IDRA REPORT

Texas Public School Attrition Study, 2013-14

Texas Attrition Rate Dips One Percentage Point

by Roy L. Johnson, M.S.

This report presents results of long-term trend assessments of attrition data in Texas public high schools. In this most recent annual attrition study that examines school holding power, IDRA found that 24 percent of the freshman class of 2010-11 left school prior to graduating from a Texas public high school in the 2013-14 school year (see box on Page 2). For each racial and ethnic group, the study found that attrition rates were lower than rates found in the landmark 1985-86 study. However, the gaps between the attrition rates of White students and Hispanic students and of White and Black students are still no better than 29 years ago.

The current statewide attrition rate of 24 percent is 9 percentage points lower than the initial rate of 33 percent found in IDRA's 1985-86 study, a decline of 27 percent. Between White students and Hispanic students, the attrition rate gap in 2013-14 matched the 18 percentage points in 1985-86. The attrition gap between White students and Black students has increased from 7 percentage points in 1985-86 to 12 percentage points in 2013-14.

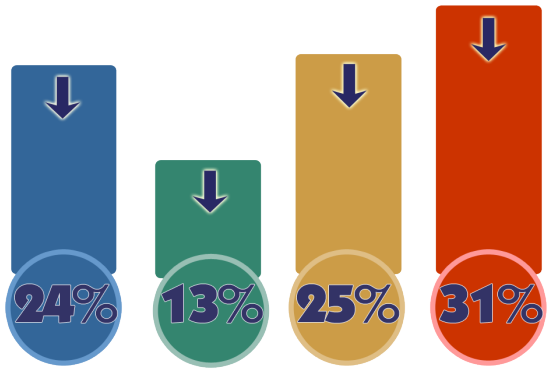
A supplemental analysis using linear regression models predicts that Texas will not reach an attrition rate of zero until over two decades from this year. At this pace, the state will lose an additional 1.7 million to 2.4 million students. (See analysis on Page 18.)

Key findings of the latest study include the following.

- The overall attrition rate declined from 25 percent in 2012-13 to **24 percent** in 2013-14.
- Texas public schools are failing to graduate **one out of every four students**.
- At this rate, Texas will not reach universal high school education for another quarter of a century in 2035.
- Numerically, **94,711 students were lost** from public high school enrollment in 2013-14

"We cannot sit back and be happy with one percentage point decline per year, especially when we know we can do dramatically better than that for the sake of Texas children and families."

– Dr. María "Cuca" Robledo Montecel, IDRA President and CEO



Schools are at least twice as likely to lose Hispanic students and Black students as White students before they graduate.

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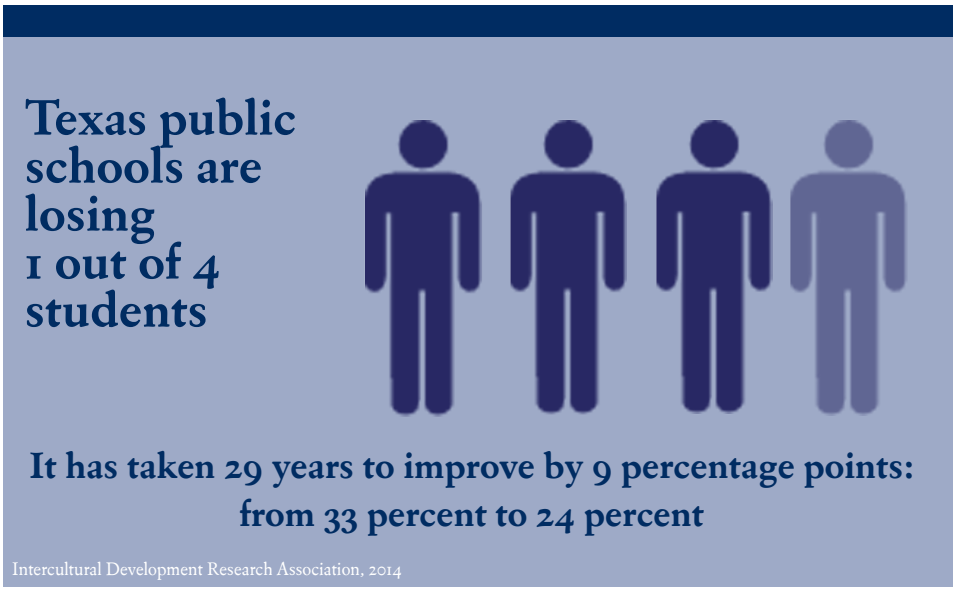


compared to 86,276 in 1985-86.

- From 1985-86 to 2013-14, attrition rates of Hispanic students declined by 31 percent (from 45 percent to 31 percent). During this same period, the attrition rates of Black students declined by 26 percent (from 34 percent to 25 percent). Attrition rates of White students declined by 52 percent (from 27 percent to 13 percent).
- **The gap between the attrition rates of White and Hispanic students and between White students and Black students are no better than 29 years ago.** The attrition gap between White students and Hispanic students is back to 18 percentage points, and the attrition gap between White students and Black students increased by 71 percent from 1985-86 to 2013-14.
- For the class of 2013-14, Hispanic students and Black students are about two and three times more likely, respectively, to leave school without graduating than White students.
- Since 1986, Texas schools have **lost a cumulative total of more than 3.4 million students** from public high school enrollment prior to graduation.
- The attrition rates for males have been higher than those of females. In the class of 2013-14, **males were 1.2 times more likely to leave school** without graduating with a diploma than females.
- From 1985-86 to 2013-14, attrition rates of male students declined by 26 percent (from 35 percent to 26 percent), while the attrition rates of female students declined by 34 percent (from 32 percent to 21 percent).

Since 1986, IDRA has conducted an annual attrition study to track the number and percent of students in Texas who are lost from public secondary school enrollment prior to graduation. The study builds on the series of studies that began when IDRA conducted the first comprehensive study of school dropouts in Texas with the release of the initial study in October 1986. (Cárdenas, Robledo & Supik, 1986).

The study in 1986, entitled *Texas School Dropout Survey Project*, was conducted under contract with the Texas Education Agency (TEA) and the then Texas Department of Community Affairs. That first study found that 86,276 students had not graduated from Texas public schools, costing the state $17 billion in foregone income, lost tax revenues and increased job training, welfare, unemployment and criminal justice costs (Cárdenas, Robledo & Supik, 1986). The 69th Legislature responded by the passing HB 1010 in 1987 through which the state and local responsibilities for collecting and monitoring dropout data were substantially increased.

Over the 29-year study period, Texas public schools have lost a cumulative total of more than 3.4 million students from high school enrollment without a diploma. The overall attrition rate in Texas has ranged from a low of 24 percent in 2013-14 to a high of 43 percent in 1996-97.

Recent trends in attrition rates for Texas public high schools continue to show a positive outlook for the number and percent of students who continue their school enrollment through graduation. IDRA's annual attrition studies show that the overall attrition rate declined from 29 percent in 2009-10

Attrition Rates in Texas Public Schools by Year 1985-86 to 2013-14

Year	Black	White	Hispanic	Total
1985-86	34	27	45	33
1986-87	38	26	46	34
1987-88	39	24	49	33
1988-89	37	20	48	31
1989-90	38	19	48	31
1990-91	37	19	47	31
1991-92	39	22	48	34
1992-93	43	25	49	36
1993-94	47	28	50	39
1994-95	50	30	51	40
1995-96	51	31	53	42
1996-97	51	32	54	43
1997-98	49	31	53	42
1998-99	48	31	53	42
1999-00	47	28	52	40
2000-01	46	27	52	40
2001-02	46	26	51	39
2002-03	45	24	50	38
2003-04	44	22	49	36
2004-05	43	22	48	36
2005-06	40	21	47	35
2006-07	40	20	45	34
2007-08	38	18	44	33
2008-09	35	17	42	31
2009-10	33	15	39	29
2010-11	30	14	37	27
2011-12	28	14	35	26
2012-13	26	14	33	25
2013-14	25	13	31	24

Source: Intercultural Development Research Association, 2014

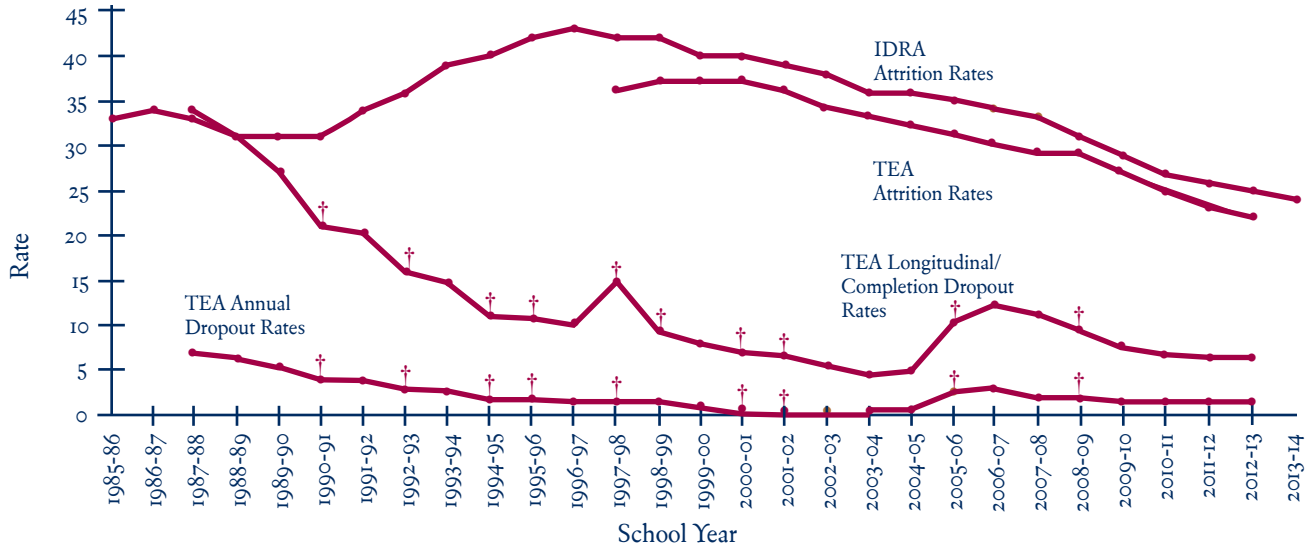
2010-11 and 2013-14 Enrollment, 2013-14 Attrition in Texas

Race-Ethnicity and Gender	2010-11 9th Grade Enrollment	2013-14 12th Grade Enrollment	20010-11 9-12th Grade Enrollment	2013-14 9-12th Grade Enrollment	2013-14 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate
Native	**1,873**	**1,274**	**6,569**	**5,741**	**1,637**	**363**	**22**
Male	1,016	663	3,431	3,017	893	230	26
Female	857	611	3,138	2,724	744	133	18
Asian/Pacific Islander	**13,231**	**12,941**	**47,800**	**54,033**	**14,956**	**2,015**	**13**
Male	6,908	6,696	24,672	27,851	7,798	1,102	14
Female	6,323	6,245	23,128	26,182	7,158	913	13
Black	**49,997**	**37,782**	**174,562**	**174,915**	**50,106**	**12,324**	**25**
Male	26,404	18,871	89,005	89,541	26,563	7,692	29
Female	23,593	18,911	85,557	85,374	23,543	4,632	20
White	**121,000**	**102,580**	**451,680**	**440,557**	**118,017**	**15,437**	**13**
Male	63,154	52,679	232,899	226,692	61,471	8,792	14
Female	57,846	49,901	218,781	213,865	56,546	6,645	12
Hispanic	**186,147**	**139,491**	**607,162**	**660,402**	**202,481**	**62,990**	**31**
Male	97,663	69,999	310,475	338,390	106,444	36,445	34
Female	88,484	69,492	296,687	322,012	96,037	26,545	28
Multiracial	**5,822**	**5,239**	**20,010**	**23,441**	**6,821**	**1,582**	**23**
Male	2,897	2,596	9,773	11,569	3,429	833	24
Female	2,925	2,643	10,237	11,872	3,392	749	22
All Groups	**378,070**	**299,307**	**1,307,783**	**1,359,089**	**394,018**	**94,711**	**24**
Male	198,042	151,504	670,255	697,060	206,598	55,094	26
Female	180,028	147,803	637,528	662,029	187,420	39,617	21

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2013-14 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2010-11 school year and enrollment figures for 12th grade students in 2013-14. This period represents the time span when ninth grade students would be enrolled in school prior to graduation. The enrollment data for special school districts (military schools, state schools and charter schools) were excluded from the analyses since they are likely to have unstable enrollments and/or lack a tax base to support school programs. School districts with masked student enrollment data were also excluded from the analysis. For the 2013-14 school year, TEA collected enrollment data for race and ethnicity separately in compliance with new federal standards. For the purposes of analysis, IDRA continued to combined the Asian and Native Hawaiian/Other Pacific Islander categories. Attrition rates were not calculated for students classified as having two or more races (multiracial).

Source: Intercultural Development Research Association, 2014

Attrition and Dropout Rates in Texas Over Time



† Change in TEA dropout definition or data processing procedures
Sources: Intercultural Development Research Association, 2014. Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12.*

to 27 percent in 2010-11 to 26 percent in 2011-12 to 25 percent in 2012-13 to 24 percent in 2013-14. For the fifth time in the 29-year trend analysis of dropout and attrition rates in Texas public schools, this latest study shows that fewer than 30 percent of students were lost from public enrollment prior to graduation with a diploma.

Over the last decade, attrition rates have been on a steady decline by one or two percentage points each year. Though this gradual decline in attrition rates implies improvement in schools' abilities to hold on to their students until they graduate, long-term trend assessments also suggest that it is not yet time to celebrate as the data show both a slow rate of decline and persistent gaps among racial and ethnic groups.

Data Collection

IDRA uses data on public school enrollment from the Texas Public Education Information Management System (PEIMS) Fall Membership Survey. During the fall of each year, school districts are required to report information to TEA via the PEIMS for all public school students and grade levels.

Beginning in 2010-11, TEA reported student enrollment data on race and ethnicity based on new federal standards that required data on race and ethnicity to be collected separately using a specific two-part question – (1) Is the person Hispanic/Latino? and (2) What is the person's race? Prior to the new standard, TEA allowed school districts to report a student's race or ethnicity in one of five categories: American Indian or Alaska Native (Native American); Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin). Under the new standards, TEA now requires school districts to report a student's race or ethnicity in one of seven categories: American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; White; or Multiracial (two or more races).

Student enrollment in grades 9-12 increased from 1,386,064 in 2012-13 to 1,410,004 in 2013-14 (see box on Page 5). The percentage of the 9-12th grade population reported as Hispanic increased from 48.3 percent to 48.9 percent in the one-year period. The percentage of the 9-12th grade population reported as Black or African American declined from 13.1 percent to 13.0 percent, and the percentage reported as White declined from 32.6 percent to 32.0 percent (see box on Page 6).

