Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
										Rate (%)			
Enrollment													
20	50,000 and over	112,177	7,190	9.1	8.2	1.6	7.9	5.3	2.9	3.9	16.1	10.4	6.4
33	25,000 to 49,999	80,990	4,118	6.3	10.8	2.2	5.6	11.5	3.1	3.2	11.2	8.7	5.1
64	10,000 to 24,999	69,819	2,847	6.1	5.2	0.7	4.8	4.2	2.5	2.4	9.1	7.7	4.1
76	5,000 to 9,999	42,080	3,202	11.2	14.1	2.6	9.1	10.7	4.1	10.5	17.2	9.8	7.6
89	3,000 to 4,999	23,607	901	5.1	3.2	0.6	4.4	0.0	3.1	3.3	8.0	6.2	3.8
132	1,600 to 2,999	19,979	1,261	9.8	9.7	3.5	8.6	25.0	3.6	4.1	13.9	9.3	6.3
142	1,000 to 1,599	12,486	416	6.9	0.0	0.9	4.5	0.0	2.0	5.6	9.4	5.7	3.3
208	500 to 999	11,097	514	11.4	7.1	1.3	6.5	14.3	2.2	4.6	14.2	5.6	4.6
295	Under 500	7,092	422	12.3	8.8	6.9	8.5	0.0	3.0	7.8	13.6	8.2	6.0
TEA District Type													
11	Major Urban	64,345	5,477	12.2	14.3	4.2	8.5	9.8	5.4	6.9	16.2	13.0	8.5
79	Major Suburban	128,607	5,624	5.4	9.5	1.0	5.9	7.7	2.3	2.4	12.8	7.7	4.4
38	Other Central City	58,062	3,067	8.3	2.6	2.4	5.9	6.3	3.2	3.8	11.9	9.4	5.3
164	Other Central City Suburban	56,466	1,810	4.8	5.2	0.8	3.8	8.5	2.3	2.3	7.8	5.8	3.2
67	Independent Town	17,556	920	8.1	3.0	1.3	5.9	0.0	3.6	6.7	10.4	6.9	5.2
28	Non-metropolitan Fast Growing	3,001	63	3.3	0.0	0.0	3.0	0.0	1.3	1.6	8.6	4.6	2.1
166	Non-metropolitan Stable	19,842	611	4.2	1.2	3.3	4.0	0.0	2.1	1.7	10.2	5.5	3.1
417	Rural	12,539	261	2.4	4.7	1.9	3.0	0.0	1.5	1.3	6.0	3.1	2.1
89	Charters	18,909	3,038	23.1	26.7	3.0	14.8	15.8	14.6	27.6	18.2	19.4	16.1
NCES District Type													
81	City-Large	109,039	9,058	12.4	14.8	2.8	8.4	10.7	5.5	9.2	15.5	12.2	8.3
24	City-Midsize	31,634	2,462	12.3	7.9	4.2	8.3	7.8	4.8	5.1	12.7	11.8	7.8
23	City-Small	18,702	946	8.9	3.1	0.8	5.2	3.7	3.6	5.2	11.1	9.0	5.1
92	Suburban-Large	120,515	4,979	5.1	8.7	0.8	5.7	7.0	2.0	2.4	12.4	7.4	4.1
25	Suburban-Midsize	10,571	401	4.9	4.1	1.3	4.0	6.9	3.4	3.3	10.0	6.7	3.8
7	Suburban-Small	2,653	149	10.4	4.2	2.2	7.6	0.0	2.9	0.0	14.4	8.0	5.6
35	Town-Fringe	7,456	331	7.4	0.0	0.0	5.2	0.0	3.5	3.5	10.3	8.0	4.4
98	Town-Distant	16,657	758	7.0	1.5	2.6	5.2	5.3	3.2	4.6	9.2	5.6	4.6
75	Town-Remote	12,207	469	5.8	8.9	3.3	4.1	0.0	2.8	5.7	8.2	5.1	3.8
119	Rural-Fringe	29,304	849	4.6	4.7	0.4	3.6	10.8	2.1	2.5	9.3	6.1	2.9
280	Rural-Distant	15,301	369	4.8	5.3	0.0	3.0	0.0	1.9	2.9	3.7	5.1	2.4
200	Rural-Remote	5,288	100	1.0	3.3	0.0	2.5	0.0	1.6	2.9	6.5	3.0	1.9
NCES District Type, Charters Separate													
31	City-Large	95,624	7,090	10.6	12.1	2.6	7.9	10.8	4.4	5.3	15.1	11.7	7.4
19	City-Midsize	29,669	1,639	9.1	2.8	4.1	5.8	5.7	3.4	3.5	10.5	9.5	5.5

