n/a
Pacific Islander	89	n/a	93	n/a
White	94	n/a	97	n/a
Multiracial	92	n/a	96	n/a
Econ. Disad.	86	n/a	93	n/a
Female	90	n/a	96	n/a
Male	91	n/a	95	n/a
All	91	n/a	95	n/a

Note. Results are based on STAAR and STAAR Spanish combined, as applicable.

^aNot available. Because of the COVID-19 pandemic, STAAR and STAAR Alternate 2 assessments were canceled for spring 2020. ^bEconomically disadvantaged.

passing rates ranged from 55 percent for African American at-risk students to 80 percent for Asian at-risk students. The average passing rates across grades for these two groups were lower than those for students not identified as at risk in the same racial/ethnic groups by 34.5 percentage points and 21.5 percentage points, respectively.

Among students identified as economically disadvantaged and at risk, 55 percent passed the science assessment in Grade 5, and 61 percent passed in Grade 8. The average passing rate across grades for this group was 58 percent, 31.5 percentage points lower than that for economically disadvantaged students not identified as at risk (89.5%).

Male at-risk students outperformed female at-risk students by 4 percentage points in Grade 5. Female and male at-risk students had the same passing rates in Grade 8 (64% each).

Compared to students not identified as at risk, at-risk students in both Grade 5 and Grade 8 had lower passing rates on the 2019 STAAR science assessment across all student groups. The average passing rate across grades for at-risk students overall was 61 percent, 32 percentage points lower than that for students not identified as at risk overall (93%).

STAAR Performance of Students Identified as English Learners

An English learner (EL) is a student who is in the process of acquiring English and has another language as the student's primary or home language (TAC §89.1203). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students currently identified as ELs and students previously identified as ELs, disaggregated by bilingual education, special language, or English as a second language (ESL) program instructional model (TEC §39.332). During the time they are attaining proficiency in English, students are classified as current ELs. Current ELs generally participate in bilingual education or English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual education and ESL programs, districts may choose from state-approved instructional models for implementation. TEA began collecting data on instructional model assignments in spring 2009.

Students reclassify from the current EL classification when their language proficiency assessment committee (LPAC) determines, based on a combination of performance measures, that they are able to participate equally in general education, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former ELs and monitored academically for the next two years. Per the LPAC's recommendation at the point of reclassification, the student exits program services with parental approval.

This section presents STAAR results by bilingual education or ESL program instructional model for ELs who were also identified as at risk on statewide assessments in 2018-19. As noted earlier, all current ELs are statutorily defined as at risk (TEC §29.081). The assessment results alone are not sufficient for evaluating the quality of different types of EL program services within a grade or at different grades, nor can they be used in isolation to make valid comparisons with students not identified as ELs. See Chapter 2 of this report for assessment results for all ELs, including those not identified as at risk, and for more information about limitations of the data.

Among all current ELs identified as at risk, passing rates at the Meets Grade Level standard on the 2019 STAAR reading assessment ranged from a low of 13 percent in Grade 6 to a high of 35 percent in Grade 3 (Table 3.6). The same pattern was true among all former ELs identified as at risk, with passing rates at the Meets Grade Level standard ranging from a low of 30 percent in Grade 6 to a high of 66 percent in Grade 3.

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 463-9414; Niloy Gangopadhyay, Special Populations, (512) 463-9414; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, (512) 463-9235.

Table 3.6
Participation and Performance of At-Risk Students Currently Identified as English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2019

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 3				
All Current ELs ^a	98,431	69	35	19
All Bilingual Education Programs	64,500	71	36	20
Transitional Bilingual/Early Exit	26,839	68	32	17
Transitional Bilingual/Late Exit	6,703	72	39	21
Dual Immersion/Two-Way	9,041	74	41	23
Dual Immersion/One-Way	21,917	71	39	22
All English as a Second Language Programs	29,823	67	33	18
English as a Second Language/Content-Based	19,573	68	34	20
English as a Second Language/Pull-Out	10,250	65	30	16
No Services	4,073	67	33	18
All Former ELs ^b	2,509	91	66	43
All Bilingual Education Programs	1,185	89	59	36
Transitional Bilingual/Early Exit	1,083	90	59	36
Transitional Bilingual/Late Exit	10	70	50	20
Dual Immersion/Two-Way	53	85	60	30
Dual Immersion/One-Way	39	85	62	38
All English as a Second Language Programs	1,135	93	73	50
English as a Second Language/Content-Based	353	90	71	47
English as a Second Language/Pull-Out	782	95	73	52
No Services	157	92	71	51
Grade 4				
All Current ELs	95,817	65	30	12
All Bilingual Education Programs	61,876	66	31	13
Transitional Bilingual/Early Exit	24,739	66	29	11
Transitional Bilingual/Late Exit	8,501	64	29	11
Dual Immersion/Two-Way	7,731	68	35	15
Dual Immersion/One-Way	20,905	66	33	14
All English as a Second Language Programs	29,828	62	27	10
English as a Second Language/Content-Based	17,826	63	28	11
English as a Second Language/Pull-Out	12,002	59	25	9
No Services	4,088	66	29	12
All Former ELs	4,297	91	58	29
All Bilingual Education Programs	2,041	90	53	24
Transitional Bilingual/Early Exit	1,660	89	50	22
Transitional Bilingual/Late Exit	101	93	66	32
Dual Immersion/Two-Way	173	97	69	36
Dual Immersion/One-Way	107	90	57	27
All English as a Second Language Programs	1,926	92	63	34
English as a Second Language/Content-Based	793	90	62	35
English as a Second Language/Pull-Out	1,133	93	64	34
No Services	293	90	58	29

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELs. 2020 data not available because of the COVID-19 pandemic.

^aCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after reclassifying from EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 3.6 (continued)
Participation and Performance of At-Risk Students Currently Identified as English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2019

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 5				
All Current ELs ^a	87,063	66	34	14
All Bilingual Education Programs	53,393	69	38	15
Transitional Bilingual/Early Exit	21,505	64	30	12
Transitional Bilingual/Late Exit	7,495	65	33	13
Dual Immersion/Two-Way	5,789	75	44	19
Dual Immersion/One-Way	18,604	75	46	19
All English as a Second Language Programs	29,691	60	28	11
English as a Second Language/Content-Based	16,053	61	29	12
English as a Second Language/Pull-Out	13,638	59	27	10
No Services	3,947	60	30	12
All Former ELs ^b	6,554	89	58	28
All Bilingual Education Programs	3,401	88	53	24
Transitional Bilingual/Early Exit	2,258	86	49	20
Transitional Bilingual/Late Exit	532	94	62	31
Dual Immersion/Two-Way	256	93	66	36
Dual Immersion/One-Way	355	89	58	30
All English as a Second Language Programs	2,565	92	64	33
English as a Second Language/Content-Based	1,402	91	66	35
English as a Second Language/Pull-Out	1,163	92	62	31
No Services	537	89	58	28
Grade 6				
All Current ELs	74,563	42	13	4
All Bilingual Education Programs	6,706	43	14	4
Transitional Bilingual/Early Exit	2,258	39	10	2
Transitional Bilingual/Late Exit	1,452	39	10	3
Dual Immersion/Two-Way	1,830	53	20	7
Dual Immersion/One-Way	1,166	44	15	4
All English as a Second Language Programs	64,249	42	13	4
English as a Second Language/Content-Based	13,539	49	18	6
English as a Second Language/Pull-Out	50,710	40	12	3
No Services	3,579	45	14	5
All Former ELs	10,031	74	30	11
All Bilingual Education Programs	5,220	73	29	10
Transitional Bilingual/Early Exit	3,056	68	24	7
Transitional Bilingual/Late Exit	740	81	31	11
Dual Immersion/Two-Way	480	80	37	16
Dual Immersion/One-Way	944	78	38	15
All English as a Second Language Programs	4,020	75	33	13
English as a Second Language/Content-Based	2,205	78	37	14
English as a Second Language/Pull-Out	1,815	72	28	11
No Services	757	71	27	10

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELs. 2020 data not available because of the COVID-19 pandemic.

^aCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after reclassifying from EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 3.6 (continued)

Participation and Performance of At-Risk Students Currently Identified as English Learners (ELs) and At-Risk Students Previously Identified as ELs on STAAR Reading, by Grade and Bilingual/English as a Second Language (ESL) Program Participation, 2019

Group	Tested	Achieved (%)		
		Approaches	Meets	Masters
Grade 7				
All Current ELs ^a	64,640	50	19	7
All Bilingual Education Programs	976	60	24	10
Transitional Bilingual/Early Exit	30	47	23	13
Transitional Bilingual/Late Exit	4	– ^c	–	–
Dual Immersion/Two-Way	879	60	23	10
Dual Immersion/One-Way	63	65	30	11
All English as a Second Language Programs	60,677	49	19	7
English as a Second Language/Content-Based	10,690	56	26	11
English as a Second Language/Pull-Out	49,987	48	17	6
No Services	2,974	54	22	9
All Former ELs ^b	13,330	82	42	18
All Bilingual Education Programs	6,566	81	39	16
Transitional Bilingual/Early Exit	3,589	80	37	15
Transitional Bilingual/Late Exit	1,042	82	38	15
Dual Immersion/Two-Way	535	88	46	20
Dual Immersion/One-Way	1,400	82	41	17
All English as a Second Language Programs	5,742	84	46	22
English as a Second Language/Content-Based	3,041	86	49	25
English as a Second Language/Pull-Out	2,701	82	43	18
No Services	996	80	38	16
Grade 8				
All Current ELs	57,909	50	19	5
All Bilingual Education Programs	517	63	26	5
Transitional Bilingual/Early Exit	16	69	44	6
Transitional Bilingual/Late Exit	5	60	20	0
Dual Immersion/Two-Way	457	63	25	5
Dual Immersion/One-Way	39	69	23	13
All English as a Second Language Programs	50,928	48	17	4
English as a Second Language/Content-Based	5,592	52	23	6
English as a Second Language/Pull-Out	45,336	47	17	4
No Services	6,455	62	29	9
All Former ELs	13,415	88	49	15
All Bilingual Education Programs	4,961	88	46	13
Transitional Bilingual/Early Exit	2,461	87	47	13
Transitional Bilingual/Late Exit	838	89	44	13
Dual Immersion/Two-Way	454	92	58	20
Dual Immersion/One-Way	1,208	86	43	11
All English as a Second Language Programs	7,495	89	50	16
English as a Second Language/Content-Based	3,154	90	54	19
English as a Second Language/Pull-Out	4,341	88	48	14
No Services	934	85	45	13

Note. Results are based on the primary administrations of STAAR and STAAR Spanish combined, as applicable. Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELs. 2020 data not available because of the COVID-19 pandemic.

^aCurrent ELs were identified as ELs in 2018-19. The group, all current ELs, includes students for whom information about services received may be incomplete.

^bFormer ELs are those in the first and second years of academic monitoring after reclassifying from EL status. The group, all former ELs, includes students for whom information about services received may be incomplete. ^cA dash (–) indicates data are not reported to protect student anonymity.

Chapter 4.

Disciplinary Alternative Education Programs

In 1995, the 74th Texas Legislature required school districts to establish disciplinary alternative education programs (DAEPs) to serve students who commit specific disciplinary or criminal offenses (Texas Education Code [TEC] Chapter 37). Districts must assess and track the academic growth of all students attending DAEPs. Statute specifies that the academic mission of a DAEP is to enable students to perform at grade level. Each DAEP must provide for the educational and behavioral needs of students, focusing on English language arts, mathematics, science, history, and self-discipline. A student removed to a DAEP must be afforded an opportunity to complete coursework before the beginning of the next school year. Since the 2005-06 school year, teachers in DAEPs must have met all certification requirements established under TEC Chapter 21, Subchapter B.

DAEP assignments may be mandatory or discretionary. TEC Chapter 37 specifies the offenses that result in mandatory assignment to a DAEP. School administrators also may assign students to DAEPs for violations of local student codes of conduct (discretionary offenses). For some student behavior, the type of disciplinary action applicable depends on the circumstances involved.

A student may be assigned to a DAEP or expelled more than once in a school year. In addition, a student may be assigned to a DAEP and expelled in the same school year. Each school district code of conduct must: (a) specify that consideration will be given to self-defense, intent or lack of intent at the time the student engaged in the conduct, a student's disciplinary history, a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, a student's status in the conservatorship of the Department of Family and Protective Services, or a student's status as homeless as factors in a decision to order suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP); (b) provide guidelines for setting the length of a term of removal to a DAEP under TEC §37.006 or expulsion under TEC §37.007; and (c) address the notification of a student's parent or guardian of a violation of the student code of conduct by the student that results in suspension, removal to a DAEP, or expulsion. The code of conduct must also prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. The code of conduct must provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom, on school grounds, and in a vehicle owned or operated by the district; (b) disciplining students; and (c) preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.

Program Characteristics

Districts have implemented a variety of DAEP programs with different instructional arrangements and behavior management approaches. Some programs provide direct, teacher-oriented classroom instruction; others combine direct instruction with self-paced, computer-assisted programs. Behavior management approaches include "boot camp" systems, as well as "point" systems that reward positive behavior. Most DAEPs are highly structured. For example, many DAEPs use metal detectors, require students to wear uniforms, maintain small student-to-teacher ratios, and escort students from one area of campus to another.

DAEPs may be housed on home campuses or in separate, dedicated facilities. Several small, rural districts have entered into cooperative arrangements with other districts to provide DAEPs.

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

Data Sources and Methods

Data on discipline, gender, ethnicity, economic status, program participation, and dropout status were drawn from the Public Education Information Management System (PEIMS). All summary DAEP data presented are based on analyses of student-level data. Participation and performance data on State of Texas Assessments of Academic Readiness (STAAR) were provided to the Texas Education Agency (TEA) by a state contractor, Educational Testing Service. The 2018 and 2019 STAAR passing rates presented in this chapter are based on performance levels that classified students into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. Students categorized as Approaches Grade Level and above were considered to have passed an examination. Test performance results for students assigned to DAEPs include scores for students assigned at any time during the year.

DAEP Assignment

Approximately 1.4 percent (80,783) of the more than 5.5 million students in Texas public schools in 2018-19 received DAEP assignments (Table 4.1). Approximately 1.3 percent of students were assigned to DAEPs in the previous year. The total number of DAEP assignments, including multiple assignments for students, increased by 7.5 percent from the previous year.

Table 4.1
Assignment to DAEPs,^a 2017-18 and 2018-19

DAEP Assignments	2017-18	2018-19
Individual Student Count	74,531	80,783
Total ^b	89,501	96,218

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

In 2018-19, disparities were evident between the demographic makeup of students assigned to DAEPs and that of the student population as a whole. In each of Grades 1-12, African American and economically disadvantaged students accounted for larger percentages of students assigned to DAEPs than of the total student population (Table 4.2). This was more pronounced in the early grade levels. Conversely, White

Table 4.2
Enrollment and Assignment to DAEPs,^a by Grade and Student Group, 2017-18 and 2018-19

Grade	All Students	DAEP		African American (%)		American Indian (%)		Asian (%)	
		Number	Percent	DAEP	State	DAEP	State	DAEP	State
2017-18									
Grade 1	398,788	279	0.1	44.8	12.5	0.4	0.4	1.1	4.6
Grade 2	403,917	369	0.1	43.6	12.6	0.3	0.5	0.5	4.5
Grade 3	418,959	631	0.2	42.0	12.7	0.5	0.4	0.3	4.4
Grade 4	422,401	1,070	0.3	36.5	12.6	0.6	0.4	0.4	4.5
Grade 5	422,414	1,898	0.4	32.1	12.7	0.4	0.4	0.3	4.3
Grade 6	410,304	5,710	1.4	23.7	12.7	0.4	0.4	0.6	4.3
Grade 7	410,418	9,026	2.2	21.9	12.6	0.3	0.4	0.6	4.3
Grade 8	407,703	11,382	2.8	20.3	12.6	0.4	0.3	0.6	4.4
Grade 9	441,663	17,494	4.0	21.7	12.9	0.3	0.4	0.5	4.1
Grade 10	405,825	12,048	3.0	22.6	12.7	0.4	0.4	0.7	4.3
Grade 11	370,834	8,105	2.2	23.2	12.4	0.4	0.4	1.2	4.6
Grade 12	371,147	6,445	1.7	22.7	12.7	0.5	0.4	1.4	4.4
2018-19									
Grade 1	397,442	294	0.1	47.3	12.4	.	0.4	0.3	4.8
Grade 2	397,483	374	0.1	41.7	12.7	.	0.4	0.3	4.7
Grade 3	404,967	607	0.1	40.2	12.7	0.2	0.5	0.2	4.6
Grade 4	420,936	941	0.2	37.2	12.7	0.3	0.4	1.3	4.5
Grade 5	425,913	1,869	0.4	32.3	12.6	0.5	0.4	0.3	4.5
Grade 6	425,940	6,379	1.5	23.7	12.8	0.3	0.4	0.5	4.3
Grade 7	415,480	9,592	2.3	21.3	12.8	0.4	0.4	0.5	4.4
Grade 8	413,611	12,279	3.0	19.2	12.6	0.4	0.3	0.6	4.4
Grade 9	447,459	19,260	4.3	21.1	12.9	0.3	0.3	0.6	4.2
Grade 10	409,552	13,359	3.3	22.3	12.6	0.5	0.4	0.9	4.5
Grade 11	371,519	8,822	2.4	22.7	12.5	0.3	0.4	1.0	4.7
Grade 12	379,419	6,943	1.8	22.9	12.5	0.3	0.4	1.4	4.5

Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State
2017-18										
Grade 1	28.7	51.7	.	0.2	19.0	27.9	6.1	2.7	86.0	63.9
Grade 2	29.8	51.7	0.3	0.2	19.8	27.9	5.7	2.6	88.1	64.0
Grade 3	31.9	52.5	.	0.1	20.9	27.3	4.4	2.5	85.1	64.4
Grade 4	38.5	52.5	0.2	0.1	21.1	27.5	2.7	2.5	88.5	64.0
Grade 5	43.3	52.5	0.1	0.2	20.8	27.6	3.0	2.4	87.2	63.4
Grade 6	56.7	52.2	0.1	0.2	16.5	28.0	2.0	2.3	87.1	62.4
Grade 7	57.1	52.3	0.1	0.1	18.0	28.1	2.1	2.2	84.7	61.2
Grade 8	56.1	52.1	0.1	0.1	20.2	28.3	2.3	2.2	82.3	60.2
Grade 9	55.6	52.6	0.1	0.2	19.8	27.8	2.0	2.0	79.7	59.5
Grade 10	50.8	51.6	0.1	0.2	23.4	28.9	2.0	2.0	74.0	56.9
Grade 11	47.0	50.5	0.2	0.2	25.8	30.0	2.2	2.0	67.7	54.1
Grade 12	45.6	50.2	0.1	0.2	27.4	30.4	2.4	1.9	63.7	53.1
2018-19										
Grade 1	33.3	51.5	.	0.2	14.3	27.9	4.8	2.8	86.4	63.8
Grade 2	29.7	51.8	.	0.2	23.3	27.5	5.1	2.8	87.2	63.4
Grade 3	33.3	51.8	0.2	0.2	20.9	27.6	5.1	2.7	90.0	63.4
Grade 4	35.7	52.6	0.1	0.2	22.3	27.1	3.1	2.6	86.4	63.6
Grade 5	43.9	52.6	.	0.1	20.4	27.2	2.7	2.5	87.1	63.0
Grade 6	55.6	52.6	0.1	0.2	17.2	27.3	2.6	2.4	86.8	62.1
Grade 7	58.0	52.5	0.2	0.2	17.4	27.5	2.2	2.3	83.9	61.2

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

continues

Table 4.2 (continued)
Enrollment and Assignment to DAEPs,^a by Grade and Student Group, 2017-18 and 2018-19

Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State
Grade 8	57.9	52.4	0.1	0.1	19.4	27.8	2.3	2.3	82.2	60.0
Grade 9	56.5	53.2	0.1	0.1	19.4	27.1	2.1	2.2	80.2	59.6
Grade 10	51.6	51.8	0.1	0.2	22.6	28.4	2.0	2.1	74.0	56.4
Grade 11	48.3	50.8	0.2	0.2	25.2	29.5	2.3	2.0	67.5	53.7
Grade 12	47.2	51.1	0.1	0.2	26.0	29.3	2.1	2.0	64.3	53.2

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

students at each grade level accounted for a smaller percentage of students assigned to DAEPs than of the total student population. Hispanic students accounted for smaller percentages of students assigned to DAEPs than of the total student population in Grades 1-5 and 10-12, and larger percentages in Grades 6-9.

From Grade 1 to Grade 12, the percentage of students assigned to DAEPs in 2018-19 increased markedly at Grade 6, continued rising to a maximum of 4.3 percent of all students in Grade 9, then steadily declined through the high school grades (Table 4.2). Of all students in Grades 1-12 who were assigned to DAEPs, 23.8 percent were ninth graders (Table 4.1 on page 122 and Table 4.2).

Males made up 68.6 percent of students assigned to DAEPs in 2018-19 compared to 51.3 percent of the total student population (Table 4.3). Some 17.0 percent of students assigned to DAEPs were receiving special education services, compared to 11.2 percent of students statewide.

Table 4.3
Assignment to DAEPs^a (%), by Gender and Special Education Services, 2017-18 and 2018-19

Group	DAEP	State
2017-18		
Female	29.8	48.7
Male	70.2	51.3
Receiving Spec. Ed. ^b Services	16.8	10.3
Not Receiving Spec. Ed. Services	83.2	89.7
2018-19		
Female	31.4	48.7
Male	68.6	51.3
Receiving Spec. Ed. Services	17.0	11.2
Not Receiving Spec. Ed. Services	83.0	88.8

^aDisciplinary alternative education programs. ^bSpecial education.

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2018-19, the average number of discretionary assignments (1.15) exceeded the average number of mandatory assignments (1.09) (Table 4.4). About one out of six students assigned to DAEPs in 2018-19 received more than one assignment that year. On average, female students (13.4%) were less likely to have received more than one assignment than male students (16.8%), and White

Table 4.4
Frequency and Length of DAEP^a Assignment, 2017-18 and 2018-19

Group	Average Number of Assignments ^b				Single Assignment (%)		Average Length of Assignment (Days)	
	Discretionary		Mandatory		2017-18	2018-19	2017-18	2018-19
	2017-18	2018-19	2017-18	2018-19				
African American	1.19	1.16	1.08	1.09	81.4	82.5	32.6	32.3
American Indian	1.12	1.10	1.11	1.05	82.2	87.5	31.1	33.2
Asian	1.07	1.07	1.05	1.08	91.5	89.4	28.9	31.5
Hispanic	1.16	1.15	1.09	1.10	84.0	84.2	32.5	32.2
Pacific Islander	1.08	1.07	1.08	1.02	90.8	92.8	30.8	29.4
White	1.17	1.16	1.07	1.07	85.7	85.8	31.5	31.5
Multiracial	1.18	1.15	1.07	1.07	83.7	85.1	31.5	31.2
Economically Disadvantaged	1.18	1.16	1.09	1.09	83.0	83.5	32.7	32.5
Special Education	1.20	1.17	1.10	1.12	81.5	81.2	33.2	33.8
Female	1.14	1.13	1.06	1.07	86.7	86.6	30.1	30.2
Male	1.18	1.16	1.09	1.10	82.6	83.2	33.1	32.9
All	1.17	1.15	1.08	1.09	83.8	84.3	32.3	32.1

^aDisciplinary alternative education program. ^bAverage per student.

students (14.2%) were less likely to have received more than one assignment than African American (17.5%) and Hispanic students (15.8%).

For each student who attended a DAEP in 2018-19, the total length of assignment was calculated by adding the number of days, across multiple assignments, the student actually spent in a DAEP. A student who attended a DAEP for one assignment of 10 days, for example, would have the same total length of assignment as a student who attended a DAEP twice in the same year for 5 days each assignment. White students assigned to DAEPs spent an average of about 31.5 days in actual attendance, whereas African American and Hispanic students spent an average of about 32.3 days and 32.2 days, respectively (Table 4.4).

State of Texas Assessments of Academic Readiness Participation and Performance

STAAR is the primary statewide assessment. This chapter provides STAAR reading and mathematics assessment results for students assigned to DAEPs in Grades 3-8. For students assigned to DAEPs in secondary grades, this chapter provides performance results on STAAR end-of-course (EOC) assessments in English I, English II, and Algebra I.

Statewide, 98.4 percent of students in Grades 3-8 who were assigned to DAEPs took the 2019 STAAR reading test and 1.5 percent were absent (Table 4.5 on page 126).

In 2019, passing rates on the STAAR reading and mathematics tests in Grades 3-8 were lower for students assigned to DAEPs than students statewide (Table 4.6 on page 126). The overall passing rate for students assigned to DAEPs was 29 percentage points lower than the overall rate for students statewide on both the reading (48% vs. 77%) and the mathematics (51% vs. 80%) tests. Among students assigned to DAEPs, as well as students statewide, STAAR passing rates in reading and mathematics were higher for White students than African American and Hispanic students.

Table 4.5
Reading STAAR Participation (%), Students Assigned to DAEPs,^a Grades 3-8, by Student Group, 2018 and 2019

Group	Tested on STAAR		Absent		Other	
	2018	2019	2018	2019	2018	2019
African American	98.5	98.5	1.3	1.4	0.2	0.1
American Indian	98.9	97.2	1.1	2.8	0.0	0.0
Asian	97.4	98.7	2.6	1.3	0.0	0.0
Hispanic	98.0	98.1	1.8	1.7	0.2	0.2
Pacific Islander	100	96.7	0.0	3.3	0.0	0.0
White	98.6	99.0	1.2	0.8	0.1	0.2
Multiracial	97.9	99.0	2.1	0.9	0.0	0.1
Economically Disadvantaged	98.2	98.2	1.7	1.6	0.1	0.2
Special Education	97.9	98.0	1.8	1.7	0.3	0.3
All	98.2	98.4	1.6	1.5	0.2	0.2

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

^aDisciplinary alternative education programs.

Table 4.6
STAAR Passing Rates (%), Grades 3-8, by Subject and Student Group, 2018 and 2019

Group	2018		2019	
	DAEP ^a	State	DAEP	State
Reading				
African American	38	65	40	67
American Indian	52	74	54	76
Asian	71	91	71	92
Hispanic	44	72	47	73
Pacific Islander	59	77	48	77
White	59	85	60	86
Multiracial	56	82	54	83
Econ. Disad. ^b	43	68	45	70
Special Education	19	37	21	39
Female	53	79	56	81
Male	43	72	44	74
All	46	76	48	77
Mathematics				
African American	39	68	41	69
American Indian	53	79	54	79
Asian	76	94	74	95
Hispanic	46	77	50	78
Pacific Islander	45	82	62	81
White	59	87	63	87
Multiracial	54	83	55	84
Econ. Disad.	44	74	48	75
Special Education	24	47	26	48
Female	50	81	55	81
Male	46	78	49	79
All	47	79	51	80

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

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Passing rates on the 2019 STAAR EOC tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.7). The overall passing rate for students assigned to DAEPs was 32 percentage points lower than the overall rate for students statewide on the English I test (35% vs. 67%), 29 percentage points lower on the English II test (42% vs. 71%), and 35 percentage points lower on the Algebra I test (51% vs. 86%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR EOC tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Table 4.7
STAAR End-of-Course Passing Rates (%), by
Subject and Student Group, 2018 and 2019

Group	2018		2019	
	DAEP ^a	State	DAEP	State
English I				
African American	26	54	27	56
American Indian	51	63	34	65
Asian	52	85	65	87
Hispanic	31	60	34	61
Pacific Islander	43	69	29	67
White	43	79	46	80
Multiracial	44	76	48	78
Econ. Disad. ^b	29	56	32	58
Special Education	10	21	10	22
Female	44	73	46	74
Male	27	58	30	60
All	32	65	35	67
English II				
African American	31	58	33	61
American Indian	53	68	47	69
Asian	71	84	63	86
Hispanic	37	63	40	65
Pacific Islander	63	68	44	72
White	55	83	56	83
Multiracial	48	81	61	82
Econ. Disad.	35	59	38	61
Special Education	10	20	11	25
Female	50	75	52	77
Male	35	63	38	65
All	40	69	42	71
Algebra I				
African American	46	78	44	79
American Indian	57	84	47	84
Asian	82	97	69	97
Hispanic	50	84	52	85
Pacific Islander	67	87	46	85
White	60	91	55	90
Multiracial	61	89	58	89
Econ. Disad.	49	82	49	82
Special Education	25	51	25	54
Female	62	90	62	90
Male	46	82	46	82
All	51	86	51	86

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Dropout Rates

Out of the 70,225 students in Grades 7-12 assigned to DAEPs in the 2018-19 school year (Table 4.2 on page 123), 3,001 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 4.3 percent, more than three times the rate for students statewide (1.4%) (Table 4.8). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.8
Annual Dropout Rate (%), Grades 7-12, by Student Group, 2017-18 and 2018-19

Group	2017-18		2018-19	
	DAEP ^a	State	DAEP	State
African American	5.2	2.1	5.7	2.2
American Indian	4.8	2.1	5.0	1.9
Asian	1.7	0.4	2.2	0.4
Hispanic	4.6	1.7	4.3	1.6
Pacific Islander	9.0	2.0	6.8	1.7
White	3.1	0.8	2.9	0.8
Multiracial	3.7	1.1	3.8	1.2
Econ. Disad. ^b	4.5	1.7	4.6	1.8
Special Education	4.9	1.9	5.1	1.8
Female	3.3	1.2	3.1	1.2
Male	4.9	1.6	4.8	1.6
All	4.4	1.4	4.3	1.4

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Agency Contact Person

For additional information on DAEPs, contact Megan Aghazadian, Deputy Commissioner of Operations, (512) 463-8880.

Other Sources of Information

Discipline data are available on the TEA website at <https://tea.texas.gov/reports-and-data/student-data/discipline-data-products/discipline-data-products-overview>. Annual data on enrollment in discipline settings and on disciplinary incidents and resulting actions are available at the state, region, and district levels.

Chapter 5. Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 382,451 students in the class of 2019 was 90.0 percent, unchanged from the class of 2018 (Table 5.1 on page 130 and Table 5.2 on page 134). The Grade 9 four-year longitudinal dropout rate for the class of 2019 was 5.9 percent, an increase of 0.2 percentage points. Of the 2,440,498 students who attended Grades 7-12 in Texas public schools in the 2018-19 school year, 1.4 percent were reported to have dropped out, unchanged from the previous school year (Table 5.5 on page 137). The target set in law was to reduce the annual and longitudinal dropout rates to 5 percent or less (Texas Education Code [TEC] §39.332).

Dropout Definition

The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (TEC §39.051). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. The 2018-19 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

In 2019, the 86th Texas Legislature passed House Bill (HB) 3, which amended TEC §48.009, directing the commissioner of education to adopt rules requiring the Public Education Information Management System (PEIMS) to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school. Additionally, the legislature passed HB 330, which modified TEC §39.053(g-1) to exclude students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility from the computation of dropout and completion rates for state accountability purposes. Students who meet either of these criteria are identified as dropouts under the NCES definition. Beginning with the 2019-20 school year, districts will be able to report students as dropping out for these reasons.

Longitudinal Graduation and Dropout Rates

Calculation and Methods

A four-year longitudinal graduation rate is the percentage of students from a class of first-time ninth graders who graduate within four years; that is, by the end of the fourth school year after they begin ninth grade. An extended longitudinal graduation rate is the percentage of students from a class of first-time

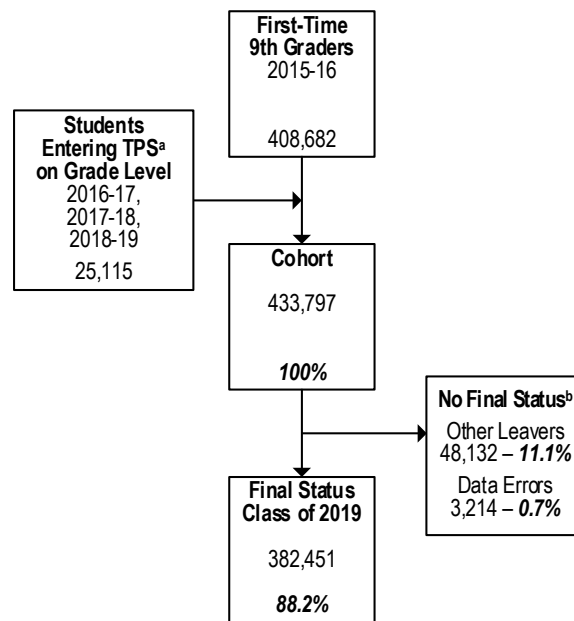
**Table 5.1
Common Methods of Measuring Student Progress Through School**

	Annual Dropout Rate	Longitudinal Rates: Graduation and Dropout	Attrition Rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning ninth graders who graduate (graduation rate) or drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate or drop out by the end of Grade 12 by the total number of students in the original ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{TxCHSE}^a \text{ recipients} + \text{dropouts}}$	Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	<ul style="list-style-type: none"> • Measure of annual performance for program improvements. • Program improvements can be ascertained within one year. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level. 	<ul style="list-style-type: none"> • The graduation rate is a positive indicator, measuring school success rather than failure. • More stable measures over time. • The longitudinal dropout rate is more consistent with the public's understanding of what a dropout rate reflects. • Districts have more time to encourage dropouts to return to school before being held accountable. • Can be extended to five or six years to account for students who take more than four years to complete high school. 	Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	<ul style="list-style-type: none"> • Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> • Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal graduation and dropout rates are often calculated for Grades 9-12. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Does not produce a dropout rate by grade. 	<ul style="list-style-type: none"> • Produces the highest rate of any method. • Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. • Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. • Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88.	Longitudinal rates are calculated such that the graduation rate, continuation rate, TxCHSE recipient rate, and dropout rate add to 100 percent.	The attrition rate reported by TEA is not adjusted for growth.
2018-19 TEA Reporting	Annual dropout rates Grades 7-12: 1.4% Grades 9-12: 1.9% Grades 7-8: 0.4%	Class of 2019 Grade 9 four-year longitudinal rates Graduation: 90.0% Graduation, continuation, or TxCHSE: 94.1% Dropout: 5.9% Class of 2018 Grade 9 five-year extended longitudinal rates Graduation: 92.2% Graduation, continuation, or TxCHSE: 93.9% Dropout: 6.1% Class of 2017 Grade 9 six-year extended longitudinal rates Graduation: 92.4% Graduation, continuation, or TxCHSE: 93.7% Dropout: 6.3%	Unadjusted attrition rates Grades 7-12: 8.4% Grades 9-12: 17.6%

^aTexas Certificate of High School Equivalency.

ninth graders who graduate within five, six, or seven years. A longitudinal dropout rate is the percentage of students from a class of first-time ninth graders who drop out before completing high school. Students who enter the Texas public school system over the next three years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class (Figure 5.1).

Figure 5.1
Cohort for the Class of 2019 Longitudinal
Graduation and Dropout Rates



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

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

The Texas Education Agency (TEA) calculates four longitudinal rates that add to 100 percent: graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, and dropout. Dropouts are counted according to the dropout definition in place the year they drop out. Students assigned no final status were those who left the Texas public school system for reasons other than graduating, receiving a TxCHSE, or dropping out or those who could not be followed from year to year because of student identification problems.

In 2015, the Texas Legislature passed Senate Bill 149, which revised the state's assessment graduation requirements for students enrolled in Grades 11 or 12 during the 2014-15 school year (TEC §28.0258). Under the requirements, a student who failed an end-of-course (EOC) assessment for no more than two of five required courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an individual graduation committee (IGC) (Title 19 of the Texas Administrative Code [TAC])

§101.3022). In 2017, the legislature extended the revised graduation requirements through the 2018-19 school year, and in 2019 extended them through the 2022-23 school year (TEC §28.0258; 19 TAC §101.3022). The longitudinal graduation rates presented in this chapter include those students graduating by means of an IGC decision.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps. For the 2020 accountability cycle, TEA received approval to waive accountability requirements under the Every Student Succeeds Act. All districts and campuses received a label of *Not Rated: Declared State of Disaster* for the 2020 accountability cycle. This section describes how longitudinal graduation rates and diploma program rates would have been used to determine the ratings for districts and campuses if districts and campuses had received *A-F* ratings for their overall performance and performance in each domain in 2020.

In 2020, the following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses and districts: the class of 2019 four-year graduation rate, the class of 2018 five-year graduation rate, or the class of 2017 six-year graduation rate (TEC §39.053). For alternative education campuses and districts, the class of 2019 four-year, class of 2018 five-year extended, and class of 2017 six-year extended graduation, continuation, or TxCHSE recipient rates were used (TEC §39.0548). Additionally, the federal four-year graduation rate, calculated with federal accountability exclusions, was used in the Closing the Gaps domain for campuses and districts in 2020 for state accountability ratings. Campuses and districts were evaluated on this rate for different student groups, including all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as English learners (ELs).

Campuses and districts that received an accountability rating of *A, B, C, or D* were eligible to earn distinction designations under the state accountability system in 2020. The four-year longitudinal graduation rate used in the Student Achievement domain and a diploma program rate were included as indicators for the postsecondary readiness distinction designation. The diploma program rate measured the percentage of Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) graduates and Foundation (FHSP) graduates with and without an endorsement who graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a distinguished level of achievement [DLA]) and was calculated as follows.

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

In 2019, the Texas legislature passed HB 165, amending the requirements of the Foundation High School Program to expand students' eligibility to earn endorsements (TEC §28.025). Beginning with 2019-20 graduates, a student receiving special education services will be able to earn an endorsement if the student successfully completes curriculum requirements with or without modifications. Furthermore, a student's ARD committee will determine whether the student is required to achieve satisfactory performance on an EOC assessment to earn an endorsement.

State statute requires that certain groups of students, such as students previously reported to the state as dropouts or students in attendance but who are not in membership for purposes of average daily attendance, be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-1)(2)(3) and §39.055). As noted previously, in 2019, the legislature modified TEC §39.053(g-1) to also exclude students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility from the computation of dropout and completion rates beginning with the 2019-20 school year.

Also in 2019, the legislature passed HB 1051, which required districts to report a student as a previous dropout in PEIMS if the student: (a) was at least 18 years of age and under 26 years of age; (b) had not been previously reported as a dropout; and (c) had not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (TEC §42.006). Districts will be able to report students as meeting these criteria beginning with the 2020-21 school year, thus excluding them from campus and district longitudinal rate calculations used for state accountability purposes.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State summary. The four-year longitudinal rates for the class of 2019 tracked students who began Grade 9 for the first time in 2015-16. Out of 382,451 students in the class of 2019, 90.0 percent graduated by the fall of 2019 (Table 5.2 on page 134). The graduation rate for the class of 2019 was unchanged from the class of 2018. An additional 3.7 percent of students in the class of 2019 continued in high school in the fall of 2019, 0.5 percent received a TxCHSE, and 5.9 percent dropped out. The graduation, continuation, and TxCHSE recipient rate for the class of 2019 was 94.1 percent.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2019, the four-year graduation rate was highest among Asian students (96.4%), followed by White (93.7%), multiracial (91.4%), Hispanic (88.2%), and African American (86.2%) students (Table 5.2 on page 134). The four-year graduation rate was higher for students not identified as economically disadvantaged (93.2%) than for students identified as economically disadvantaged (87.2%). The four-year graduation rate was higher for females (92.1%) than males (87.8%). The four-year dropout rate was lowest for Asian students (1.7%), followed by White (3.3%), multiracial (4.8%), Hispanic (7.1%), and African American (8.8%) students. Students who were not economically disadvantaged dropped out at a lower rate (3.6%) than economically disadvantaged students (7.9%). Female students dropped out at a lower rate (4.6%) than male students (7.2%).

Rates by program participation and student characteristic. Students in the class of 2019 who participated in special education programs had a four-year graduation rate of 77.9 percent (Table 5.3 on page 135). Students identified as ELs in Grades 9-12 had a graduation rate of 78.0 percent. The graduation rate for students identified as at risk of dropping out of school was 84.9 percent. All three rates were lower than the state average (90.0%).

Table 5.2
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status,
and Gender, Classes of 2018 and 2019

Class Year	Class	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2018	48,333	41,802	86.5	2,330	4.8	196	0.4	4,005	8.3	44,328	91.7
Class of 2019	48,913	42,183	86.2	2,188	4.5	216	0.4	4,326	8.8	44,587	91.2
American Indian											
Class of 2018	1,382	1,176	85.1	74	5.4	5	0.4	127	9.2	1,255	90.8
Class of 2019	1,426	1,245	87.3	55	3.9	7	0.5	119	8.3	1,307	91.7
Asian											
Class of 2018	15,867	15,300	96.4	322	2.0	15	0.1	230	1.4	15,637	98.6
Class of 2019	16,913	16,302	96.4	313	1.9	18	0.1	280	1.7	16,633	98.3
Hispanic											
Class of 2018	188,106	165,858	88.2	8,562	4.6	710	0.4	12,976	6.9	175,130	93.1
Class of 2019	197,059	173,793	88.2	8,633	4.4	720	0.4	13,913	7.1	183,146	92.9
Pacific Islander											
Class of 2018	572	494	86.4	27	4.7	3	0.5	48	8.4	524	91.6
Class of 2019	583	513	88.0	15	2.6	6	1.0	49	8.4	534	91.6
White											
Class of 2018	111,598	104,418	93.6	2,787	2.5	690	0.6	3,703	3.3	107,895	96.7
Class of 2019	110,084	103,158	93.7	2,603	2.4	710	0.6	3,613	3.3	106,471	96.7
Multiracial											
Class of 2018	7,061	6,452	91.4	248	3.5	38	0.5	323	4.6	6,738	95.4
Class of 2019	7,473	6,827	91.4	232	3.1	52	0.7	362	4.8	7,111	95.2
Economically Disadvantaged											
Class of 2018	199,025	173,685	87.3	9,225	4.6	967	0.5	15,148	7.6	183,877	92.4
Class of 2019	205,362	178,978	87.2	9,159	4.5	987	0.5	16,238	7.9	189,124	92.1
Not Economically Disadvantaged											
Class of 2018	173,894	161,815	93.1	5,125	2.9	690	0.4	6,264	3.6	167,630	96.4
Class of 2019	177,089	165,043	93.2	4,880	2.8	742	0.4	6,424	3.6	170,665	96.4
Female											
Class of 2018	183,557	169,071	92.1	5,573	3.0	578	0.3	8,335	4.5	175,222	95.5
Class of 2019	188,020	173,254	92.1	5,518	2.9	584	0.3	8,664	4.6	179,356	95.4
Male											
Class of 2018	189,362	166,429	87.9	8,777	4.6	1,079	0.6	13,077	6.9	176,285	93.1
Class of 2019	194,431	170,767	87.8	8,521	4.4	1,145	0.6	13,998	7.2	180,433	92.8
State											
Class of 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7	351,507	94.3
Class of 2019	382,451	344,021	90.0	14,039	3.7	1,729	0.5	22,662	5.9	359,789	94.1

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

^aTexas Certificate of High School Equivalency.

Table 5.3
Grade 9 Four-Year Longitudinal Graduation
Rates, by Program Participation and Student
Characteristic, Classes of 2018 and 2019

Group	Class	Graduated (%)	Graduated, Continued, or Received TxCHSE ^a (%)
Class of 2018			
At-Risk	160,781	84.9	91.8
Bilingual/ESL ^b	23,212	77.8	86.8
CTE ^c	209,122	95.8	97.4
EL ^d			
In K-12 ^e	114,092	87.7	92.9
In 9-12 ^f	35,225	77.2	86.3
In Last Year ^g	26,169	75.1	83.6
Foster Care			
In 9-12 ^h	1,433	63.4	77.5
In Last Year ⁱ	610	64.6	73.4
Homeless in 9-12 ^j	22,768	80.0	88.2
Military-Connected	4,975	95.8	97.8
Special Education	29,582	77.9	90.6
Title I	165,984	87.7	92.1
State	372,919	90.0	94.3
Class of 2019			
At-Risk	163,437	84.9	91.6
Bilingual/ESL	27,376	79.7	87.1
CTE	216,764	95.7	97.2
EL			
In K-12	119,863	87.9	92.8
In 9-12	40,831	78.0	86.3
In Last Year	31,124	75.9	83.8
Foster Care			
In 9-12	1,493	62.6	75.0
In Last Year	661	64.9	72.9
Homeless in 9-12	23,975	79.8	87.4
Military-Connected	5,111	95.4	97.8
Special Education	31,537	77.9	90.6
Title I	173,206	87.8	92.0
State	382,451	90.0	94.1

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

^aTexas Certificate of High School Equivalency. ^bEnglish as a second language.

^cCareer and technical education. ^dEnglish learner. ^eStudents identified as ELs at

any time while attending Texas public schools (TPS). ^fStudents identified as ELs at

any time while attending Grades 9-12 in TPS. ^gStudents identified as ELs in their

last year in TPS. ^hStudents identified as in foster care at any time while attending

Grades 9-12 in TPS. ⁱStudents identified as in foster care in their last year in TPS.

^jStudents identified as homeless at any time while attending Grades 9-12 in TPS.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

Many students took longer than four years to graduate. Students who began Grade 9 for the first time in 2014-15 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2018. By the fall of 2018, 90.0 percent of the class of 2018 had graduated, 3.8 percent were still in high school, 0.4 percent had received a TxCHSE, and 5.7 percent had dropped out (Appendix 5-A on page 150). By the fall of 2019, 92.2 percent of the class of 2018 had graduated, 1.1 percent were still in high school, 0.6 percent had received a TxCHSE, and 6.1 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2013-14 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2017. By the fall of 2017, 89.7 percent of the class of 2017 had graduated, 4.0 percent were still in high school, 0.4 percent had received a TxCHSE, and 5.9 percent had dropped out (Appendix 5-B on page 153). By the fall of 2019, 92.4 percent of the class of 2017 had graduated, 0.6 percent were still in high school, 0.7 percent had received a TxCHSE, and 6.3 percent had dropped out.

Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 in Texas public schools for the first time in 2012-13 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2016. By the fall of 2016, 89.1 percent of the class of 2016 had graduated, 4.2 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.2 percent had dropped out (Table 5.4). By the fall of 2019, 92.3 percent of the class of 2016 had graduated, 0.2 percent were still in high school, 0.9 percent had received a TxCHSE, and 6.5 percent had dropped out.

Table 5.4
Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2015 and Class of 2016

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
Class of 2015										
As of fall 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3	
As of fall 2016	338,913	309,334	91.3	4,155	1.2	2,840	0.8	22,584	6.7	
As of fall 2017	338,812	310,985	91.8	1,891	0.6	3,361	1.0	22,575	6.7	
As of fall 2018	338,776	311,911	92.1	758	0.2	3,749	1.1	22,358	6.6	
Class of 2016										
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	
As of fall 2018	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	
As of fall 2019	349,507	322,730	92.3	811	0.2	3,241	0.9	22,725	6.5	

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the fall three years later for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the fall three years later.

Annual Dropout Rates

Calculation

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

Annual Dropout Rates in the Accountability System

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

State Summary

Out of 2,440,498 students who attended Grades 7-12 in Texas public schools during the 2018-19 school year, 1.4 percent were reported to have dropped out, unchanged from the previous school year (Table 5.5).

Table 5.5
Annual Dropout Rates, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, 2017-18 and 2018-19

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2017-18					
African American	305,393	12.7	6,453	19.2	2.1
American Indian	8,849	0.4	190	0.6	2.1
Asian	104,473	4.3	420	1.2	0.4
Hispanic	1,243,820	51.6	20,570	61.0	1.7
Pacific Islander	3,621	0.2	73	0.2	2.0
White	695,626	28.9	5,432	16.1	0.8
Multiracial	49,070	2.0	559	1.7	1.1
Economically Disadvantaged	1,389,471	57.6	24,197	71.8	1.7
Not Economically Disadvantaged	1,021,381	42.4	9,500	28.2	0.9
Female	1,175,242	48.7	13,586	40.3	1.2
Male	1,235,610	51.3	20,111	59.7	1.6
State	2,410,852	100	33,697	100	1.4
2018-19					
African American	309,128	12.7	6,938	20.1	2.2
American Indian	8,796	0.4	169	0.5	1.9
Asian	108,274	4.4	469	1.4	0.4
Hispanic	1,269,525	52.0	20,878	60.6	1.6
Pacific Islander	3,737	0.2	62	0.2	1.7
White	688,712	28.2	5,323	15.4	0.8
Multiracial	52,326	2.1	638	1.9	1.2
Economically Disadvantaged	1,403,449	57.5	25,233	73.2	1.8
Not Economically Disadvantaged	1,037,049	42.5	9,244	26.8	0.9
Female	1,189,999	48.8	13,972	40.5	1.2
Male	1,250,499	51.2	20,505	59.5	1.6
State	2,440,498	100	34,477	100	1.4

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

Although the rate remained the same, the number of dropouts in Grades 7-12 increased to 34,477 from the 33,697 students who dropped out in 2017-18.

There were 3,579 students who dropped out of Grades 7-8, and 30,898 students who dropped out of Grades 9-12 in the 2018-19 school year (Table 5.6 on page 138). The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 1.9 percent, respectively.

Table 5.6
Students and Dropouts, by Grade, 2017-18
and 2018-19

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
2017-18				
Grade 7	410,528	17.0	1,403	4.2
Grade 8	407,839	16.9	2,021	6.0
Grade 9	441,847	18.3	9,215	27.3
Grade 10	406,109	16.8	8,040	23.9
Grade 11	371,103	15.4	6,810	20.2
Grade 12	373,426	15.5	6,208	18.4
Grades 7-12	2,410,852	100	33,697	100
2018-19				
Grade 7	415,568	17.0	1,489	4.3
Grade 8	413,728	17.0	2,090	6.1
Grade 9	447,565	18.3	9,281	26.9
Grade 10	409,878	16.8	8,232	23.9
Grade 11	371,855	15.2	6,984	20.3
Grade 12	381,904	15.6	6,401	18.6
Grades 7-12	2,440,498	100	34,477	100

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

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in 2018-19, the Grade 7-12 dropout rate was highest among African American students (2.2%), followed by Hispanic (1.6%), multiracial (1.2%), White (0.8%), and Asian (0.4%) students (Table 5.5 on page 137). The dropout rate for students identified as economically disadvantaged was 1.8 percent, whereas the dropout rate for students not identified as economically disadvantaged was 0.9 percent. Male students had a higher dropout rate (1.6%) than female students (1.2%).

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2018-19, for example, Hispanic students made up 52.0 percent of students in Grades 7-12, but 60.6 percent of dropouts, a difference of 8.6 percentage points. African American students made up 12.7 percent of students in Grades 7-12, but 20.1 percent of dropouts, a difference of 7.4 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 57.5 percent of students in Grades 7-12 in 2018-19, but 73.2 percent of dropouts, a difference of 15.7 percentage points. Males made up 51.2 percent of students in Grades 7-12, but 59.5 percent of dropouts, a difference of 8.3 percentage points.

Rates by Grade

In 2018-19, across Grades 7-12, Grade 9 had the highest dropout rate (2.1%) and the largest number of dropouts (9,281), accounting for 26.9 percent of all dropouts (Table 5.6 and Table 5.7). Grade 7 had the lowest dropout rate (0.4%) and the smallest number of dropouts (1,489).

Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grade 10 had the highest annual dropout rate (3.3%), followed by African American students in Grade 9 (3.2%)

Table 5.7
Annual Dropout Rates, by Race/Ethnicity and Grade, 2017-18 and 2018-19

Group	Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2017-18												
African American	326	0.6	444	0.9	1,745	3.1	1,598	3.1	1,277	2.8	1,063	2.2
American Indian	9	0.6	8	0.6	55	3.2	47	3.1	40	2.8	31	2.3
Asian	27	0.2	41	0.2	87	0.5	73	0.4	87	0.5	105	0.6
Hispanic	749	0.3	1,171	0.6	5,997	2.6	4,855	2.3	3,942	2.1	3,856	2.1
Pacific Islander	1	0.2	5	0.9	18	2.6	12	1.9	21	3.7	16	2.7
White	259	0.2	329	0.3	1,180	1.0	1,315	1.1	1,303	1.2	1,046	0.9
Multiracial	32	0.4	23	0.3	133	1.5	140	1.8	140	1.9	91	1.3
State	1,403	0.3	2,021	0.5	9,215	2.1	8,040	2.0	6,810	1.8	6,208	1.7
2018-19												
African American	341	0.6	404	0.8	1,859	3.2	1,732	3.3	1,442	3.1	1,160	2.4
American Indian	13	0.8	13	0.9	43	2.7	42	2.8	33	2.5	25	1.8
Asian	33	0.2	34	0.2	103	0.5	87	0.5	73	0.4	139	0.8
Hispanic	795	0.4	1,233	0.6	5,920	2.5	4,903	2.3	4,024	2.1	4,003	2.0
Pacific Islander	6	0.9	4	0.6	15	2.3	14	2.2	10	1.6	13	2.2
White	268	0.2	355	0.3	1,195	1.0	1,287	1.1	1,252	1.1	966	0.9
Multiracial	33	0.3	47	0.5	146	1.5	167	1.9	150	2.0	95	1.3
State	1,489	0.4	2,090	0.5	9,281	2.1	8,232	2.0	6,984	1.9	6,401	1.7

(Table 5.7). Asian students in Grades 7 and 8 and White students in Grade 7 had the lowest annual dropout rates (0.2% each).

Rates for Students Identified as English Learners

Table 5.8 on page 140 presents annual dropout rates for current and former ELs in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELs, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying ELs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former EL performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Projected Dropout Rates

As required by TEC §39.332, the five-year projected dropout rates for Grades 9-12 are based on the assumption that no change in policy will be made. The projected rates in Table 5.9 on page 142 were calculated by analyzing historical trends in actual dropout rates from 2005-06, the first year Texas used the National Center for Education Statistics dropout definition, to 2018-19. In 2018-19, the four-year longitudinal dropout rate was 5.9 percent, and the annual dropout rate was 2.1 percent for Grade 9, 2.0 percent for Grade 10, 1.9 percent for Grade 11, and 1.7 percent for Grade 12 (Table 5.2 on page 134 and Table 5.7).

