

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2021**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
<b>Enrollment</b>													
18	50,000 and over	103,671	6,964	9.5	9.7	1.3	7.9	6.2	3.3	4.8	14.8	10.1	6.7
36	25,000 to 49,999	94,478	4,286	5.6	10.1	1.4	5.5	6.6	2.5	4.0	9.4	7.5	4.5
62	10,000 to 24,999	70,276	2,645	5.3	5.7	0.9	4.2	2.5	2.7	3.8	6.9	6.8	3.8
74	5,000 to 9,999	39,771	2,115	6.8	6.7	1.1	5.9	6.5	4.0	7.0	8.8	7.9	5.3
91	3,000 to 4,999	26,857	2,471	22.0	5.7	3.1	10.7	7.7	3.9	9.6	20.3	10.3	9.2
130	1,600 to 2,999	19,968	1,257	8.5	13.7	3.4	8.1	9.1	4.0	5.7	9.6	8.4	6.3
141	1,000 to 1,599	12,553	430	6.6	1.2	0.8	4.1	0.0	2.5	4.3	7.2	4.4	3.4
209	500 to 999	11,124	442	8.6	4.9	12.3	5.5	14.3	2.1	2.3	16.6	4.7	4.0
313	Under 500	7,300	429	16.2	3.6	1.1	8.1	0.0	2.8	0.9	10.5	5.8	5.9
<b>TEA District Type</b>													
11	Major Urban	64,435	5,657	12.5	14.3	3.5	8.9	10.5	5.5	7.1	15.7	12.7	8.8
74	Major Suburban	123,830	5,262	5.3	8.0	1.0	5.6	2.9	2.3	3.3	10.5	6.7	4.2
32	Other Central City	58,741	2,517	6.7	6.0	0.9	5.0	5.4	2.6	4.1	8.6	7.4	4.3
150	Other Central City Suburban	61,768	2,207	5.5	7.0	0.7	3.9	7.4	2.8	4.0	6.6	6.1	3.6
54	Independent Town	16,056	802	6.4	7.6	1.2	5.5	3.4	3.9	7.8	7.2	7.4	5.0
25	Non-metropolitan Fast Growing	2,561	85	3.4	0.0	0.0	5.1	0.0	2.6	1.5	6.5	6.4	3.3
200	Non-metropolitan Stable	25,546	873	4.6	4.3	1.0	3.9	0.0	2.7	4.4	7.2	5.8	3.4
427	Rural	12,578	248	3.4	6.0	0.0	2.5	0.0	1.6	0.0	3.6	3.2	2.0
101	Charters	20,483	3,388	25.5	11.5	5.0	15.6	13.6	13.7	18.8	19.3	16.8	16.5
<b>NCES District Type</b>													
86	City-Large	109,732	9,658	13.4	14.2	3.2	9.0	8.8	5.3	8.8	15.3	11.7	8.8
28	City-Midsize	34,167	2,318	10.2	8.3	1.8	7.0	8.4	5.0	7.0	10.2	10.1	6.8
25	City-Small	18,954	783	6.7	4.4	0.8	4.5	7.7	2.8	3.5	7.9	6.3	4.1
91	Suburban-Large	121,448	4,635	5.0	5.9	0.6	5.1	2.5	2.0	2.6	9.4	6.5	3.8
28	Suburban-Midsize	11,270	449	6.7	4.0	0.0	3.9	16.1	3.5	4.8	8.3	5.8	4.0
5	Suburban-Small	2,073	102	7.5	8.3	0.0	7.4	0.0	2.7	4.2	6.7	5.3	4.9
32	Town-Fringe	7,911	496	10.1	12.5	5.1	6.6	0.0	5.2	6.2	10.0	8.7	6.3
98	Town-Distant	16,252	744	5.5	6.6	0.6	5.1	3.6	3.7	6.1	8.5	6.6	4.6
77	Town-Remote	11,926	470	5.8	11.1	2.9	4.1	0.0	3.1	5.5	6.0	5.6	3.9
122	Rural-Fringe	32,037	927	2.5	5.0	1.1	3.6	0.0	2.3	3.8	6.2	6.0	2.9
281	Rural-Distant	15,096	333	4.5	3.2	1.4	2.7	0.0	1.8	1.6	4.1	4.2	2.2
201	Rural-Remote	5,132	124	4.5	3.7	0.0	2.2	0.0	2.4	1.0	3.3	3.2	2.4
<b>NCES District Type, Charters Separate</b>													
32	City-Large	95,440	7,202	10.5	14.9	2.8	8.1	8.6	4.3	6.5	14.2	11.1	7.5
19	City-Midsize	32,114	1,643	8.4	7.1	1.6	5.1	6.7	3.6	6.2	8.8	8.4	5.1

