

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2020-21

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.			Multi-racial		Spec. ed.		All students
Enrollment													
18	50,000 and over	452,639	12,256	3.8	4.1	0.5	3.1	2.7	1.4	2.1	5.0	3.8	2.7
36	25,000 to 49,999	410,332	7,809	2.2	2.3	0.5	2.3	2.0	1.0	1.7	3.5	2.8	1.9
62	10,000 to 24,999	314,179	5,194	2.2	2.9	0.4	1.9	1.9	1.1	1.5	2.7	2.6	1.7
74	5,000 to 9,999	177,280	3,563	2.5	2.7	0.6	2.2	2.4	1.6	1.8	2.8	2.9	2.0
91	3,000 to 4,999	116,000	4,107	10.1	2.3	0.7	4.2	3.8	1.2	3.3	6.8	3.7	3.5
131	1,600 to 2,999	89,985	2,106	3.3	3.6	1.0	3.1	8.0	1.3	2.1	3.2	2.8	2.3
147	1,000 to 1,599	58,739	849	2.8	1.4	0.9	1.7	0.8	1.0	1.9	2.5	1.9	1.4
212	500 to 999	50,353	1,207	5.8	1.5	4.2	3.5	6.3	1.0	2.3	6.5	1.5	2.4
324	Under 500	31,241	600	5.0	1.6	0.6	2.8	0.0	0.9	1.1	1.6	1.1	1.9
TEA District Type													
11	Major Urban	281,097	9,639	4.9	6.3	1.2	3.5	2.8	2.1	2.6	5.3	4.3	3.4
75	Major Suburban	536,048	9,725	2.2	2.3	0.4	2.4	1.5	1.0	1.6	3.8	2.8	1.8
32	Other Central City	255,182	4,727	2.8	1.6	0.3	2.2	2.7	1.1	1.5	3.6	2.8	1.9
150	Other Central City Suburban	277,227	3,870	1.8	3.2	0.4	1.7	1.9	1.0	1.4	2.4	2.4	1.4
54	Independent Town	72,215	1,375	2.4	2.1	0.9	2.1	4.5	1.5	2.6	2.3	2.5	1.9
26	Non-metropolitan Fast Growing	12,770	266	2.5	0.0	1.5	2.3	0.0	2.0	1.5	1.7	2.6	2.1
200	Non-metropolitan Stable	114,238	1,343	1.4	2.0	0.7	1.4	2.0	0.8	1.2	2.3	1.9	1.2
431	Rural	56,808	353	1.3	1.3	0.0	0.7	0.0	0.5	0.5	0.8	0.8	0.6
116	Charters	95,163	6,393	11.4	4.9	1.3	6.3	11.1	5.1	7.2	6.2	5.5	6.7
NCES District Type													
94	City-Large	479,500	17,420	5.7	5.1	1.0	3.7	3.1	2.2	3.3	5.3	4.2	3.6
30	City-Midsize	150,010	3,995	4.2	2.4	0.4	2.8	3.5	1.8	2.2	3.5	3.3	2.7
25	City-Small	83,132	1,402	2.4	2.3	0.1	1.9	4.0	1.2	1.4	2.6	2.4	1.7
95	Suburban-Large	528,131	8,885	2.0	2.0	0.3	2.3	1.7	0.9	1.3	3.6	2.8	1.7
28	Suburban-Midsize	49,026	784	2.2	2.1	0.2	1.9	1.0	1.1	2.0	2.9	2.5	1.6
5	Suburban-Small	9,226	172	3.1	0.0	0.7	2.6	4.8	1.1	2.0	3.4	2.3	1.9
32	Town-Fringe	37,158	783	3.3	3.2	1.7	2.2	3.8	1.8	2.9	3.1	3.1	2.1
98	Town-Distant	73,117	1,152	2.1	2.2	1.3	1.8	3.7	1.2	2.0	2.4	2.1	1.6
77	Town-Remote	53,665	898	1.9	6.8	1.3	1.6	0.0	1.6	1.9	1.9	2.4	1.7
125	Rural-Fringe	145,901	1,585	1.2	1.9	0.3	1.4	0.5	0.8	0.8	2.1	2.0	1.1
284	Rural-Distant	68,998	439	0.8	1.0	0.3	0.8	0.0	0.5	1.1	1.1	1.0	0.6
202	Rural-Remote	22,884	176	1.8	1.9	0.0	0.8	0.0	0.7	0.7	0.6	0.8	0.8
NCES District Type, Charters Separate													
33	City-Large	414,267	12,655	4.2	4.9	1.0	3.3	2.4	1.8	2.5	5.1	4.1	3.1
19	City-Midsize	142,316	2,838	3.3	2.2	0.4	2.0	2.7	1.4	1.7	2.9	2.7	2.0

