

Texas Public School Attrition Study 2016-17



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Texas Public School Attrition Study, 2016-17

Texas' Overall Attrition Rate Inches Down – School Holding Power Improvement Slow

by Roy L. Johnson, M.S.

The overall high school attrition rate in Texas edged down by 1 percentage point from 2015-16 to 2016-17. After creeping up by 1 percentage point from 24 percent in 2014-15 to 25 percent in 2015-16, the attrition rate inched back down to 24 percent in 2016-17. Holding constant in this 24 percent to 25 percent range, the overall attrition rate was 25 percent in 2012-13, 24 percent in 2013-14 and 2014-15, 25 percent in 2015-16, and 24 percent in 2016-17.

This pattern has not been unexpected as IDRA's forecast models predicted that the attrition rate would increase slightly before resuming its downward trajectory (Montes, 2016).

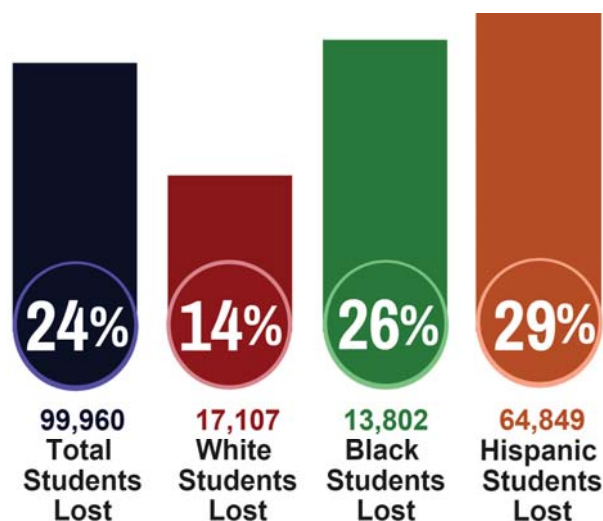
This year's study is the 32nd in a series of annual reports on trends in dropout and attrition rates in Texas public schools. It shows that high school attrition rates in Texas have declined from 33 percent three decades ago to 24 percent last year.

Analyses of trend data on attrition rates in Texas public high schools continue to reflect a positive outlook for all student groups but persistent gaps in attrition rates between White and non-White students remain.

Since conducting the first comprehensive study of school dropouts in Texas in 1985-86, IDRA has conducted attrition analyses to assess schools' abilities to hold on to their students until they graduate.

For 2016-17, IDRA found that 24 percent of the freshman Class of 2013-14 left school prior to graduating in the 2016-17 school year. This statewide attrition rate of 24 percent is 9 percentage points lower than the initial rate of 33 percent found in IDRA's landmark 1985-86 study. The rate is 24 percent lower than the 1985-86 rate. The overall attrition rate in Texas has ranged from a low of 24 percent to a high of 43 percent.

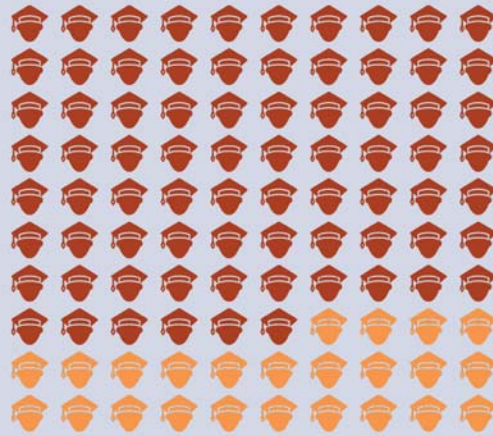
The statewide attrition rate has been stuck at 24 percent and 25 percent for the last five years.



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

Schools are still losing 1 in 3 Hispanic students and 1 in 4 Black students.

Texas public schools are losing 1 out of 4 students



It has taken three decades to improve by 9 percentage points: from 33 percent to 24 percent

Intercultural Development Research Association, 2017.

Key findings of the latest study include the following.

- The overall attrition rate decreased since last year to **24 percent**, which is a decline from 33 percent in 1985-86.
- Texas public schools are **failing to graduate one out of every four students – which translates to losing 11 students per hour.**
- At this rate, Texas will not reach universal high school education for **another quarter of a century in 2037.**
- A total of **99,960 students from the 2013-14 freshman class were lost** from public high school enrollment in 2016-17 compared to 86,276 in 1985-86.
- Since 1986, Texas schools have lost a **cumulative total of more than 3.7 million students** from public high school enrollment prior to graduation.
- For the Class of 2017, **Hispanic students and Black students are about two times more likely to leave school** without graduating than White students.
- **Racial and ethnic gaps are nearly as high as or higher than 32 years ago.** From 1985-86 to 2016-17, attrition rates of Hispanic students declined by 36 percent (from 45 percent to 29 percent). Attrition rates of Black students declined by 24 percent (from 34 percent to 26 percent), and the rates of White students declined by 48 percent (from 27 percent to 14 percent).

- The overall attrition rate has been less than 30 percent in the last eight study years: 29 percent in 2009-10, 27 percent in 2010-11, 26 percent in 2011-12, 25 percent in 2012-13, 24 percent in both 2013-14 and 2014-15, 25 percent in 2015-16, and 24 percent in 2016-17.

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, et al., 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, et al., 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 (TEA, July 2011).

Over the 32-year study period, Texas public schools have lost a cumulative total of more than 3.7 million students from high school enrollment.

Attrition Rates in Texas Public Schools by Year, 1985-86 to 2016-17

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
2014-15	26	14	31	24
2015-16	27	15	31	25
2016-17	26	14	29	24

Source: Intercultural Development Research Association, 2017.

2013-14 and 2016-17 Enrollment and 2016-17 Attrition in Texas

Race-Ethnicity and Gender	2013-14 9th Grade Enrollment	2016-17 12th Grade Enrollment	2013-14 9-12th Grade Enrollment	2016-17 9-12th Grade Enrollment	2016-17 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate
Native American	1,592	1,202	5,745	5,438	1,507	305	20
Male	864	634	3,021	2,861	818	184	23
Female	728	568	2,724	2,577	689	121	18
Asian/Pacific Islander	14,017	14,366	54,147	63,702	16,490	2,124	13
Male	7,246	7,409	27,904	32,607	8,467	1,058	12
Female	6,771	6,957	26,243	31,095	8,023	1,066	13
Black	50,953	39,600	174,489	182,879	53,402	13,802	26
Male	26,737	19,637	89,326	93,580	28,010	8,373	30
Female	24,216	19,963	85,163	89,299	25,392	5,429	21
White	119,842	103,267	441,054	443,010	120,374	17,107	14
Male	62,059	52,576	226,944	228,053	62,362	9,786	16
Female	57,783	50,691	214,110	214,957	58,012	7,321	13
Hispanic	198,865	156,197	660,848	734,583	221,046	64,849	29
Male	104,249	78,198	338,619	375,819	115,702	37,504	32
Female	94,616	77,999	322,229	358,764	105,344	27,345	26
Multiracial	6,720	6,099	23,451	27,469	7,872	1,773	23
Male	3,361	3,026	11,569	13,753	3,995	969	24
Female	3,359	3,073	11,882	13,716	3,877	804	21
All Groups	391,989	320,731	1,359,734	1,457,081	420,691	99,960	24
Male	204,516	161,480	697,383	746,673	219,354	57,874	26
Female	187,473	159,251	662,351	710,408	201,337	42,086	21

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2016-17 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2013-14 school year and enrollment figures for 12th grade students in 2016-17. 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. Since the 2013-14 school year, TEA has collected enrollment data for race and ethnicity separately in compliance with new federal standards. For the purposes of analysis, IDRA continued to combine 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, 2017.

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 by grade levels. TEA masked some data with aggregates less 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.

Beginning in 2010-11, TEA reported student enrollment data on race and ethnicity based on new federal standards that require 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 data at grades 9-12 increased from 1,491,035 in 2015-16 to 1,523,779 in 2016-17 (see box on Page 7). The percentage of the 9-12 grade population reported as Hispanic increased from 50.3 percent to 50.9 percent in the one-year period. The percentage of the 9-12 grade population reported as Black or African American remained about the same from 12.8 percent to 12.7

percent, and the percentage reported as White declined from 30.6 percent to 29.9 percent (see box on Page 8).

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. Though each measure has different meaning and calculation methods, each provides unique information that is important for assessing schools’ quality of education and school holding power (see Page 46 for dropout indicators).

Spanning a period from 1985-86 through 2016-17, 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 more than 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 10). 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*.

Enrollment data for the new multiracial category were provided, but the calculation of an attrition rate could not be achieved without corresponding first-year categories. TEA masked some data with aggregates less than five students in order to comply with 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

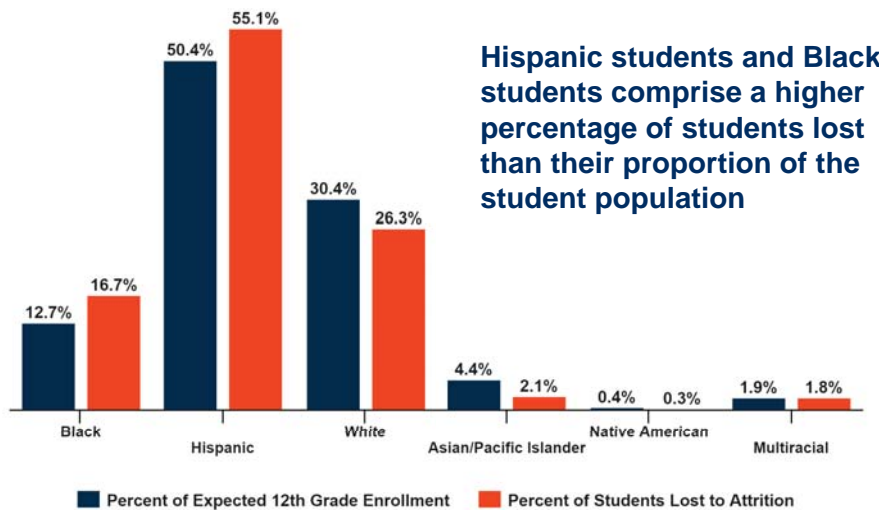
One of every four students (24 percent) from the freshman Class of 2013-14 left school prior to graduating with a high school diploma. For the Class of 2016-17, there were 99,960 students who were lost from public school enrollment between the 2013-14 and 2016-17 school years. (See box on Page 11.)

Additional Resources Online

- Look Up Your County – See attrition rates and numbers over the last 10 years
- eBook – Types of Dropout Data Defined
- Online graphs
- Infographic: Attrition Highlights in Texas, 2016-17
- Infographic: 6 School Policies that Lead to Higher Dropout Rates – Infographic
- Infographic: Timeline for the Class of 2017
- eBook – Resources on Student Discipline Policy and Practice
- Book – Courage to Connect: A Quality Schools Action Framework
- Book – College Bound and Determined
- Overview of the Coca-Cola Valued Youth Program, which keeps 98 percent of students in school
- Ideas and Strategies for Action
- Classnotes Podcast Episodes: on Dropout Prevention and College-Readiness

www.idra.org

Proportion of Student Population Lost to Attrition



Hispanic students and Black students comprise a higher percentage of students lost than their proportion of the student population

Source: Intercultural Development Research Association, 2016.

Texas Student Enrollment, Grades 9-12, 2013-14 to 2016-17

Race-Ethnicity	Enrollment by Grade				
	9	10	11	12	9-12
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/Other or 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
2014-15					
Black or African American	54,705	48,016	43,989	39,820	186,530
Hispanic	216,296	186,121	166,500	149,136	718,053
American Indian or Alaska Native	1,646	1,520	1,451	1,359	5,976
White	124,068	116,415	109,828	104,151	454,462
Asian	15,400	14,019	13,825	13,444	56,688
Native Hawaiian/Other or Pacific Islander	532	540	464	496	2,032
Multiracial	7,295	6,614	6,012	5,404	25,325
Total	419,942	373,245	342,069	313,810	1,449,066
2015-16					
Black or African American	55,616	49,189	45,027	40,730	190,562
Hispanic	224,127	195,093	173,392	156,961	749,573
American Indian or Alaska Native	1,736	1,449	1,379	1,307	5,871
White	122,593	117,706	111,378	104,374	456,051
Asian	16,371	15,580	14,237	13,830	60,018
Native Hawaiian/Other or Pacific Islander	617	548	546	447	2,158
Multiracial	7,644	6,969	6,360	5,829	26,802
Total	428,704	386,534	352,319	323,478	1,491,035
2016-17					
Black or African American	56,025	49,657	45,993	41,411	193,086
Hispanic	227,208	203,515	181,279	163,411	775,413
American Indian or Alaska Native	1,625	1,515	1,342	1,252	5,734
White	121,294	115,985	112,222	105,598	455,099
Asian	16,994	16,710	15,817	14,290	63,811
Native Hawaiian/Other or Pacific Islander	604	580	534	548	2,266
Multiracial	7,995	7,372	6,746	6,257	28,370
Total	431,745	395,334	363,933	332,767	1,523,779

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2013-14 to 2016-17, <https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>.

Source: Intercultural Development Research Association, 2017.

Texas Student Enrollment, Grades 9, 12 and 9-12, 2013-14 to 2016-17 (percent)

Race-Ethnicity	2013-14	2014-15	2015-16	2016-17
9th Grade Enrollment				
Black or African American	13.2	13.0	13.0	13.0
Hispanic	51.0	51.5	52.3	52.6
American Indian or Alaska Native	0.4	0.4	0.4	0.4
White	30.1	29.5	28.6	28.1
Asian	3.4	3.7	3.8	3.9
Native Hawaiian/Other or Pacific Islander	0.1	0.1	0.1	0.1
Multiracial	1.7	1.7	1.8	1.9
Total All Ethnicities	100.0	100.0	100.0	100.0
12th Grade Enrollment				
Black or African American	12.7	12.7	12.6	12.4
Hispanic	47.0	47.5	48.5	49.1
American Indian or Alaska Native	0.4	0.4	0.4	0.4
White	33.9	33.2	32.3	31.7
Asian	4.2	4.3	4.3	4.3
Native Hawaiian/Other or Pacific Islander	0.1	0.2	0.1	0.2
Multiracial	1.7	1.7	1.8	1.9
Total All Ethnicities	100.0	100.0	100.0	100.0
9-12th Grade Enrollment				
Black or African American	13.0	12.9	12.8	12.7
Hispanic	48.9	49.6	50.3	50.9
American Indian or Alaska Native	0.4	0.4	0.4	0.4
White	32.0	31.4	30.6	29.9
Asian	3.8	3.9	4.0	4.2
Native Hawaiian/Other or Pacific Islander	0.1	0.1	0.1	0.1
Multiracial	1.7	1.7	1.8	1.9
Total All Ethnicities	100.0	100.0	100.0	100.0

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2013-14 to 2016-17

Source: Intercultural Development Research Association, 2017.

The overall attrition rate declined from 33 percent in 1985-86 to 24 percent in 2016-17. Over the past two and a half decades, attrition rates have fluctuated between a low of 24 percent in 2013-14, 2014-15, and 2016-17 to a high of 43 percent in 1996-97. (See box on Page 4 and graph on Page 9.)

Racial-Ethnic Student Data. The attrition rates of Hispanic students and Black students are much higher than those of White students (see boxes on Page 4 and 10). From 1985-86 to 2016-17, attrition rates of Hispanic students declined by 36 percent (from 45 percent to 29 percent). During this same period, the attrition rates of Black students declined by 24 percent (from 34 percent to 26 percent). Attrition rates of White students declined by 48 percent (from 27 percent to 14 percent).

