

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 2020

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.
Enrollment													
20	50,000 and over	113,454	6,867	8.0	7.8	1.4	7.6	7.7	3.1	3.3	15.6	9.2	6.1
34	25,000 to 49,999	82,128	3,571	5.0	11.8	1.5	4.9	5.0	2.9	3.2	9.4	7.3	4.3
65	10,000 to 24,999	70,905	2,491	5.0	7.2	0.5	4.0	1.6	2.4	3.4	7.0	6.1	3.5
74	5,000 to 9,999	40,911	3,266	11.7	8.6	2.4	9.9	5.5	4.0	9.7	17.8	10.0	8.0
90	3,000 to 4,999	23,965	790	4.2	0.0	0.2	3.8	4.5	2.6	5.6	6.1	5.9	3.3
133	1,600 to 2,999	19,849	1,061	7.2	8.9	1.5	7.5	8.3	3.0	5.8	9.9	7.3	5.3
142	1,000 to 1,599	12,442	340	5.8	3.9	0.8	3.6	0.0	1.7	1.5	8.1	3.8	2.7
212	500 to 999	11,268	430	8.9	1.7	4.0	5.2	9.1	2.1	2.2	19.3	4.5	3.8
296	Under 500	6,790	409	18.7	13.6	0.0	9.1	0.0	2.3	2.7	14.3	7.9	6.0
TEA District Type													
11	Major Urban	64,318	5,213	11.4	12.5	5.0	8.0	10.5	5.8	5.5	15.7	11.8	8.1
79	Major Suburban	129,768	5,044	4.5	8.7	0.8	5.4	4.8	2.0	2.6	11.9	6.3	3.9
39	Other Central City	59,446	2,607	6.2	5.9	0.7	4.9	3.4	3.0	4.1	8.8	8.0	4.4
166	Other Central City Suburban	55,621	1,704	5.0	5.1	0.4	3.4	3.3	2.4	3.2	5.9	5.1	3.1
67	Independent Town	17,603	763	5.5	1.8	2.7	5.2	0.0	2.9	5.7	8.6	6.1	4.3
32	Non-metropolitan Fast Growing	2,918	41	2.7	0.0	0.0	1.7	0.0	1.0	3.8	7.8	2.7	1.4
161	Non-metropolitan Stable	19,758	545	3.9	4.0	0.5	3.5	0.0	1.9	2.3	6.6	4.7	2.8
414	Rural	12,485	223	1.3	1.8	0.0	2.8	0.0	1.2	2.0	6.6	3.5	1.8
97	Charters	19,795	3,085	23.5	25.9	2.5	14.5	9.5	13.6	20.1	19.2	16.4	15.6
NCES District Type													
84	City-Large	109,165	8,889	12.4	15.2	3.2	8.2	7.8	5.5	6.7	15.3	11.0	8.1
25	City-Midsize	31,114	2,052	8.6	11.0	1.2	7.4	5.1	4.5	6.8	10.5	9.5	6.6
26	City-Small	21,301	825	7.1	8.2	0.4	4.0	0.0	2.7	3.2	8.3	6.5	3.9
92	Suburban-Large	120,972	4,352	4.2	5.8	0.6	4.9	4.8	2.0	2.5	11.0	6.4	3.6
28	Suburban-Midsize	10,993	374	5.5	0.0	0.4	3.8	6.5	2.5	5.7	6.7	6.4	3.4
5	Suburban-Small	2,060	97	8.5	0.0	2.7	5.3	0.0	4.0	1.6	9.4	10.4	4.7
32	Town-Fringe	7,078	375	9.5	6.9	0.0	5.8	0.0	4.1	5.9	9.6	5.7	5.3
98	Town-Distant	16,537	631	5.3	0.0	1.5	4.5	5.0	2.7	3.8	6.2	5.3	3.8
75	Town-Remote	12,122	405	4.1	11.3	1.8	3.8	0.0	2.1	4.8	6.7	5.0	3.3
123	Rural-Fringe	29,824	798	3.5	3.2	0.9	3.3	2.2	2.0	3.2	6.3	4.6	2.7
279	Rural-Distant	15,370	321	3.5	6.0	1.8	2.8	0.0	1.6	2.1	5.7	4.1	2.1
199	Rural-Remote	5,176	106	1.4	4.5	0.0	3.0	0.0	1.6	1.9	7.0	4.9	2.0
NCES District Type, Charters Separate													
31	City-Large	95,146	6,666	9.8	14.0	3.2	7.4	8.4	4.4	4.2	14.5	10.3	7.0
19	City-Midsize	29,106	1,415	6.7	8.1	1.1	5.3	3.2	3.4	5.3	8.6	7.7	4.9

Note. See notes after table for category descriptions.

