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**Secondary School  
Completion and Dropouts  
in Texas Public Schools  
2011-12**

**DEPARTMENT OF  
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ACCOUNTABILITY**

**DIVISION OF  
RESEARCH  
AND ANALYSIS**

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# **Secondary School Completion and Dropouts in Texas Public Schools 2011-12**

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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 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, longitudinal graduation rate, attrition rate, Grades 7-12, Grades 7-8, Grades 9-12.

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# **Introduction**

Overview

Highlights

## Overview

This report provides annual dropout rates for students attending Texas public schools in 2011-12; longitudinal graduation and dropout rates for students who were expected to graduate from Texas public schools in 2011-12; 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.

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 2011-12***

- The report provides five-year extended graduation rates by diploma program for the class of 2011.
- The report introduces six-year extended rates, including graduation or General Educational Development (GED) certification rates, for the classes of 2008 through 2010.
- The report adds graduation or GED certification rates to four-year and five-year extended results for multiple classes.

### ***Longitudinal Graduation and Dropout Rates***

- In the 2008-09 school year, 348,698 students began Grade 9 in Texas public schools. Over the next three years, 22,493 students who entered the Texas public school system were added to the 2008-09 Grade 9 cohort. Another 49,601 students left the system for reasons other than graduating, receiving GED certificates, or dropping out. By the fall semester following the spring 2012 anticipated graduation date for the cohort, 316,758 students had been assigned one of four final statuses: graduate, continuer, GED certificate recipient, or dropout. Students with final statuses made up the class of 2012. The final statuses for 4,832 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.

#### **Grade 9 Longitudinal Graduation and Dropout Rates (%), by Race/Ethnicity and Economic Status, Texas Public Schools, Class of 2012**

Group	Graduated	Continued	Received GED <sup>a</sup>	Dropped out
African American	83.5	5.5	0.8	10.1
American Indian	86.7	4.2	2.0	7.1
Asian	94.4	3.3	0.2	2.1
Hispanic	84.3	6.7	1.0	8.0
Pacific Islander	89.0	6.5	0.5	4.1
White	93.0	2.7	1.1	3.2
Multiracial	92.4	2.9	1.0	3.7
Economically disadvantaged	85.1	6.1	1.0	7.8
State	87.7	5.0	1.0	6.3

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>General Educational Development certificate.

- Out of 316,758 students in the class of 2012 Grade 9 cohort, 87.7 percent graduated. The graduation rate for the class of 2012 was 1.8 percentage points higher than the rate for the class of 2011. An additional 5.0 percent of students in the class of 2012 continued in high school the fall after their anticipated graduation date, and 1.0 percent received GED certificates. The graduation or GED certification rate for the class of 2012 was 88.7 percent.
- Across racial/ethnic groups, Asians had the highest graduation rate (94.4%) in the class of 2012 Grade 9 cohort, and African Americans had the lowest graduation rate (83.5%). The graduation rates for Hispanics and Whites were 84.3 percent and 93.0 percent, respectively.
- The longitudinal dropout rate for the class of 2012 Grade 9 cohort was 6.3 percent, a decrease of 0.5 percentage points from the class of 2011. African Americans and Hispanics had the highest longitudinal dropout rates across racial/ethnic groups, at 10.1 percent and 8.0 percent, respectively. Asians had the lowest longitudinal dropout rate (2.1%), followed by White (3.2%) and multiracial students (3.7%).
- The graduation rate for economically disadvantaged students in the class of 2012 Grade 9 cohort was 85.1 percent, an increase of 1.4 percentage points over the class of 2011. The longitudinal dropout rate for economically disadvantaged students was 7.8 percent, an increase of 0.1 percentage points.
- A total of 20,032 students in the class of 2012 Grade 9 cohort dropped out. Of these, 71.2 percent dropped out in the third or fourth year of the cohort. Of students who dropped out in the fourth year (2011-12), more than half (52.2%) had not reached Grade 12.
- Females in the class of 2012 Grade 9 cohort had a higher graduation rate (90.1%) than males (85.4%) and lower rates of continuation, GED certification, and dropping out.
- Students in the class of 2011 who began Grade 9 in 2007-08 or who later joined the cohort were tracked into the fall semester one year after their anticipated graduation date of spring 2011. By fall 2012, the five-year graduation rate for the class of 2011 was 89.1 percent, 3.2 percentage points higher than the four-year graduation rate of 85.9 percent in fall 2011. The five-year dropout rate was 7.9 percent, 1.1 percentage points higher than the four-year dropout rate of 6.8 percent in fall 2011. The five-year graduation or GED certification rate for the class of 2011 was 90.5 percent.
- Students in the class of 2010 who began Grade 9 in 2006-07 or who later joined the cohort were tracked into the fall semester two years after their anticipated graduation date of spring 2010. By fall 2012, the six-year graduation rate for the class of 2010 was 88.7 percent, 4.4 percentage points higher than the four-year graduation rate of 84.3 percent in fall 2010. The six-year dropout rate was 8.7 percent, 1.4 percentage points higher than the four-year dropout rate of 7.3 percent in fall 2010. The six-year graduation or GED certification rate for the class of 2010 was 90.6 percent.

**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates (%), by Race/Ethnicity and Economic Status, Texas Public Schools, Class of 2011, as of Fall 2012**

Group	Graduated	Continued	Received GED <sup>a</sup>	Dropped out
African American	84.3	1.7	1.1	12.8
American Indian	89.5	1.0	2.1	7.4
Asian	96.8	0.9	0.2	2.1
Hispanic	86.0	2.2	1.5	10.3
Pacific Islander	92.3	1.4	0.9	5.4
White	94.0	0.9	1.5	3.6
Multiracial	94.1	1.1	1.2	3.7
Economically disadvantaged	87.9	1.9	1.3	8.9
State	89.1	1.6	1.4	7.9

*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>General Educational Development certificate.

**Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates (%), by Race/Ethnicity and Economic Status, Texas Public Schools, Class of 2010, as of Fall 2012**

Group	Graduated	Continued	Received GED <sup>a</sup>	Dropped out
African American	83.6	0.7	1.7	14.0
American Indian	88.6	0.7	2.8	7.9
Asian/Pacific Islander	96.3	0.3	0.5	2.9
Hispanic	85.0	1.0	2.0	12.0
White	94.0	0.4	2.0	3.6
Economically disadvantaged	88.0	0.9	1.6	9.5
State	88.7	0.7	1.9	8.7

*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.

- For 2012, 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 23.1 percent and 10.0 percent, respectively.

## Annual Dropout Rates

- Out of 2,150,364 students who attended Grades 7-12 in Texas public schools during the 2011-12 school year, 1.7 percent were reported to have dropped out, an increase of 0.1 percentage points from 2010-11. The number of dropouts in Grades 7-12 increased to 36,276, a 5.6 percent increase from the 34,363 students who dropped out in 2010-11.
- A total of 1,991 students dropped out of Grades 7-8, and 34,285 dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 dropout rates were 0.3 percent and 2.4 percent, respectively. The Grade 7-8 rate increased 0.1 percentage points from the 2010-11 school year, and the Grade 9-12 rate was unchanged. The Grade 7-8 rate increase was the first since adoption of the national dropout definition in 2005-06.
- As in 2010-11, the 2011-12 Grade 7-12 dropout rates for African American (2.6%) and Hispanic students (2.1%) were higher than the rates for White (0.8%) and Asian (0.6%) students.
- In 2011-12, students who dropped out of Grade 12 accounted for 27.1 percent of all dropouts, the highest proportion of any grade. Nevertheless, compared to the previous year, Grade 12 was the only grade to experience a decrease in the dropout rate (0.1 percentage points). The dropout rate increased in each of Grades 7, 8, 10, and 11, with the largest increase (0.3 percentage points) occurring in Grade 11. The dropout rate in Grade 9 remained the same. Across Grades 7-12, the numbers of dropouts ranged from 689 in Grade 7 to 9,846 in Grade 12.

### Annual Dropout Rate (%), Grades 7-8, Grades 9-12, and Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2011-12

Group	Dropout rate		
	Grades 7-8	Grades 9-12	Grades 7-12
African American	0.4	3.8	2.6
American Indian	0.2	2.7	1.9
Asian	0.1	0.9	0.6
Hispanic	0.3	3.1	2.1
Pacific Islander	0.3	1.7	1.2
White	0.2	1.2	0.8
Multiracial	0.2	1.6	1.1
Econ. disad. <sup>a</sup>	0.3	2.8	1.9
State	0.3	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.

- The Grade 7-12 dropout rate for males (1.9%) exceeded the rate for females (1.5%) in 2011-12. More males dropped out from Grade 9 (5,436) than from any other grade. By contrast, more females dropped out from Grade 12 (4,818) 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 approximately one-fourth (24.4%) of the Grade 7-12 population in 2011-12, but more than three-fourths (82.2%) 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.

### ***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 (2,145,440) of students in Grades 7-12 in 2011-12 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, the same percentage as in the previous year. The number of underreported students (7,620) decreased by 529 from the previous year.
- For the 2011-12 school year, 35 districts or charters exceeded thresholds for underreported student records: more than 150 underreported students and a rate of underreporting greater than 1.0 percent; or more than 4 underreported students and a rate of underreporting greater than 2.0 percent. Of these, three districts or charters had more than 150 underreported students, as well as rates of underreporting greater than 2.0 percent. Thirty-two districts or charters had rates of underreporting greater than 2.0 percent and more than 4, but fewer than 150, underreported students.
- A total of 437 districts and charters had no underreported students for 2011-12.



# 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 calculated by the Texas Education Agency (TEA): annual dropout rates; longitudinal graduation 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 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 ninth graders who graduate (graduation rate) or 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 or drop out by the end of Grade 12 by the total number of students in the original 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:  $\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED}^{\text{a}} \text{ recipients} + \text{dropouts}}$	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>• The graduation rate is a positive indicator, measuring school success rather than failure.</li> <li>• More stable measures over time.</li> <li>• The longitudinal dropout rate is more consistent with the public's understanding of what a dropout rate reflects.</li> <li>• Districts have more time to encourage dropouts to return to school before being held accountable.</li> <li>• Can be extended to five or six years to account for students who take more than four years to complete high school.</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, longitudinal graduation 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.	Longitudinal rates are calculated such that the graduation rate, continuation rate, GED certification rate, and dropout 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 and dropout rates for the class of 2009.	The attrition rate reported by TEA is not adjusted for growth.
<b>2011-12 TEA reporting</b>	Annual dropout rates Grades 7-12: 1.7% Grades 9-12: 2.4% Grades 7-8: 0.3%	Class of 2012 Grade 9 four-year longitudinal rates Graduation: 87.7% Graduation or GED: 88.7% Dropout: 6.3%  Class of 2011 Grade 9 five-year extended longitudinal rates Graduation: 89.1% Graduation or GED: 90.5% Dropout: 7.9%  Class of 2010 Grade 9 six-year extended longitudinal rates Graduation: 88.7% Graduation or GED: 90.6% Dropout: 8.7%	Unadjusted attrition rates Grades 7-12: 10.0% Grades 9-12: 23.1%

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

**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 and Dropout Rates***

**Description.** 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 within four years; that is, by the end of the fourth school year after they begin ninth grade. An extended longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate within five or more years. A longitudinal dropout rate is the percentage of students from a class of beginning ninth graders who drop out before completing high school. 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, or, for extended rates, the fall one or more years 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 General Educational Development (GED) certificates, 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 certificate recipient, or dropout—are defined in greater detail later in this section. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the class, and 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 rate, all students remain in the original cohort. For example, a student who entered Grade 9 in 2008-09 and was expected to graduate in 2011-12 but who graduated in 2010-11 is counted in the graduation rate for the class of 2012. 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 2008-09 school year make up the 2012 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 2012. Data collected for the 2012-13 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 certificate 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 four-year and five-, six-, and seven-year extended longitudinal rates for several classes based on the tracking of students into the fall of 2012. The longitudinal 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 certificate, 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 2012 four-year rates, a student may have graduated in 2008-09, 2009-10, 2010-11, or 2011-12. Students who graduated in 2011-12 must have graduated by August 31, 2012. The graduation rate is calculated by dividing the number of graduates by the total number of graduates, continuers, GED certificate recipients, and dropouts 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 or later. For example, for a student to be counted as a continuer in the class of 2012 four-year rates, he or she must have been enrolled in the fall of 2012.

*GED certificate recipient.* GED tests are given at 136 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 2012 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, 2012.

*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 certificate, or leave for one of the 13 non-dropout, non-graduate leaver reasons outlined in Table 4 on page 32.

**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 graduate 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 or dropout is—someone who begins Grade 9 in a particular school year and, within a specified period of time, graduates 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 is more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the graduation rate represents improved performance. Because a separate rate can be reported for each status, such as graduate or GED certificate recipient, longitudinal 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 take longer than four years to graduate. Because of the longer period of analysis, extended rates arguably provide a more comprehensive picture of high school completion than four-year rates.

**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.

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 and dropout rates are calculated for beginning Grade 9 students more commonly than for beginning Grade 7 students. The effects of the grade-span criteria become more pronounced when calculating extended longitudinal rates. As the number of years necessary to calculate the rate increases to five or six years, the less likely it is that a school will meet the criteria.

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 2011-12, the formula is as follows.

$$\frac{\text{Grade 9 enrollment in fall 2008} - \text{Grade 12 enrollment in fall 2011}}{\text{Grade 9 enrollment in fall 2008}}$$

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 2011-12, the formula is as follows.

$$\frac{\text{Grade 7 enrollment in fall 2006} - \text{Grade 12 enrollment in fall 2011}}{\text{Grade 7 enrollment in fall 2006}}$$

**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 reflective 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 (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 certificate, 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.

## ***State Accountability***

**Calculations.** The following measures were used for state accountability in 2013.

*Annual dropout rates.* The annual dropout rate was calculated by dividing the number of students who dropped out during a single school year by the cumulative number of students who enrolled during the same year.

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

*Graduation rates.* Four-year and five-year extended graduation rates were calculated by dividing the number of graduates by the total number of graduates, continuers, GED certificate recipients, and dropouts in the class.

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

*Graduation or GED certification rates.* Four-year, five-year extended, and six-year extended graduation or GED certification rates were calculated by dividing the number of graduates and GED

certificate recipients by the total number of graduates, continuers, GED certificate recipients, and dropouts in the class.

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

**Exclusions.** State statute specifies the following exceptions for attribution of records to campuses and districts for state accountability purposes.

- Under TEC §39.054(f) (2011), 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 §39.055 (2011), 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 campus or district rates.
- Under TEC §39.053(g-1) (2011), a student who meets at least one of the following criteria is excluded from campus and district annual dropout and longitudinal rate calculations: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout; (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located; or (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

### ***Federal Accountability***

**Calculations.** For federal accountability, campuses and districts are rated on the percentage of students who graduate in four or five years.

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

**Exclusions.** A student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located is excluded from campus and district graduation rate calculations.

# History of Graduation and Dropout Reporting in Texas

Chronology

Dropout Definition

Annual Dropout Rates

Longitudinal Graduation  
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 certificate 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 calculated two Grade 9 completion rates for campuses and districts through the 2011 accountability cycle. Completion II consisted of students who, four years after beginning Grade 9, graduated, continued in high school the fall after graduation was expected, or received GED certificates. Completion I, which was more rigorous, consisted of students who graduated or continued in high school. In 2004, the year that completion became a base indicator in the accountability system, 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. From 2006 to 2011, campuses and districts subject to standard accountability procedures were rated on Completion I. Campuses and districts subject to AEA procedures, which applied to campuses and charter districts dedicated to serving students at risk of dropping out of school, were rated on Completion II.

In 2009, the legislature passed HB 3, requiring that TEA, among other mandates: (a) redesign the public school accountability system; and (b) exclude certain groups of students from campus and district annual dropout rate and longitudinal rate calculations used for state accountability purposes (TEC §39.053, 2010). Because of the redesign, no ratings were issued in 2012. Nevertheless, annual dropout and completion rates were calculated.

Accountability ratings returned in 2013 with students excluded from rates used for state accountability purposes. TEA calculates campus and district annual dropout and longitudinal graduation rates, as required by statute (TEC §39.053, 2011), as well as graduation or GED certification rates, for use as indicators in the new accountability system. Campus and district longitudinal dropout, GED certification, and continuation rates are also calculated but not used in the new accountability system. See the section "Definitions and Calculations for Accountability" on page 9 for more information on exclusions.

## 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 *1988-89 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 and graduation 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 certificate, 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.

## 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 2). 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 Foundation School Program (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 and later years 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 36 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 2**  
**Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements**

Dropout definition	Data processing
1987-88	
<p>A dropout is defined in the Texas Education Code (TEC), 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>
1990-91	
	<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>
1992-93	
<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 certificate are removed from the dropout count.</p>
1994-95	
<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>	
1995-96	
<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>	
1997-98	
	<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 2 (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 2 (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 is temporarily extended through Friday, October 24, 2008. The extension is 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 are 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 are accounted for in data processing.</p> <p>Determination of economic status changes. 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 are identified as economically disadvantaged only if they are 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>
2010-11	
	<p>In 2009, the Texas Legislature passed House Bill 3, requiring that TEA exclude six groups of students from campus and district dropout rate calculations used for state accountability purposes (TEC §39.053, 2010). Although state accountability ratings are not issued in 2012, annual dropout rates are calculated with and without exclusions for 2010-11. See the section "Definitions and Calculations for Accountability" on page 9 for more information on exclusions.</p>
2011-12	
	<p>A new state accountability system is implemented in 2013. As in 2010-11, annual dropout rates are calculated with and without exclusions. Rates with exclusions are used for state accountability. See the section "Definitions and Calculations for Accountability" on page 9 for more information on exclusions.</p>

## Longitudinal Graduation and Dropout Rates

TEA has calculated Grade 9 four-year graduation and dropout rates for the classes of 1996 through 2012 (Table 3). 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. TEA has also calculated Grade 9 five-year extended rates for the classes of 2008 through 2011, and Grade 9 six-year extended rates for the classes of 2008 through 2010. The five- and six-year extended rates are based on the final statuses of students who began Grade 9 in a particular school year and were tracked into the fall one and two years, respectively, after their expected graduation date.

The method used to calculate the rates was developed so that the longitudinal graduation rate, continuation rate, GED certification rate, and dropout rate add to 100 percent. A student is considered to be a graduate, continuer, GED certificate 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 and dropout rates for the class of 2009. Thus, the class of 2012 Grade 9 cohort was the fourth in which students who dropped out were subject to the same dropout definition, regardless of when they left school.

The denominator of each longitudinal rate consists of students who entered Grade 9 in Texas public school and who, by the fall after their expected graduation date (or, in the case of extended rates, the fall one or two years 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 (2011) 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 when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; or die.

Through the class of 2009, longitudinal 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 beginning with the class of 2010. For the class of 2010 and later classes:

- four-year rates 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;

**Table 3**  
**Chronology of Texas Education Agency Longitudinal Graduation 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) certificate 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.	<p>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.</p> <p>A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of GED certificate recipient.</p> <p>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.</p>
Class of 2003	
<p>The dropout definition is the state definition in the dropout year for each of the four years of the cohort.</p> <p>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 certificate recipients.</p>	
Class of 2004	
<p>The dropout definition is the state definition in the dropout year for each of the four years of the cohort.</p> <p>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 certificate recipients.</p>	<p>A student who earns a GED certificate is matched to the longitudinal cohort, regardless of the date the certificate is earned.</p> <p>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.</p>
Class of 2005	
<p>The dropout definition is the state definition in the dropout year for each of the four years of the cohort.</p> <p>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 certificate recipients.</p>	A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of continuer.