Methods

Attrition rates are an indicator of a school's holding power or ability to keep students enrolled in school and learning until they graduate. Along with other dropout measures, attrition rates are useful in studying the magnitude of the dropout problem and the success of schools in keeping students in school (see Page 16 for dropout indicators). Attrition, in its simplest form, is the rate of shrinkage in size or

Texas Student Enrollment, Grades 9-12, 2010-11 to 2013-14

Race-Ethnicity	Enrollment by Grade 9	10	11	12	9-12
2010-11					
Black or African American	52,479	46,634	42,469	40,236	181,818
Hispanic	193,305	160,564	142,196	132,586	628,651
American Indian or Alaska Native	1,959	1,850	1,582	1,467	6,858
White	123,392	116,999	111,865	108,477	460,733
Asian	13,127	12,059	11,208	10,789	47,183
Native Hawaiian or Other Pacific Islander	458	427	447	411	1,743
Multiracial	5,945	5,288	4,943	4,162	20,338
Total	**390,665**	**343,821**	**314,710**	**298,128**	**1,347,324**
2011-12					
Black or African American	52,807	45,440	42,738	39,371	180,356
Hispanic	196,580	165,255	149,874	135,357	647,066
American Indian or Alaska Native	1,915	1,672	1,669	1,464	6,720
White	121,994	115,622	111,185	105,829	454,630
Asian	13,688	12,823	12,150	11,159	49,820
Native Hawaiian or Other Pacific Islander	521	434	433	413	1,801
Multiracial	6,048	5,652	5,168	4,786	21,654
Total	**393,553**	**346,898**	**323,217**	**298,379**	**1,362,047**
2012-13					
Black or African American	54,003	45,791	42,091	39,519	181,404
Hispanic	204,130	169,130	155,084	141,614	669,958
American Indian or Alaska Native	1,828	1,646	1,518	1,499	6,491
White	121,795	114,315	110,332	105,237	451,679
Asian	13,610	13,382	12,871	12,009	51,872
Native Hawaiian or Other Pacific Islander	522	498	453	400	1,873
Multiracial	6,538	5,799	5,491	4,959	22,787
Total	**402,426**	**350,561**	**327,840**	**305,237**	**1,386,064**
2013-14					
Black or African American	53,883	47,429	42,523	39,128	182,963
Hispanic	208,211	178,873	157,682	145,156	689,922
American Indian or Alaska Native	1,662	1,535	1,449	1,312	5,958
White	123,071	114,526	109,202	104,651	451,450
Asian	13,869	13,541	13,370	12,825	53,605
Native Hawaiian or Other Pacific Islander	554	469	513	422	1,958
Multiracial	6,952	6,196	5,643	5,357	24,148
Total	**408,202**	**362,569**	**330,382**	**308,851**	**1,410,004**

Source: Texas Education Agency, Standard Reports, Enrollment Reports, 2010-11 to 2013-14, http://ritter.tea.state.tx.us/adhocrpt/adste.html

Texas Student Enrollment, Grades 9, 12 and 9-12, 2010-11 to 2013-14 (percent)

Race-Ethnicity	2010-11	2011-12	2012-13	2013-14
9th Grade Enrollment				
9th Grade Enrollment				
Black or African American	13.2	13.4	13.4	13.2
Hispanic	51.0	50.0	50.7	51.0
American Indian or Alaska Native	0.4	0.5	0.5	0.4
White	30.1	31.0	30.3	30.1
Asian	3.4	3.5	3.4	3.4
Native Hawaiian/Other or Pacific Islander	0.1	0.1	0.1	0.1
Multiracial	1.7	1.5	1.6	1.7
Total All Ethnicities	**100**	**100.0**	**100.0**	**100.0**
12th Grade Enrollment				
Black or African American	12.7	13.2	12.9	12.7
Hispanic	47.0	45.4	46.4	47.0
American Indian or Alaska Native	0.4	0.5	0.5	0.4
White	33.9	35.5	34.5	33.9
Asian	4.2	3.7	3.9	4.2
Native Hawaiian/Other or Pacific Islander	0.1	0.1	0.1	0.1
Multiracial	1.7	1.6	1.6	1.7
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**
9-12th Grade Enrollment				
Black or African American	13.0	13.2	13.1	13.0
Hispanic	48.9	47.5	48.3	48.9
American Indian or Alaska Native	0.4	0.5	0.5	0.4
White	32.0	33.4	32.6	32.0
Asian	3.8	3.7	3.7	3.8
Native Hawaiian/Other or Pacific Islander	0.1	0.1	0.1	0.1
Multiracial	1.7	1.6	1.6	1.7
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**

Source: Texas Education Agency, Standard Reports, Enrollment Reports, 2010-11 to 2013-14, http://ritter.tea.state.tx.us/adhocrpt/adste.html

number. Therefore, an attrition rate is the percent change in grade level enrollment between a base year and an end year.

Spanning the period of 1985-86 through 2013-14, the IDRA attrition studies have provided time series data, using a consistent methodology, on the number and percent of Texas public school students who leave school prior to graduation. These studies are the only source for examining the magnitude of the dropout problem in Texas across almost three decades using uniform methods. They provide information on the effectiveness and success of Texas public high schools in keeping students engaged in school until they graduate with a high school diploma.

IDRA's attrition studies involve an analysis of ninth-grade enrollment figures and 12th-grade enrollment figures three years later. IDRA adjusts the expected grade 12 enrollment based on increasing or declining enrollment in grades 9-12. This period represents the time span during which a student would be enrolled in high school.

IDRA collects and uses high school enrollment data from the TEA Fall Membership Survey to compute countywide and statewide attrition rates by race-ethnicity and gender (see box on Page 8). Enrollment data from special school districts (military schools, state schools, charter schools) are excluded from the analyses because they are likely to have unstable enrollments or lack a tax base for school programs.

For the purposes of its attrition reporting, IDRA continued to use the term Native American in place of American Indian or Alaska Native. Additionally, IDRA combined the categories of Asian and Native Hawaiian or Other Pacific Islander and continued to use the term Asian/Pacific Islander in place of the separate terms of Asian and Native Hawaiian or Other Pacific Islander. This is the first year that calculation of attrition figures was possible for the mulitracial category (see table on Page 9).

TEA masked some data with aggregates fewer than five students in order to comply with the *Family Educational Rights and Privacy Act* (FERPA). Where data were masked, it was necessary to exclude some district- and/or county-level data from the total student enrollment counts

Latest Study Results

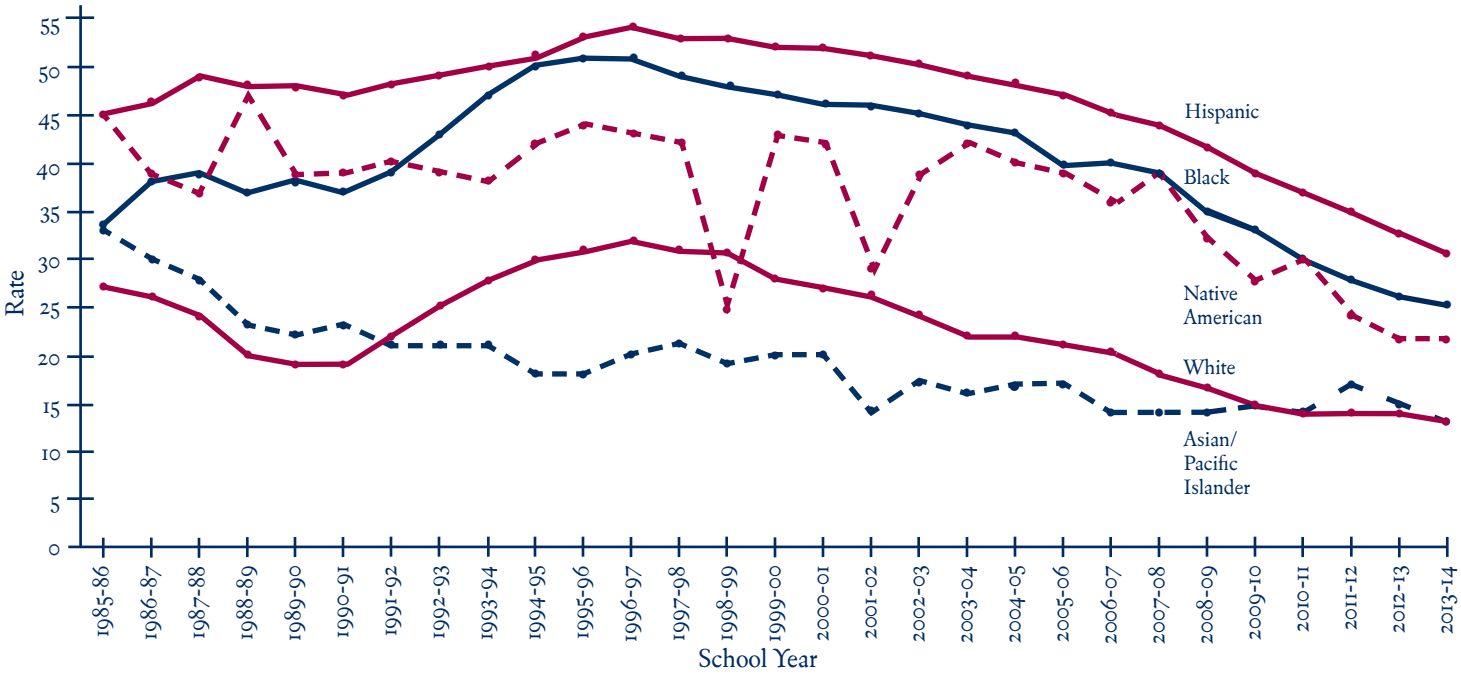
One of every four students (24 percent) from the freshman class of 2010-11 left school prior to graduating with a high school diploma. For the class of 2013-14, 94,711 students were lost from public school enrollment between the 2010-11 and 2013-14 school years. (See boxes on Pages 3 and 9.)

The overall attrition rate declined from 33 percent in 1985-86 to 24 percent in 2013-14. Over the past two and a half decades, attrition rates have fluctuated between a low of 24 percent in 2013-14 to a high of 43 percent in 1996-97. (See box on Page 2.)

The overall attrition rate was less than 30 percent for the fifth time in 29 years. After 24 consecutive years of statewide attrition rates at 31 percent or higher, the rates of 29 percent in 2009-10, 27 percent in 2010-11, 26 percent in 2011-12, 25 percent in 2012-13, and 24 percent in 2013-14 are the lowest since the previous low of 31 percent in 1988-89, 1989-90, 1990-91 and 2008-09. (See boxes on Page 2 and Page 8.)

Racial-Ethnic Student Data. The attrition rates of Hispanic students and Black students are much higher than those of White students (see box on Page 7). From 1985-86 to 2013-14, attrition rates of Hispanic students declined by 31 percent (from 45 percent to 31 percent). During this same period, the attrition rates of Black students declined by 26 percent (from 34 percent to 25 percent). Attrition rates of White students declined by 52 percent (from 27 percent to 13 percent).

Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2013-14



Source: Intercultural Development Research Association, 2014

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2013-14

Group	Race-Ethnicity					Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Hispanic	Male	Female	
1985-86	45	33	34	27	45	35	32	**33**
1986-87	39	30	38	26	46	35	32	**34**
1987-88	37	28	39	24	49	35	31	**33**
1988-89	47	23	37	20	48	34	29	**31**
1989-90	39	22	38	19	48	34	29	**31**
1990-91	39	23	37	19	47	34	28	**31**
1991-92	40	21	39	22	48	37	30	**34**
1992-93	39	21	43	25	49	39	33	**36**
1993-94	38	21	47	28	50	41	36	**39**
1994-95	42	18	50	30	51	43	37	**40**
1995-96	44	18	51	31	53	45	39	**42**
1996-97	43	20	51	32	54	46	40	**43**
1997-98	42	21	49	31	53	45	38	**42**
1998-99	25	19	48	31	53	45	38	**42**
1999-00	43	20	47	28	52	44	36	**40**
2000-01	42	20	46	27	52	43	36	**40**
2001-02	29	14	46	26	51	43	35	**39**
2002-03	39	17	45	24	50	41	34	**38**
2003-04	42	16	44	22	49	40	33	**36**
2004-05	40	17	43	22	48	39	32	**36**
2005-06	39	17	40	21	47	38	31	**35**
2006-07	36	14	40	20	45	37	30	**34**
2007-08	38	14	38	18	44	36	29	**33**
2008-09	32	14	35	17	42	35	27	**31**
2009-10	28	15	33	15	39	33	25	**29**
2010-11	30	15	30	14	37	31	23	**27**
2011-12	24	17	28	14	35	29	22	**26**
2012-13	22	15	26	14	33	28	22	**25**
2013-14	22	13	25	13	31	26	21	**24**
Percent Change* From 1985-86 to 2013-14	-51	-61	-26	-52	-31	-26	-34	**-27**

** Rounded to nearest whole number.*

Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Source: Intercultural Development Research Association, 2014

Numbers of Students Lost to Attrition in Texas,
School Years 1985-86 to 2013-14

School Year	Total	Race-Ethnicity						Gender	
		Native American	Asian/ Pacific Islander	Black	White	Hispanic	Multiracial	Male	Female
1985-86	86,276	185	1,523	12,268	38,717	33,583	N/A	46,603	39,673
1986-87	90,317	152	1,406	14,416	38,848	35,495	N/A	48,912	41,405
1987-88	92,213	159	1,447	15,273	34,889	40,435	N/A	50,595	41,618
1988-89	88,538	252	1,189	15,474	28,309	43,314	N/A	49,049	39,489
1989-90	86,160	196	1,214	15,423	24,510	44,817	N/A	48,665	37,495
1990-91	83,718	207	1,324	14,133	23,229	44,825	N/A	47,723	35,995
1991-92	91,424	215	1,196	15,016	27,055	47,942	N/A	51,937	39,487
1992-93	101,358	248	1,307	17,032	32,611	50,160	N/A	57,332	44,026
1993-94	113,061	245	1,472	19,735	37,377	54,232	N/A	63,557	49,504
1994-95	123,200	296	1,226	22,856	41,648	57,174	N/A	68,725	54,475
1995-96	135,438	350	1,303	25,078	45,302	63,405	N/A	75,854	59,584
1996-97	147,313	327	1,486	27,004	48,586	69,910	N/A	82,442	64,871
1997-98	150,965	352	1,730	26,938	49,135	72,810	N/A	85,585	65,380
1998-99	151,779	299	1,680	25,526	48,178	76,096	N/A	86,438	65,341
1999-00	146,714	406	1,771	25,097	44,275	75,165	N/A	83,976	62,738
2000-01	144,241	413	1,794	24,515	41,734	75,785	N/A	82,845	61,396
2001-02	143,175	237	1,244	25,017	39,953	76,724	N/A	82,762	60,413
2002-03	143,280	436	1,611	25,066	36,948	79,219	N/A	82,621	60,659
2003-04	139,413	495	1,575	24,728	33,104	79,511	N/A	80,485	58,928
2004-05	137,424	490	1,789	24,373	31,378	79,394	N/A	78,858	58,566
2005-06	137,162	512	1,876	24,366	29,903	80,505	N/A	78,298	58,864
2006-07	134,676	500	1,547	23,845	28,339	80,445	N/A	76,965	57,711
2007-08	132,815	581	1,635	23,036	25,923	81,640	N/A	76,532	56,283
2008-09	125,508	450	1,685	21,019	22,476	79,878	N/A	73,572	51,936
2009-10	119,836	427	1,951	20,051	20,416	76,991	N/A	70,606	49,230
2010-11	110,804	601	1,951	16,880	16,771	74,601	*	65,983	44,821
2011-12	103,140	432	2,353	14,675	16,615	69,065	*	61,165	41,975
2012-13	99,575	412	2,171	13,437	16,390	67,165	*	58,758	40,817
2013-14	94,711	363	2,015	12,324	15,437	62,990	1,582	55,094	39,617
All Years	**3,454,234**	**10,238**	**46,471**	**584,601**	**938,066**	**1,873,276**	**1,582**	**1,971,937**	**1,482,297**

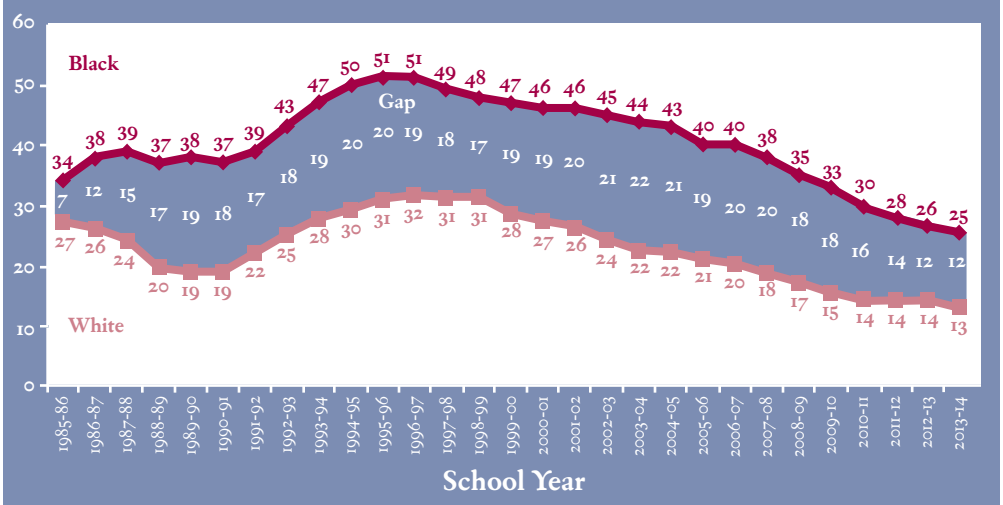
Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Source: Intercultural Development Research Association, 2014

* Calculation of attrition could not be achieved without corresponding first-year data.

