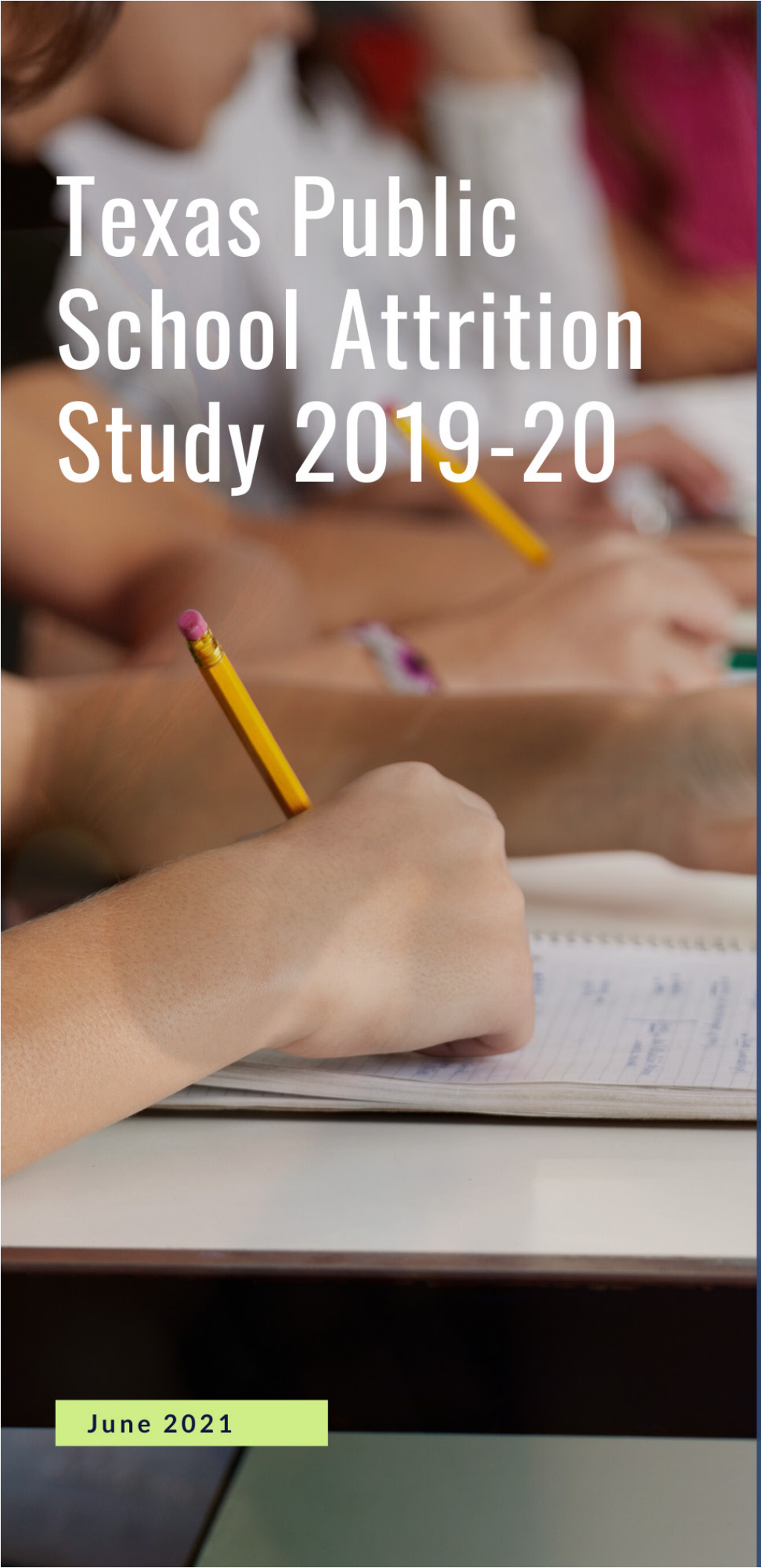

Texas Public School Attrition Study 2019-20

Attrition Analysis

Public School Attrition Rate in Texas Reaches Historic Low

Forecast Analysis

Attrition Rate Forecast Predicts Continued Loss of Students for Decades

In-Grade Retention Analysis

In-Grade Retention Overuse Harmful to Texas Students

June 2021

Children First
IDRA
Transforming Education

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The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity.

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Texas Public School Attrition Study, 2019-20

Public School Attrition Rate in Texas Reaches Historic Low

by Roy L. Johnson, M.S.

The overall high school attrition rate in Texas public schools reaches historic low for the 2019-20 school year. Following a 21% attrition rate for the 2018-19 school year, the rate in 2019-20 was 20% – the lowest rate ever recorded since the initial attrition study released by IDRA in 1986.

Pre-COVID-19 analyses of attrition rate data in Texas public schools show continued gradual improvement overall but persistent disparities among racial and ethnic student groups. IDRA's latest attrition study found that 20% of the freshman class of 2016-17 left school prior to graduating in the 2019-20 school year. This figure represents a drop of one percentage point from last year's study and a 13-percentage point drop from the initial study in 1986. The overall state attrition rate declined from 20% in 2019-20 and 33% in 1985-86.

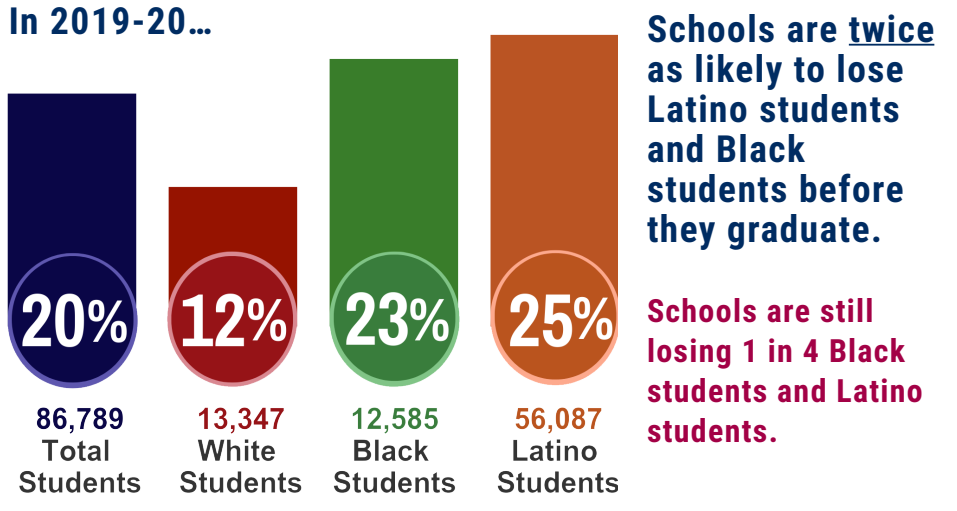
Even with the optimism suggesting that school holding power in Texas is slowly improving, there remains concerns as persistent gaps continue among major racial and ethnic student groups. In 2019-20, the attrition rates of Latino students and Black students are about double the rate of white students. The attrition rate for white students was 12% compared to 23% for Black students and 25% for Latino students.

Finding Highlights

Key findings of the latest study include the following.

- Texas public schools are failing to graduate one out of every five students. Twenty percent of the freshman class of 2019-20 left school prior to graduating with a high school diploma.
- A total of 86,789 students from the 2016-17 freshman class were lost from public high school enrollment in 2019-20 compared to 86,276 in 1985-86.