**continues**

**Table 3 (continued)**

**Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements**

Longitudinal rate definitions	Data processing
Class of 2006	
<p>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.</p>	<p>A student who finishes the cohort period as both an other leaver and a GED certificate recipient is assigned a final status of other leaver.</p>
Class of 2007	
<p>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.</p>	
Class of 2008	
<p>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.</p>	<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 (or "continuers") is temporarily extended through Friday, October 24, 2008. The extension is 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.</p>
Class of 2009	
<p>The dropout definition is the NCES definition for students who left in any of the four years of the cohort.</p>	<p>Students in the Optional Flexible School Day Program are accounted for in data processing.</p> <p>Determination of program participation and student characteristics changes. 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 are used.</p>
Class of 2010	
<p>Class of 2010 six-year extended graduation or GED certification rate is used to evaluate alternative education districts and campuses for 2013 accountability ratings.</p>	<p>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 certificate 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.</p> <p>Completion rates for the class of 2010 are 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.</p>

**continues**

**Table 3 (continued)**  
**Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements**

Longitudinal rate definitions	Data processing
Class of 2011	
<p>Class of 2011 five-year extended graduation rate is used for 2013 accountability ratings. Class of 2011 five-year extended graduation or GED certification rate is used to evaluate alternative education districts and campuses for 2013 accountability ratings.</p>	<p>Rates calculated for the class of 2011 reflect the new federal standard that requires separation of categories for ethnicity and categories for race.</p> <p>In 2009, the Texas Legislature passed House Bill 3, requiring that TEA exclude six groups of students from campus and district longitudinal rate calculations used for state accountability purposes (Texas Education Code §39.053, 2010). Although state accountability ratings are not issued in 2012, completion rates are calculated with and without exclusions for the class of 2011. One group of students is excluded from campus and district graduation rate calculations used for federal accountability purposes. See the section "Definitions and Calculations for Accountability" on page 9 for more information on exclusions.</p>
Class of 2012	
<p>Class of 2012 four-year graduation rate is used for 2013 accountability ratings. Class of 2012 four-year graduation or GED certification rate is used to evaluate alternative education districts and campuses for 2013 accountability ratings.</p>	<p>A new state accountability system is implemented in 2013. A graduation or GED certification rate is calculated. As in 2010-11, longitudinal rates (graduation, dropout, graduation or GED certification) are calculated with and without exclusions. Rates with exclusions are used for state accountability. See the section "Definitions and Calculations for Accountability" on page 9 for more information on exclusions.</p>

- five-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and sixth years of the cohort or (b) served Grade 12 in the first and sixth years of the cohort; and
- six-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and seventh years of the cohort or (b) served Grade 12 in the first and seventh years of the cohort.

TEA also calculates longitudinal graduation 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 and dropout rates for the class of 2012 are based on the tracking of students who began Grade 7 in 2006-07 or who later joined the cohort.

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 longitudinal results in this report for non-Hispanic students, including comparisons across racial/ethnic groups, do not include these populations.



# **Data Used in Graduation 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, 2013a), 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 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 Grade 9 cohorts 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 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 Certificate 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 GED certificates prior to August 31. School districts are not required to submit leaver records for students with GED certificates.

## ***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 17 leaver reason codes for each leaver (Table 4 on page 32). One code is for students who graduate from Texas public school. Thirteen 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 (2011) 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; graduate from other states under provisions of the Interstate Compact on

**Table 4**  
**Leaver Reason Codes, Texas Public Schools, 2011-12**

Code	Leaver reason
<b>Graduated or received an out-of-state GED<sup>a</sup></b>	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again
86	Completed the GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
<b>Moved to other educational setting</b>	
24	Entered college and is working towards an Associate's or Bachelor's degree
60	Is home schooled
66	Removed by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment
81	Enrolled in a private school in Texas
82	Enrolled 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
<b>Withdrawn by district</b>	
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized
<b>Other reasons</b>	
03	Died while enrolled in school or during the summer break after completing the prior school year
16	Returned to family's home country
88 <sup>b</sup>	Ordered by a court to attend a GED program and has not earned a GED certificate
89 <sup>b</sup>	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
98 <sup>c</sup>	Other (reason unknown or not listed above)

<sup>a</sup>General Educational Development certificate. <sup>b</sup>School leavers with this leaver reason code are counted as dropouts for federal accountability purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. <sup>c</sup>School leavers with this leaver reason code are counted as dropouts for state and federal accountability purposes.

Educational Opportunity for Military Children; are withdrawn by districts when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; return to their home countries; or die. Three codes are for dropouts: students ordered by court to attend GED programs who have not earned GED certificates; students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults; or students who leave for reasons other than those previously listed and cannot be accounted for by TEA processing.

# 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 certificate recipients. There are seven state leaver statuses: graduate, previous graduate, not a leaver, other leaver, GED certificate 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 certificate recipient.** A status of "GED certificate recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a GED certificate by August 31, 2012. 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 a 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 certificate 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 certificate recipient.** A status of "GED certificate recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a GED certificate by August 31, 2012. 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 a 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 (TEA, 2012b).

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 resulted 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 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***

For this report, annual dropout rates for 2008-09 and earlier years were calculated based on the old racial/ethnic categories. Annual dropout rates for 2009-10 and later years were calculated based on the new racial/ethnic categories. In selected tables, rates are also presented for Hispanic students by race.

### ***Longitudinal Graduation and Dropout Rates***

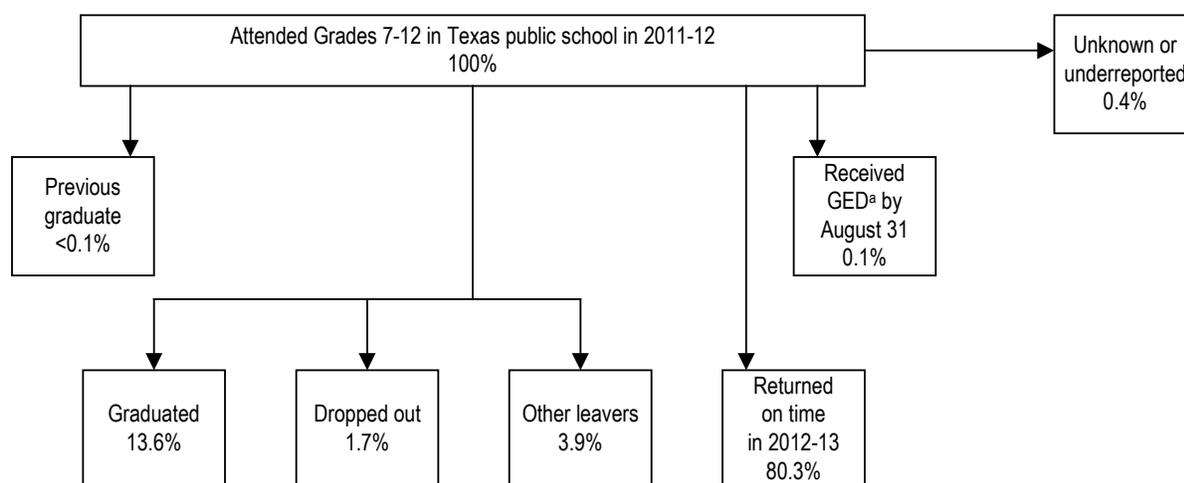
For this report, longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories. Longitudinal rates for the classes of 2011 and 2012 were calculated based on the new racial/ethnic categories. For the classes of 2011 and 2012, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the new categories, whereas data for students who had final statuses in 2008-09 or earlier were collected using the old categories. Although most of the old racial/ethnic categories correspond to individual new categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the classes of 2011 and 2012 who had final statuses in 2008-09 or earlier, although included in state totals, are not included in the counts and rates for any individual racial/ethnic category.

# District Results for Leaver Processing

## District Summary

Of the students in Grades 7-12 in the 2011-12 school year, 80.3 percent returned to Texas public school the next fall on time, that is, by the last Friday in September (Figure 1). Another 13.6 percent graduated, 1.7 percent dropped out, and 3.9 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, 2012. 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, 2011-12**



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 (70.7%) of leaver records submitted by districts in fall 2012 were for students who graduated from Texas public schools (Table 5). An additional 8.8 percent were for students who

**Table 5**  
**Exit Reasons for District Leavers, Grades 7-12, Texas Public Schools, 2011-12**

Code	Leaver reason	Other leavers		All leavers	
		Number	Percent	Number	Percent
Graduated or received an out-of-state GED <sup>a</sup>					
01	Graduated from a campus in this district or charter	n/a <sup>b</sup>	n/a	292,636	70.7
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again	46	0.1	46	<0.1
86	Completed the GED outside Texas	61	0.1	61	<0.1
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children	18	<0.1	18	<0.1
Moved to other educational setting					
24	Entered college and is working towards an Associate's or Bachelor's degree	399	0.5	399	0.1
60	Is home schooled	20,629	24.3	20,629	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	Enrolled in a private school in Texas	11,553	13.6	11,553	2.8
82	Enrolled in a public or private school outside Texas	37,323	44.0	37,323	9.0
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	269	0.3	269	0.1
Withdrawn by district					
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school	242	0.3	242	0.1
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized	408	0.5	408	0.1
Other reasons					
03	Died while enrolled in school or during the summer break after completing the prior school year	579	0.7	579	0.1
16	Returned to family's home country	13,089	15.4	13,089	3.2
88 <sup>c</sup>	Ordered by a court to attend a GED program and has not earned a GED certificate	n/a	n/a	2,063	0.5
89 <sup>c</sup>	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult	n/a	n/a	533	0.1
98 <sup>d</sup>	Other (reason unknown or not listed above)	n/a	n/a	33,721	8.2
All leaver reasons		84,848	100	413,801	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>General Educational Development certificate. <sup>b</sup>Not applicable. Graduates (Code 01) and dropouts (Codes 88, 89, and 98) are not counted as other leavers. <sup>c</sup>School leavers with this leaver reason code are counted as dropouts for federal accountability purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. <sup>d</sup>School leavers with this leaver reason code are counted as dropouts for state and federal accountability purposes.

dropped out, and 20.5 percent were for students who left Texas public school for reasons other than graduating or dropping out.

Among the 84,848 other leavers, or students who left Texas public schools for reasons other than graduating or dropping out, 44.0 percent left to enroll in school outside Texas. An additional 24.3 percent withdrew to begin home schooling, 15.4 percent withdrew to return to their home countries, and 13.6 percent withdrew to enroll in Texas private schools. The leaver records do not include students who received GED certificates in Texas or previous Texas public school 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. For 2011-12 leavers, the standards were: more than 150 underreported students and a rate of underreporting greater than 1.0 percent; or more than 4 underreported students and a rate of underreporting greater than 2.0 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 2011-12, 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. 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 6). 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.

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

**Table 6**  
**Criteria for Investigation of Leaver Data, 2010-11**

Indicator	Description
Use of one or more leaver codes	A potentially anomalous percentage of one or more leaver codes in 2010-11 (codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, and 90). A minimum of 10 leavers is required for evaluation on this indicator.
Zero dropouts and use of leaver reason codes	The number of 2010-11 dropouts reported is zero, and a potentially anomalous percentage of certain leaver reason codes (codes 16, 24, 60, 81, and 82) for 2010-11 leavers is used. A minimum of 10 leavers is required for evaluation on this indicator.
Leaver data analysis	A decrease in Grade 7-12 annual dropout rate from 2008-09 to 2010-11 or from 2009-10 to 2010-11 given a district's: (a) change in total leavers (i.e. graduates, other leavers, and dropouts) in relation to total Grade 7-12 attendance; (b) change in the number and rate of graduates in relation to total leavers; (c) change in the number and rate of other leavers in relation to total leavers; (d) change in the number and rate of dropouts in relation to total leavers; and (e) change in the number and rate of underreported students. 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 2010-11 exceeded 150, or the underreported student rate for 2010-11 exceeded 2.0 percent. A minimum of 5 underreported students and a rate of underreporting of at least 1.0 percent are required for evaluation on this indicator.
Use of certain leaver reason dropout codes	The number of 2010-11 dropouts with dropout codes 88, 89, and 98 in relation to the number of 2009-10 dropouts with dropout code 98. A minimum of 5 dropouts is required for evaluation on this indicator.
Continuing students' dropout rate	The class of 2010 Grade 9 cohort dropout rate for students who continued in school after graduation was expected equaled 35.0 percent or higher. A minimum of 30 continuing students and a minimum of 5 dropouts are required for evaluation on this indicator.
Missing PET <sup>a</sup> submission (August 20, 2012 through September 21, 2012)	This indicator identifies districts that did not complete at least one PET submission between August 20, 2012, and September 21, 2012.
Missing PET submission (2011-12 reporting year)	This indicator identifies districts that did not complete at least one PET submission during the 2011-12 school year.

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

Stage 4 interventions. In 2011-12, data validation monitoring using 2009-10 leaver data identified 144 districts and charters for Stage 1 interventions, 48 districts and charters for Stage 2 interventions, 18 districts and charters for Stage 3 interventions, and 15 districts and charters for Stage 4 interventions. In 2012-13, data validation monitoring using 2010-11 leaver data identified 64 districts and charters for Stage 1 interventions, 105 districts and charters for Stage 2 interventions, 49 districts and charters for Stage 3 interventions, and 22 districts and charters for Stage 4 interventions.



# Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Graduation  
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 2008-09 and earlier years were calculated based on the old racial/ethnic categories. Annual dropout rates for 2009-10 and later years were calculated based on the new racial/ethnic categories.

**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 2011-12 school year, the statewide annual dropout rate for Grades 7-8 was 0.3 percent. This was an increase of 0.1 percentage points from the previous year, the first increase since adoption of the national dropout definition in 2005-06 (Table 7). The Grade 7-8 dropout rate was lower than the 2.4 percent annual dropout rate for Grades 9-12, which did not change from 2010-11 (Table 10 on page 51). There were 1,991 students who dropped out of Grades 7-8, of whom 1,302, or 65.4 percent, dropped out of Grade 8 (Table 18 on page 61). In 2011-12, the percentage of dropouts from Grades 7-8 who left school in Grade 7 (34.6%) was the same as the percentage in 2010-11 (TEA, 2012a). The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2011-12, the Grade 7-8 dropout rate was higher than the state average (0.3%) among African American students (0.4%), and the same as the state average among Hispanic, economically disadvantaged, female, and male students (Table 7). By contrast, the dropout rate was lower than the state average among Asian (0.1%), White (0.2%), and multiracial (0.2%) students.

**Rates by program participation and student characteristic.** Tables 8 and 9 on page 50 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, English language learner, immigrant, 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.

### *Grade 9-12 Annual Rate*

**State summary.** For the 2011-12 school year, the statewide annual dropout rate for Grades 9-12 was 2.4 percent, unchanged from the previous school year (Table 10 on page 51). The Grade 9-12 dropout rate was higher than the Grade 7-8 rate of 0.3 percent (Table 7) and the Grade 7-12 rate of 1.7 percent (Table 13 on page 55). There were 34,285 students who dropped out of Grades 9-12 in the 2011-12 school year, 4.4 percent more than in 2010-11 (Table 10 on page 51). The formula for calculating the annual dropout rate is on page 2.

**Table 7**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

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
2010-11	95,360	13.1	321	21.0	0.3
2011-12	96,678	13.0	382	19.2	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>a</sup>	—	0.2
2010-11	<3,625	0.5	—	—	0.3
2011-12	<3,475	0.5	—	—	0.2
<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	24,207	3.4	26	1.6	0.1
2010-11	24,994	3.4	15	1.0	0.1
2011-12	25,590	3.4	27	1.4	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
2010-11	356,057	48.9	870	56.9	0.2
2011-12	367,724	49.5	1,183	59.4	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

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. <sup>b</sup>Not available.

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**Table 7 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2008-09	n/a <sup>b</sup>	n/a	n/a	n/a	n/a
2009-10	<870	0.1	– <sup>a</sup>	–	0.1
2010-11	<900	0.1	–	–	0.3
2011-12	<925	0.1	–	–	0.3
<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
2010-11	235,642	32.4	289	18.9	0.1
2011-12	236,001	31.8	365	18.3	0.2
<b>Multiracial</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	11,057	1.5	24	1.4	0.2
2010-11	11,338	1.6	21	1.4	0.2
2011-12	12,285	1.7	24	1.2	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
2010-11	417,182	57.3	1,006	65.8	0.2
2011-12	441,937	59.5	1,431	71.9	0.3
<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

*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. <sup>b</sup>Not available.

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**Table 7 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2010-11	353,919	48.6	756	49.4	0.2
2011-12	361,544	48.7	909	45.7	0.3
<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
2010-11	373,972	51.4	774	50.6	0.2
2011-12	381,123	51.3	1,082	54.3	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
2010-11	727,891	100	1,530	100	0.2
2011-12	742,667	100	1,991	100	0.3

*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. <sup>b</sup>Not available.

**Table 8**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or ESL <sup>a</sup>	58,811	7.9	182	9.1	0.3
Gifted and talented	76,232	10.3	36	1.8	<0.1
Special education	71,740	9.7	217	10.9	0.3
Title I	467,359	62.9	1,574	79.1	0.3
State	742,667	100	1,991	100	0.3

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

<sup>a</sup>English as a second language.

**Table 9**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	273,181	36.8	788	39.6	0.3
English language learner	69,076	9.3	389	19.5	0.6
Immigrant	8,994	1.2	46	2.3	0.5
Migrant	6,066	0.8	26	1.3	0.4
Overage	161,241	21.7	1,239	62.2	0.8
State	742,667	100	1,991	100	0.3

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

**Table 10**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

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
2010-11	189,474	13.6	6,807	20.7	3.6
2011-12	187,634	13.3	7,062	20.6	3.8
<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
2010-11	<7,190	0.5	-	-	2.8
2011-12	<6,980	0.5	-	-	2.7
<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
2010-11	48,616	3.5	374	1.1	0.8
2011-12	50,991	3.6	464	1.4	0.9
<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
2010-11	652,154	46.8	19,866	60.5	3.0
2011-12	670,390	47.6	20,662	60.3	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

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. <sup>b</sup>Not available.

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**Table 10 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2007-08	n/a <sup>b</sup>	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	– <sup>a</sup>	–	2.5
2010-11	<1,870	0.1	–	–	2.3
2011-12	<1,900	0.1	–	–	1.7
<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
2010-11	474,110	34.0	5,280	16.1	1.1
2011-12	467,344	33.2	5,529	16.1	1.2
<b>Multiracial</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	19,670	1.4	246	0.7	1.3
2010-11	21,130	1.5	266	0.8	1.3
2011-12	22,479	1.6	349	1.0	1.6
<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
2010-11	712,439	51.1	19,232	58.6	2.7
2011-12	745,010	52.9	20,929	61.0	2.8
<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

*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 <sup>b</sup>Not available.

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**Table 10 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2010-11	679,085	48.7	14,406	43.9	2.1
2011-12	685,384	48.7	14,771	43.1	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
2010-11	715,438	51.3	18,427	56.1	2.6
2011-12	722,313	51.3	19,514	56.9	2.7
<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
2010-11	1,394,523	100	32,833	100	2.4
2011-12	1,407,697	100	34,285	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. 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>b</sup>Not available.

**Rates by race/ethnicity, economic status, and gender.** In 2011-12, the Grade 9-12 dropout rate was higher than the state average (2.4%) among African American (3.8%), Hispanic (3.1%), economically disadvantaged (2.8%), and male (2.7%) students (Table 10). By contrast, the dropout rate was lower than the state average among Asian (0.9%), White (1.2%), multiracial (1.6%), and female (2.2%) students.

**Rates by program participation and student characteristic.** Tables 11 and 12 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 education, Title I) and student characteristics (at-risk, English language learner, immigrant, 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 11**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or ESL <sup>a</sup>	68,253	4.8	3,004	8.8	4.4
CTE <sup>b</sup>	494,082	35.1	6,493	18.9	1.3
Gifted and talented	128,379	9.1	202	0.6	0.2
Special education	140,165	10.0	4,894	14.3	3.5
Title I	644,153	45.8	20,339	59.3	3.2
State	1,407,697	100	34,285	100	2.4

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

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

**Table 12**  
**Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	573,783	40.8	19,396	56.6	3.4
English language learner	83,380	5.9	4,413	12.9	5.3
Immigrant	19,142	1.4	554	1.6	2.9
Migrant	11,569	0.8	451	1.3	3.9
Overage	363,725	25.8	28,566	83.3	7.9
State	1,407,697	100	34,285	100	2.4

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

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

**State summary.** Out of 2,150,364 students who attended Grades 7-12 in Texas public schools during the 2011-12 school year, 1.7 percent were reported to have dropped out, an increase of 0.1 percentage points from 2010-11 (Table 13). The number of dropouts in Grades 7-12 increased to 36,276, a 5.6 percent increase from the 34,363 students who dropped out in 2010-11. The formula for calculating the annual dropout rate is on page 2.

