

Early Grade Retention Harms Adult Earnings

Jie Zhong

Department of Economics
Miami University

Motivation

- At least 15 countries currently use grade retention policy

Motivation

- At least 15 countries currently use grade retention policy
- About half of the states in the U.S. implement grade retention

Motivation

- At least 15 countries currently use grade retention policy
- About half of the states in the U.S. implement grade retention
- 1/10 public school students are held back from K-12

Motivation

- At least 15 countries currently use grade retention policy
- About half of the states in the U.S. implement grade retention
- 1/10 public school students are held back from K-12
- Higher retention rates for Blacks (21%) and Hispanics (12%)

Motivation

- At least 15 countries currently use grade retention policy
- About half of the states in the U.S. implement grade retention
- 1/10 public school students are held back from K-12
- Higher retention rates for Blacks (21%) and Hispanics (12%)
- Cost about \$13 billion each year

Disagreements on whether grade retention hurts

THE WALL STREET JOURNAL.

U.S. | U.S. EDUCATION NEWS

More States Threaten to Hold Back Third-Graders Who Can't Read

Supporters say the laws motivate students to work hard, while others say they are unfair

By [Sara Randazzo](#) [Follow](#) and [Scott Calvert](#) [Follow](#)

Aug. 17, 2023 9:00 am ET

Disagreements on whether grade retention hurts

THE WALL STREET JOURNAL.

U.S. | U.S. EDUCATION NEWS

More States Threaten to Hold Back Third-Graders Who Can't Read

Supporters say the laws motivate students to work hard, while others say they are unfair

By [Sara Randazzo](#) [Follow](#) and [Scott Calvert](#) [Follow](#)

Aug. 17, 2023 9:00 am ET

Improves cognitive development

Motivate student to study harder

Disagreements on whether grade retention hurts

THE WALL STREET JOURNAL.

U.S. | U.S. EDUCATION NEWS

More States Threaten to Hold Back Third-Graders Who Can't Read

Supporters say the laws motivate students to work hard, while others say they are unfair

By [Sara Randazzo](#) [Follow](#) and [Scott Calvert](#) [Follow](#)

Aug. 17, 2023 9:00 am ET

Improves cognitive development

Motivate student to study harder

Creates emotional burden

A stigma of low ability

Disagreements on whether grade retention hurts

THE WALL STREET JOURNAL.

U.S. | U.S. EDUCATION NEWS

More States Threaten to Hold Back Third-Graders Who Can't Read

Supporters say the laws motivate students to work hard, while others say they are unfair

By [Sara Randazzo](#) [Follow](#) and [Scott Calvert](#) [Follow](#)

Aug. 17, 2023 9:00 am ET

Improves cognitive development

Motivate student to study harder

Creates emotional burden

A stigma of low ability

Hurts social skill development

Hard to adjust to new peers

Research Question

Does grade retention harm students in the long run?

What do we know from literature?

- ① Mixed results on grade retention's short-term impacts
 - Initially increases test scores, but the gain fades out at later grades (Jacob and Lefgren, 2004; Greene and Winters, 2007; Schwerdt et al., 2017; Figlio and Özek, 2020)

What do we know from literature?

- ① Mixed results on grade retention's short-term impacts
 - Initially increases test scores, but the gain fades out at later grades (Jacob and Lefgren, 2004; Greene and Winters, 2007; Schwerdt et al., 2017; Figlio and Özek, 2020)
 - No effect on high school graduation (Schwerdt et al., 2017)

What do we know from literature?

- ① Mixed results on grade retention's short-term impacts
 - Initially increases test scores, but the gain fades out at later grades (Jacob and Lefgren, 2004; Greene and Winters, 2007; Schwerdt et al., 2017; Figlio and Özek, 2020)
 - No effect on high school graduation (Schwerdt et al., 2017)
 - Increases dropout (Jacob and Lefgren, 2009; Manacorda, 2012; Eren et al., 2017, 2022)

What do we know from literature?

- ① Mixed results on grade retention's short-term impacts
 - Initially increases test scores, but the gain fades out at later grades (Jacob and Lefgren, 2004; Greene and Winters, 2007; Schwerdt et al., 2017; Figlio and Özek, 2020)
 - No effect on high school graduation (Schwerdt et al., 2017)
 - Increases dropout (Jacob and Lefgren, 2009; Manacorda, 2012; Eren et al., 2017, 2022)
- ② Limited causal evidence of retention's effects on long-run outcomes
 - Increases adult crime (Eren et al., 2022)
 - Lack of causal evidence on earnings and college outcomes

Challenges

- It is rare to have a longitudinal data that can link individual level test scores with long-term outcomes
- Lacking of a quasi-random variation to identify the causal effects

This paper

Research Questions

- Does repeating third grade harm adult earnings and postsecondary educational outcomes?
- What are the intermediate effects?

This paper

Research Questions

- Does repeating third grade harm adult earnings and postsecondary educational outcomes?
- What are the intermediate effects?

Policy

- The reading test-based third-grade retention policy in Texas

This paper

Research Questions

- Does repeating third grade harm adult earnings and postsecondary educational outcomes?
- What are the intermediate effects?