The statewide attrition rate was the lowest it has ever been, but Texas was still losing more than one in five students months before COVID-19.



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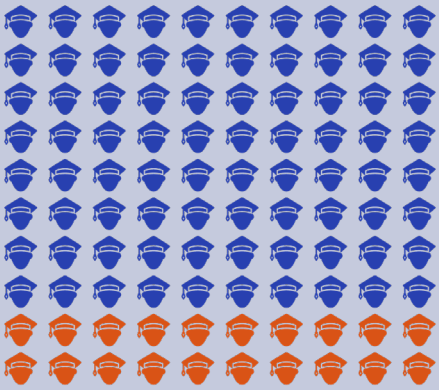
Texas public schools are losing 1 out of 5 students



It has taken three and a half decades to improve by 13 percentage points: from 33% to 20%

Intercultural Development Research Association, 2020

- In three decades, the overall attrition rate declined from 33% in 1985-86 to 20% in 2019-20, a 39% improvement.
- Since 1986, Texas schools have lost a cumulative total of more than 4 million students from public high school enrollment.
- For the class of 2020, Latino students and Black students were two times more likely to leave school without graduating than white students.
- Since 1985-86, attrition rates of Latino students declined by 44% (from 45% to 25%). Attrition rates of Black students declined by 32% (from 34% to 23%). Attrition rates of white students declined by 56% (from 27% to 12%).
- From the initial study to the present, the attrition gap between Black students and white students has grown from 7 percentage points to 11 percentage points, a 57% increase. The attrition gap between Latino and white students has narrowed from 18 percentage points to 13 percentage points, a 28% reduction.
- The attrition rates for males have been higher than those of females. In the class of 2019-20, males were 1.3 times more likely to leave school before graduation than females.

Study History

This year's study is the 35th in a series of annual reports on trends in dropout and attrition rates in Texas public schools. The 2019-20 study builds on a series of studies by IDRA that track the number and percent of students in Texas who are lost from public school enrollment prior to graduation.

In 1984 the Texas Legislature passed House Bill 72 that authorized the Texas Education Agency (TEA) to develop a statewide program to reduce the longitudinal dropout rate (TEC §11.205, 1986) and directed the then Texas Department of Community Affairs (TDCA) to assess effect of the state's dropout problem on the Texas economy. Under contract with TDCA and TEA, IDRA conducted the 1986 study entitled, *Texas School Dropout Survey Project*.

The first-ever comprehensive study of school dropouts in Texas found that one-third of the students in the class of 1986 dropped out of school without graduating, 86,276 students had not graduated from Texas public schools.

IDRA's analysis estimated the economic cost to the state was $17 billion in foregone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs (Cárdenas, et al., 1986).

In 1987 the Texas Legislature responded to the study findings by the passing HB 1010 through which the state and local responsibilities for collecting and monitoring dropout data were substantially increased (TEC §§11.205-11.207, 1988).

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.

Attrition Rates in Texas Public Schools by Year, 1985-86 to 2019-20

Year	Black	White	Latino	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
2017-18	24	13	27	22
2018-19	24	12	25	21
2019-20	23	12	25	20

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2015-16 and 2019-20 Enrollment and 2019-20 Attrition in Texas

Race-Ethnicity and Gender	2015-16 9th Grade Enrollment	2019-20 12th Grade Enrollment	2015-16 9-12th Grade Enrollment	2019-20 9-12th Grade Enrollment	2019-20 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate %
Native American	1,533	1,158	5,443	5,272	1,485	327	22
Asian/Pacific Islander	16,909	17,219	63,709	72,822	19,328	2,109	11
Black	52,785	41,453	182,892	187,235	54,038	12,585	23
White	117,755	101,931	443,499	434,169	115,278	13,347	12
Latino	213,989	170,313	734,841	777,461	226,400	56,087	25
Multiracial	7,708	6,908	27,479	32,946	9,242	2,334	25
All Groups	410,679	338,982	1,457,863	1,509,905	425,771	86,789	20
Male	214,741	170,854	747,092	772,557	222,378	51,524	23
Female	195,938	168,128	710,771	737,348	203,393	35,265	17

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2019-20 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2015-16 school year and enrollment figures for 12th grade students in 2019-20. 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 2014-15 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).

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TEA masks some data to comply with the Family Educational Rights and Privacy Act (FERPA). Where data were masked, IDRA must exclude some district- and/or county level data from the total student enrollment counts.

TEA 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 1,563,774 in 2018-19 to 1,587,686 in 2019-20 (see box on Page 7). The percentage of the grade 9-12 population reported as Hispanic/Latino increased from 51.7% to 52.1% in the one-year period. The percentage reported as Black or African American declined from 12.6% to 12.5%, and the percentage reported as white declined from 28.7% to 28.1% (see box on Page 8).

Methods

Attrition rates indicate of a school's 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 44 for dropout definitions).

Spanning a period from 1985-86 through 2019-20, 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. 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 14-15). 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.

Since the study's enrollment data is collected in the fall, this analysis does not indicate the effects of COVID-19 on school attrition.

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. IDRA uses the term Black for Black or African American and Latino for Hispanic/Latino.

Enrollment data for the relatively new multiracial category were provided, but the calculation of an attrition rate could not be achieved without corresponding first-year categories.

For sex/gender, TEA reports only male and female.

The adjusted attrition rate is calculated by: (1) dividing the high school enrollment (grades 9-12) 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.

Latest Study Results

One of every five students (20%) from the freshman class of 2016-17 left school prior to graduating with a high school diploma. For the class of 2020, there were 86,789 students who were lost from public school enrollment between 2016-17 and 2019-20. (See box on Page 13.)

The overall attrition rate declined from 33% in 1985-86 to 20% in 2019-20. Over the past three decades, attrition rates have fluctuated between a low of 20% in 2019-20 to a high of 43% in 1996-97. (See boxes on Page 10 and Page 12.)

Racial-Ethnic Student Data. The attrition rates of Latino students and Black students are much higher than those of white students (see box on Page 8).

From 1985-86 to 2019-20, attrition rates of Asian/ Pacific Islander students declined the most by 67% (from 33% to 11%). During this same period, the attrition rates of white students declined by

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, 2018-19
- Infographic: 6 School Policies that Lead to Higher Dropout Rates – Infographic
- Infographic: Timeline for the Class of 2019
- 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 Valued Youth Partnership program, that keeps 98% of students in school
- Ideas and Strategies for Action
- Classnotes Podcast episodes on Dropout Prevention and College-Readiness

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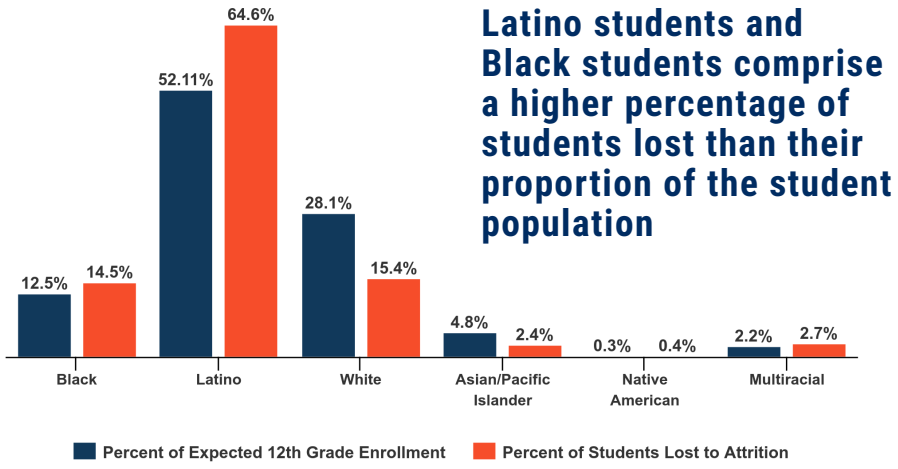
Proportion of Student Population Lost to Attrition



