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**Secondary School  
Completion and Dropouts  
in Texas Public Schools  
2010-11**

**DEPARTMENT OF  
ASSESSMENT AND  
ACCOUNTABILITY**

**DIVISION OF  
RESEARCH  
AND ANALYSIS**

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# **Secondary School Completion and Dropouts in Texas Public Schools 2010-11**

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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, completion, 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.

**Keywords.** Secondary education, high school completion, dropouts, annual dropout rate, longitudinal dropout rate, completion rate, graduation rate, attrition rate, Grades 7-12, Grades 7-8, Grades 9-12.

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# Contents

|  |     |
|--|-----|
| Introduction .....   | ix  |
| Overview.....  | x   |
| Highlights.....  | xi  |
| Definitions and Calculations of High School Completion .....   | 1   |
| Measures of High School Completion.....  | 2   |
| Definitions and Calculations for Accountability .....  | 10  |
| History of Graduation, Completion, and Dropout Reporting in Texas .....  | 13  |
| Chronology .....   | 14  |
| Dropout Definition.....  | 18  |
| Annual Dropout Rates.....  | 20  |
| Longitudinal Graduation, Completion, and Dropout Rates .....   | 24  |
| Data Used in Graduation, Completion, and Dropout Reporting .....   | 29  |
| Public Education Information Management System Data .....  | 30  |
| Creating the Roster of Students .....  | 31  |
| Accounting for Students by the Texas Education Agency .....  | 32  |
| Accounting for Students by Districts.....  | 33  |
| Processing Leaver Records.....   | 35  |
| Reporting of Race/Ethnicity .....  | 38  |
| District Results for Leaver Processing.....  | 40  |
| Data Quality in Dropout Reporting.....   | 43  |
| Results for Texas Public Schools .....   | 47  |
| Annual Dropout Rates.....  | 48  |
| Longitudinal Graduation, Completion, and Dropout Rates .....   | 68  |
| Attrition Rates.....   | 84  |
| Data Quality Measures.....   | 87  |
| Uses of Texas Annual Dropout Data and Longitudinal Graduation, Completion, and Dropout<br>Data .....                   | 91  |
| State Accountability System.....   | 92  |
| Federal Accountability System.....   | 99  |
| Other National Reporting.....  | 100 |
| Appendix A. Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12<br>Attrition Rate.....               | 107 |
| Appendix B. Changes Resulting From Adoption of the National Center for Education<br>Statistics Dropout Definition..... | 109 |

|   |     |
|---|-----|
| Appendix C. Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System .....                                | 113 |
| Appendix D. Supplemental Tables .....   | 125 |
| Appendix E. Student Characteristic and Program Participation Data in Annual Dropout Rates and Longitudinal Graduation, Completion, and Dropout Rates..... | 133 |
| References.....   | 139 |

## List of Tables

|  |    |
|--|----|
| Table 1. Common Methods of Measuring Student Progress Through School.....  | 3  |
| Table 2. Incorporation of the National Center for Education Statistics Dropout Definition in Longitudinal Graduation, Completion, and Dropout Rates .....              | 7  |
| Table 3. Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements .....  | 21 |
| Table 4. Chronology of Texas Education Agency Longitudinal Graduation, Completion, and Dropout Rate Definitions and Data Processing Enhancements .....                 | 25 |
| Table 5. Leaver Reason Codes, Texas Public Schools, 2010-11 .....  | 34 |
| Table 6. Exit Reasons for District Leavers, Grades 7-12, Texas Public Schools, 2010-11 .....   | 41 |
| Table 7. Criteria for Investigation of Leaver Data, 2009-10.....   | 45 |
| Table 8. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11.....   | 49 |
| Table 9. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2010-11.....   | 51 |
| Table 10. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2010-11.....                                       | 51 |
| Table 11. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11..... | 52 |
| Table 12. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2010-11.....                                       | 54 |
| Table 13. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2010-11.....                                      | 55 |
| Table 14. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11..... | 56 |
| Table 15. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2010-11.....                                       | 58 |
| Table 16. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2010-11.....                                      | 58 |
| Table 17. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2010-11 .....  | 59 |

|           |  |    |
|-----------|--|----|
| Table 18. | Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2010-11 .....  | 60 |
| Table 19. | Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status, Texas Public Schools, 2010-11 .....  | 61 |
| Table 20. | Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2010-11 .....  | 63 |
| Table 21. | Students, Dropouts, and Annual Dropout Rate, Grades 7-12, Hispanic Students by Race, Texas Public Schools, 2010-11 .....   | 65 |
| Table 22. | Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient Students, by Special Language Program Instructional Model, Texas Public Schools, 2010-11 .....  | 66 |
| Table 23. | Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2011 .....   | 69 |
| Table 24. | Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2011 .....   | 72 |
| Table 25. | Grade 9 Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2011 .....  | 73 |
| Table 26. | Graduates, by Diploma Program, Texas Public Schools, Class of 2011 Grade 9 Cohort.....   | 74 |
| Table 27. | Dropouts, by Grade, Texas Public Schools, Class of 2011 Grade 9 Cohort .....   | 74 |
| Table 28. | Other Leavers, by Leaver Reason and On-Grade Status, Texas Public Schools, Class of 2011 Grade 9 Cohort .....  | 77 |
| Table 29. | Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2010, Fall 2010 and Fall 2011..... | 78 |
| Table 30. | Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, as of Fall 2009, Class of 2009, as of Fall 2010, and Class of 2010, as of Fall 2011 .....    | 80 |
| Table 31. | Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2008, Fall 2008 Through Fall 2011.....   | 81 |
| Table 32. | Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2011 .....  | 82 |
| Table 33. | Enrollment and Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2010-11 .....   | 84 |
| Table 34. | Enrollment and Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2010-11 .....   | 85 |
| Table 35. | Comparison of Rates Based on Tracking Individual Students and Rates Based on Aggregate Numbers, Texas Public Schools, Class of 2011 .....  | 86 |

|            |   |     |
|------------|---|-----|
| Table 36.  | Reported and Underreported Students, Grades 7-12, Texas Public Schools, 2005-06 Through 2010-11 .....   | 87  |
| Table 37.  | Reported and Underreported Students, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2010-11 .....  | 88  |
| Table 38.  | Student Identification Errors on Leaver Records, Texas Public Schools, 1997-98 Through 2010-11 .....  | 88  |
| Table 39.  | Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2006 Through 2011.....  | 89  |
| Table 40.  | Completion and Annual Dropout Rate Standards Under Standard Accountability Procedures, Texas Public Education Accountability System, 2004 Through 2011 .....                        | 94  |
| Table 41.  | Campuses Rated <i>Academically Unacceptable</i> Because of Annual Dropout or Four-Year Completion Rates, by Accountability Procedure, Texas Public Schools, 2004 Through 2011 ..... | 95  |
| Table 42.  | Preview of Students and Dropouts Excluded From Campus and District Annual Dropout Rates for State Accountability Purposes, Grades 7-12, Texas Public Schools, 2010-11.....          | 96  |
| Table 43.  | Preview of Students Excluded From Campus and District Grade 9 Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2011.....                        | 97  |
| Table 44.  | National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2006-07 Through 2008-09 .....  | 101 |
| Table 45.  | National Center for Education Statistics Averaged Freshman Graduation Rates, by State, 2006-07 Through 2008-09 .....  | 102 |
| Table 46.  | Four-Year Graduation Rates, by Race/Ethnicity, Selected States Using the National Governors Association Compact Rate, Class of 2010 .....   | 104 |
| Table C-1. | Leaver Reason Codes in the Public Education Information Management System.....  | 119 |
| Table D-1. | Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 1996 Through 2005 .....            | 126 |
| Table D-2. | Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 1998 Through 2005.....                      | 129 |
| Table D-3. | Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2001 Through 2005.....  | 131 |
| Table D-4. | Students, Dropouts, and Annual Dropout Rate, Grades 9-12, Charters and Traditional Districts, Texas Public Schools, 2010-11.....  | 131 |
| Table D-5. | Grade 9 Longitudinal Graduation and Dropout Rates, Charters and Traditional Districts, Texas Public Schools, Class of 2011.....   | 131 |
| Table E-1. | Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation, Completion, and Dropout Rate Calculations .....                           | 136 |



## List of Figures

|             |  |     |
|-------------|--|-----|
| Figure 1.   | Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2010-11.....  | 40  |
| Figure 2.   | Grade 9 Longitudinal Graduation Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2011 ..... | 72  |
| Figure 3.   | Synopsis of Student Progress Through High School, Class of 2011.....   | 76  |
| Figure 4.   | Overview of Academic Excellence Indicator System .....   | 93  |
| Figure A-1. | Example: Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate.....                               | 108 |



# **Introduction**

Overview

Highlights

## Overview

This report provides annual dropout rates for students attending Texas public schools in 2010-11; longitudinal graduation, completion, and dropout rates for students who were expected to graduate from Texas public schools in 2010-11; and extended longitudinal rates for certain groups of 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 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 General Educational Development (GED) certificates, 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 GED certificates, 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 GED 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

### *What's New in 2010-11*

- In 2009-10, the Texas Education Agency (TEA) began collecting data on student race and ethnicity in compliance with a new federal standard. For this report, annual dropout rates for 2009-10 and later years and longitudinal rates for the class of 2011 were calculated based on the new racial/ethnic categories. Annual dropout rates for 2008-09 and earlier years and longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories.

### *Longitudinal Graduation, Completion, and Dropout Rates*

- The class of 2011 consists of students who began Grade 9 in 2007-08 and were expected to graduate in 2010-11. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation, completion, 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.

### **Grade 9 Longitudinal Graduation, Completion, and Dropout Rates (%), by Race/Ethnicity and Economic Status, Texas Public Schools, Class of 2011**

| Group                      | Graduated | Continued | Received GED <sup>a</sup> | Dropped out | Graduated or continued (Completion I) | Graduated, continued, or received GED (Completion II) |
|----------------------------|-----------|-----------|---------------------------|-------------|---------------------------------------|---|
| African American           | 80.9      | 7.4       | 0.8                       | 10.9        | 88.2                                  | 89.1  |
| American Indian            | 86.6      | 5.2       | 1.8                       | 6.4         | 91.8                                  | 93.6  |
| Asian                      | 95.0      | 3.5       | 0.1                       | 1.4         | 98.4                                  | 98.6  |
| Hispanic                   | 81.8      | 8.4       | 1.1                       | 8.7         | 90.2                                  | 91.3  |
| Pacific Islander           | 88.0      | 6.1       | 0.9                       | 5.0         | 94.1                                  | 95.0  |
| White                      | 92.0      | 3.3       | 1.2                       | 3.4         | 95.4                                  | 96.6  |
| Multiracial                | 92.1      | 3.8       | 1.0                       | 3.1         | 95.9                                  | 96.9  |
| Economically disadvantaged | 83.7      | 7.6       | 1.0                       | 7.7         | 91.3                                  | 92.3  |
| State                      | 85.9      | 6.2       | 1.1                       | 6.8         | 92.1                                  | 93.2  |

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

<sup>a</sup>General Educational Development certificate.

- In the 2007-08 school year, 356,183 students began Grade 9 in Texas public schools. Over the next three years, 22,589 students who entered the Texas public school system were added to the 2007-08 Grade 9 cohort. Another 53,538 students left the system for reasons other than graduating, receiving General Educational Development (GED) certificates, or dropping out. By the fall semester following the spring 2011 anticipated graduation date for the cohort, 319,588 students had been assigned one of four final statuses: graduate, continuer, GED recipient, or dropout. Students with final statuses made up the class of 2011. The final statuses for 5,646 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 319,588 students in the class of 2011 Grade 9 cohort, 85.9 percent graduated. The graduation rate for the class of 2011 was 1.6 percentage points higher than the rate for the class of 2010. An additional 6.2 percent of students in the class of 2011 continued in high school the fall after their anticipated graduation date, and 1.1 percent received GEDs.
- The rate for students in the class of 2011 Grade 9 cohort who graduated or continued (Completion I) was 92.1 percent. The rate for students who graduated, continued, or received GED certificates (Completion II) was 93.2 percent. The rates for the 2010 cohort were 91.4 percent and 92.7 percent, respectively.
- Across racial/ethnic groups, Asians had the highest graduation rate (95.0%) in the class of 2011 Grade 9 cohort, and African Americans had the lowest graduation rate (80.9%). The graduation rates for Hispanics and Whites were 81.8 percent and 92.0 percent, respectively.
- The longitudinal dropout rate for the class of 2011 Grade 9 cohort was 6.8 percent, a decrease of 0.5 percentage points from the class of 2010. African Americans and Hispanics had the highest longitudinal dropout rates across racial/ethnic groups, at 10.9 percent and 8.7 percent, respectively. Asians had the lowest longitudinal dropout rate (1.4%), followed by multiracial (3.1%) and White students (3.4%).
- The graduation rate for economically disadvantaged students in the class of 2011 Grade 9 cohort was 83.7 percent, an increase of 1.8 percentage points over the class of 2010. The longitudinal dropout rate for economically disadvantaged students was 7.7 percent, a decrease of 0.1 percentage points.
- A total of 21,813 students in the class of 2011 Grade 9 cohort dropped out. Of these, 67.5 percent dropped out in the third or fourth year of the cohort. Of students who dropped out in the fourth year (2010-11), more than half (54.8%) had not reached Grade 12.
- Females in the class of 2011 Grade 9 cohort had a higher graduation rate (88.2%) than males (83.7%) and lower rates of continuation, GED certification, and dropping out.

- Students in the class of 2010, who began Grade 9 in 2006-07 or later joined the cohort, were tracked into the fall semester one year after their anticipated graduation date of spring 2010. By fall 2011, the five-year graduation rate for the class of 2010 was 88.0 percent, 3.7 percentage points higher than the four-year graduation rate of 84.3 percent in fall 2010.
- For the class of 2011 Grade 7 cohort, or students who began Grade 7 in the 2005-06 school year, 84.8 percent graduated, 7.1 percent continued in high school the year following their anticipated graduation date, 1.1 percent received GEDs, and 7.1 percent dropped out.
- For 2011, 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 24.9 percent and 12.0 percent, respectively.

### **Annual Dropout Rates**

- As a result of adoption of the national dropout definition in 2005-06, annual dropout rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.
- Out of 2,122,414 students who attended Grades 7-12 in Texas public schools during the 2010-11 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2009-10. The number of dropouts in Grades 7-12 decreased to 34,363, a 1.6 percent decrease from the 34,907 students who dropped out in 2009-10.

#### **Annual Dropout Rate (%), Grades 7-8, Grades 9-12, and Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2010-11**

| Group                     | Dropout rate |             |             |
|---------------------------|--------------|-------------|-------------|
|                           | Grades 7-8   | Grades 9-12 | Grades 7-12 |
| African American          | 0.3          | 3.6         | 2.5         |
| American Indian           | 0.3          | 2.8         | 1.9         |
| Asian                     | 0.1          | 0.8         | 0.5         |
| Hispanic                  | 0.2          | 3.0         | 2.1         |
| Pacific Islander          | 0.3          | 2.3         | 1.6         |
| White                     | 0.1          | 1.1         | 0.8         |
| Multiracial               | 0.2          | 1.3         | 0.9         |
| Econ. disad. <sup>a</sup> | 0.2          | 2.7         | 1.8         |
| State                     | 0.2          | 2.4         | 1.6         |

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

<sup>a</sup>Economically disadvantaged.

- A total of 1,530 students dropped out of Grades 7-8, and 32,833 dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 dropout rates were 0.2 percent and 2.4 percent, respectively. Both rates were unchanged from the 2009-10 school year.
- As in 2009-10, the 2010-11 Grade 7-12 dropout rates for African American (2.5%) and Hispanic students (2.1%) were higher than the rates for White (0.8%) and Asian (0.5%) students.
- In 2010-11, students who dropped out of Grade 12 accounted for 29.0 percent of all dropouts, the highest proportion of any grade. Compared to the previous year, the dropout rate in each of Grades 7 through 12 either remained the same or decreased, with the largest decline (0.2 percentage points) occurring in Grade 12. Across Grades 7-12, the numbers of dropouts ranged from 529 in Grade 7 to 9,957 in Grade 12.
- The Grade 7-12 dropout rate for males (1.8%) exceeded the rate for females (1.5%) in 2010-11. More males dropped out from Grade 9 (5,382) than from any other grade. By contrast, more females dropped out from Grade 12 (5,148) than from any other grade.
- Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage difference was among overage students, who accounted for one-fourth (25.0%) of the Grade 7-12 population in 2010-11, but more than three-fourths (83.3%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years.

### ***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. As a result of major changes in leaver reporting following the 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.
- Statewide, 99.6 percent (2,117,269) of students in Grades 7-12 in 2010-11 were accounted for in district and charter data submissions or in TEA databases.
- Of all students in Grades 7-12, only 0.4 percent were underreported, the same percentage as in the previous year. The number of underreported students (8,149) decreased by 518 from the previous year.
- For the 2010-11 school year, 42 districts or charters exceeded thresholds for underreported student records: more than 150 underreported students and a rate of underreporting greater than 1.0 percent; or more than 4 underreported students and a rate of underreporting greater than 2.0 percent. Of these, three districts or charters had more than 150 underreported students, as well as rates of underreporting greater than 2.0 percent. One district or charter



had more than 150 underreported students but a rate of underreporting less than 2.0 percent. Thirty-eight districts or charters had rates of underreporting greater than 2.0 percent and more than 4, but fewer than 150, underreported students.

- A total of 445 districts and charters had no underreported students for 2010-11.



# **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 following ways: 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: annual dropout rates; longitudinal graduation, completion, 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.

**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 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.

**Table 1  
Common Methods of Measuring Student Progress Through School**

|                      | <b>Annual dropout rate</b>   | <b>Longitudinal rates: graduation, completion, and dropout</b>  | <b>Attrition rate</b>   |   |
|----------------------|--|---|---|---|
| <b>Description</b>   | The percentage of students who drop out of school during one school year.  | The percentage of students from a class of beginning seventh or ninth graders who graduate (graduation rate); graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates (completion rates); and the percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school (dropout rate).  | The percentage change in fall enrollment between Grade 9 and Grade 12 across years.   |   |
| <b>Calculation</b>   | 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, complete, or drop out by the end of Grade 12 by the total number of students in the original seventh- or 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:<br><br>$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$  | Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.   |   |
| <b>Advantages</b>    | <ul style="list-style-type: none"> <li>• Measure of annual performance for program improvements.</li> <li>• Program improvements can be ascertained within one year.</li> <li>• Requires only one year of data.</li> <li>• Can be calculated for any school or district with students in any of the grades covered.</li> <li>• Can be disaggregated by grade level.</li> </ul> | <ul style="list-style-type: none"> <li>• Graduation and completion rates are more positive indicators than the dropout rate, measuring school success rather than failure.</li> <li>• More stable measures over time.</li> <li>• More consistent with the public's understanding of a dropout rate.</li> <li>• Districts have more time to encourage dropouts to return to school before being held accountable.</li> </ul>   | Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.   |   |
| <b>Disadvantages</b> | <ul style="list-style-type: none"> <li>• Produces the lowest rate of any method.</li> <li>• May not correspond to the public's understanding of a dropout rate.</li> </ul>   | <ul style="list-style-type: none"> <li>• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure.</li> <li>• 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, graduation, completion, and dropout rates are often calculated for Grades 9-12.</li> <li>• Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out.</li> <li>• Does not produce a dropout rate by grade.</li> </ul> | <ul style="list-style-type: none"> <li>• Produces the highest rate of any method.</li> <li>• Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc.</li> <li>• Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate.</li> <li>• Cannot be used in accountability systems because it is an estimate.</li> </ul> |   |
| <b>Remarks</b>       | A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.  | The completion rate is calculated such that the dropout rate and completion rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation, completion, and dropout rates for the class of 2009.  | The attrition rate reported by TEA is not adjusted for growth.  |   |
| <b>TEA 2010-11</b>   | Annual dropout rate<br>Grades 7-12: 1.6%<br>Grades 9-12: 2.4%<br>Grades 7-8: 0.2%  | Graduation rate<br>Grades 7-12: 84.8%<br>Grades 9-12: 85.9%<br>Dropout rate<br>Grades 7-12: 7.1%<br>Grades 9-12: 6.8%   | Rate for students who graduated or continued (Completion I)<br>Grades 7-12: 91.9%<br>Grades 9-12: 92.1%<br>Rate for students who graduated, continued, or received GED certificates (Completion II)<br>Grades 7-12: 92.9%<br>Grades 9-12: 93.2%   | Unadjusted attrition rate<br>Grades 7-12: 12.0%<br>Grades 9-12: 24.9% |

**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, Completion, and Dropout Rates***

**Description.** The Texas Education Agency (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 longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date; that is, by the end of the fourth school year after they begin ninth grade. A longitudinal completion rate is the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school after graduation was expected, or receiving a General Educational Development (GED) certificate. A longitudinal dropout rate is the percentage of students from a class of beginning ninth graders who drop out before completing their high school education. Dropouts are counted according to the dropout definition in place the year they drop out.

**Calculation.** Calculating longitudinal rates requires tracking a cohort of students from the time they enter Grade 9 until the fall 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 GEDs, 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, GED recipient, or dropout—are defined in greater detail later in this section. Depending on the definition of a completer, the completion rate is the number of students who graduate or continue in school after the rest of the class graduates divided by the total number of students in the class. The rate may also include students who receive GED certificates. 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 completion rate, all students remain in the original cohort. For example, a student who entered Grade 9 in 2007-08 and was expected to graduate in 2010-11 but who graduated in 2009-10 is counted in the completion rate for the class of 2011. Similarly, students who are retained in grade or who skip grades remain members of the cohorts they first joined.

Attendance data from the Public Education Information Management System (PEIMS) 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 2007-08 school year make up the 2011 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 2011. Data collected for the 2011-12 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, GED 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 rates for several classes, based on the tracking of students into the fall four, five, six, and seven years after they began Grade 9:

- four-year rates for students who began Grade 9 in 2007-08 (the class of 2011), based on the tracking of students into the fall of 2011;
- five-year extended rates for students who began Grade 9 in 2006-07 (the class of 2010), based on the tracking of students into the fall of 2011; and
- five-year, six-year, and seven-year extended rates for students who began Grade 9 in 2004-05 (the class of 2008), based on the tracking of students into the fall of 2009, fall of 2010, and fall of 2011, respectively.

The longitudinal graduation, completion, and dropout 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 GED, 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, GED certificate 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 2011 four-year rates, a student may have graduated in 2007-08, 2008-09, 2009-10, or 2010-11.

Students who graduated in 2010-11 must have graduated by August 31, 2011. The graduation rate is calculated by dividing the number of students who graduated by the number of students in the class.

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

*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. For example, for a student to be counted as a continuer in the class of 2011 four-year rates, he or she must have been enrolled in the fall of 2011.

*GED certificate recipient.* GED tests are given at 132 centers 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 GED certificate is reported as soon as the test is passed. A student in the class of 2011 is assigned a final status of GED certificate recipient if he or she is not a graduate, is not a continuer, and had received a certificate by August 31, 2011.

*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 GED, or leave for one of the 13 non-dropout, non-graduate leaver reasons outlined in Table 5 on page 34.

**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 school completer or dropout; (c) different definitions of a cohort or class of students; or (d) different underlying methods to calculate the rates. 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 PEIMS.

**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, completer, or dropout is—someone who begins Grade 9 in a particular school year and, within a specified period of time, graduates, remains enrolled, receives a GED, 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 and completion rate are more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the graduation or completion rate represents improved performance. Because a separate rate can be reported for each



status, such as graduate or GED recipient, longitudinal graduation, completion, and dropout rates can provide more information with which to evaluate districts than annual dropout rates.

Longitudinal rates can be calculated for students who graduate on time, or within four years. Extended longitudinal rates can be calculated for students who graduate one or more years after their anticipated graduation date.

**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 (Table 2).

**Table 2**  
**Incorporation of the National Center for**  
**Education Statistics Dropout Definition in**  
**Longitudinal Graduation, Completion, and**  
**Dropout Rates**

| Class | Cohort years | Dropout definition in place |
|-------|--------------|-----------------------------|
| 2006  | 2002-03      | State accountability        |
|       | 2003-04      | State accountability        |
|       | 2004-05      | State accountability        |
|       | 2005-06      | NCES <sup>a</sup>           |
| 2007  | 2003-04      | State accountability        |
|       | 2004-05      | State accountability        |
|       | 2005-06      | NCES                        |
|       | 2006-07      | NCES                        |
| 2008  | 2004-05      | State accountability        |
|       | 2005-06      | NCES                        |
|       | 2006-07      | NCES                        |
|       | 2007-08      | NCES                        |
| 2009  | 2005-06      | NCES                        |
|       | 2006-07      | NCES                        |
|       | 2007-08      | NCES                        |
|       | 2008-09      | NCES                        |

<sup>a</sup>National Center for Education Statistics.

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 GED certificates.

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, completion, and dropout rates are calculated for beginning Grade 9 students more commonly than for beginning Grade 7 students.

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 2010-11, the formula is as follows.

$$\frac{\text{Grade 9 enrollment in fall 2007} - \text{Grade 12 enrollment in fall 2010}}{\text{Grade 9 enrollment in fall 2007}}$$

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 2010-11, the formula is as follows.

$$\frac{\text{Grade 7 enrollment in fall 2005} - \text{Grade 12 enrollment in fall 2010}}{\text{Grade 7 enrollment in fall 2005}}$$

**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 A). 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 or Grade 7 enrollment five 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 and students who enter the school system after the first year are excluded from the rates. 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 goes on to graduate.

The attrition rate can fluctuate because of factors that are not considered reflections 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 dropout problem.

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 (TEC §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED, 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***

**Accountability system status.** In 2009, the Texas Legislature passed House Bill 3, requiring that the public school accountability system be redesigned (Texas Education Code [TEC] §39.053, 2010). Because of the redesign, no accountability ratings were issued in 2012. The new accountability system will be introduced in 2013.

**Exclusions.** State statute specifies the following exceptions for attribution of dropout and completion records to campuses and districts for state accountability purposes.

- Under TEC §39.054(f) (2011), 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.
- Under TEC §39.055 (2011), a student in a Texas Youth Commission (TYC) or Texas Juvenile Probation Commission (TJPC) facility served by a Texas public school district is not counted in campus or district dropout or completion rates except under the following circumstances. If, through campus of accountability procedures, a student in a TYC or TJPC facility is attributed to a regular campus in the district in which the facility is located, the student is counted in the dropout or completion rate for that district.
- Under TEC §39.053(g-1) (2011), a student who meets at least one of the following criteria is excluded from campus and district dropout and completion 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 in which the facility is located; 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.

**Calculations.** The following measures were used for state accountability through 2011.

*Annual dropout rates.* The annual dropout rate used for state accountability 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.

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

*High school completion rates.* TEA calculated two completion rates for state accountability. Completion I measured the percentage of students who graduated or continued in high school.

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

Completion II measured the percentage of students who graduated, continued in high school, or received GED certificates.

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

### ***Federal Accountability***

**Accountability system status.** Federal accountability provisions remain in effect in 2012.

**Exclusions.** 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 in which the facility is located is excluded from campus and district graduation rate calculations.

**Calculations.** Campuses and districts are rated on the percentage of students who graduate.

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



# **History of Graduation, Completion, and Dropout Reporting in Texas**

Chronology

Dropout Definition

Annual Dropout Rates

Longitudinal Graduation,  
Completion, 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 at-risk students. 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 students at risk of dropping out of school.

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, these reports were combined into the *Comprehensive Annual Report on Texas Public Schools* (TEA, 2001).

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 General Educational Development (GED) 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, GED 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.

TEA currently calculates two longitudinal completion rates for campuses and districts. Completion II consists of students who, four years after beginning Grade 9, have graduated, continued in high school the fall after graduation was expected, or received GED certificates. Completion I, which is more rigorous, consists of students who have graduated or continued in high school. In 2004, the year that completion became a base indicator, 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.

Current statute requires that the accountability system performance indicators include dropout rates (TEC §39.053, 2011). TEA has calculated an annual dropout rate for Grades 7-12 since 1987-88. A longitudinal dropout rate for Grades 7-12, which requires seven years of student-level enrollment and dropout data, was first calculated for the class of 1998.

As a key element of AEIS, annual dropout rates and longitudinal graduation, completion, and dropout rates played an important role in the accountability ratings through 2011. Together with Texas Assessment of Knowledge and Skills (TAKS) performance, dropout rates and completion rates were used to rate the performance of each campus and district as *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*. The annual dropout rate for Grades 7-12 was a component of district and campus ratings through 2002 (TEC §39.072, 2001). No ratings were issued in 2003, the year TAKS was implemented. Grade 7-8 annual dropout rates and Grade 9 longitudinal completion rates were used in the accountability system from 2004 to 2011. AEIS data are also used to administer statutory recognition programs (TEC §39.261, 2011) and to generate district and campus performance reports (TEC §39.306, 2011), as well as school report cards for distribution to parents (TEC §39.305, 2011).

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 dropout and completion rate calculations used for state accountability purposes (TEC §39.053, 2010). Because of the redesign, no ratings were issued in 2012. Accountability ratings will return in 2013 with the exclusions applied to dropout and completion rates. See the section, "Definitions and Calculations for Accountability," on page 10 for more information on exclusions.

## 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 (Title 19 of the Texas Administrative Code [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 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. Senate Bill (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, graduation rates, and completion 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 GED, 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. For a description of the changes to the dropout definition and leaver reporting resulting from adoption of the NCES dropout definition, see Appendix B.

## 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 3). 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 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.

As in 2009-10, annual dropout rates for 2010-11 are presented in this report using the new racial/ethnic categories. Annual dropout rates for 2008-09 and earlier years are presented using the old racial/ethnic categories. See the section, "Reporting of Race/Ethnicity," on page 38 for additional information.

Because rates for smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of annual results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations. Among Hispanic students in Texas, the Asian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of annual results in this report for Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.

**Table 3**  
**Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements**

| Dropout definition  | Data processing  |
|---|--|
| <p>1987-88</p> <p>A dropout is defined in the Texas Education Code (TEC), Texas Administrative Code, and <i>Public Education Information Management System (PEIMS) Data Standards</i> 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.</p> | <p>The Texas Education Agency (TEA) begins collecting individual student-level records for students who drop out of school.</p>  |
| <p>1990-91</p>  | <p>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.</p>  |
| <p>1992-93</p> <p>Students previously counted as dropouts, back to 1990-91, are removed from the dropout count.</p> <p>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.</p>  | <p>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.</p> <p>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 are removed from the dropout count.</p> |
| <p>1994-95</p> <p>The definition of a dropout is removed from state law and State Board of Education rule.</p> <p>Students who meet all graduation requirements but fail the exit-level test are removed from the dropout count.</p> <p>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.</p>   |  |
| <p>1995-96</p> <p>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.</p>  |  |
| <p>1997-98</p>  | <p>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.</p>  |

**continues**

**Table 3 (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  |   |
| <p>Sixteen-year-olds enrolled in Job Corps programs leading to high school equivalency certificates are removed from the dropout count.</p> <p>The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.</p>  | Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.   |
| 2003-04  |   |
| <p>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.</p>  | <p>Students served outside their districts are attributed to the sending districts.</p> <p>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.</p>   |
| 2005-06  |   |
| <p>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 GED certificate, continue high school outside the public school system, begin college, or die.</p>  | <p>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.</p>   |
| 2006-07  |   |
| <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> |

**continues**



**Table 3 (continued)**  
**Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements**

| Dropout definition | Data processing  |
|--------------------|--|
| 2007-08            | <p>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.</p> |
| 2008-09            | <p>Students in the Optional Flexible School Day Program are accounted for in data processing.</p> <p>Determination of economic status changes. Prior to 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.</p>  |
| 2009-10            | <p>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.</p>   |
| 2010-11            | <p>In 2009, the Texas Legislature passed House Bill 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.</p>  |

## Longitudinal Graduation, Completion, and Dropout Rates

TEA has calculated Grade 9 graduation, completion, and dropout rates for the graduating classes of 1996 through 2011 (Table 4). 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. The method used to calculate the rates was developed so that the completion rates and longitudinal dropout rate add to 100 percent. The completion rates include three components: graduates, continuing students, and GED recipients. The longitudinal dropout rate makes up a fourth component. A student is considered to be a graduate, continuer, GED 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, completion, and dropout rates for the class of 2009. Thus, the class of 2011 Grade 9 cohort was the third in which students who dropped out were subject to the same dropout definition, regardless of when they left school.

