

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Language Learner (ELL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2017

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ed.	All students
Enrollment													
20	50,000 and over	106,485	7,009	9.2	8.6	1.7	7.9	1.9	3.4	4.3	16.4	10.9	6.6
29	25,000 to 49,999	70,755	3,415	6.4	12.8	1.8	5.4	9.8	2.9	2.8	11.8	9.1	4.8
63	10,000 to 24,999	67,750	2,999	5.5	1.9	0.9	5.5	3.5	2.5	3.4	10.8	8.3	4.4
76	5,000 to 9,999	41,085	2,760	8.7	5.5	1.3	9.8	7.5	3.0	4.0	13.1	8.4	6.7
89	3,000 to 4,999	22,623	798	4.9	6.2	1.9	4.1	0.0	2.8	3.4	7.6	6.0	3.5
130	1,600 to 2,999	19,169	1,272	10.9	10.5	3.4	9.1	21.1	3.7	3.9	15.4	9.1	6.6
138	1,000 to 1,599	12,300	543	10.2	8.1	3.2	5.9	5.7	2.7	4.1	12.7	8.2	4.4
210	500 to 999	11,020	561	13.9	9.7	4.1	6.4	5.9	2.9	2.6	16.5	6.0	5.1
299	Under 500	7,055	473	16.5	6.9	0.0	10.3	0.0	3.0	4.9	10.8	8.6	6.7
District Type													
11	Major Urban	61,853	5,048	11.6	13.9	4.4	8.1	3.6	5.9	6.2	16.1	12.7	8.2
79	Major Suburban	122,267	5,776	6.0	7.9	1.1	6.6	4.9	2.3	2.5	13.3	8.2	4.7
38	Other Central City	54,408	2,833	6.9	4.1	1.7	6.3	7.5	2.9	4.7	12.8	9.0	5.2
164	Other Central City Suburban	52,305	1,827	4.2	2.1	0.4	4.5	3.7	2.4	2.4	10.1	6.4	3.5
68	Independent Town	17,270	882	6.6	4.6	5.4	6.5	11.1	3.1	4.4	11.8	7.1	5.1
24	Non-metropolitan Fast Growing	1,825	43	0.8	0.0	0.0	3.1	0.0	2.2	4.2	6.5	3.1	2.4
174	Non-metropolitan Stable	20,314	655	4.4	6.6	2.4	4.3	0.0	2.1	3.1	10.2	5.6	3.2
413	Rural	12,108	273	4.2	4.5	0.0	2.7	11.1	1.8	2.3	7.0	3.5	2.3
83	Charters	15,892	2,493	22.8	28.4	2.0	14.5	20.0	14.6	10.0	14.1	22.0	15.7
Property Wealth: Median (\$344,368)													
97	Under \$156,323	38,997	2,506	6.5	8.5	2.1	6.7	3.8	4.2	5.9	11.4	9.5	6.4
99	\$156,323 to \$209,909	22,160	1,089	5.2	1.3	1.0	5.5	9.5	3.8	4.2	10.6	8.6	4.9
99	\$209,910 to \$256,135	37,911	2,661	8.7	11.0	3.3	8.5	11.5	3.2	6.0	18.3	11.1	7.0
100	\$256,136 to \$292,640	34,311	1,406	5.4	9.9	2.4	4.8	8.2	2.5	3.5	11.7	6.7	4.1
97	\$292,641 to \$344,367	38,073	2,353	8.5	6.5	3.2	7.4	3.6	3.9	4.8	15.5	10.2	6.2
98	\$344,368 to \$414,721	58,860	1,806	4.6	3.8	0.6	4.1	0.0	1.9	2.0	9.0	6.3	3.1
97	\$414,722 to \$523,883	53,340	2,373	6.8	4.1	1.9	6.2	5.8	2.2	3.0	12.6	7.2	4.4
97	\$523,884 to \$700,742	36,561	2,441	11.0	8.2	1.6	8.8	4.8	3.1	3.0	19.5	10.3	6.7
96	\$700,743 to \$1,051,780	15,854	553	6.2	3.6	1.6	4.9	8.3	2.1	1.8	11.2	7.0	3.5
86	Over \$1,051,780	5,436	147	3.9	4.5	0.0	4.1	0.0	1.7	1.3	7.1	5.2	2.7
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Property Wealth: Average (\$392,892)													
560	Under \$392,892	218,862	11,574	6.7	7.7	1.7	6.3	5.3	3.0	3.9	13.0	8.8	5.3
406	Over \$392,892	122,641	5,761	7.8	4.6	1.5	6.6	4.3	2.3	2.7	14.3	7.8	4.7