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
19	City-Small	18,308	942	9.1	3.1	1.1	5.2	3.7	3.6	5.4	11.3	9.2	5.1
79	Suburban-Large	118,192	4,833	5.0	8.9	0.8	5.7	7.2	2.0	2.1	12.5	7.4	4.1
24	Suburban-Midsize	10,525	401	4.9	4.3	1.4	4.0	6.9	3.4	3.3	10.1	6.7	3.8
6	Suburban-Small	2,649	147	10.4	4.2	2.2	7.6	0.0	2.7	0.0	14.4	7.3	5.5
34	Town-Fringe	7,413	331	7.5	0.0	0.0	5.2	0.0	3.5	3.5	10.4	8.0	4.5
96	Town-Distant	16,540	750	6.9	1.5	2.6	5.2	5.3	3.2	4.7	9.2	5.6	4.5
73	Town-Remote	12,131	468	5.9	8.9	3.4	4.1	0.0	2.8	5.7	8.3	5.1	3.9
113	Rural-Fringe	28,988	841	4.6	4.8	0.5	3.6	10.8	2.1	2.6	9.3	6.1	2.9
277	Rural-Distant	15,110	298	3.4	5.3	0.0	2.5	0.0	1.6	1.3	3.4	4.0	2.0
199	Rural-Remote	5,269	93	1.0	3.4	0.0	2.4	0.0	1.4	2.9	6.5	2.5	1.8
89	Charters	18,909	3,038	23.1	26.7	3.0	14.8	15.8	14.6	27.6	18.2	19.4	16.1

Property Wealth: Median ($349,377)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
97	Under $169,545	38,879	1,925	6.8	10.5	0.4	5.0	6.1	3.8	2.4	9.9	8.5	5.0
99	$169,545 to $223,471	17,974	784	4.0	6.9	3.3	4.9	4.8	2.8	3.8	8.9	6.2	4.4
98	$223,472 to $272,533	31,600	1,570	5.4	5.5	4.6	5.9	2.0	3.5	2.5	12.9	8.6	5.0
100	$272,534 to $308,173	26,241	1,474	7.2	5.2	2.4	6.7	7.1	2.8	4.2	15.3	8.2	5.6
98	$308,174 to $349,376	37,632	2,023	6.9	17.0	1.3	6.4	18.0	3.1	3.6	13.5	9.2	5.4
96	$349,377 to $412,200	44,932	2,705	8.6	6.3	2.1	7.2	8.6	3.4	6.0	13.4	9.5	6.0
97	$412,201 to $491,980	57,758	1,846	4.7	3.6	0.8	4.2	1.8	2.1	2.0	8.1	6.5	3.2
101	$491,981 to $639,297	48,832	1,539	6.3	3.3	1.1	4.6	6.7	1.7	2.5	10.5	5.6	3.2
92	$639,298 to $934,402	44,258	3,637	11.9	9.3	2.4	9.9	15.6	3.8	5.3	18.6	12.6	8.2
87	Over $934,402	11,403	327	5.0	3.2	1.3	4.0	0.0	1.7	0.7	7.2	5.4	2.9
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Property Wealth: Average ($437,008)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
621	Under $437,008	215,340	11,164	6.9	8.4	2.0	5.9	7.8	3.2	3.8	12.0	8.5	5.2
344	Over $437,008	144,169	6,666	7.6	4.8	1.3	6.4	6.0	2.1	2.8	14.1	7.9	4.6
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Property Wealth: Equal Student Groups

