

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2018**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
<b>Enrollment</b>													
20	50,000 and over	110,084	7,086	8.6	6.6	1.3	7.9	10.8	3.2	4.6	16.1	10.9	6.4
31	25,000 to 49,999	76,175	3,627	5.7	14.2	1.9	5.4	7.0	3.0	4.0	11.2	8.7	4.8
64	10,000 to 24,999	69,003	3,027	5.7	5.1	0.7	5.2	1.5	2.8	3.1	10.1	8.1	4.4
80	5,000 to 9,999	42,145	2,733	9.0	12.4	2.3	8.0	13.0	3.7	5.8	14.7	8.2	6.5
83	3,000 to 4,999	21,772	776	4.3	8.5	0.4	4.0	18.2	3.0	4.6	6.7	7.4	3.6
133	1,600 to 2,999	20,154	1,294	10.6	8.4	2.0	9.1	29.6	3.3	4.5	14.5	7.9	6.4
141	1,000 to 1,599	12,449	429	8.7	1.8	0.0	4.3	0.0	2.2	3.5	8.3	5.3	3.4
207	500 to 999	11,018	582	15.6	1.7	3.0	7.3	0.0	2.3	4.8	18.1	7.6	5.3
300	Under 500	7,101	473	17.6	11.1	11.5	9.3	50.0	3.3	5.5	11.7	7.0	6.7
<b>TEA District Type</b>													
11	Major Urban	63,520	5,193	11.4	14.6	2.9	8.2	13.4	5.8	6.6	16.1	13.2	8.2
79	Major Suburban	126,492	5,492	5.2	9.0	1.1	6.0	5.1	2.4	3.5	13.0	7.8	4.3
39	Other Central City	57,541	2,947	6.8	4.7	1.4	6.0	5.7	3.1	4.3	11.6	9.2	5.1
163	Other Central City Suburban	53,104	1,852	4.4	6.0	1.1	4.2	4.2	2.6	2.6	8.8	6.3	3.5
68	Independent Town	17,341	852	6.5	1.9	1.5	6.1	0.0	3.2	3.4	11.4	7.6	4.9
30	Non-metropolitan Fast Growing	2,610	37	1.3	6.7	0.0	1.4	0.0	1.6	1.5	1.3	7.5	1.4
168	Non-metropolitan Stable	20,057	580	4.3	5.1	1.4	3.9	9.4	1.8	3.3	8.6	4.9	2.9
414	Rural	12,374	295	3.6	1.8	7.5	3.3	0.0	1.7	1.5	8.7	3.8	2.4
87	Charters	16,862	2,779	25.5	24.4	2.2	15.1	42.9	14.9	15.0	16.4	17.6	16.5
<b>NCES District Type</b>													
78	City-Large	102,187	8,026	11.4	17.5	2.4	8.1	13.7	5.0	6.7	15.6	11.9	7.9
27	City-Midsize	33,310	2,550	12.0	7.9	2.0	8.4	10.5	4.6	6.0	13.2	12.3	7.7
23	City-Small	18,207	977	7.8	5.2	1.3	5.8	0.0	3.8	4.8	12.7	9.9	5.4
92	Suburban-Large	119,691	5,074	5.0	8.0	0.9	5.7	5.4	2.4	3.4	11.7	7.3	4.2
25	Suburban-Midsize	9,283	379	4.8	9.3	0.4	4.7	8.7	3.6	2.5	8.4	8.6	4.1
6	Suburban-Small	2,651	144	8.9	5.9	0.0	6.1	50.0	4.3	1.4	15.3	10.2	5.4
32	Town-Fringe	6,618	233	5.0	2.6	2.0	4.1	0.0	2.9	2.7	8.2	7.0	3.5
100	Town-Distant	16,305	674	6.3	0.0	1.6	5.0	5.3	2.8	2.9	8.8	6.3	4.1
78	Town-Remote	12,282	518	5.3	4.2	2.8	5.1	9.1	2.3	3.2	10.6	6.1	4.2
116	Rural-Fringe	28,880	924	3.9	3.3	1.7	4.2	4.9	2.3	2.7	9.5	6.0	3.2
281	Rural-Distant	15,190	403	4.8	1.5	0.0	3.3	0.0	2.2	3.8	6.4	4.8	2.7
201	Rural-Remote	5,297	125	1.4	4.3	5.9	3.3	0.0	1.9	1.3	9.6	3.4	2.4
<b>NCES District Type, Charters Separate</b>													
31	City-Large	93,083	6,669	9.8	15.9	2.3	7.6	11.5	4.5	5.7	15.4	11.7	7.2
21	City-Midsize	31,175	1,626	7.9	5.0	2.0	5.7	4.7	3.4	4.9	10.3	9.7	5.2

Note. See notes after table for category descriptions.

