

**Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2017-18**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students		
<b>Enrollment</b>													
20	50,000 and over	485,209	9,949	2.8	2.2	0.5	2.5	3.2	1.0	1.4	4.7	3.1	2.1
31	25,000 to 49,999	342,167	5,486	1.9	3.2	0.6	1.9	2.1	0.9	1.1	3.3	2.3	1.6
65	10,000 to 24,999	309,272	3,966	1.6	1.5	0.2	1.5	0.7	0.8	0.9	2.6	2.1	1.3
80	5,000 to 9,999	187,451	4,144	3.3	4.6	0.7	2.6	2.9	1.3	3.1	4.0	2.5	2.2
84	3,000 to 4,999	99,426	1,111	1.2	1.7	0.1	1.3	1.4	0.9	1.1	1.8	1.8	1.1
136	1,600 to 2,999	89,449	1,642	2.8	2.3	0.5	2.7	9.8	0.9	1.2	3.3	2.4	1.8
145	1,000 to 1,599	56,881	610	2.8	0.9	0.2	1.4	0.0	0.6	1.5	2.5	1.5	1.1
217	500 to 999	49,399	625	3.9	1.6	1.0	1.8	5.6	0.5	1.0	3.6	1.4	1.3
313	Under 500	31,906	916	6.8	2.4	8.3	4.5	0.0	1.1	2.4	10.3	2.2	2.9
<b>TEA District Type</b>													
11	Major Urban	284,175	7,483	3.7	3.2	1.2	2.6	4.0	1.7	2.2	4.7	3.8	2.6
79	Major Suburban	553,316	7,268	1.5	2.6	0.3	1.8	1.5	0.7	0.9	3.6	2.1	1.3
39	Other Central City	256,528	4,452	2.4	0.8	0.6	2.1	1.8	1.0	1.3	3.5	2.6	1.7
163	Other Central City Suburban	236,670	2,511	1.5	1.5	0.3	1.3	2.1	0.8	0.8	2.3	1.7	1.1
68	Independent Town	77,453	1,153	1.9	1.9	0.2	1.9	0.0	0.9	1.3	3.0	1.8	1.5
31	Non-metropolitan Fast Growing	12,666	54	0.4	0.0	0.0	0.5	0.0	0.4	0.0	1.2	1.5	0.4
168	Non-metropolitan Stable	88,244	716	1.0	1.2	0.3	1.1	1.4	0.5	0.8	2.5	1.3	0.8
419	Rural	54,979	336	0.9	0.8	0.9	0.9	0.0	0.4	0.3	2.0	0.8	0.6
113	Charters	87,129	4,476	7.9	10.1	1.3	4.7	10.2	4.5	7.2	4.7	5.1	5.1
<b>NCES District Type</b>													
90	City-Large	458,382	11,879	3.8	5.2	0.9	2.6	3.6	1.6	2.8	4.6	3.5	2.6
31	City-Midsize	149,463	3,638	3.7	1.7	0.9	2.8	3.3	1.3	1.6	3.3	3.2	2.4
23	City-Small	80,507	1,207	2.5	2.0	0.4	1.6	0.0	0.9	1.4	2.8	2.2	1.5
98	Suburban-Large	532,336	7,230	1.5	2.4	0.3	1.8	1.7	0.8	1.0	3.6	2.1	1.4
25	Suburban-Midsize	40,660	540	1.8	1.0	0.2	1.4	4.3	1.2	1.1	2.5	2.3	1.3
7	Suburban-Small	11,613	226	2.9	0.0	0.6	2.7	0.0	1.2	0.0	4.2	3.1	1.9
34	Town-Fringe	29,994	334	1.8	0.6	0.0	1.3	0.0	0.9	0.4	2.1	1.7	1.1
100	Town-Distant	73,593	937	1.9	1.4	0.3	1.5	1.1	0.9	1.3	2.2	1.6	1.3
78	Town-Remote	53,508	655	1.3	3.1	0.4	1.5	3.1	0.7	0.7	2.4	1.4	1.2
117	Rural-Fringe	129,080	1,178	1.1	0.8	0.4	1.2	1.7	0.6	1.0	2.5	1.6	0.9
286	Rural-Distant	68,719	487	1.3	1.2	0.3	0.9	0.0	0.6	0.9	1.3	1.3	0.7
202	Rural-Remote	23,305	138	0.5	0.8	0.0	0.8	0.0	0.5	0.2	2.1	0.9	0.6
<b>NCES District Type, Charters Separate</b>													
31	City-Large	412,025	9,390	3.2	3.7	0.8	2.4	3.2	1.3	1.8	4.4	3.4	2.3
21	City-Midsize	142,078	2,513	2.7	0.8	0.9	2.0	2.0	1.0	1.3	2.8	2.5	1.8
19	City-Small	78,802	1,204	2.5	2.0	0.5	1.6	0.0	1.0	1.4	2.8	2.2	1.5