The denominator of the completion rate consists of students who entered Grade 9 in Texas public school and who, by the fall after their expected graduation date, either graduated, received GED certificates, continued in high school, or dropped out. Students who left for reasons other than graduating, receiving GED certificates, 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 (2011) 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, completion 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. Completion rates for the classes of 2010 and 2011 were 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.

TEA also calculates longitudinal graduation, completion, 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, completion, and dropout rates for the class of 2011 are based on the tracking of students who began Grade 7 in 2005-06 or who later joined the cohort.

**Table 4**  
**Chronology of Texas Education Agency Longitudinal Graduation, Completion, 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) 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.<br><br>A student who finishes the cohort period as both a continuer and a GED recipient is assigned a final status of GED recipient.<br><br>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.<br><br>The completion definition is added when completion rates become a base indicator in the accountability system. Class of 2003 completion rates are used for 2004 accountability ratings. The completion definition for 2004 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.                                     |   |
| Class of 2004  |   |
| The dropout definition is the state definition in the dropout year for each of the four years of the cohort.<br><br>Class of 2004 completion rates are used for 2005 accountability ratings. The completion definition for 2005 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.  | A student who earns a GED is matched to the longitudinal cohort regardless of the date the GED is earned.<br><br>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  |   |
| The dropout definition is the state definition in the dropout year for each of the four years of the cohort.<br><br>Class of 2005 completion rates are used for 2006 accountability ratings. The completion definition for 2006 accountability ratings using standard accountability procedures includes graduates and continuers. The completion definition for 2006 accountability ratings using alternative education accountability procedures includes graduates, continuers, and GED recipients. | A student who finishes the cohort period as both a continuer and a GED recipient is assigned a final status of continuer.   |

**continues**

**Table 4 (continued)**  
**Chronology of Texas Education Agency Longitudinal Graduation, Completion, and Dropout Rate Definitions and Data Processing Enhancements**

| Longitudinal rate definitions   | Data processing   |
|---|---|
| Class of 2006   |   |
| <p>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.</p> | <p>A student who finishes the cohort period as both an other leaver and a GED recipient is assigned a final status of other leaver.</p>   |
| Class of 2007   |   |
| <p>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.</p>   |   |
| Class of 2008   |   |
| <p>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.</p>   | <p>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.</p>   |
| Class of 2009   |   |
| <p>The dropout definition is the NCES definition for students who left in any of the four years of the cohort.</p>  | <p>Students in the Optional Flexible School Day Program are accounted for in data processing.</p> <p>Determination of program participation and student characteristics changes. Prior to 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.</p>   |
| Class of 2010   |   |
|   | <p>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 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.</p> <p>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.</p> |

**continues**

**Table 4 (continued)**  
**Chronology of Texas Education Agency Longitudinal Graduation, Completion, and Dropout Rate Definitions and Data Processing Enhancements**

| Longitudinal rate definitions | Data processing  |
|-------------------------------|--|
| Class of 2011                 | <p>Rates calculated for the class of 2011 reflect the new federal standard that requires separation of categories for ethnicity and categories for race.</p> <p>In 2009, the Texas Legislature passed House Bill 3, requiring that TEA exclude six groups of students from campus and district completion rate calculations used for state accountability purposes (Texas Education Code §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 graduation rate calculations used for federal accountability purposes. See the section, "Definitions and Calculations for Accountability," on page 10 for more information on exclusions.</p> |

Finally, TEA calculates graduation, completion, and dropout rates for students who began Grade 9 five years earlier. Five-year extended longitudinal rates were reported for the first time in 2009.

Because rates for smaller groups tend to be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. Among non-Hispanic students in Texas, the American Indian and Pacific Islander populations are small in number, compared to other racial/ethnic groups. Therefore, discussions of longitudinal results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.

# **Data Used in Graduation, Completion, 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 Race/Ethnicity

District Results for Leaver Processing

Data Quality in Dropout Reporting

# Public Education Information Management System Data

## ***Data Standards***

Districts have submitted data to the Texas Education Agency (TEA) through the Public Education Information Management System (PEIMS) since the fall of 1987. The *PEIMS Data Standards* (e.g., TEA, 2012), published annually by TEA, outlines requirements for submitting data through PEIMS. The *PEIMS Data Standards* provides descriptions of data elements and the values of codes used to report the data elements, record layout specifications, submission timelines, and the responsibilities of districts, education service centers, and TEA with regard to the data submission process. The Person Identification Database (PID), introduced in 1988, allows the submission of student-level data.

## ***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 General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. The *PEIMS Data Standards* 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 leaver reason code are included in the *PEIMS Data Standards* (Appendix C).

## ***Data Submission***

Districts submit enrollment records for students who return and leaver records for students who do not return through PEIMS. The *PEIMS Data Standards* provides detailed reporting requirements, data element definitions, and TEA contact information. Districts use a Web-based application called EDIT+ to submit PEIMS data.

Districts have been provided a number of Web-based tools to assist them in reducing data errors before and during data submission. For example, districts can use PID Enrollment Tracking (PET) to learn whether students who leave the district enroll in other public schools in the state. PET maintains up-to-date enrollment information for students in early education through Grade 12 in 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 PET to locate students or view enrollment histories. Preliminary cohort lists available through TEA Secure Environment (TEASE) allow districts to determine a student's expected graduation year, for accountability purposes, and the year he or she last attended Texas public school. In addition, districts have technical documentation that describes the steps used by TEA to build the class of 2011 Grade 9 cohort and compute longitudinal rates. This document is available through TEASE 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, completion, 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 GED databases. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate 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**

## ***GED Recipients***

GED testing centers submit records to TEA of students who receive GED certificates in Texas. TEA searches the records each year to identify students who received GEDs prior to August 31. School districts are not required to submit leaver records for students with GEDs.

## ***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 return after that date and have not 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 GED certificate 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 5 on page 34). One code is for students who graduate from Texas public school. Thirteen codes are for "other leavers"—students who: enroll in school outside Texas; enroll in 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 Texas public school, enter a Texas public school, and leave again; complete GEDs outside Texas; are expelled for offenses under Texas Education Code §37.007 (2011) 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; graduate from other states under provisions of the Interstate Compact on

**Table 5**  
**Leaver Reason Codes, Texas Public Schools, 2010-11**

| Code   | Leaver reason  |
|--|--|
| <b>Graduated or received an out-of-state GED<sup>a</sup></b> |  |
| 01   | Graduated from a campus in this district or charter  |
| 85   | Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again   |
| 86   | Completed GED outside Texas  |
| 90   | Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children   |
| <b>Moved to other educational setting</b>                    |  |
| 24   | Withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree  |
| 60   | Withdrew from/left school for home schooling   |
| 66   | Removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment  |
| 81   | Withdrew from/left school to enroll in a private school in Texas   |
| 82   | Withdrew from/left school to enroll 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  |
| <b>Withdrawn by district</b>                                 |  |
| 78   | Expelled under the provisions of the Texas Education Code (TEC) §37.007 and cannot return to school  |
| 83   | Was attending and was withdrawn 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 |
| <b>Other reasons</b>   |  |
| 03   | Died while enrolled in school or during the summer break after completing the prior school year  |
| 16   | Withdrew from/left school to return to family's home country   |
| 88 <sup>b</sup>  | Student was ordered by a court to attend a GED program and has not earned a GED certificate  |
| 89 <sup>b</sup>  | Student was incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult   |
| 98 <sup>c</sup>  | Other (reason unknown or not listed above)   |

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

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 GED recipients. There are seven state leaver statuses: graduate, previous graduate, not a leaver, other leaver, GED 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 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.

**GED recipient.** A status of "GED recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a GED certificate by August 31, 2011. 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 GED 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.

**GED recipient.** A status of "GED recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a GED certificate by August 31, 2011. 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 Race/Ethnicity

### ***Data Submissions Prior to 2009-10***

School districts submit student demographic information to TEA through PEIMS. Prior to the 2009-10 school year, TEA required that districts submit one of five racial/ethnic categories for each student: American Indian or Alaska Native; Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin).

### ***Data Submissions Beginning in 2009-10***

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 new 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.

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 new 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, completion, 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.

### ***Annual Dropout Rates***

For this report, annual dropout rates for 2008-09 and earlier years were calculated based on the old racial/ethnic categories. Annual dropout rates for 2009-10 and later years were calculated based on the new racial/ethnic categories. In selected tables, rates are also presented for Hispanic students by race.

### ***Longitudinal Graduation, Completion, and Dropout Rates***

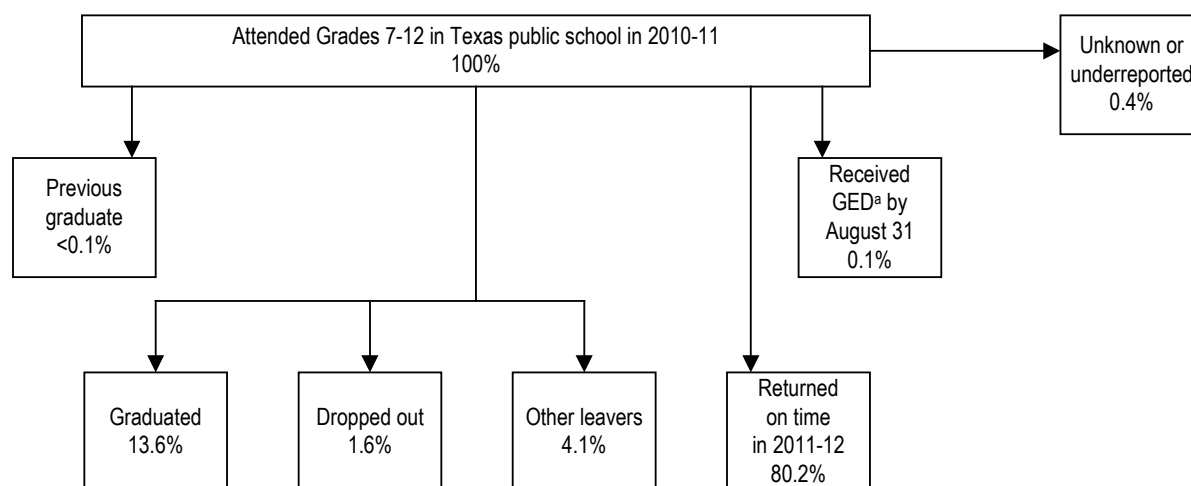
For this report, longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories. Longitudinal rates for the class of 2011 were calculated based on the new racial/ethnic categories. For the class of 2011, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the new 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 individual new categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the class of 2011 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.

# District Results for Leaver Processing

## District Summary

Of the students in Grades 7-12 in the 2010-11 school year, 80.2 percent returned to Texas public school the next fall on time, that is, by the last Friday in September (Figure 1). Another 13.6 percent graduated, 1.6 percent dropped out, and 4.1 percent left the Texas public school system for other reasons. In addition, less than 0.1 percent had graduated in previous school years, and 0.1 percent received GED certificates by August 31, 2011. The remaining 0.4 percent could not be accounted for through TEA and district records.

**Figure 1**  
**Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2010-11**



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

<sup>a</sup>General Educational Development certificate.

## 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 (70.7%) of leaver records submitted by districts in fall 2011 were for students who graduated from Texas public schools (Table 6). An additional 8.4 percent were for students who

**Table 6**  
**Exit Reasons for District Leavers, Grades 7-12, Texas Public Schools, 2010-11**

| Code   | Leaver reason  | Other leavers    |         | All leavers |         |
|--|--|------------------|---------|-------------|---------|
|  |  | Number           | Percent | Number      | Percent |
| Graduated or received an out-of-state GED <sup>a</sup> |  |                  |         |             |         |
| 01   | Graduated from a campus in this district or charter  | n/a <sup>b</sup> | n/a     | 290,581     | 70.7    |
| 85   | Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again   | – <sup>c</sup>   | –       | –           | –       |
| 86   | Completed GED outside Texas  | 61               | 0.1     | 61          | <0.1    |
| 90   | Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children   | –                | –       | –           | –       |
| Moved to other educational setting                     |  |                  |         |             |         |
| 24   | Withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree  | 673              | 0.8     | 673         | 0.2     |
| 60   | Withdrew from/left school for home schooling   | 20,876           | 24.2    | 20,876      | 5.1     |
| 66   | Removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment  | 702              | 0.8     | 702         | 0.2     |
| 81   | Withdrew from/left school to enroll in a private school in Texas   | 12,079           | 14.0    | 12,079      | 2.9     |
| 82   | Withdrew from/left school to enroll in a public or private school outside Texas  | 36,356           | 42.2    | 36,356      | 8.8     |
| 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  | 262              | 0.3     | 262         | 0.1     |
| Withdrawn by district                                  |  |                  |         |             |         |
| 78   | Expelled under the provisions of the Texas Education Code (TEC) §37.007 and cannot return to school  | 253              | 0.3     | 253         | 0.1     |
| 83   | Was attending and was withdrawn 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 | 505              | 0.6     | 505         | 0.1     |
| Other reasons  |  |                  |         |             |         |
| 03   | Died while enrolled in school or during the summer break after completing the prior school year  | 546              | 0.6     | 546         | 0.1     |
| 16   | Withdrew from/left school to return to family's home country   | 13,816           | 16.0    | 13,816      | 3.4     |
| 88 <sup>d</sup>  | Student was ordered by a court to attend a GED program and has not earned a GED certificate  | n/a              | n/a     | 2,506       | 0.6     |
| 89 <sup>d</sup>  | Student was 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     | 516         | 0.1     |
| 98 <sup>e</sup>  | Other (reason unknown or not listed above)   | n/a              | n/a     | 31,367      | 7.6     |
| All leaver reasons                                     |  | 86,170           | 100     | 411,140     | 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. <sup>a</sup>General Educational Development certificate. <sup>b</sup>Not applicable. Graduates (Code 01) and dropouts (Codes 88, 89, and 98) are not counted as other leavers. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. <sup>d</sup>School leavers with this leaver reason code are counted as dropouts for federal accountability purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. <sup>e</sup>School leavers with this leaver reason code are counted as dropouts for state and federal accountability purposes.

dropped out, and 21.0 percent were for students who left Texas public school for reasons other than graduating or dropping out.

Among the 86,170 other leavers, or students who left Texas public schools for reasons other than graduating or dropping out, 42.2 percent left to enroll in school outside Texas. An additional 24.2 percent withdrew to begin home schooling, 16.0 percent withdrew to return to their home countries, and 14.0 percent withdrew to enroll in Texas private schools. The leaver records do not include GED recipients or previous 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 interventions and sanctions. Through the 2011 accountability ratings cycle, a high number or percentage of underreported students could cause a district's accountability rating to be lowered. For accountability purposes, the standards for underreported students between 2004 and 2011 were as follows:

- for 2002-03 leavers, no more than 500 underreported students or 5.0 percent;
- for 2003-04 leavers, no more than 100 underreported students or 5.0 percent;
- for 2004-05 leavers, no more than 100 underreported students or 2.0 percent;
- for 2005-06 and 2006-07 leavers, no more than 200 underreported students or more than 4 underreported students and a rate of underreporting higher than 5.0 percent;
- for 2007-08 leavers, no more than 150 underreported students or more than 4 underreported students and a rate of underreporting higher than 5.0 percent;
- for 2008-09 leavers, no more than 150 underreported students and a rate of underreporting of at least 1.0 percent, or more than 4 underreported students and a rate higher than 4.0 percent; and
- for 2009-10 leavers, no more than 150 underreported students and a rate of underreporting of at least 1.0 percent, or more than 4 underreported students and a rate higher than 3.0 percent.

Because the public school accountability system was undergoing a statutorily mandated redesign, no ratings were assigned in 2012. Nevertheless, standards for underreported students were still used for leaver data validation in the Performance-Based Monitoring system. For 2010-11 leavers, the standards were: more than 150 underreported students and a rate of underreporting greater than 1.0 percent; or more than 4 underreported students and a rate of underreporting greater than 2.0 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***

TEA uses the Person Identification Database (PID) to store and manage identifying information on students reported to the agency through PEIMS. The database enables records for a student to be linked by matching four items: the student's social security number or alternative identification number, last name, first name, and date of birth. When a new student record matches an existing record on some, but not all, of the four items, a PID error occurs. For example, an error occurs if the social security number on a new record matches the number on an existing record, but the last names on the two records do not match.

The PID error rate is calculated as the number of student records with PID errors divided by the total number of student records received. Although the overall PID error rate for the state has declined since student enrollment data were first collected in 1990-91, PID errors continue to complicate efforts to link data across two or more data submissions. Greater reliance is being placed on desk audits of district leaver data submissions. Because audits require that student data be linked across years, the accuracy of PID information is critical. Moreover, inaccuracies in student identification information can cause students for whom records have been submitted to appear on district lists of underreported students.

A PID error rate policy was introduced for data submitted in 2000-01. The policy requires the student identification information provided to TEA as part of each district's PEIMS data submissions to meet a standard for accuracy. School districts whose submissions do not meet the PID error rate standard are subject to interventions and sanctions.

The PID error rate standard has become more rigorous over time. For 2010-11, the thresholds for PID errors were: more than 10 student records with PID errors or an error rate higher than 1.0 percent.

### ***Monitoring, Interventions, and Investigations***

Standards and consequences are assigned to data quality measures. Districts with high numbers or percentages of underreported students or PID errors or anomalous use of other leaver codes may be subject to audit. In addition, through the 2011 accountability cycle, the rating of a school district that did not meet standards for underreported students could be lowered from *Recognized* or *Exemplary* to *Academically Acceptable*.

The validation of leaver data has been integrated into a data validation component of the Performance-Based Monitoring (PBM) system under which districts with leaver data reporting anomalies are subject to graduated interventions (Table 7). Emphasis is on a continuous improvement

**Table 7**  
**Criteria for Investigation of Leaver Data, 2009-10**

| Indicator  | Description   |
|--|---|
| Use of one or more leaver codes  | A potentially anomalous percentage of one or more leaver codes in 2009-10 (codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, and 87). A minimum of 10 leavers is required for evaluation on this indicator.   |
| Zero dropouts and use of other exit leaver codes                                 | The number of 2009-10 dropouts reported is zero, and a potentially anomalous percentage of other exit leaver codes (codes 16, 24, 60, 81, and 82) for 2009-10 leavers is used. A minimum of 10 leavers is required for evaluation on this indicator.                                      |
| Dropout trend analysis   | A decrease in Grade 7-12 annual dropout rate from 2008-09 to 2009-10 or from 2007-08 to 2009-10 was appreciably greater than that shown for similar districts during the same period. 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 2009-10 exceeded 150, or the underreported student rate for 2009-10 exceeded 3.0 percent. A minimum of 5 underreported students and a rate of underreporting of at least 1.0 percent are required for evaluation on this indicator.                   |
| Continuing students' dropout rate  | The class of 2009 Grade 9 cohort dropout rate for students who continued in school after graduation was expected equaled 35.0 percent or higher. A minimum of 30 continuing students and a minimum of 5 dropouts are required for evaluation on this indicator.                           |
| Missing PET <sup>a</sup> submission (August 22, 2011 through September 16, 2011) | This indicator identifies districts that did not complete at least one PET submission between August 22, 2011, and September 16, 2011.  |
| Missing PET submission (2010-11 reporting year)                                  | This indicator identifies districts that did not complete at least one PET submission during the 2010-11 school year.   |

<sup>a</sup>Person Identification Database (PID) Enrollment Tracking.

process in which districts undertake activities that promote improved data reporting and TEA monitors their progress. Nevertheless, interventions can lead to corrective actions or sanctions.

Interventions include requirements to conduct analyses focused 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 identified issues in a continuous improvement plan. 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 on-site review may be conducted.

Interventions for data validation monitoring were implemented in 2005-06, a pilot year for the data validation component of PBM, using leaver data from 2002-03 and 2003-04. In 2006-07, data validation monitoring using 2004-05 leaver data identified 58 districts and charters for Stage 1 interventions and 45 districts and charters for Stage 2 interventions. In 2007-08, data validation monitoring using 2005-06 leaver data identified 68 districts and charters for Stage 1 interventions, 29 districts and charters for Stage 2 interventions, 58 districts and charters for Stage 3 interventions, and 9 districts and charters for Stage 4 interventions. In 2008-09, data validation monitoring using 2006-07 leaver data identified 38 districts and charters for Stage 1 interventions, 57 districts and charters for Stage 2 interventions, 64 districts and charters for Stage 3 interventions, and 13 districts and charters for Stage 4 interventions. In 2009-10, data validation monitoring using 2007-08 leaver data identified 60 districts and charters for Stage 1 interventions, 106 districts and charters for

Stage 2 interventions, 87 districts and charters for Stage 3 interventions, and 13 districts and charters for Stage 4 interventions. In 2010-11, data validation monitoring using 2008-09 leaver data identified 94 districts and charters for Stage 1 interventions, 62 districts and charters for Stage 2 interventions, 54 districts and charters for Stage 3 interventions, and 11 districts and charters for Stage 4 interventions. In 2011-12, data validation monitoring using 2009-10 leaver data identified 144 districts and charters for Stage 1 interventions, 48 districts and charters for Stage 2 interventions, 18 districts and charters for Stage 3 interventions, and 15 districts and charters for Stage 4 interventions.

As part of the accountability system implemented for 2004 and beyond, agency policies and procedures for district monitoring and investigations were revised to comply with new state legislation. In 2004, ratings were lowered from *Exemplary* to *Academically Acceptable* for 2 districts, and from *Recognized* to *Academically Acceptable* for 10 districts, because of excessive percentages of underreported students. In 2005, ratings for two districts were lowered from *Recognized* to *Academically Acceptable* because of excessive numbers of underreported students. In 2006, ratings for 10 districts were lowered from *Recognized* to *Academically Acceptable* because of excessive numbers of underreported students. Based on a school leaver provision in effect for the 2007 and 2008 ratings cycles, no district ratings were lowered in 2007 or 2008 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. In 2009, ratings for seven districts were lowered from *Recognized* to *Academically Acceptable* because of excessive numbers of underreported students. In 2010, ratings were lowered from *Recognized* to *Academically Acceptable* for five districts because of excessive numbers of underreported students. In 2011, ratings were lowered from *Exemplary* to *Academically Acceptable* for 2 districts, and from *Recognized* to *Academically Acceptable* for 2 districts, because of excessive numbers of underreported students.



# Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Graduation,  
Completion, and Dropout Rates

Attrition Rates

Data Quality Measures

## Annual Dropout Rates

### *Grade 7-8 Annual Rate*

**Presentation of rates by race/ethnicity.** Annual dropout rates for 2008-09 and earlier years were calculated based on the old racial/ethnic categories. Annual dropout rates for 2009-10 and later years were calculated based on the new racial/ethnic categories.

**Note on comparison of rates across years.** As a result of adoption of the national dropout definition in 2005-06, annual dropout rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.

**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 2010-11 school year, the statewide annual dropout rate for Grades 7-8 of 0.2 percent did not change from the previous year (Table 8). This rate was lower than the 2.4 percent annual dropout rate for Grades 9-12, which also did not change from 2009-10 (Table 11 on page 52). There were 1,530 students who dropped out of Grades 7-8, of whom 1,001, or 65.4 percent, dropped out of Grade 8 (Table 19 on page 61). In 2010-11, the percentage of dropouts from Grades 7-8 who left school in Grade 7 (34.6%) was smaller than the percentage in 2009-10 (35.6%). The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2010-11, the Grade 7-8 dropout rate for African American students (0.3%) was three times higher than the rates for Asian and White students (0.1%, each), and the rate for Hispanic students (0.2%) was two times higher (Table 8). Among multiracial students, Grade 7-8 dropout rates for the three groups with the largest numbers of students were 0.3 percent for students identified as White and African American, less than 0.1 percent for students identified as White and American Indian, and 0.1 percent for students identified as White and Asian. Males and females in Grades 7-8 dropped out at the same rate (0.2%).

**Rates by program participation and student characteristic.** Tables 9 and 10 on page 51 present dropout rates for students in Grades 7-8 by participation in special programs (bilingual/English as a second language, gifted and talented, special education, Title I) and student characteristics (at-risk, immigrant, limited English proficient, migrant, overage). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table E-1 in Appendix E provides the data sources used in calculating annual dropout rates by instructional program and student characteristic.

**Table 8**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status,**  
**and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year             | Students         |         | Dropouts       |         | Annual dropout rate (%) |
|-------------------------|------------------|---------|----------------|---------|-------------------------|
|                         | Number           | Percent | Number         | Percent |                         |
| <b>African American</b> |                  |         |                |         |                         |
| 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                     |
| <b>American Indian</b>  |                  |         |                |         |                         |
| 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     | - <sup>b</sup> | -       | 0.2                     |
| 2010-11                 | 3,614            | 0.5     | -              | -       | 0.3                     |
| <b>Asian</b>            |                  |         |                |         |                         |
| 2005-06                 | n/a <sup>a</sup> | 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                     |
| <b>Hispanic</b>         |                  |         |                |         |                         |
| 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                     |
| <b>Pacific Islander</b> |                  |         |                |         |                         |
| 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                 | <870             | 0.1     | -              | -       | 0.1                     |
| 2010-11                 | 886              | 0.1     | -              | -       | 0.3                     |
| <b>White</b>            |                  |         |                |         |                         |
| 2005-06                 | 263,909          | 37.8    | 476            | 15.7    | 0.2                     |

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

<sup>a</sup>Not available. <sup>b</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

**continues**

**Table 8 (continued)****Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year                       | Students         |         | Dropouts |         | Annual dropout rate (%) |
|-----------------------------------|------------------|---------|----------|---------|-------------------------|
|                                   | Number           | Percent | Number   | Percent |                         |
| 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                     |
| <b>Multiracial</b>                |                  |         |          |         |                         |
| 2005-06                           | n/a <sup>a</sup> | 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                     |
| <b>Economically disadvantaged</b> |                  |         |          |         |                         |
| 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                     |
| <b>Female</b>                     |                  |         |          |         |                         |
| 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                     |
| <b>Male</b>                       |                  |         |          |         |                         |
| 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                     |
| <b>State</b>                      |                  |         |          |         |                         |
| 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                     |

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

<sup>a</sup>Not available. <sup>b</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

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**Table 8 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year | Students |         | Dropouts |         | Annual dropout rate (%) |
|-------------|----------|---------|----------|---------|-------------------------|
|             | Number   | Percent | Number   | Percent |                         |
| 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                     |

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

<sup>a</sup>Not available. <sup>b</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

**Table 9**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2010-11**

| Group                                     | Students |         | Dropouts |         | Annual dropout rate (%) |
|---|----------|---------|----------|---------|-------------------------|
|   | Number   | Percent | Number   | Percent |                         |
| Bilingual or English as a second language | 57,314   | 7.9     | 164      | 10.7    | 0.3                     |
| Gifted and talented                       | 74,452   | 10.2    | 23       | 1.5     | <0.1                    |
| Special education                         | 73,090   | 10.0    | 199      | 13.0    | 0.3                     |
| Title I                                   | 460,994  | 63.3    | 1,176    | 76.9    | 0.3                     |
| State                                     | 727,891  | 100     | 1,530    | 100     | 0.2                     |

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

**Table 10**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2010-11**

| Group                      | Students |         | Dropouts |         | Annual dropout rate (%) |
|----------------------------|----------|---------|----------|---------|-------------------------|
|                            | Number   | Percent | Number   | Percent |                         |
| At-risk                    | 271,997  | 37.4    | 667      | 43.6    | 0.2                     |
| Immigrant                  | 10,036   | 1.4     | 32       | 2.1     | 0.3                     |
| Limited English proficient | 67,294   | 9.2     | 249      | 16.3    | 0.4                     |
| Migrant                    | 6,211    | 0.9     | 29       | 1.9     | 0.5                     |
| Overage                    | 161,645  | 22.2    | 970      | 63.4    | 0.6                     |
| State                      | 727,891  | 100     | 1,530    | 100     | 0.2                     |

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

### **Grade 9-12 Annual Rate**

**State summary.** For the 2010-11 school year, the statewide annual dropout rate for Grades 9-12 was 2.4 percent, unchanged from the previous school year (Table 11 on page 52). The Grade 9-12

**Table 11**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year             | Students         |         | Dropouts       |         | Annual dropout rate (%) |
|-------------------------|------------------|---------|----------------|---------|-------------------------|
|                         | Number           | Percent | Number         | Percent |                         |
| <b>African American</b> |                  |         |                |         |                         |
| 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                     |
| <b>American Indian</b>  |                  |         |                |         |                         |
| 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     | – <sup>a</sup> | –       | 2.6                     |
| 2010-11                 | 7,180            | 0.5     | 198            | 0.6     | 2.8                     |
| <b>Asian</b>            |                  |         |                |         |                         |
| 2005-06                 | n/a <sup>b</sup> | 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                     |
| <b>Hispanic</b>         |                  |         |                |         |                         |
| 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                     |
| <b>Pacific Islander</b> |                  |         |                |         |                         |
| 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                 | <1,860           | 0.1     | –              | –       | 2.5                     |
| 2010-11                 | 1,859            | 0.1     | 42             | 0.1     | 2.3                     |
| <b>White</b>            |                  |         |                |         |                         |
| 2005-06                 | 534,204          | 40.5    | 9,592          | 19.7    | 1.8                     |
| 2006-07                 | 527,469          | 39.5    | 9,922          | 18.9    | 1.9                     |

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

<sup>a</sup>A dash (–) indicates data are not reported to protect student anonymity. <sup>b</sup>Not available.

**continues**

**Table 11 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year                       | Students         |         | Dropouts |         | Annual dropout rate (%) |
|-----------------------------------|------------------|---------|----------|---------|-------------------------|
|                                   | Number           | Percent | Number   | Percent |                         |
| 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                     |
| <b>Multiracial</b>                |                  |         |          |         |                         |
| 2005-06                           | n/a <sup>b</sup> | 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                     |
| <b>Economically disadvantaged</b> |                  |         |          |         |                         |
| 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                     |
| <b>Female</b>                     |                  |         |          |         |                         |
| 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                     |
| <b>Male</b>                       |                  |         |          |         |                         |
| 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                     |
| <b>State</b>                      |                  |         |          |         |                         |
| 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                     |

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

<sup>a</sup>A dash (-) indicates data are not reported to protect student anonymity. <sup>b</sup>Not available.

dropout rate was higher than the Grade 7-8 rate of 0.2 percent (Table 8 on page 49) and the Grade 7-12 rate of 1.6 percent (Table 14 on page 56). There were 32,833 students who dropped out of Grades 9-12 in the 2010-11 school year, 1.2 percent fewer than in 2009-10. The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2010-11, the Grade 9-12 dropout rate for African American students (3.6%) was more than three times as high as the rates for White (1.1%) and Asian (0.8%) students, and the rate for Hispanic students (3.0%) was more than twice as high (Table 11 on page 52). Among multiracial students, Grade 9-12 dropout rates for the three groups with the largest numbers of students were 1.7 percent for students identified as White and African American, 1.1 percent for students identified as White and American Indian, and 0.3 percent for students identified as White and Asian. Students identified as economically disadvantaged had a dropout rate of 2.7 percent. Males in Grades 9-12 dropped out at a higher rate (2.6%) than females (2.1%).