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
40	Under $123,158	18,740	1,025	5.3	0.0	0.0	5.6	0.0	2.7	5.3	11.3	8.7	5.5
54	$123,158 to < $164,221	16,961	721	6.7	12.5	0.0	4.0	5.4	3.8	2.1	7.8	8.4	4.3
81	$164,221 to < $208,918	18,620	897	4.3	6.1	3.9	5.3	8.7	3.3	3.4	8.5	6.6	4.8
71	$208,918 to < $250,173	16,684	697	4.3	3.1	1.4	4.7	3.7	3.5	3.0	9.5	6.6	4.2
48	$250,173 to < $272,534	17,448	939	5.9	8.0	6.4	6.5	0.0	3.2	2.4	14.7	10.5	5.4
69	$272,534 to < $299,260	17,948	1,140	8.0	5.0	2.3	7.2	5.0	3.2	5.1	17.4	8.5	6.4
58	$299,260 to < $316,695	17,703	933	5.5	7.4	1.2	6.8	9.5	3.0	2.6	12.2	9.0	5.3
32	$316,695 to < $329,469	18,862	1,052	7.1	20.4	1.6	6.9	21.4	2.7	4.4	16.0	9.1	5.6
49	$329,469 to < $355,684	16,964	1,041	9.8	7.5	3.3	6.2	6.7	4.2	7.1	12.9	11.5	6.1

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
38	$355,684 to < $378,489	20,110	1,101	7.0	6.8	1.8	6.7	9.1	3.3	4.9	13.4	7.6	5.5
52	$378,489 to < $413,609	17,615	939	9.6	5.3	1.1	6.8	12.5	2.8	5.3	10.1	9.1	5.3
34	$413,609 to < $442,675	18,410	746	6.5	4.7	0.8	4.9	0.0	2.9	2.3	9.5	6.8	4.1
17	$442,675 to < $456,961	19,638	581	3.9	3.9	0.8	3.7	0.0	1.8	1.9	5.6	7.0	3.0
37	$456,961 to < $484,748	19,063	510	3.8	2.2	0.7	4.2	4.0	1.5	1.6	9.0	5.9	2.7
31	$484,748 to < $525,460	17,702	544	6.9	3.1	1.1	4.8	15.2	1.3	2.1	13.4	4.7	3.1
59	$525,460 to < $606,813	17,971	643	6.5	2.7	0.5	4.8	2.6	2.0	3.1	9.5	6.6	3.6
16	$606,813 to < $639,298	13,409	357	4.2	4.4	1.3	4.0	0.0	1.7	2.6	8.6	5.3	2.7
45	$639,298 to < $741,925	16,518	1,217	10.2	12.1	4.8	8.2	22.2	2.7	6.3	14.6	11.6	7.4
11	$741,925 to < $786,525	15,955	2,047	14.8	15.0	6.4	13.1	18.8	10.3	9.8	25.6	17.9	12.8
123	$786,525 and over	23,188	700	5.1	1.4	0.7	5.0	0.0	1.6	1.5	11.2	5.5	3.0
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Tax: Local Adopted Rate (Avg=1.3054)

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
232	Under $1.1701	23,083	1,164	8.2	5.3	2.8	5.7	6.5	3.3	4.6	10.9	7.7	5.0
227	$1.1701 to under $1.3050	88,309	5,504	10.6	6.6	3.8	6.8	8.5	3.2	4.2	14.7	9.9	6.2
254	$1.3050 to under $1.4272	113,609	6,194	7.9	7.5	1.7	6.6	5.5	3.1	4.0	14.2	8.9	5.5
252	$1.4272 and over	134,508	4,968	4.8	7.2	0.7	5.0	7.6	2.0	2.2	9.6	6.7	3.7
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Tax: Local M & O Rates (Avg=1.0945)

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
450	Under $1.0401	174,521	7,999	7.1	7.1	1.3	5.7	7.6	2.6	3.1	12.8	7.8	4.6
123	$1.0401 to $1.1694	87,305	5,520	8.7	9.4	2.4	7.5	9.3	3.1	4.3	15.0	10.1	6.3
392	$1.1695 and over	97,683	4,311	5.7	5.4	0.9	5.3	4.0	2.6	3.0	10.1	7.4	4.4
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Highest Property Value