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
78	Suburban-Large	505,217	6,518	1.4	2.2	0.3	1.8	1.7	0.6	0.9	3.8	2.0	1.3
23	Suburban-Midsize	39,801	540	1.8	1.1	0.2	1.5	4.3	1.2	1.1	2.7	2.3	1.4
6	Suburban-Small	11,403	224	2.9	0.0	0.6	2.7	0.0	1.2	0.0	4.3	3.2	2.0
32	Town-Fringe	29,785	331	1.8	0.6	0.0	1.3	0.0	0.9	0.4	2.1	1.7	1.1
98	Town-Distant	73,215	921	1.9	1.4	0.3	1.5	1.1	0.8	1.2	2.2	1.6	1.3
76	Town-Remote	53,121	654	1.3	3.1	0.4	1.5	3.2	0.7	0.7	2.5	1.4	1.2
110	Rural-Fringe	127,789	1,166	1.2	0.8	0.4	1.2	1.7	0.6	1.1	2.5	1.6	0.9
283	Rural-Distant	67,554	387	1.0	0.9	0.0	0.7	0.0	0.5	0.6	1.2	0.9	0.6
201	Rural-Remote	23,241	125	0.5	0.8	0.0	0.7	0.0	0.5	0.2	2.0	0.8	0.5
113	Charters	87,129	4,476	7.9	10.1	1.3	4.7	10.2	4.5	7.2	4.7	5.1	5.1

Property Wealth: Median (\$355,578)

99	Under \$163,318	173,736	3,074	1.9	3.6	0.6	1.8	1.9	1.2	1.6	3.2	2.2	1.8
99	\$163,318 to \$217,351	99,942	1,331	1.2	1.9	0.2	1.5	1.0	1.0	0.6	2.3	1.8	1.3
99	\$217,352 to \$267,597	153,805	3,115	2.3	1.3	1.5	2.5	3.2	1.1	1.4	4.7	2.9	2.0
101	\$267,598 to \$302,245	134,830	1,985	2.0	2.6	0.4	1.7	2.8	0.8	1.0	3.3	2.3	1.5
97	\$302,246 to \$355,577	195,410	3,270	2.0	1.5	0.7	2.1	1.6	1.0	1.7	4.0	2.5	1.7
99	\$355,578 to \$422,429	216,437	2,509	1.6	2.1	0.3	1.4	2.0	0.8	1.1	2.7	2.2	1.2
95	\$422,430 to \$529,540	239,332	2,621	1.7	1.5	0.3	1.7	2.1	0.6	0.8	3.2	1.8	1.1
101	\$529,541 to \$682,847	163,969	2,468	2.5	1.6	0.7	2.0	0.5	0.7	1.0	3.6	2.2	1.5
97	\$682,848 to \$984,516	132,889	3,226	3.8	3.1	0.3	3.2	4.0	1.1	1.3	6.6	3.5	2.4
86	Over \$984,516	49,105	370	1.2	0.0	0.3	1.1	0.0	0.4	0.6	1.3	1.2	0.8
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Property Wealth: Average (\$418,181)

589	Under \$418,181	956,247	15,057	1.9	2.0	0.6	1.9	2.1	0.9	1.3	3.4	2.3	1.6
384	Over \$418,181	603,208	8,912	2.4	1.9	0.4	2.1	1.9	0.7	0.9	4.1	2.3	1.5
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Property Wealth: Equal Student Groups