Policy

- The reading test-based third-grade retention policy in Texas

Data

- Texas ERC data, a longitudinal data that links educational records with labor market outcomes

This paper

Research Questions

- Does repeating third grade harm adult earnings and postsecondary educational outcomes?
- What are the intermediate effects?

Policy

- The reading test-based third-grade retention policy in Texas

Data

- Texas ERC data, a longitudinal data that links educational records with labor market outcomes

Method

- Fuzzy regression discontinuity design

Contributions

- Provides new causal evidence on the long-term effects of grade retention on labor market and post-secondary educational outcomes
- Examines retention's effects from fourth grade through age 26
- Investigates a broad range of outcomes, including academic achievement, behavioral incidents, and labor market success

Results Review

Long-term effects

- Reduces annual earnings at age 26 by \$3,477 (19%)

Results Review

Long-term effects

- Reduces annual earnings at age 26 by \$3,477 (19%)
- Leads to an 4.3% increase in community college enrollment, but an 15% decrease in public university attendance (both are statistically insignificant)

Results Review

Long-term effects

- Reduces annual earnings at age 26 by \$3,477 (19%)
- Leads to an 4.3% increase in community college enrollment, but an 15% decrease in public university attendance (both are statistically insignificant)

Intermediate effects

- Initially increases test scores by 0.5 sd, but the gain fades out

Results Review

Long-term effects

- Reduces annual earnings at age 26 by \$3,477 (19%)
- Leads to an 4.3% increase in community college enrollment, but an 15% decrease in public university attendance (both are statistically insignificant)

Intermediate effects

- Initially increases test scores by 0.5 sd, but the gain fades out
- Lowers the likelihood of high school graduation by 14%

Results Review

Long-term effects

- Reduces annual earnings at age 26 by \$3,477 (19%)
- Leads to an 4.3% increase in community college enrollment, but an 15% decrease in public university attendance (both are statistically insignificant)

Intermediate effects

- Initially increases test scores by 0.5 sd, but the gain fades out
- Lowers the likelihood of high school graduation by 14%
- Increases school absent by 9% within 9 years after grade 3
- Increases juvenile crime by 63% within 9 years after grade 3

Outline

- 1 Data
- 2 Policy Background
- 3 Empirical Strategy
- 4 Results
 - Effects on Earnings Outcomes
 - Effects on Educational Attainment Outcomes
 - Effects on Behavioral Issues
- 5 Subgroup Analysis
- 6 Discussion

Policy background

Texas reading test-based retention policy

- 3rd graders must pass the reading test to advance to 4th grade.
- Have three chances to pass (Mar, Apr, Jun)
- Student are automatically retained after they failed the test in Jun

Policy background

Texas reading test-based retention policy

- 3rd graders must pass the reading test to advance to 4th grade.
- Have three chances to pass (Mar, Apr, Jun)
- Student are automatically retained after they failed the test in Jun

A quasi-random assignment of pass/fail at the cutoff ▶ balance

- The cutoff was designed by experts
- Changes by the difficulty of the test (e.g., 2003: 20; 2004: 22; 2005: 24)

Policy background

Texas reading test-based retention policy

- 3rd graders must pass the reading test to advance to 4th grade.
- Have three chances to pass (Mar, Apr, Jun)
- Student are automatically retained after they failed the test in Jun

A quasi-random assignment of pass/fail at the cutoff ▶ balance

- The cutoff was designed by experts
- Changes by the difficulty of the test (e.g., 2003: 20; 2004: 22; 2005: 24)

Exemption Process

- Parent submits a written request to appeal retention outcomes
- English teacher and principal anonymously agree on promotion

Data: Texas ERC data

- **Texas Education Agency Data:** PK-12 Data
 - Test scores, high school graduation
 - School absence, violence, crime [▶ Definition of crime](#)
- **Texas Higher Education Coordinating Board Data**
 - College enrollment/graduation in Texas
- **National Student Clearinghouse Data:**
 - College enrollment/graduation outside Texas
- **Texas Workforce Commission Wages Data**
 - Provides quarterly earnings for employees in Texas
 - Fewer than 2% of Texans work outside Texas and pay taxes elsewhere.
 - Outcome variables: annual/average earnings between ages 23 and 26

Table 1: Summary Statistics

	(1) 2003-05 cohorts	(2) Main sample	(3) Fail first test	(4) Diff.(2)-(1)	(5) t-stat (4)	(6) Diff. (2)-(3)	(7) t-stat(6)
Student Characteristics							
Age	8.16	8.26	8.35	0.10	35.5	-0.09	-25.8
Eligible for Free Meals	0.34	0.62	0.57	0.28	88.5	0.05	14.5
Male	0.51	0.54	0.59	0.03	7.9	-0.06	-16.9
Limited English Proficiency	0.27	0.38	0.28	0.11	36.3	0.09	29.6
Bilingual Program	0.07	0.17	0.13	0.10	56.5	0.05	19.0
Migrant	0.02	0.04	0.03	0.02	18.5	0.00	1.7
Special Education	0.12	0.07	0.46	-0.06	-26.4	-0.39	-118.6
Hispanic	0.45	0.60	0.50	0.15	44.7	0.10	28.1
Black	0.14	0.26	0.21	0.12	50.8	0.05	16.4
White	0.37	0.12	0.27	-0.25	-79.1	-0.14	-47.6
First Attempt Third-Grade Reading Scores	5.18	-6.64	-13.76	-11.82	-175.6	7.12	123.6
First Attempt Third-Grade Math Scores	7.02	-3.20	-1.36	-10.22	-214.2	-1.84	-30.0
Educational and Behavioral Outcomes							
Absenteeism	64.43	78.63	80.09	14.20	39.7	-1.46	-3.3
Dropout	0.07	0.16	0.13	0.10	57.9	0.04	14.9
High School Graduation	0.74	0.61	0.64	-0.12	-43.1	-0.03	-9.0
Any College Enrollment	0.57	0.37	0.34	-0.19	-59.7	0.03	8.5
Public University Enrollment	0.26	0.08	0.07	-0.18	-63.8	0.00	0.8
Community College Enrollment	0.48	0.32	0.30	-0.17	-50.6	0.02	5.4
Labor Market Outcomes							
Av.Earnings btw Ages 23 to 25	19273	15368	13981	-3905	-25.0	1387	10.9