Note. See notes after table for category descriptions.

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				Afr. Am.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.
21	City-Small	18,779	774	6.7	4.4	0.8	4.6	7.7	2.7	3.5	8.0	6.3	4.1
75	Suburban-Large	118,422	4,468	5.0	5.8	0.6	5.1	2.6	1.9	2.6	9.6	6.4	3.8
26	Suburban-Midsize	11,050	445	6.7	4.0	0.0	4.0	16.1	3.5	4.8	8.8	5.9	4.0
5	Suburban-Small	2,073	102	7.5	8.3	0.0	7.4	0.0	2.7	4.2	6.7	5.3	4.9
31	Town-Fringe	7,885	496	10.2	12.5	5.1	6.6	0.0	5.3	6.2	10.1	8.8	6.3
96	Town-Distant	16,158	730	5.5	6.6	0.6	5.1	3.6	3.6	5.9	8.5	6.6	4.5
75	Town-Remote	11,836	470	5.9	11.3	2.9	4.1	0.0	3.1	5.6	6.2	5.6	4.0
115	Rural-Fringe	31,672	912	2.5	5.1	1.2	3.6	0.0	2.3	3.8	6.2	6.0	2.9
278	Rural-Distant	14,966	291	3.3	3.3	0.0	2.4	0.0	1.6	1.7	3.8	3.8	1.9
200	Rural-Remote	5,120	118	4.5	3.7	0.0	2.1	0.0	2.2	1.0	3.3	3.3	2.3
101	Charters	20,483	3,388	25.5	11.5	5.0	15.6	13.6	13.7	18.8	19.3	16.8	16.5

Property Wealth: Median (\$435,660)

98	Under \$208,619	36,198	1,797	7.2	14.8	1.9	4.9	7.4	4.3	6.5	8.5	7.6	5.0
98	\$208,619 to \$276,328	24,450	1,256	5.8	7.2	1.0	5.4	15.0	4.1	7.6	8.1	7.9	5.1
97	\$276,329 to \$332,919	29,670	1,943	9.7	10.1	4.3	7.2	10.4	3.9	5.9	13.7	9.6	6.5
101	\$332,920 to \$384,348	30,584	1,046	4.1	4.2	1.8	3.8	2.9	2.7	4.6	8.2	5.4	3.4
99	\$384,349 to \$435,659	35,649	1,893	6.3	8.8	1.0	6.5	4.7	3.3	3.4	10.2	8.7	5.3
100	\$435,660 to \$507,939	53,681	2,484	6.7	5.2	1.0	5.3	5.3	3.0	5.2	10.2	7.9	4.6
96	\$507,940 to \$627,450	50,124	1,916	5.7	6.5	1.2	4.8	3.2	2.4	3.5	8.4	6.6	3.8
95	\$627,451 to \$783,646	41,987	1,352	6.0	3.7	0.7	5.2	1.1	1.6	2.3	9.3	5.9	3.2
94	\$783,647 to \$1,127,409	48,399	3,457	10.7	15.6	1.5	9.1	8.3	3.1	5.0	16.1	9.2	7.1
90	Over \$1,127,409	13,741	506	7.9	11.4	0.8	4.7	0.0	2.3	1.8	7.9	6.3	3.7
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Property Wealth: Average (\$551,240)