40	Under \$118,418	75,365	1,517	1.1	5.3	0.0	2.1	0.0	1.0	0.8	3.8	2.4	2.0
51	\$118,418 to < \$157,074	77,738	1,112	1.9	3.8	0.6	1.4	1.2	1.2	1.6	2.4	2.0	1.4
85	\$157,074 to < \$206,220	79,887	1,195	1.2	1.2	0.2	1.7	3.0	1.0	0.7	2.4	1.9	1.5
60	\$206,220 to < \$238,681	80,480	1,231	1.5	2.0	2.0	1.8	1.4	1.2	1.1	3.2	2.3	1.5
58	\$238,681 to < \$266,510	79,671	1,153	1.5	0.9	0.3	1.8	3.2	0.8	1.1	3.5	2.4	1.4
34	\$266,510 to < \$281,451	72,881	1,838	2.5	2.3	0.8	2.9	2.3	1.4	1.7	5.0	3.3	2.5
50	\$281,451 to < \$296,438	82,992	1,340	2.5	3.3	0.4	1.8	3.9	0.8	1.2	3.7	2.4	1.6
55	\$296,438 to < \$315,992	76,683	793	1.0	0.8	0.1	1.4	0.7	0.8	1.4	2.9	1.5	1.0
32	\$315,992 to < \$337,674	73,525	1,569	2.6	3.1	1.0	2.5	0.9	1.2	1.6	4.6	3.4	2.1
48	\$337,674 to < \$365,086	79,688	1,406	2.0	0.9	0.7	2.3	3.9	0.9	1.8	4.4	2.6	1.8
51	\$365,086 to < \$394,171	80,535	747	1.0	0.9	0.3	1.1	2.7	0.8	1.2	2.1	1.8	0.9

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				Afr. Amr.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
17	\$394,171 to < \$408,683	81,261	1,062	2.0	2.9	0.3	1.5	2.8	0.8	0.9	3.1	2.6	1.3
20	\$408,683 to < \$426,945	85,869	832	1.4	2.7	0.2	1.3	1.2	0.6	0.7	2.3	1.9	1.0
31	\$426,945 to < \$453,917	79,652	659	0.9	0.5	0.1	1.5	3.0	0.4	0.5	2.2	1.4	0.8
39	\$453,917 to < \$496,173	75,019	1,044	2.3	2.7	0.8	2.0	1.6	0.7	1.0	4.6	2.2	1.4
46	\$496,173 to < \$565,906	82,828	828	1.9	0.8	0.4	1.5	0.0	0.6	0.7	3.0	1.4	1.0
30	\$565,906 to < \$603,272	69,387	1,536	3.3	3.5	2.0	2.5	1.6	0.9	1.9	4.0	2.9	2.2
50	\$603,272 to < \$710,245	102,231	2,990	4.2	1.7	0.8	3.2	3.5	1.6	1.9	6.6	4.4	2.9
97	\$710,245 to < \$1,044,440	76,770	749	1.4	3.2	0.1	1.7	1.7	0.5	0.5	4.0	1.4	1.0
79	\$1,044,440 and over	46,993	368	1.2	0.0	0.3	1.1	0.0	0.4	0.6	1.3	1.3	0.8
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Tax: Local Adopted Rate (Avg=1.2981)

194	Under \$1.1696	117,940	1,821	2.4	1.5	0.8	1.7	2.5	1.0	1.4	2.8	2.2	1.5
275	\$1.1696 to under \$1.3001	368,091	7,530	3.2	2.3	1.2	2.3	3.2	1.0	1.6	4.4	2.9	2.0
254	\$1.3001 to under \$1.4201	504,587	8,319	2.4	2.1	0.5	2.1	2.1	0.8	1.2	4.1	2.4	1.6
250	\$1.4201 and over	568,837	6,299	1.3	1.8	0.2	1.5	1.3	0.7	0.9	2.6	1.9	1.1
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Tax: Local M & O Rates (Avg=1.0880)

503	Under \$1.0401	843,459	12,323	2.1	1.7	0.4	1.9	2.0	0.8	1.2	3.9	2.4	1.5
104	\$1.0401 to \$1.1694	329,616	6,378	2.6	4.0	0.9	2.2	2.6	1.0	1.1	4.0	2.6	1.9
366	\$1.1695 and over	386,380	5,268	1.5	1.2	0.2	1.7	1.6	0.7	1.0	2.9	1.9	1.4
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Highest Property Value

