

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2021-22

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
Enrollment													
17	50,000 and over	451,088	11,935	3.5	2.7	0.5	3.2	3.4	1.2	1.7	5.0	3.4	2.6
36	25,000 to 49,999	427,249	7,206	2.2	1.4	0.4	2.0	2.1	0.9	1.3	2.9	2.3	1.7
67	10,000 to 24,999	349,751	5,068	1.9	1.7	0.3	1.7	1.1	0.9	1.2	2.4	2.2	1.4
76	5,000 to 9,999	187,801	7,187	6.5	2.3	0.7	4.6	3.9	1.4	3.5	6.6	4.1	3.8
90	3,000 to 4,999	109,170	1,194	1.2	0.3	0.3	1.3	0.9	0.8	0.9	1.6	1.6	1.1
132	1,600 to 2,999	88,729	963	1.2	1.8	0.2	1.5	0.0	0.7	1.0	1.6	1.7	1.1
149	1,000 to 1,599	61,414	1,396	5.1	1.7	1.1	3.1	1.7	1.1	2.9	3.1	2.7	2.3
213	500 to 999	51,746	1,570	8.9	6.8	4.7	3.9	15.6	1.4	1.9	6.3	1.6	3.0
318	Under 500	30,688	458	3.0	1.0	0.4	2.3	0.0	0.6	1.4	1.2	1.7	1.5
TEA District Type													
11	Major Urban	288,826	10,141	4.9	4.7	1.1	3.6	3.1	2.0	2.4	5.4	4.3	3.5
75	Major Suburban	553,179	9,744	2.2	1.6	0.4	2.3	2.0	0.9	1.3	3.5	2.3	1.8
35	Other Central City	267,971	3,858	2.1	1.2	0.2	1.7	2.1	0.9	1.2	2.3	2.2	1.4
165	Other Central City Suburban	300,076	3,248	1.4	1.1	0.2	1.3	1.1	0.8	0.9	1.8	1.8	1.1
51	Independent Town	65,833	1,008	2.2	1.0	1.2	1.7	4.4	1.1	1.1	2.1	1.9	1.5
26	Non-metropolitan Fast Growing	14,212	75	0.8	0.0	0.0	0.6	5.0	0.4	1.5	1.3	1.0	0.5
185	Non-metropolitan Stable	104,306	1,158	1.5	1.9	0.4	1.3	0.0	0.8	1.3	2.1	1.6	1.1
433	Rural	57,303	266	0.6	0.8	0.4	0.6	0.0	0.4	0.5	0.7	0.9	0.5
117	Charter Schools	105,930	7,479	12.3	8.0	1.0	6.6	11.3	4.6	8.8	6.7	6.7	7.1
NCES District Type													
95	City-Large	496,065	18,730	5.9	4.4	0.9	3.9	3.8	2.2	3.2	5.4	4.3	3.8
28	City-Midsize	157,533	3,276	3.3	2.3	0.4	2.3	2.7	1.2	2.0	2.4	2.8	2.1
27	City-Small	73,224	939	2.3	1.3	0.3	1.3	1.0	0.9	1.2	1.5	2.0	1.3
95	Suburban-Large	544,405	8,580	2.1	1.3	0.3	2.0	2.1	0.9	1.3	3.1	2.2	1.6
27	Suburban-Midsize	49,087	662	1.9	0.0	0.3	1.7	1.9	1.0	0.6	2.9	2.0	1.3
4	Suburban-Small	5,121	94	3.1	0.0	0.0	2.3	0.0	1.2	3.2	2.7	4.3	1.8
34	Town-Fringe	41,793	693	1.6	0.6	0.5	2.0	0.0	1.3	2.0	2.7	2.3	1.7
97	Town-Distant	73,973	1,016	1.9	1.6	1.7	1.6	3.2	1.0	1.0	2.1	1.8	1.4
75	Town-Remote	51,809	701	1.5	2.0	0.2	1.5	4.2	1.0	1.8	1.8	2.1	1.4
128	Rural-Fringe	170,377	1,771	1.6	1.0	0.4	1.4	0.8	0.6	0.9	2.1	1.6	1.0
285	Rural-Distant	71,123	390	0.7	1.0	0.3	0.7	0.0	0.5	0.8	1.0	1.1	0.5
203	Rural-Remote	23,126	125	0.5	1.0	0.0	0.5	0.0	0.5	0.7	0.3	0.6	0.5
NCES District Type, Charter Schools Separate													
34	City-Large	434,050	13,243	4.2	3.5	0.8	3.3	2.5	1.8	2.1	4.9	3.8	3.1

Note. See notes after table for category descriptions.