Since last year, the gap between the attrition rates of White students and of Black students remained the same, and the gap between White students and Hispanic students declined by 2 percentage points.

Native American students had a decline of 56 percent in their attrition rates (from 45 percent to 20 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.

For the Class of 2016-17, Black students and Hispanic students were about two times more likely to leave school without graduating with a diploma than White students.

Gap Over Time. The gap between the attrition rates of White students and of Black students and Hispanic students is nearly as high as or higher than 30 years ago. The gap between the attrition rates of White students and Black students has increased from 7 percentage points in 1985-86 to 13 percentage points in 2016-17, a 71 percent increase.

The gap between the attrition rates of White students and Hispanic students decreased from the 18 percentage points in 1985-86 to 16 percentage points in 2016-17. (See boxes on Page 12.) The

gap between the attrition rates of White students and Native American students has declined from 18 percentage points in 1985-86 to 5 percentage points in 2015-16.

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 a positive 1 percentage point in 2016-17.

Historically, Hispanic students and Black students have comprised a large proportion of students lost by schools. For the period of 1985-86 to 2016-17, students from ethnic minority groups account for nearly three-fourths (73.7 percent) of the estimated 3.7 million students lost from public high school enrollment.

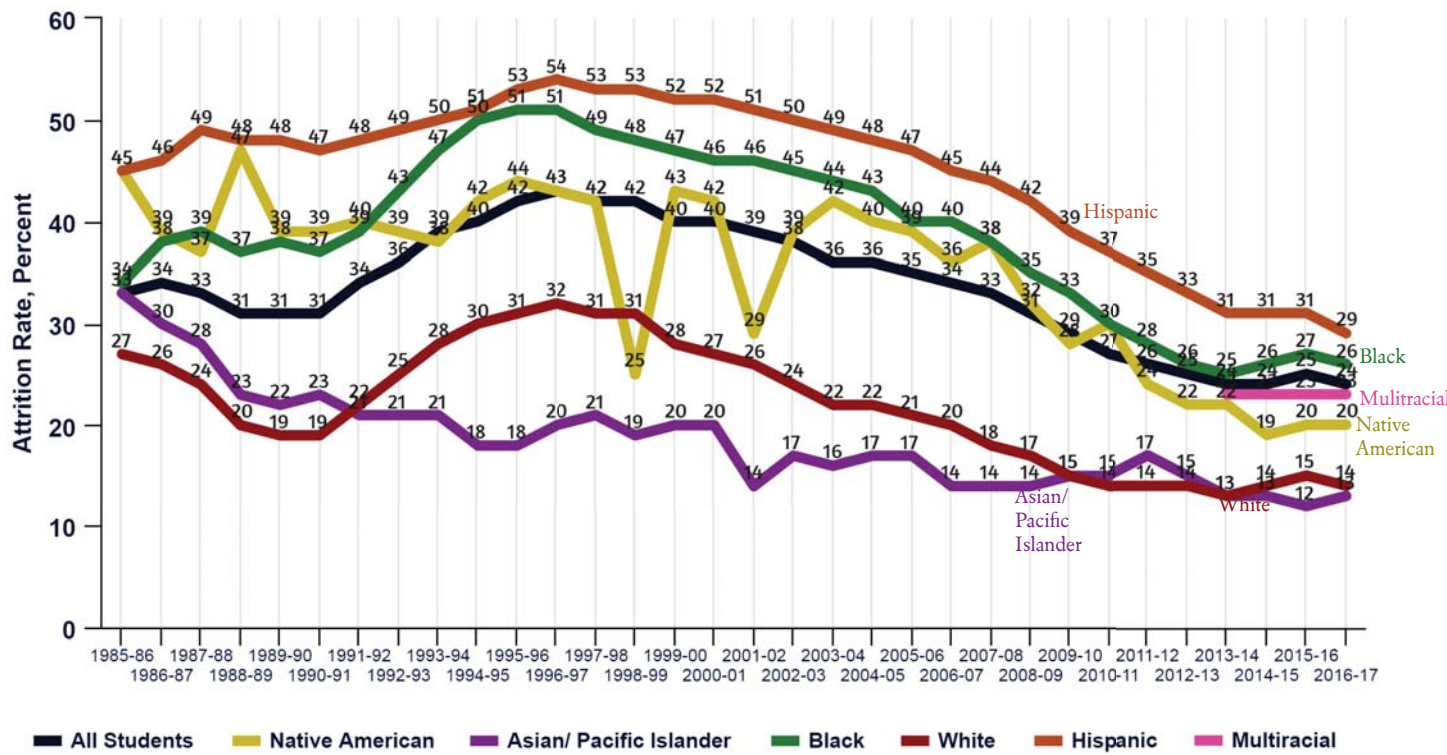
Hispanic students account for 55.1 percent of the students lost to attrition over time. Black students account for 16.7 percent of all students lost from enrollment due to attrition over the years. White students account for 26.3 percent of students lost

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 2016-17, 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 2016-17. Longitudinally, males have accounted for 57.2 percent of students lost from school enrollment, while females have accounted for 42.8 percent. In the Class of 2016-17, males were 1.2 times more likely to leave school without graduating with a diploma than females.

Additional Data. A supplemental analysis using linear regression models predicts that Texas will not reach an attrition rate of zero until 2037, two decades from this year (see analysis on Page 17). County-level data are provided on Pages 14-15. In addition, trend data by county are available on IDRA’s website at www.idra.org (see box on Page 13). The box on Page 12 shows attrition and

Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2016-17



Source: Intercultural Development Research Association, 2017.

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2016-17

Group	Race-Ethnicity						Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Hispanic	Multiracial	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	23	26	21	24
2014-15	19	13	26	14	31	23	27	22	24
2015-16	20	12	27	15	31	23	27	22	25
2016-17	20	13	26	14	29	23	26	21	24
Percent Change* From 1985-86 to 2016-17	-56	-61	-24	-48	-36	N/A	-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, 2017.

Numbers of Students Lost to Attrition in Texas, 1985-86 to 2016-17

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		46,603	39,673
1986-87	90,317	152	1,406	14,416	38,848	35,495		48,912	41,405
1987-88	92,213	159	1,447	15,273	34,889	40,435		50,595	41,618
1988-89	88,538	252	1,189	15,474	28,309	43,314		49,049	39,489
1989-90	86,160	196	1,214	15,423	24,510	44,817		48,665	37,495
1990-91	83,718	207	1,324	14,133	23,229	44,825		47,723	35,995
1991-92	91,424	215	1,196	15,016	27,055	47,942		51,937	39,487
1992-93	101,358	248	1,307	17,032	32,611	50,160		57,332	44,026
1993-94	113,061	245	1,472	19,735	37,377	54,232		63,557	49,504
1994-95	123,200	296	1,226	22,856	41,648	57,174		68,725	54,475
1995-96	135,438	350	1,303	25,078	45,302	63,405		75,854	59,584
1996-97	147,313	327	1,486	27,004	48,586	69,910		82,442	64,871
1997-98	150,965	352	1,730	26,938	49,135	72,810		85,585	65,380
1998-99	151,779	299	1,680	25,526	48,178	76,096		86,438	65,341
1999-00	146,714	406	1,771	25,097	44,275	75,165		83,976	62,738
2000-01	144,241	413	1,794	24,515	41,734	75,785		82,845	61,396
2001-02	143,175	237	1,244	25,017	39,953	76,724		82,762	60,413
2002-03	143,280	436	1,611	25,066	36,948	79,219		82,621	60,659
2003-04	139,413	495	1,575	24,728	33,104	79,511		80,485	58,928
2004-05	137,424	490	1,789	24,373	31,378	79,394		78,858	58,566
2005-06	137,162	512	1,876	24,366	29,903	80,505		78,298	58,864
2006-07	134,676	500	1,547	23,845	28,339	80,445		76,965	57,711
2007-08	132,815	581	1,635	23,036	25,923	81,640		76,532	56,283
2008-09	125,508	450	1,685	21,019	22,476	79,878		73,572	51,936
2009-10	119,836	427	1,951	20,051	20,416	76,991		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
2014-15	99,297	313	2,017	13,525	17,047	64,825	1,570	57,626	41,671
2015-16	102,610	320	1,852	14,423	17,441	66,863	1,711	59,365	43,245
2016-17	99,960	305	2,124	13,802	17,107	64,849	1,773	57,874	42,086
All Years	3,756,101	11,176	52,464	626,351	989,661	2,069,813	6,636	2,146,802	1,609,299

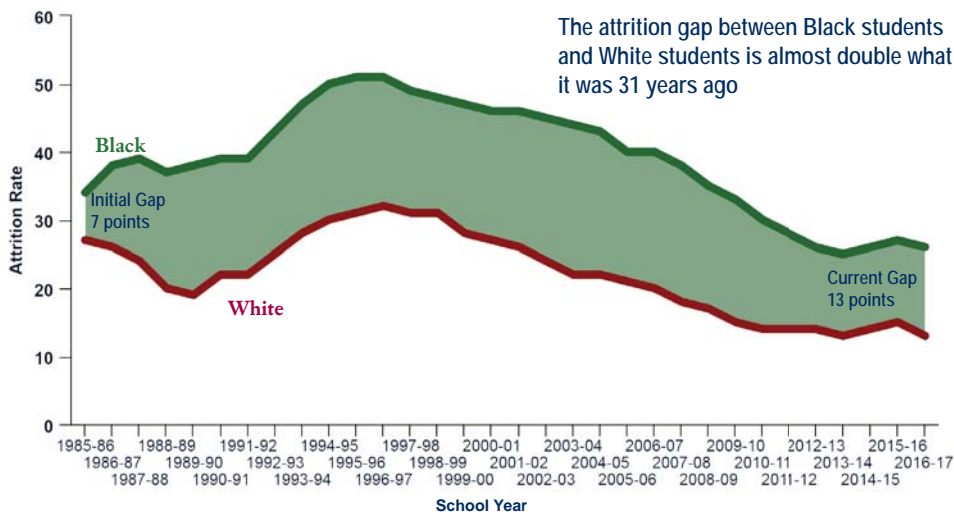
Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Source: Intercultural Development Research Association, 2017.

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

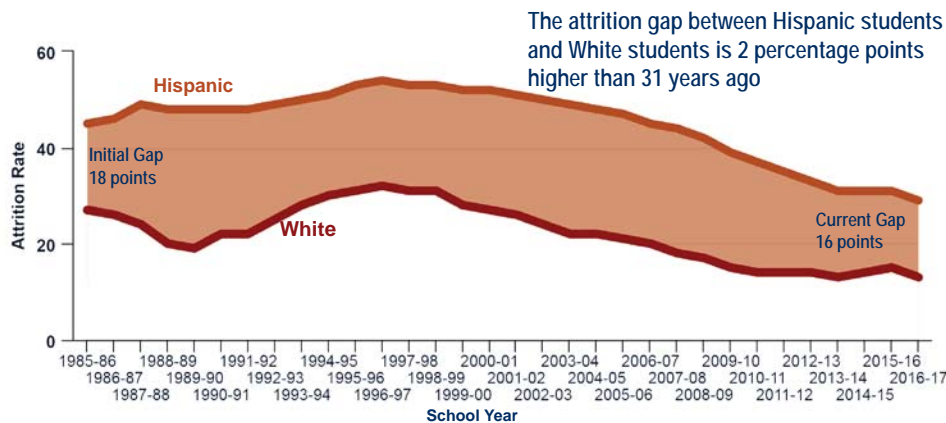
N/A = Not applicable

Trend in Black-White Attrition Rates



Source: Intercultural Development Research Association, 2017.

Trend in Hispanic-White Attrition Rates



Source: Intercultural Development Research Association, 2017.

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 46.

Conclusions

Across racial and ethnic groups, the study found that attrition rates today are lower than in the first study three decades ago. Not to be overlooked among the positive trends in attrition rates overall is the concern about the persistent gaps in the attrition rates of White and non-White students. The gaps between the attrition rates of White students and Hispanic students and of White students and Black students continue to be about the same or higher than they were 32 years ago.

In 2016, IDRA released a study linking the high attrition rates of Black students and Hispanic students to exclusionary discipline. Zero tolerance is one of six school policies that lead to higher dropout rates as outlined in IDRA's latest infographic. The six policies are: zero tolerance; in-grade retention; low funding and insufficient support for English learners; unfair and insufficient funding; watered-down, non-college prep curricula; and testing that is high-stakes (see Page 20).

IDRA President & CEO, Dr. María "Cuca" Robledo Montecel stated: "Children do not make bad schools; bad policies make bad schools. The good news is that when it comes to transforming

Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates ¹	TEA Attrition Rates ²	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	21	6.7***	1.6**
2014-15	24	20.3	6.3***	2.1**
2015-16	25	19.6	6.2***	2.0**
2016-17	24	n/a	n/a	n/a

¹Attrition 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)

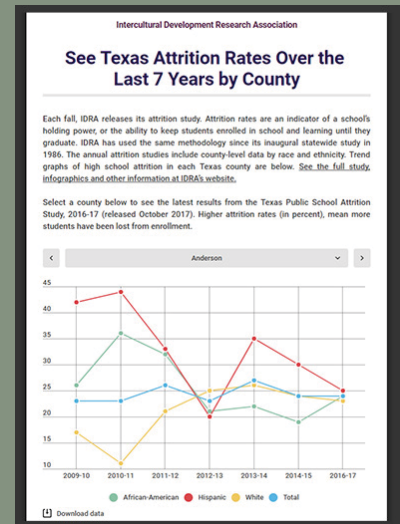
Sources: Intercultural Development Research Association, 2017; Texas Education Agency, Secondary School Completion and Dropouts, 2003-04 to 2015-16; Texas Education Agency, Report on Public School Dropouts, 1987-88 to 1996-97

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 7 years.

<https://budurl.me/IDRAlookTx>



bad policies in education, we don't need to take wild guesses: educators are already showing what works. The best, high-impact innovations value youth of all backgrounds, without exception; are built around sound information and metrics; engage families and communities as key partners in academic success; and assure that students have access to quality teaching and a high-quality curriculum." (IDRA, 2016)

IDRA is continuing to urge communities to work 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. IDRA's publication, *College Bound and Determined*, shows 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://budurl.com/IDRAcbdw> also see Page 30) provides details about this story and on how the report can be acquired.

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 (see Page 42) provides a table of contents, excerpts, related podcasts and other resources. IDRA's one-page **Quality School Holding Power Checklist** provides a set of criteria for assessing and selecting effective dropout

prevention strategies (see Page 41). IDRA's set of **principles for policymakers and school leaders** is provided on Page 44.

