

## A History of Dropout Prevention Legislation and Policy in Texas

### 1984 – 68<sup>th</sup> Legislature 2<sup>nd</sup> Called Session

#### [House Bill 72](#)

- Authorized TEA to implement a **system for collecting data on student dropouts** and to begin developing a **program to reduce the statewide dropout rate** to no more than 5 percent of the student population.

### 1987– 70<sup>th</sup> Legislature

#### [House Bill 1010](#)

- **Defined dropout** as a student in grades 7-12 who did not hold a high school diploma or a GED and was absent from school for 30 or more consecutive days and did not enroll in another public or private school.
- Required that TEA develop a **program to reduce the statewide longitudinal dropout rate**.
- Required TEA to develop a system for school districts to collect data on student dropouts, which was incorporated into the new **Public Education Information Management System (PEIMS)**. The **first PEIMS dropout records** were submitted for students who dropped out during the 1987-88 school year, and the **first TEA report on dropouts**, using actual student-level data, presented data on students who dropped out during the 1987-88 school year.

### 1989 – 71<sup>st</sup> Legislature

#### [Senate Bill 417](#)

- Directed the State Board of Education to adopt a set of performance indicators, which led to the establishment of the **Academic Excellence Indicator System (AEIS)** in 1990, using annual graduation counts and dropout rates as some of the initial performance indicators.

#### [Senate Bill 222](#)

- **Communities In Schools**, a dropout prevention program, received a legislative appropriation to expand the model. Funding for the program has been appropriated each biennium since 1989, and has increased to \$41.9 million for the 2010-11 biennium.

## 1993 – 73<sup>rd</sup> Legislature

### [Senate Bill 7](#)

- Directed that the AEIS data form the foundation of a **performance-based accountability system** to rate districts and campuses. TEA began using annual dropout rates as an indicator in the accountability system 1994.

## 1997 – 75<sup>th</sup> Legislature

### [Senate Bill 247](#)

- Required **compulsory attendance until the age of 18 years** with exemptions for students who are at least 17 years old and are attending a GED course to prepare for the high school equivalency examination with parental permission or a court order to attend, are living in a home outside parental supervision or considered homeless.

## 1999 – 76<sup>th</sup> Legislature

### [Senate Bill 4](#)

- Created the **Basic Skills Program for High School Students**, also known as the **Ninth Grade Success Initiative**, making \$85 million available to increase graduation rates in Texas public schools by reducing the number of students who are retained in the ninth grade or who drop out that year.

## 2003 – 78<sup>th</sup> Legislature

### [Senate Bill 186](#)

- Called for the adoption of the **National Center for Education Statistics (NCES) definition of dropout**, which is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled and does not graduate, receive a GED, enroll in private school or home school, begins college or die.

### [Senate Bill 976](#)

- Created the Early College Education Program, which came to be known as the **Early College High School program (ECHS)**. ECHS uses a model to target at-risk students who would not otherwise consider attending college and provides an opportunity to earn a high school diploma and 60 college credit hours by the time they graduate from high school.

## House Bill 1

- The Legislature appropriated **\$60 million for High School Completion and Success** programs, which supported the development and implementation of high school reform models. Funding has been appropriated each biennium since 2004-05, and increased in 2008-09.

## Texas High School Project

- State investment in dropout prevention and college and career readiness attracted private funding, leading to the creation of the public-private alliance the **Texas High School Project**, which receives funds from the Bill & Melinda Gates Foundation, the Michael & Susan Dell Foundation, Communities Foundation of Texas, and National Instruments.

## **Completion Rate and Accountability System**

- TEA added the Grades 9-12 longitudinal completion rate and the Grades 7-8 annual rate as indicators in the accountability system in 2004.

## **2006 – 79<sup>th</sup> Legislature 3<sup>rd</sup> Called Special Session**

### House Bill 1

- Established the **High School Allotment**, which provides districts with funding based on the amount of \$275 per student in average daily attendance in grades 9 -12 to prepare underachieving students for high school completion and college success.
- Called for the development of **College and Career Readiness Standards** that specify what students must know and be able to do to succeed in entry-level courses at postsecondary institutions in Texas.
- Established a **College Credit Program** which required that all districts offer students an opportunity to earn a minimum of 12 hours of college credit by the 2008-2009 school year.
- Required all students graduate with **four years of math, science, English and social studies**.
- Made provisions for an **optional flexible school day program** for students in grades 9-12 who are dropouts or at-risk of dropping out and provided districts with additional flexibility in scheduling for certain high school students.

## 2007 – 80<sup>th</sup> Legislature

### [House Bill 2237](#)

- Increased to **\$104 million the funding for high school completion and success** and established several dropout prevention and recovery programs.
- **Added dropout prevention to TEA's Best Practices Clearinghouse** as one of the main topic areas.
- Directed TEA to contract with an outside entity to do a **study of best practices in dropout prevention** to identify high-performing dropout prevention programs and report recommendations to the legislature.
- Required districts and charter schools with high dropout rates **to develop and submit dropout plans for TEA approval** specifying how they intended to use Compensatory Education and High School Allotment for dropout prevention efforts.
- Established **the High School Completion and Success Initiative Council** to adopt a strategic plan to improve high school completion and reduce the dropout rate.

### [Senate Bill 1031](#)

- Replaced the TAKS test in grades 9-12 with **end-of-course exams**. Students in the ninth grade class of 2011-2012 will be the first students required to pass end-of-course exams to meet graduation requirements.

### [House Bill 1137](#)

- Allowed **individuals up to age 26 to attend public schools** for the purpose of achieving high school graduation and reengaging students who already dropped out.

## 2009 – 81<sup>st</sup> Legislature

### [House Bill 3](#)

- Added **postsecondary readiness** as a factor in determining school accountability and accreditation ratings.
- **Excluded the following groups of students from completion and dropout rates** calculated for state accreditation and performance ratings:
  - court-ordered to attend a GED program
  - previously counted as dropouts
  - refugees or asylees
  - incarcerated in facilities not served by Texas public schools
  - ADA ineligible