

2016 Comprehensive Biennial Report on Texas Public Schools

A Report to the 85th Legislature
from the Texas Education Agency
March 2017

Submitted to the Governor, Lieutenant Governor, Speaker of the House of Representatives, and Members of the 85th Texas Legislature.

The *2016 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 http://tea.texas.gov/acctres/comp_annual_index.html, 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.

2016

**Comprehensive
Biennial Report on
Texas Public Schools**

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Texas Education Agency
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Penny Schwinn, Deputy Commissioner of Academics

Additional Acknowledgments

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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 Academics, 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 http://tea.texas.gov/acctres/comp_annual_index.html.

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1. Performance Indicators

This chapter of the *2016 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 (pages 4-41) that are used in state accountability performance index calculations and in distinction designation calculations, including the following:

- ♦ student progress;
- ♦ Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP)/Foundation High School Program with endorsement (FHSP-E)/Foundation High School Program with distinguished level of achievement (FHSP-DLA) graduates;
- ♦ college-ready graduates;
- ♦ attendance rate;
- ♦ Advanced Placement (AP)/International Baccalaureate (IB) results;
- ♦ SAT/ACT results;
- ♦ advanced course/dual enrollment completion; and
- ♦ profile information on students, programs, and staff.

Student Progress

Student progress is determined by the STAAR progress measure and the English language learner (ELL)

progress measure. The STAAR progress measure is based on the difference between a student's current and prior-year scale scores. A student is assigned to one of three growth categories based on the change in his or her scale score: *Did Not Meet*, *Met*, or *Exceeded*. The ELL progress measure was reported for ELLs beginning in 2014. The measure accounts for the time needed to acquire English language proficiency and fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level.

In the accountability system, Index 2 measures student progress by subject and reports results by race/ethnicity, special education status, and ELL status. In 2015, the STAAR and ELL progress measures were used for Index 2. In 2016, STAAR, STAAR Accommodated, STAAR Alternate 2, and ELL progress measures were used. For each subject area and student group evaluated, the Index 2 calculation credits districts and campuses with one point for each percentage of tests that *Met* or *Exceeded* progress and one point for each percentage of tests that *Exceeded* progress. The percentage of tests that *Exceeded* progress is also an indicator for distinction designations in English language arts (ELA)/reading and mathematics.

In the 2015 ratings cycle, 59 percent of tests *Met* or *Exceeded* progress and 16 percent *Exceeded* progress in reading; 47 percent of tests *Met* or *Exceeded* progress and 19 percent *Exceeded* progress in mathematics; and 56 percent of tests *Met* or *Exceeded* progress and 7 percent *Exceeded* progress in writing.

In the 2016 ratings cycle, 60 percent of tests *Met* or *Exceeded* progress and 16 percent *Exceeded* progress in reading; and 63 percent of tests *Met* or *Exceeded* progress and 17 percent *Exceeded* progress in mathematics. A progress measure was unavailable for writing in 2016.

Note. The STAAR results shown in the TAPR state performance report (pages 4-41) 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.

Graduation Plans

This indicator, which shows the percentage of graduates reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program with endorsement (FHSP-E), or Foundation High School Program with distinguished level of achievement (FHSP-DLA) is included in Index 4 (Postsecondary Readiness) calculations. For 2015 ratings, the graduation plan score was calculated as a rate based on a longitudinal cohort of students graduating under the RHSP or DAP. If no longitudinal rate was available, the graduation plan score was based on an annual rate of students graduating under the RHSP or DAP. It was also used as an indicator for the postsecondary readiness distinction designation (PRDD) in 2015. For 2016 ratings, the graduation plan score was based on the percentage of students graduating under (a) RHSP or DAP or (b) RHSP, DAP, FHSP-E, or FHSP-DLA. Beginning with the class of 2018, all students will be on the FHSP. Until then, students may earn an FHSP, Minimum High School Program (MHSP), RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Statewide, 86.1 percent of graduates in the class of 2015 met the requirements for the RHSP or DAP, up from 85.5 percent in the class of 2014. In addition, 84.1 percent of graduates in the class of 2015 graduated under the RHSP, DAP, FHSP-E, or FHSP-DLA. This measure was unavailable for the class of 2014.

College-Ready Graduates

This indicator provides a measure of college readiness. Under standards established by the Texas Higher Education Coordinating Board, a student may satisfy the Texas Success Initiative (TSI) requirements with (a) a score of 2200 on the exit-level Texas Assessment of Knowledge and Skills (TAKS) test in ELA with a score of 3 on the essay and/or a score of 2200 on the exit-level TAKS test in mathematics; (b) a combined score of 1070 on the SAT, with a score of 500 on the critical reading and/or mathematics sections; (c) a composite score of 23 on the ACT, with a score of 19 on the English and/or mathematics sections; or (d) a score of 351 in reading and/or a score of 350 in mathematics on the TSI assessment. Results for the college-ready graduates indicator are reported for ELA and mathematics separately and for both subjects combined. For 2015 ratings, to be considered college ready in one or both subjects, a student must have met the TSI standards or the exemption standards for the applicable subject area or areas on any combination of the exit-level TAKS,

the SAT, or the ACT. For 2016 ratings, the TSI assessment replaced the exit-level TAKS in the college-ready graduates indicator calculations. The college-ready graduates indicator was included in the Index 4 (Postsecondary Readiness) calculation for both 2015 and 2016. It is also used as an indicator for the PRDD.

For the class of 2015, 42 percent of graduates were considered college ready in reading, and 38 percent were considered college ready in mathematics. Overall for the class of 2015, 35 percent were considered college ready in both subjects.

The standards for the class of 2014 were different, as they included results for exit-level TAKS, a test that was required for graduation. In 2014, 68 percent of graduates were considered college ready in reading, 67 percent were considered college ready in mathematics, and 54 percent were considered college ready in both subjects.

Attendance Rate

Attendance rates are calculated for students in Grades 1 through 12 in all Texas public schools. Statewide, the attendance rate in 2014-15 (95.7%) decreased slightly from the previous year's rate (95.9%). Attendance rate was an indicator for distinction designations in ELA/reading, mathematics, science, and social studies.

Advanced Placement and International Baccalaureate Results

High school students who take the College Board's AP or the International Baccalaureate's 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 PRDD.

Statewide, the percentage of 11th and 12th graders taking at least one AP or IB examination rose from 23.5 percent in 2014 to 24.9 percent in 2015. The percentage of examinees with at least one score at or above criterion decreased slightly statewide from 51.3 percent in 2014 to 49.1 percent in 2015.

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. The results were

evaluated for distinction designations in ELA/reading, mathematics, science, and social studies and for the PRDD.

The percentage of graduates who took either the SAT or the ACT increased from 66.3 percent for the class of 2014 to 68.3 percent for the class of 2015. Of the class of 2015 examinees, 24.3 percent scored at or above criterion on either test (1110 on the SAT or 24 on the ACT), a decrease from 25.1 percent for the class of 2014.

The average SAT combined score (critical reading, writing, and mathematics) for the class of 2015 was 1394, a decrease from 1417 for the class of 2014. The average ACT composite score was 20.6 for the class of 2015, the same as for the class of 2014.

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 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. The results for Grades 11-12 were evaluated for the PRDD.

In 2014-15, 54.5 percent of students in Grades 11-12 completed at least one advanced course, an increase from 53.2 percent in 2013-14. Across racial/ethnic groups in 2014-15, percentages of students completing advanced courses ranged from 45.2 percent for African American students to 81.5 percent for Asian students. Between 2014 and 2015, the percentages of students completing advanced courses increased for all student groups except Pacific Islander students.

Exclusion of Results from 2015 Accountability

In 2015, results for the following assessments were excluded from all four performance indices:

- ♦ STAAR mathematics assessments in Grades 3-8; and
- ♦ STAAR A and STAAR Alternate 2 assessments in all subjects and grade levels, including end-of-course tests.

Because of these exclusions, comparisons to prior-year results are not appropriate; therefore, the 2015 and 2016 TAPRs present only current-year STAAR data.

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 Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Shannon Housson or Jamie Crowe, Performance Reporting Division, (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 <http://tea.texas.gov/accountability/>.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance ‡

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 3												
Reading	2015	77%	67%	73%	88%	78%	92%	78%	84%	51%	70%	69%
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 4												
Reading	2015	74%	61%	68%	86%	72%	91%	76%	82%	44%	65%	60%
Writing	2015	70%	60%	66%	79%	68%	91%	76%	77%	32%	62%	61%
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 5 **												
Reading	2015	87%	80%	84%	94%	87%	96%	87%	93%	60%	82%	74%
Science	2015	72%	57%	66%	85%	74%	91%	71%	81%	41%	63%	52%
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 6												
Reading	2015	77%	68%	71%	89%	76%	94%	81%	86%	40%	68%	49%
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 7												
Reading	2015	76%	69%	70%	88%	77%	92%	81%	86%	36%	67%	40%
Writing	2015	73%	64%	67%	83%	74%	92%	81%	81%	26%	64%	38%
STAAR Percent at Phase-In Satisfactory Standard or Above												
Grade 8 **												
Reading	2015	88%	82%	84%	95%	89%	96%	91%	94%	52%	83%	58%
Science	2015	71%	59%	65%	83%	72%	93%	77%	81%	31%	62%	38%
Social Studies	2015	65%	54%	57%	79%	66%	90%	66%	76%	29%	53%	29%
STAAR Percent at Phase-In Satisfactory Standard or Above												
End of Course												
English I	2015	71%	63%	65%	83%	70%	88%	74%	80%	37%	63%	40%
English II	2015	72%	62%	67%	84%	73%	86%	73%	82%	35%	64%	38%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance ‡

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
STAAR Percent at Phase-in Satisfactory Standard or Above												
End of Course												
Algebra I	2015	81%	71%	78%	90%	80%	96%	83%	87%	45%	75%	59%
Biology	2015	91%	87%	89%	96%	90%	97%	93%	96%	65%	88%	71%
U.S. History	2015	91%	86%	88%	96%	91%	96%	93%	95%	61%	86%	65%
STAAR Percent at Phase-in Satisfactory Standard or Above												
All Grades												
All Subjects	2015	77%	68%	72%	87%	77%	92%	80%	85%	43%	69%	55%
Reading	2015	77%	68%	72%	88%	77%	92%	79%	86%	43%	70%	56%
Mathematics	2015	81%	71%	78%	90%	80%	96%	83%	87%	45%	75%	59%
Writing	2015	72%	62%	66%	81%	71%	91%	79%	79%	29%	63%	54%
Science	2015	78%	68%	73%	89%	79%	93%	81%	86%	47%	71%	53%
Social Studies	2015	78%	70%	72%	87%	79%	93%	81%	86%	46%	69%	43%
STAAR Percent at Postsecondary Readiness Standard												
All Grades												
Two or More Subjects	2015	41%	28%	32%	55%	41%	74%	45%	51%	12%	28%	12%
Reading	2015	46%	32%	36%	61%	46%	77%	48%	57%	14%	32%	15%
Mathematics	2015	48%	31%	40%	61%	45%	84%	53%	57%	11%	36%	16%
Writing	2015	34%	22%	27%	45%	31%	73%	40%	42%	8%	23%	15%
Science	2015	44%	29%	36%	59%	44%	76%	47%	55%	15%	32%	13%
Social Studies	2015	44%	33%	36%	58%	47%	74%	47%	55%	18%	32%	9%
STAAR Percent at Advanced Standard												
All Grades												
All Subjects	2015	16%	8%	11%	25%	15%	44%	18%	24%	4%	9%	6%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance $\ddagger$

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^A
STAAR Percent at Advanced Standard												
All Grades												
Reading	2015	17%	9%	11%	27%	16%	43%	17%	26%	4%	9%	8%
Mathematics	2015	20%	9%	14%	31%	18%	63%	26%	27%	3%	12%	5%
Writing	2015	9%	4%	5%	13%	7%	33%	10%	13%	2%	4%	4%
Science	2015	16%	7%	10%	25%	15%	45%	17%	23%	4%	8%	3%
Social Studies	2015	19%	11%	13%	30%	21%	45%	21%	28%	6%	11%	2%
STAAR Percent Met or Exceeded Progress												
All Grades												
All Subjects	2015	57%	53%	54%	62%	56%	73%	59%	62%	48%	53%	54%
Reading	2015	59%	56%	57%	63%	58%	71%	61%	63%	52%	56%	56%
Mathematics	2015	47%	34%	41%	58%	44%	81%	49%	54%	16%	38%	33%
Writing	2015	56%	53%	53%	60%	59%	75%	60%	62%	48%	52%	52%
STAAR Percent Exceeded Progress												
All Grades												
All Subjects	2015	15%	13%	13%	18%	14%	28%	15%	18%	12%	13%	14%
Reading	2015	16%	14%	15%	18%	15%	24%	15%	19%	14%	14%	16%
Mathematics	2015	19%	10%	14%	26%	15%	55%	20%	25%	5%	12%	10%
Writing	2015	7%	5%	5%	9%	6%	21%	9%	10%	5%	5%	5%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)												
Sum of Grades 4-8												
Reading	2015	39%	36%	38%	49%	42%	49%	43%	46%	22%	37%	32%
	2014	45%	42%	43%	54%	47%	52%	47%	51%	48%	42%	38%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance ‡

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative											
Grade 5 Reading											
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration											
2015	75%	64%	70%	86%	73%	91%	74%	84%	31%	67%	57%
Students Requiring Accelerated Instruction											
2015	25%	36%	30%	14%	27%	9%	26%	16%	69%	33%	43%
STAAR Cumulative Met Standard											
2015	84%	76%	80%	92%	83%	94%	83%	90%	44%	78%	71%
STAAR Failers Promoted by Grade Placement Committee											
2014	92%	93%	92%	91%	88%	94%	96%	93%	97%	92%	92%
STAAR Met Standard (Failed in Previous Year)											
Promoted to Grade 6											
2015	14%	15%	13%	18%	16%	24%	22%	18%	8%	13%	12%
Retained in Grade 5											
2015	59%	59%	58%	69%	38%	45%	50%	57%	53%	58%	53%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance $\pm$

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative											
Grade 8 Reading											
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration											
2015	76%	67%	71%	88%	77%	91%	79%	86%	27%	68%	38%
Students Requiring Accelerated Instruction											
2015	24%	33%	29%	12%	23%	9%	21%	14%	73%	32%	62%
STAAR Cumulative Met Standard											
2015	85%	78%	81%	93%	86%	94%	88%	92%	39%	78%	52%
STAAR Failers Promoted by Grade Placement Committee											
2014	95%	96%	96%	95%	94%	93%	100%	98%	98%	95%	96%
STAAR Met Standard (Failed in Previous Year)											
Promoted to Grade 9											
2015	8%	7%	8%	11%	8%	17%	4%	12%	3%	8%	6%
Retained in Grade 8											
2015	46%	39%	47%	57%	40%	25%	-	100%	33%	44%	37%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance ‡
 Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
STAAR Percent at Phase-in Satisfactory Standard or Above													
All Grades													
All Subjects	2015	77%	64%	62%	63%	69%	65%	49%	52%	47%	54%	55%	55%
Reading	2015	77%	67%	65%	66%	71%	68%	49%	51%	48%	55%	56%	56%
Mathematics	2015	81%	79%	50%	56%	81%	93%	59%	60%	59%	59%	59%	59%
Writing	2015	72%	63%	61%	62%	68%	64%	44%	49%	40%	51%	54%	54%
Science	2015	78%	53%	51%	51%	59%	54%	53%	56%	50%	55%	53%	53%
Social Studies	2015	78%	41%	*	*	42%	49%	43%	47%	39%	52%	43%	43%
STAAR Percent at Postsecondary Readiness Standard													
All Grades													
Two or More Subjects	2015	41%	17%	10%	17%	21%	21%	8%	9%	6%	10%	12%	12%
Reading	2015	46%	24%	16%	22%	28%	27%	9%	10%	8%	12%	15%	15%
Mathematics	2015	48%	27%	*	*	28%	*	15%	16%	15%	19%	15%	16%
Writing	2015	34%	26%	13%	25%	30%	30%	6%	8%	4%	8%	15%	15%
Science	2015	44%	14%	12%	13%	18%	16%	12%	15%	10%	15%	13%	13%
Social Studies	2015	44%	10%	*	*	11%	*	8%	11%	7%	16%	8%	9%
STAAR Percent at Advanced Standard													
All Grades													
All Subjects	2015	16%	10%	9%	9%	12%	10%	4%	4%	3%	4%	6%	6%
Reading	2015	17%	12%	12%	12%	15%	13%	5%	5%	4%	5%	8%	8%
Mathematics	2015	20%	9%	*	*	11%	*	5%	4%	5%	4%	5%	5%
Writing	2015	9%	6%	6%	6%	8%	6%	2%	3%	2%	1%	4%	4%
Science	2015	16%	3%	3%	3%	4%	4%	3%	3%	3%	3%	3%	3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Performance ‡
 Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
STAAR Percent at Advanced Standard													
All Grades													
Social Studies	2015	19%	2%	*	*	3%	*	2%	2%	2%	3%	2%	2%
STAAR Percent Met or Exceeded Progress													
All Grades													
All Subjects	2015	57%	60%	60%	60%	62%	60%	50%	50%	49%	53%	54%	54%
Reading	2015	59%	61%	61%	61%	63%	62%	52%	53%	52%	56%	56%	56%
Mathematics	2015	47%	37%	56%	17%	34%	58%	31%	31%	31%	24%	31%	30%
Writing	2015	56%	52%	53%	52%	57%	47%	50%	49%	50%	53%	50%	51%
STAAR Percent Exceeded Progress													
All Grades													
All Subjects	2015	15%	19%	20%	19%	21%	19%	12%	12%	11%	13%	15%	15%
Reading	2015	16%	22%	22%	21%	22%	21%	13%	14%	13%	15%	17%	17%
Mathematics	2015	19%	9%	11%	0%	10%	8%	9%	9%	9%	6%	9%	9%
Writing	2015	7%	5%	5%	5%	8%	5%	5%	5%	5%	4%	5%	5%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)													
Sum of Grades 4-8													
Reading	2015	39%	37%	38%	36%	38%	38%	30%	31%	29%	32%	32%	32%
	2014	45%	42%	44%	43%	37%	40%	35%	35%	35%	41%	38%	38%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Participation ‡

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	92%	93%	87%
Not Included in Accountability											
Mobile	4%	6%	4%	4%	6%	3%	7%	5%	5%	4%	4%
Other Exclusions	1%	1%	2%	0%	2%	4%	2%	0%	2%	2%	8%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Attendance and Postsecondary Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2013-14	95.9%	95.6%	95.7%	96.0%	95.4%	97.8%	95.7%	96.0%	94.6%	95.5%	96.6%
2012-13	95.8%	95.6%	95.6%	95.9%	95.3%	97.7%	95.7%	95.9%	94.5%	95.4%	96.6%
Annual Dropout Rate (Gr 7-8)											
2013-14	0.5%	0.4%	0.8%	0.2%	0.5%	0.1%	1.0%	0.2%	0.4%	0.7%	2.2%
2012-13	0.4%	0.4%	0.6%	0.2%	0.5%	0.1%	0.2%	0.3%	0.4%	0.6%	2.0%
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	3.1%	2.7%	1.1%	2.3%	0.7%	3.0%	1.5%	3.0%	2.6%	4.8%
2012-13	2.2%	3.3%	2.8%	1.1%	2.5%	0.8%	2.2%	1.5%	3.2%	2.6%	4.9%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	88.3%	84.2%	85.5%	93.0%	87.1%	94.8%	88.9%	91.2%	77.5%	85.2%	60.3%
Received GED	0.8%	0.6%	0.8%	0.9%	1.1%	0.1%	0.5%	0.7%	0.5%	0.9%	0.4%
Continued HS	4.3%	5.3%	5.6%	2.5%	4.0%	2.7%	3.7%	3.2%	10.8%	5.0%	13.6%
Dropped Out	6.6%	9.8%	8.2%	3.6%	7.9%	2.4%	7.0%	4.8%	11.2%	9.0%	25.7%
Graduates and GED	89.1%	84.9%	86.3%	94.0%	88.1%	94.9%	89.3%	92.0%	78.0%	86.0%	60.8%
Grads, GED, & Cont	93.4%	90.2%	91.8%	96.4%	92.1%	97.6%	93.0%	95.2%	88.8%	91.0%	74.3%
Class of 2013											
Graduated	88.0%	84.1%	85.1%	93.0%	85.8%	93.8%	89.5%	91.7%	77.8%	85.2%	61.7%
Received GED	0.8%	0.7%	0.8%	0.9%	1.3%	0.2%	0.5%	0.9%	0.5%	0.9%	0.6%
Continued HS	4.6%	5.3%	5.9%	2.6%	4.4%	3.0%	4.7%	3.1%	10.7%	5.4%	14.1%
Dropped Out	6.6%	9.9%	8.2%	3.5%	8.5%	3.0%	5.3%	4.4%	11.1%	8.5%	23.7%
Graduates and GED	88.9%	84.8%	85.9%	93.9%	87.2%	94.0%	90.0%	92.6%	78.2%	86.1%	62.2%
Grads, GED, & Cont	93.4%	90.1%	91.8%	96.5%	91.5%	97.0%	94.7%	95.6%	88.9%	91.5%	76.3%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2013											
Graduated	90.4%	86.7%	88.2%	94.4%	87.6%	95.3%	91.4%	93.4%	82.1%	88.2%	67.9%
Received GED	1.1%	1.0%	1.2%	1.2%	2.1%	0.3%	0.5%	1.1%	0.8%	1.3%	0.8%
Continued HS	1.3%	1.3%	1.6%	0.8%	1.3%	1.0%	1.2%	0.8%	5.6%	1.4%	3.8%
Dropped Out	7.2%	10.9%	9.0%	3.6%	9.0%	3.5%	7.0%	4.7%	11.5%	9.1%	27.6%
Graduates and GED	91.5%	87.7%	89.3%	95.6%	89.7%	95.5%	91.8%	94.6%	82.9%	89.5%	68.6%
Grads, GED, & Cont	92.8%	89.1%	91.0%	96.4%	91.0%	96.5%	93.0%	95.3%	88.5%	90.9%	72.4%
Class of 2012											
Graduated	90.4%	86.5%	88.0%	94.5%	88.6%	96.2%	92.0%	94.0%	81.6%	88.7%	66.9%
Received GED	1.2%	1.0%	1.2%	1.3%	2.3%	0.2%	0.5%	1.2%	0.8%	1.2%	0.7%
Continued HS	1.3%	1.4%	1.7%	0.8%	1.2%	1.0%	1.7%	0.7%	5.8%	1.5%	3.8%
Dropped Out	7.1%	11.1%	9.1%	3.4%	7.8%	2.5%	5.8%	4.1%	11.8%	8.6%	28.7%
Graduates and GED	91.6%	87.5%	89.2%	95.8%	90.9%	96.5%	92.5%	95.2%	82.4%	89.9%	67.5%
Grads, GED, & Cont	92.9%	88.9%	90.9%	96.6%	92.2%	97.5%	94.2%	95.9%	88.2%	91.4%	71.3%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 State Attendance and Postsecondary Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2012											
Graduated	90.9%	86.9%	88.6%	94.8%	89.2%	96.6%	93.2%	94.2%	83.6%	89.4%	68.6%
Received GED	1.5%	1.5%	1.5%	1.6%	2.6%	0.3%	0.5%	1.7%	1.0%	1.6%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	0.5%	0.2%	0.2%	0.3%	3.6%	0.6%	1.3%
Dropped Out	7.0%	11.0%	9.0%	3.2%	7.7%	2.5%	6.1%	3.9%	11.7%	8.4%	29.3%
Graduates and GED	92.4%	88.4%	90.2%	96.4%	91.8%	97.0%	93.7%	95.9%	84.6%	90.9%	69.4%
Grads, GED, & Cont	93.0%	89.0%	91.0%	96.8%	92.3%	97.5%	93.9%	96.1%	88.3%	91.6%	70.7%
Class of 2011											
Graduated	89.8%	85.0%	87.0%	94.3%	90.0%	97.0%	92.5%	94.4%	83.7%	88.7%	67.9%
Received GED	1.5%	1.3%	1.6%	1.6%	2.2%	0.3%	1.1%	1.3%	0.9%	1.4%	0.9%
Continued HS	0.6%	0.7%	0.8%	0.4%	0.3%	0.6%	0.5%	0.5%	3.2%	0.7%	1.4%
Dropped Out	8.1%	13.0%	10.6%	3.6%	7.5%	2.1%	5.9%	3.8%	12.1%	9.1%	29.8%
Graduates and GED	91.3%	86.3%	88.6%	96.0%	92.1%	97.3%	93.7%	95.7%	84.7%	90.2%	68.8%
Grads, GED, & Cont	91.9%	87.0%	89.4%	96.4%	92.5%	97.9%	94.1%	96.2%	87.9%	90.9%	70.2%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2014	85.5%	79.3%	85.7%	86.1%	81.5%	95.4%	86.2%	85.9%	27.4%	82.0%	73.3%
Class of 2013	83.5%	76.7%	83.7%	84.6%	79.8%	94.0%	85.7%	84.6%	27.8%	79.6%	70.0%
RHSP/DAP Graduates (Annual Rate)											
2013-14	83.8%	77.4%	83.9%	84.8%	79.8%	94.6%	83.6%	84.8%	25.1%	80.6%	72.3%
2012-13	81.6%	74.6%	81.5%	83.1%	78.3%	92.9%	83.8%	83.0%	25.1%	77.9%	68.3%
Advanced Course/Dual Enrollment Completion (Grades 11-12)											
Any Subject											
2013-14	53.2%	42.7%	49.0%	59.5%	48.3%	80.5%	52.7%	58.3%	13.3%	45.5%	26.8%
English Language Arts											
2013-14	28.9%	20.8%	24.9%	34.1%	24.8%	54.7%	27.5%	33.3%	4.6%	22.0%	8.9%
Mathematics											
2013-14	42.4%	33.1%	36.9%	49.5%	39.4%	71.1%	43.8%	48.4%	8.3%	34.4%	15.5%
Science											
2013-14	13.4%	7.6%	10.0%	16.4%	10.8%	42.8%	17.3%	17.1%	1.2%	8.7%	2.1%
Social Studies											
2013-14	27.8%	19.1%	23.0%	33.8%	24.4%	59.2%	26.5%	32.4%	2.3%	20.2%	5.0%
Advanced Course/Dual Enrollment Completion (Grades 9-12)											
Any Subject											
2013-14	33.1%	25.4%	30.4%	37.1%	29.6%	59.8%	31.5%	36.4%	8.2%	27.5%	16.6%
2012-13	31.4%	24.2%	28.5%	35.6%	28.9%	57.0%	30.0%	35.0%	7.1%	25.6%	14.2%
English Language Arts											
2013-14	15.4%	11.5%	13.8%	17.7%	13.5%	29.4%	14.3%	17.0%	3.5%	12.2%	7.5%
2012-13	14.3%	10.7%	12.4%	17.0%	12.4%	27.6%	12.3%	17.0%	2.6%	10.8%	5.4%
Mathematics											
2013-14	18.8%	14.3%	16.0%	22.7%	17.7%	36.6%	20.1%	21.6%	3.2%	14.5%	5.6%
2012-13	18.4%	14.0%	15.4%	22.4%	17.1%	35.2%	17.9%	21.0%	3.1%	13.9%	5.2%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Enrollment Completion (Grades 9-12)											
Science											
2013-14	5.6%	3.2%	4.1%	6.9%	4.5%	20.2%	7.4%	7.2%	0.4%	3.5%	0.7%
2012-13	5.2%	2.9%	3.7%	6.7%	4.1%	19.2%	5.2%	7.0%	0.3%	3.1%	0.5%
Social Studies											
2013-14	18.3%	12.5%	14.5%	22.8%	15.9%	45.8%	17.5%	22.3%	1.4%	12.4%	2.6%
2012-13	17.0%	11.7%	13.3%	21.4%	15.5%	42.5%	17.7%	21.4%	1.4%	11.4%	2.1%
College-Ready Graduates											
English Language Arts											
Class of 2014	68%	56%	62%	77%	68%	82%	74%	76%	19%	58%	13%
Class of 2013	65%	53%	58%	75%	65%	80%	60%	74%	16%	55%	12%
Mathematics											
Class of 2014	67%	51%	62%	78%	68%	88%	69%	74%	18%	58%	33%
Class of 2013	74%	60%	69%	83%	78%	90%	70%	80%	22%	66%	40%
Both Subjects											
Class of 2014	54%	38%	47%	67%	54%	78%	58%	63%	8%	42%	8%
Class of 2013	56%	41%	48%	69%	57%	77%	54%	67%	9%	45%	8%
College and Career Ready Graduates											
Class of 2014	78.4%	66.5%	76.0%	84.5%	76.4%	90.4%	72.1%	80.9%	50.2%	73.4%	48.6%
CTE Coherent Sequence Graduates											
Class of 2014	46.4%	5.0%	23.4%	15.6%	0.2%	1.5%	0.0%	0.7%	3.5%	23.5%	1.0%
API/B Results (Participation)											
All Subjects											
2014	23.5%	15.2%	20.9%	26.3%	19.5%	55.9%	24.5%	27.5%	n/a	17.7%	n/a
2013	22.1%	13.7%	19.5%	24.9%	16.4%	53.6%	21.8%	26.6%	n/a	16.7%	n/a
English Language Arts											
2014	15.0%	10.3%	12.5%	17.3%	12.4%	38.2%	17.6%	18.5%	n/a	10.7%	n/a
2013	14.0%	9.4%	11.5%	16.4%	10.3%	36.0%	13.4%	18.2%	n/a	9.9%	n/a
Mathematics											
2014	6.5%	2.9%	4.4%	8.2%	5.0%	26.2%	7.4%	8.6%	n/a	3.6%	n/a
2013	5.7%	2.6%	3.9%	7.2%	4.4%	23.4%	7.0%	8.1%	n/a	3.2%	n/a
Science											
2014	6.9%	3.4%	5.1%	8.1%	4.9%	27.8%	8.6%	9.2%	n/a	4.3%	n/a
2013	6.2%	2.8%	4.5%	7.4%	4.2%	26.0%	7.1%	8.9%	n/a	3.8%	n/a
Social Studies											
2014	13.8%	8.9%	11.3%	15.7%	11.7%	40.1%	14.7%	17.2%	n/a	9.7%	n/a
2013	12.7%	7.6%	10.4%	14.8%	9.1%	38.5%	13.0%	16.5%	n/a	8.9%	n/a
API/B Results (Examinees >= Criterion)											
All Subjects											
2014	51.3%	27.8%	38.3%	64.6%	52.8%	73.9%	47.6%	61.6%	n/a	35.1%	n/a
2013	50.9%	27.3%	37.5%	64.3%	48.9%	72.5%	50.0%	60.3%	n/a	34.3%	n/a
English Language Arts											
2014	44.7%	25.1%	24.4%	62.4%	46.5%	69.5%	40.9%	59.8%	n/a	21.2%	n/a
2013	45.2%	24.1%	24.7%	62.9%	40.6%	68.8%	46.9%	57.9%	n/a	21.2%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 State Attendance and Postsecondary Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)											
Mathematics											
2014	53.6%	34.6%	33.3%	63.6%	53.3%	72.9%	49.3%	62.6%	n/a	32.1%	n/a
2013	52.3%	32.6%	33.0%	61.8%	42.9%	71.3%	47.5%	60.4%	n/a	31.4%	n/a
Science											
2014	45.7%	23.2%	24.5%	59.3%	36.3%	65.5%	38.8%	58.3%	n/a	22.6%	n/a
2013	47.6%	25.6%	26.4%	60.1%	40.9%	67.7%	46.7%	56.4%	n/a	24.5%	n/a
Social Studies											
2014	41.6%	21.8%	22.2%	57.4%	40.1%	65.8%	35.0%	52.7%	n/a	19.6%	n/a
2013	42.0%	23.9%	22.3%	57.2%	39.9%	63.9%	33.6%	52.7%	n/a	19.6%	n/a
SAT/ACT Results											
Tested											
Class of 2014	66.3%	69.7%	60.9%	69.1%	61.6%	91.7%	70.6%	71.0%	n/a	59.1%	n/a
Class of 2013	63.8%	66.7%	57.2%	68.2%	58.9%	90.2%	61.7%	70.2%	n/a	55.6%	n/a
At/Above Criterion											
Class of 2014	25.1%	8.4%	11.9%	41.9%	24.0%	54.1%	24.0%	35.8%	n/a	9.8%	n/a
Class of 2013	25.4%	8.2%	12.3%	41.5%	25.2%	53.6%	23.5%	36.3%	n/a	9.9%	n/a
Average SAT Score											
All Subjects											
Class of 2014	1417	1255	1306	1557	1417	1650	1404	1524	n/a	1273	n/a
Class of 2013	1422	1254	1317	1558	1425	1633	1378	1516	n/a	1281	n/a
English Language Arts and Writing											
Class of 2014	925	824	851	1020	929	1062	914	1000	n/a	829	n/a
Class of 2013	927	821	855	1019	932	1047	891	992	n/a	831	n/a
Mathematics											
Class of 2014	491	430	455	536	488	588	490	524	n/a	444	n/a
Class of 2013	496	432	462	539	494	585	487	523	n/a	450	n/a
Average ACT Score											
All Subjects											
Class of 2014	20.6	17.5	18.5	23.1	20.8	25.0	20.6	22.3	n/a	18.0	n/a
Class of 2013	20.6	17.5	18.5	23.0	20.7	25.0	20.9	22.3	n/a	18.0	n/a
English Language Arts											
Class of 2014	20.0	16.8	17.6	22.9	20.4	24.3	20.1	22.0	n/a	17.2	n/a
Class of 2013	20.0	16.7	17.6	22.7	20.0	24.2	20.0	21.9	n/a	17.1	n/a
Mathematics											
Class of 2014	21.2	18.2	19.3	23.3	21.2	26.4	21.3	22.5	n/a	18.9	n/a
Class of 2013	21.3	18.2	19.5	23.3	21.2	26.5	21.9	22.6	n/a	19.0	n/a
Science											
Class of 2014	20.7	17.8	18.8	23.0	20.9	24.6	20.5	22.3	n/a	18.4	n/a
Class of 2013	20.7	17.8	18.9	22.8	20.9	24.5	21.4	22.2	n/a	18.5	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)											
2012-13	56.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	57.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates in TX IHE Completing One Year Without Remediation											
2012-13	70.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	69.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 State Profile

Student Information	Count	Percent
Total Students:	5,215,282	100.0%
Students by Grade:		
Early Childhood Education	12,201	0.2%
Pre-Kindergarten	219,225	4.2%
Kindergarten	390,276	7.5%
Grade 1	412,144	7.9%
Grade 2	407,896	7.8%
Grade 3	396,108	7.6%
Grade 4	390,351	7.5%
Grade 5	388,101	7.4%
Grade 6	383,487	7.4%
Grade 7	382,838	7.3%
Grade 8	388,190	7.4%
Grade 9	419,715	8.0%
Grade 10	372,988	7.2%
Grade 11	341,724	6.6%
Grade 12	310,038	5.9%
Ethnic Distribution:		
African American	659,074	12.6%
Hispanic	2,714,266	52.0%
White	1,509,555	28.9%
American Indian	21,411	0.4%
Asian	201,738	3.9%
Pacific Islander	7,085	0.1%
Two or More Races	102,153	2.0%
Economically Disadvantaged	3,068,820	58.8%
Non-Educationally Disadvantaged	2,146,462	41.2%
English Language Learners (ELL)	948,391	18.2%
Students w/ Disciplinary Placements (2013-2014)	78,821	1.5%
At-Risk	2,668,590	51.2%
Graduates (Class of 2014):		
Total Graduates	303,109	100.0%
By Ethnicity (incl. Special Ed.):		
African American	38,046	12.6%
Hispanic	141,907	46.8%
White	103,764	34.2%
American Indian	1,278	0.4%
Asian	12,420	4.1%
Pacific Islander	401	0.1%
Two or More Races	5,293	1.7%
By Graduation Type (incl. Special Ed.):		
Minimum H.S. Program	48,435	16.0%
Recommended H.S. Program/DAP	251,154	82.9%
Foundation High School Plan	3,520	1.2%
Special Education Graduates	23,654	7.8%

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 2014-15 State Profile

<u>Student Information</u>	<u>Non-Special Education Rates</u>	<u>Special Education Rates</u>
Retention Rates by Grade:		
Kindergarten	2.0%	8.6%
Grade 1	4.3%	8.1%
Grade 2	2.9%	3.9%
Grade 3	2.2%	1.6%
Grade 4	1.2%	0.9%
Grade 5	1.3%	0.9%
Grade 6	0.7%	0.8%
Grade 7	1.0%	1.1%
Grade 8	1.0%	1.4%

	----- State -----	
	<u>Count</u>	<u>Percent</u>
Data Quality:		
PID Errors (students)	4,688	0.1%
Underreported Students	8,429	0.4%

<u>Class Size Information</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	19.2
Grade 1	19.3
Grade 2	19.3
Grade 3	19.1
Grade 4	19.1
Grade 5	20.8
Grade 6	20.3
Secondary:	
English/Language Arts	17.2
Foreign Languages	18.9
Mathematics	18.1
Science	19.1
Social Studies	19.6

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 2014-15 State Profile

Staff Information	----- State -----	
	Count	Percent
Total Staff	673,140.3	100.0%
Professional Staff:	433,985.7	64.5%
Teachers	342,191.8	50.8%
Professional Support	65,119.0	9.7%
Campus Administration (School Leadership)	19,679.9	2.9%
Central Administration	6,995.1	1.0%
Educational Aides:	64,640.8	9.6%
Auxiliary Staff:	174,513.8	25.9%
Total Minority Staff:	311,862.3	46.3%
Teachers by Ethnicity and Sex:		
African American	33,863.7	9.9%
Hispanic	87,714.8	25.6%
White	210,044.8	61.4%
American Indian	1,244.6	0.4%
Asian	4,890.6	1.4%
Pacific Islander	758.8	0.2%
Two or More Races	3,674.5	1.1%
Males	79,947.9	23.4%
Females	262,243.9	76.6%
Teachers by Highest Degree Held:		
No Degree	2,980.2	0.9%
Bachelors	257,146.2	75.1%
Masters	79,997.8	23.4%
Doctorate	2,067.7	0.6%
Teachers by Years of Experience:		
Beginning Teachers	29,256.4	8.5%
1-5 Years Experience	89,247.1	26.1%
6-10 Years Experience	77,168.2	22.6%
11-20 Years Experience	91,890.7	26.9%
Over 20 Years Experience	54,629.4	16.0%
Number of Students per Teacher	15.2	n/a

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<u>Staff Information</u>	<u>State</u>
Average Years Experience of Teachers:	11.0
Average Years Experience of Teachers with District:	7.5
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$44,540
1-5 Years Experience	\$46,575
6-10 Years Experience	\$49,127
11-20 Years Experience	\$52,640
Over 20 Years Experience	\$59,787
Average Actual Salaries (regular duties only):	
Teachers	\$50,715
Professional Support	\$59,791
Campus Administration (School Leadership)	\$74,292
Central Administration	\$96,907
Instructional Staff Percent:	64.6
Turnover Rate for Teachers:	16.6
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,148.2
Educational Aides	228.9
Auxiliary Staff	508.3
Contracted Instructional Staff:	2,090.1

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 2014-15 State Profile

Program Information	----- State -----	
	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	930,737	17.8%
Career & Technical Education	1,209,784	23.2%
Gifted & Talented Education	397,159	7.6%
Special Education	442,476	8.5%
Teachers by Program (population served):		
Bilingual/ESL Education	20,082.5	5.9%
Career & Technical Education	14,616.2	4.3%
Compensatory Education	10,485.6	3.1%
Gifted & Talented Education	6,478.6	1.9%
Regular Education	248,541.9	72.6%
Special Education	30,683.6	9.0%
Other	11,303.5	3.3%

Link to:
[PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

'u' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.

'w' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

'***' Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'**' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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Texas Academic Performance Report
2015-16 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 3												
Reading	2016	73%	61%	69%	84%	70%	91%	79%	81%	46%	65%	65%
Mathematics	2016	75%	61%	72%	85%	71%	93%	77%	81%	49%	68%	70%
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 4												
Reading	2016	75%	65%	70%	85%	75%	91%	78%	82%	42%	67%	62%
Mathematics	2016	73%	58%	70%	83%	75%	93%	76%	78%	43%	66%	66%
Writing	2016	69%	60%	64%	79%	66%	89%	71%	76%	37%	61%	58%
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 5 **												
Reading	2016	81%	71%	77%	90%	81%	94%	82%	87%	46%	74%	66%
Mathematics	2016	86%	75%	84%	92%	86%	97%	88%	89%	56%	81%	80%
Science	2016	74%	58%	70%	85%	75%	92%	75%	80%	43%	66%	60%
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 6												
Reading	2016	69%	58%	63%	82%	69%	91%	70%	79%	32%	59%	42%
Mathematics	2016	72%	59%	68%	83%	74%	94%	75%	79%	40%	64%	56%
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 7												
Reading	2016	71%	60%	64%	82%	69%	92%	76%	79%	30%	61%	37%
Mathematics	2016	69%	55%	64%	81%	67%	93%	76%	77%	33%	60%	44%
Writing	2016	69%	59%	63%	81%	67%	92%	77%	78%	28%	59%	35%
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 8 **												
Reading	2016	87%	80%	84%	93%	86%	96%	86%	92%	45%	81%	61%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above												
Grade 8 **												
Mathematics	2016	82%	72%	79%	88%	81%	95%	87%	86%	42%	76%	67%
Science	2016	75%	63%	70%	85%	77%	94%	81%	82%	35%	66%	47%
Social Studies	2016	63%	52%	56%	76%	66%	89%	69%	73%	29%	53%	31%
STAAR Percent at Level II Satisfactory Standard or Above												
End of Course												
English I	2016	65%	56%	60%	78%	64%	87%	68%	75%	25%	57%	32%
English II	2016	67%	57%	61%	81%	66%	85%	67%	79%	26%	58%	28%
Algebra I	2016	78%	67%	75%	86%	75%	95%	78%	83%	39%	72%	60%
Biology	2016	87%	81%	85%	94%	86%	96%	87%	92%	52%	83%	66%
U.S. History	2016	91%	86%	89%	95%	91%	96%	93%	94%	56%	87%	70%
STAAR Percent at Level II Satisfactory Standard or Above												
All Grades												
All Subjects	2016	75%	64%	70%	85%	74%	92%	78%	82%	39%	67%	57%
Reading	2016	73%	63%	68%	84%	72%	91%	75%	82%	35%	65%	52%
Mathematics	2016	76%	64%	73%	85%	75%	94%	79%	82%	43%	70%	65%
Writing	2016	69%	60%	64%	80%	67%	90%	74%	77%	32%	60%	50%
Science	2016	79%	68%	75%	88%	79%	94%	81%	85%	44%	72%	58%
Social Studies	2016	77%	70%	73%	86%	79%	92%	81%	84%	42%	69%	47%
STAAR Percent at Postsecondary Readiness Standard												
All Grades												
Two or More Subjects	2016	45%	30%	37%	59%	45%	80%	47%	54%	9%	32%	19%
Reading	2016	46%	32%	38%	60%	45%	78%	48%	56%	10%	34%	21%

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Texas Academic Performance Report
2015-16 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard												
All Grades												
Mathematics	2016	43%	26%	37%	55%	42%	82%	46%	50%	11%	32%	26%
Writing	2016	41%	28%	34%	53%	37%	75%	44%	49%	8%	30%	24%
Science	2016	47%	32%	40%	61%	48%	79%	49%	56%	11%	35%	18%
Social Studies	2016	47%	36%	40%	60%	51%	77%	53%	57%	12%	36%	13%
STAAR Percent at Advanced Standard												
All Grades												
All Subjects	2016	18%	9%	13%	26%	16%	48%	18%	25%	6%	11%	9%
Reading	2016	17%	10%	12%	26%	15%	44%	16%	25%	5%	10%	8%
Mathematics	2016	19%	9%	14%	27%	17%	57%	20%	25%	7%	12%	13%
Writing	2016	15%	8%	10%	21%	12%	41%	16%	20%	6%	9%	8%
Science	2016	16%	8%	11%	25%	16%	46%	17%	23%	5%	9%	4%
Social Studies	2016	22%	13%	16%	33%	22%	51%	22%	31%	6%	13%	3%
STAAR Percent Met or Exceeded Progress												
All Grades												
All Subjects	2016	62%	58%	60%	64%	60%	76%	62%	64%	55%	59%	59%
Reading	2016	60%	58%	59%	63%	58%	71%	60%	63%	55%	58%	57%
Mathematics	2016	63%	58%	61%	67%	62%	81%	64%	66%	54%	60%	61%
STAAR Percent Exceeded Progress												
All Grades												
All Subjects	2016	17%	14%	16%	17%	15%	29%	16%	18%	13%	15%	18%
Reading	2016	16%	15%	16%	16%	14%	22%	15%	17%	14%	16%	17%
Mathematics	2016	17%	13%	16%	19%	16%	37%	17%	19%	12%	15%	18%

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		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2016	35%	30%	34%	40%	34%	43%	37%	38%	17%	33%	31%

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Texas Academic Performance Report
2015-16 State Performance

		State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative												
Grade 5 Reading												
Students Meeting Level II Standard on First STAAR Administration												
	2016	73%	62%	68%	85%	74%	90%	75%	81%	30%	64%	54%
Students Requiring Accelerated Instruction												
	2016	27%	38%	32%	15%	26%	10%	25%	19%	70%	36%	46%
STAAR Cumulative Met Standard												
	2016	80%	70%	76%	90%	80%	93%	82%	87%	39%	73%	65%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
	2015	95%	95%	94%	94%	95%	93%	100%	94%	99%	94%	94%
STAAR Met Standard (Non-Proficient in Previous Year)												
Promoted to Grade 6												
	2016	11%	11%	10%	16%	12%	17%	16%	16%	4%	10%	10%
Retained in Grade 5												
	2016	45%	42%	46%	48%	0%	42%	-	48%	32%	45%	43%
Grade 5 Mathematics												
Students Meeting Level II Standard on First STAAR Administration												
	2016	77%	62%	74%	86%	76%	94%	81%	81%	38%	70%	67%
Students Requiring Accelerated Instruction												
	2016	23%	38%	26%	14%	24%	6%	19%	19%	62%	30%	33%
STAAR Cumulative Met Standard												
	2016	85%	74%	84%	92%	85%	96%	88%	88%	51%	80%	79%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Performance

Student Success Initiative	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Grade 8 Reading											
Students Meeting Level II Standard on First STAAR Administration	2016	80%	72%	75%	89%	79%	92%	80%	88%	29%	44%
Students Requiring Accelerated Instruction	2016	20%	28%	25%	11%	21%	8%	20%	12%	71%	56%
STAAR Cumulative Met Standard	2016	86%	80%	83%	93%	85%	94%	86%	92%	39%	58%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2015	97%	97%	97%	96%	98%	96%	100%	98%	99%	97%
STAAR Met Standard (Non-Proficient in Previous Year)											
Promoted to Grade 9	2016	12%	14%	11%	15%	11%	18%	20%	17%	3%	7%
Retained in Grade 8	2016	44%	43%	45%	49%	50%	32%	-	0%	25%	38%
Grade 8 Mathematics											
Students Meeting Level II Standard on First STAAR Administration	2016	71%	59%	66%	81%	71%	91%	78%	77%	25%	49%
Students Requiring Accelerated Instruction	2016	29%	41%	34%	19%	29%	9%	22%	23%	75%	51%
STAAR Cumulative Met Standard	2016	81%	72%	79%	89%	81%	94%	87%	86%	36%	64%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Performance
 Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
STAAR Percent at Level II Satisfactory Standard or Above													
All Grades													
All Subjects	2016	75%	66%	65%	65%	68%	68%	51%	53%	48%	54%	57%	57%
Reading	2016	73%	64%	63%	63%	67%	65%	44%	46%	42%	50%	52%	52%
Mathematics	2016	76%	72%	72%	72%	72%	73%	60%	63%	57%	61%	65%	65%
Writing	2016	69%	60%	57%	59%	61%	64%	41%	46%	36%	47%	50%	50%
Science	2016	79%	62%	63%	57%	63%	62%	57%	59%	54%	56%	58%	58%
Social Studies	2016	77%	38%	64%	55%	35%	45%	47%	51%	43%	51%	46%	47%
STAAR Percent at Postsecondary Readiness Standard													
All Grades													
Two or More Subjects	2016	45%	28%	25%	25%	28%	30%	14%	17%	11%	17%	19%	19%
Reading	2016	46%	31%	28%	29%	33%	33%	14%	17%	11%	18%	21%	21%
Mathematics	2016	43%	34%	32%	32%	35%	38%	22%	25%	18%	23%	27%	26%
Writing	2016	41%	37%	30%	36%	37%	42%	14%	18%	10%	17%	24%	24%
Science	2016	47%	21%	20%	19%	23%	22%	16%	19%	14%	18%	18%	18%
Social Studies	2016	47%	10%	*	*	10%	8%	13%	15%	11%	20%	13%	13%
STAAR Percent at Advanced Standard													
All Grades													
All Subjects	2016	18%	14%	13%	13%	14%	16%	6%	7%	4%	6%	9%	9%
Reading	2016	17%	14%	12%	14%	15%	15%	5%	6%	4%	6%	8%	8%
Mathematics	2016	19%	18%	17%	16%	16%	20%	9%	11%	7%	8%	13%	13%
Writing	2016	15%	12%	9%	11%	12%	15%	4%	5%	3%	5%	8%	8%
Science	2016	16%	5%	5%	4%	5%	5%	4%	4%	3%	4%	4%	4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Performance
 Bilingual Education/English as a Second Language

(Current Year ELL 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 ELL
STAAR Percent at Advanced Standard													
All Grades													
Social Studies	2016	22%	2%	*	*	2%	*	3%	4%	3%	7%	3%	3%
STAAR Percent Met or Exceeded Progress													
All Grades													
All Subjects	2016	62%	64%	64%	64%	64%	65%	54%	55%	54%	59%	58%	58%
Reading	2016	60%	61%	61%	60%	62%	63%	53%	53%	52%	60%	56%	56%
Mathematics	2016	63%	67%	67%	67%	65%	67%	56%	57%	55%	59%	60%	60%
STAAR Percent Exceeded Progress													
All Grades													
All Subjects	2016	17%	25%	25%	24%	23%	25%	15%	16%	13%	16%	19%	19%
Reading	2016	16%	22%	22%	22%	22%	22%	15%	15%	15%	18%	18%	18%
Mathematics	2016	17%	27%	27%	26%	24%	28%	14%	16%	12%	15%	19%	19%
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2016	35%	33%	35%	31%	33%	32%	30%	30%	29%	29%	31%	31%

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Texas Academic Performance Report
2015-16 State Participation

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)											
All Tests											
Test Participant	99%	99%	99%	99%	99%	100%	99%	99%	99%	99%	99%
Included in Accountability	94%	92%	94%	95%	91%	93%	91%	94%	93%	93%	89%
Not Included in Accountability											
Mobile	4%	7%	4%	4%	6%	3%	6%	5%	5%	4%	5%
Other Exclusions	1%	1%	2%	0%	2%	3%	1%	0%	1%	2%	6%
Not Tested	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	1%
Absent	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Attendance and Postsecondary Readiness

	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate											
2014-15	95.7%	95.5%	95.6%	95.8%	95.3%	97.7%	95.6%	95.8%	94.4%	95.4%	96.4%
2013-14	95.9%	95.6%	95.7%	96.0%	95.4%	97.8%	95.7%	96.0%	94.6%	95.5%	96.6%
Annual Dropout Rate (Gr 7-8)											
2014-15	0.3%	0.5%	0.4%	0.2%	0.4%	0.2%	0.4%	0.2%	0.5%	0.4%	0.6%
2013-14	0.5%	0.4%	0.8%	0.2%	0.5%	0.1%	1.0%	0.2%	0.4%	0.7%	2.2%
Annual Dropout Rate (Gr 9-12)											
2014-15	2.1%	3.0%	2.5%	1.1%	2.8%	0.8%	2.1%	1.5%	2.9%	2.5%	4.5%
2013-14	2.2%	3.1%	2.7%	1.1%	2.3%	0.7%	3.0%	1.5%	3.0%	2.6%	4.8%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	89.0%	85.2%	86.5%	93.4%	86.3%	95.4%	88.7%	92.1%	78.2%	85.6%	71.5%
Received GED	0.6%	0.5%	0.5%	0.8%	0.7%	0.2%	0.9%	0.6%	0.4%	0.7%	0.3%
Continued HS	4.1%	4.8%	5.3%	2.4%	4.2%	2.2%	3.9%	3.0%	11.1%	5.0%	10.2%
Dropped Out	6.3%	9.5%	7.7%	3.4%	8.7%	2.2%	6.5%	4.3%	10.4%	8.7%	18.0%
Graduates and GED	89.6%	85.7%	87.0%	94.2%	87.1%	95.6%	89.6%	92.7%	78.5%	86.3%	71.8%
Grads, GED, & Cont	93.7%	90.5%	92.3%	96.6%	91.3%	97.8%	93.5%	95.7%	89.6%	91.3%	82.0%
Class of 2014											
Graduated	88.3%	84.2%	85.5%	93.0%	87.1%	94.8%	88.9%	91.2%	77.5%	85.2%	60.3%
Received GED	0.8%	0.6%	0.8%	0.9%	1.1%	0.1%	0.5%	0.7%	0.5%	0.9%	0.4%
Continued HS	4.3%	5.3%	5.6%	2.5%	4.0%	2.7%	3.7%	3.2%	10.8%	5.0%	13.6%
Dropped Out	6.6%	9.8%	8.2%	3.6%	7.9%	2.4%	7.0%	4.8%	11.2%	9.0%	25.7%
Graduates and GED	89.1%	84.9%	86.3%	94.0%	88.1%	94.9%	89.3%	92.0%	78.0%	86.0%	60.8%
Grads, GED, & Cont	93.4%	90.2%	91.8%	96.4%	92.1%	97.6%	93.0%	95.2%	88.8%	91.0%	74.3%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2014											
Graduated	90.4%	86.8%	88.3%	94.3%	89.3%	95.9%	89.6%	92.9%	81.6%	87.8%	65.9%
Received GED	1.0%	0.9%	1.0%	1.3%	1.1%	0.2%	1.2%	1.0%	0.6%	1.1%	0.7%
Continued HS	1.3%	1.4%	1.7%	0.8%	0.8%	0.8%	1.2%	1.1%	6.1%	1.4%	3.9%
Dropped Out	7.2%	10.9%	9.1%	3.6%	8.9%	3.0%	8.1%	5.1%	11.7%	9.6%	29.6%
Graduates and GED	91.5%	87.7%	89.3%	95.6%	90.4%	96.1%	90.8%	93.9%	82.2%	88.9%	66.6%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.4%	91.1%	97.0%	91.9%	94.9%	88.3%	90.4%	70.4%
Class of 2013											
Graduated	90.4%	86.7%	88.2%	94.4%	87.6%	95.3%	91.4%	93.4%	82.1%	88.2%	67.9%
Received GED	1.1%	1.0%	1.2%	1.2%	2.1%	0.3%	0.5%	1.1%	0.8%	1.3%	0.8%
Continued HS	1.3%	1.3%	1.6%	0.8%	1.3%	1.0%	1.2%	0.8%	5.6%	1.4%	3.8%
Dropped Out	7.2%	10.9%	9.0%	3.6%	9.0%	3.5%	7.0%	4.7%	11.5%	9.1%	27.6%
Graduates and GED	91.5%	87.7%	89.3%	95.6%	89.7%	95.5%	91.8%	94.6%	82.9%	89.5%	68.6%
Grads, GED, & Cont	92.8%	89.1%	91.0%	96.4%	91.0%	96.5%	93.0%	95.3%	88.5%	90.9%	72.4%

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2013											
Graduated	90.9%	87.2%	88.8%	94.7%	87.8%	95.6%	91.6%	93.7%	84.0%	88.8%	69.1%
Received GED	1.4%	1.3%	1.4%	1.5%	2.4%	0.3%	0.5%	1.3%	0.9%	1.5%	1.0%
Continued HS	0.6%	0.6%	0.7%	0.4%	0.7%	0.5%	0.2%	0.3%	3.5%	0.6%	1.4%
Dropped Out	7.2%	10.9%	9.1%	3.5%	9.1%	3.5%	7.7%	4.6%	11.6%	9.0%	28.6%
Graduates and GED	92.3%	88.5%	90.2%	96.1%	90.2%	96.0%	92.1%	95.1%	85.0%	90.3%	70.1%
Grads, GED, & Cont	92.8%	89.1%	90.9%	96.5%	90.9%	96.5%	92.3%	95.4%	88.4%	91.0%	71.4%
Class of 2012											
Graduated	90.9%	86.9%	88.6%	94.8%	89.2%	96.6%	93.2%	94.2%	83.6%	89.4%	68.6%
Received GED	1.5%	1.5%	1.5%	1.6%	2.6%	0.3%	0.5%	1.7%	1.0%	1.6%	0.9%
Continued HS	0.6%	0.6%	0.8%	0.4%	0.5%	0.5%	0.2%	0.3%	3.6%	0.6%	1.3%
Dropped Out	7.0%	11.0%	9.0%	3.2%	7.7%	2.5%	6.1%	3.9%	11.7%	8.4%	29.3%
Graduates and GED	92.4%	88.4%	90.2%	96.4%	91.8%	97.0%	93.7%	95.9%	84.6%	90.9%	69.4%
Grads, GED, & Cont	93.0%	89.0%	91.0%	96.8%	92.3%	97.5%	93.9%	96.1%	88.3%	91.6%	70.7%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2015	86.1%	80.4%	86.5%	86.6%	81.8%	95.2%	84.4%	86.5%	25.0%	82.8%	78.6%
Class of 2014	85.5%	79.3%	85.7%	86.1%	81.5%	95.4%	86.2%	85.9%	27.4%	82.0%	73.3%
FHSP-E Graduates (Longitudinal Rate)											
Class of 2015	3.5%	6.8%	3.1%	2.7%	0.0%	13.4%	0.0%	2.5%	3.3%	3.8%	6.4%
FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2015	38.7%	18.4%	34.0%	52.6%	46.9%	35.5%	41.7%	36.0%	16.9%	32.5%	18.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2015	84.1%	78.1%	84.0%	85.1%	80.5%	94.2%	83.3%	84.6%	24.8%	80.5%	75.4%
RHSP/DAP Graduates (Annual Rate)											
2014-15	84.3%	78.2%	84.5%	85.2%	80.0%	94.2%	84.2%	85.2%	22.9%	81.1%	76.9%
2013-14	83.8%	77.4%	83.9%	84.8%	79.8%	94.6%	83.6%	84.8%	25.1%	80.6%	72.3%
FHSP-E Graduates (Annual Rate)											
2014-15	3.5%	6.5%	3.0%	2.7%	0.0%	13.0%	0.0%	2.3%	3.5%	3.7%	6.4%
FHSP-DLA Graduates (Annual Rate)											
2014-15	37.3%	17.5%	32.6%	51.0%	45.1%	34.2%	41.7%	34.7%	16.4%	31.3%	17.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)											
2014-15	82.2%	75.8%	81.9%	83.7%	78.7%	93.2%	83.1%	83.3%	22.8%	78.7%	73.7%
Advanced Course/Dual Credit Course Completion (Grades 11-12)											
Any Subject											
2014-15	54.5%	45.2%	50.4%	60.5%	49.2%	81.5%	51.9%	59.1%	14.4%	46.9%	31.4%
2013-14	53.2%	42.7%	49.0%	59.5%	48.3%	80.5%	52.7%	58.3%	13.3%	45.5%	26.8%

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Advanced Course/Dual Credit Course Completion (Grades 11-12)											
English Language Arts											
2014-15	29.0%	21.6%	24.7%	34.4%	24.9%	56.5%	28.6%	33.5%	4.5%	21.9%	9.3%
2013-14	28.9%	20.8%	24.9%	34.1%	24.8%	54.7%	27.5%	33.3%	4.6%	22.0%	8.9%
Mathematics											
2014-15	43.8%	36.0%	38.3%	50.8%	40.6%	72.9%	43.2%	48.6%	9.2%	35.9%	21.3%
2013-14	42.4%	33.1%	36.9%	49.5%	39.4%	71.1%	43.8%	48.4%	8.3%	34.4%	15.5%
Science											
2014-15	12.7%	8.2%	9.3%	15.1%	10.4%	40.7%	14.2%	15.5%	1.1%	8.4%	2.6%
2013-14	13.4%	7.6%	10.0%	16.4%	10.8%	42.8%	17.3%	17.1%	1.2%	8.7%	2.1%
Social Studies											
2014-15	28.4%	19.9%	23.6%	34.4%	23.9%	60.6%	27.7%	33.2%	2.3%	20.6%	5.4%
2013-14	27.8%	19.1%	23.0%	33.8%	24.4%	59.2%	26.5%	32.4%	2.3%	20.2%	5.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)											
Any Subject											
2014-15	34.6%	27.4%	31.9%	38.3%	30.5%	61.6%	32.4%	37.7%	9.3%	28.8%	19.0%
2013-14	33.1%	25.4%	30.4%	37.1%	29.6%	59.8%	31.5%	36.4%	8.2%	27.5%	16.6%
English Language Arts											
2014-15	15.7%	12.1%	13.9%	17.9%	13.6%	30.2%	14.2%	17.1%	4.0%	12.4%	8.1%
2013-14	15.4%	11.5%	13.8%	17.7%	13.5%	29.4%	14.3%	17.0%	3.5%	12.2%	7.5%
Mathematics											
2014-15	19.4%	15.6%	16.6%	23.0%	18.2%	37.1%	19.9%	21.6%	3.5%	15.0%	7.4%
2013-14	18.8%	14.3%	16.0%	22.7%	17.7%	36.6%	20.1%	21.6%	3.2%	14.5%	5.6%
Science											
2014-15	5.2%	3.3%	3.8%	6.3%	4.4%	19.2%	5.8%	6.4%	0.4%	3.3%	0.8%
2013-14	5.6%	3.2%	4.1%	6.9%	4.5%	20.2%	7.4%	7.2%	0.4%	3.5%	0.7%
Social Studies											
2014-15	19.5%	13.6%	15.7%	24.1%	16.4%	47.9%	19.8%	23.8%	1.5%	13.5%	3.0%
2013-14	18.3%	12.5%	14.5%	22.8%	15.9%	45.8%	17.5%	22.3%	1.4%	12.4%	2.6%
College-Ready Graduates											
English Language Arts											
2014-15	42.0%	23.0%	30.0%	61.0%	46.0%	68.0%	43.0%	54.0%	13.0%	26.0%	8.0%
Mathematics											
2014-15	38.0%	18.0%	25.0%	56.0%	41.0%	70.0%	40.0%	48.0%	8.0%	22.0%	12.0%
Both Subjects											
2014-15	35.0%	16.0%	22.0%	53.0%	38.0%	65.0%	38.0%	46.0%	7.0%	19.0%	6.0%
Either Subject											
2014-15	45.0%	25.0%	34.0%	63.0%	49.0%	73.0%	45.0%	56.0%	15.0%	29.0%	14.0%
College and Career Ready Graduates											
2014-15	74.5%	62.9%	71.8%	80.7%	73.3%	89.5%	70.4%	76.4%	50.7%	69.4%	55.2%
Texas Success Initiative Assessment (TSIA)											
English Language Arts											
2014-15	10.6%	8.8%	10.6%	11.2%	10.8%	10.1%	8.0%	10.8%	2.7%	9.3%	3.4%

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Texas Success Initiative Assessment (TSIA)											
Mathematics											
2014-15	7.1%	5.3%	7.0%	7.5%	7.1%	9.9%	6.4%	7.0%	1.4%	6.3%	4.9%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)											
2014-15	48.1%	36.6%	43.5%	54.8%	42.5%	80.1%	48.8%	52.9%	8.1%	39.2%	22.7%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)											
Any Subject											
2014-15	10.6%	4.8%	9.3%	14.7%	10.6%	11.3%	6.6%	10.5%	0.9%	7.5%	1.6%
AP/IB Course Completion (Annual Graduates)											
2014-15	43.4%	34.2%	40.6%	46.4%	38.7%	78.1%	45.5%	48.0%	5.4%	36.2%	23.0%
CTE Coherent Sequence (Annual Graduates)											
2014-15	46.6%	40.1%	49.7%	46.2%	45.7%	36.9%	38.9%	41.1%	45.9%	49.8%	42.1%
2013-14	46.4%	5.0%	23.4%	15.6%	0.2%	1.5%	0.0%	0.7%	3.5%	23.5%	1.0%
AP/IB Results (Participation)											
All Subjects											
2015	24.9%	16.6%	22.5%	27.4%	19.6%	58.3%	25.3%	28.4%	n/a	19.3%	n/a
2014	23.5%	15.2%	20.9%	26.3%	19.5%	55.9%	24.5%	27.5%	n/a	17.7%	n/a
English Language Arts											
2015	15.1%	10.8%	12.8%	17.1%	11.2%	39.0%	16.0%	18.6%	n/a	11.0%	n/a
2014	15.0%	10.3%	12.5%	17.3%	12.4%	38.2%	17.6%	18.5%	n/a	10.7%	n/a
Mathematics											
2015	6.8%	3.0%	4.7%	8.6%	5.3%	27.1%	8.3%	9.1%	n/a	4.0%	n/a
2014	6.5%	2.9%	4.4%	8.2%	5.0%	26.2%	7.4%	8.6%	n/a	3.6%	n/a
Science											
2015	10.2%	5.6%	8.1%	11.9%	7.8%	35.0%	11.6%	12.9%	n/a	7.0%	n/a
2014	6.9%	3.4%	5.1%	8.1%	4.9%	27.8%	8.6%	9.2%	n/a	4.3%	n/a
Social Studies											
2015	14.4%	9.4%	12.2%	16.1%	11.3%	41.2%	15.8%	17.6%	n/a	10.5%	n/a
2014	13.8%	8.9%	11.3%	15.7%	11.7%	40.1%	14.7%	17.2%	n/a	9.7%	n/a
AP/IB Results (Examinees >= Criterion)											
All Subjects											
2015	49.1%	27.2%	36.5%	62.9%	48.9%	72.0%	51.2%	61.7%	n/a	33.4%	n/a
2014	51.3%	27.8%	38.3%	64.6%	52.8%	73.9%	47.6%	61.6%	n/a	35.1%	n/a
English Language Arts											
2015	43.7%	24.5%	23.8%	62.1%	41.3%	69.9%	41.9%	60.7%	n/a	20.7%	n/a
2014	44.7%	25.1%	24.4%	62.4%	46.5%	69.5%	40.9%	59.8%	n/a	21.2%	n/a
Mathematics											
2015	51.7%	31.9%	31.2%	62.6%	55.0%	71.7%	48.1%	63.2%	n/a	29.3%	n/a
2014	53.6%	34.6%	33.3%	63.6%	53.3%	72.9%	49.3%	62.6%	n/a	32.1%	n/a
Science											
2015	35.4%	17.0%	17.7%	48.1%	35.2%	56.6%	33.6%	46.4%	n/a	16.0%	n/a
2014	45.7%	23.2%	24.5%	59.3%	36.3%	65.5%	38.8%	58.3%	n/a	22.6%	n/a

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	State	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)											
Social Studies											
2015	40.1%	23.5%	21.2%	56.2%	37.5%	65.2%	39.9%	55.6%	n/a	19.0%	n/a
2014	41.6%	21.8%	22.2%	57.4%	40.1%	65.8%	35.0%	52.7%	n/a	19.6%	n/a
SAT/ACT Results											
Tested											
Class of 2015	68.3%	71.9%	63.7%	70.1%	64.8%	92.7%	70.6%	71.0%	n/a	62.6%	n/a
Class of 2014	66.3%	69.7%	60.9%	69.1%	61.6%	91.7%	70.6%	71.0%	n/a	59.1%	n/a
At/Above Criterion											
Class of 2015	24.3%	8.2%	11.7%	41.3%	26.4%	54.7%	26.8%	35.0%	n/a	9.5%	n/a
Class of 2014	25.1%	8.4%	11.9%	41.9%	24.0%	54.1%	24.0%	35.8%	n/a	9.8%	n/a
Average SAT Score											
All Subjects											
Class of 2015	1394	1234	1286	1548	1413	1641	1406	1509	n/a	1252	n/a
Class of 2014	1417	1255	1306	1557	1417	1650	1404	1524	n/a	1273	n/a
English Language Arts and Writing											
Class of 2015	912	813	839	1017	926	1059	920	993	n/a	816	n/a
Class of 2014	925	824	851	1020	929	1062	914	1000	n/a	829	n/a
Mathematics											
Class of 2015	482	422	447	531	487	583	486	516	n/a	436	n/a
Class of 2014	491	430	455	536	488	588	490	524	n/a	444	n/a
Average ACT Score											
All Subjects											
Class of 2015	20.6	17.4	18.4	23.1	21.0	25.1	21.0	22.3	n/a	17.9	n/a
Class of 2014	20.6	17.5	18.5	23.1	20.8	25.0	20.6	22.3	n/a	18.0	n/a
English Language Arts											
Class of 2015	20.1	16.8	17.6	22.9	20.6	24.5	20.5	22.1	n/a	17.1	n/a
Class of 2014	20.0	16.8	17.6	22.9	20.4	24.3	20.1	22.0	n/a	17.2	n/a
Mathematics											
Class of 2015	20.9	17.8	19.0	23.0	21.0	26.2	21.4	22.4	n/a	18.5	n/a
Class of 2014	21.2	18.2	19.3	23.3	21.2	26.4	21.3	22.5	n/a	18.9	n/a
Science											
Class of 2015	20.7	17.8	18.9	23.0	21.3	24.8	21.1	22.3	n/a	18.4	n/a
Class of 2014	20.7	17.8	18.8	23.0	20.9	24.6	20.5	22.3	n/a	18.4	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)											
2013-14	57.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation											
2013-14	70.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	----- State -----	
	Count	Percent
Total Students:	5,284,252	100.0%
Students by Grade:		
Early Childhood Education	13,009	0.2%
Pre-Kindergarten	220,390	4.2%
Kindergarten	376,505	7.1%
Grade 1	409,767	7.8%
Grade 2	411,080	7.8%
Grade 3	409,157	7.7%
Grade 4	396,895	7.5%
Grade 5	393,941	7.5%
Grade 6	390,379	7.4%
Grade 7	389,411	7.4%
Grade 8	386,455	7.3%
Grade 9	428,470	8.1%
Grade 10	386,290	7.3%
Grade 11	351,888	6.7%
Grade 12	320,615	6.1%
Ethnic Distribution:		
African American	666,933	12.6%
Hispanic	2,760,302	52.2%
White	1,507,225	28.5%
American Indian	20,855	0.4%
Asian	212,973	4.0%
Pacific Islander	7,392	0.1%
Two or More Races	108,572	2.1%
Economically Disadvantaged	3,118,758	59.0%
Non-Educationally Disadvantaged	2,165,494	41.0%
English Language Learners (ELL)	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	76,611	1.4%
At-Risk	2,645,402	50.1%
Graduates (Class of 2015):		
Total Graduates	313,397	100.0%
By Ethnicity (incl. Special Ed.):		
African American	39,692	12.7%
Hispanic	148,966	47.5%
White	104,377	33.3%
American Indian	1,335	0.4%
Asian	13,090	4.2%
Pacific Islander	486	0.2%
Two or More Races	5,451	1.7%

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<u>Student Information</u>	----- State -----	
	<u>Count</u>	<u>Percent</u>
By Graduation Type (incl. Special Ed.):		
Minimum H.S. Program	46,723	14.9%
Recommended H.S. Program/DAP	251,524	80.3%
Foundation High School Plan (No Endorsement)	8,982	2.9%
Foundation High School Plan (Endorsement)	523	0.2%
Foundation High School Plan (DLA)	5,645	1.8%
Special Education Graduates	23,541	7.5%

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<u>Student Information</u>	<u>Non-Special Education Rates</u>	<u>Special Education Rates</u>
Retention Rates by Grade:		
Kindergarten	1.9%	8.2%
Grade 1	4.1%	7.4%
Grade 2	2.7%	3.4%
Grade 3	2.0%	1.6%
Grade 4	1.0%	0.8%
Grade 5	0.9%	1.0%
Grade 6	0.6%	0.8%
Grade 7	0.8%	0.9%
Grade 8	0.8%	1.3%

	----- State -----	
	<u>Count</u>	<u>Percent</u>
Data Quality:		
PID Errors (students) ^{***}	.	.
Underreported Students	7,834	0.3%

<u>Class Size Information</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	
Elementary:	
Kindergarten	18.9
Grade 1	19.1
Grade 2	19.1
Grade 3	19.1
Grade 4	19.0
Grade 5	20.8
Grade 6	20.4
Secondary:	
English/Language Arts	17.1
Foreign Languages	19.1
Mathematics	18.1
Science	19.1
Social Studies	19.5

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Staff Information	----- State -----	
	Count	Percent
Total Staff	688,142.2	100.0%
Professional Staff:	442,538.0	64.3%
Teachers	347,272.1	50.5%
Professional Support	67,755.2	9.8%
Campus Administration (School Leadership)	20,170.5	2.9%
Central Administration	7,340.2	1.1%
Educational Aides:	65,803.2	9.6%
Auxiliary Staff:	179,800.9	26.1%
Total Minority Staff:	331,599.3	48.2%
Teachers by Ethnicity and Sex:		
African American	34,949.8	10.1%
Hispanic	90,214.9	26.0%
White	211,190.4	60.8%
American Indian	1,242.9	0.4%
Asian	5,134.3	1.5%
Pacific Islander	819.3	0.2%
Two or More Races	3,720.6	1.1%
Males	81,756.8	23.5%
Females	265,515.3	76.5%
Teachers by Highest Degree Held:		
No Degree	3,524.0	1.0%
Bachelors	259,559.7	74.7%
Masters	82,029.5	23.6%
Doctorate	2,158.9	0.6%
Teachers by Years of Experience:		
Beginning Teachers	27,995.4	8.1%
1-5 Years Experience	94,786.9	27.3%
6-10 Years Experience	75,285.1	21.7%
11-20 Years Experience	94,649.7	27.3%
Over 20 Years Experience	54,555.0	15.7%
Number of Students per Teacher	15.2	n/a

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<u>Staff Information</u>	<u>State</u>
Average Years Experience of Teachers:	10.9
Average Years Experience of Teachers with District:	7.3
Average Teacher Salary by Years of Experience (regular duties only):	
Beginning Teachers	\$45,507
1-5 Years Experience	\$47,996
6-10 Years Experience	\$50,459
11-20 Years Experience	\$53,794
Over 20 Years Experience	\$60,613
Average Actual Salaries (regular duties only):	
Teachers	\$51,891
Professional Support	\$61,145
Campus Administration (School Leadership)	\$75,654
Central Administration	\$99,111
Instructional Staff Percent:	64.5
Turnover Rate for Teachers:	16.5
Staff Exclusions:	
Shared Services Arrangement Staff:	
Professional Staff	1,116.6
Educational Aides	230.6
Auxiliary Staff	493.6
Contracted Instructional Staff:	1,914.4

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 State Profile

Program Information	----- State -----	
	Count	Percent
Student Enrollment by Program:		
Bilingual/ESL Education	968,569	18.3%
Career & Technical Education	1,284,748	24.3%
Gifted & Talented Education	404,540	7.7%
Special Education	453,955	8.6%
Teachers by Program (population served):		
Bilingual/ESL Education	20,650.0	5.9%
Career & Technical Education	15,311.2	4.4%
Compensatory Education	10,066.4	2.9%
Gifted & Talented Education	6,656.1	1.9%
Regular Education	252,100.4	72.6%
Special Education	30,567.0	8.8%
Other	11,921.0	3.4%

[Link to:](#)
[PEIMS Financial Standard Reports/](#)
[2014-2015 Financial Actual Report](#)

^{1/4} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1/5} Indicates results are masked due to small numbers to protect student confidentiality.