624	Under \$551,240	237,880	11,660	6.3	7.2	1.4	5.5	6.2	3.3	4.9	9.7	7.9	4.9
344	Over \$551,240	126,603	5,990	8.1	8.6	1.1	6.8	2.9	2.1	3.3	13.0	7.0	4.7
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Property Wealth: Equal Student Groups

36	Under \$147,382	18,621	842	2.7	0.0	0.0	4.6	0.0	2.1	0.0	8.1	7.7	4.5
65	\$147,382 to < \$212,479	17,882	964	7.2	16.3	2.2	5.3	7.5	4.6	6.7	9.4	7.5	5.4
77	\$212,479 to < \$262,032	19,220	1,130	6.9	8.3	1.7	6.0	16.7	4.9	9.4	8.5	9.3	5.9
58	\$262,032 to < \$301,600	17,438	776	6.2	7.1	3.6	4.7	12.5	3.4	4.6	8.5	7.0	4.5
62	\$301,600 to < \$336,683	17,935	1,328	10.3	11.4	2.3	8.4	7.5	3.8	6.6	15.7	10.3	7.4
61	\$336,683 to < \$368,855	17,175	681	4.1	4.5	3.4	4.5	2.9	3.2	6.3	9.7	5.8	4.0
62	\$368,855 to < \$398,158	18,849	520	3.3	4.3	0.4	3.2	0.0	2.3	2.1	5.7	5.1	2.8
40	\$398,158 to < \$417,140	17,772	1,192	9.0	10.8	1.3	7.7	3.7	3.7	4.9	11.9	9.9	6.7
56	\$417,140 to < \$454,556	17,968	783	5.2	7.1	1.2	5.0	4.0	3.3	3.1	8.6	7.5	4.4

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				Afr. Am.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.
43	\$454,556 to < \$485,694	17,340	810	4.4	4.7	1.3	5.2	14.8	3.6	4.8	9.1	7.8	4.7
22	\$485,694 to < \$502,480	17,332	967	9.0	5.0	0.8	6.7	0.0	2.8	5.4	13.2	10.0	5.6
22	\$502,480 to < \$526,296	17,630	546	4.6	4.9	0.6	3.4	0.0	2.3	4.9	5.8	4.9	3.1
17	\$526,296 to < \$546,951	21,710	1,077	6.5	6.2	1.2	6.0	3.8	3.4	3.5	11.0	8.8	5.0
47	\$546,951 to < \$599,434	18,660	495	3.2	7.9	1.0	3.7	3.3	1.9	2.8	6.5	4.5	2.7
38	\$599,434 to < \$651,805	20,128	930	8.0	4.7	2.6	6.2	0.0	2.1	3.7	12.1	7.2	4.6
57	\$651,805 to < \$750,387	17,306	336	3.9	3.3	0.2	3.4	0.0	1.2	1.8	5.5	4.0	1.9
39	\$750,387 to < \$835,797	16,859	501	4.6	1.6	0.1	5.0	5.3	1.8	3.2	7.1	5.8	3.0
22	\$835,797 to < \$894,463	12,242	1,318	13.4	22.2	9.9	11.7	14.3	4.3	7.4	16.4	12.8	10.8
24	\$894,463 to < \$959,485	16,431	1,551	12.1	12.1	2.9	9.6	11.1	7.2	9.9	19.3	12.1	9.4
120	\$959,485 and over	25,985	903	6.2	17.2	0.7	5.2	0.0	2.0	1.8	10.0	5.4	3.5
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Tax: Local Adopted Rate (Avg=1.2391)

214	Under \$1.1101	16,012	769	6.7	6.1	2.4	5.6	0.0	3.6	3.9	10.6	5.7	4.8
251	\$1.1101 to under \$1.2406	80,256	4,071	8.8	8.9	1.6	5.5	7.2	3.2	5.6	11.6	8.2	5.1
251	\$1.2406 to under \$1.3535	136,099	7,714	8.3	9.6	1.3	7.0	4.7	2.9	4.6	12.2	8.7	5.7
252	\$1.3535 and over	132,116	5,096	4.9	5.8	1.0	4.8	4.3	2.3	3.2	8.3	6.4	3.9
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Tax: Local M & O Rates (Avg=1.0172)