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. ELL	All ed. students	
Property Wealth: Equal Student Groups													
33	Under \$108,278	16,261	923	6.3	23.1	5.9	5.7	0.0	2.8	6.3	12.8	10.1	5.7
52	\$108,278 to < \$151,028	16,562	1,264	6.6	6.0	1.0	8.3	0.0	4.6	8.4	9.9	8.9	7.6
66	\$151,028 to < \$186,941	17,129	769	5.4	2.0	1.0	4.8	7.6	3.2	3.9	8.2	8.4	4.5
82	\$186,941 to < \$226,182	17,140	860	4.9	3.7	2.3	6.2	13.3	3.6	3.8	13.7	8.7	5.0
19	\$226,182 to < \$235,915	16,396	1,461	11.5	6.7	3.7	10.5	4.8	3.6	8.4	20.0	14.1	8.9
49	\$235,915 to < \$257,134	16,881	1,037	8.2	15.9	2.1	7.2	12.5	3.3	5.7	17.1	9.3	6.1
48	\$257,134 to < \$276,039	17,566	753	6.1	15.1	2.6	4.6	4.5	2.4	4.7	12.0	6.7	4.3
53	\$276,039 to < \$297,485	16,274	650	4.7	3.7	1.8	5.0	10.3	2.8	2.7	11.2	7.1	4.0
40	\$297,485 to < \$318,066	16,426	999	8.5	10.2	3.6	7.1	4.8	3.9	4.7	17.2	10.8	6.1
36	\$318,066 to < \$337,628	17,851	1,231	9.1	6.4	3.0	8.2	3.3	4.2	5.4	14.8	10.7	6.9
28	\$337,628 to < \$352,052	17,201	529	3.9	2.1	0.6	3.6	0.0	2.2	1.8	8.3	5.7	3.1
28	\$352,052 to < \$374,618	16,279	454	5.1	6.3	0.8	3.7	0.0	1.8	2.8	10.1	5.3	2.8
34	\$374,618 to < \$396,875	17,945	667	5.1	3.5	0.7	5.6	0.0	2.3	1.0	10.6	7.7	3.7
32	\$396,875 to < \$421,276	17,015	372	3.2	0.0	0.1	3.4	0.0	1.4	2.1	5.4	4.0	2.2
29	\$421,276 to < \$450,288	16,480	677	6.9	1.4	2.5	6.2	3.0	1.8	2.5	14.2	7.3	4.1
48	\$450,288 to < \$512,741	16,638	772	7.6	6.0	2.1	6.8	14.8	2.5	4.1	14.7	7.6	4.6
15	\$512,741 to < \$536,008	15,118	790	7.3	6.5	2.1	6.6	0.0	2.1	2.7	11.8	8.0	5.2
59	\$536,008 to < \$625,208	13,035	466	5.5	1.9	0.6	4.8	0.0	2.3	3.3	9.8	7.3	3.6
25	\$625,208 to < \$676,215	15,059	1,727	14.3	14.6	4.5	12.1	8.7	7.7	6.5	23.6	15.2	11.5
190	\$676,215 and over	28,247	934	5.4	5.4	0.8	5.2	4.8	1.8	1.4	12.5	6.5	3.3
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Tax: Local Adopted Rate (Avg=1.2813)													
216	Under \$1.1659	27,451	1,337	6.2	4.9	2.6	5.5	10.3	3.3	3.8	10.8	8.0	4.9
247	\$1.1659 to under \$1.2781	65,243	4,179	10.6	7.9	3.8	7.2	9.7	3.5	3.9	16.0	9.6	6.4
249	\$1.2781 to under \$1.3998	111,935	6,211	8.0	9.2	1.9	6.6	2.9	2.7	4.2	14.6	9.2	5.5
254	\$1.3998 and over	136,874	5,608	5.3	4.9	1.0	5.8	3.4	2.3	2.8	10.8	7.3	4.1
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Tax: Local M & O Rates (Avg=1.0823)													
539	Under \$1.0401	208,125	10,546	7.1	5.6	1.3	6.6	5.3	2.8	3.4	13.6	8.4	5.1
94	\$1.0401 to \$1.1400	59,590	3,694	8.7	11.3	3.2	7.3	5.4	3.0	3.6	15.3	9.7	6.2
333	\$1.1401 and over	73,788	3,095	5.2	5.8	0.9	5.2	3.4	2.3	3.2	11.2	7.6	4.2
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Highest Property Value													
468	Residential	278,742	13,225	6.8	6.8	1.6	6.0	4.1	2.6	3.0	13.2	8.3	4.7