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
21	City-Small	82,320	1,383	2.3	2.4	0.1	1.9	4.0	1.2	1.4	2.6	2.4	1.7
75	Suburban-Large	510,903	8,516	2.0	2.0	0.3	2.3	1.7	0.9	1.3	3.7	2.8	1.7
26	Suburban-Midsize	48,063	779	2.3	2.1	0.3	2.0	1.0	1.1	2.0	3.0	2.5	1.6
5	Suburban-Small	9,226	172	3.1	0.0	0.7	2.6	4.8	1.1	2.0	3.4	2.3	1.9
31	Town-Fringe	37,011	783	3.3	3.2	1.7	2.2	3.8	1.8	2.9	3.1	3.1	2.1
96	Town-Distant	72,810	1,132	2.1	2.2	1.3	1.8	3.7	1.1	1.9	2.4	2.1	1.6
75	Town-Remote	53,215	897	1.9	6.8	1.3	1.7	0.0	1.6	1.9	1.9	2.4	1.7
116	Rural-Fringe	144,191	1,552	1.2	1.9	0.3	1.3	0.5	0.8	0.8	2.1	2.0	1.1
281	Rural-Distant	68,433	422	0.9	1.0	0.3	0.7	0.0	0.5	1.1	1.1	1.0	0.6
201	Rural-Remote	22,830	169	1.8	1.9	0.0	0.7	0.0	0.7	0.7	0.6	0.8	0.7
116	Charters	95,163	6,393	11.4	4.9	1.3	6.3	11.1	5.1	7.2	6.2	5.5	6.7
Property Wealth: Median (\$435,660)													
98	Under \$208,619	155,505	3,582	3.0	7.9	0.5	2.4	2.0	1.4	2.1	3.5	3.6	2.3
99	\$208,619 to \$276,328	109,683	2,084	1.9	2.1	0.3	2.1	3.3	1.5	2.7	2.5	2.6	1.9
98	\$276,329 to \$332,919	130,645	3,266	3.5	3.4	1.0	2.9	3.6	1.4	1.6	4.8	3.3	2.5
101	\$332,920 to \$384,348	135,578	1,779	1.7	2.2	0.7	1.4	2.3	1.0	1.9	2.4	1.9	1.3
100	\$384,349 to \$435,659	157,425	3,404	2.5	2.4	0.5	2.7	1.5	1.3	1.5	3.8	3.3	2.2
100	\$435,660 to \$507,939	235,732	4,398	2.8	2.0	0.4	2.1	2.7	1.2	2.1	3.3	3.1	1.9
96	\$507,940 to \$627,450	220,199	3,606	2.5	3.2	0.5	2.0	1.5	1.0	1.5	3.4	2.4	1.6
96	\$627,451 to \$783,646	185,006	2,276	1.9	1.5	0.3	2.0	2.4	0.7	1.0	3.0	2.0	1.2
95	\$783,647 to \$1,127,409	209,646	5,837	4.2	3.6	0.5	3.6	1.0	1.1	1.6	5.6	3.4	2.8
90	Over \$1,127,409	61,514	1,043	3.3	2.9	0.6	2.1	0.0	1.1	1.1	2.8	2.3	1.7
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4
Property Wealth: Average (\$551,240)													
627	Under \$551,240	1,044,533	20,810	2.5	2.9	0.6	2.3	2.3	1.3	1.9	3.5	3.0	2.0
346	Over \$551,240	556,400	10,465	3.1	2.5	0.4	2.7	1.8	0.9	1.3	4.5	2.5	1.9
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4
Property Wealth: Equal Student Groups													
36	Under \$147,382	79,319	1,989	2.4	0.0	1.2	2.6	0.0	1.0	0.0	3.8	4.3	2.5
65	\$147,382 to < \$212,479	77,724	1,601	2.9	8.7	0.4	2.1	2.0	1.4	2.1	3.0	2.8	2.1
78	\$212,479 to < \$262,032	85,698	1,840	2.4	1.7	0.6	2.2	2.7	1.8	3.4	2.6	3.1	2.1
58	\$262,032 to < \$301,600	78,391	1,320	1.9	3.6	0.5	2.0	4.7	1.2	1.4	2.6	2.5	1.7
63	\$301,600 to < \$336,683	78,252	2,301	3.9	3.4	1.4	3.4	4.3	1.5	1.7	5.9	3.6	2.9
61	\$336,683 to < \$368,855	77,107	1,163	1.8	3.1	1.2	1.7	1.6	1.1	1.9	3.3	2.0	1.5
62	\$368,855 to < \$398,158	83,466	813	1.1	1.7	0.2	1.0	1.9	0.9	1.5	1.3	1.7	1.0
41	\$398,158 to < \$417,140	77,794	2,169	3.5	3.2	0.6	3.4	0.9	1.4	2.0	4.6	4.0	2.8
56	\$417,140 to < \$454,556	79,767	1,446	2.2	1.3	0.6	2.2	0.9	1.3	1.3	3.0	2.8	1.8