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				Afr. Amr.		Pac.		Multi-racial		Spec. ed.		All students	
18	City-Midsize	150,225	2,226	2.3	1.7	0.3	1.6	2.4	0.9	1.3	2.1	2.1	1.5
22	City-Small	71,411	923	2.4	1.4	0.3	1.3	1.1	0.9	1.1	1.5	1.9	1.3
75	Suburban-Large	514,888	7,706	2.0	1.3	0.3	2.0	2.2	0.7	1.1	3.2	2.1	1.5
25	Suburban-Midsize	48,002	658	1.9	0.0	0.3	1.7	1.9	1.0	0.6	3.0	2.1	1.4
4	Suburban-Small	5,121	94	3.1	0.0	0.0	2.3	0.0	1.2	3.2	2.7	4.3	1.8
32	Town-Fringe	41,527	692	1.7	0.6	0.5	2.0	0.0	1.3	2.0	2.7	2.3	1.7
95	Town-Distant	73,667	1,014	1.9	1.6	1.7	1.6	3.2	1.0	1.0	2.1	1.8	1.4
73	Town-Remote	51,349	700	1.5	2.0	0.2	1.5	4.2	1.0	1.9	1.8	2.1	1.4
119	Rural-Fringe	167,853	1,766	1.6	1.1	0.4	1.4	0.8	0.6	0.9	2.1	1.7	1.1
282	Rural-Distant	70,553	360	0.6	1.0	0.3	0.6	0.0	0.4	0.8	0.9	1.0	0.5
202	Rural-Remote	23,060	116	0.5	1.0	0.0	0.5	0.0	0.5	0.7	0.3	0.5	0.5
117	Charter Schools	105,930	7,479	12.3	8.0	1.0	6.6	11.3	4.6	8.8	6.7	6.7	7.1

District Accountability Rating

368	A	434,744	3,671	1.5	1.2	0.1	1.1	1.5	0.4	0.7	1.7	1.4	0.8
597	B	1,156,340	26,689	3.4	2.1	0.5	2.7	2.0	1.1	1.8	4.1	2.9	2.3
95	C	121,637	4,098	3.8	1.8	1.5	4.0	4.1	1.8	2.8	5.1	3.9	3.4
6	Not Rated	2,280	1,013	49.8	50.0	30.6	47.0	83.3	36.4	22.2	43.1	26.9	44.4
29	Not Rated: Senate Bill 1365	19,920	610	3.1	6.9	1.1	3.4	0.0	2.3	2.6	4.9	3.5	3.1
3	Not Rated: Data Under Review	22,715	896	4.1	0.0	1.2	4.3	0.0	3.4	4.2	3.8	3.5	3.9

Property Wealth: Median (\$466,850)

98	Under \$227,266	163,147	2,966	2.5	1.6	1.0	1.8	2.3	1.6	1.8	2.4	2.8	1.8
99	\$227,266 to \$298,151	84,308	1,473	2.2	1.1	0.4	2.0	1.2	1.0	1.4	2.5	2.3	1.7
98	\$298,152 to \$359,448	142,087	2,654	2.1	1.4	0.5	2.3	3.7	1.1	1.5	3.3	2.4	1.9
102	\$359,449 to \$416,805	116,798	1,891	2.2	1.2	0.6	2.0	4.1	0.8	1.2	4.1	2.0	1.6
98	\$416,806 to \$466,849	192,638	3,144	2.4	1.4	0.4	1.8	2.2	0.9	1.3	2.6	2.2	1.6
97	\$466,850 to \$547,831	220,821	3,524	2.1	2.3	0.3	1.9	1.2	1.1	1.5	2.6	2.3	1.6
99	\$547,832 to \$664,798	253,547	4,304	2.7	2.1	0.5	2.1	0.9	0.9	1.1	3.5	2.4	1.7
101	\$664,799 to \$846,803	180,473	1,922	1.8	0.5	0.2	1.6	1.4	0.5	0.9	2.6	1.8	1.1
94	\$846,804 to \$1,182,163	225,789	6,478	4.1	2.7	0.5	3.8	2.0	0.9	1.7	6.0	3.2	2.9
88	Over \$1,182,163	66,084	991	2.4	1.1	0.6	2.1	4.2	0.7	1.3	2.9	2.2	1.5
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8