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				Afr. Amr.		Pac.		Multi-racial		Spec. ed.		All students	
				Am.	Ind.	Asian	Hisp.	Isl.	White		EL		
19	City-Small	17,895	977	8.0	5.2	1.5	5.9	0.0	3.8	4.9	12.9	10.0	5.5
78	Suburban-Large	115,217	4,691	4.7	7.8	0.9	5.7	4.6	2.1	3.2	12.2	7.3	4.1
23	Suburban-Midsize	9,098	378	4.8	9.3	0.4	4.9	8.7	3.7	2.5	9.0	8.8	4.2
6	Suburban-Small	2,651	144	8.9	5.9	0.0	6.1	50.0	4.3	1.4	15.3	10.2	5.4
32	Town-Fringe	6,618	233	5.0	2.6	2.0	4.1	0.0	2.9	2.7	8.2	7.0	3.5
98	Town-Distant	16,230	669	6.3	0.0	1.6	5.0	5.3	2.8	2.9	8.8	6.3	4.1
76	Town-Remote	12,210	516	5.4	4.3	2.9	5.1	9.1	2.3	3.2	10.7	6.2	4.2
110	Rural-Fringe	28,611	903	3.9	3.4	1.7	4.1	4.9	2.3	2.8	8.9	6.0	3.2
278	Rural-Distant	14,964	321	3.6	1.5	0.0	2.8	0.0	1.8	2.3	5.3	3.7	2.1
200	Rural-Remote	5,287	121	1.4	4.3	5.9	3.3	0.0	1.8	1.3	9.6	3.2	2.3
87	Charters	16,862	2,779	25.5	24.4	2.2	15.1	42.9	14.9	15.0	16.4	17.6	16.5

Property Wealth: Median (\$355,578)

98	Under \$163,318	39,697	2,156	4.7	8.8	1.3	5.7	4.4	3.7	3.7	11.3	8.1	5.4
98	\$163,318 to \$217,351	22,470	1,018	5.0	8.3	0.7	4.9	14.3	3.7	4.0	9.3	7.5	4.5
99	\$217,352 to \$267,597	34,602	2,302	7.7	5.2	3.8	8.3	15.6	3.2	5.7	17.4	11.0	6.7
100	\$267,598 to \$302,245	30,175	1,487	6.5	14.4	1.9	5.6	8.7	3.2	2.6	12.7	8.0	4.9
97	\$302,246 to \$355,577	44,061	2,394	6.9	7.6	1.6	6.7	1.4	3.5	5.5	13.1	9.4	5.4
98	\$355,578 to \$422,429	48,843	1,887	4.9	6.1	1.3	4.7	2.8	2.6	4.5	10.0	7.4	3.9
95	\$422,430 to \$529,540	54,008	1,752	4.9	2.8	0.9	5.0	4.3	1.8	2.2	10.5	6.9	3.2
100	\$529,541 to \$682,847	36,957	1,664	7.1	5.3	2.1	5.9	6.1	2.4	2.7	12.0	7.6	4.5
97	\$682,848 to \$984,516	30,393	2,299	11.7	15.5	1.0	9.9	23.5	3.6	5.1	21.4	11.9	7.6
85	Over \$984,516	10,933	287	3.9	0.0	1.1	3.8	0.0	1.3	2.2	7.9	5.0	2.6
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7

Property Wealth: Average (\$418,181)

585	Under \$418,181	215,779	11,054	6.3	8.4	1.8	6.0	5.9	3.2	4.6	12.3	8.6	5.1
382	Over \$418,181	136,360	6,192	7.1	6.3	1.2	6.4	8.5	2.3	2.9	13.9	8.1	4.5
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7

