

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, 2022-23

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Enrollment													
16	50,000 and over	438,243	9,836	2.9	1.6	0.5	2.8	2.0	0.9	1.5	4.2	2.9	2.2
38	25,000 to 49,999	456,539	8,263	2.3	2.1	0.5	2.1	1.4	1.0	1.6	3.0	2.5	1.8
67	10,000 to 24,999	354,501	4,929	2.0	2.4	0.2	1.5	1.4	1.0	1.3	2.1	2.0	1.4
81	5,000 to 9,999	188,121	3,100	2.1	2.5	0.3	2.1	1.4	0.9	1.7	2.2	2.1	1.6
88	3,000 to 4,999	114,563	3,551	9.3	2.5	0.6	3.6	1.9	0.9	1.9	5.3	3.0	3.1
135	1,600 to 2,999	91,627	1,490	2.7	1.6	0.4	2.2	2.2	0.8	1.3	2.0	1.7	1.6
144	1,000 to 1,599	57,992	539	2.8	0.5	0.6	1.1	0.0	0.5	1.0	1.6	1.1	0.9
212	500 to 999	52,559	1,530	7.9	3.5	3.8	3.9	8.8	1.4	2.4	5.4	1.5	2.9
319	Under 500	31,013	601	4.8	1.0	1.1	3.0	0.0	0.7	1.0	1.6	1.9	1.9
TEA District Type													
11	Major Urban	287,444	9,024	4.0	3.5	1.6	3.3	3.4	1.8	2.7	4.7	4.1	3.1
75	Major Suburban	560,161	9,494	2.1	1.4	0.3	2.2	1.3	0.8	1.3	3.4	2.3	1.7
35	Other Central City	272,061	3,590	2.3	1.5	0.2	1.5	1.2	0.8	1.3	1.9	1.9	1.3
168	Other Central City Suburban	312,484	3,303	1.5	2.5	0.2	1.2	0.8	0.8	1.1	1.4	1.7	1.1
53	Independent Town	67,696	821	1.6	2.0	0.6	1.3	0.9	0.9	1.8	1.4	1.3	1.2
34	Non-metropolitan Fast Growing	16,590	360	3.6	2.7	1.8	2.9	0.0	1.3	1.8	2.0	2.3	2.2
181	Non-metropolitan Stable	102,650	848	0.9	1.5	0.3	1.0	0.0	0.6	0.8	1.4	1.1	0.8
427	Rural	56,836	271	0.8	0.0	0.0	0.6	0.0	0.4	0.3	0.8	0.6	0.5
116	Charter Schools	109,236	6,128	9.6	5.5	0.9	5.3	7.4	3.7	5.0	4.7	4.7	5.6
NCES District Type													
96	City-Large	509,361	16,884	4.8	3.7	1.1	3.4	3.9	1.9	2.7	4.5	3.8	3.3
28	City-Midsize	161,259	3,088	3.3	2.2	0.3	2.1	1.6	1.1	1.8	2.0	2.5	1.9
26	City-Small	74,108	930	2.1	2.7	0.1	1.3	1.0	0.8	1.6	1.5	2.0	1.3
95	Suburban-Large	538,401	7,575	1.9	1.1	0.2	1.8	0.6	0.7	1.2	2.7	1.9	1.4
27	Suburban-Midsize	48,810	537	1.3	1.3	0.2	1.5	0.8	0.7	1.2	2.1	1.6	1.1
4	Suburban-Small	5,101	79	3.1	3.3	0.0	1.6	0.0	1.2	2.1	2.7	2.8	1.5
34	Town-Fringe	45,821	1,084	3.0	3.7	0.8	2.7	0.9	1.8	2.0	3.3	2.6	2.4
96	Town-Distant	74,145	863	1.4	2.4	0.8	1.2	0.8	1.0	1.4	1.6	1.3	1.2
77	Town-Remote	54,334	799	2.8	4.9	1.1	1.4	0.0	1.2	1.9	1.4	1.6	1.5
125	Rural-Fringe	177,507	1,555	1.2	0.3	0.3	1.1	0.8	0.6	0.7	1.6	1.5	0.9
286	Rural-Distant	72,937	311	0.7	0.4	0.0	0.5	2.2	0.4	0.6	0.5	0.8	0.4
206	Rural-Remote	23,374	134	0.9	0.0	0.0	0.6	0.0	0.6	0.5	0.8	0.7	0.6
NCES District Type, Charter Schools Separate													
35	City-Large	434,170	12,132	3.6	3.3	1.1	3.0	3.4	1.6	2.3	4.4	3.6	2.8