Table 5.8
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former English Learners, by Special Language Program Instructional Model, 2017-18 and 2018-19

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2017-18					
Grades 7-8					
All Current ELs ^a	122,221	100	779	100	0.6
All Bilingual Education Programs	1,552	1.3	1	0.1	0.1
Transitional Bilingual/Early Exit	73	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	23	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,268	1.0	1	0.1	0.1
Dual Immersion/One-Way	188	0.2	0	0.0	0.0
All ESL ^b Programs	105,628	86.4	522	67.0	0.5
ESL/Content-Based	37,903	31.0	193	24.8	0.5
ESL/Pull-Out	67,725	55.4	329	42.2	0.5
No Services	15,041	12.3	256	32.9	1.7
All Former ELs ^c	34,421	100	60	100	0.2
All Bilingual Education Programs	9,150	26.6	7	11.7	0.1
Transitional Bilingual/Early Exit	3,726	10.8	7	11.7	0.2
Transitional Bilingual/Late Exit	1,297	3.8	0	0.0	0.0
Dual Immersion/Two-Way	1,304	3.8	0	0.0	0.0
Dual Immersion/One-Way	2,823	8.2	0	0.0	0.0
All ESL Programs	22,634	65.8	47	78.3	0.2
ESL/Content-Based	9,280	27.0	16	26.7	0.2
ESL/Pull-Out	13,354	38.8	31	51.7	0.2
No Services	2,637	7.7	6	10.0	0.2
Grades 9-12					
All Current ELs	153,036	100	6,229	100	4.1
All Bilingual Education Programs	250	0.2	2	<0.1	0.8
Transitional Bilingual/Early Exit	5	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	5	<0.1	1	<0.1	20.0
Dual Immersion/Two-Way	232	0.2	1	<0.1	0.4
Dual Immersion/One-Way	8	<0.1	0	0.0	0.0
All ESL Programs	130,767	85.4	4,472	71.8	3.4
ESL/Content-Based	65,472	42.8	2,302	37.0	3.5
ESL/Pull-Out	65,295	42.7	2,170	34.8	3.3
No Services	22,019	14.4	1,755	28.2	8.0
All Former ELs	32,657	100	247	100	0.8
All Bilingual Education Programs	348	1.1	0	0.0	0.0
Transitional Bilingual/Early Exit	4	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	7	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	289	0.9	0	0.0	0.0
Dual Immersion/One-Way	48	0.1	0	0.0	0.0
All ESL Programs	29,030	88.9	203	82.2	0.7
ESL/Content-Based	11,633	35.6	95	38.5	0.8
ESL/Pull-Out	17,397	53.3	108	43.7	0.6
No Services	3,279	10.0	44	17.8	1.3

Note. Parts may not add to 100 percent because of rounding. A dot (.) indicates there were no students in the group.

^aCurrent English learners (ELs) were identified as limited English proficient in the school year presented. The group, all current ELs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete.

continues

Table 5.8 (continued)
Annual Dropout Rates, Grades 7-8 and Grades 9-12, Current and Former English Learners, by Special Language Program Instructional Model, 2017-18 and 2018-19

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2018-19					
Grades 7-8					
All Current ELs ^a	135,393	100	891	100	0.7
All Bilingual Education Programs	1,631	1.2	5	0.6	0.3
Transitional Bilingual/Early Exit	39	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	6	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,456	1.1	5	0.6	0.3
Dual Immersion/One-Way	130	0.1	0	0.0	0.0
All ESL ^b Programs	118,331	87.4	570	64.0	0.5
ESL/Content-Based	20,434	15.1	126	14.1	0.6
ESL/Pull-Out	97,897	72.3	444	49.8	0.5
No Services	15,431	11.4	316	35.5	2.0
All Former ELs ^c	27,931	100	48	100	0.2
All Bilingual Education Programs	9,310	33.3	10	20.8	0.1
Transitional Bilingual/Early Exit	3,705	13.3	5	10.4	0.1
Transitional Bilingual/Late Exit	1,354	4.8	1	2.1	0.1
Dual Immersion/Two-Way	1,136	4.1	2	4.2	0.2
Dual Immersion/One-Way	3,115	11.2	2	4.2	0.1
All ESL Programs	16,445	58.9	27	56.3	0.2
ESL/Content-Based	7,111	25.5	10	20.8	0.1
ESL/Pull-Out	9,334	33.4	17	35.4	0.2
No Services	2,176	7.8	11	22.9	0.5
Grades 9-12					
All Current ELs	173,795	100	6,990	100	4.0
All Bilingual Education Programs	469	0.3	11	0.2	2.3
Transitional Bilingual/Early Exit	0	0.0	0	0.0	.
Transitional Bilingual/Late Exit	2	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	449	0.3	9	0.1	2.0
Dual Immersion/One-Way	18	<0.1	2	<0.1	11.1
All ESL Programs	148,606	85.5	4,788	68.5	3.2
ESL/Content-Based	25,869	14.9	1,028	14.7	4.0
ESL/Pull-Out	122,737	70.6	3,760	53.8	3.1
No Services	24,720	14.2	2,191	31.3	8.9
All Former ELs	29,530	100	192	100	0.7
All Bilingual Education Programs	294	1.0	1	0.5	0.3
Transitional Bilingual/Early Exit	8	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	4	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	264	0.9	1	0.5	0.4
Dual Immersion/One-Way	18	0.1	0	0.0	0.0
All ESL Programs	26,448	89.6	160	83.3	0.6
ESL/Content-Based	10,593	35.9	75	39.1	0.7
ESL/Pull-Out	15,855	53.7	85	44.3	0.5
No Services	2,788	9.4	31	16.1	1.1

Note. Parts may not add to 100 percent because of rounding. A dot (.) indicates there were no students in the group.

^aCurrent English learners (ELs) were identified as limited English proficient in the school year presented. The group, all current ELs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete.

**Table 5.9
Projected Dropout Rates (%) Based on Dropout Trends**

Grade	2019-20	2020-21	2021-22	2022-23	2023-24
Annual Dropout Rates					
Grade 9	1.8	1.8	1.8	1.7	1.7
Grade 10	1.7	1.7	1.6	1.6	1.6
Grade 11	1.7	1.7	1.7	1.6	1.6
Grade 12	1.7	1.6	1.5	1.4	1.3
Longitudinal Dropout Rates					
Grades 9-12	5.6	5.5	5.4	5.2	5.1

The four-year longitudinal dropout rate is projected to decrease 0.8 percentage points between 2018-19 and 2023-24, and annual dropout rates are projected to decrease 0.4 percentage points for Grades 9, 10, and 12, and 0.3 percentage points for Grade 11.

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

Overview

Texas is committed to developing and implementing policies, plans, and programs that ensure high school completion. As a result, Texas is at the forefront of the nation's campaign to increase high school graduation rates and decrease dropout rates. TEA's focus on these objectives is at the core of the agency's strategic priorities to improve foundational skills in reading and mathematics and prepare all students to be ready for college, career, or military service. Efforts include systemic, measurable drivers to reduce the cross-sectional and longitudinal dropout rate to five percent or less.

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

College, Career, and Military Readiness Programs

House Bill (HB) 3, a sweeping and historic school finance bill, was passed by the 86th Texas Legislature and signed by Governor Greg Abbott in 2019. The legislation includes significant new investments and support to increase high school and postsecondary outcomes. Specifically, the bill:

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

educationally disadvantaged, and students served in special education programs. The threshold percentage for each group will be based on the group's statewide CCMR outcomes for the 2016-17 school year. The agency is required to conduct a study on alternative career readiness measures for small and rural districts for the bonus;

- reimburses districts to ensure each student is given at least one college preparation assessment (Texas Success Initiative Assessment [TSIA], SAT, ACT) and at least one industry certification examination by graduation;
- expands career and technical education (CTE) funding from Grades 9-12 to Grades 7-12 and adds technology application courses for funding;
- entitles districts to receive \$50 per student in Pathways in Technology Early College High School (P-TECH) and New Tech High School models; and
- requires each student to complete a Free Application for Federal Student Aid (FAFSA) prior to graduation.

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

- Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). GEAR UP is a seven-year, \$33 million-dollar federal grant awarded to Texas and designed to increase early college awareness and readiness among historically underrepresented student groups. Texas GEAR UP is divided into two major strands: (1) a district intervention initiative that supports four targeted, persistently low-achieving school districts in building a multifaceted college readiness and success initiative; and (2) a statewide collaborative initiative that provides guidance, information, and resources related to college access, readiness, preparation, and success for all Texas students, parents, educators, and communities. The Texas GEAR UP website at <https://www.txcte.org/resource/gearup-resources> contains many online resources, including interactive lessons, videos, facilitation guides, college-planning toolkits, support service toolkits, and grade-level "roadmap" guides. Texas was granted a second, seven-year statewide GEAR UP grant launched in the fall of 2018. This grant supports districts in the use of personalized advising to expand students' understanding of, and access to, college and career pathways. The program ensures advisor quality through robust training and support and advisor efficiency through the development/adoption of supporting technology. In addition, the program prepares students early by providing high-quality instructional materials to support career exploration in middle school.
- Early College High Schools (ECHS). ECHS are small, restructured secondary schools located on or near a college campus. They provide intensive academic support systems that allow students an opportunity to earn up to 60 college credit hours while earning a high school diploma. State funding is allocated to support ECHS. Under Texas Education Code (TEC) §29.908 and Title 19 of the Texas Administrative Code (TAC) §102.1091, TEA developed a designation process for ECHS. The designation process ensures that districts and colleges operating ECHS campuses maintain the integrity of the model, which was researched and designed to target and serve students who might not otherwise attend college.

- Texas Science, Technology, Engineering, and Mathematics (T-STEM). Authorized under TEC §39.235 and 19 TAC §102.1093, T-STEM Academies provide rigorous and applied science and mathematics instruction, preparing students for college and careers relevant to today's job market. Funding to support T-STEM programs is made available under the General Appropriations Act. School districts and open-enrollment charter schools may apply for a campus to be awarded T-STEM designation if certain criteria are met. One requirement is that T-STEM Academies target and enroll students identified as at-risk of dropping out of school.
- Pathways in Technology Early College High Schools (P-TECH). P-TECH, developed in the 2017-2018 biennium, is an open-enrollment program that provides students with work-based education. P-TECH has developed a P-TECH Blueprint under TEC §§29.551-29.557 to benchmark outcomes and guide implementation. The program provides students in Grades 9-12 the opportunity to complete a course of study that combines high school and postsecondary courses. Within six years, P-TECH enables students to earn a high school diploma, along with an associate's degree, a two-year postsecondary certificate, and/or industry certification, and to complete work-based training. The program allows students to gain work experience through an internship, apprenticeship, or other job training programs by partnering with Texas institutions of higher education and regional businesses and industries, giving students access to postsecondary education and workforce training opportunities.

Dropout Prevention and Retention Programs

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

- Dropout Prevention and Recovery Resources. TEA makes information on research-based strategies, programs, and best practices available to local education agencies (LEAs) through the agency website (<https://tea.texas.gov>). The website provides resources for special populations and for highly mobile and at-risk student programs, including resources for students in foster care, students experiencing homelessness, students who are pregnant or parenting, and military-connected students. TEA maintains current resources for mental and behavioral health that include evidence-based programs and research-based best practices on topics that also support students at risk of dropping out of school. Another example of a dropout prevention resource is the Early Warning Data System (EWDS) (<http://www.sedl.org/txcc/resources/ewds/>). American Institutes for Research (AIR) developed this tool while working with TEA on the Texas Ninth Grade Transition and Intervention Program in 2008. AIR continues to maintain the EWDS and make it freely available to school districts and open-enrollment charter schools. The EWDS, a database designed to track research-based ninth-grade indicators related to high school dropout, such as attendance and academic performance, identifies students who are below specified benchmarks leading to graduation. School staff can quickly review data and plan interventions as early as 20 to 30 days after the beginning of the school year. Additional data points are incorporated at each grading period and at the end of the

year to enable intervention planning for summer or the beginning of the following year. AIR maintains an online help system to support schools with implementing this resource.

- **State Compensatory Education Services.** TEC §29.081 defines State Compensatory Education (SCE) as programs and services designed to supplement the regular education program for students identified as at risk of dropping out of school. The SCE allotment is authorized under TEC §48.104 to provide educational programs and/or services that supplement regular education programs so that at-risk students and educationally disadvantaged students can succeed in school. Decreasing the achievement gap and decreasing the dropout rate are primary goals of this program. A school district may also use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school.
- **Communities In Schools (CIS).** CIS is authorized under TEC §§33.151-33.159; 19 TAC Chapter 89, Subchapter EE; and the General Appropriations Act, Article III, Rider 22 (86th Texas Legislature). TEA administers the CIS program in Texas through grants to eligible nonprofit agencies. CIS is a school-based dropout prevention model designed to keep students persisting in education through high school graduation. CIS partners with educators, students, and parents to identify needs of at-risk students. Once the needs are identified, CIS customizes supports for students and families and provides individual case management services, engaging the community as part of this process. CIS monitors student-level data and tracks education outcomes for the students served. TEA manages a set of policies and requirements and a CIS student-level database. The agency provides technical support to, and coordination of, the 28 CIS programs throughout Texas. In the 2018-19 school year, the 28 CIS organizations provided case management services to 88,644 students and served 967 schools in 139 school districts.
- **Texas Academic Innovation and Mentoring (TX AIM).** This dropout prevention program is funded under the General Appropriations Act, Article III, Rider 51 (86th Texas Legislature). The purpose of TX AIM is to expand statewide an after-school and summer program designed to close the achievement gaps between minority students, low-income students, and English learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low-performing schools at 69 sites across Texas. The program enables at-risk students to enroll in after-school and summer recreational programs that address student achievement gaps through a combination of skills gap remediation and dropout prevention services. Almost half of the service sites are along the Texas-Mexico border. While traditional Boys & Girls Clubs (BGC) programming addresses comprehensive dropout prevention needs, the TX AIM partner, Sylvan Learning Center, provides instruction in evidence-based curriculum using certified teachers assisted by BGC staff. Through joint delivery of the program, children receive seamless services from the two partners. Additionally, the staff development that BGC receives from the Sylvan partnership enables growth- and capacity-building for the Boys & Girls Clubs. In the 2018-19 school year, 3,175 students were served by the program.
- **Amachi Texas.** Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 50 (86th Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth between the ages of 6 and 14 whose parents or family members are incarcerated, on probation, or recently released from the prison system. The goal is to break the cycle of incarceration in Texas and, thereby, positively impact school districts across the state. The youth are referred through

agreements with partners such as Texas Department of Criminal Justice Prison Fellowship and Re-entry programs across Texas. The youth are engaged in both school-based and community-based mentoring relationships with trained volunteers. Big Brothers Big Sisters (BBBS) Lone Star implements the program and subcontracts with seven BBBS agencies to provide services. In the 2018-19 school year, 1,141 students were served in the program.

Special Populations

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

- **Foster Care and Student Success.** TEC §29.081 identifies students in the conservatorship of the state as at risk of dropping out of school. Students in foster care face a high risk for dropout with a higher mobility rate than other at-risk populations, including homeless students, migrant students, military-connected students, and economically disadvantaged students. TEC §25.007 charges the agency with administering policies and supportive educational services for students in foster care. TEA collaborates with the Supreme Court of Texas Children's Commission, the Department of Family and Protective Services, and other statewide organizations to strategically develop resources, provide guidance to schools, implement statutory provisions, and promote supports for students in foster care. In Texas, over 17,000 school-age students are in foster care at any given time.
- **Pregnancy Related Services (PRS).** TEA provides a PRS program using State Compensatory Education funds for at-risk students who are pregnant or parenting (TEC §29.081(d)). A total of 6,958 students received PRS in the 2019-20 school year. PRS are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy, prenatal, and postpartum periods. Districts may choose whether to offer a PRS program. If a district chooses to offer a PRS program, it must offer CEHI services as part of that program. The programs are designed to help students adjust academically, mentally, and physically and to stay in school. In 2019, the 86th Texas Legislature passed HB 3, requiring that the Public Information Management System (PEIMS) include pregnancy as a reason a student withdraws from, or otherwise no longer attends, public school (TEC §48.009). TEA provides resources for districts to ensure required documentation is completed and available for audit purposes. These resources can be found on the TEA PRS Web page (<https://tea.texas.gov/texas-schools/health-safety-discipline/pregnancy-related-services>). The rules for operation of a PRS program can be found in 19 TAC §129.1025 and in the 2019-2020 Student Attendance Accounting Handbook: Version 2.
- **Texas Education for Homeless Children and Youth Program.** TEC §29.081 identifies a student as at risk of dropping out of school if the student is homeless. In addition to the federal McKinney-Vento Act, state law defines supports that must be provided to homeless students under TEC §25.007. Students who are experiencing homelessness are to be enrolled in school immediately, have the right to attend school in their school of origin, and have the right to transportation to their school of origin. TEA develops and implements several statewide grants, priority initiatives, professional development, and technical assistance to increase awareness of indicators of, and risk factors for, students

experiencing homelessness. There were 114,055 homeless students identified in the 2018-19 school year.

- **Military-Connected Youth.** A student identified as military-connected is a dependent of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or is a dependent of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. The 81st Texas Legislature adopted the Interstate Compact on Educational Opportunity for Military Children in 2009 to remove barriers to educational success imposed on children of military families because of frequent moves (TEC Chapter 162). In 2019, the 86th Texas Legislature passed Senate Bill (SB) 1557, which created the Purple Star Campus designation to recognize Texas school district and open-enrollment charter school campuses that show support for, and commitment to, meeting the unique needs of military-connected students and their families. In October of the 2020-21 school year, TEA awarded the first Purple Star Campus designations.

Texas is home to 15 military installations that represent all branches of the armed forces. Texas has the second-highest identified military-connected student population in the United States. A total of 105,787 military-connected students were enrolled in Texas public schools in the 2019-20 school year. TEA began reporting four-year longitudinal graduation and dropout rates for these students beginning with the class of 2017. In the class of 2019, military-connected students had a four-year graduation rate of 95.4 percent and a four-year dropout rate of 2.2 percent. TEA continues to increase awareness of the military student identifier and the Interstate Compact on Educational Opportunity for Military Children to ensure military-connected students are properly served in Texas public schools.

- **English Learner Support.** A student is classified as an English learner (EL) when: (a) a language other than English is used as the primary language in the home, and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment or as indicated by a test of English proficiency. TEC §29.081 identifies English learners as at risk of dropping out of school. English learners in Texas are served by their LEAs in bilingual education and English as a second language (ESL) programs. There are four state-approved bilingual instructional program models and two state-approved ESL instructional program models school districts can implement. In the 2019-20 school year, 1,113,536 Texas public school students (20.3% of the total student population) were identified as ELs. In addition to state funds, federal funds under the Every Student Succeeds Act, Title III, Part A, are used to provide resources, training materials, and guidance to teachers, administrators, LEA leaders, and parents of English learners.
- **Migrant Education Program (MEP).** Texas migratory students and their families migrate annually to 48 other states in the country, making Texas home to the largest interstate migrant student population in the United States. Texas also welcomes workers to the state to perform temporary and seasonal work in its agriculture and fishing industries. The MEP is designed to support migratory students and help them overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle that can present barriers to school. State efforts are aimed at helping migratory students succeed in school, graduate, and successfully transition to postsecondary education or employment. For the 2018-19 school year, 22,304 students received MEP-funded or instructional services.

- **Mental Health/Behavioral Health.** An estimated one in five students struggles with a mental or behavioral health challenge. TEC §38.351 requires TEA to develop and annually update a list of recommended best practice-based programs and research-based practices for mental health in schools, in coordination with the Texas Health and Human Services Commission (HHSC) and education service centers (ESCs). TEA maintains mental health/behavioral health Web pages that host hundreds of resources for schools on nine topics: early mental health promotion and intervention; substance abuse prevention and intervention; suicide prevention/intervention/postvention; grief-informed and trauma-informed practices; building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision making; positive behavior interventions and supports; safe and supportive school climate; positive school climate; and positive youth development (see, for example, <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>). These Web pages are being redesigned to help schools find resources to meet local needs for best practices, programs, and training, including staff development for mental health required under TEC §21.451.

Following Hurricane Harvey, the federal Substance Abuse and Mental Health Administration awarded TEA a five-year grant for approximately \$10 million beginning in the 2019-2020 biennium. The grant, called Project AWARE (Advancing Wellness and Resiliency in Education) Texas, provides funding for mental health professionals in five school districts affected by Hurricane Harvey and funding for three ESCs to coordinate with TEA to pilot evidence-based practices and tools developed by the Hurricane Harvey Task Force on School Mental Health. Over five years, the project will assist the agency with building statewide infrastructure to support student mental health and facilitate partnerships with local mental health authorities. Partners in the project include HHSC, Office of Mental Health Coordination, and the Texas Institute for Excellence in Mental Health at the University of Texas at Austin.

Project AWARE Texas and TEA support the Safe and Supportive School Program (SSSP) under SB 11. This includes collaborating with the Texas School Safety Center, the SSSP program manager, on rulemaking, identifying best practice resources, developing training, and supporting interagency coordination for school mental health. Under SB 11, TEA developed a rubric to inventory regional and statewide mental health resources with several state agencies, ESCs, and stakeholders, and used the rubric to help inform a Statewide Plan for Student Mental Health. TEA also supports HB 906 and appointed a School Mental Health Task Force, which in 2020 began evaluating school-based mental health services and training, in collaboration with three institutions of higher education, to support data collection and analysis.

- **Child Abuse and Neglect Reporting and Human Trafficking Prevention.** In 2019, in alignment with updates to state law concerning the definition of child abuse and neglect under 19 TAC §61.1051, TEA amended its requirements for child abuse prevention, mandatory reporting, and educator training to include human trafficking. As a part of this policy update, districts and open-enrollment charter schools are required to include human trafficking in their child abuse prevention policies and to address: increasing awareness of prevention techniques and warning signs; detailing actions a child who is a victim should take to seek assistance; and sharing available counseling options for affected students, parents, and staff. To support the implementation of these new requirements, TEA created a free training module in the Texas Gateway (<https://www.texasgateway.org/>). The module can be used in coordination with existing mandatory training on child abuse prevention or in collaboration with

local community partners. Additionally, the 86th Texas Legislature passed HB 403 in 2019, creating mandatory training on human trafficking for superintendents and school board trustees. TEA is partnering with the Office of the Governor and other stakeholders to increase the capacity of Texas schools to recognize and report human trafficking. TEA is also a member of the Statewide Human Trafficking Prevention Task Force. More information about child abuse and neglect, human trafficking prevention, and educator mandatory reporting training requirements is available on the TEA website at <https://tea.texas.gov/texas-schools/health-safety-discipline/child-abuse-prevention/child-abuse-prevention-an-overview>.

Agency Contact Persons

For information on student dropout data, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Linda Roska, Research and Analysis, (512) 475-3523.

For information about college, career, and military readiness initiatives, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012.

For information about the performance of students in at-risk situations, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 463-9414; Niloy Gangopadhyay, Special Populations, (512) 463-9414; or Kelly Kravitz, Highly Mobile and At-Risk Student Programs, (512) 463-9235.

Other Sources of Information

The report *Secondary School Completion and Dropouts in Texas Public Schools, 2018-19*, is available on the TEA website at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropouts>.

Additional information on special populations is available at <https://tea.texas.gov/academics/special-student-populations>.

Additional information on college, career, and military preparation is available at <https://tea.texas.gov/academics/college-career-and-military-prep>.

Additional information on dropout prevention grants and initiatives is available at <https://tea.texas.gov/texas-schools/support-for-at-risk-schools-and-students/at-risk-schools-and-students-dropout-prevention/dropout-information>.

Appendix 5-A
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by
Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation,
Class of 2017 and Class of 2018

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2017											
African American											
As of fall 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
As of fall 2018	46,853	41,594	88.8	590	1.3	292	0.6	4,377	9.3	42,476	90.7
American Indian											
As of fall 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
As of fall 2018	1,400	1,250	89.3	17	1.2	8	0.6	125	8.9	1,275	91.1
Asian											
As of fall 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
As of fall 2018	14,359	13,958	97.2	123	0.9	24	0.2	254	1.8	14,105	98.2
Hispanic											
As of fall 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
As of fall 2018	179,220	162,037	90.4	2,400	1.3	937	0.5	13,846	7.7	165,374	92.3
Pacific Islander											
As of fall 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
As of fall 2018	577	525	91.0	8	1.4	5	0.9	39	6.8	538	93.2
White											
As of fall 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
As of fall 2018	110,546	105,106	95.1	893	0.8	898	0.8	3,649	3.3	106,897	96.7
Multiracial											
As of fall 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
As of fall 2018	6,637	6,253	94.2	58	0.9	56	0.8	270	4.1	6,367	95.9
Economically Disadvantaged											
As of fall 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
As of fall 2018	183,936	165,007	89.7	2,433	1.3	1,249	0.7	15,247	8.3	168,689	91.7
Not Economically Disadvantaged											
As of fall 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
As of fall 2018	175,656	165,716	94.3	1,656	0.9	971	0.6	7,313	4.2	168,343	95.8
Ever EL^c in K-12^d											
As of fall 2017	108,533	94,666	87.2	5,890	5.4	282	0.3	7,695	7.1	100,838	92.9
As of fall 2018	108,083	97,722	90.4	1,522	1.4	378	0.3	8,461	7.8	99,622	92.2
Ever EL in 9-12^e											
As of fall 2017	30,382	22,943	75.5	3,072	10.1	54	0.2	4,313	14.2	26,069	85.8
As of fall 2018	30,092	24,502	81.4	761	2.5	69	0.2	4,760	15.8	25,332	84.2
EL in Last Year^f											
As of fall 2017	22,202	16,182	72.9	2,130	9.6	39	0.2	3,851	17.3	18,351	82.7
As of fall 2018	22,073	17,379	78.7	474	2.1	52	0.2	4,168	18.9	17,905	81.1
Special Education											
As of fall 2017	28,504	22,065	77.4	3,629	12.7	68	0.2	2,742	9.6	25,762	90.4
As of fall 2018	28,543	23,499	82.3	2,028	7.1	101	0.4	2,915	10.2	25,628	89.8

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

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Appendix 5-A (continued)
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by
Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation,
Class of 2017 and Class of 2018

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
State											
As of fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
As of fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7
Class of 2018											
African American											
As of fall 2018	48,333	41,802	86.5	2,330	4.8	196	0.4	4,005	8.3	44,328	91.7
As of fall 2019	48,212	42,947	89.1	615	1.3	278	0.6	4,372	9.1	43,840	90.9
American Indian											
As of fall 2018	1,382	1,176	85.1	74	5.4	5	0.4	127	9.2	1,255	90.8
As of fall 2019	1,382	1,211	87.6	24	1.7	8	0.6	139	10.1	1,243	89.9
Asian											
As of fall 2018	15,867	15,300	96.4	322	2.0	15	0.1	230	1.4	15,637	98.6
As of fall 2019	15,854	15,462	97.5	123	0.8	15	0.1	254	1.6	15,600	98.4
Hispanic											
As of fall 2018	188,106	165,858	88.2	8,562	4.6	710	0.4	12,976	6.9	175,130	93.1
As of fall 2019	187,590	170,322	90.8	2,392	1.3	962	0.5	13,914	7.4	173,676	92.6
Pacific Islander											
As of fall 2018	572	494	86.4	27	4.7	3	0.5	48	8.4	524	91.6
As of fall 2019	568	510	89.8	3	0.5	7	1.2	48	8.5	520	91.5
White											
As of fall 2018	111,598	104,418	93.6	2,787	2.5	690	0.6	3,703	3.3	107,895	96.7
As of fall 2019	111,443	105,923	95.0	908	0.8	934	0.8	3,678	3.3	107,765	96.7
Multiracial											
As of fall 2018	7,061	6,452	91.4	248	3.5	38	0.5	323	4.6	6,738	95.4
As of fall 2019	7,066	6,597	93.4	53	0.8	58	0.8	358	5.1	6,708	94.9
Economically Disadvantaged											
As of fall 2018	199,025	173,685	87.3	9,225	4.6	967	0.5	15,148	7.6	183,877	92.4
As of fall 2019	198,441	178,614	90.0	2,435	1.2	1,326	0.7	16,066	8.1	182,375	91.9
Not Economically Disadvantaged											
As of fall 2018	173,894	161,815	93.1	5,125	2.9	690	0.4	6,264	3.6	167,630	96.4
As of fall 2019	173,674	164,358	94.6	1,683	1.0	936	0.5	6,697	3.9	166,977	96.1
Ever EL^c in K-12^d											
As of fall 2018	114,092	100,008	87.7	5,718	5.0	314	0.3	8,052	7.1	106,040	92.9
As of fall 2019	113,741	103,049	90.6	1,510	1.3	419	0.4	8,763	7.7	104,978	92.3
Ever EL in 9-12^e											
As of fall 2018	35,225	27,186	77.2	3,148	8.9	74	0.2	4,817	13.7	30,408	86.3
As of fall 2019	34,969	28,848	82.5	721	2.1	98	0.3	5,302	15.2	29,667	84.8
EL in Last Year^f											
As of fall 2018	26,169	19,663	75.1	2,164	8.3	53	0.2	4,289	16.4	21,880	83.6
As of fall 2019	26,147	20,971	80.2	441	1.7	73	0.3	4,662	17.8	21,485	82.2

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

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Appendix 5-A (continued)
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by
Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation,
Class of 2017 and Class of 2018

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Special Education											
As of fall 2018	29,582	23,033	77.9	3,689	12.5	68	0.2	2,792	9.4	26,790	90.6
As of fall 2019	29,625	24,499	82.7	2,103	7.1	102	0.3	2,921	9.9	26,704	90.1
State											
As of fall 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7	351,507	94.3
As of fall 2019	372,115	342,972	92.2	4,118	1.1	2,262	0.6	22,763	6.1	349,352	93.9

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

Appendix 5-B
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation, Class of 2016 and Class of 2017

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2016											
African American											
As of fall 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
As of fall 2017	45,983	40,579	88.2	586	1.3	313	0.7	4,505	9.8	41,478	90.2
As of fall 2018	45,954	40,807	88.8	259	0.6	406	0.9	4,482	9.8	41,472	90.2
American Indian											
As of fall 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
As of fall 2017	1,395	1,250	89.6	24	1.7	13	0.9	108	7.7	1,287	92.3
As of fall 2018	1,397	1,260	90.2	11	0.8	14	1.0	112	8.0	1,285	92.0
Asian											
As of fall 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
As of fall 2017	13,759	13,337	96.9	103	0.7	10	0.1	309	2.2	13,450	97.8
As of fall 2018	13,757	13,371	97.2	66	0.5	11	0.1	309	2.2	13,448	97.8
Hispanic											
As of fall 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
As of fall 2017	172,612	155,124	89.9	2,494	1.4	1,031	0.6	13,963	8.1	158,649	91.9
As of fall 2018	172,476	156,168	90.5	1,006	0.6	1,248	0.7	14,054	8.1	158,422	91.9
Pacific Islander											
As of fall 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
As of fall 2017	475	437	92.0	4	0.8	4	0.8	30	6.3	445	93.7
As of fall 2018	476	439	92.2	2	0.4	7	1.5	28	5.9	448	94.1
White											
As of fall 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
As of fall 2017	109,179	103,596	94.9	885	0.8	974	0.9	3,724	3.4	105,455	96.6
As of fall 2018	109,163	103,929	95.2	476	0.4	1,117	1.0	3,641	3.3	105,522	96.7
Multiracial											
As of fall 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
As of fall 2017	6,277	5,831	92.9	85	1.4	68	1.1	293	4.7	5,984	95.3
As of fall 2018	6,266	5,865	93.6	25	0.4	82	1.3	294	4.7	5,972	95.3
Economically Disadvantaged											
As of fall 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
As of fall 2017	177,434	157,882	89.0	2,392	1.3	1,303	0.7	15,857	8.9	161,577	91.1
As of fall 2018	177,363	158,948	89.6	990	0.6	1,573	0.9	15,852	8.9	161,511	91.1
Not Economically Disadvantaged											
As of fall 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2
As of fall 2017	172,246	162,272	94.2	1,789	1.0	1,110	0.6	7,075	4.1	165,171	95.9
As of fall 2018	172,126	162,891	94.6	855	0.5	1,312	0.8	7,068	4.1	165,058	95.9
Ever EL^c in K-12^d											
As of fall 2016	104,313	90,027	86.3	6,009	5.8	284	0.3	7,993	7.7	96,320	92.3
As of fall 2017	103,908	93,130	89.6	1,640	1.6	410	0.4	8,728	8.4	95,180	91.6
As of fall 2018	103,818	93,823	90.4	628	0.6	518	0.5	8,849	8.5	94,969	91.5

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

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Appendix 5-B (continued)
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation, Class of 2016 and Class of 2017

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Ever EL in 9-12^e											
As of fall 2016	27,110	19,974	73.7	2,956	10.9	61	0.2	4,119	15.2	22,991	84.8
As of fall 2017	26,841	21,412	79.8	787	2.9	82	0.3	4,560	17.0	22,281	83.0
As of fall 2018	26,773	21,747	81.2	257	1.0	103	0.4	4,666	17.4	22,107	82.6
EL in Last Year^f											
As of fall 2016	19,715	14,058	71.3	1,972	10.0	43	0.2	3,642	18.5	16,073	81.5
As of fall 2017	19,624	15,128	77.1	469	2.4	59	0.3	3,968	20.2	15,656	79.8
As of fall 2018	19,607	15,344	78.3	141	0.7	73	0.4	4,049	20.7	15,558	79.3
Special Education											
As of fall 2016	29,071	22,637	77.9	3,379	11.6	76	0.3	2,979	10.2	26,092	89.8
As of fall 2017	29,174	24,025	82.4	1,884	6.5	119	0.4	3,146	10.8	26,028	89.2
As of fall 2018	29,140	24,652	84.6	1,179	4.0	144	0.5	3,165	10.9	25,975	89.1
State											
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4
As of fall 2018	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	326,569	93.4
Class of 2017											
African American											
As of fall 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
As of fall 2018	46,853	41,594	88.8	590	1.3	292	0.6	4,377	9.3	42,476	90.7
As of fall 2019	46,859	41,818	89.2	294	0.6	394	0.8	4,353	9.3	42,506	90.7
American Indian											
As of fall 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
As of fall 2018	1,400	1,250	89.3	17	1.2	8	0.6	125	8.9	1,275	91.1
As of fall 2019	1,396	1,256	90.0	2	0.1	10	0.7	128	9.2	1,268	90.8
Asian											
As of fall 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
As of fall 2018	14,359	13,958	97.2	123	0.9	24	0.2	254	1.8	14,105	98.2
As of fall 2019	14,357	14,002	97.5	70	0.5	24	0.2	261	1.8	14,096	98.2
Hispanic											
As of fall 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
As of fall 2018	179,220	162,037	90.4	2,400	1.3	937	0.5	13,846	7.7	165,374	92.3
As of fall 2019	179,172	163,004	91.0	1,114	0.6	1,155	0.6	13,899	7.8	165,273	92.2
Pacific Islander											
As of fall 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
As of fall 2018	577	525	91.0	8	1.4	5	0.9	39	6.8	538	93.2
As of fall 2019	577	531	92.0	2	0.3	6	1.0	38	6.6	539	93.4

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

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Appendix 5-B (continued)

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation, Class of 2016 and Class of 2017

Status Date	Class ^b	Graduated		Continued		Received TxCHSE ^a		Dropped Out		Graduated, Continued, or Received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
White											
As of fall 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
As of fall 2018	110,546	105,106	95.1	893	0.8	898	0.8	3,649	3.3	106,897	96.7
As of fall 2019	110,547	105,457	95.4	482	0.4	1,033	0.9	3,575	3.2	106,972	96.8
Multiracial											
As of fall 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
As of fall 2018	6,637	6,253	94.2	58	0.9	56	0.8	270	4.1	6,367	95.9
As of fall 2019	6,634	6,272	94.5	30	0.5	67	1.0	265	4.0	6,369	96.0
Economically Disadvantaged											
As of fall 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
As of fall 2018	183,936	165,007	89.7	2,433	1.3	1,249	0.7	15,247	8.3	168,689	91.7
As of fall 2019	183,845	166,014	90.3	1,095	0.6	1,526	0.8	15,210	8.3	168,635	91.7
Not Economically Disadvantaged											
As of fall 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
As of fall 2018	175,656	165,716	94.3	1,656	0.9	971	0.6	7,313	4.2	168,343	95.8
As of fall 2019	175,697	166,326	94.7	899	0.5	1,163	0.7	7,309	4.2	168,388	95.8
Ever EL^c in K-12^d											
As of fall 2017	108,533	94,666	87.2	5,890	5.4	282	0.3	7,695	7.1	100,838	92.9
As of fall 2018	108,083	97,722	90.4	1,522	1.4	378	0.3	8,461	7.8	99,622	92.2
As of fall 2019	108,061	98,366	91.0	673	0.6	461	0.4	8,561	7.9	99,500	92.1
Ever EL in 9-12^e											
As of fall 2017	30,382	22,943	75.5	3,072	10.1	54	0.2	4,313	14.2	26,069	85.8
As of fall 2018	30,092	24,502	81.4	761	2.5	69	0.2	4,760	15.8	25,332	84.2
As of fall 2019	30,078	24,840	82.6	292	1.0	86	0.3	4,860	16.2	25,218	83.8
EL in Last Year^f											
As of fall 2017	22,202	16,182	72.9	2,130	9.6	39	0.2	3,851	17.3	18,351	82.7
As of fall 2018	22,073	17,379	78.7	474	2.1	52	0.2	4,168	18.9	17,905	81.1
As of fall 2019	22,083	17,614	79.8	163	0.7	64	0.3	4,242	19.2	17,841	80.8
Special Education											
As of fall 2017	28,504	22,065	77.4	3,629	12.7	68	0.2	2,742	9.6	25,762	90.4
As of fall 2018	28,543	23,499	82.3	2,028	7.1	101	0.4	2,915	10.2	25,628	89.8
As of fall 2019	28,544	24,151	84.6	1,339	4.7	121	0.4	2,933	10.3	25,611	89.7
State											
As of fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
As of fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7
As of fall 2019	359,542	332,340	92.4	1,994	0.6	2,689	0.7	22,519	6.3	337,023	93.7

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

^aTexas Certificate of High School Equivalency. ^bFor each class, the total number of students with final statuses changed across years because: (a) some students who continued high school in one fall left Texas public schools (TPS) by the following fall for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by one fall without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by the following fall. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. ^cEnglish learner. ^dStudents identified as ELs at any time while attending Texas public schools. ^eStudents identified as ELs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELs in their last year in Texas public schools.

Chapter 6. Grade-Level Retention

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

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

In 1999, the 76th Texas Legislature approved implementation of the Student Success Initiative (Texas Education Code [TEC] §28.0211). See "Student Success Initiative" on page 64.

Definitions and Calculations

Retention rates for the 2018-19 school year were calculated by comparing 2018-19 attendance records to fall 2019 enrollment records. Students who left the Texas public school system for any reason other than graduation were excluded from the total student count. Students new to the Texas public school system in fall 2019 were also excluded. Students who enrolled both years or graduated were included in the total student count. Students found to have been enrolled in the same grade in both years were counted as retained. Students found to have been in a higher grade in fall 2019 than in 2018-19 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

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

Public Education Information Management System (PEIMS) data used in this chapter on the grade levels of all students in the Texas public school system were submitted by districts through the Texas Student Data System. PEIMS data on student characteristics and program participation were also available. Data on State of Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by Educational Testing Service. STAAR was the primary statewide assessment of student performance in 2018 and 2019. Spanish-version reading and mathematics tests were given to students identified as English learners in Grades 3-5 receiving mostly Spanish-language instruction. Additionally, accommodations (e.g., visual aids, graphic organizers, text-to-speech functionality) were allowed for students who needed them. Given the impact of COVID-19 in spring 2020, the governor used his statutory authority under Texas Government Code §418.016 to suspend annual academic assessment requirements for the 2019-20 school year. All three 2020 STAAR administrations were canceled.

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

State Summary

In the 2018-19 school year, 2.4 percent (122,861) of Texas public school students in Grades K-12 were retained (Table 6.1). The retention rate remained unchanged from the previous school year.

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

Grade-Level Retention by Grade

In 2018-19, the retention rate for Grades K-6 was 1.3 percent, a decrease of 0.1 percentage points from the previous year (Table 6.2 on page 160). Across the elementary grades, retention rates were highest in Grade 1 and kindergarten (3.1% and 2.0%, respectively) and lowest in Grade 6 (0.4%) and Grades 4 and 5 (0.5% each). The retention rate for Grades 7-12 was 3.8 percent, an increase of 0.1 percentage points from the previous year (Table 6.3 on page 161). Across secondary grades, retention rates were highest in Grades 9 and 10 (8.3% and 5.5%, respectively) and lowest in Grades 7 and 8 (0.5% each).

Grade-Level Retention by Race/Ethnicity

Across elementary grades and the five largest racial/ethnic groups in 2018-19, Hispanic students in Grade 1 had the highest retention rate (3.7%), followed by African American students in Grade 1 (3.4%) (Table 6.2 on page 160). Asian students in Grades 4 and 6 had the lowest retention rates (0.1% each).

**Table 6.1
Grade-Level Retention, by Student Group, 2017-18
and 2018-19**

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

^aEconomically disadvantaged.

Table 6.2

Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, 2017-18 and 2018-19

Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2017-18								
Kindergarten	693	1.6	26	2.0	153	0.9	3,685	1.9
Grade 1	1,726	3.7	34	2.6	130	0.8	7,913	4.0
Grade 2	1,163	2.4	21	1.1	90	0.5	4,607	2.3
Grade 3	722	1.4	15	0.9	52	0.3	2,633	1.2
Grade 4	399	0.8	9	0.6	28	0.2	1,258	0.6
Grade 5	344	0.7	12	0.8	26	0.2	1,102	0.5
Grade 6	327	0.7	8	0.6	22	0.1	978	0.5
Total K-6	5,374	1.6	125	1.2	501	0.4	22,176	1.5
2018-19								
Kindergarten	652	1.5	47	3.7	137	0.8	3,490	1.8
Grade 1	1,576	3.4	53	3.9	128	0.7	7,438	3.7
Grade 2	965	2.0	29	2.2	72	0.4	4,136	2.1
Grade 3	574	1.2	20	1.0	45	0.3	2,290	1.1
Grade 4	348	0.7	6	0.4	20	0.1	1,071	0.5
Grade 5	291	0.6	7	0.5	36	0.2	1,102	0.5
Grade 6	320	0.6	10	0.7	16	0.1	989	0.5
Total K-6	4,726	1.4	172	1.6	454	0.4	20,516	1.4

Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2017-18								
Kindergarten	16	2.6	2,967	2.8	212	2.1	7,752	2.1
Grade 1	20	3.4	2,761	2.6	268	2.6	12,852	3.4
Grade 2	11	1.9	1,245	1.2	133	1.3	7,270	1.9
Grade 3	8	1.4	685	0.6	68	0.7	4,183	1.0
Grade 4	3	0.5	383	0.3	34	0.3	2,114	0.5
Grade 5	0	0.0	449	0.4	37	0.4	1,970	0.5
Grade 6	2	0.4	373	0.3	29	0.3	1,739	0.4
Total K-6	60	1.5	8,863	1.2	781	1.1	37,880	1.4
2018-19								
Kindergarten	13	2.2	2,818	2.7	251	2.3	7,408	2.0
Grade 1	22	3.4	2,394	2.3	196	1.9	11,807	3.1
Grade 2	5	0.9	972	0.9	116	1.1	6,295	1.6
Grade 3	13	2.1	554	0.5	70	0.7	3,566	0.9
Grade 4	0	0.0	363	0.3	34	0.3	1,842	0.5
Grade 5	5	0.9	373	0.3	41	0.4	1,855	0.5
Grade 6	4	0.7	374	0.3	34	0.3	1,747	0.4
Total K-6	62	1.5	7,848	1.0	742	1.0	34,520	1.3

Table 6.3
Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, 2017-18 and 2018-19

Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2017-18								
Grade 7	392	0.8	9	0.7	12	0.1	1,317	0.6
Grade 8	240	0.5	13	1.0	16	0.1	1,106	0.5
Grade 9	5,737	10.9	114	7.6	308	1.7	20,308	9.4
Grade 10	3,559	7.4	83	6.3	182	1.1	12,931	6.6
Grade 11	2,440	5.7	56	4.2	160	1.0	8,338	4.7
Grade 12	2,134	4.7	48	3.8	454	2.8	8,528	4.7
Total 7-12	14,502	5.0	323	4.0	1,132	1.1	52,528	4.4
2018-19								
Grade 7	380	0.7	9	0.6	16	0.1	1,141	0.5
Grade 8	255	0.5	6	0.4	21	0.1	1,145	0.5
Grade 9	6,119	11.5	135	9.5	277	1.5	22,580	10.1
Grade 10	3,785	7.9	88	6.3	260	1.5	13,241	6.6
Grade 11	2,307	5.3	70	5.9	153	0.9	8,324	4.7
Grade 12	2,175	4.7	60	4.5	464	2.7	8,681	4.6
Total 7-12	15,021	5.1	368	4.5	1,191	1.1	55,112	4.5

Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2017-18								
Grade 7	6	1.1	471	0.4	33	0.4	2,240	0.6
Grade 8	2	0.4	443	0.4	26	0.3	1,846	0.5
Grade 9	49	8.1	4,957	4.3	495	6.0	31,968	7.7
Grade 10	32	5.5	3,267	3.0	357	4.9	20,411	5.4
Grade 11	29	5.6	2,254	2.2	240	3.6	13,517	3.9
Grade 12	24	4.4	3,431	3.1	218	3.2	14,837	4.1
Total 7-12	142	4.3	14,823	2.2	1,369	3.0	84,819	3.7
2018-19								
Grade 7	3	0.5	389	0.4	50	0.5	1,988	0.5
Grade 8	3	0.5	400	0.4	37	0.4	1,867	0.5
Grade 9	56	9.6	5,110	4.5	597	6.6	34,874	8.3
Grade 10	29	5.1	3,455	3.1	364	4.5	21,222	5.5
Grade 11	16	2.8	2,215	2.1	221	3.2	13,306	3.8
Grade 12	16	2.9	3,460	3.2	228	3.2	15,084	4.1
Total 7-12	123	3.6	15,029	2.3	1,497	3.0	88,341	3.8

Across secondary grades and the five largest racial/ethnic groups in 2018-19, African American and Hispanic students in Grade 9 had the highest retention rates (11.5% and 10.1%, respectively), followed by African American students in Grade 10 (7.9%) (Table 6.3). Asian students in Grades 7 and 8 had the lowest retention rates (0.1% each).

Grade-Level Retention by Gender

In 2018-19, the retention rate for males was higher than that for females in every grade (Tables 6.4 and 6.5 on page 162). Across elementary grades, retention rates for both males and females were highest in Grade 1 (3.5% and 2.7%, respectively). The rate for females was lowest in Grade 6 (0.3%), and the rates for males were lowest in Grades 4, 5, and 6 (0.5% each). Across secondary grades, retention rates for both males

Table 6.4
Grade-Level Retention, Grades K-6, by Grade and Gender, 2017-18 and 2018-19

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2017-18				
Kindergarten	2,855	1.6	4,897	2.6
Grade 1	5,290	2.9	7,562	3.8
Grade 2	3,259	1.7	4,011	2.0
Grade 3	1,894	1.0	2,289	1.1
Grade 4	846	0.4	1,268	0.6
Grade 5	889	0.4	1,081	0.5
Grade 6	559	0.3	1,180	0.6
2018-19				
Kindergarten	2,632	1.5	4,776	2.5
Grade 1	4,976	2.7	6,831	3.5
Grade 2	2,760	1.5	3,535	1.8
Grade 3	1,642	0.9	1,924	1.0
Grade 4	785	0.4	1,057	0.5
Grade 5	781	0.4	1,074	0.5
Grade 6	626	0.3	1,121	0.5

Table 6.5
Grade-Level Retention, Grades 7-12, by Grade and Gender, 2017-18 and 2018-19

Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2017-18				
Grade 7	780	0.4	1,460	0.7
Grade 8	742	0.4	1,104	0.5
Grade 9	11,568	5.8	20,400	9.5
Grade 10	7,725	4.1	12,686	6.5
Grade 11	5,285	3.1	8,232	4.7
Grade 12	5,924	3.3	8,913	4.9
2018-19				
Grade 7	705	0.4	1,283	0.6
Grade 8	748	0.4	1,119	0.5
Grade 9	12,927	6.4	21,947	10.1
Grade 10	8,148	4.3	13,074	6.7
Grade 11	5,291	3.0	8,015	4.5
Grade 12	6,054	3.3	9,030	4.9

and females were highest in Grade 9 (10.1% and 6.4%, respectively). The rates for females were lowest in Grades 7 and 8 (0.4% each), and the rate for males was lowest in Grade 8 (0.5%).

Grade-Level Retention by English Learner Status

Texas students with limited English proficiency learn English at the same time they learn reading and other language arts skills. Depending on grade level and program availability, most students identified as English learners (ELs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). ELs participating in special education receive bilingual or ESL services as part of their special

education programs. Although parents can request that a child not receive special language services, in 2018-19, nearly 96 percent of all ELs in the elementary grades participated in bilingual or ESL programs.

In Grades K-6 overall in 2018-19, the retention rate for ELs was 1.6 percent, compared to 1.1 percent for non-ELs (Table 6.6). Among ELs, the retention rate for students served in bilingual programs was 1.5 percent, and the rate for students served in ESL programs was 1.2 percent.

Table 6.6
Grade-Level Retention, Grades K-6, by English Learner Status and Service Received, 2017-18 and 2018-19

Service Received or English Learner Status	Retained	Rate (%)
2017-18		
English Learners:		
Bilingual	6,692	1.7
English as a Second Language	2,828	1.3
Special Education	182	2.3
No Services ^a	328	1.5
Total	11,580	1.7
Non-English Learners	26,300	1.3
2018-19		
English Learners:		
Bilingual	5,744	1.5
English as a Second Language	2,858	1.2
Special Education	161	2.0
No Services	267	1.3
Total	11,054	1.6
Non-English Learners	23,466	1.1

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

^aIncludes English learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

In Grades 7-12 overall in 2018-19, the retention rate for ELs was 6.7 percent, compared to 3.4 percent for non-ELs (Table 6.7 on page 164). More than 94 percent of ELs in secondary school were served in ESL programs, and the retention rate for these students was 5.6 percent.

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

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

Table 6.7
Grade-Level Retention, Grades 7-12, by English
Learner Status and Service Received, 2017-18 and
2018-19

Service Received or English Learner Status	Retained	Rate (%)
2017-18		
English Learners:		
Bilingual	26	1.5
English as a Second Language	12,595	5.7
Special Education	544	10.4
No Services ^a	449	5.2
Total	16,670	6.6
Non-English Learners	68,149	3.3
2018-19		
English Learners:		
Bilingual	44	2.1
English as a Second Language	14,217	5.6
Special Education	588	10.7
No Services	520	5.4
Total	19,196	6.7
Non-English Learners	69,145	3.4

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

^aIncludes English learners whose parents did not give permission for participation in special language programs and those whose services received are unknown.

ARDs assign each elementary special education student a primary disability from 1 of 13 categories of disability. Among elementary special education students in 2018-19 for whom primary disability information was available, 91.6 percent were assigned a primary disability from 1 of 5 categories: speech impairment; learning disability; autism; other health impairment, such as attention deficit disorder; or intellectual disability (Table 6.8). The same five categories accounted for 90.9 percent of retained elementary special education students for whom primary disability information was available. Across these five categories, the retention rate in Grades K-6 overall was highest for students with speech impairments (2.9%), followed by students with other health impairments (1.2%), autism (0.9%), intellectual disabilities (0.8%), and learning disabilities (0.5%).

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

Secondary special education students were assigned 1 of 11 primary disabilities. In 2018-19, among students for whom primary disability information was available, 94.7 percent were assigned a primary disability from 1 of 5 categories: learning disability; other health impairment, such as attention deficit disorder; intellectual disability; autism; or emotional disturbance (Table 6.9 on page 166). The same five categories accounted for 96.2 percent of retained secondary special education students for whom primary

Table 6.8
Grade-Level Retention of Students Receiving Special Education Services, Grades K-6, by Grade and Primary Disability, 2017-18 and 2018-19

Grade	Speech Impairment			Learning Disability			Autism		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2017-18									
Kindergarten	821	14,839	5.5	8	117	6.8	143	3,658	3.9
Grade 1	1,055	17,249	6.1	33	961	3.4	60	4,606	1.3
Grade 2	349	14,327	2.4	67	3,560	1.9	56	4,685	1.2
Grade 3	91	10,865	0.8	50	7,298	0.7	28	4,936	0.6
Grade 4	35	7,908	0.4	45	11,101	0.4	12	4,811	0.2
Grade 5	25	5,581	0.4	51	13,985	0.4	38	4,774	0.8
Grade 6	11	3,094	0.4	58	16,035	0.4	18	4,587	0.4
Total K-6	2,387	73,863	3.2	312	53,057	0.6	355	32,057	1.1
2018-19									
Kindergarten	815	16,066	5.1	3	159	1.9	109	4,201	2.6
Grade 1	1,036	18,488	5.6	35	1,147	3.1	85	5,554	1.5
Grade 2	317	15,318	2.1	84	4,486	1.9	42	5,355	0.8
Grade 3	88	11,675	0.8	41	8,559	0.5	20	5,301	0.4
Grade 4	29	8,416	0.3	34	12,352	0.3	11	5,430	0.2
Grade 5	14	5,882	0.2	50	14,988	0.3	35	5,241	0.7
Grade 6	10	3,470	0.3	66	16,713	0.4	14	5,024	0.3
Total K-6	2,309	79,315	2.9	313	58,404	0.5	316	36,106	0.9

Grade	Other Health Impairment			Intellectual Disability			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2017-18									
Kindergarten	123	1,672	7.4	31	937	3.3	2,121	34,126	6.2
Grade 1	91	2,680	3.4	32	2,090	1.5	2,094	38,392	5.5
Grade 2	83	3,956	2.1	36	2,947	1.2	944	41,152	2.3
Grade 3	41	5,088	0.8	14	3,776	0.4	400	44,335	0.9
Grade 4	32	5,885	0.5	22	4,224	0.5	221	45,005	0.5
Grade 5	40	6,494	0.6	30	4,513	0.7	273	45,822	0.6
Grade 6	39	6,510	0.6	22	4,517	0.5	222	42,769	0.5
Total K-6	449	32,285	1.4	187	23,004	0.8	6,275	291,601	2.2
2018-19									
Kindergarten	118	1,807	6.5	35	1,038	3.4	2,148	38,915	5.5
Grade 1	91	2,992	3.0	30	2,079	1.4	2,150	44,184	4.9
Grade 2	85	4,344	2.0	36	3,042	1.2	963	47,510	2.0
Grade 3	34	5,487	0.6	15	3,956	0.4	376	50,030	0.8
Grade 4	27	6,557	0.4	14	4,689	0.3	209	51,130	0.4
Grade 5	38	7,017	0.5	34	4,885	0.7	244	50,656	0.5
Grade 6	32	7,145	0.4	21	4,952	0.4	225	46,595	0.5
Total K-6	425	35,349	1.2	185	24,641	0.8	6,315	329,020	1.9

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2018-19 school year.

