Title I, Part D, Subpart 2—Local Agency Programs
Longitudinal Data

Unless otherwise noted, the data contained in this document are compiled from information submitted to the Texas Education Agency by local education agencies (LEAs) that participate in the Title I, Part D, Subpart 2 program under the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Data submissions by individual LEAs on PR2000 of the Consolidated NCLB Compliance Reports for school years 2004-2005, 2005-2006, 2006-2007, 2007-2008, and 2008-2009 have been compiled into a composite report. Unless otherwise indicated, the percentages are derived from the data contained in the composite report.

Demographics

Ethnicity: The percentages by ethnicity for the state's total student population as a whole are as follows:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students (State Total)	4,383,871	4,505,572	4,576,933	4,651,516	4,728,204
American Indian or Native Alaskan	0.3%	0.3%	0.3%	0. 3%	0.4%
Asian or Pacific Islander	3.0%	3.1%	3.3%	3.4%	3.6%
Black, non-Hispanic	14.2%	14.7%	14.4%	14.3%	14.2%
Hispanic	44.7%	45.3%	46.3%	47.2%	47.9%
White, non-Hispanic	37.7%	36.5%	35.7%	34.8%	34.0%

Data Source: State-level Academic Excellence Indicator System (AEIS) reports, 2005-2009:
http://ritter.tea.state.tx.us/perfreport/aeis/

The student population residing in local facilities for the delinquent, when categorized by ethnicity, reflects the following percentages:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
All Students (Total in Facilities)	20,677	30,281	27,151	27,982	30,294
American Indian or Native Alaskan	0.6%	0.4%	0.5%	0.5%	0.5%
Asian or Pacific Islander	0.5%	0.5%	0.6%	0.6%	0.6%
Black, non-Hispanic	23.0%	28.1%	26.6%	27.2%	27.4%
Hispanic	49.8%	48.0%	48.8%	49.7%	45.8%
White, non-Hispanic	26.3%	22.9%	23.5%	22.0%	25.7%

Gender: The student population residing in local facilities for the delinquent, when categorized by gender, reflects the following percentages:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Male	74.3%	79.4%	78.8%	79.7%	78.4%
Female	25.7%	20.6%	21.2%	20.3%	21.6%

Age: The student population residing in local facilities for the delinquent, when categorized by age, reflects the following percentages:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
5-10 yrs old		1.0%	0.6%	0.8%	3.9%
11-15 yrs old		47.9%	52.6%	55.5%	55.7%
16-18 yrs old		49.8%	45.3%	43.4%	40.0%
19-21 yrs old		1.3%	1.5%	0.3%	0.4%

For the past two years, however, the data collection concerning resident student age has been more specific, allowing a more accurate picture of where the increases have been most significant:

Age	2007-2008	2008-2009
3-5	3	7
6	5	45
7	9	130
8	17	177
9	37	547
10	154	274
11	470	452
12	1,238	1,212
13	2,441	2,541
14	5,628	5,862
15	5,757	6,804
16	7,058	7,813
17	4,317	3,533
18	771	762
19	60	114
20	12	15
21	5	6

Instructional Services

The chart below shows the percentage of students residing in facilities for the delinquent who receive instructional services in Reading/English/Language Arts, Mathematics, Science, Social Studies, Vocational/Career, and Other. The type of instructional service is not specified, and may include classroom instruction, tutoring, and/or instructional materials.

Instructional Services	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Reading, Language Arts/English	77.4%	94.5%	91.6%	90.2%	91.0%
Mathematics	75.5%	93.5%	90.7%	87.0%	88.9%
Science	80.8%	92.0%	82.7%	81.0%	84.2%
Social Studies	78.8%	88.2%	80.4%	82.1%	83.6%
Vocational/Career	11.9%	22.1%	28.1%	8.2%	17.6%
Other		4.2%	15.6%	19.1%	24.5%

Support Services

The chart below shows the percentage of students residing in facilities for the delinquent who receive support services in the areas of guidance/counseling/social work, health/dental, dropout prevention services, job preparation, high school equivalency/GED, and/or transitional services.

Support Services	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Guidance/Counseling/Social Work	29.6%	23.9%	24.1%	23.3%	27.8%
Health/Dental	12.4%	10.8%	3.8%	19.6%	21.9%
Dropout Prevention Services	40.4%	28.8%	24.4%	30.3%	30.2%
Job Preparation		12.4%	6.7%	4.2%	8.3%
High School Equivalency/GED		5.7%	10.0%	3.3%	6.3%
Transitional Services		48.0%	38.0%	71.5%	51.9%