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.		Multi-racial		Spec. ed.		All students	
				Am.	Ind.	Asian	Hisp.	Isl.	White	EB/EL			
18	City-Midsize	152,367	2,208	2.5	1.9	0.3	1.5	1.3	0.9	1.5	1.7	2.1	1.4
22	City-Small	72,466	870	2.0	2.7	0.0	1.2	1.1	0.8	1.5	1.5	2.0	1.2
74	Suburban-Large	519,408	7,213	1.9	1.1	0.2	1.8	0.6	0.6	1.1	2.8	1.9	1.4
25	Suburban-Midsize	48,424	537	1.3	1.3	0.2	1.5	0.8	0.7	1.3	2.1	1.6	1.1
4	Suburban-Small	5,101	79	3.1	3.3	0.0	1.6	0.0	1.2	2.1	2.7	2.8	1.5
32	Town-Fringe	45,556	1,076	3.0	3.7	0.8	2.7	0.9	1.8	2.0	3.3	2.6	2.4
94	Town-Distant	73,836	860	1.4	2.4	0.8	1.2	0.8	1.0	1.4	1.6	1.3	1.2
75	Town-Remote	53,872	799	2.9	4.9	1.1	1.4	0.0	1.2	1.9	1.4	1.6	1.5
117	Rural-Fringe	174,814	1,540	1.2	0.3	0.3	1.1	0.8	0.6	0.7	1.6	1.5	0.9
283	Rural-Distant	72,621	278	0.5	0.4	0.0	0.5	2.2	0.3	0.6	0.5	0.6	0.4
205	Rural-Remote	23,287	119	0.9	0.0	0.0	0.5	0.0	0.5	0.3	0.8	0.6	0.5
116	Charter Schools	109,236	6,128	9.6	5.5	0.9	5.3	7.4	3.7	5.0	4.7	4.7	5.6
District Accountability Rating													
1,100	Ratings not available	1,785,158	33,839	2.8	2.0	0.4	2.3	1.6	0.9	1.5	3.2	2.3	1.9
Property Wealth: Median (\$499,517)													
98	Under \$244,631	147,871	2,538	2.9	5.1	1.5	1.6	1.4	2.0	2.1	1.7	2.5	1.7
99	\$244,631 to \$317,856	112,661	1,752	1.8	2.7	0.8	1.7	0.9	1.1	1.9	2.2	2.4	1.6
98	\$317,857 to \$379,743	142,945	3,079	2.4	2.7	0.7	2.5	2.0	1.2	1.7	3.7	2.6	2.2
101	\$379,744 to \$444,928	120,550	1,263	1.4	1.3	0.6	1.3	2.2	0.6	1.3	2.3	1.4	1.0
99	\$444,929 to \$499,516	195,404	3,545	2.7	1.1	0.4	2.1	0.7	1.0	1.5	2.7	2.4	1.8
99	\$499,517 to \$583,732	228,816	3,004	1.7	1.0	0.2	1.6	1.0	0.7	1.1	2.5	1.9	1.3
97	\$583,733 to \$692,097	219,266	3,313	2.6	1.7	0.5	1.8	2.3	0.7	1.4	2.9	2.2	1.5
100	\$692,098 to \$882,231	191,218	2,255	1.9	1.1	0.3	1.8	1.2	0.6	1.0	3.3	1.7	1.2
96	\$882,232 to \$1,217,688	245,024	5,551	3.1	2.5	0.5	3.2	1.5	0.7	1.4	4.8	2.7	2.3
90	Over \$1,217,688	65,846	1,232	4.3	1.6	0.6	2.4	0.0	1.0	1.6	2.9	2.2	1.9
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Property Wealth: Average (\$631,760)													
644	Under \$631,760	1,099,682	17,849	2.2	1.9	0.4	1.9	1.6	0.9	1.5	2.6	2.2	1.6
333	Over \$631,760	569,919	9,683	2.6	1.8	0.4	2.4	1.0	0.7	1.2	4.1	2.2	1.7
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Property Wealth: Equal Student Groups													
48	Under \$191,241	94,292	1,574	4.3	2.9	1.1	1.5	0.0	2.9	3.3	1.6	2.4	1.7
64	\$191,241 to < \$251,917	82,128	1,341	2.1	5.9	1.4	1.7	1.7	1.1	1.5	2.0	2.3	1.6
84	\$251,917 to < \$316,888	84,011	1,375	1.9	2.6	0.9	1.8	0.0	1.1	2.0	2.3	2.6	1.6
60	\$316,888 to < \$355,840	89,173	1,901	2.2	3.8	0.9	2.4	2.8	1.5	1.9	3.0	2.9	2.1

