

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, Class of 2024

Districts	Category	Students	Dropouts	Rate (%)										All students
				Afr. Am.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ed.	EB	
Enrollment														
16	50,000 and over	97,659	6,688	9.3	6.6	1.0	8.3	11.5	3.1	5.1	12.5	10.6	6.8	
37	25,000 to 49,999	101,650	4,821	5.9	7.3	1.3	5.6	5.0	2.8	4.1	8.4	7.9	4.7	
70	10,000 to 24,999	83,581	3,893	6.8	8.5	0.6	5.0	5.6	3.4	4.4	7.0	7.3	4.7	
84	5,000 to 9,999	43,486	2,360	6.6	2.9	1.2	6.6	5.6	3.4	5.7	7.4	7.9	5.4	
80	3,000 to 4,999	24,939	2,291	25.3	6.2	0.8	10.3	7.7	2.9	7.3	16.9	9.9	9.2	
137	1,600 to 2,999	20,058	597	3.1	5.8	0.0	3.8	0.0	2.1	2.2	4.5	4.9	3.0	
142	1,000 to 1,599	13,832	1,237	18.8	8.3	7.5	11.7	13.3	4.3	9.7	15.1	8.1	8.9	
207	500 to 999	10,970	377	6.9	4.8	1.5	4.2	0.0	2.4	2.4	5.5	4.2	3.4	
309	Under 500	6,995	405	16.2	0.0	2.9	7.9	0.0	2.5	5.2	8.9	7.6	5.8	
TEA District Type														
11	Major Urban	63,753	6,017	13.3	14.6	2.6	9.6	18.2	5.8	7.6	13.9	13.6	9.4	
75	Major Suburban	128,484	6,145	6.0	5.2	0.9	6.2	1.8	2.5	4.0	9.6	7.7	4.8	
35	Other Central City	62,082	2,502	7.0	5.7	0.8	4.5	7.0	2.5	3.8	6.1	6.7	4.0	
167	Other Central City Suburban	70,501	2,428	4.4	6.3	0.8	4.0	2.0	2.7	3.2	5.3	6.4	3.4	
53	Independent Town	15,105	645	5.7	5.7	1.7	4.6	10.7	3.3	6.6	5.7	5.2	4.3	
30	Non-metropolitan Fast Growing	3,561	176	5.9	14.3	1.6	6.7	11.1	3.2	6.3	8.1	5.3	4.9	
181	Non-metropolitan Stable	22,974	781	4.9	6.6	1.3	4.1	0.0	2.3	3.3	5.7	5.2	3.4	
423	Rural	12,552	211	3.6	0.0	0.0	2.0	0.0	1.4	1.0	3.1	2.8	1.7	
107	Charters	24,158	3,764	25.5	5.6	2.2	14.6	30.4	11.4	18.9	14.7	15.0	15.6	
NCES District Type														
93	City-Large	117,199	10,800	14.2	9.7	2.0	9.6	14.1	5.1	7.7	13.4	12.3	9.2	
32	City-Midsize	43,858	2,523	9.7	8.6	1.2	6.1	7.9	3.6	6.1	7.9	8.9	5.8	
29	City-Small	18,122	721	7.4	11.7	1.1	3.7	4.3	3.0	3.3	4.9	6.6	4.0	
97	Suburban-Large	125,136	4,604	5.0	3.2	0.6	4.8	2.3	2.0	3.4	7.4	6.4	3.7	
17	Suburban-Midsize	9,038	684	8.5	10.5	1.9	8.3	0.0	6.3	10.6	13.3	9.4	7.6	
2	Suburban-Small	1,046	65	9.5	11.1	7.1	5.4	.	6.0	3.4	9.1	11.4	6.2	
40	Town-Fringe	12,739	420	3.5	5.2	0.0	4.6	0.0	2.2	3.2	8.4	5.7	3.3	
66	Town-Distant	14,809	715	4.9	7.4	3.7	5.2	11.5	4.2	4.9	6.1	6.2	4.8	
46	Town-Remote	9,570	428	7.2	14.3	1.1	4.6	10.0	3.3	9.0	4.4	5.5	4.5	
79	Rural-Fringe	21,254	1,036	9.4	5.9	4.2	5.6	8.3	3.0	4.0	8.0	6.9	4.9	
305	Rural-Distant	20,263	395	2.4	2.7	0.0	2.6	0.0	1.5	1.7	3.1	3.7	1.9	
276	Rural-Remote	10,136	278	5.7	0.0	3.0	3.1	0.0	2.2	1.9	3.4	3.8	2.7	
NCES District Type, Charters Separate														
37	City-Large	100,514	8,166	11.2	10.7	2.1	8.8	12.9	4.6	6.0	13.0	11.7	8.1	

Note. See notes after table for category descriptions.