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				Afr. Amr.		Pac.		Multi-racial		Spec. ed.	All students		
				Am.	Ind.	Asian	Hisp.	Isl.	White		EL		
22	City-Small	21,132	819	7.2	8.2	0.4	4.0	0.0	2.7	3.2	8.3	6.4	3.9
77	Suburban-Large	118,374	4,230	4.1	5.9	0.6	5.0	4.9	1.9	2.5	11.1	6.4	3.6
25	Suburban-Midsize	10,710	370	5.5	0.0	0.4	3.9	6.5	2.5	5.7	7.4	6.5	3.5
5	Suburban-Small	2,060	97	8.5	0.0	2.7	5.3	0.0	4.0	1.6	9.4	10.4	4.7
31	Town-Fringe	7,045	375	9.5	6.9	0.0	5.8	0.0	4.2	5.9	9.6	5.7	5.3
96	Town-Distant	16,467	623	5.2	0.0	1.5	4.4	5.0	2.7	3.5	6.2	5.3	3.8
73	Town-Remote	12,037	405	4.1	11.3	1.9	3.8	0.0	2.1	4.9	6.8	5.1	3.4
116	Rural-Fringe	29,508	784	3.4	3.2	0.9	3.2	2.2	2.0	3.2	6.2	4.6	2.7
276	Rural-Distant	15,171	253	2.0	4.6	1.8	2.3	0.0	1.3	2.1	5.0	3.1	1.7
198	Rural-Remote	5,161	103	1.4	4.5	0.0	2.9	0.0	1.5	2.0	6.5	5.0	2.0
97	Charters	19,795	3,085	23.5	25.9	2.5	14.5	9.5	13.6	20.1	19.2	16.4	15.6
Property Wealth: Median (\$370,199)													
97	Under \$178,740	35,578	1,475	5.8	12.0	3.2	4.2	3.2	3.1	4.6	7.5	6.9	4.1
97	\$178,740 to \$231,027	20,350	816	4.0	10.0	2.0	4.2	5.0	3.2	8.1	7.3	6.4	4.0
101	\$231,028 to \$286,143	33,411	2,091	8.3	7.6	2.0	7.4	5.5	3.7	6.0	16.3	8.0	6.3
98	\$286,144 to \$322,517	22,857	606	3.0	1.6	1.0	3.1	3.4	1.9	3.5	7.4	4.4	2.7
101	\$322,518 to \$370,198	40,410	1,761	5.0	8.2	1.2	5.1	5.9	2.8	4.4	10.7	7.3	4.4
94	\$370,199 to \$435,117	42,426	2,412	7.6	5.8	2.3	6.7	8.3	3.5	5.0	13.8	9.9	5.7
97	\$435,118 to \$530,739	60,623	1,782	4.0	4.3	0.6	3.8	3.2	2.1	1.7	7.5	5.3	2.9
100	\$530,740 to \$668,755	43,008	1,219	5.1	5.3	0.7	4.2	0.9	1.5	2.1	10.8	5.0	2.8
93	\$668,756 to \$954,095	49,382	3,635	10.2	13.7	2.4	9.4	16.7	3.2	3.8	16.7	10.1	7.4
86	Over \$954,095	12,942	341	5.1	4.3	0.3	4.3	0.0	1.2	0.3	7.5	4.3	2.6
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Property Wealth: Average (\$468,065)													
621	Under \$468,065	214,188	9,819	5.9	6.8	1.5	5.1	5.5	3.0	4.7	10.5	7.4	4.6
343	Over \$468,065	146,799	6,319	6.5	7.7	1.2	6.1	3.8	2.1	2.2	13.1	6.7	4.3
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Property Wealth: Equal Student Groups													
42	Under \$131,514	17,827	814	10.5	0.0	0.0	4.6	0.0	3.9	10.5	8.2	7.4	4.6
55	\$131,514 to < \$178,741	17,751	661	5.5	15.0	3.7	3.6	3.3	3.0	4.2	6.4	6.4	3.7
87	\$178,741 to < \$225,013	18,345	737	3.7	10.6	2.1	4.2	5.3	3.3	8.4	7.5	6.8	4.0
65	\$225,013 to < \$266,163	17,400	797	6.5	7.2	2.0	5.0	6.9	3.5	4.6	10.2	6.2	4.6
51	\$266,163 to < \$288,727	19,165	1,424	8.5	9.1	1.9	8.9	3.4	3.8	7.2	19.0	9.5	7.4
81	\$288,727 to < \$317,442	17,523	437	2.8	0.0	1.2	2.9	0.0	1.9	3.5	7.0	4.6	2.5
51	\$317,442 to < \$337,807	19,260	643	3.4	6.5	1.5	4.1	5.3	2.2	4.2	9.5	4.4	3.3
46	\$337,807 to < \$360,988	16,570	958	7.4	7.1	1.1	7.1	11.5	2.9	5.2	13.6	8.6	5.8
32	\$360,988 to < \$382,055	18,874	746	4.7	7.7	0.8	4.6	0.0	2.6	3.0	11.1	8.5	4.0