Property Wealth: Equal Student Groups

39	Under \$118,418	17,448	1,056	0.0	7.7	0.0	6.2	100	3.2	4.8	12.6	9.6	6.1
51	\$118,418 to < \$157,074	17,371	811	4.8	9.3	1.1	4.9	2.7	3.9	4.3	9.3	6.6	4.7
84	\$157,074 to < \$206,220	18,160	857	5.0	4.0	1.4	5.2	8.0	3.4	1.7	9.5	7.8	4.7
60	\$206,220 to < \$238,681	17,918	823	4.5	8.9	3.7	5.3	25.0	3.4	6.1	11.1	8.4	4.6
58	\$238,681 to < \$266,510	18,084	844	5.7	2.5	1.8	5.8	9.4	2.7	3.9	12.6	8.8	4.7
34	\$266,510 to < \$281,451	16,299	1,479	9.0	9.2	3.7	10.3	11.1	5.1	5.9	19.7	12.6	9.1
49	\$281,451 to < \$296,438	18,704	988	7.8	17.9	1.7	5.8	11.8	2.9	3.2	13.8	8.5	5.3
55	\$296,438 to < \$315,992	17,331	612	3.7	4.1	0.8	4.4	0.0	2.9	5.2	7.4	6.1	3.5
32	\$315,992 to < \$337,674	16,247	1,120	8.8	15.6	2.3	7.8	0.0	4.5	4.4	16.3	11.9	6.9

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				Afr. Amr.	Ind. Asian	Hispanic	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students	
48	\$337,674 to < \$365,086	18,179	1,026	6.9	8.1	1.5	7.0	4.2	3.2	6.7	14.6	9.4	5.6
51	\$365,086 to < \$394,171	18,001	584	3.6	5.8	1.4	3.8	3.8	2.5	4.8	6.9	6.2	3.2
16	\$394,171 to < \$408,683	18,570	768	6.2	0.0	1.3	4.7	6.1	2.7	4.4	12.2	7.9	4.1
20	\$408,683 to < \$426,945	19,869	634	4.1	10.7	0.6	4.8	0.0	1.9	1.7	7.6	7.8	3.2
31	\$426,945 to < \$453,917	17,266	396	2.5	1.5	0.2	4.0	8.0	1.4	1.4	6.6	5.6	2.3
39	\$453,917 to < \$496,173	17,050	678	5.6	4.2	2.5	6.1	3.6	1.9	3.6	14.8	7.5	4.0
46	\$496,173 to < \$565,906	19,144	624	6.9	1.1	1.3	4.3	0.0	2.1	2.7	11.2	5.3	3.3
30	\$565,906 to < \$603,272	15,173	1,001	9.7	10.4	5.0	7.5	5.9	2.9	4.3	13.2	10.1	6.6
49	\$603,272 to < \$710,245	23,324	2,122	12.3	17.6	2.0	10.0	22.9	5.7	6.1	21.4	14.1	9.1
97	\$710,245 to < \$1,044,440	17,575	540	4.4	5.2	0.6	5.5	12.5	1.6	2.4	14.9	5.5	3.1
78	\$1,044,440 and over	10,426	283	4.0	0.0	1.2	3.8	0.0	1.4	2.3	7.9	5.1	2.7
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7
Tax: Local Adopted Rate (Avg=1.2981)													
191	Under \$1.1696	25,942	1,213	5.9	8.1	3.2	5.3	5.7	3.3	3.6	10.1	8.5	4.7
273	\$1.1696 to under \$1.3001	82,676	5,300	9.9	8.9	2.9	7.1	13.0	3.6	4.7	15.3	10.1	6.4
254	\$1.3001 to under \$1.4201	114,818	6,008	7.4	9.1	1.6	6.6	6.6	2.7	4.3	14.2	8.8	5.2
249	\$1.4201 and over	128,703	4,725	4.5	6.1	0.8	4.9	3.9	2.3	3.2	9.5	6.9	3.7
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7
Tax: Local M & O Rates (Avg=1.0880)													
499	Under \$1.0401	190,561	8,953	6.7	6.4	1.2	6.0	6.2	2.8	3.9	13.4	8.3	4.7
104	\$1.0401 to \$1.1694	73,962	4,485	8.1	13.4	2.8	7.0	10.1	3.0	4.4	14.7	9.9	6.1
364	\$1.1695 and over	87,616	3,808	5.0	5.7	0.6	5.4	5.7	2.5	3.1	10.1	7.5	4.3
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7
Highest Property Value													
469	Residential	287,707	13,556	6.4	7.7	1.4	5.9	5.6	2.7	3.8	12.4	8.4	4.7
25	Land	415	9	0.0	0.0	0.0	3.3	0.0	0.6	0.0	9.1	2.3	2.2
116	Oil and gas	9,187	304	1.8	0.0	2.9	4.1	0.0	1.5	1.8	9.2	6.1	3.3
357	Business	54,830	3,377	8.1	8.3	2.0	7.4	12.8	3.4	4.6	16.4	8.9	6.2
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7
Small/Sparse Adjustment (Avg=24.8%)													
159	No small/sparse adjustment	278,927	14,932	7.0	8.6	1.4	6.5	6.6	3.0	4.1	13.5	9.3	5.4
260	Under 14.1%	51,915	1,796	4.4	5.9	1.3	4.2	9.8	2.6	2.9	7.9	5.9	3.5
171	14.1% to under 21.5%	23,521	2,936	22.7	17.5	2.0	13.0	26.7	7.5	11.4	15.5	13.3	12.5
255	21.5% to under 34.8%	11,002	248	2.7	3.9	5.5	3.2	0.0	1.7	2.1	8.8	3.7	2.3
214	34.8% and over	4,536	115	5.2	0.0	7.7	3.4	0.0	1.6	1.9	9.3	4.8	2.5

