

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2018-19

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students	
Enrollment													
20	50,000 and over	490,821	9,871	2.8	2.5	0.5	2.5	2.2	0.9	1.2	4.9	2.8	2.0
33	25,000 to 49,999	357,226	5,675	1.9	2.2	0.6	1.8	2.2	1.0	1.2	2.9	2.3	1.6
64	10,000 to 24,999	307,947	3,716	1.8	1.8	0.2	1.4	0.6	0.7	0.8	2.4	1.9	1.2
76	5,000 to 9,999	183,906	5,256	4.3	3.1	1.4	3.5	2.4	1.4	3.9	5.4	3.1	2.9
90	3,000 to 4,999	105,831	1,197	1.5	1.4	0.1	1.3	1.0	0.8	1.4	2.0	1.7	1.1
134	1,600 to 2,999	87,093	1,470	2.6	2.6	0.3	2.3	6.7	1.0	1.7	2.8	2.1	1.7
150	1,000 to 1,599	57,841	533	1.9	0.0	0.7	1.2	0.8	0.6	1.6	2.4	1.2	0.9
217	500 to 999	48,600	629	4.2	1.3	1.2	1.8	5.4	0.5	0.5	3.6	1.5	1.3
308	Under 500	30,702	944	8.3	6.4	13.6	4.4	8.0	1.2	2.3	11.4	1.8	3.1
TEA District Type													
11	Major Urban	284,899	7,802	3.9	3.9	1.5	2.8	3.0	1.6	1.9	5.0	3.6	2.7
79	Major Suburban	559,613	7,113	1.6	2.0	0.3	1.7	1.4	0.7	0.8	3.4	2.0	1.3
38	Other Central City	254,486	4,313	2.5	1.3	0.5	1.9	1.7	1.0	1.5	3.4	2.4	1.7
164	Other Central City Suburban	248,543	2,581	1.6	1.8	0.2	1.2	2.0	0.7	0.9	2.1	1.6	1.0
67	Independent Town	76,694	1,160	2.2	1.6	1.1	1.7	0.0	1.0	2.4	2.3	2.0	1.5
29	Non-metropolitan Fast Growing	13,928	88	1.4	0.0	0.0	0.8	0.0	0.4	0.9	2.7	0.8	0.6
166	Non-metropolitan Stable	87,233	701	1.1	0.5	0.0	1.1	0.7	0.5	0.7	2.1	1.2	0.8
424	Rural	54,962	280	0.7	1.1	0.0	0.7	0.0	0.3	0.4	1.4	0.8	0.5
114	Charters	89,609	5,253	9.3	8.8	2.2	5.4	7.7	4.7	9.3	6.3	5.3	5.9
NCES District Type													
92	City-Large	481,154	13,744	4.4	4.2	1.2	2.9	3.1	1.8	3.0	4.8	3.5	2.9
29	City-Midsize	138,875	3,208	3.7	2.1	0.8	2.4	2.7	1.5	2.2	3.1	2.9	2.3
23	City-Small	81,195	1,086	2.0	1.1	0.3	1.5	0.0	0.9	1.2	2.8	1.7	1.3
100	Suburban-Large	529,024	6,641	1.6	2.0	0.3	1.7	1.5	0.6	0.8	3.5	1.9	1.3
25	Suburban-Midsize	45,700	587	1.9	1.9	0.2	1.4	4.5	1.0	1.3	2.9	1.9	1.3
7	Suburban-Small	11,567	234	3.3	4.5	1.1	2.7	0.0	1.1	1.3	4.6	2.4	2.0
36	Town-Fringe	34,979	698	3.5	1.6	1.0	2.2	0.0	1.6	1.8	3.2	2.1	2.0
98	Town-Distant	73,355	970	1.8	0.7	0.3	1.6	0.0	0.9	1.7	2.5	1.6	1.3
75	Town-Remote	52,599	586	1.7	3.1	0.8	1.2	0.0	0.8	2.0	1.9	1.6	1.1
119	Rural-Fringe	130,136	1,033	1.3	1.0	0.3	1.0	1.8	0.5	0.8	1.8	1.4	0.8
286	Rural-Distant	68,458	386	1.2	0.6	0.3	0.7	0.0	0.5	0.4	1.0	1.0	0.6
202	Rural-Remote	22,925	118	0.2	1.5	0.0	0.6	0.0	0.4	1.1	0.7	0.9	0.5
NCES District Type, Charters Separate													
31	City-Large	418,629	9,847	3.3	3.1	0.9	2.5	2.8	1.3	1.6	4.5	3.2	2.4
19	City-Midsize	132,096	2,248	2.8	1.2	0.7	1.8	1.8	1.1	1.8	2.6	2.4	1.7

