

REPORT TO THE LEGISLATURE

REPORTING ON OPEN-ENROLLMENT CHARTER SCHOOLS

[86TH LEGISLATIVE'S SESSION GENERAL APPROPRIATIONS ACT FOR THE 2020-2021 BIENNIUM \(RIDER 58, PG III-21\)](#)

TEXAS STUDENT FEES AND LEAVER CODE REPORT 2019

Data Collection for School Year 2017-2018

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Introduction

In 2019, the 86th Legislature again included a provision in the General Appropriations Act (GAA) that required the Texas Education Agency (TEA) to gather information about the fees collected by charter schools and the number of students classified as “leavers.” The information in this report presents data on both fees and leavers during the 2017-18 school year. The Texas Legislature mandated this collection in the 84th Legislative Session’s General Appropriations Act for the 2016-17 Biennium (Rider 71, Page III-20) and in the 85th Legislative Session’s General Appropriations Act for the 2018-2019 Biennium (Rider 59, Page III-20). All three riders in each GAA included identical reporting requirement language.

The collection of leaver data as required by the act lags by one year due to the Public Education Information Management System (PEIMS) data collection and submission timeline. PEIMS data is collected at intervals throughout the year: fall collection, mid-year collection, summer collection, and extended year collection. Data collected in the fall of a given year is referred to as snapshot data and represents the final leaver counts and codes from the preceding school year. This data requires processing and validation; consequently, it does not become available until the spring following the fall collection. To parallel the leaver data, the data collected for fees also reflect the 2017-18 school year. The collection of fees data is based on an annual, online survey of active charter schools in the state’s portfolio (Subchapter D, Subchapter E, and mission-specific charter schools).

This report focuses on the state-authorized portfolio of open-enrollment and university charter schools authorized under Subchapters D and E respectively and the mission-specific charter in operation during this period. In this report, the term “charter campus” is used to refer to the campus-level entity that students attend, and the term “charter school” is used to refer to the local education agency to which the campus belongs.

About Student Fees and Leaver Codes

Public schooling exists in part to provide an educational foundation to children at no direct cost to them or their families. The State of Texas consistently works towards providing the best education to the state’s children without creating an unnecessary burden on family budgets. State and federal funding do not cover all items at schools; this is often due to limited funding or the purpose of the funds.

There are statutory provisions which regulate the fees that public schools may charge. However, the law does permit school districts and charter schools to collect fees to supplement funding in specific circumstances, as regulated by the Texas Education Code (TEC) §11.158 and §12.108.

While fees can help schools provide specific services, state funding is still the primary source of operating revenue. A primary factor in the state funding calculation is average daily attendance. Each school must track its student population to ensure accurate funding allocation to the school according to attendance. This tracking includes students who are withdrawn from school and accounting for where those students enroll next, or accounting for what caused them to leave school if their destination is unknown.

Fee Assistance and Fee Waiver

In addition to collecting information about fees assessed, the online survey also asked if the charter school had a policy for waiving fees for financial need. There are provisions in statute that apply to charter schools as well as districts (TEC §11.158(f)) that dictates this policy, which states that:

“A school district shall adopt reasonable procedures for waiving a deposit or fee if a student or the student’s parent or guardian is unable to pay it. This policy shall be posted in a central location in each school facility, in the school policy manual, and in the student handbook.”

In the 2017-18 survey results, eighty-nine charter schools reported having a specific policy across the charter or district. Individual charter campuses may have similar policies in place that are not charter-wide; however, this survey only accounted for charter-level policies.

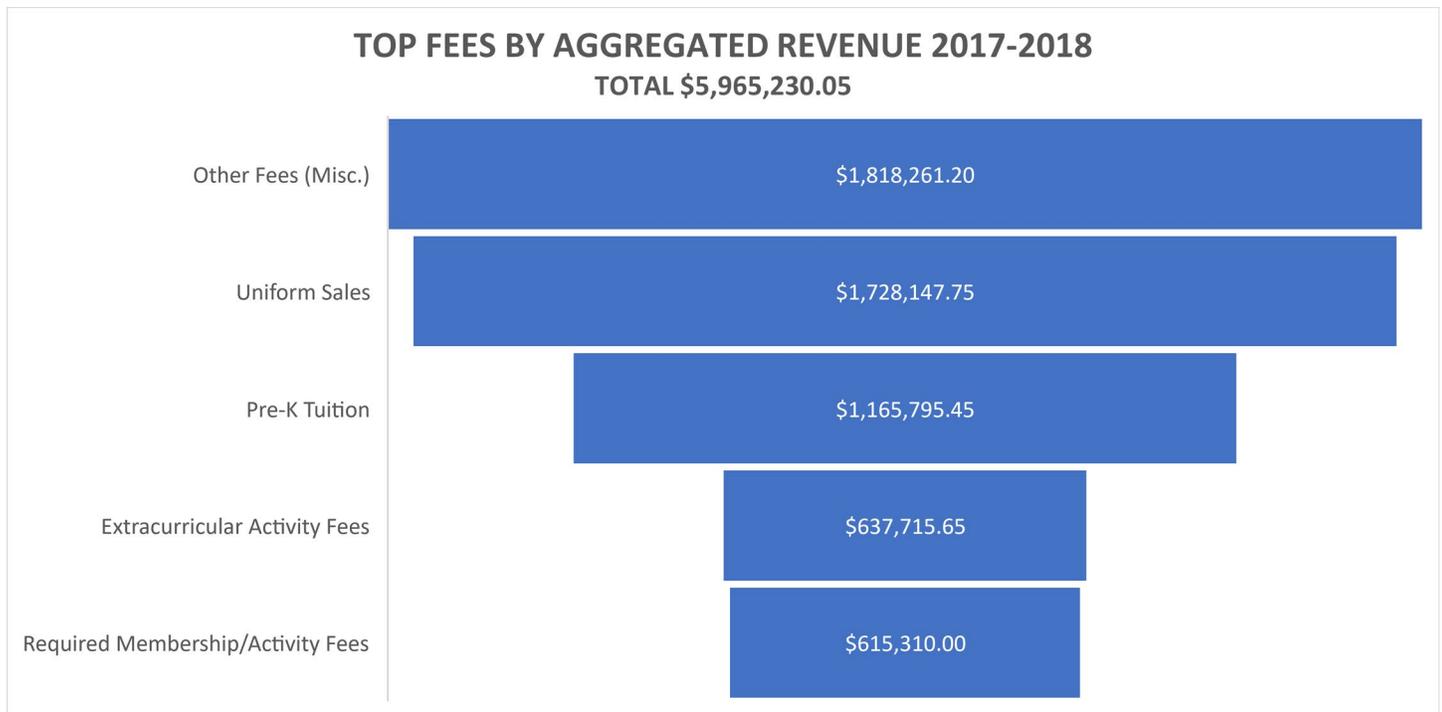
Student Fees

Overview

To acquire information on the fees collected by each open-enrollment charter school, the TEA reached out to charter school superintendents to gather the requisite information. The research team for this project created and distributed an online survey to charter school superintendents, asking questions based on the provisions under TEC §11.158(a) and §11.158(b).