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				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students	
Cost of Education Index (Median=1.06)													
127	Under 1.04	18,579	2,818	24.8	21.6	2.1	14.7	42.9	11.1	14.3	16.2	16.1	15.2
232	1.04 to under 1.06	13,369	246	2.3	3.1	3.4	1.9	6.7	1.7	3.1	5.7	3.8	1.8
243	1.06 to under 1.08	22,379	678	4.7	2.1	2.5	4.2	4.2	2.1	1.9	9.8	5.4	3.0
249	1.08 to under 1.11	61,928	1,975	4.7	5.1	0.7	4.1	2.9	2.2	3.1	6.8	6.1	3.2
208	1.11 and over	253,646	14,310	7.2	9.4	1.5	6.6	8.2	3.3	4.3	13.7	9.7	5.6
Operating Cost Per Student (Avg=\$9,425)													
187	Under \$8,760	93,067	3,352	5.7	4.6	0.7	4.7	4.4	2.5	3.0	8.8	6.6	3.6
214	\$8,760 to \$9,510	132,692	7,162	7.3	8.4	1.6	6.6	9.8	3.2	4.5	13.9	9.3	5.4
223	\$9,511 to \$10,506	89,856	5,586	9.1	11.2	1.8	6.6	11.0	3.7	6.0	12.6	9.5	6.2
215	\$10,507 to \$11,900	45,627	3,425	9.4	14.9	2.6	8.5	8.8	3.7	5.8	16.4	9.9	7.5
220	Over \$11,900	8,659	502	17.1	9.1	1.6	6.4	0.0	3.1	4.8	13.1	9.1	5.8
Education Service Center Regions													
41	I Edinburg	29,460	1,350	1.9	15.4	0.0	4.6	0.0	3.6	3.2	10.0	7.6	4.6
37	II Corpus Christi	7,565	464	8.2	12.5	2.4	6.6	0.0	4.4	4.3	12.2	10.3	6.1
32	III Victoria	3,631	161	8.4	0.0	2.8	5.3	0.0	2.4	2.1	9.6	8.0	4.4
59	IV Houston	82,653	5,276	7.9	12.2	1.0	7.9	14.4	3.7	4.7	18.2	11.1	6.4
35	V Beaumont	5,686	377	10.3	21.1	1.8	8.9	33.3	4.1	6.9	22.1	7.8	6.6
56	VI Huntsville	13,697	626	7.3	1.5	1.2	6.3	0.0	3.2	4.1	14.1	7.3	4.6
95	VII Kilgore	11,483	392	4.4	2.0	1.5	3.5	16.7	3.1	3.2	8.6	5.6	3.4
41	VIII Mt Pleasant	3,745	107	4.1	4.5	0.0	3.5	0.0	2.2	4.5	4.6	5.8	2.9
36	IX Wichita Falls	2,508	52	1.1	4.2	2.6	2.1	0.0	2.2	1.3	5.2	4.2	2.1
97	X Richardson	59,435	3,482	8.6	9.4	1.4	7.6	7.1	2.7	5.0	13.2	7.9	5.9
77	XI Fort Worth	42,781	1,941	6.5	6.2	1.7	5.9	4.5	3.2	4.2	10.2	7.6	4.5
76	XII Waco	11,199	515	6.7	4.2	1.3	5.9	4.7	2.8	4.0	9.4	7.1	4.6
61	XIII Austin	26,003	787	4.4	5.7	1.1	4.2	6.5	1.8	2.3	7.5	5.2	3.0
43	XIV Abilene	3,242	115	6.9	16.7	0.0	4.3	0.0	2.7	4.3	7.8	5.3	3.5
42	XV San Angelo	3,383	195	10.8	0.0	0.0	7.7	0.0	2.8	6.5	19.0	8.6	5.8
56	XVI Amarillo	5,561	232	8.5	3.7	11.0	4.9	0.0	2.5	7.7	13.9	9.7	4.2
58	XVII Lubbock	5,459	210	8.1	0.0	0.0	4.7	0.0	1.9	1.2	10.3	6.7	3.8
32	XVIII Midland	5,161	378	12.8	9.5	5.6	7.9	33.3	4.9	6.1	16.4	12.6	7.3
16	XIX El Paso	13,479	795	7.3	8.3	4.0	5.9	16.7	4.6	6.4	12.3	12.0	5.9
69	XX San Antonio	33,770	2,572	11.8	13.3	2.4	8.6	11.1	3.9	4.8	15.1	12.6	7.6