Table 6.9

Grade-Level Retention of Students Receiving Special Education Services, Grades 7-12, by Grade and Primary Disability, 2017-18 and 2018-19

Grade	Learning Disability			Other Health Impairment			Intellectual Disability		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2017-18									
Grade 7	78	16,729	0.5	45	6,487	0.7	11	4,240	0.3
Grade 8	64	17,032	0.4	46	5,890	0.8	36	4,123	0.9
Grade 9	2,140	17,848	12.0	728	5,856	12.4	236	4,050	5.8
Grade 10	1,231	15,260	8.1	371	4,573	8.1	183	3,731	4.9
Grade 11	753	12,972	5.8	251	3,706	6.8	118	3,396	3.5
Grade 12	388	13,440	2.9	684	4,242	16.1	3,349	5,976	56.0
Total 7-12	4,654	93,281	5.0	2,125	30,754	6.9	3,933	25,516	15.4
2018-19									
Grade 7	67	16,731	0.4	40	6,806	0.6	19	4,793	0.4
Grade 8	65	16,910	0.4	40	6,559	0.6	40	4,369	0.9
Grade 9	2,112	17,758	11.9	800	6,267	12.8	259	4,367	5.9
Grade 10	1,249	15,656	8.0	461	5,238	8.8	168	3,961	4.2
Grade 11	677	12,998	5.2	257	4,015	6.4	91	3,550	2.6
Grade 12	327	13,758	2.4	748	4,436	16.9	3,592	6,598	54.4
Total 7-12	4,497	93,811	4.8	2,346	33,321	7.0	4,169	27,638	15.1

Grade	Autism			Emotional Disturbance			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2017-18									
Grade 7	12	4,612	0.3	30	2,598	1.2	254	41,242	0.6
Grade 8	34	4,488	0.8	30	2,571	1.2	288	39,848	0.7
Grade 9	117	4,179	2.8	584	2,843	20.5	5,134	40,512	12.7
Grade 10	98	3,675	2.7	289	2,147	13.5	2,904	33,473	8.7
Grade 11	65	3,257	2.0	178	1,600	11.1	1,738	27,868	6.2
Grade 12	2,203	4,769	46.2	167	1,823	9.2	7,437	33,174	22.4
Total 7-12	2,529	24,980	10.1	1,278	13,582	9.4	17,755	216,117	8.2
2018-19									
Grade 7	13	4,788	0.3	33	2,831	1.2	245	43,656	0.6
Grade 8	31	4,732	0.7	16	2,765	0.6	267	41,757	0.6
Grade 9	150	4,667	3.2	663	3,035	21.8	5,586	42,636	13.1
Grade 10	100	4,142	2.4	355	2,355	15.1	3,090	35,718	8.7
Grade 11	67	3,560	1.9	175	1,730	10.1	1,676	28,972	5.8
Grade 12	2,468	5,344	46.2	142	1,919	7.4	7,959	35,224	22.6
Total 7-12	2,829	27,233	10.4	1,384	14,635	9.5	18,823	227,963	8.3

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2018-19 school year.

disability information was available. Across these five categories, the retention rate in Grades 7-12 overall was highest for students with intellectual disabilities (15.1%), followed by students with autism (10.4%), emotional disturbance (9.5%), other health impairments (7.0%), and learning disabilities (4.8%).

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

Retention and Student Performance

TEA is required to report the performance of retained students (TEC §39.332). Passing rates and average scores were calculated separately, by grade level, for English- and Spanish-language versions of the 2019 STAAR reading and mathematics tests for Grades 3-8. Typically, for students repeating a grade in a given school year, STAAR results from the previous school year would be compared to results from the current school year. However, as noted in the section "Definitions and Calculations" on page 157, all administrations of the 2020 STAAR were canceled. For comparison purposes, 2019 STAAR results are presented for promoted and retained students.

In 2019, students were classified into four performance categories: Masters Grade Level, Meets Grade Level, Approaches Grade Level, and Does Not Meet Grade Level. The categories were meant to provide clear, accurate information to parents about how their children performed on STAAR. Students categorized as Approaches Grade Level and above were considered to have passed an examination. The passing standards for STAAR are set by the commissioner of education (TEC §39.0241).

Among students in Grades 3-8 who took the English-version STAAR reading and mathematics tests in spring 2019, passing rates were higher for students who were promoted than for students who were retained (Table 6.10). For example, 86.8 percent of promoted Grade 5 students passed the reading test in spring 2019, whereas 19.7 percent of retained fifth graders passed the test. Similarly, 86.8 percent of promoted Grade 8 students passed the mathematics test in spring 2019, whereas 28.8 percent of retained eighth graders passed. For 2017-18 results, which include a comparison of 2018 and 2019 STAAR results for retained students, see Appendices 6-A and 6-B on page 171.

Table 6.10
STAAR Percentage Passing 2019 and 2020, Grades 3-8, by Grade and Promotion Status 2018-19

Status	English-Version STAAR				Spanish-Version STAAR			
	Reading		Mathematics		Reading		Mathematics	
	2019	2020	2019	2020	2019	2020	2019	2020
Grade 3								
Promoted	76.2	– ^a	79.0	–	70.8	–	70.4	–
Retained	22.1	n/a ^b	23.8	n/a	22.4	n/a	23.7	n/a
Grade 4								
Promoted	74.9	–	74.9	–	60.8	–	59.0	–
Retained	20.3	n/a	16.7	n/a	12.0	n/a	17.7	n/a
Grade 5								
Promoted	86.8	–	91.4	–	87.9	–	75.0	–
Retained	19.7	n/a	31.1	n/a	29.6	n/a	7.4	n/a
Grade 6								
Promoted	66.9	–	80.0	–	–	–	–	–
Retained	17.0	n/a	29.1	n/a	–	–	–	–
Grade 7								
Promoted	74.6	–	73.1	–	–	–	–	–
Retained	23.2	n/a	20.8	n/a	–	–	–	–
Grade 8								
Promoted	86.0	–	86.8	–	–	–	–	–
Retained	25.7	n/a	28.8	n/a	–	–	–	–

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

^aA dash (–) indicates data are unavailable. Students promoted in 2019 were not expected to repeat the same grade-level test in 2020, and Spanish-version STAAR tests were available in Grades 3-5 only. ^bNot applicable. Because of COVID-19, 2020 STAAR tests were not administered for retained students. Please see the section "Definitions and Calculations" on page 157 for additional information.

The Student Success Initiative (SSI) stipulates that students in Grades 5 and 8 can advance to the next grade level only by passing the state reading and mathematics assessments or by unanimous decision of a grade placement committee (TEC §28.0211).

In the 2018-19 school year, 335,956 fifth graders and 324,478 eighth graders met SSI criteria (Figure 6.1 on facing page and Figure 6.2 on page 170). Of these, more than 99.9 percent of the fifth graders and more than 99.9 percent of the eighth graders were promoted to the next grade. Of the 65,772 fifth graders and 67,175 eighth graders who did not meet SSI criteria, 1,499 fifth graders (2.3%) and 1,183 eighth graders (1.8%) were retained after the 2018-19 school year. For 2017-18 results, see Appendix 6-C on page 172 and Appendix 6-D on page 173.

Agency Contact Persons

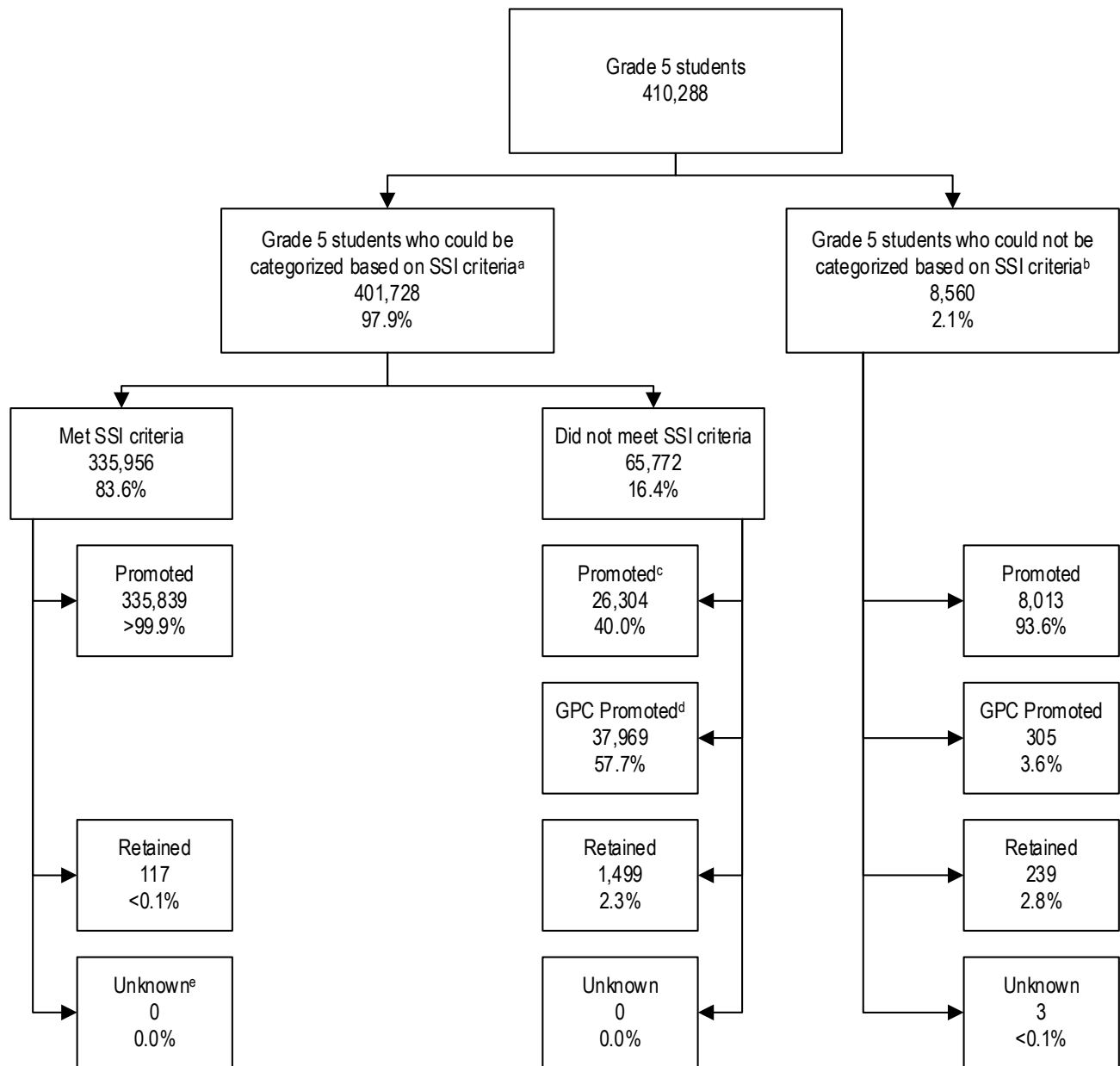
For information on student grade-level retention data, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Linda Roska, Research and Analysis, (512) 475-3523.

For information on retention reduction programs, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087.

Other Sources of Information

For a detailed presentation of the results of grade-level retention in Texas, see the reports *Grade-Level Retention in Texas Public Schools* and *Grade-Level Retention and Student Performance in Texas Public Schools* at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/grade-level-retention>.

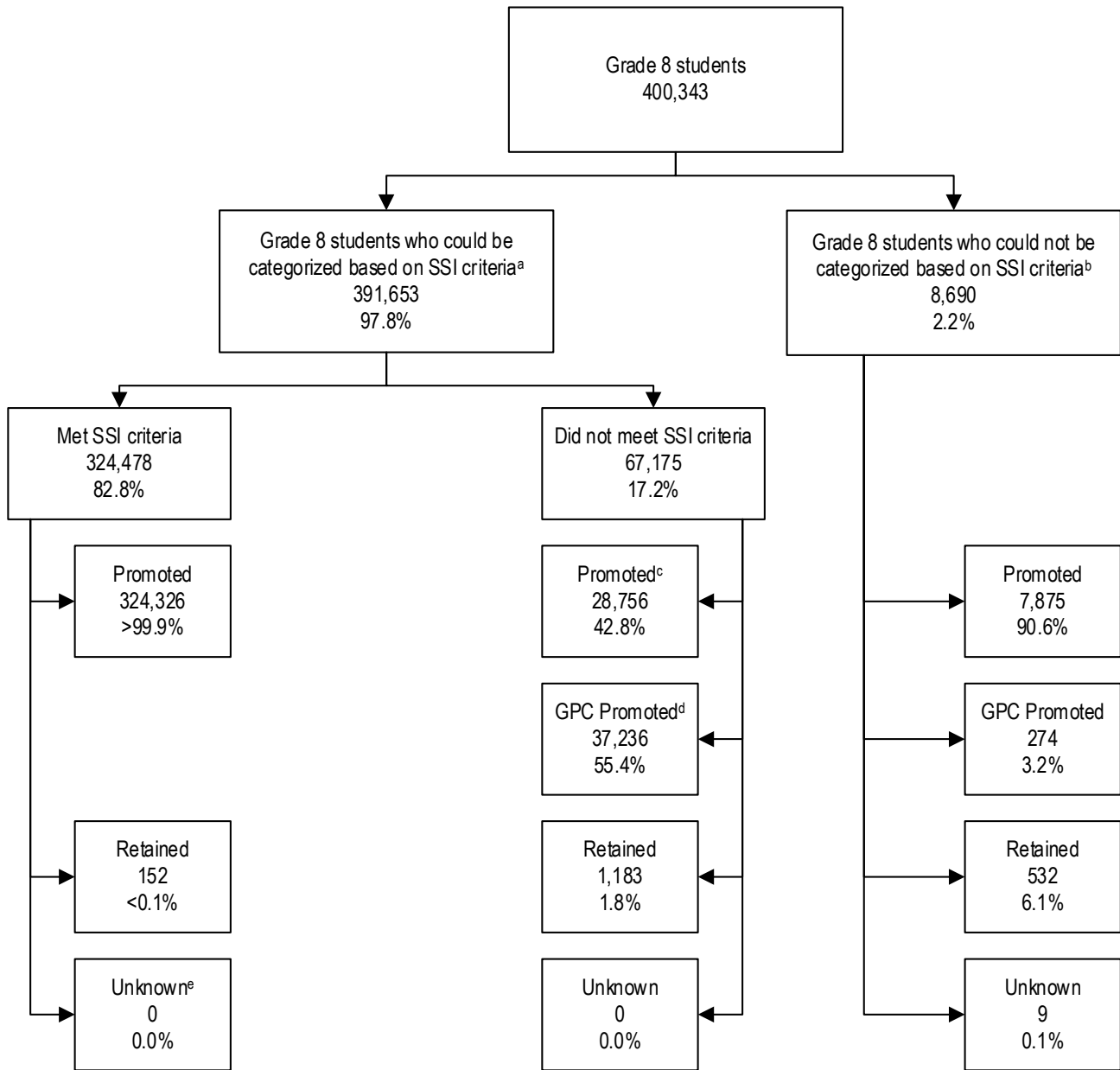
Figure 6.1
STAAR 2019 Performance and Promotion Status 2018-19, Test Results Combined, Grade 5



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

^aUnder Texas Education Code §28.0211 (2019), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, or (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

Figure 6.2
STAAR 2019 Performance and Promotion Status 2018-19, Test Results Combined, Grade 8



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

^aUnder Texas Education Code §28.0211 (2019), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, or (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

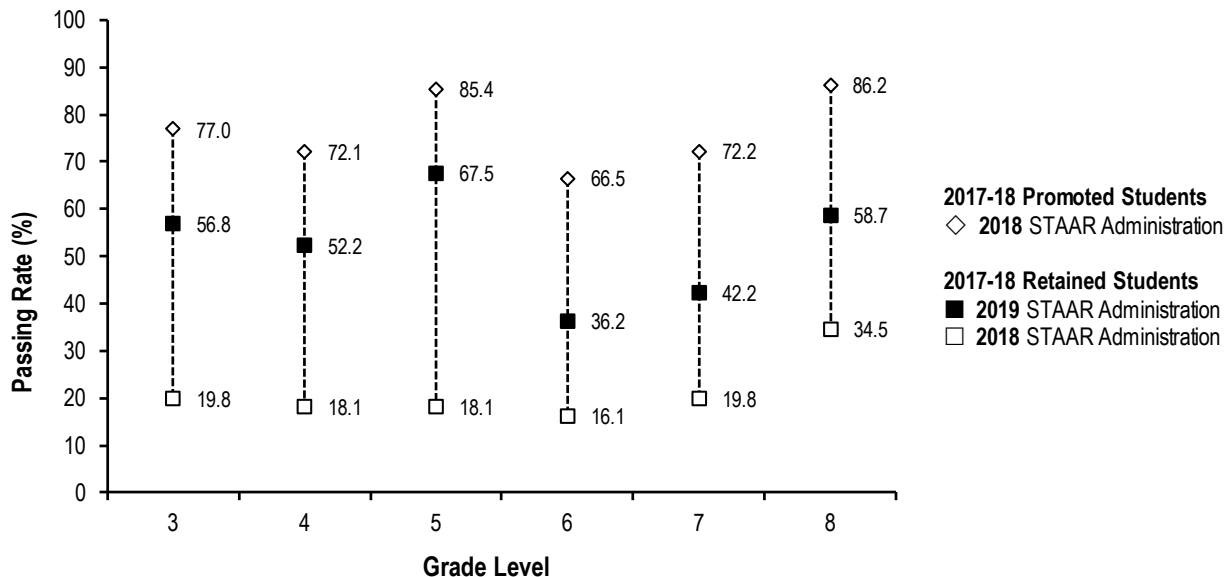
Appendix 6-A STAAR Percentage Passing 2018 and 2019, Grades 3-8, by Grade and Promotion Status 2017-18

Status	English-Version STAAR				Spanish-Version STAAR			
	Reading		Mathematics		Reading		Mathematics	
	2018	2019	2018	2019	2018	2019	2018	2019
Grade 3								
Promoted	77.0	— ^a	78.2	—	73.5	—	72.3	—
Retained	19.8	56.8	22.0	67.1	25.0	65.8	23.6	67.8
Grade 4								
Promoted	72.1	—	78.1	—	62.3	—	65.3	—
Retained	18.1	52.2	23.9	56.9	8.0	33.0	17.5	43.9
Grade 5								
Promoted	85.4	—	91.6	—	88.3	—	78.3	—
Retained	18.1	67.5	40.8	75.9	31.9	73.6	20.0	58.0
Grade 6								
Promoted	66.5	—	76.6	—	n/a ^b	n/a	n/a	n/a
Retained	16.1	36.2	29.4	53.8	n/a	n/a	n/a	n/a
Grade 7								
Promoted	72.2	—	70.8	—	n/a	n/a	n/a	n/a
Retained	19.8	42.2	20.8	43.6	n/a	n/a	n/a	n/a
Grade 8								
Promoted	86.2	—	86.2	—	n/a	n/a	n/a	n/a
Retained	34.5	58.7	33.1	65.7	n/a	n/a	n/a	n/a

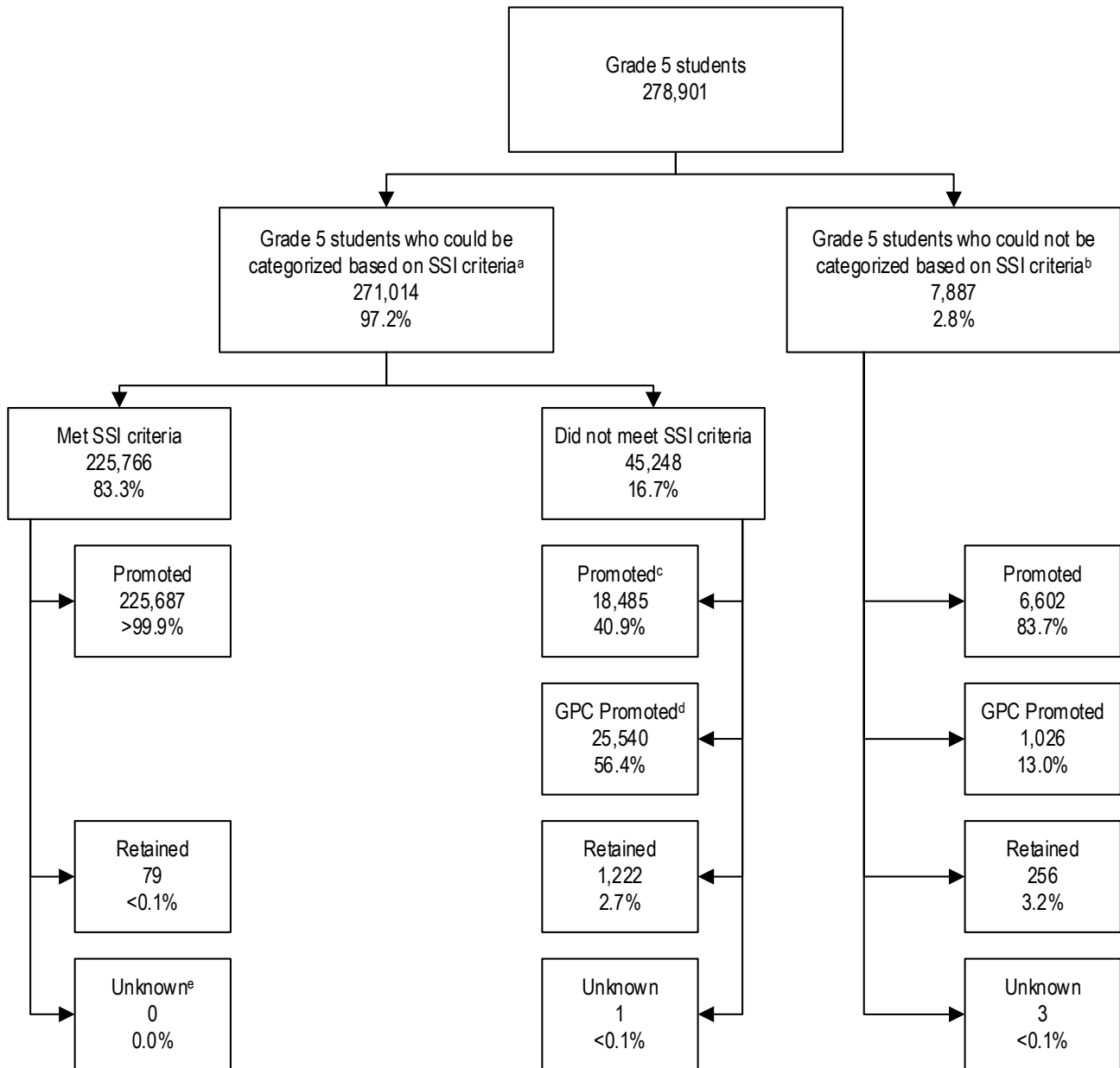
Note. Passing rates for retained students are based on students who took the same test (grade level and language version) both years. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2018 did not repeat the same grade-level test in 2019. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

Appendix 6-B Grade-Level Retention 2017-18 and Reading Passing Rates on the English-Version STAAR 2018 and 2019, Grades 3-8



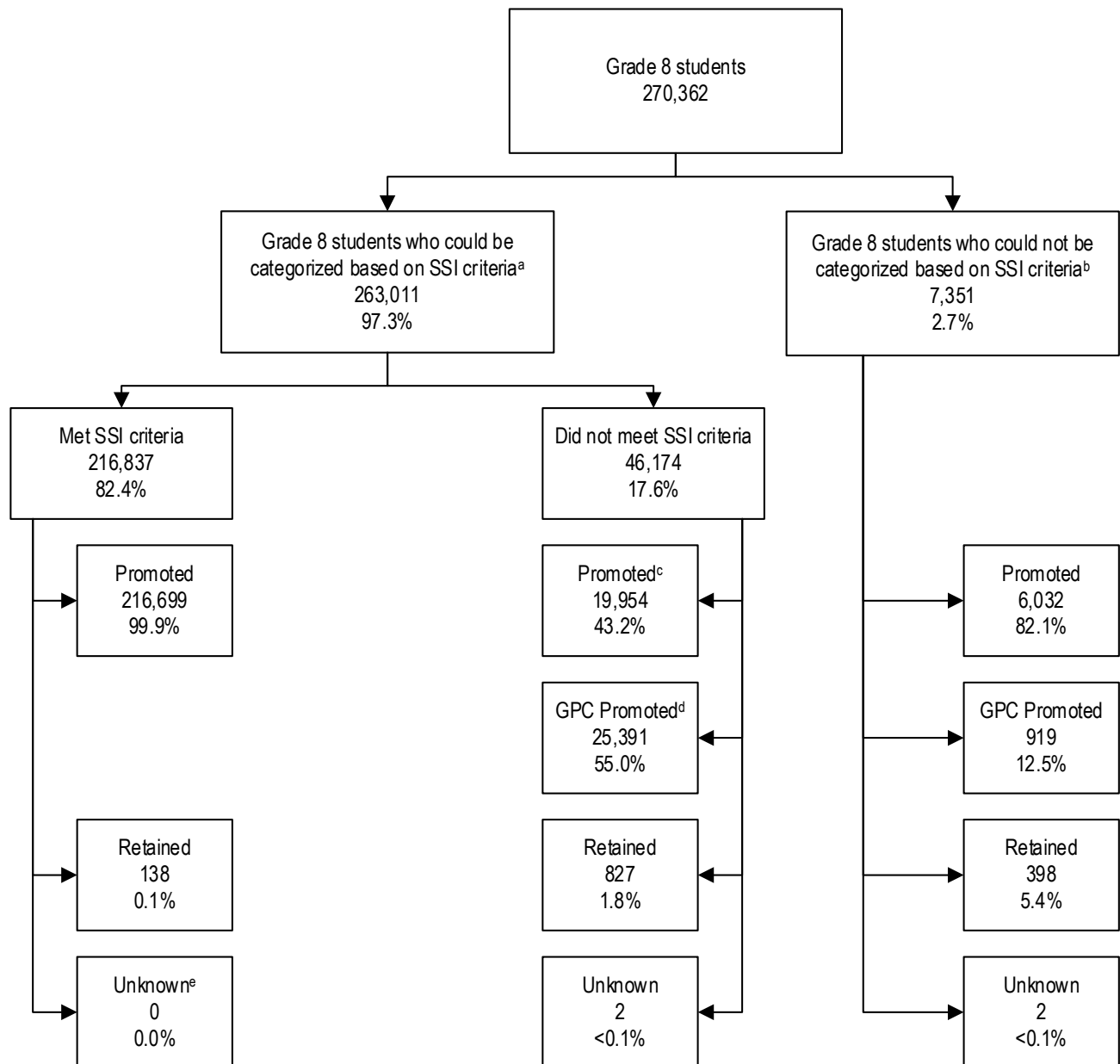
Appendix 6-C
STAAR 2018 Performance and Promotion Status 2017-18, Test Results Combined, Grade 5



Note. Parts may not add to 100 percent because of rounding. For the 2017-18 school year, the commissioner of education suspended the SSI requirement that Grade 5 students pass the state mathematics and reading assessments for districts affected by Hurricane Harvey. Although some districts affected by Hurricane Harvey opted to implement SSI criteria, data for districts under the commissioner’s hurricane waiver are not included in this figure.

^aUnder Texas Education Code §28.0211 (2018), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, or (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

**Appendix 6-D
STAAR 2018 Performance and Promotion Status 2017-18, Test Results Combined, Grade 8**



Note. Parts may not add to 100 percent because of rounding. For the 2017-18 school year, the commissioner of education suspended the SSI requirement that Grade 8 students pass the state mathematics and reading assessments for districts affected by Hurricane Harvey. Although some districts affected by Hurricane Harvey opted to implement SSI criteria, data for districts under the commissioner’s hurricane waiver are not included in this figure.

^aUnder Texas Education Code §28.0211 (2018), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who (a) passed grade-level tests in both reading and mathematics, (b) passed a grade-level test in one subject and took an advanced-level test in the other subject, or (c) took advanced-level tests in both subjects were categorized as meeting criteria. Students who failed one or both grade-level tests were categorized as not meeting criteria. ^bStudents who (a) were missing results for both tests, (b) passed one test but were missing results for the other, or (c) were missing one test and took an advanced-level test for the other could not be categorized based on SSI criteria. Students may be missing STAAR results because Public Education Information Management System (PEIMS) records could not be matched to STAAR records. Students not tested with STAAR may have been administered another version of STAAR, such as STAAR Alternate 2. ^cThese students may have had passing STAAR records that could not be matched to PEIMS records because of incorrect student identification information or may not have been correctly reported in PEIMS when grade placement committee (GPC) promotions were collected. ^dPromoted by GPC decision. ^ePromotion status could not be determined because of a grade-level reporting error.

Chapter 7.

District and Campus Performance

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

Accountability Rating System

Overview

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

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

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

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

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

- School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the federal Every Student Succeeds Act (ESSA).

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

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

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

- academic achievement in English language arts/reading
- academic achievement in mathematics
- academic achievement in science
- academic achievement in social studies
- top 25 percent: comparative academic growth
- top 25 percent: comparative closing the gaps
- postsecondary readiness

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

On December 10, 2015, ESSA reauthorized and amended federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). ESSA provides states with greater latitude to develop state accountability systems to meet federal accountability requirements.

The disaggregated performance results of the state accountability system serve as the basis of safeguards for the federal accountability rating system and ensure that poor performance in one area or for one student group is not disguised by better performance in another area or by another student group. Beginning in 2018, the safeguard data were incorporated into the Closing the Gaps domain, to allow for one comprehensive accountability system that meets state and federal requirements.

Alternative Education Accountability Provisions

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

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

In 2019, of the 379 AECs evaluated under AEA provisions, 72 (19.0%) earned an overall rating of *A*, 71 (18.7%) earned a *B*, 49 (12.9%) earned a *C*, 56 (14.8%) earned a *D*, and 14 (3.7%) earned an *F*. The remaining 117 (30.9%) AECs were labeled *Not Rated*. Of those, 8 were AECs of choice, 18 were dropout recovery schools, and 91 were residential treatment facilities.

Of the 379 AECs, 155 (40.9%) were charter school campuses. Of these, 41 (26.5%) earned an overall rating of *A*, 17 (11.0%) earned a *B*, 19 (12.3%) earned a *C*, 26 (16.8%) earned a *D*, and 4 (2.6%) earned an *F*. The remaining 48 (31.0%) charter AECs were residential treatment facilities and, as a result, were labeled *Not Rated*.

2019 and 2020 Accountability

In 2020, because of the COVID-19 pandemic, every school district, open enrollment charter school, and campus received the label *Not Rated: Declared State of Disaster* as an overall rating and for each of the three domains (Table 7.1 on page 178).

In 2019, of the 1,201 public school districts and open-enrollment charter schools, 299 (24.9%) earned an overall rating of *A*, 674 (56.1%) earned a *B*, 152 (12.7%) earned a *C*, 43 (3.6%) earned a *D*, and 13 (1.1%) earned an *F*. A total of 13 (1.1%) districts were labeled *Not Rated*, and an additional 7 (0.6%) districts were labeled *Not Rated: Data Integrity Issues*. Statewide, 99.7 percent of students were enrolled in districts or open-enrollment charter schools rated *A*, *B*, *C*, or *D* in 2019, and 0.1 percent were enrolled in districts or open-enrollment charter schools rated *F*.

In 2019, of the 8,838 public school campuses and open-enrollment charter campuses, 1,753 (19.8%) earned an overall rating of *A*, 3,266 (37.0%) earned a *B*, 2,170 (24.6%) earned a *C*, 702 (7.9%) earned a *D*,

Table 7.1
School District Accountability Ratings, by Rating Category, Standard and Alternative Education
Accountability Provisions, 2019 and 2020

Rating	2019		2020	
	Number	Percent	Number	Percent
School Districts, Including Open-Enrollment Charter Schools				
A	299	24.9	0	0
B	674	56.1	0	0
C	152	12.7	0	0
D	43	3.6	0	0
F	13	1.1	0	0
Not Rated	13	1.1	0	0
Not Rated: Data Integrity Issues	7	0.6	0	0
Not Rated: Declared State of Disaster	0	0.0	1,202	100
Total	1,201	100	1,202	100
School Districts, Excluding Open-Enrollment Charter Schools				
A	256	25.0	0	0
B	618	60.5	0	0
C	113	11.1	0	0
D	21	2.1	0	0
F	6	0.6	0	0
Not Rated	2	0.2	0	0
Not Rated: Data Integrity Issues	6	0.6	0	0
Not Rated: Declared State of Disaster	0	0.0	1,022	100
Total	1,022	100	1,022	100
Open-Enrollment Charter Schools				
A	43	24.0	0	0
B	56	31.3	0	0
C	39	21.8	0	0
D	22	12.3	0	0
F	7	3.9	0	0
Not Rated	11	6.1	0	0
Not Rated: Data Integrity Issues	1	0.6	0	0
Not Rated: Declared State of Disaster	0	0.0	180	100
Total	179	100	180	100

Note. Parts may not add to 100 percent because of rounding. Letter grades for districts apply only to 2019. Because of the COVID-19 pandemic, all campuses and districts received a label of *Not Rated: Declared State of Disaster* for overall and domain ratings in 2020.

and 399 (4.5%) earned an *F* (Table 7.2). A total of 541 (6.1%) campuses were labeled *Not Rated*, and an additional 7 (0.1%) campuses were labeled *Not Rated: Data Integrity Issues*. Statewide, 95.9 percent of students were enrolled in campuses rated *A*, *B*, *C*, or *D* in 2019, and 3.6 percent of students were enrolled in campuses rated *F*.

Only districts and campuses that receive an overall rating of *A*, *B*, *C*, or *D* are eligible to earn distinction designations. AECs and open-enrollment charter schools evaluated under AEA provisions are not eligible for distinction designations. In 2020, because of the COVID-19 pandemic, all districts and campuses in Texas received the label *Not Rated: Declared State of Disaster* and, as a result, were not evaluated for distinction designations.

In 2019, of the 8,838 public school and open-enrollment charter campuses in Texas, 7,670 (86.8%) were evaluated for at least one distinction designation. Of those campuses, 2,502 (32.6%) earned a distinction for postsecondary readiness, 2,142 (27.9%) for comparative closing the gaps, 2,087 (27.2%) for comparative academic growth, 2,145 (28.0%) for achievement in English language arts/reading, 2,053 (26.8%) for

Table 7.2

**Campus Accountability Ratings, by Rating Category, Standard and Alternative Education
Accountability Provisions, 2019 and 2020**

Rating	2019		2020	
	Number	Percent	Number	Percent
Campuses, Including Open-Enrollment Charter Campuses				
A	1,753	19.8	0	0
B	3,266	37.0	0	0
C	2,170	24.6	0	0
D	702	7.9	0	0
F	399	4.5	0	0
Not Rated	541	6.1	0	0
Not Rated: Data Integrity Issues	7	0.1	0	0
Not Rated: Declared State of Disaster	0	0.0	8,866	100
Total	8,838	100	8,866	100
Campuses, Excluding Open-Enrollment Charter Campuses				
A	1,587	19.6	0	0
B	3,042	37.6	0	0
C	2,014	24.9	0	0
D	626	7.7	0	0
F	361	4.5	0	0
Not Rated	455	5.6	0	0
Not Rated: Data Integrity Issues	6	0.1	0	0
Not Rated: Declared State of Disaster	0	0.0	8,084	100
Total	8,091	100	8,084	100
Open-Enrollment Charter Campuses				
A	166	22.2	0	0
B	224	30.0	0	0
C	156	20.9	0	0
D	76	10.2	0	0
F	38	5.1	0	0
Not Rated	86	11.5	0	0
Not Rated: Data Integrity Issues	1	0.1	0	0
Not Rated: Declared State of Disaster	0	0.0	782	100
Total	747	100	782	100

Note. Parts may not add to 100 percent because of rounding. Letter grades for campuses apply only to 2019. Because of the COVID-19 pandemic, all campuses and districts received a label of *Not Rated: Declared State of Disaster* for overall and domain ratings in 2020.

achievement in science, 1,946 (25.4%) for achievement in mathematics, and 987 (12.9%) for achievement in social studies.

Altogether, in 2019, 4,614 (52.2%) campuses earned one or more distinctions, while 424 (4.8%) campuses earned every distinction for which they were eligible. Of the 1,201 districts evaluated, 71 (5.9%) districts earned the distinction for postsecondary readiness.

Open-Enrollment Charter Schools and Accountability

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

eligible to be evaluated under AEA provisions. Open-enrollment charter schools that operated both standard campuses and registered AECs were given the option to be evaluated under AEA provisions if at least 50 percent of the charter school's students were enrolled at registered AECs.

In 2020, because of the COVID-19 pandemic, all open enrollment charter schools received overall and domain ratings of *Not Rated: Declared State of Disaster* (Table 7.1 on page 178).

In 2019, a total of 179 open-enrollment charter schools were rated under the standard accountability system. Of these, 43 (24.0%) earned an overall rating of *A*, 56 (31.3%) earned a *B*, 39 (21.8%) earned a *C*, 22 (12.3%) earned a *D*, and 7 (3.9%) earned an *F*. A total of 11 (6.1%) open-enrollment charter schools were labeled *Not Rated*, and an additional 1 school (0.6%) was labeled *Not Rated: Data Integrity Issues*.

In 2019, of the 747 open-enrollment charter campuses, 166 (22.2%) earned an overall rating of *A*, 224 (30.0%) earned a *B*, 156 (20.9%) earned a *C*, 76 (10.2%) earned a *D*, and 38 (5.1%) earned an *F* (Table 7.2 on page 179). A total of 86 (11.5%) open-enrollment charter campuses were labeled *Not Rated* and an additional 1 (0.1%) campus was labeled *Not Rated: Data Integrity Issues*.

State Supports for Struggling Schools, 2018-19 and 2019-20

TEA has undertaken, as one of its key initiatives, efforts to prioritize the coordination and delivery of intervention activities and provide assistance to struggling schools and districts. Integral to these efforts is the Effective Schools Framework (ESF). At the core of effective schools is effective instruction: interactions between students, teachers, and content determine learning outcomes. This instructional core is strengthened and supported by effective, well-supported teachers, high-quality curriculum, and positive school culture. Strong school leadership and careful planning encompass and ensure each of these levers.

The ESF consists of a set of district commitments and, for schools, essential actions. District commitments describe what local education agencies do to ensure that schools are set up for success. Essential actions describe what the most effective schools do to support powerful teaching and learning.

The ESF framework is rooted in the continuous improvement process. This process is designed to:

- identify the needs, using increased focus on campus practices, in addition to data;
- plan, using a narrow focus on high-leverage needs; and
- implement and monitor, using supports and capacity builders aligned to the framework.

Interventions for Unacceptable Performance, 2018-19 and 2019-20

Overview. In 2018 and 2019, districts and campuses received an overall accountability rating, as well as a rating for each of the three domains in the accountability system. In 2018, districts were rated *A*, *B*, *C*, *D*, or *F*, and campuses were rated *Met Standard*, *Met Alternative Standard*, *Improvement Required (IR)*, or *Not Rated*. In 2019 campuses moved to the *A-F* rating system. Additional details about the accountability system, including accountability manuals by year, are available on the TEA website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability>.

Districts rated *F* and campuses rated *IR* were required to engage in one or more intervention activities specified under TEC Chapter 39A, Subchapter B. These included the assignment of a campus intervention team (CIT) by TEA and engagement in the ESF. Other campus interventions included the development of a turnaround plan under the oversight of the CIT and participation in a hearing conducted by the commissioner of education or the commissioner's designee, if determined necessary.

Campus interventions, 2018-19. A campus undergoing interventions in the 2018-19 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2018 but not in 2017) was assigned a CIT and was required to engage in the ESF process. The CIT worked with the campus to conduct a data analysis, a needs assessment, and improvement planning, and to develop, implement, and monitor a targeted improvement plan. The targeted improvement plan had to be approved by the board of trustees of the district or charter. In addition, the campus established a campus leadership team (CLT), the campus principal and district coordinator for school improvement (DCSI) were required to attend ESF training hosted by the local ESC, and the targeted improvement plan, professional service provider (PSP) progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2018-19 school year for being rated *IR* for a second consecutive year (i.e., rated *IR* in 2017 and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the targeted improvement plan, if needed. The targeted improvement plan had to be approved by the board of trustees of the district or charter. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the revised targeted improvement plan, and quarterly campus progress reports were submitted to TEA on specified dates. In addition, the CIT, assisted by the CLT, developed a turnaround plan to be implemented the following school year, as required by House Bill (HB) 1842. The turnaround plan had to be approved by the board of trustees and the commissioner.

A campus undergoing interventions in the 2018-19 school year for being rated *IR* for a third consecutive year (i.e., rated *IR* in 2016, 2017, and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2018-19 school year for being rated *IR* for a fourth consecutive year (i.e., rated *IR* in 2015, 2016, 2017, and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2018-19 school year for being rated *IR* for a fifth consecutive year (i.e., rated *IR* in 2014, 2015, 2016, 2017, and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the

campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2018-19 school year for being rated *IR* for a sixth consecutive year (i.e., rated *IR* in 2013, 2014, 2015, 2016, 2017, and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

One campus undergoing interventions in the 2018-19 school year for being rated *AU* or *IR* for a seventh consecutive year (i.e., rated *AU* in 2011; *IR* in 2013¹, 2014, 2015, 2016, 2017, and 2018) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

No campuses were undergoing interventions in the 2018-19 school year for being rated *AU* or *IR* for an eighth consecutive year (i.e., rated *AU* in 2010 and 2011; *IR* in 2013, 2014, 2015, 2016, 2017, and 2018).

Campus interventions, 2019-20. A campus undergoing interventions in the 2019-20 school year for being rated *F* for the first time in consecutive years (i.e., rated *F* in 2019 but not in 2018) was assigned a CIT and was required to engage in the ESF process. The CIT worked with the campus to conduct a data analysis, a needs assessment, and improvement planning, and to develop, implement, and monitor a targeted improvement plan. The targeted improvement plan had to be approved by the board of trustees of the district or charter. In addition, the campus established a CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the targeted improvement plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a second consecutive year (i.e., rated *IR* in 2018; *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the targeted improvement plan, if needed. The targeted improvement plan had to be approved by the board of trustees of the district or charter. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the revised targeted improvement plan, and quarterly campus progress reports were submitted to TEA on specified dates. In addition, the CIT, assisted by the CLT, developed a turnaround plan to be implemented the following school year, as required by HB 1842. The turnaround plan had to be approved by the board of trustees and the commissioner.

¹Because a new accountability system was being developed, no state accountability ratings were assigned in 2012. Ratings assigned to districts and campuses in 2011 carried over to 2012. For purposes of interventions, the rating of Academically Unacceptable (AU) under the accountability system in place through 2011 is equivalent to the rating of Improvement Required (IR) under the accountability system in place through 2017.

A campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a third consecutive year (i.e., rated *IR* in 2017 and 2018; *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a fourth consecutive year (i.e., rated *IR* in 2016, 2017, and 2018, and *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a fifth consecutive year (i.e., rated *IR* in 2015, 2016, 2017, and 2018; *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

A campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a sixth consecutive year (i.e., rated *IR* in 2014, 2015, 2016, 2017, and 2018; *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

One campus undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for a seventh consecutive year (i.e., rated *IR* in 2013, 2014, 2015, 2016, 2017, and 2018; *F* in 2019) retained the CIT and continued to engage in the ESF process. The CIT worked with the campus to update the data analysis and needs assessment and to revise the commissioner-approved turnaround plan, if needed. The campus continued with the established CLT, the campus principal and DCSI were required to attend ESF training hosted by the local ESC, and the turnaround plan, PSP progress reports, and quarterly campus progress reports were submitted to TEA on specified dates.

No campuses were undergoing interventions in the 2019-20 school year for being rated *AU*, *IR*, or *F* for an eighth consecutive year (i.e., rated *AU* in 2011; *IR* in 2013, 2014, 2015, 2016, 2017, and 2018; *F* in 2019).

District interventions, 2018-19. Districts rated *F* in 2018 were required to engage in one or more intervention activities specified under TEC Chapter 39A, Subchapter B. These included approval of a DCSI by TEA, engagement in the ESF process, and establishment of a district leadership team (DLT). Additional requirements based on years of unacceptable performance were implemented by multiyear *F* districts.

A single-campus district undergoing interventions in the 2018-19 school year for being rated *F* for the first time in consecutive years (i.e., rated *F* in 2018 but not in 2017) engaged in the required campus-level interventions. A multi-campus district in the same situation proposed a DCSI for TEA approval, established a DLT, and engaged in the ESF process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via the Intervention Stage Activity Manager (ISAM).

A district undergoing interventions in the 2018-19 school year for being rated *IR* or *F* for multiple years (i.e., rated *IR* or *F* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the ESF process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM. Based on the number of years of low district performance, additional requirements included the following: lowered accreditation status; assignment of a TEA monitor, conservator, or management team; acquisition of professional services; and/or possible special accreditation investigation.

District interventions, 2019-20. Districts rated *F* in 2019 were required to engage in one or more intervention activities specified under TEC Chapter 39A, Subchapter B. These included approval of a DCSI by TEA, engagement in the ESF process, and establishment of a DLT. Additional requirements based on years of unacceptable performance were implemented by multiyear *F* districts.

A single-campus district undergoing interventions in the 2019-20 school year for being rated *F* for the first time in consecutive years (i.e., rated *F* in 2019 but not in 2018) engaged in the required campus-level interventions. A multi-campus district in the same situation proposed a DCSI for TEA approval, established a DLT, and engaged in the ESF process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM.

A district undergoing interventions in the 2019-20 school year for being rated *IR* or *F* for multiple years (i.e., rated *IR* or *F* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the ESF process, which resulted in a targeted improvement plan. The targeted improvement plan and quarterly progress reports were submitted to TEA via ISAM. Based on the number of years of low district performance, additional requirements included the following: lowered accreditation status; assignment of a TEA monitor, conservator, or management team; acquisition of professional services; and/or possible special accreditation investigation.

Results Driven Accountability Framework (Formerly Performance-Based Monitoring System)

Overview

Statutory justification. State and federal statute guide TEA monitoring activities. TEA has developed and implemented an RDA framework that is data-driven and results-based, includes both cyclical monitoring and targeted interventions, and is coordinated and aligned with other TEA evaluation systems.

Results Driven Accountability. School districts² receive performance information through the RDA annual report, which includes a set of performance and program effectiveness indicators for the various special programs that TEA is required by state or federal statute to monitor. The RDA framework is made up of the following programs:

- special education;
- bilingual education/English as a second language/English learners; and
- other special populations (includes students identified as in foster care, as experiencing homelessness, and as military connected).

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

Additional TEA oversight. Other criteria that are considered by TEA include school district governance issues, results of the dispute resolution process (complaints and due process hearings), and findings of local independent financial audits. An additional required federal monitoring activity—Office for Civil Rights (OCR) career and technical education monitoring—is also integrated into the system.³

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

RDA Interventions

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

²All references to "districts" include both public school districts and public charter schools.

³The OCR monitoring requirements establish procedures and minimum requirements for states to ensure civil rights compliance of districts that receive federal funds from the U.S. Department of Education and operate career and technical education programs.

planning occurs in a team environment, with required and recommended participants, including community stakeholders.

The framework for interventions and required district monitoring activities is targeted to address unique program needs and/or performance problems and to meet state and federal statutory requirements for performance interventions and compliance review. For the 2018-19 school year, intervention activities centered on the Texas Accountability Intervention System (TAIS) while transitioning to RDA-aligned activities for the 2019-20 school year. In 2019-20, intervention activities centered on a self-assessment and included a Strategic Support Plan (SSP) for all cyclical and targeted districts. Districts were required to: engage in data analysis; conduct needs assessments or self-assessments; develop a targeted improvement plan or SSP, which was submitted to TEA for review; implement and monitor the targeted improvement plan or SSP; engage in routine progress reporting and monitoring; and, in some cases, participate in on-site reviews. (See "RDA Special Education Review and Support" on page 187 for more detailed information on interventions.)

Other Interventions

TEC §39.057 authorizes the commissioner of education to conduct special accreditation investigations related to data integrity, district testing practices, civil rights complaints, financial accounting practices, student disciplinary placements, and governance problems between local board members and/or the superintendent, and as the commissioner otherwise deems necessary. Additionally, statute authorizes the commissioner to take specific actions based on findings of a special accreditation investigation (TEC §39A.002 and Chapter 39, Subchapter A). The commissioner may:

- assign a lowered accreditation status to the district;
- appoint a TEA monitor to participate in the activities of the board of trustees or superintendent of the district and report on the activities to TEA;
- appoint a conservator to oversee the operations of the district;
- appoint a management team to direct the operations of the district in areas of unacceptable performance;
- appoint a board of managers to exercise the powers and duties of the board of trustees of the district;
- annex the district to one or more adjoining districts;
- order closure of a campus or all programs operated by a home-rule school district or open-enrollment charter school; or
- impose sanctions on the district designed to improve high school completion rates.

Appendix 7-B on page 202 present lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2018, and August 31, 2019, and between September 1, 2019, and August 31, 2020.

Appendix 7-C on page 208 presents a list of school districts that were assigned a lowered accreditation status in 2018-19 and 2019-20 and the reasons for the lowered status.

RDA Special Education Monitoring and Compliance

Overview

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

RDA Special Education Review and Support

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

Supports are based, in part, on indicators of school district performance and program effectiveness that are part of the RDA (Table 7.3 on page 188). Each district is assigned a determination level (DL) based on RDA indicator performance levels, as well as other federally required elements, such as instances of noncompliance; long-standing noncompliance; outstanding financial audit findings; and reliable, timely, and accurate data findings. Districts are assigned one of four DLs: DL 1 – Meets Requirements, DL 2 – Needs Assistance, DL 3 – Needs Intervention, or DL 4 – Needs Substantial Intervention.

Interventions for 2018-19. As mentioned previously, intervention activities for the 2018-19 school year, centered on the TAIS while transitioning to RDA-aligned activities for the 2019-20 school year. Districts and campuses that were rated *Improvement Required (IR)* in the accountability system and/or were assigned interventions in the Performance-Based Monitoring (PBM) System engaged in the TAIS. The level of support a district or campus received was determined by: (a) the district or campus's current and longitudinal accountability ratings; (b) the district or campus's current and longitudinal history of PBM intervention; and (c) the highest level of intervention required by the accountability or PBM system.

For districts assigned interventions for special education programs only or for multiple programs, including special education, the 2018-19 interventions were defined as follows.

Stage 1 Intervention: TAIS Activities. At this level of intervention, the district was required to conduct a data analysis of certain Performance-Based Monitoring Analysis System (PBMAS) indicators revealing

**Table 7.3
Special Education Performance Based Monitoring Analysis System, 2018, and Results Driven
Accountability Indicators, 2019**

Number	Indicator
2018	
1(i-v)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) 3-8 subject test (mathematics, reading, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR 3-8 subject test (mathematics, reading, science, social studies, and writing).
3(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (mathematics, science, social studies, and English language arts).
4	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
5	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (ages 3-5) served in special education and placed in a regular early childhood program.
8	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
9	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
10	District-level percentage of students (ages 6-21) served in separate settings.
11	District-level number of enrolled students who received special education services.
12	District-level disaggregated percentage of students (ages 3-21) served in special education reported as suspended out-of-school or expelled for 10 or fewer school days.
13	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
14	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for more than 10 school days.
16	District-level disaggregated percentage of total disciplinary removals of students (ages 3-21) served in special education.
2019	
1(i-v)	District-level percentage of students served in special education who passed each designated State of Texas Assessments of Academic Readiness (STAAR) 3-8 subject test (mathematics, reading, science, social studies, and writing).
2(i-v)	District-level percentage of students who, one year after no longer receiving special education services, passed each designated STAAR 3-8 subject test (mathematics, reading, science, social studies, and writing).
3(i-iv)	District-level percentage of students served in special education who passed each designated STAAR end-of-course subject test (mathematics, science, social studies, and English language arts).
4	District-level percentage of students served in special education who were tested on STAAR Alternate 2 in all subjects applicable to the student's grade level.
5	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
6	District-level percentage of students served in special education who graduated with high school diplomas in four years.
7	District-level percentage of students (ages 3-5) served in special education and placed in a regular early childhood program.
8	District-level percentage of students (ages 6-21) served in special education in the regular class 80% or more of the day.
9	District-level percentage of students (ages 6-21) served in special education in the regular class <40% of the day.
10	District-level percentage of students (ages 6-21) served in separate settings.
11	District-level number of enrolled students who received special education services.
12	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for 10 or fewer school days.
13	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in out-of-school suspension or expelled for more than 10 school days.
14	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for 10 or fewer school days.
15	District-level disaggregated percentage of students (ages 3-21) served in special education reported as placed in in-school suspension for more than 10 school days.
16	District-level disaggregated percentage of total disciplinary removals of students (ages 3-21) served in special education.

higher levels of performance concern, conduct a needs assessment, develop a targeted improvement plan and implement and monitor the plan. The purpose of the data analysis was to work with a district leadership team to gather, disaggregate, and review data to identify factors contributing to areas of low performance and program ineffectiveness. The needs assessment was designed to determine the root causes contributing to the low performance and program effectiveness concerns.

Findings from the needs assessment were addressed in the targeted improvement plan. The district was required to complete all reviews and develop the targeted improvement plan by a specified date and retain all materials at the district. Based on a random and/or stratified selection process, the district also may have been required to submit the materials to TEA for review and verification.

Stage 2 Intervention: TAIS Activities. A district identified at this level of intervention was required to complete the same activities as in Stage 1 Intervention, complete all review materials by a specified date, and retain all materials at the district. Based on a random and/or stratified selection process, the district also may have been required to submit the materials to TEA for review and verification.

Stage 3 Intervention: TAIS Activities. A district identified at this level of intervention was required to complete the same activities as in Stage 2 Intervention and a compliance review to identify areas of performance concern. The district was required to submit the targeted improvement plan to TEA by a specified date and to report progress on the targeted improvement quarterly, with follow-up TEA contact every 60 days. In addition, the district was required to complete a compliance review of a sample of student records to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks reflected in the district's data. The results of the compliance review were retained by the district, and a summary of the compliance review was submitted to TEA for review and verification. If noncompliance was identified, the district addressed the findings in the corrective action plan tab of the targeted improvement plan workbook.

Stage 4 Intervention: TAIS Activities. A district identified at this level of intervention was required to complete the same activities as in Stage 3 Intervention. In addition, TEA conducted a targeted review of the district to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks reflected in the district's data. The district was required to revise or develop a targeted improvement plan to address findings related to the review or any other required activities. The district was required to submit the targeted improvement plan to TEA by a specified date and to report progress on the targeted improvement plan quarterly, with follow-up TEA contact every 30 days.

The district may have received an on-site review designed to examine the origins of the district's continuing low performance and/or program effectiveness concerns. Findings of an on-site review resulted in either continued implementation of the district's current improvement plans, revision of the district's improvement plan, additional district intervention activities, escalated TEA oversight, and/or sanctions under the provisions of 19 TAC §89.1076 or §97.1071 or TEC Chapter 39, Subchapter E.

A district that served students with disabilities who reside in residential facilities (RFs) was assigned an additional intervention stage. As part of TEA's ongoing efforts to align its monitoring systems to the greatest extent possible, the agency began integrating these two separate staging components, and they were fully integrated beginning in 2015-16.