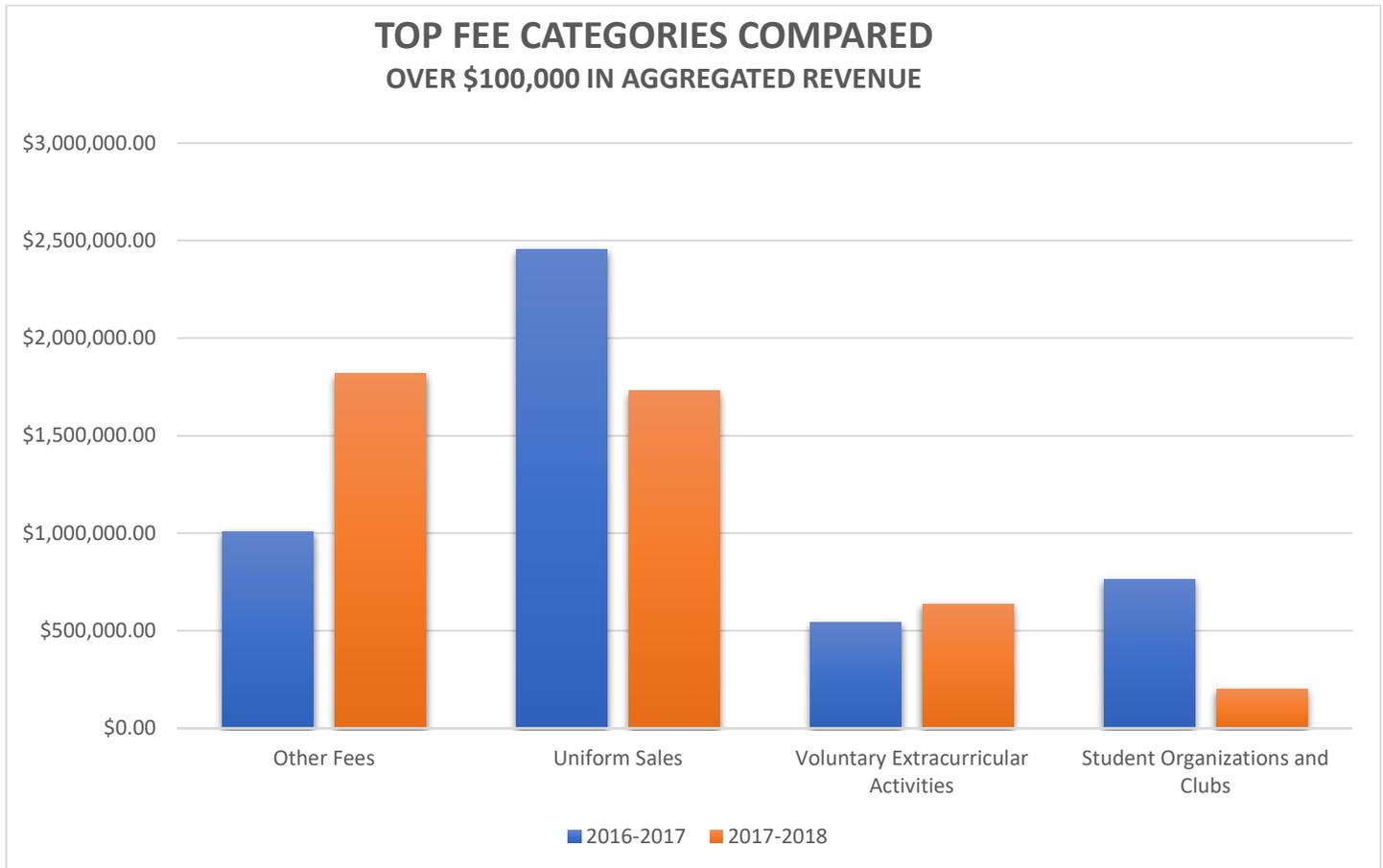
Of the 182 active charter schools in the state-authorized portfolio that received the most recent survey, 171 responded; the remaining eleven schools did not serve students in the 2017-2018 school year and were exempt from the survey. TEA received responses from all 171 charter schools; additionally, one charter holder submitted data for a school they previously operated that closed this year, for a total of 172 responses. Lists of the closed schools may be found in the appendix.

Based on the results of the 2017-18 fee survey, reporting charter schools collected a total of \$6,865,898 in fees. About 69% of charter schools reported collecting fees. These charter schools each received an average of approximately \$38,790 in fees. In 2017-2018, the survey contained new questions to clarify whether the fee constituted a required or voluntary activity. When looking only at the questions asked in prior years, the funds generated from fees totaled \$6,529,397.06 in 2017-18. The analysis below will thus perform year-to-year comparisons only on those categories that were referenced in prior years, while responses to new categories will be looked at separately.



The top fee categories from the 2017-2018 survey were: Other Fees (Misc.) at \$1,818,261.20, Uniform Sales at \$1,728,147.75, Pre-K Tuition at \$1,165,795.45, Extracurricular Activity Fees at \$637,715.65, and Membership/Activity Fees (Required) at \$615,310.00. These fees total \$5,965,230.05 or about 86% of the total fees collected in 2017-2018.

There was some difference in the categorical fees from 2016-2017 when compared to 2017-2018; most notable is the emergence of the Pre-K Tuition fee in 2017-2018. In 2017-2018, the data shows a reduction in Uniform Sales and Student Organizations and Clubs, but an increase in Other Fees and Voluntary Extracurricular Activities from 2016-2017's top fee categories. These categories in 2017-2018 saw an increase of approximately 25% from 2016-2017.