**Rates by race/ethnicity, economic status, and gender.** In 2011-12, the Grade 7-12 dropout rate was higher than the state average (1.7%) among African American (2.6%), Hispanic (2.1%), economically disadvantaged (1.9%), and male (1.9%) students (Table 13). By contrast, the dropout rate was lower than the state average among Asian (0.6%), White (0.8%), multiracial (1.1%), and female (1.5%) students.

**Table 13**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

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
2010-11	284,834	13.4	7,128	20.7	2.5
2011-12	284,312	13.2	7,444	20.5	2.6
<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
2010-11	<10,800	0.5	– <sup>a</sup>	–	1.9
2011-12	<10,445	0.5	–	–	1.9
<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	70,077	3.4	411	1.2	0.6
2010-11	73,610	3.5	389	1.1	0.5
2011-12	76,581	3.6	491	1.4	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
2010-11	1,008,211	47.5	20,736	60.3	2.1
2011-12	1,038,114	48.3	21,845	60.2	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

*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. <sup>b</sup>Not available.

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**Table 13 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2007-08	n/a <sup>b</sup>	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
2010-11	<2,755	0.1	– <sup>a</sup>	–	1.6
2011-12	<2,830	0.1	–	–	1.2
<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
2010-11	709,752	33.4	5,569	16.2	0.8
2011-12	703,345	32.7	5,894	16.2	0.8
<b>Multiracial</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	30,727	1.5	270	0.8	0.9
2010-11	32,468	1.5	287	0.8	0.9
2011-12	34,764	1.6	373	1.0	1.1
<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
2010-11	1,129,621	53.2	20,238	58.9	1.8
2011-12	1,186,947	55.2	22,360	61.6	1.9
<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

*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. <sup>b</sup>Not available.

**continues**

**Table 13 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by**  
**Race/Ethnicity, Economic Status, and Gender, Texas Public Schools,**  
**2005-06 Through 2011-12**

School year	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
2010-11	1,033,004	48.7	15,162	44.1	1.5
2011-12	1,046,928	48.7	15,680	43.2	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
2010-11	1,089,410	51.3	19,201	55.9	1.8
2011-12	1,103,436	51.3	20,596	56.8	1.9
<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
2010-11	2,122,414	100	34,363	100	1.6
2011-12	2,150,364	100	36,276	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>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>b</sup>Not available.

Some racial/ethnic groups make up larger percentages of the dropout population than of the student population. In 2011-12, for example, Hispanic students made up 48.3 percent of students in Grades 7-12, but 60.2 percent of dropouts, a difference of 11.9 percentage points (Table 13). African American students made up 13.2 percent of students in Grades 7-12 in 2011-12, but 20.5 percent of dropouts, a difference of 7.3 percentage points.

**Rates by program participation and student characteristic.** Tables 14 and 15 on page 58 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, English language learner, immigrant, 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 14**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or ESL <sup>a</sup>	127,064	5.9	3,186	8.8	2.5
CTE <sup>b</sup>	494,082	23.0	6,493	17.9	1.3
Gifted and talented	204,611	9.5	238	0.7	0.1
Special education	211,905	9.9	5,111	14.1	2.4
Title I	1,111,512	51.7	21,913	60.4	2.0
State	2,150,364	100	36,276	100	1.7

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

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

**Table 15**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	846,964	39.4	20,184	55.6	2.4
English language learner	152,456	7.1	4,802	13.2	3.1
Immigrant	28,136	1.3	600	1.7	2.1
Migrant	17,635	0.8	477	1.3	2.7
Overage	524,966	24.4	29,805	82.2	5.7
State	2,150,364	100	36,276	100	1.7

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

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

Students ages 16 through 25 accounted for larger percentages of the dropout population than of the student population (Table 16). For example, 17-year-old students accounted for 29.3 percent of dropouts, but 15.0 percent of students in Grades 7-12. Eighteen-year-old students accounted for 20.3 percent of dropouts, but 3.3 percent of students in Grades 7-12.

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

In 2011-12, Grade 7 had the lowest dropout rate (0.2%) and the smallest number of dropouts (689) (Table 17). Grade 12 had the highest dropout rate (3.0), as well as the largest number of dropouts (9,846). Nevertheless, compared to the previous year, Grade 12 was the only grade to

**Table 16**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2011-12**

September 1 age	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
11	5,386	0.3	13	<0.1	0.2
12	295,185	13.7	314	0.9	0.1
13	359,582	16.7	677	1.9	0.2
14	363,377	16.9	1,221	3.4	0.3
15	358,865	16.7	3,131	8.6	0.9
16	351,797	16.4	7,358	20.3	2.1
17	321,763	15.0	10,641	29.3	3.3
18	71,051	3.3	7,349	20.3	10.3
19	14,244	0.7	3,306	9.1	23.2
20	5,067	0.2	1,210	3.3	23.9
21	2,610	0.1	531	1.5	20.3
22	686	<0.1	265	0.7	38.6
23	353	<0.1	128	0.4	36.3
24	178	<0.1	66	0.2	37.1
25	84	<0.1	34	0.1	40.5
Other	136	<0.1	32	0.1	23.5
State	2,150,364	100	36,276	100	1.7

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

**Table 17**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2011-12**

Grade	Students	Dropouts					
		Female		Male		State	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Grade 7	373,584	327	0.2	362	0.2	689	0.2
Grade 8	369,083	582	0.3	720	0.4	1,302	0.4
Grade 9	402,926	3,439	1.8	5,436	2.6	8,875	2.2
Grade 10	352,852	3,151	1.8	4,529	2.5	7,680	2.2
Grade 11	328,525	3,363	2.1	4,521	2.7	7,884	2.4
Grade 12	323,394	4,818	3.0	5,028	3.1	9,846	3.0
Grades 7-12	2,150,364	15,680	1.5	20,596	1.9	36,276	1.7

experience a decrease in the dropout rate (0.1 percentage points) (TEA, 2012a). The dropout rate increased in each of Grades 7, 8, 10, and 11, with the largest increase (0.3 percentage points) occurring in Grade 11.

Disaggregated by grade, race/ethnicity, and economic status, the dropout rate was highest for African Americans in Grade 12 (4.5%), followed by Hispanics in Grade 12 (4.1%) and African Americans in Grades 10 and 11 (3.7%) (Table 18). The rates were lowest for Asians and Whites in Grade 7 and Asians in Grade 8 (0.1% each).

Dropout rates generally were higher in Grades 9-12 than in Grades 7 and 8. In each of Grades 9-12, dropout rates for African American and Hispanic students were higher than the state dropout rate, and dropout rates for Asian and White students were lower than the state dropout rate. Across grades and student groups, percentage-point deviations from the state dropout rate were greatest in Grades 10 and 12 for African American students (1.5 percentage points).

The annual dropout rate was higher for males than females in all grades except Grade 7 (Table 19 on page 63). Within each racial/ethnic group in Grades 7 and 8, the dropout rate for males was the same as, or 0.1 percentage points higher than, the rate for females. In each of Grades 9-12, the annual dropout rate for males was higher than the rate for females within each racial/ethnic group, except among Hispanic and multiracial students in Grade 12. Across grades and racial/ethnic groups, the difference in dropout rates by gender was greatest among African Americans in Grade 10, at 1.5 percentage points.

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

Of the 1,038,114 students in Grades 7-12 who identified their ethnicity as Hispanic in the 2011-12 school year, 689,478 (32.1%) identified White as their race, and 297,202 (13.8%) identified American Indian (Table 20 on page 65). Among Hispanic students, the dropout rate was highest for African American and American Indian students (2.2% each). Among multiracial Hispanic students, Grade 7-12 dropout rates for the three groups with the largest numbers of students were 1.8 percent for students identified as White and American Indian, 1.5 percent for students identified as White and African American, and 1.2 percent for students identified as White and Asian.

### ***Annual Dropout Rates for English Language Learners***

Table 21 on page 66 presents annual dropout rates for current and former English language learners (ELLs) in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to ELLs, 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 ELLs 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 ELL 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 18**  
**Students, Dropouts, and Annual Dropout Rate, by Grade,**  
**Race/Ethnicity, and Economic Status, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grade 7</b>					
African American	48,407	13.0	152	22.1	0.3
American Indian	<1,800	0.5	— <sup>a</sup>	—	0.1
Asian	12,857	3.4	13	1.9	0.1
Hispanic	185,366	49.6	363	52.7	0.2
Pacific Islander	<500	0.1	—	—	0.4
White	118,499	31.7	147	21.3	0.1
Multiracial	6,253	1.7	10	1.5	0.2
Economically disadvantaged	224,609	60.1	484	70.2	0.2
State	373,584	100	689	100	0.2
<b>Grade 8</b>					
African American	48,271	13.1	230	17.7	0.5
American Indian	<1,750	0.5	—	—	0.3
Asian	12,733	3.4	14	1.1	0.1
Hispanic	182,358	49.4	820	63.0	0.4
Pacific Islander	<500	0.1	—	—	0.2
White	117,502	31.8	218	16.7	0.2
Multiracial	6,032	1.6	14	1.1	0.2
Economically disadvantaged	217,328	58.9	947	72.7	0.4
State	369,083	100	1,302	100	0.4
<b>Grade 9</b>					
African American	54,081	13.4	1,781	20.1	3.3
American Indian	1,987	0.5	54	0.6	2.7
Asian	14,003	3.5	94	1.1	0.7
Hispanic	202,005	50.1	5,732	64.6	2.8
Pacific Islander	538	0.1	7	0.1	1.3
White	124,084	30.8	1,137	12.8	0.9
Multiracial	6,228	1.5	70	0.8	1.1
Economically disadvantaged	231,742	57.5	6,016	67.8	2.6
State	402,926	100	8,875	100	2.2

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>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 18 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, by Grade,**  
**Race/Ethnicity, and Economic Status, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grade 10</b>					
African American	46,411	13.2	1,699	22.1	3.7
American Indian	1,707	0.5	45	0.6	2.6
Asian	13,058	3.7	77	1.0	0.6
Hispanic	167,482	47.5	4,435	57.7	2.6
Pacific Islander	459	0.1	6	0.1	1.3
White	117,934	33.4	1,326	17.3	1.1
Multiracial	5,801	1.6	92	1.2	1.6
Economically disadvantaged	188,552	53.4	4,946	64.4	2.6
State	352,852	100	7,680	100	2.2
<b>Grade 11</b>					
African American	43,561	13.3	1,604	20.3	3.7
American Indian	1,680	0.5	49	0.6	2.9
Asian	12,381	3.8	101	1.3	0.8
Hispanic	152,397	46.4	4,433	56.2	2.9
Pacific Islander	450	0.1	10	0.1	2.2
White	112,786	34.3	1,588	20.1	1.4
Multiracial	5,270	1.6	99	1.3	1.9
Economically disadvantaged	167,993	51.1	4,788	60.7	2.9
State	328,525	100	7,884	100	2.4
<b>Grade 12</b>					
African American	43,581	13.5	1,978	20.1	4.5
American Indian	1,591	0.5	39	0.4	2.5
Asian	11,549	3.6	192	2.0	1.7
Hispanic	148,506	45.9	6,062	61.6	4.1
Pacific Islander	447	0.1	9	0.1	2.0
White	112,540	34.8	1,478	15.0	1.3
Multiracial	5,180	1.6	88	0.9	1.7
Economically disadvantaged	156,723	48.5	5,179	52.6	3.3
State	323,394	100	9,846	100	3.0

*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 19**  
**Students, Dropouts, and Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic**  
**Groups, Texas Public Schools, 2011-12**

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	23,727	13.0	24,680	12.9	74	22.6	78	21.5	0.3	0.3
American Indian	<1,000	0.5	<1,000	0.5	— <sup>a</sup>	—	—	—	0.1	0.1
Asian	6,310	3.5	6,547	3.4	6	1.8	7	1.9	0.1	0.1
Hispanic	90,537	49.6	94,829	49.6	173	52.9	190	52.5	0.2	0.2
Pacific Islander	<400	0.1	<400	0.1	—	—	—	—	0.5	0.4
White	57,722	31.6	60,777	31.8	68	20.8	79	21.8	0.1	0.1
Multiracial	<3,130	1.7	<3,140	1.6	—	—	—	—	0.1	0.2
State	182,499	100	191,085	100	327	100	362	100	0.2	0.2
<b>Grade 8</b>										
African American	23,340	13.0	24,931	13.1	111	19.1	119	16.5	0.5	0.5
American Indian	<830	0.5	<930	0.5	—	—	—	—	0.2	0.3
Asian	6,109	3.4	6,624	3.5	5	0.9	9	1.3	0.1	0.1
Hispanic	88,474	49.4	93,884	49.4	347	59.6	473	65.7	0.4	0.5
Pacific Islander	<210	0.1	<250	0.1	0	0.0	—	—	0.0	0.4
White	57,021	31.8	60,481	31.8	111	19.1	107	14.9	0.2	0.2
Multiracial	<3,080	1.7	<2,970	1.6	—	—	—	—	0.2	0.3
State	179,045	100	190,038	100	582	100	720	100	0.3	0.4
<b>Grade 9</b>										
African American	25,551	13.3	28,530	13.5	719	20.9	1,062	19.5	2.8	3.7
American Indian	<940	0.5	<1,060	0.5	—	—	—	—	2.7	2.8
Asian	6,852	3.6	7,151	3.4	34	1.0	60	1.1	0.5	0.8
Hispanic	95,948	49.9	106,057	50.3	2,188	63.6	3,544	65.2	2.3	3.3
Pacific Islander	<270	0.1	<280	0.1	—	—	—	—	0.8	1.8
White	59,463	30.9	64,621	30.7	439	12.8	698	12.8	0.7	1.1
Multiracial	3,151	1.6	3,077	1.5	32	0.9	38	0.7	1.0	1.2
State	192,167	100	210,759	100	3,439	100	5,436	100	1.8	2.6
<b>Grade 10</b>										
African American	22,409	13.0	24,002	13.3	641	20.3	1,058	23.4	2.9	4.4
American Indian	<820	0.5	<900	0.5	—	—	—	—	2.2	3.0
Asian	6,318	3.7	6,740	3.7	32	1.0	45	1.0	0.5	0.7
Hispanic	81,883	47.7	85,599	47.3	1,867	59.3	2,568	56.7	2.3	3.0
Pacific Islander	<240	0.1	<230	0.1	—	—	—	—	1.3	1.3

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 and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2011-12**

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male		Female	Male
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
White	57,120	33.3	60,814	33.6	548	17.4	778	17.2	1.0	1.3
Multiracial	2,967	1.7	2,834	1.6	42	1.3	50	1.1	1.4	1.8
State	171,747	100	181,105	100	3,151	100	4,529	100	1.8	2.5
Grade 11										
African American	21,378	13.3	22,183	13.3	639	19.0	965	21.3	3.0	4.4
American Indian	800	0.5	880	0.5	25	0.7	24	0.5	3.1	2.7
Asian	6,075	3.8	6,306	3.8	46	1.4	55	1.2	0.8	0.9
Hispanic	74,974	46.5	77,423	46.3	1,935	57.5	2,498	55.3	2.6	3.2
Pacific Islander	215	0.1	235	0.1	5	0.1	5	0.1	2.3	2.1
White	55,066	34.2	57,720	34.5	669	19.9	919	20.3	1.2	1.6
Multiracial	2,692	1.7	2,578	1.5	44	1.3	55	1.2	1.6	2.1
State	161,200	100	167,325	100	3,363	100	4,521	100	2.1	2.7
Grade 12										
African American	21,762	13.6	21,819	13.4	939	19.5	1,039	20.7	4.3	4.8
American Indian	<780	0.5	<820	0.5	— <sup>a</sup>	—	—	—	2.2	2.7
Asian	5,503	3.4	6,046	3.7	80	1.7	112	2.2	1.5	1.9
Hispanic	74,526	46.5	73,980	45.4	3,037	63.0	3,025	60.2	4.1	4.1
Pacific Islander	<200	0.1	<260	0.2	—	—	—	—	2.6	1.6
White	54,823	34.2	57,717	35.4	691	14.3	787	15.7	1.3	1.4
Multiracial	2,691	1.7	2,489	1.5	49	1.0	39	0.8	1.8	1.6
State	160,270	100	163,124	100	4,818	100	5,028	100	3.0	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 20**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-12, Hispanic**  
**Students by Race, Texas Public Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
All Hispanic	1,038,114	48.3	21,845	60.2	2.1
African American	13,072	0.6	288	0.8	2.2
American Indian	297,202	13.8	6,472	17.8	2.2
Asian	3,469	0.2	55	0.2	1.6
Pacific Islander	3,132	0.1	76	0.2	2.4
White	689,478	32.1	14,384	39.7	2.1
Multiracial	31,761	1.5	570	1.6	1.8
State	2,150,364	100	36,276	100	1.7

**Table 21**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and**  
**Grades 9-12, Current and Former English Language Learners, by**  
**Special Language Program Instructional Model, Texas Public**  
**Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
<b>Grades 7-8</b>					
All current ELLs <sup>a</sup>	69,076	100	389	100	0.6
All bilingual education programs	<1,000	1.3	– <sup>b</sup>	–	0.4
Transitional bilingual/early exit	85	0.1	0	0.0	0.0
Transitional bilingual/late exit	49	0.1	0	0.0	0.0
Dual immersion/two-way	<600	0.8	–	–	0.6
Dual immersion/one-way	<300	0.4	–	–	0.4
All ESL <sup>c</sup> programs	55,736	80.7	–	–	0.3
ESL/content-based	28,025	40.6	107	27.5	0.4
ESL/pull-out	27,711	40.1	69	17.7	0.2
No services	<12,500	18.0	209	53.7	1.7
All former ELLs <sup>d</sup>	25,443	100	34	100	0.1
All bilingual education programs	6,544	25.7	6	17.6	0.1
Transitional bilingual/early exit	<2,800	10.9	–	–	0.1
Transitional bilingual/late exit	<2,200	8.5	–	–	0.1
Dual immersion/two-way	464	1.8	0	0.0	0.0
Dual immersion/one-way	<1,200	4.5	–	–	0.1
All ESL programs	16,138	63.4	25	73.5	0.2
ESL/content-based	7,858	30.9	14	41.2	0.2
ESL/pull-out	8,280	32.5	11	32.4	0.1
No services	<2,800	10.9	–	–	0.1
<b>Grades 9-12</b>					
All current ELLs	83,380	100	4,413	100	5.3
All bilingual education programs	<100	0.1	–	–	4.7
Transitional bilingual/early exit	<100	<0.1	0	0.0	0.0
Transitional bilingual/late exit	<100	<0.1	0	0.0	0.0
Dual immersion/two-way	<100	0.1	–	–	4.9
Dual immersion/one-way	0	0.0	0	0.0	0.0

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

<sup>a</sup>Current English language learners (ELLs) were identified as limited English proficient in 2011-12. The group, all current ELLs, 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 ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

**continues**

**Table 21 (continued)**  
**Students, Dropouts, and Annual Dropout Rate, Grades 7-8 and**  
**Grades 9-12, Current and Former English Language Learners, by**  
**Special Language Program Instructional Model, Texas Public**  
**Schools, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
All ESL programs	66,078	79.2	2,945	66.7	4.5
ESL/content-based	44,018	52.8	1,982	44.9	4.5
ESL/pull-out	22,060	26.5	963	21.8	4.4
No services	<17,300	20.6	– <sup>b</sup>	–	8.5
All former ELLs <sup>d</sup>	26,677	100	540	100	2.0
All bilingual education programs	<200	0.7	–	–	0.5
Transitional bilingual/early exit	<100	<0.1	–	–	7.7
Transitional bilingual/late exit	5	<0.1	0	0.0	0.0
Dual immersion/two-way	89	0.3	0	0.0	0.0
Dual immersion/one-way	81	0.3	0	0.0	0.0
All ESL <sup>c</sup> programs	22,824	85.6	446	82.6	2.0
ESL/content-based	12,560	47.1	278	51.5	2.2
ESL/pull-out	10,264	38.5	168	31.1	1.6
No services	<3,800	13.7	–	–	2.5

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

<sup>a</sup>Current English language learners (ELLs) were identified as limited English proficient in 2011-12. The group, all current ELLs, 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 ELLs are those in the first and second years of academic monitoring after exiting ELL status. The group, all former ELLs, includes students for whom information about services received may be incomplete.