400	Under \$0.9701	160,506	7,254	6.7	7.8	1.1	5.4	3.9	2.8	4.2	10.6	7.3	4.5
285	\$0.9701 to \$1.0683	113,597	5,306	7.0	7.3	1.1	5.7	2.8	2.5	4.7	10.4	7.7	4.7
283	\$1.0684 and over	90,380	5,090	7.2	8.0	1.9	6.5	11.2	3.1	3.7	11.5	8.0	5.6
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Highest Property Value

498	Residential	312,519	14,788	6.6	7.5	1.2	5.8	5.3	2.6	3.9	10.7	7.7	4.7
16	Land	245	5	0.0	0.0	0.0	3.1	0.0	1.0	0.0	13.3	0.0	2.0
87	Oil and gas	4,711	163	5.7	12.5	0.0	3.4	0.0	3.3	0.0	5.6	4.7	3.5
367	Business	47,008	2,694	8.8	8.2	0.9	6.2	4.6	3.8	7.0	12.0	7.5	5.7
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8

Small and Mid-sized District Allotment (Avg=\$1,165,836)

166	No small and mid-sized district allotment	293,939	15,324	7.2	8.1	1.2	6.2	5.7	2.9	4.4	11.4	8.3	5.2
163	Under \$617,883	11,966	906	13.1	7.8	3.3	8.5	6.3	4.9	5.7	14.0	8.2	7.6
246	\$617,883 to under \$937,825	28,488	1,154	5.6	5.5	0.3	4.6	5.3	3.3	4.1	7.6	5.4	4.1

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				Afr. Am.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.
248	\$937,825 to under \$1,340,139	22,242	1,259	8.1	9.9	3.8	7.7	8.0	3.3	4.5	9.5	7.6	5.7
251	\$1,340,139 and over	29,363	2,396	19.3	5.4	3.9	9.2	0.0	3.4	10.4	15.5	8.7	8.2

**Operating Cost Per Student  
(Avg=\$10,638)**

197	Under \$10,109	143,068	5,558	5.2	5.8	0.9	5.1	5.1	2.6	3.8	8.2	6.9	3.9
215	\$10,109 to \$11,153	121,644	6,524	7.4	6.5	1.3	6.4	5.7	3.1	4.5	11.8	8.1	5.4
227	\$11,154 to \$12,313	77,841	5,086	9.9	15.9	2.8	6.7	9.2	4.0	7.3	12.5	8.9	6.5
229	\$12,314 to \$14,159	36,687	3,491	20.3	8.0	6.6	9.0	0.0	5.1	12.5	14.2	10.7	9.5
206	Over \$14,159	6,758	380	15.3	7.7	0.0	5.7	0.0	3.7	2.3	11.8	6.2	5.6

