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Secondary School Completion and Dropouts in Texas Public Schools 2022-23

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Abstract. The Texas Education Agency (TEA) prepares an annual report on graduates and dropouts in Texas public secondary schools. This report includes state summaries of the annual dropout rate, longitudinal graduation and dropout rates, and state attrition rates. 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 school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described.

Additional copies of this document may be purchased using the order form in the back of this publication. Also, the report is available in PDF format on the agency website at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout. Additional information about this report may be obtained by contacting the Texas Education Agency Division of Research and Analysis by phone at (512) 475-3523 or by e-mail at Research@tea.texas.gov.

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Introduction

Overview

Highlights

Overview

This report provides annual dropout rates for students attending Texas public schools in 2022-23; four-year longitudinal graduation and dropout rates for students who were expected to graduate from Texas public schools in 2022-23; and extended longitudinal rates for students expected to graduate in previous years. The annual dropout rate measures the percentage of students who drop out of school during one school year. The four-year longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall following their anticipated graduation date, graduate, remain enrolled, receive a Texas Certificate of High School Equivalency (TxCHSE), or drop out. The extended longitudinal rates reflect the percentages of students from a class of beginning ninth graders who, by the fall a year or more after their anticipated graduation date, graduate, remain enrolled, receive a TxCHSE, or drop out. Texas uses the National Center for Education Statistics dropout definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for public school accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on Texas Education Agency data collection, processing, and reporting is presented, and national requirements for dropout data are described.

Highlights

Longitudinal Graduation and Dropout Rates

- In the 2019-20 school year, 426,777 students began Grade 9 in Texas public schools. Over the next three years, 26,103 students who entered the Texas public school system were added to the Grade 9 cohort. Another 46,801 students left the system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out. By the fall semester following the spring 2023 anticipated graduation date for the cohort, 403,301 students had been assigned one of four final statuses: graduate, continuer, TxCHSE recipient, or dropout. Students with these final statuses made up the class of 2023. The final statuses for 2,778 students could not be determined because of data errors. Data errors can result from missing student records (i.e., underreported students) or misreported student identification information.

- Out of 403,301 students in the class of 2023, 90.3 percent graduated within four years. An additional 3.1 percent of students in the class of 2023 continued school the fall after expected graduation, and 0.3 percent received a TxCHSE. The four-year longitudinal dropout rate for the class of 2023 was 6.3 percent. Compared to the class of 2022, the class of 2023 had lower dropout and continuation rates, a higher graduation rate, and an unchanged TxCHSE recipient rate.

- Of the graduates in the class of 2023 with diploma program information, 88.6 percent graduated under the Recommended or Advanced High School Program or the Foundation High School Program with an endorsement (with or without a distinguished level of achievement) or under the Texas First Early High School Completion Program.

- Across the five largest racial/ethnic groups in the class of 2023, the four-year graduation rate was highest for Asian students (96.9%), followed by White (94.2%), multiracial (91.7%), Hispanic (88.6%), and African American (86.7%) students.

- The four-year dropout rate was lowest for Asian students (1.3%), followed by White (3.4%), multiracial (5.1%), Hispanic (7.5%), and African American (9.1%) students.

- The four-year graduation rate for students not identified as economically disadvantaged in the class of 2023 was 94.0 percent, 6.6 percentage points higher than the rate for students identified as economically disadvantaged (87.4%).

- Females in the class of 2023 had a higher four-year graduation rate (92.2%) than males (88.5%) and lower rates of continuation (2.6% vs. 3.6%), receiving a TxCHSE (0.2% vs. 0.4%), and dropping out (5.0% vs. 7.5%).

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2023

Group	Graduation rate	Continuation rate	TxCHSE[a] recipient rate	Dropout rate
African American	86.7	3.9	0.3	9.1
American Indian	89.3	2.5	0.3	7.8
Asian	96.9	1.7	0.1	1.3
Hispanic	88.6	3.6	0.3	7.5
Pacific Islander	88.3	4.2	0.6	6.9
White	94.2	2.0	0.5	3.4
Multiracial	91.7	2.8	0.4	5.1
Economically disadvantaged	87.4	3.8	0.3	8.5
Not economically disadvantaged	94.0	2.3	0.3	3.4
EB/EL in 9-12[b]	82.4	5.0	0.1	12.4
Special education	80.7	10.3	0.2	8.9
State	90.3	3.1	0.3	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as emergent bilingual students/English learners at any time while attending Grades 9-12 in Texas public schools.

- For the class of 2023, the four-year graduation rates for students in special education programs (80.7%) and for students identified as emergent bilingual students/English learners in Grades 9-12 (82.4%) were lower than the state average (90.3%). The dropout rates for these two student groups (8.9% and 12.4%, respectively) were higher than the state average (6.3%).

- A total of 25,229 students in the class of 2023 dropped out over a four-year span. Among students who dropped out after the first year of high school, 32.2 percent of those who dropped out in the second year had not reached Grade 10, 56.4 percent who dropped out in the third year had not reached Grade 11, and 60.1 percent who dropped out in the fourth year had not reached Grade 12.

- Students in the class of 2022 who began Grade 9 in 2018-19 or who later joined the cohort were tracked into the fall semester one year after their anticipated graduation date of spring 2022. By fall 2023, the five-year graduation rate for the class of 2022 was 91.8 percent, 2.1 percentage points higher than the four-year graduation rate of 89.7 percent in fall 2022. The five-year dropout rate was 6.8 percent, 0.4 percentage points higher than the four-year dropout rate of 6.4 percent. The five-year graduation, continuation, or TxCHSE recipient rate for the class of 2022 was 93.2 percent.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2022, as of Fall 2023

Group	Graduation rate	Continuation rate	TxCHSE[a] recipient rate	Dropout rate
African American	88.1	1.3	0.4	10.3
American Indian	90.4	0.8	0.5	8.3
Asian	97.6	0.7	0.1	1.5
Hispanic	90.4	1.2	0.3	8.1
Pacific Islander	91.6	0.7	0.7	7.1
White	95.1	0.7	0.6	3.6
Multiracial	92.6	0.9	0.7	5.7
Economically disadvantaged	89.0	1.1	0.4	9.4
Not economically disadvantaged	95.0	0.9	0.4	3.7
EB/EL in 9-12[b]	84.2	1.4	0.2	14.3
Special education	83.4	6.4	0.3	9.9
State	91.8	1.0	0.4	6.8

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as emergent bilingual students/English learners at any time while attending Grades 9-12 in Texas public schools.

- Students in the class of 2021 who began Grade 9 in 2017-18 or who later joined the cohort were tracked into the fall semester two years after their anticipated graduation date of spring 2021. By fall 2023, the six-year graduation rate for the class of 2021 was 92.7 percent, 2.7 percentage points higher than the four-year graduation rate of 90.0 percent in fall 2021. The six-year dropout rate was 6.3 percent, 0.5 percentage points higher than the four-year dropout rate of 5.8 percent.

- For 2022-23, the attrition rates for Grades 9-12 and Grades 7-12 (i.e., the percentage change in fall enrollment between these grades across years) were 18.4 percent and 8.9 percent, respectively.

Annual Dropout Rates

- Out of 2,579,329 students who attended Grades 7-12 in Texas public schools during the 2022-23 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from the previous school year.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates (%), Texas Public Schools, Class of 2021, as of Fall 2023

Group	Graduation rate	Continuation rate	TxCHSE[a] recipient rate	Dropout rate
African American	89.3	0.6	0.5	9.7
American Indian	90.4	0.3	1.0	8.3
Asian	97.9	0.5	0.1	1.4
Hispanic	91.5	0.6	0.4	7.5
Pacific Islander	92.6	0.7	0.5	6.2
White	95.5	0.4	0.7	3.4
Multiracial	93.2	0.6	0.9	5.3
Economically disadvantaged	90.1	0.5	0.5	8.8
Not economically disadvantaged	95.6	0.5	0.4	3.5
EB/EL in 9-12[b]	85.5	0.6	0.2	13.7
Special education	86.0	4.2	0.4	9.4
State	92.7	0.5	0.5	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.
[a]Texas Certificate of High School Equivalency. [b]Students identified as emergent bilingual students/English learners at any time while attending Grades 9-12 in Texas public schools.

Annual Dropout Rate (%), Grades 7-8, Grades 9-12, and Grades 7-12, Texas Public Schools, 2022-23

Group	Grades 7-8	Grades 9-12	Grades 7-12
African American	1.4	3.2	2.6
American Indian	1.3	2.3	1.9
Asian	0.4	0.5	0.4
Hispanic	0.8	2.4	1.9
Pacific Islander	1.5	1.8	1.7
White	0.5	1.0	0.8
Multiracial	0.8	1.7	1.4
Economically disadvantaged	0.9	2.7	2.0
Not economically disadvantaged	0.5	1.2	1.0
EB//EL[a]	0.8	1.7	1.4
Special education	0.8	2.3	1.8
State	0.8	2.0	1.6

Note. Students may be counted in more than one category.
[a]Emergent bilingual student/English learner.

- In 2022-23, the overall number of dropouts in Grades 7-12 decreased by 5.3 percent from the previous year, from 43,909 to 41,597. Likewise, the number of dropouts in Grades 9-12 decreased by 8.0 percent from the previous year, from 38,132 to 35,078. Nevertheless, the number of dropouts in Grades 7-8 increased by 12.8 percent from the previous year, from 5,777 to 6,519.

- In 2022-23, across Grades 7-12, Grades 9 and 10 had the highest dropout rates (2.5% and 2.2%, respectively) and the largest numbers of dropouts (12,141 and 9,920, respectively), accounting for 53.0 percent of all dropouts. Grade 7 had the lowest dropout rate (0.7%) and the smallest number of dropouts (2,852).

- Across the five largest racial/ethnic groups in 2022-23, the Grade 7-12 dropout rate was highest for African American students (2.6%), followed by Hispanic (1.9%), multiracial (1.4%), White (0.8%), and Asian (0.4%) students.

- The Grade 7-12 dropout rate for males (1.8%) was higher than the rate for females (1.4%) in 2022-23. There were more male than female dropouts in each of Grades 7-12 except Grade 7.

- In 2022-23, the Grade 7-12 dropout rate for students identified as economically disadvantaged was 2.0 percent. By contrast, the rate for students not identified as economically disadvantaged was 1.0 percent. Economically disadvantaged students accounted for 75.5 percent of Grade 7-12 dropouts.

- Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage-point difference was among overage students, who accounted for 18.1 percent of the Grade 7-12 population in 2022-23 but 67.8 percent of dropouts.

Leaver Reporting

- The underreported student rate is the percentage of students in Grades 7-12 who attend in one school year and are not accounted for the next fall. Statewide, 99.8 percent (2,573,315) of students in Grades 7-12 in 2022-23 were accounted for in district and state-authorized charter school data submissions or in TEA databases. Only 0.2 percent of students in Grades 7-12 were underreported, a decrease of 0.1 percentage points from the previous year. The number of underreported students (5,974) decreased by 1,348 from the previous year.

- For the 2022-23 school year, 38 districts or state-authorized charter schools exceeded thresholds for underreported student records: more than 75 underreported students and a rate of underreporting of at least 0.7 percent; or more than 4 underreported students and a rate of underreporting greater than 1.3 percent. Of these, one district had more than 75 underreported students as well as a rate of underreporting greater than 1.3 percent. Thirty-seven districts or state-authorized charter schools had rates of underreporting greater than 1.3 percent and more

than 4, but not more than 75, underreported students. A total of 474 districts and state-authorized charter schools had no underreported students for 2022-23.

Definitions and Calculations of High School Completion

Measures of
High School Completion

Definitions and
Calculations for Accountability

Measures of High School Completion

Components of Rates

Several measures of high school completion are available (Table 1 on page 3). Measures differ in the definition of a dropout or a school completer, the accuracy of the data, the time period covered, and the student population considered. Some rates, for example, cover only one school year, whereas others cover multiple years. Some are based on individual student-level data, whereas others use estimated student counts. The selection of a completion or dropout measure depends on purpose and data availability. This section discusses three measures calculated by the Texas Education Agency (TEA): annual dropout rates; longitudinal graduation and dropout rates; and attrition rates. The discussion includes how each measure is calculated, factors that can affect each measure, and the advantages and disadvantages of each measure.

Annual Dropout Rates

Description. The annual dropout rate is the percentage of students who drop out of school during one school year.

Calculation. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year.

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Factors affecting the rate. Annual dropout rates reported by different organizations may differ because: (a) different grade levels are included in the calculation; (b) dropouts are defined and counted differently; (c) total student counts are taken at different times of the school year; or (d) the data systems employed provide different levels of precision. Annual dropout rates can also differ at the campus and district levels based on whether the rates are calculated for federal reporting purposes or calculated with statutory exclusions applied for state accountability. No exclusions were applied to the state-level annual dropout rates presented in this report. See the sections "State Accountability System" and "Federal Accountability and Reporting" on pages 122-131 for additional information on exclusions.

Advantages. An annual dropout rate measures what happens in a school, district, or state during one school year and can be considered a measure of annual performance. Because it is based on a simple mathematical operation and requires data for only one school year, it has the greatest potential to produce accurate rates that are comparable across schools, districts, or states. It can be calculated for any school that has students in any of the grades included in the calculation, allowing the largest number of campuses to be included in an accountability system.

Annual dropout rates also can be calculated for student groups based on demographic characteristics (e.g., race/ethnicity, economic status, gender), special program participation

Table 1
Common Methods of Measuring Student Progress Through School

Information	Annual dropout rate	Longitudinal rates: graduation and dropout	Attrition rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning ninth graders who graduate (graduation rate) or drop out before completing high school (dropout rate).	The percentage change in fall enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who graduate or drop out by the end of Grade 12 by the total number of students in the original ninth-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted. For example, the graduation rate is calculated as follows. $\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE}^{a}\text{ recipients + dropouts}}$	Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	• Measure of annual performance for program improvements. • Program improvements can be ascertained within one year. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level.	• The graduation rate is a positive indicator, measuring school success rather than failure. • More stable measures over time. • The longitudinal dropout rate is more consistent with the public's understanding of what a dropout rate reflects. • Districts have more time to encourage dropouts to return to school before being held accountable. • Can be extended to five or six years to account for students who take more than four years to complete high school.	Provides an estimate of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	• Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate.	• Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal graduation and dropout rates are often calculated for Grades 9-12. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Does not produce a dropout rate by grade.	• Produces the highest rate of any method. • Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. • Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. • Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88.	Longitudinal rates are calculated such that the graduation rate, continuation rate, TxCHSE recipient rate, and dropout rate add to 100 percent.	The attrition rate reported by TEA is not adjusted for growth.
2022-23 TEA reporting	Annual dropout rates Grades 7-12: 1.6% Grades 9-12: 2.0% Grades 7-8: 0.8%	Class of 2023 Grade 9 four-year longitudinal rates Graduation: 90.3% Graduation, continuation, or TxCHSE: 93.7% Dropout: 6.3% Class of 2022 Grade 9 five-year extended longitudinal rates Graduation: 91.8% Graduation, continuation, or TxCHSE: 93.2% Dropout: 6.8% Class of 2021 Grade 9 six-year extended longitudinal rates Graduation: 92.7% Graduation, continuation, or TxCHSE: 93.7% Dropout: 6.3%	Unadjusted attrition rates Grades 7-12: 8.9% Grades 9-12: 18.4%

[a]Texas Certificate of High School Equivalency.

(e.g., special education, bilingual/English as a second language), or other factors (e.g., grade level, at-risk, overage for grade). This makes an annual dropout rate a practical tool to help educators determine who is dropping out—essential information for developing and evaluating dropout prevention and recovery programs.

Disadvantages. Because an annual dropout rate uses data for only one year, it produces the lowest dropout rate of any of the methods. There is concern that reporting low dropout rates may understate the severity of the dropout problem. The concern is based in part on the perception that an annual dropout rate is not consistent with the public's understanding of what a dropout rate is measuring.

Longitudinal Graduation and Dropout Rates

Description. TEA calculates longitudinal rates for a class of Grade 9 students, in accordance with the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA), and as described in the Every Student Succeeds Act High School Graduation Rate Non-Regulatory Guidance (ESSA, 2015; U.S. Department of Education [ED], 2017). A four-year longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate within four years; that is, by the end of the fourth school year after they begin ninth grade. An extended longitudinal graduation rate is the percentage of students from a class of beginning ninth graders who graduate within five or more years. Similarly, a four-year longitudinal dropout rate is the percentage of students from a class of beginning ninth graders who drop out before completing high school. An extended longitudinal dropout rate reflects those students who drop out within five or more years after entering ninth grade. Dropouts are counted according to the dropout definition in place the year they drop out.

Calculation. Calculating four-year longitudinal rates requires tracking a cohort of students from the time they enter Grade 9 until the fall following their anticipated graduation date, or, for extended rates, the fall one or more years following their anticipated graduation date. A cohort is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. A subset of a cohort, called a class, is then used to calculate longitudinal student status rates. A class consists of all members of a cohort minus students who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and students who cannot be tracked. Only students in the cohort to whom final statuses are assigned are included as members of the class. The four final statuses—graduate, continuer, TxCHSE recipient, or dropout—are defined in greater detail later in this section. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the class, and the longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class.

For purposes of calculating a longitudinal rate, all students remain in their original cohort. For example, a student who entered Grade 9 in 2019-20 and was expected to graduate in 2022-23 but who

graduated in 2021-22 is counted in the graduation rate for the class of 2023. Similarly, students who are retained in grade or who skip grades remain members of the cohorts they first joined.

Public Education Information Management System (PEIMS) attendance data are used to build each cohort of students. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in the 2019-20 school year make up the 2023 cohort. Students who did not attend Grade 9 in Texas public schools that year but entered the system over the next three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Students were tracked into the fall semester following their anticipated graduation date of spring 2023. Data collected for the 2023-24 school year made it possible to identify those who continued in school after their class graduated.

Any student for whom one of the designated outcomes of graduate, continuer, TxCHSE recipient, or dropout could be determined was counted in the class. A student whose final status could not be determined was not counted in the class. In most cases, these were students who left the Texas public school system to enter other educational settings. In a small number of cases, students were not counted in the class because of missing records or data errors resulting from misreported student identification information.

This report provides four-year and five- and six-year extended longitudinal rates for several classes based on the tracking of students into the fall of 2023. The longitudinal rates focus on selected long-term student outcomes over a period of years. For four-year rates, each student is assigned a final status by the fall after anticipated graduation. For extended rates, each student is assigned a final status by the fall one or more years after anticipated graduation. Neither dropping out nor leaving for other reasons necessarily determines the final status of a student. The status of a student who drops out or leaves will change if the student subsequently returns and graduates, obtains a TxCHSE, or continues in school. Dropout becomes the status of record only if it is the final status recorded for a student. Thus, the status of students in the four-year rates may differ from their statuses in the extended rates.

There are four final statuses used to calculate longitudinal rates: graduate, continuer, TxCHSE recipient, and dropout.

Graduate. A student is classified as a graduate in the year in which the student is reported in PEIMS as a graduate from the Texas public school system. The student may have graduated in any of the years the cohort was in school. For example, for a student to be counted as a graduate in the class of 2023 four-year rates, a student may have graduated in 2019-20, 2020-21, 2021-22, or 2022-23. Students who graduated in 2022-23 must have graduated by August 31, 2023. The graduation rate is calculated by dividing the number of graduates by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\textbf{graduates}}{\textbf{graduates + continuers + TxCHSE recipients + dropouts}}$$

Continuer. A student is classified as a continuer if the student is not a graduate and is reported as enrolled in the Texas public school system in the fall after the student's anticipated graduation or later. For example, for a student to be counted as a continuer in the class of 2023 four-year rates, the student must have been enrolled in the fall of 2023.

TxCHSE recipient. A student is classified as a TxCHSE recipient if the student earns a high school equivalency certificate through the TEA-approved General Educational Development (GED) test. Although two additional TEA-approved assessments, the Test Assessing Secondary Completion (TASC) and the High School Equivalency Test (HiSET), are no longer administered, students in the classes of 2021 and 2022 may have earned high school equivalency certificates through the TASC before August 31, 2019, and students in the classes of 2021, 2022, and 2023 may have earned high school equivalency certificates through the HiSET before August 31, 2021. High school equivalency assessments are given throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results are transmitted electronically to the TEA. Receipt of a TxCHSE is reported as soon as the test is passed. A student in the class of 2023 is assigned a final status of TxCHSE recipient if the student is not a graduate, is not a continuer, and had received a certificate by August 31, 2023.

Dropout. A student is classified as a dropout if dropout is the final status recorded for the student. A student is assigned the final status of dropout if the student dropped out during one of the years that the cohort was in school and did not subsequently return and graduate, continue in school, receive a TxCHSE, or leave for one of the 13 non-dropout, non-graduate leaver reasons outlined in Table 4 on page 41.

Factors affecting the rate. Longitudinal rates reported by different organizations may differ because they use: (a) different starting grades in the calculation (typically Grade 9 or Grade 7); (b) different definitions of a graduate or dropout; (c) different definitions of a cohort or class of students; or (d) different underlying methods to calculate the rates. Additionally, few organizations have the data to track individual students over a number of years, so longitudinal rates are often estimated based on state-level data or sample data from surveys. TEA tracks individual students using student-level data submitted by districts through the Texas Student Data System (TSDS). Finally, longitudinal rates can differ at the campus and district levels based on whether federal or state accountability exclusions are applied. No exclusions were applied to the state-level longitudinal rates presented in this report. See the sections "State Accountability System" and "Federal Accountability and Reporting" on pages 122-131 for additional information on exclusions.

Advantages. One advantage of a longitudinal measure over an annual measure is that it is more consistent with the public's understanding of what a graduate or dropout is—someone who begins Grade 9 in a particular school year and, within a specified period of time, graduates or drops out. Also, because students are tracked into the fall after their anticipated graduation date or later, districts have more time to encourage dropouts to return to school before being held accountable for them. A longitudinal measure can also be expected to be more stable over time than an annual measure. Fluctuations in an annual dropout rate may not necessarily reflect the long-term success or failure of a district dropout prevention program.

The graduation rate is more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the graduation rate represents improved performance. Because a separate rate can be reported for each status, such as graduate or TxCHSE recipient, longitudinal rates can provide more information with which to evaluate districts than annual dropout rates.

Four-year longitudinal rates can be calculated for students who graduate on time, or within four years. Extended longitudinal rates can be calculated for students who take longer than four years to graduate. Because of the longer period of analysis, extended rates arguably provide a more comprehensive picture of high school completion than four-year rates.

Disadvantages. Calculating a longitudinal rate requires linking individual student records from multiple sources from one year to the next over the time period covered. An error in student-identifying information can prevent a record from being linked to other records for that student. The method also requires that decisions be made about the classification of students who change schools or move in and out of special programs over time. Changes in data collection practices and in the dropout definition over time must also be incorporated in the method. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2008 who began Grade 9 in 2004-05 and who left school in 2004-05 without graduating were subject to a different dropout definition than the definition that applied to students from the same class who left in 2005-06 or later.

Students who continue in school in the fall after their anticipated graduation date and later leave without graduating are not counted as dropouts under a four-year longitudinal rate. Tracking students for additional years may result in changes in final statuses. For example, some continuing students drop out before they graduate, and some previous dropouts return to school and graduate or receive a TxCHSE.

Longitudinal rates can be calculated only for schools that have all the grade levels included in the rate and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools include Grades 7 and 8, graduation and dropout rates are calculated for beginning Grade 9 students more commonly than for beginning Grade 7 students. The effects of the grade-span criteria become more pronounced when calculating extended longitudinal rates. As the number of years necessary to calculate the rate increases to five or six years, the less likely it is that a school will meet the criteria.

Longitudinal rates for special programs reflect decisions about the classification of students who move in and out of those programs. For example, the longitudinal dropout rate for students in special education programs may include only those students who are receiving special education services in the years they drop out.

Improvements in dropout prevention programs may not be reflected in a longitudinal dropout rate immediately because the rate may include students who dropped out before the prevention program was implemented. At the same time, many dropouts are not included in a longitudinal dropout rate

until several years after they drop out. This means districts may not be held accountable for students who drop out until the longitudinal rate is calculated.

Attrition Rates

Description. An attrition rate is the percentage change in fall enrollment between two grades across years. Aggregate enrollment counts, rather than student-level data, are used to estimate the percentage of Grade 7 students who are not enrolled in Grade 12 five years later, or the percentage of Grade 9 students who are not enrolled in Grade 12 three years later.

Calculation. The Grade 9-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 9 enrollment three years earlier and dividing by Grade 9 enrollment. For 2022-23, the formula is as follows.

$$\frac{\text{Grade 9 enrollment in fall 2019} - \text{Grade 12 enrollment in fall 2022}}{\text{Grade 9 enrollment in fall 2019}}$$

The Grade 7-12 attrition rate is calculated by subtracting Grade 12 enrollment in the fall of one school year from Grade 7 enrollment five years earlier and dividing by Grade 7 enrollment. For 2022-23, the formula is as follows.

$$\frac{\text{Grade 7 enrollment in fall 2017} - \text{Grade 12 enrollment in fall 2022}}{\text{Grade 7 enrollment in fall 2017}}$$

Advantages. The attrition rate provides a measure of school leavers when aggregate enrollment numbers are the only data available. Because aggregate numbers are widely available, attrition rates can be calculated for most states and districts and are often used to compare entities that do not have student-level data.

Disadvantages. Unlike both the annual dropout rate and the longitudinal dropout rate, the attrition rate does not track individual students. Because it is an estimate, the attrition rate should not be used as a performance indicator in a high-stakes accountability system.

The attrition rate does not take into account the reasons beginning and ending enrollments differ (Appendix D). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier because some students left public school for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year are excluded from the Grade 9 enrollment count. Moreover, students who enter the school system after the first year and leave before Grade 12 are excluded from rate calculations. Additionally, because the attrition rate is based on data from the fall

before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 in the fall goes on to graduate.

The attrition rate can fluctuate because of factors that are not considered reflective of school performance, such as the student mobility rate, and factors Texas has chosen not to include as accountability performance measures, such as retention rates. When used as a proxy for a longitudinal dropout rate, the attrition rate overstates the percentage of students who dropped out of Texas public schools.

Differences in growth rates across grade levels and between schools and districts can distort the attrition rate. Calculations sometimes include growth adjustments in an attempt to offset potential inflation of the rates, yet the adjustments themselves may cause distortions. In fact, a negative attrition rate may result. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

Definitions and Calculations for Accountability

Dropout Definition

The U.S. Department of Education National Center for Education Statistics (NCES) is the federal entity with primary responsibility for collecting and analyzing data related to education in the United States. In 2003, the 78th Texas Legislature passed legislation requiring that dropout rates be computed according to the NCES dropout definition (Texas Education Code [TEC] §39.051, 2004). Districts began collecting data consistent with the NCES definition in the 2005-06 school year. In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. The 2022-23 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition. A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die.

A summer dropout is a student who completes the school year but does not return in the fall. A summer dropout is: (a) considered a dropout from the grade, district, and campus in which the student was enrolled at the end of the school year just completed; and (b) included in the dropout count for the school year just completed.

State Accountability

Calculations. The following measures were used for state accountability in 2024. See the section "State Accountability System" on page 122 for additional information.

Annual dropout rates. The Grade 9-12 annual dropout rate was calculated by dividing the number of students who dropped out during a single school year by the cumulative number of students who enrolled during the same year.

$$\frac{\text{number of Grade 9-12 students who dropped out during the school year}}{\text{number of Grade 9-12 students enrolled during the school year}}$$

Graduation rates. Four-year, five-year extended, and six-year extended graduation rates were calculated by dividing the number of graduates by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Graduation, continuation, or TxCHSE recipient rates. Four-year, five-year extended, and six-year extended graduation, continuation, or TxCHSE recipient rates were calculated by dividing the number

of graduates, continuers, and TxCHSE recipients by the total number of graduates, continuers, TxCHSE recipients, and dropouts in the class.

$$\frac{\text{graduates + continuers + TxCHSE recipients}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Exclusions. State statute specified the following exceptions for attribution of records to campuses and districts for 2024 state accountability purposes.

- Under TEC §39.053(g-1) (2024, amended to be effective September 1, 2021), a student who meets at least one of the following criteria is excluded from annual dropout and longitudinal rate calculations: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout, except in completion measure calculations for alternative education campuses (see the section "State Accountability System" on page 122 for more information); (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult; or (g) a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.
- Under TEC §39.053(g-2) (2024, amended to be effective September 1, 2021), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed an individualized education program (IEP); and (c) is enrolled and receiving IEP services is excluded from longitudinal rate calculations.
- Under TEC §39.053(g-3) (2024, amended to be effective September 1, 2021), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is not attributed to the district serving the facility for annual dropout and longitudinal rate calculations.
- Under TEC §39.053(g-4) (2024, amended to be effective September 1, 2021), a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program is excluded from annual dropout and longitudinal rate calculations, except in completion measure calculations for alternative education campuses. See the section "State Accountability System" on page 122 for more information.

- Under TEC §39.055 (2024, amended to be effective June 15, 2017), a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from annual dropout and longitudinal rate calculations.

Federal Accountability

Calculations. To meet federal requirements, campuses and districts were evaluated on the percentage of students who graduated in four years, in accordance with the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act (ESSA) High School Graduation Rate Non-Regulatory Guidance (ED, 2017). See the section "Federal Accountability and Reporting" on page 129 for additional information.

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

Exclusions. A student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from graduation rate calculations.

History of Graduation and Dropout Reporting in Texas

Chronology

Dropout Definition

Annual Dropout Rates

Longitudinal Graduation and Dropout Rates

Chronology

In 1983, *A Nation at Risk* described the condition of education in the United States as unsatisfactory (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. The 1984 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 (Texas Education Code [TEC] §11.205, 1986). At the same time, the bill directed the then 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.

As this research was being conducted, change was underway in completion and dropout reporting. Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (TEC §21.258, 1986) requiring that all school districts publish annual performance reports (APRs). The reports were intended to inform communities about the quality of education in their districts and to provide educators and policymakers with information needed to analyze performance trends. For the most part, APRs were produced by the districts themselves, although the reports began to include aggregate student data collected and compiled by TEA shortly after they were introduced. In 1988, the reports included agency counts of district enrollment and high school graduates.

The report mandated by HB 72, known as the Texas School Dropout Survey Project, was presented 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 American and Hispanic students were notably higher than that for White students. The reasons most frequently cited by students for 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.

In response to the report and to growing concerns about dropouts, 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 §§11.205-11.207, 1988). HB 1010 also required TEA to establish a statewide dropout information clearinghouse and to form, along with other state agencies, an interagency council to coordinate policies and resources for dropouts and students identified as at risk of dropping out of school. A definition of a dropout was added to statute. In

addition, TEA 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 designate one or more at-risk coordinators and to provide remedial and support programs for at-risk students.

The first TEA report on public school dropouts presented data on students who dropped out during the 1987-88 school year. Using student-level data from the Public Education Information Management System (PEIMS), the report presented actual, not estimated, annual dropout counts and rates for Grades 7-12 by county, district, and campus. It also included five-year projections of cross-sectional and longitudinal dropout rates for the state, as mandated by statute (TEC §11.205, 1988).

The Academic Excellence Indicator System (AEIS) established in 1990 replaced the agency information distributed through APRs. Among the initial performance indicators adopted by the State Board of Education (SBOE) and reported annually through AEIS reports were annual graduation counts and dropout rates. In 1991, TEA began reporting these rates in two additional publications: *Snapshot*, a compilation of district profile data; and *Pocket Edition*, a small brochure highlighting statewide education statistics.

In 1993, when the legislature directed that AEIS data form the foundation of a performance-based accountability system to rate districts and campuses, dropout rates became one of the indicators targeted in statute for this purpose. In 1994, Grade 7-12 annual dropout rates from the 1992-93 school year were used for *Exemplary* and *Recognized* ratings only. The next year, TEA began using annual dropout rates for *Academically Acceptable* and *Academically Unacceptable* ratings as well. Also in 1995, the agency was required to report detailed information about dropouts in the comprehensive biennial and interim reports to the Texas Legislature (TEC §39.182 and §39.185, 1996). In 2001, the legislature amended TEC §39.182, and the reports were combined into a single comprehensive annual report on Texas public schools (see, e.g., TEA, 2001). Based on legislative changes to TEC §39.332 in 2013, the annual report once again became biennial (see, e.g., TEA, 2022).

Interest in reporting longitudinal indicators of student success or failure in school and in basing these indicators on actual, rather than estimated, figures had remained high since student-level data were first collected through PEIMS in 1988. In 1990-91, districts began submitting student-level enrollment and graduation records. This information, combined with dropout records, enabled TEA to analyze the progress attained by students on an annual basis. It also became possible for the first time to consider tracking student progress from one year to the next.

In 1996, TEA investigated using a high school completion rate as an alternative or supplement to an annual dropout rate in the accountability system (TEA, 1996). This measure, as a complement to the dropout rate, would provide an indicator of student and school success rather than failure. Four-year completion rates for the classes of 1996 and 1997 were published as report-only indicators in the 1998 AEIS reports. By 1998, the agency had sufficient years of PEIMS data to follow the progress of the members of a seventh-grade class (i.e., Grade 7 cohort) through high school to determine their final statuses. Grade 7-12 longitudinal dropout rates for the class of 1998 were included in AEIS a year later. TEA continued to calculate Grade 7 longitudinal graduation and dropout rates for reporting

purposes through the class of 2019. Results for the classes of 2009 through 2019 are found in Appendix C.

As PEIMS continued to evolve, refinements in data collection, processing, and reporting helped meet the growing demand for reliable information about public education. The desire for a more comprehensive and accurate accounting of reported student outcomes led to a major change in data submission requirements for 1997-98. Until then, districts were required to report only students in Grades 7-12 from the previous year who had graduated or dropped out. The statuses of students who left school for other reasons were not reported through PEIMS.

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received high school equivalency certificates. Districts must report the statuses of all other Grade 7-12 students. Each fall, returning students are reported on enrollment records. Students who left during the previous year or who completed the school year but did not return the following fall are reported on leaver records. Based on the leaver records submitted by districts, school leavers are categorized as graduates, dropouts, or other leavers. Other leavers include students who withdraw to enroll in private schools in the state, enroll in schools outside the state, enroll in colleges, or enter home schooling.

Beginning with the class of 1998, separate longitudinal dropout rates and completion rates were replaced with a four-year high school completion/student status series. The series is made up of four complementary longitudinal rates based on the tracking of students into the fall four years after they begin Grade 9: graduate, continuer, high school equivalency certificate recipient, or dropout. The four rates add to 100 percent. Completion/student status rates appeared for the first time as report-only indicators in the 2000 AEIS reports. In 2001, the Texas Legislature added the Grade 9 completion rate to the list of performance indicators in statute (TEC §39.051, 2001). The rate became a base indicator in the 2004 accountability system.

In 1999, the 76th Texas Legislature approved the Student Success Initiative (SSI) (TEC §28.0211, 1999). Under SSI requirements, a student could advance to the next grade level only by meeting standards on state assessments or by unanimous decision of a grade placement committee. Students in the class of 2012 who attended third grade in 2002-03 were the first to be subject to SSI requirements. Specifically, these students were given three opportunities to pass the third-grade Texas Assessment of Knowledge and Skills (TAKS) reading test in 2002-03, the fifth-grade TAKS reading and mathematics tests in 2004-05, and the eighth-grade TAKS reading and mathematics tests in 2007-08. SSI requirements for third grade were eliminated after the 2008-09 school year, and SSI requirements for fifth and eighth grade were eliminated after the 2020-21 school year.

TEA calculated two Grade 9 completion rates for campuses and districts through the 2011 accountability cycle. Completion II consisted of students who, four years after beginning Grade 9, graduated, continued in high school the fall after graduation was expected, or received high school equivalency certificates. Completion I, which was more rigorous, consisted of students

who graduated or continued in high school. In 2004, the year that completion became a base indicator in the accountability system, campuses and districts were rated on Completion II. They also were rated on Completion II in 2005, the year that alternative education accountability (AEA) procedures were introduced. From 2006 to 2011, campuses and districts subject to standard accountability procedures were rated on Completion I. Campuses and districts subject to AEA procedures, which applied to campuses and charter schools dedicated to serving students at risk of dropping out of school, were rated on Completion II. For the 2023 accountability cycle, a new completion measure was introduced and used for campuses evaluated under AEA provisions. Like Completion II, the new completion measure consists of students who, four years after beginning Grade 9, graduated, continued, or received a high school equivalency certificate. However, unlike the Completion II rate, students who previously dropped out of school are included in the new measure.

In 2009, the legislature passed HB 3, requiring that TEA, among other mandates: (a) redesign the public school accountability system; and (b) exclude certain groups of students from campus and district annual dropout rate and longitudinal rate calculations used for state accountability purposes (TEC §39.053, 2010). Because of the redesign, no ratings were issued in 2012. Nevertheless, annual dropout and completion rates were calculated.

In response to statutory requirements, the TAKS was replaced by the more rigorous State of Texas Assessments of Academic Readiness (STAAR) beginning in 2011-12 (TEC Chapter 39, 2010). Accountability ratings returned in 2013 with students excluded from rates used for state accountability purposes. TEA calculated campus and district annual dropout and longitudinal graduation rates, as required by statute (TEC §39.053, 2013), as well as graduation or high school equivalency certification rates, for use as indicators in the new accountability system. Also in 2013, the 83rd Texas Legislature passed HB 5, requiring that districts receive accountability ratings based on an A-F scale beginning with the 2016-17 school year (TEC §39.054, 2013).

In 2014, the graduation, continuation, or high school equivalency certification rate replaced the graduation or high school equivalency certification rate as an indicator in the state accountability system (TEC §39.0545, 2013). Campus and district longitudinal dropout, high school equivalency certification, and continuation rates are also calculated but not used in the state accountability system. See the section "Definitions and Calculations for Accountability" on page 10 for more information on these exclusions.

In 2015, the 84th Texas Legislature passed HB 2804, which delayed implementation of A-F accountability ratings to start beginning with the 2017-18 school year (TEC §39.054, 2016). The legislature also passed Senate Bill (SB) 1867, requiring that an additional group of students be excluded from rates used for state accountability purposes (TEC §39.053(g-2), 2016). Beginning with class of 2016, a student who: (a) was at least 18 years of age as of September 1 and had satisfied the credit requirements for high school graduation; (b) had not completed an individualized education program (IEP); and (c) was enrolled and receiving IEP services was excluded from campus and district longitudinal rate calculations.

Also in 2015, SB 149, passed by the 84th Texas Legislature, revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 (TEC §28.0258, 2016; 19 TAC §101.3022, 2024, amended to be effective September 6, 2015). The revised requirements were extended by the legislature in 2017 and 2019 and were made permanent by HB 1603 in 2021 (TEC §28.0258, 2022). Under the requirements, a student who fails a STAAR end-of-course (EOC) assessment for no more than two of five required courses may receive a Texas high school diploma if the student is determined to be qualified to graduate by an individual graduation committee (IGC) (19 TAC §74.1025, 2024, amended to be effective February 10, 2020; 19 TAC §101.3022, 2024, amended to be effective August 9, 2022). A student receiving special education services is not subject to IGC requirements. The student's admission, review, and dismissal (ARD) committee determines whether the student is required to achieve satisfactory performance on an EOC assessment to graduate. If the ARD committee determines the student is not required to achieve satisfactory performance on an EOC assessment, the student is considered to be in compliance with assessment requirements under TEC §39.025. In 2021, in response to the COVID-19 pandemic, the Texas Legislature passed HB 999, which modified the graduation performance requirements for students in Grade 12 in the 2020-21 school year (TEC §28.0258, 2022). Under the modified requirements, a student could graduate in 2020-21 via an IGC determination, regardless of the number of EOC assessments the student failed, and the IGC was not required to consider performance on EOC assessments when determining whether the student was qualified to graduate.

In 2017, the legislature passed HB 22, which revised the state accountability system to include three domains: Student Achievement, School Progress, and Closing the Gaps (TEC §39.053, 2018). TEA continued to calculate campus and district annual dropout and longitudinal graduation rates for use in the system. The legislature also passed HB 3075, which amended TEC §39.053 (g-1) (2018) by clarifying that a student who is in an open-enrollment charter school exclusively as a function of having been detained at a county detention facility is also excluded from rates used for state accountability purposes. See the section "Definitions and Calculations for Accountability" on page 10 for more information on all state accountability exclusions.

Additionally, in 2017, the Texas Student Data System (TSDS) was fully implemented. TSDS is the new statewide system that improves the quality of PEIMS data collection, management, and reporting for Texas public schools. TSDS is designed to reduce the burden of data collection on districts and charter schools with improvements such as allowing for year-round data collection and an enhanced data validation tool. TSDS also includes the TSDS Unique ID system, which was introduced in 2012-13 to better manage student identification information. See the section "Public Education Information Management System Data" on page 36 for more information about the TSDS.

In 2019, the 86th Texas Legislature passed HB 3, which directed the commissioner of education to adopt rules requiring PEIMS to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school (TEC §48.009(d), 2019). Additionally, the legislature passed HB 330, which modified TEC §39.053(g-1) (2019) to exclude students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility from the computation of

dropout and completion rates for state accountability purposes. Beginning with the 2019-20 school year, two new leaver reasons were available in PEIMS, allowing districts to report when students drop out for these reasons.

Also in 2019, the legislature passed HB 1051, which required districts to report a student as a previous dropout in PEIMS if the student: (a) was at least 18 years of age and under 26 years of age; (b) had not been previously reported as a dropout; and (c) had not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (TEC §48.009, 2022). Districts began reporting students meeting these criteria in the 2020-21 school year. Therefore, these students were excluded from the computation of completion and dropout rates for 2024 state accountability purposes, except in completion measure calculations for alternative education campuses. See the section "State Accountability System" on page 122 for additional information.

In spring 2020, given the impact of COVID-19, the governor of Texas used the statutory authority under Texas Government Code §418.016 (2024, amended to be effective September 1, 2013) to suspend in-school instruction and annual academic requirements, including STAAR EOC requirements, across the state. All Texas public school students were receiving remote instruction at the end of the 2019-20 school year. Performance requirements on EOCs for graduation under TEC §28.025(c) and §39.025(a) (2019) were waived for seniors who were still working to meet assessment requirements for graduation. Notably, seniors who had met all other graduation requirements under TEC §28.025(c) (2019) were able to graduate via an IGC determination, regardless of the number of EOCs they still needed to pass. Additionally, students who were on schedule to complete graduation requirements in spring 2020 and were scheduled to take a required EOC for the first time were not required to pass that specific test to fulfill graduation requirements, and an IGC was not needed in this circumstance.

For the 2020 and 2021 accountability cycles, TEA received approval to waive accountability requirements under ESSA (U.S. Department of Education [ED], April 6, 2021; TEA, 2020). All districts and campuses received a label of Not Rated: Declared State of Disaster. In 2021, the 87th Texas Legislature passed SB 1365, which required all districts and campuses to receive a label of A, B, C, or Not Rated: Senate Bill 1365 for 2022 accountability (TEC §39.0545, 2022; 19 TAC §97.1006, 2024, adopted to be effective November 14, 2021). Also in 2021, in response to the COVID-19 pandemic, the Texas Legislature passed HB 999, which modified the graduation performance requirements for students in Grade 12 in the 2020-21 school year (TEC §28.0258, 2022). Under the modified requirements, a student could graduate in 2020-21 via an IGC determination, regardless of the number of EOC assessments the student failed, and the IGC was not required to consider performance on EOC assessments when determining whether the student was qualified to graduate. A refresh of the state accountability system in 2023 reinstated the complete A-F rating system and revised the method for calculating district domain ratings. However, issuance of 2023 A-F ratings remains pending and subject to change based on judicial rulings. See the section "State Accountability System" on page 122 for more information.

Dropout Definition

A dropout was first defined in statute in 1987 as a student in Grades 7-12 who did not hold a high school diploma or the equivalent and who was absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (TEC §11.205, 1988). As implemented by the SBOE, students with approved excuses were excluded from the dropout definition, as were students who returned to school the following semester or school year (19 TAC §61.64, 1988). The first PEIMS dropout records were submitted for students who dropped out during the 1987-88 school year.

The original dropout definition in the *1988-89 PEIMS Data Standards* (TEA, 1989) did not count as dropouts: (a) students who received General Educational Development (GED) certificates; (b) students who left to enter other educational settings leading to high school diplomas, GED certificates, or college degrees; (c) students who withdrew to enter health care facilities; and (d) students incarcerated in correctional facilities. When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption from the dropout definition was added for students who were at least 17 years old and enrolled in GED preparation programs (TEC §§21.032 and 21.033, 1990).