Interventions for 2019-20. For districts assigned interventions for special education programs only or for multiple programs, including special education, the 2019-20 interventions were the same as those indicated in the section "Interventions for 2018-19," with a few differences. A district assigned a DL 2 of Needs Assistance, DL 3 of Needs Intervention, or DL 4 of Needs Substantial Intervention for the special education program developed an SSP based on indicators identified in the PBMAS/RDA framework. Resources were made available to assist the district with developing continuous improvement goals and activities to address what was required for review based on areas of identified performance concern. The district completed and submitted an SSP to TEA. For districts assigned a DL 3 of Needs Intervention or DL 4 of Needs Substantial Intervention, TEA conducted a targeted review of the district to address program effectiveness concerns related to documented substantial, imminent, or ongoing risks reflected in the district's data. If noncompliance was identified, the district addressed the findings in the corrective action plan template and uploaded the document into ISAM.

Beginning in 2015-16, a district that served students with disabilities who reside in RFs was no longer assigned a separate intervention stage. Instead, the district's integrated special education intervention stage included activities specific to students who reside in RFs. These activities were designed to improve district performance and comply with federal and state special education requirements for this unique and vulnerable population of students who often have limited access to family members who can advocate for their educational needs.

RDA Special Education Monitoring Statuses, 2018-19 and 2019-20

In 2018-19 and 2019-20, TEA continued integrating federally required determinations into the overall PBM system and RDA framework. The four federal indicators that contribute to a district's special education determination status (State Performance Plan Compliance Indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings) were evaluated along with the PBMAS/RDA indicators to determine a district's DL and status for differentiated monitoring in special education.

For the 2018-19 and 2019-20 school year, districts received one of the following special education intervention statuses, which were also reported on the Texas Academic Performance Report:

- Overall Level 0 or 1: Meets Requirements;
- Overall Level 2: Needs Assistance;
- Overall Level 3: Needs Intervention; or
- Overall Level 4: Needs Substantial Intervention.

Agency Contact Persons

For information on accountability ratings, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Jamie Crowe, Performance Reporting, (512) 463-9704.

For information on accreditation, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Leah Martin, Accreditation and Enforcement Coordination, (512) 463-8597.

For information on accountability ratings interventions and school improvement, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; or Lizette Ridgeway, School Improvement, (512) 936-0475.

For information on the Results Driven Accountability framework, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 463-9414; or Jennifer Alexander or Tammy Percy, Review and Support, (512) 463-9414.

For information on special education monitoring and compliance, contact Matt Montano, Deputy Commissioner of Special Populations and Monitoring, (512) 463-9414; or Jennifer Alexander or Tammy Percy, Review and Support, (512) 463-9414.

For information on agency enforcement, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Leah Martin, Accreditation and Enforcement Coordination, (512) 463-8597.

Other Sources of Information

The *2020 Accountability Manual* is available at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2020-accountability-manual>.

State accountability ratings are available at <https://txschools.gov/>. Additional performance reports are available at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>.

Appendix 7-A

The tables that begin on page 193 provide information about the school districts and campuses that received an overall rating of *F* in 2019 under either alternative education accountability (AEA) or standard accountability provisions.

2019 Ratings

Of the 13 districts rated *F*:

- One (7.7%) received the rating because they failed three out of the four domains; and
- Nine (69.2%) received the rating because the only campus in the district received a rating of *F*.

Of the 399 campuses rated *F*:

- 42 (10.5%) received the rating because they failed three out of the four domains.

2020 Ratings

In 2020, because of the COVID-19 pandemic, all districts and campuses received a rating label of *Not Rated: Declared State of Disaster*. This label indicates that, because of extraordinary public health and safety circumstances, the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance. While no ratings were issued in 2020, an overall rating of *F* in 2019 and an overall rating of *F* in 2021 will be considered consecutive.

Appendix 7-A
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive	Alt Ed	Domain Ratings ^a		
		Years Unacceptable ^b		Accountability	Student Achievement	School Progress
ABILENE ISD ^c	BONHAM EL	1		D	D	F
	JACKSON EL	1		D	D	F
	LEE EL	1		F	D	F
	REAGAN EL	2		F	F	F
ALDINE ISD	ANDERSON ACADEMY	1		F	D	F
	REECE ACADEMY	1		P	P	P
	ECKERT EL	1		F	D	F
	OGDEN EL	1		F	F	F
ALICE ISD	MEMORIAL INT	1		F	D	F
	SALAZAR EL	2		F	F	F
ALIEF ISD	SMITH EL	1		F	D	F
ALVARADO ISD	ALVARADO INT	2		F	F	F
AMARILLO ISD	HAMLET EL	1		F	D	F
ARLINGTON ISD	SPEER EL	2		F	D	F
	WIMBISH EL	1		F	D	F
	SHORT EL	2		F	F	F
	ARROW ACADEMY - HARVEST PREPARATOR	1		F	D	F
AUSTIN ISD	BURNET M S	1		F	D	F
	MARTIN MIDDLE	1		F	D	F
	WEBB M S	1		F	F	F
	DOBIE MIDDLE	1		F	C	F
	MENDEZ MIDDLE	6		F	F	F
	SADLER MEANS YWLA	2		F	D	F
	ANDREWS EL	1		F	D	F
	BARRINGTON EL	1		F	F	F
BASTROP ISD	RED ROCK EL	1		F	F	F
	LOST PINES EL	1		F	D	F
BEAUMONT ISD	BEAUMONT UNITED H S	1		F	D	F
	SMITH MIDDLE	5		F	F	F
	M L KING MIDDLE	4		F	F	F
	SOUTH PARK MIDDLE	1		F	F	F
	AMELIA EL	1		F	F	D
	HOMER DR EL	1		F	D	F
	MARTIN EL	1		F	F	F
	DR MAE E JONES-CLARK EL	5		F	F	F
BIG SPRING ISD	ANDERSON ACCELERATED H S	2	•	F		
	GOLIAD EL	1		F	F	F
	WASHINGTON EL	1		D	D	F
BLOOMINGTON ISD	BLOOMINGTON EL	1		F	D	F
	PLACEDO EL	1		P	P	P
BOVINA ISD	BOVINA EL	1		F	F	F
BOYD ISD	BOYD EL	1		D	D	F
BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY AND CREA	2		F	D	F
BRECKENRIDGE ISD	EAST EL	1		P	P	P
	NORTH EL	1		D	D	F
BROOKS COUNTY ISD	FALFURRIAS J H	1		F	D	F
BROWNWOOD ISD	EAST EL	2		D	D	F
BRYAN ISD	MITCHELL EL	2		D	D	F
CARROLLTON-FARMERS BRANCH ISD	SHEFFIELD EL	1		F	F	D

^aA "P" indicates the campus was paired with another campus that received an overall rating of F. ^bConsecutive years with an overall rating of F, *Improvement Required*, or *Academically Unacceptable*. ^cIndependent school district. ^dConsolidated independent school district. ^eCommon school district.

continues

Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a			
				Student Achievement	School Progress	Closing the Gaps	
CEDAR HILL ISD ^c	HIGH POINTE EL	1		F	F	F	
CHESTER ISD	CHESTER EL	2		D	F	F	
CLEBURNE ISD	IRVING EL	2		F	F	D	
	AD WHEAT MIDDLE	1		D	D	F	
	COOKE EL	1		F	D	F	
	FREDERICK A DOUGLASS LEARNING ACAD	1	●	F			
COLDSPRING-OAKHURST CISD ^d	STREET EL	1		P	P	P	
	COLDSPRING INT	1		F	F	F	
COLUMBIA-BRAZORIA ISD	BARROW EL	1		D	D	F	
COMANCHE ISD	JEFFERIES J H	1		C	C	F	
COMMERCE ISD	COMMERCE MIDDLE	1		D	D	F	
CONNALLY ISD	CONNALLY J H	3		F	D	F	
	CONNALLY EL	2		F	F	F	
	HAAS MIDDLE	1		D	D	F	
CORRIGAN-CAMDEN ISD	CORRIGAN-CAMDEN EL	1		F	F	F	
CORSICANA ISD	JOSE ANTONIO NAVARRO EL	2		F	D	F	
	FANNIN EL	1		F	D	F	
	CARROLL EL	1		F	F	F	
CROCKETT COUNTY CONSOLIDATED CSD ^e	OZONA EL	1		F	F	F	
	CROCKETT EL	1		F	F	F	
CRYSTAL CITY ISD	EARLY CHILDHOOD CTR	1		P	P	P	
	DR TOMAS RIVERA EL	1		P	P	P	
	ZAVALA EL	1		F	F	F	
DALLAS ISD	RUFUS C BURLESON EL	1		F	D	F	
	CEDAR CREST EL	1		F	F	F	
	ROGER Q MILLS EL	1		F	D	F	
	NANCY J COCHRAN EL	1		F	F	F	
	FREDERICK DOUGLASS EL	1		F	F	F	
	WILMER-HUTCHINS EL	1		F	D	F	
	KENNEDY-CURRY MIDDLE	1		F	D	F	
	JOHN LESLIE PATTON JR ACADEMIC CEN	2	●	D	F	F	
	DAMON ISD	DAMON EL	2		F	D	F
	DEKALB ISD	DEKALB EL	1		D	D	F
DEL VALLE ISD	DAILEY MIDDLE	1		D	D	F	
	POPHAM EL	1		F	F	F	
DESOTO ISD	DESOTO EAST MIDDLE (ISTEAM)	1		F	D	F	
	NORTHSIDE EL	1		F	D	F	
DONNA ISD	PATRICIA S GARZA EL	1		F	D	F	
DUMAS ISD	SUNSET EL	1		F	F	D	
DUNCANVILLE ISD	JAMES R BILHARTZ JR EL	1		F	F	D	
EAST CENTRAL ISD	LEGACY MIDDLE	3		F	F	D	
	HIGHLAND FOREST EL	2		F	F	D	
ECTOR COUNTY ISD	BONHAM MIDDLE	4		F	F	F	
	BOWIE MIDDLE	2		F	F	F	
	CROCKETT MIDDLE	2		F	F	F	
	WILSON & YOUNG MEDAL OF HONOR MIDD	2		F	F	F	

^aA "P" indicates the campus was paired with another campus that received an overall rating of F. ^bConsecutive years with an overall rating of F, *Improvement Required*, or *Academically Unacceptable*. ^cIndependent school district. ^dConsolidated independent school district. ^eCommon school district.

continues

Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
	ECTOR COLLEGE PREP SUCCESS ACADEMY	7		F	D	F
	BURLESON EL	1		F	F	D
	BURNET EL	2		F	D	F
	DOWLING EL	1		F	F	D
	SAM HOUSTON EL	1		F	F	F
	IRELAND EL	1		F	F	F
	PEASE EL	1		P	P	P
	ROSS EL	1		F	F	F
	EL MAGNET AT TRAVIS	1		F	F	F
	EL MAGNET AT ZAVALA	1		P	P	P
	NOEL EL	1		F	F	F
EDGEWOOD ISD ^c	EDWARD K DOWNING EL	1		F	F	D
	BRENTWOOD MIDDLE	1		F	D	F
	E T WRENN MIDDLE	1		F	C	F
	ALONSO S PERALES EL	2		F	F	F
	GARDENDALE EL	1		F	D	F
	L B JOHNSON EL	2		F	D	F
	LOMA PARK EL	1		F	F	F
	ROOSEVELT EL	1		F	F	F
	STAFFORD EL	1		F	D	F
	WINSTON EL	2		F	F	F
	STAFFORD CENTER	1		P	P	P
EL PASO ISD	ALTA VISTA EL	1		F	D	F
	SCHUSTER EL	1		D	D	F
	H R MOYE EL	1		F	F	F
ELGIN ISD	NEIDIG EL	2		F	F	F
ETOILE ISD		1		F	F	F
	ETOILE EL	1		F	F	F
EVANT ISD	EVANT EL	4		F	D	F
EVERMAN ISD	JOHN AND POLLY TOWNLEY EL	1		F	F	F
FORT WORTH ISD	WEDGWOOD 6TH GR SCH	1		D	C	F
	HANDLEY MIDDLE	1		F	D	F
	JAMES MIDDLE	1		F	F	F
	MORNINGSIDE MIDDLE	2		F	F	F
	J MARTIN JACQUET MIDDLE	2		F	F	F
	LEONARD MIDDLE	2		F	F	F
	COMO MONTESSORI	1		F	F	F
	GLENCREST 6TH GRADE SCH	4		F	D	F
	ROSEMONT 6TH GRADE	1		F	D	F
	JEAN MCCLUNG MIDDLE	1		F	D	F
	JOHN T WHITE EL	1		F	D	F
	HARLEAN BEAL EL	1		F	F	D
	SUNRISE - MCMILLAN EL	1		F	F	F
	WESTCREEK EL	1		F	F	F
	WESTERN HILLS EL	1		F	F	F
	J T STEVENS EL	1		D	F	F
	WESTERN HILLS PRI	1		P	P	P
	SEMINARY HILLS PARK EL	1		F	F	D
FREER ISD	NORMAN M THOMAS EL	1		F	F	F
GALVESTON ISD	COLLEGIATE ACADEMY	1		F	D	F

^aA "P" indicates the campus was paired with another campus that received an overall rating of F. ^bConsecutive years with an overall rating of F, *Improvement Required*, or *Academically Unacceptable*. ^cIndependent school district. ^dConsolidated independent school district. ^eCommon school district.

continues

Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
GEORGETOWN ISD ^c	JAMES TIPPIT MIDDLE	1		F	F	F
	GEORGE WAGNER MIDDLE	2		D	F	F
	FROST EL	1		D	D	F
	PAT COOPER EL	1		D	F	F
GODLEY ISD	LINKS ACADEMY	1		F	F	
	GODLEY INT	1		D	F	F
	GODLEY EL	1		P	P	P
GORMAN ISD	MAXFIELD EL	1		D	D	F
GRAFORD ISD	GRAFORD EL	1		F	F	D
GRANBURY ISD	NETTIE BACCUS EL	1		D	D	F
GRAPE CREEK ISD	FAIRVIEW ACCELERATED	1	•	F		
GRAPELAND ISD	GRAPELAND EL	1		F	F	F
GREAT HEARTS TEXAS	GREAT HEARTS WESTERN HILLS	1		D	F	F
GREENVILLE ISD	CROCKETT EL	1		F	F	F
	TRAVIS EL	1		F	F	F
HARDIN ISD	HARDIN EL	2		D	F	F
HARMONY SCIENCE ACAD (WACO)	HARMONY SCIENCE ACAD (WACO)	1		F	F	F
HEARNE ISD	HEARNE EL	7		F	F	F
HEMPHILL ISD	HEMPHILL EL	1		D	D	F
HEREFORD ISD	HEREFORD CENTER FOR ACCELERATED LE	2	•	C		F
	WEST CENTRAL EL	1		F	D	F
HERITAGE ACADEMY	HERITAGE ACADEMY OF WINDCREST	1		F	F	F
HITCHCOCK ISD	CROSBY MIDDLE	1		D	D	F
HOUSTON ISD	WHEATLEY H S	7		F	D	F
	DEADY MIDDLE	1		F	D	F
	EDISON MIDDLE	1		F	C	F
	THOMAS MIDDLE	1		F	F	F
	FLEMING MIDDLE	1		F	D	F
	KEY MIDDLE	1		F	D	F
	WILLIAMS MIDDLE	1		F	D	F
	SUGAR GROVE ACADEMY	2		F	F	F
	ISAACS EL	1		F	F	D
	ROBINSON EL	1		F	F	F
	NORTHLINE EL	1		F	D	F
	OSBORNE EL	1		F	D	F
	RUCKER EL	1		F	F	F
	SMITH EL	1		F	F	D
	YOUNG EL	1		F	F	F
	WHIDBY EL	1		F	F	F
	ASHFORD EL	1		F	F	D
	MARTINEZ C EL	1		F	F	D
	SEGUIN EL	1		F	F	D
	H S AHEAD ACADEMY	1	•	F	D	F
ENERGIZED FOR STEM ACADEMY SOUTHEA	1		F	F	D	
HUBBARD ISD		1		F	D	F
	HUBBARD ISD	1		F	D	F
HULL-DAISETTA ISD	HULL-DAISETTA EL	1		F	F	F

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Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
HUMBLE ISD ^c	WHISPERING PINES EL	1		F	F	F
	JACK M FIELDS SR EL	1		F	F	D
HUNTSVILLE ISD	HUNTSVILLE INT	2		F	F	F
	STEWART EL	3		F	F	F
	SAMUEL HOUSTON EL	1		F	F	F
	SCOTT JOHNSON EL	1		D	D	F
INTERNATIONAL LEADERSHIP OF TEXAS	ILTEXAS HOUSTON OREM EL	1		F	F	F
	ILTEXAS HOUSTON OREM MIDDLE	1		F	F	F
	ILTEXAS EAST FORT WORTH NORTH RICH	1		F	F	
JARRELL ISD	JARRELL MIDDLE	1		D	D	F
JASPER ISD	PARNELL EL	3		F	F	F
JEFFERSON ISD	JEFFERSON EL	1		F	F	F
	JEFFERSON PRI SCH	1		P	P	P
JUBILEE ACADEMIES	JUBILEE HIGHLAND HILLS	2		F	F	F
	JUBILEE - LAKE VIEW	2		F	F	F
	UNIVERSITY PRE JUBILEE LEADERSHIP ACADEMY	1		F	F	F
JUDSON ISD	KIRBY MIDDLE	1		F	D	F
	HENRY METZGER MIDDLE	1		D	D	F
KAUFFMAN LEADERSHIP ACADEMY		3		F	D	F
	KAUFFMAN LEADERSHIP ACADEMY	3		F	D	F
KERMIT ISD	KERMIT J H	2		F	F	F
	KERMIT EL	2		F	F	F
KILLEEN ISD	PALO ALTO MIDDLE	1		D	D	F
	WEST WARD EL	1		F	D	F
KINGSVILLE ISD	KLEBERG EL	2		F	F	F
	HARREL EL	1		F	D	F
KIPP TEXAS PUBLIC SCHOOLS	KIPP DESTINY EL	1		F	F	F
	KIPP TRUTH EL	1		F	F	F
	KIPP UN MUNDO DUAL LANGUAGE ACADEM	1		F	F	F
	KIPP ESPERANZA DUAL LANGUAGE ACADE	1		F	F	F
KOUNTZE ISD	KOUNTZE EL	1		C	C	F
KRUM ISD	DYER EL	1		C	F	F
LA FE PREPARATORY SCHOOL		1		F	F	F
	LA FE PREPARATORY SCHOOL	1		F	F	F
LAKE WORTH ISD	N A HOWRY INT	1		F	D	F
	MARINE CREEK EL	3		F	F	F
	MARILYN MILLER EL	2		F	F	D
LAMESA ISD	LAMESA MIDDLE	1		F	F	F
LEARY ISD		1		D	D	F
	LEARY EL	1		D	D	F

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Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
LEGACY SCHOOL OF SPORT SCIENCES		1		F	F	F
	LEGACY SCHOOL OF SPORT SCIENCES	1		F	F	F
LEGGETT ISD ^e	LEGGETT EL	1		F	F	F
LEWISVILLE ISD	ROCKBROOK EL	1		F	F	F
	LEWISVILLE EL	1		F	F	D
LIBERTY-EYLAU ISD	LIBERTY-EYLAU EARLY CHILDHOOD CENT	2		P	P	P
	LIBERTY-EYLAU EL	2		F	F	F
LIFE SCHOOL	LIFE SCHOOL LANCASTER	2		F	F	F
LINDEN-KILDARE CISD ^d	MAE LUSTER STEPHENS J H	1		D	D	F
LITTLE CYPRESS- MAURICEVILLE CISD	LITTLE CYPRESS EL	1		D	F	F
LOCKHART ISD	ALMA BREWER STRAWN EL	1		F	D	F
LUBBOCK ISD	DUNBAR COLLEGE PREPARATORY ACADEMY	7		F	F	F
	SLATON MIDDLE	1		F	F	F
	SMYLIE WILSON MIDDLE	2		F	F	F
	BEAN EL	1		F	F	F
	WESTER EL	1		D	D	F
LUBBOCK-COOPER ISD	LUBBOCK-COOPER EAST EL	1		D	F	F
LULING ISD	GILBERT GERDES J H	2		F	F	F
LUMIN EDUCATION		2		D	D	F
	LUMIN LINDSLEY PARK COMMUNITY SCHO	2		D	D	F
MANOR ISD	MANOR MIDDLE	3		F	F	F
MARLIN ISD		8		F	D	F
	MARLIN MIDDLE	1		F	F	F
	MARLIN EL	4		F	F	F
MAY ISD	MAY EL	2		D	D	F
MCCAMEY ISD	MCCAMEY PRI	1		F	F	F
MEXIA ISD	A B MCBAY EL	1		P	P	P
	R Q SIMS INT	1		F	F	F
MIDLAND ISD	DE ZAVALA EL	1		D	D	F
	HENDERSON EL	1		D	D	F
	SAM HOUSTON COLLEGIATE PREPARATORY	4		D	D	F
	JONES EL	1		F	D	F
	TRAVIS EL	5		F	F	F
	SCHARBAUER EL	2		F	F	F
	WASHINGTON STEM ACADEMY	1		C	D	F
	PEASE COMMUNICATIONS/ TECHNOLOGY AC	1		D	F	F
	RALPH BUNCHE EL	1		F	F	F
MILFORD ISD		1		D	C	F
	MILFORD SCHOOL	1		D	C	F
MINEOLA ISD	MINEOLA PRI	1		P	P	P
	MINEOLA EL	1		D	D	F
MONAHANS-WICKETT- PYOTE ISD	MONAHANS ED CTR	1	●	F		
	SUDDERTH EL	2		F	F	F

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Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
MOODY ISD ^c	MOODY MIDDLE	2		D	D	F
MULESHOE ISD	MARY DESHAZO EL	1		F	D	F
	DILLMAN EL	1		P	P	P
NACOGDOCHES ISD	FREDONIA EL	1		F	F	F
NAVASOTA ISD	NAVASOTA J H	1		F	D	F
NEW CANEY ISD	PORTER EL	1		D	D	F
NIXON-SMILEY CISD ^d	NIXON SMILEY EL	1		F	D	F
NORTH EAST ISD	HARMONY HILLS EL	1		D	D	F
	MONTGOMERY EL	1		F	F	F
NORTH TEXAS COLLEGIATE ACADEMY	NORTH TEXAS COLLEGIATE	1		F	D	F
	ACADEMY-NOR					
	NORTH TEXAS COLLEGIATE ACADEMY-EAS	1		F	F	F
PASADENA ISD	THOMAS HANCOCK EL	1		F	D	F
PECOS-BARSTOW- TOYAH ISD	CROCKETT MIDDLE	1		D	D	F
PERRYTON ISD	PERRYTON J H	1		C	C	F
PFLUGERVILLE ISD	NORTHWEST EL	1		D	D	F
PLEASANTON ISD	PLEASANTON EL	1		D	F	F
	PLEASANTON PRI	1		P	P	P
POR VIDA ACADEMY	CESAR E CHAVEZ ACADEMY	2	•	D	F	F
PORT ARTHUR ISD	JEFFERSON MIDDLE	1		D	D	F
POST ISD	POST MIDDLE	2		F	F	F
PRAIRILAND ISD	DEPORT EL	1		D	D	F
RALLS ISD	RALLS MIDDLE	1		F	D	F
	RALLS EL	1		F	F	F
RICHARD MILBURN ALTER HIGH SCHOOL	RICHARD MILBURN ACADEMY PASADENA	2	•	D	F	F
	RICHARD MILBURN ACADEMY MIDLAND SO	3	•	D	F	F
RIESEL ISD	FOSTER EL	1		D	F	F
RIO GRANDE CITY CISD	GRULLA EL	1		D	D	F
RIO VISTA ISD	RIO VISTA MIDDLE	1		D	D	F
RIVER ROAD ISD	ROLLING HILLS EL	1		D	F	F
	WILLOW VISTA ECA	1		P	P	P
ROUND ROCK ISD	NEYSA CALLISON EL	1		D	D	F
SAN ANGELO ISD	LINCOLN MIDDLE	3		F	F	D
	AUSTIN EL	2		F	F	F
	BELAIRE EL	1		F	F	F
	GOLIAD EL	2		D	F	F
	HOLIMAN EL	1		D	F	F
SAN ANTONIO ISD	COOPER ACADEMY AT NAVARRO	2	•	C		F
	TEXANS CAN ACADEMY AT HIGHLANDS H	1	•	F	F	F
	HARRIS MIDDLE	1		F	D	F
	LONGFELLOW MIDDLE	3		F	D	F
	LOWELL MIDDLE	2		F	F	F
	ROGERS MIDDLE	1		F	F	F
	BEACON HILL ACADEMY	2		F	D	F
	J T BRACKENRIDGE EL	1		F	F	F
DOUGLASS ACADEMY	2		F	F	F	

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Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
	HERFF ACADEMY	2		F	F	F
	HUPPERTZ EL	1		F	F	F
	BOWDEN ACADEMY	1		F	F	F
	OGDEN ACADEMY	6		F	F	F
	SMITH EL	1		F	D	F
	STORM EL	1		F	F	F
SAN BENITO CISD ^d	ROBERTS EL	1		F	F	F
SAN DIEGO ISD ^c	BERNARDA JAIME J H	1		F	F	F
	COLLINS-PARR EL	1		F	D	F
SAN MARCOS CISD	TRAVIS EL	1		F	F	F
SANTA MARIA ISD	TONY GONZALEZ EL	1		F	D	F
SCHOOL OF EXCELLENCE IN EDUCATION	DR DAVID C WALKER EL	2		F	F	F
SCHOOL OF SCIENCE AND TECHNOLOGY	SCHOOL OF SCIENCE AND TECHNOLOGY E	1		F	F	F
SEGUIN ISD	JIM BARNES MIDDLE	1		C	D	F
	BRIESEMEISTER MIDDLE	1		F	F	F
SHELDON ISD	GARRETT EL	1		F	D	F
SHEPHERD ISD	SHEPHERD MIDDLE	2		F	F	F
	SHEPHERD PRI	5		P	P	P
	SHEPHERD INT	5		F	F	F
SHERMAN ISD	WAKEFIELD EL	1		D	F	F
SNYDER ISD	SNYDER J H	5		D	D	F
SOMERVILLE ISD	SOMERVILLE EL	1		F	F	F
SOUTH SAN ANTONIO ISD	FRANK MADLA EL	1		F	D	F
SOUTHSIDE ISD	W M PEARCE PRI	1		F	D	F
	LOSOYA INT	1		F	D	F
	HERITAGE EL	1		F	D	F
	FREEDOM EL	1		D	D	F
	JULIAN C GALLARDO EL	2		F	F	F
	COLONEL MENCHACA EARLY CHILDHOOD C	1		P	P	P
SOUTHWEST ISD	SHARON CHRISTA MCAULIFFE MIDDLE	2		F	D	F
SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREPARATORY SCHOOL	1		F	F	F
	SOUTHWEST PREP NORTHWEST EL	1		F	F	F
	SEGUIN EL	1		D	D	F
SPLENDORA ISD	PEACH CREEK EL	2		F	D	F
SPRING BRANCH ISD	SPRING OAKS MIDDLE	1		F	D	F
	SPRING BRANCH EL	1		F	F	F
	THORNWOOD EL	1		F	D	F
	TREASURE FOREST EL	1		F	F	F
SPRING ISD	EDWIN M WELLS MIDDLE	1		F	F	F
	DUEITT MIDDLE	1		F	F	F
	BAMMEL MIDDLE	1		F	F	F
	STELLE CLAUGHTON MIDDLE	1		F	F	F
	RICKEY C BAILEY MIDDLE	1		D	D	F
	RALPH EICKENROHT EL	1		F	F	D
	HELEN MAJOR EL	1		F	F	D

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Appendix 7-A (continued)
School Districts and Campuses Receiving an Overall Rating of F, 2019

District	Campus	Consecutive Years Unacceptable ^b	Alt Ed Accountability	Domain Ratings ^a		
				Student Achievement	School Progress	Closing the Gaps
SPRINGLAKE-EARTH ISD ^c	SPRINGLAKE-EARTH ELEM/ MIDDLE SCHOO	2		D	D	F
SPURGER ISD	SPURGER EL	1		F	F	F
STAMFORD ISD	STAMFORD MIDDLE	1		C	C	F
SULPHUR SPRINGS ISD	LAMAR PRI	2		D	C	F
SWEETWATER ISD	SWEETWATER MIDDLE	1		D	D	F
TARKINGTON ISD	TARKINGTON PRI	1		D	F	F
TEXAS CITY ISD	LA MARQUE MIDDLE	1		F	F	F
	LA MARQUE PRI	1		P	P	P
	LA MARQUE EL	1		F	F	F
TEXAS LEADERSHIP TEXAS PREPARATORY SCHOOL	TEXAS LEADERSHIP OF MIDLAND	1		F	F	F
		1		F	F	F
	TEXAS PREPARATORY SCHOOL	1		F	F	F
	TEXAS PREPARATORY SCHOOL - AUSTIN	1		F	F	F
THE PRO-VISION ACADEMY	PRO-VISION MIDDLE	1	•	D	D	F
THE VARNETT PUBLIC SCHOOL		1		F	D	F
	THE VARNETT SCHOOL - NORTHEAST	1		F	F	F
	THE VARNETT SCHOOL SOUTHEAST	2		F	D	F
TRINITY ENVIRONMENTAL ACADEMY	TRINITY ENVIRONMENTAL ACADEMY	4		F	F	F
TRINITY ISD	TRINITY J H	1		F	F	F
TYLER ISD	HOGG MIDDLE	1		F	D	F
UNION HILL ISD	SHARON A RICHARDSON EL	1		D	F	F
UVALDE CISD ^d	ROBB EL	2		F	F	F
	BATESVILLE SCHOOL	1		F	F	F
VERNON ISD	SHIVE EL	1		F	F	F
	T G MCCORD EL	1		P	P	P
VICTORIA ISD	STROMAN MIDDLE	1		F	F	D
	GUADALUPE EL	1		D	D	F
WACO ISD	BRAZOS H S	1	•	D	F	F
	CESAR CHAVEZ MIDDLE	1		D	D	F
	G W CARVER MIDDLE	1		F	F	F
	DEAN HIGHLAND EL	1		F	F	F
	J H HINES EL	1		F	F	F
	MOUNTAINVIEW EL	1		D	F	F
	SOUTH WACO EL	1		F	D	F
WEST ORANGE-COVE CISD	WEST ORANGE-STARK MIDDLE	2		F	F	F
WESTWOOD ISD	WESTWOOD EL	2		D	F	F
	WESTWOOD PRI	2		P	P	P
WHARTON ISD	C G SIVELLS EL	1		P	P	P
	WHARTON EL	1		F	F	F
WICHITA FALLS ISD	KIRBY MIDDLE	4		F	D	F
	BURGESS EL	1		F	F	F
WINONA ISD	WINONA MIDDLE	1		D	F	F
WINTERS ISD	WINTERS J H	2		D	D	F
YELLOWSTONE COLLEGE PREPARATORY		1		F	F	F
	YELLOWSTONE COLLEGE PREPARATORY	1		F	F	F
YORKTOWN ISD	YORKTOWN EL	1		F	F	F

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Appendix 7-B1

Monitors, Conservators, and Other Interventions, September 1, 2018, Through August 31, 2019

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator	Revocation Pursuant to TEC ^a §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015
		Board of Managers	Failure to Comply with Directives	7/9/2015
5	Beaumont ISD ^b	Monitor	Special Education	2/14/2014
		Conservator	Finances/Governance/Special Education	4/14/2014
		Board of Managers	Finances/Governance/Special Education	7/14/2014
		Monitor	Special Education Progress	5/21/2015
		Monitor	Finances/Data Quality	2/19/2016
		Board of Managers	Extending Authority to Correct Unresolved Issues	7/13/2016
		Board of Trustees	Transition to BOT ^c Begins	2/6/2018
		Conservator	Facilitate BOT Transition	7/11/2019
		Board of Trustees	Transition to BOT Complete	2/6/2020
6	Buckholts ISD	Monitor	Academic Accountability	5/7/2015
		Conservator	Academic Accountability	9/23/2016
4	C O R E Academy	Monitor	Academic Accountability	3/23/2016
		Conservator	Surrender Charter	2/13/2017
6	Calvert ISD	Monitor	Academic Accountability	3/12/2019
20	Carpe Diem Schools	Monitor	Academic Accountability	2/19/2018
		Conservator	Surrender Charter	4/13/2018
		Board of Managers	Fiduciary Misapplication	7/6/2018
4	Children First Academy of Dallas	Management Team	Health/Safety/Welfare	9/5/2013
		Board of Managers	Revocation/Non-Renewal/Failure to Comply with Directives	8/16/2016
4	Crosby ISD	Monitor	Corrective Action Plan	3/20/2019
19	Dell City	Monitor	Academic Accountability	2/9/2018
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
20	Edgewood ISD	Conservator	Special Accreditation Investigation	3/1/2016
		Board of Managers	Special Accreditation Investigation	5/23/2016
		Board of Trustees	Transition to BOT Begins	7/2/2018
		Conservator	Facilitate BOT Transition	5/17/19
		Board of Trustees	Transition to BOT Complete	5/11/2020
11	Fort Worth Academy of Fine Arts	Monitor	Special Accreditation Investigation	2/16/2017
4	Global Learning Village	Conservator	Financial and Academic Accountability	10/26/2016
10	Golden Rule Charter School	Conservator	Forensic Audit Findings	5/10/2019
6	Hearne ISD	Monitor	Academic Accountability	2/17/2017
		Conservator	Special Accreditation Investigation	4/3/2017
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator	Revocation Pursuant to TEC §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-B1 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2018, Through August 31, 2019

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC ^a §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD ^b	Conservator	Academic Accountability	9/2/2016
11	Kauffman Leadership Academy	Monitor Conservator Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C) Order Suspending Operation and Funding	3/12/2019 1/23/2020 2/13/2020
4	KIPP Texas Public Schools, Inc.	Monitor	Special Accreditation Investigation	12/13/2016
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016
12	Marlin ISD	Monitor Conservator Management Team Conservator Monitor Conservator Board of Managers Conservator	Special Education Special Education/District Operations and Academics Special Education/District Operations and Academics Special Education/Academics Academic Accountability Academic—Not Accredited-Revoked Academic—Not Accredited-Revoked On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	9/24/2010 1/28/2011 2/24/2011 2/14/2014 2/28/2014 9/23/2016 9/23/2016 2/17/2019
7	Marshall ISD	Monitor	Special Accreditation Investigation	7/23/2018
14	Montessori for All	Monitor	Academic Accountability	2/9/2018
12	Mullin ISD	Conservator	Special Accreditation Investigation	10/19/2016
20	Natalia ISD	Monitor Conservator	Academic Accountability Governance	2/9/2018 7/9/2018
15	Panther Creek Consolidated ISD	Monitor	Corrective Action Plan	4/27/2018
20	Por Vida Academy	Monitor	Academic and Financial Accountability	3/12/2019
20	Poteet ISD	Monitor	Financial Assistance	3/28/2017
4	Premier Learning Academy	Monitor Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C)/Non-Renewal	2/27/2015 11/17/2015
12	Priority Charter School	Monitor	Academy Accountability	3/12/2019
1	Progreso ISD	Management Team Board of Managers Conservator	Finances and Governance Finances and Governance (Settled without Installation) (A Member of the Management Team Departed)	1/16/2014 9/23/2015 9/28/2016
4	Raul Yzaguirre School for Success	Monitor	Financial Accountability	3/12/2019
17	Ropes ISD	Monitor	Special Accreditation Investigation	12/19/2018
3	Runge ISD	Monitor Conservator	Academic Accountability Condition of Campus Turnaround Plan Approval	2/17/2017 6/8/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-B1 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2018, Through August 31, 2019

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	San Antonio School for Inquiry and Creativity	Monitor	Health, Safety, Welfare	3/16/2017
		Conservator	Health, Safety, Welfare	7/31/2017
		Board of Managers	Closeout Activities	8/3/2017
20	South San Antonio ISD ^b	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
20	Southside ISD	Conservator	Special Accreditation Investigation	12/1/2016
		Board of Managers	Special Accreditation Investigation	12/1/2016
		Board of Trustees	Transition to BOT ^c Begins	5/12/2020
13	The Excel Center	Monitor	Academic Accountability	4/8/2019
		Conservator	Surrender Charter	10/23/19
4	The Lawson Academy	Monitor	Academic and Financial Accountability	2/9/2018
4	The Rhodes School	Conservator	Special Accreditation Investigation	8/23/2018
12	Transformative Charter Academy	Conservator	Revocation Pursuant to TEC ^a §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015
10	Trinity Environmental Academy	Monitor	Academic Accountability	2/9/2019
		Conservator	Revocation Pursuant to TEC §12.115(C)	2/13/2019
		Board of Managers	Charter School Closeout Activities	7/1/2019
10	Universal Academy	Monitor	Corrective Action Plan	10/21//2019
4	Zoe Learning Academy	Monitor	Surrender Charter	9/25/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

Appendix 7-B2

Monitors, Conservators, and Other Interventions, September 1, 2019, Through August 31, 2020

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator	Revocation Pursuant to TEC ^a §12.115(C)	12/8/2014
		Management Team	Charter School Closeout Activities	3/18/2015
		Board of Managers	Failure to Comply with Directives	7/9/2015
4	Alief Montessori	Monitor	Corrective Action Plan	6/10/2020
5	Beaumont ISD ^b	Monitor	Special Education	2/14/2014
		Conservator	Finances/Governance/Special Education	4/14/2014
		Board of Managers	Finances/Governance/Special Education	7/14/2014
		Monitor	Special Education Progress	5/21/2015
		Monitor	Finances/Data Quality	2/19/2016
		Board of Managers	Extending Authority to Correct Unresolved Issues	7/13/2016
		Board of Trustees	Transition to BOT ^c Begins	2/6/2018
		Conservator	Facilitate BOT Transition	7/11/2019
Board of Trustees	Transition to BOT Complete	2/6/2020		
10	Bridgeway Preparatory Academy	Conservator	Special Accreditation Investigation	1/30/2020
15	Brookesmith ISD	Conservator	Special Accreditation Investigation	6/10/2020
6	Buckholts ISD	Monitor	Academic Accountability	5/7/2015
		Conservator	Academic Accountability	9/23/2016
4	C O R E Academy	Monitor	Academic Accountability	3/23/2016
		Conservator	Surrender Charter	2/13/2017
6	Calvert ISD	Monitor	Academic Accountability	3/12/2019
20	Carpe Diem Schools	Monitor	Academic Accountability	2/19/2018
		Conservator	Surrender Charter	4/13/2018
		Board of Managers	Fiduciary Misapplication	7/6/2018
4	Children First Academy of Dallas	Management Team	Health/Safety/Welfare	9/5/2013
		Board of Managers	Revocation/Non-Renewal/Failure to Comply with Directives	8/16/2016
19	Clint ISD	Monitor	Corrective Action Plan	6/10/2020
4	Crosby ISD	Monitor	Corrective Action Plan	3/20/2019
4	Damon ISD	Monitor	Academic Accountability	1/31/2020
19	Dell City	Monitor	Academic Accountability	2/9/2018
1	Donna ISD	Monitor	Special Accreditation Investigation	6/27/2017
20	Edgewood ISD	Conservator	Special Accreditation Investigation	3/1/2016
		Board of Managers	Special Accreditation Investigation	5/23/2016
		Board of Trustees	Transition to BOT begins	7/2/2018
		Conservator	Facilitate BOT Transition	5/17/2019
		Board of Trustees	Transition to BOT Complete	5/11/2020
19	Fabens ISD	Monitor	Academic Accountability	1/31/2020
11	Fort Worth Academy of Fine Arts	Monitor	Special Accreditation Investigation	2/16/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-B2 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2019, Through August 31, 2020

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
4	Global Learning Village	Conservator	Financial and Academic Accountability	10/26/2016
10	Golden Rule Charter School	Conservator	Corrective Action Plan/Audit Findings	5/10/1019
20	Harlandale ISD ^b	Conservator	Special Accreditation Investigation	2/14/2020
6	Hearne ISD	Monitor Conservator	Academic Accountability Special Accreditation Investigation	2/17/2017 4/3/2017
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator Management Team	Revocation Pursuant to TEC ^a §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
10	Honors Academy	Conservator Board of Managers	Revocation Pursuant to TEC §12.115(C) Failure to Comply with Directives/TEC §12.1161	12/18/2013 10/10/2014
4	Houston ISD	Conservator	Academic Accountability	9/2/2016
11	Kauffman Leadership Academy	Monitor Conservator Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C) Order Suspending Operation and Funding	3/12/2019 1/23/2020 2/13/2020
4	KIPP Texas Public Schools, Inc.	Monitor	Special Accreditation Investigation	12/13/2016
4	La Amistad Love and Learning Academy	Management Team	Material Violations of Charter Surrender in Lieu of Revocation	3/18/2015 7/12/2016
19	La Fe Preparatory School	Monitor	Academic and Financial Accountability	1/31/2020
10	Lumin Education	Monitor	Academic Accountability	1/31/2020
12	Marlin ISD	Monitor Conservator Management Team Conservator Monitor Conservator Board of Managers Conservator	Special Education Special Education/District Operations and Academics Special Education/District Operations and Academics Special Education/Academics Academic Accountability Academic—Not Accredited-Revoked Academic—Not Accredited-Revoked On-going/Long-standing Deficiencies, Prevention of Substantial or Imminent Harm	9/24/2010 1/28/2011 2/24/2011 2/14/2014 2/28/2014 9/23/2016 9/23/2016 2/17/2019
18	Midland ISD	Conservator	Campus Closure TEC §39A.111	7/23/2018
12	Mullin ISD	Conservator	Special Accreditation Investigation	10/19/2016
20	Natalia ISD	Monitor Conservator	Academic Accountability Governance	2/9/2018 7/9/2018
20	Por Vida Academy	Monitor	Academic and Financial Accountability	3/12/2019
20	Poteet ISD	Monitor	Financial Assistance	3/28/2017
4	Premier Learning Academy	Monitor Management Team	Academic and Financial Accountability Revocation Pursuant to TEC §12.115(C)/Non-Renewal	2/27/2015 11/17/2015
12	Priority Charter School	Monitor	Academy Accountability	3/12/2019

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

continues

Appendix 7-B2 (continued)

Monitors, Conservators, and Other Interventions, September 1, 2019, Through August 31, 2020

Region	District/Charter School	Intervention Type	Reasons for Intervention	Intervention Date
1	Progreso ISD ^b	Management Team Board of Managers Conservator	Finances and Governance Finances and Governance (Settled without Installation) (A Member of the Management Team Departed)	1/16/2014 9/23/2015 9/28/2016
4	Raul Yzaguirre School for Success	Monitor	Financial Accountability	3/12/2019
17	Ropes ISD	Monitor	Special Accreditation Investigation	12/19/2018
3	Runge ISD	Monitor Conservator	Academic Accountability Condition of Campus Turnaround Plan Approval	2/17/2017 6/8/2017
20	San Antonio School for Inquiry and Creativity	Monitor Conservator Board of Managers	Health, Safety, Welfare Health, Safety, Welfare Closeout Activities	3/16/2017 7/31/2017 8/3/2017
6	Shepherd ISD	Conservator & Board of Managers	Campus Closure TEC ^a §39A.111	2/13/2020
14	Snyder ISD	Conservator	Campus Closure TEC §39A.111	1/14/2020
20	South San Antonio ISD	Monitor	Lone Star Governance Exemplar Cohort	11/2/2018
20	Southside ISD	Conservator Board of Managers Board of Trustees	Special Accreditation Investigation Special Accreditation Investigation Transition to BOT ^c Begins	12/1/2016 12/1/2016 5/12/2020
10	Texans Can Academies	Monitors	Corrective Action Plan	7/10/2020
13	The Excel Center	Monitor Conservator	Academic Accountability Surrender Charter	4/8/2019 10/23/19
4	The Lawson Academy	Monitor	Academic and Financial Accountability	2/9/2018
4	The Rhodes School	Conservator	Special Accreditation Investigation	8/23/2018
12	Transformative Charter Academy	Conservator Management Team	Revocation Pursuant to TEC §12.115(C) Charter School Closeout Activities	12/8/2014 3/18/2015
10	Trinity Environmental Academy	Monitor Conservator Board of Managers	Academic Accountability Revocation Pursuant to TEC §12.115(C) Charter School Closeout Activities	2/9/2019 2/13/2019 7/1/2019
10	Universal Academy	Monitor	Corrective Action Plan	10/21//2019
4	Zoe Learning Academy	Monitor	Surrender Charter	9/25/2017

^aTexas Education Code. ^bIndependent school district. ^cBoard of trustees.

**Appendix 7-C1
Districts With Lowered Accreditation Status, 2018-19**

District	Status	Reason for Lowered Status
Calvert ISD ^a	Accredited-Warned	2017 and 2018 Accountability Ratings
Harlandale ISD	Accredited-Warned	Special Accreditation Investigation
Kauffman Leadership Academy	Accredited-Warned	2017 and 2018 Accountability Ratings, 2018 FIRST ^b Rating
Por Vida Academy	Accredited-Warned	2018 Accountability Rating and 2018 FIRST Rating
Priority Charter Schools	Accredited-Warned	2017 and 2018 Accountability Ratings
Raul Yzaguirre School for Success	Accredited-Warned	2017 and 2018 FIRST Ratings
The Excel Center	Accredited-Warned	2017 and 2018 Accountability Ratings
Natalia ISD	Accredited-Probation	2016, 2017, and 2018 Accountability Ratings
Hearne ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2015, 2016, 2017, and 2018 Accountability Ratings
Marlin ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, 2015, 2016, 2017, and 2018 Accountability Ratings

^aIndependent school district. ^bFinancial Integrity Rating System of Texas.

Appendix 7-C2 Districts With Lowered Accreditation Status, 2019-20

District	Status	Reason for Lowered Status
Damon ISD ^a	Accredited-Warned	2018 and 2019 Accountability Ratings
Fabens ISD	Accredited-Warned	2018 and 2019 FIRST ^b Ratings
La Fe Preparatory School	Accredited-Warned	2018 FIRST Rating and 2019 Accountability Ratings
Lumin Education	Accredited-Warned	2018 and 2019 Accountability Ratings
Marlin ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, 2015, 2016, 2017, 2018, and 2019 Accountability Ratings
Center Point ISD	Pending	Pending Completion of Special Accreditation Investigation
Daingerfield-Lone Star ISD	Pending	Pending Completion of Special Accreditation Investigation
George Gervin Academy	Pending	Pending Completion of Special Accreditation Investigation
Hearne ISD	Pending	Pending Completion of Special Accreditation Investigation
Kingsville ISD	Pending	Pending Completion of Special Accreditation Investigation
Mclean ISD	Pending	Pending Completion of Special Accreditation Investigation
Pecos-Barstow-Toyah ISD	Pending	Pending Completion of Special Accreditation Investigation
Por Vida Academy	Pending	Pending Completion of Special Accreditation Investigation

^aIndependent school district. ^bFinancial Integrity Rating System of Texas.