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hispanic	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
71	\$355,840 to < \$399,525	75,018	1,381	2.5	0.9	0.4	2.3	1.7	0.7	1.5	4.0	1.8	1.8
57	\$399,525 to < \$437,254	87,244	1,034	1.5	1.8	0.7	1.4	1.9	0.6	1.4	2.6	1.6	1.2
53	\$437,254 to < \$466,931	84,352	831	1.6	0.7	0.3	1.1	0.8	0.7	0.8	1.7	1.1	1.0
39	\$466,931 to < \$488,752	88,686	1,868	2.9	1.2	0.3	2.6	0.0	0.9	1.5	3.9	2.8	2.1
55	\$488,752 to < \$523,458	81,508	1,740	2.2	1.5	0.9	2.5	1.0	1.2	1.9	3.2	2.7	2.1
23	\$523,458 to < \$547,824	81,223	982	1.4	0.0	0.2	1.6	0.8	0.7	1.3	1.9	1.9	1.2
25	\$547,824 to < \$574,353	87,823	1,053	2.0	0.8	0.3	1.4	1.6	0.6	0.9	2.5	1.7	1.2
37	\$574,353 to < \$604,829	83,488	1,909	3.4	3.3	0.8	2.5	5.4	1.1	2.1	3.3	2.7	2.3
36	\$604,829 to < \$640,713	85,160	870	1.8	0.6	0.4	1.3	0.9	0.5	0.9	2.0	1.8	1.0
51	\$640,713 to < \$711,268	87,232	951	2.3	2.0	0.4	1.3	0.0	0.5	1.1	2.6	1.7	1.1
30	\$711,268 to < \$753,747	73,143	645	1.4	0.3	0.1	1.5	0.8	0.5	0.9	3.0	1.1	0.9
44	\$753,747 to < \$836,417	85,549	1,208	2.0	1.1	0.5	2.1	2.1	0.7	1.0	3.3	2.2	1.4
55	\$836,417 to < \$989,691	84,473	799	1.5	1.3	0.2	1.5	0.0	0.5	1.0	2.1	1.6	0.9
17	\$989,691 to < \$1,048,130	56,629	1,933	3.9	5.6	1.3	3.6	2.6	1.4	3.6	4.6	3.7	3.4
23	\$1,048,130 to < \$1,147,749	73,194	2,341	3.7	0.6	0.9	4.0	2.5	1.0	1.5	6.4	3.8	3.2
105	\$1,147,749 and over	105,275	1,796	3.0	2.5	0.4	2.5	0.9	0.8	1.3	3.8	2.0	1.7
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Tax: Local Adopted Rate (Avg=1.1823)													
220	Under \$1.0600	88,177	1,322	2.2	3.2	1.1	1.7	1.4	1.0	1.5	2.5	2.0	1.5
251	\$1.0600 to under \$1.1800	367,444	5,896	2.7	1.7	0.6	1.9	1.0	0.8	1.2	2.9	2.0	1.6
254	\$1.1800 to under \$1.3001	529,378	9,062	2.4	1.9	0.4	2.1	0.9	0.8	1.5	3.2	2.4	1.7
252	\$1.3001 and over	684,602	11,252	2.2	1.7	0.4	2.1	2.0	0.8	1.4	3.1	2.2	1.6
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Tax: Local M & O Rates (Avg=0.9551)													
317	Under \$0.9388	665,502	9,882	2.2	1.2	0.4	1.9	0.9	0.7	1.2	3.1	2.1	1.5
327	\$0.9388 to \$0.9640	381,241	5,564	2.0	1.4	0.4	1.8	1.2	0.9	1.2	2.4	2.0	1.5
333	\$0.9641 and over	622,858	12,086	2.6	2.9	0.5	2.2	2.5	0.9	1.8	3.3	2.4	1.9
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Highest Property Value													
526	Residential	1,450,938	23,824	2.3	1.8	0.4	2.1	1.5	0.8	1.3	3.0	2.2	1.6
11	Land	666	4	0.0	0.0	0.0	1.3	0.0	0.2	0.0	4.3	1.0	0.6
51	Oil and gas	15,454	373	7.3	3.9	4.8	2.3	14.3	1.8	3.6	1.7	2.7	2.4
389	Business	202,543	3,331	2.5	2.0	0.2	1.8	0.5	1.0	1.9	3.2	1.8	1.6
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5