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				Afr. Am.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students	
46	\$382,055 to < \$407,429	16,875	1,162	8.6	7.2	5.2	7.6	14.8	4.5	6.7	15.6	11.7	6.9
46	\$407,429 to < \$450,515	17,850	918	7.6	5.3	1.4	6.4	3.8	3.0	4.3	10.8	7.8	5.1
26	\$450,515 to < \$472,586	17,438	538	4.8	3.7	0.6	3.6	11.8	2.0	1.7	8.0	6.5	3.1
17	\$472,586 to < \$483,611	21,146	657	3.4	7.6	1.1	3.6	0.0	2.7	1.2	6.6	5.8	3.1
39	\$483,611 to < \$530,196	19,599	451	3.0	0.0	0.4	3.7	3.6	1.5	1.9	6.8	4.1	2.3
29	\$530,196 to < \$559,445	19,079	523	5.4	6.8	0.9	4.2	1.4	1.4	1.7	12.2	4.8	2.7
56	\$559,445 to < \$636,179	18,913	623	5.3	5.3	0.7	4.7	0.0	1.9	2.6	11.4	5.8	3.3
30	\$636,179 to < \$697,496	13,575	281	3.0	3.6	0.8	3.0	0.0	1.4	1.6	6.1	3.8	2.1
42	\$697,496 to < \$814,022	15,042	1,270	11.5	10.2	12.1	9.9	7.7	2.7	4.1	15.2	11.6	8.4
10	\$814,022 to < \$847,341	16,239	1,845	12.7	22.5	3.3	12.3	40.0	9.0	8.4	22.8	15.1	11.4
113	\$847,341 and over	22,516	653	4.5	12.5	0.4	4.9	0.0	1.3	1.1	9.6	4.7	2.9
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Tax: Local Adopted Rate (Avg=1.3112)													
224	Under \$1.1701	17,896	671	4.6	4.4	1.7	4.4	0.0	2.7	3.2	7.9	5.7	3.7
237	\$1.1701 to under \$1.3141	85,361	4,620	8.4	9.2	2.0	6.1	4.8	3.2	4.0	12.7	8.5	5.4
257	\$1.3141 to under \$1.4301	120,835	5,621	6.9	7.2	1.6	5.6	4.6	2.5	3.9	11.7	7.1	4.7
246	\$1.4301 and over	136,895	5,226	4.7	6.3	0.8	5.0	5.1	2.2	3.0	10.6	6.4	3.8
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Tax: Local M & O Rates (Avg=1.1013)													
382	Under \$1.0401	127,571	5,634	6.3	7.9	1.6	5.4	5.0	2.6	4.1	12.0	7.0	4.4
168	\$1.0401 to \$1.1696	104,621	4,786	6.3	6.7	1.0	5.8	6.5	2.5	2.4	12.5	7.2	4.6
414	\$1.1697 and over	128,795	5,718	5.9	6.5	1.4	5.3	3.2	2.4	3.8	10.4	7.1	4.4
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Highest Property Value													
496	Residential	307,594	13,308	5.9	7.1	1.3	5.3	4.9	2.4	3.4	11.1	7.1	4.3
22	Land	270	1	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.0	0.0	0.4
69	Oil and gas	3,555	82	2.0	0.0	0.0	2.9	0.0	1.3	2.8	5.3	5.0	2.3
377	Business	49,568	2,747	7.6	7.7	1.4	6.5	3.8	3.4	4.1	14.6	7.2	5.5
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Small and Mid-sized District Allotment (Avg=\$1,129,010)													
162	No small and mid-sized district allotment	288,529	14,082	6.4	8.7	1.3	5.8	5.1	2.8	3.4	12.1	7.8	4.9
159	Under \$616,967	11,481	884	13.8	7.9	3.3	8.9	12.5	4.3	6.5	17.6	9.5	7.7
247	\$616,967 to under \$936,515	29,392	914	4.1	3.9	0.6	3.8	0.0	2.3	3.5	6.1	5.1	3.1