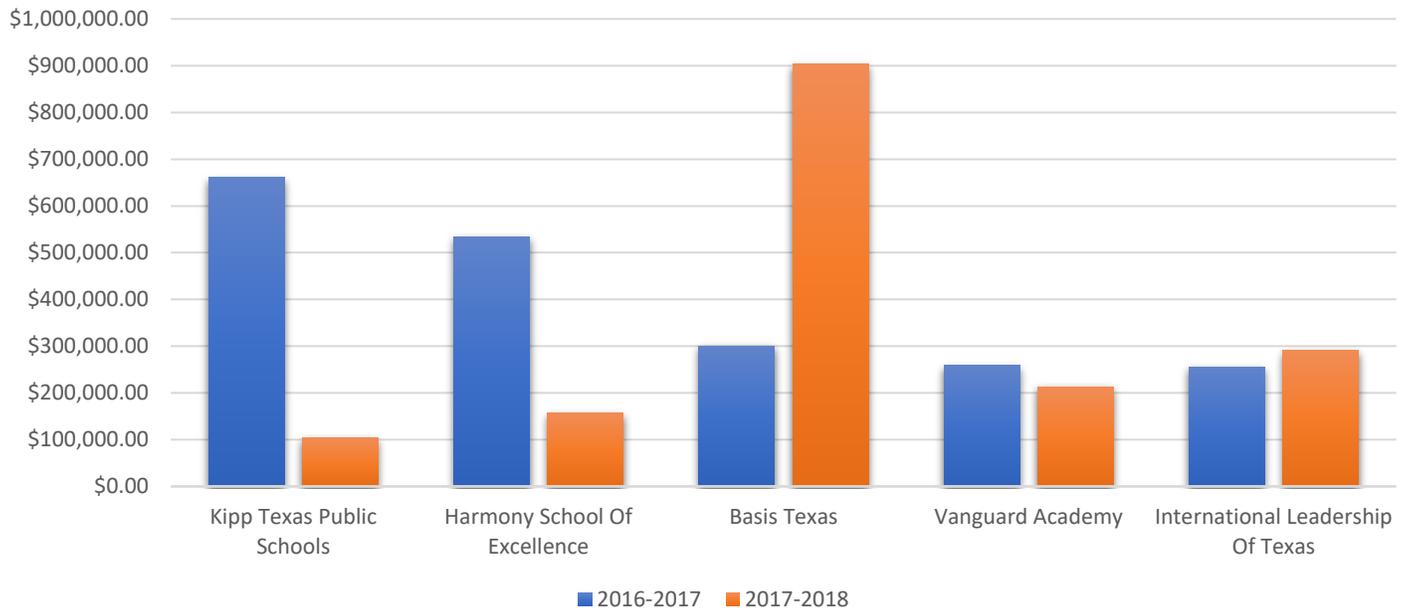
The top fee collectors for 2017-2018 are the following schools: Basis Texas at \$903,238.00, Harmony School of Excellence at \$373,299.00, Meridian World School LLC at \$541,593.25, Montessori For All at \$310,451.00, and Brooks Academies of Texas at \$302,406.18. These five schools represent \$2,430,987.43 or about 35% of the total fees collected in 2017-2018.

TOP FEE COLLECTORS BY AGGREGATED REVENUE 2017-2018



Charter school data was not reported individually in the 2018 Legislative Report; however, it will be compared for the purposes of the 2019 Legislative Report. The top fee collectors by aggregated revenue in 2016-2017 were: KIPP Texas Public Schools at \$660,247, Harmony School of Excellence at \$534,638, Basis Texas at \$300,782, Vanguard Academy at \$258,401, and International Leadership of Texas at \$295,502.06. These schools represented \$2,049,570.06 or 31%. The top fee collectors collected 23.66% less in 2017-2018.

TOP 5 CHARTER FEE COLLECTORS



Leaver Data

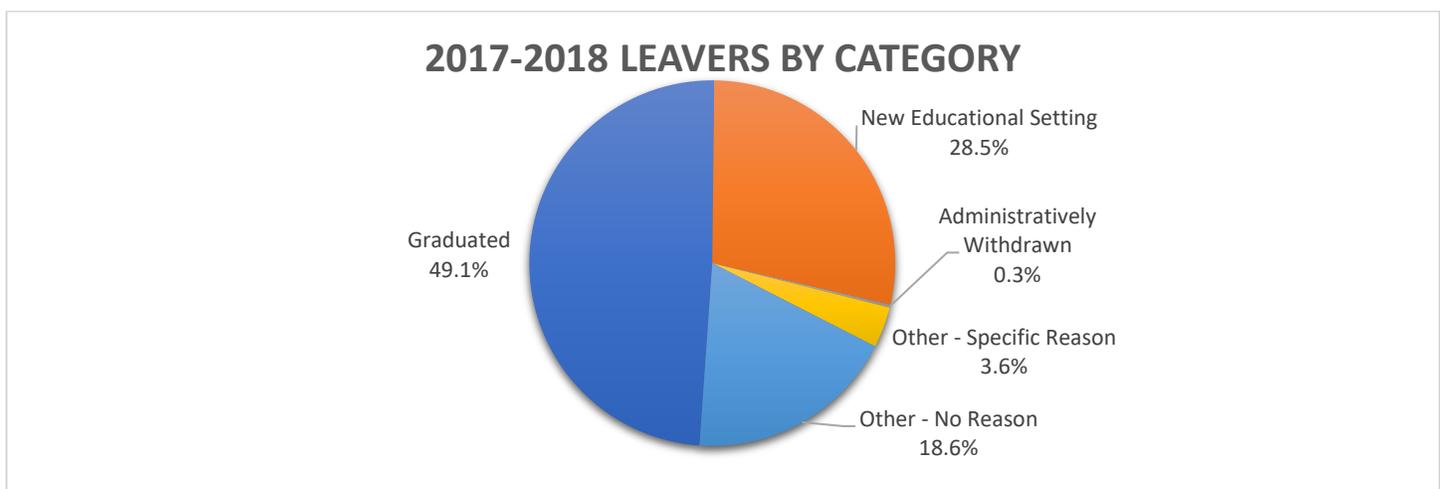
Overview

While fee revenue can supplement a public school's activities, average daily attendance (ADA) provides the primary source of funding for all Texas public schools, including charter schools. In addition to tracking daily attendance, absences, and tardies, which affect the primary source of funding, the TEA also collects information when a student transitions from one educational environment to another, or when the student leaves the educational setting altogether. This ensures proper allocation of resources, and also provides a limited window into the factors that affect students and lead to their exit from the public school system.