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				Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. 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
203	Under 67.1%	49,598	5,950	14.4	21.1	6.3	11.9	24.4	9.6	11.6	19.6	14.3	12.0
240	67.1% to under 73.0%	93,309	6,914	9.0	15.3	2.7	7.9	11.4	5.3	6.1	15.1	10.6	7.4
216	73.0% to under 78.0%	66,944	3,100	4.8	3.7	2.0	5.4	6.5	3.0	3.9	11.6	7.9	4.6
194	78.0% to under 83.0%	77,004	2,647	4.4	3.0	1.2	4.2	4.2	2.3	3.6	9.2	7.6	3.4
206	83.0% and over	83,046	1,416	2.3	2.3	0.5	2.5	0.0	1.3	2.1	6.0	4.0	1.7
SAT/ACT 2016-17: Participation, %													
380	0% to under 55%	71,508	5,455	12.9	11.7	2.9	8.7	16.8	4.4	6.9	15.1	9.8	7.6
312	55% to under 70%	74,081	2,916	5.4	4.5	1.0	4.7	3.2	2.8	4.0	9.5	6.7	3.9
364	70% and over	224,185	11,546	7.0	9.1	1.4	6.3	8.8	2.6	3.6	13.4	9.1	5.2
3	No graduates	127	110	86.8	0.0	0.0	87.7	0.0	75.0	100.0	89.2	100.0	86.6
SAT/ACT 2016-17: At or Above Criterion, %													
111	None met criterion	3,846	403	22.5	8.3	23.1	9.2	0.0	7.0	12.2	14.9	12.5	10.5
216	Under 10%	93,831	8,167	11.2	18.6	4.8	8.3	21.6	7.9	9.6	14.9	11.8	8.7
318	10% to under 20%	107,177	6,552	8.3	10.6	2.1	6.4	8.4	4.6	5.6	13.9	9.6	6.1
293	20% to under 35%	94,407	3,378	4.9	3.8	1.3	4.8	3.2	2.4	3.6	10.4	7.0	3.6
110	35% and over	70,228	1,303	3.0	0.8	0.6	3.0	0.0	1.2	1.9	7.0	4.6	1.9
11	No test takers	412	224	65.2	66.7	33.3	55.9	100	29.5	42.9	55.3	62.2	54.4
Student Density (Avg=19 Students/Sq Mile)													
430	Fewer than 5	18,595	517	3.8	5.5	4.7	3.8	0.0	1.7	3.5	9.3	4.4	2.8
264	5 to fewer than 20	35,605	1,298	5.0	2.9	1.4	4.7	4.2	2.5	2.4	9.7	5.9	3.6
148	20 to fewer than 100	60,537	2,513	5.3	5.3	1.9	5.1	12.5	3.0	3.6	9.9	7.5	4.2
125	100 and over	237,402	12,918	7.0	9.3	1.3	6.7	6.1	2.9	4.1	13.7	9.5	5.4
92	Non-taxing entities	17,762	2,781	24.9	24.4	1.8	14.3	37.5	14.3	13.5	16.2	17.1	15.7
Student Change: 16/17-17/18 (Avg=1%)													
489	Declining students	186,108	12,355	8.8	11.1	2.2	7.2	11.3	4.2	5.9	14.6	10.2	6.6
300	0% to under 3%	130,746	5,301	5.5	5.6	0.8	5.5	6.2	2.5	3.0	9.7	7.6	4.1
132	3% to under 6%	35,572	971	3.3	4.7	0.9	4.0	0.0	2.0	2.8	7.8	5.7	2.7
77	6% to under 10%	8,232	141	2.6	0.0	0.5	1.9	0.0	1.5	2.9	3.3	3.8	1.7
61	10% and over	9,243	1,259	25.8	21.9	4.7	12.7	66.7	7.2	14.9	19.5	12.9	13.6