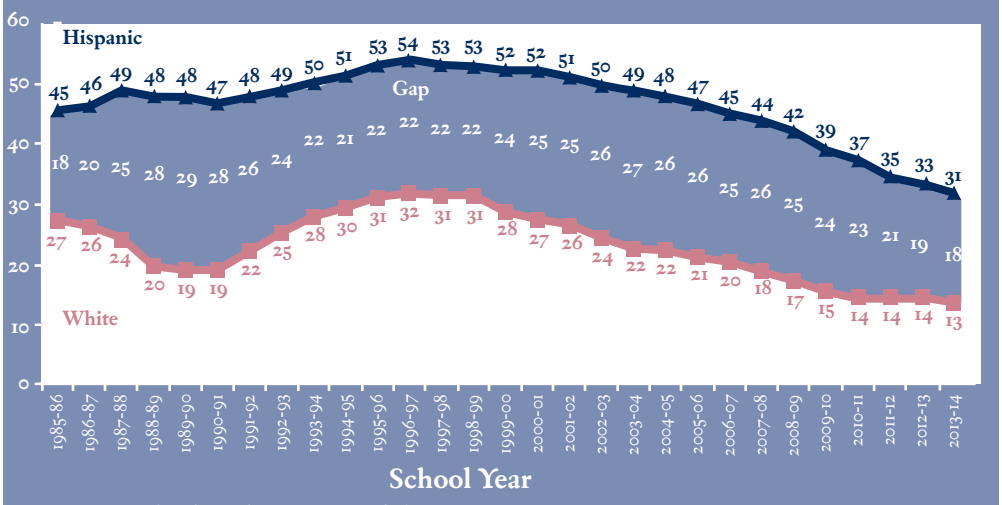
N/A = Not applicable

Trend in Black-White Attrition Rates



Source: Intercultural Development Research Association, 2014

Trend in Hispanic-White Attrition Rates



Source: Intercultural Development Research Association, 2014

Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates[1]	TEA Attrition Rates[1]	TEA Long. Dropout Rates	TEA Annual Dropout Rates
1985-86	33		--	--
1986-87	34		--	--
1987-88	33		34.0	6.7
1988-89	31		31.3	6.1
1989-90	31		27.2	5.1
1990-91	31		21.4	3.9
1991-92	34		20.7	3.8
1992-93	36		15.8	2.8
1993-94	39		14.4	2.6
1994-95	40		10.6	1.8
1995-96	42		10.1	1.8
1996-97	43		9.1	1.6
1997-98	42	36	14.7	1.6
1998-99	42	37	9.0*	1.6
1999-00	40	37	7.7*	1.3
2000-01	40	37	6.8*	1.0
2001-02	39	36	5.6*	0.9
2002-03	38	34	4.9*	0.9
2003-04	36	33	4.2*	0.9
2004-05	36	32	4.6*	0.9
2005-06	35	31	9.1***	2.6**
2006-07	34	30	11.6***	2.7**
2007-08	33	29	10.7***	2.2**
2008-09	31	29	9.5***	2.0**
2009-10	29	27	7.6***	1.7**
2010-11	27	25	7.1***	1.6**
2011-12	26	23	6.6***	1.7**
2012-13	25	22	6.7***	1.6**
2013-14	24			

[1]Attrition rates for grades 9-12
* Longitudinal completion rate (Grades 7-12)
** Annual dropout rate using NCES definition (Grades 7-12)
*** Longitudinal dropout rate using NCES definition (Grades 7-12)

Sources: Intercultural Development Research Association, 2014; Texas Education Agency, Secondary School Completion and Dropouts, 2003-04 to 2012-13; Texas Education Agency, Report on Public School Dropouts, 1987-88 to 1996-97

Native American students had a decline of 51 percent in their attrition rates (from 45 percent to 22 percent), and Asian/Pacific Islander students had a decline of 61 percent (from 33 percent to 13 percent).

Hispanic students have higher attrition rates than either White students or Black students. The attrition rate of Asian/Pacific Islander students was the lowest among the racial/ethnic groups. (See box on Page 8.)

For the class of 2013-14, Hispanic students and Black students were about two and three times more likely, respectively, to leave school without graduating with a diploma than White students.

Gaps Over Time. The gap between the attrition rates of White students and of Black students and Hispanic students is higher than 29 years ago. The gap between the attrition rates of White students and Black students has increased from 7 percentage points in 1985-86 to 12 percentage points in 2013-14. The gap between the attrition rates of White students and Hispanic students is back to the original 18 percentage points. (See boxes on Page 10.)

The gap between the attrition rates of White students and Native American students has declined from 18 percentage points in 1985-86 to 9 percentage points in 2013-14. Asian/Pacific Islander students exhibited the greatest positive trend in the reduction of the gap in attrition rates compared to White students. The gap between the attrition rates of White students and Asian/Pacific Islander students has declined from 6 percentage points in 1985-86 to zero percentage point in 2013-14.

Gaps in the Last Year. Since last year, the gap between the attrition rates of White students and Black students remained the same at 12 percentage points in 2012-13 and 2013-14. The gap between the attrition rates of White students and Hispanic students decreased by 1 percentage point from 19 percentage points in 2012-13 to 18 percentage points in 2013-14.

Additional Resources Online

- Look Up Your County – See attrition rates and numbers over the last 10 years
- Tool – Quality School Holding Power Checklist
- eBook – Types of Dropout Data Defined
- OurSchool data portal – see district- and high school-level data (in English and Spanish)
- Book – Courage to Connect: A Quality Schools Action Framework
- Overview of the Coca-Cola Valued Youth Program, which keeps 98 percent of students in school
- Ideas and Strategies for Action
- Set of principles for policymakers and school leaders
- Classnotes Podcasts: on Dropout Prevention and College-Readiness
- Graduation for All E-letter (English/Spanish)

www.idra.org

Historically, Hispanic students and Black students have comprised a large proportion of students lost by schools. For the period of 1985-86 to 2013-14, students from ethnic minority groups account for nearly three-fourths (72.8 percent) of the estimated 3.4 million students lost from public high school enrollment.

Hispanic students account for 54.2 percent of the students lost to attrition. Black students account for 16.9 percent of all students lost from enrollment due to attrition over the years. White students account for 27.2 percent of students lost from high school enrollment over time. Attrition rates for White students and Asian/Pacific Islander students have been typically lower than the overall attrition rates.

Male-Female Student Data. The attrition rates for males have been higher than those of females. From 1985-86 to 2013-14, attrition rates of male students declined by 26 percent (from 35 percent to 26 percent). Attrition rates for females declined by 34 percent from 32 percent in 1985-86 to 21 percent in 2013-14. Longitudinally, males have accounted for 57.1 percent of students lost from school enrollment, while females have accounted for 42.9 percent. In the class of 2013-14, males were 1.2 times more likely to leave school without graduating with a diploma than females.

Additional Data. County-level data are provided on a map (on Page 12) and on an attrition rate table on Pages 13-14. In addition, trend data by county are available on IDRA's website at www.idra.org (see box on Page 12). School district and high school-level data are available online as well through IDRA's OurSchool data portal, where the attrition figures provided are from TEA databases (see box on Page 21).

The graph on Page 4 and table on Page 10 show attrition and dropout rates in Texas over time as reported in IDRA's attrition studies and TEA dropout reports. Descriptions of different dropout counting and reporting methodologies are outlined on Page 16.

Conclusions

National and state reports from education agencies including the State of Texas are reporting declines in dropout rates and increases in graduation rates. Some researchers at noted universities and groups involved with graduation campaigns also are reporting improvement in dropout and graduation rates. IDRA's own studies of attrition and school holding power in Texas are showing slow and gradual improvement. Despite this seemingly good news, high attrition rates of Hispanic students, Black students and male students suggest that any celebration be tempered, and that dropout prevention and graduation initiatives are still imperative for our students. The school dropout dilemma continues to be a significant education and economic issue for Texas and the nation. Skepticism of the legitimacy of reported improvement in dropout and graduation rates continues to exist due to methodologies used for counting and reporting, such as school leaver codes in Texas, and scandals surrounding reports of dropouts and graduation by responsible officials.

IDRA is continuing to urge communities to come together to review issues surrounding school dropouts and to take action for the benefit of children and the future of Texas. IDRA has developed a number of products to guide communities and schools in improving school holding power in schools in Texas and across the nation. In February 2014, IDRA released a new report, ***College Bound and Determined***, showing how one south Texas school district transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college. The report's webpage (http://www.idra.org/College_Bound_and_Determined/) provides details about this story and on how the report can be acquired. (See Page 22.)

In the book, ***Courage to Connect: A Quality Schools Action Framework™***, IDRA shows how communities and schools can work together to strengthen school success in a number of areas including graduation outcomes. The book's web page (http://www.idra.org/couragetoconnect) provides a table of contents, excerpts, related podcasts and other resources (see also Page 23.). IDRA's online **OurSchool data portal** helps community and school partners to examine their school data and plan joint actions to improve school holding power. The portal can be assessed free of charge at http://www.idra.org/OurSchool. IDRA's one-page **Quality School Holding Power Checklist** provides a set of criteria for assessing and selecting effective dropout prevention strategies.

Resources

Bojorquez, H. *College Bound and Determined* (San Antonio, Texas: Intercultural Development Research Association, 2014).

Cárdenas, J.A., & M. Robledo Montecel, J. Supik. *Texas Dropout Survey Project* (San Antonio, Texas: Intercultural Development Research Association, 1986).

Montes, F. *Zero Attrition Closer at 2036 But Too Late for 1.24 Million Students* (San Antonio, Texas: Intercultural Development Research Association, October 2013).

Johnson, R. *Texas Public School Attrition Study, 2012-13 – Overall Attrition Rates Take Another Step Forward* (San Antonio, Texas: Intercultural Development Research Association, October 2013).

Robledo Montecel, M., & C.L. Goodman (eds). *Courage to Connect – A Quality Schools Action Framework* (San Antonio, Texas: Intercultural Development Research Association, 2010).

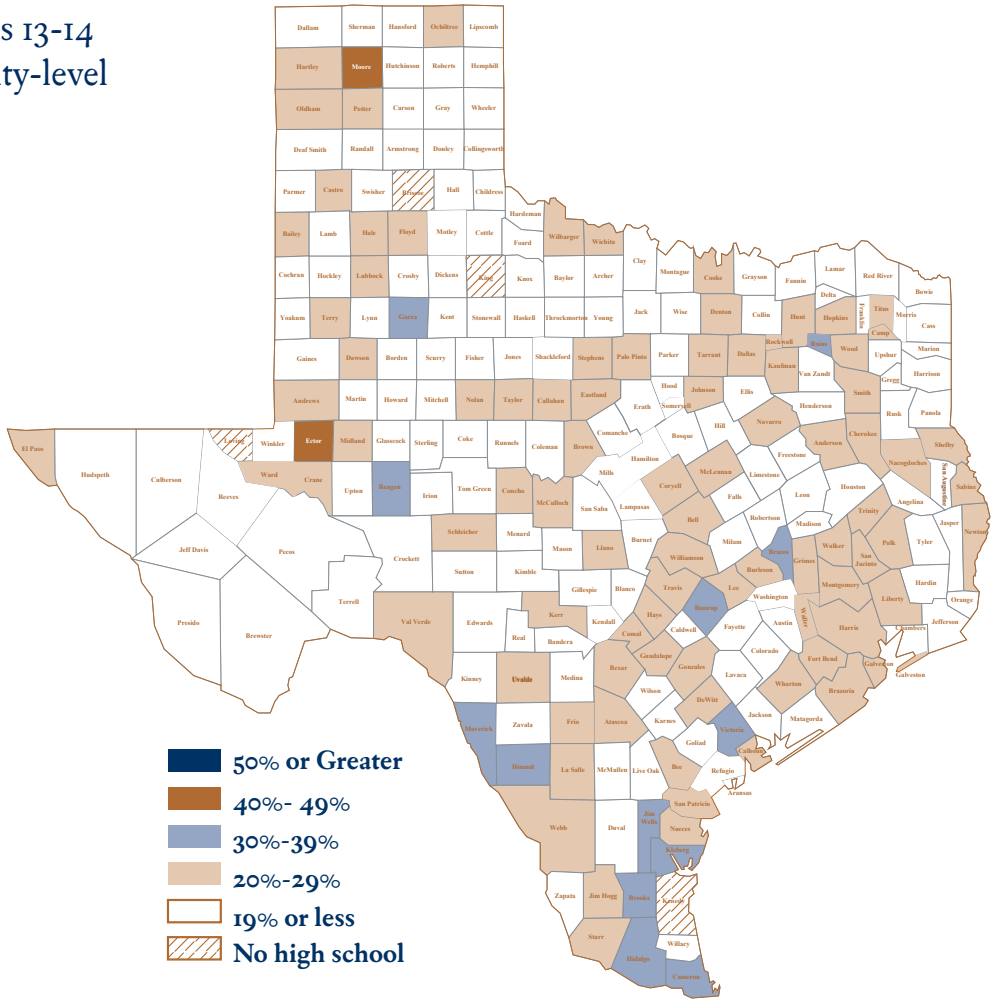
Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools 2012-13* (Austin, Texas: Texas Education Agency, August 2013).

Texas Education Agency. Standard Reports, Enrollment Reports, 2007-08 to 2013-14 (Austin, Texas: Texas Education Agency).

Roy L. Johnson, M.S., is director of IDRA Support Services. Charles Cavazos, an IDRA education assistant, provided assistance with data analysis. Comments and questions may be directed to them via e-mail at comment@idra.org.

Attrition Rates by Texas County, 2013-14

See Pages 13-14 for County-level Rates



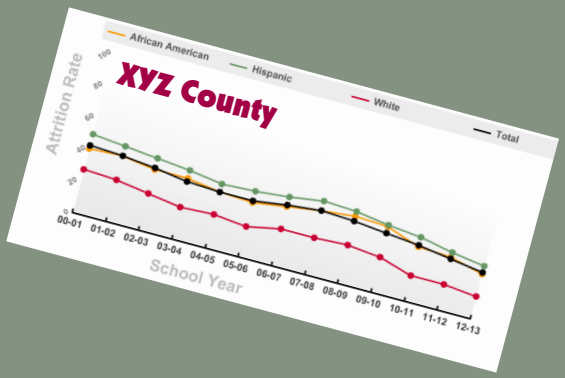
Source: Intercultural Development Research Association, 2014

Look Up Your Texas County

IDRA is providing dropout trend data at your fingertips.