Beginning with the 1992-93 dropout rate, TEA searched dropout data for prior years to identify previously reported dropouts. Because students who drop out but return to school are more likely to drop out again, repeat dropouts were removed from the dropout count so as not to discourage districts from trying to recover these students. Also beginning in 1992-93, a student expelled for committing certain types of criminal acts on school property or at a school-related event was removed from the dropout count if the term of expulsion had not expired.

In 1994-95, the dropout definition itself was removed from state law and SBOE rule. Legislative direction at the time indicated that, in deleting the dropout definition from code, it was intended that students who met all coursework requirements for a diploma but left school without passing the exit-level test were not to be counted as dropouts. Also beginning that year, students who withdrew from school to return to their home countries were not counted as dropouts, even if the districts did not have evidence that the students had reenrolled in school.

In 1997, the compulsory attendance age was again raised, requiring a student to attend school until the student's 18th birthday (TEC §25.085, 1997). In 1999, the legislature added two groups of students to those who were exempted from the dropout count. SB 1472 exempted students who were at least 16 and enrolled in Job Corps programs (TEC §25.086, 1999). SB 103 exempted all expelled students from the dropout count during the terms of expulsion (TEC §39.051, 1999).

In 2003, the Texas Legislature passed SB 186, which amended the language on the dropout indicator. SB 186 required districts to report dropout data and TEA to compute dropout rates and graduation rates consistent with the standards and definitions of the U.S. Department of Education's National Center for Education Statistics (NCES) (TEC §39.051(b)(2), 2004). Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return

to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Districts began collecting information according to the new dropout definition and procedures in 2005-06. In 2015, the 84th Texas Legislature raised the compulsory attendance age again, requiring a student to attend school until the student's 19th birthday (TEC §25.085, 2016).

In 2017, the 85th Texas Legislature amended TEC §39.053 to revise the state accountability system and remove the requirement that dropout rates align with the NCES definition. Annual dropout rates continue to be calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition.

In 2019, the 86th Texas Legislature amended TEC §48.009, requiring the commissioner of education to adopt rules to include pregnancy as a reason a student withdraws from or otherwise no longer attends public school. Additionally, the legislature modified TEC §39.053(g-1) to exclude students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility from the computation of dropout and completion rates for state accountability purposes. Students who meet either of these criteria are identified as dropouts under the NCES definition. Beginning with the 2019-20 school year, districts were able to report students as dropping out for these reasons.

Also in 2019, the legislature passed HB 1051, which required districts to report a student as a previous dropout in PEIMS if the student: (a) was at least 18 years of age and under 26 years of age; (b) had not been previously reported as a dropout; and (c) had not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (TEC §48.009, 2022). Districts began reporting students meeting these criteria in the 2020-21 school year. Therefore, beginning with the 2022 accountability cycle, these students were excluded from the computation of completion and dropout rates for state accountability purposes. Beginning with the 2023 accountability cycle, these students were included in the computation of completion and dropout rates for alternative education campuses. See the section "State Accountability System" on page 122 for more information.

Annual Dropout Rates

An annual dropout rate was first calculated by TEA for the 1987-88 school year as the number of dropouts from Grades 7-12 divided by the total number of students enrolled in Grades 7-12 the fall of that same year (Table 2 on page 23). The same calculation was used for the first five years of dropout reporting.

In 1992-93, districts began submitting individual student attendance records as part of the PEIMS data collection. For the first time, TEA was able to compute cumulative enrollment—the number of students in attendance in Grades 7-12 at any time during the previous school year. Cumulative enrollment more closely parallels the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment also provides the most consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. For these reasons, cumulative enrollment replaced fall enrollment in the dropout rate calculation, beginning with the 1992-93 school year.

From 1992-93 through 2004-05, public school students who were ineligible for state Foundation School Program (FSP) funding, usually because they were being served fewer than two hours of instruction per day, were not included in the annual dropout count; thus, they were excluded from the denominator. With adoption of the NCES dropout definition in 2005-06, students not eligible for FSP funding who leave school without a valid reason are included in the dropout count. They are therefore included in the denominator. The addition of students who are not eligible for FSP funding and the adoption of cumulative, rather than fall, enrollment are the only changes that have been made to the dropout rate denominator.

Because rates for smaller groups can be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. The American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of annual results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Table 2
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1987-88	
A dropout is defined in the Texas Education Code (TEC), Texas Administrative Code, and *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 for 30 or more consecutive days. Students with an approved excuse or documented move are excluded from the dropout definition, as are students who return to school the following semester or year.	The Texas Education Agency (TEA) begins collecting individual student-level records for students who drop out of school.
1990-91	
	TEA begins collecting individual student-level enrollment records and graduate records. An automated search of enrollment records is instituted, and reported dropouts found to be enrolled in another Texas public school district the following year are removed from the dropout count.
1992-93	
Students previously counted as dropouts, back to 1990-91, are removed from the dropout count. Students expelled for committing certain types of criminal behavior on school property or at school-related events are removed from the dropout count during the term of expulsion.	TEA begins collecting individual student-level attendance records. An automated search of attendance records is instituted, and reported dropouts found to be in attendance in another Texas public school district later in the year are removed from the dropout count. An automated search of graduate records and General Educational Development (GED) certificate records is instituted, and reported dropouts found to have graduated or received a GED certificate are removed from the dropout count.
1994-95	
The definition of a dropout is removed from state law and State Board of Education rule. Students who meet all graduation requirements but fail the exit-level test are removed from the dropout count. Students who return to their home countries are excluded from the dropout count even if there is no evidence that they have reenrolled in school.	
1995-96	
Students who enroll in alternative programs that are not state approved but who are in compliance with compulsory attendance and are working toward completion of high school diplomas or GED certificates are removed from the dropout count.	
1997-98	
	TEA begins collecting individual student-level records for all school leavers—graduates, dropouts, and students who left school for other reasons. Additional audits of dropout rates calculated from these data are conducted at the state level.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1998-99	
	The automated search of enrollment records is expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date.
1999-00	
Sixteen-year-olds enrolled in Job Corps programs leading to high school equivalency certificates are removed from the dropout count. The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.	Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.
2003-04	
Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts.	Students served outside their districts are attributed to the sending districts. Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to a regular campus in that district through campus of accountability procedures.
2005-06	
Texas adopts the National Center for Education Statistics (NCES) dropout definition. Under the NCES definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a high school equivalency certificate, continue high school outside the public school system, begin college, or die.	To track students more efficiently and reduce the number of records districts must submit, TEA begins using agency files to account for previous Texas public school graduates, students who receive GED certificates by August 31, and students who enroll in other Texas public school districts by the last Friday in September. Districts are no longer required to submit leaver records for students who are accounted for by TEA.
2006-07	
A student who fails to enroll in school after release from a residential treatment center is not counted as a dropout for the serving campus or district (i.e., the campus and district providing educational services to the center) if the serving district is not the student's home district. A student who fails to enroll in school after release from a Texas Juvenile Probation Commission (TJPC) or Texas Youth Commission (TYC) facility is not counted as a dropout for the serving district.	Students served outside their districts are no longer attributed to the sending districts. Specifically: (a) a dropout from a residential treatment facility whose home district is not the serving district is not included in the dropout rates for the serving campus and district; and (b) a dropout from a TJPC facility is not included in the dropout rate for any district. A dropout from a TJPC facility is included in the dropout rate for the serving campus if the serving campus is the TJPC facility. A dropout from a TJPC facility whose home district is not the serving district but who is attributed to a regular campus in the serving district is not included in the dropout rate for any campus. A dropout from a TYC facility is included in the dropout rate for the serving campus if the serving campus is the TYC facility. A dropout from a TYC facility is included in the dropout rate for the serving district if, through campus of accountability procedures, the student has been attributed to a regular campus in the serving district; otherwise, the dropout is not included in the dropout rate for any district.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
2007-08	
	Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students is temporarily extended through Friday, October 24, 2008. The extension is implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state. As with the original school-start window, districts are not required to submit leaver records for students found to have enrolled in another district during the temporarily extended school-start window.
2008-09	
	Students in the Optional Flexible School Day Program are accounted for in data processing. Determination of economic status changes. Before 2008-09, students were identified as economically disadvantaged if they were reported as such by any district in the fall. Beginning in 2008-09, students are identified as economically disadvantaged only if they are reported as such by the accountable district.
2009-10	
	TEA begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Rates calculated for 2009-10 reflect the new federal standard.
2010-11	
	In 2009, the Texas Legislature passed House Bill (HB) 3, requiring that TEA exclude six groups of students from campus and district dropout rate calculations used for state accountability purposes (TEC §39.053, 2010). Although state accountability ratings are not issued in 2012, annual dropout rates are calculated with and without exclusions for 2010-11. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
2011-12	
	A new state accountability system is implemented in 2013. As in 2010-11, annual dropout rates for 2011-12 are calculated with and without exclusions. Rates with exclusions are used for state accountability. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
2012-13	
	In 2013, the Texas Legislature passed HB 5 and Senate Bill 306, clarifying some exclusions and requiring additional students be excluded for state accountability purposes (TEC §§39.053(g-1)(2) and 39.055, 2013). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 2 (continued)
Chronology of Texas Education Agency Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
2016-17	
The requirement that dropout rates align with the NCES definition is removed from statute. The 2016-17 annual dropout rates were calculated in accordance with the NCES definition to align with federal reporting criteria, which require submission of annual dropout rates calculated in compliance with this definition.	In 2017, the Texas Legislature passed HB 3075, clarifying an exclusion for state accountability purposes (TEC §39.053(g-1), 2018). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions. In response to the crisis declaration following Hurricane Harvey, the 2017-18 school-start window for returning students (or "continuers") was extended through Friday, October 27, 2017. The extension was implemented to accommodate both the closing of some districts and the enrollment into other public schools throughout the state of students displaced as a result of the hurricane. A new state accountability system is implemented in 2018.
2019-20	
In 2019, the Texas Legislature passed HB 3 and HB 330, which resulted in the implementation of two new leaver codes for dropouts: one for students who withdraw from public school due to pregnancy (TEC §48.009(d), 2019) and one for students who suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.	In 2019, the Texas Legislature passed HB 330, which modified TEC §39.053(g-1) (2019) to exclude from state accountability rates students assigned to a medical or residential treatment facility who are unable to attend school as a result of serious injury or illness. In response to the COVID-19 pandemic, the 2019-20 school-start window for returning students (or "continuers") was extended through Friday, October 30, 2020.
2020-21	
	In 2019, the Texas Legislature passed HB 1051, requiring that TEA exclude an additional group of students identified as previous dropouts from campus and district annual dropout rate calculations used for state accountability purposes (TEC §39.053(g-4), 2019). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

Longitudinal Graduation and Dropout Rates

TEA has calculated Grade 9 four-year graduation and dropout rates for the classes of 1996 through 2023 (Table 3 on page 28). The rates are based on the final statuses of students who began Grade 9 in Texas public schools in a particular school year and were tracked into the fall after their expected graduation date. TEA has also calculated Grade 9 five-year extended rates for the classes of 2008 through 2022, and Grade 9 six-year extended rates for the classes of 2008 through 2021. The five- and six-year extended rates are based on the final statuses of students who began Grade 9 in a particular school year and were tracked into the fall one and two years, respectively, after their expected graduation date.

The method used to calculate the rates was developed so that the longitudinal graduation rate, continuation rate, Texas Certificate of High School Equivalency (TxCHSE) recipient rate, and dropout rate add to 100 percent. A student is considered to be a graduate, continuer, TxCHSE recipient, or dropout from the school the student last attended.

The definition of a dropout in the longitudinal rate is based on the same definition of a dropout used in the annual dropout rate. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation and dropout rates for the class of 2009.

The denominator of each longitudinal rate consists of students who entered Grade 9 in Texas public schools and who, by the fall after their expected graduation date (or, in the case of extended rates, the fall one or two years after their expected graduation date), either graduated, received a TxCHSE, continued in high school, or dropped out. Students who left for reasons other than graduating, receiving a TxCHSE, or dropping out are not included in the denominator. Most other leavers are students who leave to enroll in other educational settings, such as private schools in the state, public or private schools outside the state, colleges, or home schooling. Also considered other leavers are students who: return to their home countries; are expelled for offenses under Texas Education Code §37.007 (2024, amended to be effective September 1, 2023) from districts located in counties that do not have juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; are withdrawn by districts when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; or die.

Through the class of 2009, longitudinal rates were calculated for districts and campuses if they served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort. To comply with federal accountability standards, a second criterion was added beginning with the class of 2010. For the class of 2010 and later classes:

- four-year rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort;

Table 3
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
1992-93 through 1996-97	
A Grade 7-12 estimated longitudinal dropout rate based on the Grade 7-12 annual dropout rate is calculated using aggregate numbers of dropouts and students.	
Classes of 1996 and 1997	
Completion rates using student-level data are first calculated for Grade 9 cohorts based on the holding power approach to high school completion (Hartzell, McKay, & Frymier, 1992). Completers are defined as graduates, high school continuers, and General Educational Development (GED) certificate recipients. Separate longitudinal dropout rates using student-level data are calculated for Grade 7 cohorts.	Completion rates are based on fall snapshot data. Longitudinal dropout rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's first appearance in the cohort. A student who moves from one school to another is considered to be a completer or dropout from the last school attended.
Class of 1998	
Separate longitudinal dropout rates and completion rates are replaced with a four-year high school completion series. The series is made up of four complementary longitudinal rates: graduation, continuation in high school, GED certification, and dropout. The four rates add to 100 percent.	Longitudinal rates are based on cumulative attendance data. Student characteristics and program participation statuses are assigned based on a student's final record in the cohort. A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of GED certificate recipient. Rates are calculated for districts and campuses that served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort.
Class of 2003	
The dropout definition is the state definition in the dropout year for each of the four years of the cohort.	
Class of 2004	
	A student who earns a GED certificate is matched to the longitudinal cohort, regardless of the date the certificate is earned. Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the districts through campus of accountability procedures.
Class of 2005	
	A student who finishes the cohort period as both a continuer and a GED certificate recipient is assigned a final status of continuer.
Class of 2006	
Districts begin submitting data in 2005-06 based on the National Center for Education Statistics (NCES) dropout definition. For the class of 2006, the dropout definition is the state definition for students who left in the first three years of the cohort and the NCES definition for students who left in the fourth year.	A student who finishes the cohort period as both an other leaver and a GED certificate recipient is assigned a final status of other leaver.
Class of 2007	
The dropout definition is the state definition for students who left in the first two years of the cohort and the NCES definition for students who left in the third and fourth years.	

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2008	
The dropout definition is the state definition for students who left in the first year of the cohort and the NCES definition for students who left in the final three years.	Since implementation of the national dropout definition in 2005-06, students have been required to return to school during the period of time between the first day of school and the last Friday in September (the "school-start window") so as not to be considered school leavers from the prior year. In response to the crisis declaration following Hurricane Ike, the 2008-09 school-start window for returning students (or "continuers") is temporarily extended through Friday, October 24, 2008. The extension is implemented to accommodate both the closing of some districts and the enrollment of students displaced as a result of the hurricane into other public schools throughout the state.
Class of 2009	
The dropout definition is the NCES definition for students who left in any of the four years of the cohort.	Students in the Optional Flexible School Day Program are accounted for in data processing. Determination of program participation and student characteristics changes. Before 2008-09, if the last district attended did not submit program participation or student characteristic data for a student, data from the previous year were used. Beginning in 2008-09, only program participation and student characteristic data submitted by the accountable district in the last year attended are used.
Class of 2010	
	In 2009-10, the Texas Education Agency (TEA) begins collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for ethnicity and categories for race. The data also are collected that year using the old standard. Graduates, GED certificate recipients, and dropouts, all of whom have final statuses in 2009-10 or earlier, are reported using the old racial/ethnic categories. Because they have final statuses in 2010-11, all continuers, with the exception of multiracial continuers, are reported using the new categories. Multiracial continuers are assigned the race/ethnicity reported for them in the most recent previous year. Completion rates for the class of 2010 are calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and fifth years of the cohort or (b) served Grade 12 in the first and fifth years of the cohort.
Class of 2011	
	Rates calculated for the class of 2011 reflect the new federal standard that requires separation of categories for ethnicity and categories for race. In 2009, the Texas Legislature passed House Bill 3, requiring that TEA exclude six groups of students from campus and district longitudinal rate calculations used for state accountability purposes (Texas Education Code [TEC] §39.053, 2010). Although state accountability ratings are not issued in 2012, completion rates are calculated with and without exclusions for the class of 2011. One group of students is excluded from campus and district longitudinal rate calculations used for federal accountability purposes. See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2012	
	A new state accountability system is implemented in 2013. A graduation or GED certification rate is calculated for use in state accountability.
Class of 2013	
	A new diploma program rate, the percentage of students graduating under the Recommended High School Program (RHSP) or Advanced High School Program (AHSP), is calculated for the class of 2013 for use in state accountability. In 2013, the Texas Legislature passed Senate Bill (SB) 1538, requiring that a graduation, continuation, or GED certification rate replace the graduation or GED certification rate in state accountability (TEC §39.0545, 2013). The legislature also passed HB 5 and SB 306, clarifying some exclusions and requiring additional students be excluded for state accountability purposes (TEC §§39.053(g-1)(2) and 39.055, 2013). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.
Class of 2015	
	An additional diploma program rate, the percentage of students graduating under the RHSP or AHSP or Foundation High School Program with an endorsement (with or without a distinguished level of achievement), is calculated for the class of 2015 for use in state accountability. In 2015, the Texas Legislature passed SB 149, which revised the state's assessment graduation requirements for students enrolled in Grade 11 or 12 during the 2014-15, 2015-16, or 2016-17 school year. Under the new requirements, a student who failed an end-of-course assessment for no more than two of five required courses could still receive a Texas high school diploma if the student was determined to be qualified to graduate by an individual graduation committee (IGC) (Title 19 of the Texas Administrative Code [TAC] §101.3022, 2024, amended to be effective September 6, 2015).
Class of 2016	
	In 2015, the Texas Legislature passed SB 1867, requiring that TEA exclude an additional group of students from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-2), 2016). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions.

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2017	
	In 2017, the Texas Legislature passed HB 3075, clarifying an exclusion for state accountability purposes (TEC §39.053(g-1), 2018). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions. In response to the crisis declaration following Hurricane Harvey, the 2017-18 school-start window for returning students (or "continuers") was extended through Friday, October 27, 2017. The extension was implemented to accommodate both the closing of some districts and the enrollment into other public schools throughout the state of students displaced as a result of the hurricane. A new state accountability system is implemented in 2018. In addition to four-, five-, and six-year longitudinal graduation rates calculated with exclusions for state accountability purposes, the new system also uses the four-year graduation rate calculated for federal accountability purposes (without state accountability exclusions).
Class of 2018	
	In 2017, the Texas Legislature passed SB 463, which extended IGC requirements through the 2018-19 school year. Under these requirements, a student who failed an end-of-course assessment for no more than two of five required courses could still receive a Texas high school diploma if the student was determined to be qualified to graduate by an IGC (19 TAC §101.3022, 2024, amended to be effective December 5, 2017).
Class of 2020	
	In 2019, the Texas Legislature passed HB 330, which modified TEC §39.053(g-1) (2019) to exclude from state accountability rates students assigned to a medical or residential treatment facility who are unable to attend school as a result of serious injury or illness. In 2019, the Texas Legislature also passed HB 165, allowing special education students with modified curricula, who were previously excluded from diploma program calculations, to earn endorsements. In 2019, the Texas Legislature extended IGC requirements through the 2022-23 school year (TEC §28.0258, 2019). End-of-course requirements were relaxed for 2019-20 graduates during the COVID-19 pandemic. See the section "Chronology" on page 14 for more information. In response to the COVID-19 pandemic, the 2019-20 school-start window for returning students (or "continuers") was extended through Friday, October 30, 2020.

continues

Table 3 (continued)
Chronology of Texas Education Agency Longitudinal Graduation and Dropout Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2021	
	In 2019, the Texas Legislature passed HB 1051, requiring that TEA exclude an additional group of students identified as previous dropouts from campus and district longitudinal rate calculations used for state accountability purposes (TEC §39.053(g-4), 2019). See the section "Definitions and Calculations for Accountability" on page 10 for more information on exclusions. In 2021, the Texas Legislature passed HB 1603, which made IGC requirements permanent. Also in 2021, in response to the COVID-19 pandemic, the legislature passed HB 999, which modified the graduation performance requirements for seniors in the 2020-21 school year (TEC §28.0258, 2022). See the section "Chronology" on page 14 for more information.
Class of 2022	
	New alternative education accountability (AEA) procedures are implemented as part of an accountability refresh in 2023. The graduation, continuation, and Texas Certificate of High School Equivalency (TxCHSE) recipient rate was modified to include previous dropouts in the numerator, but not the denominator, of the calculation.

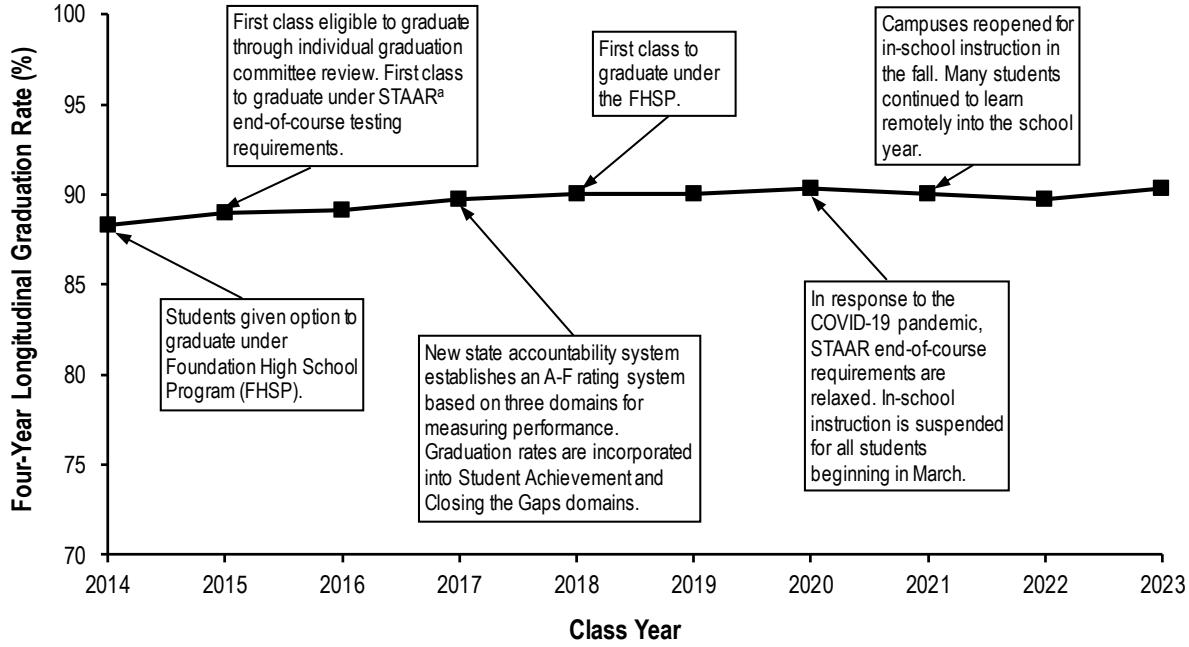
- five-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and sixth years of the cohort or (b) served Grade 12 in the first and sixth years of the cohort; and

- six-year extended rates were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and seventh years of the cohort or (b) served Grade 12 in the first and seventh years of the cohort.

Because rates for smaller groups can be less stable over time, comparisons of rates across racial/ethnic groups can be misleading when one group is small compared to other groups. The American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of longitudinal results in this report, including comparisons across racial/ethnic groups, do not include these populations.

Figure 1 on page 33 highlights the four-year longitudinal graduation rates for the classes of 2014 through 2023 and the significant education policies implemented over this time period. The boxes in Figure 1 describe policies that went into effect that may have influenced graduation rates. It is important to note that many factors, not only those presented here, influence graduation rates over time, and the figure should be interpreted with this in mind.

Figure 1
Grade 9 Four-Year Longitudinal Graduation Rates and Policy Changes, Texas Public Schools, Classes of 2014 Through 2023



Note. The figure illustrates graduation rates and significant education policies implemented between 2014 and 2023. It is important to note that many factors, not only those presented here, influence graduation rates over time, and the figure should be interpreted with this in mind.

[a]State of Texas Assessments of Academic Readiness.

Data Used in Graduation and Dropout Reporting

Public Education Information Management System Data

Creating the Roster of Students

Accounting for Students by the Texas Education Agency

Accounting for Students by Districts

Processing Leaver Records

Reporting of Student and Program Information

District Results for Leaver Processing

Data Quality in Dropout Reporting

Public Education Information Management System Data

Data Standards

Districts have submitted Public Education Information Management System (PEIMS) data to the Texas Education Agency (TEA) since the fall of 1987. The *Texas Education Data Standards* (TEDS) (e.g., TEA, 2024b, published annually by TEA, outlines requirements for submitting PEIMS data through the Texas Student Data System (TSDS). The TEDS provides descriptions of data elements and the values of codes used to report the data elements, subcategory specifications, submission timelines, and the responsibilities of districts, education service centers, and TEA with regard to the data submission process. The TSDS Unique ID system was introduced in 2012-13 to manage student identification information. It provides a mechanism for districts to assign a statewide unique identifier to each student enrolled in the Texas public school system. Starting in the 2012-13 school year, districts were required to assign Unique IDs to all students in their PEIMS submissions. Prior to implementation of the TSDS Unique ID system, the agency assigned unique identification numbers to students using the Person Identification Database (PID).

Leaver Data Documentation

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received a Texas Certificate of High School Equivalency (TxCHSE). Districts must report the statuses of all other Grade 7-12 students. The TEDS requires that districts have documentation to support the leaver reason code assigned to each school leaver. To assist districts in meeting the requirements, specific documentation standards for each code are included in the TEDS (Appendix A).

Data Submission

Districts submit PEIMS enrollment records for students who return and leaver records for students who do not return through the Web-based application TSDS. In addition, districts have been provided a number of Web-based tools to assist them in reducing data errors before and during data submission, including the ability to generate reports within TSDS to assist with data validation. Additionally, districts can use the TSDS Unique ID system, which has incorporated the functionality of the retired Person Enrollment Tracking (PET) application, to learn whether students who leave the district enroll in other public schools in the state. The Unique ID system maintains up-to-date enrollment information for students in early education through Grade 12 Texas public schools. Districts are required to submit student enrollment information on a weekly basis, starting the third week of the school year. Enrollment dates and withdrawal dates for each student served by a district are submitted. Districts can search the enrollment submissions to locate students or view enrollment histories. Districts can also use the Unique ID system to search for existing students, add new students, or update existing records in the Unique ID database, and they can access reports that

will notify them when students do not have a Unique ID and must be added to the Unique ID database. Preliminary cohort lists available through TEA Login (TEAL) allow districts to determine a student's expected graduation year, for accountability purposes, and the year the student last attended Texas public schools. In addition, districts have technical documentation that describes the steps used by TEA to build the Grade 9 cohorts and compute longitudinal rates. This document is available through TEAL and on the agency's public website.

Creating the Roster of Students

The first step in the collection and processing of data used to calculate the graduation and dropout rates is the creation of a roster of all students who were in Grades 7-12 in Texas public schools the previous year. Each student has one entry on the roster for each district attended. Every student on the roster must be accounted for through TEA or district records. TEA searches for students in enrollment and attendance records and in the graduate and TxCHSE databases. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and TxCHSE records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students by submission of leaver reasons.

Accounting for Students by the Texas Education Agency

TxCHSE Recipients

Texas public school students have an opportunity to earn a TxCHSE through the TEA-approved General Educational Development (GED) test. Prior to August 31, 2019, a student could earn a TxCHSE through the Test Assessing Secondary Completion (TASC), and prior to August 31, 2021, a student could earn a TxCHSE through the High School Equivalency Test (HiSET). High school equivalency assessment centers submit records to TEA of students who receive a TxCHSE. TEA searches the records each year to identify students who received a TxCHSE prior to August 31. School districts are not required to submit leaver records for students who receive a TxCHSE.

Previous Graduates

Some students graduate from Texas public schools, return to school to take additional courses, and then leave again. TEA accounts for these "previous graduates" by searching a cumulative database of Texas public school graduates. School districts are not required to submit leaver records for previous graduates.

Movers

Students who move from one Texas public school district and enroll in another also are accounted for by TEA. Attendance records submitted each June by all Texas public school districts and enrollment records submitted each fall enable TEA to verify reenrollment. Students found to have enrolled in another district during the course of a single school year are identified as "school-year movers." Students found to have enrolled in another district during the school-start window, that is, between the first day of school and the last Friday in September, are identified as "summertime movers." Districts are not required to submit leaver records for movers.

Accounting for Students by Districts

Enrollment Reporting

Each fall, districts submit records for students enrolled in their districts, including new enrollees and students who attended the previous school year. A district is not required to submit leaver records for students who return to the district between the first day of school and the last Friday in September (i.e., the "school-start window"). A district is required to submit leaver records for students who do not return or who return after that date, unless they have been accounted for by TEA.

Leaver Reporting Requirement

Districts begin submitting fall PEIMS data, including enrollment records and leaver records, as early as September, with final submission due in December and a resubmission opportunity in mid-January for districts with errors or omissions in their December submissions. During this time, TEA provides districts access to reports on the student roster so they can identify students for whom leaver records are not required. TEA updates the roster and generates reports as data are submitted. A district may not know whether a student has reenrolled in another district until the final data submission deadline in December. If the district is required to submit a leaver record and has not done so by the submission deadline, the district can submit the record during the resubmission process, which ends in mid-January.

A district is required to submit a leaver record for any student in Grades 7-12 the previous year, unless the student:

- received a TxCHSE by August 31;
- is a previous Texas public school graduate;
- is a school-year mover or summertime mover from the district; or
- returned to the district on time, or by the last Friday in September.

Leaver Reason Codes

School districts can submit 1 of 19 leaver reason codes for each leaver (Table 4 on page 41). One code is for students who graduate from a Texas public school. Thirteen codes are for "other leavers"—students who: enroll in school outside Texas; enroll in a Texas private school; enter home schooling; enter college early to pursue degrees; enroll in university high school diploma programs authorized by the State Board of Education; graduate outside Texas before entering a Texas public school, enter a Texas public school, and leave again; earn a high school equivalency certificate outside Texas; are expelled for offenses under Texas Education Code (TEC) §37.007 (2024, amended to be effective September 1, 2023) from districts located in counties that do not have juvenile justice alternative education programs to which the students can be assigned; are removed by Child Protective Services; graduate from other states under provisions of the Interstate Compact on

Table 4
Leaver Reason Codes, Texas Public Schools, 2022-23

Code	Leaver reason
Graduated or received an out-of-state high school equivalency certificate	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again
86	Completed a high school equivalency certificate outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	Entered college and is working towards an Associate's or Bachelor's degree
60	Is home schooled
66	Removed by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment
81	Enrolled in a private school in Texas
82	Enrolled in a public or private school outside Texas
87	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program
Withdrawn by district	
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized
Other reasons	
03	Died while enrolled in school or during the summer break after completing the prior school year
08[a]	Withdrew from/left school because of pregnancy (female or male)
16	Returned to home country or emigrated to another country
20[b]	Has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
88[b]	Ordered by a court to attend a high school equivalency program and has not earned a TxCHSE[c]
89[b]	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
98[a]	Other (reason unknown or not listed above)

Source. Texas Education Agency (2024b).

[a]School leavers with this leaver reason code are counted as dropouts for state and federal accountability or reporting purposes. [b]School leavers with this leaver reason code are counted as dropouts for federal accountability or reporting purposes; they are not counted as dropouts for state accountability purposes. [c]Texas Certificate of High School Equivalency.

Educational Opportunity for Military Children; are withdrawn by districts when the districts discover that the students are not entitled to enrollment in the districts because the students are not residents of the districts; return to their home countries or emigrate to another country; or die. Five codes are for dropouts: students (female or male) who withdraw or leave because of pregnancy; students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility; students ordered by court to attend high school equivalency programs who have not earned a TxCHSE; students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults; or students who leave for reasons other than those previously listed and cannot be accounted for by TEA processing.

Processing Leaver Records

Determining Student Statuses

After all leaver records are received from districts, they are matched to the student roster and loaded into agency databases. Because multiple records per student are possible, and because a record from one district may affect a student's status at another, the agency uses all the data available for a student to determine the student's status. The agency determines whether the student returned to, or is a leaver from, each district attended. The agency also determines whether the student returned to, or is a leaver from, the Texas public school system as a whole. District leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for each district. State leaver statuses are used to determine the numbers of graduates, dropouts, other leavers, and underreported students for the state as a whole.

State Leaver Status

Description. State leaver status indicates whether a student is considered to be a leaver from the Texas public school system. State leaver status is determined by enrollment and leaver records submitted by districts in the fall and TEA records identifying movers, graduates, and TxCHSE recipients. There are seven state leaver statuses: graduate, previous graduate, not a leaver, other leaver, TxCHSE recipient, dropout, and underreported. A student can have only one state leaver status, regardless of the number of districts attended. State leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from a Texas public school district. A district submits a leaver record for the student with the leaver reason code for graduate.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to a Texas public school on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the last district the student attended is required to submit a leaver record for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding three statuses do not apply; and (b) the student left Texas public schools for a reason other than graduating or dropping out. A district submits a leaver record for the student with a leaver reason code for other leaver.

TxCHSE recipient. A status of "TxCHSE recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a TxCHSE by August 31, 2023. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding five statuses do not apply; and (b) the student is a dropout. A district submits a leaver record for the student with a leaver reason code for dropout.

Underreported. A status of "underreported" indicates that the preceding six statuses do not apply. A leaver record is required for the student but is not received.

District Leaver Status

Description. District leaver status indicates whether a student is considered to be a leaver from the district. District leaver status is determined by enrollment and leaver records submitted by the district in the fall and TEA records identifying movers, graduates, and TxCHSE recipients. For a student who attended more than one district, the district leaver status may differ from one district to another and may differ from the state leaver status. The district leaver statuses are the same as the state leaver statuses, but their definitions differ slightly, and there is one additional status: mover. Mover is not a status at the state level because a student who moves from one Texas public school district and enrolls in another has not left the Texas public school system. District leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from the district. The district is required to submit a leaver record for the student with the leaver reason code for graduate, and the record is loaded into the graduation database.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to the district on time in the fall or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late-return migrant, the district is required to submit a leaver record for the student, but the leaver record is not loaded into the leaver database.

Mover. A status of "mover" indicates that: (a) the preceding three statuses do not apply; and (b) the student moved from the district and enrolled in another Texas public school district. A leaver record is not required for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding four statuses do not apply; and (b) the student left the district for a reason other than graduating or dropping out. The district is required to submit a leaver record for the student with a leaver reason code for other leaver, and the record is loaded into the other leaver database.

TxCHSE recipient. A status of "TxCHSE recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a TxCHSE by August 31, 2023. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding six statuses do not apply; and (b) the student is a dropout. The district is required to submit a leaver record for the student with a leaver reason code for dropout, and the record is loaded into the dropout database.

Underreported. A status of "underreported" indicates that the preceding seven statuses do not apply. A leaver record is required for the student but is not received.

Reporting of Student and Program Information

Overview

In this report, graduation and dropout data are presented by race/ethnicity, gender, economically disadvantaged status, and other student characteristics (e.g., emergent bilingual student/English learner) and by program participation (e.g., special education). Public Education Information Management System (PEIMS) data on demographics, student characteristics, and program participation were submitted by districts through the Texas Student Data System (TEA, 2023b). This section presents additional information about these student characteristic and program participation groupings.

Data Masking

The Family Educational Rights and Privacy Act (FERPA) (Title 20 of the United States Code [U.S.C.] §1232(g), 2024; Title 34 of the Code of Federal Regulations, Part 99, 2024) prohibits improper disclosure of personally identifiable student information by any educational agency or institution that receives funding under any program administered by the U.S. Department of Education (ED). In 2016, ED guidance on reporting education data in compliance with FERPA changed, relaxing requirements for masking state-level data. Based on this guidance, data presented in this report are no longer masked, beginning with 2015-16 reporting.

Student Characteristics

At-risk. A student identified as at risk of dropping out of school is one who is under age 26 and who meets one or more of the following criteria:

- is in prekindergarten, kindergarten, or Grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in Grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum (language arts, mathematics, science, and social studies) during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years (excluding a student in prekindergarten or kindergarten who was not advanced as a result of a documented request by the student's parent under TEC §29.081 [d-1]);
- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent;

- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through PEIMS to have dropped out of school;
- is an emergent bilingual student, as defined by TEC §29.052;
- is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C. §11434 (a), and its subsequent amendments;
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or generalized residential operation;
- has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Texas Penal Code §1.07;
- is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548; or
- regardless of the student's age, participated in an adult education program provided under a high school diploma and industry certification charter school program under TEC §29.259.

Dyslexia. Dyslexia is a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. A student is identified as having dyslexia after being screened or tested at the end of kindergarten and in Grade 1 in accordance with a program approved by the State Board of Education (TEC §38.003).

Economically disadvantaged. A student identified as economically disadvantaged is one who is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Emergent bilingual student/English learner. A student is classified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home, and (b) the student's English language proficiency is determined to be below the level designated for indicating English proficiency by a language proficiency assessment committee (LPAC) or as indicated by a test of English proficiency. Most students identified as

EB students/ELs receive instruction through bilingual, English as a second language, or alternative language programs. With annual dropout rates, students were identified as EB students/ELs in the 2022-23 school year. With longitudinal graduation and dropout rates, students were identified as EB students/ELs: (a) at any time while attending Texas public schools; (b) at any time while attending Grades 9-12 in Texas public schools; and (c) in their last year in Texas public schools.

Foster care. A student classified as in foster care is under the conservatorship of the Texas Department of Family and Protective Services. For annual dropout rates, students were identified as in foster care in the 2022-23 school year. For longitudinal graduation and dropout rates, students were identified as in foster care at any time while attending Grades 9-12 in Texas public schools and in their last year in Texas public schools.

High-focus. A student classified as high-focus is one who meets one or more of the following criteria:

- is an EB student/EL in Grades 9-12;
- is economically disadvantaged;
- is in foster care;
- is homeless;
- is a migrant; or
- is enrolled in a special education program.

Highly mobile. A student classified as highly mobile is one who meets one or more of the following criteria:

- is in foster care;
- is homeless; or
- is a migrant.

Homeless. A student is classified as homeless when the student lacks a fixed, regular, and adequate nighttime residence as defined by title 42 U.S.C. §11434(a). This definition includes:

- children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
- children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- migratory children (as such term is defined in U.S.C. Section 6399 of Title 20) who qualify as homeless because the children are living in circumstances described previously.

For annual dropout rates, students were identified as homeless in the 2022-23 school year. For longitudinal graduation and dropout rates, students were identified as homeless at any time while attending Grades 9-12 in Texas public schools. In 2017-18, the number of homeless students increased substantially, as many students identified as homeless were affected by hurricanes.

Immigrant. A student identified as an immigrant is one who: (a) is aged 3 through 21; (b) was not born in any state in the United States, Puerto Rico, or the District of Columbia; and (c) has not been attending school in the United States for more than three full academic years. U.S. citizenship is not a factor when identifying a student as an immigrant for the purpose of public school data collection.

Migrant. A student identified as a migrant is one who: (a) is aged 3 through 21; (b) is (or whose parent, spouse, or guardian is) a migratory agricultural worker; including a migratory dairy worker, or migratory fisher; and (c) in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agriculture or fishing work: (1) has moved from one school district to another; or (2) resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

Military-connected. For state reporting purposes, a student identified as military-connected is a dependent of a current or former member of the U.S. military service, the Texas National Guard, or a reserve force in the U.S. military. A student who was a dependent of a member of a military or reserve force in the U.S. military who was killed in the line of duty may also be identified as military-connected by the state.

For federal reporting purposes, a student identified as military-connected is a dependent of an active-duty member of the U.S. military service or a dependent of a current member of the Texas National Guard.

Overage. Based on compulsory school attendance laws in Texas, under which most students begin Grade 1 at the age of six, the age of a student in any specified grade is usually equal to that grade level plus five years. For example, most students in Grade 9 are 14 years of age (9+5=14). A student whose age on September 1 is higher than the student's grade level plus five years is classified as overage.

Race/ethnicity. In 2009-10, TEA began collecting data on race and ethnicity in compliance with a new federal standard (TEA, 2009). For that year only, as a transitional measure, the data also were collected using the old standard. The current standard requires that race and ethnicity be collected separately using a specific two-part question, presented in a specific order, and that both parts of the question be answered (TEA, 2023b).

Part 1. Ethnicity: Is the person Hispanic/Latino? Choose only one.

- Hispanic/Latino
- Not Hispanic/Latino

Part 2. Race: What is the person's race? Choose one or more, regardless of ethnicity.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian/Other Pacific Islander
- White

The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa.

The current standard resulted in several important changes: (a) the combined racial category Asian/Pacific Islander is now separated into two categories; (b) students once identified exclusively as "Hispanic/Latino" must now report their race; (c) students may report more than one race; and (d) the definition for one of the racial categories—American Indian or Alaska Native—differs from that used in years past. Prior to 2009-10, American Indian or Alaska Native included students having origins in any of the original peoples of North America only.

Throughout the rest of this report, students classified in PEIMS as Hispanic/Latino are referred to as Hispanic; students classified as American Indian or Alaska Native are referred to as American Indian; students classified as Black or African American are referred to as African American; students classified as Native Hawaiian/Other Pacific Islander are referred to as Pacific Islander; and students classified as having two or more races are referred to as multiracial.

For purposes of reporting Texas public school graduation and dropout data, TEA combines the answers to the two-part question to create seven mutually exclusive racial/ethnic categories. A student identified as Hispanic is included only in the count for Hispanic students. A student not identified as Hispanic is included in the count for only one of the following six racial categories: African American, American Indian, Asian, Pacific Islander, White, or multiracial. A student identified as having two or more races is included only in the count for multiracial students, not in the count for any single racial category. When reporting annual data by race/ethnicity for school

years prior to 2009-10 and longitudinal data by race/ethnicity for the class of 2009 and earlier classes, TEA used the term Native American in place of the term American Indian. In this report, the term American Indian is used to present both current and historical data.

For this report, longitudinal rates for the class of 2010 and earlier classes were calculated based on the old racial/ethnic categories. Longitudinal rates for the class of 2011 and later classes were calculated based on the current racial/ethnic categories. For the classes of 2011 and 2012, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the current categories, whereas data for students who had final statuses in 2008-09 or earlier were collected using the old categories. Although most of the old racial/ethnic categories correspond to current individual categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the classes of 2011 and 2012 who had final statuses in 2008-09 or earlier, although included in state totals, are not included in the counts and rates for any individual racial/ethnic category.

Program Participation

Bilingual or English as a second language. Students identified as emergent bilingual students/English learners (EB students/ELs), who do not speak English as their primary language and read, speak, write, or understand English below the level designated for indicating English proficiency, may participate in bilingual or English as a second language (ESL) programs. There are four state-approved bilingual instructional program models. The program must be a full-time program that provides dual-language instruction through the Texas Essential Knowledge and Skills (TEKS) in the content areas (mathematics, science, health, and social studies) in English and the primary language of EB students/ELs. In addition, the program must provide for a carefully structured and sequenced mastery of English cognitive academic language development, as defined by 19 Texas Administrative Code (TAC) §89.1210(c). There are two state-approved ESL instructional program models. An ESL program provides intensive instruction in English through second language acquisition methods in all content area TEKS (mathematics, science, health, and social studies) for EB students/ELs, as defined by 19 TAC §89.1210(d). A school district that is unable to provide a state-approved bilingual or ESL program because of an insufficient number of appropriately certified teachers must request from the commissioner of education an exception to the bilingual education program or a waiver for the ESL program and approval of an alternative language program (19 TAC §89.1207). Beginning with the 2019-20 school year, districts were required to submit data through the Texas Student Data System specifying whether students receiving bilingual or ESL services received them through state-approved programs or through alternative language programs.

Career and technical education concentrator. A career and technical education (CTE) concentrator is a student who completed and passed two or more approved CTE courses for high school credit, for a total of at least two credits, within the same program of study.

A CTE completer is a student who completed and passed three or more approved CTE courses for high school credit, for a total of four or more credits, within the same program of study, including one level-three or level-four course.