Fuzzy Regression Discontinuity Design

$$Retention = \alpha_0 + \alpha_1 FailTest + \alpha_2 score + \alpha_3 FailTest * score + \alpha_4 X + \epsilon \quad (1)$$

Fuzzy Regression Discontinuity Design

$$Retention = \alpha_0 + \alpha_1 FailTest + \alpha_2 score + \alpha_3 FailTest * score + \alpha_4 X + \epsilon \quad (1)$$

$$Y = \beta_0 + \beta_1 \hat{Retention} + \beta_2 score + \beta_3 FailTest * score + \beta_4 X + \mu \quad (2)$$

Fuzzy Regression Discontinuity Design

$$Retention = \alpha_0 + \alpha_1 FailTest + \alpha_2 score + \alpha_3 FailTest * score + \alpha_4 X + \epsilon \quad (1)$$

$$Y = \beta_0 + \beta_1 \hat{Retention} + \beta_2 score + \beta_3 FailTest * score + \beta_4 X + \mu \quad (2)$$

- Smoothness ass: Expected potential outcomes move smoothly across cutoff without retention.
- Relevance ass: Scoring below the cutoff predicts retention
- Exclusion ass: Scoring below the cutoff affects outcomes only through retention
- Monotonicity ass: Scoring below the cutoff should only increase (never decrease) a student's likelihood of being retained.

β_1 : Effect of third-grade retention on students' outcomes

Validity Checks

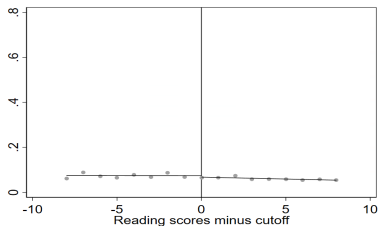
- We can't check the smoothness assumption directly because we only see what actually happened.

Validity Checks

- We can't check the smoothness assumption directly because we only see what actually happened.
- If student characteristics and test scores look smooth at the cutoff, the assumption is more credible.

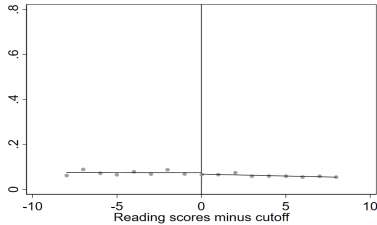
Takeaway: Smoothness at the cutoff $\rightarrow$ assumption likely holds.

Figure 1: Student characteristics are smooth across the cutoff

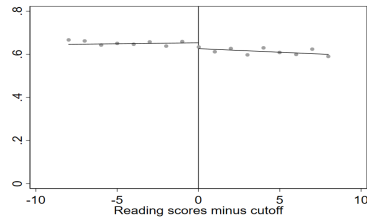


(a) Special Education

Figure 1: Student characteristics are smooth across the cutoff

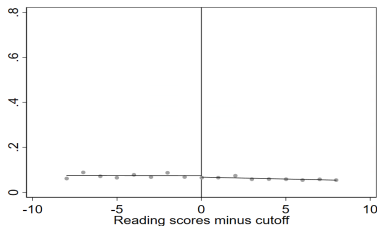


(a) Special Education

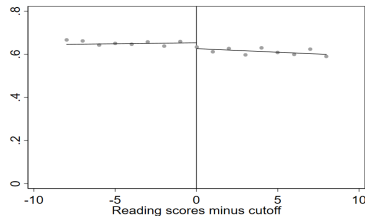


(b) Free meals

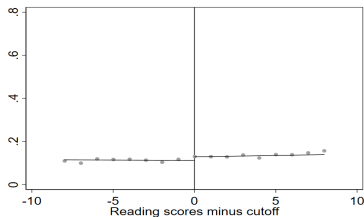
Figure 1: Student characteristics are smooth across the cutoff