**Education Service Center Regions**

42	I Edinburg	30,684	1,382	8.5	11.1	0.0	4.5	0.0	4.5	0.0	9.0	6.2	4.5
35	II Corpus Christi	6,864	426	6.0	15.4	0.9	6.8	0.0	4.7	2.8	10.1	9.6	6.2
32	III Victoria	3,761	163	5.7	0.0	1.9	4.1		4.6	1.7	5.4	7.4	4.3
62	IV Houston	87,973	5,200	8.1	10.6	1.3	6.9	3.7	3.5	4.5	14.5	8.4	5.9
35	V Beaumont	5,460	373	10.0	8.8	1.9	9.6	20.0	4.1	11.8	18.0	7.9	6.8
56	VI Huntsville	14,665	586	6.2	11.5	0.8	4.7	13.0	3.1	3.8	8.6	6.0	4.0
97	VII Kilgore	12,643	538	5.1	11.9	1.4	4.5	0.0	3.8	4.8	5.7	7.2	4.3
41	VIII Mt Pleasant	3,837	175	6.5	0.0	0.0	5.3	0.0	3.5	9.0	3.6	6.0	4.6
36	IX Wichita Falls	2,454	48	2.8	0.0	2.3	2.2	0.0	1.7	3.1	2.9	3.2	2.0
101	X Richardson	63,872	4,557	10.4	5.4	1.2	9.9	4.1	2.4	5.2	14.9	9.6	7.1
79	XI Fort Worth	44,943	2,403	7.7	8.7	1.4	7.2	2.3	3.3	5.7	10.6	8.6	5.3
76	XII Waco	11,819	656	8.5	6.8	0.7	5.6	7.8	4.0	7.5	8.0	8.5	5.6
62	XIII Austin	27,359	1,225	6.2	3.6	1.1	6.3	10.0	2.7	3.0	11.3	8.4	4.5
43	XIV Abilene	3,530	128	8.1	7.7	3.4	4.1	0.0	2.8	3.0	5.0	7.2	3.6
43	XV San Angelo	3,359	158	7.7	0.0	3.3	6.2	0.0	1.8	7.3	12.5	6.5	4.7
55	XVI Amarillo	5,632	221	12.0	2.8	9.3	3.7	0.0	2.8	6.5	7.8	8.8	3.9
58	XVII Lubbock	5,728	229	9.6	4.8	0.0	4.7	0.0	1.8	4.2	6.5	6.4	4.0
32	XVIII Midland	5,709	471	17.9	25.0	3.0	8.1	33.3	6.8	6.8	13.0	11.9	8.3
16	XIX El Paso	13,611	937	8.1	5.6	4.3	6.8	26.1	7.4	5.6	11.2	12.9	6.9
73	XX San Antonio	34,614	2,742	13.7	11.1	3.2	8.5	3.2	5.2	5.2	13.5	11.7	7.9

**STAAR: Achieved the Approaches Grade Level Standard, %**

2	No students tested	73	59	95.2	0.0	0.0	78.4	0.0	71.4	0.0	85.0	81.8	80.8
195	Under 57.1%	87,882	9,203	13.7	14.3	4.5	9.7	11.0	10.8	14.2	15.6	12.8	10.5
210	57.1% to under 66.0%	107,181	6,482	7.9	10.0	2.4	6.1	7.7	5.1	6.2	10.2	9.0	6.0
239	66.0% to under 73.0%	65,209	2,647	5.3	8.7	2.4	4.6	5.5	3.0	4.6	9.3	6.6	4.1
209	73.0% to under 79.0%	68,741	1,839	3.7	4.1	0.6	3.9	0.8	1.9	2.5	6.8	4.8	2.7