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25	Land	419	5	0.0	0.0	0.0	1.8	0.0	0.6	0.0	0.0	4.3	1.2
144	Oil and gas	10,252	393	5.2	3.6	0.0	4.5	0.0	2.3	1.1	10.6	5.9	3.8
329	Business	52,090	3,712	8.7	5.5	2.7	9.0	12.1	3.3	6.5	15.4	9.5	7.1
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Small/Sparse Adjustment (Avg=24.7%)													
159	No small/sparse adjustment	270,305	14,947	7.4	7.4	1.6	6.8	5.3	2.9	3.5	13.9	9.4	5.5
260	Under 13.1%	50,205	1,838	5.0	4.5	2.3	4.7	3.5	2.6	3.3	9.3	5.9	3.7
168	13.1% to under 21.4%	22,331	2,674	20.8	20.4	2.0	12.5	10.4	7.6	7.2	13.8	16.6	12.0
253	21.4% to under 34.7%	10,747	259	3.7	3.8	2.5	3.3	0.0	1.8	2.6	6.8	4.2	2.4
214	34.7% and over	4,654	112	5.1	4.3	0.0	2.9	25.0	1.9	0.0	5.7	3.1	2.4
Cost of Education Index (Median=1.06)													
123	Under 1.04	17,625	2,522	22.3	26.5	1.9	14.1	19.2	10.6	9.1	14.0	19.4	14.3
232	1.04 to under 1.06	13,328	281	3.1	2.6	3.9	2.0	13.6	2.0	2.5	9.7	4.2	2.1
243	1.06 to under 1.08	21,671	681	4.7	4.2	2.9	4.5	0.0	2.1	2.5	11.4	5.3	3.1
248	1.08 to under 1.11	59,650	1,961	4.7	3.0	1.0	4.4	3.7	2.2	2.7	8.2	5.6	3.3
208	1.11 and over	245,968	14,385	7.8	8.2	1.7	6.9	5.3	3.2	3.8	14.0	9.9	5.8
Operating Cost Per Student (Avg=\$9,257)													
167	Under \$8,627	89,922	3,737	7.1	6.2	0.9	5.5	5.2	2.7	3.0	9.7	7.5	4.2
224	\$8,627 to \$9,453	136,159	6,608	6.7	6.0	1.4	6.2	6.1	2.9	3.1	13.4	8.3	4.9
224	\$9,454 to \$10,373	85,464	6,587	11.5	7.9	3.5	8.2	4.4	3.9	6.3	15.6	10.9	7.7
224	\$10,374 to \$11,946	38,839	2,404	8.3	19.7	4.6	6.7	6.9	3.1	4.2	12.5	10.1	6.2
215	Over \$11,946	7,858	494	12.6	11.5	1.1	7.5	0.0	3.7	3.7	14.5	8.7	6.3
Education Service Center Regions													
41	I Edinburg	28,772	1,566	3.8	11.8	0.0	5.5	0.0	6.7	3.6	13.9	8.7	5.4
36	II Corpus Christi	8,581	616	10.0	9.1	0.7	7.6	12.5	5.6	4.7	10.0	10.2	7.2
32	III Victoria	3,944	192	7.2	40.0	5.5	6.1	0.0	2.5	4.8	8.7	7.9	4.9
61	IV Houston	78,142	5,205	9.2	12.8	1.3	8.0	9.3	3.7	3.7	18.5	11.1	6.7
34	V Beaumont	5,465	325	8.8	0.0	1.4	9.2	0.0	3.9	4.1	24.0	7.4	5.9
56	VI Huntsville	12,904	572	7.9	4.5	0.4	6.2	6.3	2.9	4.7	12.8	8.1	4.4
95	VII Kilgore	11,144	458	5.9	9.6	6.0	4.4	14.3	3.2	6.1	12.7	5.6	4.1
42	VIII Mt Pleasant	4,086	110	3.4	0.0	0.0	2.2	0.0	2.7	3.1	4.1	3.5	2.7
36	IX Wichita Falls	2,477	46	1.9	0.0	5.7	1.9	0.0	1.8	1.1	10.9	4.6	1.9
93	X Richardson	56,987	3,385	9.0	7.1	1.5	7.7	3.4	2.8	3.3	13.1	10.1	5.9
77	XI Fort Worth	41,305	1,957	7.5	5.0	2.6	6.3	2.6	2.9	3.9	12.4	8.3	4.7
76	XII Waco	10,983	527	7.9	2.6	0.5	6.1	5.3	2.6	4.7	11.6	7.5	4.8