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				Afr. Am.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.			
22	City-Midsize	41,457	1,908	8.1	8.4	1.2	4.8	6.5	3.0	4.8	6.9	8.0	4.6	
23	City-Small	17,679	694	7.3	11.8	0.9	3.7	4.3	2.9	2.9	4.8	6.7	3.9	
76	Suburban-Large	121,424	4,413	5.0	3.3	0.6	4.7	2.4	1.9	3.3	7.6	6.5	3.6	
17	Suburban-Midsize	9,038	684	8.5	10.5	1.9	8.3	0.0	6.3	10.6	13.3	9.4	7.6	
2	Suburban-Small	1,046	65	9.5	11.1	7.1	5.4	.	6.0	3.4	9.1	11.4	6.2	
39	Town-Fringe	12,736	419	3.5	5.2	0.0	4.6	0.0	2.2	3.2	8.4	5.7	3.3	
65	Town-Distant	14,756	714	4.9	7.4	3.7	5.2	11.5	4.2	5.0	6.1	6.2	4.8	
44	Town-Remote	9,476	425	7.3	14.7	1.1	4.6	10.0	3.3	9.0	4.4	5.5	4.5	
74	Rural-Fringe	20,615	765	6.5	3.1	1.5	4.5	0.0	2.2	3.5	6.5	6.2	3.7	
302	Rural-Distant	20,165	380	2.4	2.7	0.0	2.5	0.0	1.4	1.7	3.1	3.7	1.9	
274	Rural-Remote	10,106	272	5.7	0.0	3.0	3.0	0.0	2.1	1.9	3.4	3.7	2.7	
107	Charters	24,158	3,764	25.5	5.6	2.2	14.6	30.4	11.4	18.9	14.7	15.0	15.6	
District Accountability Rating														
1,082	Ratings not available	403,170	22,669	8.5	6.6	1.1	6.6	6.6	3.1	4.8	9.7	8.2	5.6	
Property Wealth: Median (\$588,250)														
98	Under \$275,865	35,621	1,933	8.8	16.2	4.5	5.1	4.6	6.0	8.5	6.4	8.6	5.4	
96	\$275,865 to \$368,348	22,918	1,044	5.7	5.5	1.6	4.8	5.9	3.4	4.8	6.9	7.4	4.6	
101	\$368,349 to \$441,746	39,193	2,161	6.1	4.9	1.5	6.1	10.7	3.9	5.6	10.0	8.1	5.5	
96	\$441,747 to \$508,875	20,790	769	4.5	6.8	1.7	4.9	0.0	2.2	3.4	8.1	5.9	3.7	
100	\$508,876 to \$588,249	49,845	2,524	6.5	4.8	0.5	6.1	5.2	3.1	4.7	8.5	8.0	5.1	
98	\$588,250 to \$678,920	51,101	2,074	6.4	6.3	0.8	4.6	2.6	2.3	3.6	6.6	6.9	4.1	
100	\$678,921 to \$814,885	54,470	2,392	8.3	5.2	0.9	5.6	5.1	2.1	2.7	9.1	7.0	4.4	
98	\$814,886 to \$1,030,400	33,541	1,345	5.8	4.0	1.3	5.7	5.0	2.1	3.0	9.1	7.9	4.0	
94	\$1,030,401 to \$1,556,697	55,281	3,822	9.6	8.7	1.1	9.5	10.0	2.6	4.7	13.9	9.6	6.9	
88	Over \$1,556,697	14,880	759	9.2	10.4	1.7	6.7	5.3	2.7	5.6	9.1	6.6	5.1	
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1	
Property Wealth: Average (\$735,703)														
638	Under \$735,703	257,155	12,400	6.7	6.5	1.1	5.4	5.4	3.1	4.5	7.9	7.7	4.8	
331	Over \$735,703	120,485	6,423	8.2	6.7	1.0	7.7	6.5	2.3	3.7	12.1	8.0	5.3	
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1	
Property Wealth: Equal Student Groups														
51	Under \$227,276	21,771	1,200	12.5	18.2	4.3	4.9	0.0	8.5	13.5	6.4	7.6	5.5	
76	\$227,276 to < \$303,327	17,953	883	6.6	13.2	3.8	5.1	4.9	2.7	5.9	6.7	8.4	4.9	
65	\$303,327 to < \$365,687	18,737	894	6.0	6.1	1.8	4.9	6.7	3.8	4.8	6.8	8.6	4.8	