472	Residential	1,275,777	19,230	2.0	2.0	0.5	1.9	1.8	0.8	1.1	3.6	2.3	1.5
27	Land	1,805	11	0.0	0.0	0.0	0.8	0.0	0.4	0.0	1.0	0.0	0.6
116	Oil and gas	39,789	353	0.7	0.0	1.2	1.1	0.0	0.4	0.6	2.5	1.9	0.9
358	Business	242,084	4,375	2.5	2.3	0.5	2.1	3.6	1.0	1.5	4.2	2.4	1.8
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Small/Sparse Adjustment (Avg=24.8%)

160	No small/sparse adjustment	1,233,827	20,985	2.2	2.3	0.5	2.1	2.1	0.9	1.2	3.9	2.6	1.7
260	Under 14.1%	231,211	2,394	1.2	1.4	0.3	1.3	2.0	0.8	0.9	2.1	1.5	1.0
196	14.1% to under 21.5%	116,771	4,661	7.1	7.2	1.3	4.1	5.8	2.4	5.5	4.5	3.9	4.0
256	21.5% to under 34.8%	49,173	279	0.9	0.8	0.9	0.8	0.0	0.4	0.2	1.8	0.8	0.6
219	34.8% and over	20,178	130	1.2	0.0	0.0	0.8	0.0	0.5	0.3	2.5	0.9	0.6

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				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
Cost of Education Index (Median=1.06)													
153	Under 1.04	94,861	4,513	7.8	9.3	1.3	4.6	9.6	3.4	6.6	4.7	4.6	4.8
233	1.04 to under 1.06	60,221	277	0.6	0.6	0.5	0.5	0.0	0.4	0.6	1.0	0.7	0.5
246	1.06 to under 1.08	99,036	848	1.2	1.6	0.7	1.2	2.3	0.6	0.9	2.6	1.4	0.9
250	1.08 to under 1.11	279,206	2,703	1.5	0.7	0.2	1.3	1.5	0.6	0.9	1.8	1.7	1.0
209	1.11 and over	1,117,836	20,108	2.3	2.5	0.5	2.1	2.3	1.0	1.3	4.0	2.7	1.8
Operating Cost Per Student (Avg=\$9,425)													
202	Under \$8,760	426,193	5,140	1.8	1.7	0.2	1.7	1.2	0.8	1.1	2.9	1.8	1.2
219	\$8,760 to \$9,510	585,465	10,018	2.3	2.3	0.6	2.1	2.6	1.0	1.2	4.2	2.7	1.7
228	\$9,511 to \$10,506	401,264	8,173	3.1	4.2	0.7	2.1	3.2	1.2	2.7	3.6	2.7	2.0
220	\$10,507 to \$11,900	199,825	4,475	3.0	2.4	0.7	2.5	2.9	1.0	1.7	4.1	2.6	2.2
222	Over \$11,900	38,413	643	4.0	0.9	0.2	1.9	4.2	0.9	1.2	3.2	2.3	1.7
Education Service Center Regions													
41	I Edinburg	131,348	1,935	0.6	3.3	0.0	1.5	0.0	1.1	0.8	3.0	2.0	1.5
37	II Corpus Christi	32,858	635	2.9	1.3	0.7	2.1	0.0	1.3	1.8	2.0	3.1	1.9
32	III Victoria	16,362	173	2.0	2.9	0.0	1.4	0.0	0.4	0.9	1.8	1.6	1.1
63	IV Houston	364,200	7,333	2.5	2.9	0.3	2.5	3.1	1.2	1.3	5.3	3.0	2.0
35	V Beaumont	24,610	443	3.1	3.7	0.6	2.2	7.7	1.1	0.9	5.1	2.5	1.8
56	VI Huntsville	61,157	903	2.5	0.7	0.5	1.9	0.0	1.0	1.7	3.4	2.2	1.5
97	VII Kilgore	51,296	439	1.0	2.2	0.4	0.8	4.7	0.8	1.0	1.4	1.1	0.9
41	VIII Mt Pleasant	16,671	112	0.9	0.9	0.0	0.8	0.0	0.5	0.6	0.9	1.3	0.7
36	IX Wichita Falls	11,201	56	0.1	1.2	0.5	0.5	5.9	0.5	0.7	1.2	0.7	0.5
104	X Richardson	267,350	5,089	2.8	3.9	0.5	2.4	1.7	0.9	2.2	3.7	2.4	1.9
82	XI Fort Worth	192,960	2,823	2.0	1.3	0.6	2.0	1.4	1.0	1.6	3.2	2.2	1.5
76	XII Waco	51,074	824	2.7	1.3	0.4	1.9	2.1	0.9	1.3	3.1	2.3	1.6
67	XIII Austin	119,411	1,383	1.8	0.9	0.3	1.7	1.3	0.6	0.8	2.8	1.6	1.2
43	XIV Abilene	14,837	128	1.7	0.0	0.7	1.2	0.0	0.6	0.9	0.9	1.3	0.9
43	XV San Angelo	14,786	263	1.7	0.0	1.7	2.4	0.0	0.9	0.9	4.3	1.7	1.8
57	XVI Amarillo	24,860	375	3.6	0.7	5.5	1.7	0.0	0.8	0.9	3.7	1.9	1.5
58	XVII Lubbock	24,385	286	2.3	1.5	0.0	1.5	0.0	0.4	0.0	2.9	1.3	1.2
33	XVIII Midland	25,396	711	4.5	2.3	0.7	3.0	12.0	2.0	2.7	4.9	3.7	2.8
16	XIX El Paso	58,282	1,192	2.9	2.0	0.0	2.0	6.0	1.7	2.3	3.4	3.0	2.0
74	XX San Antonio	148,116	3,346	3.7	5.1	0.8	2.5	3.6	1.2	1.4	3.4	3.5	2.3
STAAR: Achieved the Approaches Grade Level Standard, %													
0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
212	Under 67.1%	219,318	8,719	4.8	7.5	2.5	3.9	7.6	3.1	5.4	5.6	4.4	4.0