A student meeting the minimum requirements to be identified as a CTE completer also meets the requirements to be identified as a CTE concentrator. Therefore, both CTE completers and CTE concentrators are considered CTE concentrators for reporting purposes.

Gifted and talented. A student identified as gifted and talented is one who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment, and who: (a) exhibits high performance capability in an intellectual, creative, or artistic area; (b) possesses an unusual capacity for leadership; or (c) excels in a specific academic field.

Special education. A student enrolled in a special education program is one who is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.

Section 504. A Section 504 student is one who is receiving assistance through an aid, accommodation, or service under Section 504 of the Rehabilitation Act of 1973.

Title I. A Title I student is one participating in a program authorized under Title I of the Elementary and Secondary Education Act, which is designed to improve the academic achievement of disadvantaged students.

Nontraditional School Models

Overview. Students in Texas can enroll in schools implementing nontraditional school models, including state-authorized charter school campuses and Texas College and Career Readiness School Models (CCRSM) campuses. The Texas CCRSM network, made up of Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH), are open-enrollment programs that blend high school and college coursework to help historically underserved and at-risk students develop technical skills, earn college credentials and degrees, and pursue in-demand career paths.

ECHS. ECHS are innovative high schools that allow students least likely to attend college an opportunity to earn a high school diploma and either an associate's degree or at least 60 college credit hours toward a baccalaureate degree.

P-TECH. P-TECH is an open-enrollment program that provides students an opportunity to receive a high school diploma and a credential and/or an associate's degree through a focus on work-based education.

State-authorized charter schools. State-authorized charter schools are intended to promote local initiative and capitalize on creative approaches to meet the educational needs of students.

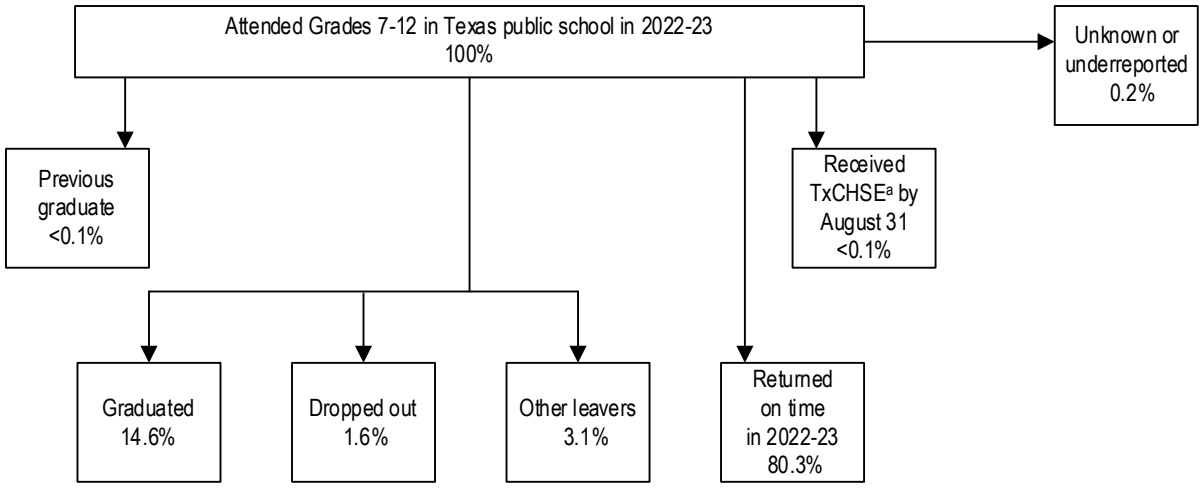
State-authorized charter schools are exempt from many of the laws governing traditional school models (TEC §12.001, 2024, amended to be effective September 1, 2001).

District Results for Leaver Processing

District Summary

Of the students in Grades 7-12 in the 2022-23 school year, 80.3 percent returned to Texas public schools the next fall on time, that is, by the last Friday in September (Figure 2). Another 14.6 percent graduated, 1.6 percent dropped out, and 3.1 percent left the Texas public school system for other reasons. In addition, fewer than 0.1 percent had graduated in previous school years, and fewer than 0.1 percent received a TxCHSE by August 31, 2023. The remaining 0.2 percent could not be accounted for through TEA and district records.

Figure 2
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2022-23



Note. Parts may not add to 100 percent because of rounding.
[a]Texas Certificate of High School Equivalency.

Leaver Reasons Reported by Districts

The counts of graduates, dropouts, and other leavers summed across districts do not match total counts of graduates, dropouts, and other leavers summed at the state level. When two or more districts submit leaver records for the same student, TEA attempts to determine which district is accountable for the student. When the accountable district cannot be determined, all records are retained and included in processing. Each record submitted for a student is included in the district counts, whereas duplicate records are removed from state counts. Thus, the total counts of graduate, dropout, and other leaver records received by TEA do not match the total counts of graduate, dropout, and other leavers at the state level presented elsewhere in this report.

A majority (75.4%) of leaver records submitted by districts in fall 2023 were for students who graduated from Texas public schools (Table 5 on page 55). An additional 8.3 percent were for students who dropped out, and 16.2 percent were for students who left Texas public schools for reasons other than graduating or dropping out.

Among the 81,257 other leavers, or students who left Texas public schools for reasons other than graduating or dropping out, 37.7 percent left to enroll in school outside Texas. An additional 37.0 percent withdrew to begin home schooling, 13.7 percent withdrew to return to their home countries or to emigrate to another country, and 9.1 percent withdrew to enroll in Texas private schools. The leaver records do not include students who received high school equivalency certificates in Texas or previous Texas public school graduates.

Table 5
District Leavers, Grades 7-12, by Leaver Reason, Texas Public Schools, 2022-23

Code	Leaver reason	Other leavers (*N*)	Other leavers (%)	All leavers (*N*)	All leavers (%)
Graduated or received an out-of-state high school equivalency certificate					
01	Graduated from a campus in this district or charter	n/a[a]	n/a	377,367	75.4
85	Graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again	69	0.1	69	<0.1
86	Completed a high school equivalency certificate outside Texas	53	0.1	53	<0.1
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children	16	<0.1	16	<0.1
Moved to other educational setting					
24	Entered college and is working towards an Associate's or Bachelor's degree	281	0.3	281	0.1
60	Is home schooled	30,061	37.0	30,061	6.0
66	Removed by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment	132	0.2	132	<0.1
81	Enrolled in a private school in Texas	7,399	9.1	7,399	1.5
82	Enrolled in a public or private school outside Texas	30,619	37.7	30,619	6.1
87	Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program	131	0.2	131	<0.1
Withdrawn by district					
78	Expelled under the provisions of Texas Education Code (TEC) §37.007 and cannot return to school	217	0.3	217	<0.1
83	Was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because (a) the student was not a resident of the district, (b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or (c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized	354	0.4	354	0.1
Other reasons					
03	Died while enrolled in school or during the summer break after completing the prior school year	773	1.0	773	0.2
08[b]	Withdrew from/left school because of pregnancy (female or male)	n/a	n/a	101	<0.1
16	Returned to home country or emigrated to another country	11,152	13.7	11,152	2.2
20[c]	Has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility	n/a	n/a	57	<0.1
88[c]	Ordered by a court to attend a high school equivalency program and has not earned a TxCHSE[d]	n/a	n/a	758	0.2
89[c]	Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult	n/a	n/a	181	<0.1
98[b]	Other (reason unknown or not listed above)	n/a	n/a	40,524	8.1
All leaver categories					
All codes	All reasons	81,257	100	500,245	100

Note. Parts may not add to 100 percent because of rounding. The counts of graduates, dropouts, and other leavers reflect all records received from districts. Because duplicate records are removed from state counts, district-level counts do not match state-level counts presented elsewhere in this report.

[a]Not applicable. Graduates (Code 01) and dropouts (Codes 08, 20, 88, 89, and 98) are not counted as other leavers. [b]School leavers with this leaver reason code are counted as dropouts for state and federal accountability or reporting purposes. [c]School leavers with this leaver reason code are counted as dropouts for federal accountability or reporting purposes; they are not counted as dropouts for state accountability purposes. [d]Texas Certificate of High School Equivalency.

Data Quality in Dropout Reporting

Underreported Students

Not all students from the previous year are accounted for through district records or TEA processing. For example, a district may fail to submit a record for a student. Or a district may submit a record, but an error in the student's identification information on the record prevents TEA from matching the record to a student. Students from the previous year who are not accounted for or for whom a record cannot be matched are considered underreported. The percentage of underreported students is calculated as the number of students who are unaccounted for divided by the total number of students served in Grades 7-12 the previous year.

Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or anomalous use of certain leaver codes are subject to compliance reviews. For 2022-23 leavers, the standards were: more than 75 underreported students and a rate of underreporting of at least 0.7 percent; or more than 4 underreported students and a rate of underreporting greater than 1.3 percent.

An indeterminate percentage of underreported students are dropouts. Nevertheless, TEA counts and reports underreported students separately from dropouts. Counting underreported students as dropouts changes a dropout rate from a measure of dropouts to a measure of dropouts and data reporting problems combined. A combined measure is not a meaningful indicator of educational performance. An independent data quality measure has been very effective in monitoring and improving data quality.

Student Identification Errors

Data are reported to TEA through the Texas Student Data System (TSDS), and the agency uses the TSDS to store and manage identifying information on students. In the 2012-13 school year, TEA began implementing a Unique ID system through the TSDS that synchronizes with the Person Identification Database (PID). TEA uses the PID to process data used in calculating annual dropout and longitudinal graduation rates. The Unique ID system allows a student's records to be linked by matching several pieces of identifying information: the student's social security number or alternative identification number, last name, first name, middle name, date of birth, gender, and race/ethnicity. Unique ID provides enhanced matching logic for students who have closely matching information. It also allows authorized users to search for existing students, add new students, or update existing records in the Unique ID database. These features allow districts to correct errors before submitting data to TEA.

Prior to the 2016-17 school year, within the PID system, when a new student record matched an existing record on some, but not all matching criteria, a student identification error occurred. For example, an error occurred if the social security number on a new record matched the number on an existing record, but the last names on the two records did not match. A student identification error

would prevent TEA from being able to match all the records of a student and accurately track that student across years. In 2016-17, the Unique ID system was fully implemented, and student identification errors within the PID can no longer occur. However, student tracking errors can still occur whenever districts create an additional Unique ID for a student who already has a Unique ID assigned. The agency has developed a process for retiring Unique IDs to resolve cases in which students have multiple Unique IDs.

Monitoring, Interventions, and Investigations

Standards and consequences are assigned to data quality measures. Districts with high numbers or percentages of underreported students or anomalous use of other leaver codes may be subject to audit by the TEA Data Reporting Compliance Unit (DRCU). Additionally, TEA's Self-Reported Data Unit (SRDU), within TEA's Compliance and Investigations Department, may issue compliance reviews when a district or campus submits data that could affect performance results if the data are outside of an expected range or have been identified as having been reported using local practices that may be inconsistent with TEA guidelines. The data reviewed by the DRCU and SRDU are not mutually exclusive (TEA, 2024a).

The validation of leaver data was integrated into a data validation component of the Performance-Based Monitoring (PBM) system in 2005-06. The new process was piloted that year using leaver data from 2002-03 and 2003-04. Each year since, districts with leaver data reporting anomalies have been identified using established criteria and are assigned compliance reviews by the DRCU (Table 6 on page 58). Emphasis is on a continuous improvement process in which districts undertake activities that promote improved data reporting and TEA monitors their progress.

Compliance reviews initiated by the DRCU include requirements to conduct analyses on leaver data reporting. The focus of the analyses is on data collection and reporting systems in the district. As appropriate to the indicator, student-level data reviews are required. The district is required to work with stakeholders to conduct the analyses and address any identified issues. Many districts will be able to validate and document the accuracy of their data, but if substantial or imminent concerns are identified, or if appropriate progress is not made by the district in addressing leaver data reporting problems, a targeted investigation may be conducted.

In 2023-24, data validation monitoring using 2021-22 leaver data identified 162 districts and state-authorized charter schools with data anomalies, and these districts and charter schools were required to submit compliance reviews and documentation in response.

Established in April 2022, SRDU's purpose is to provide support and strategy to identify potential discrepancies in self-reported data, including those reported through TSDS PEIMS. Reviews are based on data, submitted by districts or other sources, that could affect performance data, including information used in the state accountability system (e.g., data related to college, career, and military readiness [CCMR] indicators, graduates and leavers, individual graduation committee [IGC] reviews, or State of Texas Assessments of Academic Readiness [STAAR]).

Table 6
Criteria for Investigation of Leaver Data, 2021-22

Indicator	Description
Use of one or more leaver codes	A potentially anomalous percentage of one or more leaver codes in 2021-22 (codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, and 90). A minimum of 10 students with any non-graduate, non-dropout leaver reason code and a minimum of 5 leavers with any of the anomalous codes specified is required for evaluation on this indicator.
Use of leaver reason codes by districts with no dropouts	The number of 2021-22 dropouts reported is zero, and a potentially anomalous percentage of certain leaver reason codes (codes 16, 24, 60, 81, and 82) for 2021-22 leavers is used. A minimum of 10 students with any non-graduate, non-dropout leaver reason code and a minimum of 5 leavers with any of the anomalous codes specified is required for evaluation on this indicator.
Leaver data analysis	A decrease in Grade 7-12 annual dropout rate from 2019-20 to 2021-22 and from 2020-21 to 2021-22 given a district's: (a) change in total leavers (i.e., graduates, other leavers, and dropouts) in relation to total Grade 7-12 attendance; (b) change in the number and rate of graduates in relation to total leavers; (c) change in the number and rate of other leavers in relation to total leavers; (d) change in the number and rate of dropouts in relation to total leavers; and (e) change in the number and rate of underreported students. A minimum of 10 students and a minimum of 5 dropouts are required for evaluation on this indicator.
Above the threshold for number or percentage of underreported students	The underreported student count for 2021-22 exceeded 75, or the underreported student rate for 2021-22 exceeded 1.3 percent. A minimum of 5 underreported students and a rate of underreporting of at least 0.7 percent are required for evaluation on this indicator.
Use of certain leaver reason dropout codes	The number of 2021-22 dropouts with dropout codes 20, 88, and 89 in relation to the number of 2021-22 dropouts with any leaver reason dropout code. A minimum of 10 dropouts and a minimum of 3 students reported with a code of 20, 88, or 89 is required for evaluation on this indicator.
Continuing students' dropout rate	The class of 2021 Grade 9 cohort dropout rate for students who continued in school after the expected graduation date exceeds 25.0 percent. A minimum of 30 continuing students and a minimum of 5 dropouts are required for evaluation on this indicator.
Missing UID[a] Enrollment Tracking submission (First day of school through September 8, 2023)	This indicator identifies districts that did not complete at least one UID Enrollment Tracking submission between the first day of school and September 8, 2023.
Missing UID Enrollment Tracking submission (2022-23 reporting year)	This indicator identifies districts that did not complete at least one UID Enrollment Tracking submission during the period of August 1, 2022, through July 31, 2023.

Source. Texas Education Agency (n.d.)

[a]Unique Identification Database.

The SRDU requests documentation and other information from districts to validate the reported data and then reviews and determines whether there has been noncompliance with state law and other regulatory requirements. If found, the SRDU commonly works with districts to bring them into compliance. If the compliance reviews do not resolve the concerns, TEA may elect to open a special investigation under TEC §39.003. Based on the reviews, the agency will regularly update or clarify guidance to ensure that districts have access to the information and tools necessary to establish better local practices and accurately report data to the agency.

Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Graduation and Dropout Rates

Attrition Rates

Data Quality Measures

Annual Dropout Rates

Presentation and Interpretation of Results

Presentation of rates by race/ethnicity. Annual dropout rates are provided for seven racial/ethnic categories. See the section "Reporting of Student and Program Information" on page 45 for additional information.

Comparisons of rates by race/ethnicity. The American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of annual results, including comparisons across racial/ethnic groups, do not include these populations. See the section "Annual Dropout Rates" on page 22 for additional information.

Presentation of rates by program participation and student characteristic. Dropout rates are presented by participation in special programs (bilingual/English as a second language, career and technical education, gifted and talented, Section 504, special education, Title I) and student characteristics (at-risk, dyslexia, emergent bilingual student/English learner (EB student/EL), in foster care, homeless, immigrant, migrant, military-connected, overage). See the section "Reporting of Student and Program Information" on page 45 for additional information. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Table B-1 in Appendix B provides the Public Education Information Management System (PEIMS) data sources within the Texas Student Data System used in calculating annual dropout rates by instructional program and student characteristic.

Grade 7-8 Annual Rate

State summary. An array of complex, interrelated factors contribute to dropping out. Family and personal background, academic history, and characteristics of the school all may influence the decision of a student to drop out of school. For the 2022-23 school year, the statewide annual dropout rate for Grades 7-8 was 0.8 percent, a 12.8 percent increase from 2021-22 (Table 7 on page 61). The Grade 7-8 dropout rate was lower than the 2.0 percent annual dropout rate for Grades 9-12 (Table 10 on page 65). Of the 6,519 students who dropped out of Grades 7-8, 56.3 percent (or 3,667) dropped out of Grade 8 (Table 19 on page 74). The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2022-23, the Grade 7-8 dropout rate was highest for African American students (1.4%), followed by Hispanic and multiracial (0.8% each), White (0.5%), and Asian students (0.4%) (Table 7 on page 61). The dropout rate for students identified as economically disadvantaged was 0.9 percent, whereas the rate for students not identified as economically disadvantaged was 0.5 percent. Male students had the same dropout rate (0.8%) as female students.

Table 7
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2018-19	105,257	12.7	745	20.8	0.7
2019-20	108,474	12.8	904	21.0	0.8
2020-21	110,573	12.8	1,696	22.8	1.5
2021-22	111,624	12.9	1,267	21.9	1.1
2022-23	110,579	12.9	1,512	23.2	1.4
American Indian					
2018-19	2,990	0.4	26	0.7	0.9
2019-20	3,045	0.4	18	0.4	0.6
2020-21	3,019	0.3	52	0.7	1.7
2021-22	3,129	0.4	30	0.5	1.0
2022-23	3,535	0.4	45	0.7	1.3
Asian					
2018-19	36,423	4.4	67	1.9	0.2
2019-20	37,419	4.4	75	1.7	0.2
2020-21	39,273	4.5	141	1.9	0.4
2021-22	41,215	4.7	143	2.5	0.3
2022-23	43,004	5.0	151	2.3	0.4
Hispanic					
2018-19	434,821	52.4	2,028	56.7	0.5
2019-20	448,385	52.8	2,445	56.9	0.5
2020-21	456,339	52.8	4,226	56.9	0.9
2021-22	459,401	52.9	3,246	56.2	0.7
2022-23	452,297	52.7	3,505	53.8	0.8
Pacific Islander					
2018-19	1,263	0.2	10	0.3	0.8
2019-20	1,323	0.2	19	0.4	1.4
2020-21	1,321	0.2	16	0.2	1.2
2021-22	1,388	0.2	12	0.2	0.9
2022-23	1,490	0.2	22	0.3	1.5
White					
2018-19	229,561	27.7	623	17.4	0.3
2019-20	230,672	27.1	741	17.3	0.3
2020-21	230,856	26.7	1,096	14.8	0.5
2021-22	227,564	26.2	905	15.7	0.4
2022-23	221,895	25.9	1,076	16.5	0.5

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

continues

Table 7 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Multiracial					
2018-19	18,981	2.3	80	2.2	0.4
2019-20	20,655	2.4	93	2.2	0.5
2020-21	22,477	2.6	198	2.7	0.9
2021-22	23,819	2.7	174	3.0	0.7
2022-23	24,795	2.9	208	3.2	0.8
Economically disadvantaged					
2018-19	502,548	60.6	2,695	75.3	0.5
2019-20	512,483	60.3	3,193	74.3	0.6
2020-21	518,171	60.0	5,819	78.4	1.1
2021-22	524,891	60.5	4,319	74.8	0.8
2022-23	531,487	62.0	4,825	74.0	0.9
Not economically disadvantaged					
2018-19	326,748	39.4	884	24.7	0.3
2019-20	337,490	39.7	1,102	25.7	0.3
2020-21	345,687	40.0	1,606	21.6	0.5
2021-22	343,249	39.5	1,458	25.2	0.4
2022-23	326,108	38.0	1,694	26.0	0.5
Female					
2018-19	403,470	48.7	1,675	46.8	0.4
2019-20	413,934	48.7	1,827	42.5	0.4
2020-21	421,093	48.7	3,510	47.3	0.8
2021-22	423,881	48.8	2,747	47.6	0.6
2022-23	418,394	48.8	3,176	48.7	0.8
Male					
2018-19	425,826	51.3	1,904	53.2	0.4
2019-20	436,039	51.3	2,468	57.5	0.6
2020-21	442,765	51.3	3,915	52.7	0.9
2021-22	444,259	51.2	3,030	52.4	0.7
2022-23	439,201	51.2	3,343	51.3	0.8
State					
2018-19	829,296	100	3,579	100	0.4
2019-20	849,973	100	4,295	100	0.5
2020-21	863,858	100	7,425	100	0.9
2021-22	868,140	100	5,777	100	0.7
2022-23	857,595	100	6,519	100	0.8

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

Rates by program participation and student characteristic. In 2022-23, the annual dropout rate for Grade 7-8 students participating in special education programs (0.9%) was 0.1 percentage points higher than the state average (Table 8). Students identified as EB students/ELs made up 26.8 percent of all Grade 7-8 dropouts and also had a higher dropout rate (0.9%) than the state average (Table 9). Among Grade 7-8 dropouts, 35.1 percent were overage. Overage students had a dropout rate of 1.9 percent in 2022-23.

Table 8
Annual Dropout Rate, Grades 7-8, by Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Bilingual or ESL[a]	191,152	22.3	1,672	25.6	0.9
Gifted and talented	91,143	10.6	258	4.0	0.3
Section 504	92,455	10.8	461	7.1	0.5
Special education	115,854	13.5	1,018	15.6	0.9
Title I	536,337	62.5	5,127	78.6	1.0
State	857,595	100	6,519	100	0.8

Note. Students may be counted in more than one category.

[a]English as a second language.

Table 9
Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
At-risk	441,452	51.5	3,218	49.4	0.7
Dyslexia	63,709	7.4	294	4.5	0.5
EB/EL[a]	201,124	23.5	1,750	26.8	0.9
Foster care	1,887	0.2	37	0.6	2.0
Homeless	13,928	1.6	496	7.6	3.6
Immigrant	14,273	1.7	308	4.7	2.2
Migrant	2,443	0.3	27	0.4	1.1
Military-connected					
Federal definition	11,073	1.3	235	3.6	2.1
State definition	31,571	3.7	320	4.9	1.0
Overage	120,763	14.1	2,290	35.1	1.9
State	857,595	100	6,519	100	0.8

Note. Students may be counted in more than one category.

[a]Emergent bilingual student/English learner.

Grade 9-12 Annual Rate

State summary. For the 2022-23 school year, the statewide annual dropout rate for Grades 9-12 was 2.0 percent, a decrease of 0.2 percentage points from the previous school year (2.2%) (Table 10 on page 65). The Grade 9-12 dropout rate was higher than the Grade 7-8 rate of 0.8 percent (Table 7 on page 61) and the Grade 7-12 rate of 1.6 percent (Table 14 on page 69). There were 35,078 students who dropped out of Grades 9-12 in the 2022-23 school year, an 8.0 percent decrease from 2021-22 (Table 10 on page 65). The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2022-23, the Grade 9-12 dropout rate was highest for African American students (3.2%), followed by Hispanic (2.4%), multiracial (1.7%), White (1.0%), and Asian (0.5%) students (Table 10 on page 65). The dropout rate for students identified as economically disadvantaged was 2.7 percent, whereas the dropout rate for students not identified as economically disadvantaged was 1.2 percent. Male students had a higher dropout rate (2.3%) than female students (1.7%).

Rates by program participation and student characteristic. For Grade 9-12 students participating in special education programs in 2022-23, the dropout rate was 2.6 percent, 0.6 percentage points higher than the state average of 2.0 percent (Table 11 on page 67). Students identified as EB students/ELs had a dropout rate of 3.3 percent, 1.3 percentage points higher than the state average (Table 12 on page 67). The majority of Grade 9-12 dropouts (73.8%) were overage. Overage students had a dropout rate of 7.5 percent in 2022-23.

Rates by nontraditional school model. The dropout rates for Grade 9-12 students enrolled in Early College High Schools (ECHS) and Pathways in Technology Early College High Schools (P-TECH) were both lower than the state average of 2.0 percent (0.6% and 0.7%, respectively) (Table 13 on page 68). In contrast, the dropout rate for Grade 9-12 students enrolled in state-authorized charter schools was 6.5 percent, more than three times the state average.

Grade 7-12 Annual Rate

State summary. Out of 2,579,329 students who attended Grades 7-12 in Texas public schools during the 2022-23 school year, 1.6 percent were reported to have dropped out, a decrease of 0.1 percentage points from the previous school year (Table 14 on page 69). The number of dropouts in Grades 7-12 decreased from 43,909 in 2021-22 to 41,597 in the 2022-23 school year. The formula for calculating the annual dropout rate is on page 2.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in 2022-23, the Grade 7-12 dropout rate was highest for African American students (2.6%), followed by Hispanic (1.9%), multiracial (1.4%), White (0.8%), and Asian (0.4%) students (Table 14 on page 69). The dropout rate for students identified as economically disadvantaged was 2.0 percent, whereas the dropout rate for students not identified as economically disadvantaged was 1.0 percent. Male students had a higher dropout rate (1.8%) than female students (1.4%).

Table 10
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2018-19	203,871	12.7	6,193	20.0	3.0
2019-20	205,603	12.6	5,131	19.3	2.5
2020-21	209,696	12.7	7,435	19.1	3.5
2021-22	216,605	12.8	7,731	20.3	3.6
2022-23	221,008	12.8	6,963	19.9	3.2
American Indian					
2018-19	5,806	0.4	143	0.5	2.5
2019-20	5,655	0.3	130	0.5	2.3
2020-21	5,540	0.3	172	0.4	3.1
2021-22	5,532	0.3	123	0.3	2.2
2022-23	5,546	0.3	126	0.4	2.3
Asian					
2018-19	71,851	4.5	402	1.3	0.6
2019-20	74,488	4.6	240	0.9	0.3
2020-21	76,036	4.6	392	1.0	0.5
2021-22	79,148	4.7	358	0.9	0.5
2022-23	83,100	4.8	384	1.1	0.5
Hispanic					
2018-19	834,704	51.8	18,850	61.0	2.3
2019-20	851,268	52.2	16,538	62.1	1.9
2020-21	867,450	52.4	24,089	62.0	2.8
2021-22	895,814	52.9	24,064	63.1	2.7
2022-23	915,881	53.2	22,266	63.5	2.4
Pacific Islander					
2018-19	2,474	0.2	52	0.2	2.1
2019-20	2,516	0.2	37	0.1	1.5
2020-21	2,543	0.2	65	0.2	2.6
2021-22	2,676	0.2	69	0.2	2.6
2022-23	2,692	0.2	48	0.1	1.8
White					
2018-19	459,151	28.5	4,700	15.2	1.0
2019-20	456,653	28.0	4,033	15.1	0.9
2020-21	454,129	27.5	5,942	15.3	1.3
2021-22	453,008	26.7	5,028	13.2	1.1
2022-23	448,861	26.1	4,539	12.9	1.0

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

continues

Table 10 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Multiracial					
2018-19	33,345	2.1	558	1.8	1.7
2019-20	35,593	2.2	517	1.9	1.5
2020-21	38,636	2.3	779	2.0	2.0
2021-22	42,006	2.5	759	2.0	1.8
2022-23	44,646	2.6	752	2.1	1.7
Economically disadvantaged					
2018-19	900,901	55.9	22,538	72.9	2.5
2019-20	907,848	55.6	19,118	71.8	2.1
2020-21	917,971	55.5	29,349	75.5	3.2
2021-22	954,652	56.3	29,795	78.1	3.1
2022-23	1,002,427	58.2	26,565	75.7	2.7
Not economically disadvantaged					
2018-19	710,301	44.1	8,360	27.1	1.2
2019-20	723,928	44.4	7,508	28.2	1.0
2020-21	736,059	44.5	9,525	24.5	1.3
2021-22	740,137	43.7	8,337	21.9	1.1
2022-23	719,307	41.8	8,513	24.3	1.2
Female					
2018-19	786,529	48.8	12,297	39.8	1.6
2019-20	796,323	48.8	9,466	35.6	1.2
2020-21	809,218	48.9	16,401	42.2	2.0
2021-22	827,745	48.8	15,832	41.5	1.9
2022-23	840,038	48.8	14,469	41.2	1.7
Male					
2018-19	824,673	51.2	18,601	60.2	2.3
2019-20	835,453	51.2	17,160	64.4	2.1
2020-21	844,812	51.1	22,473	57.8	2.7
2021-22	867,044	51.2	22,300	58.5	2.6
2022-23	881,696	51.2	20,609	58.8	2.3
State					
2018-19	1,611,202	100	30,898	100	1.9
2019-20	1,631,776	100	26,626	100	1.6
2020-21	1,654,030	100	38,874	100	2.4
2021-22	1,694,789	100	38,132	100	2.2
2022-23	1,721,734	100	35,078	100	2.0

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

Table 11
Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Bilingual or ESL[a]	288,231	16.7	9,562	27.3	3.3
CTE[b] concentrator	715,632	41.6	4,089	11.7	0.6
Gifted and talented	166,653	9.7	430	1.2	0.3
Section 504	184,735	10.7	2,826	8.1	1.5
Special education	187,566	10.9	4,817	13.7	2.6
Title I	792,617	46.0	21,139	60.3	2.7
State	1,721,734	100	35,078	100	2.0

Note. Students may be counted in more than one category.

[a]English as a second language [b]Career and technical education.

Table 12
Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
At-risk	849,523	49.3	21,427	61.1	2.5
Dyslexia	93,771	5.4	1,497	4.3	1.6
EB/EL[a]	303,165	17.6	10,153	28.9	3.3
Foster care	3,360	0.2	206	0.6	6.1
Homeless	30,966	1.8	2,700	7.7	8.7
Immigrant	28,615	1.7	1,893	5.4	6.6
Migrant	5,178	0.3	134	0.4	2.6
Military-connected					
Federal definition	20,457	1.2	360	1.0	1.8
State definition	63,676	3.7	710	2.0	1.1
Overage	345,731	20.1	25,904	73.8	7.5
State	1,721,734	100	35,078	100	2.0

Note. Students may be counted in more than one category.

[a]Emergent bilingual student/English learner.

Table 13
Annual Dropout Rate, Grades 9-12, by Nontraditional School Model, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
ECHS[a]	69,531	4.0	435	1.2	0.6
P-TECH[b]	22,380	1.3	167	0.5	0.7
State-authorized charter school	102,453	6.0	6,610	18.8	6.5
State	1,721,734	100	35,078	100	2.0

Note. Students may be counted in more than one category.

[a]Early College High School. [b]Pathways in Technology Early College High School.

Table 14
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2018-19	309,128	12.7	6,938	20.1	2.2
2019-20	314,077	12.7	6,035	19.5	1.9
2020-21	320,269	12.7	9,131	19.7	2.9
2021-22	328,229	12.8	8,998	20.5	2.7
2022-23	331,587	12.9	8,475	20.4	2.6
American Indian					
2018-19	8,796	0.4	169	0.5	1.9
2019-20	8,700	0.4	148	0.5	1.7
2020-21	8,559	0.3	224	0.5	2.6
2021-22	8,661	0.3	153	0.3	1.8
2022-23	9,081	0.4	171	0.4	1.9
Asian					
2018-19	108,274	4.4	469	1.4	0.4
2019-20	111,907	4.5	315	1.0	0.3
2020-21	115,309	4.6	533	1.2	0.5
2021-22	120,363	4.7	501	1.1	0.4
2022-23	126,104	4.9	535	1.3	0.4
Hispanic					
2018-19	1,269,525	52.0	20,878	60.6	1.6
2019-20	1,299,653	52.4	18,983	61.4	1.5
2020-21	1,323,789	52.6	28,315	61.2	2.1
2021-22	1,355,215	52.9	27,310	62.2	2.0
2022-23	1,368,178	53.0	25,771	62.0	1.9
Pacific Islander					
2018-19	3,737	0.2	62	0.2	1.7
2019-20	3,839	0.2	56	0.2	1.5
2020-21	3,864	0.2	81	0.2	2.1
2021-22	4,064	0.2	81	0.2	2.0
2022-23	4,182	0.2	70	0.2	1.7
White					
2018-19	688,712	28.2	5,323	15.4	0.8
2019-20	687,325	27.7	4,774	15.4	0.7
2020-21	684,985	27.2	7,038	15.2	1.0
2021-22	680,572	26.6	5,933	13.5	0.9
2022-23	670,756	26.0	5,615	13.5	0.8

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

continues

Table 14 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2018-19 Through 2022-23

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Multiracial					
2018-19	52,326	2.1	638	1.9	1.2
2019-20	56,248	2.3	610	2.0	1.1
2020-21	61,113	2.4	977	2.1	1.6
2021-22	65,825	2.6	933	2.1	1.4
2022-23	69,441	2.7	960	2.3	1.4
Economically disadvantaged					
2018-19	1,403,449	57.5	25,233	73.2	1.8
2019-20	1,420,331	57.2	22,311	72.2	1.6
2020-21	1,436,142	57.0	35,168	76.0	2.4
2021-22	1,479,543	57.7	34,114	77.7	2.3
2022-23	1,533,914	59.5	31,390	75.5	2.0
Not economically disadvantaged					
2018-19	1,037,049	42.5	9,244	26.8	0.9
2019-20	1,061,418	42.8	8,610	27.8	0.8
2020-21	1,081,746	43.0	11,131	24.0	1.0
2021-22	1,083,386	42.3	9,795	22.3	0.9
2022-23	1,045,415	40.5	10,207	24.5	1.0
Female					
2018-19	1,189,999	48.8	13,972	40.5	1.2
2019-20	1,210,257	48.8	11,293	36.5	0.9
2020-21	1,230,311	48.9	19,911	43.0	1.6
2021-22	1,251,626	48.8	18,579	42.3	1.5
2022-23	1,258,432	48.8	17,645	42.4	1.4
Male					
2018-19	1,250,499	51.2	20,505	59.5	1.6
2019-20	1,271,492	51.2	19,628	63.5	1.5
2020-21	1,287,577	51.1	26,388	57.0	2.0
2021-22	1,311,303	51.2	25,330	57.7	1.9
2022-23	1,320,897	51.2	23,952	57.6	1.8
State					
2018-19	2,440,498	100	34,477	100	1.4
2019-20	2,481,749	100	30,921	100	1.2
2020-21	2,517,888	100	46,299	100	1.8
2021-22	2,562,929	100	43,909	100	1.7
2022-23	2,579,329	100	41,597	100	1.6

Note. Parts may not add to 100 percent because of rounding. Results for school years prior to 2018-19 are found in Appendix C.

Some racial/ethnic groups make up larger percentages of the dropout population than of the student population. In 2022-23, for example, Hispanic students made up 53.0 percent of students in Grades 7-12, but 62.0 percent of dropouts, a difference of 9.0 percentage points (Table 14 on page 69). African American students made up 12.9 percent of students in Grades 7-12 in 2022-23, but 20.4 percent of dropouts, a difference of 7.5 percentage points.

Similar patterns were seen for students identified as economically disadvantaged and for males. Students identified as economically disadvantaged made up 59.5 percent of students in Grades 7-12 in 2022-23, but 75.5 percent of dropouts, a difference of 16.0 percentage points. Males made up 51.2 percent of students in Grades 7-12, but 57.6 percent of dropouts, a difference of 6.4 percentage points.

Rates by program participation and student characteristic. In Grades 7-12, students participating in special education programs had a dropout rate of 1.9 percent, and students identified as EB students/ELs had a dropout rate of 2.4 percent, both higher than the state average of 1.6 percent (Table 15 on this page and Table 16 on page 72). Overage students had a dropout rate of 6.0 percent. Whereas overage students accounted for 18.1 percent of students in Grades 7-12, they accounted for 67.8 percent of dropouts.

Table 15
Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Bilingual or ESL[a]	479,383	18.6	11,234	27.0	2.3
CTE[b] concentrator	723,186	28.0	4,097	9.8	0.6
Gifted and talented	257,796	10.0	688	1.7	0.3
Section 504	277,190	10.7	3,287	7.9	1.2
Special education	303,420	11.8	5,835	14.0	1.9
Title I	1,328,954	51.5	26,266	63.1	2.0
State	2,579,329	100	41,597	100	1.6

Note. Students may be counted in more than one category.
[a]English as a second language. [b]Career and technical education.

Table 16
Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
At-risk	1,290,975	50.1	24,645	59.2	1.9
Dyslexia	157,480	6.1	1,791	4.3	1.1
EB/EL[a]	504,289	19.6	11,903	28.6	2.4
Foster care	5,247	0.2	243	0.6	4.6
Homeless	44,894	1.7	3,196	7.7	7.1
Immigrant	42,888	1.7	2,201	5.3	5.1
Migrant	7,621	0.3	161	0.4	2.1
Military-connected					
Federal definition	31,530	1.2	595	1.4	1.9
State definition	95,247	3.7	1,030	2.5	1.1
Overage	466,494	18.1	28,194	67.8	6.0
State	2,579,329	100	41,597	100	1.6

Note. Students may be counted in more than one category.
[a]Emergent bilingual student/English learner.

Annual Dropout Rates by Age

Students ages 16 through 25 accounted for larger percentages of the dropout population than of the student population (Table 17 on page 73). For example, 17-year-old students accounted for 24.8 percent of dropouts, but 15.0 percent of students in Grades 7-12. Eighteen-year-old students accounted for 11.6 percent of dropouts, but only 2.7 percent of students in Grades 7-12.

Annual Dropout Rates by Grade

In 2022-23, across Grades 7-12, Grades 9 and 10 had the highest dropout rates (2.5% and 2.2%, respectively) and the largest number of dropouts (12,141 and 9,920, respectively), accounting for 53.0 percent of all dropouts (Table 18 on page 73). Grade 7 had the lowest dropout rate (0.7%) and the smallest number of dropouts (2,852).

There were more male than female dropouts in each of Grades 7-12, with the exception of Grade 7 (Table 18 on page 73). Across the five largest racial/ethnic groups in Grades 7-12, African American students in Grade 9 had the highest annual dropout rate (3.6%), followed by African American students in Grade 10 (3.5%) (Table 19 on page 74). Asian students in Grade 7 had the lowest annual dropout rates (0.3%), followed by White students in Grade 7 and Asian students in Grades 8, 10, and 12 (0.4% each).

Table 17
Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2022-23

September 1 age	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
11	5,307	0.2	62	0.1	1.2
12	363,261	14.1	1,918	4.6	0.5
13	430,806	16.7	3,054	7.3	0.7
14	440,799	17.1	3,677	8.8	0.8
15	441,567	17.1	5,656	13.6	1.3
16	422,181	16.4	9,035	21.7	2.1
17	388,128	15.0	10,332	24.8	2.7
18	69,645	2.7	4,832	11.6	6.9
19	9,928	0.4	1,532	3.7	15.4
20	3,692	0.1	469	1.1	12.7
21	1,964	0.1	208	0.5	10.6
22	277	<0.1	97	0.2	35.0
23	183	<0.1	64	0.2	35.0
24	129	<0.1	40	0.1	31.0
25	100	<0.1	38	0.1	38.0
Other	1,362	0.1	583	1.4	42.8
State	2,579,329	100	41,597	100	1.6

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

Table 18
Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2022-23

Grade	Students	Female dropouts (*N*)	Female dropout rate (%)	Male dropouts (*N*)	Male dropout rate (%)	Total dropouts (*N*)	Total dropout rate (%)
Grade 7	420,193	1,464	0.7	1,388	0.6	2,852	0.7
Grade 8	437,402	1,712	0.8	1,955	0.9	3,667	0.8
Grade 9	489,524	5,086	2.2	7,055	2.8	12,141	2.5
Grade 10	447,322	4,002	1.8	5,918	2.6	9,920	2.2
Grade 11	384,609	3,112	1.6	4,402	2.3	7,514	2.0
Grade 12	400,279	2,269	1.2	3,234	1.6	5,503	1.4
Grades 7-12	2,579,329	17,645	1.4	23,952	1.8	41,597	1.6

Table 19
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Grade 7					
African American	53,972	12.8	702	24.6	1.3
American Indian	1,861	0.4	22	0.8	1.2
Asian	21,599	5.1	63	2.2	0.3
Hispanic	219,882	52.3	1,494	52.4	0.7
Pacific Islander	752	0.2	7	0.2	0.9
White	109,691	26.1	461	16.2	0.4
Multiracial	12,436	3.0	103	3.6	0.8
Econ. disad.[a]	260,637	62.0	2,147	75.3	0.8
Not econ. disad.	159,556	38.0	705	24.7	0.4
EB/EL[b]	102,071	24.3	714	25.0	0.7
Special education	58,880	14.0	462	16.2	0.8
State	420,193	100	2,852	100	0.7
Grade 8					
African American	56,607	12.9	810	22.1	1.4
American Indian	1,674	0.4	23	0.6	1.4
Asian	21,405	4.9	88	2.4	0.4
Hispanic	232,415	53.1	2,011	54.8	0.9
Pacific Islander	738	0.2	15	0.4	2.0
White	112,204	25.7	615	16.8	0.5
Multiracial	12,359	2.8	105	2.9	0.8
Econ. disad.	270,850	61.9	2,678	73.0	1.0
Not econ. disad.	166,552	38.1	989	27.0	0.6
EB/EL	99,053	22.6	1,036	28.3	1.0
Special education	56,974	13.0	556	15.2	1.0
State	437,402	100	3,667	100	0.8
Grade 9					
African American	64,492	13.2	2,327	19.2	3.6
American Indian	1,634	0.3	50	0.4	3.1
Asian	22,685	4.6	125	1.0	0.6
Hispanic	266,020	54.3	8,046	66.3	3.0
Pacific Islander	746	0.2	16	0.1	2.1

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

[a]Economically disadvantaged. [b]Emergent bilingual student/English learner.

continues

Table 19 (continued)
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
White	120,780	24.7	1,340	11.0	1.1
Multiracial	13,167	2.7	237	2.0	1.8
Econ. disad.[a]	304,245	62.2	9,488	78.1	3.1
Not econ. disad.	185,279	37.8	2,653	21.9	1.4
EB/EL[b]	105,155	21.5	3,945	32.5	3.8
Special education	58,058	11.9	1,600	13.2	2.8
State	489,524	100	12,141	100	2.5
Grade 10					
African American	57,942	13.0	2,033	20.5	3.5
American Indian	1,442	0.3	39	0.4	2.7
Asian	20,958	4.7	88	0.9	0.4
Hispanic	239,266	53.5	6,259	63.1	2.6
Pacific Islander	726	0.2	9	0.1	1.2
White	115,213	25.8	1,270	12.8	1.1
Multiracial	11,775	2.6	222	2.2	1.9
Econ. disad.	264,341	59.1	7,561	76.2	2.9
Not econ. disad.	182,981	40.9	2,359	23.8	1.3
EB/EL	84,044	18.8	2,806	28.3	3.3
Special education	47,543	10.6	1,379	13.9	2.9
State	447,322	100	9,920	100	2.2
Grade 11					
African American	48,168	12.5	1,520	20.2	3.2
American Indian	1,218	0.3	21	0.3	1.7
Asian	19,626	5.1	101	1.3	0.5
Hispanic	200,382	52.1	4,534	60.3	2.3
Pacific Islander	601	0.2	12	0.2	2.0
White	104,769	27.2	1,164	15.5	1.1
Multiracial	9,845	2.6	162	2.2	1.6
Econ. disad.	212,827	55.3	5,537	73.7	2.6
Not econ. disad.	171,782	44.7	1,977	26.3	1.2

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

[a]Not economically disadvantaged. [b]Emergent bilingual student/English learner.

continues

Table 19 (continued)
Annual Dropout Rate, by Grade, Race/Ethnicity, Economic Status, Emergent Bilingual Student/English Learner Status, and Special Education Program Participation, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
EB/EL[b]	58,747	15.3	1,905	25.4	3.2
Special education	37,473	9.7	1,028	13.7	2.7
State	384,609	100	7,514	100	2.0
Grade 12					
African American	50,406	12.6	1,083	19.7	2.1
American Indian	1,252	0.3	16	0.3	1.3
Asian	19,831	5.0	70	1.3	0.4
Hispanic	210,213	52.5	3,427	62.3	1.6
Pacific Islander	619	0.2	11	0.2	1.8
White	108,099	27.0	765	13.9	0.7
Multiracial	9,859	2.5	131	2.4	1.3
Econ. disad.[a]	221,014	55.2	3,979	72.3	1.8
Not econ. disad.	179,265	44.8	1,524	27.7	0.9
EB/EL	55,219	13.8	1,497	27.2	2.7
Special education	44,492	11.1	810	14.7	1.8
State	400,279	100	5,503	100	1.4

Note. Parts may not add to 100 percent because of rounding.
[a]Not economically disadvantaged. [b]Emergent bilingual student/English learner.

