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**Secondary School  
Completion and Dropouts  
in Texas Public Schools  
2009-10**

**DEPARTMENT OF  
ASSESSMENT,  
ACCOUNTABILITY,  
AND  
DATA QUALITY**

**DIVISION OF  
ACCOUNTABILITY  
RESEARCH**

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# **Secondary School Completion and Dropouts in Texas Public Schools 2009-10**

## **Project Staff**

Robin McMillion  
Jason Ramirez  
Emily Swinkels  
Kayan Lewis

## **Editorial Staff**

Richard Kallus  
Christine Whalen  
Anthony Grasso

Division of Accountability Research  
Department of Assessment, Accountability, and Data Quality  
Texas Education Agency  
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## **Office of Data Development, Analysis, and Research**

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## **Division of Accountability Research**

Linda Roska, Director

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**Abstract.** The Texas Education Agency (TEA) prepares an annual report on graduates and dropouts in Texas public secondary schools. This report includes state summaries of the annual dropout rate, longitudinal graduation, completion, and dropout rates, and state attrition rates. In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described.

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

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# Contents

Introduction .....	ix
Overview .....	x
Highlights.....	xi
Definitions and Calculations of High School Completion .....	1
Measures of High School Completion .....	2
Definitions and Calculations for Accountability .....	10
History of Graduation, Completion, and Dropout Reporting in Texas .....	13
Chronology .....	14
Dropout Definition.....	18
Annual Dropout Rates.....	20
Longitudinal Graduation, Completion, and Dropout Rates .....	24
Data Used in Graduation, Completion, and Dropout Reporting .....	29
Public Education Information Management System Data .....	30
Creating the Roster of Students .....	32
Accounting for Students by the Texas Education Agency .....	33
Accounting for Students by Districts.....	34
Processing Leaver Records.....	36
Reporting of Race/Ethnicity .....	39
District Results for Leaver Processing.....	41
Data Quality in Dropout Reporting.....	43
Results for Texas Public Schools .....	47
Annual Dropout Rates.....	48
Longitudinal Graduation, Completion, and Dropout Rates .....	67
Attrition Rates.....	82
Data Quality Measures.....	85
Uses of Texas Annual Dropout Data and Longitudinal Graduation, Completion, and Dropout Data .....	89
State Accountability System.....	90
Federal Accountability System.....	94
Other National Reporting.....	95
Appendix A. Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate.....	101
Appendix B. Changes Resulting From Adoption of the National Center for Education Statistics Dropout Definition .....	103

Appendix C. Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System .....	107
Appendix D. Supplemental Tables .....	119
Appendix E. Student Characteristic and Program Participation Data in Annual Dropout Rates and Longitudinal Graduation, Completion, and Dropout Rates.....	127
References.....	133

## List of Tables

Table 1. Common Methods of Measuring Student Progress Through School.....	3
Table 2. Incorporation of the National Center for Education Statistics (NCES) Dropout Definition in Longitudinal Graduation, Completion, and Dropout Rates.....	7
Table 3. Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements .....	21
Table 4. Chronology of Texas Education Agency Longitudinal Graduation, Completion, and Dropout Rate Definitions and Data Processing Enhancements .....	25
Table 5. Leaver Reason Codes, Texas Public Schools, 2009-10 .....	35
Table 6. Exit Reasons for District Leavers, Grades 7-12, Texas Public Schools, 2009-10 .....	42
Table 7. Criteria for Investigation of Leaver Data, 2008-09.....	45
Table 8. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10.....	49
Table 9. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2009-10.....	51
Table 10. Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2009-10.....	51
Table 11. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10.....	52
Table 12. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2009-10.....	54
Table 13. Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2009-10.....	54
Table 14. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10.....	55
Table 15. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2009-10.....	57
Table 16. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2009-10.....	57
Table 17. Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2009-10.....	58

Table 18.	Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2009-10.....	58
Table 19.	Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status, Texas Public Schools, 2009-10 .....	60
Table 20.	Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2009-10 .....	62
Table 21.	Students, Dropouts, and Annual Dropout Rate, Grades 7-12, Hispanic Students by Race, Texas Public Schools, 2009-10 .....	64
Table 22.	Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient (LEP) Students, by Special Language Program Instructional Model, Texas Public Schools, 2009-10 .....	65
Table 23.	Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2010 .....	68
Table 24.	Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2010.....	70
Table 25.	Grade 9 Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2010.....	71
Table 26.	Graduates, by Diploma Program, Texas Public Schools, Class of 2010 Grade 9 Cohort.....	72
Table 27.	Dropouts, by Grade, Texas Public Schools, Class of 2010 Grade 9 Cohort .....	72
Table 28.	Other Leavers, by Leaver Reason and On-Grade Status, Texas Public Schools, Class of 2010 Grade 9 Cohort .....	75
Table 29.	Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2009, Fall 2009 and Fall 2010 .....	76
Table 30.	Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, Fall 2009, and Class of 2009, Fall 2010 .....	78
Table 31.	Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2007, Fall 2007 Through Fall 2010.....	79
Table 32.	Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2010 .....	80
Table 33.	Enrollment and Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2009-10 .....	82
Table 34.	Enrollment and Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2009-10 .....	83
Table 35.	Comparison of Rates Based on Tracking Individual Students and Rates Based on Aggregate Numbers, Texas Public Schools, Class of 2010 .....	84

Table 36.	Reported and Underreported Students, Grades 7-12, Texas Public Schools, 2005-06 Through 2009-10 .....	85
Table 37.	Reported and Underreported Students, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2009-10 .....	86
Table 38.	Student Identification Errors on Leaver Records, Texas Public Schools, 1997-98 Through 2009-10 .....	86
Table 39.	Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2006 Through 2010.....	87
Table 40.	Completion and Annual Dropout Rate Standards Under Standard Accountability Procedures, Texas Public Education Accountability System, 2004 Through 2011 .....	92
Table 41.	Campuses Rated <i>Academically Unacceptable</i> Because of Annual Dropout or Four-Year Completion Rates, by Accountability Procedure, Texas Public Schools, 2004 Through 2010.....	93
Table 42.	National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2006-07 Through 2008-09 .....	96
Table 43.	National Center for Education Statistics Averaged Freshman Graduation Rates, by State, 2006-07 Through 2008-09 .....	97
Table 44.	Four-Year Graduation Rates, by Race/Ethnicity, Selected States Using the National Governors Association Compact Rate, Class of 2009 .....	99
Table C-1.	Leaver Reason Codes in the Public Education Information Management System.....	113
Table D-1.	Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 1996 Through 2005 .....	120
Table D-2.	Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 1998 Through 2005.....	123
Table D-3.	Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2001 Through 2005.....	125
Table D-4.	Students, Dropouts, and Annual Dropout Rate, Grades 9-12, Charters and Traditional Districts, Texas Public Schools, 2009-10.....	125
Table D-5.	Grade 9 Longitudinal Graduation and Dropout Rates, Charters and Traditional Districts, Texas Public Schools, Class of 2010.....	125
Table E-1.	Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation, Completion, and Dropout Rate Calculations .....	130

## List of Figures

Figure 1.	Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2009-10 .....	41
Figure 2.	Grade 9 Longitudinal Graduation and Completion Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2010.....	70



Figure 3.	Synopsis of Student Progress Through High School, Class of 2010.....	74
Figure 4.	Overview of Academic Excellence Indicator System .....	91
Figure A-1.	Example: Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate.....	102



# **Introduction**

Overview

Highlights

## Overview

This report provides annual dropout rates for students attending Texas public schools in 2009-10; longitudinal graduation, completion, and dropout rates for students who were expected to graduate from Texas public schools in 2009-10; and extended longitudinal rates for certain groups of students expected to graduate in previous years. The annual dropout rate measures the percentage of students who drop out of school during one school year. The longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out. The extended longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall a year or more after their anticipated graduation date, graduate, remain enrolled, receive GED certificates, or drop out. Texas uses the National Center for Education Statistics dropout definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue school outside the public school system, begin college, or die. This is the fifth graduation, completion, and dropout report to use this definition.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for public school accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on Texas Education Agency data collection, processing, and reporting is presented, and national requirements for dropout data are described.

## Highlights

### ***What's New in 2009-10***

- In 2009-10, the Texas Education Agency (TEA) began collecting data on student race and ethnicity in compliance with a new federal standard. This report provides annual dropout rates using the new racial/ethnic categories. Longitudinal graduation, completion, and dropout rates, which are based on data submitted over several years, are provided using the racial/ethnic categories in place prior to the new standard.

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

- The class of 2010 consists of students who began Grade 9 in 2006-07 and were expected to graduate in 2009-10. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation, completion, and dropout rates for the class of 2009. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to rates for prior or later classes.
- In the 2006-07 school year, 353,020 students began Grade 9 in Texas public schools. Over the next three years, 23,214 students who entered the Texas public school system were added to the 2006-07 Grade 9 cohort. Another 55,670 students left the system for reasons other than graduating, receiving General Educational Development (GED) certificates, or dropping out. By the fall semester following the spring 2010 anticipated graduation date for the cohort,

### **Grade 9 Longitudinal Graduation, Completion, and Dropout Rates (%), by Race/Ethnicity and Economic Status, Texas Public Schools, Class of 2010**

Group	Graduated	Continued	Received GED <sup>a</sup>	Dropped out	Graduated or continued (Completion I)	Graduated, continued, or received GED (Completion II)
African American	78.8	8.4	1.0	11.8	87.2	88.2
American Indian	84.2	9.1	1.5	5.1	93.3	94.9
Asian/Pacific Islander	93.8	3.5	0.3	2.3	97.4	97.7
Hispanic	78.8	10.3	1.3	9.6	89.1	90.4
White	91.6	3.5	1.4	3.5	95.1	96.5
Economically disadvantaged	81.9	9.2	1.0	7.8	91.1	92.2
State	84.3	7.2	1.3	7.3	91.4	92.7

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

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

314,079 students had been assigned one of four final statuses: graduate, continuer, GED recipient, or dropout. Students with final statuses made up the class of 2010. The final statuses for 6,485 students could not be determined because of data errors. Data errors can result from missing student records (i.e., underreported students) or misreported student identification information.

- Out of 314,079 students in the class of 2010 Grade 9 cohort, 84.3 percent graduated. The graduation rate for the class of 2010 was 3.7 percentage points higher than the rate for the class of 2009. An additional 7.2 percent of students in the class of 2010 continued in high school the fall after their anticipated graduation date, and 1.3 percent received GEDs.
- The rate for students in the class of 2010 Grade 9 cohort who graduated or continued (Completion I) was 91.4 percent. The rate for students who graduated, continued, or received GED certificates (Completion II) was 92.7 percent. The rates for the 2009 cohort were 89.2 percent and 90.6 percent, respectively.
- Across racial/ethnic groups, Asian/Pacific Islanders had the highest graduation rate (93.8%) in the class of 2010 Grade 9 cohort, and African Americans and Hispanics had the lowest graduation rates (78.8% each). The graduation rate for each racial/ethnic group was higher for the class of 2010 than the class of 2009. Hispanics had the largest increase (5.3 percentage points), followed by African Americans (5.0 percentage points).
- The longitudinal dropout rate for the class of 2010 Grade 9 cohort was 7.3 percent, a decrease of 2.1 percentage points from the class of 2009.
- For the class of 2010 Grade 9 cohort, African Americans and Hispanics had the highest longitudinal dropout rates across racial/ethnic groups, at 11.8 percent and 9.6 percent, respectively. Asian/Pacific Islanders had the lowest longitudinal dropout rate (2.3%), followed by Whites (3.5%). For each racial/ethnic group, the longitudinal dropout rate was lower for the class of 2010 than the class of 2009.
- The graduation rate for economically disadvantaged students in the class of 2010 Grade 9 cohort was 81.9 percent, an increase of 3.6 percentage points over the class of 2009. The longitudinal dropout rate for economically disadvantaged students was 7.8 percent, a decrease of 3.1 percentage points.
- A total of 22,988 students in the class of 2010 Grade 9 cohort dropped out. Of these, 65.1 percent dropped out in the third or fourth year of the cohort. Of students who dropped out in the fourth year (2009-10), more than half (55.3%) had not reached Grade 12.
- Females in the class of 2010 Grade 9 cohort had a higher graduation rate (86.5%) than males (82.1%) and lower rates of continuation, GED certification, and dropping out.
- Students in the class of 2009, who began Grade 9 in 2005-06 or later joined the cohort, were tracked into the fall semester one year after their anticipated graduation date of spring 2009.

By fall 2010, the five-year graduation rate for the class of 2009 was 85.1 percent, an increase of 4.5 percentage points from the four-year graduation rate of 80.6 percent in fall 2009.

- For the class of 2010 Grade 7 cohort, or students who began Grade 7 in 2004-05, 83.0 percent graduated, 8.2 percent continued in high school the year following their anticipated graduation date, 1.2 percent received GEDs, and 7.6 percent dropped out.
- For 2010, the attrition rates for Grades 9-12 and Grades 7-12 (i.e., the percentage change in fall enrollment between these grades across years) were 26.6 percent and 12.6 percent, respectively.

### **Annual Dropout Rates**

- As a result of adoption of the national dropout definition in 2005-06, annual dropout rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.
- The 2009-10 annual dropout rates are presented using the new racial/ethnic categories.
- Out of 2,091,390 students who attended Grades 7-12 in Texas public schools during the 2009-10 school year, 1.7 percent were reported to have dropped out, a decrease of 0.3 percentage points from 2008-09. The number of dropouts in Grades 7-12 decreased to 34,907, a 14.7 percent decrease from the 40,923 students who dropped out in 2008-09.

#### **Annual Dropout Rate (%), Grades 7-8, Grades 9-12, and Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2009-10**

Group	Dropout rate		
	Grades 7-8	Grades 9-12	Grades 7-12
African American	0.4	3.9	2.7
American Indian	0.2	2.6	1.8
Asian	0.1	0.8	0.6
Hispanic	0.3	3.1	2.1
Pacific Islander	0.1	2.5	1.7
White	0.1	1.1	0.8
Multiracial	0.2	1.3	0.9
Econ. disad. <sup>a</sup>	0.2	2.1	1.4
State	0.2	2.4	1.7

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

<sup>a</sup>Economically disadvantaged.

- A total of 1,672 students dropped out of Grades 7-8, and 33,235 dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 dropout rates were 0.2 percent and 2.4 percent, respectively. The Grade 7-8 dropout rate decreased 0.1 percentage points between the 2008-09 and 2009-10 school years. The Grade 9-12 dropout rate decreased 0.5 percentage points.
- As in 2008-09, the Grade 7-12 dropout rates for African American students and Hispanic students in 2009-10 were higher than the rate for White students. The rate for African American students (2.7%) was more than three times as high as that for White students (0.8%), and the rate for Hispanic students (2.1%) was almost three times as high.
- In 2009-10, students who dropped out of Grade 12 accounted for 30.1 percent of all dropouts, the highest proportion of any grade. Each of Grades 8 through 12 experienced a decrease in the dropout rate from the previous year, with the largest drop (0.8 percentage points) coming in Grade 12. Across Grades 8-12, the numbers of dropouts ranged from 1,077 in Grade 8 to 10,519 in Grade 12.
- The Grade 7-12 dropout rate for males (1.8%) exceeded the rate for females (1.5%) in 2009-10. More males dropped out from Grade 9 (5,548) than from any other grade. By contrast, more females dropped out from Grade 12 (5,547) than from any other grade.
- Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage difference was among overage students, who accounted for over one-fourth (25.4%) of the Grade 7-12 population in 2009-10, but more than three-fourths (83.6%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years. For example, a Grade 10 student who is 16 or older on September 1 is considered overage.

### ***Leaver Reporting***

- The underreported student rate is the percentage of students in Grades 7-12 who attend in one school year and are not accounted for the next fall. As a result of major changes in leaver reporting following the adoption of the national dropout definition in 2005-06, underreported student rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.
- Statewide, 99.6 percent (2,086,735) of students in Grades 7-12 in 2009-10 were accounted for in district and charter data submissions or in TEA databases.
- Of all students in Grades 7-12, only 0.4 percent were underreported, a decrease of 0.1 percentage points from the previous year. The number of underreported students (8,667) decreased by 1,378 from the previous year.
- For the 2009-10 school year, 32 districts or charters exceeded thresholds for underreported student records: more than 150 underreported students and more than 1.0 percent



underreported students; or more than 4 underreported students and a rate of underreporting higher than 3.0 percent. Of these, one district or charter had more than 150 underreported students, as well as a rate of underreporting higher than 3.0 percent. Two districts or charters had more than 150 underreported students but rates of underreporting less than 3.0 percent. Twenty-nine districts or charters had rates of underreporting higher than 3.0 percent and more than 4, but fewer than 150, underreported students.

- A total of 452 districts and charters had no underreported students for 2009-10.



# **Definitions and Calculations of High School Completion**

Measures of High School Completion

Definitions and Calculations  
for Accountability

# Measures of High School Completion

## *Components of Rates*

Several measures of high school completion are available (Table 1). Measures differ in the following ways: the definition of a dropout or a school completer, the accuracy of the data, the time period covered, and the student population considered. Some rates, for example, cover only one school year, whereas others cover multiple years. Some are based on individual student-level data, whereas others use estimated student counts. The selection of a completion or dropout measure depends on purpose and data availability. This section discusses three measures: annual dropout rates; longitudinal graduation, completion, and dropout rates; and attrition rates. The discussion includes how each measure is calculated, the advantages and disadvantages of each measure, and factors that can affect each measure.

## *Annual Dropout Rates*

**Description.** The annual dropout rate is the percentage of students who drop out of school during one school year.

**Calculation.** An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year.

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

**Factors affecting the rate.** Annual dropout rates reported by different organizations may differ because: (a) different grade levels are included in the calculation; (b) dropouts are defined and counted differently; (c) total student counts are taken at different times of the school year; or (d) the data systems employed provide different levels of precision.

**Advantages.** An annual dropout rate measures what happens in a school, district, or state during one school year and can be considered a measure of annual performance. Because it is based on a simple mathematical operation and requires data for only one school year, it has the greatest potential to produce accurate rates that are comparable across schools, districts, or states. It can be calculated for any school that has students in any of the grades included in the calculation, allowing the largest number of campuses to be included in an accountability system.

Annual dropout rates also can be calculated for student groups based on demographic characteristics (race/ethnicity, economic status, gender), special program participation (special education, bilingual/English as a second language), or other factors (grade level, at-risk, overage for grade). This makes an annual dropout rate a practical tool to help educators determine who is dropping out and why—essential information for developing and evaluating dropout prevention and recovery programs.

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

	<b>Annual dropout rate</b>	<b>Longitudinal rates: graduation, completion, and dropout</b>	<b>Attrition rate</b>
<b>Description</b>	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning seventh or ninth graders who graduate (graduation rate); graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates (completion rates); and the percentage of students from a class of beginning seventh or ninth graders who drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
<b>Calculation</b>	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate, complete, or drop out by the end of Grade 12 by the total number of students in the original seventh- or ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows:  <b>graduates</b> <hr/> <b>graduates + continuers + GED recipients + dropouts</b>	Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
<b>Advantages</b>	<ul style="list-style-type: none"> <li>• Measure of annual performance for program improvements.</li> <li>• Program improvements can be ascertained within one year.</li> <li>• Requires only one year of data.</li> <li>• Can be calculated for any school or district with students in any of the grades covered.</li> <li>• Can be disaggregated by grade level.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation and completion rates are more positive indicators than the dropout rate, measuring school success rather than failure.</li> <li>• More stable measures over time.</li> <li>• More consistent with the public's understanding of a dropout rate.</li> <li>• Districts have more time to encourage dropouts to return to school before being held accountable.</li> </ul>	Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
<b>Disadvantages</b>	<ul style="list-style-type: none"> <li>• Produces the lowest rate of any method.</li> <li>• May not correspond to the public's understanding of a dropout rate.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure.</li> <li>• Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, graduation, completion, and dropout rates are often calculated for Grades 9-12.</li> <li>• Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out.</li> <li>• Does not produce a dropout rate by grade.</li> </ul>	<ul style="list-style-type: none"> <li>• Produces the highest rate of any method.</li> <li>• Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc.</li> <li>• Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate.</li> <li>• Cannot be used in accountability systems because it is an estimate.</li> </ul>
<b>Remarks</b>	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.	The completion rate is calculated such that the dropout rate and completion rate add to 100 percent. Dropouts are counted according to the dropout definition in place the year they drop out. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation, completion, and dropout rates for the class of 2009.	The attrition rate reported by TEA is not adjusted for growth.
<b>TEA 2009-10</b>	Annual dropout rate Grades 7-12: 1.7% Grades 9-12: 2.4% Grades 7-8: 0.2%	Graduation rate Grades 7-12: 83.0% Grades 9-12: 84.3% Dropout rate Grades 7-12: 7.6% Grades 9-12: 7.3%	Rate for students who graduated or continued (Completion I) Grades 7-12: 91.2% Grades 9-12: 91.4% Rate for students who graduated, continued, or received GED certificates (Completion II) Grades 7-12: 92.4% Grades 9-12: 92.7%

**Disadvantages.** Because an annual dropout rate uses data for only one year, it produces the lowest dropout rate of any of the methods. There is concern that reporting low dropout rates may understate the severity of the dropout problem. The concern is based in part on the perception that an annual dropout rate is not consistent with the public's understanding of what a dropout rate is measuring.

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

**Description.** The Texas Education Agency (TEA) calculates longitudinal rates for classes of Grade 7 students and classes of Grade 9 students. Although the discussion that follows focuses on rates for Grade 9 students, the principles apply to rates for Grade 7 students, as well. A longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate by their anticipated graduation date; that is, by the end of the fourth school year after they begin ninth grade. A longitudinal completion rate is the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school after graduation was expected, or receiving a General Educational Development (GED) certificate. A longitudinal dropout rate is the percentage of students from a class of beginning ninth graders who drop out before completing their high school education. Dropouts are counted according to the dropout definition in place the year they drop out.

**Calculation.** Calculating longitudinal rates requires tracking a cohort of students from the time they enter Grade 9 until the fall following their anticipated graduation date. A cohort is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. A subset of a cohort, called a class, is then used to calculate longitudinal student status rates. A class consists of all members of a cohort minus students who leave the Texas public school system for reasons other than graduating, receiving GEDs, or dropping out and students who cannot be tracked. Only students in the cohort to whom final statuses are assigned are included as members of the class. The four final statuses—graduate, continuer, GED recipient, or dropout—are defined in greater detail later in this section. Depending on the definition of a completer, the completion rate is the number of students who graduate or continue in school after the rest of the class graduates divided by the total number of students in the class. The rate may also include students who receive GED certificates. The longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class.

For purposes of calculating a longitudinal completion rate, all students remain in the original cohort. For example, a student who entered Grade 9 in 2006-07 and was expected to graduate in 2009-10 but who graduated in 2008-09 is counted in the completion rate for the class of 2010. Similarly, students who are retained in grade or who skip grades remain members of the cohorts they first joined.

Attendance data from the Public Education Information Management System (PEIMS) are used to build each cohort of students. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in

the 2006-07 school year make up the 2010 cohort. Students who did not attend Grade 9 in Texas public schools that year but entered the system over the next three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Students were tracked into the fall semester following their anticipated graduation date of spring 2010. Data collected for the 2010-11 school year made it possible to identify those who continued in school after their class graduated.

Any student for whom one of the designated outcomes of graduate, continuer, GED recipient, or dropout could be determined was counted in the class. A student whose final status could not be determined was not counted in the class. In most cases, these were students who left the Texas public school system to enter other educational settings. In a small number of cases, students were not counted in the class because of missing records or data errors resulting from misreported student identification information.

This report provides rates for several classes, based on the tracking of students into the fall four, five, six, and seven years after they began Grade 9:

- four-year rates for students who began Grade 9 in 2006-07 (the class of 2010), based on the tracking of students into the fall of 2010;
- five-year extended rates for students who began Grade 9 in 2005-06 (the class of 2009), based on the tracking of students into the fall of 2010; and
- five-year, six-year, and seven-year extended rates for students who began Grade 9 in 2003-04 (the class of 2007), based on the tracking of students into the fall of 2008, fall of 2009, and fall of 2010, respectively.

The longitudinal graduation, completion, and dropout rates focus on selected long-term student outcomes over a period of years. For four-year rates, each student is assigned a final status by the fall after anticipated graduation. For extended rates, each student is assigned a final status by the fall one or more years after anticipated graduation. Neither dropping out nor leaving for other reasons necessarily determines the final status of a student. The status of a student who drops out or leaves will change if he or she subsequently returns and graduates, obtains a GED, or continues in school. Dropout becomes the status of record only if it is the final status recorded for a student. Thus, the status of a student in the four-year rates may differ from his or her status in the extended rates.

There are four final statuses used to calculate longitudinal rates: graduate, continuer, GED certificate recipient, and dropout.

*Graduate.* A student is classified as a graduate in the year in which he or she is reported in PEIMS as a graduate from the Texas public school system. The student may have graduated in any of the years the cohort was in school. For example, for a student to be counted as a graduate in the class of 2010 four-year rates, a student may have graduated in 2006-07, 2007-08, 2008-09, or 2009-10.

Students who graduated in 2009-10 must have graduated by August 31, 2010. The graduation rate is calculated by dividing the number of students who graduated by the number of students in the class.

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

*Continuer.* A student is classified as a continuer if he or she is not a graduate and is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation. For example, for a student to be counted as a continuer in the class of 2010 four-year rates, he or she must have been enrolled in the fall of 2010.