Resources

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Attrition Rates in Texas Public Schools, by Texas County, by Race-Ethnicity, 2016-17

COUNTY NAME	ATTRITION RATES ¹				COUNTY NAME	ATTRITION RATES ¹			
	BLACK	WHITE	HISPANIC	TOTAL		BLACK	WHITE	HISPANIC	TOTAL
ANDERSON	28	18	30	22	DEWITT	49	4	38	26
ANDREWS	46	18	21	19	DICKENS	60	21	31	26
ANGELINA	21	13	28	19	DIMITT	25	44	44	44
ARANSAS	67	33	26	29	DONLEY	**	**	**	**
ARCHER	100	3	11	5	DUVAL	.	**	15	14
ARMSTRONG	50	1	100	0	EASTLAND	68	15	6	13
ATASCOSA	35	13	18	17	ECTOR	50	32	41	40
AUSTIN	37	7	26	19	EDWARDS	.	20	9	12
BAILEY	.	**	15	10	ELLIS	24	19	24	21
BANDERA	38	17	29	20	EL PASO	15	19	21	21
BASTROP	11	16	43	32	ERATH	0	18	35	24
BAYLOR	.	14	**	10	FALLS	14	13	22	16
BEE	18	15	39	34	FANNIN	14	0	25	5
BELL	32	24	38	31	FAYETTE	28	11	31	19
BEXAR	26	13	29	25	FISHER	.	22	15	16
BLANCO	.	17	21	19	FLOYD	27	**	19	14
BORDEN	50	47	**	25	FOARD	.	11	13	0
BOSQUE	45	10	24	16	FORT BEND	16	11	34	19
BOWIE	24	18	31	20	FRANKLIN	68	19	6	20
BRAZORIA	22	20	32	26	FREESTONE	11	15	37	19
BRAZOS	44	21	49	36	FRIO	.	4	43	41
BREWSTER	.	24	17	17	GAINES	5	15	26	20
BRISCOE	.	19	6	8	GALVESTON	26	11	25	17
BROOKS	.	81	19	21	GARZA	45	35	33	36
BROWN	30	30	31	31	GILLESPIE	100	3	23	10
BURLESON	28	10	26	19	GLASSCOCK	.	**	4	**
BURNET	57	15	27	20	GOLIAD	22	**	27	14
CALDWELL	**	6	27	20	GONZALES	19	2	36	27
CALHOUN	40	15	25	21	GRAY	25	9	11	10
CALLAHAN	.	28	29	26	GRAYSON	32	17	34	23
CAMERON	40	20	29	29	GREGG	25	11	29	20
CAMP	10	26	10	15	GRIMES	42	9	39	26
CARSON	**	17	**	14	GUADALUPE	9	16	29	21
CASS	10	12	19	12	HALE	16	**	21	15
CASTRO	.	**	25	20	HALL	**	**	4	**
CHAMBERS	26	20	21	21	HAMILTON	.	11	29	13
CHEROKEE	38	28	33	32	HANSFORD	.	**	20	11
CHILDRESS	**	12	23	11	HARDEMAN	**	13	16	9
CLAY	100	14	**	15	HARDIN	6	16	9	16
COCHRAN	0	**	21	11	HARRIS	28	13	29	24
COKE	.	17	7	17	HARRISON	19	14	33	19
COLEMAN	69	7	23	15	HARTLEY	.	3	**	**
COLLIN	17	13	23	17	HASKELL	36	**	22	0
COLLINGSWORTH	**	**	12	**	HAYS	18	18	30	25
COLORADO	34	**	24	17	HEMPHILL	.	24	39	30
COMAL	18	16	30	21	HENDERSON	16	17	9	15
COMANCHE	.	11	14	12	HIDALGO	13	23	32	32
CONCHO	.	40	41	40	HILL	8	5	31	15
COOKE	49	12	31	20	HOCKLEY	8	16	22	19
CORYELL	6	17	27	17	HOOD	73	17	24	19
COTTLE	38	13	18	16	HOPKINS	2	20	16	19
CRANE	**	31	39	35	HOUSTON	21	4	37	13
CROCKETT	.	**	6	3	HOWARD	**	28	42	33
CROSBY	10	3	16	11	HUDSPETH	.	**	9	4
CULBERSON	.	**	**	**	HUNT	23	18	32	22
DALLAM	.	6	23	13	HUTCHINSON	17	19	25	19
DALLAS	27	4	33	26	IRION	0	31	**	16
DAWSON	15	16	27	24	JACK	17	10	31	17
DEAF SMITH	100	7	27	25	JACKSON	3	10	31	18
DELTA	13	11	**	5	JASPER	24	15	35	18
DENTON	27	15	28	20	JEFF DAVIS	.	46	12	25

¹Calculated 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 (o).
 *** = 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, 2016-17(continued)

COUNTY NAME	ATTRITION RATES				COUNTY NAME	ATTRITION RATES			
	BLACK	WHITE	HISPANIC	TOTAL		BLACK	WHITE	HISPANIC	TOTAL
JEFFERSON	19	11	28	18	RANDALL	44	8	15	11
JIM HOGG	.	41	17	18	REAGAN	.	**	18	15
JIM WELLS	44	12	37	35	REAL	.	**	2	**
JOHNSON	28	22	31	25	RED RIVER	**	9	28	5
JONES	16	16	20	18	REEVES	100	43	31	31
KARNES	.	6	27	19	REFUGIO	**	7	11	9
KAUFMAN	23	21	31	24	ROBERTS	50	9	.	8
KENDALL	19	15	14	14	ROBERTSON	31	14	44	28
KENT	.	**	54	14	ROCKWALL	27	18	26	21
KERR	**	12	24	17	RUNNELS	0	19	13	17
KIMBLE	.	2	29	9	RUSK	10	18	17	16
KING	.	**	.	**	SABINE	**	13	39	13
KINNEY	**	**	13	10	SAN AUGUSTINE	19	22	27	20
KLEBERG	18	11	38	34	SAN JACINTO	3	31	37	28
KNOX	56	**	**	6	SAN PATRICIO	0	19	27	23
LAMAR	22	16	41	20	SAN SABA	.	**	23	0
LAMB	**	**	20	7	SCHLEICHER	0	18	**	5
LAMPASAS	8	14	24	16	SCURRY	33	**	31	14
LA SALLE	.	2	28	27	SHACKELFORD	.	22	3	19
LAVACA	32	10	41	19	SHELBY	19	21	26	22
LEE	29	8	22	16	SHERMAN	.	**	9	**
LEON	20	11	21	14	SMITH	20	16	33	23
LIBERTY	24	20	36	26	SOMERVELL	.	14	24	16
LIMESTONE	0	**	28	6	STARR	.	50	27	27
LIPSCOMB	.	**	34	**	STEPHENS	**	36	50	39
LIVE OAK	50	25	42	32	STERLING	.	**	7	**
LLANO	.	30	58	36	STONEWALL	25	**	55	9
LUBBOCK	31	12	27	22	SUTTON	.	14	11	12
LYNN	0	5	10	7	SWISHER	18	12	31	22
MADISON	17	25	18	22	TARRANT	33	14	34	26
MARION	15	23	49	20	TAYLOR	37	16	35	25
MARTIN	33	14	42	33	TERRELL	.	9	**	**
MASON	.	10	11	9	TERRY	24	14	16	15
MATAGORDA	**	10	28	18	THROCKMORTON	.	11	0	8
MAVERICK	.	62	33	34	TITUS	32	19	30	27
McCULLOCH	100	**	11	4	TOM GREEN	26	7	26	18
McLENNAN	33	15	35	26	TRAVIS	17	9	30	22
McMULLEN	0	**	19	4	TRINITY	**	3	42	11
MEDINA	22	6	25	17	TYLER	17	11	38	11
MENARD	.	**	47	32	UPSHUR	7	17	27	18
MIDLAND	43	10	40	31	UPTON	**	**	**	**
MILAM	30	14	28	21	UVALDE	100	20	40	36
MILLS	61	7	17	16	VAL VERDE	68	**	17	16
MITCHELL	62	9	15	16	VAN ZANDT	12	22	27	22
MONTAGUE	.	19	26	21	VICTORIA	39	7	46	35
MONTGOMERY	22	19	32	23	WALKER	22	13	28	21
MOORE	52	14	8	13	WALLER	38	31	45	40
MORRIS	6	12	30	10	WARD	**	28	32	29
MOTLEY	.	1	63	12	WASHINGTON	34	3	39	20
NACOGDOCHES	34	11	34	23	WEBB	13	3	25	25
NAVARRO	16	14	28	21	WHARTON	25	16	40	30
NEWTON	12	7	65	12	WHEELER	**	12	11	9
NOLAN	29	13	40	28	WICHITA	9	8	27	14
NUECES	3	16	27	24	WILBARGER	27	16	33	21
OCHILTREE	.	14	34	27	WILLACY	.	**	12	12
OLDHAM	**	24	22	18	WILLIAMSON	20	12	23	17
ORANGE	24	17	26	20	WILSON	25	12	30	21
PALO PINTO	36	25	14	22	WINKLER	36	10	22	19
PANOLA	21	17	46	22	WISE	38	12	26	17
PARKER	19	16	28	18	WOOD	7	24	9	20
PARMER	.	**	30	21	YOAKUM	.	7	19	15
PECOS	**	2	27	20	YOUNG	80	17	32	23
POLK	21	31	12	25	ZAPATA	.	22	3	4
POTTER	37	20	28	26	ZAVALA	.	**	24	24
PRESIDIO	.	14	13	13					
RAINS	**	25	27	24	TOTAL	26	14	31	24

Source: Intercultural Development Research Association, 2017

Changes in High School Attrition Rates in Texas Counties

127 Counties Where High School Attrition Rates Improved Since Last Year

Anderson	Coke	Erath	Hidalgo	Lee	Ochiltree	Swisher
Andrews	Coleman	Floyd	Hill	Liberty	Oldham	Tarrant
Archer	Collin	Fort Bend	Hockley	Limestone	Palo Pinto	Terry
Armstrong	Comanche	Freestone	Hood	Lynn	Panola	Tom Green
Bailey	Coryell	Gaines	Houston	Madison	Parker	Trinity
Bandera	Crane	Galveston	Hudspeth	Mason	Pecos	Tyler
Baylor	Crockett	Goliad	Hunt	Matagorda	Presidio	Uvalde
Bee	Crosby	Gonzales	Irion	Maverick	Red River	Val Verde
Bexar	Dallam	Grimes	Jefferson	McCulloch	Roberts	Victoria
Borden	Dallas	Guadalupe	Jim Hogg	Medina	Rockwall	Walker
Brazos	Dawson	Hale	Kendall	Midland	Rusk	Ward
Brewster	Deaf Smith	Hardeman	Kent	Milam	Sabine	Webb
Briscoe	Delta	Hardin	Kerr	Mitchell	San Patricio	Wharton
Brooks	Dewitt	Harris	Kimble	Montgomery	San Saba	Wilbarger
Burleson	Dickens	Haskell	Kinney	Moore	Schleicher	Willacy
Calhoun	Duval	Hays	Knox	Morris	Scurry	Williamson
Cameron	Eastland	Hemphill	La Salle	Nacogdoches	Smith	Yoakum
Camp	El Paso	Henderson	Lamb	Newton	Sutton	Zapata
Cochran						

85 Counties Where High School Attrition Rates Worsened Since Last Year

Angelina	Cass	Dimmit	Hamilton	Lampasas	Polk	Starr
Aransas	Castro	Ellis	Hansford	Lavaca	Potter	Stephens
Atascosa	Chambers	Falls	Harrison	Live Oak	Rains	Stonewall
Bastrop	Cherokee	Fannin	Hopkins	Llano	Randall	Titus
Bell	Childress	Fayette	Howard	Marion	Reeves	Upshur
Blanco	Clay	Franklin	Hutchinson	Martin	Refugio	Van Zandt
Bosque	Colorado	Frio	Jackson	Menard	Robertson	Wilson
Bowie	Comal	Garza	Jasper	Montague	Runnels	Winkler
Brazoria	Concho	Gillespie	Jim Wells	Navarro	San Augustine	Wise
Brown	Cooke	Gray	Jones	Nolan	San Jacinto	Wood
Burnet	Cottle	Grayson	Karnes	Orange	Shackelford	Young
Caldwell	Denton	Gregg	Kleberg	Parmer	Somervell	Zavala
Callahan						

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

Austin	Jack	Lamar	McLennan	Shelby	Travis	Washington
Carson	Johnson	Leon	Nueces	Taylor	Waller	Wichita
Ector	Kaufman	Lubbock	Reagan			

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

Collingsworth	Glasscock	McMullen	Sterling
Culberson	Hall	Mills	Terrell
Donley	Hartley	Motley	Throckmorton
Edwards	Jeff Davis	Real	Upton
Fisher	Lipscomb	Sherman	Wheeler
Foard			

Look up your county to see
10-year trends

<https://budurl.me/IDRAlookTx>

* 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.

Source: Intercultural Development Research Association, 2017.

Is the Downward Attrition Rate Trend Back on Track? Not Enough to Make a Difference

by Felix Montes, Ph.D.

For the second time since we have been conducting this analysis (10 years), the annual attrition rate has reverted when compared to the previous year. This time, it's a welcome change. Last year's attrition rate was 25 percent; this year, it was 24 percent (see story on Page 3).

Since the 1985-86 school year, when IDRA started calculating the attrition rate on an annual basis, there have been only five reversals. First, in 1987-88, the attrition rate went down to 33 percent from 34 percent the previous year. Second, in 1991-92, the rate went up to 34 percent from 31 percent. Third, in 1997-98, the rate took the downward trend predominantly until two years ago, as the rate went down to 42 percent from 43 percent – the highest value ever calculated by the IDRA annual analysis.

Fourth, last year, after 17 years of slow decline, the rate reverted to 25 percent, after reaching 24 percent – the lowest level ever calculated by the IDRA annual analysis.

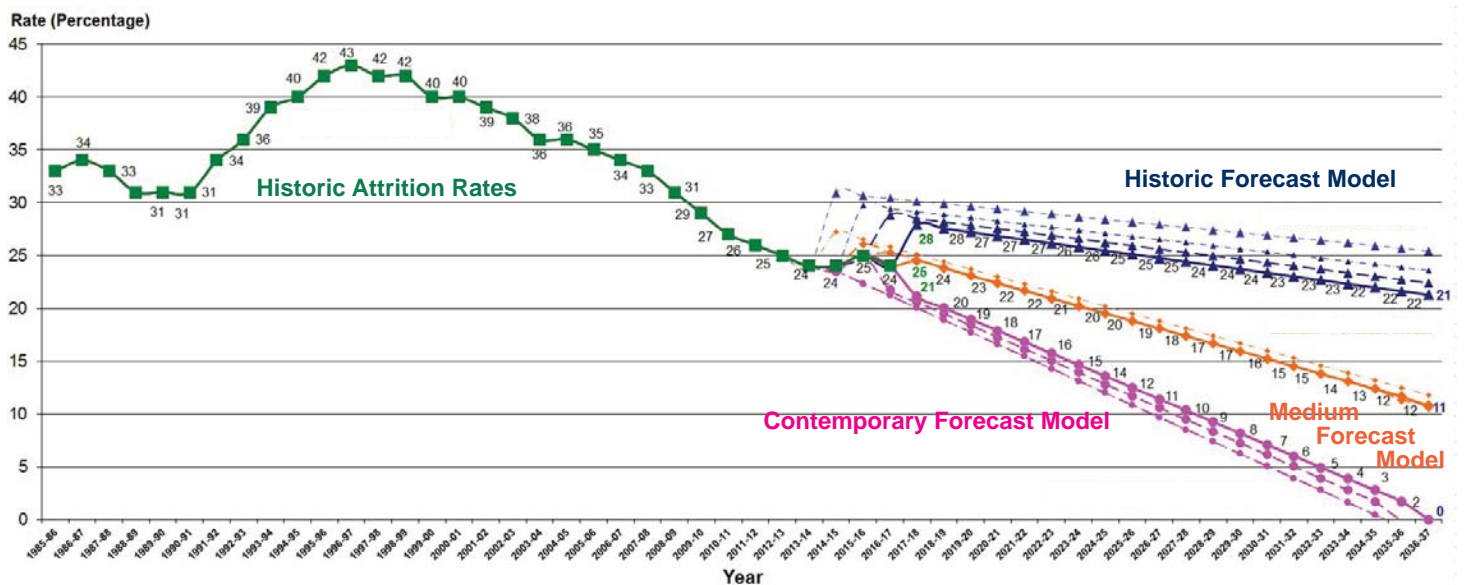
The previous time an upward reversal happened (1991-92), the new upward trend continued for five years. After last year's reversal, we wondered whether that would happen again. This year, we got our answer: In a reversal to the reversal, the rate went down to 24 percent again. What does this mean for the future of attrition?