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.			Multi-racial		Spec. ed.		All students
				Am.	Ind.	Asian	Hisp.	Isl.	White		EB/EL		
43	\$454,556 to < \$485,694	76,119	1,370	2.4	1.4	0.4	1.9	5.5	1.4	2.1	2.9	3.1	1.8
22	\$485,694 to < \$502,480	77,205	1,669	3.5	2.8	0.3	2.5	1.2	1.2	2.0	3.9	3.5	2.2
22	\$502,480 to < \$526,296	75,940	1,068	2.0	2.3	0.4	1.6	1.0	0.9	2.1	2.5	2.4	1.4
17	\$526,296 to < \$546,951	93,192	1,954	2.7	4.4	0.7	2.4	1.2	1.4	1.9	4.4	3.3	2.1
47	\$546,951 to < \$599,434	83,424	928	1.3	2.3	0.2	1.5	1.6	0.8	1.3	2.3	1.7	1.1
38	\$599,434 to < \$651,805	87,953	1,740	3.2	2.3	0.7	2.6	2.5	1.0	1.7	4.4	2.6	2.0
58	\$651,805 to < \$750,387	76,638	522	1.1	1.6	0.3	1.1	2.0	0.4	0.5	1.9	1.2	0.7
39	\$750,387 to < \$835,797	74,458	862	1.8	1.0	0.2	1.8	1.9	0.7	0.9	2.6	1.9	1.2
22	\$835,797 to < \$894,463	55,145	2,183	5.1	7.8	1.1	4.3	2.0	1.6	3.6	5.6	4.4	4.0
24	\$894,463 to < \$959,485	70,358	2,611	4.7	3.6	1.0	4.0	1.3	2.0	2.0	6.8	4.4	3.7
121	\$959,485 and over	112,983	1,726	2.5	2.0	0.3	2.3	0.0	0.9	1.1	3.6	2.2	1.5
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4

Tax: Local Adopted Rate (Avg=1.2391)

217	Under \$1.1101	71,857	1,420	2.5	2.8	1.4	2.3	0.0	1.5	2.1	3.4	2.5	2.0
251	\$1.1101 to under \$1.2406	353,708	6,882	3.5	3.3	0.5	2.2	2.1	1.1	1.6	3.9	2.7	1.9
252	\$1.2406 to under \$1.3535	593,959	13,590	3.3	3.3	0.5	2.8	2.5	1.2	1.9	4.4	3.3	2.3
253	\$1.3535 and over	581,409	9,383	1.9	2.1	0.4	2.1	2.0	1.0	1.5	3.0	2.6	1.6
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4

Tax: Local M & O Rates (Avg=1.0172)

404	Under \$0.9701	702,452	12,756	2.7	2.8	0.5	2.2	2.3	1.1	1.6	3.8	2.7	1.8
286	\$0.9701 to \$1.0683	500,301	9,659	2.8	1.7	0.5	2.4	1.6	1.0	1.7	3.8	2.9	1.9
283	\$1.0684 and over	398,180	8,860	2.7	4.0	0.5	2.6	2.5	1.2	1.6	3.9	3.0	2.2
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4