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				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
249	\$936,515 to under \$1,343,159	22,590	648	4.4	1.1	1.0	3.7	0.0	2.0	3.9	7.0	5.0	2.9
249	\$1,343,159 and over	29,720	2,697	18.5	10.9	1.6	10.3	2.9	4.2	12.6	16.3	9.4	9.1
Operating Cost Per Student (Avg=\$9,799)													
186	Under \$9,217	117,978	4,148	4.9	5.4	0.5	5.0	3.6	2.3	3.1	8.6	6.1	3.5
219	\$9,217 to \$10,126	125,164	6,785	6.6	8.2	1.6	6.7	8.0	3.2	4.3	15.0	8.0	5.4
222	\$10,127 to \$11,056	98,247	6,176	11.5	10.4	2.6	6.3	3.9	3.6	7.1	12.3	8.8	6.3
227	\$11,057 to \$12,880	33,117	1,731	7.4	13.9	2.4	5.6	0.0	2.7	4.7	9.4	7.4	5.2
212	Over \$12,880	7,206	385	12.8	0.0	0.0	6.1	0.0	3.1	2.8	14.1	7.6	5.3
Education Service Center Regions													
42	I Edinburg	30,656	1,332	9.8	10.0	0.0	4.4	0.0	4.7	0.0	9.1	6.0	4.3
35	II Corpus Christi	7,405	459	13.0	10.0	1.0	6.6	0.0	4.4	3.4	9.6	10.0	6.2
32	III Victoria	3,835	153	6.0	16.7	0.0	4.8	0.0	2.4	1.9	9.9	4.7	4.0
62	IV Houston	86,589	5,280	7.3	13.2	1.1	7.5	11.4	3.7	3.6	17.0	8.9	6.1
35	V Beaumont	5,534	382	9.8	9.4	0.7	10.5	0.0	4.3	8.0	22.1	9.9	6.9
56	VI Huntsville	14,273	597	6.7	3.8	0.6	5.0	0.0	3.2	4.4	8.1	6.2	4.2
95	VII Kilgore	12,412	427	4.5	10.2	1.4	3.5	14.3	3.0	4.1	5.9	4.4	3.4
41	VIII Mt Pleasant	3,848	103	3.4	0.0	0.0	3.2	0.0	2.2	6.1	3.6	7.1	2.7
36	IX Wichita Falls	2,530	35	1.2	0.0	0.0	1.2	0.0	1.5	2.0	1.1	2.2	1.4
100	X Richardson	63,048	4,166	9.5	6.3	1.5	8.9	5.3	2.4	6.1	14.7	8.7	6.6
77	XI Fort Worth	44,321	2,007	7.1	3.3	1.7	5.8	3.4	2.9	4.2	11.0	8.2	4.5
76	XII Waco	11,504	524	7.6	8.7	2.1	5.1	3.9	2.6	5.4	8.0	7.4	4.6
60	XIII Austin	26,883	1,080	5.9	3.2	1.0	5.7	2.9	2.3	2.4	12.9	6.1	4.0
43	XIV Abilene	3,383	108	7.0	0.0	1.4	3.4	0.0	2.3	9.4	4.7	5.4	3.2
42	XV San Angelo	3,238	155	4.3	22.2	3.7	6.2		2.3	5.4	12.2	5.0	4.8
55	XVI Amarillo	5,663	224	9.7	0.0	4.9	4.3	0.0	3.0	3.9	11.7	6.7	4.0
58	XVII Lubbock	5,445	212	8.1	0.0	0.0	4.9	0.0	1.5	3.0	10.8	7.9	3.9
31	XVIII Midland	5,678	521	12.8	27.8	4.6	9.6	0.0	7.4	5.4	14.5	14.8	9.2
16	XIX El Paso	13,520	701	11.8	8.7	2.2	5.1	4.3	5.1	4.8	8.3	10.4	5.2
74	XX San Antonio	34,835	2,422	10.3	17.3	2.0	7.5	3.2	4.9	4.6	13.4	10.8	7.0
STAAR: Achieved the Approaches Grade Level Standard, %													
1,066	No students tested	381,712	19,225	7.3	7.9	1.3	6.0	4.9	2.8	4.2	12.1	7.6	5.0
SAT/ACT 2018-19: Participation, %													
367	0% to under 55%	82,387	5,918	12.4	10.9	2.5	7.7	4.1	4.5	7.5	13.7	9.0	7.2
256	55% to under 70%	70,460	2,258	4.4	5.7	0.8	3.9	3.1	2.0	4.2	8.7	5.3	3.2