*GED certificate recipient.* GED tests are given at over 200 centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results are transmitted electronically to the TEA. Receipt of a GED certificate is reported as soon as the test is passed. A student in the class of 2010 is assigned a final status of GED certificate recipient if he or she is not a graduate, is not a continuer, and had received a certificate by August 31, 2010.

*Dropout.* A student is classified as a dropout if dropout is the final status recorded for the student. A student is assigned the final status of dropout if the student dropped out during one of the years that the cohort was in school and did not subsequently return and graduate, continue in school, receive a GED, or leave for one of the 12 non-dropout, non-graduate leaver reasons outlined in Table 5 on page 35.

**Factors affecting the rate.** Longitudinal rates reported by different organizations may differ because they use: (a) different starting grades in the calculation (typically Grade 9 or Grade 7); (b) different definitions of a school completer or dropout; (c) different definitions of a cohort or class of students; or (d) different underlying methods to calculate the rates. Few organizations have the data to track individual students over a number of years, so longitudinal rates are often estimated based on state-level data or sample data from surveys. TEA tracks individual students using student-level data submitted by districts through PEIMS.

**Advantages.** One advantage of a longitudinal measure over an annual measure is that it is more consistent with the public's understanding of what a graduate, completer, or dropout is—someone who begins Grade 9 in a particular school year and, within a specified period of time, graduates, remains enrolled, receives a GED, or drops out. Also, because students are tracked into the fall after their anticipated graduation date or later, districts have more time to encourage dropouts to return to school before being held accountable for them. A longitudinal measure can also be expected to be more stable over time than an annual measure. Fluctuations in an annual dropout rate may not necessarily reflect the long-term success or failure of a district dropout prevention program.

The graduation rate and completion rate are more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the graduation or completion rate represents improved performance. Because a separate rate can be reported for each



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

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

**Disadvantages.** Calculating a longitudinal rate requires linking individual student records from multiple sources from one year to the next over the time period covered. An error in student-identifying information can prevent a record from being linked to other records for that student. The method also requires that decisions be made about the classification of students who change schools or move in and out of special programs over time. Changes in data collection practices and in the dropout definition over time must also be incorporated in the method. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2008 who began Grade 9 in 2004-05 and who left school in 2004-05 without graduating were subject to a different dropout definition than the definition that applied to students from the same class who left in 2005-06 or later (Table 2).

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

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

Students who continue in school in the fall after their anticipated graduation date and later leave without graduating are not counted as dropouts under a four-year longitudinal rate. Tracking students

for additional years may result in changes in final statuses. For example, some continuing students drop out before they graduate, and some previous dropouts return to school and graduate or receive GED certificates.

Longitudinal rates can be calculated only for schools that have all the grade levels included in the rate and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools include Grades 7 and 8, graduation, completion, and dropout rates are calculated for beginning Grade 9 students more commonly than for beginning Grade 7 students.

Longitudinal rates for special programs reflect decisions about the classification of students who move in and out of those programs. For example, the longitudinal dropout rate for students in special education programs may include only those students who are receiving special education services in the years they drop out.

Improvements in dropout prevention programs may not be reflected in a longitudinal dropout rate immediately because the rate may include students who dropped out before the prevention program was implemented. At the same time, many dropouts are not included in a longitudinal dropout rate until several years after they drop out. This means districts may not be held accountable for students who drop out until the longitudinal rate is calculated.

### ***Attrition Rates***

**Description.** An attrition rate is the percentage change in fall enrollment between two grades across years. Aggregate enrollment counts, rather than student-level data, are used to estimate the percentage of Grade 7 students who are not enrolled in Grade 12 five years later, or the percentage of Grade 9 students who are not enrolled in Grade 12 three years later.

**Calculation.** The Grade 9-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 9 enrollment three years earlier and dividing by Grade 9 enrollment. For 2009-10, the formula is as follows.

$$\frac{\text{Grade 9 enrollment in fall 2006} - \text{Grade 12 enrollment in fall 2009}}{\text{Grade 9 enrollment in fall 2006}}$$

The Grade 7-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 7 enrollment five years earlier and dividing by Grade 7 enrollment. For 2009-10, the formula is as follows.

$$\frac{\text{Grade 7 enrollment in fall 2004} - \text{Grade 12 enrollment in fall 2009}}{\text{Grade 7 enrollment in fall 2004}}$$

**Advantages.** The attrition rate provides a measure of school leavers when aggregate enrollment numbers are the only data available. Because aggregate numbers are widely available, attrition rates

can be calculated for most states and districts and are often used to compare entities that do not have student-level data.

**Disadvantages.** Unlike both the annual dropout rate and the longitudinal dropout rate, the attrition rate does not track individual students. Because it is an estimate, the attrition rate should not be used as a performance indicator in a high-stakes accountability system.

The attrition rate does not take into account the reasons beginning and ending enrollments differ (Appendix A). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier or Grade 7 enrollment five years earlier because some students left public school for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year and students who enter the school system after the first year are excluded from the rates. Additionally, because the attrition rate is based on data from the fall before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 goes on to graduate.

The attrition rate can fluctuate because of factors that are not considered reflections of school performance, such as the student mobility rate, and factors Texas has chosen not to include as accountability performance measures, such as retention rates. When used as a proxy for a longitudinal dropout rate, the attrition rate overstates the dropout problem.

Differences in growth rates across grade levels and between schools and districts can distort the attrition rate. Calculations sometimes include growth adjustments in an attempt to offset potential inflation of the rates, yet the adjustments themselves may cause distortions. In fact, a negative attrition rate may result. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

## Definitions and Calculations for Accountability

### ***Dropout Definition***

The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (Texas Education Code [TEC] §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED, continue school outside the public school system, begin college, or die.

A summer dropout is a student who completes the school year but does not return in the fall. Under the NCES definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she would have been enrolled in the fall; and (b) included in the dropout count for the school year in which he or she failed to return to school. Under the TEA definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she was enrolled at the end of the school year just completed; and (b) included in the dropout count for the school year just completed.

In addition, state statute specifies the following exceptions for attribution of dropout and completion records to campuses and districts.

- Under TEC §39.073(f) (2007), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is not attributed to the district serving the facility.
- Under TEC §39.072(d) (2007), a student in a Texas Youth Commission (TYC) or Texas Juvenile Probation Commission (TJPC) facility served by a Texas public school district is not counted in district dropout or completion rates except under the following circumstances. If, through campus of accountability procedures, a student in a TYC or TJPC facility is attributed to a regular campus in the district in which the facility is located, the student is counted in the dropout or completion rate for that district.

### ***State and Federal Accountability***

**Annual dropout rates.** The annual dropout rate used for state accountability is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year.

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

**High school completion rates.** For state accountability, TEA calculates two completion rates. Campuses and districts that are subject to standard accountability procedures are rated on the percentage of students who graduate or continue in high school, called Completion I.

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

Campuses and districts subject to alternative education accountability procedures, which apply to campuses and charter districts dedicated to serving students at risk of dropping out of school, are rated on the percentage of students who graduate, continue in high school, or receive GED certificates, called Completion II.

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

**Graduation rates.** For federal accountability, campuses and districts are rated on the percentage of students who graduate.

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



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

Chronology

Dropout Definition

Annual Dropout Rates

Longitudinal Graduation,  
Completion, and Dropout Rates

## Chronology

In 1983, *A Nation at Risk* described the condition of education in the United States as unsatisfactory (National Commission on Excellence in Education, 1983). A year later, the Texas Legislature passed House Bill (HB) 72, which mandated sweeping reforms in the state's public education system. The bill, among other changes, increased graduation requirements, established a minimum competency testing program with an exit-level test for graduation, prohibited social promotion, limited the number of permissible absences, and linked participation in extracurricular activities to academic standards with a "no pass/no play" policy.

HB 72 also addressed high school dropouts. The 1984 legislation authorized the Texas Education Agency (TEA) to implement a system for collecting data on student dropouts and to begin developing a program to reduce the statewide longitudinal dropout rate to no more than 5 percent (Texas Education Code [TEC] §11.205, 1986). At the same time, the bill directed the then Texas Department of Community Affairs (TDCA) to assess the state's dropout problem and its effect on the Texas economy. Under contract with TDCA, the Intercultural Development Research Association (IDRA) conducted much of the research.

As this research was being conducted, change was underway in completion and dropout reporting. Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (TEC §21.258, 1986) requiring that all school districts publish annual performance reports (APRs). The reports were intended to inform communities about the quality of education in their districts and to provide educators and policymakers with information needed to analyze performance trends. For the most part, APRs were produced by the districts themselves, although the reports began to include aggregate student data collected and compiled by TEA shortly after they were introduced. In 1988, the reports included agency counts of district enrollment and high school graduates.

The report mandated by HB 72, known as the Texas School Dropout Survey Project, was presented to the 69th Legislature (IDRA, 1986). IDRA estimated that a third of Texas students dropped out before completing high school. The dropout rates for African American and Hispanic students were notably higher than that for White students. The reasons most frequently cited by students for leaving school included failing grades, excessive absences, marriage and pregnancy, and financial difficulties at home. Few Texas school districts reported having dropout prevention programs, and fewer still had evaluation data for those programs. Losses in potential earnings and tax revenues to the state for each cohort of dropouts were estimated to be substantial.

In response to the report and to growing concerns about dropouts, the legislature passed HB 1010 in 1987 (Frazer, Nichols, & Wilkinson, 1991). HB 1010 substantially increased state and local responsibilities for collecting student dropout information, monitoring dropout rates, and providing dropout reduction services (TEC §§11.205-11.207, 1988). HB 1010 also required TEA to establish a statewide dropout information clearinghouse and to form, along with other state agencies, an interagency council to coordinate policies and resources for dropouts and at-risk students. A definition of a dropout was added to statute. In addition, TEA was directed to produce



biennial reports for the legislature presenting a broad range of statewide dropout statistics and a systematic plan to reduce dropout rates for all segments of the student population. HB 1010 also required school districts to designate one or more at-risk coordinators and to provide remedial and support programs for students at risk of dropping out of school.

The first TEA report on public school dropouts presented data on students who dropped out during the 1987-88 school year. Using student-level data from the Public Education Information Management System (PEIMS), the report presented actual, not estimated, annual dropout counts and rates for Grades 7-12 by county, district, and campus. It also included five-year projections of cross-sectional and longitudinal dropout rates for the state, as mandated by statute (TEC §11.205, 1988).

The Academic Excellence Indicator System (AEIS) established in 1990 replaced the agency information distributed through APRs. Among the initial performance indicators adopted by the State Board of Education (SBOE) and reported annually through AEIS reports were annual graduation counts and dropout rates. In 1991, TEA began reporting these rates in two additional publications: *Snapshot*, a compilation of district profile data; and *Pocket Edition*, a small brochure highlighting statewide education statistics.

In 1993, when the legislature directed that AEIS data form the foundation of a performance-based accountability system to rate districts and campuses, dropout rates became one of the indicators targeted in statute for this purpose. In 1994, Grade 7-12 annual dropout rates from the 1992-93 school year were used for *Exemplary* and *Recognized* ratings only. The next year, TEA began using annual dropout rates for *Academically Acceptable* and *Academically Unacceptable* ratings as well. Also in 1995, the agency was required to report detailed information about dropouts in the comprehensive biennial and interim reports to the Texas Legislature (TEC §39.182 and §39.185, 1996). In 2001, these reports were combined into the *Comprehensive Annual Report on Texas Public Schools* (TEA, 2001).

Interest in reporting longitudinal indicators of student success or failure in school and in basing these indicators on actual, rather than estimated, figures had remained high since student-level data were first collected through PEIMS in 1988. In 1990-91, districts began submitting student-level enrollment and graduation records. This information, combined with dropout records, enabled TEA to analyze the progress attained by students on an annual basis. It also became possible for the first time to consider tracking student progress from one year to the next.

In 1996, TEA investigated using a high school completion rate as an alternative or supplement to an annual dropout rate in the accountability system (TEA, 1996). This measure, as a complement to the dropout rate, would provide an indicator of student and school success rather than failure. Four-year completion rates for the classes of 1996 and 1997 were published as report-only indicators in the 1998 AEIS reports. By 1998, the agency had sufficient years of PEIMS data to follow the progress of the members of a seventh-grade class through high school to determine their final statuses. Grade 7-12 longitudinal dropout rates for the class of 1998 were included in AEIS a year later.

As PEIMS continued to evolve, refinements in data collection, processing, and reporting helped meet the growing demand for reliable information about public education. The desire for a more comprehensive and accurate accounting of reported student outcomes led to a major change in data submission requirements for 1997-98. Until then, districts were required to report only students in Grades 7-12 from the previous year who had graduated or dropped out. The statuses of students who left school for other reasons were not reported through PEIMS.

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another or; (c) received General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. Each fall, returning students are reported on enrollment records. Students who left during the previous year or who completed the school year but did not return the following fall are reported on leaver records. Based on the leaver records submitted by districts, school leavers are categorized as graduates, dropouts, or other leavers. Other leavers include students who withdraw to enroll in private schools in the state, enroll in schools outside the state, enroll in colleges, or enter home schooling.

Beginning with the class of 1998, separate longitudinal dropout rates and completion rates were replaced with a four-year high school completion/student status series. The series is made up of four complementary longitudinal rates based on the tracking of students into the fall four years after they begin Grade 9: graduate, continuer, GED recipient, or dropout. The four rates add to 100 percent. Completion/student status rates appeared for the first time as report-only indicators in the 2000 AEIS reports. In 2001, the Texas Legislature added the Grade 9 completion rate to the list of performance indicators in statute (TEC §39.051, 2001). The rate became a base indicator in the 2004 accountability system.

TEA calculates two longitudinal completion rates for campuses and districts. Completion II consists of students who, four years after beginning Grade 9, have graduated, continued in high school the fall after graduation was expected, or received GED certificates. Completion I, which is more rigorous, consists of students who have graduated or continued in high school. In 2004, the year that completion became a base indicator, campuses and districts were rated on Completion II. They also were rated on Completion II in 2005, the year that alternative education accountability (AEA) procedures were introduced. Since 2006, campuses and districts subject to standard accountability procedures have been rated on Completion I. Campuses and districts subject to AEA procedures, which apply to campuses and charter districts dedicated to serving students at risk of dropping out of school, continue to be rated on Completion II.

Current statute requires that the accountability system performance indicators include dropout rates (TEC §39.053, 2010). TEA has calculated an annual dropout rate for Grades 7-12 since 1987-88. A longitudinal dropout rate for Grades 7-12, which requires seven years of student-level enrollment and dropout data, was first calculated for the class of 1998.

As a key element of AEIS, annual dropout rates and longitudinal graduation, completion, and dropout rates play an important role in the accountability ratings. Together with Texas Assessment of Knowledge and Skills (TAKS) performance, dropout rates and completion rates are used to rate the performance of each campus and district as *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*. The annual dropout rate for Grades 7-12 was a component of district and campus ratings through 2002 (TEC §39.072, 2001). No ratings were issued in 2003, the year TAKS was implemented. Grade 7-8 annual dropout rates and Grade 9 longitudinal completion rates have been used in the accountability system since 2004. AEIS data are also used to administer statutory recognition programs (TEC §39.261, 2010) and to generate district and campus performance reports (TEC §39.306, 2010), as well as school report cards for distribution to parents (TEC §39.305, 2010).

In addition to the accountability ratings, TEA is required to report dropout rates to the governor and legislature in the *Comprehensive Annual Report on Texas Public Schools* (TEC §39.332, 2010). The statute requires that the following types of dropout information be reported: (a) annual dropout rates of students in Grades 7-12, expressed in the aggregate and by grade level; (b) completion rates of students in Grades 9-12; (c) projected cross-sectional and longitudinal dropout rates for Grades 9-12 for five years, assuming no state action is taken to reduce the rates; and (d) a description of a systematic, measurable plan for reducing the projected dropout rates to 5 percent or less. As data become available, annual dropout rates and completion rates also must be reported separately for current and former limited English proficient students and disaggregated by special language program instructional model.

## Dropout Definition

A dropout was first defined in statute in 1987 as a student in Grades 7-12 who did not hold a high school diploma or the equivalent and who was absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (TEC §11.205, 1988). As implemented by the SBOE, students with approved excuses were excluded from the dropout definition, as were students who returned to school the following semester or school year (Title 19 of the Texas Administrative Code [TAC] §61.64, 1988). The first PEIMS dropout records were submitted for students who dropped out during the 1987-88 school year.

The original dropout definition in the *1988-1989 PEIMS Data Standards* (TEA, 1989) did not count as dropouts: (a) students who received GED certificates; (b) students who left to enter other educational settings leading to high school diplomas, GED certificates, or college degrees; (c) students who withdrew to enter health care facilities; and (d) students incarcerated in correctional facilities. When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption from the dropout definition was added for students who were at least 17 years old and enrolled in GED preparation programs (TEC §§21.032 and 21.033, 1990).

Beginning with the 1992-93 dropout rate, TEA searched dropout data for prior years to identify previously reported dropouts. Because students who drop out but return to school are more likely to drop out again, repeat dropouts were removed from the dropout count so as not to discourage districts from trying to recover these students. Also beginning in 1992-93, a student expelled for committing certain types of criminal acts on school property or at a school-related event was removed from the dropout count if the term of expulsion had not expired.

In 1994-95, the dropout definition itself was removed from state law and SBOE rule. Legislative direction at the time indicated that, in deleting the dropout definition from code, it was intended that students who met all coursework requirements for a diploma but left school without passing the exit-level test were not to be counted as dropouts. Also beginning that year, students who withdrew from school to return to their home countries were not counted as dropouts, even if the districts did not have evidence that the students had reenrolled in school.

In 1997, the compulsory attendance age was again raised, requiring a student to attend school until his or her 18th birthday (TEC §25.085, 1997). In 1999, the legislature added two groups of students to those who were exempted from the dropout count. Senate Bill (SB) 1472 exempted students who were at least 16 and enrolled in Job Corps programs (TEC §25.086, 1999). SB 103 exempted all expelled students from the dropout count during the terms of expulsion (TEC §39.051, 1999).

In 2003, the Texas Legislature passed SB 186, which amended the language on the dropout indicator. SB 186 required districts to report dropout data, and TEA to compute dropout rates, graduation rates, and completion rates, consistent with the standards and definitions of the U.S. Department of Education's National Center for Education Statistics (NCES) (TEC §39.051(b)(2), 2004). Under the NCES definition, a dropout is a student who is enrolled in public school in

Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die. Districts began collecting information according to the new dropout definition and procedures in 2005-06. For a description of the changes to the dropout definition and leaver reporting resulting from adoption of the NCES dropout definition, see Appendix B. This is the fifth graduation, completion, and dropout report to use the new definition.

In 2009, the legislature passed HB 3, requiring that TEA exclude six groups of students from dropout and completion rates when evaluating dropout and completion data for accreditation and performance ratings: (1) previous dropouts; (2) students for whom school districts are not receiving state Foundation School Program (FSP) funds (usually because the students are being served fewer than two hours of instruction per day); (3) students who have been ordered by courts to attend GED programs but have not earned GED certificates; (4) students who are incarcerated in state jails and federal penitentiaries as adults and as persons certified to stand trial as adults; (5) students whose initial enrollment in a school in the United States in Grades 7 through 12 was as unschooled refugees or asylees; and (6) students detained in county detention facilities that are located outside the students' home districts (TEC §39.053, 2010). The exclusions apply beginning with students who attend in 2010-11, which will affect rates calculated in the 2011-12 school year. Exclusions required by state statute apply only to rates used for state accountability. Graduation rates calculated for federal accountability will not reflect the exclusions.

## Annual Dropout Rates

An annual dropout rate was first calculated by TEA for the 1987-88 school year as the number of dropouts from Grades 7-12 divided by the total number of students enrolled in Grades 7-12 the fall of that same year (Table 3). The same calculation was used for the first five years of dropout reporting.

In 1992-93, districts began submitting individual student attendance records as part of the PEIMS data collection. For the first time, TEA was able to compute cumulative enrollment—the number of students in attendance in Grades 7-12 at any time during the previous school year. Cumulative enrollment more closely parallels the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment also provides the most consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. For these reasons, cumulative enrollment replaced fall enrollment in the dropout rate calculation, beginning with the 1992-93 school year.

From 1992-93 through 2004-05, public school students who were ineligible for state FSP funding, usually because they were being served fewer than two hours of instruction per day, were not included in the annual dropout count; thus, they were excluded from the denominator. With adoption of the NCES dropout definition in 2005-06, students not eligible for FSP funding who leave school without a valid reason are included in the dropout count. They are therefore included in the denominator. The addition of students who are not eligible for FSP funding and the adoption of cumulative, rather than fall, enrollment are the only changes that have been made to the dropout rate denominator.

Annual dropout rates for 2009-10 are presented in this report using the new racial/ethnic categories. Annual dropout rates for 2008-09 and earlier years are presented using the old racial/ethnic categories. See the section, "Reporting of Race/Ethnicity," on page 39 for additional information.

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

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

Dropout definition	Data processing
<p>1987-88</p> <p>A dropout is defined in the Texas Education Code, Texas Administrative Code, and <i>Public Education Information Management System (PEIMS) Data Standards</i> as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and is absent from school for 30 or more consecutive days. Students with an approved excuse or documented move are excluded from the dropout definition, as are students who return to school the following semester or year.</p>	<p>The Texas Education Agency (TEA) begins collecting individual student-level records for students who drop out of school.</p>
<p>1990-91</p>	<p>TEA begins collecting individual student-level enrollment records and graduate records. An automated search of enrollment records is instituted, and reported dropouts found to be enrolled in another Texas public school district the following year are removed from the dropout count.</p>
<p>1992-93</p> <p>Students previously counted as dropouts, back to 1990-91, are removed from the dropout count.</p> <p>Students expelled for committing certain types of criminal behavior on school property or at school-related events are removed from the dropout count during the term of expulsion.</p>	<p>TEA begins collecting individual student-level attendance records. An automated search of attendance records is instituted, and reported dropouts found to be in attendance in another Texas public school district later in the year are removed from the dropout count.</p> <p>An automated search of graduate records and General Educational Development (GED) certificate records is instituted, and reported dropouts found to have graduated or received a GED are removed from the dropout count.</p>
<p>1994-95</p> <p>The definition of a dropout is removed from state law and State Board of Education rule.</p> <p>Students who meet all graduation requirements but fail the exit-level test are removed from the dropout count.</p> <p>Students who return to their home countries are excluded from the dropout count even if there is no evidence that they have reenrolled in school.</p>	
<p>1995-96</p> <p>Students who enroll in alternative programs that are not state approved but who are in compliance with compulsory attendance and are working toward completion of high school diplomas or GED certificates are removed from the dropout count.</p>	
<p>1997-98</p>	<p>TEA begins collecting individual student-level records for all school leavers—graduates, dropouts, and students who left school for other reasons. Additional audits of dropout rates calculated from these data are conducted at the state level.</p>

**continues**

**Table 3 (continued)**

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

Dropout definition	Data processing
1998-99	
	The automated search of enrollment records is expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date.
1999-00	
<p>Sixteen-year-olds enrolled in Job Corps programs leading to high school equivalency certificates are removed from the dropout count.</p> <p>The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.</p>	Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.
2003-04	
<p>Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts.</p>	<p>Students served outside their districts are attributed to the sending districts.</p> <p>Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to a regular campus in that district through campus of accountability procedures.</p>
2005-06	
<p>Texas adopts the National Center for Education Statistics (NCES) dropout definition. Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED certificate, continue high school outside the public school system, begin college, or die.</p>	<p>To track students more efficiently and reduce the number of records districts must submit, TEA begins using agency files to account for previous Texas public school graduates, students who receive GED certificates by August 31, and students who enroll in other Texas public school districts by the last Friday in September. Districts are no longer required to submit leaver records for students who are accounted for by TEA.</p>
2006-07	
<p>A student who fails to enroll in school after release from a residential treatment center is not counted as a dropout for the serving campus or district (i.e., the campus and district providing educational services to the center) if the serving district is not the student's home district.</p> <p>A student who fails to enroll in school after release from a Texas Juvenile Probation Commission (TJPC) or Texas Youth Commission (TYC) facility is not counted as a dropout for the serving district.</p>	<p>Students served outside their districts are no longer attributed to the sending districts. Specifically: (a) a dropout from a residential treatment facility whose home district is not the serving district is not included in the dropout rates for the serving campus and district; and (b) a dropout from a TJPC facility is not included in the dropout rate for any district.</p> <p>A dropout from a TJPC facility is included in the dropout rate for the serving campus if the serving campus is the TJPC facility. A dropout from a TJPC facility whose home district is not the serving district but who is attributed to a regular campus in the serving district is not included in the dropout rate for any campus.</p> <p>A dropout from a TYC facility is included in the dropout rate for the serving campus if the serving campus is the TYC facility. A dropout from a TYC facility is included in the dropout rate for the serving district if, through campus of accountability procedures, he or she has been attributed to a regular campus in the serving district; otherwise, the dropout is not included in the dropout rate for any district.</p>

**continues**



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

Dropout definition	Data processing
2007-08	<p>Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students was temporarily extended through Friday, October 24, 2008. The extension was implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state. As with the original school-start window, districts were not required to submit leaver records for students found to have enrolled in another district during the temporarily extended school-start window.</p>
2008-09	<p>Students in the Optional Flexible School Day Program were accounted for in data processing.</p> <p>Determination of economic status changed. Prior to 2008-09, students were identified as economically disadvantaged if they were reported as such by any district in the fall. Beginning in 2008-09, students were identified as economically disadvantaged only if they were reported as such by the accountable district.</p>
2009-10	<p>TEA begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Rates calculated for 2009-10 reflect the new federal standard.</p>

## Longitudinal Graduation, Completion, and Dropout Rates

TEA has calculated Grade 9 graduation, completion, and dropout rates for the graduating classes of 1996 through 2010 (Table 4). The rates are based on the final statuses of students who began Grade 9 in Texas public schools in a particular school year and were tracked into the fall after their expected graduation date. The method used to calculate the rates was developed so that the completion rates and longitudinal dropout rate add to 100 percent. The completion rates include three components: graduates, continuing students, and GED recipients. The longitudinal dropout rate makes up a fourth component. A student is considered to be a graduate, continuer, GED recipient, or dropout from the school he or she last attended.