Leaver data are collected through the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS), and validated in the fall in accordance with the annual [Leaver Data Records Data Validation Manual](#). This data is not compiled with regard to the exact date that a student left a particular school, but still provides a great deal of information regarding the reason that student left the school. There are four main leaver categories that are used:

1. **Graduation:** These codes denote students who left a school due to their education ending and the student receiving a high school diploma or a Certificate of High School Equivalency, such as a General Educational Development (GED).
2. **Moved to Another Educational Setting:** The student was removed from the school to receive education in another setting (e.g., transitioning to home schooling or private school).
3. **Withdrawn by District:** The student was removed from the district by a district ruling, usually based on a specific legal provision.
4. **Other:** Any other reasons for leaving the school.

For context and comparison purposes, in 2017-18, state-authorized charter schools enrolled 296,323 students; in 2016-17, state-authorized charter schools enrolled 272,835 students at the time of the PEIMS fall snapshot.¹ A total of 29,165 students were considered leavers, or 9.8%, compared to 26,908 students or 9.9% of students who left charter schools in 2016-17². Although slightly more students left charters, leavers made up a slightly smaller percentage of the total enrollment when compared to the prior year.

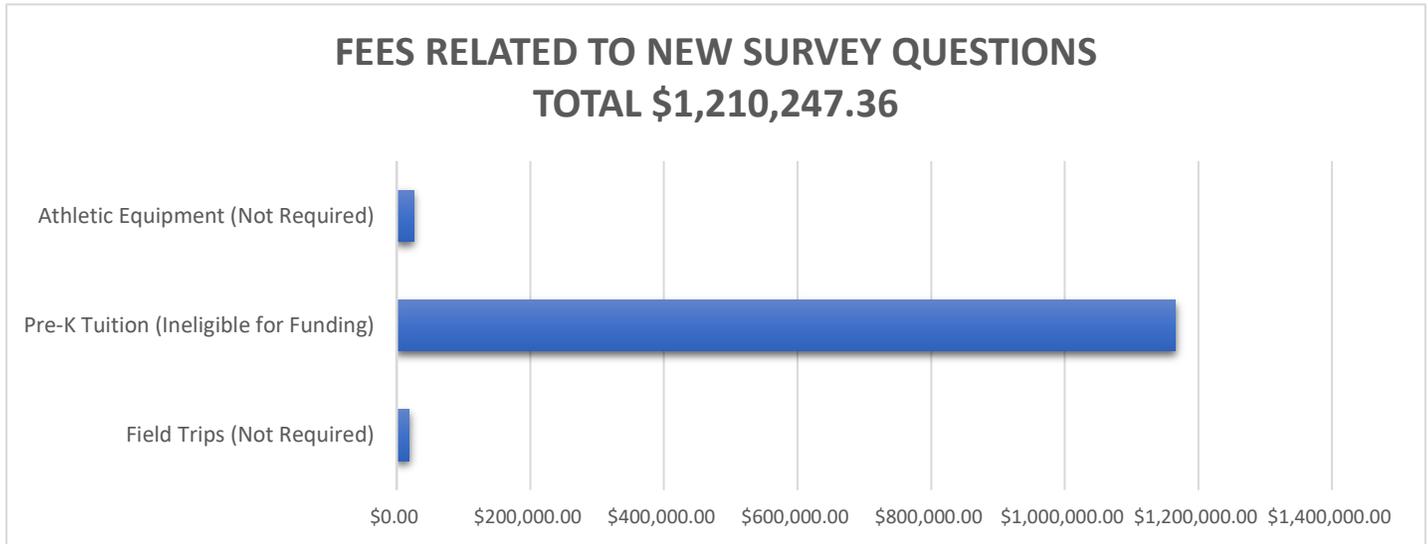


¹ "Enrollment in Texas Public Schools, 2016-17." Texas Education Agency, Division of Research and Analysis, December 2017.

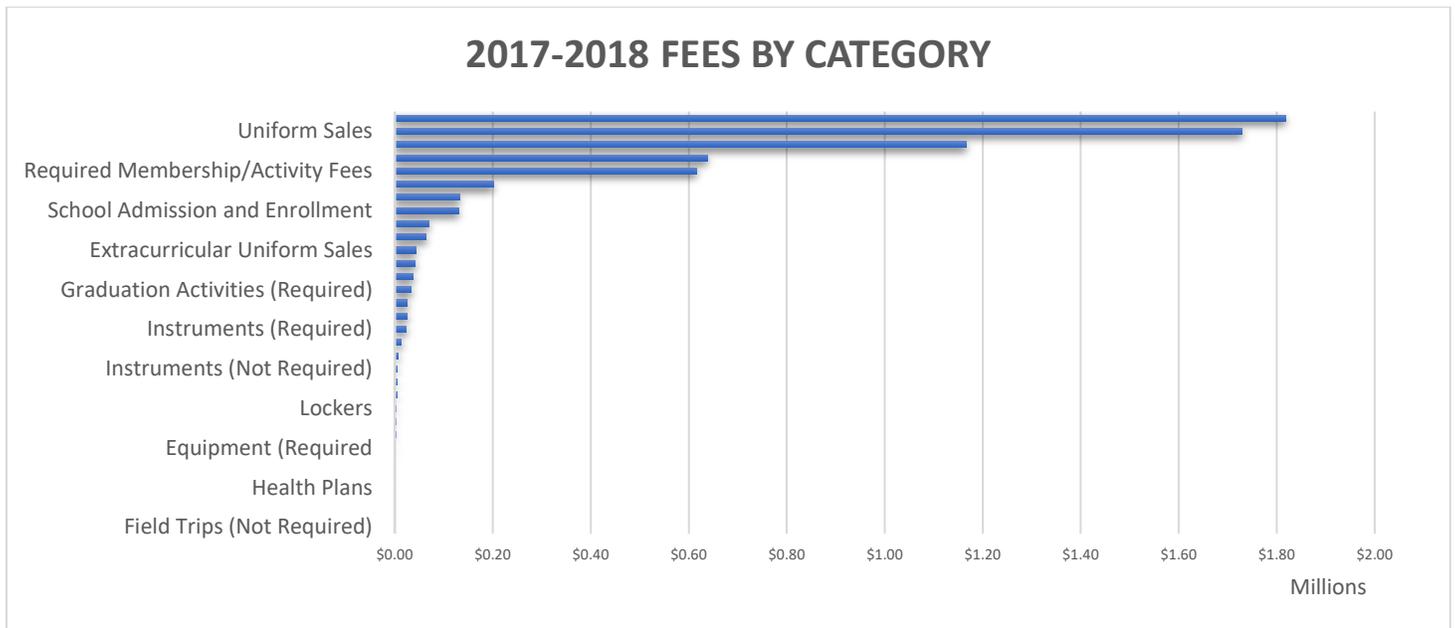
2017-2018 Fee Survey and Leaver Data Detail

Fee Survey

The TEA added several questions for the 2017-2018 year that were not asked on previous surveys. Some of these questions were based on prior survey responses and feedback to prior surveys that indicated questions were not capturing a full picture of fees in charter schools; others arose from cases where a question received large numbers of answers that indicated confusion with the wording. These fees include charges to support voluntary field trips that are not tied to a required class, prekindergarten tuition for students not eligible for free enrollment, and library fines³.



