

Texas
Education
Agency

AUSTIN, TEXAS

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Secondary School
Completion and Dropouts
in Texas Public Schools
2000-01

DEPARTMENT OF
ACCOUNTABILITY
REPORTING AND
RESEARCH

DIVISION OF
RESEARCH AND
EVALUATION

SEPTEMBER 2002

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Citation. Texas Education Agency. (2002). *Secondary school completion and dropouts in Texas public schools, 2000-01* (2nd ed.) (Document No. GE02 601 05). Austin, TX: Author.

Abstract.

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Highlights

Annual Dropout Rates

- In 2000-01, the number of dropouts in Grades 7-12 from Texas public schools decreased by 25.1 percent, to 17,563, down from 23,457 in 1999-00. This was the second year that dropout standards for accountability ratings became more stringent, and the decline in the number of dropouts was the largest since the 1994-95 school year.
- Out of 1,818,940 students who attended Grades 7-12 in Texas public schools during the 2000-01 school year, 1.0 percent were reported to have dropped out. In the previous year, the statewide annual dropout rate was 1.3 percent.
- The gaps between dropout rates of African American and Hispanic students and that of White students narrowed. The dropout rate for African American students decreased from 1.8 percent to 1.3 percent between 1999-00 and 2000-01 and the dropout rate for Hispanic students decreased from 1.9 percent to 1.4 percent. The rate for White students decreased by 0.2 percentage points to 0.5 percent.
- Although the gaps narrowed, dropout rates for African American (1.3%) and Hispanic students (1.4%) were more than twice that of White students (0.5%).
- Grade 9 had the largest number of dropouts (4,957), but this grade also showed the largest percentage point decrease in the dropout rate, 2.0 percent in 1999-00 to 1.3 percent in 2000-01.
- The statewide annual dropout rate for Grades 9-12 was 1.4 percent. Using a grade span of 7-12, rather than 9-12, increased the number of dropouts by 1,560 and decreased the dropout rate by four tenths of a percentage point.
- Reasons commonly cited for dropping out of school included poor attendance, pursuit of a job, and age.

Longitudinal Rates

- Out of 249,161 students in the 1997-98 Grade 9 cohort, 85.9 percent either graduated or received General Educational Development certificates by 2001. An additional 7.9 percent continued in school the following school year.
- The longitudinal dropout rate of 6.2 percent was a decrease from the 7.2 percent longitudinal dropout rate for the class of 2000 Grade 9 cohort and the 8.5 percent longitudinal dropout rate for the class of 1999 Grade 9 cohort.
- The overall graduation rate was 81.1 percent. African American students had a graduation rate of 77.7 percent; White students, 86.8 percent and Hispanic students, 73.5 percent. Each group showed an increase over the preceding year in the percentage of students graduating.

- Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates, with Hispanic students at 9.6 percent and economically disadvantaged students at 9.9 percent. But economically disadvantaged students also had the largest percentage point decrease, down 1.7 percentage points from 11.6 percent the year before. The dropout rate for African American students decreased 1.5 percentage points, from 9.9 percent to 8.4 percent.
- Females had a higher graduation rate than males and lower rates of GED certification, continuation, and dropping out.
- The Grade 7 cohorts for the classes of 2000 and 2001 demonstrated patterns similar to those for the Grade 9 cohorts. The graduation and continuation rates increased, and the rate of GED certification stayed the same. The dropout rate for the class of 2001 Grade 7 cohort decreased from 7.7 percent to 6.8 percent.
- For 2001, the attrition rates for Grades 9-12 and Grades 7-12 were 36.7 percent and 24.6 percent, respectively.

Leaver Reporting

- Statewide, districts accounted for 99.2 percent (or 1,913,058) of the students who were enrolled or in attendance in Grades 7-12 in 2000-01.
- Only 15,752 (or 0.8%) of the students in Grades 7-12 in 2000-01 were underreported.
- 2000-01 was the fourth year the leaver record was used, and reporting continued to improve. In 2000-01, there were only 15,752 underreported student records, compared to 19,718 underreported student records in 1999-00.
- On a percentage basis, students enrolled in attendance in Grades 7-12 who had not been accounted for dropped to 0.8 percent from 1.0 percent in 1999-00.
- In 2000-01, no district had more than 1,000 underreported student records, and 40 had more than 10 percent underreported student records. In 1999-00, one district had more than 1,000 underreported student records, and 53 districts failed to account for more than 10 percent of students enrolled.
- The number of districts that accounted for all students continued to increase, from 443 in 1999-00 to 567 in 2000-01.

Introduction

Over the past several decades, major changes in economic and social circumstances have heightened public concern about educational attainment and equity. Rapid advances in technology and the emergence of a global marketplace have steadily diminished the labor market opportunities available to young people with little education or training.

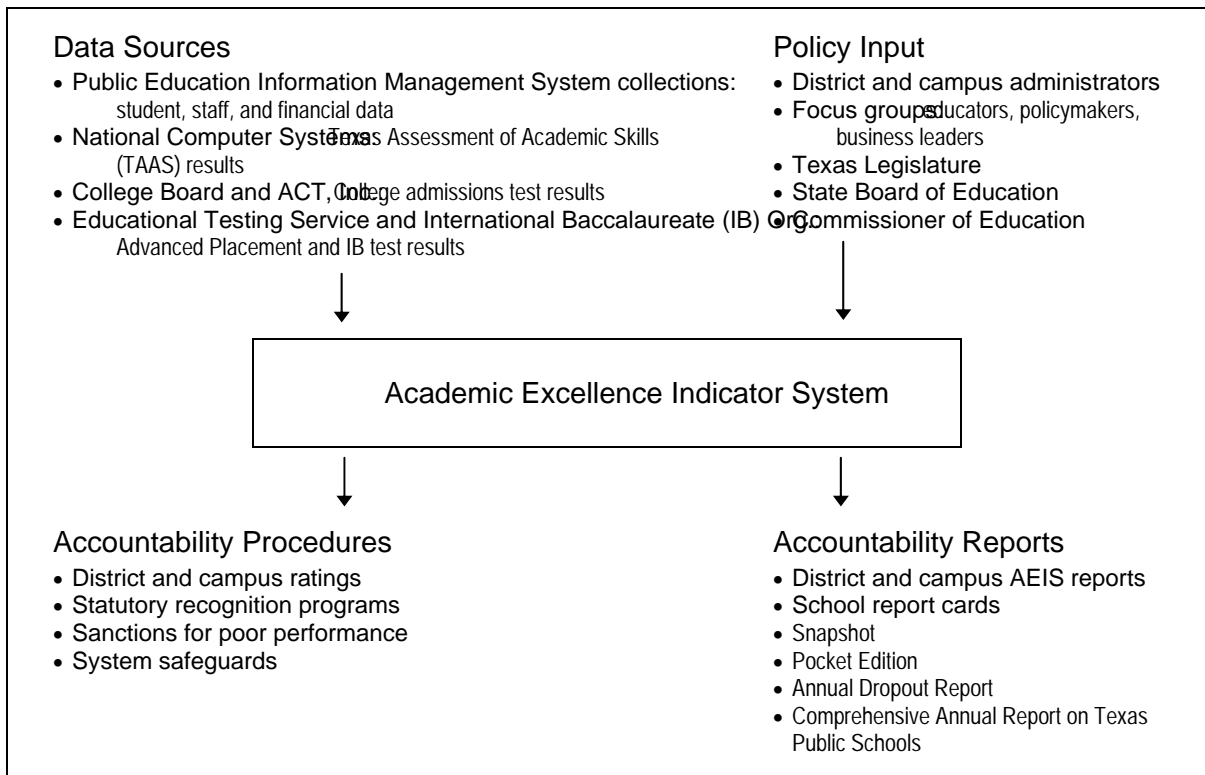
withdrawal information can be better monitored at the state level. Results of TEA analyses of leaver data quality are presented in this report.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through schools are discussed, along with potential advantages and disadvantages associated with each measure. Extensive background on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described. Finally, the report summarizes reported reasons students drop out of school and outlines the state plan to reduce the dropout rate.

State Accountability System

The Academic Excellence Indicator System (AEIS) serves as the basis of an integrated accountability system that includes a mechanism for informing campuses and school districts, as well as for reporting performance results to districts, schools, and parents. As Figure 1 illustrates, data collected from school districts through the Public Education Information Management System (PEIMS) or provided by test contractors are compiled for each school year. These AEIS data are the primary sources for accountability evaluations and reports.

Figure 1
Overview of Academic Excellence Indicator System (AEIS)



Published beginning with the 1990-91 school year, AEIS reports include performance indicators designed to measure the educational progress of campuses and districts. Since 1994, the accountability system has distinguished between three types of performance indicators: base, additional, and report-only. (For a detailed description of components of the AEIS, see the Texas Education Agency (TEA) *Accountability Manual* [cf. TEA, 2002d].) From 1994 to 2000, the base indicators were defined as the attendance rate for Grades 1-12, the annual dropout rate for Grades 7-12, and performance on the Texas Assessment of Academic Skills (TAAS). Starting with the 2001 ratings cycle, the attendance rate was made an additional indicator, reducing the number of base indicators to two. Thus, annual dropout rates and TAAS performance are used to determine district

Table 1
Dropout Rate Standards in the Texas Public Education Accountability System, 1994-2002

1994 1995-2000 2001 2002

Leaver Reporting System

Reporting Requirements

Before the 1997-98 school year, districts were required to report only students in Grades 7-12

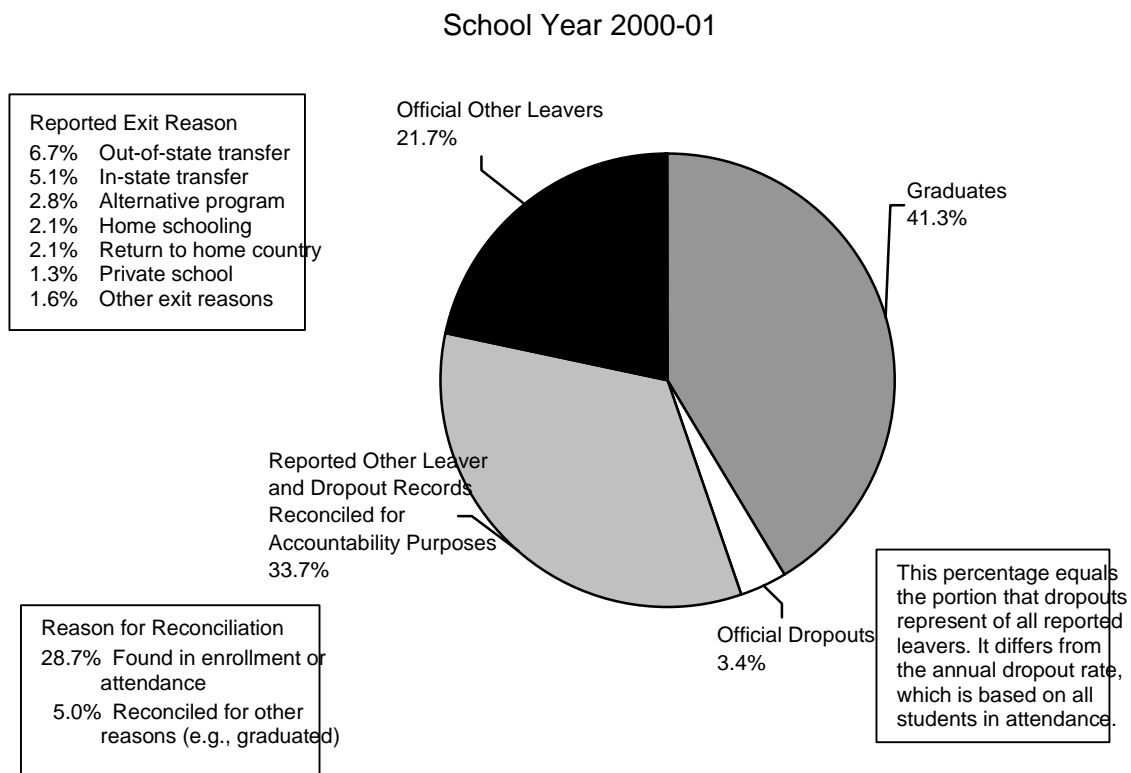
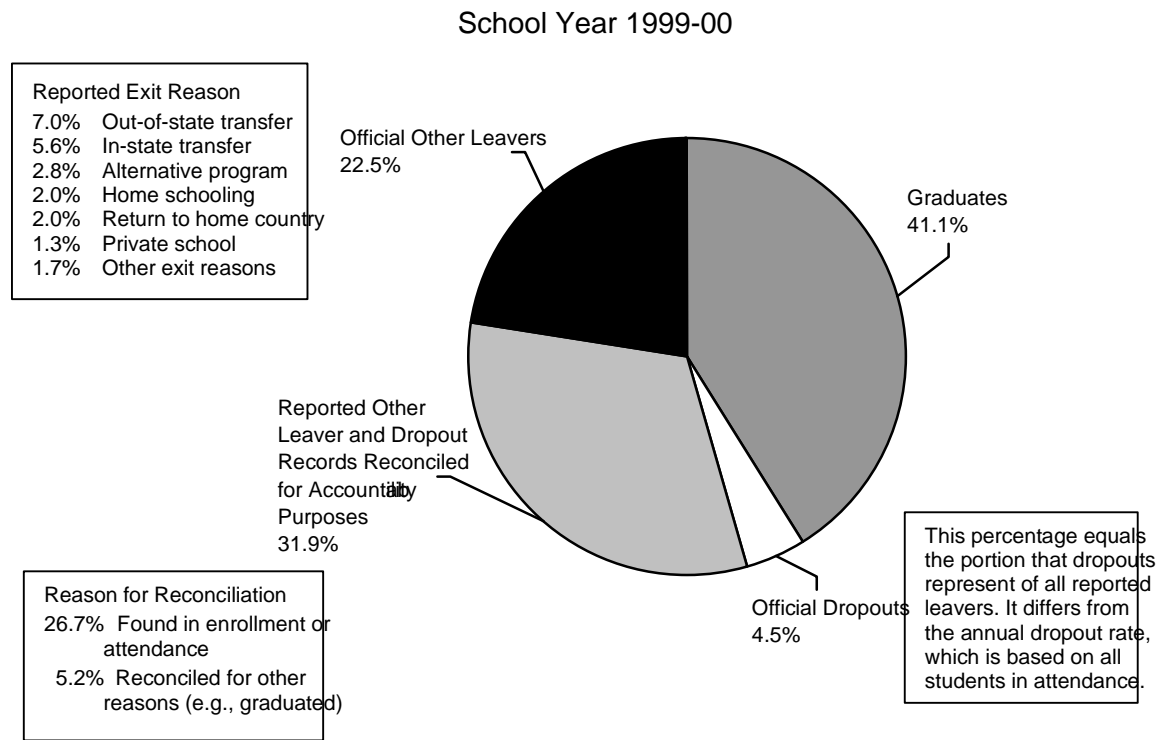
reported dropout is discovered to ha