The annual dropout rate for students identified as economically disadvantaged was highest in Grade 9 (3.1%). The rate for students identified as EB students/ELs was highest in Grade 9 (3.8%). The annual dropout rate for students participating in special education programs was highest in Grade 10 (2.9%).

Within each of the five largest racial/ethnic groups in Grades 7-12, the dropout rate for males in each grade was the same as, or higher than, the rate for females, with three exceptions: White females in Grade 7, and White and multiracial females in Grade 8 (Table 20 on page 77). Across grades and racial/ethnic groups, the difference in dropout rates by gender was greatest among African American students in Grade 10, at 1.2 percentage points.

Table 20
Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2022-23

Group	Female students (*N*)	Female students (%)	Male students (*N*)	Male students (%)	Female dropouts (*N*)	Female dropouts (%)	Male dropouts (*N*)	Male dropouts (%)	Annual female dropout rate (%)	Annual male dropout rate (%)
Grade 7										
African American	26,448	12.9	27,524	12.8	355	24.2	347	25.0	1.3	1.3
American Indian	913	0.4	948	0.4	13	0.9	9	0.6	1.4	0.9
Asian	10,567	5.2	11,032	5.1	33	2.3	30	2.2	0.3	0.3
Hispanic	107,519	52.5	112,363	52.2	757	51.7	737	53.1	0.7	0.7
Pacific Islander	363	0.2	389	0.2	5	0.3	2	0.1	1.4	0.5
White	52,991	25.9	56,700	26.3	250	17.1	211	15.2	0.5	0.4
Multiracial	6,075	3.0	6,361	3.0	51	3.5	52	3.7	0.8	0.8
State	204,876	100	215,317	100	1,464	100	1,388	100	0.7	0.6
Grade 8										
African American	27,771	13.0	28,836	12.9	374	21.8	436	22.3	1.3	1.5
American Indian	808	0.4	866	0.4	12	0.7	11	0.6	1.5	1.3
Asian	10,452	4.9	10,953	4.9	40	2.3	48	2.5	0.4	0.4
Hispanic	113,716	53.3	118,699	53.0	915	53.4	1,096	56.1	0.8	0.9
Pacific Islander	366	0.2	372	0.2	7	0.4	8	0.4	1.9	2.2
White	54,234	25.4	57,970	25.9	305	17.8	310	15.9	0.6	0.5
Multiracial	6,171	2.9	6,188	2.8	59	3.4	46	2.4	1.0	0.7
State	213,518	100	223,884	100	1,712	100	1,955	100	0.8	0.9
Grade 9										
African American	30,755	13.0	33,737	13.3	946	18.6	1,381	19.6	3.1	4.1
American Indian	749	0.3	885	0.3	20	0.4	30	0.4	2.7	3.4
Asian	10,908	4.6	11,777	4.6	53	1.0	72	1.0	0.5	0.6
Hispanic	127,920	54.3	138,100	54.4	3,346	65.8	4,700	66.6	2.6	3.4
Pacific Islander	377	0.2	369	0.1	7	0.1	9	0.1	1.9	2.4
White	58,494	24.8	62,286	24.5	607	11.9	733	10.4	1.0	1.2
Multiracial	6,530	2.8	6,637	2.6	107	2.1	130	1.8	1.6	2.0
State	235,733	100	253,791	100	5,086	100	7,055	100	2.2	2.8
Grade 10										
African American	28,084	12.9	29,858	13.0	814	20.3	1,219	20.6	2.9	4.1
American Indian	683	0.3	759	0.3	13	0.3	26	0.4	1.9	3.4
Asian	10,263	4.7	10,695	4.6	35	0.9	53	0.9	0.3	0.5
Hispanic	116,316	53.6	122,950	53.4	2,523	63.0	3,736	63.1	2.2	3.0
Pacific Islander	379	0.2	347	0.2	5	0.1	4	0.1	1.3	1.2

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

continues

Table 20 (continued)
Annual Dropout Rate, by Grade and Gender Within Racial/Ethnic Groups, Texas Public Schools, 2022-23

Group	Female students (*N*)	Female students (%)	Male students (*N*)	Male students (%)	Female dropouts (*N*)	Female dropouts (%)	Male dropouts (*N*)	Male dropouts (%)	Annual female dropout rate (%)	Annual male dropout rate (%)
White	55,705	25.6	59,508	25.9	522	13.0	748	12.6	0.9	1.3
Multiracial	5,775	2.7	6,000	2.6	90	2.2	132	2.2	1.6	2.2
State	217,205	100	230,117	100	4,002	100	5,918	100	1.8	2.6
Grade 11										
African American	23,839	12.5	24,329	12.5	630	20.2	890	20.2	2.6	3.7
American Indian	572	0.3	646	0.3	11	0.4	10	0.2	1.9	1.5
Asian	9,638	5.1	9,988	5.1	39	1.3	62	1.4	0.4	0.6
Hispanic	99,575	52.4	100,807	51.8	1,865	59.9	2,669	60.6	1.9	2.6
Pacific Islander	318	0.2	283	0.1	1	<0.1	11	0.2	0.3	3.9
White	51,075	26.9	53,694	27.6	486	15.6	678	15.4	1.0	1.3
Multiracial	4,938	2.6	4,907	2.5	80	2.6	82	1.9	1.6	1.7
State	189,955	100	194,654	100	3,112	100	4,402	100	1.6	2.3
Grade 12										
African American	24,956	12.7	25,450	12.5	418	18.4	665	20.6	1.7	2.6
American Indian	655	0.3	597	0.3	9	0.4	7	0.2	1.4	1.2
Asian	9,590	4.9	10,241	5.0	25	1.1	45	1.4	0.3	0.4
Hispanic	104,267	52.9	105,946	52.2	1,452	64.0	1,975	61.1	1.4	1.9
Pacific Islander	337	0.2	282	0.1	4	0.2	7	0.2	1.2	2.5
White	52,409	26.6	55,690	27.4	306	13.5	459	14.2	0.6	0.8
Multiracial	4,931	2.5	4,928	2.4	55	2.4	76	2.4	1.1	1.5
State	197,145	100	203,134	100	2,269	100	3,234	100	1.2	1.6

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

Annual Dropout Rates for Students Identified as Emergent Bilingual Students/English Learners

Table 21 on page 79 presents annual dropout rates for current and former emergent bilingual students/English learners (EB students/ELs) in Grades 7-8 and 9-12 by special language program instructional model. To fully evaluate the quality of educational services provided to EB students/ELs, multiple factors must be examined. In addition to considering differences in instructional models, it is also important to consider the following: the policies that guide the placement of students in various instructional programs; the consistency with which districts follow guidelines for identifying EB students/ELs and determining when they should be reclassified as English proficient; the length of time required for students to become English proficient and academically successful in core content areas; and the rate of immigrant influx. Over time, it may

Table 21
Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Grades 7-8					
All current EB/ELs[a]	201,124	100	1,750	100	0.9
All bilingual education programs	4,237	2.1	17	1.0	0.4
Transitional bilingual/early exit	164	0.1	4	0.2	2.4
Transitional bilingual/late exit	14	<0.1	1	0.1	7.1
Dual immersion/two-way	3,507	1.7	10	0.6	0.3
Dual immersion/one-way	552	0.3	2	0.1	0.4
Bilingual alt. lang.[b] program	4,072	2.0	25	1.4	0.6
All ESL[c] programs	140,693	70.0	1,002	57.3	0.7
ESL/content-based	7,520	3.7	75	4.3	1.0
ESL/pull-out	133,173	66.2	927	53.0	0.7
ESL alt. lang. program	30,217	15.0	198	11.3	0.7
No services	21,905	10.9	508	29.0	2.3
All former EB/ELs[d]	43,263	100	88	100	0.2
All bilingual education programs	17,059	39.4	27	30.7	0.2
Transitional bilingual/early exit	10,874	25.1	17	19.3	0.2
Transitional bilingual/late exit	1,402	3.2	1	1.1	0.1
Dual immersion/two-way	2,446	5.7	4	4.5	0.2
Dual immersion/one-way	2,337	5.4	5	5.7	0.2
Bilingual alt. lang. program	1,219	2.8	2	2.3	0.2
All ESL programs	18,507	42.8	42	47.7	0.2
ESL/content-based	10,553	24.4	24	27.3	0.2
ESL/pull-out	7,954	18.4	18	20.5	0.2
ESL alt. lang. program	343	0.8	1	1.1	0.3
No services	6,135	14.2	16	18.2	0.3
Grades 9-12					
All current EB/ELs	303,165	100	10,153	100	3.3
All bilingual education programs	1,427	0.5	11	0.1	0.8
Transitional bilingual/early exit	11	<0.1	0	0.0	0.0
Transitional bilingual/late exit	3	<0.1	0	0.0	0.0

Note. Parts may not add to 100 percent because of rounding. Special language program instructional model information is reported by districts in the fall only, whereas general bilingual and English as a second language (ESL) participation information is reported in the fall and in the summer. Therefore, totals for bilingual/ESL students in this table will not sum to bilingual/ESL totals presented elsewhere in this report.

[a]Current emergent bilingual students/English learners (EB students/ELs) were identified as EB students/ELs in 2022-23. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Alternative language. [c]English as a second language. [d]Former EB students/ELs are those in the first through fourth years of academic monitoring, as well as those who have completed four years of monitoring, after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete.

continues

Table 21 (continued)
Annual Dropout Rate, Grades 7-8 and Grades 9-12, Current and Former Emergent Bilingual Students/English Learners, by Special Language Program Instructional Model, Texas Public Schools, 2022-23

Group	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
Dual immersion/two-way	1,343	0.4	11	0.1	0.8
Dual immersion/one-way	70	<0.1	0	0.0	0.0
Bilingual alt. lang.[b] program	1,753	0.6	19	0.2	1.1
All ESL[c] programs	220,762	72.8	5,767	56.8	2.6
ESL/content-based	7,512	2.5	207	2.0	2.8
ESL/pull-out	213,250	70.3	5,560	54.8	2.6
ESL alt. lang. program	42,460	14.0	1,190	11.7	2.8
No services	36,763	12.1	3,166	31.2	8.6
All former EB/ELs[d]	160,838	100	1,286	100	0.8
All bilingual education programs	61,402	38.2	506	39.3	0.8
Transitional bilingual/early exit	33,441	20.8	267	20.8	0.8
Transitional bilingual/late exit	8,600	5.3	89	6.9	1.0
Dual immersion/two-way	6,714	4.2	33	2.6	0.5
Dual immersion/one-way	12,643	7.9	117	9.1	0.9
Bilingual alt. lang. program	324	0.2	0	0.0	0.0
All ESL programs	75,814	47.1	534	41.5	0.7
ESL/content-based	34,241	21.3	209	16.3	0.6
ESL/pull-out	41,570	25.8	325	25.3	0.8
ESL alt. lang. program	1,526	0.9	18	1.4	1.2
No services	21,772	13.5	228	17.7	1.0

Note. Parts may not add to 100 percent because of rounding. Special language program instructional model information is reported by districts in the fall only, whereas general bilingual and English as a second language (ESL) participation information is reported in the fall and in the summer. Therefore, totals for bilingual/ESL students in this table will not sum to bilingual/ESL totals presented elsewhere in this report.

[a]Current emergent bilingual students/English learners (EB students/ELs) were identified as EB students/ELs in 2022-23. The group, all current EB students/ELs, includes students for whom information about services received may be incomplete. [b]Alternative language. [c]English as a second language. [d]Former EB students/ELs are those in the first through fourth years of academic monitoring, as well as those who have completed four years of monitoring, after exiting EB student/EL status. The group, all former EB students/ELs, includes students for whom information about services received may be incomplete.

be possible to use current and former EB student/EL performance data, along with other analyses, to evaluate the effectiveness of various instructional models in helping students attain long-term academic success in Texas public schools.

Longitudinal Graduation and Dropout Rates

Presentation and Interpretation of Results

Definitions and calculations. Calculating longitudinal rates requires tracking a cohort of students over time. A cohort is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. To calculate four-year longitudinal rates, students in a cohort are tracked into the fall following their anticipated graduation date, and for extended rates, the fall one or more years following their anticipated graduation date. A subset of a cohort, called a class, is used to calculate longitudinal student status rates. Any student who is determined to be a graduate, continuer, Texas Certificate of High School Equivalency (TxCHSE) recipient, or dropout is counted as a member of a class. See the section "Longitudinal Graduation and Dropout Rates" on page 27 for additional information.

Presentation of individual graduation committee graduates. Students who graduated by decisions of individual graduation committees (IGCs) were included as graduates in longitudinal rates. Four-year longitudinal rates excluding IGC graduates are also presented. See the section "Chronology" on page 14 for additional information.

Presentation of rates by race/ethnicity. Longitudinal rates are provided for seven racial/ethnic categories. See the section "Reporting of Student and Program Information" on page 45 for additional information.

Comparisons of rates by race/ethnicity. The American Indian and Pacific Islander student populations are small in number, compared to other racial/ethnic populations. Therefore, discussions of longitudinal results, including comparisons across racial/ethnic groups, do not include these populations. See the section "Longitudinal Graduation and Dropout Rates" on page 27 for additional information.

Presentation of rates by program participation and student characteristic. Longitudinal rates are presented by participation in special programs (bilingual/English as a second language, career and technical education [CTE], gifted and talented, Section 504, special education, Title I) and student characteristics (at-risk, dyslexia, emergent bilingual student/English learner [EB student/EL], in foster care, high-focus, highly mobile, homeless, immigrant, migrant, military-connected). See the section "Reporting of Student and Program Information" on page 45 for additional information.
A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Student characteristics and program participation statuses are assigned based on the year of a student's final status in the cohort, except in the cases of students identified: (a) as EB students/ELs at any time while attending Texas public schools, (b) as EB students/ELs at any time while attending Grades 9-12 in Texas public schools, (c) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (d) as homeless at any time while attending Grades 9-12 in Texas public schools. Additionally, beginning with the 2020-21 school year, CTE information is no longer available for continuing students. CTE program participation for these

students is assigned based on the student's prior record of attendance. Table B-1 in Appendix B provides the Public Education Information Management System (PEIMS) data sources within the Texas Student Data System used in calculating longitudinal rates by instructional program and student characteristic.

Comparison of rates across years. The national dropout definition, which was adopted in 2005-06, was fully incorporated in the four-year graduation and dropout rates for the class of 2009. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, nor are they comparable to rates for prior or later classes. Results for classes prior to 2019 are found in Appendix C.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates

State summary. Out of 403,301 students in the class of 2023, 90.3 percent graduated within four years (Table 22 on page 83). An additional 3.1 percent of students in the class of 2023 continued school the fall after expected graduation, and 0.3 percent received a TxCHSE. The four-year longitudinal dropout rate for the class of 2023 was 6.3 percent. Compared to the class of 2022, the class of 2023 had lower dropout and continuation rates, a higher graduation rate, and an unchanged TxCHSE recipient rate. Table 23 on page 85 presents four-year longitudinal rates with students who graduated by decisions of individual graduation committees (IGCs) excluded from the class. For more information about IGCs, see page 18.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2023, the four-year graduation rate was highest for Asian students (96.9%), followed by White (94.2%), multiracial (91.7%), Hispanic (88.6%), and African American (86.7%) students (Table 22 on page 83). The four-year graduation rate was higher for students not identified as economically disadvantaged (94.0%) than for students identified as economically disadvantaged (87.4%). The four-year graduation rate was higher for females (92.2%) than for males (88.5%). The four-year dropout rate was lowest for Asian students (1.3%), followed by White (3.4%), multiracial (5.1%), Hispanic (7.5%), and African American (9.1%) students. Students who were not economically disadvantaged dropped out at a lower rate (3.4%) than economically disadvantaged students (8.5%). Female students dropped out at a lower rate (5.0%) than male students (7.5%) overall and within each of the five largest racial/ethnic groups (Table 24 on page 86).

In the class of 2023, Hispanic and African American students made up larger percentages of nongraduates (62.4% and 17.5%, respectively) than of students in the class (53.0% and 12.8%, respectively) (Figure 3 on page 87). By comparison, Asian and White students made up smaller percentages of nongraduates (1.6% and 15.9%, respectively) than of students in the class (4.8% and 26.5%, respectively).

Table 22
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2019 Through 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American											
Class of 2019	48,913	42,183	86.2	2,188	4.5	216	0.4	4,326	8.8	44,587	91.2
Class of 2020	49,077	42,680	87.0	2,369	4.8	184	0.4	3,844	7.8	45,233	92.2
Class of 2021	49,534	42,752	86.3	2,361	4.8	125	0.3	4,296	8.7	45,238	91.3
Class of 2022	50,603	43,333	85.6	2,266	4.5	138	0.3	4,866	9.6	45,737	90.4
Class of 2023	51,688	44,832	86.7	2,017	3.9	148	0.3	4,691	9.1	46,997	90.9
American Indian											
Class of 2019	1,426	1,245	87.3	55	3.9	7	0.5	119	8.3	1,307	91.7
Class of 2020	1,353	1,168	86.3	67	5.0	7	0.5	111	8.2	1,242	91.8
Class of 2021	1,332	1,164	87.4	52	3.9	8	0.6	108	8.1	1,224	91.9
Class of 2022	1,263	1,116	88.4	44	3.5	4	0.3	99	7.8	1,164	92.2
Class of 2023	1,258	1,124	89.3	32	2.5	4	0.3	98	7.8	1,160	92.2
Asian											
Class of 2019	16,913	16,302	96.4	313	1.9	18	0.1	280	1.7	16,633	98.3
Class of 2020	17,338	16,760	96.7	330	1.9	12	0.1	236	1.4	17,102	98.6
Class of 2021	18,350	17,752	96.7	327	1.8	12	0.1	259	1.4	18,091	98.6
Class of 2022	19,086	18,479	96.8	315	1.7	18	0.1	274	1.4	18,812	98.6
Class of 2023	19,543	18,930	96.9	341	1.7	20	0.1	252	1.3	19,291	98.7
Hispanic											
Class of 2019	197,059	173,793	88.2	8,633	4.4	720	0.4	13,913	7.1	183,146	92.9
Class of 2020	199,074	176,368	88.6	9,166	4.6	615	0.3	12,925	6.5	186,149	93.5
Class of 2021	201,491	177,591	88.1	9,567	4.7	484	0.2	13,849	6.9	187,642	93.1
Class of 2022	207,959	182,939	88.0	8,668	4.2	501	0.2	15,851	7.6	192,108	92.4
Class of 2023	213,679	189,316	88.6	7,749	3.6	541	0.3	16,073	7.5	197,606	92.5
Pacific Islander											
Class of 2019	583	513	88.0	15	2.6	6	1.0	49	8.4	534	91.6
Class of 2020	610	544	89.2	32	5.2	3	0.5	31	5.1	579	94.9
Class of 2021	600	530	88.3	34	5.7	1	0.2	35	5.8	565	94.2
Class of 2022	606	539	88.9	23	3.8	2	0.3	42	6.9	564	93.1
Class of 2023	624	551	88.3	26	4.2	4	0.6	43	6.9	581	93.1
White											
Class of 2019	110,084	103,158	93.7	2,603	2.4	710	0.6	3,613	3.3	106,471	96.7
Class of 2020	109,381	102,794	94.0	2,601	2.4	589	0.5	3,397	3.1	105,984	96.9

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2019 are found in Appendix C.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

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Table 22 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2019 Through 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Class of 2021	108,806	102,074	93.8	2,566	2.4	519	0.5	3,647	3.4	105,159	96.6
Class of 2022	107,454	100,748	93.8	2,340	2.2	512	0.5	3,854	3.6	103,600	96.4
Class of 2023	106,720	100,495	94.2	2,145	2.0	503	0.5	3,577	3.4	103,143	96.6
Multiracial											
Class of 2019	7,473	6,827	91.4	232	3.1	52	0.7	362	4.8	7,111	95.2
Class of 2020	7,767	7,078	91.1	296	3.8	49	0.6	344	4.4	7,423	95.6
Class of 2021	8,404	7,633	90.8	303	3.6	44	0.5	424	5.0	7,980	95.0
Class of 2022	9,257	8,383	90.6	310	3.3	49	0.5	515	5.6	8,742	94.4
Class of 2023	9,789	8,979	91.7	276	2.8	39	0.4	495	5.1	9,294	94.9
Economically disadvantaged											
Class of 2019	205,362	178,978	87.2	9,159	4.5	987	0.5	16,238	7.9	189,124	92.1
Class of 2020	205,248	179,613	87.5	9,842	4.8	847	0.4	14,946	7.3	190,302	92.7
Class of 2021	205,940	178,455	86.7	10,295	5.0	691	0.3	16,499	8.0	189,441	92.0
Class of 2022	214,918	185,662	86.4	9,329	4.3	656	0.3	19,271	9.0	195,647	91.0
Class of 2023	225,866	197,442	87.4	8,477	3.8	676	0.3	19,271	8.5	206,595	91.5
Not economically disadvantaged											
Class of 2019	177,089	165,043	93.2	4,880	2.8	742	0.4	6,424	3.6	170,665	96.4
Class of 2020	179,352	167,779	93.5	5,019	2.8	612	0.3	5,942	3.3	173,410	96.7
Class of 2021	182,577	171,041	93.7	4,915	2.7	502	0.3	6,119	3.4	176,458	96.6
Class of 2022	181,310	169,875	93.7	4,637	2.6	568	0.3	6,230	3.4	175,080	96.6
Class of 2023	177,435	166,785	94.0	4,109	2.3	583	0.3	5,958	3.4	171,477	96.6
Female											
Class of 2019	188,020	173,254	92.1	5,518	2.9	584	0.3	8,664	4.6	179,356	95.4
Class of 2020	188,757	174,798	92.6	5,999	3.2	472	0.3	7,488	4.0	181,269	96.0
Class of 2021	191,650	176,949	92.3	5,974	3.1	377	0.2	8,350	4.4	183,300	95.6
Class of 2022	194,957	179,080	91.9	5,621	2.9	428	0.2	9,828	5.0	185,129	95.0
Class of 2023	197,639	182,149	92.2	5,128	2.6	463	0.2	9,899	5.0	187,740	95.0
Male											
Class of 2019	194,431	170,767	87.8	8,521	4.4	1,145	0.6	13,998	7.2	180,433	92.8
Class of 2020	195,843	172,594	88.1	8,862	4.5	987	0.5	13,400	6.8	182,443	93.2
Class of 2021	196,867	172,547	87.6	9,236	4.7	816	0.4	14,268	7.2	182,599	92.8
Class of 2022	201,271	176,457	87.7	8,345	4.1	796	0.4	15,673	7.8	185,598	92.2
Class of 2023	205,662	182,078	88.5	7,458	3.6	796	0.4	15,330	7.5	190,332	92.5

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2019 are found in Appendix C.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

continues

Table 22 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2019 Through 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
State											
Class of 2019	382,451	344,021	90.0	14,039	3.7	1,729	0.5	22,662	5.9	359,789	94.1
Class of 2020	384,600	347,392	90.3	14,861	3.9	1,459	0.4	20,888	5.4	363,712	94.6
Class of 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8	365,899	94.2
Class of 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4	370,727	93.6
Class of 2023	403,301	364,227	90.3	12,586	3.1	1,259	0.3	25,229	6.3	378,072	93.7

Note. Parts may not add to 100 percent because of rounding. Results for classes prior to 2019 are found in Appendix C.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

Table 23
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, Excluding Individual Graduation Committee Graduates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2023

Group	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American	49,103	42,247	86.0	2,017	4.1	148	0.3	4,691	9.6	44,412	90.4
American Indian	1,224	1,090	89.1	32	2.6	4	0.3	98	8.0	1,126	92.0
Asian	19,200	18,587	96.8	341	1.8	20	0.1	252	1.3	18,948	98.7
Hispanic	203,023	178,660	88.0	7,749	3.8	541	0.3	16,073	7.9	186,950	92.1
Pacific Islander	607	534	88.0	26	4.3	4	0.7	43	7.1	564	92.9
White	105,453	99,228	94.1	2,145	2.0	503	0.5	3,577	3.4	101,876	96.6
Multiracial	9,620	8,810	91.6	276	2.9	39	0.4	495	5.1	9,125	94.9
Econ. disad.[f]	213,664	185,240	86.7	8,477	4.0	676	0.3	19,271	9.0	194,393	91.0
Not econ. disad.	174,566	163,916	93.9	4,109	2.4	583	0.3	5,958	3.4	168,608	96.6
Female	191,081	175,591	91.9	5,128	2.7	463	0.2	9,899	5.2	181,182	94.8
Male	197,149	173,565	88.0	7,458	3.8	796	0.4	15,330	7.8	181,819	92.2
State	388,230	349,156	89.9	12,586	3.2	1,259	0.3	25,229	6.5	363,001	93.5

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

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency. [f]Economically disadvantaged.

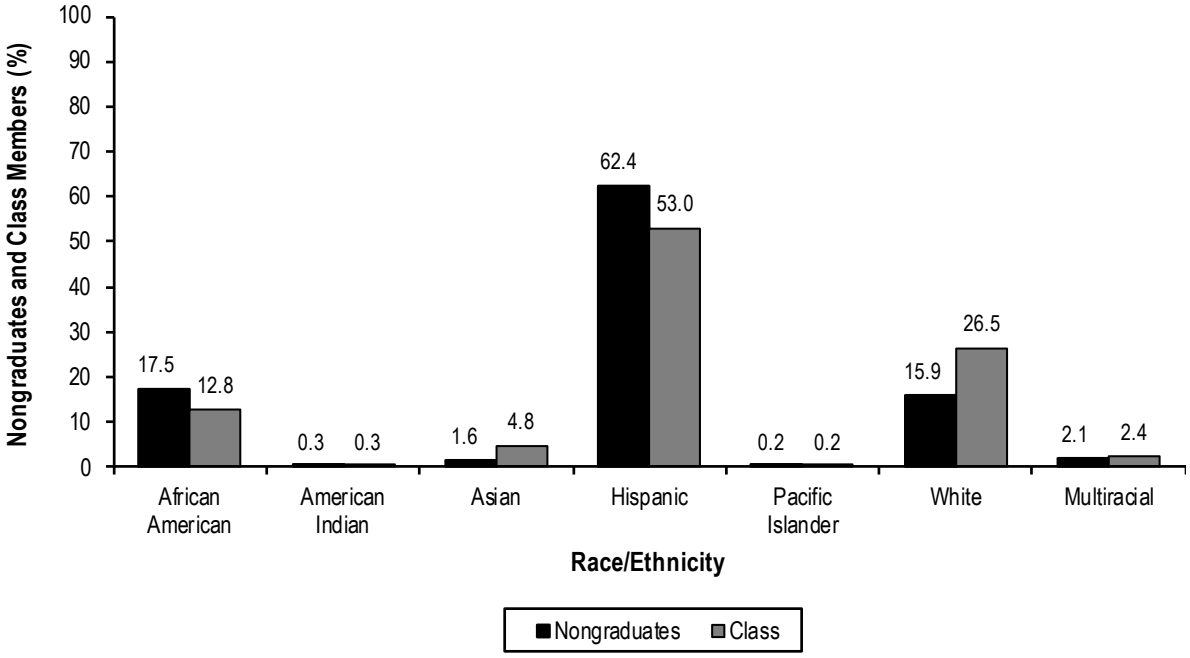
Table 24
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates of Racial/Ethnic Groups, by Gender, Texas Public Schools, Class of 2023

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
African American									
Female	25,458	22,765	89.4	793	3.1	53	0.2	1,847	7.3
Male	26,230	22,067	84.1	1,224	4.7	95	0.4	2,844	10.8
American Indian									
Female	647	595	92.0	15	2.3	0	0.0	37	5.7
Male	611	529	86.6	17	2.8	4	0.7	61	10.0
Asian									
Female	9,485	9,257	97.6	123	1.3	11	0.1	94	1.0
Male	10,058	9,673	96.2	218	2.2	9	0.1	158	1.6
Hispanic									
Female	105,088	95,453	90.8	3,236	3.1	200	0.2	6,199	5.9
Male	108,591	93,863	86.4	4,513	4.2	341	0.3	9,874	9.1
Pacific Islander									
Female	332	304	91.6	12	3.6	1	0.3	15	4.5
Male	292	247	84.6	14	4.8	3	1.0	28	9.6
White									
Female	51,748	49,257	95.2	831	1.6	182	0.4	1,478	2.9
Male	54,972	51,238	93.2	1,314	2.4	321	0.6	2,099	3.8
Multiracial									
Female	4,881	4,518	92.6	118	2.4	16	0.3	229	4.7
Male	4,908	4,461	90.9	158	3.2	23	0.5	266	5.4
State									
Female	197,639	182,149	92.2	5,128	2.6	463	0.2	9,899	5.0
Male	205,662	182,078	88.5	7,458	3.6	796	0.4	15,330	7.5

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

[a]Texas Certificate of High School Equivalency.

Figure 3
Comparison of Nongraduates and Class Membership, by Race/Ethnicity, Texas Public Schools, Class of 2023



Note. Nongraduates are members of a class who continued in high school in the fall after expected graduation, received Texas Certificates of High School Equivalency, or dropped out.

Rates by program participation and student characteristic. Students in the class of 2023 who participated in special education programs had a four-year graduation rate of 80.7 percent (Table 25 on page 88). Students identified as emergent bilingual students/English learners (EB students/ELs) in Grades 9-12 had a graduation rate of 82.4 percent (Table 26 on page 88). The graduation rate for students identified as at risk of dropping out of school was 86.0 percent. All three rates were lower than the state average (90.3%). The dropout rates for these three student groups (8.9%, 12.4%, and 8.8%, respectively) were higher than the state average (6.3%).

Rates by nontraditional school model. The four-year graduation rates for students enrolled in Texas College and Career Readiness School Models (CCRSM) were greater than the state average of 90.3 percent. Specifically, the four-year graduation rate for students enrolled in Early College High Schools (ECHS) was 98.0 percent and the four-year graduation rate for students enrolled in Pathways in Technology Early College High Schools (P-TECH) was 97.1 percent. The dropout rates for these two groups were lower than the state average of 6.3 percent (1.4% and 1.8%, respectively). Conversely, students in the class of 2023 who were enrolled in state-authorized charter schools had a graduation rate of 71.9 percent, 18.4 percentage points below the state average, and a dropout rate of 17.4 percent, 11.1 percentage points greater than the state average (see Table 27 on page 89).

Table 25
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2023

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
Bilingual or ESL[b]	55,194	45,728	82.8	2,272	4.1	50	0.1	7,144	12.9
CTE[c] concentrator	269,622	262,473	97.3	3,761	1.4	233	0.1	3,155	1.2
Gifted and talented	38,654	38,192	98.8	95	0.2	59	0.2	308	0.8
Section 504	41,619	38,473	92.4	819	2.0	209	0.5	2,118	5.1
Special education	38,291	30,900	80.7	3,926	10.3	73	0.2	3,392	8.9
Title I	185,809	163,725	88.1	5,751	3.1	555	0.3	15,778	8.5
State	403,301	364,227	90.3	12,586	3.1	1,259	0.3	25,229	6.3

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]English as a second language. [c]Career and technical education.

Table 26
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2023

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
At-risk	185,943	159,944	86.0	9,054	4.9	634	0.3	16,311	8.8
Dyslexia	18,987	17,742	93.4	341	1.8	30	0.2	874	4.6
EB/EL[b]									
In K-12[c]	128,305	113,396	88.4	4,698	3.7	204	0.2	10,007	7.8
In 9-12[d]	63,935	52,696	82.4	3,223	5.0	70	0.1	7,946	12.4
In last year[e]	58,397	48,262	82.6	2,479	4.2	59	0.1	7,597	13.0
Foster care									
In 9-12[d]	1,692	1,116	66.0	162	9.6	18	1.1	396	23.4
In last year[e]	699	455	65.1	40	5.7	7	1.0	197	28.2
High-focus[f]	249,727	216,446	86.7	10,801	4.3	730	0.3	21,750	8.7
Highly mobile[g]	10,936	8,432	77.1	573	5.2	47	0.4	1,884	17.2
Homeless in 9-12[d]	17,923	13,531	75.5	1,468	8.2	73	0.4	2,851	15.9
Immigrant	5,771	3,728	64.6	294	5.1	4	0.1	1,745	30.2
Migrant	1,354	1,189	87.8	47	3.5	4	0.3	114	8.4
Military-connected									
Federal definition	4,722	4,485	95.0	60	1.3	16	0.3	161	3.4
State definition	14,649	14,041	95.8	237	1.6	37	0.3	334	2.3
State	403,301	364,227	90.3	12,586	3.1	1,259	0.3	25,229	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]Students identified as emergent bilingual students/English learners. [c]Students identified as members of this student group at any time while attending Texas public schools (TPS). [d]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [e]Students identified as members of this student group in their last year in TPS. [f]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [g]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Table 27
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Nontraditional School Model, Texas Public Schools, Class of 2023

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
ECHS[b]	15,494	15,181	98.0	78	0.5	13	0.1	222	1.4
P-TECH[c]	3,588	3,485	97.1	35	1.0	2	0.1	66	1.8
State-authorized charter school	23,599	16,975	71.9	2,299	9.7	210	0.9	4,115	17.4
State	403,301	364,227	90.3	12,586	3.1	1,259	0.3	25,229	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]Early College High School. [c]Pathways in Technology Early College High School.

Graduates. In 2013, the 83rd Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). The FHSP was fully implemented in the 2017-18 school year. However, because students follow the high school graduation plan that was in place when they entered Grade 9, students can still graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Advanced High School Program (AHSP) (Title 19 of the Texas Administrative Code [TAC] §74.71, 2024, adopted to be effective May 30, 2012). For the class of 2023, the FHSP required 22 credits to graduate, including four credits in English language arts and three credits each in mathematics, science, and social studies (19 TAC §74.12, 2024, amended to be effective August 1, 2022). Additionally, the program allowed students to earn special recognition, known as an endorsement, in one or more of the following fields of study: science, technology, engineering, and mathematics (STEM); business and industry; public services; arts and humanities; and multidisciplinary studies (19 TAC §74.13, 2024, amended to be effective August 1, 2022; TEC §28.025, 2019). A graduate could earn an endorsement by successfully completing the following: the curriculum requirements for the FHSP; one additional credit each in mathematics and science; two additional elective credits; and the curriculum requirements for the selected endorsement. Moreover, a graduate who met all of these requirements could also earn a distinguished level of achievement (DLA) if one of the four credits earned in mathematics was for Algebra II (19 TAC §74.11, 2024, amended to be effective August 1, 2022; TEC §28.025, 2019). A student could opt to graduate under the FHSP without earning an endorsement if, after the student's sophomore year: (a) the student and the student's parent or guardian were advised by a school counselor of the benefits of graduating with an endorsement; and (b) the student's parent or guardian filed with a school counselor written permission, on a form adopted by TEA, for the student to graduate under the FHSP without earning an endorsement.

In 2019, the Texas Legislature passed House Bill 165, amending the requirements of the FHSP to expand students' eligibility to earn endorsements (TEC §28.025, 2019). Beginning with 2019-20 graduates, a student receiving special education services was eligible to earn an endorsement if the

student successfully completed curriculum requirements with or without modifications (19 TAC §89.1070(c), 2024, amended to be effective October 5, 2021; TEC §28.025, 2019). Furthermore, a student's ARD committee could determine whether the student was required to achieve satisfactory performance on an end-of-course (EOC) assessment to earn an endorsement. Special education students from the class of 2023 who graduated prior to 2019-20 were ineligible to pursue an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments. These students are excluded from the data presented in Table 28 on page 91.

In 2021, the 87th Texas Legislature established the Texas First Early High School Completion Program (TX First–DLA) to allow public high school students who demonstrate early readiness for college to graduate early from high school (TEC §28.0253, 2024, amended to be effective June 18, 2021). Beginning in 2023, a student who graduates early through this program is considered to have earned a diploma with a DLA.

Of the 364,227 graduates in the class of 2023, 99.9 percent graduated under the FHSP (Table 28 on page 91). Each of the rates for FHSP graduates was derived by dividing the number of graduates with the specified program options by the sum of all FHSP graduates. The rate for students graduating under the RHSP, AHSP, FHSP with an endorsement (with or without a DLA), or TX First–DLA was calculated by dividing the sum of students graduating under each of the programs as specified by all graduates with diploma information. Of the 363,853 FHSP graduates who were eligible to earn an endorsement, 41,483 (11.4%) graduated without an endorsement and 322,370 (88.6%) graduated with an endorsement. The rate for students graduating under TX First–DLA was less than 0.1 percent. Of all 364,227 graduates, 88.6 percent graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a DLA) or the TX First–DLA. Of the 303 students in the class of 2023 graduating under the MHSP, RHSP, or AHSP, 84 graduated under the MHSP, 31 under the RHSP, and 188 under the AHSP.

Of all FHSP graduates with detailed endorsement information, 322,370 (88.6%) earned one or more endorsements and 41,483 (11.4%) did not earn an endorsement (Table 29 on page 93). Of those who earned at least one endorsement, 60.4 percent graduated with two or more endorsements. Multidisciplinary studies was the most frequently earned endorsement, followed by the arts and humanities and the business and industry endorsements (Table 30 on page 93).

Table 28
Graduates Within Selected Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2023 Grade 9 Cohort

Group	FHSP,[a] no endorse.[b] (*N*)	FHSP, no endorse. (%)	FHSP with endorse (*N*)	FHSP with endorse (%)	TX First–DLA[c] (*N*)	TX First–DLA (%)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (*N*)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (%)
African American	7,167	16.0	37,633	84.0	4	<0.1	37,654	84.0
American Indian	143	12.7	979	87.3	0	0.0	979	87.1
Asian	700	3.7	18,223	96.3	1	<0.1	18,227	96.3
Hispanic	23,079	12.2	166,033	87.8	37	<0.1	166,193	87.8
Pacific Islander	84	15.2	467	84.8	0	0.0	467	84.8
White	9,292	9.3	91,084	90.7	27	<0.1	91,182	90.7
Multiracial	1,018	11.4	7,951	88.6	2	<0.1	7,958	88.6
Econ. disad.[d]	28,504	14.5	168,693	85.5	39	<0.1	168,864	85.5
Not econ. disad.	12,979	7.8	153,677	92.2	32	<0.1	153,796	92.2
Female	17,194	9.5	164,749	90.5	42	<0.1	164,912	90.5
Male	24,289	13.4	157,621	86.6	29	<0.1	157,748	86.6
Bilingual or ESL[e]	7,789	17.0	37,899	83.0	3	<0.1	37,927	82.9
CTE[f] concentrator	20,862	8.0	241,442	92.0	40	<0.1	241,583	92.0
Gifted and talented	794	2.1	37,372	97.9	10	<0.1	37,398	97.9
Section 504	4,732	12.3	33,708	87.7	9	<0.1	33,734	87.7
Special education	10,659	34.5	20,213	65.5	5	<0.1	20,231	65.5
Title I	18,063	11.0	145,465	89.0	13	<0.1	145,635	89.0
At-risk	31,116	19.5	128,662	80.5	29	<0.1	128,759	80.5
Dyslexia	2,732	15.4	14,995	84.6	5	<0.1	15,008	84.6
EB/EL[g]								
In K-12[h]	13,390	11.8	99,898	88.2	9	<0.1	99,987	88.2
In 9-12[i]	8,642	16.4	44,009	83.6	3	<0.1	44,039	83.6
In last year[j]	8,240	17.1	39,982	82.9	3	<0.1	40,010	82.9

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Students included in the FHSP with endorsement category may have graduated with or without a distinguished level of achievement (DLA). Students may still graduate under prior diploma programs: 84 students under the Minimum High School Program (MHSP), 31 students graduated under the Recommended High School Program (RHSP), and 188 students under the Advanced High School Program (AHSP).. RHSP and AHSP graduates are included in the combined Recommended, Advanced, FHSP with endorsement, or TX First–DLA student counts and rates.

[a]Foundation High School Program. [b]Endorsement. [c]Distinguished level of achievement. [d]Economically disadvantaged. [e]English as a second language. [f]Career and technical education. [g]Emergent bilingual student/English learner. [h]Students identified as members of this student group at any time while attending Texas public schools (TPS). [i]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Students identified as in foster care, homeless, or migrant in their last year in TPS.

continues

Table 28 (continued)
Graduates Within Selected Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2023 Grade 9 Cohort

Group	FHSP,[a] no endorse.[b] (*N*)	FHSP, no endorse. (%)	FHSP with endorse (*N*)	FHSP with endorse (%)	TX First–DLA[c] (*N*)	TX First–DLA (%)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (*N*)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (%)
Foster care								
In 9-12[i]	347	31.1	767	68.9	0	0.0	768	68.8
In last year[j]	155	34.1	299	65.9	0	0.0	299	65.7
High-focus[k]	33,330	15.4	182,860	84.6	41	<0.1	183,040	84.6
Highly mobile[l]	2,128	25.3	6,299	74.7	1	<0.1	6,302	74.7
Homeless in 9-12[i]	3,293	24.4	10,227	75.6	1	<0.1	10,236	75.6
Immigrant	803	21.6	2,919	78.4	0	0.0	2,925	78.5
Migrant	129	10.8	1,060	89.2	0	0.0	1,060	89.2
Military-connected								
Federal definition	401	8.9	4,081	91.1	1	<0.1	4,084	91.1
State definition	1,213	8.6	12,818	91.4	4	<0.1	12,826	91.3
State	41,483	11.4	322,370	88.6	71	<0.1	322,660	88.6

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Students included in the FHSP with endorsement category may have graduated with or without a distinguished level of achievement (DLA). Students may still graduate under prior diploma programs: 84 students under the Minimum High School Program (MHSP), 31 students graduated under the Recommended High School Program (RHSP), and 188 students under the Advanced High School Program (AHSP). RHSP and AHSP graduates are included in the combined Recommended, Advanced, FHSP with endorsement, or TX First–DLA student counts and rates.

[a]Foundation High School Program. [b]Endorsement. [c]Distinguished level of achievement. [d]Economically disadvantaged. [e]English as a second language. [f]Career and technical education. [g]Emergent bilingual student/English learner. [h]Students identified as members of this student group at any time while attending Texas public schools (TPS). [i]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Table 29
Foundation High School Plan Graduates by Number of Endorsements Earned, Texas Public Schools, Class of 2023

Number of endorsements earned	Graduates (*N*)	Graduates (%)
One endorsement	127,711	35.1
Two endorsements	115,178	31.7
Three endorsements	63,147	17.4
Four endorsements	14,715	4.0
Five endorsements	1,619	0.4
No endorsement earned	41,483	11.4
Ineligible for endorsement	0	0.0

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

Table 30
Foundation High School Plan Graduates by Endorsements Earned, Texas Public Schools, Class of 2023

Endorsement earned[a]	Number
Arts and humanities	115,298
Business and industry	92,375
Multidisciplinary studies	258,127
Public services	62,132
Science, technology, engineering, and mathematics	86,531
No endorsement earned	41,483
Ineligible for endorsement	0

[a]Students may earn more than one endorsement and may be counted in more than one category.

Dropouts. Table 31 on page 94 provides aggregate counts of the 25,229 dropouts from the class of 2023 based on the grade and year in which they left Texas public schools. Among dropouts from the class of 2023, 11.4 percent left in the first year of high school. Of those first-year dropouts, 97.7 percent were in Grade 9, the grade expected for the class. Among students who dropped out in the second year of high school, 32.2 percent had not reached Grade 10. In the third and fourth years of high school, a majority of students who dropped out were one or more grades behind the expected grade for the class. Specifically, 56.4 percent who dropped out in the third year had not reached Grade 11 and 60.1 percent who dropped out in the fourth year had not reached Grade 12.