Note. See notes after table for category descriptions.

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				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.
19	City-Small	79,358	1,080	2.1	1.1	0.3	1.5	0.0	0.9	1.3	2.8	1.7	1.4
79	Suburban-Large	514,349	6,367	1.5	2.0	0.3	1.7	1.5	0.6	0.7	3.5	2.0	1.2
24	Suburban-Midsize	45,446	587	1.9	1.9	0.3	1.4	4.5	1.0	1.3	2.9	1.9	1.3
6	Suburban-Small	11,342	225	3.3	3.5	1.1	2.7	0.0	1.1	1.3	4.7	2.2	2.0
34	Town-Fringe	34,741	693	3.6	1.7	1.0	2.2	0.0	1.5	1.8	3.2	2.1	2.0
96	Town-Distant	72,961	964	1.8	0.7	0.3	1.6	0.0	0.9	1.7	2.5	1.6	1.3
73	Town-Remote	52,182	586	1.7	3.2	0.8	1.2	0.0	0.8	2.0	1.9	1.6	1.1
113	Rural-Fringe	128,790	1,019	1.3	1.0	0.3	1.0	1.8	0.6	0.8	1.8	1.4	0.8
283	Rural-Distant	67,603	311	0.8	0.6	0.3	0.6	0.0	0.4	0.3	0.9	0.9	0.5
201	Rural-Remote	22,861	111	0.2	1.5	0.0	0.6	0.0	0.4	1.1	0.7	0.9	0.5
114	Charters	89,609	5,253	9.3	8.8	2.2	5.4	7.7	4.7	9.3	6.3	5.3	5.9

Property Wealth: Median (\$349,377)

98	Under \$169,545	166,027	2,623	1.9	2.2	0.7	1.6	1.2	1.0	1.5	2.7	2.4	1.6
99	\$169,545 to \$223,471	78,685	1,116	1.4	1.6	0.9	1.7	1.2	0.8	1.3	2.5	2.0	1.4
99	\$223,472 to \$272,533	138,367	2,229	2.0	3.0	0.8	1.9	0.4	1.0	1.7	3.5	2.1	1.6
101	\$272,534 to \$308,173	116,481	1,784	2.0	0.4	0.6	1.8	1.7	0.8	1.4	4.0	1.9	1.5
99	\$308,174 to \$349,376	164,757	2,534	1.9	3.2	0.4	1.8	3.3	0.9	1.1	3.2	2.3	1.5
96	\$349,377 to \$412,200	197,817	3,616	2.7	2.1	0.9	2.1	4.0	1.0	1.6	3.4	2.6	1.8
98	\$412,201 to \$491,980	252,812	2,476	1.4	1.1	0.3	1.3	0.2	0.6	0.7	2.5	1.7	1.0
101	\$491,981 to \$639,297	215,244	2,341	2.1	1.0	0.3	1.6	1.2	0.6	0.9	3.6	1.4	1.1
95	\$639,298 to \$934,402	193,351	4,872	3.6	3.2	0.7	3.1	5.7	1.0	1.6	5.7	3.3	2.5
87	Over \$934,402	52,389	446	1.6	0.6	0.2	1.2	0.0	0.5	0.2	1.9	1.4	0.9
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6