Figure 3
Initial Processing of Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools,
2000-01

Figure 4
Final Processing of Year-to-Year Reporting Data in Grades 7-12, Texas Public Schools,
2000-01

^aTexas Assessment of Academic Skills ^bGeneral Educational Development certificate ^cAverage Daily Attendance.

Figure 5
 School Leavers Reported by Districts, Grade 12, Texas Public Schools, 1999-00 and 2000-01



the 1997-98 school year, districts are required to report withdrawal information on students who dropped out or graduated, as well as those who left for other reasons. Four years of leaver data will provide sufficient information to track students individually over their high school careers as they enter and leave the system for different reasons. In combination with other data sources, the leaver reporting system can provide a more accurate picture and a better understanding of long-term student progress in the state. As the leaver reporting system evolves, policymakers remain mindful of a number of data quality issues.

Underreported Student Records

Underreported students, those Grade 7-12 students for whom districts fail to submit leaver or enrollment records the next year, are not factored into the dropout calculation. Although leaver reporting has improved significantly since it was implemented in 1998-99, there are lingering concerns that school districts may not be identifying all dropouts.

The primary drawback to counting underreported students as dropouts is that the dropout rate would change from a dropout measure to a measure of dropouts and data reporting problems

dropout rate would distort the meaning of the dropout measure and decrease its effectiveness as a performance indicator. As part of the accountability system safeguards audit process, districts with unusually high percentages of unverified state transfers are investigated.

Data Documentation and Investigations

Leaver data are self-reported by districts, unlike results, which are reported directly to TEA by the testing companies. A 1996 audit by State Auditor's Office (SAO, 1996) and TEA data investigations in 1999 found that districts often did not document student withdrawals correctly. In some cases, investigators found no documentation. In other cases, however, districts were not clear about the documentation requirements. Given the stakes associated with use of leaver data in the accountability system, concerns persist about the accuracy of the data submitted by districts.

While TEA has taken steps to clarify data reporting requirements, resources available to monitor the accuracy of district submissions continue to be limited. Some audits can be completed at the agency, but others require on-site visits. Because few staff are available to conduct inquiries, data investigations must focus on the most serious problems identified. Consideration must be given as well to limited means at the district level. School districts have had to redirect financial and staff resources to the task of determining the whereabouts of students who left without notifying them.

Legislation passed in 2001 requires all districts have their dropout data audited by independent auditors, beginning with the 2002 dropout data submitted in fall 2002 (TEC §39.055, 2001). The scope and format of the audit, and use of results in the accountability system, will be determined by the commissioner of education. Preliminary information can be found on the website of the Division of School Financial Audits at <http://www.tea.state.tx.us/school.finance/audit/resguide8/dropoutaudit/index.html>. A report published by the SAO in May 2002, *Quality of the State's Public Education Accountability Information*, recommended that the agency report the results of the independent audits. *Secondary School Completion and Dropouts, 2001-02*, will include the results of the first audits, which are due in April 2003.

Measures of Student Progress Through Secondary School

Reporting and Use of Measures

For more than a decade, the Texas Education Agency (TEA) has used data collected annually from school districts to produce various counts and rates that represent the degree to which students are successfully completing school. Which measures are reported and how they are used have changed over time in response to numerous factors, as data quality and computer technology, research and evaluation needs, policy requirements, and public interest.

Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (Texas Education Code [TEC] §21.258986) requiring that all school districts publish annual performance reports (APRs). The reports were intended to inform communities about the quality of education in their school districts and to provide

Report on Texas Public Schools (TEA, 2001b), and the dropout data are reported to the legislature

Why Is the Texas Education Agency (TEA) Dropout Rate Low?

A concern underlying much of the criticism of the annual dropout rate for Texas reported by TEA is that it understates the problem of dropouts in Texas. Following are some reasons the TEA dropout rate is low.

Dropout Definition

- Grades covered. By law, the TEA dropout rate includes students in Grades 7 and 8. Because these students drop out at much lower rates than high school students, including them brings down the rate. The Grade 7-12 annual dropout rate for 2000-01 was 16 percent, compared to 14 percent for Grades 9-12.
- Data processing enhancements. An automated data search allows TEA to remove students from the dropout count

Grades 9-12 was also calculated for 2000-01 dropouts. This statewide Grade 9-12 dropout rate was 1.4 percent.

Table 5
Annual Dropout Rate, Grades 7-12 and Grades 9-12, by Student Group, Texas Public Schools, 2000-01

Group	Dropout rate (%)	
	Grades 7-12	Grades 9-12
African American	1.3	1.8
Asian/Pacific Islander	0.5	0.7
Hispanic	1.4	2.0
Native American	0.9	1.2
White	0.5	0.8
Economically disadvantaged	1.0	1.5
State	1.0	1.4

Longitudinal Completion and Dropout Rates

Description. A completion rate is the percentage of students from a class of ninth graders or seventh graders who complete their high school education by their anticipated graduation date. Completion may be defined as those who graduate, receive a GED, or those who continue in high school. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education.

Calculation. Calculating longitudinal rates requires tracking a cohort of students over five to seven years, from the time they enter Grade 9 or Grade 7 until the fall following their anticipated graduation date. Depending on the definition of a completer, completion rate is the number of students who graduate or receive GED certificates, divided by the total number of students in the cohort who had final statuses. The rate may also include the status of continuers, or students who remain in school after the class graduates. The longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class. Students who transfer in over the years are added to the original class as it progresses through the grade levels; students who transfer out are subtracted from the class.

Longitudinal rates reported by different organizations may differ because they use: (1) different starting grades in the calculation (typically Grade 9 or Grade 7); (2) different definitions of a school completer or dropout; (3) different definitions of a cohort or class of students; or (4) different underlying

Advantages. One advantage of a longitudinal measure is it is more consistent with the public's understanding of what a school completer or dropout is: someone who enters Grade 9 or Grade 7

TEA Reporting. Due to interest on the part of educators and policymakers in a longitudinal completion rate, TEA has calculated completion rates for six classes of ninth-grade students, the

themselves may cause distortions. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

Finally, because the attrition rate is an estimate, it should not be used as a performance indicator in a high-stakes accountability system.

TEA Reporting. TEA calculated a Grade 9-12 attrition rate for 2001 by comparing 2000-01 Grade 12 enrollment to 1997-98 Grade 9 enrollment, with adjustments for growth. As Table 8 shows, the Grade 9-12 attrition rate for the state was 36.7 percent. Using the same methods, TEA also calculated a Grade 7-12 attrition rate of 24.6 percent for 2001.

Table 8
Attrition Rate, by Student Group, Texas Public Schools, 2001

Group	Attrition rate (%)	
	Grades 7-12	Grades 9-12
African American	28.7	43.4
Asian/Pacific Islander	-11.9	9.3
Hispanic	32.3	47.3
Native American	18.2	32.7
White	19.3	26.5
Economically disadvantaged	53.6	56.9
State	24.6	36.7

State Dropout Policy

Current Statutory Requirements

Statute requires that the accountability system performance indicators include dropout rates (Texas Education Code [TEC] §39.051, 2001). It does not specify the type of dropout rate calculation. The Texas Education Agency (TEA) has calculated the annual dropout rate for Grades 7-12 since 1987-88. A longitudinal dropout rate for Grades 7-12, which requires seven years of student-level enrollment and dropout data, was first calculated for the class of 1998.

As a key element of the state's Academic Excellence Indicator System (AEIS), dropout rates play an important role in accountability ratings. The annual dropout rate for Grades 7-12 is a component of district and campus accountability ratings (TEC §39.072, 2001). AEIS data are also used to administer statutory recognition programs (TEC §39.201, 2001) and to generate district and campus performance reports (TEC §39.053, 2001), as well as school report cards for distribution to parents (TEC §39.052, 2001).

In addition to the accountability ratings, TEA is required to report dropout rates to the governor and legislature in the *Comprehensive Annual Report on Texas Public Schools* (TEC §39.182, 2001). This legislation requires that the following types of dropout information be reported: (1) annual dropout rates of students in Grades 7-12, expressed in the aggregate and by grade level; (2) completion rates of students in Grades 9-12; (3) projected cross-sectional and longitudinal dropout rates for Grades 9-12 for five years, assuming no action is taken to reduce the rates; and (4) a description of a systematic, measurable plan for reducing the projected dropout rates to 5 percent or less. See Appendix F for a history of the development of state dropout policy.

TEA Dropout Definition

Who Is Counted as a Dropout?

A dropout is defined as a student who is enrolled in school at some time during the school year but either leaves school during the school year without an approved excuse or completes the school year and does not return the following year. In 2000-01, a student reported to have left school for any of the following reasons was considered a dropout for accountability purposes:

- a student who left to enroll in an alternative program and was not in compliance with compulsory attendance;
- a student who left to enroll in an alternative program and was not working toward a General Educational Development (GED) certificate or a high school diploma;
- a student who left to enroll in college but was not pursuing a degree;
- a student whose enrollment was revoked due to absences;

- a student who was expelled for criminal behavior and could return to school but had not;
- a student who was expelled for reasons other than criminal behavior;
- a student who left because of low or failing grades, poor attendance, language problems, exit-level Texas Assessment of Academic Skills (TAAS) failure, or age;
- a student who left to pursue a job or join the military;
- a student who left because of pregnancy or marriage;
- a student who left because of homelessness or non-permanent residency;
- a student who left because of alcohol or other drug abuse problems;
- a student who did not return to school after

Table 9
Leavers Not Counted as Dropouts for Accountability Purposes by the Texas Education Agency

Reason for leaving	Rationale for not counting student as dropout
Completed high school program	
Students who graduate.	Students who have graduated should not be considered dropouts for accountability purposes, even if they later return to school to make up some deficiencies.
Students who earn a General Educational Development (GED) certificate.	The GED testing program was originally developed as a means of objectively certifying whether an individual had educational development equivalent to that of a high school graduate. Legislation was implemented 11 years ago to permit students who were still enrolled in public school, but who were seriously credit deficient, to earn GED certificates. In light of this legislative decision, it was consistent to continue to count GED recipients as completers rather than dropouts after the dropout definition was removed from statute.
Seniors who meet all graduation requirements but do not pass the exit-level Texas Assessment of Academic Skills (TAAS).	These are students who have completed all coursework requirements for a diploma. Under the definition in law before the rewrite of the Texas Education Code (TEC), they were counted as dropouts. Legislative direction given at the time the TEC was rewritten indicated that, in deleting the dropout definition from code, it was intended that these students not be counted as dropouts. They are not counted as completers/continuing students under the Texas Education Agency (TEA) completion rate definition unless they are still enrolled in school.
Moved to other educational setting	
Students who withdraw to enter college early.	These are students who are actively pursuing higher education by enrolling in specific degree plans. The EIMS Data Standards are very specific in requiring the reporting districts to have documentation of enrollment in pursuit of an Associate's or Bachelor's degree (Simply taking a class at the community college does not permit a district to use this leaver reason code.). Because the student's education has neither ceased nor been interrupted, it is inappropriate to count the student as a dropout.
Students whose enrollment in other Texas public schools is documented, or for whom the district has received acceptable documentation of enrollment in public school outside the state or in private school.	Students who have left the district but are known to be continuing a high school program or its equivalent are not counted as dropouts.
Students who withdraw with intent to enroll in school outside Texas or in private school.	These are students for whom the districts have documentation of intent to enroll in school

Table 9
 Leavers Not Counted as Dropouts for Accountability Purposes by the Texas Education Agency
 (continued)

Reason for leaving	Rationale for not counting student as dropout
Withdrawn by district	

also began submitting individual student enrollment records. This allowed TEA to conduct an automated statewide search to determine if students reported as dropouts were enrolled in other school districts in the state. In 1992-93, similar searches of attendance records, graduate records, and GED certificate records were also instituted. Although this effort does not constitute a change in the definition of a dropout, it does result in removing students from the dropout count who were incorrectly reported as dropouts by districts that were not aware the students had re-enrolled elsewhere. In 1998-99, the automated search of enrollment records was expanded to include students who return to school in the fall but leave before the REIMS snapshot date or do not return until after

National Dropout Reporting

The National Center for Education Statistics (NC

Two sets of annual dropout rates using the definition of a dropout are published by TEA: one for Grades 7-12 and one for Grades 9-12. The TEA Grade 7-12 annual dropout rate is a base indicator in the accountability system. Grade 7-12 annual dropout rates are published for all districts and campuses with any grade levels between Grade 7 and Grade 12, inclusive, and for the state. The rates appear in AEIS reports, School Report Cards, annual agency reports to the legislature, and annual high school completion and dropout reports.