# Longitudinal Graduation and Dropout Rates

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

**Presentation of rates by race/ethnicity.** Longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories. Longitudinal rates for the classes of 2011 and 2012 were calculated based on the new racial/ethnic categories. For the classes of 2011 and 2012, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the new categories, whereas data for students who had final statuses in 2008-09 or earlier were collected using the old categories. Although most of the old racial/ethnic categories correspond to individual new categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the classes of 2011 and 2012 who had final statuses in 2008-09 or earlier, although included in state totals, are not included in the counts and rates for any individual racial/ethnic category.

**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 and dropout rates for the class of 2009. Thus, the class of 2012 Grade 9 cohort was the fourth in which students who dropped out were subject to the same dropout definition, regardless of when they left school. Longitudinal rates for the class of 2009 and later classes 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.

**Note on Student Success Initiative.** In 1999, the 76th Texas Legislature approved the Student Success Initiative (SSI). Under SSI requirements, a student could advance to the next grade level only by meeting standards on state assessments or by unanimous decision of a grade placement committee. Students in the class of 2012 were the first to be subject to SSI requirements. Specifically, these students were given three opportunities to pass the third-grade Texas Assessment of Knowledge and Skills (TAKS) reading test in 2002-03, the fifth-grade TAKS reading and mathematics tests in 2004-05, and the eighth-grade TAKS reading and mathematics tests in 2007-08. Students who did not pass one or more of the tests and were retained prior to starting Grade 9 were, in most cases, not part of the class of 2012.

**State summary.** Out of 316,758 students in the class of 2012 Grade 9 cohort, 87.7 percent graduated (Table 22). An additional 5.0 percent of students in the class of 2012 continued school the fall after expected graduation, and 1.0 percent received General Educational Development (GED) certificates. The longitudinal dropout rate for the class of 2012 was 6.3 percent. Compared to the class of 2011, the class of 2012 had a higher graduation rate and lower rates of continuation, GED certification, and dropping out. The method for calculating longitudinal rates is discussed on page 4.

**Rates by race/ethnicity, economic status, and gender.** For the class of 2012, the graduation rate was higher than the state average (87.7%) among Asian (94.4%), White (93.0%), multiracial

**Table 22**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		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	31,055	76.3	35,324	86.7
Class of 2007	42,177	29,827	70.7	4,437	10.5	671	1.6	7,242	17.2	30,498	72.3	34,935	82.8
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	32,202	72.9	37,041	83.9
Class of 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	34,256	74.9	38,961	85.2
Class of 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	36,860	79.8	40,734	88.2
Class of 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	36,923	81.7	40,257	89.1
Class of 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	36,396	84.4	38,789	89.9
<b>American Indian</b>													
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	812	87.9	869	94.0
Class of 2007	1,031	839	81.4	64	6.2	29	2.8	99	9.6	868	84.2	932	90.4
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	948	83.9	1,035	91.6
Class of 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	924	82.6	1,015	90.7
Class of 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,070	85.7	1,184	94.9
Class of 2011	1,587	1,374	86.6	83	5.2	28	1.8	102	6.4	1,402	88.3	1,485	93.6
Class of 2012	1,569	1,360	86.7	66	4.2	32	2.0	111	7.1	1,392	88.7	1,458	92.9
<b>Asian</b>													
Class of 2006	n/a <sup>b</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,186	95.1	10,558	98.6
Class of 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	10,631	94.6	11,001	97.9
<b>Hispanic</b>													
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	80,649	73.7	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	80,545	70.3	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	88,106	72.3	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	97,436	74.9	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	108,222	80.0	122,203	90.4
Class of 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	119,224	83.0	131,232	91.3
Class of 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	123,864	85.3	133,646	92.0

*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 class of 2009 and later classes 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, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table 22 (continued)

## Grade 9 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2012

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Pacific Islander													
Class of 2006	n/a <sup>b</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<450	–	88.0	–	6.1	–	0.9	–	5.0	–	88.9	–	95.0
Class of 2012	<450	–	89.0	–	6.5	–	0.5	–	4.1	–	89.4	–	95.9
White													
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	113,034	91.9	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	111,209	90.6	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	111,392	90.6	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	110,201	91.4	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	111,592	93.0	115,748	96.5
Class of 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	105,828	93.3	109,596	96.6
Class of 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	103,579	94.1	106,546	96.8
Multiracial													
Class of 2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,038	93.1	4,203	96.9
Class of 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,739	93.4	4,884	96.3
Economically disadvantaged													
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	81,235	74.4	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	80,122	70.9	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	86,031	72.1	100,618	84.3
Class of 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	95,398	79.4	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	110,255	83.0	122,454	92.2
Class of 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	125,702	84.7	136,997	92.3
Class of 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	131,513	86.1	140,763	92.2

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 the class of 2009 and later classes 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, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table 22 (continued)

## Grade 9 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2012

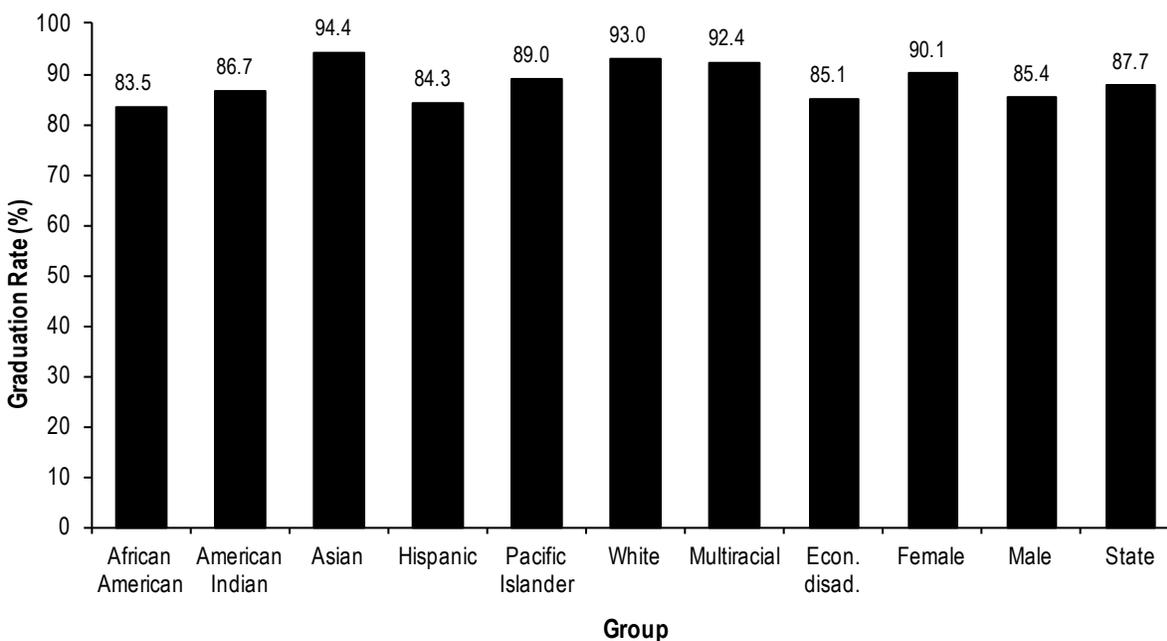
Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Female													
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	117,942	84.4	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	116,760	81.6	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	122,781	82.5	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	127,385	83.9	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	134,774	87.4	144,259	93.6
Class of 2011	156,848	138,317	88.2	8,058	5.1	1,249	0.8	9,224	5.9	139,566	89.0	147,624	94.1
Class of 2012	155,183	139,751	90.1	6,205	4.0	1,080	0.7	8,147	5.2	140,831	90.8	147,036	94.8
Male													
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	116,489	80.9	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	115,640	78.4	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	119,405	78.7	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	125,519	80.1	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	133,785	83.7	146,832	91.8
Class of 2011	162,740	136,245	83.7	11,699	7.2	2,207	1.4	12,589	7.7	138,452	85.1	150,151	92.3
Class of 2012	161,575	138,027	85.4	9,545	5.9	2,118	1.3	11,885	7.4	140,145	86.7	149,690	92.6
State													
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	234,431	82.6	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	232,400	80.0	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	242,186	80.6	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	252,904	82.0	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	268,559	85.5	291,091	92.7
Class of 2011 <sup>1</sup>	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	278,018	87.0	297,775	93.2
Class of 2012 <sup>2</sup>	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	280,976	88.7	296,726	93.7

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 class of 2009 and later classes 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, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

(92.4%), and female (90.1%) students (Figure 2 on page 72 and Table 22). By contrast, the graduation rate was lower than the state average among African American (83.5%), Hispanic (84.3%), economically disadvantaged (85.1%), and male (85.4%) students. Longitudinal dropout rates were lower than the state average (6.3%) among Asian (2.1%), White (3.2%), multiracial (3.7%), and female (5.2%) students and higher than the state average among African American (10.1%), Hispanic (8.0%), economically disadvantaged (7.8%), and male (7.4%) students. Across student groups in the class of 2012, Hispanic students (6.7%) were most likely and White students (2.7%) least likely to

**Figure 2**  
**Grade 9 Longitudinal Graduation Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2012**



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

continue school in the fall after anticipated graduation. Female students had lower rates of continuation, GED certification, and dropping out than male students.

**Rates by program participation and student characteristic.** Tables 23 and 24 present graduation and dropout rates for the class of 2012 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 English language learner [ELL], immigrant, 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 ELLs at any time while attending a Texas public school and those identified as ELLs at any time while attending Grades 9-12 in a Texas public school, 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.

**Graduates.** Students in the class of 2012 who began Grade 9 in 2008-09 were required to enroll in the Recommended High School Program (RHSP) or the Advanced High School Program (AHSP), 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

**Table 23**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2012**

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>	9,332	5,749	61.6	1,593	17.1	34	0.4	1,956	21.0
CTE <sup>c</sup>	141,722	134,687	95.0	2,481	1.8	673	0.5	3,881	2.7
Gifted and talented	29,608	29,323	99.0	81	0.3	66	0.2	138	0.5
Special education	31,233	24,024	76.9	3,493	11.2	208	0.7	3,508	11.2
Title I	142,091	121,642	85.6	6,886	4.8	1,621	1.1	11,942	8.4
State	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3

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.

**Table 24**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2012**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk	131,524	105,940	80.5	11,362	8.6	1,707	1.3	12,515	9.5
English language learner									
In K-12 <sup>b</sup>	87,462	72,823	83.3	6,774	7.7	603	0.7	7,262	8.3
In 9-12 <sup>c</sup>	23,270	16,084	69.1	3,512	15.1	96	0.4	3,578	15.4
In last year <sup>d</sup>	11,329	6,699	59.1	1,740	15.4	63	0.6	2,827	25.0
Immigrant	<2,750	— <sup>e</sup>	74.5	—	8.0	—	0.1	—	17.4
Migrant	2,595	2,096	80.8	200	7.7	35	1.3	264	10.2
State	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3

Note. Parts may not add to 100 percent because of rounding. With the exception of two groups of English language learners (ELLs) (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 identified as English language learners (ELLs) at any time while attending Texas public school. <sup>c</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>d</sup>Students identified as ELLs in their last year in Texas public school. <sup>e</sup>A dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity.

the Texas Administrative Code §74.51, 2013). For the class of 2012, the RHSP and the AHSP each required 26 credits to graduate. Both programs required an additional credit each in mathematics and science, for a total of four credits each in English language arts, mathematics, science, and social studies. Compared to the RHSP, the AHSP required one additional credit in languages other than English and demonstrated performance at the college or professional level on four advanced measures. The MHSP required 22 credits to graduate. Students in the class of 2012 who wished to graduate under the MHSP must also: (a) have been at least 16 years of age; (b) have completed two credits required for graduation in each subject of the foundation curriculum; or (c) have failed to be

promoted to Grade 10 one or more times. For the class of 2012, the percentage of students graduating under the RHSP or AHSP (82.9%) increased 0.6 percentage points from the class of 2011 (82.3%) (Table 25) (TEA, 2012a). From the class of 2011 to the class of 2012, the percentage of students graduating under the MHSP decreased from 17.7 percent to 17.1 percent, the percentage graduating under the RHSP decreased from 69.3 percent to 68.8 percent, and the percentage graduating under the AHSP increased from 13.1 percent to 14.1 percent.

**Dropouts.** Table 26 on page 76 provides aggregate counts of the 20,032 dropouts from the class of 2012 based on the grade and year in which they left Texas public school. To graduate from Texas public school, students in the class of 2012 were required to pass exit-level tests that were first administered in Grade 11 and were offered repeatedly through Grade 12 and beyond. Students who did not pass the exit-level tests, including those who met all coursework requirements for a diploma, and did not enroll in the fall after their anticipated graduation date, were counted as dropouts.

Of the 20,032 students in the class of 2012 who dropped out, 10.3 percent left school in the first year of the cohort, 18.4 percent left in the second year, 29.2 percent left in the third year, and 42.0 percent left in the fourth year (Table 26 on page 76). Just over 60 percent of second-year dropouts had not reached Grade 10 (the expected grade level for the cohort) when they left school, and 62.4 percent of third-year dropouts had not reached Grade 11. More than half of students (52.2%) who dropped out in the expected year of graduation had not reached Grade 12. A majority of all dropouts (55.5%) were in Grade 9 or 10 when they dropped out.

**Other Leavers.** Of the 371,191 students who began Grade 9 in Texas public schools in 2008-09 or who transferred into the cohort later, 49,601 left for reasons other than graduating, receiving GED certificates, or dropping out (Figure 3 on page 77). Of these other leavers, the largest percentage (31.7%) left in the third year of the cohort (2010-11) and the smallest percentage (17.9%) left in the fourth year (2011-12). Nearly all of the other leavers (96.4%) left for one of four reasons: (a) 37.3 percent withdrew to enroll in schools outside of Texas; (b) 27.6 percent withdrew to begin home schooling; (c) 18.1 percent withdrew to return to their home countries; and (d) 13.3 percent withdrew to enroll in Texas private schools (Table 27 on page 78). Among students who withdrew from Texas public schools to enroll in school outside Texas, the largest percentage (32.2%) withdrew in the first year of the cohort (2008-09). The largest percentages of students who withdrew to begin home schooling (37.0%), to return to their home countries (33.2%), or to enroll in Texas private schools (33.1%) left in the third year of the cohort (2010-11).

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, 25.2 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 (42.3%).

**Table 25**  
**Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2012 Grade 9 Cohort**

Group	Minimum		Recommended		Advanced		Recommended or Advanced	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	8,617	23.9	25,642	71.2	1,776	4.9	27,418	76.1
American Indian	306	22.5	914	67.2	140	10.3	1,054	77.5
Asian	679	6.4	6,421	60.5	3,507	33.1	9,928	93.6
Hispanic	20,660	16.9	86,351	70.6	15,359	12.6	101,710	83.1
Pacific Islander	72	19.4	272	73.3	27	7.3	299	80.6
White	16,462	16.1	68,255	66.7	17,618	17.2	85,873	83.9
Multiracial	750	16.0	3,213	68.6	724	15.4	3,937	84.0
Econ. disad. <sup>a</sup>	27,340	21.0	90,205	69.4	12,411	9.6	102,616	79.0
Female	19,171	13.7	97,698	69.9	22,877	16.4	120,575	86.3
Male	28,375	20.6	93,371	67.7	16,274	11.8	109,645	79.4
Bilingual or ESL <sup>b</sup>	1,632	28.4	3,988	69.4	127	2.2	4,115	71.6
CTE <sup>c</sup>	20,869	15.5	94,981	70.5	18,833	14.0	113,814	84.5
Gifted and talented	566	1.9	16,095	54.9	12,662	43.2	28,757	98.1
Special education	17,713	73.7	6,145	25.6	163	0.7	6,308	26.3
Title I	20,170	16.6	85,019	69.9	16,444	13.5	101,463	83.4
At-risk	33,758	31.9	68,632	64.8	3,544	3.3	72,176	68.1
ELL <sup>d</sup>								
In K-12 <sup>e</sup>	11,305	15.5	52,132	71.6	9,380	12.9	61,512	84.5
In 9-12 <sup>f</sup>	4,414	27.4	10,924	67.9	744	4.6	11,668	72.6
In last year <sup>g</sup>	2,083	31.1	4,472	66.8	142	2.1	4,614	68.9
Immigrant	291	14.4	1,622	80.1	111	5.5	1,733	85.6
Migrant	295	14.1	1,475	70.4	326	15.6	1,801	85.9
State	47,546	17.1	191,069	68.8	39,151	14.1	230,220	82.9

Note. Parts may not add to 100 percent because of rounding. Numbers for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category or were missing diploma program information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

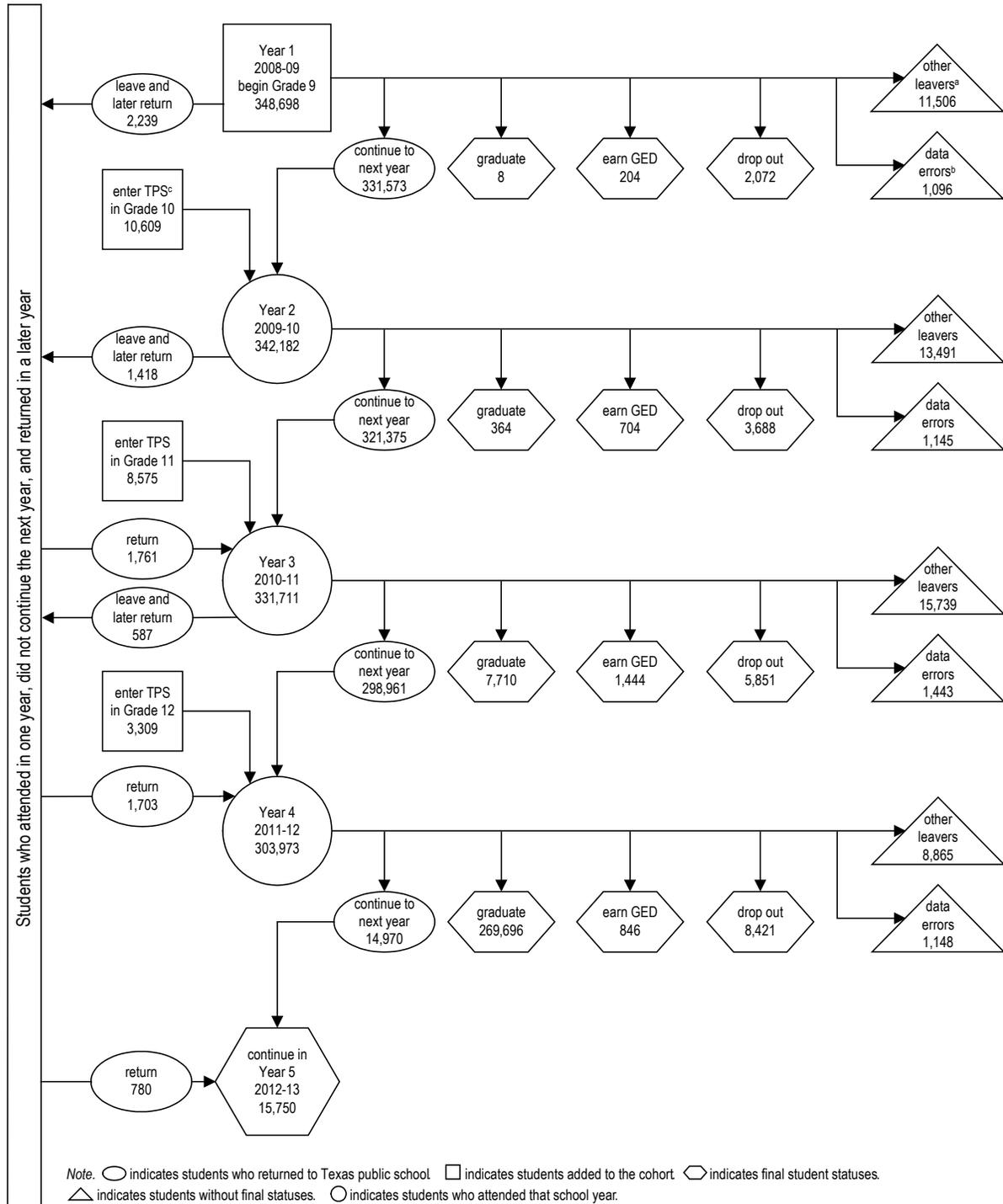
<sup>a</sup>Economically disadvantaged. <sup>b</sup>English as a second language. <sup>c</sup>Career and technical education. Data reflect students participating in CTE programs; students enrolled in CTE courses only are excluded. <sup>d</sup>English language learner. <sup>e</sup>Students identified as ELLs at any time while attending Texas public school. <sup>f</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>g</sup>Students identified as ELLs in their last year in Texas public school.