Go to the IDRA website to see a graph of high school attrition in your county over the last 10 years. You'll also see the numbers of students by race-ethnicity who have been lost from enrollment in your county.

www.idra.org/Research/Attrition/



Attrition Rates in Texas Public Schools, by Texas County, by Race-Ethnicity, 2013-14

County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total
Anderson	22	26	35	27
Andrews	**	13	27	21
Angelina	12	11	20	13
Aransas	22	6	27	15
Archer	100	10	28	13
Armstrong	•	8	20	12
Atascosa	57	19	29	27
Austin	16	3	17	9
Bailey	•	23	31	29
Bandera	0	6	22	9
Bastrop	20	21	40	30
Baylor	75	6	4	14
Bee	**	16	33	29
Bell	25	21	38	29
Bexar	22	10	30	25
Blanco	•	8	33	16
Borden	•	23	4	14
Bosque	21	8	23	11
Bowie	15	8	37	15
Brazoria	22	18	39	27
Brazos	34	15	46	31
Brewster	•	**	**	0
Briscoe	***	***	***	***
Brooks	•	100	37	37
Brown	41	25	34	28
Burleson	12	18	37	23
Burnet	13	9	26	15
Caldwell	9	20	18	18
Calhoun	54	20	29	24
Callahan	38	20	33	22
Cameron	40	6	35	34
Camp	19	29	26	26
Carson	**	**	37	**
Cass	13	9	41	13
Castro	44	**	28	21
Chambers	12	7	20	12
Cherokee	32	23	32	28
Childress	**	25	11	12
Clay	•	**	**	**
Cochran	100	1	27	17
Coke	•	4	**	0
Coleman	27	14	14	18
Collin	21	14	26	18
Collingsworth	40	**	12	7
Colorado	16	**	26	7
Comal	23	16	30	22
Comanche	50	10	32	19
Concho	•	48	**	27
Cooke	39	11	46	23
Coryell	17	22	30	23
Cottle	100	**	**	**
Crane	29	**	28	20
Crockett	100	40	4	13
Crosby	**	7	**	**
Culberson	•	**	2	**
Dallam	58	3	15	9
Dallas	24	5	32	24
Dawson	30	13	31	27
Deaf Smith	**	4	21	18
Delta	8	6	68	7
Denton	27	17	34	23
Dewitt	39	4	43	23
Dickens	•	**	18	9
Dimmit	50	30	34	33
Donley	12	**	**	**
Duval	33	**	10	9
Eastland	26	15	37	20
Ector	44	27	44	40
Edwards	•	**	10	4
Ellis	16	15	24	18
El Paso	27	6	27	26
Erath	32	11	26	16
Falls	**	**	29	6
Fannin	12	**	**	**
Fayette	21	14	22	18
Fisher	**	**	**	**
Floyd	55	**	31	22
Foard	•	**	14	**
Fort Bend	23	8	33	20
Franklin	**	5	11	4
Freestone	9	9	15	10
Frio	100	**	29	26
Gaines	10	6	28	17
Galveston	26	16	30	21
Garza	60	4	47	32
Gillespie	•	5	27	13
Glasscock	•	**	49	18
Goliad	48	1	21	13
Gonzales	19	10	29	23
Gray	29	6	7	8
Grayson	21	14	28	18
Gregg	21	9	32	17
Grimes	14	21	33	22
Guadalupe	15	20	34	25
Hale	6	11	30	25
Hall	0	7	7	7
Hamilton	•	13	**	2
Hansford	•	7	3	5
Hardeman	**	2	1	**
Hardin	**	19	34	18
Harris	28	10	32	25
Harrison	3	18	27	16
Hartley	•	37	32	29
Haskell	0	**	**	**
Hays	10	17	35	26
Hemphill	•	9	27	13
Henderson	4	18	26	19
Hidalgo	50	10	32	32
Hill	15	12	19	16
Hockley	15	**	18	9
Hood	**	18	16	17
Hopkins	27	22	27	23
Houston	10	15	40	15
Howard	10	17	23	19
Hudspeth	•	•	3	7
Hunt	33	13	37	20
Hutchinson	**	6	21	13
Irion	•	11	25	12
Jack	40	6	22	7
Jackson	**	13	24	15
Jasper	15	13	23	15
Jeff Davis	•	**	**	**

[1]Calculated by: (1) dividing the high school enrollment in the end year by the high school enrollment in the base year; (2) multiplying the results from Calculation 1 by the ninth grade enrollment in the base year; (3) subtracting the results from Calculation 2 from the 12th grade enrollment in the end year; and (4) dividing the results of Calculation 3 by the result of Calculation 2. The attrition rate results (percentages) were rounded to the nearest whole number.

** = Attrition rate is less than zero (0).

*** = No high school.

• = The necessary data are unavailable to calculate the attrition rate.

Attrition Rates in Texas Public Schools, By Texas County,
by Race-Ethnicity, 2013-14 (continued)

County Name	Attrition Rates			
	Black	White	Hispanic	Total
Jefferson	18	6	32	18
Jim Hogg	•	19	25	25
Jim Wells	100	20	41	38
Johnson	24	24	36	27
Jones	6	3	11	7
Karnes	13	**	19	11
Kaufman	21	24	33	26
Kendall	**	3	15	7
Kenedy	***	***	***	***
Kent	•	0	25	3
Kerr	17	16	28	23
Kimble	•	10	**	6
King	***	***	***	***
Kinney	67	**	20	16
Kleberg	44	**	42	36
Knox	**	13	20	13
Lamar	22	16	18	18
Lamb	**	8	20	14
Lampasas	**	21	21	19
La Salle	100	25	22	23
Lavaca	**	6	37	13
Lee	28	21	30	24
Leon	**	22	2	15
Liberty	22	22	40	27
Limestone	2	8	35	15
Lipscomb	•	0	**	0
Live Oak	100	**	26	11
Llano	•	26	27	26
Loving	***	***	***	***
Lubbock	22	10	29	20
Lynn	**	6	25	14
Madison	17	8	**	3
Marion	2	23	16	12
Martin	•	9	25	19
Mason	•	10	14	9
Matagorda	14	5	24	16
Maverick	100	22	31	32
McCulloch	8	27	28	26
McClennan	30	16	35	25
McMullen	•	**	47	9
Medina	32	**	19	12
Menard	•	**	10	0
Midland	39	7	37	27
Milam	**	5	21	8
Mills	100	9	**	5
Mitchell	10	26	8	16
Montague	•	13	28	16
Montgomery	30	17	31	22
Moore	45	15	38	41
Morris	**	23	**	12
Motley	•	**	**	**
Nacogdoches	28	15	25	20
Navarro	22	19	30	24
Newton	19	23	33	22
Nolan	25	18	38	25
Nueces	16	7	27	22
Ochiltree	•	3	42	27
Oldham	41	25	29	26
Orange	17	13	31	15
Palo Pinto	32	24	11	21
Panola	17	12	29	14
Parker	45	12	27	16
Parmer	•	**	8	6
Pecos	**	**	23	15
Polk	17	25	19	22
Potter	33	16	32	26
Presidio	33	56	14	16
Rains	31	35	38	34
Randall	62	9	24	13
Reagan	•	14	40	33
Real	•	**	28	**
Red River	**	10	47	8
Reeves	**	**	19	16
Refugio	**	**	5	**
Roberts	•	19	**	4
Robertson	8	11	32	15
Rockwall	16	14	42	22
Runnels	100	10	6	9
Rusk	5	16	29	16
Sabine	**	22	75	22
San Augustine	**	8	51	9
San Jacinto	15	23	51	26
San Patricio	19	5	26	20
San Saba	•	**	23	8
Schleicher	•	8	27	21
Scurry	21	12	25	19
Shackelford	33	13	23	13
Shelby	25	12	34	21
Sherman	100	**	6	2
Smith	26	15	39	24
Somervell	**	10	1	5
Starr	•	**	23	23
Stephens	•	32	25	29
Sterling	•	25	**	17
Stonewall	•	6	41	11
Sutton	•	**	17	12
Swisher	17	16	16	15
Tarrant	32	14	38	27
Taylor	32	15	36	25
Terrell	•	**	**	**
Terry	57	1	26	22
Throckmorton	•	**	10	**
Titus	24	14	36	28
Tom Green	12	2	17	10
Travis	16	7	35	23
Trinity	35	16	43	23
Tyler	13	17	**	15
Upshur	10	9	23	12
Upton	•	1	17	13
Uvalde	•	5	32	28
Val Verde	**	3	28	26
Van Zandt	16	15	33	19
Victoria	36	12	39	31
Walker	18	19	30	21
Waller	13	16	38	27
Ward	20	31	14	20
Washington	11	**	29	9
Webb	45	11	27	27
Wharton	22	0	36	22
Wheeler	25	11	**	10
Wichita	22	14	30	20
Wilbarger	54	13	27	20
Willacy	•	**	18	17
Williamson	19	15	27	20
Wilson	17	17	24	19
Winkler	0	**	16	10
Wise	48	11	22	14
Wood	**	21	16	20
Yoakum	**	7	12	10
Young	100	14	22	15
Zapata	•	•	11	11
Zavala	•	**	14	13
Total	**25**	**13**	**31**	**24**

Source: Intercultural Development Research Association, 2014

Changes in High School Attrition Rates in Texas Counties

107 Counties Where High School Attrition Rates Improved Since Last Year

Andrews	Colorado	Fort Bend	Hood	Lipscomb	Polk	Tyler
Angelina	Comal	Franklin	Houston	Llano	Presidio	Upshur
Aransas	Comanche	Freestone	Howard	Lynn	Red River	Upton
Austin	Crockett	Garza	Hudspeth	Madison	Reeves	Walker
Bandera	Dallam	Gillespie	Hutchinson	Marion	Runnels	Ward
Bee	Dallas	Goliad	Jack	Medina	San Jacinto	Washington
Bell	Deaf Smith	Gonzales	Jasper	Milam	San Patricio	Wharton
Bexar	Denton	Gray	Jefferson	Montgomery	Scurry	Wilbarger
Brewster	Dewitt	Hall	Kendall	Nacogdoches	Shelby	Winkler
Burleson	Dickens	Hansford	Kent	Navarro	Sherman	Wise
Burnet	Dimmit	Harris	Kimble	Nolan	Somervell	Yoakum
Cameron	Duval	Hays	Kinney	Nueces	Starr	
Chambers	El Paso	Hemphill	La Salle	Ochiltree	Sutton	
Childress	Erath	Henderson	Lampasas	Orange	Tarrant	
Cochran	Falls	Hill	Liberty	Panola	Titus	
Collin	Fayette	Hockley	Limestone	Parmer	Travis	

94 Counties Where High School Attrition Rates Worsened Since Last Year

Anderson	Caldwell	Ellis	Irion	Live Oak	Rains	Van Zandt
Archer	Calhoun	Floyd	Jackson	Lubbock	Randall	Victoria
Armstrong	Callahan	Frio	Jim Hogg	Mason	Reagan	Waller
Atascosa	Camp	Gaines	Jim Wells	Matagorda	Robertson	Webb
Bailey	Cass	Galveston	Johnson	Maverick	Rusk	Wheeler
Bastrop	Castro	Glasscock	Karnes	McCulloch	Schleicher	Wichita
Blanco	Cherokee	Grayson	Kerr	Mills	Stephens	Wilson
Borden	Coleman	Gregg	Kleberg	Mitchell	Swisher	Wood
Bosque	Cooke	Guadalupe	Knox	Montague	Taylor	Zapata
Bowie	Crane	Hale	Lamar	Morris	Terry	Zavala
Brazoria	Dawson	Harrison	Lamb	Newton	Tom Green	
Brazos	Delta	Hartley	Lavaca	Palo Pinto	Trinity	
Brooks	Eastland	Hopkins	Lee	Parker	Uvalde	
Brown	Ector	Hunt	Leon	Pecos	Val Verde	

19 Counties Where High School Attrition Rates Are the Same as Last Year

Coryell	Hardin	Kaufman	Midland	Potter	Smith	Young
Grimes	Hidalgo	Martin	Moore	Rockwall	Willacy	
Hamilton	Jones	McClennan	Oldham	Sabine	Williamson	

34 Counties Where High School Attrition Rates Cannot be Compared with Last Year*

Baylor	Collingsworth	Donley	Hardeman	Loving	Refugio	Sterling
Briscoe	Concho	Edwards	Haskell	McMullen	Roberts	Stonewall
Carson	Cottle	Fannin	Jeff Davis	Menard	San Augustine	Terrell
Clay	Crosby	Fisher	Kenedy	Motley	San Saba	Throckmorton
Coke	Culberson	Foard	King	Real	Shackelford	

* County rates cannot be compared from one year to the next when for either year (or both) the attrition rate is less than zero, there is no high school or the necessary data are unavailable to calculate the attrition rate.

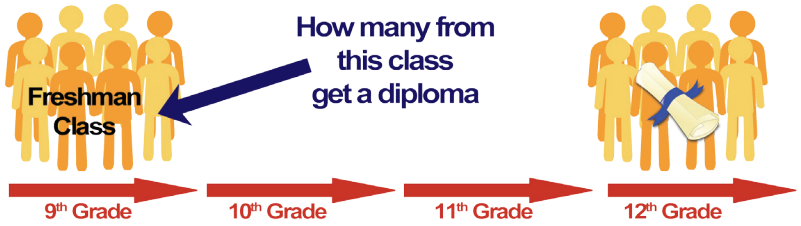
Types of Dropout Data Defined

The U.S. Department of Education's National Center for Education Statistics (NCES) is the principal federal agency responsible for the collection, analysis and reporting of data on the condition of education in the United States. Dropout data from NCES examines rates within racial and ethnic groups, across gender groups, and across states and geographical regions. NCES defines the various types of dropout rates as stated below. The five NCES rates (the averaged freshman graduation rate, adjusted cohort graduation rate, the event dropout rate, the status dropout rate, and the status school completion rate) and along with other traditional measures, such as the attrition rate and cohort dropout rates, provide unique information about high school dropouts, completers and graduates. Different states use various measures. The Texas Education Agency reports an annual dropout rate; longitudinal graduation, completion and dropout rates and attrition rate.

Though each rate has different meaning and calculation methods, each provides unique information that is important for assessing schools' quality of education and school holding power. Within these types of data are underlying questions of who is included in the data pool. For example, are students who drop out to earn a GED counted as dropouts? Are students who complete their coursework but are denied a diploma for failing to pass a state exit exam counted as dropouts?

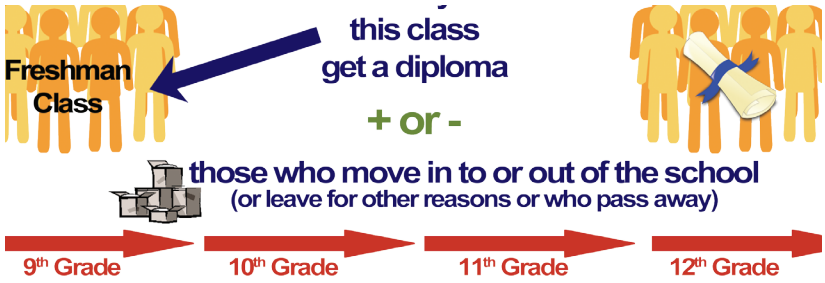
Averaged Freshman Graduation Rate

Averaged freshman graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade. This rate measures the extent to which schools are graduating students on time. The first school year for which NCES provides averaged freshman graduation rates is 2001-02.



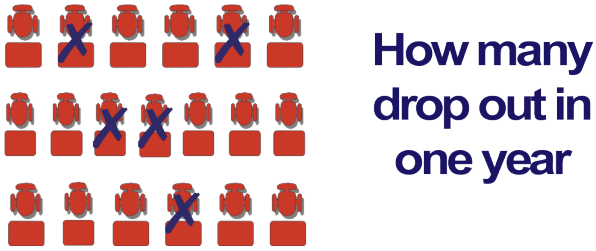
Adjusted Cohort Graduation Rate

Adjusted cohort graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade (or 10th grade in high schools that begin with the 10th grade). This rate measures the extent to which schools are graduating students on time, but it also takes into account students who transfer into or out of a school in the state or who die.