Table 31
Dropouts, by Grade and School Year, Texas Public Schools, Class of 2023 Grade 9 Cohort

Grade	2019-20 (*N*)	2019-20 (%)	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)	2022-23 (*N*)	2022-23 (%)	Total (*N*)	Total (%)
Grade 9	2,822	97.7	1,845	32.2	1,510	17.7	507	6.3	6,684	26.5
Grade 10	45	1.6	3,774	65.8	3,299	38.7	1,785	22.1	8,903	35.3
Grade 11	15	0.5	95	1.7	3,550	41.7	2,562	31.7	6,222	24.7
Grade 12	5	0.2	22	0.4	164	1.9	3,227	39.9	3,418	13.5
Total	2,887	11.4	5,738	22.7	8,523	33.8	8,081	32.0	25,229	100

Note. Parts may not add to 100 percent because of rounding or missing high school grade information. Numbers by school year may not sum to the total because of missing high school grade information.

Other Leavers. Of the 403,301 students who began Grade 9 in Texas public schools in 2019-20 or who transferred into the cohort later, 46,801 left for reasons other than graduating, receiving a TxCHSE, or dropping out (Table 32 on page 95 and Figure 4 on page 96). Of these other leavers, the largest percentage (34.1%) left in the third year of the cohort (2021-22) and the smallest percentage (16.5%) left in the fourth year (2022-23). Nearly all of the other leavers (97.0%) left for one of four reasons: (a) 39.3 percent withdrew to begin home schooling; (b) 33.5 percent withdrew to enroll in schools outside of Texas; (c) 15.9 percent withdrew to return to their home country or to emigrate to another country; and (d) 8.2 percent withdrew to enroll in Texas private schools. Among students who withdrew from Texas public schools to begin home schooling, the largest percentage (38.2%) withdrew in the third year of the cohort (2021-22). The largest percentage of students who withdrew to enroll in school outside Texas (33.0%) left in the second year of the cohort (2020-21). The largest percentage of students who withdrew to return to their home country or to emigrate to another country (37.9%) left in the third year of the cohort (2021-22). The largest percentage of students who withdrew to enroll in Texas private schools (36.5%) left in the third year of the cohort (2021-22).

Overall, 19.7 percent of other leavers were not on grade at the time of withdrawal. By leaver reason, the percentage of students not on grade was largest for students who withdrew to begin home schooling (32.7%) and smallest for students who withdrew to enroll in public or private school outside of Texas (7.1%).

As noted previously, to calculate four-year longitudinal rates, students were tracked from the time they entered Grade 9 for the first time in 2019-20 or transferred into the cohort until the fall after their anticipated graduation date. Figure 4 on page 96 provides a synopsis of student progress through school for the 2023 cohort. In addition to showing final statuses of students by year, Figure 4 shows the number of students who left Texas public schools each year, how many continued from one year to the next, and how many left Texas public schools and returned in a later year.

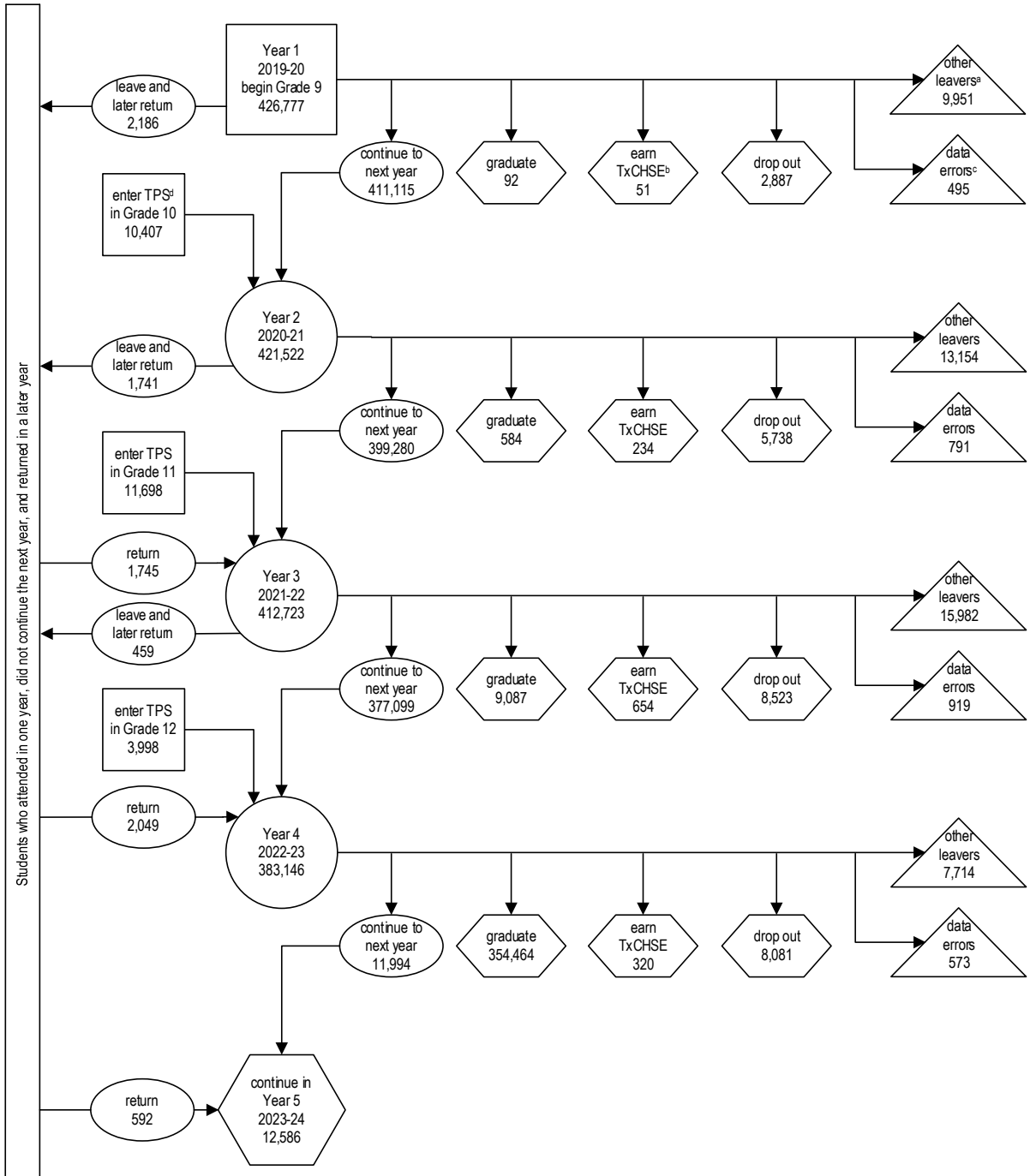
Table 32
Other Leavers, by Leaver Reason, On-Grade Status, and School Year, Texas Public Schools, Class of 2023 Grade 9 Cohort

On-grade status[a]	2019-20 (*N*)	2019-20 (%)	2020-21 (*N*)	2020-21 (%)	2021-22 (*N*)	2021-22 (%)	2022-23 (*N*)	2022-23 (%)	Total (*N*)	Total (%)
Enrolled in public or private school outside Texas										
On grade	4,772	100	4,893	94.6	3,758	87.8	1,139	78.7	14,562	92.9
Not on grade	0[b]	0.0	279	5.4	524	12.2	309	21.3	1,112	7.1
Total	4,772	30.4	5,172	33.0	4,282	27.3	1,448	9.2	15,674	100
Is home schooled										
On grade	2,304	100	3,625	78.0	4,261	60.6	2,198	49.7	12,388	67.3
Not on grade	0	0.0	1,020	22.0	2,767	39.4	2,228	50.3	6,015	32.7
Total	2,304	12.5	4,645	25.2	7,028	38.2	4,426	24.1	18,403	100
Returned to home country or emigrated to another country										
On grade	2,053	100	1,421	85.1	2,307	81.7	523	58.3	6,304	84.7
Not on grade	0	0.0	249	14.9	518	18.3	374	41.7	1,141	15.3
Total	2,053	27.6	1,670	22.4	2,825	37.9	897	12.0	7,445	100
Enrolled in Texas private school										
On grade	630	100	1,101	92.8	1,047	74.4	394	62.6	3,172	82.3
Not on grade	0	0.0	86	7.2	360	25.6	235	37.4	681	17.7
Total	630	16.4	1,187	30.8	1,407	36.5	629	16.3	3,853	100
Left for other reasons[c]										
On grade	192	100	437	91.0	314	71.4	212	67.5	1,155	81.0
Not on grade	0	0.0	43	9.0	126	28.6	102	32.5	271	19.0
Total	192	13.5	480	33.7	440	30.9	314	22.0	1,426	100
Total other leavers										
On grade	9,951	100	11,477	87.3	11,687	73.1	4,466	57.9	37,581	80.3
Not on grade	0	0.0	1,677	12.7	4,295	26.9	3,248	42.1	9,220	19.7
Total	9,951	21.3	13,154	28.1	15,982	34.1	7,714	16.5	46,801	100
Total students in cohort enrolled in the school year indicated[d]										
On grade	426,777	100	405,742	96.3	382,232	92.6	367,757	96.0	n/a[e]	n/a
Not on grade	0	0.0	15,780	3.7	30,472	7.4	15,127	4.0	n/a	n/a

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

[a]Students were on grade if they were in the grade level expected for the cohort or a higher grade level in the school year indicated. [b]Students were added to the 2023 cohort in 2019-20 if they attended Grade 9 in Texas public schools for the first time that year, regardless of other grades attended that year or in previous years. Therefore, all students added in 2019-20 were considered to be on grade. [c]Because of small numbers, students who left for other reasons are grouped together. For a list of the other reasons, see Table 4 on page 41. [d]Numbers for school years may not match counts presented elsewhere in the report because of missing high school grade information. [e]Not applicable. Because a student's on-grade status can change from year to year, totals for students who remained in school could not be determined. Totals for other leavers were calculated based on the years the students left school.

Figure 4
Synopsis of Student Progress Through High School, Texas Public Schools, Class of 2023 Grade 9 Cohort



Note. ⬭ indicates students who returned to Texas public school. ☐ indicates students added to the cohort. ⬡ indicates final student statuses. △ indicates students without final statuses. ○ indicates students who attended that school year.

[a]Students who left the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and who did not return. [b]Texas Certificate of High School Equivalency. [c]Data errors can result from missing student records (i.e., underreported students) or misreported student identification information. [d]Texas public schools.

Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates

State summary. Many students took longer than four years to graduate. Students who began Grade 9 in Texas public schools for the first time in 2018-19 or who later joined the cohort were tracked into the fall one year following their anticipated graduation date of spring 2022. The total number of students with final statuses changed between fall 2022 and fall 2023 because: (a) some students who continued high school in fall 2022 left Texas public schools by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left Texas public schools by fall 2022 without graduating returned to Texas public schools and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

By the fall of 2022, 89.7 percent of the class of 2022 had graduated, 3.5 percent were still in high school, 0.3 percent had received a TxCHSE, and 6.4 percent had dropped out (Table 33 on page 98). By the fall of 2023, 91.8 percent of the class of 2022 had graduated, 1.0 percent were still in high school, 0.4 percent had received a TxCHSE, and 6.8 percent had dropped out (Table 33 on page 98 and Table 36 on page 102). The five-year graduation rate for the class of 2022 was 2.1 percentage points higher than the four-year graduation rate.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2022, the percentage-point increases in graduation rate from fall 2022 to fall 2023 were highest for African American students (2.5 points), followed by Hispanic (2.4 points), multiracial (2.0 points), White (1.3 points), and Asian (0.8 points) students (Table 33 on page 98). The graduation rate for students identified as economically disadvantaged increased by 2.6 percentage points, and the rate for students not identified as economically disadvantaged increased by 1.3 percentage points. Graduation rates increased by 2.3 percentage points for males and by 1.7 percentage points for females.

Rates by program participation and student characteristic. The five-year graduation rate for students participating in special education programs was 4.3 percentage points higher than the four-year rate, increasing from 79.1 percent to 83.4 percent (Table 34 on page 99). Students identified as EB students/ELs in Grades 9-12 had a five-year graduation rate of 84.2 percent, 4.1 percentage points higher than their four-year rate (Table 35 on page 100). The five-year graduation rates for both groups continued to be lower than the state average (91.8%).

Graduates. In 2013, the 83rd Texas Legislature established the Foundation High School Program (FHSP) as the new high school graduation program for all students who entered Grade 9 in the 2014-15 school year or later (Texas Education Code [TEC] §28.025, 2013). The FHSP was fully implemented in the 2017-18 school year. However, because students follow the high school graduation plan that was in place when they entered Grade 9, students can still graduate under the Minimum High School Program (MHSP), Recommended High School Program (RHSP), or Advanced High School Program (AHSP) (Title 19 of the Texas Administrative Code [TAC] §74.71, 2024, adopted to be effective May 30, 2012).

Table 33
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2022

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American											
As of fall 2022	50,603	43,333	85.6	2,266	4.5	138	0.3	4,866	9.6	45,737	90.4
As of fall 2023	50,492	44,471	88.1	640	1.3	205	0.4	5,176	10.3	45,316	89.7
American Indian											
As of fall 2022	1,263	1,116	88.4	44	3.5	4	0.3	99	7.8	1,164	92.2
As of fall 2023	1,263	1,142	90.4	10	0.8	6	0.5	105	8.3	1,158	91.7
Asian											
As of fall 2022	19,086	18,479	96.8	315	1.7	18	0.1	274	1.4	18,812	98.6
As of fall 2023	19,076	18,627	97.6	142	0.7	25	0.1	282	1.5	18,794	98.5
Hispanic											
As of fall 2022	207,959	182,939	88.0	8,668	4.2	501	0.2	15,851	7.6	192,108	92.4
As of fall 2023	207,448	187,550	90.4	2,387	1.2	712	0.3	16,799	8.1	190,649	91.9
Pacific Islander											
As of fall 2022	606	539	88.9	23	3.8	2	0.3	42	6.9	564	93.1
As of fall 2023	604	553	91.6	4	0.7	4	0.7	43	7.1	561	92.9
White											
As of fall 2022	107,454	100,748	93.8	2,340	2.2	512	0.5	3,854	3.6	103,600	96.4
As of fall 2023	107,316	102,011	95.1	750	0.7	686	0.6	3,869	3.6	103,447	96.4
Multiracial											
As of fall 2022	9,257	8,383	90.6	310	3.3	49	0.5	515	5.6	8,742	94.4
As of fall 2023	9,242	8,562	92.6	84	0.9	67	0.7	529	5.7	8,713	94.3
Economically disadvantaged											
As of fall 2022	214,918	185,662	86.4	9,329	4.3	656	0.3	19,271	9.0	195,647	91.0
As of fall 2023	214,369	190,835	89.0	2,412	1.1	957	0.4	20,165	9.4	194,204	90.6
Not economically disadvantaged											
As of fall 2022	181,310	169,875	93.7	4,637	2.6	568	0.3	6,230	3.4	175,080	96.6
As of fall 2023	181,072	172,081	95.0	1,605	0.9	748	0.4	6,638	3.7	174,434	96.3
Female											
As of fall 2022	194,957	179,080	91.9	5,621	2.9	428	0.2	9,828	5.0	185,129	95.0
As of fall 2023	194,639	182,173	93.6	1,592	0.8	609	0.3	10,265	5.3	184,374	94.7
Male											
As of fall 2022	201,271	176,457	87.7	8,345	4.1	796	0.4	15,673	7.8	185,598	92.2
As of fall 2023	200,802	180,743	90.0	2,425	1.2	1,096	0.5	16,538	8.2	184,264	91.8
State											
As of fall 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4	370,727	93.6
As of fall 2023	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8	368,638	93.2

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

[a]The total number of students with final statuses changed between fall 2022 and fall 2023 because: (a) some students who continued high school in fall 2022 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2022 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency.

Table 34
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2022

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Bilingual or ESL[g]											
As of fall 2022	45,578	36,502	80.1	2,499	5.5	40	0.1	6,537	14.3	39,041	85.7
As of fall 2023	45,636	38,203	83.7	434	1.0	63	0.1	6,936	15.2	38,700	84.8
CTE[h] concentrator											
As of fall 2022	262,498	253,630	96.6	4,609	1.8	259	0.1	4,000	1.5	258,498	98.5
As of fall 2023	262,968	256,786	97.6	1,511	0.6	363	0.1	4,308	1.6	258,660	98.4
Gifted and talented											
As of fall 2022	37,254	36,788	98.7	101	0.3	50	0.1	315	0.8	36,939	99.2
As of fall 2023	37,262	36,878	99.0	9	<0.1	67	0.2	308	0.8	36,954	99.2
Special education											
As of fall 2022	36,554	28,914	79.1	4,131	11.3	68	0.2	3,441	9.4	33,113	90.6
As of fall 2023	36,642	30,573	83.4	2,352	6.4	106	0.3	3,611	9.9	33,031	90.1
Title I											
As of fall 2022	180,747	158,177	87.5	6,043	3.3	542	0.3	15,985	8.8	164,762	91.2
As of fall 2023	181,310	162,038	89.4	1,732	1.0	801	0.4	16,739	9.2	164,571	90.8
State											
As of fall 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4	370,727	93.6
As of fall 2023	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8	368,638	93.2

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2022 and fall 2023 because: (a) some students who continued high school in fall 2022 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2022 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]English as a second language. [h]Career and technical education.

Table 35
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2022

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
At-risk											
As of fall 2022	177,432	150,713	84.9	9,999	5.6	604	0.3	16,116	9.1	161,316	90.9
As of fall 2023	176,548	156,095	88.4	2,720	1.5	860	0.5	16,873	9.6	159,675	90.4
Dyslexia											
As of fall 2022	15,764	14,660	93.0	368	2.3	25	0.2	711	4.5	15,053	95.5
As of fall 2023	15,790	14,942	94.6	57	0.4	36	0.2	755	4.8	15,035	95.2
EB/EL[g] in K-12[h]											
As of fall 2022	125,015	109,802	87.8	5,305	4.2	203	0.2	9,705	7.8	115,310	92.2
As of fall 2023	124,691	112,760	90.4	1,308	1.0	295	0.2	10,328	8.3	114,363	91.7
EB/EL in 9-12[i]											
As of fall 2022	55,131	44,173	80.1	3,557	6.5	57	0.1	7,344	13.3	47,787	86.7
As of fall 2023	54,893	46,209	84.2	746	1.4	93	0.2	7,845	14.3	47,048	85.7
EB/EL in last year[j]											
As of fall 2022	48,224	38,540	79.9	2,693	5.6	44	0.1	6,947	14.4	41,277	85.6
As of fall 2023	48,326	40,371	83.5	498	1.0	72	0.1	7,385	15.3	40,941	84.7
Foster care in 9-12[i]											
As of fall 2022	1,735	1,070	61.7	180	10.4	16	0.9	469	27.0	1,266	73.0
As of fall 2023	1,735	1,163	67.0	55	3.2	22	1.3	495	28.5	1,240	71.5
Foster care in last year[j]											
As of fall 2022	745	468	62.8	41	5.5	9	1.2	227	30.5	518	69.5
As of fall 2023	744	495	66.5	11	1.5	9	1.2	229	30.8	515	69.2
High-focus[k]											
As of fall 2022	238,686	204,431	85.6	11,847	5.0	710	0.3	21,698	9.1	216,988	90.9
As of fall 2023	238,142	210,575	88.4	3,697	1.6	1,028	0.4	22,842	9.6	215,300	90.4
Highly mobile[l]											
As of fall 2022	10,519	7,864	74.8	802	7.6	36	0.3	1,817	17.3	8,702	82.7
As of fall 2023	10,556	8,387	79.5	114	1.1	54	0.5	2,001	19.0	8,555	81.0
Homeless in 9-12[i]											
As of fall 2022	17,568	13,139	74.8	1,610	9.2	54	0.3	2,765	15.7	14,803	84.3
As of fall 2023	17,614	14,055	79.8	354	2.0	89	0.5	3,116	17.7	14,498	82.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2022 and fall 2023 because: (a) some students who continued high school in fall 2022 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2022 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]Emergent bilingual students/English learners. [h]Students identified as members of this student group at any time while attending TPS. [i]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Students identified as in foster care, homeless, or migrant in their last year in TPS.

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Table 35 (continued)
Grade 9 Four-Year and Five-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2022

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Immigrant											
As of fall 2022	5,103	3,560	69.8	249	4.9	2	<0.1	1,292	25.3	3,811	74.7
As of fall 2023	5,069	3,737	73.7	25	0.5	2	<0.1	1,305	25.7	3,764	74.3
Migrant											
As of fall 2022	1,429	1,240	86.8	48	3.4	3	0.2	138	9.7	1,291	90.3
As of fall 2023	1,427	1,277	89.5	10	0.7	6	0.4	134	9.4	1,293	90.6
Military-connected–federal definition											
As of fall 2022	4,943	4,690	94.9	86	1.7	15	0.3	152	3.1	4,791	96.9
As of fall 2023	4,943	4,744	96.0	22	0.4	21	0.4	156	3.2	4,787	96.8
Military-connected–state definition											
As of fall 2022	12,545	12,011	95.7	220	1.8	28	0.2	286	2.3	12,259	97.7
As of fall 2023	12,580	12,161	96.7	83	0.7	39	0.3	297	2.4	12,283	97.6
State											
As of fall 2022	396,228	355,537	89.7	13,966	3.5	1,224	0.3	25,501	6.4	370,727	93.6
As of fall 2023	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8	368,638	93.2

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2022 and fall 2023 because: (a) some students who continued high school in fall 2022 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2022 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]Emergent bilingual students/English learners. [h]Students identified as members of this student group at any time while attending TPS. [i]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Table 36
Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019, as of Fall 2020, Class of 2020, as of Fall 2021, Class of 2021, as of Fall 2022, and Class of 2022, as of Fall 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American											
Class of 2019	48,859	43,325	88.7	747	1.5	269	0.6	4,518	9.2	44,341	90.8
Class of 2020	48,936	43,557	89.0	685	1.4	226	0.5	4,468	9.1	44,468	90.9
Class of 2021	49,430	43,902	88.8	599	1.2	176	0.4	4,753	9.6	44,677	90.4
Class of 2022	50,492	44,471	88.1	640	1.3	205	0.4	5,176	10.3	45,316	89.7
American Indian											
Class of 2019	1,420	1,273	89.6	15	1.1	9	0.6	123	8.7	1,297	91.3
Class of 2020	1,350	1,208	89.5	12	0.9	7	0.5	123	9.1	1,227	90.9
Class of 2021	1,330	1,200	90.2	6	0.5	12	0.9	112	8.4	1,218	91.6
Class of 2022	1,263	1,142	90.4	10	0.8	6	0.5	105	8.3	1,158	91.7
Asian											
Class of 2019	16,903	16,493	97.6	120	0.7	21	0.1	269	1.6	16,634	98.4
Class of 2020	17,324	16,919	97.7	130	0.8	19	0.1	256	1.5	17,068	98.5
Class of 2021	18,337	17,932	97.8	124	0.7	18	0.1	263	1.4	18,074	98.6
Class of 2022	19,076	18,627	97.6	142	0.7	25	0.1	282	1.5	18,794	98.5
Hispanic											
Class of 2019	196,834	178,513	90.7	3,147	1.6	874	0.4	14,300	7.3	182,534	92.7
Class of 2020	198,386	180,261	90.9	2,633	1.3	789	0.4	14,703	7.4	183,683	92.6
Class of 2021	200,909	182,768	91.0	2,401	1.2	630	0.3	15,110	7.5	185,799	92.5
Class of 2022	207,448	187,550	90.4	2,387	1.2	712	0.3	16,799	8.1	190,649	91.9
Pacific Islander											
Class of 2019	580	520	89.7	6	1.0	6	1.0	48	8.3	532	91.7
Class of 2020	609	559	91.8	12	2.0	3	0.5	35	5.7	574	94.3
Class of 2021	597	551	92.3	7	1.2	3	0.5	36	6.0	561	94.0
Class of 2022	604	553	91.6	4	0.7	4	0.7	43	7.1	561	92.9
White											
Class of 2019	110,000	104,539	95.0	996	0.9	858	0.8	3,607	3.3	106,393	96.7
Class of 2020	109,146	103,959	95.2	843	0.8	708	0.6	3,636	3.3	105,510	96.7
Class of 2021	108,627	103,441	95.2	794	0.7	677	0.6	3,715	3.4	104,912	96.6
Class of 2022	107,316	102,011	95.1	750	0.7	686	0.6	3,869	3.6	103,447	96.4
Multiracial											
Class of 2019	7,476	6,957	93.1	90	1.2	63	0.8	366	4.9	7,110	95.1
Class of 2020	7,763	7,206	92.8	94	1.2	65	0.8	398	5.1	7,365	94.9
Class of 2021	8,409	7,796	92.7	88	1.0	61	0.7	464	5.5	7,945	94.5
Class of 2022	9,242	8,562	92.6	84	0.9	67	0.7	529	5.7	8,713	94.3

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

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

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Table 36 (continued)
Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2019, as of Fall 2020, Class of 2020, as of Fall 2021, Class of 2021, as of Fall 2022, and Class of 2022, as of Fall 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Economically disadvantaged											
Class of 2019	204,932	184,006	89.8	3,167	1.5	1,198	0.6	16,561	8.1	188,371	91.9
Class of 2020	204,565	183,892	89.9	2,681	1.3	1,061	0.5	16,931	8.3	187,634	91.7
Class of 2021	205,426	184,019	89.6	2,441	1.2	907	0.4	18,059	8.8	187,367	91.2
Class of 2022	214,369	190,835	89.0	2,412	1.1	957	0.4	20,165	9.4	194,204	90.6
Not economically disadvantaged											
Class of 2019	177,140	167,614	94.6	1,954	1.1	902	0.5	6,670	3.8	170,470	96.2
Class of 2020	178,949	169,777	94.9	1,728	1.0	756	0.4	6,688	3.7	172,261	96.3
Class of 2021	182,213	173,571	95.3	1,578	0.9	670	0.4	6,394	3.5	175,819	96.5
Class of 2022	181,072	172,081	95.0	1,605	0.9	748	0.4	6,638	3.7	174,434	96.3
Female											
Class of 2019	187,991	176,389	93.8	2,252	1.2	728	0.4	8,622	4.6	179,369	95.4
Class of 2020	188,317	177,293	94.1	1,782	0.9	622	0.3	8,620	4.6	179,697	95.4
Class of 2021	191,289	180,140	94.2	1,562	0.8	527	0.3	9,060	4.7	182,229	95.3
Class of 2022	194,639	182,173	93.6	1,592	0.8	609	0.3	10,265	5.3	184,374	94.7
Male											
Class of 2019	194,081	175,231	90.3	2,869	1.5	1,372	0.7	14,609	7.5	179,472	92.5
Class of 2020	195,197	176,376	90.4	2,627	1.3	1,195	0.6	14,999	7.7	180,198	92.3
Class of 2021	196,350	177,450	90.4	2,457	1.3	1,050	0.5	15,393	7.8	180,957	92.2
Class of 2022	200,802	180,743	90.0	2,425	1.2	1,096	0.5	16,538	8.2	184,264	91.8
State											
Class of 2019	382,072	351,620	92.0	5,121	1.3	2,100	0.5	23,231	6.1	358,841	93.9
Class of 2020	383,514	353,669	92.2	4,409	1.1	1,817	0.5	23,619	6.2	359,895	93.8
Class of 2021	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3	363,186	93.7
Class of 2022	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8	368,638	93.2

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

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

Table 37
Grade 9 Five-Year Extended Longitudinal Graduation and Dropout Rates, by Nontraditional School Model, Texas Public Schools, Class of 2022

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
ECHS[b]	14,015	13,787	98.4	20	0.1	18	0.1	190	1.4
P-TECH[c]	2,341	2,286	97.7	5	0.2	2	0.1	48	2.1
State-authorized charter school	22,927	16,957	74.0	672	2.9	305	1.3	4,993	21.8
State	395,441	362,916	91.8	4,017	1.0	1,705	0.4	26,803	6.8

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]Early College High School. [c]Pathways in Technology Early College High School.

Students who graduated under the FHSP were able to earn an endorsement and earn a distinguished level of achievement (DLA) (19 TAC §74.13, 2024, amended to be effective August 1, 2022; 19 TAC §74.11, 2024, amended to be effective August 1, 2022; TEC §28.025, 2019). Beginning with 2019-20 graduates, students receiving special education services were eligible to earn an endorsement if they successfully completed curriculum requirements with or without modifications. Special education students from the class of 2022 who graduated prior to 2019-20 were ineligible to pursue an endorsement if they received a modified curriculum in any course required for an endorsement or failed to perform satisfactorily on the required state assessments (19 TAC §89.1070(c), 2024, amended to be effective October 5, 2021). These students are excluded from the numbers and rates presented in Table 38 on page 105.

Of the 362,915 graduates in the class of 2022 with diploma program information, more than 99.9 percent graduated under the FHSP by the fall of 2023 (Table 38 on page 105). Each of the three rates for FHSP graduates was derived by dividing the number of graduates with the specified program options by the sum of all FHSP graduates. The rate for students graduating under the RHSP, AHSP, FHSP with an endorsement (with or without a DLA), or the TX First–DLA was calculated by dividing the sum of students graduating under each of the programs as specified by all graduates with diploma information. By the fall of 2023, of the 362,734 FHSP graduates who were eligible to earn an endorsement, 13.0 percent graduated without an endorsement, 3.8 percent graduated with an endorsement but did not earn a DLA, and 83.2 percent graduated with an endorsement and earned a DLA. Of all 362,915 graduates with diploma program information, 87.0 percent graduated under the RHSP or AHSP or the FHSP with an endorsement (with or without a DLA) or the TX First–DLA by the fall of 2023, a decrease of 1.0 percentage point from the fall of 2022 (Table 38 on page 105; TEA, 2023a, Table 28). Of the 180 students in the class of 2022 graduating under the MHSP, RHSP, or AHSP by the fall of 2023, 74 graduated under the MHSP, 21 under the RHSP, and 85 under the AHSP (Table 38 on page 105).

Table 38
Graduates Within Selected Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2022 Grade 9 Five-Year Extended Longitudinal Cohort, as of Fall 2023

Group	FHSP,[a] no endorse.[b] (*N*)	FHSP, no endorse. (%)	FHSP with endorse., no DLA[c] (*N*)	FHSP with endorse., no DLA (%)	FHSP with endorse. and DLA (*N*)	FHSP with endorse. and DLA (%)	Recommended, Advanced, FHSP with endorse.,[d] or TX First–DLA (*N*)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (%)
African American	8,184	18.4	2,116	4.8	34,135	76.8	36,266	81.6
American Indian	167	14.6	51	4.5	924	80.9	975	85.4
Asian	819	4.4	297	1.6	17,508	94.0	17,808	95.6
Hispanic	26,155	14.0	7,268	3.9	154,053	82.2	161,365	86.0
Pacific Islander	103	18.6	26	4.7	424	76.7	450	81.4
White	10,650	10.4	3,651	3.6	87,647	86.0	91,339	89.5
Multiracial	1,173	13.7	293	3.4	7,090	82.9	7,387	86.3
Econ. disad.[e]	31,395	16.5	8,703	4.6	150,617	79.0	159,383	83.5
Not econ. disad.	15,856	9.2	4,999	2.9	151,164	87.9	156,207	90.8
Female	19,597	10.8	5,963	3.3	156,519	86.0	162,530	89.2
Male	27,654	15.3	7,739	4.3	145,262	80.4	153,060	84.7
Bilingual or ESL[f]	7,615	19.9	2,181	5.7	28,380	74.3	30,576	80.0
CTE[g] concentrator	23,800	9.3	9,464	3.7	223,443	87.0	232,961	90.7
Gifted and talented	807	2.2	360	1.0	35,700	96.8	36,070	97.8
Special education	12,555	41.1	3,574	11.7	14,415	47.2	18,002	58.9
Title I	20,312	12.5	6,890	4.3	134,728	83.2	141,700	87.4
At-risk	34,795	22.3	9,095	5.8	112,097	71.9	121,239	77.7
Dyslexia	2,592	17.4	863	5.8	11,481	76.9	12,348	82.6
EB/EL[h]								
In K-12[i]	15,016	13.3	4,351	3.9	93,351	82.8	97,728	86.7
In 9-12[j]	8,820	19.1	2,557	5.5	34,801	75.4	37,377	80.9
In last year[k]	8,167	20.2	2,334	5.8	29,842	74.0	32,192	79.7
Foster care								
In 9-12[j]	422	36.3	71	6.1	670	57.6	741	63.7
In last year[k]	180	36.4	22	4.4	293	59.2	315	63.6
High-focus[l]	37,199	17.7	10,398	4.9	162,841	77.4	173,313	82.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Students may still graduate under prior diploma programs: 74 students graduated under the Minimum High School Program (MHSP), 21 students under the Recommended High School Program (RHSP), and 85 students under the Advanced High School Program (AHSP). RHSP and AHSP graduates are included in the combined Recommended, Advanced, FHSP with endorsement, or TX First–DLA student counts and rates. One student graduated under the TX First–DLA program and is included in the combined rate. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 1 student was not eligible to pursue an endorsement.

[a]Foundation High School Program. [b]Endorsement. [c]Distinguished level of achievement. [d]Students included in the FHSP with endorsement category may have graduated with or without distinguished level of achievement (DLA). [e]Economically disadvantaged. [f]English as a second language. [g]Career and technical education. [h]Emergent bilingual student/English learner. [i]Students identified as members of this student group at any time while attending Texas public schools (TPS). [j]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [k]Students identified as members of this student group in their last year in TPS. [l]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [m]Students identified as in foster care, homeless, or migrant in their last year in TPS.

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Table 38 (continued)
Graduates Within Diploma Programs, by Race/Ethnicity, Economic Status, Gender, Program Participation, and Student Characteristic, Texas Public Schools, Class of 2022 Grade 9 Five-Year Extended Longitudinal Cohort, as of Fall 2023

Group	FHSP,[a] no endorse.[b] (*N*)	FHSP, no endorse. (%)	FHSP with endorse., no DLA[c] (*N*)	FHSP with endorse., no DLA (%)	FHSP with endorse. and DLA (*N*)	FHSP with endorse. and DLA (%)	Recommended, Advanced, FHSP with endorse.,[d] or TX First–DLA (*N*)	Recommended, Advanced, FHSP with endorse., or TX First–DLA (%)
Highly mobile[m]	2,428	29.0	438	5.2	5,515	65.8	5,956	71.0
Homeless in 9-12[j]	3,909	27.8	762	5.4	9,371	66.7	10,141	72.2
Immigrant	734	19.6	208	5.6	2,795	74.8	3,003	80.4
Migrant	190	14.9	51	4.0	1,036	81.1	1,087	85.1
Military-connected								
Federal definition	488	10.3	202	4.3	4,052	85.4	4,255	89.7
State definition	1,241	10.2	416	3.4	10,502	86.4	10,919	89.8
State	47,251	13.0	13,702	3.8	301,781	83.2	315,590	87.0

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category. Students may still graduate under prior diploma programs: 74 students graduated under the Minimum High School Program (MHSP), 21 students under the Recommended High School Program (RHSP), and 85 students under the Advanced High School Program (AHSP). RHSP and AHSP graduates are included in the combined Recommended, Advanced, FHSP with endorsement, or TX First–DLA student counts and rates. One student graduated under the TX First–DLA program. The number of graduates summed across diploma programs does not match the state-level count of graduates presented elsewhere in this report because 1 student was not eligible to pursue an endorsement.

[a]Foundation High School Program. [b]Endorsement. [c]Distinguished level of achievement. [d]Students included in the FHSP with endorsement category may have graduated with or without distinguished level of achievement (DLA). [e]Economically disadvantaged. [f]English as a second language. [g]Career and technical education. [h]Emergent bilingual student/English learner. [i]Students identified as members of this student group at any time while attending Texas public schools (TPS). [j]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [k]Students identified as members of this student group in their last year in TPS. [l]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [m]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates

State summary. Students who began Grade 9 in Texas public schools for the first time in 2017-18 or who later joined the cohort were tracked into the fall semester two years following their anticipated graduation date of spring 2021. The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left Texas public schools by fall 2021 without graduating returned to Texas public schools and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups.

By the fall of 2021, 90.0 percent of the class of 2021 had graduated, 3.9 percent were still in high school, 0.3 percent had received a TxCHSE, and 5.8 percent had dropped out (Table 39 on page 107). By the fall of 2023, 92.7 percent of the class had graduated, 0.5 percent were still in high school, 0.5 percent had received a TxCHSE, and 6.3 percent had dropped out. The six-year graduation rate for the class of 2021 was 2.7 percentage points higher than the four-year graduation rate.

Table 39
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2021

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American											
As of fall 2021	49,534	42,752	86.3	2,361	4.8	125	0.3	4,296	8.7	45,238	91.3
As of fall 2022	49,430	43,902	88.8	599	1.2	176	0.4	4,753	9.6	44,677	90.4
As of fall 2023	49,422	44,132	89.3	279	0.6	226	0.5	4,785	9.7	44,637	90.3
American Indian											
As of fall 2021	1,332	1,164	87.4	52	3.9	8	0.6	108	8.1	1,224	91.9
As of fall 2022	1,330	1,200	90.2	6	0.5	12	0.9	112	8.4	1,218	91.6
As of fall 2023	1,331	1,203	90.4	4	0.3	13	1.0	111	8.3	1,220	91.7
Asian											
As of fall 2021	18,350	17,752	96.7	327	1.8	12	0.1	259	1.4	18,091	98.6
As of fall 2022	18,337	17,932	97.8	124	0.7	18	0.1	263	1.4	18,074	98.6
As of fall 2023	18,339	17,957	97.9	96	0.5	24	0.1	262	1.4	18,077	98.6
Hispanic											
As of fall 2021	201,491	177,591	88.1	9,567	4.7	484	0.2	13,849	6.9	187,642	93.1
As of fall 2022	200,909	182,768	91.0	2,401	1.2	630	0.3	15,110	7.5	185,799	92.5
As of fall 2023	200,851	183,783	91.5	1,113	0.6	794	0.4	15,161	7.5	185,690	92.5
Pacific Islander											
As of fall 2021	600	530	88.3	34	5.7	1	0.2	35	5.8	565	94.2
As of fall 2022	597	551	92.3	7	1.2	3	0.5	36	6.0	561	94.0
As of fall 2023	597	553	92.6	4	0.7	3	0.5	37	6.2	560	93.8
White											
As of fall 2021	108,806	102,074	93.8	2,566	2.4	519	0.5	3,647	3.4	105,159	96.6
As of fall 2022	108,627	103,441	95.2	794	0.7	677	0.6	3,715	3.4	104,912	96.6
As of fall 2023	108,634	103,754	95.5	466	0.4	765	0.7	3,649	3.4	104,985	96.6
Multiracial											
As of fall 2021	8,404	7,633	90.8	303	3.6	44	0.5	424	5.0	7,980	95.0
As of fall 2022	8,409	7,796	92.7	88	1.0	61	0.7	464	5.5	7,945	94.5
As of fall 2023	8,403	7,831	93.2	49	0.6	75	0.9	448	5.3	7,955	94.7
Economically disadvantaged											
As of fall 2021	205,940	178,455	86.7	10,295	5.0	691	0.3	16,499	8.0	189,441	92.0
As of fall 2022	205,426	184,019	89.6	2,441	1.2	907	0.4	18,059	8.8	187,367	91.2
As of fall 2023	205,343	185,067	90.1	1,107	0.5	1,120	0.5	18,049	8.8	187,294	91.2

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

[a]The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2021 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency.

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Table 39 (continued)
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2021

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Not economically disadvantaged											
As of fall 2021	182,577	171,041	93.7	4,915	2.7	502	0.3	6,119	3.4	176,458	96.6
As of fall 2022	182,213	173,571	95.3	1,578	0.9	670	0.4	6,394	3.5	175,819	96.5
As of fall 2023	182,234	174,146	95.6	904	0.5	780	0.4	6,404	3.5	175,830	96.5
Female											
As of fall 2021	191,650	176,949	92.3	5,974	3.1	377	0.2	8,350	4.4	183,300	95.6
As of fall 2022	191,289	180,140	94.2	1,562	0.8	527	0.3	9,060	4.7	182,229	95.3
As of fall 2023	191,267	180,805	94.5	779	0.4	622	0.3	9,061	4.7	182,206	95.3
Male											
As of fall 2021	196,867	172,547	87.6	9,236	4.7	816	0.4	14,268	7.2	182,599	92.8
As of fall 2022	196,350	177,450	90.4	2,457	1.3	1,050	0.5	15,393	7.8	180,957	92.2
As of fall 2023	196,310	178,408	90.9	1,232	0.6	1,278	0.7	15,392	7.8	180,918	92.2
State											
As of fall 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8	365,899	94.2
As of fall 2022	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3	363,186	93.7
As of fall 2023	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3	363,124	93.7

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

[a]The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2021 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency.

Rates by race/ethnicity, economic status, and gender. Across the five largest racial/ethnic groups in the class of 2021, the percentage-point increase between the four-year and six-year graduation rates was highest for Hispanic students (3.4 points), followed by African American (3.0 points), multiracial (2.4 points), White (1.7 points), and Asian (1.2 points) students (Table 39). Over the two-year period, the graduation rate for students identified as economically disadvantaged increased by 3.4 percentage points, and the rate for those not identified as economically disadvantaged increased by 1.9 percentage points. Graduation rates increased by 3.3 percentage points for males and by 2.2 percentage points for females.

Rates by program participation and student characteristic. The six-year graduation rate for students participating in special education programs was 6.3 percentage points higher than the four-year rate, increasing from 79.7 percent to 86.0 percent (Table 40 on page 109). Students identified as emergent bilingual students/English learners (EB/ELs) in Grades 9-12 had a six-year

Table 40
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Program Participation, Texas Public Schools, Class of 2021

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Bilingual or ESL[g]											
As of fall 2021	36,752	29,393	80.0	2,408	6.6	32	0.1	4,919	13.4	31,833	86.6
As of fall 2022	36,802	30,932	84.0	414	1.1	51	0.1	5,405	14.7	31,397	85.3
As of fall 2023	36,839	31,186	84.7	129	0.4	69	0.2	5,455	14.8	31,384	85.2
CTE[h] concentrator											
As of fall 2021	255,501	246,851	96.6	5,058	2.0	190	0.1	3,402	1.3	252,099	98.7
As of fall 2022	255,980	250,462	97.8	1,476	0.6	286	0.1	3,756	1.5	252,224	98.5
As of fall 2023	256,071	251,139	98.1	842	0.3	358	0.1	3,732	1.5	252,339	98.5
Gifted and talented											
As of fall 2021	36,235	35,795	98.8	128	0.4	44	0.1	268	0.7	35,967	99.3
As of fall 2022	36,254	35,924	99.1	11	<0.1	61	0.2	258	0.7	35,996	99.3
As of fall 2023	36,258	35,931	99.1	5	<0.1	72	0.2	250	0.7	36,008	99.3
Special education											
As of fall 2021	34,865	27,785	79.7	3,967	11.4	78	0.2	3,035	8.7	31,830	91.3
As of fall 2022	34,988	29,432	84.1	2,208	6.3	107	0.3	3,241	9.3	31,747	90.7
As of fall 2023	34,998	30,113	86.0	1,475	4.2	127	0.4	3,283	9.4	31,715	90.6
Title I											
As of fall 2021	175,017	153,769	87.9	6,701	3.8	569	0.3	13,978	8.0	161,039	92.0
As of fall 2022	175,758	158,026	89.9	1,665	0.9	738	0.4	15,329	8.7	160,429	91.3
As of fall 2023	175,907	158,868	90.3	819	0.5	910	0.5	15,310	8.7	160,597	91.3
State											
As of fall 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8	365,899	94.2
As of fall 2022	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3	363,186	93.7
As of fall 2023	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3	363,124	93.7

Note. Parts may not add to 100 percent because of rounding. Program participation was assigned based on the year of a student's final status in the cohort. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2021 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]English as a second language. [h]Career and technical education.

graduation rate of 85.5 percent, 5.5 percentage points higher than their four-year rate (Table 41 on page 110). The six-year graduation rates for students participating in special education programs and for EB/ELs both continued to be lower than the state average (92.7%).

