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Secondary School Completion and Dropouts in Texas Public Schools 2017-18

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Abstract. The Texas Education Agency (TEA) prepares an annual report on graduates and dropouts in Texas public secondary schools. This report includes state summaries of the annual dropout rate, longitudinal graduation and dropout rates, and state attrition rates. In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at http://tea.texas.gov/acctres/dropcomp_index.html. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

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Overview

This report provides annual dropout rates for students attending Texas public schools in 2017-18; four-year longitudinal graduation and dropout rates for students who were expected to graduate from Texas public schools in 2017-18; and extended longitudinal rates for students expected to graduate in previous years. The annual dropout rate measures the percentage of students who drop out of school during one school year. The four-year longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive a Texas Certificate of High School Equivalency (TxCHSE), or drop out. The extended longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall a year or more after their anticipated graduation date, graduate, remain enrolled, receive a TxCHSE, or drop out. Texas uses the National Center for Education Statistics dropout definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for public school accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on Texas Education Agency data collection, processing, and reporting is presented, and national requirements for dropout data are described.

Highlights

Longitudinal Graduation and Dropout Rates

- In the 2014-15 school year, 399,983 students began Grade 9 in Texas public schools. Over the next three years, 25,182 students who entered the Texas public school system were added to the Grade 9 cohort. Another 48,767 students left the system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out. By the fall semester following the spring 2018 anticipated graduation date for the cohort, 372,919 students had been assigned one of four final statuses: graduate, continuer, TxCHSE recipient, or dropout. Students with final statuses made up the class of 2018. The final statuses for 3,479 students could not be determined because of data errors. Data errors can result from missing student records (i.e., underreported students) or misreported student identification information.

- Out of 372,919 students in the class of 2018, 90.0 percent graduated within four years. The four-year graduation rate for the class of 2018 was 0.3 percentage points higher than the rate for the class of 2017. An additional 3.8 percent of students in the class of 2018 continued in high school the fall after their anticipated graduation date, 0.2 percentage points lower than the continuation rate for the class of 2017. The TxCHSE recipient rate was 0.4 percent, unchanged from the previous school year, and the dropout rate was 5.7 percent, 0.2 percentage points lower than the dropout rate for the class of 2017. The four-year graduation, continuation, or TxCHSE recipient rate was 94.3 percent, 0.2 percentage points higher than the rate for the class of 2017.

- Of the graduates in the class of 2018 with diploma program information, 86.8 percent graduated under the Recommended or Advanced High School Program or the Foundation High School Program with an endorsement (with or without a distinguished level of achievement).

- Across the five largest racial/ethnic groups in the class of 2018, the four-year graduation rate was highest for Asian students (96.4%), followed by White (93.6%), multiracial (91.4%), Hispanic (88.2%), and African American (86.5%) students.

- The four-year dropout rate was lowest for Asian students (1.4%), followed by White (3.3%), multiracial (4.6%), Hispanic (6.9%), and African American (8.3%) students.

- The four-year graduation rate for students not identified as economically disadvantaged in the class of 2018 was 93.1 percent, 5.8 percentage points higher than the rate for students identified as economically disadvantaged (87.3%).

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2018

Group	Graduated	Continued	Received TxCHSE[a]	Dropped out
African American	86.5	4.8	0.4	8.3
American Indian	85.1	5.4	0.4	9.2
Asian	96.4	2.0	0.1	1.4
Hispanic	88.2	4.6	0.4	6.9
Pacific Islander	86.4	4.7	0.5	8.4
White	93.6	2.5	0.6	3.3
Multiracial	91.4	3.5	0.5	4.6
Economically disadvantaged	87.3	4.6	0.5	7.6
Not economically disadvantaged	93.1	2.9	0.4	3.6
EL in 9-12[b]	77.2	8.9	0.2	13.7
Special education	77.9	12.5	0.2	9.4
State	90.0	3.8	0.4	5.7

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as English learners (ELs) at any time while attending Grades 9-12 in Texas public schools.

- Females in the class of 2018 had a higher four-year graduation rate (92.1%) than males (87.9%) and lower rates of continuation (3.0% vs. 4.6%), receiving a TxCHSE (0.3% vs. 0.6%), and dropping out (4.5% vs. 6.9%). Compared to the previous class, the graduation rates for the class of 2018 were 0.6 percentage points higher for males and unchanged for females.

- For the class of 2018, the four-year graduation rates for students in special education programs (77.9%) and for students identified as English learners in Grades 9-12 (77.2%) were lower than the state average (90.0%). The dropout rates for these two student groups (9.4% and 13.7%, respectively) were higher than the state average (5.7%).

- A total of 21,412 students in the class of 2018 dropped out over a four-year span. In each year after the first year of high school, a majority of students who dropped out were one or more grades behind the grade expected for the class. For example, 50.4 percent of students who dropped out in the second year had not reached Grade 10, and 58.6 percent who dropped out in the third year had not reached Grade 11.

- Students in the class of 2017 who began Grade 9 in 2013-14 or who later joined the cohort were tracked into the fall semester one year after their anticipated graduation date of spring 2017. By fall 2018, the five-year graduation rate for the class of 2017 was 92.0 percent, 2.3 percentage points higher than the four-year graduation rate of 89.7 percent in fall 2017.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2017, as of Fall 2018

Group	Graduated	Continued	Received TxCHSE[a]	Dropped out
African American	88.8	1.3	0.6	9.3
American Indian	89.3	1.2	0.6	8.9
Asian	97.2	0.9	0.2	1.8
Hispanic	90.4	1.3	0.5	7.7
Pacific Islander	91.0	1.4	0.9	6.8
White	95.1	0.8	0.8	3.3
Multiracial	94.2	0.9	0.8	4.1
Economically disadvantaged	89.7	1.3	0.7	8.3
Not economically disadvantaged	94.3	0.9	0.6	4.2
EL in 9-12[b]	81.4	2.5	0.2	15.8
Special education	82.3	7.1	0.4	10.2
State	92.0	1.1	0.6	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as English learners (ELs) at any time while attending Grades 9-12 in Texas public schools.

The five-year dropout rate was 6.3 percent, 0.4 percentage points higher than the four-year dropout rate of 5.9. The five-year graduation, continuation, or TxCHSE recipient rate for the class of 2017 was 93.7 percent.

- Students in the class of 2016 who began Grade 9 in 2012-13 or who later joined the cohort were tracked into the fall semester two years after their anticipated graduation date of spring 2016. By fall 2018, the six-year graduation rate for the class of 2016 was 92.1 percent, 3.0 percentage points higher than the four-year graduation rate of 89.1 percent in fall 2016. The six-year dropout rate was 6.6 percent, 0.4 percentage points higher than the four-year dropout rate of 6.2 percent. The six-year graduation, continuation, or TxCHSE recipient rate for the class of 2016 was 93.4 percent.

- For 2017-18, the attrition rates for Grades 9-12 and Grades 7-12 (i.e., the percentage change in fall enrollment between these grades across years) were 17.8 percent and 8.5 percent, respectively.

Annual Dropout Rates

- Out of 2,410,852 students who attended Grades 7-12 in Texas public schools during the 2017-18 school year, 1.4 percent were reported to have dropped out, unchanged from the previous year. The number of dropouts in Grades 7-12 increased to 33,697, a 2.0 percent increase from the 33,050 students who dropped out in 2016-17.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2016, as of Fall 2018

Group	Graduated	Continued	Received TxCHSE[a]	Dropped out
African American	88.8	0.6	0.9	9.8
American Indian	90.2	0.8	1.0	8.0
Asian	97.2	0.5	0.1	2.2
Hispanic	90.5	0.6	0.7	8.1
Pacific Islander	92.2	0.4	1.5	5.9
White	95.2	0.4	1.0	3.3
Multiracial	93.6	0.4	1.3	4.7
Economically disadvantaged	89.6	0.6	0.9	8.9
Not economically disadvantaged	94.6	0.5	0.8	4.1
EL in 9-12[b]	81.2	1.0	0.4	17.4
Special education	84.6	4.0	0.5	10.9
State	92.1	0.5	0.8	6.6

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as English learners (ELs) at any time while attending Grades 9-12 in Texas public schools.

Annual Dropout Rate (%), Grades 7-8, Grades 9-12, and Grades 7-12, Texas Public Schools, 2017-18

	Dropout rate		
Group	Grades 7-8	Grades 9-12	Grades 7-12
African American	0.7	2.8	2.1
American Indian	0.6	2.9	2.1
Asian	0.2	0.5	0.4
Hispanic	0.4	2.3	1.7
Pacific Islander	0.5	2.7	2.0
White	0.3	1.0	0.8
Multiracial	0.3	1.6	1.1
Economically disadvantaged	0.5	2.4	1.7
Not economically disadvantaged	0.3	1.2	0.9
EL[a]	0.6	4.1	2.5
Special education	0.6	2.7	1.9
State	0.4	1.9	1.4

Note. Students may be counted in more than one category.
[a]English learner.

- In 2017-18, a total of 3,424 students dropped out of Grades 7-8, and 30,273 dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 1.9 percent, respectively.

- In 2017-18, students who dropped out of Grade 9 accounted for 27.3 percent of all dropouts, the highest proportion of any grade. Across Grades 7-12, the numbers of dropouts ranged from 1,403 in Grade 7 to 9,215 in Grade 9.

- Across the five largest racial/ethnic groups in 2017-18, the Grade 7-12 dropout rate was highest for African American students (2.1%), followed by Hispanic (1.7%), multiracial (1.1%), White (0.8%), and Asian (0.4%) students.

- The Grade 7-12 dropout rate for males (1.6%) was higher than the rate for females (1.2%) in 2017-18. More males and females dropped out from Grade 9 (5,690 and 3,525, respectively) than from any other grade.

- In 2017-18, the Grade 7-12 dropout rate for students identified as economically disadvantaged was 1.7 percent. By contrast, the rate for students not identified as economically disadvantaged was 0.9 percent. Economically disadvantaged students accounted for 71.8 percent of Grade 7-12 dropouts.

- Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage-point difference was among overage students, who accounted for 21.0 percent of the Grade 7-12 population in 2017-18 but 75.8 percent of dropouts.

Leaver Reporting

- The underreported student rate is the percentage of students in Grades 7-12 who attend in one school year and are not accounted for the next fall. Statewide, 99.7 percent (2,404,513) of students in Grades 7-12 in 2017-18 were accounted for in district and charter data submissions or in TEA databases. Only 0.3 percent of students in Grades 7-12 were underreported, an increase of 0.1 percentage points from the previous year. The number of underreported students (6,321) increased by 733 from the previous year.

- For the 2017-18 school year, 53 districts or charters exceeded thresholds for underreported student records: more than 75 underreported students and a rate of underreporting of at least 0.7 percent; or more than 4 underreported students and a rate of underreporting greater than 1.3 percent. Of these, four districts and one charter had more than 75 underreported students as well as a rate of underreporting greater than 1.3 percent. Forty-eight districts or charters had rates of underreporting greater than 1.3 percent and more than 4, but fewer than 75, underreported students.

- A total of 496 districts and charters had no underreported students for 2017-18.

Definitions and Calculations
of High School Completion

Measures of
High School Completion

Definitions and
Calculations for Accountability

Measures of High School Completion

Components of Rates

Several measures of high school completion are available (Table 1). Measures differ in the definition of a dropout or a school completer, the accuracy of the data, the time period covered, and the student population considered. Some rates, for example, cover only one school year, whereas others cover multiple years. Some are based on individual student-level data, whereas others use estimated student counts. The selection of a completion or dropout measure depends on purpose and data availability. This section discusses three measures calculated by the Texas Education Agency (TEA): annual dropout rates; longitudinal graduation and dropout rates; and attrition rates. The discussion includes how each measure is calculated, the advantages and disadvantages of each measure, and factors that can affect each measure.

Annual Dropout Rates

Description. The annual dropout rate is the percentage of students who drop out of school during one school year.

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.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Factors affecting the rate. Annual dropout rates reported by different organizations may differ because: (a) different grade levels are included in the calculation; (b) dropouts are defined and counted differently; (c) total student counts are taken at different times of the school year; or (d) the data systems employed provide different levels of precision. Annual dropout rates can also differ at the campus and district levels based on whether the rates are calculated for federal reporting purposes or calculated with statutory exclusions applied for state accountability. No exclusions were applied to the state-level annual dropout rates presented in this report. See the sections "State Accountability System" and "Federal Accountability and Reporting" on pages 116-124 for additional information on exclusions.

Advantages. An annual dropout rate measures what happens in a school, district, or state during one school year and can be considered a measure of annual performance. Because it is based on a simple mathematical operation and requires data for only one school year, it has the greatest potential to produce accurate rates that are comparable across schools, districts, or states. It can be calculated for any school that has students in any of the grades included in the calculation, allowing the largest number of campuses to be included in an accountability system.

Annual dropout rates also can be calculated for student groups based on demographic characteristics (race/ethnicity, economic status, gender), special program participation (special

Table 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: $$\frac{graduates}{graduates + continuers + TxCHSE^a\ recipients + dropouts}$$	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.	Longitudinal rates are calculated such that the graduation rate, continuation rate, TxCHSE recipient rate, and dropout rate add to 100 percent.	The attrition rate reported by TEA is not adjusted for growth.
2017-18 TEA reporting	Annual dropout rates Grades 7-12: 1.4% Grades 9-12: 1.9% Grades 7-8: 0.4%	Class of 2018 Grade 9 four-year longitudinal rates Graduation: 90.0% Graduation, continuation, or TxCHSE: 94.3% Dropout: 5.7% Class of 2017 Grade 9 five-year extended longitudinal rates Graduation: 92.0% Graduation, continuation, or TxCHSE: 93.7% Dropout: 6.3% Class of 2016 Grade 9 six-year extended longitudinal rates Graduation: 92.1% Graduation, continuation, or TxCHSE: 93.4% Dropout: 6.6%	Unadjusted attrition rates Grades 7-12: 8.5% Grades 9-12: 17.8%

[a]Texas Certificate of High School Equivalency.

education, bilingual/English as a second language), or other factors (grade level, at-risk, overage for grade). This makes an annual dropout rate a practical tool to help educators determine who is dropping out and why—essential information for developing and evaluating dropout prevention and recovery programs.

Disadvantages. Because an annual dropout rate uses data for only one year, it produces the lowest dropout rate of any of the methods. There is concern that reporting low dropout rates may understate the severity of the dropout problem. The concern is based in part on the perception that an annual dropout rate is not consistent with the public's understanding of what a dropout rate is measuring.

Longitudinal Graduation and Dropout Rates

Description. TEA calculates longitudinal rates for classes of Grade 7 students and classes of Grade 9 students. Although the discussion that follows focuses on rates for Grade 9 students, the principles apply to rates for Grade 7 students, as well. A four-year longitudinal graduation rate is the percentage of students from a class of beginning 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 beginning ninth graders who graduate within five or more years. Similarly, a four-year longitudinal dropout rate is the percentage of students from a class of beginning ninth graders who drop out before completing high school. An extended longitudinal dropout rate reflects those students who drop out within five or more years after entering ninth grade. Dropouts are counted according to the dropout definition in place the year they drop out.

Calculation. Calculating four-year longitudinal rates requires tracking a cohort of students from the time they enter Grade 9 until the fall following their anticipated graduation date, or, for extended rates, the fall one or more years following their anticipated graduation date. A cohort is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. A subset of a cohort, called a class, is then used to calculate longitudinal student status rates. A class consists of all members of a cohort minus students who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and students who cannot be tracked. Only students in the cohort to whom final statuses are assigned are included as members of the class. The four final statuses—graduate, continuer, TxCHSE recipient, or dropout—are defined in greater detail later in this section. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the class, and the longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class.

For purposes of calculating a longitudinal rate, all students remain in their original cohort. For example, a student who entered Grade 9 in 2014-15 and was expected to graduate in 2017-18 but who graduated in 2016-17 is counted in the graduation rate for the class of 2018. Similarly, students who are retained in grade or who skip grades remain members of the cohorts they first joined.

Public Education Information Management System (PEIMS) attendance data are used to build each cohort of students. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in the 2014-15 school year make up the 2018 cohort. Students who did not attend Grade 9 in Texas public schools that year but entered the system over the next three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Students were tracked into the fall semester following their anticipated graduation date of spring 2018. Data collected for the 2018-19 school year made it possible to identify those who continued in school after their class graduated.

Any student for whom one of the designated outcomes of graduate, continuer, TxCHSE recipient, or dropout could be determined was counted in the class. A student whose final status could not be determined was not counted in the class. In most cases, these were students who left the Texas public school system to enter other educational settings. In a small number of cases, students were not counted in the class because of missing records or data errors resulting from misreported student identification information.

This report provides four-year and five-, six-, and seven-year extended longitudinal rates for several classes based on the tracking of students into the fall of 2018. The longitudinal rates focus on selected long-term student outcomes over a period of years. For four-year rates, each student is assigned a final status by the fall after anticipated graduation. For extended rates, each student is assigned a final status by the fall one or more years after anticipated graduation. Neither dropping out nor leaving for other reasons necessarily determines the final status of a student. The status of a student who drops out or leaves will change if he or she subsequently returns and graduates, obtains a TxCHSE, or continues in school. Dropout becomes the status of record only if it is the final status recorded for a student. Thus, the status of a student in the four-year rates may differ from his or her status in the extended rates.

There are four final statuses used to calculate longitudinal rates: graduate, continuer, TxCHSE recipient, and dropout.

Graduate. A student is classified as a graduate in the year in which he or she is reported in PEIMS as a graduate from the Texas public school system. The student may have graduated in any of the years the cohort was in school. For example, for a student to be counted as a graduate in the class of 2018 four-year rates, a student may have graduated in 2014-15, 2015-16, 2016-17, or 2017-18. Students who graduated in 2017-18 must have graduated by August 31, 2018. The graduation rate is calculated by dividing the number of graduates by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Continuer. A student is classified as a continuer if he or she is not a graduate and is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later.

For example, for a student to be counted as a continuer in the class of 2018 four-year rates, he or she must have been enrolled in the fall of 2018.

TxCHSE recipient. A student is classified as a TxCHSE recipient if he or she earns a high school equivalency certificate through one of three TEA-approved assessments: the General Educational Development (GED) test, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC). High school equivalency assessments are given throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results are transmitted electronically to the TEA. Receipt of a TxCHSE is reported as soon as the test is passed. A student in the class of 2018 is assigned a final status of TxCHSE recipient if he or she is not a graduate, is not a continuer, and had received a certificate by August 31, 2018.

Dropout. A student is classified as a dropout if dropout is the final status recorded for the student. A student is assigned the final status of dropout if the student dropped out during one of the years that the cohort was in school and did not subsequently return and graduate, continue in school, receive a TxCHSE, or leave for one of the 13 non-dropout, non-graduate leaver reasons outlined in Table 4 on page 39.

Factors affecting the rate. Longitudinal rates reported by different organizations may differ because they use: (a) different starting grades in the calculation (typically Grade 9 or Grade 7); (b) different definitions of a graduate or dropout; (c) different definitions of a cohort or class of students; or (d) different underlying methods to calculate the rates. Additionally, few organizations have the data to track individual students over a number of years, so longitudinal rates are often estimated based on state-level data or sample data from surveys. TEA tracks individual students using student-level data submitted by districts through the Texas Student Data System (TSDS). Finally, longitudinal rates can differ at the campus and district levels based on whether federal or state accountability exclusions are applied. No exclusions were applied to the state-level longitudinal rates presented in this report. See the sections "State Accountability System" and "Federal Accountability and Reporting" on pages 116-124 for additional information on exclusions.

Advantages. One advantage of a longitudinal measure over an annual measure is that it is more consistent with the public's understanding of what a graduate or dropout is—someone who begins Grade 9 in a particular school year and, within a specified period of time, graduates or drops out. Also, because students are tracked into the fall after their anticipated graduation date or later, districts have more time to encourage dropouts to return to school before being held accountable for them. A longitudinal measure can also be expected to be more stable over time than an annual measure. Fluctuations in an annual dropout rate may not necessarily reflect the long-term success or failure of a district dropout prevention program.

The graduation rate is more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the graduation rate represents improved performance. Because a separate rate can be reported for each status, such as graduate or TxCHSE recipient, longitudinal rates can provide more information with which to evaluate districts than annual dropout rates.

Four-year longitudinal rates can be calculated for students who graduate on time, or within four years. Extended longitudinal rates can be calculated for students who take longer than four years to graduate. Because of the longer period of analysis, extended rates arguably provide a more comprehensive picture of high school completion than four-year rates.

Disadvantages. Calculating a longitudinal rate requires linking individual student records from multiple sources from one year to the next over the time period covered. An error in student-identifying information can prevent a record from being linked to other records for that student. The method also requires that decisions be made about the classification of students who change schools or move in and out of special programs over time. Changes in data collection practices and in the dropout definition over time must also be incorporated in the method. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2008 who began Grade 9 in 2004-05 and who left school in 2004-05 without graduating were subject to a different dropout definition than the definition that applied to students from the same class who left in 2005-06 or later.

Students who continue in school in the fall after their anticipated graduation date and later leave without graduating are not counted as dropouts under a four-year longitudinal rate. Tracking students for additional years may result in changes in final statuses. For example, some continuing students drop out before they graduate, and some previous dropouts return to school and graduate or receive a TxCHSE.

Longitudinal rates can be calculated only for schools that have all the grade levels included in the rate and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools include Grades 7 and 8, graduation and dropout rates are calculated for beginning Grade 9 students more commonly than for beginning Grade 7 students. The effects of the grade-span criteria become more pronounced when calculating extended longitudinal rates. As the number of years necessary to calculate the rate increases to five or six years, the less likely it is that a school will meet the criteria.

Longitudinal rates for special programs reflect decisions about the classification of students who move in and out of those programs. For example, the longitudinal dropout rate for students in special education programs may include only those students who are receiving special education services in the years they drop out.

Improvements in dropout prevention programs may not be reflected in a longitudinal dropout rate immediately because the rate may include students who dropped out before the prevention program was implemented. At the same time, many dropouts are not included in a longitudinal dropout rate until several years after they drop out. This means districts may not be held accountable for students who drop out until the longitudinal rate is calculated.

Attrition Rates

Description. An attrition rate is the percentage change in fall enrollment between two grades across years. Aggregate enrollment counts, rather than student-level data, are used to estimate the percentage of Grade 7 students who are not enrolled in Grade 12 five years later, or the percentage of Grade 9 students who are not enrolled in Grade 12 three years later.

Calculation. The Grade 9-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 9 enrollment three years earlier and dividing by Grade 9 enrollment. For 2017-18, the formula is as follows.

$$\frac{\text{Grade 9 enrollment in fall 2014} - \text{Grade 12 enrollment in fall 2017}}{\text{Grade 9 enrollment in fall 2014}}$$

The Grade 7-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 7 enrollment five years earlier and dividing by Grade 7 enrollment. For 2017-18, the formula is as follows.

$$\frac{\text{Grade 7 enrollment in fall 2012} - \text{Grade 12 enrollment in fall 2017}}{\text{Grade 7 enrollment in fall 2012}}$$

Advantages. The attrition rate provides a measure of school leavers when aggregate enrollment numbers are the only data available. Because aggregate numbers are widely available, attrition rates can be calculated for most states and districts and are often used to compare entities that do not have student-level data.

Disadvantages. Unlike both the annual dropout rate and the longitudinal dropout rate, the attrition rate does not track individual students. Because it is an estimate, the attrition rate should not be used as a performance indicator in a high-stakes accountability system.

The attrition rate does not take into account the reasons beginning and ending enrollments differ (Appendix D). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier because some students left public school for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year are excluded from the Grade 9 enrollment count. Moreover, students who enter the school system after the first year and leave before Grade 12 are excluded from rate calculations. Additionally, because the attrition rate is based on data from the fall before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 in the fall goes on to graduate.

The attrition rate can fluctuate because of factors that are not considered reflective of school performance, such as the student mobility rate, and factors Texas has chosen not to include as

accountability performance measures, such as retention rates. When used as a proxy for a longitudinal dropout rate, the attrition rate overstates the percentage of students who dropped out of Texas public schools.

Differences in growth rates across grade levels and between schools and districts can distort the attrition rate. Calculations sometimes include growth adjustments in an attempt to offset potential inflation of the rates, yet the adjustments themselves may cause distortions. In fact, a negative attrition rate may result. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

Definitions and Calculations for Accountability

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 (Texas Education Code [TEC] §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. The 2017-18 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

A summer dropout is a student who completes the school year but does not return in the fall. Under the NCES definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she would have been enrolled in the fall; and (b) included in the dropout count for the school year in which he or she failed to return to school. Under the TEA definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she was enrolled at the end of the school year just completed; and (b) included in the dropout count for the school year just completed.

State Accountability

Calculations. The following measures were used for state accountability in 2019. See the section "State Accountability System" on page 116 for additional information.

Annual dropout rates. The Grade 9-12 annual dropout rate was calculated by dividing the number of students who dropped out during a single school year by the cumulative number of students who enrolled during the same year.

$$\frac{\text{number of Grade 9-12 students who dropped out during the school year}}{\text{number of Grade 9-12 students enrolled during the school year}}$$

Graduation rates. Four-year, five-year extended, and six-year extended graduation rates were calculated by dividing the number of graduates by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Graduation, continuation, or TxCHSE recipient rates. Four-year, five-year extended, and six-year extended graduation, continuation, or TxCHSE recipient rates were calculated by dividing the number of graduates, continuers, and TxCHSE recipients by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\text{graduates + continuers + TxCHSE recipients}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Exclusions. State statute specified the following exceptions for attribution of records to campuses and districts for 2019 state accountability purposes.

- Under TEC §39.053(g-1) (2018), a student who meets at least one of the following criteria is excluded from campus and district annual dropout and longitudinal rate calculations: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout; (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; or (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

- Under TEC §39.053(g-2) (2018), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services is excluded from longitudinal rate calculations.

- Under TEC §39.053(g-3) (2018), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is not attributed to the district serving the facility for annual dropout and longitudinal rate calculations.

- Under TEC §39.055 (2018), a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district annual dropout and longitudinal rate calculations.

Federal Accountability

Calculations. To meet federal requirements, campuses and districts were evaluated on the percentage of students who graduate in four years. See the section "Federal Accountability and Reporting" on page 122 for additional information.

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Exclusions. A student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district graduation rate calculations.

History of Graduation
and Dropout Reporting in Texas

Chronology

Dropout Definition

Annual Dropout Rates

Longitudinal Graduation
and Dropout Rates

Chronology

In 1983, *A Nation at Risk* described the condition of education in the United States as unsatisfactory (National Commission on Excellence in Education, 1983). A year later, the Texas Legislature passed House Bill (HB) 72, which mandated sweeping reforms in the state's public education system. The bill, among other changes, increased graduation requirements, established a minimum competency testing program with an exit-level test for graduation, prohibited social promotion, limited the number of permissible absences, and linked participation in extracurricular activities to academic standards with a "no pass/no play" policy.

HB 72 also addressed high school dropouts. The 1984 legislation authorized the Texas Education Agency (TEA) to implement a system for collecting data on student dropouts and to begin developing a program to reduce the statewide longitudinal dropout rate to no more than 5 percent (Texas Education Code [TEC] §11.205, 1986). At the same time, the bill directed the then Texas Department of Community Affairs (TDCA) to assess the state's dropout problem and its effect on the Texas economy. Under contract with TDCA, the Intercultural Development Research Association (IDRA) conducted much of the research.

As this research was being conducted, change was underway in completion and dropout reporting. Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (TEC §21.258, 1986) requiring that all school districts publish annual performance reports (APRs). The reports were intended to inform communities about the quality of education in their districts and to provide educators and policymakers with information needed to analyze performance trends. For the most part, APRs were produced by the districts themselves, although the reports began to include aggregate student data collected and compiled by TEA shortly after they were introduced. In 1988, the reports included agency counts of district enrollment and high school graduates.

The report mandated by HB 72, known as the Texas School Dropout Survey Project, was presented to the 69th Legislature (IDRA, 1986). IDRA estimated that a third of Texas students dropped out before completing high school. The dropout rates for African American and Hispanic students were notably higher than that for White students. The reasons most frequently cited by students for leaving school included failing grades, excessive absences, marriage and pregnancy, and financial difficulties at home. Few Texas school districts reported having dropout prevention programs, and fewer still had evaluation data for those programs. Losses in potential earnings and tax revenues to the state for each cohort of dropouts were estimated to be substantial.

In response to the report and to growing concerns about dropouts, the legislature passed HB 1010 in 1987 (Frazer, Nichols, & Wilkinson, 1991). HB 1010 substantially increased state and local responsibilities for collecting student dropout information, monitoring dropout rates, and providing dropout reduction services (TEC §§11.205-11.207, 1988). HB 1010 also required TEA to establish a statewide dropout information clearinghouse and to form, along with other state agencies, an interagency council to coordinate policies and resources for dropouts and students identified as at risk of dropping out of school. A definition of a dropout was added to statute. In

addition, TEA was directed to produce biennial reports for the legislature presenting a broad range of statewide dropout statistics and a systematic plan to reduce dropout rates for all segments of the student population. HB 1010 also required school districts to designate one or more at-risk coordinators and to provide remedial and support programs for at-risk students.

The first TEA report on public school dropouts presented data on students who dropped out during the 1987-88 school year. Using student-level data from the Public Education Information Management System (PEIMS), the report presented actual, not estimated, annual dropout counts and rates for Grades 7-12 by county, district, and campus. It also included five-year projections of cross-sectional and longitudinal dropout rates for the state, as mandated by statute (TEC §11.205, 1988).

The Academic Excellence Indicator System (AEIS) established in 1990 replaced the agency information distributed through APRs. Among the initial performance indicators adopted by the State Board of Education (SBOE) and reported annually through AEIS reports were annual graduation counts and dropout rates. In 1991, TEA began reporting these rates in two additional publications: *Snapshot*, a compilation of district profile data; and *Pocket Edition*, a small brochure highlighting statewide education statistics.

In 1993, when the legislature directed that AEIS data form the foundation of a performance-based accountability system to rate districts and campuses, dropout rates became one of the indicators targeted in statute for this purpose. In 1994, Grade 7-12 annual dropout rates from the 1992-93 school year were used for *Exemplary* and *Recognized* ratings only. The next year, TEA began using annual dropout rates for *Academically Acceptable* and *Academically Unacceptable* ratings as well. Also in 1995, the agency was required to report detailed information about dropouts in the comprehensive biennial and interim reports to the Texas Legislature (TEC §39.182 and §39.185, 1996). In 2001, the legislature amended TEC §39.182, and the reports were combined into a single comprehensive annual report on Texas public schools (see, e.g., TEA, 2001). Based on legislative changes to TEC §39.332 in 2013, the annual report once again became biennial (see, e.g., TEA, 2019b).

Interest in reporting longitudinal indicators of student success or failure in school and in basing these indicators on actual, rather than estimated, figures had remained high since student-level data were first collected through PEIMS in 1988. In 1990-91, districts began submitting student-level enrollment and graduation records. This information, combined with dropout records, enabled TEA to analyze the progress attained by students on an annual basis. It also became possible for the first time to consider tracking student progress from one year to the next.

In 1996, TEA investigated using a high school completion rate as an alternative or supplement to an annual dropout rate in the accountability system (TEA, 1996). This measure, as a complement to the dropout rate, would provide an indicator of student and school success rather than failure. Four-year completion rates for the classes of 1996 and 1997 were published as report-only indicators in the 1998 AEIS reports. By 1998, the agency had sufficient years of PEIMS data to follow the progress of the members of a seventh-grade class through high school to determine their final statuses. Grade 7-12 longitudinal dropout rates for the class of 1998 were included in AEIS a year later.

As PEIMS continued to evolve, refinements in data collection, processing, and reporting helped meet the growing demand for reliable information about public education. The desire for a more comprehensive and accurate accounting of reported student outcomes led to a major change in data submission requirements for 1997-98. Until then, districts were required to report only students in Grades 7-12 from the previous year who had graduated or dropped out. The statuses of students who left school for other reasons were not reported through PEIMS.

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received high school equivalency certificates. Districts must report the statuses of all other Grade 7-12 students. Each fall, returning students are reported on enrollment records. Students who left during the previous year or who completed the school year but did not return the following fall are reported on leaver records. Based on the leaver records submitted by districts, school leavers are categorized as graduates, dropouts, or other leavers. Other leavers include students who withdraw to enroll in private schools in the state, enroll in schools outside the state, enroll in colleges, or enter home schooling.

Beginning with the class of 1998, separate longitudinal dropout rates and completion rates were replaced with a four-year high school completion/student status series. The series is made up of four complementary longitudinal rates based on the tracking of students into the fall four years after they begin Grade 9: graduate, continuer, high school equivalency certificate recipient, or dropout. The four rates add to 100 percent. Completion/student status rates appeared for the first time as report-only indicators in the 2000 AEIS reports. In 2001, the Texas Legislature added the Grade 9 completion rate to the list of performance indicators in statute (TEC §39.051, 2001). The rate became a base indicator in the 2004 accountability system.

In 1999, the 76th Texas Legislature approved the Student Success Initiative (SSI) (TEC §28.0211, 1999). Under SSI requirements, a student could advance to the next grade level only by meeting standards on state assessments or by unanimous decision of a grade placement committee. Students in the class of 2012 who attended third grade in 2002-03 were the first to be subject to SSI requirements. Specifically, these students were given three opportunities to pass the third-grade Texas Assessment of Knowledge and Skills (TAKS) reading test in 2002-03, the fifth-grade TAKS reading and mathematics tests in 2004-05, and the eighth-grade TAKS reading and mathematics tests in 2007-08. SSI requirements for third grade were eliminated after the 2008-09 school year.

TEA calculated two Grade 9 completion rates for campuses and districts through the 2011 accountability cycle. Completion II consisted of students who, four years after beginning Grade 9, graduated, continued in high school the fall after graduation was expected, or received high school equivalency certificates. Completion I, which was more rigorous, consisted of students who graduated or continued in high school. In 2004, the year that completion became a base indicator in the accountability system, campuses and districts were rated on Completion II. They also were rated on Completion II in 2005, the year that alternative education accountability (AEA) procedures were introduced. From 2006 to 2011, campuses and districts subject to standard accountability

procedures were rated on Completion I. Campuses and districts subject to AEA procedures, which applied to campuses and charter districts dedicated to serving students at risk of dropping out of school, were rated on Completion II.

In 2009, the legislature passed HB 3, requiring that TEA, among other mandates: (a) redesign the public school accountability system; and (b) exclude certain groups of students from campus and district annual dropout rate and longitudinal rate calculations used for state accountability purposes (TEC §39.053, 2010). Because of the redesign, no ratings were issued in 2012. Nevertheless, annual dropout and completion rates were calculated.

Accountability ratings returned in 2013 with students excluded from rates used for state accountability purposes. TEA calculated campus and district annual dropout and longitudinal graduation rates, as required by statute (TEC §39.053, 2013), as well as graduation or high school equivalency certification rates, for use as indicators in the new accountability system. Also in 2013, the 83rd Texas Legislature passed HB 5, requiring that districts receive accountability ratings based on an A-F scale beginning with the 2016-17 school year (TEC §39.054, 2013).

In 2014, the graduation, continuation, or high school equivalency certification rate replaced the graduation or high school equivalency certification rate as an indicator in the state accountability system (TEC §39.0545, 2013). Campus and district longitudinal dropout, high school equivalency certification, and continuation rates are also calculated but not used in the state accountability system. See the section "Definitions and Calculations for Accountability" on page 10 for more information on these exclusions.

In 2015, the 84th Texas Legislature passed HB 2804, which delayed implementation of A-F accountability ratings to start beginning with the 2017-18 school year (TEC §39.054, 2016). The legislature also passed Senate Bill (SB) 1867, requiring that an additional group of students be excluded from rates used for state accountability purposes (TEC §39.053(g-2), 2016). Beginning with class of 2016, a student who: (a) was at least 18 years of age as of September 1 and had satisfied the credit requirements for high school graduation; (b) had not completed his or her individualized education program (IEP); and (c) was enrolled and receiving IEP services was excluded from campus and district longitudinal rate calculations.

Also in 2015, the legislature passed SB 149, which revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year (TEC §28.0258, 2016). Under the requirements, a student who failed an end-of-course (EOC) assessment for no more than two of five required courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an individual graduation committee (IGC) (Title 19 of the Texas Administrative Code [TAC] §101.3022, 2019, amended to be effective September 6, 2015). A student receiving special education services was not subject to IGC requirements (19 TAC §74.1025(m), 2019, amended to be effective April 19, 2016). A student's admission, review, and dismissal (ARD) committee determined whether the student was required to achieve satisfactory performance on an EOC assessment to graduate (19 TAC §101.3022(f), 2019, amended to be effective September 6, 2015). If the ARD committee determined a student was not

required to achieve satisfactory performance on the EOC assessments, the student was considered to be in compliance with assessment requirements under TEC §39.025 (2018). For the 2014-15 school year, school districts had the authority to establish necessary procedures and timelines regarding implementation of IGCs. In April 2016, the commissioner of education adopted rules related to IGC implementation, including timelines and related reporting requirements (19 TAC §74.1025, 2019, amended to be effective April 19, 2016; TEC 28.0258(k), 2016).