Event Dropout Rate (or Annual Dropout Rate)

Event dropout rates describe the percentage of private and public high school students who left high school in a particular year (between the beginning of one school year and the beginning of the next) without earning a high school diploma or its equivalent. This rate is also referred to as an *annual dropout rate*. The Texas Education Agency reports the event rate (in addition to other rates). Definitions for TEA rates can be found on the TEA website.



Types of Dropout Data Defined (continued)

Status Dropout Rate

Status dropout rates provide cumulative data on dropouts among young adults within a specified age range (usually: 15 to 24 years of age, 16 to 24 years of age, or 18 to 24 years of age). They measure the percentage of individuals who are not in school and have not earned a high school diploma or equivalency, irrespective of when they dropped out. These rates, which are higher than event rates because they include all dropouts, reveal the extent of the dropout problem in the population. (This rate focuses on an overall age group or cohort rather than on individuals.)

How many of a certain age aren't in school and do not have a diploma or GED

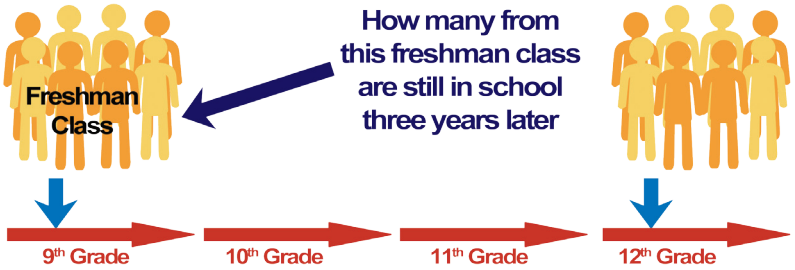
Status Completion Rate

High school status completion rates describe the proportion of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential (namely the GED certificate), irrespective of when the credential was earned. (This rate also is referred to as the "school completion rate" as the positive way of expressing the status dropout rate.)

How many of a certain age aren't in school and do have a diploma or GED

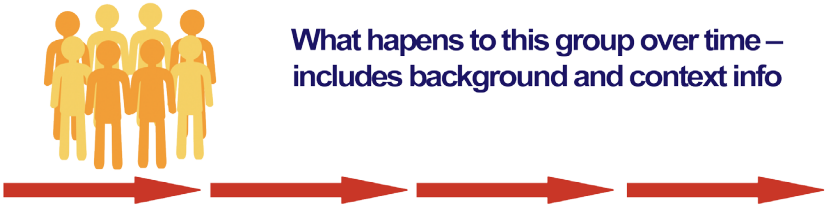
Attrition Rate

Attrition rates measure the number of students lost from enrollment between two points in time (e.g., ninth grade and 12th grade enrollment four years later). Attrition data are similar to cohort data. Each year for the state of Texas, TEA reports simple attrition rates, while IDRA reports adjusted attrition rates (that account for fluctuations in school enrollment and in and out migration).



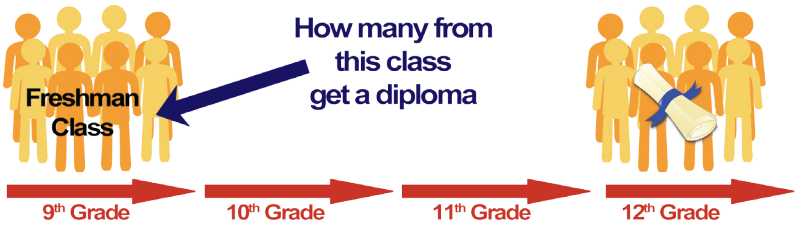
Cohort Rate

Cohort rates measure what happens to a cohort of students over a period of time. These rates provide repeated measures of a group of students starting at a specific grade level over time. These measures provide longitudinal data on a specific group of students, including background and contextual data.



Graduation Rate

Graduation rates measure the percentage of students from a class of beginning seventh or ninth graders who graduate with a high school diploma.



Texas Schools Projected to Lose 2.4 Million More Students Before Attrition is Tamed

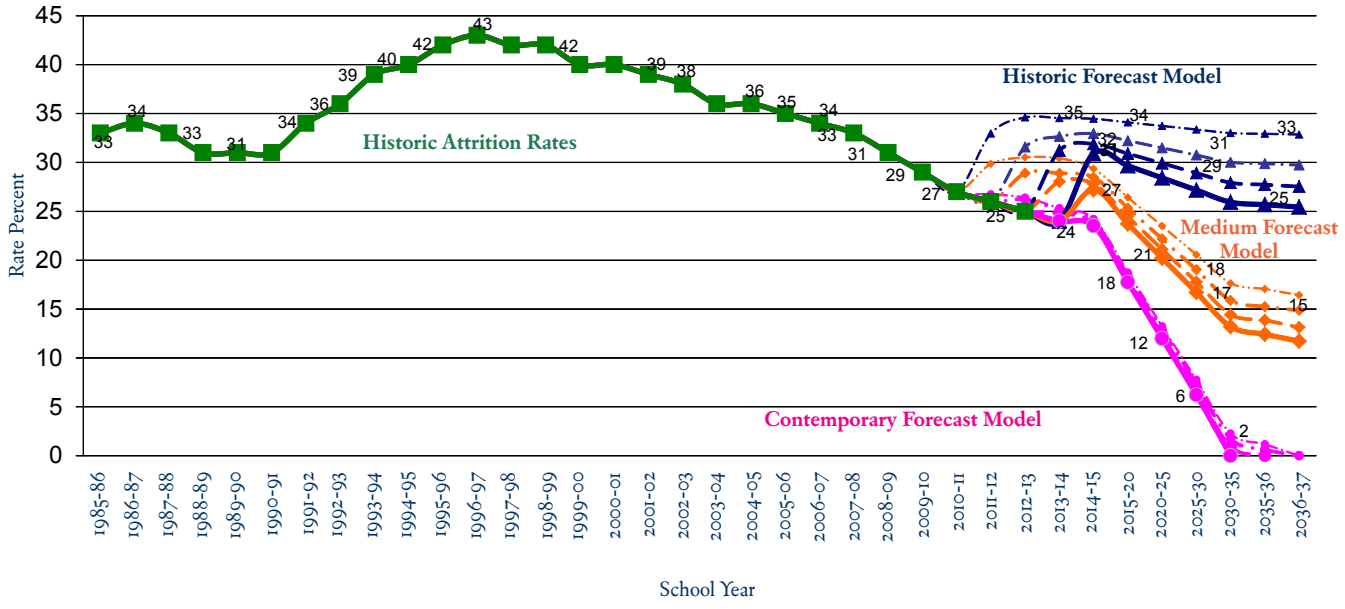
by Felix Montes, Ph.D.

In the school year 1996-97, the attrition rate reached 43 percent – the highest value ever calculated by the attrition analysis IDRA performs on an annual basis. From that year to the present, the attrition rate has been declining by about one percentage point annually. This begged the question: When will the attrition rate reach zero? To answer this question, IDRA conducted a supplemental inquiry to the Texas high school attrition study. The inquiry used linear regression analyses to predict when the attrition rate will reach negligible values. This forecast analysis became a recurrent feature and each year is added to the full review IDRA devotes to this topic in October. This article represents this year's update to the forecasting analysis with the most recent attrition figures. IDRA's latest attrition study shows that the attrition rate continues to decline at the same glacial pace as the last few years, which continues to put the state more than 20 years away from reaching an attrition rate of zero, according to the forecast analysis presented here.

The IDRA attrition study indicates that the attrition rate was 24 percent for the school year 2013-14, for which last year's forecast analysis had predicted a value between 25 percent and 31 percent. The actual attrition rate was one percentage point below the lower boundary of the predicted range. For the next 22 school years (2014-15 to 2036-37), the predicted attrition values are shown in the chart below, which first plots the attrition historic values (in green), followed by the forecasted values in the other colors.

The new prediction brings the zero attrition date forecasted one year closer from last year's prediction, from 2036 to 2035. This estimation improved from 2040 estimated in 2011 and 2044 in 2009. Nevertheless, although positive, the

Actual and Forecasted Attrition Rates in Texas



Note: For convenience, the forecasted series are shown in five-year periods (2015-20, 2020-25, 2025-30, and 2030-35). This makes the curves more abrupt than they really are. If all values were included, the curves would be smoother, but it would be a much longer graphic. For the last few forecasted years, the axis reverts to annual values (2035 thru 2037) to more clearly show the distinctions between the models for those final years. Intercultural Development Research Association, 2014.

overall picture changed little, as evidenced by the similarity between the revised forecasting analyses, which present the forecast for next year (the heaviest lines) and the last three forecasted rounds (progressively lighter lines as time moves into the past).

Forecasting Models

The forecasting analysis uses three models. The first model, called **Historic Forecast Model**, takes into account all known attrition values, from 1986 to the present, as determined by the annual IDRA longitudinal attrition study. This model assumes that each past rate has equal weight over future rates. For this model, all future attrition values within the model time horizon would be higher than the current value, since the model constructs the current downward trend as a cyclical bottom within the long-term progression of the curve. Therefore, it suggests that an upward reversal is overdue. In this formulation, for school year 2014-15, the attrition rate would increase to 31 percent and will remain at that level for the year 2015-16. After that, it would begin to decline initiating another downward trend. This model is depicted in blue in the chart.

The second model assumes that the downward trend that started in 1996-97 is a more reasonable predictor of future attrition values. The fact that these are chronologically the most recent values supports this assumption. The recent past is usually more relevant to the present than the distant past. Consequently, this **Contemporary Forecast Model** used the values corresponding to the school years 1996-97 to present, which represents the subsection of the historic series portraying the current downward trend. This model predicts a 24 percent attrition rate for school year 2014-15, which is the same as the current attrition rate. For the year after (2015-16), it predicts that the rate will decline to 22 percent. And after that, it will progressively decrease until it will reach zero in the school year 2034-35. This model is depicted in pink in the chart.

The third model takes a centrist view between the historic and contemporary forecast models. Mathematically, this **Medium Forecast Model** is formed applying the medians between the pairs of corresponding two model values within the models time horizon. Because of the strong influence of past history, this model predicts attrition rates to first increase slightly, and then to resume their downward trend in subsequent years. This model predicts an attrition rate of 27 percent for school year 2014-15, 26.5 percent for school year 2015-16, and progressively lower attrition rates thereafter. This model is depicted in orange in the chart.

These models should not be understood as competing or alternative approaches; rather,

Forecasted Students Lost to Attrition
2014-15 to 2034-35

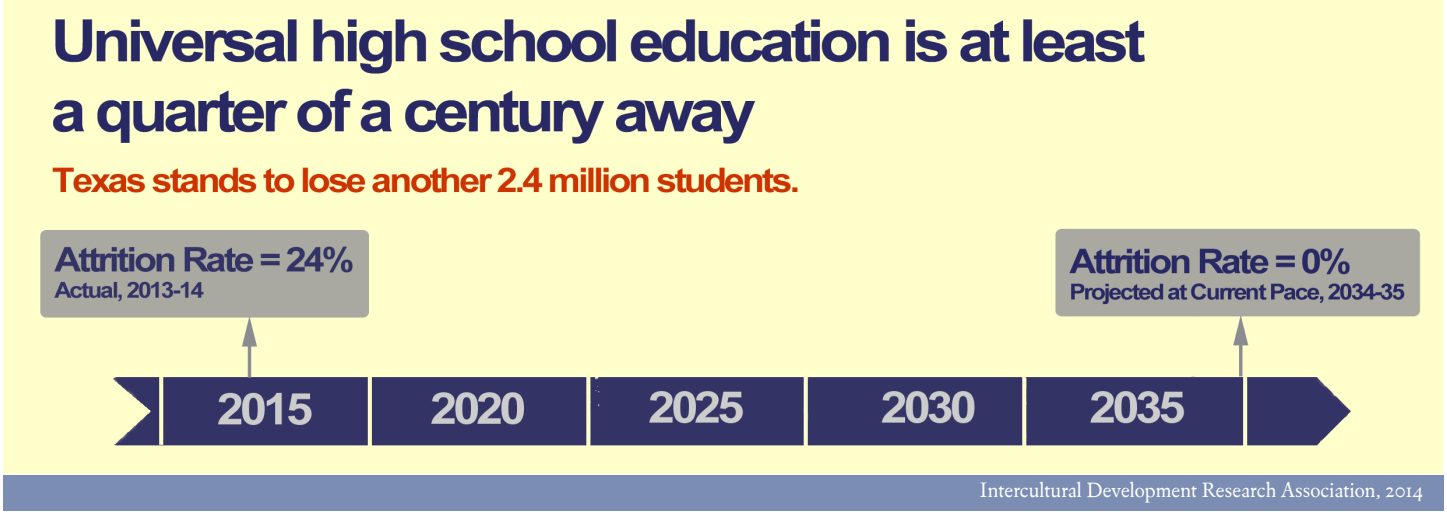
Period	Historic	Medium	Contemporary
2014-19	594,851	504,834	414,817
2020-24	580,484	443,834	307,185
2025-29	572,372	385,297	198,223
2030-35	691,546	388,865	86,183
Total	**2,439,253**	**1,722,830**	**1,006,408**

Intercultural Development Research Association, 2014

Forecasted Model Values and Residuals,
2008-09 to 2014-15

School Year	Attrition Rate	Historic Model		Medium Model		Contemporary Model		Year Rate Will Be Zero
		Values	Residuals	Values	Residuals	Values	Residuals	
2008-09	31	37	6	34	3	32	1	2044
2009-10	29	36	7	33	4	31	2	2042
2010-11	27	34	7	32	5	29	2	2040
2011-12	26	33	7	30	4	27	1	3037
2012-13	25	32	7	29	4	26	1	2037
2013-14	24	31	7	28	4	25	1	2036
2014-15	N/A	31	N/A	28	N/A	25	N/A	2036

Intercultural Development Research Association, 2014



they complement each other. The contemporary model is more useful for short-term predictions, such as estimating the attrition rates for the next few years. The historic model provides a more long-term view. Absent of some fundamental changes, history tends to repeat itself. The medium model is useful for medium-term predictions and tries to bridge the gap between the contemporary and the historic models. Since time in the long-term future is difficult to visualize, the medium forecast model might provide a more practical reference for planning purposes.

Best Fit

The exhibit on Page 19 shows the performance of the three models throughout their seven years application. For each model, its forecasted values and residuals – the difference between the forecasted and the actual values – are listed for each school year. The smallest residuals correspond to the model that best fits the data so far. It is clear that the contemporary model, with residuals of 1's and 2's is the model that best fits the data. For this reason, this model was used to forecast the year when the attrition rate will be expected to reach zero, listed in the last column of the exhibit.

The most current forecasting indicates that 2035 will be the year when attrition will reach zero. The contemporary model also indicates that the attrition rate will reach single digits in the late 2020s and will progressively decrease to negligible values from there. Thus, we are still about 20 years away from achieving a zero attrition rate, at the current pace of improvement, with many children lost in the intervening time – the topic for the next section. In addition, it is essential to keep in mind that the contemporary model is the best fit for now. Since there isn't a clearly discernible cause for a sustained attrition decrease over time, the current trend might prove to be cyclical, as the other models suggest.

Forecasted Student Losses

To understand the severity of the situation, we used the updated three forecast models to estimate the number of students that will be lost to attrition before the contemporary model predicted rate reaches zero (see table on Page 19).

The historic forecast model predicts that more than 2.43 million students will be lost to attrition from the 2014-15 to 2034-35 school years. The contemporary model yielded a figure of more than 1 million, and the medium forecast model more than 1.72 million.