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

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Texas Student Enrollment, Grades 9-12, 2015-16 to 2019-20 (number)

Race-Ethnicity	Enrollment by Grade 9	10	11	12	9-12
2016-17					
Black or African American	56,025	49,657	45,993	41,411	193,086
Latino	227,208	203,515	181,279	163,411	775,413
American Indian or Alaskan 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 or Other 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**
2017-18					
Black or African American	55,975	50,148	46,329	42,746	195,198
Latino	227,319	204,935	188,795	171,047	792,096
American Indian or Alaskan Native	1,646	1,460	1,444	1,256	5,806
White	120,753	115,234	110,795	106,999	453,781
Asian	17,923	17,163	16,791	15,842	67,719
Native Hawaiian or Other Pacific Islander	656	608	571	519	2,354
Multiracial	8,679	7,661	7,146	6,605	30,091
Total	**432,951**	**397,209**	**371,871**	**345,014**	**1,547,045**
2018-19					
Black or African American	56,163	50,152	46,658	43,362	196,335
Latino	231,346	207,791	190,435	178,632	808,204
American Indian or Alaskan Native	1,513	1,489	1,286	1,312	5,600
White	119,103	114,433	109,590	105,504	448,630
Asian	18,550	18,003	17,215	16,829	70,597
Native Hawaiian or Other Pacific Islander	608	604	610	529	2,351
Multiracial	9,403	8,364	7,419	6,871	32,057
Total	**436,686**	**400,836**	**373,213**	**353,039**	**1,563,774**
2019-20					
Black or African American	57,558	50,885	46,424	43,540	198,407
Latino	240,979	212,865	193,453	180,076	827,373
American Indian or Alaskan Native	1,546	1,380	1,358	1,191	5,475
White	119,308	113,434	109,267	104,464	446,473
Asian	19,007	18,831	18,111	17,290	73,239
Native Hawaiian or Other Pacific Islander	690	589	576	558	2,413
Multiracial	10,034	9,060	8,019	7,193	34,306
Total	**449,122**	**407,044**	**377,208**	**354,312**	**1,587,686**

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2015-16 to 2018-19, https://rptsvr1.tea.texas.gov/adhocrpt/adste.html
Intercultural Development Research Association, 2021

Texas Student Enrollment, Grades 9, 12 and 9-12, 2015-16 to 2019-20 (percent)

Race-Ethnicity	2015-16	2016-17	2017-18	2018-19
9th Grade Enrollment				
Black or African American	12.9	13.0	12.9	12.8
Latino	52.5	52.6	53.0	53.7
American Indian or Alaskan Native	0.4	0.4	0.3	0.3
White	27.9	28.1	27.3	26.6
Asian	4.1	3.9	4.2	4.2
Native Hawaiian or Other Pacific Islander	0.2	0.1	0.1	0.2
Multiracial	2.0	1.9	2.2	2.2
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**
12th Grade Enrollment				
Black or African American	12.4	12.4	12.3	12.3
Latino	49.6	49.1	50.6	50.8
American Indian or Alaskan Native	0.4	0.4	0.4	0.3
White	31.0	31.7	29.9	29.5
Asian	4.6	4.3	4.8	4.9
Native Hawaiian or Other Pacific Islander	0.2	0.2	0.1	0.2
Multiracial	1.9	1.9	1.9	2.0
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**
9-12th Grade Enrollment				
Black or African American	12.6	12.7	12.6	12.5
Latino	51.2	50.9	51.7	52.1
American Indian or Alaskan Native	0.4	0.4	0.4	0.3
White	29.3	29.9	28.7	28.1
Asian	4.4	4.2	4.5	4.6
Native Hawaiian or Other Pacific Islander	0.2	0.1	0.2	0.2
Multiracial	1.9	1.9	2.0	2.2
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2015-16 to 2019-20

Intercultural Development Research Association, 2021

56% (from 27% to 12%), and Native American students had a decline of 51% in their attrition rates (from 45% to 22%). Latino student attrition rates declined by 44% (from 45% to 25%), while rates of Black students declined the least by 32% (from 34% to 23%).

Latino 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 2019-20, Black students and Latino 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 Latino students is nearly as high as or higher than 35 years ago. (See boxes on Page 10.)

- The gap between the attrition rates of white students and Black students has increased from 7 percentage points in 1985-86 to 11 percentage points in 2019-20, a 57% increase.
- The gap between the attrition rates of white students and Latino students decreased from the 18 percentage points in 1985-86 to 13 percentage points in 2019-20, a 28% decline.
- The gap between the attrition rates of white students and Native American students declined from 18 percentage points in 1985-86 to 10 percentage points in 2019-20, a 44% decline.
- 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 declined from 6 percentage points in 1985-86 to equaling the attrition rate of white students in 2018-19, a 117% gap reduction.

Historically, Latino students and Black students comprised a large proportion of students lost by schools. For the period of 1985-86 to 2019-20, students of color account for nearly three-fourths (74.4%) of the 4 million students lost from public high school enrollment.

- Latino students account for 55.8% of the students lost to attrition.
- Black students account for 16.5% of all students lost from enrollment due to attrition over the years.
- White students account for 25.6% 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 2019-20, attrition rates of male students declined by 34% (from 35% to 23%). Attrition rates for females declined by 47% from 32% in 1985-86 to 17% in 2019-20.
- Longitudinally, males have accounted for 57.3% of students lost from school enrollment, while females have accounted for 42.7%. In the class of 2019-20, males were 1.4 times more likely to leave school without graduating with a diploma than females.

Additional Data. 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 11). The box on Page 12 shows attrition and dropout rates in Texas over time as reported in IDRA's attrition studies and TEA dropout reports. Descriptions of different dropout counting and reporting methodologies are outlined on Page 44.