In 2017, the 85th Texas Legislature extended the revised graduation requirements through the 2018-19 school year (TEC §28.0258, 2018; 19 TAC §74.1025, 2019, amended to be effective February 27, 2018; 19 TAC §101.3022, 2019, amended to be effective December 5, 2017). The legislature also passed HB 22, which revised the state accountability system to include three domains: Student Achievement, School Progress, and Closing the Gaps (TEC §39.053, 2018). TEA continued to calculate campus and district annual dropout and longitudinal graduation rates for use in the system. The legislature also passed HB 3075, which amended TEC §39.053 (g-1) (2018) by clarifying that a student who is in an open-enrollment charter school exclusively as a function of having been detained at a county detention facility is also excluded from rates used for state accountability purposes. See the section "Definitions and Calculations for Accountability" on page 10 for more information on all state accountability exclusions.

Additionally, in 2017, the Texas Student Data System (TSDS) was fully implemented. TSDS is the new statewide system that improves the quality of PEIMS data collection, management, and reporting for Texas public schools. TSDS is designed to reduce the burden of data collection on public and charter schools with improvements such as allowing for year-round data collection and an enhanced data validation tool. TSDS also includes the TSDS Unique ID system, which was introduced in 2012-13 to better manage student identification information. See the section "Public Education Information Management System Data" on page 34 for more information about the TSDS.

Dropout Definition

A dropout was first defined in statute in 1987 as a student in Grades 7-12 who did not hold a high school diploma or the equivalent and who was absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (TEC §11.205, 1988). As implemented by the SBOE, students with approved excuses were excluded from the dropout definition, as were students who returned to school the following semester or school year (19 TAC §61.64, 1988). The first PEIMS dropout records were submitted for students who dropped out during the 1987-88 school year.

The original dropout definition in the *1988-89 PEIMS Data Standards* (TEA, 1989) did not count as dropouts: (a) students who received General Educational Development (GED) certificates; (b) students who left to enter other educational settings leading to high school diplomas, GED certificates, or college degrees; (c) students who withdrew to enter health care facilities; and (d) students incarcerated in correctional facilities. When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption from the dropout definition was added for students who were at least 17 years old and enrolled in GED preparation programs (TEC §§21.032 and 21.033, 1990).

Beginning with the 1992-93 dropout rate, TEA searched dropout data for prior years to identify previously reported dropouts. Because students who drop out but return to school are more likely to drop out again, repeat dropouts were removed from the dropout count so as not to discourage districts from trying to recover these students. Also beginning in 1992-93, a student expelled for committing certain types of criminal acts on school property or at a school-related event was removed from the dropout count if the term of expulsion had not expired.

In 1994-95, the dropout definition itself was removed from state law and SBOE rule. Legislative direction at the time indicated that, in deleting the dropout definition from code, it was intended that students who met all coursework requirements for a diploma but left school without passing the exit-level test were not to be counted as dropouts. Also beginning that year, students who withdrew from school to return to their home countries were not counted as dropouts, even if the districts did not have evidence that the students had reenrolled in school.

In 1997, the compulsory attendance age was again raised, requiring a student to attend school until his or her 18th birthday (TEC §25.085, 1997). In 1999, the legislature added two groups of students to those who were exempted from the dropout count. SB 1472 exempted students who were at least 16 and enrolled in Job Corps programs (TEC §25.086, 1999). SB 103 exempted all expelled students from the dropout count during the terms of expulsion (TEC §39.051, 1999).

In 2003, the Texas Legislature passed SB 186, which amended the language on the dropout indicator. SB 186 required districts to report dropout data and TEA to compute dropout rates and graduation rates consistent with the standards and definitions of the U.S. Department of Education's National Center for Education Statistics (NCES) (TEC §39.051(b)(2), 2004). Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return

to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Districts began collecting information according to the new dropout definition and procedures in 2005-06. In 2015, the 84th Texas Legislature raised the compulsory attendance age again, requiring a student to attend school until his or her 19th birthday (TEC §25.085, 2016).

In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. Annual dropout rates continue to be calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition.

Annual Dropout Rates

An annual dropout rate was first calculated by TEA for the 1987-88 school year as the number of dropouts from Grades 7-12 divided by the total number of students enrolled in Grades 7-12 the fall of that same year (Table 2 on page 22). The same calculation was used for the first five years of dropout reporting.

In 1992-93, districts began submitting individual student attendance records as part of the PEIMS data collection. For the first time, TEA was able to compute cumulative enrollment—the number of students in attendance in Grades 7-12 at any time during the previous school year. Cumulative enrollment more closely parallels the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment also provides the most consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. For these reasons, cumulative enrollment replaced fall enrollment in the dropout rate calculation, beginning with the 1992-93 school year.

From 1992-93 through 2004-05, public school students who were ineligible for state Foundation School Program (FSP) funding, usually because they were being served fewer than two hours of instruction per day, were not included in the annual dropout count; thus, they were excluded from the denominator. With adoption of the NCES dropout definition in 2005-06, students not eligible for FSP funding who leave school without a valid reason are included in the dropout count. They are therefore included in the denominator. The addition of students who are not eligible for FSP funding and the adoption of cumulative, rather than fall, enrollment are the only changes that have been made to the dropout rate denominator.

Because rates for smaller groups can 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. Similarly, within the overall Hispanic student population, the Asian and Pacific Islander populations are small in number, compared to other racial populations. Therefore, discussions of annual results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Table 2
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1987-88	
A dropout is defined in the Texas Education Code (TEC), Texas Administrative Code, and *Public Education Information Management System (PEIMS) Data Standards* as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and is absent from school for 30 or more consecutive days. Students with an approved excuse or documented move are excluded from the dropout definition, as are students who return to school the following semester or year.	The Texas Education Agency (TEA) begins collecting individual student-level records for students who drop out of school.
1990-91	
	TEA begins collecting individual student-level enrollment records and graduate records. An automated search of enrollment records is instituted, and reported dropouts found to be enrolled in another Texas public school district the following year are removed from the dropout count.
1992-93	
Students previously counted as dropouts, back to 1990-91, are removed from the dropout count. Students expelled for committing certain types of criminal behavior on school property or at school-related events are removed from the dropout count during the term of expulsion.	TEA begins collecting individual student-level attendance records. An automated search of attendance records is instituted, and reported dropouts found to be in attendance in another Texas public school district later in the year are removed from the dropout count. An automated search of graduate records and General Educational Development (GED) certificate records is instituted, and reported dropouts found to have graduated or received a GED certificate are removed from the dropout count.
1994-95	
The definition of a dropout is removed from state law and State Board of Education rule. Students who meet all graduation requirements but fail the exit-level test are removed from the dropout count. Students who return to their home countries are excluded from the dropout count even if there is no evidence that they have reenrolled in school.	
1995-96	
Students who enroll in alternative programs that are not state approved but who are in compliance with compulsory attendance and are working toward completion of high school diplomas or GED certificates are removed from the dropout count.	
1997-98	
	TEA begins collecting individual student-level records for all school leavers—graduates, dropouts, and students who left school for other reasons. Additional audits of dropout rates calculated from these data are conducted at the state level.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1998-99	
	The automated search of enrollment records is expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date.
1999-00	
Sixteen-year-olds enrolled in Job Corps programs leading to high school equivalency certificates are removed from the dropout count. The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.	Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.
2003-04	
Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts.	Students served outside their districts are attributed to the sending districts. Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to a regular campus in that district through campus of accountability procedures.
2005-06	
Texas adopts the National Center for Education Statistics (NCES) dropout definition. Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue high school outside the public school system, begin college, or die.	To track students more efficiently and reduce the number of records districts must submit, TEA begins using agency files to account for previous Texas public school graduates, students who receive GED certificates by August 31, and students who enroll in other Texas public school districts by the last Friday in September. Districts are no longer required to submit leaver records for students who are accounted for by TEA.
2006-07	
A student who fails to enroll in school after release from a residential treatment center is not counted as a dropout for the serving campus or district (i.e., the campus and district providing educational services to the center) if the serving district is not the student's home district. A student who fails to enroll in school after release from a Texas Juvenile Probation Commission (TJPC) or Texas Youth Commission (TYC) facility is not counted as a dropout for the serving district.	Students served outside their districts are no longer attributed to the sending districts. Specifically: (a) a dropout from a residential treatment facility whose home district is not the serving district is not included in the dropout rates for the serving campus and district; and (b) a dropout from a TJPC facility is not included in the dropout rate for any district. A dropout from a TJPC facility is included in the dropout rate for the serving campus if the serving campus is the TJPC facility. A dropout from a TJPC facility whose home district is not the serving district but who is attributed to a regular campus in the serving district is not included in the dropout rate for any campus. A dropout from a TYC facility is included in the dropout rate for the serving campus if the serving campus is the TYC facility. A dropout from a TYC facility is included in the dropout rate for the serving district if, through campus of accountability procedures, he or she has been attributed to a regular campus in the serving district; otherwise, the dropout is not included in the dropout rate for any district.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
2007-08	
	Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students is temporarily extended through Friday, October 24, 2008. The extension is implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state. As with the original school-start window, districts are not required to submit leaver records for students found to have enrolled in another district during the temporarily extended school-start window.
2008-09	
	Students in the Optional Flexible School Day Program are accounted for in data processing.

Determination of economic status changes. Before 2008-09, students were identified as economically disadvantaged if they were reported as such by any district in the fall. Beginning in 2008-09, students are identified as economically disadvantaged only if they are reported as such by the accountable district. |
2009-10	
	TEA begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Rates calculated for 2009-10 reflect the new federal standard.
2010-11	
	In 2009, the Texas Legislature passed House Bill (HB) 3, requiring that TEA exclude six groups of students from campus and district dropout rate calculations used for state accountability purposes (TEC §39.053, 2010). Although state accountability ratings are not issued in 2012, annual dropout rates are calculated with and without exclusions for 2010-11. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
2011-12	
	A new state accountability system is implemented in 2013. As in 2010-11, annual dropout rates for 2011-12 are calculated with and without exclusions. Rates with exclusions are used for state accountability. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
2012-13	
	In 2013, the Texas Legislature passed HB 5 and Senate Bill 306, clarifying some exclusions and requiring additional students be excluded for state accountability purposes (TEC §§39.053(g-1)(2) and 39.055, 2013). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
2016-17	
The requirement that dropout rates align with the NCES definition is removed from statute. The 2016-17 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition.	In 2017, the Texas Legislature passed HB 3075, clarifying an exclusion for state accountability purposes (TEC §39.053(g-1), 2018). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions. In response to the crisis declaration following Hurricane Harvey, the 2017-18 school-start window for returning students (or "continuers") was extended through Friday, October 27, 2017. The extension was implemented to accommodate both the closing of some districts and the enrollment into other public schools throughout the state of students displaced as a result of the hurricane. A new state accountability system is implemented in 2018.

Longitudinal Graduation and Dropout Rates

TEA has calculated Grade 9 four-year graduation and dropout rates for the classes of 1996 through 2018 (Table 3). The rates are based on the final statuses of students who began Grade 9 in Texas public schools in a particular school year and were tracked into the fall after their expected graduation date. TEA has also calculated Grade 9 five-year extended rates for the classes of 2008 through 2017, and Grade 9 six-year extended rates for the classes of 2008 through 2016. The five- and six-year extended rates are based on the final statuses of students who began Grade 9 in a particular school year and were tracked into the fall one and two years, respectively, after their expected graduation date.

The method used to calculate the rates was developed so that the longitudinal graduation rate, continuation rate, Texas Certificate of High School Equivalency (TxCHSE) recipient rate, and dropout rate add to 100 percent. A student is considered to be a graduate, continuer, TxCHSE recipient, or dropout from the school he or she last attended.

The definition of a dropout in the longitudinal rate is based on the same definition of a dropout used in the annual dropout rate. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation and dropout rates for the class of 2009.

The denominator of each longitudinal rate consists of students who entered Grade 9 in Texas public schools and who, by the fall after their expected graduation date (or, in the case of extended rates, the fall one or two years after their expected graduation date), either graduated, received a TxCHSE, continued in high school, or dropped out. Students who left for reasons other than graduating, receiving a TxCHSE, or dropping out are not included in the denominator. Most other leavers are students who leave to enroll in other educational settings, such as private schools in the state, public or private schools outside the state, colleges, or home schooling. Also considered other leavers are students who: return to their home countries; are expelled for offenses under Texas Education Code §37.007 (2018) from districts located in counties that do not have juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; are withdrawn by districts when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; or die.

Through the class of 2009, longitudinal rates were calculated for districts and campuses if they served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort. To comply with federal accountability standards, a second criterion was added beginning with the class of 2010. For the class of 2010 and later classes:

- four-year rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort;

- five-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and sixth years of the cohort or (b) served Grade 12 in the first and sixth years of the cohort; and

Table 3

Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
1992-93 through 1996-97	
A Grade 7-12 estimated longitudinal dropout rate based on the Grade 7-12 annual dropout rate is calculated using aggregate numbers of dropouts and students.	
Classes of 1996 and 1997	
Completion rates using student-level data are first calculated for Grade 9 cohorts based on the holding power approach to high school completion (Hartzell, McKay, & Frymier, 1992). Completers are defined as graduates, high school continuers, and General Educational Development (GED) certificate recipients. Separate longitudinal dropout rates using student-level data are calculated for Grade 7 cohorts.	Completion rates are based on fall snapshot data. Longitudinal dropout rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's first appearance in the cohort. A student who moves from one school to another is considered to be a completer or dropout from the last school attended.
Class of 1998	
Separate longitudinal dropout rates and completion rates are replaced with a four-year high school completion series. The series is made up of four complementary longitudinal rates: graduation, continuation in high school, GED certification, and dropout. The four rates add to 100 percent.	Longitudinal rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's final record in the cohort. A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of GED certificate recipient. Rates are calculated for districts and campuses that served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort.
Class of 2003	
The dropout definition is the state definition in the dropout year for each of the four years of the cohort.	
Class of 2004	
	A student who earns a GED certificate is matched to the longitudinal cohort, regardless of the date the certificate is earned. Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the districts through campus of accountability procedures.
Class of 2005	
	A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of continuer.
Class of 2006	
Districts begin submitting data in 2005-06 based on the National Center for Education Statistics (NCES) dropout definition. For the class of 2006, the dropout definition is the state definition for students who left in the first three years of the cohort and the NCES definition for students who left in the fourth year.	A student who finishes the cohort period as both an other leaver and a GED certificate recipient is assigned a final status of other leaver.
Class of 2007	
The dropout definition is the state definition for students who left in the first two years of the cohort and the NCES definition for students who left in the third and fourth years.	

continues

Table 3 (continued)

Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2008	
The dropout definition is the state definition for students who left in the first year of the cohort and the NCES definition for students who left in the final three years.	Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students (or "continuers") is temporarily extended through Friday, October 24, 2008. The extension is implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state.
Class of 2009	
The dropout definition is the NCES definition for students who left in any of the four years of the cohort.	Students in the Optional Flexible School Day Program are accounted for in data processing.
	Determination of program participation and student characteristics changes. Before 2008-09, if the last district attended did not submit program participation or student characteristic data for a student, data from the previous year were used. Beginning in 2008-09, only program participation and student characteristic data submitted by the accountable district in the last year attended are used.
Class of 2010	
	In 2009-10, the Texas Education Agency (TEA) begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Graduates, GED certificate recipients, and dropouts, all of whom have final statuses in 2009-10 or earlier, are reported using the old racial/ethnic categories. Because they have final statuses in 2010-11, all continuers, with the exception of multiracial continuers, are reported using the new categories. Multiracial continuers are assigned the race/ethnicity reported for them in the most recent previous year.
	Completion rates for the class of 2010 are calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort.
Class of 2011	
	Rates calculated for the class of 2011 reflect the new federal standard that requires separation of categories for ethnicity and categories for race.
	In 2009, the Texas Legislature passed House Bill 3, requiring that TEA exclude six groups of students from campus and district longitudinal rate calculations used for state accountability purposes (Texas Education Code [TEC] §39.053, 2010). Although state accountability ratings are not issued in 2012, completion rates are calculated with and without exclusions for the class of 2011. One group of students is excluded from campus and district longitudinal rate calculations used for federal accountability purposes. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2012	
	A new state accountability system is implemented in 2013. A graduation or GED certification rate is calculated for use in state accountability.
Class of 2013	
	A new diploma program rate, the percentage of students graduating under the Recommended High School Program (RHSP) or Advanced High School Program (AHSP), is calculated for the class of 2013 for use in state accountability.
	In 2013, the Texas Legislature passed Senate Bill (SB) 1538, requiring that a graduation, continuation, or GED certification rate replace the graduation or GED certification rate in state accountability (TEC §39.0545, 2013). The legislature also passed HB 5 and SB 306, clarifying some exclusions and requiring additional students be excluded for state accountability purposes (TEC §§39.053(g-1)(2) and 39.055, 2013). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
Class of 2015	
	An additional diploma program rate, the percentage of students graduating under the RHSP or AHSP or Foundation High School Program with an endorsement (with or without a distinguished level of achievement), is calculated for the class of 2015 for use in state accountability.
	In 2015, the Texas Legislature passed SB 149, which revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year. Under the new requirements, a student who failed an end-of-course assessment for no more than two of five required courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an individual graduation committee (IGC) (Title 19 of the Texas Administrative Code [TAC] §101.3022, 2019, amended to be effective September 6, 2015).
Class of 2016	
	In 2015, the Texas Legislature passed SB 1867, requiring that TEA exclude an additional group of students from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-2), 2016). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2017	
	In 2017, the Texas Legislature passed HB 3075, clarifying an exclusion for state accountability purposes (TEC §39.053(g-1), 2018). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
	In response to the crisis declaration following Hurricane Harvey, the 2017-18 school-start window for returning students (or "continuers") was extended through Friday, October 27, 2017. The extension was implemented to accommodate both the closing of some districts and the enrollment into other public schools throughout the state of students displaced as a result of the hurricane.
	A new state accountability system is implemented in 2018. In addition to four-, five-, and six-year longitudinal graduation rates calculated with exclusions for state accountability purposes, the new system also uses the four-year graduation rate calculated for federal accountability purposes (without state accountability exclusions).
Class of 2018	
	In 2017, the Texas Legislature passed SB 463, which extended IGC requirements through the 2018-19 school year. Under these requirements, a student who failed an end-of-course assessment for no more than two of five required courses could still receive a Texas high school diploma if he or she was determined to be qualified to graduate by an IGC (19 TAC §101.3022, 2019, amended to be effective December 5, 2017).

- six-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and seventh years of the cohort or (b) served Grade 12 in the first and seventh years of the cohort.

TEA also calculates longitudinal graduation and dropout rates for students who began Grade 7 in Texas public schools. A Grade 7-12 longitudinal dropout rate was calculated for the first time for the class of 1998. The longitudinal graduation and dropout rates for the class of 2018 are based on the tracking of students who began Grade 7 in 2012-13 or who later joined the cohort.

Because rates for smaller groups can 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 longitudinal results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Figure 1 highlights the four-year longitudinal graduation rates for the classes of 2009 through 2018 and the significant education policies implemented over this time period. The boxes in Figure 1

Figure 1

Grade 9 Four-Year Longitudinal Graduation Rates and Policy Changes, Texas Public Schools, Classes of 2009 Through 2018
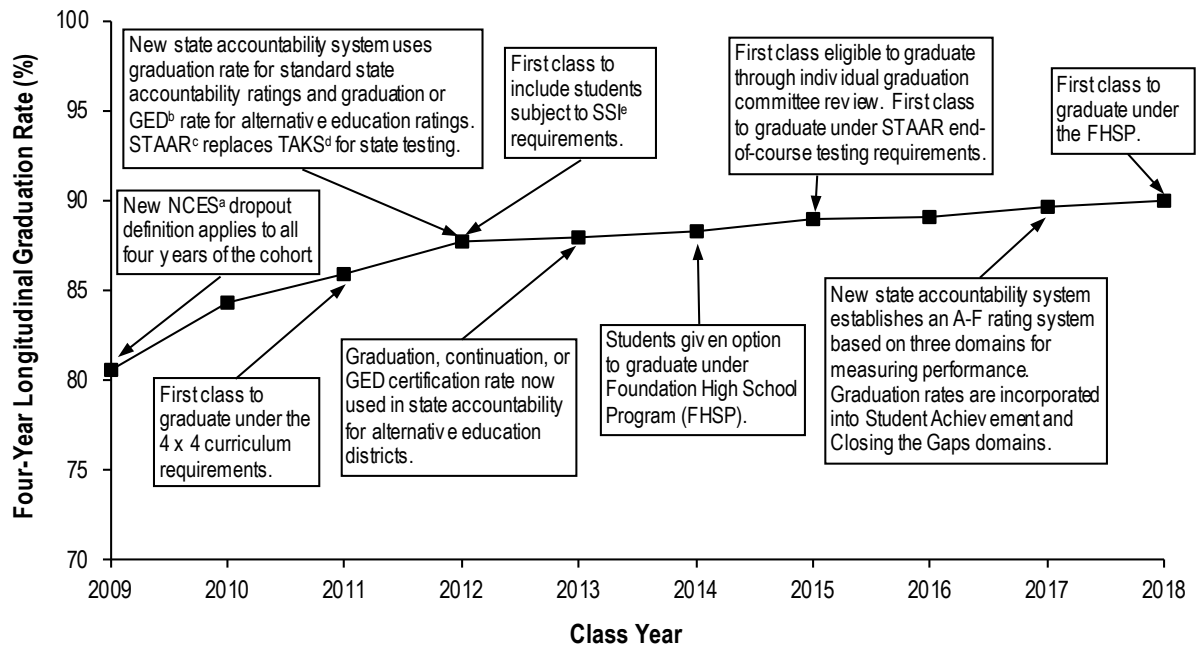
Note. The figure illustrates graduation rates and significant education policies implemented between 2009 and 2018. It is important to note that many factors, not only those presented here, influence graduation rates over time, and the figure should be interpreted with this in mind.

[a]National Center for Education Statistics. [b]General Educational Development certificate. [c]State of Texas Assessments of Academic Readiness. [d]Texas Assessment of Knowledge and Skills. [e]Student Success Initiative.

describe policies that went into effect that may have influenced graduation rates. It is important to note that many factors, not only those presented here, influence graduation rates over time, and the figure should be interpreted with this in mind.

Data Used in Graduation and Dropout Reporting

Public Education Information
Management System Data

Creating the
Roster of Students

Accounting for Students by
the Texas Education Agency

Accounting for
Students by Districts

Processing
Leaver Records

Reporting of
Student and Program Information

District Results
for Leaver Processing

Data Quality in
Dropout Reporting

Public Education Information Management System Data

Data Standards

Districts have submitted Public Education Information Management System (PEIMS) data to the Texas Education Agency (TEA) since the fall of 1987. The *Texas Education Data Standards* (TEDS) (e.g., TEA, 2019a), published annually by TEA, outlines requirements for submitting PEIMS data through the Texas Student Data System (TSDS). The TEDS provides descriptions of data elements and the values of codes used to report the data elements, subcategory specifications, submission timelines, and the responsibilities of districts, education service centers, and TEA with regard to the data submission process. The TSDS Unique ID system was introduced in 2012-13 to manage student identification information. It provides a mechanism for districts to assign a statewide unique identifier to each student enrolled in the Texas public school system. Starting in the 2012-13 school year, districts were required to assign Unique IDs to all students in their PEIMS submissions. Prior to implementation of the TSDS Unique ID system, the agency assigned unique identification numbers to students using the Person Identification Database (PID).

Leaver Data Documentation

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received a Texas Certificate of High School Equivalency (TxCHSE). Districts must report the statuses of all other Grade 7-12 students. The TEDS requires that districts have documentation to support the leaver reason code assigned to each school leaver. To assist districts in meeting the requirements, specific documentation standards for each code are included in the TEDS (Appendix A).

Data Submission

Districts submit PEIMS enrollment records for students who return and leaver records for students who do not return through the Web-based application TSDS. In addition, districts have been provided a number of Web-based tools to assist them in reducing data errors before and during data submission, including the ability to generate reports within TSDS to assist with data validation. Additionally, districts can use the TSDS Unique ID system, which has incorporated the functionality of the retired Person Enrollment Tracking (PET) application, to learn whether students who leave the district enroll in other public schools in the state. The Unique ID system maintains up-to-date enrollment information for students in early education through Grade 12 Texas public schools. Districts are required to submit student enrollment information on a weekly basis, starting the third week of the school year. Enrollment dates and withdrawal dates for each student served by a district are submitted. Districts can search the enrollment submissions to locate students or view enrollment histories. Districts can also use the Unique ID system to search for existing students, add new students, or update existing records in the Unique ID database, and they can access reports that

will notify them when students do not have a Unique ID and must be added to the Unique ID database. Preliminary cohort lists available through TEA Login (TEAL) allow districts to determine a student's expected graduation year, for accountability purposes, and the year he or she last attended Texas public schools. In addition, districts have technical documentation that describes the steps used by TEA to build the Grade 9 cohorts and compute longitudinal rates. This document is available through TEAL and on the agency's public website.

Creating the Roster of Students

The first step in the collection and processing of data used to calculate the graduation and dropout rates is the creation of a roster of all students who were in Grades 7-12 in Texas public schools the previous year. Each student has one entry on the roster for each district he or she attended. Every student on the roster must be accounted for through TEA or district records. TEA searches for students in enrollment and attendance records and in the graduate and TxCHSE databases. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and TxCHSE records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students by submission of leaver reasons.

Accounting for Students by the Texas Education Agency

TxCHSE Recipients

Texas public school students have an opportunity to earn a TxCHSE through one of three TEA-approved assessments: the General Educational Development (GED) test, the High School Equivalency Test (HiSET), and the Test Assessing Secondary Completion (TASC). High school equivalency assessment centers submit records to TEA of students who receive a TxCHSE. TEA searches the records each year to identify students who received a TxCHSE prior to August 31. School districts are not required to submit leaver records for students who receive a TxCHSE.

Previous Graduates

Some students graduate from Texas public schools, return to school to take additional courses, and then leave again. TEA accounts for these "previous graduates" by searching a cumulative database of Texas public school graduates. School districts are not required to submit leaver records for previous graduates.

Movers

Students who move from one Texas public school district and enroll in another also are accounted for by TEA. Attendance records submitted each June by all Texas public school districts and enrollment records submitted each fall enable TEA to verify reenrollment. Students found to have enrolled in another district during the course of a single school year are identified as "school-year movers." Students found to have enrolled in another district during the school-start window, that is, between the first day of school and the last Friday in September, are identified as "summertime movers." Districts are not required to submit leaver records for movers.

Accounting for Students by Districts

Enrollment Reporting

Each fall, districts submit records for students enrolled in their districts, including new enrollees and students who attended the previous school year. A district is not required to submit leaver records for students who return to the district between the first day of school and the last Friday in September (i.e., the "school-start window"). A district is required to submit leaver records for students who do not return or who return after that date, unless they have been accounted for by TEA.

Leaver Reporting Requirement

Districts begin submitting fall PEIMS data, including enrollment records and leaver records, as early as September, with final submission due in December and a resubmission opportunity in mid-January for districts with errors or omissions in their December submissions. During this time, TEA provides districts access to reports on the student roster so they can identify students for whom leaver records are not required. TEA updates the roster and generates reports as data are submitted. A district may not know whether a student has reenrolled in another district until the final data submission deadline in December. If the district is required to submit a leaver record and has not done so by the submission deadline, the district can submit the record during the resubmission process, which ends in mid-January.

A district is required to submit a leaver record for any student in Grades 7-12 the previous year, unless the student:

- received a TxCHSE by August 31;
- is a previous Texas public school graduate;
- is a school-year mover or summertime mover from the district; or
- returned to the district on time, or by the last Friday in September.

Leaver Reason Codes

School districts can submit 1 of 17 leaver reason codes for each leaver (Table 4). One code is for students who graduate from a Texas public school. Thirteen codes are for "other leavers"—students who: enroll in school outside Texas; enroll in a Texas private school; enter home schooling; enter college early to pursue degrees; enroll in university high school diploma programs authorized by the State Board of Education; graduate outside Texas before entering a Texas public school, enter a Texas public school, and leave again; earn a GED outside Texas; are expelled for offenses under Texas Education Code (TEC) §37.007 (2018) from districts located in counties that do not have

Table 4
Leaver Reason Codes, Texas Public Schools, 2017-18

Code	Leaver reason
Graduated or received an out-of-state GED[a]	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again
86	Completed the GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	Entered college and is working towards an Associate's or Bachelor's degree
60	Is home schooled
66	Removed by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment
81	Enrolled in a private school in Texas
82	Enrolled in a public or private school outside Texas
87	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program
Withdrawn by district	
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized
Other reasons	
03	Died while enrolled in school or during the summer break after completing the prior school year
16	Returned to family's home country
88[b]	Ordered by a court to attend a GED program and has not earned a GED certificate
89[b]	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
98[c]	Other (reason unknown or not listed above)

Source. Texas Education Agency (2019a).

[a]General Educational Development certificate. [b]School leavers with this leaver reason code are counted as dropouts for federal accountability or reporting purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. [c]School leavers with this leaver reason code are counted as dropouts for state and federal accountability or reporting purposes.

juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; graduate from other states under provisions of the Interstate Compact on Educational Opportunity for Military Children; are withdrawn by districts when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; return to their home countries; or die. Three codes are for dropouts: students ordered by court to attend GED programs who have not earned GED certificates; students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults; or students who leave for reasons other than those previously listed and cannot be accounted for by TEA processing.

Processing Leaver Records

Determining Student Statuses

After all leaver records are received from districts, they are matched to the student roster and loaded into agency databases. Because multiple records per student are possible, and because a record from one district may affect a student's status at another, the agency uses all the data available for a student to determine the student's status. The agency determines whether the student returned to, or is a leaver from, each district he or she attended. The agency also determines whether the student returned to, or is a leaver from, the Texas public school system as a whole. District leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for each district. State leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for the state as a whole.

State Leaver Status

Description. State leaver status indicates whether a student is considered to be a leaver from the Texas public school system. State leaver status is determined by enrollment and leaver records submitted by districts in the fall and TEA records identifying movers, graduates, and TxCHSE recipients. There are seven state leaver statuses: graduate, previous graduate, not a leaver, other leaver, TxCHSE recipient, dropout, and underreported. A student can have only one state leaver status, regardless of the number of districts attended. State leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from a Texas public school district. A district submits a leaver record for the student with the leaver reason code for graduate.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to a Texas public school on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the last district the student attended is required to submit a leaver record for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding three statuses do not apply; and (b) the student left Texas public schools for a reason other than graduating or dropping out. A district submits a leaver record for the student with a leaver reason code for other leaver.

TxCHSE recipient. A status of "TxCHSE recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a TxCHSE by August 31, 2018. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding five statuses do not apply; and (b) the student is a dropout. A district submits a leaver record for the student with a leaver reason code for dropout.

Underreported. A status of "underreported" indicates that the preceding six statuses do not apply. A leaver record is required for the student but is not received.

District Leaver Status

Description. District leaver status indicates whether a student is considered to be a leaver from the district. District leaver status is determined by enrollment and leaver records submitted by the district in the fall and TEA records identifying movers, graduates, and TxCHSE recipients. For a student who attended more than one district, the district leaver status may differ from one district to another and may differ from the state leaver status. The district leaver statuses are the same as the state leaver statuses, but their definitions differ slightly, and there is one additional status: mover. Mover is not a status at the state level because a student who moves from one Texas public school district and enrolls in another has not left the Texas public school system. District leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from the district. The district is required to submit a leaver record for the student with the leaver reason code for graduate, and the record is loaded into the graduation database.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to the district on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the district is required to submit a leaver record for the student, but the leaver record is not loaded into the leaver database.

Mover. A status of "mover" indicates that: (a) the preceding three statuses do not apply; and (b) the student moved from the district and enrolled in another Texas public school district. A leaver record is not required for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding four statuses do not apply; and (b) the student left the district for a reason other than graduating or dropping out. The district is required to submit a leaver record for the student with a leaver reason code for other leaver, and the record is loaded into the other leaver database.

TxCHSE recipient. A status of "TxCHSE recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a TxCHSE by August 31, 2018. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding six statuses do not apply; and (b) the student is a dropout. The district is required to submit a leaver record for the student with a leaver reason code for dropout, and the record is loaded into the dropout database.

Underreported. A status of "underreported" indicates that the preceding seven statuses do not apply. A leaver record is required for the student but is not received.

Reporting of Student and Program Information

Overview

In this report, graduation and dropout data are presented by race/ethnicity, gender, economically disadvantaged status, and other student characteristics (e.g., English learner) and by program participation (e.g., special education). Public Education Information Management System (PEIMS) data on demographics, student characteristics, and program participation were submitted by districts through the Texas Student Data System (TEA, 2017). This section presents additional information about these student characteristic and program participation groupings.

Data Masking

The Family Educational Rights and Privacy Act (FERPA) (Title 20 of the United States Code [U.S.C.] §1232g, 2019; Title 34 of the Code of Federal Regulations, Part 99, 2019) prohibits improper disclosure of personally identifiable student information by any educational agency or institution that receives funding under any program administered by the U.S. Department of Education (ED). In 2016, ED guidance on reporting education data in compliance with FERPA changed, relaxing requirements for masking state-level data. Based on this guidance, data presented in this report are no longer masked, beginning with 2015-16 reporting.

Student Characteristics

At-risk. In this report, a student identified as at risk of dropping out of school is one who is under age 26 and who meets one or more of the following criteria:

- is in prekindergarten, kindergarten, or Grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;

- is in Grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (language arts, mathematics, science, and social studies) 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;

- was not advanced from one grade level to the next for one or more school years;

- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who 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 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 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 42 U.S.C. §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.

Dyslexia. Dyslexia is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. A student is identified as having dyslexia after being screened or tested at the end of his or her kindergarten year and in Grade 1 in accordance with a program approved by the State Board of Education (TEC §38.003).

Economically disadvantaged. A student identified as economically disadvantaged is one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

English learner. A student is classified as an English learner (EL) when: (a) a language other than English is used as the primary language in the home, and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. Most students identified as ELs receive bilingual or English as a second language instruction. With annual dropout rates, students were identified as ELs in the 2017-18 school year. With longitudinal graduation and dropout rates, students were identified as ELs: (a) at any time while attending Texas public schools; (b) at any time while attending Grades 9-12 in Texas public schools; and (c) in their last year in Texas public schools.

Foster care. A student classified as in foster care is under the conservatorship of the Texas Department of Family and Protective Services. For annual dropout rates, students were identified as in foster care in the 2017-18 school year. For longitudinal graduation and dropout rates, students were identified as in foster care at any time while attending Grades 9-12 in Texas public schools and in their last year in Texas public schools.

Homeless. A student is classified as homeless when the student lacks a fixed, regular, and adequate nighttime residence as defined by title 42 United States Code (U.S.C.) Section 11434(a). This definition includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- migratory children (as such term is defined in U.S.C. Section 6399 of Title 20) who qualify as homeless because the children are living in circumstances described previously.

For annual dropout rates, students were identified as homeless in the 2017-18 school year. For longitudinal graduation and dropout rates, students were identified as homeless at any time while attending Grades 9-12 in Texas public schools.

Immigrant. A student identified as an immigrant is one who: (a) is aged 3 through 21; (b) was not born in any state in the United States, Puerto Rico, or the District of Columbia; and (c) has not been attending school in the United States for more than three full academic years. U.S. citizenship is not a factor when identifying a student as an immigrant for the purpose of public school data collection.

Migrant. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; and (c) in the preceding 36 months, to obtain temporary employment in agriculture or fishing, or to accompany a parent, spouse, or guardian to obtain such employment: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Military-Connected. A student identified as military-connected is a dependent of a member of the U.S. military service in the Army, Navy, Air Force, Marine Corps, or Coast Guard on active duty; the Texas National Guard; or a reserve force in the U.S. military.

Overage. Based on compulsory school attendance laws in Texas, under which most students begin Grade 1 at the age of six, the age of a student in any specified grade is usually equal to that grade level plus five years. For example, most students in Grade 9 are 14 years of age (9+5=14). A student whose age on September 1 is higher than his or her grade level plus five years is classified as overage.

Race/ethnicity. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2017).

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino

- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native

- Asian

- Black or African American

- Native Hawaiian/Other Pacific Islander

- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The current standard resulted in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school graduation and dropout data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for

any single racial category. When reporting annual data by race/ethnicity for school years prior to 2009-10 and longitudinal data by race/ethnicity for the class of 2009 and earlier classes, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

For this report, longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories. Longitudinal rates for the class of 2011 and later classes were calculated based on the current racial/ethnic categories. For the classes of 2011 and 2012, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the current categories, whereas data for students who had final statuses in 2008-09 or earlier were collected using the old categories. Although most of the old racial/ethnic categories correspond to current individual categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the classes of 2011 and 2012 who had final statuses in 2008-09 or earlier, although included in state totals, are not included in the counts and rates for any individual racial/ethnic category.