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Districts	Category	Students	Dropouts	Rate (%)										All students
				Afr. Amr.		Pac.		Multi-		Spec.				
				Am.	Ind.	Asian	Hisp.	Isl.	White	racial	EB	ed.		
50	\$365,687 to < \$411,917	19,048	1,147	5.8	7.8	1.7	6.8	17.0	4.6	5.3	10.0	8.5	6.0	
49	\$411,917 to < \$437,674	19,338	978	6.5	2.9	1.4	5.5	2.7	3.1	6.5	10.0	7.6	5.1	
79	\$437,674 to < \$497,746	18,200	693	4.7	7.6	1.7	5.1	0.0	2.1	4.1	8.4	6.2	3.8	
40	\$497,746 to < \$523,818	18,841	852	5.9	4.2	0.3	5.3	6.9	3.4	4.3	6.5	7.7	4.5	
43	\$523,818 to < \$551,766	18,940	1,190	7.4	5.6	1.5	7.4	5.0	3.7	5.2	11.9	9.1	6.3	
46	\$551,766 to < \$595,204	19,607	706	4.9	4.3	0.2	4.3	0.0	2.2	3.1	6.1	5.9	3.6	
31	\$595,204 to < \$615,935	17,481	891	5.9	5.4	0.7	6.0	0.0	3.2	4.0	7.1	8.3	5.1	
32	\$615,935 to < \$651,123	17,371	501	5.4	6.2	1.0	3.0	0.0	1.6	3.4	4.4	4.8	2.9	
31	\$651,123 to < \$680,817	18,910	857	7.0	5.0	0.9	6.3	8.0	2.4	3.3	9.5	8.8	4.5	
34	\$680,817 to < \$723,120	16,404	1,219	13.3	14.7	1.9	8.2	16.7	3.8	3.6	10.9	10.3	7.4	
27	\$723,120 to < \$761,359	17,771	548	4.4	1.8	1.1	3.6	0.0	2.0	3.2	5.5	5.6	3.1	
46	\$761,359 to < \$842,524	19,285	596	6.8	3.9	0.7	4.9	1.6	1.3	2.4	11.2	4.4	3.1	
57	\$842,524 to < \$943,613	19,386	826	6.1	4.7	1.2	6.0	13.2	2.3	3.4	8.2	9.2	4.3	
48	\$943,613 to < \$1,075,078	19,528	537	4.4	3.5	1.0	4.1	0.0	1.4	2.5	6.7	5.5	2.7	
26	\$1,075,078 to < \$1,174,802	16,267	1,371	11.5	16.1	1.1	10.1	25.0	3.3	6.7	12.6	11.1	8.4	
11	\$1,174,802 to < \$1,246,687	16,379	1,755	11.8	5.0	1.5	12.5	13.3	7.0	6.6	18.5	14.6	10.7	
127	\$1,246,687 and over	26,423	1,179	6.6	8.7	1.0	6.8	8.6	2.2	4.1	10.5	6.0	4.5	
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1	

Tax: Local Adopted Rate (Avg=1.1406)

217	Under \$1.0137	26,003	1,560	10.8	10.3	2.7	6.8	0.0	4.2	6.5	8.8	7.3	6.0
246	\$1.0137 to under \$1.1401	80,477	3,805	7.2	6.1	1.1	5.7	4.1	2.7	3.9	9.8	7.5	4.7
254	\$1.1401 to under \$1.2609	124,491	6,681	8.2	7.7	1.1	6.3	9.3	2.6	5.1	9.7	8.4	5.4
252	\$1.2609 and over	146,669	6,777	6.0	5.2	0.9	5.7	5.0	2.5	3.4	8.5	7.6	4.6
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1