Title I, Part D, Subpart 2—Program Impact, by Objective

	2005-2006			2006-2007				2007-2008				2008-2009			
Program Impact Criteria	Limited	Moderate	Great	n/a	Limited	Moderate	Great	n/a	Limited	Moderate	Great	n/a	Limited	Moderate	Great
Objective 1: Maintain and Improve Educational Achievement	9.7%	44.4%	45.8%		7.7%	52.3%	40.0%	0.0%	4.8%	52.4%	42.9%	1.6%	9.4%	51.6%	37.5%
Objective 2: Accrue School Credits That Meet State Requirements for Grade Promotion and Secondary School Graduation	12.5%	47.2%	40.3%		13.8%	49.2%	36.9%	1.6%	12.7%	47.6%	38.1%	3.1%	14.1%	46.9%	35.9%
Objective 3: Make the Transition to a Regular Program or Another Education Program Operated by an LEA	16.7%	51.4%	31.9%		29.2%	47.7%	23.1%	17.5%	14.3%	42.9%	25.4%	15.6%	10.9%	50.0%	23.4%
Objective 4: Complete Secondary School (or equivalency requirements) and/or Obtain Employment after Leaving Facility	38.9%	43.1%	18.1%		41.5%	38.5%	20.0%	4.8%	34.9%	39.7%	20.6%	10.9%	39.1%	31.3%	18.8%

Academic and Vocational Outcomes

The following chart shows the number of students who earned high school course credit while residing at a facility for the delinquent:

While in the facility, the number of students who…	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Earned high school course credits		7,244	6,221	5,456	8,262
Were enrolled in a GED program		895	1,157	888	707

The following table shows the percentage of students who accomplished the activities listed while residing at a facility for the delinquent or within 30 days after exiting the facility:

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Enrolled in their local district school		68.4%	63.2%	67.6%	54.2%
Earned a GED		1.4%	1.5%	1.6%	1.5%
Obtained high school diploma		0.3%	0.4%	0.4%	0.5%
Were accepted into post-secondary education		1.1%	0.2%	0.1%	0.3%
Enrolled in post-secondary education		0.2%	0.2%	0.5%	0.2%
Enrolled in external job training education		0.5%	0.6%	0.7%	0.3%
Obtained employment		0.4%	0.7%	1.1%	1.4%

Academic Performance of Long-Term Students in Reading

The following table shows data for long-term students (i.e., students who resided at facilities for the delinquent for 90 or more consecutive days) in reading.

Academic Performance of Long-Term Students in Reading		2005-2006	2006-2007	2007-2008	2008-2009
1. Number of Students who Were in Placement at Least 90 Consecutive Days at Any Time from July 1 to June 20		3,555	4,586	8,647	5,055
2. Percent of Students from Line 1 Who Tested below Grade Level upon Entry		61.1%	57.7%	36.6%	59.6%
3. Percent of Students from Line 1 Who Took Both the Pre- and Post-Test Reading Exams		51.6%	44.2%	33.0%	61.6%
4. Percent of Students from Line 3 Who Showed Negative Grade Level Change from the Pre- to Post-Test Reading Exams		9.9%	5.6%	3.6%	8.3%
5. Percent of Students from Line 3 Who Showed No Change in Grade Level from the Pre- to Post-Test Reading Exams		5.1%	7.3%	7.7%	10.7%
6. Percent of Students from Line 3 Who Showed Improvement of Up to 1/2 Grade Level from the Pre- to Post-Test Reading Exams		14.9%	9.1%	5.9%	12.1%
7. Percent of Students from Line 3 Who Showed Improvement of Up to One full Grade Level from the Pre- to Post-Test Reading Exams		13.2%	9.7%	3.9%	17.3%
8. Percent of Students from Line 3 Who Showed Improvement of More Than One Full Grade Level from the Pre- to Post-Test Reading Exams		12.2%	15.4%	12.0%	13.3%

Academic Performance of Long-Term Students in Math

The following table shows data for long-term students (i.e., students who resided at facilities for the delinquent for 90 or more consecutive days) in math.

Academic Performance of Long-Term Students in Math		2005-2006	2006-2007	2007-2008	2008-2009
1. Number of Students who Were in Placement at Least 90 Consecutive Days at Any Time from July 1 to June 20		3,358	4,586	8,648	5,027
2. Percent of Students from Line 1 Who Tested below Grade Level upon Entry		63.5%	52.4%	38.6%	63.5%
3. Percent of Students from Line 1 Who Took Both the Pre- and Post-Test Math Exams		51.9%	40.1%	33.8%	62.0%
4. Percent of Students from Line 3 Who Showed Negative Grade Level Change from the Pre- to Post-Test Math Exams		9.1%	4.4%	3.2%	8.1%
5. Percent of Students from Line 3 Who Showed No Change in Grade Level from the Pre- to Post-Test Math Exams		5.5%	7.2%	7.4%	9.5%
6. Percent of Students from Line 3 Who Showed Improvement of Up to 1/2 Grade Level from the Pre- to Post-Test Math Exams		16.9%	8.7%	9.1%	12.0%
7. Percent of Students from Line 3 Who Showed Improvement of Up to One full Grade Level from the Pre- to Post-Test Math Exams		13.4%	9.4%	4.4%	17.0%
8. Percent of Students from Line 3 Who Showed Improvement of More Than One Full Grade Level from the Pre- to Post-Test Math Exams		15.2%	12.1%	9.7%	15.3%