Program Participation

Bilingual or English as a second language. Bilingual indicates that the student is participating in a state-approved bilingual education program. The program must be a full-time program that provides dual-language instruction through the Texas Essential Knowledge and Skills (TEKS) in the content areas (mathematics, science, health, and social studies) in the primary language of ELs. In addition, the program must provide for a carefully structured and sequenced mastery of English cognitive academic language development. English as a second language (ESL) indicates that a student is participating in a state-approved ESL program. An ESL program in Grade 8 and below is a program of intensive instruction in English from teachers either certified or endorsed in ESL who use second language acquisition information to teach ELs the ESL TEKS. An ESL program in Grades 9-12 is a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences.

Career and technical education. A student enrolled in a state-approved career and technical education (CTE) program as a participant in the district's career and technical coherent sequence of courses is identified as participating in a career and technical education program. In this report, students enrolled in CTE courses as electives are excluded from CTE rates.

Gifted and talented. A student identified as gifted and talented is one who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who: (a) exhibits high performance capability in an intellectual, creative, or artistic area; (b) possesses an unusual capacity for leadership; or (c) excels in a specific academic field.

Special education. A student enrolled in a special education program is one who is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.

Title I. A Title I student is one participating in a program authorized under Title I of the Elementary and Secondary Education Act, which is designed to improve the academic achievement of disadvantaged students.

District Results for Leaver Processing

District Summary

Of the students in Grades 7-12 in the 2017-18 school year, 80.6 percent returned to Texas public schools the next fall on time, that is, by the last Friday in September (Figure 2). Another 14.4 percent graduated, 1.4 percent dropped out, and 3.3 percent left the Texas public school system for other reasons. In addition, fewer than 0.1 percent had graduated in previous school years, and fewer than 0.1 percent received a TxCHSE by August 31, 2018. The remaining 0.3 percent could not be accounted for through TEA and district records.

Figure 2
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2017-18
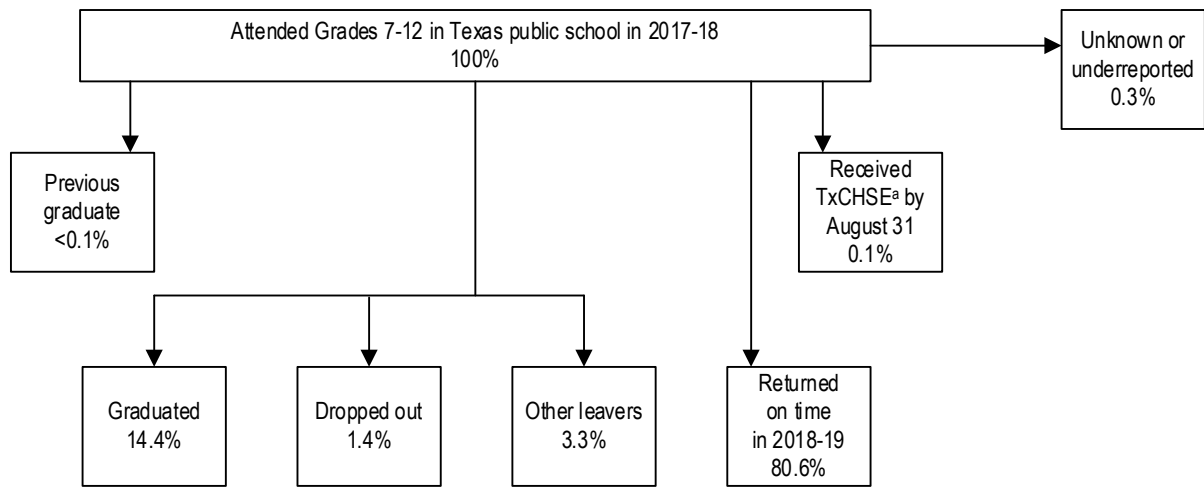
Note. Parts may not add to 100 percent because of rounding.
[a]Texas Certificate of High School Equivalency.

Leaver Reasons Reported by Districts

The counts of graduates, dropouts, and other leavers summed across districts do not match total counts of graduates, dropouts, and other leavers summed at the state level. When two or more districts submit leaver records for the same student, TEA attempts to determine which district is accountable for the student. When the accountable district cannot be determined, all records are retained and included in processing. Each record submitted for a student is included in the district counts, whereas duplicate records are removed from state counts. Thus, the total counts of graduate, dropout, and other leaver records received by TEA do not match the total counts of graduate, dropout, and other leavers at the state level presented elsewhere in this report.

A majority (75.5%) of leaver records submitted by districts in fall 2018 were for students who graduated from Texas public schools (Table 5 on page 50). An additional 7.3 percent were for

Table 5
District Leavers, Grades 7-12, by Leaver Reason, Texas Public Schools, 2017-18

Code	Leaver reason	Other leaders		All leavers	
		Number	Percent	Number	Percent
Graduated or received an out-of-state GED[a]					
01	Graduated from a campus in this district or charter	n/a[b]	n/a	347,893	75.5
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again	51	0.1	51	<0.1
86	Completed the GED outside Texas	44	0.1	44	<0.1
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children	19	<0.1	19	<0.1
Moved to other educational setting					
24	Entered college and is working towards an Associate's or Bachelor's degree	288	0.4	288	0.1
60	Is home schooled	24,292	30.7	24,292	5.3
66	Removed by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment	185	0.2	185	<0.1
81	Enrolled in a private school in Texas	7,539	9.5	7,539	1.6
82	Enrolled in a public or private school outside Texas	32,740	41.4	32,740	7.1
87	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program	271	0.3	271	0.1
Withdrawn by district					
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school	146	0.2	146	<0.1
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized	443	0.6	443	0.1
03	Died while enrolled in school or during the summer break after completing the prior school year	642	0.8	642	0.1
16	Returned to family's home country	12,416	15.7	12,416	2.7
88[c]	Ordered by a court to attend a GED program and has not earned a GED certificate	n/a	n/a	959	0.2
89[c]	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult	n/a	n/a	326	0.1
98[d]	Other (reason unknown or not listed above)	n/a	n/a	32,437	7.0
All leaver reasons					
		79,076	100	460,691	100

Note. Parts may not add to 100 percent because of rounding. The counts of graduates, dropouts, and other leavers reflect all records received from districts. Because duplicate records are removed from state counts, district-level counts do not match state-level counts presented elsewhere in this report.

[a]General Educational Development certificate. [b]Not applicable. Graduates (Code 01) and dropouts (Codes 88, 89, and 98) are not counted as other leavers. [c]School leavers with this leaver reason code are counted as dropouts for federal accountability or reporting purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. [d]School leavers with this leaver reason code are counted as dropouts for state and federal accountability or reporting purposes.

students who dropped out, and 17.2 percent were for students who left Texas public schools for reasons other than graduating or dropping out.

Among the 79,076 other leavers, or students who left Texas public schools for reasons other than graduating or dropping out, 41.4 percent left to enroll in school outside Texas. An additional 30.7 percent withdrew to begin home schooling, 15.7 percent withdrew to return to their home countries, and 9.5 percent withdrew to enroll in Texas private schools. The leaver records do not include students who received high school equivalency certificates in Texas or previous Texas public school graduates.

Data Quality in Dropout Reporting

Underreported Students

Not all students from the previous year are accounted for through district records or TEA processing. For example, a district may fail to submit a record for a student. Or a district may submit a record, but an error in the student's identification information on the record prevents TEA from matching the record to a student. Students from the previous year who are not accounted for or for whom a record cannot be matched are considered underreported. The percentage of underreported students is calculated as the number of students who are unaccounted for divided by the total number of students served in Grades 7-12 the previous year.

Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or anomalous use of certain leaver codes are subject to compliance reviews. For 2017-18 leavers, the standards were: more than 75 underreported students and a rate of underreporting of at least 0.7 percent; or more than 4 underreported students and a rate of underreporting greater than 1.3 percent.

An indeterminate fraction of underreported students are dropouts. Nevertheless, TEA counts and reports underreported students separately from dropouts. Counting underreported students as dropouts changes a dropout rate from a measure of dropouts to a measure of dropouts and data reporting problems combined. A combined measure is not a meaningful indicator of educational performance. An independent data quality measure has been very effective in monitoring and improving data quality.

Student Identification Errors

Data are reported to TEA through the Texas Student Data System (TSDS), and the agency uses the TSDS to store and manage identifying information on students. In the 2012-13 school year, TEA began implementing a Unique ID system through the TSDS that synchronizes with the Person Identification Database (PID). TEA uses the PID to process data used in calculating annual dropout and longitudinal graduation rates. The Unique ID system allows a student's records to be linked by matching several pieces of identifying information: the student's social security number or alternative identification number, last name, first name, middle name, date of birth, gender, and race/ethnicity. Unique ID provides enhanced matching logic for students who have closely matching information. It also allows authorized users to search for existing students, add new students, or update existing records in the Unique ID database. These features allow districts to correct errors before submitting data to TEA.

Prior to the 2016-17 school year, within the PID system, when a new student record matched an existing record on some, but not all matching criteria, a student identification error occurred. For example, an error occurred if the social security number on a new record matched the number on an existing record, but the last names on the two records did not match. A student identification error

would prevent TEA from being able to match all the records of a student and accurately track that student across years. In 2016-17, the Unique ID system was fully implemented, and student identification errors within the PID can no longer occur. However, student tracking errors can still occur whenever districts create an additional Unique ID for a student who already has a Unique ID assigned. The agency has developed a process for retiring Unique IDs to resolve cases in which students have multiple Unique IDs.

Monitoring, Interventions, and Investigations

Standards and consequences are assigned to data quality measures. Districts with high numbers or percentages of underreported students or anomalous use of other leaver codes may be subject to audit.

The validation of leaver data was integrated into a data validation component of the Performance-Based Monitoring (PBM) system in 2005-06. The new process was piloted that year using leaver data from 2002-03 and 2003-04. Each year since, districts with leaver data reporting anomalies have been identified using established criteria (Table 6 on page 54). These districts are assigned compliance reviews by the TEA Data Reporting Compliance Unit. Emphasis is on a continuous improvement process in which districts undertake activities that promote improved data reporting and TEA monitors their progress.

Compliance reviews include requirements to conduct analyses on leaver data reporting. The focus of the analyses is on data collection and reporting systems in the district. As appropriate to the indicator, student-level data reviews are required. The district is required to work with stakeholders to conduct the analyses and address any identified issues. Many districts will be able to validate and document the accuracy of their data, but if substantial or imminent concerns are identified, or if appropriate progress is not made by the district in addressing leaver data reporting problems, a targeted investigation may be conducted.

In 2018-19, data validation monitoring using 2016-17 leaver data identified 188 districts and charters with data anomalies, and these districts and charters were required to submit compliance reviews and documentation in response.

Table 6
Criteria for Investigation of Leaver Data, 2016-17

Indicator	Description
Use of one or more leaver codes	A potentially anomalous percentage of one or more leaver codes in 2016-17 (codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, and 90). A minimum of 10 students with any non-graduate, non-dropout leaver reason code and a minimum of 5 leavers with any of the anomalous codes specified is required for evaluation on this indicator.
Use of leaver reason codes by districts with no dropouts	The number of 2016-17 dropouts reported is zero, and a potentially anomalous percentage of certain leaver reason codes (codes 16, 24, 60, 81, and 82) for 2016-17 leavers is used. A minimum of 10 students with any non-graduate, non-dropout leaver reason code and a minimum of 5 leavers with any of the anomalous codes specified is required for evaluation on this indicator.
Leaver data analysis	A decrease in Grade 7-12 annual dropout rate from 2014-15 to 2016-17 and from 2015-16 to 2016-17 given a district's: (a) change in total leavers (i.e., graduates, other leavers, and dropouts) in relation to total Grade 7-12 attendance; (b) change in the number and rate of graduates in relation to total leavers; (c) change in the number and rate of other leavers in relation to total leavers; (d) change in the number and rate of dropouts in relation to total leavers; and (e) change in the number and rate of underreported students. A minimum of 10 students and a minimum of 5 dropouts are required for evaluation on this indicator.
Above the threshold for number or percentage of underreported students	The underreported student count for 2016-17 exceeded 75, or the underreported student rate for 2016-17 exceeded 1.5 percent. A minimum of 5 underreported students and a rate of underreporting of at least 0.7 percent are required for evaluation on this indicator.
Use of certain leaver reason dropout codes	The number of 2016-17 dropouts with dropout codes 88 and 89 in relation to the number of 2016-17 dropouts with any leaver reason dropout code. A minimum of 10 dropouts and a minimum of 5 students reported with a code of 88 or 89 is required for evaluation on this indicator.
Continuing students' dropout rate	The class of 2016 Grade 9 cohort dropout rate for students who continued in school after the expected graduation date exceeds 30.0 percent. A minimum of 30 continuing students and a minimum of 5 dropouts are required for evaluation on this indicator.
Missing UID[a] Enrollment Tracking submission (August 20, 2018, through September 14, 2018)	This indicator identifies districts that did not complete at least one UID Enrollment Tracking submission between August 20, 2018, and September 14, 2018.
Missing PET[b] and UID Enrollment Tracking submission (2017-18 reporting year)	This indicator identifies districts that did not complete at least one PET and UID Enrollment Tracking submission during the 2017-18 school year.

Source. Texas Education Agency (n.d.)

[a]Unique Identification Database. [b]Person Identification Database (PID) Enrollment Tracking.

Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Graduation
and Dropout Rates

Attrition Rates

Data Quality Measures

Annual Dropout Rates

Presentation and Interpretation of Results

Presentation of rates by race/ethnicity. Annual dropout rates are provided for seven racial/ethnic categories. See the section "Reporting of Student and Program Information" on page 43 for additional information.

Comparisons of rates by race/ethnicity. The non-Hispanic American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Similarly, within the overall Hispanic student population, the Asian and Pacific Islander populations are small in number, compared to other racial populations. Therefore, discussions of annual results, including comparisons across racial/ethnic groups, do not include these populations. See the section "Annual Dropout Rates" on page 21 for additional information.

Presentation of rates by program participation and student characteristic. Dropout rates are presented by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, special education, Title I) and student characteristics (at-risk, dyslexia, English learner, in foster care, homeless, immigrant, migrant, military-connected, overage). See the section "Reporting of Student and Program Information" on page 43 for additional information. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table B-1 in Appendix B provides the Public Education Information Management System data sources within the Texas Student Data System used in calculating annual dropout rates by instructional program and student characteristic.

Grade 7-8 Annual Rate

State summary. An array of complex, interrelated factors contribute to dropping out. Family and personal background, academic history, and characteristics of the school all may influence the decision of a student to drop out of school. For the 2017-18 school year, the statewide annual dropout rate for Grades 7-8 was 0.4 percent (Table 7). The Grade 7-8 dropout rate was lower than the 1.9 percent annual dropout rate for Grades 9-12 (Table 10 on page 60). There were 3,424 students who dropped out of Grades 7-8, and of these, 59.0 percent (or 2,021) dropped out of Grade 8 (Table 18 on page 69). The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2017-18, the Grade 7-8 dropout rate was highest for African American students (0.7%), followed by Hispanic (0.4%), White and multiracial (0.3% each), and Asian students (0.2%). The dropout rate for students identified as economically disadvantaged was 0.5 percent, whereas the rate for students not identified as economically disadvantaged was 0.3 percent. Dropout rates for male and female students were the same (0.4% each).

Table 7

Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2013-14	99,675	12.7	447	11.2	0.4
2014-15	99,661	12.6	537	20.8	0.5
2015-16	99,489	12.5	548	19.7	0.6
2016-17	100,840	12.5	573	20.8	0.6
2017-18	102,969	12.6	770	22.5	0.7
American Indian					
2013-14	2,915	0.4	15	0.4	0.5
2014-15	<3,000	0.4	–[a]	–	0.4
2015-16	2,964	0.4	16	0.6	0.5
2016-17	2,915	0.4	14	0.5	0.5
2017-18	2,864	0.3	17	0.5	0.6
Asian					
2013-14	29,165	3.7	30	0.8	0.1
2014-15	30,749	3.9	54	2.1	0.2
2015-16	32,454	4.1	55	2.0	0.2
2016-17	34,450	4.3	53	1.9	0.2
2017-18	35,575	4.3	68	2.0	0.2
Hispanic					
2013-14	399,384	51.0	3,036	76.4	0.8
2014-15	405,126	51.4	1,473	57.0	0.4
2015-16	409,743	51.6	1,602	57.6	0.4
2016-17	418,691	51.9	1,601	58.1	0.4
2017-18	427,000	52.2	1,920	56.1	0.4
Pacific Islander					
2013-14	1,032	0.1	10	0.3	1.0
2014-15	<1,100	0.1	–	–	0.4
2015-16	1,088	0.1	4	0.1	0.4
2016-17	1,133	0.1	8	0.3	0.7
2017-18	1,146	0.1	6	0.2	0.5
White					
2013-14	237,598	30.3	403	10.1	0.2
2014-15	234,813	29.8	468	18.1	0.2
2015-16	232,673	29.3	507	18.2	0.2
2016-17	231,469	28.7	447	16.2	0.2
2017-18	230,983	28.2	588	17.2	0.3

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

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Table 7 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Multiracial					
2013-14	13,789	1.8	33	0.8	0.2
2014-15	14,410	1.8	35	1.4	0.2
2015-16	15,319	1.9	51	1.8	0.3
2016-17	16,670	2.1	58	2.1	0.3
2017-18	17,830	2.2	55	1.6	0.3
Economically disadvantaged					
2013-14	470,835	60.1	3,314	83.4	0.7
2014-15	465,366	59.0	1,838	71.1	0.4
2015-16	469,422	59.1	2,033	73.1	0.4
2016-17	476,751	59.1	1,988	72.2	0.4
2017-18	496,799	60.7	2,582	75.4	0.5
Not economically disadvantaged					
2013-14	312,723	39.9	660	16.6	0.2
2014-15	323,449	41.0	746	28.9	0.2
2015-16	324,308	40.9	750	26.9	0.2
2016-17	329,417	40.9	766	27.8	0.2
2017-18	321,568	39.3	842	24.6	0.3
Female					
2013-14	380,935	48.6	1,045	26.3	0.3
2014-15	384,056	48.7	1,219	47.2	0.3
2015-16	386,352	48.7	1,280	46.0	0.3
2016-17	393,199	48.8	1,286	46.7	0.3
2017-18	398,360	48.7	1,563	45.6	0.4
Male					
2013-14	402,623	51.4	2,929	73.7	0.7
2014-15	404,759	51.3	1,365	52.8	0.3
2015-16	407,378	51.3	1,503	54.0	0.4
2016-17	412,969	51.2	1,468	53.3	0.4
2017-18	420,007	51.3	1,861	54.4	0.4
State					
2013-14	783,558	100	3,974	100	0.5
2014-15	788,815	100	2,584	100	0.3
2015-16	793,730	100	2,783	100	0.4
2016-17	806,168	100	2,754	100	0.3
2017-18	818,367	100	3,424	100	0.4

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

Rates by program participation and student characteristic. In 2017-18, the annual dropout rate for Grade 7-8 students participating in special education programs (0.6%) was 0.2 percentage points higher than the state average (Table 8). Students identified as English learners made up 22.8 percent of all Grade 7-8 dropouts and also had a higher dropout rate (0.6%) than the state average (Table 9). Among Grade 7-8 dropouts, 47.3 percent were overage. Overage students had a dropout rate of 1.1 percent in 2017-18.

Table 8
Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
Bilingual or ESL[a]	110,003	13.4	528	15.4	0.5
Gifted and talented	86,438	10.6	106	3.1	0.1
Special education	83,970	10.3	476	13.9	0.6
Title I	508,708	62.2	2,709	79.1	0.5
State	818,367	100	3,424	100	0.4

Note. Students may be counted in more than one category.
[a]English as a second language.

Table 9
Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
At-risk	398,583	48.7	1,871	54.6	0.5
Dyslexia	34,543	4.2	83	2.4	0.2
English learner	122,221	14.9	779	22.8	0.6
Foster care	2,216	0.3	23	0.7	1.0
Homeless	29,366	3.6	349	10.2	1.2
Immigrant	12,247	1.5	127	3.7	1.0
Migrant	3,660	0.4	16	0.5	0.4
Military-connected	12,514	1.5	53	1.5	0.4
Overage	143,547	17.5	1,620	47.3	1.1
State	818,367	100	3,424	100	0.4

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

Grade 9-12 Annual Rate

State summary. For the 2017-18 school year, the statewide annual dropout rate for Grades 9-12 was 1.9 percent, unchanged from the previous school year (Table 10 on page 60). The Grade 9-12

Table 10

Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2013-14	189,446	13.0	5,868	18.7	3.1
2014-15	193,774	13.0	5,828	18.9	3.0
2015-16	198,005	12.9	5,842	19.0	3.0
2016-17	200,410	12.8	5,707	18.8	2.8
2017-18	202,424	12.7	5,683	18.8	2.8
American Indian					
2013-14	6,257	0.4	147	0.5	2.3
2014-15	<6,300	0.4	—[a]	–	2.8
2015-16	6,070	0.4	164	0.5	2.7
2016-17	6,028	0.4	159	0.5	2.6
2017-18	5,985	0.4	173	0.6	2.9
Asian					
2013-14	55,019	3.8	411	1.3	0.7
2014-15	57,939	3.9	457	1.5	0.8
2015-16	61,220	4.0	390	1.3	0.6
2016-17	65,047	4.1	341	1.1	0.5
2017-18	68,898	4.3	352	1.2	0.5
Hispanic					
2013-14	714,253	49.1	19,306	61.5	2.7
2014-15	742,506	49.7	18,724	60.7	2.5
2015-16	774,571	50.4	18,741	61.1	2.4
2016-17	800,774	51.0	18,754	61.9	2.3
2017-18	816,820	51.3	18,650	61.6	2.3
Pacific Islander					
2013-14	2,067	0.1	61	0.2	3.0
2014-15	<2,200	0.1	–	–	2.1
2015-16	2,285	0.1	60	0.2	2.6
2016-17	2,411	0.2	54	0.2	2.2
2017-18	2,475	0.2	67	0.2	2.7
White					
2013-14	462,905	31.8	5,218	16.6	1.1
2014-15	466,430	31.2	5,228	16.9	1.1
2015-16	467,359	30.4	5,076	16.5	1.1
2016-17	466,315	29.7	4,899	16.2	1.1
2017-18	464,643	29.2	4,844	16.0	1.0

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

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Table 10 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Multiracial					
2013-14	24,895	1.7	373	1.2	1.5
2014-15	26,210	1.8	397	1.3	1.5
2015-16	27,706	1.8	410	1.3	1.5
2016-17	29,375	1.9	382	1.3	1.3
2017-18	31,240	2.0	504	1.7	1.6
Economically disadvantaged					
2013-14	783,079	53.8	20,592	65.6	2.6
2014-15	793,461	53.1	20,177	65.4	2.5
2015-16	828,322	53.9	20,512	66.9	2.5
2016-17	853,126	54.3	20,813	68.7	2.4
2017-18	892,672	56.1	21,615	71.4	2.4
Not economically disadvantaged					
2013-14	671,763	46.2	10,792	34.4	1.6
2014-15	701,833	46.9	10,676	34.6	1.5
2015-16	708,894	46.1	10,171	33.1	1.4
2016-17	717,234	45.7	9,483	31.3	1.3
2017-18	699,813	43.9	8,658	28.6	1.2
Female					
2013-14	708,579	48.7	12,857	41.0	1.8
2014-15	729,169	48.8	12,691	41.1	1.7
2015-16	749,847	48.8	12,546	40.9	1.7
2016-17	765,746	48.8	11,833	39.1	1.5
2017-18	776,882	48.8	12,023	39.7	1.5
Male					
2013-14	746,263	51.3	18,527	59.0	2.5
2014-15	766,125	51.2	18,162	58.9	2.4
2015-16	787,369	51.2	18,137	59.1	2.3
2016-17	804,614	51.2	18,463	60.9	2.3
2017-18	815,603	51.2	18,250	60.3	2.2
State					
2013-14	1,454,842	100	31,384	100	2.2
2014-15	1,495,294	100	30,853	100	2.1
2015-16	1,537,216	100	30,683	100	2.0
2016-17	1,570,360	100	30,296	100	1.9
2017-18	1,592,485	100	30,273	100	1.9

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

ªA dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

dropout rate was higher than the Grade 7-8 rate of 0.4 percent (Table 7 on page 57) and the Grade 7-12 rate of 1.4 percent (Table 13 on page 64). There were 30,273 students who dropped out of Grades 9-12 in the 2017-18 school year, 0.1 percent fewer than in 2016-17 (Table 10 on page 60). The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2017-18, the Grade 9-12 dropout rate was highest for African American students (2.8%), followed by Hispanic (2.3%), multiracial (1.6%), White (1.0%), and Asian (0.5%) students. The dropout rate for students identified as economically disadvantaged was 2.4 percent, whereas the dropout rate for students not identified as economically disadvantaged was 1.2 percent. Male students had a higher dropout rate (2.2%) than female students (1.5%).

Rates by program participation and student characteristic. For Grade 9-12 students participating in special education programs in 2017-18, the dropout rate was 2.7 percent, 0.8 percentage points higher than the state average of 1.9 percent (Table 11). Students identified as English learners had a dropout rate of 4.1 percent, more than double the state average (Table 12). The majority of Grade 9-12 dropouts (79.0%) were overage. Overage students had a dropout rate of 6.6 percent in 2017-18.

Grade 7-12 Annual Rate

State summary. Out of 2,410,852 students who attended Grades 7-12 in Texas public schools during the 2017-18 school year, 1.4 percent were reported to have dropped out, unchanged from the previous school year (Table 13 on page 64). Although the rate remained the same, the number of dropouts in Grades 7-12 increased slightly to 33,697 from the 33,050 students who dropped out in 2016-17. The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2017-18, the Grade 7-12 dropout rate was highest for African American students (2.1%), followed by Hispanic (1.7%), multiracial (1.1%), White (0.8%), and Asian (0.4%) students. The dropout rate for students identified as economically disadvantaged was 1.7 percent, whereas the dropout rate for students identified as not economically disadvantaged was 0.9 percent. Male students had a higher dropout rate (1.6%) than female students (1.2%).

Some racial/ethnic groups make up larger percentages of the dropout population than of the student population. In 2017-18, for example, Hispanic students made up 51.6 percent of students in Grades 7-12, but 61.0 percent of dropouts, a difference of 9.4 percentage points (Table 13 on page 64). African American students made up 12.7 percent of students in Grades 7-12 in 2017-18, but 19.2 percent of dropouts, a difference of 6.5 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 57.6 percent of students in Grades 7-12

Table 11
Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
Bilingual or ESL[a]	133,106	8.4	4,487	14.8	3.4
CTE[b]	797,463	50.1	7,902	26.1	1.0
Gifted and talented	145,188	9.1	302	1.0	0.2
Special education	145,271	9.1	3,947	13.0	2.7
Title I	716,221	45.0	18,268	60.3	2.6
State	1,592,485	100	30,273	100	1.9

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

[a]English as a second language [b]Career and technical education.

Table 12
Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
At-risk	730,724	45.9	18,837	62.2	2.6
Dyslexia	48,390	3.0	662	2.2	1.4
English learner	153,036	9.6	6,229	20.6	4.1
Foster care	3,775	0.2	216	0.7	5.7
Homeless	58,050	3.6	2,992	9.9	5.2
Immigrant	27,058	1.7	1,218	4.0	4.5
Migrant	7,894	0.5	249	0.8	3.2
Military-connected	22,042	1.4	144	0.5	0.7
Overage	362,981	22.8	23,919	79.0	6.6
State	1,592,485	100	30,273	100	1.9

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

Table 13

Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

| School year | Students | | Dropouts | | Annual |
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2013-14	289,121	12.9	6,315	17.9	2.2
2014-15	293,435	12.8	6,365	19.0	2.2
2015-16	297,494	12.8	6,390	19.1	2.1
2016-17	301,250	12.7	6,280	19.0	2.1
2017-18	305,393	12.7	6,453	19.2	2.1
American Indian					
2013-14	9,172	0.4	162	0.5	1.8
2014-15	9,267	0.4	187	0.6	2.0
2015-16	9,034	0.4	180	0.5	2.0
2016-17	8,943	0.4	173	0.5	1.9
2017-18	8,849	0.4	190	0.6	2.1
Asian					
2013-14	84,184	3.8	441	1.2	0.5
2014-15	88,688	3.9	511	1.5	0.6
2015-16	93,674	4.0	445	1.3	0.5
2016-17	99,497	4.2	394	1.2	0.4
2017-18	104,473	4.3	420	1.2	0.4
Hispanic					
2013-14	1,113,637	49.8	22,342	63.2	2.0
2014-15	1,147,632	50.2	20,197	60.4	1.8
2015-16	1,184,314	50.8	20,343	60.8	1.7
2016-17	1,219,465	51.3	20,355	61.6	1.7
2017-18	1,243,820	51.6	20,570	61.0	1.7
Pacific Islander					
2013-14	3,099	0.1	71	0.2	2.3
2014-15	3,224	0.1	49	0.1	1.5
2015-16	3,373	0.1	64	0.2	1.9
2016-17	3,544	0.1	62	0.2	1.7
2017-18	3,621	0.2	73	0.2	2.0
White					
2013-14	700,503	31.3	5,621	15.9	0.8
2014-15	701,243	30.7	5,696	17.0	0.8
2015-16	700,032	30.0	5,583	16.7	0.8
2016-17	697,784	29.4	5,346	16.2	0.8
2017-18	695,626	28.9	5,432	16.1	0.8

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

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Table 13 (continued)

Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2013-14 Through 2017-18

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Multiracial					
2013-14	38,684	1.7	406	1.1	1.0
2014-15	40,620	1.8	432	1.3	1.1
2015-16	43,025	1.8	461	1.4	1.1
2016-17	46,045	1.9	440	1.3	1.0
2017-18	49,070	2.0	559	1.7	1.1
Economically disadvantaged					
2013-14	1,253,914	56.0	23,906	67.6	1.9
2014-15	1,258,827	55.1	22,015	65.8	1.7
2015-16	1,297,744	55.7	22,545	67.4	1.7
2016-17	1,329,877	56.0	22,801	69.0	1.7
2017-18	1,389,471	57.6	24,197	71.8	1.7
Not economically disadvantaged					
2013-14	984,486	44.0	11,452	32.4	1.2
2014-15	1,025,282	44.9	11,422	34.2	1.1
2015-16	1,033,202	44.3	10,921	32.6	1.1
2016-17	1,046,651	44.0	10,249	31.0	1.0
2017-18	1,021,381	42.4	9,500	28.2	0.9
Female					
2013-14	1,089,514	48.7	13,902	39.3	1.3
2014-15	1,113,225	48.7	13,910	41.6	1.2
2015-16	1,136,199	48.7	13,826	41.3	1.2
2016-17	1,158,945	48.8	13,119	39.7	1.1
2017-18	1,175,242	48.7	13,586	40.3	1.2
Male					
2013-14	1,148,886	51.3	21,456	60.7	1.9
2014-15	1,170,884	51.3	19,527	58.4	1.7
2015-16	1,194,747	51.3	19,640	58.7	1.6
2016-17	1,217,583	51.2	19,931	60.3	1.6
2017-18	1,235,610	51.3	20,111	59.7	1.6
State					
2013-14	2,238,400	100	35,358	100	1.6
2014-15	2,284,109	100	33,437	100	1.5
2015-16	2,330,946	100	33,466	100	1.4
2016-17	2,376,528	100	33,050	100	1.4
2017-18	2,410,852	100	33,697	100	1.4

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2013-14 are found in Appendix C.

in 2017-18, but 71.8 percent of dropouts, a difference of 14.2 percentage points. Males made up 51.3 percent of students in Grades 7-12, but 59.7 percent of dropouts, a difference of 8.4 percentage points.

Rates by program participation and student characteristic. In Grades 7-12, students participating in special education programs had a dropout rate of 1.9 percent, and students identified as English learners had a dropout rate of 2.5 percent, both higher than the state average of 1.4 percent (Tables 14 and 15). Overage students had a dropout rate of 5.0 percent. Whereas overage students accounted for 21.0 percent of students in Grades 7-12, they accounted for 75.8 percent of dropouts.

Table 14
Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
Bilingual or ESL[a]	243,109	10.1	5,015	14.9	2.1
CTE[b]	797,463	33.1	7,902	23.5	1.0
Gifted and talented	231,626	9.6	408	1.2	0.2
Special education	229,241	9.5	4,423	13.1	1.9
Title I	1,224,929	50.8	20,977	62.3	1.7
State	2,410,852	100	33,697	100	1.4

Note. Students may be counted in more than one category.
[a]English as a second language. [b]Career and technical education.

Table 15
Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2017-18

	Students		Dropouts		Annual
Group	Number	Percent	Number	Percent	dropout rate (%)
At-risk	1,129,307	46.8	20,708	61.5	1.8
Dyslexia	82,933	3.4	745	2.2	0.9
English learner	275,257	11.4	7,008	20.8	2.5
Foster care	5,991	0.2	239	0.7	4.0
Homeless	87,416	3.6	3,341	9.9	3.8
Immigrant	39,305	1.6	1,345	4.0	3.4
Migrant	11,554	0.5	265	0.8	2.3
Military-connected	34,556	1.4	197	0.6	0.6
Overage	506,528	21.0	25,539	75.8	5.0
State	2,410,852	100	33,697	100	1.4

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

Annual Dropout Rates by Age

Students ages 16 through 25 accounted for larger percentages of the dropout population than of the student population (Table 16). For example, 17-year-old students accounted for 28.9 percent of dropouts, but 15.3 percent of students in Grades 7-12. Eighteen-year-old students accounted for 16.3 percent of dropouts, but only 3.2 percent of students in Grades 7-12.

Table 16
Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2017-18

September 1 age	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
11	6,130	0.3	35	0.1	0.6
12	341,150	14.2	809	2.4	0.2
13	400,914	16.6	1,422	4.2	0.4
14	402,506	16.7	1,949	5.8	0.5
15	400,645	16.6	3,811	11.3	1.0
16	394,725	16.4	7,293	21.6	1.8
17	368,258	15.3	9,722	28.9	2.6
18	76,569	3.2	5,487	16.3	7.2
19	12,099	0.5	1,855	5.5	15.3
20	4,106	0.2	605	1.8	14.7
21	2,127	0.1	284	0.8	13.4
22	419	<0.1	118	0.4	28.2
23	271	<0.1	66	0.2	24.4
24	276	<0.1	64	0.2	23.2
25	190	<0.1	48	0.1	25.3
Other	467	<0.1	129	0.4	27.6
State	2,410,852	100	33,697	100	1.4

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

Annual Dropout Rates by Grade

In 2017-18, students who dropped out of Grade 9 accounted for 27.3 percent of all dropouts, the highest proportion of any grade (Table 17 on page 68). Grade 7 had the lowest dropout rate (0.3%) and the smallest number of dropouts (1,403). Grade 9 had the highest dropout rate (2.1%) and the largest number of dropouts (9,215).

There were more male than female dropouts in each of Grades 7-12 (Table 17 on page 68). Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grades 9 and 10 had the highest annual dropout rates (3.1% each), followed by African American students in Grade 11 (2.8%) (Table 18 on page 69). Asian students in Grades 7 and 8 and White students in Grade 7 had the lowest annual dropout rates (0.2% each).