Tax: Local M & O Rates (Avg=0.9131)

313	Under \$0.8660	116,641	4,583	5.7	5.2	0.9	4.8	4.5	2.4	3.8	6.9	6.6	3.9
218	\$0.8660 to \$0.9428	105,371	6,013	7.9	5.4	1.2	7.0	7.0	3.0	5.3	11.1	8.6	5.7
438	\$0.9429 and over	155,628	8,227	7.6	8.5	1.0	6.2	5.9	2.8	3.8	9.3	8.1	5.3
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1

Highest Property Value

533	Residential	329,118	15,920	6.8	6.1	1.0	6.0	5.2	2.5	4.0	9.1	7.8	4.8
3	Land	50	2	.	.	.	6.5	.	0.0	.	20.0	0.0	4.0
84	Oil and gas	6,987	538	15.2	14.3	10.9	7.8	14.3	6.0	8.3	9.4	8.1	7.7
349	Business	41,485	2,363	9.0	8.5	1.5	6.0	11.4	3.8	6.2	10.2	7.3	5.7
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr.	Amr.	Am.	Ind.	Asian	Hisp.	Pac.	Isl.	White	Multi-racial
Small and Mid-sized District Allotment (Avg=\$1,199,815)													
168	No small and mid-sized district allotment	304,430	16,541	7.5	7.1	1.0	6.4	6.0	3.0	4.5	9.8	8.6	5.4
164	Under \$590,056	10,755	820	11.9	0.0	1.8	8.4	13.6	4.8	6.8	8.1	10.3	7.6
247	\$590,056 to under \$930,651	30,264	1,296	7.6	7.4	1.9	5.4	7.7	2.4	3.3	7.7	5.3	4.3
251	\$930,651 to under \$1,353,780	24,618	1,231	8.1	5.4	1.7	6.1	12.5	3.3	5.3	6.3	6.1	5.0
252	\$1,353,780 and over	33,103	2,781	20.1	2.3	1.2	9.2	7.7	3.1	9.0	12.1	8.4	8.4
Operating Cost Per Student (Avg=\$12,353)													
211	Under \$11,587	164,365	6,548	5.3	4.7	0.7	5.5	3.4	2.6	3.8	7.2	6.4	4.0
220	\$11,587 to \$13,058	103,942	4,926	6.9	6.8	1.2	5.2	8.0	2.9	5.0	7.8	7.7	4.7
223	\$13,059 to \$14,626	83,519	6,284	11.1	9.2	3.0	7.9	13.2	4.0	5.9	11.9	10.0	7.5
223	\$14,627 to \$16,955	44,300	4,333	20.2	12.0	4.3	9.0	13.0	4.8	13.1	12.4	11.6	9.8
205	Over \$16,955	7,044	578	18.2	6.7	8.3	8.6	0.0	5.5	5.4	11.9	9.5	8.2
Education Service Center Regions													
42	I Edinburg	30,292	951	8.2	16.7	0.0	3.1	0.0	4.1	3.0	4.8	5.2	3.1
35	II Corpus Christi	7,160	440	9.4	0.0	0.0	6.5	0.0	5.2	3.2	6.2	9.2	6.1
30	III Victoria	3,366	118	5.8	11.1	2.6	3.5	33.3	2.7	3.7	6.4	4.9	3.5
64	IV Houston	91,075	5,388	7.4	4.7	1.2	7.3	4.5	2.9	4.5	12.4	9.1	5.9
36	V Beaumont	5,626	403	13.0	17.2	3.3	8.5	25.0	3.4	4.9	15.4	9.0	7.2
55	VI Huntsville	15,968	544	4.8	7.4	0.9	3.7	5.9	2.9	4.0	5.7	6.3	3.4
97	VII Kilgore	14,551	765	6.3	7.3	2.9	6.3	0.0	4.0	6.7	7.4	6.8	5.3
41	VIII Mt Pleasant	3,736	122	6.0	5.3	0.0	2.8	0.0	2.5	4.7	3.2	6.0	3.3
36	IX Wichita Falls	2,492	54	5.2	13.3	0.0	1.7	0.0	2.0	2.6	1.3	3.4	2.2
103	X Richardson	66,767	4,680	10.7	3.7	0.7	9.4	8.3	2.5	5.1	12.3	9.3	7.0
79	XI Fort Worth	47,741	2,692	8.5	6.0	0.9	7.6	3.8	3.0	5.0	9.6	8.2	5.6
76	XII Waco	12,194	615	7.4	10.0	1.6	5.7	7.4	3.2	5.0	7.7	9.4	5.0
61	XIII Austin	29,100	1,548	9.4	8.5	1.2	6.8	9.8	3.4	4.0	8.2	8.2	5.3
43	XIV Abilene	3,842	176	6.5	0.0	0.0	6.4	33.3	3.3	4.0	7.0	6.1	4.6
45	XV San Angelo	3,380	102	5.3	10.0	0.0	3.8	.	1.4	0.0	7.6	3.3	3.0
56	XVI Amarillo	5,513	162	8.5	0.0	2.1	3.1	0.0	2.2	2.6	4.9	6.2	2.9
58	XVII Lubbock	5,688	251	10.4	0.0	3.1	5.5	0.0	1.7	2.4	7.9	6.9	4.4
32	XVIII Midland	6,103	551	15.9	34.8	9.9	8.6	8.3	8.2	11.7	11.5	10.6	9.0
16	XIX El Paso	13,609	1,031	16.7	30.0	3.8	7.1	18.5	12.9	7.8	10.1	12.5	7.6
77	XX San Antonio	36,816	3,052	14.3	12.2	2.4	8.9	9.5	4.9	7.5	11.9	12.0	8.3