**Rates by program participation and student characteristic.** Tables 12 and 13 present dropout rates for students in Grades 9-12 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, immigrant, limited English proficient, migrant, overage). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table E-1 in Appendix E provides the data sources used in calculating annual dropout rates by instructional program and student characteristic.

**Table 12**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2010-11**

| Group   | Students  |         | Dropouts |         | Annual dropout rate (%) |
|---|-----------|---------|----------|---------|-------------------------|
|   | Number    | Percent | Number   | Percent |                         |
| Bilingual or English as a second language         | 69,093    | 5.0     | 2,801    | 8.5     | 4.1                     |
| Career and technical education (CTE) <sup>a</sup> | 481,795   | 34.5    | 5,742    | 17.5    | 1.2                     |
| Gifted and talented                               | 126,324   | 9.1     | 200      | 0.6     | 0.2                     |
| Special education                                 | 146,703   | 10.5    | 4,746    | 14.5    | 3.2                     |
| Title I   | 644,349   | 46.2    | 18,755   | 57.1    | 2.9                     |
| State   | 1,394,523 | 100     | 32,833   | 100     | 2.4                     |

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

<sup>a</sup>Data reflect students participating in CTE programs; students enrolled in CTE courses only are excluded.



**Table 13**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2010-11**

| Group                      | Students  |         | Dropouts |         | Annual dropout rate (%) |
|----------------------------|-----------|---------|----------|---------|-------------------------|
|                            | Number    | Percent | Number   | Percent |                         |
| At-risk                    | 589,383   | 42.3    | 18,968   | 57.8    | 3.2                     |
| Immigrant                  | 20,721    | 1.5     | 514      | 1.6     | 2.5                     |
| Limited English proficient | 85,408    | 6.1     | 3,967    | 12.1    | 4.6                     |
| Migrant                    | 12,163    | 0.9     | 468      | 1.4     | 3.8                     |
| Overage                    | 369,425   | 26.5    | 27,648   | 84.2    | 7.5                     |
| State                      | 1,394,523 | 100     | 32,833   | 100     | 2.4                     |

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

### **Grade 7-12 Annual Rate**

**State summary.** Out of 2,122,414 students who attended Grades 7-12 in Texas public schools during the 2010-11 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from 2009-10 (Table 14 on page 56). The number of dropouts in Grades 7-12 dropped to 34,363, a 1.6 percent decrease from the 34,907 students who dropped out in 2009-10. The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2010-11, the Grade 7-12 dropout rate for African American students (2.5%) was more than three times as high as the rates for White (0.8%) and Asian (0.5%) students, and the rate for Hispanic students (2.1%) was more than twice as high (Table 14 on page 56). Among multiracial students, Grade 7-12 dropout rates for the three groups with the largest numbers of students were 1.2 percent for students identified as White and African American, 0.8 percent for students identified as White and American Indian, and 0.3 percent for students identified as White and Asian. Students identified as economically disadvantaged had a dropout rate of 1.8 percent. As in 2009-10, males in Grades 7-12 dropped out at a higher rate (1.8%) than females (1.5%) in 2010-11.

Some racial/ethnic groups make up larger percentages of the dropout population than of the student population. In 2010-11, for example, Hispanic students made up 47.5 percent of students in Grades 7-12, but 60.3 percent of dropouts, a difference of 12.8 percentage points (Table 14 on page 56). African American students made up 13.4 percent of students in Grades 7-12 in 2010-11, but 20.7 percent of dropouts, a difference of 7.3 percentage points.

**Rates by program participation and student characteristic.** Tables 15 and 16 on page 58 present dropout rates for students in Grades 7-12 by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, special

**Table 14**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year             | Students         |         | Dropouts |         | Annual dropout rate (%) |
|-------------------------|------------------|---------|----------|---------|-------------------------|
|                         | Number           | Percent | Number   | Percent |                         |
| <b>African American</b> |                  |         |          |         |                         |
| 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                     |
| <b>American Indian</b>  |                  |         |          |         |                         |
| 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                 | 10,794           | 0.5     | 209      | 0.6     | 1.9                     |
| <b>Asian</b>            |                  |         |          |         |                         |
| 2005-06                 | n/a <sup>a</sup> | 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                     |
| <b>Hispanic</b>         |                  |         |          |         |                         |
| 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                     |
| <b>Pacific Islander</b> |                  |         |          |         |                         |
| 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                 | 2,717            | 0.1     | 47       | 0.1     | 1.7                     |
| 2010-11                 | 2,745            | 0.1     | 45       | 0.1     | 1.6                     |
| <b>White</b>            |                  |         |          |         |                         |
| 2005-06                 | 798,113          | 39.6    | 10,068   | 19.4    | 1.3                     |
| 2006-07                 | 782,330          | 38.7    | 10,393   | 18.8    | 1.3                     |

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

<sup>a</sup>Not available.

**continues**

**Table 14 (continued)**

**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2010-11**

| School year                       | Students         |         | Dropouts |         | Annual dropout rate (%) |
|-----------------------------------|------------------|---------|----------|---------|-------------------------|
|                                   | Number           | Percent | Number   | Percent |                         |
| 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                     |
| <b>Multiracial</b>                |                  |         |          |         |                         |
| 2005-06                           | n/a <sup>a</sup> | 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                     |
| <b>Economically disadvantaged</b> |                  |         |          |         |                         |
| 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                     |
| <b>Female</b>                     |                  |         |          |         |                         |
| 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                     |
| <b>Male</b>                       |                  |         |          |         |                         |
| 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                     |
| <b>State</b>                      |                  |         |          |         |                         |
| 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                     |

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

<sup>a</sup>Not available.

**Table 15**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2010-11**

| Group   | Students  |         | Dropouts |         | Annual dropout rate (%) |
|---|-----------|---------|----------|---------|-------------------------|
|   | Number    | Percent | Number   | Percent |                         |
| Bilingual or English as a second language         | 126,407   | 6.0     | 2,965    | 8.6     | 2.3                     |
| Career and technical education (CTE) <sup>a</sup> | 481,795   | 22.7    | 5,742    | 16.7    | 1.2                     |
| Gifted and talented                               | 200,776   | 9.5     | 223      | 0.6     | 0.1                     |
| Special education                                 | 219,793   | 10.4    | 4,945    | 14.4    | 2.2                     |
| Title I   | 1,105,343 | 52.1    | 19,931   | 58.0    | 1.8                     |
| State   | 2,122,414 | 100     | 34,363   | 100     | 1.6                     |

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

<sup>a</sup>Data reflect students participating in CTE programs; students enrolled in CTE courses only are excluded.

**Table 16**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2010-11**

| Group                      | Students  |         | Dropouts |         | Annual dropout rate (%) |
|----------------------------|-----------|---------|----------|---------|-------------------------|
|                            | Number    | Percent | Number   | Percent |                         |
| At-risk                    | 861,380   | 40.6    | 19,635   | 57.1    | 2.3                     |
| Immigrant                  | 30,757    | 1.4     | 546      | 1.6     | 1.8                     |
| Limited English proficient | 152,702   | 7.2     | 4,216    | 12.3    | 2.8                     |
| Migrant                    | 18,374    | 0.9     | 497      | 1.4     | 2.7                     |
| Overage                    | 531,070   | 25.0    | 28,618   | 83.3    | 5.4                     |
| State                      | 2,122,414 | 100     | 34,363   | 100     | 1.6                     |

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

education, Title I) and student characteristics (at-risk, immigrant, limited English proficient, migrant, overage). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table E-1 in Appendix E provides the data sources used in calculating annual dropout rates by instructional program and student characteristic.

### **Annual Dropout Rates by Age**

Students ages 16 through 24 accounted for larger percentages of the dropout population than of the student population (Table 17). For example, 17-year-old students accounted for 29.7 percent of dropouts, but just 15.1 percent of students in Grades 7-12. Eighteen-year-old students accounted for 21.5 percent of dropouts, but only 3.4 percent of students in Grades 7-12.

**Table 17**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2010-11**

| September 1 age | Students  |         | Dropouts |         | Annual dropout rate (%) |
|-----------------|-----------|---------|----------|---------|-------------------------|
|                 | Number    | Percent | Number   | Percent |                         |
| 11              | 5,582     | 0.3     | 7        | <0.1    | 0.1                     |
| 12              | 286,214   | 13.5    | 238      | 0.7     | 0.1                     |
| 13              | 353,145   | 16.6    | 510      | 1.5     | 0.1                     |
| 14              | 355,631   | 16.8    | 1,001    | 2.9     | 0.3                     |
| 15              | 355,408   | 16.7    | 2,649    | 7.7     | 0.7                     |
| 16              | 350,377   | 16.5    | 6,848    | 19.9    | 2.0                     |
| 17              | 320,107   | 15.1    | 10,193   | 29.7    | 3.2                     |
| 18              | 71,373    | 3.4     | 7,381    | 21.5    | 10.3                    |
| 19              | 15,306    | 0.7     | 3,422    | 10.0    | 22.4                    |
| 20              | 5,450     | 0.3     | 1,310    | 3.8     | 24.0                    |
| 21              | 2,645     | 0.1     | 479      | 1.4     | 18.1                    |
| 22              | 550       | <0.1    | 180      | 0.5     | 32.7                    |
| 23              | 313       | <0.1    | 91       | 0.3     | 29.1                    |
| 24              | 138       | <0.1    | 31       | 0.1     | 22.5                    |
| 25              | 61        | <0.1    | 13       | <0.1    | 21.3                    |
| Other           | 114       | <0.1    | 10       | <0.1    | 8.8                     |
| State           | 2,122,414 | 100     | 34,363   | 100     | 1.6                     |

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

### ***Annual Dropout Rates by Grade***

In 2010-11, Grade 7 had the lowest dropout rate (0.1%) and the smallest number of dropouts (529) (Table 18 on page 60). Grade 12 had the highest dropout rate (3.1%), as well as the largest number of dropouts (9,957). Nevertheless, Grade 12 had the largest decrease (0.2 percentage points) from the previous year's dropout rate.

Disaggregated by grade, race/ethnicity, and economic status, the dropout rate was highest for African Americans in Grade 12 (4.4%) (Table 19 on page 61). The rates were lowest for Asians, Whites, and multiracial students in Grade 7 and Asians and Whites in Grade 8 (0.1% each).

Dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8. Percentage-point differences between dropout rates for White students and those for African American and Hispanic students were greatest at Grade 9 and above. The largest difference in dropout rates (3.1 percentage points) was between African American (4.4%) and White students (1.3%) in Grade 12, followed by the 2.9-percentage-point difference between Hispanic (4.2%) and White students (1.3%) in Grade 12. Across all grade levels, African American and Hispanic students were more than twice as likely to drop out of school as White students.

**Table 18**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2010-11**

| Grade       | Students  | Dropouts |          |        |          |        |          |
|-------------|-----------|----------|----------|--------|----------|--------|----------|
|             |           | Female   |          | Male   |          | State  |          |
|             |           | Number   | Rate (%) | Number | Rate (%) | Number | Rate (%) |
| Grade 7     | 365,181   | 241      | 0.1      | 288    | 0.2      | 529    | 0.1      |
| Grade 8     | 362,710   | 515      | 0.3      | 486    | 0.3      | 1,001  | 0.3      |
| Grade 9     | 403,682   | 3,528    | 1.8      | 5,382  | 2.5      | 8,910  | 2.2      |
| Grade 10    | 347,847   | 2,870    | 1.7      | 4,254  | 2.4      | 7,124  | 2.0      |
| Grade 11    | 319,371   | 2,860    | 1.8      | 3,982  | 2.5      | 6,842  | 2.1      |
| Grade 12    | 323,623   | 5,148    | 3.2      | 4,809  | 3.0      | 9,957  | 3.1      |
| Grades 7-12 | 2,122,414 | 15,162   | 1.5      | 19,201 | 1.8      | 34,363 | 1.6      |

The annual dropout rate was higher for males than females in all grades except Grades 8 and 12 (Table 20 on page 63). In Grade 12, the rate was higher for females than males in each racial/ethnic group except Asians and Whites. The greatest difference in Grade 12 was between Hispanic females (4.5%) and males (4.0%).

### ***Annual Dropout Rates for Hispanic Students by Race***

Of the 1,008,211 students in Grades 7-12 who identified their ethnicity as Hispanic in the 2010-11 school year, 655,219 (30.9%) identified White as their race, and 302,584 (14.3%) identified American Indian (Table 21 on page 65). Among Hispanic students, the dropout rate was highest for Whites (2.1%). Among multiracial Hispanic students, Grade 7-12 dropout rates for the three groups with the largest numbers of students were 1.8 percent for students identified as White and African American, 1.7 percent for students identified as White and American Indian, and 0.7 percent for students identified as White and Asian.

### ***Annual Dropout Rates for Limited English Proficient Students***

Table 22 on page 66 presents annual dropout rates for current and former limited English proficient (LEP) students in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to LEP students, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying LEP students 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 LEP student 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.

**Table 19**  
**Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status,**  
**Texas Public Schools, 2010-11**

| Group                      | Students |         | Dropouts       |         | Annual dropout rate (%) |
|----------------------------|----------|---------|----------------|---------|-------------------------|
|                            | Number   | Percent | Number         | Percent |                         |
| <b>Grade 7</b>             |          |         |                |         |                         |
| African American           | 47,927   | 13.1    | 119            | 22.5    | 0.2                     |
| American Indian            | 1,770    | 0.5     | 5              | 0.9     | 0.3                     |
| Asian                      | 12,375   | 3.4     | 8              | 1.5     | 0.1                     |
| Hispanic                   | 179,532  | 49.2    | 277            | 52.4    | 0.2                     |
| Pacific Islander           | <800     | 0.1     | - <sup>a</sup> | -       | 0.2                     |
| White                      | 117,399  | 32.1    | 115            | 21.7    | 0.1                     |
| Multiracial                | <5,800   | 1.6     | -              | -       | 0.1                     |
| Economically disadvantaged | 211,641  | 58.0    | 323            | 61.1    | 0.2                     |
| State                      | 365,181  | 100     | 529            | 100     | 0.1                     |
| <b>Grade 8</b>             |          |         |                |         |                         |
| African American           | 47,433   | 13.1    | 202            | 20.2    | 0.4                     |
| American Indian            | 1,844    | 0.5     | -              | -       | 0.3                     |
| Asian                      | 12,619   | 3.5     | 7              | 0.7     | 0.1                     |
| Hispanic                   | 176,525  | 48.7    | 593            | 59.2    | 0.3                     |
| Pacific Islander           | 470      | 0.1     | -              | -       | 0.4                     |
| White                      | 118,243  | 32.6    | 174            | 17.4    | 0.1                     |
| Multiracial                | 5,576    | 1.5     | 17             | 1.7     | 0.3                     |
| Economically disadvantaged | 205,541  | 56.7    | 683            | 68.2    | 0.3                     |
| State                      | 362,710  | 100     | 1,001          | 100     | 0.3                     |
| <b>Grade 9</b>             |          |         |                |         |                         |
| African American           | 54,659   | 13.5    | 1,929          | 21.6    | 3.5                     |
| American Indian            | 2,057    | 0.5     | 61             | 0.7     | 3.0                     |
| Asian                      | 13,722   | 3.4     | 85             | 1.0     | 0.6                     |
| Hispanic                   | 200,201  | 49.6    | 5,624          | 63.1    | 2.8                     |
| Pacific Islander           | 479      | 0.1     | 11             | 0.1     | 2.3                     |
| White                      | 126,405  | 31.3    | 1,144          | 12.8    | 0.9                     |
| Multiracial                | 6,159    | 1.5     | 56             | 0.6     | 0.9                     |
| Economically disadvantaged | 225,802  | 55.9    | 5,879          | 66.0    | 2.6                     |
| State                      | 403,682  | 100     | 8,910          | 100     | 2.2                     |

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

<sup>a</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

**continues**

**Table 19 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status,**  
**Texas Public Schools, 2010-11**

| Group                      | Students |         | Dropouts |         | Annual dropout rate (%) |
|----------------------------|----------|---------|----------|---------|-------------------------|
|                            | Number   | Percent | Number   | Percent |                         |
| <b>Grade 10</b>            |          |         |          |         |                         |
| African American           | 47,258   | 13.6    | 1,530    | 21.5    | 3.2                     |
| American Indian            | 1,901    | 0.5     | 54       | 0.8     | 2.8                     |
| Asian                      | 12,245   | 3.5     | 59       | 0.8     | 0.5                     |
| Hispanic                   | 161,717  | 46.5    | 4,163    | 58.4    | 2.6                     |
| Pacific Islander           | 457      | 0.1     | 7        | 0.1     | 1.5                     |
| White                      | 118,839  | 34.2    | 1,246    | 17.5    | 1.0                     |
| Multiracial                | 5,430    | 1.6     | 65       | 0.9     | 1.2                     |
| Economically disadvantaged | 178,923  | 51.4    | 4,402    | 61.8    | 2.5                     |
| State                      | 347,847  | 100     | 7,124    | 100     | 2.0                     |
| <b>Grade 11</b>            |          |         |          |         |                         |
| African American           | 42,904   | 13.4    | 1,403    | 20.5    | 3.3                     |
| American Indian            | 1,638    | 0.5     | 30       | 0.4     | 1.8                     |
| Asian                      | 11,488   | 3.6     | 65       | 1.0     | 0.6                     |
| Hispanic                   | 144,228  | 45.2    | 3,889    | 56.8    | 2.7                     |
| Pacific Islander           | 462      | 0.1     | 10       | 0.1     | 2.2                     |
| White                      | 113,610  | 35.6    | 1,376    | 20.1    | 1.2                     |
| Multiracial                | 5,041    | 1.6     | 69       | 1.0     | 1.4                     |
| Economically disadvantaged | 155,245  | 48.6    | 4,031    | 58.9    | 2.6                     |
| State                      | 319,371  | 100     | 6,842    | 100     | 2.1                     |
| <b>Grade 12</b>            |          |         |          |         |                         |
| African American           | 44,653   | 13.8    | 1,945    | 19.5    | 4.4                     |
| American Indian            | 1,584    | 0.5     | 53       | 0.5     | 3.3                     |
| Asian                      | 11,161   | 3.4     | 165      | 1.7     | 1.5                     |
| Hispanic                   | 146,008  | 45.1    | 6,190    | 62.2    | 4.2                     |
| Pacific Islander           | 461      | 0.1     | 14       | 0.1     | 3.0                     |
| White                      | 115,256  | 35.6    | 1,514    | 15.2    | 1.3                     |
| Multiracial                | 4,500    | 1.4     | 76       | 0.8     | 1.7                     |
| Economically disadvantaged | 152,469  | 47.1    | 4,920    | 49.4    | 3.2                     |
| State                      | 323,623  | 100     | 9,957    | 100     | 3.1                     |

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

\*A dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.



**Table 20**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic**  
**Groups, Texas Public Schools, 2010-11**

| Group            | Students |         |         |         | Dropouts       |         |        |         | Annual dropout rate (%) |      |
|------------------|----------|---------|---------|---------|----------------|---------|--------|---------|-------------------------|------|
|                  | Female   |         | Male    |         | Female         |         | Male   |         | Female                  | Male |
|                  | Number   | Percent | Number  | Percent | Number         | Percent | Number | Percent |                         |      |
| <b>Grade 7</b>   |          |         |         |         |                |         |        |         |                         |      |
| African American | 23,194   | 13.1    | 24,733  | 13.2    | 59             | 24.5    | 60     | 20.8    | 0.3                     | 0.2  |
| American Indian  | <1,000   | 0.5     | <1,000  | 0.5     | — <sup>a</sup> | —       | —      | —       | 0.2                     | 0.3  |
| Asian            | 5,967    | 3.4     | 6,408   | 3.4     | —              | —       | —      | —       | 0.1                     | 0.1  |
| Hispanic         | 87,414   | 49.3    | 92,118  | 49.1    | 123            | 51.0    | 154    | 53.5    | 0.1                     | 0.2  |
| Pacific Islander | <400     | 0.1     | <400    | 0.1     | —              | —       | 0      | 0.0     | 0.5                     | 0.0  |
| White            | 56,865   | 32.1    | 60,534  | 32.2    | 50             | 20.7    | 65     | 22.6    | 0.1                     | 0.1  |
| Multiracial      | 2,920    | 1.6     | 2,842   | 1.5     | —              | —       | —      | —       | 0.1                     | 0.1  |
| State            | 177,403  | 100     | 187,778 | 100     | 241            | 100     | 288    | 100     | 0.1                     | 0.2  |
| <b>Grade 8</b>   |          |         |         |         |                |         |        |         |                         |      |
| African American | 23,078   | 13.1    | 24,355  | 13.1    | 99             | 19.2    | 103    | 21.2    | 0.4                     | 0.4  |
| American Indian  | 859      | 0.5     | 985     | 0.5     | —              | —       | —      | —       | 0.5                     | 0.2  |
| Asian            | 6,256    | 3.5     | 6,363   | 3.4     | —              | —       | —      | —       | 0.0                     | 0.1  |
| Hispanic         | 86,097   | 48.8    | 90,428  | 48.6    | 315            | 61.2    | 278    | 57.2    | 0.4                     | 0.3  |
| Pacific Islander | 232      | 0.1     | 238     | 0.1     | —              | —       | —      | —       | 0.4                     | 0.4  |
| White            | 57,149   | 32.4    | 61,094  | 32.8    | 86             | 16.7    | 88     | 18.1    | 0.2                     | 0.1  |
| Multiracial      | 2,845    | 1.6     | 2,731   | 1.5     | 7              | 1.4     | 10     | 2.1     | 0.2                     | 0.4  |
| State            | 176,516  | 100     | 186,194 | 100     | 515            | 100     | 486    | 100     | 0.3                     | 0.3  |
| <b>Grade 9</b>   |          |         |         |         |                |         |        |         |                         |      |
| African American | 25,549   | 13.3    | 29,110  | 13.7    | 719            | 20.4    | 1,210  | 22.5    | 2.8                     | 4.2  |
| American Indian  | 954      | 0.5     | 1,103   | 0.5     | 17             | 0.5     | 44     | 0.8     | 1.8                     | 4.0  |
| Asian            | 6,544    | 3.4     | 7,178   | 3.4     | 42             | 1.2     | 43     | 0.8     | 0.6                     | 0.6  |
| Hispanic         | 94,940   | 49.5    | 105,261 | 49.6    | 2,282          | 64.7    | 3,342  | 62.1    | 2.4                     | 3.2  |
| Pacific Islander | 244      | 0.1     | 235     | 0.1     | 6              | 0.2     | 5      | 0.1     | 2.5                     | 2.1  |
| White            | 60,337   | 31.5    | 66,068  | 31.2    | 442            | 12.5    | 702    | 13.0    | 0.7                     | 1.1  |
| Multiracial      | 3,104    | 1.6     | 3,055   | 1.4     | 20             | 0.6     | 36     | 0.7     | 0.6                     | 1.2  |
| State            | 191,672  | 100     | 212,010 | 100     | 3,528          | 100     | 5,382  | 100     | 1.8                     | 2.5  |
| <b>Grade 10</b>  |          |         |         |         |                |         |        |         |                         |      |
| African American | 22,938   | 13.5    | 24,320  | 13.6    | 611            | 21.3    | 919    | 21.6    | 2.7                     | 3.8  |
| American Indian  | 897      | 0.5     | 1,004   | 0.6     | 21             | 0.7     | —      | —       | 2.3                     | 3.3  |
| Asian            | 5,958    | 3.5     | 6,287   | 3.5     | —              | —       | 40     | 0.9     | 0.3                     | 0.6  |
| Hispanic         | 78,897   | 46.5    | 82,820  | 46.4    | 1,703          | 59.3    | 2,460  | 57.8    | 2.2                     | 3.0  |
| Pacific Islander | 212      | 0.1     | 245     | 0.1     | —              | —       | —      | —       | 1.9                     | 1.2  |

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

<sup>a</sup>A dash (—) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

**continues**

**Table 20 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2010-11**

| Group            | Students |         |         |         | Dropouts |         |        |         | Annual dropout rate (%) |      |
|------------------|----------|---------|---------|---------|----------|---------|--------|---------|-------------------------|------|
|                  | Female   |         | Male    |         | Female   |         | Male   |         | Female                  | Male |
|                  | Number   | Percent | Number  | Percent | Number   | Percent | Number | Percent |                         |      |
| White            | 57,826   | 34.1    | 61,013  | 34.2    | 482      | 16.8    | 764    | 18.0    | 0.8                     | 1.3  |
| Multiracial      | 2,793    | 1.6     | 2,637   | 1.5     | 30       | 1.0     | 35     | 0.8     | 1.1                     | 1.3  |
| State            | 169,521  | 100     | 178,326 | 100     | 2,870    | 100     | 4,254  | 100     | 1.7                     | 2.4  |
| Grade 11         |          |         |         |         |          |         |        |         |                         |      |
| African American | 21,171   | 13.5    | 21,733  | 13.4    | 569      | 19.9    | 834    | 20.9    | 2.7                     | 3.8  |
| American Indian  | 800      | 0.5     | 838     | 0.5     | –        | –       | 19     | 0.5     | 1.4                     | 2.3  |
| Asian            | 5,559    | 3.5     | 5,929   | 3.7     | 23       | 0.8     | 42     | 1.1     | 0.4                     | 0.7  |
| Hispanic         | 71,309   | 45.4    | 72,919  | 44.9    | 1,663    | 58.1    | 2,226  | 55.9    | 2.3                     | 3.1  |
| Pacific Islander | 205      | 0.1     | 257     | 0.2     | –        | –       | 7      | 0.2     | 1.5                     | 2.7  |
| White            | 55,326   | 35.2    | 58,284  | 35.9    | 560      | 19.6    | 816    | 20.5    | 1.0                     | 1.4  |
| Multiracial      | 2,624    | 1.7     | 2,417   | 1.5     | 31       | 1.1     | 38     | 1.0     | 1.2                     | 1.6  |
| State            | 156,994  | 100     | 162,377 | 100     | 2,860    | 100     | 3,982  | 100     | 1.8                     | 2.5  |
| Grade 12         |          |         |         |         |          |         |        |         |                         |      |
| African American | 22,583   | 14.0    | 22,070  | 13.6    | 1,008    | 19.6    | 937    | 19.5    | 4.5                     | 4.2  |
| American Indian  | 799      | 0.5     | 785     | 0.5     | 25       | 0.5     | 28     | 0.6     | 3.1                     | 3.6  |
| Asian            | 5,474    | 3.4     | 5,687   | 3.5     | 77       | 1.5     | 88     | 1.8     | 1.4                     | 1.5  |
| Hispanic         | 73,552   | 45.7    | 72,456  | 44.5    | 3,326    | 64.6    | 2,864  | 59.6    | 4.5                     | 4.0  |
| Pacific Islander | 225      | 0.1     | 236     | 0.1     | 9        | 0.2     | 5      | 0.1     | 4.0                     | 2.1  |
| White            | 55,957   | 34.8    | 59,299  | 36.4    | 663      | 12.9    | 851    | 17.7    | 1.2                     | 1.4  |
| Multiracial      | 2,308    | 1.4     | 2,192   | 1.3     | 40       | 0.8     | 36     | 0.7     | 1.7                     | 1.6  |
| State            | 160,898  | 100     | 162,725 | 100     | 5,148    | 100     | 4,809  | 100     | 3.2                     | 3.0  |

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

\*A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity.

**Table 21**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, Hispanic Students by Race, Texas Public Schools, 2010-11**

| Group            | Students  |         | Dropouts |         | Annual dropout rate (%) |
|------------------|-----------|---------|----------|---------|-------------------------|
|                  | Number    | Percent | Number   | Percent |                         |
| All Hispanic     | 1,008,211 | 47.5    | 20,736   | 60.3    | 2.1                     |
| African American | 11,877    | 0.6     | 241      | 0.7     | 2.0                     |
| American Indian  | 302,584   | 14.3    | 6,133    | 17.8    | 2.0                     |
| Asian            | 3,341     | 0.2     | 48.0     | 0.1     | 1.4                     |
| Pacific Islander | 3,377     | 0.2     | 77       | 0.2     | 2.3                     |
| White            | 655,219   | 30.9    | 13,695   | 39.9    | 2.1                     |
| Multiracial      | 31,813    | 1.5     | 542      | 1.6     | 1.7                     |
| State            | 2,122,414 | 100     | 34,363   | 100     | 1.6                     |

**Table 22**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient Students, by Special Language Program Instructional Model, Texas Public Schools, 2010-11**

| Group  | Students |         | Dropouts       |         | Annual dropout rate (%) |
|--|----------|---------|----------------|---------|-------------------------|
|  | Number   | Percent | Number         | Percent |                         |
| <b>Grades 7-8</b>                                  |          |         |                |         |                         |
| All current LEP <sup>a</sup> students <sup>b</sup> | 67,294   | 100     | 249            | 100     | 0.4                     |
| All bilingual education programs                   | <900     | 1.0     | – <sup>c</sup> | –       | 0.2                     |
| Transitional bilingual/early exit                  | 16       | <0.1    | 0              | 0.0     | 0.0                     |
| Transitional bilingual/late exit                   | 32       | <0.1    | 0              | 0.0     | 0.0                     |
| Dual immersion/two-way                             | 457      | 0.7     | 0              | 0.0     | 0.0                     |
| Dual immersion/one-way                             | <400     | 0.2     | –              | –       | 0.7                     |
| All ESL <sup>d</sup> programs                      | 54,604   | 81.1    | 146            | 58.6    | 0.3                     |
| ESL/content-based                                  | 28,058   | 41.7    | 68             | 27.3    | 0.2                     |
| ESL/pull-out                                       | 26,546   | 39.4    | 78             | 31.3    | 0.3                     |
| No services  | <12,100  | 17.9    | 102            | 41.0    | 0.8                     |
| All former LEP students <sup>e</sup>               | 23,735   | 100     | 27             | 100     | 0.1                     |
| All bilingual education programs                   | 6,329    | 26.7    | –              | –       | 0.1                     |
| Transitional bilingual/early exit                  | 2,855    | 12.0    | –              | –       | 0.1                     |
| Transitional bilingual/late exit                   | 1,934    | 8.1     | 0              | 0.0     | 0.0                     |
| Dual immersion/two-way                             | 525      | 2.2     | 0              | 0.0     | 0.0                     |
| Dual immersion/one-way                             | 1,015    | 4.3     | 0              | 0.0     | 0.0                     |
| All ESL programs                                   | 14,675   | 61.8    | 17             | 63.0    | 0.1                     |
| ESL/content-based                                  | 7,806    | 32.9    | 10             | 37.0    | 0.1                     |
| ESL/pull-out                                       | 6,869    | 28.9    | –              | –       | 0.1                     |
| No services  | 2,731    | 11.5    | –              | –       | 0.2                     |
| <b>Grades 9-12</b>                                 |          |         |                |         |                         |
| All current LEP students                           | 85,408   | 100     | 3,967          | 100     | 4.6                     |
| All bilingual education programs                   | <10      | <0.1    | 0              | 0.0     | 0.0                     |
| Transitional bilingual/early exit                  | 0        | 0.0     | 0              | 0.0     | 0.0                     |
| Transitional bilingual/late exit                   | 0        | 0.0     | 0              | 0.0     | 0.0                     |
| Dual immersion/two-way                             | <10      | <0.1    | 0              | 0.0     | 0.0                     |
| Dual immersion/one-way                             | 0        | 0.0     | 0              | 0.0     | 0.0                     |
| All ESL programs                                   | 67,290   | 78.8    | 2,730          | 68.8    | 4.1                     |
| ESL/content-based                                  | 46,216   | 54.1    | 1,915          | 48.3    | 4.1                     |
| ESL/pull-out                                       | 21,074   | 24.7    | 815            | 20.5    | 3.9                     |
| No services  | <18,120  | 21.2    | 1,237          | 31.2    | 6.8                     |

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

<sup>a</sup>Limited English proficient. <sup>b</sup>Current LEP students were identified as LEP in 2010-11. The group, all current LEP students, includes students for whom information about services received may be incomplete. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. <sup>d</sup>English as a second language. <sup>e</sup>Former LEP students are those in the first and second years of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete.