Table 17
Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2017-18

Grade	Students	Dropouts					
		Female		Male		State	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Grade 7	410,528	655	0.3	748	0.4	1,403	0.3
Grade 8	407,839	908	0.5	1,113	0.5	2,021	0.5
Grade 9	441,847	3,525	1.7	5,690	2.5	9,215	2.1
Grade 10	406,109	3,185	1.6	4,855	2.3	8,040	2.0
Grade 11	371,103	2,754	1.5	4,056	2.2	6,810	1.8
Grade 12	373,426	2,559	1.4	3,649	1.9	6,208	1.7
Grades 7-12	2,410,852	13,586	1.2	20,111	1.6	33,697	1.4

Table 18
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status, English Learner Status, and Special Education Program Participation, Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Grade 7					
African American	51,728	12.6	326	23.2	0.6
American Indian	1,464	0.4	9	0.6	0.6
Asian	17,788	4.3	27	1.9	0.2
Hispanic	214,501	52.3	749	53.4	0.3
Pacific Islander	596	0.1	1	0.1	0.2
White	115,435	28.1	259	18.5	0.2
Multiracial	9,016	2.2	32	2.3	0.4
Economically disadvantaged	251,362	61.2	1,044	74.4	0.4
Not econ. disad.[a]	159,166	38.8	359	25.6	0.2
English learner	65,323	15.9	289	20.6	0.4
Special education	42,610	10.4	191	13.6	0.4
State	410,528	100	1,403	100	0.3
Grade 8					
African American	51,241	12.6	444	22.0	0.9
American Indian	1,400	0.3	8	0.4	0.6
Asian	17,787	4.4	41	2.0	0.2
Hispanic	212,499	52.1	1,171	57.9	0.6
Pacific Islander	550	0.1	5	0.2	0.9
White	115,548	28.3	329	16.3	0.3
Multiracial	8,814	2.2	23	1.1	0.3
Economically disadvantaged	245,437	60.2	1,538	76.1	0.6
Not econ. disad.	162,402	39.8	483	23.9	0.3
English learner	56,898	14.0	490	24.2	0.9
Special education	41,360	10.1	285	14.1	0.7
State	407,839	100	2,021	100	0.5
Grade 9					
African American	57,184	12.9	1,745	18.9	3.1
American Indian	1,703	0.4	55	0.6	3.2
Asian	18,266	4.1	87	0.9	0.5
Hispanic	232,250	52.6	5,997	65.1	2.6
Pacific Islander	687	0.2	18	0.2	2.6

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

[a]Not economically disadvantaged.

continues

Table 18 (continued)
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status,
English Learner Status, and Special Education Program Participation,
Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
White	122,859	27.8	1,180	12.8	1.0
Multiracial	8,898	2.0	133	1.4	1.5
Economically disadvantaged	263,034	59.5	6,808	73.9	2.6
Not econ. disad.ᵃ	178,813	40.5	2,407	26.1	1.3
English learner	55,414	12.5	2,176	23.6	3.9
Special education	44,081	10.0	1,289	14.0	2.9
State	441,847	100	9,215	100	2.1
Grade 10					
African American	51,769	12.7	1,598	19.9	3.1
American Indian	1,509	0.4	47	0.6	3.1
Asian	17,434	4.3	73	0.9	0.4
Hispanic	209,457	51.6	4,855	60.4	2.3
Pacific Islander	634	0.2	12	0.1	1.9
White	117,364	28.9	1,315	16.4	1.1
Multiracial	7,942	2.0	140	1.7	1.8
Economically disadvantaged	231,174	56.9	5,860	72.9	2.5
Not econ. disad.	174,935	43.1	2,180	27.1	1.2
English learner	41,120	10.1	1,566	19.5	3.8
Special education	36,384	9.0	1,112	13.8	3.1
State	406,109	100	8,040	100	2.0
Grade 11					
African American	46,171	12.4	1,277	18.8	2.8
American Indian	1,450	0.4	40	0.6	2.8
Asian	16,941	4.6	87	1.3	0.5
Hispanic	187,549	50.5	3,942	57.9	2.1
Pacific Islander	571	0.2	21	0.3	3.7
White	111,169	30.0	1,303	19.1	1.2
Multiracial	7,252	2.0	140	2.1	1.9
Economically disadvantaged	200,616	54.1	4,787	70.3	2.4
Not econ. disad.	170,487	45.9	2,023	29.7	1.2

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

ᵃNot economically disadvantaged.

continues

Table 18 (continued)
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status,
English Learner Status, and Special Education Program Participation,
Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
English learner	30,253	8.2	1,126	16.5	3.7
Special education	30,039	8.1	855	12.6	2.8
State	371,103	100	6,810	100	1.8
Grade 12					
African American	47,300	12.7	1,063	17.1	2.2
American Indian	1,323	0.4	31	0.5	2.3
Asian	16,257	4.4	105	1.7	0.6
Hispanic	187,564	50.2	3,856	62.1	2.1
Pacific Islander	583	0.2	16	0.3	2.7
White	113,251	30.3	1,046	16.8	0.9
Multiracial	7,148	1.9	91	1.5	1.3
Economically disadvantaged	197,848	53.0	4,160	67.0	2.1
Not econ. disad.[a]	175,578	47.0	2,048	33.0	1.2
English learner	26,249	7.0	1,361	21.9	5.2
Special education	34,767	9.3	691	11.1	2.0
State	373,426	100	6,208	100	1.7

Note. Parts may not add to 100 percent because of rounding.
[a]Not economically disadvantaged.

Within each of the five largest racial/ethnic groups in Grades 7-12, the dropout rate for males in each grade was the same as, or higher than, the rate for females, with the exception of Asian females in Grade 7 and multiracial females in Grade 11 (Table 19 on page 72). Across grades and racial/ethnic groups, the difference in dropout rates by gender was greatest among African American students in Grade 9, at 1.2 percentage points.

The annual dropout rate for students identified as economically disadvantaged was highest in Grade 9, at 2.6 percent (Table 18). The largest number of students identified as English learners (ELs) dropped out in Grade 9 (2,176), whereas the dropout rate for ELs was highest in Grade 12 (5.2%). The annual dropout rate for students participating in special education programs was highest in Grade 10 (3.1%).

Table 19
Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2017-18

| | Students | | | | Dropouts | | | | Annual dropout rate (%) | |
| | Female | | Male | | Female | | Male | | | |
Group	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Female	Male
Grade 7										
African American	25,201	12.6	26,527	12.6	151	23.1	175	23.4	0.6	0.7
American Indian	747	0.4	717	0.3	3	0.5	6	0.8	0.4	0.8
Asian	8,675	4.4	9,113	4.3	16	2.4	11	1.5	0.2	0.1
Hispanic	104,352	52.3	110,149	52.2	351	53.6	398	53.2	0.3	0.4
Pacific Islander	317	0.2	279	0.1	0	0.0	1	0.1	0.0	0.4
White	55,635	27.9	59,800	28.3	119	18.2	140	18.7	0.2	0.2
Multiracial	4,423	2.2	4,593	2.2	15	2.3	17	2.3	0.3	0.4
State	199,350	100	211,178	100	655	100	748	100	0.3	0.4
Grade 8										
African American	25,107	12.6	26,134	12.5	216	23.8	228	20.5	0.9	0.9
American Indian	686	0.3	714	0.3	6	0.7	2	0.2	0.9	0.3
Asian	8,705	4.4	9,082	4.3	14	1.5	27	2.4	0.2	0.3
Hispanic	103,902	52.2	108,597	52.0	507	55.8	664	59.7	0.5	0.6
Pacific Islander	279	0.1	271	0.1	3	0.3	2	0.2	1.1	0.7
White	55,975	28.1	59,573	28.5	154	17.0	175	15.7	0.3	0.3
Multiracial	4,356	2.2	4,458	2.1	8	0.9	15	1.3	0.2	0.3
State	199,010	100	208,829	100	908	100	1,113	100	0.5	0.5
Grade 9										
African American	27,236	12.9	29,948	13.0	667	18.9	1,078	18.9	2.4	3.6
American Indian	802	0.4	901	0.4	24	0.7	31	0.5	3.0	3.4
Asian	8,923	4.2	9,343	4.1	39	1.1	48	0.8	0.4	0.5
Hispanic	110,868	52.4	121,382	52.7	2,283	64.8	3,714	65.3	2.1	3.1
Pacific Islander	321	0.2	366	0.2	7	0.2	11	0.2	2.2	3.0
White	59,032	27.9	63,827	27.7	440	12.5	740	13.0	0.7	1.2
Multiracial	4,404	2.1	4,494	2.0	65	1.8	68	1.2	1.5	1.5
State	211,586	100	230,261	100	3,525	100	5,690	100	1.7	2.5
Grade 10										
African American	25,105	12.7	26,664	12.8	639	20.1	959	19.8	2.5	3.6
American Indian	745	0.4	764	0.4	20	0.6	27	0.6	2.7	3.5
Asian	8,556	4.3	8,878	4.3	32	1.0	41	0.8	0.4	0.5
Hispanic	102,023	51.6	107,434	51.5	1,875	58.9	2,980	61.4	1.8	2.8
Pacific Islander	321	0.2	313	0.2	5	0.2	7	0.1	1.6	2.2

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

continues

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Female	Male
White	56,964	28.8	60,400	29.0	562	17.6	753	15.5	1.0	1.2
Multiracial	3,942	2.0	4,000	1.9	52	1.6	88	1.8	1.3	2.2
State	197,656	100	208,453	100	3,185	100	4,855	100	1.6	2.3
Grade 11										
African American	22,884	12.5	23,287	12.4	516	18.7	761	18.8	2.3	3.3
American Indian	705	0.4	745	0.4	20	0.7	20	0.5	2.8	2.7
Asian	8,338	4.6	8,603	4.6	44	1.6	43	1.1	0.5	0.5
Hispanic	92,875	50.8	94,674	50.3	1,576	57.2	2,366	58.3	1.7	2.5
Pacific Islander	268	0.1	303	0.2	6	0.2	15	0.4	2.2	5.0
White	54,267	29.7	56,902	30.3	512	18.6	791	19.5	0.9	1.4
Multiracial	3,667	2.0	3,585	1.9	80	2.9	60	1.5	2.2	1.7
State	183,004	100	188,099	100	2,754	100	4,056	100	1.5	2.2
Grade 12										
African American	23,422	12.7	23,878	12.6	417	16.3	646	17.7	1.8	2.7
American Indian	614	0.3	709	0.4	10	0.4	21	0.6	1.6	3.0
Asian	8,008	4.3	8,249	4.4	47	1.8	58	1.6	0.6	0.7
Hispanic	93,606	50.7	93,958	49.8	1,617	63.2	2,239	61.4	1.7	2.4
Pacific Islander	281	0.2	302	0.2	7	0.3	9	0.2	2.5	3.0
White	55,095	29.8	58,156	30.8	420	16.4	626	17.2	0.8	1.1
Multiracial	3,610	2.0	3,538	1.9	41	1.6	50	1.4	1.1	1.4
State	184,636	100	188,790	100	2,559	100	3,649	100	1.4	1.9

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

Annual Dropout Rates for Hispanic Students by Race

Of the 1,243,820 students in Grades 7-12 who identified their ethnicity as Hispanic in the 2017-18 school year, 921,876 (74.1%) identified White as their race, and 257,024 (20.7%) identified American Indian (Table 20 on page 74). Across the four largest racial groups, the dropout rates were highest for White and African American students (1.7% each).

Annual Dropout Rates for Students Identified as English Learners

Table 21 on page 75 presents annual dropout rates for current and former ELs in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELs, multiple factors must be examined. In addition to considering differences

Table 20
Annual Dropout Rate, Grades 7-12, Hispanic Students by Race, Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American	22,201	1.8	367	1.8	1.7
American Indian	257,024	20.7	3,810	18.5	1.5
Asian	4,828	0.4	41	0.2	0.8
Pacific Islander	3,874	0.3	84	0.4	2.2
White	921,876	74.1	15,746	76.5	1.7
Multiracial	34,017	2.7	522	2.5	1.5
All Hispanic	1,243,820	100	20,570	100	1.7

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

Table 21

Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Grades 7-8					
All current ELs[a]	122,221	100	779	100	0.6
All bilingual education programs	1,552	1.3	1	0.1	0.1
Transitional bilingual/early exit	73	0.1	0	0.0	0.0
Transitional bilingual/late exit	23	<0.1	0	0.0	0.0
Dual immersion/two-way	1,268	1.0	1	0.1	0.1
Dual immersion/one-way	188	0.2	0	0.0	0.0
All ESL[b] programs	105,628	86.4	522	67.0	0.5
ESL/content-based	37,903	31.0	193	24.8	0.5
ESL/pull-out	67,725	55.4	329	42.2	0.5
No services	15,041	12.3	256	32.9	1.7
All former ELs[c]	34,421	100	60	100	0.2
All bilingual education programs	9,150	26.6	7	11.7	0.1
Transitional bilingual/early exit	3,726	10.8	7	11.7	0.2
Transitional bilingual/late exit	1,297	3.8	0	0.0	0.0
Dual immersion/two-way	1,304	3.8	0	0.0	0.0
Dual immersion/one-way	2,823	8.2	0	0.0	0.0
All ESL programs	22,634	65.8	47	78.3	0.2
ESL/content-based	9,280	27.0	16	26.7	0.2
ESL/pull-out	13,354	38.8	31	51.7	0.2
No services	2,637	7.7	6	10.0	0.2
Grades 9-12					
All current ELs	153,036	100	6,229	100	4.1
All bilingual education programs	250	0.2	2	<0.1	0.8
Transitional bilingual/early exit	5	<0.1	0	0.0	0.0
Transitional bilingual/late exit	5	<0.1	1	<0.1	20.0
Dual immersion/two-way	232	0.2	1	<0.1	0.4
Dual immersion/one-way	8	<0.1	0	0.0	0.0
All ESL programs	130,767	85.4	4,472	71.8	3.4
ESL/content-based	65,472	42.8	2,302	37.0	3.5
ESL/pull-out	65,295	42.7	2,170	34.8	3.3
No services	22,019	14.4	1,755	28.2	8.0

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

[a]Current English learners (ELs) were identified as limited English proficient in 2017-18. The group, all current ELs, includes students for whom information about services received may be incomplete. [b]English as a second language. [c]Former ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete.

continues

Table 21 (continued)
Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
All former ELs[c]	32,657	100	247	100	0.8
All bilingual education programs	348	1.1	0	0.0	0.0
Transitional bilingual/early exit	4	<0.1	0	0.0	0.0
Transitional bilingual/late exit	7	<0.1	0	0.0	0.0
Dual immersion/two-way	289	0.9	0	0.0	0.0
Dual immersion/one-way	48	0.1	0	0.0	0.0
All ESL[b] programs	29,030	88.9	203	82.2	0.7
ESL/content-based	11,633	35.6	95	38.5	0.8
ESL/pull-out	17,397	53.3	108	43.7	0.6
No services	3,279	10.0	44	17.8	1.3

Note. Parts may not add to 100 percent because of rounding. A dot (.) indicates there were no students in the group.
[a]Current English learners (ELs) were identified as limited English proficient in 2017-18. The group, all current ELs, includes students for whom information about services received may be incomplete. [b]English as a second language. [c]Former ELs are those in the first and second years of academic monitoring after exiting EL status. The group, all former ELs, includes students for whom information about services received may be incomplete.

in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying ELs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former EL performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Longitudinal Graduation and Dropout Rates

Presentation and Interpretation of Results

Definitions and calculations. Calculating longitudinal rates requires tracking a cohort of students over time. A cohort is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. To calculate four-year longitudinal rates, students in a cohort are tracked into the fall following their anticipated graduation date, and for extended rates, the fall one or more years following their anticipated graduation date. A subset of a cohort, called a class, is used to calculate longitudinal student status rates. Any student who is determined to be a graduate, continuer, Texas Certificate of High School Equivalency (TxCHSE) recipient, or dropout is counted as a member of a class. See the section "Longitudinal Graduation and Dropout Rates" on page 26 for additional information.

Presentation of individual graduation committee graduates. Students who graduated by decisions of individual graduation committees (IGCs) were included as graduates in longitudinal rates. Four-year longitudinal rates excluding IGC graduates are also presented. See the section "Chronology" on page 14 for additional information.

Presentation of rates by race/ethnicity. Longitudinal rates are provided for seven racial/ethnic categories. See the section "Reporting of Student and Program Information" on page 43 for additional information.

Comparisons of rates by race/ethnicity. The non-Hispanic American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of longitudinal results, including comparisons across racial/ethnic groups, do not include these populations. See the section "Longitudinal Graduation and Dropout Rates" on page 26 for additional information.

Presentation of rates by program participation and student characteristic. Longitudinal rates are presented by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, special education, Title I) and student characteristics (at-risk, dyslexia, English learner [EL], in foster care, homeless, immigrant, migrant, military-connected). See the section "Reporting of Student and Program Information" on page 43 for additional information. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Student characteristics and program participation statuses are assigned based on the year of a student's final status in the cohort, except in the cases of students identified: (a) as ELs at any time while attending Texas public schools, (b) as ELs at any time while attending Grades 9-12 in Texas public schools, (c) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (d) as homeless at any time while attending Grades 9-12 in Texas public schools. Table B-1 in Appendix B provides the Public Education Information Management System data sources within

the Texas Student Data System used in calculating longitudinal rates by instructional program and student characteristic.

Comparison of rates across years. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation and dropout rates for the class of 2009. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to rates for prior or later classes. Results for classes prior to 2014 are found in Appendix C.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State summary. Out of 372,919 students in the class of 2018, 90.0 percent graduated within four years (Table 22). An additional 3.8 percent of students in the class of 2018 continued school the fall after expected graduation, and 0.4 percent received a TxCHSE. The four-year longitudinal dropout rate for the class of 2018 was 5.7 percent. Compared to the class of 2017, the class of 2018 had a higher graduation rate, lower continuation and dropout rates, and the same TxCHSE recipient rate. Table 23 on page 81 presents four-year longitudinal rates with students who graduated by decisions of individual graduation committees (IGCs) excluded from the class. For more information about IGCs, see page 17.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2018, the four-year graduation rate was highest for Asian students (96.4%), followed by White (93.6%), multiracial (91.4%), Hispanic (88.2%), and African American (86.5%) students (Table 22). The four-year graduation rate was higher for students not identified as economically disadvantaged (93.1%) than for students identified as economically disadvantaged (87.3%). The four-year graduation rate was higher for females (92.1%) than males (87.9%). The four-year dropout rate was lowest for Asian students (1.4%), followed by White (3.3%), multiracial (4.6%), Hispanic (6.9%), and African American (8.3%) students. Students who were not economically disadvantaged dropped out at a lower rate (3.6%) than economically disadvantaged students (7.6%). Female students dropped out at a lower rate (4.5%) than male students (6.9%) overall and within each of the five largest racial/ethnic groups (Table 24 on page 82).

In the class of 2018, Hispanic and African American students made up larger percentages of nongraduates (59.5% and 17.5%, respectively) than of students in the class (50.4% and 13.0%, respectively) (Figure 3 on page 83). By comparison, Asian and White students made up smaller percentages of nongraduates (1.5% and 19.2%, respectively) than of students in the class (4.3% and 29.9%, respectively).

Table 22

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 Through 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 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
Class of 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
Class of 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
Class of 2018	48,333	41,802	86.5	2,330	4.8	196	0.4	4,005	8.3	44,328	91.7
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
Class of 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
Class of 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
Class of 2018	1,382	1,176	85.1	74	5.4	5	0.4	127	9.2	1,255	90.8
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
Class of 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
Class of 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
Class of 2018	15,867	15,300	96.4	322	2.0	15	0.1	230	1.4	15,637	98.6
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
Class of 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
Class of 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
Class of 2018	188,106	165,858	88.2	8,562	4.6	710	0.4	12,976	6.9	175,130	93.1
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
Class of 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
Class of 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
Class of 2018	572	494	86.4	27	4.7	3	0.5	48	8.4	524	91.6
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

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2014 are found in Appendix C.

[a]Texas Certificate of High School Equivalency. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

Table 22 (continued)

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 Through 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
Class of 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
Class of 2018	111,598	104,418	93.6	2,787	2.5	690	0.6	3,703	3.3	107,895	96.7
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
Class of 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
Class of 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
Class of 2018	7,061	6,452	91.4	248	3.5	38	0.5	323	4.6	6,738	95.4
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
Class of 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
Class of 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
Class of 2018	199,025	173,685	87.3	9,225	4.6	967	0.5	15,148	7.6	183,877	92.4
Not economically disadvantaged											
Class of 2014	165,741	151,571	91.5	6,165	3.7	1,097	0.7	6,908	4.2	158,833	95.8
Class of 2015	170,240	157,305	92.4	5,503	3.2	843	0.5	6,589	3.9	163,651	96.1
Class of 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2
Class of 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
Class of 2018	173,894	161,815	93.1	5,125	2.9	690	0.4	6,264	3.6	167,630	96.4
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
Class of 2016	171,633	156,924	91.4	5,569	3.2	577	0.3	8,563	5.0	163,070	95.0
Class of 2017	177,298	163,257	92.1	5,577	3.1	560	0.3	7,904	4.5	169,394	95.5
Class of 2018	183,557	169,071	92.1	5,573	3.0	578	0.3	8,335	4.5	175,222	95.5
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
Class of 2016	179,051	155,681	86.9	9,193	5.1	1,130	0.6	13,047	7.3	166,004	92.7
Class of 2017	183,308	160,116	87.3	8,877	4.8	1,048	0.6	13,267	7.2	170,041	92.8
Class of 2018	189,362	166,429	87.9	8,777	4.6	1,079	0.6	13,077	6.9	176,285	93.1

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2014 are found in Appendix C.

[a]Texas Certificate of High School Equivalency. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

continues

Table 22 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2014 Through 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
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
Class of 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
Class of 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
Class of 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7	351,507	94.3

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2014 are found in Appendix C.

[a]Texas Certificate of High School Equivalency. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information.

Table 23
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, Excluding Individual Graduation Committee Graduates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2018

Group	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American	46,075	39,544	85.8	2,330	5.1	196	0.4	4,005	8.7	42,070	91.3
American Indian	1,309	1,103	84.3	74	5.7	5	0.4	127	9.7	1,182	90.3
Asian	15,531	14,964	96.3	322	2.1	15	0.1	230	1.5	15,301	98.5
Hispanic	179,500	157,254	87.6	8,562	4.8	710	0.4	12,974	7.2	166,526	92.8
Pacific Islander	547	469	85.7	27	4.9	3	0.5	48	8.8	499	91.2
White	110,294	103,114	93.5	2,787	2.5	690	0.6	3,703	3.4	106,591	96.6
Multiracial	6,957	6,348	91.2	248	3.6	38	0.5	323	4.6	6,634	95.4
Econ. disad.[b]	189,018	163,680	86.6	9,225	4.9	967	0.5	15,146	8.0	173,872	92.0
Not econ. disad.	171,195	159,116	92.9	5,125	3.0	690	0.4	6,264	3.7	164,931	96.3
Female	178,143	163,658	91.9	5,573	3.1	578	0.3	8,334	4.7	169,809	95.3
Male	182,070	159,138	87.4	8,777	4.8	1,079	0.6	13,076	7.2	168,994	92.8
State	360,213	322,796	89.6	14,350	4.0	1,657	0.5	21,410	5.9	338,803	94.1

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

[a]Texas Certificate of High School Equivalency. [b]Economically disadvantaged.

Table 24

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2018

Group	Class	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received TxCHSE[a] Number	Received TxCHSE[a] Rate (%)	Dropped out Number	Dropped out Rate (%)
African American									
Female	23,762	21,318	89.7	833	3.5	57	0.2	1,554	6.5
Male	24,571	20,484	83.4	1,497	6.1	139	0.6	2,451	10.0
American Indian									
Female	627	553	88.2	30	4.8	3	0.5	41	6.5
Male	755	623	82.5	44	5.8	2	0.3	86	11.4
Asian									
Female	7,837	7,601	97.0	122	1.6	9	0.1	105	1.3
Male	8,030	7,699	95.9	200	2.5	6	0.1	125	1.6
Hispanic									
Female	93,126	84,513	90.8	3,418	3.7	246	0.3	4,949	5.3
Male	94,980	81,345	85.6	5,144	5.4	464	0.5	8,027	8.5
Pacific Islander									
Female	272	235	86.4	11	4.0	1	0.4	25	9.2
Male	300	259	86.3	16	5.3	2	0.7	23	7.7
White									
Female	54,356	51,529	94.8	1,062	2.0	244	0.4	1,521	2.8
Male	57,242	52,889	92.4	1,725	3.0	446	0.8	2,182	3.8
Multiracial									
Female	3,577	3,322	92.9	97	2.7	18	0.5	140	3.9
Male	3,484	3,130	89.8	151	4.3	20	0.6	183	5.3
State									
Female	183,557	169,071	92.1	5,573	3	578	0.3	8,335	4.5
Male	189,362	166,429	87.9	8,777	4.6	1,079	0.6	13,077	6.9

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

[a]Texas Certificate of High School Equivalency.

Figure 3
Comparison of Nongraduates and Class Membership, by Race/Ethnicity, Texas Public Schools, Class of 2018
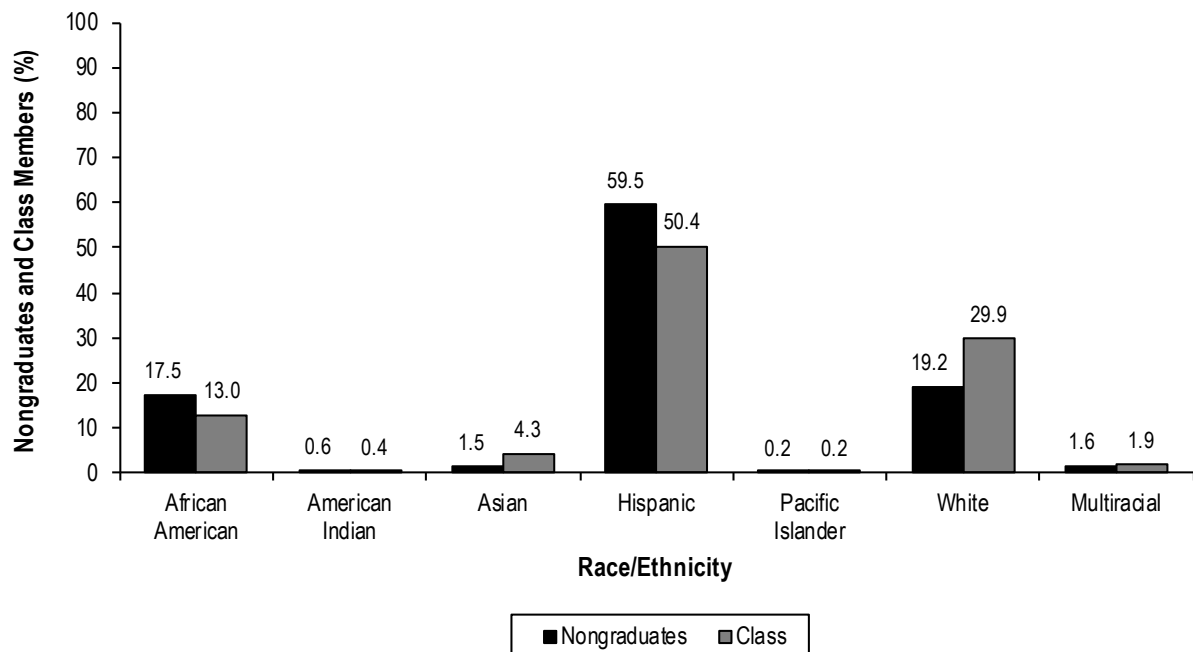
Note. Nongraduates are members of a class who continued in high school in the fall after expected graduation, received Texas Certificates of High School Equivalency, or dropped out.

Rates by program participation and student characteristic. Students in the class of 2018 who participated in special education programs had a four-year graduation rate of 77.9 percent (Table 25 on page 84). Students identified as English learners in Grades 9-12 had a graduation rate of 77.2 percent (Table 26 on page 84). The graduation rate for students identified as at risk of dropping out of school was 84.9 percent. All three rates were lower than the state average (90.0%).

Graduates. In 2013, the 83rd Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). Prior to full implementation of the FHSP, students could graduate under the Recommended High School Program (RHSP), Advanced High School Program (AHSP), or Minimum High School Program (MHSP) (Title 19 of the Texas Administrative Code [TAC] §74.71, 2019, adopted to be effective May 30, 2012). For the class of 2018, the FHSP required 22 credits to graduate, including four credits in English language arts and three credits each in mathematics, science, and social studies (19 TAC §74.12, 2019, amended to be effective August 27, 2018). Additionally, the program allowed students to earn special recognition, known as an endorsement, in one or more of the following fields of study: science, technology, engineering, and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies (19 TAC §74.13, 2019, amended to be effective August 27, 2018; TEC §28.025, 2018). A graduate could earn an endorsement by successfully

Table 25

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2018

Group	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Bilingual or ESL[b]	23,212	18,054	77.8	2,053	8.8	31	0.1	3,074	13.2
CTE[c]	209,122	200,364	95.8	2,846	1.4	394	0.2	5,518	2.6
Gifted and talented	33,600	33,289	99.1	65	0.2	45	0.1	201	0.6
Special education	29,582	23,033	77.9	3,689	12.5	68	0.2	2,792	9.4
Title I	165,984	145,620	87.7	6,428	3.9	848	0.5	13,088	7.9
State	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]English as a second language. [c]Career and technical education.

Table 26

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2018

Group	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk	160,781	136,560	84.9	10,281	6.4	822	0.5	13,118	8.2
Dyslexia	10,486	9,757	93.0	262	2.5	27	0.3	440	4.2
English learner									
In K-12[b]	114,092	100,008	87.7	5,718	5.0	314	0.3	8,052	7.1
In 9-12[c]	35,225	27,186	77.2	3,148	8.9	74	0.2	4,817	13.7
In last year[d]	26,169	19,663	75.1	2,164	8.3	53	0.2	4,289	16.4
Foster care									
In 9-12[e]	1,433	909	63.4	162	11.3	40	2.8	322	22.5
In last year[f]	610	394	64.6	38	6.2	16	2.6	162	26.6
Homeless in 9-12[g]	22,768	18,222	80.0	1,732	7.6	130	0.6	2,684	11.8
Immigrant	4,442	3,249	73.1	318	7.2	2	<0.1	873	19.7
Migrant	2,050	1,737	84.7	113	5.5	14	0.7	186	9.1
Military-connected	4,975	4,767	95.8	88	1.8	13	0.3	107	2.2
State	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]Students identified as English learners (ELs) at any time while attending Texas public schools (TPS). [c]Students identified as ELs at any time while attending Grades 9-12 in TPS. [d]Students identified as ELs in their last year in TPS. [e]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [f]Students identified as in foster care in their last year in TPS. [g]Students identified as homeless at any time while attending Grades 9-12 in TPS.

completing the following: the curriculum requirements for the FHSP; one additional credit each in mathematics and science; two additional elective credits; and the curriculum requirements for the selected endorsement. Moreover, a graduate who met all of these requirements could also earn a distinguished level of achievement (DLA) if one of the four credits earned in mathematics was for Algebra II (19 TAC §74.11, 2019, amended to be effective August 27, 2018; TEC §28.025, 2018). A student could opt to graduate under the FHSP without earning an endorsement if, after the student's sophomore year: (a) the student and the student's parent or guardian were advised by a school counselor of the benefits of graduating with an endorsement; and (b) the student's parent or guardian filed with a school counselor written permission, on a form adopted by TEA, for the student to graduate under the FHSP without earning an endorsement. Students receiving special education services were not eligible to pursue an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments (19 TAC §89.1070(c), 2019, amended to be effective February 15, 2018). These students are excluded from the data presented in Table 27 on page 86.

Of the 331,691 graduates in the class of 2018 with diploma program information, 98.9 percent graduated under the FHSP (Table 27 on page 86). Because some students in the class of 2018 graduated under the MSHP, RHSP, or AHSP, three sets of diploma program rates were calculated. MHSP, RHSP, and AHSP rates were each calculated by dividing the number of students graduating under each program by the sum of graduates in the three programs. Each of the three rates for FHSP graduates was derived by dividing the number of graduates with the specified program options by the sum of all FHSP graduates. The rate for students graduating under the RHSP, AHSP, or FHSP with an endorsement (with or without a distinguished level of achievement) was calculated by dividing the sum of students graduating under each of the programs as specified by all graduates with diploma information. Of the 328,071 FHSP graduates who were eligible to earn an endorsement, 42,686 (13.0%) graduated without an endorsement, 16,490 (5.0%) graduated with an endorsement but did not earn a DLA, and 268,895 (82.0%) graduated with an endorsement and earned a DLA. Of all 331,691 graduates with diploma program information, 86.8 percent graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a DLA).

Of all FHSP graduates, 285,385 (86.0%) earned one or more endorsements, 42,686 (12.9%) did not earn an endorsement, and 3,807 (1.1%) were ineligible to earn an endorsement (Table 28 on page 88). Of those who earned at least one endorsement, 54.4 percent graduated with two or more endorsements. Multidisciplinary studies was the most frequently earned endorsement, followed by the arts and humanities and the STEM endorsements (Table 29 on page 88).

Dropouts. Table 30 on page 88 provides aggregate counts of the 21,412 dropouts from the class of 2018 based on the grade and year in which they left Texas public schools. In each year after the first year of high school, a majority of students who dropped out were one or more grades behind the grade expected for the class. For example, 50.4 percent of students who dropped out in the second year had not reached Grade 10, and 58.6 percent who dropped out in the third year had not reached Grade 11.

Table 27

Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2018 Grade 9 Cohort

Group	Minimum Number	Minimum Percent	Recommended Number	Recommended Percent	Advanced Number	Advanced Percent	FHSP[a] without endorsement Number	FHSP[a] without endorsement Percent
African American	253	39.9	281	44.3	100	15.8	6,970	17.2
American Indian	16	51.6	13	41.9	2	6.5	184	16.4
Asian	16	7.4	159	73.6	41	19.0	764	5.1
Hispanic	501	28.7	988	56.6	258	14.8	22,082	13.6
Pacific Islander	8	72.7	2	18.2	1	9.1	90	18.8
White	328	35.6	328	35.6	266	28.9	11,784	11.5
Multiracial	20	33.9	25	42.4	14	23.7	812	12.8
Econ. disad.[b]	760	33.3	1,211	53.1	310	13.6	26,399	15.6
Not econ. disad.	382	28.5	585	43.7	372	27.8	16,287	10.2
Female	511	27.2	1,015	54.0	355	18.9	18,069	10.9
Male	631	36.3	781	44.9	327	18.8	24,617	15.2
Bilingual or ESL[c]	148	20.6	541	75.3	29	4.0	3,516	20.7
CTE[d]	313	24.6	527	41.4	432	34.0	21,144	10.7
Gifted and talented	3	2.8	47	43.9	57	53.3	1,043	3.1
Special education	352	84.4	52	12.5	13	3.1	10,738	55.3
Title I	490	25.7	1,055	55.2	365	19.1	17,542	12.4
At-risk	781	35.9	1,113	51.1	282	13.0	29,484	22.5
Dyslexia	26	49.1	10	18.9	17	32.1	1,735	18.4
EL[e]								
In K-12[f]	285	21.2	863	64.2	196	14.6	12,482	12.8
In 9-12[g]	196	21.4	665	72.8	53	5.8	4,936	19.1
In last year[h]	176	22.6	572	73.4	31	4.0	3,970	21.5
Foster care								
In 9-12[i]	13	50.0	6	23.1	7	26.9	319	37.5
In last year[j]	5	55.6	1	11.1	3	33.3	148	40.1
Homeless in 9-12[k]	124	43.4	133	46.5	29	10.1	3,759	21.4
Immigrant	80	17.9	350	78.1	18	4.0	511	18.4
Migrant	8	27.6	20	69.0	1	3.4	148	8.8
Military-connected	28	36.8	45	59.2	3	3.9	598	12.9
State	1,142	31.5	1,796	49.6	682	18.8	42,686	13.0

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 3,807 students were not eligible to pursue an endorsement and 2 students were missing diploma program information.

[a]Foundation High School Program. [b]Economically disadvantaged. [c]English as a second language. [d]Career and technical education. [e]English learner. [f]Students identified as ELs at any time while attending Texas public schools (TPS). [g]Students identified as ELs at any time while attending Grades 9-12 in TPS. [h]Students identified as ELs in their last year in TPS. [i]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [j]Students identified as in foster care in their last year in TPS. [k]Students identified as homeless at any time while attending Grades 9-12 in TPS.

Table 27 (continued)

Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2018 Grade 9 Cohort

| Group | FHSP[a] with endorsement | | | | Recommended, Advanced, or FHSP with endorsement | |
| | No distinguished level of achievement | | Distinguished level of achievement | | | |
	Number	Percent	Number	Percent	Number	Percent
African American	2,547	6.3	30,889	76.4	33,817	82.4
American Indian	71	6.3	870	77.3	956	82.7
Asian	379	2.5	13,918	92.4	14,497	94.9
Hispanic	9,392	5.8	130,678	80.6	141,316	86.2
Pacific Islander	24	5.0	364	76.2	391	80.0
White	3,811	3.7	86,931	84.8	91,336	88.3
Multiracial	266	4.2	5,245	83.0	5,550	87.0
Econ. disad.[b]	10,817	6.4	131,546	77.9	143,884	84.1
Not econ. disad.	5,673	3.6	137,349	86.2	143,979	89.6
Female	7,998	4.8	139,697	84.3	149,065	88.9
Male	8,492	5.2	129,198	79.6	138,798	84.6
Bilingual or ESL[c]	1,284	7.6	12,172	71.7	14,026	79.3
CTE[d]	8,253	4.2	167,433	85.1	176,645	89.2
Gifted and talented	900	2.7	31,213	94.1	32,217	96.9
Special education	1,643	8.5	7,046	36.3	8,754	44.1
Title I	10,386	7.3	113,864	80.3	125,670	87.5
At-risk	9,087	6.9	92,659	70.6	103,141	77.3
Dyslexia	590	6.3	7,109	75.4	7,726	81.4
EL[e]						
In K-12[f]	6,400	6.6	78,738	80.7	86,197	87.1
In 9-12[g]	1,862	7.2	18,978	73.6	21,558	80.8
In last year[h]	1,390	7.5	13,097	71.0	15,090	78.4
Foster care						
In 9-12[i]	58	6.8	473	55.6	544	62.1
In last year[j]	27	7.3	194	52.6	225	59.5
Homeless in 9-12[k]	1,575	9.0	12,232	69.6	13,969	78.2
Immigrant	187	6.7	2,085	74.9	2,640	81.7
Migrant	65	3.9	1,464	87.3	1,550	90.9
Military-connected	155	3.3	3,897	83.8	4,100	86.8
State	16,490	5.0	268,895	82.0	287,863	86.8

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 3,807 students were not eligible to pursue an endorsement and 2 students were missing diploma program information.