To answer this question and estimate when the attrition rate would reach zero at the present speed of decline, IDRA conducted this supplemental inquiry to the Texas high school attrition study.

The investigation used linear regression analyses to predict when the attrition rate would reach negligible values. This forecast analysis is 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 went back down slightly, which continues to put the state 20 years away from reaching an attrition rate of zero.

This year's attrition rate of 24 percent was within the range predicted by our analysis last year, between 22 percent and 29 percent. The predictions for next year are shown in the chart below (between 21 percent and 28 percent in green, with 25 percent

Historic Attrition Rates and Next Year Forecasted Attrition Rates



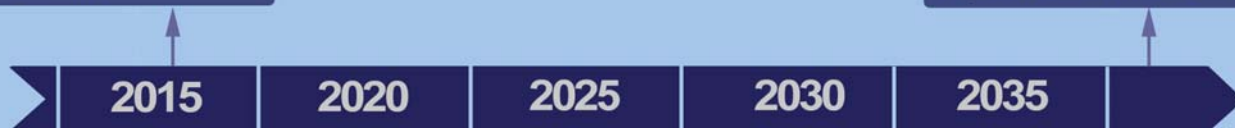
Intercultural Development Research Association, 2017.

Universal high school graduation is at least two decades away

Texas stands to lose another 2.4 million students.

Attrition Rate = 24%
Actual, 2016-17

Attrition Rate = 0%
Projected at Current Pace, 2036-37



Intercultural Development Research Association, 2017.

as the most likely value). The chart first plots the attrition historic values (green dots), followed by the forecasted values for the next 20 school years (2017-18 to 2036-37).

The new prediction moves the zero-attrition date forecasted to the year 2037 from 2036 last year. As this result implies, the 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).

However, one important change occurred in the *contemporary* and *medium* models. Some of the previous lines tended to overlap among themselves or with current prediction lines, signifying a hardening of the zero-attrition forecast around a defined date or period – a less optimistic outlook, but one that makes sense mathematically, since the actual attrition rate seems to stagnate around 24 percent to 25 percent. The more this happens, the more the future will look like the past.

Forecasting Models

IDRA's forecasting analysis uses three models. The first model, called **Historic Forecast Model**, considers 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, most 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 2017-18, the attrition rate would increase to 28 percent. After that, it would begin a slow decline, initiating

another downward trend. In this model, after 20 years, the attrition rate would still be 21 percent. This model is depicted in blue in the chart on Page 17.

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** uses the values corresponding to the school years from 1996-97 to the present, which represents the subsection of the historic series portraying the current downward trend.

This model predicts a 21 percent attrition rate for 2017-18, which is three points below the current attrition rate. After that, it will progressively decrease by one or two points annually until it will reach zero in the school year 2036-37 (one year farther from the last year forecasting, 2035-36). This model is depicted in pink in the chart on Page 17.

The third model takes a centrist view between the historic and contemporary forecast models. Mathematically, this **Medium Forecast Model** is formed by applying the medians between the pairs of corresponding two model values within the model's time horizon.

Given the reversals in the last two years and the strong influence of history, this model predicts attrition rates to first go up again to 25 percent in 2017-18 and then to resume the downward trend in subsequent years. According to this model, after 20 years, the attrition rate will be 11 percent. This model is depicted in orange in the chart on Page 17.

These models should not be understood as

competing or alternative approaches; rather, they complement each other. The contemporary model is more useful for predictions that assume systematic changes, such as the existence of dropout prevention programs in a significant number of schools. The historic model provides a long-term view. Absent some fundamental changes, history tends to repeat itself. The medium model is useful for medium-to-short-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 in the absence of definitive information, the medium forecast model might provide a more practical reference for planning purposes.

Best Fit

The lower box on Page 19 shows the performance of the three models throughout their 10-year 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.

Until two years ago, the contemporary model, with residuals between zero (no difference) and two, was the model that best fit the data and suggested a continuous downward trend. However, the last two results indicate that this model was too optimistic, as this year it undershot by two points and last year by three points (a difference of -2 and -3, respectively). For the last two years, the medium model missed the actual value by just one point. And it suggests that the attrition rate will revert again to 25 percent next year. This suggests the best short-term prediction. However, over the 10-year period, the contemporary model continues to be the best fit overall, due to its lowest absolute mean residual (1.6 compared to 3.3 and 6.7).

Forecasted Numbers of Students Lost to Attrition

Period	Statistical Models		
	Historic	Medium	Contemporary
2017-22	613,418	520,361	427,305
2023-27	608,687	466,364	324,041
2028-32	599,216	402,662	206,107
2033-37	585,004	329,254	73,504
Total	2,406,325	1,718,641	1,030,956

Intercultural Development Research Association, 2017.

Because this model is the best long-term fit, it was used in this analysis to forecast the year when the attrition rate will be expected to reach zero, listed in the last column of the box below, along with the number of years (N) it would take. The most current forecasting indicates that 2037 will be the year when attrition will reach zero.

Notice that this year (2037) has been forecast two times before in 2012 and 2013. The current contemporary model 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 at least 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, as further demonstrated by the last two reversals. 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 above).

The historic forecast model predicts that more than 2.4 million students will be lost to attrition from the 2017-18 to 2036-37 school years. The contemporary model yielded a figure of nearly 2 million (1.72 mi.), and the medium forecast model more than 1 million.

Conclusions

- If we take the full historic values as a guide, the student attrition rate should be expected to increase to 28 percent next year and then remain between 21 percent and 28 percent for the foreseeable future. Under this scenario, more than 2.4 million additional students will be lost to attrition by the year 2037.

- 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 8 percent, and it will reach zero in the year 2037. However, from now to that point, we will lose more than 1.03 million additional students to attrition.

- Over the short to medium term, a more realistic model suggests that the current attrition rate will increase to 25 percent before resuming its downward trend. In this scenario, by the year 2037, attrition will still be at about 11 percent, and between 2017 and 2037, we will lose more than 1.71 million students.

Therefore, we should expect attrition rates in the range of 21 percent to 25 percent for the next few years. We also should expect to lose between 1.03 million and 1.72 million additional students to attrition before we reach a zero-attrition rate, forecasted under the most optimistic scenarios, unless this issue is considered seriously by policymakers and systemic changes implemented to ameliorate the problem.

Resources

Johnson, R. (2016). *Public School Attrition Study, 2015-16: Texas' Overall Attrition Rate Inches Up – School Holding Power Improvement Slowed* (San Antonio, Texas: Intercultural Development Research Association).


Montes, F. (2016). "Attrition Rate Trend Reversed, Pushing Zero Attrition Rate Farther into the Future," *Public School Attrition Study, 2015-16: Texas' Overall Attrition Rate Inches Up – School Holding Power Improvement Slowed* (San Antonio, Texas: Intercultural Development Research Association).

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Forecasted Model Values and Residuals

School Year	Attrition Rate	Historic Model		Medium Model		Contemporary Model		Years to Zero Rate	
		Values	Residuals	Values	Residuals	Values	Residuals	Year	N
2008-09	31	39	8	35	4	32	1	2044	36
2009-10	29	36	7	33	4	31	2	2042	33
2010-11	27	34	7	32	5	29	2	2040	30
2011-12	26	33	7	30	4	27	1	2037	26
2012-13	25	32	7	29	4	26	1	2037	25
2013-14	24	31	7	28	4	25	1	2036	23
2014-15	24	31	7	27	3	24	0	2035	21
2015-16	25	30	5	26	1	22	-3	2035	20
2016-17	24	29	5	25	1	22	-2	2036	20
2017-18	n/a	28	n/a	25	n/a	21	n/a	2037	20

Intercultural Development Research Association, 2017.



6 Policies

that lead to higher dropout rates

Zero Tolerance



There is no research to support that zero tolerance makes schools any safer. Suspension and other exclusionary discipline practices have been linked to a higher likelihood of dropping out or not graduating on time. Minority students, particularly Black students, are disproportionately subject to exclusionary discipline practices. Keeping students out of the classroom only halts their learning.

➔ See zero tolerance article budurl.com/IDRAzero

In-grade Retention

Retained students have a 14 percent to 50 percent higher risk of dropping out, and the risk increases to 90 percent for those who have been retained twice. Young children who are expelled or suspended are up to 10 times more likely to drop out, experience academic failure and grade retention, hold negative school attitudes, and face incarceration.



➔ See in-grade retention article <http://budurl.com/IDRAnOct16b>

Low Funding & Support for ELs



English learners are among the most likely to drop out. They are the fastest-growing segment of students, but they are one of the lowest academically performing, and the achievement gap widens as students progress through school. Texas is significantly underfunding EL education, and only two of five teachers of ELs are fully certified. Only one out of 10 ELs is prepared to go to college.

➔ See IDRA EL report <http://budurl.com/IDRAellBK15i>

----- Unfair & Insufficient Funding -----

To be effective, schools must have quality teaching and rigorous, up-to-date curricula. Schools depend on fair funding to serve all of their students each school day. Equitable funding makes a difference. In Texas, poor school districts have had attrition rates that were more than double those of high-wealth districts.



➔ See IDRA statement
<http://budurl.com/IDRAeN051316>

-- Watered-Down, Non-College Prep Curricula --



Research shows that expectations of students' abilities to succeed are "vital" to their education. For example, students whose parents had not gone to college were themselves 3 to 6 times more likely to enroll in a university if they'd taken rigorous higher math courses in high school. One district took high expectations district-wide by considering all students college-material and teaching them accordingly. They cut dropout rates in half and increased college-going rates.

➔ See College Bound report
<http://budurl.com/IDRAcbd>

----- Testing that is High-Stakes -----

A large body of research says that one test should never be used as a sole criterion for high-stakes decisions about students. Reliance on a single measure fails to consider multiple factors that impact achievement. In 2015, 6,000 Texas seniors who failed at least one exam were able to graduate when a temporary policy let school officials consider their course grades and other factors.



➔ See review committee article <http://budurl.com/IDRAigc>

It doesn't have to be this way

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American Psychological Association. (December, 2008). "Are Zero Tolerance Policies Effective in the Schools? An Evidentiary Review and Recommendations," American Psychologist. <http://www.apa.org/pubs/info/reports/zero-tolerance.pdf> • Johnson, R. (October 2016). "Zero Tolerance Policies Likely Contribute to High Attrition Rates of Black Students and Hispanic Students," Texas Public School Attrition Study, 2015-16. IDRA. <https://budurl.me/IDRAzero> • Hoff, N., Peterson, R.L., & Strawhun, J. (2014). Grade Retention & Demotion: A Traditional Discipline Consequence. The University of Nebraska-Lincoln. http://k12engagement.unl.edu/strategy-briefs/Grade%20Retention%20%26%20Demotion%2011-30-15%20_0.pdf • Johnson, P. (October 2016). "In-Grade Retention in the Early Years – What's Holding Children Back?," IDRA Newsletter. <http://budurl.com/IDRAOct16b> • IDRA. (June 2015). IDRA José A. Cárdenas School Finance Fellows Program 2015 Symposium Proceedings – New Research on Securing Educational Equity & Excellence for English Language Learners in Texas Secondary Schools. <https://budurl.me/2-IDRAellBK15i> • IDRA. Report of the Intercultural Development Research Association Related to the Extent of Equity in the Texas School Finance System and Its Impact on Selected Student Related Issues (San Antonio, Texas: Intercultural Development Research Association, August 2012). <https://budurl.me/2-IDRArptJ13> • IDRA. (May 13, 2016). "Fair Funding is Nonnegotiable – Texas Must Have Excellent Schools for All," IDRA statement. <http://budurl.com/IDRAeN051316> • Bojorquez, H. (2014). College Bound and Determined. IDRA. <http://budurl.com/IDRAcbd> • Hanover Research. (2012). High Expectations and Student Success – Prepared for Springfield R-XII Public Schools. <http://danhaesler.com/wp-content/uploads/2015/02/High-Expectations-Mindset.pdf> • Honojosa, D. (October 2016). "Temporary Texas Policy Using Individual Graduation Committee Relieves High-Stakes for 6,000 Students," Texas Public School Attrition Study, 2015-16. IDRA. <https://budurl.me/IDRAigc>

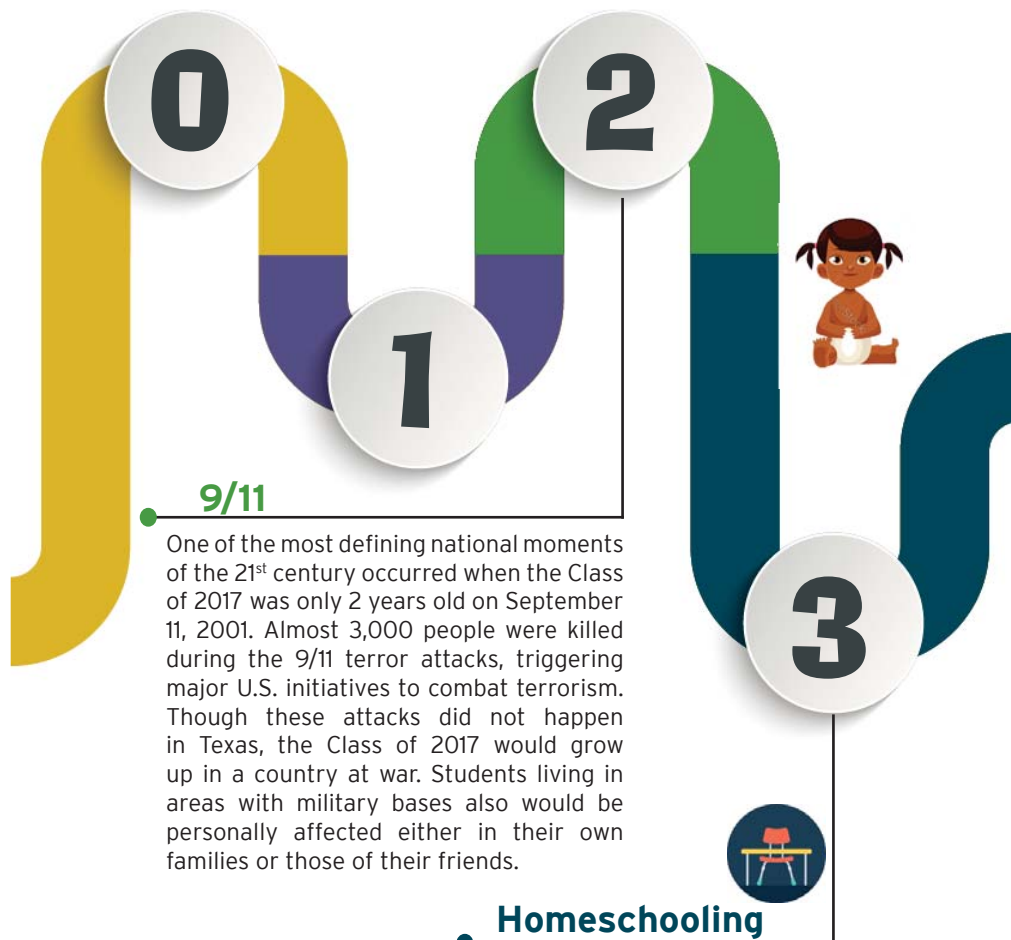
Timeline for the Class of 2017

What has happened as the Texas Class of 2017 progressed through school?

When children in the Class of 2017 were preschoolers, the No Child Left Behind Act went into effect. As we look at their attrition rates by the time they would become high school seniors, we decided to piece together a sense of the history these young people may have experienced.