There were a total of 29 categorical fee related questions asked in the 2017-2018 Student Fee Survey.



³ The chart of new fees does not show \$21,007 in library fines and other assorted new fees due to the scale. They are accounted in the total, however.

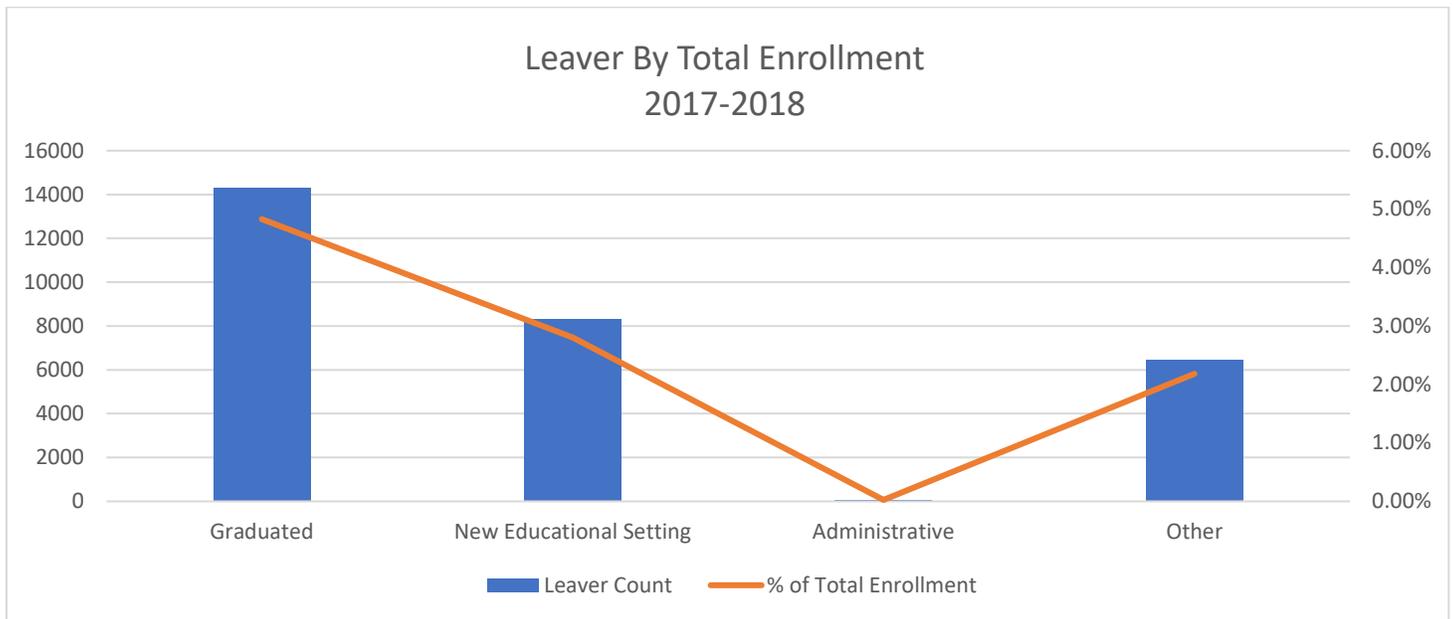
Fee Survey Recommendations

Upon review of the 2017-2018 Student Fee data, TEA has determined to eliminate the “Other Fees” category and provide guidance to charter schools on categorization of student fees in future surveys.

Additionally, all fee survey questions will be evaluated against TEC §12.108 and revised accordingly.

Leaver Data

The most appropriate comparison for leaver data is to total charter school enrollment. The data shows that of total charter school enrollment 4.8% of those students Graduated from their charter school; 2.8% chose a New Educational Setting; .02% were classified as Administratively Withdrawn; and 2.18% were labeled as Other.

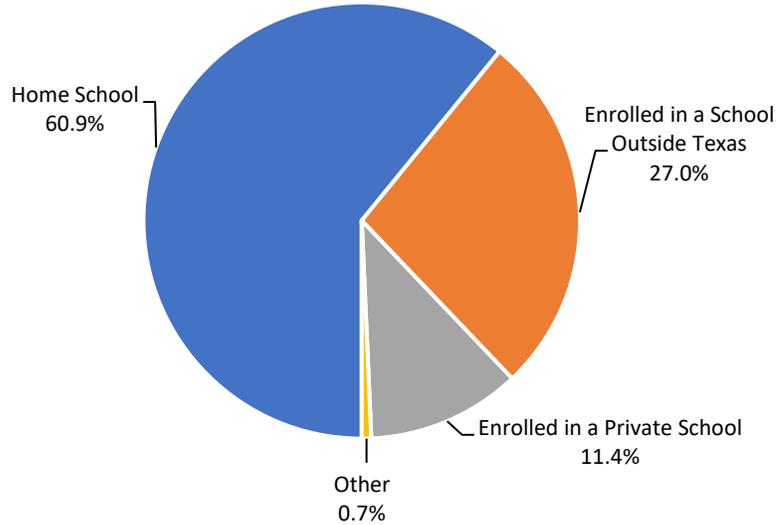


Graduation is the most common reason for students leaving a charter school. This leaver category accounted for the 14,308 students in charter schools who graduated in the 2017-18 school year, or 49.1%⁴ of leavers, versus 48% in 2016-17. The vast majority of those graduated with a diploma from the Texas charter school they attended; a very small subset of students either graduated with a GED from outside the state or received a diploma in another state before moving to Texas and enrolling temporarily before departing again⁵.

⁴ Percentages may not total 100% due to rounding.