[a]Foundation High School Program. [b]Economically disadvantaged. [c]English as a second language. [d]Career and technical education. [e]English learner. [f]Students identified as ELs at any time while attending Texas public schools (TPS). [g]Students identified as ELs at any time while attending Grades 9-12 in TPS. [h]Students identified as ELs in their last year in TPS. [i]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [j]Students identified as in foster care in their last year in TPS. [k]Students identified as homeless at any time while attending Grades 9-12 in TPS.

Table 28
Foundation High School Plan Graduates by Number of Endorsements Earned, Texas Public Schools, Class of 2018

Number of endorsements earned	Graduates	
	Number	Percent
One endorsement	130,093	39.2
Two endorsements	94,774	28.6
Three endorsements	49,960	15.1
Four endorsements	9,518	2.9
Five endorsements	1,040	0.3
No endorsement earned	42,686	12.9
Ineligible for endorsement	3,807	1.1

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

Table 29
Foundation High School Plan Graduates by Endorsements Earned, Texas Public Schools, Class of 2018

Endorsement earned[a]	Number
Arts and humanities	94,994
Business and industry	72,074
Multidisciplinary studies	205,853
Public services	51,661
Science, technology, engineering, and mathematics	88,211
No endorsement earned	42,686
Ineligible for endorsement	3,807

[a]Students may earn more than one endorsement and may be counted in more than one category.

Table 30
Dropouts, by Grade and School Year, Texas Public Schools, Class of 2018 Grade 9 Cohort

Grade	2014-15		2015-16		2016-17		2017-18		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9	2,304	98.2	2,145	50.4	1,444	21.4	562	7.0	6,455	30.1
Grade 10	26	1.1	1,991	46.8	2,505	37.2	1,519	18.8	6,041	28.2
Grade 11	12	0.5	86	2.0	2,607	38.7	2,421	30.0	5,126	23.9
Grade 12	5	0.2	30	0.7	178	2.6	3,577	44.3	3,790	17.7
Total	2,347	11.0	4,252	19.9	6,734	31.4	8,079	37.7	21,412	100

Note. Parts may not add to 100 percent because of rounding or missing high school grade information. Numbers by school year may not sum to the total because of missing high school grade information.

Other Leavers. Of the 425,165 students who began Grade 9 in Texas public schools in 2014-15 or who transferred into the cohort later, 48,767 left for reasons other than graduating, receiving a TxCHSE, or dropping out (Table 31 on page 90 and Figure 4 on page 91). Of these other leavers, the largest percentage (30.8%) left in the third year of the cohort (2016-17) and the smallest percentage (16.9%) left in the fourth year (2017-18). Nearly all of the other leavers (97.1%) left for one of four reasons: (a) 37.5 percent withdrew to enroll in schools outside of Texas; (b) 33.2 percent withdrew to begin home schooling; (c) 18.0 percent withdrew to return to their home countries; and (d) 8.4 percent withdrew to enroll in Texas private schools. Among students who withdrew from Texas public schools to enroll in school outside Texas, the largest percentage (35.6%) withdrew in the first year of the cohort (2014-15). The largest percentages of students who withdrew to begin home schooling (35.4%), to return to their home countries (33.9%), and to enroll in Texas private schools (30.0%) left in the third year of the cohort (2016-17).

In general, students who left Texas public schools were less likely to be in the grade expected for a specific year than students who remained in Texas public schools. Specifically, 22.7 percent of other leavers were not on grade at the time of withdrawal. By leaver reason, the percentage of students not on grade was largest for students who withdrew to begin home schooling (41.4%).

As noted previously, to calculate four-year longitudinal rates, students were tracked from the time they entered Grade 9 for the first time in 2014-15 or transferred into the cohort until the fall after their anticipated graduation date. Figure 4 on page 91 provides a synopsis of student progress through school for the 2018 cohort. In addition to showing final statuses of students by year, Figure 4 shows the number of students who left Texas public schools each year, how many continued from one year to the next, and how many left Texas public schools and came back in a later year.

Table 31

Other Leavers, by Leaver Reason, On-Grade Status, and School Year, Texas Public Schools, Class of 2018 Grade 9 Cohort

On-grade status[a]	2014-15		2015-16		2016-17		2017-18		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Enrolled in public or private school outside Texas										
On grade	6,511	100	4,911	90.1	4,144	88.7	1,332	80.0	16,898	92.3
Not on grade	0[b]	0.0	540	9.9	528	11.3	332	20.0	1,400	7.7
Total	6,511	35.6	5,451	29.8	4,672	25.5	1,664	9.1	18,298	100
Is home schooled										
On grade	2,086	100	2,420	60.1	3,008	52.5	1,974	45.3	9,488	58.6
Not on grade	0	0.0	1,608	39.9	2,717	47.5	2,379	54.7	6,704	41.4
Total	2,086	12.9	4,028	24.9	5,725	35.4	4,353	26.9	16,192	100
Returned to family's home country										
On grade	2,448	100	1,734	73.4	2,314	77.7	578	58.0	7,074	80.5
Not on grade	0	0.0	628	26.6	664	22.3	418	42.0	1,710	19.5
Total	2,448	27.9	2,362	26.9	2,978	33.9	996	11.3	8,784	100
Enrolled in Texas private school										
On grade	862	100	864	78.3	837	68.0	534	59.1	3,097	75.5
Not on grade	0	0.0	239	21.7	394	32.0	370	40.9	1,003	24.5
Total	862	21.0	1,103	26.9	1,231	30.0	904	22.0	4,100	100
Left for other reasons[c]										
On grade	166	100	423	87.4	281	71.3	247	70.8	1,117	80.2
Not on grade	0	0.0	61	12.6	113	28.7	102	29.2	276	19.8
Total	166	11.9	484	34.7	394	28.3	349	25.1	1,393	100
Total other leavers										
On grade	12,073	100	10,352	77.1	10,584	70.6	4,665	56.4	37,674	77.3
Not on grade	0	0.0	3,076	22.9	4,416	29.4	3,601	43.6	11,093	22.7
Total	12,073	24.8	13,428	27.5	15,000	30.8	8,266	16.9	48,767	100
Total students in cohort enrolled in the school year indicated[d]										
On grade	399,983	100	369,777	93.6	356,083	92.5	341,997	95.6	n/a[e]	n/a
Not on grade	0	0.0	25,083	6.4	28,883	7.5	15,891	4.4	n/a	n/a

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

[a]Students were on grade if they were in the grade level expected for the cohort or a higher grade level in the school year indicated. [b]Students were added to the 2018 cohort in 2014-15 if they attended Grade 9 in Texas public schools for the first time that year, regardless of other grades attended that year or in previous years. Therefore, all students added in 2014-15 were considered to be on grade. [c]Because of small numbers, students who left for other reasons are grouped together. For a list of the other reasons, see Table 4 on page 39. [d]Numbers for school years may not match counts presented elsewhere in the report because of missing high school grade information. [e]Not applicable. Because a student's on-grade status can change from year to year, totals for students who remained in school could not be determined. Totals for other leavers were calculated based on the years the students left school.

Figure 4

Synopsis of Student Progress Through High School, Texas Public Schools, Class of 2018 Grade 9 Cohort
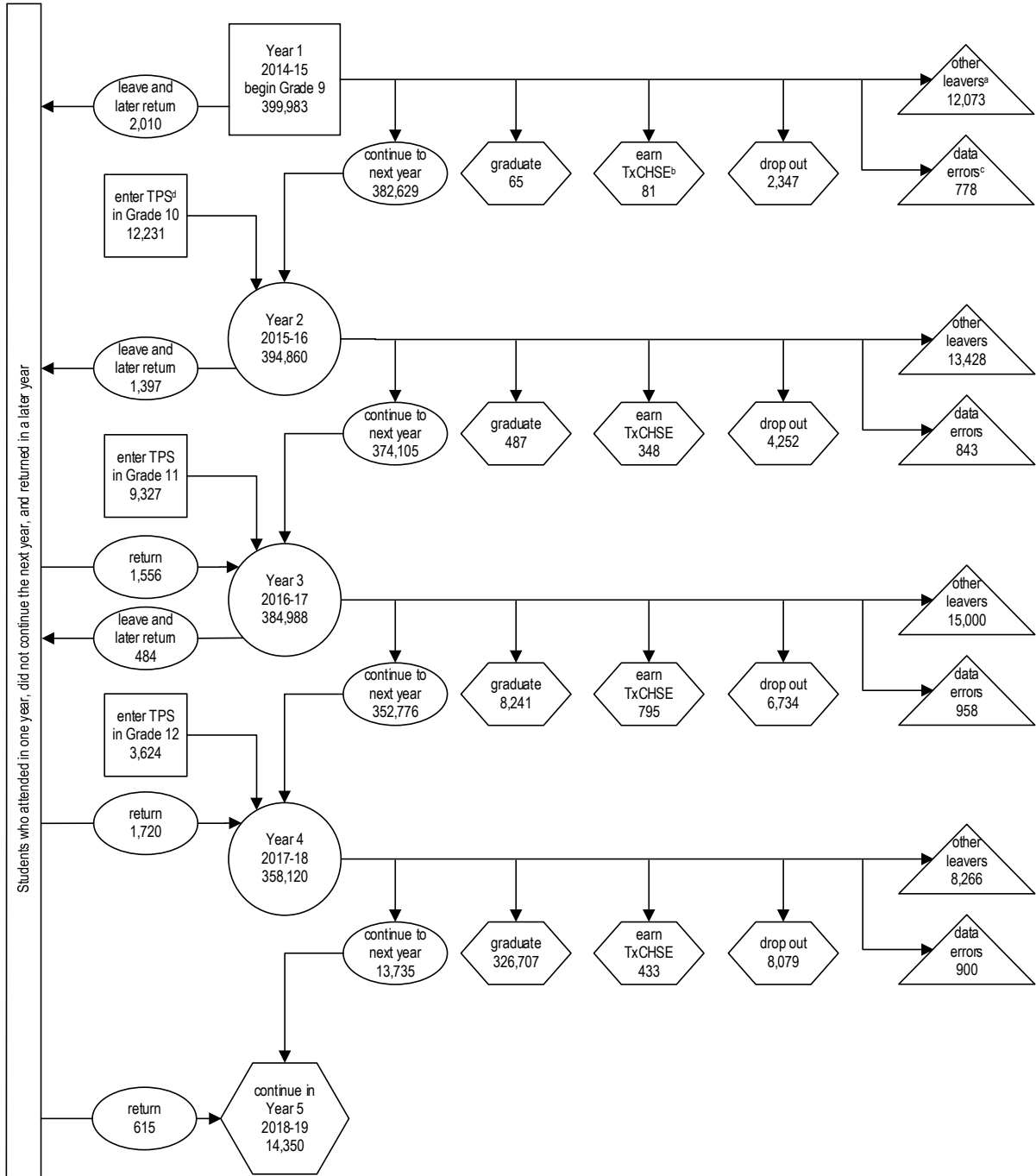
Note. ⬭ indicates students who returned to Texas public school. ☐ indicates students added to the cohort. ⬯ indicates final student statuses.
△ indicates students without final statuses. ◯ indicates students who attended that school year.
[a]Students who left the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and who did not return. [b]Texas Certificate of High School Equivalency. [c]Data errors can result from missing student records (i.e., underreported students) or misreported student identification information. [d]Texas public schools.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

State summary. Many students took longer than four years to graduate. Students who began Grade 9 in Texas public schools for the first time in 2013-14 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2017. The total number of students with final statuses changed between fall 2017 and fall 2018 because: (a) some students who continued high school in fall 2017 left Texas public schools by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left Texas public schools by fall 2017 without graduating returned to Texas public schools and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

By the fall of 2017, 89.7 percent of the class of 2017 had graduated, 4.0 percent were still in high school, 0.4 percent had received a TxCHSE, and 5.9 percent had dropped out (Table 32). By the fall of 2018, 92.0 percent of the class of 2017 had graduated, 1.1 percent were still in high school, 0.6 percent had received a TxCHSE, and 6.3 percent had dropped out (Table 32 on facing page and Table 35 on page 96). The five-year graduation rate for the class of 2017 was 2.3 percentage points higher than the four-year graduation rate.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ ethnic groups in the class of 2017, the percentage-point increases in graduation rate from fall 2017 to fall 2018 were highest for Hispanic and African American students (2.7 points each), followed by multiracial (2.5 points), White (1.5 points), and Asian (1.2 points) students (Table 32). The graduation rate for students identified as economically disadvantaged increased by 2.8 percentage points to 89.7 percent, and the rate for students not identified as economically disadvantaged increased by 1.7 percentage points to 94.3 percent. Graduation rates increased by 2.8 percentage points for males and by 1.8 percentage points for females.

Rates by program participation and student characteristic. The five-year graduation rate for students participating in special education programs was 4.9 percentage points higher than the four-year rate, increasing from 77.4 percent to 82.3 percent (Table 33 on page 94). Students identified as English learners in Grades 9-12 had a five-year graduation rate of 81.4 percent, 5.9 percentage points higher than their four-year rate (Table 34 on page 95). The five-year graduation rates for both groups continued to be lower than the state average (92.0%).

Graduates. Students in the class of 2017 were required to enroll in a graduation program when they began Grade 9 in 2013-14. Students could enroll in the Recommended High School Program (RHSP) or the Advanced High School Program (AHSP), unless the student, the student's parent, and a school counselor or administrator agreed to allow the student to enroll in the Minimum High School Program (MHSP) (Title 19 of the Texas Administrative Code [TAC] §74.71, 2019, adopted to be effective May 30, 2012). In 2013, the 83rd Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). The

Table 32

Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2017

Status date	Class[b]	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received TxCHSE[a] Number	Received TxCHSE[a] Rate (%)	Dropped out Number	Dropped out Rate (%)	Graduated, continued, or received TxCHSE Number	Graduated, continued, or received TxCHSE Rate (%)
African American											
As of fall 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
As of fall 2018	46,853	41,594	88.8	590	1.3	292	0.6	4,377	9.3	42,476	90.7
American Indian											
As of fall 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
As of fall 2018	1,400	1,250	89.3	17	1.2	8	0.6	125	8.9	1,275	91.1
Asian											
As of fall 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
As of fall 2018	14,359	13,958	97.2	123	0.9	24	0.2	254	1.8	14,105	98.2
Hispanic											
As of fall 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
As of fall 2018	179,220	162,037	90.4	2,400	1.3	937	0.5	13,846	7.7	165,374	92.3
Pacific Islander											
As of fall 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
As of fall 2018	577	525	91.0	8	1.4	5	0.9	39	6.8	538	93.2
White											
As of fall 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
As of fall 2018	110,546	105,106	95.1	893	0.8	898	0.8	3,649	3.3	106,897	96.7
Multiracial											
As of fall 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
As of fall 2018	6,637	6,253	94.2	58	0.9	56	0.8	270	4.1	6,367	95.9
Economically disadvantaged											
As of fall 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
As of fall 2018	183,936	165,007	89.7	2,433	1.3	1,249	0.7	15,247	8.3	168,689	91.7
Not economically disadvantaged											
As of fall 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
As of fall 2018	175,656	165,716	94.3	1,656	0.9	971	0.6	7,313	4.2	168,343	95.8
Female											
As of fall 2017	177,298	163,257	92.1	5,577	3.1	560	0.3	7,904	4.5	169,394	95.5
As of fall 2018	176,938	166,163	93.9	1,676	0.9	739	0.4	8,360	4.7	168,578	95.3
Male											
As of fall 2017	183,308	160,116	87.3	8,877	4.8	1,048	0.6	13,267	7.2	170,041	92.8
As of fall 2018	182,654	164,560	90.1	2,413	1.3	1,481	0.8	14,200	7.8	168,454	92.2
State											
As of fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
As of fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7

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

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2017 and fall 2018 because: (a) some students who continued high school in fall 2017 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2017 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

Table 33

Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2017

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Bilingual or ESL[c]											
As of fall 2017	19,553	14,830	75.8	2,025	10.4	21	0.1	2,677	13.7	16,876	86.3
As of fall 2018	19,244	15,857	82.4	437	2.3	29	0.2	2,921	15.2	16,323	84.8
Career and technical education											
As of fall 2017	173,800	166,579	95.8	2,600	1.5	337	0.2	4,284	2.5	169,516	97.5
As of fall 2018	173,753	168,359	96.9	526	0.3	470	0.3	4,398	2.5	169,355	97.5
Gifted and talented											
As of fall 2017	33,028	32,721	99.1	74	0.2	49	0.1	184	0.6	32,844	99.4
As of fall 2018	33,036	32,791	99.3	8	<0.1	64	0.2	173	0.5	32,863	99.5
Special education											
As of fall 2017	28,504	22,065	77.4	3,629	12.7	68	0.2	2,742	9.6	25,762	90.4
As of fall 2018	28,543	23,499	82.3	2,028	7.1	101	0.4	2,915	10.2	25,628	89.8
Title I											
As of fall 2017	159,308	138,902	87.2	6,614	4.2	837	0.5	12,955	8.1	146,353	91.9
As of fall 2018	159,389	142,714	89.5	1,748	1.1	1,129	0.7	13,798	8.7	145,591	91.3
State											
As of fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
As of fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2017 and fall 2018 because: (a) some students who continued high school in fall 2017 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2017 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]English as a second language.

Table 34

Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2017

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk											
As of fall 2017	148,542	124,532	83.8	10,658	7.2	830	0.6	12,522	8.4	136,020	91.6
As of fall 2018	147,289	129,862	88.2	2,817	1.9	1,169	0.8	13,441	9.1	133,848	90.9
Ever EL in K-12[c]											
As of fall 2017	108,533	94,666	87.2	5,890	5.4	282	0.3	7,695	7.1	100,838	92.9
As of fall 2018	108,083	97,722	90.4	1,522	1.4	378	0.3	8,461	7.8	99,622	92.2
Ever EL in 9-12[d]											
As of fall 2017	30,382	22,943	75.5	3,072	10.1	54	0.2	4,313	14.2	26,069	85.8
As of fall 2018	30,092	24,502	81.4	761	2.5	69	0.2	4,760	15.8	25,332	84.2
EL in last year[e]											
As of fall 2017	22,202	16,182	72.9	2,130	9.6	39	0.2	3,851	17.3	18,351	82.7
As of fall 2018	22,073	17,379	78.7	474	2.1	52	0.2	4,168	18.9	17,905	81.1
Foster care in 9-12[f]											
As of fall 2017	1,374	799	58.2	191	13.9	31	2.3	353	25.7	1,021	74.3
As of fall 2018	1,366	885	64.8	73	5.3	47	3.4	361	26.4	1,005	73.6
Foster care in last year[g]											
As of fall 2017	567	350	61.7	38	6.7	13	2.3	166	29.3	401	70.7
As of fall 2018	561	367	65.4	15	2.7	18	3.2	161	28.7	400	71.3
Homeless in 9-12[h]											
As of fall 2017	16,591	11,955	72.1	1,592	9.6	105	0.6	2,939	17.7	13,652	82.3
As of fall 2018	16,689	12,881	77.2	460	2.8	168	1.0	3,180	19.1	13,509	80.9
Immigrant											
As of fall 2017	4,392	3,237	73.7	353	8.0	6	0.1	796	18.1	3,596	81.9
As of fall 2018	4,345	3,425	78.8	83	1.9	7	0.2	830	19.1	3,515	80.9
Migrant											
As of fall 2017	2,021	1,707	84.5	82	4.1	15	0.7	217	10.7	1,804	89.3
As of fall 2018	2,019	1,751	86.7	26	1.3	16	0.8	226	11.2	1,793	88.8
Military-connected											
As of fall 2017	4,966	4,704	94.7	102	2.1	19	0.4	141	2.8	4,825	97.2
As of fall 2018	4,973	4,774	96.0	24	0.5	19	0.4	156	3.1	4,817	96.9
State											
As of fall 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
As of fall 2018	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2017 and fall 2018 because: (a) some students who continued high school in fall 2017 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2017 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]Students identified as English learners (ELs) at any time while attending TPS. [d]Students identified as ELs at any time while attending Grades 9-12 in TPS. [e]Students identified as ELs in their last year in TPS. [f]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [g]Students identified as in foster care in their last year in TPS. [h]Students identified as homeless at any time while attending Grades 9-12 in TPS.

Table 35

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2014, as of Fall 2015, Class of 2015, as of Fall 2016, Class of 2016, as of Fall 2017, and Class of 2017, as of Fall 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2014	43,491	37,760	86.8	588	1.4	391	0.9	4,752	10.9	38,739	89.1
Class of 2015	44,414	38,997	87.8	548	1.2	333	0.7	4,536	10.2	39,878	89.8
Class of 2016	45,983	40,579	88.2	586	1.3	313	0.7	4,505	9.8	41,478	90.2
Class of 2017	46,853	41,594	88.8	590	1.3	292	0.6	4,377	9.3	42,476	90.7
American Indian											
Class of 2014	1,423	1,271	89.3	11	0.8	15	1.1	126	8.9	1,297	91.1
Class of 2015	1,484	1,314	88.5	17	1.1	20	1.3	133	9.0	1,351	91.0
Class of 2016	1,395	1,250	89.6	24	1.7	13	0.9	108	7.7	1,287	92.3
Class of 2017	1,400	1,250	89.3	17	1.2	8	0.6	125	8.9	1,275	91.1
Asian											
Class of 2014	12,950	12,425	95.9	109	0.8	23	0.2	393	3.0	12,557	97.0
Class of 2015	13,428	12,959	96.5	97	0.7	31	0.2	341	2.5	13,087	97.5
Class of 2016	13,759	13,337	96.9	103	0.7	10	0.1	309	2.2	13,450	97.8
Class of 2017	14,359	13,958	97.2	123	0.9	24	0.2	254	1.8	14,105	98.2
Hispanic											
Class of 2014	158,985	140,341	88.3	2,639	1.7	1,565	1.0	14,440	9.1	144,545	90.9
Class of 2015	164,233	146,801	89.4	2,619	1.6	1,239	0.8	13,574	8.3	150,659	91.7
Class of 2016	172,612	155,124	89.9	2,494	1.4	1,031	0.6	13,963	8.1	158,649	91.9
Class of 2017	179,220	162,037	90.4	2,400	1.3	937	0.5	13,846	7.7	165,374	92.3
Pacific Islander											
Class of 2014	433	388	89.6	5	1.2	5	1.2	35	8.1	398	91.9
Class of 2015	542	494	91.1	6	1.1	7	1.3	35	6.5	507	93.5
Class of 2016	475	437	92.0	4	0.8	4	0.8	30	6.3	445	93.7
Class of 2017	577	525	91.0	8	1.4	5	0.9	39	6.8	538	93.2
White											
Class of 2014	109,224	102,992	94.3	893	0.8	1,376	1.3	3,963	3.6	105,261	96.4
Class of 2015	109,052	103,361	94.8	820	0.8	1,160	1.1	3,711	3.4	105,341	96.6
Class of 2016	109,179	103,596	94.9	885	0.8	974	0.9	3,724	3.4	105,455	96.6
Class of 2017	110,546	105,106	95.1	893	0.8	898	0.8	3,649	3.3	106,897	96.7
Multiracial											
Class of 2014	5,681	5,277	92.9	60	1.1	57	1.0	287	5.1	5,394	94.9
Class of 2015	5,760	5,408	93.9	48	0.8	50	0.9	254	4.4	5,506	95.6
Class of 2016	6,277	5,831	92.9	85	1.4	68	1.1	293	4.7	5,984	95.3
Class of 2017	6,637	6,253	94.2	58	0.9	56	0.8	270	4.1	6,367	95.9

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

[a]Texas Certificate of High School Equivalency.

continues

Secondary School Completion and Dropouts in Texas Public Schools, 2017-18

Table 35 (continued)

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2014, as of Fall 2015, Class of 2015, as of Fall 2016, Class of 2016, as of Fall 2017, and Class of 2017, as of Fall 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Economically disadvantaged											
Class of 2014	166,757	146,424	87.8	2,345	1.4	1,906	1.1	16,082	9.6	150,675	90.4
Class of 2015	168,922	149,427	88.5	2,452	1.5	1,613	1.0	15,430	9.1	153,492	90.9
Class of 2016	177,434	157,882	89.0	2,392	1.3	1,303	0.7	15,857	8.9	161,577	91.1
Class of 2017	183,936	165,007	89.7	2,433	1.3	1,249	0.7	15,247	8.3	168,689	91.7
Not economically disadvantaged											
Class of 2014	165,430	154,030	93.1	1,960	1.2	1,526	0.9	7,914	4.8	157,516	95.2
Class of 2015	169,991	159,907	94.1	1,703	1.0	1,227	0.7	7,154	4.2	162,837	95.8
Class of 2016	172,246	162,272	94.2	1,789	1.0	1,110	0.6	7,075	4.1	165,171	95.9
Class of 2017	175,656	165,716	94.3	1,656	0.9	971	0.6	7,313	4.2	168,343	95.8
Female											
Class of 2014	162,823	149,968	92.1	1,796	1.1	1,180	0.7	9,879	6.1	152,944	93.9
Class of 2015	166,426	154,846	93.0	1,750	1.1	926	0.6	8,904	5.4	157,522	94.6
Class of 2016	171,306	159,830	93.3	1,703	1.0	818	0.5	8,955	5.2	162,351	94.8
Class of 2017	176,938	166,163	93.9	1,676	0.9	739	0.4	8,360	4.7	168,578	95.3
Male											
Class of 2014	169,364	150,486	88.9	2,509	1.5	2,252	1.3	14,117	8.3	155,247	91.7
Class of 2015	172,487	154,488	89.6	2,405	1.4	1,914	1.1	13,680	7.9	158,807	92.1
Class of 2016	178,374	160,324	89.9	2,478	1.4	1,595	0.9	13,977	7.8	164,397	92.2
Class of 2017	182,654	164,560	90.1	2,413	1.3	1,481	0.8	14,200	7.8	168,454	92.2
State											
Class of 2014	332,187	300,454	90.4	4,305	1.3	3,432	1.0	23,996	7.2	308,191	92.8
Class of 2015	338,913	309,334	91.3	4,155	1.2	2,840	0.8	22,584	6.7	316,329	93.3
Class of 2016	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4
Class of 2017	359,592	330,723	92.0	4,089	1.1	2,220	0.6	22,560	6.3	337,032	93.7

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

[a]Texas Certificate of High School Equivalency.

commissioner of education adopted a transition plan for students who entered Grade 9 before the 2014-15 school year, giving those students the option of graduating under the new foundation program instead of the existing graduation plans (19 TAC §§74.1021 and 74.1022, 2019, adopted to be effective December 16, 2013).

Students who graduated under the FHSP after the 2013-14 school year were able to earn an endorsement and earn a distinguished level of achievement (DLA) (19 TAC §74.13, 2019, amended to be effective August 27, 2018; 19 TAC §74.11, 2019, amended to be effective August 27, 2018; TEC §28.025, 2018). Students receiving special education services were not eligible to pursue an endorsement if they received a modified curriculum in any course required for an endorsement or

failed to perform satisfactorily on the required state assessments (19 TAC §89.1070(c), 2019, amended to be effective February 15, 2018). These students are excluded from the numbers and rates presented in Table 36.

Because students in the class of 2017 were able to enroll in the MSHP, RHSP, or AHSP or opt into the new FHSP program, three sets of diploma program rates were calculated (Table 27 on page 86). MHSP, RHSP, AHSP, and RHSP or AHSP rates were each calculated by dividing the number of students graduating under each program (or combination thereof) by the sum of graduates in the three programs. Each of the three rates for FHSP graduates was derived by dividing the number of graduates with the specified program options by the sum of all FHSP graduates. The rate for students graduating under the RHSP, AHSP, or FHSP with an endorsement (with or without a distinguished level of achievement) was calculated by dividing the sum of students graduating under each of the programs as specified by all graduates with diploma information. By the fall of 2018, 289,528 students in the class of 2017 had graduated under the MHSP, RHSP, or AHSP. Of these students, 87.7 percent graduated under the RHSP or AHSP, a decrease of 0.8 percentage points from the fall of 2017 (Table 36 on facing page and TEA, 2018, Table 27). Of the 40,874 FHSP graduates who were eligible to earn an endorsement, 35.0 percent graduated without an endorsement, 6.0 percent graduated with an endorsement but did not earn a DLA, and 59.0 percent graduated with an endorsement and earned a DLA. Of all 330,402 graduates with diploma program information, 84.9 percent graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a DLA) by the fall of 2018, a decrease of 1.0 percentage point from the fall of 2017.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

State summary. Students who began Grade 9 in Texas public schools for the first time in 2012-13 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2016. The total number of students with final statuses changed between fall 2016 and fall 2018 because: (a) some students who continued high school in fall 2016 left Texas public schools by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left Texas public schools by fall 2016 without graduating returned to Texas public schools and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

By the fall of 2016, 89.1 percent of the class of 2016 had graduated, 4.2 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.2 percent had dropped out (Table 37 on page 101). By the fall of 2018, 92.1 percent of the class had graduated, 0.5 percent were still in high school, 0.8 percent had received a TxCHSE, and 6.6 percent had dropped out (Table 37 on page 101 and Table 40 on page 105). The six-year graduation rate for the class of 2016 was 3.0 percentage points higher than the four-year graduation rate.

Table 36

Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2017 Grade 9 Five-Year Extended Longitudinal Cohort, as of Fall 2018

Group	Minimum Number	Minimum Percent	Recommended Number	Recommended Percent	Advanced Number	Advanced Percent	FHSP[a] without endorsement Number	FHSP[a] without endorsement Percent
African American	6,734	18.2	28,195	76.2	2,063	5.6	2,434	53.4
American Indian	168	16.0	762	72.6	120	11.4	82	41.2
Asian	485	3.7	7,860	60.6	4,635	35.7	319	32.7
Hispanic	16,777	11.8	104,879	73.5	20,966	14.7	7,641	39.7
Pacific Islander	61	13.0	371	78.9	38	8.1	20	36.4
White	10,794	12.0	63,036	70.1	16,134	17.9	3,533	23.5
Multiracial	670	12.3	3,889	71.4	891	16.3	269	33.7
Econ. disad.[b]	21,919	15.3	105,377	73.4	16,323	11.4	8,596	40.6
Not econ. disad.	13,770	9.4	103,615	71.0	28,524	19.5	5,702	28.9
Female	13,683	9.4	105,652	72.4	26,593	18.2	6,217	30.9
Male	22,006	15.3	103,340	72.0	18,254	12.7	8,081	38.9
Bilingual or ESL[c]	2,537	18.6	10,615	77.8	499	3.7	1,115	51.1
CTE[d]	15,732	10.8	106,596	73.3	23,055	15.9	5,675	24.9
Gifted and talented	324	1.1	16,045	53.4	13,702	45.6	309	11.4
Special education	14,997	73.0	5,365	26.1	173	0.8	1,869	68.3
Title I	14,427	11.7	89,926	72.7	19,408	15.7	5,779	30.7
At-risk	26,344	23.9	79,269	71.8	4,713	4.3	9,803	50.8
EL[e]								
In K-12[f]	9,458	10.8	64,641	73.8	13,440	15.4	4,439	43.9
In 9-12[g]	3,741	17.6	16,388	76.9	1,176	5.5	1,598	50.6
In last year[h]	2,935	19.7	11,453	76.8	527	3.5	1,252	51.5
Foster care								
In 9-12[i]	309	44.7	354	51.2	28	4.1	93	48.9
In last year[j]	135	45.9	147	50.0	12	4.1	39	54.2
Homeless in 9-12[k]	2,943	28.0	7,090	67.5	464	4.4	1,175	50.0
Immigrant	365	12.5	2,354	80.7	199	6.8	245	48.4
Migrant	184	11.4	1,140	70.9	284	17.7	42	30.0
Military-connected	475	11.0	3,371	77.9	484	11.2	156	35.1
State	35,689	12.3	208,992	72.2	44,847	15.5	14,298	35.0

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 2 students graduated under the transitional FHSP in 2013-14, 316 students were not eligible to pursue an endorsement, and 3 students were missing diploma program information.
[a]Foundation High School Program. [b]Economically disadvantaged. [c]English as a second language. [d]Career and technical education. [e]English learner. [f]Students identified as ELs at any time while attending Texas public schools (TPS). [g]Students identified as ELs at any time while attending Grades 9-12 in TPS. [h]Students identified as ELs in their last year in TPS. [i]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [j]Students identified as in foster care in their last year in TPS. [k]Students identified as homeless at any time while attending Grades 9-12 in TPS.

continues

Table 36 (continued)

Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2017 Grade 9 Five-Year Extended Longitudinal Cohort, as of Fall 2018

| | FHSP[a] with endorsement | | | | | | Recommended, | |
| | No distinguished level of achievement | | Distinguished level of achievement | | Recommended or Advanced | | Advanced, or FHSP with endorsement | |
Group	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	303	6.6	1,820	39.9	30,258	81.8	32,381	77.9
American Indian	12	6.0	105	52.8	882	84.0	999	80.0
Asian	51	5.2	607	62.1	12,495	96.3	13,153	94.2
Hispanic	1,121	5.8	10,476	54.5	125,845	88.2	137,442	84.9
Pacific Islander	1	1.8	34	61.8	409	87.0	444	84.6
White	912	6.1	10,604	70.5	79,170	88.0	90,686	86.4
Multiracial	53	6.6	477	59.7	4,780	87.7	5,310	85.0
Econ. disad.[b]	1,445	6.8	11,128	52.6	121,700	84.7	134,273	81.5
Not econ. disad.	1,008	5.1	12,995	65.9	132,139	90.6	146,142	88.2
Female	1,069	5.3	12,825	63.8	132,245	90.6	146,139	88.0
Male	1,384	6.7	11,298	54.4	121,594	84.7	134,276	81.7
Bilingual or ESL[c]	217	9.9	852	39.0	11,114	81.4	12,183	76.9
CTE[d]	1,282	5.6	15,876	69.5	129,651	89.2	146,809	87.3
Gifted and talented	91	3.4	2,316	85.3	29,747	98.9	32,154	98.1
Special education	230	8.4	638	23.3	5,538	27.0	6,406	27.5
Title I	1,296	6.9	11,721	62.4	109,334	88.3	122,351	85.8
At-risk	1,480	7.7	8,007	41.5	83,982	76.1	93,469	72.1
EL[e]								
In K-12[f]	660	6.5	5,005	49.5	78,081	89.2	83,746	85.8
In 9-12[g]	296	9.4	1,267	40.1	17,564	82.4	19,127	78.2
In last year[h]	239	9.8	939	38.6	11,980	80.3	13,158	75.9
Foster care								
In 9-12[i]	13	6.8	84	44.2	382	55.3	479	54.4
In last year[j]	4	5.6	29	40.3	159	54.1	192	52.5
Homeless in 9-12[k]	142	6.0	1,034	44.0	7,554	72.0	8,730	67.9
Immigrant	56	11.1	205	40.5	2,553	87.5	2,814	82.2
Migrant	8	5.7	90	64.3	1,424	88.6	1,522	87.1
Military-connected	26	5.9	262	59.0	3,855	89.0	4,143	86.8
State	2,453	6.0	24,123	59.0	253,839	87.7	280,415	84.9

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 2 students graduated under the transitional FHSP in 2013-14, 316 students were not eligible to pursue an endorsement, and 3 students were missing diploma program information.

[a]Foundation High School Program. [b]Economically disadvantaged. [c]English as a second language. [d]Career and technical education. [e]English learner. [f]Students identified as ELs at any time while attending Texas public schools (TPS). [g]Students identified as ELs at any time while attending Grades 9-12 in TPS. [h]Students identified as ELs in their last year in TPS. [i]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [j]Students identified as in foster care in their last year in TPS. [k]Students identified as homeless at any time while attending Grades 9-12 in TPS.