**Appendix 7-D1
Special Education Determination Status, Meets
Requirements, 2019-20**

District	Status
A+ Academy	Meets Requirements
A+ Unlimited Potential	Meets Requirements
Abbott ISD ^a	Meets Requirements
Abernathy ISD	Meets Requirements
Abilene ISD	Meets Requirements
Academy ISD	Meets Requirements
Academy of Accelerated Learning Inc.	Meets Requirements
Academy of Dallas	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements
Adrian ISD	Meets Requirements
Advantage Academy	Meets Requirements
Agua Dulce ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements
Albany ISD	Meets Requirements
Aledo ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements
Allen ISD	Meets Requirements
Alpine ISD	Meets Requirements
Alto ISD	Meets Requirements
Alvarado ISD	Meets Requirements
Alvin ISD	Meets Requirements
Alvord ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements
Amherst ISD	Meets Requirements
Amigos Por Vida-Friends for Life Public Charter School	Meets Requirements
Anahuac ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements
Angleton ISD	Meets Requirements
Anna ISD	Meets Requirements
Anson ISD	Meets Requirements
Anthony ISD	Meets Requirements
Anton ISD	Meets Requirements
Apple Springs ISD	Meets Requirements
Aquilla ISD	Meets Requirements
Aransas Pass ISD	Meets Requirements
Archer City ISD	Meets Requirements
Argyle ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements
Arlington Classics Academy	Meets Requirements
Arp ISD	Meets Requirements
Arrow Academy	Meets Requirements
Aspermont ISD	Meets Requirements
Athens ISD	Meets Requirements
Atlanta ISD	Meets Requirements
Aubrey ISD	Meets Requirements
Austin Discovery School	Meets Requirements
Austin ISD	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements
Avalon ISD	Meets Requirements
Avery ISD	Meets Requirements
Avinger ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Axtell ISD ^a	Meets Requirements
Azle ISD	Meets Requirements
Baird ISD	Meets Requirements
Ballinger ISD	Meets Requirements
Balmorhea ISD	Meets Requirements
Bangs ISD	Meets Requirements
Banquete ISD	Meets Requirements
Barbers Hill ISD	Meets Requirements
Bartlett ISD	Meets Requirements
Basis Texas	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements
Beckville ISD	Meets Requirements
Bellevue ISD	Meets Requirements
Bells ISD	Meets Requirements
Belton ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements
Benavides ISD	Meets Requirements
Benjamin ISD	Meets Requirements
Beta Academy	Meets Requirements
Bexar County Academy	Meets Requirements
Big Sandy ISD	Meets Requirements
Big Sandy ISD	Meets Requirements
Bishop CISD ^b	Meets Requirements
Blackwell CISD	Meets Requirements
Blanco ISD	Meets Requirements
Bland ISD	Meets Requirements
Blanket ISD	Meets Requirements
Bloomburg ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements
Blue Ridge ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements
Blum ISD	Meets Requirements
Bob Hope School	Meets Requirements
Boerne ISD	Meets Requirements
Boles ISD	Meets Requirements
Boling ISD	Meets Requirements
Bonham ISD	Meets Requirements
Booker ISD	Meets Requirements
Borden County ISD	Meets Requirements
Borger ISD	Meets Requirements
Bosqueville ISD	Meets Requirements
Bovina ISD	Meets Requirements
Bowie ISD	Meets Requirements
Boyd ISD	Meets Requirements
Boys Ranch ISD	Meets Requirements
Brackett ISD	Meets Requirements
Brady ISD	Meets Requirements
Brazos ISD	Meets Requirements
Brazos River Charter School	Meets Requirements
Brazos School for Inquiry & Creativity	Meets Requirements
Bremond ISD	Meets Requirements
Brenham ISD	Meets Requirements
Bridge City ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Bridgeway Preparatory Academy	Meets Requirements
Broaddus ISD ^a	Meets Requirements
Brock ISD	Meets Requirements
Bronte ISD	Meets Requirements
Brookeland ISD	Meets Requirements
Brookesmith ISD	Meets Requirements
Brooks County ISD	Meets Requirements
Brownsville ISD	Meets Requirements
Bruceville-Eddy ISD	Meets Requirements
Bryson ISD	Meets Requirements
Buckholts ISD	Meets Requirements
Buena Vista ISD	Meets Requirements
Buffalo ISD	Meets Requirements
Bullard ISD	Meets Requirements
Burkeville ISD	Meets Requirements
Burleson ISD	Meets Requirements
Burnham Wood Charter School District	Meets Requirements
Burton ISD	Meets Requirements
Bushland ISD	Meets Requirements
Bynum ISD	Meets Requirements
Caddo Mills ISD	Meets Requirements
Calallen ISD	Meets Requirements
Caldwell ISD	Meets Requirements
Calhoun County ISD	Meets Requirements
Callisburg ISD	Meets Requirements
Calvert ISD	Meets Requirements
Calvin Nelms Charter Schools	Meets Requirements
Campbell ISD	Meets Requirements
Canadian ISD	Meets Requirements
Canton ISD	Meets Requirements
Canyon ISD	Meets Requirements
Carlisle ISD	Meets Requirements
Carroll ISD	Meets Requirements
Carrollton-Farmers Branch ISD	Meets Requirements
Castleberry ISD	Meets Requirements
Cayuga ISD	Meets Requirements
Cedars International Academy	Meets Requirements
Celeste ISD	Meets Requirements
Celina ISD	Meets Requirements
Center ISD	Meets Requirements
Center Point ISD	Meets Requirements
Centerville ISD	Meets Requirements
Centerville ISD	Meets Requirements
Central Heights ISD	Meets Requirements
Channelview ISD	Meets Requirements
Channing ISD	Meets Requirements
Chaparral Star Academy	Meets Requirements
Chapel Hill Academy	Meets Requirements
Chapel Hill ISD	Meets Requirements
Charlotte ISD	Meets Requirements
Cherokee ISD	Meets Requirements
Chester ISD	Meets Requirements
Chico ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Childress ISD ^a	Meets Requirements
Chillicothe ISD	Meets Requirements
Chilton ISD	Meets Requirements
China Spring ISD	Meets Requirements
Chireno ISD	Meets Requirements
Chisum ISD	Meets Requirements
Christoval ISD	Meets Requirements
Cisco ISD	Meets Requirements
City View ISD	Meets Requirements
Cityscape Schools	Meets Requirements
Clarendon ISD	Meets Requirements
Clarksville ISD	Meets Requirements
Claude ISD	Meets Requirements
Clear Creek ISD	Meets Requirements
Clifton ISD	Meets Requirements
Clint ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements
Coahoma ISD	Meets Requirements
Coleman ISD	Meets Requirements
College Station ISD	Meets Requirements
Collinsville ISD	Meets Requirements
Colmesneil ISD	Meets Requirements
Columbus ISD	Meets Requirements
Comal ISD	Meets Requirements
Comanche ISD	Meets Requirements
Comfort ISD	Meets Requirements
Community ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements
Compass Academy Charter School	Meets Requirements
Compass Rose Academy	Meets Requirements
Comquest Academy	Meets Requirements
Comstock ISD	Meets Requirements
Conroe ISD	Meets Requirements
Coolidge ISD	Meets Requirements
Cooper ISD	Meets Requirements
Coppell ISD	Meets Requirements
Corpus Christi Montessori School	Meets Requirements
Corrigan-Camden ISD	Meets Requirements
Cotton Center ISD	Meets Requirements
Cotulla ISD	Meets Requirements
Coupland ISD	Meets Requirements
Covington ISD	Meets Requirements
Crandall ISD	Meets Requirements
Crane ISD	Meets Requirements
Cranfills Gap ISD	Meets Requirements
Crawford ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements
Crosby ISD	Meets Requirements
Crosbyton CISD	Meets Requirements
Cross Plains ISD	Meets Requirements
Cross Roads ISD	Meets Requirements
Crosstimbers Academy	Meets Requirements
Crowell ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Cuero ISD ^a	Meets Requirements
Culberson County-Allamore ISD	Meets Requirements
Cumby ISD	Meets Requirements
Cushing ISD	Meets Requirements
Cypress-Fairbanks ISD	Meets Requirements
D'Hanis ISD	Meets Requirements
Dalhart ISD	Meets Requirements
Dallas ISD	Meets Requirements
Damon ISD	Meets Requirements
Danbury ISD	Meets Requirements
Darrouzett ISD	Meets Requirements
Dawson ISD	Meets Requirements
Dawson ISD	Meets Requirements
De Leon ISD	Meets Requirements
Decatur ISD	Meets Requirements
Deer Park ISD	Meets Requirements
Dekalb ISD	Meets Requirements
Dell City ISD	Meets Requirements
Denison ISD	Meets Requirements
Denton ISD	Meets Requirements
Denver City ISD	Meets Requirements
Detroit ISD	Meets Requirements
Devers ISD	Meets Requirements
Devine ISD	Meets Requirements
Dew ISD	Meets Requirements
Deweyville ISD	Meets Requirements
Diboll ISD	Meets Requirements
Dickinson ISD	Meets Requirements
Dime Box ISD	Meets Requirements
Dimmitt ISD	Meets Requirements
Divide ISD	Meets Requirements
Dodd City ISD	Meets Requirements
Doss Consolidated CSD ^c	Meets Requirements
Douglass ISD	Meets Requirements
Dr M L Garza-Gonzalez Charter School	Meets Requirements
Draw Academy	Meets Requirements
Dripping Springs ISD	Meets Requirements
Driscoll ISD	Meets Requirements
Dublin ISD	Meets Requirements
Dumas ISD	Meets Requirements
Eagle Mt-Saginaw ISD	Meets Requirements
Eagle Pass ISD	Meets Requirements
Eanes ISD	Meets Requirements
Early ISD	Meets Requirements
East Bernard ISD	Meets Requirements
East Chambers ISD	Meets Requirements
East Fort Worth Montessori Academy	Meets Requirements
East Texas Charter Schools	Meets Requirements
Eastland ISD	Meets Requirements
Ector ISD	Meets Requirements
Eden CISD ^b	Meets Requirements
Edgewood ISD	Meets Requirements
Edinburg CISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Edna ISD ^a	Meets Requirements
Education Center International Academy	Meets Requirements
Ehrhart School	Meets Requirements
El Paso Academy	Meets Requirements
El Paso ISD	Meets Requirements
El Paso Leadership Academy	Meets Requirements
Eleanor Kolitz Hebrew Language Academy	Meets Requirements
Electra ISD	Meets Requirements
Elkhart ISD	Meets Requirements
Elysian Fields ISD	Meets Requirements
Era ISD	Meets Requirements
Erath Excels Academy Inc.	Meets Requirements
Etoile Academy Charter School	Meets Requirements
Etoile ISD	Meets Requirements
Eula ISD	Meets Requirements
Eustace ISD	Meets Requirements
Evadale ISD	Meets Requirements
Evant ISD	Meets Requirements
Evolution Academy Charter School	Meets Requirements
Excel Academy	Meets Requirements
Excellence in Leadership Academy	Meets Requirements
Excelsior ISD	Meets Requirements
Ezzell ISD	Meets Requirements
Fabens ISD	Meets Requirements
Fairfield ISD	Meets Requirements
Falls City ISD	Meets Requirements
Fannindel ISD	Meets Requirements
Farmersville ISD	Meets Requirements
Farwell ISD	Meets Requirements
Fayetteville ISD	Meets Requirements
Flatonia ISD	Meets Requirements
Florence ISD	Meets Requirements
Flour Bluff ISD	Meets Requirements
Floydada ISD	Meets Requirements
Follett ISD	Meets Requirements
Forestburg ISD	Meets Requirements
Forney ISD	Meets Requirements
Forsan ISD	Meets Requirements
Fort Bend ISD	Meets Requirements
Fort Elliott CISD ^b	Meets Requirements
Fort Stockton ISD	Meets Requirements
Fort Worth Academy of Fine Arts	Meets Requirements
Franklin ISD	Meets Requirements
Frankston ISD	Meets Requirements
Fredericksburg ISD	Meets Requirements
Freer ISD	Meets Requirements
Frenship ISD	Meets Requirements
Friendswood ISD	Meets Requirements
Friona ISD	Meets Requirements
Frisco ISD	Meets Requirements
Frost ISD	Meets Requirements
Fruitvale ISD	Meets Requirements
Ft Davis ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Ft Hancock ISD ^a	Meets Requirements
Ft Sam Houston ISD	Meets Requirements
Galveston ISD	Meets Requirements
Ganado ISD	Meets Requirements
Garner ISD	Meets Requirements
Garrison ISD	Meets Requirements
Gary ISD	Meets Requirements
Gateway Academy Charter District	Meets Requirements
Gateway Charter Academy	Meets Requirements
Gause ISD	Meets Requirements
George Gervin Academy	Meets Requirements
George I Sanchez Charter	Meets Requirements
George West ISD	Meets Requirements
Gholson ISD	Meets Requirements
Giddings ISD	Meets Requirements
Gilmer ISD	Meets Requirements
Glasscock County ISD	Meets Requirements
Glen Rose ISD	Meets Requirements
Gold Burg ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements
Goldthwaite ISD	Meets Requirements
Goodrich ISD	Meets Requirements
Goodwater Montessori School	Meets Requirements
Gordon ISD	Meets Requirements
Gorman ISD	Meets Requirements
Grady ISD	Meets Requirements
Graford ISD	Meets Requirements
Granbury ISD	Meets Requirements
Grand Saline ISD	Meets Requirements
Grandfalls-Royalty ISD	Meets Requirements
Grandview ISD	Meets Requirements
Grandview-Hopkins ISD	Meets Requirements
Granger ISD	Meets Requirements
Grapeland ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements
Great Hearts Texas	Meets Requirements
Gregory-Portland ISD	Meets Requirements
Groom ISD	Meets Requirements
Groveton ISD	Meets Requirements
Gruver ISD	Meets Requirements
Gunter ISD	Meets Requirements
Gustine ISD	Meets Requirements
Guthrie CSD ^c	Meets Requirements
Hale Center ISD	Meets Requirements
Hallsburg ISD	Meets Requirements
Hamilton ISD	Meets Requirements
Hamlin ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements
Happy ISD	Meets Requirements
Hardin-Jefferson ISD	Meets Requirements
Harleton ISD	Meets Requirements
Harlingen CISD ^b	Meets Requirements
Harmony ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Harmony School of Excellence	Meets Requirements
Harmony School of Science - Houston	Meets Requirements
Harmony Science Acad (El Paso)	Meets Requirements
Harmony Science Acad (San Antonio)	Meets Requirements
Harmony Science Acad (Waco)	Meets Requirements
Harmony Science Academy	Meets Requirements
Harmony Science Academy (Austin)	Meets Requirements
Harper ISD ^a	Meets Requirements
Harrod ISD	Meets Requirements
Hart ISD	Meets Requirements
Hartley ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements
Haskell CISD ^b	Meets Requirements
Hawkins ISD	Meets Requirements
Hawley ISD	Meets Requirements
Hays CISD	Meets Requirements
Hedley ISD	Meets Requirements
Hemphill ISD	Meets Requirements
Henderson ISD	Meets Requirements
Henrietta ISD	Meets Requirements
Henry Ford Academy Alameda School	Meets Requirements
Heritage Academy	Meets Requirements
Hermleigh ISD	Meets Requirements
Hico ISD	Meets Requirements
Hidalgo ISD	Meets Requirements
Higgins ISD	Meets Requirements
High Island ISD	Meets Requirements
High Point Academy	Meets Requirements
Highland ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Holland ISD	Meets Requirements
Holliday ISD	Meets Requirements
Hondo ISD	Meets Requirements
Honey Grove ISD	Meets Requirements
Hooks ISD	Meets Requirements
Horizon Montessori Public Schools	Meets Requirements
Houston Gateway Academy Inc.	Meets Requirements
Houston Heights High School	Meets Requirements
Howe ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Huckabay ISD	Meets Requirements
Hudson ISD	Meets Requirements
Huffman ISD	Meets Requirements
Hughes Springs ISD	Meets Requirements
Hull-Daisetta ISD	Meets Requirements
Humble ISD	Meets Requirements
Hunt ISD	Meets Requirements
Huntington ISD	Meets Requirements
Huntsville ISD	Meets Requirements
Hurst-Euless-Bedford ISD	Meets Requirements
Hutto ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Idalou ISD ^a	Meets Requirements
Idea Public Schools	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements
Industrial ISD	Meets Requirements
Ingleside ISD	Meets Requirements
Ingram ISD	Meets Requirements
Inspire Academies	Meets Requirements
International Leadership of Texas	Meets Requirements
Iola ISD	Meets Requirements
Iowa Park CISD ^b	Meets Requirements
Ira ISD	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements
Iredell ISD	Meets Requirements
Irion County ISD	Meets Requirements
Italy ISD	Meets Requirements
Itasca ISD	Meets Requirements
Jacksboro ISD	Meets Requirements
Jayton-Girard ISD	Meets Requirements
Jean Massieu Academy	Meets Requirements
Jim Hogg County ISD	Meets Requirements
Jim Ned CISD	Meets Requirements
Joaquin ISD	Meets Requirements
Johnson City ISD	Meets Requirements
Jonesboro ISD	Meets Requirements
Joshua ISD	Meets Requirements
Junction ISD	Meets Requirements
Karnack ISD	Meets Requirements
Karnes City ISD	Meets Requirements
Katherine Anne Porter School	Meets Requirements
Katy ISD	Meets Requirements
Kauffman Leadership Academy	Meets Requirements
Kaufman ISD	Meets Requirements
Keene ISD	Meets Requirements
Keller ISD	Meets Requirements
Kelton ISD	Meets Requirements
Kemp ISD	Meets Requirements
Kenedy County Wide CSD ^c	Meets Requirements
Kenedy ISD	Meets Requirements
Kennard ISD	Meets Requirements
Kerens ISD	Meets Requirements
Kerrville ISD	Meets Requirements
KIPP Texas Public Schools	Meets Requirements
Kirbyville CISD	Meets Requirements
Klein ISD	Meets Requirements
Klondike ISD	Meets Requirements
Knippa ISD	Meets Requirements
Knox City-O'Brien CISD	Meets Requirements
Kopperl ISD	Meets Requirements
Kountze ISD	Meets Requirements
Kress ISD	Meets Requirements
Krum ISD	Meets Requirements
La Academia De Estrellas	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
La Fe Preparatory School	Meets Requirements
La Feria ISD ^a	Meets Requirements
La Gloria ISD	Meets Requirements
La Porte ISD	Meets Requirements
La Pryor ISD	Meets Requirements
La Vernia ISD	Meets Requirements
La Villa ISD	Meets Requirements
Lackland ISD	Meets Requirements
Lago Vista ISD	Meets Requirements
Lake Dallas ISD	Meets Requirements
Lake Granbury Academy Charter School	Meets Requirements
Lake Travis ISD	Meets Requirements
Lamar CISD ^b	Meets Requirements
Lampasas ISD	Meets Requirements
Lancaster ISD	Meets Requirements
Laneville ISD	Meets Requirements
Lapoynor ISD	Meets Requirements
Laredo ISD	Meets Requirements
Lasara ISD	Meets Requirements
Latexo ISD	Meets Requirements
Lazbuddie ISD	Meets Requirements
Leadership Prep School	Meets Requirements
Leakey ISD	Meets Requirements
Leander ISD	Meets Requirements
Leary ISD	Meets Requirements
Lefors ISD	Meets Requirements
Legacy Preparatory	Meets Requirements
Legacy School of Sport Sciences	Meets Requirements
Leggett ISD	Meets Requirements
Leonard ISD	Meets Requirements
Leveretts Chapel ISD	Meets Requirements
Lewisville ISD	Meets Requirements
Lexington ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements
Lighthouse Charter School	Meets Requirements
Lindale ISD	Meets Requirements
Linden-Kildare CISD	Meets Requirements
Lindsay ISD	Meets Requirements
Lingleville ISD	Meets Requirements
Lipan ISD	Meets Requirements
Little Elm ISD	Meets Requirements
Littlefield ISD	Meets Requirements
Llano ISD	Meets Requirements
Lockney ISD	Meets Requirements
Lohn ISD	Meets Requirements
Lometa ISD	Meets Requirements
London ISD	Meets Requirements
Lone Star Language Academy	Meets Requirements
Longview ISD	Meets Requirements
Loop ISD	Meets Requirements
Loraine ISD	Meets Requirements
Lorena ISD	Meets Requirements
Lorenzo ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Los Fresnos CISD ^b	Meets Requirements
Louise ISD ^a	Meets Requirements
Lovejoy ISD	Meets Requirements
Lovelady ISD	Meets Requirements
Lubbock-Cooper ISD	Meets Requirements
Lueders-Avoca ISD	Meets Requirements
Lufkin ISD	Meets Requirements
Lumberton ISD	Meets Requirements
Lumin Education	Meets Requirements
Lyford CISD	Meets Requirements
Mabank ISD	Meets Requirements
Malakoff ISD	Meets Requirements
Malone ISD	Meets Requirements
Malta ISD	Meets Requirements
Manara Academy	Meets Requirements
Mansfield ISD	Meets Requirements
Marathon ISD	Meets Requirements
Marfa ISD	Meets Requirements
Marion ISD	Meets Requirements
Mart ISD	Meets Requirements
Martins Mill ISD	Meets Requirements
Martinsville ISD	Meets Requirements
Mason ISD	Meets Requirements
Matagorda ISD	Meets Requirements
Mathis ISD	Meets Requirements
Maud ISD	Meets Requirements
May ISD	Meets Requirements
Mcallen ISD	Meets Requirements
Mccamey ISD	Meets Requirements
Mcdade ISD	Meets Requirements
Mcgregor ISD	Meets Requirements
Mckinney ISD	Meets Requirements
Mclean ISD	Meets Requirements
Mcleod ISD	Meets Requirements
Mcmullen County ISD	Meets Requirements
Meadow ISD	Meets Requirements
Meadowland Charter District	Meets Requirements
Medina ISD	Meets Requirements
Medina Valley ISD	Meets Requirements
Melissa ISD	Meets Requirements
Memphis ISD	Meets Requirements
Menard ISD	Meets Requirements
Mercedes ISD	Meets Requirements
Meridian ISD	Meets Requirements
Meridian World School LLC	Meets Requirements
Merkel ISD	Meets Requirements
Meyerpark Elementary	Meets Requirements
Meyersville ISD	Meets Requirements
Miami ISD	Meets Requirements
Midland Academy Charter School	Meets Requirements
Midlothian ISD	Meets Requirements
Midvalley Academy Charter District	Meets Requirements
Midway ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Midway ISD ^a	Meets Requirements
Milano ISD	Meets Requirements
Mildred ISD	Meets Requirements
Miles ISD	Meets Requirements
Milford ISD	Meets Requirements
Miller Grove ISD	Meets Requirements
Millsap ISD	Meets Requirements
Mineola ISD	Meets Requirements
Montague ISD	Meets Requirements
Monte Alto ISD	Meets Requirements
Montessori for All	Meets Requirements
Montgomery ISD	Meets Requirements
Moody ISD	Meets Requirements
Moran ISD	Meets Requirements
Morgan ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements
Morton ISD	Meets Requirements
Motley County ISD	Meets Requirements
Moulton ISD	Meets Requirements
Mount Calm ISD	Meets Requirements
Mount Enterprise ISD	Meets Requirements
Muenster ISD	Meets Requirements
Muleshoe ISD	Meets Requirements
Mullin ISD	Meets Requirements
Mumford ISD	Meets Requirements
Munday CISD ^b	Meets Requirements
Murchison ISD	Meets Requirements
Natalia ISD	Meets Requirements
Navarro ISD	Meets Requirements
Nazareth ISD	Meets Requirements
Neches ISD	Meets Requirements
Nederland ISD	Meets Requirements
Needville ISD	Meets Requirements
New Braunfels ISD	Meets Requirements
New Deal ISD	Meets Requirements
New Diana ISD	Meets Requirements
New Frontiers Public Schools Inc.	Meets Requirements
New Home ISD	Meets Requirements
New Summerfield ISD	Meets Requirements
New Waverly ISD	Meets Requirements
Newcastle ISD	Meets Requirements
Newman International Academy of Arlington	Meets Requirements
Nixon-Smilely CISD	Meets Requirements
Nocona ISD	Meets Requirements
Nordheim ISD	Meets Requirements
Normangee ISD	Meets Requirements
North East ISD	Meets Requirements
North Hopkins ISD	Meets Requirements
North Lamar ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements
North Zulch ISD	Meets Requirements
Northside ISD	Meets Requirements
Northside ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Northwest ISD ^a	Meets Requirements
Nova Academy	Meets Requirements
Nova Academy Southeast	Meets Requirements
Nueces Canyon CISD ^b	Meets Requirements
Nursery ISD	Meets Requirements
Nyos Charter School	Meets Requirements
O'Donnell ISD	Meets Requirements
Oakwood ISD	Meets Requirements
Odem-Edroy ISD	Meets Requirements
Odyssey Academy Inc.	Meets Requirements
Oglesby ISD	Meets Requirements
Olfen ISD	Meets Requirements
Olney ISD	Meets Requirements
Olton ISD	Meets Requirements
Onalaska ISD	Meets Requirements
Ore City ISD	Meets Requirements
Orenda Charter School	Meets Requirements
Overton ISD	Meets Requirements
Paducah ISD	Meets Requirements
Paint Creek ISD	Meets Requirements
Paint Rock ISD	Meets Requirements
Palacios ISD	Meets Requirements
Palmer ISD	Meets Requirements
Palo Pinto ISD	Meets Requirements
Pampa ISD	Meets Requirements
Panhandle ISD	Meets Requirements
Panola Charter School	Meets Requirements
Panther Creek CISD	Meets Requirements
Paradise ISD	Meets Requirements
Paris ISD	Meets Requirements
Paso Del Norte Academy Charter District	Meets Requirements
Patton Springs ISD	Meets Requirements
Pawnee ISD	Meets Requirements
Pearland ISD	Meets Requirements
Peaster ISD	Meets Requirements
Pegasus School of Liberal Arts and Sciences	Meets Requirements
Penelope ISD	Meets Requirements
Perrin-Whitt CISD	Meets Requirements
Petersburg ISD	Meets Requirements
Petrolia CISD	Meets Requirements
Pettus ISD	Meets Requirements
Pflugerville ISD	Meets Requirements
Pharr-San Juan-Alamo ISD	Meets Requirements
Pilot Point ISD	Meets Requirements
Pineywoods Community Academy	Meets Requirements
Pioneer Technology & Arts Academy	Meets Requirements
Pittsburg ISD	Meets Requirements
Plains ISD	Meets Requirements
Plainview ISD	Meets Requirements
Plano ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Point Isabel ISD ^a	Meets Requirements
Ponder ISD	Meets Requirements
Poolville ISD	Meets Requirements
Por Vida Academy	Meets Requirements
Port Aransas ISD	Meets Requirements
Positive Solutions Charter School	Meets Requirements
Post ISD	Meets Requirements
Poteet ISD	Meets Requirements
Poth ISD	Meets Requirements
Pottsboro ISD	Meets Requirements
Prairie Lea ISD	Meets Requirements
Prairie Valley ISD	Meets Requirements
Prairiland ISD	Meets Requirements
Premier High Schools	Meets Requirements
Premont ISD	Meets Requirements
Presidio ISD	Meets Requirements
Priddy ISD	Meets Requirements
Princeton ISD	Meets Requirements
Pringle-Morse CISD ^b	Meets Requirements
Priority Charter Schools	Meets Requirements
Progreso ISD	Meets Requirements
Promesa Public Schools	Meets Requirements
Promise Community School	Meets Requirements
Prosper ISD	Meets Requirements
Quanah ISD	Meets Requirements
Queen City ISD	Meets Requirements
Quinlan ISD	Meets Requirements
Quitman ISD	Meets Requirements
Rains ISD	Meets Requirements
Ralls ISD	Meets Requirements
Ramirez CSD ^c	Meets Requirements
Ranch Academy	Meets Requirements
Randolph Field ISD	Meets Requirements
Ranger ISD	Meets Requirements
Rankin ISD	Meets Requirements
Rapoport Academy Public School	Meets Requirements
Raul Yzaguirre Schools for Success	Meets Requirements
Raven School	Meets Requirements
Raymondville ISD	Meets Requirements
Reagan County ISD	Meets Requirements
Red Lick ISD	Meets Requirements
Redwater ISD	Meets Requirements
Refugio ISD	Meets Requirements
Ricardo ISD	Meets Requirements
Rice ISD	Meets Requirements
Richards ISD	Meets Requirements
Richardson ISD	Meets Requirements
Richland Collegiate High School	Meets Requirements
Richland Springs ISD	Meets Requirements
Riesel ISD	Meets Requirements
Rio Vista ISD	Meets Requirements
Rise Academy	Meets Requirements
Rising Star ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Rivercrest ISD ^a	Meets Requirements
Riviera ISD	Meets Requirements
Robert Lee ISD	Meets Requirements
Robinson ISD	Meets Requirements
Roby CISD ^b	Meets Requirements
Rochelle ISD	Meets Requirements
Rocksprings ISD	Meets Requirements
Rockwall ISD	Meets Requirements
Rogers ISD	Meets Requirements
Roosevelt ISD	Meets Requirements
Ropes ISD	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements
Rosebud-Lott ISD	Meets Requirements
Rotan ISD	Meets Requirements
Round Rock ISD	Meets Requirements
Round Top-Carmine ISD	Meets Requirements
Roxton ISD	Meets Requirements
Royse City ISD	Meets Requirements
Rule ISD	Meets Requirements
Runge ISD	Meets Requirements
Rusk ISD	Meets Requirements
S and S CISD	Meets Requirements
Sabinal ISD	Meets Requirements
Sabine ISD	Meets Requirements
Sabine Pass ISD	Meets Requirements
Saint Jo ISD	Meets Requirements
Saltillo ISD	Meets Requirements
Sam Houston State University Charter School	Meets Requirements
Sam Rayburn ISD	Meets Requirements
San Elizario ISD	Meets Requirements
San Isidro ISD	Meets Requirements
San Perita ISD	Meets Requirements
San Saba ISD	Meets Requirements
San Vicente ISD	Meets Requirements
Sands CISD	Meets Requirements
Sanford-Fritch ISD	Meets Requirements
Sanger ISD	Meets Requirements
Santa Anna ISD	Meets Requirements
Santa Fe ISD	Meets Requirements
Santa Gertrudis ISD	Meets Requirements
Santa Maria ISD	Meets Requirements
Santa Rosa ISD	Meets Requirements
Santo ISD	Meets Requirements
Savoy ISD	Meets Requirements
Schertz-Cibolo-U City ISD	Meets Requirements
Schleicher ISD	Meets Requirements
School of Excellence in Education	Meets Requirements
School of Science and Technology	Meets Requirements
School of Science and Technology Discovery	Meets Requirements
Schulenburg ISD	Meets Requirements
Scurry-Rosser ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Seagraves ISD ^a	Meets Requirements
Seashore Charter Schools	Meets Requirements
Ser-Ninos Charter School	Meets Requirements
Seymour ISD	Meets Requirements
Shallowater ISD	Meets Requirements
Shamrock ISD	Meets Requirements
Sharyland ISD	Meets Requirements
Shelbyville ISD	Meets Requirements
Shiner ISD	Meets Requirements
Sidney ISD	Meets Requirements
Sierra Blanca ISD	Meets Requirements
Silverton ISD	Meets Requirements
Simms ISD	Meets Requirements
Sinton ISD	Meets Requirements
Sivells Bend ISD	Meets Requirements
Skidmore-Tynan ISD	Meets Requirements
Slaton ISD	Meets Requirements
Slidell ISD	Meets Requirements
Slocum ISD	Meets Requirements
Smithville ISD	Meets Requirements
Smyer ISD	Meets Requirements
Snook ISD	Meets Requirements
Socorro ISD	Meets Requirements
Somerville ISD	Meets Requirements
Sonora ISD	Meets Requirements
South Plains Academy Charter District	Meets Requirements
South Texas ISD	Meets Requirements
Southland ISD	Meets Requirements
Southwest Preparatory School	Meets Requirements
Spearman ISD	Meets Requirements
Splendora ISD	Meets Requirements
Spring Creek ISD	Meets Requirements
Spring Hill ISD	Meets Requirements
Springlake-Earth ISD	Meets Requirements
Spur ISD	Meets Requirements
Spurger ISD	Meets Requirements
St Anthony School	Meets Requirements
St Mary's Academy Charter School	Meets Requirements
Stamford ISD	Meets Requirements
Stanton ISD	Meets Requirements
Step Charter School	Meets Requirements
Stephen F Austin State University	Meets Requirements
Stephenville ISD	Meets Requirements
Sterling City ISD	Meets Requirements
Stockdale ISD	Meets Requirements
Stratford ISD	Meets Requirements
Strawn ISD	Meets Requirements
Sudan ISD	Meets Requirements
Sulphur Bluff ISD	Meets Requirements
Sundown ISD	Meets Requirements
Sunnyvale ISD	Meets Requirements
Sunray ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Sweet Home ISD ^a	Meets Requirements
Taft ISD	Meets Requirements
Tahoka ISD	Meets Requirements
Tatum ISD	Meets Requirements
Teague ISD	Meets Requirements
Tekoa Academy of Accelerated Studies STEM School	Meets Requirements
Tenaha ISD	Meets Requirements
Terlingua CSD ^c	Meets Requirements
Terrell County ISD	Meets Requirements
Texas College Preparatory Academies	Meets Requirements
Texas Empowerment Academy	Meets Requirements
Texas Leadership	Meets Requirements
Texas Preparatory School	Meets Requirements
Texas School of The Arts	Meets Requirements
Texas Serenity Academy	Meets Requirements
Texhoma ISD	Meets Requirements
Texline ISD	Meets Requirements
The Excel Center	Meets Requirements
The Excel Center (For Adults)	Meets Requirements
The Lawson Academy	Meets Requirements
The Rhodes School	Meets Requirements
The Varnett Public School	Meets Requirements
Thorndale ISD	Meets Requirements
Thrall ISD	Meets Requirements
Three Rivers ISD	Meets Requirements
Three Way ISD	Meets Requirements
Throckmorton Collegiate ISD	Meets Requirements
Tidehaven ISD	Meets Requirements
Timpson ISD	Meets Requirements
Tioga ISD	Meets Requirements
Tolar ISD	Meets Requirements
Tom Bean ISD	Meets Requirements
Tomball ISD	Meets Requirements
Tornillo ISD	Meets Requirements
Treetops School International	Meets Requirements
Trent ISD	Meets Requirements
Trenton ISD	Meets Requirements
Trinidad ISD	Meets Requirements
Trinity Basin Preparatory	Meets Requirements
Trinity Charter School	Meets Requirements
Trinity Environmental Academy	Meets Requirements
Trivium Academy	Meets Requirements
Troup ISD	Meets Requirements
Troy ISD	Meets Requirements
Turkey-Quitaque ISD	Meets Requirements
Two Dimensions Preparatory Academy	Meets Requirements
Ume Preparatory Academy	Meets Requirements
Union Grove ISD	Meets Requirements
Union Hill ISD	Meets Requirements
United ISD	Meets Requirements
Universal Academy	Meets Requirements
University of Houston Charter School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
University of Texas Elementary Charter School	Meets Requirements
Uplift Education	Meets Requirements
Ut Tyler University Academy	Meets Requirements
Utopia ISD ^a	Meets Requirements
Utpb Stem Academy	Meets Requirements
Valentine ISD	Meets Requirements
Valley Mills ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valley View ISD	Meets Requirements
Valor Public Schools	Meets Requirements
Van Alstyne ISD	Meets Requirements
Van ISD	Meets Requirements
Van Vleck ISD	Meets Requirements
Vanguard Academy	Meets Requirements
Vega ISD	Meets Requirements
Venus ISD	Meets Requirements
Veribest ISD	Meets Requirements
Village Tech Schools	Meets Requirements
Vista Del Futuro Charter School	Meets Requirements
Vysehrad ISD	Meets Requirements
Waco Charter School	Meets Requirements
Waelder ISD	Meets Requirements
Walcott ISD	Meets Requirements
Wall ISD	Meets Requirements
Waller ISD	Meets Requirements
Walnut Bend ISD	Meets Requirements
Walnut Springs ISD	Meets Requirements
Waskom ISD	Meets Requirements
Water Valley ISD	Meets Requirements
Waxahachie ISD	Meets Requirements
Wayside Schools	Meets Requirements
Weatherford ISD	Meets Requirements
Webb CISD ^b	Meets Requirements
Weimar ISD	Meets Requirements
Wellington ISD	Meets Requirements
Wellman-Union CISD	Meets Requirements
Wells ISD	Meets Requirements
West Hardin County CISD	Meets Requirements
West ISD	Meets Requirements
West Rusk County Consolidated ISD	Meets Requirements
West Sabine ISD	Meets Requirements
Westbrook ISD	Meets Requirements
Westhoff ISD	Meets Requirements
Westlake Academy Charter School	Meets Requirements
Westphalia ISD	Meets Requirements
Wheeler ISD	Meets Requirements
White Deer ISD	Meets Requirements
White Oak ISD	Meets Requirements
Whiteface CISD	Meets Requirements
Whitehouse ISD	Meets Requirements
Whitesboro ISD	Meets Requirements
Whitewright ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D1 (continued)
Special Education Determination Status, Meets
Requirements, 2019-20

District	Status
Whitharral ISD ^a	Meets Requirements
Wildorado ISD	Meets Requirements
Wills Point ISD	Meets Requirements
Wilson ISD	Meets Requirements
Wimberley ISD	Meets Requirements
Windthorst ISD	Meets Requirements
Wink-Loving ISD	Meets Requirements
Winnsboro ISD	Meets Requirements
Winters ISD	Meets Requirements
Woden ISD	Meets Requirements
Wolfe City ISD	Meets Requirements
Woodsboro ISD	Meets Requirements
Woodson ISD	Meets Requirements
Woodville ISD	Meets Requirements
Wortham ISD	Meets Requirements
Wylie ISD	Meets Requirements
Wylie ISD	Meets Requirements
Yantis ISD	Meets Requirements
Yellowstone College Preparatory	Meets Requirements
Yorktown ISD	Meets Requirements
Ysleta ISD	Meets Requirements
Zapata County ISD	Meets Requirements
Zavalla ISD	Meets Requirements
Zephyr ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

**Appendix 7-D2
Special Education Determination Status, Meets
Requirements, 2018-19**

District	Status
A W Brown Leadership Academy	Meets Requirements
A+ Unlimited Potential	Meets Requirements
Abbott ISD ^a	Meets Requirements
Abernathy ISD	Meets Requirements
Academy ISD	Meets Requirements
Academy of Accelerated Learning Inc.	Meets Requirements
Academy of Dallas	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements
Adrian ISD	Meets Requirements
Advantage Academy	Meets Requirements
Agua Dulce ISD	Meets Requirements
Alamo Heights ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements
Albany ISD	Meets Requirements
Aledo ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements
Allen ISD	Meets Requirements
Alpine ISD	Meets Requirements
Alto ISD	Meets Requirements
Alvarado ISD	Meets Requirements
Alvord ISD	Meets Requirements
Amarillo ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements
Amherst ISD	Meets Requirements
Amigos Por Vida-Friends for Life Public Charter School	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements
Angleton ISD	Meets Requirements
Anson ISD	Meets Requirements
Anthony ISD	Meets Requirements
Anton ISD	Meets Requirements
Apple Springs ISD	Meets Requirements
Aquilla ISD	Meets Requirements
Aransas County ISD	Meets Requirements
Aransas Pass ISD	Meets Requirements
Archer City ISD	Meets Requirements
Argyle ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements
Arlington Classics Academy	Meets Requirements
Arp ISD	Meets Requirements
Arrow Academy	Meets Requirements
Aspermont ISD	Meets Requirements
Aubrey ISD	Meets Requirements
Austin Achieve Public Schools	Meets Requirements
Austin Discovery School	Meets Requirements
Austin ISD	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements
Avalon ISD	Meets Requirements
Avery ISD	Meets Requirements
Avinger ISD	Meets Requirements
Axtell ISD	Meets Requirements
Azle ISD	Meets Requirements
Baird ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Ballinger ISD ^a	Meets Requirements
Balmorhea ISD	Meets Requirements
Bangs ISD	Meets Requirements
Banquete ISD	Meets Requirements
Barbers Hill ISD	Meets Requirements
Bartlett ISD	Meets Requirements
Basis Texas	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements
Beckville ISD	Meets Requirements
Bellevue ISD	Meets Requirements
Bells ISD	Meets Requirements
Belton ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements
Benavides ISD	Meets Requirements
Benjamin ISD	Meets Requirements
Beta Academy	Meets Requirements
Bexar County Academy	Meets Requirements
Big Sandy ISD	Meets Requirements
Big Sandy ISD	Meets Requirements
Birdville ISD	Meets Requirements
Bishop CISD ^b	Meets Requirements
Blackwell CISD	Meets Requirements
Blanco ISD	Meets Requirements
Bland ISD	Meets Requirements
Blanket ISD	Meets Requirements
Bloomburg ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements
Blue Ridge ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements
Blum ISD	Meets Requirements
Bob Hope School	Meets Requirements
Boerne ISD	Meets Requirements
Boles ISD	Meets Requirements
Boling ISD	Meets Requirements
Booker ISD	Meets Requirements
Borden County ISD	Meets Requirements
Borger ISD	Meets Requirements
Bosqueville ISD	Meets Requirements
Bovina ISD	Meets Requirements
Boyd ISD	Meets Requirements
Boys Ranch ISD	Meets Requirements
Brackett ISD	Meets Requirements
Brady ISD	Meets Requirements
Brazos ISD	Meets Requirements
Brazos River Charter School	Meets Requirements
Brazos School for Inquiry & Creativity	Meets Requirements
Bremond ISD	Meets Requirements
Brenham ISD	Meets Requirements
Broadus ISD	Meets Requirements
Brock ISD	Meets Requirements
Bronte ISD	Meets Requirements
Brookeland ISD	Meets Requirements
Brookesmith ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Brooks Academy of Science and Engineering	Meets Requirements
Brooks County ISD ^a	Meets Requirements
Brownsville ISD	Meets Requirements
Bruceville-Eddy ISD	Meets Requirements
Bryson ISD	Meets Requirements
Buckholts ISD	Meets Requirements
Buena Vista ISD	Meets Requirements
Buffalo ISD	Meets Requirements
Bullard ISD	Meets Requirements
Burkeville ISD	Meets Requirements
Burleson ISD	Meets Requirements
Burnham Wood Charter School District	Meets Requirements
Burton ISD	Meets Requirements
Bushland ISD	Meets Requirements
Bynum ISD	Meets Requirements
Caddo Mills ISD	Meets Requirements
Calallen ISD	Meets Requirements
Callisburg ISD	Meets Requirements
Calvert ISD	Meets Requirements
Calvin Nelms Charter Schools	Meets Requirements
Campbell ISD	Meets Requirements
Canadian ISD	Meets Requirements
Canton ISD	Meets Requirements
Canyon ISD	Meets Requirements
Carlisle ISD	Meets Requirements
Carpe Diem Schools	Meets Requirements
Carroll ISD	Meets Requirements
Castleberry ISD	Meets Requirements
Cayuga ISD	Meets Requirements
Cedars International Academy	Meets Requirements
Celeste ISD	Meets Requirements
Celina ISD	Meets Requirements
Center Point ISD	Meets Requirements
Centerville ISD	Meets Requirements
Centerville ISD	Meets Requirements
Central Heights ISD	Meets Requirements
Central ISD	Meets Requirements
Channelview ISD	Meets Requirements
Channing ISD	Meets Requirements
Chaparral Star Academy	Meets Requirements
Chapel Hill Academy	Meets Requirements
Chapel Hill ISD	Meets Requirements
Charlotte ISD	Meets Requirements
Cherokee ISD	Meets Requirements
Chester ISD	Meets Requirements
Chico ISD	Meets Requirements
Childress ISD	Meets Requirements
Chillicothe ISD	Meets Requirements
Chilton ISD	Meets Requirements
China Spring ISD	Meets Requirements
Chireno ISD	Meets Requirements
Chisum ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Christoval ISD ^a	Meets Requirements
Cisco ISD	Meets Requirements
City View ISD	Meets Requirements
Cityscape Schools	Meets Requirements
Clarendon ISD	Meets Requirements
Clarksville ISD	Meets Requirements
Claude ISD	Meets Requirements
Clear Creek ISD	Meets Requirements
Cleveland ISD	Meets Requirements
Clifton ISD	Meets Requirements
Clyde CISD ^b	Meets Requirements
Coahoma ISD	Meets Requirements
Coleman ISD	Meets Requirements
College Station ISD	Meets Requirements
Collinsville ISD	Meets Requirements
Colmesneil ISD	Meets Requirements
Colorado ISD	Meets Requirements
Comal ISD	Meets Requirements
Comfort ISD	Meets Requirements
Commerce ISD	Meets Requirements
Community ISD	Meets Requirements
Como-Pickton CISD	Meets Requirements
Compass Academy Charter School	Meets Requirements
Compass Rose Academy	Meets Requirements
Comquest Academy	Meets Requirements
Comstock ISD	Meets Requirements
Conroe ISD	Meets Requirements
Coolidge ISD	Meets Requirements
Cooper ISD	Meets Requirements
Coppell ISD	Meets Requirements
Corpus Christi Montessori School	Meets Requirements
Corrigan-Camden ISD	Meets Requirements
Cotton Center ISD	Meets Requirements
Coupland ISD	Meets Requirements
Covington ISD	Meets Requirements
Crandall ISD	Meets Requirements
Crane ISD	Meets Requirements
Cranfills Gap ISD	Meets Requirements
Crawford ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements
Crockett ISD	Meets Requirements
Crosby ISD	Meets Requirements
Crosbyton CISD	Meets Requirements
Cross Plains ISD	Meets Requirements
Cross Roads ISD	Meets Requirements
Crosstimbers Academy	Meets Requirements
Crowell ISD	Meets Requirements
Culberson County-Allamore ISD	Meets Requirements
Cumby ISD	Meets Requirements
Cushing ISD	Meets Requirements
Cypress-Fairbanks ISD	Meets Requirements
D'Hanis ISD	Meets Requirements
Dangerfield-Lone Star ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Dalhart ISD ^a	Meets Requirements
Damon ISD	Meets Requirements
Danbury ISD	Meets Requirements
Darrouzett ISD	Meets Requirements
Dawson ISD	Meets Requirements
Dawson ISD	Meets Requirements
De Leon ISD	Meets Requirements
Decatur ISD	Meets Requirements
Deer Park ISD	Meets Requirements
Dekalb ISD	Meets Requirements
Dell City ISD	Meets Requirements
Denison ISD	Meets Requirements
Denton ISD	Meets Requirements
Denver City ISD	Meets Requirements
Detroit ISD	Meets Requirements
Devers ISD	Meets Requirements
Devine ISD	Meets Requirements
Dew ISD	Meets Requirements
Deweyville ISD	Meets Requirements
Diboll ISD	Meets Requirements
Dickinson ISD	Meets Requirements
Dilley ISD	Meets Requirements
Dime Box ISD	Meets Requirements
Dimmitt ISD	Meets Requirements
Divide ISD	Meets Requirements
Dodd City ISD	Meets Requirements
Donna ISD	Meets Requirements
Doss Consolidated CSD ^c	Meets Requirements
Douglass ISD	Meets Requirements
Dr M L Garza-Gonzalez Charter School	Meets Requirements
Draw Academy	Meets Requirements
Dripping Springs ISD	Meets Requirements
Driscoll ISD	Meets Requirements
Dublin ISD	Meets Requirements
Dumas ISD	Meets Requirements
Eagle Mt-Saginaw ISD	Meets Requirements
Eanes ISD	Meets Requirements
Early ISD	Meets Requirements
East Bernard ISD	Meets Requirements
East Chambers ISD	Meets Requirements
East Fort Worth Montessori Academy	Meets Requirements
East Texas Charter Schools	Meets Requirements
Eastland ISD	Meets Requirements
Ector ISD	Meets Requirements
Eden CISD ^b	Meets Requirements
Edgewood ISD	Meets Requirements
Education Center International Academy	Meets Requirements
Ehrhart School	Meets Requirements
El Paso Academy	Meets Requirements
El Paso ISD	Meets Requirements
El Paso Leadership Academy	Meets Requirements
Eleanor Koltitz Hebrew Language Academy	Meets Requirements
Electra ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Elkhart ISD ^a	Meets Requirements
Elysian Fields ISD	Meets Requirements
Era ISD	Meets Requirements
Erath Excels Academy Inc.	Meets Requirements
Etoile ISD	Meets Requirements
Eula ISD	Meets Requirements
Eustace ISD	Meets Requirements
Evadale ISD	Meets Requirements
Evant ISD	Meets Requirements
Excellence in Leadership Academy	Meets Requirements
Excelsior ISD	Meets Requirements
Ezzell ISD	Meets Requirements
Fabens ISD	Meets Requirements
Fairfield ISD	Meets Requirements
Falls City ISD	Meets Requirements
Fannindel ISD	Meets Requirements
Farmersville ISD	Meets Requirements
Farwell ISD	Meets Requirements
Fayetteville ISD	Meets Requirements
Flatonia ISD	Meets Requirements
Florence ISD	Meets Requirements
Flour Bluff ISD	Meets Requirements
Floydada ISD	Meets Requirements
Follett ISD	Meets Requirements
Forestburg ISD	Meets Requirements
Forney ISD	Meets Requirements
Forsan ISD	Meets Requirements
Fort Bend ISD	Meets Requirements
Fort Elliott CISD ^b	Meets Requirements
Fort Stockton ISD	Meets Requirements
Fort Worth Academy of Fine Arts	Meets Requirements
Franklin ISD	Meets Requirements
Frankston ISD	Meets Requirements
Fredericksburg ISD	Meets Requirements
Freer ISD	Meets Requirements
Frenship ISD	Meets Requirements
Friendswood ISD	Meets Requirements
Friona ISD	Meets Requirements
Frisco ISD	Meets Requirements
Frost ISD	Meets Requirements
Fruitvale ISD	Meets Requirements
Ft Davis ISD	Meets Requirements
Ft Hancock ISD	Meets Requirements
Ft Sam Houston ISD	Meets Requirements
Ganado ISD	Meets Requirements
Garner ISD	Meets Requirements
Garrison ISD	Meets Requirements
Gary ISD	Meets Requirements
Gateway Academy Charter District	Meets Requirements
Gateway Charter Academy	Meets Requirements
Gause ISD	Meets Requirements
George Gervin Academy	Meets Requirements
George West ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Gholson ISD ^a	Meets Requirements
Giddings ISD	Meets Requirements
Gilmer ISD	Meets Requirements
Glasscock County ISD	Meets Requirements
Glen Rose ISD	Meets Requirements
Gold Burg ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements
Goldthwaite ISD	Meets Requirements
Goodrich ISD	Meets Requirements
Goodwater Montessori School	Meets Requirements
Gordon ISD	Meets Requirements
Gorman ISD	Meets Requirements
Grady ISD	Meets Requirements
Graford ISD	Meets Requirements
Graham ISD	Meets Requirements
Granbury ISD	Meets Requirements
Grandfalls-Royalty ISD	Meets Requirements
Grandview ISD	Meets Requirements
Grandview-Hopkins ISD	Meets Requirements
Granger ISD	Meets Requirements
Grape Creek ISD	Meets Requirements
Grapeland ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements
Great Hearts Texas	Meets Requirements
Gregory-Portland ISD	Meets Requirements
Groom ISD	Meets Requirements
Groveton ISD	Meets Requirements
Gruver ISD	Meets Requirements
Gunter ISD	Meets Requirements
Gustine ISD	Meets Requirements
Guthrie CSD ^c	Meets Requirements
Hale Center ISD	Meets Requirements
Hallettsville ISD	Meets Requirements
Hallsburg ISD	Meets Requirements
Hallsville ISD	Meets Requirements
Hamilton ISD	Meets Requirements
Hamlin ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements
Happy ISD	Meets Requirements
Hardin ISD	Meets Requirements
Hardin-Jefferson ISD	Meets Requirements
Harleton ISD	Meets Requirements
Harlingen CISD ^b	Meets Requirements
Harmony ISD	Meets Requirements
Harmony School of Excellence	Meets Requirements
Harmony School of Science - Houston	Meets Requirements
Harmony Science Academy (El Paso)	Meets Requirements
Harmony Science Academy (San Antonio)	Meets Requirements
Harmony Science Academy (Waco)	Meets Requirements
Harmony Science Academy	Meets Requirements
Harmony Science Academy (Austin)	Meets Requirements
Harper ISD	Meets Requirements
Harrold ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Hart ISD ^a	Meets Requirements
Hartley ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements
Haskell CISD ^b	Meets Requirements
Hawkins ISD	Meets Requirements
Hawley ISD	Meets Requirements
Hedley ISD	Meets Requirements
Hemphill ISD	Meets Requirements
Henderson ISD	Meets Requirements
Henrietta ISD	Meets Requirements
Henry Ford Academy Alameda School	Meets Requirements
Hereford ISD	Meets Requirements
Heritage Academy	Meets Requirements
Hermleigh ISD	Meets Requirements
Hico ISD	Meets Requirements
Hidalgo ISD	Meets Requirements
Higgins ISD	Meets Requirements
High Island ISD	Meets Requirements
High Point Academy	Meets Requirements
Highland ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Highland Park ISD	Meets Requirements
Hillsboro ISD	Meets Requirements
Holland ISD	Meets Requirements
Holliday ISD	Meets Requirements
Hondo ISD	Meets Requirements
Honey Grove ISD	Meets Requirements
Hooks ISD	Meets Requirements
Horizon Montessori Public Schools	Meets Requirements
Houston Gateway Academy Inc.	Meets Requirements
Houston Heights High School	Meets Requirements
Howe ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Hubbard ISD	Meets Requirements
Huckabay ISD	Meets Requirements
Hudson ISD	Meets Requirements
Hughes Springs ISD	Meets Requirements
Hull-Daisetta ISD	Meets Requirements
Humble ISD	Meets Requirements
Hunt ISD	Meets Requirements
Huntington ISD	Meets Requirements
Hurst-Euless-Bedford ISD	Meets Requirements
Hutto ISD	Meets Requirements
Idalou ISD	Meets Requirements
Idea Public Schools	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements
Industrial ISD	Meets Requirements
Ingram ISD	Meets Requirements
Inspire Academies	Meets Requirements
Inspired Vision Academy	Meets Requirements
Iola ISD	Meets Requirements
Iowa Park CISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Ira ISD ^a	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements
Iredell ISD	Meets Requirements
Irion County ISD	Meets Requirements
Italy ISD	Meets Requirements
Itasca ISD	Meets Requirements
Jacksboro ISD	Meets Requirements
Jacksonville ISD	Meets Requirements
Jarrell ISD	Meets Requirements
Jayton-Girard ISD	Meets Requirements
Jean Massieu Academy	Meets Requirements
Jim Hogg County ISD	Meets Requirements
Jim Ned CISD ^b	Meets Requirements
Joaquin ISD	Meets Requirements
Johnson City ISD	Meets Requirements
Jonesboro ISD	Meets Requirements
Joshua ISD	Meets Requirements
Jourdanton ISD	Meets Requirements
Junction ISD	Meets Requirements
Karnack ISD	Meets Requirements
Karnes City ISD	Meets Requirements
Katherine Anne Porter School	Meets Requirements
Katy ISD	Meets Requirements
Kauffman Leadership Academy	Meets Requirements
Kaufman ISD	Meets Requirements
Keene ISD	Meets Requirements
Keller ISD	Meets Requirements
Kelton ISD	Meets Requirements
Kenedy County Wide CSD ^c	Meets Requirements
Kenedy ISD	Meets Requirements
Kennard ISD	Meets Requirements
Kerens ISD	Meets Requirements
Kerrville ISD	Meets Requirements
KIPP Austin Public Schools Inc.	Meets Requirements
KIPP Dallas-Fort Worth	Meets Requirements
KIPP Inc. Charter	Meets Requirements
KIPP San Antonio	Meets Requirements
Kirbyville CISD	Meets Requirements
Klein ISD	Meets Requirements
Klondike ISD	Meets Requirements
Knippa ISD	Meets Requirements
Knox City-O'Brien CISD	Meets Requirements
Kopperl ISD	Meets Requirements
Kountze ISD	Meets Requirements
Kress ISD	Meets Requirements
Krum ISD	Meets Requirements
La Academia De Estrellas	Meets Requirements
La Fe Preparatory School	Meets Requirements
La Feria ISD	Meets Requirements
La Gloria ISD	Meets Requirements
La Grange ISD	Meets Requirements
La Porte ISD	Meets Requirements
La Pryor ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
La Vernia ISD ^a	Meets Requirements
La Villa ISD	Meets Requirements
Lackland ISD	Meets Requirements
Lago Vista ISD	Meets Requirements
Lake Dallas ISD	Meets Requirements
Lake Travis ISD	Meets Requirements
Lamar CISD ^b	Meets Requirements
Lampasas ISD	Meets Requirements
Laneville ISD	Meets Requirements
Lapoynor ISD	Meets Requirements
Lasara ISD	Meets Requirements
Latexo ISD	Meets Requirements
Lazbuddie ISD	Meets Requirements
Leadership Prep School	Meets Requirements
Leakey ISD	Meets Requirements
Leander ISD	Meets Requirements
Leary ISD	Meets Requirements
Lefors ISD	Meets Requirements
Legacy Preparatory	Meets Requirements
Leggett ISD	Meets Requirements
Leon ISD	Meets Requirements
Leonard ISD	Meets Requirements
Leveretts Chapel ISD	Meets Requirements
Lewisville ISD	Meets Requirements
Lexington ISD	Meets Requirements
Liberty Hill ISD	Meets Requirements
Life School	Meets Requirements
Lighthouse Charter School	Meets Requirements
Lindale ISD	Meets Requirements
Linden-Kildare CISD	Meets Requirements
Lindsay ISD	Meets Requirements
Lingleville ISD	Meets Requirements
Lipan ISD	Meets Requirements
Little Elm ISD	Meets Requirements
Littlefield ISD	Meets Requirements
Llano ISD	Meets Requirements
Lohn ISD	Meets Requirements
Lometa ISD	Meets Requirements
London ISD	Meets Requirements
Lone Oak ISD	Meets Requirements
Lone Star Language Academy	Meets Requirements
Longview ISD	Meets Requirements
Loop ISD	Meets Requirements
Loraine ISD	Meets Requirements
Lorena ISD	Meets Requirements
Lorenzo ISD	Meets Requirements
Los Fresnos CISD	Meets Requirements
Louise ISD	Meets Requirements
Lovejoy ISD	Meets Requirements
Lovelady ISD	Meets Requirements
Lubbock-Cooper ISD	Meets Requirements
Lueders-Avoca ISD	Meets Requirements
Lufkin ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Lumberton ISD ^a	Meets Requirements
Lumin Education	Meets Requirements
Lyford CISD ^b	Meets Requirements
Lytle ISD	Meets Requirements
Mabank ISD	Meets Requirements
Madisonville CISD	Meets Requirements
Malakoff ISD	Meets Requirements
Malone ISD	Meets Requirements
Malta ISD	Meets Requirements
Manara Academy	Meets Requirements
Mansfield ISD	Meets Requirements
Marathon ISD	Meets Requirements
Marfa ISD	Meets Requirements
Marion ISD	Meets Requirements
Mart ISD	Meets Requirements
Martins Mill ISD	Meets Requirements
Martinsville ISD	Meets Requirements
Mason ISD	Meets Requirements
Matagorda ISD	Meets Requirements
Mathis ISD	Meets Requirements
Maud ISD	Meets Requirements
May ISD	Meets Requirements
Mcallen ISD	Meets Requirements
Mccamey ISD	Meets Requirements
Mcdade ISD	Meets Requirements
Mcgregor ISD	Meets Requirements
Mckinney ISD	Meets Requirements
Mclean ISD	Meets Requirements
Mcleod ISD	Meets Requirements
Mcmullen County ISD	Meets Requirements
Meadow ISD	Meets Requirements
Meadowland Charter District	Meets Requirements
Medina ISD	Meets Requirements
Medina Valley ISD	Meets Requirements
Melissa ISD	Meets Requirements
Memphis ISD	Meets Requirements
Menard ISD	Meets Requirements
Meridian ISD	Meets Requirements
Meridian World School LLC	Meets Requirements
Merkel ISD	Meets Requirements
Meyerpark Elementary	Meets Requirements
Meyersville ISD	Meets Requirements
Miami ISD	Meets Requirements
Midland Academy Charter School	Meets Requirements
Midlothian ISD	Meets Requirements
Midvalley Academy Charter District	Meets Requirements
Midway ISD	Meets Requirements
Midway ISD	Meets Requirements
Milano ISD	Meets Requirements
Mildred ISD	Meets Requirements
Miles ISD	Meets Requirements
Milford ISD	Meets Requirements
Miller Grove ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Millsap ISD ^a	Meets Requirements
Mineola ISD	Meets Requirements
Montague ISD	Meets Requirements
Monte Alto ISD	Meets Requirements
Montessori for All	Meets Requirements
Montgomery ISD	Meets Requirements
Moody ISD	Meets Requirements
Moran ISD	Meets Requirements
Morgan ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements
Morton ISD	Meets Requirements
Motley County ISD	Meets Requirements
Moulton ISD	Meets Requirements
Mount Calm ISD	Meets Requirements
Mount Enterprise ISD	Meets Requirements
Mount Pleasant ISD	Meets Requirements
Muenster ISD	Meets Requirements
Muleshoe ISD	Meets Requirements
Mullin ISD	Meets Requirements
Mumford ISD	Meets Requirements
Munday CISD ^b	Meets Requirements
Murchison ISD	Meets Requirements
Natalia ISD	Meets Requirements
Navarro ISD	Meets Requirements
Nazareth ISD	Meets Requirements
Neches ISD	Meets Requirements
Nederland ISD	Meets Requirements
Needville ISD	Meets Requirements
New Braunfels ISD	Meets Requirements
New Deal ISD	Meets Requirements
New Diana ISD	Meets Requirements
New Frontiers Public Schools Inc.	Meets Requirements
New Home ISD	Meets Requirements
New Summerfield ISD	Meets Requirements
New Waverly ISD	Meets Requirements
Newcastle ISD	Meets Requirements
Newman International Academy of Arlington	Meets Requirements
Nocona ISD	Meets Requirements
Nordheim ISD	Meets Requirements
North East ISD	Meets Requirements
North Hopkins ISD	Meets Requirements
North Lamar ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements
North Zulch ISD	Meets Requirements
Northside ISD	Meets Requirements
Northside ISD	Meets Requirements
Northwest ISD	Meets Requirements
Nova Academy	Meets Requirements
Nova Academy (Southeast)	Meets Requirements
Nueces Canyon CISD	Meets Requirements
Nursery ISD	Meets Requirements
Nyos Charter School	Meets Requirements
O'Donnell ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Oakwood ISD ^a	Meets Requirements
Odem-Edroy ISD	Meets Requirements
Odyssey Academy Inc.	Meets Requirements
Oglesby ISD	Meets Requirements
Olfen ISD	Meets Requirements
Olney ISD	Meets Requirements
Olton ISD	Meets Requirements
Onalaska ISD	Meets Requirements
Orange Grove ISD	Meets Requirements
Ore City ISD	Meets Requirements
Orenda Charter School	Meets Requirements
Overton ISD	Meets Requirements
Paducah ISD	Meets Requirements
Paint Creek ISD	Meets Requirements
Paint Rock ISD	Meets Requirements
Palacios ISD	Meets Requirements
Palmer ISD	Meets Requirements
Palo Pinto ISD	Meets Requirements
Pampa ISD	Meets Requirements
Panhandle ISD	Meets Requirements
Panola Charter School	Meets Requirements
Panther Creek CISD ^b	Meets Requirements
Paradise ISD	Meets Requirements
Paso Del Norte Academy Charter District	Meets Requirements
Patton Springs ISD	Meets Requirements
Pawnee ISD	Meets Requirements
Pearland ISD	Meets Requirements
Peaster ISD	Meets Requirements
Pegasus School of Liberal Arts and Sciences	Meets Requirements
Penelope ISD	Meets Requirements
Perrin-Whitt CISD	Meets Requirements
Petersburg ISD	Meets Requirements
Petrolia CISD	Meets Requirements
Pettus ISD	Meets Requirements
Pewitt CISD	Meets Requirements
Pflugerville ISD	Meets Requirements
Pharr-San Juan-Alamo ISD	Meets Requirements
Pilot Point ISD	Meets Requirements
Pineywoods Community Academy	Meets Requirements
Pioneer Technology & Arts Academy	Meets Requirements
Pittsburg ISD	Meets Requirements
Plains ISD	Meets Requirements
Plainview ISD	Meets Requirements
Plano ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements
Pleasanton ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD	Meets Requirements
Ponder ISD	Meets Requirements
Poolville ISD	Meets Requirements
Por Vida Academy	Meets Requirements
Port Aransas ISD	Meets Requirements
Positive Solutions Charter School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Post ISD ^a	Meets Requirements
Poth ISD	Meets Requirements
Pottsboro ISD	Meets Requirements
Prairie Lea ISD	Meets Requirements
Prairie Valley ISD	Meets Requirements
Prairiland ISD	Meets Requirements
Premier High Schools	Meets Requirements
Premont ISD	Meets Requirements
Presidio ISD	Meets Requirements
Priddy ISD	Meets Requirements
Princeton ISD	Meets Requirements
Pringle-Morse CISD ^b	Meets Requirements
Priority Charter Schools	Meets Requirements
Promesa Public Schools	Meets Requirements
Promise Community School	Meets Requirements
Prosper ISD	Meets Requirements
Quanah ISD	Meets Requirements
Queen City ISD	Meets Requirements
Quitman ISD	Meets Requirements
Ralls ISD	Meets Requirements
Ramirez CSD ^c	Meets Requirements
Ranch Academy	Meets Requirements
Randolph Field ISD	Meets Requirements
Ranger ISD	Meets Requirements
Rankin ISD	Meets Requirements
Rapoport Academy Public School	Meets Requirements
Raul Yzaguirre School for Success	Meets Requirements
Raven School	Meets Requirements
Reagan County ISD	Meets Requirements
Red Lick ISD	Meets Requirements
Red Oak ISD	Meets Requirements
Redwater ISD	Meets Requirements
Refugio ISD	Meets Requirements
Ricardo ISD	Meets Requirements
Rice CISD	Meets Requirements
Rice ISD	Meets Requirements
Richards ISD	Meets Requirements
Richardson ISD	Meets Requirements
Richland Collegiate High School	Meets Requirements
Richland Springs ISD	Meets Requirements
Riesel ISD	Meets Requirements
Rise Academy	Meets Requirements
Rising Star ISD	Meets Requirements
River Road ISD	Meets Requirements
Rivercrest ISD	Meets Requirements
Riviera ISD	Meets Requirements
Robert Lee ISD	Meets Requirements
Roby CISD	Meets Requirements
Rochelle ISD	Meets Requirements
Rockdale ISD	Meets Requirements
Rocksprings ISD	Meets Requirements
Rockwall ISD	Meets Requirements
Rogers ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Roosevelt ISD ^a	Meets Requirements
Ropes ISD	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements
Rosebud-Lott ISD	Meets Requirements
Rotan ISD	Meets Requirements
Round Rock ISD	Meets Requirements
Round Top-Carmine ISD	Meets Requirements
Roxton ISD	Meets Requirements
Royse City ISD	Meets Requirements
Rule ISD	Meets Requirements
Runge ISD	Meets Requirements
S And S CISD ^b	Meets Requirements
Sabinal ISD	Meets Requirements
Sabine ISD	Meets Requirements
Sabine Pass ISD	Meets Requirements
Saint Jo ISD	Meets Requirements
Salado ISD	Meets Requirements
Saltillo ISD	Meets Requirements
Sam Houston State University Charter School	Meets Requirements
Sam Rayburn ISD	Meets Requirements
San Augustine ISD	Meets Requirements
San Diego ISD	Meets Requirements
San Elizario ISD	Meets Requirements
San Isidro ISD	Meets Requirements
San Marcos CISD	Meets Requirements
San Perlita ISD	Meets Requirements
San Saba ISD	Meets Requirements
San Vicente ISD	Meets Requirements
Sands CISD	Meets Requirements
Sanford-Fritch ISD	Meets Requirements
Sanger ISD	Meets Requirements
Santa Anna ISD	Meets Requirements
Santa Gertrudis ISD	Meets Requirements
Santa Maria ISD	Meets Requirements
Santa Rosa ISD	Meets Requirements
Santo ISD	Meets Requirements
Savoy ISD	Meets Requirements
Schertz-Cibolo-U City ISD	Meets Requirements
Schleicher ISD	Meets Requirements
School of Excellence in Education	Meets Requirements
School of Science and Technology	Meets Requirements
School of Science and Technology Discovery	Meets Requirements
Schulenburg ISD	Meets Requirements
Scurry-Rosser ISD	Meets Requirements
Seagraves ISD	Meets Requirements
Seashore Charter Schools	Meets Requirements
Ser-Ninos Charter School	Meets Requirements
Seymour ISD	Meets Requirements
Shallowater ISD	Meets Requirements
Shamrock ISD	Meets Requirements
Sharyland ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Shelbyville ISD ^a	Meets Requirements
Shiner ISD	Meets Requirements
Sidney ISD	Meets Requirements
Sierra Blanca ISD	Meets Requirements
Silverton ISD	Meets Requirements
Simms ISD	Meets Requirements
Sivells Bend ISD	Meets Requirements
Skidmore-Tynan ISD	Meets Requirements
Slaton ISD	Meets Requirements
Slidell ISD	Meets Requirements
Slocum ISD	Meets Requirements
Smyer ISD	Meets Requirements
Snook ISD	Meets Requirements
Socorro ISD	Meets Requirements
Somerville ISD	Meets Requirements
Sonora ISD	Meets Requirements
South Plains Academy Charter District	Meets Requirements
South Texas ISD	Meets Requirements
Southland ISD	Meets Requirements
Southwest Preparatory School	Meets Requirements
Southwest School	Meets Requirements
Spearman ISD	Meets Requirements
Splendora ISD	Meets Requirements
Spring Creek ISD	Meets Requirements
Spring Hill ISD	Meets Requirements
Springlake-Earth ISD	Meets Requirements
Spur ISD	Meets Requirements
Spurger ISD	Meets Requirements
St Anthony School	Meets Requirements
St Mary's Academy Charter School	Meets Requirements
Stamford ISD	Meets Requirements
Stanton ISD	Meets Requirements
Step Charter School	Meets Requirements
Stephen F Austin State University	Meets Requirements
Stephenville ISD	Meets Requirements
Sterling City ISD	Meets Requirements
Stockdale ISD	Meets Requirements
Stratford ISD	Meets Requirements
Strawn ISD	Meets Requirements
Sudan ISD	Meets Requirements
Sulphur Bluff ISD	Meets Requirements
Sundown ISD	Meets Requirements
Sunnyvale ISD	Meets Requirements
Sunray ISD	Meets Requirements
Sweeny ISD	Meets Requirements
Sweet Home ISD	Meets Requirements
Taft ISD	Meets Requirements
Tahoka ISD	Meets Requirements
Tarkington ISD	Meets Requirements
Tatum ISD	Meets Requirements
Teague ISD	Meets Requirements
Tekoa Academy of Accelerated Studies STEM School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Terlingua CSD ^c	Meets Requirements
Terrell County ISD ^a	Meets Requirements
Texas College Preparatory Academies	Meets Requirements
Texas Empowerment Academy	Meets Requirements
Texas Leadership	Meets Requirements
Texas Preparatory School	Meets Requirements
Texas School of The Arts	Meets Requirements
Texas Serenity Academy	Meets Requirements
Texhoma ISD	Meets Requirements
Texline ISD	Meets Requirements
The Excel Center	Meets Requirements
The Excel Center (For Adults)	Meets Requirements
The Lawson Academy	Meets Requirements
The Rhodes School	Meets Requirements
The Varnett Public School	Meets Requirements
Thorndale ISD	Meets Requirements
Thrall ISD	Meets Requirements
Three Rivers ISD	Meets Requirements
Three Way ISD	Meets Requirements
Throckmorton ISD	Meets Requirements
Tidehaven ISD	Meets Requirements
Timpson ISD	Meets Requirements
Tioga ISD	Meets Requirements
Tolar ISD	Meets Requirements
Tom Bean ISD	Meets Requirements
Tomball ISD	Meets Requirements
Tornillo ISD	Meets Requirements
Treetops School International	Meets Requirements
Trent ISD	Meets Requirements
Trenton ISD	Meets Requirements
Trinidad ISD	Meets Requirements
Trinity Basin Preparatory	Meets Requirements
Trinity Environmental Academy	Meets Requirements
Trivium Academy	Meets Requirements
Troup ISD	Meets Requirements
Troy ISD	Meets Requirements
Tuloso-Midway ISD	Meets Requirements
Turkey-Quitaque ISD	Meets Requirements
Two Dimensions Preparatory Academy	Meets Requirements
Ume Preparatory Academy	Meets Requirements
Union Grove ISD	Meets Requirements
Union Hill ISD	Meets Requirements
United ISD	Meets Requirements
Universal Academy	Meets Requirements
University of Houston Charter School	Meets Requirements
University of Texas Elementary Charter School	Meets Requirements
Uplift Education	Meets Requirements
Ut Tyler Innovation Academy	Meets Requirements
Utopia ISD	Meets Requirements
Utpb Stem Academy	Meets Requirements
Valentine ISD	Meets Requirements
Valley Mills ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Valley View ISD ^a	Meets Requirements
Valley View ISD	Meets Requirements
Van Alstyne ISD	Meets Requirements
Van ISD	Meets Requirements
Van Vleck ISD	Meets Requirements
Vanguard Academy	Meets Requirements
Vega ISD	Meets Requirements
Venus ISD	Meets Requirements
Veribest ISD	Meets Requirements
Village Tech Schools	Meets Requirements
Vista Del Futuro Charter School	Meets Requirements
Vysehrad ISD	Meets Requirements
Waco Charter School	Meets Requirements
Waelder ISD	Meets Requirements
Walcott ISD	Meets Requirements
Wall ISD	Meets Requirements
Waller ISD	Meets Requirements
Walnut Bend ISD	Meets Requirements
Walnut Springs ISD	Meets Requirements
Warren ISD	Meets Requirements
Waskom ISD	Meets Requirements
Water Valley ISD	Meets Requirements
Waxahachie ISD	Meets Requirements
Wayside Schools	Meets Requirements
Weatherford ISD	Meets Requirements
Webb CISD ^b	Meets Requirements
Weimar ISD	Meets Requirements
Wellington ISD	Meets Requirements
Wellman-Union CISD	Meets Requirements
Wells ISD	Meets Requirements
Weslaco ISD	Meets Requirements
West Hardin County CISD	Meets Requirements
West ISD	Meets Requirements
West Oso ISD	Meets Requirements
West Rusk County Consolidated ISD	Meets Requirements
West Sabine ISD	Meets Requirements
Westbrook ISD	Meets Requirements
Westhoff ISD	Meets Requirements
Westlake Academy Charter School	Meets Requirements
Westphalia ISD	Meets Requirements
Wheeler ISD	Meets Requirements
White Deer ISD	Meets Requirements
White Oak ISD	Meets Requirements
White Settlement ISD	Meets Requirements
Whiteface CISD	Meets Requirements
Whitehouse ISD	Meets Requirements
Whitesboro ISD	Meets Requirements
Whitewright ISD	Meets Requirements
Whitharral ISD	Meets Requirements
Wildorado ISD	Meets Requirements
Wilson ISD	Meets Requirements
Wimberley ISD	Meets Requirements
Windthorst ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