Highest Property Value

499	Residential	1,368,635	26,283	2.6	2.8	0.5	2.4	2.0	1.0	1.6	3.8	2.9	1.9
17	Land	1,165	4	0.0	0.0	0.0	0.5	0.0	0.2	0.0	1.1	0.0	0.3
87	Oil and gas	21,272	396	3.4	2.0	2.2	1.7	0.0	1.9	1.7	2.0	2.1	1.9
370	Business	209,861	4,592	3.6	2.9	0.5	2.3	3.4	1.5	2.2	4.0	2.8	2.2
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4

Small and Mid-sized District Allotment (Avg=\$1,165,836)

167	No small and mid-sized district allotment	1,281,615	27,395	2.9	3.0	0.5	2.6	2.1	1.2	1.7	4.1	3.1	2.1
172	Under \$617,883	51,718	2,010	6.3	4.2	2.3	4.8	6.1	2.1	3.5	5.5	2.8	3.9
249	\$617,883 to under \$937,825	129,265	1,911	2.2	2.5	0.6	1.8	2.2	1.0	1.4	2.3	2.2	1.5

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				Afr. Amr.		Pac.			Multi-racial		Spec. ed.		All students
				Am.	Ind.	Asian	Hisp.	Isl.	White	EB/EL			
251	\$937,825 to under \$1,340,139	99,632	2,211	3.3	1.8	1.2	3.0	6.9	1.3	1.8	3.3	2.7	2.2
256	\$1,340,139 and over	138,518	4,164	8.0	2.2	0.6	3.3	2.1	1.1	3.2	4.4	2.7	3.0
Operating Cost Per Student (Avg=\$10,638)													
209	Under \$10,109	644,998	10,588	2.3	2.2	0.4	2.1	2.2	1.1	1.6	2.8	2.4	1.6
218	\$10,109 to \$11,153	530,010	11,079	2.8	2.5	0.5	2.5	3.0	1.1	1.8	4.0	2.9	2.1
227	\$11,154 to \$12,313	340,949	9,132	4.0	5.3	1.0	2.8	2.6	1.6	2.3	4.2	3.5	2.7
230	\$12,314 to \$14,159	155,625	6,451	9.3	3.1	2.0	4.0	2.7	1.9	5.0	5.7	4.4	4.1
211	Over \$14,159	29,166	441	3.8	1.6	0.0	1.6	0.0	1.0	1.5	1.4	1.5	1.5
Education Service Center Regions													
42	I Edinburg	131,137	2,684	3.9	4.3	0.2	2.1	0.0	1.7	2.0	3.4	3.6	2.0
35	II Corpus Christi	30,341	654	3.3	1.4	1.2	2.2	3.7	1.7	3.3	2.5	3.5	2.2
32	III Victoria	16,639	323	2.9	2.7	1.4	1.5	0.0	2.4	2.2	1.0	2.6	1.9
65	IV Houston	373,220	9,123	3.2	3.0	0.5	2.9	1.5	1.3	2.0	5.1	3.5	2.4
35	V Beaumont	24,588	680	4.6	6.0	1.0	4.0	6.7	1.3	2.4	8.1	3.2	2.8
56	VI Huntsville	64,726	852	1.7	2.5	0.2	1.5	4.1	1.1	1.6	2.4	1.9	1.3
97	VII Kilgore	57,174	804	1.9	3.3	0.9	1.5	0.0	1.1	2.2	2.0	2.1	1.4
42	VIII Mt Pleasant	17,115	364	2.4	1.9	0.0	2.9	0.0	1.7	2.4	1.8	2.7	2.1
36	IX Wichita Falls	11,078	91	1.0	0.0	1.1	0.6	5.0	0.8	1.3	0.4	1.3	0.8
104	X Richardson	272,169	7,699	4.2	2.6	0.4	3.9	2.4	1.0	2.3	5.0	3.3	2.8
82	XI Fort Worth	194,662	4,152	3.2	3.5	0.6	2.8	1.3	1.3	1.6	3.6	2.9	2.1
76	XII Waco	51,988	1,205	3.5	2.6	0.4	2.6	3.0	1.6	2.2	2.8	2.9	2.3
65	XIII Austin	122,692	2,473	3.2	2.6	0.4	2.7	5.9	1.2	1.4	3.5	2.5	2.0
43	XIV Abilene	17,053	208	2.1	1.5	0.6	1.4	0.0	1.0	0.9	1.7	1.4	1.2
43	XV San Angelo	15,102	196	2.1	0.0	0.0	1.6	0.0	0.8	1.1	2.8	1.8	1.3
58	XVI Amarillo	24,425	345	3.3	1.5	1.0	1.5	0.0	1.1	2.5	1.5	2.2	1.4
58	XVII Lubbock	24,516	388	3.9	1.3	0.3	1.8	0.0	0.7	1.7	2.5	2.2	1.6
34	XVIII Midland	25,511	587	5.3	4.3	1.0	2.2	6.3	2.0	1.2	2.6	2.4	2.3
16	XIX El Paso	57,212	1,484	3.9	5.4	1.1	2.6	3.1	2.6	1.8	3.4	3.8	2.6
76	XX San Antonio	149,019	4,576	5.0	5.1	1.0	3.3	3.8	1.8	2.6	4.5	4.0	3.1
STAAR: Achieved the Approaches Grade Level Standard, %													
4	No students tested	123	27	36.1	0.0	0.0	29.3	0.0	4.5	0.0	20.0	3.7	22.0
200	Under 57.1%	380,681	16,822	5.8	5.3	1.7	4.2	5.7	4.1	4.8	5.7	5.0	4.4
210	57.1% to under 66.0%	477,054	11,468	3.1	3.9	0.7	2.4	2.9	2.0	2.4	3.4	3.2	2.4
245	66.0% to under 73.0%	290,779	4,541	1.9	1.6	0.7	1.8	2.1	1.2	1.7	3.0	2.3	1.6
211	73.0% to under 79.0%	298,534	3,316	1.6	2.2	0.3	1.6	0.7	0.7	1.1	2.5	1.9	1.1