The definition of a dropout in the longitudinal rate is based on the same definition of a dropout used in the annual dropout rate. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation, completion, and dropout rates for the class of 2009. Thus, the class of 2010 Grade 9 cohort was the second in which students who dropped out were subject to the same dropout definition, regardless of when they left school.

The denominator of the completion rate consists of students who entered Grade 9 in Texas public school and who, by the fall after their expected graduation date, either graduated, received GED certificates, continued in high school, or dropped out. Students who left for reasons other than graduating, receiving GED certificates, or dropping out are not included in the denominator. Most other leavers are students who leave to enroll in other educational settings, such as private schools in the state, public or private schools outside the state, colleges, or home schooling. Also considered other leavers are students who: return to their home countries; are expelled for offenses under Texas Education Code §37.007 (2010) from districts located in counties that do not have juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; are withdrawn by districts because, at the time of enrollment, the students were not residents of the districts; or die.

Through the class of 2009, completion rates were calculated for districts and campuses if they served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort. To comply with federal accountability standards, a second criterion was added for the class of 2010. Completion rates for the class of 2010 were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort.

TEA also calculates longitudinal graduation, completion, and dropout rates for students who began Grade 7 in Texas public schools. A Grade 7-12 longitudinal dropout rate was calculated for the first time for the class of 1998. The longitudinal graduation, completion, and dropout rates for the class of 2010 are based on the tracking of students who began Grade 7 in 2004-05 or who later joined the cohort.

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

Longitudinal rate definitions	Data processing
1992-93 through 1996-97	
A Grade 7-12 estimated longitudinal dropout rate based on the Grade 7-12 annual dropout rate is calculated using aggregate numbers of dropouts and students.	
Classes of 1996 and 1997	
Completion rates using student-level data are first calculated for Grade 9 cohorts based on the holding power approach to high school completion (Hartzell, McKay, & Frymier, 1992). Completers are defined as graduates, high school continuers, and General Educational Development (GED) recipients. Separate longitudinal dropout rates using student-level data are calculated for Grade 7 cohorts.	Completion rates are based on fall snapshot data. Longitudinal dropout rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's first appearance in the cohort. A student who moves from one school to another is considered to be a completer or dropout from the last school attended.
Class of 1998	
Separate longitudinal dropout rates and completion rates are replaced with a four-year high school completion series. The series is made up of four complementary longitudinal rates: graduation, continuation in high school, GED certification, and dropout. The four rates add to 100 percent.	Longitudinal rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's final record in the cohort.  A student who finishes the cohort period as both a continuer and a GED recipient is assigned a final status of GED recipient.  Rates are calculated for districts and campuses that served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort.
Class of 2003	
The dropout definition is the state definition in the dropout year for each of the four years of the cohort.  The completion definition is added when completion rates become a base indicator in the accountability system. Class of 2003 completion rates are used for 2004 accountability ratings. The completion definition for 2004 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.	
Class of 2004	
The dropout definition is the state definition in the dropout year for each of the four years of the cohort.  Class of 2004 completion rates are used for 2005 accountability ratings. The completion definition for 2005 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.	A student who earns a GED is matched to the longitudinal cohort regardless of the date the GED is earned.  Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the districts through campus of accountability procedures.
Class of 2005	
The dropout definition is the state definition in the dropout year for each of the four years of the cohort.  Class of 2005 completion rates are used for 2006 accountability ratings. The completion definition for 2006 accountability ratings using standard accountability procedures includes graduates and continuers. The completion definition for 2006 accountability ratings using alternative education accountability procedures includes graduates, continuers, and GED recipients.	A student who finishes the cohort period as both a continuer and a GED recipient is assigned a final status of continuer.

**continues**

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

Longitudinal rate definitions	Data processing
Class of 2006	
Districts begin submitting data in 2005-06 based on the National Center for Education Statistics (NCES) dropout definition. For the class of 2006, the dropout definition is the state definition for students who left in the first three years of the cohort and the NCES definition for students who left in the fourth year.	A student who finishes the cohort period as both an other leaver and a GED recipient is assigned a final status of other leaver.
Class of 2007	
The dropout definition is the state definition for students who left in the first two years of the cohort and the NCES definition for students who left in the third and fourth years.	
Class of 2008	
The dropout definition is the state definition for students who left in the first year of the cohort and the NCES definition for students who left in the final three years.	Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students (or "continuers") was temporarily extended through Friday, October 24, 2008. The extension was implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state.
Class of 2009	
The dropout definition is the NCES definition for students who left in any of the four years of the cohort.	Students in the Optional Flexible School Day Program were accounted for in data processing.  Determination of program participation and student characteristics changed. Prior to 2008-09, if the last district attended did not submit program participation or student characteristic data for a student, data from the previous year were used. Beginning in 2008-09, only program participation and student characteristic data submitted by the accountable district in the last year attended were used.
Class of 2010	
The dropout definition is the NCES definition for students who left in any of the four years of the cohort.	In 2009-10, the Texas Education Agency (TEA) begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Graduates, GED recipients, and dropouts, all of whom have final statuses in 2009-10 or earlier, are reported using the old racial/ethnic categories. Because they have final statuses in 2010-11, all continuers, with the exception of multiracial continuers, are reported using the new categories. Multiracial continuers are assigned the race/ethnicity reported for them in the most recent previous year.  Completion rates for the class of 2010 were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort.

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

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



# **Data Used in Graduation, Completion, and Dropout Reporting**

Public Education Information  
Management System Data

Creating the Roster of Students

Accounting for Students by  
the Texas Education Agency

Accounting for Students by Districts

Processing Leaver Records

Reporting of Race/Ethnicity

District Results for Leaver Processing

Data Quality in Dropout Reporting

# Public Education Information Management System Data

## ***Data Standards***

Districts have submitted data to the Texas Education Agency (TEA) through the Public Education Information Management System (PEIMS) since the fall of 1987. The *PEIMS Data Standards* (e.g., TEA, 2009), published annually by TEA, outlines requirements for submitting data through PEIMS. The *PEIMS Data Standards* provides descriptions of data elements and the values of codes used to report the data elements, record layout specifications, submission timelines, and the responsibilities of districts, education service centers, and TEA with regard to the data submission process. The Person Identification Database (PID), introduced in 1988, allows the submission of student-level data.

## ***Leaver Data Documentation***

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another or; (c) received General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. The *PEIMS Data Standards* requires that districts have documentation to support the leaver reason code assigned to each school leaver. To assist districts in meeting the requirements, specific documentation standards for each leaver reason code are included in the *PEIMS Data Standards* (Appendix C).

## ***Data Submission***

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

Districts have been provided a number of Web-based tools to assist them in reducing data errors before and during data submission. For example, districts can use Person Identification Database (PID) Enrollment Tracking (PET) to learn whether students who leave the district enroll in other public schools in the state. PET maintains up-to-date enrollment information for students in early education through Grade 12 in Texas public schools. Districts are required to submit student enrollment information on a weekly basis, starting the third week of the school year. Enrollment dates and withdrawal dates for each student served by a district are submitted. Districts can search PET to locate students or view enrollment histories. Preliminary cohort lists available through TEA Secure Environment (TEASE) allow districts to determine a student's expected graduation year, for accountability purposes, and the year he or she last attended Texas public school. In addition, districts



have technical documentation that describes the steps used by TEA to build the class of 2010 Grade 9 cohort and compute longitudinal rates. This document is available through TEASE and on the agency's public website.

## **Creating the Roster of Students**

The first step in the collection and processing of data used to calculate the graduation, completion, and dropout rates is the creation of a roster of all students who were in Grades 7-12 in Texas public schools the previous year. Each student has one entry on the roster for each district he or she attended. Every student on the roster must be accounted for through TEA or district records. TEA searches for students in enrollment and attendance records and in the graduate and GED databases. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students by submission of leaver reasons.

# **Accounting for Students by the Texas Education Agency**

## ***GED Recipients***

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

## ***Previous Graduates***

Some students graduate from Texas public schools, return to school to take additional courses, and then leave again. TEA accounts for these "previous graduates" by searching a cumulative database of Texas public school graduates. School districts are not required to submit leaver records for previous graduates.

## ***Movers***

Students who move from one Texas public school district and enroll in another also are accounted for by TEA. Attendance records submitted each June by all Texas public school districts and enrollment records submitted each fall enable TEA to verify reenrollment. Students found to have enrolled in another district during the course of a single school year are identified as "school-year movers." Students found to have enrolled in another district during the school-start window, that is, between the first day of school and the last Friday in September, are identified as "summertime movers." Districts are not required to submit leaver records for movers.

# Accounting for Students by Districts

## ***Enrollment Reporting***

Each fall, districts submit records for students enrolled in their districts, including new enrollees and students who attended the previous school year. A district is not required to submit leaver records for students who return to the district between the first day of school and the last Friday in September (i.e., the "school-start window"). A district is required to submit leaver records for students who return after that date and have not been accounted for by TEA.

## ***Leaver Reporting Requirement***

Districts begin submitting fall PEIMS data, including enrollment records and leaver records, as early as September, with final submission due in December and a resubmission opportunity in mid-January for districts with errors or omissions in their December submissions. During this time, TEA provides districts access to reports on the student roster so they can identify students for whom leaver records are not required. TEA updates the roster and generates reports as data are submitted. A district may not know whether a student has reenrolled in another district until the final data submission deadline in December. If the district is required to submit a leaver record and has not done so by the submission deadline, the district can submit the record during the resubmission process, which ends in mid-January.

A district is required to submit a leaver record for any student in Grades 7-12 the previous year, unless the student:

- received a GED certificate by August 31;
- is a previous Texas public school graduate;
- is a school-year mover or summertime mover from the district; or
- returned to the district on time, or by the last Friday in September.

## ***Leaver Reason Codes***

School districts can submit 1 of 14 leaver reason codes for each leaver (Table 5). One code is for students who graduate from Texas public school. Twelve codes are for "other leavers"—students who: enroll in school outside Texas; enroll in Texas private school; enter home schooling; enter college early to pursue degrees; enroll in university high school diploma programs authorized by the State Board of Education; graduate outside Texas before entering Texas public school, enter a Texas public school, and leave again; complete GEDs outside Texas; are expelled for offenses under Texas Education Code §37.007 from districts located in counties that do not have juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; are withdrawn by districts because, at the time of enrollment, the students were not residents of the

**Table 5**  
**Leaver Reason Codes, Texas Public Schools, 2009-10**

Code <sup>a</sup>	Leaver reason
Graduated or received an out-of-state GED <sup>b</sup>	
01*	Graduated from a campus in this district or charter
85*	Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again
86*	Completed GED outside Texas
Moved to other educational setting	
24*	Withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree
60*	Withdrew from/left school for home schooling
66*	Removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment
81*	Withdrew from/left school to enroll in a private school in Texas
82*	Withdrew from/left school to enroll in a public or private school outside Texas
87*	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program
Withdrawn by district	
78*	Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school
83*	Withdrawn by district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification or immunization records
Other reasons	
03*	Died while enrolled in school or during the summer break after completing the prior school year
16*	Withdrew from/left school to return to family's home country
98	Other (reason unknown or not listed above)

<sup>a</sup>Codes with an asterisk (\*) are not included in the calculation of the dropout rate used for accountability purposes. <sup>b</sup>General Educational Development certificate.

districts; return to their home countries; or die. Students who leave for reasons other than those previously listed have one code (98) and, unless accounted for by TEA processing, are considered dropouts.

## Processing Leaver Records

### *Determining Student Statuses*

After all leaver records are received from districts, they are matched to the student roster and loaded into agency databases. Because multiple records per student are possible, and because a record from one district may affect a student's status at another, the agency uses all the data available for a student to determine the student's status. The agency determines whether the student returned to, or is a leaver from, each district he or she attended. The agency also determines whether the student returned to, or is a leaver from, the Texas public school system as a whole. District leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for each district. State leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for the state as a whole.

### **State Leaver Status**

**Description.** State leaver status indicates whether a student is considered to be a leaver from the Texas public school system. State leaver status is determined by enrollment and leaver records submitted by districts in the fall and TEA records identifying movers, graduates, and GED recipients. There are seven state leaver statuses: graduate, previous graduate, not a leaver, other leaver, GED recipient, dropout, and underreported. A student can have only one state leaver status, regardless of the number of districts attended. State leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

**Graduate.** A status of "graduate" indicates the student graduated from a Texas public school district. A district submits a leaver record for the student with the leaver reason code for graduate.

**Previous graduate.** A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

**Not a leaver.** A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to Texas public school on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the last district the student attended is required to submit a leaver record for the student.

**Other leaver.** A status of "other leaver" indicates that: (a) the preceding three statuses do not apply; and (b) the student left Texas public schools for a reason other than graduating or dropping out. A district submits a leaver record for the student with a leaver reason code for other leaver.

**GED recipient.** A status of "GED recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a GED certificate by August 31, 2010. A leaver record is not required for the student.

**Dropout.** A status of "dropout" indicates that: (a) the preceding five statuses do not apply; and (b) the student is a dropout. A district submits a leaver record for the student with the leaver reason code for dropout.

**Underreported.** A status of "underreported" indicates that the preceding six statuses do not apply. A leaver record is required for the student but is not received.

### ***District Leaver Status***

**Description.** District leaver status indicates whether a student is considered to be a leaver from the district. District leaver status is determined by enrollment and leaver records submitted by the district in the fall and TEA records identifying movers, graduates, and GED recipients. For a student who attended more than one district, the district leaver status may differ from one district to another and may differ from the state leaver status. The district leaver statuses are the same as the state leaver statuses, but their definitions differ slightly, and there is one additional status: mover. Mover is not a status at the state level because a student who moves from one Texas public school district and enrolls in another has not left the Texas public school system. District leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

**Graduate.** A status of "graduate" indicates the student graduated from the district. The district is required to submit a leaver record for the student with the leaver reason code for graduate, and the record is loaded into the graduation database.

**Previous graduate.** A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

**Not a leaver.** A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to the district on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the district is required to submit a leaver record for the student, but the leaver record is not loaded into the leaver database.

**Mover.** A status of "mover" indicates that: (a) the preceding three statuses do not apply; and (b) the student moved from the district and enrolled in another Texas public school district. A leaver record is not required for the student.

**Other leaver.** A status of "other leaver" indicates that: (a) the preceding four statuses do not apply; and (b) the student left the district for a reason other than graduating or dropping out. The district is required to submit a leaver record for the student with a leaver reason code for other leaver, and the record is loaded into the other leaver database.

**GED recipient.** A status of "GED recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a GED certificate by August 31, 2010. A leaver record is not required for the student.

**Dropout.** A status of "dropout" indicates that: (a) the preceding six statuses do not apply; and (b) the student is a dropout. The district is required to submit a leaver record for the student with the leaver reason code for dropout, and the record is loaded into the dropout database.

**Underreported.** A status of "underreported" indicates that the preceding seven statuses do not apply. A leaver record is required for the student but is not received.



## Reporting of Race/Ethnicity

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

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

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

In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The new standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered.

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The new standard results in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively

as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school graduation, completion, and dropout data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanics. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category. When reporting annual data by race/ethnicity for school years prior to 2009-10 and longitudinal data by race/ethnicity for the class of 2009 and earlier classes, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

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

Annual dropout rates for 2009-10 are presented in this report using the new racial/ethnic categories. In selected tables, rates are also presented for Hispanic students by race. Annual dropout rates for 2008-09 and earlier years are presented using the old racial/ethnic categories.

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

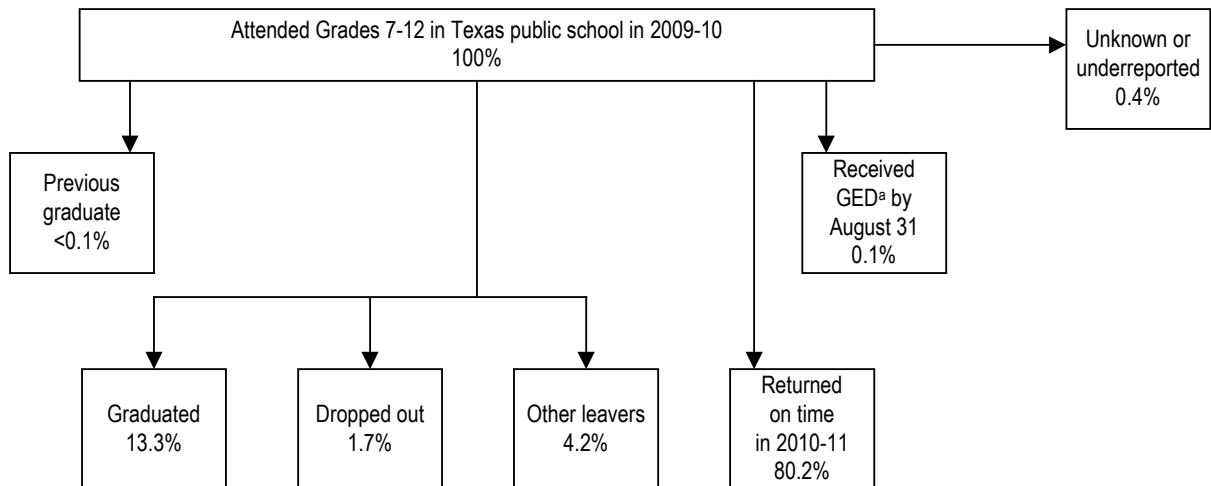
Longitudinal rates for the class of 2010 and earlier classes are presented in this report using the old racial/ethnic categories. For the class of 2010, this required attributing some students to the old categories. Data for graduates, GED recipients, and dropouts in the class of 2010, all of whom had final statuses in 2009-10 or earlier, were collected using the old racial/ethnic categories. But data for continuers, all of whom had final statuses in 2010-11, were collected using only the new categories. Although most of the new racial/ethnic categories correspond to individual old categories, the categories "Asian," "Pacific Islander," and "multiracial" do not. To account for these students, Asian continuers and Pacific Islander continuers were combined and counted in the old racial/ethnic category "Asian/Pacific Islander." Multiracial continuers, except those identified as Asian and Pacific Islander, were counted in the racial/ethnic categories collected for them in the most recent previous year. Multiracial continuers identified as Asian and Pacific Islander were counted in the old racial/ethnic category "Asian/Pacific Islander."

# District Results for Leaver Processing

## District Summary

Of the students in Grades 7-12 in the 2009-10 school year, 80.2 percent returned to Texas public school the next fall on time, that is, by the last Friday in September (Figure 1). Another 13.3 percent graduated, 1.7 percent dropped out, and 4.2 percent left the Texas public school system for other reasons. In addition, less than 0.1 percent had graduated in previous school years, and 0.1 percent received GED certificates by August 31, 2010. The remaining 0.4 percent could not be accounted for through TEA and district records.

**Figure 1**  
**Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2009-10**



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

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

## Leaver Reasons Reported by Districts

The counts of graduates, dropouts, and other leavers summed across districts do not match total counts of graduates, dropouts, and other leavers summed at the state level. When two or more districts submit leaver records for the same student, TEA attempts to determine which district is accountable for the student. When the accountable district cannot be determined, all records are retained and included in processing. Each record submitted for a student is included in the district counts, whereas duplicate records are removed from state counts. Thus, the total counts of graduate, dropout, and other leaver records received by TEA do not match the total counts of graduate, dropout, and other leavers at the state level presented elsewhere in this report.

A majority (69.6%) of leaver records submitted by districts in fall 2010 were for students who graduated from Texas public schools (Table 6 on page 42). An additional 8.7 percent were for

**Table 6**  
**Exit Reasons for District Leavers, Grades 7-12, Texas Public Schools, 2009-10**

Code <sup>a</sup>	Leaver reason	Other leavers		All leavers	
		Number	Percent	Number	Percent
Graduated or received an out-of-state GED <sup>b</sup>					
01*	Graduated from a campus in this district or charter	n/a <sup>c</sup>	n/a	280,520	69.6
85*	Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again	76	0.1	76	<0.1
86*	Completed GED outside Texas	107	0.1	107	<0.1
Moved to other educational setting					
24*	Withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree	651	0.7	651	0.2
60*	Withdrew from/left school for home schooling	20,214	23.0	20,214	5.0
66*	Removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment	232	0.3	232	0.1
81*	Withdrew from/left school to enroll in a private school in Texas	12,307	14.0	12,307	3.1
82*	Withdrew from/left school to enroll in a public or private school outside Texas	37,642	42.8	37,642	9.3
87*	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program	252	0.3	252	0.1
Withdrawn by district					
78*	Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school	637	0.7	637	0.2
83*	Withdrawn by district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification or immunization records	719	0.8	719	0.2
Other reasons					
03*	Died while enrolled in school or during the summer break after completing the prior school year	603	0.7	603	0.2
16*	Withdrew from/left school to return to family's home country	14,446	16.4	14,446	3.6
98	Other (reason unknown or not listed above)	n/a	n/a	34,949	8.7
All leaver reasons		87,886	100	403,355	100

Note. Parts may not add to 100 percent because of rounding. The counts of graduates, dropouts, and other leavers reflect all records received from districts. Because duplicate records are removed from state counts, district-level counts do not match state-level counts presented elsewhere in this report. <sup>a</sup>Codes with an asterisk (\*) are not included in the calculation of the dropout rate used for accountability purposes. <sup>b</sup>General Educational Development certificate. <sup>c</sup>Not applicable. Graduates (Code 01) and dropouts (Code 98) are not counted as other leavers.

students who dropped out, and 21.7 percent were for students who left Texas public school for reasons other than graduating or dropping out.

Among the 87,886 other leavers, or students who left Texas public schools for reasons other than graduating or dropping out, 42.8 percent left to enroll in school outside Texas. An additional 23.0 percent withdrew to begin home schooling, 16.4 percent withdrew to return to their home countries, and 14.0 percent withdrew to enroll in Texas private schools. The leaver records do not include GED recipients or previous graduates.

## Data Quality in Dropout Reporting

### *Underreported Students*

Not all students from the previous year are accounted for through district records or TEA processing. For example, a district may fail to submit a record for a student. Or a district may submit a record, but an error in the student's identification information on the record prevents TEA from matching the record to a student. Students from the previous year who are not accounted for or for whom a record cannot be matched are considered underreported. The percentage of underreported students is calculated as the number of students who are unaccounted for divided by the total number of students served in Grades 7-12 the previous year. Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or anomalous use of certain leaver codes are subject to interventions and sanctions. A high number or percentage of underreported students can cause a district's accountability rating to be lowered.

The standards for underreported students since implementation of the new accountability system in 2004 have been as follows:

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

An indeterminate fraction of underreported students are dropouts. Nevertheless, TEA counts and reports underreported students separately from dropouts. Counting underreported students as dropouts changes a dropout rate from a measure of dropouts to a measure of dropouts and data reporting problems combined. A combined measure is not a meaningful indicator of educational performance. An independent data quality measure has been very effective in monitoring and improving data quality.

## ***Student Identification Errors***

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

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

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

The PID error rate standard has become more rigorous over time. For 2009-10, the thresholds for PID errors were: more than 10 student records with PID errors or an error rate higher than 1.0 percent.

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

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

The validation of leaver data has been integrated into a data validation component of the Performance-Based Monitoring (PBM) system under which districts with leaver data reporting anomalies are subject to graduated interventions (Table 7). Emphasis is on a continuous improvement process in which districts undertake activities that promote improved data reporting and TEA monitors their progress. Nevertheless, interventions can lead to corrective actions or sanctions.

**Table 7**  
**Criteria for Investigation of Leaver Data, 2008-09**

Indicator	Description
Use of one or more leaver codes	A potentially anomalous percentage of one or more leaver codes in 2008-09 (i.e., any code other than graduate [01] or dropout [98]) is used. A minimum of 10 leavers is required for evaluation on this indicator.
Zero dropouts and use of other exit leaver codes	The number of 2008-09 dropouts reported is zero, and a potentially anomalous percentage of other exit leaver codes (codes 16, 24, 60, 81, and 82) for 2008-09 leavers is used. A minimum of 10 leavers is required for evaluation on this indicator.
Dropout trend analysis	A decrease in Grade 7-12 annual dropout rate from 2007-08 to 2008-09 or from 2006-07 to 2008-09 was appreciably greater than that shown for similar districts during the same period. A minimum of 10 students and a minimum of 5 dropouts are required for evaluation on this indicator.
Above the threshold for number or percentage of underreported students	The underreported student count for 2008-09 exceeded 150, or the underreported student rate for 2008-09 exceeded 4.0 percent. A minimum of 5 underreported students and a rate of underreporting of at least 1.0 percent is required for evaluation on this indicator.
Continuing students' dropout rate	This report-only indicator is the class of 2008 Grade 9 cohort dropout rate for students who continued in school after graduation was expected.
Missing PET <sup>a</sup> submission (August 23, 2010 through September 17, 2010)	This indicator identifies districts that did not complete at least one PET submission between August 23, 2010, and September 17, 2010.
Missing PET submission (2009-10 reporting year)	This indicator identifies districts that did not complete at least one PET submission during the 2009-10 school year.