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				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Small and Mid-sized District Allotment (Avg=\$1,170,137)													
165	No small and mid-sized district allotment	1,332,512	24,465	2.5	2.1	0.4	2.2	1.5	0.9	1.5	3.3	2.5	1.8
173	Under \$598,887	55,712	1,194	3.3	0.7	0.5	2.6	1.9	1.1	2.1	2.0	2.5	2.1
250	\$598,887 to under \$923,256	129,737	2,610	4.1	2.9	1.5	2.5	2.4	1.0	1.7	3.0	1.6	2.0
256	\$923,256 to under \$1,354,116	114,595	1,604	2.8	1.1	0.1	1.7	2.9	0.8	1.2	1.6	1.4	1.4
256	\$1,354,116 and over	152,602	3,966	6.2	2.1	0.6	3.0	1.3	0.8	2.0	3.5	2.5	2.6
Operating Cost Per Student (Avg=\$11,720)													
216	Under \$10,992	725,827	11,056	2.2	1.5	0.2	2.1	1.2	0.9	1.3	2.5	2.1	1.5
228	\$10,992 to \$12,386	489,990	8,414	2.5	1.9	0.7	2.1	2.1	0.8	1.4	3.3	2.1	1.7
225	\$12,387 to \$13,849	378,828	9,173	3.2	3.5	1.1	2.6	2.5	1.3	2.4	3.6	2.8	2.4
221	\$13,850 to \$15,987	155,322	2,388	2.8	1.2	1.0	1.5	1.6	0.9	1.9	1.6	2.0	1.5
210	Over \$15,987	35,191	2,808	20.9	6.3	1.8	8.2	4.8	1.6	4.4	15.3	6.5	8.0
Education Service Center Regions													
42	I Edinburg	133,427	1,346	2.7	5.7	0.3	1.0	4.2	1.2	1.1	1.2	1.6	1.0
36	II Corpus Christi	30,331	497	3.4	0.0	1.0	1.7	0.0	1.3	1.6	1.8	2.4	1.6
32	III Victoria	15,379	165	1.6	13.0	0.0	1.1	0.0	1.0	0.4	1.7	1.2	1.1
65	IV Houston	393,323	8,084	2.6	1.6	0.5	2.6	0.8	0.8	1.2	4.2	2.7	2.1
36	V Beaumont	25,197	463	3.5	3.1	0.7	2.4	0.0	0.7	2.2	4.5	2.1	1.8
55	VI Huntsville	70,094	787	1.7	2.2	0.3	1.2	0.0	0.9	1.4	1.7	1.6	1.1
97	VII Kilgore	63,638	1,031	2.0	1.7	1.0	1.9	0.0	1.3	1.7	1.9	1.9	1.6
42	VIII Mt Pleasant	16,744	125	1.3	2.3	0.0	0.6	0.0	0.6	1.5	0.8	1.5	0.7
36	IX Wichita Falls	11,207	82	1.8	3.1	0.0	0.8	0.0	0.6	0.4	0.7	0.7	0.7
104	X Richardson	284,562	7,193	3.8	1.7	0.2	3.5	1.3	0.8	1.5	4.5	2.8	2.5
82	XI Fort Worth	202,661	3,620	2.9	1.4	0.5	2.4	2.0	0.8	1.7	2.9	2.0	1.8
77	XII Waco	53,412	856	2.5	4.0	0.5	1.8	1.4	1.0	1.4	2.2	2.6	1.6
63	XIII Austin	127,253	2,960	4.4	3.6	0.5	3.1	3.6	1.3	2.0	3.3	2.4	2.3
43	XIV Abilene	17,197	210	1.9	1.9	0.5	1.7	5.3	0.8	1.4	3.0	1.6	1.2
45	XV San Angelo	15,633	136	1.5	0.0	1.2	1.1	20.0	0.5	0.8	1.6	1.0	0.9
58	XVI Amarillo	24,588	237	2.3	0.0	0.9	1.0	0.0	0.8	1.5	1.0	1.9	1.0
59	XVII Lubbock	25,827	438	3.3	0.0	0.8	2.0	0.0	0.9	1.7	2.4	2.2	1.7
32	XVIII Midland	27,344	688	4.8	3.5	2.0	2.6	2.6	1.9	2.8	3.0	3.0	2.5
17	XIX El Paso	57,813	1,850	7.3	7.1	3.0	3.0	3.6	5.8	5.8	3.7	4.9	3.2
79	XX San Antonio	159,340	4,331	4.8	4.9	1.2	2.9	2.8	1.6	2.3	3.5	3.6	2.7