COVID-19 Implications

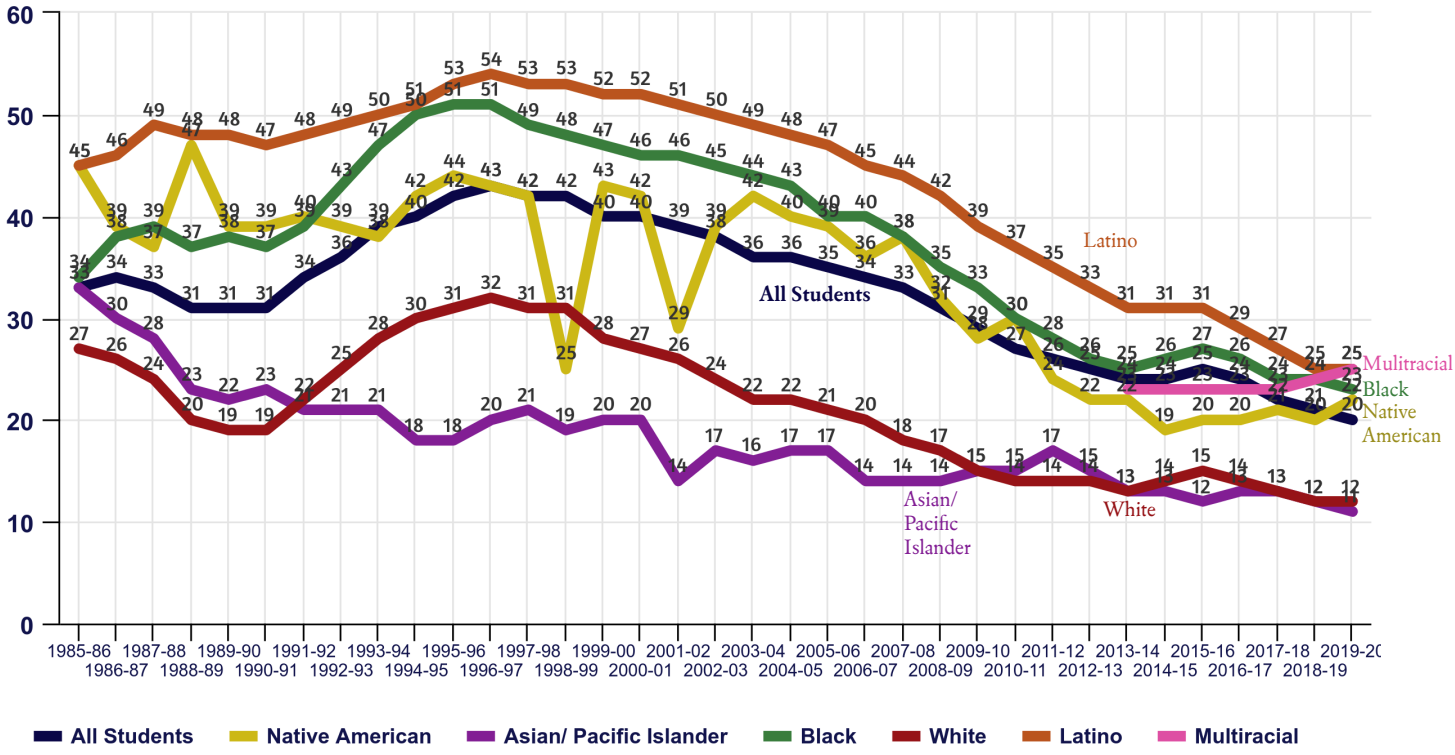
School closures and disruptions caused by the COVID-19 pandemic may have serious implications for dropouts in the 2019-20 school year and beyond. Educators, researchers and communities in general have concerns that COVID-19 school closures and disruption negatively impact student engagement leading to increased school dropout rates (Klein, 2020).

In a national survey of high school students during COVID-19 pandemic, the America's Promise Alliance (Margolius, et al., 2020) found that the COVID-19 pandemic has had a widespread negative impact on learning time, emotional health and social connection. The study's findings

Attrition Statewide

A total of 88,070 students from the 2016-17 freshman class were lost from public high school enrollment in 2019-20 compared to 86,789 in 1985-86.

Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2019-20



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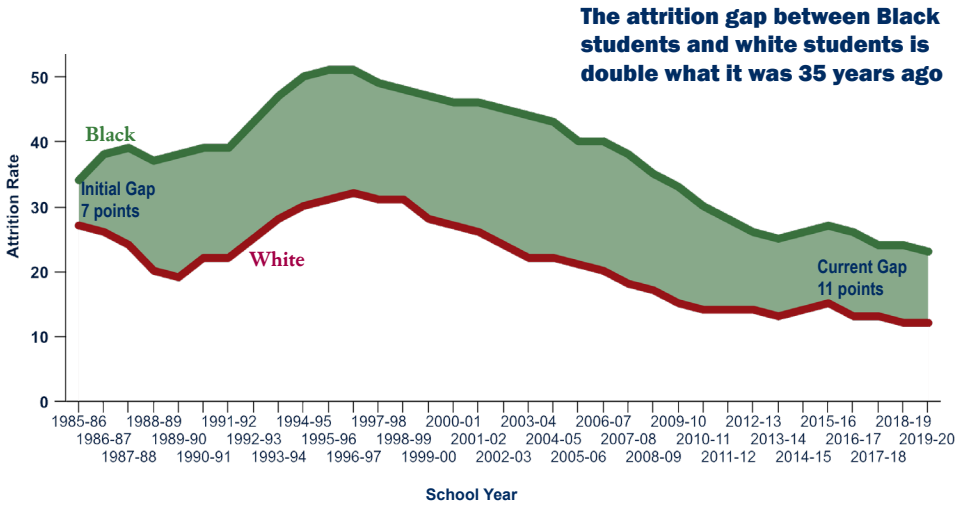
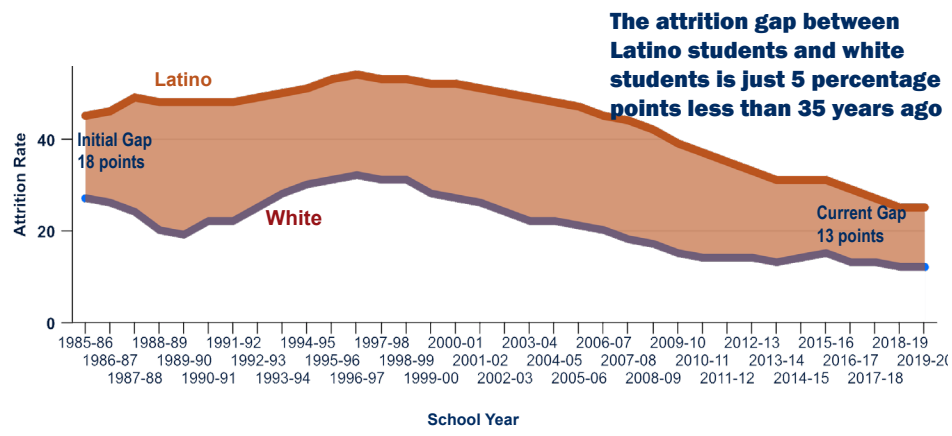
Trend in Black-White Attrition Rates



Intercultural Development Research Association, 2021

Trend in Latino-White Attrition Rates



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Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates[1]	TEA Attrition Rates[1]	TEA Long. Dropout Rates	TEA Annual Dropout Rates
1985-86	33		--	--
1986-87	34		--	--
1987-88	33		34.0	6.7
1988-89	31		31.3	6.1
1989-90	31		27.2	5.1
1990-91	31		21.4	3.9
1991-92	34		20.7	3.8
1992-93	36		15.8	2.8
1993-94	39		14.4	2.6
1994-95	40		10.6	1.8
1995-96	42		10.1	1.8
1996-97	43		9.1	1.6
1997-98	42	36	14.7	1.6
1998-99	42	37	9.0*	1.6
1999-00	40	37	7.7*	1.3
2000-01	40	37	6.8*	1.0
2001-02	39	36	5.6*	0.9
2002-03	38	34	4.9*	0.9
2003-04	36	33	4.2*	0.9
2004-05	36	32	4.6*	0.9
2005-06	35	31	9.1***	2.6**
2006-07	34	30	11.6***	2.7**
2007-08	33	29	10.7***	2.2**
2008-09	31	29	9.5***	2.0**
2009-10	29	27	7.6***	1.7**
2010-11	27	25	7.1***	1.6**
2011-12	26	23	6.6***	1.7**
2012-13	25	22	6.7***	1.6**
2013-14	24	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	18.5	5.9***	1.9**
2017-18	22	18	5.7***	1.9**
2018-19	21	17.6	5.9***	1.9**
2018-19	20	n/a	n/a	n/a

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

Sources: Intercultural Development Research Association, 2020; Texas Education Agency, Secondary School Completion and Dropouts, 2003-04 to 2019-20; Texas Education Agency, Report on Public School Dropouts, 1987-88 to 1996-97

indicate that over one-quarter of students reported that they felt disconnected to school adults (29%), classmates (23%) and their school community (22%).