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				Afr. Amr.	Pac.	Multi-	Spec.	All	Am.	Ind.	Asian	Hisp.	Isl.	White	racial	EB	ed.
STAAR: Achieved the Approaches Grade Level Standard, %																	
0	No students tested	0	0	.	.	.	.	.	.	.	.	.	.	.	.	.	
189	Under 65.1%	64,079	7,657	15.3	11.5	4.3	11.6	13.3	9.4	14.1	15.1	13.6	11.9				
230	65.1% to under 72.0%	100,663	7,298	9.2	9.6	2.2	7.6	9.2	5.0	6.5	10.8	10.1	7.2				
241	72.0% to under 78.0%	92,357	4,394	7.2	6.1	1.7	5.1	7.6	3.3	4.9	7.4	7.4	4.8				
209	78.0% to under 83.0%	85,334	2,481	4.0	4.4	0.9	3.7	2.5	1.8	2.8	6.0	5.3	2.9				
213	83.0% and over	60,737	839	1.9	1.3	0.2	2.2	0.8	1.1	1.6	3.2	3.2	1.4				
SAT/ACT 2022-23: Participation, %																	
321	0% to under 55%	62,269	5,815	17.7	8.3	4.4	9.8	9.3	5.6	10.3	13.2	9.6	9.3				
156	55% to under 70%	36,334	1,184	5.6	5.1	0.8	3.8	3.2	2.1	2.5	5.2	5.5	3.3				
603	70% and over	304,468	15,606	7.2	6.4	1.0	6.2	6.4	2.6	4.1	9.5	8.2	5.1				
2	No graduates	99	64	77.8	.	0.0	60.0	.	50.0	0.0	60.7	100.0	64.6				
SAT/ACT 2022-23: At or Above Criterion, %																	
72	None met criterion	1,711	132	9.2	0.0	0.0	7.7	.	6.4	20.6	8.6	7.0	7.7				
159	Under 10%	42,778	4,401	16.0	7.9	4.5	9.5	8.8	7.6	15.2	13.9	11.5	10.3				
246	10% to under 20%	94,714	6,635	10.1	12.8	2.4	6.8	9.4	5.4	6.9	9.0	9.6	7.0				
347	20% to under 35%	145,499	7,571	7.3	5.4	1.5	6.0	6.6	3.0	4.8	9.4	8.1	5.2				
244	35% and over	117,496	3,512	4.2	3.1	0.6	4.7	3.3	1.9	2.9	7.1	5.6	3.0				
14	No test takers	972	418	66.2	66.7	69.2	36.3	100.0	44.8	62.5	38.3	40.0	43.0				
Student Density (Avg=19 Students/Sq Mile)																	
436	Fewer than 5	19,402	628	6.3	6.3	2.5	3.8	7.1	2.4	2.8	4.3	4.1	3.2				
255	5 to fewer than 20	34,712	1,061	4.0	9.3	1.2	3.5	0.0	2.3	3.9	5.4	4.9	3.1				
141	20 to fewer than 100	59,979	2,619	7.2	7.9	2.6	5.1	5.4	2.6	3.5	7.0	6.5	4.4				
137	100 and over	263,547	14,515	7.3	5.9	1.0	6.7	6.0	3.0	4.5	10.1	8.9	5.5				
113	Non-taxing entities	25,530	3,846	24.9	6.8	2.2	14.1	26.9	11.5	16.9	14.6	14.6	15.1				
Student Change: 22/23-23/24 (Avg= 0%)																	
565	Declining students	247,743	16,383	10.0	7.8	1.3	7.5	9.4	3.4	5.6	11.2	9.4	6.6				
294	0% to under 3%	101,405	3,547	5.8	4.7	0.8	4.2	2.2	2.2	3.2	5.8	5.8	3.5				
124	3% to under 6%	34,546	1,275	5.2	5.3	1.2	4.2	0.0	2.5	3.4	5.5	6.1	3.7				
51	6% to under 10%	12,762	1,192	11.5	2.4	1.9	10.3	14.3	7.2	13.5	10.7	10.6	9.3				