(a) Special Education

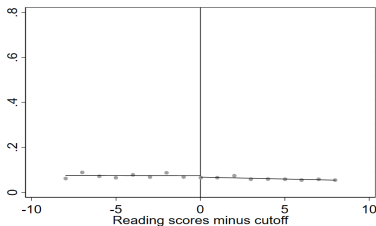


(b) Free meals

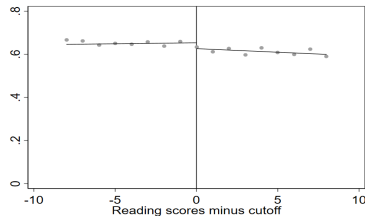


(c) White

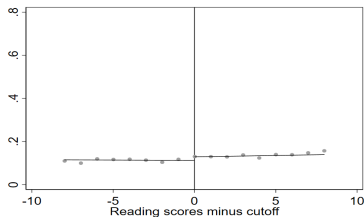
Figure 1: Student characteristics are smooth across the cutoff



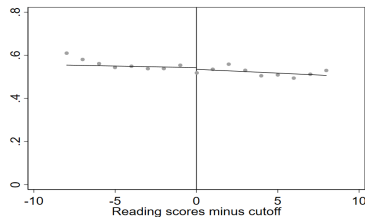
(a) Special Education



(b) Free meals



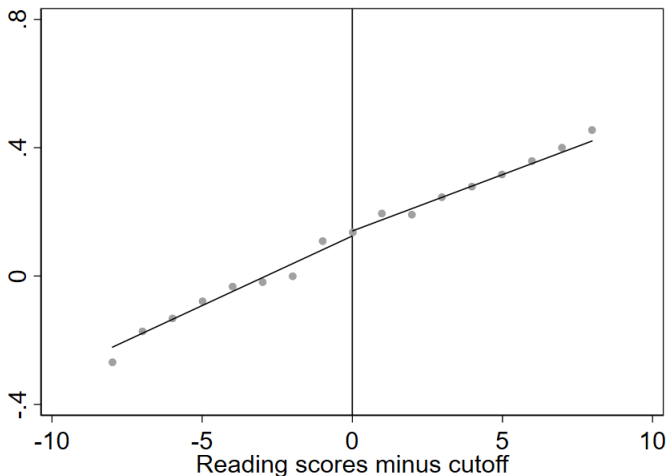
(c) White



(d) Male

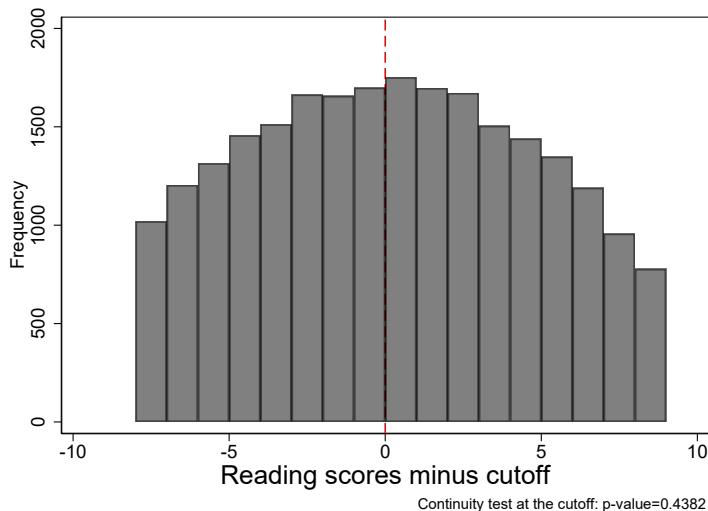
Math scores are smooth across the cutoff

Figure 2: Third-grade math scores are smooth across the cutoff



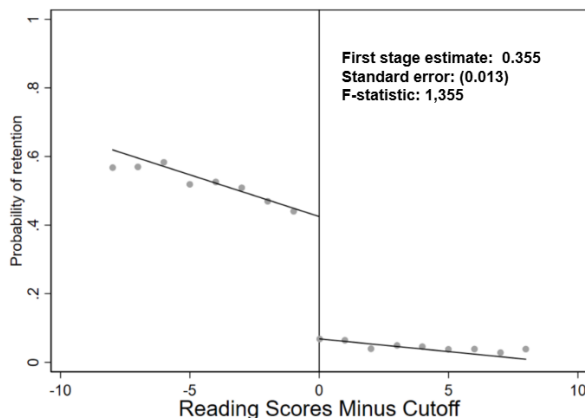
No evidence of manipulation across the cutoff

Figure 3: The distribution of reading scores is smooth across the cutoff



First-stage results

Figure 4: Scoring below the cutoff increases the probability of retention



Main Results

1 Effects of grade retention on earnings outcomes

- Scoring below the cutoff reduces earnings at age 26 by \$1,338
- Third-grade retention reduces annual earnings at age 26 by \$3,477 (19%)
- Third-grade retention has negative effect on having positive earnings

2 Earnings Outcomes Definition

- annual earnings at each age 23-26 (missing earnings are coded as zero)
- having positive earnings at each age

3 Reasons for coding missing earnings as zero

- Less than 2% of Texans leave Texas and pay Taxes outside of Texas
- 35% of Texans over age 16 are out of labor force (US Census Bureau, 2023)