⁵ The leaver code description does not provide an example of why this may occur; however, it may represent cases of students who have met another state’s graduation requirements but don’t yet have proof of graduation. It also may indicate cases where a student chose to return to school to complete a class not required by another state’s diploma for the purposes of entering college, or chose to return to a school environment for family or social reasons.

2017-2018 NEW EDUCATIONAL SETTING



In comparison to the general graduation category, students who moved to other educational settings had greater diversity in their outcomes. In total, 28.5% (8,269) of students left charter schools in 2017-18 to receive education elsewhere, compared to 29.7% in 2016-17. The largest subcategory of leavers in this category were those students who left for home schooling comprising 17.3% of charter school leavers during the 2017-18 school year. This is slightly more than the 18.2% of students who left to be homeschooled in the 2016-17 school year. With regards to the other codes, 7.7% of leavers enrolled in public or private schools outside of the state, versus 8% the previous year, while 3.3% enrolled in private schools in the state, roughly the same as the year before.

The remaining students, less than one percent of all leavers, either enrolled in college without completing their diploma, enrolled in a university program that would provide them with a diploma (either the Texas Tech University Independent School District High School Diploma Program or University of Texas at Austin High School Diploma Program), or were moved to a different educational program under Child Protective Services, a similar percentage from the previous year.

Leaver Reason	Leaver Count	Total % of Leaver Count	Sub Category %	% of Total Enrollment
Graduated	14308	49.1%		5.24%
New Educational Setting	8310	28.5%		3.05%
HOME SCHOOLING	5059	17.3%	60.9%	1.85%
ENROLL IN SCHOOL OUTSIDE TEXAS	2245	7.7%	27.0%	0.82%
ENROLL IN TX PRIVATE SCHOOL	948	3.3%	11.4%	0.35%
COLLEGE PURSUE DEGREE	9	0.0%	0.1%	0.00%
GED OUTSIDE OF TEXAS	8	0.0%	0.1%	0.00%
REMOVED CHILD PROTECTIVE SRVS	41	0.1%	0.5%	0.02%
Administrative	73	0.3%		0.03%
ADMN WTHDRWL NOT ENTLD TO ENR	25	0.1%	34.2%	0.01%
EXPELLED CANNOT RETURN	48	0.2%	65.8%	0.02%
Other	6474	22.2%		2.37%

OTHER	5419	18.6%	83.7%	1.99%
RETURN TO HOME COUNTRY	1007	3.5%	15.6%	0.37%
DIED	31	0.1%	0.5%	0.01%
IN STATE JAIL FED PEN AS ADULT/COURT ORDRD GED PGM NOT EARND	17	0.1%	0.3%	0.01%

The smallest category of total leavers were the students removed by the charter school on administrative grounds. Students in this category were removed either due to an ineligibility to be enrolled at the school or due to expulsion. Schools use the “Ineligible to Apply/Enroll” code for three primary situations: “(a) the student was not a resident of the district, (b) was not entitled under other provisions of [TEC §25.001](#) or as a transfer student, or (c) was not entitled to public school enrollment under [TEC §38.001](#) or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.”⁶ Students expelled under [TEC §37.007](#), which delineates serious expulsion-worthy offenses by students, are not eligible to return to the school. In total, about 0.3% of all leavers from 2017-18 fell into one of these categories; compared to 0.2% in 2016-2017.

Finally, there are those students who left for what the TEA classifies as “other reasons.” This category has a variety of reasons that do not fit under other categories and accounted for approximately 22% of leavers for both school years 2016-17 and 2017-18.

Of the students who left for other reasons, the largest category consisted of students who were from another country and returned there, consisting of 3.5% of all leavers in 2017-18, compared to 3.2% the previous year. Other reasons include students imprisoned as an adult, students court-ordered to enroll in a GED program but who had not completed it, and students who passed away.

Leaver Code “Other” and the Texas Charter School Portfolio

The largest code in the “Other” category, was the subcategory of “Other.” The [Texas Education Data Standards](#) define this category as: “Student was not enrolled within the school-start window for a reason not listed, student dropped out, or reason for leaving is unknown.” This includes dropouts in Grades 9-12. The annual dropout rate for students in Grades 9-12 for charter schools in 2017-18 was 5.5%, or approximately 5,100 students, per the *Secondary School Completion and Dropouts in Texas Public Schools, 2017-18*; this is the majority of students under this code.⁷

The “Other” code has also been used by charter schools for reorganizational purposes. For instance, a charter school may separate a previously connected middle- and high-school 6-12 campus into two separate charter campuses, 6-8 and 9-12 respectively or in instances of consolidation when a charter holder with multiple charters consolidates the charter school operations to a singular remaining charter school. This code accounted for 18.6% of leavers in 2017-18, compared to 18.5% in 2016-17.

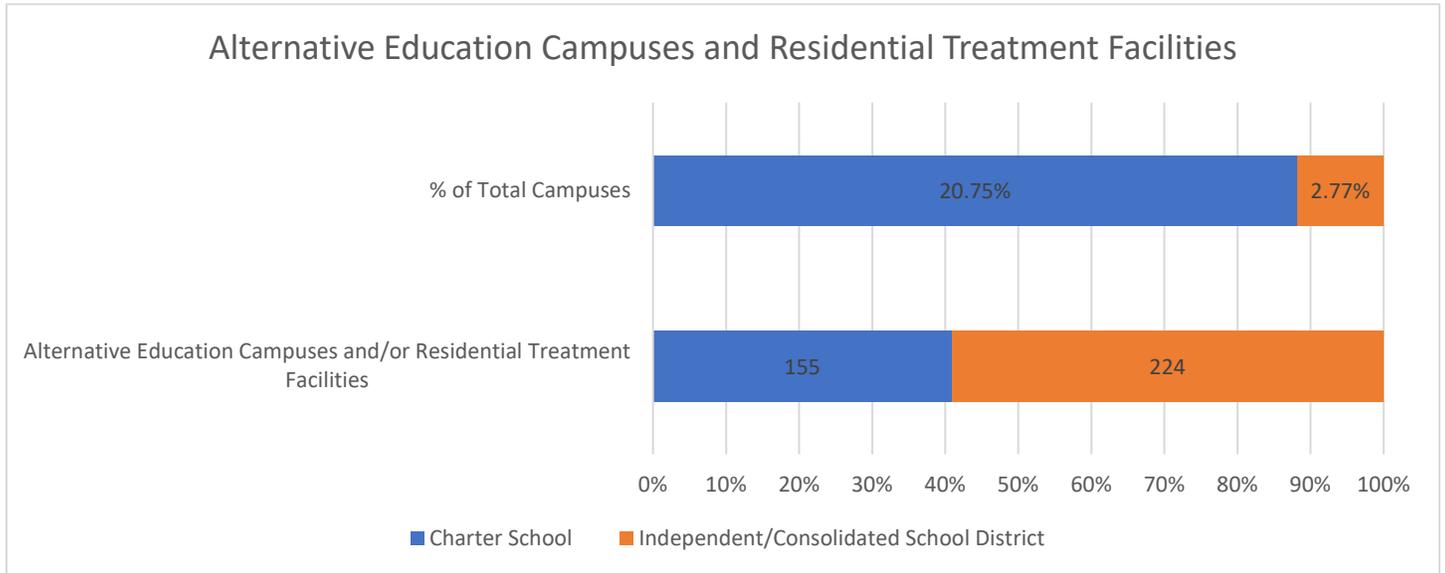
Alternative Education and Residential Treatment Facilities in the Texas Charter School Portfolio