**Table 26**  
**Dropouts, by Grade and School Year, Texas Public Schools, Class of 2012 Grade 9 Cohort**

Grade	2008-09		2009-10		2010-11		2011-12		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9	2,051	99.0	2,229	60.4	1,553	26.5	506	6.0	6,339	31.6
Grade 10	14	0.7	1,370	37.2	2,099	35.9	1,295	15.4	4,778	23.9
Grade 11	7	0.3	65	1.8	1,972	33.7	2,597	30.8	4,641	23.2
Grade 12	0	0.0	14	0.4	226	3.9	4,021	47.8	4,261	21.3
Total	2,072	10.3	3,688	18.4	5,851	29.2	8,421	42.0	20,032	100

*Note.* Parts may not add to 100 percent because of rounding or missing high school grade information. Numbers for school year may not sum to the total because of missing high school grade information.

**Figure 3**  
**Synopsis of Student Progress Through High School, Class of 2012**



**Table 27**  
**Other Leavers, by Leaver Reason, On-Grade Status, and School Year, Texas Public Schools,**  
**Class of 2012 Grade 9 Cohort**

Reason student left TPS <sup>a</sup>	2008-09		2009-10		2010-11		2011-12		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>	5,964	100	4,825	84.9	4,205	84.7	1,521	80.4	16,515	89.3
Not on grade	0 <sup>c</sup>	0.0	857	15.1	758	15.3	372	19.7	1,987	10.7
Total	5,964	32.2	5,682	30.7	4,963	26.8	1,893	10.2	18,502	100
<b>Withdrew for home schooling</b>										
On grade	1,803	100	1,888	54.9	2,665	52.6	1,554	45.6	7,910	57.7
Not on grade	0	0.0	1,549	45.1	2,402	47.4	1,852	54.4	5,803	42.3
Total	1,803	13.2	3,437	25.1	5,067	37.0	3,406	24.8	13,713	100
<b>Returned to family's home country</b>										
On grade	2,557	100	1,403	60.9	2,248	75.4	618	54.1	6,826	76.0
Not on grade	0	0.0	902	39.1	734	24.6	524	45.9	2,160	24.0
Total	2,557	28.5	2,305	25.7	2,982	33.2	1,142	12.7	8,986	100
<b>Withdrew from/left school to enroll in Texas private school</b>										
On grade	930	100	1,023	67.3	1,351	61.9	1,235	62.7	4,539	68.8
Not on grade	0	0.0	498	32.7	831	38.1	734	37.3	2,063	31.3
Total	930	14.1	1,521	23.0	2,182	33.1	1,969	29.8	6,602	100
<b>Left for other reasons<sup>d</sup></b>										
On grade	252	100	401	73.4	344	63.1	298	65.5	1,295	72.0
Not on grade	0	0.0	145	26.6	201	36.9	157	34.5	503	28.0
Total	252	14.0	546	30.4	545	30.3	455	25.3	1,798	100
<b>Total other leavers</b>										
On grade	11,506	100	9,540	70.7	10,813	68.7	5,226	59.0	37,085	74.8
Not on grade	0	0.0	3,951	29.3	4,926	31.3	3,639	41.1	12,516	25.2
Total	11,506	23.2	13,491	27.2	15,739	31.7	8,865	17.9	49,601	100
<b>Total students in cohort enrolled in the school year indicated</b>										
On grade	348,698	100	308,775	90.2	304,894	91.9	286,991	94.5	n/a <sup>e</sup>	n/a
Not on grade	0	0.0	33,404	9.8	26,798	8.1	16,676	5.5	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 2012 cohort in 2008-09 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 2008-09 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 4 on page 32. <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.

### **Grade 9 Five-Year Extended Longitudinal Graduation 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 2007-08 or who later joined the cohort were tracked into the fall semester following their anticipated graduation date of spring 2011. By the fall of 2011, 85.9 percent of the class of 2011 had graduated, 6.2 percent were still in high school, 1.1 percent

had received GED certificates, and 6.8 percent had dropped out (Table 28 on page 80). By the fall of 2012, 89.1 percent of the class of 2011 had graduated, 1.6 percent were still in high school, 1.4 percent had received GED certificates, and 7.9 percent had dropped out (Table 28 on page 80 and Table 29 on page 82). The total number of students with final statuses changed between fall 2011 and fall 2012 because: (a) some students who continued high school in fall 2011 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2011 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012. Table 30 on page 84 presents numbers and percentages of graduates within diploma programs for the class of 2011, as of fall 2012.

### ***Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates***

Students who began Grade 9 in Texas public school for the first time in 2006-07 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2010. By the fall of 2010, 84.3 percent of the class of 2010 had graduated, 7.2 percent were still in high school, 1.3 percent had received GED certificates, and 7.3 percent had dropped out (Table 31 on page 85). By the fall of 2012, 88.7 percent of the class of 2010 had graduated, 0.7 percent were still in high school, 1.9 percent had received GED certificates, and 8.7 percent had dropped out (Table 31 on page 85 and Table 32 on page 87). The total number of students with final statuses changed between fall 2010 and fall 2012 because: (a) some students who continued high school in fall 2010 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2010 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012.

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

Students who began Grade 9 in Texas public schools for the first time in 2005-06 or who later joined the cohort were tracked into the fall semester three years 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 33 on page 88). From fall 2009 to fall 2012, the graduation rate increased 5.8 percentage points to 86.4 percent, and the dropout rate increased 1.5 percentage points to 10.9 percent. The total number of students with final statuses changed between fall 2009 and fall 2012 because: (a) some students who continued high school in fall 2009 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2009 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012.

**Table 28**  
**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, English Language Learner Status, and Special Education Program Participation, Texas Public Schools, Class of 2011, Fall 2011 and Fall 2012**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Fall 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	36,923	81.7	40,257	89.1
Fall 2012	44,877	37,849	84.3	765	1.7	515	1.1	5,748	12.8	38,364	85.5	39,129	87.2
<b>American Indian</b>													
Fall 2011	1,587	1,374	86.6	83	5.2	28	1.8	102	6.4	1,402	88.3	1,485	93.6
Fall 2012	1,579	1,413	89.5	16	1.0	33	2.1	117	7.4	1,446	91.6	1,462	92.6
<b>Asian</b>													
Fall 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,186	95.1	10,558	98.6
Fall 2012	10,680	10,334	96.8	97	0.9	26	0.2	223	2.1	10,360	97.0	10,457	97.9
<b>Hispanic</b>													
Fall 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	119,224	83.0	131,232	91.3
Fall 2012	142,707	122,787	86.0	3,087	2.2	2,080	1.5	14,753	10.3	124,867	87.5	127,954	89.7
<b>Pacific Islander</b>													
Fall 2011	<450	— <sup>c</sup>	88.0	—	6.1	—	0.9	—	5.0	—	88.9	—	95.0
Fall 2012	<450	—	92.3	—	1.4	—	0.9	—	5.4	—	93.2	—	94.6
<b>White</b>													
Fall 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	105,828	93.3	109,596	96.6
Fall 2012	113,272	106,425	94.0	990	0.9	1,754	1.5	4,103	3.6	108,179	95.5	109,169	96.4
<b>Multiracial</b>													
Fall 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,038	93.1	4,203	96.9
Fall 2012	4,343	4,085	94.1	47	1.1	52	1.2	159	3.7	4,137	95.3	4,184	96.3
<b>Economically disadvantaged</b>													
Fall 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	125,702	84.7	136,997	92.3
Fall 2012	147,143	129,304	87.9	2,764	1.9	1,914	1.3	13,161	8.9	131,218	89.2	133,982	91.1
<b>Female</b>													
Fall 2011	156,848	138,317	88.2	8,058	5.1	1,249	0.8	9,224	5.9	139,566	89.0	147,624	94.1
Fall 2012	156,232	141,699	90.7	2,131	1.4	1,590	1.0	10,812	6.9	143,289	91.7	145,420	93.1
<b>Male</b>													
Fall 2011	162,740	136,245	83.7	11,699	7.2	2,207	1.4	12,589	7.7	138,452	85.1	150,151	92.3
Fall 2012	161,795	141,617	87.5	2,877	1.8	2,881	1.8	14,420	8.9	144,498	89.3	147,375	91.1

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) 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 2011 and fall 2012 because: (a) some students who continued high school in fall 2011 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2011 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012. <sup>c</sup>A dash (—) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Students identified as English language learners (ELLs) at any time while attending Texas public school. <sup>e</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>f</sup>Students identified as ELLs in their last year in Texas public school.

**continues**

**Table 28 (continued)**  
**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, English Language Learner Status, and Special Education Program Participation, Texas Public Schools, Class of 2011, Fall 2011 and Fall 2012**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>Ever ELL in K-12<sup>d</sup></b>													
Fall 2011	87,345	70,798	81.1	8,415	9.6	643	0.7	7,489	8.6	71,441	81.8	79,856	91.4
Fall 2012	86,582	74,329	85.8	2,241	2.6	862	1.0	9,150	10.6	75,191	86.8	77,432	89.4
<b>Ever ELL in 9-12<sup>e</sup></b>													
Fall 2011	26,679	17,823	66.8	4,837	18.1	113	0.4	3,906	14.6	17,936	67.2	22,773	85.4
Fall 2012	26,214	19,668	75.0	1,422	5.4	153	0.6	4,971	19.0	19,821	75.6	21,243	81.0
<b>ELL in last year<sup>f</sup></b>													
Fall 2011	12,958	7,464	57.6	2,353	18.2	71	0.5	3,070	23.7	7,535	58.1	9,888	76.3
Fall 2012	12,659	8,341	65.9	598	4.7	94	0.7	3,626	28.6	8,435	66.6	9,033	71.4
<b>Special education</b>													
Fall 2011	32,702	25,069	76.7	3,712	11.4	225	0.7	3,696	11.3	25,294	77.3	29,006	88.7
Fall 2012	32,829	26,824	81.7	1,784	5.4	293	0.9	3,928	12.0	27,117	82.6	28,901	88.0
<b>State</b>													
Fall 2011	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	278,018	87.0	297,775	93.2
Fall 2012	318,027	283,316	89.1	5,008	1.6	4,471	1.4	25,232	7.9	287,787	90.5	292,795	92.1

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) 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 2011 and fall 2012 because: (a) some students who continued high school in fall 2011 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2011 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Students identified as English language learners (ELLs) at any time while attending Texas public school. <sup>e</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>f</sup>Students identified as ELLs in their last year in Texas public school.

Table 29

**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, as of Fall 2009, Class of 2009, as of Fall 2010, Class of 2010, as of Fall 2011, and Class of 2011, as of Fall 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		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	34,033	78.3	35,130	80.8
Class of 2009	44,971	35,454	78.8	990	2.2	727	1.6	7,800	17.3	36,181	80.5	37,171	82.7
Class of 2010	45,717	37,890	82.9	909	2.0	636	1.4	6,282	13.7	38,526	84.3	39,435	86.3
Class of 2011	44,877	37,849	84.3	765	1.7	515	1.1	5,748	12.8	38,364	85.5	39,129	87.2
<b>American Indian</b>													
Class of 2008	1,108	959	86.6	15	1.4	33	3.0	101	9.1	992	89.5	1,007	90.9
Class of 2009	1,137	953	83.8	42	3.7	33	2.9	109	9.6	986	86.7	1,028	90.4
Class of 2010	1,235	1,088	88.1	22	1.8	25	2.0	100	8.1	1,113	90.1	1,135	91.9
Class of 2011	1,579	1,413	89.5	16	1.0	33	2.1	117	7.4	1,446	91.6	1,462	92.6
<b>Asian</b>													
Class of 2008	n/a <sup>b</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,680	10,334	96.8	97	0.9	26	0.2	223	2.1	10,360	97.0	10,457	97.9
<b>Hispanic</b>													
Class of 2008	120,031	92,410	77.0	4,470	3.7	2,511	2.1	20,640	17.2	94,921	79.1	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	105,092	81.9	109,217	85.1
Class of 2010	133,811	112,381	84.0	3,435	2.6	2,283	1.7	15,712	11.7	114,664	85.7	118,099	88.3
Class of 2011	142,707	122,787	86.0	3,087	2.2	2,080	1.5	14,753	10.3	124,867	87.5	127,954	89.7
<b>Pacific Islander</b>													
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<450	- <sup>c</sup>	92.3	-	1.4	-	0.9	-	5.4	-	93.2	-	94.6
<b>White</b>													
Class of 2008	122,511	111,640	91.1	1,315	1.1	2,878	2.3	6,678	5.5	114,518	93.5	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	113,371	94.2	114,602	95.2
Class of 2010	119,666	111,981	93.6	1,092	0.9	2,136	1.8	4,457	3.7	114,117	95.4	115,209	96.3
Class of 2011	113,272	106,425	94.0	990	0.9	1,754	1.5	4,103	3.6	108,179	95.5	109,169	96.4

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. 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, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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**Table 29 (continued)**

**Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, as of Fall 2009, Class of 2009, as of Fall 2010, Class of 2010, as of Fall 2011, and Class of 2011, as of Fall 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>Multiracial</b>													
Class of 2008	n/a <sup>b</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	4,343	4,085	94.1	47	1.1	52	1.2	159	3.7	4,137	95.3	4,184	96.3
<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	92,491	79.0	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	101,084	85.2	104,360	88.0
Class of 2010	131,533	114,405	87.0	3,002	2.3	1,838	1.4	12,288	9.3	116,243	88.4	119,245	90.7
Class of 2011	147,143	129,304	87.9	2,764	1.9	1,914	1.3	13,161	8.9	131,218	89.2	133,982	91.1
<b>Female</b>													
Class of 2008	147,335	125,167	85.0	3,303	2.2	2,320	1.6	16,545	11.2	127,487	86.5	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	132,730	88.2	135,652	90.1
Class of 2010	153,266	137,139	89.5	2,460	1.6	1,847	1.2	11,820	7.7	138,986	90.7	141,446	92.3
Class of 2011	156,232	141,699	90.7	2,131	1.4	1,590	1.0	10,812	6.9	143,289	91.7	145,420	93.1
<b>Male</b>													
Class of 2008	150,170	122,891	81.8	3,696	2.5	3,899	2.6	19,684	13.1	126,790	84.4	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	133,239	85.9	136,820	88.2
Class of 2010	158,615	137,180	86.5	3,102	2.0	3,280	2.1	15,053	9.5	140,460	88.6	143,562	90.5
Class of 2011	161,795	141,617	87.5	2,877	1.8	2,881	1.8	14,420	8.9	144,498	89.3	147,375	91.1
<b>State</b>													
Class of 2008	297,505	248,058	83.4	6,999	2.4	6,219	2.1	36,229	12.2	254,277	85.5	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	265,969	87.0	272,472	89.2
Class of 2010	311,881	274,319	88.0	5,562	1.8	5,127	1.6	26,873	8.6	279,446	89.6	285,008	91.4
Class of 2011 <sup>d</sup>	318,027	283,316	89.1	5,008	1.6	4,471	1.4	25,232	7.9	287,787	90.5	292,795	92.1

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, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

**Table 30**  
**Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2011 Grade 9 Cohort, as of Fall 2012**

Group	Minimum		Recommended		Advanced		Recommended or Advanced	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
African American	9,969	26.3	26,332	69.6	1,545	4.1	27,877	73.7
American Indian	320	22.6	959	67.9	134	9.5	1,093	77.4
Asian	785	7.6	6,351	61.5	3,198	30.9	9,549	92.4
Hispanic	22,700	18.5	86,732	70.6	13,337	10.9	100,069	81.5
Pacific Islander	72	17.7	286	70.3	49	12.0	335	82.3
White	19,398	18.2	69,987	65.8	17,036	16.0	87,023	81.8
Multiracial	717	17.6	2,787	68.2	581	14.2	3,368	82.4
Econ. disad. <sup>a</sup>	29,700	23.0	88,800	68.7	10,789	8.3	99,589	77.0
Female	21,232	15.0	99,359	70.1	21,099	14.9	120,458	85.0
Male	32,733	23.1	94,087	66.4	14,781	10.4	108,868	76.9
Bilingual or ESL <sup>b</sup>	2,155	30.8	4,696	67.1	149	2.1	4,845	69.2
CTE <sup>c</sup>	22,660	16.8	94,466	70.1	17,642	13.1	112,108	83.2
Gifted and talented	659	2.3	16,467	56.5	12,018	41.2	28,485	97.7
Special education	20,081	74.9	6,511	24.3	229	0.9	6,740	25.1
Title I	22,448	17.9	88,410	70.5	14,626	11.7	103,036	82.1
At-risk	39,098	33.0	75,989	64.0	3,566	3.0	79,555	67.0
ELL <sup>d</sup>								
In K-12 <sup>e</sup>	12,857	17.3	53,234	71.6	8,227	11.1	61,461	82.7
In 9-12 <sup>f</sup>	5,789	29.4	13,111	66.7	765	3.9	13,876	70.6
In last year <sup>g</sup>	2,757	33.1	5,417	65.0	166	2.0	5,583	66.9
Immigrant	291	14.6	1,601	80.3	102	5.1	1,703	85.4
Migrant	384	16.3	1,668	70.9	300	12.8	1,968	83.7
State	53,965	19.0	193,446	68.3	35,880	12.7	229,326	81.0

Note. Parts may not add to 100 percent because of rounding. Numbers for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category or were missing diploma program information. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>Economically disadvantaged. <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. <sup>d</sup>English language learner. <sup>e</sup>Students identified as ELLs at any time while attending Texas public school. <sup>f</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>g</sup>Students identified as ELLs in their last year in Texas public school.