Property Wealth: Average (\$437,008)

625	Under \$437,008	940,092	14,826	2.1	2.2	0.6	1.8	2.0	0.9	1.4	3.2	2.3	1.6
348	Over \$437,008	635,838	9,211	2.4	1.4	0.4	2.0	1.4	0.7	0.9	4.3	2.0	1.4
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6

Property Wealth: Equal Student Groups

41	Under \$123,158	79,940	1,395	2.7	1.9	0.8	1.8	0.0	0.8	2.3	2.9	2.4	1.7
54	\$123,158 to < \$164,221	72,370	926	1.8	2.0	0.4	1.3	1.3	1.0	1.5	2.3	2.1	1.3
81	\$164,221 to < \$208,918	80,775	1,336	1.5	2.2	1.2	1.9	1.2	0.9	1.5	2.6	2.4	1.7
71	\$208,918 to < \$250,173	74,284	968	1.6	2.4	0.2	1.5	0.8	1.0	1.3	2.6	1.7	1.3
49	\$250,173 to < \$272,534	75,710	1,343	2.2	3.0	1.2	2.2	0.0	0.9	1.9	3.9	2.3	1.8
70	\$272,534 to < \$299,260	79,227	1,406	2.3	0.8	0.9	2.0	1.3	0.9	1.5	4.9	2.0	1.8
58	\$299,260 to < \$316,695	78,853	1,172	1.5	1.1	0.3	1.9	2.0	0.8	1.0	2.7	2.1	1.5
33	\$316,695 to < \$329,469	82,751	1,323	2.0	3.8	0.5	1.9	3.8	0.9	1.4	3.7	2.5	1.6
49	\$329,469 to < \$355,684	75,748	1,376	3.3	2.6	1.2	1.7	4.3	1.2	1.3	3.4	3.1	1.8
38	\$355,684 to < \$378,489	86,500	1,555	2.4	2.4	0.9	2.1	4.2	1.0	1.9	3.6	2.3	1.8