According to Shawna De La Rosa in an article published in the Huffington Post (September 2020), some education experts believe that remote learning during COVID-19 places students at higher risk of dropping out of school. Factors leading to the perception include the loss of connection with peers and school support, reduction in educational services and extracurricular activities, and loss of other activities and events that help to engage students.

Detailed data on the number and rate of school dropouts due to COVID-19 are not yet available.

In its 2020-21 study, IDRA plans to address the impact of COVID-19 on attrition and school dropout rates.

Conclusion

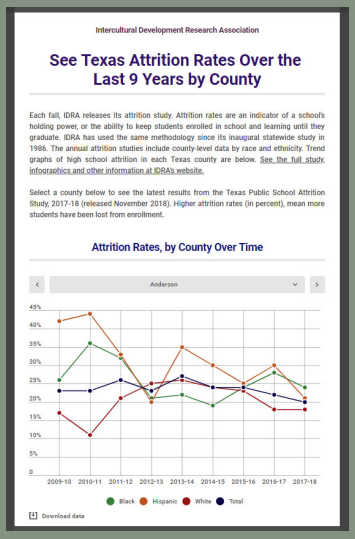
The results of the current attrition study show that attrition rates today are lower than they have ever been. Trend data show that evidence is mounting that attrition rates are indeed declining, but persistent gaps in the attrition rates of white and non-white students continue to exist. The gaps between 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 33 years ago. Additional research is needed to address why these persistent gaps remain.

Look Up Your Texas County

IDRA is providing dropout trend data at your fingertips.

Go to the IDRA website to see a graph of high school attrition in your county over the last 10 years.

https://idra.news/Txlook



Educators, policymakers and the community at large must continue to advocate for educational programs and funding to ensure that every child graduates from high school and that they have full opportunity for college, gainful employment and maximum career earnings.

IDRA urges 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 (https://idra.news/CollegeBoundw, also see Page 22).

In the book, *Courage to Connect: A Quality Schools Action Framework*, IDRA shows how communities and schools can work together to strengthen school success in a number of areas including graduation outcomes. The book's web page (see Page 39) provides a table of contents, excerpts, related podcasts and other resources. IDRA's set of principles for policymakers and school leaders is provided on Page 41.

Resources

Margolius, M., Doyle Lynch, A., Pufall Jones, E. & Hynes, M. (June 2020). **The State of Young People during COVID-19**: Findings from a nationally representative survey of high school youth. Washington, D.C.: Americas Promise Alliance.

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Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2019-20

Group	Race-Ethnicity						Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Latino	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
2017-18	21	13	24	13	27	23	25	19	22
2018-19	20	12	24	12	25	24	23	18	21
2019-20	22	11	23	12	25	25	23	17	20
Percent Change* From 1985-86 to 2018-19	**-56**	**-64**	**-29**	**-56**	**-44**	**N/A**	**-34**	**-44**	**-36**

** Rounded to nearest whole number.*

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

Intercultural Development Research Association, 2021

Numbers of Students Lost to Attrition in Texas, 1985-86 to 2019-20

School Year	Total	Race-Ethnicity						Gender	
		Native American	Asian/ Pacific Islander	Black	White	Latino	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
2017-18	94,767	314	2,444	12,986	15,467	61,660	1,896	55,266	39,501
2018-19	88,070	301	2,322	12,524	13,887	56,990	2,046	51,342	36,728
2018-19	86,789	327	2,109	12,585	13,347	56,087	2,334	51,524	35,265
All Years	**4,025,727**	**12,118**	**59,339**	**664,446**	**1,032,362**	**2,244,550**	**12,912**	**2,304,934**	**1,720,793**

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

Intercultural Development Research Association, 2021

* Calculation of attrition could not be achieved without corresponding first-year data.
N/A = Not applicable

Attrition Rates in Texas Public Schools, by Texas County, by Race-Ethnicity, 2019-20

County Name	Attrition Rates[1]			
	Black	White	Latino	Total
Anderson	17	15	21	18
Andrews	42	27	30	30
Angelina	23	8	14	13
Aransas	68	12	30	22
Archer	.	4	**	5
Armstrong	**	0	40	8
Atascosa	25	20	15	17
Austin	31	6	22	16
Bailey	.	3	13	12
Bandera	**	9	100	14
Bastrop	**	10	33	24
Baylor	100	7	**	**
Bee	33	14	28	25
Bell	31	19	29	26
Bexar	22	10	25	23
Blanco	67	7	18	12
Borden	**	5	19	2
Bosque	**	8	2	7
Bowie	24	18	52	26
Brazoria	17	12	25	19
Brazos	34	8	33	24
Brewster	0	11	11	10
Briscoe	.	**	**	**
Brooks	.	**	28	27
Brown	2	9	26	16
Burleson	24	2	21	13
Burnet	28	21	26	24
Caldwell	17	13	34	29
Calhoun	56	8	10	12
Callahan	**	17	6	15
Cameron	6	25	18	18
Camp	24	16	21	19
Carson	.	17	**	13
Cass	7	8	38	10
Castro	**	4	31	25
Chambers	15	13	30	18
Cherokee	23	25	29	26
Childress	19	10	9	11
Clay	.	14	**	12
Cochran	.	22	36	31
Coke	.	**	**	**
Coleman	24	27	11	22
Collin	9	7	17	13
Collingsworth	**	**	**	**
Colorado	23	**	14	6
Comal	13	15	25	19
Comanche	.	27	10	20
Concho	.	15	47	36
Cooke	27	8	31	17
Coryell	5	12	24	15
Cottle	40	31	36	35
Crane	**	0	8	4
Crockett	100	13	13	16
Crosby	38	**	19	14
Culberson	.	58	**	**
Dallam	17	3	14	10
Dallas	25	8	29	25
Dawson	**	**	19	12
Deaf Smith	82	**	21	18
Delta	75	5	**	12
Denton	18	10	23	15
Dewitt	32	10	35	25
Dickens	17	9	38	24
Dimmit	.	30	33	33
Donley	**	25	1	14
Duval	.	13	21	20
Eastland	31	12	8	11
Ector	38	28	41	38
Edwards	.	10	21	12
Ellis	19	13	27	20
El Paso	8	15	18	18
Erath	20	12	28	19
Falls	34	23	26	29
Fannin	3	8	32	13
Fayette	32	9	30	18
Fisher	67	**	27	10
Floyd	53	0	20	18
Foard	0	10	6	8
Fort Bend	14	10	27	16
Franklin	17	9	9	10
Freestone	**	**	30	1
Frio	.	14	20	20
Gaines	**	9	18	13
Galveston	22	12	25	18
Garza	51	14	24	25
Gillespie	100	2	25	11
Glasscock	.	**	30	3
Goliad	22	**	**	**
Gonzales	**	28	23	23
Gray	11	14	21	17
Grayson	35	16	30	21
Gregg	12	11	25	17
Grimes	26	25	24	25
Guadalupe	7	11	27	18
Hale	6	2	19	14
Hall	**	2	28	8
Hamilton	.	18	13	16
Hansford	.	**	0	**
Hardeman	.	21	23	24
Hardin	13	18	24	18
Harris	26	10	25	22
Harrison	34	18	42	28
Hartley	.	**	3	**
Haskell	21	20	32	23
Hays	15	17	31	26
Hemphill	.	1	3	1
Henderson	**	12	19	12
Hidalgo	29	14	24	24
Hill	31	1	23	12
Hockley	**	0	14	9
Hood	60	15	22	18
Hopkins	20	11	22	16
Houston	21	19	47	25
Howard	48	14	36	29
Hudspeth	.	**	13	7
Hunt	14	8	18	13
Hutchinson	**	16	22	17
Irion	**	7	65	26
Jack	0	0	25	8
Jackson	22	8	27	16
Jasper	15	14	33	17
Jeff Davis	.	20	27	24