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**Table 22 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient Students, by Special Language Program Instructional Model, Texas Public Schools, 2010-11**

| Group                                | Students |         | Dropouts |         | Annual dropout rate (%) |
|--------------------------------------|----------|---------|----------|---------|-------------------------|
|                                      | Number   | Percent | Number   | Percent |                         |
| All former LEP students <sup>e</sup> | 25,873   | 100     | 491      | 100     | 1.9                     |
| All bilingual education programs     | 107      | 0.4     | 0        | 0.0     | 0.0                     |
| Transitional bilingual/early exit    | 10       | <0.1    | 0        | 0.0     | 0.0                     |
| Transitional bilingual/late exit     | 15       | 0.1     | 0        | 0.0     | 0.0                     |
| Dual immersion/two-way               | 37       | 0.1     | 0        | 0.0     | 0.0                     |
| Dual immersion/one-way               | 45       | 0.2     | 0        | 0.0     | 0.0                     |
| All ESL <sup>d</sup> programs        | 21,789   | 84.2    | 410      | 83.5    | 1.9                     |
| ESL/content-based                    | 12,606   | 48.7    | 276      | 56.2    | 2.2                     |
| ESL/pull-out                         | 9,183    | 35.5    | 134      | 27.3    | 1.5                     |
| No services                          | 3,977    | 15.4    | 81       | 16.5    | 2.0                     |

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

<sup>a</sup>Limited English proficient. <sup>b</sup>Current LEP students were identified as LEP in 2010-11. The group, all current LEP students, includes students for whom information about services received may be incomplete. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. <sup>d</sup>English as a second language. <sup>e</sup>Former LEP students are those in the first and second years of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete.

# Longitudinal Graduation, Completion, and Dropout Rates

## *Grade 9 Four-Year Longitudinal Graduation, Completion, and Dropout Rates*

**Presentation of rates by race/ethnicity.** 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 were calculated based on the new racial/ethnic categories. For the class of 2011, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the new 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 individual new categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the class of 2011 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.

**Note on comparison of rates across years.** The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation, completion, and dropout rates for the class of 2009. Thus, the class of 2011 Grade 9 cohort was the third in which students who dropped out were subject to the same dropout definition, regardless of when they left school. 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 2006 are found in Appendix D.

**State summary.** Out of 319,588 students in the class of 2011 Grade 9 cohort, 85.9 percent graduated (Table 23). An additional 6.2 percent of students in the class of 2011 continued school the fall after expected graduation, and 1.1 percent received General Educational Development (GED) certificates. The longitudinal dropout rate for the class of 2011 was 6.8 percent. Compared to the class of 2010, the class of 2011 had a higher graduation rate and lower rates of continuation, GED certification, dropping out. The formulas for calculating the graduation and completion rates are on pages 6 and 11, respectively.

**Rates by race/ethnicity, economic status, and gender.** For the class of 2011, the graduation rate was higher than the state average (85.9%) among Asian (95.0%), multiracial (92.1%), White (92.0%), and female (88.2%) students (Figure 2 on page 72 and Table 23 on facing page). By contrast, the graduation rate was lower than the state average among economically disadvantaged (83.7%), male (83.7%), Hispanic (81.8%), and African American students (80.9%). Longitudinal dropout rates were lower than the state average (6.8%) among Asian (1.4%), multiracial (3.1%), White (3.4%), and female (5.9%) students and higher than the state average among economically disadvantaged (7.7%), male (7.7%), Hispanic (8.7%), and African American students (10.9%). Across student groups in the class of 2011, Hispanics (8.4%) were most likely and Whites (3.3%) least likely to continue school in the fall after anticipated graduation. Female students had lower rates of continuation, GED certification, and dropping out than male students.

**Table 23**  
**Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2011**

| Class year              | Class            | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-------------------------|------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                         |                  | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>African American</b> |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 40,726           | 30,357    | 74.5     | 4,269     | 10.5     | 698                       | 1.7      | 5,402       | 13.3     | 34,626                                | 85.0     | 35,324  | 86.7     |
| Class of 2007           | 42,177           | 29,827    | 70.7     | 4,437     | 10.5     | 671                       | 1.6      | 7,242       | 17.2     | 34,264                                | 81.2     | 34,935  | 82.8     |
| Class of 2008           | 44,146           | 31,707    | 71.8     | 4,839     | 11.0     | 495                       | 1.1      | 7,105       | 16.1     | 36,546                                | 82.8     | 37,041  | 83.9     |
| Class of 2009           | 45,710           | 33,750    | 73.8     | 4,705     | 10.3     | 506                       | 1.1      | 6,749       | 14.8     | 38,455                                | 84.1     | 38,961  | 85.2     |
| Class of 2010           | 46,189           | 36,395    | 78.8     | 3,874     | 8.4      | 465                       | 1.0      | 5,455       | 11.8     | 40,269                                | 87.2     | 40,734  | 88.2     |
| Class of 2011           | 45,199           | 36,544    | 80.9     | 3,334     | 7.4      | 379                       | 0.8      | 4,942       | 10.9     | 39,878                                | 88.2     | 40,257  | 89.1     |
| <b>American Indian</b>  |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 924              | 775       | 83.9     | 57        | 6.2      | 37                        | 4.0      | 55          | 6.0      | 832                                   | 90.0     | 869   | 94.0     |
| Class of 2007           | 1,031            | 839       | 81.4     | 64        | 6.2      | 29                        | 2.8      | 99          | 9.6      | 903                                   | 87.6     | 932   | 90.4     |
| Class of 2008           | 1,130            | 923       | 81.7     | 87        | 7.7      | 25                        | 2.2      | 95          | 8.4      | 1,010                                 | 89.4     | 1,035   | 91.6     |
| Class of 2009           | 1,119            | 899       | 80.3     | 91        | 8.1      | 25                        | 2.2      | 104         | 9.3      | 990                                   | 88.5     | 1,015   | 90.7     |
| Class of 2010           | 1,248            | 1,051     | 84.2     | 114       | 9.1      | 19                        | 1.5      | 64          | 5.1      | 1,165                                 | 93.3     | 1,184   | 94.9     |
| Class of 2011           | 1,587            | 1,374     | 86.6     | 83        | 5.2      | 28                        | 1.8      | 102         | 6.4      | 1,457                                 | 91.8     | 1,485   | 93.6     |
| <b>Asian</b>            |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | n/a <sup>b</sup> | n/a       | 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      | 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      | 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      | 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      | n/a   | n/a      |
| Class of 2011           | 10,709           | 10,170    | 95.0     | 372       | 3.5      | 16                        | 0.1      | 151         | 1.4      | 10,542                                | 98.4     | 10,558  | 98.6     |
| <b>Hispanic</b>         |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 109,414          | 78,476    | 71.7     | 14,397    | 13.2     | 2,173                     | 2.0      | 14,368      | 13.1     | 92,873                                | 84.9     | 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     | 93,792                                | 81.9     | 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     | 102,542                               | 84.1     | 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     | 112,070                               | 86.2     | 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      | 120,495                               | 89.1     | 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      | 129,632                               | 90.2     | 131,232   | 91.3     |
| <b>Pacific Islander</b> |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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      | 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      | 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      | 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      | n/a   | n/a      |

*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. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>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.

**continues**

Table 23 (continued)

## Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2011

| Class year                 | Class            | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|----------------------------|------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                            |                  | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| 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      | n/a   | n/a      |
| Class of 2011              | <450             | –         | 88.0     | –         | 6.1      | –                         | 0.9      | –           | 5.0      | –                                     | 94.1     | –   | 95.0     |
| White                      |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 123,046          | 109,550   | 89.0     | 5,165     | 4.2      | 3,484                     | 2.8      | 4,847       | 3.9      | 114,715                               | 93.2     | 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      | 113,361                               | 92.3     | 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      | 114,336                               | 93.0     | 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      | 113,133                               | 93.8     | 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      | 114,043                               | 95.1     | 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      | 108,216                               | 95.4     | 109,596   | 96.6     |
| Multiracial                |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | n/a <sup>b</sup> | n/a       | 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      | 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      | 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      | 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      | n/a   | n/a      |
| Class of 2011              | 4,338            | 3,996     | 92.1     | 165       | 3.8      | 42                        | 1.0      | 135         | 3.1      | 4,161                                 | 95.9     | 4,203   | 96.9     |
| Economically disadvantaged |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 109,204          | 78,611    | 72.0     | 12,960    | 11.9     | 2,624                     | 2.4      | 15,009      | 13.7     | 91,571                                | 83.9     | 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     | 90,960                                | 80.5     | 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     | 98,636                                | 82.7     | 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     | 105,635                               | 88.0     | 107,052   | 89.1     |
| Class of 2010              | 132,842          | 108,861   | 81.9     | 12,199    | 9.2      | 1,394                     | 1.0      | 10,388      | 7.8      | 121,060                               | 91.1     | 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      | 135,529                               | 91.3     | 136,997   | 92.3     |
| Female                     |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 139,674          | 115,672   | 82.8     | 10,142    | 7.3      | 2,270                     | 1.6      | 11,590      | 8.3      | 125,814                               | 90.1     | 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     | 125,631                               | 87.8     | 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      | 132,931                               | 89.4     | 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      | 137,411                               | 90.5     | 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      | 142,863                               | 92.7     | 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      | 146,375                               | 93.3     | 147,624   | 94.1     |
| Male                       |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 144,024          | 112,303   | 78.0     | 14,150    | 9.8      | 4,186                     | 2.9      | 13,385      | 9.3      | 126,453                               | 87.8     | 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     | 126,338                               | 85.6     | 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     | 131,510                               | 86.7     | 134,413   | 88.6     |

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. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>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.

continues



**Table 23 (continued)**

**Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2011**

| Class year                 | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|----------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                            |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| Class of 2009              | 156,671 | 122,694   | 78.3     | 15,062    | 9.6      | 2,825                     | 1.8      | 16,090      | 10.3     | 137,756                               | 87.9     | 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      | 144,301                               | 90.2     | 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      | 147,944                               | 90.9     | 150,151   | 92.3     |
| <b>State</b>               |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 283,698 | 227,975   | 80.4     | 24,292    | 8.6      | 6,456                     | 2.3      | 24,975      | 8.8      | 252,267                               | 88.9     | 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     | 251,969                               | 86.7     | 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     | 264,441                               | 88.0     | 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      | 275,167                               | 89.2     | 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      | 287,164                               | 91.4     | 291,091   | 92.7     |
| Class of 2011 <sup>d</sup> | 319,588 | 274,562   | 85.9     | 19,757    | 6.2      | 3,456                     | 1.1      | 21,813      | 6.8      | 294,319                               | 92.1     | 297,775   | 93.2     |

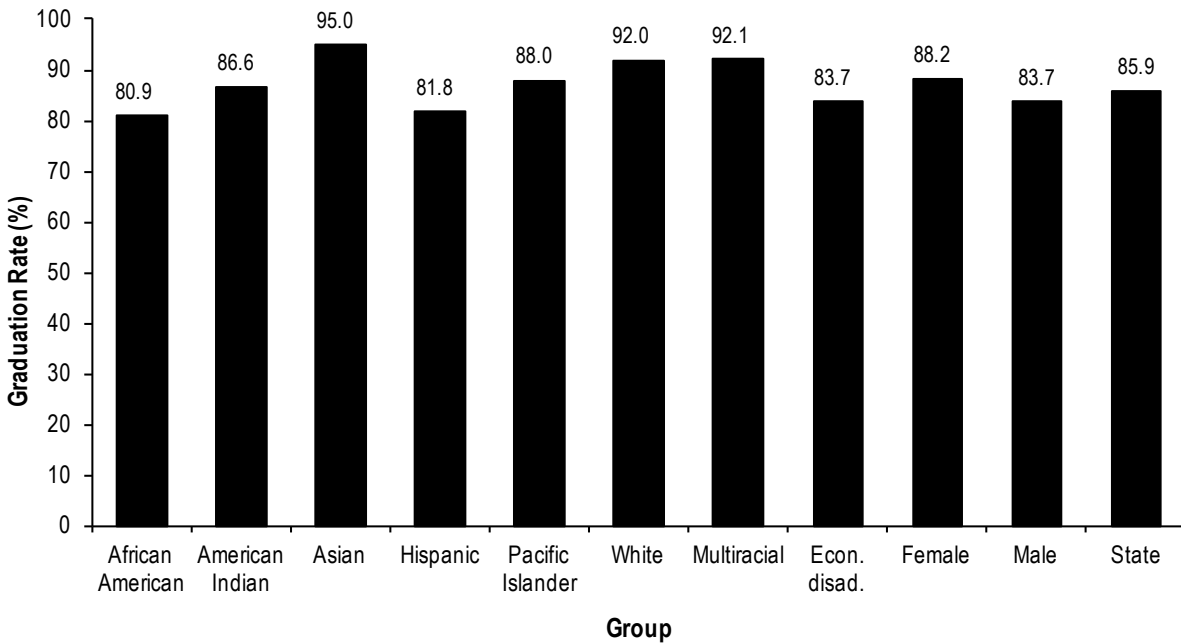
*Note.* Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which 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. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>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.

**Rates by program participation and student characteristic.** Table 24 on page 72 and Table 25 on page 73 present graduation, completion, and dropout rates for the class of 2011 by participation in special programs (bilingual/English as a second language [ESL], career and technical education, gifted and talented, special education, Title I) and student characteristics (at-risk, immigrant, limited English proficient [LEP], migrant). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Except for students who were identified as LEP at any time while attending a Texas public school and those identified as LEP at any time while attending Grades 9-12 in a Texas public school, student characteristics and program participation statuses are assigned based on the year of a student's final status in the cohort. Table E-1 in Appendix E provides the data sources used in calculating longitudinal rates by instructional program and student characteristic.

**Graduates.** Students in the class of 2011 who began Grade 9 in 2007-08 were required to enroll in the Recommended High School Program (RHSP) or the Distinguished Achievement High School Program (DAP), 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 §74.51, 2012). For the class of 2011, the RHSP and the DAP each require 26 credits to graduate, compared to 24 credits for students in the class of 2010. Both programs require an additional credit each in mathematics and science, for a total of four credits each in English

**Figure 2**  
**Grade 9 Longitudinal Graduation Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2011**



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

**Table 24**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2011**

| Group                         | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|-------------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|                               |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| Bilingual or ESL <sup>b</sup> | 10,644  | 6,295     | 59.1     | 2,140     | 20.1     | 42                        | 0.4      | 2,167       | 20.4     |
| CTE <sup>c</sup>              | 140,555 | 132,801   | 94.5     | 3,296     | 2.3      | 650                       | 0.5      | 3,808       | 2.7      |
| Gifted and talented           | 29,367  | 29,078    | 99.0     | 74        | 0.3      | 74                        | 0.3      | 141         | 0.5      |
| Special education             | 32,702  | 25,069    | 76.7     | 3,712     | 11.4     | 225                       | 0.7      | 3,696       | 11.3     |
| Title I                       | 144,618 | 121,059   | 83.7     | 8,863     | 6.1      | 1,787                     | 1.2      | 12,909      | 8.9      |
| State                         | 319,588 | 274,562   | 85.9     | 19,757    | 6.2      | 3,456                     | 1.1      | 21,813      | 6.8      |

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.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>English as a second language. <sup>c</sup>Career and technical education. Data reflect students participating in CTE programs; students enrolled in CTE courses only are excluded.

**Table 25**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2011**

| Group                      | Class   | Graduated      |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|----------------------------|---------|----------------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|                            |         | Number         | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| At-risk                    | 142,199 | 112,279        | 79.0     | 14,448    | 10.2     | 1,870                     | 1.3      | 13,602      | 9.6      |
| Immigrant                  | <2,600  | – <sup>b</sup> | 73.2     | –         | 8.6      | –                         | 0.2      | –           | 18.1     |
| Limited English proficient |         |                |          |           |          |                           |          |             |          |
| In K-12 <sup>c</sup>       | 87,345  | 70,798         | 81.1     | 8,415     | 9.6      | 643                       | 0.7      | 7,489       | 8.6      |
| In 9-12 <sup>d</sup>       | 26,679  | 17,823         | 66.8     | 4,837     | 18.1     | 113                       | 0.4      | 3,906       | 14.6     |
| In last year <sup>e</sup>  | 12,958  | 7,464          | 57.6     | 2,353     | 18.2     | 71                        | 0.5      | 3,070       | 23.7     |
| Migrant                    | 2,820   | 2,220          | 78.7     | 260       | 9.2      | 30                        | 1.1      | 310         | 11.0     |
| State                      | 319,588 | 274,562        | 85.9     | 19,757    | 6.2      | 3,456                     | 1.1      | 21,813      | 6.8      |

Note. Parts may not add to 100 percent because of rounding. With the exception of two groups of limited English proficient (LEP) students (In K-12 and In 9-12), student characteristics were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category. <sup>a</sup>General Educational Development certificate. <sup>b</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>c</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>d</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students who were identified as LEP in their last year in Texas public school.

language arts, mathematics, science, and social studies. Compared to the RHSP, the DAP requires one additional credit in languages other than English and demonstrated performance at the college or professional level on four advanced measures. As with the class of 2010, the MHSP requires 22 credits to graduate. Compared to students in the class of 2010, students in the class of 2011 who wish to graduate under the MHSP must also: (a) be at least 16 years of age; (b) have completed two credits required for graduation in each subject of the foundation curriculum; or (c) have failed to be promoted to Grade 10 one or more times. With more rigorous graduation requirements in effect for the class of 2011, the percentage of students graduating under the RHSP or DAP (82.3%) decreased 3.1 percentage points from the class of 2010 (85.4%) (Table 26 on page 74). From the class of 2010 to the class of 2011, the percentage of students graduating under the MHSP increased from 14.6 percent to 17.7 percent, the percentage graduating under the RHSP decreased from 72.6 percent to 69.3 percent, and the percentage graduating under the DAP increased from 12.8 percent to 13.1 percent.

**Dropouts.** Table 27 on page 74 provides aggregate counts of the 21,813 dropouts from the class of 2011 based on the grade and year in which they left Texas public school. To graduate from Texas public school, students in the class of 2011 were required to pass exit-level tests that are first administered in Grade 11 and are offered repeatedly through Grade 12 and beyond. Students who do not pass the exit-level tests, including those who meet all coursework requirements for a diploma, and do not enroll in the fall after their anticipated graduation date are counted as dropouts.

**Table 26**  
**Graduates, by Diploma Program, Texas Public Schools, Class of 2011 Grade 9 Cohort**

| Group                      | Minimum |         | Recommended |         | Distinguished |         |
|----------------------------|---------|---------|-------------|---------|---------------|---------|
|                            | Number  | Percent | Number      | Percent | Number        | Percent |
| African American           | 9,030   | 24.7    | 25,968      | 71.1    | 1,544         | 4.2     |
| American Indian            | 291     | 21.2    | 949         | 69.1    | 134           | 9.8     |
| Asian                      | 702     | 6.9     | 6,270       | 61.7    | 3,198         | 31.5    |
| Hispanic                   | 19,913  | 16.9    | 84,389      | 71.7    | 13,314        | 11.3    |
| Pacific Islander           | 61      | 15.6    | 280         | 71.8    | 49            | 12.6    |
| White                      | 17,879  | 17.1    | 69,552      | 66.6    | 17,016        | 16.3    |
| Multiracial                | 652     | 16.3    | 2,765       | 69.2    | 579           | 14.5    |
| Economically disadvantaged | 26,747  | 21.5    | 86,716      | 69.8    | 10,765        | 8.7     |
| Female                     | 19,350  | 14.0    | 97,892      | 70.8    | 21,073        | 15.2    |
| Male                       | 29,182  | 21.4    | 92,293      | 67.7    | 14,761        | 10.8    |
| State <sup>a</sup>         | 48,532  | 17.7    | 190,185     | 69.3    | 35,834        | 13.1    |

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

<sup>a</sup>Numbers 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 27**  
**Dropouts, by Grade, Texas Public Schools, Class of 2011 Grade 9 Cohort**

| Grade    | 2007-08        |         | 2008-09 |         | 2009-10 |         | 2010-11 |         | Total  |         |
|----------|----------------|---------|---------|---------|---------|---------|---------|---------|--------|---------|
|          | Number         | Percent | Number  | Percent | Number  | Percent | Number  | Percent | Number | Percent |
| Grade 9  | 2,497          | 99.2    | 2,882   | 62.9    | 1,932   | 31.3    | 705     | 8.3     | 8,016  | 36.8    |
| Grade 10 | 15             | 0.6     | 1,611   | 35.2    | 2,250   | 36.4    | 1,466   | 17.2    | 5,342  | 24.5    |
| Grade 11 | – <sup>a</sup> | –       | –       | 1.3     | 1,786   | 28.9    | 2,507   | 29.4    | 4,355  | 20.0    |
| Grade 12 | –              | –       | –       | 0.4     | 207     | 3.4     | 3,860   | 45.2    | 4,089  | 18.8    |
| Total    | 2,516          | 11.5    | 4,580   | 21.0    | 6,177   | 28.3    | 8,540   | 39.2    | 21,813 | 100     |

Note. Parts may not add to 100 percent because of rounding or missing high school grade information.

<sup>a</sup>A dash (–) indicates data are not reported to protect student anonymity.

Of the 21,813 students in the class of 2011 who dropped out, 11.5 percent left school in the first year of the cohort, 21.0 percent left in the second year, 28.3 percent left in the third year, and 39.2 percent left in the fourth year (Table 27). Almost sixty-three percent of second-year dropouts had not reached Grade 10 (the expected grade level for the cohort) when they left school, and 67.7 percent of third-year dropouts had not reached Grade 11. More than half of students (54.8%) who dropped out in the expected year of graduation had not reached Grade 12. A majority of all dropouts (61.2%) were in Grade 9 or 10 when they dropped out.

**Other Leavers.** Of the 378,772 students who began Grade 9 in Texas public schools in 2007-08 or who transferred into the cohort later, 53,538 left for reasons other than graduating, receiving GEDs,

or dropping out (Figure 3 on page 76). Of these other leavers, the largest percentage (30.2%) left in the third year of the cohort (2009-10) and the smallest percentage (20.1%) left in the fourth year (2010-11). Nearly all of the other leavers (96.2%) left for one of four reasons: (a) 36.3 percent withdrew to enroll in schools outside of Texas; (b) 28.0 percent withdrew to begin home schooling; (c) 18.6 percent withdrew to return to their home countries; and (d) 13.3 percent withdrew to enroll in Texas private schools (Table 28 on page 77). Among students who withdrew from Texas public schools to enroll in school outside Texas, the largest percentage (31.5%) withdrew in the first year of the cohort (2007-08). The largest percentages of students who withdrew to begin home schooling (33.2%) or to return to their home countries (32.2%) withdrew in the third year of the cohort (2009-10). The largest percentage of students who withdrew to enroll in Texas private schools (35.6%) left in the fourth year of the cohort (2010-11).

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, 28.3 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 among students who withdrew to begin home schooling (45.2%).

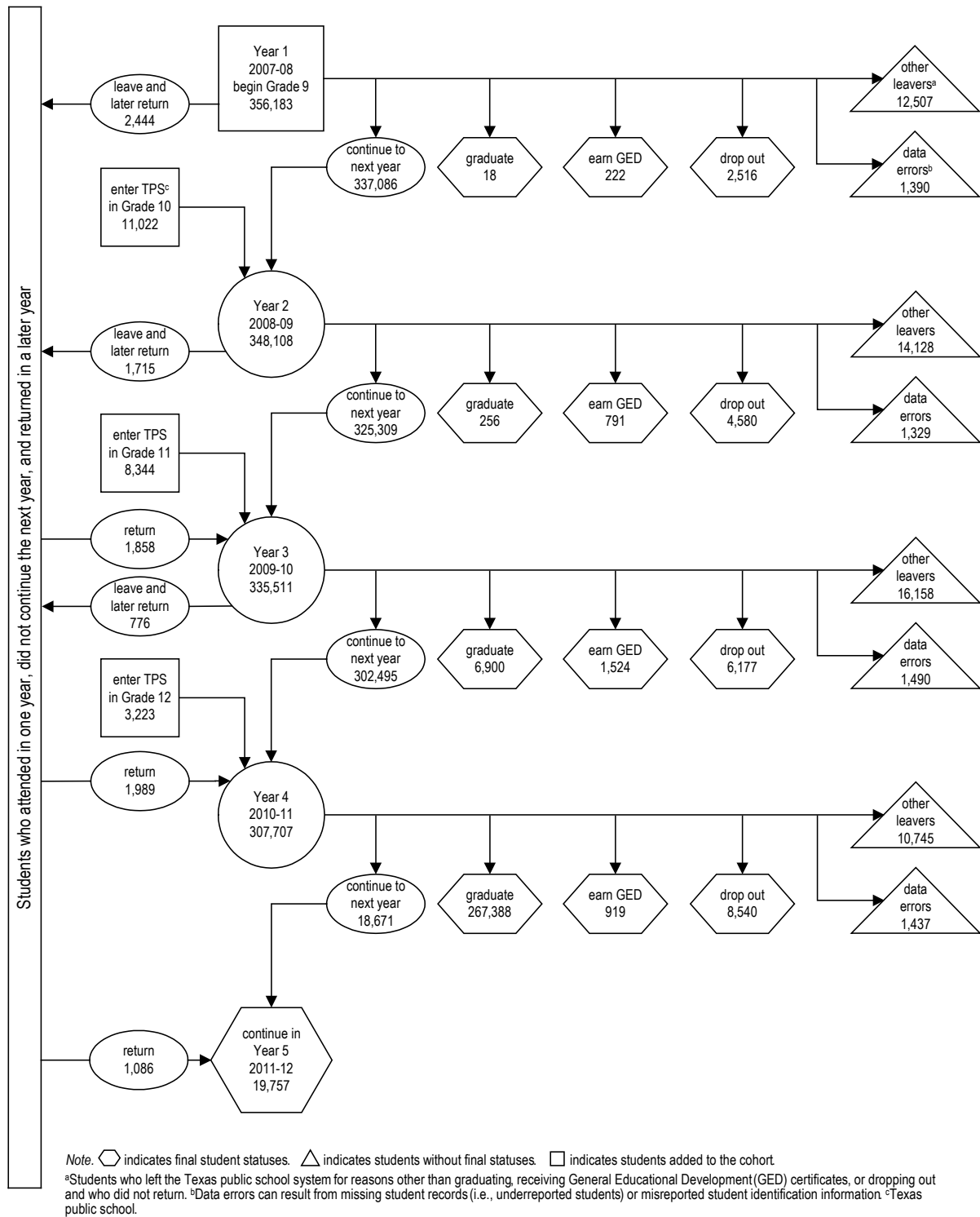
### ***Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates***

Many students took longer than four years to graduate. For example, students who began Grade 9 in Texas public school for the first time in 2006-07 or who later joined the cohort were tracked into the fall semester following their anticipated graduation date of spring 2010. By the fall of 2010, 84.3 percent of the class of 2010 had graduated, 7.2 percent were still in high school, 1.3 percent had received GED certificates, and 7.3 percent had dropped out (Table 29 on page 78). By the fall of 2011, 88.0 percent of the class of 2010 had graduated, 1.8 percent were still in high school, 1.6 percent had received GED certificates, and 8.6 percent had dropped out (Table 29 on page 78 and Table 30 on page 80). Because some of those who were continuing high school in 2010 had left and not graduated, received GED certificates, or dropped out by 2011, the total number of students with final statuses decreased between fall 2010 and fall 2011.

### ***Grade 9 Seven-Year Extended Longitudinal Graduation, Completion, and Dropout Rates***

Students who began Grade 9 in Texas public schools for the first time in 2004-05 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2008. By the fall of 2008, 79.1 percent of the class of 2008 had graduated, 8.9 percent were still in high school, 1.5 percent had received GED certificates, and 10.5 percent had dropped out (Table 31 on page 81). By the fall of 2009, the graduation rate had risen to 83.4 percent. From fall 2008 to fall 2011, the graduation rate increased 5.7 percentage points to 84.8 percent, and the dropout rate increased 1.6 percentage points to 12.1 percent. Because some of those who were continuing high school in 2008 had left the Texas public school system and not graduated, received

**Figure 3**  
**Synopsis of Student Progress Through High School, Class of 2011**



**Table 28**  
**Other Leavers, by Leaver Reason and On-Grade Status, Texas Public Schools, Class of 2011**  
**Grade 9 Cohort**

| Reason student left<br>TPS <sup>a</sup>                               | 2007-08        |         | 2008-09 |         | 2009-10 |         | 2010-11 |         | Total            |         |
|---|----------------|---------|---------|---------|---------|---------|---------|---------|------------------|---------|
|   | Number         | Percent | Number  | Percent | Number  | Percent | Number  | Percent | Number           | Percent |
| <b>Withdrew from/left school to enroll in school outside Texas</b>    |                |         |         |         |         |         |         |         |                  |         |
| On grade <sup>b</sup>   | 6,126          | 100     | 4,809   | 82.6    | 4,257   | 82.2    | 1,656   | 71.8    | 16,848           | 86.7    |
| Not on grade  | 0 <sup>c</sup> | 0.0     | 1,012   | 17.4    | 921     | 17.8    | 649     | 28.2    | 2,582            | 13.3    |
| Total   | 6,126          | 31.5    | 5,821   | 30.0    | 5,178   | 26.7    | 2,305   | 11.9    | 19,430           | 100     |
| <b>Withdrew for home schooling</b>                                    |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 2,218          | 100     | 1,974   | 52.2    | 2,406   | 48.3    | 1,617   | 40.3    | 8,215            | 54.8    |
| Not on grade  | 0              | 0.0     | 1,805   | 47.8    | 2,572   | 51.7    | 2,399   | 59.7    | 6,776            | 45.2    |
| Total   | 2,218          | 14.8    | 3,779   | 25.2    | 4,978   | 33.2    | 4,016   | 26.8    | 14,991           | 100     |
| <b>Returned to home country</b>                                       |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 2,982          | 100     | 1,465   | 59.7    | 2,290   | 71.6    | 672     | 51.5    | 7,409            | 74.5    |
| Not on grade  | 0              | 0.0     | 990     | 40.3    | 910     | 28.4    | 633     | 48.5    | 2,533            | 25.5    |
| Total   | 2,982          | 30.0    | 2,455   | 24.7    | 3,200   | 32.2    | 1,305   | 13.1    | 9,942            | 100     |
| <b>Withdrew from/left school to enroll in Texas private school</b>    |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 911            | 100     | 970     | 65.8    | 1,256   | 57.1    | 1,406   | 55.6    | 4,543            | 63.8    |
| Not on grade  | 0              | 0.0     | 504     | 34.2    | 944     | 42.9    | 1,125   | 44.5    | 2,573            | 36.2    |
| Total   | 911            | 12.8    | 1,474   | 20.7    | 2,200   | 30.9    | 2,531   | 35.6    | 7,116            | 100     |
| <b>Left for other reasons<sup>d</sup></b>                             |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 270            | 100     | 395     | 65.9    | 354     | 58.8    | 354     | 60.2    | 1,373            | 66.7    |
| Not on grade  | 0              | 0.0     | 204     | 34.1    | 248     | 41.2    | 234     | 39.8    | 686              | 33.3    |
| Total   | 270            | 13.1    | 599     | 29.1    | 602     | 29.2    | 588     | 28.6    | 2,059            | 100     |
| <b>Total other leavers</b>  |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 12,507         | 100     | 9,613   | 68.0    | 10,563  | 65.4    | 5,705   | 53.1    | 38,388           | 71.7    |
| Not on grade  | 0              | 0.0     | 4,515   | 32.0    | 5,595   | 34.6    | 5,040   | 46.9    | 15,150           | 28.3    |
| Total   | 12,507         | 23.4    | 14,128  | 26.4    | 16,158  | 30.2    | 10,745  | 20.1    | 53,538           | 100     |
| <b>Total students in cohort enrolled in the school year indicated</b> |                |         |         |         |         |         |         |         |                  |         |
| On grade  | 356,183        | 100     | 306,177 | 88.0    | 301,319 | 89.8    | 286,218 | 93.1    | n/a <sup>e</sup> | n/a     |
| Not on grade  | 0              | 0.0     | 41,931  | 12.1    | 34,170  | 10.2    | 21,211  | 6.9     | n/a              | n/a     |

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

<sup>a</sup>Texas public school. <sup>b</sup>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.