Property Wealth: Average (\$599,909)

647	Under \$599,909	1,062,608	18,803	2.4	1.8	0.4	2.0	2.4	1.1	1.4	2.9	2.4	1.8
327	Over \$599,909	583,084	10,544	2.9	1.6	0.4	2.6	1.5	0.7	1.1	4.6	2.3	1.8
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Property Wealth: Equal Student Groups													
40	Under \$164,606	80,559	1,299	0.9	5.7	1.2	1.6	0.0	0.9	2.6	2.2	2.4	1.6
66	\$164,606 to < \$234,712	85,100	1,692	2.5	1.1	1.0	2.0	2.4	1.6	1.7	2.6	3.1	2.0
91	\$234,712 to < \$298,152	81,796	1,448	2.2	1.1	0.4	2.0	1.2	1.0	1.4	2.5	2.4	1.8
64	\$298,152 to < \$340,843	74,272	1,024	1.4	1.9	0.3	1.8	2.0	0.9	1.3	1.9	1.8	1.4
36	\$340,843 to < \$359,962	87,999	2,647	4.0	0.5	1.0	3.3	6.5	1.6	2.4	5.6	3.3	3.0
94	\$359,962 to < \$411,857	83,520	763	1.3	1.3	0.6	0.9	2.1	0.8	1.0	1.3	1.7	0.9
32	\$411,857 to < \$427,868	82,082	851	1.5	1.0	0.4	1.2	1.7	0.6	0.9	2.1	1.4	1.0
51	\$427,868 to < \$456,750	81,137	1,582	3.3	1.3	0.5	2.2	3.2	0.9	1.5	3.5	2.5	1.9
42	\$456,750 to < \$479,670	82,987	1,856	2.3	2.6	0.4	2.6	2.0	1.5	2.0	3.2	3.0	2.2
57	\$479,670 to < \$526,224	82,212	1,368	1.8	3.2	0.4	2.0	0.9	1.2	1.3	2.1	2.2	1.7
14	\$526,224 to < \$539,089	91,840	1,044	1.8	1.4	0.2	1.4	0.7	0.7	1.1	2.4	1.9	1.1
33	\$539,089 to < \$573,876	84,028	2,415	3.9	3.2	1.0	3.0	3.7	1.8	2.3	4.1	3.7	2.9
30	\$573,876 to < \$602,435	101,043	1,228	1.6	1.8	0.4	1.6	0.0	0.8	0.9	2.5	2.1	1.2
45	\$602,435 to < \$674,066	84,261	886	1.9	1.3	0.4	1.5	0.0	0.5	0.7	3.1	1.6	1.1
37	\$674,066 to < \$710,768	84,833	627	1.2	0.3	0.2	1.2	1.8	0.4	0.8	2.4	1.2	0.7
55	\$710,768 to < \$836,577	85,489	1,145	2.4	0.7	0.3	1.9	0.7	0.7	0.9	2.5	2.1	1.3
43	\$836,577 to < \$949,515	104,051	2,833	4.0	3.9	0.4	3.6	2.5	0.8	1.9	5.5	2.8	2.7
23	\$949,515 to < \$1,039,446	75,550	3,008	4.6	2.2	1.4	4.6	2.3	1.7	2.5	7.2	4.5	4.0
81	\$1,039,446 to < \$1,892,208	78,217	1,110	2.2	1.1	0.2	2.3	2.3	0.7	1.0	4.1	1.8	1.4
40	\$1,892,208 and over	34,716	521	2.6	0.0	0.7	2.1	3.0	0.6	1.3	2.9	2.3	1.5
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8
Tax: Local Adopted Rate (Avg=1.2093)													
221	Under \$1.0809	65,437	979	2.1	2.3	1.2	1.8	4.4	1.1	1.3	2.7	1.7	1.5
249	\$1.0809 to under \$1.2148	356,296	6,788	3.1	1.3	0.9	2.2	2.4	0.9	1.4	3.6	2.6	1.9
251	\$1.2148 to under \$1.3239	574,243	10,640	2.6	1.9	0.3	2.4	2.2	0.9	1.2	3.8	2.4	1.9
253	\$1.3239 and over	649,716	10,940	2.4	1.6	0.4	2.1	1.5	0.9	1.4	3.1	2.4	1.7
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8
Tax: Local M & O Rates (Avg=0.9852)													
296	Under \$0.9661	596,118	7,947	2.0	1.3	0.4	1.7	1.8	0.7	1.1	2.4	2.1	1.3
346	\$0.9661 to \$1.0135	486,493	9,518	2.8	1.3	0.5	2.4	2.7	1.0	1.4	4.0	2.4	2.0
332	\$1.0136 and over	563,081	11,882	3.0	2.5	0.4	2.5	1.9	1.0	1.5	3.7	2.7	2.1
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8
Highest Property Value													
509	Residential	1,413,764	25,429	2.5	1.8	0.4	2.3	1.9	0.9	1.2	3.5	2.5	1.8