Table 41
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2021

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
At-risk											
As of fall 2021	174,192	148,730	85.4	10,695	6.1	614	0.4	14,153	8.1	160,039	91.9
As of fall 2022	173,191	154,418	89.2	2,718	1.6	817	0.5	15,238	8.8	157,953	91.2
As of fall 2023	173,030	155,526	89.9	1,304	0.8	997	0.6	15,203	8.8	157,827	91.2
Dyslexia											
As of fall 2021	13,800	12,838	93.0	338	2.4	25	0.2	599	4.3	13,201	95.7
As of fall 2022	13,754	13,042	94.8	54	0.4	35	0.3	623	4.5	13,131	95.5
As of fall 2023	13,769	13,080	95.0	15	0.1	40	0.3	634	4.6	13,135	95.4
EB/EL[g] in K-12[h]											
As of fall 2021	121,675	107,226	88.1	5,977	4.9	192	0.2	8,280	6.8	113,395	93.2
As of fall 2022	121,309	110,523	91.1	1,362	1.1	268	0.2	9,156	7.5	112,153	92.5
As of fall 2023	121,284	111,136	91.6	593	0.5	354	0.3	9,201	7.6	112,083	92.4
EB/EL in 9-12[i]											
As of fall 2021	46,261	37,020	80.0	3,545	7.7	50	0.1	5,646	12.2	40,615	87.8
As of fall 2022	46,024	38,974	84.7	733	1.6	76	0.2	6,241	13.6	39,783	86.4
As of fall 2023	46,001	39,321	85.5	267	0.6	110	0.2	6,303	13.7	39,698	86.3
EB/EL in last year[j]											
As of fall 2021	39,045	31,197	79.9	2,595	6.6	37	0.1	5,216	13.4	33,829	86.6
As of fall 2022	39,149	32,873	84.0	472	1.2	59	0.2	5,745	14.7	33,404	85.3
As of fall 2023	39,192	33,154	84.6	161	0.4	81	0.2	5,796	14.8	33,396	85.2
Foster care in 9-12[i]											
As of fall 2021	1,726	1,058	61.3	216	12.5	21	1.2	431	25.0	1,295	75.0
As of fall 2022	1,704	1,160	68.1	59	3.5	31	1.8	454	26.6	1,250	73.4
As of fall 2023	1,704	1,178	69.1	35	2.1	36	2.1	455	26.7	1,249	73.3
Foster care in last year[j]											
As of fall 2021	792	504	63.6	46	5.8	15	1.9	227	28.7	565	71.3
As of fall 2022	799	537	67.2	16	2.0	20	2.5	226	28.3	573	71.7
As of fall 2023	793	542	68.3	8	1.0	22	2.8	221	27.9	572	72.1
High-focus[k]											
As of fall 2021	n/a[l]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
As of fall 2022	227,234	202,217	89.0	3,631	1.6	988	0.4	20,398	9.0	206,836	91.0
As of fall 2023	227,170	203,638	89.6	1,876	0.8	1,219	0.5	20,437	9.0	206,733	91.0

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2021 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]Emergent bilingual student/English learner. [h]Students identified as members of this student group at any time while attending TPS. [i]Students identified as members of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Not available. [m]Students identified as in foster care, homeless, or migrant in their last year in TPS.

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Table 41 (continued)
Grade 9 Four-Year, Five-Year Extended, and Six-Year Extended Longitudinal Graduation and Dropout Rates, by Student Characteristic, Texas Public Schools, Class of 2021

Status date	Class[a]	Grad.[b] (*N*)	Grad.[c] rate (%)	Cont.[d] (*N*)	Cont.[e] rate (%)	TxCHSE[f] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Highly mobile[m]											
As of fall 2021	n/a[l]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
As of fall 2022	9,904	7,894	79.7	168	1.7	67	0.7	1,775	17.9	8,129	82.1
As of fall 2023	9,947	8,014	80.6	47	0.5	88	0.9	1,798	18.1	8,149	81.9
Homeless in 9-12[i]											
As of fall 2021	22,378	17,715	79.2	1,652	7.4	91	0.4	2,920	13.0	19,458	87.0
As of fall 2022	22,468	18,638	83.0	469	2.1	124	0.6	3,237	14.4	19,231	85.6
As of fall 2023	22,523	18,892	83.9	170	0.8	157	0.7	3,304	14.7	19,219	85.3
Immigrant											
As of fall 2021	4,806	3,728	77.6	245	5.1	2	<0.1	831	17.3	3,975	82.7
As of fall 2022	4,743	3,873	81.7	22	0.5	6	0.1	842	17.8	3,901	82.2
As of fall 2023	4,740	3,888	82.0	4	0.1	6	0.1	842	17.8	3,898	82.2
Migrant											
As of fall 2021	1,638	1,411	86.1	81	4.9	7	0.4	139	8.5	1,499	91.5
As of fall 2022	1,625	1,449	89.2	15	0.9	7	0.4	154	9.5	1,471	90.5
As of fall 2023	1,626	1,461	89.9	5	0.3	8	0.5	152	9.3	1,474	90.7
Military-connected–federal definition											
As of fall 2021	4,688	4,463	95.2	76	1.6	18	0.4	131	2.8	4,557	97.2
As of fall 2022	4,690	4,516	96.3	21	0.4	20	0.4	133	2.8	4,557	97.2
As of fall 2023	4,687	4,521	96.5	12	0.3	24	0.5	130	2.8	4,557	97.2
Military-connected–state definition											
As of fall 2021	10,566	10,127	95.8	209	2.0	23	0.2	207	2.0	10,359	98.0
As of fall 2022	10,577	10,256	97.0	74	0.7	27	0.3	220	2.1	10,357	97.9
As of fall 2023	10,574	10,279	97.2	47	0.4	34	0.3	214	2.0	10,360	98.0
State											
As of fall 2021	388,517	349,496	90.0	15,210	3.9	1,193	0.3	22,618	5.8	365,899	94.2
As of fall 2022	387,639	357,590	92.2	4,019	1.0	1,577	0.4	24,453	6.3	363,186	93.7
As of fall 2023	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3	363,124	93.7

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]The total number of students with final statuses changed between fall 2021 and fall 2023 because: (a) some students who continued high school in fall 2021 left Texas public schools (TPS) by fall 2023 for reasons other than graduating, receiving a TxCHSE, or dropping out; and (b) some students who left TPS by fall 2021 without graduating returned to TPS and graduated, received a TxCHSE, continued high school, or dropped out by fall 2023. In addition, students with changes in year of final status were added to, or removed from, relevant student groups. [b]Graduates. [c]Graduation. [d]Continuers. [e]Continuation. [f]Texas Certificate of High School Equivalency. [g]Emergent bilingual student/English learner. [h]Students identified as members of this student group at any time while attending TPS. [i]Students identified as a member of this student group at any time while attending Grades 9-12 in TPS. [j]Students identified as members of this student group in their last year in TPS. [k]Students identified as EB/EL at any time while attending Grades 9-12, or as economically disadvantaged, in foster care, homeless, migrant, or participating in special education programs in their last year in TPS. [l]Not available. [m]Students identified as in foster care, homeless, or migrant in their last year in TPS.

Table 42
Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2018, as of Fall 2020, Class of 2019, as of Fall 2021, Class of 2020, as of Fall 2022, and Class of 2021, as of Fall 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
African American											
Class of 2018	48,224	43,210	89.6	343	0.7	329	0.7	4,342	9.0	43,882	91.0
Class of 2019	48,839	43,578	89.2	297	0.6	316	0.6	4,648	9.5	44,191	90.5
Class of 2020	48,913	43,785	89.5	278	0.6	269	0.5	4,581	9.4	44,332	90.6
Class of 2021	49,422	44,132	89.3	279	0.6	226	0.5	4,785	9.7	44,637	90.3
American Indian											
Class of 2018	1,386	1,227	88.5	9	0.6	11	0.8	139	10.0	1,247	90.0
Class of 2019	1,421	1,279	90.0	8	0.6	11	0.8	123	8.7	1,298	91.3
Class of 2020	1,347	1,210	89.8	8	0.6	9	0.7	120	8.9	1,227	91.1
Class of 2021	1,331	1,203	90.4	4	0.3	13	1.0	111	8.3	1,220	91.7
Asian											
Class of 2018	15,852	15,506	97.8	72	0.5	17	0.1	257	1.6	15,595	98.4
Class of 2019	16,897	16,531	97.8	67	0.4	25	0.1	274	1.6	16,623	98.4
Class of 2020	17,323	16,948	97.8	92	0.5	22	0.1	261	1.5	17,062	98.5
Class of 2021	18,339	17,957	97.9	96	0.5	24	0.1	262	1.4	18,077	98.6
Hispanic											
Class of 2018	187,675	171,448	91.4	1,319	0.7	1,078	0.6	13,830	7.4	173,845	92.6
Class of 2019	196,630	179,581	91.3	1,310	0.7	966	0.5	14,773	7.5	181,857	92.5
Class of 2020	198,296	181,296	91.4	1,155	0.6	904	0.5	14,941	7.5	183,355	92.5
Class of 2021	200,851	183,783	91.5	1,113	0.6	794	0.4	15,161	7.5	185,690	92.5
Pacific Islander											
Class of 2018	568	510	89.8	2	0.4	9	1.6	47	8.3	521	91.7
Class of 2019	579	521	90.0	4	0.7	6	1.0	48	8.3	531	91.7
Class of 2020	607	562	92.6	6	1.0	3	0.5	36	5.9	571	94.1
Class of 2021	597	553	92.6	4	0.7	3	0.5	37	6.2	560	93.8
White											
Class of 2018	111,440	106,267	95.4	526	0.5	1,004	0.9	3,643	3.3	107,797	96.7
Class of 2019	109,978	104,895	95.4	534	0.5	948	0.9	3,601	3.3	106,377	96.7
Class of 2020	109,130	104,280	95.6	452	0.4	805	0.7	3,593	3.3	105,537	96.7
Class of 2021	108,634	103,754	95.5	466	0.4	765	0.7	3,649	3.4	104,985	96.6
Multiracial											
Class of 2018	7,064	6,618	93.7	28	0.4	65	0.9	353	5.0	6,711	95.0
Class of 2019	7,466	6,988	93.6	36	0.5	67	0.9	375	5.0	7,091	95.0
Class of 2020	7,763	7,236	93.2	49	0.6	73	0.9	405	5.2	7,358	94.8
Class of 2021	8,403	7,831	93.2	49	0.6	75	0.9	448	5.3	7,955	94.7

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

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

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Table 42 (continued)
Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Class of 2018, as of Fall 2020, Class of 2019, as of Fall 2021, Class of 2020, as of Fall 2022, and Class of 2021, as of Fall 2023

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	TxCHSE[e] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or TxCHSE recipients (*N*)	Grad., cont., or TxCHSE recipient rate (%)
Economically disadvantaged											
Class of 2018	198,456	179,710	90.6	1,366	0.7	1,474	0.7	15,906	8.0	182,550	92.0
Class of 2019	204,684	185,108	90.4	1,260	0.6	1,344	0.7	16,972	8.3	187,712	91.7
Class of 2020	204,506	184,947	90.4	1,122	0.5	1,238	0.6	17,199	8.4	187,307	91.6
Class of 2021	205,343	185,067	90.1	1,107	0.5	1,120	0.5	18,049	8.8	187,294	91.2
Not economically disadvantaged											
Class of 2018	173,753	165,076	95.0	933	0.5	1,039	0.6	6,705	3.9	167,048	96.1
Class of 2019	177,126	168,265	95.0	996	0.6	995	0.6	6,870	3.9	170,256	96.1
Class of 2020	178,873	170,370	95.2	918	0.5	847	0.5	6,738	3.8	172,135	96.2
Class of 2021	182,234	174,146	95.6	904	0.5	780	0.4	6,404	3.5	175,830	96.5
Female											
Class of 2018	183,411	172,872	94.3	1,029	0.6	886	0.5	8,624	4.7	174,787	95.3
Class of 2019	187,879	177,174	94.3	996	0.5	812	0.4	8,897	4.7	178,982	95.3
Class of 2020	188,264	177,978	94.5	801	0.4	721	0.4	8,764	4.7	179,500	95.3
Class of 2021	191,267	180,805	94.5	779	0.4	622	0.3	9,061	4.7	182,206	95.3
Male											
Class of 2018	188,798	171,914	91.1	1,270	0.7	1,627	0.9	13,987	7.4	174,811	92.6
Class of 2019	193,931	176,199	90.9	1,260	0.6	1,527	0.8	14,945	7.7	178,986	92.3
Class of 2020	195,115	177,339	90.9	1,239	0.6	1,364	0.7	15,173	7.8	179,942	92.2
Class of 2021	196,310	178,408	90.9	1,232	0.6	1,278	0.7	15,392	7.8	180,918	92.2
State											
Class of 2018	372,209	344,786	92.6	2,299	0.6	2,513	0.7	22,611	6.1	349,598	93.9
Class of 2019	381,810	353,373	92.6	2,256	0.6	2,339	0.6	23,842	6.2	357,968	93.8
Class of 2020	383,379	355,317	92.7	2,040	0.5	2,085	0.5	23,937	6.2	359,442	93.8
Class of 2021	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3	363,124	93.7

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

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]Texas Certificate of High School Equivalency.

Table 43
Grade 9 Six-Year Extended Longitudinal Graduation and Dropout Rates, by Nontraditional School Model, Texas Public Schools, Class of 2021

Group	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	TxCHSE[a] recipients (*N*)	TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
ECHS[b]	16,461	16,235	98.6	10	0.1	20	0.1	196	1.2
P-TECH[c]	n/a[d]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
State-authorized charter school	21,475	15,940	74.2	265	1.2	332	1.5	4,938	23.0
State	387,577	359,213	92.7	2,011	0.5	1,900	0.5	24,453	6.3

Note. Parts may not add to 100 percent because of rounding. Students may be counted in more than one category.

[a]Texas Certificate of High School Equivalency. [b]Early College High School. [c]Pathways in Technology Early College High School. [d]Not available. Districts began reporting P-TECH program participation data to the agency in 2018-19. Therefore, a six-year extended graduation rate cannot be calculated for P-TECH until 2023-24.

Attrition Rates

An attrition rate is the percentage change in fall enrollment between two grades across years. It provides a measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting the number of students enrolled in Grade 12 in Texas public schools in the fall of one school year from Grade 9 enrollment three years earlier, and dividing by the Grade 9 enrollment (Table 44). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 45 on page 116). The attrition rate calculations are on page 8.

Table 44
Attrition Rate, Grades 9-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2022-23

Group	Fall 2020 Grade 9 enrollment	Fall 2023 Grade 12 enrollment	Fall enrollment change	Attrition rate (%)
African American	57,558	44,801	12,757	22.2
American Indian	1,546	1,130	416	26.9
Asian	19,007	19,270	-263	-1.4
Hispanic	240,979	189,591	51,388	21.3
Pacific Islander	690	554	136	19.7
White	119,308	102,145	17,163	14.4
Multiracial	10,034	9,021	1,013	10.1
Economically disadvantaged	263,723	192,834	70,889	26.9
Not economically disadvantaged	185,399	173,678	11,721	6.3
State	449,122	366,512	82,610	18.4

The attrition rate does not take into account any of the reasons beginning and ending enrollments differ (Table 46 on page 116). For example, the Grade 9-12 attrition rate does not take into account Grade 9 enrollment that may be high because some students are repeating Grade 9. The attrition rate also does not take into account Grade 12 enrollment that may be lower than Grade 9 enrollment three years earlier because some students left Texas public schools for other educational settings, graduated early, or are in school but not yet in Grade 12. Because the attrition rate is based on enrollment figures from the fall of the first year and fall three years later, it excludes some students. For example, Grade 9 students who enroll after the fall of the first year are excluded from the Grade 9 enrollment count. Moreover, students who enter the school system after the first year and leave before Grade 12 are excluded from rate calculations. Additionally, because the attrition rate is based on data from the fall before expected graduation, rather than after expected graduation, it does not take into account whether a student enrolled in Grade 12 in the fall goes on to graduate. The attrition rates were not adjusted for growth in student enrollment over the time period covered.

Table 45
Attrition Rate, Grades 7-12, by Race/Ethnicity and Economic Status, Texas Public Schools, 2022-23

Group	Fall 2018 Grade 7 enrollment	Fall 2023 Grade 12 enrollment	Fall enrollment change	Attrition rate (%)
African American	50,438	44,801	5,637	11.2
American Indian	1,443	1,130	313	21.7
Asian	17,380	19,270	-1,890	-10.9
Hispanic	210,547	189,591	20,956	10.0
Pacific Islander	564	554	10	1.8
White	113,405	102,145	11,260	9.9
Multiracial	8,695	9,021	-326	-3.7
Economically disadvantaged	233,652	192,834	40,818	17.5
Not economically disadvantaged	168,820	173,678	-4,858	-2.9
State	402,472	366,512	35,960	8.9

Table 46
Comparison of Class of 2023 Four-Year Longitudinal Rate and 2022-23 Attrition Rate Calculations, Texas Public Schools

Four-year longitudinal rates, based on tracking individual students	Number or rate
Students who: (a) began Grade 9 in Texas public schools (TPS) in 2019-20, with repeaters excluded; or (b) entered TPS in Grade 10 in 2020-21, Grade 11 in 2021-22, or Grade 12 in 2022-23.	452,880
minus Students reported to have left TPS in 2019-20, 2020-21, 2021-22, or 2022-23 for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out.	46,801
minus Students who could not be tracked across years because of data errors.[a]	2,778
equals Class of 2023	403,301
Graduates	364,227
Continuers	12,586
TxCHSE recipients	1,259
Dropouts	25,229
Graduation rate	90.3
Continuation rate	3.1
TxCHSE recipient rate	0.3
Dropout rate	6.3

Attrition rate, based on aggregate numbers	Number or rate
Students in Grade 9 in TPS in fall 2020, with students repeating Grade 9 included.	449,122
minus Students in Grade 12 in TPS in fall 2023. Individual students are not tracked. Students enrolled in Grade 12 in TPS in fall 2023 may or may not have been enrolled in Grade 9 in TPS in fall 2020.	366,512
equals Change in enrollment	82,610
Attrition rate	18.4

[a]Data errors can result from missing student records (i.e., underreported students) or misreported student identification information. Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or high use of certain leaver codes are subject to compliance reviews.

Data Quality Measures

Data Quality in the Annual Rates

From 1997-98 through 2004-05, districts were required to report the statuses of all students who attended Grades 7-12 during the previous school year. In 2004-05, there were only 3,449 underreported student records. This was a substantial decrease from the 67,281 underreported student records in 1997-98. On a percentage basis, students in Grades 7-12 who had not been accounted for the next fall decreased from 3.6 percent in 1997-98 to 0.2 percent in 2004-05. As a result of major changes in leaver reporting following adoption of the national dropout definition in 2005-06, underreported student rates for 2004-05 and prior school years are not comparable to rates for 2005-06 and beyond.

Beginning with students who attended in 2005-06, TEA has accounted for students who: (a) graduated in a previous school year; (b) moved from one public school district and enrolled in another; or (c) received high school equivalency certificates. Districts must report the statuses of all other Grade 7-12 students. From 2007-08 to 2022-23, the percentage of students who were not accounted for decreased overall from 0.6 percent to 0.2 percent (Table 47 on page 118). Across the five largest racial/ethnic groups in 2022-23, African American and Hispanic students accounted for larger percentages of underreported students than they did of reported students. The percentage-point difference between underreported students and reported students was greatest for African American students (17.5% vs. 12.8%) (Table 48 on page 118).

Data Quality in the Longitudinal Rates

Calculating longitudinal rates requires tracking a cohort of students over a number of years, from the time they enter Grade 9 until after their anticipated graduation date. Using information submitted through the Texas Student Data System and other data files, most students are assigned one of the four final statuses that make up the class: graduate, continuer, TxCHSE recipient, or dropout.

Two groups of students from a cohort are not assigned final statuses because of data errors: students who cannot be tracked from year to year because districts submitted their records to the Texas Education Agency with identification errors; and students for whom districts did not submit final status records, who are considered underreported. For the class of 2023 Grade 9 cohort, 46 students (<0.1%) could not be tracked because of identification errors, and 2,732 students (0.6%) were underreported by districts (Table 49 on page 119).

In addition to tracking students in the class of 2023, TEA tracked continuers in the class of 2022 through 2022-23 to determine whether they dropped out that year. There were 13,966 students in the class of 2022 who remained enrolled in fall 2022. Of these, 2,245 dropped out in 2022-23, resulting in a dropout rate for continuing students of 16.1 percent.

Table 47
Reported and Underreported Students, Grades 7-12, Texas Public Schools, 2007-08 Through 2022-23

Year	Students accounted for[a] (*N*)	Students accounted for (%)	Underreported students (*N*)	Underreported students (%)
2007-08	2,031,807	99.4	12,668	0.6
2008-09	2,054,752	99.5	10,045	0.5
2009-10	2,086,735	99.6	8,667	0.4
2010-11	2,117,269	99.6	8,149	0.4
2011-12	2,145,440	99.6	7,620	0.4
2012-13	2,184,207	99.7	7,351	0.3
2013-14	2,231,873	99.6	8,429	0.4
2014-15	2,278,043	99.7	7,834	0.3
2015-16	2,325,546	99.7	6,686	0.3
2016-17	2,372,390	99.8	5,588	0.2
2017-18	2,404,513	99.7	6,321	0.3
2018-19	2,434,817	99.8	5,686	0.2
2019-20	2,475,689	99.8	6,039	0.2
2020-21	2,509,068	99.7	8,781	0.3
2021-22	2,555,506	99.7	7,322	0.3
2022-23	2,573,315	99.8	5,974	0.2

[a]Students enrolled in Grades 7-12 in one school year who were accounted for by districts or the Texas Education Agency the following fall.

Table 48
Reported and Underreported Students, Grades 7-12, by Race/Ethnicity, Texas Public Schools, 2022-23

Group	Students accounted for[a] (*N*)	Students accounted for (%)	Underreported students (*N*)	Underreported students (%)
African American	330,018	12.8	1,047	17.5
American Indian	7,736	0.3	21	0.4
Asian	125,771	4.9	143	2.4
Hispanic	1,372,484	53.3	3,225	54.0
Pacific Islander	4,031	0.2	11	0.2
White	661,968	25.7	1,360	22.8
Multiracial	71,307	2.8	167	2.8
State	2,573,315	100	5,974	100

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

[a]Students enrolled in Grades 7-12 in 2022-23 who were accounted for by districts or the Texas Education Agency the following fall.

Table 49
Grade 9 Four-Year Longitudinal Cohort, Texas Public Schools, Classes of 2019 Through 2023

Cohort ending year	Graduated	Continued	Received TxCHSE[a]	Dropped out	Other leavers[b]	Student ID errors	Underreported students	Cohort
2019	344,021	14,039	1,729	22,662	48,132	101	3,113	433,797
2020	347,392	14,861	1,459	20,888	46,127	37	3,236	434,000
2021	349,496	15,210	1,193	22,618	44,016	31	3,061	435,625
2022	355,537	13,966	1,224	25,501	43,974	37	3,573	443,812
2023	364,227	12,586	1,259	25,229	46,801	46	2,732	452,880

[a]Texas Certificate of High School Equivalency. [b]Other leavers are students who left the Texas public school system for reasons other than graduating, receiving a TxCHSE, or dropping out. For more information on other leavers, see Table A-1 in Appendix A.

Uses of Texas Annual Dropout Data and Longitudinal Graduation and Dropout Data

State Accountability System

Federal Accountability and Reporting

National Center for
Education Statistics Reporting

State Accountability System

The public school accountability system consists of three domains: Student Achievement, School Progress, and Closing the Gaps (TEA, 2024a). Annual dropout rates, longitudinal graduation rates, and diploma program rates are components of the state accountability system.

A refresh of the state accountability system in 2023 revised the method for calculating district domain ratings. Beginning with the 2023 accountability cycle, district domain scores are calculated based on a proportionality method, which sums weighted campus scores.

In 2024, the following rates, calculated with state accountability exclusions, were used in the Student Achievement domain for campuses: the class of 2023 four-year graduation rate, the class of 2022 five-year graduation rate, or the class of 2021 six-year graduation rate. For campuses to which alternative education accountability (AEA) procedures applied, a new completion measure was introduced in 2023 as part of the state accountability system refresh for the 2023 accountability cycle. This completion measure, which calculates a rate for students who graduate, continue in high school, or earn a Texas Certificate of High School Equivalency (TxCHSE), includes students who previously dropped out of school (and are not eligible for any other exclusion) in the numerator, but not in the denominator. In 2024, the class of 2023 four-year, class of 2022 five-year extended, and class of 2021 six-year extended graduation, continuation, or TxCHSE recipient rates were used if AEA procedures applied. If a campus did not have a longitudinal rate, its Grade 9-12 annual dropout rate was used in the domain. Campuses were evaluated on these rates for all students as one group; no separate student groups were evaluated.

The federal four-year graduation rate, calculated with federal accountability exclusions, was used in the Closing the Gaps domain for campuses in 2024 for state accountability ratings. Campuses were evaluated on this rate for different student groups, including all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as emergent bilingual students/English learners (EB students/ELs). Two new student groups were evaluated beginning with the 2023 accountability cycle: high-focus; which includes students identified as EB students/ELs, economically disadvantaged, in foster care, homeless, migrant, or served by special education programs; and a highly mobile student group, which includes students identified as in foster care, homeless, or migrant. For more information on federal accountability and reporting, see page 129.

Campuses receiving a rating of *A*, *B*, or *C* were eligible to earn distinction designations under the state accountability system in 2024. The four-year longitudinal graduation rate used in the Student Achievement domain and a diploma program rate were included as indicators for the postsecondary readiness distinction designation. The diploma program rate measured the percentage of Minimum (MHSP), Recommended (RHSP), and Advanced (AHSP) graduates; Foundation (FHSP) graduates with and without an endorsement; and Texas First Early High School Completion Program (TX First–DLA) graduates who graduated under the RHSP, AHSP, FHSP with an endorsement (with or without a distinguished level of achievement [DLA]), or TX First–DLA and was calculated as follows.

Under Texas Education Code (TEC) §39.053(g-1) (2024, amended to be effective September 1, 2021), a student who meets at least one of the following criteria is excluded from rate calculations used for state accountability purposes: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout (except where noted above, in the completion measure calculation for alternative education campuses); (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult; or (g) a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility. In addition, any student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from rate calculations used for state accountability purposes (TEC §§39.053(g-3), 2024, amended to be effective September 1, 2021 and 39.055, 2024, amended to be effective June 15, 2017).

A student is also excluded from longitudinal rate calculations if the student: (a) is at least 18 years of age as of September 1 of the school year and has satisfied the credit requirements for high school graduation; (b) has not completed the student's individualized education program (IEP); and (c) is enrolled and receiving IEP services (TEC §39.053(g-2), 2024, amended to be effective September 1, 2021).

Finally, except where noted above, in the completion measure calculation for alternative education campuses, a student is excluded from longitudinal and annual dropout calculations if the student: (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (TEC §39.053(g-4), 2024, amended to be effective September 1, 2021).

A total of 33,562 students, 6,529 of whom were dropouts, were excluded from the 2022-23 Grade 9-12 annual dropout rates for state accountability ratings in 2024 (Table 50 on page 124). For each student enrolled in Texas public schools in 2022-23, the exclusion criteria the student met were summed across all districts attended. The majority of excluded students, represented in the first eight rows of the table, met one exclusion criterion at a single district. Some students met multiple

Table 50
Students and Dropouts Excluded From Annual Dropout Rates for State Accountability Purposes, Grades 9-12, Texas Public Schools, 2022-23

Exclusion[a]	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)
Court-ordered high school equivalency program, no TxCHSE[b] earned	680	2.0	691	10.6
Previously reported to the state as a dropout	15,339	45.7	3,369	51.6
Ineligible for FSP[c] funding	2,131	6.3	252	3.9
Unschooled refugee or asylee[d]	1,122	3.3	88	1.3
In a juvenile detention or residential treatment facility	9,444	28.1	971	14.9
Incarcerated in state jail or federal penitentiary as an adult	122	0.4	131	2.0
Medical injury	40	0.1	41	0.6
Previous dropout enrolled in a high school equivalency program, dropout recovery school, or adult education program	3,602	10.7	559	8.6
Two or more exclusions	1,082	3.2	427	6.5
State	33,562	100	6,529	100

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

[a]Students may be eligible for exclusion based on more than one criterion. [b]Texas Certificate of High School Equivalency. [c]Foundation School Program. [d]To be excluded, the student must also be reported as an emergent bilingual student/English learner.

exclusion criteria at one district or across multiple districts. Such students were counted only in the "two or more exclusions" category in the "students" column. Exclusions for dropouts were counted somewhat differently. A student was attributed as a dropout only to the last campus attended; therefore, the student was counted as a dropout only in the exclusion category reported by that district. If the district reported multiple exclusion criteria for a student, that student was counted only in the "two or more exclusions" category. The following example illustrates the difference in methods and helps explain why the number of excluded dropouts exceeded the number of excluded students in some cases. A student reported as ineligible for FSP funding at one district transfers to another district. In the second district, the student is determined to be eligible for FSP funding but is court-ordered to attend a high school equivalency certificate program, does not receive a TxCHSE, and drops out. In this case, in the "students" column, the student would be counted only in the "two or more exclusions" category, rather than in the separate categories, "ineligible for FSP funding" and "court-ordered high school equivalency certificate program, no TxCHSE earned." In the "dropouts" column, the same student would be counted only in the category "court-ordered high school equivalency certificate program, no TxCHSE earned."

A total of 10,342 students in the class of 2023, 10,470 students in the class of 2022, and 9,504 students in the class of 2021 were excluded from longitudinal rates calculated for state accountability purposes in 2024 (Table 51 on page 125, Table 52 on page 126, and Table 53 on page 127, respectively). For each student in the three classes, all exclusions that applied at the campus of the student's final status were counted. The majority of students, represented in the first

Table 51
Students Excluded From Grade 9 Four-Year Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2023

Exclusion[a]	Grad.[b] (*N*)	Grad. (%)	Cont.[c] (*N*)	Cont. (%)	TxCHSE[d] recipients (*N*)	TxCHSE recipients (%)	Dropouts (*N*)	Dropouts (%)	Total (*N*)	Total (%)
Court-ordered high school equivalency program, no TxCHSE earned	n/a[e]	n/a	n/a	n/a	n/a	n/a	496	100	496	4.8
Previously reported to the state as a dropout	1,545	38.1	838	20.6	40	1.0	1,636	40.3	4,059	39.2
Ineligible for FSP[f] funding	0	0.0	680	100	0	0.0	0	0.0	680	6.6
Unschooled refugee or asylee[g]	122	63.5	19	9.9	0	0.0	51	26.6	192	1.9
In a juvenile detention or residential treatment facility	213	26.9	28	3.5	97	12.2	454	57.3	792	7.7
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	107	100	107	1.0
IEP[h] continuers	n/a	n/a	1,738	100	n/a	n/a	n/a	n/a	1,738	16.8
Medical injury	n/a	n/a	n/a	n/a	n/a	n/a	17	100	17	0.2
Previous dropout enrolled in a high school equivalency program, dropout recovery school, or adult education program	891	48.2	770	41.7	2	0.1	184	10.0	1,847	17.9
Two or more exclusions	8	1.9	245	59.2	4	1.0	157	37.9	414	4.0
State	2,779	26.9	4,318	41.8	143	1.4	3,102	30.0	10,342	100

Note. Parts may not add to 100 percent because of rounding. Counts reflect students whose final statuses were assigned in campuses that received four-year graduation rates for the purposes of state accountability. There were 725 students in the class of 2023 who were eligible for exclusion but assigned to campuses that did not receive four-year graduation rates for state accountability purposes.

[a]Students may be eligible for exclusion based on more than one criterion. [b]Graduates. [c]Continuers. [d]Texas Certificate of High School Equivalency. [e]Not applicable. [f]Foundation School Program. [g]To be excluded, the student must also be reported as an emergent bilingual student/English learner. [h]Individualized education program.

Table 52
Students Excluded From Grade 9 Five-Year Extended Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2022, as of Fall 2023

Exclusion[a]	Grad.[b] (*N*)	Grad. (%)	Cont.[c] (*N*)	Cont. (%)	TxCHSE[d] recipients (*N*)	TxCHSE recipients (%)	Dropouts (*N*)	Dropouts (%)	Total (*N*)	Total (%)
Court-ordered high school equivalency program, no TxCHSE earned	n/a[e]	n/a	n/a	n/a	n/a	n/a	455	100	455	4.3
Previously reported to the state as a dropout	1,738	42.5	398	9.7	42	1.0	1,911	46.7	4,089	39.1
Ineligible for FSP[f] funding	384	52.0	219	29.7	2	0.3	133	18.0	738	7.0
Unschooled refugee or asylee[g]	131	73.2	3	1.7	0	0.0	45	25.1	179	1.7
In a juvenile detention or residential treatment facility	222	27.0	8	1.0	79	9.6	512	62.4	821	7.8
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	88	100	88	0.8
IEP[h] continuers	n/a	n/a	1,479	100	n/a	n/a	n/a	n/a	1,479	14.1
Medical injury	n/a	n/a	n/a	n/a	n/a	n/a	22	100	22	0.2
Previous dropout enrolled in a high school equivalency program, dropout recovery school, or adult education program	1,622	74.5	184	8.5	12	0.6	358	16.5	2,176	20.8
Two or more exclusions	39	9.2	217	51.3	12	2.8	155	36.6	423	4.0
State	4,136	39.5	2,508	24.0	147	1.4	3,679	35.1	10,470	100

Note. Parts may not add to 100 percent because of rounding. Counts reflect students whose final statuses were assigned in campuses that received five-year graduation rates for the purposes of state accountability. There were 1,009 students in the class of 2022 who were eligible for exclusion but assigned to campuses that did not receive five-year graduation rates for state accountability purposes.

[a]Students may be eligible for exclusion based on more than one criterion. [b]Graduates. [c]Continuers. [d]Texas Certificate of High School Equivalency. [e]Not applicable. [f]Foundation School Program. [g]To be excluded, the student must also be reported as an emergent bilingual student/English learner. [h]Individualized education program.

Table 53
Students Excluded From Grade 9 Six-Year Extended Longitudinal Rates for State Accountability Purposes, Texas Public Schools, Class of 2021, as of Fall 2023

Exclusion[a]	Grad.[b] (*N*)	Grad. (%)	Cont.[c] (*N*)	Cont. (%)	TxCHSE[d] recipients (*N*)	TxCHSE recipients (%)	Dropouts (*N*)	Dropouts (%)	Total (*N*)	Total (%)
Court-ordered high school equivalency program, no TxCHSE earned	n/a[e]	n/a	n/a	n/a	n/a	n/a	535	100	535	5.6
Previously reported to the state as a dropout	1,491	42.1	183	5.2	61	1.7	1,806	51.0	3,541	37.3
Ineligible for FSP[f] funding	494	70.9	69	9.9	4	0.6	130	18.7	697	7.3
Unschooled refugee or asylee[g]	164	77.7	0	0.0	0	0.0	47	22.3	211	2.2
In a juvenile detention or residential treatment facility	203	23.4	3	0.3	83	9.6	577	66.6	866	9.1
Incarcerated in state jail or federal penitentiary as an adult	n/a	n/a	n/a	n/a	n/a	n/a	99	100	99	1.0
IEP[h] continuers	n/a	n/a	1,022	100	n/a	n/a	n/a	n/a	1,022	10.8
Medical injury	n/a	n/a	n/a	n/a	n/a	n/a	8	100	8	0.1
Previous dropout enrolled in a high school equivalency program, dropout recovery school, or adult education program	1,589	74.6	84	3.9	19	0.9	438	20.6	2,130	22.4
Two or more exclusions	33	8.4	131	33.2	13	3.3	218	55.2	395	4.2
State	3,974	41.8	1,492	15.7	180	1.9	3,858	40.6	9,504	100

Note. Parts may not add to 100 percent because of rounding. Counts reflect students whose final statuses were assigned in campuses that received six-year graduation rates for the purposes of state accountability. There were 1,572 students in the class of 2021 who were eligible for exclusion but assigned to campuses that did not receive six-year graduation rates for state accountability purposes.

[a]Students may be eligible for exclusion based on more than one criterion. [b]Graduates. [c]Continuers. [d]Texas Certificate of High School Equivalency. [e]Not applicable. [f]Foundation School Program. [g]To be excluded, the student must also be reported as an emergent bilingual student/English learner. [h]Individualized education program.

nine rows of each table, met one exclusion criterion at their campus of final status. Students who met multiple exclusion criteria were counted only in the "two or more exclusions" category. Some exclusions applied only to students assigned specific final statuses or whose final statuses were in specific years. For example, only students enrolled in the fifth, sixth, or seventh years of the cohort were excluded for being ineligible for FSP funding because students are considered eligible for funding during the first four years of high school. Also, special education students who met graduation requirements, were at least 18 years of age, and were still working toward completing an Individualized Educational Plan were excluded only if they were assigned a final status of continuer. In addition, students court-ordered to attend high school equivalency programs who did not earn a TxCHSE, students incarcerated in state jails or federal penitentiaries as adults, and students

who suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility were assigned final statuses of dropout because the exclusions were identified through leaver codes associated with dropping out (see the section "Accounting for Students by Districts" on page 40 for additional information). Students excluded from rates for state accountability purposes were not excluded from state-level rates. Nevertheless, had these students been excluded: (a) the statewide four-year graduation rate for the class of 2023 would have been 1.8 percentage points higher (92.1%), the continuation and dropout rates would have been 1.0 and 0.7 percentage points lower (2.1% and 5.6%), respectively, and the TxCHSE recipient rate would have remained the same (0.3%); (b) the statewide five-year extended graduation rate for the class of 2022 would have been 1.6 percentage points higher (93.4%), the continuation and dropout rates would have been 0.6 and 0.9 percentage points lower (0.4% and 5.9%), respectively, and the TxCHSE recipient rate would have remained the same (0.4%); and (c) the statewide six-year extended graduation rate for the class of 2021 would have been 1.6 percentage points higher (94.3%), and the continuation, TxCHSE recipient, and dropout rates would have been 0.4, 0.1, and 1.1 percentage points lower (0.1%, 0.4%, and 5.2%), respectively.

Federal Accountability and Reporting

The Elementary and Secondary Education Act (ESEA) was first passed by Congress in 1965 as part of President Lyndon B. Johnson's War on Poverty. The No Child Left Behind Act of 2001 (NCLB, 2003) reauthorized this legislation. The primary function of the Act was to close the achievement gap between groups of students by requiring greater accountability and offering increased flexibility and choice. Under NCLB, the state and all public school districts and campuses were evaluated annually for adequate yearly progress (AYP), and AYP statuses were assigned to Texas public school districts and campuses from 2003 through 2012.

In 2013, the U.S. Department of Education (ED) approved a Texas Education Agency (TEA) request to waive 2012-13 and 2013-14 AYP calculations, noting that TEA's existing intervention systems adequately guided the support and improvement of schools (TEA, 2016). Specifically, TEA system safeguards identify schools that are eligible for additional federal funding while subject to a series of federally prescribed interventions. In 2014, TEA requested a one-year extension of ED's approval to implement ESEA flexibility through the end of the 2014-15 school year. ED approved the extension request with conditions related to the state's teacher and principal evaluation and support systems. Texas received another extension effective through the 2015-16 school year.

On December 10, 2015, the Every Student Succeeds Act (ESSA, 2015) reauthorized the ESEA and provided states with new flexibility to develop a state accountability system to meet federal accountability requirements. ESSA regulations did not require states to request AYP waivers for the 2016-17 school year, and the provisions of ESSA did not affect state accountability ratings that year. In 2018, ED approved the state's federal accountability plan. The state accountability system aligns with the ESSA requirements through the indicators and targets in the Closing the Gaps domain. For the 2020 and 2021 accountability cycles, TEA received approval to waive accountability requirements under ESSA (ED, April 6, 2021; TEA, 2020). All districts and campuses received a label of *Not Rated: Declared State of Disaster*. In 2022, federal accountability requirements were restored.

In 2024, four components were evaluated in the Closing the Gaps domain: (1) academic achievement, (2) growth or graduation, (3) English language proficiency, and (4) school quality or student success (TEA, 2024a). The federal four-year graduation rate, calculated with federal accountability exclusions, was used in the domain. Specifically, students in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district were excluded from federal graduation rate calculations. These students are also excluded from annual dropout rates and longitudinal graduation rates submitted to the federal government for reporting purposes.

The long-term statewide goal for the federal four-year graduation rate was 98.0 percent (TEA, 2024a). Baseline rates for each student group were based on the class of 2021 federal four-year graduation rates. For the class of 2023, student groups were evaluated against the long-term target (2037-38) of 98.0%, the interim target (2022-23 through 2026-27) of 90.0%, expected growth toward the next interim target (2027-28 through 2031-32) of 92.7%, or minimal growth of a tenth of

a percent improvement. In 2024, the targets applied to 12 student groups for federal accountability: all students, emergent bilingual students/English learners, students served in special education programs, students identified as economically disadvantaged, high-focus students, and the seven racial/ethnic groups used for federal reporting (African American, American Indian, Asian, Hispanic, Pacific Islander, White, and multiracial).

To identify schools for improvement, TEA uses Closing the Gaps domain performance to identify comprehensive, targeted, and additional targeted support and improvement schools. In 2024, TEA rank-ordered the scaled domain scores for all campuses in the state, and the lowest 5.0 percent of campuses that received Title I, Part A, funds were identified for comprehensive support and improvement. If a Title I or non-Title I campus did not attain a six-year federal graduation rate of at least 66.7 percent for the all students group, the campus was also identified for comprehensive support and improvement. A Title I campus identified for targeted support and improvement for three consecutive years will also be identified for comprehensive support and improvement the following school year. TEA also identifies campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered "consistently underperforming." A campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. A campus that also has at least one consistently underperforming student group that did not meet any of its evaluated indicators for three consecutive years was identified for additional targeted support.

ESSA requires state agencies and local education agencies to prepare and publish annual Federal Report Cards for all public school districts, campuses, and the state. As part of its annual report card, each state must calculate and report federal four-year graduation rates disaggregated by various student subgroups. The report cards are required to provide subgroup information cross-tabulated by, at a minimum, each major racial/ethnic group, gender, English proficiency status, and children with or without disabilities and may include other subgroups, such as subgroups based on homeless status and foster care status. Table 54 on page 131 presents the statewide federal four-year graduation rates for the cross-tabulation groups associated with the 2023-24 Federal Report Card for Texas public schools.

Table 54
Grade 9 Four-Year Longitudinal Graduation Rates, Federal Report Card Cross-Tabulation Groups, Texas Public Schools, Class of 2023

Group	Female (*N*)	Female rate (%)	Male (*N*)	Male rate (%)	Spec. ed.[a] (*N*)	Spec. ed. rate (%)	Not spec. ed. (*N*)	Not spec. ed. rate (%)	English learner[b] in 9-12[c] (*N*)	English learner in 9-12 rate (%)	All grads.[d] (*N*)	All grads. rate (%)
African American	22,765	89.4	22,067	84.1	5,575	79.6	39,257	87.9	929	87.4	44,832	86.7
American Indian	595	92.0	529	86.6	102	79.1	1,022	90.5	126	81.3	1,124	89.3
Asian	9,257	97.6	9,673	96.2	420	67.7	18,510	97.8	2,497	91.5	18,930	96.9
Hispanic	95,453	90.8	93,863	86.4	16,013	80.6	173,303	89.4	47,782	81.8	189,316	88.6
Pacific Islander	304	91.6	247	84.6	32	68.1	519	89.9	54	80.6	551	88.3
White	49,257	95.2	51,238	93.2	8,003	82.6	92,492	95.3	1,194	84.9	100,495	94.2
Multiracial	4,518	92.6	4,461	90.9	755	81.9	8,224	92.7	114	89.1	8,979	91.7
Econ. disad.[e]	99,917	89.7	97,525	85.2	20,234	80.2	177,208	88.3	43,590	83.3	197,442	87.4
Special education	11,214	82.2	19,686	79.9	n/a[f]	n/a	n/a	n/a	6,078	84.4	30,900	80.7
English learner[b] in 9-12[c]	24,744	85.2	27,952	80.1	6,078	84.4	46,618	82.2	n/a	n/a	52,696	82.4
Foster care in 9-12[c]	606	67.3	510	64.4	316	61.8	800	67.7	165	67.3	1,116	66.0
Homeless in 9-12[c]	7,348	78.1	6,183	72.6	1,718	70.9	11,813	76.2	2,594	69.5	13,531	75.5
All graduates	182,149	92.2	182,078	88.5	30,900	80.7	333,327	91.3	52,696	82.4	364,227	90.3

[a]Special education. [b]Students identified as emergent bilingual students/English learners (EB students/ELs). These students, referred to as EB students/ELs elsewhere in this report, are referred to as English learners for federal reporting purposes. [c]Students identified as members of this student group at any time while attending Grades 9-12 in Texas Public Schools. [d]Graduates. [e]Economically disadvantaged. [f]Not applicable.