The TEA Grade 9-12 annual dropout rate is published in the annual completion and dropout report for all districts with any grade levels between Grade 9 and Grade 12, inclusive, and for the state. NCES publishes Grade 9-12 state and district annual dropout rates, although states report Grade 7 and Grade 8 dropouts in their data submissions to NCES. To facilitate comparisons between the TEA Grade 9-12 annual dropout rates and the NCES dropout rates, the agency will continue its policy of publishing detailed descriptions of the dropout definitions, procedures, and calculations that apply to each rate.

The TEA annual dropout rate and the NCES annual dropout rate differ in several respects, including: the situations treated as high school dropouts; the situations when school leavers are considered to be continuing high school enrollment; when dropouts are excluded from the dropout count; how duplicate, erroneous, and indeterminate records are handled; how summer dropouts are assigned to school years and grades; the conditions under which students are considered re-enrolled in the fall; and the denominator (see Table 11 on page 36).

The definition of a dropout used by NCES (2001, 59-60) includes all individuals who were enrolled in school at some time during the previous school year, were not enrolled at the beginning of the current school year, have not graduated high school or completed a state- or district-approved education program, and who do not meet the following exclusionary conditions:

- transferred to another public school district;
- transferred to a private school;
- transferred to a state- or district-approved education program;
- were temporarily absent due to suspension or enrollment in a school-approved education program; or
- died.

An individual is considered to have graduated from high school or completed a state- or district-approved education program, including special education and district- or state-sponsored GED preparation, upon receipt of formal recognition from school authorities.

There are five groups of students counted as dropouts by NCES that are not counted as dropouts by TEA:

- a student previously counted as a dropout;
- a student who withdraws to enroll in an approved adult education GED preparation program;

- a senior who meets all graduation requirements but does not pass the exit-level TAAS;
- a student enrolled but not eligible for the Foundation School Program funding; and
- a dropout for whom the last district of attendance cannot be determined.

The largest numerical difference by far is attributable to the count of students who withdraw to enroll in approved adult education GED preparation programs. TEA treats these students as continuing their high school programs. NCES treats them as dropouts unless they obtain their GED certifications by the first day of school the following year.

The second largest numerical difference occurs because NCES and TEA set different conditions for considering students to have re-enrolled in the fall. For purposes of the NCES dropout count:

- the school year is the 12-month period from the first day of school; and
- an individual not accounted for on the first day of school is considered a dropout.

States are asked to report on an October through September reporting cycle. For many states on this reporting cycle, the first day of school is operationally set as October 1, but for TEA data submissions to NCES, the date is the last Friday in October. Except for migrant students, NCES considers only students enrolled effective the last Friday in October to have re-enrolled for the school year. TEA, on the other hand, considers all students enrolled at any time before mid- to late-January to have re-enrolled for the school year. Having a single day instead of five months for counting students as having returned to school makes a substantial difference in the NCES dropout counts. Similarly, TEA counts as GED recipients all students who received GED certificates before mid- to late-January of the next school year. NCES counts as GED recipients students who receive GED certificates before the last Friday in October of the next school year.

To calculate an annual dropout rate, NCES takes the denominator the membership count for the state or district as of October 1 or, in the case of Texas, the last Friday in October. To calculate its annual dropout rate, TEA takes as the denominator the number of all students in attendance in the state or district at any time during the school year.

Finally, there are differences in the way NCES and TEA attribute summer dropouts. NCES attributes a summer dropout to the count of the year a

Statewide Dropout and Completion/Student Status Rates

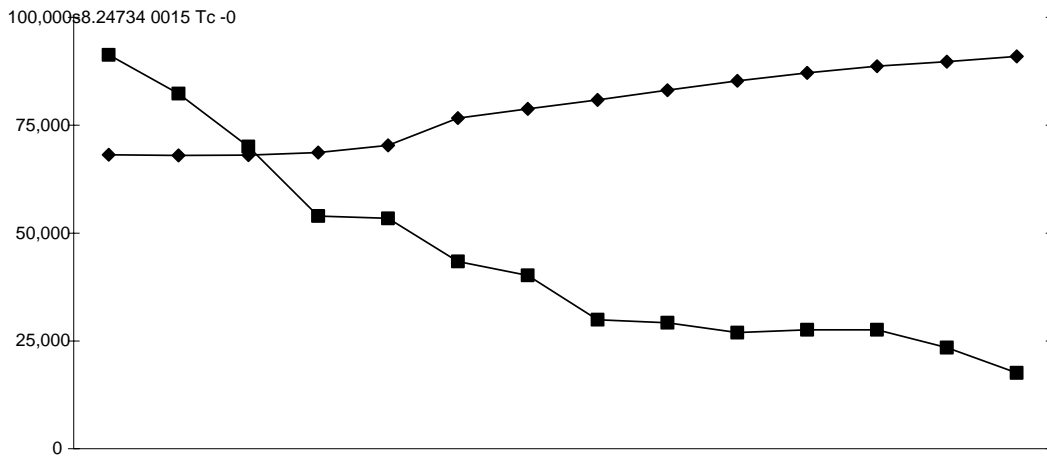
Annual Dropout Rates

Calculation and Methods

The annual dropout rate is the number of students in Grades 7-12 who drop out during a school year, divided by cumulative enrollment that same year and multiplied by 100. Cumulative enrollment is the number of students in attendance in Grades 7-12 at any time during the school year.

Annual dropout rates for Grades 7-12 were calculated at the state, district, and campus levels. The annual dropout rate for Grades 9-12 was calculated at the state and district levels only. (See the data supplements to this report [TEA, 2002a, 2002b, 2002c] for distinctions of campus, district, and county rates. A supplement containing the National Center for Education Statistics 2000-01 dropout rates will be published in late 2003.) If a student attended more than one campus during the year, he or she was counted in attendance at each campus and in each district. When atte

Figure 6
 Numbers of Students and Dropouts, Grades 7-12, Texas Public Schools, 1987-88 Through 2000-01



Disaggregating dropout rates by student group and grade, the highest rate was for Hispanic students in Grade 12 (2.2%), and the lowest rates were for White, Asian/Pacific Islander, and Native American students in Grade 7 (0.1%) and White students in Grade 8 (0.1%). The dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8 (see Figure 9 on page 42). The highest dropout rates for all student groups appeared in Grade 12. The gaps between dropout rates for White students and those for Hispanic and African American students were greatest at Grade 9 and above. Hispanic and African American dropouts were much more likely to leave school across all grade levels than were White dropouts (see Table H-3 in Appendix H).

Figure 7
 Annual Dropout Rate, by Grade, Texas Public Schools, 2000-01

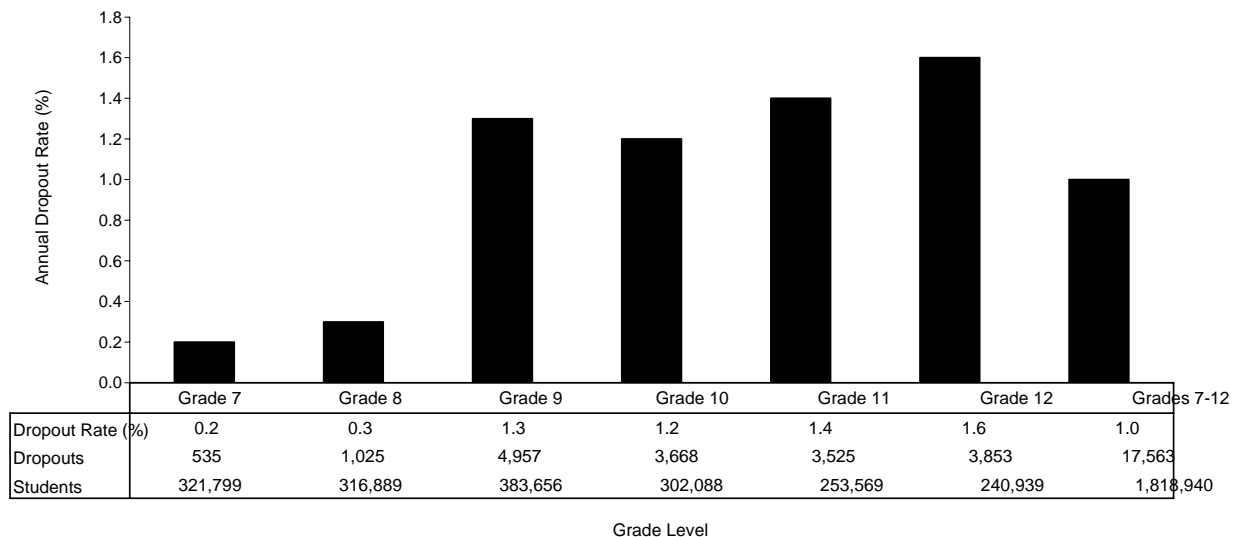
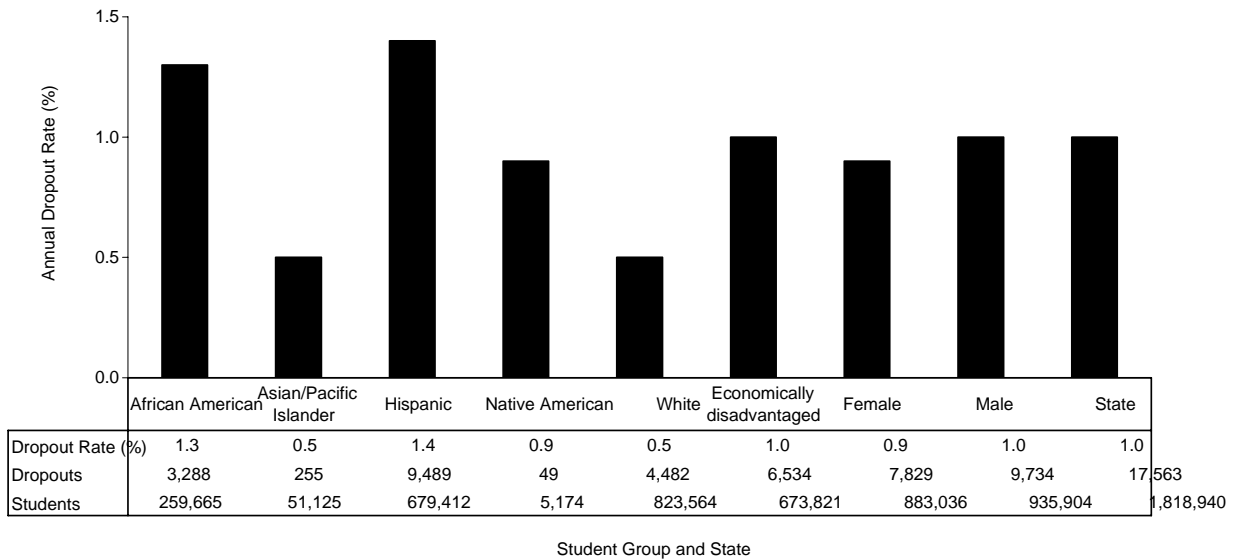