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58	XIII Austin	28,073	1,140	6.2	4.9	1.1	5.5	0.0	2.6	2.3	10.9	8.1	4.1
43	XIV Abilene	3,234	154	10.9	0.0	0.0	5.3	0.0	3.8	8.0	7.1	8.8	4.8
42	XV San Angelo	3,408	143	9.2	0.0	0.0	5.5	16.7	2.2	2.2	11.7	5.8	4.2
56	XVI Amarillo	5,695	199	7.5	6.9	9.0	4.0	0.0	2.1	5.9	9.8	6.8	3.5
58	XVII Lubbock	5,376	268	10.6	7.1	0.0	6.2	0.0	2.2	0.0	9.5	9.1	5.0
32	XVIII Midland	5,384	465	14.2	0.0	6.9	9.2	57.1	6.1	11.9	16.3	14.1	8.6
16	XIX El Paso	13,409	844	8.9	11.8	5.0	6.2	12.5	5.4	10.8	13.2	10.3	6.3
70	XX San Antonio	31,237	2,999	14.0	17.0	2.0	10.7	4.7	5.4	4.2	13.3	14.4	9.6

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
197	Under 65.1%	42,961	5,621	14.5	21.3	6.9	13.7	17.5	9.5	10.7	19.0	16.4	13.1
228	65.1% to under 71.0%	90,507	6,677	9.9	11.0	3.9	7.6	7.4	5.2	5.3	15.4	11.0	7.4
210	71.0% to under 76.0%	66,363	3,442	5.9	8.1	2.1	6.0	6.8	3.4	5.6	12.6	8.3	5.2
214	76.0% to under 82.0%	65,691	2,238	4.7	2.3	1.7	4.1	2.4	2.3	2.3	9.4	7.0	3.4
205	82.0% and over	92,720	1,852	3.3	2.9	0.5	3.1	1.3	1.3	1.3	7.9	4.5	2.0