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				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
52	\$378,489 to < \$413,609	77,818	1,103	2.1	1.2	0.3	1.9	3.2	0.8	1.0	2.0	2.1	1.4
34	\$413,609 to < \$442,675	79,080	992	1.9	2.0	0.3	1.5	0.0	0.8	1.0	3.0	2.1	1.3
17	\$442,675 to < \$456,961	87,741	826	1.1	0.0	0.2	1.2	0.0	0.7	0.4	1.9	1.7	0.9
37	\$456,961 to < \$484,748	82,980	645	1.1	0.6	0.3	1.2	0.4	0.4	0.6	2.5	1.5	0.8
32	\$484,748 to < \$525,460	80,584	967	2.4	0.6	0.2	1.8	2.3	0.7	1.0	4.5	1.7	1.2
59	\$525,460 to < \$606,813	77,706	916	2.1	1.3	0.6	1.6	0.7	0.7	0.7	3.4	1.4	1.2
16	\$606,813 to < \$639,298	58,123	470	1.3	1.0	0.4	1.2	0.0	0.5	1.0	2.8	1.2	0.8
47	\$639,298 to < \$741,925	73,764	1,810	3.4	4.0	2.1	2.7	6.3	0.9	1.9	4.6	3.2	2.5
12	\$741,925 to < \$786,525	69,144	2,671	4.4	3.4	1.8	4.1	8.6	2.4	2.4	8.5	4.9	3.9
123	\$786,525 and over	102,832	837	1.5	1.2	0.1	1.3	0.0	0.4	0.5	2.5	1.3	0.8
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6
Tax: Local Adopted Rate (Avg=1.3054)													
237	Under \$1.1701	102,880	1,519	2.3	1.2	0.9	1.7	1.9	0.9	1.7	3.0	1.9	1.5
230	\$1.1701 to under \$1.3050	386,238	7,432	3.3	2.1	0.9	2.1	2.7	0.9	1.5	4.4	2.6	1.9
254	\$1.3050 to under \$1.4272	496,826	8,486	2.5	2.0	0.6	2.1	1.3	1.0	1.3	3.9	2.4	1.7
252	\$1.4272 and over	589,986	6,600	1.5	1.9	0.2	1.5	1.4	0.6	0.8	2.5	1.8	1.1
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6
Tax: Local M & O Rates (Avg=1.0945)													
454	Under \$1.0401	766,695	10,616	2.1	1.9	0.5	1.7	1.5	0.8	1.1	3.7	2.0	1.4
123	\$1.0401 to \$1.1694	384,079	7,455	2.7	2.2	0.6	2.3	2.7	1.0	1.4	4.1	2.8	1.9
396	\$1.1695 and over	425,156	5,966	1.8	1.6	0.3	1.7	1.6	0.7	1.0	2.8	1.9	1.4
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6
Highest Property Value													
492	Residential	1,318,573	19,277	2.1	1.9	0.5	1.8	1.7	0.8	1.1	3.6	2.2	1.5
25	Land	1,496	4	0.0	0.0	0.0	0.6	0.0	0.0	0.0	0.0	0.5	0.3
58	Oil and gas	13,890	110	0.8	2.1	0.0	1.0	0.0	0.4	0.0	1.7	1.4	0.8
398	Business	241,971	4,646	3.0	1.7	0.5	2.2	2.6	1.1	1.7	3.8	2.2	1.9
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6
Small/Sparse Adjustment (Avg=26.2%)													
165	No small/sparse adjustment	1,260,877	21,263	2.3	2.2	0.5	2.0	1.8	0.9	1.2	3.8	2.4	1.7
258	Under 15.0%	222,437	2,258	1.5	1.2	0.2	1.2	1.9	0.7	1.2	2.0	1.5	1.0
195	15.0% to under 23.9%	118,240	5,407	8.4	6.0	2.1	4.7	4.4	2.4	6.8	5.9	4.1	4.6
254	23.9% to under 38.0%	49,224	268	0.8	0.8	0.0	0.8	0.0	0.4	0.4	1.8	0.8	0.5
220	38.0% and over	19,189	95	0.6	1.4	0.0	0.7	0.0	0.3	0.6	1.0	0.8	0.5