**Table 31**  
**Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, English Language Learner Status, and Special Education Program Participation, Texas Public Schools, Class of 2010, Fall 2010, Fall 2011, and Fall 2012**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Fall 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	36,860	79.8	40,734	88.2
Fall 2011	45,717	37,890	82.9	909	2.0	636	1.4	6,282	13.7	38,526	84.3	39,435	86.3
Fall 2012	45,650	38,166	83.6	307	0.7	780	1.7	6,397	14.0	38,946	85.3	39,253	86.0
<b>American Indian</b>													
Fall 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,070	85.7	1,184	94.9
Fall 2011	1,235	1,088	88.1	22	1.8	25	2.0	100	8.1	1,113	90.1	1,135	91.9
Fall 2012	1,234	1,093	88.6	9	0.7	34	2.8	98	7.9	1,127	91.3	1,136	92.1
<b>Asian/Pacific Islander</b>													
Fall 2010	11,492	10,785	93.8	407	3.5	30	0.3	270	2.3	10,815	94.1	11,222	97.7
Fall 2011	11,452	10,979	95.9	104	0.9	47	0.4	322	2.8	11,026	96.3	11,130	97.2
Fall 2012	11,441	11,019	96.3	37	0.3	52	0.5	333	2.9	11,071	96.8	11,108	97.1
<b>Hispanic</b>													
Fall 2010	135,212	106,514	78.8	13,981	10.3	1,708	1.3	13,009	9.6	108,222	80.0	122,203	90.4
Fall 2011	133,811	112,381	84.0	3,435	2.6	2,283	1.7	15,712	11.7	114,664	85.7	118,099	88.3
Fall 2012	133,682	113,646	85.0	1,336	1.0	2,633	2.0	16,067	12.0	116,279	87.0	117,615	88.0
<b>White</b>													
Fall 2010	119,938	109,887	91.6	4,156	3.5	1,705	1.4	4,190	3.5	111,592	93.0	115,748	96.5
Fall 2011	119,666	111,981	93.6	1,092	0.9	2,136	1.8	4,457	3.7	114,117	95.4	115,209	96.3
Fall 2012	119,667	112,457	94.0	460	0.4	2,389	2.0	4,361	3.6	114,846	96.0	115,306	96.4
<b>Economically disadvantaged</b>													
Fall 2010	132,842	108,861	81.9	12,199	9.2	1,394	1.0	10,388	7.8	110,255	83.0	122,454	92.2
Fall 2011	131,533	114,405	87.0	3,002	2.3	1,838	1.4	12,288	9.3	116,243	88.4	119,245	90.7
Fall 2012	131,341	115,571	88.0	1,160	0.9	2,134	1.6	12,476	9.5	117,705	89.6	118,865	90.5
<b>Female</b>													
Fall 2010	154,177	133,378	86.5	9,485	6.2	1,396	0.9	9,918	6.4	134,774	87.4	144,259	93.6
Fall 2011	153,266	137,139	89.5	2,460	1.6	1,847	1.2	11,820	7.7	138,986	90.7	141,446	92.3
Fall 2012	153,195	138,007	90.1	981	0.6	2,119	1.4	12,088	7.9	140,126	91.5	141,107	92.1
<b>Male</b>													
Fall 2010	159,902	131,254	82.1	13,047	8.2	2,531	1.6	13,070	8.2	133,785	83.7	146,832	91.8
Fall 2011	158,615	137,180	86.5	3,102	2.0	3,280	2.1	15,053	9.5	140,460	88.6	143,562	90.5
Fall 2012	158,479	138,374	87.3	1,168	0.7	3,769	2.4	15,168	9.6	142,143	89.7	143,311	90.4

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 2010 and fall 2012 because: (a) some students who continued high school in fall 2010 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2010 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012. <sup>c</sup>Students identified as English language learners (ELLs) at any time while attending Texas public school. <sup>d</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students identified as ELLs in their last year in Texas public school.

**continues**

**Table 31 (continued)**

**Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, Gender, English Language Learner Status, and Special Education Program Participation, Texas Public Schools, Class of 2010, Fall 2010, Fall 2011, and Fall 2012**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>Ever ELL in K-12<sup>c</sup></b>													
Fall 2010	83,007	64,929	78.2	9,444	11.4	696	0.8	7,938	9.6	65,625	79.1	75,069	90.4
Fall 2011	81,987	68,854	84.0	2,335	2.8	942	1.1	9,856	12.0	69,796	85.1	72,131	88.0
Fall 2012	81,858	69,726	85.2	862	1.1	1,074	1.3	10,196	12.5	70,800	86.5	71,662	87.5
<b>Ever ELL in 9-12<sup>d</sup></b>													
Fall 2010	24,981	15,676	62.8	5,156	20.6	97	0.4	4,052	16.2	15,773	63.1	20,929	83.8
Fall 2011	24,378	17,556	72.0	1,460	6.0	139	0.6	5,223	21.4	17,695	72.6	19,155	78.6
Fall 2012	24,290	18,061	74.4	579	2.4	166	0.7	5,484	22.6	18,227	75.0	18,806	77.4
<b>ELL in last year<sup>e</sup></b>													
Fall 2010	12,777	6,997	54.8	2,449	19.2	57	0.4	3,274	25.6	7,054	55.2	9,503	74.4
Fall 2011	12,405	7,896	63.7	594	4.8	77	0.6	3,838	30.9	7,973	64.3	8,567	69.1
Fall 2012	12,338	8,091	65.6	212	1.7	92	0.7	3,943	32.0	8,183	66.3	8,395	68.0
<b>Special education</b>													
Fall 2010	32,501	24,191	74.4	4,124	12.7	258	0.8	3,928	12.1	24,449	75.2	28,573	87.9
Fall 2011	32,633	26,204	80.3	1,891	5.8	330	1.0	4,208	12.9	26,534	81.3	28,425	87.1
Fall 2012	32,685	26,950	82.5	1,106	3.4	410	1.3	4,219	12.9	27,360	83.7	28,466	87.1
<b>State</b>													
Fall 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3	268,559	85.5	291,091	92.7
Fall 2011	311,881	274,319	88.0	5,562	1.8	5,127	1.6	26,873	8.6	279,446	89.6	285,008	91.4
Fall 2012	311,674	276,381	88.7	2,149	0.7	5,888	1.9	27,256	8.7	282,269	90.6	284,418	91.3

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 2010 and fall 2012 because: (a) some students who continued high school in fall 2010 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2010 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012. <sup>c</sup>Students identified as English language learners (ELLs) at any time while attending Texas public school. <sup>d</sup>Students identified as ELLs at any time while attending Grades 9-12 in Texas public school. <sup>e</sup>Students identified as ELLs in their last year in Texas public school.

**Table 32**  
**Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2008, as of Fall 2010, Class of 2009, as of Fall 2011, and Class of 2010, as of Fall 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or received GED		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>													
Class of 2008	43,368	33,629	77.5	387	0.9	949	2.2	8,403	19.4	34,578	79.7	34,965	80.6
Class of 2009	44,886	35,774	79.7	382	0.9	883	2.0	7,847	17.5	36,657	81.7	37,039	82.5
Class of 2010	45,650	38,166	83.6	307	0.7	780	1.7	6,397	14.0	38,946	85.3	39,253	86.0
<b>American Indian</b>													
Class of 2008	1,110	967	87.1	11	1.0	33	3.0	99	8.9	1,000	90.1	1,011	91.1
Class of 2009	1,139	973	85.4	10	0.9	41	3.6	115	10.1	1,014	89.0	1,024	89.9
Class of 2010	1,234	1,093	88.6	9	0.7	34	2.8	98	7.9	1,127	91.3	1,136	92.1
<b>Asian/Pacific Islander</b>													
Class of 2008	10,361	9,796	94.5	46	0.4	59	0.6	460	4.4	9,855	95.1	9,901	95.6
Class of 2009	10,859	10,330	95.1	52	0.5	60	0.6	417	3.8	10,390	95.7	10,442	96.2
Class of 2010	11,441	11,019	96.3	37	0.3	52	0.5	333	2.9	11,071	96.8	11,108	97.1
<b>Hispanic</b>													
Class of 2008	119,693	94,058	78.6	1,598	1.3	3,061	2.6	20,976	17.5	97,119	81.1	98,717	82.5
Class of 2009	128,056	104,181	81.4	1,471	1.1	2,964	2.3	19,440	15.2	107,145	83.7	108,616	84.8
Class of 2010	133,682	113,646	85.0	1,336	1.0	2,633	2.0	16,067	12.0	116,279	87.0	117,615	88.0
<b>White</b>													
Class of 2008	122,538	112,203	91.6	583	0.5	3,283	2.7	6,469	5.3	115,486	94.2	116,069	94.7
Class of 2009	120,338	111,332	92.5	536	0.4	2,877	2.4	5,593	4.6	114,209	94.9	114,745	95.4
Class of 2010	119,667	112,457	94.0	460	0.4	2,389	2.0	4,361	3.6	114,846	96.0	115,306	96.4
<b>Economically disadvantaged</b>													
Class of 2008	116,673	91,165	78.1	1,217	1.0	3,307	2.8	20,984	18.0	94,472	81.0	95,689	82.0
Class of 2009	118,347	100,573	85.0	1,223	1.0	2,196	1.9	14,355	12.1	102,769	86.8	103,992	87.9
Class of 2010	131,341	115,571	88.0	1,160	0.9	2,134	1.6	12,476	9.5	117,705	89.6	118,865	90.5
<b>Female</b>													
Class of 2008	147,063	126,286	85.9	1,250	0.8	2,759	1.9	16,768	11.4	129,045	87.7	130,295	88.6
Class of 2009	150,398	131,667	87.5	1,154	0.8	2,481	1.6	15,096	10.0	134,148	89.2	135,302	90.0
Class of 2010	153,195	138,007	90.1	981	0.6	2,119	1.4	12,088	7.9	140,126	91.5	141,107	92.1
<b>Male</b>													
Class of 2008	150,007	124,367	82.9	1,375	0.9	4,626	3.1	19,639	13.1	128,993	86.0	130,368	86.9
Class of 2009	154,880	130,923	84.5	1,297	0.8	4,344	2.8	18,316	11.8	135,267	87.3	136,564	88.2
Class of 2010	158,479	138,374	87.3	1,168	0.7	3,769	2.4	15,168	9.6	142,143	89.7	143,311	90.4
<b>State</b>													
Class of 2008	297,070	250,653	84.4	2,625	0.9	7,385	2.5	36,407	12.3	258,038	86.9	260,663	87.7
Class of 2009	305,278	262,590	86.0	2,451	0.8	6,825	2.2	33,412	10.9	269,415	88.3	271,866	89.1
Class of 2010	311,674	276,381	88.7	2,149	0.7	5,888	1.9	27,256	8.7	282,269	90.6	284,418	91.3

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. 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.

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

**Table 33****Grade 9 Seven-Year Extended Longitudinal Graduation and Dropout Rates, Texas Public Schools, Class of 2009, Fall 2009 Through Fall 2012**

Status date	Class <sup>b</sup>	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
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
Fall 2011	305,278	262,590	86.0	2,451	0.8	6,825	2.2	33,412	10.9
Fall 2012	305,310	263,693	86.4	921	0.3	7,530	2.5	33,166	10.9

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>The total number of students with final statuses changed between fall 2009 and fall 2012 because: (a) some students who continued high school in fall 2009 left Texas public schools by fall 2012 for reasons other than graduating, receiving GED certificates, or dropping out; and (b) some students who left Texas public schools by fall 2009 without graduating returned to Texas public schools and graduated, received GED certificates, continued high school, or dropped out by fall 2012.

**Grade 7 Longitudinal Graduation and Dropout Rates**

For the class of 2012 Grade 7 cohort (students who began Grade 7 in 2006-07), 86.6 percent graduated, 5.9 percent continued in high school the year following their anticipated graduation date, 1.0 percent received GED certificates, and 6.6 percent dropped out (Table 34). As with the Grade 9 cohort, the graduation rate in the Grade 7 cohort increased and the dropout rate decreased between the class of 2011 and the class of 2012.

**Table 34**  
**Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Classes of 2009 Through 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<b>African American</b>									
Class of 2009	45,933	33,378	72.7	5,195	11.3	494	1.1	6,866	14.9
Class of 2010	46,885	36,069	76.9	4,527	9.7	455	1.0	5,834	12.4
Class of 2011	45,520	36,037	79.2	3,899	8.6	367	0.8	5,217	11.5
Class of 2012	43,051	35,322	82.0	2,884	6.7	338	0.8	4,507	10.5
<b>American Indian</b>									
Class of 2009	1,127	894	79.3	98	8.7	25	2.2	110	9.8
Class of 2010	1,271	1,045	82.2	135	10.6	15	1.2	76	6.0
Class of 2011	1,596	1,357	85.0	102	6.4	31	1.9	106	6.6
Class of 2012	1,539	1,321	85.8	82	5.3	25	1.6	111	7.2
<b>Asian</b>									
Class of 2009	n/a <sup>b</sup>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,727	10,148	94.6	412	3.8	18	0.2	149	1.4
Class of 2012	11,183	10,527	94.1	400	3.6	19	0.2	237	2.1
<b>Hispanic</b>									
Class of 2009	130,700	94,823	72.6	17,634	13.5	1,769	1.4	16,474	12.6
Class of 2010	136,509	105,549	77.3	15,639	11.5	1,650	1.2	13,671	10.0
Class of 2011	144,520	116,336	80.5	13,618	9.4	1,577	1.1	12,989	9.0
Class of 2012	145,669	120,626	82.8	11,473	7.9	1,415	1.0	12,155	8.3
<b>Pacific Islander</b>									
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<500	– <sup>c</sup>	87.2	–	7.7	–	0.9	–	4.3
Class of 2012	<500	–	88.6	–	7.1	–	0.5	–	3.9
<b>White</b>									
Class of 2009	120,536	107,317	89.0	5,759	4.8	1,941	1.6	5,519	4.6
Class of 2010	120,238	109,184	90.8	5,098	4.2	1,621	1.3	4,335	3.6
Class of 2011	113,502	103,647	91.3	4,536	4.0	1,344	1.2	3,975	3.5
Class of 2012	109,292	100,971	92.4	3,549	3.2	1,165	1.1	3,607	3.3
<b>Multiracial</b>									
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	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>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

**continues**

**Table 34 (continued)**  
**Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Classes of 2009 Through 2012**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2011	4,356	3,969	91.1	200	4.6	43	1.0	144	3.3
Class of 2012	5,039	4,630	91.9	174	3.5	51	1.0	184	3.7
Economically disadvantaged									
Class of 2009	120,732	92,957	77.0	13,080	10.8	1,367	1.1	13,328	11.0
Class of 2010	134,449	107,832	80.2	14,247	10.6	1,361	1.0	11,009	8.2
Class of 2011	149,384	122,654	82.1	13,281	8.9	1,458	1.0	11,991	8.0
Class of 2012	152,986	127,793	83.5	11,206	7.3	1,501	1.0	12,486	8.2
State									
Class of 2009	309,171	246,399	79.7	29,194	9.4	4,264	1.4	29,314	9.5
Class of 2010	316,417	262,609	83.0	25,845	8.2	3,771	1.2	24,192	7.6
Class of 2011 <sup>d</sup>	320,812	271,897	84.8	22,801	7.1	3,387	1.1	22,727	7.1
Class of 2012 <sup>d</sup>	316,277	273,762	86.6	18,591	5.9	3,016	1.0	20,908	6.6

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>General Educational Development certificate. <sup>b</sup>Not available. <sup>c</sup>A dash (-) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>d</sup>Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

## 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 35). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 36 on page 92). The attrition rate calculations are on pages 7 and 8.

**Table 35**  
**Enrollment and Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2011-12**

Group	Fall enrollment			Attrition rate (%)
	Grade 9, 2008-09	Grade 12, 2011-12	Change	
African American	58,631	39,371	19,260	32.8
American Indian	1,327	1,464	-137	-10.3
Asian	n/a <sup>a</sup>	11,159	n/a	n/a
Hispanic	182,259	135,357	46,902	25.7
Pacific Islander	n/a	413	n/a	n/a
White	133,007	105,829	27,178	20.4
Multiracial	n/a	4,786	n/a	n/a
Economically disadvantaged	204,990	139,172	65,818	32.1
State	387,951	298,379	89,572	23.1

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 37 on page 93). 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 36**  
**Enrollment and Attrition Rate, Grades 7-12, by Race/Ethnicity and**  
**Economic Status, Texas Public Schools, 2011-12**

Group	Fall enrollment			Attrition rate (%)
	Grade 7, 2006-07	Grade 12, 2011-12	Change	
African American	48,640	39,371	9,269	19.1
American Indian	1,130	1,464	-334	-29.6
Asian	n/a <sup>a</sup>	11,159	n/a	n/a
Hispanic	148,676	135,357	13,319	9.0
Pacific Islander	n/a	413	n/a	n/a
White	122,429	105,829	16,600	13.6
Multiracial	n/a	4,786	n/a	n/a
Economically disadvantaged	179,574	139,172	40,402	22.5
State	331,513	298,379	33,134	10.0

*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 37**  
**Comparison of Rates Based on Tracking Individual Students and Rates Based on Aggregate Numbers, Texas Public Schools, Class of 2012**

Rates based on tracking individual students	Rates based on aggregate numbers
<p><b>Step 1. Build the high school cohort for class of 2012. Start with students who began Grade 9 in Texas public schools (TPS) in 2008-09 and add students who entered the cohort over the next three years. The entire cohort is equal to 371,191 students.</b></p> <p>Students who began Grade 9 in TPS at any time in 2008-09, with repeaters excluded 348,698</p> <p>Students who entered TPS in Grade 10 in 2009-10 10,609</p> <p>Students who entered TPS in Grade 11 in 2010-11 8,575</p> <p>Students who entered TPS in Grade 12 in 2011-12 3,309</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 2008, with students repeating ninth grade included 387,951</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 371,191 students in the cohort, 54,433 were removed for these reasons.</b></p> <p>Left TPS for reasons other than graduating, receiving GEDs, or dropping out 49,601</p> <p>Students with no final status record submitted<sup>c</sup> 3,917</p> <p>Identification errors<sup>d</sup> 915</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 2011, regardless of whether students were in Grade 9 in TPS in fall 2008<sup>b</sup> 298,379</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, 316,758 had one of the following final statuses.</b></p> <p>Graduated by August 31, 2012 277,778</p> <p>Continued in high school in fall 2012 15,750</p> <p>Received GED by August 31, 2012 3,198</p> <p>Dropped out 20,032</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 (277,778/316,758) 87.7%</p> <p>Continued (15,750/316,758) 5.0%</p> <p>Received GED (3,198/316,758) 1.0%</p> <p>Dropped out (20,032/316,758) 6.3%</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 ((387,951-298,379)/387,951) 23.1%</p>

<sup>a</sup>General Educational Development certificates. <sup>b</sup>Individual students are not tracked. Students enrolled in Grade 12 in TPS in fall 2011 may or may not have been enrolled in Grade 9 in TPS in fall 2008. <sup>c</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>d</sup>Student could not be tracked from year to year because of errors in student identifying information.

## 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. The percentage of students who were not accounted for in 2011-12 (0.4%) was unchanged from the previous two years (Table 38). In 2011-12, Hispanic and African American students made up larger percentages of underreported students (53.2% and 16.4%, respectively) than of students who were accounted for (48.3% and 13.2%, respectively) (Table 39).

**Table 38**  
**Reported and Underreported Students,**  
**Grades 7-12, Texas Public Schools, 2005-06**  
**Through 2011-12**

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
2010-11	2,117,269	99.6	8,149	0.4
2011-12	2,145,440	99.6	7,620	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.

**Table 39**  
**Reported and Underreported Students,**  
**Grades 7-12, by Race/Ethnicity, Texas Public**  
**Schools, 2011-12**

Group	Students accounted for <sup>a</sup>		Underreported students	
	Number	Percent	Number	Percent
African American	283,834	13.2	1,253	16.4
American Indian	9,712	0.5	39	0.5
Asian	76,507	3.6	135	1.8
Hispanic	1,036,869	48.3	4,055	53.2
Pacific Islander	2,869	0.1	15	0.2
White	700,727	32.7	2,031	26.7
Multiracial	34,922	1.6	92	1.2
State	2,145,440	100	7,620	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 2011-12 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 2011-12 leaver records that contained PID errors was unchanged from 2010-11, at 0.1 percent (Table 40 on page 96).

**Table 40**  
**Student Identification Errors on Leaver**  
**Records, Texas Public Schools, 1997-98**  
**Through 2011-12**

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
2010-11	120,559	117	0.1
2011-12	121,165	107	0.1

## Data Quality in the Longitudinal Rates

Calculating longitudinal rates requires 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 certificate 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 2012 Grade 9 cohort, 915 students (0.2%) could not be tracked because of identification errors, and 3,917 students (1.1%) were underreported by districts (Table 41). If these students were included in the denominator of the longitudinal rate calculations, the graduation rate for the class of 2012 Grade 9 cohort would decrease 1.3 percentage points to 86.4 percent and the dropout rate would decrease 0.1 percentage points to 6.2 percent (Table 22 on page 69 and Table 41).