Table 37

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2016

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
As of fall 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
As of fall 2017	45,983	40,579	88.2	586	1.3	313	0.7	4,505	9.8	41,478	90.2
As of fall 2018	45,954	40,807	88.8	259	0.6	406	0.9	4,482	9.8	41,472	90.2
American Indian											
As of fall 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
As of fall 2017	1,395	1,250	89.6	24	1.7	13	0.9	108	7.7	1,287	92.3
As of fall 2018	1,397	1,260	90.2	11	0.8	14	1.0	112	8.0	1,285	92.0
Asian											
As of fall 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
As of fall 2017	13,759	13,337	96.9	103	0.7	10	0.1	309	2.2	13,450	97.8
As of fall 2018	13,757	13,371	97.2	66	0.5	11	0.1	309	2.2	13,448	97.8
Hispanic											
As of fall 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
As of fall 2017	172,612	155,124	89.9	2,494	1.4	1,031	0.6	13,963	8.1	158,649	91.9
As of fall 2018	172,476	156,168	90.5	1,006	0.6	1,248	0.7	14,054	8.1	158,422	91.9
Pacific Islander											
As of fall 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
As of fall 2017	475	437	92.0	4	0.8	4	0.8	30	6.3	445	93.7
As of fall 2018	476	439	92.2	2	0.4	7	1.5	28	5.9	448	94.1
White											
As of fall 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
As of fall 2017	109,179	103,596	94.9	885	0.8	974	0.9	3,724	3.4	105,455	96.6
As of fall 2018	109,163	103,929	95.2	476	0.4	1,117	1.0	3,641	3.3	105,522	96.7
Multiracial											
As of fall 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
As of fall 2017	6,277	5,831	92.9	85	1.4	68	1.1	293	4.7	5,984	95.3
As of fall 2018	6,266	5,865	93.6	25	0.4	82	1.3	294	4.7	5,972	95.3
Economically disadvantaged											
As of fall 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
As of fall 2017	177,434	157,882	89.0	2,392	1.3	1,303	0.7	15,857	8.9	161,577	91.1
As of fall 2018	177,363	158,948	89.6	990	0.6	1,573	0.9	15,852	8.9	161,511	91.1

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

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2016 and fall 2018 because: (a) some students who continued high school in fall 2016 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2016 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

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Table 37 (continued)

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2016

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Not economically disadvantaged											
As of fall 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2
As of fall 2017	172,246	162,272	94.2	1,789	1.0	1,110	0.6	7,075	4.1	165,171	95.9
As of fall 2018	172,126	162,891	94.6	855	0.5	1,312	0.8	7,068	4.1	165,058	95.9
Female											
As of fall 2016	171,633	156,924	91.4	5,569	3.2	577	0.3	8,563	5.0	163,070	95.0
As of fall 2017	171,306	159,830	93.3	1,703	1.0	818	0.5	8,955	5.2	162,351	94.8
As of fall 2018	171,233	160,561	93.8	768	0.4	968	0.6	8,936	5.2	162,297	94.8
Male											
As of fall 2016	179,051	155,681	86.9	9,193	5.1	1,130	0.6	13,047	7.3	166,004	92.7
As of fall 2017	178,374	160,324	89.9	2,478	1.4	1,595	0.9	13,977	7.8	164,397	92.2
As of fall 2018	178,256	161,278	90.5	1,077	0.6	1,917	1.1	13,984	7.8	164,272	92.2
State											
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4
As of fall 2018	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	326,569	93.4

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

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2016 and fall 2018 because: (a) some students who continued high school in fall 2016 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2016 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2016, the percentage-point increase between the four-year and six-year graduation rates was highest for Hispanic students (3.6 points), followed by African American (3.4 points), multiracial (2.8 points), White (1.8 points), and Asian (1.5 points) students (Table 35 on page 96). Over the two-year period, the graduation rate for students identified as economically disadvantaged increased by 3.6 percentage points to 89.6 percent, and the rate for those not identified as economically disadvantaged increased by 2.2 percentage points to 94.6 percent. Graduation rates increased by 3.6 percentage points for males and by 2.4 percentage points for females.

Rates by program participation and student characteristic. The six-year graduation rate for students participating in special education programs was 6.7 percentage points higher than the four-year rate, increasing from 77.9 percent to 84.6 percent (Table 38). Students identified as English learners in Grades 9-12 had a six-year graduation rate of 81.2 percent, 7.5 percentage points higher than their four-year rate (Table 39 on page 104). The six-year graduation rates for both groups continued to be lower than the state average (92.1%).

Table 38

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2016

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Bilingual or ESL[c]											
As of fall 2016	17,338	12,838	74.0	1,886	10.9	29	0.2	2,585	14.9	14,753	85.1
As of fall 2017	17,036	13,753	80.7	447	2.6	41	0.2	2,795	16.4	14,241	83.6
As of fall 2018	16,968	13,926	82.1	131	0.8	52	0.3	2,859	16.8	14,109	83.2
Career and technical education											
As of fall 2016	160,238	153,176	95.6	2,449	1.5	303	0.2	4,310	2.7	155,928	97.3
As of fall 2017	160,241	154,832	96.6	553	0.3	452	0.3	4,404	2.7	155,837	97.3
As of fall 2018	160,200	155,086	96.8	215	0.1	559	0.3	4,340	2.7	155,860	97.3
Gifted and talented											
As of fall 2016	31,486	31,184	99.0	67	0.2	62	0.2	173	0.5	31,313	99.5
As of fall 2017	31,490	31,241	99.2	4	<0.1	80	0.3	165	0.5	31,325	99.5
As of fall 2018	31,491	31,248	99.2	1	<0.1	86	0.3	156	0.5	31,335	99.5
Special education											
As of fall 2016	29,071	22,637	77.9	3,379	11.6	76	0.3	2,979	10.2	26,092	89.8
As of fall 2017	29,174	24,025	82.4	1,884	6.5	119	0.4	3,146	10.8	26,028	89.2
As of fall 2018	29,140	24,652	84.6	1,179	4.0	144	0.5	3,165	10.9	25,975	89.1
Title I											
As of fall 2016	151,919	131,618	86.6	6,267	4.1	865	0.6	13,169	8.7	138,750	91.3
As of fall 2017	152,425	135,466	88.9	1,829	1.2	1,191	0.8	13,939	9.1	138,486	90.9
As of fall 2018	152,451	136,346	89.4	724	0.5	1,435	0.9	13,946	9.1	138,505	90.9
State											
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4
As of fall 2018	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	326,569	93.4

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2016 and fall 2018 because: (a) some students who continued high school in fall 2016 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2016 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]English as a second language.

Table 39

Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2016

Status date	Class[b]	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received TxCHSE[a] Number	Received TxCHSE[a] Rate (%)	Dropped out Number	Dropped out Rate (%)	Graduated, continued, or received TxCHSE Number	Graduated, continued, or received TxCHSE Rate (%)
At-risk											
As of fall 2016	150,574	125,750	83.5	10,586	7.0	893	0.6	13,345	8.9	137,229	91.1
As of fall 2017	149,479	131,116	87.7	2,987	2.0	1,277	0.9	14,099	9.4	135,380	90.6
As of fall 2018	149,124	132,259	88.7	1,259	0.8	1,526	1.0	14,080	9.4	135,044	90.6
Ever EL in K-12[c]											
As of fall 2016	104,313	90,027	86.3	6,009	5.8	284	0.3	7,993	7.7	96,320	92.3
As of fall 2017	103,908	93,130	89.6	1,640	1.6	410	0.4	8,728	8.4	95,180	91.6
As of fall 2018	103,818	93,823	90.4	628	0.6	518	0.5	8,849	8.5	94,969	91.5
Ever EL in 9-12[d]											
As of fall 2016	27,110	19,974	73.7	2,956	10.9	61	0.2	4,119	15.2	22,991	84.8
As of fall 2017	26,841	21,412	79.8	787	2.9	82	0.3	4,560	17.0	22,281	83.0
As of fall 2018	26,773	21,747	81.2	257	1.0	103	0.4	4,666	17.4	22,107	82.6
EL in last year[e]											
As of fall 2016	19,715	14,058	71.3	1,972	10.0	43	0.2	3,642	18.5	16,073	81.5
As of fall 2017	19,624	15,128	77.1	469	2.4	59	0.3	3,968	20.2	15,656	79.8
As of fall 2018	19,607	15,344	78.3	141	0.7	73	0.4	4,049	20.7	15,558	79.3
Homeless in 9-12[f]											
As of fall 2016	15,126	11,043	73.0	1,537	10.2	122	0.8	2,424	16.0	12,702	84.0
As of fall 2017	15,206	11,897	78.2	442	2.9	188	1.2	2,679	17.6	12,527	82.4
As of fall 2018	15,241	12,106	79.4	174	1.1	256	1.7	2,705	17.7	12,536	82.3
Immigrant											
As of fall 2016	3,528	2,565	72.7	331	9.4	3	0.1	629	17.8	2,899	82.2
As of fall 2017	3,475	2,739	78.8	62	1.8	3	0.1	671	19.3	2,804	80.7
As of fall 2018	3,457	2,765	80.0	8	0.2	5	0.1	679	19.6	2,778	80.4
Migrant											
As of fall 2016	2,421	2,037	84.1	107	4.4	10	0.4	267	11.0	2,154	89.0
As of fall 2017	2,411	2,108	87.4	20	0.8	14	0.6	269	11.2	2,142	88.8
As of fall 2018	2,418	2,120	87.7	10	0.4	18	0.7	270	11.2	2,148	88.8
State											
As of fall 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
As of fall 2017	349,680	320,154	91.6	4,181	1.2	2,413	0.7	22,932	6.6	326,748	93.4
As of fall 2018	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	326,569	93.4

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2016 and fall 2018 because: (a) some students who continued high school in fall 2016 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2016 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [c]Students identified as English learners (ELs) at any time while attending TPS. [d]Students identified as ELs at any time while attending Grades 9-12 in TPS. [e]Students identified as ELs in their last year in TPS. [f]Students identified as homeless at any time while attending Grades 9-12 in TPS.

Table 40

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2013, as of Fall 2015, Class of 2014, as of Fall 2016, Class of 2015, as of Fall 2017, and Class of 2016, as of Fall 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American											
Class of 2013	43,953	38,346	87.2	248	0.6	563	1.3	4,796	10.9	39,157	89.1
Class of 2014	43,489	37,981	87.3	265	0.6	507	1.2	4,736	10.9	38,753	89.1
Class of 2015	44,421	39,217	88.3	268	0.6	426	1.0	4,510	10.2	39,911	89.8
Class of 2016	45,954	40,807	88.8	259	0.6	406	0.9	4,482	9.8	41,472	90.2
American Indian											
Class of 2013	<1,500	—[b]	87.8	–	0.7	–	2.4	–	9.1	–	90.9
Class of 2014	1,422	1,279	89.9	2	0.1	17	1.2	124	8.7	1,298	91.3
Class of 2015	1,481	1,319	89.1	7	0.5	21	1.4	134	9.0	1,347	91.0
Class of 2016	1,397	1,260	90.2	11	0.8	14	1.0	112	8.0	1,285	92.0
Asian											
Class of 2013	12,032	11,505	95.6	64	0.5	42	0.3	421	3.5	11,611	96.5
Class of 2014	12,947	12,461	96.2	63	0.5	27	0.2	396	3.1	12,551	96.9
Class of 2015	13,423	12,991	96.8	59	0.4	36	0.3	337	2.5	13,086	97.5
Class of 2016	13,757	13,371	97.2	66	0.5	11	0.1	309	2.2	13,448	97.8
Hispanic											
Class of 2013	154,385	137,121	88.8	1,092	0.7	2,142	1.4	14,030	9.1	140,355	90.9
Class of 2014	158,922	141,282	88.9	1,198	0.8	1,850	1.2	14,592	9.2	144,330	90.8
Class of 2015	164,116	147,846	90.1	1,103	0.7	1,500	0.9	13,667	8.3	150,449	91.7
Class of 2016	172,476	156,168	90.5	1,006	0.6	1,248	0.7	14,054	8.1	158,422	91.9
Pacific Islander											
Class of 2013	<450	–	91.6	–	0.2	–	0.5	–	7.7	–	92.3
Class of 2014	433	391	90.3	2	0.5	5	1.2	35	8.1	398	91.9
Class of 2015	541	497	91.9	3	0.6	7	1.3	34	6.3	507	93.7
Class of 2016	476	439	92.2	2	0.4	7	1.5	28	5.9	448	94.1
White											
Class of 2013	109,841	103,969	94.7	481	0.4	1,598	1.5	3,793	3.5	106,048	96.5
Class of 2014	109,250	103,355	94.6	481	0.4	1,561	1.4	3,853	3.5	105,397	96.5
Class of 2015	109,069	103,678	95.1	432	0.4	1,305	1.2	3,654	3.4	105,415	96.6
Class of 2016	109,163	103,929	95.2	476	0.4	1,117	1.0	3,641	3.3	105,522	96.7
Multiracial											
Class of 2013	5,340	5,005	93.7	17	0.3	72	1.3	246	4.6	5,094	95.4
Class of 2014	5,679	5,296	93.3	24	0.4	71	1.3	288	5.1	5,391	94.9
Class of 2015	5,761	5,437	94.4	19	0.3	66	1.1	239	4.1	5,522	95.9
Class of 2016	6,266	5,865	93.6	25	0.4	82	1.3	294	4.7	5,972	95.3

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

[a]Texas Certificate of High School Equivalency. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available.

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Table 40 (continued)

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2013, as of Fall 2015, Class of 2014, as of Fall 2016, Class of 2015, as of Fall 2017, and Class of 2016, as of Fall 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out		Graduated, continued, or received TxCHSE	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Economically disadvantaged											
Class of 2013	161,770	143,693	88.8	1,021	0.6	2,452	1.5	14,604	9.0	147,166	91.0
Class of 2014	166,697	147,326	88.4	1,105	0.7	2,245	1.3	16,021	9.6	150,676	90.4
Class of 2015	168,821	150,453	89.1	1,045	0.6	1,916	1.1	15,407	9.1	153,414	90.9
Class of 2016	177,363	158,948	89.6	990	0.6	1,573	0.9	15,852	8.9	161,511	91.1
Not economically disadvantaged											
Class of 2013	n/a[c]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2014	165,445	154,719	93.5	930	0.6	1,793	1.1	8,003	4.8	157,442	95.2
Class of 2015	169,991	160,532	94.4	846	0.5	1,445	0.9	7,168	4.2	162,823	95.8
Class of 2016	172,126	162,891	94.6	855	0.5	1,312	0.8	7,068	4.1	165,058	95.9
Female											
Class of 2013	160,593	148,652	92.6	887	0.6	1,548	1.0	9,506	5.9	151,087	94.1
Class of 2014	162,849	150,645	92.5	880	0.5	1,386	0.9	9,938	6.1	152,911	93.9
Class of 2015	166,402	155,531	93.5	821	0.5	1,104	0.7	8,946	5.4	157,456	94.6
Class of 2016	171,233	160,561	93.8	768	0.4	968	0.6	8,936	5.2	162,297	94.8
Male											
Class of 2013	166,877	148,996	89.3	1,027	0.6	2,906	1.7	13,948	8.4	152,929	91.6
Class of 2014	169,293	151,400	89.4	1,155	0.7	2,652	1.6	14,086	8.3	155,207	91.7
Class of 2015	172,410	155,454	90.2	1,070	0.6	2,257	1.3	13,629	7.9	158,781	92.1
Class of 2016	178,256	161,278	90.5	1,077	0.6	1,917	1.1	13,984	7.8	164,272	92.2
State											
Class of 2013	327,470	297,648	90.9	1,914	0.6	4,454	1.4	23,454	7.2	304,016	93.0
Class of 2014	332,142	302,045	90.9	2,035	0.6	4,038	1.2	24,024	7.2	308,118	92.8
Class of 2015	338,812	310,985	91.8	1,891	0.6	3,361	1.0	22,575	6.7	316,237	92.8
Class of 2016	349,489	321,839	92.1	1,845	0.5	2,885	0.8	22,920	6.6	326,569	93.4

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

[a]Texas Certificate of High School Equivalency. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available.

Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates

Students who began Grade 9 in Texas public schools for the first time in 2011-12 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2015. The total number of students with final statuses changed between fall 2015 and fall 2018 because: (a) some students who continued high school in fall 2015 left Texas public schools by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left Texas public schools by fall 2015 without graduating returned to Texas public schools and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018.

In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

By the fall of 2015, 89.0 percent of the class of 2015 had graduated, 4.1 percent were still in high school, 0.6 percent had received a TxCHSE, and 6.3 percent had dropped out (Table 41). By the fall of 2018, 92.1 percent of the class of 2015 had graduated, 0.2 percent were still in high school, 1.1 percent had received a TxCHSE, and 6.6 percent had dropped out.

Table 41
Grade 9 Four-Year, Five-Year Extended, Six-Year Extended, and Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2015

Status date	Class[b]	Graduated		Continued		Received TxCHSE[a]		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
As of fall 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3
As of fall 2016	338,913	309,334	91.3	4,155	1.2	2,840	0.8	22,584	6.7
As of fall 2017	338,812	310,985	91.8	1,891	0.6	3,361	1.0	22,575	6.7
As of fall 2018	338,776	311,911	92.1	758	0.2	3,749	1.1	22,358	6.6

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

[a]Texas Certificate of High School Equivalency. [b]The total number of students with final statuses changed between fall 2015 and fall 2018 because: (a) some students who continued high school in fall 2015 left Texas public schools (TPS) by fall 2018 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2015 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2018.

Grade 7 Longitudinal Graduation and Dropout Rates

The class of 2018 Grade 7 cohort includes students who entered Grade 7 in Texas public schools for the first time in in 2012-13 plus students who, in the next five school years, entered the Texas public school system in the grade level expected for the cohort. For the class of 2018 Grade 7 cohort, 88.7 percent graduated, 4.5 percent continued in high school the year following their anticipated graduation date, 0.4 percent received a TxCHSE, and 6.4 percent dropped out (Table 42 on page 108). The graduation rate for the class of 2018 Grade 7 cohort was 0.2 percentage points higher than the rate for the class of 2017 Grade 7 cohort.

Table 42

Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2015 Through 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American									
Class of 2015	44,668	37,667	84.3	2,499	5.6	202	0.5	4,300	9.6
Class of 2016	46,150	39,106	84.7	2,582	5.6	184	0.4	4,278	9.3
Class of 2017	47,353	40,254	85.0	2,643	5.6	200	0.4	4,256	9.0
Class of 2018	48,556	41,531	85.5	2,658	5.5	189	0.4	4,178	8.6
American Indian									
Class of 2015	1,478	1,273	86.1	67	4.5	10	0.7	128	8.7
Class of 2016	1,397	1,210	86.6	68	4.9	7	0.5	112	8.0
Class of 2017	1,417	1,205	85.0	76	5.4	7	0.5	129	9.1
Class of 2018	1,397	1,167	83.5	89	6.4	6	0.4	135	9.7
Asian									
Class of 2015	13,455	12,775	94.9	344	2.6	23	0.2	313	2.3
Class of 2016	13,760	13,129	95.4	334	2.4	6	<0.1	291	2.1
Class of 2017	14,407	13,790	95.7	346	2.4	12	0.1	259	1.8
Class of 2018	15,911	15,273	96.0	368	2.3	15	0.1	255	1.6
Hispanic									
Class of 2015	165,028	141,324	85.6	9,899	6.0	820	0.5	12,985	7.9
Class of 2016	173,168	149,252	86.2	9,896	5.7	710	0.4	13,310	7.7
Class of 2017	182,177	156,949	86.2	10,012	5.5	693	0.4	14,523	8.0
Class of 2018	190,757	164,874	86.4	10,017	5.3	708	0.4	15,158	7.9
Pacific Islander									
Class of 2015	542	476	87.8	22	4.1	5	0.9	39	7.2
Class of 2016	482	418	86.7	34	7.1	1	0.2	29	6.0
Class of 2017	574	507	88.3	29	5.1	3	0.5	35	6.1
Class of 2018	576	494	85.8	27	4.7	4	0.7	51	8.9
White									
Class of 2015	109,269	101,498	92.9	3,137	2.9	805	0.7	3,829	3.5
Class of 2016	109,433	101,633	92.9	3,267	3.0	696	0.6	3,837	3.5
Class of 2017	111,175	103,169	92.8	3,504	3.2	672	0.6	3,830	3.4
Class of 2018	111,864	103,958	92.9	3,327	3.0	688	0.6	3,891	3.5
Multiracial									
Class of 2015	5,810	5,302	91.3	205	3.5	34	0.6	269	4.6
Class of 2016	6,279	5,667	90.3	268	4.3	42	0.7	302	4.8
Class of 2017	6,678	6,070	90.9	293	4.4	35	0.5	280	4.2
Class of 2018	7,098	6,429	90.6	283	4.0	37	0.5	349	4.9

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

[a]Texas Certificate of High School Equivalency.

continues

Table 42 (continued)
Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2015 Through 2018

Class year	Class	Graduated		Continued		Received TxCHSE[a]		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Economically disadvantaged									
Class of 2015	169,731	143,722	84.7	9,887	5.8	1,094	0.6	15,028	8.9
Class of 2016	178,024	151,639	85.2	10,031	5.6	903	0.5	15,451	8.7
Class of 2017	186,964	159,352	85.2	10,437	5.6	914	0.5	16,261	8.7
Class of 2018	201,757	172,461	85.5	10,889	5.4	958	0.5	17,449	8.6
Not economically disadvantaged									
Class of 2015	170,519	156,593	91.8	6,286	3.7	805	0.5	6,835	4.0
Class of 2016	172,645	158,776	92.0	6,418	3.7	743	0.4	6,708	3.9
Class of 2017	176,817	162,592	92.0	6,466	3.7	708	0.4	7,051	4.0
Class of 2018	174,402	161,265	92.5	5,880	3.4	689	0.4	6,568	3.8
State									
Class of 2015	340,250	300,315	88.3	16,173	4.8	1,899	0.6	21,863	6.4
Class of 2016	350,669	310,415	88.5	16,449	4.7	1,646	0.5	22,159	6.3
Class of 2017	363,781	321,944	88.5	16,903	4.6	1,622	0.4	23,312	6.4
Class of 2018	376,159	333,726	88.7	16,769	4.5	1,647	0.4	24,017	6.4

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

[a]Texas Certificate of High School Equivalency.

Attrition Rates

An attrition rate is the percentage change in fall enrollment between two grades across years. It provides a measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting the number of students enrolled in Grade 12 in Texas public schools in the fall of one school year from Grade 9 enrollment three years earlier, and dividing by the Grade 9 enrollment (Table 43). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 44). The attrition rate calculations are on page 8.

Table 43
Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status,
Texas Public Schools, 2017-18

| Group | Fall enrollment | | | Attrition rate (%) |
	Grade 9, 2014-15	Grade 12, 2017-18	Change	
African American	54,705	42,746	11,959	21.9
American Indian	1,646	1,256	390	23.7
Asian	15,400	15,842	-442	-2.9
Hispanic	216,296	171,047	45,249	20.9
Pacific Islander	532	519	13	2.4
White	124,068	106,999	17,069	13.8
Multiracial	7,295	6,605	690	9.5
Economically disadvantaged	232,385	164,379	68,006	29.3
Not economically disadvantaged	187,557	180,635	6,922	3.7
State	419,942	345,014	74,928	17.8

The attrition rate does not take into account any of the reasons beginning and ending enrollments differ (Table 45). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier because some students left Texas public schools for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year are excluded from the Grade 9 enrollment count. Moreover, students who enter the school system after the first year and leave before Grade 12 are excluded from rate calculations. Additionally, because the attrition rate is based on data from the fall before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 in the fall goes on to graduate. The attrition rates were not adjusted for growth in student enrollment over the time period covered.

Table 44

Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2017-18

| | Fall enrollment | | | |
Group	Grade 7, 2012-13	Grade 12, 2017-18	Change	Attrition rate (%)
African American	48,178	42,746	5,432	11.3
American Indian	1,525	1,256	269	17.6
Asian	13,664	15,842	-2,178	-15.9
Hispanic	190,309	171,047	19,262	10.1
Pacific Islander	443	519	-76	-17.2
White	116,707	106,999	9,708	8.3
Multiracial	6,362	6,605	-243	-3.8
Economically disadvantaged	223,684	164,379	59,305	26.5
Not economically disadvantaged	153,504	180,635	-27,131	-17.7
State	377,188	345,014	32,174	8.5

Table 45

Comparison of Class of 2018 Four-Year Longitudinal Rate and 2017-18 Attrition Rate Calculations, Texas Public Schools

Four-year longitudinal rates, based on tracking individual students			Attrition rate, based on aggregate numbers		
	Students who: (a) began Grade 9 in Texas public schools (TPS) in 2014-15, with repeaters excluded; or (b) entered TPS in Grade 10 in 2015-16, Grade 11 in 2016-17, or Grade 12 in 2017-18.	425,165		Students in Grade 9 in TPS in fall 2014, with students repeating Grade 9 included.	419,942
minus	Students reported to have left TPS in 2014-15, 2015-16, 2016-17, or 2017-18 for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out.	48,767	**minus**	Students in Grade 12 in TPS in fall 2017. Individual students are not tracked. Students enrolled in Grade 12 in TPS in fall 2017 may or may not have been enrolled in Grade 9 in TPS in fall 2014.	345,014
minus	Students who could not be tracked across years because of data errors.[a]	3,479			
equals	Class of 2018	372,919	**equals**	Change in enrollment	74,928
final statuses	Graduated	335,500			
	Continued	14,350			
	Received TxCHSE	1,657			
	Dropped out	21,412			
	Graduation rate	90.0			
	Continuation rate	3.8		Attrition rate	17.8
	Received TxCHSE rate	0.4			
	Dropout rate	5.7			

[a]Data errors can result from missing student records (i.e. underreported students) or misreported student identification information. Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or high use of certain leaver codes are subject to compliance reviews.

Data Quality Measures

Data Quality in the Annual Rates

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. In 2004-05, there were only 3,449 underreported student records. This was a substantial decrease from the 67,281 underreported student records in 1997-98. On a percentage basis, students in Grades 7-12 who had not been accounted for the next fall decreased from 3.6 percent in 1997-98 to 0.2 percent in 2004-05. As a result of major changes in leaver reporting following adoption of the national dropout definition in 2005-06, underreported student rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.

Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received high school equivalency certificates. Districts must report the statuses of all other Grade 7-12 students. From 2005-06 to 2017-18, the percentage of students who were not accounted for decreased overall from 0.8 percent to 0.3 percent (Table 46). Across the five largest racial/ethnic groups in 2017-18, some groups accounted for larger percentages of underreported students than of reported students. The percentage-point difference was greatest for African American students (17.7% vs. 12.6%) (Table 47).

Table 46
Reported and Underreported Students,
Grades 7-12, Texas Public Schools, 2005-06
Through 2017-18

Year	Students accounted for[a]		Underreported students	
	Number	Percent	Number	Percent
2005-06	2,006,156	99.2	15,887	0.8
2006-07	2,012,621	99.3	13,316	0.7
2007-08	2,031,807	99.4	12,668	0.6
2008-09	2,054,752	99.5	10,045	0.5
2009-10	2,086,735	99.6	8,667	0.4
2010-11	2,117,269	99.6	8,149	0.4
2011-12	2,145,440	99.6	7,620	0.4
2012-13	2,184,207	99.7	7,351	0.3
2013-14	2,231,873	99.6	8,429	0.4
2014-15	2,278,043	99.7	7,834	0.3
2015-16	2,325,546	99.7	6,686	0.3
2016-17	2,372,390	99.8	5,588	0.2
2017-18	2,404,513	99.7	6,321	0.3

[a]Students enrolled in Grades 7-12 in one school year who were accounted for by districts or the Texas Education Agency the following fall.

Table 47
Reported and Underreported Students,
Grades 7-12, by Race/Ethnicity, Texas Public
Schools, 2017-18

Group	Students accounted for[a]		Underreported students	
	Number	Percent	Number	Percent
African American	303,755	12.6	1,119	17.7
American Indian	8,099	0.3	26	0.4
Asian	104,279	4.3	155	2.5
Hispanic	1,246,588	51.8	3,275	51.8
Pacific Islander	3,510	0.2	13	0.2
White	687,892	28.6	1,606	25.4
Multiracial	50,390	2.1	127	2.0
State	2,404,513	100	6,321	100

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

[a]Students enrolled in Grades 7-12 in 2017-18 who were accounted for by districts or the Texas Education Agency the following fall.

Data Quality in the Longitudinal Rates

Calculating longitudinal rates requires tracking a cohort of students over a number of years, from the time they enter Grade 9 until after their anticipated graduation date. Using information submitted through the Texas Student Data System and other data files, most students are assigned one of four final statuses: graduate, continuer, TxCHSE recipient, or dropout.

Two groups of students from a cohort are not assigned final statuses: students who cannot be tracked from year to year because districts submitted their records to the Texas Education Agency with identification errors; and students for whom districts did not submit final status records, who are considered underreported. For the class of 2018 Grade 9 cohort, 246 students (0.1%) could not be tracked because of identification errors, and 3,233 students (0.8%) were underreported by districts (Table 48 on page 114).

In addition to tracking students in the class of 2018, TEA tracked continuers in the class of 2017 through 2017-18 to determine whether they dropped out that year. There were 14,454 students in the class of 2017 who remained enrolled in fall 2017. Of these, 2,344 dropped out in 2017-18, resulting in a dropout rate for continuing students of 16.2 percent.

Table 48
Grade 9 Four-Year Longitudinal Cohort, Texas Public Schools, Classes of 2014 Through 2018

Cohort ending year		Cohort						
		Class				Data errors		
	Graduated	Continued	Received TxCHSE[a]	Dropped out	Other leavers[b]	Student ID errors	Underreported students	Cohort
2014	294,240	14,487	2,582	21,977	48,998	749	4,144	387,177
2015	302,262	14,013	1,994	21,357	48,906	583	3,828	392,943
2016	312,605	14,762	1,707	21,610	47,504	471	3,675	402,334
2017	323,373	14,454	1,608	21,171	47,970	361	3,139	412,076
2018	335,500	14,350	1,657	21,412	48,767	246	3,233	425,165

[a]Texas Certificate of High School Equivalency. [b]Other leavers are students who left the Texas public school system for reasons other than graduating, receiving a TxCHSE, or dropping out. For more information on other leavers, see Table A-1 in Appendix A.

Uses of Texas Annual Dropout Data
and Longitudinal Graduation and Dropout Data

State Accountability System

Federal Accountability and Reporting

National Center for
Education Statistics Reporting

State Accountability System

The public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps (TEA, 2019c). Annual dropout rates, longitudinal graduation rates, and diploma program rates are components of the state accountability system.

In 2019, the following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses and districts: the class of 2018 four-year graduation rate, the class of 2017 five-year graduation rate, or the class of 2016 six-year graduation rate. For alternative education campuses and districts, the class of 2018 four-year, class of 2017 five-year extended, and class of 2016 six-year extended graduation, continuation, or Texas Certificate of High School Equivalency (TxCHSE) recipient rates were used. If a campus or district did not have a longitudinal rate, its Grade 9-12 annual dropout rate was used in the domain. Campuses and districts were evaluated on these rates for all students as one group; no separate student groups were evaluated.

The federal four-year graduation rate, calculated with federal accountability exclusions, was used in the Closing the Gaps domain for campuses and districts in 2019 for state accountability ratings. Campuses and districts were evaluated on this rate for different student groups, including all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as English learners. For more information on federal accountability and reporting, see page 122.

Campuses and districts that received a rating of *A*, *B*, *C*, or *D* were eligible to earn distinction designations under the state accountability system in 2019. The four-year longitudinal graduation rate used in the Student Achievement domain and a diploma program rate were included as indicators for the postsecondary readiness distinction designation. The diploma program rate measured the percentage of Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) graduates and Foundation (FHSP) graduates with and without an endorsement who graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a distinguished level of achievement [DLA]) and was calculated as follows.

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

Under Texas Education Code (TEC) §39.053(g-1) (2018), a student who meets at least one of the following criteria is excluded from campus and district rate calculations used for state accountability purposes: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout; (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county

detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; or (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult. In addition, any student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations used for state accountability purposes (TEC §§39.053(g-3) and 39.055, 2018).

A student is also excluded from campus and district longitudinal rate calculations if the student: (a) is at least 18 years of age as of September 1 of the school year and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services (TEC §39.053(g-2), 2018).

A total of 25,701 students, 5,478 of whom were dropouts, were excluded from the 2017-18 campus and district Grade 9-12 annual dropout rates for state accountability ratings in 2019 (Table 49 on page 118). For each student enrolled in Texas public schools in 2017-18, the exclusion criteria he or she met were summed across all districts attended. The majority of excluded students, represented in the first six rows of the table, met one exclusion criterion at a single district. Some students met multiple exclusion criteria at one district or across multiple districts. Such students were counted only in the "two or more exclusions" category in the "students" column. Exclusions for dropouts were counted somewhat differently. A student was attributed as a dropout only to the last district he or she attended; therefore, the student was counted as a dropout only in the exclusion category reported by that district. If the district reported multiple exclusion criteria for the student, he or she was counted only in the "two or more exclusions" category. The following example illustrates the difference in methods and helps explain why the number of excluded dropouts exceeded the number of excluded students in some cases. A student reported as ineligible for FSP funding at one district transfers to another district. In the second district, the student is determined to be eligible for FSP funding but is court-ordered to attend a GED program, does not receive a GED certificate, and drops out. In this case, in the "students" column, the student would be counted only in the "two or more exclusions" category, rather than in the separate categories, "ineligible for FSP funding" and "court-ordered GED program, no GED certificate earned." In the "dropouts" column, the same student would be counted only in the category "court-ordered GED program, no GED certificate earned."

A total of 7,863 students in the class of 2018, 8,004 students in the class of 2017, and 8,493 students in the class of 2016 were excluded from campus and district longitudinal rates calculated for state accountability purposes in 2019 (Table 50 on page 118, Table 51 on page 119, and Table 52 on page 120, respectively). For each student in the three classes, all exclusions that applied in the district of his or her final status were counted. The majority of students, represented in the first seven rows of each table, met one exclusion criterion in their districts of final status. Students who met multiple exclusion criteria were counted only in the "two or more exclusions" category. Some exclusions applied only to students assigned specific final statuses or whose final statuses were in specific years. For example, only students enrolled in the fifth, sixth, or seventh years of the cohort

Table 49
Students and Dropouts Excluded From Campus and District Annual Dropout Rates for State Accountability Purposes, Grades 9-12, Texas Public Schools, 2017-18

Exclusion[a]	Students		Dropouts	
	Number	Percent	Number	Percent
Court-ordered GED[b] program, no GED certificate earned	855	3.3	885	16.2
Previously reported to the state as a dropout	7,540	29.3	1,879	34.3
Ineligible for FSP[c] funding	2,315	9.0	432	7.9
Unschooled refugee or asylee[d]	1,597	6.2	105	1.9
In a juvenile detention or residential treatment facility	12,163	47.3	1,550	28.3
Incarcerated in state jail or federal penitentiary as an adult	195	0.8	214	3.9
Two or more exclusions	1,036	4.0	413	7.5
State	25,701	100	5,478	100

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

[a]Students may be eligible for exclusion based on more than one criterion. [b]General Educational Development. [c]Foundation School Program. [d]To be excluded, the student must also be reported as an English learner.

Table 50
Students Excluded From Campus and District Grade 9 Four-Year Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2018

Exclusion[b]	Graduates		Continuers		TxCHSE[a] recipients		Dropouts		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Court-ordered GED[c] program, no GED certificate earned	n/a[d]	n/a	n/a	n/a	n/a	n/a	570	100	570	7.2
Previously reported to the state as a dropout	732	32.1	551	24.2	35	1.5	959	42.1	2,277	29.0
Ineligible for FSP[e] funding	0	0.0	1,029	100	0	0.0	0	0.0	1,029	13.1
Unschooled refugee or asylee[f]	142	54.6	31	11.9	1	0.4	86	33.1	260	3.3
In a juvenile detention or residential treatment facility	264	16.6	30	1.9	250	15.7	1,051	65.9	1,595	20.3
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	172	100	172	2.2
IEP[g] continuers	n/a	n/a	1,523	100	n/a	n/a	n/a	n/a	1,523	19.4
Two or more exclusions	9	2.1	146	33.4	23	5.3	259	59.3	437	5.6
State	1,147	14.6	3,310	42.1	309	3.9	3,097	39.4	7,863	100

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

[a]Texas Certificate of High School Equivalency. [b]Students may be eligible for exclusion based on more than one criterion. [c]General Educational Development certificate [d]Not applicable. [e]Foundation School Program. [f]To be excluded, the student must also be reported as an English learner. [g]Individualized education program.