^{1/1} Indicates zero observations reported for this group.

^{1/2} Indicates data reporting is not applicable for this group.

^{1/3} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

^{1/4} Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{1/5} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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 L, STAAR A, STAAR Alternate 2, and the Texas English Language Proficiency Assessment System (TELPAS).

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 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 (Table 2.1). State law also requires students to pass five STAAR end-of-course (EOC) assessments—

Algebra I, English I, English II, biology, and U.S. history—to be eligible to receive a diploma from a Texas public school.

STAAR Spanish assessments are offered in Grades 3-5, including: 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 blueprint.

STAAR L is a linguistically accommodated version of the general STAAR mathematics, science, and social studies assessments. STAAR L is not offered for reading or writing assessments. For English language learners (ELLs) who meet eligibility requirements, STAAR L is administered online and provides a substantial degree of embedded linguistic accommodation.

STAAR A, an accommodated version of STAAR, is offered as an online assessment in the same grades

Table 2.1. State Assessments and Subjects, 2016

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 A STAAR Alt 2 ^b	STAAR STAAR Sp STAAR A STAAR Alt 2	STAAR STAAR Sp STAAR A STAAR Alt 2	STAAR STAAR A STAAR Alt 2	STAAR STAAR A STAAR Alt 2	STAAR STAAR A STAAR Alt 2	<u>English I</u> STAAR STAAR A STAAR Alt 2	<u>English II</u> STAAR STAAR A STAAR Alt 2
Writing		STAAR STAAR Sp STAAR A STAAR Alt 2			STAAR STAAR A STAAR Alt 2			
Mathematics	STAAR STAAR Sp STAAR L STAAR A STAAR Alt 2	STAAR STAAR Sp STAAR L STAAR A STAAR Alt 2	STAAR STAAR Sp STAAR L STAAR A STAAR Alt 2	STAAR STAAR L STAAR A STAAR Alt 2	STAAR STAAR L STAAR A STAAR Alt 2	STAAR STAAR L STAAR A STAAR Alt 2	<u>Algebra I</u> STAAR STAAR L STAAR A STAAR Alt 2	
Science			STAAR STAAR Sp STAAR L STAAR A STAAR Alt 2			STAAR STAAR L STAAR A STAAR Alt 2	<u>Biology</u> STAAR STAAR L STAAR A STAAR Alt 2	
Social Studies						STAAR STAAR L STAAR A STAAR Alt 2	<u>U.S. History</u> STAAR STAAR L STAAR A STAAR Alt 2	
Grade	Texas English Language Proficiency Assessment System (TELPAS)							
K-1	Holistically rated listening, reading, speaking, and writing assessments.							
2-12	Reading test and holistically rated listening, speaking, and writing assessments.							

^aSTAAR Spanish. ^bSTAAR Alternate 2.

and subjects as STAAR. The passing standards for STAAR A are the same as those for STAAR. STAAR A provides embedded supports designed to help students with disabilities access the content being assessed. These embedded supports include visual aids, graphic organizers, clarifications of construct-irrelevant terms, and text-to-speech functionality.

STAAR Alternate 2 is an alternate 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 also 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) and is offered in the same grades and subjects, and for the same courses, assessed by STAAR.

As required under ESEA, Title III, Part A, TELPAS measures the annual progress students identified as ELLs in Grades K-12 make in learning English in four language domains: listening, speaking, reading, and writing. The TELPAS assessments are performance-based and holistically rated, with the exception of the reading assessments for Grades 2-12, which are multiple-choice tests. 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 that ELLs 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 ELLs are expected to learn, as well as proficiency-level descriptors characterizing the four English language proficiency levels reported in Texas.

STAAR Performance Levels and Policy Definitions

For the STAAR Grades 3-8 and EOC assessments (including STAAR Spanish and STAAR L), the performance levels are as follows.

Level I: Unsatisfactory Academic Performance. Performance in this category indicates that students are inadequately prepared for the next grade or course. They do not demonstrate a sufficient understanding of the assessed knowledge and skills. Students in this category are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

Level II: Satisfactory Academic Performance. Performance in this category indicates that students are sufficiently prepared for the next grade or course. They generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts. Students in this category have a reasonable likelihood of success in the next grade or course but might need short-term, targeted academic intervention.

Level III: Advanced Academic Performance. Performance in this category indicates that students are well prepared for the next grade or course. They demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar. Students in this category have a high likelihood of success in the next grade or course with little or no academic intervention.

Setting STAAR Standards

When setting STAAR standards, a variety of factors were taken into consideration, 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.

STAAR performance standards were approved by the commissioner of education and subsequently adopted in 2012. A phase-in period has been implemented to provide school districts with time to adjust instruction, provide targeted professional development, increase teacher effectiveness, and close knowledge gaps. For all STAAR tests except STAAR Alternate 2, Level II results in this chapter are presented at the Phase-in 1 standard, and Level III results are presented at the final standard. For STAAR Alternate 2, Level II and

Level III results are both presented at the final standard. The Level II passing standards changed between 2015 and 2016, therefore results for the two years are not comparable.

STAAR Results in Grades 3-8: State Summary

In reading, Level II passing rates in 2016 ranged from 68 percent in Grade 6 to 79 percent in Grade 8 (Table 2.2). Across grades, examinees achieved Level III performance at the highest rate in Grade 5 (24%).

Table 2.2. STAAR Performance, All Students, by Grade and Subject, 2015 and 2016				
Grade	Achieved (%), 2015		Achieved (%), 2016	
	Level II	Level III	Level II	Level III
Reading				
3	74	20	72	23
4	70	20	74	19
5	75	22	72	24
6	73	18	68	18
7	72	18	69	21
8	76	22	79	19
Writing				
4	67	6	67	15
7	69	9	67	12
Mathematics				
3	74	14	74	18
4	70	16	72	20
5	75	17	76	19
6	72	13	71	15
7	68	11	67	16
8	71	6	69	8
Science				
5	68	10	72	10
8	67	16	73	18
Social Studies				
8	61	11	61	16

Note. Results are based on the primary administrations of STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

In writing, 67 percent of Grade 4 examinees and 67 percent of Grade 7 examinees met the Level II passing standard in 2016. Fifteen percent of fourth-grade examinees and 12 percent of seventh-grade examinees achieved Level III performance.

In mathematics, Level II passing rates in 2016 ranged from 67 percent in Grade 7 to 76 percent in Grade 5. Across grades, examinees achieved Level III performance at the highest rate in Grade 4 (20%).

In science, 72 percent of Grade 5 examinees and 73 percent of Grade 8 examinees met the Level II passing standard in 2016. Ten percent of fifth-grade examinees and 18 percent of eighth-grade examinees achieved Level III performance.

In social studies, 61 percent of eighth-grade examinees met the Level II passing standard in 2016, and 16 percent achieved Level III performance.

STAAR Results by Race/Ethnicity

In reading, Level II passing rates for African American examinees in 2016 ranged from 57 percent in Grade 6 to 72 percent in Grade 8 (Appendices 2-A through 2-F, beginning on page 58). Across grades, African American examinees achieved Level III performance at the highest rate in Grade 5 (15%). Among Hispanic examinees in 2016, Level II passing rates in reading ranged from 61 percent in Grade 6 to 74 percent in Grade 8. Across grades, Hispanic examinees achieved Level III performance at the highest rate in Grade 3 (18%). Among White examinees in 2016, Level II passing rates in reading ranged from 81 percent in Grades 6 and 7 to 89 percent in Grade 8. Across grades, White examinees achieved Level III performance at the highest rate in Grade 5 (35%).

In writing, 58 percent of African American examinees in Grade 4 and 57 percent in Grade 7 met the Level II passing standard in 2016. Nine percent of African American examinees in Grade 4 and 7 percent in Grade 7 achieved Level III performance. Hispanic examinees in 2016 had Level II passing rates in writing of 63 percent in Grade 4 and 61 percent in Grade 7. Eleven percent of Hispanic examinees in Grade 4 and 8 percent in Grade 7 achieved Level III performance. White examinees in 2016 had Level II passing rates in writing of 77 percent in Grade 4 and 80 percent in Grade 7. Twenty-one percent of White examinees in Grade 4 and 19 percent in Grade 7 achieved Level III performance.

In mathematics, Level II passing rates for African American examinees in 2016 ranged from 54 percent in Grade 7 to 61 percent in Grade 5. Across grades, African American examinees achieved Level III performance at the highest rates in Grades 3 and 4 (9% each). Among Hispanic examinees in 2016, Level II passing rates in mathematics ranged from 62 percent in Grade 7 to 73 percent in Grade 5. Across grades, Hispanic examinees achieved Level III performance at the highest rate in Grade 4 (15%). Among White examinees in 2016, Level II passing rates in mathematics ranged from 80 percent in Grades 7 and 8 to 85 percent in Grade 5. Across grades, White examinees achieved Level III performance at the highest rate in Grade 4 (30%).

In science, 57 percent of African American examinees in Grade 5 and 61 percent in Grade 8 met the Level II passing standard in 2016. Four percent of African American examinees in Grade 5 and 8 percent in Grade 8 achieved Level III performance. Hispanic examinees in 2016 had Level II passing rates in science of 68 percent in both Grade 5 and Grade 8. Seven percent of Hispanic examinees in Grade 5 and 12 percent in Grade 8 achieved Level III performance. White examinees in 2016 had Level II passing rates in science of 84 percent in both Grade 5 and Grade 8. Sixteen percent of White examinees in Grade 5 and 28 percent in Grade 8 achieved Level III performance.

In social studies, 50 percent of African American eighth-grade examinees met the Level II passing standard in 2016, and 8 percent achieved Level III performance. Fifty-four percent of Hispanic eighth-grade examinees met the Level II passing standard in social studies in 2016, and 10 percent achieved Level III performance. Seventy-five percent of White eighth-grade examinees met the Level II passing standard in social studies in 2016, and 24 percent achieved Level III performance.

STAAR Results by Special Population

STAAR results for examinees identified as at risk of dropping out of school are presented in Appendices 2-A through 2-F, beginning on page 58. See Chapter 3 of this report for detailed information about the participation and performance of at-risk examinees 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. In 2016, approximately 60 percent of students who took STAAR assessments in Grades 3-8 were identified as economically disadvantaged. STAAR results for economically disadvantaged examinees are presented in Appendices 2-A through 2-F, beginning on page 58. Across all tests in Grades 3-8, the average Level II passing rate in 2016 for economically disadvantaged examinees was 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. Approximately 8 percent of all students who took at least one STAAR subject-area test in Grades 3-8 received special

education services. STAAR results for examinees receiving special education services are presented in Appendices 2-A through 2-F, beginning on page 58. In 2016, Level II passing rates for these examinees were considerably lower than for the general population of examinees.

STAAR Spanish 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 2016, the number of students taking STAAR Spanish ranged from 4,613 in Grade 5 mathematics to 36,453 in Grade 3 reading (Appendices 2-G through 2-I, beginning on page 64). In reading, Level II passing rates in 2016 ranged from 57 percent in Grade 4 to 64 percent in Grade 3. In mathematics, Level II passing rates ranged from 47 percent in Grade 5 to 63 percent in Grade 3. Sixty-six percent of Grade 4 examinees met the Level II passing standard in writing, and 50 percent of Grade 5 examinees met the Level II passing standard in science.

STAAR EOC Results: State Summary

In 2016, Level II passing rates on EOC tests ranged from 60 percent in English I to 91 percent in U.S. history (Appendix 2-J on page 67). Percentages of examinees achieving Level III performance ranged from 7 percent in both English I and English II to 28 percent in U.S. history.

STAAR EOC Results by Race/Ethnicity

Across EOC tests in 2016, Level II passing rates for African American, Hispanic, and White examinees were highest in U.S. History (86%, 89%, and 95%, respectively), followed by Biology (81%, 83%, and 94%), Algebra I (65%, 73%, and 86%), English II (52%, 56%, and 80%), and English I (49%, 53%, and 76%). Similarly, percentages of African American, Hispanic, and White examinees achieving Level III performance were

highest in U.S. history (18%, 21%, and 41%, respectively) and lowest in English I or English II (3%, 3%, and 12%).

STAAR EOC Results by Special Population

STAAR EOC results for examinees identified as at risk of dropping out of school are presented in Appendix 2-J on page 67. See Chapter 3 of this report for detailed information about the participation and performance of at-risk examinees on state assessments.

In 2016, approximately 57 percent of students who took STAAR EOC tests were identified as economically disadvantaged. STAAR EOC results for economically disadvantaged examinees are presented in Appendix 2-J on page 67. For every EOC test administered in 2016, the Level II passing rate for economically disadvantaged examinees was lower than for all students tested.

Approximately 6 percent of all students who took at least one STAAR EOC test received special education services. STAAR EOC results for examinees receiving special education services are presented in Appendix 2-J on page 67. In 2016, Level II passing rates for these examinees were lower than for the general population of examinees.

STAAR Alternate 2

STAAR Alternate 2 Grades 3-8 and EOC tests are available for students who have significant cognitive disabilities. Unlike other statewide assessments in Texas, STAAR Alternate 2 is not a traditional paper or multiple-choice test. Instead, the assessment involves teachers observing students as they complete teacher-designed activities that link to the grade-level TEKS curriculum. Teachers score student performance using the STAAR Alternate 2 rubric, which sets specific criteria at each score point to determine demonstration of a skill, level of support, and ability to generalize the skill. Results and supporting documentation are then submitted online. Although other students served in special education programs may be tested with different versions of STAAR, according to the content area and as determined by their ARD committees, students assessed with STAAR Alternate 2 are administered STAAR Alternate 2 in all the content areas assessed by STAAR at their grade levels.

STAAR Alternate 2 was administered for the first time in spring 2011 as a mandatory field test for all students meeting the participation criteria. Based on the results, standards were set for satisfactory and accomplished performance. Across subject-area tests and grades in

2016, Level II passing rates on STAAR Alternate 2 ranged from 85 percent in Grade 7 writing to 95 percent in Grade 8 science (Table 2.3). Percentages of examinees achieving Level III performance ranged from 15 percent in Grade 5 reading to 32 percent in Grade 6 mathematics and Grade 8 science.

Table 2.3. STAAR Alternate 2 Participation and Performance, by Subject and Grade, 2015 and 2016

Grade	Tested		Achieved (%)			
			Level II		Level III	
	2015	2016	2015	2016	2015	2016
Reading						
3	4,768	5,300	82	86	15	19
4	4,594	5,216	82	89	15	20
5	4,614	5,010	82	89	11	15
6	4,305	4,831	81	87	21	27
7	4,081	4,470	81	87	18	24
8	4,039	4,354	83	88	17	20
Writing						
4	4,594	5,215	80	87	18	26
7	4,078	4,477	79	85	21	29
Mathematics						
3	4,766	5,296	87	90	23	30
4	4,598	5,218	88	93	19	25
5	4,616	5,008	86	91	23	29
6	4,304	4,833	87	92	25	32
7	4,084	4,474	87	92	22	29
8	4,037	4,338	81	86	22	30
Science						
5	4,619	5,009	90	94	23	30
8	4,037	4,357	92	95	27	32
Social Studies						
8	4,038	4,359	86	90	25	30

Student Success Initiative STAAR Results

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 public school students have the skills they need to meet on-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. Students served by special education who take STAAR tests, as well as ELLs who take STAAR or STAAR L tests, are also subject to SSI grade advancement requirements. However, ELLs who are identified as unschooled asylees/refugees are subject to SSI grade advancement requirements only in the subject areas in which they participate in a state assessment. If a student

does not demonstrate proficiency 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 parent or guardian. For a student in a special education program, the ARD committee functions as the GPC.

The SSI accelerated instruction requirements include the provision that students in Grade 5 or Grade 8 who do not demonstrate proficiency on the STAAR reading or mathematics assessments must complete accelerated instruction before they may be promoted to the next grade level. Additionally, they must be assigned to highly qualified teachers the following year in the subject areas failed. Another SSI provision requires districts to provide accelerated instruction to students who fail any STAAR subject-area test in Grades 3-8. The accelerated instruction may be provided outside normal school hours or the normal school year.

To ensure that as many students as possible meet SSI requirements, the state has approved direct support for classroom instruction. The support includes professional development for K-12 teachers, diagnostic tools to assess student learning difficulties, and funding for local implementation of accelerated instructional strategies.

For the 2014-15 school year, performance standards for 2015 STAAR mathematics tests in Grades 3-8 were not set until after the spring 2015 administration. As a result, SSI requirements for mathematics were suspended, and SSI retest opportunities for STAAR mathematics tests in Grades 5 and 8 were not offered in May and June of 2015. SSI requirements for reading remained in effect in 2014-15. For the 2015-16 school year, SSI requirements for both reading and mathematics in Grades 5 and 8 were suspended because retest administrations of STAAR reading and mathematics tests in Grades 5 and 8 scheduled for June of 2016 were cancelled.

Results

In 2015, fifth graders took the STAAR reading test for the first time in March. Of those students, 75 percent met the Level II passing standard (Table 2.4). Students in the March cohort who retested or tested for the first time in May had a Level II passing rate of 37 percent. After the third and final testing opportunity in June, the cumulative Level II passing rate in reading for all Grade 5 examinees was 86 percent.

In 2015, eighth graders took the STAAR reading test for the first time in March. Of those students, 76 percent met the Level II passing standard (Table 2.5). Students in the March cohort who retested or tested for the first time in May had a Level II passing rate of 36 percent. After the third and final testing opportunity in June, the cumulative Level II passing rate in reading for all Grade 8 examinees was 87 percent.

STAAR and TELPAS Performance of Students Identified as English Language Learners

STAAR and TELPAS are used to demonstrate the extent to which districts and the state meet federal Annual Measurable Achievement Objective accountability indicators that are specific to the academic achievement and English language proficiency of students identified as ELLs. STAAR measures achievement of academic knowledge and skills, and TELPAS measures how well ELLs are able to understand and use the English needed for effective participation in academic instruction delivered in the English language. TELPAS satisfies the requirement under Title III, Part A, of the No Child Left Behind Act of 2001 for states to measure annual progress in the English language proficiency of ELLs in Grades K-12 in the domains of reading, listening, speaking, and writing. TELPAS consists of writing collections and observational assessments that are holistically rated by students' teachers, as well as multiple-choice reading proficiency assessments (Table 2.1 on page 43).

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 development. A composite score for a student indicates the overall level of his or her English language proficiency and is computed from the student's ratings in reading, listening, speaking, and writing. The composite score is reported in terms of four proficiency levels: beginning, intermediate, advanced, and advanced high. In determining composite results, ratings in the domain of reading are given the greatest weight. Only students rated in all four language areas receive composite results. Yearly progress is determined by comparing the composite score from the previous year to the current year's composite score.

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

Table 2.4. STAAR Reading Passing Rates, Grade 5, All Administrations, by Student Group, 2015

Group	March Cohort ^a		May Results for March Cohort ^b		June Results for March Cohort ^c		Cumulative ^d	
	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%)
All Students	285,779	75	35,086	37	9,258	21	330,123	86
African American	29,914	64	5,775	35	1,528	19	37,217	79
American Indian	868	73	113	37	38	30	1,019	85
Asian	14,045	90	566	37	131	20	14,742	94
Hispanic	139,327	69	21,510	36	6,113	20	166,950	83
Pacific Islander	345	73	48	40	11	20	404	86
White	94,676	86	6,538	44	1,309	26	102,523	93
Multiracial	6,533	83	531	42	123	26	7,187	91
At-Risk	116,780	58	28,638	35	8,084	20	153,502	76
Economically Disadvantaged	153,233	66	26,612	35	7,491	20	187,336	81
English Language Learner	43,970	57	10,469	32	3,370	18	57,809	74
Special Education	10,289	30	4,436	21	789	12	15,514	46

Note. Results are based on STAAR, STAAR A, and STAAR Spanish combined. For the 2014-15 school year, SSI requirements for mathematics were suspended. For the 2015-16 school year, SSI requirements for both reading and mathematics were suspended. Please see the section "Student Success Initiative STAAR Results" for additional information.

^aIncludes students tested in March and students whose answer documents were coded absent or other. ^bIncludes students in the March cohort who retested or tested for the first time in May. ^cIncludes students in the March cohort who retested or tested for the first time in June. ^dIncludes all students in the March cohort who tested in March and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

Table 2.5. STAAR Reading Passing Rates, Grade 8, All Administrations, by Student Group, 2015

Group	March Cohort ^a		May Results for March Cohort ^b		June Results for March Cohort ^c		Cumulative ^d	
	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%) ^e	Achieved Level II	Rate (%)
All Students	287,119	76	32,562	36	9,526	23	329,207	87
African American	31,134	66	5,726	36	1,837	25	38,697	81
American Indian	1,011	76	125	40	23	19	1,159	87
Asian	13,465	90	435	31	112	16	14,012	94
Hispanic	137,145	70	19,545	34	5,900	21	162,590	83
Pacific Islander	376	77	48	41	5	14	429	87
White	98,145	87	6,225	45	1,534	32	105,904	94
Multiracial	5,797	85	446	45	113	32	6,356	93
At-Risk	109,824	58	27,294	35	8,529	22	145,647	76
Economically Disadvantaged	146,046	67	23,724	34	7,406	21	177,176	81
English Language Learner	15,480	37	5,874	23	2,116	13	23,470	56
Special Education	8,301	27	3,626	18	840	13	12,767	42

Note. Results are based on STAAR and STAAR A combined. For the 2014-15 school year, SSI requirements for mathematics were suspended. For the 2015-16 school year, SSI requirements for both reading and mathematics were suspended. Please see the section "Student Success Initiative STAAR Results" on page 47 for additional information.

^aIncludes students tested in March and students whose answer documents were coded absent or other. ^bIncludes students in the March cohort who retested or tested for the first time in May. ^cIncludes students in the March cohort who retested or tested for the first time in June. ^dIncludes all students in the March cohort who tested in March and/or May and/or June. ^eThe percentage of students tested during the designated STAAR administration who met the passing standard.

thorough knowledge of grade-level academic skills in core content areas. Students who score high on STAAR Spanish demonstrate thorough knowledge of the same 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.

Students exit the current ELL classification when their LPACs determine, based on a combination of performance measures, that they are able to participate

equally in regular, all-English, instructional programs (Texas Education Code §29.056). At that point, they are reclassified as former ELLs and monitored academically for the next two years by their LPACs.

For all current ELLs assessed by TELPAS in 2016, the rate at which examinees progressed at least one proficiency level was lowest for examinees in Grade 9 (41%) and highest for examinees in Grade 5 (63%) (Table 2.6 on page 50).

Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade K									
All Current ELLs ^g	n/a ^h	n/a	n/a	97,947	57	24	13	6	n/a
All Bil. ⁱ Education Programs	n/a	n/a	n/a	71,041	71	20	7	2	n/a
Transitional Bil./Early Exit	n/a	n/a	n/a	26,359	60	25	11	4	n/a
Transitional Bil./Late Exit	n/a	n/a	n/a	7,435	82	13	3	1	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	9,445	66	23	8	3	n/a
Dual Immersion/One-Way	n/a	n/a	n/a	27,802	79	17	4	1	n/a
All ESL ^j Programs	n/a	n/a	n/a	23,645	22	34	28	16	n/a
ESL/Content-Based	n/a	n/a	n/a	17,344	21	34	29	17	n/a
ESL/Pull-Out	n/a	n/a	n/a	6,301	24	35	27	14	n/a
No Services	n/a	n/a	n/a	3,261	26	31	25	18	n/a
Grade 1									
All Current ELLs	n/a	n/a	n/a	109,722	27	35	23	15	59
All Bil. Education Programs	n/a	n/a	n/a	78,218	35	38	19	9	55
Transitional Bil./Early Exit	n/a	n/a	n/a	29,390	24	37	23	15	64
Transitional Bil./Late Exit	n/a	n/a	n/a	8,684	48	34	13	4	43
Dual Immersion/Two-Way	n/a	n/a	n/a	9,578	31	39	20	9	56
Dual Immersion/One-Way	n/a	n/a	n/a	30,566	43	39	15	4	50
All ESL Programs	n/a	n/a	n/a	27,243	8	27	33	32	68
ESL/Content-Based	n/a	n/a	n/a	19,577	8	26	34	32	68
ESL/Pull-Out	n/a	n/a	n/a	7,666	9	28	32	31	68
No Services	n/a	n/a	n/a	4,261	11	26	30	33	65
Grade 2									
All Current ELLs	n/a	n/a	n/a	107,077	11	37	33	19	54
All Bil. Education Programs	n/a	n/a	n/a	74,998	13	41	32	14	55
Transitional Bil./Early Exit	n/a	n/a	n/a	28,673	9	37	35	18	55
Transitional Bil./Late Exit	n/a	n/a	n/a	8,931	17	43	28	12	58
Dual Immersion/Two-Way	n/a	n/a	n/a	7,653	11	39	33	17	54
Dual Immersion/One-Way	n/a	n/a	n/a	29,741	16	45	28	11	56
All ESL Programs	n/a	n/a	n/a	27,046	5	27	36	31	50
ESL/Content-Based	n/a	n/a	n/a	19,431	5	27	36	32	50
ESL/Pull-Out	n/a	n/a	n/a	7,615	5	28	37	29	49
No Services	n/a	n/a	n/a	5,033	7	27	36	29	48

Note. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (–) indicates data are not reported to protect student anonymity.

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Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 3									
All Current ELLs ^a	102,812	63	15	103,320	7	24	38	31	55
All Bil. Education Programs	70,901	63	15	71,386	8	27	38	28	55
Transitional Bil./Early Exit	27,664	60	11	27,614	6	23	40	31	57
Transitional Bil./Late Exit	8,892	64	16	8,651	10	29	36	25	56
Dual Immersion/Two-Way	6,864	67	18	6,792	6	25	38	31	56
Dual Immersion/One-Way	27,481	65	18	28,329	9	30	36	24	52
All ESL Programs	26,564	62	14	26,618	4	19	38	39	57
ESL/Content-Based	18,053	64	16	18,196	4	18	38	41	58
ESL/Pull-Out	8,511	59	11	8,422	3	20	40	36	54
No Services	5,324	60	13	5,316	4	21	36	39	56
All Former ELLs ^k	7,346	94	43	n/a ^h	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	3,518	93	38	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	2,923	93	36	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	55	98	53	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	346	97	53	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	194	92	41	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	3,289	96	48	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	1,710	96	49	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	1,579	96	47	n/a	n/a	n/a	n/a	n/a	n/a
No Services	537	93	46	n/a	n/a	n/a	n/a	n/a	n/a
Grade 4									
All Current ELLs	90,451	61	9	90,830	5	21	42	32	50
All Bil. Education Programs	62,051	62	10	62,413	5	22	42	31	51
Transitional Bil./Early Exit	23,642	62	8	23,917	5	19	43	34	52
Transitional Bil./Late Exit	8,179	62	10	8,136	6	22	40	32	53
Dual Immersion/Two-Way	5,401	65	13	5,344	4	20	41	35	53
Dual Immersion/One-Way	24,829	61	12	25,016	6	25	41	28	49
All ESL Programs	23,628	60	7	23,788	3	20	44	33	48
ESL/Content-Based	15,730	62	7	15,838	3	19	44	34	49
ESL/Pull-Out	7,898	57	5	7,950	3	20	46	31	46
No Services	4,674	59	7	4,629	3	19	42	35	50
All Former ELLs	13,474	95	32	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	6,069	95	29	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	4,317	94	28	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	400	96	29	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	404	97	39	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	948	96	33	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	6,003	96	35	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,779	97	35	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,224	95	33	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,399	93	31	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	Adv. High ^e	
Grade 5									
All Current ELLs ^g	79,213	54	7	78,920	3	14	39	44	63
All Bil. Education Programs	53,067	56	8	52,944	4	14	38	45	64
Transitional Bil./Early Exit	19,968	54	6	20,038	4	12	37	47	64
Transitional Bil./Late Exit	7,289	53	7	7,269	4	14	38	44	64
Dual Immersion/Two-Way	4,144	66	11	4,080	3	11	35	51	67
Dual Immersion/One-Way	21,666	58	9	21,557	3	15	38	43	64
All ESL Programs	22,015	50	6	21,991	2	13	41	43	60
ESL/Content-Based	13,769	51	7	13,748	3	13	41	43	60
ESL/Pull-Out	8,246	50	5	8,243	2	13	41	43	59
No Services	4,074	49	6	3,985	3	14	41	42	56
All Former ELLs ^k	19,318	92	30	n/a ^h	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	10,002	92	28	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	5,804	90	26	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,336	94	32	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	695	96	35	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2,167	93	28	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	7,156	93	34	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,473	94	35	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,683	92	32	n/a	n/a	n/a	n/a	n/a	n/a
No Services	2,152	91	29	n/a	n/a	n/a	n/a	n/a	n/a
Grade 6									
All Current ELLs	62,532	40	3	62,454	3	16	46	35	47
All Bil. Education Programs	6,913	41	3	6,921	3	15	44	38	52
Transitional Bil./Early Exit	2,630	35	1	2,746	5	17	47	32	48
Transitional Bil./Late Exit	1,393	38	2	1,366	3	16	48	33	48
Dual Immersion/Two-Way	1,495	54	6	1,496	2	11	39	48	58
Dual Immersion/One-Way	1,395	43	3	1,313	3	13	42	42	56
All ESL Programs	52,224	40	3	52,207	3	16	46	35	46
ESL/Content-Based	22,573	42	4	22,736	3	17	45	35	46
ESL/Pull-Out	29,651	39	3	29,471	3	15	47	35	47
No Services	3,338	39	3	3,326	2	15	48	35	43
All Former ELLs	18,836	81	14	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	10,644	80	13	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	4,888	75	9	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	2,120	84	14	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	815	90	19	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	2,821	81	17	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	6,367	83	16	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,730	84	17	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	2,637	81	13	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,814	77	12	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 7									
All Current ELLs ^a	50,860	35	2	50,889	3	14	46	36	50
All Bil. Education Programs	937	41	2	916	2	11	47	41	54
Transitional Bil./Early Exit	45	31	0	47	2	11	51	36	42
Transitional Bil./Late Exit	34	35	0	33	0	9	58	33	43
Dual Immersion/Two-Way	779	42	3	760	2	10	45	43	56
Dual Immersion/One-Way	79	39	3	76	1	20	55	24	41
All ESL Programs	46,821	34	2	47,072	4	15	46	36	50
ESL/Content-Based	18,529	37	3	18,798	4	16	45	36	51
ESL/Pull-Out	28,292	33	2	28,274	4	14	47	36	50
No Services	3,071	37	4	2,901	2	12	47	39	47
All Former ELLs ^k	16,933	77	12	n/a ^h	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	6,204	76	12	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	2,561	69	7	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	1,284	76	11	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	665	84	17	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	1,694	84	17	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	9,444	78	12	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	4,102	79	14	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	5,342	77	11	n/a	n/a	n/a	n/a	n/a	n/a
No Services	1,281	72	12	n/a	n/a	n/a	n/a	n/a	n/a
Grade 8									
All Current ELLs	42,449	44	2	42,113	3	16	46	35	48
All Bil. Education Programs	456	54	2	451	1	7	40	53	63
Transitional Bil./Early Exit	4	—	—	4	—	—	—	—	—
Transitional Bil./Late Exit	8	38	0	7	0	14	57	29	43
Dual Immersion/Two-Way	373	55	2	371	1	7	38	54	65
Dual Immersion/One-Way	71	49	0	69	1	6	46	46	55
All ESL Programs	39,341	44	1	39,164	4	16	46	35	48
ESL/Content-Based	15,614	46	2	15,566	4	17	45	34	48
ESL/Pull-Out	23,727	43	1	23,598	3	16	46	35	49
No Services	2,633	49	2	2,498	1	13	47	39	45
All Former ELLs	11,029	87	9	n/a	n/a	n/a	n/a	n/a	n/a
All Bil. Education Programs	929	84	8	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Early Exit	357	81	5	n/a	n/a	n/a	n/a	n/a	n/a
Transitional Bil./Late Exit	204	75	5	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	209	92	13	n/a	n/a	n/a	n/a	n/a	n/a
Dual Immersion/One-Way	159	91	12	n/a	n/a	n/a	n/a	n/a	n/a
All ESL Programs	9,184	88	9	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Content-Based	3,761	88	10	n/a	n/a	n/a	n/a	n/a	n/a
ESL/Pull-Out	5,423	88	8	n/a	n/a	n/a	n/a	n/a	n/a
No Services	886	84	10	n/a	n/a	n/a	n/a	n/a	n/a

Note. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (—) indicates data are not reported to protect student anonymity.

continues

Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 9									
All Current ELLs ^a	n/a ^h	n/a	n/a	38,685	6	22	45	26	41
All Bil. Education Programs	n/a	n/a	n/a	77	5	19	40	35	50
Transitional Bil./Early Exit	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	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	77	5	19	40	35	50
Dual Immersion/One-Way	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	36,603	7	22	45	26	41
ESL/Content-Based	n/a	n/a	n/a	19,294	7	23	45	25	40
ESL/Pull-Out	n/a	n/a	n/a	17,309	6	21	46	27	41
No Services	n/a	n/a	n/a	2,005	2	13	49	36	39
All Former ELLs ^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
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 ELLs	n/a	n/a	n/a	27,991	4	19	45	31	47
All Bil. Education Programs	n/a	n/a	n/a	30	3	3	57	37	45
Transitional Bil./Early Exit	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	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	29	3	3	55	38	45
Dual Immersion/One-Way	n/a	n/a	n/a	1	—	—	—	—	n/a
All ESL Programs	n/a	n/a	n/a	26,540	5	20	45	30	47
ESL/Content-Based	n/a	n/a	n/a	13,878	5	20	46	29	45
ESL/Pull-Out	n/a	n/a	n/a	12,662	4	19	45	32	48
No Services	n/a	n/a	n/a	1,421	1	12	46	42	46
All Former ELLs	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. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (—) indicates data are not reported to protect student anonymity.

continues

Table 2.6. Participation and Performance of Current and Former English Language Learners (ELLs) on STAAR Reading and TELPAS,^a by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	STAAR Reading			TELPAS					Prog. At Least One Prof. Level (%) ^f
	Tested	Achieved (%)		Proficiency Level Met (%)					
		Level II	Level III	Tested	Beg. ^b	Int. ^c	Adv. ^d	High ^e	
Grade 11									
All Current ELLs ^g	n/a ^h	n/a	n/a	19,262	2	16	45	37	50
All Bil. ⁱ Education Programs	n/a	n/a	n/a	16	0	25	44	31	47
Transitional Bil./Early Exit	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	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	16	0	25	44	31	47
Dual Immersion/One-Way	n/a	n/a	n/a	0	n/a	n/a	n/a	n/a	n/a
All ESL ^j Programs	n/a	n/a	n/a	18,224	2	17	45	36	50
ESL/Content-Based	n/a	n/a	n/a	9,308	2	17	46	35	49
ESL/Pull-Out	n/a	n/a	n/a	8,916	2	16	45	37	51
No Services	n/a	n/a	n/a	1,022	1	9	39	51	55
All Former ELLs ^k	n/a	n/a	n/a	n/a ^h	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 12									
All Current ELLs	n/a	n/a	n/a	15,205	1	13	45	40	50
All Bil. Education Programs	n/a	n/a	n/a	9	0	0	33	67	75
Transitional Bil./Early Exit	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	0	n/a	n/a	n/a	n/a	n/a
Dual Immersion/Two-Way	n/a	n/a	n/a	9	0	0	33	67	75
Dual Immersion/One-Way	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	14,438	1	14	46	39	50
ESL/Content-Based	n/a	n/a	n/a	7,729	2	14	47	37	48
ESL/Pull-Out	n/a	n/a	n/a	6,709	1	13	45	41	51
No Services	n/a	n/a	n/a	758	1	9	37	53	56

Note. STAAR results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs. Only students rated in all four language areas receive TELPAS composite ratings. Of those, proficiency progress is calculated for those with composite ratings in both 2015 and 2016.

^aTexas English Language Proficiency Assessment System. ^bBeginning. ^cIntermediate. ^dAdvanced. ^eAdvanced High. ^fProgressed at least one proficiency level.

^gCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^hNot 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 ELLs do not participate in TELPAS; or (d) no students were tested. ⁱBilingual. ^jEnglish as a second language. ^kFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^lA dash (–) indicates data are not reported to protect student anonymity.

A Study of the Correlation Between STAAR U.S. History Performance and U.S. History Course Performance

Overview

Texas Education Code §39.322(b)(6) requires an evaluation of the correlation between student grades and student performance on state-mandated assessments. The most recent study examined the association between passing the spring 2015 STAAR U.S. History assessment (i.e., meeting the Level II Phase-in 1 standard) and passing the U.S. History course (i.e., receiving course credit). The passing rates for the 2015 STAAR U.S. History assessment were compared with the passing rates for the U.S. History course using course completion information submitted to TEA by districts for the 2014-15 school year. All students in the state for whom both STAAR U.S. History data and U.S. History 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 2014-15 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 2.7).

Overall Performance

Overall, 90 percent of students in the study sample who took U.S. History passed the STAAR U.S. History test (Table 2.7). Eighty-five percent of students passed both the STAAR U.S. History test and the U.S. History course. The percentage of students who passed the course (93%) was higher than the percentage who passed the test (90%). Five percent passed the STAAR U.S. History test only, 8 percent passed the U.S. History course only, and 2 percent did not pass either.

Performance by Race/Ethnicity

Regardless of race/ethnicity, students passed the U.S. History course at higher rates than they passed the STAAR U.S. History test (Table 2.7). 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 U.S. History test ranged from 85 percent to 95 percent, the passing rates for the U.S. History course ranged from 90 percent to 97 percent, and the passing rates for both the test and the course ranged from 80 percent to 92 percent.

Among African American students, the passing rate for the U.S. History course (92%) was higher than the passing rate for STAAR U.S. History test (85%). Eighty percent of African American students passed both the test and the course. Five percent passed the STAAR U.S. History test only, 12 percent passed the U.S. History course only, and 3 percent did not pass either.

Among Hispanic students, the passing rate for the U.S. History course (90%) was higher than the passing rate for the STAAR U.S. History test (87%). Eighty-one

Table 2.7. Passing Rates, U.S. History Course, 2014-15, and STAAR U.S. History Test, 2015, 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	319,164	100	90	93	85	5	8	2
African American	40,882	13	85	92	80	5	12	3
Hispanic	155,712	49	87	90	81	7	10	3
White	102,648	32	95	97	92	3	4	1
Econ. Disad. ^a	159,865	50	85	90	79	7	11	3
Not Econ. Disad.	159,218	50	95	96	91	3	5	1
Female	157,673	49	89	94	85	4	9	2
Male	161,491	51	91	92	85	6	7	2

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

^aEconomically disadvantaged.

percent of Hispanic students passed both the test and the course. Seven percent passed the STAAR U.S. History test only, 10 percent passed the U.S. History course only, and 3 percent did not pass either.

Among White students, the passing rate for the U.S. History course (97%) was higher than the passing rate for the STAAR U.S. History test (95%). Ninety-two percent of White students passed both the test and the course. Three percent passed the STAAR U.S. History test only, 4 percent passed the U.S. History course only, and 1 percent did not pass either.

Performance by Economic Status

The passing rates for the STAAR U.S. History test, the U.S. History course, and both the test and the course were higher for students not identified as economically disadvantaged than for students identified as economically disadvantaged (Table 2.7).

Among students identified as economically disadvantaged, the passing rate for the U.S. History course (90%) was higher than the passing rate for the STAAR U.S. History test (85%). Seventy-nine percent of economically disadvantaged students passed both the test and the course. Seven percent of economically disadvantaged students passed the STAAR U.S. History test only, 11 percent passed the U.S. History course only, and 3 percent did not pass either.

Among students not identified as economically disadvantaged, the passing rate for the U.S. History course (96%) was higher than the passing rate for the STAAR U.S. History test (95%). Ninety-one percent of non-economically disadvantaged students passed both the test and the course. Three percent of non-economically disadvantaged students passed the STAAR U.S. History test only, 5 percent passed the U.S. History course only, and 1 percent did not pass either.

Performance by Gender

The passing rate for the STAAR U.S. History test was higher for male students than for female students. By contrast, the course passing rate was higher for females than for males (Table 2.7).

Among female students, the passing rate for the U.S. History course (94%) was higher than the passing rate for the STAAR U.S. History test (89%). Eighty-five percent of female students passed both the test and the course. Four percent of female students passed the STAAR U.S. History test only, 9 percent passed the U.S. History course only, and 2 percent did not pass either.

Among male students, the passing rate for the U.S. History course (92%) was higher than the passing rate for the STAAR U.S. History test (91%). Eighty-five percent of male students passed both the test and the course. Six percent of male students passed the STAAR U.S. History test only, 7 percent passed the U.S. History course only, and 2 percent did not pass either.

Agency Contact Persons

For information about the state assessment system or assessment results, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Mariana Vassileva, Assessment Division, (512) 463-9536.

Other Sources of Information

STAAR, STAAR A, STAAR L, STAAR Alternate 2, and TELPAS 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, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	390,856	74	20	403,088	72	23
African American	48,528	64	12	50,035	60	14
American Indian	1,375	74	18	1,369	70	21
Asian	15,225	89	44	16,205	88	48
Hispanic	206,918	70	15	214,004	67	18
Pacific Islander	538	76	21	553	77	25
White	109,709	85	30	111,528	83	34
Multiracial	8,448	81	28	9,132	80	31
At-Risk	206,162	62	9	203,165	58	11
Economically Disadvantaged	243,048	67	12	250,032	63	15
English Language Learner	104,722	66	12	106,862	62	15
Special Education	28,508	38	6	28,929	37	7
Mathematics						
All Students	391,135	74	14	403,284	74	18
African American	48,551	59	6	50,077	59	9
American Indian	1,377	75	14	1,371	71	15
Asian	15,214	92	42	16,189	92	49
Hispanic	207,053	71	10	214,127	71	14
Pacific Islander	538	78	14	553	75	20
White	109,828	84	22	111,563	84	27
Multiracial	8,455	80	20	9,135	80	24
At-Risk	206,323	64	7	203,343	63	9
Economically Disadvantaged	243,229	67	8	250,226	67	11
English Language Learner	104,793	69	9	106,963	69	12
Special Education	28,534	40	5	28,940	41	6

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-B. STAAR Participation and Performance,
Grade 4, by Subject and Student Group, 2015 and 2016**

Grade 4, by Subject and Student Group, 2015 and 2016						
Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	385,221	70	20	391,139	74	19
African American	47,419	58	11	48,547	64	11
American Indian	1,345	69	18	1,335	74	17
Asian	15,461	88	43	16,009	89	40
Hispanic	202,483	65	13	206,561	69	14
Pacific Islander	489	72	18	546	76	17
White	109,934	83	31	109,357	84	28
Multiracial	8,002	79	28	8,646	81	26
At-Risk	194,104	53	6	186,836	56	7
Economically Disadvantaged	235,404	62	11	240,236	66	12
English Language Learner	92,245	57	8	94,211	61	9
Special Education	31,976	32	5	31,708	34	5
Writing						
All Students	384,724	67	6	390,510	67	15
African American	47,308	56	3	48,517	58	9
American Indian	1,341	64	4	1,323	65	13
Asian	15,407	88	25	15,962	86	37
Hispanic	202,293	63	4	206,260	63	11
Pacific Islander	485	71	5	543	69	17
White	109,841	76	10	109,179	77	21
Multiracial	7,973	73	10	8,633	74	19
At-Risk	193,987	50	2	186,630	49	6
Economically Disadvantaged	235,242	59	3	240,072	59	9
English Language Learner	92,175	58	3	94,083	56	8
Special Education	31,947	23	1	31,391	25	3
Mathematics						
All Students	385,392	70	16	391,313	72	20
African American	47,429	54	7	48,580	56	9
American Indian	1,345	70	15	1,336	73	19
Asian	15,448	91	48	15,984	91	54
Hispanic	202,554	67	11	206,653	69	15
Pacific Islander	489	75	16	549	74	18
White	110,029	81	25	109,418	82	30
Multiracial	8,011	76	22	8,651	77	27
At-Risk	194,240	54	6	186,973	55	8
Economically Disadvantaged	235,550	62	9	240,361	64	13
English Language Learner	92,323	62	8	94,272	64	12
Special Education	32,024	31	4	31,746	34	6

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-C. STAAR Participation and Performance,
Grade 5, by Subject and Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading: Primary Administration						
All Students	383,132	75	22	387,677	72	24
African American	47,091	64	13	47,815	61	15
American Indian	1,189	73	23	1,306	72	22
Asian	15,613	90	48	16,080	89	50
Hispanic	200,517	69	15	203,761	67	17
Pacific Islander	471	73	21	482	74	22
White	110,293	86	35	109,738	84	35
Multiracial	7,853	83	33	8,158	80	32
At-Risk	200,250	58	6	204,158	55	7
Economically Disadvantaged	231,433	66	13	234,502	63	14
English Language Learner	77,608	57	6	81,713	54	7
Special Education	33,882	30	4	33,928	30	4
Mathematics: Primary Administration						
All Students	383,149	75	17	387,695	76	19
African American	47,154	61	7	47,833	61	8
American Indian	1,188	75	16	1,306	74	17
Asian	15,618	94	51	16,032	93	55
Hispanic	200,651	72	12	203,854	73	14
Pacific Islander	471	79	19	487	78	21
White	110,093	84	25	109,668	85	28
Multiracial	7,850	80	23	8,168	80	26
At-Risk	200,349	61	5	204,370	61	6
Economically Disadvantaged	231,534	68	10	234,704	69	11
English Language Learner	77,743	65	7	81,780	66	8
Special Education	33,892	35	3	33,967	37	4
Science						
All Students	383,225	68	10	388,095	72	10
African American	47,151	53	4	47,799	57	4
American Indian	1,193	69	11	1,303	73	9
Asian	15,657	88	29	16,168	90	27
Hispanic	200,650	62	6	203,981	68	7
Pacific Islander	468	66	10	488	72	9
White	110,120	82	18	109,835	84	16
Multiracial	7,857	78	16	8,201	79	14
At-Risk	200,116	50	2	204,175	56	3
Economically Disadvantaged	231,281	59	5	234,897	64	5
English Language Learner	77,746	48	2	81,614	58	3
Special Education	33,848	30	2	34,180	35	2

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-D. STAAR Participation and Performance,
Grade 6, by Subject and Student Group, 2015 and 2016**

Grade 3, by Subject and Student Group, 2015 and 2016						
Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	378,002	73	18	384,564	68	18
African American	46,738	63	10	47,494	57	10
American Indian	1,365	71	16	1,242	67	18
Asian	15,289	91	44	16,299	89	46
Hispanic	196,199	66	11	200,640	61	12
Pacific Islander	472	75	15	498	69	18
White	110,457	85	29	110,077	81	30
Multiracial	7,350	82	26	8,047	78	27
At-Risk	180,711	52	3	189,984	46	4
Economically Disadvantaged	223,137	63	9	227,332	58	9
English Language Learner	60,724	43	2	65,541	39	3
Special Education	33,536	26	3	34,013	23	3
Mathematics						
All Students	372,990	72	13	378,151	71	15
African American	46,548	59	6	47,101	57	7
American Indian	1,356	73	11	1,225	72	16
Asian	14,019	93	48	15,111	93	52
Hispanic	194,830	67	8	198,837	66	10
Pacific Islander	470	78	15	491	73	19
White	108,457	83	20	107,253	82	24
Multiracial	7,175	80	19	7,863	78	21
At-Risk	180,355	54	2	189,317	52	3
Economically Disadvantaged	222,157	64	6	225,747	62	8
English Language Learner	60,578	54	3	65,334	54	4
Special Education	33,515	32	2	33,922	32	2

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-E. STAAR Participation and Performance,
Grade 7, by Subject and Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	377,197	72	18	382,860	69	21
African American	47,126	64	10	47,269	59	12
American Indian	1,333	73	17	1,360	67	18
Asian	14,916	89	42	15,992	90	50
Hispanic	194,815	65	11	198,967	63	14
Pacific Islander	481	73	18	501	73	22
White	111,397	84	30	110,918	81	32
Multiracial	7,012	82	27	7,640	78	30
At-Risk	173,435	49	3	185,084	46	4
Economically Disadvantaged	219,633	62	9	222,292	59	11
English Language Learner	48,176	34	1	53,623	34	2
Special Education	31,464	22	2	32,792	22	3
Writing						
All Students	377,141	69	9	382,533	67	12
African American	47,093	60	4	47,181	57	7
American Indian	1,327	69	8	1,364	65	10
Asian	14,908	89	36	15,970	89	40
Hispanic	194,842	63	5	198,810	61	8
Pacific Islander	479	75	10	497	74	13
White	111,386	80	15	110,903	80	19
Multiracial	7,012	78	15	7,624	77	18
At-Risk	173,489	45	1	185,001	45	2
Economically Disadvantaged	219,812	59	4	222,196	57	6
English Language Learner	48,080	33	0	53,450	32	1
Special Education	31,460	18	1	32,623	18	1
Mathematics						
All Students	348,069	68	11	354,546	67	16
African American	44,940	54	5	45,245	54	7
American Indian	1,244	68	10	1,287	65	15
Asian	12,389	90	47	13,241	91	54
Hispanic	183,005	63	7	187,217	62	10
Pacific Islander	440	72	12	465	72	19
White	99,627	81	18	100,004	80	24
Multiracial	6,320	77	17	6,896	76	22
At-Risk	169,019	47	2	180,187	47	3
Economically Disadvantaged	208,551	60	6	211,550	58	8
English Language Learner	46,415	42	2	51,913	42	3
Special Education	31,264	24	1	32,514	24	2

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-F. STAAR Participation and Performance,
Grade 8, by Subject and Student Group, 2015 and 2016**

Grade 3, by Subject and Student Group, 2015 and 2016						
Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading: Primary Administration						
All Students	378,963	76	22	375,534	79	19
African American	47,416	66	11	46,764	72	10
American Indian	1,328	76	20	1,315	78	17
Asian	14,900	90	49	15,360	91	43
Hispanic	195,370	70	14	193,635	74	12
Pacific Islander	490	77	23	487	80	17
White	112,536	87	34	110,684	89	29
Multiracial	6,821	85	31	7,113	87	27
At-Risk	190,916	58	4	185,208	62	3
Economically Disadvantaged	217,687	67	12	214,314	72	10
English Language Learner	41,754	37	2	44,586	43	1
Special Education	30,379	27	2	30,692	29	2
Mathematics: Primary Administration						
All Students	326,706	71	6	320,150	69	8
African American	43,420	61	2	42,393	58	3
American Indian	1,153	71	5	1,149	69	7
Asian	9,729	91	31	10,048	90	38
Hispanic	174,619	67	4	170,548	65	5
Pacific Islander	436	75	8	431	77	9
White	91,541	81	9	89,475	80	13
Multiracial	5,665	78	9	5,883	76	12
At-Risk	183,967	56	1	177,096	53	2
Economically Disadvantaged	197,910	64	3	192,669	62	4
English Language Learner	41,265	50	1	43,288	47	2
Special Education	29,920	26	1	30,242	24	1
Science						
All Students	382,588	67	16	377,881	73	18
African American	48,036	54	7	47,201	61	8
American Indian	1,334	67	14	1,344	74	17
Asian	14,788	90	47	15,322	91	52
Hispanic	198,031	61	10	195,172	68	12
Pacific Islander	506	71	18	498	79	18
White	112,904	80	24	110,941	84	28
Multiracial	6,843	77	23	7,128	81	26
At-Risk	191,434	45	3	185,206	53	3
Economically Disadvantaged	220,061	57	9	215,867	64	10
English Language Learner	42,340	33	2	44,592	42	2
Special Education	30,317	22	2	30,513	26	2
Social Studies						
All Students	382,095	61	11	377,898	61	16
African American	47,892	50	5	47,074	50	8
American Indian	1,340	61	10	1,333	63	15
Asian	14,995	87	36	15,447	87	46
Hispanic	197,135	53	6	195,214	54	10
Pacific Islander	501	61	11	497	67	15
White	113,239	75	18	110,959	75	24
Multiracial	6,851	73	17	7,104	72	23
At-Risk	191,103	38	2	184,699	38	3
Economically Disadvantaged	219,133	49	5	215,664	51	8
English Language Learner	41,822	25	1	44,280	27	2
Special Education	30,344	19	2	30,397	19	2

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-G. STAAR Spanish Participation and Performance,
Grade 3, by Subject and Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	36,721	65	15	36,453	64	19
At-Risk	35,106	66	15	35,579	64	19
Economically Disadvantaged	33,781	65	15	33,533	63	18
Special Education	1,353	28	2	1,472	29	4
Mathematics						
All Students	17,732	65	6	17,372	63	8
At-Risk	17,060	65	6	16,656	63	8
Economically Disadvantaged	15,887	65	6	15,532	62	8
Special Education	742	34	1	717	32	1

**Appendix 2-H. STAAR Spanish Participation and Performance,
Grade 4, by Subject and Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading						
All Students	25,325	60	10	24,267	57	13
At-Risk	24,165	60	9	23,642	57	13
Economically Disadvantaged	23,304	60	9	22,196	57	13
Special Education	1,049	22	1	1,108	21	2
Writing						
All Students	26,322	64	6	25,191	66	17
At-Risk	25,118	64	6	24,567	66	17
Economically Disadvantaged	24,205	64	6	23,076	66	17
Special Education	1,131	21	1	1,153	24	2
Mathematics						
All Students	9,831	55	6	9,384	56	10
At-Risk	9,385	55	6	8,914	56	9
Economically Disadvantaged	8,714	55	6	8,150	56	9
Special Education	499	24	1	478	28	2

**Appendix 2-I. STAAR Spanish Participation and Performance,
Grade 5, by Subject and Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Reading: Primary Administration						
All Students	12,518	69	11	13,006	63	9
At-Risk	12,287	69	11	12,680	64	9
Economically Disadvantaged	11,483	69	11	11,853	63	9
Special Education	435	34	2	558	23	2
Mathematics: Primary Administration						
All Students	4,652	47	3	4,613	47	4
At-Risk	4,419	47	3	4,352	48	4
Economically Disadvantaged	3,990	48	3	3,936	47	4
Special Education	148	32	0	202	28	1
Science						
All Students	7,446	40	2	7,288	50	3
At-Risk	7,234	40	2	6,980	50	2
Economically Disadvantaged	6,694	40	2	6,406	50	3
Special Education	274	15	0	308	23	0

**Appendix 2-J. STAAR End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
English I						
All Students	438,934	61	8	459,644	60	7
African American	59,583	49	3	62,909	49	3
American Indian	1,627	58	7	1,738	57	6
Asian	15,558	83	32	16,933	83	30
Hispanic	231,074	53	4	247,543	53	4
Pacific Islander	575	65	10	634	64	8
White	123,027	78	14	121,799	76	13
Multiracial	7,258	74	13	7,792	73	14
At-Risk	244,544	39	1	265,741	39	1
Economically Disadvantaged	252,355	49	3	271,843	49	3
English Language Learner	50,024	16	0	60,377	19	0
Special Education	38,177	14	0	43,832	13	0
English II						
All Students	396,183	64	5	420,682	64	7
African American	53,814	51	2	57,125	52	3
American Indian	1,526	66	4	1,574	62	6
Asian	14,630	82	22	16,401	82	29
Hispanic	202,661	57	2	219,918	56	3
Pacific Islander	580	65	5	596	63	6
White	116,073	80	8	117,498	80	12
Multiracial	6,674	78	8	7,215	77	13
At-Risk	206,312	41	1	228,346	41	1
Economically Disadvantaged	216,141	53	1	234,561	52	2
English Language Learner	36,963	18	0	45,812	17	0
Special Education	31,251	17	0	34,257	16	0
Algebra I						
All Students	422,519	77	20	428,055	77	23
African American	56,791	66	9	58,289	65	11
American Indian	1,612	75	17	1,601	72	20
Asian	15,957	94	59	16,406	94	66
Hispanic	218,859	73	14	225,367	73	17
Pacific Islander	634	79	24	616	77	25
White	121,120	87	30	117,841	86	34
Multiracial	7,279	84	27	7,634	83	32
At-Risk	223,230	63	4	234,759	63	6
Economically Disadvantaged	238,984	70	12	247,918	70	15
English Language Learner	43,636	52	4	49,941	55	6
Special Education	34,515	32	2	39,119	32	2

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

continues

**Appendix 2-J. STAAR End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2015 and 2016 (continued)**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
Biology						
All Students	377,952	88	17	395,285	87	18
African American	49,275	83	8	51,667	81	9
American Indian	1,450	85	14	1,526	83	17
Asian	15,349	95	48	16,193	95	50
Hispanic	193,427	85	10	204,256	83	11
Pacific Islander	533	89	16	597	86	19
White	111,040	95	28	113,568	94	30
Multiracial	6,665	94	26	7,194	92	28
At-Risk	189,995	79	3	204,503	76	4
Economically Disadvantaged	206,894	84	9	221,276	82	9
English Language Learner	37,772	62	2	43,270	60	2
Special Education	28,217	52	2	32,614	46	2
U.S. History						
All Students	341,139	88	27	360,027	91	28
African American	44,031	83	16	47,200	86	18
American Indian	1,376	89	28	1,355	90	27
Asian	13,376	94	49	14,239	95	53
Hispanic	167,521	86	20	179,688	89	21
Pacific Islander	513	92	27	520	93	27
White	108,202	94	40	110,163	95	41
Multiracial	5,912	94	38	6,491	94	38
At-Risk	169,709	80	12	170,764	83	11
Economically Disadvantaged	173,327	83	17	185,458	87	18
English Language Learner	21,918	59	4	25,605	66	4
Special Education	24,981	52	5	25,369	54	5

Note. Results are based on STAAR, STAAR A, and STAAR L combined, as applicable (see Table 2.1 on page 43).

**Appendix 2-K. STAAR Alternate 2 End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2015 and 2016**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
English I						
All Students	3,575	86	26	4,261	89	31
African American	627	86	28	758	89	33
American Indian	15	93	20	18	100	33
Asian	129	78	18	144	77	16
Hispanic	1,717	86	26	2,104	89	31
Pacific Islander	2	— ^a	—	9	89	11
White	1,010	87	26	1,148	90	31
Multiracial	56	84	38	64	92	39
Economically Disadvantaged	2,320	87	28	2,866	90	33
English Language Learner	228	92	29	247	90	33
English II						
All Students	3,329	85	27	3,636	91	35
African American	619	87	28	646	90	34
American Indian	19	84	26	14	100	43
Asian	119	78	16	133	86	28
Hispanic	1,594	85	27	1,743	92	35
Pacific Islander	3	—	—	3	—	—
White	904	85	29	1,027	91	35
Multiracial	53	87	25	56	89	41
Economically Disadvantaged	2,154	86	29	2,407	92	36
English Language Learner	182	91	31	200	94	39
Algebra I						
All Students	3,584	83	25	4,311	86	35
African American	632	83	27	767	85	33
American Indian	15	80	27	16	100	44
Asian	133	75	19	146	81	25
Hispanic	1,717	83	25	2,112	86	37
Pacific Islander	2	—	—	9	100	22
White	1,013	83	24	1,175	87	33
Multiracial	52	87	29	69	83	26
Economically Disadvantaged	2,330	84	27	2,876	88	37
English Language Learner	231	87	28	243	88	40
Biology						
All Students	3,454	89	26	4,097	93	31
African American	626	91	28	760	93	31
American Indian	17	94	24	13	85	31
Asian	129	85	15	147	88	14
Hispanic	1,652	89	26	2,012	94	33
Pacific Islander	2	—	—	5	100	0
White	959	89	27	1,094	93	31
Multiracial	51	92	35	55	85	29
Economically Disadvantaged	2,252	90	28	2,735	94	34
English Language Learner	224	92	26	224	95	33

^aA dash (—) indicates data are not reported to protect student anonymity.

continues

**Appendix 2-K. STAAR Alternate 2 End-of-Course
Participation and Performance, English I, English II,
Algebra I, Biology, and U.S. History, by Student Group, 2015 and 2016 (continued)**

Group	2015			2016		
	Tested	Achieved (%)		Tested	Achieved (%)	
		Level II	Level III		Level II	Level III
U.S. History						
All Students	3,009	85	26	3,516	89	28
African American	567	87	27	666	88	29
American Indian	16	88	13	17	88	29
Asian	100	81	14	132	80	19
Hispanic	1,400	84	25	1,649	91	28
Pacific Islander	2	— ^a	—	2	—	—
White	864	87	27	984	88	29
Multiracial	41	88	22	52	94	25
Economically Disadvantaged	1,955	86	29	2,286	90	30
English Language Learner	126	88	24	153	98	30

^aA dash (—) indicates data are not reported to protect student anonymity.

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 2015-16 school year, 50.0 percent (2,649,069) of the 5,299,728 public school students in Texas were identified as at risk of dropping out of school, 1.1 percentage points lower than in the previous 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 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; or
- ♦ 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.

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 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 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. State law also requires students to pass five STAAR end-of-course assessments—Algebra I, English I, English II, biology, and U.S. history—to be

eligible to receive a diploma from a Texas public school. Unless otherwise noted, STAAR passing rates presented in this chapter are based on Level II standards. The Level II passing standards for 2016 STAAR examinations increased from the previous year; consequently, results for 2015 and 2016 are not comparable. Level III results for both 2015 and 2016 are presented at the final standard.

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 2016, passing rates for at-risk students overall on the STAAR reading assessment ranged from 46 percent in Grades 6 and 7 to 62 percent in Grade 8 (Table 3.1). Compared to the previous year, passing rates for at-risk students overall decreased in Grades 3, 5, 6, and 7 and increased in Grades 4 and 8. Grade 6 had the largest decrease (6 percentage points), and Grade 8 had the largest increase (4 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2016 ranged from 39 percent for African American at-risk students in Grade 6 to 76 percent for Asian at-risk students in Grade 3. Passing rates for students identified as economically disadvantaged ranged from

42 percent in Grade 6 to 59 percent in Grade 8. Female at-risk students outperformed male at-risk students in all grade levels, with differences in passing rates ranging from 6 percentage points in Grades 5 and 6 to 10 percentage points in Grades 4 and 7.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2016 STAAR reading assessment across all grade levels and student groups. Performance differences between at-risk and not-at-risk students ranged from 21 percentage points for Asian students in Grade 3 to 46 percentage points for male students in Grade 7. Across grade levels, differences in overall passing rates were largest in Grades 6 and 7 (44 percentage points each).

Mathematics

In 2016, passing rates for at-risk students overall on the STAAR mathematics assessment ranged from 47 percent in Grade 7 to 63 percent in Grade 3 (Table 3.2 on page 74). Compared to the previous year, passing rates for at-risk students overall decreased in Grades 3, 6, and 8, increased in Grade 4, and remained the same in Grades 5 and 7. Grade 8 had the largest decrease (3 percentage points).

Across racial/ethnic groups and grade levels, passing rates in 2016 ranged from 35 percent for African American at-risk students in Grade 4 to 84 percent for Asian at-risk students in Grade 3. Passing rates for students identified as economically disadvantaged ranged from 44 percent in Grade 7 to 61 percent in Grade 3. Male at-risk students outperformed female at-risk students in Grades 3, 4, and 6, and female at-risk students outperformed male at-risk students in Grades 5, 7, and 8. The performance difference between genders was largest in Grade 8, at 5 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2016 STAAR mathematics assessment across all grade levels and student groups. Performance differences between at-risk and not-at-risk students ranged from 13 percentage points for Asian students in Grade 3 to 43 percentage points for male students in Grade 7. Across grade levels, differences in overall passing rates were largest in Grade 7 (42 percentage points).

Writing

In 2016, the passing rate on the STAAR writing assessment for Grade 4 at-risk students overall was 49 percent, a decrease of 1 percentage point from the previous year (Table 3.3 on page 75). The passing rate for Grade 7 at-risk students overall was 45 percent, the same as the previous year.

**Table 3.1. STAAR Reading Passing Rates (%),
by At-Risk Status, Student Group, and Grade, 2015 and 2016**

Group	Grade					
	3	4	5	6	7	8
2015						
At-Risk						
African American	49	39	49	47	47	51
American Indian	61	50	55	52	51	60
Asian	79	70	70	68	60	64
Hispanic	63	54	58	50	46	55
Pacific Islander	62	49	53	52	49	60
White	66	58	66	62	58	68
Multiracial	61	55	64	60	59	66
Economically Disadvantaged	60	51	55	49	45	54
Female	66	57	62	55	53	60
Male	59	49	55	50	45	55
All	62	53	58	52	49	58
Not-At-Risk						
African American	77	76	82	81	84	87
American Indian	88	84	90	88	89	93
Asian	97	97	98	98	98	99
Hispanic	85	87	91	90	90	94
Pacific Islander	88	89	90	91	90	92
White	93	92	95	94	94	96
Multiracial	90	90	94	93	94	96
Economically Disadvantaged	81	82	88	86	87	91
Female	89	90	94	92	93	95
Male	86	86	91	90	90	93
All	88	88	92	91	91	94
2016						
At-Risk						
African American	43	43	44	39	41	58
American Indian	56	57	55	42	49	61
Asian	76	72	66	63	62	67
Hispanic	58	57	54	44	45	60
Pacific Islander	61	57	52	48	47	61
White	62	56	61	54	54	71
Multiracial	60	52	57	52	52	70
Economically Disadvantaged	55	54	52	42	43	59
Female	62	61	58	49	52	67
Male	55	51	52	43	42	59
All	58	56	55	46	46	62
Not-At-Risk						
African American	72	82	82	78	81	90
American Indian	84	89	89	87	86	93
Asian	97	98	98	97	98	99
Hispanic	83	89	92	88	89	95
Pacific Islander	89	87	92	84	90	95
White	91	93	95	93	93	97
Multiracial	89	92	94	92	92	97
Economically Disadvantaged	78	86	88	84	86	93
Female	87	92	93	91	92	97
Male	84	88	91	88	88	95
All	86	90	92	90	90	96

Note. Results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43).