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
489	Residential	300,862	14,271	6.8	7.1	1.5	5.9	6.6	2.6	3.2	12.4	8.3	4.7
23	Land	309	3	0.0	0.0	0.0	1.9	0.0	0.0	0.0	0.0	2.3	1.0
57	Oil and gas	3,235	90	4.2	0.0	0.0	3.6	0.0	1.1	0.0	7.1	3.6	2.8
396	Business	55,103	3,466	9.5	7.3	2.4	7.1	10.3	3.6	4.2	14.7	8.3	6.3
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3

Small/Sparse Adjustment (Avg=26.2%)

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
165	No small/sparse adjustment	287,863	15,529	7.6	8.4	1.6	6.4	7.4	2.9	3.4	13.2	9.1	5.4
258	Under 15.0%	50,428	1,809	4.7	3.1	1.9	4.3	7.5	2.7	3.2	8.1	5.8	3.6
170	15.0% to under 23.9%	25,441	3,212	21.0	19.5	2.8	13.1	7.5	7.6	20.8	17.7	15.6	12.6
253	23.9% to under 38.0%	11,197	229	2.7	3.3	2.0	2.9	0.0	1.5	0.9	6.6	2.9	2.0
213	38.0% and over	4,398	92	2.2	5.0	0.0	2.9	0.0	1.4	3.1	8.2	3.4	2.1

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Afr. Amr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Cost of Education Index (Median=1.06)													
129	Under 1.04	20,659	3,065	22.8	24.2	3.0	14.4	14.3	10.6	25.3	18.0	17.7	14.8
231	1.04 to under 1.06	13,444	222	2.2	1.5	3.7	1.7	0.0	1.5	2.8	4.0	3.8	1.7
243	1.06 to under 1.08	23,025	779	5.5	5.1	0.8	4.1	5.4	2.6	3.1	10.3	4.9	3.4
249	1.08 to under 1.11	63,567	2,021	5.4	2.7	0.8	4.1	5.2	2.1	2.1	7.1	6.6	3.2
207	1.11 and over	258,632	14,784	7.7	9.0	1.7	6.6	8.3	3.2	3.8	13.5	9.4	5.7
Operating Cost Per Student (Avg=$9,641)													
182	Under $9,027	100,153	3,861	6.1	4.5	0.6	5.5	5.5	2.3	2.9	9.5	7.2	3.9
211	$9,027 to $9,815	108,273	4,893	6.4	6.6	1.9	5.3	6.7	3.1	3.9	10.8	7.8	4.5
222	$9,816 to $10,680	111,668	7,695	9.8	11.8	2.5	7.4	11.4	3.9	5.0	15.3	10.3	6.9
229	$10,681 to $12,349	46,641	3,487	13.1	17.4	2.8	7.5	4.8	4.0	13.1	14.2	9.6	7.5
215	Over $12,349	12,592	935	13.2	6.8	2.1	8.1	10.0	3.6	7.8	13.9	11.1	7.4
Education Service Center Regions													
41	I Edinburg	30,656	1,290	3.1	12.5	0.0	4.2	0.0	3.9	3.7	9.5	7.3	4.2
36	II Corpus Christi	7,633	468	8.4	0.0	2.8	6.7	20.0	4.3	3.3	6.6	9.7	6.1
32	III Victoria	3,751	154	8.9	0.0	0.0	5.3	0.0	1.3	3.4	8.8	6.3	4.1
60	IV Houston	84,132	5,565	8.4	12.0	1.4	8.1	11.5	3.6	3.6	18.2	10.4	6.6
35	V Beaumont	5,609	401	11.2	7.4	5.0	9.5	0.0	4.3	5.4	21.2	9.7	7.1
56	VI Huntsville	14,139	663	8.5	1.5	1.3	5.5	5.6	3.4	5.7	11.6	8.6	4.7
95	VII Kilgore	11,793	471	6.1	2.0	3.8	3.9	7.7	3.4	5.0	7.5	6.4	4.0
40	VIII Mt Pleasant	3,698	102	4.5	4.0	0.0	1.1	0.0	2.8	4.4	2.2	5.6	2.8
36	IX Wichita Falls	2,465	33	1.2	0.0	1.9	1.2	0.0	1.4	0.9	1.2	2.6	1.3
99	X Richardson	61,851	3,943	9.0	10.9	1.4	8.5	15.3	2.5	8.0	14.6	9.0	6.4
77	XI Fort Worth	43,685	2,042	6.8	5.3	1.6	6.2	3.4	3.1	4.7	11.1	8.1	4.7
76	XII Waco	11,582	546	7.8	1.9	0.4	5.7	5.4	2.9	2.0	10.8	7.0	4.7
61	XIII Austin	26,800	802	4.5	7.7	0.9	4.1	5.6	1.6	1.8	7.2	6.4	3.0
43	XIV Abilene	3,188	110	8.6	7.7	0.0	5.1	0.0	2.0	2.4	4.4	7.9	3.5
42	XV San Angelo	3,332	133	7.2	0.0	0.0	5.3	33.3	2.0	4.8	9.0	5.3	4.0
56	XVI Amarillo	5,636	240	7.7	3.0	20.6	4.7	0.0	2.3	3.8	19.2	7.5	4.3
57	XVII Lubbock	5,568	203	9.4	0.0	0.0	4.4	0.0	1.6	2.0	8.5	5.4	3.6
32	XVIII Midland	5,757	526	16.7	0.0	9.3	9.4	12.5	7.3	5.6	15.9	11.4	9.1
16	XIX El Paso	13,796	819	8.1	7.7	3.7	5.9	8.7	6.2	8.3	10.8	10.9	5.9
69	XX San Antonio	34,256	2,360	10.9	18.9	1.4	7.6	3.6	3.9	3.8	12.1	11.1	6.9