<sup>c</sup>Students were added to the 2011 cohort in 2007-08 if they attended Grade 9 in TPS for the first time that year, regardless of other grades attended that year or in previous years. Therefore, all students added in 2007-08 were considered to be on grade. <sup>d</sup>Because of small numbers, students who left for other reasons are grouped together. For a list of the other reasons, see Table 5 on page 34. <sup>e</sup>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.

**Table 29**  
**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2010, Fall 2010 and Fall 2011**

| Status date  | Class <sup>b</sup> | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|--|--------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|  |                    | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| <b>African American</b>  |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 46,189             | 36,395    | 78.8     | 3,874     | 8.4      | 465                       | 1.0      | 5,455       | 11.8     |
| Fall 2011  | 45,717             | 37,890    | 82.9     | 909       | 2.0      | 636                       | 1.4      | 6,282       | 13.7     |
| <b>American Indian</b>   |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 1,248              | 1,051     | 84.2     | 114       | 9.1      | 19                        | 1.5      | 64          | 5.1      |
| Fall 2011  | 1,235              | 1,088     | 88.1     | 22        | 1.8      | 25                        | 2.0      | 100         | 8.1      |
| <b>Asian/Pacific Islander</b>                                    |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 11,492             | 10,785    | 93.8     | 407       | 3.5      | 30                        | 0.3      | 270         | 2.3      |
| Fall 2011  | 11,452             | 10,979    | 95.9     | 104       | 0.9      | 47                        | 0.4      | 322         | 2.8      |
| <b>Hispanic</b>  |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 135,212            | 106,514   | 78.8     | 13,981    | 10.3     | 1,708                     | 1.3      | 13,009      | 9.6      |
| Fall 2011  | 133,811            | 112,381   | 84.0     | 3,435     | 2.6      | 2,283                     | 1.7      | 15,712      | 11.7     |
| <b>White</b>   |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 119,938            | 109,887   | 91.6     | 4,156     | 3.5      | 1,705                     | 1.4      | 4,190       | 3.5      |
| Fall 2011  | 119,666            | 111,981   | 93.6     | 1,092     | 0.9      | 2,136                     | 1.8      | 4,457       | 3.7      |
| <b>Economically disadvantaged</b>                                |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 132,842            | 108,861   | 81.9     | 12,199    | 9.2      | 1,394                     | 1.0      | 10,388      | 7.8      |
| Fall 2011  | 131,533            | 114,405   | 87.0     | 3,002     | 2.3      | 1,838                     | 1.4      | 12,288      | 9.3      |
| <b>Female</b>  |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 154,177            | 133,378   | 86.5     | 9,485     | 6.2      | 1,396                     | 0.9      | 9,918       | 6.4      |
| Fall 2011  | 153,266            | 137,139   | 89.5     | 2,460     | 1.6      | 1,847                     | 1.2      | 11,820      | 7.7      |
| <b>Male</b>  |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 159,902            | 131,254   | 82.1     | 13,047    | 8.2      | 2,531                     | 1.6      | 13,070      | 8.2      |
| Fall 2011  | 158,615            | 137,180   | 86.5     | 3,102     | 2.0      | 3,280                     | 2.1      | 15,053      | 9.5      |
| <b>Ever limited English proficient (LEP) in K-12<sup>c</sup></b> |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 83,007             | 64,929    | 78.2     | 9,444     | 11.4     | 696                       | 0.8      | 7,938       | 9.6      |
| Fall 2011  | 81,987             | 68,854    | 84.0     | 2,335     | 2.8      | 942                       | 1.1      | 9,856       | 12.0     |
| <b>Ever LEP in 9-12<sup>d</sup></b>                              |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 24,981             | 15,676    | 62.8     | 5,156     | 20.6     | 97                        | 0.4      | 4,052       | 16.2     |
| Fall 2011  | 24,378             | 17,556    | 72.0     | 1,460     | 6.0      | 139                       | 0.6      | 5,223       | 21.4     |
| <b>LEP in last year<sup>e</sup></b>                              |                    |           |          |           |          |                           |          |             |          |
| Fall 2010  | 12,777             | 6,997     | 54.8     | 2,449     | 19.2     | 57                        | 0.4      | 3,274       | 25.6     |
| Fall 2011  | 12,405             | 7,896     | 63.7     | 594       | 4.8      | 77                        | 0.6      | 3,838       | 30.9     |

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>The total number of students with final statuses changed between fall 2010 and fall 2011 because: (a) some students who continued high school in 2010 left Texas public schools by fall 2011 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out; or (b) some students who left Texas public schools by fall 2010 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2011. <sup>c</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>d</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students who were identified as LEP in their last year in Texas public school.

**continues**



**Table 29 (continued)**

**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2010, Fall 2010 and Fall 2011**

| Status date              | Class <sup>b</sup> | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|--------------------------|--------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|                          |                    | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| <b>Special education</b> |                    |           |          |           |          |                           |          |             |          |
| Fall 2010                | 32,501             | 24,191    | 74.4     | 4,124     | 12.7     | 258                       | 0.8      | 3,928       | 12.1     |
| Fall 2011                | 32,633             | 26,204    | 80.3     | 1,891     | 5.8      | 330                       | 1.0      | 4,208       | 12.9     |
| <b>State</b>             |                    |           |          |           |          |                           |          |             |          |
| Fall 2010                | 314,079            | 264,632   | 84.3     | 22,532    | 7.2      | 3,927                     | 1.3      | 22,988      | 7.3      |
| Fall 2011                | 311,881            | 274,319   | 88.0     | 5,562     | 1.8      | 5,127                     | 1.6      | 26,873      | 8.6      |

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>The total number of students with final statuses changed between fall 2010 and fall 2011 because: (a) some students who continued high school in 2010 left Texas public schools by fall 2011 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out; or (b) some students who left Texas public schools by fall 2010 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2011. <sup>c</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>d</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students who were identified as LEP in their last year in Texas public school.

**Table 30****Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, as of Fall 2009, Class of 2009, as of Fall 2010, and Class of 2010, as of Fall 2011**

| Class year                        | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-----------------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                                   |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>African American</b>           |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 43,489  | 33,285    | 76.5     | 1,097     | 2.5      | 748                       | 1.7      | 8,359       | 19.2     | 34,382                                | 79.1     | 35,130  | 80.8     |
| Class of 2009                     | 44,971  | 35,454    | 78.8     | 990       | 2.2      | 727                       | 1.6      | 7,800       | 17.3     | 36,444                                | 81.0     | 37,171  | 82.7     |
| Class of 2010                     | 45,717  | 37,890    | 82.9     | 909       | 2.0      | 636                       | 1.4      | 6,282       | 13.7     | 38,799                                | 84.9     | 39,435  | 86.3     |
| <b>American Indian</b>            |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 1,108   | 959       | 86.6     | 15        | 1.4      | 33                        | 3.0      | 101         | 9.1      | 974                                   | 87.9     | 1,007   | 90.9     |
| Class of 2009                     | 1,137   | 953       | 83.8     | 42        | 3.7      | 33                        | 2.9      | 109         | 9.6      | 995                                   | 87.5     | 1,028   | 90.4     |
| Class of 2010                     | 1,235   | 1,088     | 88.1     | 22        | 1.8      | 25                        | 2.0      | 100         | 8.1      | 1,110                                 | 89.9     | 1,135   | 91.9     |
| <b>Asian/Pacific Islander</b>     |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 10,366  | 9,764     | 94.2     | 102       | 1.0      | 49                        | 0.5      | 451         | 4.4      | 9,866                                 | 95.2     | 9,915   | 95.6     |
| Class of 2009                     | 10,860  | 10,285    | 94.7     | 115       | 1.1      | 54                        | 0.5      | 406         | 3.7      | 10,400                                | 95.8     | 10,454  | 96.3     |
| Class of 2010                     | 11,452  | 10,979    | 95.9     | 104       | 0.9      | 47                        | 0.4      | 322         | 2.8      | 11,083                                | 96.8     | 11,130  | 97.2     |
| <b>Hispanic</b>                   |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 120,031 | 92,410    | 77.0     | 4,470     | 3.7      | 2,511                     | 2.1      | 20,640      | 17.2     | 96,880                                | 80.7     | 99,391  | 82.8     |
| Class of 2009                     | 128,313 | 102,598   | 80.0     | 4,125     | 3.2      | 2,494                     | 1.9      | 19,096      | 14.9     | 106,723                               | 83.2     | 109,217   | 85.1     |
| Class of 2010                     | 133,811 | 112,381   | 84.0     | 3,435     | 2.6      | 2,283                     | 1.7      | 15,712      | 11.7     | 115,816                               | 86.6     | 118,099   | 88.3     |
| <b>White</b>                      |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 122,511 | 111,640   | 91.1     | 1,315     | 1.1      | 2,878                     | 2.3      | 6,678       | 5.5      | 112,955                               | 92.2     | 115,833   | 94.5     |
| Class of 2009                     | 120,340 | 110,810   | 92.1     | 1,231     | 1.0      | 2,561                     | 2.1      | 5,738       | 4.8      | 112,041                               | 93.1     | 114,602   | 95.2     |
| Class of 2010                     | 119,666 | 111,981   | 93.6     | 1,092     | 0.9      | 2,136                     | 1.8      | 4,457       | 3.7      | 113,073                               | 94.5     | 115,209   | 96.3     |
| <b>Economically disadvantaged</b> |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 117,122 | 89,743    | 76.6     | 3,617     | 3.1      | 2,748                     | 2.3      | 21,014      | 17.9     | 93,360                                | 79.7     | 96,108  | 82.1     |
| Class of 2009                     | 118,593 | 99,234    | 83.7     | 3,276     | 2.8      | 1,850                     | 1.6      | 14,233      | 12.0     | 102,510                               | 86.4     | 104,360   | 88.0     |
| Class of 2010                     | 131,533 | 114,405   | 87.0     | 3,002     | 2.3      | 1,838                     | 1.4      | 12,288      | 9.3      | 117,407                               | 89.3     | 119,245   | 90.7     |
| <b>Female</b>                     |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 147,335 | 125,167   | 85.0     | 3,303     | 2.2      | 2,320                     | 1.6      | 16,545      | 11.2     | 128,470                               | 87.2     | 130,790   | 88.8     |
| Class of 2009                     | 150,534 | 130,624   | 86.8     | 2,922     | 1.9      | 2,106                     | 1.4      | 14,882      | 9.9      | 133,546                               | 88.7     | 135,652   | 90.1     |
| Class of 2010                     | 153,266 | 137,139   | 89.5     | 2,460     | 1.6      | 1,847                     | 1.2      | 11,820      | 7.7      | 139,599                               | 91.1     | 141,446   | 92.3     |
| <b>Male</b>                       |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 150,170 | 122,891   | 81.8     | 3,696     | 2.5      | 3,899                     | 2.6      | 19,684      | 13.1     | 126,587                               | 84.3     | 130,486   | 86.9     |
| Class of 2009                     | 155,087 | 129,476   | 83.5     | 3,581     | 2.3      | 3,763                     | 2.4      | 18,267      | 11.8     | 133,057                               | 85.8     | 136,820   | 88.2     |
| Class of 2010                     | 158,615 | 137,180   | 86.5     | 3,102     | 2.0      | 3,280                     | 2.1      | 15,053      | 9.5      | 140,282                               | 88.4     | 143,562   | 90.5     |
| <b>State</b>                      |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2008                     | 297,505 | 248,058   | 83.4     | 6,999     | 2.4      | 6,219                     | 2.1      | 36,229      | 12.2     | 255,057                               | 85.7     | 261,276   | 87.8     |
| Class of 2009                     | 305,621 | 260,100   | 85.1     | 6,503     | 2.1      | 5,869                     | 1.9      | 33,149      | 10.8     | 266,603                               | 87.2     | 272,472   | 89.2     |
| Class of 2010                     | 311,881 | 274,319   | 88.0     | 5,562     | 1.8      | 5,127                     | 1.6      | 26,873      | 8.6      | 279,881                               | 89.7     | 285,008   | 91.4     |

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

<sup>a</sup>General Educational Development certificate.

**Table 31**  
**Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2008, Fall 2008 Through Fall 2011**

| Status date | Class <sup>b</sup> | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|-------------|--------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|             |                    | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| Fall 2008   | 300,488            | 237,576   | 79.1     | 26,865    | 8.9      | 4,610                     | 1.5      | 31,437      | 10.5     |
| Fall 2009   | 297,505            | 248,058   | 83.4     | 6,999     | 2.4      | 6,219                     | 2.1      | 36,229      | 12.2     |
| Fall 2010   | 297,070            | 250,653   | 84.4     | 2,625     | 0.9      | 7,385                     | 2.5      | 36,407      | 12.3     |
| Fall 2011   | 297,113            | 251,839   | 84.8     | 1,048     | 0.4      | 8,220                     | 2.8      | 36,006      | 12.1     |

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Because some of those who were continuing high school in 2008 had left and not graduated, received GED certificates, or dropped out by 2011, the total number of students with final statuses decreased between fall 2008 and fall 2011.

GED certificates, or dropped out by 2011, the total number of students with final statuses decreased between fall 2008 and fall 2011.

### ***Grade 7 Longitudinal Graduation, Completion, and Dropout Rates***

For the class of 2011 Grade 7 cohort (students who began Grade 7 in 2005-06), 84.8 percent graduated, 7.1 percent continued in high school the year following their anticipated graduation date, 1.1 percent received GEDs, and 7.1 percent dropped out (Table 32 on page 82). As with the Grade 9 cohort, the graduation rate in the Grade 7 cohort increased and the dropout rate decreased between the class of 2010 and the class of 2011.

**Table 32**  
**Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2011**

| Class year              | Class            | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-------------------------|------------------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                         |                  | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>African American</b> |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 41,133           | 30,074    | 73.1     | 4,823     | 11.7     | 693                       | 1.7      | 5,543       | 13.5     | 34,897                                | 84.8     | 35,590  | 86.5     |
| Class of 2007           | 42,446           | 29,517    | 69.5     | 4,926     | 11.6     | 679                       | 1.6      | 7,324       | 17.3     | 34,443                                | 81.1     | 35,122  | 82.7     |
| Class of 2008           | 44,343           | 31,414    | 70.8     | 5,283     | 11.9     | 490                       | 1.1      | 7,156       | 16.1     | 36,697                                | 82.8     | 37,187  | 83.9     |
| Class of 2009           | 45,933           | 33,378    | 72.7     | 5,195     | 11.3     | 494                       | 1.1      | 6,866       | 14.9     | 38,573                                | 84.0     | 39,067  | 85.1     |
| Class of 2010           | 46,885           | 36,069    | 76.9     | 4,527     | 9.7      | 455                       | 1.0      | 5,834       | 12.4     | 40,596                                | 86.6     | 41,051  | 87.6     |
| Class of 2011           | 45,520           | 36,037    | 79.2     | 3,899     | 8.6      | 367                       | 0.8      | 5,217       | 11.5     | 39,936                                | 87.7     | 40,303  | 88.5     |
| <b>American Indian</b>  |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 932              | 770       | 82.6     | 63        | 6.8      | 37                        | 4.0      | 62          | 6.7      | 833                                   | 89.4     | 870   | 93.3     |
| Class of 2007           | 1,034            | 830       | 80.3     | 73        | 7.1      | 26                        | 2.5      | 105         | 10.2     | 903                                   | 87.3     | 929   | 89.8     |
| Class of 2008           | 1,143            | 924       | 80.8     | 93        | 8.1      | 26                        | 2.3      | 100         | 8.7      | 1,017                                 | 89.0     | 1,043   | 91.3     |
| Class of 2009           | 1,127            | 894       | 79.3     | 98        | 8.7      | 25                        | 2.2      | 110         | 9.8      | 992                                   | 88.0     | 1,017   | 90.2     |
| Class of 2010           | 1,271            | 1,045     | 82.2     | 135       | 10.6     | 15                        | 1.2      | 76          | 6.0      | 1,180                                 | 92.8     | 1,195   | 94.0     |
| Class of 2011           | 1,596            | 1,357     | 85.0     | 102       | 6.4      | 31                        | 1.9      | 106         | 6.6      | 1,459                                 | 91.4     | 1,490   | 93.4     |
| <b>Asian</b>            |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | n/a <sup>b</sup> | n/a       | 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      | 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      | 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      | 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      | n/a   | n/a      |
| Class of 2011           | 10,727           | 10,148    | 94.6     | 412       | 3.8      | 18                        | 0.2      | 149         | 1.4      | 10,560                                | 98.4     | 10,578  | 98.6     |
| <b>Hispanic</b>         |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006           | 110,357          | 77,731    | 70.4     | 15,619    | 14.2     | 2,135                     | 1.9      | 14,872      | 13.5     | 93,350                                | 84.6     | 95,485  | 86.5     |
| Class of 2007           | 115,611          | 77,832    | 67.3     | 16,396    | 14.2     | 2,026                     | 1.8      | 19,357      | 16.7     | 94,228                                | 81.5     | 96,254  | 83.3     |
| Class of 2008           | 123,067          | 85,625    | 69.6     | 17,367    | 14.1     | 1,796                     | 1.5      | 18,279      | 14.9     | 102,992                               | 83.7     | 104,788   | 85.1     |
| Class of 2009           | 130,700          | 94,823    | 72.6     | 17,634    | 13.5     | 1,769                     | 1.4      | 16,474      | 12.6     | 112,457                               | 86.0     | 114,226   | 87.4     |
| Class of 2010           | 136,509          | 105,549   | 77.3     | 15,639    | 11.5     | 1,650                     | 1.2      | 13,671      | 10.0     | 121,188                               | 88.8     | 122,838   | 90.0     |
| Class of 2011           | 144,520          | 116,336   | 80.5     | 13,618    | 9.4      | 1,577                     | 1.1      | 12,989      | 9.0      | 129,954                               | 89.9     | 131,531   | 91.0     |
| <b>Pacific Islander</b> |                  |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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      | 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      | 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      | 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      | n/a   | n/a      |

*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. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>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.

**continues**

Table 32 (continued)

## Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2011

| Class year                 | Class            | Graduated      |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|----------------------------|------------------|----------------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                            |                  | Number         | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| 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      | n/a   | n/a      |
| Class of 2011              | <500             | - <sup>c</sup> | 87.2     | -         | 7.7      | -                         | 0.9      | -           | 4.3      | -                                     | 94.8     | -   | 95.7     |
| White                      |                  |                |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 123,420          | 108,784        | 88.1     | 6,095     | 4.9      | 3,452                     | 2.8      | 5,089       | 4.1      | 114,879                               | 93.1     | 118,331   | 95.9     |
| Class of 2007              | 123,070          | 107,595        | 87.4     | 5,899     | 4.8      | 2,840                     | 2.3      | 6,736       | 5.5      | 113,494                               | 92.2     | 116,334   | 94.5     |
| Class of 2008              | 123,406          | 108,546        | 88.0     | 6,167     | 5.0      | 2,211                     | 1.8      | 6,482       | 5.3      | 114,713                               | 93.0     | 116,924   | 94.7     |
| Class of 2009              | 120,536          | 107,317        | 89.0     | 5,759     | 4.8      | 1,941                     | 1.6      | 5,519       | 4.6      | 113,076                               | 93.8     | 115,017   | 95.4     |
| Class of 2010              | 120,238          | 109,184        | 90.8     | 5,098     | 4.2      | 1,621                     | 1.3      | 4,335       | 3.6      | 114,282                               | 95.0     | 115,903   | 96.4     |
| Class of 2011              | 113,502          | 103,647        | 91.3     | 4,536     | 4.0      | 1,344                     | 1.2      | 3,975       | 3.5      | 108,183                               | 95.3     | 109,527   | 96.5     |
| Multiracial                |                  |                |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | n/a <sup>b</sup> | n/a            | 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      | 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      | 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      | 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      | n/a   | n/a      |
| Class of 2011              | 4,356            | 3,969          | 91.1     | 200       | 4.6      | 43                        | 1.0      | 144         | 3.3      | 4,169                                 | 95.7     | 4,212   | 96.7     |
| Economically disadvantaged |                  |                |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 110,648          | 77,763         | 70.3     | 14,427    | 13.0     | 2,691                     | 2.4      | 15,767      | 14.2     | 92,190                                | 83.3     | 94,881  | 85.8     |
| Class of 2007              | 114,816          | 76,918         | 67.0     | 14,662    | 12.8     | 2,628                     | 2.3      | 20,608      | 17.9     | 91,580                                | 79.8     | 94,208  | 82.1     |
| Class of 2008              | 121,528          | 83,264         | 68.5     | 15,983    | 13.2     | 2,124                     | 1.7      | 20,157      | 16.6     | 99,247                                | 81.7     | 101,371   | 83.4     |
| Class of 2009              | 120,732          | 92,957         | 77.0     | 13,080    | 10.8     | 1,367                     | 1.1      | 13,328      | 11.0     | 106,037                               | 87.8     | 107,404   | 89.0     |
| Class of 2010              | 134,449          | 107,832        | 80.2     | 14,247    | 10.6     | 1,361                     | 1.0      | 11,009      | 8.2      | 122,079                               | 90.8     | 123,440   | 91.8     |
| Class of 2011              | 149,384          | 122,654        | 82.1     | 13,281    | 8.9      | 1,458                     | 1.0      | 11,991      | 8.0      | 135,935                               | 91.0     | 137,393   | 92.0     |
| State                      |                  |                |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 2006              | 285,446          | 226,140        | 79.2     | 27,037    | 9.5      | 6,385                     | 2.2      | 25,884      | 9.1      | 253,177                               | 88.7     | 259,562   | 90.9     |
| Class of 2007              | 292,281          | 224,973        | 77.0     | 27,765    | 9.5      | 5,624                     | 1.9      | 33,919      | 11.6     | 252,738                               | 86.5     | 258,362   | 88.4     |
| Class of 2008              | 302,422          | 235,996        | 78.0     | 29,453    | 9.7      | 4,558                     | 1.5      | 32,415      | 10.7     | 265,449                               | 87.8     | 270,007   | 89.3     |
| Class of 2009              | 309,171          | 246,399        | 79.7     | 29,194    | 9.4      | 4,264                     | 1.4      | 29,314      | 9.5      | 275,593                               | 89.1     | 279,857   | 90.5     |
| Class of 2010              | 316,417          | 262,609        | 83.0     | 25,845    | 8.2      | 3,771                     | 1.2      | 24,192      | 7.6      | 288,454                               | 91.2     | 292,225   | 92.4     |
| Class of 2011              | 320,812          | 271,897        | 84.8     | 22,801    | 7.1      | 3,387                     | 1.1      | 22,727      | 7.1      | 294,698                               | 91.9     | 298,085   | 92.9     |

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. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>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.

## 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 33). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 34). The attrition rate calculations are on page 8.

**Table 33**  
**Enrollment and Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2010-11**

| Group                      | Fall enrollment  |                   | Change | Attrition rate (%) |
|----------------------------|------------------|-------------------|--------|--------------------|
|                            | Grade 9, 2007-08 | Grade 12, 2010-11 |        |                    |
| African American           | 61,355           | 40,236            | 21,119 | 34.4               |
| American Indian            | 1,415            | 1,467             | -52    | -3.7               |
| Asian                      | n/a <sup>a</sup> | 10,789            | n/a    | n/a                |
| Hispanic                   | 185,008          | 132,586           | 52,422 | 28.3               |
| Pacific Islander           | n/a              | 411               | n/a    | n/a                |
| White                      | 137,337          | 108,477           | 28,860 | 21.0               |
| Multiracial                | n/a              | 4,162             | n/a    | n/a                |
| Economically disadvantaged | 204,994          | 134,329           | 70,665 | 34.5               |
| State                      | 397,085          | 298,128           | 98,957 | 24.9               |

Note. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.  
<sup>a</sup>Not available.

The attrition rate does not take into account any of the reasons beginning and ending enrollments differ (Table 35 on page 86). 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 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 and students who enter the school system after the first year are excluded from the rates. 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 34**  
**Enrollment and Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas**  
**Public Schools, 2010-11**

| Group                      | Fall enrollment  |                   |        | Attrition rate (%) |
|----------------------------|------------------|-------------------|--------|--------------------|
|                            | Grade 7, 2005-06 | Grade 12, 2010-11 | Change |                    |
| African American           | 51,793           | 40,236            | 11,557 | 22.3               |
| American Indian            | 1,151            | 1,467             | -316   | -27.5              |
| Asian                      | n/a <sup>a</sup> | 10,789            | n/a    | n/a                |
| Hispanic                   | 148,951          | 132,586           | 16,365 | 11.0               |
| Pacific Islander           | n/a              | 411               | n/a    | n/a                |
| White                      | 126,903          | 108,477           | 18,426 | 14.5               |
| Multiracial                | n/a              | 4,162             | n/a    | n/a                |
| Economically disadvantaged | 185,843          | 134,329           | 51,514 | 27.7               |
| State                      | 338,827          | 298,128           | 40,699 | 12.0               |

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

<sup>a</sup>Not available.

**Table 35**  
**Comparison of Rates Based on Tracking Individual Students and Rates Based on Aggregate Numbers, Texas Public Schools, Class of 2011**

| Rates based on tracking individual students  | Rates based on aggregate numbers  |
|--|---|
| <p><b>Step 1. Build the high school cohort for class of 2011. Start with students who began Grade 9 in Texas public schools (TPS) in 2007-08 and add students who entered the cohort over the next three years. The entire cohort is equal to 378,772 students.</b></p> <p>Students who began Grade 9 in TPS at any time in 2007-08, with repeaters excluded 356,183</p> <p>Students who entered TPS in Grade 10 in 2008-09 11,022</p> <p>Students who entered TPS in Grade 11 in 2009-10 8,344</p> <p>Students who entered TPS in Grade 12 in 2010-11 3,223</p> | <p><b>Step 1. Count the number of Grade 9 students.</b></p> <p>Aggregate number of students in Grade 9 in TPS in fall 2007, with students repeating ninth grade included 397,085</p>  |
| <p><b>Step 2. Remove students who left TPS for reasons other than graduating, receiving GEDs,<sup>a</sup> or dropping out and students who could not be tracked because of data errors. Of the 378,772 students in the cohort, 59,184 were removed for these reasons.</b></p> <p>Left TPS for reasons other than graduating, receiving GEDs, or dropping out 53,538</p> <p>Students with no final status record submitted<sup>b</sup> 4,585</p> <p>Identification errors<sup>c</sup> 1,061</p>   | <p><b>Step 2. Count the number of Grade 12 students.</b></p> <p>Aggregate number of students in Grade 12 in TPS in fall 2010, regardless of whether students were in Grade 9 in TPS in fall 2007<sup>d</sup> 298,128</p>            |
| <p><b>Step 3. Track each student in the cohort into the fall following expected graduation and determine each student's final status. Of the remaining students in the cohort, 319,588 had one of the following final statuses.</b></p> <p>Graduated by August 31, 2011 274,562</p> <p>Continued in high school in fall 2011 19,757</p> <p>Received GED by August 31, 2011 3,456</p> <p>Dropped out 21,813</p>   | <p><b>Step 3. Calculate attrition rate. The rate is calculated by dividing the difference between the Grade 9 and Grade 12 counts by the Grade 9 count.</b></p> <p>Attrition <math>((397,085 - 298,128) / 397,085)</math> 24.9%</p> |
| <p><b>Step 4. Calculate longitudinal rates. Rates are calculated by dividing the number of students with a final status by the total number of students in the class.</b></p> <p>Graduated <math>(274,562 / 319,588)</math> 85.9%</p> <p>Continued <math>(19,757 / 319,588)</math> 6.2%</p> <p>Received GED <math>(3,456 / 319,588)</math> 1.1%</p> <p>Dropped out <math>(21,813 / 319,588)</math> 6.8%</p>  |   |

<sup>a</sup>General Educational Development certificates. <sup>b</sup>These students are underreported. 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 interventions and sanctions. <sup>c</sup>Student could not be tracked from year to year because of errors in student identifying information. <sup>d</sup>Individual students are not tracked. Students enrolled in Grade 12 in TPS in fall 2010 may or may not have been enrolled in Grade 9 in TPS in fall 2007.



## Data Quality Measures

### *Data Quality in the Annual Rates*

**Underreported students.** 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 General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. In 2005-06, the percentage of students in Grades 7-12 who were not accounted for rose to 0.8 percent. From 2005-06 through 2009-10, the percentage of students who were not accounted for decreased 0.1 percentage points each year to 0.4 percent. The percentage of students who were not accounted for in 2010-11 (0.4%) was unchanged from the previous year (Table 36). In 2010-11, African American and Hispanic students made up a larger percentage of underreported students (19.1% and 52.1%, respectively) than of students who were accounted for (13.4% and 47.6%, respectively) (Table 37 on page 88).

**Table 36**  
**Reported and Underreported Students, Grades 7-12, Texas Public Schools, 2005-06 Through 2010-11**

| Year    | Students accounted for <sup>a</sup> |         | 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     |

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

**Student identification errors.** The Person Identification Database (PID) links records for a student based on four pieces of identifying information: social security number or alternative identification number, last name, first name, and date of birth. When identifying information for a student does not match across records, errors can occur. The overall PID error rate for the state has

**Table 37**  
**Reported and Underreported Students, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2010-11**

| Group            | Students accounted for <sup>a</sup> |         | Underreported students |         |
|------------------|-------------------------------------|---------|------------------------|---------|
|                  | Number                              | Percent | Number                 | Percent |
| African American | 284,103                             | 13.4    | 1,559                  | 19.1    |
| American Indian  | 10,152                              | 0.5     | 49                     | 0.6     |
| Asian            | 73,410                              | 3.5     | 168                    | 2.1     |
| Hispanic         | 1,008,543                           | 47.6    | 4,247                  | 52.1    |
| Pacific Islander | 2,775                               | 0.1     | 9                      | 0.1     |
| White            | 705,243                             | 33.3    | 2,030                  | 24.9    |
| Multiracial      | 33,043                              | 1.6     | 87                     | 1.1     |
| State            | 2,117,269                           | 100     | 8,149                  | 100     |

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

<sup>a</sup>Students enrolled in Grades 7-12 in 2010-11 who were accounted for by districts or the Texas Education Agency the following fall.

declined since student enrollment data were first collected in 1990-91. The percentage of 2010-11 leaver records that contained PID errors was unchanged from 2009-10, at 0.1 percent (Table 38).

