

The Texas Education Code (TEC) §29.918 states that a district with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the compensatory education allotment and the high school allotment for developing and implementing strategies for dropout prevention.

Identification

To identify districts with “relatively high dropout rates”, only districts with dropout rates above their respective accountability group averages were referred to the Division of School Improvement

- four-year longitudinal dropout rate above 4.0% or Grade 7-12 annual dropout rate above 0.9% for standard accountability districts, and
- four-year longitudinal dropout rate above 29.4% or Grade 7-12 annual dropout rate above 12.2% for AEA districts

The top 20% percent of districts identified as having a “relatively high dropout rate” are required to submit a dropout prevention plan via the Intervention, Stage, and Activity Manager (ISAM) application in TEAL.

Districts held to standard accountability are required to submit a dropout prevention plan if they had a longitudinal or Grade 7-12 annual dropout rate greater than or equal to 10.2%.

Districts held to alternative education accountability (AEA) standards with a longitudinal or Grade 7-12 annual dropout rate greater than or equal to 32.4% are also required to submit a dropout prevention plan.

Submission Requirements

Dropout Prevention Plan

At a minimum, the dropout prevention plan must include the following items as outlined in TEC §29.918(c)(1)(2)(3)

1. Career and Technology education courses or technology applications courses that lead to industry or career certification
2. Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - i. High-quality, college readiness instruction with strong academic and social supports
 - ii. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling
 - iii. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

Needs Assessment

Districts who are identified for interventions in both the 2020-21 and 2021-22 monitoring years are also required to submit a Needs Assessment. The [Needs Assessment](#) workbook contains open-ended questions regarding processes, procedures, training and program effectiveness for the district's dropout prevention plan. Districts are expected to enter a response to all questions within the workbook.

Note: If plan ineffectiveness is cited, activities to address those findings should be included in the Needs Assessment.

Districts are required to submit one of the three options listed above as well as the Needs Assessment, if applicable, to the Agency via the Intervention, Stage, and Activity Manager (ISAM) application in [TEAL](#) by **December 1, 2021**.