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				Afr. Am.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
12	Land	732	2	0.0	0.0	0.0	0.3	0.0	0.2	0.0	0.0	0.0	0.3
63	Oil and gas	14,663	123	1.1	0.0	0.0	1.2	0.0	0.2	0.5	0.5	1.3	0.8
390	Business	216,533	3,793	2.7	1.4	0.4	2.0	3.5	1.0	1.9	3.4	2.1	1.8
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8
Small and Mid-sized District Allotment (Avg=\$1,165,011)													
166	No small and mid-sized district allotment	1,320,186	26,007	2.7	1.8	0.4	2.4	2.2	1.0	1.4	3.7	2.7	2.0
170	Under \$606,466	51,010	1,400	4.7	3.2	0.8	3.2	4.1	1.5	2.4	3.2	2.9	2.7
252	\$606,466 to under \$935,665	133,364	2,371	3.8	2.9	1.0	2.2	3.5	1.1	1.3	2.9	1.7	1.8
253	\$935,665 to under \$1,345,421	104,136	1,857	2.8	1.6	1.4	2.3	3.8	1.0	2.1	2.5	2.3	1.8
257	\$1,345,421 and over	148,940	5,342	9.0	2.6	0.5	4.0	2.4	1.0	4.1	5.4	3.5	3.6
Operating Cost Per Student (Avg=\$11,015)													
209	Under \$10,386	636,491	9,381	2.1	1.8	0.3	1.9	2.2	0.9	1.3	2.4	2.1	1.5
227	\$10,386 to \$11,555	538,475	13,723	4.1	1.8	0.5	3.2	2.4	1.0	2.1	4.8	3.0	2.5
224	\$11,556 to \$12,739	365,327	10,175	3.9	2.9	1.0	3.0	3.4	1.4	2.0	4.6	3.2	2.8
230	\$12,740 to \$14,761	189,306	3,257	2.8	1.8	0.8	1.8	1.0	1.0	1.4	2.2	2.3	1.7
208	Over \$14,761	28,037	441	2.8	1.3	0.0	2.1	0.0	0.7	1.2	1.8	1.7	1.6
Education Service Center Regions													
43	I Edinburg	131,500	1,755	1.7	2.1	0.4	1.3	0.0	1.3	1.1	2.1	2.1	1.3
35	II Corpus Christi	30,304	615	3.5	4.2	0.2	2.1	0.0	1.8	1.0	2.4	3.1	2.0
30	III Victoria	15,101	143	1.3	6.7	1.6	0.9	0.0	0.8	0.4	1.0	1.2	0.9
64	IV Houston	385,186	8,816	2.9	1.7	0.5	2.8	3.1	1.0	1.6	4.8	2.8	2.3
36	V Beaumont	24,921	454	2.9	3.2	0.7	2.4	0.0	1.1	1.2	4.9	2.2	1.8
55	VI Huntsville	67,991	825	2.1	1.2	0.3	1.3	1.3	0.9	1.1	1.9	1.9	1.2
97	VII Kilgore	60,267	710	1.4	1.3	0.7	1.2	0.0	1.1	1.4	1.5	1.6	1.2
42	VIII Mt Pleasant	16,678	169	1.8	0.0	0.0	0.7	0.0	0.9	0.9	0.3	1.7	1.0
35	IX Wichita Falls	11,158	79	1.8	2.3	0.0	0.5	0.0	0.6	1.9	0.7	1.0	0.7
104	X Richardson	281,867	8,915	4.9	2.4	0.3	4.3	2.4	0.9	2.5	5.7	3.4	3.2
82	XI Fort Worth	201,598	4,177	3.1	1.4	0.4	2.8	1.5	1.1	1.8	3.5	2.7	2.1
77	XII Waco	52,892	999	3.1	1.0	0.5	2.2	2.9	1.1	1.6	2.6	2.7	1.9
62	XIII Austin	124,322	2,772	4.5	4.0	0.7	2.8	6.1	1.3	1.5	3.5	2.7	2.2
44	XIV Abilene	17,179	222	2.4	5.2	0.3	1.4	0.0	1.0	2.0	1.8	1.8	1.3
45	XV San Angelo	15,541	185	1.0	0.0	0.0	1.7	0.0	0.5	0.0	3.1	1.3	1.2
58	XVI Amarillo	24,529	253	2.2	0.8	0.5	1.1	4.5	0.8	0.8	1.6	2.0	1.0
59	XVII Lubbock	25,416	368	3.5	2.2	1.2	1.6	5.3	0.7	0.4	2.2	2.1	1.4