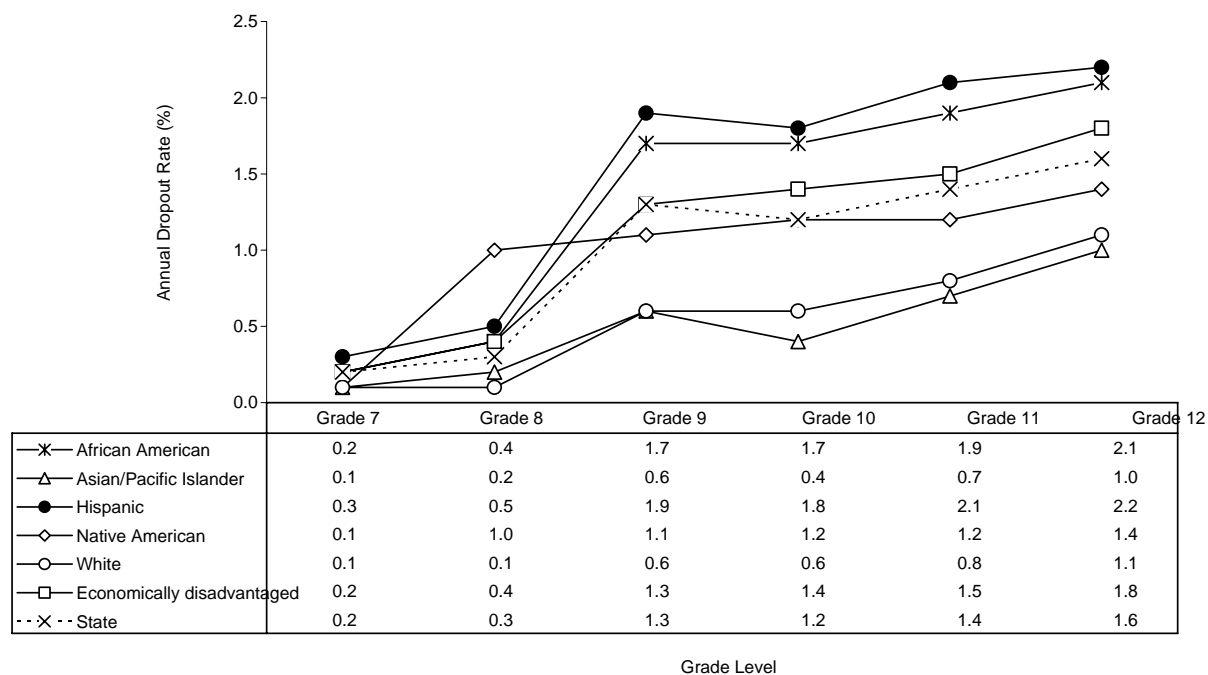
Figure 8
Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 2000-01



Rates by Student Characteristics and Program Participation. An array of complex, often interrelated factors contribute to dropping out of school. These factors include demographic characteristics, family and personal background, academic history, and characteristics of the school all may influence whether a student will stay in school. Tables H-4 through H-6 in Appendix H present dropout information by student age, special program participation (bilingual/English as a second language, gifted/talented, special education, Title I), and other educational factors (at-risk, immigrant, limited English proficiency, migrant, overage).

Trends in Annual Rates. Since 1987-88, the Grade 7-12 annual dropout rate has gradually decreased (see Figure 10 on page 43). Since the 1980's, there have been refinements in dropout reporting, data processing, and calculations. Also, the dropout rate became a base indicator in the accountability system in 1993-94. From 1996-97 through 1998-99, the state rate held steady at 1.6 percent, but in 1999-00, the rate decreased 33 percent. The rate decreased for the second successive year to 1.0 percent in 2000-01. When the leaver record was introduced in 1997-98, the overall number of dropouts increased for the first time, but, the rate remained constant. The number of dropouts rose only slightly in the second year of the leaver record collection. However, the number of dropouts decreased significantly in 1999-00 and continued to decrease even more in 2000-01, the second year the dropout standards for rating schools were raised since a dropout indicator was introduced (see Table H-7 in Appendix H).

Figure 9
Annual Dropout Rate, by Grade and Student Group, Texas Public Schools, 2000-01



The number of dropouts declined in all student groups. The dropout rates for all student groups also declined (see Figure 11). The gaps between the dropout rate for White students and the dropout rates for African American and Hispanic students increased by 0.3 percentage points. Still, a gap remains – the dropout rate for White students was 0.5 percent, compared to 1.3 percent for African American students and 1.4 percent for Hispanic students.

Grade 9-12 Annual Rate

Texas law requires that dropout rates be based on a span of Grades 7 through 12. Many organizations, including NCES, publish annual dropout rates based on a span of Grades 9 through 12. Adding two additional grade levels results in a greater number of dropouts reported for Grades 7-12 than that reported for Grades 9-12. But, because Grades 7 and 8 usually have fewer number of dropouts than the upper grades, annual rates that span Grades 7-12 are usually lower than rates that span Grades 9-12.

For the 2000-01 school year, the statewide annual dropout rate for Grades 9-12 was 1.4 percent (see Figure 12 on page 44), compared to the rate of 1.6 percent for Grades 7-12. There were 16,003 dropouts in Grades 9-12 in 2000-01, down 25.4 percent from 21,439 in 1999-00. The 2000-01 rate of 1.4 percent for Grades 9-12 was a decrease from the 1.8 percent in 1999-00. Although using a grade span of 7-12, rather than 9-12, increased the number of dropouts by 1,560, or 9.7 percent, the dropout rate for Grades 7-12 did decrease by one-tenth of a percentage point, compared to 1.4 percent for Grades 9-12. In both cases, the dropout rate decreased from the year before.

Figure 10
Annual Dropout Rate, Grades 7-12, Texas Public Schools, 1987-88 Through 2000-01

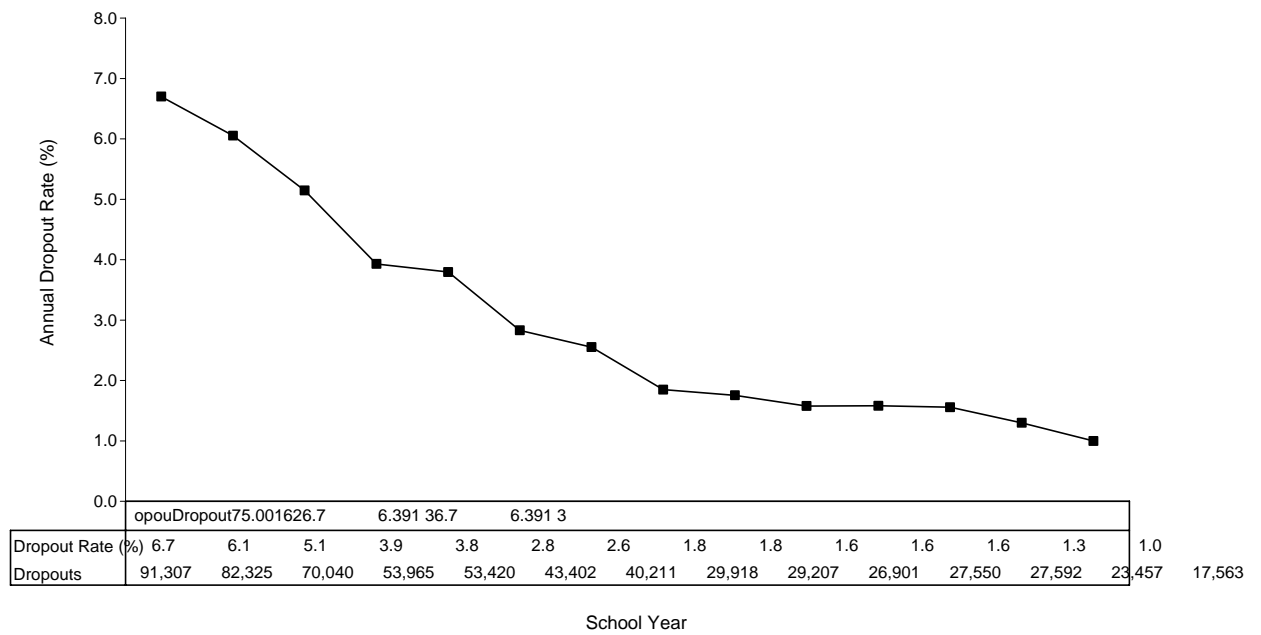


Figure 11
Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2000-01

Figure 12
Annual Dropout Rate, Grades 9-12, by Sex Group, Texas Public Schools, 2000-01

To the extent that Grades 7 and 8 dropouts differ from dropouts in the higher grades, the picture presented of who drops out also differs. For example, in Grades 9-12, the dropout rates for males exceeded those for females (see Table H.2 in Appendix H). In addition, although the dropout rates for female and male students were the same in Grades 7 and 8, 10.4 percent of all female dropouts left from these two grades as compared to 7.6 percent of male dropouts. That is, female dropouts were more likely to leave school in Grades 7 and 8 than were males in the same grades.

As another example, Hispanic dropouts were somewhat more likely to leave school in Grades 7 and 8 than were White dropouts.

completion/student status series. The new series provides complementary rates for graduates, recipients of a General Educational Development (GED) certificate, students still enrolled, and dropouts, which together add to 100 percent.

Calculation and Methods

Conceptual Approach. The completion/student status rate is an adaptation of the Holding Power Index (HPI) (Hartzell, McKay, & Frymier, 1992). The HPI follows a class of students, or cohort, over a period of years, and determines the status of each student after the anticipated graduation date of the cohort.

The Cohorts. PEIMS attendance data are used to build each cohort of students for the completion/student status rate. Each cohort is identified by the starting grade and anticipated year of graduation. For example, members of the class of 2001 Grade 9 cohort were identified as students who attended Grade 9 for the first time in the 1997-98 school year. Cohort members were then tracked through the fall semester following their anticipated graduation date of spring 2001. This made it possible to identify those who continued in school after their class graduated. Members who transferred out of the Texas public school system during the time period covered were removed from the cohort. Students who transferred into the system on grade were added to the cohort.

Each student can belong to one and only one Grade 7 cohort and one and only one Grade 9 cohort. That is, cohort membership does not transfer from one cohort to another over time. Students who are retained in grade or who skip grades are members of the cohort they first joined.

Any student for whom one of the designated outcomes could be determined was counted in the cohort. This included students who began Grade 9 together, as well as students who transferred into Texas public schools. A student whose final status could not be determined was removed from the status counts. In the vast majority of cases, these were students who transferred out of the Texas public school system. In a small number of cases, students were excluded because of exceptions in the accountability system. The progress of the class of 2001 Grade 9 cohort through high school is illustrated in Appendix I.

Student Status. The completion/student status rate focuses on selected long-term student outcomes over a period of years. Each member of the cohort is assigned a final status by the year after anticipated graduation. Neither dropping out nor leaving necessarily determines the final status of a student. The status of a student who drops out or leaves will change if he or she returns and graduates, obtains a GED, or continues in school. Dropping out becomes the status of record only if it is the final status for a student in the PEIMS database.

Graduates. A student is classified as a graduate in the year in which he or she is reported in PEIMS as a graduate.

GED Recipients. GED tests are given at over 200 centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results

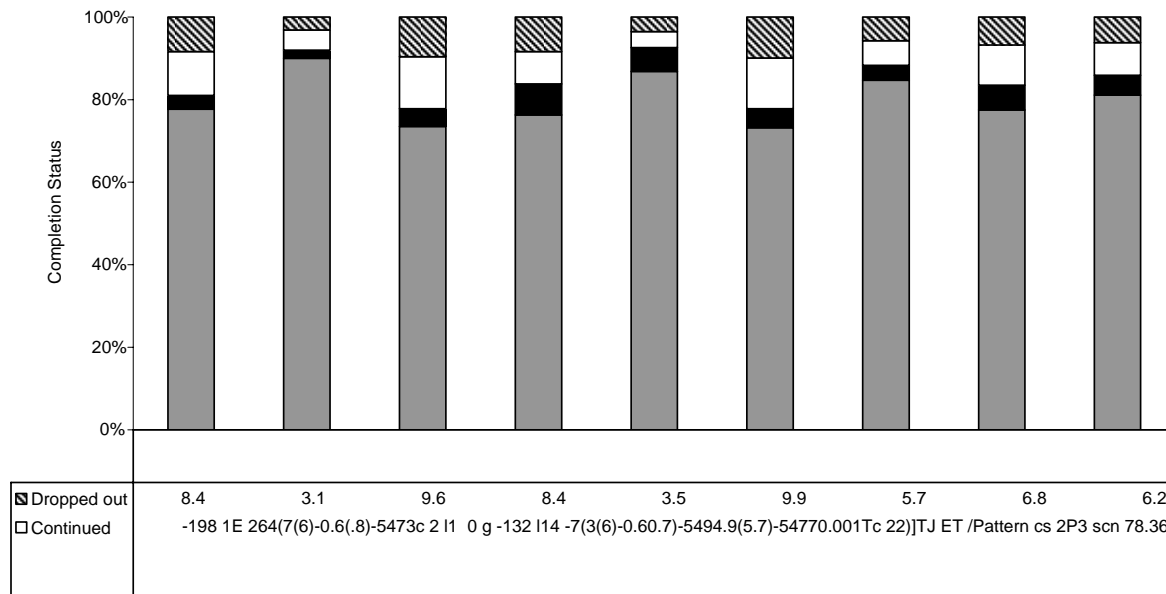
The Grade 7 cohorts demonstrated similar patterns. Between 2000 and 2001, the graduation rate increased from 79.5 percent to 79.8 percent, while the GED rate remained the same (4.7 percent). As with the Grade 9 cohort, the rate of dropping out decreased, and the rate of continuation increased. The dropout rate for the class of 2001 Grade 7 cohort was 6.8 percent.