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, Class of 2024

				Rate (%)									
Districts	Category	Students	Dropouts	Afr. Amr.		Asian	Hisp.	Pac.	Multi-racial	Spec. ed.	All students		
				Am.	Ind.			Isl.				White	
48	10% and over	6,714	272	4.0	8.0	0.8	6.4	7.1	2.2	1.7	6.9	4.2	4.1
Students: African American, % (Avg=13%)													
814	Under 10%	193,707	7,771	6.3	6.9	0.8	4.9	4.8	2.3	3.1	6.7	6.6	4.0
216	10% to under 30%	185,307	11,670	7.6	5.9	1.1	7.9	7.6	3.8	5.6	10.9	9.0	6.3
37	30% to under 50%	20,542	2,830	14.1	6.4	1.4	17.6	6.8	6.9	9.1	24.0	15.8	13.8
9	50% to under 70%	2,426	325	12.4	44.4	8.2	16.4	50.0	12.1	7.2	27.2	12.4	13.4
3	70% to under 90%	1,111	63	5.4	0.0	12.5	4.6	0.0	20.0	13.0	2.3	5.9	5.7
3	90% and over	77	10	11.3	.	.	0.0	.	100.0	50.0	.	10.0	13.0
Students: Hispanic, % (Avg=53%)													
67	Under 10%	4,136	71	4.5	0.0	0.0	1.0	0.0	1.3	3.2	3.3	3.9	1.7
344	10% to under 30%	73,886	1,844	5.0	3.4	0.6	3.7	3.1	1.6	2.1	6.9	5.1	2.5
280	30% to under 50%	123,358	4,757	5.5	5.0	0.7	4.7	3.2	2.7	4.1	6.9	6.8	3.9
189	50% to under 70%	103,628	9,685	13.5	7.4	2.6	9.7	13.3	5.7	8.6	13.9	11.1	9.3
114	70% to under 90%	53,919	4,280	11.2	13.0	2.7	7.6	15.7	7.8	10.7	10.4	11.1	7.9
88	90% and over	44,243	2,032	12.8	24.4	2.5	4.5	5.3	4.8	4.3	5.9	7.2	4.6
Students: White, % (Avg=25%)													
165	Under 10%	125,581	10,599	12.8	12.5	2.9	7.7	12.4	9.1	10.8	11.2	11.0	8.4
205	10% to under 30%	139,007	8,119	7.5	6.4	0.9	6.9	7.8	4.1	5.4	9.2	9.0	5.8
230	30% to under 50%	87,395	3,070	4.6	3.9	0.8	4.5	2.4	2.7	3.7	6.1	5.8	3.5
262	50% to under 70%	38,646	745	2.2	4.2	0.2	2.4	2.1	1.7	2.2	4.9	4.2	1.9
207	70% to under 90%	12,277	130	1.5	1.8	1.6	1.2	0.0	1.0	1.4	3.6	2.7	1.1
13	90% and over	264	6	0.0	.	0.0	0.0	.	2.5	0.0	0.0	0.0	2.3
Students: Econ Disad, % (Avg=62%)													
18	Under 10%	6,510	28	0.8	0.0	0.0	1.0	0.0	0.4	0.3	1.1	1.8	0.4
65	10% to under 30%	29,118	434	2.3	1.4	0.3	2.7	2.3	1.1	2.1	4.1	3.8	1.5
197	30% to under 50%	75,402	2,005	4.0	3.6	0.7	3.7	3.6	1.8	2.5	5.9	5.1	2.7
414	50% to under 70%	115,237	5,990	6.5	4.9	1.4	6.3	4.2	3.5	5.5	8.9	7.7	5.2
323	70% to under 90%	152,458	12,298	12.2	11.3	2.3	7.7	12.5	6.0	8.2	11.2	10.9	8.1
65	90% and over	24,445	1,914	10.6	11.9	11.1	7.0	26.7	19.6	16.9	9.0	9.5	7.8
Teacher Experience (Avg=11.1 yrs)													
231	Under 10.1 years	94,236	8,133	11.4	9.6	2.1	8.7	7.7	5.7	8.4	11.7	10.9	8.6
292	10.1 to under 12.0 years	199,715	9,945	6.6	4.9	0.9	6.6	5.6	2.6	4.0	9.7	8.0	5.0