**Table 3.2. STAAR Mathematics Passing Rates (%),
by At-Risk Status, Student Group, and Grade, 2015 and 2016**

Group	Grade					
	3	4	5	6	7	8
2015						
At-Risk						
African American	45	35	45	43	37	49
American Indian	66	55	59	58	48	54
Asian	85	78	82	79	70	77
Hispanic	65	56	62	54	46	56
Pacific Islander	66	56	64	61	51	64
White	66	53	63	61	56	62
Multiracial	62	49	60	57	52	61
Economically Disadvantaged	62	53	59	51	44	54
Female	64	53	62	54	47	58
Male	64	54	59	54	47	55
All	64	54	61	54	47	56
Not-At-Risk						
African American	72	73	80	76	76	81
American Indian	85	84	89	86	85	91
Asian	97	98	99	98	98	98
Hispanic	83	86	91	87	87	90
Pacific Islander	88	90	91	89	88	87
White	91	91	94	93	92	93
Multiracial	89	88	92	91	90	91
Economically Disadvantaged	78	81	87	83	84	87
Female	86	87	92	89	89	91
Male	86	87	91	89	88	89
All	86	87	91	89	89	90
2016						
At-Risk						
African American	44	35	45	40	36	45
American Indian	58	59	58	50	48	54
Asian	84	78	80	78	72	74
Hispanic	64	58	63	53	46	53
Pacific Islander	62	58	62	54	53	62
White	65	53	64	58	55	59
Multiracial	60	47	59	54	50	56
Economically Disadvantaged	61	54	59	50	44	51
Female	62	54	62	52	47	56
Male	63	56	61	53	46	51
All	63	55	61	52	47	53
Not-At-Risk						
African American	70	74	81	77	76	79
American Indian	84	85	90	90	83	85
Asian	97	98	99	98	98	98
Hispanic	83	86	92	89	88	89
Pacific Islander	85	83	92	87	87	92
White	91	91	95	93	92	92
Multiracial	88	88	93	91	91	91
Economically Disadvantaged	77	81	88	85	84	85
Female	85	87	93	90	89	90
Male	85	87	92	90	89	88
All	85	87	92	90	89	89

Note. Results are based on the primary administrations of STAAR, STAAR A, STAAR L, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43).

Table 3.3. STAAR Writing Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2015 and 2016				
Group	Grade			
	4		7	
	2015	2016	2015	2016
At-Risk				
African American	38	38	42	40
American Indian	46	47	45	46
Asian	71	67	61	61
Hispanic	52	51	44	43
Pacific Islander	51	54	51	51
White	46	45	52	52
Multiracial	46	45	51	50
Econ. Disad. ^a	49	48	42	41
Female	58	56	55	54
Male	43	43	37	37
All	50	49	45	45
Not-At-Risk				
African American	74	76	80	79
American Indian	80	81	87	84
Asian	97	96	98	98
Hispanic	82	82	88	87
Pacific Islander	87	79	92	91
White	87	87	91	91
Multiracial	86	86	91	90
Econ. Disad.	77	78	84	84
Female	88	88	93	93
Male	80	81	85	85
All	84	84	89	89

Note. Results are based on STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43).

^aEconomically disadvantaged.

Across racial/ethnic groups in Grade 4, passing rates in 2016 ranged from 38 percent for African American at-risk students to 67 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 61 percent for Asian at-risk students. Among students identified as economically disadvantaged, 48 percent passed the writing assessment in Grade 4, and 41 percent passed in Grade 7. Female at-risk students outperformed male at-risk students by 13 percentage points in Grade 4 and by 17 percentage points in Grade 7.

Compared to students not identified as at risk, at-risk students in both Grade 4 and Grade 7 had lower passing rates on the 2016 STAAR writing assessment across all student groups. In Grade 4, performance differences between at-risk and not-at-risk students ranged from 25 percentage points for Pacific Islander students to 42 percentage points for White students. In Grade 7, performance differences between at-risk and not-at-risk students ranged from 37 percentage points for Asian students to 48 percentage points for male students.

Social Studies

In 2016, the passing rate on the STAAR social studies assessment for Grade 8 at-risk students overall was 38 percent, the same as the previous year (Table 3.4).

Table 3.4. STAAR Social Studies Passing Rates (%), Grade 8, by At-Risk Status, and Student Group, 2015 and 2016		
Group	2015	2016
At-Risk		
African American	33	33
American Indian	39	42
Asian	57	57
Hispanic	35	36
Pacific Islander	39	45
White	48	46
Multiracial	47	44
Econ. Disad. ^a	34	35
Female	33	34
Male	42	41
All	38	38
Not-At-Risk		
African American	74	74
American Indian	82	81
Asian	96	96
Hispanic	80	81
Pacific Islander	82	85
White	88	88
Multiracial	87	87
Econ. Disad.	77	77
Female	82	82
Male	87	86
All	84	84

Note. Results are based on STAAR, STAAR A, and STAAR L combined.

^aEconomically disadvantaged.

Across racial/ethnic groups, passing rates in 2016 ranged from 33 percent for African American at-risk students to 57 percent for Asian at-risk students. Among students identified as economically disadvantaged, 35 percent passed the social studies assessment. Male at-risk students outperformed female at-risk students by 7 percentage points.

Compared to students not identified as at risk, at-risk students had lower passing rates on the 2016 STAAR social studies assessment across all student groups. Performance differences between at-risk and not-at-risk students ranged from 39 percentage points each for American Indian and Asian students to 48 percentage points for female students.

Science

In 2016, the passing rate on the STAAR science assessment for Grade 5 at-risk students overall was 56 percent, an increase of 6 percentage points from the

previous year (Table 3.5). The passing rate for Grade 8 at-risk students overall was 53 percent, an increase of 8 percentage points from the previous year.

Table 3.5. STAAR Science Passing Rates (%), by At-Risk Status, Student Group, and Grade, 2015 and 2016

Group	Grade			
	5		8	
	2015	2016	2015	2016
At-Risk				
African American	37	41	38	44
American Indian	50	56	47	56
Asian	67	70	66	69
Hispanic	49	57	43	52
Pacific Islander	43	52	51	62
White	60	63	55	61
Multiracial	55	58	53	58
Econ. Disad. ^a	47	54	42	50
Female	47	53	42	52
Male	53	59	48	53
All	50	56	45	53
Not-At-Risk				
African American	73	77	78	83
American Indian	86	89	86	89
Asian	97	97	98	98
Hispanic	86	89	87	91
Pacific Islander	85	88	88	92
White	93	93	92	94
Multiracial	91	92	91	94
Econ. Disad.	82	85	85	88
Female	88	89	88	92
Male	89	91	90	92
All	88	90	89	92

Note. Results are based on STAAR, STAAR A, STAAR L, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43).

^aEconomically disadvantaged.

Across racial/ethnic groups in Grade 5, passing rates in 2016 ranged from 41 percent for African American at-risk students to 70 percent for Asian at-risk students. Across racial/ethnic groups in Grade 8, passing rates ranged from 44 percent for African American at-risk students to 69 percent for Asian at-risk students. Among students identified as economically disadvantaged, 54 percent passed the science assessment in Grade 5, and 50 percent passed in Grade 8. Male at-risk students outperformed female at-risk students by 6 percentage points in Grade 5 and by 1 percentage point in Grade 8.

Compared to students not identified as at risk, at-risk students in both Grade 5 and Grade 8 had lower passing rates on the 2016 STAAR science assessment across all student groups. In Grade 5, performance differences between at-risk and not-at-risk students ranged from 27 percentage points for Asian students to 36 percentage points for African American, Pacific Islander, and female students. In Grade 8, performance differences

between at-risk and not-at-risk students ranged from 29 percentage points for Asian students to 40 percentage points for female students.

STAAR Performance of Students Identified as English Language Learners

An English language learner (ELL) is a student whose primary language is not English and whose English language skills are such that the student has difficulty performing ordinary classwork in English (TEC §29.052). In 2007, the 80th Texas Legislature required that TEA, beginning with the 2008-09 school year, report performance data for students currently identified as ELLs and students previously identified as ELLs, disaggregated by bilingual education or special language program instructional model (TEC §39.332, 2009). During the time they are attaining proficiency in English, students are classified as current ELLs. Current ELLs generally participate in bilingual or English as a second language (ESL) programs, although in rare instances, parents decline program services. Within bilingual and ESL programs, districts may choose from among several instructional models for implementation. The ELL status and program assignments of current ELLs are reported on assessment answer documents. TEA began collecting data on instructional model assignments in spring 2009.

Students exit the current ELL classification when their language proficiency assessment committees determine, based on a combination of performance measures, that they are able to participate equally in regular, all-English, instructional programs (TEC §29.056). At that point, they are reclassified as former ELLs and monitored academically for the next two years.

This section presents STAAR results by bilingual education or special language program instructional model for ELLs who were also identified as at risk on statewide assessments in 2015-16. As noted earlier, all current ELLs are statutorily defined as at risk (TEC §29.081). The assessment results alone are not sufficient for evaluating the quality of different types of ELL 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 ELLs. See Chapter 2 of this report for assessment results for all ELLs, including those not identified as at risk, and for more information about limitations of the data.

Among all current ELLs identified as at risk, passing rates at the Level II passing standard for all tests taken generally declined from the elementary to the secondary grade levels, ranging from a high of 63 percent in

Grade 3 to a low of 35 percent in Grade 7 (Table 3.6 on page 78). The same pattern was true among all former ELLs identified as at risk, with passing rates ranging from a high of 89 percent in Grade 4 to a low of 69 percent in Grade 7.

Agency Contact Persons

For more information about the performance of students in at-risk situations, contact Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087.

Table 3.6. Participation and Performance of At-Risk Students Currently Identified as English Language Learners (ELLs) and At-Risk Students Previously Identified as ELLs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2016

On-Site Reading, by Grade and Special Language Program Instructional Model, 2010				On-Site Writing, by Grade and Special Language Program Instructional Model, 2010			
Group	Tested	Achieved (%)		Group	Tested	Achieved (%)	
		Level II	Level III			Level II	Level III
Grade 3				Grade 4			
All Current ELLs ^a	102,628	63	15	All Current ELLs	90,189	61	9
All Bil. ^b Education Programs	70,764	63	15	All Bil. Education Programs	61,957	62	10
Transitional Bil./Early Exit	27,624	60	11	Transitional Bil./Early Exit	23,591	62	8
Transitional Bil./Late Exit	8,890	64	16	Transitional Bil./Late Exit	8,175	62	10
Dual Immersion/Two-Way	6,854	67	18	Dual Immersion/Two-Way	5,396	65	13
Dual Immersion/One-Way	27,396	65	18	Dual Immersion/One-Way	24,795	61	12
All ESL ^c Programs	26,544	62	14	All ESL Programs	23,503	60	7
ESL/Content-Based	18,038	64	16	ESL/Content-Based	15,627	62	7
ESL/Pull-Out	8,506	59	11	ESL/Pull-Out	7,876	57	5
No Services	5,297	60	13	No Services	4,633	59	7
All Former ELLs ^d	2,053	88	29	All Former ELLs	3,571	89	24
All Bil. Education Programs	1,070	86	27	All Bil. Education Programs	1,453	87	21
Transitional Bil./Early Exit	917	85	25	Transitional Bil./Early Exit	976	84	18
Transitional Bil./Late Exit	8	88	50	Transitional Bil./Late Exit	155	95	23
Dual Immersion/Two-Way	100	97	39	Dual Immersion/Two-Way	96	97	33
Dual Immersion/One-Way	45	78	31	Dual Immersion/One-Way	226	90	26
All ESL Programs	842	91	33	All ESL Programs	1,711	91	26
ESL/Content-Based	449	93	42	ESL/Content-Based	1,153	92	28
ESL/Pull-Out	393	89	23	ESL/Pull-Out	558	87	24
No Services	141	88	28	No Services	407	89	23
Grade 5				Grade 6			
All Current ELLs	79,050	54	7	All Current ELLs	62,420	40	3
All Bil. Education Programs	53,001	56	8	All Bil. Education Programs	6,901	41	3
Transitional Bil./Early Exit	19,925	54	6	Transitional Bil./Early Exit	2,622	35	1
Transitional Bil./Late Exit	7,285	53	7	Transitional Bil./Late Exit	1,393	38	2
Dual Immersion/Two-Way	4,144	66	11	Dual Immersion/Two-Way	1,492	54	6
Dual Immersion/One-Way	21,647	58	9	Dual Immersion/One-Way	1,394	43	3
All ESL Programs	21,954	50	6	All ESL Programs	52,160	40	3
ESL/Content-Based	13,722	51	7	ESL/Content-Based	22,554	42	4
ESL/Pull-Out	8,232	50	5	ESL/Pull-Out	29,606	39	3
No Services	4,038	49	6	No Services	3,302	39	3
All Former ELLs	6,771	85	19	All Former ELLs	9,575	70	7
All Bil. Education Programs	3,330	83	18	All Bil. Education Programs	5,373	68	7
Transitional Bil./Early Exit	1,981	80	16	Transitional Bil./Early Exit	2,598	63	5
Transitional Bil./Late Exit	356	87	17	Transitional Bil./Late Exit	838	70	5
Dual Immersion/Two-Way	210	93	25	Dual Immersion/Two-Way	318	81	8
Dual Immersion/One-Way	783	88	20	Dual Immersion/One-Way	1,619	73	12
All ESL Programs	2,564	87	21	All ESL Programs	3,215	74	8
ESL/Content-Based	1,559	88	22	ESL/Content-Based	1,861	75	9
ESL/Pull-Out	1,005	85	18	ESL/Pull-Out	1,354	72	7
No Services	872	83	19	No Services	985	64	6

Note. Results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs.

^aCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^bBilingual. ^cEnglish as a second language. ^dFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^eA dash (–) indicates data are not reported to protect student anonymity.

continues

Table 3.6. Participation and Performance of At-Risk Students Currently Identified as English Language Learners (ELLs) and At-Risk Students Previously Identified as ELLs on STAAR Reading, by Grade and Special Language Program Instructional Model, 2016 (continued)

Group	Tested	Achieved (%)		Group	Tested	Achieved (%)	
		Level II	Level III			Level II	Level III
Grade 7				Grade 8			
All Current ELLs ^a	50,650	35	2	All Current ELLs	42,298	44	2
All Bil. ^b Education Programs	935	41	2	All Bil. Education Programs	455	54	2
Transitional Bil./Early Exit	43	28	0	Transitional Bil./Early Exit	4	— ^c	—
Transitional Bil./Late Exit	34	35	0	Transitional Bil./Late Exit	8	38	0
Dual Immersion/Two-Way	779	42	3	Dual Immersion/Two-Way	372	55	2
Dual Immersion/One-Way	79	39	3	Dual Immersion/One-Way	71	49	0
All ESL ^c Programs	46,680	34	2	All ESL Programs	39,227	44	1
ESL/Content-Based	18,465	37	3	ESL/Content-Based	15,569	46	2
ESL/Pull-Out	28,215	33	2	ESL/Pull-Out	23,658	43	1
No Services	3,009	36	4	No Services	2,599	49	2
All Former ELLs ^d	10,441	69	7	All Former ELLs	6,815	81	5
All Bil. Education Programs	3,794	67	7	All Bil. Education Programs	575	75	3
Transitional Bil./Early Exit	1,728	60	3	Transitional Bil./Early Exit	280	76	2
Transitional Bil./Late Exit	745	66	6	Transitional Bil./Late Exit	134	63	1
Dual Immersion/Two-Way	347	76	10	Dual Immersion/Two-Way	89	87	11
Dual Immersion/One-Way	974	78	14	Dual Immersion/One-Way	72	83	3
All ESL Programs	5,811	71	7	All ESL Programs	5,678	82	5
ESL/Content-Based	2,399	71	8	ESL/Content-Based	2,210	81	4
ESL/Pull-Out	3,412	71	7	ESL/Pull-Out	3,468	83	5
No Services	835	64	5	No Services	538	77	5

Note. Results are based on the primary administrations of STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results reflect the performance of only those students who were tested in the same districts in which they were last identified as ELLs.

^aCurrent ELLs were identified as ELLs in 2015-16. The group, all current ELLs, includes students for whom information about services received may be incomplete.

^bBilingual. ^cEnglish as a second language. ^dFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^eA dash (—) indicates data are not reported to protect student anonymity.

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). 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, or a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct 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 will provide, as appropriate for students at each grade level, methods and options for: (a) managing students in the classroom and on

school grounds; (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, 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), accommodated assessments (STAAR A; available beginning in 2015), linguistically accommodated assessments (STAAR L), and modified

assessments (STAAR Modified; available prior to 2015) were provided to the Texas Education Agency (TEA) by a state contractor, Pearson. STAAR L is available for Grades 3-8 and end-of-course mathematics, science, and social studies assessments. STAAR L is not offered for reading or writing assessments. All STAAR passing rates presented in this chapter are based on Phase-in 1 Level II standards. 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 (75,150) of the more than 5.2 million students in Texas public schools in 2014-15 received DAEP assignments (Table 4.1). Compared to the previous year, the percentage of students assigned to DAEPs decreased by 0.1 percentage points. The total number of DAEP assignments, including multiple assignments for students, decreased by 4.0 percent.

Table 4.1. Assignment to DAEPs,^a 2013-14 and 2014-15		
DAEP Assignments	2013-14	2014-15
Individual Student Count	77,306	75,150
Total ^b	97,468	93,601

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

In 2014-15, 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 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 2014-15 increased markedly at Grade 6, continued rising to a maximum of 4.2 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, 24.1 percent were ninth graders (Table 4.1 and Table 4.2).

Males made up 72.9 percent of students assigned to DAEPs in 2014-15 compared to 51.3 percent of the

total student population (Table 4.3 on page 84). Some 16.7 percent of students assigned to DAEPs were receiving special education services, compared to 9.4 percent of students statewide. The overrepresentation of students receiving special education services in the DAEP population may be related to the overrepresentation of male students in the DAEP population, as males were also overrepresented in the special education population statewide.

Frequency and Length of DAEP Assignment

For all students assigned to DAEPs in 2014-15, the average number of discretionary assignments (1.21) exceeded the average number of mandatory assignments (1.10) (Table 4.4 on page 84). About one out of five students assigned to DAEPs in 2014-15 received more than one assignment that year. On average, female students (15.3%) were less likely to have received more than one assignment than male students (20.3%), and White students (16.0%) were less likely to have received more than one assignment than African American (20.7%) and Hispanic students (19.4%).

For each student who attended a DAEP in 2014-15, 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 31.3 days in actual attendance, whereas African American and Hispanic students spent an average of about 32.9 days and 33.0 days, respectively (Table 4.4 on page 84).

State of Texas Assessments of Academic Readiness and State of Texas Assessments of Academic Readiness Modified 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 assessments in English I, English II, and Algebra I. Results for students taking STAAR Modified are also provided. STAAR Modified assessments were administered for the last time in 2014.

**Table 4.2. Enrollment and Assignment to DAEPs,^a
by Grade and Student Group, 2013-14 and 2014-15**

by Grade and Student Group, 2010-14 and 2014-15										
Grade	All Students	DAEP		African American (%)		American Indian (%)		Asian (%)		
		Number	Percent	State	DAEP	State	DAEP	State	DAEP	
2013-14										
1	420,310	519	0.1	12.4	39.1	0.4	0.6	3.6	0.4	
2	404,301	592	0.1	12.5	39.5	0.4	0.3	3.7	0.2	
3	398,858	695	0.2	12.4	40.3	0.4	0.4	3.8	0.6	
4	392,102	988	0.3	12.4	37.1	0.3	0.5	4.0	.	
5	390,889	1,759	0.4	12.4	30.5	0.4	0.5	3.9	0.2	
6	384,368	5,924	1.5	12.6	25.4	0.4	0.3	3.8	0.3	
7	394,010	10,042	2.5	12.7	23.3	0.4	0.3	3.7	0.5	
8	389,399	12,377	3.2	12.8	21.3	0.4	0.5	3.7	0.5	
9	419,937	18,434	4.4	13.2	22.8	0.4	0.5	3.4	0.5	
10	370,985	12,053	3.2	13.2	24.0	0.4	0.5	3.7	0.6	
11	331,534	7,759	2.3	12.9	24.2	0.4	0.5	4.1	1.1	
12	330,122	6,055	1.8	12.9	23.1	0.4	0.5	4.0	1.1	
2014-15										
1	423,500	463	0.1	12.3	38.4	0.4	0.2	4.0	0.4	
2	418,124	535	0.1	12.5	37.8	0.4	0.4	3.9	.	
3	405,606	670	0.2	12.6	39.4	0.4	0.4	3.9	0.1	
4	399,314	961	0.2	12.5	39.2	0.4	0.2	4.0	0.7	
5	396,502	1,774	0.4	12.5	32.0	0.3	0.5	4.1	0.1	
6	391,682	5,669	1.4	12.5	26.7	0.4	0.3	4.0	0.5	
7	391,317	8,997	2.3	12.6	23.3	0.4	0.4	3.9	0.3	
8	397,350	11,834	3.0	12.6	21.7	0.4	0.4	3.9	0.5	
9	430,301	18,117	4.2	13.1	22.0	0.4	0.4	3.7	0.5	
10	382,470	11,927	3.1	13.0	24.2	0.4	0.5	3.7	0.6	
11	342,299	7,904	2.3	12.9	23.8	0.4	0.4	4.1	0.9	
12	336,467	6,216	1.8	12.9	22.4	0.4	0.5	4.1	1.4	
Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2013-14										
1	53.0	32.6	0.1	.	28.2	23.5	2.2	3.9	65.7	82.1
2	52.7	33.8	0.1	0.2	28.5	20.8	2.1	5.2	65.2	87.2
3	52.3	35.8	0.1	0.1	28.9	19.7	2.0	3.0	64.2	84.0
4	52.0	38.7	0.1	0.1	29.2	21.1	2.0	2.5	63.2	85.4
5	51.7	45.6	0.1	0.1	29.5	21.4	1.9	1.8	62.6	86.8
6	51.2	56.6	0.1	0.1	30.0	15.4	1.8	1.9	61.7	88.1
7	51.3	58.3	0.1	0.1	30.0	16.1	1.8	1.3	60.9	86.4
8	50.6	57.2	0.1	0.1	30.7	18.8	1.7	1.6	59.2	82.0
9	51.3	55.8	0.1	0.1	29.9	18.7	1.7	1.6	58.2	78.3
10	49.3	50.5	0.1	0.1	31.5	22.5	1.7	1.7	54.9	73.0
11	47.5	45.7	0.2	0.2	33.2	26.5	1.7	1.8	51.3	65.5
12	47.5	44.3	0.1	0.2	33.4	28.9	1.7	1.9	50.1	61.0

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. Enrollment and Assignment to DAEPs,^a
by Grade and Student Group, 2013-14 and 2014-15 (continued)**

Grade	Hispanic (%)		Pacific Islander (%)		White (%)		Multiracial (%)		Econ. Disad. ^b (%)	
	State	DAEP	State	DAEP	State	DAEP	State	DAEP	State	DAEP
2014-15										
1	52.9	33.0	0.1	.	28.0	22.7	2.3	5.2	64.4	83.4
2	52.9	33.6	0.1	0.2	28.0	23.0	2.2	5.0	63.9	82.4
3	52.5	33.3	0.1	0.3	28.3	21.6	2.2	4.8	63.4	83.0
4	52.2	38.3	0.1	.	28.8	20.3	2.1	1.2	62.2	84.4
5	52.0	44.6	0.1	0.1	29.0	20.2	2.0	2.5	61.4	85.7
6	51.6	55.6	0.1	0.1	29.4	14.9	1.9	1.9	60.3	86.8
7	51.4	57.8	0.1	0.1	29.7	16.6	1.9	1.5	59.4	83.8
8	51.4	58.0	0.1	0.1	29.8	17.8	1.8	1.5	58.6	82.4
9	51.6	56.0	0.1	0.1	29.4	19.4	1.7	1.6	57.2	77.1
10	49.8	49.6	0.1	0.1	31.1	23.1	1.8	1.8	53.7	70.9
11	48.4	46.7	0.1	0.1	32.3	25.8	1.8	2.2	50.8	63.2
12	48.1	43.5	0.2	0.2	32.6	29.9	1.7	2.1	49.5	56.6

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

^aDisciplinary alternative education programs. ^bEconomically disadvantaged.

**Table 4.3. Assignment to DAEPs^a (%),
by Gender and Special Education Services,
2013-14 and 2014-15**

Group	State	DAEP
2013-14		
Female	48.6	26.1
Male	51.4	73.9
Receiving Spec. Ed. ^b Services	9.4	16.8
Not Receiving Spec. Ed. Services	90.6	83.2
2014-15		
Female	48.7	27.1
Male	51.3	72.9
Receiving Spec. Ed. Services	9.4	16.7
Not Receiving Spec. Ed. Services	90.6	83.3

^aDisciplinary alternative education programs. ^bSpecial education.

Caution should be exercised when interpreting STAAR Modified results for students assigned to DAEPs. The number of students assigned to DAEPs who took STAAR Modified assessments in 2013-14 was small. For the majority of school districts, fewer than five of the students assigned to DAEPs took STAAR Modified assessments. This likely contributed to greater than average variability in student performance.

Statewide, 90.1 percent of students in Grades 3-8 who were assigned to DAEPs took the 2014 STAAR reading test, and 7.5 percent took the 2014 STAAR Modified reading test (Table 4.5). Of those not tested, 1.8 percent were absent.

In the 2013-14 school year, 16.8 percent of students assigned to DAEPs were receiving special education services (Table 4.3), and many of those students took

Table 4.4. Frequency and Length of DAEP^a Assignment, 2013-14 and 2014-15

Group	Average Number of Assignments ^b				Single Assignment (%)		Average Length of Assignment (Days)	
	Discretionary		Mandatory					
	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15	2013-14	2014-15
African American	1.26	1.23	1.09	1.10	78.3	79.3	32.3	32.9
American Indian	1.23	1.24	1.07	1.10	79.7	80.3	31.5	31.8
Asian	1.15	1.20	1.09	1.09	86.9	85.6	29.2	31.4
Hispanic	1.22	1.21	1.11	1.12	80.3	80.6	33.2	33.0
Pacific Islander	1.17	1.06	1.09	1.10	81.7	84.6	37.3	31.5
White	1.21	1.19	1.08	1.07	83.3	84.0	31.0	31.3
Multiracial	1.25	1.22	1.08	1.07	80.2	81.9	32.2	31.0
Economically Disadvantaged	1.24	1.22	1.11	1.11	79.7	80.2	33.0	33.0
Special Education	1.26	1.23	1.12	1.11	77.8	78.7	33.6	33.3
Female	1.19	1.18	1.07	1.07	83.9	84.7	29.8	30.2
Male	1.24	1.22	1.11	1.12	79.2	79.7	33.4	33.5
All	1.23	1.21	1.10	1.10	80.5	81.1	32.5	32.6

^aDisciplinary alternative education program. ^bAverage per student.

**Table 4.5. Reading STAAR and STAAR Modified Participation (%),
Students Assigned to DAEPs,^a Grades 3-8, by Student Group, 2014 and 2015**

Group	Tested on STAAR		Absent		Other		Tested on STAAR M	
	2014	2015	2014	2015	2014	2015	2014	2015
African American	88.5	98.0	1.6	1.7	0.6	0.2	9.3	n/a ^b
American Indian	86.6	99.0	3.6	0.0	0.0	1.0	9.8	n/a
Asian	97.6	99.0	0.8	1.0	0.0	0.0	1.6	n/a
Hispanic	90.4	98.0	2.0	1.8	0.7	0.2	7.0	n/a
Pacific Islander	90.0	100	3.3	0.0	0.0	0.0	6.7	n/a
White	91.2	98.5	1.4	1.2	0.6	0.4	6.9	n/a
Multiracial	94.4	96.8	1.0	3.0	0.2	0.2	4.4	n/a
Economically Disadvantaged	89.7	98.0	1.9	1.8	0.6	0.2	7.8	n/a
Special Education	53.6	97.9	2.2	1.7	2.0	0.4	42.2	n/a
All	90.1	98.1	1.8	1.7	0.6	0.2	7.5	n/a

Note. STAAR results are based on STAAR, STAAR A, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Parts may not add to 100 percent because of rounding.

^aDisciplinary alternative education programs. ^bNot applicable. STAAR Modified assessments were administered for the final time during the 2013-14 testing cycle.

STAAR Modified assessments. Generally, passing rates on the 2014 STAAR Modified reading and mathematics tests were lower for students assigned to DAEPs than students statewide (Table 4.6). The overall passing rate for students in special education programs assigned to DAEPs was 8 percentage points lower than the rate for students in special education programs statewide on the STAAR Modified reading test (67% vs. 75%) and 11 percentage points lower on the STAAR Modified mathematics test (58% vs. 69%). Among students in special education programs assigned to DAEPs, STAAR Modified passing rates in reading and mathematics were higher for White students than for African American and Hispanic students.

Passing rates on the 2014 STAAR Modified end-of-course tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.7 on page 86). The overall passing rate for students in special education programs assigned to DAEPs was 11 percentage points lower than the overall rate for students in special education programs statewide on the English I test (57% vs. 68%), 8 percentage points lower on the English II test (68% vs. 76%), and 14 percentage points lower on the Algebra I test (34% vs. 48%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR Modified end-of-course tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

In 2015, passing rates on the STAAR reading and mathematics tests in Grades 3-8 were lower for students assigned to DAEPs than students statewide (Table 4.8 on page 86). The overall passing rate for students assigned to DAEPs was 29 percentage points lower than the overall rate for students statewide on the reading test (48% vs. 77%) and 38 percentage points lower

**Table 4.6. STAAR Modified
Passing Rates (%), Grades 3-8,
by Subject and Student Group, 2014**

Group	DAEP ^a	State
Reading		
African American	67	74
American Indian	— ^b	77
Asian	—	73
Hispanic	64	74
Pacific Islander	—	66
White	74	80
Multiracial	—	79
Economically Disadvantaged	66	74
Female	75	78
Male	65	73
All	67	75
Mathematics		
African American	56	65
American Indian	—	69
Asian	—	72
Hispanic	57	70
Pacific Islander	—	63
White	69	70
Multiracial	—	72
Economically Disadvantaged	57	69
Female	58	70
Male	59	69
All	58	69

^aDisciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2013-14. ^bA dash (—) indicates results are not presented because: (a) no students in the group were tested; or (b) the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups.

on the mathematics test (34% vs. 72%). Among students assigned to DAEPs, as well as students statewide, STAAR passing rates in reading and mathematics were

Table 4.7. STAAR Modified End-of-Course Passing Rates (%), by Subject and Student Group, 2014

Group	DAEP ^a	State
English I		
African American	60	66
American Indian	— ^b	77
Asian	—	66
Hispanic	52	64
Pacific Islander	. ^c	—
White	64	74
Multiracial	—	72
Economically Disadvantaged	55	65
Female	69	75
Male	54	64
All	57	68
English II		
African American	62	73
American Indian	—	84
Asian	—	66
Hispanic	65	74
Pacific Islander	—	—
White	80	83
Multiracial	—	85
Economically Disadvantaged	66	74
Female	83	83
Male	65	73
All	68	76
Algebra I		
African American	36	42
American Indian	—	53
Asian	—	61
Hispanic	31	48
Pacific Islander	—	—
White	41	52
Multiracial	—	54
Economically Disadvantaged	33	45
Female	34	49
Male	35	47
All	34	48

^aDisciplinary alternative education program. To be included in DAEP results, a student must have both received special education services and been assigned to a DAEP in 2013-14. ^bA dash (—) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. ^cA dot (.) indicates there were no students in the group.

higher for White students than African American and Hispanic students.

Passing rates on the 2015 STAAR end-of-course tests for English I, English II, and Algebra I were lower for students assigned to DAEPs than students statewide (Table 4.9). The overall passing rate for students assigned to DAEPs was 38 percentage points lower than the overall rate for students statewide on the English I test (28% vs. 66%), 33 percentage points lower on the English II test (36% vs. 69%), and 36 percentage points

Table 4.8. STAAR Passing Rates (%), Grades 3-8, by Subject and Student Group, 2014 and 2015

Group	2014		2015	
	DAEP ^a	State	DAEP	State
Reading				
African American	48	72	44	68
American Indian	59	80	60	76
Asian	71	91	66	91
Hispanic	50	75	45	72
Pacific Islander	— ^b	81	45	78
White	67	90	62	87
Multiracial	60	87	58	85
Econ. Disad. ^c	50	73	45	69
Special Education	32	53	20	36
Female	57	82	53	80
Male	52	78	46	74
All	53	80	48	77
Mathematics				
African American	39	65	29	58
American Indian	46	77	34	72
Asian	60	93	58	92
Hispanic	45	73	33	68
Pacific Islander	—	79	45	75
White	60	86	46	82
Multiracial	53	82	44	78
Econ. Disad.	44	70	32	64
Special Education	29	53	13	33
Female	46	77	34	73
Male	47	77	34	71
All	46	77	34	72

Note. Results are based on STAAR, STAAR L, and STAAR Spanish combined, as applicable (see Table 2.1 on page 43). Results for 2015 also include STAAR A.

^aDisciplinary alternative education program. ^bA dash (—) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. ^cEconomically disadvantaged.

lower on the Algebra I test (44% vs. 80%). Among students assigned to DAEPs, as well as students statewide, passing rates on the STAAR end-of-course tests for English I, English II, and Algebra I were higher for White students than African American and Hispanic students.

Dropout Rates

Out of the 64,995 students in Grades 7-12 assigned to DAEPs in the 2014-15 school year (Table 4.2 on page 84), 2,912 students dropped out. The annual Grade 7-12 dropout rate for students assigned to DAEPs was 4.5 percent, three times the rate for students statewide (1.5%) (Table 4.10). Among students assigned to DAEPs, as well as students statewide, African American and Hispanic students had higher dropout rates than White students.

Table 4.9. STAAR End-of-Course Passing Rates (%), by Subject and Student Group, 2014 and 2015				
Group	2014		2015	
	DAEP ^a	State	DAEP	State
English I				
African American	31	61	21	54
American Indian	48	71	45	64
Asian	53	85	47	85
Hispanic	32	63	25	58
Pacific Islander	— ^b	74	—	69
White	48	83	44	81
Multiracial	46	82	37	78
Econ. Disad. ^c	32	61	25	55
Special Education	14	33	6	18
Female	45	76	40	73
Male	31	64	24	59
All	35	70	28	66
English II				
African American	31	61	27	57
American Indian	52	72	42	71
Asian	71	86	53	84
Hispanic	34	64	33	63
Pacific Islander	—	69	—	70
White	52	84	51	84
Multiracial	51	83	52	81
Econ. Disad.	33	61	30	58
Special Education	14	29	9	21
Female	47	76	46	75
Male	35	66	32	64
All	38	71	36	69
Algebra I				
African American	44	75	38	70
American Indian	62	82	49	78
Asian	65	94	60	94
Hispanic	45	79	42	77
Pacific Islander	—	84	—	79
White	61	91	55	88
Multiracial	54	89	50	86
Econ. Disad.	46	77	41	74
Special Education	26	51	18	37
Female	54	85	50	83
Male	46	80	41	77
All	48	83	44	80

Note. Results are based on STAAR and STAAR L combined, as applicable (see Table 2.1 on page 43). Results for 2015 also include STAAR A.

^aDisciplinary alternative education program. ^bA dash (—) indicates results are not presented because the number of students in the group was small compared to other groups. Comparisons of results across groups can be misleading when one group is small compared to other groups. ^cEconomically disadvantaged.

Table 4.10. Annual Dropout Rate (%), Grades 7-12, by Student Group, 2013-14 and 2014-15				
Group	2013-14		2014-15	
	DAEP ^a	State	DAEP	State
African American	5.2	2.2	5.1	2.2
American Indian	3.9	1.8	5.1	2.0
Asian	2.3	0.5	2.8	0.6
Hispanic	4.9	2.0	4.7	1.8
Pacific Islander	4.8	2.3	5.0	1.5
White	3.2	0.8	3.3	0.8
Multiracial	4.2	1.0	3.9	1.1
Econ. Disad. ^b	4.6	1.9	4.5	1.7
Special Education	5.5	2.1	5.1	2.0
Female	3.6	1.3	3.2	1.2
Male	5.0	1.9	5.0	1.7
All	4.6	1.6	4.5	1.5

^aDisciplinary alternative education program. ^bEconomically disadvantaged.

Agency Contact Persons

For additional information on DAEPs, contact Candace Stoltz, School Improvement Division, (512) 463-9286.

Other Sources of Information

Discipline data are available on the TEA website at http://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, and annual data on assessment of students in disciplinary settings are available at the state level.

5. Graduates and Dropouts

The Grade 9 four-year longitudinal graduation rate for the 339,626 students in the class of 2015 was 89.0 percent, an increase of 0.7 percentage points from the class of 2014 (Table 5.1 on page 90 and Table 5.2 on page 91). The Grade 9 four-year longitudinal dropout rate for the class of 2015 was 6.3 percent, a decrease of 0.3 percentage points. Of the 2,284,109 students who attended Grades 7-12 in Texas public schools in the 2014-15 school year, 1.5 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2013-14 (Table 5.5 on page 94). 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

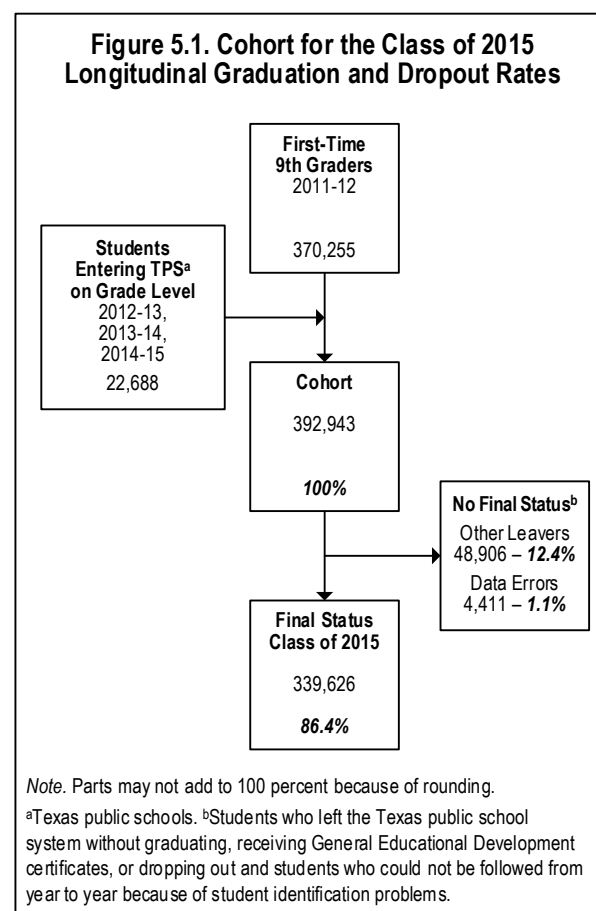
The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (TEC §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. 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 General Educational Development (GED) certificate, continue school outside the public school system, begin college, or die.

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 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 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).



The Texas Education Agency (TEA) calculates four longitudinal rates that add to 100 percent: graduation, continuation, GED certification, 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 GED, or dropping out or those who could not be followed from year to year because of student identification problems.

Longitudinal Rates in the Accountability System

The Texas public school accountability system consists of four indices: student achievement, student progress,

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: $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED}^a \text{ recipients} + \text{dropouts}}$	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	◆ 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.	◆ 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	◆ Produces the lowest rate of any method. ◆ May not correspond to the public's understanding of a dropout rate.	◆ 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.	◆ 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. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public schools in 2005-06.	Longitudinal rates are calculated such that the graduation rate, continuation rate, GED certification rate, and dropout rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation and dropout rates for the class of 2009.	The attrition rate reported by TEA is not adjusted for growth.
2014-15 TEA Reporting	Annual dropout rates Grades 7-12: 1.5% Grades 9-12: 2.1% Grades 7-8: 0.3%	Class of 2015 Grade 9 four-year longitudinal rates Graduation: 89.0% Graduation, continuation, or GED: 93.7% Dropout: 6.3% Class of 2014 Grade 9 five-year extended longitudinal rates Graduation: 90.4% Graduation, continuation, or GED: 92.8% Dropout: 7.2% Class of 2013 Grade 9 six-year extended longitudinal rates Graduation: 90.9% Graduation, continuation, or GED: 92.8% Dropout: 7.2%	Unadjusted attrition rates Grades 7-12: 10.7% Grades 9-12: 20.3%

^aGeneral Educational Development certificate.

Table 5.2. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Classes of 2014 and 2015

Class Year	Class	Graduated		Continued		Received GED ^a		Dropped Out		Graduated, Continued, or Received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2014	43,707	36,807	84.2	2,323	5.3	280	0.6	4,297	9.8	39,410	90.2
Class of 2015	44,533	37,951	85.2	2,153	4.8	209	0.5	4,220	9.5	40,313	90.5
American Indian											
Class of 2014	<1,450	— ^b	87.1	—	4.0	—	1.1	—	7.9	—	92.1
Class of 2015	1,486	1,283	86.3	62	4.2	11	0.7	130	8.7	1,356	91.3
Asian											
Class of 2014	12,969	12,292	94.8	345	2.7	15	0.1	317	2.4	12,652	97.6
Class of 2015	13,444	12,822	95.4	298	2.2	24	0.2	300	2.2	13,144	97.8
Hispanic											
Class of 2014	159,708	136,586	85.5	8,869	5.6	1,203	0.8	13,050	8.2	146,658	91.8
Class of 2015	164,646	142,404	86.5	8,686	5.3	864	0.5	12,692	7.7	151,954	92.3
Pacific Islander											
Class of 2014	<450	—	88.9	—	3.7	—	0.5	—	7.0	—	93.0
Class of 2015	541	480	88.7	21	3.9	5	0.9	35	6.5	506	93.5
White											
Class of 2014	109,354	101,737	93.0	2,694	2.5	1,026	0.9	3,897	3.6	105,457	96.4
Class of 2015	109,200	102,000	93.4	2,622	2.4	848	0.8	3,730	3.4	105,470	96.6
Multiracial											
Class of 2014	5,691	5,193	91.2	183	3.2	41	0.7	274	4.8	5,417	95.2
Class of 2015	5,776	5,322	92.1	171	3.0	33	0.6	250	4.3	5,526	95.7
Economically Disadvantaged											
Class of 2014	167,545	142,669	85.2	8,322	5.0	1,485	0.9	15,069	9.0	152,476	91.0
Class of 2015	169,386	144,957	85.6	8,510	5.0	1,151	0.7	14,768	8.7	154,618	91.3
Female											
Class of 2014	163,308	147,598	90.4	5,806	3.6	920	0.6	8,984	5.5	154,324	94.5
Class of 2015	166,669	152,120	91.3	5,345	3.2	639	0.4	8,565	5.1	158,104	94.9
Male											
Class of 2014	169,978	146,642	86.3	8,681	5.1	1,662	1.0	12,993	7.6	156,985	92.4
Class of 2015	172,957	150,142	86.8	8,668	5.0	1,355	0.8	12,792	7.4	160,165	92.6
State											
Class of 2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6	311,309	93.4
Class of 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3	318,269	93.7

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

^aGeneral Educational Development certificate. ^bA dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.

closing performance gaps, and postsecondary readiness. Longitudinal graduation rates are components of the postsecondary readiness index. The rates used for 2016 accountability procedures include the class of 2015 four-year graduation rate and the class of 2014 five-year graduation rate (TEC §39.053). For alternative education campuses and districts, the class of 2015 four-year, class of 2014 five-year extended, and class of 2013 six-year extended graduation, continuation, or GED certification rates were used (TEC §39.0545).

The four-year graduation rate is also used in the post-secondary readiness distinction awarded to campuses and districts. State statute requires that certain groups of students be excluded from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-1)(2), §39.054(f), and §39.055).

In 2015, the Texas Legislature passed Senate Bill 149, which revised the state's assessment graduation requirements (TEC §28.0258). Under the new requirements,

a student who failed an end-of-course assessment for no more than two 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, 2016, amended to be effective September 6, 2015). The longitudinal graduation rates for the class of 2015 presented in this report include those students graduating by means of an IGC decision.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State Summary

The four-year longitudinal rates for the class of 2015 tracked students who began Grade 9 for the first time in 2011-12. Out of 339,626 students in the class of 2015, 89.0 percent graduated by the fall of 2015 (Table 5.2 on page 91). The graduation rate for the class of 2015 was 0.7 percentage points higher than for the class of 2014. An additional 4.1 percent of students in the class of 2015 continued in high school in the fall of 2015, 0.6 percent received GED certificates, and 6.3 percent dropped out. The graduation, continuation, and GED recipient rate for the class of 2015 was 93.7 percent.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in the class of 2015, the four-year graduation rate was highest among Asian students (95.4%), followed by White (93.4%), multiracial (92.1%), Hispanic (86.5%), and African American (85.2%) students (Table 5.2 on page 91). The four-year graduation rate for students identified as economically disadvantaged was 85.6 percent. The four-year graduation rate was higher for females (91.3%) than males (86.8%). Longitudinal dropout rates were lowest among Asian students (2.2%), followed by White (3.4%), multiracial (4.3%), Hispanic (7.7%), and African American (9.5%) students. Economically disadvantaged students dropped out at a rate of 8.7 percent. Female students dropped out at a lower rate (5.1%) than male students (7.4%).

Rates by Program Participation and Student Characteristic

Students in the class of 2015 who participated in special education programs had a four-year graduation rate of 78.2 percent (Table 5.3). Students identified as English language learners in Grades 9-12 had a

Table 5.3. Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Program Participation and Student Characteristic, Classes of 2014 and 2015

Group	Class	Graduated (%)	Graduated, Continued, or Received GED ^a (%)
Class of 2014			
At-Risk	136,889	81.5	89.9
CTE ^b	146,696	95.2	96.9
ELL ^c			
In K-12 ^d	97,030	84.9	91.7
In 9-12 ^e	25,382	71.5	84.1
In Last Year ^f	12,515	60.3	74.3
Bilingual/ESL ^g	10,748	62.4	77.7
Special Education	29,875	77.5	88.8
Title I	143,169	85.7	90.9
State	333,286	88.3	93.4
Class of 2015			
At-Risk	161,179	85.0	91.9
CTE	150,997	95.6	97.3
ELL			
In K-12	99,592	85.9	92.2
In 9-12	24,513	73.3	84.9
In Last Year	18,037	71.5	82.0
Bilingual/ESL	15,794	73.9	85.2
Special Education	29,045	78.2	89.6
Title I	147,966	86.6	91.2
State	339,626	89.0	93.7

Note. Students may be counted in more than one category. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort.

^aGeneral Educational Development certificate. ^bCareer and technical education. ^cEnglish language learner. ^dStudents identified as ELLs at any time while attending Texas public schools. ^eStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^fStudents identified as ELLs in their last year in Texas public schools. ^gEnglish as a second language.

graduation rate of 73.3 percent. The graduation rate for students identified as at risk of dropping out of school was 85.0 percent. All three rates were lower than the state average (89.0%).

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 2010-11 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2014. By the fall of 2014, 88.3 percent of the class of 2014 had graduated, 4.3 percent

were still in high school, 0.8 percent had received GED certificates, and 6.6 percent had dropped out (Appendix 5-A on page 101). By the fall of 2015, 90.4 percent of the class of 2014 had graduated, 1.3 percent were still in high school, 1.0 percent had received GED certificates, and 7.2 percent had dropped out.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 for the first time in 2009-10 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2013. By the fall of 2013, 88.0 percent of the class of 2013 had graduated, 4.6 percent were still in high school, 0.8 percent had received GED certificates, and 6.6 percent had dropped out (Appendix 5-B on page 104). By the fall of 2015, 90.9 percent of the class of 2013 had graduated, 0.6 percent were still in high school, 1.4 percent had received GED certificates, and 7.2 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 2008-09 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2012. By the fall of 2012, 87.7 percent of the class of 2012 had graduated, 5.0 percent were still in high school, 1.0 percent had received GED certificates, and 6.3 percent had dropped out (Table 5.4). By the fall of 2015,

91.2 percent of the class of 2012 had graduated, 0.3 percent were still in high school, 1.7 percent had received GED certificates, and 6.8 percent had dropped out.

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 postsecondary readiness index, the Grade 9-12 annual dropout rate was used.

State Summary

Out of 2,284,109 students who attended Grades 7-12 in Texas public schools during the 2014-15 school year, 1.5 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2013-14 (Table 5.5 on page 94). The number of Grade 7-12 dropouts in 2014-15 was 33,437, a 5.4 percent decrease from the 35,358 students who dropped out in 2013-14.

Table 5.4. Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2011 and Class of 2012									
Status Date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2011									
As of fall 2011	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8
As of fall 2012	318,027	283,316	89.1	5,008	1.6	4,471	1.4	25,232	7.9
As of fall 2013	317,789	285,217	89.8	2,008	0.6	4,833	1.5	25,731	8.1
As of fall 2014	317,854	286,117	90.0	800	0.3	5,787	1.8	25,150	7.9
Class of 2012									
As of fall 2012	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3
As of fall 2013	315,501	285,296	90.4	4,140	1.3	3,729	1.2	22,336	7.1
As of fall 2014	315,457	286,842	90.9	1,909	0.6	4,728	1.5	21,978	7.0
As of fall 2015	315,510	287,761	91.2	795	0.3	5,386	1.7	21,568	6.8

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

^aGeneral Educational Development certificate. ^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 by the fall three years later for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by the fall three years later.

**Table 5.5. Annual Dropout Rates, Grades 7-12,
by Race/Ethnicity, Economic Status, and Gender, 2013-14 and 2014-15**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2013-14					
African American	289,121	12.9	6,315	17.9	2.2
American Indian	9,172	0.4	162	0.5	1.8
Asian	84,184	3.8	441	1.2	0.5
Hispanic	1,113,637	49.8	22,342	63.2	2.0
Pacific Islander	3,099	0.1	71	0.2	2.3
White	700,503	31.3	5,621	15.9	0.8
Multiracial	38,684	1.7	406	1.1	1.0
Economically Disadvantaged	1,253,914	56.0	23,906	67.6	1.9
Female	1,089,514	48.7	13,902	39.3	1.3
Male	1,148,886	51.3	21,456	60.7	1.9
State	2,238,400	100	35,358	100	1.6
2014-15					
African American	293,435	12.8	6,365	19.0	2.2
American Indian	9,267	0.4	187	0.6	2.0
Asian	88,688	3.9	511	1.5	0.6
Hispanic	1,147,632	50.2	20,197	60.4	1.8
Pacific Islander	3,224	0.1	49	0.1	1.5
White	701,243	30.7	5,696	17.0	0.8
Multiracial	40,620	1.8	432	1.3	1.1
Economically Disadvantaged	1,258,827	55.1	22,015	65.8	1.7
Female	1,113,225	48.7	13,910	41.6	1.2
Male	1,170,884	51.3	19,527	58.4	1.7
State	2,284,109	100	33,437	100	1.5

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

There were 2,584 students who dropped out of Grades 7-8, and 30,853 students who dropped out of Grades 9-12 in the 2014-15 school year (Table 5.6). The Grade 7-8 and Grade 9-12 dropout rates were 0.3 percent and 2.1 percent, respectively.

Rates by Race/Ethnicity, Economic Status, and Gender

Across the five largest racial/ethnic groups in 2014-15, the Grade 7-12 dropout rate was highest among African American students (2.2%), followed by Hispanic (1.8%), multiracial (1.1%), White (0.8%), and Asian (0.6%) students (Table 5.5). The dropout rate for students identified as economically disadvantaged was 1.7 percent. Male students had a higher dropout rate (1.7%) than female students (1.2%).

Some racial/ethnic groups make up larger proportions of the dropout population than of the student population. In 2014-15, for example, Hispanic students made up 50.2 percent of students in Grades 7-12, but 60.4 percent of dropouts, a difference of 10.2 percentage points. African American students made up

**Table 5.6. Students and Dropouts,
by Grade, 2013-14 and 2014-15**

Grade	Students		Dropouts	
	Number	Percent	Number	Percent
2013-14				
7	394,063	17.6	1,122	3.2
8	389,495	17.4	2,852	8.1
9	419,282	18.7	8,407	23.8
10	370,799	16.6	6,929	19.6
11	331,518	14.8	6,945	19.6
12	333,243	14.9	9,103	25.7
7-12	2,238,400	100	35,358	100
2014-15				
7	391,394	17.1	993	3.0
8	397,421	17.4	1,591	4.8
9	430,349	18.8	8,229	24.6
10	382,621	16.8	7,279	21.8
11	342,461	15.0	7,190	21.5
12	339,863	14.9	8,155	24.4
7-12	2,284,109	100	33,437	100

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

12.8 percent of students in Grades 7-12, but 19.0 percent of dropouts, a difference of 6.2 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 55.1 percent of students in Grades 7-12 in 2014-15, but 65.8 percent of dropouts, a difference of 10.7 percentage points. Males made up 51.3 percent of students in Grades 7-12, but 58.4 percent of dropouts, a difference of 7.1 percentage points.

Rates by Grade

In 2014-15, students who dropped out of Grade 9 accounted for 24.6 percent of all dropouts, the highest proportion of any grade (Table 5.6). Grade 7 had the lowest dropout rate (0.3%) and the smallest number of dropouts (993) (Table 5.7). Grade 12 had the highest dropout rate (2.4%), and Grade 9 had the largest number of dropouts (8,229).

Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grade 12 had the highest annual dropout rate (3.4%), followed by African American students in Grade 11 (3.2%) and Hispanic students in Grade 12 (3.0%) (Table 5.7). Asian, White, and multiracial students in Grade 7 and Asian and White students in Grade 8 had the lowest annual dropout rates (0.2% each).

Rates for Students Identified as English Language Learners

Table 5.8 on page 96 presents annual dropout rates for current and former English language learners (ELLs) in

Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELLs, 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 ELLs 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 ELL 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 through 12 are based on the assumption that no change in policy will be made. The projected rates in Table 5.9 on page 98 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 2014-15. In 2014-15, the four-year longitudinal dropout rate was 6.3 percent, and the annual dropout rate was 1.9 percent for both Grades 9 and 10, 2.1 percent for Grade 11, and 2.4 percent for Grade 12 (Table 5.2 on page 91 and Table 5.7). The four-year longitudinal

Table 5.7. Annual Dropout Rates, by Race/Ethnicity and Grade, 2013-14 and 2014-15

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 (%)
2013-14												
African American	190	0.4	257	0.5	1,476	2.7	1,340	2.7	1,324	3.1	1,728	4.0
American Indian	— ^a	0.3	—	0.8	40	2.3	31	1.9	38	2.6	38	2.7
Asian	—	0.1	—	0.1	63	0.4	62	0.4	76	0.6	210	1.6
Hispanic	728	0.4	2,308	1.2	5,700	2.7	4,182	2.3	3,952	2.5	5,472	3.4
Pacific Islander	—	0.7	—	1.2	12	2.1	10	2.0	13	2.4	26	5.6
White	170	0.1	233	0.2	1,035	0.8	1,216	1.0	1,442	1.3	1,525	1.4
Multiracial	14	0.2	19	0.3	81	1.1	88	1.4	100	1.8	104	1.8
State	1,122	0.3	2,852	0.7	8,407	2.0	6,929	1.9	6,945	2.1	9,103	2.7
2014-15												
African American	223	0.5	314	0.6	1,515	2.7	1,393	2.8	1,407	3.2	1,513	3.4
American Indian	— ^a	0.3	—	0.6	40	2.3	43	2.7	41	2.8	50	3.4
Asian	27	0.2	27	0.2	71	0.4	72	0.5	82	0.6	232	1.7
Hispanic	533	0.3	940	0.5	5,366	2.4	4,375	2.3	4,038	2.4	4,945	3.0
Pacific Islander	—	0.6	—	0.2	8	1.4	11	1.9	11	2.3	15	2.8
White	190	0.2	278	0.2	1,132	0.9	1,292	1.1	1,493	1.3	1,311	1.2
Multiracial	13	0.2	22	0.3	97	1.3	93	1.4	118	1.9	89	1.5
State	993	0.3	1,591	0.4	8,229	1.9	7,279	1.9	7,190	2.1	8,155	2.4

^aA dash (—) indicates data are not reported to protect student anonymity.

**Table 5.8. Annual Dropout Rates,
Grades 7-8 and Grades 9-12, Current and Former English Language Learners,
by Special Language Program Instructional Model, 2013-14 and 2014-15**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2013-14					
Grades 7-8					
All Current ELLs ^a	83,953	100	1,822	100	2.2
All Bilingual Education Programs	1,411	1.7	0	0.0	0.0
Transitional Bilingual/Early Exit	66	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	33	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	1,100	1.3	0	0.0	0.0
Dual Immersion/One-Way	212	0.3	0	0.0	0.0
All ESL ^b Programs	67,573	80.5	364	20.0	0.5
ESL/Content-Based	30,021	35.8	248	13.6	0.8
ESL/Pull-Out	37,552	44.7	116	6.4	0.3
No Services	14,969	17.8	1,458	80.0	9.7
All Former ELLs ^c	22,905	100	31	100	0.1
All Bilingual Education Programs	8,084	35.3	8	25.8	0.1
Transitional Bilingual/Early Exit	<3,050	13.1	— ^d	—	0.1
Transitional Bilingual/Late Exit	<1,750	7.5	—	—	0.1
Dual Immersion/Two-Way	<650	2.8	—	—	0.2
Dual Immersion/One-Way	<2,750	11.8	—	—	0.1
All ESL Programs	12,463	54.4	18	58.1	0.1
ESL/Content-Based	6,618	28.9	9	29.0	0.1
ESL/Pull-Out	5,845	25.5	9	29.0	0.2
No Services	2,358	10.3	5	16.1	0.2
Grades 9-12					
All Current ELLs	97,418	100	4,710	100	4.8
All Bilingual Education Programs	<150	0.1	—	—	0.8
Transitional Bilingual/Early Exit	0	0.0	0	0.0	0.0
Transitional Bilingual/Late Exit	4	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	<150	0.1	—	—	0.8
Dual Immersion/One-Way	0	0.0	0	0.0	0.0
All ESL Programs	77,415	79.5	3,163	67.2	4.1
ESL/Content-Based	46,856	48.1	2,024	43.0	4.3
ESL/Pull-Out	30,559	31.4	1,139	24.2	3.7
No Services	19,873	20.4	1,546	32.8	7.8
All Former ELLs	21,836	100	349	100	1.6
All Bilingual Education Programs	265	1.2	—	—	0.8
Transitional Bilingual/Early Exit	23	0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	9	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	167	0.8	—	—	1.2
Dual Immersion/One-Way	66	0.3	0	0.0	0.0
All ESL Programs	18,994	87.0	302	86.5	1.6
ESL/Content-Based	10,245	46.9	175	50.1	1.7
ESL/Pull-Out	8,749	40.1	127	36.4	1.5
No Services	2,577	11.8	45	12.9	1.7

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

^aCurrent English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^dA dash (—) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

continues

**Table 5.8. Annual Dropout Rates,
Grades 7-8 and Grades 9-12, Current and Former English Language Learners,
by Special Language Program Instructional Model, 2013-14 and 2014-15 (continued)**

Group	Students		Dropouts		Annual Dropout Rate (%)
	Number	Percent	Number	Percent	
2014-15					
Grades 7-8					
All Current ELLs ^a	94,305	100	519	100	0.6
All Bilingual Education Programs	<1,100	1.1	— ^d	—	0.1
Transitional Bilingual/Early Exit	22	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	29	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	885	0.9	0	0.0	0.0
Dual Immersion/One-Way	<150	0.2	—	—	0.7
All ESL ^b Programs	78,634	83.4	312	60.1	0.4
ESL/Content-Based	32,100	34.0	128	24.7	0.4
ESL/Pull-Out	46,534	49.3	184	35.5	0.4
No Services	<14,600	15.5	—	—	1.4
All Former ELLs ^c	24,717	100	36	100	0.1
All Bilingual Education Programs	8,180	33.1	8	22.2	0.1
Transitional Bilingual/Early Exit	<3,900	15.7	—	—	0.1
Transitional Bilingual/Late Exit	<1,850	7.3	—	—	0.1
Dual Immersion/Two-Way	<700	2.7	—	—	0.1
Dual Immersion/One-Way	<1,850	7.3	—	—	0.2
All ESL Programs	13,986	56.6	25	69.4	0.2
ESL/Content-Based	6,445	26.1	10	27.8	0.2
ESL/Pull-Out	7,541	30.5	15	41.7	0.2
No Services	<2,600	10.3	—	—	0.1
Grades 9-12					
All Current ELLs	111,538	100	5,040	100	4.5
All Bilingual Education Programs	<200	0.1	—	—	0.6
Transitional Bilingual/Early Exit	1	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	5	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	<200	0.1	—	—	0.6
Dual Immersion/One-Way	2	<0.1	0	0.0	0.0
All ESL Programs	90,808	81.4	3,431	68.1	3.8
ESL/Content-Based	50,684	45.4	1,910	37.9	3.8
ESL/Pull-Out	40,124	36.0	1,521	30.2	3.8
No Services	<20,600	18.4	—	—	7.8
All Former ELLs	19,392	100	191	100	1.0
All Bilingual Education Programs	<300	1.3	—	—	0.8
Transitional Bilingual/Early Exit	8	<0.1	0	0.0	0.0
Transitional Bilingual/Late Exit	6	<0.1	0	0.0	0.0
Dual Immersion/Two-Way	<250	1.1	—	—	1.0
Dual Immersion/One-Way	33	0.2	0	0.0	0.0
All ESL Programs	16,685	86.0	161	84.3	1.0
ESL/Content-Based	8,741	45.1	86	45.0	1.0
ESL/Pull-Out	7,944	41.0	75	39.3	0.9
No Services	<2,500	12.6	—	—	1.1

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

^aCurrent English language learners (ELLs) were identified as limited English proficient in the school year presented. The group, all current ELLs, includes students for whom information about services received may be incomplete. ^bEnglish as a second language. ^cFormer ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete. ^dA dash (—) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
Annual Dropout Rates					
9	1.9	1.8	1.8	1.7	1.7
10	1.8	1.7	1.6	1.6	1.5
11	1.9	1.8	1.8	1.7	1.7
12	2.4	2.2	2.1	2.0	1.9
Longitudinal Dropout Rates					
9-12	6.3	6.1	5.9	5.8	5.7

dropout rate is projected to decrease 0.6 percentage points between 2014-15 and 2019-20, and annual dropout rates are projected to decrease 0.2 percentage points for Grade 9, 0.4 percentage points for Grades 10 and 11, and 0.5 percentage points for Grade 12.

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

Overview

Since 2001, TEA has taken aggressive steps to implement best practices designed to address dropout issues, and as a result, Texas is in the forefront of the nation's campaign to tackle the dropout problem. From holding districts and campuses accountable for graduation rates to endorsing a rigorous but relevant pathway to high school graduation, Texas is committed to developing and implementing policies and programs that ensure high school completion. Additionally, TEA's dropout prevention efforts are designed to close the academic performance gaps between student groups and prepare all students to be college, career, and service ready.

College Readiness Programs

In 2006, the 79th Texas Legislature (3rd Called Session) passed House Bill (HB) 1, which required that TEA and the Texas Higher Education Coordinating Board work collaboratively to create college readiness standards. Since the standards were developed, college and career readiness has become a statewide focus, and the Texas Legislature has continued to fund related initiatives.

One such initiative, the Online College and Career Readiness Technical Assistance Program, created online resources for counselors, teachers, and students to help prepare students for life after high school. In fall of 2014, TEA released the latest of these resources: the Texas Online College and Career Readiness Resource Center at <http://txccrsc.esc13.net/occrcc/>. The center houses over 250 free resources, including videos and

interactive activities, along with the most current research and best practices available for furthering college and career readiness in Texas.

Another initiative, the High School Allotment, continues to provide each Texas school district and open-enrollment charter with \$275 for every student in Grades 9-12 (TEC §§39.234 and 42.160). The additional funding, in the amount of approximately \$300 million annually, can be used at the middle and high school levels for the following purposes:

- ♦ college readiness programs to prepare underachieving students for college;
- ♦ programs that encourage students to pursue advanced academic opportunities, such as dual credit and Advanced Placement classes;
- ♦ programs that give students opportunities to take academically rigorous coursework, including four years of mathematics and science;
- ♦ alignment of the curriculum for Grades 6-12 with postsecondary curriculum; and
- ♦ other high school completion and success initiatives in Grades 6-12, as approved by the commissioner of education.

The Texas Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) project 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 GEAR UP project hosts the TexasGEARUP.com website. This site contains a large number of online resources, including: interactive lessons, videos, facilitation guides, college-planning toolkits, support service toolkits, and grade-level "roadmap" guides.

Early College High Schools (ECHS) are small, restructured secondary schools located on, or in close proximity to, 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. As of the 2015-16 school year, 154 ECHS campuses were in operation around the state. State funding is allocated to support ECHS through the General Appropriations Act, Article III,

Rider 52 (84th Texas Legislature). Under TEC §29.908 and 19 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.

Authorized under TEC §39.235 and 19 TAC §102.1093, Texas Science, Technology, Engineering, and Mathematics (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, Article III, Rider 51 (84th Texas Legislature). 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. During the 2015-16 school year, 104 designated T-STEM Academies around the state served more than 56,000 students in Grades 6-12.

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-related legislation have enabled TEA to develop a variety of dropout prevention and recovery strategies, tools, and resources to assist school districts and campuses in efforts to reengage students who have dropped out and successfully reconnect these students to the education system. TEA investments in dropout recovery, prevention, and reengagement include the following initiatives.

- ◆ **State Compensatory Education Services.** The compensatory education allotment is authorized under TEC §42.152 to fund programs specifically designed to serve students at risk of dropping out of school as defined in TEC §29.081. The funds are designated for school districts and charter schools to provide compensatory, intensive, or accelerated instructional services that are supplemental to the regular education program and that prepare at-risk students to perform satisfactorily on state assessment instruments. Schools may also use compensatory education funds to contract with private or public community-based dropout recovery education programs to provide alternative education programs for at-risk students.
- ◆ **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 23 (84th Texas Legislature). TEA administers the CIS program in Texas through grants to eligible nonprofit agencies. CIS is a school-based dropout prevention program that includes collaborations among educators, parents, and students to provide one-to-one case-managed services to students at risk of dropping out of school. 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. In the 2014-15 school year, CIS programs served 87,990 students. To administer the program, TEA manages a set of policies and requirements and a CIS student-level database. The agency provides technical support to, and coordination of, the 27 CIS programs throughout Texas.

- ◆ **Texas Academic Innovation and Mentoring.** This dropout prevention program is funded under the General Appropriations Act, Article III, Rider 54 (84th Texas Legislature). The purpose of Academic Innovation and Mentoring (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 Language Learners who are at risk of dropping out of school and their counterparts. The program enables targeted students in low-performing schools at 45 sites across Texas 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 (45%) 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 2014-15 school year, 2,286 students were served by the program.
- ◆ **Amachi Texas.** Amachi Texas is authorized under the General Appropriations Act, Article III, Rider 53 (84th Texas Legislature). The purpose of Amachi Texas is to provide one-to-one mentoring for youth between the ages of 6 and 18 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 2014-15 school year, 1,451 students were served in the program.

- ♦ Dropout Prevention and Recovery Resources. TEA makes information on research-based strategies and best practices for dropout prevention and recovery available to school districts and open-enrollment charters through the agency website. The website includes results of evaluations, data, and links to dropout prevention resources, such as a dropout recovery resource guide. Another example of a dropout prevention resource is the Early Warning Data System (EWDS). The Texas Comprehensive Center at 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 is a database designed to track research-based ninth-grade indicators related to high school dropout, such as attendance and academic performance. The EWDS automatically flags students who are below the 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 also maintains an online help system to support schools with implementing this resource.

Agency Contact Persons

For information on student dropout data, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Linda Roska, Research and Analysis Division, (512) 475-3523.

For information about college and career readiness initiatives, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Quentin Suffren, College, Career, and Military Preparation Division, (512) 463-6060.

For information about dropout prevention, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087.

Other Sources of Information

The report *Secondary School Completion and Dropouts in Texas Public Schools, 2014-15*, is available on the TEA website at <http://tea.texas.gov/acctres/dropcomp/index.html>.

For information on dropout prevention and recovery programs, see the Dropout Information website at http://tea.texas.gov/index4.aspx?id=3505&menu_id=2147483659.

**Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation
and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status,
and Special Education Program Participation, Class of 2013 and Class of 2014**

Status date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out		Graduated, Continued, or Received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2013											
African American											
As of fall 2013	44,189	37,162	84.1	2,352	5.3	298	0.7	4,377	9.9	39,812	90.1
As of fall 2014	43,978	38,145	86.7	586	1.3	438	1.0	4,809	10.9	39,169	89.1
American Indian											
As of fall 2013	<1,500	— ^c	85.8	—	4.4	—	1.3	—	8.5	—	91.5
As of fall 2014	<1,500	—	87.6	—	1.3	—	2.1	—	9.0	—	91.0
Asian											
As of fall 2013	12,058	11,312	93.8	360	3.0	21	0.2	365	3.0	11,693	97.0
As of fall 2014	12,040	11,472	95.3	121	1.0	31	0.3	416	3.5	11,624	96.5
Hispanic											
As of fall 2013	155,160	132,051	85.1	9,153	5.9	1,307	0.8	12,649	8.2	142,511	91.8
As of fall 2014	154,480	136,228	88.2	2,532	1.6	1,783	1.2	13,937	9.0	140,543	91.0
Pacific Islander											
As of fall 2013	<450	—	89.5	—	4.7	—	0.5	—	5.3	—	94.7
As of fall 2014	<450	—	91.4	—	1.2	—	0.5	—	7.0	—	93.0
White											
As of fall 2013	109,915	102,213	93.0	2,845	2.6	996	0.9	3,861	3.5	106,054	96.5
As of fall 2014	109,816	103,635	94.4	882	0.8	1,361	1.2	3,938	3.6	105,878	96.4
Multiracial											
As of fall 2013	5,345	4,899	91.7	165	3.1	48	0.9	233	4.4	5,112	95.6
As of fall 2014	5,341	4,990	93.4	41	0.8	60	1.1	250	4.7	5,091	95.3
Economically Disadvantaged											
As of fall 2013	162,779	138,630	85.2	8,868	5.4	1,493	0.9	13,788	8.5	148,991	91.5
As of fall 2014	161,878	142,831	88.2	2,288	1.4	2,041	1.3	14,718	9.1	147,160	90.9
Ever ELL ^d in K-12 ^e											
As of fall 2013	94,064	79,354	84.4	6,328	6.7	583	0.6	7,799	8.3	86,265	91.7
As of fall 2014	93,549	82,197	87.9	1,740	1.9	784	0.8	8,828	9.4	84,721	90.6
Ever ELL in 9-12 ^f											
As of fall 2013	24,044	17,133	71.3	3,218	13.4	101	0.4	3,592	14.9	20,452	85.1
As of fall 2014	23,707	18,363	77.5	921	3.9	136	0.6	4,287	18.1	19,420	81.9
ELL in Last Year ^g											
As of fall 2013	11,922	7,352	61.7	1,677	14.1	69	0.6	2,824	23.7	9,098	76.3
As of fall 2014	11,730	7,959	67.9	442	3.8	91	0.8	3,238	27.6	8,492	72.4
Special Education											
As of fall 2013	31,014	24,114	77.8	3,306	10.7	154	0.5	3,440	11.1	27,574	88.9
As of fall 2014	31,066	25,509	82.1	1,748	5.6	237	0.8	3,572	11.5	27,494	88.5

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

^cA dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. ^dEnglish language learner. ^eStudents identified as ELLs at any time while attending Texas public schools. ^fStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^gStudents identified as ELLs in their last year in Texas public schools.

continues

Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2013 and Class of 2014 (continued)

										Graduated, Continued, or Received GED	
		Graduated		Continued		Received GED ^a		Dropped Out			
Status date	Class ^b	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
State											
As of fall 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6	306,950	93.4
As of fall 2014	327,568	296,162	90.4	4,187	1.3	3,706	1.1	23,513	7.2	304,055	92.8
Class of 2014											
African American											
As of fall 2014	43,707	36,807	84.2	2,323	5.3	280	0.6	4,297	9.8	39,410	90.2
As of fall 2015	43,491	37,760	86.8	588	1.4	391	0.9	4,752	10.9	38,739	89.1
American Indian											
As of fall 2014	<1,450	— ^c	87.1	—	4.0	—	1.1	—	7.9	—	92.1
As of fall 2015	1,423	1,271	89.3	11	0.8	15	1.1	126	8.9	1,297	91.1
Asian											
As of fall 2014	12,969	12,292	94.8	345	2.7	15	0.1	317	2.4	12,652	97.6
As of fall 2015	12,950	12,425	95.9	109	0.8	23	0.2	393	3.0	12,557	97.0
Hispanic											
As of fall 2014	159,708	136,586	85.5	8,869	5.6	1,203	0.8	13,050	8.2	146,658	91.8
As of fall 2015	158,985	140,341	88.3	2,639	1.7	1,565	1.0	14,440	9.1	144,545	90.9
Pacific Islander											
As of fall 2014	<450	—	88.9	—	3.7	—	0.5	—	7.0	—	93.0
As of fall 2015	433	388	89.6	5	1.2	5	1.2	35	8.1	398	91.9
White											
As of fall 2014	109,354	101,737	93.0	2,694	2.5	1,026	0.9	3,897	3.6	105,457	96.4
As of fall 2015	109,224	102,992	94.3	893	0.8	1,376	1.3	3,963	3.6	105,261	96.4
Multiracial											
As of fall 2014	5,691	5,193	91.2	183	3.2	41	0.7	274	4.8	5,417	95.2
As of fall 2015	5,681	5,277	92.9	60	1.1	57	1.0	287	5.1	5,394	94.9
Economically Disadvantaged											
As of fall 2014	167,545	142,669	85.2	8,322	5.0	1,485	0.9	15,069	9.0	152,476	91.0
As of fall 2015	166,757	146,424	87.8	2,345	1.4	1,906	1.1	16,082	9.6	150,675	90.4
Ever ELL ^d in K-12 ^e											
As of fall 2014	97,030	82,367	84.9	6,076	6.3	490	0.5	8,097	8.3	88,933	91.7
As of fall 2015	96,504	84,836	87.9	1,782	1.8	673	0.7	9,213	9.5	87,291	90.5
Ever ELL in 9-12 ^f											
As of fall 2014	25,382	18,142	71.5	3,131	12.3	78	0.3	4,031	15.9	21,351	84.1
As of fall 2015	25,066	19,225	76.7	973	3.9	123	0.5	4,745	18.9	20,321	81.1
ELL in Last Year ^g											
As of fall 2014	12,515	7,549	60.3	1,697	13.6	56	0.4	3,213	25.7	9,302	74.3
As of fall 2015	12,341	8,132	65.9	478	3.9	84	0.7	3,647	29.6	8,694	70.4

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

^cA dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. ^dEnglish language learner. ^eStudents identified as ELLs at any time while attending Texas public schools. ^fStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^gStudents identified as ELLs in their last year in Texas public schools.

continues

Appendix 5-A. Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, English Language Learner Status, and Special Education Program Participation, Class of 2013 and Class of 2014 (continued)

										Graduated, Continued, or Received GED	
Status date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out		Number	Rate (%)
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)		
Special Education											
As of fall 2014	29,875	23,149	77.5	3,240	10.8	141	0.5	3,345	11.2	26,530	88.8
As of fall 2015	29,988	24,462	81.6	1,827	6.1	176	0.6	3,523	11.7	26,465	88.3
State											
As of fall 2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6	311,309	93.4
As of fall 2015	332,187	300,454	90.4	4,305	1.3	3,432	1.0	23,996	7.2	308,191	92.8

Note. Parts may not add to 100 percent because of rounding. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

^cA dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. ^dEnglish language learner. ^eStudents identified as ELLs at any time while attending Texas public schools. ^fStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^gStudents identified as ELLs 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 Language
Learner Status, and Special Education Program Participation, Class of 2012 and Class of 2013**

										Graduated, Continued, or Received GED	
		Graduated		Continued		Received GED ^a		Dropped Out			
Status date	Class ^b	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2012											
African American											
As of fall 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,789	89.9
As of fall 2013	42,872	37,077	86.5	580	1.4	443	1.0	4,772	11.1	38,100	88.9
As of fall 2014	42,866	37,268	86.9	240	0.6	622	1.5	4,736	11.0	38,130	89.0
American Indian											
As of fall 2012	<1,600	— ^c	86.7	—	4.2	—	2.0	—	7.1	—	92.9
As of fall 2013	<1,600	—	88.6	—	1.2	—	2.3	—	7.8	—	92.2
As of fall 2014	<1,600	—	89.2	—	0.5	—	2.6	—	7.7	—	92.3
Asian											
As of fall 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	11,001	97.9
As of fall 2013	11,189	10,769	96.2	113	1.0	26	0.2	281	2.5	10,908	97.5
As of fall 2014	11,185	10,807	96.6	55	0.5	38	0.3	285	2.5	10,900	97.5
Hispanic											
As of fall 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	133,646	92.0
As of fall 2013	144,452	127,054	88.0	2,497	1.7	1,757	1.2	13,144	9.1	131,308	90.9
As of fall 2014	144,386	127,988	88.6	1,131	0.8	2,221	1.5	13,046	9.0	131,340	91.0
Pacific Islander											
As of fall 2012	<450	—	89.0	—	6.5	—	0.5	—	4.1	—	95.9
As of fall 2013	<450	—	92.0	—	1.7	—	0.5	—	5.8	—	94.2
As of fall 2014	<450	—	93.2	—	0.2	—	0.5	—	6.1	—	93.9
White											
As of fall 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	106,546	96.8
As of fall 2013	109,883	103,867	94.5	890	0.8	1,402	1.3	3,724	3.4	106,159	96.6
As of fall 2014	109,917	104,226	94.8	460	0.4	1,718	1.6	3,513	3.2	106,404	96.8
Multiracial											
As of fall 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,884	96.3
As of fall 2013	5,063	4,758	94.0	34	0.7	62	1.2	209	4.1	4,854	95.9
As of fall 2014	5,064	4,771	94.2	14	0.3	84	1.7	195	3.9	4,869	96.1
Economically Disadvantaged											
As of fall 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	140,763	92.2
As of fall 2013	151,679	134,549	88.7	2,248	1.5	1,830	1.2	13,052	8.6	138,627	91.4
As of fall 2014	151,530	135,409	89.4	979	0.6	2,366	1.6	12,776	8.4	138,754	91.6
Ever ELL ^d in K-12 ^e											
As of fall 2012	87,462	72,823	83.3	6,774	7.7	603	0.7	7,262	8.3	80,200	91.7
As of fall 2013	86,904	76,053	87.5	1,730	2.0	715	0.8	8,406	9.7	78,498	90.3
As of fall 2014	86,828	76,708	88.3	718	0.8	934	1.1	8,468	9.8	78,360	90.2

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

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continues

**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 Language
Learner Status, and Special Education Program Participation, Class of 2012 and Class of 2013 (continued)**

Status date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out		Graduated, Continued, or Received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Ever ELL in 9-12 ^f											
As of fall 2012	23,270	16,084	69.1	3,512	15.1	96	0.4	3,578	15.4	19,692	84.6
As of fall 2013	22,952	17,563	76.5	1,000	4.4	119	0.5	4,270	18.6	18,682	81.4
As of fall 2014	22,885	17,915	78.3	414	1.8	163	0.7	4,393	19.2	18,492	80.8
ELL in Last Year ^g											
As of fall 2012	11,329	6,699	59.1	1,740	15.4	63	0.6	2,827	25.0	8,502	75.0
As of fall 2013	11,059	7,394	66.9	418	3.8	73	0.7	3,174	28.7	7,885	71.3
As of fall 2014	11,007	7,546	68.6	138	1.3	98	0.9	3,225	29.3	7,782	70.7
Special Education											
As of fall 2012	31,233	24,024	76.9	3,493	11.2	208	0.7	3,508	11.2	27,725	88.8
As of fall 2013	31,307	25,558	81.6	1,818	5.8	240	0.8	3,691	11.8	27,616	88.2
As of fall 2014	31,338	26,207	83.6	1,143	3.6	317	1.0	3,671	11.7	27,667	88.3
State											
As of fall 2012	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	296,726	93.7
As of fall 2013	315,501	285,296	90.4	4,140	1.3	3,729	1.2	22,336	7.1	293,165	92.9
As of fall 2014	315,457	286,842	90.9	1,909	0.6	4,728	1.5	21,978	7.0	293,479	93.0
Class of 2013											
African American											
As of fall 2013	44,189	37,162	84.1	2,352	5.3	298	0.7	4,377	9.9	39,812	90.1
As of fall 2014	43,978	38,145	86.7	586	1.3	438	1.0	4,809	10.9	39,169	89.1
As of fall 2015	43,953	38,346	87.2	248	0.6	563	1.3	4,769	10.9	39,157	89.1
American Indian											
As of fall 2013	<1,500	— ^c	85.8	—	4.4	—	1.3	—	8.5	—	91.5
As of fall 2014	<1,500	—	87.6	—	1.3	—	2.1	—	9.0	—	91.0
As of fall 2015	<1,500	—	87.8	—	0.7	—	2.4	—	9.1	—	90.9
Asian											
As of fall 2013	12,058	11,312	93.8	360	3.0	21	0.2	365	3.0	11,693	97.0
As of fall 2014	12,040	11,472	95.3	121	1.0	31	0.3	416	3.5	11,624	96.5
As of fall 2015	12,032	11,505	95.6	64	0.5	42	0.3	421	3.5	11,611	96.5
Hispanic											
As of fall 2013	155,160	132,051	85.1	9,153	5.9	1,307	0.8	12,649	8.2	142,511	91.8
As of fall 2014	154,480	136,228	88.2	2,532	1.6	1,783	1.2	13,937	9.0	140,543	91.0
As of fall 2015	154,385	137,121	88.8	1,092	0.7	2,142	1.4	14,030	9.1	140,355	90.9
Pacific Islander											
As of fall 2013	<450	—	89.5	—	4.7	—	0.5	—	5.3	—	94.7
As of fall 2014	<450	—	91.4	—	1.2	—	0.5	—	7.0	—	93.0
As of fall 2015	<450	—	91.6	—	0.2	—	0.5	—	7.7	—	92.3

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

^cA dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. ^dEnglish language learner. ^eStudents identified as ELLs at any time while attending Texas public schools. ^fStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^gStudents identified as ELLs in their last year in Texas public schools.

continues

**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 Language
Learner Status, and Special Education Program Participation, Class of 2012 and Class of 2013 (continued)**

Graduated, Continued, or Received GED											
Status date	Class ^b	Graduated		Continued		Received GED ^a		Dropped Out		Graduated, Continued, or Received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
White											
As of fall 2013	109,915	102,213	93.0	2,845	2.6	996	0.9	3,861	3.5	106,054	96.5
As of fall 2014	109,816	103,635	94.4	882	0.8	1,361	1.2	3,938	3.6	105,878	96.4
As of fall 2015	109,841	103,969	94.7	481	0.4	1,598	1.5	3,793	3.5	106,048	96.5
Multiracial											
As of fall 2013	5,345	4,899	91.7	165	3.1	48	0.9	233	4.4	5,112	95.6
As of fall 2014	5,341	4,990	93.4	41	0.8	60	1.1	250	4.7	5,091	95.3
As of fall 2015	5,340	5,005	93.7	17	0.3	72	1.3	246	4.6	5,094	95.4
Economically Disadvantaged											
As of fall 2013	162,779	138,630	85.2	8,868	5.4	1,493	0.9	13,788	8.5	148,991	91.5
As of fall 2014	161,878	142,831	88.2	2,288	1.4	2,041	1.3	14,718	9.1	147,160	90.9
As of fall 2015	161,770	143,693	88.8	1,021	0.6	2,452	1.5	14,604	9.0	147,166	91.0
Ever ELL ^d in K-12 ^e											
As of fall 2013	94,064	79,354	84.4	6,328	6.7	583	0.6	7,799	8.3	86,265	91.7
As of fall 2014	93,549	82,197	87.9	1,740	1.9	784	0.8	8,828	9.4	84,721	90.6
As of fall 2015	93,462	82,777	88.6	701	0.8	977	1.0	9,007	9.6	84,455	90.4
Ever ELL in 9-12 ^f											
As of fall 2013	24,044	17,133	71.3	3,218	13.4	101	0.4	3,592	14.9	20,452	85.1
As of fall 2014	23,707	18,363	77.5	921	3.9	136	0.6	4,287	18.1	19,420	81.9
As of fall 2015	23,658	18,635	78.8	374	1.6	176	0.7	4,473	18.9	19,185	81.1
ELL in Last Year ^g											
As of fall 2013	11,922	7,352	61.7	1,677	14.1	69	0.6	2,824	23.7	9,098	76.3
As of fall 2014	11,730	7,959	67.9	442	3.8	91	0.8	3,238	27.6	8,492	72.4
As of fall 2015	11,691	8,080	69.1	158	1.4	115	1.0	3,338	28.6	8,353	71.4
Special Education											
As of fall 2013	31,014	24,114	77.8	3,306	10.7	154	0.5	3,440	11.1	27,574	88.9
As of fall 2014	31,066	25,509	82.1	1,748	5.6	237	0.8	3,572	11.5	27,494	88.5
As of fall 2015	31,102	26,138	84.0	1,083	3.5	287	0.9	3,594	11.6	27,508	88.4
State											
As of fall 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6	306,950	93.4
As of fall 2014	327,568	296,162	90.4	4,187	1.3	3,706	1.1	23,513	7.2	304,055	92.8
As of fall 2015	327,470	297,648	90.9	1,914	0.6	4,454	1.4	23,454	7.2	304,016	92.8

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity. With the exception of two groups of students identified as English language learners (ELLs) (ever ELL in K-12 and ever ELL in 9-12), student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one of the following categories: economically disadvantaged, ELL in K-12, ELL in 9-12, ELL in last year, and special education.

^aGeneral Educational Development certificate. ^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 by the following fall for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by one fall without graduating returned to Texas public schools and graduated, received GED certificates, 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.

^cA dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. ^dEnglish language learner. ^eStudents identified as ELLs at any time while attending Texas public schools. ^fStudents identified as ELLs at any time while attending Grades 9-12 in Texas public schools. ^gStudents identified as ELLs in their last year in Texas public schools.

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 STAAR Results" on page 47.

Definitions and Calculations

Retention rates for the 2014-15 school year were calculated by comparing 2014-15 attendance records to fall 2015 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 2015 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 2015 than in 2014-15 were counted as promoted. Students reported to have had improbable grade sequences were assigned an "unknown" promotion status. Retention rates were calculated by dividing number of students retained by total student count. Because of the criteria used, student counts in this report differ from those in other agency publications.

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

The Public Education Information Management System (PEIMS) includes data on the grade levels of all students in the Texas public school system (TEC §29.083). Data on student characteristics and program participation are also available in PEIMS. Data on State of Texas Assessments of Academic Readiness (STAAR) performance were provided to TEA by state contractors: Pearson, in 2014 and 2015, and Educational Testing Service, in 2016. For those years, STAAR L was an online, linguistically accommodated test for English language learners taking mathematics, science, or social studies assessments. STAAR L was not offered for reading or writing assessments. STAAR A, an accommodated version of STAAR, was offered beginning in 2015 as an online assessment in the same grades and subjects as STAAR. STAAR A provided embedded supports (e.g., visual aids, graphic organizers, and text-to-speech functionality) designed to help students with disabilities access the content being assessed. The 2014 mathematics results presented in this chapter are based on STAAR and STAAR L combined. The 2015 and 2016 mathematics results are based on STAAR, STAAR A, and STAAR L combined. The 2014 reading results are based on STAAR only, and the 2015 and 2016 reading results are based on STAAR and STAAR A combined.

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 2014-15 school year, 3.0 percent (144,945) of Texas public school students in Grades K-12 were retained (Table 6.1). The retention rate decreased by 0.1 percentage points from the previous school year.

Table 6.1. Grade-Level Retention, by Student Group, 2013-14 and 2014-15			
Group	Students	Retained	
		Number	Rate (%)
2013-14			
African American	600,633	24,143	4.0
American Indian	18,220	646	3.5
Asian	181,644	2,034	1.1
Hispanic	2,468,437	92,814	3.8
Pacific Islander	6,179	167	2.7
White	1,431,604	29,210	2.0
Multiracial	89,869	1,959	2.2
Econ. Disad. ^a	2,904,391	117,258	4.0
Not Econ. Disad.	1,892,195	33,715	1.8
Female	2,337,643	58,465	2.5
Male	2,458,943	92,508	3.8
Grades K-6	2,679,569	59,294	2.2
Grades 7-12	2,117,017	91,679	4.3
State	4,796,586	150,973	3.1
2014-15			
African American	611,378	23,400	3.8
American Indian	18,790	668	3.6
Asian	191,561	1,904	1.0
Hispanic	2,532,336	88,826	3.5
Pacific Islander	6,486	188	2.9
White	1,433,060	27,831	1.9
Multiracial	95,566	2,128	2.2
Econ. Disad.	2,907,119	110,047	3.8
Not Econ. Disad.	1,982,058	34,898	1.8
Female	2,384,165	55,970	2.3
Male	2,505,012	88,975	3.6
Grades K-6	2,721,733	55,339	2.0
Grades 7-12	2,167,444	89,606	4.1
State	4,889,177	144,945	3.0

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

^aEconomically disadvantaged.

Across the five largest racial/ethnic groups in 2014-15, the retention rate was highest among African American students (3.8%), followed by Hispanic (3.5%), multiracial (2.2%), White (1.9%), and Asian (1.0%) students. The retention rate for students identified as economically disadvantaged was 3.8 percent. Male students

had a higher retention rate (3.6%) than female students (2.3%).

Grade-Level Retention by Grade

In 2014-15, the retention rate for Grades K-6 was 2.0 percent, a decrease of 0.2 percentage points from the previous year (Table 6.2). Across the elementary grades, retention rates were highest in Grades 1 and 2 (4.3% and 2.8%, respectively) and lowest in Grades 5 and 6 (0.9% and 0.6%, respectively). The retention rate for Grades 7-12 was 4.1 percent, a decrease of 0.2 percentage points from the previous year (Table 6.3 on page 110). Across secondary grades, retention rates were highest in Grades 9 and 10 (8.6% and 5.6%, respectively) and lowest in Grades 7 and 8 (0.8% each).

Grade-Level Retention by Race/Ethnicity

Across elementary grades and the five largest racial/ethnic groups in 2014-15, Hispanic students in Grade 1 had the highest retention rate (5.2%), followed by African American students in Grades 1 and 2 (4.9% and 3.5%, respectively) (Table 6.2). Asian students in Grades 6 and 4 had the lowest retention rates (0.1% and 0.2%, respectively).

Across secondary grades and the five largest racial/ethnic groups, African American and Hispanic students in Grade 9 had the highest retention rates (11.9% and 10.5%, respectively), followed by African American students in Grade 10 (7.8%) (Table 6.3 on page 110). Asian students in Grades 7 and 8 and White students in Grade 7 had the lowest retention rates (0.2%, 0.3%, and 0.5%, respectively).

Grade-Level Retention by Gender

In 2014-15, the retention rate for males was higher than that for females in every grade (Tables 6.4 and 6.5 on page 111). Across elementary grades, retention rates for both males and females were highest in Grade 1 (5.1% and 3.5%, respectively) and lowest in Grade 6 (0.9% and 0.4%, respectively). Across secondary grades, retention rates for both males and females were highest in Grade 9 (10.6% and 6.5%, respectively). The rate for males was lowest in Grade 8 (1.0%), and the rate for females was lowest in Grade 7 (0.6%).

Table 6.2. Grade-Level Retention, Grades K-6, by Grade and Race/Ethnicity, 2013-14 and 2014-15								
Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2013-14								
Kindergarten	957	2.1	44	2.7	153	1.1	4,751	2.3
Grade 1	2,652	5.4	89	5.8	193	1.3	11,547	5.3
Grade 2	1,855	3.9	43	2.9	122	0.9	7,481	3.6
Grade 3	1,479	3.1	39	2.8	83	0.6	5,243	2.6
Grade 4	745	1.6	10	0.8	57	0.4	2,660	1.3
Grade 5	776	1.7	–	1.7	68	0.5	3,022	1.5
Grade 6	510	1.1	–	0.8	19	0.1	1,596	0.8
Total K-6	8,974	2.7	257	2.6	695	0.7	36,300	2.6
2014-15								
Kindergarten	931	2.0	57	3.1	148	1.0	4,576	2.2
Grade 1	2,435	4.9	92	5.7	186	1.2	11,214	5.2
Grade 2	1,717	3.5	57	3.8	138	0.9	7,379	3.4
Grade 3	1,280	2.6	27	1.9	79	0.5	4,898	2.4
Grade 4	690	1.5	24	1.7	38	0.2	2,422	1.2
Grade 5	553	1.2	–	0.9	58	0.4	2,149	1.1
Grade 6	439	0.9	–	0.6	21	0.1	1,426	0.7
Total K-6	8,045	2.4	276	2.7	668	0.6	34,064	2.4
Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2013-14								
Kindergarten	16	3.1	3,509	3.2	180	2.2	9,610	2.5
Grade 1	15	2.7	3,621	3.2	261	3.1	18,378	4.6
Grade 2	17	3.3	1,803	1.7	150	1.9	11,471	3.0
Grade 3	11	2.3	1,201	1.1	94	1.2	8,150	2.1
Grade 4	6	1.3	691	0.6	57	0.8	4,226	1.1
Grade 5	–	0.7	822	0.8	60	0.9	4,773	1.3
Grade 6	–	0.7	505	0.5	43	0.6	2,686	0.7
Total K-6	71	2.1	12,152	1.6	845	1.6	59,294	2.2
2014-15								
Kindergarten	10	1.9	3,315	3.1	228	2.6	9,265	2.4
Grade 1	26	4.8	3,358	3.0	251	2.8	17,562	4.3
Grade 2	11	2.0	1,722	1.6	139	1.6	11,163	2.8
Grade 3	11	2.0	1,169	1.1	106	1.3	7,570	1.9
Grade 4	7	1.5	635	0.6	68	0.9	3,884	1.0
Grade 5	–	0.9	659	0.6	52	0.7	3,486	0.9
Grade 6	–	0.4	479	0.4	34	0.5	2,409	0.6
Total K-6	71	2.0	11,337	1.5	878	1.5	55,339	2.0

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

Grade-Level Retention by English Language 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 language learners (ELLs) are enrolled in bilingual or English as a second language (ESL) programs (TEC §29.053). ELLs participating in special education receive bilingual or ESL services as part of their special education programs. Although parents can request that a child not receive special language services, in

2014-15, almost 95 percent of all ELLs in the elementary grades participated in bilingual or ESL programs.

In Grades K-6 overall in 2014-15, the retention rate for ELLs was 2.8 percent, compared to 1.8 percent for non-ELLs (Table 6.6 on page 111). Among ELLs, the retention rate for students served in bilingual programs was 2.7 percent, and the rate for students served in ESL programs was 2.1 percent.

In Grades 7-12 overall in 2014-15, the retention rate for ELLs was 8.1 percent, compared to 3.8 percent for non-ELLs (Table 6.7 on page 111). Over 93 percent of ELLs in Grades 7-12 were served in ESL programs, and the retention rate for these students was 6.7 percent.

Table 6.3. Grade-Level Retention, Grades 7-12, by Grade and Race/Ethnicity, 2013-14 and 2014-15

Grade	African American		American Indian		Asian		Hispanic	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2013-14								
Grade 7	684	1.4	–	1.1	25	0.2	2,388	1.2
Grade 8	486	1.0	–	1.3	60	0.4	2,367	1.2
Grade 9	5,797	11.4	129	8.3	432	3.1	21,678	11.0
Grade 10	3,439	7.7	88	6.1	200	1.5	12,293	7.2
Grade 11	2,321	5.9	63	4.7	167	1.3	8,318	5.6
Grade 12	2,442	6.1	76	5.7	455	3.6	9,470	6.3
Total 7-12	15,169	5.6	389	4.6	1,339	1.7	56,514	5.4
2014-15								
Grade 7	541	1.1	–	1.3	29	0.2	1,919	1.0
Grade 8	421	0.9	–	0.7	46	0.3	1,996	1.0
Grade 9	6,216	11.9	176	11.4	387	2.5	21,676	10.5
Grade 10	3,594	7.8	82	5.8	206	1.5	12,257	6.9
Grade 11	2,499	6.1	53	4.0	151	1.1	8,212	5.3
Grade 12	2,084	5.0	54	4.0	417	3.1	8,702	5.6
Total 7-12	15,355	5.6	392	4.7	1,236	1.4	54,762	5.0
Grade	Pacific Islander		White		Multiracial		State	
	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)	Retained	Rate (%)
2013-14								
Grade 7	–	0.2	686	0.6	55	0.8	3,854	1.0
Grade 8	–	0.9	743	0.6	40	0.6	3,718	1.0
Grade 9	38	7.3	5,991	5.1	433	6.5	34,498	8.9
Grade 10	23	5.3	3,666	3.3	250	4.2	19,959	5.8
Grade 11	11	2.4	2,430	2.4	152	2.9	13,462	4.3
Grade 12	19	4.5	3,542	3.3	184	3.4	16,188	5.1
Total 7-12	96	3.4	17,058	2.6	1,114	3.1	91,679	4.3
2014-15								
Grade 7	–	1.3	592	0.5	58	0.8	3,162	0.8
Grade 8	–	0.4	691	0.6	39	0.6	3,205	0.8
Grade 9	43	8.3	5,680	4.8	466	6.7	34,644	8.6
Grade 10	27	5.3	3,713	3.3	321	5.1	20,200	5.6
Grade 11	19	4.5	2,434	2.4	178	3.2	13,546	4.2
Grade 12	20	4.0	3,384	3.2	188	3.4	14,849	4.6
Total 7-12	117	4.0	16,494	2.5	1,250	3.3	89,606	4.1

Note. A dash (–) indicates data are not reported to protect student anonymity. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

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.

ARDs assign each special education student a primary disability from 1 of 13 categories of disability. Among

elementary special education students in 2014-15 for whom primary disability information was available, 91.5 percent were assigned a primary disability from 1 of 5 categories: learning disability; speech impairment; other health impairment, such as attention deficit disorder; autism; or intellectual disability (Table 6.8 on page 112). The same five categories accounted for 92.9 percent of retained elementary special education students for whom primary disability information was available. Across these five categories, retention rates in Grades K-6 overall were highest for students with speech impairments (5.8%), followed by students with other health impairments (3.0%), intellectual disabilities (2.0%), autism (1.8%), and learning disabilities (1.5%).

Table 6.4. Grade-Level Retention, Grades K-6, by Grade and Gender, 2013-14 and 2014-15				
Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2013-14				
Kindergarten	3,242	1.7	6,368	3.2
Grade 1	7,083	3.6	11,295	5.4
Grade 2	4,863	2.6	6,608	3.3
Grade 3	3,548	1.9	4,602	2.3
Grade 4	1,708	0.9	2,518	1.3
Grade 5	2,117	1.2	2,656	1.4
Grade 6	819	0.5	1,867	1.0
2014-15				
Kindergarten	3,263	1.7	6,002	3.0
Grade 1	6,938	3.5	10,624	5.1
Grade 2	4,821	2.5	6,342	3.1
Grade 3	3,259	1.7	4,311	2.2
Grade 4	1,584	0.8	2,300	1.2
Grade 5	1,387	0.7	2,099	1.1
Grade 6	732	0.4	1,677	0.9

Table 6.5. Grade-Level Retention, Grades 7-12, by Grade and Gender, 2013-14 and 2014-15				
Grade	Female		Male	
	Retained	Rate (%)	Retained	Rate (%)
2013-14				
Grade 7	1,260	0.7	2,594	1.3
Grade 8	1,562	0.9	2,156	1.1
Grade 9	12,605	6.7	21,893	10.9
Grade 10	7,490	4.4	12,469	7.0
Grade 11	5,264	3.4	8,198	5.3
Grade 12	6,904	4.4	9,284	5.8
2014-15				
Grade 7	1,035	0.6	2,127	1.1
Grade 8	1,284	0.7	1,921	1.0
Grade 9	12,613	6.5	22,031	10.6
Grade 10	7,504	4.3	12,696	7.0
Grade 11	5,249	3.3	8,297	5.1
Grade 12	6,301	3.9	8,548	5.2

Across elementary grades in 2014-15, retention rates for the five most common primary disabilities were highest in kindergarten or first grade. Rates for students with learning disabilities, other health impairments, intellectual disabilities, and autism were highest in kindergarten (12.9%, 10.2%, 10.0%, and 6.2%, respectively). Rates for students with speech impairments were highest in Grade 1 (9.8%).

Among secondary special education students in 2014-15 for whom primary disability information was available, 95.0 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 113). The same five categories accounted for 96.0 percent of retained

Table 6.6. Grade-Level Retention, Grades K-6, by English Language Learner Status and Service Received, 2013-14 and 2014-15		
Service Received or English Language Learner Status	Retained	Rate (%)
2013-14		
English Language Learners:		
Bilingual	11,142	2.8
English as a Second Language	4,032	2.4
Special Education	331	3.9
No Services ^a	799	3.0
Total	19,307	3.0
Non-English Language Learners	39,987	2.0
2014-15		
English Language Learners:		
Bilingual	10,980	2.7
English as a Second Language	3,898	2.1
Special Education	289	3.4
No Services	599	2.3
Total	18,465	2.8
Non-English Language Learners	36,874	1.8

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

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

Table 6.7. Grade-Level Retention, Grades 7-12, by English Language Learner Status and Service Received, 2013-14 and 2014-15		
Service Received or English Language Learner Status	Retained	Rate (%)
2013-14		
English Language Learners:		
Bilingual	22	1.5
English as a Second Language	10,354	7.8
Special Education	527	12.8
No Services ^a	393	6.1
Total	15,233	9.5
Non-English Language Learners	76,446	3.9
2014-15		
English Language Learners:		
Bilingual	22	1.8
English as a Second Language	10,549	6.7
Special Education	506	12.1
No Services	450	6.0
Total	15,102	8.1
Non-English Language Learners	74,504	3.8

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

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

Table 6.8. Grade-Level Retention of Students Receiving Special Education Services, Grades K-6, by Grade and Primary Disability, 2013-14 and 2014-15

Grade	Learning Disability			Speech Impairment			Other Health Impairment		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2013-14									
Kindergarten	54	573	9.4	1,401	16,790	8.3	296	2,362	12.5
Grade 1	267	2,942	9.1	1,660	15,760	10.5	284	3,470	8.2
Grade 2	266	6,848	3.9	574	11,663	4.9	180	4,228	4.3
Grade 3	150	11,353	1.3	212	8,600	2.5	84	5,118	1.6
Grade 4	119	15,225	0.8	68	5,936	1.1	56	5,475	1.0
Grade 5	118	17,851	0.7	46	3,694	1.2	70	5,790	1.2
Grade 6	117	18,083	0.6	15	1,979	0.8	48	5,284	0.9
Total K-6	1,091	72,875	1.5	3,976	64,422	6.2	1,018	31,727	3.2
2014-15									
Kindergarten	62	481	12.9	1,380	17,077	8.1	248	2,441	10.2
Grade 1	230	2,788	8.2	1,577	16,058	9.8	301	3,550	8.5
Grade 2	236	6,507	3.6	534	12,139	4.4	176	4,570	3.9
Grade 3	174	11,024	1.6	206	8,692	2.4	100	5,229	1.9
Grade 4	90	14,645	0.6	65	6,265	1.0	61	6,030	1.0
Grade 5	128	17,638	0.7	33	3,766	0.9	71	6,051	1.2
Grade 6	124	18,342	0.7	7	2,055	0.3	60	5,897	1.0
Total K-6	1,044	71,425	1.5	3,802	66,052	5.8	1,017	33,768	3.0
Grade	Autism			Intellectual disability			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2013-14									
Kindergarten	253	3,562	7.1	163	1,781	9.2	2,471	28,888	8.6
Grade 1	117	3,924	3.0	85	2,411	3.5	2,632	32,652	8.1
Grade 2	83	3,961	2.1	77	3,043	2.5	1,333	34,476	3.9
Grade 3	36	4,057	0.9	21	3,293	0.6	601	37,513	1.6
Grade 4	26	4,176	0.6	22	3,568	0.6	346	39,551	0.9
Grade 5	45	4,024	1.1	27	3,565	0.8	378	40,631	0.9
Grade 6	21	3,600	0.6	56	3,619	1.5	313	37,904	0.8
Total K-6	581	27,304	2.1	451	21,280	2.1	8,074	251,615	3.2
2014-15									
Kindergarten	241	3,879	6.2	193	1,939	10.0	2,417	29,599	8.2
Grade 1	84	4,111	2.0	79	2,637	3.0	2,454	33,140	7.4
Grade 2	74	4,289	1.7	56	3,221	1.7	1,225	35,683	3.4
Grade 3	25	4,287	0.6	27	3,699	0.7	598	38,076	1.6
Grade 4	22	4,256	0.5	26	3,778	0.7	315	40,246	0.8
Grade 5	57	4,365	1.3	37	3,884	1.0	401	41,404	1.0
Grade 6	36	4,133	0.9	42	3,833	1.1	325	39,612	0.8
Total K-6	539	29,320	1.8	460	22,991	2.0	7,735	257,760	3.0

Note. Primary disabilities are listed in order of prevalence among all Grade K-6 students in the 2014-15 school year.

secondary special education students for whom primary disability information was available. Across these five categories, retention rates in Grades 7-12 overall were highest for students with intellectual disabilities (16.6%), followed by students with emotional disturbance (12.0%), autism (10.1%), other health impairments (8.7%), and learning disabilities (6.3%).

Across secondary grades, retention rates for students with emotional disturbance or learning disabilities were highest in Grade 9 (25.5% and 15.3%, respectively). Rates for students with intellectual disabilities, autism, or other health impairments were highest in Grade 12 (56.2%, 45.7%, and 16.7%, 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 2015 State of Texas Assessments of Academic Readiness (STAAR) reading and mathematics tests for Grades 3-8. For students repeating a grade in the 2015-16 school year, 2015 STAAR results were compared to 2016 STAAR results. For comparison purposes, the 2015 STAAR results for promoted students also were calculated.

Table 6.9. Grade-Level Retention of Students Receiving Special Education Services, Grades 7-12, by Grade and Primary Disability, 2013-14 and 2014-15

Grade	Learning Disability			Other Health Impairment			Intellectual disability		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2013-14									
Grade 7	174	18,260	1.0	62	5,088	1.2	29	3,613	0.8
Grade 8	149	17,789	0.8	89	4,766	1.9	83	3,151	2.6
Grade 9	2,897	18,897	15.3	762	4,821	15.8	205	3,264	6.3
Grade 10	1,586	16,343	9.7	407	4,129	9.9	123	2,783	4.4
Grade 11	1,000	13,942	7.2	246	3,544	6.9	109	2,595	4.2
Grade 12	526	15,069	3.5	639	4,186	15.3	3,067	5,334	57.5
Total 7-12	6,332	100,300	6.3	2,205	26,534	8.3	3,616	20,740	17.4
2014-15									
Grade 7	157	18,265	0.9	60	5,314	1.1	24	3,788	0.6
Grade 8	148	18,119	0.8	93	5,034	1.8	72	3,730	1.9
Grade 9	2,905	18,973	15.3	804	5,138	15.6	227	3,361	6.8
Grade 10	1,568	15,582	10.1	434	4,018	10.8	176	3,157	5.6
Grade 11	1,048	13,842	7.6	272	3,532	7.7	90	2,629	3.4
Grade 12	476	14,637	3.3	690	4,130	16.7	3,092	5,506	56.2
Total 7-12	6,302	99,418	6.3	2,353	27,166	8.7	3,681	22,171	16.6
Grade	Autism			Emotional Disturbance			All Special Education		
	Retained	Students	Rate (%)	Retained	Students	Rate (%)	Retained	Students	Rate (%)
2013-14									
Grade 7	21	3,409	0.6	56	2,782	2.0	391	36,781	1.1
Grade 8	53	3,033	1.7	58	2,694	2.2	471	34,226	1.4
Grade 9	118	2,783	4.2	853	3,247	26.3	5,032	35,211	14.3
Grade 10	79	2,365	3.3	420	2,464	17.0	2,734	29,864	9.2
Grade 11	44	2,016	2.2	249	1,740	14.3	1,719	25,370	6.8
Grade 12	1,507	3,168	47.6	174	1,903	9.1	6,512	32,035	20.3
Total 7-12	1,822	16,774	10.9	1,810	14,830	12.2	16,859	193,487	8.7
2014-15									
Grade 7	10	3,701	0.3	61	2,825	2.2	332	37,334	0.9
Grade 8	54	3,500	1.5	45	2,857	1.6	453	36,141	1.3
Grade 9	116	3,121	3.7	822	3,227	25.5	5,086	36,009	14.1
Grade 10	75	2,684	2.8	444	2,461	18.0	2,803	29,802	9.4
Grade 11	73	2,309	3.2	253	1,837	13.8	1,808	25,706	7.0
Grade 12	1,570	3,435	45.7	179	1,831	9.8	6,580	31,731	20.7
Total 7-12	1,898	18,750	10.1	1,804	15,038	12.0	17,062	196,723	8.7

Note. Primary disabilities are listed in order of prevalence among all Grade 7-12 students in the 2014-15 school year.

The 2015 STAAR passing rates presented in this chapter were calculated based on Phase-in 1 Level II performance standards. In 2015-16, a standard progression approach was applied to the performance standards to allow for annual, consistent, incremental improvements toward the final recommended Level II performance in 2021-22. The new 2015-16 standard was used for 2016 tests. Passing standards for the STAAR test are set by the commissioner of education (TEC §39.0241). The change in passing standards between the 2015 and 2016 tests should be kept in mind when interpreting results in this chapter.

Among students in Grades 3-8 who took the English-version STAAR reading and mathematics tests in spring 2015, passing rates were higher for students who were promoted than for students who were

retained (Table 6.10 and Figure 6.1 on page 114). After a year in the same grade, the passing rates for retained students improved but did not reach the passing rates for students who had been promoted the year before. For example, 87.9 percent of promoted Grade 5 students passed the English-version STAAR reading test in spring 2015, whereas 14.5 percent of retained fifth graders passed the test. In 2016, after repeating the grade, 52.1 percent of retained students passed the test. Similarly, 68.6 percent of promoted eighth graders passed the English-version STAAR mathematics test in spring 2015, whereas 20.3 percent of retained students passed. The following year, 55.3 percent of the retained Grade 8 students passed the test. For 2013-14 results, see Appendices 6-A and 6-B on page 118.

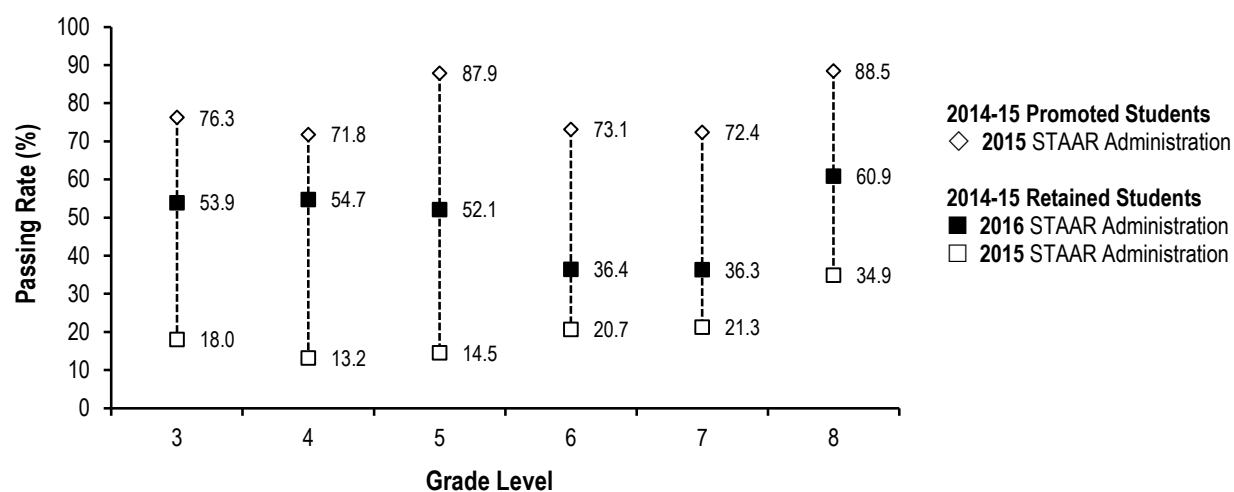
**Table 6.10. STAAR Percentage Passing 2015 and 2016,
Grades 3-8, by Grade and Promotion Status 2014-15**

Status	STAAR English-Version				STAAR Spanish-Version			
	Reading		Mathematics		Reading		Mathematics	
	2015	2016	2015	2016	2015	2016	2015	2016
Grade 3								
Promoted	76.3	— ^a	75.7	—	67.4	—	68.1	—
Retained	18.0	53.9	20.9	62.0	14.3	55.7	18.8	62.0
Grade 4								
Promoted	71.8	—	71.4	—	61.6	—	57.2	—
Retained	13.2	54.7	16.5	56.1	6.4	37.3	9.2	49.7
Grade 5								
Promoted	87.9	—	76.2	—	87.3	—	49.7	—
Retained	14.5	52.1	22.6	72.6	15.3	54.1	7.6	47.0
Grade 6								
Promoted	73.1	—	72.4	—	n/a ^b	n/a	n/a	n/a
Retained	20.7	36.4	23.1	44.8	n/a	n/a	n/a	n/a
Grade 7								
Promoted	72.4	—	68.4	—	n/a	n/a	n/a	n/a
Retained	21.3	36.3	19.9	36.7	n/a	n/a	n/a	n/a
Grade 8								
Promoted	88.5	—	68.6	—	n/a	n/a	n/a	n/a
Retained	34.9	60.9	20.3	55.3	n/a	n/a	n/a	n/a

Note. Reading results are based on STAAR and STAAR A combined. Mathematics results are based on STAAR, STAAR A, and STAAR L combined. Passing rates for retained students in both years are based on the same groups of students. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2015 did not repeat the same grade-level test in 2016. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

**Figure 6.1. Grade-Level Retention 2014-15 and Reading Passing Rates
on the English-Version STAAR 2015 and 2016, Grades 3-8**



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). For the 2014-15 school year, the commissioner of education suspended the SSI requirement that students in these grades pass the mathematics assessment.

In the 2014-15 school year, 320,591 fifth graders and 325,260 eighth graders met SSI criteria (Figure 6.2 on page 116 and Figure 6.3 on page 117). Of these, 99.9 percent and 99.8 percent, respectively, were promoted to the next grade. Of the 48,999 fifth graders and 46,756 eighth graders who did not meet SSI criteria, 2,637 fifth graders (5.4%) were retained after the 2014-15 school year, and 1,857 eighth graders (4.0%) were retained. For 2013-14 results, see Appendix 6-C on page 119 and Appendix 6-D on page 120.

Spanish-version STAAR reading and mathematics results were similar to English-version results in that the passing rates for students who were later retained were considerably lower than the passing rates for students who were subsequently promoted. Also, passing rates for retained students showed gains in the second year.

Agency Contact Persons

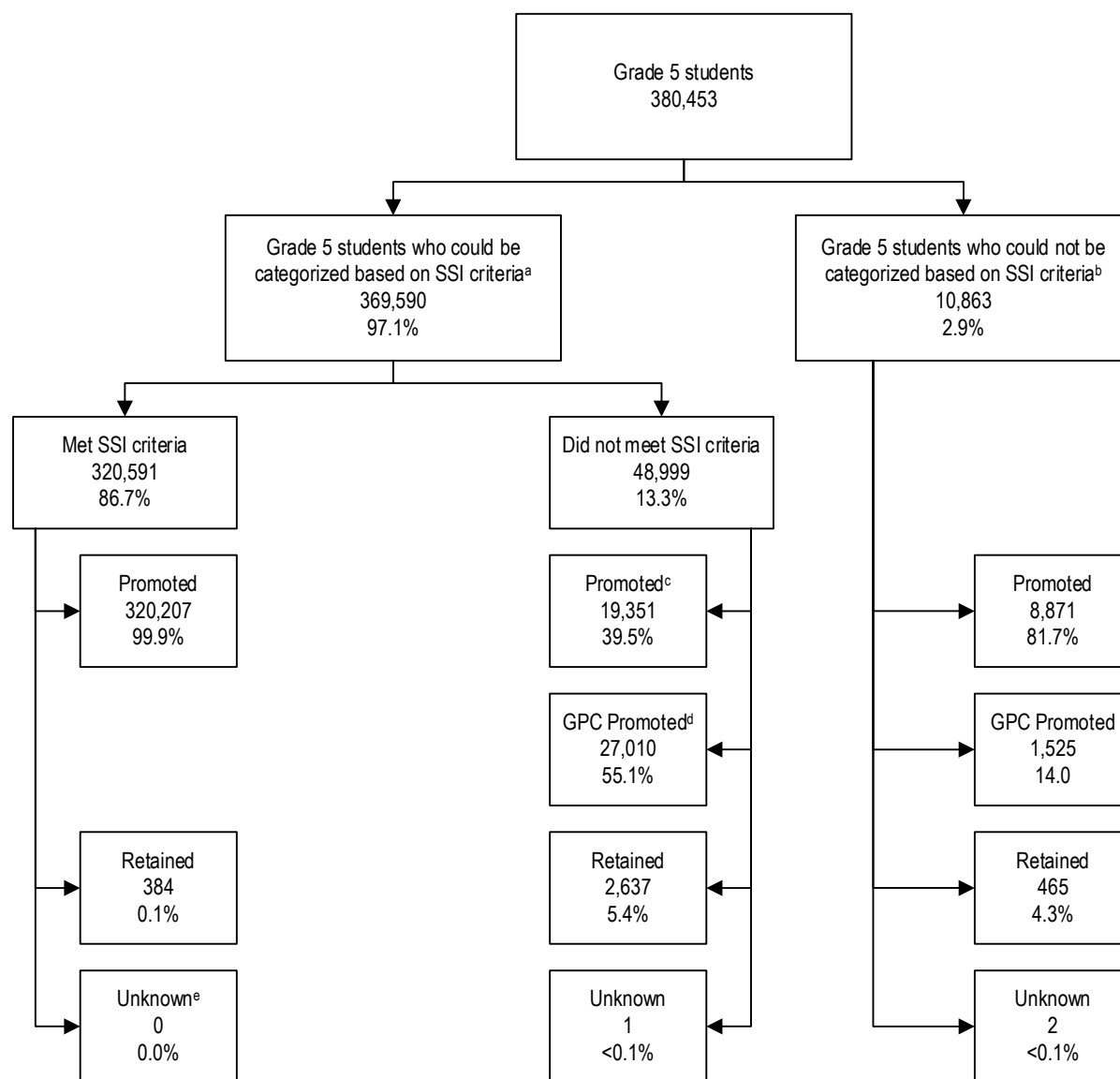
For information on student grade-level retention data, contact Penny Schwinn, Deputy Commissioner for Office of Academics, (512) 463-8934; or Linda Roska, Research and Analysis Division, (512) 475-3523.

For information on retention reduction programs, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Monica Martinez, Associate Commissioner for 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 http://tea.texas.gov/acctres/retention_index.html.

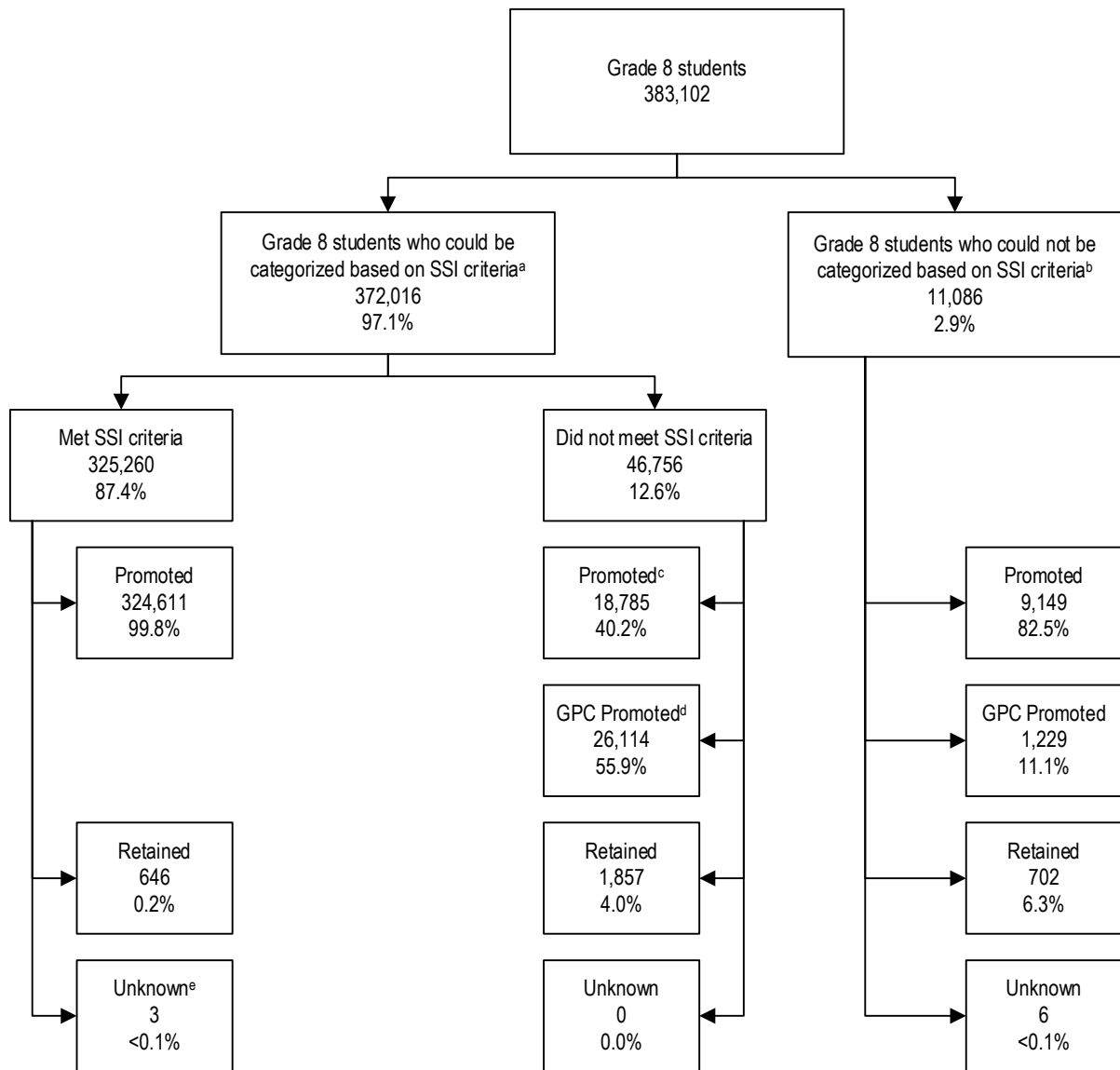
**Figure 6.2. STAAR Reading Test
2015 Performance and Promotion Status 2014-15, Grade 5**



Note. Results are based on STAAR and STAAR A combined. Parts may not add to 100 percent because of rounding.

^aUnder Texas Education Code §28.0211 (2016), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who passed a grade-level reading test or took an advanced-level reading test were categorized as meeting criteria. Students who failed a grade-level reading test were categorized as not meeting criteria. ^bStudents who were missing a reading test 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. ^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 6.3. STAAR Reading Test
2015 Performance and Promotion Status 2014-15, Grade 8**



Note. Results are based on STAAR and STAAR A combined. Parts may not add to 100 percent because of rounding.

^aUnder Texas Education Code §28.0211 (2016), students in Grades 5 and 8 were subject to Student Success Initiative (SSI) grade advancement criteria. Students who passed a grade-level reading test or took an advanced-level reading test were categorized as meeting criteria. Students who failed a grade-level reading test were categorized as not meeting criteria. ^bStudents who were missing a reading test 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. ^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.

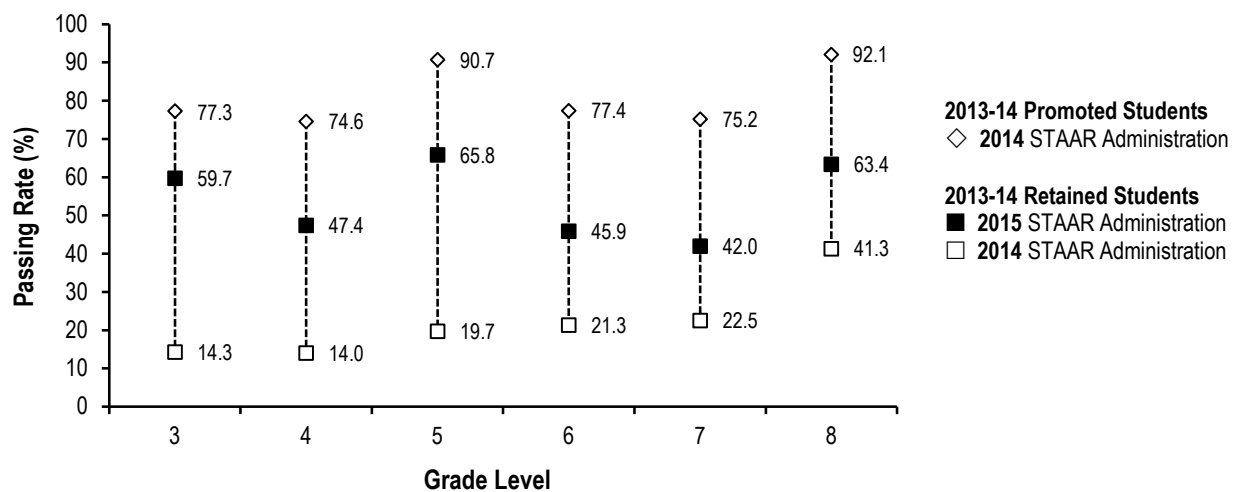
**Appendix 6-A. STAAR Reading Test
Percentage Passing 2014 and 2015, Grades 3-8,
by Grade and Promotion Status 2013-14**

Status	English-Version STAAR Reading		Spanish-Version STAAR Reading	
	2014	2015	2014	2015
Grade 3				
Promoted	77.3	— ^a	67.1	—
Retained	14.3	59.7	15.9	60.4
Grade 4				
Promoted	74.6	—	61.9	—
Retained	14.0	47.4	6.1	46.2
Grade 5				
Promoted	90.7	—	86.8	—
Retained	19.7	65.8	29.5	70.5
Grade 6				
Promoted	77.4	—	n/a ^b	n/a
Retained	21.3	45.9	n/a	n/a
Grade 7				
Promoted	75.2	—	n/a	n/a
Retained	22.5	42.0	n/a	n/a
Grade 8				
Promoted	92.1	—	n/a	n/a
Retained	41.3	63.4	n/a	n/a

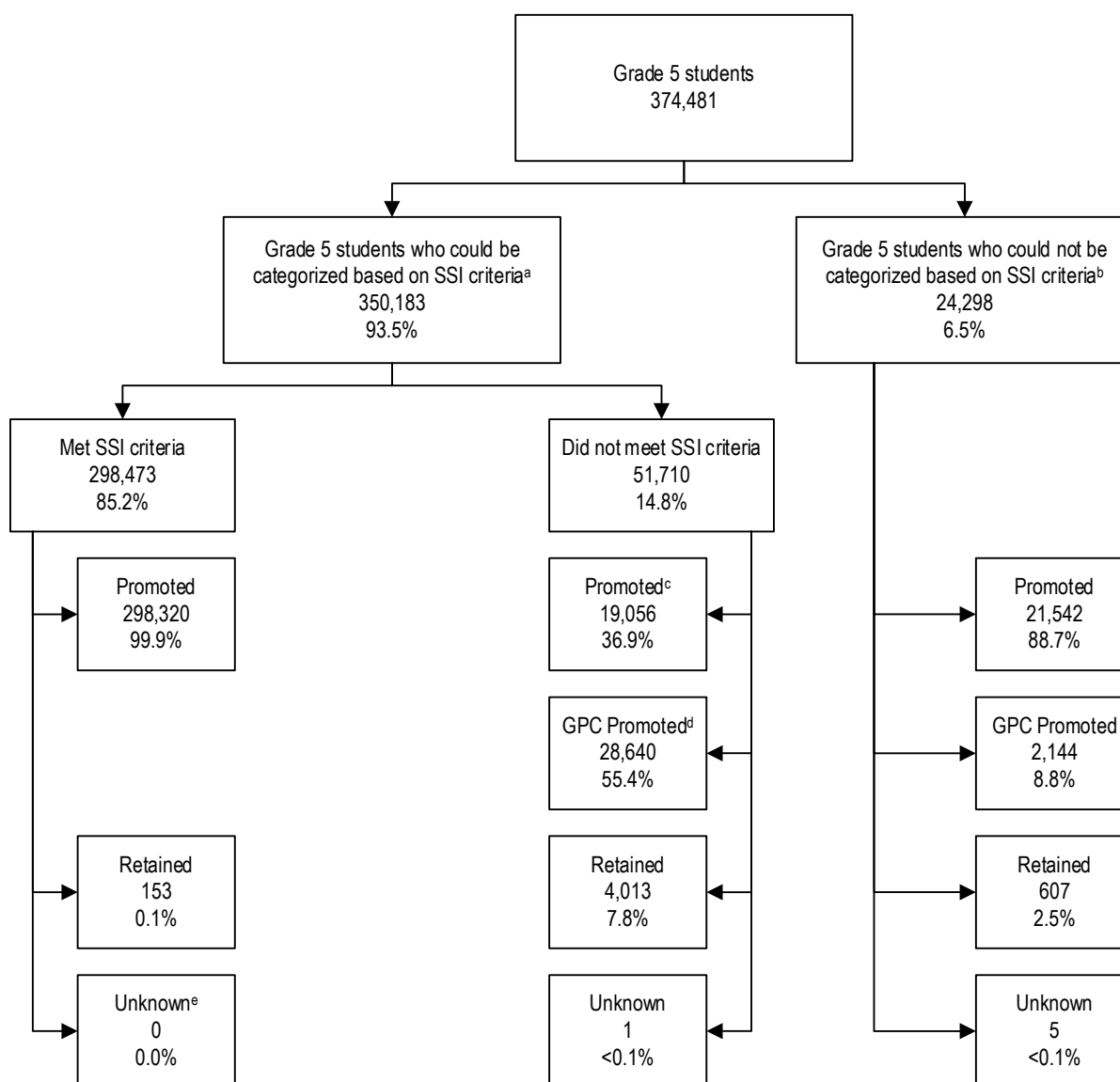
Note. Reading results are based on STAAR for 2014 and on STAAR and STAAR A combined for 2015. Passing rates for retained students in both years are based on the same groups of students. Students taking advanced-level tests are excluded from these analyses.

^aStudents promoted in 2014 did not repeat the same grade-level test in 2015. ^bNot applicable. Spanish-version STAAR tests were available in Grades 3-5 only.

**Appendix 6-B. Grade-Level Retention 2013-14 and Reading Passing Rates
on the English-Version STAAR 2014 and 2015, Grades 3-8**



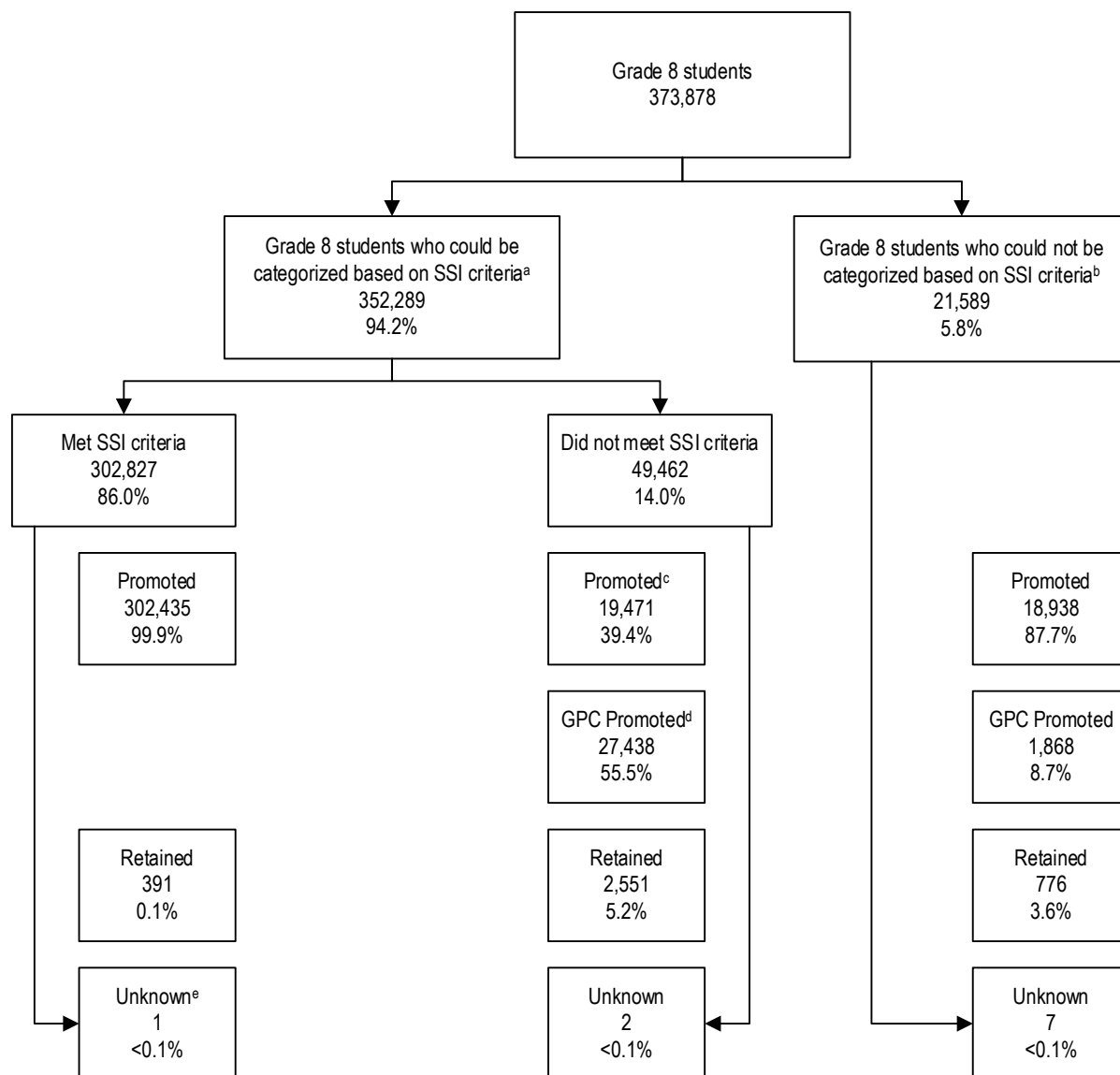
Appendix 6-C. STAAR 2014 Performance and Promotion Status 2013-14, Test Results Combined, Grade 5



Note. Mathematics results are based on STAAR and STAAR L combined. Parts may not add to 100 percent because of rounding.

^aUnder Texas Education Code §28.0211 (2013), 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, and (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 or STAAR L may have been administered another version of STAAR, such as STAAR Modified. ^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 2014 Performance and Promotion Status 2013-14, Test Results Combined, Grade 8



Note. Mathematics results are based on STAAR and STAAR L combined. Parts may not add to 100 percent because of rounding.

^aUnder Texas Education Code §28.0211 (2013), 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, and (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 or STAAR L may have been administered another version of STAAR, such as STAAR Modified. ^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.

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 performance-based monitoring system.

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 new assessment program, the State of Texas Assessments of Academic Readiness (STAAR), was administered for the first time in 2012. As a transition to this new program, state accountability ratings were not issued in 2012. During that year, TEA worked with three advisory committees—the Accountability Technical Advisory Committee, the Accountability Policy Advisory Committee, and the Academic Achievement Distinction Designation Committee—to develop a new rating and distinction designations system. The advisory groups, made up of educators, accountability experts, professionals, and business and community leaders, made recommendations for criteria and standards to the commissioner of education, who made final decisions regarding the accountability and distinction designation systems.

The 2012-13 school year was the first year that ratings and distinction designations were based on STAAR results. This accountability system evaluates a large number of measures in a performance index framework, eliminating the limitations of ratings that are determined by a single indicator. When ratings were first issued in August of 2013, three distinction designations could be earned by campuses for outstanding achievement in specified academic areas. In 2014, an additional four campus-level distinction designations were created along with a district-level distinction designation based on postsecondary readiness. The 2014 ratings also included a new postsecondary readiness measure: college-ready graduates. In 2015, ratings included additional measures of postsecondary readiness, including credit for advanced/dual-credit course completion and enrollment in a coherent sequence of two or more career and technical education courses as part of a four-year plan of study. In 2016, the Texas Success Initiative assessment replaced the TAKS exit-level test as a measure of postsecondary readiness. Also in 2016, the graduation plan score in Index 4 was updated to include students who graduate under the Foundation High School Program (FHSP).

To meet statutory requirements and goals, the accountability system for 2016 included a comprehensive evaluation of student performance based on four performance indices.

- ♦ **Index 1: Student Achievement** measures campus and district performance based on satisfactory student achievement across all subjects for all students.
- ♦ **Index 2: Student Progress** measures progress by subject and by student demographics: race/ethnicity, special education program participation, and English language learner status.
- ♦ **Index 3: Closing Performance Gaps** emphasizes academic achievement of students identified as economically disadvantaged and of the lowest performing racial/ethnic groups based on prior-year assessment results.
- ♦ **Index 4: Postsecondary Readiness** emphasizes the role of elementary and middle schools in preparing students for the rigors of high school as well as the importance of earning a high school diploma that provides students the foundation necessary for success in college, the workforce, job training

programs, or the military. Index 4 includes four components: results at the STAAR postsecondary readiness standard; graduation rates or annual dropout rates; FHSP, Recommended High School Program, and Distinguished Achievement Program graduation rates; and college and career readiness.

Districts and campuses are each assigned a rating of *Met Standard*, *Met Alternative Standard*, or *Improvement Required*. To receive a *Met Standard* or *Met Alternative Standard* rating in 2016, a district or campus must meet the targets on three of four indices, as follows: Index 1 or Index 2; Index 3; and Index 4 (assuming they have performance data for each). Districts and campuses that earn a *Met Standard* rating are eligible to earn distinction designations in recognition of outstanding achievement on specific indicators. Alternative education campuses (AECs) and charter districts evaluated under alternative education accountability (AEA) provisions are not eligible for distinctions.

Campuses can 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: student progress;
- ♦ top 25 percent: closing performance gaps; and
- ♦ postsecondary readiness.

A district can earn the postsecondary readiness distinction if at least 70 percent of its campus-level indicators of postsecondary readiness are in the top quartile of the campus comparison groups.

The No Child Left Behind Act of 2001 (NCLB) reauthorized and amended federal programs established under the Elementary and Secondary Education Act of 1965 (ESEA). Under NCLB, accountability provisions that had previously applied only to districts and campuses receiving Title I, Part A, funds were expanded to all districts and campuses. All public school districts, campuses, and the state were evaluated annually for adequate yearly progress (AYP) from the 2002-03 through the 2011-12 school years.

On September 29, 2015, the U.S. Department of Education approved Texas's request for renewal of a waiver from specific provisions of the ESEA, including AYP ratings, through the end of the 2015-16 school year. This waiver allowed the state's existing system of interventions to guide the support and improvement of

schools. The state accountability system safeguard information was used to meet federal accountability requirements to identify Priority and Focus schools that were eligible for additional federal funding and subject to a series of federally prescribed interventions. On December 10, 2015, the Every Student Succeeds Act (ESSA) reauthorized the ESEA. The 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 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. The state accountability system safeguard data are released in conjunction with the state accountability ratings.

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 AECs 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 general educational development (GED) 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 2016, a total of 39 charter districts were evaluated under AEA provisions. Of the 388 campuses evaluated under AEA, there were 88 residential facilities, 226 dropout recovery schools, and 74 AECs of choice.

2015 and 2016 Accountability

In 2016, of the 1,207 public school districts and charters in Texas, 1,137 (94.2%) were rated *Met Standard* or *Met Alternative Standard*, 57 (4.7%) were rated *Improvement Required*, and 13 (1.1%) were *Not Rated* or *Not Rated: Data Integrity Issues* (Table 7.1). In 2015, of the 1,219 public school districts and charters, 1,152 (94.5%) were rated *Met Standard* or *Met Alternative Standard*, 55 (4.5%) were rated *Improvement Required*, and 12 (1.0%) were *Not Rated*. Statewide, 99.1 percent of students were enrolled in *Met Standard* or *Met Alternative Standard* districts or charters in 2016, and 0.8 percent of students were enrolled in *Improvement Required* districts or charters.

In 2016, of the 8,673 public school campuses and charter campuses in Texas, 7,684 (88.6%) were rated *Met Standard* or *Met Alternative Standard*, 445 (5.1%) were rated *Improvement Required*, and 544 (6.3%) were *Not Rated* or *Not Rated: Data Integrity Issues* (Table 7.2 on page 124). In 2015, of the 8,646 public school campuses and charter campuses, 7,476 (86.5%) were rated *Met Standard* or *Met Alternative Standard*, 603 (7.0%) were rated *Improvement Required*, and 567 (6.6%) were *Not Rated*. Statewide, 95.2 percent of students were enrolled in campuses rated *Met Standard/Met Alternative Standard*, and 4.4 percent of students were enrolled in *Improvement Required* campuses.

In 2016, of the 8,673 campuses in Texas, 7,435 (85.7%) were evaluated for distinction designations. Of all campuses, 2,043 (27.5%) received distinction designations for academic achievement in English language arts/reading; 1,880 (25.3%) for academic achievement in mathematics; 1,964 (26.4%) for academic achievement in science; 930 (12.5%) for academic achievement in social studies; 2,082 (28.0%) for top 25 percent: student progress; 2,059 (27.7%) for top 25 percent: closing performance gaps; and 2,192 (29.5%) for postsecondary readiness.

In 2015, of the 8,646 campuses, 7,206 (83.3%) were evaluated for distinction designations. Of all campuses, 1,997 (27.7%) received distinction designations for academic achievement in English language arts/reading; 1,021 (14.2%) for academic achievement in mathematics; 1,949 (27.0%) for academic achievement in science; 928 (12.9%) for academic achievement in social studies; 2,015 (28.0%) for top 25 percent: student progress; 2,047 (28.4%) for top 25 percent: closing performance gaps; and 2,137 (29.7%) for postsecondary readiness.