For example, during their school years, there was an increase in charter schools, and a number of affluent children never saw a public school classroom. The Class of 2017 was more segregated by income and race/ethnicity than many classes that came before them. The changing nature of education with technology and the new phenomenon of cyberbullying also were notable since these kids have mostly known technology as user-friendly and oriented toward social media and gaming from the start.

While this is not an examination of causal factors, we do point out sticking points along the way that research shows lead to higher dropout rates.



9/11

One of the most defining national moments of the 21st century occurred when the Class of 2017 was only 2 years old on September 11, 2001. Almost 3,000 people were killed during the 9/11 terror attacks, triggering major U.S. initiatives to combat terrorism. Though these attacks did not happen in Texas, the Class of 2017 would grow up in a country at war. Students living in areas with military bases also would be personally affected either in their own families or those of their friends.

Homeschooling

Prior to the Class of 2017 entering preschool, homeschooling in Texas was on the rise. The number of homeschooled students increased from 850,000 (1.7%) in 1999 to 1,096,000 (2.2%) in 2003.

2.2%

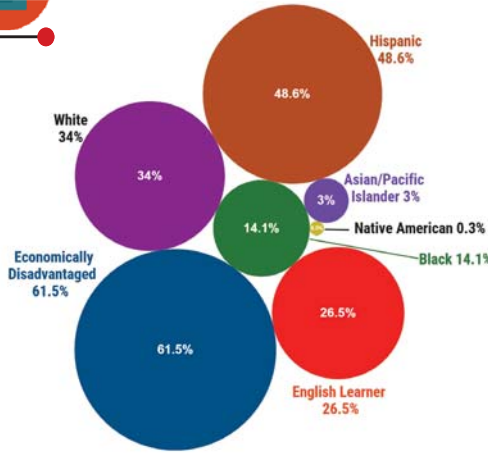


No Child Left Behind Act



In 2002, the update to the Elementary and Secondary Education Act was officially signed into law as No Child Left Behind (NCLB). It sought to advance U.S. competitiveness and to close the achievement gaps between poor and minority students and their peers. It increased the federal role in holding schools responsible for the academic progress of all students, with a special focus on traditionally underserved students. These students included English learners, special education students, and poor and minority children. States did not have to comply with the new requirements, but they risked losing Title I money. NCLB was fully in effect when the Class of 2017 was entering preschool.

1st Grade Population



In-Grade Retention



Grade retention, and its link to attrition, is an important factor in charting the Class of 2017's progress in school. K-6 retention rates in the 2005-06 school year were highest in the first grade, at 6.4%. "The disparities in retention rates across ethnic groups were significant. In elementary school, African American and Hispanic students were more than twice as likely to be retained as White students." The total number of first-grade students retained in Texas in 2005-06 was 22,540.

6.4%

PK

1st

K

PS



Hurricane Katrina



In 2005, Hurricane Katrina struck the U.S. Gulf Coast, causing more than \$100 billion in damage. Texas took in hundreds of thousands of evacuees who were forced to leave their homes. By October 2005, as many as 40,000 settled in Houston permanently. These storm evacuees turned to Texas public schools to educate their children in the aftermath, impacting the Class of 2017.

English Learners



14%

When the Class of 2017 started high school, they joined a school population in Texas where 14.4% of students were English learners; 13 years later, the EL population will grow to 18.8%.

School Funding



It looked like the Class of 2017 was starting off in schools that were reaping the benefits of the state's earlier commitment to equalize education funding for all of its children. Student achievement had improved, taxpayers were more equally sharing the cost of paying for public schools, and businesses were seeing the results of better-prepared graduates. But in 2006, changes were made to the school funding plan that eroded equity among Texas schools. Disparities in per student funding increased from \$700 to \$1,500 per student.

2002-03

2003-04

2004-05

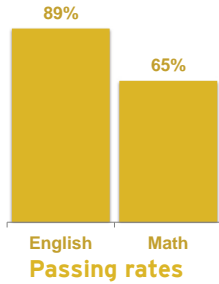
2005-06

2006-07

TAKS Testing



In the spring of 2007, policymakers replaced the Texas Assessment of Knowledge and Skills (TAKS) with the State of Texas Assessment of Academic Readiness (STAAR) standardized exam, but during the transition in 2007-08, the Class of 2017 took their first TAKS test.



iPhone & Social Media



On June 29, 2007, the first-generation iPhone launched and, with it, the way adults and children interacted with data, media and each other gradually changed. The Class of 2017 would have been preparing to enter third grade during that summer, and from then on they grew up with smartphones and ever-changing technology at their fingertips (or at least at the fingertips of those who could afford it). As these children grew, the technology became more refined and, generally, more affordable. With the advent of Web 2.0 and increasingly sophisticated gadgets, education has had to change and adapt. For example, social media and constant connectivity have created an increase in collaboration and instant research. On the other hand, there is greater potential for cheating and insidious bullying.

See this infographic from The Atlantic on How the Internet Is Changing the Way We Learn: <https://budurl.me/AtlanticIG11>

Foster Care

2011 saw 30,347 children ages 0-17 in foster care, which has been a consistent range. Children in foster care suffer from PTSD at a higher rate than returning combat veterans.



4x4 Rigor

In 2006, Texas established a "4x4" graduation plan, requiring all students to earn four credits in English, math, science and social studies. Though the Class of 2017 were in early elementary school during this time, the new rigorous requirements affected the rigor at all levels of the educational pipeline, especially in contrast to the degree requirements the state instituted in 2013.

School Funding Cuts

In 2011, Texas lawmakers cut \$6.4 billion from public education and 12,000 teachers lost their jobs. Texas was the second richest state in the country (in gdp) but ranked 47th in revenue raised per capita. And the cuts were made in ways that hurt the poorest schools the hardest. The number of elementary classes exceeding the 22-student cap ballooned to 8,479 from 2,238 the prior year. By the end of that year, Texas would be in the midst of the largest school finance lawsuit in the state's history. Over 500 school districts enrolling three-fourths of Texas school children, as well as parents, students, the Texas Charter School Association and others, sued the state for failing to ensure a quality education for all students. About a year later, the Texas District Court, Judge John Dietz presiding, ruled that the Texas school finance system was "inefficient, inequitable and unsuitable." But students in classrooms would not see any changes yet as the litigation continued.

\$6.4 billion cut

2007-08

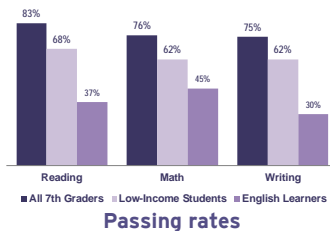
2008-09

2009-10

2010-11

STAAR Testing

In 2011-12, the Class of 2017 took the STAAR test. Average scores for all 7th graders ranged from 75% to 83% passing. But passing rates for English learners and low-income students were even lower.



Passing rates



New Anti-Bullying Law

Texans were becoming more aware of how prevalent bullying was becoming in the digital age. 2011 marked Texas' adoption of HB 1942 that required school districts to set their own policies against bullying. Policymakers said "expression through electronic means" can be considered bullying if it occurs at school, in a district-operated vehicle or at a school-related activity. The law did not address off-campus behaviors (e.g., videos or social media posts) that impact a student's school life.



7th

8th

Early College

Of the options available to the Class of 2017, some students were able to enroll in public Early College High Schools at 135 campuses in 35 counties to ensure college readiness from the start of their high school careers. These programs served 85% minority and 75% low-income students.

Bullying at School

As the Class of 2017 headed to high school, they would face an environment unfamiliar to previous generations. In 2014, 28% of U.S. high school students were bullied at school. In one month, nearly 6% of high schoolers stayed home because they felt unsafe at or on their way to school; 71% of young students had seen bullying at school with about 30% admitting to bullying others. In 2011, 9 out of 10 teenagers had witnessed cyberbullying while they were using social media.

28%

Internet Access

According to Broadband Now, there were 3.7 million people in Texas without access to a wired connection capable of 25 mbps download speeds, 4.0 million people in the state had access to only one wired provider, and another 1.6 million people in Texas didn't have any wired Internet providers available where they lived. With technology and social media's more prevalent role in academia, especially for fundamental activities, such as researching, the fact that there were so many Texans without access to the Internet impacted the Class of 2017 negatively, particularly low-income students.

Homeschooling

The homeschooling rate increased from 1.7% in 1999 to 3.4% in 2012. By 2012, there were 1.8 million homeschooled students - most of whom were classified as White (83%) and "nonpoor" (89%).

Weakened Graduation Rigor

In 2013, the Texas Legislature overhauled degree requirements for the state with HB 5. This new program instituted a mandatory 22 credits, with four additional credits chosen as part of "endorsements" that students select to represent potential careers or academic interests (STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies). Algebra II and other college prep courses were no longer required. The Class of 2017 was affected during the transition with many directed to graduate under the new program and some steered away from college prep curriculum.

Standard
4X4
Ended

2011-12

2012-13

Unaccompanied Minors

In June of 2014, before the new school year began, more than 10,600 unaccompanied minors crossed the border from Central America, fleeing violence. The next year, another 10,500 would arrive. These children not only represented a humanitarian crisis, but many also would become classmates to children in all levels of education.

Private Schools

About 5.4 million students (or 10%) were enrolled in private schools nationally in 2013-14. This was a decrease from 12% in 1995-96 and is projected to continue to decrease to 9% by 2025-26. In Texas, the most recent data indicate 1,798 private schools serve 305,880 students. Minority enrollment is at 35%, well short of their proportion in public schools.



PSAT Taking

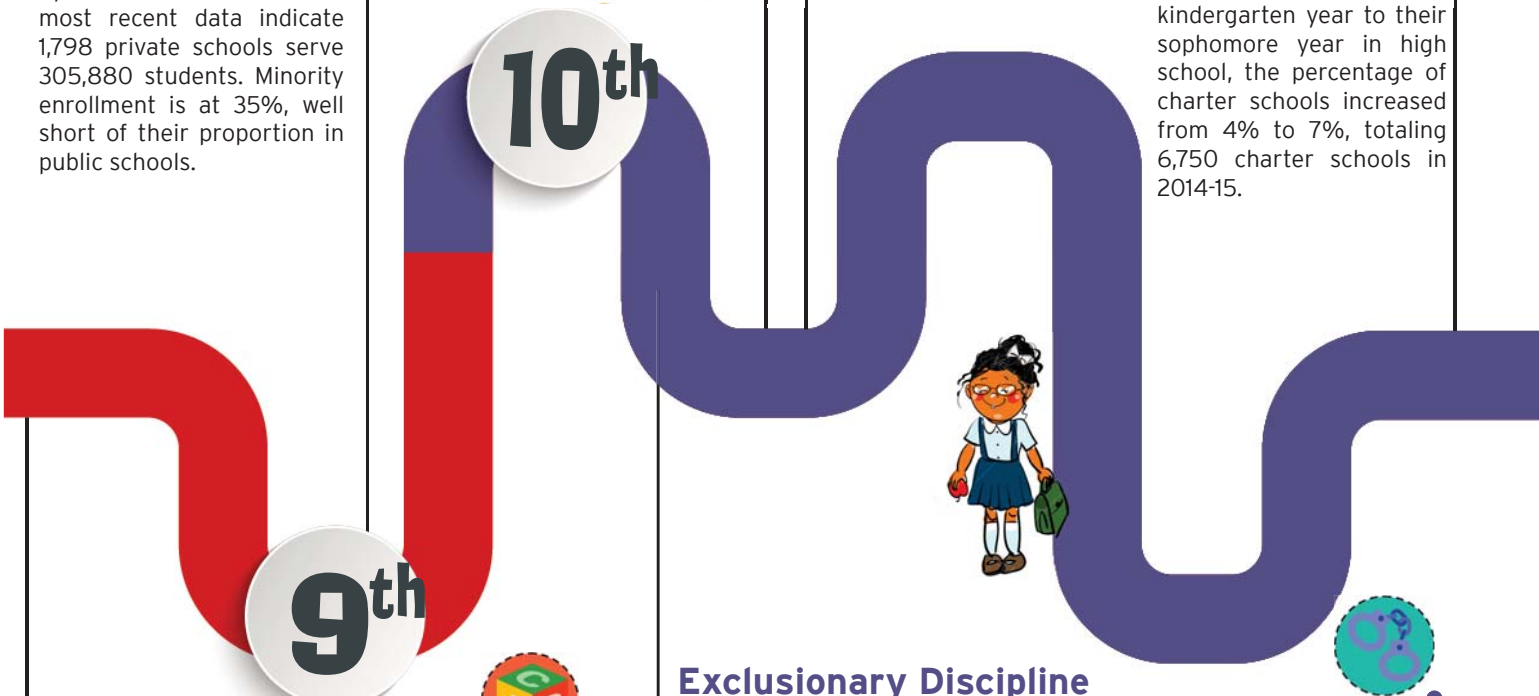


In 2014, 572,586 students in the Class of 2016 and the Class of 2017 took the PSAT, and 55% of these test-takers were underrepresented minority students. In total, 69% of 10th graders took the PSAT/NMSQT.

69%

Charter Schools

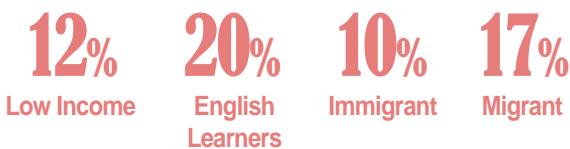
From the Class of 2017's kindergarten year to their sophomore year in high school, the percentage of charter schools increased from 4% to 7%, totaling 6,750 charter schools in 2014-15.



In-Grade Retention

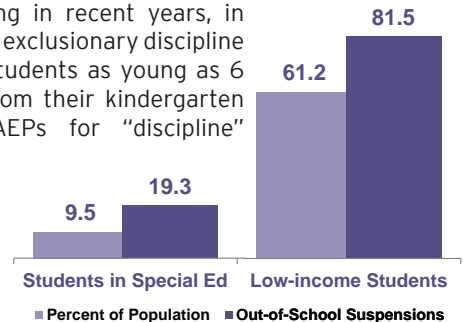
In 2013-14, ninth graders had the highest retention rate among 7-12 graders, at 8.9%. 34,498 students were retained in the Class of 2017's freshman year. Black students and Hispanic students had higher retention rates than their White counterparts in every grade except kindergarten.

8.9% retention rate for all 9th graders



Exclusionary Discipline

Exclusionary discipline rates are disproportionately higher for minority students, low-income students and students in special education. From 2005-06 to 2014-15 in Texas, Black students in all grades received in-school suspensions nearly two times the rate they comprised in the total population. While numbers of disciplinary actions have been declining in recent years, in 2014-15 there were 807,845 exclusionary discipline actions across the state. Students as young as 6 years old were removed from their kindergarten classes and sent to DAEPs for "discipline" problems. Many of their DAEP teachers were not qualified to teach them, and those who were qualified were unable to coordinate with the students' sending schools.



2013-14

2014-15

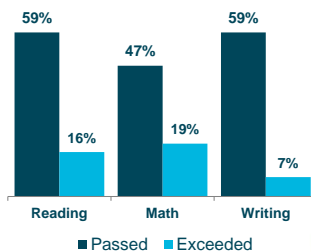
SAT & ACT Testing

For many, the Class of 2017's junior and senior years include an emphasis on testing to prepare for college. In Texas, 64% of students took the SAT, with a total average score of 1393 (out of 1600). And 45% of Texas students took the ACT, with a composite score of 20.7 (out of 36).



STAAR Testing

In high school, the Texas STAAR takes the form of end-of-course exams.