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi- racial	EL	Spec. ed.	All students
								Rate (%)					
STAAR: Achieved the Approaches Grade Level Standard, %													
0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
213	Under 69.1%	54,152	6,619	16.3	20.0	7.9	11.9	25.8	8.9	17.5	19.9	14.8	12.2
190	69.1% to under 74.0%	81,976	6,542	9.5	12.4	3.5	8.5	8.4	5.6	6.0	16.2	11.0	8.0
238	74.0% to under 79.0%	81,454	3,674	4.6	6.2	2.6	5.3	2.9	3.0	2.8	10.9	8.1	4.5
233	79.0% to under 85.0%	98,621	3,159	4.7	4.1	1.1	3.9	6.6	2.0	2.6	8.7	6.3	3.2
185	85.0% and over	63,124	877	2.4	2.2	0.4	2.2	1.5	1.0	1.3	4.5	3.8	1.4
SAT/ACT 2017-18: Participation, %													
362	0% to under 55%	78,053	6,088	13.2	10.4	3.7	8.5	10.6	4.8	9.4	15.0	10.1	7.8
302	55% to under 70%	76,962	2,930	6.2	5.7	1.3	4.4	5.2	2.5	3.5	9.0	6.7	3.8
392	70% and over	224,202	11,776	7.4	8.3	1.5	6.5	7.7	2.5	3.2	13.5	8.9	5.3
3	No graduates	110	77	59.5	100	0.0	75.8	0.0	75.0	100.0	87.1	80.0	70.0
SAT/ACT 2017-18: At or Above Criterion, %													
38	None met criterion	823	54	11.1	0.0	0.0	6.0	0.0	4.7	20.0	2.9	12.2	6.6
62	Under 10%	16,923	2,880	25.5	38.6	19.3	14.7	22.2	21.4	37.9	22.3	18.5	17.0
195	10% to under 20%	63,094	4,886	10.4	14.7	5.9	7.5	21.2	5.9	7.3	13.9	10.4	7.7
322	20% to under 35%	115,999	7,375	8.8	11.1	3.6	6.5	6.6	4.7	5.7	13.4	10.3	6.4
431	35% and over	182,103	5,512	4.8	3.0	0.8	4.2	4.3	1.9	2.3	9.5	6.0	3.0
11	No test takers	385	164	50.0	66.7	40.0	42.9	0.0	33.7	50.0	50.6	46.5	42.6
Student Density (Avg=19 Students/Sq Mile)													
426	Fewer than 5	18,713	490	3.2	1.1	2.6	3.6	0.0	1.7	1.7	7.6	4.0	2.6
265	5 to fewer than 20	36,000	1,303	5.3	5.9	2.2	4.3	4.0	2.6	3.5	10.0	5.3	3.6
147	20 to fewer than 100	60,102	2,652	7.1	3.6	1.9	5.3	12.0	2.9	3.8	10.2	8.3	4.4
127	100 and over	244,694	13,385	7.5	8.7	1.5	6.6	6.5	2.8	3.2	13.5	9.1	5.5
94	Non-taxing entities	19,818	3,041	22.7	26.4	2.7	14.0	13.0	14.0	25.7	18.2	18.9	15.3
Student Change: 17/18-18/19 (Avg=1%)													
506	Declining students	202,199	15,114	10.6	13.7	3.0	8.1	12.4	4.4	7.1	15.7	10.8	7.5
319	0% to under 3%	122,989	4,223	5.5	2.9	0.7	4.2	5.2	2.3	2.7	8.6	6.6	3.4
132	3% to under 6%	39,011	1,091	4.1	3.4	0.4	4.1	1.5	1.6	2.4	7.7	5.7	2.8
57	6% to under 10%	8,151	220	3.8	5.7	1.5	3.8	0.0	1.8	2.0	6.9	4.0	2.7
45	10% and over	6,977	223	5.6	8.0	1.0	3.2	0.0	2.6	3.8	5.6	5.1	3.2