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Cost of Education Index (Median=1.06)													
154	Under 1.04	97,315	5,285	9.2	7.8	2.2	5.3	7.0	3.5	8.4	6.2	4.8	5.4
233	1.04 to under 1.06	59,974	225	0.6	0.9	0.0	0.4	0.0	0.3	0.5	0.7	0.8	0.4
246	1.06 to under 1.08	104,061	1,148	1.8	0.8	0.6	1.3	0.7	0.8	1.3	2.5	1.5	1.1
250	1.08 to under 1.11	283,779	2,698	1.6	1.3	0.1	1.2	1.0	0.6	0.9	2.0	1.6	1.0
209	1.11 and over	1,124,838	19,935	2.4	2.3	0.5	2.0	2.2	1.0	1.2	3.8	2.5	1.8
Operating Cost Per Student (Avg=\$9,641)													
203	Under \$9,027	452,991	5,566	2.0	1.6	0.3	1.7	2.0	0.8	1.0	2.9	1.8	1.2
214	\$9,027 to \$9,815	475,615	6,435	1.9	1.8	0.5	1.6	1.3	0.9	1.4	2.9	1.9	1.4
225	\$9,816 to \$10,680	486,711	10,528	3.0	2.9	0.8	2.3	3.3	1.1	1.5	4.5	2.8	2.2
230	\$10,681 to \$12,349	199,143	5,400	5.3	4.2	1.1	2.7	0.8	1.1	4.9	3.9	3.0	2.7
220	Over \$12,349	55,507	1,362	4.8	2.1	1.4	2.6	2.9	1.2	1.2	4.2	2.7	2.5
Education Service Center Regions													
41	I Edinburg	132,377	1,735	0.8	0.0	0.0	1.3	0.0	0.6	2.4	2.5	1.9	1.3
37	II Corpus Christi	31,460	592	2.9	1.4	0.0	2.1	5.0	1.0	1.4	2.0	2.7	1.9
32	III Victoria	16,219	158	1.7	0.0	0.0	1.2	0.0	0.5	1.2	2.1	1.2	1.0
64	IV Houston	366,544	7,080	2.4	2.8	0.4	2.4	2.8	1.0	1.1	5.3	2.7	1.9
35	V Beaumont	24,403	500	3.5	1.5	0.3	2.8	10.5	1.1	3.0	6.1	2.5	2.0
56	VI Huntsville	62,252	756	1.9	2.0	0.5	1.5	0.0	0.9	1.0	2.6	1.7	1.2
97	VII Kilgore	55,208	741	1.9	2.4	0.6	1.5	2.9	1.0	1.6	2.0	1.8	1.3
41	VIII Mt Pleasant	16,644	131	1.2	0.0	0.0	0.6	0.0	0.7	2.0	1.3	1.3	0.8
36	IX Wichita Falls	11,162	42	0.4	0.0	0.0	0.3	0.0	0.5	0.0	0.3	0.8	0.4
106	X Richardson	271,678	6,225	3.3	2.4	0.5	3.1	4.1	0.8	2.4	4.5	2.5	2.3
82	XI Fort Worth	193,273	2,855	2.4	1.7	0.7	1.9	1.1	0.9	1.6	3.0	2.3	1.5
76	XII Waco	51,184	773	2.4	0.9	0.2	1.8	1.1	0.8	1.4	3.0	2.1	1.5
66	XIII Austin	123,307	1,483	2.3	2.3	0.5	1.6	1.2	0.6	1.0	2.9	1.6	1.2
43	XIV Abilene	15,312	160	3.4	1.4	0.0	1.1	0.0	0.7	1.4	2.6	1.4	1.0
43	XV San Angelo	14,791	198	1.1	2.5	1.8	1.8	12.5	0.6	1.2	2.4	1.6	1.3
57	XVI Amarillo	24,842	389	3.6	1.3	3.5	1.9	0.0	0.9	1.7	4.1	2.1	1.6
58	XVII Lubbock	24,620	352	4.1	0.0	1.0	1.6	6.7	0.6	1.2	2.2	1.9	1.4
34	XVIII Midland	26,155	716	4.7	2.3	2.4	2.9	7.7	2.0	3.2	4.6	3.3	2.7
16	XIX El Paso	58,851	1,250	3.2	3.8	1.3	2.1	1.1	1.5	3.4	3.4	3.3	2.1
72	XX San Antonio	149,685	3,155	3.4	4.7	0.9	2.3	1.1	1.4	1.1	3.2	2.8	2.1