Appendix 7-D2 (continued)
Special Education Determination Status, Meets
Requirements, 2018-19

District	Status
Winfield ISD ^a	Meets Requirements
Wink-Loving ISD	Meets Requirements
Winnsboro ISD	Meets Requirements
Winona ISD	Meets Requirements
Winters ISD	Meets Requirements
Woden ISD	Meets Requirements
Wolfe City ISD	Meets Requirements
Woodsboro ISD	Meets Requirements
Woodson ISD	Meets Requirements
Woodville ISD	Meets Requirements
Wortham ISD	Meets Requirements
Wylie ISD	Meets Requirements
Wylie ISD	Meets Requirements
Yantis ISD	Meets Requirements
Yorktown ISD	Meets Requirements
Ysleta ISD	Meets Requirements
Zavalla ISD	Meets Requirements
Zephyr ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

**Appendix 7-E1
Special Education Determination Status, Needs
Assistance, 2019-20**

District	Status
A W Brown Leadership Academy	Needs Assistance
Alice ISD ^a	Needs Assistance
Alief ISD	Needs Assistance
Amarillo ISD	Needs Assistance
Andrews ISD	Needs Assistance
Aransas County ISD	Needs Assistance
Arlington ISD	Needs Assistance
Bandera ISD	Needs Assistance
Bay City ISD	Needs Assistance
Beeville ISD	Needs Assistance
Birdville ISD	Needs Assistance
Breckenridge ISD	Needs Assistance
Bridgeport ISD	Needs Assistance
Brooks Academies of Texas	Needs Assistance
Brownsboro ISD	Needs Assistance
Buna ISD	Needs Assistance
Burkburnett ISD	Needs Assistance
Burnet CISD ^b	Needs Assistance
Cameron ISD	Needs Assistance
Canutillo ISD	Needs Assistance
Carrizo Springs CISD	Needs Assistance
Carthage ISD	Needs Assistance
Central ISD	Needs Assistance
Chapel Hill ISD	Needs Assistance
Cleburne ISD	Needs Assistance
Cleveland ISD	Needs Assistance
Colorado ISD	Needs Assistance
Commerce ISD	Needs Assistance
Copperas Cove ISD	Needs Assistance
Corpus Christi ISD	Needs Assistance
Corsicana ISD	Needs Assistance
Crockett ISD	Needs Assistance
Cumberland Academy	Needs Assistance
Daingerfield-Lone Star ISD	Needs Assistance
Dayton ISD	Needs Assistance
Desoto ISD	Needs Assistance
Dilley ISD	Needs Assistance
Donna ISD	Needs Assistance
Edcouch-Elsa ISD	Needs Assistance
El Campo ISD	Needs Assistance
Elgin ISD	Needs Assistance
Ennis ISD	Needs Assistance
Everman ISD	Needs Assistance
Floresville ISD	Needs Assistance
Galena Park ISD	Needs Assistance
Garland ISD	Needs Assistance
Gladewater ISD	Needs Assistance
Godley ISD	Needs Assistance
Graham ISD	Needs Assistance
Grand Prairie ISD	Needs Assistance
Grape Creek ISD	Needs Assistance
Greenwood ISD	Needs Assistance
Hallettsville ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-E1 (continued)
Special Education Determination Status, Needs Assistance, 2019-20

District	Status
Hallsville ISD ^a	Needs Assistance
Hardin ISD	Needs Assistance
Harlandale ISD	Needs Assistance
Hearne ISD	Needs Assistance
Hillsboro ISD	Needs Assistance
Hitchcock ISD	Needs Assistance
Inspired Vision Academy	Needs Assistance
Irving ISD	Needs Assistance
Jacksonville ISD	Needs Assistance
Jarrell ISD	Needs Assistance
Jourdanton ISD	Needs Assistance
Jubilee Academies	Needs Assistance
Kennedale ISD	Needs Assistance
Ki Charter Academy	Needs Assistance
Killeen ISD	Needs Assistance
La Grange ISD	Needs Assistance
La Joya ISD	Needs Assistance
Lamesa ISD	Needs Assistance
Leon ISD	Needs Assistance
Levelland ISD	Needs Assistance
Life School	Needs Assistance
Lone Oak ISD	Needs Assistance
Lubbock ISD	Needs Assistance
Luling ISD	Needs Assistance
Lytle ISD	Needs Assistance
Madisonville CISD ^b	Needs Assistance
Magnolia ISD	Needs Assistance
Marlin ISD	Needs Assistance
Maypearl ISD	Needs Assistance
Mesquite ISD	Needs Assistance
Mexia ISD	Needs Assistance
Mineral Wells ISD	Needs Assistance
Mission CISD	Needs Assistance
Monahans-Wickett-Pyote ISD	Needs Assistance
Mount Pleasant ISD	Needs Assistance
New Boston ISD	Needs Assistance
New Caney ISD	Needs Assistance
Newton ISD	Needs Assistance
Orange Grove ISD	Needs Assistance
Orangefield ISD	Needs Assistance
Palestine ISD	Needs Assistance
Pasadena ISD	Needs Assistance
Pearsall ISD	Needs Assistance
Pecos-Barstow-Toyah ISD	Needs Assistance
Perryton ISD	Needs Assistance
Pewitt CISD	Needs Assistance
Pine Tree ISD	Needs Assistance
Pleasanton ISD	Needs Assistance
Port Arthur ISD	Needs Assistance
Port Neches-Groves ISD	Needs Assistance
Red Oak ISD	Needs Assistance
Rice CISD	Needs Assistance
River Road ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-E1 (continued)
Special Education Determination Status, Needs Assistance, 2019-20

District	Status
Robstown ISD ^a	Needs Assistance
Roma ISD	Needs Assistance
Salado ISD	Needs Assistance
San Antonio ISD	Needs Assistance
San Benito CISD ^b	Needs Assistance
San Diego ISD	Needs Assistance
San Felipe-Del Rio CISD	Needs Assistance
San Marcos CISD	Needs Assistance
Seminole ISD	Needs Assistance
Sheldon ISD	Needs Assistance
Sherman ISD	Needs Assistance
Somerset ISD	Needs Assistance
South San Antonio ISD	Needs Assistance
Southwest ISD	Needs Assistance
Southwest School	Needs Assistance
Spring Branch ISD	Needs Assistance
Springtown ISD	Needs Assistance
Stafford MSD ^c	Needs Assistance
Sulphur Springs ISD	Needs Assistance
Sweeny ISD	Needs Assistance
Sweetwater ISD	Needs Assistance
Tarkington ISD	Needs Assistance
Taylor ISD	Needs Assistance
Texans Can Academies	Needs Assistance
Texarkana ISD	Needs Assistance
Texas City ISD	Needs Assistance
Tulia ISD	Needs Assistance
Tuloso-Midway ISD	Needs Assistance
Vernon ISD	Needs Assistance
Warren ISD	Needs Assistance
Weslaco ISD	Needs Assistance
West Oso ISD	Needs Assistance
Westwood ISD	Needs Assistance
White Settlement ISD	Needs Assistance
Whitney ISD	Needs Assistance
Willis ISD	Needs Assistance
Winona ISD	Needs Assistance
Yes Prep Public Schools Inc.	Needs Assistance
Yoakum ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

**Appendix 7-E2
Special Education Determination Status, Needs
Assistance, 2018-19**

District	Status
A+ Academy	Needs Assistance
Abilene ISD ^a	Needs Assistance
Alvin ISD	Needs Assistance
Anahuac ISD	Needs Assistance
Andrews ISD	Needs Assistance
Anna ISD	Needs Assistance
Arlington ISD	Needs Assistance
Athens ISD	Needs Assistance
Atlanta ISD	Needs Assistance
Bandera ISD	Needs Assistance
Bastrop ISD	Needs Assistance
Bellville ISD	Needs Assistance
Bloomington ISD	Needs Assistance
Bowie ISD	Needs Assistance
Bridgeport ISD	Needs Assistance
Brownsboro ISD	Needs Assistance
Brownwood ISD	Needs Assistance
Buna ISD	Needs Assistance
Burkburnett ISD	Needs Assistance
Burnet CISD ^b	Needs Assistance
Caldwell ISD	Needs Assistance
Calhoun County ISD	Needs Assistance
Cameron ISD	Needs Assistance
Canutillo ISD	Needs Assistance
Carrizo Springs CISD	Needs Assistance
Carrollton-Farmers Branch ISD	Needs Assistance
Carthage ISD	Needs Assistance
Center ISD	Needs Assistance
Cleburne ISD	Needs Assistance
Clint ISD	Needs Assistance
Columbus ISD	Needs Assistance
Comanche ISD	Needs Assistance
Connally ISD	Needs Assistance
Copperas Cove ISD	Needs Assistance
Corpus Christi ISD	Needs Assistance
Cotulla ISD	Needs Assistance
Crystal City ISD	Needs Assistance
Cuero ISD	Needs Assistance
Cumberland Academy	Needs Assistance
Dayton ISD	Needs Assistance
Duncanville ISD	Needs Assistance
Eagle Pass ISD	Needs Assistance
Edcouch-Elsa ISD	Needs Assistance
Edinburg CISD	Needs Assistance
Edna ISD	Needs Assistance
Ennis ISD	Needs Assistance
Everman ISD	Needs Assistance
Ferris ISD	Needs Assistance
Floresville ISD	Needs Assistance
Galena Park ISD	Needs Assistance
Galveston ISD	Needs Assistance
Garland ISD	Needs Assistance
George I Sanchez Charter	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-E2 (continued)
Special Education Determination Status, Needs Assistance, 2018-19

District	Status
Godley ISD ^a	Needs Assistance
Goliad ISD	Needs Assistance
Goose Creek CISD ^b	Needs Assistance
Grand Prairie ISD	Needs Assistance
Greenville ISD	Needs Assistance
Greenwood ISD	Needs Assistance
Harlandale ISD	Needs Assistance
Hays CISD	Needs Assistance
Hempstead ISD	Needs Assistance
Hitchcock ISD	Needs Assistance
Huffman ISD	Needs Assistance
Ingleside ISD	Needs Assistance
International Leadership of Texas	Needs Assistance
Jefferson ISD	Needs Assistance
Judson ISD	Needs Assistance
Kemp ISD	Needs Assistance
Kennedale ISD	Needs Assistance
Ki Charter Academy	Needs Assistance
Killeen ISD	Needs Assistance
La Joya ISD	Needs Assistance
Lake Worth ISD	Needs Assistance
Lamesa ISD	Needs Assistance
Lancaster ISD	Needs Assistance
Laredo ISD	Needs Assistance
Liberty ISD	Needs Assistance
Little Cypress-Mauriceville CISD	Needs Assistance
Livingston ISD	Needs Assistance
Lockney ISD	Needs Assistance
Luling ISD	Needs Assistance
Magnolia ISD	Needs Assistance
Marble Falls ISD	Needs Assistance
Maypearl ISD	Needs Assistance
Mercedes ISD	Needs Assistance
Mount Vernon ISD	Needs Assistance
New Boston ISD	Needs Assistance
Newton ISD	Needs Assistance
Nixon-Smiley CISD	Needs Assistance
Normangee ISD	Needs Assistance
Orangefield ISD	Needs Assistance
Paris ISD	Needs Assistance
Pasadena ISD	Needs Assistance
Perryton ISD	Needs Assistance
Pine Tree ISD	Needs Assistance
Port Neches-Groves ISD	Needs Assistance
Poteet ISD	Needs Assistance
Rains ISD	Needs Assistance
Raymondville ISD	Needs Assistance
Rio Vista ISD	Needs Assistance
Robinson ISD	Needs Assistance
Roma ISD	Needs Assistance
Rusk ISD	Needs Assistance
San Benito CISD	Needs Assistance
San Felipe-Del Rio CISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

Appendix 7-E2 (continued)
Special Education Determination Status, Needs Assistance, 2018-19

District	Status
Santa Fe ISD ^a	Needs Assistance
Seguin ISD	Needs Assistance
Seminole ISD	Needs Assistance
Sinton ISD	Needs Assistance
Smithville ISD	Needs Assistance
Snyder ISD	Needs Assistance
Somerset ISD	Needs Assistance
South San Antonio ISD	Needs Assistance
Southwest ISD	Needs Assistance
Spring Branch ISD	Needs Assistance
Springtown ISD	Needs Assistance
Stafford MSD ^c	Needs Assistance
Sulphur Springs ISD	Needs Assistance
Sweetwater ISD	Needs Assistance
Tenaha ISD	Needs Assistance
Texans Can Academies	Needs Assistance
Texas City ISD	Needs Assistance
Trinity Charter School	Needs Assistance
Trinity ISD	Needs Assistance
Tulia ISD	Needs Assistance
Vernon ISD	Needs Assistance
Whitney ISD	Needs Assistance
Willis ISD	Needs Assistance
Wills Point ISD	Needs Assistance
Winfree Academy Charter Schools	Needs Assistance
Yes Prep Public Schools Inc.	Needs Assistance
Zapata County ISD	Needs Assistance

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

**Appendix 7-F1
Special Education Determination Status, Needs
Intervention, 2019-20**

District	Status
Aldine ISD ^a	Needs Intervention
Austin Achieve Public Schools	Needs Intervention
Bellville ISD	Needs Intervention
Big Spring ISD	Needs Intervention
Bloomington ISD	Needs Intervention
Brazosport ISD	Needs Intervention
Brownfield ISD	Needs Intervention
Brownwood ISD	Needs Intervention
Bryan ISD	Needs Intervention
Cedar Hill ISD	Needs Intervention
Coldspring-Oakhurst CISD ^b	Needs Intervention
Columbia-Brazoria ISD	Needs Intervention
Connally ISD	Needs Intervention
Crowley ISD	Needs Intervention
Del Valle ISD	Needs Intervention
Duncanville ISD	Needs Intervention
East Central ISD	Needs Intervention
Edgewood ISD	Needs Intervention
Ferris ISD	Needs Intervention
Fort Worth ISD	Needs Intervention
Gainesville ISD	Needs Intervention
Gatesville ISD	Needs Intervention
Georgetown ISD	Needs Intervention
Goliad ISD	Needs Intervention
Gonzales ISD	Needs Intervention
Goose Creek CISD	Needs Intervention
Greenville ISD	Needs Intervention
Groesbeck ISD	Needs Intervention
Hempstead ISD	Needs Intervention
Hereford ISD	Needs Intervention
Jefferson ISD	Needs Intervention
Judson ISD	Needs Intervention
Kermit ISD	Needs Intervention
Kilgore ISD	Needs Intervention
La Vega ISD	Needs Intervention
Lake Worth ISD	Needs Intervention
Liberty ISD	Needs Intervention
Little Cypress-Mauriceville CISD	Needs Intervention
Livingston ISD	Needs Intervention
Manor ISD	Needs Intervention
Marble Falls ISD	Needs Intervention
Midland ISD	Needs Intervention
Mount Vernon ISD	Needs Intervention
Nacogdoches ISD	Needs Intervention
Navasota ISD	Needs Intervention
Richard Milburn Alter High School	Needs Intervention
Rio Grande City CISD	Needs Intervention
Rio Hondo ISD	Needs Intervention
Rockdale ISD	Needs Intervention
Royal ISD	Needs Intervention
San Augustine ISD	Needs Intervention
Sealy ISD	Needs Intervention
Seguin ISD	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

continues

Appendix 7-F1 (continued)
Special Education Determination Status, Needs
Intervention, 2019-20

District	Status
Silsbee ISD ^a	Needs Intervention
Snyder ISD	Needs Intervention
Spring ISD	Needs Intervention
Temple ISD	Needs Intervention
Terrell ISD	Needs Intervention
The Pro-Vision Academy	Needs Intervention
Trinity ISD	Needs Intervention
Tyler ISD	Needs Intervention
University of Texas University Charter School	Needs Intervention
Uvalde CISD ^b	Needs Intervention
Victoria ISD	Needs Intervention
Vidor ISD	Needs Intervention
Waxahachie Faith Family Academy	Needs Intervention
Wichita Falls ISD	Needs Intervention
Winfrey Academy Charter Schools	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-F2
Special Education Determination Status, Needs
Intervention, 2018-19**

District	Status
Alice ISD ^a	Needs Intervention
Alief ISD	Needs Intervention
Bay City ISD	Needs Intervention
Beeville ISD	Needs Intervention
Big Springs Charter School	Needs Intervention
Bonham ISD	Needs Intervention
Brazosport ISD	Needs Intervention
Breckenridge ISD	Needs Intervention
Bryan ISD	Needs Intervention
Cedar Hill ISD	Needs Intervention
Chapel Hill ISD	Needs Intervention
Coldspring-Oakhurst CISD ^b	Needs Intervention
Columbia-Brazoria ISD	Needs Intervention
Corsicana ISD	Needs Intervention
Crowley ISD	Needs Intervention
Dallas ISD	Needs Intervention
Del Valle ISD	Needs Intervention
Desoto ISD	Needs Intervention
East Central ISD	Needs Intervention
Edgewood ISD	Needs Intervention
El Campo ISD	Needs Intervention
Elgin ISD	Needs Intervention
Evolution Academy Charter School	Needs Intervention
Excel Academy	Needs Intervention
Fort Worth ISD	Needs Intervention
Gainesville ISD	Needs Intervention
Gatesville ISD	Needs Intervention
Georgetown ISD	Needs Intervention
Gladewater ISD	Needs Intervention
Gonzales ISD	Needs Intervention
Grand Saline ISD	Needs Intervention
Groesbeck ISD	Needs Intervention
Hearne ISD	Needs Intervention
Houston ISD	Needs Intervention
Irving ISD	Needs Intervention
Jasper ISD	Needs Intervention
Jubilee Academies	Needs Intervention
Kermit ISD	Needs Intervention
Kilgore ISD	Needs Intervention
La Vega ISD	Needs Intervention
Levelland ISD	Needs Intervention
Liberty-Eylau ISD	Needs Intervention
Lockhart ISD	Needs Intervention
Lubbock ISD	Needs Intervention
Manor ISD	Needs Intervention
Marlin ISD	Needs Intervention
Mesquite ISD	Needs Intervention
Mexia ISD	Needs Intervention
Midland ISD	Needs Intervention
Mineral Wells ISD	Needs Intervention
Mission CISD	Needs Intervention
Monahans-Wickett-Pyote ISD	Needs Intervention
Nacogdoches ISD	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

continues

Appendix 7-F2 (continued)
Special Education Determination Status, Needs
Intervention, 2018-19

District	Status
Navasota ISD ^a	Needs Intervention
New Caney ISD	Needs Intervention
Palestine ISD	Needs Intervention
Pecos-Barstow-Toyah ISD	Needs Intervention
Point Isabel ISD	Needs Intervention
Port Arthur ISD	Needs Intervention
Progreso ISD	Needs Intervention
Quinlan ISD	Needs Intervention
Rio Grande City CISD ^b	Needs Intervention
Rio Hondo ISD	Needs Intervention
Robstown ISD	Needs Intervention
Royal ISD	Needs Intervention
San Angelo ISD	Needs Intervention
Sealy ISD	Needs Intervention
Sheldon ISD	Needs Intervention
Shepherd ISD	Needs Intervention
Sherman ISD	Needs Intervention
Silsbee ISD	Needs Intervention
Southside ISD	Needs Intervention
Spring ISD	Needs Intervention
Taylor ISD	Needs Intervention
Temple ISD	Needs Intervention
Texarkana ISD	Needs Intervention
The Pro-Vision Academy	Needs Intervention
Tyler ISD	Needs Intervention
Victoria ISD	Needs Intervention
Vidor ISD	Needs Intervention
Westwood ISD	Needs Intervention
Wharton ISD	Needs Intervention
Wichita Falls ISD	Needs Intervention

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-G1
Special Education Determination Status, Needs
Substantial Intervention, 2019-20**

District	Status
Academy for Academic Excellence	Needs Substantial Intervention
Bastrop ISD ^a	Needs Substantial Intervention
Beaumont ISD	Needs Substantial Intervention
Big Springs Charter School	Needs Substantial Intervention
Crystal City ISD	Needs Substantial Intervention
Ector County ISD	Needs Substantial Intervention
Houston ISD	Needs Substantial Intervention
Jasper ISD	Needs Substantial Intervention
Kingsville ISD	Needs Substantial Intervention
Liberty-Eylau ISD	Needs Substantial Intervention
Lockhart ISD	Needs Substantial Intervention
Marshall ISD	Needs Substantial Intervention
San Angelo ISD	Needs Substantial Intervention
Shepherd ISD	Needs Substantial Intervention
Southside ISD	Needs Substantial Intervention
Waco ISD	Needs Substantial Intervention
West Orange-Cove CISD ^b	Needs Substantial Intervention
Wharton ISD	Needs Substantial Intervention

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-G2
Special Education Determination Status, Needs
Substantial Intervention, 2018-19**

District	Status
Academy for Academic Excellence	Needs Substantial Intervention
Aldine ISD ^a	Needs Substantial Intervention
Beaumont ISD	Needs Substantial Intervention
Big Spring ISD	Needs Substantial Intervention
Bridge City ISD	Needs Substantial Intervention
Brownfield ISD	Needs Substantial Intervention
Ector County ISD	Needs Substantial Intervention
Huntsville ISD	Needs Substantial Intervention
Kingsville ISD	Needs Substantial Intervention
Marshall ISD	Needs Substantial Intervention
Pearsall ISD	Needs Substantial Intervention
Richard Milburn Alter High School	Needs Substantial Intervention
San Antonio ISD	Needs Substantial Intervention
Terrell ISD	Needs Substantial Intervention
University of Texas University Charter School	Needs Substantial Intervention
Uvalde CISD ^b	Needs Substantial Intervention
Waco ISD	Needs Substantial Intervention
Waxahachie Faith Family Academy	Needs Substantial Intervention
West Orange-Cove CISD	Needs Substantial Intervention
Yoakum ISD	Needs Substantial Intervention

^aIndependent school district. ^bConsolidated independent school district.

Chapter 8.

Status of the Curriculum

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

- facilitating review and revision of the TEKS;
- providing leadership to the regional education service centers (ESCs) as they help districts and charter schools implement the TEKS;
- supporting State Board of Education (SBOE) adoption of instructional materials aligned to the TEKS;
- ensuring the alignment of the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS;
- incorporating college and career readiness standards into the TEKS; and
- developing the TEKS Guide to provide detailed information about the TEKS.

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

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

Overview

In 2006, the 79th Texas Legislature passed House Bill (HB) 1, which became Texas Education Code (TEC) §28.008, "Advancement of College Readiness in Curriculum." The legislation required that the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB) work collaboratively toward the creation of college and career readiness standards (CCRS). The Texas CCRS reflect what students should know and be able to demonstrate in order to be successful in entry-level college courses. The statute required the formation of vertical teams (VTs) composed of secondary and postsecondary faculty from four subject-specific content areas: English language arts, mathematics, science, and social studies. The work of the VTs was organized in three phases. The first phase entailed a number of team

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

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

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

English and Spanish Language Arts and Reading

The TEKS in English and Spanish language arts and reading address such important basic skills as reading and writing, speaking and listening, spelling, grammar, language usage, and punctuation. In 2017, the SBOE adopted revised TEKS for English and Spanish language arts and reading. The revised TEKS for kindergarten to Grade 8 were implemented beginning with the 2019-20 school year, and the revised TEKS for high school English I-IV and English for Speakers of Other Languages (ESOL) I-II were implemented beginning with the 2020-21 school year. The CCRS are incorporated in the revised TEKS, which are organized in the following strands.

- Developing and sustaining foundational language skills. Students develop and enhance skills in beginning reading and writing, listening and speaking, vocabulary, and self-sustained reading.
- Comprehension. Students use metacognitive skills to develop and deepen comprehension of increasingly complex texts.
- Response. Students respond to an increasingly challenging variety of sources that are read, heard, or viewed.

- Multiple genres. Students recognize and analyze literary elements and genre-specific characteristics, structures, and purposes within and across increasingly complex texts.
- Author's purpose and craft. Students analyze and apply author's craft purposefully in order to develop his or her own products and performances.
- Composition. Students use the writing process recursively to compose multiple texts that are meaningful, legible, and use appropriate conventions.
- Inquiry and research. Students engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

The revised TEKS, while similar in many respects to the prior standards, have been updated and reorganized. The revised TEKS emphasize the interconnected nature of the four domains of language (listening, speaking, reading, and writing) and thinking through seven integrated strands.

Resources to Support Reading and Writing Instruction

To help districts and schools prepare for the implementation of the revised reading and language arts TEKS, TEA made available a number of resources, including the TEKS Guide, vertical alignment documents for English and Spanish, and side-by-side comparisons documents for English and Spanish that provide additional information about the revised standards. The TEKS Guide, a website dedicated to providing detailed information about the TEKS, was launched in summer 2019 for Grades K-8 in English and Grades K-6 in Spanish and is expected to be made available for English I-IV and ESOL I and ESOL II during the 2020-21 school year. The purpose of the TEKS Guide is to help teachers understand each student expectation in the TEKS and to provide valuable resources to support instruction. The TEKS Guide includes such resources as detailed explanations of the student expectations, definitions of key terms, examples of how teachers might assess student proficiency in the standards, and research that supports instruction of the standards.

Professional development to support educators in writing instruction began in summer 2014 and continued through the 2019-20 school year. The training was part of the Write for Texas initiative and remains available through a series of modules posted on the Texas Gateway. Write for Texas was a collaborative effort among TEA, the Institute for Public School Initiatives at the University of Texas at Austin, the Meadows Center for Preventing Educational Risk, the regional ESCs, National Writing Project of Texas sites, and Texas public school districts.

Professional development focused on reading instruction was implemented from summer 2016 through summer 2019. Literacy Achievement Academies provided support for teachers of students in Grades K-3 and focused on effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, Reading-to-Learn Academies were made available from summer 2017 through summer 2019 for teachers who provide reading comprehension instruction to students in Grades 4 and 5. Reading-to-Learn Academies included effective instructional practices that promote student development of reading comprehension and inferential and critical thinking.

Beginning in summer 2019, the literacy and reading-to learn academies were replaced with the HB 3 Reading Academies, which were authorized by the 86th Texas Legislature in 2019. The goal of the HB 3

Reading Academies is to increase teacher knowledge and implementation of evidence-based practices to positively impact student literacy achievement through the science of teaching reading and includes in the course content embedded supports for all students. All principals and teachers of students in Grades K-3, including special education teachers, literacy specialists who see students in Grades K-3 in small groups, and departmentalized teachers of students in Grades K-3, are required to attend a teacher literacy achievement academy by the 2022-23 school year.

Resources to Support Students Who Struggle in Reading

Professional development courses to support teachers of middle school students experiencing difficulties in reading were delivered online through the Texas Gateway. In addition to the various professional development opportunities, online lessons to support student success in English language arts and reading were also provided through the Texas Gateway. OnTRACK for College Readiness lessons for students in Grades 7 and 8 and for students taking English I, English II, and English III were available through the Texas Gateway. These reading programs provide online, interactive reading lessons for teachers and students.

The Texas Dyslexia Identification Academy (TDIA) is delivered online through the Texas Gateway and has become one of the most popular trainings available. This training initiative was implemented to help district and charter school teachers, administrators, dyslexia specialists, and assessment personnel with the challenges of identifying students with dyslexia. This training offers five modules, allowing participants to customize their professional development path by attending one or any combination of the five. The five modules are foundations; dyslexia evaluation; considerations for English learners; interpreting scores; and report writing and case studies.

In 2018, the SBOE gave final approval to updates to *The Dyslexia Handbook–2018 Update: Procedures Concerning Dyslexia and Related Disorders* (Dyslexia Handbook). The updates address recent legislative changes, such as the kindergarten and Grade 1 dyslexia screening requirement, and clarify processes regarding identification and services for students, including students with dysgraphia. The Dyslexia Handbook contains guidelines for school districts to follow as they identify and provide services for students with dyslexia. In addition, the Dyslexia Handbook includes information regarding the state's dyslexia statutes and their relation to various federal laws.

Mathematics

Overview. In 2019, the SBOE replaced all four of the International Baccalaureate (IB) mathematics courses with four new courses developed by the International Baccalaureate Organization. Also in 2019, the SBOE approved an alignment of the mathematics TEKS to the revised Texas College and Career Readiness Standards.

TEA maintained resources, including the supporting information documents for the mathematics TEKS, the Interactive Mathematics Glossary for Grades K-8, the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle School Students in Texas: Algebra Ready (MSTAR) Universal Screener and Diagnostic Assessments, the Texas Response to the Curriculum Focal Points, and other instructional resources. In addition, TEA developed Teacher2Teacher videos for kindergarten through Algebra I. This instructional video series addresses mathematical topics that are challenging to teach. Additionally, TEA

began work on the development of the TEKS Guide for mathematics, which is expected to be available before the 2021-22 school year.

To support elementary school teachers who provide instruction in mathematics, TEA made available the face-to-face Mathematics Achievement Academies beginning in summer 2016. The Mathematics Achievement Academies are designed for teachers who provide mathematics instruction to students in Grades K-3 and focus on effective and systematic instructional practices in mathematics, including problem solving, the place value system, whole number operations, and fractions. Mathematics Achievement Academies for teachers of Grades 2 and 3 were made available in summer 2016, and an academy for teachers of kindergarten and Grade 1 was made available in summer 2017. Blended follow-up academies for teachers of Grades K-3 were made available in the 2018-19 school year. These blended follow-up sessions expanded on the content knowledge of the original academies with a focus on capturing student thinking, problem-solving, formative assessments, and teacher self-reflection of practice. These blended follow-up sessions were offered face-to-face or virtually with an embedded online learning component. Development of new content for the Mathematics Achievement Academies continues, including plans for an online instructional module for mathematics, a leadership overview session to aid district administration to support the Mathematics Achievement Academies implementation, and extension sessions of the original academies to include geometry, measurement, and data representation. As of summer 2020, the Mathematics Achievement Academies have served over 24,000 teachers from around the state from every education service center region.

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

The ESTAR/MSTAR system is available at no cost to all Texas public school districts and open-enrollment charter schools. Enrollment in, and use of, the system occurs each school year across three administration windows: beginning of year, middle of year, and end of year. Teachers who use the ESTAR/MSTAR system also have access to online training designed to explain the purpose of the system and how to interpret and use results from the screener and diagnostics. Over the last three years, 179 districts have administered the assessments, and over one million assessments have been administered.

Once a struggling student is identified, teachers and students may access other online resources designed to provide additional practice, instruction, and support. Examples of these resources for the 2018-19 and 2019-20 school years included the following:

- Interactive Mathematics Glossary—an interactive glossary available on the Texas Gateway—for Grades K-8;
- Supporting Information documents—documents with supporting information provided for each student expectation available on the Texas Gateway—for Grades K-8, Algebra I, Algebra II,

Geometry, Precalculus, Mathematical Models with Applications, Advanced Quantitative Reasoning, Algebraic Reasoning, and Statistics; and

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

The TEKS Guide for mathematics will centralize these resources, making them easier for teachers to access. Additional support for instruction and examples of assessment questions for the mathematics TEKS will also be provided in the TEKS Guide.

Science

Overview. The science TEKS require that students investigate topics in depth to develop scientific observation, problem-solving, and critical-thinking skills throughout all grade levels. The TEKS also require that 40 percent of time spent on Grades 6-12 science instruction be devoted to laboratory and field investigations. The SBOE adopted streamlined TEKS for science in spring 2017. The streamlined TEKS were implemented in classrooms beginning with the 2018-19 school year. In late 2019, the SBOE began a full revision of the Grades K-12 science TEKS in order to ensure that the TEKS were rigorous, reflect current topics and up-to-date research, and address the essential knowledge and skills at appropriate grade levels. Content advisors were convened in January 2020 and work groups began their work in early spring. The revised TEKS are expected to be adopted in the 2020-21 school year, when a proclamation for science instructional materials is expected to be issued. The revised TEKS and instructional materials are scheduled to be implemented in the 2023-24 school year.

SBOE rules require science instruction in Grades K-8 and require students to earn three or four credits in science to be eligible for high school graduation. High school students must successfully complete one credit in biology, one credit in an advanced science course (to be selected from a list of laboratory-based courses in chemistry and/or physics), and one credit in an advanced science course to be selected from a variety of laboratory-based science courses. Additionally, students pursuing the Foundation High School Program (FHSP) must earn a fourth credit in an advanced science course to earn an endorsement. In 2018, the SBOE added two additional International Baccalaureate (IB) courses for science credit. These courses are Design Technology Standard Level and Design Technology Higher Level.

Programs to support learning in science. Resources for students are available through the Texas Gateway and include OnTRACK lessons in the elementary and middle school grades as well as many high school courses. Additionally, the Texas Environmental Education Advisory Committee continues to offer training for museums, zoos, nature centers, and other informal providers of professional development for educators.

Social Studies

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

critical-thinking and decision-making skills. In addition, the science, technology, and society strand provides students with an opportunity to evaluate the effects of major scientific and technological discoveries and innovations on societies throughout history.

In late 2018, the SBOE gave final approval to streamlined social studies TEKS for Grades K-8 and five high school social studies courses, World Geography Studies, World History Studies, United States History Studies Since 1877, United States Government, and Economics with Emphasis on the Free Enterprise System and Its Benefits. The goals of the streamlining were to (a) reduce the content required to be mastered by students during an instructional year or prior to a relevant summative state assessment, when applicable; (b) ensure the standards were focused on only the knowledge and skills that are essential in each course or grade level; and (c) produce fewer and clearer standards that are teachable in the time allotted without diluting the rigor of the standards. The streamlined social studies TEKS for middle school and high school were implemented in classrooms beginning with the 2019-20 school year. The streamlined social studies TEKS for Grades K-5 were implemented in classrooms beginning with the 2020-21 school year. Also in 2018, the SBOE consolidated the TEKS for Economics with Emphasis on the Free Enterprise System and Its Benefits with the TEKS for social studies.

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

In late 2018, the SBOE gave final approval to TEKS for a new, one-half credit elective course called Ethnic Studies: Mexican American Studies, and the course was implemented in classrooms beginning in the 2019-20 school year. In Spring 2020, the SBOE gave final approval to TEKS for a new, one-half credit elective course, Ethnic Studies: African American Studies, and the course was implemented in classrooms beginning in the 2020-21 school year.

Career and Technical Education

Career and technical education (CTE) in Texas is organized into 14 Career Clusters and 53 statewide programs of study endorsed by the U.S. Department of Education (ED). The Career Clusters provide an organizing framework for programs of study and a recommended sequence of coursework for college and career preparation based on a student's interest or career goal. Strategic goals for CTE support high school redesign to effectively prepare every student for college and career success. More than 1.4 million students enroll in CTE courses each year to explore and prepare for careers of personal interest.

In 2014, the SBOE began the process to revise the CTE TEKS. The SBOE sought input from educators, professional organizations, business and industry professionals, and higher education representatives throughout the review process. In 2015, the SBOE adopted revisions to the CTE TEKS, and the revised standards were implemented in the 2017-18 school year. The revised TEKS further align CTE courses with rigorous and challenging academic content standards and student academic achievement standards.

Additionally, the revised CTE TEKS emphasize the development of students' general employability skills. Online professional development focusing on the changes to the TEKS was made available for CTE teachers, counselors, and administrators beginning in spring 2017.

In 2013, the 83rd Texas Legislature added Texas Labor Code §302.014, requiring that TEA and the Texas Workforce Commission (TWC) provide quarterly information on current and projected employment opportunities across the state. TEA has partnered with TWC to provide occupational and labor market information concerning employment opportunities around the state. The Help Wanted Online website provides up-to-date information about employment opportunities, projected job openings, and wages in a number of occupational areas by county, ESC, and local workforce development area. TEA and TWC provide districts with information to use in their local planning and implementation of CTE and training programs. The TWC updates the information at least quarterly and disaggregates the data by county and region. Districts will be able to use this information to plan their CTE programs based on state and regional occupational opportunities.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2020-2024*, as required under TEC §29.182. The state plan was approved by the SBOE in April 2020 and by ED in June 2020. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to ED, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

Ongoing projects addressed in the 2020-2024 state plan for CTE include revamping the secondary CTE data system, moving from locally developed course sequences to approved statewide and regional programs of study, and developing a rigorous process to evaluate industry-based certifications to be included in the accountability system. An auto-coding process was developed for CTE indicators that will calculate student participation in CTE programs as participants, explorers, concentrators, or completers, based on course completion within defined programs of study. A new indicator for secondary CTE data has been added to measure the percentage of students completing a CTE program of study. A CTE completer is a student who completes three or more CTE courses for four or more credits, including one state-determined advanced-level CTE course, within a specific program of study. Members of the workforce, secondary education, and higher education advised on the development of statewide programs of study, including coherent sequences of courses, industry-based certifications, and work-based learning to ensure students are prepared for high-wage, high-skill, and in-demand careers in Texas. The course sequencing methodology backwards-mapped occupations from job knowledge and skill demand, through postsecondary preparation, to secondary education. Frameworks were developed for 53 programs of study and eight regional programs of study.

Fine Arts

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

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

Health and Physical Education

The TEKS for health education and physical education allow students in Grades K-12 to acquire the information and skills needed to become healthy adults. Instruction in health education is required in Grades K-8. The current K-8 health education TEKS are organized around four key strands: health behaviors, health information, influencing factors, and personal/interpersonal skills. The K-8 health TEKS address bullying prevention, including evidence-based practices regarding bullying and harassment awareness, prevention, identification, self-defense, resolution, and intervention. In Grades 4-8, the knowledge and skills related to bullying prevention make up a fifth strand. At the high school level, two health education courses, Health 1 and Advanced Health, are available to students for elective credit.

The TEKS for health and physical education were originally adopted in 1998 and implemented in classrooms beginning with the 1999-00 school year. In 2015, the 84th Texas Legislature amended TEC §28.002 to require that the SBOE adopt TEKS for health education that address the dangers, causes, consequences, signs, symptoms, and treatment of nonmedical use of prescription drugs. Revisions to the health TEKS adopted by the SBOE to align with this requirement were implemented in the 2017-18 school year.

The physical education TEKS focus on helping students acquire the knowledge and skills for movement that provide the foundation for enjoyment, social development through physical activity, and access to a physically active lifestyle. The physical education TEKS are aligned around three strands: movement, physical activity and health, and social development. Instruction in the physical education TEKS is required in Grades K-8. At the high school level, students are required to earn one credit in physical education or an approved substitute.

In September 2017, the SBOE requested that the commissioner of education prepare a study of current health education research and state standards that would be used as a guide to update the health education TEKS. TEA convened a committee of health education experts in 2018. The committee's report was completed in 2019.

In 2019, the SBOE initiated a full review and revision of the current TEKS for health education and physical education. Work groups of educators nominated by the SBOE were tasked with drafting recommendations for the new standards. The SBOE gave final approval to the standards in November 2020. Implementation of the new TEKS for health education and physical education is expected in the 2022-23 school year.

Languages Other than English

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

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

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

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

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

Technology Applications

The technology applications curriculum focuses on teaching, learning, and integrating digital technology knowledge and skills across the curriculum to support learning and promote student achievement. The

technology applications TEKS in 19 TAC Chapter 126 address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*. There are technology applications educator standards for all beginning teachers, for teachers who want specialized technology applications certificates, and for those who want to become certified as master technology teachers.

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

In 2017, the 85th Texas Legislature amended TEC §28.002 to require that the SBOE approve courses in cybersecurity for credit for high school graduation. The legislation required that the SBOE adopt or select five technology applications courses on cybersecurity to be included in a cybersecurity pathway for the science, technology, engineering, and mathematics (STEM) endorsement on the FHSP. The SBOE completed development of TEKS for new courses in cybersecurity and adopted rules related to a cybersecurity STEM endorsement pathway in April 2019 for implementation beginning in the 2019-20 school year.

In 2019, the 86th Texas Legislature passed HB 963, which required the SBOE to conduct a review of the TEKS for career and technical education (CTE) and technology applications courses for Grades 9-12 and amend the board's rules to consolidate courses and eliminate duplicative courses. The SBOE was only required to implement this provision if the legislature appropriated money specifically for that purpose. The legislature did not appropriate money specifically for the purpose of implementing that requirement; however, the SBOE elected to implement the provisions to the extent practicable using other appropriations available for that purpose.

In 19 TAC Chapter 126, all but two of the high school technology applications courses were repealed and added as new CTE courses in Chapter 130, effective beginning with the 2020-21 school year. The two courses, Robotics Programming and Digital Video and Audio Design, were duplicative of other courses in Chapter 130 and were repealed. The technology applications TEKS for Grades K-8 remain in 19 TAC Chapter 126 and are scheduled to be revised during the 2020-21 school year.

In September 2020, the SBOE revised the required secondary curriculum in 19 TAC Chapter 74, Subchapter A, to align with the consolidation of the high school technology applications and CTE TEKS. The changes to the required curriculum were effective beginning with the 2020-21 school year. Additionally, the revisions to the rules require districts and charter schools to offer at least one introductory level computer science course from the following options: Fundamentals of Computer Science, Computer Science I, or AP Computer Science Principles.

English Learners

Overview. Instructional programs in bilingual education and English as a second language (ESL) serve students in prekindergarten through Grade 12 whose primary language is not English and who have been identified as English learners (ELs) in accordance with state identification and assessment requirements

outlined in 19 TAC §89.1225 (2018-19) and §89.1226 (beginning in 2019-20). While more than 130 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 90.0 percent of homes in which English is not the primary language. In the 2019-20 school year there were 1,113,518 identified ELs. This was an increase of over 50,000 ELs in the 2018-19 school year.

Programs targeting English learners. Districts must offer summer school programs in accordance with requirements under TEC §29.060 for ELs who will be eligible for admission to kindergarten or Grade 1 at the beginning of the following school year. Instruction must focus on language development and essential knowledge and skills appropriate to the level of the student.