The Grade 7-12 and Grade 9-12 annual dropout rates differ from one another much more than do the Grade 7 and Grade 9 longitudinal dropout rates. For example, the Grade 9-12 annual dropout rate of 1.4 percent is 40 percent greater than the Grade 7-12 annual dropout rate of 1.0 percent. The Grade 7 longitudinal dropout rate (6.8%) is only 8.8 percent larger than the Grade 9 longitudinal dropout rate (6.2%). This is primarily because of differences in the total number of students taken into account in the calculation, rather than differences in the actual number of dropouts. The Grade 7-12 annual dropout rate is based on the total number of students in six grade levels, and the Grade 9-12 annual dropout rate is based on the total number of students in four grade levels. In contrast, both of the longitudinal rates are based on the number of students in only one grade level — either Grade 7 or Grade 9; consequently, the rates are not so different from one another.

As mentioned earlier, Grade 7-12 annual dropout rates tend to be notably lower than Grade 9-12 annual rates. This is because Grades 7 and 8 have a relatively small number of students to the dropout count, but a relatively large number of students to the overall population considered. Longitudinal dropout rates, on the other hand, show a different pattern — Grade 7 rates are slightly higher than Grade 9 rates. Although the Grade 7 start does add a relatively small number of students to the cumulative dropout count, the difference in sizes of the Grade 7 and Grade 9 cohorts is also small.

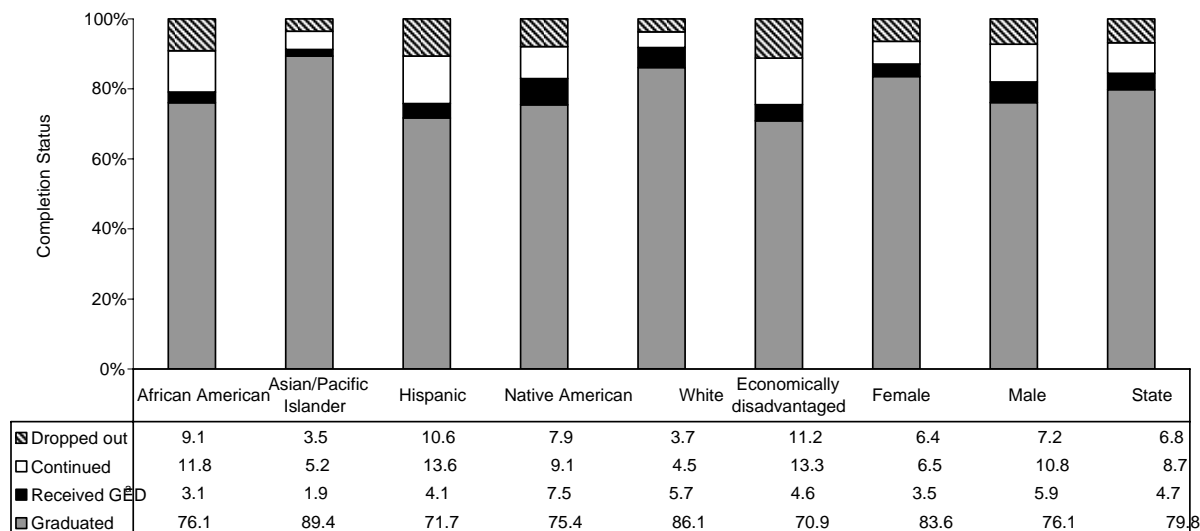
Rates Among Student Groups. Completion/student status rates demonstrate that secondary-school experiences varied considerably by student group (see Figure 13 on page 48). For example, in the Grade 9 cohort for the class of 2001, Whites as a group had a graduation rate of 86.8 percent, whereas African American students and Hispanic students had graduation rates of 77.7 percent and 73.5 percent, respectively. Hispanic students and economically disadvantaged students had the highest longitudinal dropout rates at 9.6 percent and 9.9 percent, respectively. Hispanics were most likely among the student groups to be coming to school in the fall after anticipated graduation. Native Americans had the largest percentage of students receiving GED certificates (7.5%). Females had a higher graduation rate (84.7%-1.3615| Tf 1recr0060 Tw [(sm)h(09 Tcand 7)3.4(3)-2(.t0tie-5.t0012 To.

Figure 13
Longitudinal Completion/Student Status Rates, Grades 9-12, Student Group, Texas Public Schools, Class of 2001



Student Group, Gender, and State

Figure 14
Longitudinal Completion/Student Status Rates, Grades 7-12, Student Group, Texas Public Schools, Class of 2001



Student Group, Gender, and State

Note. Parts may not add to 100 percent because of rounding.
 *General Educational Development certificate.

Rates by Student Characteristics and Program Participation. In addition to basic demographic groups, completion/student status rates are calculated for students with limited English proficiency and at-risk students, and for students participating in career and technology education, special education, and gifted/talented programs. Table H-9 in Appendix H shows the rates for these students in the class of 2001 Grade 9 cohort.

Students Completing High School in More Than Four Years. Many students took longer than four years to finish their high school education. For example, the group of students who began ninth grade for the first time in 1994-95 was followed through their expected graduation year in 1998. At that time, 78.7 percent of the class of 1998 graduated, 4.3 percent had received a GED, 8.2 percent were still in high school, and 8.9 percent had dropped out (Table 13).

Table 13
Longitudinal Completion/Student Status Rates for Class of 1998, as of Fall 1998

Number in cohort	Graduated		Received GED		Continued		Dropped out		
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
228,049	179,379	78.7	9,699	4.3	18,745	8.2	20,226	8.9	

^aGeneral Educational Development certificate.

In 2001, three years after expected graduation and seven years after the students began Grade 9 in 1994-95, more had graduated (83.8%) or received a GED (6.0%). Because some of those who were continuing high school in 1998 had transferred out and not graduated, received a GED or dropped out by 2001, the total number with a final status decreased from 228,049 in 1998 to 227,072 in 2001 (Table 14).

Table 14
Longitudinal Completion/Student Status Rates Students Who Began Grade 9 in 1994-95, as of Fall 2001

Number in cohort	Graduated		Received GED		Continued		Dropped out		
	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	
227,072	190,359	83.8	13,513	6.0	340	0.1	22,860	10.1	

^aGeneral Educational Development certificate.

Attrition Rates

An attrition rate is the percentage change in enrollment between two grades. It provides a simple measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting Grade 12 enrollment from Grade 9 enrollment four years earlier, and dividing by the Grade 9 enrollment.

The attrition rate does not take into account of the reasons if beginning and ending enrollments are different. Therefore, there is no way to distinguish attrition that results from dropping out of school from attrition resulting from grade-level retention, students transferring to private schools, death, or early graduation. Grade 9 and Grade 7-12 attrition rates for 2001 are presented in Table 15 and Table 16, respectively. The rates were adjusted for growth in student enrollment over the time period covered.

Table 15
Enrollment and Attrition Rate, Grades 9-12, by Student Group, Texas Public Schools, 2001

Group	Enrollment			Attrition rate (%)
	Grade 9, 1997-98	Grade 12, 2000-01	Change	
African American	51,582	29,177	22,405	43.4
Asian/Pacific Islander	8,106	7,352	754	9.3
Hispanic	135,437	71,431	64,006	47.3
Native American	866	583	283	32.7
White	152,102	111,781	40,321	26.5
Economically disadvantaged	143,396	61,762	81,634	56.9
State	348,093	220,324	127,769	36.7

Note. Enrollment includes unmatched student identification records.

Table 16
Enrollment and Attrition Rate, Grades 7-12, by Student Group, Texas Public Schools, 2001

Group	Enrollment			Attrition rate (%)
	Grade 7, 1995-96	Grade 12, 2000-01	Change	
African American	40,896	29,177	11,719	28.7
Asian/Pacific Islander	6,569	7,352	-783	-11.9
Hispanic	105,531	71,431	34,100	32.3
Native American	713	583	130	18.2
White	138,481	111,781	26,700	19.3
Economically disadvantaged	132,982	61,762	71,220	53.6
State	292,190	220,324	71,866	24.6

Note. Enrollment includes unmatched student identification records.

Reasons for Dropping Out and the State Plan to Reduce the Dropout Rate

Dropout Reasons

Districts can provide up to 3 out of 18 exit reasons for a student who drops out, or indicate that the reason the student left was unknown or not provided. Out of 17,563 dropouts in Grades 7-12 in 2000-01, the reason for leaving school was reported as unknown for 45.4 percent (see Table 17 on page 52). For 20.0 percent of dropouts, poor attendance was reported as the reason for dropping out.

Goals of the 2001-2005 State Plan to Reduce the Dropout Rate

Texas Education Agency (TEA) is developing a measurable state plan to reduce the dropout rate, as required by Texas Education Code

Table 17
 Exit Reasons Reported for Official Dropouts by Student Group, Texas Public Schools, 2000-01

Reason	Number	Percent	Gender (%)		Group (%)					Total (%)
			Female	Male	African Am.	Asian/Pac. Is.	Hisp.	Native Am.	White	
Because of poor attendance	3,514	20.0	20.4	19.7	21.4	12.6	17.9	20.4	23.9	16.5

Appendix A
Availability and Reporting of Leaver Reason Codes

Table A-1
 Leaver Reason Codes, Texas Public Schools, 1997-98 Through 2000-01

Code	Leaver reason	Code available			
		1997-98	1998-99	1999-00	2000-01
Completed high school program					
01*	Graduated	"	"	"	"
19*	Completed graduation requirements except passing exit-level TAAS	"	"	"	"
31*	Completed GED	"	"	"	"
63*	Graduated previously, returned to school, left again	"	"	"	"
64*	Completed GED previously, returned to school, left again	"	"	"	"
Moved to other educational setting					
28*	Intent to enroll in a public school in Texas	"	"	"	"
29*	Intent to enroll in a private school in Texas	"	"	"	"
05*	No intent but documented enrollment in a public or private school in Texas				
73*	No intent but documented enrollment in a public school in Texas		"	"	"
74*	No intent but documented enrollment in a private school in Texas		"	"	"
07*	Intent to enroll in school out of state	"	"	"	"
06*	No intent but documented enrollment in school out of state	"	"	"	"
21*	Official transfer to another Texas public school district	"	m	m	"
22*	Alternative program working toward GED or diploma	"	m	"	"
72*	Alternative program by court order		"	"	"
23	Alternative program not in compliance with compulsory attendance and not working toward GED or diploma				
70	Alternative program not in compliance compulsory attendance		"	"	"
71	Alternative program not working toward GED or diploma		"	"	"

Table A-1
 Leaver Reason Codes, Texas Public Schools, 1997-98 Through 2000-01 (continued)

Code	Leaver reason	Code available			
		1997-98	1998-99	1999-00	2000-01
Other reasons – family related					
08	Withdrew/left school because of pregnancy	"	"	"	"
09	Withdrew/left school because of marriage	"	"	"	"
15	Withdrew/left school due to homelessness/non-permanent residency	"	"	"	"
66*	Removed from the district by Child Protective Services	"	m	"	"
Other reasons					
03*	Deceased	"	"	"	"
10	Withdrew/left school due to alcohol or other drug abuse problem	"	"	"	"
16*	Returned to home country	"	"	"	"
30*	Withdrew/left school to enter a health care facility	"	"	"	"
61*	Incarcerated in a facility outside the boundaries of the district	"	"	"	"
65	Did not return to school after completing a JEP	"	"	"	"
99	Other (unknown or not listed)	"	"	"	"

Codes with an asterisk () are not included in the calculation of the dropout rate used for accountability purposes.