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33	XVIII Midland	26,283	716	4.6	6.0	2.4	2.8	2.8	2.0	3.1	2.9	2.8	2.7
17	XIX El Paso	58,429	1,641	4.9	4.3	0.5	2.8	4.6	2.9	2.6	3.7	4.6	2.8
80	XX San Antonio	155,710	4,345	4.8	3.2	0.6	3.1	1.2	1.5	2.2	3.7	3.9	2.8

STAAR: Achieved the Approaches Grade Level Standard, %

0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
198	Under 65.1%	293,451	14,026	6.5	4.2	1.6	4.6	6.3	3.4	5.4	5.7	4.7	4.8
212	65.1% to under 72.0%	481,722	12,787	3.3	2.5	1.0	2.8	3.1	1.7	2.3	4.1	3.2	2.7
238	72.0% to under 78.0%	356,554	5,004	1.7	1.6	0.5	1.7	1.7	0.9	1.1	2.7	2.2	1.4
244	78.0% to under 84.0%	416,223	4,142	1.6	1.3	0.3	1.3	0.7	0.6	0.9	2.1	1.6	1.0
206	84.0% and over	209,686	1,018	0.7	0.6	0.1	0.8	1.4	0.4	0.5	1.4	0.9	0.5

SAT/ACT 2020-21: Participation, %

445	0% to under 55%	434,288	12,565	5.7	3.2	1.4	3.0	3.1	1.5	3.1	4.2	3.1	2.9
167	55% to under 70%	305,531	6,030	2.9	1.7	0.6	2.5	1.6	0.9	1.5	4.2	2.7	2.0
469	70% and over	1,015,640	18,215	2.5	1.6	0.3	2.3	2.4	0.8	1.2	3.5	2.4	1.8
17	No graduates	2,177	167	22.0	22.2	0.0	8.9	0.0	3.9	3.0	5.8	4.4	7.7