**Table 38**  
**Student Identification Errors on Leaver Records, Texas Public Schools, 1997-98 Through 2010-11**

| School year | Leaver records | Records with identification errors |         |
|-------------|----------------|------------------------------------|---------|
|             |                | Number                             | Percent |
| 1997-98     | 275,263        | 17,031                             | 6.2     |
| 1998-99     | 304,365        | 14,022                             | 4.6     |
| 1999-00     | 305,485        | 11,808                             | 3.9     |
| 2000-01     | 306,358        | 7,650                              | 2.5     |
| 2001-02     | 311,824        | 5,789                              | 1.9     |
| 2002-03     | 311,763        | 4,670                              | 1.5     |
| 2003-04     | 322,057        | 3,842                              | 1.2     |
| 2004-05     | 336,297        | 2,920                              | 0.9     |
| 2005-06     | 153,246        | 404                                | 0.3     |
| 2006-07     | 151,296        | 339                                | 0.2     |
| 2007-08     | 140,141        | 237                                | 0.2     |
| 2008-09     | 131,088        | 219                                | 0.2     |
| 2009-10     | 122,835        | 167                                | 0.1     |
| 2010-11     | 120,559        | 117                                | 0.1     |

## Data Quality in the Longitudinal Rates

The longitudinal high school graduation, completion, and dropout rates require 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 PEIMS and other data files, most students are assigned one of four final statuses: graduate, continuer, GED 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 2011 Grade 9 cohort, 1,061 students (0.3%) could not be tracked because of identification errors, and 4,585 students (1.2%) were underreported by districts (Table 39). If these students were included in the denominator of the longitudinal rate calculations, the graduation rate for the class of 2011 Grade 9 cohort would drop 1.5 percentage points to 84.4 percent and the dropout rate would fall 0.1 percentage points to 6.7 percent (Table 23 on page 69 and Table 39).

**Table 39**  
**Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2006 Through 2011**

| Cohort ending year | Graduated | Continued | Received GED <sup>a</sup> | Dropped out | Other leavers <sup>b</sup> | Data errors                   |                        | Cohort  |
|--------------------|-----------|-----------|---------------------------|-------------|----------------------------|-------------------------------|------------------------|---------|
|                    |           |           |                           |             |                            | Student identification errors | Underreported students |         |
| 2006               | 227,975   | 24,292    | 6,456                     | 24,975      | 65,877                     | 3,315                         | 5,292                  | 358,182 |
| 2007               | 226,712   | 25,257    | 5,688                     | 33,005      | 61,758                     | 3,118                         | 7,056                  | 362,594 |
| 2008               | 237,576   | 26,865    | 4,610                     | 31,437      | 60,896                     | 2,028                         | 7,291                  | 370,703 |
| 2009               | 248,500   | 26,667    | 4,404                     | 28,856      | 61,179                     | 1,668                         | 6,819                  | 378,093 |
| 2010               | 264,632   | 22,532    | 3,927                     | 22,988      | 55,670                     | 1,356                         | 5,129                  | 376,234 |
| 2011               | 274,562   | 19,757    | 3,456                     | 21,813      | 53,538                     | 1,061                         | 4,585                  | 378,772 |

Note. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Results for the class of 2009 and later classes are comparable to one another. Results 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 results for prior or later classes. Results for classes prior to 2006 are found in Appendix D.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Other leavers are students who left the Texas public school system for reasons other than graduating, receiving GEDs, or dropping out. For more information on other leavers, see Table C-1 in Appendix C.

In addition to tracking students in the class of 2011, TEA tracked continuers in the class of 2010 through 2010-11 to determine whether they dropped out that year. There were 22,532 students in the class of 2010 who remained enrolled in fall 2010. Of these, 5,172 dropped out in 2010-11, resulting in a dropout rate for continuing students of 23.0 percent.

The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation, completion, and dropout results for the class of 2009. Thus, the class of 2011 Grade 9 cohort was the third in which students who dropped out were subject to the same dropout definition, regardless of when they left school. Results for the class of 2009 and later classes are comparable to one another. Results 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 results for prior or later classes. Data quality information for classes prior to 2006 is found in Appendix D.

# **Uses of Texas Annual Dropout Data and Longitudinal Graduation, Completion, and Dropout Data**

State Accountability System

Federal Accountability System

Other National Reporting

## State Accountability System

In 1984, when education reform in Texas began to focus on accountability for student performance, the Texas Education Agency (TEA) collected a wide variety of school district information using some 200 separate paper forms. The data provided educators, policymakers, and the public with a broad sense of the direction of public education in the state. Nevertheless, because data collection and reporting procedures were not standardized, there were inconsistencies across districts in definitions, calculations, and reports. This limited the usefulness of the student data for detailed evaluation of campus and district performance trends.

With the passage of House Bill 72 in the summer of 1984, it became necessary to develop a comprehensive, coordinated database of public education information. The system had to allow student performance and progress to be measured accurately, evaluated fairly, and reported publicly in a timely manner. After two years of development, the State Board of Education (SBOE) in 1986 approved implementation of the Public Education Information Management System (PEIMS).

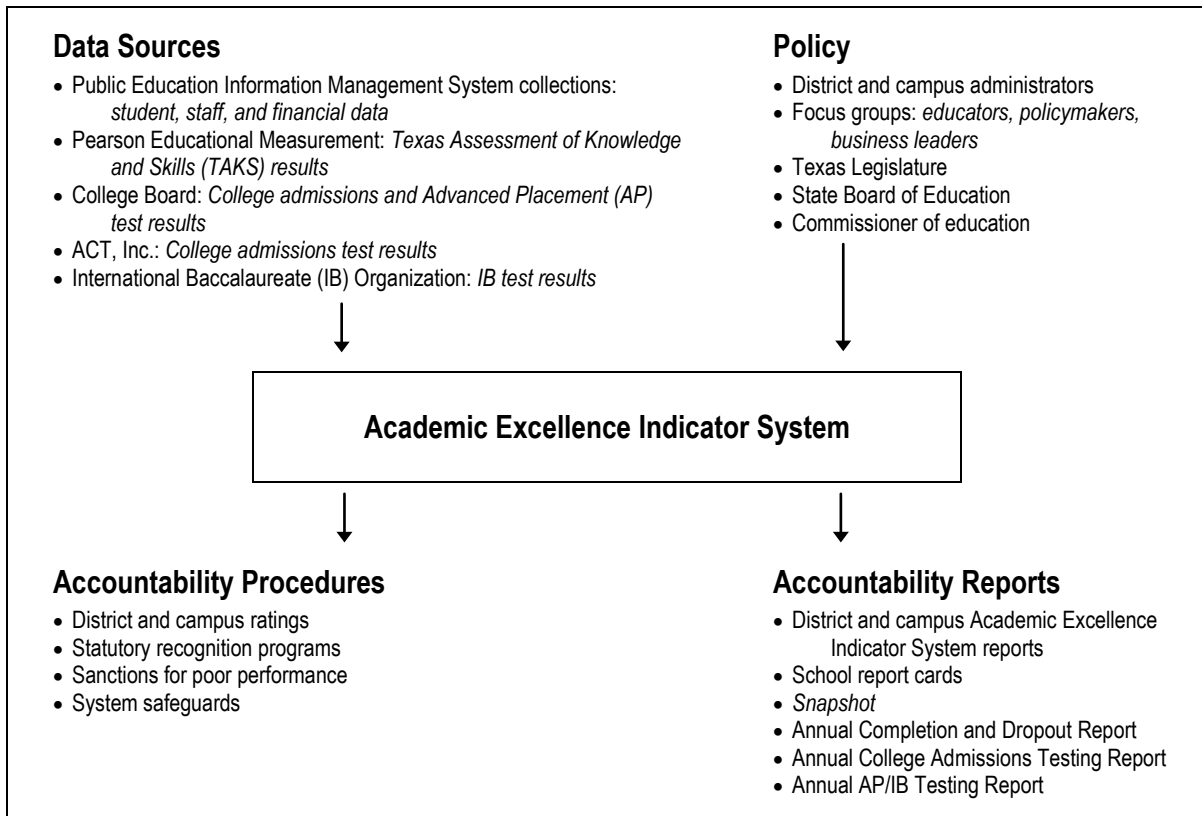
In the first PEIMS data collection in fall of 1987, districts reported organizational, financial, and staff information. The following year, dropout records became the first individual student data records submitted through PEIMS. A Person Identification Database (PID) system was implemented shortly thereafter, enabling records for an individual to be linked from one district to another, and from one time period to another, by matching identification information. With student-level data and a system for linking student records, TEA could aggregate data at the campus, district, and state levels. Currently, districts submit data through PEIMS four times per school year. Each of the data collections has submission and resubmission deadlines.

In 1989, the Texas Legislature required the SBOE to adopt a set of student performance indicators that would serve as the basis for school district accreditation (Texas Education Code [TEC] §21.7531, 1990). The Academic Excellence Indicator System (AEIS), established the following year, uses data collected from districts through PEIMS or provided by test contractors each school year. Published beginning with the 1990-91 school year, AEIS reports include performance indicators designed to measure the educational progress of campuses and districts.

With adoption of TEC Chapter 35 in 1993, the legislature directed that AEIS data form the foundation of a performance-based accountability system for rating school districts and campuses, as well as for reporting performance results to the public (Figure 4). These AEIS data are the primary sources for accountability evaluations and reports.

Between 1994 and 2011, the accountability system distinguished among three types of performance indicators: base, which are measured against standards and used to rate campuses and districts; additional; and report-only. From 1994 to 2000, there were three base indicators: the attendance rate for Grades 1-12, the annual dropout rate for Grades 7-12, and performance on the Texas Assessment of Academic Skills (TAAS). Starting with the 2001 ratings cycle, the attendance

**Figure 4**  
**Overview of Academic Excellence Indicator System**



rate was changed from a base indicator to an additional indicator. Annual dropout rates and TAAS performance were used to determine district and campus ratings for 2001 and 2002.

In 2003, the more rigorous Texas Assessment of Knowledge and Skills (TAKS) replaced the TAAS. To allow schools and students time to adjust to the new standards, no campus or district ratings were issued that year. A new accountability system was implemented in 2004. Depending on ratings category, ratings were now based on up to five indicators: TAKS performance meeting passing standards; TAKS performance meeting commended standards; progress of English language learners; annual dropout rates for Grades 7-8; and Grade 9 longitudinal completion rates, which reflect the percentage of beginning ninth-grade students who graduate from high school by the cohort's anticipated graduation date four years later or remain enrolled for a fifth year. TAKS results, annual dropout rates, and longitudinal completion rates were evaluated for individual student groups (African American, Hispanic, White, and economically disadvantaged), as well as for all students.

Additional performance indicators such as college admissions testing results, participation in the SBOE's Recommended High School Program, and attendance rates were measured against standards but did not affect accountability ratings. Instead, districts and campuses could receive acknowledgment through the Gold Performance Acknowledgment system for high levels of performance on these indicators. Report-only indicators, such as the progress of students who failed

TAKS the previous year, were included in AEIS reports, but state standards for these indicators were not established. The AEIS reports also included school district profile data, such as the percentage of students identified as at risk and information on teacher education and years of teaching experience, that provided a context for interpreting the performance data.

Ratings were issued under either standard accountability procedures or alternative education accountability (AEA) procedures, which applied to campuses and charter districts dedicated to serving students at risk of dropping out of school. There were four ratings for districts and campuses under standard accountability procedures: *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. To achieve a rating of *Academically Acceptable* in 2011, for example, a district or campus must have met, in addition to specified TAKS standards, the following completion and dropout rate standards: (a) a Grade 9 completion rate of at least 75 percent, where completers are students who graduate or continue high school in the fall semester following the cohort's anticipated graduation date; and (b) a Grade 7-8 annual dropout rate of 1.6 percent or less (Table 40). The Grade 7-8 annual dropout rate standard increased in 2008 to accommodate a change in dropout definition, beginning with the 2005-06 school year, to the National Center for Education Statistics (NCES) dropout definition. The standard was the same in 2009 but became more rigorous in 2010 and 2011.

**Table 40**  
**Completion and Annual Dropout Rate Standards Under Standard Accountability Procedures,**  
**Texas Public Education Accountability System, 2004 Through 2011**

| Ratings<br>Year | <i>Exemplary</i>           |                                  | <i>Recognized</i>          |                                  | <i>Academically Acceptable</i> |                                  |
|-----------------|----------------------------|----------------------------------|----------------------------|----------------------------------|--------------------------------|----------------------------------|
|                 | Grade 9<br>completion rate | Grade 7-8 annual<br>dropout rate | Grade 9<br>completion rate | Grade 7-8 annual<br>dropout rate | Grade 9<br>completion rate     | Grade 7-8 annual<br>dropout rate |
| 2004            | ≥ 95%                      | ≤ 0.2%                           | ≥ 85%                      | ≤ 0.7%                           | ≥ 75%                          | ≤ 2.0%                           |
| 2005            | ≥ 95%                      | ≤ 0.2%                           | ≥ 85%                      | ≤ 0.7%                           | ≥ 75%                          | ≤ 1.0%                           |
| 2006            | ≥ 95%                      | ≤ 0.2%                           | ≥ 85%                      | ≤ 0.7%                           | ≥ 75%                          | ≤ 1.0%                           |
| 2007            | ≥ 95%                      | ≤ 0.2%                           | ≥ 85%                      | ≤ 0.7%                           | ≥ 75%                          | ≤ 1.0%                           |
| 2008            | ≥ 95%                      | ≤ 2.0%                           | ≥ 85%                      | ≤ 2.0%                           | ≥ 75%                          | ≤ 2.0%                           |
| 2009            | ≥ 95%                      | ≤ 2.0%                           | ≥ 85%                      | ≤ 2.0%                           | ≥ 75%                          | ≤ 2.0%                           |
| 2010            | ≥ 95%                      | ≤ 1.8%                           | ≥ 85%                      | ≤ 1.8%                           | ≥ 75%                          | ≤ 1.8%                           |
| 2011            | ≥ 95%                      | ≤ 1.6%                           | ≥ 85%                      | ≤ 1.6%                           | ≥ 75%                          | ≤ 1.6%                           |

*Note.* For 2004 and 2005 ratings, completion consisted of students who graduated, continued high school, or received General Educational Development certificates. Beginning with 2006 ratings, completion consisted of students who graduated or continued high school. A new public school accountability system is being developed for implementation beginning in 2013. No state accountability ratings were assigned in 2012.

There were two ratings under AEA procedures: *AEA: Academically Acceptable* and *AEA: Academically Unacceptable*. To achieve a rating of *AEA: Academically Acceptable* in 2011, a district or campus must have met the following completion and dropout rate standards: (a) a Grade 9 completion rate of at least 60.0 percent, where completers are students who graduate, continue high school in the fall semester following the cohort's anticipated graduation date, or receive General Educational Development (GED) certificates; and (b) a Grade 7-12 annual dropout rate of 20.0 percent or less (TEA, 2011a).



Under standard accountability rating procedures for the 2011 ratings year, one campus was rated *Academically Unacceptable* because of performance on the 2009-10 annual dropout rate only (Table 41). One campus was rated *Academically Unacceptable* because of performance on the 2010 Completion I rate only, and eleven were rated *Academically Unacceptable* for performance on the Completion I rate and at least one other indicator.

**Table 41**  
**Campuses Rated *Academically Unacceptable* Because of Annual Dropout or Four-Year Completion Rates, by Accountability Procedure, Texas Public Schools, 2004 Through 2011**

| Ratings year                                    | Annual dropout rate |         |                                   |         | Four-year completion rate |         |                                   |         | All <i>Academically Unacceptable</i> campuses |         |
|---|---------------------|---------|-----------------------------------|---------|---------------------------|---------|-----------------------------------|---------|---|---------|
|   | Only                |         | Plus at least one other indicator |         | Only                      |         | Plus at least one other indicator |         | Number  | Percent |
|   | Number              | Percent | Number                            | Percent | Number                    | Percent | Number                            | Percent |   |         |
| Standard Accountability Procedures              |                     |         |                                   |         |                           |         |                                   |         |   |         |
| 2004  | 3                   | 3.2     | 0                                 | 0.0     | 1                         | 1.1     | 2                                 | 2.1     | 95  | 100     |
| 2005  | 6                   | 2.6     | 7                                 | 3.0     | 0                         | 0.0     | 2                                 | 0.9     | 233   | 100     |
| 2006  | 10                  | 3.7     | 6                                 | 2.2     | 10                        | 3.7     | 5                                 | 1.9     | 267   | 100     |
| 2007  | – <sup>a</sup>      | –       | 14                                | 5.2     | –                         | –       | 30                                | 11.2    | 267   | 100     |
| 2008  | –                   | –       | 3                                 | 1.6     | –                         | –       | 28                                | 15.0    | 187   | 100     |
| 2009  | 3                   | 1.4     | 1                                 | 0.5     | 50                        | 24.0    | 12                                | 5.8     | 208   | 100     |
| 2010  | 8                   | 9.5     | 0                                 | 0.0     | 25                        | 29.8    | 2                                 | 2.4     | 84  | 100     |
| 2011  | 1                   | 0.2     | 4                                 | 0.8     | 1                         | 0.2     | 11                                | 2.2     | 496   | 100     |
| Alternative Education Accountability Procedures |                     |         |                                   |         |                           |         |                                   |         |   |         |
| 2004  | n/a <sup>b</sup>    | n/a     | n/a                               | n/a     | n/a                       | n/a     | n/a                               | n/a     | n/a   | n/a     |
| 2005  | 8                   | 25.8    | 3 <sup>c</sup>                    | 9.7     | 4                         | 12.9    | 1 <sup>c</sup>                    | 3.2     | 31  | 100     |
| 2006  | 12                  | 63.2    | 2                                 | 10.5    | 0                         | 0.0     | 0                                 | 0.0     | 19  | 100     |
| 2007  | –                   | –       | 5                                 | 55.6    | –                         | –       | 1                                 | 11.1    | 9   | 100     |
| 2008  | –                   | –       | 1                                 | 6.7     | –                         | –       | 2                                 | 13.3    | 15  | 100     |
| 2009  | 12                  | 32.4    | 5 <sup>d</sup>                    | 13.5    | 12                        | 32.4    | 5 <sup>d</sup>                    | 13.5    | 37  | 100     |
| 2010  | 5                   | 25.0    | 5 <sup>d</sup>                    | 25.0    | 4                         | 20.0    | 5 <sup>d</sup>                    | 25.0    | 20  | 100     |
| 2011  | 3                   | 8.8     | 2 <sup>e</sup>                    | 5.9     | 4                         | 11.8    | 3 <sup>e</sup>                    | 8.8     | 34  | 100     |

<sup>a</sup>Because of a number of factors, including a change in the definition of a dropout, a school leaver provision was in effect for the 2007 and 2008 accountability ratings. The provision stipulated that leaver indicators such as the annual dropout rate or Completion I rate alone could not result in a lowered campus or district rating. <sup>b</sup>Not available. Alternative education procedures were not used in 2004. <sup>c</sup>One campus was rated *Academically Unacceptable* for both the annual dropout rate and completion rate. <sup>d</sup>Five campuses were rated *Academically Unacceptable* for both the annual dropout rate and completion rate. <sup>e</sup>Two campuses were rated *Academically Unacceptable* for both the annual dropout rate and completion rate.

No ratings were assigned in 2012 because the public school accountability system was undergoing a statutorily mandated redesign. The new accountability system will be introduced in 2013. Under TEC §39.053(g-1) (2011), a student who meets at least one of the following criteria is excluded from campus and district dropout and completion 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 in which the facility is located; 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. Table 42 previews the numbers and percentages of students who would have been excluded, had state accountability ratings been assigned in 2012, from the 2010-11 annual dropout rates based on one or more of these criteria. Table 43 shows the numbers and percentages of students who would have been excluded from longitudinal rates calculated for the class of 2011.

**Table 42**  
**Preview of Students and Dropouts Excluded From Campus and District Annual Dropout Rates for State Accountability Purposes, Grades 7-12, Texas Public Schools, 2010-11**

| Exclusion <sup>a</sup>  | Students |         | Dropouts |         |
|---|----------|---------|----------|---------|
|   | Number   | Percent | Number   | Percent |
| Court-ordered GED <sup>b</sup> program, no GED certificate earned | 2,246    | 4.4     | 2,323    | 25.9    |
| Previously reported to the state as a dropout                     | 9,756    | 19.1    | 2,733    | 30.5    |
| Ineligible for FSP <sup>c</sup> funding                           | 18,495   | 36.3    | 1,976    | 22.0    |
| Unschooled refugee or asylee <sup>d</sup>                         | 1,334    | 2.6     | 38       | 0.4     |
| Detained at a county detention facility outside of home district  | 17,361   | 34.0    | 828      | 9.2     |
| Incarcerated in state jail or federal penitentiary as an adult    | 399      | 0.8     | 417      | 4.6     |
| Two or more exclusions  | 1,401    | 2.7     | 656      | 7.3     |
| State   | 50,992   | 100     | 8,971    | 100     |

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

<sup>a</sup>Students may be eligible for exclusion based on more than one criterion. <sup>b</sup>General Educational Development. <sup>c</sup>Foundation School Program. <sup>d</sup>To be excluded, the student must also be reported as limited English proficient.

A total of 50,992 students, 8,971 of whom were dropouts, would have been excluded from the 2010-11 campus and district annual dropout rates had state accountability ratings been issued in 2012 (Table 42). For each student enrolled in Texas public schools in 2010-11, the exclusion criteria he or she met were summed across all districts attended. The majority of 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

**Table 43**  
**Preview of Students Excluded From Campus and District Grade 9 Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2011**

| Exclusion <sup>b</sup>   | Graduates        |         | Continuers |         | GED <sup>a</sup> Recipients |         | Dropouts |         | Total  |         |
|--|------------------|---------|------------|---------|-----------------------------|---------|----------|---------|--------|---------|
|  | Number           | Percent | Number     | Percent | Number                      | Percent | Number   | Percent | Number | Percent |
| Court-ordered GED program, no GED certificate earned             | n/a <sup>c</sup> | n/a     | n/a        | n/a     | n/a                         | n/a     | 536      | 100     | 536    | 6.3     |
| Previously reported to the state as a dropout                    | 599              | 23.2    | 808        | 31.3    | 92                          | 3.6     | 1,084    | 42.0    | 2,583  | 30.2    |
| Ineligible for FSP <sup>d</sup> funding                          | n/a              | n/a     | 3,397      | 100     | n/a                         | n/a     | n/a      | n/a     | 3,397  | 39.7    |
| Unschooling refugee or asylee <sup>e</sup>                       | - <sup>f</sup>   | -       | 39         | 57.4    | 0                           | 0.0     | -        | -       | 68     | 0.8     |
| Detained at a county detention facility outside of home district | 47               | 3.4     | 14         | 1.0     | 444                         | 32.2    | 873      | 63.4    | 1,378  | 16.1    |
| Incarcerated in state jail or federal penitentiary as an adult   | n/a              | n/a     | n/a        | n/a     | n/a                         | n/a     | 164      | 100     | 164    | 1.9     |
| Two or more exclusions   | -                | -       | 181        | 41.7    | 36                          | 8.3     | -        | -       | 434    | 5.1     |
| State  | 668              | 7.8     | 4,439      | 51.9    | 572                         | 6.7     | 2,881    | 33.7    | 8,560  | 100     |

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

<sup>a</sup>General Educational Development. <sup>b</sup>Students may be eligible for exclusion based on more than one criterion. <sup>c</sup>Not applicable. Please see table discussion on this page for additional information. <sup>d</sup>Foundation School Program. <sup>e</sup>To be excluded, the student must also be reported as limited English proficient.

<sup>f</sup>A dash (-) indicates data are not reported to protect student anonymity.

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 exclusion 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 8,560 students in the class of 2011 would have been excluded from campus and district longitudinal rates had state accountability ratings been issued in 2012 (Table 43). For each student in the class of 2011, all exclusions that applied in the district of his or her final status were counted. The majority of students, represented in the first six rows of the 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. For example, only students enrolled in the fifth year of the cohort (i.e., continuers) were excluded for being ineligible for FSP funding because students are considered eligible for funding during the first four years of high school. 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 33 for additional information). Students excluded from campus and district rates for state accountability purposes are not excluded from state-level rates. Nevertheless, had these students been excluded from state rates, the graduation rate would have increased to 88.1 percent, and the continuation, GED recipient, and dropout rates would have decreased to 4.9 percent, 0.9 percent, and 6.1 percent, respectively.

## Federal Accountability System

The Elementary and Secondary Education Act was first passed by Congress in 1965 as part of President Lyndon B. Johnson's War on Poverty. The most recent reauthorization of this legislation is the No Child Left Behind Act of 2001 (NCLB, 2002). The primary function of the Act is 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 are evaluated annually for adequate yearly progress (AYP). AYP statuses were assigned to districts and campuses for the first time in the summer of 2003.

There are three areas that serve as indicators on which a district or campus may be evaluated for AYP: reading/English language arts, mathematics, and one additional indicator (either graduation rate or attendance rate) (TEA, 2011b). Each district and campus is assigned a label of *Meets AYP*, *Missed AYP*, or *Not Evaluated AYP*. Graduation rate is the additional indicator for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12. To achieve a label of *Meets AYP*, a district or campus must meet an absolute graduation rate standard or meet an improvement requirement on the graduation rate calculated for designated student groups. For 2011 AYP evaluations, the graduation rate standards for all students were: (a) four-year graduation rate goal of 90.0 percent; (b) four-year graduation rate target of 75.0 percent; (c) four-year graduation rate alternatives of safe harbor or improvement targets; or (d) five-year graduation rate target of 80.0 percent. 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 in which the facility is located is excluded from campus and district graduation rate calculations. To comply with federal changes to the graduation rate indicator, the number of student groups evaluated under this indicator for 2012 AYP determinations will increase to seven: all students, African American, Hispanic, White, economically disadvantaged, special education, and limited English proficient (TEA, 2011a).

## Other National Reporting

### ***National Center for Education Statistics***

**Event dropout rates.** TEA submits annual Grade 9-12 dropout data to the National Center for Education Statistics (NCES). NCES 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 2008-09 Grade 9-12 event dropout rates in May 2011 (NCES, 2011). For 2008-09, the rates ranged from 1.1 percent in Wyoming to 11.5 percent in Illinois (Table 44). Texas, at 3.2 percent, ranked 23rd out of 50 states and the District of Columbia.

**Averaged freshman graduation rate.** NCES does not calculate longitudinal graduation rates based on TEA student-level data. Instead, NCES uses aggregate enrollment and graduation counts to calculate the averaged freshman graduation rate for Texas and other states. The averaged freshman graduation rate 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 2008-09 averaged freshman graduation rates in May 2011 (NCES, 2011). For 2008-09, the rates ranged from 90.6 percent in Wisconsin to 56.3 percent in Nevada (Table 45 on page 102). Texas, at 75.4 percent, ranked 28th out of 50 states and the District of Columbia.

### ***National Governors Association***

The National Governors Association (NGA) is a bipartisan organization consisting of the governors of the fifty states, three territories, and two commonwealths (NGA, 2010). NGA provides governors and their staffs with services ranging from representing the states in Washington on federal issues to developing and implementing solutions to public policy challenges. In 2005, the governors

**Table 44**  
**National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2006-07**  
**Through 2008-09**

| State         | 2006-07    |           | 2007-08    |           | 2008-09    |           | State                            | 2006-07    |      | 2007-08    |      | 2008-09          |      |
|---------------|------------|-----------|------------|-----------|------------|-----------|----------------------------------|------------|------|------------|------|------------------|------|
|               | Rate (%)   | Rank      | Rate (%)   | Rank      | Rate (%)   | Rank      |                                  | Rate (%)   | Rank | Rate (%)   | Rank | Rate (%)         | Rank |
| Wyoming       | 5.1        | 34        | 5.0        | 34        | 1.1        | 1         | Oregon                           | 4.6        | 31   | 3.8        | 21   | 3.4              | 26   |
| Alabama       | 2.3        | 4         | 2.2        | 4         | 1.5        | 2         | South Carolina                   | 3.9        | 23   | 3.9        | 22   | 3.4              | 26   |
| Idaho         | 2.6        | 7         | 2.0        | 3         | 1.6        | 3         | Maine                            | 5.3        | 37   | 4.4        | 29   | 3.6              | 28   |
| New Jersey    | 2.0        | 1         | 1.7        | 1         | 1.6        | 3         | Michigan                         | 7.4        | 48   | 6.2        | 46   | 3.8              | 29   |
| Indiana       | 2.7        | 9         | 1.7        | 1         | 1.7        | 5         | Arkansas                         | 4.6        | 31   | 4.7        | 32   | 4.1              | 30   |
| New Hampshire | 3.2        | 16        | 3.0        | 16        | 1.7        | 5         | West Virginia                    | 4.0        | 25   | 4.4        | 29   | 4.1              | 30   |
| South Dakota  | 3.9        | 23        | 2.3        | 5         | 1.8        | 7         | Georgia                          | 4.6        | 31   | 4.3        | 27   | 4.2              | 32   |
| Minnesota     | 3.0        | 12        | 2.8        | 12        | 1.9        | 8         | Mississippi                      | 4.3        | 28   | 4.6        | 31   | 4.2              | 32   |
| Kansas        | 2.7        | 9         | 2.5        | 8         | 2.1        | 9         | New York                         | 5.3        | 37   | 3.9        | 22   | 4.2              | 32   |
| Pennsylvania  | –          | –         | 2.6        | 10        | 2.3        | 10        | Ohio                             | 4.5        | 29   | 4.3        | 27   | 4.2              | 32   |
| Wisconsin     | 2.2        | 3         | 2.3        | 5         | 2.3        | 10        | Missouri                         | 3.7        | 18   | 4.9        | 33   | 4.3              | 36   |
| Nebraska      | 2.8        | 11        | 2.5        | 8         | 2.4        | 12        | Rhode Island                     | 5.8        | 43   | 5.3        | 41   | 4.4              | 37   |
| North Dakota  | 2.3        | 4         | 2.4        | 7         | 2.5        | 13        | Washington                       | 5.1        | 34   | 5.7        | 44   | 4.7              | 38   |
| Oklahoma      | 3.5        | 17        | 3.1        | 17        | 2.5        | 13        | Hawaii                           | 5.4        | 39   | 5.4        | 42   | 4.9              | 39   |
| Virginia      | 2.6        | 7         | 2.7        | 11        | 2.5        | 13        | New Mexico                       | 6.1        | 44   | 5.2        | 37   | 4.9              | 39   |
| Florida       | 3.8        | 20        | 3.3        | 18        | 2.6        | 16        | California                       | 5.5        | 40   | 5.0        | 34   | 5.0 <sup>a</sup> | 41   |
| Vermont       | –          | –         | –          | –         | 2.6        | 16        | Montana                          | 3.7        | 18   | 5.2        | 37   | 5.0              | 41   |
| Kentucky      | 3.0        | 12        | 2.8        | 12        | 2.9        | 18        | Delaware                         | 5.5        | 40   | 6.0        | 45   | 5.1              | 43   |
| Massachusetts | 3.8        | 20        | 3.4        | 19        | 2.9        | 18        | Nevada                           | 5.1        | 34   | 5.1        | 36   | 5.1 <sup>a</sup> | 43   |
| Maryland      | 3.8        | 20        | 3.6        | 20        | 3.0        | 20        | North Carolina                   | 5.7        | 42   | 5.2        | 37   | 5.3              | 45   |
| Connecticut   | 2.1        | 2         | 2.8        | 12        | 3.1        | 21        | Colorado                         | 6.9        | 45   | 6.4        | 47   | 6.1              | 46   |
| Iowa          | 2.3        | 4         | 2.9        | 15        | 3.1        | 21        | Louisiana                        | 7.4        | 48   | 7.5        | 50   | 6.8              | 47   |
| Tennessee     | 3.1        | 14        | 3.9        | 22        | 3.2        | 23        | Alaska                           | 7.3        | 47   | 7.3        | 49   | 7.0              | 48   |
| <b>Texas</b>  | <b>4.0</b> | <b>25</b> | <b>4.0</b> | <b>25</b> | <b>3.2</b> | <b>23</b> | District of Columbia             | 7.1        | 46   | 5.5        | 43   | 7.0              | 48   |
| Utah          | 3.1        | 14        | 4.2        | 26        | 3.3        | 25        | Arizona                          | 7.6        | 50   | 6.7        | 48   | 8.3              | 50   |
|               |            |           |            |           |            |           | Illinois                         | 4.0        | 25   | 5.2        | 37   | 11.5             | 51   |
|               |            |           |            |           |            |           | <b>United States<sup>b</sup></b> | <b>4.4</b> |      | <b>4.1</b> |      | <b>4.1</b>       |      |

Source: National Center for Education Statistics (NCES) (2011).