National Center for Education Statistics Reporting

Four-Year Adjusted Cohort Graduation Rate

In 2004, the National Center for Education Statistics (NCES) released a report with the recommendations of a panel of experts on graduation rate calculations. The lead recommendation was for all states to adopt a standard, four-year adjusted cohort graduation rate (NCES, 2004). The adjusted cohort graduation rate is based on the tracking of individual students from the time they begin Grade 9 until the fall following their expected graduation and is the same as the graduation rate that TEA calculates for federal accountability. NCES released the class of 2022 adjusted cohort graduation rates through the Digest of Education Statistics (NCES, n.d.). For the class of 2022, graduation rates were highest for West Virginia and Tennessee (91.2% and 90.4%, respectively). Nationwide, the District of Columbia had the lowest graduation rate, at 76.4 percent (Table 55 on page 133). Texas had the eighth-highest rate out of 50 states and the District of Columbia, with an adjusted cohort graduation rate of 89.7 percent.

Table 55
Four-Year Adjusted Cohort Graduation Rates (%), Based on National Center for Education Statistics Reporting, by Race/Ethnicity and State, Class of 2022

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
West Virginia	1	91.2	87.0	>=80.0[a]	>=95.0	86.0	91.5	89.0
Tennessee	2	90.4	85.7	89.0	96.0	82.1	93.5	n/a[b]
Wisconsin	3	90.3	70.9	80.0	92.0	82.4	94.2	87.0
Kentucky	4	90.1	84.9	89.0	94.0	83.3	91.4	89.0
Massachusetts	4	90.1	86.2	82.0	96.0	81.2	93.2	89.0
Iowa	6	89.9	77.0	81.0	90.0	80.2	92.7	83.0
Missouri	7	89.8	80.1	85.0	94.0	85.5	92.2	88.0
Texas	**8**	**89.7**	**85.6**	**88.0**	**96.6**	**88.0**	**93.8**	**90.6**
Kansas	9	89.1	82.0	88.0	94.0	85.2	91.0	87.0
Virginia	9	89.1	86.1	86.0	96.4	77.9	92.8	91.0
Connecticut	11	88.9	82.0	84.0	95.0	81.3	93.6	89.0
Mississippi	11	88.9	87.9	91.0	93.0	85.0	90.3	87.0
Alabama[c]	13	88.2	85.2	88.0	94.0	83.8	90.4	90.0
Arkansas	13	88.2	84.7	84.0	88.0	86.7	89.8	86.0
Utah	13	88.2	79.0	78.0	86.0	81.0	90.6	87.0
Delaware	16	87.8	85.2	84.0	96.0	82.0	91.5	88.0
Indiana	17	87.7	80.1	87.0	94.0	84.7	89.4	84.9
New Hampshire	17	87.7	79.0	72.0	95.0	76.0	88.6	85.0
Florida	19	87.3	82.1	86.0	95.7	85.9	90.6	88.5
Illinois	19	87.3	79.5	80.0	95.5	85.1	90.5	84.6
Nebraska	21	87.1	74.0	70.0	90.0	77.0	92.0	82.0
California	22	87.0	78.6	79.0	94.9	84.7	90.6	86.8
Pennsylvania	22	87.0	77.0	78.0	94.2	76.0	91.1	81.1
New York	24	86.7	80.5	82.0	92.3	80.4	91.5	86.7
North Carolina	25	86.4	83.4	85.0	95.6	80.2	89.9	83.5
Maryland	26	86.3	84.0	79.0	96.4	72.3	93.5	90.0
Ohio	27	86.2	75.4	76.0	94.2	76.3	89.5	82.2
Maine	28	86.1	76.0	71.0	92.0	77.0	86.9	82.0
Hawaii	29	86.0	85.0	n/a	85.9	83.0	87.0	n/a
Montana	30	85.8	84.0	69.0	89.0	80.0	88.8	82.0

Source. National Center for Education Statistics (2024).

[a]The result is presented in such a manner as to provide a general idea of the rate while maintaining student anonymity. [b]Not available. [c]Use data with caution. The Alabama State Department of Education has indicated that its adjusted cohort graduation rate data for some years was misstated. [d]The rate for American Indian students in the United States was estimated assuming a count of zero American Indian students for Hawaii.

continues

Table 55 (continued)
Four-Year Adjusted Cohort Graduation Rates (%), based on National Center for Education Statistics Reporting, by Race/Ethnicity and State, Class of 2020

State	Rank	All students	African American	American Indian	Asian/Pacific Islander	Hispanic	White	Multiracial
New Jersey	31	85.2	77.8	85.0	95.9	79.3	89.1	84.0
North Dakota	32	85.1	72.0	65.0	85.0	74.0	89.7	n/a[b]
Georgia	33	84.1	82.2	77.0	93.8	77.8	87.4	83.4
South Carolina	34	83.8	79.8	77.0	94.0	80.1	86.9	n/a
Minnesota	35	83.6	73.5	55.0	86.9	69.0	88.5	77.5
Washington	35	83.6	82.1	68.0	90.7	79.0	84.7	84.7
Rhode Island	37	83.3	80.0	69.0	93.0	76.9	87.2	78.0
Louisiana	38	83.1	80.3	83.0	91.0	69.2	88.0	82.0
Vermont	39	82.8	73.0	74.0	78.0	83.0	83.4	80.0
Colorado	40	82.3	77.0	65.0	90.0	75.1	87.3	81.0
South Dakota	41	82.1	76.0	46.0	86.0	69.0	89.5	73.0
Wyoming	42	81.8	80.0	49.0	>=95.0[a]	76.0	84.1	78.0
Nevada	43	81.7	68.4	69.0	91.0	80.7	86.1	82.0
Oregon	44	81.3	74.0	69.0	89.0	78.7	82.5	79.7
Michigan	45	81.0	70.1	71.0	91.9	74.3	84.4	74.6
Idaho	46	79.9	69.0	74.0	82.0	73.1	81.9	77.0
Alaska	47	77.8	74.0	64.0	84.0	77.0	83.6	75.0
Arizona	48	77.3	71.9	64.9	89.3	73.4	83.3	78.0
District of Columbia	49	76.4	75.6	n/a	n/a	69.0	96.0	89.0
New Mexico	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Oklahoma	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
United States		**86.6**	**81.0**	**73.9[d]**	**93.7**	**82.8**	**89.8**	**n/a**

Source. National Center for Education Statistics (2024).

[a]The result is presented in such a manner as to provide a general idea of the rate while maintaining student anonymity. [b]Not available. [c]Use data with caution. The Alabama State Department of Education has indicated that its adjusted cohort graduation rate data for some years was misstated. [d]The rate for American Indian students in the United States was estimated assuming a count of zero American Indian students for Hawaii.

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

Introduction

General Documentation Requirements

Documentation Requirements by LEAVER-REASON-CODE

Table A-1
Leaver Reason Codes
in the Public Education
Information Management System

Introduction

Table A-1 on page 141 provides expanded definitions and specific documentation guidelines for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) *2023-2024 Texas Education Data Standards* (TEDS) (TEA, 2024b). The table is organized into the following broad categories of leavers:

- completed high school or high school equivalency program
- moved to other educational setting
- withdrawn by school district
- other

Leaver data are not submitted for students who enroll in other Texas public school districts or charter schools and students who obtain high school equivalency certificates at Texas examination sites by August 31. Students who move to other Texas public school districts are considered movers, not leavers. Documentation as described in this appendix is not required for movers; districts may wish to develop local policy on documentation for movers. The Unique ID Enrollment Tracking may be used to establish tentative local documentation that students are movers. The final determination of whether students are movers will be made by TEA. Local policy in this section refers to a district or charter school's leaver policies and procedures.

General Documentation Requirements

Districts must document the withdrawal of students and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required for all leaver reason codes. Documentation requirements for leaver codes are provided in the Documentation Requirements by LEAVER-REASON-CODE section. Documentation supporting use of a leaver reason code must exist in the district at the time the leaver data are submitted, i.e., no later than the Public Education Information Management System (PEIMS) Submission 1 January resubmission date.

Timelines for Establishing Leaver Reasons and Obtaining Documentation

Students who leave during the school year. For students who leave during the school year, leaver reasons apply at the time of withdrawal and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services (CPS), LEAVER-REASON-CODE 66, documentation would be obtained when the student is removed.

Students who fail to return in the fall. For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. The school-start window is the period of time between the first day of school and the last Friday in September. Districts should use the LEAVER-REASON-CODE that most appropriately describes the student's whereabouts during the school-start window. For example, to use LEAVER-REASON-CODE 60, student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.

Students who were attending and were withdrawn under LEAVER-REASON-CODE 83 when the district discovered that the student was not entitled to public school enrollment in the district. LEAVER-REASON-CODE 83, not entitled to public school enrollment in the district, applies to students who are attending and are withdrawn by the district because the district discovers, when verifying enrollment information, that the student was not entitled to enrollment in the district because the student was not a resident of the district or was not entitled under other provisions of Texas Education Code (TEC) §25.001 or as a transfer student. It is not for a student who was a resident and stops attending because he/she has moved out of the district.

This code is also used for those rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. Leaver reasons for LEAVER-REASON-CODE 83 apply at the time of withdrawal and documentation showing due process supporting the withdrawal should be obtained at that time.

Signatures on Documentation

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal documentation should also be signed for the student by a:

- parent, or
- guardian, or
- responsible adult as recorded in school records, such as a foster parent or a probation officer, or
- qualified student. A qualified student is one who, at the time he/she stops attending school:
    - is married, or
    - is 18 years or older, or
    - has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student.

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be physically signed by the parent/guardian or qualified student. Local policy will determine what type(s) of electronic signature is acceptable for e-mail submissions. Written documentation of oral statements made in person or by telephone by the parent/guardian or qualified student is acceptable documentation in some situations if it is signed and dated by the district representative.

Evaluation of Documentation

Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis.

Completeness of Documentation

Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination. Documentation will not be deemed insufficient when information is missing because the parent or parents refuse to provide information requested by the district. A district should document at the time of the conversation that the information was requested and the parent refused to provide it. Appropriate documentation of a parental refusal to provide information includes the date, content of

conversation, name of person with whom the conversation was conducted, and the signature of the school official verifying the conversation.

Changing LEAVER-REASON-CODEs

Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district assigned LEAVER-REASON-CODE 60, student withdrew from/left school for home schooling, for a student and later received a request for transcript information from a private school for the same student, the district may change the LEAVER-REASON-CODE to 81, enroll in a Texas private school, but is not obligated to.

Documentation Requirements by LEAVER-REASON-CODE

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state high school equivalency certificate, moved to other educational setting, withdrawn by school district, and other reasons. School leavers with these LEAVER-REASON-CODEs are counted as dropouts for state accountability purposes: 08 and 98. School leavers with these LEAVER-REASON-CODEs are counted as dropouts for federal accountability purposes: 08, 20, 88, 89, and 98.

Table A-1
Leaver Reason Codes in the Public Education Information Management System

Leaver code	Explanation/clarification and documentation requirements
Graduated or received an out-of-state high school equivalency certificate	
01	**Student graduated from a campus in this district or charter school** **Definition and use:** Use for students who meet all high school graduation requirements (which includes passing the exit-level TAAS or TAKS) at any time during the prior school year, including the summer (through August 31) following the close of the prior year. To graduate, a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070. Students who complete all graduation requirements in one school year but do not pass the exit-level assessments until a later year, are reported as graduates in the school year in which the exit-level assessments are passed and the diploma is issued. **Documentation requirement:** Transcript showing sufficient credits, successful completion of the exit-level assessments (including testing dates), graduation seal, school official signature, and date of completion.
85	**Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again** **Definition and use:** This code may be used for students who graduated in another state or country before entering Texas public schools. This code may also be used for students who graduated from Texhoma High School, Texhoma, Oklahoma. **Documentation requirement:** Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.
86	**Student completed a High School Equivalency Certificate outside Texas** **Definition and use:** This code may be used for students who earned high school equivalency certificates outside Texas, including students living in Texas and earning high school equivalency certificates online from a testing company in another state, before enrolling or after leaving Texas public schools. **Documentation requirement:** Acceptable documentation is a copy of the high school equivalency certificate or some other written document provided by the testing company showing completion of the high school equivalency. Written documentation from the testing company must include the date of high school equivalency completion, location, address, and contact information of the company.
90	**Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children** **Definition and use:** Per TEC §162.002, student lives in the household of an active-duty military serviceperson, transferred into Texas public schools at the beginning of or during his or her senior year, did not meet requirements to graduate from Texas public schools, did meet requirements to graduate from a school in the sending state, and, under provisions of the Interstate Compact on Educational Opportunity for Military Children, graduated from a school or district in the sending state. **Documentation requirement:** Transcript showing sufficient credits, date, and school official signature, or a diploma with a graduation seal.
Moved to other educational setting	
24	**Student entered college and is working towards an Associate's or Bachelor's degree** **Definition and use:** This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester). This code is also for students who leave school to enter a dual-credit program established by the Texas Legislature at the Texas Academy of Mathematics and Science at the University of North Texas, the Texas Academy of Leadership in the Humanities at Lamar University, the Texas Academy of Mathematics and Science at the University of Texas at Brownsville, and the Texas Academy of International Studies at Texas A&M International University. **Documentation requirement:** Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program. Per federal requirement, it is <u>not</u> permissible for a district to document that, at the time of withdrawal, the student intended to enter a postsecondary educational setting. Beginning with students

Source. Texas Education Agency (2024b).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	leaving in the 2011-12 school year, a district must document that the student has actually entered a postsecondary educational setting. One of the following types of documentation is required to verify enrollment: ***Transcript request.*** Acceptable documentation of enrollment in college is a records request from the college in which the student is enrolled. Telephone requests must be documented in writing, including the date of the call, the name of the college requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school). ***Verification by an authorized representative of the college.*** A signed letter from the college verifying enrollment is also acceptable documentation. The letter must state the name and location of the college in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement provided by a representative of the college, signed and dated by an authorized representative of the district. The statement should include the name and location of the college and verification that the student is enrolled. ***Verification by the parent/guardian or qualified student.*** Acceptable documentation includes a letter, signed and dated from the parent, guardian, or qualified student stating that the student has enrolled in college in a program leading to an associate's or bachelor's degree.
60	**Student is home schooled** **Definition and use:** Student is being home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. The district is not required to obtain evidence that the program being provided meets educational standards. **Documentation requirement:** A district must document that the parent/guardian is home schooling the student. Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to be home schooled. Beginning with students leaving in the 2011-12 school year, the following documentation is required to verify enrollment: ***Verification by the parent/guardian.*** A letter, signed and dated, from the parent/guardian stating that the student is being home schooled is acceptable documentation. Letters from parents/guardians must indicate the actual date home schooling began.
66	**Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment** **Definition and use:** This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school. **Documentation requirement:** Acceptable documentation includes due process documentation supporting the withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.
81 **82**	**Student enrolled in a private school in Texas** **Student enrolled in a public or private school outside of Texas** **Definition and use:** Student is enrolled in a private school in Texas (code 81), the Texas Job Corps Diploma Program (code 81), or a public or private school outside Texas (code 82). Documentation of actual enrollment is required. This code is also used when a student moves from the district without withdrawing but the district receives a records request. If the student enrolls in another school in the district or another public school district in Texas, a leaver record is not submitted. If the district did not assign code 81 or code 82 when the student stopped attending, the district can change the original code assigned to the student when the records request or communication from the parent/guardian or qualified

Source. Texas Education Agency (2024b).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	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. **Documentation requirement:** Per federal requirement, it is not permissible for a district to document that, at the time of withdrawal, the student intended to enter another educational setting. Beginning with students leaving in the 2011-12 school year, a district must document that the student has actually enrolled in a private school in Texas, the Texas Job Corps Diploma Program, or a private or public school outside Texas. One of the following types of documentation is required to verify enrollment: ***Transcript request.*** Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests are acceptable, but they must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file. Documentation of the method of records dissemination also must be included in the student's permanent file (e.g., copy of fax activity log, certified mail receipt, encrypted e-mail receipt confirmation, or postage/mail log with complete address information for requesting school). ***Verification by the superintendent or authorized campus or district administrator of the receiving district.*** A signed letter from the receiving school verifying enrollment is acceptable documentation. The letter must state the name and location of the school in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of and contact information for the school and verifying that the student is enrolled, signed and dated by an authorized campus or district administrator of the district. ***Verification by the parent/guardian or qualified student.*** Acceptable documentation includes a letter, signed and dated, from the parent/guardian or qualified student stating that the student has enrolled in a private school in Texas or a private or public school outside of Texas leading to the completion of a high school diploma.
87	**Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program** **Definition and use:** Student was withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal that the student has enrolled in the State Board of Education-authorized Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program. **Documentation requirement:** The district must receive either a) a records or transcript request from the high school diploma program or b) a letter from the high school diploma program stating that the student is enrolled.
Withdrawn by school district	
78	**Student was expelled under the provisions of TEC §37.007 and cannot return to school** **Definition and use:** This code may only be used when: • the student was expelled under the provisions of TEC §37.007, and • the term of expulsion has not expired or the student's failure to attend school is due to court action. This code may only be used for a student who was expelled for an offense included in TEC §37.007. This code is not intended for use by districts which assign students to a Juvenile Justice Alternative Education Program (JJAEP). **Documentation requirement:** Due process documentation supporting the expulsion.
83	**Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.** **Definition and use:** This code is for situations in which the district discovers when verifying enrollment information that the student is not entitled to enrollment in the district because the student is not a resident of the district or is not entitled under other provisions of TEC §25.001 or as a transfer student. It is not for a student who was a resident of the district

Source. Texas Education Agency (2024b).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	and who stops attending because he/she has moved. This code is also for rare situations in which the student has not met the requirements under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services for immunization, provisional enrollment, or exemption. Subject to the exceptions in TEC §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). A student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c) or by rule of the Department of State Health Services, a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the *Student Attendance Accounting Handbook*. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services. **Documentation requirement:** Due process documentation supporting the withdrawal. All district actions to withdraw a student must be documented or the documentation for use of this leaver reason code may be considered insufficient. For purposes of leaver reason code 83, due process is defined as completion of the following steps: 1. District provides oral or written notice, appropriately documented, to the student's parent, guardian, or qualified student him- or herself of intent to withdraw the student, reasons for the withdrawal, effective date of withdrawal, and date of hearing or conference at which the parent, guardian, or qualified student will have an opportunity to respond to the allegations that the student is not entitled to be enrolled in the district. Steps 2 and 3 are not required for cases in which the parent, guardian or qualified student agrees that the student is not entitled to enrollment in the district. Step 4 is always required for charter schools. 2. District provides a hearing or conference at which the district presents the reasons for withdrawal, and the parent, guardian, or qualified student is given the opportunity to respond to the reasons for withdrawal. 3. District provides a written report to the parent, guardian, or qualified student that contains the findings of fact and district decision following the hearing or conference. The written report shall include notice of the parent's, guardian's, or qualified student's right to appeal the district's decision. 4. Charter schools shall notify the school district in which the student resides within three business days of withdrawing a student from a charter school, per Texas Administrative Code §100.1211.
Other reasons	
03	**Student died while enrolled in school or during the summer break after completing the prior school year** **Definition and use:** Self-explanatory. **Documentation requirement:** Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, and written documentation of an oral statement by a parent or guardian stating that the student has died.
08	**Student (female or male) withdrew from/left school because of pregnancy** **Definition and use:** 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 he or she leaves school. This code can be used for female or male students. **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.
16	**Student returned to family's home country or emigrated to another country** **Definition and use:** Use for students who are leaving the United States to return to their home country or emigrate to another country. A student may be leaving with or without family members to live with his or her family, immediate or extended, in their home country or in another country. The citizenship of the student is not relevant in assigning this code. This code can also be used for foreign exchange students.

Source. Texas Education Agency (2024b).

continues

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

Leaver code	Explanation/clarification and documentation requirements
	Documentation requirement: Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized campus or district administrator. Acceptable documentation is also a copy of the withdrawal form signed and dated by the parent/guardian or qualified student and a campus or district administrator. The withdrawal form should indicate that the student is leaving school because the student is returning to their home country or emigrating to another country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be physically signed by the parent/guardian or qualified student. A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the student is returning to the student's home country or emigrating to another country is also acceptable documentation. Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family or the foreign student advisor verifying the student's return to his or her home country. Other acceptable documentation is written documentation of an oral statement by a parent, an adult neighbor, or other adult with knowledge of the family's whereabouts, signed and dated by an authorized campus or district administrator.
20	**Student withdrew from/left school because of a medical injury** **Definition and use:** Students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility are entitled to receive educational services. This code may be used if educational services are refused by the qualified student or the student's parent or guardian and the student is withdrawn from school. Local Education Agencies (LEAs) should be aware, however, that if the illness, condition, or injury suffered by the student leads the LEA to suspect that the illness, condition, or injury has resulted in a disability identified under the Individuals with Disabilities Education Act (IDEA), along with a corresponding need for special education and related services, the LEA must comply with federal law requiring public agencies to locate, evaluate, and identify students with disabilities who need special education and related services. In this situation, once the LEA obtains informed consent from the parent, guardian, or qualified student consistent with the consent requirements in 34 C.F.R. §300.300, it must conduct a full and individual initial evaluation (FIE) for the student pursuant to the IDEA. The leaver code may be used in this situation if the parent, guardian, or qualified student denies the LEA's request for an FIE, refuses educational services, and withdraws the student from school. **Documentation requirement:** For general education students, acceptable documentation includes a written statement or an oral statement by the parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; (d) the student has been offered education services; and (e) the parent, guardian, or qualified student has refused those services. With respect to students receiving special education and related services, the refusal to accept these services should be in writing pursuant to 34 C.F.R. §300.300(b)(4). Acceptable documentation in this case, thus, includes a written statement or an oral statement by a parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; and (d) the student has been offered education services. A refusal or revocation of consent for special education services, however, should be in a written statement (rather than a documented oral statement) from the parent, guardian, or qualified student and maintained in the student's eligibility folder pursuant to 19 TAC §89.1075(a). If the student was not identified as eligible for special education prior to the illness, condition, or injury at issue, and the LEA suspects that the illness, condition, or injury has resulted in a disability and corresponding need for special education and related services, the following documentation is acceptable: a written statement or an oral statement by the parent, guardian, or qualified student properly documented by a designated LEA staff member that: (a) the student has suffered a condition, injury, or illness that requires substantial medical care; (b) the student is unable to attend school as a result; (c) the student has been assigned to a medical or residential treatment facility; (d) the student has been offered an FIE and education services, and (e) the parent, guardian, or qualified student has refused both the FIE and education services.

Source. Texas Education Agency (2024b).

continues

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

Leaver code	Explanation/clarification and documentation requirements
88	**Student was ordered by a court to attend a High School Equivalency program and has not earned a Texas Certificate of High School Equivalency (TxCHSE)** **Definition and use:** This code is for students who are court-ordered to attend a high school equivalency program and have not earned a TxCHSE at any time during the prior school year, including the summer (through August 31) following the close of the prior year. **Documentation requirement:** Acceptable documentation is a copy of the court order stating that the student has been ordered to attend a high school equivalency program. Documentation must include the name of the student, the date of the order, the name of the judge making the order, and the county in which the judge presides. The order should state that the court is ordering the student to attend a high school equivalency program or to take a high school equivalency exam.
89	**Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult** **Definition and use:** Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult. **Documentation requirement:** Acceptable documentation is one of the following: 1) Oral notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, to an authorized representative of the district, that the student is incarcerated. The written statement of the oral notification shall be signed and dated by the authorized representative. 2) Written notification from a law enforcement agency, the office of the prosecuting attorney, or the jail or penitentiary, that the student is incarcerated.
98	**Other (reason unknown or not listed above)** **Definition and use:** 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.

Source. Texas Education Agency (2024b).

Appendix B
Student Characteristic and Program Participation Data in Annual Dropout Rates and Longitudinal Graduation and Dropout Rates

Introduction

Table B-1
Program Participation and Student Characteristic Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Introduction

Overview

Table B-1 on page 150 specifies the criteria the Texas Education Agency (TEA) applies to the Public Education Information Management System (PEIMS) data elements used to calculate annual dropout rates and longitudinal graduation and dropout rates for students participating in special instructional programs and students with special demographic characteristics. Texas public school districts report the data to the TEA through the Texas Student Data System (TSDS). The table also identifies, when applicable, the subcategories through which the data elements are submitted. Refer to the *Texas Education Data Standards* (TEDS), published annually by TEA, for a detailed description of the data elements in Table B-1 (TEA, 2023b).

Annual Dropout Rates

The annual dropout rate for students with a special demographic characteristic is calculated as the number of students reported with the specified characteristic who drop out during a single school year divided by the total number of students reported with the specified characteristic enrolled during the same school year. Likewise, the annual dropout rate for students participating in a special instructional program is calculated as the number of students reported as participating in the specified program who drop out during a single school year divided by the total number of students reported as participating in the specified program who attended the same school year. A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Following, as an example, is the annual dropout rate calculation for immigrant students.

$$\frac{\text{number of students reported to TEA as immigrants who dropped out during the school year}}{\text{number of students reported to TEA as immigrants enrolled during the school year}}$$

Longitudinal Graduation and Dropout Rates

Calculating longitudinal four-year rates requires tracking a cohort of students from the time they enter Grade 9, or transfer into the cohort, until the fall following their anticipated graduation date. Calculating extended longitudinal rates requires tracking a cohort of students until the fall one or more years after their anticipated graduation date. The longitudinal graduation rate is the number of students who graduate divided by the total number of students in the cohort who have final statuses. The longitudinal dropout rate is the number of students who drop out divided by the total number of students who have final statuses.

PEIMS attendance data are used to build each cohort of students. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in 2019-20 make up the class of 2023 Grade 9 cohort. Students who did not attend Grade 9 in Texas public schools that year but entered the system over the next

three years were added to the cohort if, in the year they entered, they were in the grade level expected for the cohort. Each cohort was tracked using PEIMS data through the four or more years of the cohort. Students in the class of 2023 were tracked into the fall semester following their anticipated graduation date of spring 2023. Students in previous cohorts were tracked into the fall semester one or more years following their anticipated graduation date.

Any student who was determined to be a graduate, continuer, TxCHSE recipient, or dropout was counted in the class of 2023. This included students who began Grade 9 in Texas public schools, as well as students who later entered Texas public schools in the grade level expected for the cohort and were added to the cohort. A student whose final status could not be determined was not included as a member of the class. A student who left the Texas public school system during the time period covered for reasons other than graduating, receiving a TxCHSE, or dropping out was not included as a member of the class.

A student may be reported with more than one special demographic characteristic or as participating in more than one special instructional program. Program participation is assigned to a student based on data elements reported on the student's last record of attendance. For example, if the student last attended in 2022-23 and was identified as gifted and talented that year, the student is included in rate calculations for gifted and talented students. Demographic characteristics also are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as emergent bilingual students/English learners (EB students/ELs) at any time while attending Texas public schools, (b) as EB students/ELs at any time while attending Grades 9-12 in Texas public schools, (c) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (d) as homeless at any time while attending Grades 9-12 in Texas public schools. Additionally, career and technical education (CTE) information is not available for continuing students in longitudinal rate calculations. CTE status for continuing students is based on the student's prior record of attendance in the continuing district, if available.

As an example, the longitudinal graduation rate for migrant students is calculated as the number of students who graduated and were reported as migrants on their last records of attendance divided by the number of students in the class who were reported as migrants on their last records of attendance.

$$\frac{\text{graduates reported as migrants on last records of attendance}}{\text{graduates + continuers + TxCHSE recipients + dropouts reported as migrants on last records of attendance}}$$

Through the TEA Login (TEAL), school districts have access to the preliminary cohort for a given year, as well as technical documentation describing how TEA builds a cohort and how longitudinal rates are calculated. The technical documentation is also available on the agency's public website.

Table B-1
Program Participation and Student Characteristic Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Instructional program	
Bilingual or English as a second language (ESL)	**Data source.** For students enrolled in membership, PEIMS[b] summer collection (Submission 3) on the 42401-Special Programs Attendance subcategory and 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** (a) Days present reported as greater than 0 on Total Elig Bilingual/ESL Days Present or Flex Attend Total Bilingual/ESL Days Eligible and (b) "1" for the LEP Indicator Code. Student coded as: (a) "2," "3," "4," or "5" for the Bilingual Program Type Code or "2" or "3" for the ESL Program Type Code or "01" or "02" for the Alternative Language Program Type Code; and (b) "1" for the Emergent Bilingual Indicator Code.
Transitional bilingual/early exit	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "2" for the Bilingual Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
Transitional bilingual/late exit	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "3" for the Bilingual Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
Dual language immersion/two-way	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "4" for the Bilingual Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
Dual language immersion/one-way	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "5" for the Bilingual Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
ESL content-based	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "2" for the ESL Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
ESL pull-out	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "3" for the ESL Program Type Code and (b) "1" for the Emergent Bilingual Indicator Code.
Bilingual Alternative Language Program	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "01" for the Alternative Language Program Code and (b) "1" for the Emergent Bilingual Indicator Code.
ESL Alternative Language Program	**Data source.** PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory and the 40100-Student Basic Information subcategory. **Criteria.** Student coded as: (a) "02" for the Alternative Language Program Code and (b) "1" for the Emergent Bilingual Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System. [c]An automated process derives CTE classification. For additional information, please see TEA, 2024c. [d]Early College High Schools. [e]Pathways in Technology Early College High Schools.

continues

Table B-1 (continued)
Program Participation and Student Characteristic Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Career and technical education (CTE)	**Data source.** For students enrolled in membership, PEIMS[b] summer collection (Submission 3) on the 40110-Enrollment subcategory and the 43415-Course Completion subcategory. **Criteria.** CTE Indicator Autocalculation[c]
Gifted and talented	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40110-Enrollment subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory. **Criteria.** Student coded as "1" for the Gifted Talented Indicator Code.
Section 504	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40110-Enrollment subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory. **Criteria.** Student coded as "1" for the Section 504 Indicator Code.
Special education	**Data source.** PEIMS summer collection (Submission 3) on either the 40110-Enrollment subcategory or the 42405-Special Education Attendance subcategory and either the 42500-Flexible Attendance subcategory or the 42505-Special Education Flexible Attendance subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40110-Enrollment subcategory. **Criteria.** (a) a 42405-Special Education Attendance subcategory submission; (b) a 40110-Enrollment subcategory submission where Total Elig Sp Ed Mainstream Days Present is greater than 0; (c) a 42505-Special Education Flexible Attendance subcategory submission; (d) a 42500-Flexible Attendance subcategory submission where Flex Attend Total Sp Ed Mainstream Days Eligible is greater than 0; or (e) student coded as "1" on the Special Ed Indicator Code on the 40110-Enrollment subcategory.
Title I	**Data source.** PEIMS summer collection (Submission 3) on the 41461-Title I, Part A Program subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 41461-Title I, Part A Program subcategory. **Criteria.** Any 41461-Title I, Part A Program subcategory submission or student coded as "A," "6," "7," or "9" on the Title I, Part A, Indicator Code.
Student characteristic	
At-risk	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the At-Risk Indicator Code.
Dyslexia	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Dyslexia Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System. [c]An automated process derives CTE classification. For additional information, please see TEA, 2024c. [d]Early College High Schools. [e]Pathways in Technology Early College High Schools.

continues

Table B-1 (continued)
Program Participation and Student Characteristic Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Economically disadvantaged	**Data source.** For students enrolled in membership, PEIMS[b] summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "01," "02," or "99" for the Economic Disadvantage Code.
Not economically disadvantaged	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "00" for the Economic Disadvantage Code.
Emergent bilingual student/English learner	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Emergent Bilingual Indicator Code.
Foster care	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" or "2" for the Foster Care Type Indicator Code.
Homeless	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1," "2," "3," "4," or "5" on Homeless Status Code.
Immigrant	**Data source.** PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Immigrant Indicator Code.
Military-connected	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** For state definition, student coded as "1", "2", "3", "4", "5" or "6" for the Military-Connected Student Indicator Code. For federal definition, student coded as "1" or "2" for the Military-Connected Student Indicator Code.
Migrant	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the Migrant Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System. [c]An automated process derives CTE classification. For additional information, please see TEA, 2024c. [d]Early College High Schools. [e]Pathways in Technology Early College High Schools.

continues

Table B-1 (continued)
Program Participation and Student Characteristic Data in Annual Dropout Rate and Longitudinal Graduation and Dropout Rate Calculations

Data element	TSDS[a] source and criteria
Overage	**Data source.** PEIMS[b] summer collection (Submission 3) on the 40100-Student Basic Information subcategory, 42400-Basic Attendance subcategory, and 42500-Flexible Attendance subcategory. **Criteria.** For each district attended, the highest grade in the last six weeks is used. The Texas Education Agency calculates a student's age based on September 1 of the school year in question.
Nontraditional school model	
ECHS[d]	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the ECHS Indicator Code.
P-TECH[e]	**Data source.** For students enrolled in membership, PEIMS summer collection (Submission 3) on the 40100-Student Basic Information subcategory. For students enrolled but not in membership or enrolled in the fall after expected graduation, PEIMS fall collection (Submission 1) on the 40100-Student Basic Information subcategory. **Criteria.** Student coded as "1" for the P-TECH Indicator Code.

[a]Texas Student Data System. [b]Public Education Information Management System. [c]An automated process derives CTE classification. For additional information, please see TEA, 2024c. [d]Early College High Schools. [e]Pathways in Technology Early College High Schools.

Appendix C
Supplemental Tables

Table C-1
Annual Dropout Rate, Grades 7-8,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2017-18

Table C-2
Annual Dropout Rate, Grades 9-12,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2017-18

Table C-3
Annual Dropout Rate, Grades 7-12,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, 2005-06 Through 2017-18

Table C-4
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates,
by Race/Ethnicity, Economic Status, and Gender,
Texas Public Schools, Classes of 2006 Through 2018

Table C-5
Grade 7 Longitudinal Graduation and Dropout Rates,
by Race/Ethnicity and Economic Status,
Texas Public Schools, Classes of 2009 Through 2019

Table C-1
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2005-06	108,041	15.5	829	27.3	0.8
2006-07	102,967	14.9	740	25.6	0.7
2007-08	100,628	14.6	475	23.9	0.5
2008-09	100,818	14.3	505	22.9	0.5
2009-10	93,727	13.1	356	21.3	0.4
2010-11	95,360	13.1	321	21.0	0.3
2011-12	96,678	13.0	382	19.2	0.4
2012-13	97,887	12.9	364	11.4	0.4
2013-14	99,675	12.7	447	11.2	0.4
2014-15	99,661	12.6	537	20.8	0.5
2015-16	99,489	12.5	548	19.7	0.6
2016-17	100,840	12.5	573	20.8	0.6
2017-18	102,969	12.6	770	22.5	0.7
American Indian					
2005-06	2,428	0.3	11	0.4	0.5
2006-07	2,454	0.4	10	0.3	0.4
2007-08	2,518	0.4	6	0.3	0.2
2008-09	2,603	0.4	13	0.6	0.5
2009-10	<3,675	0.5	–[a]	–	0.2
2010-11	<3,625	0.5	–	–	0.3
2011-12	<3,475	0.5	–	–	0.2
2012-13	<3,000	0.4	–	–	0.5
2013-14	2,915	0.4	15	0.4	0.5
2014-15	<3,000	0.4	–	–	0.4
2015-16	2,964	0.4	16	0.6	0.5
2016-17	2,915	0.4	14	0.5	0.5
2017-18	2,864	0.3	17	0.5	0.6
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	24,207	3.4	26	1.6	0.1
2010-11	24,994	3.4	15	1.0	0.1
2011-12	25,590	3.4	27	1.4	0.1
2012-13	26,438	3.5	27	0.8	0.1

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

continues

Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2013-14	29,165	3.7	30	0.8	0.1
2014-15	30,749	3.9	54	2.1	0.2
2015-16	32,454	4.1	55	2.0	0.2
2016-17	34,450	4.3	53	1.9	0.2
2017-18	35,575	4.3	68	2.0	0.2
Hispanic					
2005-06	303,028	43.4	1,680	55.3	0.6
2006-07	307,440	44.6	1,626	56.3	0.5
2007-08	315,045	45.6	1,126	56.6	0.4
2008-09	327,594	46.5	1,289	58.5	0.4
2009-10	344,999	48.3	999	59.7	0.3
2010-11	356,057	48.9	870	56.9	0.2
2011-12	367,724	49.5	1,183	59.4	0.3
2012-13	381,097	50.1	2,311	72.5	0.6
2013-14	399,384	51.0	3,036	76.4	0.8
2014-15	405,126	51.4	1,473	57.0	0.4
2015-16	409,743	51.6	1,602	57.6	0.4
2016-17	418,691	51.9	1,601	58.1	0.4
2017-18	427,000	52.2	1,920	56.1	0.4
Pacific Islander					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<870	0.1	–[a]	–	0.1
2010-11	<900	0.1	–	–	0.3
2011-12	<925	0.1	–	–	0.3
2012-13	<1,000	0.1	–	–	0.2
2013-14	1,032	0.1	10	0.3	1.0
2014-15	<1,100	0.1	–	–	0.4
2015-16	1,088	0.1	4	0.1	0.4
2016-17	1,133	0.1	8	0.3	0.7
2017-18	1,146	0.1	6	0.2	0.5
White					
2005-06	263,909	37.8	476	15.7	0.2
2006-07	254,861	37.0	471	16.3	0.2
2007-08	249,849	36.1	343	17.3	0.1

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

continues

Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2008-09	248,422	35.3	357	16.2	0.1
2009-10	235,537	33.0	258	15.4	0.1
2010-11	235,642	32.4	289	18.9	0.1
2011-12	236,001	31.8	365	18.3	0.2
2012-13	238,079	31.3	430	13.5	0.2
2013-14	237,598	30.3	403	10.1	0.2
2014-15	234,813	29.8	468	18.1	0.2
2015-16	232,673	29.3	507	18.2	0.2
2016-17	231,469	28.7	447	16.2	0.2
2017-18	230,983	28.2	588	17.2	0.3
Multiracial					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	11,057	1.5	24	1.4	0.2
2010-11	11,338	1.6	21	1.4	0.2
2011-12	12,285	1.7	24	1.2	0.2
2012-13	13,142	1.7	37	1.2	0.3
2013-14	13,789	1.8	33	0.8	0.2
2014-15	14,410	1.8	35	1.4	0.2
2015-16	15,319	1.9	51	1.8	0.3
2016-17	16,670	2.1	58	2.1	0.3
2017-18	17,830	2.2	55	1.6	0.3
Economically disadvantaged					
2005-06	361,820	51.8	1,665	54.8	0.5
2006-07	358,256	51.9	1,647	57.0	0.5
2007-08	356,732	51.6	1,054	53.0	0.3
2008-09	348,812	49.5	874	39.7	0.3
2009-10	368,495	51.6	685	41.0	0.2
2010-11	417,182	57.3	1,006	65.8	0.2
2011-12	441,937	59.5	1,431	71.9	0.3
2012-13	453,346	59.6	2,639	82.8	0.6
2013-14	470,835	60.1	3,314	83.4	0.7
2014-15	465,366	59.0	1,838	71.1	0.4
2015-16	469,422	59.1	2,033	73.1	0.4

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

continues

Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2016-17	476,751	59.1	1,988	72.2	0.4
2017-18	496,799	60.7	2,582	75.4	0.5
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	307,277	40.4	548	17.2	0.2
2013-14	312,723	39.9	660	16.6	0.2
2014-15	323,449	41.0	746	28.9	0.2
2015-16	324,308	40.9	750	26.9	0.2
2016-17	329,417	40.9	766	27.8	0.2
2017-18	321,568	39.3	842	24.6	0.3
Female					
2005-06	339,840	48.7	1,464	48.2	0.4
2006-07	335,173	48.6	1,338	46.3	0.4
2007-08	335,686	48.6	881	44.3	0.3
2008-09	342,418	48.6	995	45.2	0.3
2009-10	347,452	48.7	735	44.0	0.2
2010-11	353,919	48.6	756	49.4	0.2
2011-12	361,544	48.7	909	45.7	0.3
2012-13	370,903	48.8	966	30.3	0.3
2013-14	380,935	48.6	1,045	26.3	0.3
2014-15	384,056	48.7	1,219	47.2	0.3
2015-16	386,352	48.7	1,280	46.0	0.3
2016-17	393,199	48.8	1,286	46.7	0.3
2017-18	398,360	48.7	1,563	45.6	0.4
Male					
2005-06	358,637	51.3	1,574	51.8	0.4
2006-07	354,560	51.4	1,550	53.7	0.4
2007-08	355,596	51.4	1,107	55.7	0.3
2008-09	362,034	51.4	1,208	54.8	0.3
2009-10	366,608	51.3	937	56.0	0.3
2010-11	373,972	51.4	774	50.6	0.2

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-1 (continued)
Annual Dropout Rate, Grades 7-8, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2011-12	381,123	51.3	1,082	54.3	0.3
2012-13	389,720	51.2	2,221	69.7	0.6
2013-14	402,623	51.4	2,929	73.7	0.7
2014-15	404,759	51.3	1,365	52.8	0.3
2015-16	407,378	51.3	1,503	54.0	0.4
2016-17	412,969	51.2	1,468	53.3	0.4
2017-18	420,007	51.3	1,861	54.4	0.4
State					
2005-06	698,477	100	3,038	100	0.4
2006-07	689,733	100	2,888	100	0.4
2007-08	691,282	100	1,988	100	0.3
2008-09	704,452	100	2,203	100	0.3
2009-10	714,060	100	1,672	100	0.2
2010-11	727,891	100	1,530	100	0.2
2011-12	742,667	100	1,991	100	0.3
2012-13	760,623	100	3,187	100	0.4
2013-14	783,558	100	3,974	100	0.5
2014-15	788,815	100	2,584	100	0.3
2015-16	793,730	100	2,783	100	0.4
2016-17	806,168	100	2,754	100	0.3
2017-18	818,367	100	3,424	100	0.4

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

Table C-2
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2005-06	202,072	15.3	10,863	22.3	5.4
2006-07	199,825	15.0	11,550	22.0	5.8
2007-08	201,866	14.9	10,017	22.9	5.0
2008-09	201,176	14.8	8,876	22.9	4.4
2009-10	191,211	13.9	7,392	22.2	3.9
2010-11	189,474	13.6	6,807	20.7	3.6
2011-12	187,634	13.3	7,062	20.6	3.8
2012-13	187,944	13.2	6,120	19.4	3.3
2013-14	189,446	13.0	5,868	18.7	3.1
2014-15	193,774	13.0	5,828	18.9	3.0
2015-16	198,005	12.9	5,842	19.0	3.0
2016-17	200,410	12.8	5,707	18.8	2.8
2017-18	202,424	12.7	5,683	18.8	2.8
American Indian					
2005-06	4,590	0.3	133	0.3	2.9
2006-07	4,771	0.4	133	0.3	2.8
2007-08	4,995	0.4	129	0.3	2.6
2008-09	4,997	0.4	111	0.3	2.2
2009-10	<7,530	0.5	–[a]	–	2.6
2010-11	<7,190	0.5	–	–	2.8
2011-12	<6,980	0.5	–	–	2.7
2012-13	<6,350	0.4	–	–	2.5
2013-14	6,257	0.4	147	0.5	2.3
2014-15	<6,300	0.4	–	–	2.8
2015-16	6,070	0.4	164	0.5	2.7
2016-17	6,028	0.4	159	0.5	2.6
2017-18	5,985	0.4	173	0.6	2.9
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	45,870	3.3	385	1.2	0.8
2010-11	48,616	3.5	374	1.1	0.8
2011-12	50,991	3.6	464	1.4	0.9
2012-13	52,377	3.7	420	1.3	0.8