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				Afr. Am.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
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
193	Under 68.1%	303,792	12,959	5.4	4.1	1.9	4.1	4.0	3.5	4.3	4.8	4.2	4.3
211	68.1% to under 74.0%	426,405	9,517	2.8	2.4	1.1	2.4	1.3	1.3	2.0	3.5	2.7	2.2
235	74.0% to under 80.0%	414,960	6,306	2.1	2.5	0.7	1.7	2.5	1.0	1.4	2.4	2.1	1.5
247	80.0% to under 85.0%	392,121	3,816	1.4	0.8	0.3	1.3	0.2	0.5	0.9	2.1	1.6	1.0
214	85.0% and over	247,880	1,241	0.7	0.4	0.1	0.9	0.4	0.4	0.5	1.1	0.9	0.5
SAT/ACT 2021-22: Participation, %													
383	0% to under 55%	390,830	11,479	5.3	3.8	1.3	3.0	2.2	1.7	2.7	3.7	2.9	2.9
187	55% to under 70%	324,913	5,623	2.9	1.9	0.7	1.9	1.9	0.9	1.5	2.8	2.1	1.7
516	70% and over	1,067,302	16,628	2.1	1.6	0.4	2.1	1.4	0.7	1.3	3.1	2.2	1.6
14	No graduates	2,113	109	13.5	20.0	4.2	4.1	0.0	1.4	2.0	0.9	3.5	5.2
SAT/ACT 2021-22: At or Above Criterion, %													
70	None met criterion	12,539	1,081	13.3	8.7	0.0	8.5	15.4	5.5	9.7	7.1	5.9	8.6
126	Under 10%	96,840	3,845	7.5	5.5	1.6	3.8	2.9	1.4	3.7	5.4	3.8	4.0
235	10% to under 20%	424,154	9,689	3.0	2.9	1.0	2.3	1.7	1.5	2.3	3.0	2.8	2.3
355	20% to under 35%	593,602	11,278	2.8	1.8	0.9	2.1	1.9	1.1	1.7	3.3	2.4	1.9
283	35% and over	652,260	6,664	1.5	1.0	0.2	1.5	0.8	0.6	0.9	2.3	1.6	1.0
31	No test takers	5,763	1,282	32.6	20.7	19.5	23.2	37.5	14.0	17.2	22.7	11.0	22.2
Student Density (Avg=19 Students/Sq Mile)													
436	Fewer than 5	84,562	523	0.8	0.7	0.0	0.8	0.0	0.5	0.4	0.9	0.8	0.6
263	5 to fewer than 20	161,738	1,701	1.5	3.4	0.9	1.2	0.0	0.8	1.1	1.5	1.2	1.1
145	20 to fewer than 100	272,705	3,621	2.1	1.2	0.6	1.6	0.8	0.8	1.3	2.1	1.9	1.3
133	100 and over	1,150,596	21,687	2.5	1.8	0.4	2.3	1.6	0.9	1.5	3.4	2.6	1.9
123	Non-taxing entities	115,557	6,307	9.4	5.8	1.0	5.2	6.4	3.9	4.8	4.6	4.7	5.5
Student Change: 21/22-22/23 (Avg= 2%)													
411	Declining students	583,473	15,959	3.9	2.4	0.9	3.2	2.8	1.2	2.0	4.6	3.0	2.7
304	0% to under 3%	657,382	8,451	2.0	1.7	0.2	1.6	1.1	0.7	1.2	2.3	1.9	1.3
204	3% to under 6%	371,050	5,223	1.8	1.8	0.3	1.7	0.7	0.9	1.4	2.0	2.0	1.4
107	6% to under 10%	112,369	2,127	3.0	1.6	0.5	2.2	2.4	1.0	2.1	1.8	2.4	1.9
74	10% and over	60,884	2,079	5.5	4.3	0.8	4.3	4.9	2.0	1.9	3.7	2.7	3.4