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, Class of 2024

														Rate (%)			
Districts		Category	Students	Dropouts	Afr. Amr.		Asian		Hisp.	Pac.	Multi-		Spec.	All			
					Am.	Ind.				Isl.	White	racial	EB	ed. students			
280	12.0 to under 13.9 years		75,357	3,628	7.9	6.5	1.4	5.7	8.2	3.0	4.2	8.4	7.1	4.8			
279	13.9 years and over		33,862	963	6.7	9.8	1.4	3.2	0.0	1.7	2.1	4.8	4.9	2.8			
Teacher Salary (Avg=\$62,474)																	
268	Under \$53,189		22,461	1,934	14.5	6.9	3.2	11.0	25.0	4.2	9.2	14.6	9.2	8.6			
269	\$53,189 to under \$56,666		35,859	1,765	7.9	7.4	1.3	5.5	6.3	3.5	5.7	6.6	6.5	4.9			
277	\$56,666 to under \$60,926		76,921	3,091	6.1	3.9	0.8	4.8	5.8	2.4	3.5	6.2	6.7	4.0			
268	\$60,926 and over		267,929	15,879	8.5	7.1	1.1	7.0	6.3	3.0	4.7	10.6	8.9	5.9			
Teachers: White, % (Avg=53%)																	
61	Under 10%		35,430	1,444	12.2	27.5	1.2	3.8	6.3	5.8	5.8	5.6	6.8	4.1			
71	10% to under 30%		68,640	7,609	14.2	11.5	3.3	10.6	15.9	9.9	13.4	15.1	13.5	11.1			
81	30% to under 50%		60,490	4,612	9.5	8.6	1.5	7.8	8.7	7.1	7.1	10.1	11.1	7.6			
150	50% to under 70%		108,391	5,958	7.0	5.4	1.0	6.5	8.0	3.8	5.3	9.1	8.4	5.5			
391	70% to under 90%		105,135	2,186	2.9	3.2	0.4	2.7	1.8	1.7	2.3	4.0	4.3	2.1			
328	90% and over		25,084	860	6.9	4.5	2.2	5.5	0.0	2.4	4.2	7.0	5.4	3.4			
Teachers with Adv Degrees, % (Avg=25.7%)																	
252	Under 15.8%		21,212	754	5.2	2.4	2.4	4.1	0.0	2.7	3.6	5.3	5.7	3.6			
282	15.8% to under 21.3%		45,792	2,083	7.8	7.7	1.2	4.7	6.6	3.5	5.8	5.6	6.6	4.5			
282	21.3% to under 26.9%		128,132	7,549	8.9	10.6	2.1	6.5	7.1	3.3	4.5	10.3	8.4	5.9			
266	26.9% and over		208,034	12,283	8.5	4.8	0.8	7.5	6.6	2.8	4.9	10.5	8.8	5.9			
U.S.-Mexico Border Region																	
96	Border districts		47,836	2,126	14.8	30.2	1.9	4.2	15.8	8.7	8.4	5.9	6.8	4.4			
986	Non-border districts		355,334	20,543	8.4	5.6	1.1	7.3	6.0	3.0	4.8	10.7	8.4	5.8			

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 2022 tax year state-certified property values. All data are for the 2023-24 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), tax rates (i.e., local adopted rate and maintenance and operation rate), and property value (or wealth) variables which lag one year.