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Students: African American, % (Avg=13%)													
784	Under 10%	190,362	7,743	6.0	3.8	0.9	5.1	4.0	2.3	2.5	9.6	7.3	4.1
227	10% to under 30%	168,917	11,568	8.9	10.3	1.8	8.5	8.2	3.8	6.2	16.0	10.3	6.8
34	30% to under 50%	16,318	1,256	8.3	18.0	2.1	8.7	13.5	5.5	5.2	15.4	10.9	7.7
8	50% to under 70%	2,391	259	9.0	50.0	10.2	16.4	0.0	9.5	5.3	39.1	12.9	10.8
3	70% to under 90%	1,254	42	3.2	0.0	0.0	3.9	0.0	8.7	0.0	2.4	4.6	3.3
3	90% and over	85	3	3.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	3.5
Students: Hispanic, % (Avg=53%)													
91	Under 10%	6,658	169	2.6	0.0	0.0	2.9	0.0	2.6	2.4	3.7	5.0	2.5
348	10% to under 30%	76,673	1,787	4.1	4.1	0.8	3.5	3.8	1.7	2.1	7.9	4.8	2.3
263	30% to under 50%	106,310	4,485	7.0	6.5	1.6	5.0	7.5	2.6	3.9	11.5	7.4	4.2
167	50% to under 70%	101,780	8,965	12.1	16.7	3.2	9.1	11.5	6.1	8.9	16.8	12.5	8.8
109	70% to under 90%	38,051	2,844	9.6	6.7	2.0	7.5	4.0	6.8	4.6	15.1	11.0	7.5
81	90% and over	49,855	2,621	10.9	15.4	1.2	5.2	9.1	6.4	8.3	9.6	8.5	5.3
Students: White, % (Avg=27%)													
149	Under 10%	115,554	10,000	12.3	21.6	4.2	7.9	16.7	11.1	16.4	15.4	12.1	8.7
177	10% to under 30%	109,667	6,769	8.1	7.8	1.4	6.8	8.7	4.5	4.8	12.7	10.2	6.2
222	30% to under 50%	90,926	2,783	4.3	3.3	1.2	4.0	3.3	2.3	2.5	8.1	5.9	3.1
244	50% to under 70%	44,310	936	3.3	3.2	0.7	2.6	3.5	1.8	2.8	5.6	4.4	2.1
255	70% to under 90%	18,556	378	3.7	4.0	0.0	2.3	0.0	2.0	1.6	3.0	4.8	2.0
12	90% and over	314	5	0.0	0.0	0.0	0.0	0.0	1.7	0.0	0.0	6.1	1.6
Students: Econ Disad, % (Avg=61%)													
14	Under 10%	5,027	12	1.9	4.3	0.1	0.3	0.0	0.1	0.0	1.4	0.8	0.2
63	10% to under 30%	35,936	475	1.9	2.5	0.2	2.2	2.9	1.0	1.2	4.0	3.7	1.3
206	30% to under 50%	85,932	2,554	4.3	3.1	1.0	4.3	1.5	1.9	2.2	9.1	6.2	3.0
426	50% to under 70%	98,417	5,129	7.1	5.4	2.0	6.1	7.0	3.7	4.2	11.2	8.6	5.2
291	70% to under 90%	137,174	11,402	11.5	17.5	4.2	7.8	15.0	7.0	12.1	15.7	11.6	8.3
59	90% and over	16,841	1,299	11.8	22.2	0.0	7.4	0.0	11.7	14.0	11.4	10.7	7.7
Teacher Experience (Avg=11.1 yrs)													
214	Under 10.2 years	93,738	8,236	10.8	16.0	2.3	9.3	11.0	5.9	9.5	15.3	11.7	8.8
276	10.2 to under 12.0 years	177,755	8,833	7.1	6.0	1.3	6.2	6.2	2.8	3.4	13.3	8.5	5.0
294	12.0 to under 13.7 years	78,471	2,830	4.5	3.0	2.5	4.8	4.4	2.0	2.4	9.6	6.9	3.6
275	13.7 years and over	29,363	972	6.8	6.6	0.4	3.9	0.0	2.1	3.3	8.7	6.0	3.3