**Table 41**  
**Grade 9 Longitudinal Cohort, Texas Public Schools, Classes of 2006 Through 2012**

Cohort ending year	Graduated	Continued	Received GED <sup>a</sup>	Dropped out	Other leavers <sup>b</sup>	Data errors		Cohort
						Student ID 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
2011	274,562	19,757	3,456	21,813	53,538	1,061	4,585	378,772
2012	277,778	15,750	3,198	20,032	49,601	915	3,917	371,191

*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 class of 2009 and later classes 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 GED certificates, 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 2012, TEA tracked continuers in the class of 2011 through 2011-12 to determine whether they dropped out that year. There were 19,757 students in the class of 2011 who remained enrolled in fall 2011. Of these, 4,583 dropped out in 2011-12, resulting in a dropout rate for continuing students of 23.2 percent.

The national dropout definition, which was adopted in 2005-06, was fully incorporated in the graduation and dropout results for the class of 2009. Thus, the class of 2012 Grade 9 cohort was the fourth in which students who dropped out were subject to the same dropout definition, regardless of when they left school. Results for the class of 2009 and later classes 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 and Dropout Data**

State Accountability System

Federal Accountability System

National Center for  
Education Statistics Reporting

## State Accountability System

No state accountability ratings were assigned in 2012 because the public school accountability system was undergoing a statutorily mandated redesign. The new accountability system, introduced in 2013, consists of four indices: student achievement, student progress, closing performance gaps, and postsecondary readiness (TEA, 2013b). Annual dropout and longitudinal graduation rates are components of the postsecondary readiness index. The rates used for accountability procedures in 2013 were the class of 2012 four-year graduation rate and the class of 2011 five-year graduation rate. The groups evaluated were: all students, English language learners (ELLs), students served in special education programs, and seven racial/ethnic groups (African American, American Indian, Asian, Hispanic, Pacific Islander, White, and multiracial). For campuses and districts that did not meet the grade span criteria needed for calculation of a graduation rate, the Grade 9-12 annual dropout rate was used. The same groups evaluated for graduation rates were evaluated for the Grade 9-12 annual dropout rate. For alternative education campuses and districts, the class of 2012 four-year, class of 2011 five-year extended, and class of 2010 six-year extended graduation or General Educational Development (GED) certification rates were used. The groups evaluated for the graduation or GED certification rates were: all students; ELLs; students served in special education programs; and racial/ethnic groups, of which there were seven for the classes of 2011 and 2012 and four for the class of 2010. For campuses and districts that did not have a graduation or GED certification rate, the Grade 9-12 annual dropout rate was used. An average of the previous three graduation, graduation or GED certification, or annual dropout rates was used to evaluate smaller districts and campuses that did not meet minimum size criteria.

Under Texas Education Code (TEC) §39.053(g-1) (2011), a student who met at least one of the following criteria was excluded from campus and district rate calculations used for state accountability purposes, beginning with the class of 2011: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout; (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located; or (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

A total of 28,551 students, 8,028 of whom were dropouts, were excluded from the 2011-12 campus and district Grade 9-12 annual dropout rates for state accountability ratings in 2013 (Table 42). For each student enrolled in Texas public schools in 2011-12, the exclusion criteria he or she met were summed across all districts attended. The majority of students, represented in the first six rows of the table, met one exclusion criterion at a single district. Some students met multiple exclusion criteria at one district or across multiple districts. Such students were counted only in the

**Table 42**  
**Students and Dropouts Excluded From Campus and District Annual Dropout Rates for State Accountability Purposes, Grades 9-12, Texas Public Schools, 2011-12**

Exclusion <sup>a</sup>	Students		Dropouts	
	Number	Percent	Number	Percent
Court-ordered GED <sup>b</sup> program, no GED certificate earned	1,793	6.3	1,889	23.5
Previously reported to the state as a dropout	7,844	27.5	2,325	29.0
Ineligible for FSP <sup>c</sup> funding	4,916	17.2	1,807	22.5
Unschooling refugee or asylee <sup>d</sup>	1,173	4.1	88	1.1
Detained at a county detention facility outside of home district	11,215	39.3	833	10.4
Incarcerated in state jail or federal penitentiary as an adult	404	1.4	427	5.3
Two or more exclusions	1,206	4.2	659	8.2
State	28,551	100	8,028	100

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

<sup>a</sup>Students may be eligible for exclusion based on more than one criterion. <sup>b</sup>General Educational Development. <sup>c</sup>Foundation School Program. <sup>d</sup>To be excluded, the student must also be reported as an English language learner.

"two or more exclusions" category in the "students" column. Exclusions for dropouts were counted somewhat differently. A student was attributed as a dropout only to the last district he or she attended; therefore, the student was counted as a dropout only in the exclusion category reported by that district. If the district reported multiple exclusion criteria for the student, he or she was counted only in the "two or more exclusions" category. The following example illustrates the difference in methods and helps explain why the number of excluded dropouts exceeded the number of excluded students in some cases. A student reported as ineligible for FSP funding at one district transfers to another district. In the second district, the student is determined to be eligible for FSP funding but is court-ordered to attend a GED program, does not receive a GED certificate, and drops out. In this case, in the "students" column, the student would be counted only in the "two or more exclusions category," rather than in the separate exclusion categories, "ineligible for FSP funding" and "court-ordered GED program, no GED certificate earned." In the "dropouts" column, the same student would be counted only in the category "court-ordered GED program, no GED certificate earned."

In 2013, a total of 7,081 students in the class of 2012 and 8,873 students in the class of 2011 were excluded from campus and district longitudinal rates for state accountability purposes (Table 43 on page 102 and 44 on page 103, respectively). For each student in the two classes, all exclusions that applied in the district of his or her final status were counted. The majority of students, represented in the first six rows of each table, met one exclusion criterion in their districts of final status. Students who met multiple exclusion criteria were counted only in the "two or more exclusions" category. Some exclusions applied only to students assigned specific final statuses or whose final statuses were in specific years. For example, only students enrolled in the fifth or sixth years of the cohort were excluded for being ineligible for FSP funding because students are considered eligible for

**Table 43**  
**Students Excluded From Campus and District Grade 9 Four-Year Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2012**

Exclusion <sup>b</sup>	Graduates		Continuers		GED <sup>a</sup> recipients		Dropouts		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Court-ordered GED program, no GED certificate earned	n/a <sup>c</sup>	n/a	n/a	n/a	n/a	n/a	911	100	911	12.9
Previously reported to the state as a dropout	572	25.7	583	26.2	93	4.2	979	44.0	2,227	31.5
Ineligible for FSP <sup>d</sup> funding	n/a	n/a	2,195	100	n/a	n/a	n/a	n/a	2,195	31.0
Unschooling refugee or asylee <sup>e</sup>	– <sup>f</sup>	–	33	34.7	–	–	23	24.2	95	1.3
Detained at a county detention facility outside of home district	74	6.7	18	1.6	319	28.8	695	62.8	1,106	15.6
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	257	100	257	3.6
Two or more exclusions	–	–	66	22.8	–	–	192	66.2	290	4.1
<b>State</b>	<b>688</b>	<b>9.7</b>	<b>2,895</b>	<b>40.9</b>	<b>441</b>	<b>6.2</b>	<b>3,057</b>	<b>43.2</b>	<b>7,081</b>	<b>100</b>

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Students may be eligible for exclusion based on more than one criterion. <sup>c</sup>Not applicable. Please see table discussion for additional information. <sup>d</sup>Foundation School Program. <sup>e</sup>To be excluded, the student must also be reported as an English language learner. <sup>f</sup>A dash (–) indicates data are not reported to protect student anonymity.

**Table 44**  
**Students Excluded From Campus and District Grade 9 Five-Year Extended Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2011, Fall 2012**

Exclusion <sup>b</sup>	Graduates		Continuers		GED <sup>a</sup> recipients		Dropouts		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Court-ordered GED program, no GED certificate earned	n/a <sup>c</sup>	n/a	n/a	n/a	n/a	n/a	538	100	538	6.1
Previously reported to the state as a dropout	1,019	31.6	486	15.1	151	4.7	1,574	48.7	3,230	36.4
Ineligible for FSP <sup>d</sup> funding	927	30.6	847	27.9	30	1.0	1,230	40.5	3,034	34.2
Unschooling refugee or asylee <sup>e</sup>	33	54.1	8	13.1	0	0.0	20	32.8	61	0.7
Detained at a county detention facility outside of home district	- <sup>f</sup>	-	-	-	461	33.8	851	62.3	1,365	15.4
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	173	100	173	2.0
Two or more exclusions	-	-	-	-	44	9.3	335	71.0	472	5.3
<b>State</b>	<b>2,045</b>	<b>23.1</b>	<b>1,421</b>	<b>16.0</b>	<b>686</b>	<b>7.7</b>	<b>4,721</b>	<b>53.2</b>	<b>8,873</b>	<b>100</b>

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

<sup>a</sup>General Educational Development certificate. <sup>b</sup>Students may be eligible for exclusion based on more than one criterion. <sup>c</sup>Not applicable. Please see table discussion for additional information. <sup>d</sup>Foundation School Program. <sup>e</sup>To be excluded, the student must also be reported as an English language learner. <sup>f</sup>A dash (-) indicates data are not reported to protect student anonymity.

funding during the first four years of high school. In addition, students court-ordered to attend GED programs who did not earn GED certificates and students incarcerated in state jails or federal penitentiaries as adults were assigned final statuses of dropout because the exclusions were identified through leaver codes associated with dropping out (see the section "Accounting for Students by Districts" on page 31 for additional information). Students excluded from campus and district rates for state accountability purposes were not excluded from state-level rates. Nevertheless, had these students been excluded: (a) the four-year graduation rate for the class of 2012 would have been 1.8 percentage points higher (89.5%), the continuation and dropout rates would have been 0.8 percentage points lower (4.2% and 5.5%, respectively), and the GED certification rate would have been 0.1 percentage points lower (0.9%); (b) the five-year extended graduation rate for the class of 2011 would have been 1.9 percentage points higher (91.0%), and the continuation, dropout, and GED certification rates would have been 0.4, 1.3, and 0.2 percentage points lower, respectively (1.2%, 6.6%, and 1.2%, respectively).

## 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, 2002). 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) (Texas Education Agency [TEA], 2012c). 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 designated student groups. For 2012 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. The standards applied to seven student groups: all students, African Americans, Hispanics, Whites, economically disadvantaged students, students served in special education programs, and English language learners. A student who was in the district exclusively as a function of having been detained at a county detention facility but was otherwise not a student of the district in which the facility was located was excluded from campus and district graduation rate calculations.

# National Center for Education Statistics Reporting

## ***Four-Year Adjusted Cohort Graduation Rate***

In 2004, the National Center for Education Statistics (NCES) released a report with the recommendations of a panel of experts on graduation rate calculations. The lead recommendation was for all states to adopt a standard, four-year adjusted cohort graduation rate (NCES, 2004). The adjusted cohort graduation rate is based on the tracking of individual students from the time they begin Grade 9 until the fall following their expected graduation and is the same as the graduation rate that TEA calculates for federal accountability. NCES released the Class of 2011 adjusted cohort graduation rates in November 2012 (NCES, 2012). For the class of 2011, the rates ranged from 88 percent in Iowa to 59 percent in the District of Columbia (Table 45 on page 106). Texas, along with five other states, ranked fourth out of 50 states and the District of Columbia with the third highest adjusted cohort graduation rate (86%).

## ***Averaged Freshman Graduation Rate***

In addition to collecting adjusted cohort graduation rates calculated by each state based on student-level data, NCES calculates averaged freshman graduation rates (AFGRs) based on aggregate enrollment and graduation counts. The AFGR 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 2009-10 AFGRs in January 2013 (NCES, 2013). For 2009-10, the rates ranged from 91.4 percent in Vermont to 57.8 percent in Nevada (Table 46 on page 108). Texas, at 78.9 percent, ranked 25th out of 50 states and the District of Columbia.

A state's AFGR may be lower than its adjusted cohort graduation rate because the AFGR does not account for students who leave for home schools, private schools, or schools out of state. By contrast, a state's AFGR may be higher than its adjusted cohort graduation rate because the AFGR: (a) excludes from the denominator students who entered a state's public schools in the last years of a cohort or (b) includes in its numerator students who take more than four years to graduate.

## ***Event Dropout Rate***

TEA submits annual Grade 9-12 dropout data to NCES, which 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

**Table 45**  
**National Center for Education Statistics Four-Year Adjusted Cohort Graduation Rates (%), by**  
**Race/Ethnicity and State, Class of 2011**

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
Iowa	1	88	73	79	88 <sup>a</sup>	75	90	82
Vermont	2	87	– <sup>b</sup>	–	–	–	–	–
Wisconsin	2	87	64	75	89	72	91	–
Indiana	4	86	75	76	88 <sup>a</sup>	81	88	80
Nebraska	4	86	70	64	83 <sup>a</sup>	74	90	–
New Hampshire	4	86	73	78	87 <sup>a</sup>	73	87	86
North Dakota	4	86	74	62	88 <sup>a</sup>	76	90	–
Tennessee	4	86	78	89	91 <sup>a</sup>	79	89	–
<b>Texas</b>	<b>4</b>	<b>86</b>	<b>81</b>	<b>87</b>	<b>95<sup>a</sup></b>	<b>82</b>	<b>92</b>	<b>92</b>
Illinois	10	84	74	78	92 <sup>a</sup>	77	89	81
Maine	10	84	77	82	90 <sup>a</sup>	87	84	86
Connecticut	12	83	71	72	92	64	89	–
Kansas	12	83	72	72	88 <sup>a</sup>	73	86	81
Maryland	12	83	76	74	93 <sup>a</sup>	72	89	91
Massachusetts	12	83	71	76	88 <sup>a</sup>	62	89	81
New Jersey	12	83	69	87	93 <sup>a</sup>	73	90	84
Pennsylvania	12	83	65	77	88	65	88	75
South Dakota	12	83	73	49	45 <sup>a</sup>	73	88	87
Montana	19	82	81	63	88 <sup>a</sup>	78	85	–
Virginia	19	82	73	–	–	71	86	–
Arkansas	21	81	73	85	75 <sup>a</sup>	77	84	82
Missouri	21	81	66	77	87 <sup>a</sup>	75	85	92
Hawaii	23	80	77	60	81	79	78	–
Ohio	23	80	59	71	88	66	85	71
Wyoming	23	80	58	51	87 <sup>a</sup>	74	82	77
Arizona	26	78	74	62	87	72	85	–
Delaware	26	78	73	78	90 <sup>a</sup>	71	82	93
North Carolina	26	78	72	70	87	69	83	77
Minnesota	29	77	49	42	72	51	84	–
New York	29	77	64	64	86	63	86	79
Rhode Island	29	77	67	66	75 <sup>a</sup>	67	82	77
California	32	76	63	68	89 <sup>a</sup>	70	85	65
Utah	32	76	61	57	72 <sup>a</sup>	57	80	–

Source. Primary data from National Center for Education Statistics (2012).

<sup>a</sup>The value shown represents an aggregation of the values reported by the state for the groups "Asian" and "Pacific Islander." <sup>b</sup>Not available or not found.

**continues**

**Table 45 (continued)**

**National Center for Education Statistics Four-Year Adjusted Cohort Graduation Rates (%), by Race/Ethnicity and State, Class of 2011**

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
Washington	32	76	65	57	81	63	79	73
West Virginia	32	76	72	— <sup>b</sup>	91	71	77	—
Mississippi	36	75	68	76	89 <sup>a</sup>	75	82	—
Colorado	37	74	65	52	81 <sup>a</sup>	60	81	—
Michigan	37	74	57	62	85 <sup>a</sup>	63	80	69
South Carolina	37	74	70	67	84	69	77	—
Alabama	40	72	63	80	77	66	78	—
Florida	41	71	59	70	86 <sup>a</sup>	69	76	—
Louisiana	41	71	64	71	84 <sup>a</sup>	70	77	80
Alaska	43	68	63	51	74 <sup>a</sup>	62	75	65
Oregon	43	68	54	52	78 <sup>a</sup>	58	70	73
Georgia	45	67	60	68	79	58	76	69
New Mexico	46	63	60	56	78	59	73	—
Nevada	47	62	43	52	74 <sup>a</sup>	53	71	80
District of Columbia	48	59	58	—	—	55	85	—
Idaho	—	—	—	—	—	—	—	—
Kentucky	—	—	—	—	—	—	—	—
Oklahoma	—	—	—	—	—	—	—	—

Source. Primary data from National Center for Education Statistics (2012).

<sup>a</sup>The value shown represents an aggregation of the values reported by the state for the groups "Asian" and "Pacific Islander." <sup>b</sup>Not available or not found.

Table 46

## National Center for Education Statistics Averaged Freshman Graduation Rates, by State, 2007-08 Through 2009-10

State	2007-08		2008-09		2009-10		State	2007-08		2008-09		2009-10	
	Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank		Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank
Vermont	89.3	2	89.6	2	91.4	1	Utah	74.3	33	79.4	19	78.6	26
Wisconsin	89.6	1	90.7	1	91.1	2	Oklahoma	78.0	21	77.3	25	78.5	27
North Dakota	83.8	1	87.4	3	88.4	3	West Virginia	77.3	22	77.0	26	78.3	28
Minnesota	86.4	3	87.4	3	88.2	4	California	71.2	39	71.0 <sup>c</sup>	42	78.2	29
Iowa	86.4	3	85.7	5	87.9	5	Indiana	74.1	34	75.2	33	77.2	30
New Jersey	84.6	5	85.3	6	87.2	6	Washington	71.9	38	73.7	37	77.2	30
New Hampshire	83.4	9	84.3	7	86.3	7	North Carolina	72.8	36	75.1	35	76.9	32
Kansas	79.1	18	80.2	15	84.5	8	Rhode Island	76.4	25	75.3	30	76.4	33
Pennsylvania	82.7	10	80.5	14	84.1	9	Oregon	76.7	24	76.5	27	76.3	34
Idaho	80.1	17	80.6	13	84.0	10	New York	70.8	40	73.5	39	76.0	35
Nebraska	83.8	7	82.9	10	83.8	11	Michigan	76.3	27	75.3	30	75.9	36
Missouri	82.4	11	83.1	9	83.7	12	Delaware	72.1	37	73.7	37	75.5	37
Maine	79.1	18	79.9 <sup>a</sup>	17	82.8 <sup>b</sup>	13	Alaska	69.1	42	72.6	40	75.5	37
Massachusetts	81.5	14	83.3	8	82.6	14	Hawaii	76.0	28	75.3	30	75.4	39
Maryland	80.4	15	80.1	16	82.2	15	Connecticut	82.2	12	75.4	28	75.1 <sup>c</sup>	40
Montana	82.0	13	82.0	11	81.9	16	Arkansas	76.4	25	74.0	36	75.0	41
Illinois	80.4	15	77.7	21	81.9	16	Arizona	70.7	41	72.5	41	74.7	42
South Dakota	84.4	6	81.7	12	81.8	18	Alabama	69.0	43	69.9	43	71.8	43
Ohio	79.0	20	79.6	18	81.4	19	Florida	66.9	44	68.9	44	70.8	44
Virginia	77.0	23	78.4	20	81.2	20	Georgia	65.4	46	67.8	45	69.9	45
Tennessee	74.9	31	77.4	24	80.4	21	Louisiana	63.5	48	67.3	46	68.8	46
Wyoming	76.0	28	75.2	33	80.3	22	South Carolina	62.2	49	66.0	47	68.2	47
Kentucky	74.4	32	77.6	22	79.9	23	New Mexico	66.8	45	64.8	48	67.3	48
Colorado	75.4	30	77.6	22	79.8	24	Mississippi	63.9	47	62.0	50	63.8	49
<b>Texas</b>	<b>73.1</b>	<b>35</b>	<b>75.4</b>	<b>28</b>	<b>78.9</b>	<b>25</b>	District of Columbia	56.0	51	62.4	49	59.9	50
							Nevada	56.3	50	56.3 <sup>c</sup>	51	57.8	51
							<b>United States<sup>d</sup></b>	<b>74.7</b>		<b>75.5</b>		<b>78.2</b>	

Source. Primary data from National Center for Education Statistics (2013).