STAAR: Achieved the Approaches Grade Level Standard, %													
0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
226	Under 69.1%	234,821	10,135	5.9	7.2	4.1	4.2	7.3	3.0	5.7	6.0	4.4	4.3
193	69.1% to under 74.0%	363,383	8,774	2.9	2.0	1.3	2.6	2.6	1.5	2.0	4.7	3.0	2.4
242	74.0% to under 79.0%	358,417	4,872	1.5	1.9	0.5	1.6	0.8	0.8	1.2	2.8	2.0	1.4
238	79.0% to under 85.0%	434,082	4,303	1.5	1.5	0.4	1.2	1.5	0.6	0.8	2.7	1.6	1.0
193	85.0% and over	279,264	1,207	0.7	0.5	0.1	0.7	0.2	0.3	0.4	1.4	1.0	0.4
SAT/ACT 2017-18: Participation, %													
365	0% to under 55%	334,434	8,954	4.7	3.3	1.8	3.0	3.1	1.5	3.2	4.7	2.7	2.7
303	55% to under 70%	339,393	4,005	1.9	1.2	0.5	1.4	1.3	0.7	1.3	2.7	1.8	1.2
401	70% and over	992,989	16,198	2.3	2.2	0.4	2.0	2.1	0.8	1.1	3.8	2.4	1.6
23	No graduates	3,151	134	10.9	0.0	2.4	4.9	0.0	1.0	1.4	4.6	3.2	4.3
SAT/ACT 2017-18: At or Above Criterion, %													
41	None met criterion	4,815	207	5.7	7.7	4.6	4.9	0.0	1.5	5.1	7.7	3.9	4.3
62	Under 10%	66,733	4,536	11.2	11.8	16.6	5.8	10.3	7.4	18.8	7.1	6.3	6.8
196	10% to under 20%	274,051	6,620	3.3	4.0	2.1	2.4	5.7	1.5	2.0	4.0	3.0	2.4
325	20% to under 35%	511,711	9,986	2.7	2.0	1.0	2.0	1.9	1.4	1.9	3.7	2.6	2.0
439	35% and over	809,008	7,465	1.5	1.3	0.3	1.3	1.0	0.6	0.8	2.7	1.5	0.9
29	No test takers	3,649	477	19.6	17.2	19.4	15.0	25.0	7.9	8.5	31.5	4.0	13.1
Student Density (Avg=19 Students/Sq Mile)													
433	Fewer than 5	81,694	549	0.8	0.8	0.4	0.9	0.0	0.4	0.6	1.8	1.1	0.7
266	5 to fewer than 20	158,775	1,632	1.5	1.7	0.8	1.3	0.7	0.7	1.1	2.3	1.3	1.0
147	20 to fewer than 100	265,184	3,582	2.0	1.4	0.5	1.6	2.9	0.9	1.4	2.6	1.9	1.4
127	100 and over	1,070,277	18,274	2.3	2.1	0.5	2.1	1.7	0.8	1.1	3.9	2.5	1.7
119	Non-taxing entities	94,037	5,254	9.1	8.5	2.1	5.1	6.8	4.5	8.5	6.2	5.2	5.6
Student Change: 17/18-18/19 (Avg=1%)													
513	Declining students	874,342	20,976	3.5	3.2	0.9	2.6	2.9	1.3	2.3	4.4	2.9	2.4
322	0% to under 3%	537,120	5,698	1.7	1.3	0.3	1.3	1.5	0.7	1.0	2.7	1.7	1.1
134	3% to under 6%	177,483	1,564	1.2	1.1	0.2	1.2	1.1	0.6	0.9	2.1	1.4	0.9
62	6% to under 10%	39,927	286	1.0	1.7	0.4	1.0	0.0	0.4	0.7	1.7	1.1	0.7
61	10% and over	41,095	767	3.3	4.2	1.7	1.7	6.5	1.7	2.0	3.2	1.6	1.9
Students: African American, % (Avg=13%)													
804	Under 10%	837,630	10,390	1.8	1.5	0.3	1.6	0.8	0.7	0.9	2.6	1.8	1.2
236	10% to under 30%	744,208	16,820	2.9	2.5	0.6	2.8	2.6	1.2	2.1	4.8	2.8	2.3