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

Interventions include requirements to conduct analyses focused on leaver data reporting. The focus of the analyses is on data collection and reporting systems in the district. As appropriate to the indicator, student-level data reviews are required. The district is required to work with stakeholders to conduct the analyses and address identified issues in a continuous improvement plan. If substantial or imminent concerns are identified, or if appropriate progress is not made by the district in addressing leaver data reporting problems, a targeted on-site review may be conducted.

Interventions for data validation monitoring were implemented in 2005-06, a pilot year for the data validation component of PBM, using leaver data from 2002-03 and 2003-04. In 2006-07, data validation monitoring using 2004-05 leaver data identified 58 districts and charters for Stage 1 interventions and 45 districts and charters for Stage 2 interventions. In 2007-08, data validation monitoring using 2005-06 leaver data identified 68 districts and charters for Stage 1 interventions, 29 districts and charters for Stage 2 interventions, 58 districts and charters for Stage 3 interventions, and 9 districts and charters for Stage 4 interventions. In 2008-09, data validation monitoring using 2006-07 leaver data identified 38 districts and charters for Stage 1 interventions, 57 districts and charters for Stage 2 interventions, 64 districts and charters for Stage 3 interventions, and 13 districts and charters for Stage 4 interventions. In 2009-10, data validation monitoring using 2007-08 leaver data identified 60 districts and charters for Stage 1 interventions, 106 districts and charters for Stage 2 interventions, 87 districts and charters for Stage 3 interventions, and 13 districts and charters for Stage 4 interventions. In 2010-11, data validation monitoring using 2008-09 leaver data identified

94 districts and charters for Stage 1 interventions, 62 districts and charters for Stage 2 interventions, 54 districts and charters for Stage 3 interventions, and 11 districts and charters for Stage 4 interventions.

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



# Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Graduation,  
Completion, and Dropout Rates

Attrition Rates

Data Quality Measures

# Annual Dropout Rates

## *Grade 7-8 Annual Rate*

**Presentation of rates by race/ethnicity.** Annual dropout rates for 2009-10 are presented in this report using the new racial/ethnic categories. Annual dropout rates for 2008-09 and earlier years are presented using the old racial/ethnic categories.

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

**State summary.** An array of complex, interrelated factors contribute to dropping out. Family and personal background, academic history, and characteristics of the school all may influence the decision of a student to drop out of school. For the 2009-10 school year, the statewide annual dropout rate for Grades 7-8 was 0.2 percent, a decrease of 0.1 percentage points from the previous year (Table 8). This rate was considerably lower than the 2.4 percent annual dropout rate for Grades 9-12, which decreased by 0.5 percentage points from the previous school year (Table 11 on page 52). There were 1,672 students who dropped out of Grades 7-8, of whom 1,077, or 64.4 percent, dropped out of Grade 8 (Table 19 on page 60). In 2009-10, the percentage of dropouts from Grades 7-8 who left school in Grade 7 (35.6%) was smaller than the percentage in 2008-09 (37.2%). The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2009-10, the Grade 7-8 dropout rate for African American students (0.4%) was four times higher than that for White students (0.1%), and the rate for Hispanic students (0.3%) was three times higher (Table 8). Among multiracial students, Grade 7-8 dropout rates for the three groups with the largest numbers of students were 0.2 percent for students identified as White and African American, 0.1 percent for students identified as White and American Indian, and 0.3 percent for students identified as White and Asian. The rate for economically disadvantaged students decreased by 0.1 percentage points in 2009-10. Males in Grades 7-8 dropped out at a higher rate (0.3%) than females (0.2%).

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

**Table 8**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status,**  
**and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>African American</b>					
2005-06	108,041	15.5	829	27.3	0.8
2006-07	102,967	14.9	740	25.6	0.7
2007-08	100,628	14.6	475	23.9	0.5
2008-09	100,818	14.3	505	22.9	0.5
2009-10	93,727	13.1	356	21.3	0.4
<b>American Indian</b>					
2005-06	2,428	0.3	11	0.4	0.5
2006-07	2,454	0.4	10	0.3	0.4
2007-08	2,518	0.4	6	0.3	0.2
2008-09	2,603	0.4	13	0.6	0.5
2009-10	<3,675	0.5	- <sup>b</sup>	-	0.2
<b>Asian</b>					
2005-06	n/a <sup>a</sup>	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	24,207	3.4	26	1.6	0.1
<b>Hispanic</b>					
2005-06	303,028	43.4	1,680	55.3	0.6
2006-07	307,440	44.6	1,626	56.3	0.5
2007-08	315,045	45.6	1,126	56.6	0.4
2008-09	327,594	46.5	1,289	58.5	0.4
2009-10	344,999	48.3	999	59.7	0.3
<b>Pacific Islander</b>					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<870	0.1	-	-	0.1
<b>White</b>					
2005-06	263,909	37.8	476	15.7	0.2
2006-07	254,861	37.0	471	16.3	0.2
2007-08	249,849	36.1	343	17.3	0.1
2008-09	248,422	35.3	357	16.2	0.1
2009-10	235,537	33.0	258	15.4	0.1

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

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

**continues**

**Table 8 (continued)****Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Multiracial</b>					
2005-06	n/a <sup>a</sup>	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	11,057	1.5	24	1.4	0.2
<b>Economically disadvantaged</b>					
2005-06	361,820	51.8	1,665	54.8	0.5
2006-07	358,256	51.9	1,647	57.0	0.5
2007-08	356,732	51.6	1,054	53.0	0.3
2008-09	348,812	49.5	874	39.7	0.3
2009-10	368,495	51.6	685	41.0	0.2
<b>Female</b>					
2005-06	339,840	48.7	1,464	48.2	0.4
2006-07	335,173	48.6	1,338	46.3	0.4
2007-08	335,686	48.6	881	44.3	0.3
2008-09	342,418	48.6	995	45.2	0.3
2009-10	347,452	48.7	735	44.0	0.2
<b>Male</b>					
2005-06	358,637	51.3	1,574	51.8	0.4
2006-07	354,560	51.4	1,550	53.7	0.4
2007-08	355,596	51.4	1,107	55.7	0.3
2008-09	362,034	51.4	1,208	54.8	0.3
2009-10	366,608	51.3	937	56.0	0.3
<b>State</b>					
2005-06	698,477	100	3,038	100	0.4
2006-07	689,733	100	2,888	100	0.4
2007-08	691,282	100	1,988	100	0.3
2008-09	704,452	100	2,203	100	0.3
2009-10	714,060	100	1,672	100	0.2

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

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

**Grade 9-12 Annual Rate**

**State summary.** For the 2009-10 school year, the statewide annual dropout rate for Grades 9-12 was 2.4 percent, a decrease of 0.5 percentage points from the previous school year (Table 11 on page 52). The Grade 9-12 dropout rate was higher than the Grade 7-8 rate of 0.2 percent (Table 8) and the Grade 7-12 rate of 1.7 percent (Table 14 on page 55). There were 33,235 students who dropped

**Table 9**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	55,165	7.7	162	9.7	0.3
Gifted and talented	76,666	10.7	21	1.3	<0.1
Special education	74,796	10.5	273	16.3	0.4
Title I	440,081	61.6	1,251	74.8	0.3
State	714,060	100	1,672	100	0.2

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

**Table 10**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	271,837	38.1	661	39.5	0.2
Immigrant	9,848	1.4	37	2.2	0.4
Limited English proficient	66,204	9.3	325	19.4	0.5
Migrant	6,354	0.9	24	1.4	0.4
Overage	162,482	22.8	1,151	68.8	0.7
State	714,060	100	1,672	100	0.2

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

out of Grades 9-12 in the 2009-10 school year, 14.2 percent fewer than in 2008-09. The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2009-10, the Grade 9-12 dropout rate for African American students (3.9%) was more than three times as high as that for White students (1.1%), and the rate for Hispanic students (3.1%) was almost three times as high (Table 11 on page 52). Among multiracial students, Grade 9-12 dropout rates for the three groups with the largest numbers of students were 1.7 percent for students identified as White and African American, 1.2 percent for students identified as White and American Indian, and 0.3 percent for students identified as White and Asian. Students identified as economically disadvantaged had a dropout rate of 2.1 percent. As in Grades 7-8 (Table 8 on page 49), males in Grades 9-12 dropped out at a higher rate (2.6%) than females (2.2%).

**Rates by program participation and student characteristic.** Tables 12 and 13 on page 54 present dropout rates for students in Grades 9-12 by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, special

**Table 11**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>African American</b>					
2005-06	202,072	15.3	10,863	22.3	5.4
2006-07	199,825	15.0	11,550	22.0	5.8
2007-08	201,866	14.9	10,017	22.9	5.0
2008-09	201,176	14.8	8,876	22.9	4.4
2009-10	191,211	13.9	7,392	22.2	3.9
<b>American Indian</b>					
2005-06	4,590	0.3	133	0.3	2.9
2006-07	4,771	0.4	133	0.3	2.8
2007-08	4,995	0.4	129	0.3	2.6
2008-09	4,997	0.4	111	0.3	2.2
2009-10	<7,530	0.5	– <sup>a</sup>	–	2.6
<b>Asian</b>					
2005-06	n/a <sup>b</sup>	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	45,870	3.3	385	1.2	0.8
<b>Hispanic</b>					
2005-06	534,570	40.6	27,633	56.6	5.2
2006-07	558,007	41.8	30,200	57.6	5.4
2007-08	580,114	42.9	25,332	57.8	4.4
2008-09	595,252	43.9	22,493	58.1	3.8
2009-10	631,184	45.8	19,597	59.0	3.1
<b>Pacific Islander</b>					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<1,860	0.1	–	–	2.5
<b>White</b>					
2005-06	534,204	40.5	9,592	19.7	1.8
2006-07	527,469	39.5	9,922	18.9	1.9
2007-08	518,202	38.4	7,831	17.9	1.5
2008-09	506,473	37.3	6,767	17.5	1.3
2009-10	480,028	34.9	5,377	16.2	1.1
<b>Multiracial</b>					
2005-06	n/a	n/a	n/a	n/a	n/a

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

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

**continues**

**Table 11 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2006-07	n/a <sup>b</sup>	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	19,670	1.4	246	0.7	1.3
<b>Economically disadvantaged</b>					
2005-06	555,270	42.1	23,359	47.9	4.2
2006-07	567,425	42.5	24,330	46.4	4.3
2007-08	581,948	43.1	20,354	46.5	3.5
2008-09	569,299	42.0	15,181	39.2	2.7
2009-10	612,655	44.5	13,099	39.4	2.1
<b>Female</b>					
2005-06	642,469	48.7	21,588	44.2	3.4
2006-07	651,518	48.8	23,923	45.6	3.7
2007-08	659,584	48.8	19,737	45.1	3.0
2008-09	661,106	48.7	17,650	45.6	2.7
2009-10	670,319	48.7	14,914	44.9	2.2
<b>Male</b>					
2005-06	675,524	51.3	27,215	55.8	4.0
2006-07	682,319	51.2	28,495	54.4	4.2
2007-08	691,337	51.2	24,071	54.9	3.5
2008-09	695,143	51.3	21,070	54.4	3.0
2009-10	707,011	51.3	18,321	55.1	2.6
<b>State</b>					
2005-06	1,317,993	100	48,803	100	3.7
2006-07	1,333,837	100	52,418	100	3.9
2007-08	1,350,921	100	43,808	100	3.2
2008-09	1,356,249	100	38,720	100	2.9
2009-10	1,377,330	100	33,235	100	2.4

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

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

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

**Table 12**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	69,664	5.1	2,902	8.7	4.2
Career and technical education (CTE) <sup>a</sup>	464,777	33.7	5,654	17.0	1.2
Gifted and talented	129,418	9.4	221	0.7	0.2
Special education	149,400	10.8	4,770	14.4	3.2
Title I	609,531	44.3	19,302	58.1	3.2
State	1,377,330	100	33,235	100	2.4

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

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

**Table 13**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	610,525	44.3	19,047	57.3	3.1
Immigrant	19,624	1.4	559	1.7	2.8
Limited English proficient	87,693	6.4	4,115	12.4	4.7
Migrant	12,418	0.9	446	1.3	3.6
Overage	368,427	26.7	28,042	84.4	7.6
State	1,377,330	100	33,235	100	2.4

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

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

**State summary.** Out of 2,091,390 students who attended Grades 7-12 in Texas public schools during the 2009-10 school year, 1.7 percent were reported to have dropped out, a decrease of 0.3 percentage points from 2008-09 (Table 14). The number of dropouts in Grades 7-12 dropped to 34,907, a 14.7 percent decrease from the 40,923 students who dropped out in 2008-09. The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2009-10, the Grade 7-12 dropout rate for African American students (2.7%) was more than three times as high as that for White students (0.8%), and the rate for Hispanic students (2.1%) was more than twice as high (Table 14). Among multiracial students, Grade 7-12 dropout rates for the three groups with the largest numbers of students were 1.1 percent for students identified as White and African American, 0.9 percent for students identified as White and American Indian, and 0.3 percent for students identified as White



**Table 14**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>African American</b>					
2005-06	310,113	15.4	11,692	22.6	3.8
2006-07	302,792	15.0	12,290	22.2	4.1
2007-08	302,494	14.8	10,492	22.9	3.5
2008-09	301,994	14.7	9,381	22.9	3.1
2009-10	284,938	13.6	7,748	22.2	2.7
<b>American Indian</b>					
2005-06	7,018	0.3	144	0.3	2.1
2006-07	7,225	0.4	143	0.3	2.0
2007-08	7,513	0.4	135	0.3	1.8
2008-09	7,600	0.4	124	0.3	1.6
2009-10	11,183	0.5	200	0.6	1.8
<b>Asian</b>					
2005-06	n/a <sup>a</sup>	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	70,077	3.4	411	1.2	0.6
<b>Hispanic</b>					
2005-06	837,598	41.5	29,313	56.5	3.5
2006-07	865,447	42.8	31,826	57.5	3.7
2007-08	895,159	43.8	26,458	57.8	3.0
2008-09	922,846	44.8	23,782	58.1	2.6
2009-10	976,183	46.7	20,596	59.0	2.1
<b>Pacific Islander</b>					
2005-06	n/a	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	2,717	0.1	47	0.1	1.7
<b>White</b>					
2005-06	798,113	39.6	10,068	19.4	1.3
2006-07	782,330	38.7	10,393	18.8	1.3
2007-08	768,051	37.6	8,174	17.8	1.1
2008-09	754,895	36.6	7,124	17.4	0.9
2009-10	715,565	34.2	5,635	16.1	0.8
<b>Multiracial</b>					
2005-06	n/a	n/a	n/a	n/a	n/a

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

<sup>a</sup>Not available.

**continues**

**Table 14 (continued)****Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2009-10**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2006-07	n/a <sup>a</sup>	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	30,727	1.5	270	0.8	0.9
<b>Economically disadvantaged</b>					
2005-06	917,090	45.5	25,024	48.3	2.7
2006-07	925,681	45.7	25,977	47.0	2.8
2007-08	938,680	46.0	21,408	46.7	2.3
2008-09	918,111	44.6	16,055	39.2	1.7
2009-10	981,150	46.9	13,784	39.5	1.4
<b>Female</b>					
2005-06	982,309	48.7	23,052	44.5	2.3
2006-07	986,691	48.8	25,261	45.7	2.6
2007-08	995,270	48.7	20,618	45.0	2.1
2008-09	1,003,524	48.7	18,645	45.6	1.9
2009-10	1,017,771	48.7	15,649	44.8	1.5
<b>Male</b>					
2005-06	1,034,161	51.3	28,789	55.5	2.8
2006-07	1,036,879	51.2	30,045	54.3	2.9
2007-08	1,046,933	51.3	25,178	55.0	2.4
2008-09	1,057,177	51.3	22,278	54.4	2.1
2009-10	1,073,619	51.3	19,258	55.2	1.8
<b>State</b>					
2005-06	2,016,470	100	51,841	100	2.6
2006-07	2,023,570	100	55,306	100	2.7
2007-08	2,042,203	100	45,796	100	2.2
2008-09	2,060,701	100	40,923	100	2.0
2009-10	2,091,390	100	34,907	100	1.7

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

<sup>a</sup>Not available.

and Asian. Students identified as economically disadvantaged had a dropout rate of 1.4 percent. As in 2008-09, males in Grades 7-12 dropped out at a higher rate (1.8%) than females (1.5%) in 2009-10.

Some racial/ethnic groups make up larger percentages of the dropout population than of the student population. In 2009-10, for example, Hispanic students made up 46.7 percent of students in Grades 7-12, but 59.0 percent of dropouts, a difference of 12.3 percentage points (Table 14). African American students made up 13.6 percent of students in Grades 7-12 in 2009-10, but 22.2 percent of dropouts, a difference of 8.6 percentage points.

**Rates by program participation and student characteristic.** Tables 15 and 16 present dropout rates for students in Grades 7-12 by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, special education, Title I) and student characteristics (at-risk, immigrant, limited English proficient, migrant, overage). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table E-1 in Appendix E provides the data sources used in calculating annual dropout rates by instructional program and student characteristic.

**Table 15**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	124,829	6.0	3,064	8.8	2.5
Career and technical education (CTE) <sup>a</sup>	464,777	22.2	5,654	16.2	1.2
Gifted and talented	206,084	9.9	242	0.7	0.1
Special education	224,196	10.7	5,043	14.4	2.2
Title I	1,049,612	50.2	20,553	58.9	2.0
State	2,091,390	100	34,907	100	1.7

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

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

**Table 16**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	882,362	42.2	19,708	56.5	2.2
Immigrant	29,472	1.4	596	1.7	2.0
Limited English proficient	153,897	7.4	4,440	12.7	2.9
Migrant	18,772	0.9	470	1.3	2.5
Overage	530,909	25.4	29,193	83.6	5.5
State	2,091,390	100	34,907	100	1.7

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

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

Students ages 16 through 24 accounted for larger percentages of the dropout population than of the student population (Table 17 on page 58). For example, 17-year-old students accounted for 28.4 percent of dropouts, but just 15.0 percent of students in Grades 7-12. Eighteen-year-old students accounted for 22.1 percent of dropouts, but only 3.4 percent of students in Grades 7-12.

**Table 17**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2009-10**

September 1 age	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
11	5,694	0.3	8	<0.1	0.1
12	279,928	13.4	228	0.7	0.1
13	344,400	16.5	495	1.4	0.1
14	351,738	16.8	1,080	3.1	0.3
15	353,515	16.9	2,768	7.9	0.8
16	348,692	16.7	7,254	20.8	2.1
17	312,931	15.0	9,921	28.4	3.2
18	70,125	3.4	7,717	22.1	11.0
19	15,814	0.8	3,659	10.5	23.1
20	5,479	0.3	1,216	3.5	22.2
21	2,235	0.1	354	1.0	15.8
22	423	<0.1	117	0.3	27.7
23	152	<0.1	39	0.1	25.7
24	88	<0.1	21	0.1	23.9
25	69	<0.1	11	<0.1	15.9
Other	107	<0.1	19	0.1	17.8
State	2,091,390	100	34,907	100	1.7

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

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

In 2009-10, Grade 7 had the lowest dropout rate (0.2%) (Table 18). Grade 12 had the highest dropout rate (3.3%), as well as the largest number of dropouts (10,519). Nevertheless, Grade 12 had the largest decrease (0.8 percentage points) from the previous year's dropout rate.

**Table 18**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2009-10**

Grade	Students	Dropouts					
		Female		Male		State	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Grade 7	358,966	251	0.1	344	0.2	595	0.2
Grade 8	355,094	484	0.3	593	0.3	1,077	0.3
Grade 9	405,152	3,698	1.9	5,548	2.6	9,246	2.3
Grade 10	339,122	2,881	1.7	4,090	2.4	6,971	2.1
Grade 11	316,870	2,788	1.8	3,711	2.3	6,499	2.1
Grade 12	316,186	5,547	3.5	4,972	3.1	10,519	3.3
Grades 7-12	2,091,390	15,649	1.5	19,258	1.8	34,907	1.7

Disaggregated by grade, race/ethnicity, and economic status, the dropout rate was highest for African Americans in Grade 12 (5.1%) (Table 19 on page 60). The rates were lowest for Asians, Whites, multiracial students, and economically disadvantaged students in Grade 7 and Asians and Whites in Grade 8 (0.1% each).

Dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8. Percentage-point differences between dropout rates for White students and those for African American and Hispanic students were greatest at Grade 9 and above. The largest difference in dropout rates (3.7 percentage points) was between African American (5.1%) and White students (1.4%) in Grade 12, followed by the 3.2-percentage-point difference between Hispanic (4.6%) and White students (1.4%) in Grade 12. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

The annual dropout rate was higher for males than females in all grades except Grades 8 and 12 (Table 20 on page 62). In Grade 12, the rate was higher for females than males in each racial/ethnic group except Asians. The greatest difference in Grade 12 was between Hispanic females (4.9%) and males (4.2%).

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

Of the 976,183 students in Grades 7-12 who identified their ethnicity as Hispanic in the 2009-10 school year, 620,995 identified White as their race, and 305,383 identified American Indian (Table 21 on page 64). Among Hispanic students, the dropout rate was highest for Whites (2.2%). Among multiracial Hispanic students, Grade 7-12 dropout rates for the three groups with the largest numbers of students were 1.2 percent for students identified as White and African American, 2.2 percent for students identified as White and American Indian, and 0.7 percent for students identified as White and Asian.

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

Table 22 on page 65 presents annual dropout rates for current and former limited English proficient (LEP) students in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to LEP students, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying LEP students and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may be possible to use current and former LEP student performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

**Table 19**  
**Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status,**  
**Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grade 7</b>					
African American	47,089	13.1	142	23.9	0.3
American Indian	<1,890	0.5	– <sup>a</sup>	–	0.2
Asian	<12,180	3.4	–	–	0.1
Hispanic	174,259	48.5	328	55.1	0.2
Pacific Islander	<465	0.1	–	–	0.2
White	117,658	32.8	103	17.3	0.1
Multiracial	5,442	1.5	6	1.0	0.1
Economically disadvantaged	187,910	52.3	234	39.3	0.1
State	358,966	100	595	100	0.2
<b>Grade 8</b>					
African American	46,638	13.1	214	19.9	0.5
American Indian	<1,785	0.5	–	–	0.2
Asian	<12,045	3.4	–	–	0.1
Hispanic	170,740	48.1	671	62.3	0.4
Pacific Islander	<405	0.1	0	0.0	0.0
White	117,879	33.2	155	14.4	0.1
Multiracial	5,615	1.6	18	1.7	0.3
Economically disadvantaged	180,585	50.9	451	41.9	0.2
State	355,094	100	1,077	100	0.3
<b>Grade 9</b>					
African American	56,550	14.0	2,080	22.5	3.7
American Indian	2,372	0.6	58	0.6	2.4
Asian	12,876	3.2	84	0.9	0.7
Hispanic	198,582	49.0	5,749	62.2	2.9
Pacific Islander	518	0.1	11	0.1	2.1
White	128,366	31.7	1,191	12.9	0.9
Multiracial	5,888	1.5	73	0.8	1.2
Economically disadvantaged	195,012	48.1	3,742	40.5	1.9
State	405,152	100	9,246	100	2.3

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

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

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**Table 19 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, by Grade, Race/Ethnicity, and Economic Status,**  
**Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grade 10</b>					
African American	47,200	13.9	1,604	23.0	3.4
American Indian	1,833	0.5	48	0.7	2.6
Asian	11,345	3.3	73	1.0	0.6
Hispanic	153,878	45.4	3,950	56.7	2.6
Pacific Islander	465	0.1	9	0.1	1.9
White	119,174	35.1	1,215	17.4	1.0
Multiracial	5,227	1.5	72	1.0	1.4
Economically disadvantaged	151,575	44.7	2,823	40.5	1.9
State	339,122	100	6,971	100	2.1
<b>Grade 11</b>					
African American	43,863	13.8	1,467	22.6	3.3
American Indian	1,645	0.5	39	0.6	2.4
Asian	11,018	3.5	75	1.2	0.7
Hispanic	139,359	44.0	3,548	54.6	2.5
Pacific Islander	<500	0.1	–	–	1.1
White	116,102	36.6	1,320	20.3	1.1
Multiracial	4,439	1.4	45	0.7	1.0
Economically disadvantaged	136,159	43.0	2,636	40.6	1.9
State	316,870	100	6,499	100	2.1
<b>Grade 12</b>					
African American	43,598	13.8	2,241	21.3	5.1
American Indian	1,665	0.5	47	0.4	2.8
Asian	10,631	3.4	153	1.5	1.4
Hispanic	139,365	44.1	6,350	60.4	4.6
Pacific Islander	425	0.1	21	0.2	4.9
White	116,386	36.8	1,651	15.7	1.4
Multiracial	4,116	1.3	56	0.5	1.4
Economically disadvantaged	129,909	41.1	3,898	37.1	3.0
State	316,186	100	10,519	100	3.3