English Learners



One in six Texas students is an English learner - the fast-growing subgroup in the state. But those in middle and high school - many of whom only get 45-minute ESL classes each day - do poorly. They drop out at twice the rate of the larger student population, and are retained at rates consistently double that of their peers.

Students Lost

IDRA's annual Texas public school attrition study, found that Texas public schools still are failing to graduate one out of every four students; 99,960 students were lost from the Class of 2017; Hispanic students and Black students were about two times more likely to leave school.

12th



11th

School Funding



As the Class of 2017 ended its junior year, the Texas Supreme Court failed to ensure the constitutional right to a quality education for school children in the state of Texas. The Texas District Court's earlier ruling against the funding system notwithstanding, the higher court stated, "Despite the imperfections of the current school funding regime, it meets minimum constitutional requirements." At this time, Texas' richest school districts had roughly \$800,000 more per school to spend on teachers, curriculum, books, technology tools and supplies compared to the poorest districts. And while all students were expected to achieve the same standards and graduate college and career ready, funding levels did not reflect what research shows is needed to achieve those outcomes. The Education Law Center and Rutgers University released the National Report Card reporting that the Texas funding of public education earned the lowest marks in the nation.

IGC Graduates

With a new policy, students who have completed all requirements and do not pass one or two of the end-of-course exams may still graduate if approved by an individual graduation committee (IGC). Data are not available for the Class of 2017, but in the previous class, 9,014 were approved for graduation, with low-income, Hispanic and Black students benefiting most.

Well-Being

As the Class of 2017 moves away from childhood and toward adulthood, it is helpful to look at the larger circumstances of childhood in Texas:

- Over 7 million children live in Texas today, which is nearly 1 in 10 in the country.
- One in 4 Texas children live in poverty. Poverty rates for Latino (33%) and Black children (32%) are nearly three times higher than they are for White (11%) and Asian children (12%).

2015-16

2016-17

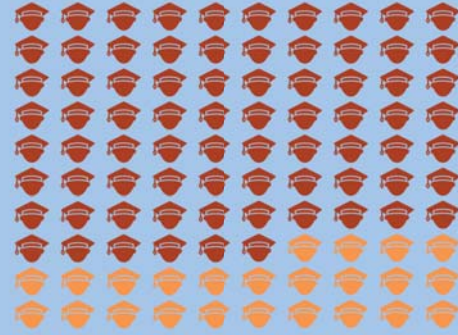
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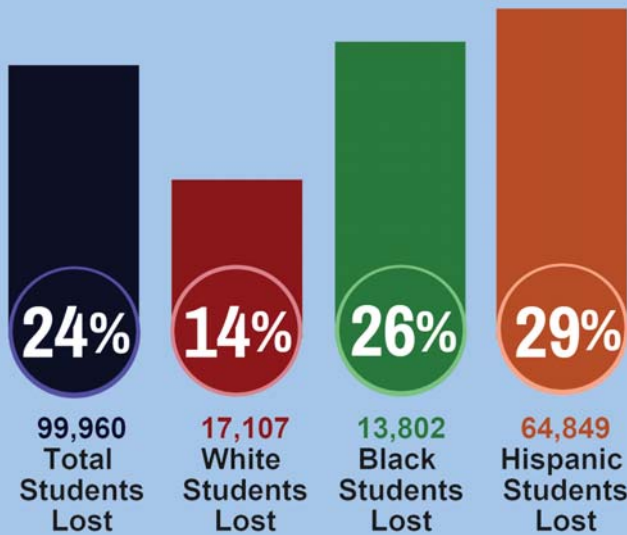
Sarah Bishop contributed to this timeline project.

IDRA – Texas Public School Attrition Study, 2016-17

Texas public schools are losing 1 out of 4 students



It has taken three decades to improve by 9 percentage points: from 33% to 24%.



We're losing **11** students per hour

Schools are about twice as likely to lose Hispanic students and Black students before they graduate.

Schools are still losing 1 in 3 Hispanic students and 1 in 4 Black students.

Universal high school graduation is at least two decades away

Texas stands to lose another 2.4 million students.



It doesn't have to be this way

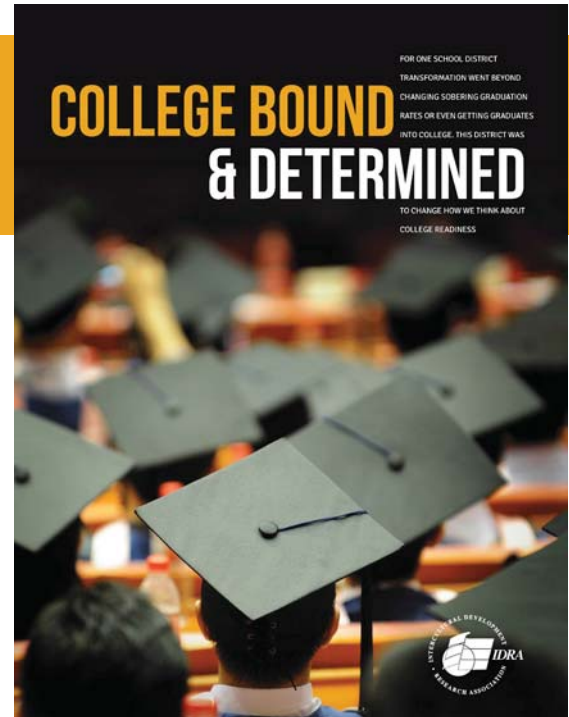
www.idra.org • www.facebook.com/IDRAed

All children are valuable; None is expendable



College Bound & Determined

An IDRA report showing 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

IDRA's report, *College Bound and Determined*, shows 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 PSJA Superintendent Dr. Daniel King, 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, College³, 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: <http://budurl.com/IDRAcbdww>

State Agency Reports 33,466 Students Dropped Out – A Mere 0.001 Percent Change from Previous Year

by Roy L. Johnson, M.S.

For the Class of 2016, the Texas Education Agency (TEA) reported a four-year graduation rate of 89.1 percent, a dropout rate of 6.2 percent, and an attrition rate of 19.6 percent. TEA released its latest dropout and school completion report in August 2017. This report entitled, *Secondary School Completion and Dropouts in Texas Public Schools 2015-16*, presented information on the number and percent of 7th-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 rates. For the 10th year, TEA used the dropout definition and calculation methods mandated by the National Center for Education Statistics (NCES).

Annual Dropout Rate

This latest report shows a 1.4 percent annual dropout rate for grades 7-12, and a 2.0 percent annual dropout rate for grades 9-12. These rates were one-tenths of a percentage point lower, respectively, than the previous year (2014-15). TEA reports that the number of school dropouts for grades 7-12 increased from 33,437 in 2014-15 to 33,466 in 2015-16, an increase of 0.001 percent (see table on Page 33).

Of the 33,466 dropouts in the latest report, 2,783 were in grades 7-8, and 30,683 were in grades 9-12. The attrition rate for the Class of 2016 (grades 9-12) was 19.6 percent – down from 20.3 percent for the Class of 2015.

At the high school level (grades 9-12), TEA reported that the number of school dropouts decreased from 30,853 in 2014-15 to 30,683 in 2015-16, a decrease of 0.01 percent (see table on Page 32). By race-ethnicity, the annual dropout rate was 3.0 percent for African American students, 2.4 percent for Hispanic students, and 1.1 percent for White students. The rates for

African American students and White students remained unchanged, while the rates for Hispanic students declined by one-tenths of a percentage point.

At the middle school level (grades 7-8), TEA reported that the number of school dropouts increased from 2,584 in 2014-15 to 2,783 in 2015-16, an increase of 7.7 percent. The annual dropout rate for grades 7-8 decreased from 0.3 percent in 2014-15 to 0.4 percent in 2015-16. By race-ethnicity, the annual dropout rate was 0.6 percent for African American students, 0.4 percent for Hispanic students and 0.2 percent for White students.

NCES Dropout Definition

In 2003, the 78th Texas Legislature's passage of Senate Bill 186 mandated the use of the NCES definition in the computation of the dropout indicator beginning the 2005-06 school year. Since the use of the NCES dropout definition, the total number of dropouts reported by TEA at grades 7-12 increased from in 2005-06 and 2006-07, but declined the next four years (2007-08 to 2010-11). But the numbers have gone up and down each year since then (up in 2011-12, down in 2012-13, up in 2013-14, down in 2014-15, and up in 2015-16).

From 2004-05 to 2015-16, the number of dropouts increased by 15,176 students or by 82.9 percent. The dropout count was 1.83 times higher in 2015-16 than in 2004-05.

TEA reported a ninth grade longitudinal dropout rate of 6.2 percent for the Class of 2016 as compared to 6.3 percent for the Class of 2015. The reported longitudinal dropout rate for African American students (9.1 percent) was 2.68 times as high as the rate for White students (3.4 percent). Hispanic students had a 7.5 percent longitudinal

dropout rate, which was 2.21 times higher than the rate for White students.

The four-year longitudinal dropout rate was 8.5 percent for economically disadvantaged students, 15.2 percent for English learners, and 10.2 percent for special education students.

Leaver Codes

Beginning in the 1997-98 school year, Texas school districts have been required to report the reasons that students in grades 7-12 leave school. Districts must report information on every student enrolled in these grade levels using the following choices: (1) the student is enrolled during the current school year, or (2) the student is a leaver and must then be reported on the "leaver record" with at least one departure reason for that student. Some categories of students who leave school are not counted as dropouts. For the 2015-16 school year, TEA tracked "school leaver" reasons in 17 areas (see the table on Page 34), and a total of 436,167 students were reported as school leavers.

Of this number, 324,311 (74.4 percent) were reported as graduates from Texas public schools, and 59 (0.01 percent) were reported as graduates outside of the state. According to TEA, another 7.7 percent of students were reported as dropouts, and 18.0 percent left school for other reasons.

Besides graduating from school or dropping out, the top five exit reasons were: (1) left school to enroll in a school outside of Texas (34,763); (2) unknown reasons (32,476); (3) left for home schooling (21,456); (4) left to return to family's home country (12,936); and (5) left to enroll in a private school in Texas (7,412). It should be noted that these are based on self reports and are not necessarily verified.

The use of the NCES definition has had a dramat-

ic impact on dropout counting and reporting in Texas and so has legislation passed by the Texas Legislature and enacted by TEA. In 2015, Senate Bill 1867 was passed by the 84th Texas Legislature requiring additional students to be excluded from dropout rates used for state accountability. Effective with the Class of 2016, a student is to be excluded from dropout calculations if the student is: (1) at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (2) has not completed his or

her individualized education plan (IEP); and (3) is enrolled and receiving IEP services.

Concluding Remarks

From the national and state perspective, the trends for school completion and dropout rates in Texas are generally positive. Despite this optimism, concerns continue regarding the persistent gap in the rates of White students and other racial and ethnic groups and changes in dropout calculations and reporting.

Resources

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools 2015-16* (Austin, Texas: Texas Education Agency, August 2016).

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, 2012-13, 2013-14, 2014-15, and 2015-16* (Austin, Texas: Texas Education Agency).

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Texas Annual Dropout Rates – High School
Reported by the Texas Education Agency, 1997-98 to 2015-16

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 9-12				
			African American	Hispanic	White	Other	Total
1997-98	24,414	1,124,991	2.9	3.1	1.3	1.4	2.2
1998-99	24,886	1,145,910	3.3	3.1	1.2	1.2	2.2
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	1.3	2.4
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2015-16*	30,683	1,537,216	3.0	2.4	1.1	1.1	2.0

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16 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 2015-16*, August 2017.

Texas Annual Dropout Rates – Middle and High School

Reported by the Texas Education Agency, 1987-88 to 2015-16

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	0.9	1.7
2012-13*	34,696	2,189,442	2.3	2.0	0.8	0.8	1.6
2013-14*	35,358	2,238,400	2.2	2.0	0.8	0.8	1.6
2014-15*	33,437	2,284,109	2.2	1.8	0.8	0.7	1.5
2015-16*	33,466	2,330,946	2.1	1.7	0.8	0.8	1.4

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15 and 2015-16 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, Report on Public School Dropouts, 1996-97 and 1997-98.

Source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2015-16*, August 2017.

Exit Reasons for School Leavers, 7-12, 2007-08 to 2015-16 Reported by the Texas Education Agency

Leaver Reasons (Code)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Graduated or received an out-of-state GED									
Graduated from a campus in this district or charter (01)	252,121	264,275	280,520	290,581	292,636	301,418	303,109	313,397	324,311
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	85	42	76	--	46	97	61	51	59
Completed GED outside Texas (86)	147	104	107	61	61	98	54	40	46
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)	n/a	n/a	n/a	n/a	18	22	29	28	14
Moved to other educational setting									
Withdrew from/left school to enter college and is working toward an associate's or bachelor's degree (24)	748	763	651	673	399	380	318	319	303
Withdrew from/left school for home schooling (60)	22,622	20,948	20,214	20,876	20,629	21,375	21,812	21,120	21,456
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	294	194	232	702	232	239	312	164	171
Withdrew from/left school to enroll in a private school in Texas (81)	12,086	12,516	12,307	12,079	11,553	10,767	9,938	8,809	7,412
Withdrew from/left school to enroll in a public or private school outside Texas (82)	38,937	37,718	37,642	36,356	37,323	34,857	35,347	35,283	34,763
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)	272	214	252	262	269	273	271	252	207
Withdrawn by district									
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	481	526	637	253	242	153	134	116	132
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)	1,379	1,161	719	505	408	355	321	397	333
Other reasons									
Died while enrolled in school or during the summer break after completing the prior school year (03)	601	611	603	546	579	565	565	636	542
Withdrew from/left school to return to family's home country (16)	16,601	15,319	14,446	13,816	13,089	12,059	12,576	12,631	12,936
Student was ordered by a court to attend a GED program and has not earned a GED certificate (88)	n/a	n/a	n/a	2,506	2,063	1,857	1,716	1,441	509
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)	n/a	n/a	n/a	516	533	380	406	458	497
Other (reason unknown or not listed above) (98)	45,888	40,972	34,949	31,367	33,721	32,499	33,269	31,565	32,476
All leaver reasons	392,262	395,363	403,355	411,140	413,801	417,394	420,238	426,707	436,167

Source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2007-08 to 2015-16*.

Annual Dropout and Longitudinal Graduation Rates in Texas Charter Schools, 2009-2016

by Roy L. Johnson, M.S.

In the 2015-16 school year, the annual dropout rate for grades 9-12 was 5.7 percent for charter school districts compared to 1.7 percent for traditional school districts and the state average of 2.0 percent. The longitudinal graduation rate for the Class of 2016 was 61.8 percent for charter districts compared to 90.4 percent for traditional school districts and the state average of 89.1 percent.

About 15.2 percent of Texas students in grades 9-12 in 2015-16 were educated in charter schools compared to 84.8 percent in traditional school districts. A total of 81,256 of Texas' 1.5 million high school students in grades 9-12 attended charter schools operated by 121 charter districts running about 281 charter school campuses.

Brief Background of Charter Schools in Texas

Since the authorization of charter schools in Chapter 12 of the Texas Education Code in 1995, Texas has awarded 325 open-enrollment charters, 171 of which were operational in 2015-16 (see box at right). By definition, charter schools are publicly-funded educational institutions that are given greater flexibility and exemptions from some instructional and academic policies and rules but are required to maintain fiscal and academic accountability (Texas Education Code, Chapter 12, Section 12.054).

Chapter 12 of the Texas Education Code authorizes four classes of charter schools: (1) Home-rule school district charters (Subchapter B); (2) campus or campus program charters (Subchapter C); (3) open-enrollment charters (Subchapter D); and (4) college or university or junior college charters (Subchapter E). Multiple charter schools can be operated by a single charter recipient.