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2018-19

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students
36	30% to under 50%	71,469	1,619	2.5	4.1	1.0	2.5	2.8	1.6	1.6	4.3	2.9	2.3
9	50% to under 70%	10,295	399	3.5	4.3	0.9	5.4	9.1	3.5	3.0	11.4	4.3	3.9
4	70% to under 90%	5,868	60	0.9	5.6	10.0	1.2	0.0	1.6	1.1	1.9	1.3	1.0
3	90% and over	497	3	0.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6

Students: Hispanic, % (Avg=53%)

94	Under 10%	30,442	189	0.8	0.0	0.5	0.4	3.6	0.6	1.1	1.2	1.1	0.6
358	10% to under 30%	339,754	2,619	1.4	1.1	0.2	1.2	1.4	0.5	0.8	2.7	1.4	0.8
270	30% to under 50%	471,701	6,152	2.1	1.8	0.6	1.5	1.8	0.8	1.1	3.3	1.7	1.3
172	50% to under 70%	446,177	12,772	4.1	4.1	1.2	2.9	3.0	1.9	3.1	4.8	3.5	2.9
113	70% to under 90%	166,281	3,864	3.0	2.5	0.7	2.3	2.0	2.0	2.4	4.3	2.9	2.3
85	90% and over	215,612	3,695	3.6	4.8	1.2	1.7	1.4	1.5	2.9	2.6	2.5	1.7

Students: White, % (Avg=27%)

159	Under 10%	501,693	14,422	4.2	4.8	1.5	2.6	3.8	3.2	5.4	4.5	3.4	2.9
181	10% to under 30%	480,744	9,044	2.5	2.5	0.5	2.0	2.3	1.4	1.6	3.3	2.7	1.9
231	30% to under 50%	404,137	3,981	1.5	1.3	0.3	1.2	1.3	0.7	1.0	2.5	1.5	1.0
249	50% to under 70%	198,561	1,420	1.2	1.4	0.3	0.9	0.8	0.6	0.8	1.9	1.1	0.7
259	70% to under 90%	83,251	421	0.8	0.2	0.0	0.6	1.3	0.5	0.5	1.3	1.0	0.5
13	90% and over	1,581	3	0.0	0.0	0.0	0.0	0.0	0.1	6.3	0.0	0.5	0.2

Students: Econ Disad, % (Avg=61%)

16	Under 10%	23,257	25	0.8	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.2	0.1
72	10% to under 30%	160,383	653	0.6	0.3	0.1	0.6	0.0	0.3	0.5	1.3	0.9	0.4
211	30% to under 50%	380,318	3,665	1.4	1.3	0.3	1.3	1.3	0.6	0.8	2.9	1.5	1.0
430	50% to under 70%	436,023	6,794	2.2	1.8	0.7	1.8	1.9	1.1	1.5	3.0	2.1	1.6
298	70% to under 90%	595,941	16,102	3.8	4.2	1.5	2.6	3.7	2.1	3.8	4.5	3.3	2.7
65	90% and over	74,045	2,052	5.0	7.7	5.3	2.6	0.0	3.6	4.7	3.3	3.2	2.8

Teacher Experience (Avg=11.1 yrs)

241	Under 10.2 years	419,222	12,125	3.6	4.1	1.1	3.0	3.0	2.0	3.4	4.5	3.3	2.9
279	10.2 to under 12.0 years	783,959	11,909	2.2	1.8	0.4	1.9	2.0	0.8	1.0	3.8	2.2	1.5
296	12.0 to under 13.7 years	340,299	4,076	1.6	1.4	0.6	1.6	0.4	0.6	1.0	2.9	1.8	1.2
276	13.7 years and over	126,487	1,181	2.3	0.9	0.1	1.1	1.3	0.5	0.8	2.1	1.4	0.9

Teacher Salary (Avg=\$54,122)

271	Under \$44,542	74,670	1,480	3.4	3.8	2.6	2.3	4.8	1.3	2.3	4.7	1.6	2.0
272	\$44,542 to under \$47,630	110,790	1,321	1.8	1.2	0.5	1.6	0.6	0.8	1.5	1.8	1.5	1.2
275	\$47,630 to under \$51,777	270,759	6,851	5.0	3.1	0.9	2.9	2.9	1.2	3.1	4.0	2.7	2.5