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				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
439	70% and over	228,723	10,959	6.6	7.5	1.3	5.9	6.1	2.4	2.9	12.3	7.7	4.8
4	No graduates	142	90	66.7	0.0	0.0	64.3	0.0	33.3	0.0	76.5	41.7	63.4
SAT/ACT 2018-19: At or Above Criterion, %													
57	None met criterion	1,870	150	7.3	40.0	0.0	9.1	0.0	4.7	4.3	5.6	9.6	8.0
69	Under 10%	17,203	2,815	26.4	34.9	16.1	14.0	25.0	19.0	40.0	19.9	16.4	16.4
212	10% to under 20%	72,602	4,989	8.9	9.3	7.0	6.6	9.9	6.6	6.9	12.3	9.5	6.9
324	20% to under 35%	109,617	6,179	7.6	9.4	2.8	5.9	6.5	4.1	5.0	13.0	8.8	5.6
394	35% and over	179,847	4,810	3.9	4.8	0.6	3.8	2.9	1.7	2.5	8.3	4.8	2.7
10	No test takers	573	282	61.6	0.0	33.3	52.0	0.0	34.1	0.0	63.9	46.5	49.2
Student Density (Avg=19 Students/Sq Mile)													
427	Fewer than 5	18,653	421	2.1	4.2	1.7	3.2	0.0	1.4	1.3	6.2	4.1	2.3
263	5 to fewer than 20	36,102	1,139	4.7	4.9	1.4	3.7	0.0	2.3	2.5	7.4	5.1	3.2
147	20 to fewer than 100	60,588	2,516	5.8	4.7	1.4	4.9	4.6	2.9	4.8	8.5	6.6	4.2
127	100 and over	245,644	12,062	6.4	8.4	1.3	6.0	5.2	2.6	3.4	12.4	7.8	4.9
102	Non-taxing entities	20,725	3,087	23.1	25.0	2.3	13.8	8.3	13.0	18.2	19.1	16.0	14.9
Student Change: 18/19-19/20 (Avg=1%)													
501	Declining students	149,569	8,670	8.1	9.2	2.3	6.2	5.9	3.7	5.3	11.7	8.8	5.8
317	0% to under 3%	152,654	7,172	6.3	8.2	1.2	5.9	5.6	2.8	3.0	12.6	7.0	4.7
138	3% to under 6%	62,798	2,795	8.6	5.1	0.4	6.4	1.7	2.0	4.8	13.3	6.6	4.5
63	6% to under 10%	9,798	221	3.0	2.3	0.8	2.5	9.1	1.7	6.0	5.4	4.9	2.3
47	10% and over	6,893	367	9.4	9.5	1.8	6.1	0.0	3.4	6.4	12.1	5.3	5.3
Students: African American, % (Avg=13%)													
794	Under 10%	190,553	6,750	5.1	7.0	0.7	4.4	1.4	2.1	2.5	8.0	6.0	3.5
225	10% to under 30%	171,737	11,198	8.1	7.5	1.5	8.2	7.0	3.8	5.6	15.3	9.0	6.5
34	30% to under 50%	15,780	988	6.3	13.5	1.8	7.5	7.1	4.6	5.1	14.7	9.7	6.3
7	50% to under 70%	2,283	240	8.2	25.0	1.5	17.2	0.0	12.8	5.9	34.0	15.1	10.5
3	70% to under 90%	1,248	43	3.2	25.0	0.0	3.6	0.0	10.5	0.0	6.0	8.5	3.4
3	90% and over	111	6	5.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5	5.4
Students: Hispanic, % (Avg=53%)													
86	Under 10%	6,651	128	3.5	2.1	0.5	2.1	0.0	1.7	5.1	1.9	4.7	1.9
351	10% to under 30%	72,837	1,680	3.7	3.0	0.4	3.8	3.1	1.7	2.6	7.6	4.9	2.3