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				Afr. Am.	Amr.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.
219	79.0% and over	56,912	809	2.6	3.2	0.4	2.2	1.4	1.0	1.6	5.4	3.6	1.4
SAT/ACT 2019-20: Participation, %													
309	0% to under 55%	66,311	5,571	12.6	7.8	4.4	9.7	6.6	5.2	8.2	14.9	10.3	8.4
248	55% to under 70%	59,396	2,073	6.1	5.3	0.7	4.0	3.0	2.3	3.9	7.5	5.0	3.5
514	70% and over	260,146	13,282	7.3	8.5	1.2	6.1	5.7	2.7	4.1	11.4	8.1	5.1
3	No graduates	145	113	84.7	0.0	0.0	76.7	0.0	58.3	0.0	78.8	84.6	77.9
SAT/ACT 2019-20: At or Above Criterion, %													
54	None met criterion	1,645	191	17.1	0.0	66.7	11.7	100.0	6.6	15.8	21.1	4.8	11.6
74	Under 10%	17,216	3,073	28.5	14.3	24.1	15.9	14.3	16.1	29.1	20.4	18.0	17.8
223	10% to under 20%	73,609	5,732	10.1	15.4	4.5	7.5	11.5	7.0	8.0	12.6	9.8	7.8
344	20% to under 35%	111,636	6,402	8.3	7.1	2.8	5.9	6.0	4.0	7.2	10.9	8.9	5.7
368	35% and over	181,532	5,440	4.4	5.6	0.7	4.2	3.2	2.0	2.9	7.8	5.6	3.0
11	No test takers	360	201	77.2	0.0	0.0	58.5	0.0	36.3	0.0	68.0	52.2	55.8
Student Density (Avg=18 Students/Sq Mile)													
433	Fewer than 5	18,627	520	4.5	4.7	2.3	3.3	0.0	2.2	1.5	5.9	3.8	2.8
261	5 to fewer than 20	35,224	1,227	4.9	6.0	2.7	3.8	0.0	2.8	4.7	6.8	5.5	3.5
147	20 to fewer than 100	62,662	2,783	5.9	9.2	1.3	5.3	5.7	3.1	4.8	8.7	7.4	4.4
127	100 and over	247,970	13,120	7.3	7.9	1.2	6.4	5.4	2.8	4.2	11.7	8.4	5.3
106	Non-taxing entities	21,515	3,389	25.0	11.1	4.6	14.8	13.0	13.0	17.3	19.1	16.2	15.8
Student Change: 19/20-20/21 (Avg=-2%)													
781	Declining students	318,033	18,919	8.8	8.5	1.5	6.9	6.1	3.3	5.1	12.3	8.6	5.9
151	0% to under 3%	41,727	1,047	3.9	3.3	0.5	3.3	3.2	1.9	2.6	5.9	5.1	2.5
58	3% to under 6%	8,661	248	4.1	0.0	2.5	4.0	6.7	1.5	3.5	11.3	4.0	2.9
43	6% to under 10%	6,530	150	1.8	0.0	0.0	2.9	0.0	1.7	2.6	3.8	4.8	2.3
41	10% and over	11,047	675	9.4	14.9	3.9	5.2	0.0	6.6	8.4	6.0	8.5	6.1
Students: African American, % (Avg=13%)													
802	Under 10%	190,046	7,633	5.6	7.4	1.0	4.9	6.1	2.4	3.2	8.4	6.8	4.0
222	10% to under 30%	172,828	10,227	7.5	7.4	1.4	7.3	4.9	3.6	5.0	12.6	8.7	5.9
36	30% to under 50%	19,349	2,845	13.9	14.0	4.0	18.9	6.5	9.0	11.9	26.4	14.6	14.7
8	50% to under 70%	2,411	283	9.8	11.1	5.9	16.2	0.0	12.3	17.5	26.7	14.5	11.7

Note. See notes after table for category descriptions.

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2021**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
3	70% to under 90%	1,240	41	2.7	0.0	0.0	5.9	0.0	6.7	0.0	12.1	4.4	3.3
3	90% and over	124	10	6.9	0.0	0.0	28.6	0.0	0.0	0.0	100.0	5.6	8.1

Students: Hispanic, % (Avg=53%)

86	Under 10%	5,517	140	4.1	4.3	0.0	2.9	25.0	2.3	2.3	1.8	3.8	2.5
347	10% to under 30%	73,657	1,823	4.1	2.8	0.6	3.8	4.4	1.8	3.0	7.0	5.0	2.5
260	30% to under 50%	115,416	4,573	6.0	6.5	1.1	4.7	3.3	2.7	3.8	8.6	6.4	4.0
185	50% to under 70%	104,609	9,494	12.9	15.3	3.3	9.4	5.9	5.9	9.0	15.9	11.6	9.1
106	70% to under 90%	40,808	2,840	9.8	8.0	2.3	6.8	13.0	6.3	6.3	11.6	10.4	7.0
90	90% and over	45,991	2,169	6.1	17.9	1.4	4.7	20.0	5.9	5.0	8.3	7.2	4.7

Students: White, % (Avg=26%)

159	Under 10%	115,724	9,907	12.9	15.8	4.4	7.8	11.7	10.2	13.4	13.9	10.9	8.6
189	10% to under 30%	118,365	7,189	7.5	10.1	1.4	6.7	6.0	4.8	5.5	10.7	9.1	6.1
223	30% to under 50%	89,940	2,633	3.8	4.6	0.6	3.8	3.3	2.3	3.4	6.4	5.6	2.9
254	50% to under 70%	45,623	1,011	3.1	2.6	0.9	2.9	0.0	1.9	2.8	5.0	4.7	2.2
235	70% to under 90%	15,947	293	3.6	4.0	1.6	1.8	8.3	1.8	2.1	4.9	3.5	1.8
14	90% and over	399	6	20.0	0.0	0.0	0.0	0.0	1.4	0.0	0.0	0.0	1.5