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, 2022-23

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Students: African American, % (Avg=13%)													
827	Under 10%	862,865	11,219	1.9	2.1	0.4	1.6	1.2	0.7	1.1	2.1	1.9	1.3
222	10% to under 30%	829,763	20,256	3.1	1.8	0.5	3.1	1.8	1.2	1.8	4.1	2.7	2.4
34	30% to under 50%	76,584	1,769	2.6	3.2	0.5	2.6	2.1	1.6	1.9	4.0	3.3	2.3
10	50% to under 70%	10,345	491	4.2	9.1	2.2	6.6	0.0	3.6	4.2	8.9	4.5	4.7
5	70% to under 90%	5,255	93	1.4	0.0	0.0	2.7	0.0	3.4	4.8	3.2	1.7	1.8
2	90% and over	346	11	2.8	0.0	0.0	5.0	0.0	0.0	14.3	0.0	4.1	3.2
Students: Hispanic, % (Avg=53%)													
75	Under 10%	21,002	109	1.0	0.0	0.0	0.7	0.0	0.4	0.8	1.3	1.1	0.5
354	10% to under 30%	332,775	2,603	1.6	0.5	0.2	1.2	0.5	0.5	0.8	2.2	1.3	0.8
276	30% to under 50%	540,036	6,874	1.8	1.7	0.3	1.5	1.1	0.8	1.3	2.3	1.8	1.3
191	50% to under 70%	452,865	14,771	4.7	2.9	1.1	3.4	3.4	1.8	2.6	4.7	3.4	3.3
114	70% to under 90%	232,290	6,183	3.4	3.6	1.4	2.6	2.2	2.3	3.4	3.6	3.3	2.7
90	90% and over	206,190	3,299	3.7	7.2	1.2	1.6	2.2	1.9	3.0	1.7	2.4	1.6
Students: White, % (Avg=26%)													
169	Under 10%	544,313	15,720	4.3	3.7	1.4	2.7	1.8	2.8	3.6	3.7	3.4	2.9
207	10% to under 30%	605,160	12,816	2.7	2.4	0.4	2.5	2.4	1.4	1.9	3.2	2.6	2.1
227	30% to under 50%	391,563	4,004	1.4	1.2	0.2	1.3	0.7	0.8	1.1	1.7	1.5	1.0
263	50% to under 70%	179,031	1,042	0.9	0.7	0.2	0.8	0.0	0.5	0.6	1.5	0.9	0.6
219	70% to under 90%	63,444	248	0.7	0.0	0.0	0.6	0.0	0.4	0.4	1.2	0.8	0.4
15	90% and over	1,647	9	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.5	0.5
Students: Econ Disad, % (Avg=62%)													
20	Under 10%	29,166	85	0.4	0.0	0.1	0.5	0.0	0.3	0.2	0.2	0.5	0.3
66	10% to under 30%	129,215	651	0.8	0.3	0.1	1.0	0.0	0.4	0.8	1.5	1.0	0.5
191	30% to under 50%	335,048	2,784	1.2	1.1	0.2	1.2	1.3	0.5	0.9	2.0	1.4	0.8
450	50% to under 70%	521,500	9,399	2.6	1.7	0.5	2.2	1.3	1.1	1.5	2.9	2.3	1.8
308	70% to under 90%	680,717	17,916	3.7	3.1	1.2	2.6	2.4	1.7	2.8	3.6	3.1	2.6
65	90% and over	89,512	3,004	6.0	9.8	4.6	2.9	9.1	8.6	6.1	3.2	3.0	3.4
Teacher Experience (Avg=11.0 yrs)													
235	Under 9.9 years	353,176	9,798	3.6	3.0	0.7	2.9	1.9	1.7	2.4	3.5	3.0	2.8
297	9.9 to under 11.9 years	955,436	18,036	2.6	1.7	0.4	2.4	1.7	0.9	1.4	3.6	2.4	1.9
291	11.9 to under 13.8 years	338,576	4,772	2.0	1.6	0.4	1.8	1.4	0.9	1.4	2.2	1.9	1.4
277	13.8 years and over	137,970	1,233	2.2	3.2	0.4	1.1	0.0	0.4	0.5	1.4	1.4	0.9