SAT/ACT 2020-21: At or Above Criterion, %

74	None met criterion	20,073	4,635	32.9	22.2	21.6	23.8	33.3	7.4	30.1	28.0	20.4	23.1
94	Under 10%	78,144	1,679	2.2	2.1	0.4	2.2	0.0	1.7	2.2	2.8	2.4	2.1
236	10% to under 20%	392,975	11,852	4.0	3.1	1.2	3.0	3.4	2.1	3.1	4.1	3.4	3.0
331	20% to under 35%	596,779	11,036	2.6	1.8	0.7	2.1	2.3	1.0	1.5	3.2	2.6	1.8
325	35% and over	663,600	6,523	1.4	1.0	0.2	1.4	1.3	0.6	0.8	2.3	1.7	1.0
38	No test takers	6,065	1,252	34.4	31.0	21.8	20.2	55.6	15.1	12.9	23.0	10.5	20.6

Student Density (Avg=19 Students/Sq Mile)

441	Fewer than 5	85,206	678	0.8	1.0	0.6	1.0	2.5	0.5	0.8	1.4	1.2	0.8
255	5 to fewer than 20	158,683	1,620	1.4	1.9	0.6	1.2	0.0	0.7	1.0	1.7	1.3	1.0
148	20 to fewer than 100	281,324	4,092	2.0	1.3	0.8	1.8	2.0	0.9	1.1	2.6	2.2	1.5
130	100 and over	1,120,479	22,957	2.7	1.8	0.4	2.5	2.2	1.0	1.4	3.9	2.7	2.0
124	Non-taxing entities	111,944	7,630	12.1	8.5	1.1	6.4	10.0	4.6	8.1	6.6	6.5	6.8

Student Change: 20/21-21/22 (Avg= 1%)

458	Declining students	881,166	21,034	3.4	2.7	0.6	2.6	2.3	1.3	1.8	3.8	2.9	2.4
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Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2021-22

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.		Multi-racial		Spec. ed.		All students	
				Am.	Ind.	Asian	Hisp.	Isl.	White		EB/EL		
272	0% to under 3%	381,643	5,934	2.2	1.3	0.4	2.0	2.4	0.9	1.3	3.1	2.3	1.6
189	3% to under 6%	303,044	2,951	1.3	1.1	0.1	1.3	1.3	0.7	0.9	1.7	1.5	1.0
97	6% to under 10%	127,409	5,234	11.3	1.1	0.6	5.2	3.6	1.0	4.4	7.7	4.3	4.1
82	10% and over	64,374	1,824	4.4	4.7	1.4	3.7	6.7	1.8	2.0	5.3	2.4	2.8
Students: African American, % (Avg=13%)													
823	Under 10%	852,140	11,941	2.1	1.7	0.3	1.8	1.2	0.7	1.0	2.4	2.1	1.4
224	10% to under 30%	814,114	22,595	3.6	2.3	0.5	3.5	3.2	1.3	2.2	5.0	3.2	2.8
33	30% to under 50%	73,666	1,680	2.5	1.4	0.6	2.4	2.5	1.9	1.9	3.2	3.3	2.3
11	50% to under 70%	11,632	622	4.7	6.4	2.7	7.7	0.0	4.2	3.4	10.9	4.3	5.3
5	70% to under 90%	5,719	129	1.8	0.0	0.0	3.4	0.0	6.7	3.6	3.7	2.7	2.3
2	90% and over	365	10	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.7
Students: Hispanic, % (Avg=53%)													
78	Under 10%	22,219	136	1.1	0.7	0.2	0.9	0.0	0.5	0.8	1.8	1.2	0.6
354	10% to under 30%	336,493	2,863	1.6	1.0	0.2	1.2	0.4	0.6	0.7	2.4	1.5	0.9
273	30% to under 50%	515,775	6,790	2.0	1.4	0.3	1.6	1.9	0.9	1.3	2.4	1.9	1.3
185	50% to under 70%	449,630	16,561	5.4	3.1	1.0	3.9	3.9	2.0	3.4	5.4	4.0	3.7
115	70% to under 90%	234,867	6,996	4.3	3.9	0.9	2.9	5.2	2.1	2.9	4.3	3.5	3.0
93	90% and over	198,652	3,631	3.5	3.6	0.7	1.8	2.3	2.2	1.1	2.3	2.6	1.8
Students: White, % (Avg=26%)													
173	Under 10%	539,528	18,713	5.4	3.4	1.2	3.2	4.2	3.1	5.1	4.6	3.9	3.5
192	10% to under 30%	524,701	11,699	2.8	2.9	0.5	2.5	3.1	1.6	1.8	3.4	3.0	2.2
229	30% to under 50%	416,831	4,900	1.6	0.9	0.3	1.5	1.5	0.8	1.1	2.2	1.8	1.2
266	50% to under 70%	204,747	1,367	1.0	1.0	0.1	0.8	0.0	0.6	0.8	1.4	1.2	0.7
223	70% to under 90%	70,185	291	0.6	0.8	0.2	0.5	2.2	0.4	0.6	0.9	0.9	0.4
15	90% and over	1,644	7	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	1.4	0.4
Students: Econ Disad, % (Avg=61%)													
23	Under 10%	32,111	111	0.6	1.9	0.1	0.6	0.0	0.3	0.5	0.8	0.8	0.3
73	10% to under 30%	147,105	759	0.8	0.3	0.1	0.8	0.0	0.4	0.6	1.5	0.9	0.5
217	30% to under 50%	395,511	3,723	1.4	1.1	0.3	1.3	0.8	0.6	0.8	2.2	1.7	0.9
415	50% to under 70%	437,851	7,577	2.5	1.7	0.6	2.0	2.2	1.1	1.7	2.9	2.3	1.7
302	70% to under 90%	650,594	17,609	3.5	2.8	0.9	2.7	3.5	1.9	2.4	4.0	3.3	2.7
68	90% and over	94,464	7,198	17.9	11.9	8.3	6.0	25.0	12.3	18.4	6.2	7.2	7.6