Of all campuses, 4,435 (51.1%) received one or more distinction designations in 2016, compared to 4,391 (50.8%) in 2015. A total of 423 (4.9%) campuses received every distinction designation for which they were eligible in 2016. Of the 1,207 districts evaluated

Table 7.1. School District Accountability Ratings, by Rating Category, Standard and Alternative Education Accountability Provisions, 2015 and 2016

Rating	2015		2016	
	Number	Percent	Number	Percent
School Districts, Including Charter Districts				
Met Standard/Alternative Standard	1,152	94.5	1,137	94.2
Met Standard	1,120	91.9	1,107	91.7
Met Alternative Standard	32	2.6	30	2.5
Improvement Required	55	4.5	57	4.7
Not Rated	12	1.0	12	1.0
Not Rated: Data Integrity Issues	0	0.0	1	0.1
Total	1,219	100	1,207	100
School Districts, Excluding Charter Districts				
Met Standard/Alternative Standard	983	96.0	983	96.0
Met Standard	983	96.0	983	96.0
Met Alternative Standard	0	0.0	0	0.0
Improvement Required	39	3.8	39	3.8
Not Rated	2	0.2	1	0.1
Not Rated: Data Integrity Issues	0	0.0	1	0.1
Total	1,024	100	1,024	100
Charter Districts				
Met Standard/Alternative Standard	169	86.7	154	84.2
Met Standard	137	70.3	124	67.8
Met Alternative Standard	32	16.4	30	16.4
Improvement Required	16	8.2	18	9.8
Not Rated	10	5.1	11	6.0
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Total	195	100	183	100

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

**Table 7.2. Campus Accountability Ratings, by Rating Category,
Standard and Alternative Education Accountability Provisions, 2015 and 2016**

Rating	2015		2016	
	Number	Percent	Number	Percent
Campuses, Including Charter Campuses				
Met Standard/Alternative Standard	7,476	86.5	7,684	88.6
Met Standard	7,206	83.3	7,435	85.7
Met Alternative Standard	270	3.1	249	2.9
Improvement Required	603	7.0	445	5.1
Not Rated	567	6.6	542	6.2
Not Rated: Data Integrity Issues	0	0.0	2	<0.1
Total	8,646	100	8,673	100
Campuses, Excluding Charter Campuses				
Met Standard/Alternative Standard	7,004	87.2	7,199	89.5
Met Standard	6,836	85.1	7,048	87.6
Met Alternative Standard	168	2.1	151	1.9
Improvement Required	537	6.7	382	4.7
Not Rated	492	6.1	461	5.7
Not Rated: Data Integrity Issues	0	0.0	2	<0.1
Total	8,033	100	8,044	100
Charter Campuses				
Met Standard/Alternative Standard	472	77.0	485	77.1
Met Standard	370	60.4	387	61.5
Met Alternative Standard	102	16.6	98	15.6
Improvement Required	66	10.8	63	10.0
Not Rated	75	12.2	81	12.9
Not Rated: Data Integrity Issues	0	0.0	0	0.0
Total	613	100	629	100

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

this year, 24 (2.0%) received the distinction designation for postsecondary readiness.

Charters and Accountability

The Texas Legislature authorized the establishment of charter schools in 1995 to promote local initiative and innovation in education. Some of the first charters have been in operation since fall of 1996. Depending on the student population served, charters 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, charter districts were rated along with the campuses they operated. Beginning in 2005, some charter districts, including those that operated only registered AECs, were eligible to be evaluated under AEA provisions. Charter districts 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 district's students were enrolled at registered AECs.

In 2016, a total of 144 charter districts were rated under the standard accountability system, and 39 were rated under AEA provisions. Of the 183 charter districts, 124 were rated *Met Standard*, 30 were rated *Met Alternative*

Standard, 18 were rated *Improvement Required*, and 11 were *Not Rated* (Table 7.1 on page 123).

Of the 629 charter campuses, 387 (61.5%) were rated *Met Standard* in 2016, 98 (15.6%) were rated *Met Alternative Standard*, 63 (10.0%) were rated *Improvement Required*, and 81 (12.9%) were *Not Rated* (Table 7.2).

State Supports for Struggling Schools, 2014-15 and 2015-16

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 continued implementation of the Texas Accountability Intervention System (TAIS), with a focus on conducting data analysis, developing needs assessments, creating targeted improvement plans, and designing a process for monitoring the implementation of improvement plans. The TAIS is designed to specify the foundational systems, actions, and processes required to transform Texas schools. The TAIS distinguishes levels of assistance for schools by incorporating the state and federal accountability labels into an aligned system of support. This conceptual approach moves beyond the classification of schools by providing clearly articulated

commitments and provisions required for school districts to support schools identified as low performing.

The TAIS is one component of a system of coordinated support for districts and campuses that includes the Texas Center for District and School Support, the Texas Comprehensive Center at American Institutes for Research (AIR), and the network of regional education service centers (ESCs). The Texas Center for District and School Support is designed to improve district and campus turnaround capacity by coordinating, to the extent possible, interventions for state and federal accountability and by creating a network of turnaround teams at each of the ESCs. The center coordinates with TEA, Texas stakeholders, and national entities in the pursuit of this mission. In 2014-15 and 2015-16, these initiatives continued to expand in response to the identified needs of struggling schools and districts.

An emphasis on the role of the district drives the TAIS and additional specific interventions, including the District Turnaround Leadership Initiative and Creating Turnaround Educator Pipelines. These interventions are designed to:

- ♦ serve the lowest performing campuses in the state, including Priority and Focus campuses;
- ♦ establish and expand the pipeline of principals uniquely skilled to turn around chronically underperforming schools;
- ♦ expand district knowledge and skills related to the role of the district coordinator for school improvement and strategies for supporting campus improvement efforts; and
- ♦ strengthen the knowledge and skills of ESCs to better support the lowest performing schools in their regions.

It is expected that this focus on district and campus improvement also will be reflected in district performance in the Performance-Based Monitoring System, under which targeted interventions are implemented based on specific performance indicators.

Interventions for Improvement Required Performance, 2014-15 and 2015-16

The current accountability system incorporates four indexes, along with system safeguards. Districts, campuses, and/or charter schools are rated *Met Standard*, *Met Alternative Standard*, *Improvement Required (IR)*, or *Not Rated*.¹ Campuses rated *IR* in 2014-15 or

2015-16 were required to engage in one or more intervention activities specified under TEC Chapter 39, Subchapter E. These included the assignment of a campus intervention team (CIT) by TEA and engagement in the TAIS. Other required campus interventions included the development of a reconstitution plan or 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, 2014-15

A campus undergoing interventions in the 2014-15 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2014 but not in 2013) was required to engage in the TAIS process and select a professional service provider (PSP) from a list of TEA-approved providers, and the district was required to recommend a district coordinator for school improvement (DCSI) to the agency for approval. Together, the PSP and DCSI comprised the CIT, which was required to work with the campus to engage in the TAIS process. The targeted improvement plan developed from the TAIS process, along with quarterly progress reports, were submitted to TEA on specified dates.

A campus undergoing interventions in the 2014-15 school year for being rated *IR* for a second consecutive year (i.e., rated *IR* in 2013 and 2014) engaged in the TAIS process and retained the CIT. The CIT was required to work with the campus to review current student performance data, revise the targeted improvement plan as necessary, and submit the plan and quarterly progress reports to TEA on specified dates. The CIT also assisted the campus in planning for the required reconstitution of the campus, which included determining which educators would be retained at the campus when the reconstitution was implemented the following school year. The campus and CIT were required to submit the revised targeted improvement plan and reconstitution plan to TEA and engage in ongoing communication with the agency regarding implementation of the plan.

A campus undergoing interventions in the 2014-15 school year for being rated *Academically Unacceptable (AU)* or *IR* for a third consecutive year (i.e., rated *AU* or *IR* in 2011, 2013, and 2014) retained the CIT, engaged in the TAIS process, implemented the reconstitution plan, submitted the revised targeted improvement plan and quarterly progress reports, engaged in ongoing communication with TEA regarding implementation of the plan, and participated in a hearing before the

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

old accountability system is equivalent to the rating of Improvement Required (IR) under the current accountability system.

commissioner of education or the commissioner's designee, if determined necessary.

A campus undergoing interventions in the 2014-15 school year for being rated *AU* or *IR* for a fourth consecutive year (i.e., rated *AU* or *IR* in 2010, 2011, 2013, and 2014) retained the CIT, engaged in the TAIS process, reviewed current student performance data, revised the targeted improvement plan as needed, engaged in ongoing communication with TEA regarding implementation of the plan through quarterly progress reports, participated in a hearing before the commissioner of education or the commissioner's designee, if determined necessary, and continued to implement the reconstitution plan.

A campus undergoing interventions in the 2014-15 school year for being rated *AU* or *IR* for a fifth consecutive year (i.e., rated *AU* or *IR* in 2009, 2010, 2011, 2013, and 2014) retained the CIT, engaged in the TAIS process, continued to implement the reconstitution plan, and engaged in ongoing communication with TEA regarding implementation of the targeted improvement plan through quarterly progress reports.

No campuses were undergoing interventions in the 2014-15 school year for being rated *AU* or *IR* for a sixth consecutive year (i.e., rated *AU* or *IR* in 2008, 2009, 2010, 2011, 2013, and 2014).

One campus undergoing interventions in the 2014-15 school year for being rated *AU* or *IR* for a seventh consecutive year (i.e., rated *AU* or *IR* in 2007, 2008, 2009, 2010, 2011, 2013, and 2014) retained the CIT, engaged in the TAIS process, reviewed current student performance data, and engaged in ongoing communication with TEA regarding implementation of the plan through quarterly progress reports. In addition, the campus continued to implement the reconstitution plan, and the CIT was required to submit quarterly progress reports to TEA and engage in ongoing communication with the agency regarding student performance data and the status of the implementation of the targeted improvement plan.

Campus Interventions, 2015-16

A campus undergoing interventions in the 2015-16 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2015 but not in 2014) was assigned a CIT team and was required to engage in the TAIS 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 DCSI were required to attend TAIS training hosted by the local education service

center (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 2015-16 school year for being rated *IR* for a second consecutive year (i.e., rated *IR* in 2014 and 2015) retained the CIT team and continued to engage in the TAIS 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 TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, 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.

A campus undergoing interventions in the 2015-16 school year for being rated *IR* for a third consecutive year (i.e., rated *IR* in 2013, 2014, and 2015) retained the CIT team and continued to engage in the TAIS 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 TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, 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.

A campus undergoing interventions in the 2015-16 school year for being rated *AU* or *IR* for a fourth consecutive year (i.e., rated *AU* or *IR* in 2011, 2013, 2014, and 2015) retained the CIT team and continued to engage in the TAIS 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 TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, 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. In addition, 13 campuses attended hearings before the commissioner of education or the commissioner's designee as required by TEC Chapter 39.

Three campuses undergoing interventions in the 2015-16 school year for being rated *AU* or *IR* for a fifth consecutive year (i.e., rated *AU* or *IR* in 2010, 2011, 2013, 2014, and 2015) retained the CIT team and continued to engage in the TAIS 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 TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, 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.

One campus undergoing interventions in the 2015-16 school year for being rated *AU* or *IR* for a sixth consecutive year (i.e., rated *AU* or *IR* in 2009, 2010, 2011, 2013, 2014, and 2015) retained the CIT team and continued to engage in the TAIS 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 TAIS training hosted by the local ESC, and the revised targeted improvement plan, PSP progress reports, 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.

No campuses were undergoing interventions in the 2015-16 school year for being rated *AU* or *IR* for a seventh consecutive year (i.e., rated *AU* or *IR* in 2008, 2009, 2010, 2011, 2013, 2014, and 2015).

District Interventions, 2014-15

Districts rated *IR* in 2014 or 2015 were required to engage in one or more intervention activities specified under TEC Chapter 39, Subchapter E. These included

approval of a DCSI by TEA, engagement in the TAIS process, and establishment of a district leadership team (DLT). Additional requirements based on years of *IR* performance were implemented by multi-year *AU* or *IR* districts.

A single-campus district undergoing interventions in the 2014-15 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2014 but not in 2013) 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 TAIS 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 2014-15 school year for being rated *AU* or *IR* for multiple years (i.e., rated *AU* or *IR* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS 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, 2015-16

A single-campus district undergoing interventions in the 2015-16 school year for being rated *IR* for the first time in consecutive years (i.e., rated *IR* in 2015 but not in 2014) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS 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 2015-16 school year for being rated *AU* or *IR* for multiple years (i.e., rated *AU* or *IR* for a 2nd, 3rd, or 4th consecutive year) proposed a DCSI for TEA approval, established a DLT, and engaged in the TAIS 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.

Performance-Based Monitoring System

Overview

Statutory Justification

State and federal statute guide TEA monitoring activities. TEA has developed and implemented a Performance-Based Monitoring (PBM) System that is data-driven and results-based, includes targeted interventions, and is coordinated and aligned with other TEA evaluation systems.

Performance-Based Monitoring Analysis System

School districts receive annual performance information through the Performance-Based Monitoring Analysis System (PBMAS), 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. PBMAS is made up of the following programs:

- ♦ special education;
- ♦ bilingual education/English as a second language;
- ♦ career and technical education; and
- ♦ No Child Left Behind (economically disadvantaged students and migrant students).

PBM Data Validation

As part of an overall TEA effort to ensure data integrity, PBM 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 in TEA's PBM System 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.²

Because districts may occasionally demonstrate egregious performance or compliance problems, the PBM System 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 investigation. As appropriate, interventions and/or sanctions are implemented to address findings from the review.

PBM Interventions

A primary goal of the PBM System is alignment of interventions with program needs and requirements and across program and monitoring areas. PBM 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 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 2014-15 and 2015-16 school years, intervention activities centered on the TAIS. Districts were required to: engage in data analysis; conduct needs assessments; develop a targeted improvement plan, which was submitted to TEA for review; implement and monitor the targeted improvement plan; submit quarterly progress reports; and, in some cases, participate in on-site reviews. (See "PBM Special Education Monitoring and Interventions" on page 129 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 §§39.051 and 39.052 and Chapter 39, Subchapter E). The commissioner may:

²The 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.

- ♦ 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 160 present lists of school districts and charters that were assigned monitors, conservators, and other interventions between September 1, 2014, and August 31, 2015, and between September 1, 2015, and August 31, 2016.

Appendix 7-C on page 167 presents a list of school districts that were assigned a lowered accreditation status in 2014-15 and 2015-16 and the reasons for the lowered status.

PBM Special Education Monitoring and Compliance

Overview

A major charge of the PBM System 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 PBM process. The scope and schedule of program review and intervention activities are determined based on regular analyses of district and charter school special education data and of complaints filed with TEA about special education services.

PBM Special Education Monitoring and Interventions

Overview

TEA special education monitoring activities are based on the data-driven PBM System, which: (a) reduces the burden of monitoring on school districts and charters by accurately identifying for further review only those with clear indicators of poor program quality or non-compliance; (b) encourages alignment with the state accountability system; and (c) enables TEA to monitor district and charter school performance on an ongoing, rather than cyclical, basis. TEA's intervention activities include district self-evaluation, on-site review, and the use of data to inform improvement planning.

Interventions are based, in part, on indicators of school district and charter school performance and program effectiveness that are part of the PBMAIS (Table 7.3 on page 130). Districts' overall performance on PBMAIS indicators, as well as instances of low performance on individual PBMAIS indicators, are taken into account in determining required levels of intervention.

Interventions for 2014-15

2014-15 was the second year of a more integrated process for continuous, sustained improvement. Districts and campuses that were rated *IR* in the accountability system and/or were assigned interventions in the 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 2014-15 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 PBMAIS indicators revealing 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.

**Table 7.3. Special Education Performance-Based Monitoring
Analysis System Indicators, 2014 and 2015**

Number	Indicator
2014	
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). (The social studies and English language arts indicators were report-only indicators.)
4	District-level percentage of students served in special education who were tested on STAAR in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
5	District-level percentage of students served in special education who were tested on STAAR Modified in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
6	District-level percentage of students served in special education who were tested on STAAR Alternate in all designated grades and subjects (mathematics, reading, science, social studies, and writing).
7	District-level percentage of students (ages 3-5) served in special education and placed in less restrictive environments.
8	District-level percentage of students (ages 3-5) served in special education and placed in a regular early childhood program (report-only indicator).
9	District-level percentage of students (ages 6-11) served in special education in the regular class 80% or more of the day.
10	District-level percentage of students (ages 6-11) served in special education in the regular class <40% of the day.
11	District-level percentage of students (ages 12-21) served in special education in the regular class 80% or more of the day.
12	District-level percentage of students (ages 12-21) served in special education in the regular class <40% of the day.
13	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
14	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
15	District-level percentage of students served in special education who graduated with high school diplomas in four years.
16	District-level percentage of students served in special education.
17	District-level percentage of African American (Not Hispanic/Latino) students served in special education, compared to percentage of all African American (Not Hispanic/Latino) students enrolled in the district.
18	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
19	District-level percentage of limited English proficient (LEP) students served in special education, compared to percentage of all LEP students enrolled in the district.
20	District-level percentage of students served in special education who were placed in disciplinary alternative education programs (DAEPs) at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
21	District-level percentage of students served in special education who were placed in in-school suspension (ISS) at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
22	District-level percentage of students served in special education who were placed in out-of-school suspension (OSS) at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion.
2015	
1(i-v)	District-level percentage of students served in special education who passed each designated 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). (The English language arts indicator was a report-only indicator.)
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 (ages 3-5) served in special education and placed in a regular early childhood program.
6	District-level percentage of students (ages 6-11) served in special education in the regular class 80% or more of the day.

continues

Table 7.3. Special Education Performance-Based Monitoring (continued)
Analysis System Indicators, 2014 and 2015

Number	Indicator
7	District-level percentage of students (ages 6-11) served in special education in the regular class <40% of the day.
8	District-level percentage of students (ages 12-21) served in special education in the regular class 80% or more of the day.
9	District-level percentage of students (ages 12-21) served in special education in the regular class <40% of the day.
10	District-level percentage of students (Grades 7-12) served in special education who dropped out of school.
11	District-level percentage of students served in special education who graduated with Recommended High School Program or Distinguished Achievement High School Program diplomas.
12	District-level percentage of students served in special education who graduated with high school diplomas in four years.
13	District-level percentage of students served in special education.
14	District-level percentage of African American (Not Hispanic/Latino) students served in special education, compared to percentage of all African American (Not Hispanic/Latino) students enrolled in the district.
15	District-level percentage of Hispanic students served in special education, compared to percentage of all Hispanic students enrolled in the district.
16	District-level percentage of LEP students served in special education, compared to percentage of all LEP students enrolled in the district.
17	District-level percentage of students served in special education who were placed in DAEPs at the district's discretion, compared to percentage of all students in the district placed in DAEPs at the district's discretion.
18	District-level percentage of students served in special education who were placed in ISS at the district's discretion, compared to percentage of all students in the district who were placed in ISS at the district's discretion.
19	District-level percentage of students served in special education who were placed in OSS at the district's discretion, compared to percentage of all students in the district who were placed in OSS at the district's discretion.

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 purpose of the compliance review was to ensure the district was implementing the program as required by federal or state statute or regulation. The district was required to submit the targeted improvement plan to TEA by a specified date and report progress on the targeted improvement plan quarterly.

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. Subsequent to the review, 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 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 2015-16

For districts assigned interventions for special education programs only or for multiple programs, including special education, the 2015-16 interventions were the same as those indicated in the section "Interventions for 2014-15" on page 129, with a few differences. A district assigned a Stage 3 or Stage 4 Intervention for the

special education program conducted a compliance review based on indicators identified in the PBMAS. Resources were made available to assist the district with what was required for review based on areas of identified performance concern. The district completed and submitted to TEA a Summary of Compliance Review Findings. The district retained the full compliance review and only submitted it if requested by TEA. If non-compliance was identified, the district addressed the findings in the corrective action plan tab of the targeted improvement plan workbook.

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.

PBM Special Education Monitoring Statuses, 2014-15 and 2015-16

Monitoring Statuses for 2014-15

For 2014-15, the special education monitoring status for a district and the required level of interaction with TEA generally were determined based on results of the initial review of the district's improvement plan (Appendices 7-D through 7-H, starting on page 169). For some districts, the 2014-15 special education monitoring status was based on: (a) ongoing and/or escalated interventions resulting from prior actions implemented in the PBM system; (b) coordinated TEA interventions related to compliance, performance, fiscal, and/or governance concerns; and (c) ongoing and/or escalated interventions resulting from identification of ongoing compliance concerns. In 2014-15, the special education monitoring status categories were defined as follows.

Local Interventions Implemented. The district completed a local review process by a specified date, as required or applicable in Stage 1 and Stage 2 Interventions, and retained materials and templates at the district.

Completed: Routine Follow-up. The district data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan.

Completed: Noncompliance Follow-up. The district data and documentation met TEA requirements for completion of the process. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

TEA Integrated On-Site Action Completed: Routine Follow-up. TEA completed an on-site integrated review of the district's programs. As a result, the district implemented and/or revised an improvement plan. TEA monitored implementation of the improvement plan.

TEA Integrated On-Site Action Completed: Noncompliance Follow-up. TEA completed an on-site integrated review of the district's programs. As a result, the district implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements. TEA monitored implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.

Year After TEA On-Site Action: Routine Follow-up. TEA completed an on-site review of the district's programs in the prior year. As a result, the district implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continued to monitor implementation of the improvement plan.

Oversight/Sanction/Intervention – Progress Monitoring. TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of a district at Stage 3 Intervention was not adequate; (b) the improvement plan of a district at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) improvement plan implementation was not proceeding as appropriate for a district; (e) the district previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of an improvement plan.

Closure. The district was closed as a result of TEA sanction.

Monitoring Statuses for 2015-16

In 2015-16, TEA integrated federally required determinations into the overall PBM System. 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 indicators to determine a district's integrated stage of intervention/determination status for special education. For the 2015-16 school year, districts received one of the following special education intervention stages/determination statuses, which were also reported on the Texas Academic Performance Report:

Not Staged or Stage 1: Meets Requirements;

Stage 2: Needs Assistance;

Stage 3: Needs Intervention; or

Stage 4: Needs Substantial Intervention.

Agency Contact Persons

For information on accountability ratings, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Shannon Housson or Jamie Crowe, Performance Reporting Division, (512) 463-9704.

For information on accreditation and school improvement, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; Ron Rowell, Governance and Investigations Division, (512) 463-5899; or Lizette Ridgeway, School Improvement Division, (512) 936-0475.

For information on the Performance-Based Monitoring Analysis System, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; or Rachel Harrington, Performance Reporting Division, (512) 936-6426.

For information on interventions and special education accountability requirements, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Lizette Ridgeway, School Improvement Division, (512) 936-0475.

For information on agency enforcement, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Chris Cowan, Enforcement and Support Division, (512) 936-1646.

Other Sources of Information

The *2016 Accountability Manual* is available at <http://tea.texas.gov/2016accountabilitymanual.aspx>.

State accountability ratings and additional performance reports are available at <http://tea.texas.gov/accountability/>.

Additional information on performance-based monitoring, residential facility monitoring, and program monitoring and interventions is available at http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Monitoring_and_Interventions/.

Appendix 7-A

The tables that begin on page 135 provide information about the school districts and campuses rated *Improvement Required* in 2015 and 2016 under either alternative education accountability (AEA) or standard accountability provisions.

2015 Ratings

Of the 55 districts rated *Improvement Required*:

- ♦ none received the rating because of Index 1 (Student Achievement) only;
- ♦ none received the rating because of Index 2 (Student Progress) only;
- ♦ 16 (29.0%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ♦ 7 (12.7%) received the rating because of Index 4 (Postsecondary Readiness) only.

Of the 603 campuses rated *Improvement Required*:

- ♦ 5 (0.8%) received the rating because of Index 1 (Student Achievement) only;
- ♦ none received the rating because of Index 2 (Student Progress) only;
- ♦ 48 (8.0%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ♦ 52 (8.6%) received the rating because of Index 4 (Postsecondary Readiness) only.

2016 Ratings

Of the 57 districts rated *Improvement Required*:

- ♦ none received the rating because of Index 1 (Student Achievement) only;
- ♦ none received the rating because of Index 2 (Student Progress) only;
- ♦ 6 (10.5%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ♦ 6 (10.5%) received the rating because of Index 4 (Postsecondary Readiness) only.

Of the 445 campuses rated *Improvement Required*:

- ♦ 9 (2.0%) received the rating because of Index 1 (Student Achievement) only;
- ♦ none received the rating because of Index 2 (Student Progress) only;
- ♦ 15 (3.4%) received the rating because of Index 3 (Closing Performance Gaps) only; and
- ♦ 10 (2.2%) received the rating because of Index 4 (Postsecondary Readiness) only.

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
ABILENE ISD	ORTIZ EL	1		•		•	
ACADEMY OF DALLAS		2		•		•	•
	ACADEMY OF DALLAS	2		•		•	•
ALDINE ISD	BETHUNE ACADEMY	1		•			•
	CARAWAY INT	2		•		•	•
	DAVIS H S	1		•		•	
	JOHNSON EL	1		•	•		
	MENDEL EL	1					•
	NIMITZ H S	3				•	
	SMITH ACADEMY	3		•	•	•	•
	STOVALL ACADEMY	1		•		•	•
ALICE ISD	SALAZAR EL	3		•	•	•	
ALIEF ISD	BEST EL	3		•	•	•	•
	HORN EL	1		•	•		
	LANDIS EL	1		•			•
ALTO ISD	ALTO EL	1			•	•	
AMARILLO ISD	ROGERS EL	1					•
AMHERST ISD		1				•	
	AMHERST SCHOOL	1				•	
ARLINGTON ISD	ADAMS EL	1		•		•	
	BERRY EL	1		•		•	
	WIMBISH EL	2		•		•	
ARROW ACADEMY	ARROW ACADEMY - LAS AMERICAS	3		•		•	
	LEARN						
	ARROW ACADEMY - MCCORMACK	1					•
	HONORS A						
	ARROW ACADEMY - ODYSSEY	3					•
	PREPARATOR						
AUSTIN ISD	BROOKE EL	1		•		•	•
	DOBIE M S	1		•	•		•
	MARTIN M S	3		•			•
	MENDEZ M S	2		•			•
	NORMAN EL	1					•
	RODRIGUEZ EL	1		•		•	•
	WIDEN EL	1		•			•
BARTLETT ISD		2				•	
	BARTLETT SCHOOLS	2				•	
BASTROP ISD	CEDAR CREEK EL	2		•	•		
	RED ROCK EL	2		•	•	•	
BAY AREA CHARTER INC		4					•
BEAUMONT ISD	CALDWOOD EL	1		•	•	•	
	CENTRAL SENIOR H S	1		•	•	•	
	CHARLTON-POLLARD EL	1		•		•	
	DR MAE E JONES-CLARK EL	2		•		•	•
	FEHL-PRICE EL	3		•		•	
	M L KING MIDDLE	1		•	•	•	•
	MARTIN EL	2		•			•
	PIETZSCH/MAC ARTHUR EL	2		•		•	
	SMITH MIDDLE	2		•	•	•	•
	SOUTH PARK MIDDLE	1		•		•	•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
BEN BOLT-PALITO BLANCO ISD	BEN BOLT MIDDLE	1		•		•	
BIG SPRING ISD	BIG SPRING INT	1		•	•	•	
	GOLIAD EL	4		•		•	
	KENTWOOD EL	4		P ^b	P	P	P
	MARCY EL	4		•		•	•
	MOSS EL	1		•		•	
	WASHINGTON EL	4		•		•	
BLOOMINGTON ISD	BLOOMINGTON J H	3		•		•	•
BORGER ISD	CROCKETT EL	1		•	•	•	
	GATEWAY EL	1		P	P	P	P
	PAUL BELTON EL	1		P	P	P	P
BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY AND CREA	1					•
BRAZOSPORT ISD	JANE LONG EL	3		•	•	•	
	O A FLEMING EL	3		•	•	•	•
	O'HARA LANIER MIDDLE	3		•	•	•	•
	VELASCO EL	3		•	•		
BRENNHAM ISD	ALTON EL	2					•
BROADDUS ISD	BROADDUS EL	1		•	•	•	•
BROOKS ACADEMY OF SCIENCE AND ENGI	BROOKS ESTRELLA ACADEMY	1		•	•	•	•
	BROOKS INTERNATIONAL STUDIES ACADE	1			•		•
BROOKS COUNTY ISD	FALFURRIAS J H	1		•		•	
BRYAN ISD	ANSON JONES EL	1					•
	BEN MILAM EL	2		•		•	•
	FANNIN EL	1					•
BUCKHOLTS ISD		3		•		•	
	BUCKHOLTS SCHOOL	3		•		•	
BURKEVILLE ISD	BURKEVILLE EL	1			•	•	•
C O R E ACADEMY		2		•		•	•
	C O R E ACADEMY	2		•		•	•
CALVERT ISD		1		•		•	•
	CALVERT SCHOOL	1		•		•	•
CEDAR HILL ISD	HIGH POINTE EL	2		•	•	•	
CENTERVILLE ISD	CENTERVILLE EL	2				•	
CHARLOTTE ISD	CHARLOTTE MIDDLE	1				•	
CHEROKEE ISD		1				•	
	CHEROKEE SCHOOL	1				•	
CHESTER ISD	CHESTER H S	1				•	
CITY CENTER HEALTH CAREERS		4		•		•	•
	CITY CENTER HEALTH CAREERS	4		•		•	•
CLEBURNE ISD	COOKE EL	1		•		•	
COLDSRING-OAKHURST CISD	COLDSRING INTERMEDIATE	1		•		•	
	STREET ELEMENTARY	1		P	P	P	P
COLUMBUS ISD	COLUMBUS ALTERNATIVE SCHOOL	1	•				•
CONNALLY ISD	CONNALLY EL	3				•	
	CONNALLY PRI	3		P	P	P	P
CONROE ISD	AUSTIN EL	2		•	•		
CORPUS CHRISTI ISD	CROCKETT EL	1		•			•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	DRISCOLL MIDDLE	3		•		•	•
	GARCIA EL	1					•
	GIBSON EL	3		•		•	•
	KOSTORYZ EL	3		•		•	•
	MARTIN MIDDLE	3		•	•	•	•
	OAK PARK SPECIAL EMPHASIS SCHOOL	3		•			•
	SOUTH PARK MIDDLE	3		•	•	•	•
	TRAVIS EL	1		•	•	•	•
	ZAVALA EL	3		•	•	•	•
CORRIGAN-CAMDEN ISD	CORRIGAN-CAMDEN J H	1		•		•	•
CORSICANA ISD	CARROLL EL	1		•		•	•
	JOSE ANTONIO NAVARRO EL	1		•	•	•	•
COTULLA ISD	RAMIREZ-BURKS EL	1		•	•	•	•
COVINGTON ISD		1				•	
	COVINGTON SCHOOL	1				•	
CROSBYTON CISD	CROSBYTON EL	3			•	•	•
CROWLEY ISD	MEADOWCREEK EL	1		•	•	•	
	PARKWAY EL	1		•	•	•	
	SIDNEY H POYNTER	1		•	•		
CRYSTAL CITY ISD		3		•		•	
	BENITO JUAREZ MIDDLE	4		•		•	
	DR TOMAS RIVERA-ZAVALA EL	4		•	•	•	
	STERLING H FLY JR H S	4		•		•	•
CUERO ISD	CUERO INT	1			•	•	
DALHART ISD	DALHART INT SCHOOL	1				•	
DALLAS ISD	ALBERT SIDNEY JOHNSTON EL	1		•		•	
	ANNIE WEBB BLANTON EL	5		•		•	
	BILLY EARL DADE MIDDLE	3		•		•	•
	BOUDE STOREY MIDDLE	2		•			•
	C F CARR EL	3		•		•	•
	DANIEL WEBSTER EL	1		•		•	
	EDUARDO MATA EL	1		•			•
	EDWARD H CARY MIDDLE	2		•			•
	EDWARD TITCHE EL	3		•		•	•
	ELISHA M PEASE EL	3		•	•	•	•
	GABE P ALLEN CHARTER SCHOOL	1		•			•
	GEORGE W CARVER CREATIVE ARTS	3		•		•	•
	LEAR						
	GEORGE W TRUETT EL	1		•		•	•
	HAROLD WENDELL LANG SR MIDDLE	1		•			•
	J W RAY LEARNING CENTER	2		•	•	•	•
	JOHN F PEELER EL	1		•		•	
	JOHN NEELY BRYAN EL	2		•		•	•
	JOHN W CARPENTER EL	1		•		•	
	LEONIDES GONZALEZ CIGARROA MD EL	1		•			•
	MARIA MORENO EL	2		•		•	•
	MARK TWAIN LEADERSHIP VANGUARD	2		•		•	
	MOUNT AUBURN EL	1		•	•		
	NANCY J COCHRAN EL	3		•			•
	OLIVER WENDELL HOLMES	2		•		•	•
	HUMANITIES/C						

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	ORAN M ROBERTS EL	2		•		•	
	PAUL L DUNBAR LEARNING CENTER	1		•		•	
	ROGER Q MILLS EL	5		•		•	•
	RONALD E MCNAIR EL	2		•		•	•
	RUFUS C BURLESON EL	2		•		•	•
	SAN JACINTO EL	1		•		•	
	SARAH ZUMWALT MIDDLE	3		•		•	•
	SOUTH OAK CLIFF H S	2		•	•		
	T W BROWNE MIDDLE	4		•		•	•
	THOMAS A EDISON MIDDLE LEARNING CE	3		•	•	•	•
	UMPHREY LEE EL	2		•		•	•
	WILLIAM B MILLER EL	1					•
	WILMER-HUTCHINS EL	2		•		•	
DAMON ISD		2					•
	DAMON ISD	2					•
DAYTON ISD	KIMMIE M BROWN EL	1		•		•	
DEL VALLE ISD	BATY EL	1		•		•	•
	HORNSBY-DUNLAP EL	1		•		•	•
	JOSEPH GILBERT EL	1					•
DENTON ISD	BORMAN EL	1		•		•	•
DILLEY ISD	DILLEY EL	3		•		•	•
DIMMITT ISD	DIMMITT MIDDLE	1		•		•	
DONNA ISD	EXCEL ACADEMY CAMPUS	2	•				•
	M RIVAS EL	3		•		•	
	MARIA ALICIA P MUNOZ EL	1		•		•	
	PATRICIA S GARZA EL	1		•	•	•	•
	T PRICE EL	2		•	•	•	
DUMAS ISD	MORNINGSIDE EL	1		•	•		
EAST FORT WORTH MONTESSORI ACADEMY	THE OLIVE TREE MONTESSORI ACADEMY	1		•		•	
ECTOR COUNTY ISD	BLANTON EL	2		•	•	•	
	BURLESON EL	3		•		•	
	CAMERON DUAL LANGUAGE MAGNET	1		•		•	
	DOWLING EL	1		•		•	
	ECTOR J H	3		•	•	•	
	EL MAGNET AT BLACKSHEAR	1		•		•	
	EL MAGNET AT TRAVIS	1		•		•	
	EL MAGNET AT ZAVALA	3		•		•	•
	GOLIAD EL	1		•		•	
	JOHN B HOOD	4		•	•	•	•
	NOEL EL	3		•	•	•	
	ODESSA H S	2		•		•	
	PEASE EL	1		•	•	•	•
	ROSS EL	3		•	•	•	
	SAN JACINTO EL	3		•	•	•	•
EDGEWOOD ISD	BRENTWOOD MIDDLE	1		•	•		
	GUS GARCIA MIDDLE	4		•			•
	H B GONZALEZ EL	1		•			•
EDNA ISD	EDNA ALTERNATIVE	1	•	•			
EHRHART SCHOOL		1		•	•		

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
EL PASO ISD	EHRHART SCHOOL	1		•	•		
	BURNET EL	1		•		•	
	GUILLÉN MIDDLE	1		•	•		•
	RUSK EL	1		•		•	
	SCHUSTER EL	1		•		•	
	STANTON EL	1		•	•	•	
	TERRACE HILLS MIDDLE	1		•	•		
ELGIN ISD	ELGIN EL	1		•		•	
EVERMAN ISD	JOHN AND POLLY TOWNLEY EL	1		•		•	
EVOLUTION ACADEMY CHARTER SCHOOL	EVOLUTION ACADEMY HOUSTON	1	•	•			
FAITH FAMILY ACADEMY OF OAK CLIFF		3		•		•	
	FAITH FAMILY ACADEMY OF OAK CLIFF	3		•		•	•
FALLBROOK COLLEGE PREPARATORY ACAD		3				•	•
	FALLBROOK COLLEGE PREPARATORY ACAD	3				•	•
FLORENCE ISD	FLORENCE EL	1				•	
FLOYDADA ISD	A B DUNCAN EL	1		•	•	•	
FOCUS LEARNING ACADEMY		2		•		•	•
	FOCUS LEARNING ACADEMY	2		•		•	•
FORT BEND ISD	BRIARGATE EL	1		•		•	
	CHRISTA MCAULIFFE MIDDLE	1		•	•		
	RIDGEMONT EL	1		•		•	•
FORT STOCKTON ISD	INT	1		•		•	
FORT WORTH ISD	A M PATE EL	4					•
	CHRISTENE C MOSS EL	3		•		•	
	CLIFFORD DAVIS EL	1		•		•	
	COMO EL	1		•	•	•	•
	DE ZAVALA EL	1		•		•	
	EASTERN HILLS EL	1		•		•	
	FOREST OAK MIDDLE	2		•			•
	HARLEAN BEAL EL	2		•		•	
	HAZEL HARVEY PEACE EL	1				•	
	I M TERRELL EL	2		•		•	•
	INT'L NEWCOMER ACAD	2	•	•		•	
	JOHN T WHITE EL	3		•		•	•
	MAUDE I LOGAN EL	4		•		•	•
	MAUDRIE WALTON EL	1		•		•	•
	MITCHELL BOULEVARD EL	1		•		•	•
	O D WYATT H S	2		•	•		
	S S DILLOW EL	3		•			•
	SUNRISE - MCMILLAN EL	3		•			•
	T A SIMS EL	1		•		•	•
	WEST HANDLEY EL	1		•			•
	WESTCREEK EL	1		•		•	•
FREER ISD	NORMAN M THOMAS EL	1		•		•	
FROST ISD	FROST EL	1				•	
FT HANCOCK ISD	BENITO MARTINEZ EL	1		•		•	
GALVESTON ISD	BURNET/ECU	1		•	•		

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
GARLAND ISD	CENTRAL MIDDLE	4		•		•	•
	COASTAL VILLAGE MIDDLE	1		•		•	•
	WEIS MIDDLE	4		•	•	•	•
	HANDLEY EL	1		•		•	
	PARK CREST EL	1		•		•	
GATEWAY CHARTER ACADEMY	GATEWAY CHARTER ACADEMY - EL -	1		•			•
GEORGE GERVIN ACADEMY	THE EDUCATION AND TRAINING CENTER	1		•			•
GIDDINGS ISD	GIDDINGS INT	1				•	
GILMER ISD	GILMER EL	1		•	•	•	
GIRLS & BOYS PREPARATORY ACADEMY		1		•		•	
	GIRLS & BOYS PREP ACADEMY EL	4		•	•	•	•
	GIRLS & BOYS PREP ACADEMY MIDDLE	1		•		•	•
GLADEWATER ISD	WELDON INT	1				•	
GOLDEN RULE CHARTER SCHOOL	GOLDEN RULE SOUTHWEST	2		•			•
GOODRICH ISD	GOODRICH EL	3					•
GRAND PRAIRIE ISD	BARBARA BUSH EL	1		•		•	•
	WILLIAM B TRAVIS EL	1		•	•	•	
GRAPELAND ISD	GRAPELAND J H	2			•	•	
GREENVILLE ISD	CARVER EL	1					•
	TRAVIS EL	2		•		•	
HARLANDALE ISD	BELLAIRE EL	1					•
	VESTAL EL	2		•		•	
HARLINGEN CISD	HARLINGEN H S	1				•	
	HARLINGEN H S - SOUTH	1				•	
HARMONY SCIENCE ACADEMY (AUSTIN)	HARMONY SCHOOL OF INNOVATION - AUS	1		•	•		
HART ISD	HART JR-SR H S	2		•		•	
HEARNE ISD		1		•		•	
	HEARNE EL	3		•		•	•
	HEARNE H S	1		•	•		
	HEARNE J H	2		•	•	•	•
HEMPSTEAD ISD		2		•		•	
	HEMPSTEAD EARLY CHILDHOOD	1		P ^b	P	P	P
	HEMPSTEAD EL	1		•	•		
	HEMPSTEAD H S	2			•	•	
	HEMPSTEAD MIDDLE	1		•	•		
HEREFORD ISD	HEREFORD H S	1				•	
HIGGS CARTER KING GIFTED & TALENTE		3		•		•	
	HIGGS CARTER KING GIFTED & TALENTE	3		•		•	
HITCHCOCK ISD		1					•
	CROSBY MIDDLE	1		•		•	•
HOUSTON ISD	ADVANCED VIRTUAL ACADEMY	1	•	•			
	ALCOTT EL	3		•		•	•
	BASTIAN EL	3		•		•	•
	BELLFORT EARLY CHILDHOOD CENTER	2		P	P	P	P

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	BERRY EL	1		•	•		
	BLACKSHEAR EL	4		•		•	•
	BRUCE EL	1		•		•	
	BURRUS EL	1		•		•	
	CODWELL EL	1		•			•
	COOK JR EL	2		•		•	•
	CULLEN MIDDLE	1		•			•
	DEADY MIDDLE	1		•	•		•
	DOGAN EL	3		•		•	
	DOWLING MIDDLE	1		•	•	•	•
	EDISON MIDDLE	1		•	•		
	ELMORE EL	1		•		•	•
	FONDREN MIDDLE	2		•		•	
	FONVILLE MIDDLE	1		•			•
	FOREST BROOK MIDDLE	1		•		•	•
	FOSTER EL	3		•		•	
	GARCIA EL	1		•		•	•
	HALPIN EARLY CHILDHOOD CTR	3		P ^b	P	P	P
	HARTSFIELD EL	1					•
	HELMS EL	1		•		•	
	HENDERSON N EL	2		•		•	•
	HENRY MIDDLE	2		•		•	•
	HIGHLAND HTS EL	3		•	•	•	•
	HILIARD EL	1		•	•	•	•
	JEFFERSON EL	2		•		•	
	KANDY STRIPE ACADEMY	1		•	•	•	
	KASHMERE GARDENS EL	3		•		•	•
	KASHMERE H S	6		•	•	•	•
	KEY MIDDLE	1		•	•	•	•
	LEWIS EL	2		•		•	•
	MADING EL	2		•		•	•
	MARTINEZ C EL	1		•		•	
	MARTINEZ R EL	1		•	•	•	
	MCREYNOLDS MIDDLE	2		•			•
	MILNE EL	1		•		•	
	MONTGOMERY EL	1		•		•	
	NORTH FOREST H S	1		•		•	•
	PETERSEN EL	1		•		•	•
	ROSS EL	3		•		•	
	SCARBOROUGH H S	3			•		•
	STERLING H S	3		•	•	•	
	STEVENS EL	1		•		•	
	SUGAR GROVE ACADEMY	3		•	•	•	•
	TEXAS CONNECTIONS ACADEMY AT HOUST	1					•
	THOMAS MIDDLE	1		•			•
	THOMPSON EL	1		•		•	•
	TINSLEY EL	3		•		•	•
	WAINWRIGHT EL	1		•		•	
	WESLEY EL	2		•		•	•
	WHEATLEY H S	4		•	•	•	

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	WOODSON SCHOOL	3		•		•	
	WORTHING H S	4		•	•	•	•
	YATES H S	2		•	•		
	YOUNG EL	1		•		•	•
HUMBLE ISD	PARK LAKES EL	1		•		•	
HUNTSVILLE ISD	HUNTSVILLE INT	2				•	
INSPIRED VISION ACADEMY	INSPIRED VISION ACADEMY MIDDLE	1					•
IRVING ISD	KEYES EL	1		•			•
JACKSBORO ISD	JACKSBORO EL	2			•	•	
JONESBORO ISD		1				•	
	JONESBORO SCHOOL	1				•	
JOSHUA ISD	CADDO GROVE EL	1			•	•	
JUBILEE ACADEMIC CENTER	KINGSWAY LEADERSHIP ACADEMY	1				•	
KARNACK ISD	KARNACK H S	2		•		•	•
KERMIT ISD	KERMIT EL	1		•		•	
	KERMIT J H	3		•		•	
KILGORE ISD	KILGORE INT	1				•	
KILLEEN ISD	WEST WARD EL	1		•			•
	WILLOW SPRINGS EL	2		•		•	
KINGSVILLE ISD	H M KING H S	2		•		•	
	KLEBERG EL	1		•		•	
	MEMORIAL MIDDLE	1		•	•		
	POGUE OPTIONS ALTERNATIVE ACADEMY	1	•				•
KIPP INC CHARTER	KIPP NORTH FOREST LOWER GIRLS SCHO	1					•
	KIPP NORTH FOREST LOWER SCHOOL	1		•			•
KLEIN ISD	NITSCH EL	1		•		•	•
LA JOYA ISD	TABASCO EL	1		•		•	
LA MARQUE ISD	EARLY CHILDHOOD LEARNING CENTER	2		P ^b	P	P	P
	LA MARQUE EL	2		•		•	
	LA MARQUE INT	1		•		•	•
	LA MARQUE J H SCHOOL	2		•		•	•
LA PRYOR ISD	LA PRYOR EL	3		•	•		
LAKE WORTH ISD	MARILYN MILLER ELEMENTARY	1		•		•	
LAMESA ISD	LAMESA MIDDLE	4		•		•	
LAREDO ISD	BRUNI EL	1					•
	JOAQUIN CIGARROA MIDDLE	2		•	•		•
	LEYENDECKER EL	1					•
	SANTA MARIA EL	1		•	•	•	•
LEGACY PREPARATORY	LEGACY PREPARATORY CHARTER ACADEMY	3					•
	LEGACY PREPARATORY CHARTER ACADEMY	3		•		•	•
LEGGETT ISD		2		•		•	
	LEGGETT EL	1		•	•		
	LEGGETT H S	1		•		•	
LEWISVILLE ISD	CENTRAL ELEMENTARY	2		•		•	•
	LAKELAND ELEMENTARY	1		•	•	•	
	LEWISVILLE EL	2		•		•	
LIPAN ISD	LIPAN EL	2				•	

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
LOHN ISD		1		•		•	•
	LOHN SCHOOL	1		•		•	•
LONGVIEW ISD	WARE EL	1		•		•	
LUBBOCK ISD	ALDERSON EL	2		•		•	•
	BAYLESS EL	1		•		•	•
	BEAN EL	1		•		•	•
	BROWN EL	1		•		•	•
	DUNBAR COLLEGE PREPARATORY ACADEMY	3		•		•	•
	DUPRE EL	1					•
	ERVIN EL	2		•		•	•
	HODGES EL	4		•		•	•
	SLATON MIDDLE	4		•			•
LUFKIN ISD	COSTON EL	1		•			•
	HERTY PRI	1		P ^b	P	P	P
LULING ISD	LULING EL	2		•		•	
	LULING PRI	1		P	P	P	P
LYTLE ISD	LYTLE EL	2		•		•	
	LYTLE JUNIOR HIGH SCHOOL	1		•		•	
	LYTLE PRIMARY SCHOOL	2		P	P	P	P
MANOR ISD	BLAKE MANOR EL	1		•	•	•	
	DECKER EL	3		•	•	•	•
	OAK MEADOWS EL	1		•			•
MARFA ISD		1				•	
	MARFA SCHOOLS	1				•	
MARLIN ISD		4		•		•	
	MARLIN EL	8		•	•	•	•
	MARLIN MIDDLE	4		•		•	•
MARSHALL ISD	CROCKETT EL	1		•		•	
	G W CARVER EL	1		•		•	•
	J H MOORE EL	3					•
	WM B TRAVIS EL	2		•	•	•	
MATHIS ISD	MATHIS EL	3		P	P	P	P
	MATHIS INT	3		•		•	
	MATHIS MIDDLE	1		•		•	•
MCCAMEY ISD	MCCAMEY MIDDLE	1				•	
MCLEOD ISD	MCLEOD MIDDLE	1			•	•	
MEXIA ISD	R Q SIMS INT	4		•		•	•
MEYERPARK ELEMENTARY		1		•		•	
	MEYERPARK EL	1		•		•	
MIDLAND ISD	ALAMO J H	1		•		•	
	BONHAM EL	2		•		•	
	BURNET EL	2		•	•	•	
	CROCKETT EL	5		•		•	•
	DE ZAVALA EL	2		•		•	
	LAMAR EL	1		•	•	•	
	LONG EL	2		•		•	
	MILAM EL	3		•		•	•
	RUSK EL	1				•	
	SOUTH EL	3		•		•	
	TRAVIS EL	1		•		•	

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
MINERAL WELLS ISD	HOUSTON EL	1		•	•		
	LAMAR EL	1		P ^b	P	P	P
MISSION CISD	MISSION OPTIONS ACADEMY	2	•				•
MONAHANS-WICKETT-PYOTE ISD	WALKER J H	1		•		•	
MOODY ISD	MOODY EL	1		•	•		
	MOODY PRE-K	1		P	P	P	P
MORGAN ISD		2		•		•	
	MORGAN SCHOOL	2		•		•	
MOTLEY COUNTY ISD		1				•	
	MOTLEY COUNTY SCHOOL	1				•	
MOUNT CALM ISD		1					•
	MOUNT CALM H S	1					•
NACOGDOCHES ISD	EMELINE CARPENTER ACADEMY OF TECHN	4		•		•	•
	FREDONIA EL	3		•		•	•
	THOMAS J RUSK ACADEMY OF FINE ARTS	4		•	•	•	
NAVASOTA ISD	NAVASOTA INT	4		•		•	•
NEW CANEY ISD	A M AIKIN EL	1		•		•	
	NEW CANEY MIDDLE	1		•	•	•	
NEW FRONTIERS CHARTER SCHOOL	NEW FRONTIERS CHARTER SCHOOL	3		•		•	•
NORTH EAST ISD	CAMELOT EL	1					•
	EAST TERRELL HILLS EL	1		•		•	
	MONTGOMERY EL	1		•		•	•
	WEST AVENUE EL	1		•			•
NORTH HOPKINS ISD	NORTH HOPKINS H S	1				•	
NORTHWEST PREPARATORY		3		•			•
	NORTHWEST PREPARATORY	3		•			
O'DONNELL ISD	O'DONNELL EL	1					•
	O'DONNELL H S	1				•	
OGLESBY ISD		1				•	
	OGLESBY SCHOOL	1				•	
OLFEN ISD		2					•
	OLFEN EL	2					•
PAMPA ISD	WILSON EL	1				•	•
PASADENA ISD	GARDENS EL	3		•		•	
PEARSALL ISD		4		•		•	
	PEARSALL INT	4		•		•	
	PEARSALL J H	4		•		•	
	TED FLORES EL	4		P	P	P	P
PERRYTON ISD	PERRYTON J H	1		•		•	
PETERSBURG ISD		2				•	
	PETERSBURG SCHOOL	2				•	
PLAINVIEW ISD	THUNDERBIRD EL	2		•	•	•	
POR VIDA ACADEMY		1		•	•	•	•
	POR VIDA ACADEMY CHARTER H S	1		•		•	•
PORT ARTHUR ISD	DEQUEEN EL	1		•		•	
	HOUSTON EL	1		•		•	•
	MEMORIAL H S	2		•		•	

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continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
PREMIER LEARNING ACADEMY	WASHINGTON EL	3		P ^b	P	P	P
	PREMIER LEARNING ACADEMY	3		•		•	
PREMONT ISD	PREMONT CENTRAL EL	4		•	•	•	•
	PREMONT H S	4		•		•	
PRIME PREP ACADEMY	DALLAS PRIME PREP	3		•			•
	KILLEEN CHARTER ACADEMY	2				•	•
PROGRESO ISD	NORTH EL	1		•	•		
PROMISE COMMUNITY SCHOOL	RIPLEY HOUSE CHARTER SCHOOL	1					•
RADIANCE ACADEMY OF LEARNING	RADIANCE ACADEMY OF LEARNING	2		•	•	•	•
	RADIANCE ACADEMY OF LEARNING (DAYS	3					•
RALLS ISD	RALLS EL	1		•		•	•
RANGER ISD	RANGER EL	1		•		•	•
	RANGER H S	1		•	•		
RANKIN ISD	RANGER MIDDLE	3		•		•	
	RANKIN SCHOOL	2				•	
RAPOPORT ACADEMY PUBLIC SCHOOL	AUDRE AND BERNARD RAPOPORT ACADEMY	1					•
RAYMONDVILLE ISD	MYRA GREEN MIDDLE	1		•	•		
REAGAN COUNTY ISD	REAGAN COUNTY EL	3				•	
	REAGAN COUNTY MIDDLE	2					•
RICE CISD	EAGLE LAKE INT	1					•
	EAGLE LAKE PRI	2		P	P	P	P
RICHARD MILBURN ALTER HIGH SCHOOL	RICHARD MILBURN ACADEMY	1	•	•			
RICHARDSON ISD	HOUSTON (S	1		•	•	•	
	CAROLYN G BUKHAIR EL	1		P	P	P	P
RIO VISTA ISD	DOBIE PRI	1		•	•	•	
	RISD ACAD	1		•	•	•	
ROYAL ISD	THURGOOD MARSHALL EL	1		•	•	•	
	RIO VISTA EL	1				•	
RUNGE ISD	ROYAL EARLY CHILDHOOD CENTER	1		P	P	P	P
	ROYAL EL	1		•		•	
SABINAL ISD	RUNGE EL	3		•	•	•	•
	RUNGE H S	1				•	
SAN ANGELO ISD	SABINAL EL	2		•	•	•	
	SABINAL MIDDLE	1		•		•	
SAN ANTONIO ISD	BRADFORD EL	1		•	•	•	•
	BREWER EL	3		•		•	•
	CHARLES C BALL EL	1					•
	CONNELL MIDDLE	4		•			•
	DAVID CROCKETT EL	3		•		•	•
	DAVIS MIDDLE	4		•		•	•
	DORIE MILLER EL	2		•		•	

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continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
SAN AUGUSTINE ISD	GATES EL	1		•	•	•	
	HIGHLAND PARK EL	1		•		•	•
	IRVING MIDDLE	3		•			•
	LOWELL MIDDLE	1		•			•
	OGDEN EL	2		P ^b	P	P	P
	P F STEWART EL	3		•		•	•
	RODRIGUEZ EL	2		•		•	
	STEELE EL	1					•
	STORM EL	1		•		•	•
	TAFOLLA MIDDLE	2		•	•		
	TWAIN MIDDLE	1		•			•
	W W WHITE EL	3		•		•	
	WHEATLEY MIDDLE	1		•		•	•
	SAN AUGUSTINE EL	1		•	•		
SAN DIEGO ISD	SAN AUGUSTINE H S	1		•		•	
	BERNARDA JAIME J H	1		•		•	
SANTA MARIA ISD	SANTA MARIA MIDDLE	1		•		•	•
SCHOOL OF EXCELLENCE IN EDUCATION	DR JAMES L BURCH INT	2		•	•	•	•
	DR PAUL S SAENZ J H	1		•			•
SEGUIN ISD	MCQUEENEY EL	1		•	•	•	
	VOGEL EL	1		•		•	
SHEKINAH RADIANCE ACAD- EMY	SHEKINAH RADIANCE ACADEMY (GARLAND)	1					•
	SHEKINAH WALZEM	4		•		•	•
SHELDON ISD	WEST COLUMBIA CHARTER SCH	1		•		•	•
	GARRETT EL	1		•		•	
	L E MONAHAN EL	1		•		•	
	STEPHANIE CRAVENS EARLY CHILDHOOD	1		P	P	P	P
SHEPHERD ISD	SHEPHERD INT	1		•	•	•	•
	SHEPHERD PRI	1		P	P	P	P
SIERRA BLANCA ISD	SIERRA BLANCA SCHOOL	2		•		•	•
	BROWN PRI	1		P	P	P	P
SMITHVILLE ISD	SMITHVILLE EL	1				•	
	SNOOK EL	4				•	
SNOOK ISD	SNOOK EL	3		•		•	•
	SNOOK SECONDARY	1				•	
	SNYDER INT	1		•		•	
	SNYDER J H	3		•		•	
SNYDER ISD	SNYDER PRI	1		•		•	
	STANFIELD EL	3		P	P	P	P
	STANFIELD EL	3		P	P	P	P
SOMERVILLE ISD		2					•
SOUTHSIDE ISD	JULIAN C GALLARDO EL	1		•	•	•	
SOUTHWEST ISD	INDIAN CREEK EL	1					•
SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREP NORTHWEST EL	2		•	•	•	•
	SOUTHWEST PREPARATORY SCHOOL	1		•	•	•	

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continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
SPRING BRANCH ISD	HOLLIBROOK EL	2		•		•	
	SPRING BRANCH EL	3		•		•	
	TERRACE EL	1				•	
	TREASURE FOREST EL	1		•	•		•
	WOODVIEW EL	1		•		•	•
SPRING ISD	BAMMEL EL	3		•		•	•
	HELEN MAJOR EL	1				•	
STANTON ISD	STANTON MIDDLE	1				•	
STRAWN ISD	STRAWN SCHOOL	1				•	
	TEKOA ACADEMY OF ACCELERATED STUDI	1					•
TEMPLE ISD	RAYE-ALLEN EL	1		•		•	
	WESTERN HILLS EL	1		•		•	
TEXARKANA ISD	PAUL LAURENCE DUNBAR EARLY EDUCATI	3		P ^b	P	P	P
	THERON JONES EARLY LITERACY CENTER	3		P	P	P	P
	WESTLAWN EL	3		•		•	•
	VISTA ACADEMY OF DALLAS	2				•	
TEXAS COLLEGE PREPARATORY ACADEMIE	THE EDUCATION CENTER AT DENTON	3		•		•	
TEXAS EDUCATION CENTERS	THE EDUCATION CENTER IN LEWISVILLE	1		•		•	•
	TEXAS LEADERSHIP OF MIDLAND	2		•		•	
TEXAS PREPARATORY SCHOOL	TEXAS PREPARATORY SCHOOL - AUSTIN	1					•
THE EAST AUSTIN COLLEGE PREP ACADE	THE EAST AUSTIN COLLEGE PREP AT ML	2					•
THE PRO-VISION ACADEMY	PRO-VISION MIDDLE	1		•		•	•
THREE RIVERS ISD	THREE RIVERS EL	2		•		•	
THREE WAY ISD	THREE WAY EL	1				•	
	TIMPSON EL	1				•	•
TIMPSON ISD	TIMPSON EL	1				•	
TOM BEAN ISD	TOM BEAN EL	1				•	
TORNILLO ISD	TORNILLO INT	1		•	•	•	
TRINITY ISD	TRINITY J H	1		•		•	
	BONNER EL	1		•		•	•
TYLER ISD	DOGAN MIDDLE	2		•	•		•
	DOUGLAS EL	3		•			•
	GRIFFIN EL	3		•		•	•
	JONES EL	2					•
	ORR EL	3		•		•	•
	PEETE EL	3		•		•	•
	RAMEY EL	2		•			•
	T J AUSTIN EL	2		•			•
	ANTONIO GONZALEZ MIDDLE	1		•	•		
	UPLIFT EDUCATION-HAMPTON	2		•		•	•
HAMPTON PREPARA	PREP PRI						

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

continues

Appendix 7-A1. Improvement Required (IR) School Districts and Campuses, 2015 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
UPLIFT EDUCATION - PEAK PREPARATOR	UPLIFT EDUCATION - PINNACLE PREP P	2		•	•	•	
UPLIFT EDUCATION - WILLIAMS PREPAR	UPLIFT EDUCATION - HEIGHTS PREP MI	2		•			•
UPLIFT EDUCATION-SUMMIT INTERNATIO	UPLIFT EDUCATION - UPLIFT MERIDIAN	1		•	•		
UVALDE CISD	UPLIFT MIGHTY PREP	1					•
	ANTHON EL	2		P ^b	P	P	P
	BATESVILLE SCHOOL	2		•	•	•	
	DALTON EL	3		P	P	P	P
	ROBB EL	3		•	•	•	
VICTORIA ISD	CRAIN EL	3		•		•	•
	F W GROSS EL	1		•		•	
	GUADALUPE EL	3		•		•	•
	HOPKINS EL	2					•
	PATTI WELDER MIDDLE	3		•		•	
	ROWLAND EL	3		•		•	
	SHIELDS EL	3		•		•	•
VICTORY PREP		3					•
	VICTORY PREP	3		•			•
	VICTORY PREP	3		•		•	
	VICTORY PREPARATORY ACADEMY	3					•
WACO ISD	ALTA VISTA EL	3		•		•	
	BROOK AVENUE EL	4		•		•	•
	CRESTVIEW EL	1		•		•	•
	G W CARVER MIDDLE	3		•	•	•	•
	INDIAN SPRING MIDDLE	3		•		•	•
	J H HINES EL	4		•		•	•
	SOUTH WACO EL	3		•		•	•
	WACO H S	1		•	•		
WAEIDER ISD		2		•		•	•
	WAEIDER SCHOOL	2		•		•	•
WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAMILY FAITH ACADEMY	3		•		•	
WELLMAN-UNION CISD		1				•	
	WELLMAN-UNION SCHOOL	1				•	
WELLS ISD		1				•	
	WELLS EL	2			•	•	
	WELLS H S	1				•	
WESLACO ISD	PFC MARIO YBARRA EL	1					•
WICHITA FALLS ISD	BURGESS EL	1		•		•	
	WASHINGTON-JACKSON EL MAGNET	1		•		•	•
WINFIELD ISD		2		•		•	•
	WINFIELD EL	2		•		•	•
WINTERS ISD	WINTERS EL	1		•		•	
YORKTOWN ISD	YORKTOWN EL	1		•	•	•	
	YORKTOWN J H	1				•	
ZAPATA COUNTY ISD	FIDEL AND ANDREA R VILLARREAL EL	2		•			•
ZOE LEARNING ACADEMY	ZOE LEARNING ACADEMY	1				•	
	ZOE LEARNING ACADEMY / KOINONIA CA	1		•		•	•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
ADRIAN ISD		1		•		•	•
	ADRIAN SCHOOL	1		•		•	•
ADVANTAGE ACADEMY		1		•		•	
	ADVANTAGE ACADEMY	1		•		•	
AGUA DULCE ISD	AGUA DULCE H S	1				•	
ALDINE ISD	CARAWAY INT	3		•			•
	DAVIS H S ALDINE	2		•		•	
	EISENHOWER H S	1		•		•	
	GOODMAN EL	1		•	•		
ALICE ISD	SALAZAR EL	4		•		•	
ALIEF ISD	BEST EL	4		•		•	
	CHAMBERS EL	1		•	•		
	SMITH EL	1		•	•		
	SNEED EL	1		•	•		
ALPHA CHARTER SCHOOL		1		•		•	•
	ALPHA CHARTER SCHOOL	1		•		•	•
AMARILLO ISD	JOHNNY N ALLEN-6TH GRADE CAMPUS	1			•		•
ARLINGTON ISD	ROQUEMORE EL	1		•	•	•	•
	WIMBISH EL	3		•		•	
ARROW ACADEMY	ARROW ACADEMY - HARVEST	1					•
	PREPARATOR						
	ARROW ACADEMY - SAVE OUR	1		•	•		•
	STREETS C						
AUSTIN ISD	BURNET M S	1		•	•	•	
	DOBIE MIDDLE	2		•	•	•	•
	GARCIA YMLA	1		•		•	•
	GRADUATION PREP ACADEMY LANIER	1	•	•	•		
	MENDEZ M S	3		•		•	•
	NORMAN EL	2		•	•	•	
	PICKLE EL	1		•		•	
BAIRD ISD	BAIRD EL	1		•		•	
BEAUMONT ISD	CALDWOOD EL	2		•		•	
	CHARLTON-POLLARD EL	2		•		•	
	DR MAE E JONES-CLARK EL	3		•		•	•
	FEHL-PRICE EL	4		•		•	
	M L KING MIDDLE	2		•		•	
	SMITH MIDDLE	3		•		•	•
BEEVILLE ISD	THOMAS JEFFERSON INT	1		•	•		
BIG SPRING ISD	BIG SPRING INT	2		•		•	
	BIG SPRING J H	1		•		•	
	GOLIAD EL	5		•		•	•
	WASHINGTON EL	5		•		•	
BLOOMINGTON ISD		1		•		•	
	BLOOMINGTON EL	1		•	•	•	
	BLOOMINGTON J H	4		•		•	
BOVINA ISD	BOVINA MIDDLE	1		•	•	•	•
BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY AND CREA	1		•	•	•	
BRAZOSPORT ISD	JANE LONG EL	4		•	•		
	O A FLEMING EL	4		P ^b	P	P	P
	O'HARA LANIER MIDDLE	4		•			•

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
BRENHAM ISD	ALTON EL	3		•	•		
BROADDUS ISD	BROADDUS EL	2		•		•	•
BROWNFIELD ISD	BRIGHT BEGINNINGS ACADEMIC CENTER	1		P ^b	P	P	P
	COLONIAL HEIGHTS EL	1		P	P	P	P
	OAK GROVE EL	1		•		•	
BRUCEVILLE-EDDY ISD	BRUCEVILLE-EDDY EL	1		•	•	•	
BRYAN ISD	JAMES EARL RUDDER H S	1		•	•		
	MARY BRANCH EL	1		•		•	
BUCKHOLTS ISD		4		•		•	
	BUCKHOLTS SCHOOL	4		•		•	
BUNA ISD	BUNA J H	1			•	•	
BURKEVILLE ISD		1		•		•	
	BURKEVILLE EL	2		•		•	•
	BURKEVILLE H S	1		•	•	•	
BURNET CISD	QUEST	1	•	•		•	
BURTON ISD	BURTON H S	1				•	
C O R E ACADEMY		3		•		•	•
	C O R E ACADEMY	3		•		•	•
CAMPBELL ISD	CAMPBELL H S	1				•	
CARPE DIEM SCHOOLS		1		•		•	•
	CARPE DIEM SCHOOLS	1		•		•	•
CARRIZO SPRINGS CISD	ASHERTON EL	1		P	P	P	P
	CARRIZO SPRINGS EL	1		•	•		•
	CARRIZO SPRINGS INT	1		•	•	•	
CHILDREN FIRST ACADEMY OF DALLAS		1					•
	THE CHILDREN FIRST ACADEMY - HOUST	1		•	•	•	•
CLEBURNE ISD	IRVING EL	1		•		•	
	SANTA FE EL	1		•	•		
CLEVELAND ISD		1					•
COAHOMA ISD	COAHOMA EL	1		•		•	
COLDSPRING-OAKHURST CISD	LINCOLN JUNIOR HIGH	1		•	•		
CONROE ISD	HOUSTON EL	1		•	•		
CORPUS CHRISTI ISD	DRISCOLL MIDDLE	4		•		•	•
	MARTIN MIDDLE	4		•	•	•	
	SOUTH PARK MIDDLE	4		•		•	•
	ZAVALA EL	4		•		•	
CORRIGAN-CAMDEN ISD		1		•		•	
	CORRIGAN-CAMDEN EL	1		•		•	•
	CORRIGAN-CAMDEN H S	1		•	•		
	CORRIGAN-CAMDEN PRI	1		P	P	P	P
CORSICANA ISD	CARROLL EL	2		•		•	
	JOSE ANTONIO NAVARRO EL	2		•		•	
CRANFILLS GAP ISD		1		•		•	
	CRANFILLS GAP SCHOOL	1		•		•	
CROWLEY ISD	BESS RACE EL	1		•	•	•	
	J A HARGRAVE EL	1		•	•		
CRYSTAL CITY ISD	DR TOMAS RIVERA EL	5		P	P	P	P
	ZAVALA EL	1		•	•	•	

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
CUERO ISD	CUERO INT	2			•	•	
CULBERSON COUNTY- ALLAMOORE ISD		1		•		•	
DALLAS ISD	VAN HORN SCHOOL	1		•		•	
	BARBARA M MANNS EDUCATION CENTER	1	•	•		•	
	C F CARR EL	4		•		•	•
	DANIEL WEBSTER EL	2		•		•	
	EDWARD H CARY MIDDLE	3		•			•
	EDWARD TITCHE EL	4		•		•	•
	GEORGE W CARVER CREATIVE ARTS LEAR	4		•		•	•
	GEORGE W TRUETT EL	2		•		•	
	HAROLD WENDELL LANG SR MIDDLE	2		•		•	
	J N ERVIN EL	1		•		•	
	J W RAY LEARNING CENTER	3		•		•	
	JAMES MADISON H S	1		•	•		
	KENNEDY-CURRY MIDDLE	1		•			•
	L V STOCKARD MIDDLE	1		•	•		
	OLIVER WENDELL HOLMES HUMANITIES/C	3		•		•	•
	ONESIMO HERNANDEZ EL	1		•		•	
	PAUL L DUNBAR LEARNING CENTER	2		•		•	•
	T W BROWNE MIDDLE	5		•		•	
	THOMAS A EDISON MIDDLE LEARNING CE	4		•		•	•
	THOMAS C MARSH MIDDLE	1		•		•	
	THOMAS J RUSK MIDDLE	1		•		•	•
	THOMAS JEFFERSON H S	1		•	•		
DEKALB ISD	DEKALB EL	1				•	
DELL CITY ISD		1		•		•	•
	DELL CITY SCHOOL	1		•		•	•
DESOTO ISD	THE MEADOWS EL	1		•		•	
DETROIT ISD		1				•	
	DETROIT EL	1					•
	DETROIT J H	1		•	•	•	
DILLEY ISD	DILLEY EL	4		•		•	
	MARY HARPER MIDDLE	1		•		•	
DIME BOX ISD		1		•		•	
	DIME BOX SCHOOL	1		•		•	
DRAW ACADEMY	DRAW ACADEMY	1		•	•	•	•
EAST CENTRAL ISD	HIGHLAND FOREST EL	1		•			•
	PECAN VALLEY EL	1		•			
ECTOR COUNTY ISD	BONHAM MIDDLE	1		•	•	•	
	BOWIE MIDDLE	1		•	•	•	
	BURLESON EL	4		•		•	•
	ECTOR MIDDLE	4		•	•	•	•
	EL MAGNET AT BLACKSHEAR	2		•		•	•
	EL MAGNET AT ZAVALA	4		•		•	
	G E 'BUDDY' WEST EL	1		•		•	•
	GOLIAD EL	2		•	•	•	