Glossary

Class. A class is a subset of a Grade 9 cohort (see **Cohort**) used to calculate longitudinal student status rates. A class consists of members of a Grade 9 cohort less those who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and those who cannot be tracked. A class is identified by the anticipated year of graduation. For example, members of the class of 2024 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2020-21 school year and were expected to have graduated in spring 2024. Students are tracked into the fall following their anticipated graduation. Only students in the cohort to whom final statuses are assigned are included as members of the class. Longitudinal rates are based on the four possible final statuses of students: graduate, continuer, TxCHSE recipient, and dropout. A student is classified as a continuer if the student is not a graduate and is reported as enrolled in the Texas public school system in the fall after the student's anticipated graduation. Longitudinal rates for the class of 2024 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort (2020-21 and 2024-25, respectively) or (b) served Grade 12 in the first and fifth years of the cohort. For more information on the calculation of longitudinal rates, please see [Reports on Secondary School Completion and Dropouts in Texas Public Schools](#).

Cohort. A cohort is defined as the group of Texas public school students who begin Grade 9 for the first time in the same school year plus students who, during the next three school years, enter the Texas public school system in the grade level expected for the cohort. To analyze student progress through high school, a cohort of students is tracked from the time they enter Grade 9 in the Texas public school system until the fall following their anticipated graduation date. 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 2020-21 school year and were anticipated to have graduated in the spring of 2024 were members of the 2024 cohort.

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 1,214,000; (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 the student 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 1,213,999; 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 1,213,999; 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 901 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 Technical Documentation](#).

City – Large. Territory inside an urban area with population of 50,000 or more and inside a principal city with population of 250,000 or more.

City – Midsize. Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City – Small. Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 100,000.

Suburban – Large. Territory outside a principal city and inside an urban area with population of 250,000 or more.

Suburban – Midsize. Territory outside a principal city and inside an urban 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 urban area with population less than 100,000 and greater than or equal to 50,000.

Town – Fringe. Territory inside an urban area with population less than 50,000 that is less than or equal to 10 miles from an urban area with population of 50,000 or more.

Town – Distant. Territory inside an urban area with population less than 50,000 that is more than 10 miles and less than or equal to 35 miles from an urban area with population of 50,000 or more.

Town – Remote. Territory inside an urban area with population less than 50,000 that is more than 35 miles from an urban area with population of 50,000 or more.

Rural – Fringe. Territory outside an urban area that is less than or equal to 5 miles from an urban area with population of 50,000 or more, as well as territory outside

an urban area that is less than or equal to 2.5 miles from an urban area with population less than 50,000.

Rural – Distant. Territory outside an urban area that is more than 5 miles but less than or equal to 25 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with population less than 50,000.

Rural – Remote. Territory outside an urban area that is more than 25 miles from an urban area with population of 50,000 or more and is also more than 10 miles from an urban area with population less than 50,000.

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.

At the time these data were produced, the issuance of 2024 A-F ratings was pending. 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 [2024 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, 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, please see [Reports on Secondary School Completion and Dropouts in Texas Public Schools](#).

Dropout Rate. The longitudinal dropout rate is the number of students from a class of beginning ninth graders who dropped out divided by the number of students who graduated, continued in high school, received a Texas Certificate of High School Equivalency (TxCHSE), or dropped out. For more information on the definition of a dropout and calculation of dropout rates, please see [Reports on Secondary School Completion and Dropouts in Texas Public Schools](#).

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. A student is classified as emergent bilingual (EB) 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 are students who were identified as having limited English proficiency at any time while attending Grades 9-12 in Texas public school.

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 one year 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 2022-23: 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.

SAT/ACT 2022-23: 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: 2022-23 – 2023-24. 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) the student's 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 the student 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) the teacher's 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 62.1 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 100 kilometers (approximately 62.1 miles) on either side of the border.