To ensure complete alignment between the Texas Every Student Succeeds Act (ESSA) State Plan, Title III, Part A; TEC Chapter 29, Subchapter B, Bilingual Education and Special Programs; and commissioner of education rules, revisions were made to 19 TAC Chapter 89, Subchapter BB, Commissioner's Rules Concerning State Plan for Educating English Learners and adopted to be effective July 15, 2018. The rules are available on the TEA website at <https://tea.texas.gov/bilingual/esl/education/>.

Self-paced professional development courses for teachers are available on the Texas English Language Learners Portal at <https://www.txel.org/>. Training resources and video vignettes on the Language Proficiency Assessment Committee (LPAC) Framework are also available online at <https://www.txel.org/lpac/>. All school districts required to provide bilingual education or ESL programs must establish and operate an LPAC.

English Language Proficiency Standards. Title III of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, 2015, continues to require each state to adopt language proficiency standards that focus on the four domains of language (speaking, listening, reading, and writing), address the different proficiency levels of ELs, and align with the challenging state academic standards. In 2007, the SBOE adopted the English Language Proficiency Standards, or ELPS, which outline English language proficiency level descriptors and student expectations for English learners. School districts and charter schools are required to implement the ELPS as an integral part of each subject in the required curriculum. With the adoption of revised reading and language arts standards in 2017, the SBOE initiated a revision process of the ELPS in the 2018-19 school year that remains ongoing.

Gifted/Talented Education

In April 2019, the SBOE approved the revisions to the *Texas State Plan for the Education of Gifted/Talented Students*. The SBOE had previously adopted an update to the state plan in 2009. The revised state plan provides comprehensive guidance to school districts on the fidelity of services in gifted/talented education, including the areas of student identification and assessment, service design, curriculum and instruction, professional learning, and family-community involvement. During the 2019-20 school year, TEA developed resources on the implementation of the accountability standards within the state plan.

The Texas Performance Standards Project (TPSP) was originally developed in 2002-03 as a resource for teachers and schools for differentiating instruction to gifted/talented (G/T) students. The goal of TPSP is to provide resources for G/T teachers and students that allow students to create professional quality work in alignment with the state plan. TPSP provides sample tasks and an assessment structure for G/T students in the areas of English language arts and reading, mathematics, science, and social studies. TPSP has expanded the

task options to include CTE subjects and fine arts. The TPSP tasks are aligned to the TEKS and CCRS. TPSP materials address the following grade-level spans: primary (Grades K-2), intermediate (Grades 3-5), middle school (Grades 6-8), and high school (Grades 9-12). Select TPSP tasks and resources are also available in Spanish. Additionally, state-provided professional development for the TPSP includes strategies for differentiating instruction to meet the needs of all learners, including G/T students.

Kindergarten and Prekindergarten Education

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

The state's prekindergarten guidelines were originally adopted by the commissioner of education in 2008. The guidelines provide a means to align prekindergarten programs with the TEKS. Instructional materials for prekindergarten systems were adopted by the SBOE in Proclamation 2011. In fall 2015, TEA established a 13-member review committee consisting of classroom teachers, public school administrators, and higher education faculty and researchers from across the state to participate in the revision of the Texas Prekindergarten Guidelines. The revised prekindergarten guidelines are aligned with the current kindergarten TEKS, sequenced to follow child development, and provide teaching strategies for each of the guidelines. The revised prekindergarten guidelines offer educators the information and support to prepare all children for success in kindergarten. The updated guidelines were implemented beginning with the 2016-17 school year. The SBOE adopted new instructional materials for prekindergarten systems aligned to the 2015 Texas Prekindergarten Guidelines in November 2020 for implementation in prekindergarten classrooms beginning with the 2021-22 school year.

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

The General Appropriations Act, Article III, Rider 78, was passed by the 85th Texas Legislature and signed by Governor Abbott on June 12, 2017. Rider 78 ensures that state-funded prekindergarten programs implement high-quality prekindergarten consistent with the high-quality prekindergarten program requirements in TEC §§29.167-29.171 and the provisions of TEC Chapters 41 and 42. These requirements include use of a curriculum aligned with the Texas Prekindergarten Guidelines, increased prekindergarten teacher training and/or qualifications, implementation of student progress monitoring, program evaluation, and development of a family engagement plan. HB 3 was passed by the 86th Texas Legislature and signed

into law by Governor Abbott on June 11, 2019. HB 3 requires that state-funded prekindergarten programs for all eligible four-year-olds comply with the program standards required for high-quality prekindergarten programs in TEC §§29.167-29.171.

In February 2019, the TWC provided Child Care Development Funds (CCDF) to TEA to plan and manage the Regional Early Childhood Education Support Specialist (RECESS) grant awarded to ESCs and/or non-profit organizations. The main goal of the grant was to increase targeted early childhood technical assistance for programs serving children ages birth to five years in the areas of general early childhood support, teacher-student interactions, and public-private partnerships. The Early Childhood Data System (ECDS) is a statewide reporting feature of the Texas Student Data System. The system includes the collection of both prekindergarten and kindergarten data. ECDS provides valuable data regarding the effectiveness of prekindergarten programs in preparing children for success in kindergarten. The data collected in ECDS are now publicly reported on <http://www.texaseducationinfo.org/>. Prekindergarten and kindergarten information is available at the state, district, and school levels.

Texas was awarded a multi-year project supported by the W.K. Kellogg Foundation and conducted by the University of Pennsylvania's Consortium for Policy Research in Education. ECDataWorks provides innovative opportunities for collaborating states to improve the delivery and use of their early childhood data among state policymakers and practitioners.

Texas was awarded a Preschool Development Grant Birth through Five from the U.S. Department of Health and Human Services and the ED. TEA serves as the project lead with support from six other agencies, including the Texas Department of Agriculture, Texas Department of Family and Protective Services, Texas Department of State Health Service, Texas Head Start State Collaboration Office, Texas Health and Human Services Commission, and TWC.

Texas was awarded \$1,789,455 for the initial one-year grant, which was 71 percent of its requested funding. In addition to the awarded federal funds, Texas is required to provide a 30 percent state match. Matching funds are comprised of both in-kind matches from state agencies and stakeholder organizations and direct funds from philanthropic organizations. This results in a project total of \$2,326,929.

The grant requires states to complete five activities: (1) conduct a statewide birth to five years needs assessment; (2) develop a statewide birth to five years strategic plan; (3) maximize parental choice and knowledge; (4) share best practices among early childhood providers; and (5) improve overall quality of early childhood programs and services. Both the needs assessment and strategic plan were completed and approved by the federal program officers. All but two of the remaining projects within activities 3-5 were completed prior to the end of 2019. The remaining two projects (local systems capacity building and updating of the Act Early Texas developmental screener website) will be completed during the no-cost extension period, which ends on December 30, 2020.

College and Career Readiness School Models (CCRSM)

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

Campuses interested in implementing one of the CCRSM models apply to TEA to be part of a planning year. Campuses then spend 18 months supported by the TEA technical assistance provider, building leadership teams, collaborating with business and higher education partners, designing programs, and aligning with regional workforce needs. Once a campus begins operating as a CCRSM school, they reapply to TEA each year for designation as a CCRSM school.

The statewide CCRSM network is comprised of 358 campuses implementing one or more of the following CCRSM programs: Early College High Schools, Pathways in Technology Early College High Schools, and Texas Science, Technology, Engineering, and Math in the 2020-21 school year. An additional 71 campuses will spend the 2020-21 school year planning to implement CCRSM programs in the 2021-22 school year.

Early College High Schools. As one of TEA's CCRSMs, Early College High Schools (ECHS) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students earn a high school diploma and up to 60 college credit hours simultaneously at no cost to students. ECHS campuses form strong partnerships with local business and industry and higher education. In addition, ECHS must offer students the opportunity to:

- earn an associate's degree or up to 60 college credit hours;
- participate in rigorous and accelerated instruction;
- obtain support for academic success; and
- increase college readiness and reduce barriers to college access.

Recognized as one of the largest and most well-developed ECHS networks in the country, the ECHS initiative builds on state and local efforts to provide students the opportunity to earn an associate's degree while participating in rigorous instruction and accelerated learning and obtaining supports for academic success.

For the 2020-21 school year, 187 ECHS were designated across Texas with an additional 23 campuses entering a planning year. The ECHS designation process allows campuses implementing the ECHS blueprint to apply to be recognized for their innovative practices. The ECHS blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated ECHS are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

Pathways in Technology Early College High Schools. As one of TEA's CCRSMs, Pathways in Technology Early College High Schools (P-TECH) are innovative high schools that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn dual credit (college and high school), and pursue high-wage, high-demand career paths at no cost to the participating students. In addition, campuses identified as a P-TECH must offer students the opportunity to:

- earn an associate's degree and industry credentials while in high school;
- participate in work-based learning at every grade level;

- maintain partnerships with higher education and industry/business; and
- partner with employers who provide qualified students priority in interviewing.

Recognized as one of the most well-developed P-TECH networks in the country, the P-TECH initiative builds on state and local efforts to provide students the opportunity to earn an associate's degree and industry credentials while participating in rigorous instruction and accelerated learning and obtaining supports for academic success while in high school.

For the 2020-21 school year, 79 P-TECHs were designated across Texas with an additional 47 campuses entering a planning year. The P-TECH designation process allows campuses implementing the P-TECH blueprint to apply to be recognized for their innovative practices. The P-TECH blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated P-TECHs are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

Texas Science, Technology, Engineering, and Mathematics Initiative. As part of TEA's CCRSMs, Texas Science, Technology, Engineering and Mathematics (T-STEM) Academies are innovative 6-12 or 9-12 campuses that blend high school and college coursework that focuses in STEM fields to help historically underserved and at-risk students develop technical skills, pursue high-wage, high-demand career paths at no cost to the participating students. T-STEM Academies form strong strategic alliances with local business and industry and higher education. In addition, campuses identified as T-STEM must offer students the opportunity to:

- participate in work-based learning;
- earn certificates and/or credentials;
- maintain partnerships with higher education and industry/business; and
- receive supports for academic success.

Recognized as one of the most well-developed STEM networks in the country, the T-STEM initiative builds on state and local efforts to increase the number of students who earn certificates and/or credentials and participate in work-based learning experiences to be successful after high school. The initiative offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods and prepare students to graduate ready to pursue a variety of postsecondary options.

For the 2020-21 school year, 92 T-STEM academies were designated across Texas, with an additional campus entering a planning year. The T-STEM designation process allows campuses implementing the T-STEM blueprint to apply to be recognized for their innovative practices. The T-STEM blueprint outlines required design elements in each of the benchmarks and outcomes-based measures for students. Designated T-STEM academies are supported by a TEA-selected technical assistance provider. The technical assistance provider supports each of the designees in areas of blueprint implementation, promising practices, research-based strategies, and creating strategic partnerships.

High School Graduation Requirements

In 2013, the 83rd Texas Legislature amended TEC §28.025 to transition from the three high school graduation programs—the Minimum, Recommended, and Advanced High School Programs—to one Foundation High School Program (FHSP) with endorsement options to increase flexibility for students. The legislature gave the SBOE authority to identify advanced courses related to the graduation program, identify the curriculum requirements for the endorsements, and determine the requirements for performance acknowledgments under the new graduation program. The SBOE adopted rules for the FHSP on January 31, 2014 (19 TAC Chapter 74, Subchapter B).

The FHSP was established as the graduation program for all students entering high school, beginning with the 2014-15 school year. To graduate under the FHSP, a student is required to earn a minimum of 22 credits, including four credits in English language arts; three credits each in mathematics, science, and social studies; two credits in a single language other than English; one credit each in fine arts and physical education; and five elective credits.

Each school district must ensure that a student, on entering ninth grade, indicates in writing the endorsement that he or she intends to pursue. A student may earn an endorsement by successfully completing the curriculum requirements for the endorsement, as identified by SBOE rule, and earning a total of 26 credits that include four credits in mathematics, four credits in science, and a total of seven elective credits. The SBOE has identified courses that may satisfy the fourth mathematics and science credit requirements. Additionally, SBOE rules for the FHSP provide students with multiple options for earning each endorsement. The options, to the extent possible, require completion of a coherent sequence of courses. An endorsement may be earned in any of the following areas:

- science, technology, engineering, and mathematics (requires that a student complete Algebra II as one of the four mathematics credits and Chemistry and Physics as two of the four science credits);
- business and industry;
- public services;
- arts and humanities; and
- multidisciplinary studies.

A student may graduate under the FHSP without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission with a school counselor on a form adopted by TEA. Additional information about endorsements can be found in Chapter 16.

Students may earn a distinguished level of achievement by successfully completing four credits in mathematics, which must include Algebra II; four credits in science; the remaining curriculum requirements for the FHSP; and the curriculum requirements for at least one endorsement. A student may earn a performance acknowledgment for outstanding performance in a dual credit course, in bilingualism and biliteracy, on an Advanced Placement or International Baccalaureate examination, or on the PSAT, ACT-Aspire, SAT, or ACT; or for earning a state-recognized or nationally or internationally recognized business or industry certification or license.

In 2017, the SBOE adopted amendments that updated rules to include new CTE course options that are available for students to satisfy graduation requirements beginning with the 2017-18 school year. In addition, the SBOE adopted rules that would allow a student who successfully completes either AP Computer Science A or IB Computer Science Higher Level to satisfy both mathematics and LOTE graduation requirements. These rules were implemented in the 2018-19 school year. To satisfy the requirements of HB 3593, passed by the 85th Texas Legislature, the SBOE amended rules to add the requirement that each district annually report to TEA the names of courses approved by the board of trustees and institutions of higher education in which the district's students have enrolled as part of locally developed cybersecurity programs. These rules were implemented in the 2018-19 school year.

Over time, the SBOE has updated its rules on high school graduation in response to legislative changes. The board updated its rules in 2019 to align with the requirements of TEC §28.025(b-7), which allows a student who completes the core curriculum of a Texas institution of higher education while in high school to earn an endorsement, a distinguished level of achievement, and a high school diploma. In 2020, to satisfy the requirements of House Bill (HB) 678, passed by the 86th Texas Legislature, the SBOE updated its rules to adopt criteria to allow elementary school students beginning with the 2020-21 school year to earn one high school credit toward the LOTE graduation requirements by successfully completing a course in American Sign Language.

In 2019, the 86th Texas Legislature passed HB 963, which requires the SBOE, no later than March 1, 2020, to conduct a review of the TEKS for CTE and technology applications courses for Grades 9-12 and amend the board's rules to consolidate courses and eliminate duplicative courses. The SBOE is required to implement this provision only if the legislature appropriated money specifically for that purpose. If the legislature did not appropriate money specifically for that purpose, the SBOE may, but is not required to, implement the requirement using other appropriations available for that purpose. The legislature did not appropriate money specifically for the purpose of implementing this requirement; nevertheless, the SBOE opted to review and consolidate the technology applications and CTE high school courses during the 2019-20 school year.

Texas is redesigning state-level programs of study in CTE to include coherent and rigorous content with challenging academic standards and relevant career and technical content. Programs of study will be aligned with state and regional labor market information, including high-wage, high-skill, and in-demand occupations. As a part of the program of study revision process, Texas conducted a statewide labor market analysis that discovered several instances where occupations and postsecondary training overlap. The SBOE updated graduation requirements to reflect changes to the rules on endorsements, to reflect the revised programs of study, and to ensure that a student who completed a program of study could earn one of the endorsements. Additionally, the SBOE updated rules to align with the consolidation of the high school technology applications and CTE TEKS.

Online Learning Opportunities

Texas Virtual School Network

In 2001, the 77th Texas Legislature authorized a full-time virtual program, known as the Electronic Course Pilot (eCP), for Texas public school students (TEC §29.909). In 2007, the 80th Texas Legislature established a state virtual network to provide supplemental online courses for Texas students (TEC Chapter 30A). The Texas Virtual School Network (TXVSN) began offering supplemental high school courses to schools and students across the state through the TXVSN statewide course catalog in January 2009. In 2009, TEC §29.909 was repealed, and the eCP was incorporated into the TXVSN under TEC Chapter 30A. Eligible public school students across the state in Grades 3-12 may choose to participate in the full-time TXVSN Online Schools (OLS) program through any of the participating school districts and charter schools.

Before it can be offered, state law requires that each TXVSN course must meet the definition of an electronic course in TEC §30A.001, have the same instructional rigor and scope as a course provided in a traditional classroom setting, and be reviewed and approved through a course review process administered by TEA. Courses must align with the TEKS, the *National Standards for Quality Online Courses*, and federal accessibility requirements established by Section 508 of the Rehabilitation Act. State rule allows Texas public school districts or charter schools to apply for a waiver of the TXVSN course review process if the school certifies that the course meets all TXVSN standards. Each TXVSN course is led by an instructor who: (a) is Texas-certified in the course subject area and grade level or meets the credentialing requirements of the institution of higher education offering the course; and (b) meets the professional development requirements of the network for effective online instruction.

A district may earn Foundation School Program (FSP) funding for a student taking courses offered through the TXVSN in the same way the district is entitled to funding for a student's enrollment in a traditional classroom setting, provided the student successfully completes the TXVSN course or instructional program.

The commissioner of education is responsible for the TXVSN, with staff at TEA serving as the administering authority. TEA sets standards for TXVSN courses and professional development for online teachers, oversees central operations, and has fiscal responsibility for the network. A group of professional development providers offers the required TXVSN-approved professional development for teaching online for the TXVSN, which is based on the *National Standards for Quality Online Teaching*.

From the program's inception through the 2016-17 school year, centralized responsibilities provided at the state level for the TXVSN statewide course catalog included leadership, administration, operations, course review, and approval of required professional development for teaching online. Through a contract with TEA, ESC Region 10 served as central operations for the network, managing the day-to-day operation of the TXVSN. Region 10 developed and coordinated the centralized TXVSN catalog registration and student enrollment system and ensured eligibility of all TXVSN course providers. TXVSN central operations also published an online catalog of approved courses and coordinated data needed for state reporting requirements. Additionally, Region 10 reviewed online courses submitted by potential course providers through the course review process administered by TEA, checking all courses for alignment with the TEKS and the International

Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses, v2*, and for compliance with TXVSN accessibility guidelines.

In 2017, the Texas Legislature made significant changes to the program. Beginning September 1, 2017, program funding was reduced by 90 percent, language enabling outsourcing of operation of the network to a regional ESC was eliminated, and the commissioner was directed to use agency resources and information systems to operate the network.

The technical migration was completed in December 2017. The migration of other central services, such as invoicing, and program support followed. The full-time TXVSN OLS program and critical functions of the TXVSN catalog continue to operate. Districts and charter schools continue to be able to enroll students in TXVSN courses. However, because of the very large reduction in program funding, several key TXVSN functions, including course review of student courses and professional development courses for TXVSN instructors, have been suspended. In response to the COVID-19 pandemic, TEA allowed all interested districts and charter schools to request waivers to the course review and professional development requirements for the TXVSN, beginning with the spring semester of the 2019-20 school year through the 2020-21 school year.

Texas Virtual School Network Statewide Course Catalog

TXVSN catalog course providers (Texas school districts and open-enrollment charter schools that meet eligibility requirements, ESCs, institutions of higher education, and nonprofit and private entities or corporations that meet eligibility requirements) offer courses through the TXVSN catalog and are responsible for instruction. Students' home districts approve their students' TXVSN catalog course requests, provide ongoing support to local students enrolled in TXVSN catalog courses, and award credits and diplomas. The TXVSN catalog currently offers courses for high school credit, including AP courses and dual credit courses.

In 2009, the 81st Texas Legislature created a state virtual allotment of \$400 per course paid to the course provider and \$80 per course paid to the district in which the student was enrolled. In 2011, the state virtual school allotment was repealed. In the absence of the allotment, a limited number of Virtual Learning Scholarships were made available in the 2011-12 and 2012-13 school years to districts and schools that enrolled students through the course catalog. In 2017-18, TEA awarded approximately 100 grants to eligible rural schools to help pay catalog course fees and provide local support to students taking TXVSN catalog courses.

In 2013, the Texas Legislature made several changes to the TXVSN (TEC §26.0031). The legislation limited the FSP funding districts may earn for student enrollment in the TXVSN to a maximum of three yearlong courses, or the equivalent, during any school year, unless the student is enrolled in a full-time online program that was operating on January 1, 2013. Students may enroll in additional TXVSN catalog courses at their own expense. Districts may also decline to pay the cost for a student to take more than three yearlong courses, or the equivalent, via the TXVSN during any school year. Districts and charter schools may deny a request to enroll a student in a TXVSN course under certain circumstances, including if the school offers a substantially similar course, as determined by the school.

Because of changes in legislation effective September 1, 2017, operation of the network and all TXVSN technical systems, including the centralized TXVSN catalog registration and student enrollment system and online catalog of courses, were moved to TEA.

In addition to offering online courses available through the TXVSN catalog, Texas public schools continue to offer other online opportunities to their students.

Texas Virtual School Network Online Schools Program

The full-time TXVSN OLS program allows eligible school districts and open-enrollment charter schools participating in the program the opportunity to offer full-time virtual instructional programs to eligible public school students in Grades 3-12. Eligible public school students may choose to participate through enrollment in any of the TXVSN online schools that serve students across the state. The Texas public school districts and open-enrollment charter schools that served students through the TXVSN OLS program in the 2018-19 school year were: Grapevine-Colleyville ISD, Hallsville ISD, Houston ISD, Huntsville ISD, and Responsive Education Solutions' Texas College Preparatory Academies (Grades 3-12) and Premier High Schools (Grades 9-12). In the 2019-20 school year, Texarkana ISD was added to this list when they reopened their TXVSN OLS campus.

TXVSN OLS school districts and open-enrollment charter schools earn FSP funding for eligible students in the same way they earn funding for courses provided in a traditional classroom setting, provided the students successfully complete the courses or programs. Successful course completion is defined as earning credit for a high school course. Successful program completion is defined as completion of the TXVSN education program in Grades 3-8 and demonstrated academic proficiency sufficient for promotion to the next grade level. In 2013, the Texas Legislature limited funding to full-time online schools to no more than three courses per student per year, unless the TXVSN online school was in existence on January 1, 2013 (TEC §26.0031).

In 2017, the legislature revised the student eligibility requirements, allowing dependents of members of the U.S. military who are deployed or transferring into the state to enroll full-time in the TXVSN under certain circumstances.

Agency Contact Persons

For information on the state curriculum program, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Shelly Ramos, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

The TEA Curriculum Standards and Student Support website is located at <https://tea.texas.gov/academics/curriculum-standards>.

For additional information on the Texas State Advisory Council on Early Childhood Education and early learning resources, see <http://www.earlylearningtexas.org/>.

The Labor Market and Career Information website, which provides up-to-date information about employment opportunities, projected job openings, and wages in a number of occupational areas, is located at <http://www.lmci.state.tx.us/>.

The Texas English Language Learners Portal is available at <https://www.txel.org/>.

Chapter 9. Charter Schools and Waivers

In past years, state lawmakers have taken steps to expand options available to meet students where they are educationally in Texas. They have given local school districts and campuses latitude in tailoring education programs to meet the specific needs of students.

Based on this legislative direction, the Texas Education Agency (TEA) has undertaken efforts to deregulate public education in the state. Actions include approval and support of open-enrollment charters and removal of barriers to improved student performance by waiving provisions of federal and state laws. These efforts support the four state academic goals and the strategic plan goal of local excellence and achievement. They do so by fostering local innovation and supporting local authorities in their efforts to ensure that each student demonstrates exemplary academic performance.

Open-Enrollment Charter Schools

In 1995, the Texas Legislature passed legislation that created open-enrollment charter schools (Texas Education Code [TEC], Chapter 12, Subchapter D). At their inception, charters were designed to be testing zones for innovation and, thus, were subject to fewer state laws than other public schools. They were designed to promote local initiative and to capitalize on creative approaches to educating students. Many charters target students at risk of dropping out or those who have already dropped out and use the flexibility afforded to charters to accommodate the needs of students who have had limited success in traditional schools. In 1996, the State Board of Education (SBOE) awarded the first open-enrollment charter schools. In 2001, the legislature established a separate category of open-enrollment charter schools operated by public senior colleges or universities (TEC, Chapter 12, Subchapter E), and the ability to operate in this separate category was extended to junior colleges in 2009.

In 2013, the 83rd Texas Legislature amended charter statute to, among other things, transfer authority to grant charters from the SBOE to the commissioner of education and give the SBOE authority to veto charters the commissioner proposes to grant (TEC §12.101). Prior to the changes, the SBOE had awarded a total of 305 state open-enrollment charters. Since September 2013, the commissioner has proposed 32 open-enrollment charters, 4 of which the SBOE subsequently vetoed. The total number of open-enrollment charters awarded as of September 2020 is 333. Of the total number of charters awarded, 176 are active, and 171 of these are currently serving students. Because of default closures, 56 of the 333 open-enrollment charters are no longer active. Additionally, 101 have voluntarily closed and are no longer active.

The 83rd Legislature also provided for a graduated increase in the cap on the number of open-enrollment charters available for award, from 225 beginning September 1, 2014, to 305 beginning September 1, 2019 (TEC §12.101). Previously, the cap on the number of active, open-enrollment charters was 215, and that number was reached for the first time in November 2008. As with the previous cap, the new cap does not include public college and university charters, which may be granted in unlimited numbers. Currently, there are six university charters that are active and operating schools. Additionally, the cap does not affect the number of campuses that may be operated by current charter schools. Of the current charter schools, 110 have

multiple campuses, and those that are performing well academically and financially and are compliant with state and federal requirements are eligible to request the addition of campuses, grade levels, or geographic areas, and increases in enrollment. Charter schools and campuses are rated under the statewide academic accountability system. Open-enrollment charter schools are evaluated under Charter FIRST, a financial accountability system specific to charters, and are assigned accreditation statuses. Additionally, the 83rd Legislature provided for a charter-specific performance framework to measure the academic, financial, and operational viability of charter schools.

The SBOE reviewed and renewed all 18 first-generation charter renewal applications in the spring of 2001. Later that year, the legislature transferred responsibility for charter amendments, renewals, and other actions to the commissioner of education (TEC §§12.114-12.1162). Typically, the term of an initial charter contract is five years, and the term of a renewed contract is ten years. Contract renewal is dependent on student, campus, charter, and charter holder performance. Prior to 2013, rules governing renewals allowed a charter to continue to operate and remain in a pending status during the interim decision-making period. In 2013, the legislature amended statute to prescribe timelines for renewals (TEC §12.1141). Charters are evaluated using one of three considerations: expedited, discretionary, or non-renewal/expiration of charter. Expedited and expired considerations mandate a 30-day timeline, and discretionary considerations mandate a 90-day timeline. Since September 2018, the commissioner has renewed contracts for 21 of the active open-enrollment and university charters.

State Waivers

In the 2018-19 and 2019-20 school years, the commissioner of education granted a combined total of 4,325 expedited and general state waivers (Table 9.1). The type of expedited waiver most frequently requested allows districts to provide up to 2,100 minutes for staff development. During the 2018-19 and 2019-20 school years, the commissioner approved a combined total of 789 staff development waivers, accounting for 13 percent of all approved state waivers.

Because of circumstances arising from COVID-19 during the spring of the 2019-20 school year, TEA offered numerous waivers to school districts and charter schools. These included the missed school day waiver and various other miscellaneous waivers from rules or statutes that districts and charter schools were unable to meet because of closures and other effects of COVID-19. For the 2019-20 year, a total of 2,719 other miscellaneous waivers and 1,220 missed school day waivers were approved, accounting for 53 percent and 24 percent of the 2019-20 approved waivers, respectively.

Class size exceptions may be granted by the commissioner of education only in cases of undue hardship and for only one year at a time. A class size exception may be granted if a district: (a) is unable to employ qualified teachers; (b) is unable to provide educational facilities; or (c) is budgeted for a class size ratio of 22:1 in kindergarten through Grade 4 but has a campus (or campuses) with enrollment increases or shifts that cause this limit to exceed 22 students in only one section at any grade level on any campus. In the 2019-20 school year, 260 class size exceptions were granted to districts. The previous school year, 247 exceptions were granted.

Table 9.1
State Waivers Approved, 2018-19 and 2019-20

Type of Waiver	2018-19		2019-20		Total	
	Number	Percent	Number	Percent	Number	Percent
Expedited Waivers	608	56.3	619	12.1	1,227	19.7
Staff Development	388	35.9	401	7.8	789	12.7
Modified Schedule State Assessment Testing Days	82	7.6	71	1.4	153	2.5
Early Release Days	14	1.3	0	0.0	14	0.2
Foreign Exchange Students (5 or more)	20	1.9	30	0.6	50	0.8
Timeline for Accelerated Instruction	54	5.0	62	1.2	116	1.9
Teacher Data Portal of the Texas Assessment Management System	50	4.6	55	1.1	105	1.7
General Waivers	144	13.3	2,954	57.5	3,098	49.9
Course Requirements	1	0.1	0	0.0	1	<0.1
Course Requirements – Career and Technical Education	0	0.0	0	0.0	0	0.0
Certification	11	1.0	23	0.4	34	0.5
Foreign Exchange Students (Less than 5)	11	1.0	11	0.2	22	0.4
Pregnancy Related Services On-Campus (CEHI ^a)	12	1.1	9	0.2	21	0.3
Full-Day Prekindergarten	0	0.0	192	3.7	192	3.1
Other Miscellaneous	109	10.1	2,719	53.0	2,828	45.5
Attendance	328	30.4	1,561	30.4	1,889	30.4
Low Attendance Days	303	28.1	341	6.6	644	10.4
Missed School Days	25	2.3	1,220	23.8	1,245	20.0
Total State Waivers Approved	1,080	100	5,134	100	6,214	100

Note. Waivers approved from 06/01/2018 through 05/31/2019 and from 6/01/2019 through 06/30/2020. Typically, counts of waivers for a school year include those granted from June through May. Because of waivers related to the COVID-19 pandemic, counts for the 2019-20 school year include those granted through June. Parts may not add to 100 percent because of rounding.

^aCompensatory education home instruction.

Education Flexibility Partnership Act (Ed-Flex)

Overview

Ed-Flex is a federal program that grants a state the authority to waive certain federal education requirements that may impede local efforts to reform and improve education. It is designed to help districts and schools carry out educational reforms and raise the achievement levels of all students by providing increased flexibility in the implementation of certain federal educational programs. In exchange, Ed-Flex requires increased accountability for the performance of students. Federal education programs that are covered by Ed-Flex include the following.

- Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA):
 - Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies;
 - Title I, Part C—Education of Migratory Children;
 - Title I, Part D—Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk;
 - Title II, Part A—Supporting Effective Instruction; and
 - Title IV, Part A—Student Support and Academic Enrichment Grants.
- Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act.

TEA was initially granted Ed-Flex authority in 1995 for a five-year period. In October 2000, the agency reapplied under the Education Partnership Act of 1999 to continue receiving Ed-Flex authority. This was approved by the U.S. Department of Education (ED) in March 2001 for an additional five years. The state's Ed-Flex authority expired in March 2006. In April 2006, President George W. Bush signed legislation that allowed ED to extend the state's authority until the reauthorization of Title I, Part A, of the Elementary and Secondary Education Act.

In June 2016, ED extended the TEA designation as an Ed-Flex State under the Education Flexibility Partnership Act of 1999, as amended by ESSA. The state's Ed-Flex authority was renewed on a year-to-year basis through the 2018-19 school year. In the summer of 2019, TEA applied again for a five-year renewal, which ED approved, thereby extending the state's Ed-Flex authority through the 2023-24 school year.

Statewide Administrative Waivers

During the 2019-20 school year, the agency used Ed-Flex authority to continue two statewide administrative waivers to all local education agencies (LEAs). These waivers reduced administrative paperwork for the federal programs covered under Ed-Flex, without the need for individual application.

Statewide Programmatic Waivers

Title I, Part A, program—schoolwide eligibility. This statewide, programmatic waiver eliminates the poverty requirement for Title I, Part A, schoolwide eligibility. It is available to campuses that are eligible for Title I, Part A, services but do not meet the criteria for percentage of students from low-income families. To apply for this waiver on behalf of a campus, a district must include an Ed-Flex waiver schedule in its Application for Federal Funding. For the 2018-19 and 2019-20 school years, the poverty threshold for schoolwide eligibility was 40 percent. In 2018-19, a total of 79 campuses in 32 districts operated Title I, Part A schoolwide programs under this waiver. In 2019-20, a total of 80 campuses in 41 districts used this waiver.

Title I, Part A, program—roll forward. Under the following circumstances, an LEA may apply for an Ed-Flex waiver to roll forward unused funds received under Title I, Part A, from one year to the next: (a) the Title I, Part A, funds received by the LEA increased significantly over the previous year; and (b) within the last three years, the LEA has already used the roll forward waiver separately available under Title I, Part A, legislation. The Ed-Flex roll forward waiver is valid for one year and may be renewed each year that: (a) the Title I, Part A, funds received by the LEA increase significantly over the previous year; and (b) the LEA is not eligible to apply for the separate Title I, Part A, waiver. In 2018-19, a total of 45 LEAs used the Ed-Flex waiver. In 2019-20, a total of 43 LEAs used the Ed-Flex waiver.

Individual Programmatic Waivers

In addition to statewide programmatic waivers, LEAs can apply for individual programmatic waivers, based on their specific program needs. The state Ed-Flex committee reviews each application and makes a recommendation to the commissioner of education, who makes the final decision regarding approval or denial. Programs for which LEAs receive waivers undergo rigorous evaluation to ensure the waivers do not

have negative effects on the students they are intended to benefit. In the 2018-2019 and 2019-2020 school years, no Individual Programmatic Waivers were requested by LEAs.

Agency Contact Persons

For information on open-enrollment charter schools, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; Joe Siedlecki, Associate Commissioner of Innovations and Charters, (512) 936-2256; or Heather Mauzé, Charter Schools, (512) 463-9575.

For information on general state waivers, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Leah Martin, Accreditation and Enforcement Coordination, (512) 463-8597.

For information on federal Ed-Flex waivers, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992; or Vivian Smyrl, Federal Program Compliance, (512) 936-6216.

Other Sources of Information

For additional information on charter schools, see <https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-schools>.

For a list of state waivers granted by the commissioner of education, see <https://tealprod.tea.state.tx.us/WaiversReports/Tea.WaiversReports.Web/>.

For additional information on federal Ed-Flex waivers, see <https://tea.texas.gov/finance-and-grants/grants/essa-program/ed-flex-waivers>.

Chapter 10.

Expenditures and Staff Hours for Direct Instructional Activities

State statute requires the Texas Education Agency (TEA) to provide a biennial summary of the percentages of expenditures and staff hours used by school districts and charters for direct instructional activities in the two previous fiscal years (Texas Education Code §39.332 and §44.0071).

The percentage of expenditures used by a school district or charter for direct instructional activities is calculated as the sum of operating expenditures reported through the Public Education Information Management System (PEIMS) for instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total operating expenditures. Total operating expenditures comprise actual financial data reported through PEIMS in Function Codes 11-61 and Expenditure Codes 6112-6499; they do not include expenditures reported under shared services arrangement fund codes. (See the Financial Accounting and Reporting Module of the TEA *Financial Accountability System Resource Guide* for descriptions of financial account codes.) In the 2018-19 school year, 62.8 percent of school district and charter expenditures statewide were used for direct instructional activities, a slight increase from 62.7 percent in 2017-18 (Table 10.1).

Table 10.1
Expenditures Used for Direct Instructional
Activities, Texas Public School Districts and
Charters, 2017-18 and 2018-19

Activity	Expenditures (%)
2017-18	
Instruction	55.8
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	2.2
Guidance and Counseling Services	3.6
Total	62.7
2018-19	
Instruction	55.8
Instructional Resources and Media Services	1.1
Curriculum Development and Instructional Staff Development	2.3
Guidance and Counseling Services	3.6
Total	62.8

Note. Parts may not add to totals because of rounding.

The percentage of staff hours used by a school district or charter for direct instructional activities is calculated as the sum of staff hours in instruction, instructional resources and media services, curriculum development and instructional staff development, and guidance and counseling services, divided by total staff hours. For each employee, total hours worked is calculated by multiplying the percentage of the day worked, as reported through PEIMS, times the number of days worked, as reported through PEIMS, times 7 hours. The percentage of an employee's total hours that is used for direct instructional activities is calculated based on the distribution of the employee's salary by fund and function as reported through PEIMS. In the

2019-20 school year, 64.6 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight increase from 64.5 percent in 2018-19 (Table 10.2).

Table 10.2
Staff Hours Used for Direct Instructional Activities,
Texas Public School Districts and Charters,
2018-19 and 2019-20

Activity	Staff Hours (%)
2018-19	
Instruction	58.2
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	1.5
Guidance and Counseling Services	3.6
Total	64.5
2019-20	
Instruction	58.2
Instructional Resources and Media Services	1.2
Curriculum Development and Instructional Staff Development	1.5
Guidance and Counseling Services	3.7
Total	64.6

Note. Parts may not add to totals because of rounding.

Data used to calculate the percentages of expenditures and staff hours used for direct instructional activities undergo routine screening to validate data integrity. A school district or charter identified as potentially having data quality issues is contacted by TEA for clarification. If a school district or charter is determined to have reported erroneous data, TEA requires submission of a quality assurance plan describing data verification activities that will prevent future data errors.

Agency Contact Persons

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Leo Lopez, Chief School Finance Officer, (512) 463-9238; or Al McKenzie, State Funding, (512) 463-9186.

Other Sources of Information

See the *Texas Education Data Standards* at https://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release. See the *Financial Accountability System Resource Guide* at <https://tea.texas.gov/finance-and-grants/financial-accountability/financial-accountability-system-resource-guide>.

Chapter 11.

District Reporting Requirements

The Texas Education Agency (TEA) maintains a comprehensive schedule of state- and federally-imposed school district reporting requirements, which is available on the TEA website (Texas Education Code [TEC] §7.037). In 2019-20, TEA required 104 data collections under state law only, 47 under federal law only, and 19 under both state and federal law. In most instances, districts have the option to submit collections electronically.

In accordance with statute, the Data Governance Board (DGB) conducts a sunset review each even-numbered year of all school and district data collections required by TEA to determine whether the collections are still needed and to eliminate those that are not (TEC §7.060). Made up of staff from across the agency, the board also reviews all new district data requirements. In addition, DGB reviews any new or amended rules proposed by the commissioner of education, State Board of Education, or State Board for Educator Certification for district data implications. DGB ensures that multiple requests for the same data are not made of schools and districts and that data collected from schools and districts are required by state or federal statute or mandate.

The most extensive data collection, the Texas Student Data System (TSDS), gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

Table 11.1
Information Types in the PEIMS^a Electronic Data Collection

<p>Organizations</p> <ul style="list-style-type: none"> • District name, assigned number, career and technical education program of study, and gifted and talented programs • Shared services arrangement types, fiscal agent, and identifying information • Campus name, assigned number, and expanded learning opportunities • Campus course schedules • Campus calendars <p>Staff</p> <ul style="list-style-type: none"> • Identification information, including Social Security number, state unique identification number, and name • Demographic information, including gender, ethnicity, date of birth, highest degree level, and years of professional experience • Employment, including days of service, salary, and experience within the district • Responsibilities, including the types of professional work performed, its location, and in some cases, the amount of time spent on an activity • Classroom teaching assignments for classroom teachers 	<p>Finances</p> <ul style="list-style-type: none"> • Budgeted revenue and expenditures for required funds, functions, objects, organizations, programs, and fiscal years • Actual revenue and expenditures for required funds, functions, objects, organizations, shared services, programs, and fiscal years <p>Students</p> <ul style="list-style-type: none"> • Identification, including a state unique identification number, a Social Security number or unique state-assigned student number, name, and basic demographic information • Enrollment, including campus, grade, special program participation, and various indicators of student characteristics • Attendance information for each six-week period and special program participation • Course attempts and completions for high school courses or any course in any grade level where instruction is received via the Texas Virtual School Network (TxVSN) Online School program or the TxVSN Statewide Online Course Catalog • Student graduation information • School leaver information • Disciplinary actions • Special education restraint and law enforcement restraints • Title I, Part A
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^aPublic Education Information Management System.

TSDS provides a consistent, integrated platform for districts, charter schools, and regional education service centers (ESCs) to complete their reporting obligations. It has a modernized and extensible architecture for collecting and reporting data that improves the timeliness, relevance, and quality of information available to all stakeholders. Following are the main components and achievements of TSDS.

- Enhanced data collection and submission tools have standardized the data submission process and greatly increased data quality. All reporting requirements for the data elements in TSDS are documented annually in the TEA publication *Texas Education Data Standards*.
- The state-hosted Operational Data Store centralizes reporting data to support the requirements of multiple data collections. As a result, TEA has been able to eliminate some redundant data elements across collections and will be able to further streamline reporting requirements in the future.
- The Public Education Information Management System (PEIMS) serves as a repository for certified data used for state and federal compliance reporting, funding-program evaluation, and educational research. It has improved how extractions and validations of data are performed, provided a more intuitive interface, and increased automation, reducing the reporting burden on districts and providing more accurate, cost-effective data for TEA and stakeholders.
- The TSDS Core Collection includes the following data collections:
 - The Early Childhood Data System is used to collect voluntary and state-mandated early childhood data. It is designed to inform school districts, communities, and early childhood programs about the effectiveness of prekindergarten, Head Start, and community-based licensed childcare programs in preparing children for kindergarten.
 - The State Performance Plan Indicator 14 (SPPI-14) is one of 17 indicators of the State Performance Plan. SPPI-14 requires the state to survey special education services recipients who have left high school. This survey provides a clear measure of post-school outcomes for youth with disabilities as they transition from high school to adult life. The survey results are submitted to the Office of Special Education Programs. Local education agencies (LEAs) submit student and parent or guardian contact information to the SPPI-14 data collection to be used in contacting a random sample of special education services recipients to administer the survey.
 - The Residential Facilities Tracker collection is related to students with disabilities who reside in residential facilities (RFs) within the geographic boundaries or jurisdiction of an LEA. The data collected by RF Tracker is used by TEA to support the implementation of continuous improvement strategies, interventions, and sanctions to improve LEA performance and compliance with federal and state special education requirements.
 - The Class Roster collection is used to report data about course offerings, teacher demographics, teacher class assignments, student demographics, and student class enrollments. The data is used to create a student assessment data portal accessible by school districts, teachers, parents, students, and public institutions of higher education. Class Roster collects information in advance of and close to the time assessments are administered so that vendors can link the students to their teachers. This allows TEA to provide assessment results through the assessment portal at the individual classroom level, and it provides data for the Teacher Incentive Allotment calculation.

- The Charter School Waitlist collection was created in response to Senate Bill 2293 from the 86th legislative session, which requires all open-enrollment charter schools in the state to report data on their admission waiting lists by the last Friday in October, with the data submitted current as of the last Friday in September. Each charter school's campus must report the number of students enrolled, the educational enrollment capacity, and whether the charter school campus uses a waitlist for admission. If students are on a charter school's waitlist, the charter is required to report the students on the list.
- The Special Education Language Acquisition data collection gathers information from LEAs on children's language acquisition. House Bill (HB) 548 requires the commissioner of education and the executive commissioner of the Health and Human Services Commission to ensure that the language acquisition of each child eight years of age or younger who is deaf or hard of hearing is regularly assessed using a tool or assessment. A report will be published on the language acquisition of children no later than August 31st of each year. The information collected in the Special Education Language Acquisition data collection will be used in the creation of this report.
- The TSDS data warehouse has been expanded to link critical prekindergarten, college-readiness, and workforce data to the current data source, enabling longitudinal data from prekindergarten through matriculation and graduation from Texas colleges and into the labor market.

Within the TSDS collections, in the 2020-21 school year, there were 279 data elements in the PEIMS collection. During the 2019-20 and 2020-21 school years, 41 new PEIMS data elements were implemented, and 3 data elements were deleted, for a net increase of 38 new data elements over the two school years. Of the net increase, 30 new data elements were implemented for COVID-19-related reporting.

TSDS and its data requirements are reviewed by DGB and two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets at least three times each fiscal year to provide advice about data collection policies and strategies to the commissioner of education. All changes to TSDS data reporting requirements are reviewed by PCPEI, which is composed of representatives of school districts, ESCs, and legislative and executive state government offices. The Information Task Force (ITF) is a technical subcommittee of PCPEI, made up of agency, school district, ESC, and legislative staff and TSDS software vendors providing public school information management systems. Both PCPEI and ITF participate in sunset reviews of all PEIMS data elements. The reviews ensure that the data included are only those required for the legislature and the agency to perform their legally authorized functions in overseeing the public education system.

TEA uses other collection instruments for information that does not fit into the development cycle or data architecture of TSDS data collections. In many cases, data requirements change with more frequency and less lead time than TSDS supports. In other cases, the information acquired is too variable to fit predetermined coded values or requires a more open reporting format than electronic formats allow. Data collections may be specific to a small number of districts or may be one-time requests for information.

The state's 21st Century Tracking and Reporting System, also known as TX21st, uses data submitted by TEA grantees three times per year to track student participation in out-of-school time activities under the Texas 21st Century Community Learning Centers program, also called the Texas Afterschool Centers on

Education (ACE) program. The U.S. Department of Education administers the program under the Every Student Succeeds Act, Title IV, Part B. The state's data collection system is designed to meet the annual reporting and program evaluation requirements in federal statute. The Daily Tracker function of TX21st records the data in real time at the program level and creates the reports and data sets for state and federal reporting requirements. The system collects about 325 data elements and offers data downloads and dozens of reports that are used for administration and operation of the Texas ACE program.

TEA also maintains an automated system for requisitioning instructional materials, disbursing payments, and shipping, redistributing, and accounting for instructional materials statewide. The online educational materials ordering system, known as EMAT, is embedded in TEA's financial system and allows school districts and charters to easily acquire instructional materials; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2019-20, there were over 11,222 data elements in EMAT. Districts and charters had access to 21 reports, vendors had access to 23 reports, and staff in the TEA Instructional Materials and Implementation Division had access to 96 reports.

The New Generation System (NGS) is an interactive, interstate information network designed to allow for migrant student records exchange and reporting, as required under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, Title I, Part C. The NGS is used by a consortium which, for the 2019-20 school year, had four member states, including Texas.

AskTED (Texas Education Directory) is an interactive, Web-based application that enables all Texas school districts to update district personnel contact data, as well as district and campus organizational data. All of the data are publicly available for download, and a compilation of the information, known as the *Texas School Directory*, is published annually on the TEA website.

Applications for funding and related documentation for a selected set of grant programs can be completed online. For example, many agency grants are administered through eGrants, a comprehensive Web portal that enables submission, tracking, review, and processing of grant applications, as well as the compliance and progress reports associated with grant programs and other grant-related data collections. Grants that can be produced efficiently in electronic format in the time available are considered candidate grants for eGrants. Automation of grants has reduced agency processing time, which in turn, has allowed school districts to receive funding more quickly.

The Texas Unified Nutrition Programs Systems (TX-UNPS) is an automated data collection designed to meet the administrative data requirements of the National School Lunch Program reimbursement system. The Texas Department of Agriculture has primary responsibility for maintaining the system.

Since the 2007-08 school year, Fitnessgram has been used to evaluate the physical fitness of Texas public school students in Grades 3-12. See Chapter 15 of this report for more information about the fitness assessment requirement.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Linda Roska, Research and Analysis, (512) 475-3523.

For information on the Texas Student Data System (TSDS), the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), or the Information Task Force (ITF), contact Melody Parrish, Deputy Commissioner of Technology, (512) 936-0881; Terri Hanson, Information Technology Services Business Management, (512) 463-8028, or Leanne Simons, Information Technology Services Business Management, (512) 463-8720.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Christine McCormick, Innovative Instructional Strategies, (512) 463-2334.

For information on the online educational materials ordering system, known as EMAT, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; or Janet Warren, Instructional Materials and Implementation, (512) 463-6849.

For information on the New Generation System (NGS), contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992; or Didi Garcia, Federal Program Compliance (512) 463-9147.

For information on the Texas Education Directory, contact Jeff Cottrill, Deputy Commissioner of Governance and Accountability, (512) 463-8934; or Charles Hess, Research and Analysis, (512) 475-3523.

For information on the eGrants system, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800; or Cory Green, Associate Commissioner of Grant Compliance and Administration and Chief Grants Officer, (512) 463-8992.

For information on the Texas Unified Nutrition Programs Systems (TX-UNPS), contact the TX-UNPS help desk at the Texas Department of Agriculture, Food and Nutrition Division, (877) TEX-MEAL.

For information on the physical fitness assessment, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

A comprehensive schedule of school district reporting requirements is available at <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/district-reporting-schedule>.

For additional information about TSDS/PEIMS, see the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

School directory information is available at <http://tea4avholly.tea.state.tx.us/tea.askted.web/Forms/Home.aspx>.

Chapter 12. Agency Funds and Expenditures

One of the primary functions of the Texas Education Agency (TEA) is to finance public education with funds authorized by the Texas Legislature. The majority of funds administered by TEA are passed from the agency directly to school districts. The agency was appropriated \$27.2 billion in fiscal year (FY) 2019 and \$32.5 billion in FY 2020.

In FY 2020, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (69.9%) of total agency funds (Table 12.1). Federal funds made up 16.4 percent of agency funds in FY 2020, and other funds made up the remaining 13.7 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2020 (53.6%) (Table 12.2 on page 298).

Table 12.1
Texas Education Agency, Method of Financing, 2018-19 and 2019-20

Method of Financing	2018-19		2019-20	
	Amount	Percent	Amount	Percent
General Revenue-Related Funds				
General Revenue Fund	\$ 171,691,606	0.6	\$ 222,664,997	0.7
Available School Fund	2,266,943,046	8.3	1,605,008,476	4.9
Instructional Materials Fund (Technology and Instructional Materials Fund)	12,270,954	<0.1	1,093,701,159	3.4
Foundation School Fund	13,697,976,637	50.4	18,287,876,153	56.2
Certification and Assessment Fees	28,063,223	0.1	28,063,223	0.1
Lottery Proceeds	1,316,500,000	4.8	1,505,077,000	4.6
Tax Rate Conversion Account	0	0.0	0	0.0
Subtotal, General Revenue-Related Funds	\$ 17,493,445,466	64.4	\$ 22,742,391,008	69.9
Federal Funds				
Health, Education, and Welfare Fund	3,052,165,705	11.2	3,158,329,335	9.7
School Lunch Fund	2,205,515,935	8.1	2,156,303,851	6.6
Other Federal Funds	9,324,218	<0.1	8,342,808	<0.1
Subtotal, Federal Funds	\$ 5,267,005,858	19.4	\$ 5,322,975,994	16.4
Other Funds				
Permanent School Fund	30,368,909	0.1	30,368,910	0.1
Property Tax Relief	1,852,000,000	6.8	1,816,322,641	5.6
Economic Stabilization Fund	0	0.0	424,000,000	1.3
Appropriated Receipts – Attendance Credits, Estimated	2,521,000,000	9.3	1,937,866,294	6.0
Interagency Contracts	12,442,084	<0.1	14,130,931	<0.1
License Plate Trust Fund Account No. 0802	242,000	<0.1	242,000	<0.1
Tax Reduction and Excellence in Education Fund	0	0.0	242,500,000	0.7
Subtotal, Other Funds	\$ 4,416,052,993	16.2	\$ 4,465,430,776	13.7
Total, All Methods of Financing	\$ 27,176,504,317	100	\$ 32,530,797,778	100
Total Full-Time Equivalents	885.0	n/a ^a	1,006.5	n/a

Note. Percent details may not sum because of rounding.

^aNot applicable.

Table 12.2
Texas Education Agency, Administrative Budget, 2018-19 and 2019-20

Method of Financing	2018-19		2019-20	
	Amount	Percent	Amount	Percent
General Revenue-Related Funds				
General Revenue Fund	\$ 44,379,718	30.7	\$ 51,667,649	33.6
Instructional Materials Fund	2,270,954	1.6	2,270,955	1.5
Foundation School Fund	0	0.0	290,134	0.2
Certification and Assessment Fees	28,063,223	19.4	28,063,223	18.3
Subtotal, General Revenue-Related Funds	\$ 74,713,895	51.6	\$ 82,291,961	53.6
Federal Funds				
Health, Education, and Welfare Fund	36,950,185	25.5	38,233,981	24.9
Other Federal Fund	2,505,051	1.7	2,505,052	1.6
Subtotal, Federal Funds	\$ 39,455,236	27.3	\$ 40,739,033	26.5
Other Funds				
Permanent School Fund	30,368,909	21.0	30,368,910	19.8
Interagency Contracts	156,711	0.1	263,058	0.2
Subtotal, Other Funds	\$ 30,525,620	21.1	\$ 30,631,968	19.9
Total, All Methods of Financing	\$ 144,694,751	100	\$ 153,662,962	100

Note. Amounts do not include fringe benefits. Percent details may not sum because of rounding.

TEA retained very little of the state and federal funds received at the agency in FY 2019 and FY 2020 (Table 12.3). In FY 2020, 99.6 percent of state funds and 99.2 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

Table 12.3
State and Federal Funds Appropriated to the Texas Education Agency and Passed Through to School Districts, Education Service Centers, and Education Providers, 2018-19 and 2019-20

Source of Funds	2018-19		2019-20	
	Amount	Percent	Amount	Percent
State Funds				
Administrative Budget	\$ 105,239,515	0.5	\$ 112,923,929	0.4
State Funds Passed Through	21,804,258,944	99.5	27,094,897,855	99.6
Total State Funds	\$ 21,909,498,459	100	\$ 27,207,821,784	100
Federal Funds				
Administrative Budget	39,455,236	0.7	40,739,033	0.8
Federal Funds Passed Through	5,227,550,622	99.3	5,282,236,961	99.2
Total Federal Funds	\$ 5,267,005,858	100	\$ 5,322,975,994	100

Appropriated amounts for 2018-19 and 2019-20 were linked to the goals and strategies outlined in the agency's strategic plan, with specific amounts reflected at the strategy level (Table 12.4).

Final TEA expenditures are included as part of the *Comprehensive Annual Financial Report for the State of Texas*, to be published by the Texas Comptroller of Public Accounts.

Agency Contact Person

For information on TEA funds and expenditures, contact Mike Meyer, Deputy Commissioner of Finance, (512) 463-8800.