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2019

				Rate (%)									
Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Teacher Salary (Avg=$54,122)													
258	Under $44,542	15,555	690	7.2	9.9	2.3	4.6	5.9	3.7	5.1	6.0	5.5	4.4
267	$44,542 to under $47,630	25,006	1,069	7.0	2.4	2.7	5.6	4.5	2.8	4.5	10.1	6.3	4.3
264	$47,630 to under $51,777	61,764	4,596	13.5	10.2	2.5	8.5	7.0	3.8	8.7	14.6	9.8	7.4
270	$51,777 and over	277,002	14,516	7.3	8.4	1.5	6.3	7.7	2.8	3.4	13.2	9.0	5.2
Teachers: White, % (Avg=58%)													
42	Under 10%	26,499	1,308	8.4	27.3	1.3	4.9	0.0	6.9	4.2	10.3	8.2	4.9
63	10% to under 30%	67,402	7,183	14.5	23.6	4.9	9.7	14.1	12.6	21.5	18.2	14.6	10.7
53	30% to under 50%	34,194	2,129	7.2	19.3	1.6	6.7	15.1	4.6	4.2	13.8	10.3	6.2
127	50% to under 70%	94,030	5,896	7.9	7.7	1.4	6.9	6.0	4.7	5.1	12.2	10.2	6.3
367	70% to under 90%	125,184	3,689	4.6	2.6	1.2	3.9	5.5	2.1	2.5	8.7	5.6	2.9
407	90% and over	32,018	666	4.0	3.8	0.3	2.4	0.0	1.9	2.2	3.2	4.3	2.1
Teachers with Adv Degrees, % (Avg=25.0%)													
236	Under 13.1%	16,198	551	6.0	4.2	2.0	4.0	0.0	2.2	3.2	9.2	5.0	3.4
279	13.1% to under 19.1%	37,565	1,475	6.3	2.6	8.2	4.2	16.1	3.0	3.7	9.1	7.2	3.9
286	19.1% to under 24.9%	102,801	6,213	10.0	8.1	3.3	6.5	9.2	3.6	4.5	14.0	9.3	6.0
258	24.9% and over	222,763	12,632	7.9	9.6	1.2	7.2	6.2	2.8	4.7	13.5	9.1	5.7
U.S.-Mexico Border Region													
96	Border districts	48,577	2,315	7.0	13.5	1.2	4.7	5.7	4.9	6.6	9.8	8.3	4.8
963	Non-border districts	330,750	18,556	8.2	8.0	1.6	7.1	7.4	3.0	4.5	14.1	8.8	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 2016 tax year state-certified property values. All data are for the 2018-19 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

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 2019 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2015-16 school year and were expected to have graduated in spring 2019. 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 2019 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 (2015-16 and 2019-20, 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, 2018-19](#).

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 2015-16 school year and were anticipated to have graduated in the spring of 2019 were members of the 2019 cohort.

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

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

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,020,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a

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

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

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

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

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

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the

criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dropout Rate. The 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, 2018-19](#).

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

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

SAT/ACT 2017-18: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or

both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small/Sparse Adjustment. Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

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

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

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

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

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

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five

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

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

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

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

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

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to report more than one race. White teachers are not

reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

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

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