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

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

**Table 20**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic**  
**Groups, Texas Public Schools, 2009-10**

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male		Female	Male
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
<b>Grade 7</b>										
African American	22,918	13.1	24,171	13.1	66	26.3	76	22.1	0.3	0.3
American Indian	<915	0.5	<990	0.5	– <sup>a</sup>	–	–	–	0.1	0.3
Asian	<6,015	3.4	<6,165	3.3	–	–	–	–	0.1	0.1
Hispanic	85,109	48.7	89,150	48.4	133	53.0	195	56.7	0.2	0.2
Pacific Islander	<225	0.1	<255	0.1	0	0.0	–	–	0.0	0.4
White	56,758	32.5	60,900	33.0	44	17.5	59	17.2	0.1	0.1
Multiracial	<2,745	1.6	<2,715	1.5	–	–	–	–	0.1	0.1
State	174,656	100	184,310	100	251	100	344	100	0.1	0.2
<b>Grade 8</b>										
African American	22,565	13.1	24,073	13.2	82	16.9	132	22.3	0.4	0.5
American Indian	<855	0.5	<945	0.5	–	–	–	–	0.1	0.3
Asian	<5,775	3.3	<6,270	3.4	–	–	–	–	0.1	0.1
Hispanic	83,480	48.3	87,260	47.9	324	66.9	347	58.5	0.4	0.4
Pacific Islander	<210	0.1	<210	0.1	0	0.0	0	0.0	0.0	0.0
White	57,068	33.0	60,811	33.4	63	13.0	92	15.5	0.1	0.2
Multiracial	2,862	1.7	2,753	1.5	8	1.7	10	1.7	0.3	0.4
State	172,796	100	182,298	100	484	100	593	100	0.3	0.3
<b>Grade 9</b>										
African American	26,452	13.8	30,098	14.1	845	22.9	1,235	22.3	3.2	4.1
American Indian	<1,080	0.6	<1,305	0.6	–	–	–	–	2.4	2.5
Asian	6,199	3.2	6,677	3.1	36	1.0	48	0.9	0.6	0.7
Hispanic	93,537	48.8	105,045	49.2	2,306	62.4	3,443	62.1	2.5	3.3
Pacific Islander	<255	0.1	<270	0.1	–	–	–	–	1.6	2.6
White	61,372	32.0	66,994	31.4	444	12.0	747	13.5	0.7	1.1
Multiracial	2,944	1.5	2,944	1.4	37	1.0	36	0.6	1.3	1.2
State	191,831	100	213,321	100	3,698	100	5,548	100	1.9	2.6
<b>Grade 10</b>										
African American	22,799	13.8	24,401	14.0	634	22.0	970	23.7	2.8	4.0
American Indian	<870	0.5	<975	0.6	–	–	–	–	2.1	3.1
Asian	5,406	3.3	5,939	3.4	29	1.0	44	1.1	0.5	0.7
Hispanic	75,485	45.7	78,393	45.1	1,655	57.4	2,295	56.1	2.2	2.9
Pacific Islander	<210	0.1	<270	0.2	–	–	–	–	3.0	1.1

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

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

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**Table 20 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2009-10**

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male		Female	Male
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
White	57,719	34.9	61,455	35.3	510	17.7	705	17.2	0.9	1.1
Multiracial	2,738	1.7	2,489	1.4	29	1.0	43	1.1	1.1	1.7
State	165,216	100	173,906	100	2,881	100	4,090	100	1.7	2.4
Grade 11										
African American	21,944	14.1	21,919	13.6	597	21.4	870	23.4	2.7	4.0
American Indian	<825	0.5	<840	0.5	– <sup>a</sup>	–	–	–	2.0	2.8
Asian	5,427	3.5	5,591	3.5	30	1.1	45	1.2	0.6	0.8
Hispanic	69,088	44.2	70,271	43.7	1,557	55.8	1,991	53.7	2.3	2.8
Pacific Islander	<225	0.1	<240	0.1	–	–	–	–	1.4	0.9
White	56,366	36.1	59,736	37.2	564	20.2	756	20.4	1.0	1.3
Multiracial	2,302	1.5	2,137	1.3	21	0.8	24	0.6	0.9	1.1
State	156,165	100	160,705	100	2,788	100	3,711	100	1.8	2.3
Grade 12										
African American	22,001	14.0	21,597	13.6	1,144	20.6	1,097	22.1	5.2	5.1
American Indian	782	0.5	883	0.6	18	0.3	29	0.6	2.3	3.3
Asian	5,063	3.2	5,568	3.5	68	1.2	85	1.7	1.3	1.5
Hispanic	70,624	45.0	68,741	43.2	3,430	61.8	2,920	58.7	4.9	4.2
Pacific Islander	206	0.1	219	0.1	13	0.2	8	0.2	6.3	3.7
White	56,270	35.8	60,116	37.8	842	15.2	809	16.3	1.5	1.3
Multiracial	2,161	1.4	1,955	1.2	32	0.6	24	0.5	1.5	1.2
State	157,107	100	159,079	100	5,547	100	4,972	100	3.5	3.1

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

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

**Table 21**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, Hispanic Students by Race, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
All Hispanic	976,183	46.7	20,596	59.0	2.1
African American	10,602	0.5	181	0.5	1.7
American Indian	305,383	14.6	6,222	17.8	2.0
Asian	3,151	0.2	42	0.1	1.3
Pacific Islander	3,118	0.1	63	0.2	2.0
White	620,995	29.7	13,423	38.5	2.2
Multiracial	32,934	1.6	665	1.9	2.0
State	2,091,390	100	34,907	100	1.7

**Table 22**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient (LEP) Students, by Special Language Program Instructional Model, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grades 7-8</b>					
All current LEP students <sup>a</sup>	66,204	100	325	100	0.5
All bilingual education programs	<525	0.8	– <sup>b</sup>	–	0.4
Transitional bilingual/early exit	<30	<0.1	–	–	4.2
Transitional bilingual/late exit	12	<0.1	0	0.0	0.0
Dual immersion/two-way	277	0.4	0	0.0	0.0
Dual immersion/one-way	<225	0.3	–	–	0.5
All ESL <sup>c</sup> programs	53,219	80.4	–	–	0.3
ESL/content-based	28,550	43.1	83	25.5	0.3
ESL/pull-out	24,669	37.3	68	20.9	0.3
No services	<12,470	18.8	172	52.9	1.4
All former LEP students <sup>d</sup>	9,396	100	5	100	0.1
All bilingual education programs	660	7.0	0	0.0	0.0
Transitional bilingual/early exit	277	2.9	0	0.0	0.0
Transitional bilingual/late exit	232	2.5	0	0.0	0.0
Dual immersion/two-way	62	0.7	0	0.0	0.0
Dual immersion/one-way	89	0.9	0	0.0	0.0
All ESL programs	<7,590	80.7	–	–	0.1
ESL/content-based	<4,125	43.8	–	–	<0.1
ESL/pull-out	<3,465	36.8	–	–	0.1
No services	<1,170	12.3	–	–	0.1
<b>Grades 9-12</b>					
All current LEP students	87,693	100	4,115	100	4.7
All bilingual education programs	0	0.0	0	0.0	0.0
Transitional bilingual/early exit	0	0.0	0	0.0	0.0
Transitional bilingual/late exit	0	0.0	0	0.0	0.0
Dual immersion/two-way	0	0.0	0	0.0	0.0
Dual immersion/one-way	0	0.0	0	0.0	0.0
All ESL programs	68,349	77.9	2,814	68.4	4.1
ESL/content-based	48,148	54.9	2,041	49.6	4.2
ESL/pull-out	20,201	23.0	773	18.8	3.8
No services	19,344	22.1	1,301	31.6	6.7

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

<sup>a</sup>Current LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. <sup>b</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. <sup>c</sup>English as a second language. <sup>d</sup>Former LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete.

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**Table 22 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Limited English Proficient (LEP) Students, by Special Language Program Instructional Model, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
All former LEP students <sup>d</sup>	9,901	100	142	100	1.4
All bilingual education programs	14	0.1	0	0.0	0.0
Transitional bilingual/early exit	0	0.0	0	0.0	0.0
Transitional bilingual/late exit	0	0.0	0	0.0	0.0
Dual immersion/two-way	6	0.1	0	0.0	0.0
Dual immersion/one-way	8	0.1	0	0.0	0.0
All ESL <sup>c</sup> programs	8,217	83.0	112	78.9	1.4
ESL/content-based	4,997	50.5	67	47.2	1.3
ESL/pull-out	3,220	32.5	45	31.7	1.4
No services	1,670	16.9	30	21.1	1.8

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

<sup>a</sup>Current LEP students were identified as LEP in 2009-10. The group, all current LEP students, includes students for whom information about services received may be incomplete. <sup>b</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group while maintaining student anonymity. <sup>c</sup>English as a second language. <sup>d</sup>Former LEP students are those in the first year of academic monitoring after exiting LEP status. The group, all former LEP students, includes students for whom information about services received may be incomplete.

# Longitudinal Graduation, Completion, and Dropout Rates

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

**Note on comparison of rates across years.** The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation, completion, and dropout rates for the class of 2009. Thus, the class of 2010 Grade 9 cohort was the second in which students who dropped out were subject to the same dropout definition, regardless of when they left school. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to rates for prior or later classes. Results for classes prior to 2006 are found in Appendix D.

**State summary.** Out of 314,079 students in the class of 2010 Grade 9 cohort, 84.3 percent graduated, and 7.3 percent dropped out (Table 23 on page 68). An additional 7.2 percent continued school the fall after expected graduation. Rates for students who graduated or continued high school (Completion I) were higher than the state average (91.4%) among Asian/Pacific Islander (97.4%), White (95.1%), and female students (92.7%) but lower among African American (87.2%), Hispanic (89.1%), economically disadvantaged (91.1%), and male students (90.2%) (Figure 2 on page 70). Similar patterns between the state average and student group rates were seen for students who graduated, continued in high school, or received GED certificates (Completion II). The formulas for calculating the graduation and completion rates are on pages 6 and 11, respectively.

The graduation rate for the class of 2010 was 3.7 percentage points higher than the rate for the class of 2009, and the longitudinal dropout rate was 2.1 percentage points lower (Table 23 on page 68). Graduation rates increased for all student groups between the class of 2009 and the class of 2010, and dropout rates decreased. In addition, the differences between the highest and lowest graduation and dropout rates decreased. For the class of 2009, the highest graduation rate was 92.4 percent, and the lowest was 73.5 percent, a difference of 18.9 percentage points. For the class of 2010, the difference between the highest and lowest rates (93.8% and 78.8%, respectively) was 15.0 percentage points. Similarly, the difference between the highest and lowest dropout rates decreased from 11.8 percentage points for the class of 2009 to 9.5 percentage points for the class of 2010.

**Rates by race/ethnicity, economic status, and gender.** Graduation and dropout rates demonstrate that secondary-school outcomes varied considerably by student group. For example, in the class of 2010, Asian/Pacific Islander students had a graduation rate of 93.8 percent, and White students had a graduation rate of 91.6 percent, whereas African American students and Hispanic students had graduation rates of 78.8 percent each (Table 23 on page 68). African American students had the highest longitudinal dropout rate (11.8%), followed by Hispanic students (9.6%). Across student groups, Hispanics were most likely to continue school in the fall after anticipated graduation (10.3%). The graduation rate for students who were economically disadvantaged was 81.9 percent,

**Table 23**

**Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2010**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 2006	40,726	30,357	74.5	4,269	10.5	698	1.7	5,402	13.3	34,626	85.0	35,324	86.7
Class of 2007	42,177	29,827	70.7	4,437	10.5	671	1.6	7,242	17.2	34,264	81.2	34,935	82.8
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	36,546	82.8	37,041	83.9
Class of 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	38,455	84.1	38,961	85.2
Class of 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	40,269	87.2	40,734	88.2
<b>American Indian</b>													
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	832	90.0	869	94.0
Class of 2007	1,031	839	81.4	64	6.2	29	2.8	99	9.6	903	87.6	932	90.4
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	1,010	89.4	1,035	91.6
Class of 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	990	88.5	1,015	90.7
Class of 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,165	93.3	1,184	94.9
<b>Asian/Pacific Islander</b>													
Class of 2006	9,588	8,817	92.0	404	4.2	64	0.7	303	3.2	9,221	96.2	9,285	96.8
Class of 2007	10,080	9,227	91.5	422	4.2	53	0.5	378	3.8	9,649	95.7	9,702	96.3
Class of 2008	10,422	9,503	91.2	504	4.8	35	0.3	380	3.6	10,007	96.0	10,042	96.4
Class of 2009	10,883	10,052	92.4	467	4.3	35	0.3	329	3.0	10,519	96.7	10,554	97.0
Class of 2010	11,492	10,785	93.8	407	3.5	30	0.3	270	2.3	11,192	97.4	11,222	97.7
<b>Hispanic</b>													
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	92,873	84.9	95,046	86.9
Class of 2007	114,590	78,506	68.5	15,286	13.3	2,039	1.8	18,759	16.4	93,792	81.9	95,831	83.6
Class of 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4	102,542	84.1	104,335	85.6
Class of 2009	130,086	95,609	73.5	16,461	12.7	1,827	1.4	16,189	12.4	112,070	86.2	113,897	87.6
Class of 2010	135,212	106,514	78.8	13,981	10.3	1,708	1.3	13,009	9.6	120,495	89.1	122,203	90.4
<b>White</b>													
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	114,715	93.2	118,199	96.1
Class of 2007	122,784	108,313	88.2	5,048	4.1	2,896	2.4	6,527	5.3	113,361	92.3	116,257	94.7
Class of 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1	114,336	93.0	116,598	94.9
Class of 2009	120,629	108,190	89.7	4,943	4.1	2,011	1.7	5,485	4.5	113,133	93.8	115,144	95.5
Class of 2010	119,938	109,887	91.6	4,156	3.5	1,705	1.4	4,190	3.5	114,043	95.1	115,748	96.5
<b>Economically disadvantaged</b>													
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	91,571	83.9	94,195	86.3
Class of 2007	112,939	77,704	68.8	13,256	11.7	2,418	2.1	19,561	17.3	90,960	80.5	93,378	82.7
Class of 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7	98,636	82.7	100,618	84.3

*Note.* Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

**continues**

**Table 23 (continued)**

**Grade 9 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2010**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	105,635	88.0	107,052	89.1
Class of 2010	132,842	108,861	81.9	12,199	9.2	1,394	1.0	10,388	7.8	121,060	91.1	122,454	92.2
<b>Female</b>													
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	125,814	90.1	128,084	91.7
Class of 2007	143,071	114,823	80.3	10,808	7.6	1,937	1.4	15,503	10.8	125,631	87.8	127,568	89.2
Class of 2008	148,737	121,074	81.4	11,857	8.0	1,707	1.1	14,099	9.5	132,931	89.4	134,638	90.5
Class of 2009	151,756	125,806	82.9	11,605	7.6	1,579	1.0	12,766	8.4	137,411	90.5	138,990	91.6
Class of 2010	154,177	133,378	86.5	9,485	6.2	1,396	0.9	9,918	6.4	142,863	92.7	144,259	93.6
<b>Male</b>													
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	126,453	87.8	130,639	90.7
Class of 2007	147,591	111,889	75.8	14,449	9.8	3,751	2.5	17,502	11.9	126,338	85.6	130,089	88.1
Class of 2008	151,751	116,502	76.8	15,008	9.9	2,903	1.9	17,338	11.4	131,510	86.7	134,413	88.6
Class of 2009	156,671	122,694	78.3	15,062	9.6	2,825	1.8	16,090	10.3	137,756	87.9	140,581	89.7
Class of 2010	159,902	131,254	82.1	13,047	8.2	2,531	1.6	13,070	8.2	144,301	90.2	146,832	91.8
<b>State</b>													
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	252,267	88.9	258,723	91.2
Class of 2007	290,662	226,712	78.0	25,257	8.7	5,688	2.0	33,005	11.4	251,969	86.7	257,657	88.6
Class of 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5	264,441	88.0	269,051	89.5
Class of 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4	275,167	89.2	279,571	90.6
Class of 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3	287,164	91.4	291,091	92.7

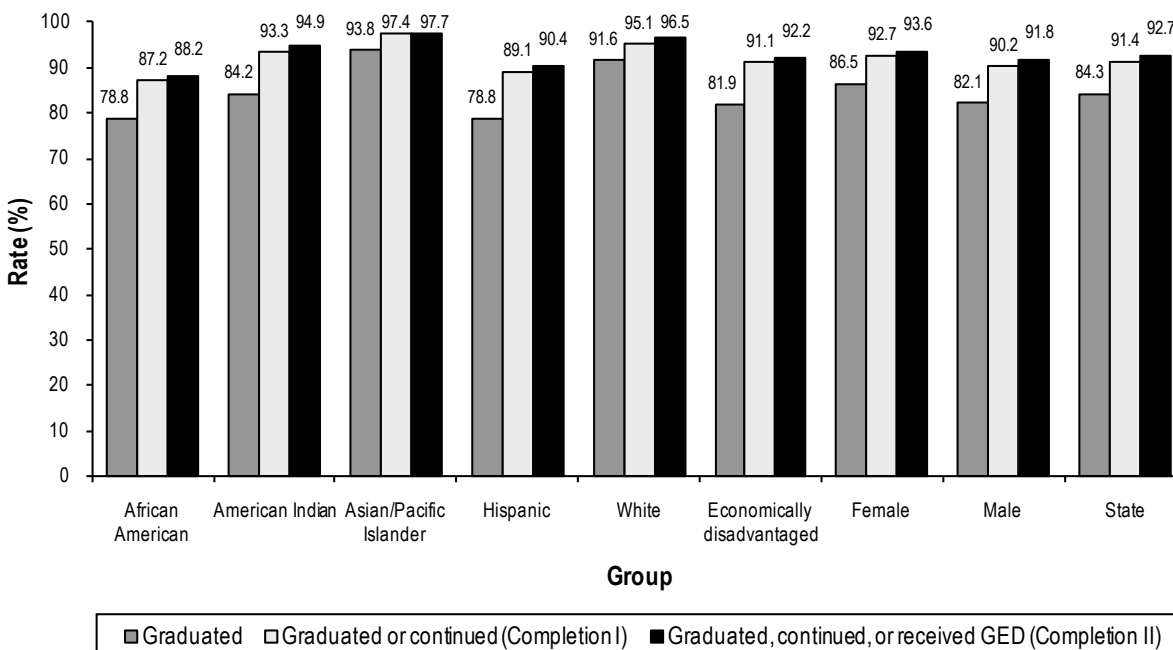
Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

and the dropout rate was 7.8 percent. Female students had a higher graduation rate (86.5%) than male students (82.1%) and lower rates of continuation, GED certification, and dropping out.

**Rates by program participation and student characteristic.** Table 24 on page 70 and Table 25 on page 71 present graduation, completion, and dropout rates for the class of 2010 by participation in special programs (bilingual/English as a second language [ESL], career and technical education, gifted and talented, special education, Title I) and student characteristics (at-risk, immigrant, limited English proficient [LEP], migrant). A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Except for students who were identified as LEP at any time while attending a Texas public school and those identified as LEP at any time while attending Grades 9-12 in a Texas public school,

**Figure 2**  
**Grade 9 Longitudinal Graduation and Completion Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2010**



Note. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity. GED = General Educational Development certificate.

**Table 24**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2010**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Bilingual or ESL <sup>b</sup>	10,100	5,630	55.7	2,203	21.8	26	0.3	2,241	22.2
CTE <sup>c</sup>	139,395	130,885	93.9	3,951	2.8	742	0.5	3,817	2.7
Gifted and talented	29,916	29,573	98.9	90	0.3	82	0.3	171	0.6
Special education	32,501	24,191	74.4	4,124	12.7	258	0.8	3,928	12.1
Title I	135,608	109,660	80.9	10,405	7.7	1,933	1.4	13,610	10.0
State	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

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

student characteristics and program participation statuses are assigned based on the year of a student's final status in the cohort. Table E-1 in Appendix E provides the data sources used in calculating longitudinal rates by instructional program and student characteristic.



**Table 25**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2010**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk	143,187	110,549	77.2	16,477	11.5	2,172	1.5	13,989	9.8
Immigrant	2,568	1,668	65.0	271	10.6	12	0.5	617	24.0
Limited English proficient									
In K-12 <sup>b</sup>	83,007	64,929	78.2	9,444	11.4	696	0.8	7,938	9.6
In 9-12 <sup>c</sup>	24,981	15,676	62.8	5,156	20.6	97	0.4	4,052	16.2
In last year <sup>d</sup>	12,777	6,997	54.8	2,449	19.2	57	0.4	3,274	25.6
Migrant	2,780	2,104	75.7	321	11.5	42	1.5	313	11.3
State	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3

Note. Parts may not add to 100 percent because of rounding. With the exception of two groups of limited English proficient (LEP) students (In K-12 and In 9-12), student characteristics were assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>c</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>d</sup>Students who were identified as LEP in their last year in Texas public school.

**Graduates.** Students in the class of 2010 who began Grade 9 in 2006-07 were required to enroll in the Recommended High School Program (RHSP) or the Distinguished Achievement High School Program (DAP), unless the student, the student's parent, and a school counselor or administrator agreed to allow the student to enroll in the Minimum High School Program (MHSP) (Title 19 of the Texas Administrative Code §74.51, 2010). The RHSP and the DAP each require 24 credits to graduate; the MHSP requires 22 credits to graduate. Compared to the RHSP, the DAP requires one additional credit in languages other than English and demonstrated performance at the college or professional level on four advanced measures. Of the class of 2010 graduates, 85.4 percent graduated under the RHSP or DAP (Table 26 on page 72). Percentages of students graduating under the DAP were higher than the state average (12.8%) among Asian/Pacific Islander (27.5%), White (15.7%), non-economically disadvantaged (15.6%), and female students (14.9%). Percentages of students graduating under the RHSP were higher than the state average (72.6%) among African American (75.5%), Hispanic (75.1%), female (73.9%), and economically disadvantaged students (73.8%). A higher percentage of economically disadvantaged students (17.3%) than non-economically disadvantaged (12.6%) and a higher percentage of male students (18.0%) than female students (11.2%) graduated under the MHSP.

**Dropouts.** Table 27 on page 72 provides aggregate counts of dropouts from the class of 2010 based on the grade and year in which they left Texas public school. To graduate from Texas public school, students are required to pass exit-level tests that are first administered in Grade 11 and are offered repeatedly through Grade 12 and beyond. Students who do not pass the exit-level tests, including those who meet all coursework requirements for a diploma, and do not enroll in the fall after their anticipated graduation date are counted as dropouts.

**Table 26**  
**Graduates, by Diploma Program, Texas Public Schools, Class of 2010 Grade 9 Cohort**

Group	Minimum		Recommended		Distinguished	
	Number	Percent	Number	Percent	Number	Percent
African American	7,370	20.3	27,490	75.5	1,534	4.2
American Indian	196	18.7	748	71.2	106	10.1
Asian/Pacific Islander	606	5.6	7,217	66.9	2,962	27.5
Hispanic	14,439	13.6	80,025	75.1	12,046	11.3
White	15,949	14.5	76,667	69.8	17,267	15.7
Economically disadvantaged	18,879	17.3	80,316	73.8	9,661	8.9
Not economically disadvantaged	19,681	12.6	111,831	71.8	24,254	15.6
Female	14,943	11.2	98,560	73.9	19,870	14.9
Male	23,617	18.0	93,587	71.3	14,045	10.7
State	38,560	14.6	192,147	72.6	33,915	12.8

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

**Table 27**  
**Dropouts, by Grade, Texas Public Schools, Class of 2010 Grade 9 Cohort**

Grade	2006-07		2007-08		2008-09		2009-10		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9	2,768	98.8	3,284	63.0	2,053	29.1	732	9.2	8,837	38.4
Grade 10	28	1.0	1,835	35.2	2,637	37.4	1,365	17.2	5,865	25.5
Grade 11	– <sup>a</sup>	0.1	–	1.1	2,135	30.3	2,290	28.9	4,485	19.5
Grade 12	–	0.1	–	0.7	220	3.1	3,543	44.7	3,801	16.5
Total	2,803	12.2	5,210	22.7	7,045	30.7	7,930	34.5	22,988	100

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

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

Of the 22,988 students in the class of 2010 who dropped out, 22.7 percent dropped out in the second year of the cohort (2007-08), 30.7 percent dropped out in the third year (2008-09), and 34.5 percent dropped out in the fourth year (2009-10) (Table 27). Sixty-three percent of second-year dropouts had not reached Grade 10 (the expected grade level for the cohort) when they left school, and 66.6 percent of third-year dropouts had not reached Grade 11. More than half of students (55.3%) who dropped out in the expected year of graduation had not reached Grade 12. A majority of all dropouts (64.0%) were in Grade 9 or 10 when they dropped out.

**Other Leavers.** Of the 376,234 students who began Grade 9 in Texas public schools in 2006-07 or who transferred into the cohort later, 55,670 left for reasons other than graduating, receiving GEDs,

or dropping out (Figure 3 on page 74). Of the other leavers, roughly half (50.3%) left Texas public schools in the first two years of the cohort (2006-07 and 2007-08). Nearly all of the other leavers (95.8%) left for one of four reasons: (a) 37.0 percent withdrew to enroll in schools outside of Texas; (b) 27.5 percent withdrew to begin home schooling; (c) 18.2 percent withdrew to return to their home countries; and (d) 13.1 percent withdrew to enroll in Texas private schools (Table 28 on page 75). Among students who withdrew from Texas public schools to enroll in school outside Texas, the largest percentage (33.0%) withdrew in the first year of the cohort (2006-07), whereas the largest percentages of students who withdrew to begin home schooling (33.8%) or to return to their home countries (32.1%) withdrew in the third year of the cohort (2008-09), and the largest percentage who withdrew to enroll in Texas private schools (36.9%) left in the fourth year of the cohort (2009-10). In general, students who left Texas public schools were less likely to be in the grade expected for a specific year than students who remained in Texas public schools. Specifically, 29.5 percent of other leavers were not on grade at the time of withdrawal. By leaver reason, the percentage of students not on grade was largest among students who withdrew to begin home schooling (45.6%).