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 2020

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
255	30% to under 50%	110,746	3,798	5.3	4.5	1.0	4.2	4.2	2.2	2.9	10.1	5.4	3.4
180	50% to under 70%	104,306	8,882	11.5	16.2	3.6	8.8	8.5	5.9	8.4	16.1	11.3	8.5
105	70% to under 90%	41,684	2,841	8.5	12.7	1.8	6.7	4.7	7.1	4.7	13.5	9.6	6.8
89	90% and over	45,488	1,896	11.2	17.4	2.2	4.1	5.9	5.1	2.8	7.2	7.0	4.2

Students: White, % (Avg=27%)

154	Under 10%	114,594	9,311	11.9	17.6	4.7	7.3	13.8	11.2	12.6	14.2	10.7	8.1
179	10% to under 30%	110,807	6,094	6.6	11.9	1.3	6.1	5.5	4.2	4.7	12.1	8.6	5.5
225	30% to under 50%	92,978	2,492	3.4	2.1	0.5	3.5	1.4	2.1	2.7	6.4	4.9	2.7
250	50% to under 70%	45,518	1,014	4.0	3.6	0.6	3.1	3.5	1.8	2.6	6.0	4.5	2.2
244	70% to under 90%	17,420	308	2.7	0.9	0.0	2.6	0.0	1.6	3.0	6.2	4.0	1.8
14	90% and over	395	6	0.0	0.0	0.0	0.0	0.0	1.4	14.3	0.0	2.6	1.5

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

13	Under 10%	5,185	25	2.5	0.0	0.2	1.4	0.0	0.2	0.5	3.7	1.0	0.5
65	10% to under 30%	34,565	433	1.7	0.7	0.2	2.2	0.0	1.0	1.0	5.1	3.1	1.3
227	30% to under 50%	94,791	2,642	3.4	3.2	0.6	4.0	2.6	1.9	3.0	8.5	5.1	2.8
404	50% to under 70%	91,160	3,732	5.7	8.2	1.5	4.6	3.4	3.2	3.6	8.8	6.4	4.1
303	70% to under 90%	141,254	11,470	10.6	14.1	4.3	7.7	12.0	7.4	10.0	15.1	11.0	8.1
54	90% and over	14,757	923	12.1	21.4	13.6	5.7	0.0	10.7	23.7	8.1	8.3	6.3

Teacher Experience (Avg=11.1 yrs)