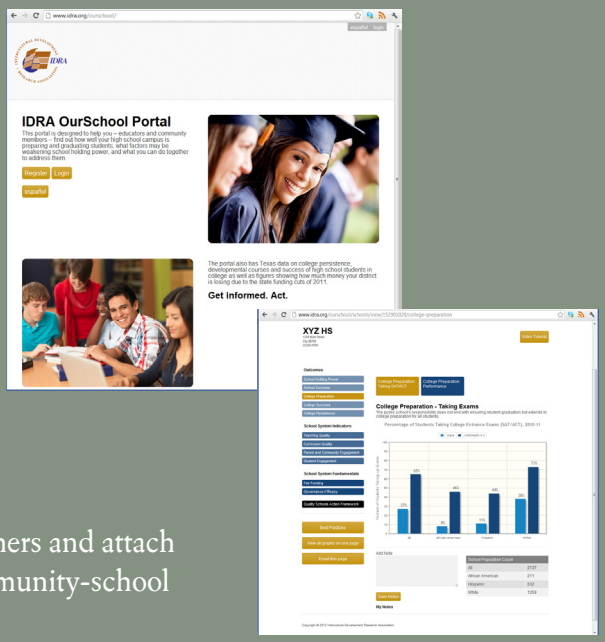
Conclusions

- If we take the full historic values as a guide, the student dropout rate should be expected to continue to increase for the next few years and then remain between 26 percent and 29 percent for the foreseeable future. Under this scenario more than 2.43 million additional students will be lost to attrition by the year 2035.
- If we assume that the current downward trend is real – the result of systemic changes – the attrition rate will reach single digit values in the late 2020s. By 2030, the attrition rate will be about 6 percent, and it will reach zero in the year 2035. However, from now to that point, we would have lost more than 1 million students to attrition.
- Over the long to medium term, a more realistic model suggests that the current attrition rate will increase to 27.2 percent before resuming its downward trend. In this scenario, by the year 2035, attrition will still be at about 13 percent, and during the period 2014 to 2035, we would have lost more than 1.72 million students.

Therefore, we should expect high attrition rates, in the range of 24 to 27, for the next few years. We should also expect to lose between 1 million and 1.72 million additional students to attrition before we reach a zero attrition rate, forecasted under the most optimistic scenario, unless this issue is considered seriously by policymakers and systemic changes are implemented to ameliorate the problem.

Get District- and High School-Level Data at IDRA's OurSchool Portal

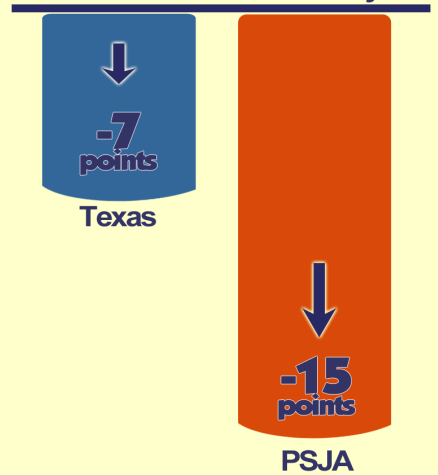
Designed to help educators and community members find out how well their high school campus is preparing and graduating students, what factors may be weakening school holding power, and what they can do together to address them.



What's Included...

- Key data to help you determine whether high dropout rates and weak school holding power are a problem for your school.
- Actionable knowledge and key questions to spark conversations and action planning around: teaching quality,
  curriculum quality, attrition, college readiness, college access and college sending.
- Real-time data collection features via surveys (e.g., to measure parent engagement).
- Social networking features you can use to share data with others and attach charts or graphs, keep track of your own notes, or call a community-school meeting to work on a specific issue.
- Texas data on college persistence, developmental courses and success of Texas high school students.
- Latest STAAR results for high schools based on the higher "recommended" standard.
- Bilingual (Spanish/English) content.

www.idra.org/OurSchool



Texas is improving attrition rates by 1-2 percent each year

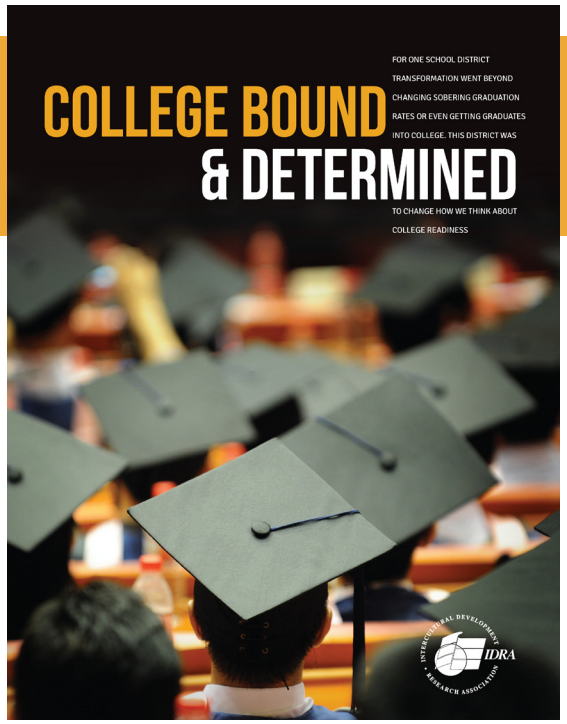
But the Pharr-San Juan-Alamo school district cut dropout rates in half.

They did so by using actionable data to strengthen curriculum quality and access, quality teaching, and student engagement.* Others can too.

At the same time, the state of Texas has weakened curriculum requirements.

College Bound & Determined

A report profiling what happens when a school district raises expectations for students instead of lowering them



PSJA Proves that a School District Can Assure that All Students are College Bound

In February 2014, IDRA released a new report, *College Bound and Determined*, showing how the Pharr-San Juan-Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college.

With funding from TG Public Benefit (TG), IDRA examined data and conducted interviews with Dr. Daniel King, PSJA superintendent, school principals, teachers, counselors and students to explore how PSJA has achieved the kind of success that it has. IDRA saw that PSJA's vision and actions, clearly and independently aligned, with IDRA's own vision for change: the Quality Schools Action Framework™.

This change theory focuses on what research and experience say matters: parents as partners involved in consistent and meaningful ways, engaged students who know they belong in schools and are supported by caring adults, competent caring educators who are well-paid and supported in their work, and high quality curriculum that prepares students for 21st Century opportunities.

PSJA...

- **Doubled the number of high school graduates**
- **Cut dropout rates in half**
- **Increased college-going rates.**

In fact, half of the district's students are earning college credit while still in high school.

"Our vision can be boiled down to the phrase, College^3, meaning that all students will be College Ready, College Connected and will complete College."

– Dr. Daniel King, PSJA superintendent

"You notice that there is no deficit thinking and no excuses in this approach. There is no students-cannot-learn or parents-don't-care or they-do-not-speak-English or we-can't-do-it,-we-have-too-many-minorities, or they're-not-college-material. Instead, at PSJA, you find thoughtful, data-based, coherent plans that connect K-12 with higher education and community to improve educational opportunities for all children."

– Dr. María "Cuca" Robledo Montecel, IDRA President

College Bound & Determined is available from IDRA for $15 and is free online at: www.idra.org/College_Bound_and_Determined

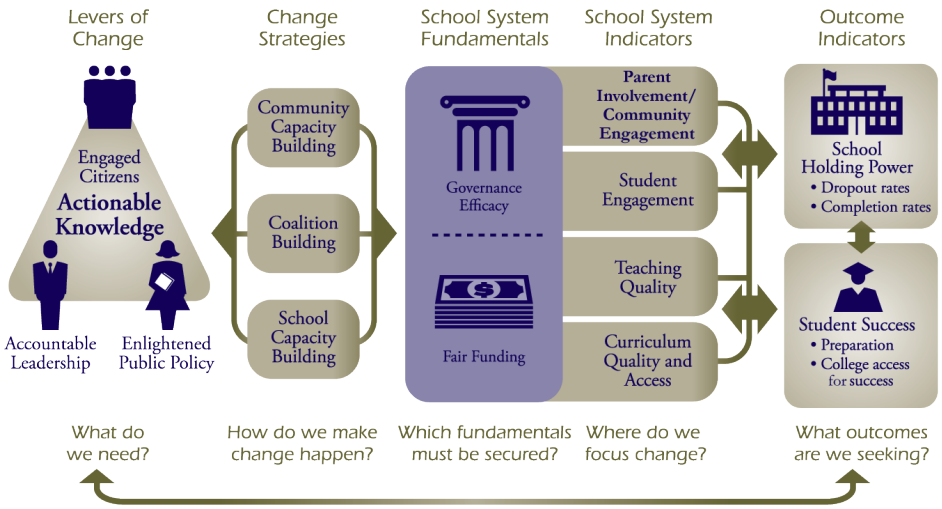
A Model for Success

IDRA's Quality Schools Action Framework is an empirical and practical change model that can be used to link benchmarked standards with sustainable reform. The framework uses data not only for rear-view mirror assessments but to guide strategic actions that transform schooling for all.

IDRA's "Quality Schools Action Framework speaks to the need and possibility of engaging citizens, leaders and policymakers around high quality data that call all of us as members of the community to act, to establish common ground, to strengthen education, and finally and most importantly and fundamentally, to align our values with our investments in the school system." (Robledo Montecel & Goodman, 2010)

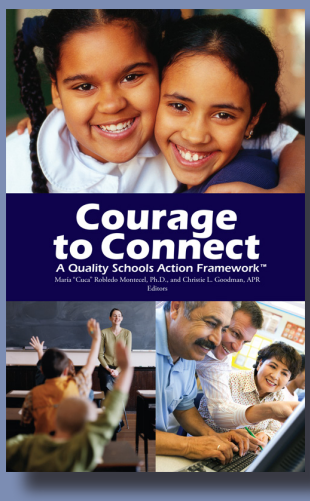
With two outcomes in mind – graduation and student success – IDRA's Quality Schools Action Framework is an empirically-based model that we and our partners use to shape effective, collaborative work on behalf of all children. Whether providing compelling facts ("actionable knowledge") to spur action; connecting and building capacity among school, community and coalition partners to leverage change; or promoting courageous leadership that secures educational equity and excellence, the framework speaks both to what is needed – and what is possible.

IDRA Quality Schools Action Framework™



"We have a choice. Equal educational opportunity can remain a well-intended but unfulfilled promise or move to becoming the engine of shared prosperity for generations of Americans. Much depends on the clarity and the urgency with which we approach the challenge."

– Dr. María "Cuca" Robledo Montecel, IDRA President and CEO, Courage to Connect: A Quality Schools Action Framework, 2010



Learn more about this framework

Read **Courage to Connect – A Quality Schools Action Framework**, which is available from IDRA.

And visit

www.idra.org/couragetoconnect

to see the book's detailed table of contents, read an excerpt, listen to related podcasts and more!

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Taking Action to Hold on to Students

Communities and their neighborhood public schools can turn the tide. We can and must guarantee that every child graduates from high school ready for college and the world of work. Strategic action to address school holding power has two key elements:

Community-based action – that reclaims neighborhood public schools, strengthens schools through school-community partnerships and holds schools and stakeholders accountable for student success.

Statewide systems change – to strengthen school holding power so all schools ensure that all children succeed and graduate. Each strategy must be informed by quality data about student outcomes and the factors that make up effective schools.

Get informed

See IDRA's **latest attrition study** online at: http://www.idra.org/Research/Attrition/

Get the attrition rate for **your county** over the last 10 years at: http://www.idra.org/Research/Attrition

Receive IDRA's **Graduation for All free monthly e-letter** (bilingual: Spanish/English) to get up-to-date information to make a difference in your school and community. Sign up online at: http://www.idra.org.

Listen to IDRA's **Classnotes podcast** to hear strategies for student success.

Get connected

Create a **community-school action team** to examine the factors that must be addressed to strengthen your school's holding power – its ability to hold on to students through to graduation. Use IDRA's Quality Schools Action Framework™.

IDRA's book, **Courage to Connect: A Quality Schools Action Framework™** shows how communities and schools can work together to be successful with all of their students. The book's web page (http://www.idra.org/couragetoconnect) has an excerpt, related podcasts, images of the framework and other resources.

Use IDRA's **OurSchool data website** (http://www.idra.org/OurSchool) to provide community-school partners with actionable knowledge on:

- Student Engagement
- Teaching Quality
- Governance Efficacy
- Parent and Community Engagement
- Curriculum Quality and Access
- Funding Equity

Get results

Use IDRA's one-page **School Holding Power Checklist** that has a set of criteria for assessing and selecting effective dropout prevention strategies and for making sure your school is a quality school. It is free online: http://www.idra.org/Research/Attrition

Develop a **two-pronged strategy** that reaches students who are at immediate risk of dropping out and addresses the underlying factors that give rise to attrition in the first place. For a dropout prevention program to be successful, ensure that these components are in place:

- All students are valued.
- There is at least one educator in a student's life who is totally committed to the success of that student.
- Students, parents and teachers have extensive, consistent support that allows students to learn, teachers to teach and parents to be involved.
- Excellence is never achieved at the cost of equity.
- Solutions are institution-based with family and community participation and embrace the contributions that students and their families bring.

2012-13 Texas Education Agency Texas School Completion and Dropout Report

by Roy L. Johnson, M.S.

The Texas Education Agency released its latest dropout and school completion report in August 2014. This report entitled, *Secondary School Completion and Dropouts in Texas Public Schools 2012-13*, presented information on the number and percent of seventh through 12th grade students who left school prior to graduation with a high school diploma. The report also presented information on high school graduation and completion. For the eighth year, TEA used the dropout definition and calculation methods mandated by the National Center for Education Statistics (NCES).

This latest report shows a 1.6 percent annual dropout rate for grades 7-12, and a 2.2 percent annual dropout rate for grades 9-12. In the previous year (2011-12), TEA reported a 1.7 percent annual dropout rate for grades 7-12, and a 2.4 percent annual dropout rate for grades 9-12. TEA reports that the number of

Texas Annual Dropout Rates – High School, Reported by the Texas Education Agency, 1994-95 to 2012-13

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 9-12				
			African American	Hispanic	White	Other	Total
1994-95	26,499	1,058,191	3.3	3.6	1.6	1.5	2.5
1995-96	24,574	1,085,859	2.8	3.2	1.4	1.2	2.2
1996-97	24,414	1,124,991	2.9	3.1	1.3	1.4	2.2
1997-98	24,886	1,145,910	3.3	3.1	1.2	1.2	2.2
1998-99	27,592	1,773,117	2.3	2.3	0.8	0.9	1.6
1999-00	21,439	1,163,883	2.6	2.7	1.0	1.0	1.8
2000-01	16,003	1,180,252	1.8	2.0	0.8	0.7	1.4
2001-02	15,117	1,202,108	1.8	1.9	0.6	0.7	1.3
2002-03	15,665	1,230,483	1.7	1.9	0.6	0.6	1.3
2003-04	15,160	1,252,016	1.4	1.9	0.6	0.6	1.2
2004-05	17,056	1,273,950	1.7	2.0	0.7	0.6	1.3
2005-06*	48,803	1,317,993	5.4	5.2	1.8	1.5	3.7
2006-07*	52,418	1,333,837	5.8	5.4	1.9	1.5	3.9
2007-08*	43,808	1,350,921	5.0	4.4	1.5	1.2	3.2
2008-09*	38,720	1,356,249	4.4	3.8	1.3	1.1	2.9
2009-10*	33,235	1,377,330	3.9	3.1	1.1	1.2	2.4
2010-11*	32,833	1,394,523	3.6	3.0	1.1	1.1	2.4
2011-12*	34,285	1,407,697	3.8	3.1	1.2	2.5	2.4
2012-13*	31,509	1,428,819	3.3	2.8	1.1	3.1	2.2

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 2011-12, and 2012-13 dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as "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 General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." In order to implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2012-13, August 2014.

school dropouts for grades seven through 12 decreased from 36,276 in 2011-12 to 34,696 in 2012-13, a decrease of 4.3 percent (see table on Page 27). The annual dropout rate for grades 7-12 increased from 1.7 percent in 2011-12 to 1.6 in 2012-13, a decrease of 5.9 percent or 0.1 percentage points.