The Texas Charter School Portfolio comprises a variety of innovative and specialized learning environments for students that includes Residential Treatment Facilities (RTF) and Alternative Education Accountability (AEA) schools. These schools specialize in at-risk student education. The Texas Charter School Portfolio has 34 Alternative Education

⁶ 2017-2018 PEIMS Data Standards Section 4: Description of Codes, Page 8.4.137.

⁷ Statistics of charter school students in 8th grade or lower dropping out are not available at the time this report was published.

Accountability classified schools 8 of which are also considered Residential Treatment Facilities with 155 total campuses; these campuses make up approximately 21% of the Texas Charter School Portfolio.⁸



⁸ Texas Education Agency, Governance & Accountability, Performance Reporting, Highlights of 2019 State Accountability

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HOME RULE SCHOOL
DISTRICTS

TEC Chapter 12, SUBCHAPTER B

Conversion of a traditional district to a charter district authorized by the constituency.

51

CAMPUS OR
CAMPUS PROGRAM

TEC Chapter 12, SUBCHAPTER C

District charter campuses or programs authorized and overseen by the board of trustees of the district.

176

OPEN ENROLLMENT

TEC Chapter 12, SUBCHAPTER D

Schools operated by eligible entities authorized and overseen by the commissioner of education.

6

COLLEGE OR UNIVERSITY

TEC Chapter 12, SUBCHAPTER E

Operated by a Texas public college and(or) university, authorized and overseen by the commissioner of education.

1

MISSION SPECIFIC

TEC §29.259 AND HRC Chapter 221

Operated by eligible entities with a specific target group defined by the statute and authorized and overseen by the commissioner of education.

Texas authored its first open-enrollment charter school legislation as a vehicle for school choice in the 75th Legislature under TEC Chapter 12. The concept of a charter school was to create an environment with reduced regulations and laws as a mechanism to allow the schools to be flexible with their structure and strategies for educating students; in turn, this flexibility would enable innovation and increase positive outcomes for students.

Since 1995, Texas charter schools have grown, both in size and number. Charter schools exist to provide school choice and opportunity to students without the cost of private education and to allow for innovative thought and practice. Charter schools are public entities, and despite the lessened statutory restrictions, charter schools must abide by applicable statutes and rules.

Currently, the law provides for four types of charter schools in TEC Chapter 12, each defined in its subchapters, and two types of mission-specific charters from other statutes. The state-authorized portfolio includes two of the types set forth in Chapter 12 and both mission-specific types. The authorizing statutes include the authorizing requirements and provide the statutory regulations that bind each type of charter school. Historically, and currently, Subchapter D open-enrollment charter schools are the most common type of charter school in Texas. In the 2017-18 school year, the state-authorized portfolio consisted of 176 Subchapter D open-enrollment charters and six university charters granted under Subchapter E. Of those; five had not yet begun operations.

In addition to these, the state-authorized portfolio includes two types of mission-specific charter schools provided for in statutes outside of TEC Chapter 12. TEC §29.259 created an adult education (AE) pilot program in the 2014-15 school year, in which the legislature made a permanent charter category in the 86th Legislature. A single operator participated in the pilot program, and that operator continues to run the only adult education school currently in existence. Beyond the TEC, Chapter 221 of the Human Resources Code (HRC) also provides for charter schools that aim to serve a student population of adjudicated youths. No charters operated under this provision in SY 2017-18.

Beyond the state-authorized portfolio, nine school districts were operating 51 campus charters campuses authorized under TEC Chapter 12, Subchapter C. There have never been any home-rule district charter schools authorized in Texas as provided for in Subchapter B.

Legislative Background

Charter Schools and the Law

Charter Schools receive public funding and are subject to many of the same laws and regulations governing traditional public schools. Where charter schools differ from traditional public schools is in which sections of the statute apply to them. Chapter 12 of the TEC specifically addresses charter schools; it also lists the core provisions of the TEC, outside of that chapter, which expressly applies to charter schools. Other sections of the TEC may also apply, but only if specified. The statutes authorizing the mission-specific charters also extend provisions from TEC Chapter 12, Subchapter D, to cover those schools as well.

This exception from specific laws is one of the reasons why charter schools were implemented, and one of their defining features – by removing restrictions, charter schools are free to work in less restrictive and more innovative ways. However, there are still limits on the schools, especially concerning their finances.

Rider 58 and the Texas Education Code

The legislative provision in the General Appropriations Act for the 2020-21 Biennium, passed in 2019, requires the creation of this report. There is no specified funding for the creation of this report. In the act, on Page III-21, Rider 58 reads as follows:

Out of funds appropriated above, the Texas Education Agency shall annually collect information from each open-enrollment charter school concerning fees collected from students by the open-enrollment charter school under the authority of Section 12.108 (b), Education Code, and information about students enrolled in an open enrollment charter school who do not complete the school year at the school. The agency shall produce and submit to the legislature by January 1 of each year a report that details the following:

- 1) the amount each open-enrollment charter school collects for each type of fee listed by Section 11.158 (a), Education Code; and*
- 2) the number of students enrolled in the charter school who do not complete the school year at the school by leaver code and by the six-week period the student exited.*

Sections 11.158 and 12.108 of the TEC both relate to the fees that charter schools may charge their students. Section 12.108(b) gives explicitly open-enrollment charter schools the power to charge fees of their students, the same way the board of trustees of a traditional school district is permitted to charge fees. TEC §11.158(a) states the requirements and permissions for specific fees and lists the various fees both district board of trustees and open-enrollment charter schools may charge. Further, §11.158(b) also delineates the types of fees governing entities may not charge their students. Charters may opt into §11.158(c) by requiring students to furnish school uniforms, but only if the charters comply with §11.162 for the benefit of economically disadvantaged students.