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
EDCOUCH-ELSA ISD	IRELAND EL	1		•		•	
	NOEL EL	4		•		•	
	ODESSA H S	3		•	•		
	PEASE EL	2		•		•	•
	DAVID YBARRA MIDDLE	1		•	•		•
	GARDENDALE EL	1		•		•	
	BOWIE H S	1		•	•		
	COLLEGE CAREER TECHNOLOGY ACADEMY	1	•	•	•		
	EL PASO LEADERSHIP ACADEMY	1		•	•		
	EL PASO LEADERSHIP ACADEMY	1		•	•		
EVANT ISD	EVANT EL	1		•		•	
FALLBROOK COLLEGE PREPARATORY ACAD		4		•		•	•
	FALLBROOK COLLEGE PREPARATORY ACAD	4		•		•	•
FANNINDEL ISD	FANNINDEL H S	1		•		•	
FOCUS LEARNING ACADEMY		3		•		•	•
	FOCUS LEARNING ACADEMY	3		•		•	•
FORT BEND ISD	BRIARGATE EL	2		•	•	•	
FORT WORTH ISD	RIDGEMONT EL	2		•		•	
	BILL J ELLIOTT EL	1		•		•	
	COMO EL	2		•		•	•
	DAGGETT EL	1		•		•	
	DAGGETT MIDDLE	1		•	•		
	DE ZAVALA EL	2		•	•	•	
	EASTERN HILLS H S	1		•	•		
	FOREST OAK MIDDLE	3		•		•	
	GLENCREST 6TH GRADE SCH	1		•	•		
	HANDLEY MIDDLE	1		•		•	
	I M TERRELL EL	3		•		•	•
	J MARTIN JACQUET MIDDLE	1		•		•	
	JEAN MCCLUNG MIDDLE	1		•		•	
	JOHN T WHITE EL	4		•		•	
	LEONARD MIDDLE	1		•	•		
	MAUDE I LOGAN EL	5		•		•	
	MAUDRIE WALTON EL	2		•		•	•
	MITCHELL BOULEVARD EL	2		•		•	
	MORNINGSIDE MIDDLE	1		•		•	
	RIVERSIDE MIDDLE	1		•	•		
	ROSEMONT 6TH GRADE	1		•	•		
	WEDGWOOD 6TH GR SCH	1		•	•		
	WEST HANDLEY EL	2		•		•	•
FREER ISD	NORMAN M THOMAS EL	2		•		•	
GALVESTON ISD	CENTRAL MIDDLE	5		•		•	•
	COASTAL VILLAGE EL	1		•	•	•	
	COASTAL VILLAGE MIDDLE	2		•			•
	WEIS MIDDLE	5		•			•
GARLAND ISD	FREEMAN EL	1		•			•
GATEWAY CHARTER ACADEMY	GATEWAY CHARTER ACADEMY -EL	1		•			•

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
GEORGE I SANCHEZ CHARTER GLOBAL LEARNING VILLAGE	GEORGE I SANCHEZ NORTH	1		•	•	•	•
	GLOBAL LEARNING VILLAGE	1		•	•	•	•
GOLD BURG ISD	GOLD BURG SCHOOL	1		•	•	•	•
	GOLD BURG SCHOOL	1		•		•	
GORDON ISD	GORDON SCHOOL	1				•	
	GORDON SCHOOL	1				•	
GRAPELAND ISD	GRAPELAND J H	3		•	•		
GREENVILLE ISD	TRAVIS EL	3		•		•	
GROESBECK ISD	ENGE-WASHINGTON INT	1				•	
	H O WHITEHURST EL	1		P ^b	P	P	P
HARLANDALE ISD	STONEWALL/FLANDERS EL	1		•		•	
HART ISD	HART ISD	1		•		•	•
	HART ISD	3		•		•	•
HAYS CISD	HEMPHILL EL	1		•	•	•	
HEARNE ISD	HEARNE EL	2		•		•	•
	HEARNE EL	4		•	•	•	•
HEMPSTEAD ISD	HEARNE H S	2			•		•
	HEARNE J H	3		•		•	•
HIGH ISLAND ISD	HEMPSTEAD MIDDLE	2		•		•	
	HIGH ISLAND EL	1					•
HIGH ISLAND ISD	HIGH ISLAND EL	1		•	•	•	
	HIGH ISLAND H S	1					•
HIGH ISLAND ISD	HIGH ISLAND MIDDLE	1		•	•		•
	HIGH ISLAND MIDDLE	1			•	•	
HIGH POINT ACADEMY	HIGH POINT ACADEMY	1			•	•	
	HIGH POINT ACADEMY	1			•	•	
HITCHCOCK ISD	HITCHCOCK ISD	2		•			•
	CROSBY MIDDLE	2		•		•	
HOUSTON ISD	HITCHCOCK H S	1		•		•	•
	ADVANCED VIRTUAL ACADEMY	2	•	•			
HOUSTON ISD	BELLFORT EARLY CHILDHOOD CENTER	3		P	P	P	P
	BLACKSHEAR EL	5		•		•	
HOUSTON ISD	BONHAM EL	1		•		•	•
	BRUCE EL	2		•		•	
HOUSTON ISD	COOK JR EL	3		•		•	•
	CULLEN MIDDLE	2		•		•	•
HOUSTON ISD	DOGAN EL	4		•	•	•	•
	DOWLING MIDDLE	2		•		•	•
HOUSTON ISD	EDISON MIDDLE	2		•		•	•
	ENERGIZED FOR STEM ACADEMY	1		•		•	•
HOUSTON ISD	CENTRAL						
	FOERSTER EL	1		•		•	
HOUSTON ISD	FOREST BROOK MIDDLE	2		•		•	
	GALLEGOS EL	1		•	•		
HOUSTON ISD	GREGORY-LINCOLN ED CTR	1		•	•	•	
	H S AHEAD ACADEMY	1	•	•		•	
HOUSTON ISD	HARPER ALTERNATIVE SCHOOL	1	•	•		•	
	HENRY MIDDLE	3		•		•	•
HOUSTON ISD	HIGHLAND HTS EL	4		•		•	•
	HILLIARD EL	2		•		•	•
HOUSTON ISD	KASHMERE GARDENS EL	4		•		•	

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	KASHMERE H S	7		•		•	
	KEY MIDDLE	2		•			•
	LEWIS EL	3		•		•	
	LIBERTY H S	1	•			•	
	MADING EL	3		•		•	
	MADISON H S	1		•	•		
	MARTINEZ C EL	2		•		•	
	MILBY H S	1		•	•		
	NORTH FOREST H S	2		•		•	•
	TEXAS CONNECTIONS ACADEMY AT HOUST	2					•
	WASHINGTON B T H S	1		•	•	•	
	WESLEY EL	3		•	•	•	•
	WESTBURY H S	1		•	•		
	WHEATLEY H S	5		•		•	•
	WOODSON SCHOOL	4		•		•	•
	WORTHING H S	5		•	•	•	•
	YOUNG EL	2		•	•	•	•
HUMBLE ISD	RIVER PINES EL	1		•	•		
HUNTSVILLE ISD	SAMUEL HOUSTON EL	1		•	•	•	
	SCOTT JOHNSON EL	1		•	•	•	
JUBILEE ACADEMIC CENTER	ALAMO LEADERSHIP ACADEMY	1		•		•	•
	ATHLOS LEADERSHIP ACADEMY	1		•		•	
JUDSON ISD	PARK VILLAGE EL	1		•		•	
KERMIT ISD	KERMIT EL	2		•	•		
	KERMIT J H	4		•		•	
KINGSVILLE ISD	GILLETT INT	1		•			•
	H M KING H S	3		•		•	
	KLEBERG EL	2		•	•		
	MEMORIAL MIDDLE	2		•		•	
	POGUE OPTIONS ALTERNATIVE ACADEMY	2	•	•			
KIPP DALLAS-FORT WORTH	KIPP DESTINY EL	1		•	•	•	•
KIPP SAN ANTONIO	KIPP ASPIRE ACADEMY	1		•	•		
	KIPP UN MUNDO DUAL LANGUAGE ACADEM	1		•		•	•
LA JOYA ISD	JUAREZ-LINCOLN H S	1		•	•		
LA MARQUE ISD		1		•		•	•
	EARLY CHILDHOOD LEARNING CENTER	3		P ^b	P	P	P
	LA MARQUE EL	3		•	•	•	•
	LA MARQUE H S	1		•		•	•
	LA MARQUE INT	2		•		•	•
	LA MARQUE J H SCHOOL	3		•		•	•
LA PRYOR ISD	LA PRYOR H S	1		•		•	
LA VEGA ISD	LA VEGA H S	1		•	•		
LA VILLA ISD	LA VILLA MIDDLE	1		•			•
LAMESA ISD	LAMESA MIDDLE	5		•		•	
LEGACY PREPARATORY	LEGACY PREPARATORY CHARTER ACADEMY	4					•
LEWISVILLE ISD	CENTRAL ELEMENTARY	3		•	•	•	
LIFE SCHOOL	LIFE SCHOOL LANCASTER	1		•	•		

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
LIVINGSTON ISD	LIVINGSTON H S ACADEMY	1	•	•			
LOCKHART ISD	LOCKHART H S	1				•	
	NAVARRO EL	1		•	•	•	
LOMETA ISD		1					•
	LOMETA SCHOOL	1					•
LORAIN ISD		1				•	
	LORAIN SCHOOL	1				•	
LORENZO ISD	LORENZO EL	1		•	•	•	•
LUBBOCK ISD	ALDERSON EL	3		•	•	•	•
	BEAN EL	2		•		•	
	BROWN EL	2		•		•	
	DUNBAR COLLEGE PREPARATORY ACADEMY	4		•		•	•
	ESTACADO H S	1		•		•	
	JACKSON EL	1		•		•	
	SLATON MIDDLE	5		•	•	•	
	SMYLIE WILSON MIDDLE	1		•		•	
LUEDERS-AVOCA ISD		1		•		•	
	LUEDERS-AVOCA EL/J H	1		•		•	•
LULING ISD	LULING EL	3		•		•	
	LULING PRI	2		P ^b	P	P	P
MANOR ISD	MANOR EXCEL ACADEMY	1		•	•	•	•
MARLIN ISD		5		•		•	
	MARLIN JUNIOR ACADEMY	1		•		•	•
	MARLIN PRI ACADEMY	1		•	•	•	•
MARSHALL ISD	CROCKETT EL	2		•	•	•	
	G W CARVER EL	2		•	•	•	•
	J H MOORE EL	4		•	•	•	•
	MARSHALL J H	1		•		•	
	R E LEE EL	1		•	•		
	WM B TRAVIS EL	3		•	•	•	
MATHIS ISD	MATHIS MIDDLE	2		•		•	
MCCAMEY ISD	MCCAMEY PRI	1		•	•	•	•
MERCEDES ISD	SGT WILLIAM G HARRELL MIDDLE	1		•	•		
MIDLAND ISD	CROCKETT EL	6		•		•	•
	DE ZAVALA EL	3		•		•	
	HOUSTON EL	1		•		•	
	LAMAR EL	2		•	•	•	•
	MILAM EL	4		•	•	•	•
	RALPH BUNCHE EL	1		•		•	
	SAN JACINTO J H	1		•		•	
	SOUTH EL	4		•	•	•	•
	TRAVIS EL	2		•	•	•	•
MONAHANS-WICKETT-PYOTE ISD	WALKER J H	2		•		•	
MONTE ALTO ISD	JOSE BORREGO MIDDLE	1		•	•		
MONTESSORI FOR ALL		1			•	•	
	MAGNOLIA MONTESSORI FOR ALL	1			•	•	
MORGAN ISD		3		•		•	•
	MORGAN SCHOOL	3		•		•	•
NACOGDOCHES ISD		1		•		•	

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)

District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
	EMELINE CARPENTER EL	1		P ^b	P	P	P
	EMELINE CARPENTER INT	5		•		•	•
	FREDONIA EL	4		•		•	
	THOMAS J RUSK ACADEMY OF FINE ARTS	5		•		•	
NATALIA ISD		1					•
NAVASOTA ISD		1		•			•
	BRULE EL	1		•	•	•	
	JOHN C WEBB EL	1		•		•	
	NAVASOTA J H	1		•		•	
NEW FRONTIERS CHARTER SCHOOL	NEW FRONTIERS CHARTER SCHOOL	4		•		•	
NEWTON ISD	NEWTON MIDDLE	1		•		•	
NORTHSIDE ISD		1				•	•
	NORTHSIDE SCHOOL	1				•	•
NOVA ACADEMY (SOUTHEAST)	NOVA ACADEMY (SOUTHEAST)	1		•		•	•
ODYSSEY ACADEMY INC	ODYSSEY ACADEMY - BAY AREA	1				•	
PADUCAH ISD		1				•	
	PADUCAH SCHOOL	1				•	
PAINT ROCK ISD	PAINT ROCK SCHOOL	1		•		•	
PANOLA CHARTER SCHOOL	TEXAS EARLY COLLEGE H S	1				•	
PETTUS ISD	PETTUS SECONDARY	1		•		•	
PHARR-SAN JUAN-ALAMO ISD	COLLEGE CAREER & TECHNOLOGY ACAD	1	•	•			
	ELVIS J BALLEW H S	1	•	•	•		
PINEYWOODS COMMUNITY ACADEMY	PINEYWOODS COMMUNITY ACADEMY H S	1				•	
PORT ARTHUR ISD	MEMORIAL H S	3		•		•	
	STAFF SERGEANT LUCIAN ADAMS EL	1		•		•	
POST ISD	POST EL	1		•	•	•	
PREMIER LEARNING ACADEMY		4		•		•	
	PREMIER LEARNING ACADEMY	4		•		•	
PREMONT ISD	PREMONT H S	5		•		•	
PRIORITY CHARTER SCHOOLS	COVE CHARTER ACADEMY	1		•		•	
	GEORGETOWN CHARTER ACADEMY	1				•	
	KILLEEN CHARTER ACADEMY	3		•		•	•
RALLS ISD	RALLS MIDDLE	1		•	•		
RAMIREZ CSD		1		•		•	•
	RAMIREZ EL	1		•		•	•
RANGER ISD		2		•		•	
	RANGER EL	2		•	•	•	
RAPOPORT ACADEMY PUBLIC SCHOOL	AUDRE AND BERNARD RAPOPORT ACADEMY	2		•	•		•
REAGAN COUNTY ISD	REAGAN COUNTY MIDDLE	3		•		•	
RICHARD MILBURN ALTER HIGH SCHOOL	RICHARD MILBURN ACADEMY FORT WORTH	1	•	•			•
RIVIERA ISD	KAUFER H S	1				•	
ROBSTOWN ISD	SALAZAR CROSSROADS ACADEMY	1	•	•		•	
	SEALE J H	1		•		•	
ROCHELLE ISD		1					•
	ROCHELLE SCHOOL	1					•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
ROSEBUD-LOTT ISD	ROSEBUD PRI	1		•			•
ROYAL ISD	ROYAL EARLY CHILDHOOD CENTER	2		P ^b	P	P	P
	ROYAL EL	2		•		•	
	ROYAL J H	1		•		•	
RUNGE ISD		2		•		•	
	RUNGE EL	4		•		•	
	RUNGE H S	2		•		•	
SAN ANTONIO ISD	AGNES COTTON EL	1		•		•	
	CHARLES C BALL EL	2		•		•	
	CONNELL MIDDLE	5		•		•	•
	DORIE MILLER EL	3		•		•	
	FOSTER EL	1		•		•	•
	HIGHLANDS H S	1		•	•		
	IRVING MIDDLE	4		•		•	•
	LOWELL MIDDLE	2		•	•		•
	OGDEN EL	3		•		•	•
	P F STEWART EL	4		•		•	•
	PAGE MIDDLE	1		•	•	•	
	POE MIDDLE	1		•	•		
	RHODES MIDDLE	1		•	•		
	RODRIGUEZ EL	3		•		•	
	ROGERS MIDDLE	1		•		•	•
	STORM EL	2		•		•	
	TAFOLLA MIDDLE	3		•	•	•	•
	WHEATLEY MIDDLE	2		•		•	•
	WOODLAWN ACADEMY	1		•	•		
SAN ANTONIO SCHOOL FOR INQUIRY & C	MONTICELLO	1		•	•	•	•
SAN AUGUSTINE ISD	SAN AUGUSTINE H S	2		•		•	
SAN FELIPE-DEL RIO CISD	BLENDED ACADEMY	1	•	•	•	•	
	DEL RIO H S	1				•	
SANGER ISD	LINDA TUTT H S	1	•	•			
SCHOOL OF EXCELLENCE IN EDUCATION	DR HARMON W KELLEY EL	1		•	•		
	DR JAMES L BURCH INT	3		•	•	•	•
SHAMROCK ISD	SHAMROCK MIDDLE	1		•		•	
SHEKINAH RADIANCE ACADEMY		1		•		•	
	SHEKINAH RADIANCE ACADEMY (DALLAS)	1		•	•	•	
	SHEKINAH RADIANCE ACADEMY (GARLAND)	2					•
	SHEKINAH WALZEM	5		•		•	•
SHEPHERD ISD	SHEPHERD INT	2		•		•	
	SHEPHERD PRI	2		P	P	P	P
SIERRA BLANCA ISD		3		•		•	•
	SIERRA BLANCA SCHOOL	3		•		•	•
SNYDER ISD		2		•		•	
	SNYDER J H	2		•		•	
SOMERSET ISD	SOMERSET ACADEMIC ACHIEVEMENT CENT	1	•	•			

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
SOMERVILLE ISD	SOMERSET J H	1		•	•		
		3		•		•	•
	SOMERVILLE EL	1		•	•	•	
SOUTHSIDE ISD	SOMERVILLE H S	1		•		•	•
	JULIAN C GALLARDO EL	2		•	•		
	LOSOYA INT	1		•	•	•	•
SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREP NORTHWEST EL	3		•		•	•
SPRING BRANCH ISD	SOUTHWEST PREPARATORY SCHOOL	2		•		•	
	HOLLIBROOK EL	3		•	•	•	
	SPRING OAKS MIDDLE	1		•		•	
SPRING ISD	TREASURE FOREST EL	2		•	•	•	
	WOODVIEW EL	2		•		•	
	RALPH EICKENROHT EL	1		•		•	
SPURGER ISD	SPURGER H S	1		•		•	
STRAWN ISD		2				•	
	STRAWN SCHOOL	2				•	
TAFT ISD	TAFT J H	1		•	•	•	
TEKOA ACADEMY OF ACCELERATED STUDI	TEKOA ACADEMY OF ACCELERATED	2		•			•
	STUDI						
TEMPLE ISD	JEFFERSON EL	1		•		•	
	RAYE-ALLEN EL	2		•		•	
TERRELL ISD	TERRELL ALTERNATIVE EDUCATION CENT	1	•	•			
TEXARKANA ISD	PAUL LAURENCE DUNBAR EARLY EDUCATI	4		P ^b	P	P	P
	THERON JONES EARLY LITERACY CENTER	4		P	P	P	P
	WESTLAWN EL	4		•		•	•
TEXAS COLLEGE PREPARATORY ACADEMIE	FOUNDERS CLASSICAL ACADEMY OF DALL	1		•	•	•	•
	FOUNDERS CLASSICAL ACADEMY OF MESQ	1		•	•	•	•
	RESPONSIVE EDUCATION VIRTUAL LEARN	1		•	•	•	
TEXAS LEADERSHIP	VISTA ACADEMY OF ELGIN	1				•	
	TEXAS LEADERSHIP OF ABILENE	1		•	•		
	TEXAS LEADERSHIP OF ARLINGTON	1		•	•		
TEXHOMA ISD	TEXAS LEADERSHIP OF MIDLAND	3		•	•	•	
		1				•	
THE LAWSON ACADEMY	TEXHOMA EL	1				•	
		1		•		•	•
TRINITY ENVIRONMENTAL ACADEMY	THE LAWSON ACADEMY	1		•		•	•
		1		•	•	•	•
TRINITY ISD	TRINITY ENVIRONMENTAL ACADEMY	1		•	•	•	•
		2		•		•	
TYLER ISD	LANSBERRY EL	1		•	•	•	•
	DOGAN MIDDLE	3		•		•	
	GRIFFIN EL	4		•		•	
	JONES EL	3		•		•	•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

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Appendix 7-A2. Improvement Required (IR) School Districts and Campuses, 2016 (continued)							
District	Campus	Consecutive Years IR	Alt. Ed. Accountability	Index ^a Not Met			
				1	2	3	4
UNION HILL ISD	SHARON A RICHARDSON EL	1				•	
UPLIFT EDUCATION	UPLIFT MERIDIAN SCHOOL	1		•	•		
UVALDE CISD	FLORES MIDDLE	1		•	•		
VICTORIA ISD	CRAIN EL	4		•		•	•
	PATTI WELDER MIDDLE	4		•		•	
VICTORY PREP		4					•
	VICTORY PREP	4					•
	VICTORY PREPARATORY ACADEMY	4					•
WACO CHARTER SCHOOL		1		•		•	
	WACO CHARTER SCHOOL	1		•		•	
WACO ISD	ALTA VISTA EL	4		•		•	
	BRAZOS H S	1	•	•		•	
	BROOK AVENUE EL	5		•		•	•
	CRESTVIEW EL	2		•		•	
	G W CARVER MIDDLE	4		•		•	•
	INDIAN SPRING MIDDLE	4		•		•	•
	J H HINES EL	5		•		•	•
WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAMILY FAITH ACADEMY	1		•	•		•
	WAXAHACHIE FAMILY FAITH ACADEMY	4		•		•	•
WAYSIDE SCHOOLS		1				•	
	SCI-TECH PREPARATORY	1		•		•	
WEBB CISD	OILTON EL	1		•		•	
WESLACO ISD	WESLACO 21ST CENTURY CTE EARLY COL	1					•
WICHITA FALLS ISD	BURGESS EL	2		•		•	
	KIRBY MIDDLE	1		•	•	•	
	WASHINGTON-JACKSON ACADEMY	2		•		•	•
WILLIS ISD	LYNN LUCAS MIDDLE	1		•	•		
WINFIELD ISD		3		•			•
	WINFIELD EL	3		•			•
WINFREE ACADEMY CHARTER SCHOOLS	WINFREE ACADEMY CHARTER SCHOOL	1	•	•			
	DAL						
WINTERS ISD	WINTERS J H	1		•	•		
WOODVILLE ISD	WOODVILLE EL	1		P ^b	P	P	P
	WOODVILLE INT	1				•	
YES PREP PUBLIC SCHOOLS INC	YES PREP - SOUTHSIDE	1		•	•		•
ZOE LEARNING ACADEMY	ZOE LEARNING ACADEMY / KOINONIA CA	2		•	•	•	•

^aThe Texas public school accountability system includes the following performance indexes: Index 1 (Student Achievement); Index 2 (Student Progress); Index 3 (Closing Performance Gaps); and Index 4 (Postsecondary Readiness). ^bA "P" indicates the campus was paired with another campus that was rated *Improvement Required*.

**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2014, Through August 31, 2015**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator Board of Managers	SB ^a 2 charter school closeout SB 2 charter school closeout	3/18/2015 7/23/2015
6	Arrow Academy	Monitor	Academic accountability	5/7/2015
4	Bay Area Charter	Conservator	SB 2 charter school closeout	3/18/2015
5	Beaumont ISD ^b	Monitor Conservator Board of Managers Monitor	Special education Finances/governance/special education Finances/governance/special education Special education	2/14/2014 4/14/2014 7/14/2014 5/21/2015
18	Big Spring ISD	Monitor	Academic accountability	5/7/2015
9	Bright Ideas Charter	Conservator	SB 2 charter school closeout	3/18/2015
18	Brookesmith ISD	Conservator	Academic and financial accountability	2/3/2015
17	Brownfield ISD	Monitor	Academic accountability	5/7/2015
6	Buckholts ISD	Monitor	Academic accountability	5/7/2015
20	Charlotte ISD	Monitor	Academic accountability	5/7/2015
10	Children First Academy of Dallas	Management Team	Revocation pursuant to TEC ^c §12.115(a)	9/5/2013
4	Cleveland ISD	Monitor	Academic accountability	5/7/2015
20	Crystal City ISD	Monitor	Academic accountability	2/27/2015
20	Dilley ISD	Monitor	Academic accountability	5/7/2015
13	Dime Box	Monitor	Academic accountability	5/7/2015
2	Dr. M.L. Garza-Gonzalez Charter School	Monitor Conservator	Academic accountability Academic accountability	5/7/2015 6/25/2015
19	El Paso ISD	Monitor Conservator Board of Managers Monitor	State and federal accountability data manipulation State and federal accountability data manipulation DOJ ^d -approved commissioner appointment Oversight for return to board of trustees	8/13/2012 12/6/2012 5/7/2013 5/18/2015
1	Excellence in Leadership Academy	Monitor	Academic and financial accountability	5/7/2015
10	Faith Family Academy of Oak Cliff	Conservator	SB 2 charter school closeout	3/18/2015
4	Fallbrook College Preparatory Academy	Monitor	Academic and financial accountability	5/7/2015

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dDepartment of Justice. ^eCommon school district.

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**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2014, Through August 31, 2015 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
20	George Gervin Academy	Monitor	Academic and financial accountability	5/7/2015
4	Girls & Boys Preparatory Academy	Conservator	SB ^a 2 charter school closeout	3/18/2015
4	Hempstead ISD ^b	Monitor	Academic and financial accountability	5/7/2015
16	Higgins ISD	Monitor	Academic accountability	5/7/2015
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator	SB 2 charter school closeout	3/18/2015
10	Honors Academy	Conservator Board of Managers	Financial management/academics/revocation pending Close down charter school operations	12/18/2013 10/10/2014
1	IGNITE Public Schools & Community Service Centers	Conservator	SB 2 charter school closeout	3/18/2015
4	La Amistad Love and Learning Academy	Conservator	Surrender charter	3/18/2015
10	Legacy Preparatory	Monitor	Academic and financial accountability	5/7/2015
14	Loraine ISD	Monitor	Academic accountability	5/7/2015
12	Marlin ISD	Monitor Management Team Monitor Monitor	Special education Special education/district operations and academics Special education/academics Academic accountability	9/24/2010 2/24/2011 3/1/2014 5/7/2015
4	Medical Center Charter School	Conservator	SB 2 charter school closeout	3/28/2015
20	Pearsall ISD	Monitor	Academic accountability	5/7/2015
10	Phoenix Charter School	Conservator	Non-renewal charter school closeout	3/2/2015
4	Premier Learning Academy	Monitor	Academic and financial accountability	2/27/2015
2	Premont ISD	Monitor	Academic accountability	5/7/2015
11	Prime Prep Academy	Board of Managers	Revocation pursuant to TEC ^c §12.115(a)	1/13/2015
1	Progreso ISD	Management Team	Finances and governance	1/16/2014
20	Radiance Academy of Learning	Monitor	Academic and financial accountability	5/7/2015
11	Rio Vista ISD	Monitor	Financial—Not Accredited-Revoked	2/18/2014
2	Robstown ISD	Monitor	Academic accountability	5/7/2015

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dDepartment of Justice. ^eCommon school district.

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**Appendix 7-B1. Monitors, Conservators, and Other Interventions,
September 1, 2014, Through August 31, 2015 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
20	San Antonio Technology Academy	Conservator	SB ^a 2 and non-renewal charter school closeout	12/8/2014
16	Sanford-Fritch ISD ^b	Monitor	Academic accountability	5/7/2015
11	Santo ISD	Monitor	Academic accountability	5/7/2015
20	Shekinah Radiance Academy	Monitor	Academic and financial accountability	5/7/2015
19	Sierra Blanca ISD	Monitor	Academic and financial accountability	5/7/2015
6	Snook ISD	Monitor	Academic accountability	5/7/2015
18	Terlingua CSD ^c	Monitor	Academic accountability	5/7/2015
4	Texas Serenity Academy Charter School	Monitor	Financial management	12/14/2012
		Monitor	Academic and financial accountability	5/1/2014
		Monitor	Academic and financial accountability	5/7/2015
12	Transformative Charter Academy	Conservator	SB 2 charter school closeout	3/18/2015
7	UT Tyler Innovation Academy	Monitor	Academic and financial accountability	5/7/2015
4	The Varnett Public School	Conservator	Finances and governance	9/30/2013
4	Victory Prep	Monitor	Academic accountability	5/7/2015

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dDepartment of Justice. ^eCommon school district.

**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2015, Through August 31, 2016**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
20	Academy of Careers and Technologies Charter School	Conservator Board of Managers	SB ^a 2 charter school closeout SB 2 charter school closeout	3/18/2015 7/23/2015
10	Academy of Dallas	Monitor	Academic accountability	3/23/2016
6	Arrow Academy	Monitor Monitor	Academic accountability Accreditation status of Accredited-Warned for 2014-15/non-renewal	5/7/2015 12/18/2015
13	Bartlett ISD ^b	Monitor	Academic accountability	3/23/2016
4	Bay Area Charter	Conservator	SB 2 charter school closeout	3/18/2015
5	Beaumont ISD	Monitor Conservator Board of Managers Monitor Monitor	Special education Finances/Governance/Special education Finances/Governance/Special education Special education Financial accountability	2/14/2014 4/14/2014 7/14/2014 5/21/2015 3/23/2016
18	Big Spring ISD	Monitor	Academic accountability	5/7/2015
18	Brookesmith ISD	Conservator	Academic and financial accountability	2/3/2015
6	Buckholts ISD	Monitor	Academic accountability	5/7/2015
20	Charlotte ISD	Monitor	Academic accountability	5/7/2015
10	Children First Academy of Dallas	Management Team Board of Managers	Revocation pursuant to TEC ^c §12.115(a) Revocation pursuant to TEC §12.115(a)	9/5/2013 8/16/2016
4	Cleveland ISD	Monitor	Academic accountability	5/7/2015
4	Comquest Academy	Monitor	Financial accountability	3/23/2016
4	CORE Academy	Monitor	Academic accountability	3/23/2016
20	Crystal City ISD	Monitor	Academic accountability	2/27/2015
4	Damon ISD	Monitor	Academic accountability	3/23/2016
20	Dilley ISD	Monitor	Academic accountability	5/7/2015
13	Dime Box ISD	Monitor	Academic accountability	5/7/2015
2	Dr. M.L. Garza-Gonzalez Charter School	Monitor Conservator	Academic accountability Academic accountability	5/7/2015 6/25/2015
20	Edgewood ISD	Conservator Board of Managers	School governance School governance	3/7/2016 5/23/2016

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dConsolidated independent school district. ^eCommon school district.

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**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2015, Through August 31, 2016 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
1	Excellence in Leadership Academy	Monitor	Academic and financial accountability	5/7/2015
10	Faith Family Academy of Oak Cliff	Conservator	SB ^a 2 charter school closeout	3/18/2015
4	Fallbrook College Preparatory Academy	Monitor Conservator	Academic and financial accountability SB 2 charter school closeout	5/7/2015 12/18/2015
10	Focus Learning Academy	Monitor	Academic accountability	3/23/2016
20	George Gervin Academy	Monitor	Academic and financial accountability	5/7/2015
4	Girls & Boys Preparatory Academy	Conservator	SB 2 charter school closeout	3/18/2015
4	Hempstead ISD ^b	Monitor Monitor	Academic and financial accountability Academic and financial accountability	5/7/2015 3/23/2016
16	Higgins ISD	Monitor	Academic accountability	5/7/2015
20	Higgs Carter King Gifted & Talented Charter Academy	Conservator	SB 2 charter school closeout	3/18/2015
10	Honors Academy	Conservator Board of Managers	Financial management/academics/revocation pending Close down charter school operations	12/18/2013 10/10/2014
1	IGNITE Public Schools & Community Service Centers	Conservator	SB 2 charter school closeout	3/18/2015
4	La Amistad Love and Learning Academy	Conservator	Surrender charter	3/18/2015
4	La Marque ISD	Conservator Board of Managers Conservator	Appoint board of managers/annexation Annexation to Texas City ISD Appointment to assist with annexation	12/1/2015 12/15/2015 12/15/2015
10	Legacy Preparatory	Monitor	Academic and financial accountability	5/7/2015
6	Leggett ISD	Monitor	Academic accountability	3/23/2016
14	Loraine ISD	Monitor	Academic accountability	5/7/2015
12	Marlin ISD	Monitor Management Team Monitor Monitor	Special education Special education/district operations and academics Special education/academics Academic accountability	9/24/2010 2/24/2011 3/1/2014 5/7/2015
4	Medical Center Charter School	Conservator	SB 2 charter school closeout	3/28/2015
12	Morgan ISD	Monitor	Academic accountability	3/23/2016

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dConsolidated independent school district. ^eCommon school district.

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**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2015, Through August 31, 2016 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
15	Olfen ISD ^b	Monitor	Academic accountability	3/23/2016
20	Pearsall ISD	Monitor	Academic accountability	5/7/2015
17	Petersburg ISD	Monitor	Academic accountability	3/23/2016
10	Phoenix Charter School	Conservator	Non-renewal charter school closeout	3/2/2015
4	Premier Learning Academy	Monitor Conservator	Academic and financial accountability SB ^a 2 and non-renewal charter school closeout	2/27/2015 12/18/2015
2	Premont ISD	Monitor Management Team	Academic accountability Not Accredited-Revoked abatement agreement	5/7/2015 12/30/2015
11	Prime Prep Academy	Board of Managers	Revocation pursuant to TEC ^c §12.115(a)	1/13/2015
1	Progreso ISD	Management Team Board of Managers	Finances and governance Finances and governance	1/16/2014 12/30/2015
20	Radiance Academy of Learning	Monitor	Academic and financial accountability	5/7/2015
18	Rankin ISD	Monitor	Academic accountability	3/23/2016
1	Rio Grande City CISD ^d	Monitor	Noncompliance migrant education program	12/21/2015
2	Robstown ISD	Monitor	Academic accountability	5/7/2015
16	Sanford-Fritch ISD	Monitor	Academic accountability	5/7/2015
11	Santo ISD	Monitor	Academic accountability	5/7/2015
20	Shekinah Radiance Academy	Monitor Conservator	Academic and financial accountability SB 2 charter school closeout	5/7/2015 12/18/2015
14	Sidney ISD	Conservator	TEC and Texas Election Code violations related to board elections	7/28/2016
19	Sierra Blanca ISD	Monitor	Academic and financial accountability	5/7/2015
6	Snook ISD	Monitor	Academic accountability	5/7/2015
6	Somerville ISD	Monitor	Academic accountability	3/23/2016
20	South San Antonio ISD	Conservator	Finances and governance	2/5/2016
18	Terlingua CSD ^e	Monitor	Academic accountability	5/7/2015
18	Terrell County ISD	Monitor	Financial accountability	3/23/2016

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dConsolidated independent school district. ^eCommon school district.

continues

**Appendix 7-B2. Monitors, Conservators, and Other Interventions,
September 1, 2015, Through August 31, 2016 (continued)**

Region	District/Charter School	Intervention Type	Reason(s) for Intervention	Intervention Date
4	Texas Serenity Academy Charter School	Monitor	Financial management	12/14/2012
		Monitor	Academic and financial accountability	5/1/2014
		Monitor	Academic and financial accountability	5/7/2015
12	Transformative Charter Academy	Conservator	SB ^a 2 charter school closeout	3/18/2015
7	UT Tyler Innovation Academy	Monitor	Academic and financial accountability	5/7/2015
4	The Varnett Public School	Conservator	Finances and governance	9/30/2013
4	Victory Prep	Monitor	Academic accountability	5/7/2015
		Conservator	SB 2 charter school closeout	12/18/1015
13	Waelder ISD ^b	Monitor	Academic accountability	3/23/2016
16	Walcott ISD	Monitor	Financial accountability	3/23/2016
8	Winfield ISD	Monitor	Academic accountability	3/23/2016

^aSenate Bill. ^bIndependent school district. ^cTexas Education Code. ^dConsolidated independent school district. ^eCommon school district.

Appendix 7-C1. Districts With Lowered Accreditation Status, 2014-15

District	Status	Reason for Lowered Status
Arrow Academy	Accredited-Warned	2013 and 2014 Accountability Ratings
Bloomington ISD ^a	Accredited-Warned	2013 and 2014 Accountability Ratings
Brownfield ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Buckholts ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Cleveland ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Crystal City ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Dilley ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Dime Box ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Dr. M L Garza-Gonzales Charter School	Accredited-Warned	2013 and 2014 Accountability Ratings
Excellence in Leadership Academy	Accredited-Warned	2014 FIRST ^b Rating, 2014 Accountability Rating
Fallbrook College Preparatory Academy	Accredited-Warned	2014 FIRST Rating, 2013 & 2014 Accountability Ratings
George Gevin Academy	Accredited-Warned	2013 FIRST Rating, 2014 Accountability Rating
Gold Burg ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Hempstead ISD	Accredited-Warned	2014 FIRST Rating, 2014 Accountability Rating
Higgins ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Legacy Preparatory	Accredited-Warned	2014 FIRST Rating, 2013 & 2014 Accountability Ratings
Leveretts Chapel ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Moran ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Premier Learning Academy	Accredited-Warned	2013 and 2014 Accountability Ratings
Prime Prep Academy	Accredited-Warned	2014 FIRST Rating, 2013 & 2014 Accountability Ratings
Progreso ISD	Accredited-Warned	Special Accreditation Investigation
Radiance Academy of Learning	Accredited-Warned	2014 FIRST Rating, 2014 Accountability Rating
Ramirez CSD ^c	Accredited-Warned	2013 FIRST Rating, 2013 & 2014 Accountability Rating
Robstown ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Sanford-Fritch ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Santos ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Shekinah Radiance Academy	Accredited-Warned	2014 FIRST Rating, 2013 & 2014 Accountability Ratings
Sierra Blanca ISD	Accredited-Warned	2014 FIRST Rating, 2014 Accountability Rating
Star ISD	Accredited-Warned	2014 FIRST Rating, 2014 Accountability Rating
Terlingua CSD	Accredited-Warned	2013 and 2014 Accountability Ratings
Texas Serenity Academy	Accredited-Warned	2013 & 2014 FIRST Rating, 2013 Accountability Rating
UT Tyler Innovation Academy	Accredited-Warned	2014 FIRST Rating, 2013 Accountability Rating
Victory Prep	Accredited-Warned	2013 and 2014 Accountability Ratings
Walnut Springs ISD	Accredited-Warned	2013 and 2014 Accountability Ratings
Zoe Learning Academy	Accredited-Warned	2014 FIRST Rating, 2013 Accountability Rating
Big Spring ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Charlotte ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
City Center Health Careers	Accredited-Probation	2014 FIRST Rating, 2011, 2013 and 2014 Accountability Ratings
Loraine ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Mainland Preparatory Academy	Accredited-Probation	2011, 2013 and 2014 FIRST Ratings
Marlin ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Pearsall ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Premont ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Snook ISD	Accredited-Probation	2011, 2013 and 2014 Accountability Ratings
Brooksmith ISD	Accredited-Probation (note: was Not Accredited-Revoked, updated following abatement agreement)	2011, 2012, & 2013 FIRST Ratings, 2014 Accountability Rating
Jonesboro ISD	Accredited-Probation (note: was Not Accredited-Revoked, updated following abatement agreement)	2010, 2011, 2012, 2013, & 2014 FIRST Ratings
La Marque ISD	Not Accredited-Revoked (note: following abatement agreement, revocation effective 7/1/2016)	2012 FIRST Rating, 2011, 2013, & 2014 Accountability Ratings

^aIndependent school district. ^bFinancial Integrity Rating System of Texas. ^cCommon school district.

Appendix 7-C2. Districts With Lowered Accreditation Status, 2015-16

District	Status	Reason for Lowered Status
Academy of Dallas	Accredited-Warned	2014 and 2015 Accountability Ratings
Bartlett ISD ^a	Accredited-Warned	2014 and 2015 Accountability Ratings
Beaumont ISD	Accredited-Warned	2014 and 2015 FIRST ^b Ratings
C O R E Academy	Accredited-Warned	2014 and 2015 Accountability Ratings
Comquest Academy	Accredited-Warned	2014 and 2015 FIRST Ratings
Damon ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Edgewood ISD	Accredited-Warned	Investigation Results [19 TAC ^c §97.1055(b)(2)]
Focus Learning Academy	Accredited-Warned	2014 and 2015 Accountability Ratings
Leggett ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Morgan ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Olfen ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Petersburg ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Radiance Academy of Learning	Accredited-Warned	2014 & 2015 FIRST Ratings, 2014 Accountability Rating
Rankin ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Somerville ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Terrell County ISD	Accredited-Warned	2014 and 2015 FIRST Ratings
Waelder ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Walcott ISD	Accredited-Warned	2014 and 2015 FIRST Ratings
Winfield ISD	Accredited-Warned	2014 and 2015 Accountability Ratings
Buckholts ISD	Accredited-Probation	2013, 2014 and 2015 Accountability Ratings
Crystal City ISD	Accredited-Probation	2013, 2014 and 2015 Accountability Ratings
Hempstead ISD	Accredited-Probation	2014 & 2015 FIRST Ratings, 2014 & 2015 Accountability Ratings
Sierra Blanca ISD	Accredited-Probation	2014 & 2015 FIRST Ratings, 2014 & 2015 Accountability Ratings
La Marque ISD	Not Accredited-Revoked	2012 & 2015 FIRST Ratings, 2011, 2013, & 2014 Accountability Ratings
Jonesboro ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2010, 2011, 2012, 2013, & 2014 FIRST Ratings; 2015 Accountability Rating
Marlin ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, & 2015 Accountability Ratings
Pearsall ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, & 2015 Accountability Ratings
Premont ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011 FIRST Rating, 2011, 2013, 2014, & 2015 Accountability Ratings
Snook ISD	Not Accredited-Revoked (Abated Pending Final Review Determination)	2011, 2013, 2014, & 2015 Accountability Ratings

^aIndependent school district. ^bFinancial Integrity Rating System of Texas. ^cTitle 19 of the Texas Administrative Code.

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16**

District	Status	District	Status
Abbott ISD ^a	Meets Requirements	Bob Hope School	Meets Requirements
Academy for Academic Excellence	Meets Requirements	Boles ISD	Meets Requirements
Academy ISD	Meets Requirements	Borden County ISD	Meets Requirements
Academy Of Accelerated Learning Inc	Meets Requirements	Bosqueville ISD	Meets Requirements
Academy Of Careers And Technologies Charter School	Meets Requirements	Bovina ISD	Meets Requirements
Accelerated Intermediate Academy	Meets Requirements	Boyd ISD	Meets Requirements
Adrian ISD	Meets Requirements	Boys Ranch ISD	Meets Requirements
Agua Dulce ISD	Meets Requirements	Brackett ISD	Meets Requirements
Alba-Golden ISD	Meets Requirements	Brazos ISD	Meets Requirements
Albany ISD	Meets Requirements	Brazos River Charter School	Meets Requirements
Alice ISD	Meets Requirements	Broaddus ISD	Meets Requirements
Alvord ISD	Meets Requirements	Brookesmith ISD	Meets Requirements
Ambassadors Preparatory Academy	Meets Requirements	Bryson ISD	Meets Requirements
Amherst ISD	Meets Requirements	Buckholts ISD	Meets Requirements
Amigos Por Vida-Friends For Life Pub Chtr Sch	Meets Requirements	Buena Vista ISD	Meets Requirements
Anson ISD	Meets Requirements	Burkburnett ISD	Meets Requirements
Anthony ISD	Meets Requirements	Burkeville ISD	Meets Requirements
Anton ISD	Meets Requirements	Burnet CISD	Meets Requirements
Apple Springs ISD	Meets Requirements	Burnham Wood Charter School District	Meets Requirements
Aquila ISD	Meets Requirements	Bushland ISD	Meets Requirements
Archer City ISD	Meets Requirements	Bynum ISD	Meets Requirements
Argyle ISD	Meets Requirements	Caldwell ISD	Meets Requirements
Aristoi Classical Academy	Meets Requirements	Callisburg ISD	Meets Requirements
Aspermont ISD	Meets Requirements	Calvert ISD	Meets Requirements
Aubrey ISD	Meets Requirements	Calvin Nelms Charter Schools	Meets Requirements
Austin Discovery School	Meets Requirements	Campbell ISD	Meets Requirements
Austwell-Tivoli ISD	Meets Requirements	Carroll ISD	Meets Requirements
Avinger ISD	Meets Requirements	Centerville ISD	Meets Requirements
Axtell ISD	Meets Requirements	Centerville ISD	Meets Requirements
Baird ISD	Meets Requirements	Channing ISD	Meets Requirements
Balmorhea ISD	Meets Requirements	Chaparral Star Academy	Meets Requirements
BASIS TEXAS	Meets Requirements	Chapel Hill ISD	Meets Requirements
Bay Area Charter Inc	Meets Requirements	Charlotte ISD	Meets Requirements
Beatrice Mayes Institute Charter School	Meets Requirements	Cherokee ISD	Meets Requirements
Bellevue ISD	Meets Requirements	Chester ISD	Meets Requirements
Bells ISD	Meets Requirements	Chico ISD	Meets Requirements
Ben Bolt-Palito Blanco ISD	Meets Requirements	Children First Academy Of Dallas	Meets Requirements
Benavides ISD	Meets Requirements	Chillicothe ISD	Meets Requirements
Benjamin ISD	Meets Requirements	Chireno ISD	Meets Requirements
Bishop CISD ^b	Meets Requirements	Chisum ISD	Meets Requirements
Blackwell CISD	Meets Requirements	Christoval ISD	Meets Requirements
Blanco ISD	Meets Requirements	Cisco ISD	Meets Requirements
Bland ISD	Meets Requirements	Clarendon ISD	Meets Requirements
Bloomburg ISD	Meets Requirements	Claude ISD	Meets Requirements
Bluff Dale ISD	Meets Requirements	Coahoma ISD	Meets Requirements
		Coleman ISD	Meets Requirements
		Collinsville ISD	Meets Requirements
		Colmesneil ISD	Meets Requirements
		Como-Pickton CISD	Meets Requirements
		Compass Academy Charter School	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16 (continued)**

District	Status	District	Status
Comquest Academy	Meets Requirements	Excellence In Leadership Academy	Meets Requirements
Comstock ISD ^a	Meets Requirements	Ezzell ISD	Meets Requirements
Corpus Christi Montessori School	Meets Requirements	Fabens ISD	Meets Requirements
Coupland ISD	Meets Requirements	Fallbrook College Preparatory Academy	Meets Requirements
Crane ISD	Meets Requirements	Falls City ISD	Meets Requirements
Cranfills Gap ISD	Meets Requirements	Farmersville ISD	Meets Requirements
Crawford ISD	Meets Requirements	Farwell ISD	Meets Requirements
Crockett County Consolidated CSD ^c	Meets Requirements	Fayetteville ISD	Meets Requirements
Crosbyton CISD ^b	Meets Requirements	Florence ISD	Meets Requirements
Cross Plains ISD	Meets Requirements	Floydada ISD	Meets Requirements
Cross Roads ISD	Meets Requirements	Follett ISD	Meets Requirements
Crosstimbers Academy	Meets Requirements	Forestburg ISD	Meets Requirements
Cumby ISD	Meets Requirements	Forsan ISD	Meets Requirements
Cushing ISD	Meets Requirements	Fort Elliott Cisd	Meets Requirements
D'Hanis ISD	Meets Requirements	Fort Stockton ISD	Meets Requirements
Damon ISD	Meets Requirements	Fort Worth Academy Of Fine Arts	Meets Requirements
Danbury ISD	Meets Requirements	Franklin ISD	Meets Requirements
Darrouzett ISD	Meets Requirements	Friendswood ISD	Meets Requirements
Dawson ISD	Meets Requirements	Frost ISD	Meets Requirements
Dawson ISD	Meets Requirements	Ft Davis ISD	Meets Requirements
Dell City ISD	Meets Requirements	Garner ISD	Meets Requirements
Denver City ISD	Meets Requirements	Gary ISD	Meets Requirements
Detroit ISD	Meets Requirements	Gateway Academy Charter District	Meets Requirements
Devers ISD	Meets Requirements	Gause ISD	Meets Requirements
Dew ISD	Meets Requirements	George I Sanchez Charter	Meets Requirements
Divide ISD	Meets Requirements	Gholson ISD	Meets Requirements
Dodd City ISD	Meets Requirements	Gladewater ISD	Meets Requirements
Doss Consolidated CSD	Meets Requirements	Gold Burg ISD	Meets Requirements
Douglass ISD	Meets Requirements	Goldthwaite ISD	Meets Requirements
Dr M L Garza-Gonzalez Charter School	Meets Requirements	Goodrich ISD	Meets Requirements
Draw Academy	Meets Requirements	Gordon ISD	Meets Requirements
Dripping Springs ISD	Meets Requirements	Grady ISD	Meets Requirements
Driscoll ISD	Meets Requirements	Graford ISD	Meets Requirements
Dublin ISD	Meets Requirements	Grandfalls-Royalty ISD	Meets Requirements
Eanes ISD	Meets Requirements	Grandview-Hopkins ISD	Meets Requirements
East Bernard ISD	Meets Requirements	Grape Creek ISD	Meets Requirements
East Texas Charter Schools	Meets Requirements	Great Hearts Texas	Meets Requirements
Ector ISD	Meets Requirements	Groom ISD	Meets Requirements
Eden Cisd	Meets Requirements	Gunter ISD	Meets Requirements
Ehrhart School	Meets Requirements	Gustine ISD	Meets Requirements
El Paso Leadership Academy	Meets Requirements	Guthrie CSD	Meets Requirements
Elenor Kolitz Hebrew Language Academy	Meets Requirements	Hale Center ISD	Meets Requirements
Elkhart ISD	Meets Requirements	Hallsburg ISD	Meets Requirements
Era ISD	Meets Requirements	Hamlin ISD	Meets Requirements
Etoile ISD	Meets Requirements	Happy ISD	Meets Requirements
Eula ISD	Meets Requirements	Hardin ISD	Meets Requirements
Evadale ISD	Meets Requirements	Hardin-Jefferson ISD	Meets Requirements
Evant ISD	Meets Requirements	Harmony School Of Excellence	Meets Requirements
Excel Academy	Meets Requirements		

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16 (continued)**

District	Status	District	Status
Harmony Science Acad (El Paso)	Meets Requirements	Kermit ISD	Meets Requirements
Harper ISD ^a	Meets Requirements	Klondike ISD	Meets Requirements
Harrold ISD	Meets Requirements	Knippa ISD	Meets Requirements
Hart ISD	Meets Requirements	Knox City-O'Brien CISD	Meets Requirements
Hartley ISD	Meets Requirements	Kopperl ISD	Meets Requirements
Harts Bluff ISD	Meets Requirements	Kountze ISD	Meets Requirements
Haskell CISD ^b	Meets Requirements	Kress ISD	Meets Requirements
Hawkins ISD	Meets Requirements	Krum ISD	Meets Requirements
Hawley ISD	Meets Requirements	La Fe Preparatory School	Meets Requirements
Hedley ISD	Meets Requirements	La Feria ISD	Meets Requirements
Henry Ford Academy	Meets Requirements	La Gloria ISD	Meets Requirements
Alameda School For Art + Design		La Pryor ISD	Meets Requirements
Hereford ISD	Meets Requirements	Lake Travis ISD	Meets Requirements
Hermleigh ISD	Meets Requirements	Lake Worth ISD	Meets Requirements
Hico ISD	Meets Requirements	Laneville ISD	Meets Requirements
Higgins ISD	Meets Requirements	Lasara ISD	Meets Requirements
Higgs Carter King Gifted & Talented Charter Acad	Meets Requirements	Latexo ISD	Meets Requirements
High Island ISD	Meets Requirements	Lazbuddie ISD	Meets Requirements
Highland ISD	Meets Requirements	Leadership Prep School	Meets Requirements
Highland Park ISD	Meets Requirements	Leakey ISD	Meets Requirements
Holland ISD	Meets Requirements	Leander ISD	Meets Requirements
Houston Heights High School	Meets Requirements	Leary ISD	Meets Requirements
Houston Heights Learning Academy Inc	Meets Requirements	Lefors ISD	Meets Requirements
Hubbard ISD	Meets Requirements	Leon ISD	Meets Requirements
Hubbard ISD	Meets Requirements	Leveretts Chapel ISD	Meets Requirements
Huckabay ISD	Meets Requirements	Lighthouse Charter School	Meets Requirements
Hull-Daisetta ISD	Meets Requirements	Linden-Kildare CISD	Meets Requirements
Hunt ISD	Meets Requirements	Lindsay ISD	Meets Requirements
Imagine International Academy of North Texas	Meets Requirements	Lingleville ISD	Meets Requirements
Inspired Vision Academy	Meets Requirements	Lipan ISD	Meets Requirements
Ira ISD	Meets Requirements	Little Elm ISD	Meets Requirements
Iraan-Sheffield ISD	Meets Requirements	Lockney ISD	Meets Requirements
Iredell ISD	Meets Requirements	Lohn ISD	Meets Requirements
Irion County ISD	Meets Requirements	Lometa ISD	Meets Requirements
Italy ISD	Meets Requirements	London ISD	Meets Requirements
Jayton-Girard ISD	Meets Requirements	Loop ISD	Meets Requirements
Jean Massieu Academy	Meets Requirements	Loraine ISD	Meets Requirements
Jonesboro ISD	Meets Requirements	Lorena ISD	Meets Requirements
Joshua ISD	Meets Requirements	Lovejoy ISD	Meets Requirements
Katherine Anne Porter School	Meets Requirements	Lovelady ISD	Meets Requirements
Katy ISD	Meets Requirements	Lueders-Avoca ISD	Meets Requirements
Kaufman ISD	Meets Requirements	Lumin Education	Meets Requirements
Keene ISD	Meets Requirements	Mainland Preparatory Academy	Meets Requirements
Kelton ISD	Meets Requirements	Malakoff ISD	Meets Requirements
Kenedy County Wide CSD ^c	Meets Requirements	Malone ISD	Meets Requirements
Kennard ISD	Meets Requirements	Malta ISD	Meets Requirements
Kerens ISD	Meets Requirements	Manara Academy	Meets Requirements
		Marathon ISD	Meets Requirements
		Marion ISD	Meets Requirements
		Martins Mill ISD	Meets Requirements
		Martinsville ISD	Meets Requirements
		Mason ISD	Meets Requirements
		Matagorda ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16 (continued)**

District	Status	District	Status
Maud ISD ^a	Meets Requirements	Paducah ISD	Meets Requirements
May ISD	Meets Requirements	Paint Creek ISD	Meets Requirements
McCamey ISD	Meets Requirements	Paint Rock ISD	Meets Requirements
McDade ISD	Meets Requirements	Palacios ISD	Meets Requirements
McLean ISD	Meets Requirements	Palmer ISD	Meets Requirements
McLeod ISD	Meets Requirements	Palo Pinto ISD	Meets Requirements
McMullen County ISD	Meets Requirements	Panhandle ISD	Meets Requirements
Meadow ISD	Meets Requirements	Panola Charter School	Meets Requirements
Meadowland Charter School	Meets Requirements	Panther Creek CISD	Meets Requirements
Melissa ISD	Meets Requirements	Paradise ISD	Meets Requirements
Memphis ISD	Meets Requirements	Paso Del Norte Academy	Meets Requirements
Meridian ISD	Meets Requirements	Charter District	
Meridian World School LLC	Meets Requirements	Patton Springs ISD	Meets Requirements
Merkel ISD	Meets Requirements	Pawnee ISD	Meets Requirements
Meyerpark Elementary	Meets Requirements	Penelope ISD	Meets Requirements
Meyersville ISD	Meets Requirements	Perrin-Whitt CISD	Meets Requirements
Miami ISD	Meets Requirements	Petersburg ISD	Meets Requirements
Midland Academy Charter	Meets Requirements	Petrolia ISD	Meets Requirements
School		Pineywoods Community	Meets Requirements
Midvalley Academy Charter	Meets Requirements	Academy	
District		Ponder ISD	Meets Requirements
Milano ISD	Meets Requirements	Poolville ISD	Meets Requirements
Mildred ISD	Meets Requirements	Port Aransas ISD	Meets Requirements
Miles ISD	Meets Requirements	Post ISD	Meets Requirements
Milford ISD	Meets Requirements	Poteet ISD	Meets Requirements
Miller Grove ISD	Meets Requirements	Pottsboro ISD	Meets Requirements
Montague ISD	Meets Requirements	Prairie Lea ISD	Meets Requirements
Montessori For All	Meets Requirements	Prairie Valley ISD	Meets Requirements
Morgan Mill ISD	Meets Requirements	Premier High Schools	Meets Requirements
Morton ISD	Meets Requirements	Premier Learning Academy	Meets Requirements
Motley County ISD	Meets Requirements	Priddy ISD	Meets Requirements
Mount Calm ISD	Meets Requirements	Prime Prep Academy	Meets Requirements
Mount Enterprise ISD	Meets Requirements	Pringle-Morse CISD	Meets Requirements
Muenster ISD	Meets Requirements	Quanah ISD	Meets Requirements
Mumford ISD	Meets Requirements	Quinlan ISD	Meets Requirements
Nazareth ISD	Meets Requirements	Radiance Academy Of	Meets Requirements
New Deal ISD	Meets Requirements	Learning	
New Home ISD	Meets Requirements	Rains ISD	Meets Requirements
Newcastle ISD	Meets Requirements	Ralls ISD	Meets Requirements
Nocona ISD	Meets Requirements	Ramirez CSD ^c	Meets Requirements
Nordheim ISD	Meets Requirements	Ranch Academy	Meets Requirements
North Hopkins ISD	Meets Requirements	Randolph Field ISD	Meets Requirements
North Zulch ISD	Meets Requirements	Ranger ISD	Meets Requirements
Northside ISD	Meets Requirements	Rankin ISD	Meets Requirements
Northwest Preparatory	Meets Requirements	Raul Yzaguirre School For	Meets Requirements
Nova Academy	Meets Requirements	Success	
Nueces Canyon CISD ^b	Meets Requirements	Raven School	Meets Requirements
Nursery ISD	Meets Requirements	Reagan County ISD	Meets Requirements
Nyos Charter School	Meets Requirements	Red Lick ISD	Meets Requirements
Odyssey Academy Inc	Meets Requirements	Redwater ISD	Meets Requirements
Oglesby ISD	Meets Requirements	Refugio ISD	Meets Requirements
Olfen ISD	Meets Requirements	Ricardo ISD	Meets Requirements
Olton ISD	Meets Requirements	Rice ISD	Meets Requirements
Orenda Charter School	Meets Requirements	Richards ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16 (continued)**

District	Status	District	Status
Richland Collegiate High School	Meets Requirements	Smyer ISD	Meets Requirements
Richland Springs ISD ^a	Meets Requirements	Sonora ISD	Meets Requirements
Riesel ISD	Meets Requirements	Southland ISD	Meets Requirements
Rising Star ISD	Meets Requirements	Southwest Preparatory School	Meets Requirements
Riviera ISD	Meets Requirements	Splendora ISD	Meets Requirements
Roby CISD ^b	Meets Requirements	Spring Creek ISD	Meets Requirements
Rochelle ISD	Meets Requirements	Spring Hill ISD	Meets Requirements
Rocksprings ISD	Meets Requirements	Springlake-Earth ISD	Meets Requirements
Rogers ISD	Meets Requirements	Spur ISD	Meets Requirements
Roosevelt ISD	Meets Requirements	Spurger ISD	Meets Requirements
Ropes ISD	Meets Requirements	St Anthony School	Meets Requirements
Roscoe Collegiate ISD	Meets Requirements	St Mary's Academy Charter School	Meets Requirements
Rosebud-Lott ISD	Meets Requirements	Stephen F Austin State University Charter School	Meets Requirements
Rotan ISD	Meets Requirements	Stephenville	Meets Requirements
Round Top-Carmine ISD	Meets Requirements	Sterling City ISD	Meets Requirements
Roxton ISD	Meets Requirements	Stratford ISD	Meets Requirements
Royse City ISD	Meets Requirements	Strawn ISD	Meets Requirements
Rule ISD	Meets Requirements	Sudan ISD	Meets Requirements
Runge ISD	Meets Requirements	Sulphur Springs ISD	Meets Requirements
Sabine ISD	Meets Requirements	Sundown ISD	Meets Requirements
Sabine Pass ISD	Meets Requirements	Sunnyvale ISD	Meets Requirements
Saint Jo ISD	Meets Requirements	Sunray ISD	Meets Requirements
Salado ISD	Meets Requirements	Sweet Home ISD	Meets Requirements
Saltillo ISD	Meets Requirements	Taft ISD	Meets Requirements
Sam Rayburn ISD	Meets Requirements	Tahoka ISD	Meets Requirements
San Perlita ISD	Meets Requirements	Tekoa Academy Of Accelerated Studies Stem School	Meets Requirements
San Saba ISD	Meets Requirements	Terlingua CSD ^c	Meets Requirements
San Vicente ISD	Meets Requirements	Terrell County ISD	Meets Requirements
Sands CISD	Meets Requirements	Texas Empowerment Academy	Meets Requirements
Santa Anna ISD	Meets Requirements	Texas Preparatory School	Meets Requirements
Santa Fe ISD	Meets Requirements	Texas School of the Arts	Meets Requirements
Santa Gertrudis ISD	Meets Requirements	Texhoma ISD	Meets Requirements
Santa Maria ISD	Meets Requirements	Texline ISD	Meets Requirements
Santo ISD	Meets Requirements	The Excel Center (For Adults)	Meets Requirements
Savoy ISD	Meets Requirements	The Lawson Academy	Meets Requirements
Schleicher ISD	Meets Requirements	The Varnett Public School	Meets Requirements
School Of Excellence In Education	Meets Requirements	Three Way ISD	Meets Requirements
School Of Science And Technology	Meets Requirements	Throckmorton ISD	Meets Requirements
Seagraves ISD	Meets Requirements	Tidehaven ISD	Meets Requirements
Seashore Charter Schools	Meets Requirements	Tioga ISD	Meets Requirements
Ser-Ninos Charter School	Meets Requirements	Tolar ISD	Meets Requirements
Seymour ISD	Meets Requirements	Treetops School International	Meets Requirements
Shamrock ISD	Meets Requirements	Trent ISD	Meets Requirements
Shekinah Radiance Academy	Meets Requirements	Trenton ISD	Meets Requirements
Shepherd ISD	Meets Requirements	Trinity Charter School	Meets Requirements
Sidney ISD	Meets Requirements	Troup ISD	Meets Requirements
Sierra Blanca ISD	Meets Requirements	Turkey-Quitque ISD	Meets Requirements
Silverton ISD	Meets Requirements		
Sivells Bend ISD	Meets Requirements		
Slidell ISD	Meets Requirements		

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

continues

**Appendix 7-D. Special Education Determination Status,
Districts Met Requirements, Not Staged, 2015-16 (continued)**

District	Status	District	Status
Two Dimensions Preparatory Academy	Meets Requirements	Wellington ISD	Meets Requirements
Ume Preparatory Academy	Meets Requirements	Wells ISD	Meets Requirements
Union Hill ISD ^a	Meets Requirements	West Hardin County CISD ^b	Meets Requirements
University Of Houston Charter School	Meets Requirements	West ISD	Meets Requirements
Uplift Education - North Hills Preparatory	Meets Requirements	West Rusk ISD	Meets Requirements
UT Tyler Innovation Academy	Meets Requirements	Westbrook ISD	Meets Requirements
Utopia ISD	Meets Requirements	Westhoff ISD	Meets Requirements
UTPB STEM Academy	Meets Requirements	Westphalia ISD	Meets Requirements
Valentine ISD	Meets Requirements	White Deer ISD	Meets Requirements
Van Alstyne ISD	Meets Requirements	White Oak ISD	Meets Requirements
Van Vleck ISD	Meets Requirements	Whiteface CISD	Meets Requirements
Vega ISD	Meets Requirements	Whitewright ISD	Meets Requirements
Veribest ISD	Meets Requirements	Whitharral ISD	Meets Requirements
Village Tech Schools	Meets Requirements	Wildorado ISD	Meets Requirements
Vista Del Futuro Charter School	Meets Requirements	Wilson ISD	Meets Requirements
Vysehrad ISD	Meets Requirements	Wimberley ISD	Meets Requirements
Waelder ISD	Meets Requirements	Winfield ISD	Meets Requirements
Walcott ISD	Meets Requirements	Wink-Loving ISD	Meets Requirements
Wall ISD	Meets Requirements	Woden ISD	Meets Requirements
Walnut Bend ISD	Meets Requirements	Wolfe City ISD	Meets Requirements
Walnut Springs ISD	Meets Requirements	Woodson ISD	Meets Requirements
Waxahachie Faith Family Academy	Meets Requirements	Wortham ISD	Meets Requirements
		Yantis ISD	Meets Requirements
		Zavalla ISD	Meets Requirements
		Zephyr ISD	Meets Requirements
		Zoe Learning Academy	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district.

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2014-15**

District	Status	District	Status
Abernathy ISD ^a	Local Interventions Implemented	Bullard ISD	Local Interventions Implemented
Alpha Charter School	Local Interventions Implemented	Buna ISD	Local Interventions Implemented
Alpine ISD	Local Interventions Implemented	Burkeville ISD	Completed: Routine Follow-up
Amarillo ISD	Local Interventions Implemented	Burleson ISD	Local Interventions Implemented
Ambassadors Preparatory Academy	Local Interventions Implemented	Burton ISD	Local Interventions Implemented
American Youthworks Charter School	Closure	Caddo Mills ISD	Local Interventions Implemented
Amherst ISD	Local Interventions Implemented	Calhoun County ISD	Local Interventions Implemented
Amigos Por Vida-Friends For Life Pub Chtr Sch	Local Interventions Implemented	Calvin Nelms Charter Schools	Local Interventions Implemented
Andrews ISD	Local Interventions Implemented	Campbell ISD	Local Interventions Implemented
Anna ISD	Local Interventions Implemented	Canadian ISD	Local Interventions Implemented
Anthony ISD	Local Interventions Implemented	Canutillo ISD	Local Interventions Implemented
Apple Springs ISD	Local Interventions Implemented	Carrollton-Farmers Branch ISD	Local Interventions Implemented
Aranas County ISD	Local Interventions Implemented	Cedars International Academy	Local Interventions Implemented
Archer City ISD	Local Interventions Implemented	Celina ISD	Local Interventions Implemented
Aristoi Classical Academy	Local Interventions Implemented	Center ISD	Local Interventions Implemented
Austin ISD	Completed: Routine Follow-up	Centerville ISD	Local Interventions Implemented
Avalon ISD	Local Interventions Implemented	Central Heights ISD	Local Interventions Implemented
Avery ISD	Local Interventions Implemented	Chapel Hill Academy	Local Interventions Implemented
Axtell ISD	Completed: Routine Follow-up	Chapel Hill ISD	Local Interventions Implemented
Azle ISD	Local Interventions Implemented	Chester ISD	Local Interventions Implemented
Ballinger ISD	Local Interventions Implemented	Childress ISD	Local Interventions Implemented
Barbers Hill ISD	Local Interventions Implemented	Chilton ISD	Local Interventions Implemented
Bay Area Charter Inc	Closure	Chisum ISD	Local Interventions Implemented
Beatrice Mayes Institute Charter School	Local Interventions Implemented	Chisum ISD	Local Interventions Implemented
Benavides ISD	Local Interventions Implemented	Cisco ISD	Local Interventions Implemented
Big Sandy ISD	Local Interventions Implemented	City View ISD	Local Interventions Implemented
Birdville ISD	Local Interventions Implemented	Clarksville ISD	Local Interventions Implemented
Bishop CISD ^b	Local Interventions Implemented	Clyde CISD	Local Interventions Implemented
Blanco ISD	Local Interventions Implemented	Coleman ISD	Local Interventions Implemented
Blanket ISD	Completed: Routine Follow-up	College Station ISD	Local Interventions Implemented
Bloomburg ISD	Local Interventions Implemented	Columbia-Brazoria ISD	Local Interventions Implemented
Blooming Grove ISD	Local Interventions Implemented	Comanche ISD	Local Interventions Implemented
Boerne ISD	Local Interventions Implemented	Commerce ISD	Local Interventions Implemented
Booker ISD	Local Interventions Implemented	Community ISD	Local Interventions Implemented
Bosqueville ISD	Local Interventions Implemented	Copperas Cove ISD	Local Interventions Implemented
Boys Ranch ISD	Local Interventions Implemented	Cotulla ISD	Local Interventions Implemented
Brackett ISD	Local Interventions Implemented	Covington ISD	Local Interventions Implemented
Brazos School For Inquiry & Creativity	Completed: Routine Follow-up	Crandall ISD	Local Interventions Implemented
Breckenridge ISD	Local Interventions Implemented	Crane ISD	Completed: Routine Follow-up
Bremont ISD	Local Interventions Implemented	Crawford ISD	Local Interventions Implemented
Brock ISD	Local Interventions Implemented	Crockett County Consolidated CSD ^c	Completed: Routine Follow-up
Bronte ISD	Local Interventions Implemented	Crockett ISD	Completed: Routine Follow-up
Brookeland ISD	Local Interventions Implemented	Crosby ISD	Completed: Routine Follow-up
Brooks Academy Of Science And Engineering	Local Interventions Implemented	Crosbyton CISD	Local Interventions Implemented
Brooks County ISD	Completed: Routine Follow-up	Cross Roads ISD	Local Interventions Implemented
Brownfield ISD	Completed: Routine Follow-up	Crowell ISD	Local Interventions Implemented
Brownwood ISD	Local Interventions Implemented	Crowley ISD	Local Interventions Implemented
Bryson ISD	Local Interventions Implemented	Culberson County-Allamore ISD	Local Interventions Implemented
		Cypress-Fairbanks ISD	Completed: Routine Follow-up
		Daingerfield-Lone Star ISD	Local Interventions Implemented
		Damon ISD	Completed: Routine Follow-up
		De Leon ISD	Local Interventions Implemented

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district. ^dTexas Education Agency.

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2014-15 (continued)**

District	Status	District	Status
Diboll ISD ^a	Local Interventions Implemented	Harleton ISD	Local Interventions Implemented
Dickinson ISD	TEA ^d Integrated On-Site Action Completed: Routine Follow-up	Harmony School Of Excellence	Local Interventions Implemented
Dilley ISD	Completed: Routine Follow-up	Harmony Science Acad (El Paso)	Local Interventions Implemented
Dr M L Garza-Gonzalez Charter School	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Harmony Science Acad (Fort Worth)	Closure
Dripping Springs ISD	Local Interventions Implemented	Harmony Science Acad (Lubbock)	Closure
Dumas ISD	Completed: Routine Follow-up	Harmony Science Acad (San Antonio)	Local Interventions Implemented
Eastland ISD	Local Interventions Implemented	Harmony Science Acad (Waco)	Local Interventions Implemented
Education Center International Academy	Local Interventions Implemented	Harmony Science Academy	Local Interventions Implemented
El Paso Academy	Local Interventions Implemented	Harrold ISD	Local Interventions Implemented
El Paso ISD	Completed: Routine Follow-up	Hearne ISD	Local Interventions Implemented
Ennis ISD	Local Interventions Implemented	Hemphill ISD	Local Interventions Implemented
Era ISD	Local Interventions Implemented	Henderson ISD	Local Interventions Implemented
Evadale ISD	Local Interventions Implemented	Henrietta ISD	Local Interventions Implemented
Everman ISD	Local Interventions Implemented	Hermleigh ISD	Completed: Routine Follow-up
Evolution Academy Charter School	Local Interventions Implemented	Hico ISD	Local Interventions Implemented
Excelsior ISD	Local Interventions Implemented	Higgs Carter King Gifted & Talented Charter Acad	Closure
Fabens ISD	Completed: Routine Follow-up	Honey Grove ISD	Local Interventions Implemented
Fairfield ISD	Local Interventions Implemented	Honors Academy	Closure
Fannindel ISD	Local Interventions Implemented	Houston Gateway Academy Inc	Local Interventions Implemented
Farwell ISD	Local Interventions Implemented	Houston Heights High School	Local Interventions Implemented
Floresville ISD	Local Interventions Implemented	Howe ISD	Local Interventions Implemented
Flour Bluff ISD	Local Interventions Implemented	Hubbard ISD	Local Interventions Implemented
Floydada ISD	Local Interventions Implemented	Hudson ISD	Local Interventions Implemented
Fort Elliott CISD ^b	Completed: Routine Follow-up	Hull-Daisetta ISD	Local Interventions Implemented
Franklin ISD	Local Interventions Implemented	Humble ISD	Completed: Routine Follow-up
Ft Sam Houston ISD	Local Interventions Implemented	Huntington ISD	Local Interventions Implemented
Gatesville ISD	Local Interventions Implemented	Hutto ISD	Local Interventions Implemented
Gateway Charter Academy	Local Interventions Implemented	Ignite Public Schools and Community Service Center	Completed: Routine Follow-up
George Gervin Academy	Completed: Routine Follow-up	Iola ISD	Local Interventions Implemented
George I Sanchez Charter	Local Interventions Implemented	Iraan-Sheffield ISD	Completed: Routine Follow-up
George West ISD	Local Interventions Implemented	Itasca ISD	Completed: Routine Follow-up
Giddings ISD	Local Interventions Implemented	Jamie's House Charter School	Closure
Glasscock County ISD	Local Interventions Implemented	Jim Hogg County ISD	Completed: Routine Follow-up
Glen Rose ISD	Local Interventions Implemented	Jim Ned CISD	Local Interventions Implemented
Golden Rule Charter School	Local Interventions Implemented	John H Wood Jr Public Charter District	Local Interventions Implemented
Goldthwaite ISD	Local Interventions Implemented	Joshua ISD	Local Interventions Implemented
Goose Creek CISD	Completed: Routine Follow-up	Jourdanton ISD	Local Interventions Implemented
Gorman ISD	Local Interventions Implemented	Jubilee Academic Center	Local Interventions Implemented
Graford ISD	Local Interventions Implemented	Junction ISD	Local Interventions Implemented
Graham ISD	Local Interventions Implemented	Karnes City ISD	Local Interventions Implemented
Grand Prairie ISD	Local Interventions Implemented	Katherine Anne Porter School	Local Interventions Implemented
Grandview ISD	Local Interventions Implemented	Kemp ISD	Local Interventions Implemented
Granger ISD	Local Interventions Implemented		
Grapeland ISD	Local Interventions Implemented		
Gregory-Portland ISD	Local Interventions Implemented		
Groesbeck ISD	Local Interventions Implemented		
Gruver ISD	Local Interventions Implemented		
Hale Center ISD	Local Interventions Implemented		
Happy ISD	Local Interventions Implemented		
Hardin-Jefferson ISD	Local Interventions Implemented		

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district. ^dTexas Education Agency.