Of the 34,696 dropouts in the latest report, 3,187 were in grades 7-8, and 31,509 were in grades 9-12. The attrition rate for the class of 2013 (grades 9-12) was 22.1 percent – down from 23.1 percent for the class of 2012.

At the high school level (grades 9-12), TEA reported that the number of school dropouts decreased from 34,285 in 2011-12 to 31,509 in 2012-13, a decrease of 8.1 percent (see table on Page 25). The annual dropout rate for grades 9-12 decreased from 2.4 percent in 2011-12 to 2.2 percent in 2012-13, an 8.3 percent decrease. Across race-ethnicity groups, the annual dropout rate was 3.3 percent for African American students, 2.8 percent for Hispanic students and 1.1 percent for White students. Each group showed a decrease.

At the middle school level (grades 7-8), TEA reported that the number of school dropouts increased from 1,991 in 2011-12 to 3,187 in 2012-13, an increase of 60.1 percent. The annual dropout rate for grades 7-8 increased from 0.3 percent in 2011-12 to 0.4 percent in 2012-13. Across race-ethnicity groups, the annual dropout rate was 0.4 percent for African American students, 0.6 percent for Hispanic students and 0.2 percent for White students.

Since the use of the NCES dropout definition, the total number of dropouts reported by TEA at grades 7-12 increased from 18,290 in 2004-05 to 51,841 in 2005-06 and to 55,306 in 2006-07, but declined to 45,796 in 2007-08, to 40,923 in 2008-09, to 34,907 in 2009-10, and 34,363 in 2010-11, but increased to 36,276 in 2011-12, and declined to 34,696 in 2012-13. From 2004-05 to 2012-13, the number of dropouts increased by 16,406 students or by 89.7 percent. **The dropout count was 1.90 times higher in 2012-13 than in 2004-05.** It is apparent that the use of the NCES definition mandated by the 78th Texas Legislature's passage of Senate Bill 186 in 2003 has a dramatic impact on dropout counting and reporting in Texas.

TEA reported a Grade 9 longitudinal dropout rate of 6.6 percent for the class of 2013 up from 6.3 percent for the class of 2012. The reported longitudinal dropout rate for African American students (9.9 percent) was nearly three times as high as the rate for White students (3.5 percent). Hispanic students had an 8.2 percent longitudinal dropout rate which was 2.34 times higher than the rate for White students.

The reported 7-8 grade dropout rate was 0.4 percent, while the 9-12 grade dropout rate was 2.2 percent. The annual dropout rates for African American and Hispanic students in grades 9-12 were much higher than the rates for White students. The rate for African American and Hispanic students was three times higher at grades 9-12. The reported 2010-11 dropout rate for African American students was 3.00 times higher than that of White students, and the rate for Hispanic students was 2.55 times higher than the rate for White students.

During the 2012-13 school year, TEA tracked school leaver reasons in 17 areas (see the table on Page 28). For each reported school leaver, school districts were allowed to report one of these reasons as to why the student is not counted as a dropout.

To conclude, the review of the latest dropout and school completion data from TEA shows a mixed picture. On one hand, the report shows a reduction in the dropout rate and number of dropouts at grades 9-12. On the other hand, the report shows an increase in the dropout rate and number of dropouts at the middle school level. Little improvement is shown in the reduction of the disparity gap in the dropout rate between African American students and White students, and between Hispanic students and White students. It is also apparent that the use of the national dropout definition exposes the fallacies of dropout counting and reporting in Texas, and the need to expand efforts to increase school holding power in Texas' public schools.

Resources

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools 2012-13* (Austin, Texas: Texas Education Agency, August 2014).

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools*, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 (Austin, Texas: Texas Education Agency).

Texas Annual Dropout Rates – Middle and High School,
Reported by the Texas Education Agency, 1987-88 to 2012-13

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 7-12				
			African American	Hispanic	White	Other	Total
1987-88	91,307	1,363,198	8.4	8.8	5.1	6.1	6.7
1988-89	82,325	1,360,115	7.5	8.1	4.5	4.9	6.1
1989-90	70,040	1,361,494	6.7	7.2	3.5	4.3	5.1
1990-91	53,965	1,372,738	4.8	5.6	2.7	3.1	3.9
1991-92	53,420	1,406,838	4.8	5.5	2.5	2.9	3.8
1992-93	43,402	1,533,197	3.6	4.2	1.7	2.0	2.8
1993-94	40,211	1,576,015	3.2	3.9	1.5	1.7	2.6
1994-95	29,918	1,617,522	2.3	2.7	1.2	1.1	1.8
1995-96	29,207	1,662,578	2.3	2.5	1.1	1.1	1.8
1996-97	26,901	1,705,972	2.0	2.3	1.0	0.9	1.6
1997-98	27,550	1,743,139	2.1	2.3	0.9	1.1	1.6
1998-99	27,592	1,773,117	2.3	2.3	0.8	0.9	1.6
1999-00	23,457	1,794,521	1.8	1.9	0.7	0.7	1.3
2000-01	17,563	1,818,940	1.3	1.4	0.5	0.5	1.0
2001-02	16,622	1,849,680	1.3	1.3	0.4	0.5	0.9
2002-03	17,151	1,891,361	1.2	1.4	0.4	0.4	0.9
2003-04	16,434	1,924,717	1.0	1.3	0.4	0.4	0.9
2004-05	18,290	1,954,752	1.2	1.4	0.5	0.4	0.9
2005-06*	51,841	2,016,470	3.8	3.5	1.3	1.1	2.6
2006-07*	55,306	2,023,570	4.1	3.7	1.3	1.1	2.7
2007-08*	45,796	2,042,203	3.5	3.0	1.1	0.9	2.2
2008-09*	40,923	2,060,701	3.1	2.6	0.9	0.8	2.0
2009-10*	34,907	2,091,390	2.7	2.1	0.8	0.8	1.7
2010-11*	34,363	2,122,414	2.5	2.1	0.8	0.8	1.6
2011-12*	36,276	2,150,364	2.6	2.1	0.8	1.7	1.7
2012-13*	34,696	2,189,442	2.3	2.0	0.8	2.2	1.6

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, and 2012-13 dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as "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, received a General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." In order to implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2012-13, August 2014.

Exit Reasons for School Leavers, Grades 7-12, 2005-06 to 2012-13

Reported by the Texas Education Agency

Leaver Reasons (Code)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Graduated or received an out-of-state GED								
Graduated from a campus in this district or charter (01)	240,485	241,193	252,121	264,275	280,520	290,581	292,636	301,418
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	318	160	85	42	76	--	46	97
Completed GED outside Texas (86)	139	136	147	104	107	61	61	98
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)							18	22
Moved to other educational setting								
Withdrew from/left school to enter college and is working toward an Associate's or Bachelor's degree (24)	439	712	748	763	651	673	399	380
Withdrew from/left school for home schooling (60)	16,811	20,716	22,622	20,948	20,214	20,876	20,629	21,375
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	282	287	294	194	232	702	232	239
Withdrew from/left school to enroll in a private school in Texas (81)	8,429	10,722	12,086	12,516	12,307	12,079	11,553	10,767
Withdrew from/left school to enroll in a public or private school outside Texas (82)	55,266	43,145	38,937	37,718	37,642	36,356	37,323	34,857
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 (87)	NA	94	272	214	252	262	269	273
Withdrawn by district								
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	591	585	481	526	637	253	242	153
Withdrawn by district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification of immunization records (83)	2,724	2,536	1,379	1,161	719	505	408	355
Other reasons								
Died while enrolled in school or during the summer break after completing the prior school year (03)	719	733	601	611	603	546	579	565
Withdrew from/left school to return to family's home country (16)	14,932	15,985	16,601	15,319	14,446	13,816	13,089	12,059
Student was ordered by a court to attend a GED program and has not earned a GED certificate (88)	NA	NA	NA	NA	NA	2,506	2,063	1,857
Student was incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult (89)	NA	NA	NA	NA	NA	516	533	380
Other (reason unknown or not listed above) (98)	52,595	55,485	45,888	40,972	34,949	31,367	33,721	32,499
All leaver reasons	**393,730**	**392,489**	**392,262**	**395,363**	**403,355**	**411,140**	**413,801**	**417,394**

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2005-06 to 2012-13.

Averaged Freshman Graduation Rate – Texas Tied for 22nd in On-time Graduation in 2011-12

by Roy L. Johnson, M.S.

In 2011-12, Texas ranked 22nd out of 50 states and the District of Columbia in on-time graduation from public high schools – the percentage of public high school students who graduate with a regular high school diploma four years after starting ninth grade. That year, Texas tied with four other states – California, Colorado, Illinois, and Kentucky – with an on-time graduation rate of 82 percent compared to the national average of 81 percent.

The National Center for Education Statistics (NCES) in the U.S. Department of Education, Institute of Education Sciences, released the 2010-11 and 2011-12 averaged freshman graduation rates (AFGR) in April 2014. With annual estimates of school dropouts and completers since the 1960s, the AFGR provides an estimate of the percentage of high school students starting at ninth grade who graduate on time with a regular diploma. Data for this measure were drawn from counts of enrollment by grade and graduates in the Common Core of Data (CCD) State Non-fiscal Survey of Public Elementary/Secondary Education. In order to calculate the rate, aggregate student enrollment data are used to estimate the size of the incoming freshman class and aggregate counts of the number of diplomas awarded four years later.

The 50 states and the District of Columbia reported counts of high school graduates in 2011-12 (see table on Page 30 for rates by state and rank orders by state for the period of 2009-10 to 2011-12). The data were reported by state education agencies for high school graduates between the period of October 1 and September 30 of each applicable school year.

Methods

The averaged freshman graduation rate is calculated by dividing the number of graduates with regular diplomas by the size of the incoming freshman class four years earlier and is expressed as a percent. Aggregate student enrollment data and aggregate counts of the number of diplomas awarded are used to estimate the percent of students who graduate on time.

Major Findings

Major findings of the latest NCES study on averaged freshman graduation rate include the following (also see the tables on Pages 30 and 31).

- In the 2011-12 school year, about four out of five students in the United States graduated from high school on time – within four years of after starting high school as a freshman in Grade 9.
- The averaged freshman graduation rate in the United States increased from 78.2 percent in 2009-10 to 80 percent in 2010-11 to 81 percent in 2011-12.
- For the class of 2011-12, the averaged freshman graduation rate of public high schools ranged from a low of 60 percent in the Nevada to a high of 93 percent in Nebraska and Vermont.
- Twenty-six states had rates equal to or higher than the national average of 78.2 percent – California, Colorado, Connecticut, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Vermont, Virginia, and Wisconsin. In 2011-12, Texas ranked 22nd among the 50 states and the District of Columbia with a rate of 82 percent.
- Twenty-four states and the District of Columbia had rates lower than the overall average of 78.2 percent – Alabama, Alaska, Arizona, Arkansas, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Louisiana, Michigan, Mississippi, Nevada, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Utah, Washington, West Virginia, and Wyoming.
- Twenty-nine states had rates 80.0 percent or higher – California, Colorado, Connecticut, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Vermont, Virginia, West Virginia, Wisconsin and Wyoming.
- In the United States in 2011-12, American Indian/Alaska Native, Black and Hispanic, and male students had an averaged freshman graduation rate below the national average. American Indian/Alaska Native students and Black students had an on-time rate of 68 percent, while Hispanic students had a rate of 76 percent. White students had a rate of 85 percent, while Asian/Pacific Islander students had a rate of 93 percent. By gender, males had a rate of 78 percent compared to 85 percent for females.

Nationally and in Texas about four out of five students who enter a freshman class graduated with a regular diploma within four years. Most minority group students and male students had an on-time graduation rate below the national average. The disparity in on-time graduation rates as estimated by averaged freshman graduation calculations suggest that our state and nation must continue to address issues surrounding dropout and graduation in our public schools.

Resources

Johnson, R., *Texas Public School Attrition Study, 2013-14, Overall Attrition Rates Take Another Step Forward – Averaged Freshman Graduation Rate: Texas Ranks 25th in On-Time Graduation in 2009-10.* (San Antonio, Texas: Intercultural Development Research Association, October 2013).

U.S. Department of Education, Institute of Education Sciences, and National Center for Education Statistics. *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014).

Averaged Freshman Graduation Rates,
by State, School Years 2009-10, 2010-11 and 2011-12

State or Jurisdiction	2009-10		2010-11		2011-12	
	Rate	Rank	Rate	Rank	Rate	Rank
United States	**78.2**		**80**		**81**	
Alabama	71.8	43	76	40	75	43
Alaska	75.5	37	78	32	79	30
Arizona	74.7	42	79	30	77	39
Arkansas	75.0	41	77	37	78	34
California	78.2	29	80	25	82	22
Colorado	79.8	24	82	19	82	22
Connecticut	75.1	39	85	12	86	12
Delaware	75.5	37	76	40	77	39
District of Columbia	59.9	50	61	50	71	48
Florida	70.8	44	72	44	75	43
Georgia	69.9	45	70	47	70	49
Hawaii	75.4	38	74	43	78	34
Idaho	84.0	10	83	17	84	16
Illinois	81.9	16	80	25	82	22
Indiana	77.2	30	80	25	80	27
Iowa	87.9	5	89	5	89	5
Kansas	84.5	8	87	7	89	5
Kentucky	79.9	23	81	22	82	22
Louisiana	68.8	46	71	45	72	46
Maine	82.8	13	86	10	87	9
Maryland	82.2	15	84	15	84	16
Massachusetts	82.6	14	85	12	86	12
Michigan	75.9	36	75	42	77	39
Minnesota	88.2	4	89	5	88	7
Mississippi	63.8	49	69	48	68	60
Missouri	83.7	12	85	12	86	12
Montana	81.9	16	84	15	86	12
Nebraska	83.8	11	90	3	93	1
Nevada	57.8	51	59	51	60	51
New Hampshire	86.3	7	87	7	87	9
New Jersey	87.2	6	87	7	87	9
New Mexico	67.3	48	71	45	74	45
New York	76.0	35	78	32	78	34
North Carolina	76.9	32	77	37	79	30
North Dakota	88.4	3	90	3	91	4
Ohio	81.4	19	82	19	84	16
Oklahoma	78.5	27	80	25	79	30
Oregon	76.3	34	78	32	78	34
Pennsylvania	84.1	9	86	10	88	7
Rhode Island	76.4	33	77	37	76	42
South Carolina	68.2	47	69	48	72	46
South Dakota	81.8	18	82	19	83	20
Tennessee	80.4	21	81	22	83	20
Texas	**78.9**	**25**	**81**	**22**	**82**	**22**
Utah	78.6	26	78	32	78	34
Vermont	91.4	1	93	1	93	1
Virginia	81.2	20	83	17	84	16
Washington	77.2	30	79	30	79	30
West Virginia	78.3	28	78	32	80	27
Wisconsin	91.1	2	92	2	92	3
Wyoming	80.3	22	80	25	80	27

Source: Department of Education, Institute of Education Sciences, National Center for Education, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014)