Note: A dash (–) indicates data are not available because the state did not report dropouts consistent with the NCES definition.

<sup>a</sup>Because of item non-response, data for California and Nevada were imputed based on prior-year reported data. <sup>b</sup>U.S. totals include any of the 50 states and the District of Columbia that reported all data elements.

**Table 45**

**National Center for Education Statistics Averaged Freshman Graduation Rates, by State, 2006-07 Through 2008-09**

| State         | 2006-07  |      | 2007-08  |      | 2008-09           |      | State                            | 2006-07     |           | 2007-08     |           | 2008-09                 |           |
|---------------|----------|------|----------|------|-------------------|------|----------------------------------|-------------|-----------|-------------|-----------|-------------------------|-----------|
|               | Rate (%) | Rank | Rate (%) | Rank | Rate (%)          | Rank |                                  | Rate (%)    | Rank      | Rate (%)    | Rank      | Rate (%)                | Rank      |
| Wisconsin     | 88.5     | 2    | 89.6     | 1    | 90.7              | 1    | West Virginia                    | 78.2        | 22        | 77.3        | 22        | 77.0                    | 26        |
| Vermont       | 88.6     | 1    | 89.3     | 2    | 89.6              | 2    | Oregon                           | 73.8        | 34        | 76.7        | 24        | 76.5                    | 27        |
| Minnesota     | 86.5     | 3    | 86.4     | 3    | 87.4              | 3    | Connecticut                      | 81.8        | 11        | 82.2        | 12        | 75.4                    | 28        |
| North Dakota  | 83.1     | 7    | 83.8     | 7    | 87.4              | 3    | <b>Texas</b>                     | <b>71.9</b> | <b>36</b> | <b>73.1</b> | <b>35</b> | <b>75.4</b>             | <b>28</b> |
| Iowa          | 86.5     | 3    | 86.4     | 3    | 85.7              | 5    | Rhode Island                     | 78.4        | 21        | 76.4        | 25        | 75.3                    | 30        |
| New Jersey    | 84.4     | 6    | 84.6     | 5    | 85.3              | 6    | Michigan                         | 77.0        | 24        | 76.3        | 27        | 75.3                    | 30        |
| New Hampshire | 81.7     | 12   | 83.4     | 9    | 84.3              | 7    | Hawaii                           | 75.4        | 30        | 76.0        | 28        | 75.3                    | 30        |
| Massachusetts | 80.8     | 14   | 81.5     | 14   | 83.3              | 8    | Wyoming                          | 75.8        | 28        | 76.0        | 28        | 75.2                    | 33        |
| Missouri      | 81.9     | 10   | 82.4     | 11   | 83.1              | 9    | Indiana                          | 73.9        | 33        | 74.1        | 34        | 75.2                    | 33        |
| Nebraska      | 86.3     | 5    | 83.8     | 7    | 82.9              | 10   | North Carolina                   | 68.6        | 42        | 72.8        | 36        | 75.1                    | 35        |
| Montana       | 81.5     | 13   | 82.0     | 13   | 82.0              | 11   | Arkansas                         | 74.4        | 32        | 76.4        | 25        | 74.0                    | 36        |
| South Dakota  | 82.5     | 9    | 84.4     | 6    | 81.7              | 12   | Washington                       | 74.8        | 31        | 71.9        | 38        | 73.7                    | 37        |
| Idaho         | 80.4     | 15   | 80.1     | 17   | 80.6              | 13   | Delaware                         | 71.9        | 36        | 72.1        | 37        | 73.7                    | 37        |
| Pennsylvania  | 83.0     | 8    | 82.7     | 10   | 80.5              | 14   | New York                         | 68.8        | 41        | 70.8        | 40        | 73.5                    | 39        |
| Kansas        | 78.9     | 18   | 79.1     | 18   | 80.2              | 15   | Alaska                           | 69.1        | 40        | 69.1        | 42        | 72.6                    | 40        |
| Maryland      | 80.0     | 16   | 80.4     | 15   | 80.1              | 16   | Arizona                          | 69.6        | 39        | 70.7        | 41        | 72.5                    | 41        |
| Maine         | 78.5     | 20   | 79.1     | 18   | 79.9 <sup>a</sup> | 17   | California                       | 70.7        | 38        | 71.2        | 39        | 71.0 <sup>b</sup>       | 42        |
| Ohio          | 78.7     | 19   | 79.0     | 20   | 79.6              | 18   | Alabama                          | 67.1        | 43        | 69.0        | 43        | 69.9                    | 43        |
| Utah          | 76.6     | 25   | 74.3     | 33   | 79.4              | 19   | Florida                          | 65.0        | 44        | 66.9        | 44        | 68.9                    | 44        |
| Virginia      | 75.5     | 29   | 77.0     | 23   | 78.4              | 20   | Georgia                          | 64.1        | 45        | 65.4        | 46        | 67.8                    | 45        |
| Illinois      | 79.5     | 17   | 80.4     | 15   | 77.7              | 21   | Louisiana                        | 61.3        | 47        | 63.5        | 48        | 67.3                    | 46        |
| Colorado      | 76.6     | 25   | 75.4     | 30   | 77.6              | 22   | South Carolina                   | 58.9        | 49        | 62.2        | 49        | 66.0                    | 47        |
| Kentucky      | 76.4     | 27   | 74.4     | 32   | 77.6              | 22   | New Mexico                       | 59.1        | 48        | 66.8        | 45        | 64.8                    | 48        |
| Tennessee     | 72.6     | 35   | 74.9     | 31   | 77.4              | 24   | District of Columbia             | 54.9        | 50        | 56.0        | 51        | 62.4                    | 49        |
| Oklahoma      | 77.8     | 23   | 78.0     | 21   | 77.3              | 25   | Mississippi                      | 63.6        | 46        | 63.9        | 47        | 62.0                    | 50        |
|               |          |      |          |      |                   |      | Nevada                           | 54.2        | 51        | 56.3        | 50        | 56.3 <sup>b</sup>       | 51        |
|               |          |      |          |      |                   |      | <b>United States<sup>c</sup></b> | <b>73.9</b> |           | <b>74.7</b> |           | <b>75.5<sup>a</sup></b> |           |

Source: National Center for Education Statistics (2011).

<sup>a</sup>Maine reported 1,169 diplomas that were awarded to students attending private high schools that received a majority of their funding from public sources. These 1,169 diplomas were included in counts for Maine and the United States but were not included in the averaged freshman graduation rate (AFGR) calculations for the state and for the United States. The diploma counts used to calculate the AFGR for Maine and for the United States were 12,924 and 3,036,757, respectively. <sup>b</sup>Because of item non-response, data for California and Nevada were imputed based on prior-year reported data. <sup>c</sup>U.S. totals include any of the 50 states and the District of Columbia that reported all data elements.



of all 50 states voluntarily agreed to implement a common formula for calculating each state's high school graduation rate by signing the NGA Graduation Counts Compact. The Compact Rate formula is the same as the graduation rate formula that TEA calculates for federal accountability and is based on the tracking of individual students from the time they begin Grade 9 until the fall following their expected graduation. Out of the 34 states for which four-year graduation rates were available for the class of 2010, Texas, at 84.3 percent, had the 10th highest rate (Table 46 on page 104).

**Table 46**  
**Four-Year Graduation Rates, by Race/Ethnicity, Selected States Using the National Governors Association Compact Rate, Class of 2010**

| State  | All students | African American | American Indian | Asian/Pacific Islander | Hispanic | White |
|--|--------------|------------------|-----------------|------------------------|----------|-------|
| Iowa   | 88.8         | 72.0             | 73.3            | — <sup>a</sup>         | 76.5     | 90.5  |
| <i>(<a href="http://educateiowa.gov/index.php?option=com_docman&amp;task=doc_download&amp;gid=12252&amp;Itemid=4434">http://educateiowa.gov/index.php?option=com_docman&amp;task=doc_download&amp;gid=12252&amp;Itemid=4434</a>)</i>   |              |                  |                 |                        |          |       |
| Illinois   | 87.8         | 78.0             | 86.0            | 95.0                   | 79.4     | 93.3  |
| <i>(<a href="http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx">http://webprod.isbe.net/ereportcard/publicsite/getSearchCriteria.aspx</a> then see State Report Card for Fiscal Year 2010)</i>   |              |                  |                 |                        |          |       |
| Vermont  | 87.5         | 75.3             | 74.2            | —                      | 80.6     | 87.8  |
| <i>(<a href="http://education.vermont.gov/new/pdfdoc/data/dropout/EDU-Dropout_and_High_School_Completion_Report_2009_2010.pdf">http://education.vermont.gov/new/pdfdoc/data/dropout/EDU-Dropout_and_High_School_Completion_Report_2009_2010.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| North Dakota   | 86.2         | 79.5             | 60.5            | 88.5                   | 67.8     | 89.7  |
| <i>(<a href="http://www.dpi.state.nd.us/dpi/reports/Profile/1011/ProfileDistrict/99999.pdf">http://www.dpi.state.nd.us/dpi/reports/Profile/1011/ProfileDistrict/99999.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Tennessee  | 86.1         | 78.5             | 83.4            | 93.7                   | 85.2     | 88.8  |
| <i>(<a href="http://edu.reportcard.state.tn.us/pls/apex/f?p=200:20:3531678093953041::NO">http://edu.reportcard.state.tn.us/pls/apex/f?p=200:20:3531678093953041::NO</a>)</i>   |              |                  |                 |                        |          |       |
| New Hampshire  | 85.9         | —                | —               | —                      | —        | —     |
| <i>(<a href="http://www.education.nh.gov/data/documents/cohort_report_09_10.pdf">http://www.education.nh.gov/data/documents/cohort_report_09_10.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Wisconsin  | 85.7         | 60.5             | 67.7            | 83.4                   | 69.0     | 90.7  |
| <i>(<a href="http://data.dpi.state.wi.us/data/HSCCompletionPage.aspx?OrqLevel=st&amp;GraphFile=HIGHSCHOOLCOMPLETION&amp;S4orALL=1&amp;SRegion=1&amp;SCountry=47&amp;SAthleticConf=45&amp;SCESA=05&amp;Qquad=performance.aspx&amp;STYP=9&amp;TmFrm=4&amp;Group=AllStudentsFAY">http://data.dpi.state.wi.us/data/HSCCompletionPage.aspx?OrqLevel=st&amp;GraphFile=HIGHSCHOOLCOMPLETION&amp;S4orALL=1&amp;SRegion=1&amp;SCountry=47&amp;SAthleticConf=45&amp;SCESA=05&amp;Qquad=performance.aspx&amp;STYP=9&amp;TmFrm=4&amp;Group=AllStudentsFAY</a>)</i> |              |                  |                 |                        |          |       |
| Virginia   | 85.5         | 78.9             | 82.2            | 93.9                   | 76.1     | 88.9  |
| <i>(<a href="http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/cohort_state_rate_4_results_2010.pdf">http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/cohort_state_rate_4_results_2010.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Arkansas   | 84.8         | 81.3             | —               | —                      | 78.8     | 85.4  |
| <i>(<a href="http://normessasweb.uark.edu/schoolperformance/State/State.php">http://normessasweb.uark.edu/schoolperformance/State/State.php</a>)</i>   |              |                  |                 |                        |          |       |
| Texas  | 84.3         | 78.8             | 84.2            | 93.8                   | 78.8     | 91.6  |
| <i>(<a href="http://www.tea.state.tx.us/acctres/dropcomp_index.html#reports">http://www.tea.state.tx.us/acctres/dropcomp_index.html#reports</a> then see Secondary School Completion and Dropouts in Texas Public Schools, 2009-10)</i>  |              |                  |                 |                        |          |       |
| Indiana  | 84.1         | 72.2             | 77.0            | 89.2                   | 76.5     | 86.5  |
| <i>(<a href="http://www.doe.in.gov/gradrate/">http://www.doe.in.gov/gradrate/</a> then see 2009-2010 Public School Statutory Graduation Rate Data, Disaggregated Graduation Rate)</i>  |              |                  |                 |                        |          |       |
| Maine  | 82.8         | —                | —               | —                      | —        | —     |
| <i>(<a href="http://www.maine.gov/education/gradrates/gradrate0910.html">http://www.maine.gov/education/gradrates/gradrate0910.html</a>)</i>   |              |                  |                 |                        |          |       |
| Massachusetts  | 82.1         | 68.5             | 76.1            | —                      | 61.1     | 87.7  |
| <i>(<a href="http://www.doe.mass.edu/infoservices/reports/gradrates/10_4yr.pdf">http://www.doe.mass.edu/infoservices/reports/gradrates/10_4yr.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Maryland   | 82.0         | 74.0             | 75.9            | 93.0                   | 73.4     | 88.3  |
| <i>(<a href="http://mdreportcard.org/GraduationOverview.aspx?K=99AAAA">http://mdreportcard.org/GraduationOverview.aspx?K=99AAAA</a> then see 4-Year Adjusted Cohort)</i>   |              |                  |                 |                        |          |       |
| Delaware   | 81.9         | 75.7             | 78.1            | 89.6                   | 75.7     | 86.0  |
| <i>(<a href="http://www.doe.k12.de.us/reports_data/gradrate/default.shtml">http://www.doe.k12.de.us/reports_data/gradrate/default.shtml</a> then see Detailed School and District Level Graduation History (2003-2010))</i>  |              |                  |                 |                        |          |       |
| Connecticut  | 81.8         | 68.7             | 72.9            | 88.8                   | 64.0     | 88.7  |
| <i>(<a href="http://www.csde.state.ct.us/public/cedar/GraduationRates/State_level.pdf">http://www.csde.state.ct.us/public/cedar/GraduationRates/State_level.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Kansas   | 80.7         | 66.2             | 68.5            | —                      | 70.3     | 84.5  |
| <i>(<a href="http://online.ksde.org/rcard/state_grad.aspx?org_no=D%">http://online.ksde.org/rcard/state_grad.aspx?org_no=D%</a>)</i>   |              |                  |                 |                        |          |       |
| Wyoming  | 80.4         | 80.0             | 44.9            | —                      | 67.8     | 83.3  |
| <i>(<a href="http://edu.wyoming.gov/Libraries/Data_Information_and_Reports/WY_Graduation_Rates_State_2009-10.sflb.ashx">http://edu.wyoming.gov/Libraries/Data_Information_and_Reports/WY_Graduation_Rates_State_2009-10.sflb.ashx</a>)</i>   |              |                  |                 |                        |          |       |
| Hawaii   | 80.0         | 72.0             | 76.0            | 80.0                   | 72.0     | 77.0  |
| <i>(<a href="http://arch.k12.hi.us/PDFs/nclb/2011/NCLB999.pdf">http://arch.k12.hi.us/PDFs/nclb/2011/NCLB999.pdf</a>)</i>   |              |                  |                 |                        |          |       |
| Florida  | 79.0         | 68.4             | 76.8            | 89.8                   | 75.3     | 85.4  |
| <i>(<a href="http://www.fldoe.org/eias/eiaspubs/pubstudent.asp">http://www.fldoe.org/eias/eiaspubs/pubstudent.asp</a> then see Florida Public High School Graduation and Dropout Rates, 2010-11)</i>   |              |                  |                 |                        |          |       |
| Pennsylvania <sup>b</sup>  | 78.7         | —                | —               | —                      | —        | —     |
| <i>(<a href="http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/info/757639">http://www.education.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237/info/757639</a>)</i>   |              |                  |                 |                        |          |       |
| Ohio   | 78.0         | 56.0             | 62.6            | 86.2                   | 59.9     | 83.8  |
| <i>(<a href="http://education.ohio.gov/GD/Template/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=115&amp;ContentID=34744">http://education.ohio.gov/GD/Template/Pages/ODE/ODEDetail.aspx?page=3&amp;TopicRelationID=115&amp;ContentID=34744</a> then see 2010-2011 State Report Card)</i>  |              |                  |                 |                        |          |       |

<sup>a</sup>Not available or not found. <sup>b</sup>Data are preliminary.

continues

**Table 46 (continued)**  
**Four-Year Graduation Rates, by Race/Ethnicity, Selected States Using the National Governors Association Compact Rate, Class of 2010**

| State  | All students | African American | American Indian | Asian/Pacific Islander | Hispanic | White |
|--|--------------|------------------|-----------------|------------------------|----------|-------|
| New York   | 76.1         | 62.1             | 61.3            | 85.3                   | 61.4     | 85.6  |
| <small>(<a href="http://www.p12.nysed.gov/irs/pressRelease/20110614/home.html">http://www.p12.nysed.gov/irs/pressRelease/20110614/home.html</a> then see 2006 Cohort Graduation Rates additional slides)</small>   |              |                  |                 |                        |          |       |
| Michigan   | 76.0         | 58.0             | 65.9            | 87.1                   | 63.5     | 82.0  |
| <small>(<a href="http://www.michigan.gov/cepi/0,4546,7-113-21423_30451_51357---00.html">http://www.michigan.gov/cepi/0,4546,7-113-21423_30451_51357---00.html</a> then see 2010 Cohort Four-Year, 2009 Cohort Five-Year and 2008 Cohort Six-Year Graduation and Dropout Rates including Subgroups)</small> |              |                  |                 |                        |          |       |
| Minnesota  | 75.9         | 46.9             | 45.3            | 70.0                   | 49.2     | 82.8  |
| <small>(<a href="https://education.state.mn.us/MDEAnalytics/Data.jsp">https://education.state.mn.us/MDEAnalytics/Data.jsp</a> then see Student)</small>  |              |                  |                 |                        |          |       |
| Rhode Island   | 75.8         | 67.1             | 61.3            | 81.0                   | 66.3     | 79.3  |
| <small>(<a href="http://www.ride.ri.gov/RIDE/GraduationRates.aspx">http://www.ride.ri.gov/RIDE/GraduationRates.aspx</a> then see 2010 Graduation Rates by Cohort, by NCLB Subgroups (4-year cohort))</small>   |              |                  |                 |                        |          |       |
| West Virginia  | 75.5         | 67.5             | 50.0            | 89.7                   | 74.0     | 75.9  |
| <small>(<a href="http://wvweis.k12.wv.us/nclb/pub/enroll/repstator.cfm?xrep=1&amp;sy=10">http://wvweis.k12.wv.us/nclb/pub/enroll/repstator.cfm?xrep=1&amp;sy=10</a>)</small>   |              |                  |                 |                        |          |       |
| North Carolina   | 74.2         | 66.9             | 68.0            | 85.2                   | 61.4     | 79.6  |
| <small>(<a href="http://accprof.ncpublicschools.org/app/2010/cgr/">http://accprof.ncpublicschools.org/app/2010/cgr/</a>)</small>   |              |                  |                 |                        |          |       |
| Colorado   | 72.4         | 63.7             | 50.1            | 82.4                   | 55.5     | 80.2  |
| <small>(<a href="http://www.cde.state.co.us/cdereval/download/PDF/2010GradPressRelease.pdf">http://www.cde.state.co.us/cdereval/download/PDF/2010GradPressRelease.pdf</a>)</small>   |              |                  |                 |                        |          |       |
| South Carolina   | 72.1         | — <sup>a</sup>   | —               | —                      | —        | —     |
| <small>(<a href="http://ed.sc.gov/data/ayp/2011/index.cfm">http://ed.sc.gov/data/ayp/2011/index.cfm</a>)</small>   |              |                  |                 |                        |          |       |
| Mississippi  | 71.4         | 64.9             | 72.5            | 87.5                   | 67.5     | 78.6  |
| <small>(<a href="http://www.mde.k12.ms.us/dropout_prevention/rate_information_2.html">http://www.mde.k12.ms.us/dropout_prevention/rate_information_2.html</a> then see 4-Year DISTRICT-LEVEL GRADUATION Rates)</small>   |              |                  |                 |                        |          |       |
| New Mexico   | 67.3         | 62.1             | 60.5            | 83.9                   | 64.1     | 75.6  |
| <small>(<a href="http://www.ped.state.nm.us/Graduation/dl11/4-Year%20Cohort%20Graduation%20Rates.%20Class%20of%202010.pdf">http://www.ped.state.nm.us/Graduation/dl11/4-Year%20Cohort%20Graduation%20Rates.%20Class%20of%202010.pdf</a>)</small>   |              |                  |                 |                        |          |       |
| Louisiana  | 67.2         | —                | —               | —                      | —        | —     |
| <small>(<a href="http://doe.louisiana.gov/topics/cohort_rates.html">http://doe.louisiana.gov/topics/cohort_rates.html</a>)</small>   |              |                  |                 |                        |          |       |
| Oregon   | 66.4         | 49.8             | 50.3            | 76.1                   | 55.2     | 69.9  |
| <small>(<a href="http://www.ode.state.or.us/search/page?id=2644">http://www.ode.state.or.us/search/page?id=2644</a> then see Summary of 2009-10 Four-Year Cohort Graduation Rates)</small>   |              |                  |                 |                        |          |       |

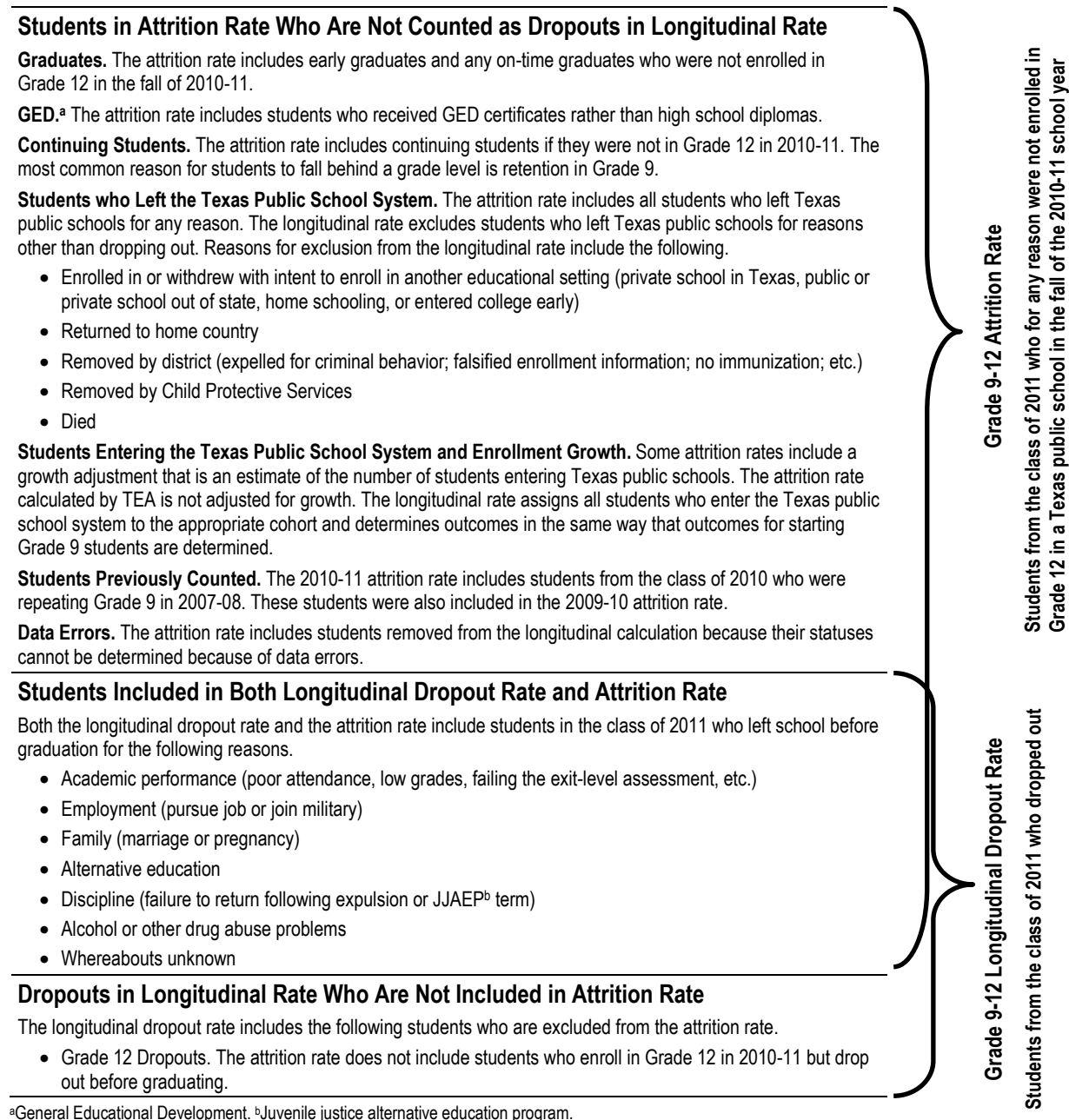
<sup>a</sup>Not available or not found. <sup>b</sup>Data are preliminary.



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

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

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



<sup>a</sup>General Educational Development. <sup>b</sup>Juvenile justice alternative education program.

**Appendix B**  
**Changes Resulting From**  
**Adoption of the National Center for**  
**Education Statistics Dropout Definition**

# Changes Resulting From Adoption of the National Center for Education Statistics Dropout Definition

## *Leaver Reason Codes*

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 General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. The leaver record requires the district to assign a leaver reason describing the circumstances of a student's departure. The number of leaver reason codes has changed over time with changes in the dropout definition, data collection, and data processing. In 2004-05, districts could submit 1 of 30 leaver reason codes. Ten of the codes identified reasons for dropping out, including pregnancy, employment, low or failing grades, poor attendance, and unknown circumstances. Because the dropout reason was unknown for almost two-thirds (65.5%) of dropouts in 2004-05, the dropout reason codes were deleted.

For 2005-06 leavers, the codes were modified to match the National Center for Education Statistics dropout definition. Five leaver codes were eliminated because students who moved to other Texas public schools, received General Educational Development (GED) certificates by August 31, or graduated previously from Texas public school are now accounted for through attendance, GED, and graduation records. Students who leave school because they meet all coursework requirements for a diploma but have not passed the exit-level test are now counted as dropouts, as are students who enroll in alternative programs but do not receive diplomas or GEDs by August 31. Two leaver codes were eliminated because students who leave school to enter health care facilities or who become incarcerated outside their home districts either are being served in public or private school or are dropouts.

Leaver codes for two groups of students were added in 2005-06. Students who graduate or receive GEDs outside Texas cannot be accounted for in Texas Education Agency databases and are reported as other leavers by their school districts. One leaver code was added in 2006-07 for students who leave Texas public schools to enroll in specified high school diploma programs authorized by the State Board of Education. In 2010-11, three leaver codes were added to account for students who: (a) were ordered by court to attend GED programs but did not earn GED certificates; (b) were incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults; or (c) graduated from other states under provisions of the Interstate Compact on Educational Opportunity for Military Children (Texas Education Code [TEC] §39.053, 2011). Districts can now submit 1 of 17 leaver reason codes for each leaver (Table 5 on page 34). As in previous years, there is one code for students who graduate from Texas public school. Of the remaining 16 codes, 13 are considered "other leaver" codes. Leavers whose departures cannot be described with one of the other leaver codes are considered dropouts.



### ***Return to School Date***

Prior to adoption of the national dropout definition, students who returned to Texas public school by the time districts submitted their final fall enrollment data in mid-January were not reported as dropouts. Since 2005-06, students must have returned during the period of time between the first day of school and the last Friday in September to be counted as having returned to school. This period is the "school-start window." With the exception of migrant students, students who do not return during the school-start window are counted as dropouts. Migrant students who return by mid-January are not counted as dropouts.

### ***GED Receipt Date***

Prior to adoption of the national dropout definition, students who left Texas public school and earned GED certificates by March 1 of the following school year were counted as GED recipients. Since 2005-06, students who leave school to attend GED programs have been counted as GED recipients if they receive their certificates by August 31. This is the same date by which students must receive their high school diplomas to be counted as graduates.

### ***Students Who Enter Alternative Programs***

Prior to adoption of the national dropout definition, students for whom districts had documentation of intent to attend alternative programs were counted as other leavers. Since 2005-06, enrollment in an alternative program has not been available as a leaver code.

### ***Exit-Level Test Failers***

Students first take the exit-level test in Grade 11. Although students may retake the test until they pass, not all students do. Prior to adoption of the national dropout definition, students who completed all coursework requirements for a diploma but left school without passing the exit-level tests were counted as other leavers. Since 2005-06, all students who discontinue school without diplomas or GED certificates have been counted as dropouts.

### ***Previous Dropouts***

Prior to adoption of the national dropout definition, students who dropped out were not included in the dropout count if they had dropped out in previous years. Since 2005-06, students have been counted as dropouts in each year they drop out.

### ***Students Not Eligible for State Foundation School Program Funding***

Some public school students are not eligible for State Foundation School Program (FSP) funding, usually because they are being served fewer than two hours of instruction per day. Prior to adoption of the national dropout definition, students not eligible for FSP funding who left school without valid

reasons were not included in the dropout count. Since 2005-06, no distinctions have been made between students for whom districts are receiving FSP funds and students for whom districts are not receiving FSP funds when including students in the dropout count.

### ***Students With Duplicate Records***

Prior to adoption of the national dropout definition, if two or more districts submitted dropout records for a student and the accountable district could not be determined, the student was removed from the dropout count. Since 2005-06, dropouts with duplicate records have been counted as dropouts for all districts that submit dropout records.

# **Appendix C Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System**

Introduction

General Documentation Requirements

Documentation Requirements  
by LEAVER-REASON-CODE

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

## Introduction

Table C-1 on page 119 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) *2011-2012 Public Education Information Management System Post Addendum Version Data Standards* (TEA, 2012). 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 Person Identification Database (PID) Enrollment Tracking (PET) 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 C-1  
Leaver Reason Codes in the Public Education Information Management System**

| Leaver code                                      | Explanation/clarification and documentation requirements  |
|--|---|
| <b>Graduated or received an out-of-state GED</b> |   |
| 01   | <p><b>Student graduated from a campus in this district or charter</b></p> <p><b>Definition and use:</b> Use for students who meet all high school graduation requirements (which includes passing the exit-level TAAS or TAKS) at any time during the prior school year, including the summer (through August 31) following the close of the prior year.</p> <p>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 graduation requirements in one school year but do not pass the exit-level assessments until a later year, are reported as graduates in the school year in which the exit-level assessments are passed and the diploma is issued.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, successful completion of the exit-level assessments (including testing dates), graduation seal, school official signature, and date of completion.</p> |
| 85   | <p><b>Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.</p>   |
| 86   | <p><b>Student completed the GED outside Texas</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> 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.</p>   |
| 90   | <p><b>Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.</p>  |
| <b>Moved to other educational setting</b>        |   |
| 24   | <p><b>Student withdrew/left school to enter college and is working towards an Associate's or Bachelor's degree</b></p> <p><b>Definition and use:</b> 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&amp;M International University.</p> <p><b>Documentation requirement:</b> Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program.</p>   |

Source: Texas Education Agency (2012).