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2013-14	55,019	3.8	411	1.3	0.7
2014-15	57,939	3.9	457	1.5	0.8
2015-16	61,220	4.0	390	1.3	0.6
2016-17	65,047	4.1	341	1.1	0.5
2017-18	68,898	4.3	352	1.2	0.5
Hispanic					
2005-06	534,570	40.6	27,633	56.6	5.2
2006-07	558,007	41.8	30,200	57.6	5.4
2007-08	580,114	42.9	25,332	57.8	4.4
2008-09	595,252	43.9	22,493	58.1	3.8
2009-10	631,184	45.8	19,597	59.0	3.1
2010-11	652,154	46.8	19,866	60.5	3.0
2011-12	670,390	47.6	20,662	60.3	3.1
2012-13	693,069	48.5	19,247	61.1	2.8
2013-14	714,253	49.1	19,306	61.5	2.7
2014-15	742,506	49.7	18,724	60.7	2.5
2015-16	774,571	50.4	18,741	61.1	2.4
2016-17	800,774	51.0	18,754	61.9	2.3
2017-18	816,820	51.3	18,650	61.6	2.3
Pacific Islander					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	<1,860	0.1	–[a]	–	2.5
2010-11	<1,870	0.1	–	–	2.3
2011-12	<1,900	0.1	–	–	1.7
2012-13	<2,000	0.1	–	–	2.2
2013-14	2,067	0.1	61	0.2	3.0
2014-15	<2,200	0.1	–	–	2.1
2015-16	2,285	0.1	60	0.2	2.6
2016-17	2,411	0.2	54	0.2	2.2
2017-18	2,475	0.2	67	0.2	2.7
White					
2005-06	534,204	40.5	9,592	19.7	1.8
2006-07	527,469	39.5	9,922	18.9	1.9
2007-08	518,202	38.4	7,831	17.9	1.5

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2008-09	506,473	37.3	6,767	17.5	1.3
2009-10	480,028	34.9	5,377	16.2	1.1
2010-11	474,110	34.0	5,280	16.1	1.1
2011-12	467,344	33.2	5,529	16.1	1.2
2012-13	463,355	32.4	5,155	16.4	1.1
2013-14	462,905	31.8	5,218	16.6	1.1
2014-15	466,430	31.2	5,228	16.9	1.1
2015-16	467,359	30.4	5,076	16.5	1.1
2016-17	466,315	29.7	4,899	16.2	1.1
2017-18	464,643	29.2	4,844	16.0	1.0
Multiracial					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	19,670	1.4	246	0.7	1.3
2010-11	21,130	1.5	266	0.8	1.3
2011-12	22,479	1.6	349	1.0	1.6
2012-13	23,784	1.7	365	1.2	1.5
2013-14	24,895	1.7	373	1.2	1.5
2014-15	26,210	1.8	397	1.3	1.5
2015-16	27,706	1.8	410	1.3	1.5
2016-17	29,375	1.9	382	1.3	1.3
2017-18	31,240	2.0	504	1.7	1.6
Economically disadvantaged					
2005-06	555,270	42.1	23,359	47.9	4.2
2006-07	567,425	42.5	24,330	46.4	4.3
2007-08	581,948	43.1	20,354	46.5	3.5
2008-09	569,299	42.0	15,181	39.2	2.7
2009-10	612,655	44.5	13,099	39.4	2.1
2010-11	712,439	51.1	19,232	58.6	2.7
2011-12	745,010	52.9	20,929	61.0	2.8
2012-13	763,807	53.5	20,217	64.2	2.6
2013-14	783,079	53.8	20,592	65.6	2.6
2014-15	793,461	53.1	20,177	65.4	2.5
2015-16	828,322	53.9	20,512	66.9	2.5

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2016-17	853,126	54.3	20,813	68.7	2.4
2017-18	892,672	56.1	21,615	71.4	2.4
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	665,012	46.5	11,292	35.8	1.7
2013-14	671,763	46.2	10,792	34.4	1.6
2014-15	701,833	46.9	10,676	34.6	1.5
2015-16	708,894	46.1	10,171	33.1	1.4
2016-17	717,234	45.7	9,483	31.3	1.3
2017-18	699,813	43.9	8,658	28.6	1.2
Female					
2005-06	642,469	48.7	21,588	44.2	3.4
2006-07	651,518	48.8	23,923	45.6	3.7
2007-08	659,584	48.8	19,737	45.1	3.0
2008-09	661,106	48.7	17,650	45.6	2.7
2009-10	670,319	48.7	14,914	44.9	2.2
2010-11	679,085	48.7	14,406	43.9	2.1
2011-12	685,384	48.7	14,771	43.1	2.2
2012-13	695,346	48.7	13,272	42.1	1.9
2013-14	708,579	48.7	12,857	41.0	1.8
2014-15	729,169	48.8	12,691	41.1	1.7
2015-16	749,847	48.8	12,546	40.9	1.7
2016-17	765,746	48.8	11,833	39.1	1.5
2017-18	776,882	48.8	12,023	39.7	1.5
Male					
2005-06	675,524	51.3	27,215	55.8	4.0
2006-07	682,319	51.2	28,495	54.4	4.2
2007-08	691,337	51.2	24,071	54.9	3.5
2008-09	695,143	51.3	21,070	54.4	3.0
2009-10	707,011	51.3	18,321	55.1	2.6
2010-11	715,438	51.3	18,427	56.1	2.6

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-2 (continued)
Annual Dropout Rate, Grades 9-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2011-12	722,313	51.3	19,514	56.9	2.7
2012-13	733,473	51.3	18,237	57.9	2.5
2013-14	746,263	51.3	18,527	59.0	2.5
2014-15	766,125	51.2	18,162	58.9	2.4
2015-16	787,369	51.2	18,137	59.1	2.3
2016-17	804,614	51.2	18,463	60.9	2.3
2017-18	815,603	51.2	18,250	60.3	2.2
State					
2005-06	1,317,993	100	48,803	100	3.7
2006-07	1,333,837	100	52,418	100	3.9
2007-08	1,350,921	100	43,808	100	3.2
2008-09	1,356,249	100	38,720	100	2.9
2009-10	1,377,330	100	33,235	100	2.4
2010-11	1,394,523	100	32,833	100	2.4
2011-12	1,407,697	100	34,285	100	2.4
2012-13	1,428,819	100	31,509	100	2.2
2013-14	1,454,842	100	31,384	100	2.2
2014-15	1,495,294	100	30,853	100	2.1
2015-16	1,537,216	100	30,683	100	2.0
2016-17	1,570,360	100	30,296	100	1.9
2017-18	1,592,485	100	30,273	100	1.9

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

Table C-3
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
African American					
2005-06	310,113	15.4	11,692	22.6	3.8
2006-07	302,792	15.0	12,290	22.2	4.1
2007-08	302,494	14.8	10,492	22.9	3.5
2008-09	301,994	14.7	9,381	22.9	3.1
2009-10	284,938	13.6	7,748	22.2	2.7
2010-11	284,834	13.4	7,128	20.7	2.5
2011-12	284,312	13.2	7,444	20.5	2.6
2012-13	285,831	13.1	6,484	18.7	2.3
2013-14	289,121	12.9	6,315	17.9	2.2
2014-15	293,435	12.8	6,365	19.0	2.2
2015-16	297,494	12.8	6,390	19.1	2.1
2016-17	301,250	12.7	6,280	19.0	2.1
2017-18	305,393	12.7	6,453	19.2	2.1
American Indian					
2005-06	7,018	0.3	144	0.3	2.1
2006-07	7,225	0.4	143	0.3	2.0
2007-08	7,513	0.4	135	0.3	1.8
2008-09	7,600	0.4	124	0.3	1.6
2009-10	11,183	0.5	200	0.6	1.8
2010-11	<10,800	0.5	–[a]	–	1.9
2011-12	<10,445	0.5	–	–	1.9
2012-13	9,299	0.4	175	0.5	1.9
2013-14	9,172	0.4	162	0.5	1.8
2014-15	9,267	0.4	187	0.6	2.0
2015-16	9,034	0.4	180	0.5	2.0
2016-17	8,943	0.4	173	0.5	1.9
2017-18	8,849	0.4	190	0.6	2.1
Asian					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	70,077	3.4	411	1.2	0.6
2010-11	73,610	3.5	389	1.1	0.5
2011-12	76,581	3.6	491	1.4	0.6
2012-13	78,815	3.6	447	1.3	0.6

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2013-14	84,184	3.8	441	1.2	0.5
2014-15	88,688	3.9	511	1.5	0.6
2015-16	93,674	4.0	445	1.3	0.5
2016-17	99,497	4.2	394	1.2	0.4
2017-18	104,473	4.3	420	1.2	0.4
Hispanic					
2005-06	837,598	41.5	29,313	56.5	3.5
2006-07	865,447	42.8	31,826	57.5	3.7
2007-08	895,159	43.8	26,458	57.8	3.0
2008-09	922,846	44.8	23,782	58.1	2.6
2009-10	976,183	46.7	20,596	59.0	2.1
2010-11	1,008,211	47.5	20,736	60.3	2.1
2011-12	1,038,114	48.3	21,845	60.2	2.1
2012-13	1,074,166	49.1	21,558	62.1	2.0
2013-14	1,113,637	49.8	22,342	63.2	2.0
2014-15	1,147,632	50.2	20,197	60.4	1.8
2015-16	1,184,314	50.8	20,343	60.8	1.7
2016-17	1,219,465	51.3	20,355	61.6	1.7
2017-18	1,243,820	51.6	20,570	61.0	1.7
Pacific Islander					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	2,717	0.1	47	0.1	1.7
2010-11	<2,755	0.1	–[a]	–	1.6
2011-12	<2,830	0.1	–	–	1.2
2012-13	2,971	0.1	45	0.1	1.5
2013-14	3,099	0.1	71	0.2	2.3
2014-15	3,224	0.1	49	0.1	1.5
2015-16	3,373	0.1	64	0.2	1.9
2016-17	3,544	0.1	62	0.2	1.7
2017-18	3,621	0.2	73	0.2	2.0
White					
2005-06	798,113	39.6	10,068	19.4	1.3
2006-07	782,330	38.7	10,393	18.8	1.3
2007-08	768,051	37.6	8,174	17.8	1.1

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2008-09	754,895	36.6	7,124	17.4	0.9
2009-10	715,565	34.2	5,635	16.1	0.8
2010-11	709,752	33.4	5,569	16.2	0.8
2011-12	703,345	32.7	5,894	16.2	0.8
2012-13	701,434	32.0	5,585	16.1	0.8
2013-14	700,503	31.3	5,621	15.9	0.8
2014-15	701,243	30.7	5,696	17.0	0.8
2015-16	700,032	30.0	5,583	16.7	0.8
2016-17	697,784	29.4	5,346	16.2	0.8
2017-18	695,626	28.9	5,432	16.1	0.8
Multiracial					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	30,727	1.5	270	0.8	0.9
2010-11	32,468	1.5	287	0.8	0.9
2011-12	34,764	1.6	373	1.0	1.1
2012-13	36,926	1.7	402	1.2	1.1
2013-14	38,684	1.7	406	1.1	1.0
2014-15	40,620	1.8	432	1.3	1.1
2015-16	43,025	1.8	461	1.4	1.1
2016-17	46,045	1.9	440	1.3	1.0
2017-18	49,070	2.0	559	1.7	1.1
Economically disadvantaged					
2005-06	917,090	45.5	25,024	48.3	2.7
2006-07	925,681	45.7	25,977	47.0	2.8
2007-08	938,680	46.0	21,408	46.7	2.3
2008-09	918,111	44.6	16,055	39.2	1.7
2009-10	981,150	46.9	13,784	39.5	1.4
2010-11	1,129,621	53.2	20,238	58.9	1.8
2011-12	1,186,947	55.2	22,360	61.6	1.9
2012-13	1,217,153	55.6	22,856	65.9	1.9
2013-14	1,253,914	56.0	23,906	67.6	1.9
2014-15	1,258,827	55.1	22,015	65.8	1.7
2015-16	1,297,744	55.7	22,545	67.4	1.7

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2016-17	1,329,877	56.0	22,801	69.0	1.7
2017-18	1,389,471	57.6	24,197	71.8	1.7
Not economically disadvantaged					
2005-06	n/a[b]	n/a	n/a	n/a	n/a
2006-07	n/a	n/a	n/a	n/a	n/a
2007-08	n/a	n/a	n/a	n/a	n/a
2008-09	n/a	n/a	n/a	n/a	n/a
2009-10	n/a	n/a	n/a	n/a	n/a
2010-11	n/a	n/a	n/a	n/a	n/a
2011-12	n/a	n/a	n/a	n/a	n/a
2012-13	972,289	44.4	11,840	34.1	1.2
2013-14	984,486	44.0	11,452	32.4	1.2
2014-15	1,025,282	44.9	11,422	34.2	1.1
2015-16	1,033,202	44.3	10,921	32.6	1.1
2016-17	1,046,651	44.0	10,249	31.0	1.0
2017-18	1,021,381	42.4	9,500	28.2	0.9
Female					
2005-06	982,309	48.7	23,052	44.5	2.3
2006-07	986,691	48.8	25,261	45.7	2.6
2007-08	995,270	48.7	20,618	45.0	2.1
2008-09	1,003,524	48.7	18,645	45.6	1.9
2009-10	1,017,771	48.7	15,649	44.8	1.5
2010-11	1,033,004	48.7	15,162	44.1	1.5
2011-12	1,046,928	48.7	15,680	43.2	1.5
2012-13	1,066,249	48.7	14,238	41.0	1.3
2013-14	1,089,514	48.7	13,902	39.3	1.3
2014-15	1,113,225	48.7	13,910	41.6	1.2
2015-16	1,136,199	48.7	13,826	41.3	1.2
2016-17	1,158,945	48.8	13,119	39.7	1.1
2017-18	1,175,242	48.7	13,586	40.3	1.2
Male					
2005-06	1,034,161	51.3	28,789	55.5	2.8
2006-07	1,036,879	51.2	30,045	54.3	2.9
2007-08	1,046,933	51.3	25,178	55.0	2.4
2008-09	1,057,177	51.3	22,278	54.4	2.1
2009-10	1,073,619	51.3	19,258	55.2	1.8
2010-11	1,089,410	51.3	19,201	55.9	1.8

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

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Table C-3 (continued)
Annual Dropout Rate, Grades 7-12, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, 2005-06 Through 2017-18

School year	Students (*N*)	Students (%)	Dropouts (*N*)	Dropouts (%)	Annual dropout rate (%)
2011-12	1,103,436	51.3	20,596	56.8	1.9
2012-13	1,123,193	51.3	20,458	59.0	1.8
2013-14	1,148,886	51.3	21,456	60.7	1.9
2014-15	1,170,884	51.3	19,527	58.4	1.7
2015-16	1,194,747	51.3	19,640	58.7	1.6
2016-17	1,217,583	51.2	19,931	60.3	1.6
2017-18	1,235,610	51.3	20,111	59.7	1.6
State					
2005-06	2,016,470	100	51,841	100	2.6
2006-07	2,023,570	100	55,306	100	2.7
2007-08	2,042,203	100	45,796	100	2.2
2008-09	2,060,701	100	40,923	100	2.0
2009-10	2,091,390	100	34,907	100	1.7
2010-11	2,122,414	100	34,363	100	1.6
2011-12	2,150,364	100	36,276	100	1.7
2012-13	2,189,442	100	34,696	100	1.6
2013-14	2,238,400	100	35,358	100	1.6
2014-15	2,284,109	100	33,437	100	1.5
2015-16	2,330,946	100	33,466	100	1.4
2016-17	2,376,528	100	33,050	100	1.4
2017-18	2,410,852	100	33,697	100	1.4

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

[a]A dash (–) indicates data are masked. When the number of dropouts is not reported, the total number of students is presented in such a manner as to provide a general idea of the number of students in the group. See the section "Data Masking" on page 45 for additional information. [b]Not available.

Table C-4
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
African American											
Class of 2006	40,726	30,357	74.5	4,269	10.5	698	1.7	5,402	13.3	35,324	86.7
Class of 2007	42,177	29,827	70.7	4,437	10.5	671	1.6	7,242	17.2	34,935	82.8
Class of 2008	44,146	31,707	71.8	4,839	11.0	495	1.1	7,105	16.1	37,041	83.9
Class of 2009	45,710	33,750	73.8	4,705	10.3	506	1.1	6,749	14.8	38,961	85.2
Class of 2010	46,189	36,395	78.8	3,874	8.4	465	1.0	5,455	11.8	40,734	88.2
Class of 2011	45,199	36,544	80.9	3,334	7.4	379	0.8	4,942	10.9	40,257	89.1
Class of 2012	43,141	36,036	83.5	2,393	5.5	360	0.8	4,352	10.1	38,789	89.9
Class of 2013	44,189	37,162	84.1	2,352	5.3	298	0.7	4,377	9.9	39,812	90.1
Class of 2014	43,707	36,807	84.2	2,323	5.3	280	0.6	4,297	9.8	39,410	90.2
Class of 2015	44,533	37,951	85.2	2,153	4.8	209	0.5	4,220	9.5	40,313	90.5
Class of 2016	46,151	39,404	85.4	2,336	5.1	200	0.4	4,211	9.1	41,940	90.9
Class of 2017	47,036	40,494	86.1	2,284	4.9	186	0.4	4,072	8.7	42,964	91.3
Class of 2018	48,333	41,802	86.5	2,330	4.8	196	0.4	4,005	8.3	44,328	91.7
American Indian											
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	869	94.0
Class of 2007	1,031	839	81.4	64	6.2	29	2.8	99	9.6	932	90.4
Class of 2008	1,130	923	81.7	87	7.7	25	2.2	95	8.4	1,035	91.6
Class of 2009	1,119	899	80.3	91	8.1	25	2.2	104	9.3	1,015	90.7
Class of 2010	1,248	1,051	84.2	114	9.1	19	1.5	64	5.1	1,184	94.9
Class of 2011	1,587	1,374	86.6	83	5.2	28	1.8	102	6.4	1,485	93.6
Class of 2012	<1,600	–[f]	86.7	–	4.2	–	2.0	–	7.1	–	92.9
Class of 2013	<1,500	–	85.8	–	4.4	–	1.3	–	8.5	–	91.5
Class of 2014	<1,450	–	87.1	–	4.0	–	1.1	–	7.9	–	92.1
Class of 2015	1,486	1,283	86.3	62	4.2	11	0.7	130	8.7	1,356	91.3
Class of 2016	1,395	1,219	87.4	62	4.4	8	0.6	106	7.6	1,289	92.4
Class of 2017	1,405	1,212	86.3	71	5.1	8	0.6	114	8.1	1,291	91.9
Class of 2018	1,382	1,176	85.1	74	5.4	5	0.4	127	9.2	1,255	90.8
Asian											
Class of 2006	n/a[g]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-4 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
Class of 2008	n/a[g]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,709	10,170	95.0	372	3.5	16	0.1	151	1.4	10,558	98.6
Class of 2012	11,232	10,607	94.4	370	3.3	24	0.2	231	2.1	11,001	97.9
Class of 2013	12,058	11,312	93.8	360	3.0	21	0.2	365	3.0	11,693	97.0
Class of 2014	12,969	12,292	94.8	345	2.7	15	0.1	317	2.4	12,652	97.6
Class of 2015	13,444	12,822	95.4	298	2.2	24	0.2	300	2.2	13,144	97.8
Class of 2016	13,781	13,188	95.7	309	2.2	5	<0.1	279	2.0	13,502	98.0
Class of 2017	14,367	13,799	96.0	311	2.2	17	0.1	240	1.7	14,127	98.3
Class of 2018	15,867	15,300	96.4	322	2.0	15	0.1	230	1.4	15,637	98.6
Hispanic											
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	95,046	86.9
Class of 2007	114,590	78,506	68.5	15,286	13.3	2,039	1.8	18,759	16.4	95,831	83.6
Class of 2008	121,889	86,313	70.8	16,229	13.3	1,793	1.5	17,554	14.4	104,335	85.6
Class of 2009	130,086	95,609	73.5	16,461	12.7	1,827	1.4	16,189	12.4	113,897	87.6
Class of 2010	135,212	106,514	78.8	13,981	10.3	1,708	1.3	13,009	9.6	122,203	90.4
Class of 2011	143,712	117,624	81.8	12,008	8.4	1,600	1.1	12,480	8.7	131,232	91.3
Class of 2012	145,230	122,378	84.3	9,782	6.7	1,486	1.0	11,584	8.0	133,646	92.0
Class of 2013	155,160	132,051	85.1	9,153	5.9	1,307	0.8	12,649	8.2	142,511	91.8
Class of 2014	159,708	136,586	85.5	8,869	5.6	1,203	0.8	13,050	8.2	146,658	91.8
Class of 2015	164,646	142,404	86.5	8,686	5.3	864	0.5	12,692	7.7	151,954	92.3
Class of 2016	173,265	150,564	86.9	8,985	5.2	729	0.4	12,987	7.5	160,278	92.5
Class of 2017	179,845	157,660	87.7	8,630	4.8	683	0.4	12,872	7.2	166,973	92.8
Class of 2018	188,106	165,858	88.2	8,562	4.6	710	0.4	12,976	6.9	175,130	93.1
Pacific Islander											
Class of 2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-4 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
Class of 2010	n/a[g]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<450	–[f]	88.0	–	6.1	–	0.9	–	5.0	–	95.0
Class of 2012	<450	–	89.0	–	6.5	–	0.5	–	4.1	–	95.9
Class of 2013	<450	–	89.5	–	4.7	–	0.5	–	5.3	–	94.7
Class of 2014	<450	–	88.9	–	3.7	–	0.5	–	7.0	–	93.0
Class of 2015	541	480	88.7	21	3.9	5	0.9	35	6.5	506	93.5
Class of 2016	476	419	88.0	27	5.7	3	0.6	27	5.7	449	94.3
Class of 2017	578	512	88.6	29	5.0	3	0.5	34	5.9	544	94.1
Class of 2018	572	494	86.4	27	4.7	3	0.5	48	8.4	524	91.6
White											
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	118,199	96.1
Class of 2007	122,784	108,313	88.2	5,048	4.1	2,896	2.4	6,527	5.3	116,257	94.7
Class of 2008	122,901	109,130	88.8	5,206	4.2	2,262	1.8	6,303	5.1	116,598	94.9
Class of 2009	120,629	108,190	89.7	4,943	4.1	2,011	1.7	5,485	4.5	115,144	95.5
Class of 2010	119,938	109,887	91.6	4,156	3.5	1,705	1.4	4,190	3.5	115,748	96.5
Class of 2011	113,472	104,448	92.0	3,768	3.3	1,380	1.2	3,876	3.4	109,596	96.6
Class of 2012	110,034	102,338	93.0	2,967	2.7	1,241	1.1	3,488	3.2	106,546	96.8
Class of 2013	109,915	102,213	93.0	2,845	2.6	996	0.9	3,861	3.5	106,054	96.5
Class of 2014	109,354	101,737	93.0	2,694	2.5	1,026	0.9	3,897	3.6	105,457	96.4
Class of 2015	109,200	102,000	93.4	2,622	2.4	848	0.8	3,730	3.4	105,470	96.6
Class of 2016	109,346	102,120	93.4	2,804	2.6	719	0.7	3,703	3.4	105,643	96.6
Class of 2017	110,720	103,591	93.6	2,879	2.6	673	0.6	3,577	3.2	107,143	96.8
Class of 2018	111,598	104,418	93.6	2,787	2.5	690	0.6	3,703	3.3	107,895	96.7
Multiracial											
Class of 2006	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	4,338	3,996	92.1	165	3.8	42	1.0	135	3.1	4,203	96.9
Class of 2012	5,074	4,687	92.4	145	2.9	52	1.0	190	3.7	4,884	96.3
Class of 2013	5,345	4,899	91.7	165	3.1	48	0.9	233	4.4	5,112	95.6

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-4 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
Class of 2014	5,691	5,193	91.2	183	3.2	41	0.7	274	4.8	5,417	95.2
Class of 2015	5,776	5,322	92.1	171	3.0	33	0.6	250	4.3	5,526	95.7
Class of 2016	6,270	5,691	90.8	239	3.8	43	0.7	297	4.7	5,973	95.3
Class of 2017	6,655	6,105	91.7	250	3.8	38	0.6	262	3.9	6,393	96.1
Class of 2018	7,061	6,452	91.4	248	3.5	38	0.5	323	4.6	6,738	95.4
Economically disadvantaged											
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	94,195	86.3
Class of 2007	112,939	77,704	68.8	13,256	11.7	2,418	2.1	19,561	17.3	93,378	82.7
Class of 2008	119,328	84,049	70.4	14,587	12.2	1,982	1.7	18,710	15.7	100,618	84.3
Class of 2009	120,083	93,981	78.3	11,654	9.7	1,417	1.2	13,031	10.9	107,052	89.1
Class of 2010	132,842	108,861	81.9	12,199	9.2	1,394	1.0	10,388	7.8	122,454	92.2
Class of 2011	148,492	124,234	83.7	11,295	7.6	1,468	1.0	11,495	7.7	136,997	92.3
Class of 2012	152,731	129,965	85.1	9,250	6.1	1,548	1.0	11,968	7.8	140,763	92.2
Class of 2013	162,779	138,630	85.2	8,868	5.4	1,493	0.9	13,788	8.5	148,991	91.5
Class of 2014	167,545	142,669	85.2	8,322	5.0	1,485	0.9	15,069	9.0	152,476	91.0
Class of 2015	169,386	144,957	85.6	8,510	5.0	1,151	0.7	14,768	8.7	154,618	91.3
Class of 2016	178,148	153,120	86.0	9,009	5.1	934	0.5	15,085	8.5	163,063	91.5
Class of 2017	184,356	160,183	86.9	8,862	4.8	909	0.5	14,402	7.8	169,954	92.2
Class of 2018	199,025	173,685	87.3	9,225	4.6	967	0.5	15,148	7.6	183,877	92.4
Not economically disadvantaged											
Class of 2006	n/a[g]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2014	165,741	151,571	91.5	6,165	3.7	1,097	0.7	6,908	4.2	158,833	95.8
Class of 2015	170,240	157,305	92.4	5,503	3.2	843	0.5	6,589	3.9	163,651	96.1
Class of 2016	172,536	159,485	92.4	5,753	3.3	773	0.4	6,525	3.8	166,011	96.2

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-4 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
Class of 2017	176,250	163,190	92.6	5,592	3.2	699	0.4	6,769	3.8	169,481	96.2
Class of 2018	173,894	161,815	93.1	5,125	2.9	690	0.4	6,264	3.6	167,630	96.4
Female											
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	128,084	91.7
Class of 2007	143,071	114,823	80.3	10,808	7.6	1,937	1.4	15,503	10.8	127,568	89.2
Class of 2008	148,737	121,074	81.4	11,857	8.0	1,707	1.1	14,099	9.5	134,638	90.5
Class of 2009	151,756	125,806	82.9	11,605	7.6	1,579	1.0	12,766	8.4	138,990	91.6
Class of 2010	154,177	133,378	86.5	9,485	6.2	1,396	0.9	9,918	6.4	144,259	93.6
Class of 2011	156,848	138,317	88.2	8,058	5.1	1,249	0.8	9,224	5.9	147,624	94.1
Class of 2012	155,183	139,751	90.1	6,205	4.0	1,080	0.7	8,147	5.2	147,036	94.8
Class of 2013	161,039	145,457	90.3	5,865	3.6	971	0.6	8,746	5.4	152,293	94.6
Class of 2014	163,308	147,598	90.4	5,806	3.6	920	0.6	8,984	5.5	154,324	94.5
Class of 2015	166,669	152,120	91.3	5,345	3.2	639	0.4	8,565	5.1	158,104	94.9
Class of 2016	171,633	156,924	91.4	5,569	3.2	577	0.3	8,563	5.0	163,070	95.0
Class of 2017	177,298	163,257	92.1	5,577	3.1	560	0.3	7,904	4.5	169,394	95.5
Class of 2018	183,557	169,071	92.1	5,573	3.0	578	0.3	8,335	4.5	175,222	95.5
Male											
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	130,639	90.7
Class of 2007	147,591	111,889	75.8	14,449	9.8	3,751	2.5	17,502	11.9	130,089	88.1
Class of 2008	151,751	116,502	76.8	15,008	9.9	2,903	1.9	17,338	11.4	134,413	88.6
Class of 2009	156,671	122,694	78.3	15,062	9.6	2,825	1.8	16,090	10.3	140,581	89.7
Class of 2010	159,902	131,254	82.1	13,047	8.2	2,531	1.6	13,070	8.2	146,832	91.8
Class of 2011	162,740	136,245	83.7	11,699	7.2	2,207	1.4	12,589	7.7	150,151	92.3
Class of 2012	161,575	138,027	85.4	9,545	5.9	2,118	1.3	11,885	7.4	149,690	92.6
Class of 2013	167,545	143,841	85.9	9,095	5.4	1,721	1.0	12,888	7.7	154,657	92.3
Class of 2014	169,978	146,642	86.3	8,681	5.1	1,662	1.0	12,993	7.6	156,985	92.4
Class of 2015	172,957	150,142	86.8	8,668	5.0	1,355	0.8	12,792	7.4	160,165	92.6
Class of 2016	179,051	155,681	86.9	9,193	5.1	1,130	0.6	13,047	7.3	166,004	92.7
Class of 2017	183,308	160,116	87.3	8,877	4.8	1,048	0.6	13,267	7.2	170,041	92.8
Class of 2018	189,362	166,429	87.9	8,777	4.6	1,079	0.6	13,077	6.9	176,285	93.1

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-4 (continued)
Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, by Race/Ethnicity, Economic Status, and Gender, Texas Public Schools, Classes of 2006 Through 2018

Class year	Class	Grad.[a] (*N*)	Grad.[b] rate (%)	Cont.[c] (*N*)	Cont.[d] rate (%)	GED[e] recipients (*N*)	GED recipient rate (%)	Dropouts (*N*)	Dropout rate (%)	Grad., cont., or GED recipients (*N*)	Grad., cont., or GED recipient rate (%)
State											
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	258,723	91.2
Class of 2007	290,662	226,712	78.0	25,257	8.7	5,688	2.0	33,005	11.4	257,657	88.6
Class of 2008	300,488	237,576	79.1	26,865	8.9	4,610	1.5	31,437	10.5	269,051	89.5
Class of 2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4	279,571	90.6
Class of 2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3	291,091	92.7
Class of 2011[h]	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8	297,775	93.2
Class of 2012[h]	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3	296,726	93.7
Class of 2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6	306,950	93.4
Class of 2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6	311,309	93.4
Class of 2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3	318,269	93.7
Class of 2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2	329,074	93.8
Class of 2017	360,606	323,373	89.7	14,454	4.0	1,608	0.4	21,171	5.9	339,435	94.1
Class of 2018	372,919	335,500	90.0	14,350	3.8	1,657	0.4	21,412	5.7	351,507	94.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Longitudinal rates for the class of 2009 and later classes are comparable to one another. Rates for classes in which the national dropout definition was phased in (i.e., classes of 2006, 2007, and 2008) are not comparable from one class to another, as indicated by the gray lines in the table, nor are they comparable to rates for prior or later classes.

[a]Graduates. [b]Graduation. [c]Continuers. [d]Continuation. [e]General Educational Development certificate. [f]A dash (–) indicates data are masked. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class. See the section "Data Masking" on page 45 for additional information. [g]Not available. [h]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

Table C-5
Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2009 Through 2019

Class year	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	GED[a]/ TxCHSE[b] recipients (*N*)	GED/ TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
African American									
Class of 2009	45,933	33,378	72.7	5,195	11.3	494	1.1	6,866	14.9
Class of 2010	46,885	36,069	76.9	4,527	9.7	455	1.0	5,834	12.4
Class of 2011	45,520	36,037	79.2	3,899	8.6	367	0.8	5,217	11.5
Class of 2012	43,051	35,322	82.0	2,884	6.7	338	0.8	4,507	10.5
Class of 2013	43,915	36,476	83.1	2,698	6.1	290	0.7	4,451	10.1
Class of 2014	43,649	36,359	83.3	2,609	6.0	272	0.6	4,409	10.1
Class of 2015	44,668	37,667	84.3	2,499	5.6	202	0.5	4,300	9.6
Class of 2016	46,150	39,106	84.7	2,582	5.6	184	0.4	4,278	9.3
Class of 2017	47,353	40,254	85.0	2,643	5.6	200	0.4	4,256	9.0
Class of 2018	48,556	41,531	85.5	2,658	5.5	189	0.4	4,178	8.6
Class of 2019	49,234	41,923	85.2	2,542	5.2	213	0.4	4,556	9.3
American Indian									
Class of 2009	1,127	894	79.3	98	8.7	25	2.2	110	9.8
Class of 2010	1,271	1,045	82.2	135	10.6	15	1.2	76	6.0
Class of 2011	1,596	1,357	85.0	102	6.4	31	1.9	106	6.6
Class of 2012	<1,600	–[c]	85.8	–	5.3	–	1.6	–	7.2
Class of 2013	<1,500	–	84.8	–	5.3	–	1.2	–	8.7
Class of 2014	<1,450	–	85.6	–	4.8	–	1.0	–	8.5
Class of 2015	1,478	1,273	86.1	67	4.5	10	0.7	128	8.7
Class of 2016	1,397	1,210	86.6	68	4.9	7	0.5	112	8.0
Class of 2017	1,417	1,205	85.0	76	5.4	7	0.5	129	9.1
Class of 2018	1,397	1,167	83.5	89	6.4	6	0.4	135	9.7
Class of 2019	1,428	1,238	86.7	63	4.4	7	0.5	120	8.4
Asian									
Class of 2009	n/a[d]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	10,727	10,148	94.6	412	3.8	18	0.2	149	1.4
Class of 2012	11,183	10,527	94.1	400	3.6	19	0.2	237	2.1
Class of 2013	11,975	11,213	93.6	392	3.3	19	0.2	351	2.9
Class of 2014	12,991	12,253	94.3	393	3.0	15	0.1	330	2.5
Class of 2015	13,455	12,775	94.9	344	2.6	23	0.2	313	2.3
Class of 2016	13,760	13,129	95.4	334	2.4	6	<0.1	291	2.1
Class of 2017	14,407	13,790	95.7	346	2.4	12	0.1	259	1.8
Class of 2018	15,911	15,273	96.0	368	2.3	15	0.1	255	1.6
Class of 2019	16,937	16,259	96.0	360	2.1	19	0.1	299	1.8

[a]General Educational Development certificate. [b]Texas Certificate of High School Equivalency. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Not available. [e]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-5 (continued)
Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2009 Through 2019

Class year	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	GED[a]/ TxCHSE[b] recipients (*N*)	GED/ TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
Hispanic									
Class of 2009	130,700	94,823	72.6	17,634	13.5	1,769	1.4	16,474	12.6
Class of 2010	136,509	105,549	77.3	15,639	11.5	1,650	1.2	13,671	10.0
Class of 2011	144,520	116,336	80.5	13,618	9.4	1,577	1.1	12,989	9.0
Class of 2012	145,669	120,626	82.8	11,473	7.9	1,415	1.0	12,155	8.3
Class of 2013	154,396	129,917	84.1	10,336	6.7	1,251	0.8	12,892	8.3
Class of 2014	159,509	135,158	84.7	10,053	6.3	1,147	0.7	13,151	8.2
Class of 2015	165,028	141,324	85.6	9,899	6.0	820	0.5	12,985	7.9
Class of 2016	173,168	149,252	86.2	9,896	5.7	710	0.4	13,310	7.7
Class of 2017	182,177	156,949	86.2	10,012	5.5	693	0.4	14,523	8.0
Class of 2018	190,757	164,874	86.4	10,017	5.3	708	0.4	15,158	7.9
Class of 2019	198,160	172,687	87.1	9,909	5.0	698	0.4	14,866	7.5
Pacific Islander									
Class of 2009	n/a[d]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	<500	–[c]	87.2	–	7.7	–	0.9	–	4.3
Class of 2012	<500	–	88.6	–	7.1	–	0.5	–	3.9
Class of 2013	<450	–	88.7	–	5.4	–	0.5	–	5.4
Class of 2014	<450	–	88.2	–	4.9	–	0.2	–	6.7
Class of 2015	542	476	87.8	22	4.1	5	0.9	39	7.2
Class of 2016	482	418	86.7	34	7.1	1	0.2	29	6.0
Class of 2017	574	507	88.3	29	5.1	3	0.5	35	6.1
Class of 2018	576	494	85.8	27	4.7	4	0.7	51	8.9
Class of 2019	584	513	87.8	17	2.9	6	1.0	48	8.2
White									
Class of 2009	120,536	107,317	89.0	5,759	4.8	1,941	1.6	5,519	4.6
Class of 2010	120,238	109,184	90.8	5,098	4.2	1,621	1.3	4,335	3.6
Class of 2011	113,502	103,647	91.3	4,536	4.0	1,344	1.2	3,975	3.5
Class of 2012	109,292	100,971	92.4	3,549	3.2	1,165	1.1	3,607	3.3
Class of 2013	108,977	100,928	92.6	3,282	3.0	942	0.9	3,825	3.5
Class of 2014	109,403	101,146	92.5	3,255	3.0	1,010	0.9	3,992	3.6
Class of 2015	109,269	101,498	92.9	3,137	2.9	805	0.7	3,829	3.5
Class of 2016	109,433	101,633	92.9	3,267	3.0	696	0.6	3,837	3.5
Class of 2017	111,175	103,169	92.8	3,504	3.2	672	0.6	3,830	3.4
Class of 2018	111,864	103,958	92.9	3,327	3.0	688	0.6	3,891	3.5
Class of 2019	110,320	102,667	93.1	3,130	2.8	700	0.6	3,823	3.5

[a]General Educational Development certificate. [b]Texas Certificate of High School Equivalency. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Not available. [e]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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Table C-5 (continued)
Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2009 Through 2019

Class year	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	GED[a]/ TxCHSE[b] recipients (*N*)	GED/ TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
Multiracial									
Class of 2009	n/a[d]	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	4,356	3,969	91.1	200	4.6	43	1.0	144	3.3
Class of 2012	5,039	4,630	91.9	174	3.5	51	1.0	184	3.7
Class of 2013	5,293	4,845	91.5	185	3.5	45	0.9	218	4.1
Class of 2014	5,676	5,162	90.9	207	3.6	38	0.7	269	4.7
Class of 2015	5,810	5,302	91.3	205	3.5	34	0.6	269	4.6
Class of 2016	6,279	5,667	90.3	268	4.3	42	0.7	302	4.8
Class of 2017	6,678	6,070	90.9	293	4.4	35	0.5	280	4.2
Class of 2018	7,098	6,429	90.6	283	4.0	37	0.5	349	4.9
Class of 2019	7,511	6,800	90.5	280	3.7	52	0.7	379	5.0
Economically disadvantaged									
Class of 2009	120,732	92,957	77.0	13,080	10.8	1,367	1.1	13,328	11.0
Class of 2010	134,449	107,832	80.2	14,247	10.6	1,361	1.0	11,009	8.2
Class of 2011	149,384	122,654	82.1	13,281	8.9	1,458	1.0	11,991	8.0
Class of 2012	152,986	127,793	83.5	11,206	7.3	1,501	1.0	12,486	8.2
Class of 2013	161,745	136,055	84.1	10,298	6.4	1,448	0.9	13,944	8.6
Class of 2014	167,210	140,943	84.3	9,655	5.8	1,432	0.9	15,180	9.1
Class of 2015	169,731	143,722	84.7	9.887	5.8	1,094	0.6	15,028	8.9
Class of 2016	178,024	151,639	85.2	10,031	5.6	903	0.5	15,451	8.7
Class of 2017	186,964	159,352	85.2	10,437	5.6	914	0.5	16,261	8.7
Class of 2018	201,757	172,461	85.5	10,889	5.4	958	0.5	17,449	8.6
Class of 2019	206,771	177,742	86.0	10,725	5.2	967	0.5	17,337	8.4
Not economically disadvantaged									
Class of 2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Class of 2014	165,890	150,741	90.9	6,952	4.2	1,066	0.6	7,131	4.3
Class of 2015	170,519	156,593	91.8	6,286	3.7	805	0.5	6,835	4.0
Class of 2016	172,645	158,776	92.0	6,418	3.7	743	0.4	6,708	3.9
Class of 2017	176,817	162,592	92.0	6,466	3.7	708	0.4	7,051	4.0
Class of 2018	174,402	161,265	92.5	5,880	3.4	689	0.4	6,568	3.8
Class of 2019	177,403	164,345	92.6	5,576	3.1	728	0.4	6,754	3.8

[a]General Educational Development certificate. [b]Texas Certificate of High School Equivalency. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Not available. [e]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

continues

Table C-5 (continued)
Grade 7 Longitudinal Graduation and Dropout Rates, by Race/Ethnicity and Economic Status, Texas Public Schools, Classes of 2009 Through 2019

Class year	Class	Graduates (*N*)	Graduation rate (%)	Continuers (*N*)	Continuation rate (%)	GED[a]/ TxCHSE[b] recipients (*N*)	GED/ TxCHSE recipient rate (%)	Dropouts (*N*)	Dropout rate (%)
State									
Class of 2009	309,171	246,399	79.7	29,194	9.4	4,264	1.4	29,314	9.5
Class of 2010	316,417	262,609	83.0	25,845	8.2	3,771	1.2	24,192	7.6
Class of 2011[e]	320,812	271,897	84.8	22,801	7.1	3,387	1.1	22,727	1.1
Class of 2012[e]	316,277	273,762	86.6	18,591	5.9	3,016	1.0	20,908	6.6
Class of 2013[e]	326,482	285,009	87.3	16,994	5.2	2,567	0.8	21,912	6.7
Class of 2014[e]	333,100	291,684	87.6	16,607	5.0	2,498	0.7	22,311	6.7
Class of 2015	340,250	300,315	88.3	16,173	4.8	1,899	0.6	21,863	6.4
Class of 2016	350,669	310,415	88.5	16,449	4.7	1,646	0.5	22,159	6.3
Class of 2017	363,781	321,944	88.5	16,903	4.6	1,622	0.4	23,312	6.4
Class of 2018	376,159	333,726	88.7	16,769	4.5	1,647	0.4	24,017	6.4
Class of 2019	384,174	342,087	89.0	16,301	4.2	1,695	0.4	24,091	6.3

[a]General Educational Development certificate. [b]Texas Certificate of High School Equivalency. [c]A dash (–) indicates data are not reported to protect student anonymity. When the number of students represented by a final status is not reported, the corresponding class size is presented in such a manner as to provide a general idea of the number of students in the class while maintaining student anonymity. [d]Not available. [e]Numbers in class for race/ethnicity may not sum to the state total because some student records did not correspond to any single new racial/ethnic category.

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

Table D-1
Example: Comparison of
a Grade 9-12 Longitudinal Dropout Rate
and a Grade 9-12 Attrition Rate

Table D-1
Example: Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Students in Attrition Rate Who Are Not Counted as Dropouts in Longitudinal Rate

Graduates. The attrition rate includes early graduates and any on-time graduates who were not enrolled in Grade 12 in the fall of 2022-23.

TxCHSE[a] The attrition rate includes students who received high school equivalency certificates rather than high school diplomas.

Continuing Students. The attrition rate includes continuing students if they were not in Grade 12 in 2022-23. The most common reason for students to fall behind a grade level is retention in Grade 9.

Students who Left the Texas Public School System. The attrition rate includes all students who left Texas public schools for any reason. The longitudinal rate excludes students who left Texas public schools for reasons other than dropping out. Reasons for exclusion from the longitudinal rate include the following.

- Enrolled in or withdrew with intent to enroll in another educational setting (private school in Texas, public or private school out of state, home schooling, or entered college early)
- Returned to home country or emigrated to another country
- Removed by district (expelled for criminal behavior; falsified enrollment information; no immunization; etc.)
- Removed by Child Protective Services
- Died

Students Entering the Texas Public School System and Enrollment Growth. Some attrition rates include a growth adjustment that is an estimate of the number of students entering Texas public schools. The attrition rate calculated by the Texas Education Agency is not adjusted for growth. The longitudinal rate assigns all students who enter the Texas public school system to the appropriate cohort and determines outcomes in the same way that outcomes for starting Grade 9 students are determined.

Students Previously Counted. The 2022-23 attrition rate includes students from the class of 2022 who were repeating Grade 9 in 2019-20. These students were also included in the 2021-22 attrition rate.

Data Errors. The attrition rate includes students removed from the longitudinal calculation because their statuses cannot be determined because of data errors.

Students Included in Both Longitudinal Dropout Rate and Attrition Rate

Both the longitudinal dropout rate and the attrition rate include students in the class of 2023 who left school before graduation for the following reasons.

- Academic performance (poor attendance, low grades, failing the exit-level assessment, etc.)
- Employment (pursue job or join military)
- Family (marriage or pregnancy)
- Alternative education
- Discipline (failure to return following expulsion or JJAEP[b] term)
- Alcohol or other drug abuse problems
- Whereabouts unknown

Dropouts in Longitudinal Rate Who Are Not Included in Attrition Rate

The longitudinal dropout rate includes the following students who are excluded from the attrition rate.

- Grade 12 Dropouts. The attrition rate does not include students who enroll in Grade 12 in 2022-23 but drop out before graduating.

[a]Texas Certificate of High School Equivalency. [b]Juvenile justice alternative education program.

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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. These 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.

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