Table 51

Students Excluded From Campus and District Grade 9 Five-Year Extended Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2017, as of Fall 2018

Exclusion[b]	Graduates		Continuers		TxCHSE[a] recipients		Dropouts		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Court-ordered GED[c] program, no GED certificate earned	n/a[d]	n/a	n/a	n/a	n/a	n/a	728	100	728	9.1
Previously reported to the state as a dropout	1,051	38.4	371	13.6	60	2.2	1,255	45.9	2,737	34.2
Ineligible for FSP[e] funding	364	41.4	302	34.4	8	0.9	205	23.3	879	11.0
Unschooled refugee or asylee[f]	161	65.2	0	0.0	0	0.0	86	34.8	247	3.1
In a juvenile detention or residential treatment facility	259	18.3	6	0.4	253	17.9	894	63.3	1,412	17.6
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	169	100	169	2.1
IEP[g] continuers	n/a	n/a	1,312	100	n/a	n/a	n/a	n/a	1,312	16.4
Two or more exclusions	15	2.9	143	27.5	26	5.0	336	64.6	520	6.5
State	1,850	23.1	2,134	26.7	347	4.3	3,673	45.9	8,004	100

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

[a]Texas Certificate of High School Equivalency. [b]Students may be eligible for exclusion based on more than one criterion. [c]General Educational Development certificate. [d]Not applicable. [e]Foundation School Program. [f]To be excluded, the student must also be reported as an English learner. [g]Individualized education program.

Table 52

Students Excluded From Campus and District Grade 9 Six-Year Extended Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2016, as of Fall 2018

Exclusion[b]	Graduates		Continuers		TxCHSE[a] recipients		Dropouts		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Court-ordered GED[c] program, no GED certificate earned	n/a[d]	n/a	n/a	n/a	n/a	n/a	1,157	100	1,157	13.6
Previously reported to the state as a dropout	1,363	43.4	184	5.9	97	3.1	1,494	47.6	3,138	36.9
Ineligible for FSP[e] funding	634	55.6	153	13.4	15	1.3	338	29.6	1,140	13.4
Unschooled refugee or asylee[f]	149	63.1	1	0.4	0	0.0	86	36.4	236	2.8
In a juvenile detention or residential treatment facility	243	19.7	3	0.2	268	21.7	722	58.4	1,236	14.6
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	185	100	185	2.2
IEP[g] continuers	n/a	n/a	871	100	n/a	n/a	n/a	n/a	871	10.3
Two or more exclusions	44	8.3	118	22.3	40	7.5	328	61.9	530	6.2
State	2,433	28.6	1,330	15.7	420	4.9	4,310	50.7	8,493	100

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

[a]Texas Certificate of High School Equivalency. [b]Students may be eligible for exclusion based on more than one criterion. [c]General Educational Development certificate. [d]Not applicable. [e]Foundation School Program. [f]To be excluded, the student must also be reported as an English learner. [g]Individualized education program.

were excluded for being ineligible for FSP funding because students are considered eligible for funding during the first four years of high school. Also, only continuing special education students were excluded if they had met graduation requirements, were at least 18 years of age, but were still working toward completing an Individualized Educational Plan. In addition, students court-ordered to attend GED programs who did not earn GED certificates and students incarcerated in state jails or federal penitentiaries as adults were assigned final statuses of dropout because the exclusions were identified through leaver codes associated with dropping out (see the section "Accounting for Students by Districts" on page 38 for additional information). Students excluded from campus and district rates for state accountability purposes were not excluded from state-level rates. Nevertheless, had these students been excluded: (a) the four-year graduation rate for the class of 2018 would have been 1.6 percentage points higher (91.6%), the continuation rate would have been 0.8 percentage points lower (3.0%), and the dropout rate would have been 0.7 percentage points lower (5.0%); (b) the five-year extended graduation rate for the class of 2017 would have been 1.5 percentage points higher (93.5%), and the continuation, TxCHSE recipient, and dropout rates would have been 0.5, 0.1, and 0.9 percentage points lower (0.6%, 0.5%, and 5.4%), respectively; and (c) the six-year extended graduation rate for the class of 2016 would have been 1.6 percentage points higher (93.7%), and the

continuation, TxCHSE recipient, and dropout rates would have been 0.4, 0.1, and 1.3 percentage points lower (0.1%, 0.7%, and 5.3%), respectively.

Federal Accountability and Reporting

The Elementary and Secondary Education Act (ESEA) was first passed by Congress in 1965 as part of President Lyndon B. Johnson's War on Poverty. The No Child Left Behind Act of 2001 (NCLB, 2003) reauthorized this legislation. The primary function of the Act was to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. Under NCLB, the state and all public school districts and campuses were evaluated annually for adequate yearly progress (AYP), and AYP statuses were assigned to Texas public school districts and campuses from 2003 through 2012.

In 2013, the U.S. Department of Education (ED) approved a Texas Education Agency (TEA) request to waive 2012-13 and 2013-14 AYP calculations, noting that TEA's existing intervention systems adequately guided the support and improvement of schools (TEA, 2016). Specifically, TEA system safeguards identify schools that are eligible for additional federal funding while subject to a series of federally prescribed interventions. In 2014, TEA requested a one-year extension of ED's approval to implement ESEA flexibility through the end of the 2014-15 school year. ED approved the extension request with conditions related to the state's teacher and principal evaluation and support systems. Texas received another extension effective through the 2015-16 school year.

On December 10, 2015, the Every Student Succeeds Act (ESSA, 2015) reauthorized the ESEA and provided states with new flexibility to develop a state accountability system to meet federal accountability requirements. ESSA regulations did not require states to request AYP waivers for the 2016-17 school year, and the provisions of ESSA did not affect state accountability ratings that year. In 2018, ED approved the state's federal accountability plan. The state accountability system aligns with the ESSA requirements through the indicators and targets in the Closing the Gaps domain.

For 2019, four components were evaluated in the Closing the Gaps domain: (1) academic achievement, (2) growth or graduation, (3) English language proficiency, and (4) school quality or student success (TEA, 2019c). The federal four-year graduation rate, calculated with federal accountability exclusions, was used in the domain. Specifically, students in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district were excluded from campus and district federal graduation rate calculations. These students are also excluded from campus and district annual dropout rates and longitudinal graduation rates submitted to the federal government for reporting purposes.

The long-term statewide goal for the federal four-year graduation rate was 94.0 percent. The interim four-year graduation rate target was 90.0 percent for the class of 2018. The target will increase by 2.0 percentage points every five years until the long-term goal is met. Student groups that are at or above interim or long-term targets are required to exceed that rate by at least one-tenth of a percent in the following years. In 2019, the targets applied to 11 student groups for federal accountability: all students, English learners, students served in special education programs, students identified as economically disadvantaged, and the seven racial/ethnic groups used for federal

reporting (African American, American Indian, Asian, Hispanic, Pacific Islander, White, and multiracial).

To identify schools for improvement, TEA uses Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support schools. In 2019, TEA rank-ordered the scaled domain score for all campuses in the state, and the lowest 5.0 percent of campuses that received Title I, Part A, funds were identified for comprehensive support and improvement. If any Title I or non-Title I campus did not attain a 67.0 percent four-year graduation rate for the all students group, the campus was also identified for comprehensive support and improvement. Beginning in August 2021, any Title I campus identified for targeted support and improvement for three consecutive years will also be identified for comprehensive support and improvement the following school year. TEA also identifies campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. A campus was identified for additional targeted support if the campus was not identified for comprehensive support and improvement, but an individual student group's overall percentage of evaluated indicators met was at or below the percentage used to identify that campus type for comprehensive support and improvement.

ESSA requires state agencies and local education agencies to prepare and publish annual Federal Report Cards for all public school districts, campuses, and the state. As part of its annual report card, each state must calculate and report federal four-year graduation rates disaggregated by various student subgroups. The report cards are required to provide subgroup information cross-tabulated by, at a minimum, each major racial/ethnic group, gender, English proficiency status, and children with or without disabilities and may include other subgroups, such as subgroups based on homeless status and foster care status. Table 53 on page 124 presents the statewide federal four-year graduation rates for the cross-tabulation groups associated with the 2018-19 Federal Report Card for Texas public schools.

Table 53

Grade 9 Four-Year Longitudinal Graduation Rates, Federal Report Card Cross-Tabulation Groups, Texas Public Schools, Class of 2018

	Graduates											
	Female		Male		Special education		Not special education		EL in 9-12[a]		All students	
Group	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American	21,318	89.7	20,484	83.4	4,430	76.8	37,372	87.8	578	78.7	41,802	86.5
American Indian	553	88.2	623	82.5	95	75.4	1,081	86.1	117	64.3	1,176	85.1
Asian	7,601	97.0	7,699	95.9	255	63.6	15,045	97.3	1,949	87.8	15,300	96.4
Hispanic	84,513	90.8	81,345	85.6	11,241	77.8	154,617	89.0	23,673	76.5	165,858	88.2
Pacific Islander	235	86.4	259	86.3	27	81.8	467	86.6	42	66.7	494	86.4
White	51,529	94.8	52,889	92.4	6,574	79.3	97,844	94.7	770	78.5	104,418	93.6
Multiracial	3,322	92.9	3,130	89.8	411	78.7	6,041	92.4	57	64.8	6,452	91.4
Econ. disad.[b]	89,415	89.8	84,270	84.7	14,775	78.1	158,910	88.2	22,329	79.1	173,685	87.3
Special education	8,279	79.7	14,754	76.8	n/a	n/a	n/a	n/a	2,683	80.5	23,033	77.9
EL in 9-12	12,941	80.8	14,245	74.1	2,683	80.5	24,503	76.8	n/a	n/a	27,186	77.2
Foster care in 9-12[c]	520	67.3	389	58.9	246	57.5	663	66.0	58	57.4	909	63.4
Homeless in 9-12[d]	9,890	83.1	8,332	76.7	1,781	73.0	16,441	80.9	1,653	67.8	18,222	80.0
All students	169,071	92.1	166,429	87.9	23,033	77.9	312,467	91.0	27,186	77.2	335,500	90.0

[a]Students identified as English learners at any time while attending Grades 9-12 in TPS. [b]Economically disadvantaged. [c]Students identified as in foster care at any time while attending Grades 9-12 in TPS. [d]Students identified as homeless at any time while attending Grades 9-12 in TPS.

National Center for Education Statistics Reporting

Four-Year Adjusted Cohort Graduation Rate

In 2004, the National Center for Education Statistics (NCES) released a report with the recommendations of a panel of experts on graduation rate calculations. The lead recommendation was for all states to adopt a standard, four-year adjusted cohort graduation rate (NCES, 2004). The adjusted cohort graduation rate is based on the tracking of individual students from the time they begin Grade 9 until the fall following their expected graduation and is the same as the graduation rate that TEA calculates for federal accountability. NCES released the class of 2017 adjusted cohort graduation rates in September 2018 (NCES, 2018b). For the class of 2017, the rates ranged from 91.0 percent in Iowa to 71.1 percent in New Mexico (Table 54 on page 126). Texas ranked fourth, tied with Kentucky, out of 50 states and the District of Columbia, with an adjusted cohort graduation rate of 89.7 percent.

Averaged Freshman Graduation Rate

In addition to collecting adjusted cohort graduation rates calculated by each state based on student-level data, NCES calculates averaged freshman graduation rates (AFGRs) based on aggregate enrollment and graduation counts. The AFGR is calculated by dividing the number of high school students who graduate with a regular high school diploma in a given school year by the average of three enrollments: Grade 8 enrollment five years earlier, Grade 9 enrollment four years earlier, and Grade 10 enrollment three years earlier.

$$\frac{\text{number of graduates in year 5}}{\text{average of (Grade 8 enrollment in year 1, Grade 9 enrollment in year 2, Grade 10 enrollment in year 3)}}$$

NCES released the 2012-13 AFGRs through the Digest of Education Statistics (NCES, 2018a). For 2012-13, the rates ranged from 93.3 percent in Nebraska to 67.5 percent in Nevada (Table 55 on page 128). Texas, along with California, ranked 20th out of 50 states and the District of Columbia, with an AFGR of 83.6 percent.

A state's AFGR may be lower than its adjusted cohort graduation rate because the AFGR does not account for students who leave for home schools, private schools, or schools out of state. By contrast, a state's AFGR may be higher than its adjusted cohort graduation rate because the AFGR: (a) excludes from the denominator students who entered a state's public schools in the last years of a cohort or (b) includes in its numerator students who take more than four years to graduate.

Table 54

National Center for Education Statistics Four-Year Adjusted Cohort Graduation Rates (%), by Race/Ethnicity and State, Class of 2017

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
Iowa	1	91.0	82.0	83.0	91.0	82.4	92.7	85.0
New Jersey	2	90.5	83.4	92.0	96.6	84.3	94.5	92.0
Tennessee	3	89.8	84.0	89.0	94.0	83.8	92.6	n/a[a]
Kentucky	4	89.7	81.6	77.0	92.0	84.0	91.2	87.0
Texas	**4**	**89.7**	**86.1**	**86.0**	**95.8**	**87.7**	**93.6**	**91.7**
West Virginia	6	89.4	87.0	≥80[b]	95.0	92.0	89.5	83.0
Alabama	7	89.3	86.5	n/a	95.0	88.0	91.0	91.0
Nebraska	8	89.1	81.0	70.0	82.0	81.6	92.5	86.0
Vermont	8	89.1	77.0	–[c]	82.0	90.0	89.8	83.0
New Hampshire	10	88.9	79.0	75.0	93.0	76.0	89.8	85.0
Wisconsin	11	88.6	67.0	79.0	91.0	80.3	92.7	84.0
Massachusetts	12	88.3	80.0	81.0	93.9	74.4	92.6	85.0
Missouri	12	88.3	75.9	84.0	91.0	84.4	91.4	89.0
Arkansas	14	88.0	83.4	89.0	86.0	85.7	90.0	86.0
Connecticut	15	87.9	80.1	88.0	95.0	77.7	92.8	88.0
Maryland	16	87.7	85.4	86.0	96.2	74.0	92.7	91.0
North Dakota	17	87.2	75.0	68.0	80.0	76.0	90.5	n/a
Illinois	18	87.0	78.9	81.0	94.5	83.5	90.6	86.2
Delaware	19	86.9	83.2	76.0	95.0	82.0	89.9	91.0
Maine	19	86.9	83.0	71.0	89.0	89.0	87.4	79.0
Virginia	19	86.9	82.8	83.0	93.4	73.0	91.3	90.0
North Carolina	22	86.6	83.9	84.0	93.8	80.6	89.3	84.3
Pennsylvania	22	86.6	73.8	73.0	92.4	73.9	91.0	79.0
Kansas	24	86.5	78.0	81.0	93.0	81.1	88.8	84.0
Wyoming	25	86.2	83.0	59.0	84.0	80.0	87.5	79.0
Utah	26	86.0	73.0	74.0	87.0	77.3	88.3	87.0
Montana	27	85.8	81.0	69.0	91.0	80.0	88.7	n/a
Ohio	28	84.2	68.6	76.0	88.0	73.6	88.2	78.7
Rhode Island	29	84.1	81.0	73.0	88.0	76.0	87.7	79.0
Indiana	30	83.8	70.8	76.0	80.0	75.8	87.5	82.1

Source. Primary data from National Center for Education Statistics (2018b).

[a]Not available. [b]The result is presented in such a manner as to provide a general idea of the rate while maintaining student anonymity. [c]A dash (–) indicates data were not reported to protect student anonymity. [d]The rate for American Indian students in the United States was estimated using reported data from 49 states and the District of Columbia and imputed data for Virginia.

continues

Table 54 (continued)

National Center for Education Statistics Four-Year Adjusted Cohort Graduation Rates (%), by Race/Ethnicity and State, Class of 2017

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
South Dakota	31	83.7	78.0	50.0	85.0	71.0	89.5	78.0
South Carolina	32	83.6	81.3	76.0	93.0	80.5	85.2	n/a[a]
Mississippi	33	83.0	79.3	80.0	91.0	81.0	87.1	79.0
California	34	82.7	73.1	68.2	92.6	80.3	87.3	70.4
Hawaii	34	82.7	79.0	79.0	83.5	80.0	80.0	n/a
Minnesota	34	82.7	64.8	51.0	85.2	66.3	88.1	71.0
Oklahoma	37	82.6	80.3	82.7	86.0	79.3	83.7	82.5
Florida	38	82.3	74.8	80.0	92.9	81.3	86.2	83.1
New York	39	81.8	71.5	67.0	87.7	71.2	89.8	83.0
Nevada	40	80.9	67.7	74.0	91.0	79.7	84.2	81.0
Georgia	41	80.6	77.8	79.0	91.2	73.6	84.0	81.5
Michigan	42	80.2	68.6	68.0	90.5	73.3	83.7	74.7
Idaho	43	79.7	70.0	66.0	85.0	74.8	81.1	76.0
Washington	44	79.4	71.5	62.0	85.3	72.7	81.9	79.7
Colorado	45	79.1	71.9	64.0	89.0	71.1	83.9	80.0
Alaska	46	78.2	74.0	69.0	84.0	77.0	82.2	75.0
Louisiana	47	78.1	72.8	81.0	90.0	67.0	83.7	82.0
Arizona	48	78.0	73.8	66.8	89.0	74.5	82.8	n/a
Oregon	49	76.7	68.0	59.0	86.0	72.5	78.0	77.0
District of Columbia	50	73.2	72.4	—[c]	78.0	72.0	85.0	≥90[b]
New Mexico	51	71.1	68.0	61.0	85.0	70.5	76.4	n/a
United States		**84.6**	**77.8**	**72.4**[d]	**91.2**	**80.0**	**88.6**	**n/a**

Source. Primary data from National Center for Education Statistics (2018b).

[a]Not available. [b]The result is presented in such a manner as to provide a general idea of the rate while maintaining student anonymity. [c]A dash (–) indicates data were not reported to protect student anonymity. [d]The rate for American Indian students in the United States was estimated using reported data from 49 states and the District of Columbia and imputed data for Virginia.

Table 55
National Center for Education Statistics Averaged Freshman Graduation Rates, by State, 2010-11 Through 2012-13

State	2010-11 Rate (%)	Rank	2011-12 Rate (%)	Rank	2012-13 Rate (%)	Rank	State	2010-11 Rate (%)	Rank	2011-12 Rate (%)	Rank	2012-13 Rate (%)	Rank
Nebraska	89.8	4	92.7	1	93.3	1	Tennessee	81.1	23	83.6	20	82.4	26
Wisconsin	92.2	2	92.2	2	93.0	2	Idaho	83.2	17	83.9	17	82.1	27
North Dakota	90.2	3	91.1	4	91.4	3	Utah	78.5	32	77.6	37	81.6	28
Minnesota	89.2	5	88.4	6	91.0	4	West Virginia	78.1	33	80.3	27	81.5	29
Iowa	89.0	6	89.3	5	89.4	5	Indiana	79.9	27	80.0	29	81.0	30
Vermont	92.7	1	91.9	3	89.3	6	North Carolina	76.8	38	78.7	32	80.5	31
New Jersey	86.6	7	86.4	12	89.1	7	Washington	79.0	30	79.2	31	80.4	32
Kansas	86.5	9	88.3	7	88.4	8	Arkansas	77.0	37	78.1	34	80.1	33
Massachusetts	85.4	12	86.5	11	88.4	8	Alaska	77.9	35	78.6	33	79.9	34
Pennsylvania	85.8	10	88.3	7	88.4	8	Oklahoma	79.9	27	79.3	30	79.4	35
Maine	85.7	11	86.7	10	87.5	11	Rhode Island	76.6	39	77.1	40	79.0	36
Connecticut	84.7	13	86.1	13	87.4	12	New York	77.6	36	77.1	40	78.5	37
New Hampshire	86.6	7	87.0	9	87.3	13	Michigan	74.7	42	77.5	38	78.3	38
Missouri	84.7	13	85.9	14	86.6	14	Hawaii	73.7	43	77.9	36	78.0	39
Maryland	83.8	15	84.5	16	85.6	15	District of Columbia	64.9	50	70.8	48	77.7	40
Ohio	82.3	19	83.9	17	84.9	16	Delaware	76.1	40	77.1	40	77.0	41
Virginia	82.7	18	83.9	17	84.8	17	Oregon	78.1	33	78.0	35	76.8	42
Montana	83.7	16	85.7	15	84.7	18	Arizona	78.9	31	77.3	39	76.5	43
South Dakota	81.6	21	83.1	21	83.8	19	Florida	72.0	44	74.7	44	75.8	44
California	79.7	29	81.7	26	83.6	20	Alabama	76.1	40	75.1	43	74.2	45
Texas	**81.4**	**22**	**83.0**	**22**	**83.6**	**20**	South Carolina	69.0	48	71.6	47	74.2	45
Colorado	82.0	20	82.3	23	83.3	22	Louisiana	71.2	45	71.9	46	72.7	47
Kentucky	80.9	24	81.9	25	83.1	23	New Mexico	70.7	46	74.3	45	71.6	48
Illinois	80.0	26	82.1	24	82.7	24	Georgia	69.6	47	69.6	49	70.5	49
Wyoming	80.4	25	80.2	28	82.5	25	Mississippi	68.5	49	67.3	50	68.4	50
							Nevada	58.7	51	59.5	51	67.5	51
							United States[a]	**79.6**		**80.8**		**81.9**	

Source. Primary data from National Center for Education Statistics (2018a).

[a]United States totals include any of the 50 states and the District of Columbia that reported all data elements.

Event Dropout Rate

TEA submits annual Grade 9-12 dropout data to NCES, which uses the data, along with dropout information submitted by other states, to calculate event dropout rates. The NCES event dropout rate is the percentage of students who drop out of school during one school year. It is calculated by dividing the number of students who drop out by the total number of students enrolled on a single day of the year, usually October 1.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled on October 1 of the school year}}$$

The TEA annual dropout rate differs from the NCES event dropout rate. The denominator in the TEA annual dropout rate formula is the cumulative number of students in attendance at any time during the school year. By contrast, the denominator in the NCES event dropout rate formula is the number of students enrolled at a single point in time in the fall of the school year.

NCES released the 2011-12 Grade 9-12 event dropout rates in April 2014 (NCES, 2014). For 2011-12, the rates ranged from 1.3 percent in New Hampshire to 7.0 percent in Alaska (Table 56 on page 130). Texas, along with five other states, ranked 15th out of 50 states and the District of Columbia, with an event dropout rate of 2.5 percent.

Table 56
National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2009-10 Through 2011-12

State	2009-10 Rate (%)	Rank	2010-11 Rate (%)	Rank	2011-12 Rate (%)	Rank	State	2009-10 Rate (%)	Rank	2010-11 Rate (%)	Rank	2011-12 Rate (%)	Rank
New Hampshire	1.2	1	1.3	1	1.3	1	South Dakota	2.6	16	2.6	19	3.1	25
Alabama	1.8	6	1.4	2	1.4a	2	Arkansas	3.6	29	3.5	30	3.2	27
New Jersey	1.6	3	1.4	2	1.4	2	Iowa	3.4	26	3.4	27	3.2	27
Utah	2.6	16	1.5	4	1.5	4	Maine	4.2	34	3.5	30	3.2	27
Idaho	1.4	2	1.6	5	1.9	5	Mississippi	7.4	50	3.2	23	3.2	27
Minnesota	1.6	3	1.8	6	1.9	5	Oregon	3.4	26	3.2	23	3.4	31
Virginia	2.1	7	2.3	13	1.9	5	Delaware	3.9	32	3.6	32	3.5	32
Wisconsin	2.2	10	2.0	9	1.9	5	Tennessee	2.7	18	3.6	32	3.7	33
Connecticut	3.0	23	1.9	8	2.1	9	Maryland	2.7	18	3.3	25	3.8	34
Florida	2.3	13	2.1	10	2.1	9	New York	3.6	29	3.6	32	3.8	34
Indiana	1.6	3	1.8	6	2.1	9	Washington	4.2	34	4.0	38	3.8	34
Kansas	2.1	7	2.3	13	2.1	9	Georgia	3.8	31	3.9	35	3.9	37
Nebraska	2.2	10	2.1	10	2.2	13	Nevada	4.5	39	4.1	39	3.9	37
Illinois	2.9	22	2.9	22	2.4	14	California	4.6	40	4.2	40	4.0	39
Kentucky	3.2	25	2.5	16	2.5	15	Montana	4.3	37	4.3	41	4.1	40
Massachusetts	2.8	21	2.7	20	2.5	15	Rhode Island	4.6	40	5.2	46	4.2	41
Oklahoma	2.4	14	2.5	16	2.5	15	Wyoming	6.0	46	5.4	47	4.3	42
South Carolina	3.0	23	2.8	21	2.5	15	Ohio	4.2	34	4.4	42	4.6	43
Texas	**2.7**	**18**	**2.4**	**15**	**2.5**	**15**	Hawaii	5.2	44	5.1	44	4.7	44
Vermont	2.4	14	2.5	16	2.5	15	Colorado	5.3	45	5.1	44	4.9	45
West Virginia	4.0	33	3.4	27	2.7	21	Louisiana	4.8	43	3.9	35	5.7	46
Pennsylvania	2.1	7	2.2	12	2.8	22	District of Columbia	7.0b	49	6.1	48	5.8	47
Missouri	3.5	28	3.4	27	2.9	23	Arizona	7.8	51	5.0	43	5.9	48
North Dakota	2.2	10	3.3	25	3.0	24	New Mexico	6.9	47	6.6	49	6.4	49
North Carolina	4.7	42	3.9	35	3.1	25	Michigan	4.3	37	7.2	51	6.9	50
							Alaska	6.9	47	6.9	50	7.0	51
							United Statesc	**3.4**		**3.3**		**3.3**	

Source. Primary data from National Center for Education Statistics (2014).

aData were imputed based on prior-year reported data. bData were imputed based on prior-year rates. cUnited States totals include any of the 50 states and the District of Columbia that reported all data elements.

Appendix A
Leaver Reason Codes
and Documentation Requirements
in the Public Education Information
Management System

Introduction

General Documentation Requirements

Documentation Requirements
by LEAVER-REASON-CODE

Table A-1
Leaver Reason Codes
in the Public Education
Information Management System

Introduction

Table A-1 on page 137 provides expanded definitions and specific documentation guidelines for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) *2018-2019 Texas Education Data Standards* (TEDS) (TEA, 2019a). The table is organized into the following broad categories of leavers:

- completed high school or General Educational Development (GED) program

- moved to other educational setting

- withdrawn by school district

- other

Leaver records are not submitted for students who enroll in other Texas public school districts or charters and students who obtain GED certificates at Texas examination sites by August 31. Students who move to other Texas public school districts are considered movers, not leavers. Documentation as described in this appendix is not required for movers; districts may wish to develop local policy on documentation for movers. The Unique ID Enrollment Tracking may be used to establish tentative local documentation that students are movers. The final determination of whether students are movers will be made by TEA.

General Documentation Requirements

Districts must document the withdrawal of students and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required for all leaver reason codes. Documentation requirements for leaver codes are provided in the Documentation Requirements by LEAVER-REASON-CODE section. Documentation supporting use of a leaver reason code must exist in the district at the time the leaver data are submitted, i.e., no later than the Public Education Information Management System (PEIMS) Submission 1 January resubmission date.

Timelines for Establishing Leaver Reasons and Obtaining Documentation

Students who leave during the school year. For students who leave during the school year, leaver reasons apply at the time of withdrawal, and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services (CPS), LEAVER-REASON-CODE 66, documentation would be obtained when the student is removed.

Students who fail to return in the fall. For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. The school-start window is the period of time between the first day of school and the last Friday in September. Districts should use the LEAVER-REASON-CODE that most appropriately describes the student's whereabouts during the school-start window. For example, to use LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.

Students who were attending and were withdrawn under LEAVER-REASON-CODE 83 when the district discovered that the student was not entitled to public school enrollment in the district. LEAVER-REASON-CODE 83, not entitled to public school enrollment in the district, applies to students who are attending and are withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not entitled to enrollment in the district because the student was not a resident of the district or was not entitled under other provisions of Texas Education Code (TEC) §25.001 or as a transfer student. It is not for a student who was a resident and stops attending because he/she has moved out of the district.

This code is also used for those rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. Leaver reasons for LEAVER-REASON-CODE 83 apply at the time of withdrawal and documentation showing due process supporting the withdrawal should be obtained at that time.

Signatures on Documentation

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal documentation should also be signed for the student by a:

- parent, or

- guardian, or

- responsible adult as recorded in school records, such as a foster parent or a probation officer, or

- qualified student. A qualified student is one who, at the time he/she stops attending school:

  - is married, or

  - is 18 years or older, or

  - has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student.

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. Written documentation of oral statements made in person or by telephone by the parent/guardian or qualified student is acceptable documentation in some situations if it is signed and dated by the district representative.

Evaluation of Documentation

Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis.

Completeness of Documentation

Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination. Documentation will not be deemed insufficient when information is missing because the parent or parents refuse to provide information requested by the district. A district should document at the time of the conversation that the information was requested, and the parent refused to provide it. Appropriate documentation of a parent refusal to provide information includes the date, content of

conversation, name of person with whom the conversation was conducted, and the signature of the school official verifying the conversation.

Changing LEAVER-REASON-CODEs

Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district assigned LEAVER-REASON-CODE 60 *student withdrew from/left school for home schooling* for a student and later received a request for transcript information from a private school for the same student, the district may change the LEAVER-REASON-CODE to 81 *enroll in a Texas private school* but is not obligated to.

Documentation Requirements by LEAVER-REASON-CODE

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state GED, moved to other educational setting, withdrawn by school district, and other reasons. School leavers with this LEAVER-REASON-CODE are counted as dropouts for state accountability purposes: code 98. School leavers with this LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes: codes 88, 89, 98.

Table A-1
Leaver Reason Codes in the Public Education Information Management System

Leaver code	Explanation/clarification and documentation requirements
Graduated or received an out-of-state GED	
01	**Student graduated from a campus in this district or charter** **Definition and use:** Use for students who meet all high school graduation requirements (which includes passing the state assessments required for graduation) at any time during the prior school year, including the summer (through August 31) following the close of the prior year. To graduate, a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete all course requirements for graduation in one school year but do not pass the state assessments required for graduation until a later year, are reported as graduates in the school year in which the state assessments are passed and the diploma is issued. **Documentation requirement:** Transcript showing sufficient credits, successful completion of the state assessments (including testing dates) required for graduation, graduation seal, school official signature, and date of completion.
85	**Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again** **Definition and use:** This code may be used for students who graduated in another state or country before entering Texas public schools. This code may also be used for students who graduated from Texhoma High School, Texhoma, Oklahoma. **Documentation requirement:** Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.
86	**Student completed the GED outside Texas** **Definition and use:** This code may be used for students who earned GED certificates outside Texas, including students living in Texas and earning GED certificates online from a testing company in another state, before enrolling or after leaving Texas public schools. **Documentation requirement:** Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED. Written documentation from the testing company must include the date of GED completion, location, address, and contact information of the company.
90	**Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children** **Definition and use:** Per TEC §162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state. **Documentation requirement:** Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.
Moved to other educational setting	
24	**Student entered college and is working towards an Associate's or Bachelor's degree** **Definition and use:** This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester). This code is also for students who leave school to enter a dual-credit program established by the Texas Legislature at the Texas Academy of Mathematics and Science at the University of North Texas, the Texas Academy of Leadership in the Humanities at Lamar University, the Texas Academy of Mathematics and Science at the University of Texas at Brownsville, and the Texas Academy of International Studies at Texas A&M International University. **Documentation requirement:** Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter a postsecondary educational setting. Beginning with students

Source. Texas Education Agency (2019a).

continues

Leaver code	Explanation/clarification and documentation requirements
	leaving in the 2011-12 school year, a district must document that the student has actually entered a postsecondary educational setting. One of the following types of documentation is required to verify enrollment:
	Transcript request. Acceptable documentation of enrollment in college is a records request from the college in which the student is enrolled. Telephone requests must be documented in writing, including the date of the call, the name of the college requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school).
	Verification by an authorized representative of the college. A signed letter from the college verifying enrollment is also acceptable documentation. The letter must state the name and location of the college in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the college providing the name and location of the college and verifying that the student is enrolled, signed and dated by an authorized representative of the district.
	Verification by the parent/guardian or qualified student. Acceptable documentation includes a letter, signed and dated from the parent, guardian, or qualified student stating that the student has enrolled in college in a program leading to an associate's or bachelor's degree.
60	**Student is home schooled**
	Definition and use: Student is being home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. The district is not required to obtain evidence that the program being provided meets educational standards.
	Documentation requirement: A district must document that the parent/guardian is home schooling the student. Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment:
	Verification by the parent/guardian. A letter, signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from parents/guardians must indicate the actual date home schooling began.
66	**Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment**
	Definition and use: This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school.
	Documentation requirement: Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.
81 82	**Student enrolled in a private school in Texas** **Student enrolled in a public or private school outside of Texas**
	Definition and use: Student is enrolled in a private school in Texas (code 81), the Texas Job Corps Diploma Program (code 81), or a public or private school outside Texas (code 82). Documentation of actual enrollment is required. This code is also used when a student moves from the district without withdrawing but the district receives a records request.
	If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted.
	If the district did not assign code 81 or code 82 when the student stopped attending, the district can change the original code assigned to the student when the records request or communication from the parent/guardian or qualified

Source. Texas Education Agency (2019a).

continues

Leaver code	Explanation/clarification and documentation requirements
	student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated.
	Documentation requirement: Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter another educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually enrolled in a private school in Texas, the Texas Job Corps Diploma Program, or a private or public school outside Texas. One of the following types of documentation is required to verify enrollment:
	Transcript request. Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests are acceptable, but they must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school).
	Verification by the superintendent or authorized campus or district administrator of the receiving district. A signed letter from the receiving school verifying enrollment is acceptable documentation. The letter must state the name and location of the school in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of and contact information for the school and verifying that the student is enrolled, signed and dated by an authorized campus or district administrator of the district.
	Verification by the parent/guardian or qualified student. Acceptable documentation includes a letter, signed and dated, from the parent/guardian or qualified student stating that the student has enrolled in a private school in Texas or a private or public school outside of Texas leading to the completion of a high school diploma.
87	**Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program**
	Definition and use: Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal that the student has enrolled in the State Board of Education-authorized Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program.
	Documentation requirement: The district must receive either a) a records or transcript request from the high school diploma program or b) a letter from the high school diploma program stating that the student is enrolled.
Withdrawn by school district	
78	**Student was expelled under the provisions of TEC §37.007 and cannot return to school**
	Definition and use: This code may only be used when:
	• the student was expelled under the provisions of TEC §37.007, and
	• the term of expulsion has not expired or the student's failure to attend school is due to court action.
	This code may only be used for a student who was expelled for an offense included in TEC §37.007. This code is not intended for use by districts which assign students to a Juvenile Justice Alternative Education Program (JJAEP).
	Documentation requirement: Due process documentation supporting the expulsion.
83	**Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.**
	Definition and use: This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident of the district

continues

Leaver code	Explanation/clarification and documentation requirements
	and who stops attending because he/she has moved. This code is also for rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption.
	Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c) or by rule of the Department of State Health Services, a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the *Student Attendance Accounting Handbook*. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.
	Documentation requirement: Due process documentation supporting the withdrawal. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps:
	1. District provides oral or written notice, appropriately documented, to the student's parent, guardian, or qualified student him- or herself of intent to withdraw the student, reasons for the withdrawal, effective date of withdrawal, and date of hearing or conference at which the parent, guardian, or qualified student will have an opportunity to respond to the allegations that the student is not entitled to be enrolled in the district. Steps 2 and 3 are not required for cases in which the parent, guardian or qualified student agrees that the student is not entitled to enrollment in the district. Step 4 is always required for charter districts.
	2. District provides a hearing or conference at which the district presents the reasons for withdrawal, and the parent, guardian, or qualified student is given the opportunity to respond to the reasons for withdrawal.
	3. District provides a written report to the parent, guardian, or qualified student that contains the findings of fact and district decision following the hearing or conference. The written report shall include notice of the parent's, guardian's, or qualified student's right to appeal the district's decision.
	4. Charter districts shall notify the school district in which the student resides within three business days of withdrawing a student from a charter school, per Texas Administrative Code §100.1211.
Other reasons	
03	**Student died while enrolled in school or during the summer break after completing the prior school year**
	Definition and use: Self-explanatory.
	Documentation requirement: Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, and written documentation of an oral statement by a parent or guardian stating that the student has died.
16	**Student returned to family's home country**
	Definition and use: Use for students who are leaving the United States to return to their home country. A student may be leaving with or without family members to live with his or her family, immediate or extended, in the home country. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students.
	Documentation requirement: Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. The withdrawal form should indicate that the student is leaving school because the student is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to the home country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country. Other

Source. Texas Education Agency (2019a).

continues

Table A-1 (continued)
Leaver Reason Codes in the Public Education Information Management System

Leaver code	Explanation/clarification and documentation requirements
	acceptable documentation is written documentation of an oral statement by an adult neighbor or other adult with knowledge of the family's whereabouts, signed and dated by an authorized campus or district administrator.
88	**Student was ordered by a court to attend a GED program and has not earned a GED certificate**
	Definition and use: This code is for students who are court-ordered to attend a GED program and have not earned a GED certificate at any time during the prior school year, including the summer (through August 31) following the close of the prior year.
	Documentation requirement: Acceptable documentation is a copy of the court order stating that the student has been ordered to attend a high school equivalency or GED program. Documentation must include the name of the student, the date of the order, the name of the judge making the order, and the county in which the judge presides. The order should state that the court is ordering the student to attend a high school equivalency or GED program or to take a high school equivalency or GED exam.
89	**Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult**
	Definition and use: Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.
	Documentation requirement: Acceptable documentation is one of the following: 1) Oral notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, to an authorized representative of the district, that the student is incarcerated. The written statement of the oral notification shall be signed and dated by the authorized representative. 2) Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.
98	**Other (reason unknown or not listed above)**
	Definition and use: This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.