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**Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2017-18**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
246	67.1% to under 73.0%	420,215	9,805	2.8	2.8	0.9	2.5	2.4	1.6	1.9	4.3	3.0	2.3
220	73.0% to under 78.0%	301,531	4,288	1.4	2.1	0.8	1.7	2.4	0.8	0.9	3.2	2.1	1.4
199	78.0% to under 83.0%	342,179	3,723	1.4	1.4	0.4	1.3	1.8	0.7	0.9	2.7	2.1	1.1
214	83.0% and over	367,917	1,914	0.7	0.9	0.2	0.8	0.6	0.4	0.6	1.7	1.0	0.5

SAT/ACT 2016-17: Participation, %

383	0% to under 55%	315,706	8,211	4.5	3.8	1.3	3.0	4.8	1.5	3.0	4.3	2.9	2.6
312	55% to under 70%	327,102	3,839	1.6	1.3	0.5	1.5	1.2	0.7	1.2	2.8	1.8	1.2
368	70% and over	1,004,347	16,272	2.2	2.5	0.5	2.0	2.4	0.8	1.0	3.8	2.5	1.6
28	No graduates	4,005	127	9.8	5.3	0.0	4.1	0.0	0.6	1.7	6.1	2.6	3.2

SAT/ACT 2016-17: At or Above Criterion, %

113	None met criterion	16,294	486	6.2	10.3	4.6	2.9	8.3	1.7	2.9	3.2	2.8	3.0
217	Under 10%	415,583	11,622	3.7	6.0	1.6	2.6	5.2	2.6	4.1	4.2	3.4	2.8
320	10% to under 20%	484,416	9,338	2.6	2.1	0.9	2.1	2.8	1.4	1.8	3.9	2.8	1.9
293	20% to under 35%	418,548	4,632	1.5	1.6	0.4	1.5	1.0	0.7	1.0	3.1	1.9	1.1
111	35% and over	310,974	1,818	0.9	0.6	0.2	1.0	0.9	0.4	0.6	1.9	1.1	0.6
37	No test takers	5,345	553	18.6	4.0	4.4	14.1	0.0	3.1	5.9	23.7	6.8	10.3