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2021-22

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
Teacher Experience (Avg=11.1 yrs)													
241	Under 10.1 years	325,851	12,179	5.4	2.8	0.9	3.7	3.9	2.3	4.0	4.7	3.7	3.7
284	10.1 to under 12.0 years	951,544	19,259	2.8	2.2	0.4	2.6	2.3	1.0	1.4	4.0	2.7	2.0
290	12.0 to under 13.9 years	345,338	4,017	1.1	0.8	0.2	1.6	1.7	0.7	0.9	2.4	1.8	1.2
283	13.9 years and over	134,903	1,522	2.2	2.1	1.1	1.3	1.5	0.6	1.0	2.0	1.7	1.1
Teacher Salary (Avg=\$58,887)													
273	Under \$50,424	100,462	2,515	3.9	4.3	1.2	3.1	3.4	1.6	2.0	3.8	2.1	2.5
280	\$50,424 to under \$53,382	157,780	3,003	3.1	1.9	0.8	2.4	3.1	1.0	1.9	2.4	2.4	1.9
273	\$53,382 to under \$56,918	273,304	4,525	2.6	1.3	0.7	2.0	2.4	0.9	1.3	2.7	2.3	1.7
272	\$56,918 and over	1,226,090	26,934	3.3	2.0	0.4	2.6	2.2	1.0	1.7	4.1	2.8	2.2
Teachers: White, % (Avg=56%)													
52	Under 10%	128,101	2,245	9.5	5.9	0.9	1.6	2.1	2.9	3.5	2.3	2.5	1.8
78	10% to under 30%	309,344	13,833	6.1	3.9	1.3	4.3	5.6	3.2	6.3	6.1	4.9	4.5
63	30% to under 50%	192,355	4,367	2.8	2.8	0.6	2.3	0.7	2.0	2.1	3.4	3.0	2.3
140	50% to under 70%	487,957	11,284	2.9	2.8	0.5	2.6	3.1	1.7	1.9	3.5	3.0	2.3
392	70% to under 90%	514,135	4,358	1.4	0.6	0.2	1.1	1.4	0.6	0.8	1.6	1.4	0.8
373	90% and over	125,744	890	1.1	1.0	0.4	0.9	1.1	0.6	0.9	1.6	1.3	0.7
Teachers with Adv Degrees, % (Avg=26.0%)													
255	Under 14.9%	80,423	858	1.8	1.9	0.5	1.3	2.5	0.7	1.0	1.3	1.4	1.1
285	14.9% to under 20.8%	206,441	2,412	1.5	1.3	0.6	1.3	1.9	0.9	1.1	1.8	1.8	1.2
280	20.8% to under 26.2%	467,280	8,977	2.9	1.6	1.0	2.2	1.5	1.0	1.4	3.5	2.4	1.9
278	26.2% and over	1,003,492	24,730	3.5	2.3	0.4	3.1	2.7	1.1	1.9	4.4	3.1	2.5
U.S.-Mexico Border Region													
98	Border districts	209,806	3,542	3.1	3.6	0.4	1.7	3.7	1.9	1.7	2.4	2.7	1.7
1,000	Non-border districts	1,547,830	33,435	3.2	2.0	0.4	2.8	2.3	1.0	1.7	4.2	2.6	2.2