<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>Maine's estimated first-time 9th graders were edited to include 1,419 9th-grade, publicly funded private school students that were reported as 9th graders on the 2006-07 Common Core of Data, but were reported as 10th graders in 2007-08 and as diploma recipients in 2009-10.

<sup>c</sup>Because of item non-response, data for California and Nevada for 2008-09 and data for Connecticut for 2009-10 were imputed based on prior-year rates.

<sup>d</sup>U.S. totals include any of the 50 states and the District of Columbia that reported all data elements.

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 2009-10 Grade 9-12 event dropout rates in January 2013 (NCES, 2013). For 2009-10, the rates ranged from 1.2 percent in New Hampshire to 7.8 percent in Arizona (Table 47 on page 110). Texas, at 2.7 percent, tied for 18th with Maryland and Tennessee out of 50 states and the District of Columbia.

**Table 47**  
**National Center for Education Statistics Event Dropout Rates, Grades 9-12, by State, 2007-08**  
**Through 2009-10**

State	2007-08		2008-09		2009-10		State	2007-08		2008-09		2009-10	
	Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank		Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank
New Hampshire	3.0	16	1.7	5	1.2	1	Iowa	2.9	15	3.1	21	3.4	26
Idaho	2.0	3	1.6	3	1.4	2	Oregon	3.8	21	3.4	26	3.4	26
New Jersey	1.7	1	1.6	3	1.6	3	Missouri	4.9	33	4.3	36	3.5	28
Indiana	1.7	1	1.7	5	1.6	3	Arkansas	4.7	32	4.1	30	3.6	29
Minnesota	2.8	12	1.9	8	1.6	3	New York	3.9	22	4.2	32	3.6	29
Alabama	2.2	4	1.5	2	1.8	6	Georgia	4.3	27	4.2	32	3.8	31
Kansas	2.5	8	2.1	9	2.1	7	Delaware	6.0	45	5.1	43	3.9	32
Pennsylvania	2.6	10	2.3	10	2.1	7	West Virginia	4.4	29	4.1	30	4.0	33
Virginia	2.7	11	2.5	13	2.1	7	Maine	4.4	29	3.6	28	4.2	34
Wisconsin	2.3	5	2.3	10	2.2	10	Ohio	4.3	27	4.2	32	4.2	34
Nebraska	2.5	8	2.4	12	2.2	10	Washington	5.7	44	4.7	38	4.2	34
North Dakota	2.4	7	2.5	13	2.2	10	Michigan	6.2	46	3.8	29	4.3	37
Florida	3.3	18	2.6	16	2.3	13	Montana	5.2	37	5.0	41	4.3	37
Oklahoma	3.1	17	2.5	13	2.4	14	Nevada	5.1	36	5.1 <sup>a</sup>	43	4.5	39
Vermont	–	–	2.6	16	2.4	14	Rhode Island	5.3	41	4.4	37	4.6	40
South Dakota	2.3	5	1.8	7	2.6	16	California	5.0	34	5.0 <sup>a</sup>	41	4.6	40
Utah	4.2	26	3.3	25	2.6	16	North Carolina	5.2	37	5.3	45	4.7	42
Maryland	3.6	20	3.0	20	2.7	18	Louisiana	7.5	50	6.8	47	4.8	43
Tennessee	3.9	22	3.2	23	2.7	18	Hawaii	5.4	42	4.9	39	5.2	44
<b>Texas</b>	<b>4.0</b>	<b>25</b>	<b>3.2</b>	<b>23</b>	<b>2.7</b>	<b>18</b>	Colorado	6.4	47	6.1	46	5.3	45
Massachusetts	3.4	19	2.9	18	2.8	21	Wyoming	5.0	34	1.1	1	6.0	46
Illinois	5.2	37	11.5	51	2.9	22	New Mexico	5.2	37	4.9	39	6.9	47
Connecticut	2.8	12	3.1	21	3.0	23	Alaska	7.3	49	7.0	48	6.9	47
South Carolina	3.9	22	3.4	26	3.0	23	District of Columbia	5.5	43	7.0	48	7.0 <sup>b</sup>	49
Kentucky	2.8	12	2.9	18	3.2	25	Mississippi	4.6	31	4.2	32	7.4	50
							Arizona	6.7	48	8.3	50	7.8	51
							<b>United States<sup>c</sup></b>	<b>4.1</b>		<b>4.1</b>		<b>3.4</b>	

Source. Primary data from National Center for Education Statistics (NCES) (2013).

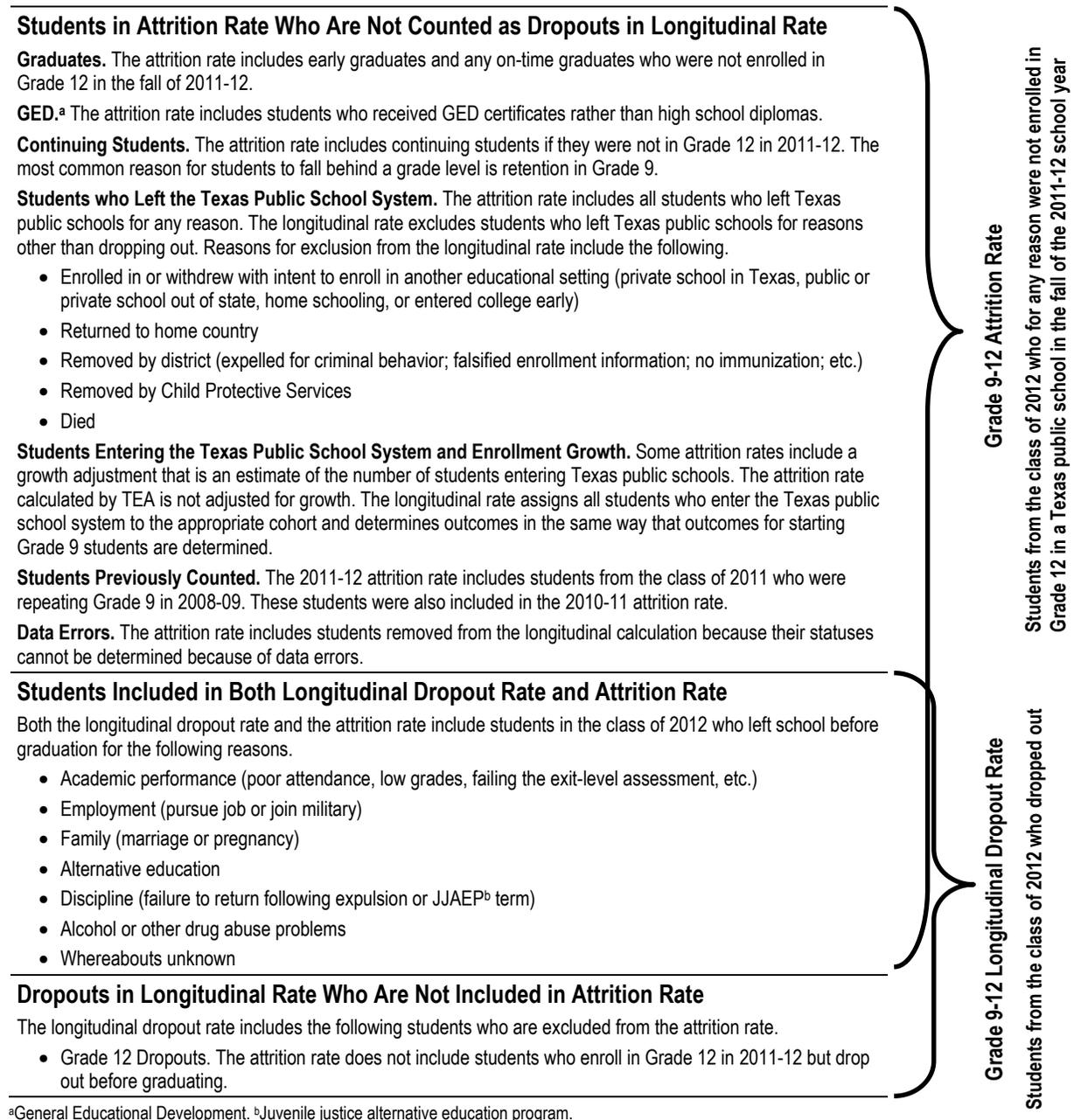
Note. A dash (–) indicates data are not available because the state did not report dropouts consistent with the NCES definition.

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

**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**



<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 GED certificates 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 GED certificates 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. In 2011-12, three leaver codes were added to account for students who: (a) were ordered by court to attend GED programs but did not earn GED certificates; (b) were incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults; or (c) graduated from other states under provisions of the Interstate Compact on Educational Opportunity for Military Children (Texas Education Code [TEC] §39.053, 2011). Districts can now submit 1 of 17 leaver reason codes for each leaver (Table 4 on page 32). As in previous years, there is one code for students who graduate from Texas public school. Of the remaining 16 codes, 13 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 Certificate 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 certificate recipients. Since 2005-06, students who leave school to attend GED programs have been counted as GED certificate 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 123 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) *2012-2013 Public Education Information Management System Post Addendum Version Data Standards* (TEA, 2012d). 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 were attending and were withdrawn under LEAVER-REASON-CODE 83 when the district discovered that the student was not entitled to public school enrollment in the district.** LEAVER-REASON-CODE 83, not entitled to public school enrollment in the district, applies to students who are attending and are withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not entitled to enrollment in the district because the student was not a resident of the district or was not entitled under other provisions of Texas Education Code (TEC) §25.001 or as a transfer student. 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 student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. 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. School leavers with this LEAVER-REASON-CODE are counted as dropouts for state accountability purposes: code 98. School leavers with this LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes: codes 88, 89, 98.

**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>
90	<p><b>Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children</b></p> <p><b>Definition and use:</b> Per TEC §162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state.</p> <p><b>Documentation requirement:</b> Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.</p>
<b>Moved to other educational setting</b>	
24	<p><b>Student entered 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. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter a postsecondary educational setting. Beginning with students</p>

Source. Texas Education Agency (2012d).

**continues**

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

Leaver code	Explanation/clarification and documentation requirements
	<p>leaving in the 2011-12 school year, a district must document that the student has actually entered a postsecondary educational setting. One of the following types of documentation is required to verify enrollment:</p> <p><b>Transcript request.</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. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school).</p> <p><b>Verification by an authorized representative of the college.</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>Verification by the parent/guardian or qualified student.</b> Acceptable documentation includes a letter, signed and dated from the parent, guardian, or qualified student stating that the student has enrolled in college in a program leading to an associate's or bachelor's degree.</p>
60	<p><b>Student is home schooled</b></p> <p><b>Definition and use:</b> Student is being home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. The district is not required to obtain evidence that the program being provided meets educational standards.</p> <p><b>Documentation requirement:</b> A district must document that the parent/guardian is home schooling the student. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment:</p> <p><b>Verification by the parent/guardian.</b> A letter, signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from parents/guardians must indicate the actual date home schooling began.</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 enrolled in a private school in Texas</b></p> <p><b>Student enrolled in a public or private school outside of Texas</b></p> <p><b>Definition and use:</b> Student is enrolled 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). Documentation of actual enrollment is required. This code is also used when a student moves from the district without withdrawing but the district receives a records request.</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</p>

Source: Texas Education Agency (2012d).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	<p>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> Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter another educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually enrolled in a private school in Texas, the Texas Job Corps Diploma Program, or a private or public school outside Texas. One of the following types of documentation is required to verify enrollment:</p> <p><b>Transcript request.</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. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school).</p> <p><b>Verification by the superintendent or authorized campus or district administrator of the receiving district.</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 and contact information for the school and verifying that the student is enrolled, signed and dated by an authorized campus or district administrator of the district.</p> <p><b>Verification by the parent/guardian or qualified student.</b> Acceptable documentation includes a letter, signed and dated, from the parent/guardian or qualified student stating 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.</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>
<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 attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.</b></p> <p><b>Definition and use:</b> This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident of the district</p>

Source. Texas Education Agency (2012d).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	<p>and who stops attending because he/she has moved. This code is also for rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption.</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) or by rule of the Department of State Health Services, 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. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps:</p> <ol style="list-style-type: none"> <li>1. District provides oral or written notice, appropriately documented, to the student's parent, guardian, or qualified student him- or herself of intent to withdraw the student, reasons for the withdrawal, effective date of withdrawal, and date of hearing or conference at which the parent, guardian, or qualified student will have an opportunity to respond to the allegations that the student is not entitled to be enrolled in the district. Steps 2 and 3 are not required for cases in which the parent, guardian or qualified student agrees that the student is not entitled to enrollment in the district. Step 4 is always required for charter districts.</li> <li>2. District provides a hearing or conference at which the district presents the reasons for withdrawal, and the parent, guardian, or qualified student is given the opportunity to respond to the reasons for withdrawal.</li> <li>3. District provides a written report to the parent, guardian, or qualified student that contains the findings of fact and district decision following the hearing or conference. The written report shall include notice of the parent's, guardian's, or qualified student's right to appeal the district's decision.</li> <li>4. Charter districts shall notify the school district in which the student resides within three business days of withdrawing a student from a charter school, per Texas Administrative Code §100.1211.</li> </ol>
<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 returned 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> <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 campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. 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</p>

Source: Texas Education Agency (2012d).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	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 campus or district administrator.
88	<p><b>Student was ordered by a court to attend a GED program and has not earned a GED certificate</b></p> <p><b>Definition and use:</b> This code is for students who are court-ordered to attend a GED program and have not earned a GED certificate at any time during the prior school year, including the summer (through August 31) following the close of the prior year.</p> <p><b>Documentation requirement:</b> Acceptable documentation is a copy of the court order stating that the student has been ordered to attend a high school equivalency or GED program. Documentation must include the name of the student, the date of the order, the name of the judge making the order, and the county in which the judge presides. The order should state that, under Article 45.054, Code of Criminal Procedure, the court is ordering the student to attend a high school equivalency or GED program or to take a high school equivalency or GED exam.</p>
89	<p><b>Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult</b></p> <p><b>Definition and use:</b> Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.</p> <p><b>Documentation requirement:</b> Acceptable documentation is one of the following: 1) Oral notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, to an authorized representative of the district, that the student is incarcerated. The written statement of the oral notification shall be signed and dated by the authorized representative. 2) Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.</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 (2012d).



## **Appendix D Supplemental Tables**

Table D-1  
Grade 9 Longitudinal Graduation 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 and Dropout Rates,  
by Race/Ethnicity and Economic Status,  
Texas Public Schools, Classes of 1998 Through 2008

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, 2011-12

Table D-5  
Grade 9 Longitudinal Graduation and Dropout Rates,  
Charters and Traditional Districts,  
Texas Public Schools, Class of 2012

Table D-6  
Grade 9 Longitudinal Graduation and Dropout Rates,  
by Race/Ethnicity and Economic Status,  
Texas Public Schools, Class of 2012

Table D-1

### Grade 9 Longitudinal Graduation 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		Graduated, continued, or received GED	
		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
<b>Hispanic</b>													
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

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 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		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
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
<b>White</b>													
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
<b>Economically disadvantaged</b>													
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
<b>Female</b>													
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

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.

continues

Table D-1 (continued)

## Grade 9 Longitudinal Graduation 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		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
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
<b>Male</b>													
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
<b>State</b>													
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 and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Classes of 1998 Through 2008**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued		Graduated, continued, or received GED	
		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
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
<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
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
<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
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

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 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 <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 and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Classes of 1998 Through 2008**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
<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
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
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
<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
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
<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
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 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 <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 and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Classes of 1998 Through 2008**

Class year	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued		Graduated, continued, or received GED	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
State													
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
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

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 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. <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 GED certificates, 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, 2011-12**

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Charters	60,861	4.1	4,634	13.5	7.6
Traditional districts	1,424,003	95.9	29,689	86.5	2.1
State	1,407,697	100	34,285	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 2012**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Charters	11,678	6,297	53.9	2,200	18.8	653	5.6	2,528	21.6
Traditional districts	305,080	271,481	89.0	13,550	4.4	2,545	0.8	17,504	5.7
State	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3

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

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

**Table D-6**  
**Grade 9 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status,**  
**Texas Public Schools, Class of 2012**

Group	Class	Graduated		Continued		Received GED <sup>a</sup>		Dropped out		Graduated or continued	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,429	89.1
American Indian	1,569	1,360	86.7	66	4.2	32	2.0	111	7.1	1,426	90.9
Asian	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	10,977	97.7
Hispanic	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	132,160	91.0
Pacific Islander	<450	– <sup>b</sup>	89.0	–	6.5	–	0.5	–	4.1	–	95.4
White	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	105,305	95.7
Multiracial	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,832	95.2
Econ. disad. <sup>c</sup>	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	139,215	91.2
State	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	293,528	92.7

Note. Parts may not add to 100 percent because of rounding. Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category. Racial groups (African American, American Indian, Asian, Pacific Islander, White, and multiracial) do not include students of Hispanic ethnicity.

<sup>a</sup>General Educational Development certificate. <sup>b</sup>A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. <sup>c</sup>Economically disadvantaged.



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

Introduction

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

## Introduction

### Overview

Table E-1 on page 142 specifies the criteria the Texas Education Agency (TEA) applies to the data elements used to calculate annual dropout rates and longitudinal graduation 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, 2012b).

### 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 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. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the cohort who have final statuses. The longitudinal dropout rate is the number of students who drop out divided by the total number of students who have final statuses.

Attendance data from 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 2008-09 make up the class of 2012 Grade 9 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. Each cohort was tracked using PEIMS through the four or more years of the cohort. Students in the class of 2012 were tracked into the fall semester following their anticipated graduation date of spring 2012. 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 GED certificates, 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 certificate 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 2011-12 and was identified as a migrant that year, the student is included in 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 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-Enrollment 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-Enrollment 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-Enrollment 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-Enrollment 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-Enrollment 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-Enrollment 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-Enrollment 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-Enrollment 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-Demographic record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 101-Demographic 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 2011-12 school year, PEIMS summer collection (Submission 3) on the 101-Demographic record. Otherwise, PEIMS fall collection (Submission 1) on the 101-Demographic record. <b>Criteria.</b> Student coded as "01," "02," or "99" for the Economic Disadvantage Code.
English language learner	Student characteristic	<b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 400-Basic Attendance and 500-Flexible Attendance records. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record. <b>Criteria.</b> Student coded as "1" for the LEP Indicator Code.

**continues**

**Table E-1 (continued)**  
**Student Characteristic and Program Participation Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations**

Data element	Data type	Source and criteria
Gifted and talented	Instructional program	<p><b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 400-Basic Attendance and 500-Flexible Attendance records. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria.</b> Student coded as "1" for the Gifted Talented Indicator Code.</p>
Immigrant	Student characteristic	<p><b>Data source.</b> PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria.</b> Student coded as "1" for the Immigrant Indicator Code.</p>
Migrant	Student characteristic	<p><b>Data source.</b> For students enrolled in membership, PEIMS summer collection (Submission 3) on the 101-Demographic record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 101-Demographic 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-Basic Attendance and 500-Flexible Attendance 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-Basic Attendance or 405-Special Education Attendance record and either the 500-Flexible Attendance or 505-Special Education Flexible Attendance record. For students enrolled but not in membership or enrolled in the fall of 2010, PEIMS fall collection (Submission 1) on the 110-Enrollment record.</p> <p><b>Criteria.</b> (a) a 405-Special Education Attendance record submission; (b) a 400-Attendance 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-Attendance 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 enrollment 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-Enrollment 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-Enrollment 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.**

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