Reduced form results

Figure 5: Scoring below the cutoff reduces annual earnings at age 26

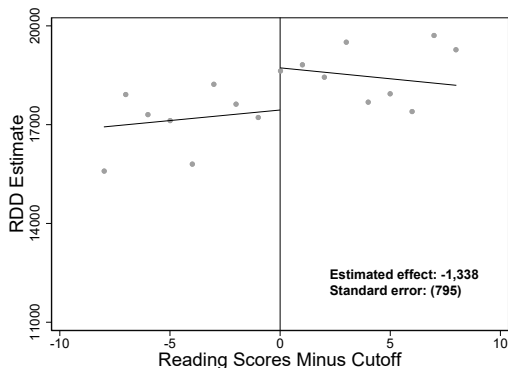


Table 2: Third-Grade Retention Reduces Earnings

	(1)	(2)	(3)	(4)	(5)	(6)
	Annual Earnings at Each Age from 23 to 26				Average Earnings	
	Age23	Age24	Age25	Age26	Ages23-25	Ages23-26
Retention	-4,324 (1535)	-2,921 (1583)	-3,278 (1753)	-3,477 (1843)	-3,516 (1468)	-3,518 (1493)
Above cutoff mean	14,864	15,948	17,221	18,557	16,012	16,645
Effect size	-29.09%	-18.32%	-19.03%	-18.74%	-21.96%	-21.14%
Observations	19784	19784	19782	19731	19784	19784

Table 3: Effect of third-grade retention on having positive earnings by age

	(1) Age 23	(2) Age 24	(3) Age 25	(4) Age 26	(5) Average Across Ages 23-26
Having positive earnings	-0.112 (0.042)	-0.013 (0.043)	-0.069 (0.042)	-0.028 (0.042)	-0.051 (0.038)
Above cutoff mean	0.68	0.67	0.66	0.66	0.78
Effect size	-16.47%	-1.94%	-10.45%	-4.24%	-6.54%
Observations	19909	19909	19909	19909	19909

Fuzzy RD Estimate

Table 3: Effect of third-grade retention on having positive earnings by age

	(1) Age 23	(2) Age 24	(3) Age 25	(4) Age 26	(5) Average Across Ages 23-26
Having positive earnings	-0.112 (0.042)	-0.013 (0.043)	-0.069 (0.042)	-0.028 (0.042)	-0.051 (0.038)
Above cutoff mean	0.68	0.67	0.66	0.66	0.78
Effect size	-16.47%	-1.94%	-10.45%	-4.24%	-6.54%
Observations	19909	19909	19909	19909	19909

- 1.9% young adults are self-employed (Hipple and Hammond, 2016)
- Less than 2% of Texans pay Taxes outside of Texas (IRS, 2022)
- 35% of Texans are out of labor force (US Census Bureau, 2023)

Table 4: Effect of third-grade retention on college enrollment

	(1) Ever enrolling in a college	(2) On-time enrollment
Any college or university	0.016 (0.041)	-0.030 (0.027)
Above cutoff mean	0.405	0.145
Effect size	3.95%	-20.69%
Observations	19909	19909
Community college in Texas	0.015 (0.041)	-0.019 (0.025)
Above cutoff mean	0.348	0.121
Effect size	4.31%	-15.70%
Observations	19909	19909
Public university in Texas	-0.014 (0.022)	-0.008 (0.009)
Above cutoff mean	0.093	0.019
Effect size	-15.05%	-42.11%
Observations	22070	22070
College outside Texas	0.009 (0.009)	0.003 (0.003)
Above cutoff mean	0.012	0.001
Effect size	75%	300%
Observations	22070	19909

Table 5: Effect of grade retention on college completion

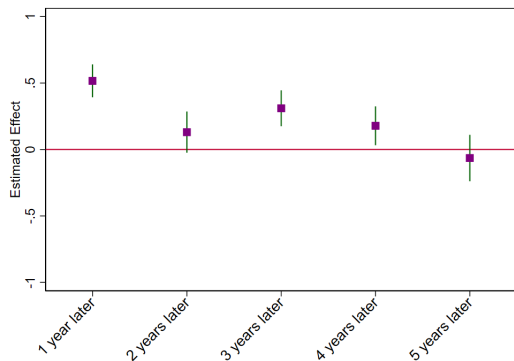
	(1) Any College in Texas	(2) Community College	(3) Public University
Panel A: Ever graduated			
Retention	0.017 (0.025)	0.010 (0.022)	-0.003 (0.015)
Above cutoff mean	0.106	0.076	0.046
Effect size	16.04%	13.16%	-6.52%
Observations	19909	19909	19909
Panel B: On-time graduation			
Retention	0.003 (0.020)	0.008 (0.014)	-0.009 (0.011)
Above cutoff mean	0.067	0.028	0.029
Effect size	4.48%	28.57%	-31.03%
Observations	19909	19909	19909

Intermediate effects

- ① Supporter: retention motivates students to study harder and improve cognitive development
 - Initially increases test scores, but the gains fade out
 - Reduces the likelihood of graduating from high school by 14%
- ② Critics: retention is a stigma and hurt non-cognitive skills development
 - Increases school absence
 - Increases violent behaviors and criminal activities