Table 12.4
Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2018-19 and 2019-20

Goals and Strategies	Amount, 2018-19	Amount, 2019-20
1. Goal: Provide Education System Leadership, Guidance, and Resources		
TEA will provide leadership, guidance, and resources to create a public education system that continuously improves student performance and supports public schools as the choice of Texas citizens. The agency will satisfy its customers and stakeholders by promoting supportive school environments and by providing resources, challenging academic standards, high-quality data, and timely and clear reports on results.		
1.1.1. Strategy: Foundation School Program – Equalized Operations Fund the Texas public education system efficiently and equitably; ensure that formula allocations support the state's public education goals and objectives and are accounted for in an accurate and appropriate manner.	\$ 20,791,600,000	\$ 25,066,547,326
1.1.2. Strategy: Foundation School Program – Equalized Facilities Continue to operate an equalized school facilities program by ensuring the allocation of a guaranteed yield of existing debt and disbursing facilities funds.	695,000,000	575,434,000
1.2.1. Strategy: Statewide Educational Programs Support schools so that all Texas students have the knowledge and skills, as well as the instructional programs, they need to succeed; that all third-, fifth-, and eighth-grade students read at least at grade level and continue to read at grade level; and that all secondary students have sufficient credit to advance and ultimately graduate on time with their class.	138,431,223	144,530,020
1.2.2. Strategy: Achievement of Students At Risk Develop and implement instructional support programs that take full advantage of flexibility to support student achievement and ensure that all students in at-risk situations receive a quality education.	1,592,463,486	1,591,021,167
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,096,874,419	1,108,820,090
1.2.4. Strategy: School Improvement and Support Programs Encourage educators, parents, community members, and university faculty to improve student learning and develop and implement programs that meet student needs.	150,266,716	272,150,761
Subtotal, Goal 1	\$ 24,464,635,844	\$ 28,758,503,364
2. Goal: Provide System Oversight and Support		
TEA will sustain a system of accountability for student performance that is supported by challenging assessments, high-quality data, highly qualified and effective educators, and high standards of student, campus, district, and agency performance.		
2.1.1. Strategy: Assessment and Accountability System Continue to provide a preeminent state and federal assessment system that will drive and recognize improvement in student achievement by providing a basis for evaluating and reporting student performance in a clear and understandable format. The state's accountability system, which is interdependent with the assessment system, will continue to drive and recognize improvement by campuses and districts in education system performance.	77,735,067	83,191,738
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	10,000,000	1,091,430,204

Source: General Appropriations Act (85th and 86th Texas Legislatures), including Article IX.

continues

Table 12.4 (continued)
Expenditures Under Texas Education Agency (TEA) Goals and Strategies, 2018-19 and 2019-20

Goals and Strategies	Amount, 2018-19	Amount, 2019-20
2.2.2. Strategy: Health and Safety Enhance school safety and support schools in maintaining a disciplined environment that promotes student learning. Reduce the number of criminal incidents on school campuses, enhance school safety, and ensure that students in the Texas Youth Commission and disciplinary and juvenile justice alternative education programs are provided the instructional and support services needed to succeed.	\$ 10,809,368	\$ 13,684,603
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	2,220,134,276	2,170,922,192
2.2.4. Strategy: Windham School District Work with the Texas Department of Criminal Justice to lead students to achieve the basic education skills they need to contribute to their families, communities, and the world.	51,182,720	58,356,507
2.3.1. Strategy: Improving Educator Quality and Leadership Support educators through access to quality training tied to the Texas Essential Knowledge and Skills; develop and implement professional development initiatives that encourage P-16 partnerships. Support regional education service centers to facilitate effective instruction and efficient school operations by providing core services, technical assistance, and program support based on the needs and objectives of the school districts they serve.	197,312,291	201,511,065
2.3.2. Strategy: Agency Operations Continuously improve a customer-driven, results-based, high-performing public education system through a strategic commitment to efficient and effective business processes and operations.	66,642,594	73,912,856
2.3.3. Strategy: State Board for Educator Certification Administer services related to the certification, continuing education, and standards and conduct of public school educators.	4,273,935	4,273,935
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	13,936,136	14,512,242
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	41,075,641	41,737,850
2.3.6. Strategy: Certification Exam Administration Ensure that candidates for educator certification or renewal of certification demonstrate the knowledge and skills necessary to improve academic performance of all students in the state. Estimated and nontransferable.	18,766,445	18,761,222
Subtotal, Goal 2	\$ 2,711,868,473	\$ 3,772,294,414
Total, All Goals and Strategies	\$ 27,176,504,317	\$ 32,530,797,778

Source. General Appropriations Act (85th and 86th Texas Legislatures), including Article IX.

Other Sources of Information

General Appropriations Acts (85th and 86th Texas Legislatures), as published, including Article IX. For additional information on legislative appropriations, visit the Legislative Budget Board website at <http://www.lbb.state.tx.us/>.

Chapter 13.

Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education in 1996 and opened in 1997. Some charters were established to serve predominantly students at risk of dropping out of school. To promote local initiative, charters are subject to fewer regulations than other public school districts (Texas Education Code [TEC] §12.103). Generally, charters are subject to laws and rules that ensure fiscal and academic accountability but do not unduly regulate instructional methods or pedagogical innovation.

Overall enrollment in open-enrollment charters is relatively small, compared to overall enrollment in traditional school districts. Nevertheless, the percentage of Texas public school students enrolled in open-enrollment charters has increased over the past years. In 2019-20, a total of 336,107 students, or approximately 6.2 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to 5.5 percent of Texas public school students in 2017-18. Although most charters have only one campus, some operate several campuses. As of the last Friday in October 2019, there were 178 open-enrollment charters with 771 approved charter campuses. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 72 new sites during the 2019 expansion period. The goal for these amendments is to expand the number of quality educational options for students across the state.

Charters are held accountable under the state testing and accountability systems. Between 1997 and 2002, only charter campuses received accountability ratings. Beginning in 2004, open-enrollment charters were rated at the district level as well. Open-enrollment charters are rated using the same rating criteria and thresholds as traditional school districts, based on aggregate performance of the campuses operated by each charter.

Both charter campuses and traditional school district campuses that serve predominantly students identified as at risk of dropping out of school may request to be evaluated under alternative education accountability (AEA) provisions. In the 2019-20 school year, 20.7 percent of charter campuses were registered under AEA provisions. By comparison, 2.8 percent of school district campuses were registered under AEA provisions. Charter campuses registered as alternative education campuses received ratings in 2019 of *A, B, C, D, F, or Not Rated*.

Governor Greg Abbott suspended the annual academic assessment requirements for the 2019-20 school year in response to the COVID-19 pandemic. As a result, the State of Texas Assessments of Academic Readiness (STAAR) were not administered for the 2019-20 school year. All districts and campuses were assigned a rating of *Not Rated: Declared State of Disaster* for 2020.

In 2001, the 77th Texas Legislature required that the performance of charters be reported in comparison to the performance of school districts on student achievement indicators (TEC §39.332). In the analyses that follow, charter campuses that are evaluated under AEA provisions are referred to as "AEA charters."

Note. Please refer to Chapters 1 and 2 of this report for definitions and descriptions of indicators used. In addition, Chapter 9 contains information on the inception and growth of charters.

Conversely, charter campuses that are evaluated under standard accountability provisions are referred to as "standard charters." Non-charter districts are referred to as "traditional districts," and the data reported for these districts include both campuses that are evaluated under standard accountability provisions and campuses that are evaluated under AEA provisions. STAAR passing rates include ratings of Approaches Grade Level, Meets Grade Level, and Masters Grade Level.

STAAR Performance

State Summary

In 2019, overall STAAR passing rates varied by subject and educational setting (Table 13.1). On the reading test, passing rates were higher in standard charters than traditional districts. On the mathematics, science, and social studies tests, passing rates were higher in traditional districts than standard charters. On the writing test, the passing rates were the same in both settings. Overall, passing rates for standard charters and traditional districts varied by 3 or fewer percentage points in each subject area.

Table 13.1
STAAR Passing Rates (%), by Subject, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2019 and 2020

Subject	AEA Charters		Standard Charters		Traditional Districts ^a	
	2019	2020	2019	2020	2019	2020
Reading/ELA ^b	43	n/a ^c	78	n/a	75	n/a
Mathematics	56	n/a	81	n/a	82	n/a
Writing	42	n/a	69	n/a	69	n/a
Science	67	n/a	81	n/a	82	n/a
Social Studies	76	n/a	80	n/a	81	n/a
All Tests Taken	55	n/a	78	n/a	78	n/a

Note. Results are based on STAAR (with and without accommodations) and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts. ^cNot applicable. STAAR tests were not administered for the 2019-20 school year because of the COVID-19 pandemic.

Across subjects, the passing rate for AEA charters was highest on the social studies test, and the passing rates for standard charters and traditional districts were highest on the mathematics and science tests. Passing rates for all three educational settings were lowest on the writing test.

STAAR Performance by Student Group

In 2019, passing rates for Hispanic students and students identified as economically disadvantaged were higher in standard charters than in traditional districts on all tests, except mathematics, where the passing rates for Hispanic students were the same in both educational settings (Table 13.2). Passing rates for African American students were higher in standard charters on the reading, writing, and mathematics tests, higher in traditional districts on the social studies tests, and the same in standard charters and traditional districts on the science tests. Passing rates for White students were higher in traditional districts on the mathematics, science, and social studies tests, and higher in standard charters than in traditional districts on the reading and writing tests.

Table 13.2
STAAR Passing Rates (%), by Subject and Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2019 and 2020

Group	AEA Charters		Standard Charters		Traditional Districts ^a	
	2019	2020	2019	2020	2019	2020
Reading/ELA^b						
African American	37	n/a ^c	72	n/a	65	n/a
Hispanic	43	n/a	76	n/a	71	n/a
White	55	n/a	87	n/a	85	n/a
Economically Disadvantaged	42	n/a	74	n/a	67	n/a
Mathematics						
African American	52	n/a	73	n/a	72	n/a
Hispanic	60	n/a	80	n/a	80	n/a
White	48	n/a	87	n/a	89	n/a
Economically Disadvantaged	57	n/a	78	n/a	77	n/a
Writing						
African American	41	n/a	64	n/a	57	n/a
Hispanic	42	n/a	67	n/a	64	n/a
White	50	n/a	79	n/a	78	n/a
Economically Disadvantaged	42	n/a	65	n/a	60	n/a
Science						
African American	60	n/a	72	n/a	72	n/a
Hispanic	68	n/a	80	n/a	78	n/a
White	75	n/a	88	n/a	90	n/a
Economically Disadvantaged	66	n/a	78	n/a	75	n/a
Social Studies						
African American	69	n/a	72	n/a	74	n/a
Hispanic	75	n/a	79	n/a	77	n/a
White	86	n/a	87	n/a	88	n/a
Economically Disadvantaged	75	n/a	77	n/a	74	n/a

Note. Results are based on STAAR (with and without accommodations) and STAAR Alternate 2 combined and are summed across all grades tested for each subject.

^aExcludes charters. ^bEnglish language arts. ^cNot applicable. STAAR tests were not administered for the 2019-20 school year because of the COVID-19 pandemic.

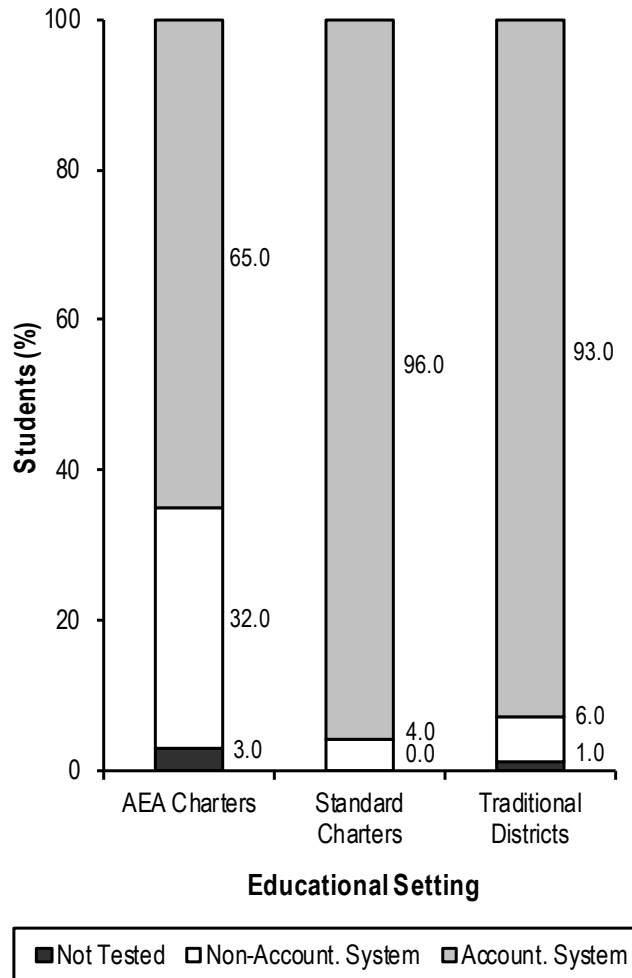
Passing rates in AEA charters were lower than those in standard charters and traditional districts for all student groups and tests except social studies, where the passing rate for economically disadvantaged students was 1 point higher in AEA charters than in traditional districts. Across subjects, passing rates for all groups in AEA charters were highest on the social studies test, followed by the science test.

State Assessment Participation

In the 2018-19 school year, 97 percent of students in AEA charters took state assessments, compared to 99 percent of students in traditional districts and 100 percent of students in standard charters (Figure 13.1 on page 304).

Test inclusion in accountability depends on a student's specific circumstances. In 2019, results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on STAAR (with and without accommodations), STAAR Alternate 2, or the Texas English Language Proficiency Assessment System (TELPAS) and also had a valid scale score on an English-language version of a STAAR test; and (b) the students were enrolled in the same districts or charters on the date of testing as they were on the last Friday in October. Results for students who met one or more of the following

Figure 13.1
State Assessment Participation (%), Charters Rated
Under Alternative Education Accountability (AEA)
Procedures, Charters Rated Under Standard
Accountability Procedures, and Traditional
Districts, 2019



criteria were not used in determining accountability ratings: (a) the students were mobile—they moved from one district or charter to another between the last Friday in October and the date of testing; or (b) the students were tested exclusively on TELPAS or identified as English learners in their first year of enrollment in U.S. schools.

In addition, the performance of students served at certain campuses was not used in evaluating the districts where the campuses are located. For example, under TEC §39.055, students ordered by juvenile courts into residential programs or facilities operated by the Texas Juvenile Justice Department, a juvenile board, or any other governmental entity and students receiving treatment in residential facilities were excluded when determining campus and district accountability ratings.

Because students attending charters tend to be a more mobile population, the percentage of students whose test results are excluded when determining accountability ratings is generally higher for charters than for traditional districts. In 2019, test results for 32 percent of students in AEA charters, 4 percent of students in standard charters, and 6 percent of students in traditional districts were excluded for accountability purposes (Figure 13.1).

Grade 9-12 Annual Dropout Rates

In 2018-19, Grade 9-12 annual dropout rates for all student groups were considerably higher in AEA charters than in standard charters and traditional districts (Table 13.3). The annual dropout rate for students overall was lower in standard charters (0.5%) than traditional districts (1.3%). In addition, annual dropout rates for African American, Hispanic, White, and economically disadvantaged students were lower in standard charters than traditional districts.

Table 13.3
Annual Dropout Rates (%), Grades 9-12, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, 2017-18 and 2018-19

Group	AEA Charters	Standard Charters	Traditional Districts ^a
2017-18			
African American	12.1	0.3	1.7
Hispanic	9.4	0.4	1.6
White	7.1	0.5	0.7
Econ. Disad. ^b	9.8	0.4	1.7
State	9.5	0.4	1.3
2018-19			
African American	14.8	0.6	1.8
Hispanic	11.7	0.5	1.6
White	8.5	0.5	0.7
Econ. Disad.	11.5	0.5	1.7
State	11.8	0.5	1.3

^aExcludes charters. ^bEconomically disadvantaged.

Grade 9-12 Longitudinal Graduation Rates

The class of 2019 longitudinal graduation rates for standard charters (97.2%) and traditional districts (93.1%) were much higher than the rate for AEA charters (46.2%) (Table 13.4 on page 306). Across settings, standard charters had the highest longitudinal graduation rates for African American, Hispanic, White, and economically disadvantaged students.

Table 13.4
Four-Year Longitudinal Graduation Rates (%),
by Student Group, Charters Evaluated Under
Alternative Education Accountability (AEA)
Provisions, Charters Evaluated Under Standard
Accountability Provisions, and Traditional Districts,
Classes of 2018 and 2019

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Class of 2018			
African American	38.4	97.2	91.1
Hispanic	48.7	96.2	91.3
White	55.6	95.0	95.6
Econ. Disad. ^b	47.6	96.2	90.6
State	47.6	96.3	92.9
Class of 2019			
African American	38.1	97.6	90.9
Hispanic	44.9	96.9	91.5
White	58.2	96.9	95.8
Econ. Disad.	45.1	97.1	90.6
State	46.2	97.2	93.1

^aExcludes charters. ^bEconomically disadvantaged.

College, Career, and Military Readiness

In the class of 2019 overall, students in standard charters (83%) outperformed students in traditional districts (74%) on indicators of college, career, and military readiness (CCMR) (Table 13.5). Similar differences were seen across all student groups, with the largest difference among economically disadvantaged students. CCMR indicator rates for economically disadvantaged students were 82 percent in standard charters and 68 percent in traditional districts, a difference of 14 percentage points. CCMR indicator rates in AEA charters were lower than those in standard charters and traditional districts for all student groups.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 100 percent for the class of 2019. In traditional districts, the participation rate was 76.3 percent. In AEA charters, only 19.2 percent of graduates participated.

The percentage of examinees in the class of 2019 who scored at or above criterion on either test (a score of 480 on SAT evidence-based reading and writing or 19 on ACT English and an ACT composite score of 23 and 530 on SAT mathematics or 19 on ACT mathematics and an ACT composite score of 23) was 39.4 percent for standard charters, 36.1 percent for traditional districts, and 12.7 percent for AEA charters.

**Table 13.5
College, Career, and Military Readiness, by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2018 and 2019**

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Class of 2018			
African American	17	64	52
Hispanic	20	79	62
White	28	82	75
Econ. Disad. ^b	20	77	59
State	22	79	66
Class of 2019			
African American	30	74	61
Hispanic	30	83	71
White	33	84	80
Econ. Disad.	30	82	68
State	31	83	74

^aExcludes charters. ^bEconomically disadvantaged.

Agency Contact Persons

For information on charters, contact Kelvey Oeser, Deputy Commissioner of Educator Support, (512) 463-8972; Joe Siedlecki, Associate Commissioner of Innovations and Charters, (512) 936-2256; or Heather Mauzé, Charter Schools, (512) 463-9575.

Other Sources of Information

Accountability ratings, Texas Academic Performance Reports, and profiles for each charter operator and charter campus are available from each charter and on the Texas Education Agency website at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting>. Other evaluation reports pertaining to Texas charter schools may be found at <https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-charter-schools/program-evaluation-texas-charter-schools>.

Chapter 14. Character Education

Prior to 2019, school districts were permitted, but not required, to offer character education programs. In 2019, the 86th Texas Legislature passed House Bill (HB) 1026, amending Texas Education Code (TEC) §29.906 to require that the State Board of Education (SBOE) integrate the following positive character traits into the essential knowledge and skills adopted for kindergarten through Grade 12:

- courage;
- trustworthiness, including honesty, reliability, punctuality, and loyalty;
- integrity;
- respect and courtesy;
- responsibility, including accountability, diligence, perseverance, and self-control;
- fairness, including justice and freedom from prejudice;
- caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity;
- good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law;
- school pride; and
- gratitude.

In 2020, the SBOE adopted Texas Essential Knowledge and Skills (TEKS) for positive character traits for kindergarten through Grade 12. Beginning in the 2021-22 school year, school districts and open-enrollment charter schools will be required to provide instruction in the TEKS for positive character traits at least once in the following grade bands: Grades K-2, Grades 3-5, Grades 6-8, and Grades 9-12. School districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the TEKS for one or more courses or subject areas at the appropriate grade levels.

HB 1026 also required school districts and open-enrollment charter schools to adopt character education programs that include the positive character traits listed above by consulting with committees selected by the districts that consist of parents of district students, educators, and other members of the community. The Texas Education Agency (TEA) is required to maintain a list of the programs and to designate Character Plus Schools. To be designated a Character Plus School, a school's program must:

- include the positive character traits required to be integrated; and
- be approved by a district committee.

From 2002 until 2010, TEA conducted an annual survey of all school districts and charters to identify character education programs and determine the perceived effects of the programs on student discipline and academic achievement. TEA designated campuses as Character Plus Schools based on responses to the survey.

For 2009-10, the most recent school year for which data are available, 227 Texas school districts or charters (approximately 18%) responded to the survey. Approximately 89 percent of districts and charters completing the survey reported having character education programs. A total of 1,296 campuses in the responding districts and charters had programs meeting the Character Plus criteria, and 367 campuses had programs not meeting the criteria. About 11 percent of survey respondents reported not having character education programs.

Districts and charters that reported implementing character education programs were asked whether the programs had effects on academic achievement and student discipline. Over 61 percent reported improved standardized tests scores, and some 45 percent reported improved local grades. Over 80 percent reported fewer discipline referrals, and almost 48 percent reported improved attendance.

Agency Contact Persons

For information about Character Plus Schools or positive character trait TEKS, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

Criteria for Character Plus Schools, as defined by TEC §29.906, and the lists of Character Plus Schools for school years 2001-02 through 2009-10 are available at <https://tea.texas.gov/academics/learning-support-and-programs/character-education>.

Chapter 15.

Student Health and Physical Activity

Student health plays an integral part in the academic success of all students. To help promote student health, Texas has implemented the Coordinated School Health Model, which is designed to support and advance student academic performance by focusing on student physical, emotional, social, and educational development.

Physical Fitness Assessment

Under Texas Education Code (TEC) §38.101, all public school districts must assess the physical fitness levels of all students in Grades 3-12 on an annual basis. Districts must use a physical fitness assessment instrument specified by the commissioner of education and report results to the Texas Education Agency (TEA) (TEC §§38.102 and 38.103). The data must be aggregated and may not include student-level information (TEC §38.103). TEA is required to analyze the results of the physical fitness assessment and identify any correlation between the results and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs (TEC §38.104).

After a thorough review process, the commissioner selected the FitnessGram in 2007 as the official physical fitness assessment instrument. The FitnessGram, created by The Cooper Institute of Dallas, measures body composition, aerobic capacity, strength, endurance, and flexibility. In the FitnessGram program, a student is considered to be in the "Healthy Fitness Zone" if the student achieves specified levels of fitness on individual tests, with performance targets tied to the student's age and gender. Students participate in six tests, which include activities such as a one-mile run, curl-ups, pushups, trunk lift, and shoulder stretches.

In 2017, the 85th Texas Legislature appropriated \$2 million for the 2017-2018 biennium for the physical fitness assessment and related analysis. Appropriations for the 2019-2020 biennium were again \$2 million. Since the 2013-14 school year, TEA has provided a statewide license for FitnessGram software at no cost to Texas public schools. The software provides a web-based data collection system and mobile applications that allow teachers to upload physical fitness assessment data directly to FitnessGram servers. The software also allows teachers and campuses to run a variety of reports on the physical fitness assessment data. TEA continues to maintain the Physical Fitness Assessment Initiative application for districts that opt not to register for the FitnessGram site license.

During the 2017-18 school year, TEA collected physical fitness assessment data from 1,025 school districts and charter schools on 3,860,946 students in Grades 3-12. Both the number of participating districts and charter schools and the number of students assessed increased from the previous year, when 2,265,736 students were assessed in 993 districts and charter schools.

In 2017, TEA conducted an analysis of the physical fitness assessment data to assess the relationships among physical fitness and student academic achievement, attendance, obesity, disciplinary problems, and school meal programs. The analysis is available on the TEA website. TEA is currently conducting the analysis of the physical fitness assessment data for the 2018-19 school year. Given the systemic closure of

schools resulting from the spread of the COVID-19 virus, the governor suspended the 2019-20 physical fitness assessment and reporting of those results.

Coordinated School Health Programs

Under TEC §38.013, TEA must make available to each school district one or more coordinated health programs in elementary, middle school, and junior high school. In 2019, the 86th Texas Legislature passed House Bill (HB) 18, amending statute to require that each coordinated program provide for education and services related to the following:

- physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of nutrition;
- mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making;
- substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
- physical education and physical activity; and
- parental involvement.

Current programs approved by the commissioner of education that meet all criteria for a coordinated school health program outlined in 19 Texas Administrative Code (TAC) §102.1031 are available on the TEA website. The next review of coordinated school health programs is expected to take place after adoption of revised Texas Essential Knowledge and Skills (TEKS) for health education and physical education, which is expected in late 2020.

Instruction in Cardiopulmonary Resuscitation

The State Board of Education (SBOE) requires instruction in cardiopulmonary resuscitation (CPR) for students in Grades 7-12 (19 TAC §74.38; TEC §28.0023). School districts and open-enrollment charter schools must provide students with instruction in CPR at least once before graduation. The instruction in CPR may be provided as a part of any course, and a school administrator may waive the curriculum requirement for an eligible student who has a disability. In June 2018, the SBOE adopted changes to requirements for the student academic achievement record, or transcript (19 TAC §74.5). These changes require school districts and charter schools to indicate completion of the required CPR instruction on a student's academic achievement record if the student completes instruction in Grade 9, 10, 11, or 12.

Bleeding Control Training and Instruction

The 86th Texas Legislature passed HB 496, which added TEC §38.030, requiring school districts and open-enrollment charter schools to develop and make available a protocol for school employees and

volunteers to follow in the event of a traumatic injury. The locally approved protocol must include maintenance and availability of bleeding control stations, as well as training on use of a bleeding control station for school district peace officers, school resource officers, and all other district employees who may be reasonably expected to use a bleeding control station. The legislation requires TEA to approve training on use of a bleeding control station for use by district staff. In 2019, TEA approved the following bleeding control training programs:

- Bleeding Control Basics, Con10gency Consulting
- Campus Emergency Preparedness and Survival Training (EPAST), University of Texas Southwestern Medical Center—Department of Emergency Medicine
- Stop the Bleed, American College of Surgeons
- Williamson County Emergency Medical Services (WCEMS) Hemorrhage Control, WCEMS

School districts and open-enrollment charter schools are also required to offer annual instruction on use of a bleeding control station to students enrolled at the campus in Grade 7 or higher.

Seizure Management and Treatment Plan and Related First Aid

The 86th Texas Legislature passed HB 684, which added TEC §38.032, permitting the parent or guardian of a student with a seizure disorder to seek care for the student's seizures while the student is at school or participating in a school activity by submitting to the district a copy of a seizure management and treatment plan developed by the student's parent or guardian and the physician responsible for the student's treatment. A seizure management and treatment plan must identify the health care services the student may receive at school or while participating in a school activity, evaluate the student's ability to understand and manage seizures, and be signed by the student's parent or guardian and the physician responsible for the student's treatment.

HB 684 also added TEC §38.033, which requires that a school nurse employed by a school district complete a TEA-approved online course of instruction for school nurses regarding managing students with seizures. The course should include information about seizure recognition and related first aid. In 2019, TEA approved the following trainings from the national nonprofit organization, Epilepsy Foundation: *Managing Students with Seizures: The Importance of School Nurses and Seizure* and *Training for School Personnel*. Both trainings are available online and free of charge. School district employees other than school nurses whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction specific for school personnel regarding awareness of students with seizures.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans must establish goals and objectives for the coordinated school health program on each elementary, middle, and junior high school campus. The goals and objectives must be based on the following: student fitness data; student academic performance data; attendance rates; the percentage of students identified as educationally disadvantaged; the use and success of any methods used to

ensure that students participate in moderate to vigorous physical activity; and any other indicators recommended by the local school health advisory council (SHAC).

School Health Survey

To enhance implementation of school health requirements and improve the quality of fitness data, TEA developed an annual survey to collect additional data from school districts on student health and physical activity programs (TEC §38.0141). Results from the survey help identify district needs and guide technical support and training related to effective implementation of coordinated school health programs and SHACs. The results also help other organizations and agencies throughout the state in efforts to improve policies and practices that affect health behavior in their districts and communities.

In 2017, the 85th Texas Legislature passed Senate Bill (SB) 1873, which amended TEC §38.0141 by requiring that TEA complete a report on the physical education information provided by each school district and publish the report on the agency's website no later than one year after receiving the information. The bill also added information not previously collected by the survey.

TEA updated the 2016-17 school health survey to align with SB 1873 reporting requirements. In addition, data elements were added in the Public Education Information Management System (PEIMS) to collect the additional information required by the bill. The first Physical Education Report was published in 2020.

Mental Health

The 86th Texas Legislature passed HB 18, which amended Health and Safety Code §161.325 by transferring Subchapter O-1 pertaining to mental health, substance abuse, and youth suicide and reenacting that section in Chapter 38, Subchapter G, of the Texas Education Code. In addition, HB 18 addressed the following: training for certain school employees on mental health of public school students; curriculum requirements; requirements for counseling programs; requirements for coordinated school health programs, state and regional programs and services, and health care services for students; mental health first aid program training and reporting regarding local mental health authority and school district personnel.

Agency Contact Persons

For additional information on student health and physical activity, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Barney Fudge, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/physical-fitness-assessment-initiative>.

Aggregate fitness assessment data are available at <https://tea.texas.gov/texas-schools/health-safety-discipline/physical-fitness-assessment-initiative/fitness-data>.

FitnessGram results at the district level are available at <https://tealprod.tea.state.tx.us/Pfai/Public/ReportGenerator.aspx>.

Information about approved coordinated school health programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/approved-coordinated-school-health-programs>.

Information about approved bleeding control training programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model>.

Information about approved seizure disorder training programs is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health/healthy-and-safe-school-environment-of-the-coordinated-school-health-model>.

School health survey results are available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health>.

The 2020 Physical Education Report is available at <https://tea.texas.gov/texas-schools/health-safety-discipline/coordinated-school-health>.

Best-practice-based programs that address early mental health intervention, mental health promotion and positive youth development, substance abuse prevention and intervention, and suicide prevention are available at <https://tea.texas.gov/about-tea/other-services/mental-health/mental-health-and-behavioral-health>.

Chapter 16. Foundation High School Program Endorsements

With implementation of the Foundation High School Program in 2014-15, Texas added endorsements to high school graduation requirements. Endorsements consist of a series of related courses that are grouped together by interest or skill set and allow students to complete coursework in a particular subject area to pursue possible career paths or topics of interest.

An endorsement may be earned in any of the following areas:

- science, technology, engineering, and mathematics (STEM);
- business and industry;
- public services;
- arts and humanities; or
- multidisciplinary studies.

Each student entering ninth grade must select at least one endorsement to pursue as part of the Foundation High School Program. A student may graduate without earning an endorsement if, after the student's sophomore year, his or her parent or guardian files written permission to opt out of pursuing an endorsement.

To earn an endorsement, a student graduating under the Foundation High School Program must successfully complete the curriculum requirements for that endorsement as identified by State Board of Education (SBOE) rule. A student seeking an endorsement is required to earn a total of 26 credits, including 4 credits each in mathematics and science and 7 elective credits (Table 16.1). A student not seeking an endorsement is required to earn a total of 22 credits.

**Table 16.1
Foundation High School Program (FHSP) Credit
Requirements**

Subject Area	FHSP Without Endorsement	FHSP With Endorsement
English	4	4
Mathematics	3	4
Science	3	4
Social Studies	3	3
LOTE ^a	2	2
Physical Education	1	1
Fine Arts	1	1
Electives	5	7
Total	22	26

^aLanguages other than English.

SBOE rules for the Foundation High School Program provide students with multiple options to earn each endorsement (Table 16.2 on page 318). The options, to the extent possible, require completion of a coherent

Table 16.2**Course Sequence Options to Complete Endorsements, by Endorsement Area, 2014-15 Through 2019-20**

Science, Technology, Engineering, and Mathematics (STEM)^a
<ul style="list-style-type: none"> • Career and technical education (CTE) courses related to STEM • Computer Science • Mathematics • Science • Combination of no more than two of the categories listed above
Business and Industry
<ul style="list-style-type: none"> • CTE courses selected from one of the 10 CTE career clusters approved for the endorsement: Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Manufacturing; Marketing; and Transportation, Distribution, and Logistics • English electives in public speaking, debate, advanced broadcast journalism, including newspaper, yearbook, or literary magazine • Technology applications • A coherent sequence of four credits from the categories listed above
Public Services
<ul style="list-style-type: none"> • CTE courses selected from one of the five CTE career clusters approved for the endorsement: Education and Training; Government and Public Administration; Health Science; Human Services; and Law, Public Safety, Corrections, and Security • Junior Reserve Officer Training Corps
Arts and Humanities
<ul style="list-style-type: none"> • Social studies • Two levels each in two languages other than English (LOTE) or four levels in the same language other than English • Four levels of American Sign Language • A coherent sequence of four credits by selecting courses from one or two disciplines (music, theatre, art, and dance) in fine arts • English electives not included under the Business and Industry endorsement
Multidisciplinary Studies
<ul style="list-style-type: none"> • Advanced courses from other endorsement areas • Four credits in each foundation area (English, mathematics, science, and social studies), including English IV and Chemistry and/or Physics • Four credits in Advanced Placement /International Baccalaureate, or dual credit selected from English, mathematics, science, social studies, economics, LOTE, or fine arts

^aThe STEM endorsement requires students to complete Algebra II, chemistry, and physics, in addition to the sequence of courses for one of the approved options.

sequence of courses. Students may earn more than one endorsement. In 2019, the SBOE adopted amendments to the endorsement rules to align with changes to career and technical education course offerings. The changes were effective beginning with the 2020-21 school year.

Public school districts and charters must make available to students the courses necessary to satisfy at least one endorsement and may offer multiple endorsements. If a district or charter offers only one endorsement, it must be in multidisciplinary studies. Although districts and charters do not report the endorsements they offer students, they are required to report, through the Texas Student Data System Public Education Information Management System, the endorsements each student pursues or completes. For each type of endorsement, Table 16.3 presents counts of districts and charters that reported that at least one student pursued or completed the endorsement.

Table 16.3
Districts and Charters With Foundation
High School Program Students Pursuing or
Completing Endorsements, by Endorsement,
2018-19 and 2019-20

Endorsement	2018-19	2019-20
STEM ^a	966	968
Business and Industry	1,012	1,014
Public Services	817	836
Arts and Humanities	947	941
Multidisciplinary Studies	1,075	1,076

^aScience, technology, engineering, and mathematics.

Calculations

Student results are based on the last campus a student attended, as reported in the Texas Student Data System Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

State Summary

In 2018-19, a total of 1,547,807 students were pursuing the Foundation High School Program. Multidisciplinary studies (49.0%) and business and industry (24.1%) were the two most pursued endorsements in Grades 9-12 overall (Table 16.4). The percentage of students in Grades 9-12 who did not pursue an endorsement in 2018-19 was 7.0 percent.

Table 16.4
Foundation High School Program Students, by Endorsement and Grade, 2018-19 and 2019-20

Endorsement	Grade 9		Grade 10		Grade 11		Grade 12	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2018-19								
STEM ^a	55,600	12.3	59,386	14.4	61,821	16.5	92,119	24.3
Business and Industry	104,648	23.3	97,526	23.7	87,839	23.5	83,401	22.0
Public Services	83,702	18.6	80,872	19.6	71,737	19.2	58,487	15.4
Arts and Humanities	50,804	11.3	56,357	13.7	63,068	16.9	104,230	27.4
Multidisciplinary Studies	182,140	40.5	174,889	42.4	172,415	46.1	229,063	60.3
No Endorsements	21,450	4.8	19,864	4.8	16,096	4.3	51,317	13.5
2019-20								
STEM	55,569	12.1	56,059	13.4	61,364	16.3	91,252	23.9
Business and Industry	107,076	23.3	97,828	23.5	88,163	23.4	87,265	22.9
Public Services	82,417	17.9	78,230	18.8	71,747	19.0	61,880	16.2
Arts and Humanities	49,778	10.8	53,815	12.9	62,571	16.6	111,532	29.3
Multidisciplinary Studies	199,547	43.4	193,519	46.4	186,149	49.3	244,936	64.3
No Endorsements	23,169	5.0	17,241	4.1	13,070	3.5	47,398	12.4

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aScience, technology, engineering, and mathematics.

In 2019-20, a total of 1,578,152 students were pursuing the Foundation High School Program. Multidisciplinary studies (52.2%) and business and industry (24.1%) remained the two most-pursued endorsements in Grades 9-12 overall (Table 16.4 on page 319). Moreover, multidisciplinary studies was the most pursued endorsement among every student group (Table 16.5). The percentage of Foundation High School Program students in Grades 9-12 who did not pursue endorsements (6.4%) decreased by 0.6 percentage points from 2018-19 (Table 16.4 on page 319).

Table 16.5
Foundation High School Program Students, Grades 9-12, by Student Group and Endorsement, 2018-19 and 2019-20

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2018-19	191,228	12.4	22,133	11.6	45,789	23.9	35,645	18.6	26,280	13.7	89,394	46.7
2019-20	197,162	12.5	22,179	11.2	47,532	24.1	36,673	18.6	26,681	13.5	94,967	48.2
American Indian												
2018-19	5,501	0.4	842	15.3	1,286	23.4	874	15.9	963	17.5	2,846	51.7
2019-20	5,481	0.3	771	14.1	1,351	24.6	872	15.9	948	17.3	2,892	52.8
Asian												
2018-19	70,217	4.5	29,376	41.8	8,745	12.5	11,443	16.3	15,485	22.1	40,823	58.1
2019-20	72,992	4.6	29,871	40.9	9,247	12.7	11,730	16.1	16,727	22.9	44,021	60.3
Hispanic												
2018-19	796,763	51.5	117,656	14.8	202,892	25.5	175,793	22.1	138,683	17.4	356,405	44.7
2019-20	820,216	52.0	118,873	14.5	208,387	25.4	174,865	21.3	142,738	17.4	401,286	48.9
Pacific Islander												
2018-19	2,376	0.2	330	13.9	499	21.0	452	19.0	374	15.7	1,282	54.0
2019-20	2,440	0.2	362	14.8	509	20.9	463	19.0	361	14.8	1,379	56.5
White												
2018-19	449,306	29.0	92,286	20.5	107,658	24.0	65,354	14.5	86,745	19.3	250,022	55.6
2019-20	445,195	28.2	85,903	19.3	106,232	23.9	64,167	14.4	84,079	18.9	259,710	58.3
Multiracial												
2018-19	32,416	2.1	6,303	19.4	6,545	20.2	5,237	16.2	5,929	18.3	17,735	54.7
2019-20	34,666	2.2	6,285	18.1	7,074	20.4	5,504	15.9	6,162	17.8	19,896	57.4
Econ. Disad.^c												
2018-19	857,039	55.4	109,740	12.8	225,286	26.3	182,971	21.3	136,256	15.9	379,684	44.3
2019-20	872,364	55.3	109,613	12.6	228,680	26.2	181,683	20.8	137,632	15.8	416,905	47.8
Female												
2018-19	756,698	48.9	112,312	14.8	136,158	18.0	204,990	27.1	165,479	21.9	376,439	49.7
2019-20	771,223	48.9	109,898	14.2	139,712	18.1	205,800	26.7	165,912	21.5	408,222	52.9
Male												
2018-19	791,109	51.1	156,614	20.0	237,256	30.0	89,808	11.4	108,980	13.8	382,068	48.3
2019-20	806,929	51.1	154,346	19.1	240,620	29.8	88,474	11.0	111,784	13.9	415,929	51.5
EL^d												
2018-19	160,270	10.4	13,392	8.4	42,288	26.4	28,917	18.0	21,766	13.6	69,835	43.6
2019-20	190,291	12.1	17,037	9.0	50,117	26.3	33,920	17.8	26,436	13.9	89,250	46.9
Special Education^e												
2018-19	142,096	9.2	6,615	4.7	34,502	24.3	18,244	12.8	14,903	10.5	57,622	40.6
2019-20	151,567	9.6	7,264	4.8	37,083	24.5	18,816	12.4	16,362	10.8	67,803	44.7

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish learner.

^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Across student groups, students served in special education programs had the highest percentages of students not pursuing endorsements in 2018-19 (21.3%) and in 2019-20 (18.8%). Prior to 2018-19, in accordance with Title 19 of the Texas Administrative Code §89.1070(c), students receiving special education services were not eligible for an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39. In 2019, the 86th Texas Legislature passed House Bill 165, which established that a student served in a special education program may earn an endorsement by successfully completing the curriculum and endorsement requirements either with or without modification.

More than half of American Indian (52.8%), Asian (60.3%), Pacific Islander (56.5%), White (58.3%), and multiracial (57.4%) students pursued an endorsement in multidisciplinary studies in 2019-20 (Table 16.5). In general, the percentage of students who pursued or completed each of the five endorsements remained relatively consistent between 2018-19 and 2019-20. Across racial/ethnic groups and endorsements in 2019-20, the largest percentage-point difference between Grades 9 and 12 was for Asian students pursuing or completing the arts and humanities endorsement (Tables 16.6 through 16.9, starting on page 322).

Agency Contact Persons

For information on Foundation High School Program endorsements, contact Lily Laux, Deputy Commissioner of School Programs, (512) 463-9012; Monica Martinez, Associate Commissioner of Standards and Support Services, (512) 463-9087; or Shelly Ramos, Curriculum Standards and Student Support, (512) 463-9581.

Other Sources of Information

See the Texas Education Data Standards at https://www.texasstudentdatasystem.org/TSDS/TEDS/Texas_Education_Data_Standards/.

For additional information related to endorsement options, see *2017 House Bill 5 Evaluation* at <https://tea.texas.gov/sites/default/files/HB5-Final-Comprehensive-Report.pdf>.

Table 16.6
Foundation High School Program Students, Grade 9, by Student Group and Endorsement, 2018-19
and 2019-20

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2018-19	52,130	12.4	5,056	9.7	14,000	26.9	10,507	20.2	5,431	10.4	21,605	41.4
2019-20	55,965	12.8	5,559	9.9	14,562	26.0	11,124	19.9	5,960	10.6	22,828	40.8
American Indian												
2018-19	1,444	0.3	194	13.4	345	23.9	229	15.9	178	12.3	702	48.6
2019-20	1,526	0.3	161	10.6	404	26.5	256	16.8	179	11.7	741	48.6
Asian												
2018-19	18,174	4.3	6,046	33.3	2,256	12.4	3,185	17.5	2,453	13.5	8,752	48.2
2019-20	18,725	4.3	5,995	32.0	2,246	12.0	3,108	16.6	2,031	10.8	9,495	50.7
Hispanic												
2018-19	220,232	52.4	24,790	11.3	57,640	26.2	49,578	22.5	25,871	11.7	86,660	39.3
2019-20	233,449	53.5	26,368	11.3	60,326	25.8	48,430	20.7	26,667	11.4	99,326	42.5
Pacific Islander												
2018-19	623	0.1	75	12.0	163	26.2	147	23.6	57	9.1	297	47.7
2019-20	681	0.2	104	15.3	169	24.8	121	17.8	73	10.7	328	48.2
White												
2018-19	117,925	28.1	18,037	15.3	28,226	23.9	18,376	15.6	15,654	13.3	56,539	47.9
2019-20	116,127	26.6	16,081	13.8	27,211	23.4	17,739	15.3	13,685	11.8	61,669	53.1
Multiracial												
2018-19	9,374	2.2	1,402	15.0	2,018	21.5	1,680	17.9	1,160	12.4	4,585	48.9
2019-20	9,954	2.3	1,301	13.1	2,158	21.7	1,639	16.5	1,183	11.9	5,160	51.8
Econ. Disad.^c												
2018-19	245,904	58.6	24,521	10.0	67,913	27.6	54,250	22.1	27,665	11.3	97,774	39.8
2019-20	259,331	59.4	26,283	10.1	70,095	27.0	53,687	20.7	28,551	11.0	109,385	42.2
Female												
2018-19	200,974	47.9	19,921	9.9	36,914	18.4	57,438	28.6	30,155	15.0	86,911	43.2
2019-20	208,303	47.7	20,199	9.7	38,037	18.3	56,664	27.2	29,345	14.1	95,114	45.7
Male												
2018-19	218,928	52.1	35,679	16.3	67,734	30.9	26,264	12.0	25,871	11.8	95,229	43.5
2019-20	228,124	52.3	35,370	15.5	69,039	30.3	25,753	11.3	20,433	9.0	104,433	45.8
EL^d												
2018-19	55,982	13.3	4,370	7.8	15,654	28.0	11,171	20.0	5,769	10.3	22,695	40.5
2019-20	70,555	16.2	6,313	8.9	19,457	27.6	13,214	18.7	7,606	10.8	29,720	42.1
Special Education^e												
2018-19	43,491	10.4	2,287	5.3	12,060	27.7	6,534	15.0	4,473	10.3	19,834	45.6
2019-20	46,093	10.6	2,484	5.4	12,445	27.0	6,346	13.8	4,658	10.1	22,182	48.1

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish learner.

^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.7
Foundation High School Program Students, Grade 10, by Student Group and Endorsement, 2018-19
and 2019-20

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2018-19	49,108	12.4	4,916	10.0	12,154	24.7	9,855	20.1	5,721	11.6	20,824	42.4
2019-20	50,284	12.4	4,692	9.3	12,768	25.4	9,828	19.5	5,295	10.5	22,142	44.0
American Indian												
2018-19	1,453	0.4	182	12.5	390	26.8	242	16.7	218	15.0	702	48.3
2019-20	1,381	0.3	176	12.7	331	24.0	222	16.1	185	13.4	668	48.4
Asian												
2018-19	18,050	4.5	6,682	37.0	2,153	11.9	2,998	16.6	2,733	15.1	9,302	51.5
2019-20	18,723	4.6	6,318	33.7	2,197	11.7	3,062	16.4	2,845	15.2	9,791	52.3
Hispanic												
2018-19	205,240	51.6	26,061	12.7	53,677	26.2	48,397	23.6	28,592	13.9	79,379	38.7
2019-20	210,847	52.1	25,566	12.1	54,207	25.7	46,722	22.2	28,053	13.3	93,878	44.5
Pacific Islander												
2018-19	601	0.2	59	9.8	133	22.1	132	22.0	75	12.5	299	49.8
2019-20	591	0.1	67	11.3	131	22.2	128	21.7	61	10.3	321	54.3
White												
2018-19	114,648	28.8	20,058	17.5	27,269	23.8	17,812	15.5	17,763	15.5	60,046	52.4
2019-20	113,685	28.1	17,824	15.7	26,344	23.2	16,739	14.7	16,137	14.2	61,837	54.4
Multiracial												
2018-19	8,456	2.1	1,428	16.9	1,750	20.7	1,436	17.0	1,255	14.8	4,337	51.3
2019-20	9,155	2.3	1,416	15.5	1,850	20.2	1,529	16.7	1,239	13.5	4,882	53.3
Econ. Disad.^c												
2018-19	222,458	56.0	24,734	11.1	60,303	27.1	50,720	22.8	29,099	13.1	87,168	39.2
2019-20	225,783	55.8	23,835	10.6	60,943	27.0	48,854	21.6	28,024	12.4	99,763	44.2
Female												
2018-19	193,888	48.8	22,666	11.7	34,371	17.7	56,205	29.0	34,103	17.6	85,553	44.1
2019-20	197,461	48.8	20,970	10.6	35,048	17.7	54,653	27.7	32,098	16.3	94,506	47.9
Male												
2018-19	203,668	51.2	36,720	18.0	63,155	31.0	24,667	12.1	22,254	10.9	89,336	43.9
2019-20	207,205	51.2	35,089	16.9	62,780	30.3	23,577	11.4	21,717	10.5	99,013	47.8
EL^d												
2018-19	43,328	10.9	3,529	8.1	11,912	27.5	8,403	19.4	5,186	12.0	17,000	39.2
2019-20	51,339	12.7	4,297	8.4	13,980	27.2	9,795	19.1	6,103	11.9	23,302	45.4
Special Education^e												
2018-19	37,349	9.4	1,843	4.9	10,327	27.7	5,534	14.8	4,203	11.3	16,785	44.9
2019-20	39,237	9.7	1,894	4.8	10,560	26.9	5,510	14.0	4,282	10.9	19,552	49.8

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish learner.

^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.8
Foundation High School Program Students, Grade 11, by Student Group and Endorsement, 2018-19
and 2019-20

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2018-19	44,662	12.3	4,875	10.9	10,666	23.9	8,818	19.7	6,149	13.8	20,472	45.8
2019-20	44,801	12.2	4,878	10.9	10,752	24.0	8,674	19.4	5,859	13.1	21,783	48.6
American Indian												
2018-19	1,257	0.3	184	14.6	294	23.4	236	18.8	219	17.4	624	49.6
2019-20	1,301	0.4	179	13.8	330	25.4	196	15.1	231	17.8	703	54.0
Asian												
2018-19	17,111	4.7	6,848	40.0	1,868	10.9	2,690	15.7	3,317	19.4	9,747	57.0
2019-20	18,205	5.0	7,215	39.6	2,089	11.5	2,832	15.6	3,561	19.6	10,557	58.0
Hispanic												
2018-19	184,697	50.7	26,353	14.3	48,259	26.1	42,955	23.3	31,544	17.1	77,237	41.8
2019-20	186,731	50.8	26,963	14.4	48,033	25.7	43,010	23.0	31,760	17.0	85,861	46.0
Pacific Islander												
2018-19	590	0.2	77	13.1	120	20.3	104	17.6	92	15.6	323	54.7
2019-20	576	0.2	71	12.3	106	18.4	124	21.5	81	14.1	321	55.7
White												
2018-19	108,287	29.8	22,082	20.4	25,250	23.3	15,772	14.6	20,392	18.8	59,978	55.4
2019-20	107,787	29.3	20,606	19.1	25,289	23.5	15,630	14.5	19,719	18.3	62,334	57.8
Multiracial												
2018-19	7,357	2.0	1,402	19.1	1,382	18.8	1,162	15.8	1,355	18.4	4,034	54.8
2019-20	7,972	2.2	1,452	18.2	1,564	19.6	1,281	16.1	1,360	17.1	4,590	57.6
Econ. Disad.^c												
2018-19	194,933	53.6	24,372	12.5	52,322	26.8	43,875	22.5	31,046	15.9	82,051	42.1
2019-20	193,577	52.7	24,485	12.6	51,343	26.5	43,303	22.4	30,212	15.6	88,592	45.8
Female												
2018-19	179,523	49.3	25,049	14.0	31,625	17.6	50,063	27.9	38,212	21.3	85,664	47.7
2019-20	181,749	49.5	24,786	13.6	31,924	17.6	50,462	27.8	37,723	20.8	92,675	51.0
Male												
2018-19	184,438	50.7	36,772	19.9	56,214	30.5	21,674	11.8	24,856	13.5	86,751	47.0
2019-20	185,624	50.5	36,578	19.7	56,239	30.3	21,285	11.5	24,848	13.4	93,474	50.4
EL^d												
2018-19	32,323	8.9	2,522	7.8	8,749	27.1	5,785	17.9	4,753	14.7	13,889	43.0
2019-20	36,236	9.9	3,197	8.8	9,598	26.5	6,593	18.2	5,192	14.3	17,044	47.0
Special Education^e												
2018-19	30,047	8.3	1,361	4.5	7,826	26.0	4,129	13.7	3,415	11.4	12,865	42.8
2019-20	31,956	8.7	1,578	4.9	8,502	26.6	4,329	13.5	3,792	11.9	15,098	47.2

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish learner.

^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Table 16.9
Foundation High School Program Students, Grade 12, by Student Group and Endorsement, 2018-19
and 2019-20

Student Group	Total ^a		STEM ^b		Business and Industry		Public Services		Arts and Humanities		Multidisciplinary Studies	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American												
2018-19	45,328	12.4	7,286	16.1	8,969	19.8	6,465	14.3	8,979	19.8	26,493	58.4
2019-20	46,112	12.5	7,050	15.3	9,450	20.5	7,047	15.3	9,567	20.7	28,214	61.2
American Indian												
2018-19	1,347	0.4	282	20.9	257	19.1	167	12.4	348	25.8	818	60.7
2019-20	1,273	0.3	255	20.0	286	22.5	198	15.6	353	27.7	780	61.3
Asian												
2018-19	16,882	4.6	9,800	58.0	2,468	14.6	2,570	15.2	6,982	41.4	13,022	77.1
2019-20	17,339	4.7	10,343	59.7	2,715	15.7	2,728	15.7	8,290	47.8	14,178	81.8
Hispanic												
2018-19	186,594	50.9	40,452	21.7	43,316	23.2	34,863	18.7	52,676	28.2	113,129	60.6
2019-20	189,189	51.2	39,976	21.1	45,821	24.2	36,703	19.4	56,258	29.7	122,221	64.6
Pacific Islander												
2018-19	562	0.2	119	21.2	83	14.8	69	12.3	150	26.7	363	64.6
2019-20	592	0.2	120	20.3	103	17.4	90	15.2	146	24.7	409	69.1
White												
2018-19	108,446	29.6	32,109	29.6	26,913	24.8	13,394	12.4	32,936	30.4	70,459	65.0
2019-20	107,596	29.1	31,392	29.2	27,388	25.5	14,059	13.1	34,538	32.1	73,870	68.7
Multiracial												
2018-19	7,229	2.0	2,071	28.6	1,395	19.3	959	13.3	2,159	29.9	4,779	66.1
2019-20	7,585	2.1	2,116	27.9	1,502	19.8	1,055	13.9	2,380	31.4	5,264	69.4
Econ. Disad.^c												
2018-19	193,744	52.9	36,113	18.6	44,748	23.1	34,126	17.6	48,446	25.0	112,691	58.2
2019-20	193,673	52.4	35,010	18.1	46,299	23.9	35,839	18.5	50,845	26.3	119,165	61.5
Female												
2018-19	182,313	49.8	44,676	24.5	33,248	18.2	41,284	22.6	63,009	34.6	118,311	64.9
2019-20	183,710	49.7	43,943	23.9	34,703	18.9	44,021	24.0	66,746	36.3	125,927	68.5
Male												
2018-19	184,075	50.2	47,443	25.8	50,153	27.2	17,203	9.3	41,221	22.4	110,752	60.2
2019-20	185,976	50.3	47,309	25.4	52,562	28.3	17,859	9.6	44,786	24.1	119,009	64.0
EL^d												
2018-19	28,637	7.8	2,971	10.4	5,973	20.9	3,558	12.4	6,058	21.2	16,251	56.7
2019-20	32,161	8.7	3,230	10.0	7,082	22.0	4,318	13.4	7,535	23.4	19,184	59.6
Special Education^e												
2018-19	31,209	8.5	1,124	3.6	4,289	13.7	2,047	6.6	2,812	9.0	8,138	26.1
2019-20	34,281	9.3	1,308	3.8	5,576	16.3	2,631	7.7	3,630	10.6	10,971	32.0

Note. Results are based on the last campus a student attended, as reported in the Public Education Information Management System. A student pursuing or completing more than one endorsement is included in the results for each endorsement pursued or completed.

^aResults include Foundation High School Program students who did not pursue endorsements. In addition, Foundation High School Program students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish learner. ^eA student receiving special education services is not eligible for an endorsement if he or she receives a modified curriculum in any course required for an endorsement or fails to perform satisfactorily on the required state assessments, as established in the Texas Education Code, Chapter 39 (Title 19 of the Texas Administrative Code §89.1070(c)).

Compliance Statement

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

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

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

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

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

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

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

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



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