Student Density (Avg=19 Students/Sq Mile)

435	Fewer than 5	82,393	608	1.0	0.6	1.0	1.0	2.8	0.4	0.4	2.1	1.0	0.7
265	5 to fewer than 20	159,111	1,673	1.5	1.6	0.3	1.3	0.8	0.7	0.9	2.7	1.6	1.1
148	20 to fewer than 100	271,432	3,599	1.6	1.0	0.3	1.7	2.4	0.9	1.1	2.9	2.2	1.3
125	100 and over	1,046,519	18,089	2.2	2.4	0.5	2.1	2.0	0.9	1.2	3.9	2.6	1.7
118	Non-taxing entities	91,705	4,480	7.8	9.9	1.2	4.4	9.0	4.3	6.7	4.7	4.9	4.9

Student Change: 16/17-17/18 (Avg=1%)

493	Declining students	819,521	16,992	2.8	3.0	0.8	2.3	2.9	1.2	1.7	4.1	2.8	2.1
305	0% to under 3%	578,848	7,518	1.7	1.7	0.3	1.7	2.2	0.8	1.0	2.7	2.1	1.3
133	3% to under 6%	162,394	1,402	1.1	0.8	0.2	1.3	0.0	0.6	0.8	2.1	1.7	0.9
80	6% to under 10%	42,298	191	0.5	0.5	0.1	0.5	0.0	0.4	0.7	0.9	1.0	0.5
80	10% and over	48,099	2,346	9.9	9.7	2.1	4.6	8.5	2.6	7.8	7.9	4.3	4.9

Students: African American, % (Avg=13%)

812	Under 10%	833,583	10,974	1.7	1.5	0.3	1.7	1.8	0.7	0.9	2.9	2.0	1.3
232	10% to under 30%	742,185	15,620	2.7	3.2	0.6	2.6	2.8	1.2	1.8	4.4	2.9	2.1
31	30% to under 50%	58,426	1,498	2.7	3.4	0.8	2.7	2.4	2.1	2.3	4.4	3.2	2.6

Note. See notes after table for category descriptions.

**Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2017-18**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
9	50% to under 70%	10,328	287	2.6	8.0	0.8	4.0	6.7	1.9	2.3	8.7	3.4	2.8
4	70% to under 90%	6,182	65	0.9	4.3	7.1	1.6	0.0	1.4	1.2	2.0	2.2	1.1
3	90% and over	456	5	1.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8	1.1

Students: Hispanic, % (Avg=52%)

98	Under 10%	31,578	194	0.7	1.3	0.0	0.4	0.0	0.6	0.6	0.0	1.2	0.6
368	10% to under 30%	333,211	2,250	1.1	1.0	0.2	1.0	1.8	0.5	0.7	2.4	1.2	0.7
256	30% to under 50%	472,139	6,495	2.1	1.8	0.5	1.6	1.7	0.9	1.3	3.0	2.1	1.4
175	50% to under 70%	441,283	11,928	3.7	5.6	1.0	2.8	3.3	1.8	2.6	4.7	3.6	2.7
106	70% to under 90%	156,701	3,823	2.8	1.7	0.6	2.5	6.0	2.1	2.4	4.7	3.4	2.4
88	90% and over	216,248	3,759	3.3	4.1	0.5	1.7	1.3	1.8	1.7	2.9	2.3	1.7

Students: White, % (Avg=28%)

147	Under 10%	476,812	11,534	3.2	3.9	1.0	2.3	4.6	2.9	2.6	4.1	3.3	2.4
188	10% to under 30%	486,601	11,103	3.0	4.8	0.5	2.5	2.9	1.6	2.4	4.1	3.1	2.3
230	30% to under 50%	407,464	4,037	1.3	0.8	0.4	1.3	1.3	0.7	0.9	2.5	1.6	1.0
246	50% to under 70%	188,238	1,245	1.0	0.6	0.2	0.9	1.3	0.6	0.8	1.8	1.1	0.7
261	70% to under 90%	89,209	518	0.7	1.1	0.2	0.7	0.0	0.6	0.6	1.7	1.1	0.6
19	90% and over	2,836	12	0.0	0.0	0.0	0.8	0.0	0.4	0.0	0.0	0.6	0.4