2011-12 Averaged Freshman Graduation Rates, by Race-Ethnicity and Gender

State	Total	Race-Ethnicity					Gender	
		American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	Black	White	Female	Male
United States	**81**	**68**	**93**	**76**	**68**	**85**	**85**	**78**
Alabama	75	87	89	67	68	80	79	72
Alaska	79	62	98	84	75	83	82	78
Arizona	77	67	89	72	73	82	81	73
Arkansas	78	69	84	80	72	79	81	75
California	82	77	96	77	70	88	86	78
Colorado	82	57	87	76	65	84	86	79
Connecticut	86	‡98	95	74	73	90	89	83
Delaware	77	89	96	70	69	81	82	72
District of Columbia	71	‹›	‹›	59	70	98	80	62
Florida	75	94	94	78	66	77	82	73
Georgia	70	86	90	64	62	76	75	66
Hawaii	78	65	76	68	77	56	81	75
Idaho	84	67	96	83	78	83	86	82
Illinois	82	91	98	79	64	89	85	83
Indiana	80	80	‡99	83	63	82	87	78
Iowa	89	59	91	88	64	90	92	87
Kansas	89	64	92	87	70	89	92	86
Kentucky	82	72	‡99	89	78	82	86	80
Louisiana	72	68	98	87	65	76	78	66
Maine	87	60	‡98	97	83	86	88	86
Maryland	84	70	96	85	74	87	89	81
Massachusetts	86	70	98	69	82	90	89	85
Michigan	77	66	92	51	60	83	82	74
Minnesota	88	48	92	70	66	92	91	86
Mississippi	68	44	85	68	63	72	74	61
Missouri	86	98	98	92	73	87	89	83
Montana	86	62	87	96	65	87	88	84
Nebraska	93	68	97	93	65	93	95	91
Nevada	60	37	71	50	41	64	65	55
New Hampshire	87	65	‡99	86	74	87	90	84
New Jersey	87	59	‡99	78	74	91	89	84
New Mexico	74	71	90	73	68	76	78	71
New York	78	68	94	65	65	85	79	76
North Carolina	79	74	88	78	68	82	83	76
North Dakota	91	62	‡95	82	‡98	93	93	89
Ohio	84	75	97	82	64	89	89	84
Oklahoma	79	72	‡99	78	66	80	82	76
Oregon	78	58	87	78	65	78	85	77
Pennsylvania	88	79	‡99	76	75	92	91	86
Rhode Island	76	52	74	72	66	76	80	72
South Carolina	72	53	83	72	64	76	78	67
South Dakota	83	42	‡98	77	77	88	85	82
Tennessee	83	94	94	‡	76	86	86	81
Texas	**82**	**97**	**94**	**80**	**73**	**84**	**85**	**80**
Utah	78	58	87	65	60	80	80	76
Vermont	93	‡90	‡98	‡95	‡98	91	95	91
Virginia	84	82	96	92	71	85	90	81
Washington	79	41	81	79	57	80	85	77
West Virginia	80	69	‡98	81	76	80	82	78
Wisconsin	92	76	97	85	63	96	94	90
Wyoming	80	44	79	77	58	82	82	78

‹› Data were suppressed ‡ Greater than or equal ‡ Data were suppressed because the reported data did not meet NCES standards.

Source: Department of Education, Institute of Education Sciences, National Center for Education, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014)

Adjusted Cohort Graduation Rate Completion and Dropout Report

by Roy L. Johnson, M.S.

In 2011-12, Texas ranked second out of 50 states and the District of Columbia on the newest measure of on-time graduation from public high schools: the percentage of public high school students who graduate with a regular high school diploma four years after starting ninth grade plus the number of students who transfer into the cohort minus those who transfer out. That year, Texas tied with three other states – Nebraska, Vermont and Wisconsin – with an adjusted on-time cohort graduation rate of 88 percent compared to the national average of 80 percent.

The National Center for Education Statistics (NCES) in the U.S. Department of Education, Institute of Education Sciences, released the 2010-11 and 2011-12 adjusted cohort graduation rates (ACGR) in April 2014 along with the averaged freshman graduation rate (AFGR). According to NCES, the ACGR is more accurate than the AFGR. The ACGR takes into consideration the number of students who transfer in and out of the cohort, thus defining the term "adjusted cohort" for this latest measure of high school graduation.

Beginning with the 2011-12 school year, this measure will become a required component of each state's Consolidated State Performance Report (CSPR). Data for this measure were drawn from counts of enrollment by grade and graduates in the Common Core of Data (CCD) State Non-fiscal Survey of Public Elementary/ Secondary Education. In order to calculate the rate, aggregate student enrollment data are used to estimate the size of the incoming freshman class and aggregate counts of the number of diplomas awarded four years later.

Methods

The 47 states and the District of Columbia reported counts of high school graduates in 2011-12 (see table on next page for rates by state and rank orders by state). The states of Idaho, Kentucky and Oklahoma did not provide ACGR data.

The adjusted cohort rate is calculated by dividing the number of cohort members who earn a regular high school diploma by the end of the school year by the number of first-time ninth grade students in the fall of their freshman year plus students who transferred in, minus students who transferred out, emigrated or died during the four-year school enrollment period. The result of the calculation is expressed as a percent.

Major Findings

Major findings of the latest NCES study on the adjusted cohort graduation rate include the following (also see the tables on Pages 33-34).

- In the 2011-12 school year, about four out of five students in the United States graduated from high school on time – within four years of after starting high school as a freshman in grade 9 and adjusting for cohort transfers and removals.
- The adjusted cohort graduation rate in the United States was 80 percent in 2011-12, and ranged from a low of 59 percent in the District of Columbia to a high of 89 percent in Iowa.
- Twenty-seven of the reporting 47 states had rates equal to or higher than the national average of 80 percent – Arkansas, Connecticut, Delaware, Hawaii, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Carolina, North Dakota, Ohio, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, and Wisconsin. In 2011-12, Texas tied for second among the 47 reporting states and the District of Columbia with a rate of 88 percent.
- Twenty of the 47 reporting states and the District of Columbia had rates lower than the overall average of 80 percent – Alabama, Alaska, Arizona, California, Colorado, District of Columbia, Florida, Georgia, Louisiana, Michigan, Minnesota, Missis-

sippi, Nevada, New Mexico, New York, Oregon, Rhode Island, South Carolina, Washington, West Virginia, and Wyoming.

- In the United States in 2011-12, American Indian/Alaska Native students, Black students and Hispanic students had an averaged freshman graduation rate below the national average. American Indian/Alaska Native students had an ACGR of 67 percent, Black students had an ACGR of 69 percent, and Hispanic students had an ACGR of 73 percent. White students had a rate of 86 percent, while Asian/Pacific Islander students had a rate of 88 percent.
- For special population groups for the nation as a whole, **economically disadvantaged** students had an ACGR of 72 percent, **limited-English-proficient** students had an ACGR of 59 percent, and **students with disabilities** had an ACGR of 61 percent. Each of these groups had a rate below the national average.
- In the state of Texas, **economically disadvantaged** students had an ACGR of 85 percent compared to the national average of 72 percent. **Limited-English-proficient** students in Texas had an ACGR of 59 percent matching the national average. **Students with disabilities** in Texas had an ACGR of 77 percent compared to the national average of 61 percent.

Nationally and in Texas about four out of five students who enter a freshman class graduated with a regular diploma within four years as measured by the adjusted cohort graduation rate. In the United States, most minority group students and students in special populations had an on-time graduation rate below the national average.

In Texas, the pattern for minority group students and special population students mirrored the nation with the ACGR falling below the state average. When comparing state averages to the national averages, minority group students exceeded the national average. The state averages for economically disadvantaged students and students with disabilities exceeded the national averages for these groups. The state average for limited-English-proficient students matched the national average. Disparities in on-time graduation rates as estimated by adjusted cohort graduation calculations are observable for minority group students and students in special populations. These observations suggest continued monitoring of this new measure and that steps be taken at the state and national levels to address issues surrounding dropout and graduation in our public schools.

Resources

U.S. Department of Education, Institute of Education Sciences, National Center for Education. *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014).

.

2011-12 Adjusted Cohort Graduation Rate (ACGR) by Race-Ethnicity

State	Total		American Indian/ Alaskan Native	Asian/ Pacific Islander	Hispanic	Black	White
	Rate	Rank	Rate	Rate	Rate	Rate	Rate
United States	**80**		**67**	**88**	**73**	**69**	**86**
Alabama	75	37	84	85	69	67	81
Alaska	70	43	54	76	70	61	76
Arizona	76	35	63	84	70	71	84
Arkansas	84	16	78	84	78	78	87
California	78	30	72	90	73	66	86
Colorado	75	37	58	82	62	66	82
Connecticut	85	12	84	92	69	73	91
Delaware	80	25	71	93	74	74	83
District of Columbia	59	48	‹›	74	54	58	86
Florida	75	37	70	89	73	64	80
Georgia	70	43	67	82	60	62	78
Hawaii	82	22	65	84	76	76	79
Idaho	NA		—	—	—	—	—
Illinois	82	22	79	93	76	68	89
Indiana	86	8	78	89	80	73	89
Iowa	89	1	73	89	77	74	91
Kansas	85	12	78	86	77	75	88
Kentucky	NA		—	—	—	—	—
Louisiana	72	42	73	85	70	65	78
Maine	85	12	72	89	80	72	86
Maryland	84	16	79	93	73	77	90
Massachusetts	85	12	70	89	66	73	90
Michigan	76	35	66	87	64	60	82
Minnesota	78	30	45	74	53	51	84
Mississippi	75	37	71	90	79	69	82
Missouri	86	8	87	90	80	73	89
Montana	84	16	63	92	79	79	87
Nebraska	88	2	67	83	78	74	91
Nevada	63	47	54	74	54	48	72
New Hampshire	86	8	73	86	74	76	87
New Jersey	86	8	84	95	77	75	93
New Mexico	70	43	65	84	68	69	77
New York	77	32	63	86	63	63	87
North Carolina	80	25	74	87	73	75	85
North Dakota	87	6	63	86	73	76	90
Ohio	81	24	65	90	68	61	86
Oklahoma	NA		—	—	—	—	—
Oregon	68	46	51	79	60	53	71
Pennsylvania	84	16	74	89	68	68	89
Rhode Island	77	32	58	79	67	67	82
South Carolina	75	37	71	85	69	71	78
South Dakota	83	20	47	84	67	67	89
Tennessee	87	6	88	91	80	79	91
Texas	**88**	**2**	**87**	**94**	**84**	**84**	**93**
Utah	80	25	64	78	66	64	83
Vermont	88	2	✣80	94	86	72	88
Virginia	83	21	81	90	73	75	88
Washington	77	32	59	82	67	67	80
West Virginia	79	28	67	94	79	74	80
Wisconsin	88	2	77	89	74	64	92
Wyoming	79	29	50	86	67	66	82

— Not available. ‹› Data were suppressed. ✣ Greater than or equal.

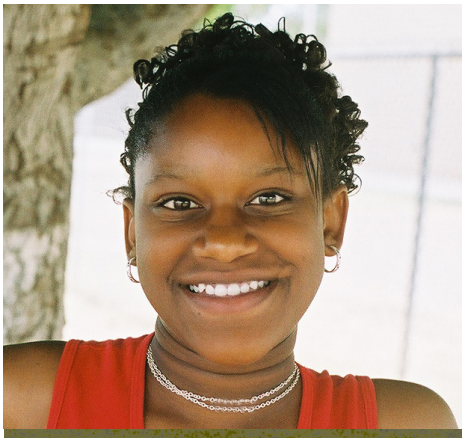
Source: Department of Education, Institute of Education Sciences, National Center for Education, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014).

2011-12 Adjusted Cohort Graduation Rate (ACGR)
by Special Population Group

State	Total		Economically Disadvantaged	Limited English Proficiency	Students with Disabilities
	Rate	Rank	Rate	Rate	Rate
United States	**80**		**72**	**59**	**61**
Alabama	75	37	66	36	54
Alaska	70	43	59	47	46
Arizona	76	35	71	24	65
Arkansas	84	16	79	77	79
California	78	30	73	62	61
Colorado	75	37	61	53	54
Connecticut	85	12	71	63	64
Delaware	80	25	72	71	57
District of Columbia	59	48	70	52	44
Florida	75	37	65	57	48
Georgia	70	43	61	44	35
Hawaii	82	22	80	56	74
Idaho	—	—	—	—	—
Illinois	82	22	73	66	69
Indiana	86	8	85	78	71
Iowa	89	1	80	74	73
Kansas	85	12	76	74	77
Kentucky	—	—	—	—	—
Louisiana	72	42	66	49	33
Maine	85	12	76	74	70
Maryland	84	16	75	55	57
Massachusetts	85	12	72	61	69
Michigan	76	35	64	63	54
Minnesota	78	30	59	51	56
Mississippi	75	37	70	54	32
Missouri	86	8	79	67	73
Montana	84	16	73	53	81
Nebraska	88	2	80	64	72
Nevada	63	47	58	23	24
New Hampshire	86	8	73	68	70
New Jersey	86	8	75	73	74
New Mexico	70	43	65	66	56
New York	77	32	68	44	48
North Carolina	80	25	75	50	60
North Dakota	87	6	74	68	68
Ohio	81	24	68	62	68
Oklahoma	—	—	—	—	—
Oregon	68	46	61	49	38
Pennsylvania	84	16	74	64	70
Rhode Island	77	32	66	69	59
South Carolina	75	37	68	64	40
South Dakota	83	20	67	60	64
Tennessee	87	6	82	72	73
Texas	**88**	**2**	**85**	**59**	**77**
Utah	80	25	70	51	64
Vermont	88	2	77	75	71
Virginia	83	21	72	55	49
Washington	77	32	66	54	58
West Virginia	79	28	72	83	60
Wisconsin	88	2	75	66	69
Wyoming	79	29	65	56	59

— Not available.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education, *Public High School Four-Year On-Time Graduation Rates and Event Dropout Rates: School Years 2010–11 and 2011–12, First Look* (April 2014).



Continuities: Lessons for the Future of Education from the IDRA Coca-Cola Valued Youth Program is available from IDRA or free online at www.idra.org.

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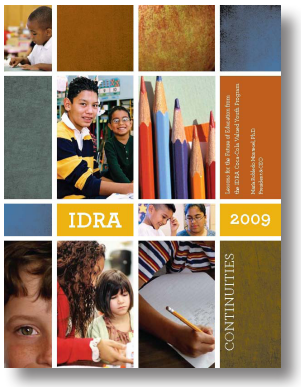
Assuring educational opportunity for every child

What We Have Learned



Anchored in IDRA's experience, ***Continuities: Lessons for the Future of Education from the IDRA Coca-Cola Valued Youth Program***, captures seven key lessons for improving the quality of education for all students. It was released on the occasion of the 25th anniversary of the Coca-Cola Valued Youth Program and in celebration of its success in keeping tens of thousands of students in school and positively impacting more than half a million children, families and educators on three continents.

1. Valuing Youth Works. If you provide young people with an opportunity to contribute – to themselves, their families, their communities – they will.

2. Local Ownership is Key. To scale up and replicate success requires holding fast to essentials while adapting to local contexts.

3. School Leadership Sets the Tone. To squarely take on attrition, school leaders must inspire innovation, embody engagement, and incorporate actionable knowledge.

4. Realizing the Power of One + One + One. All students must have at least one caring adult in their lives at school and a reason to care.

5. Family and Community Engagement is Essential. The school-family-community triad is at the heart of holding on to students and ensuring their success.

6. Success Demands Well-Defined Partnerships. When roles are clear and each partner contributes from its unique strengths, a multi-sector collaboration can reap dramatic results.

7. Structure and Innovation Sustains Impact. Transformative impact demands sustained structures, resources and a commitment to valuing all youth.

IDRA is an independent, private non-profit organization, directed by María Robledo Montecel, Ph.D., dedicated to assuring educational opportunity for every child. At IDRA, we develop innovative research- and experience-based solutions and policies to assure that (1) all students have access to and succeed in high quality schools, (2) families and communities have a voice in transforming the educational institutions that serve their children, and (3) educators have access to integrated professional development that helps to solve problems, create solutions, and use best practices to educate all students to high standards.

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