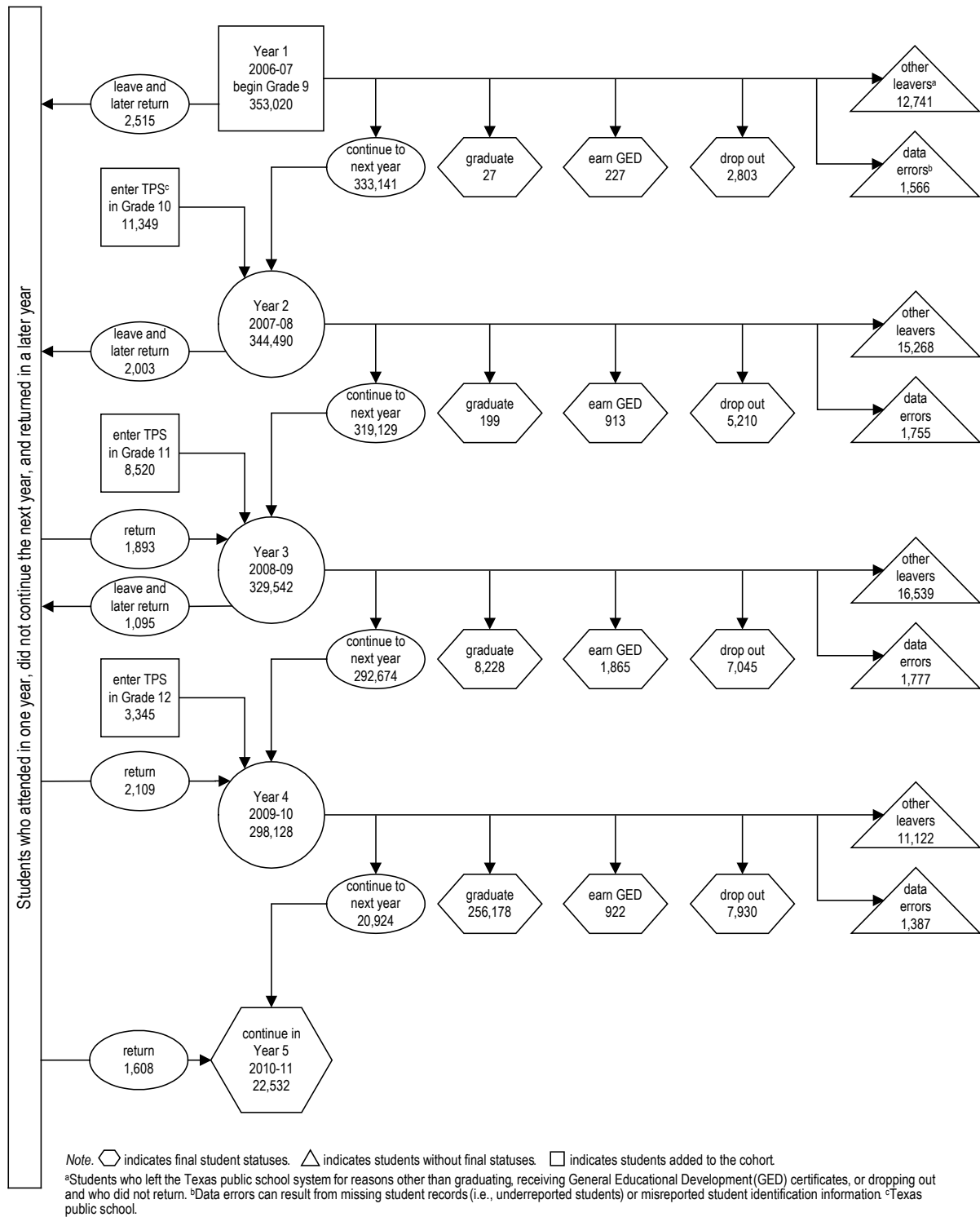
### ***Grade 9 Five-Year Extended Longitudinal Graduation, Completion, and Dropout Rates***

Many students took longer than four years to graduate. For example, students who began Grade 9 in Texas public school for the first time in 2005-06 or who later joined the cohort were tracked into the fall semester following their anticipated graduation date of spring 2009. By the fall of 2009, 80.6 percent of the class of 2009 had graduated, 8.6 percent were still in high school, 1.4 percent had received GED certificates, and 9.4 percent had dropped out (Table 29 on page 76). By the fall of 2010, 85.1 percent of the class of 2009 had graduated, 2.1 percent were still in high school, 1.9 percent had received GED certificates, and 10.8 percent had dropped out (Table 29 on page 76 and Table 30 on page 78). Because some of those who were continuing high school in 2009 had left and not graduated, received GED certificates, or dropped out by 2010, the total number of students with final statuses decreased between fall 2009 and fall 2010.

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

Students who began Grade 9 in Texas public schools for the first time in 2003-04 or who later joined the cohort were tracked into the fall semester three years following their anticipated graduation date of spring 2007. By the fall of 2007, 78.0 percent of the class of 2007 had graduated, 8.7 percent were still in high school, 2.0 percent had received GED certificates, and 11.4 percent had dropped out (Table 31 on page 79). By the fall of 2008, the graduation rate had risen to 82.2 percent. From fall 2007 to fall 2010, the graduation rate increased 5.5 percentage points to 83.5 percent, and the dropout rate increased 1.4 percentage points to 12.8 percent. Because some of those who were continuing high school in 2007 had left the Texas public school system and not graduated, received GED certificates, or dropped out by 2010, the total number of students with final statuses decreased between fall 2007 and fall 2010.

**Figure 3**  
**Synopsis of Student Progress Through High School, Class of 2010**



**Table 28**  
**Other Leavers, by Leaver Reason and On-Grade Status, Texas Public Schools, Class of 2010**  
**Grade 9 Cohort**

Reason student left TPS <sup>a</sup>	2006-07		2007-08		2008-09		2009-10		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Withdrew from/left school to enroll in school outside Texas</b>										
On grade <sup>b</sup>	6,787	100	4,978	80.7	4,225	80.0	1,703	72.4	17,693	85.9
Not on grade	0 <sup>c</sup>	0.0	1,190	19.3	1,059	20.0	648	27.6	2,897	14.1
Total	6,787	33.0	6,168	30.0	5,284	25.7	2,351	11.4	20,590	100
<b>Withdrew for home schooling</b>										
On grade	2,006	100	2,198	52.5	2,522	48.8	1,613	40.7	8,339	54.4
Not on grade	0	0.0	1,989	47.5	2,651	51.3	2,348	59.3	6,988	45.6
Total	2,006	13.1	4,187	27.3	5,173	33.8	3,961	25.8	15,327	100
<b>Returned to home country</b>										
On grade	2,751	100	1,556	55.9	2,224	68.4	634	47.4	7,165	70.7
Not on grade	0	0.0	1,229	44.1	1,029	31.6	705	52.7	2,963	29.3
Total	2,751	27.2	2,785	27.5	3,253	32.1	1,339	13.2	10,128	100
<b>Withdrew from/left school to enroll in Texas private school</b>										
On grade	893	100	1,027	67.6	1,207	55.5	1,502	56.1	4,629	63.7
Not on grade	0	0.0	493	32.4	968	44.5	1,177	43.9	2,638	36.3
Total	893	12.3	1,520	20.9	2,175	29.9	2,679	36.9	7,267	100
<b>Left for other reasons<sup>d</sup></b>										
On grade	304	100	371	61.0	342	52.3	422	53.3	1,439	61.0
Not on grade	0	0.0	237	39.0	312	47.7	370	46.7	919	39.0
Total	304	12.9	608	25.8	654	27.7	792	33.6	2,358	100
<b>Total other leavers</b>										
On grade	12,741	100	10,130	66.4	10,520	63.6	5,874	52.8	39,265	70.5
Not on grade	0	0.0	5,138	33.7	6,019	36.4	5,248	47.2	16,405	29.5
Total	12,741	22.9	15,268	27.4	16,539	29.7	11,122	20.0	55,670	100
<b>Total students in cohort enrolled in the school year indicated</b>										
On grade	353,020	100	300,385	87.2	292,697	88.8	275,827	92.5	n/a <sup>e</sup>	n/a
Not on grade	0	0.0	44,105	12.8	36,845	11.2	22,301	7.5	n/a	n/a

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

<sup>a</sup>Texas public school. <sup>b</sup>Students were on grade if they were in the grade level expected for the cohort or a higher grade level in the school year indicated.

<sup>c</sup>Students were added to the 2010 cohort in 2006-07 if they attended Grade 9 in TPS for the first time that year, regardless of other grades attended that year or in previous years. Therefore, all students added in 2006-07 were considered to be on grade. <sup>d</sup>Because of small numbers, students who left for other reasons are grouped together. For a list of the other reasons, see Table 5 on page 35. <sup>e</sup>Not applicable. Because a student's on-grade status can change from year to year, totals for students who remained in school could not be determined. Totals for other leavers were calculated based on the years the students left school.

**Table 29**  
**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2009, Fall 2009 and Fall 2010**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
<b>African American</b>										
Fall 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	
Fall 2010	44,971	35,454	78.8	990	2.2	727	1.6	7,800	17.3	
<b>American Indian</b>										
Fall 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	
Fall 2010	1,137	953	83.8	42	3.7	33	2.9	109	9.6	
<b>Asian/Pacific Islander</b>										
Fall 2009	10,883	10,052	92.4	467	4.3	35	0.3	329	3.0	
Fall 2010	10,860	10,285	94.7	115	1.1	54	0.5	406	3.7	
<b>Hispanic</b>										
Fall 2009	130,086	95,609	73.5	16,461	12.7	1,827	1.4	16,189	12.4	
Fall 2010	128,313	102,598	80.0	4,125	3.2	2,494	1.9	19,096	14.9	
<b>White</b>										
Fall 2009	120,629	108,190	89.7	4,943	4.1	2,011	1.7	5,485	4.5	
Fall 2010	120,340	110,810	92.1	1,231	1.0	2,561	2.1	5,738	4.8	
<b>Economically disadvantaged</b>										
Fall 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	
Fall 2010	118,593	99,234	83.7	3,276	2.8	1,850	1.6	14,233	12.0	
<b>Female</b>										
Fall 2009	151,756	125,806	82.9	11,605	7.6	1,579	1.0	12,766	8.4	
Fall 2010	150,534	130,624	86.8	2,922	1.9	2,106	1.4	14,882	9.9	
<b>Male</b>										
Fall 2009	156,671	122,694	78.3	15,062	9.6	2,825	1.8	16,090	10.3	
Fall 2010	155,087	129,476	83.5	3,581	2.3	3,763	2.4	18,267	11.8	
<b>Ever limited English proficient (LEP) in K-12<sup>c</sup></b>										
Fall 2009	79,743	57,667	72.3	11,184	14.0	752	0.9	10,140	12.7	
Fall 2010	78,402	62,392	79.6	2,808	3.6	1,026	1.3	12,176	15.5	
<b>Ever LEP in 9-12<sup>d</sup></b>										
Fall 2009	25,717	14,640	56.9	5,864	22.8	136	0.5	5,077	19.7	
Fall 2010	24,924	16,814	67.5	1,615	6.5	192	0.8	6,303	25.3	
<b>LEP in last year<sup>e</sup></b>										
Fall 2009	13,742	6,758	49.2	2,894	21.1	96	0.7	3,994	29.1	
Fall 2010	13,233	7,810	59.0	695	5.3	120	0.9	4,608	34.8	

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>The total number of students with final statuses changed between fall 2009 and fall 2010 because: (a) some students who continued high school in 2009 left Texas public schools by fall 2010 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out; or (b) some students who left Texas public schools by fall 2009 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2010. <sup>c</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>d</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students who were identified as LEP in their last year in Texas public school.

**continues**

**Table 29 (continued)****Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, Limited English Proficiency Status, and Special Education Program Participation, Texas Public Schools, Class of 2009, Fall 2009 and Fall 2010**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>Special education</b>									
Fall 2009	33,209	23,856	71.8	4,367	13.2	296	0.9	4,690	14.1
Fall 2010	33,388	26,077	78.1	1,944	5.8	367	1.1	5,000	15.0
<b>State</b>									
Fall 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4
Fall 2010	305,621	260,100	85.1	6,503	2.1	5,869	1.9	33,149	10.8

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>The total number of students with final statuses changed between fall 2009 and fall 2010 because: (a) some students who continued high school in 2009 left Texas public schools by fall 2010 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out; or (b) some students who left Texas public schools by fall 2009 for reasons other than graduating, receiving GED certificates, continuing high school, or dropping out returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2010. <sup>c</sup>Students who were identified as LEP at any time while attending Texas public school. <sup>d</sup>Students who were identified as LEP at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students who were identified as LEP in their last year in Texas public school.

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

For the class of 2010 Grade 7 cohort (students who began Grade 7 in 2004-05), 83.0 percent graduated, 8.2 percent continued in high school the year following their anticipated graduation date, 1.2 percent received GEDs, and 7.6 percent dropped out (Table 32 on page 80). As with the Grade 9 cohort, graduation rates in the Grade 7 cohort increased and dropout rates decreased for all racial/ethnic groups, as well as economically disadvantaged students, between the class of 2009 and the class of 2010.

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

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 2008	43,489	33,285	76.5	1,097	2.5	748	1.7	8,359	19.2	34,382	79.1	35,130	80.8
Class of 2009	44,971	35,454	78.8	990	2.2	727	1.6	7,800	17.3	36,444	81.0	37,171	82.7
<b>American Indian</b>													
Class of 2008	1,108	959	86.6	15	1.4	33	3.0	101	9.1	974	87.9	1,007	90.9
Class of 2009	1,137	953	83.8	42	3.7	33	2.9	109	9.6	995	87.5	1,028	90.4
<b>Asian/Pacific Islander</b>													
Class of 2008	10,366	9,764	94.2	102	1.0	49	0.5	451	4.4	9,866	95.2	9,915	95.6
Class of 2009	10,860	10,285	94.7	115	1.1	54	0.5	406	3.7	10,400	95.8	10,454	96.3
<b>Hispanic</b>													
Class of 2008	120,031	92,410	77.0	4,470	3.7	2,511	2.1	20,640	17.2	96,880	80.7	99,391	82.8
Class of 2009	128,313	102,598	80.0	4,125	3.2	2,494	1.9	19,096	14.9	106,723	83.2	109,217	85.1
<b>White</b>													
Class of 2008	122,511	111,640	91.1	1,315	1.1	2,878	2.3	6,678	5.5	112,955	92.2	115,833	94.5
Class of 2009	120,340	110,810	92.1	1,231	1.0	2,561	2.1	5,738	4.8	112,041	93.1	114,602	95.2
<b>Economically disadvantaged</b>													
Class of 2008	117,122	89,743	76.6	3,617	3.1	2,748	2.3	21,014	17.9	93,360	79.7	96,108	82.1
Class of 2009	118,593	99,234	83.7	3,276	2.8	1,850	1.6	14,233	12.0	102,510	86.4	104,360	88.0
<b>Female</b>													
Class of 2008	147,335	125,167	85.0	3,303	2.2	2,320	1.6	16,545	11.2	128,470	87.2	130,790	88.8
Class of 2009	150,534	130,624	86.8	2,922	1.9	2,106	1.4	14,882	9.9	133,546	88.7	135,652	90.1
<b>Male</b>													
Class of 2008	150,170	122,891	81.8	3,696	2.5	3,899	2.6	19,684	13.1	126,587	84.3	130,486	86.9
Class of 2009	155,087	129,476	83.5	3,581	2.3	3,763	2.4	18,267	11.8	133,057	85.8	136,820	88.2
<b>State</b>													
Class of 2008	297,505	248,058	83.4	6,999	2.4	6,219	2.1	36,229	12.2	255,057	85.7	261,276	87.8
Class of 2009	305,621	260,100	85.1	6,503	2.1	5,869	1.9	33,149	10.8	266,603	87.2	272,472	89.2

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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



**Table 31**  
**Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2007, Fall 2007 Through Fall 2010**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2007	290,662	226,712	78.0	25,257	8.7	5,688	2.0	33,005	11.4
Fall 2008	287,372	236,206	82.2	6,764	2.4	7,279	2.5	37,123	12.9
Fall 2009	286,958	238,510	83.1	2,589	0.9	8,516	3.0	37,343	13.0
Fall 2010	286,920	239,717	83.5	1,041	0.4	9,433	3.3	36,729	12.8

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Because some of those who were continuing high school in 2007 had left and not graduated, received GED certificates, or dropped out by 2010, the total number of students with final statuses decreased between fall 2007 and fall 2010.

**Table 32**

**Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2010**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 2006	41,133	30,074	73.1	4,823	11.7	693	1.7	5,543	13.5	34,897	84.8	35,590	86.5
Class of 2007	42,446	29,517	69.5	4,926	11.6	679	1.6	7,324	17.3	34,443	81.1	35,122	82.7
Class of 2008	44,343	31,414	70.8	5,283	11.9	490	1.1	7,156	16.1	36,697	82.8	37,187	83.9
Class of 2009	45,933	33,378	72.7	5,195	11.3	494	1.1	6,866	14.9	38,573	84.0	39,067	85.1
Class of 2010	46,885	36,069	76.9	4,527	9.7	455	1.0	5,834	12.4	40,596	86.6	41,051	87.6
<b>American Indian</b>													
Class of 2006	932	770	82.6	63	6.8	37	4.0	62	6.7	833	89.4	870	93.3
Class of 2007	1,034	830	80.3	73	7.1	26	2.5	105	10.2	903	87.3	929	89.8
Class of 2008	1,143	924	80.8	93	8.1	26	2.3	100	8.7	1,017	89.0	1,043	91.3
Class of 2009	1,127	894	79.3	98	8.7	25	2.2	110	9.8	992	88.0	1,017	90.2
Class of 2010	1,271	1,045	82.2	135	10.6	15	1.2	76	6.0	1,180	92.8	1,195	94.0
<b>Asian/Pacific Islander</b>													
Class of 2006	9,604	8,781	91.4	437	4.6	68	0.7	318	3.3	9,218	96.0	9,286	96.7
Class of 2007	10,120	9,199	90.9	471	4.7	53	0.5	397	3.9	9,670	95.6	9,723	96.1
Class of 2008	10,463	9,487	90.7	543	5.2	35	0.3	398	3.8	10,030	95.9	10,065	96.2
Class of 2009	10,875	9,987	91.8	508	4.7	35	0.3	345	3.2	10,495	96.5	10,530	96.8
Class of 2010	11,514	10,762	93.5	446	3.9	30	0.3	276	2.4	11,208	97.3	11,238	97.6
<b>Hispanic</b>													
Class of 2006	110,357	77,731	70.4	15,619	14.2	2,135	1.9	14,872	13.5	93,350	84.6	95,485	86.5
Class of 2007	115,611	77,832	67.3	16,396	14.2	2,026	1.8	19,357	16.7	94,228	81.5	96,254	83.3
Class of 2008	123,067	85,625	69.6	17,367	14.1	1,796	1.5	18,279	14.9	102,992	83.7	104,788	85.1
Class of 2009	130,700	94,823	72.6	17,634	13.5	1,769	1.4	16,474	12.6	112,457	86.0	114,226	87.4
Class of 2010	136,509	105,549	77.3	15,639	11.5	1,650	1.2	13,671	10.0	121,188	88.8	122,838	90.0
<b>White</b>													
Class of 2006	123,420	108,784	88.1	6,095	4.9	3,452	2.8	5,089	4.1	114,879	93.1	118,331	95.9
Class of 2007	123,070	107,595	87.4	5,899	4.8	2,840	2.3	6,736	5.5	113,494	92.2	116,334	94.5
Class of 2008	123,406	108,546	88.0	6,167	5.0	2,211	1.8	6,482	5.3	114,713	93.0	116,924	94.7
Class of 2009	120,536	107,317	89.0	5,759	4.8	1,941	1.6	5,519	4.6	113,076	93.8	115,017	95.4
Class of 2010	120,238	109,184	90.8	5,098	4.2	1,621	1.3	4,335	3.6	114,282	95.0	115,903	96.4
<b>Economically disadvantaged</b>													
Class of 2006	110,648	77,763	70.3	14,427	13.0	2,691	2.4	15,767	14.2	92,190	83.3	94,881	85.8
Class of 2007	114,816	76,918	67.0	14,662	12.8	2,628	2.3	20,608	17.9	91,580	79.8	94,208	82.1
Class of 2008	121,528	83,264	68.5	15,983	13.2	2,124	1.7	20,157	16.6	99,247	81.7	101,371	83.4

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

**continues**

**Table 32 (continued)**

**Grade 7 Longitudinal Graduation, Completion, and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2006 Through 2010**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2009	120,732	92,957	77.0	13,080	10.8	1,367	1.1	13,328	11.0	106,037	87.8	107,404	89.0
Class of 2010	134,449	107,832	80.2	14,247	10.6	1,361	1.0	11,009	8.2	122,079	90.8	123,440	91.8
<b>State</b>													
Class of 2006	285,446	226,140	79.2	27,037	9.5	6,385	2.2	25,884	9.1	253,177	88.7	259,562	90.9
Class of 2007	292,281	224,973	77.0	27,765	9.5	5,624	1.9	33,919	11.6	252,738	86.5	258,362	88.4
Class of 2008	302,422	235,996	78.0	29,453	9.7	4,558	1.5	32,415	10.7	265,449	87.8	270,007	89.3
Class of 2009	309,171	246,399	79.7	29,194	9.4	4,264	1.4	29,314	9.5	275,593	89.1	279,857	90.5
Class of 2010	316,417	262,609	83.0	25,845	8.2	3,771	1.2	24,192	7.6	288,454	91.2	292,225	92.4

*Note.* Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the classes of 2009 and 2010 are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes. Results for classes prior to 2006 are found in Appendix D. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

## Attrition Rates

An attrition rate is the percentage change in fall enrollment between two grades across years. It provides a measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting the number of students enrolled in Grade 12 in Texas public schools in the fall of one school year from Grade 9 enrollment three years earlier, and dividing by the Grade 9 enrollment (Table 33). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 34). The attrition rate calculations are on page 8.

**Table 33**  
**Enrollment and Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2009-10**

Group	Fall enrollment		Change	Attrition rate (%)
	Grade 9, 2006-07	Grade 12, 2009-10		
African American	60,835	39,357	21,478	35.3
American Indian	1,359	1,526	-167	-12.3
Asian	n/a <sup>a</sup>	10,232	n/a	n/a
Hispanic	180,983	125,814	55,169	30.5
Pacific Islander	n/a	367	n/a	n/a
White	141,653	109,745	31,908	22.5
Multiracial	n/a	3,841	n/a	n/a
Economically disadvantaged	203,562	125,737	77,825	38.2
State	396,270	290,882	105,388	26.6

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

<sup>a</sup>Not available.

The attrition rate does not take into account any of the reasons beginning and ending enrollments differ (Table 35 on page 84). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier because some students left Texas public school for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year and students who enter the school system after the first year are excluded from the rates. Additionally, because the attrition rate is based on data from the fall before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 in the fall goes on to graduate. The attrition rates were not adjusted for growth in student enrollment over the time period covered.

**Table 34**  
**Enrollment and Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas**  
**Public Schools, 2009-10**

Group	Fall enrollment			Attrition rate (%)
	Grade 7, 2004-05	Grade 12, 2009-10	Change	
African American	48,267	39,357	8,910	18.5
American Indian	1,080	1,526	-446	-41.3
Asian	n/a <sup>a</sup>	10,232	n/a	n/a
Hispanic	144,075	125,814	18,261	12.7
Pacific Islander	n/a	367	n/a	n/a
White	130,002	109,745	20,257	15.6
Multiracial	n/a	3,841	n/a	n/a
Economically disadvantaged	179,737	125,737	54,000	30.0
State	332,916	290,882	42,034	12.6

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

<sup>a</sup>Not available.

**Table 35**  
**Comparison of Rates Based on Tracking Individual Students and Rates Based on Aggregate Numbers, Texas Public Schools, Class of 2010**

Rates based on tracking individual students	Rates based on aggregate numbers
<p><b>Step 1. Build the high school cohort for class of 2010. Start with students who began Grade 9 in Texas public schools (TPS) in 2006-07 and add students who entered the cohort over the next three years. The entire cohort is equal to 376,234 students.</b></p> <p>Students who began Grade 9 in TPS at any time in 2006-07, with repeaters excluded 353,020</p> <p>Students who entered TPS in Grade 10 in 2007-08 11,349</p> <p>Students who entered TPS in Grade 11 in 2008-09 8,520</p> <p>Students who entered TPS in Grade 12 in 2009-10 3,345</p>	<p><b>Step 1. Count the number of Grade 9 students.</b></p> <p>Aggregate number of students in Grade 9 in TPS in fall 2006, with students repeating ninth grade included 396,270</p>
<p><b>Step 2. Remove students who left TPS for reasons other than graduating, receiving GEDs,<sup>a</sup> or dropping out and students who could not be tracked because of data errors. Of the 376,234 students in the cohort, 62,155 were removed for these reasons.</b></p> <p>Left TPS for reasons other than graduating, receiving GEDs, or dropping out 55,670</p> <p>Students with no final status record submitted<sup>b</sup> 5,129</p> <p>Identification errors<sup>c</sup> 1,356</p>	<p><b>Step 2. Count the number of Grade 12 students.</b></p> <p>Aggregate number of students in Grade 12 in TPS in fall 2009, regardless of whether students were in Grade 9 in TPS in fall 2006<sup>d</sup> 290,882</p>
<p><b>Step 3. Track each student in the cohort into the fall following expected graduation and determine each student's final status. Of the remaining students in the cohort, 314,079 had one of the following final statuses.</b></p> <p>Graduated by August 31, 2010 264,632</p> <p>Continued in high school in fall 2010 22,532</p> <p>Received GED by August 31, 2010 3,927</p> <p>Dropped out 22,988</p>	
<p><b>Step 4. Calculate longitudinal rates. Rates are calculated by dividing the number of students with a final status by the total number of students in the class.</b></p> <p>Graduated (264,632/314,079) 84.3%</p> <p>Continued (22,532/314,079) 7.2%</p> <p>Received GED (3,927/314,079) 1.3%</p> <p>Dropped out (22,988/314,079) 7.3%</p>	<p><b>Step 3. Calculate attrition rate. The rate is calculated by dividing the difference between the Grade 9 and Grade 12 counts by the Grade 9 count.</b></p> <p>Attrition ((396,270-290,882)/396,270) 26.6%</p>

<sup>a</sup>General Educational Development certificates. <sup>b</sup>These students are underreported. Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or anomalous use of certain leaver codes are subject to interventions and sanctions. <sup>c</sup>Student could not be tracked from year to year because of errors in student identifying information. <sup>d</sup>Individual students are not tracked. Students enrolled in Grade 12 in TPS in fall 2009 may or may not have been enrolled in Grade 9 in TPS in fall 2006.