Students: Econ Disad, % (Avg=59%)

17	Under 10%	21,464	18	0.0	1.1	0.1	0.2	0.0	0.1	0.0	0.0	0.2	0.1
85	10% to under 30%	184,362	817	0.6	0.7	0.1	0.8	0.6	0.3	0.5	1.6	0.9	0.4
214	30% to under 50%	371,823	3,565	1.1	0.8	0.4	1.4	1.4	0.6	0.8	2.7	1.8	1.0
429	50% to under 70%	466,362	7,851	2.3	2.4	0.8	1.9	2.6	1.1	1.6	3.4	2.4	1.7
286	70% to under 90%	523,130	14,176	3.6	5.2	1.2	2.6	4.1	2.4	3.5	4.5	3.4	2.7
60	90% and over	84,019	2,022	4.7	3.9	1.2	2.3	0.0	2.6	5.2	3.5	3.0	2.4

Teacher Experience (Avg=10.9 yrs)

242	Under 10.0 years	392,973	11,110	3.4	5.4	1.2	2.9	3.5	2.1	3.1	4.3	3.4	2.8
285	10.0 to under 12.0 years	817,691	12,468	2.0	1.7	0.4	2.0	2.0	0.8	1.1	3.8	2.4	1.5
283	12.0 to under 13.6 years	306,874	3,575	1.4	1.0	0.4	1.6	1.7	0.6	1.0	2.8	1.8	1.2
281	13.6 years and over	133,622	1,296	1.6	1.8	0.1	1.3	0.0	0.5	0.5	2.8	1.6	1.0

Teacher Salary (Avg=\$53,334)

265	Under \$44,023	66,673	1,068	2.0	2.0	1.2	2.2	3.3	1.1	1.4	1.9	1.5	1.6
274	\$44,023 to under \$46,781	109,882	1,349	1.9	1.3	0.7	1.6	1.2	0.8	1.2	3.7	1.5	1.2
278	\$46,781 to under \$50,908	242,562	4,655	3.0	2.5	0.5	2.4	4.5	1.0	1.4	3.1	2.4	1.9
274	\$50,908 and over	1,232,043	21,377	2.4	2.7	0.5	2.1	2.1	0.9	1.5	3.9	2.6	1.7

Note. See notes after table for category descriptions.

**Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2017-18**

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	Spec. EL	All ed. students	
Teachers: White, % (Avg=59%)													
43	Under 10%	111,065	1,957	4.2	4.5	0.8	1.7	0.0	2.0	2.8	3.5	2.3	1.8
64	10% to under 30%	286,949	9,304	4.4	7.1	1.3	2.9	5.6	3.9	6.0	5.1	4.1	3.2
57	30% to under 50%	148,294	2,642	2.1	4.6	0.4	1.9	3.6	1.4	1.3	3.3	2.9	1.8
115	50% to under 70%	397,274	8,322	2.4	3.0	0.5	2.4	2.9	1.5	1.9	3.3	3.0	2.1
383	70% to under 90%	555,445	5,313	1.3	0.8	0.4	1.4	1.1	0.6	0.8	2.8	1.5	1.0
429	90% and over	152,133	911	0.9	1.0	0.2	0.7	0.8	0.6	0.7	1.4	1.1	0.6
Teachers with Adv Degrees, % (Avg=24.5%)													
249	Under 12.9%	70,559	843	1.5	1.1	0.8	1.6	0.0	0.7	0.7	3.0	1.2	1.2
281	12.9% to under 18.7%	178,066	2,286	1.5	0.9	1.4	1.6	2.4	0.8	1.2	3.1	1.7	1.3
294	18.7% to under 24.8%	477,082	10,306	3.7	3.3	0.9	2.3	3.7	1.3	2.3	4.1	2.8	2.2
267	24.8% and over	925,453	15,014	2.1	2.6	0.4	2.1	2.0	0.8	1.2	3.7	2.5	1.6
U.S.-Mexico Border Region													
96	Border districts	207,051	3,478	2.4	3.4	0.1	1.7	4.3	1.5	1.7	3.2	2.3	1.7
995	Non-border districts	1,444,109	24,971	2.5	2.5	0.5	2.2	2.3	0.9	1.4	3.9	2.5	1.7

Note. See notes after table for category descriptions.