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

** = Attrition rate is less than zero (0).
*** = No high school.

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

Intercultural Development Research Association, 2021

Attrition Rates in Texas Public Schools, By Texas County,
by Race-Ethnicity, 2019-20 (continued)

County Name	Attrition Rates			
	Black	White	Latino	Total
Jefferson	22	3	25	17
Jim Hogg	.	**	9	8
Jim Wells	44	20	26	26
Johnson	16	20	23	21
Jones	9	15	20	16
Karnes	70	16	16	17
Kaufman	27	12	28	20
Kendall	25	10	25	16
Kent	.	**	10	**
Kerr	**	**	18	7
Kimble	.	**	28	7
King	.	**	50	**
Kinney	.	8	**	**
Kleberg	**	4	24	21
Knox	**	**	12	0
Lamar	24	11	42	18
Lamb	21	**	14	9
Lampasas	39	**	19	8
La Salle	.	17	21	21
Lavaca	0	**	11	2
Lee	36	5	30	20
Leon	**	7	17	9
Liberty	28	16	32	25
Limestone	5	11	15	11
Lipscomb	**	**	33	18
Live Oak	**	**	23	10
Llano	**	31	25	29
Lubbock	18	13	25	20
Lynn	100	15	18	18
Madison	8	1	8	4
Marion	7	25	19	17
Martin	.	24	27	24
Mason	.	**	18	3
Matagorda	**	8	16	11
Maverick	25	29	26	27
McCulloch	**	**	16	4
McClennan	25	11	29	21
McMullen	.	**	15	1
Medina	7	10	19	16
Menard	.	18	20	22
Midland	44	17	39	34
Milam	4	7	28	15
Mills	35	**	37	15
Mitchell	6	7	13	10
Montague	.	17	19	17
Montgomery	23	14	25	19
Moore	57	6	24	21
Morris	11	23	19	17
Motley	.	11	**	5
Nacogdoches	23	11	33	21
Navarro	20	13	28	21
Newton	10	8	**	10
Nolan	71	37	32	35
Nueces	13	8	20	17
Ochiltree	.	1	24	20
Oldham	**	21	30	20
Orange	33	16	35	20
Palo Pinto	24	9	21	14
Panola	11	20	27	19
Parker	**	17	25	17
Parmer	.	18	20	20
Pecos	**	**	23	17
Polk	13	33	18	28
Potter	38	20	31	26
Presidio	.	42	27	27
Rains	58	21	29	22

County Name	Attrition Rates			
	Black	White	Latino	Total
Randall	**	8	28	13
Reagan	.	40	31	32
Real	.	7	47	27
Red River	**	0	20	2
Reeves	11	74	31	33
Refugio	**	**	8	**
Roberts	.	7	**	**
Robertson	25	18	24	22
Rockwall	29	20	27	22
Runnels	.	13	21	16
Rusk	4	4	14	9
Sabine	5	13	48	16
San Augustine	24	3	**	8
San Jacinto	**	29	24	25
San Patricio	29	12	21	19
San Saba	86	**	5	4
Schleicher	.	4	4	5
Scurry	**	5	28	18
Shackelford	63	8	**	2
Shelby	20	17	22	20
Sherman	.	8	29	22
Smith	26	13	24	20
Somervell	.	19	8	15
Starr	.	71	25	25
Stephens	**	36	11	26
Sterling	.	**	**	2
Stonewall	**	30	27	30
Sutton	.	**	4	**
Swisher	**	21	13	15
Tarrant	31	10	29	22
Taylor	34	18	37	28
Terrell	.	61	**	**
Terry	**	18	13	12
Throckmorton	.	**	14	2
Titus	33	12	23	21
Tom Green	32	8	34	25
Travis	11	13	27	20
Trinity	**	19	16	16
Tyler	18	9	35	13
Upshur	**	17	24	15
Upton	33	11	18	18
Uvalde	100	0	32	27
Val Verde	**	2	4	4
Van Zandt	54	1	32	10
Victoria	36	16	35	30
Walker	27	15	33	23
Waller	31	16	23	22
Ward	**	39	26	26
Washington	27	2	31	18
Webb	**	47	13	13
Wharton	15	4	34	23
Wheeler	**	**	25	9
Wichita	15	8	15	10
Wilbarger	32	12	34	24
Willacy	.	13	13	14
Williamson	12	10	17	14
Wilson	**	2	17	9
Winkler	48	33	26	28
Wise	**	7	12	9
Wood	6	23	7	21
Yoakum	.	3	8	9
Young	15	14	20	17
Zapata	.	0	4	5
Zavala	25	25	17	17
Total	**23**	**12**	**25**	**20**

Intercultural Development Research Association, 2021

Changes in High School Attrition Rates in Texas Counties

92 Counties Where High School Attrition Rates Improved Since Last Year

Carson, Comal, Dallas, Duval, Galveston, Harris, Irion, Jefferson, Johnson, Jones, Lee, Lubbock, Potter, Somervell, Swisher, Terry, Uvalde, Brown, Camp, Childress, Clay, Dimmit, Grimes, Guadalupe, Hardin, Hays, Kendall, McClennan, Navarro, Randall, Rockwall, Ward, Angelina, Bee, Cass, Chambers, Crosby, Dickens, Edwards, Lampasas, Llano, Mitchell, Moore, Orange, Panola, Presidio, Reeves, Young, Aransas, Dawson, Fannin, Hamilton, Houston, Kimble, Nacogdoches, Real, San Augustine, Starr, Zapata, Andrews, Burleson, Burnet, Floyd, Gregg, Hardeman, Harrison, Limestone, Upton, Hudspeth, Jackson, San Jacinto, Tom Green, Bailey, Montague, Castro, Leon, Robertson, Caldwell, Lamar, Zavala, Bowie, Nolan, Cochran, Sabine, Concho, Morris, Lipscomb, Cottle, Falls, Haskell, Stonewall, Menard