Table A-2
 Leaver Reasons Reported, Texas IPS Schools, 1997-98 Through 2000-01

Code	Leaver reason	Number of records			
		1997-98	1998-99	1999-00	2000-01
	Completed high school program				

Appendix B
Record Exclusions and Exit Reasons for Reported Leavers

Table B-1
Reported Leaver Records Reconciled During Processing, Texas Public Schools, 1997-98
Through 2000-01

Reported leavers and reconciliation reasons	1997-98		1998-99		1999-00		2000-01	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Reported graduates	197,186	41.7	203,393	40.1	212,925	41.1	215,316	41.3
Reconciled leaver and dropout records								
Reason for record reconciliation								
Found in enrollment or attendance	101,096	21.4	134,905	26.6	138,381	26.7	149,564	28.7
GED certificate	14,140	3.0	17,062	3.4	19,511	3.8	19,066	3.7
Graduate	1,339	0.3	1,988	0.4	3,738	0.7	4,126	0.8
Previous dropout	1,954	0.4	1,608	0.3	1,333	0.3	840	0.2
ADA ineligible	508	0.1	459	0.1	318	0.1	365	0.1
Duplicate or questionable record	14,050	3.0	2,263	0.4	2,103	0.4	1,848	0.4
Qualified leaver reason (through 1997-205 98 only)	<0.1		—	—	—	—	—	—
Records reconciled	133,292	28.2	158,285	31.2	165,384	31.9	175,809	33.7
Official other leavers	114,421	24.2	118,488	23.3	116,644	22.5	112,986	21.7
Official dropouts	27,550	5.8	27,592	5.4	23,457	4.5	17,563	3.4
All reported leavers	472,449	100	507,758	100	518,410	100	521,674	100

Note. Parts may not add to 100 percent because of rounding.

(—) Indicates code was not available (see Table A-1 for details) or General Educational Development Average Daily Attendance.

Table B-2

Appendix C
Leaver Reason Codes and Documentation Requirements
in the Public Education Information Management System

Appendix C

Leaver Reason Codes and Documentation Requirements in the Public Education Information Management System

Introduction

Table C-1 on pages 69-76 provides an expanded definition and specific guidelines on acceptable documentation for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) 2001-2002 *Public Education Information Management System (PEIMS) Data Standards* (TEA, 2001c). The table is organized into the following broad categories of leavers:

- Completed High School Program
- Moved to Other Educational Setting
- Withdrawn by School District
- Academic Performance
- Employment
- Family
- Other

Compulsory Attendance

Several leaver reason codes make reference to compulsory attendance law (Texas Education Code [TEC] §§25.085-25.086, 2001). The compulsory attendance law requires students to attend school until they are 18 years old. Following are two exceptions to this basic law that are relevant to leaver reporting.

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
73* Student withdrew from/left school with no declared intent to enroll elsewhere, but the district has received acceptable documentation of enrollment in another school district in Texas	<p>These codes would be used in the following situations:</p> <ol style="list-style-type: none"> 1. The parent/guardian or adult student withdraws the student but does not indicate at that time that the student will be enrolling elsewhere. They may indicate some other reason for the student to be leaving school or not indicate any reason. However, the district receives a records request or communication from the parent/guardian or adult student that the student is enrolled in another public school district in Texas including charter schools (code 73); private school in Texas (code 74); or public or private school outside Texas (code 6).
74* Student withdrew from/left school with no declared intent to enroll elsewhere, but the district has received acceptable documentation of enrollment in private school in Texas	<ol style="list-style-type: none"> 2. The student quits attending school without withdrawing but the district receives a records request or communication from the parent/guardian or adult student. 3. Student moves during the summer without withdrawing but the district receives a records request or communication from the parent/guardian or adult student.
06* Student withdrew from/left school with no declared intent to enroll elsewhere, but the district has received acceptable documentation of enrollment in another school district or private school outside Texas	<p>The district would change the original code assigned to the student, or add this code, when the records request or communication from the parent/guardian or adult student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated.</p> <p>Documentation Requirement:</p>

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
22* Student withdrew from/left school to attend an alternative program (GED program, trade school, drug rehabilitation program, etc.), is in compliance with compulsory attendance laws (Texas Education Code [TEC] Sections 25.085-25.086), and district has acceptable documentation that the student is working toward the completion of high school (diploma or GED certificate)	<p>Use for students who are at least 17 years old and leave the district to enroll in state approved Adult Education and Family Literacy programs. If the student enrolls in one of these state-approved programs, the district does not determine compliance with compulsory attendance laws (state approved programs will not accept students unless they are in compliance) and does not confirm that the student is working toward completion of the GED (this is the only option these state-approved programs offer).</p> <p>Also use for migrant students who are at least 17 years old and leave the district to enroll in U.S. Department of Labor High School Equivalency Programs (HEP). If the student enrolls in a HEP, the district does not determine compliance with compulsory attendance laws and does not confirm that the student is working toward completion of the GED.</p> <p>Also use for students who are at least 16 years old and leave the district to enroll in Job Corps training programs. Job Corps is the only program in which 16 year olds can voluntarily enroll and still be in compliance with compulsory attendance laws. If the student enrolls in a Job Corps program, the district does not determine compliance with compulsory attendance laws and does not confirm that the student is working toward completion of the GED.</p> <p>Also use for students who are at least 17 years old and leave the district to enroll in programs other than state-approved Adult Education and Family Literacy, HEP, or Job Corps programs to work toward completion of a high school diploma or GED certificate. For alternative programs other than state-approved Adult Education and Family Literacy, HEP, or Job Corps programs the district must determine that the student is working toward a high school diploma or GED certificate because these programs may offer students other options such as job training. For 17 year old students, the district must also determine that the student meets one of three additional conditions of the compulsory attendance law: student has parent/guardian permission to attend the school.</p>

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
71 Student withdrew from school to attend an alternative program (JTPA, trade school, drug rehabilitation program, etc.), is in compliance with compulsory attendance laws, but district does not have acceptable documentation that student is working toward completion of high school (diploma or GED certificate)	Use for students who are at least 18 years old and leave the district to enroll in alternative programs but are not working toward completion of a high school diploma or GED certificate. For example, a student who leaves the district to enroll in a job training program could be assigned leaver reason code 71. Documentation Requirement: Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or adult student) indicating that the student intends to or has enrolled in an alternative program.
72* Student was withdrawn from school by court order to attend a specific alternative program, is under compulsory attendance age, and district has a copy of the court order on file	Use for students 17 and younger who are court-ordered into an alternative program. The district is not required to confirm enrollment or attendance in the court-ordered program. Documentation Requirement: Copy of the court order.
60* Student withdrew at request of student, parent, guardian, or other person with legal control of the student for home schooling	Use for students 17 and younger who are court-ordered into an alternative program. The district is not required to confirm enrollment or attendance in the court-ordered program. Documentation Requirement: Copy of the court order.

Table C-1

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
Employment	
02 Student withdrew from/ left school to pursue a job 04 Student withdrew from/ left school to join the military	<p>These codes should be used if the parent/guardian or student indicates verbally or in writing that the reason the student is leaving school or has left school is to pursue a job (code 02) or join the military (code 04). Whether the parent/guardian or adult student completes withdrawal papers or the student just stops coming to school is not relevant to assigning these codes.</p> <p>Documentation Requirement: Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school to pursue a job (code 02) or join the military (code 04).</p>
Family	
08 Student withdrew from/left school because of pregnancy	<p>This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school because of pregnancy. This code should not be assigned based only on the fact that the student is pregnant at the time she leaves school.</p> <p>This code can be used for male or female students.</p> <p>Documentation Requirement: Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of pregnancy.</p>
09 Student withdrew from/left school to marry	<p>This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school because of marriage. The district is not required to confirm that the student is married.</p> <p>Documentation Requirement: Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of marriage.</p>
15 Student withdrew from/left school to homelessness or non-permanent residency	<p>Documentation Requirement: Acceptable documentation is any written documentation (including documentation of oral statements by the parent/guardian or student) indicating that the student is leaving school or left school because of homelessness or non-permanent residency.</p>
66* Student was removed from the district by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment	<p>This code applies only to Child Protective Services. Private agencies that provide a safe haven for students do not have the legal authority to remove students from school.</p> <p>Documentation Requirement: Due process documentation supporting this withdrawal.</p>
Other	
03* Student died while enrolled in school or during the summer break after completing the prior school year	<p>Documentation Requirement: Acceptable documentation is a copy of the death certificate or obituary.</p>
10 Student withdrew from/left school to alcohol or other drug abuse problems	<p>This code should be used only if the parent/guardian or student indicates verbally or in writing that the student is leaving school or left school due to alcohol or other drug abuse problems. Student does not have to be admitted into a treatment program.</p> <p>Documentation Requirement: Any written documentation (including documentation of oral statements by the parent/guardian or adult student) indicating that the student is leaving school or left school due to alcohol or other drug abuse problems.</p>

*School leavers coded with this reason code are not included in the district dropout rate used for accountability purposes.

continues

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
16*	Student withdrew from/left school with documentation of having returned to home country, but with no evidence of enrollment in school in

Table C-1
 Leaver Reason Codes in the Public Education Information Management System (PEIMS)
 (continued)

Leaver code and translation	Explanation/clarification and documentation requirements
65 Student did not return to school after completing a JJAEP term, and student has not graduated or completed/received a GED	Do not use this code for students who enroll in another school district or private school after completing a JJAEP term.
99 Other (reason unknown or not above)	This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.

*School leavers coded with this reason code are not included in the calculation of the dropout rate used for accountability purposes.

Appendix D
Dropout Data Collection and Reporting
in Texas and Other States

Notes for Table D-1

Data Collection

Unit of Collection. What is the smallest level of data collected by the state education agency – student, school, or district/county?

Grades Included. What grades are included in the data collection?

NCES Definition

Does the agency use the National Center for Education Statistics (NCES) definition of a dropout? These data were reported to ~~ES~~ based on 1998-99 data. Some states may have begun using the NCES definition after 1998-99.

Student Groups

Race Ethnicity. Does the agency disaggregate information by race/ethnicity?

Gender. Does the agency disaggregate information by gender?

Socioeconomic Status. Does the agency disaggregate information by socioeconomic status?

Public Reports

State. Does the agency report a state dropout rate?

District/County. Does the agency report dropout rates by school district or county?

School. Does the agency report dropout rates by school/campus?

Used in Accountability System

Is the dropout rate used to rate school and district performance? In more than one state, the

State Website Addresses (continued)

Georgia	http://www.doe.k12.ga.us/
Illinois	http://www.isbe.state.il.us/
Indiana	http://www.ideanet.doe.state.in.us/
Kentucky	http://www.kde.state.ky.us/
Louisiana	http://www.doe.state.la.us/
Maryland	http://www.msde.state.md.us/
Massachusetts	http://www.doe.mass.edu/
Michigan	http://www.mde.state.mi.us/
Minnesota	http://www.educ.state.mn.us/
Missouri	http://dese.state.mo.us/
New Jersey	http://www.state.nj.us/education/
New York	http://www.nysed.gov/
North Carolina	http://www.dpi.state.nc.us/
Ohio	http://www.ode.state.oh.us/
Pennsylvania	http://www.pde.state.pa.us/
Tennessee	http://www.state.tn.us/education/
Texas	http://www.tea.state.tx.us/
Virginia	http://www.pen.k12.va.us/
Washington	http://www.k12.wa.us/
Wisconsin	http://www.dpi.state.wi.us/

Appendix E
Comparison of a Grade 9-12 Longitudinal Dropout Rate
and a Grade 9-12 Attrition Rate

Figure E-1
Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate
Students in Attrition Rate Who Are Counted as Dropouts in Longitudinal Rate
Graduates.

Table E-1

Reconciliation of the Texas Education Agency Attrition and Longitudinal Dropout Counts, Grades 9-12, Texas Public Schools, 1999

Attrition count				123,375
Longitudinal dropout count				20,231
Difference in counts				103,144
Sources of differences in counts. The longitudinal dropout and attrition counts differ in three primary ways: (1) in determining status of students; (2) in defining the initial cohorts; and (3) in counting transfers in and out of the public school system.				
	Plus	Minus		Difference
Graduates before 1999 not enrolled in Grade 12 in the fall of 1998		6,849		
1998-99 graduates not enrolled in Grade 12 in the fall of 1998		9,897		
General Educational Development certificate recipients not enrolled in Grade 12 in the fall of 1998	12,491			
Students continuing school, but not in Grade 12 by the fall of 1998		13,694		
1998-99 dropouts who were enrolled in Grade 12 in the fall of 1998			2,437	
All differences in final statuses				36,494
The attrition count begins with all students enrolled in Grade 9, including those repeating Grade 9. The longitudinal count assigns each student to one and only one cohort, so only first-time Grade 9 students are counted.				
The attrition count ends with all students in Grade 12, including those who transferred in and out of the public school system.				

Appendix F Dropout Policy in Texas

Appendix F Dropout Policy in Texas

Current concerns over at-risk behavior and dropout of school can be traced to the education reform movement of the early 1980's (Roderick, 1993). In 1983, *Education at Risk* deplored the condition of education in the United States (National Commission on Excellence in Education, 1983). A year later, the Texas Legislature passed House Bill (HB) 72, which mandated sweeping reforms in the state's public education system. The bill, among other changes, increased graduation requirements, established a minimum competency testing program with an exit-level test for graduation, prohibited social promotion, limited the number of permissible absences, and linked participation in extracurricular activities to academic standards with a "no pass/no play" policy.