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2014-15 (continued)**

District	Status	District	Status
Kennedale ISD ^a	Local Interventions Implemented	Midway ISD	Local Interventions Implemented
Kerens ISD	Local Interventions Implemented	Millsap ISD	Local Interventions Implemented
Kipp Austin Public Schools Inc	Local Interventions Implemented	Moran ISD	Completed: Routine Follow-up
Kountze ISD	Local Interventions Implemented	Morgan ISD	Completed: Routine Follow-up
La Academia De Estrellas	Local Interventions Implemented	Moulton ISD	Local Interventions Implemented
La Amistad Love & Learning Academy	Local Interventions Implemented	Mount Pleasant ISD	Completed: Routine Follow-up
La Feria ISD	Completed: Routine Follow-up	Muenster ISD	Local Interventions Implemented
La Porte ISD	Local Interventions Implemented	Muleshoe ISD	Local Interventions Implemented
La Pryor ISD	Completed: Routine Follow-up	Mullin ISD	Local Interventions Implemented
Lackland ISD	Local Interventions Implemented	Mumford ISD	Local Interventions Implemented
Lago Vista ISD	Local Interventions Implemented	Munday CISD	Local Interventions Implemented
Lampasas ISD	Local Interventions Implemented	Navarro ISD	Local Interventions Implemented
Lapoynor ISD	Local Interventions Implemented	Nederland ISD	Local Interventions Implemented
Latexo ISD	Local Interventions Implemented	Needville ISD	Local Interventions Implemented
Leander ISD	Local Interventions Implemented	New Braunfels ISD	Local Interventions Implemented
Legacy Preparatory	Completed: Routine Follow-up	New Deal ISD	Local Interventions Implemented
Leggett ISD	Completed: Routine Follow-up	New Diana ISD	Local Interventions Implemented
Leon ISD	Local Interventions Implemented	New Frontiers Charter School	Completed: Routine Follow-up
Leonard ISD	Local Interventions Implemented	Newton ISD	Local Interventions Implemented
Lexington ISD	Local Interventions Implemented	Nocona ISD	Local Interventions Implemented
Liberty ISD	Local Interventions Implemented	Normangee ISD	Local Interventions Implemented
Life School	Local Interventions Implemented	North Hopkins ISD	Local Interventions Implemented
Lighthouse Charter School	Local Interventions Implemented	North Lamar ISD	Local Interventions Implemented
Lindale ISD	Local Interventions Implemented	North Texas Collegiate Academy	Completed: Routine Follow-up
Linden-Kildare CISD ^b	Local Interventions Implemented	Northwest Preparatory	Closure
Little Elm ISD	Local Interventions Implemented	Nueces Canyon CISD	Local Interventions Implemented
Lockney ISD	Local Interventions Implemented	Nyos Charter School	Local Interventions Implemented
Lohn ISD	Local Interventions Implemented	Oakwood ISD	Local Interventions Implemented
Lometa ISD	Local Interventions Implemented	Odem-Edroy ISD	Local Interventions Implemented
Lorena ISD	Local Interventions Implemented	Odyssey Academy Inc	Local Interventions Implemented
Lorenzo ISD	Local Interventions Implemented	Olton ISD	Local Interventions Implemented
Louise ISD	Local Interventions Implemented	Orangefield ISD	Local Interventions Implemented
Lubbock-Cooper ISD	Local Interventions Implemented	Orenda Charter School	Local Interventions Implemented
Lumin Education	Local Interventions Implemented	Paducah ISD	Local Interventions Implemented
Lyford CISD	Local Interventions Implemented	Palmer ISD	Local Interventions Implemented
Manara Academy	Local Interventions Implemented	Panhandle ISD	Local Interventions Implemented
Marble Falls ISD	Local Interventions Implemented	Paradise ISD	Local Interventions Implemented
Marfa ISD	Local Interventions Implemented	Pecos-Barstow-Toyah ISD	Local Interventions Implemented
Marshall ISD	Local Interventions Implemented	Pegasus School Of Liberal Arts And Sciences	Completed: Routine Follow-up
Mart ISD	Local Interventions Implemented	Pettus ISD	Local Interventions Implemented
Martinsville ISD	Local Interventions Implemented	Pflugerville ISD	Local Interventions Implemented
Mason ISD	Local Interventions Implemented	Pine Tree ISD	Local Interventions Implemented
Maud ISD	Local Interventions Implemented	Pittsburg ISD	Local Interventions Implemented
McAllen ISD	Local Interventions Implemented	Plains ISD	Local Interventions Implemented
Medina Valley ISD	Local Interventions Implemented	Pleasant Grove ISD	Local Interventions Implemented
Melissa ISD	Local Interventions Implemented	Point Isabel ISD	Completed: Routine Follow-up
Memphis ISD	Local Interventions Implemented	Por Vida Academy	Completed: Routine Follow-up
Menard ISD	Local Interventions Implemented	Port Neches-Groves ISD	Local Interventions Implemented
Midland Academy Charter School	Local Interventions Implemented	Positive Solutions Charter School	Completed: Routine Follow-up

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district. ^dTexas Education Agency.

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2014-15 (continued)**

District	Status	District	Status
Post ISD ^a	TEA ^d Integrated On-Site Action Completed: Routine Follow-up	Seminole ISD	Local Interventions Implemented
Poth ISD	Local Interventions Implemented	Ser-Ninos Charter School	Local Interventions Implemented
Radiance Academy Of Learning	Completed: Routine Follow-up	Seymour ISD	Local Interventions Implemented
Ralls ISD	Local Interventions Implemented	Shallowater ISD	Local Interventions Implemented
Ranch Academy	Local Interventions Implemented	Shamrock ISD	Local Interventions Implemented
Ranger ISD	Local Interventions Implemented	Sharyland ISD	Local Interventions Implemented
Raul Yzaguirre School For Success	Local Interventions Implemented	Shekinah Radiance Academy	Completed: Routine Follow-up
Reagan County ISD	Local Interventions Implemented	Shelbyville ISD	Local Interventions Implemented
Redwater ISD	Local Interventions Implemented	Slocum ISD	Local Interventions Implemented
Ricardo ISD	Local Interventions Implemented	Smyer ISD	Local Interventions Implemented
Richard Milburn Academy (Amarillo)	Closure	Somerset ISD	Local Interventions Implemented
Richard Milburn Academy (Ector County)	Closure	South Plains Academy Charter District	Local Interventions Implemented
Richard Milburn Academy (Fort Worth)	Closure	South Texas ISD	Local Interventions Implemented
Richard Milburn Academy (Suburban Houston)	Closure	Spring Branch ISD	Local Interventions Implemented
Richard Milburn Alter High School (Corpus Christi)	Closure	Spring Hill ISD	Local Interventions Implemented
Richard Milburn Alter High School (Killeen)	Local Interventions Implemented	Springlake-Earth ISD	Local Interventions Implemented
River Road ISD	Local Interventions Implemented	Spurger ISD	Local Interventions Implemented
Riviera ISD	Local Interventions Implemented	St Anthony School	Local Interventions Implemented
Rockdale ISD	Local Interventions Implemented	Stratford ISD	Local Interventions Implemented
Roosevelt ISD	Local Interventions Implemented	Sudan ISD	Local Interventions Implemented
Ropes ISD	Local Interventions Implemented	Sunray ISD	Local Interventions Implemented
Rosebud-Lott ISD	Local Interventions Implemented	Tarkington ISD	Local Interventions Implemented
Royse City ISD	Local Interventions Implemented	Tatum ISD	Local Interventions Implemented
S And S CISD ^b	Local Interventions Implemented	Texas College Preparatory Academies	Local Interventions Implemented
Salttillo ISD	Local Interventions Implemented	Texas Leadership	Local Interventions Implemented
Sam Rayburn ISD	Local Interventions Implemented	The Lawson Academy	Local Interventions Implemented
San Augustine ISD	Local Interventions Implemented	The Pro-Vision Academy	Local Interventions Implemented
San Benito CISD	Completed: Routine Follow-up	The Rhodes School	Local Interventions Implemented
San Marcos CISD	Local Interventions Implemented	The Varnett Public School	Local Interventions Implemented
San Perlita ISD	Local Interventions Implemented	Tidehaven ISD	Local Interventions Implemented
Sands CISD	Local Interventions Implemented	Timpson ISD	Local Interventions Implemented
Santa Fe ISD	Local Interventions Implemented	Transformative Charter Academy	Closure
Santa Rosa ISD	Local Interventions Implemented	Trenton ISD	Local Interventions Implemented
Santo ISD	Completed: Routine Follow-up	Trinidad ISD	Completed: Routine Follow-up
Schertz-Cibolo-U City ISD	Local Interventions Implemented	Troup ISD	Local Interventions Implemented
Schleicher ISD	Local Interventions Implemented	Tulia ISD	Local Interventions Implemented
School Of Excellence In Education	Local Interventions Implemented	Tuloso-Midway ISD	Local Interventions Implemented
School Of Science And Technology	Local Interventions Implemented	Union Grove ISD	Local Interventions Implemented
School Of Science And Technology Discovery	Local Interventions Implemented	University Of Texas Elementary Charter School	Local Interventions Implemented
Schulenburg ISD	Local Interventions Implemented	University Of Texas University Charter School	Completed: Routine Follow-up
Scurry-Rosser ISD	Local Interventions Implemented	Uplift Education – Hampton Preparatory	Local Interventions Implemented
Sealy ISD	Local Interventions Implemented	Uplift Education – Peak Preparatory	Local Interventions Implemented
		UT Tyler Innovation Academy	Local Interventions Implemented
		Valley Mills ISD	Local Interventions Implemented
		Van ISD	Local Interventions Implemented
		Van Vleck ISD	Local Interventions Implemented
		Vega ISD	Local Interventions Implemented

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district. ^dTexas Education Agency.

continues

**Appendix 7-E1. Special Education Monitoring Status,
Districts in Stage 1 Intervention, 2014-15 (continued)**

District	Status	District	Status
Vernon ISD ^a	TEA ^d Integrated On-Site Action Completed: Noncompliance Follow-up	White Oak ISD	Local Interventions Implemented
Waelder ISD	Completed: Routine Follow-up	White Settlement ISD	Local Interventions Implemented
Waller ISD	Local Interventions Implemented	Whitesboro ISD	Local Interventions Implemented
Warren ISD	Local Interventions Implemented	Whitewright ISD	Local Interventions Implemented
Water Valley ISD	Completed: Routine Follow-up	Wichita Falls ISD	Completed: Routine Follow-up
Wayside Schools	Local Interventions Implemented	Wimberley ISD	Local Interventions Implemented
Weatherford ISD	Local Interventions Implemented	Winfree Academy Charter Schools	Completed: Routine Follow-up
Wellington ISD	Local Interventions Implemented	Winona ISD	Local Interventions Implemented
Wellman-Union CISD ^b	Local Interventions Implemented	Winters ISD	Local Interventions Implemented
West Hardin County CISD	Local Interventions Implemented	Wolfe City ISD	Local Interventions Implemented
West ISD	Completed: Routine Follow-up	Woodville ISD	Local Interventions Implemented
West Rusk ISD	Local Interventions Implemented	Wortham ISD	Local Interventions Implemented
West Sabine ISD	Local Interventions Implemented	Zoe Learning Academy	Local Interventions Implemented
White Deer ISD	Local Interventions Implemented		

^aIndependent school district. ^bConsolidated independent school district. ^cCommon school district. ^dTexas Education Agency.

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2015-16**

District	Status	District	Status
A+ Academy	Meets Requirements	Cameron ISD	Meets Requirements
Abilene ISD ^a	Meets Requirements	Canadian ISD	Meets Requirements
Aledo ISD	Meets Requirements	Canton ISD	Meets Requirements
Alief Montessori Community School	Meets Requirements	Carlisle ISD	Meets Requirements
Allen ISD	Meets Requirements	Castleberry ISD	Meets Requirements
Alpha Charter School	Meets Requirements	Cayuga ISD	Meets Requirements
Alpine ISD	Meets Requirements	Cedars International Academy	Meets Requirements
Alvarado ISD	Meets Requirements	Celeste ISD	Meets Requirements
Anderson-Shiro CISD ^b	Meets Requirements	Celina ISD	Meets Requirements
Aransas Pass ISD	Meets Requirements	Center Point ISD	Meets Requirements
Arlington Classics Academy	Meets Requirements	Central Heights ISD	Meets Requirements
Arrow Academy	Meets Requirements	Central ISD	Meets Requirements
Avalon ISD	Meets Requirements	Chapel Hill Academy	Meets Requirements
Avery ISD	Meets Requirements	Childress ISD	Meets Requirements
Ballinger ISD	Meets Requirements	Chilton ISD	Meets Requirements
Bangs ISD	Meets Requirements	China Spring ISD	Meets Requirements
Banquete ISD	Meets Requirements	City Center Health Careers	Meets Requirements
Barbers Hill ISD	Meets Requirements	City View ISD	Meets Requirements
Bartlett ISD	Meets Requirements	Cityscape Schools	Meets Requirements
Bastrop ISD	Meets Requirements	Clifton ISD	Meets Requirements
Beckville ISD	Meets Requirements	Clyde CISD	Meets Requirements
Bellville ISD	Meets Requirements	Coldspring-Oakhurst CISD	Meets Requirements
Bexar County Academy	Meets Requirements	Colorado ISD	Meets Requirements
Big Sandy ISD	Meets Requirements	Columbus ISD	Meets Requirements
Big Sandy ISD	Meets Requirements	Comal ISD	Meets Requirements
Big Spring ISD	Meets Requirements	Comanche ISD	Meets Requirements
Blanket ISD	Meets Requirements	Commerce ISD	Meets Requirements
Blooming Grove ISD	Meets Requirements	Community ISD	Meets Requirements
Bloomington ISD	Meets Requirements	Coolidge ISD	Meets Requirements
Blue Ridge ISD	Meets Requirements	Cotton Center ISD	Meets Requirements
Blum ISD	Meets Requirements	Covington ISD	Meets Requirements
Boerne ISD	Meets Requirements	Crowell ISD	Meets Requirements
Boling ISD	Meets Requirements	Cuero ISD	Meets Requirements
Booker ISD	Meets Requirements	Culberson County-Allamore ISD	Meets Requirements
Brady ISD	Meets Requirements	Daingerfield-Lone Star ISD	Meets Requirements
Brazos School For Inquiry & Creativity	Meets Requirements	Dalhart ISD	Meets Requirements
Breckenridge ISD	Meets Requirements	De Leon ISD	Meets Requirements
Bremond ISD	Meets Requirements	Deer Park ISD	Meets Requirements
Bridge City ISD	Meets Requirements	Denison ISD	Meets Requirements
Bright Ideas Charter	Meets Requirements	Devine ISD	Meets Requirements
Brock ISD	Meets Requirements	Deweyville ISD	Meets Requirements
Bronte ISD	Meets Requirements	Dumas ISD	Meets Requirements
Brookeland ISD	Meets Requirements	Eagle Mt-Saginaw ISD	Meets Requirements
Brooks Academy Of Science And Engineering	Meets Requirements	Early ISD	Meets Requirements
Brownsboro ISD	Meets Requirements	East Chambers ISD	Meets Requirements
Bruceville-Eddy ISD	Meets Requirements	East Fort Worth Montessori Academy	Meets Requirements
Buffalo ISD	Meets Requirements	Eastland ISD	Meets Requirements
Bullard ISD	Meets Requirements	Edgewood ISD	Meets Requirements
Burleson ISD	Meets Requirements	Edgewood ISD	Meets Requirements
Caddo Mills ISD	Meets Requirements	Education Center International Academy	Meets Requirements
Calhoun County ISD	Meets Requirements	El Paso Academy	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district.

continues

**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2015-16 (continued)**

District	Status	District	Status
Electra ISD ^a	Meets Requirements	Houston Gateway Academy Inc	Meets Requirements
Erath Excels Academy Inc	Meets Requirements	Howe ISD	Meets Requirements
Eustace ISD	Meets Requirements	Huffman ISD	Meets Requirements
Excelsior ISD	Meets Requirements	Humble ISD	Meets Requirements
Faith Family Academy Of Oak Cliff	Meets Requirements	Huntington ISD	Meets Requirements
Fannindel ISD	Meets Requirements	Hurst-Euleless-Bedford ISD	Meets Requirements
Ferris ISD	Meets Requirements	Hutto ISD	Meets Requirements
Flatonia ISD	Meets Requirements	Idalou ISD	Meets Requirements
Flour Bluff ISD	Meets Requirements	Idea Public Schools	Meets Requirements
Freer ISD	Meets Requirements	Ignite Public Schools and Community Service Center	Meets Requirements
Frenship ISD	Meets Requirements	Iola ISD	Meets Requirements
Friona ISD	Meets Requirements	Iowa Park CISD ^b	Meets Requirements
Frisco ISD	Meets Requirements	Itasca ISD	Meets Requirements
Fruitvale ISD	Meets Requirements	Jacksonville ISD	Meets Requirements
Ft Hancock ISD	Meets Requirements	Jefferson ISD	Meets Requirements
Ft Sam Houston ISD	Meets Requirements	Jim Ned CISD	Meets Requirements
Galveston ISD	Meets Requirements	Joaquin ISD	Meets Requirements
Ganado ISD	Meets Requirements	John H Wood Jr Public Charter District	Meets Requirements
Garrison ISD	Meets Requirements	Johnson City ISD	Meets Requirements
George Gervin Academy	Meets Requirements	Jourdanton ISD	Meets Requirements
George West ISD	Meets Requirements	Junction ISD	Meets Requirements
Georgetown ISD	Meets Requirements	Karnack ISD	Meets Requirements
Gilmer ISD	Meets Requirements	Karnes City ISD	Meets Requirements
Glasscock County ISD	Meets Requirements	Keller ISD	Meets Requirements
Glen Rose ISD	Meets Requirements	Kemp ISD	Meets Requirements
Global Learning Village	Meets Requirements	Kenedy ISD	Meets Requirements
Golden Rule Charter School	Meets Requirements	Kirbyville CISD	Meets Requirements
Goliad ISD	Meets Requirements	La Academia De Estrellas	Meets Requirements
Gorman ISD	Meets Requirements	La Amistad Love & Learning Academy	Meets Requirements
Grand Saline ISD	Meets Requirements	La Marque ISD	Meets Requirements
Grandview ISD	Meets Requirements	La Porte ISD	Meets Requirements
Granger ISD	Meets Requirements	La Villa ISD	Meets Requirements
Grapeland ISD	Meets Requirements	Lackland ISD	Meets Requirements
Grapevine-Colleyville ISD	Meets Requirements	Lago Vista ISD	Meets Requirements
Greenwood ISD	Meets Requirements	Lapoynor ISD	Meets Requirements
Gregory-Portland ISD	Meets Requirements	Leggett ISD	Meets Requirements
Groveton ISD	Meets Requirements	Leonard ISD	Meets Requirements
Gruver ISD	Meets Requirements	Lexington ISD	Meets Requirements
Hamilton ISD	Meets Requirements	Liberty Hill ISD	Meets Requirements
Hamshire-Fannett ISD	Meets Requirements	Lone Oak ISD	Meets Requirements
Harlandale ISD	Meets Requirements	Lorenzo ISD	Meets Requirements
Harmony ISD	Meets Requirements	Louise ISD	Meets Requirements
Harmony Science Acad (San Antonio)	Meets Requirements	Lubbock-Cooper ISD	Meets Requirements
Harmony Science Acad (Waco)	Meets Requirements	Lyford CISD	Meets Requirements
Harmony Science Academy (Austin)	Meets Requirements	Marfa ISD	Meets Requirements
Hemphill ISD	Meets Requirements	Mart ISD	Meets Requirements
Henrietta ISD	Meets Requirements	Maypearl ISD	Meets Requirements
Highland Park ISD	Meets Requirements	McGregor ISD	Meets Requirements
Holliday ISD	Meets Requirements	McKinney ISD	Meets Requirements
Honey Grove ISD	Meets Requirements		

^aIndependent school district. ^bConsolidated independent school district.

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**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2015-16 (continued)**

District	Status	District	Status
Medical Center Charter School	Meets Requirements	Positive Solutions Charter School	Meets Requirements
Medina ISD ^a	Meets Requirements	Poth ISD	Meets Requirements
Medina Valley ISD	Meets Requirements	Prairiland ISD	Meets Requirements
Menard ISD	Meets Requirements	Premont ISD	Meets Requirements
Mexia ISD	Meets Requirements	Promise Community School	Meets Requirements
Midlothian ISD	Meets Requirements	Prosper ISD	Meets Requirements
Midway ISD	Meets Requirements	Rapoport Academy Public School	Meets Requirements
Millsap ISD	Meets Requirements	Rice CISD	Meets Requirements
Mineola ISD	Meets Requirements	Rise Academy	Meets Requirements
Monte Alto ISD	Meets Requirements	River Road ISD	Meets Requirements
Moran ISD	Meets Requirements	Rivercrest ISD	Meets Requirements
Morgan ISD	Meets Requirements	Robert Lee ISD	Meets Requirements
Moulton ISD	Meets Requirements	Rockwall ISD	Meets Requirements
Mount Vernon ISD	Meets Requirements	Round Rock ISD	Meets Requirements
Mullin ISD	Meets Requirements	S And S CISD	Meets Requirements
Munday CISD ^b	Meets Requirements	Sabinal ISD	Meets Requirements
Murchison ISD	Meets Requirements	San Antonio School For Inquiry & Creativity	Meets Requirements
Natalia ISD	Meets Requirements	San Antonio Technology Academy	Meets Requirements
Navarro ISD	Meets Requirements	San Augustine ISD	Meets Requirements
Neches ISD	Meets Requirements	San Elizario ISD	Meets Requirements
Nederland ISD	Meets Requirements	San Isidro ISD	Meets Requirements
New Braunfels ISD	Meets Requirements	Santa Rosa ISD	Meets Requirements
New Diana ISD	Meets Requirements	Schertz-Cibola-U City ISD	Meets Requirements
New Summerfield ISD	Meets Requirements	School Of Science And Technology Discovery	Meets Requirements
Newman International Academy of Arlington	Meets Requirements	Schulenburg ISD	Meets Requirements
Newton ISD	Meets Requirements	Scurry-Rosser ISD	Meets Requirements
Nixon-Smiley CISD	Meets Requirements	Sealy ISD	Meets Requirements
Normangee ISD	Meets Requirements	Shallowater ISD	Meets Requirements
North East ISD	Meets Requirements	Sharyland ISD	Meets Requirements
North Texas Collegiate Academy	Meets Requirements	Shiner ISD	Meets Requirements
O'Donnell ISD	Meets Requirements	Slaton ISD	Meets Requirements
Oakwood ISD	Meets Requirements	Slocum ISD	Meets Requirements
Odem-Edroy ISD	Meets Requirements	Snook ISD	Meets Requirements
Olney ISD	Meets Requirements	South Plains Academy Charter District	Meets Requirements
Orangefield ISD	Meets Requirements	South Texas Educational Technologies, Inc.	Meets Requirements
Overton ISD	Meets Requirements	South Texas ISD	Meets Requirements
Pearland ISD	Meets Requirements	Spearman ISD	Meets Requirements
Pecos-Barstow-Toyah ISD	Meets Requirements	Stamford ISD	Meets Requirements
Pegasus School Of Liberal Arts And Sciences	Meets Requirements	Step Charter School	Meets Requirements
Pettus ISD	Meets Requirements	Stockdale ISD	Meets Requirements
Pewitt CISD	Meets Requirements	Sulphur Bluff ISD	Meets Requirements
Pilot Point ISD	Meets Requirements	Sweeny ISD	Meets Requirements
Pittsburg ISD	Meets Requirements	Sweetwater ISD	Meets Requirements
Plains ISD	Meets Requirements	Tarkington ISD	Meets Requirements
Plano ISD	Meets Requirements	Teague ISD	Meets Requirements
Pleasant Grove ISD	Meets Requirements	Texas City ISD	Meets Requirements
Plemons-Stinnett-Phillips CISD	Meets Requirements		
Por Vida Academy	Meets Requirements		

^aIndependent school district. ^bConsolidated independent school district.

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**Appendix 7-E2. Special Education Determination Status,
Districts Met Requirements, Stage 1, 2015-16 (continued)**

District	Status	District	Status
Texas Serenity Academy	Meets Requirements	Victory Prep	Meets Requirements
The Pro-Vision Academy	Meets Requirements	Waco Charter School	Meets Requirements
The Rhodes School	Meets Requirements	Waskom ISD	Meets Requirements
Thorndale ISD ^a	Meets Requirements	Water Valley ISD	Meets Requirements
Three Rivers ISD	Meets Requirements	Waxahachie ISD	Meets Requirements
Timpson ISD	Meets Requirements	Wayside Schools	Meets Requirements
Tom Bean ISD	Meets Requirements	Webb CISD ^b	Meets Requirements
Tomball ISD	Meets Requirements	Weimar ISD	Meets Requirements
Transformative Charter Academy	Meets Requirements	Wellman-Union CISD	Meets Requirements
Trinidad ISD	Meets Requirements	Westlake Academy Charter School	Meets Requirements
Trinity ISD	Meets Requirements	Wheeler ISD	Meets Requirements
Tulia ISD	Meets Requirements	White Settlement ISD	Meets Requirements
Union Grove ISD	Meets Requirements	Whitehouse ISD	Meets Requirements
Universal Academy	Meets Requirements	Whitesboro ISD	Meets Requirements
University Of Texas Elementary Charter School	Meets Requirements	Windthorst ISD	Meets Requirements
Uplift Education – Hampton Preparatory	Meets Requirements	Winfree Academy Charter Schools	Meets Requirements
Uplift Education – Williams Preparatory	Meets Requirements	Winnsboro ISD	Meets Requirements
Valley Mills ISD	Meets Requirements	Winona ISD	Meets Requirements
Valley View ISD	Meets Requirements	Winters ISD	Meets Requirements
Vanguard Academy	Meets Requirements	Woodsboro ISD	Meets Requirements
Venus ISD	Meets Requirements	Wylie ISD	Meets Requirements
		Wylie ISD	Meets Requirements
		Yorktown ISD	Meets Requirements

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-F1. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2014-15**

District	Status	District	Status
A+ Academy	Local Interventions Implemented	Decatur ISD	Local Interventions Implemented
Abilene ISD ^a	Completed: Routine Follow-up	Dekalb ISD	Local Interventions Implemented
Academy Of Dallas	Completed: Routine Follow-up	Denver City ISD	Local Interventions Implemented
Advantage Academy	Local Interventions Implemented	Desoto ISD	Local Interventions Implemented
Alamo Heights ISD	Local Interventions Implemented	Devine ISD	Local Interventions Implemented
Anahuac ISD	Local Interventions Implemented	Dime Box ISD	Completed: Routine Follow-up
Angleton ISD	Local Interventions Implemented	Early ISD	Local Interventions Implemented
Arrow Academy	Completed: Routine Follow-up	East Chambers ISD	Local Interventions Implemented
Atlanta ISD	Local Interventions Implemented	Edinburg CISD	Completed: Routine Follow-up
Aw Brown-Fellowship Leadership Academy	Local Interventions Implemented	El Campo ISD	Local Interventions Implemented
Bartlett ISD	Completed: Routine Follow-up	Electra ISD	Local Interventions Implemented
Beckville ISD	Local Interventions Implemented	Elgin ISD	Completed: Routine Follow-up
Beeville ISD	Local Interventions Implemented	Elysian Fields ISD	Local Interventions Implemented
Big Sandy ISD	Local Interventions Implemented	Eustace ISD	Local Interventions Implemented
Big Springs Charter School	Completed: Routine Follow-up	Ferris ISD	Local Interventions Implemented
Boling ISD	Local Interventions Implemented	Florence ISD	Local Interventions Implemented
Bonham ISD	Local Interventions Implemented	Fort Stockton ISD	Local Interventions Implemented
Bowie ISD	Local Interventions Implemented	Fort Worth ISD	Completed: Routine Follow-up
Brady ISD	Local Interventions Implemented	Fredericksburg ISD	Local Interventions Implemented
Brazosport ISD	Completed: Routine Follow-up	Freer ISD	Local Interventions Implemented
Brenham ISD	Completed: Routine Follow-up	Friona ISD	Completed: Routine Follow-up
Bridgeport ISD	Local Interventions Implemented	Fruitvale ISD	Local Interventions Implemented
Brownsville ISD	Completed: Routine Follow-up	Ft Hancock ISD	Local Interventions Implemented
Bruceville-Eddy ISD	Local Interventions Implemented	Gainesville ISD	Local Interventions Implemented
Buffalo ISD	Local Interventions Implemented	Garrison ISD	Local Interventions Implemented
Burnet CISD ^b	Local Interventions Implemented	Gilmer ISD	Local Interventions Implemented
Caldwell ISD	Local Interventions Implemented	Girls & Boys Preparatory Academy	Closure
Callisburg ISD	Local Interventions Implemented	Godley ISD	Local Interventions Implemented
Cameron ISD	Local Interventions Implemented	Grape Creek ISD	Local Interventions Implemented
Canton ISD	Local Interventions Implemented	Greenville ISD	Local Interventions Implemented
Carlisle ISD	Local Interventions Implemented	Hallettsville ISD	Local Interventions Implemented
Castleberry ISD	Local Interventions Implemented	Harlingen CISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Cedar Hill ISD	Local Interventions Implemented	Harmony School Of Science - Houston	Local Interventions Implemented
Celeste ISD	Local Interventions Implemented	Harmony Science Academy (Austin)	Local Interventions Implemented
Center Point ISD	Local Interventions Implemented	Hawkins ISD	Local Interventions Implemented
Channelview ISD	Completed: Routine Follow-up	Hays CISD	Local Interventions Implemented
Charlotte ISD	Completed: Routine Follow-up	Hereford ISD	Completed: Routine Follow-up
China Spring ISD	Local Interventions Implemented	Hidalgo ISD	Completed: Routine Follow-up
Cleburne ISD	Local Interventions Implemented	Hitchcock ISD	Local Interventions Implemented
Cleveland ISD	TEA ^c Integrated On-Site Action Completed: Routine Follow-up	Hooks ISD	Local Interventions Implemented
Clifton ISD	Local Interventions Implemented	Houston ISD	Completed: Routine Follow-up
Colorado ISD	Local Interventions Implemented	Hughes Springs ISD	Local Interventions Implemented
Columbus ISD	Completed: Routine Follow-up	Industrial ISD	Local Interventions Implemented
Comfort ISD	Local Interventions Implemented	Iowa Park CISD	Local Interventions Implemented
Coolidge ISD	Completed: Routine Follow-up	Jacksboro ISD	Local Interventions Implemented
Cooper ISD	Local Interventions Implemented	Jacksonville ISD	Local Interventions Implemented
Corpus Christi ISD	Completed: Routine Follow-up	Jefferson ISD	Local Interventions Implemented
Corrigan-Camden ISD	Local Interventions Implemented	Joaquin ISD	Local Interventions Implemented
Crystal City ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Judson ISD	Local Interventions Implemented
Dalhart ISD	Local Interventions Implemented		
Dayton ISD	Local Interventions Implemented		

^aIndependent school district. ^bConsolidated independent school district. ^cTexas Education Agency. ^dMunicipal school district.

continues

**Appendix 7-F1. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2014-15 (continued)**

District	Status	District	Status
Kaufman ISD ^a	Local Interventions Implemented	Ponder ISD	Local Interventions Implemented
Kermit ISD	Completed: Routine Follow-up	Port Arthur ISD	Completed: Routine Follow-up
Killeen ISD	Local Interventions Implemented	Poteet ISD	Local Interventions Implemented
Kipp Inc Charter	Local Interventions Implemented	Pottsboro ISD	Local Interventions Implemented
Kirbyville CISD ^b	Completed: Routine Follow-up	Prairiland ISD	Local Interventions Implemented
Klein ISD	Local Interventions Implemented	Premont ISD	Completed: Routine Follow-up
La Grange ISD	Completed: Routine Follow-up	Princeton ISD	Local Interventions Implemented
La Joya ISD	Completed: Routine Follow-up	Progreso ISD	Completed: Routine Follow-up
La Villa ISD	Local Interventions Implemented	Quanah ISD	Local Interventions Implemented
Lake Worth ISD	Local Interventions Implemented	Quinlan ISD	Local Interventions Implemented
Lamesa ISD	Completed: Routine Follow-up	Quitman ISD	Local Interventions Implemented
Lancaster ISD	Local Interventions Implemented	Red Oak ISD	Local Interventions Implemented
Laredo ISD	Completed: Routine Follow-up	Rice CISD	Local Interventions Implemented
Liberty Hill ISD	TEA ^c Integrated On-Site Action Completed: Noncompliance Follow-up	Rio Hondo ISD	Completed: Routine Follow-up
Little Cypress-Mauriceville CISD	Local Interventions Implemented	Rio Vista ISD	Local Interventions Implemented
Llano ISD	Local Interventions Implemented	Rise Academy	Local Interventions Implemented
Lone Oak ISD	Local Interventions Implemented	Robinson ISD	Local Interventions Implemented
Lubbock ISD	Local Interventions Implemented	Robstown ISD	Completed: Routine Follow-up
Lumberton ISD	Local Interventions Implemented	Roma ISD	Local Interventions Implemented
Lytle ISD	Local Interventions Implemented	Rusk ISD	Local Interventions Implemented
Mabank ISD	Local Interventions Implemented	Sabinal ISD	Local Interventions Implemented
Madisonville CISD	Local Interventions Implemented	Sabine ISD	Local Interventions Implemented
Magnolia ISD	Local Interventions Implemented	San Antonio ISD	Completed: Routine Follow-up
Malakoff ISD	Local Interventions Implemented	San Diego ISD	Local Interventions Implemented
Mansfield ISD	Local Interventions Implemented	San Elizario ISD	Completed: Routine Follow-up
Mathis ISD	Completed: Routine Follow-up	Santa Maria ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Maypearl ISD	Local Interventions Implemented	Seagraves ISD	Completed: Routine Follow-up
McGregor ISD	Local Interventions Implemented	Shepherd ISD	Completed: Routine Follow-up
Mercedes ISD	Completed: Routine Follow-up	Sherman ISD	Local Interventions Implemented
Meridian ISD	Local Interventions Implemented	Shiner ISD	Local Interventions Implemented
Mesquite ISD	Local Interventions Implemented	Simms ISD	Local Interventions Implemented
Milano ISD	Local Interventions Implemented	Sinton ISD	Completed: Routine Follow-up
Mineral Wells ISD	Local Interventions Implemented	Skidmore-Tynan ISD	Local Interventions Implemented
Monahans-Wickett-Pyote ISD	Local Interventions Implemented	Slaton ISD	Local Interventions Implemented
Monte Alto ISD	Completed: Noncompliance Follow-up	Snook ISD	Completed: Routine Follow-up
Moody ISD	Local Interventions Implemented	South San Antonio ISD	Completed: Routine Follow-up
New Summerfield ISD	Local Interventions Implemented	Southwest School	Local Interventions Implemented
New Waverly ISD	Local Interventions Implemented	Spearman ISD	Local Interventions Implemented
Nixon-Smiley CISD	Local Interventions Implemented	Splendora ISD	Local Interventions Implemented
Nova Academy (Southeast)	Local Interventions Implemented	Stafford MSD ^d	Local Interventions Implemented
Olney ISD	Local Interventions Implemented	Stamford ISD	Local Interventions Implemented
Onalaska ISD	Local Interventions Implemented	Step Charter School	Local Interventions Implemented
Orange Grove ISD	Completed: Noncompliance Follow-up	Stephenville	Local Interventions Implemented
Ore City ISD	Local Interventions Implemented	Sulphur Springs ISD	Local Interventions Implemented
Palestine ISD	Local Interventions Implemented	Sweeny ISD	Local Interventions Implemented
Pampa ISD	Local Interventions Implemented	Sweetwater ISD	Local Interventions Implemented
Peaster ISD	Local Interventions Implemented	Taft ISD	Local Interventions Implemented
Perryton ISD	Completed: Routine Follow-up	Taylor ISD	Local Interventions Implemented
Pewitt CISD	Local Interventions Implemented	Tenaha ISD	Local Interventions Implemented
Pilot Point ISD	Local Interventions Implemented	Texans CAN Academies	Local Interventions Implemented
Plainview ISD	Completed: Routine Follow-up	Texas Serenity Academy	Local Interventions Implemented
		Thorndale ISD	Local Interventions Implemented
		Thrall ISD	Local Interventions Implemented

^aIndependent school district. ^bConsolidated independent school district. ^cTexas Education Agency. ^dMunicipal school district.

continues

**Appendix 7-F1. Special Education Monitoring Status,
Districts in Stage 2 Intervention, 2014-15 (continued)**

District	Status	District	Status
Tornillo ISD ^a	Completed: Routine Follow-up	Weslaco ISD	Completed: Routine Follow-up
Trinity ISD	Local Interventions Implemented	West Oso ISD	Completed: Routine Follow-up
Troy ISD	Local Interventions Implemented	Westwood ISD	Local Interventions Implemented
Universal Academy	Local Interventions Implemented	Wharton ISD	Local Interventions Implemented
Uplift Education – Williams Preparatory	Local Interventions Implemented	Wheeler ISD	Local Interventions Implemented
Uplift Education-Summit International Preparatory	Local Interventions Implemented	Whitney ISD	Local Interventions Implemented
Valley View ISD	Local Interventions Implemented	Willis ISD	Local Interventions Implemented
Venus ISD	Local Interventions Implemented	Wills Point ISD	Local Interventions Implemented
Victoria ISD	Completed: Routine Follow-up	Windthorst ISD	Local Interventions Implemented
Victory Prep	Completed: Routine Follow-up	Winnsboro ISD	Local Interventions Implemented
Waskom ISD	Local Interventions Implemented	Woodsboro ISD	Completed: Routine Follow-up
Waxahachie ISD	Local Interventions Implemented	Yoakum ISD	Local Interventions Implemented
Weimar ISD	Local Interventions Implemented	Yorktown ISD	Local Interventions Implemented
		Zapata County ISD	TEA ^c Integrated On-Site Action Completed: Routine Follow-up

^aIndependent school district. ^bConsolidated independent school district. ^cTexas Education Agency. ^dMunicipal school district.

**Appendix 7-F2. Special Education Determination Status,
Districts Need Assistance, Stage 2, 2015-16**

District	Status	District	Status
Abernathy ISD ^a	Needs Assistance	Dickinson ISD	Needs Assistance
Academy Of Dallas	Needs Assistance	Dilley ISD	Needs Assistance
Advantage Academy	Needs Assistance	Dime Box ISD	Needs Assistance
Alamo Heights ISD	Needs Assistance	Eagle Pass ISD	Needs Assistance
Alief ISD	Needs Assistance	Edcouch-Elsa ISD	Needs Assistance
Alto ISD	Needs Assistance	Edinburg CISD	Needs Assistance
Amarillo ISD	Needs Assistance	Edna ISD	Needs Assistance
Anahuac ISD	Needs Assistance	El Paso ISD	Needs Assistance
Anna ISD	Needs Assistance	Elysian Fields ISD	Needs Assistance
Aranas County ISD	Needs Assistance	Evolution Academy Charter School	Needs Assistance
Arp ISD	Needs Assistance	Forney ISD	Needs Assistance
Athens ISD	Needs Assistance	Fort Bend ISD	Needs Assistance
Atlanta ISD	Needs Assistance	Frankston ISD	Needs Assistance
Austin Achieve Public Schools	Needs Assistance	Gatesville ISD	Needs Assistance
Austin ISD	Needs Assistance	Gateway Charter Academy	Needs Assistance
Azle ISD	Needs Assistance	Giddings ISD	Needs Assistance
Bandera ISD	Needs Assistance	Girls & Boys Preparatory Academy	Needs Assistance
Beeville ISD	Needs Assistance	Godley ISD	Needs Assistance
Belton ISD	Needs Assistance	Goose Creek CISD	Needs Assistance
Big Springs Charter School	Needs Assistance	Granbury ISD	Needs Assistance
Birdville ISD	Needs Assistance	Grand Prairie ISD	Needs Assistance
Bonham ISD	Needs Assistance	Groesbeck ISD	Needs Assistance
Borger ISD	Needs Assistance	Hallettsville ISD	Needs Assistance
Bowie ISD	Needs Assistance	Hallsville ISD	Needs Assistance
Brooks County ISD	Needs Assistance	Harleton ISD	Needs Assistance
Brownfield ISD	Needs Assistance	Harmony School Of Science - Houston	Needs Assistance
Brownsville ISD	Needs Assistance	Harmony Science Academy	Needs Assistance
Brownwood ISD	Needs Assistance	Henderson ISD	Needs Assistance
Buna ISD	Needs Assistance	Hillsboro ISD	Needs Assistance
Burton ISD	Needs Assistance	Hitchcock ISD	Needs Assistance
Calallen ISD	Needs Assistance	Hondo ISD	Needs Assistance
Canyon ISD	Needs Assistance	Hooks ISD	Needs Assistance
Carrizo Springs CISD ^b	Needs Assistance	Houston ISD	Needs Assistance
Carrollton-Farmers Branch ISD	Needs Assistance	Hudson ISD	Needs Assistance
Carthage ISD	Needs Assistance	Hughes Springs ISD	Needs Assistance
Channelview ISD	Needs Assistance	Industrial ISD	Needs Assistance
Clarksville ISD	Needs Assistance	Ingleside ISD	Needs Assistance
Clear Creek ISD	Needs Assistance	Ingram ISD	Needs Assistance
Cleburne ISD	Needs Assistance	International Leadership Of Texas	Needs Assistance
Cleveland ISD	Needs Assistance	Jacksboro ISD	Needs Assistance
Comfort ISD	Needs Assistance	Jarrell ISD	Needs Assistance
Conroe ISD	Needs Assistance	Jim Hogg County ISD	Needs Assistance
Cooper ISD	Needs Assistance	Kennedale ISD	Needs Assistance
Coppell ISD	Needs Assistance	Kerrville ISD	Needs Assistance
Copperas Cove ISD	Needs Assistance	Killeen ISD	Needs Assistance
Crandall ISD	Needs Assistance	Kingsville ISD	Needs Assistance
Cumberland Academy	Needs Assistance	Kipp Austin Public Schools Inc	Needs Assistance
Cypress-Fairbanks ISD	Needs Assistance	Kipp San Antonio	Needs Assistance
Decatur ISD	Needs Assistance	Klein ISD	Needs Assistance
Dekalb ISD	Needs Assistance		
Denton ISD	Needs Assistance		
Diboll ISD	Needs Assistance		

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

continues

**Appendix 7-F2. Special Education Determination Status,
Districts Need Assistance, Stage 2, 2015-16 (continued)**

District	Status	District	Status
La Grange ISD ^a	Needs Assistance	Rio Hondo ISD	Needs Assistance
La Vernia ISD	Needs Assistance	Rockdale ISD	Needs Assistance
Lake Dallas ISD	Needs Assistance	Roma ISD	Needs Assistance
Lamar CISD ^b	Needs Assistance	Rusk ISD	Needs Assistance
Lamesa ISD	Needs Assistance	San Diego ISD	Needs Assistance
Lampasas ISD	Needs Assistance	San Felipe-Del Rio CISD	Needs Assistance
Lewisville ISD	Needs Assistance	Sanford-Fritch ISD	Needs Assistance
Liberty ISD	Needs Assistance	Sanger ISD	Needs Assistance
Lindale ISD	Needs Assistance	Seguin ISD	Needs Assistance
Littlefield ISD	Needs Assistance	Seminole ISD	Needs Assistance
Livingston ISD	Needs Assistance	Shelbyville ISD	Needs Assistance
Llano ISD	Needs Assistance	Silsbee ISD	Needs Assistance
Longview ISD	Needs Assistance	Sinton ISD	Needs Assistance
Los Fresnos CISD	Needs Assistance	Skidmore-Tynan ISD	Needs Assistance
Lufkin ISD	Needs Assistance	Smithville ISD	Needs Assistance
Lumberton ISD	Needs Assistance	Socorro ISD	Needs Assistance
Lytle ISD	Needs Assistance	Somerset ISD	Needs Assistance
Mabank ISD	Needs Assistance	Somerville ISD	Needs Assistance
Madisonville CISD	Needs Assistance	South San Antonio ISD	Needs Assistance
Mansfield ISD	Needs Assistance	Southwest School	Needs Assistance
Marble Falls ISD	Needs Assistance	Stafford MSD ^c	Needs Assistance
Mathis ISD	Needs Assistance	Tatum ISD	Needs Assistance
McAllen ISD	Needs Assistance	Tenaha ISD	Needs Assistance
Mercedes ISD	Needs Assistance	Terrell ISD	Needs Assistance
Midway ISD	Needs Assistance	Texas College Preparatory Academies	Needs Assistance
Montgomery ISD	Needs Assistance	Texas Leadership	Needs Assistance
Moody ISD	Needs Assistance	The East Austin College Prep Academy	Needs Assistance
Muleshoe ISD	Needs Assistance	Thrall ISD	Needs Assistance
Navasota ISD	Needs Assistance	Tornillo ISD	Needs Assistance
Needville ISD	Needs Assistance	Troy ISD	Needs Assistance
New Boston ISD	Needs Assistance	University Of Texas University Charter School	Needs Assistance
New Waverly ISD	Needs Assistance	Uplift Education – Peak Preparatory	Needs Assistance
North Lamar ISD	Needs Assistance	Uplift Education-Summit International Preparatory	Needs Assistance
Northside ISD	Needs Assistance	Valley View ISD	Needs Assistance
Northwest ISD	Needs Assistance	Van ISD	Needs Assistance
Onalaska ISD	Needs Assistance	Vidor ISD	Needs Assistance
Orange Grove ISD	Needs Assistance	Waco ISD	Needs Assistance
Ore City ISD	Needs Assistance	Waller ISD	Needs Assistance
Palestine ISD	Needs Assistance	Warren ISD	Needs Assistance
Paris ISD	Needs Assistance	Weatherford ISD	Needs Assistance
Pasadena ISD	Needs Assistance	West Oso ISD	Needs Assistance
Peaster ISD	Needs Assistance	West Sabine ISD	Needs Assistance
Phoenix Charter School	Needs Assistance	Westwood ISD	Needs Assistance
Pine Tree ISD	Needs Assistance	Wharton ISD	Needs Assistance
Plainview ISD	Needs Assistance	Whitney ISD	Needs Assistance
Point Isabel ISD	Needs Assistance	Willis ISD	Needs Assistance
Port Neches-Groves ISD	Needs Assistance	Wills Point ISD	Needs Assistance
Presidio ISD	Needs Assistance	Woodville ISD	Needs Assistance
Princeton ISD	Needs Assistance	Ysleta ISD	Needs Assistance
Priority Charter Schools	Needs Assistance	Zapata County ISD	Needs Assistance
Progreso ISD	Needs Assistance		
Quitman ISD	Needs Assistance		
Raymondville ISD	Needs Assistance		
Red Oak ISD	Needs Assistance		
Richardson ISD	Needs Assistance		

^aIndependent school district. ^bConsolidated independent school district. ^cMunicipal school district.

**Appendix 7-G1. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2014-15**

District	Status	District	Status
Alto ISD ^a	Completed: Routine Follow-up	La Marque ISD	Year After TEA On-Site Action: Routine Follow-up
Aranas Pass ISD	Completed: Routine Follow-up	La Vega ISD	Completed: Routine Follow-up
Arlington ISD	Completed: Routine Follow-up	Livingston ISD	Completed: Routine Follow-up
Athens ISD	Completed: Routine Follow-up	Lockhart ISD	Completed: Routine Follow-up
Bandera ISD	Completed: Routine Follow-up	Longview ISD	Oversight/ Sanction/ Intervention
Bastrop ISD	Oversight/ Sanction/ Intervention	Luling ISD	Completed: Routine Follow-up
Bay City ISD	Completed: Routine Follow-up	Manor ISD	Oversight/ Sanction/ Intervention
Beaumont ISD	Year After TEA ^b On-Site Action: Routine Follow-up	Marlin ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Bloomington ISD	Oversight/ Sanction/ Intervention	Mexia ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Bryan ISD	Year After TEA On-Site Action: Routine Follow-up	Midland ISD	Year After TEA On-Site Action: Routine Follow-up
Carrizo Springs CISD ^c	TEA Integrated On-Site Action Completed: Routine Follow-up	Mineola ISD	Completed: Routine Follow-up
Carthage ISD	Completed: Routine Follow-up	Nacogdoches ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Central ISD	TEA Integrated On-site Action Completed: Routine Follow-up	Natalia ISD	Completed: Routine Follow-up
Chapel Hill ISD	Completed: Routine Follow-up	Navasota ISD	Oversight/ Sanction/ Intervention
Clint ISD	Year After TEA On-Site Action: Routine Follow-up	New Boston ISD	Completed: Routine Follow-up
Coldspring-Oakhurst CISD	Completed: Routine Follow-up	New Caney ISD	Completed: Routine Follow-up
Dallas ISD	Year After TEA On-Site Action: Routine Follow-up	Pearsall ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Del Valle ISD	Oversight/ Sanction/ Intervention	Pharr-San Juan-Alamo ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Donna ISD	TEA Integrated On-site Action Completed: Routine Follow-up	Presidio ISD	Completed: Routine Follow-up
Duncanville ISD	TEA Integrated On-site Action Completed: Noncompliance Follow-up	Royal ISD	Completed: Routine Follow-up
East Central ISD	Year After TEA On-Site Action: Routine Follow-up	San Angelo ISD	Oversight/ Sanction/ Intervention
Edcouch-Elsa ISD	TEA Integrated On-site Action Completed: Routine Follow-up	San Felipe-Del Rio CISD	TEA Integrated On-site Action Completed: Routine Follow-up
Edna ISD	Completed: Routine Follow-up	Sanford-Fritch ISD	Completed: Routine Follow-up
Faith Family Academy Of Oak Cliff	Year After TEA On-Site Action: Routine Follow-up	Seguin ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Focus Learning Academy	Oversight/ Sanction/ Intervention	Sheldon ISD	Completed: Routine Follow-up
Fort Bend ISD	Completed: Routine Follow-up	Silsbee ISD	Completed: Routine Follow-up
Frankston ISD	Completed: Routine Follow-up	Snyder ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Galveston ISD	Completed: Routine Follow-up	Somerville ISD	Completed: Routine Follow-up
Garland ISD	Completed: Routine Follow-up	Southwest ISD	TEA Integrated On-site Action Completed: Routine Follow-up
Georgetown ISD	Year After TEA On-Site Action: Routine Follow-up	Southwest Preparatory School	TEA Integrated On-site Action Completed: Routine Follow-up
Gonzales ISD	Completed: Routine Follow-up	Spring ISD	Year After TEA On-Site Action: Routine Follow-up
Grand Saline ISD	Completed: Routine Follow-up	Springtown ISD	Completed: Routine Follow-up
Hempstead ISD	Completed: Routine Follow-up	Stockdale ISD	Completed: Routine Follow-up
Hillsboro ISD	Completed: Routine Follow-up	Teague ISD	Completed: Routine Follow-up
Huffman ISD	Completed: Routine Follow-up	Temple ISD	Completed: Routine Follow-up
Idalou ISD	Completed: Routine Follow-up	Terrell ISD	Completed: Routine Follow-up
Ingleside ISD	Completed: Routine Follow-up	Texas City ISD	Completed: Routine Follow-up
Kenedy ISD	Completed: Routine Follow-up	The East Austin College Prep Academy	Completed: Routine Follow-up
Kerrville ISD	Completed: Routine Follow-up		
Kilgore ISD	Completed: Routine Follow-up		
Kingsville ISD	Completed: Routine Follow-up		

^aIndependent school district. ^bTexas Education Agency. ^cConsolidated independent school district.

continues

**Appendix 7-G1. Special Education Monitoring Status,
Districts in Stage 3 Intervention, 2014-15 (continued)**

District	Status	District	Status
Three Rivers ISD ^a	Completed: Routine Follow-up	Uvalde CISD ^c	Year After TEA On-Site Action: Routine Follow-up
Trinity Basin Preparatory	Completed: Noncompliance Follow-up		
United ISD	Year After TEA ^b On-Site Action: Routine Follow-up	West Orange-Cove CISD	Year After TEA On-Site Action: Routine Follow-up

^aIndependent school district. ^bTexas Education Agency. ^cConsolidated independent school district.

**Appendix 7-G2. Special Education Determination Status,
Districts Need Intervention, Stage 3, 2015-16**

District	Status	District	Status
Aldine ISD ^a	Need Intervention	Irving ISD	Need Intervention
Alvin ISD	Need Intervention	Jasper ISD	Need Intervention
Angleton ISD	Need Intervention	Jubilee Academic Center	Need Intervention
Arlington ISD	Need Intervention	Judson ISD	Need Intervention
Aw Brown-Fellowship Leadership Academy	Need Intervention	Kilgore ISD	Need Intervention
Bay City ISD	Need Intervention	Kipp Dallas-Fort Worth	Need Intervention
Beaumont ISD	Need Intervention	Kipp Inc Charter	Need Intervention
Brazosport ISD	Need Intervention	La Joya ISD	Need Intervention
Brenham ISD	Need Intervention	La Vega ISD	Need Intervention
Bridgeport ISD	Need Intervention	Lancaster ISD	Need Intervention
Bryan ISD	Need Intervention	Laredo ISD	Need Intervention
C O R E Academy	Need Intervention	Legacy Preparatory	Need Intervention
Canutillo ISD	Need Intervention	Levelland ISD	Need Intervention
Cedar Hill ISD	Need Intervention	Liberty-Eylau ISD	Need Intervention
Center ISD	Need Intervention	Life School	Need Intervention
Chapel Hill ISD	Need Intervention	Little Cypress-Mauriceville CISD	Need Intervention
Clint ISD	Need Intervention	Lockhart ISD	Need Intervention
College Station ISD	Need Intervention	Lubbock ISD	Need Intervention
Columbia-Brazoria ISD	Need Intervention	Luling ISD	Need Intervention
Connally ISD	Need Intervention	Magnolia ISD	Need Intervention
Corpus Christi ISD	Need Intervention	Marlin ISD	Need Intervention
Corrigan-Camden ISD	Need Intervention	Marshall ISD	Need Intervention
Cotulla ISD	Need Intervention	Mesquite ISD	Need Intervention
Crockett ISD	Need Intervention	Midland ISD	Need Intervention
Crosby ISD	Need Intervention	Mineral Wells ISD	Need Intervention
Crowley ISD	Need Intervention	Mission CISD	Need Intervention
Crystal City ISD	Need Intervention	Monahans-Wickett-Pyote ISD	Need Intervention
Dallas ISD	Need Intervention	Mount Pleasant ISD	Need Intervention
Del Valle ISD	Need Intervention	New Caney ISD	Need Intervention
Desoto ISD	Need Intervention	New Frontiers Charter School	Need Intervention
Dimmitt ISD	Need Intervention	Nova Academy (Southeast)	Need Intervention
Donna ISD	Need Intervention	Pampa ISD	Need Intervention
Duncanville ISD	Need Intervention	Pearsall ISD	Need Intervention
El Campo ISD	Need Intervention	Perryton ISD	Need Intervention
Elgin ISD	Need Intervention	Pflugerville ISD	Need Intervention
Ennis ISD	Need Intervention	Pharr-San Juan-Alamo ISD	Need Intervention
Everman ISD	Need Intervention	Pleasanton ISD	Need Intervention
Fairfield ISD	Need Intervention	Queen City ISD	Need Intervention
Floresville ISD	Need Intervention	Richard Milburn Alter High School (Killeen)	Need Intervention
Focus Learning Academy	Need Intervention	Rio Vista ISD	Need Intervention
Fort Worth ISD	Need Intervention	Robinson ISD	Need Intervention
Fredericksburg ISD	Need Intervention	Robstown ISD	Need Intervention
Gainesville ISD	Need Intervention	Royal ISD	Need Intervention
Galena Park ISD	Need Intervention	San Angelo ISD	Need Intervention
Garland ISD	Need Intervention	San Antonio ISD	Need Intervention
Gonzales ISD	Need Intervention	San Benito CISD	Need Intervention
Graham ISD	Need Intervention	San Marcos CISD	Need Intervention
Greenville ISD	Need Intervention	Sherman ISD	Need Intervention
Harlingen CISD ^b	Need Intervention	Simms ISD	Need Intervention
Hays CISD	Need Intervention	Snyder ISD	Need Intervention
Hearne ISD	Need Intervention	Southwest ISD	Need Intervention
Hempstead ISD	Need Intervention	Spring Branch ISD	Need Intervention
Hidalgo ISD	Need Intervention		

^aIndependent school district. ^bConsolidated independent school district.

continues

Appendix 7-G2. Special Education Determination Status, Districts Need Intervention, Stage 3, 2015-16 (continued)			
District	Status	District	Status
Spring ISD ^a	Need Intervention	Vernon ISD	Need Intervention
Springtown ISD	Need Intervention	Victoria ISD	Need Intervention
Stanton ISD	Need Intervention	Weslaco ISD	Need Intervention
Taylor ISD	Need Intervention	West Orange-Cove CISD ^b	Need Intervention
Temple ISD	Need Intervention	Wichita Falls ISD	Need Intervention
Texans CAN Academies	Need Intervention	Yes Prep Public Schools Inc	Need Intervention
Trinity Basin Preparatory	Need Intervention	Yoakum ISD	Need Intervention
Tuloso-Midway ISD	Need Intervention		
United ISD	Need Intervention		

^aIndependent school district. ^bConsolidated independent school district.

**Appendix 7-H1. Special Education Monitoring Status,
Districts in Stage 4 Intervention, 2014-15**

District	Status	District	Status
Aldine ISD ^a	Year After TEA ^b On-Site Action: Routine Follow-up	Huntsville ISD	Year After TEA On-Site Action: Routine Follow-up
Alice ISD	Year After TEA On-Site Action: Routine Follow-up	Irving ISD	Year After TEA On-Site Action: Routine Follow-up
Alief ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up	Jasper ISD	Completed: Routine Follow-up
Alvarado ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Liberty-Eylau ISD	Completed: Routine Follow-up
Big Spring ISD	Year After TEA On-Site Action: Routine Follow-up	Lufkin ISD	Completed: Routine Follow-up
Connally ISD	Oversight/ Sanction/ Intervention	Mission CISD ^c	Year After TEA On-Site Action: Routine Follow-up
Corsicana ISD	Completed: Routine Follow-up	Raymondville ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Cuero ISD	Completed: Routine Follow-up	Smithville ISD	Completed: Routine Follow-up
Denison ISD	Completed: Routine Follow-up	Southside ISD	Oversight/ Sanction/ Intervention
Ector County ISD	Year After TEA On-Site Action: Routine Follow-up	Texarkana ISD	Completed: Routine Follow-up
Edgewood ISD	Year After TEA On-Site Action: Routine Follow-up	Tyler ISD	TEA Integrated On-Site Action Completed: Noncompliance Follow-up
Gladewater ISD	TEA Integrated On-Site Action Completed: Routine Follow-up	Vidor ISD	Completed: Routine Follow-up
Goliad ISD	Completed: Routine Follow-up	Waco ISD	TEA Integrated On-Site Action Completed: Routine Follow-up
Harlandale ISD	Year After TEA On-Site Action: Routine Follow-up	Yes Prep Public Schools Inc	Completed: Routine Follow-up

^aIndependent school district. ^bTexas Education Agency. ^cConsolidated independent school district.

Appendix 7-H2. Special Education Determination Status, Districts Need Substantial Intervention, Stage 4, 2015-16			
District	Status	District	Status
Andrews ISD ^a	Need Substantial Intervention	Port Arthur ISD	Need Substantial Intervention
Corsicana ISD	Need Substantial Intervention	Rio Grande City CISD ^b	Need Substantial Intervention
Dayton ISD	Need Substantial Intervention	Southside ISD	Need Substantial Intervention
East Central ISD	Need Substantial Intervention	Sheldon ISD	Need Substantial Intervention
Ector County ISD	Need Substantial Intervention	Texarkana ISD	Need Substantial Intervention
Huntsville ISD	Need Substantial Intervention	Tyler ISD	Need Substantial Intervention
Manor ISD	Need Substantial Intervention	Uvalde CISD	Need Substantial Intervention
Nacogdoches ISD	Need Substantial Intervention		

^aIndependent school district. ^bConsolidated independent school district.

8. Status of the Curriculum

The Texas Essential Knowledge and Skills (TEKS), codified in Title 19 of the Texas Administrative Code (TAC), Chapters 110-118, 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;
- ♦ aligning the statewide assessment, the State of Texas Assessments of Academic Readiness (STAAR), to the TEKS; and
- ♦ incorporating college and career readiness standards into the TEKS.

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 post-secondary 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 2015, the 84th Texas Legislature amended TEC §28.008 to require that the SBOE adopt by rule a chart indicating 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 is scheduled to adopt a chart demonstrating the alignment of the TEKS with the English language arts CCRS following adoption of revisions to the English and Spanish language arts and reading TEKS.

Professional Development and Programs Targeting Student Success

Overview

One important function the agency performs is providing support for training of classroom teachers. While most districts provide professional development at the local level, the state also contributes by providing teachers extensive support around the TEKS, the state's mandated curriculum standards. The state provides evidence-based instructional strategies in a variety of formats, including face-to-face and online training. The state currently offers professional development opportunities in English language arts and reading, mathematics, science, social studies, career and technical education, fine arts, and the English Language Proficiency Standards (ELPS). These professional development opportunities are designed to strengthen participants' content knowledge, as well as to emphasize connections to the CCRS and ELPS and support for students with disabilities and students identified as gifted and talented. The professional development is designed to help participants learn to provide differentiated instruction that meets the needs of a diverse student population. Although the primary focus of professional development is on classroom teachers, administrators are also able to take advantage of professional development opportunities by either participating in the teacher trainings or taking part in administrator overview training.

In 2009, TEA launched Project Share, an initiative designed to make professional development and teacher resources available in online formats. The initiative, which began as a small collection of online courses, has continued to grow and now provides an extensive offering of professional development courses, teacher and administrator resources, formative assessment systems, and TEKS-aligned student lessons. Given Project Share's growth and the advancement of online learning systems since the 2009 launch, TEA transitioned to a content management and delivery system during the 2015-16 school year and rebranded the new online environment as the Texas Gateway. This transition eliminated account creation requirements; made teacher and student resources more easily accessible through the use of faceted searches, embedded codes, and sharable links; and enabled integration with districts' local learning management systems.

Since 2010, teachers have had online access to the Elementary School Students in Texas: Algebra Ready (ESTAR) and Middle School Students in Texas: Algebra Ready (MSTAR) system. The ESTAR/MSTAR system enables teachers to measure algebra readiness knowledge and skills in students in Grades 2-8 through a series of universal screeners and diagnostic assessments. The information gathered from the

ESTAR/MSTAR system allows teachers to identify students who need additional instruction and support in algebra-related knowledge and skills. Teachers are supported in using the ESTAR/MSTAR system through a series of online professional development courses that explain how to administer the screeners and diagnostics properly and how to interpret the results and adjust instruction accordingly.

Other online resources include the Texas Achievement Items Repository (TxAIR), a web-based application that enables teachers to create TEKS-aligned formative assessments for mathematics and science in Grades 3-12, and OnTRACK Lessons, an extensive series of TEKS-aligned student lessons. OnTRACK Lessons can be used to supplement classroom instruction and provide accelerated instruction for students in Grades 7-12.

The transition from traditional, face-to-face support to an online environment has enabled TEA to publish online resources for teachers and students more efficiently and to improve those resources on an ongoing basis through updates and enhancements. It has also given TEA the ability to share no-cost teacher and student resources across the various learning management solutions used by Texas public school districts and open-enrollment charters.

English and Spanish Language Arts and Reading

The TEKS in English and Spanish language arts and reading address such important basic skills as spelling, grammar, language usage, and punctuation. They also include critical CCRS in each of the following organized strands.

- ♦ Reading. Students read and understand a wide variety of literary and informational texts.
- ♦ Writing. Students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail.
- ♦ Research. Students locate a range of relevant sources and evaluate, synthesize, and present ideas and information.
- ♦ Listening and speaking. Students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups.
- ♦ Oral and written conventions. Students use the oral and written conventions of the English and Spanish languages in speaking and writing.

The SBOE began review and revision of the current English and Spanish language arts and reading TEKS in summer 2015 by appointing individuals to serve on review committees. Committee recommendations for revisions to the current TEKS were shared with the

SBOE in summer 2016. The SBOE is expected to approve revised English and Spanish language arts and reading TEKS in 2017 for implementation in a future school year.

Professional development courses to support teachers of middle school students experiencing difficulties in reading are provided 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 are also provided through the Texas Gateway. OnTRACK Lessons for students in Grades 6-8 and students taking English I, English II, and English III are currently available or will soon be available through the Texas Gateway. Additionally, online diagnostics and lessons were made available through Texas Students Using Curriculum Content to Ensure Sustained Success (SUCCESS) to support students and provide accelerated reading instruction in Grades 3-8 during the 2014-15, 2015-16, and 2016-17 school years. English I and II programs have been added for the 2015-16 and 2016-17 school years. These reading programs provide online, interactive reading lessons.

Professional development to support educators in writing instruction began in the summer of 2014 and will continue through the 2016-17 school year. The training is part of the Write for Texas initiative and is available through a series of modules posted on the Texas Gateway. Write for Texas also includes online writing evaluation software, which teachers in selected districts use to supplement evaluation of student writing in secondary English language arts classrooms. Write for Texas is 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 in summer 2016. Literacy Achievement Academies provide support for teachers of students in Grades K-3 and focus on effective and systematic instructional practices in reading, including phonemic awareness, phonics, fluency, vocabulary, and comprehension. In summer 2016, TEA launched Literacy Achievement Academies for teachers who provide reading instruction to students in kindergarten and Grade 1. Literacy Achievement Academies for teachers who provide reading instruction to students in Grades 2 and 3 will be made available in summer 2017. Additionally, Reading-to-Learn Academies will be made available in summer 2017 for teachers who provide reading comprehension instruction to students in Grades 4 and 5. Reading-to-Learn Academies will include effective instructional practices that promote student development of reading comprehension and inferential and critical thinking.

Mathematics

Overview

The revised mathematics TEKS for Grades K-12 that were adopted by the SBOE in April 2012 were implemented for Grades K-8 in the 2014-15 school year. In 2015-16, revised TEKS for high school mathematics courses were implemented across the state. Also available in 2015-16 were two new SBOE-approved mathematics courses, Algebraic Reasoning and Statistics, neither of which require Algebra II as a prerequisite. Both courses are comparable to Algebra II in rigor and incorporate the Texas CCRS.

TEA developed supporting information documents for the mathematics TEKS for Grades K-8, Algebra I, Algebra II, Geometry, Mathematical Models with Applications, Precalculus, Advanced Quantitative Reasoning, Algebraic Reasoning, and Statistics. These documents complement the side-by-side TEKS comparison documents that were created to demonstrate the alignment between the revised TEKS and the previous TEKS and to assist teachers as they transition to the revised TEKS. The ESTAR universal screener and diagnostic assessments were made available statewide in the 2015-16 school year. Additionally, the Interactive Mathematics Glossary for Grades K-8 was launched in 2015 as a resource for teachers.

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 is expected to be available in summer 2017.

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 occur 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. Use of the ESTAR/MSTAR system continues to grow. Over 560,000 ESTAR/MSTAR screeners and diagnostics were completed during the 2015-16 school year, an increase of 7.0 percent from the previous year.

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 2014-15 and 2015-16 school years included the following:

- OnTRACK lessons—interactive, TEKS-aligned lessons available on the Texas Gateway—for Grades 7 and 8 mathematics, Algebra I, Geometry, and Algebra II
- TxAIR—an application used by teachers to create and assign personalized formative assessments—for Grades 3-8 mathematics, Algebra I, Geometry, and Algebra II

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 TEKS for science were last revised in 2009 and were implemented in classrooms beginning with the 2010-11 school year. Streamlining of the science TEKS began in the summer of 2016 and is expected to conclude in 2017.

Following the same professional development models for English language arts and reading and mathematics, training on the science TEKS began in the spring of 2010. Science TEKS professional development available through the Texas Gateway includes Science TEKS Overview Grades K-12, Science Academies for Grades 5-8, and science safety training for elementary, middle, and high school.

The agency has also deployed professional development for teachers who provide science instruction to students in Grades K-8. The Grades K-4 Science Academies were made available in June 2015 and focused on Earth science. The Grades 5-8 Science Academies were made available in June 2016 and focused on physics. Both Science Academies are available in a face-to-face format through the regional ESCs or online through the Texas Gateway. TEKS-aligned science resources for teachers and students are also available through the Texas Gateway. In addition, the Texas Environmental Education Advisory Committee (TEEAC) continues to offer training for museums, zoos, nature centers, and other informal providers of professional development for educators. TEEAC providers have submitted TEKS-aligned resources, such as a Texas-specific aquatic science resource submitted by the Texas Parks and Wildlife Department, for posting on Texas Education on iTunes U.

Programs to Support Learning in Science

A number of targeted grant programs support instruction and learning in the area of science. For example, the Texas Regional Collaboratives for Excellence in Science and Mathematics Teaching support a network of K-16 partnerships to provide high-quality, sustained, and intensive teacher mentoring focused on strengthening science and mathematics content and pedagogy. Additionally, professional development opportunities for teachers of six career and technical education courses that may satisfy science credit requirements for graduation were made available through Project Share (now the Texas Gateway) beginning in 2012. The six courses are Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Engineering Design and Problem Solving, Food Science, and Forensic Science.