113 Counties Where High School Attrition Rates Worsened Since Last Year

Foard, Hemphill, McMullen, Borden, Colorado, Hall, Gaines, Garza, Lynn, Shackelford, Jim Hogg, Kleberg, Newton, San Saba, Schleicher, Stephens, Lamb, Motley, Bandera, Franklin, Hale, Ochiltree, Shelby, Anderson, Calhoun, Freestone, Martin, Sterling, Bosque, Hill, Lavaca, Marion, Maverick, Van Zandt, Walker, Callahan, Cooke, Crane, Deaf Smith, Delta, Hockley, Jim Wells, Live Oak, Madison, Milam, Palo Pinto, San Patricio, Wise, Austin, Coryell, Dallam, Erath, Gillespie, Jeff Davis, Karnes, La Salle, Mills, Tyler, Victoria, Webb, Wilbarger, Brazoria, Brewster, Cherokee, Coleman, Donley, Fort Bend, Frio, Gonzales, Hopkins, Liberty, Midland, Reagan, Runnels, Scurry, Travis, Waller, Washington, Wilson, Atascosa, Brazos, Cameron, Crockett, Eastland, Fayette, Gray, Grayson, Hidalgo, Hood, Jack, Jasper, Kerr, Oldham, Parker, Red River, Rusk, Val Verde, Willacy, Collin, Comanche, Dewitt, Henderson, Howard, Hunt, Kaufman, Knox, Medina, Nueces, Smith, Titus, Trinity, Wheeler, Wood

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

Archer, Bastrop, Bell, Bexar, Denton, Ector, Ellis, El Paso, Fisher, Matagorda, Montgomery, Parmer, Pecos, Polk, Rains, Tarrant, Taylor, Upshur, Wharton, Wichita, Williamson, Winkler, Yoakum

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

Armstrong, Baylor, Blanco, Briscoe, Brooks, Coke, Collingsworth, Culberson, Glasscock, Goliad, Hansford, Hartley, Hutchinson, Kent, King, Kinney, Mason, McCulloch, Refugio, Roberts, Sherman, Sutton, Terrell, Throckmorton

Look up your county to see 10-year trends

https://idra.news/Txlook

* 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, 2021

Attrition Rate Forecast Predicts Continued Loss of Students for Decades

by Bricio Vasquez, Ph.D.

The annual attrition rate decreased by one point to 20% this year (2020), compared to last year's 21% (Johnson, 2018). Since 1986, when IDRA started calculating the attrition rate annually, there have been only three periods with uninterrupted downward trends: During 1987 to 1989, 1997 to 2014, and 2016 to 2020. In the current period, the rate moved from 25% to 20% – the lowest value ever calculated by the IDRA annual study. IDRA conducts the forecast analysis to predict the year the attrition rate will reach zero. This is the 12th time we performed this analysis. Note, the models do not reflect the effects of COVID-19, which occurred after this analysis.

Forecasting Summary

The attrition forecast in the chart below shows the long-term projections remained the same as last year. We still need to wait at least 17 years for the attrition rate to reach zero. This year's attrition rate of 20% was within the range predicted last year, which was between 19% and 26%.

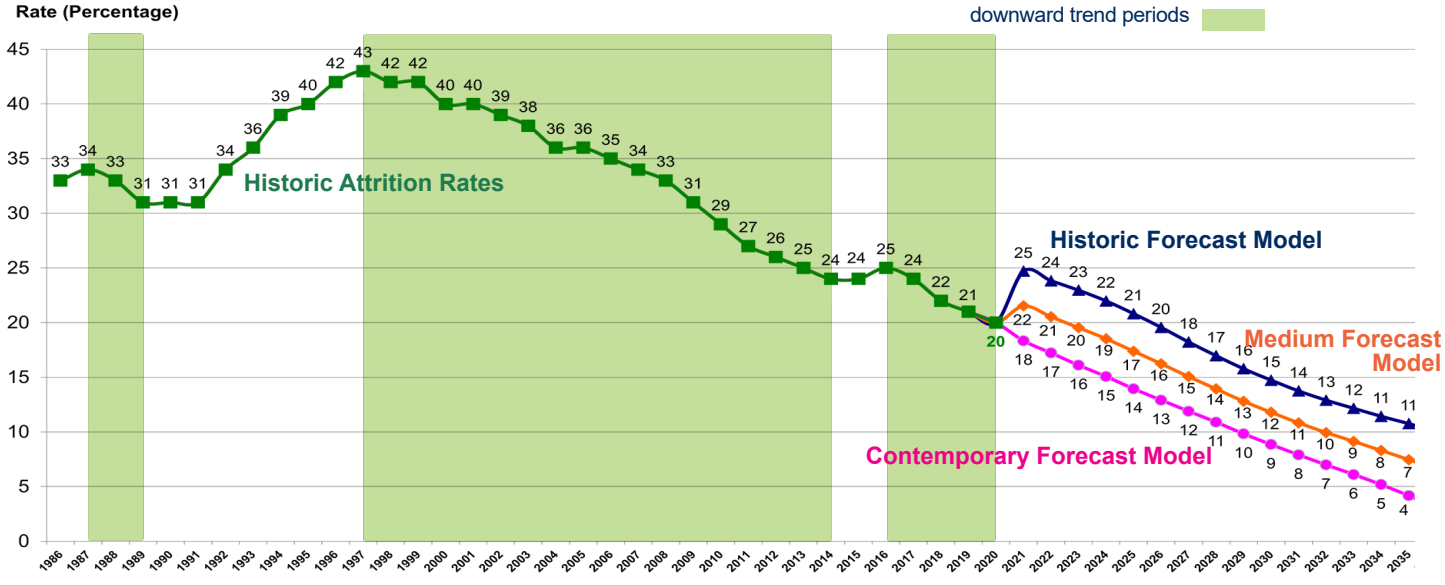
The predictions for the attrition rate in 2020-21, shown in the graph below in green, are between 18% and 25%. The graph first plots the historic attrition values (green line, 1986-2019), followed by the forecasted values (2020 to 2038) created by three forecasting models. These prediction values indicate Texas will not reach an attrition rate of zero until 2038.

Forecasting Models

IDRA's forecasting analysis uses three models. The **Historic Forecast Model** includes all known attrition values, from 1986 to the present, as determined by the annual IDRA longitudinal attrition studies. Higher past attrition rates skew the Historic Forecast Model's predictions upwards. It expects the attrition rate will increase to 25% in 2020-21 followed by a decline, initiating another downward trend. In this model, the attrition rate will reach 9% in 18 years. The graph below depicts this model in blue.

The **Contemporary Forecast Model** uses historical attrition values starting in 1997 to construct projections. This period in time is

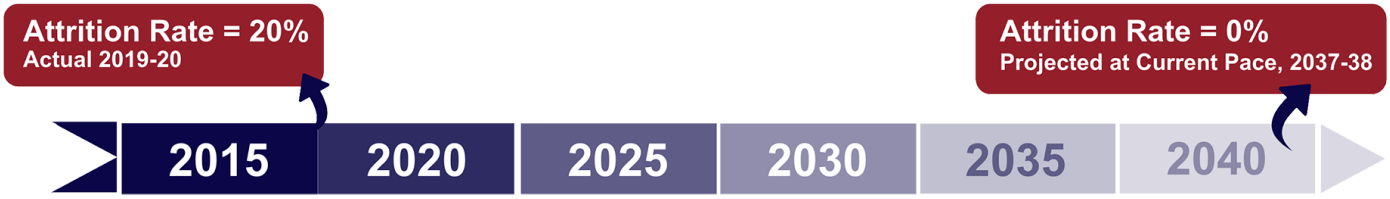
Historic Attrition Rates and Next Year Forecasted Attrition Rates



Intercultural Development Research Association, 2021

Universal high school graduation is two decades away

Texas has lost over 4 million students since 1986. We stand to lose another 2 million students.