Note. See notes after table for category descriptions.

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2018**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.
Students: African American, % (Avg=13%)													
794	Under 10%	186,687	7,799	5.4	5.1	1.0	5.3	6.4	2.3	3.1	10.7	7.7	4.2
221	10% to under 30%	167,016	10,915	8.2	10.9	1.6	8.1	9.7	3.9	5.2	14.9	9.9	6.5
29	30% to under 50%	12,363	1,013	8.7	13.8	2.0	9.0	7.2	6.5	5.7	17.3	10.5	8.2
9	50% to under 70%	2,460	253	9.9	20.0	1.5	13.7	20.0	8.7	8.6	34.5	11.4	10.3
3	70% to under 90%	1,288	43	2.4	14.3	0.0	6.1	100	6.5	16.7	12.5	6.0	3.3
3	90% and over	87	4	4.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8.3	4.6
Students: Hispanic, % (Avg=52%)													
97	Under 10%	7,267	175	3.3	4.8	0.0	3.3	0.0	2.3	3.2	5.6	5.2	2.4
356	10% to under 30%	74,999	1,710	3.7	2.7	0.6	3.3	3.0	1.8	2.8	7.4	5.1	2.3
251	30% to under 50%	105,641	4,511	6.6	5.7	1.4	5.1	4.6	2.9	4.0	10.7	7.3	4.3
166	50% to under 70%	97,957	8,122	11.3	18.6	2.8	8.6	16.0	5.7	6.5	16.2	12.2	8.3
104	70% to under 90%	35,307	2,734	9.4	7.6	2.4	7.9	19.0	6.0	8.6	17.3	11.6	7.7
85	90% and over	48,730	2,775	10.1	15.2	0.7	5.6	7.1	6.4	3.7	10.4	9.3	5.7
Students: White, % (Avg=28%)													
139	Under 10%	105,918	8,290	10.1	19.0	2.9	7.4	19.1	9.9	9.7	14.6	11.8	7.8
182	10% to under 30%	109,982	7,523	9.1	10.5	1.5	7.5	10.0	4.9	5.8	13.9	10.6	6.8
222	30% to under 50%	91,418	2,860	4.1	4.6	1.1	4.1	4.0	2.4	2.7	8.6	6.3	3.1
240	50% to under 70%	42,026	973	3.2	1.4	0.5	2.9	0.0	2.0	3.3	6.5	4.8	2.3
257	70% to under 90%	19,912	371	2.7	4.3	0.0	2.1	0.0	1.8	2.7	3.0	3.9	1.9
19	90% and over	645	10	0.0	0.0	0.0	11.1	0.0	1.2	0.0	20.0	4.2	1.6
Students: Econ Disad, % (Avg=59%)													
15	Under 10%	4,846	14	0.5	0.0	0.0	0.5	0.0	0.3	0.5	0.0	1.1	0.3
76	10% to under 30%	41,565	624	2.1	1.2	0.3	2.3	0.0	1.2	2.0	5.6	3.9	1.5
210	30% to under 50%	84,003	2,464	3.5	2.9	1.0	4.2	1.9	2.0	2.8	8.4	6.6	2.9
423	50% to under 70%	103,107	5,422	7.5	7.0	2.2	5.9	7.8	3.7	4.9	12.2	8.7	5.3
278	70% to under 90%	117,457	10,061	10.9	18.3	3.2	8.2	19.7	7.7	9.1	15.9	11.6	8.6
57	90% and over	18,923	1,442	18.2	30.0	7.9	7.2	0.0	9.7	14.3	11.8	11.7	7.6
Teacher Experience (Avg=10.9 yrs)													
215	Under 10.0 years	84,836	7,427	10.3	14.7	3.0	9.2	15.4	6.4	7.6	15.2	11.1	8.8
281	10.0 to under 12.0 years	184,143	8,969	6.8	7.6	1.2	6.1	6.1	3.0	3.6	13.0	8.8	4.9
282	12.0 to under 13.6 years	70,456	2,560	3.9	4.5	1.3	4.9	1.9	2.0	3.7	10.2	6.9	3.6
281	13.6 years and over	30,466	1,071	6.6	6.3	0.3	4.6	0.0	1.8	2.8	9.9	6.9	3.5