HB 72 also addressed high school dropouts. This legislation authorized the Texas Education Agency (TEA) to implement a system for collecting data on student dropouts and to begin developing a program to reduce the statewide longitudinal dropout rate to no more than 5 percent (TEC §11.205, 1986). At the same time, the bill directed the Texas Department of Community Affairs (TDCA) to assess the state's dropout problem and its effect on the Texas economy. Under contract with TDCA, the Intercultural Development Research Association (IDRA) conducted much of the research, known as the Texas School Dropout Survey Project, and presented a report to the 69th Legislature (IDRA, 1986).

IDRA estimated that a third of Texas students dropped out before completing high school. The dropout rates for African Americans and Hispanics were notably higher than that for White students. The reasons most frequently cited by students leaving school included failing grades, excessive absences, marriage and pregnancy, and financial difficulties at home. Few Texas school districts reported having dropout prevention programs, and fewer still had evaluation data for those programs. Losses in potential earnings and tax revenues to the state for each cohort of dropouts were estimated to be substantial.

Alarmed by the magnitude of the dropout problem in Texas and questioning the effectiveness of existing reform efforts to help students at risk of dropping out, the legislature passed HB 1010 in 1987 (Frazer, Nichols, & Wilkinson, 1991). HB 1010 substantially increased state and local responsibilities for collecting student dropout information, monitoring dropout rates, and providing dropout reduction services (TEC §§105-11.207, 1988). TEA was required to establish a statewide dropout information clearinghouse and to form, along with eight other state agencies, an interagency council to coordinate policies and resources for dropouts and at-risk students. A definition of a dropout was added to statute. In addition, the agency was directed to produce biennial reports for the legislature presenting a broad range of statewide dropout statistics and a systematic plan to reduce dropout rates for all segments of the student population. HB 1010 also required school districts to

In conjunction with these legislative initiatives the State Board of Education (SBOE) took action in 1987 to increase the "holding power" of the schools. The board amended the Texas Administrative Code (TAC) to require that districts adopt policies outlining academic options available to students at risk of dropping out (19 TAC §75.195, 1988). Under the rule, each school district was directed to have in place, by September 1, 1988, a plan designed to identify potential dropouts and help them stay in school. A student in Grades 7-12 was identified as "at risk" if he or she met one or more of the following conditions (19 TAC §75.195, 1988):

- the student had been retained one or more times in Grades 1-6 based on academic

Senate Bill 1668 expanded the criteria for identifying at-risk students to include prekindergarten

dropout statistics had to be reported in the comprehensive biennial and interim reports to the legislature (TEC §39.182-39.185, 1996). Language referring to a state dropout information clearinghouse and interagency task force was not included in the revised code.

In 1997, the compulsory attendance age was raised, requiring a student to attend school until his or her 18th birthday (TEC §25.085, 1997). A number of bills passed in 1999 by the 76th Legislature focused on dropout prevention. Standards were adopted for community-based dropout recovery education programs (TEC §29.081, 1999), money was made available to school districts to create special programs for Grade 9 students who were not expected to meet the academic requirements to advance to Grade 10 (TEC §29.086, 1999) and for after-school programs for middle-school-age students. Other programs targeted the school pool and the early elementary grades (TEC

Appendix G

History of Texas Education Agency Dropout Definition

A dropout was defined in law in 1987 as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and who is absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (Texas Education Code [TEC] §11.205, 1988). As implemented by the State Board of Education, students with an approved excuse were excluded from the dropout definition, as were students who returned to school the following semester or school year (19 Texas Administrative Code [TAC] §61.64, 1988). This definition is operationalized in the *Public Education Information Management System (PEIMS) Data Standards* (cf. TEA, 2001c). The first PEIMS dropout records were submitted for students dropping out during the 1987-88 school year.

The original dropout definition in the 1988-89 *PEIMS Data Standards*

after release from one of these facilities will no longer be counted as a dropout for the district in which the facility is located if that district is not the student's home district (TEC §39.073, 2001). Table G-1 on page 94 shows the ~~evolu~~ evolution of the TEA dropout definition.

Table G-1
 Chronology of Texas Education Agency (TEA) Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1987-88 A dropout is defined in the Texas Education Code, Texas Administrative Code, Public Education Information Management System (PEIMS) Data Standards as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and is absent from school 30 or more consecutive days. Students with an approved excuse or documented transfer are excluded from the dropout defin	

Appendix H Supplemental Tables

Table H-1
 Number of Students in Attendance and Dropouts by Grade, Texas Public Schools, 2000-01

Grade level	Students		Dropouts	
	Number	Percent	Number	Percent
Grade 7	321,799	17.7	535	3.0
Grade 8	316,889	17.4	1,025	5.8

Table H-2
Annual Dropout Rate, Grades 7-12 by Gender, Texas Public Schools, 2000-01

Grade level	Female		Male		
	Number	Rate (%)	Number	Rate (%)	
Grade 7	283	0.2	252	0.2	
Grade 8	534	0.3	491	0.3	
Grade 9	2,206	1.2	2,751	1.4	
Grade 10	1,585	1.1	2,083	1.3	
Grade 11	1,525	1.2	2,000	1.6	
Grade 12	1,696	1.4	2,157	1.8	
Grades 7-12	7,829	0.9	9,734	1.0	

Table H-3
 Students, Dropouts, and Annual Dropout Rate by Student Group and Grade, Texas Public
 Schools, 2000-01

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Grade 7					
African American	46,674	14.5	102	19.1	0.2
Asian/Pacific Islander	8,672	2.7	8	1.5	0.1
Hispanic	125,653	39.0	339	63.4	0.3
Native American	971	0.3	1	0.2	0.1
White	139,829	43.5	85	15.9	0.1
Economically disadvantaged	146,655	45.6	291	54.4	0.2
State	321,799	100	535	100	0.2
Grade 8					
African American	45,669	14.4	164	16.0	0.4
Asian/Pacific Islander	8,274	2.6	16	1.6	0.2
Hispanic	122,538	38.7	633	61.8	0.5
Native American	935	0.3	9	0.9	1.0
White	139,473	44.0	203	19.8	0.1
Economically disadvantaged	136,320	43.0	514	50.1	0.4
State	316,889	100	1,025	100	0.3
Grade 9					
African American	57,892	15.1	958	19.3	1.7
Asian/Pacific Islander	9,400	2.5	52	1.0	0.6
Hispanic	157,326	41.0	3,009	60.7	1.9
Native American	1,113	0.3	12	0.2	1.1
White	157,925	41.2	926	18.7	0.6
Economically disadvantaged	149,513	39.0	1,973	39.8	1.3
State	383,656	100	4,957	100	1.3
Grade 10					
African American	42,706	14.1	725	19.8	1.7
Asian/Pacific Islander	8,745	2.9	39	1.1	0.4
Hispanic	108,610	36.0	1,978	53.9	1.8
Native American	817	0.3	10	0.3	1.2
White	141,210	46.7	916	25.0	0.6
Economically disadvantaged	100,978	33.4	1,406	38.3	1.4
State	302,088	100	3,668	100	1.2

Note.

Table H-3
 Students, Dropouts, and Annual Dropout Rate, by Student Group and Grade, Texas Public Schools, 2000-01 (continued)

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	

Table H-5
Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2000-01

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	91,217	5.0	1,340	7.6	1.5
Career and Technology (C/T)	318,416	17.5	2,635	15.0	0.8
Gifted and talented	189,371	10.4	163	0.9	0.1
Special education	245,152	13.5	2,942	16.8	1.2
Title I	529,337	29.1	3,864	22.0	0.7

^aStudents participating in Title I program, excluding those who took a C/T course only.

Table H-6
 Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2000-01

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At risk	658,785	36.2	7,618	43.4	1.2

Table H-7
 Students, Dropouts, and Annual Dropout Rates 7-12, by Student Group, Texas Public
 Schools, 1987-88 Through 2000-01

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	

Table H-7
 Students, Dropouts, and Annual Dropout Rates 7-12, by Student Group, Texas Public
 Schools, 1987-88 Through 2000-01 (continued)

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
White					
1987-88	744,254	54.6	38,305	42.0	5.1
1988-89	724,622	53.3	32,921	40.0	4.5
1989-90	711,264	52.2	24,854	35.5	3.5
1990-91	703,813	51.3	18,922	35.1	2.7
1991-92	712,858	50.7	17,745	33.2	2.5
1992-93	760,143	49.6	13,236	30.5	1.7
1993-94	775,361	49.2	11,558	28.7	1.5
1994-95	789,481	48.8	9,367	31.3	1.2
1995-96	802,509	48.3	8,639	29.6	1.1
1996-97	815,175	47.8	7,894	29.3	1.0
1997-98	828,660	47.5	7,734	28.1	0.9
1998-99	833,274	47.0	7,006	25.4	0.8
1999-00	827,657	46.1	5,852	24.9	0.7
2000-01	823,564	45.3	4,482	25.5	0.5
Other ethnicity					
1987-88	28,160	2.1	1,727	1.9	6.1
1988-89	29,290	2.2	1,423	1.7	4.9
1989-90	30,396	2.2	1,317	1.9	4.3
1990-91	32,075	2.3	997	1.8	3.1
1991-92	34,478	2.5	985	1.8	2.9
1992-93	40,101	2.6	814	1.9	2.0
1993-94	42,047	2.7	712	1.8	1.7
1994-95	43,673	2.7	493	1.6	1.1
1995-96	45,853	2.8	522	1.8	1.1
1996-97	n/a	n/a	n/a	n/a	n/a
1997-98	n/a	n/a	n/a	n/a	n/a
1998-99	n/a	n/a	n/a	n/a	n/a
1999-00	n/a	n/a	n/a	n/a	n/a
2000-01	n/a	n/a	n/a	n/a	n/a

Note. Parts may not add to 100 percent because of rounding.

*Not available for ethnicity other than African American, Hispanic, or White. Dropout rates for Pacific Islander and Native American student groups have been reported since 1996-97.

continues

Table H-7

Students, Dropouts, and Annual Dropout Rates 7-12, by Student Group, Texas Public Schools, 1987-88 Through 2000-01 (continued)

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Economically disadvantaged					
1987-88	n/a	n/a	n/a	n/a	n/a
1988-89	n/a	n/a	n/a	n/a	n/a
1989-90	n/a	n/a	n/a	n/a	n/a
1990-91	399,025	29.1	14,755	27.3	3.7
1991-92	442,139	31.4	15,614	29.2	3.5
1992-93	463,452	30.2	13,515	31.1	2.9
1993-94	502,494	31.9	13,537	33.7	2.7
1994-95	535,480	33.1	10,176	34.0	1.9
1995-96	555,318	33.4	9,608	32.9	1.7
1996-97	595,036	34.9	9,393	34.9	1.6
1997-98	626,080	35.9	9,911	36.0	1.6
1998-99	616,720	34.8	9,391	34.0	1.5
1999-00	646,760	36.0	8,303	35.4	1.3
2000-01	673,821	37.0	6,534	37.2	1.0
Female					
1987-88	n/a	n/a	n/a	n/a	n/a
1988-89	n/a	n/a	n/a	n/a	n/a
1989-90	661,639	48.6	31,791	45.4	4.8
1990-91	669,929	48.8	24,480	45.4	3.7
1991-92	685,901	48.8	24,379	45.6	3.6
1992-93	744,251	48.5	20,221	46.6	2.7
1993-94	764,859	48.5	18,730	46.6	2.4
1994-95	785,553	48.6	13,572	45.4	1.7
1995-96	807,010	48.5	13,299	45.5	1.6
1996-97	827,658	48.5	12,283	45.7	1.5
1997-98	845,916	48.5	12,820	46.5	1.5
1998-99	860,094	48.5	12,545	45.5	1.5
1999-00	870,977	48.5	10,377	44.2	1.2
2000-01	883,036	48.5	7,829	44.6	0.9

Note. Parts may not add to 100 percent because of rounding.