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2018-19

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
274	\$51,777 and over	1,213,748	19,639	2.3	2.0	0.5	1.9	1.8	0.8	1.1	3.8	2.4	1.6
Teachers: White, % (Avg=58%)													
45	Under 10%	111,590	1,995	8.9	8.8	2.9	1.7	22.2	5.9	6.5	3.2	2.2	1.8
68	10% to under 30%	294,138	10,613	4.9	5.2	1.8	3.4	4.3	3.5	6.8	5.6	4.2	3.6
55	30% to under 50%	149,918	2,757	2.3	4.5	0.5	1.9	2.0	1.5	1.1	3.7	2.8	1.8
131	50% to under 70%	415,040	7,969	2.4	2.5	0.6	2.1	2.1	1.4	1.8	3.2	2.6	1.9
379	70% to under 90%	555,240	4,950	1.4	0.9	0.3	1.2	1.2	0.6	0.9	2.5	1.4	0.9
414	90% and over	144,041	1,007	1.6	0.9	0.2	1.0	0.8	0.6	0.8	1.4	1.1	0.7
Teachers with Adv Degrees, % (Avg=25.0%)													
244	Under 13.1%	71,748	943	3.1	2.8	2.1	1.5	7.7	0.7	1.4	4.5	1.4	1.3
287	13.1% to under 19.1%	171,243	2,123	2.1	1.9	1.6	1.3	3.1	1.0	1.4	2.1	1.7	1.2
289	19.1% to under 24.9%	451,270	8,333	3.0	2.1	1.1	2.0	2.5	1.0	1.5	3.9	2.4	1.8
272	24.9% and over	975,706	17,892	2.6	2.3	0.4	2.3	1.6	0.9	1.6	3.9	2.5	1.8
U.S.-Mexico Border Region													
96	Border districts	208,564	3,251	2.5	4.7	0.7	1.6	0.8	1.1	2.8	2.7	2.3	1.6
996	Non-border districts	1,461,403	26,040	2.7	2.1	0.5	2.3	2.0	0.9	1.5	4.1	2.3	1.8

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2016 tax year state-certified property values. All data are for the 2018-19 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

Cost of Education Index. The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of districts. The CEI has a minimum value of 0.0 and a maximum of 1.2. Most districts have CEI values of at least 1.0. Districts with CEI values of 0.0 are primarily charter school districts. Districts are grouped into five subcategories, each with approximately the same number of districts.

TEA District Type. Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,020,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is

eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,019,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 1,019,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 897 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 75 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter School Districts. Charter school districts are open-enrollment school districts chartered by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

NCES District Type. The National Center for Education Statistics (NCES) has a classification system that categorizes districts into twelve subcategories based on factors such as population size and proximity to urban areas. The NCES subcategories are composed of four basic types (City, Suburban, Town, and Rural) which are further differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). Charter school districts are assigned one of the twelve subcategories; there is not a separate subcategory for charter school districts. For more information on NCES' categorization, please see the [Locale Boundaries User's Manual](#).

City – Large. Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize. Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small. Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large. Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize. Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small. Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe. Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant. Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote. Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe. Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant. Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote. Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

NCES District Type, Charters Separate. The twelve NCES district type subcategories are the same as listed above, but charter school districts are placed into a separate thirteenth subcategory.

Charters. As noted above in TEA District Types, charter school districts are open-enrollment school districts chartered by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like

other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2018-19](#).

Dropout Rate. The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2018-19](#).

Education Service Center Regions. The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

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. In this table, ELs are students who were identified as having limited English proficiency in the 2018-19 school year.

Enrollment. Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value. Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts

make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;
- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student. Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median. Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from two years prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter school districts make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). 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. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2017-18: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of graduating examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. The College Board began administering a redesigned version of the SAT in March 2016. For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to the corresponding scores on the redesigned SAT using College Board's concordance tables. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. For 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

SAT/ACT 2017-18: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small/Sparse Adjustment. Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse

adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

Special education. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Student Change: 2017-18 – 2018-19. Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density. Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and White, Percentage. In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) his or her race, or races, based on a student's option to report more than one race. African American students are not reported as Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

Students: Economically Disadvantaged, Percentage. Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter school districts make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage. Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region. Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.