The charter schools in Texas are mostly classified as open-enrollment charters. For the 2015-16 school year, Texas awarded its 22nd generation of open-enrollment charter schools (see box on Page 36). With the passage of Senate Bill 2 in 2013, the authorizer of open-enrollment charter schools was changed from the State Board of Education (SBOE) to the Texas Education Commissioner.

Section 12.101 (b-1) of Chapter 12 set forth the maximum number of open-enrollment charters that could be granted by the commissioner. These specifications included the following:

- (1) 215 charters through the fiscal year ending August 31, 2014;
- (2) 225 charters beginning September 1, 2014;

Status of Open-Enrollment Charters, 2017

Status	Count
Total Awards	325
Total Closures	149
Default Closures	54
Revocations	36
Expirations/Non-Renewals	18
Voluntary Closures	95
Surrenders/Returns	52
Consolidations	43
Active Charters	176
Active but not operating	5
Operational Charters	171

Source: Texas Education Agency, Division of Charter School Administration
Intercultural Development Research Association, 2017.

Open-Enrollment Charters Awarded, 1996-2017

Generation	Year	Total Awards
First	1996	20
Second	1997	41
Third	1998-99	109
Fourth	2000	19
Fifth	2000	5
Sixth	2000	16
Seventh	2001	13
Eighth	2002	2
Ninth	2003	6
Tenth	2004	5
Eleventh	2005	13
Twelfth	2006	11
Thirteenth	2007	13
Fourteenth	2008	9
Fifteenth	2010	7
Sixteenth	2011	8
Seventeenth	2012	8
Eighteenth	2013	3
Nineteenth	2014	5
Twentieth	2015	5
Twenty-First	2016	2
Twenty-Second	2017	5
Total		325

Source: Texas Education Agency, Division of Charter School Administration

Intercultural Development Research Association, 2017.

	Students		Dropouts		Annual Dropout Rate
	Number	Percent	Number	Percent	
Charters					
2009	42,681	3.1	5,098	13.2	11.9%
2010	54,023	3.7	4,528	13.6	8.4%
2011	57,166	3.9	3,838	11.7	6.7%
2012	60,861	4.1	4,634	13.5	7.6%
2013	64,537	4.3	4,462	14.1	6.9%
2014	69,562	4.5	4,276	13.6	6.2%
2015	75,939	4.8	4,218	13.7	5.6%
2016	81,256	5.0	4,654	15.2	5.7%
Traditional Districts					
2009	1,313,568	96.9	33,622	86.8	2.6%
2010	1,398,489	96.3	28,738	86.4	2.1%
2011	1,413,551	96.1	29,018	88.3	2.1%
2012	1,424,003	95.9	29,689	86.5	2.1%
2013	1,438,908	95.7	27,084	85.9	1.9%
2014	1,460,211	95.5	27,138	86.4	1.9%
2015	1,494,505	95.2	26,659	86.3	1.7%
2016	1,531,718	95.0	26,045	84.8	1.7%
State					
2009	1,356,249	100	38,720	100	2.9%
2010	1,377,330	100	33,235	100	2.4%
2011	1,394,523	100	32,833	100	2.4%
2012	1,407,697	100	34,285	100	2.4%
2013	1,428,819	100	31,509	100	2.2%
2014	1,454,842	100	31,384	100	2.2%
2015	1,495,294	100	30,853	100	2.1%
2016	1,537,216	100	30,683	100	2.0%

Note: The counts for charters and traditional districts do not add to state count because some students may have attended more than one districts but was counted only once in the state total. Percentage totals may not add to 100 percent due to rounding.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16

Intercultural Development Research Association, 2017.

- (3) 240 charters beginning September 1, 2015;
- (4) 255 charters beginning September 1, 2016;
- (5) 270 charters beginning September 1, 2017;
- (6) 285 charters beginning September 1, 2018; and
- (7) 305 charters beginning September 1, 2019.

The application for the 23rd generation of open-enrollment charters for the 2017-18 school year was opened for September 15 and September 22. Thirteen charters were up for renewal for 2017-18.

Grade 9-12 Annual Dropout Data

TEA collects and reports annual dropout data for traditional public schools and charter schools. Summary data are included in its annual publication, *Secondary School Completion and Dropouts in Texas Public Schools*. For the 2015-16 school year, the annual dropout rate for grade 9-12 charter schools was 5.7 percent, a decrease of 0.1 percentage points from 2014-15. Of the 81,256 students enrolled in grades 9-12, a total of 4,654 dropped out of school in 2015-16.

The annual dropout rate in charter schools was 11.9 percent in 2008-09 and 15.2 percent in 2015-16. The annual dropout rate in traditional public schools was 2.6 percent in 2008-09 and 1.7 percent in 2015-16.

Grade 9-12 Longitudinal Graduation Data

Based on data from TEA, the ninth grade four-year longitudinal graduation rates for charter school students ranged from a low of 35.3 percent in 2008-09 to a high of 61.8 percent in 2015-16 (see graphs at right and table on Page 38). During

this same period, the rates in traditional public schools ranged from a low of 82.4 percent in 2008-09 to a high of 90.4 percent in 2015-16.

For the Class of 2016 in charter schools, 61.8 percent were reported as graduates, 16.9 percent were reported as continuing in schools, 1.9 percent were reported as receiving a GED, and 19.4 percent were reported as school dropouts. In traditional public schools, 90.4 percent were reported as graduates, 3.6 percent as continuing, 0.4 percent as GED recipients, and 5.5 percent as dropouts. The state summary for both types of schools combined showed that for the Class of 2016, 89.1 percent were reported as graduates, 4.2 percent as continuing, 0.5 percent as GED recipients, and 6.2 percent as dropouts.

Performance Data

After over two decades of charter school presence in Texas, the results show that, in the area of student performance, charters have a greater percentage of “improvement required” schools than traditional public schools. According to the 2016 TEA accountability ratings, nearly one out of every 10 charter operators (9.8 percent) received “Improvement Required” ratings compared to only one out of every 25 public school districts (3.8 percent) (see table on Page 39).

Nearly one out of every five charter campuses (22.9 percent) failed to achieve “meet standard” or the lower “alternative standard,” compared to about one of every 25 traditional public schools (see table on Page 40).

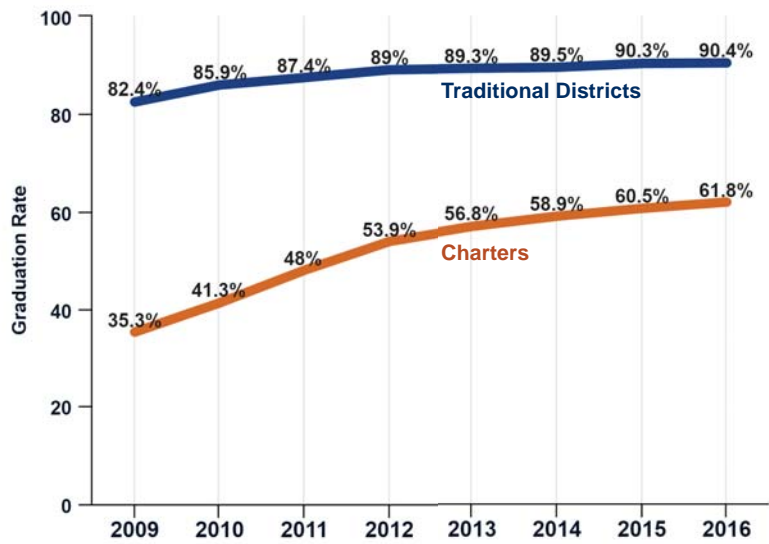
These results are relatively consistent over the last four years.

Summary

Publicly funded open-enrollment charter schools have been in operation in Texas since 1996, following the Texas Legislature’s passage of Chapter 12 of the Texas Education Code. Charter schools have higher annual dropout rates and lower four-year graduation rates than traditional public schools. While some charter schools serve some of the students in highest need, analysis of TEA data for 2016-17 statewide reveals that there is very little difference in the percentage of students served who are considered at risk of dropping out: 50 percent in traditional schools compared to 52 percent in charter schools.

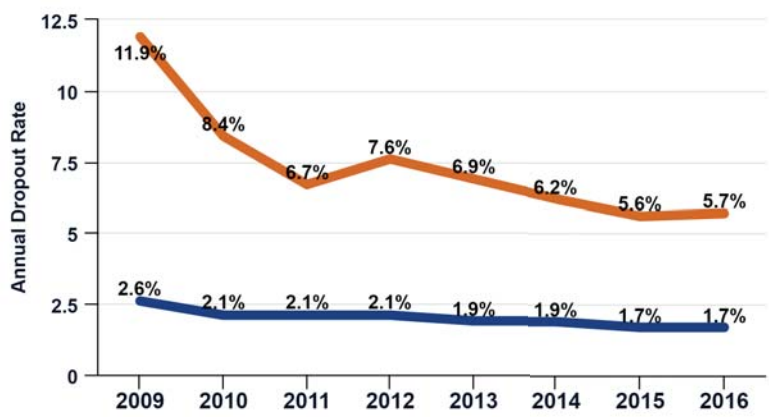
In October 2015 under the new federal administration, the State of Texas received a large

Grade 9 Four-Year Longitudinal Graduation Rates



Note: Percentage totals may not add to 100 percent due to rounding. Data source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16. Intercultural Development Research Association, 2017.

Grade 9 Four-Year Longitudinal Dropout Rates



Note: Percentage totals may not add to 100 percent due to rounding. Data source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16. Intercultural Development Research Association, 2017.

Grade 9 Four-Year Longitudinal Graduation and Dropout Rates, Class of 2009 to Class of 2016

	Number in Class	Graduated Number	Rate (%)	Continued Number	Rate (%)	Received GED Number	Rate (%)	Dropped Out Number	Rate (%)
Charters									
2009	11,741	4,145	35.3	3,119	26.6	785	6.7	3,692	31.5
2010	11,285	4,658	41.3	2,664	23.6	718	6.4	3,245	28.8
2011	11,685	5,605	48.0	2,551	21.8	701	6.0	2,828	24.2
2012	11,678	6,297	53.9	2,200	18.8	653	5.6	2,528	21.6
2013	13,005	7,387	56.8	2,293	17.6	545	4.2	2,780	21.4
2014	13,678	8,058	58.9	2,201	16.1	480	3.5	2,939	21.5
2015	14,366	8,685	60.5	2,382	16.6	386	2.7	2,913	20.3
2016	15,741	9,733	61.8	2,662	16.9	295	1.9	3,051	19.4
Traditional Districts									
2009	296,686	244,355	82.4	23,548	7.9	3,619	1.2	25,164	8.5
2010	302,794	259,974	85.9	19,868	6.6	3,209	1.1	19,743	6.5
2011	307,903	268,957	87.4	17,206	5.6	2,755	0.9	18,985	6.2
2012	305,080	271,481	89.0	13,550	4.4	2,545	0.8	17,504	5.7
2013	313,579	281,911	89.9	12,667	4.0	2,147	0.7	18,854	6.0
2014	319,608	286,182	89.5	12,286	3.8	2,102	0.7	19,038	6.0
2015	325,260	293,577	90.3	11,631	3.6	1,608	0.5	18,444	5.7
2016	334,943	302,872	90.4	12,100	3.6	1,412	0.4	18,559	5.5
State									
2009	308,427	248,500	80.6	26,667	8.6	4,404	1.4	28,856	9.4
2010	314,079	264,632	84.3	22,532	7.2	3,927	1.3	22,988	7.3
2011	319,588	274,562	85.9	19,757	6.2	3,456	1.1	21,813	6.8
2012	316,758	277,778	87.7	15,750	5.0	3,198	1.0	20,032	6.3
2013	328,584	289,298	88.0	14,960	4.6	2,692	0.8	21,634	6.6
2014	333,286	294,240	88.3	14,487	4.3	2,582	0.8	21,977	6.6
2015	339,626	302,262	89.0	14,013	4.1	1,994	0.6	21,357	6.3
2016	350,684	312,605	89.1	14,762	4.2	1,707	0.5	21,610	6.2

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16

Intercultural Development Research Association, 2017.

Accountability Ratings for Traditional School Districts and Charter Districts

Rating	2013		2014		2015		2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School Districts, Including Charter Districts								
Met Standard/Alternative Standard	1,140	92.8	1,107	90.2	1,152	94.5	1,137	94.2
Met Standard	1,105	90.0	1,073	87.4	1,120	91.9	1,107	91.7
Met Alternative Standard	35	2.9	34	2.8	32	2.6	30	2.5
Improvement Required	76	6.2	110	9.0	55	4.5	57	4.7
Not Rated	11	0.9	10	0.8	12	1.0	12	1.0
Not Rated: Data Integrity Issues	1	0.1	0	0.0	0	0.0	1	0.1
Total	1,228	100.0	1,227	100.0	1,219	100.0	1,207	100.0
School Districts, Excluding Charter Districts								
Met Standard/Alternative Standard	979	95.4	949	92.6	983	96.0	983	96.0
Met Standard	979	95.4	949	92.6	983	96.0	983	96.0
Met Alternative Standard	0	0.0	0	0.0	0	0.0	0	0.0
Improvement Required	46	4.5	76	7.4	39	3.8	39	3.8
Not Rated	1	0.1	0	0.0	2	0.2	1	0.1
Not Rated: Data Integrity Issues	0	0.0	0	0.0	0	0.0	1	0.1
Total	1,026	100.0	1,025	100.0	1,024	100	1,024	100.0
Charter Districts								
Met Standard/Alternative Standard	161	79.7	158	78.2	169	86.7	154	84.2
Met Standard	126	62.4	124	61.4	137	70.3	124	67.8
Met Alternative Standard	35	17.3	34	16.8	32	16.4	30	16.4
Improvement Required	30	14.9	34	16.8	16	8.2	18	9.8
Not Rated	10	5.0	10	5.0	10	5.1	11	6.0
Not Rated: Data Integrity Issues	1	0.5	0	0.0	0	0.0	0	0.0
Total	202	100.0	202	100.0	195	100	183	100.0

Source: Texas Education Agency, Comprehensive Biennial Report on Texas Public Schools, 2014 and 2016
Intercultural Development Research Association, 2017.

award from the U.S. Department of Education to expand the state's charter school and school privatization programs. Texas received a grant award of \$38,034,535 for the first and second year with total expected funding of \$59,164,996 over a three-year period (from the U.S. Department of Education, Office of Innovation and Improvement, October 2017). Through the grant, the State of Texas plans the expansion of 115 new charter schools. With this expansion, watchful eyes must intensify the review of accountability data for both charter schools and traditional schools.

Resources

- IDRA. (July 21, 2017) Keeping the Public in Public Education, testimony presented for the Senate Education Committee (San Antonio, Texas: Intercultural Development Research Association).
- Texas Education Agency. Secondary School Completion and Dropouts in Texas Public Schools, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, and 2015-16 (Austin, Texas: Texas Education Agency).
- Texas Education Agency. Texas Charter Schools, webpage (Austin, Texas: Texas Education Agency). https://tea.texas.gov/Texas_Schools/Charter_Schools/
- Texas Education Agency. Four-Year Graduation and Dropout Data, Class of 2016, District and Campus-Level

Data (Austin, Texas: Texas Education Agency).
Texas Education Agency. Annual Dropout Data, 2015-2016, District and Campus-Level Data (Austin, Texas: Texas Education Agency).