# Table Notes

## Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2015 tax year state-certified property values. All data are for the 2017-18 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

## Glossary

**Cost of Education Index.** The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of districts. The CEI has a minimum value of 0.0 and a maximum of 1.2. Most districts have CEI values of at least 1.0. Districts with CEI values of 0.0 are primarily charter school districts. Districts are grouped into five subcategories, each with approximately the same number of districts.

**TEA District Type.** Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

**Major Urban.** A district is classified as major urban if: (a) it is located in a county with a population of at least 985,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for

free or reduced-price meals under the National School Lunch and Child Nutrition Program.

**Major Suburban.** A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

**Other Central City.** A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 984,999; and (d) its enrollment is the largest in the county or at least 75 percent of the largest district enrollment in the county.

**Other Central City Suburban.** A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 984,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 898 students.

**Independent Town.** A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 75 percent of the largest district enrollment in the county.

**Non-Metropolitan: Fast Growing.** A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.



**Non-Metropolitan: Stable.** A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

**Rural.** A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

**Charter School Districts.** Charter school districts are open-enrollment school districts chartered by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

**NCES District Type.** The National Center for Education Statistics (NCES) has a classification system that categorizes districts into twelve subcategories based on factors such as population size and proximity to urban areas. The NCES subcategories are composed of four basic types (City, Suburban, Town, and Rural) which are further differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). Charter school districts are assigned one of the twelve subcategories; there is not a separate subcategory for charter school districts. For more information on NCES' categorization, please see the [Locale Boundaries User's Manual](#).

**City – Large.** Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

**City – Midsize.** Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

**City – Small.** Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

**Suburban – Large.** Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

**Suburban – Midsize.** Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

**Suburban – Small.** Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

**Town – Fringe.** Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

**Town – Distant.** Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

**Town – Remote.** Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

**Rural – Fringe.** Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

**Rural – Distant.** Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

**Rural – Remote.** Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

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

**Charters.** As noted above in TEA District Types, charter school districts are open-enrollment school districts chartered by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like

other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

**Dropout.** A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017-18.](#)

**Dropout Rate.** The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2017-18.](#)

**Education Service Center Regions.** The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

**English Learner.** A student is classified as an English learner (EL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a Language Proficiency Assessment Committee or as indicated by a test of English proficiency. In this table, ELs are students who were identified as having limited English proficiency in the 2017-18 school year.

**Enrollment.** Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

**Highest Property Value.** Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts

make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;
- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

**Operating Cost Per Student.** Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

**Property Wealth: Average, Equal Student Groups, and Median.** Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from two years prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter school districts make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

**Race/Ethnicity.** Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican,

Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Students classified as having two or more races are referred to as multiracial.

**SAT/ACT 2016-17: At or Above Criterion, Percentage.** Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. The College Board began administering a redesigned version of the SAT in March 2016. For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to the corresponding scores on the redesigned SAT using College Board's concordance tables.

**SAT/ACT 2016-17: Participation, Percentage.** Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

**Small/Sparse Adjustment.** Districts are grouped into four subcategories, each with approximately the same number of districts, based on adjustments to state funding to compensate for small and/or sparsely populated districts. Districts receiving no small/sparse adjustment make up a fifth subcategory. Small/sparse adjustments are shown as percentages of total adjusted basic allotment amounts.

**Special education.** Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

**Student Change: 2016-17 – 2017-18.** Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

**Student Density.** Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

**Students: African American, Hispanic, and White, Percentage.** In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) his or her race, or races, based on a student's option to report more than one race. African American students are not reported as Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

**Students: Economically Disadvantaged, Percentage.** Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

**STAAR: Achieved the Approaches Grade Level Standard, Percentage.** Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

**Tax: Local Adopted Rate.** Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate

(sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

**Tax: Local Maintenance & Operation Rate.** Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter school districts make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

**Teacher Experience.** Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

**Teacher Salary.** Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

**Teachers: White, Percentage.** Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to

report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

**Teachers: With Advanced Degrees, Percentage.** Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

**U.S.-Mexico Border Region.** Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.