## Data Quality Measures

### *Data Quality in the Annual Rates*

**Underreported students.** From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. In 2004-05, there were only 3,449 underreported student records. This was a substantial decrease from the 67,281 underreported student records in 1997-98. On a percentage basis, students in Grades 7-12 who had not been accounted for the next fall decreased from 3.6 percent in 1997-98 to 0.2 percent in 2004-05. As a result of major changes in leaver reporting following adoption of the national dropout definition in 2005-06, underreported student rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.

Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another or; (c) received General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. In 2005-06, the percentage of students in Grades 7-12 who were not accounted for rose to 0.8 percent. From 2005-06 through 2009-10, the percentage of students who were not accounted for decreased 0.1 percentage points each year to 0.4 percent (Table 36). In 2009-10, Hispanic students made up a larger percentage of underreported students (51.9%) than any of the racial/ethnic groups who were accounted for (46.7%) (Table 37 on page 86).

**Table 36**  
**Reported and Underreported Students, Grades 7-12, Texas Public Schools, 2005-06 Through 2009-10**

Year	Students accounted for <sup>a</sup>		Underreported students	
	Number	Percent	Number	Percent
2005-06	2,006,156	99.2	15,887	0.8
2006-07	2,012,621	99.3	13,316	0.7
2007-08	2,031,807	99.4	12,668	0.6
2008-09	2,054,752	99.5	10,045	0.5
2009-10	2,086,735	99.6	8,667	0.4

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

**Student identification errors.** The Person Identification Database (PID) links records for a student based on four pieces of identifying information: social security number or alternative identification number, last name, first name, and date of birth. When identifying information for a student does not match across records, errors can occur. The overall PID error rate for the state has declined since student enrollment data were first collected in 1990-91. The percentage of 2009-10 leaver records that contained PID errors was 0.1 percent (Table 38 on page 86).

**Table 37**  
**Reported and Underreported Students, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2009-10**

Group	Students accounted for <sup>a</sup>		Underreported students	
	Number	Percent	Number	Percent
African American	284,485	13.6	1,556	18.0
American Indian	10,715	0.5	55	0.6
Asian	70,002	3.4	185	2.1
Hispanic	975,019	46.7	4,498	51.9
Pacific Islander	2,686	0.1	23	0.3
White	712,707	34.2	2,247	25.9
Multiracial	31,121	1.5	103	1.2
State	2,086,735	100	8,667	100

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

<sup>a</sup>Students enrolled in Grades 7-12 in 2009-10 who were accounted for by districts or the Texas Education Agency the following fall.

**Table 38**  
**Student Identification Errors on Leaver Records, Texas Public Schools, 1997-98 Through 2009-10**

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

### **Data Quality in the Longitudinal Rates**

The longitudinal high school graduation, completion, and dropout rates require tracking a cohort of students over a number of years, from the time they enter Grade 9 until after their anticipated



graduation date. Using information submitted through PEIMS and other data files, most students are assigned one of four final statuses: graduate, continuer, GED recipient, or dropout.

Two groups of students from a cohort are not assigned final statuses: students who cannot be tracked from year to year because districts submitted their records to the Texas Education Agency with identification errors; and students for whom districts did not submit final status records, who are considered underreported. For the class of 2010 Grade 9 cohort, 1,356 students (0.4%) could not be tracked because of identification errors, and 5,129 students (1.4%) were underreported by districts (Table 39). If these students were included in the denominator of the longitudinal rate calculations, the graduation rate for the class of 2010 Grade 9 cohort would drop 1.7 percentage points to 82.6 percent and the dropout rate would fall 0.1 percentage points to 7.2 percent (Table 23 on page 68 and Table 39 on this page).

**Table 39**  
**Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2006 Through 2010**

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

*Note.* Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Results for the classes of 2009 and 2010 are comparable to one another. Results for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to results for prior or later classes. Results for classes prior to 2006 are found in Appendix D.

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

In addition to tracking students in the class of 2010, TEA tracked continuers in the class of 2009 through 2009-10 to determine whether they dropped out that year. There were 26,667 students in the class of 2009 who remained enrolled in fall 2009. Of these, 5,966 dropped out in 2009-10, resulting in a dropout rate for continuing students of 22.4 percent.

The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation, completion, and dropout results for the class of 2009. Thus, the class of 2010 Grade 9 cohort was the second in which students who dropped out were subject to the same dropout definition, regardless of when they left school. Results for the classes of 2009 and 2010 are comparable to one another. Results for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to results for prior or later classes. Data quality information for classes prior to 2006 is found in Appendix D.



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

State Accountability System

Federal Accountability System

Other National Reporting

## State Accountability System

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

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

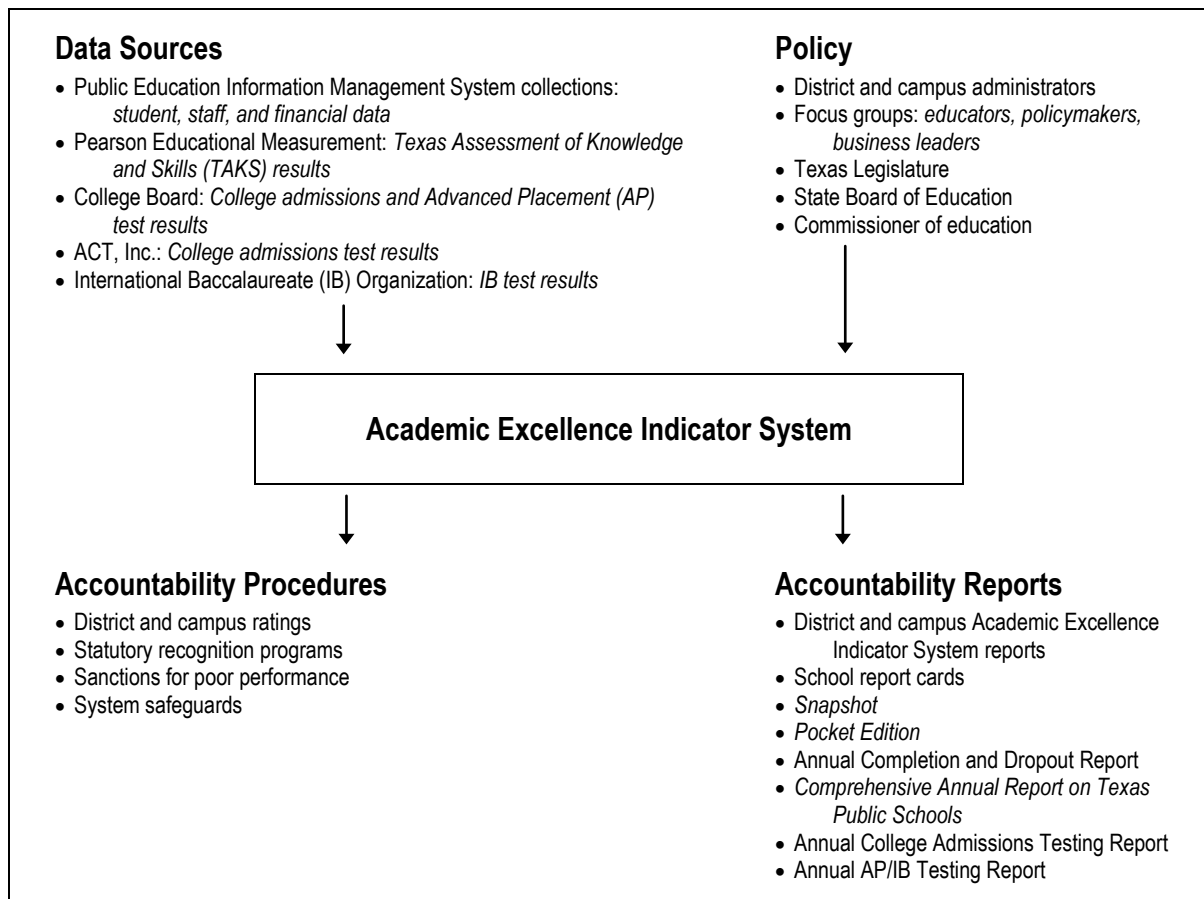
In the first PEIMS data collection in fall of 1987, districts reported organizational, financial, and staff information. The following year, dropout records became the first individual student data records submitted through PEIMS. A Person Identification Database (PID) system was implemented shortly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

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

With adoption of TEC Chapter 35 in 1993, the legislature directed that AEIS data form the foundation of a performance-based accountability system for rating school districts and campuses, as well as for reporting performance results to the public (Figure 4). These AEIS data are the primary sources for accountability evaluations and reports. For a detailed description of components of the AEIS, see the *2011 Accountability Manual* (TEA, 2011).

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

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



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

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

Additional performance indicators such as college admissions testing results, participation in the SBOE's Recommended High School Program, and attendance rates are measured against standards but do not affect accountability ratings. Instead, districts and campuses may receive acknowledgment

through the Gold Performance Acknowledgment system for high levels of performance on these indicators. Report-only indicators, such as the progress of students who failed TAKS the previous year, are included in AEIS reports, but state standards for these indicators have not been established. The AEIS reports also include school district profile data, such as the percentage of students identified as at risk and information on teacher education and years of teaching experience, that provide a context for interpreting the performance data.

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

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

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

*Note.* For 2004 and 2005 ratings, completion consisted of students who graduated, continued high school, or received General Educational Development certificates. Beginning with 2006 ratings, completion consisted of students who graduated or continued high school.

There are two ratings under AEA procedures: *AEA: Academically Acceptable* and *AEA: Academically Unacceptable*. To achieve a rating of *AEA: Academically Acceptable* in 2011, a district or campus must meet the following completion and dropout rate standards: (a) a Grade 9 completion rate of at least 60.0 percent, where completers are students who graduate, continue high school in the fall semester following the cohort's anticipated graduation date, or receive General Educational

Development (GED) certificates; and (b) a Grade 7-12 annual dropout rate of 20.0 percent or less (TEA, 2011).

Under standard accountability rating procedures for the 2010 ratings year, eight campuses were rated *Academically Unacceptable* because of performance on the 2008-09 annual dropout rate only (Table 41). Twenty-five campuses were rated *Academically Unacceptable* because of performance on the 2009 Completion I rate only, and two were rated *Academically Unacceptable* for performance on the Completion I rate and at least one other indicator.

**Table 41**  
**Campuses Rated *Academically Unacceptable* Because of Annual Dropout or Four-Year Completion Rates, by Accountability Procedure, Texas Public Schools, 2004 Through 2010**

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

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

## Federal Accountability System

The Elementary and Secondary Education Act was first passed by Congress in 1965 as part of President Lyndon B. Johnson's War on Poverty. The most recent reauthorization of this legislation is the No Child Left Behind Act of 2001 (NCLB). The primary function of the Act is to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. Under NCLB, the state and all public school districts and campuses are evaluated annually for adequate yearly progress (AYP). AYP statuses were assigned to districts and campuses for the first time in the summer of 2003.

There are three areas that serve as indicators on which a district or campus may be evaluated for AYP: reading/English language arts, mathematics, and one additional indicator (either graduation rate or attendance rate) (TEA, 2010a). Each district and campus is assigned a label of *Meets AYP*, *Missed AYP*, or *Not Evaluated AYP*. Graduation rate is the additional indicator for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12. To achieve a label of *Meets AYP*, a district or campus must meet an absolute graduation rate standard or meet an improvement requirement on the graduation rate calculated for all students. For 2010 AYP evaluations, the graduation rate standards were: (a) four-year graduation rate goal of 90.0 percent; (b) four-year graduation rate target of 75.0 percent; (c) four-year graduation rate alternatives of safe harbor or improvement targets; or (d) five-year graduation rate target of 80.0 percent. To comply with federal changes to the graduation rate indicator, the number of student groups evaluated under this indicator for 2012 AYP determinations will increase to seven: all students, African American, Hispanic, White, economically disadvantaged, special education, and limited English proficient (TEA, 2010a).



## Other National Reporting

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

**Event dropout rates.** TEA submits annual Grade 9-12 dropout data to the National Center for Education Statistics (NCES). NCES uses the data, along with dropout information submitted by other states, to calculate event dropout rates. The NCES event dropout rate is the percentage of students who drop out of school during one school year. It is calculated by dividing the number of students who drop out by the total number of students enrolled on a single day of the year, usually October 1.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled on October 1 of the school year}}$$

The TEA annual dropout rate differs from the NCES event dropout rate. The denominator in the TEA annual dropout rate formula is the cumulative number of students in attendance at any time during the school year. By contrast, the denominator in the NCES event dropout rate formula is the number of students enrolled at a single point in time in the fall of the school year.

NCES released the 2008-09 Grade 9-12 event dropout rates in May 2011 (NCES, 2011). For 2008-09, the rates ranged from 1.1 percent in Wyoming to 11.5 percent in Illinois (Table 42 on page 96). Texas, at 3.2 percent, ranked 23rd out of 50 states and the District of Columbia.

**Averaged freshman graduation rate.** NCES does not calculate longitudinal graduation rates based on TEA student-level data. Instead, NCES uses aggregate enrollment and graduation counts to calculate the averaged freshman graduation rate for Texas and other states. The averaged freshman graduation rate is calculated by dividing the number of high school students who graduate with a regular high school diploma in a given school year by the average of three enrollments: Grade 8 enrollment five years earlier, Grade 9 enrollment four years earlier, and Grade 10 enrollment three years earlier.

$$\frac{\text{number of graduates in year 5}}{\text{average of (Grade 8 enrollment in year 1, Grade 9 enrollment in year 2, Grade 10 enrollment in year 3)}}$$

NCES released the 2008-09 averaged freshman graduation rates in May 2011 (NCES, 2011). For 2008-09, the rates ranged from 90.6 percent in Wisconsin to 56.3 percent in Nevada (Table 43 on page 97). Texas, at 75.4 percent, ranked 28th out of 50 states and the District of Columbia.

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

The National Governors Association (NGA) is a bipartisan organization consisting of the governors of the fifty states, three territories, and two commonwealths. NGA provides governors and their staffs with services ranging from representing the states in Washington on federal issues to developing and implementing solutions to public policy challenges. In 2005, the governors of all 50

**Table 42**  
**National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2006-07**  
**Through 2008-09**

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

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

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

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

**Table 43**  
**National Center for Education Statistics Averaged Freshman Graduation Rates, by State,**  
**2006-07 Through 2008-09**

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

Source: National Center for Education Statistics (2011).

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

states voluntarily agreed to implement a common formula for calculating each state's high school graduation rate by signing the NGA Graduation Counts Compact. The Compact Rate formula is the same as the graduation rate formula that TEA calculates for federal accountability and is based on the tracking of individual students from the time they begin Grade 9 until the fall following their expected graduation. Out of the 22 states for which four-year graduation rates were available for the class of 2009, Texas, at 80.6 percent, had the seventh highest rate (Table 44).

**Table 44**  
**Four-Year Graduation Rates, by Race/Ethnicity, Selected States Using the National Governors Association Compact Rate, Class of 2009**

State	All students	African American	American Indian	Asian	Hispanic	White
Iowa	87.2	68.6	69.3	89.2	71.6	89.2
<i>(<a href="http://www.iowa.gov/educate/index.php?option=com_docman&amp;task=doc_download&amp;qid=10106&amp;Itemid=1507">http://www.iowa.gov/educate/index.php?option=com_docman&amp;task=doc_download&amp;qid=10106&amp;Itemid=1507</a>)</i>						
Vermont	85.6	76.6	73.8	87.4	78.5	85.9
<i>(<a href="http://education.vermont.gov/new/pdffdoc/data/dropout/educ_data_dropout_completion_09_rev.pdf">http://education.vermont.gov/new/pdffdoc/data/dropout/educ_data_dropout_completion_09_rev.pdf</a>)</i>						
North Dakota	85.4	78.6	55.0	91.3	80.0	88.8
<i>(<a href="http://www.dpi.state.nd.us/dpi/reports/Profile/0910/ProfileDistrict/99999.pdf">http://www.dpi.state.nd.us/dpi/reports/Profile/0910/ProfileDistrict/99999.pdf</a>)</i>						
Virginia	83.3	75.7	78.4	93.3	72.3	87.1
<i>(<a href="http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml">http://www.doe.virginia.gov/statistics_reports/graduation_completion/cohort_reports/index.shtml</a>)</i>						
Indiana	81.5	66.0	72.6	89.2	69.8	84.4
<i>(<a href="http://mustang.doe.state.in.us/TRENDS/grad4orless.cfm?year=2009&amp;pub=1">http://mustang.doe.state.in.us/TRENDS/grad4orless.cfm?year=2009&amp;pub=1</a>)</i>						
Massachusetts	81.5	69.1	75.9	86.1	59.7	86.9
<i>(<a href="http://www.doe.mass.edu/info/services/reports/gradrates/09_4yr.pdf">http://www.doe.mass.edu/info/services/reports/gradrates/09_4yr.pdf</a>)</i>						
Texas	80.6	73.8	80.3	92.4	73.5	89.7
<i>(<a href="http://www.tea.state.tx.us/index4.aspx?id=4080#reports">http://www.tea.state.tx.us/index4.aspx?id=4080#reports</a>)</i>						
Maine	80.4	— <sup>a</sup>	—	—	—	—
<i>(<a href="http://www.maine.gov/education/gradrates/gradrate0809.html">http://www.maine.gov/education/gradrates/gradrate0809.html</a>)</i>						
Maryland	79.1	70.6	69.1	90.4	66.8	86.5
<i>(<a href="http://mdreportcard.org/CohortGrad.aspx?PV=160:12:99:AAAA:1:N:0:13:1:2:1:1:1:3">http://mdreportcard.org/CohortGrad.aspx?PV=160:12:99:AAAA:1:N:0:13:1:2:1:1:1:3</a>)</i>						
Florida	76.3	64.9	76.8	87.9	72.1	83.1
<i>(<a href="http://www.fldoe.org/eias/eiaspubs/word/gradrate0910.doc">http://www.fldoe.org/eias/eiaspubs/word/gradrate0910.doc</a>)</i>						
Arizona	76.0	73.0	63.0	88.0	69.0	83.0
<i>(<a href="https://www.azed.gov/srcs/statereportcards/StateReportCard2010.pdf">https://www.azed.gov/srcs/statereportcards/StateReportCard2010.pdf</a>)</i>						
Rhode Island	75.5	66.7	70.7	73.3	64.0	79.6
<i>(<a href="http://www.ride.ri.gov/RIDE/GraduationRates.aspx">http://www.ride.ri.gov/RIDE/GraduationRates.aspx</a>)</i>						
Michigan	75.2	56.4	64.6	85.6	59.6	81.7
<i>(<a href="http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_51357---00.html">http://www.michigan.gov/cepi/0,1607,7-113-21423_30451_51357---00.html</a>) then see 2009 Cohort Four-Year, 2008 Cohort Five-Year, and 2007 Cohort Six-Year Graduation and Dropout Rates)</i>						
Minnesota	74.9	44.0	41.3	68.0	45.2	82.4
<i>(<a href="http://education.state.mn.us/mde/Data/Data_Downloads/Student/Graduation_Rates/index.html">http://education.state.mn.us/mde/Data/Data_Downloads/Student/Graduation_Rates/index.html</a>)</i>						
New York	74.4	59.6	59.6	83.2	59.8	84.2
<i>(<a href="http://www.p12.nysed.gov/irs/pressRelease/20100309/">http://www.p12.nysed.gov/irs/pressRelease/20100309/</a>) then see 2005 Cohort Graduation Rates additional slides - PowerPoint)</i>						
South Carolina	73.7	69.1	69.5	85.0	68.3	77.1
<i>(<a href="http://ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm">http://ed.sc.gov/topics/assessment/scores/ayp/2009/fullratings.cfm</a>)</i>						
North Carolina	71.8	63.2	60.0	83.7	59.0	77.7
<i>(<a href="http://accrpt.ncpublicschools.org/app/2009/cgr/">http://accrpt.ncpublicschools.org/app/2009/cgr/</a>)</i>						
Mississippi	71.6	65.6	61.7	88.3	72.6	78.2
<i>(<a href="http://www.mde.k12.ms.us/dropout_prevention/rate_information_1.html">http://www.mde.k12.ms.us/dropout_prevention/rate_information_1.html</a>)</i>						
Arkansas	68.0	—	—	—	—	—
<i>(<a href="http://normessasweb.uark.edu/schoolperformance/State/State.php">http://normessasweb.uark.edu/schoolperformance/State/State.php</a>)</i>						
Louisiana	66.6	—	—	—	—	—
<i>(<a href="http://doe.louisiana.gov/topics/cohort_rates.html">http://doe.louisiana.gov/topics/cohort_rates.html</a>)</i>						
Oregon	66.2	47.7	51.7	78.5	52.6	70.1
<i>(<a href="http://www.ode.state.or.us/data/annreportcard/rptcard2010.pdf">http://www.ode.state.or.us/data/annreportcard/rptcard2010.pdf</a>)</i>						
New Mexico	66.1	61.4	57.8	80.0	63.0	74.5
<i>(<a href="http://www.ped.state.nm.us/Graduation/dl10/graduationRates4yr2009.pdf">http://www.ped.state.nm.us/Graduation/dl10/graduationRates4yr2009.pdf</a>)</i>						

<sup>a</sup>Not available or not found.



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

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

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

**Students in Attrition Rate Who Are Not Counted as Dropouts in Longitudinal Rate**

**Graduates.** The attrition rate includes early graduates and any on-time graduates who were not enrolled in Grade 12 in the fall of 2009-10.

**GED.<sup>a</sup>** The attrition rate includes students who received GED certificates rather than high school diplomas.

**Continuing Students.** The attrition rate includes continuing students if they were not in Grade 12 in 2009-10. The most common reason for students to fall behind a grade level is retention in Grade 9.

**Students who Left the Texas Public School System.** The attrition rate includes all students who left Texas public schools for any reason. The longitudinal rate excludes students who left Texas public schools for reasons other than dropping out. Reasons for exclusion from the longitudinal rate include the following.

- Enrolled in or withdrew with intent to enroll in another educational setting (private school in Texas, public or private school out of state, home schooling, or entered college early)
- Returned to home country
- Removed by district (expelled for criminal behavior, falsified enrollment information, no immunization, etc.)
- Removed by Child Protective Services
- Died

**Students Entering the Texas Public School System and Enrollment Growth.** Some attrition rates include a growth adjustment that is an estimate of the number of students entering Texas public schools. The attrition rate calculated by TEA is not adjusted for growth. The longitudinal rate assigns all students who enter the Texas public school system to the appropriate cohort and determines outcomes in the same way that outcomes for starting Grade 9 students are determined.

**Students Previously Counted.** The 2009-10 attrition rate includes students from the class of 2009 who were repeating Grade 9 in 2006-07. These students were also included in the 2008-09 attrition rate.

**Data Errors.** The attrition rate includes students removed from the longitudinal calculation because their statuses cannot be determined because of data errors.

**Students Included in Both Longitudinal Dropout Rate and Attrition Rate**

Both the longitudinal dropout rate and the attrition rate include students in the class of 2010 who left school before graduation for the following reasons.

- Academic performance (poor attendance, low grades, failing the exit-level assessment, etc.)
- Employment (pursue job or join military)
- Family (marriage or pregnancy)
- Alternative education
- Discipline (failure to return following expulsion or JJAEP<sup>b</sup> term)
- Alcohol or other drug abuse problems
- Whereabouts unknown

**Dropouts in Longitudinal Rate Who Are Not Included in Attrition Rate**

The longitudinal dropout rate includes the following students who are excluded from the attrition rate.

- Grade 12 Dropouts. The attrition rate does not include students who enroll in Grade 12 in 2009-10 but drop out before graduating.

Grade 9-12 Attrition Rate

Students from the class of 2010 who for any reason were not enrolled in Grade 12 in a Texas public school in the fall of the 2009-10 school year

Grade 9-12 Longitudinal Dropout Rate

Students from the class of 2010 who dropped out

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



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

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

## ***Leaver Reason Codes***

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another or; (c) received General Educational Development (GED) certificates. Districts must report the statuses of all other Grade 7-12 students. The leaver record requires the district to assign a leaver reason describing the circumstances of a student's departure. The number of leaver reason codes has changed over time with changes in the dropout definition, data collection, and data processing. In 2004-05, districts could submit 1 of 30 leaver reason codes. Ten of the codes identified reasons for dropping out, including pregnancy, employment, low or failing grades, poor attendance, and unknown circumstances. Because the dropout reason was unknown for almost two-thirds (65.5%) of dropouts in 2004-05, the dropout reason codes were deleted.