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2019 tax year state-certified property values. All data are for the 2021-22 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

TEA District Type. Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter schools make up a ninth subcategory. The subcategories are as follows.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,125,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in

the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,124,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 1,124,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 884 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 70 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district

enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter Schools. Charter schools are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter schools are subject to fewer regulations than other public school districts. Generally, charter schools are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter schools are monitored and accredited under the statewide testing and accountability system.

NCES District Type. The National Center for Education Statistics (NCES) has a classification system that categorizes districts into twelve subcategories based on factors such as population size and proximity to urban areas. The NCES subcategories are composed of four basic types (City, Suburban, Town, and Rural) which are further differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). Charter schools are assigned one of the twelve subcategories; there is not a separate subcategory for charter schools. For more information on NCES' categorization, please see the [Locale Boundaries File Documentation](#).

City – Large. Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize. Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small. Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large. Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize. Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small. Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe. Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant. Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote. Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe. Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant. Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote. Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

NCES District Type, Charter Schools Separate. The twelve NCES district type subcategories are the same as listed above, but charter schools are placed into a separate thirteenth subcategory.

Charter Schools. As noted above in TEA District Types, charter schools are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter schools are subject to fewer regulations than other public school districts. Generally, charter schools are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter schools are monitored and accredited under the statewide testing and accountability system.

District Accountability Rating

This category refers to the district rating based on the 2022 accountability system. Generally, a district rating is based upon district performance on three domains:

- Student Achievement,
- School Progress, and
- Closing the Gaps.

For the 2022 accountability cycle, Senate Bill 1365, passed by the 87th Texas Legislature in 2021, required the commissioner to issue a "Not Rated" accountability status if a district or campus would have received an overall rating of D or F. Districts and campuses that earned an overall scaled score of 60-69 were considered acceptable. The *2022 Accountability Manual* remained as a technical guide that explained how information from different sources would have been used to calculate and assign accountability ratings. For a more detailed explanation of the accountability system, see the [2022 Accountability Manual](#).

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#).

Dropout Rate. The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#).

Education Service Center Regions. The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by

the ESC regions that serve them, not by the ESC regions in which they are located geographically.

Emergent Bilingual Student/English Learner. A student is classified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, EB students/ELs are students who were identified as having limited English proficiency in the 2021-22 school year.

Enrollment. Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value. Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;
- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student. Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median. Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from two years prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter schools make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2020-21: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is

divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. Beginning with 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

SAT/ACT 2020-21: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small and Mid-sized District Allotment. Beginning with the 2019-20 school year, small and mid-sized district adjustments were recreated as a stand-alone allotment for small and mid-sized districts. Districts are grouped into four subcategories, each with approximately the same number of districts, based on the small and mid-sized district allotment received. Districts not receiving a small and mid-sized allotment make up a fifth subcategory.

Special Education. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Student Change: 2020-21 – 2021-22. Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density. Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and White, Percentage. In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) his or her race, or races,

based on a student's option to report more than one race. African American students are not reported as Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

Students: Economically Disadvantaged, Percentage.

Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

STAAR: Achieved the Approaches Grade Level Standard, Percentage.

Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter schools make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience. Districts are grouped into four subcategories, each with approximately the same

number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage. Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region. Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.