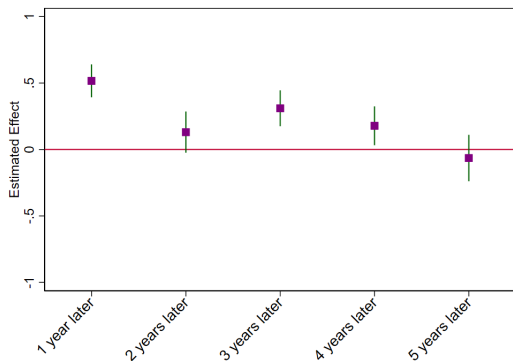
Effects on test scores by years

Effect on Reading Scores

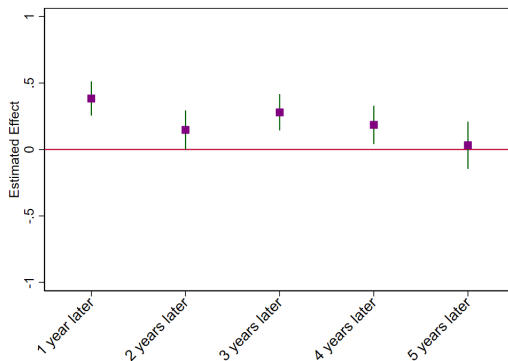


Effects on test scores by years

Effect on Reading Scores

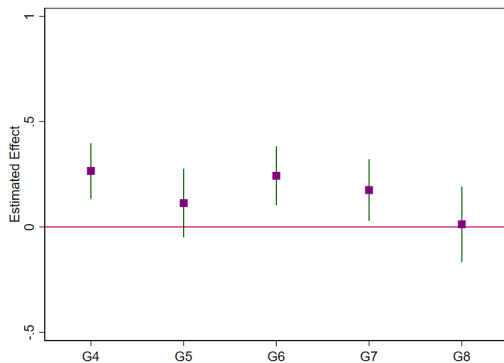


Effect on Math Scores

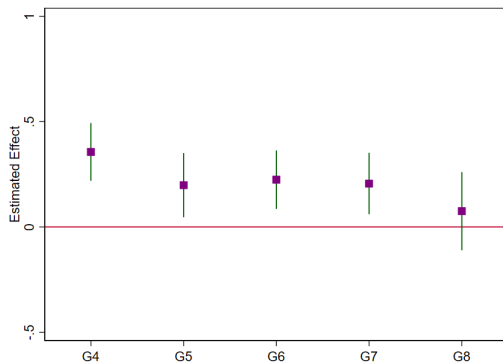


Effects on test scores by grade

Effects on Reading Scores



Effects on Math Scores



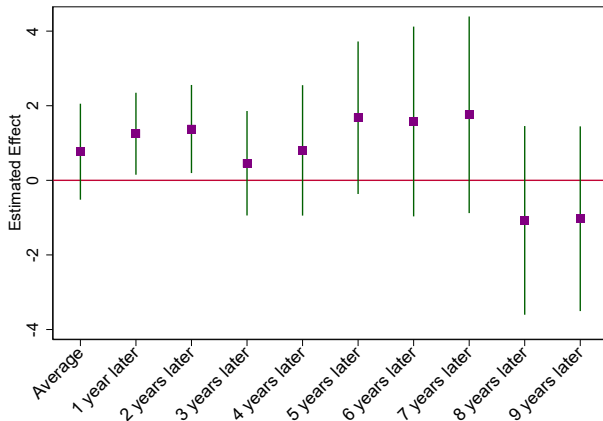
Effects on high school graduation outcomes

Table 6: Retention Reduces the Likelihood of High School Graduation

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
			High School Graduation				
	Ever dropout	Ever graduated	On time	1+ years	2+ years	3+ years	4+ years
Retention	0.021 (0.033)	-0.091 (0.043)	-0.366 (0.037)	0.277 (0.037)	0.005 (0.014)	-0.013 (0.006)	-0.010 (0.004)
Above cutoff mean	0.150	0.642	0.457	0.185	0.020	0.005	0.003
Effect size	14.00%	-14.17%	-80.09%	149.73%	25.00%	-260.00%	-333.33%
Observations	19909	19909	19909	19909	19909	19909	19909

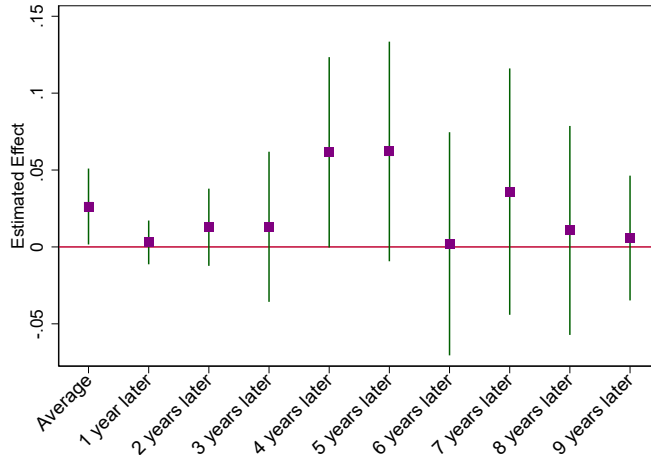
Effects on school absence

Figure 6: Retention increases days absent from school



Effects on criminal activities

Figure 7: Retention increases criminal activities



Robustness Checks

Attrition Issues

- Effect on the grade of leaving Texas public high school ▶ HG Attrition
- Effect on earnings attrition ▶ Earnings Attrition