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
225	79.0% and over	253,577	1,517	1.0	0.9	0.2	0.9	1.3	0.4	0.9	1.7	1.2	0.6
SAT/ACT 2019-20: Participation, %													
310	0% to under 55%	291,551	10,141	5.8	2.7	1.3	4.1	3.4	1.9	3.0	5.5	3.6	3.5
249	55% to under 70%	262,289	3,780	2.2	3.0	0.4	1.8	1.9	0.9	1.4	2.9	1.9	1.4
516	70% and over	1,145,163	23,655	2.9	2.9	0.5	2.5	2.0	1.1	1.6	3.9	3.0	2.1
20	No graduates	1,745	115	18.6	0.0	0.0	7.1	0.0	0.8	0.0	1.9	2.8	6.6
SAT/ACT 2019-20: At or Above Criterion, %													
57	None met criterion	8,036	845	16.1	7.7	24.5	11.0	28.6	6.2	12.2	14.2	3.5	10.5
74	Under 10%	67,897	5,398	14.2	7.4	5.8	7.1	19.4	6.2	12.4	8.6	7.6	8.0
224	10% to under 20%	323,507	10,158	4.0	5.1	1.3	3.1	3.1	2.8	2.9	4.3	4.0	3.1
344	20% to under 35%	493,739	11,207	3.4	3.1	1.0	2.4	2.0	1.4	2.2	3.7	3.1	2.3
370	35% and over	805,405	9,890	1.7	1.8	0.3	1.7	2.0	0.8	1.3	2.8	2.1	1.2
26	No test takers	2,164	193	16.0	0.0	0.0	10.8	0.0	3.2	4.3	4.6	5.2	8.9
Student Density (Avg=18 Students/Sq Mile)													
437	Fewer than 5	83,779	905	1.6	0.9	1.1	1.2	0.0	0.9	1.1	1.5	1.4	1.1
261	5 to fewer than 20	158,148	1,925	1.6	4.1	0.5	1.4	2.6	0.9	1.5	2.5	1.9	1.2
148	20 to fewer than 100	283,258	4,757	2.6	2.2	0.8	2.0	3.2	1.1	1.5	2.8	2.5	1.7
127	100 and over	1,075,748	23,688	2.8	2.9	0.5	2.7	2.0	1.2	1.7	4.2	3.2	2.2
122	Non-taxing entities	99,815	6,416	11.2	4.7	1.2	6.0	9.8	4.9	6.6	6.1	5.4	6.4
Student Change: 19/20-20/21 (Avg=-2%)													
788	Declining students	1,377,368	32,899	3.5	3.1	0.6	2.8	2.5	1.2	2.0	4.3	3.2	2.4
155	0% to under 3%	189,201	2,025	1.6	1.5	0.2	1.4	2.1	0.8	1.3	2.0	1.9	1.1
59	3% to under 6%	40,947	975	3.3	2.1	1.0	3.6	5.0	1.1	1.3	5.6	1.9	2.4
45	6% to under 10%	33,857	342	1.4	0.9	0.2	1.1	0.0	0.8	1.2	1.0	1.5	1.0
48	10% and over	59,375	1,450	4.2	3.1	1.0	2.0	1.6	2.8	2.8	1.6	3.1	2.4
Students: African American, % (Avg=13%)													
815	Under 10%	844,054	13,464	2.2	2.6	0.4	2.0	2.6	0.9	1.2	2.9	2.4	1.6
227	10% to under 30%	762,006	18,868	3.0	2.6	0.5	3.1	2.1	1.5	2.1	4.4	3.3	2.5
36	30% to under 50%	78,336	4,756	5.7	5.9	1.1	8.2	3.2	3.1	4.3	10.6	5.7	6.1
9	50% to under 70%	10,425	533	4.5	11.5	2.2	6.6	10.0	6.1	4.1	12.6	5.0	5.1