In line with this requirement, the TEA has undertaken a general analysis of both fees and leavers, which affect the funding of schools in different ways.

Conclusions

The creation of this report is in response to a provision that was part of the General Appropriations Act in 2019. The report required the Texas Education Agency (TEA) to gather information about the fees collected by charter schools. In addition, the agency was to report on the number of charter school students classified as “leavers.”

Fee Survey

Comparatively, there was little change between 2017-2018 and the previous year's collection, with an increase of approximately 5.15%, likely indicative of the increase in survey questions. The largest category from 2017-2018 was Other Fees, which represents miscellaneous fee collection not appropriate for other categories. The Texas Education Agency has determined further disaggregation of this category is necessary to ensure accurate reporting; therefore, this question will no longer be presented in the survey. The second-largest fee collection, and largest in previous years, is Uniform Sales.

Further, TEC §11.158 may need further clarification and specificity. In general, the numbers remain similar across both years, both in terms of dollar values and percentages for different categories.

In conclusion, public charter schools collected \$6,865,898 in student fees as local funds. TEA will be providing additional guidance to future surveys to ensure consistent and accurate responses from participating charter schools.

Leaver Data

As part of the rider, the agency was requested to review the numbers of students who do not complete the school year by leaver code, and by the six weeks, the students exited.

Upon examination of the leaver data, results show that graduation is the most common reason for students to leave charter schools, accounting for almost half (48%) of all leavers. Followed by students moving to other educational settings, accounting for approximately 30%; of these, homeschooling is the most commonly used leaver reason in that category, making up about 60% of leavers who moved to another setting, a result consistent with prior years.

Appendix

Data Variances in Fee Survey

As discussed earlier, despite all efforts to create a rigorous survey and collect the most accurate data possible, there are always potential discrepancies, especially when looking at data from year to year. Some inconsistencies in the data may be related to responder differences from year to year. Although the methodology and questions were similar to those previously used, the schools may have assigned different individuals to respond to each survey from year to year, leading to varying interpretations of their fee structures and which categories in which they fall. These interpretations may explain the increase in the amount in the miscellaneous category as compared to the previous year, despite the addition of the new categories, which were expected to add clarity. The TEA continues to improve methodologies and will develop additional guidance to achieve more accurate results on future surveys.

Data Variances in Leaver Data

Minor inconsistencies in the leaver data may arise from the timing of the data collections. The attendance data that was used is based on a “snapshot” of the school’s enrollment taken on the last Friday in October of the school year; leaver data is submitted in the fall of each year but is based on all students who left during the previous year, meaning that some students may have embarked before the snapshot being taken. Similarly, students may have enrolled after the snapshot was taken, and then left again in the following year. Also, leaver data does not account for students advancing into a grade no longer served by the charter school or charter campus.

Closed Charters

Charter Schools Active in 2017-2018 That Are Now Closed

CDN	CHARTER NAME
015837	Carpe Diem Schools
057837	KIPP Dallas-Fort Worth
015826	KIPP San Antonio
101813	KIPP, Inc Charter
227828	The Excel Center*
101850	Zoe Learning Academy

*Charter holder provided data for this school, even though not required.

Charter Schools Active, but Not Serving Students in 2017-2018

CDN	CHARTER NAME	GEN	START DATE
101875	BLOOM ACADEMY CHARTER SCHOOL	23	19-Aug-19
152806	BETTY M. CONDRA SCHOOL FOR EDUCATION INNOVATION	23	14-Aug-19
101876	REVE PREPARATORY CHARTER SCHOOL	23	12-Aug-19
111801	LAKE GRANBURY ACADEMY CHARTER SCHOOL	23	25-Oct-18

227829	VALOR PUBLIC SCHOOLS	22	20-Aug-18
101874	LEGACY SCHOOL OF SPORT SCIENCES	22	20-Aug-18
057851	BRIDGEWAY PREPARATORY ACADEMY	22	20-Aug-18
101873	YELLOWSTONE COLLEGE PREPARATORY	22	15-Aug-18
101872	ETOILE ACADEMY CHARTER SCHOOL	22	13-Aug-18
015839	PROMESA ACADEMY CHARTER SCHOOL	23	17-Aug-20

List of Leaver Codes

The list of leaver codes, taken from the 2018-2019 PEIMS Data Standards Section 4: Description of Codes, Pages 8.4.138.

CODE	NAME	DESCRIPTION
01	Graduated From A Campus In This District Or Charter	Student graduated from a campus in this district or charter
03	Died	Student died while enrolled in school or during the summer break after completing the prior school year
16	Return To Home Country	Student withdrew from/left school to return to family's home country
24	College, Pursue Associate's or Bachelor's Degree	Student withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree
60	Home Schooling	Student withdrew from/left school for home schooling
66	Removed-Child Protective Services	Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment
78	Expelled, For Offense Under TEC 37.007, Cannot Return	Student was expelled under the provisions of TEC 37.007 and cannot return to school
81	Enroll In Texas Private School	Student withdrew from/left school to enroll in a private school in Texas
82	Enroll In School Outside Texas	Student withdrew from/left school to enroll in a public or private school outside Texas
83	Withdrawn By District Because Not Entitled to Enrollment	Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.
85	Graduated Outside Texas Before Entering A Texas Public School-Entered A Texas Public School-Left Again	Student graduated outside Texas before entering a Texas public school, entered a Texas public school and left again

86	GED Outside Texas	Student received a GED outside Texas, returned to school to work toward the completion of a high school diploma, and then left; or student earned GED outside Texas after leaving Texas public schools
87	Enroll In University High School Diploma Program	Student withdrew/left school to enroll in the Texas Tech University ISD High School Diploma Program or University of Texas at Austin High School Diploma Program
88	Court-ordered to a GED program, has not earned a GED	Student was ordered by a court to attend a GED program and has not earned a GED certificate
89	Incarcerated in state jail or federal penitentiary as an adult	Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children	Per TEC 162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state
98	Other	Student was not enrolled within the school-start window for a reason not listed, student dropped out, or reason for leaving is unknown