SAT/ACT 2015-16: Participation, %

396	0% to under 55%	76,049	5,832	12.8	10.4	3.5	8.6	11.2	4.6	5.7	14.1	10.5	7.7
342	55% to under 70%	100,029	4,082	5.5	3.9	1.4	5.2	2.1	2.5	3.0	10.7	7.4	4.1
311	70% and over	182,055	9,837	7.7	8.9	1.6	6.7	6.8	2.5	3.3	14.2	9.2	5.4
5	No graduates	109	79	78.9	0.0	0.0	83.0	0.0	41.7	0.0	76.9	86.7	72.5

SAT/ACT 2015-16: At or Above Criterion, %

103	None met criterion	6,039	984	23.0	15.6	11.8	17.0	0.0	6.0	6.4	18.9	18.4	16.3
191	Under 10%	86,978	7,197	10.4	16.8	4.3	8.0	19.2	7.4	9.1	13.6	12.0	8.3
324	10% to under 20%	99,119	6,172	8.4	8.0	3.1	6.7	5.4	4.2	4.9	15.1	9.4	6.2
310	20% to under 35%	97,369	3,969	6.1	3.8	1.8	5.4	2.3	2.6	2.9	12.9	7.6	4.1
114	35% and over	68,508	1,390	3.6	3.8	0.5	3.3	2.0	1.3	1.6	7.4	4.4	2.0
12	No test takers	229	118	75.6	100	0.0	61.3	0.0	35.2	0.0	70.6	65.2	51.5

Student Density (Avg=19 Students/Sq Mile)

428	Fewer than 5	18,420	555	4.5	2.9	5.0	4.1	8.3	1.9	1.4	8.3	4.8	3.0
265	5 to fewer than 20	34,892	1,304	4.7	5.3	2.3	4.9	5.4	2.4	3.6	10.8	6.1	3.7
148	20 to fewer than 100	58,364	2,539	5.5	1.8	1.8	5.7	6.9	2.8	3.5	12.3	7.7	4.4
125	100 and over	229,827	12,937	7.5	8.4	1.6	6.9	4.4	2.9	3.5	13.9	9.4	5.6