218	Under 10.1 years	91,997	7,527	9.9	13.2	2.2	8.7	5.9	5.6	8.4	14.8	10.1	8.2
278	10.1 to under 12.0 years	179,085	8,211	6.2	7.5	1.2	5.7	6.2	2.7	3.3	12.2	7.4	4.6
291	12.0 to under 14.0 years	82,301	2,704	4.3	3.5	1.1	4.4	1.5	1.9	3.1	8.6	6.2	3.3
279	14.0 years and over	28,329	783	6.8	5.8	0.4	3.1	0.0	1.9	0.9	6.4	4.8	2.8

Teacher Salary (Avg=\$57,091)

244	Under \$49,231	20,561	1,120	8.0	5.6	1.6	6.5	0.0	4.1	4.7	11.4	6.6	5.4
272	\$49,231 to under \$51,774	26,620	1,045	7.0	2.8	0.7	5.1	0.0	2.3	4.0	7.6	5.8	3.9
276	\$51,774 to under \$55,176	54,719	2,583	7.0	9.3	1.1	5.6	3.8	2.8	5.5	8.8	7.2	4.7
274	\$55,176 and over	279,812	14,477	7.3	8.4	1.3	6.2	5.7	2.8	3.9	12.9	7.9	5.2

Teachers: White, % (Avg=58%)

48	Under 10%	26,157	951	5.3	17.6	0.0	3.6	0.0	5.3	0.0	7.4	6.5	3.6
65	10% to under 30%	68,841	6,998	13.2	20.1	5.8	9.4	14.9	12.2	14.6	17.5	12.9	10.2
56	30% to under 50%	38,952	2,275	6.6	15.7	1.0	6.2	8.1	5.5	3.6	11.9	9.5	5.8
131	50% to under 70%	95,324	5,330	6.5	10.4	1.6	6.2	4.8	4.3	5.0	12.1	8.4	5.6

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 2020

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.		Multi-racial		Spec. ed.	All students		
				Am.	Ind.	Asian	Hisp.	Isl.	White		EL		
383	70% to under 90%	123,268	3,093	3.7	2.3	0.5	3.4	1.7	1.8	2.6	6.5	4.8	2.5
383	90% and over	29,170	578	3.8	1.8	0.0	2.8	3.0	1.6	3.5	5.4	3.6	2.0
Teachers with Adv Degrees, % (Avg=25.2%)													
245	Under 13.9%	16,057	491	4.7	3.9	0.5	3.7	0.0	2.2	4.5	5.3	5.1	3.1
276	13.9% to under 19.3%	44,561	2,011	6.8	8.7	1.7	5.2	6.3	3.1	4.9	7.9	6.9	4.5
286	19.3% to under 25.1%	104,226	5,205	7.9	8.0	2.7	5.5	8.6	3.0	4.8	12.1	7.3	5.0
259	25.1% and over	216,868	11,518	7.2	7.9	1.1	6.7	3.8	2.7	3.9	13.2	8.1	5.3
U.S.-Mexico Border Region													
95	Border districts	47,680	1,793	9.6	14.5	1.6	3.7	3.6	3.6	3.1	7.1	7.0	3.8
971	Non-border districts	334,032	17,432	7.3	7.6	1.3	6.7	5.0	2.8	4.2	13.5	7.6	5.2

Note. See notes after table for category descriptions.

Table Notes

[Secondary School Completion and Dropouts in Texas Public Schools, 2019-20.](#)

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 2017 tax year state-certified property values. All data are for the 2019-20 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 2020 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2016-17 school year and were expected to have graduated in spring 2020. 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 2020 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 (2016-17 and 2020-21, 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

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 2016-17 school year and were anticipated to have graduated in the spring of 2020 were members of the 2020 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 1,050,000; (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 1,049,999; 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 1,049,999; 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 903 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, 2019-20](#).

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, 2019-20](#).

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 2018-19: 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. 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. 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 2018-19: 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: 2018-19 – 2019-20. 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. In spring 2020, the governor of Texas used statutory authority under Texas Government Code §418.016 to suspend annual academic assessment requirements for the 2019-20 school year because of the impact of COVID-19. All STAAR administrations scheduled for April, May, and June 2020 were canceled. Given the cancelation of STAAR, all districts were placed into the 'No students tested' subcategory.

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.