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2020-21

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students	
4	70% to under 90%	5,409	34	0.5	0.0	0.0	1.3	0.0	0.9	0.0	1.6	1.7	0.6
4	90% and over	518	36	5.9	0.0	0.0	20.7	0.0	16.7	20.0	0.0	4.3	6.9
Students: Hispanic, % (Avg=53%)													
88	Under 10%	24,635	195	2.0	1.6	0.4	0.8	0.0	0.6	1.0	0.4	1.3	0.8
353	10% to under 30%	325,686	3,274	1.7	2.0	0.3	1.5	1.1	0.7	1.0	2.6	1.8	1.0
267	30% to under 50%	513,235	8,165	2.3	2.4	0.4	1.9	2.0	1.1	1.7	3.1	2.4	1.6
187	50% to under 70%	457,976	16,878	5.3	3.7	1.1	3.8	4.1	2.4	3.3	5.3	4.1	3.7
109	70% to under 90%	182,809	4,919	4.0	3.1	0.8	2.6	4.4	2.3	2.6	3.7	3.8	2.7
91	90% and over	196,407	4,260	3.0	8.8	0.5	2.2	1.3	2.0	1.5	3.3	3.4	2.2
Students: White, % (Avg=26%)													
166	Under 10%	499,396	17,674	5.4	5.8	1.2	3.3	2.3	3.6	4.5	4.9	4.4	3.5
189	10% to under 30%	517,965	13,230	3.1	3.3	0.7	2.8	4.1	2.1	2.4	3.8	3.5	2.6
231	30% to under 50%	402,922	4,679	1.5	1.2	0.2	1.5	1.3	0.9	1.4	2.1	1.9	1.2
259	50% to under 70%	207,233	1,726	1.1	1.6	0.3	1.0	1.1	0.7	0.9	1.6	1.5	0.8
236	70% to under 90%	71,556	371	1.0	2.1	0.6	0.5	0.0	0.5	0.6	0.7	0.9	0.5
14	90% and over	1,676	11	6.3	0.0	0.0	0.0	0.0	0.7	0.0	0.0	0.5	0.7
Students: Econ Disad, % (Avg=60%)													
19	Under 10%	28,926	93	0.2	0.0	0.2	0.5	0.0	0.3	0.4	0.8	1.1	0.3
79	10% to under 30%	158,057	943	1.0	0.9	0.2	0.9	1.1	0.5	0.8	1.3	1.2	0.6
237	30% to under 50%	416,684	5,483	1.8	1.8	0.4	1.8	2.2	0.9	1.4	2.9	2.2	1.3
397	50% to under 70%	411,565	7,397	2.4	2.6	0.6	2.0	2.2	1.4	1.9	2.8	2.6	1.8
296	70% to under 90%	580,670	17,120	3.7	4.7	1.0	2.9	3.0	2.4	2.9	4.2	3.8	2.9
67	90% and over	104,846	6,655	12.8	6.1	5.9	5.3	9.7	11.0	14.2	6.7	6.1	6.3
Teacher Experience (Avg=11.2 yrs)													
236	Under 10.2 years	382,168	14,117	4.7	4.2	1.0	3.9	3.5	2.4	3.4	4.8	4.0	3.7
294	10.2 to under 12.2 years	867,102	16,837	2.8	2.6	0.5	2.4	2.1	1.1	1.6	3.8	2.9	1.9
288	12.2 to under 14.0 years	319,661	5,083	1.7	1.7	0.4	2.2	1.8	0.9	1.4	3.6	2.5	1.6
277	14.0 years and over	131,817	1,654	2.2	3.5	0.3	1.5	1.9	0.6	1.3	2.8	2.0	1.3
Teacher Salary (Avg=\$57,641)													
260	Under \$49,731	96,629	2,755	4.5	2.6	1.7	3.5	2.5	1.9	2.6	4.2	2.5	2.9
280	\$49,731 to under \$52,239	130,743	1,953	2.4	2.2	0.6	1.8	2.6	1.0	1.6	2.1	2.1	1.5
279	\$52,239 to under \$55,714	234,704	5,250	3.7	3.4	0.6	2.7	4.9	1.3	1.9	3.3	3.0	2.2
276	\$55,714 and over	1,238,672	27,733	3.2	2.9	0.5	2.7	2.0	1.1	1.8	4.2	3.1	2.2