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

Leaver codes for two groups of students were added in 2005-06. Students who graduate or receive GEDs outside Texas cannot be accounted for in Texas Education Agency databases and are reported as other leavers by their school districts. One leaver code was added in 2006-07 for students who leave Texas public schools to enroll in specified high school diploma programs authorized by the State Board of Education. For 2009-10, districts could submit 1 of 14 leaver reason codes for each leaver (Table 5 on page 35). As in previous years, there is one code for students who graduate. Of the remaining 13 codes, 12 are considered "other leaver" codes. Leavers whose departures cannot be described with one of the other leaver codes are considered dropouts.

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

Prior to adoption of the national dropout definition, students who returned to Texas public school by the time districts submitted their final fall enrollment data in mid-January were not reported as dropouts. Since 2005-06, students must have returned during the period of time between the first day

of school and the last Friday in September to be counted as having returned to school. This period is the "school-start window." With the exception of migrant students, students who do not return during the school-start window are counted as dropouts. Migrant students who return by mid-January are not counted as dropouts.

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

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

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

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

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

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

### ***Previous Dropouts***

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

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

Some public school students are not eligible for State Foundation School Program (FSP) funding, usually because they are being served fewer than two hours of instruction per day. Prior to adoption of the national dropout definition, students not eligible for FSP funding who left school without valid reasons were not included in the dropout count. Since 2005-06, no distinctions have been made between students for whom districts are receiving FSP funds and students for whom districts are not receiving FSP funds when including students in the dropout count.

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

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

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

Introduction

General Documentation Requirements

Documentation Requirements  
by LEAVER-REASON-CODE

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

## Introduction

Table C-1 on page 113 provides expanded definitions and specific documentation guidelines for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) *2010-2011 Public Education Information Management System Post Addendum Version Data Standards* (TEA, 2010b). The table is organized into the following broad categories of leavers:

- completed high school or General Educational Development (GED) program
- moved to other educational setting
- withdrawn by school district
- other

Leaver records are not submitted for students who enroll in other Texas public school districts or charters and students who obtain GED certificates at Texas examination sites by August 31. Students who move to other Texas public school districts are considered movers, not leavers. Documentation as described in this appendix is not required for movers; districts may wish to develop local policy on documentation for movers. The Person Identification Database (PID) Enrollment Tracking (PET) may be used to establish tentative local documentation that students are movers. The final determination of whether students are movers will be made by TEA.

## General Documentation Requirements

Districts must document the withdrawal of students and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required for all leaver reason codes. Documentation requirements for leaver codes are provided in the Documentation Requirements by LEAVER-REASON-CODE section. Documentation supporting use of a leaver reason code must exist in the district at the time the leaver data are submitted, i.e., no later than the Public Education Information Management System (PEIMS) Submission 1 January resubmission date.

### ***Timelines for Establishing Leaver Reasons and Obtaining Documentation***

**Students who leave during the school year.** For students who leave during the school year, leaver reasons apply at the time of withdrawal, and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services (CPS), LEAVER-REASON-CODE 66, documentation would be obtained when the student is removed.

**Students who fail to return in the fall.** For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. The school-start window is the period of time between the first day of school and the last Friday in September. Districts should use the LEAVER-REASON-CODE that most appropriately describes the student's whereabouts during the school-start window. For example, to use LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.

**Students who should not have been enrolled and are withdrawn under LEAVER-REASON-CODE 83 administrative withdrawal.** LEAVER-REASON-CODE 83, administrative withdrawal, applies to students who are withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not a resident of the district at the time of enrollment. It is not for a student who was a resident and stops attending because he/she has moved out of the district.

This code is also used for those rare situations in which the district discovered that the student had falsified enrollment information or proof of identification or immunization records were not provided. Leaver reasons for LEAVER-REASON-CODE 83 apply at the time of withdrawal and documentation showing due process supporting the withdrawal should be obtained at that time.

### ***Signatures on Documentation***

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal documentation should also be signed for the student by a:

- parent, or
- guardian, or
- responsible adult as recorded in school records, such as a foster parent or a probation officer, or
- qualified student. A qualified student is one who, at the time he/she stops attending school:
  - is married, or
  - is 18 years or older, or
  - has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student.

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. Written documentation of oral statements made in person or by telephone by the parent/guardian or qualified student is acceptable documentation in some situations if it is signed and dated by the district representative.

### ***Evaluation of Documentation***

Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis.

### ***Completeness of Documentation***

Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination. Documentation will not be deemed insufficient when information is missing because the parent or parents refuse to provide information requested by the district. A district should document at the time of the conversation that the information was requested, and the parent refused to provide it. Appropriate documentation of a parent refusal to provide information includes the date, content of conversation, name of person with whom the conversation was conducted, and the signature of the school official verifying the conversation.



## **Changing LEAVER-REASON-CODEs**

Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district assigned LEAVER-REASON-CODE 60 *student withdrew from/left school for home schooling* for a student and later received a request for transcript information from a private school for the same student, the district may change the LEAVER-REASON-CODE to 81 *enroll in a Texas private school* but is not obligated to.

## **Documentation Requirements by LEAVER-REASON-CODE**

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state GED, moved to other educational setting, withdrawn by school district, and other reasons. LEAVER-REASON-CODEs marked with an asterisk (\*) are not included in the calculation of the dropout rate used for accountability purposes.

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

Leaver code	Explanation/clarification and documentation requirements
<b>Graduated or received an out-of-state GED</b>	
01*	<p><b>Student graduated from a campus in this district or charter</b></p> <p><b>Definition and use:</b> Use for students who meet all high school graduation requirements (which includes passing the exit-level TAAS or TAKS) at any time during the prior school year, including the summer (through August 31) following the close of the prior year.</p> <p>To graduate, a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete all graduation requirements in one school year but do not pass the exit-level assessments until a later year, are reported as graduates in the school year in which the exit-level assessments are passed and the diploma is issued.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, successful completion of the exit-level assessments (including testing dates), graduation seal, school official signature, and date of completion.</p>
85*	<p><b>Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again</b></p> <p><b>Definition and use:</b> This code may be used for students who graduated in another state or country before entering Texas public schools. This code may also be used for students who graduated from Texhoma High School, Texhoma, Oklahoma.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.</p>
86*	<p><b>Student completed the GED outside Texas</b></p> <p><b>Definition and use:</b> This code may be used for students who earned GED certificates outside Texas, including students living in Texas and earning GED certificates online from a testing company in another state, before enrolling or after leaving Texas public schools.</p> <p><b>Documentation requirement:</b> Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED. Written documentation from the testing company must include the date of GED completion, location, address, and contact information of the company.</p>
<b>Moved to other educational setting</b>	
24*	<p><b>Student withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree</b></p> <p><b>Definition and use:</b> This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester). This code is also for students who leave school to enter a dual-credit program established by the Texas Legislature at the Texas Academy of Mathematics and Science at the University of North Texas, the Texas Academy of Leadership in the Humanities at Lamar University, the Texas Academy of Mathematics and Science at the University of Texas at Brownsville, and the Texas Academy of International Studies at Texas A&amp;M International University.</p> <p><b>Documentation requirement:</b> Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program.</p> <p>A district can document either that at the time of withdrawal the student intended to enter post-secondary education ("intent to enroll in college") or that the student has actually entered a post-secondary educational setting. Therefore, documentation requirements for code 24 are divided into specifications for documentation obtained within 10 days after a student stops attending, and documentation obtained more than 10 days after a student stops attending.</p> <p><b><u>If documentation is obtained within 10 days of the last day the student attended school.</u></b></p> <p>Documentation of intent to enroll in college must be obtained within 10 days of the last day the student attended school. If documentation of intent to enroll in college is not obtained within 10 days, documentation of actual enrollment is required.</p>

Source. Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**continues**

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

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

Source: Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**continues**

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

Leaver code	Explanation/clarification and documentation requirements
	<p>Other acceptable documentation of intent to enroll is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.</p> <p><b><i>If documentation is not obtained within 10 days of the last day the student attended school.</i></b></p> <p>If documentation of intent to enroll in home school is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required. The following documentation is required to verify enrollment:</p> <p><b><i>Verification by the parent/guardian or qualified student.</i></b> A letter, signed and dated, from the parent/guardian or qualified student stating that the student is being home schooled is acceptable documentation. The letter should indicate the actual date home schooling began.</p> <p><b><i>Verification by the superintendent or authorized representative of the sending district.</i></b> Acceptable documentation includes verification by the superintendent or authorized representative that the child is being home schooled. Acceptable documentation of this type of verification, i.e., first-hand knowledge, includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.</p>
66*	<p><b>Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment</b></p> <p><b>Definition and use:</b> This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school.</p> <p><b>Documentation requirement:</b> Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.</p>
81* 82*	<p><b>Student withdrew from/left school to enroll in a private school in Texas</b></p> <p><b>Student withdrew from/left school to enroll in a public or private school outside Texas</b></p> <p><b>Definition and use:</b> Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal, or within 10 days after the last day the student attended school, that the student would be enrolling in a private school in Texas (code 81), the Texas Job Corps Diploma Program (code 81), or a public or private school outside Texas (code 82). This code is also used when a student moves from the district without withdrawing but the district receives a records request.</p> <p>If intent to enroll in a private school in Texas or a public or private school outside Texas is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required.</p> <p>If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted.</p> <p>If the district did not assign code 81 or code 82 when the student stopped attending, the district can change the original code assigned to the student when the records request or communication from the parent/guardian or qualified student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated.</p> <p><b>Documentation requirement:</b> A district can document either that, at the time of withdrawal, the student intended to enroll in a private school in Texas or a private or public school outside Texas ("intent to enroll") or that the student has actually enrolled in a private school in Texas or a private or public school outside Texas. Therefore, documentation requirements for codes 81 and 82 are divided into specifications for documentation obtained within 10 days after a student stops attending, and documentation obtained more than 10 days after a student stops attending.</p>

Source: Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**continues**

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

Leaver code	Explanation/clarification and documentation requirements
	<p><b><u>If documentation is obtained within 10 days of the last day the student attended school.</u></b></p> <p>Documentation of intent to enroll in a Texas private school or school out-of-state must be obtained within 10 days of the last day the student attended school. If documentation of intent to enroll in a Texas private school or school out-of-state is not obtained within 10 days, documentation of actual enrollment is required.</p> <p>One type of acceptable documentation of intent to enroll in a Texas private school or school out-of-state is a written, signed statement from a parent/guardian or qualified student of the intention to enroll in one of these educational settings. For example, acceptable documentation of intent to enroll is a copy of the withdrawal form, completed at the time the student quits attending school, and signed and dated by the parent/guardian or qualified student and an authorized representative of the school district. The withdrawal form should indicate where the family is moving and the name of the school the student will be attending. The original signature of the parent/guardian or qualified student must appear on the same page of the withdrawal form as the destination.</p> <p>Other acceptable documentation of intent to enroll is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.</p> <p><b><u>If documentation is not obtained within 10 days of the last day the student attended school.</u></b></p> <p>If documentation of intent to enroll in Texas private school or school out-of-state is not obtained within 10 days of the last day the student attended school, documentation of actual enrollment is required. The following documentation is required to verify enrollment:</p> <p><b><i>Transcript request.</i></b> Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests are acceptable but they must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file.</p> <p><b><i>Verification by the superintendent or authorized representative of the receiving district.</i></b> A signed letter from the receiving school verifying enrollment is acceptable documentation. The letter must state the name and location of the school in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of the school and verifying that the student is enrolled, signed and dated by an authorized representative of the district.</p> <p><b><i>Verification by the superintendent or authorized representative of the sending district.</i></b> Acceptable documentation includes verification by the superintendent or authorized representative that the student has enrolled in a private school in Texas or a private or public school outside of Texas leading to the completion of a high school diploma. Acceptable documentation of this type of verification, i.e., first-hand knowledge, includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.</p>
87*	<p><b>Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program</b></p> <p><b>Definition and use:</b> Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal that the student has enrolled in the State Board of Education-authorized Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program.</p> <p><b>Documentation requirement:</b> The district must receive either a) a records or transcript request from the high school diploma program or b) a letter from the high school diploma program stating that the student is enrolled.</p>

Source: Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**continues**

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

Leaver code	Explanation/clarification and documentation requirements
<b>Withdrawn by school district</b>	
78*	<p><b>Student was expelled under the provisions of TEC §37.007 and cannot return to school</b></p> <p><b>Definition and use:</b> This code may only be used when:</p> <ul style="list-style-type: none"> <li>• the student was expelled under the provisions of TEC §37.007, and</li> <li>• the term of expulsion has not expired or the student's failure to attend school is due to court action.</li> </ul> <p>This code may only be used for a student who was expelled for an offense included in TEC §37.007. This code is not intended for use by districts which assign students to a Juvenile Justice Alternative Education Program (JJAEP).</p> <p><b>Documentation requirement:</b> Due process documentation supporting the expulsion.</p>
83*	<p><b>Student was withdrawn from school by the district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification or immunization records</b></p> <p><b>Definition and use:</b> This code is used for situations in which the district should not have enrolled the student. This code is for situations in which the district discovers when verifying enrollment information that the student was not a resident of the district at the time of enrollment. It is not for a student who was a resident of the district and who stops attending because he/she has moved. This code is also for rare situations in which enrollment information was falsified, or proof of identification or immunization records were not provided.</p> <p>Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c), a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the <i>Student Attendance Accounting Handbook</i>. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.</p> <p><b>Documentation requirement:</b> Due process documentation supporting the withdrawal.</p>
<b>Other reasons</b>	
03*	<p><b>Student died while enrolled in school or during the summer break after completing the prior school year</b></p> <p><b>Definition and use:</b> Self-explanatory.</p> <p><b>Documentation requirement:</b> Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, and written documentation of an oral statement by a parent or guardian stating that the student has died.</p>
16*	<p><b>Student withdrew from/left school to return to family's home country</b></p> <p><b>Definition and use:</b> Use for students who are leaving the United States to return to their home country. A student may be leaving with or without family members to live with his or her family, immediate or extended, in the home country. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students.</p>

Source. Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**continues**

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

Leaver code	Explanation/clarification and documentation requirements
	<p><b>Documentation requirement:</b> Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized representative of the school district. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and an authorized representative of the school district. The withdrawal form should indicate that the student is leaving school because the student is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to the home country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country. Other acceptable documentation is written documentation of an oral statement by an adult neighbor or other adult with knowledge of the family's whereabouts, signed and dated by an authorized representative of the school district.</p>
98	<p><b>Other (reason unknown or not listed above)</b></p> <p><b>Definition and use:</b> This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.</p>

Source. Texas Education Agency (2010b).

\*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.



## **Appendix D Supplemental Tables**

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

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

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

Table D-4  
Students, Dropouts, and  
Annual Dropout Rate, Grades 9-12,  
Charters and Traditional Districts,  
Texas Public Schools, 2009-10

Table D-5  
Grade 9 Longitudinal Graduation and Dropout Rates,  
Charters and Traditional Districts,  
Texas Public Schools, Class of 2010

Table D-1

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

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Class of 2004	37,281	30,860	82.8	3,438	9.2	1,139	3.1	1,844	4.9	34,298	92.0	35,437	95.1
Class of 2005	37,777	30,858	81.7	3,862	10.2	994	2.6	2,063	5.5	34,720	91.9	35,714	94.5
<b>American Indian</b>													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4
Class of 2004	832	701	84.3	49	5.9	51	6.1	31	3.7	750	90.1	801	96.3
Class of 2005	871	734	84.3	49	5.6	45	5.2	43	4.9	783	89.9	828	95.1
<b>Asian/Pacific Islander</b>													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Class of 2004	8,613	7,983	92.7	348	4.0	138	1.6	144	1.7	8,331	96.7	8,469	98.3
Class of 2005	8,795	8,149	92.7	380	4.3	105	1.2	161	1.8	8,529	97.0	8,634	98.2

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

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Table D-1 (continued)

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

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
Class of 2004	98,337	77,094	78.4	11,386	11.6	3,701	3.8	6,156	6.3	88,480	90.0	92,181	93.7
Class of 2005	100,781	77,985	77.4	12,377	12.3	3,452	3.4	6,967	6.9	90,362	89.7	93,814	93.1
White													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
Class of 2004	125,848	112,495	89.4	4,605	3.7	6,416	5.1	2,332	1.9	117,100	93.0	123,516	98.1
Class of 2005	122,994	110,029	89.5	4,766	3.9	5,783	4.7	2,416	2.0	114,795	93.3	120,578	98.0
Economically disadvantaged													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
Class of 2004	93,528	73,556	78.6	10,573	11.3	3,888	4.2	5,511	5.9	84,129	90.0	88,017	94.1
Class of 2005	99,637	77,131	77.4	11,955	12.0	3,902	3.9	6,649	6.7	89,086	89.4	92,988	93.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

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Table D-1 (continued)

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

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Female													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
Class of 2004	134,484	118,122	87.8	7,397	5.5	4,330	3.2	4,635	3.4	125,519	93.3	129,849	96.6
Class of 2005	133,707	116,660	87.3	8,049	6.0	3,844	2.9	5,154	3.9	124,709	93.3	128,553	96.1
Male													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
Class of 2004	136,427	111,011	81.4	12,429	9.1	7,115	5.2	5,872	4.3	123,440	90.5	130,555	95.7
Class of 2005	137,511	111,095	80.8	13,385	9.7	6,535	4.8	6,496	4.7	124,480	90.5	131,015	95.3
State													
Class of 1996 <sup>b</sup>	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5
Class of 2004	270,911	229,133	84.6	19,826	7.3	11,445	4.2	10,507	3.9	248,959	91.9	260,404	96.1
Class of 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3	249,189	91.9	259,568	95.7

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

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

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

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

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

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued (Completion I)		Graduated, continued, or received GED (Completion II)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2003	94,482	71,307	75.5	13,146	13.9	2,648	2.8	7,381	7.8	84,453	89.4	87,101	92.2
Class of 2004	99,759	76,414	76.6	12,773	12.8	3,772	3.8	6,800	6.8	89,187	89.4	92,959	93.2
Class of 2005	101,912	77,110	75.7	13,758	13.5	3,461	3.4	7,583	7.4	90,868	89.2	94,329	92.6
<b>White</b>													
Class of 1998	116,579	98,155	84.2	5,989	5.1	5,581	4.8	6,854	5.9	104,144	89.3	109,725	94.1
Class of 1999	120,029	102,589	85.5	5,853	4.9	5,521	4.6	6,066	5.1	108,442	90.3	113,963	94.9
Class of 2000	121,460	104,447	86.0	5,107	4.2	6,777	5.6	5,129	4.2	109,554	90.2	116,331	95.8
Class of 2001	122,356	105,323	86.1	5,540	4.5	6,964	5.7	4,529	3.7	110,863	90.6	117,827	96.3
Class of 2002	123,528	107,894	87.3	5,730	4.6	6,197	5.0	3,707	3.0	113,624	92.0	119,821	97.0
Class of 2003	125,835	111,884	88.9	5,905	4.7	5,010	4.0	3,036	2.4	117,789	93.6	122,799	97.6
Class of 2004	126,401	111,777	88.4	5,524	4.4	6,560	5.2	2,540	2.0	117,301	92.8	123,861	98.0
Class of 2005	123,554	109,328	88.5	5,770	4.7	5,897	4.8	2,559	2.1	115,098	93.2	120,995	97.9
<b>Economically disadvantaged</b>													
Class of 1998	66,078	44,319	67.1	8,613	13.0	2,578	3.9	10,568	16.0	52,932	80.1	55,510	84.0
Class of 1999	69,848	47,745	68.4	9,120	13.1	2,648	3.8	10,335	14.8	56,865	81.4	59,513	85.2
Class of 2000	72,768	51,078	70.2	8,889	12.2	3,363	4.6	9,438	13.0	59,967	82.4	63,330	87.0
Class of 2001	76,000	53,860	70.9	10,119	13.3	3,514	4.6	8,507	11.2	63,979	84.2	67,493	88.8
Class of 2002	80,607	59,023	73.2	11,076	13.7	3,172	3.9	7,336	9.1	70,099	87.0	73,271	90.9
Class of 2003	87,757	66,230	75.5	12,098	13.8	2,737	3.1	6,692	7.6	78,328	89.3	81,065	92.4
Class of 2004	95,395	72,784	76.3	12,104	12.7	4,211	4.4	6,296	6.6	84,888	89.0	89,099	93.4
Class of 2005	101,233	76,214	75.3	13,505	13.3	4,129	4.1	7,385	7.3	89,719	88.6	93,848	92.7
<b>State</b>													
Class of 1998 <sup>b</sup>	231,976	178,057	76.8	21,558	9.3	9,623	4.1	22,738	9.8	199,615	86.0	209,238	90.2
Class of 1999	240,865	188,085	78.1	21,543	8.9	9,458	3.9	21,779	9.0	209,628	87.0	219,086	91.0
Class of 2000	245,919	195,590	79.5	19,880	8.1	11,445	4.7	19,004	7.7	215,470	87.6	226,915	92.3
Class of 2001	251,408	200,716	79.8	21,797	8.7	11,808	4.7	17,087	6.8	222,513	88.5	234,321	93.2
Class of 2002	256,763	209,189	81.5	22,863	8.9	10,440	4.1	14,271	5.6	232,052	90.4	242,492	94.4
Class of 2003	266,088	220,533	82.9	23,959	9.0	8,552	3.2	13,044	4.9	244,492	91.9	253,044	95.1
Class of 2004	273,177	227,261	83.2	22,735	8.3	11,688	4.3	11,493	4.2	249,996	91.5	261,684	95.8
Class of 2005	273,301	225,816	82.6	24,382	8.9	10,547	3.9	12,556	4.6	250,198	91.5	260,745	95.4

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable to rates for prior or later classes. Racial groups (African American, American Indian, Asian/Pacific Islander, and White) do not include students of Hispanic ethnicity.

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

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

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

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

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

**Table D-4**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, Charters and Traditional Districts, Texas Public Schools, 2009-10**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Charters	54,023	3.7	4,528	13.6	8.4
Traditional districts	1,398,489	96.3	28,738	86.4	2.1
State	1,377,330	100	33,235	100	2.4

Note. Parts may not add to 100 percent because of rounding. Counts for charters and traditional districts will not add to state counts because students who attend more than one district are counted only once in state totals.

**Table D-5**  
**Grade 9 Longitudinal Graduation and Dropout Rates, Charters and Traditional Districts, Texas Public Schools, Class of 2010**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Charters	11,285	4,658	41.3	2,664	23.6	718	6.4	3,245	28.8
Traditional districts	302,794	259,974	85.9	19,868	6.6	3,209	1.1	19,743	6.5
State	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3

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

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





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

Introduction

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

## Introduction

### Overview

Table E-1 on page 130 specifies the criteria the Texas Education Agency (TEA) applies to the data elements used to calculate annual dropout rates and longitudinal graduation, completion, and dropout rates for students with special demographic characteristics and students participating in special instructional programs. Texas public school districts report the data to the TEA through the Public Education Information Management System (PEIMS). The table also identifies, when applicable, the PEIMS records through which the data elements are submitted. Refer to the *PEIMS Data Standards*, published annually by TEA, for a detailed description of the data elements in Table E-1 (TEA, 2010b).

### Annual Dropout Rates

The annual dropout rate for students with a special demographic characteristic is calculated as the number of students reported with the specified characteristic who drop out during a single school year divided by the total number of students reported with the specified characteristic enrolled during the same school year. Likewise, the annual dropout rate for students participating in a special instructional program is calculated as the number of students reported as participating in the specified program who drop out during a single school year divided by the total number of students reported as participating in the specified program who attended the same school year. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Following, as an example, is the annual dropout rate calculation for immigrant students.

$$\frac{\text{number of students reported to TEA as immigrants who dropped out during the school year}}{\text{number of students reported to TEA as immigrants enrolled during the school year}}$$

### Longitudinal Graduation, Completion, and Dropout Rates

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

Attendance data from PEIMS are used to build each cohort of students for the completion rate. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in 2006-07 make up the

class of 2010 Grade 9 cohort. Students who did not attend Grade 9 in Texas public school that year but entered the system over the next three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Each cohort was tracked using PEIMS through the four or more years of the cohort. Students in the class of 2010 were tracked into the fall semester following their anticipated graduation date of spring 2010. Students in previous cohorts were tracked into the fall semester one or more years following their anticipated graduation date. Students who left the Texas public school system during the time period covered for reasons other than graduating, receiving GEDs, or dropping out were removed from the cohort.

Any student for whom one of these designated outcomes could be determined was counted in the class: graduate, continuer, GED recipient, and dropout. This included students who began Grade 9 in Texas public schools, as well as students who later entered Texas public schools in the grade level expected for the cohort and were added to the cohort. A student whose final status could not be determined was removed from the status counts.

A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Demographic characteristics and program participation are assigned to a student based on data elements reported on the student's last record of attendance. For example, if the student last attended in 2009-10 and was identified as a migrant that year, the student is included in graduation, completion, or dropout rate calculations for migrant students.

As an example, the longitudinal graduation rate for migrant students is calculated as the number of students who graduated and were reported as migrants on their last records of attendance divided by the number of students in the class who were reported as migrants on their last records of attendance.

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

Through the TEA Secure Environment (TEASE), school districts have access to the preliminary cohort for a given year, as well as technical documentation describing how TEA builds a cohort and how longitudinal rates are calculated. The technical documentation is also available on the agency's public website.

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

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

**continues**

**Table E-1 (continued)**

**Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation, Completion, and Dropout Rate Calculations**

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



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# Compliance Statement

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

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

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

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

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

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

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

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







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