Resources for students are also available through the Texas Gateway and include OnTRACK lessons in the following grade levels and courses: Grade 8 science, Biology, Chemistry, and Physics. Kid2Kid videos, a series of videos that explain important science concepts in both English and Spanish, are available on Texas Education on iTunes U.

TxAIR provides teachers with online tools to assess science knowledge and skills in Grades 3-8 and in high school Biology, Integrated Physics and Chemistry, Chemistry, and Physics. It also serves as a formative assessment tool for teachers and identifies content and skills that must be addressed to help students succeed on STAAR, including the Biology end-of-course assessment.

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 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 2013, the 83rd Texas Legislature amended TEC §28.0021 to require that school districts and open-enrollment charter schools offering a high school program provide a half-credit elective course in personal financial literacy. In 2016, the SBOE adopted TEKS for the new Personal Financial Literacy course, which districts and charter schools must offer beginning with the 2016-17 school year.

In addition to providing professional development courses through the Texas Gateway (formerly Project Share), TEA provides resources for teachers and students, including OnTRACK lessons in Grade 8 social studies, U.S. History, World Geography, and World History, as well as other TEKS-aligned Texas Gateway resources. Additionally, TEA continues to collaborate with organizations such as the Bullock Texas State History Museum, the Institute of Texan Cultures, and the Texas Parks and Wildlife Department, as well as Texas public schools and institutions of higher education to provide curriculum materials and professional development opportunities for social studies teachers through Texas Education on iTunes U.

Career and Technical Education

Career and technical education (CTE) is organized into 16 Career Clusters and 81 career pathways endorsed by the U.S. Department of Education. The Career Clusters, groupings of occupations and industries based on skills and knowledge, support the Governor's Industry Cluster Initiative, which targets high-growth, high-paying jobs for the 21st century Texas economy. 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 one million students enroll in CTE courses each year to explore and prepare for careers of personal interest.

In mid-2014, the SBOE convened committees to review the current 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, which are scheduled to be 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 will be made available for CTE teachers, counselors, and administrators beginning in the spring of 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.

Ongoing projects addressed in the state plan for CTE include maintaining updated programs of study, identifying the CCRS in the CTE TEKS, and providing professional development for CTE teachers, administrators, and counselors. The CTE Professional Development Contract funds annual conferences for new CTE teachers and administrators, as well as an annual academy for counselors who wish to learn more about CTE. The academies are nine-month events divided into three parts: a three-day, face-to-face event in the fall, an ongoing project that spans the school year and furthers the participants' goals for the school year, and a final face-to-face event the following summer. Academy participants focus on the development of district CTE programs that are of the highest quality and focus on success of the student, workforce needs, postsecondary alignment options, and employer engagement.

In addition to providing support for career and technical instructional programs, TEA developed the *State Plan for Career and Technical Education, 2008-2013*, as required under TEC §29.182. The agency reviews the plan annually, updating it as needed, and submits a consolidated annual report to the U.S. Department of

Education, as required by the Carl D. Perkins Career and Technical Education Act of 2006.

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 any graduation program.

Revisions to the fine arts TEKS were implemented beginning with the 2015-16 school year. Many new courses are now 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 Foundation High School Program 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 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.

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. The SBOE is expected to review and adopt revisions to the health TEKS that align with this requirement 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.

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; eliminate American Sign Language (ASL) Levels V-VII; and add new courses in Seminar in LOTE (Advanced) and ASL (Advanced Independent Study). The revised TEKS are scheduled to be implemented in the 2017-18 school year.

Under the high school graduation programs available to students who entered Grade 9 prior to the 2014-15 school year, the Minimum High School Program has no LOTE requirement. Under the Foundation High School Program, 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 Computer Science I, II, and III as the computer programming language courses that may satisfy the LOTE requirement. 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, due to 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 No Child Left Behind Act of 2001 (NCLB) requires that every student be technology literate by the time the student finishes Grade 8. The technology applications TEKS address the technology literacy and integration recommendations in the *Long-Range Plan for Technology, 2006-2020*, and the requirements for students and educators specified in NCLB, Title II, Part D. 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 Advanced Placement (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.

English Language 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 language learners (ELLs) in accordance with state identification and assessment requirements outlined in 19 TAC §89.1225. While more than 122 languages are spoken in the homes of Texas public school students, Spanish is the language spoken in 91 percent of homes in which English is not the primary language. In the 2015-16 school year, 980,591 students were identified as ELLs, an increase of 3.3 percent from the 949,074 students identified as ELLs in the 2014-15 school year.

English Language Proficiency Standards

In November 2007, the SBOE adopted the English Language Proficiency Standards (ELPS) as part of the required curriculum. The ELPS include English language proficiency level descriptors and cross-curricular standards for what students should know and be able to do as they acquire the English language. These

standards must be integrated with instruction in each subject in the required curriculum. The ELPS Instructional Tool trainings offered by ESCs identify for educators the essential components for supporting ELLs at the beginning and intermediate levels of English language proficiency. Training is also offered on the ELPS Linguistic Instructional Alignment Guide to allow teachers to see the connections among the ELPS, the CCRS, Texas English Language Proficiency Assessment System (TELPAS) Proficiency Level Descriptors, and linguistic accommodations. SBOE Proclamations 2014, 2015, and 2017 called for instructional materials that incorporate the ELPS in English language arts and reading, mathematics, science, and social studies.

Programs Targeting English Language Learners

Districts must offer summer school programs in accordance with requirements under TEC §29.060 for ELLs 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.

Self-paced professional development courses for teachers are available on the Texas English Language Learners Portal. Online training and resources on the ELPS are available on the ELPS support center website for both teachers and administrators. The website includes the ELPS Academy courses, which assist teachers in understanding how the ELPS provide cross-curricular, second language acquisition essential knowledge and skills for listening, reading, and writing for each content area. The Texas English Language Learner Instructional Tool (TELLIT) courses help teachers learn how to address the linguistic, cognitive, and affective needs of ELLs in mathematics, science, and social studies. A TELLIT course for campus and district administrators was developed to help campus and district leaders conduct walk-through classroom observations and provide meaningful feedback to classroom teachers regarding ELL instruction. Training resources and video vignettes on the Language Proficiency Assessment Committee (LPAC) Framework are also available online. All school districts required to provide bilingual education or ESL programs must establish and operate an LPAC.

Gifted/Talented Education

In September 2009, the SBOE adopted an updated *Texas State Plan for the Education of Gifted/Talented Students*. The updates ensure the state plan continues to align with the Texas Education Code. The state plan addresses the areas of student identification and assessment, service design, curriculum and instruction,

professional development, and family-community involvement.

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 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). Additionally, state-provided professional development for the TEKS 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 TEKS apply to both full- and half-day kindergarten programs.

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 will be implemented beginning with the 2016-17 school year.

For each year of the biennium, the Texas Legislature, TEA, and the Texas Workforce Commission 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 all 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 launched 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 participation in professional development for early childhood education professionals seeking completion of a child development associate's or general associate's degree.

Established in 2014, the Early Childhood Data System (ECDS) is used to collect early childhood data in the Texas Student Data System. ECDS provides valuable data regarding the effectiveness of prekindergarten programs in preparing children for success in kindergarten.

In 2015, the 84th Texas Legislature amended TEC Chapter 29 by adding Subchapter E-1, High-Quality Prekindergarten Grant Program. In preparation for the High-Quality Prekindergarten Grant Program, TEA updated the 2008 prekindergarten guidelines, identified family engagement strategies, established a list of commissioner-approved prekindergarten monitoring instruments, determined high-quality prekindergarten teacher qualification requirements, and adopted rules for the implementation of the High-Quality Prekindergarten Grant Program in 19 TAC 102.1003.

The 84th Texas Legislature also amended TEC §29.1532 to increase prekindergarten reporting requirements for all Texas school districts and open-enrollment charter schools. The additional prekindergarten data reporting requirements will assist the agency in producing annual early childhood education reports that will be made available to the public. The first of those reports was published in July 2016 and focuses on demographic and enrollment data from prekindergarten classrooms across the state.

Texas Science, Technology, Engineering, and Mathematics Initiative

The Texas Science, Technology, Engineering, and Mathematics (T-STEM) Initiative is designed to improve instruction and academic performance in science- and mathematics-related subjects in Texas secondary schools. The initiative was developed in 2006 by TEA in collaboration with the Texas High School Project (now known as Educate Texas).

Recognized as one of the most well-developed STEM networks in the country, the T-STEM Initiative builds

on state and local efforts to improve mathematics and science achievement among all Texas students and focuses on increasing the number of students who study and enter science, technology, engineering, and mathematics careers. The initiative offers a strategic approach to empowering Texas educators with the tools needed to transform teaching and learning methods.

The T-STEM Initiative promotes education strategies that integrate the teaching of STEM in a way that challenges students to innovate and invent. T-STEM coursework requires students to demonstrate understanding of these disciplines in an environment that models real-world contexts for postsecondary learning and work. The approach used by the T-STEM academies creates learning environments in which students build relationships with educators, are challenged with rigorous lessons, and are excited by subjects made relevant to their lives. Students participating in T-STEM education graduate prepared to pursue postsecondary-level coursework and careers in STEM.

For the 2016-17 school year, 121 T-STEM academies were designated across Texas, including 76 campuses serving Grades 6-12, and 45 campuses serving Grades 9-12. Of the T-STEM academies, 23 campuses were also Early College High School campuses. 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 provides benchmarks the academies use as guideposts for implementation. The academies are supported by seven T-STEM centers, representing partnerships among universities, ESCs, local education agencies, and nonprofit organizations that create high-quality professional development and STEM instructional materials for Texas teachers and administrators. Additionally, the centers provide technical assistance, support blueprint implementation, disseminate promising practices and research-based strategies, and support academies in creating strategic partnerships.

Early College High Schools

Early College High Schools (ECHS) are innovative high schools that allow students least likely to attend college or those who wish to accelerate completion of high school opportunities to earn high school diplomas and up to 60 college credit hours. In spring 2009, TEA implemented an annual designation process to identify and recognize schools that demonstrate adherence to the key components of the ECHS model that make it successful. Some of the components include providing dual credit at no cost to students, offering rigorous and accelerated courses, providing academic and social support services, increasing college readiness, and reducing barriers to college access. Designated ECHS campuses

receive professional development and membership in the ECHS Network.

TEA, through ESC Region 13, awarded ECHS demonstration site grants to 13 campuses across the state. The purpose of the ECHS Demonstration Site Grant is to provide financial and technical support to high-performing ECHS campuses implementing effective practices, as defined by TEA's ECHS Blueprint. ECHS demonstration site campuses provide mentoring, technical assistance, webinars, and open house opportunities to new and prospective ECHS school leaders. The selected ECHS demonstration sites also share effective practices through the ECHS website and regional and statewide conferences. Campuses eligible for funding were required to have been a TEA-designated ECHS for at least four years (with a graduated class) and be at an exemplar level in at least three domains of the TEA ECHS Blueprint. Recipients of the 2016-17 Demonstration Site Grant include Bryan Collegiate High School (Bryan Independent School District [ISD]), Collegiate High School (Corpus Christi ISD), Early College Academy at Southridge (Spring ISD), Trinidad "Trini" Garza Early College High School (Dallas ISD), Legacy Early College High School (Taylor ISD), Memorial Early College High School with St. Phillip's (Comal ISD), Pasadena Early College High School (Pasadena ISD), PSJA North Early College High School (Pharr-San Juan-Alamo ISD), PSJA Thomas Jefferson T-STEM Early College High School (Pharr-San Juan-Alamo ISD), Quest Early College High School (Humble ISD), Valle Verde Early College High School (Ysleta ISD), and Victory Early College High School (Aldine ISD).

Table 8.1 ECHS^a Campuses and Districts with ECHS Campuses, 2014-15 through 2016-17

	2014-15	2015-16	2016-17
ECHS campuses	110	153	164
Districts with ECHS campuses	80	109	116

^aEarly College High School.

High School Graduation Requirements

In 2013, the 83rd Texas Legislature amended TEC §28.025 to transition from the three current 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 new 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. The legislature also required the commissioner of education to establish a transition plan to allow a student who entered ninth grade prior to the 2014-15 school year to complete the graduation requirements for the Foundation, Minimum, Recommended, or Advanced High School Program. The commissioner adopted rules for the transition plan in December 2013 (19 TAC Chapter 74, Subchapter BB). Students who entered Grade 9 prior to the 2014-15 school year may select one of the four graduation programs and may, at any time prior to graduation and upon request, choose to graduate under a different program. 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.

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-Plan, ACT-Aspire, SAT, or ACT; or for earning a state-recognized or nationally or internationally recognized business or industry certification or license.

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 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, 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 the course review process administered by TEA. Courses must align with the TEKS, the International Association for K-12 Online Learning (iNACOL) *National Standards for Quality Online Courses*, and accessibility standards. A Texas public school district or charter school may apply for a waiver of the course review process administered by TEA 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 manner in which 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.

Centralized responsibilities provided at the state level for the TxVSN statewide course catalog include leadership, administration, operations, course review, and approval of required professional development for teaching online. The commissioner of education is responsible for the TxVSN, with staff at TEA serving as the administering authority. TEA sets standards for, and approves, TxVSN courses and professional development for online teachers and has fiscal responsibility for the network.

TEA currently contracts with ESC Region 10 to manage the day-to-day operation of the TxVSN. Region 10 serves as central operations for the network in collaboration with the Harris County Department of Education. Central operations developed and continues to coordinate the centralized TxVSN catalog registration and student enrollment system and ensures eligibility of all TxVSN course providers. TxVSN central operations also publishes an online catalog of approved courses and coordinates data needed for state reporting requirements. Additionally, Region 10 reviews online courses submitted by potential course providers for alignment with the TEKS and the iNACOL *National Standards for Quality Online Courses* and for compliance with TxVSN accessibility guidelines. A group of professional development providers offers the required TxVSN-approved professional development for teaching online for the TxVSN, which is based on the iNACOL *National Standards for Quality Online Teaching*.

In addition to offering online courses available through the TxVSN, Texas public schools continue to be able to offer other online opportunities to their students.

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. The TxVSN course catalog will continue to expand as additional courses are submitted and approved. 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 more than 90 courses for high school credit, including dual credit and Advanced Placement courses.

In 2009, the 81st Texas Legislature created a state virtual allotment of \$400 per course. 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 2013, the Texas Legislature made a number of 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 year-long 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 are allowed to enroll in additional TxVSN 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.

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 seven Texas public school districts and charters that served students through the TxVSN OLS program in the 2014-15 school year were: Grapevine-Colleyville ISD, Hallsville ISD, Houston ISD, Huntsville ISD, Red Oak ISD, Texarkana ISD, and Responsive Education Solutions' (RES) Texas College Preparatory Academies (TCPA). Texarkana ISD ceased and Red Oak ISD suspended operation of their TxVSN online schools at the end of the 2014-15 school year. Beginning in the 2015-16 school year, RES continued serving students in Grades 3-8 through their TCPA charter school and moved service for Grades 9-12 students to their Premier High Schools charter school, bringing the total number of districts and charter schools currently participating in the program to six.

TxVSN OLS school districts and open-enrollment charter schools earn FSP funding for eligible students in the same manner in which 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).

Agency Contact Person

For information on the state curriculum program, contact Penny Schwinn, Deputy Commissioner of Academics, (512) 463-8934; Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087; Shelly Ramos, Curriculum Standards and Student Support Division, (512) 463-9581; or Quentin Suffren, College, Career, and Military Preparation Division, (512) 463-6060.

Other Sources of Information

The TEA Curriculum Division website is located at <http://tea.texas.gov/index2.aspx?id=2147486096>.

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 <http://www.elltx.org/>.

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 18 open-enrollment charters, 3 of which the SBOE subsequently vetoed. The total number of open-enrollment charters awarded as of September 2016 is 320.

Of the total number of charters awarded, 177 are active, and 174 of these are currently serving students. Because of default closures, 53 of the 320 open-enrollment charters are no longer active. Additionally, 89 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. Five are active and operating schools. The sixth university charter, after postponing opening, will open in fall 2017. Additionally, the cap does not affect the number of campuses that may be operated by current charter holders. Of the current charter holders, 108 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 2013, the commissioner has renewed contracts for 94 of the active open-enrollment and university charters.

State Waivers

In the 2014-15 and 2015-16 school years, the commissioner of education granted a combined total of 4,338 state waivers (Table 9.1). The type of expedited waiver most frequently requested allows a school district or campus to modify its calendar, making additional time available for staff development. During the 2014-15 and 2015-16 school years, the commissioner approved a combined total of 811 expedited waivers granting a maximum of three days for general staff development, accounting for 18.7 percent of all approved state waivers.

To encourage staff development related to reading/ language arts, mathematics, science, and social studies, the commissioner may approve two additional waiver days for staff development. Beyond these, one additional waiver day for staff development was available for districts requesting to participate in eligible conferences appropriate to individual teaching assignments; however, this waiver application was discontinued during the 2015-16 school year. A combined total of 635 waivers were granted for one or more of these additional days for staff development in 2014-15 and 2015-16.

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 2015-16 school year, 241 class size exceptions were granted to districts. The previous school year, 253 exceptions were granted.

TEC §39.232 automatically exempts any school district or campus that is rated *Exemplary* from all but a specified list of state laws and rules. The exemption remains in effect until the district or campus rating changes or the commissioner of education determines that achievement levels of the district or campus have declined. No state accountability ratings were assigned in 2012 because the public school accountability system was undergoing a statutorily mandated redesign. Under the new accountability system, introduced in 2013, districts and campuses receive one of five ratings: *Met Standard*, *Met Alternative Standard*, *Improvement Required*, *Not Rated*, and *Not Rated: Data Integrity Issues*. Because there is no longer an *Exemplary* rating in the accountability system, the automatic exemption under TEC §39.232 does not apply.

Table 9.1. State Waivers Approved, 2014-15 and 2015-16

Type of Waiver	2014-15		2015-16		Total	
	Number	Percent	Number	Percent	Number	Percent
Expedited Waivers						
Staff Development – General	470	18.1	341	19.6	811	18.7
Staff Development for Reading/Language Arts, Mathematics, Science, and Social Studies	364	14.0	234	13.4	598	13.8
Staff Development Through Eligible Conference ^a	29	1.1	8	0.5	37	0.9
Modified Schedule State Assessment Testing Days	147	5.7	113	6.5	260	6.0
Early Release Days	433	16.7	347	19.9	780	18.0
Foreign Exchange Students (5 or more)	38	1.5	33	1.9	71	1.6
Timeline for Accelerated Instruction	136	5.2	86	4.9	222	5.1
Teacher Data Portal of the Texas Assessment Management System	232	8.9	61	3.5	293	6.8
General Waivers						
Course Requirements	0	0.0	0	0.0	0	0.0
Course Requirements – Career and Technical Education	1	<0.1	0	0.0	1	<0.1
Certification	5	0.2	2	0.1	7	0.2
Foreign Exchange Students (Less than 5)	10	0.4	9	0.5	19	0.4
Pregnancy Related Services On-Campus (CEHI ^b)	17	0.7	16	0.9	33	0.8
Other Miscellaneous	80	3.1	70	4.0	150	3.5
Attendance						
Low Attendance Days	269	10.4	232	13.3	501	11.5
Missed School Days	367	14.1	188	10.8	555	12.8
Total State Waivers Approved	2,598	100	1,740	100	4,338	100

Note. Waivers approved from 06/01/2014 through 05/31/2015 and from 6/01/2015 through 05/31/2016. Parts may not add to 100 percent because of rounding.

^aAs of October 2015, new applications for this waiver were no longer accepted. ^bCompensatory 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.

TEA was given 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 the Every Student Succeeds Act of 2015. The state's Ed-Flex authority is effective through the 2016-17 school year only.

Statewide Administrative Waivers

During the 2015-16 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 2014-15 and 2015-16

school years, the poverty threshold for schoolwide eligibility was 40 percent. In 2014-15, a total of 67 campuses in 29 districts received waivers. In 2015-16, a total of 70 campuses in 35 districts received waivers.

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 2014-15, a total of 73 LEAs used the Ed-Flex waiver. In 2015-16, a total of 63 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.

Agency Contact Persons

For information on open-enrollment charter schools or general state waivers, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; Heather Mauzé, Charter Schools Division, (512) 463-9575; or Leah Martin, Governance and Investigations Division, (512) 463-5899.

For information on federal Ed-Flex waivers, contact Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087; or Anita Villarreal, Enforcement and Support Division, (512) 463-9402.

Other Sources of Information

For additional information on charter schools, see http://tea.texas.gov/Texas_Schools/Charter_Schools/.

For a list of state waivers granted by the commissioner of education, see <http://tea4avholly.tea.state.tx.us/Tea.Waivers.Web/Default.aspx>.

For additional information on federal Ed-Flex waivers, see <http://tea.texas.gov/index2.aspx?id=25769814428>.

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 [TEC] §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 2014-15 school year, 63.8 percent of school district and charter expenditures statewide were used for direct instructional activities, a slight increase from 63.7 percent in 2013-14 (Table 10.1).

Table 10.1. Expenditures Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2013-14 and 2014-15	
Activity	Expenditures (%)
2013-14	
Instruction	56.9
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	2.1
Guidance and Counseling Services	3.4
Total	63.7
2014-15	
Instruction	57.0
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	2.1
Guidance and Counseling Services	3.4
Total	63.8

Note. Parts may not add to 100 percent 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 2015-16 school year, 64.5 percent of school district and charter staff hours statewide were used for direct instructional activities, a slight decrease from 64.6 percent in 2014-15 (Table 10.2).

Table 10.2. Staff Hours Used for Direct Instructional Activities, Texas Public School Districts and Charters, 2014-15 and 2015-16	
Activity	Staff Hours (%)
2014-15	
Instruction	58.6
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	1.3
Guidance and Counseling Services	3.4
Total	64.6
2015-16	
Instruction	58.3
Instructional Resources and Media Services	1.3
Curriculum Development and Instructional Staff Development	1.4
Guidance and Counseling Services	3.5
Total	64.5

Note. Parts may not add to 100 percent 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 Person

For information on the percentages of expenditures and staff hours used for direct instructional activities, contact Leo Lopez, Chief School Finance Officer, (512) 463-9238; or Al McKenzie, State Funding Division, (512) 463-9186.

Other Sources of Information

See the *Public Education Information Management System Data Standards* at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

See the *Financial Accountability System Resource Guide* at http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Accountability_System_Resource_Guide/.

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 2015-16, TEA required 99 data collections under state law only, 71 under federal law only, and 11 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 Public Education Information Management System (PEIMS), gathers information about public education organizations, school district finances, staff, and students (Table 11.1).

In the 2015-16 school year, there were 203 data elements in PEIMS. During the 2014-15 and 2015-16 school years, 24 new PEIMS data elements were implemented. All reporting requirements for the elements are documented annually in the TEA publication *Texas Education Data Standards (TEDS)*.

The PEIMS system and its data requirements are reviewed by DGB and two advisory review committees. The Policy Committee on Public Education Information (PCPEI) meets quarterly to provide advice about data collection policies and strategies to the commissioner of education. All major changes to PEIMS requirements are reviewed by PCPEI, which is composed of representatives of school districts, regional education service centers (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 PEIMS software vendors. 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 the PEIMS data collection. In many cases, data requirements change with more frequency and less

Table 11.1. Information Types in the PEIMS^a Electronic Data Collection

Organizations	Finances
◆ District name, assigned number, and community and student engagement indicators ◆ Shared services arrangement types, fiscal agent, and identifying information ◆ Campus name, assigned number, and community and student engagement indicators ◆ Campus course schedules ◆ Campus calendars	◆ 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
Staff	Students
◆ 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	◆ 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 Grades 1-12 ◆ Student graduation information ◆ School leaver information ◆ Disciplinary actions ◆ Special education restraint and law enforcement restraints ◆ Title I, Part A

^aPublic Education Information Management System.

lead time than the PEIMS system 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 21st Century Tracking and Reporting System, also known as TX21st, uses data submitted by grantees three times per year to track student participation in out-of-school time activities under the Texas Afterschool Centers on Education (ACE) program. Texas ACE is federally funded by the 21st Century Community Learning Centers grant program and administered by the U.S. Department of Education (ED) under the Every Student Succeeds Act, Title IV, Part B. The state's system is designed to meet the annual reporting and program evaluation requirements in federal statute. The Daily Tracker function of TX21st records detailed data in real time at the centers, then calculates all pertinent information for state and federal reporting requirements. The system collects about 325 data elements and offers data downloads and more than 100 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; adjust student enrollments; update district inventories; and request disbursements for instructional materials, technology equipment, and technology services. In 2015-16, there were over 6,440 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 Educational Technology Division had access to 75 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 No Child Left Behind Act of 2001 (NCLB), Title I, Part C. The NGS is used by a consortium which, for the 2015-16 school year, had six 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 implementing 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.

TEA and educational stakeholders across the state continue to collaborate on an initiative to improve the availability and use of high-quality data to enable educators to make good decisions for Texas students. The initiative, the Texas Student Data System (TSDS), will be a practical and powerful statewide solution that will increase the availability of data to support the state's educational improvement efforts. Recognizing not only the need to improve its underlying architecture to collect and report data, but also to improve the timeliness, relevance, and quality of information available to all stakeholders, TEA has been actively pursuing the TSDS initiative through a number of major projects, both privately and federally funded, to diagnose and address limitations in the current reporting systems. TEA continues to implement a variety of key TSDS components.

- ◆ State-sponsored student information system has addressed the needs of the state's complex and fragmented data collection approach.
- ◆ Enhanced data collection and submission tools have eased the data collection burden on school districts 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*.

- ◆ State-hosted operational data store facilitates the use of operational data by districts for their own reporting, analysis, and local actions, thus addressing the need for timely, actionable student-level data to inform decision making at the classroom, campus, and district levels.
- ◆ Business intelligence tools will provide new, secure business intelligence and reporting tools to support end-user analysis and reporting across the TSDS system.
- ◆ Certified PEIMS data store 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, alleviating the burden on districts to perform unduly complex actions and allowing for the more accurate, cost-effective creation of data required by TEA.
- ◆ Data warehouse has been expanded to link critical prekindergarten, college-readiness, and workforce data into the current data source, enabling P-20 monitoring of individual students, from enrollment in the public education system through matriculation and graduation from Texas colleges and into the labor market.

Agency Contact Persons

For information on the Data Governance Board (DGB), contact Linda Roska, Research and Analysis Division, (512) 475-3523.

For information on the Public Education Information Management System (PEIMS), the Policy Committee on Public Education Information (PCPEI), and the Information Task Force (ITF), contact Terri Hanson or Bryce Templeton, Information Technology Services/Statewide Education Data Systems Division, (512) 463-9461.

For information on the 21st Century Tracking and Reporting System (TX21st), contact Christine McCormick, Instructional Resources and State Programs Division, (512) 463-2334.

For information on the Educational Materials (EMAT) system, contact Kelly Callaway, Instructional Materials Division, (512) 463-9601.

For information on the New Generation System (NGS), contact Susie Coultriss, Curriculum Standards and Student Supports Division, (512) 463-9581.

For information on the Texas Education Directory, contact Lynne Krajevski, Research and Analysis Division, (512) 475-3523.

For information on the eGrants system, contact Cory Green, Grants Administration Division, (512) 463-8525.

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 fitness assessment, contact Mackie Spradley, Curriculum Standards and Student Supports Division, (512) 463-9581.

For information on the Texas Student Data System (TSDS), contact Terri Hanson, Information Technology Services/Statewide Education Data Systems, (512) 463-8028.

Other Sources of Information

A comprehensive schedule of school district reporting requirements is available at http://tea.texas.gov/index2.aspx?id=2147499886&menu_id=680.

For additional information about PEIMS, see http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/Public_Education_Information_Management_System/ and 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>.

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 \$26.9 billion in fiscal year (FY) 2015 and \$27.7 billion in FY 2016.

In FY 2016, as in the previous fiscal year, general revenue-related funds were the primary method of financing, accounting for the largest portion (70.2%) of total agency funds (Table 12.1). Federal funds made up 18.1 percent of agency funds in FY 2016, and other funds made up the remaining 11.7 percent. General revenue-related funds made up the largest percentage of the TEA administrative budget in FY 2016 (49.2%) (Table 12.2 on page 218).

TEA retained very little of the state and federal funds received at the agency in FY 2015 and FY 2016 (Table 12.3 on page 218). In FY 2016, 99.6 percent of state funds and 99.3 percent of federal funds passed through the agency to school districts, charter schools, and regional education service centers.

Appropriated amounts for 2014-15 and 2015-16 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 on page 219).

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.

Table 12.1. Texas Education Agency, Method of Financing, 2014-15 and 2015-16

Method of Financing	2014-15		2015-16	
	Amount	Percent	Amount	Percent
General Revenue-Related Funds				
General Revenue Funds:				
General Revenue Fund	\$ 150,429,321	0.6	\$ 245,468,694	0.9
Available School Fund	1,242,150,048	4.6	854,365,337	3.1
Instructional Materials Fund	421,552,316	1.6	1,057,119,447	3.8
Foundation School Fund	14,626,844,553	54.4	15,969,294,944	57.6
Certification and Assessment Fees	22,426,688	0.1	25,336,590	0.1
General Revenue MOE ^a for Temporary Assistance for Needy Families	0	0.0	0	0.0
Lottery Proceeds	1,039,775,000	3.9	1,207,000,000	4.4
Educator Excellence Fund	16,000,000	0.1	0	0.0
Tax Rate Conversion Account	0	0.0	100,000,000	0.4
Subtotal, General Revenue Fund	17,519,177,926	65.1	19,458,585,012	70.2
General Revenue Dedicated:				
Specialty License Plates	0	0.0	0	0.0
Subtotal, General Revenue Dedicated	0	0.0	0	0.0
Subtotal, General Revenue-Related Funds	\$ 17,519,177,926	65.1	\$ 19,458,585,012	70.2
Federal Funds				
Health, Education, and Welfare Fund	3,098,383,684	11.5	3,010,470,717	10.9
School Lunch Fund	2,135,828,696	7.9	2,008,828,370	7.2
Federal American Recovery and Reinvestment Act	0	0.0	0	0.0
Other Federal Funds	9,721,704	<0.1	9,282,055	<0.1
Subtotal, Federal Funds	\$ 5,243,934,084	19.5	\$ 5,028,581,142	18.1
Other Funds				
Permanent School Fund	30,016,592	0.1	30,162,203	0.1
Property Tax Relief	2,868,075,000	10.7	1,427,700,000	5.1
Appropriated Receipts – Attendance Credits, Estimated	1,218,173,844	4.5	1,775,100,000	6.4
Interagency Contracts	12,372,713	<0.1	12,372,713	<0.1
License Plate Trust Fund Account No. 0802	358,496	<0.1	357,701	<0.1
Subtotal, Other Funds	\$ 4,128,996,645	15.4	\$ 3,245,692,617	11.7
Total, All Methods of Financing	\$ 26,892,108,655	100	\$ 27,732,858,771	100
Total Full-Time Equivalents	804.0	n/a ^b	875.0	n/a ^b

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

^aMaintenance of effort. ^bNot applicable.

Agency Contact Persons

For information on TEA funds and expenditures, contact Kara Belew, Deputy Commissioner of Finance Administration, (512) 463-7038.

Other Sources of Information

General Appropriations Acts (83rd and 84th 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/>.

Table 12.2. Texas Education Agency, Administrative Budget, 2014-15 and 2015-16					
Method of Financing	2014-15		2015-16		
	Amount	Percent	Amount	Percent	
General Revenue-Related Funds					
General Revenue Fund	\$ 39,276,864	29.8	\$ 38,215,703	28.6	
Instructional Materials Fund	2,217,108	1.7	2,250,121	1.7	
Foundation School Fund	0	0.0	0	0.0	
Certification and Assessment Fees	22,426,688	17.0	25,336,590	19.0	
Subtotal, General Revenue-Related Funds	\$ 63,920,660	48.5	\$ 65,802,414	49.2	
Federal Funds					
Health, Education, and Welfare Fund	35,084,106	26.6	35,097,733	26.3	
Other Federal Fund	2,598,726	2.0	2,437,001	1.8	
Subtotal, Federal Funds	\$ 37,682,832	28.6	\$ 37,534,734	28.1	
Other Funds					
Permanent School Fund	30,016,592	22.8	30,162,203	22.6	
Interagency Contracts	172,713	0.1	172,713	0.1	
Subtotal, Other Funds	\$ 30,189,305	22.9	\$ 30,334,916	22.7	
Total, All Methods of Financing	\$ 131,792,797	100	\$ 133,672,064	100	

Note. Amounts do not include fringe benefits.

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, 2014-15 and 2015-16				
Source of Funds	2014-15		2015-16	
	Amount	Percent	Amount	Percent
State Funds				
Administrative Budget	\$ 94,109,965	0.4	\$ 96,137,330	0.4
State Funds Passed Through	21,554,064,606	99.6	22,608,140,299	99.6
Total State Funds	\$ 21,648,174,571	100	\$ 22,704,277,629	100
Federal Funds				
Administrative Budget	37,682,832	0.7	37,534,734	0.7
Federal Funds Passed Through	5,206,251,252	99.3	4,991,046,408	99.3
Total Federal Funds	\$ 5,243,934,084	100	\$ 5,028,581,142	100

**Table 12.4. Expenditures Under Texas Education Agency (TEA)
Goals and Strategies, 2014-15 and 2015-16**

Goals and Strategies	Amount, 2014-15	Amount, 2015-16
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.	\$ 20,193,365,884	\$ 20,428,400,000
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.	610,450,674	713,100,000
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.	164,566,548	247,435,703
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.	1,603,213,069	1,530,024,937
1.2.3. Strategy: Students with Disabilities Develop and implement programs that help to ensure all students with disabilities receive a quality education.	1,027,951,442	1,042,228,004
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.	154,103,022	149,674,252
Subtotal, Goal 1	\$ 23,753,650,639	\$ 24,110,862,896
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.	85,054,852	85,029,462
2.2.1. Strategy: Technology and Instructional Materials Implement educational technologies that increase the effectiveness of student learning, instructional management, professional development, and administration.	423,335,208	1,058,869,326

Source. General Appropriations Act (83rd and 84th Texas Legislatures), including Article IX.

continues

**Table 12.4. Expenditures Under Texas Education Agency (TEA)
Goals and Strategies, 2014-15 and 2015-16 (continued)**

Goals and Strategies	Amount, 2014-15	Amount, 2015-16
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.	\$ 14,154,802	\$ 11,363,195
2.2.3. Strategy: Child Nutrition Programs Implement and support efficient state child nutrition programs.	2,150,447,037	2,023,446,711
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.	50,500,000	52,500,000
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.	283,173,320	257,293,389
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.	65,252,483	66,510,646
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.	3,812,552	4,579,667
2.3.4. Strategy: Central Administration The commissioner of education shall serve as the educational leader of the state.	12,760,154	13,605,388
2.3.5. Strategy: Information Systems – Technology Continue to plan, manage, and implement information systems that support students, educators, and stakeholders.	35,967,608	32,613,503
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.	14,000,000	16,184,588
Subtotal, Goal 2	\$ 3,138,458,016	\$ 3,621,995,875
Total, All Goals and Strategies	\$ 26,892,108,655	\$ 27,732,858,771

Source: General Appropriations Act (83rd and 84th Texas Legislatures), including Article IX.

13. Performance of Open-Enrollment Charters

The first open-enrollment charters were awarded by the State Board of Education (SBOE) 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 2015-16, a total of 247,389 students, or approximately 4.7 percent of students enrolled in public schools statewide, were enrolled in charters. This compares to 4.4 percent of Texas public school students in 2014-15. Although most charters have only one campus, some operate several campuses. As of the last Friday in October 2015, there were 183 open-enrollment charters with 629 approved charter campuses. Through the charter amendment process, open-enrollment charters continue to expand with commissioner of education approval. The commissioner approved 92 new sites during the 2016 expansion period, and several waivers have been approved to allow the charter expansion process to be waived for certain high-performing charter holders. The goal for these waivers and 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 2015-16 school year, 22.6 percent of charter campuses were registered under AEA

provisions. By comparison, 3.1 percent of school district campuses were registered under AEA provisions. Charter campuses registered as alternative education campuses received ratings in 2016 of *Met Alternative Standard*, *Improvement Required*, or *Not Rated*.

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." 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. State of Texas Assessments of Academic Readiness (STAAR) passing rates are based on Level II standards.

STAAR Performance

State Summary

The SBOE adopted revised mathematics curriculum standards in April 2012. For students in kindergarten through Grade 8, the new standards were implemented in the 2014-15 school year. Because of changes to the mathematics curriculum standards and to assessment instruments, the commissioner of education announced that results for STAAR mathematics assessments in Grades 3-8, as well as results for all STAAR A and STAAR Alternate 2 assessments, would be excluded from 2015 state accountability. Because of these exclusions and changes to the Level II passing standards, data for 2015 and 2016 are not comparable.

In 2016, overall STAAR passing rates varied by subject and educational setting (Table 13.1 on page 222). On the reading test, passing rates were higher in standard charters than traditional districts. On the writing test, passing rates were the same in standard charters and traditional districts. On the mathematics, science, and social studies tests, passing rates were higher in

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.

**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, 2015 and 2016**

Subject	AEA Charters		Standard Charters		Traditional Districts ^a	
	2015	2016	2015	2016	2015	2016
Reading/ELA ^b	53	44	81	76	77	73
Mathematics	50	48	86	75	82	77
Writing	50	41	74	70	72	70
Science	64	64	76	77	79	79
Social Studies	69	72	75	73	78	78
All Tests Taken	57	53	79	75	77	75

Note. Results for 2016 are based on STAAR, STAAR A, STAAR L, and STAAR Alternate 2 combined and are summed across all grades tested for each subject. Results for 2015 do not include STAAR mathematics assessments in Grades 3-8, STAAR A assessments, or STAAR Alternate 2 assessments. Because of these exclusions, as well as changes to the Level II passing standards, data for 2015 and 2016 data are not comparable.

^aExcludes charters. ^bEnglish language arts.

traditional districts than standard charters. Overall, passing rates for standard charters and traditional districts varied by 5 or fewer percentage points in each subject area.

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 science test. Passing rates for all three educational settings were lowest on the writing test.

STAAR Performance by Student Group

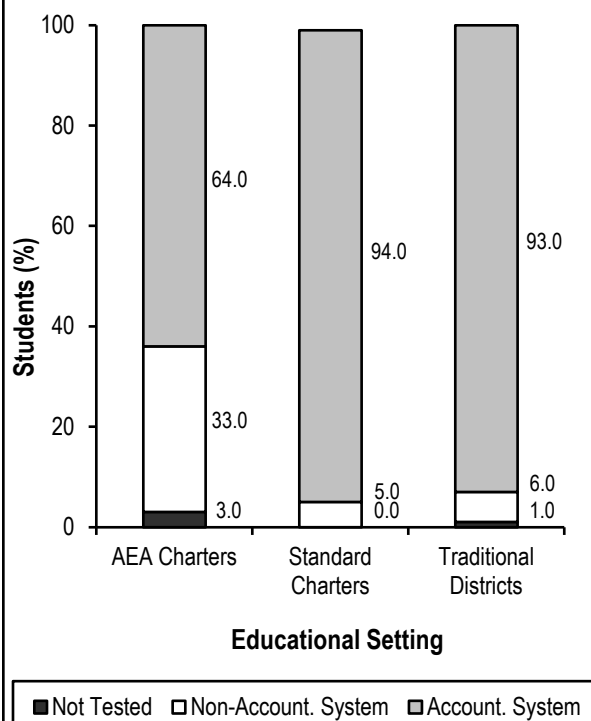
In 2016, passing rates for Hispanic students and students identified as economically disadvantaged were higher in standard charters than in traditional districts on all tests, except social studies, where the passing rate for Hispanic students was 1 point higher in traditional districts, and the passing rates for economically disadvantaged 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 and writing tests, higher in traditional districts on the science and social studies tests, and the same in standard charters and traditional districts on the mathematics tests. Passing rates for White students were higher in traditional districts on all tests except reading, where the passing rate was 2 points higher in standard charters.

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 White students was 3 points higher in AEA charters than in standard charters. 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 2015-16 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).

Figure 13.1. State Assessment Participation (%), Charters Rated Under Alternative Education Accountability (AEA) Procedures, Charters Rated Under Standard Accountability Procedures, and Traditional Districts, 2016



**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, 2015 and 2016**

Group	AEA Charters		Standard Charters		Traditional Districts ^a	
	2015	2016	2015	2016	2015	2016
Reading/ELA^b						
African American	43	37	75	69	69	63
Hispanic	54	44	78	75	72	68
White	64	55	89	86	88	84
Economically Disadvantaged	52	42	77	72	70	65
Mathematics						
African American	42	42	80	64	72	64
Hispanic	50	50	86	75	78	73
White	59	51	88	81	90	86
Economically Disadvantaged	49	47	85	72	76	70
Writing						
African American	33	38	70	65	62	60
Hispanic	56	42	72	67	67	64
White	38	29	79	77	82	80
Economically Disadvantaged	50	39	70	65	63	60
Science						
African American	58	55	67	66	69	69
Hispanic	63	64	75	77	74	75
White	74	76	82	83	89	88
Economically Disadvantaged	63	62	72	74	71	72
Social Studies						
African American	55	64	69	67	71	70
Hispanic	69	71	73	72	72	73
White	83	83	83	80	88	86
Economically Disadvantaged	66	69	71	70	69	70

Note. Results for 2016 are based on STAAR, STAAR A, STAAR L, and STAAR Alternate 2 combined and are summed across all grades tested for each subject. Results for 2015 do not include STAAR mathematics assessments in Grades 3-8, STAAR A assessments, or STAAR Alternate 2 assessments. Because of these exclusions, as well as changes to the Level II passing standards, data for 2015 and 2016 data are not comparable.

^aExcludes charters. ^bEnglish language arts.

Test inclusion in accountability depends on a student's specific circumstances. In 2016, results for students who met the following criteria were used in determining accountability ratings: (a) the students were tested on STAAR, STAAR A, STAAR L, 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 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 language 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 §§39.054 and 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 2016, test results for 33 percent of students in AEA charters, 5 percent of students in standard charters, and 6 percent of students in traditional districts were excluded for accountability purposes.

Grade 9-12 Annual Dropout Rates

In 2014-15, 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 (1.3%) than traditional districts (1.4%). In addition, annual dropout rates for African American, Hispanic, 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, 2013-14 and 2014-15

Group	AEA Charters	Standard Charters	Traditional Districts ^a
2013-14			
African American	11.4	1.2	1.9
Hispanic	7.7	0.7	1.8
White	7.0	0.8	0.8
Econ. Disad. ^b	8.2	0.9	1.8
State	8.2	0.8	1.4
2014-15			
African American	12.2	1.3	1.8
Hispanic	7.8	1.1	1.7
White	6.7	2.1	0.8
Econ. Disad.	8.6	1.4	1.7
State	8.5	1.3	1.4

^aExcludes charters. ^bEconomically disadvantaged.

Grade 9-12 Longitudinal Graduation Rates

The class of 2015 longitudinal graduation rates for standard charters (95.3%) and traditional districts (92.0%) were much higher than the rate for AEA charters (49.5%) (Table 13.4). Across settings, standard charters had the highest longitudinal graduation rates for all student groups.

Recommended High School Program

In standard charters, 88.0 percent of graduates in the class of 2015 met the requirements for the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) (Table 13.5). In traditional districts, the rate was 77.5 percent, and in AEA charters, the rate was 33.4 percent.

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 2014 and 2015

Group	AEA Charters	Standard Charters	Traditional Districts ^a
Class of 2014			
African American	40.6	93.1	88.9
Hispanic	51.4	93.8	89.2
White	54.6	96.3	94.9
Econ. Disad. ^b	50.9	93.7	88.9
State	50.0	94.6	91.5
Class of 2015			
African American	37.1	90.6	89.6
Hispanic	48.2	95.8	89.9
White	61.6	96.3	95.2
Econ. Disad.	47.4	94.8	89.3
State	49.5	95.3	92.0

^aExcludes charters. ^bEconomically disadvantaged.

Table 13.5. Four-Year Longitudinal RHSP^a/DAP^b Graduation Rates (%), by Student Group, Charters Evaluated Under Alternative Education Accountability (AEA) Provisions, Charters Evaluated Under Standard Accountability Provisions, and Traditional Districts, Classes of 2014 and 2015

Group	AEA Charters	Standard Charters	Traditional Districts ^c
Class of 2014			
African American	22.4	85.6	70.0
Hispanic	37.3	89.6	75.5
White	31.0	92.6	81.3
State	33.0	90.3	77.5
Class of 2015			
African American	17.5	77.7	70.3
Hispanic	35.8	88.7	75.5
White	38.3	90.8	81.3
State	33.4	88.0	77.5

^aRecommended High School Program. ^bDistinguished Achievement Program. ^cExcludes charters.

College Admissions Tests

In standard charters, the percentage of graduates who took either the SAT or the ACT was 90.2 percent for the class of 2015. In traditional districts, the participation rate was 68.9 percent. In AEA charters, only 14.5 percent of graduates participated.

The percentage of examinees in the class of 2015 who scored at or above criterion on either test was 24.6 percent for standard charters, 24.2 percent for traditional districts, and 9.3 percent for AEA charters.

Criterion on the SAT is a combined score of 1110, and criterion on the ACT is a composite score of 24.

Agency Contact Persons

For information on charters, contact A.J. Crabill, Deputy Commissioner of Governance, (512) 936-1533; or Heather Mauzé, Charter Schools Division, (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 <http://tea.texas.gov/perfreport/>. Other evaluation reports pertaining to Texas charter schools may be found at <http://tea.texas.gov/index2.aspx?id=2147485609>.

14. Character Education

Texas Education Code (TEC) §29.906 permits, but does not require, school districts to offer character education programs. It also requires the Texas Education Agency (TEA) 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:

- ♦ stress positive character traits;
- ♦ use integrated teaching strategies;
- ♦ be age-appropriate; 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 character education programs, contact Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087; or Chelaine Marion, Curriculum Standards and Support Services Division, (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 http://tea.texas.gov/Academics/Learning_Support_and_Programs/Character_Education/Character_Education/.

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 2013, the 83rd Texas Legislature appropriated \$5 million for the 2014-15 biennium for the physical fitness assessment and related analysis. In 2015, appropriations for the 2016-17 biennium were \$2 million. TEA has provided a statewide license for Fitnessgram software at no cost to Texas public schools since the 2013-14 school year. 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. TEA continues to maintain the Physical Fitness Assessment

Initiative application for districts that do not register for the Fitnessgram site license.

During the 2014-15 school year, TEA collected physical fitness assessment data from 1,060 districts and charters on 2,324,797 students in Grades 3-12. Both the number of participating districts and charters and the number of students assessed increased from the previous year, when 826,459 students were assessed in 968 districts and charter schools.

In 2015, The Cooper Institute 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. Through a competitive solicitation, a similar analysis of fitness assessment data for 2014-15 and 2015-16 is expected to be conducted in the 2016-17 school year.

Coordinated School Health Programs

TEC §38.013 requires that TEA make available to each school district one or more coordinated health programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes in elementary, middle school, and junior high school students. The health education component of coordinated school health programs must include oral health education. 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.

Instruction in Cardiopulmonary Resuscitation

The State Board of Education 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.

Campus Improvement Plans

Under TEC §11.253, campus improvement plans (CIPs) 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.

Mental Health

Health and Safety Code §161.325 requires that TEA and the Department of State Health Services (DSHS) annually update a list of recommended 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. The programs are intended to be implemented in public elementary, middle, junior high, and high schools. The list of programs is available on the TEA and DSHS websites and must also be accessible on the website of each ESC.

Resources for Teachers of Students With Special Health Needs

In accordance with the requirements of TEC §21.463, TEA and the Texas Health and Human Services

Commission have developed a website to provide resources for teachers of students with special health needs. The website provides access to documents that discuss treatment and management of chronic illnesses and the effects such illnesses can have on a student's well-being and ability to succeed in school. Other documents on the website present information about preventing exposure to food allergens and contagious diseases.

Agency Contact Persons

For additional information on student health and physical activity, contact Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087; or Mackie Spradley, Curriculum Standards and Support Services Division, (512) 463-9581.

Other Sources of Information

Additional information on the Physical Fitness Assessment Initiative is available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Physical_Fitness_Assessment_Initiative/.

Aggregate fitness assessment data are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Physical_Fitness_Assessment_Initiative/Fitness_Data/.

Fitnessgram results at the district level are available at <http://tea4avwaylon.tea.state.tx.us/Pfai/ReportGenerator.aspx>.

Approved Coordinated School Health Programs are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/Approved_Coordinated_School_Health_Programs/.

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 http://tea.texas.gov/Academics/Subject_Areas/Health_and_Physical_Education/Health_Education/.

Resources for teachers of students with special health needs are available at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Coordinated_School_Health/School_Health_-_Students_with_Special_Health_Needs/.

16. Foundation High School Program Endorsements

With implementation of the Foundation High School Program (FHSP) 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.

Beginning with the 2014-15 school year, each student entering ninth grade must select at least one endorsement to pursue. 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 to opt out of pursuing an endorsement.

To earn an endorsement, a student graduating under the FHSP 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.

SBOE rules for the FHSP provide students with multiple options to earn each endorsement (Table 16.2 on page 232). The options, to the extent possible, require completion of a coherent sequence of courses.

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 Public Education Information Management System, the endorsements each student pursues or completes. For

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.

each type of endorsement, Table 16.3 on page 232 presents counts of districts and charters that reported that at least one student pursued or completed the endorsement.

Because the FHSP was implemented beginning with first-time ninth graders in the 2014-15 school year, the class of 2018 will be the first full class to graduate under the FHSP. Under Title 19 of the Texas Administrative Code (TAC) §74.1021, students who entered high school prior to the 2014-15 school year were allowed to transition to the FHSP and pursue endorsements.

Calculations

In this chapter, endorsement data for 2014-15 include all ninth graders, plus students in Grades 10-12 who opted to transition to the FHSP and pursue endorsements. Data for 2015-16 include all ninth and tenth graders, plus students in Grades 11 and 12 who opted to transition to the FHSP and pursue endorsements. Student 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.

State Summary

In 2014-15, a total of 442,495 students pursued or completed endorsements. Of those, 9.2 percent were students in Grades 10-12 who opted to transition to the

Table 16.2. Course Sequence Options to Complete Endorsements, by Endorsement Area

Science, Technology, Engineering, and Mathematics (STEM)^a	
♦	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	
♦	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, and Communications; Business Management and Administration; Finance; Hospitality and Tourism; Information Technology; Marketing; Manufacturing; and Transportation, Distribution, and Logistics
♦	English electives in public speaking, debate, advanced broadcast journalism, including newspaper and yearbook
♦	Technology applications
♦	A coherent sequence of four credits from the categories listed above
Public Services	
♦	CTE courses selected from one of the five CTE career clusters approved for the endorsement: Education and Training; Government and Public Safety; Health Science; Human Services; and Law, Public Safety, Correction, and Security
♦	Junior Reserve Officer Training Corps
Arts and Humanities	
♦	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
♦	Courses from one or two disciplines (music, theatre, art, and dance) in fine arts
♦	English electives not included in Business and Industry
Multidisciplinary Studies	
♦	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.

Table 16.3. Districts and Charters With Foundation High School Program Students Pursuing or Completing Endorsements, by Endorsement, 2014-15 and 2015-16

Endorsement	2014-15	2015-16
STEM ^a	735	898
Business and Industry	794	939
Public Services	622	771
Arts and Humanities	709	852
Multidisciplinary Studies	996	1,002

^aScience, technology, engineering, and mathematics.

FHSP and pursue endorsements. Multidisciplinary studies (26.0%) and business and industry (21.3%) were the two most pursued endorsements in Grades 9-12 overall (Table 16.4). A sizable percentage of students in Grades 9-12 (17.4%) did not pursue endorsements in 2014-15, likely because it was the first year the FHSP was implemented. The percentage was particularly high among Grade 12 students (43.4%), who may not have had time to complete the curriculum requirements for endorsements.

In 2015-16, a total of 849,157 students pursued or completed endorsements. Multidisciplinary studies (33.1%) and business and industry (24.4%) remained the two most pursued endorsements in Grades 9-12 overall (Table 16.4). Moreover, multidisciplinary studies was the most pursued endorsement among every student group (Table 16.5 on page 234). The percentage of FHSP students in Grades 9-12 who did not pursue endorsements (5.7%) decreased by 11.7 percentage points from 2014-15 (Table 16.4).

Across student groups in 2015-16, students served in special education programs had the highest percentage of students not pursuing endorsements (10.0%). Under 19 TAC §89.1070(c), a 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.

In general, the percentage of students who pursued or completed each of the five endorsements increased between 2014-15 and 2015-16, the second year the

Table 16.4. Foundation High School Students Pursuing or Completing Endorsements, by Endorsement and Grade, 2014-15 and 2015-16

Endorsement	Grade 9		Grade 10		Grade 11		Grade 12	
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
2014-15								
STEM ^a	57,936	14.4	1,672	9.4	1,139	11.2	1,636	12.7
Business and Industry	88,015	21.9	2,986	16.8	1,655	16.3	1,738	13.5
Public Services	81,888	20.4	1,972	11.1	1,041	10.3	931	7.2
Arts and Humanities	50,330	12.5	1,543	8.7	1,255	12.4	1,667	13.0
Multidisciplinary Studies	102,750	25.6	4,721	26.5	3,044	30.0	4,496	35.0
No Endorsements	61,360	15.3	6,630	37.2	3,463	34.2	5,578	43.4
2015-16								
STEM	66,847	15.7	63,741	17.1	3,829	14.1	3,487	13.8
Business and Industry	106,769	25.1	90,441	24.3	5,469	20.1	4,272	16.9
Public Services	93,326	22.0	82,620	22.2	3,447	12.7	2,510	9.9
Arts and Humanities	59,109	13.9	55,722	15.0	3,704	13.6	3,982	15.7
Multidisciplinary Studies	135,904	32.0	124,196	33.4	10,020	36.9	10,655	42.0
No Endorsements	19,511	4.6	13,307	3.6	6,768	24.9	8,721	34.4

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.

FHSP was in place (Table 16.5 on page 234). Multidisciplinary studies experienced increases in almost every grade level and student group between the 2014-15 and 2015-16 school years (Tables 16.6 through 16.9, starting on page 235).

Agency Contact Person

For information on the state curriculum program, contact Monica Martinez, Associate Commissioner for Standards and Support Services, (512) 463-9087, or Shelly Ramos, Curriculum Standards and Student Support Division, (512) 463-9581.

Other Sources of Information

See the Public Education Information Management System Data Standards at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

For additional information related to endorsement options, see *House Bill 5 Evaluation*, at <http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769823287&libID=25769823385>.

Table 16.5. Foundation High School Program Students Pursuing or Completing Endorsements, Grades 9-12, by Student Group and Endorsement, 2014-15 and 2015-16

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												
2014-15	56,161	12.7	5,713	10.2	11,803	21.0	10,535	18.8	5,844	10.4	13,302	23.7
2015-16	106,725	12.6	12,628	11.8	26,622	24.9	22,597	21.2	13,306	12.5	32,143	30.1
American Indian												
2014-15	1,817	0.4	240	13.2	359	19.8	295	16.2	233	12.8	430	23.7
2015-16	3,317	0.4	512	15.4	815	24.6	627	18.9	449	13.5	1,072	32.3
Asian												
2014-15	16,408	3.7	4,702	28.7	1,769	10.8	2,814	17.2	1,920	11.7	4,679	28.5
2015-16	33,349	3.9	11,881	35.6	3,983	11.9	6,111	18.3	4,743	14.2	12,540	37.6
Hispanic												
2014-15	221,553	50.1	27,945	12.6	50,453	22.8	50,820	18.8	27,646	12.5	51,265	23.1
2015-16	431,226	50.8	61,099	14.2	111,043	25.8	107,729	25.0	62,602	14.5	124,799	28.9
Pacific Islander												
2014-15	581	0.1	77	13.3	120	20.7	109	22.9	61	10.5	126	21.7
2015-16	1,211	0.1	171	14.1	285	23.5	273	22.5	148	12.2	378	31.2
White												
2014-15	138,148	31.2	22,467	16.3	28,476	20.6	20,023	14.5	18,006	13.0	43,004	31.1
2015-16	257,962	30.4	48,794	18.9	61,013	23.7	41,769	16.2	38,828	15.1	104,078	40.3
Multiracial												
2014-15	7,827	1.8	1,239	15.8	1,414	18.1	1,236	15.8	1,085	13.9	2,205	28.2
2015-16	15,367	1.8	2,819	18.3	3,190	20.8	2,797	18.2	2,441	15.9	5,765	37.5
Econ. Disad.^c												
2014-15	250,524	56.6	28,071	11.2	57,350	22.9	54,357	21.7	29,758	11.9	58,037	23.2
2015-16	479,934	56.5	61,321	12.8	127,717	26.6	116,069	24.2	66,454	13.8	139,654	29.1
Female												
2014-15	214,238	48.4	22,891	10.7	33,065	15.4	57,529	26.9	33,807	15.8	55,932	26.1
2015-16	413,218	48.7	51,699	12.5	72,725	17.6	122,550	29.7	75,313	18.2	136,772	33.1
Male												
2014-15	228,257	51.6	39,492	17.3	61,329	26.9	28,303	12.4	20,988	9.2	59,079	25.9
2015-16	435,939	51.3	86,205	19.8	134,226	30.8	59,353	13.6	47,204	10.8	144,003	33.0
ELL^d												
2014-15	40,941	9.3	3,436	8.4	9,385	22.9	7,854	19.2	4,105	10.0	9,772	23.9
2015-16	80,435	9.5	7,915	9.8	22,194	27.6	17,718	22.0	9,891	12.3	22,680	28.2
Special Education^e												
2014-15	37,871	8.6	2,204	5.8	8,787	23.2	5,809	15.3	3,837	10.1	10,024	26.5
2015-16	73,004	8.6	4,812	6.6	19,856	27.2	12,545	17.2	8,596	11.8	25,753	35.3

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 (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish language 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 (19 TAC §89.1070(c)).

Table 16.6. Foundation High School Program Students Pursuing or Completing Endorsements, Grade 9, by Student Group and Endorsement, 2014-15 and 2015-16

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												
2014-15	52,041	13.0	5,512	10.6	11,486	22.1	10,252	19.7	5,614	10.8	12,485	24.0
2015-16	54,823	12.9	6,392	11.7	14,551	26.5	11,768	21.5	6,971	12.7	16,002	29.2
American Indian												
2014-15	1,635	0.4	220	13.5	328	20.1	275	16.8	209	12.8	389	23.8
2015-16	1,700	0.4	263	15.5	445	26.2	329	19.4	219	12.9	529	31.1
Asian												
2014-15	15,470	3.9	4,594	29.7	1,704	11.0	2,743	17.7	1,842	11.9	4,462	28.8
2015-16	16,638	3.9	5,826	35.0	2,166	13.0	3,073	18.5	2,195	13.2	6,078	36.5
Hispanic												
2014-15	203,086	50.6	26,284	12.9	48,029	23.6	48,915	24.1	25,739	12.7	45,655	22.5
2015-16	220,986	52.0	30,570	13.8	58,711	26.6	56,181	25.4	31,019	14.0	61,889	28.0
Pacific Islander												
2014-15	536	0.1	73	13.6	113	21.1	107	20.0	56	10.4	118	22.0
2015-16	615	0.1	90	14.6	152	24.7	139	22.6	81	13.2	180	29.3
White												
2014-15	121,779	30.3	20,091	16.5	25,037	20.6	18,422	15.1	15,863	13.0	37,610	30.9
2015-16	122,277	28.8	22,370	18.3	29,096	23.8	20,418	16.7	17,410	14.2	48,411	39.6
Multiracial												
2014-15	7,133	1.8	1,162	16.3	1,318	18.5	1,174	16.5	1,007	14.1	2,031	28.5
2015-16	7,684	1.8	1,336	17.4	1,648	21.4	1,418	18.5	1,214	15.8	2,815	36.6
Econ. Disad.^c												
2014-15	229,741	57.2	26,453	11.5	54,295	23.6	52,241	22.7	27,588	12.0	52,291	22.8
2015-16	250,050	58.9	31,500	12.6	68,685	27.5	61,501	24.6	33,839	13.5	70,785	28.3
Female												
2014-15	194,147	48.3	20,797	10.7	30,711	15.8	54,736	28.2	31,081	16.0	49,697	25.6
2015-16	203,574	47.9	24,307	11.9	37,081	18.2	62,018	30.5	36,279	17.8	64,779	31.8
Male												
2014-15	207,533	51.7	37,139	17.9	57,304	27.6	27,152	13.1	19,249	9.3	53,053	25.6
2015-16	221,149	52.1	42,540	19.2	69,688	31.5	31,308	14.2	22,830	10.3	71,125	32.2
ELL^d												
2014-15	38,733	9.6	3,360	8.7	9,190	23.7	7,715	19.9	3,988	10.3	9,334	24.1
2015-16	47,439	11.2	4,742	10.0	13,393	28.2	10,854	22.9	5,675	12.0	13,178	27.8
Special Education^e												
2014-15	35,278	8.8	2,114	6.0	8,401	23.8	5,637	16.0	3,675	10.4	9,534	27.0
2015-16	39,479	9.3	2,778	7.0	10,960	27.8	7,049	17.9	4,698	11.9	13,853	35.1

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 (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cEconomically disadvantaged. ^dEnglish language 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 (19 TAC §89.1070(c)).

Table 16.7. Foundation High School Program Students Pursuing or Completing Endorsements, Grade 10, by Student Group and Endorsement, 2014-15 and 2015-16

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												
2014-15	1,959	11.0	75	3.8	137	7.0	141	7.2	76	3.9	325	16.6
2015-16	46,583	12.5	5,898	12.7	11,601	24.9	10,409	22.3	5,959	12.8	14,502	31.1
American Indian												
2014-15	<100	0.5	— ^c	8.3	12	12.5	—	13.5	—	10.4	—	15.6
2015-16	1,400	0.4	227	16.2	329	23.5	277	19.8	206	14.7	476	34.0
Asian												
2014-15	465	2.6	54	11.6	36	7.7	34	7.3	33	7.1	103	22.2
2015-16	15,454	4.2	5,765	37.3	1,733	11.2	2,896	18.7	2,346	15.2	5,991	38.8
Hispanic												
2014-15	7,462	41.9	556	7.5	1,135	15.2	860	11.5	622	8.3	2,201	29.5
2015-16	184,951	49.7	27,609	14.9	48,140	26.0	48,303	26.1	27,924	15.1	52,825	28.6
Pacific Islander												
2014-15	<50	0.1	—	17.4	6	26.1	—	4.3	—	4.3	—	8.7
2015-16	528	0.1	73	13.8	122	23.1	132	25.0	58	11.0	182	34.5
White												
2014-15	7,474	42.0	946	12.7	1,605	21.5	889	11.9	767	10.3	2,003	26.8
2015-16	116,119	31.2	22,819	19.7	27,124	23.4	19,319	16.6	18,144	15.6	47,567	41.0
Multiracial												
2014-15	336	1.9	29	8.6	55	16.4	34	10.1	34	10.1	72	21.4
2015-16	6,856	1.8	1,350	19.7	1,392	20.3	1,284	18.7	1,085	15.8	2,653	38.7
Econ. Disad.^d												
2014-15	9,368	52.6	596	6.4	1,570	16.8	1,073	11.5	815	8.7	2,352	25.1
2015-16	201,790	54.3	26,933	13.3	54,078	26.8	51,197	25.4	28,941	14.3	58,233	28.9
Female												
2014-15	8,752	49.1	733	8.4	1,066	12.2	1,410	16.1	946	10.8	2,334	26.7
2015-16	183,437	49.3	23,744	12.9	31,978	17.4	56,400	30.7	34,345	18.7	61,291	33.4
Male												
2014-15	9,063	50.9	939	10.4	1,920	21.2	562	6.2	597	6.6	2,387	26.3
2015-16	188,454	50.7	39,997	21.2	58,463	31.0	26,220	13.9	21,377	11.3	62,905	33.4
ELL^e												
2014-15	1,013	5.7	43	4.2	119	11.7	82	8.1	60	5.9	221	21.8
2015-16	29,704	8.0	2,992	10.1	8,348	28.1	6,639	22.4	3,970	13.4	8,581	28.9
Special Education^f												
2014-15	1,342	7.5	35	2.6	216	16.1	108	8.0	76	5.7	271	20.2
2015-16	30,043	8.1	1,892	6.3	8,335	27.7	5,266	17.5	3,626	12.1	10,968	36.5

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 (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cA dash (—) indicates data are not reported to protect student anonymity. ^dEconomically disadvantaged. ^eEnglish language learner. ^fA 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 (19 TAC §89.1070(c)).

Table 16.8. Foundation High School Program Students Pursuing or Completing Endorsements, Grade 11, by Student Group and Endorsement, 2014-15 and 2015-16

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												
2014-15	818	8.1	36	4.4	79	9.7	68	8.3	71	8.7	214	26.2
2015-16	2,759	10.1	195	7.1	264	9.6	234	8.5	174	6.3	842	30.5
American Indian												
2014-15	<50	0.4	— ^c	5.1	9	23.1	—	10.3	—	17.9	—	28.2
2015-16	<150	0.4	13	11.1	20	17.1	—	12.8	—	7.7	27	23.1
Asian												
2014-15	262	2.6	23	8.8	18	6.9	20	7.6	18	6.9	50	19.1
2015-16	730	2.7	170	23.3	50	6.8	73	10.0	128	17.5	264	36.2
Hispanic												
2014-15	4,473	44.1	428	9.6	647	14.5	548	12.3	570	12.7	1,328	29.7
2015-16	12,625	46.4	1,621	12.8	2,423	19.2	1,845	14.6	1,822	14.4	4,988	39.5
Pacific Islander												
2014-15	<50	0.1	0	0.0	0	0.0	—	14.3	—	28.6	—	28.6
2015-16	<50	0.2	7	15.6	11	24.4	—	2.2	—	8.4	8	17.8
White												
2014-15	4,375	43.2	632	14.4	882	20.2	386	8.8	568	13.0	1,392	31.8
2015-16	10,442	38.4	1,751	16.8	2,602	24.9	1,216	11.6	1,489	14.3	3,745	35.9
Multiracial												
2014-15	<200	1.6	—	11.0	20	12.2	14	8.5	19	11.6	47	28.7
2015-16	473	1.7	72	15.2	99	20.9	63	13.3	78	16.5	146	30.9
Econ. Disad.^d												
2014-15	4,805	47.4	415	8.6	790	16.4	566	11.8	655	13.6	1,349	28.1
2015-16	14,721	54.1	1,570	10.7	2,922	19.8	1,977	13.4	1,886	12.8	5,425	36.9
Female												
2014-15	5,107	50.4	557	10.9	603	11.8	730	14.3	792	15.5	1,573	30.8
2015-16	13,637	50.2	1,841	13.5	2,009	14.7	2,416	17.7	2,217	16.3	5,109	37.5
Male												
2014-15	5,031	49.6	582	11.6	1,052	20.9	311	6.2	463	9.2	1,471	29.2
2015-16	13,554	49.8	1,988	14.7	3,460	25.5	1,031	7.6	1,487	11.0	4,911	36.2
ELL^e												
2014-15	480	4.7	10	2.1	50	10.4	44	9.2	26	5.4	88	18.3
2015-16	1,791	6.6	95	5.3	258	14.4	143	8.0	143	8.0	490	27.4
Special Education^f												
2014-15	598	5.9	27	4.5	93	15.6	42	7.0	53	8.9	98	16.4
2015-16	1,992	7.3	79	4.0	376	18.9	141	7.1	152	7.6	562	28.2

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 (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cA dash (—) indicates data are not reported to protect student anonymity. ^dEconomically disadvantaged. ^eEnglish language learner. ^fA 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 (19 TAC §89.1070(c)).

Table 16.9. Foundation High School Program Students Pursuing or Completing Endorsements, Grade 12, by Student Group and Endorsement, 2014-15 and 2015-16

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												
2014-15	1,343	10.4	90	6.7	101	7.5	74	5.5	83	6.2	278	20.7
2015-16	2,560	10.1	143	5.6	206	8.0	186	7.3	202	7.9	797	31.1
American Indian												
2014-15	<50	0.4	10	21.3	— ^c	21.3	—	6.4	—	14.9	—	31.9
2015-16	<150	0.4	—	9.0	21	21.0	6	6.0	15	15.0	40	40.0
Asian												
2014-15	211	1.6	31	14.7	11	5.2	17	8.1	27	12.8	64	30.3
2015-16	527	2.1	120	22.8	34	6.5	69	13.1	74	14.0	207	39.3
Hispanic												
2014-15	6,532	50.8	677	10.4	642	9.8	497	7.6	715	10.9	2,081	31.9
2015-16	12,664	50.0	1,299	10.3	1,769	14.0	1,400	11.1	1,837	14.5	5,097	40.2
Pacific Islander												
2014-15	<50	0.1	0	0.0	—	6.7	0	0.0	—	13.3	—	26.7
2015-16	<50	0.1	—	4.3	0	0.0	—	4.3	5	21.7	8	34.8
White												
2014-15	4,520	35.1	798	17.7	952	21.1	326	7.2	808	17.9	1,999	44.2
2015-16	9,124	36.0	1,854	20.3	2,191	24.0	816	8.9	1,785	19.6	4,355	47.7
Multiracial												
2014-15	<200	1.5	30	15.5	21	10.8	—	7.2	25	12.9	55	28.4
2015-16	354	1.4	61	17.2	51	14.4	32	9.0	64	18.1	151	42.7
Econ. Disad.^d												
2014-15	6,610	51.4	607	9.2	695	10.5	477	7.2	700	10.6	2,045	30.9
2015-16	13,373	52.7	1,318	9.9	2,032	15.2	1,394	10.4	1,788	13.4	5,211	39.0
Female												
2014-15	6,232	48.5	804	12.9	685	11.0	653	10.5	988	15.9	2,328	37.4
2015-16	12,570	49.6	1,807	14.4	1,657	13.2	1,716	13.7	2,472	19.7	5,593	44.5
Male												
2014-15	6,630	51.5	832	12.5	1,053	15.9	278	4.2	679	10.2	2,168	32.7
2015-16	12,782	50.4	1,680	13.1	2,615	20.5	794	6.2	1,510	11.8	5,062	39.6
ELL^e												
2014-15	715	5.6	23	3.2	26	3.6	13	1.8	31	4.3	129	18.0
2015-16	1,501	5.9	86	5.7	195	13.0	82	5.5	103	6.9	431	28.7
Special Education^f												
2014-15	653	5.1	28	4.3	77	11.8	22	3.4	33	5.1	121	18.5
2015-16	1,490	5.9	63	4.2	185	12.4	89	6.0	120	8.1	370	24.8

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 (FHSP) students who did not pursue endorsements. In addition, FHSP students pursuing or completing more than one endorsement are included only once. ^bScience, technology, engineering, and mathematics. ^cA dash (—) indicates data are not reported to protect student anonymity. ^dEconomically disadvantaged. ^eEnglish language learner. ^fA 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 (19 TAC §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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