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, 2020-21

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Teachers: White, % (Avg=57%)													
52	Under 10%	128,541	2,986	6.4	8.7	0.5	2.3	2.4	2.2	3.6	3.7	3.9	2.3
70	10% to under 30%	293,821	12,202	5.6	4.9	1.4	3.9	2.4	3.6	5.0	5.7	4.7	4.2
59	30% to under 50%	169,282	4,218	3.3	4.3	0.7	2.6	1.7	2.1	1.9	3.8	3.7	2.5
142	50% to under 70%	443,274	11,208	3.0	3.4	0.7	2.8	3.6	1.9	2.4	3.8	3.3	2.5
398	70% to under 90%	541,598	5,982	1.6	1.3	0.2	1.5	1.8	0.8	1.2	2.1	1.8	1.1
374	90% and over	124,232	1,095	2.0	2.1	0.5	1.1	0.0	0.7	1.1	1.3	1.4	0.9
Teachers with Adv Degrees, % (Avg=25.8%)													
255	Under 14.7%	70,262	870	1.2	1.4	0.2	1.7	0.0	0.7	1.6	1.9	1.8	1.2
283	14.7% to under 20.2%	214,111	3,030	2.3	3.6	1.1	1.4	0.8	1.3	2.0	1.8	2.2	1.4
282	20.2% to under 26.2%	475,791	10,108	3.1	2.8	0.7	2.5	2.4	1.2	1.5	4.2	2.9	2.1
275	26.2% and over	940,584	23,683	3.5	2.9	0.5	3.1	2.7	1.3	2.0	4.6	3.3	2.5
U.S.-Mexico Border Region													
96	Border districts	206,108	4,366	2.8	8.4	0.4	2.1	2.4	1.9	1.8	3.3	3.4	2.1
999	Non-border districts	1,494,640	33,325	3.3	2.6	0.5	2.8	2.4	1.2	1.9	4.2	2.9	2.2

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 2018 tax year state-certified property values. All data are for the 2020-21 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

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 1,070,000; (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 1,069,999; and (d) its enrollment is the largest in the county or at least 70 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 1,069,999; 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 879 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 70 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 authorized 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 File Documentation](#).

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 authorized 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, 2020-21](#).

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, 2020-21](#).

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.

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 limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, EB students/ELs are students who were identified as having limited English proficiency in the 2020-21 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 2019-20: 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 graduating 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. Examinees in the class of 2020 took only the redesigned version of the SAT. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. Beginning with 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

SAT/ACT 2019-20: 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 and Mid-sized District Allotment. Beginning with the 2019-20 school year, small and mid-sized district adjustments were recreated as a stand-alone allotment for small and mid-sized districts. Districts are grouped into four subcategories, each with approximately the same number of districts, based on the small and mid-sized district allotment received. Districts not receiving a small and mid-sized allotment make up a fifth subcategory.

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

Student Change: 2019-20 – 2020-21. 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. Although STAAR was administered again in 2021, only 88% of eligible students participated in the assessment, compared to 99% participation in 2019 prior to the COVID-19 pandemic. This participation rate should be taken into consideration when interpreting results.

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.