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Accountability Ratings for Traditional Schools and Charter Schools

Rating	2013		2014		2015		2016	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
School Districts, Including Charter Districts								
Met Standard/Alternative Standard	7,207	84.2	7,285	85.0	7,476	86.5	7,684	88.6
Met Standard	6,987	81.7	7,041	82.1	7,206	83.3	7,435	85.7
Met Alternative Standard	220	2.6	244	2.8	270	3.1	249	2.9
Improvement Required	768	9.0	733	8.5	603	7.0	445	5.1
Not Rated	579	6.8	555	6.5	567	6.6	542	6.2
Not Rated: Data Integrity Issues	1	<0.1	1	<0.1	0	0.0	2	<0.1
Total	8,555	100.0	8,574	100.0	8,646	100.0	8,673	100.0
Campuses, Excluding Charter Campuses								
Met Standard/Alternative Standard	6,828	85.3	6,865	86.0	7,004	87.2	7,199	89.5
Met Standard	6,699	83.7	6,723	84.2	6,836	85.1	7,048	87.6
Met Alternative Standard	129	1.6	142	1.8	168	2.1	151	1.9
Improvement Required	670	8.4	636	8.0	537	6.7	382	4.7
Not Rated	505	6.3	484	6.1	492	6.1	461	5.7
Not Rated: Data Integrity Issues	1	<0.1	1	<0.1	0	0.0	2	<0.1
Total	8,003	100.0	7,986	100.0	8,033	100.0	8,044	100.0
Charter Campuses								
Met Standard/Alternative Standard	379	68.7	420	71.4	472	77.0	485	77.1
Met Standard	288	52.2	318	54.1	370	60.4	387	61.5
Met Alternative Standard	91	16.5	102	17.3	102	16.6	98	15.6
Improvement Required	98	17.8	97	16.5	66	10.8	63	10.0
Not Rated	74	13.4	71	12.1	75	12.2	81	12.9
Not Rated: Data Integrity Issues	1	0.2	0	0.0	0	0.0	0	0.0
Total	552	100.0	588	100.0	613	100.0	629	100.0

Source: Texas Education Agency, Comprehensive Biennial Report on Texas Public Schools, 2014 and 2016

Intercultural Development Research Association, 2017.



Quality School Holding Power Checklist

IDRA's Quality School Holding Power Checklist provides a set of criteria for assessing and selecting effective dropout prevention programs or models, as well as determining if your school is a quality school ready to ensure all students stay in school and succeed.

The Quality School Holding Power Checklist is based on a different paradigm for preventing dropouts. For years, researchers, educators and policymakers have generally focused on "fixing" students rather than on strengthening or changing the school systems that are accountable and responsible for ensuring that children and youth succeed throughout the educational system.

Since 1973, IDRA has worked to change the focus from a deficit perspective to a valuing of all children. IDRA has led the paradigm shift from dropouts to "school holding power" – the idea that schools must hold on to students because of their inherent value, their contributions and their potential significance to their communities and society, as a whole. This shift changes a school culture from "preventing dropouts" and finding students who are "at risk," to creating a quality school culture that seeks ways to hold on to students and develops a graduation plan for each and every student. To get more information on how to create quality schools, visit <http://budurl.com/IDRAAct>.

The checklist here is based on significant research and evaluation conducted by IDRA and others. It takes into account important factors for schools deemed at risk of losing students. Total your score and see where there is work to be done to make your school a "Quality School" with strong school holding power.

What does your score mean?

100-90	89-80	79 or lower
Strong	Moderate	Low

Key Characteristics	Not at all	Minimal	Somewhat	Extensive
Dropout Prevention Strategy...				
1. Has clear and aligned mission, goals and objectives.	1	2	3	4
2. Is research- or evidence-based.	1	2	3	4
3. Has evidence that students stay in school.	1	2	3	4
4. Has evidence that students' academics (grades, achievement test scores) improve.	1	2	3	4
5. Is integrated into school rhythm and culture (not add-on program).	1	2	3	4
6. Implements rigorous evaluation used for ongoing decision-making.	1	2	3	4
Teaching Quality				
7. Teachers expect all students will succeed.	1	2	3	4
8. Effective professional development is provided for all teachers.	1	2	3	4
9. Teachers collaborate across grade levels and content areas.	1	2	3	4
10. Teachers are certified and competent.	1	2	3	4
11. Teachers advocate for their students.	1	2	3	4
12. Teachers share accountability for student success.	1	2	3	4
13. Teachers have access to and use technology to enhance student achievement.	1	2	3	4
Student Engagement				
14. Students are supported academically in effective ways.	1	2	3	4
15. Students are recognized for their contributions in ways that do not stigmatize.	1	2	3	4
16. Students are engaged in the school and feel they belong in ways that are appropriate to their interests and that demonstrate their intelligence and uniqueness.	1	2	3	4
17. Students have an expanded vision of their future.	1	2	3	4
18. Students have one educator in their life who is totally committed to their success.	1	2	3	4
Family and Community Involvement				
19. Families are valued partners in their child's education.	1	2	3	4
20. Businesses and communities partner with schools in ongoing and meaningful ways.	1	2	3	4
Curriculum Quality and Access				
21. Culturally and linguistically competent curriculum prepares all students for success, graduation, and college and career.	1	2	3	4
22. Individualized learning and support is provided when needed.	1	2	3	4
Accountable Leadership				
23. School leaders are committed to all of their students' success.	1	2	3	4
24. School leaders support all of their teachers and staff in program implementation.	1	2	3	4
25. School environment is caring, supportive, predictable and safe.	1	2	3	4
Total _____				

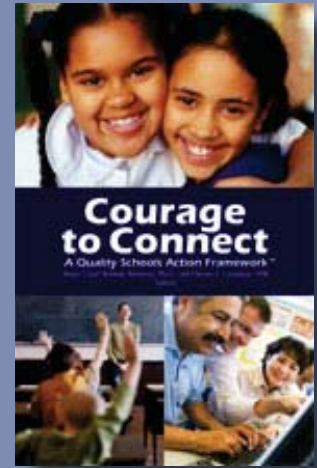
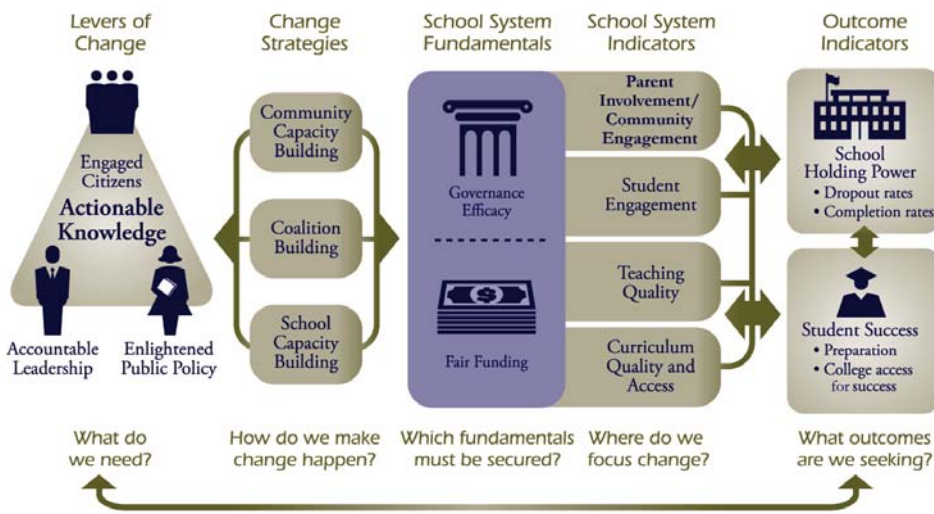
A Model for Success

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™



Learn more about this framework

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

And visit

www.idra.org/couragetconnect

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

“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



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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: <https://budurl.me/IDRAatrn17w>

Get the attrition rate for **your county** over the last seven years at: <https://budurl.me/IDRAlookTx>

Receive IDRA's **eNews free e-letter** to get up-to-date information to make a difference in your school and community. Sign up online at: <http://budurl.com/IDRAsubscribe>

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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™.

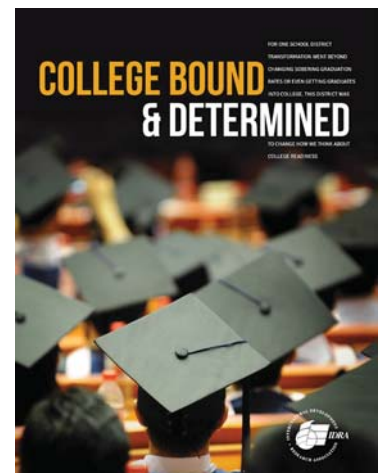
IDRA's book, **Courage to Connect: A Quality Schools Action Framework™** shows how communities and schools can work together to be successful with all of their students. The book's web page (<http://www.idra.org/couragetconnect>) has an excerpt, related podcasts, images of the framework and other resources.

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.

See **Page 41**.

See what happens when a school district raises expectations for students instead of lowering them. **College Bound and Determined**, shows 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. **College Bound & Determined** is available from IDRA for \$15 and is free online at: <http://budurl.com/IDRAcbdw>





Uncompromising Expectations for Graduating All Students

Every year, we are losing hundreds of thousands of young people from U.S. schools prior to their graduation. Eleven students are lost from public school enrollment every hour. The dropout crisis persists at tremendous cost to individual students, families, communities and the nation. We must move from a low and archaic expectation that only some of our country's students can successfully graduate from high school to a guarantee that all of our students will graduate. It is time to change course. We call upon the country to take immediate action to address this issue, based on the following principles.

Principle 1: All students enrolled in U.S. schools should be expected, and must be supported, to graduate from high school with a regular high school diploma in four years.

Principle 2: At the federal level, we must create a credible system to accurately account for the educational status of every pupil who enters the ninth grade in any secondary school, including formal and verifiable student re-enrollments and transfers.

Principle 3: Using student-level longitudinal data, the United States should implement a transparent and simple methodology to count and report on high school graduates.

Principle 4: The creation of high school graduation rate data should not replace calculation and reporting of high school dropout rates that inform and guide prevention and recovery efforts.

Principle 5: Alternative education settings must be subject to the same graduation standards as all other schools.

Principle 6: In addition to using four-year graduation rates, states, school districts and schools should report annual and longitudinal dropout rates; number and percent of students who graduate in five or six years; number of in-grade retentions; number of students receiving GEDs; and students meeting all graduation requirements but not receiving a regular high school diploma because of failure to pass a state-level high-stakes exam.

Principle 7: High school graduation and dropout data should be reported at the federal, state, district and school levels and should be disaggregated by race, ethnicity, socio-economic and English language learner status.

Principle 8: Exemptions from graduation and dropout counting must be strictly limited and must conform to IDEA provisions.

Principle 9: Reporting should be readily available and easily accessible to the public. Reporting must directly inform communities and parents about status of the issue and progress being made to address it.

Principle 10: State and local progress requirements should be proportional to the graduation rate gap to be closed.

Principle 11: State efforts to address high school graduation rates should recognize systemic issues that affect student graduation, including teaching quality, curriculum quality and access, student engagement, and parent and community engagement.

Principle 12: Ongoing evaluation of progress must be an integral part of any effort at the federal, state and local levels to address graduation goals.

Principle 13: In ensuring that all students graduate, schools should incorporate pedagogical changes that enable them to better adapt to the needs and strengths of their students.

Principle 14: No single criterion (e.g., high-stakes testing) should be used to make high school graduation decisions for any individual student.

Principle 15: The federal level and states must acknowledge shared accountability for the graduation of all students by investing the personnel and equitable fiscal resources needed to help schools meet federally-established graduation targets.

Principle 16: All efforts to increase graduation rates must be based on valuing families, educators, communities and students; no response should promote a "deficit model" or blame.

Principle 17: It is vital to recognize that this issue affects students of all races and ethnicities (for example, the largest numbers of dropouts in many states are White students).

Principle 18: Since low graduation rates disproportionately impact racial and ethnic minority students, accelerated efforts to address the issue in these communities is essential.



“Last year, I had a rough year: constantly on campus suspension, referrals, verbally disrespecting teachers... Ever since I started this Coca-Cola Valued Youth Program, I feel like I am a different person.”

- Jimena Guerrero, 8th grade tutor

“I no longer want to be referred to as the student who is a troublemaker and doesn't seem to care about her education. I want to be looked at as a role model, responsible student, and community leader.”

- Agustina García, 7th Grade tutor

“I have to work hard to keep my grades up so I can keep tutoring and set a good example for my young students.”

- Middle school tutor

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.

“We looked around the world, to find the very best [educational] programs. After analyzing some 20 different programs with the advice of a group of educators... we decided that this program was the one because it could result in the greatest improvement for education in our country. Then... we saw so many lives change.”

— Marco Simões, Coca-Cola Brazil, Rio de Janeiro, 2009

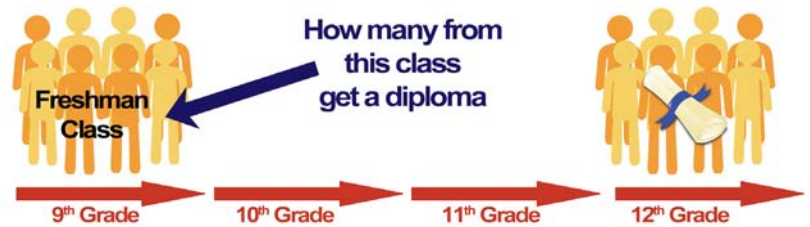
Types of Dropout Data Defined

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?

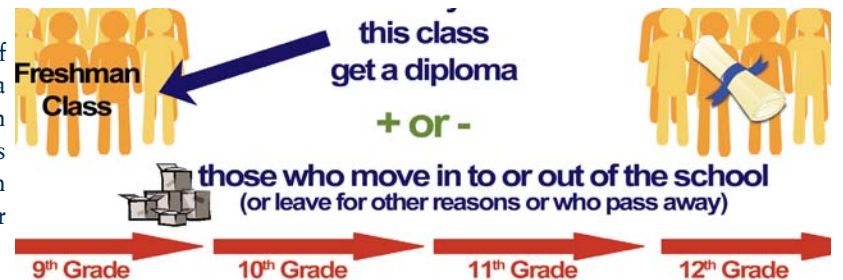
Averaged Freshman Graduation Rate

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

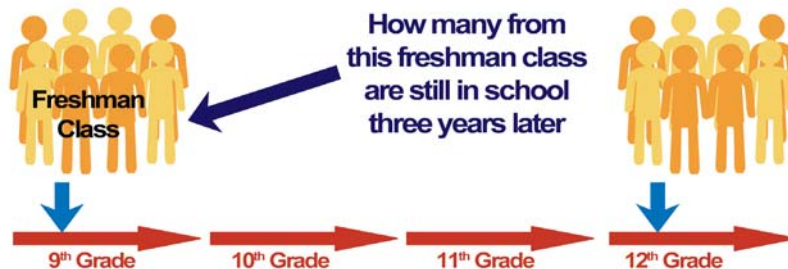
High school status completion rates describe the proportion of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential (namely the GED certificate), irrespective of when the credential was earned. (This rate also is referred to as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



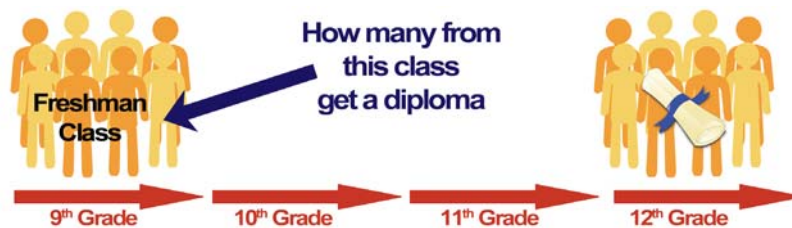
Cohort Rate

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.



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