**continues**

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

| Leaver code | Explanation/clarification and documentation requirements   |
|-------------|--|
|             | <p>A district can document either that at the time of withdrawal the student intended to enter post-secondary education ("intent to enroll in college") or that the student has actually entered a post-secondary educational setting. Therefore, documentation requirements for code 24 are divided into specifications for documentation obtained within 10 days after a student stops attending, and documentation obtained more than 10 days after a student stops attending.</p> <p><b><u>If documentation is obtained within 10 days of the last day the student attended school.</u></b></p> <p>Documentation of intent to enroll in college must be obtained within 10 days of the last day the student attended school. If documentation of intent to enroll in college is not obtained within 10 days, documentation of actual enrollment is required. Acceptable documentation of intent to enroll in college can consist of a written, signed statement from a parent/guardian or qualified student. For example, acceptable documentation of intent to enroll is a copy of the withdrawal form, completed at the time the student stops attending school, and signed and dated by the parent/guardian or qualified student and by an authorized representative of the school district. The withdrawal form must indicate where the student will be enrolling for post-secondary education. The original signature of the parent/guardian or qualified student must appear on the same page of the withdrawal form as the name of the college.</p> <p>Other acceptable documentation of intent to enroll in college is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.</p> <p><b><u>If documentation is not obtained within 10 days of the last day the student attended school.</u></b></p> <p>If documentation of intent to enroll in college is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment in college is required. The following documentation is required to verify enrollment:</p> <p><b><i>Transcript request.</i></b> 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.</p> <p><b><i>Verification by the superintendent or authorized representative of the receiving district.</i></b> 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.</p> <p><b><i>Verification by the superintendent or authorized representative of the sending district.</i></b> Acceptable documentation includes verification by the superintendent or authorized representative that the student has enrolled in college in a program leading to an associate's or bachelor's degree. Acceptable documentation of this type of verification, i.e., first-hand knowledge, includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.</p> |
| 60          | <p><b>Student withdrew from/left school for home schooling</b></p> <p><b>Definition and use:</b> Student was withdrawn from or left school and parent/guardian or qualified student indicates at the time of withdrawal that the student will be home schooled or, when contacted by the district, that the student is being home schooled. The district is not required to obtain evidence that the program being provided meets educational standards.</p> <p><b>Documentation requirement:</b> A district can document either that at the time of withdrawal the student will be home schooled ("intent to enroll in home schooling") or that the student is actually being homeschooled. Therefore, documentation requirements for code 60 are divided into specifications for documentation obtained within 10 days after a student stops attending, and documentation obtained more than 10 days after a student stops attending.</p> <p><b><u>If documentation is obtained within 10 days of the last day the student attended school.</u></b></p> <p>Documentation of intent to enroll in home school must be obtained within 10 days of the last day the student attended school. If documentation of intent to enroll in home school is not obtained within 10 days, documentation of actual enrollment in home schooling is required.</p>   |

Source: Texas Education Agency (2012).

continues

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

| Leaver code | Explanation/clarification and documentation requirements  |
|-------------|---|
|             | <p>Acceptable documentation of intent to be homeschooled can consist of a written, signed statement from a parent/guardian or qualified student that the student will be homeschooled. For example, acceptable documentation of intent to enroll is a copy of the withdrawal form, completed at the time the student quits attending school, and signed and dated by the parent/guardian or qualified student and an authorized representative of the school district. The withdrawal form should indicate that the student will be home schooled. The original signature of the parent/guardian or qualified student must appear on the same page of the withdrawal form as the destination.</p> <p>Other acceptable documentation of intent to enroll is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.</p> <p><b><i>If documentation is not obtained within 10 days of the last day the student attended school.</i></b></p> <p>If documentation of intent to enroll in home school is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required. The following documentation is required to verify enrollment:</p> <p><b><i>Verification by the parent/guardian or qualified student.</i></b> A letter, signed and dated, from the parent/guardian or qualified student stating that the student is being home schooled is acceptable documentation. The letter should indicate the actual date home schooling began.</p> <p><b><i>Verification by the superintendent or authorized representative of the sending district.</i></b> Acceptable documentation includes verification by the superintendent or authorized representative that the child is being home schooled. Acceptable documentation of this type of verification, i.e., first-hand knowledge, includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.</p> |
| 66          | <p><b>Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> 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.</p>   |
| 81<br>82    | <p><b>Student withdrew from/left school to enroll in a private school in Texas</b></p> <p><b>Student withdrew from/left school to enroll in a public or private school outside Texas</b></p> <p><b>Definition and use:</b> Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal, or within 10 days after the last day the student attended school, that the student would be enrolling 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). This code is also used when a student moves from the district without withdrawing but the district receives a records request.</p> <p>If intent to enroll in a private school in Texas or a public or private school outside Texas is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required.</p> <p>If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted.</p> <p>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 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.</p>   |

Source. Texas Education Agency (2012).

continues

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

| Leaver code | Explanation/clarification and documentation requirements  |
|-------------|---|
|             | <p><b>Documentation requirement:</b> A district can document either that, at the time of withdrawal, the student intended to enroll in a private school in Texas or a private or public school outside Texas ("intent to enroll") or that the student has actually enrolled in a private school in Texas or a private or public school outside Texas. Therefore, documentation requirements for codes 81 and 82 are divided into specifications for documentation obtained within 10 days after a student stops attending, and documentation obtained more than 10 days after a student stops attending.</p> <p><b><u>If documentation is obtained within 10 days of the last day the student attended school.</u></b></p> <p>Documentation of intent to enroll in a Texas private school or school out-of-state must be obtained within 10 days of the last day the student attended school. If documentation of intent to enroll in a Texas private school or school out-of-state is not obtained within 10 days, documentation of actual enrollment is required.</p> <p>One type of acceptable documentation of intent to enroll in a Texas private school or school out-of-state is a written, signed statement from a parent/guardian or qualified student of the intention to enroll in one of these educational settings. For example, acceptable documentation of intent to enroll is a copy of the withdrawal form, completed at the time the student quits attending school, and signed and dated by the parent/guardian or qualified student and an authorized representative of the school district. The withdrawal form should indicate where the family is moving and the name of the school the student will be attending. The original signature of the parent/guardian or qualified student must appear on the same page of the withdrawal form as the destination.</p> <p>Other acceptable documentation of intent to enroll is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.</p> <p><b><u>If documentation is not obtained within 10 days of the last day the student attended school.</u></b></p> <p>If documentation of intent to enroll in Texas private school or school out-of-state is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required. The following documentation is required to verify enrollment:</p> <p><b>Transcript request.</b> 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.</p> <p><b>Verification by the superintendent or authorized representative of the receiving district.</b> 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 the school and verifying that the student is enrolled, signed and dated by an authorized representative of the district.</p> <p><b>Verification by the superintendent or authorized representative of the sending district.</b> Acceptable documentation includes verification by the superintendent or authorized representative 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. Acceptable documentation of this type of verification, i.e., first-hand knowledge, includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.</p> |
| 87          | <p><b>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</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> 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.</p>   |

Source: Texas Education Agency (2012).

continues

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

| Leaver code                         | Explanation/clarification and documentation requirements  |
|-------------------------------------|---|
| <b>Withdrawn by school district</b> |   |
| 78                                  | <p><b>Student was expelled under the provisions of TEC §37.007 and cannot return to school</b></p> <p><b>Definition and use:</b> This code may only be used when:</p> <ul style="list-style-type: none"> <li>• the student was expelled under the provisions of TEC §37.007, and</li> <li>• the term of expulsion has not expired or the student's failure to attend school is due to court action.</li> </ul> <p>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).</p> <p><b>Documentation requirement:</b> Due process documentation supporting the expulsion.</p>  |
| 83                                  | <p><b>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.</b></p> <p><b>Definition and use:</b> 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 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.</p> <p>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 <i>Student Attendance Accounting Handbook</i>. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.</p> <p><b>Documentation requirement:</b> 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:</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol> |
| <b>Other reasons</b>                |   |
| 03                                  | <p><b>Student died while enrolled in school or during the summer break after completing the prior school year</b></p> <p><b>Definition and use:</b> Self-explanatory.</p>   |

Source: Texas Education Agency (2012).

**continues**

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

| Leaver code | Explanation/clarification and documentation requirements  |
|-------------|---|
|             | <p><b>Documentation requirement:</b> 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.</p>  |
| 16          | <p><b>Student withdrew from/left school to return to family's home country</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> 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 representative of the school district. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and an authorized representative of the school district. 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 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 representative of the school district.</p> |
| 88          | <p><b>Student was ordered by a court to attend a GED program and has not earned a GED certificate</b></p> <p><b>Definition and use:</b> 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.</p> <p><b>Documentation requirement:</b> 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, under Article 45,054, Code of Criminal Procedure, 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.</p>   |
| 89          | <p><b>Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult</b></p> <p><b>Definition and use:</b> Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.</p> <p><b>Documentation requirement:</b> 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.</p>  |
| 98          | <p><b>Other (reason unknown or not listed above)</b></p> <p><b>Definition and use:</b> 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.</p>   |

Source: Texas Education Agency (2012).

## **Appendix D Supplemental Tables**

Table D-1  
Grade 9 Longitudinal Graduation,  
Completion, and Dropout Rates,  
by Race/Ethnicity, Economic Status, and Gender,  
Texas Public Schools, Classes of 1996 Through 2005

Table D-2  
Grade 7 Longitudinal Graduation,  
Completion, and Dropout Rates,  
by Race/Ethnicity and Economic Status,  
Texas Public Schools, Classes of 1998 Through 2005

Table D-3  
Grade 9 Longitudinal Cohort,  
Texas Public Schools, Classes of 2001 Through 2005

Table D-4  
Students, Dropouts, and  
Annual Dropout Rate, Grades 9-12,  
Charters and Traditional Districts,  
Texas Public Schools, 2010-11

Table D-5  
Grade 9 Longitudinal Graduation and Dropout Rates,  
Charters and Traditional Districts,  
Texas Public Schools, Class of 2011

Table D-1

## Grade 9 Longitudinal Graduation, Completion, 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 <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-------------------------------|--------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                               |        | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>African American</b>       |        |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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     |
| <b>American Indian</b>        |        |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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     |
| <b>Asian/Pacific Islander</b> |        |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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     |
| <b>Hispanic</b>               |        |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>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 D-1 (continued)

## Grade 9 Longitudinal Graduation, Completion, 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 <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|----------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                            |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | 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. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>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 D-1 (continued)

## Grade 9 Longitudinal Graduation, Completion, 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 <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|----------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                            |         | 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     |
| <b>Male</b>                |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| 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     |
| <b>State</b>               |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1996 <sup>b</sup> | 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. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

**Table D-2**  
**Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 1998 Through 2005**

| Class year                    | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-------------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                               |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>African American</b>       |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                 | 31,047  | 22,255    | 71.7     | 3,990     | 12.9     | 996                       | 3.2      | 3,806       | 12.3     | 26,245                                | 84.5     | 27,241  | 87.7     |
| Class of 1999                 | 31,651  | 23,178    | 73.2     | 3,812     | 12.0     | 966                       | 3.1      | 3,695       | 11.7     | 26,990                                | 85.3     | 27,956  | 88.3     |
| Class of 2000                 | 32,536  | 24,504    | 75.3     | 3,589     | 11.0     | 1,088                     | 3.3      | 3,355       | 10.3     | 28,093                                | 86.3     | 29,181  | 89.7     |
| Class of 2001                 | 33,941  | 25,814    | 76.1     | 3,989     | 11.8     | 1,055                     | 3.1      | 3,083       | 9.1      | 29,803                                | 87.8     | 30,858  | 90.9     |
| Class of 2002                 | 35,047  | 27,367    | 78.1     | 4,305     | 12.3     | 862                       | 2.5      | 2,513       | 7.2      | 31,672                                | 90.4     | 32,534  | 92.8     |
| Class of 2003                 | 36,569  | 29,027    | 79.4     | 4,390     | 12.0     | 740                       | 2.0      | 2,412       | 6.6      | 33,417                                | 91.4     | 34,157  | 93.4     |
| Class of 2004                 | 37,509  | 30,414    | 81.1     | 3,986     | 10.6     | 1,163                     | 3.1      | 1,946       | 5.2      | 34,400                                | 91.7     | 35,563  | 94.8     |
| Class of 2005                 | 38,119  | 30,530    | 80.1     | 4,368     | 11.5     | 1,033                     | 2.7      | 2,188       | 5.7      | 34,898                                | 91.6     | 35,931  | 94.3     |
| <b>American Indian</b>        |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                 | 765     | 427       | 55.8     | 238       | 31.1     | 29                        | 3.8      | 71          | 9.3      | 665                                   | 86.9     | 694   | 90.7     |
| Class of 1999                 | 733     | 581       | 79.3     | 59        | 8.0      | 32                        | 4.4      | 61          | 8.3      | 640                                   | 87.3     | 672   | 91.7     |
| Class of 2000                 | 617     | 470       | 76.2     | 48        | 7.8      | 39                        | 6.3      | 60          | 9.7      | 518                                   | 84.0     | 557   | 90.3     |
| Class of 2001                 | 692     | 522       | 75.4     | 63        | 9.1      | 52                        | 7.5      | 55          | 7.9      | 585                                   | 84.5     | 637   | 92.1     |
| Class of 2002                 | 654     | 540       | 82.6     | 46        | 7.0      | 34                        | 5.2      | 34          | 5.2      | 586                                   | 89.6     | 620   | 94.8     |
| Class of 2003                 | 754     | 633       | 84.0     | 54        | 7.2      | 32                        | 4.2      | 35          | 4.6      | 687                                   | 91.1     | 719   | 95.4     |
| Class of 2004                 | 840     | 688       | 81.9     | 57        | 6.8      | 54                        | 6.4      | 41          | 4.9      | 745                                   | 88.7     | 799   | 95.1     |
| Class of 2005                 | 887     | 729       | 82.2     | 53        | 6.0      | 52                        | 5.9      | 53          | 6.0      | 782                                   | 88.2     | 834   | 94.0     |
| <b>Asian/Pacific Islander</b> |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                 | 6,599   | 5,598     | 84.8     | 585       | 8.9      | 120                       | 1.8      | 296         | 4.5      | 6,183                                 | 93.7     | 6,303   | 95.5     |
| Class of 1999                 | 7,027   | 6,105     | 86.9     | 448       | 6.4      | 151                       | 2.1      | 323         | 4.6      | 6,553                                 | 93.3     | 6,704   | 95.4     |
| Class of 2000                 | 7,248   | 6,376     | 88.0     | 414       | 5.7      | 173                       | 2.4      | 285         | 3.9      | 6,790                                 | 93.7     | 6,963   | 96.1     |
| Class of 2001                 | 7,680   | 6,868     | 89.4     | 402       | 5.2      | 143                       | 1.9      | 267         | 3.5      | 7,270                                 | 94.7     | 7,413   | 96.5     |
| Class of 2002                 | 8,101   | 7,310     | 90.2     | 412       | 5.1      | 145                       | 1.8      | 234         | 2.9      | 7,722                                 | 95.3     | 7,867   | 97.1     |
| Class of 2003                 | 8,448   | 7,682     | 90.9     | 464       | 5.5      | 122                       | 1.4      | 180         | 2.1      | 8,146                                 | 96.4     | 8,268   | 97.9     |
| Class of 2004                 | 8,668   | 7,968     | 91.9     | 395       | 4.6      | 139                       | 1.6      | 166         | 1.9      | 8,363                                 | 96.5     | 8,502   | 98.1     |
| Class of 2005                 | 8,829   | 8,119     | 92.0     | 433       | 4.9      | 104                       | 1.2      | 173         | 2.0      | 8,552                                 | 96.9     | 8,656   | 98.0     |
| <b>Hispanic</b>               |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                 | 76,792  | 51,622    | 67.2     | 10,756    | 14.0     | 2,892                     | 3.8      | 11,522      | 15.0     | 62,378                                | 81.2     | 65,270  | 85.0     |
| Class of 1999                 | 81,425  | 55,632    | 68.3     | 11,371    | 14.0     | 2,788                     | 3.4      | 11,634      | 14.3     | 67,003                                | 82.3     | 69,791  | 85.7     |
| Class of 2000                 | 84,058  | 59,793    | 71.1     | 10,722    | 12.8     | 3,368                     | 4.0      | 10,175      | 12.1     | 70,515                                | 83.9     | 73,883  | 87.9     |
| Class of 2001                 | 86,739  | 62,189    | 71.7     | 11,803    | 13.6     | 3,594                     | 4.1      | 9,153       | 10.6     | 73,992                                | 85.3     | 77,586  | 89.4     |
| Class of 2002                 | 89,433  | 66,078    | 73.9     | 12,370    | 13.8     | 3,202                     | 3.6      | 7,783       | 8.7      | 78,448                                | 87.7     | 81,650  | 91.3     |
| Class of 2003                 | 94,482  | 71,307    | 75.5     | 13,146    | 13.9     | 2,648                     | 2.8      | 7,381       | 7.8      | 84,453                                | 89.4     | 87,101  | 92.2     |
| Class of 2004                 | 99,759  | 76,414    | 76.6     | 12,773    | 12.8     | 3,772                     | 3.8      | 6,800       | 6.8      | 89,187                                | 89.4     | 92,959  | 93.2     |
| Class of 2005                 | 101,912 | 77,110    | 75.7     | 13,758    | 13.5     | 3,461                     | 3.4      | 7,583       | 7.4      | 90,868                                | 89.2     | 94,329  | 92.6     |

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

<sup>a</sup>General Educational Development certificate <sup>b</sup>Numbers in cohort for race/ethnicity will not sum to the state total because some student records lacked information on race/ethnicity.

**continues**

**Table D-2 (continued)**

**Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 1998 Through 2005**

| Class year                        | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          | Graduated or continued (Completion I) |          | Graduated, continued, or received GED (Completion II) |          |
|-----------------------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|---------------------------------------|----------|---|----------|
|                                   |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) | Number                                | Rate (%) | Number  | Rate (%) |
| <b>White</b>                      |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                     | 116,579 | 98,155    | 84.2     | 5,989     | 5.1      | 5,581                     | 4.8      | 6,854       | 5.9      | 104,144                               | 89.3     | 109,725   | 94.1     |
| Class of 1999                     | 120,029 | 102,589   | 85.5     | 5,853     | 4.9      | 5,521                     | 4.6      | 6,066       | 5.1      | 108,442                               | 90.3     | 113,963   | 94.9     |
| Class of 2000                     | 121,460 | 104,447   | 86.0     | 5,107     | 4.2      | 6,777                     | 5.6      | 5,129       | 4.2      | 109,554                               | 90.2     | 116,331   | 95.8     |
| Class of 2001                     | 122,356 | 105,323   | 86.1     | 5,540     | 4.5      | 6,964                     | 5.7      | 4,529       | 3.7      | 110,863                               | 90.6     | 117,827   | 96.3     |
| Class of 2002                     | 123,528 | 107,894   | 87.3     | 5,730     | 4.6      | 6,197                     | 5.0      | 3,707       | 3.0      | 113,624                               | 92.0     | 119,821   | 97.0     |
| Class of 2003                     | 125,835 | 111,884   | 88.9     | 5,905     | 4.7      | 5,010                     | 4.0      | 3,036       | 2.4      | 117,789                               | 93.6     | 122,799   | 97.6     |
| Class of 2004                     | 126,401 | 111,777   | 88.4     | 5,524     | 4.4      | 6,560                     | 5.2      | 2,540       | 2.0      | 117,301                               | 92.8     | 123,861   | 98.0     |
| Class of 2005                     | 123,554 | 109,328   | 88.5     | 5,770     | 4.7      | 5,897                     | 4.8      | 2,559       | 2.1      | 115,098                               | 93.2     | 120,995   | 97.9     |
| <b>Economically disadvantaged</b> |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998                     | 66,078  | 44,319    | 67.1     | 8,613     | 13.0     | 2,578                     | 3.9      | 10,568      | 16.0     | 52,932                                | 80.1     | 55,510  | 84.0     |
| Class of 1999                     | 69,848  | 47,745    | 68.4     | 9,120     | 13.1     | 2,648                     | 3.8      | 10,335      | 14.8     | 56,865                                | 81.4     | 59,513  | 85.2     |
| Class of 2000                     | 72,768  | 51,078    | 70.2     | 8,889     | 12.2     | 3,363                     | 4.6      | 9,438       | 13.0     | 59,967                                | 82.4     | 63,330  | 87.0     |
| Class of 2001                     | 76,000  | 53,860    | 70.9     | 10,119    | 13.3     | 3,514                     | 4.6      | 8,507       | 11.2     | 63,979                                | 84.2     | 67,493  | 88.8     |
| Class of 2002                     | 80,607  | 59,023    | 73.2     | 11,076    | 13.7     | 3,172                     | 3.9      | 7,336       | 9.1      | 70,099                                | 87.0     | 73,271  | 90.9     |
| Class of 2003                     | 87,757  | 66,230    | 75.5     | 12,098    | 13.8     | 2,737                     | 3.1      | 6,692       | 7.6      | 78,328                                | 89.3     | 81,065  | 92.4     |
| Class of 2004                     | 95,395  | 72,784    | 76.3     | 12,104    | 12.7     | 4,211                     | 4.4      | 6,296       | 6.6      | 84,888                                | 89.0     | 89,099  | 93.4     |
| Class of 2005                     | 101,233 | 76,214    | 75.3     | 13,505    | 13.3     | 4,129                     | 4.1      | 7,385       | 7.3      | 89,719                                | 88.6     | 93,848  | 92.7     |
| <b>State</b>                      |         |           |          |           |          |                           |          |             |          |                                       |          |   |          |
| Class of 1998 <sup>b</sup>        | 231,976 | 178,057   | 76.8     | 21,558    | 9.3      | 9,623                     | 4.1      | 22,738      | 9.8      | 199,615                               | 86.0     | 209,238   | 90.2     |
| Class of 1999                     | 240,865 | 188,085   | 78.1     | 21,543    | 8.9      | 9,458                     | 3.9      | 21,779      | 9.0      | 209,628                               | 87.0     | 219,086   | 91.0     |
| Class of 2000                     | 245,919 | 195,590   | 79.5     | 19,880    | 8.1      | 11,445                    | 4.7      | 19,004      | 7.7      | 215,470                               | 87.6     | 226,915   | 92.3     |
| Class of 2001                     | 251,408 | 200,716   | 79.8     | 21,797    | 8.7      | 11,808                    | 4.7      | 17,087      | 6.8      | 222,513                               | 88.5     | 234,321   | 93.2     |
| Class of 2002                     | 256,763 | 209,189   | 81.5     | 22,863    | 8.9      | 10,440                    | 4.1      | 14,271      | 5.6      | 232,052                               | 90.4     | 242,492   | 94.4     |
| Class of 2003                     | 266,088 | 220,533   | 82.9     | 23,959    | 9.0      | 8,552                     | 3.2      | 13,044      | 4.9      | 244,492                               | 91.9     | 253,044   | 95.1     |
| Class of 2004                     | 273,177 | 227,261   | 83.2     | 22,735    | 8.3      | 11,688                    | 4.3      | 11,493      | 4.2      | 249,996                               | 91.5     | 261,684   | 95.8     |
| Class of 2005                     | 273,301 | 225,816   | 82.6     | 24,382    | 8.9      | 10,547                    | 3.9      | 12,556      | 4.6      | 250,198                               | 91.5     | 260,745   | 95.4     |

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Numbers in cohort for race/ethnicity will not sum to the state total because some student records lacked information on race/ethnicity.

**Table D-3**  
**Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2001 Through 2005**

| Cohort ending year | Graduated | Continued | Received GED <sup>a</sup> | Dropped out | Other leavers <sup>b</sup> | Data errors           |         |                        | Cohort |
|--------------------|-----------|-----------|---------------------------|-------------|----------------------------|-----------------------|---------|------------------------|--------|
|                    |           |           |                           |             |                            | identification errors | Student | Underreported students |        |
| 2001               | 202,052   | 19,580    | 11,978                    | 15,551      | 63,656                     | 16,129                | 15,169  | 344,115                |        |
| 2002               | 210,381   | 20,415    | 10,525                    | 12,719      | 64,648                     | 18,432                | 10,992  | 348,112                |        |
| 2003               | 222,021   | 20,932    | 8,749                     | 11,869      | 64,162                     | 13,199                | 10,991  | 351,923                |        |
| 2004               | 229,133   | 19,826    | 11,445                    | 10,507      | 60,527                     | 7,563                 | 9,038   | 348,039                |        |
| 2005               | 227,755   | 21,434    | 10,379                    | 11,650      | 65,511                     | 4,128                 | 8,527   | 349,384                |        |

Note. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Results for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to results for prior or later classes.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Other leavers are students who left the Texas public school system for reasons other than graduating, receiving GEDs, or dropping out. For more information on other leavers, see Table C-1 in Appendix C.

**Table D-4**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, Charters and Traditional Districts, Texas Public Schools, 2010-11**

| Group                 | Students  |         | Dropouts |         | Annual dropout rate (%) |
|-----------------------|-----------|---------|----------|---------|-------------------------|
|                       | Number    | Percent | Number   | Percent |                         |
| Charters              | 57,166    | 3.9     | 3,838    | 11.7    | 6.7                     |
| Traditional districts | 1,413,551 | 96.1    | 29,018   | 88.3    | 2.1                     |
| State                 | 1,394,523 | 100     | 32,833   | 100     | 2.4                     |

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 D-5**  
**Grade 9 Longitudinal Graduation and Dropout Rates, Charters and Traditional Districts, Texas Public Schools, Class of 2011**

| Group                 | Class   | Graduated |          | Continued |          | Received GED <sup>a</sup> |          | Dropped out |          |
|-----------------------|---------|-----------|----------|-----------|----------|---------------------------|----------|-------------|----------|
|                       |         | Number    | Rate (%) | Number    | Rate (%) | Number                    | Rate (%) | Number      | Rate (%) |
| Charters              | 11,685  | 5,605     | 48.0     | 2,551     | 21.8     | 701                       | 6.0      | 2,828       | 24.2     |
| Traditional districts | 307,903 | 268,957   | 87.4     | 17,206    | 5.6      | 2,755                     | 0.9      | 18,985      | 6.2      |
| State                 | 319,588 | 274,562   | 85.9     | 19,757    | 6.2      | 3,456                     | 1.1      | 21,813      | 6.8      |

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

<sup>a</sup>General Educational Development certificate.



**Appendix E**  
**Student Characteristic and**  
**Program Participation Data**  
**in Annual Dropout Rates**  
**and Longitudinal Graduation,**  
**Completion, and Dropout Rates**

Introduction

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

## Introduction

### Overview

Table E-1 on page 136 specifies the criteria the Texas Education Agency (TEA) applies to the data elements used to calculate annual dropout rates and longitudinal graduation, completion, 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 Public Education Information Management System (PEIMS). The table also identifies, when applicable, the PEIMS records through which the data elements are submitted. Refer to the *PEIMS Data Standards*, published annually by TEA, for a detailed description of the data elements in Table E-1 (TEA, 2012).

### 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, Completion, and Dropout Rates

Calculating longitudinal four-year rates requires tracking a cohort of students from the time they enter Grade 9 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. Depending on the definition of a completer, the completion rate is the number of students who graduate or continue in school after the class graduates divided by the total number of students in the cohort who have final statuses. The rate may also include students who receive General Educational Development (GED) certificates. The longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class.

Attendance data from PEIMS are used to build each cohort of students for the completion rate. 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 2007-08 make up the



class of 2011 Grade 9 cohort. Students who did not attend Grade 9 in Texas public school 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 through the four or more years of the cohort. Students in the class of 2011 were tracked into the fall semester following their anticipated graduation date of spring 2011. Students in previous cohorts were tracked into the fall semester one or more years following their anticipated graduation date. Students who left the Texas public school system during the time period covered for reasons other than graduating, receiving GEDs, or dropping out were removed from the cohort.

Any student for whom one of these designated outcomes could be determined was counted in the class: graduate, continuer, GED recipient, and dropout. 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 removed from the status counts.

A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Demographic characteristics and program participation are 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 2010-11 and was identified as a migrant that year, the student is included in graduation, completion, or dropout rate calculations for migrant students.

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.

$$\frac{\text{graduates reported as migrants on last records of attendance}}{\text{graduates + continuers + GED recipients + dropouts reported as migrants on last records of attendance}}$$

Through the TEA Secure Environment (TEASE), 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 E-1  
Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation, Completion, and Dropout Rate Calculations**

| Data element                                    | Data type              | Source and criteria   |
|---|------------------------|---|
| At-risk   | Student characteristic | <b>Data source.</b> Public Education Information Management System (PEIMS) fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as "1" for the At-Risk Indicator Code.  |
| Bilingual or English as a second language (ESL) | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "1" for the Bilingual Indicator Code, "2," "3," "4," or "5" for the Bilingual Program Type Code, "1" for the ESL Indicator 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               | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "2" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.  |
| Transitional bilingual/late exit                | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "3" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.  |
| Dual language immersion/two-way                 | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "4" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.  |
| Dual language immersion/one-way                 | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "5" for the Bilingual Program Type Code and (b) "1" for the LEP Indicator Code.  |
| ESL content-based                               | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "2" for the ESL Program Type Code and (b) "1" for the LEP Indicator Code.  |
| ESL pull-out                                    | Instructional program  | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as: (a) "3" for the ESL Program Type Code and (b) "1" for the LEP Indicator Code.  |
| Career and technical education                  | Instructional program  | <b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 101-Demographic record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 101-Demographic record.<br><b>Criteria.</b> Student coded as "2" or "3" for the Career and Technology Ed Indicator Code.                  |
| Economically disadvantaged                      | Student characteristic | <b>Data source.</b> For students enrolled in the 2010-11 school year, PEIMS summer collection (Submission 3) on the 101-Demographic record. Otherwise, PEIMS fall collection (Submission 1) on the 101-Demographic record.<br><b>Criteria.</b> Student coded as "01," "02," or "99" for the Economic Disadvantage Code.   |
| Gifted and talented                             | Instructional program  | <b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 400-Basic Attendance and 500-Flexible Attendance records. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as "1" for the Gifted Talented Indicator Code. |
| Immigrant                                       | Student characteristic | <b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.<br><b>Criteria.</b> Student coded as "1" for the Immigrant Indicator Code.   |

**continues**

**Table E-1 (continued)**  
**Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation, Completion, and Dropout Rate Calculations**

| Data element               | Data type              | Source and criteria  |
|----------------------------|------------------------|--|
| Limited English proficient | Student characteristic | <p><b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 400-Basic Attendance and 500-Flexible Attendance records. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria.</b> Student coded as "1" for the LEP Indicator Code.</p>   |
| Migrant                    | Student characteristic | <p><b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 101-Demographic record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 101-Demographic record.</p> <p><b>Criteria.</b> Student coded as "1" for the Migrant Indicator Code.</p>  |
| Overage                    | Student characteristic | <p><b>Data source.</b> PEIMS summer collection (Submission 3) on the 400-Basic Attendance and 500-Flexible Attendance records.</p> <p><b>Criteria.</b> For each district attended, the highest grade in the last six weeks is used. The Texas Education Agency (TEA) calculates a student's age based on September 1 of the school year in question.</p>   |
| Special education          | Instructional program  | <p><b>Data source.</b> PEIMS summer collection (Submission 3) on either the 400-Basic Attendance or 405-Special Education Attendance record and either the 500-Flexible Attendance or 505-Special Education Flexible Attendance record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria.</b> (a) a 405-Special Education Attendance record submission; (b) a 400-Attendance record submission where Total Elig Sp Ed Mainstream Days Present is greater than 0; (c) a 505-Special Education Attendance record submission; (d) a 500-Attendance record 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 110 enrollment record.</p> |
| Title I                    | Instructional program  | <p><b>Data source.</b> PEIMS summer collection (Submission 3) on the 461-Title I, Part A, record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria:</b> Any 461-Title I, Part A, attendance record submission or student coded as "A," "6," "7," or "9" on the Title I, Part A, Indicator Code on the 110-Enrollment record.</p>   |



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# Compliance Statement

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

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

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

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

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

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

## **Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.**

The Texas Education Agency shall comply fully with the nondiscrimination provisions of all federal and state laws, rules, and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any educational programs or activities which it operates on the grounds of race, religion, color, national origin, sex, disability, age, or veteran status (except where age, sex, or disability constitutes a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency is an Equal Opportunity/Affirmative Action employer.







**Texas Education Agency  
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