Timing Issues

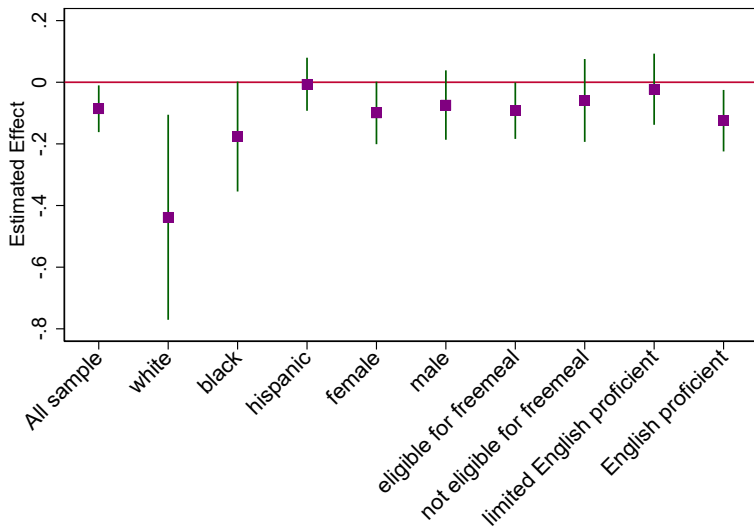
- Effect on on-time college enrollment and graduation (effects are not statistically significant)
- Effect on the age of earning first wages (≥ 18) and work experience ▶ Timing of labor market

Other factors

- Math cutoff ▶ Math cutoff

Subgroup analysis

Figure 8: Effect of Retention on High School Graduation by Group



Subgroup analysis

Figure 9: Effect of Retention on Average Earnings between ages 23 and 26 by Group

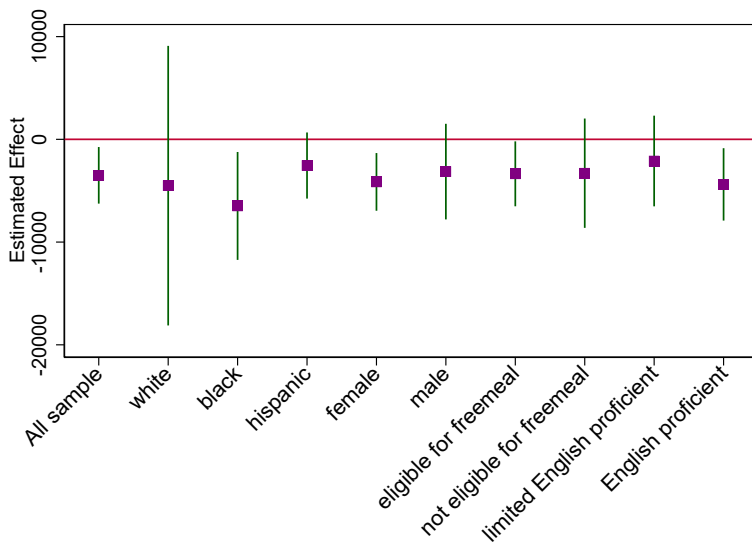


Table 7: Comparison of the Effects of Grade Retention Across Studies

Papers	(1) Grade	(2) Reading (δ)	(3) HS Graduation (%)	(4) Any College/Public University (%)	(5) Dropout (%)	(6) Absence (%)	(7) Crime (%)	(8) Earnings (%)
Texas								
This Study	3	+0.52	-14	+4/-15	+14	+9	+63 (juvenile)	-19
Louisiana								
Eren et al. (2022)	8	-	-	-	+16	+6	+58 (adult)	-
Eren et al. (2017)	4	-	-	-	+11	-	+1.5 (juvenile)	-
Eren et al. (2017)	8	-	-	-	+10	-	-4.4 (juvenile)	-
Chicago								
Jacob and Lefgren (2009)	8	-	-24	-	+21	-	-	-
Florida								
Schwerdt et al. (2017)	3	+0.58	-0.4	+0.9/-	-	-	-	-
Figlio and Özek (2020)	3	+0.085	-	-	-	0	-	-
Netherlands								
Meulen (2023)	12	-	-	0/-5	-	-	-	-9

Conclusion

Long-term Effects

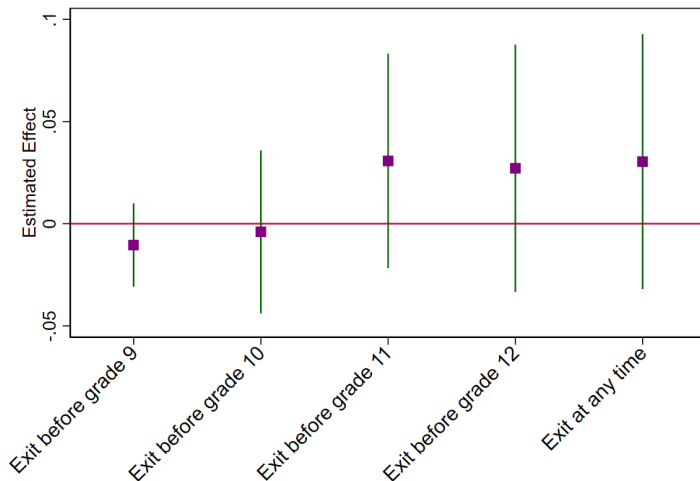
- Third-grade retention significantly reduces earnings
- No significant effects on college enrollment and graduation