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				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	ELL	Spec. ed.	All students
88	Non-taxing entities	16,739	2,495	22.4	28.0	1.7	13.7	19.2	13.9	8.6	14.0	21.3	14.9
Student Change: 15/16-16/17 (Avg=1%)													
455	Declining students	145,892	9,122	8.3	10.1	2.5	7.3	8.7	3.3	4.6	13.4	9.8	6.3
331	0% to under 3%	154,147	7,703	7.6	6.1	1.4	6.2	3.8	2.8	3.3	14.6	8.3	5.0
148	3% to under 6%	38,238	1,173	4.0	2.7	0.5	4.7	2.9	2.1	1.9	8.5	6.3	3.1
67	6% to under 10%	11,904	943	13.1	16.1	0.7	8.7	25.0	5.8	5.1	9.8	11.3	7.9
53	10% and over	8,061	889	19.3	11.1	0.8	11.2	0.0	5.5	5.9	14.4	15.8	11.0
Students: African American, % (Avg=13%)													
791	Under 10%	183,897	8,427	6.0	4.8	1.0	6.0	5.4	2.5	2.7	10.9	7.8	4.6
216	10% to under 30%	157,396	10,054	8.6	8.9	1.8	8.0	5.7	3.5	4.3	15.5	10.4	6.4
33	30% to under 50%	13,328	1,075	8.8	16.7	3.6	8.4	5.9	6.7	5.0	18.4	10.1	8.1
8	50% to under 70%	2,296	204	7.6	0.0	4.1	12.1	0.0	11.2	9.4	32.1	12.7	8.9
4	70% to under 90%	1,258	67	4.6	10.0	0.0	9.0	0.0	7.1	0.0	25.0	7.6	5.3
2	90% and over	67	3	4.7	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	4.5
Students: Hispanic, % (Avg=52%)													
103	Under 10%	7,537	183	3.7	1.6	0.0	2.9	0.0	2.3	2.4	8.3	3.5	2.4
362	10% to under 30%	77,793	1,914	4.2	2.6	0.6	3.7	4.3	1.8	1.8	8.5	4.9	2.5
238	30% to under 50%	96,943	4,181	6.9	7.6	1.7	5.1	4.3	2.9	3.9	11.8	7.7	4.3
166	50% to under 70%	93,181	7,544	11.4	14.1	3.1	8.4	5.6	5.4	4.9	16.2	12.3	8.1
98	70% to under 90%	34,504	2,788	11.0	7.2	2.9	8.1	20.6	6.3	9.9	17.0	11.8	8.1
87	90% and over	48,284	3,220	11.1	13.7	1.9	6.6	6.7	6.5	7.1	11.0	10.4	6.7
Students: White, % (Avg=28%)													
146	Under 10%	106,791	9,227	11.6	18.2	3.7	8.1	9.9	9.6	8.9	15.0	12.6	8.6
174	10% to under 30%	104,739	6,619	8.2	7.3	1.9	7.0	5.0	4.6	4.7	14.1	10.3	6.3
216	30% to under 50%	80,978	2,575	4.5	6.2	0.9	4.1	5.2	2.4	2.8	8.5	6.3	3.2
237	50% to under 70%	45,140	974	3.0	1.3	0.5	3.1	2.8	1.8	1.8	6.3	4.8	2.2
262	70% to under 90%	19,974	425	2.3	2.2	0.5	2.7	5.3	2.0	2.1	5.0	3.9	2.1
19	90% and over	620	10	12.5	0.0	0.0	3.7	0.0	1.4	0.0	50.0	2.0	1.6
Students: Econ Disad, % (Avg=59%)													
13	Under 10%	4,580	14	0.6	0.0	0.0	1.0	0.0	0.2	0.0	1.8	1.5	0.3
75	10% to under 30%	45,110	699	2.0	2.0	0.3	2.6	2.9	1.2	1.1	5.5	3.5	1.5
217	30% to under 50%	75,052	2,298	4.2	3.2	0.9	4.2	0.7	2.2	2.3	9.2	6.5	3.1
423	50% to under 70%	104,548	5,592	7.6	9.0	2.6	6.2	8.9	3.6	4.7	13.2	8.5	5.3

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Language Learner (ELL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2017