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, 2022-23

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
Teacher Salary (Avg=\$60,717)													
278	Under \$51,807	87,278	2,069	4.0	1.7	0.6	3.3	4.2	1.1	1.9	2.5	1.9	2.4
272	\$51,807 to under \$54,901	172,654	3,821	3.7	3.0	1.1	2.7	1.9	1.3	2.1	3.5	1.9	2.2
276	\$54,901 to under \$58,740	274,386	4,135	2.5	1.9	0.5	1.8	0.8	0.8	1.3	2.0	2.2	1.5
274	\$58,740 and over	1,250,840	23,814	2.7	2.0	0.4	2.3	1.7	0.9	1.5	3.4	2.5	1.9
Teachers: White, % (Avg=55%)													
59	Under 10%	153,277	2,137	3.9	7.5	0.6	1.3	0.0	2.1	3.8	1.6	2.1	1.4
73	10% to under 30%	304,321	11,404	4.7	3.7	1.6	3.6	2.8	3.0	4.0	5.0	4.3	3.7
76	30% to under 50%	253,921	5,704	2.7	1.7	0.6	2.4	1.8	1.8	2.0	3.1	3.0	2.2
142	50% to under 70%	453,579	9,753	2.7	2.8	0.4	2.6	2.9	1.3	1.8	3.3	2.5	2.2
393	70% to under 90%	500,188	3,792	1.2	1.0	0.1	1.0	0.4	0.6	0.9	1.4	1.2	0.8
357	90% and over	119,872	1,049	2.0	0.4	0.4	1.4	0.0	0.6	0.8	1.8	1.2	0.9
Teachers with Adv Degrees, % (Avg=25.8%)													
257	Under 15.3%	90,039	940	1.6	0.7	0.8	1.2	0.0	0.7	1.3	1.2	1.2	1.0
285	15.3% to under 20.9%	202,555	2,148	1.7	2.5	0.9	1.1	0.5	0.8	1.1	1.3	1.3	1.1
279	20.9% to under 26.6%	532,439	9,176	2.6	1.9	0.8	2.0	0.8	0.9	1.3	3.1	2.2	1.7
279	26.6% and over	960,125	21,575	3.1	2.1	0.4	2.9	2.1	1.0	1.7	3.8	2.8	2.2
U.S.-Mexico Border Region													
97	Border districts	211,240	3,256	4.8	7.4	1.3	1.4	2.8	3.1	4.3	1.8	2.3	1.5
1,003	Non-border districts	1,573,918	30,583	2.8	1.8	0.4	2.5	1.5	0.9	1.5	3.6	2.4	1.9

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 2020 tax year state-certified property values. All data are for the 2022-23 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 1,195,000; (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 1,194,999; 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 1,194,999; 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 889 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 annual accountability system. Generally, a district rating is based upon district performance on three domains:

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

For the 2023 accountability cycle, accountability ratings are not publicly available, pending judicial rulings. In the district accountability rating category, all districts are given the label "Rating not available." For a more detailed explanation of the accountability system, see the [2023 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, 2022-23](#).

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, 2022-23](#).

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 2022-23 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 2021-22: 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 2021-22: 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: 2021-22 – 2022-23. 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. In 2023, STAAR was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

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.