Note. See notes after table for category descriptions.

**Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2018**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.
Teacher Salary (Avg=\$53,334)													
252	Under \$44,023	14,053	699	6.2	10.1	2.4	6.8	27.3	3.4	3.7	5.1	5.3	5.0
269	\$44,023 to under \$46,781	23,805	878	6.4	1.1	1.8	4.5	6.1	2.6	4.0	8.0	6.1	3.7
269	\$46,781 to under \$50,908	54,047	3,373	9.6	6.9	1.1	7.4	17.9	3.8	4.9	12.5	8.9	6.2
269	\$50,908 and over	277,996	15,077	7.6	9.7	1.4	6.5	7.0	2.9	4.3	13.7	9.3	5.4
Teachers: White, % (Avg=59%)													
41	Under 10%	25,537	1,350	10.9	15.0	0.8	5.2	50.0	6.0	5.9	10.5	8.2	5.3
61	10% to under 30%	64,170	6,551	13.6	24.1	3.6	9.5	22.9	11.6	13.9	18.3	14.1	10.2
55	30% to under 50%	32,816	1,889	7.0	16.3	1.1	6.2	9.0	4.3	4.5	12.3	10.6	5.8
109	50% to under 70%	88,391	5,714	7.5	7.1	1.5	7.2	10.6	5.0	5.4	12.0	10.2	6.5
370	70% to under 90%	124,938	3,806	4.3	3.4	1.1	4.1	3.1	2.2	2.7	9.1	6.1	3.0
423	90% and over	34,049	717	3.1	3.8	0.0	2.7	0.0	1.9	3.5	5.8	4.3	2.1
Teachers with Adv Degrees, % (Avg=24.5%)													
243	Under 12.9%	15,774	591	4.6	7.3	1.8	4.8	12.5	2.3	2.8	8.0	4.9	3.7
275	12.9% to under 18.7%	38,923	1,613	5.2	4.6	3.2	5.1	5.0	2.7	4.2	11.0	6.6	4.1
290	18.7% to under 24.8%	106,576	7,166	11.0	10.8	2.7	7.2	18.8	4.2	6.0	14.3	9.8	6.7
251	24.8% and over	208,628	10,657	6.8	8.6	1.1	6.6	5.7	2.7	3.8	13.1	9.0	5.1
U.S.-Mexico Border Region													
96	Border districts	46,966	2,405	6.4	8.2	1.1	5.2	14.3	4.2	5.2	10.7	9.0	5.1
963	Non-border districts	322,935	17,622	7.7	8.7	1.4	7.0	8.2	3.1	4.3	13.9	8.8	5.5

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 2015 tax year state-certified property values. All data are for the 2017-18 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 2018 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2014-15 school year and were expected to have graduated in spring 2018. 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 2018 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 (2014-15 and 2018-19, 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, 2017-18](#).

**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 2014-15 school year and were anticipated to have graduated in the spring of 2018 were members of the 2018 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.

**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 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 985,000; (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 984,999; 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 984,999; 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 another 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 898 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.

**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 school districts are assigned one of the twelve subcategories; there is not a separate subcategory for charter school districts. For more information on NCES' categorization, please see the [Locale Boundaries User's Manual](#).

**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, Charters Separate.** The twelve NCES district type subcategories are the same as listed above, but charter school districts are placed into a separate thirteenth subcategory.

**Charters.** As noted above in TEA District Types, 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, 2017-18](#).

**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, 2017-18](#).

**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 Learner.** A student is classified as an English learner (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, ELs 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 2016-17: 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 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 SAT examination prior to March 2016, their scores were converted to the corresponding scores on the redesigned SAT using College Board's concordance tables.

**SAT/ACT 2016-17: 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: 2016-17 – 2017-18.** 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.