Students: Econ Disad, % (Avg=60%)

16	Under 10%	6,375	39	0.4	0.0	0.3	1.4	0.0	0.5	0.4	4.5	2.3	0.6
74	10% to under 30%	35,839	532	2.2	1.3	0.3	2.7	0.0	1.1	1.8	4.4	4.1	1.5
235	30% to under 50%	94,051	3,002	4.5	5.1	0.8	4.4	2.0	2.2	3.0	8.2	5.7	3.2
395	50% to under 70%	91,976	4,270	6.2	8.5	1.6	5.0	7.1	3.8	5.4	8.5	7.4	4.6
292	70% to under 90%	132,792	9,705	9.3	12.4	3.0	7.1	8.9	6.4	8.1	12.2	9.8	7.3
62	90% and over	24,965	3,491	27.5	14.3	21.7	11.6	6.3	23.9	33.6	17.7	16.1	14.0

Teacher Experience (Avg=11.2 yrs)

223	Under 10.2 years	84,829	7,896	11.5	12.4	3.7	9.6	9.0	6.6	8.9	14.5	11.3	9.3
289	10.2 to under 12.2 years	197,493	9,417	6.8	7.3	1.1	5.9	4.3	2.8	4.3	10.9	7.7	4.8
287	12.2 to under 14.0 years	73,498	2,819	3.9	5.8	0.8	5.3	3.3	2.3	3.3	9.4	6.6	3.8
275	14.0 years and over	30,178	907	10.3	2.2	1.6	3.3	0.0	1.8	1.7	7.0	4.8	3.0

Teacher Salary (Avg=\$57,641)

253	Under \$49,731	20,509	1,236	9.3	9.3	3.8	6.8	2.9	4.5	7.3	9.7	6.5	6.0
277	\$49,731 to under \$52,239	28,972	1,235	6.6	5.2	0.9	5.4	11.4	2.7	5.7	7.8	7.0	4.3
273	\$52,239 to under \$55,714	52,223	2,950	9.0	9.0	2.1	6.5	8.6	3.6	5.0	9.3	7.9	5.6
271	\$55,714 and over	284,294	15,618	8.1	7.7	1.3	6.5	4.6	2.9	4.5	12.1	8.3	5.5

Note. See notes after table for category descriptions.

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2021**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.
Teachers: White, % (Avg=57%)													
50	Under 10%	30,479	1,346	9.1	13.3	0.6	4.3	30.0	6.6	1.8	8.3	7.1	4.4
66	10% to under 30%	67,614	7,162	13.5	15.1	5.2	10.0	9.5	10.8	15.6	17.4	13.0	10.6
59	30% to under 50%	38,744	2,426	8.3	10.7	1.2	6.4	4.2	5.6	5.2	10.4	9.9	6.3
140	50% to under 70%	100,625	5,977	7.4	10.6	1.6	6.6	8.3	4.4	5.3	10.8	8.5	5.9
388	70% to under 90%	121,490	3,401	4.1	3.7	0.6	3.8	1.3	2.1	3.3	6.2	5.4	2.8
371	90% and over	27,046	727	6.0	5.6	2.2	3.3	5.9	2.3	3.2	5.2	4.8	2.7
Teachers with Adv Degrees, % (Avg=25.8%)													
252	Under 14.7%	15,884	534	4.5	7.7	0.5	4.3	0.0	2.2	4.2	7.1	4.4	3.4
276	14.7% to under 20.2%	46,168	1,768	6.2	6.9	4.0	3.6	1.8	3.8	5.2	5.8	6.7	3.8
280	20.2% to under 26.2%	108,070	5,664	8.4	7.0	2.1	5.9	6.4	3.3	4.4	11.2	7.6	5.2
266	26.2% and over	215,876	13,073	8.3	8.4	1.2	7.7	5.9	2.9	5.0	13.1	9.0	6.1
U.S.-Mexico Border Region													
96	Border districts	47,692	2,167	3.9	13.6	1.6	4.5	20.0	5.8	3.8	8.3	7.4	4.5
978	Non-border districts	338,306	18,872	8.1	7.6	1.4	7.0	4.8	3.1	4.8	12.5	8.1	5.6

Note. See notes after table for category descriptions.