Source. Texas Education Agency (2019a).

Appendix B
Student Characteristic and Program
Participation Data in Annual Dropout Rates
and Longitudinal Graduation and Dropout Rates

Introduction

Table B-1
Student Characteristic and Program
Participation Data in Annual Dropout Rate
and Longitudinal Graduation and Dropout Rate Calculations

Introduction

Overview

Table B-1 on page 146 specifies the criteria the Texas Education Agency (TEA) applies to the Public Education Information Management System (PEIMS) data elements used to calculate annual dropout rates and longitudinal graduation and dropout rates for students with special demographic characteristics and students participating in special instructional programs. Texas public school districts report the data to the TEA through the Texas Student Data System (TSDS). The table also identifies, when applicable, the subcategories through which the data elements are submitted. Refer to the *Texas Education Data Standards* (TEDS), published annually by TEA, for a detailed description of the data elements in Table B-1 (TEA, 2017).

Annual Dropout Rates

The annual dropout rate for students with a special demographic characteristic is calculated as the number of students reported with the specified characteristic who drop out during a single school year divided by the total number of students reported with the specified characteristic enrolled during the same school year. Likewise, the annual dropout rate for students participating in a special instructional program is calculated as the number of students reported as participating in the specified program who drop out during a single school year divided by the total number of students reported as participating in the specified program who attended the same school year. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Following, as an example, is the annual dropout rate calculation for immigrant students.

$$\frac{\text{number of students reported to TEA as immigrants who dropped out during the school year}}{\text{number of students reported to TEA as immigrants enrolled during the school year}}$$

Longitudinal Graduation and Dropout Rates

Calculating longitudinal four-year rates requires tracking a cohort of students from the time they enter Grade 9, or transfer into the cohort, until the fall following their anticipated graduation date. Calculating extended longitudinal rates requires tracking a cohort of students until the fall one or more years after their anticipated graduation date. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the cohort who have final statuses. The longitudinal dropout rate is the number of students who drop out divided by the total number of students who have final statuses.

PEIMS attendance data are used to build each cohort of students. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in 2014-15 make up the class of 2018 Grade 9 cohort. Students who did not attend Grade 9 in Texas public schools that year but entered the system over the next

three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Each cohort was tracked using PEIMS data through the four or more years of the cohort. Students in the class of 2018 were tracked into the fall semester following their anticipated graduation date of spring 2018. Students in previous cohorts were tracked into the fall semester one or more years following their anticipated graduation date.

Any student who was determined to be a graduate, continuer, TxCHSE recipient, or dropout was counted in the class of 2018. This included students who began Grade 9 in Texas public schools, as well as students who later entered Texas public schools in the grade level expected for the cohort and were added to the cohort. A student whose final status could not be determined was not included as a member of the class. A student who left the Texas public school system during the time period covered for reasons other than graduating, receiving a TxCHSE, or dropping out was not included as a member of the class.

A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Program participation is assigned to a student based on data elements reported on the student's last record of attendance. For example, if the student last attended in 2017-18 and was identified as gifted and talented that year, the student is included in rate calculations for gifted and talented students. Demographic characteristics also are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as English learners (ELs) at any time while attending Texas public schools, (b) as ELs at any time while attending Grades 9-12 in Texas public schools, (c) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (d) as homeless at any time while attending Grades 9-12 in Texas public schools.

As an example, the longitudinal graduation rate for migrant students is calculated as the number of students who graduated and were reported as migrants on their last records of attendance divided by the number of students in the class who were reported as migrants on their last records of attendance.

<div align="center">

graduates reported as migrants on last records of attendance

---

graduates + continuers + TxCHSE recipients + dropouts reported as migrants on last records of attendance

</div>

Through the TEA Login (TEAL), school districts have access to the preliminary cohort for a given year, as well as technical documentation describing how TEA builds a cohort and how longitudinal rates are calculated. The technical documentation is also available on the agency's public website.

Table B-1

Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Instructional program	
Bilingual or English as a second language (ESL)	**Data source.** PEIMS[b] fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "2," "3," "4," or "5" for the Bilingual Program Type Code or "2" or "3" for the ESL Program Type Code; and (b) "1" for the Limited English Proficient (LEP) Indicator Code.
Transitional bilingual/early exit	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "2" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.
Transitional bilingual/late exit	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "3" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.
Dual language immersion/two-way	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "4" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.
Dual language immersion/one-way	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "5" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.
ESL content-based	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "2" for the ESL Program Type Code and (b) "1" for the LEP Indicator Code.
ESL pull-out	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100 Student Basic Information subcategory.
	Criteria. Student coded as: (a) "3" for the ESL Program Type Code and (b) "1" for the LEP Indicator Code.
Career and technical education	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40110-Enrollment subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory.
	Criteria. Student coded as "2" or "3" for the Career and Technology Ed Indicator Code.
Gifted and talented	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40110-Enrollment subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory.
	Criteria. Student coded as "1" for the Gifted Talented Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System.

continues

Secondary School Completion and Dropouts in Texas Public Schools, 2017-18

Table B-1 (continued)
Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Special education	**Data source.** PEIMS[b] summer collection (Submission 3) on either the 40110-Enrollment subcategory or the 42405-Special Education Attendance subcategory and either the 42500-Flexible Attendance subcategory or the 42505-Special Education Flexible Attendance subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory.
	Criteria. (a) a 42405-Special Education Attendance subcategory submission; (b) a 40110-Enrollment subcategory submission where Total Elig Sp Ed Mainstream Days Present is greater than 0; (c) a 42505-Special Education Flexible Attendance subcategory submission; (d) a 42500-Flexible Attendance subcategory submission where Flex Attend Total Sp Ed Mainstream Days Eligible is greater than 0; or (e) student coded as "1" on the Special Ed Indicator Code on the 40110- Enrollment subcategory.
Title I	**Data source.** PEIMS summer collection (Submission 3) on the 41461-Title I, Part A Program subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 41461-Title I, Part A Program subcategory.
	Criteria. Any 41461-Title I, Part A Program subcategory submission or student coded as "A," "6," "7," or "9" on the Title I, Part A, Indicator Code.
Student characteristic	
At-risk	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory.
	Criteria. Student coded as "1" for the At-Risk Indicator Code.
Dyslexia	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory.
	Criteria. Student coded as "1" for the Dyslexia Indicator Code.
Economically disadvantaged	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory.
	Criteria. Student coded as "01," "02," or "99" for the Economic Disadvantage Code.
Not economically disadvantaged	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory.
	Criteria. Student coded as "00" for the Economic Disadvantage Code.
English learner	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory.
	Criteria. Student coded as "1" for the LEP Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System.

Table B-1 (continued)
Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Foster care	**Data source.** For students enrolled in membership, PEIMS[b] summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" or "2" for the Foster Care Type Indicator Code.
Homeless	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1," "2," "3," "4," or "5" on Homeless Status Code.
Immigrant	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Immigrant Indicator Code.
Military-connected	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1", "2", "3", or "4" for the Military-Connected Student Indicator Code.
Migrant	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Migrant Indicator Code.
Overage	**Data source.** PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory, 42400 Basic Attendance subcategory, and 42500-Flexible Attendance subcategory. **Criteria.** For each district attended, the highest grade in the last six weeks is used. The Texas Education Agency calculates a student's age based on September 1 of the school year in question.

[a]Texas Student Data System. [b]Public Education Information Management System.

Appendix C
Supplemental Tables

Table C-1
Annual Dropout Rate, Grades 7-8,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2012-13

Table C-2
Annual Dropout Rate, Grades 9-12,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2012-13

Table C-3
Annual Dropout Rate, Grades 7-12,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2012-13

Table C-4
Annual Dropout Rate, Grades 9-12,
Charters and Traditional Districts,
Texas Public Schools, 2017-18

Table C-5
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, Classes of 1996 Through 2005

Table C-6
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, Classes of 2006 Through 2013

Table C-7
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates,
Charters and Traditional Districts,
Texas Public Schools, Class of 2018

Table C-1

Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

| School year | Students | | Dropouts | | Annual |
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2005-06	108,041	15.5	829	27.3	0.8
2006-07	102,967	14.9	740	25.6	0.7
2007-08	100,628	14.6	475	23.9	0.5
2008-09	100,818	14.3	505	22.9	0.5
2009-10	93,727	13.1	356	21.3	0.4
2010-11	95,360	13.1	321	21.0	0.3
2011-12	96,678	13.0	382	19.2	0.4
2012-13	97,887	12.9	364	11.4	0.4
American Indian					
2005-06	2,428	0.3	11	0.4	0.5
2006-07	2,454	0.4	10	0.3	0.4
2007-08	2,518	0.4	6	0.3	0.2
2008-09	2,603	0.4	13	0.6	0.5
2009-10	<3,675	0.5	–[a]	–	0.2
2010-11	<3,625	0.5	–	–	0.3
2011-12	<3,475	0.5	–	–	0.2
2012-13	<3,000	0.4	–	–	0.5
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	24,207	3.4	26	1.6	0.1
2010-11	24,994	3.4	15	1.0	0.1
2011-12	25,590	3.4	27	1.4	0.1
2012-13	26,438	3.5	27	0.8	0.1
Hispanic					
2005-06	303,028	43.4	1,680	55.3	0.6
2006-07	307,440	44.6	1,626	56.3	0.5
2007-08	315,045	45.6	1,126	56.6	0.4
2008-09	327,594	46.5	1,289	58.5	0.4
2009-10	344,999	48.3	999	59.7	0.3
2010-11	356,057	48.9	870	56.9	0.2
2011-12	367,724	49.5	1,183	59.4	0.3
2012-13	381,097	50.1	2,311	72.5	0.6

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

continues

Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

| School year | Students | | Dropouts | | Annual |
	Number	Percent	Number	Percent	dropout rate (%)
Pacific Islander					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<870	0.1	—[a]	–	0.1
2010-11	<900	0.1	–	–	0.3
2011-12	<925	0.1	–	–	0.3
2012-13	<1,000	0.1	–	–	0.2
White					
2005-06	263,909	37.8	476	15.7	0.2
2006-07	254,861	37.0	471	16.3	0.2
2007-08	249,849	36.1	343	17.3	0.1
2008-09	248,422	35.3	357	16.2	0.1
2009-10	235,537	33.0	258	15.4	0.1
2010-11	235,642	32.4	289	18.9	0.1
2011-12	236,001	31.8	365	18.3	0.2
2012-13	238,079	31.3	430	13.5	0.2
Multiracial					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	11,057	1.5	24	1.4	0.2
2010-11	11,338	1.6	21	1.4	0.2
2011-12	12,285	1.7	24	1.2	0.2
2012-13	13,142	1.7	37	1.2	0.3
Economically disadvantaged					
2005-06	361,820	51.8	1,665	54.8	0.5
2006-07	358,256	51.9	1,647	57.0	0.5
2007-08	356,732	51.6	1,054	53.0	0.3
2008-09	348,812	49.5	874	39.7	0.3
2009-10	368,495	51.6	685	41.0	0.2
2010-11	417,182	57.3	1,006	65.8	0.2
2011-12	441,937	59.5	1,431	71.9	0.3
2012-13	453,346	59.6	2,639	82.8	0.6

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

continues

Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	307,277	40.4	548	17.2	0.2
Female					
2005-06	339,840	48.7	1,464	48.2	0.4
2006-07	335,173	48.6	1,338	46.3	0.4
2007-08	335,686	48.6	881	44.3	0.3
2008-09	342,418	48.6	995	45.2	0.3
2009-10	347,452	48.7	735	44.0	0.2
2010-11	353,919	48.6	756	49.4	0.2
2011-12	361,544	48.7	909	45.7	0.3
2012-13	370,903	48.8	966	30.3	0.3
Male					
2005-06	358,637	51.3	1,574	51.8	0.4
2006-07	354,560	51.4	1,550	53.7	0.4
2007-08	355,596	51.4	1,107	55.7	0.3
2008-09	362,034	51.4	1,208	54.8	0.3
2009-10	366,608	51.3	937	56.0	0.3
2010-11	373,972	51.4	774	50.6	0.2
2011-12	381,123	51.3	1,082	54.3	0.3
2012-13	389,720	51.2	2,221	69.7	0.6
State					
2005-06	698,477	100	3,038	100	0.4
2006-07	689,733	100	2,888	100	0.4
2007-08	691,282	100	1,988	100	0.3
2008-09	704,452	100	2,203	100	0.3
2009-10	714,060	100	1,672	100	0.2
2010-11	727,891	100	1,530	100	0.2
2011-12	742,667	100	1,991	100	0.3
2012-13	760,623	100	3,187	100	0.4

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

Table C-2

Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2005-06	202,072	15.3	10,863	22.3	5.4
2006-07	199,825	15.0	11,550	22.0	5.8
2007-08	201,866	14.9	10,017	22.9	5.0
2008-09	201,176	14.8	8,876	22.9	4.4
2009-10	191,211	13.9	7,392	22.2	3.9
2010-11	189,474	13.6	6,807	20.7	3.6
2011-12	187,634	13.3	7,062	20.6	3.8
2012-13	187,944	13.2	6,120	19.4	3.3
American Indian					
2005-06	4,590	0.3	133	0.3	2.9
2006-07	4,771	0.4	133	0.3	2.8
2007-08	4,995	0.4	129	0.3	2.6
2008-09	4,997	0.4	111	0.3	2.2
2009-10	<7,530	0.5	–[a]	–	2.6
2010-11	<7,190	0.5	–	–	2.8
2011-12	<6,980	0.5	–	–	2.7
2012-13	<6,350	0.4	–	–	2.5
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	45,870	3.3	385	1.2	0.8
2010-11	48,616	3.5	374	1.1	0.8
2011-12	50,991	3.6	464	1.4	0.9
2012-13	52,377	3.7	420	1.3	0.8
Hispanic					
2005-06	534,570	40.6	27,633	56.6	5.2
2006-07	558,007	41.8	30,200	57.6	5.4
2007-08	580,114	42.9	25,332	57.8	4.4
2008-09	595,252	43.9	22,493	58.1	3.8
2009-10	631,184	45.8	19,597	59.0	3.1
2010-11	652,154	46.8	19,866	60.5	3.0
2011-12	670,390	47.6	20,662	60.3	3.1
2012-13	693,069	48.5	19,247	61.1	2.8

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

continues

Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Pacific Islander					
2005-06	n/aᵇ	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<1,860	0.1	–ᵃ	–	2.5
2010-11	<1,870	0.1	–	–	2.3
2011-12	<1,900	0.1	–	–	1.7
2012-13	<2,000	0.1	–	–	2.2
White					
2005-06	534,204	40.5	9,592	19.7	1.8
2006-07	527,469	39.5	9,922	18.9	1.9
2007-08	518,202	38.4	7,831	17.9	1.5
2008-09	506,473	37.3	6,767	17.5	1.3
2009-10	480,028	34.9	5,377	16.2	1.1
2010-11	474,110	34.0	5,280	16.1	1.1
2011-12	467,344	33.2	5,529	16.1	1.2
2012-13	463,355	32.4	5,155	16.4	1.1
Multiracial					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	19,670	1.4	246	0.7	1.3
2010-11	21,130	1.5	266	0.8	1.3
2011-12	22,479	1.6	349	1.0	1.6
2012-13	23,784	1.7	365	1.2	1.5
Economically disadvantaged					
2005-06	555,270	42.1	23,359	47.9	4.2
2006-07	567,425	42.5	24,330	46.4	4.3
2007-08	581,948	43.1	20,354	46.5	3.5
2008-09	569,299	42.0	15,181	39.2	2.7
2009-10	612,655	44.5	13,099	39.4	2.1
2010-11	712,439	51.1	19,232	58.6	2.7
2011-12	745,010	52.9	20,929	61.0	2.8
2012-13	763,807	53.5	20,217	64.2	2.6

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

ᵃA dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. ᵇNot available.

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Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	665,012	46.5	11,292	35.8	1.7
Female					
2005-06	642,469	48.7	21,588	44.2	3.4
2006-07	651,518	48.8	23,923	45.6	3.7
2007-08	659,584	48.8	19,737	45.1	3.0
2008-09	661,106	48.7	17,650	45.6	2.7
2009-10	670,319	48.7	14,914	44.9	2.2
2010-11	679,085	48.7	14,406	43.9	2.1
2011-12	685,384	48.7	14,771	43.1	2.2
2012-13	695,346	48.7	13,272	42.1	1.9
Male					
2005-06	675,524	51.3	27,215	55.8	4.0
2006-07	682,319	51.2	28,495	54.4	4.2
2007-08	691,337	51.2	24,071	54.9	3.5
2008-09	695,143	51.3	21,070	54.4	3.0
2009-10	707,011	51.3	18,321	55.1	2.6
2010-11	715,438	51.3	18,427	56.1	2.6
2011-12	722,313	51.3	19,514	56.9	2.7
2012-13	733,473	51.3	18,237	57.9	2.5
State					
2005-06	1,317,993	100	48,803	100	3.7
2006-07	1,333,837	100	52,418	100	3.9
2007-08	1,350,921	100	43,808	100	3.2
2008-09	1,356,249	100	38,720	100	2.9
2009-10	1,377,330	100	33,235	100	2.4
2010-11	1,394,523	100	32,833	100	2.4
2011-12	1,407,697	100	34,285	100	2.4
2012-13	1,428,819	100	31,509	100	2.2

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

Table C-3

Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
African American					
2005-06	310,113	15.4	11,692	22.6	3.8
2006-07	302,792	15.0	12,290	22.2	4.1
2007-08	302,494	14.8	10,492	22.9	3.5
2008-09	301,994	14.7	9,381	22.9	3.1
2009-10	284,938	13.6	7,748	22.2	2.7
2010-11	284,834	13.4	7,128	20.7	2.5
2011-12	284,312	13.2	7,444	20.5	2.6
2012-13	285,831	13.1	6,484	18.7	2.3
American Indian					
2005-06	7,018	0.3	144	0.3	2.1
2006-07	7,225	0.4	143	0.3	2.0
2007-08	7,513	0.4	135	0.3	1.8
2008-09	7,600	0.4	124	0.3	1.6
2009-10	11,183	0.5	200	0.6	1.8
2010-11	<10,800	0.5	–[a]	–	1.9
2011-12	<10,445	0.5	–	–	1.9
2012-13	9,299	0.4	175	0.5	1.9
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	70,077	3.4	411	1.2	0.6
2010-11	73,610	3.5	389	1.1	0.5
2011-12	76,581	3.6	491	1.4	0.6
2012-13	78,815	3.6	447	1.3	0.6
Hispanic					
2005-06	837,598	41.5	29,313	56.5	3.5
2006-07	865,447	42.8	31,826	57.5	3.7
2007-08	895,159	43.8	26,458	57.8	3.0
2008-09	922,846	44.8	23,782	58.1	2.6
2009-10	976,183	46.7	20,596	59.0	2.1
2010-11	1,008,211	47.5	20,736	60.3	2.1
2011-12	1,038,114	48.3	21,845	60.2	2.1
2012-13	1,074,166	49.1	21,558	62.1	2.0

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Pacific Islander					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	2,717	0.1	47	0.1	1.7
2010-11	<2,755	0.1	–[a]	–	1.6
2011-12	<2,830	0.1	–	–	1.2
2012-13	2,971	0.1	45	0.1	1.5
White					
2005-06	798,113	39.6	10,068	19.4	1.3
2006-07	782,330	38.7	10,393	18.8	1.3
2007-08	768,051	37.6	8,174	17.8	1.1
2008-09	754,895	36.6	7,124	17.4	0.9
2009-10	715,565	34.2	5,635	16.1	0.8
2010-11	709,752	33.4	5,569	16.2	0.8
2011-12	703,345	32.7	5,894	16.2	0.8
2012-13	701,434	32.0	5,585	16.1	0.8
Multiracial					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	30,727	1.5	270	0.8	0.9
2010-11	32,468	1.5	287	0.8	0.9
2011-12	34,764	1.6	373	1.0	1.1
2012-13	36,926	1.7	402	1.2	1.1
Economically disadvantaged					
2005-06	917,090	45.5	25,024	48.3	2.7
2006-07	925,681	45.7	25,977	47.0	2.8
2007-08	938,680	46.0	21,408	46.7	2.3
2008-09	918,111	44.6	16,055	39.2	1.7
2009-10	981,150	46.9	13,784	39.5	1.4
2010-11	1,129,621	53.2	20,238	58.9	1.8
2011-12	1,186,947	55.2	22,360	61.6	1.9
2012-13	1,217,153	55.6	22,856	65.9	1.9

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2012-13

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	972,289	44.4	11,840	34.1	1.2
Female					
2005-06	982,309	48.7	23,052	44.5	2.3
2006-07	986,691	48.8	25,261	45.7	2.6
2007-08	995,270	48.7	20,618	45.0	2.1
2008-09	1,003,524	48.7	18,645	45.6	1.9
2009-10	1,017,771	48.7	15,649	44.8	1.5
2010-11	1,033,004	48.7	15,162	44.1	1.5
2011-12	1,046,928	48.7	15,680	43.2	1.5
2012-13	1,066,249	48.7	14,238	41.0	1.3
Male					
2005-06	1,034,161	51.3	28,789	55.5	2.8
2006-07	1,036,879	51.2	30,045	54.3	2.9
2007-08	1,046,933	51.3	25,178	55.0	2.4
2008-09	1,057,177	51.3	22,278	54.4	2.1
2009-10	1,073,619	51.3	19,258	55.2	1.8
2010-11	1,089,410	51.3	19,201	55.9	1.8
2011-12	1,103,436	51.3	20,596	56.8	1.9
2012-13	1,123,193	51.3	20,458	59.0	1.8
State					
2005-06	2,016,470	100	51,841	100	2.6
2006-07	2,023,570	100	55,306	100	2.7
2007-08	2,042,203	100	45,796	100	2.2
2008-09	2,060,701	100	40,923	100	2.0
2009-10	2,091,390	100	34,907	100	1.7
2010-11	2,122,414	100	34,363	100	1.6
2011-12	2,150,364	100	36,276	100	1.7
2012-13	2,189,442	100	34,696	100	1.6

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

[a]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [b]Not available.

Table C-4
Annual Dropout Rate, Grades 9-12, Charters and Traditional Districts, Texas Public Schools, 2017-18

Group	Students		Dropouts		Annual
	Number	Percent	Number	Percent	dropout rate (%)
Charters	92,818	5.6	5,095	16.8	5.5
Traditional districts	1,573,163	94.4	25,199	83.2	1.6
State	1,592,485	100	30,273	100	1.9

Note. Parts may not add to 100 percent because of rounding. Counts for charters and traditional districts will not add to state counts because students who attend more than one district are counted only once in state totals.

Table C-5

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 1996 Through 2005

Class year	Class	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received GED[a] Number	Received GED[a] Rate (%)	Dropped out Number	Dropped out Rate (%)	Graduated or continued Number	Graduated or continued Rate (%)	Graduated, continued, or received GED Number	Graduated, continued, or received GED Rate (%)
African American													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Class of 2004	37,281	30,860	82.8	3,438	9.2	1,139	3.1	1,844	4.9	34,298	92.0	35,437	95.1
Class of 2005	37,777	30,858	81.7	3,862	10.2	994	2.6	2,063	5.5	34,720	91.9	35,714	94.5
American Indian													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4
Class of 2004	832	701	84.3	49	5.9	51	6.1	31	3.7	750	90.1	801	96.3
Class of 2005	871	734	84.3	49	5.6	45	5.2	43	4.9	783	89.9	828	95.1
Asian/Pacific Islander													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Class of 2004	8,613	7,983	92.7	348	4.0	138	1.6	144	1.7	8,331	96.7	8,469	98.3
Class of 2005	8,795	8,149	92.7	380	4.3	105	1.2	161	1.8	8,529	97.0	8,634	98.2
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. See Table C-6 for rates for the class of 2006 and later classes.

[a]General Educational Development certificate. [b]Numbers in class for race/ethnicity will not sum to the state total because some student records lacked information on race/ethnicity.

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Secondary School Completion and Dropouts in Texas Public Schools, 2017-18

Table C-5 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 1996 Through 2005

Class year	Class	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received GED[a] Number	Received GED[a] Rate (%)	Dropped out Number	Dropped out Rate (%)	Graduated or continued Number	Graduated or continued Rate (%)	Graduated, continued, or received GED Number	Graduated, continued, or received GED Rate (%)
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
Class of 2004	98,337	77,094	78.4	11,386	11.6	3,701	3.8	6,156	6.3	88,480	90.0	92,181	93.7
Class of 2005	100,781	77,985	77.4	12,377	12.3	3,452	3.4	6,967	6.9	90,362	89.7	93,814	93.1
White													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
Class of 2004	125,848	112,495	89.4	4,605	3.7	6,416	5.1	2,332	1.9	117,100	93.0	123,516	98.1
Class of 2005	122,994	110,029	89.5	4,766	3.9	5,783	4.7	2,416	2.0	114,795	93.3	120,578	98.0
Economically disadvantaged													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
Class of 2004	93,528	73,556	78.6	10,573	11.3	3,888	4.2	5,511	5.9	84,129	90.0	88,017	94.1
Class of 2005	99,637	77,131	77.4	11,955	12.0	3,902	3.9	6,649	6.7	89,086	89.4	92,988	93.3
Female													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. See Table C-6 for rates for the class of 2006 and later classes.

[a]General Educational Development certificate. [b]Numbers in class for race/ethnicity will not sum to the state total because some student records lacked information on race/ethnicity.

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Table C-5 (continued)

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 1996 Through 2005

Class year	Class	Graduated		Continued		Received GED[a]		Dropped out		Graduated or continued		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
Class of 2004	134,484	118,122	87.8	7,397	5.5	4,330	3.2	4,635	3.4	125,519	93.3	129,849	96.6
Class of 2005	133,707	116,660	87.3	8,049	6.0	3,844	2.9	5,154	3.9	124,709	93.3	128,553	96.1
Male													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
Class of 2004	136,427	111,011	81.4	12,429	9.1	7,115	5.2	5,872	4.3	123,440	90.5	130,555	95.7
Class of 2005	137,511	111,095	80.8	13,385	9.7	6,535	4.8	6,496	4.7	124,480	90.5	131,015	95.3
State													
Class of 1996[b]	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5
Class of 2004	270,911	229,133	84.6	19,826	7.3	11,445	4.2	10,507	3.9	248,959	91.9	260,404	96.1
Class of 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3	249,189	91.9	259,568	95.7

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. See Table C-6 for rates for the class of 2006 and later classes.

[a]General Educational Development certificate. [b]Numbers in class for race/ethnicity will not sum to the state total because some student records lacked information on race/ethnicity.

Table C-6

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2013

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 2006	40,726	30,357	74.5	4,269	10.5	698	1.7	5,402	13.3	35,324	86.7
Class of 2007	42,177	29,827	70.7	4,437	10.5	671	1.6	7,242	17.2	34,935	82.8
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	37,041	83.9
Class of 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	38,961	85.2
Class of 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	40,734	88.2
Class of 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	40,257	89.1
Class of 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,789	89.9
Class of 2013	44,189	37,162	84.1	2,352	5.3	298	0.7	4,377	9.9	39,812	90.1
American Indian											
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	869	94.0
Class of 2007	1,031	839	81.4	64	6.2	29	2.8	99	9.6	932	90.4
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	1,035	91.6
Class of 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	1,015	90.7
Class of 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,184	94.9
Class of 2011	1,587	1,374	86.6	83	5.2	28	1.8	102	6.4	1,485	93.6
Class of 2012	<1,600	–[b]	86.7	–	4.2	–	2.0	–	7.1	–	92.9
Class of 2013	<1,500	–	85.8	–	4.4	–	1.3	–	8.5	–	91.5
Asian											
Class of 2006	n/a[c]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,558	98.6
Class of 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	11,001	97.9
Class of 2013	12,058	11,312	93.8	360	3.0	21	0.2	365	3.0	11,693	97.0
Hispanic											
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	95,046	86.9
Class of 2007	114,590	78,506	68.5	15,286	13.3	2,039	1.8	18,759	16.4	95,831	83.6
Class of 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4	104,335	85.6
Class of 2009	130,086	95,609	73.5	16,461	12.7	1,827	1.4	16,189	12.4	113,897	87.6
Class of 2010	135,212	106,514	78.8	13,981	10.3	1,708	1.3	13,009	9.6	122,203	90.4
Class of 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	131,232	91.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]General Educational Development certificate. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available. [d]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.

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Table C-6 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2013

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 (%)
Class of 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	133,646	92.0
Class of 2013	155,160	132,051	85.1	9,153	5.9	1,307	0.8	12,649	8.2	142,511	91.8
Pacific Islander											
Class of 2006	n/a[c]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<450	–[b]	88.0	–	6.1	–	0.9	–	5.0	–	95.0
Class of 2012	<450	–	89.0	–	6.5	–	0.5	–	4.1	–	95.9
Class of 2013	<450	–	89.5	–	4.7	–	0.5	–	5.3	–	94.7
White											
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	118,199	96.1
Class of 2007	122,784	108,313	88.2	5,048	4.1	2,896	2.4	6,527	5.3	116,257	94.7
Class of 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1	116,598	94.9
Class of 2009	120,629	108,190	89.7	4,943	4.1	2,011	1.7	5,485	4.5	115,144	95.5
Class of 2010	119,938	109,887	91.6	4,156	3.5	1,705	1.4	4,190	3.5	115,748	96.5
Class of 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	109,596	96.6
Class of 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	106,546	96.8
Class of 2013	109,915	102,213	93.0	2,845	2.6	996	0.9	3,861	3.5	106,054	96.5
Multiracial											
Class of 2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,203	96.9
Class of 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,884	96.3
Class of 2013	5,345	4,899	91.7	165	3.1	48	0.9	233	4.4	5,112	95.6
Economically disadvantaged											
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	94,195	86.3
Class of 2007	112,939	77,704	68.8	13,256	11.7	2,418	2.1	19,561	17.3	93,378	82.7
Class of 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7	100,618	84.3
Class of 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	107,052	89.1

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]General Educational Development certificate. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available. [d]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.

Table C-6 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2013

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 (%)
Class of 2010	132,842	108,861	81.9	12,199	9.2	1,394	1.0	10,388	7.8	122,454	92.2
Class of 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	136,997	92.3
Class of 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	140,763	92.2
Class of 2013	162,779	138,630	85.2	8,868	5.4	1,493	0.9	13,788	8.5	148,991	91.5
Not economically disadvantaged											
Class of 2006	n/a[c]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Female											
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	128,084	91.7
Class of 2007	143,071	114,823	80.3	10,808	7.6	1,937	1.4	15,503	10.8	127,568	89.2
Class of 2008	148,737	121,074	81.4	11,857	8.0	1,707	1.1	14,099	9.5	134,638	90.5
Class of 2009	151,756	125,806	82.9	11,605	7.6	1,579	1.0	12,766	8.4	138,990	91.6
Class of 2010	154,177	133,378	86.5	9,485	6.2	1,396	0.9	9,918	6.4	144,259	93.6
Class of 2011	156,848	138,317	88.2	8,058	5.1	1,249	0.8	9,224	5.9	147,624	94.1
Class of 2012	155,183	139,751	90.1	6,205	4.0	1,080	0.7	8,147	5.2	147,036	94.8
Class of 2013	161,039	145,457	90.3	5,865	3.6	971	0.6	8,746	5.4	152,293	94.6
Male											
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	130,639	90.7
Class of 2007	147,591	111,889	75.8	14,449	9.8	3,751	2.5	17,502	11.9	130,089	88.1
Class of 2008	151,751	116,502	76.8	15,008	9.9	2,903	1.9	17,338	11.4	134,413	88.6
Class of 2009	156,671	122,694	78.3	15,062	9.6	2,825	1.8	16,090	10.3	140,581	89.7
Class of 2010	159,902	131,254	82.1	13,047	8.2	2,531	1.6	13,070	8.2	146,832	91.8
Class of 2011	162,740	136,245	83.7	11,699	7.2	2,207	1.4	12,589	7.7	150,151	92.3
Class of 2012	161,575	138,027	85.4	9,545	5.9	2,118	1.3	11,885	7.4	149,690	92.6
Class of 2013	167,545	143,841	85.9	9,095	5.4	1,721	1.0	12,888	7.7	154,657	92.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]General Educational Development certificate. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available. [d]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.

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Table C-6 (continued)

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2013

Class year	Class	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received GED[a] Number	Received GED[a] Rate (%)	Dropped out Number	Dropped out Rate (%)	Graduated, continued, or received GED Number	Graduated, continued, or received GED Rate (%)
State											
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	258,723	91.2
Class of 2007	290,662	226,712	78.0	25,257	8.7	5,688	2.0	33,005	11.4	257,657	88.6
Class of 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5	269,051	89.5
Class of 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4	279,571	90.6
Class of 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3	291,091	92.7
Class of 2011[d]	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	297,775	93.2
Class of 2012[d]	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	296,726	93.7
Class of 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6	306,950	93.4

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]General Educational Development certificate. [b]A dash (–) indicates data are masked. 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. See the section "Data Masking" on page 43 for additional information. [c]Not available. [d]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.

Table C-7

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, Charters and Traditional Districts, Texas Public Schools, Class of 2018

Group	Class	Graduated Number	Graduated Rate (%)	Continued Number	Continued Rate (%)	Received TxCHSE[a] Number	Received TxCHSE[a] Rate (%)	Dropped out Number	Dropped out Rate (%)
Charters	18,598	12,309	66.2	2,704	14.5	272	1.5	3,313	17.8
Traditional districts	354,321	323,191	91.2	11,646	3.3	1,385	0.4	18,099	5.1
State	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7

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

[a]Texas Certificate of High School Equivalency.

Appendix D
Comparison of a Grade 9-12
Longitudinal Dropout Rate
and a Grade 9-12 Attrition Rate

Figure D-1
Example: Comparison of
a Grade 9-12 Longitudinal Dropout Rate
and a Grade 9-12 Attrition Rate

Figure D-1
Example: Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Students in Attrition Rate Who Are Not Counted as Dropouts in Longitudinal Rate

Graduates. The attrition rate includes early graduates and any on-time graduates who were not enrolled in Grade 12 in the fall of 2017-18.

TxCHSE.[a] The attrition rate includes students who received high school equivalency certificates rather than high school diplomas.

Continuing Students. The attrition rate includes continuing students if they were not in Grade 12 in 2017-18. The most common reason for students to fall behind a grade level is retention in Grade 9.

Students who Left the Texas Public School System. The attrition rate includes all students who left Texas public schools for any reason. The longitudinal rate excludes students who left Texas public schools for reasons other than dropping out. Reasons for exclusion from the longitudinal rate include the following.

- Enrolled in or withdrew with intent to enroll in another educational setting (private school in Texas, public or private school out of state, home schooling, or entered college early)
- Returned to home country
- Removed by district (expelled for criminal behavior; falsified enrollment information; no immunization; etc.)
- Removed by Child Protective Services
- Died

Students Entering the Texas Public School System and Enrollment Growth. Some attrition rates include a growth adjustment that is an estimate of the number of students entering Texas public schools. The attrition rate calculated by the Texas Education Agency is not adjusted for growth. The longitudinal rate assigns all students who enter the Texas public school system to the appropriate cohort and determines outcomes in the same way that outcomes for starting Grade 9 students are determined.

Students Previously Counted. The 2017-18 attrition rate includes students from the class of 2017 who were repeating Grade 9 in 2014-15. These students were also included in the 2016-17 attrition rate.

Data Errors. The attrition rate includes students removed from the longitudinal calculation because their statuses cannot be determined because of data errors.

Students Included in Both Longitudinal Dropout Rate and Attrition Rate

Both the longitudinal dropout rate and the attrition rate include students in the class of 2018 who left school before graduation for the following reasons.

- Academic performance (poor attendance, low grades, failing the exit-level assessment, etc.)
- Employment (pursue job or join military)
- Family (marriage or pregnancy)
- Alternative education
- Discipline (failure to return following expulsion or JJAEP[b] term)
- Alcohol or other drug abuse problems
- Whereabouts unknown

Dropouts in Longitudinal Rate Who Are Not Included in Attrition Rate

The longitudinal dropout rate includes the following students who are excluded from the attrition rate.

- Grade 12 Dropouts. The attrition rate does not include students who enroll in Grade 12 in 2017-18 but drop out before graduating.

Grade 9-12 Attrition Rate
Students from the class of 2018 who for any reason were not enrolled in Grade 12 in a Texas public school in the fall of the 2017-18 school year

Grade 9-12 Longitudinal Dropout Rate
Students from the class of 2018 who dropped out

[a]Texas Certificate of High School Equivalency. [b]Juvenile justice alternative education program.

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Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

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