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac.	Isl.	White	Multi-racial	ELL
275	70% to under 90%	112,505	9,477	11.4	13.4	4.2	7.9	7.3	7.6	7.9	15.5	12.4	8.4
51	90% and over	16,447	1,750	12.5	25.0	4.0	10.5	0.0	14.5	12.9	12.8	13.2	10.6
Teacher Experience (Avg=10.9 yrs)													
199	Under 9.8 years	63,339	5,622	10.9	12.4	1.6	9.3	10.5	6.5	5.9	15.0	13.2	8.9
277	9.8 to under 11.8 years	185,785	9,986	7.2	8.5	1.6	6.8	4.5	2.9	3.4	13.6	8.8	5.4
305	11.8 to under 13.7 years	84,636	3,512	5.6	3.5	2.0	5.5	3.6	2.3	3.2	12.2	7.5	4.1
273	13.7 years and over	24,482	710	3.9	2.7	0.4	4.2	4.3	1.7	2.3	8.9	5.8	2.9
Teacher Salary (Avg=\$52,525)													
248	Under \$43,534	13,452	658	4.6	11.1	0.6	7.2	9.1	3.4	3.7	4.9	6.2	4.9
267	\$43,534 to under \$45,998	22,437	979	8.0	4.6	5.2	5.5	9.6	2.9	4.3	11.9	7.0	4.4
266	\$45,998 to under \$50,240	55,507	3,287	9.2	6.7	1.5	7.0	13.4	3.7	4.3	11.8	8.6	5.9
273	\$50,240 and over	266,846	14,906	7.9	8.1	1.6	6.8	3.8	2.8	3.4	14.0	9.5	5.6
Teachers: White, % (Avg=60%)													
38	Under 10%	24,625	1,272	3.1	8.7	0.0	5.2	0.0	5.4	5.9	11.6	8.8	5.2
59	10% to under 30%	53,331	5,951	15.2	22.1	4.5	10.5	8.8	11.6	9.7	18.4	14.8	11.2
57	30% to under 50%	43,949	2,675	7.1	12.4	1.3	6.5	8.0	4.7	3.5	12.7	9.7	6.1
100	50% to under 70%	81,323	5,411	8.2	9.3	1.9	7.4	7.0	4.8	5.3	14.1	11.5	6.7
365	70% to under 90%	119,776	3,755	4.6	3.0	1.1	4.4	3.4	2.2	2.6	9.1	6.0	3.1
435	90% and over	35,238	766	3.1	2.0	0.7	2.6	2.8	2.0	2.3	6.3	4.4	2.2
Teachers with Adv Degrees, % (Avg=24.3%)													
241	Under 12.9%	14,466	427	4.2	0.0	1.9	3.7	0.0	2.0	2.7	6.4	4.6	3.0
276	12.9% to under 18.3%	41,386	1,861	6.7	6.9	5.0	5.6	13.2	2.6	4.3	11.7	7.1	4.5
280	18.3% to under 23.6%	86,778	4,708	8.4	5.8	1.5	6.2	8.5	3.3	4.1	13.0	8.7	5.4
257	23.6% and over	215,612	12,834	8.2	9.1	1.5	7.6	4.1	3.1	3.5	14.2	9.9	6.0
U.S.-Mexico Border Region													
96	Border districts	46,132	2,498	8.0	11.3	1.6	5.4	8.3	5.3	8.2	11.7	9.2	5.4
958	Non-border districts	312,110	17,332	8.0	7.6	1.6	7.3	5.5	3.0	3.6	14.0	9.0	5.6

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. The property values are the 2014 tax year state-certified property values. All data are for the 2016-17 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

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 2017 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2013-14 school year and were expected to have graduated in spring 2017. 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 he or she is not a graduate and is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation. Longitudinal rates for the class of 2017 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 (2013-14

and 2017-18, respectively) or (b) served Grade 12 in the first and fifth years of the cohort. For more information on the calculation of longitudinal rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016-17](#).

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 2013-14 school year and were anticipated to have graduated in the spring of 2017 were members of the 2017 cohort.

Cost of Education Index. The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of districts. The CEI has a minimum value of 0.0 and a maximum of 1.2. Most districts have CEI values of at least 1.0. Districts with CEI values of 0.0 are primarily charter school districts. Districts are grouped into five subcategories, each with approximately the same number of districts.

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 school districts 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 960,000; (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 959,999; and (d) its enrollment is the largest in the county or at least 75 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 959,999; 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 880 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 75 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 School Districts. Charter school districts are open-enrollment school districts chartered 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 school districts are subject to fewer regulations than other public school districts. Generally, charter school districts 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 school districts are monitored and accredited under the statewide testing and accountability system.

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, 2016-17](#).

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, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016-17](#).

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.

English Language Learner. A student is classified as an English language learner (ELL) 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, ELLs 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 school districts 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 school districts 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 2015-16: 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 (1110 for the SAT; 24 for the ACT). The number of 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. The College Board began administering a redesigned version of the SAT in March 2016. For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

SAT/ACT 2015-16: 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/Sparse Adjustment. Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

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

Student Change: 2015-16 – 2016-17. 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 school districts 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 school districts 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 school districts 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.