# Table Notes

## Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2018 tax year state-certified property values. All data are for the 2020-21 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

## Glossary

**Class.** A class is a subset of a Grade 9 cohort (see **Cohort**) used to calculate longitudinal student status rates. A class consists of members of a Grade 9 cohort less those who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and those who cannot be tracked. A class is identified by the anticipated year of graduation. For example, members of the class of 2021 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2017-18 school year and were expected to have graduated in spring 2021. Students are tracked into the fall following their anticipated graduation. Only students in the cohort to whom final statuses are assigned are included as members of the class. Longitudinal rates are based on the four possible final statuses of students: graduate, continuer, TxCHSE recipient, and dropout. 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. Longitudinal rates for the class of 2021 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort (2017-18 and 2021-22, respectively) or (b) served Grade 12 in the first and fifth years of the cohort. For more information on the calculation of longitudinal rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020-21](#).

**Cohort.** A cohort is defined as the group of Texas public school students who begin Grade 9 for the first time in the same school year plus students who, during the next three school years, enter the Texas public school system in the grade level expected for the cohort. To analyze student progress through high school, a cohort of students is tracked from the time they enter Grade 9 in the Texas public school system until the fall following their anticipated graduation date. 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 2017-18 school year and were anticipated to have graduated in the spring of 2021 were members of the 2021 cohort.

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

**Major Urban.** A district is classified as major urban if: (a) it is located in a county with a population of at least 1,070,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

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

**Other Central City.** A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,069,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county.

**Other Central City Suburban.** A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous



subcategories; (b) it is located in a county with a population of between 100,000 and 1,069,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 879 students.

**Independent Town.** A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 70 percent of the largest district enrollment in the county.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

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

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

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

**Dropout.** A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020-21](#).

**Dropout Rate.** The longitudinal dropout rate is the number of students from a class of beginning ninth graders who dropped out divided by the number of students who graduated, continued in high school, received a Texas Certificate of High School Equivalency (TxCHSE), or dropped out. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2020-21](#).

**Education Service Center Regions.** The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic

boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

**Emergent Bilingual Student/English Learner.** A student is classified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, EB students/ELs are students who were identified as having limited English proficiency at any time while attending Grades 9-12 in Texas public school.

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

**Highest Property Value.** Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

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

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

**Property Wealth: Average, Equal Student Groups, and Median.** Property wealth is used as an indicator of a district's ability to raise local funds on a per-student

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

**Race/Ethnicity.** Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Students classified as having two or more races are referred to as multiracial.

**SAT/ACT 2019-20: At or Above Criterion, Percentage.** Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. The College Board began administering a redesigned version of the SAT in March 2016. Examinees in the class of 2020 took only the

redesigned version of the SAT. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. Beginning with 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

**SAT/ACT 2019-20: Participation, Percentage.** Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

**Small and Mid-sized District Allotment.** Beginning with the 2019-20 school year, small and mid-sized district adjustments were recreated as a stand-alone allotment for small and mid-sized districts. Districts are grouped into four subcategories, each with approximately the same number of districts, based on the small and mid-sized district allotment received. Districts not receiving a small and mid-sized allotment make up a fifth subcategory.

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

**Student Change: 2019-20 – 2020-21.** Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

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

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

reported as Hispanic and identify White as their only race.

**Students: Economically Disadvantaged, Percentage.**

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

**STAAR: Achieved the Approaches Grade Level Standard, Percentage.**

Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year. Although STAAR was administered again in 2021, only 88% of eligible students participated in the assessment, compared to 99% participation in 2019 prior to the COVID-19 pandemic. This participation rate should be taken into consideration when interpreting results.

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

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

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

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

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

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

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