Intermediate Effects

- Adverse Effects on Behavioral Issues
 - Increases criminal activities
 - Increases school absence
- Effects on Educational Attainment Outcomes
 - Initially boosts test scores, but the effect disappears by the eighth grade
 - Decreases the likelihood of graduating from high school

Appendix

Figure 10: Effects on Exiting Texas Public Schools



Math cutoff

Table 10: No Significant Effect on Earnings Using Math Cutoff

	(1)	(2)	(3)	(4)	(5)	(6)
	Annual Earnings at Each Age from 23 to 26				Average Earnings	
	Age23	Age24	Age25	Age26	Ages23-25	Ages23-26
RDD Estimates	-439 (732)	-583 (781)	-435 (867)	-110 (883)	-470 (740)	-363 (755)
Observations	12,496	12,496	12,495	15,731	12,496	12,496
Fuzzy RDD Estimates	-7,966 (14,762)	-11,479 (15,471)	-11,316 (15,827)	-7,367 (16,226)	-12,472 (13,878)	-11,060 (13,966)
Observations	12,496	12,496	15,758	15,731	15,759	15,759

► Robustness checks

Table 11: Definition of Criminal Behavior

CODE	TRANSLATION
1	PERMANENT REMOVAL BY TEACHER FROM CLASS
2	CONDUCT PUNISHABLE AS A FELONY 37.006(A)(2)(A)
4	POSSESSED, SOLD, USED OR WAS UNDER THE INFLUENCE OF MARIHUANA OR OTHER CONTROLLED SUBSTANCE
5	POSSESSED, SOLD, USED OR WAS UNDER THE INFLUENCE OF AN ALCOHOLIC BEVERAGE
6	ABUSE OF A VOLATILE CHEMICAL
7	PUBLIC LEWDNESS OR INDECENT EXPOSURE
8	RETALIATION AGAINST SCHOOL EMPLOYEE
9	TITLE 5 FELONY - OFF CAMPUS AND NOT AT SCHOOL SPONSORED ACTIVITY
10	NON TITLE 5 FELONY CONDUCT-NOT ON CAMPUS OR AT SCHOOL SPONSORED ACTIVITY
11	BROUGHT FIREARM TO SCHOOL - TEC37.007(e) OR UNLAWFUL CARRY OF A HANDGUN
12	UNLAWFUL CARRY OF AN ILLEGAL KNIFE UNDER PENAL CODE 46.02-TEC 37.007(a)(1)
13	UNLAWFUL CARRYING OF A CLUB UNDER PENAL CODE 46.02 - TEC 37.007(a)(1)
14	CONDUCT CONTAINING THE ELEMENTS OF AN OFFENSE RELATING TO PROHIBITED WEAPONS
16	ARSON
17	MURDER, CAPITAL MURDER, CRIMINAL ATTEMPT TO COMMIT MURDER OR CAPITAL MURDER
18	INDECENCY WITH A CHILD
19	AGGRAVATED KIDNAPPING
22	CRIMINAL MISCHIEF
26	TERRORISTIC THREAT - TEC SECTION 37.006(A)(1) OR 37.007(B)
27	ASSAULT UNDER PENAL CODE SECT. 22.01(A)(1) AGAINST A DISTRICT EMPLOYEE/VOLUNTEER
28	ASSAULT UNDER PENAL CODE SECT 22.01(A)(1) OTHER THAN SCHOOL DISTRICT EMPLOYEE/VOLUNTEER
29	AGGRAVATED ASSAULT (PC SECT 22.02) AGAINST SCHOOL DISTRICT EMPLOYEE/VOLUNTEER
30	AGGRAVATED ASSAULT (PC SECT 22.02) AGAINST SOMEONE OTHER THAN DISTRICT EMPLOYEE
31	SEXUAL OR AGGRAVATED ASSAULT AGAINST A SCHOOL DISTRICT EMPLOYEE/VOLUNTEER
32	SEXUAL OR AGGRAVATED SEXUAL ASSAULT AGAINST SOMEONE O/T DISTRICT EMPLOYEE/VOLUNTEER
35	FALSE ALARM/FALSE REPORT - TEC SECTION 37.006(A)(1) AND 37.007(B)
36	FELONY CONTROLLED SUBSTANCE VIOLATION - TEC SECTION 37.007(A)(3)
37	FELONY ALCOHOL VIOLATION - TEC SECTION 37.007(A)(3)
46	AGGRAVATED ROBBERY - TEC 37.007(a)(2)(F), TEC 37.006 (c)-(d)
47	MANSLAUGHTER
48	CRIMINALLY NEGLIGENT HOMICIDE
49	ENGAGES IN DEADLY CONDUCT
50/52	USED, EXHIBITED OR POSSESSED A NON-ILLEGAL KNIFE PER STUDENT CODE CONDUCT
51	USED, EXHIBITED, OR POSSESSED A FIREARM OFF-CAMPUS BUT W/IN 300FT OF SCHOOL
53	ENGAGED IN CONDUCT THAT OFFENSES ARE SPEC IN TEC OFF-CAMPUS BUT W/IN 300FT
54	ENGAGE IN CONDUCT PUNISH AS FELONY OFF-CAMPUS BUT W/IN 300FT