

The Texas Education Code (TEC) §29.918 states that a district or open-enrollment charter school with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how that school system will use the Compensatory Education Allotment for developing and implementing strategies for dropout prevention.

Identification

To identify school systems with “relatively high dropout rates”, only school systems with dropout rates above their respective accountability group averages were referred to the Division of School Improvement:

- four-year longitudinal dropout rate above 4.5% for standard accountability school systems, and
- four-year longitudinal dropout rate above 31.9% for Alternative Education Accountability (AEA) school systems

The top 25% of standard accountability school systems, identified as having a “high dropout rate”, are required to submit a Dropout Prevention Plan and Needs Assessment via [Plan4learning](#).

- School systems held to standard accountability are required to submit a dropout prevention plan if they had a **longitudinal dropout rate greater than or equal to 9.6%**.

All AEA school systems, identified as having a “high dropout rate”, are required to submit a Dropout Prevention Plan and Needs Assessment via [Plan4learning](#).

- School systems held to alternative education accountability (AEA) standards with a longitudinal dropout rate **greater than or equal to 38.9%** are also required to submit a dropout prevention plan.

Statutory Submission Requirements

At a minimum, the dropout prevention plan must include the following items as outlined in TEC §29.918(d): A school district or open-enrollment charter school to which this section applies shall, in its plan submit under Subsection (a):

- (1) design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;
- (2) integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - (A) high-quality, college readiness instruction with strong academic, and social supports;
 - (B) secondary-to-postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and

(C) information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence, and success to the extent funds are available for the purpose; and

(3) plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

Dropout Prevention Plan and Needs Assessment Template

School systems identified as having a “high dropout rate” will complete the Dropout Prevention Plan and Needs Assessment Template, found on the Dropout Prevention Plan Monitoring section of the [Division of School Improvement webpage](#), and submit to the Agency via [Plan4Learning](#) by **November 19, 2026**. The workbook contains all statutory requirements and additional open-ended questions in the second tab (Needs Assessment) regarding processes, procedures, training, and program effectiveness for the school systems’ dropout prevention plan. **School systems are expected to enter a response to all questions in both tabs of the workbook.**

A school system that develops and maintains its District Improvement Plan (DIP) in [Plan4Learning](#) may instead use the DIP to satisfy the Dropout Prevention Plan requirement by uploading the DIP printout rather than uploading the completed TEA template.