*Not available for ethnicity other than African American, Hispanic, or White. Dropouts for Asian/Pacific Islander and Native American students have been reported since 1996-97.

continues

Table H-7
Students, Dropouts, and Annual Dropout Rates 7-12, by Student Group, Texas Public

Table H-8

Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1997-98 Through 2000-01

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American					
1997-98	158,745	14.1	4,616	18.9	2.9
1998-99	160,460	14.0	5,225	21.0	3.3
1999-00	163,910	14.1	4,341	20.2	2.6
2000-01	167,322	14.2	3,022	18.9	1.8
Asian/Pacific Islander					

Table H-8
Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 1997-98 Through
2000-01 (continued)

Table H-9
 Longitudinal Completion/Student Status Rates, Grades 9-12, by Student Characteristic/Program
 Participation, Texas Public Schools, Class of 2001

Group	Number in cohort	Graduated		Received GED		Continued		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-Risk	112,076	79,482	70.9	7,119	6.4	15,407	13.7	10,068	9.0
Career and Technology	99,662	87,452	87.7	3,151	3.2	5,914	5.9	3,145	3.2
Gifted/talented	28,375	27,748	97.8	274	1.0	177	0.6	176	0.6
Limited English proficient	8,480	4,531	53.4	140	1.7	1,910	22.5	1,899	22.4
Special education	27,550	19,524	70.9	899	3.3	4,443	16.1	2,684	9.7

Table H-10
 Longitudinal Completion/Student Status Rates, Grades 9-12, Texas Public Schools, Classes
 1996 Through 2001

Group	Number in cohort	Graduated		Received GED		Continued		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American									
Class of 1996	27,200	18,849	69.3	1,443	5.3	2,738	10.1	4,170	15.3
Class of 1997	28,913	20,787	71.9	1,471	5.1	2,873	9.9	3,782	13.1
Class of 1998	30,464	22,597	74.2	989	3.2	3,356	11.0	3,522	11.6
Class of 1999	31,436	23,475	74.7	988	3.1	3,331	10.6	3,642	11.6
Class of 2000	32,338	24,863	76.9	1,132	3.5	3,133	9.7	3,210	9.9
Class of 2001	33,586	26,094	77.7	1,096	3.3	3,561	10.6	2,835	8.4
Asian/Pacific Islander									
Class of 1996	5,836	5,014	85.9	139	2.4	294	5.0	389	6.7
Class of 1997	6,009	5,262	87.6	142	2.4	330	5.5	275	4.6
Class of 1998	6,526	5,598	85.8	121	1.9	539	8.3	268	4.1
Class of 1999	6,992	6,110	87.4	153	2.2	437	6.3	292	4.2
Class of 2000	7,207	6,398	88.8	165	2.3	393	5.5	251	3.5
Class of 2001	7,665	6,901	90.0	150	2.0	379	4.9	235	3.1
Hispanic									
Class of 1996	68,532	43,926	64.1	4,165	6.1	8,242	12.0	12,199	17.8
Class of 1997	70,793	47,623	67.3	3,987	5.6	8,373	11.8	10,810	15.3
Class of 1998	74,507	52,014	69.8	2,926	3.9	9,557	12.8	10,010	13.4
Class of 1999	79,538	56,126	70.6	2,789	3.5	10,187	12.8	10,436	13.1
Class of 2000	83,360	60,683	72.8	3,507	4.2	9,846	11.8	9,324	11.2
Class of 2001	85,391	62,732	73.5	3,657	4.3	10,797	12.6	8,205	9.6
Native American									
Class of 1996	506	360	71.1	41	8.1	36	7.1	69	13.6
Class of 1997	500	374	74.8	35	7.0	42	8.4	49	9.8
Class of 1998	755	432	57.2	30	4.0	222	29.4	71	9.4
Class of 1999	724	589	81.4	38	5.2	49	6.8	48	6.6
Class of 2000	605	477	78.8	38	6.3	42	6.9	48	7.9
Class of 2001	681	520	76.4	51	7.5	53	7.8	57	8.4
White									
Class of 1996	108,807	90,275	83.0	7,093	6.5	4,020	3.7	7,419	6.8
Class of 1997	112,078	94,258	84.1	7,128	6.4	4,030	3.6	6,662	5.9
Class of 1998	115,797	98,738	85.3	5,633	4.9	5,071	4.4	6,355	5.5
Class of 1999	119,590	103,141	86.2	5,556	4.6	5,080	4.2	5,813	4.9
Class of 2000	121,267	105,158	86.7	6,806	5.6	4,407	3.6	4,896	4.0
Class of 2001	121,838	105,805	86.8	7,024	5.8	4,790	3.9	4,219	3.5

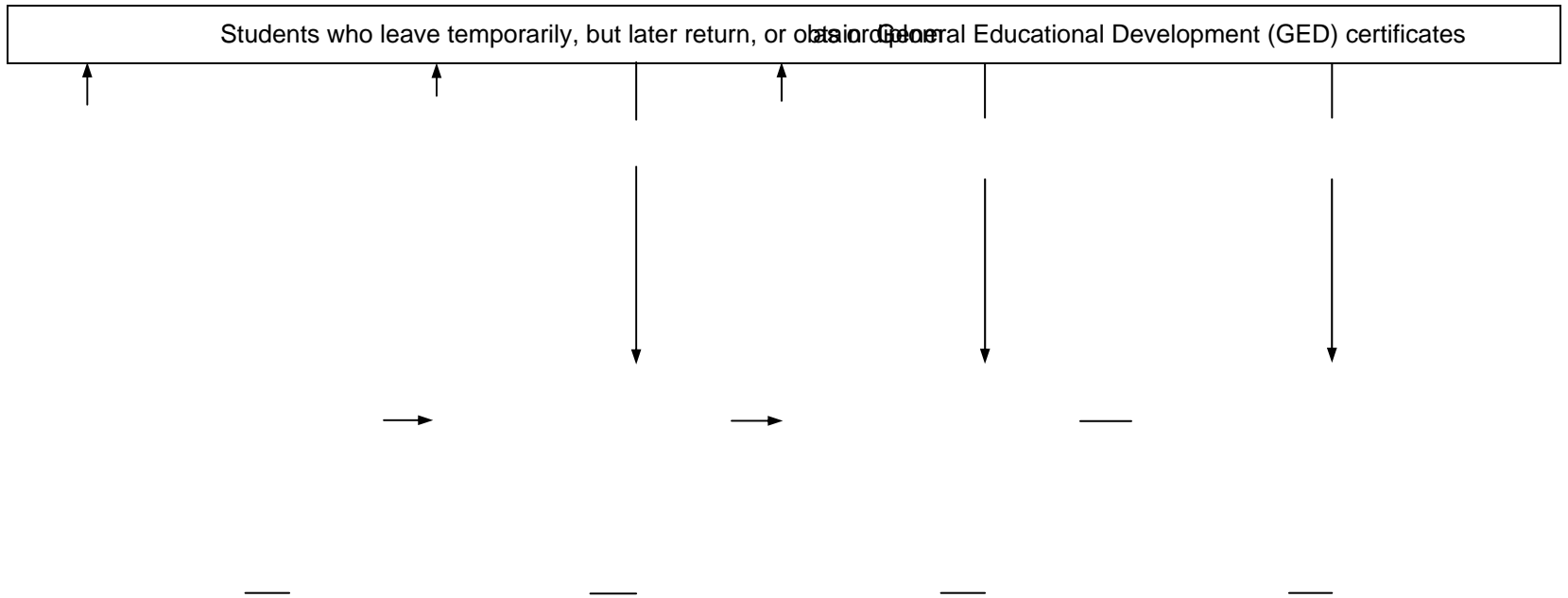
Class of 1996 68,532 43,926 64.1 4,165 6.1 8,242 12.0 12,199 17.8
 Class of 1997 70,793 47,623 67.3 3,987 5.6 8,373 11.8 10,810 15.3
 Class of 1998 74,507 52,014 69.8 2,926 3.9 9,557 12.8 10,010 13.4
 Class of 1999 79,538 56,126 70.6 2,789 3.5 10,187 12.8 10,436 13.1
 Class of 2000 83,360 60,683 72.8 3,507 4.2 9,846 11.8 9,324 11.2
 Class of 2001 85,391 62,732 73.5 3,657 4.3 10,797 12.6 8,205 9.6

Table H-10
 Longitudinal Completion/Student Status Rates, Grades 9-12, Texas Public Schools, Classes
 1996 Through 2001 (continued)

Group	Number in cohort	Graduated		Received GED		Continued		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)

Appendix I
Synopsis of Student Progress
Through High School, Class of 2001

Figure I-1.
Synopsis of Student Progress Through High School, Class of 2001



Note.

Appendix J
Comparing Annual and Longitudinal
Dropout Counts at the State Level

Figure J-1
 Comparing Annual and Longitudinal Dropouts at the State Level (continues)

This chart demonstrates how annual counts of dropouts are related to the number of dropouts in the longitudinal rate at the state level. See the facing page for a detailed explanation of each element in the chart.

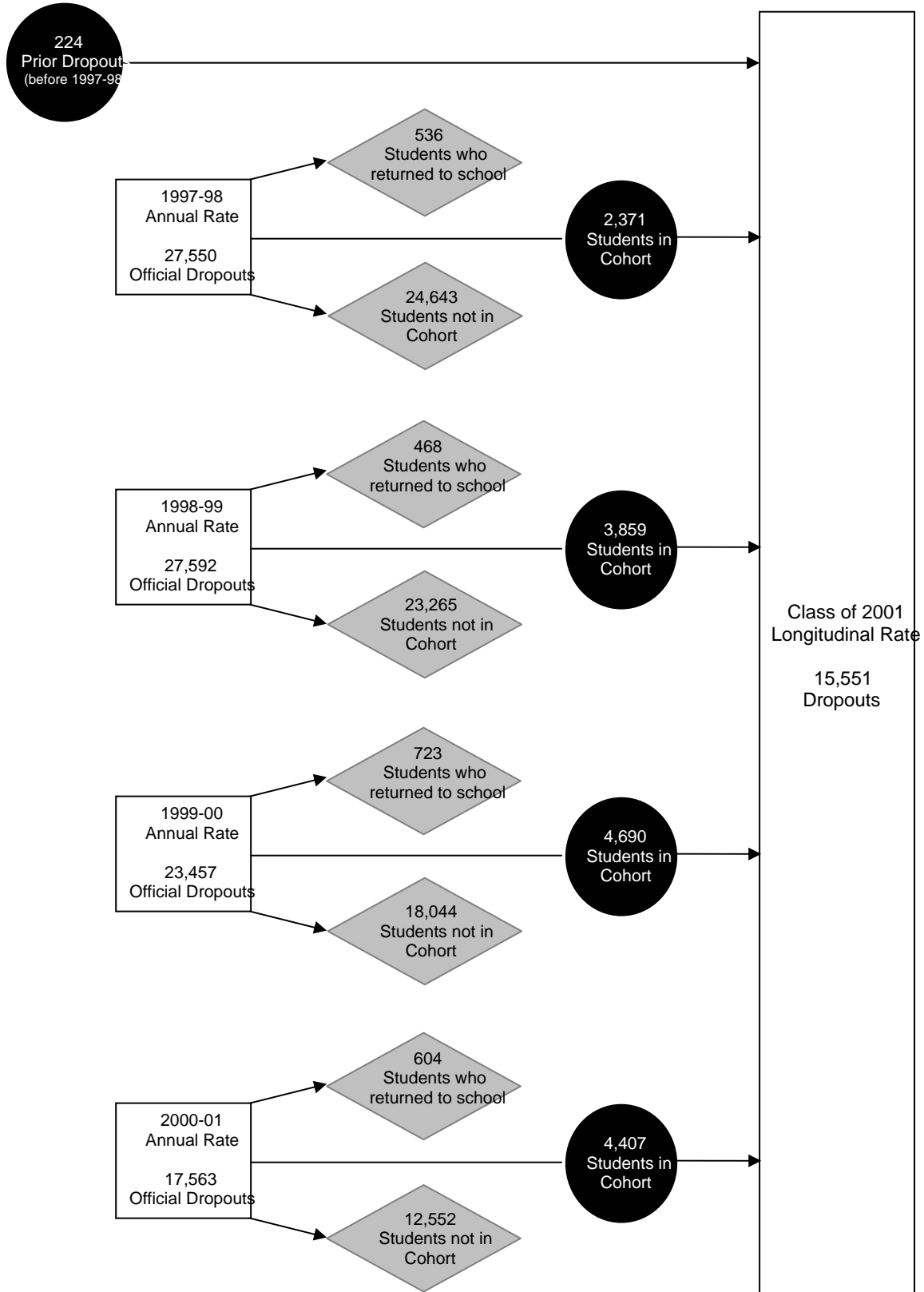
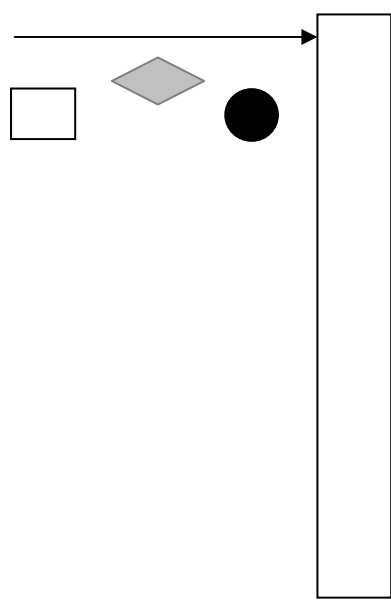


Figure J-1
Comparing Annual and Longitudinal Dropouts at the State Level (continued)



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Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. The reviews cover at least the following policies and practices:

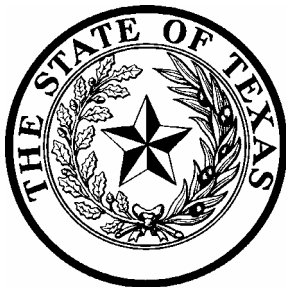
1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour



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