Intercultural Development Research Association, 2020

an inflection point where attrition rates shifted from increasing to decreasing. The recent past is often more relevant to the present than the distant past. This model predicts an 18% attrition rate for 2020-21, two points below the current attrition rate (2019-20). After that, the attrition rate will progressively decrease by one or two points annually until it reaches zero in 2038. The graph on Page 17 depicts this model in pink.

The third model takes a centrist approach between the historic and contemporary models. This **Medium Forecast Model** derives its values averaging the Historic Forecast Model and the Contemporary Forecast Model. The medium model predicts the attrition rate to revert to 22% in 2020-21 then to resume the downward trend reading 5% in 18 years. The graph on Page 17 depicts this model in orange.

Best Fit

The table below shows the performance of the three models through the 12-year application. It lists the forecasted value and its residual – the difference between the forecasted and the actual values – for each model annually. The smallest residuals correspond to models that best fit the

At the current pace, we will not reach a zero attrition rate until 2038.

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	22	28	6	24	2	21	-1	2037	20
2018-19	21	27	6	24	3	20	-1	2038	20
2019-20	N/A	26	6.5	23	3.2	19	1.5	2038	19
2020-21	N/A	25	6.5	22	3.2	18	0	2038	18

Intercultural Development Research Association, 2021

Forecasted Numbers of Students Lost to Attrition

Period	Statistical Models		
	Historic	Medium	Contemporary
2019-24	531,868	464,718	397,568
2025-29	533,863	412,032	290,202
2030-34	507,139	339,424	171,710
2035-38	382,604	212,674	42,745
Total	**1,955,474**	**1,428,849**	**902,224**

Intercultural Development Research Association, 2021

"It has become 'normal' to have students disappear from schools. But it shouldn't be considered normal. It is very real for every family it touches and for our communities. We must expect our schools to prepare and graduate every student. And we must ensure schools have what they need to reach an attrition rate of zero soon."

– Celina Moreno, J.D., IDRA President & CEO

data. The last row, the year 2020-21, shows the three models' predicted values and the long-term absolute mean residual for each model.

Initially, the contemporary model, with residuals between 0 and 2, was the best fit for the data, suggesting a continuous downward trend. But, in 2015 and 2016, this model undershot by 3 and 2 points (a difference of -3 and -2, respectively), and the medium model missed the actual value by just 1 point in both years. This placed the medium model as the best fit for this period.

However, the most recent actual attrition rate reinstated the contemporary model as the best fit, with a residual of just 0 in the last two years. The long-term absolute mean residual for this model continued to be the lowest, 0 points (compared to 3.2 and 6.5).

Because the contemporary model is the best fit overall, we used it to forecast the year when the attrition rate would reach zero, listed in the last column of the table on Page 18, along with the number of years (N) it would take. The contemporary model puts the attrition rate in single digits in the early 2030s. The rate will progressively decrease after that and reach zero in 2038.

Thus, we are still at least 18 years away from achieving zero attrition at the current pace, with many students lost in the intervening time. It is also essential to keep in mind that the contemporary model is the best fit for now.

Zero-Attrition Year

The last column in the table on Page 18 shows when the contemporary model predicted attrition would reach zero for the 13 forecasting runs. We plotted these forecasted zero-attrition years in the table18 to gain further insights about the most likely year the attrition rate in Texas will be zero.

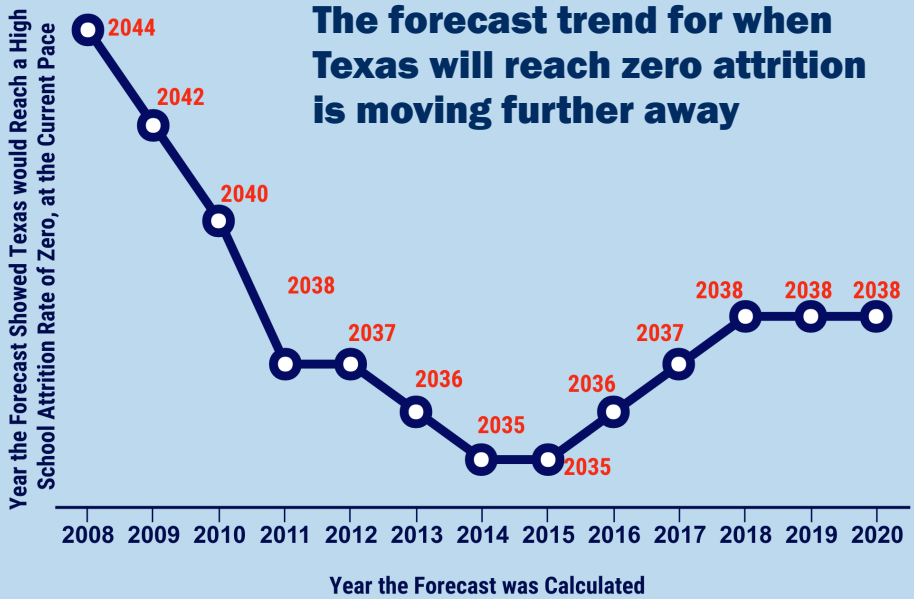
Forecasted Student Losses

To understand the severity of the situation, we used the updated three forecast models to estimate numbers of students that will likely be lost to attrition before the state reaches a zero attrition rate (see table above).

The historic forecast model predicts a loss of 1.9 million students for the next 18 years. The medium forecast model more than 1.43 million students, and the contemporary model indicated 902,224 students lost.

Conclusions

- If we assume that the current downward trend is accurate, the result of systemic changes will drop 2 additional points to 18% next year. After that, the attrition rate will continue to drop, reaching single-digit values in the early 2030s. By 2033, the attrition rate will be about 6%, and it will reach zero in the year 2038. However, we would



Intercultural Development Research Association, 2021

have lost nearly 1 million (0.90 million) students to attrition from now to that point.

- The medium model suggests that the current attrition rate will increase to 22% before resuming its downward trend over the medium term. In this scenario, by the year 2038, attrition will be zero, and during these 18 years, we would have lost more than 1.43 million students.
- The historic model indicates the student attrition rate likely will increase to 25% next year then remain between 18% and 25% for the foreseeable future. Under this scenario, nearly 2 million additional students will be lost to attrition by the year 2038.
- The attrition rate has decreased from 40% in the 1990s; however, the decline needs to accelerate for Texas students to be competitive in a global and technological economy. Suppose the attrition rate continues to decrease by 1 or 2 points with occasional reversals. In that case, the zero-attrition rate year will continue to be pushed into the future by one or two years annually, and the nearly 20-year barrier to achieving zero attrition will persist.

Therefore, we should expect attrition rates in the range of 18% to 25% for the next few years. Projections show Texas will lose between 0.9 million and 1.9 million additional students to attrition before reaching a zero attrition, forecasted under the most optimistic scenario unless policymakers, educators and communities make systemic changes. Celina Moreno, J.D., IDRA President & CEO said: "It has become 'normal' to have students disappear from schools. But it shouldn't be considered normal. It is very real for every family it touches and for our communities. We must expect our schools to prepare and graduate every student. And we must ensure schools have what they need to reach an attrition rate of zero soon."

Resources

Johnson, R. (2021). "Public School Attrition Rate in Texas Reaches Historic Low," *Texas Public School Attrition Study 2019-20*. San Antonio, Texas: Intercultural Development Research Association.

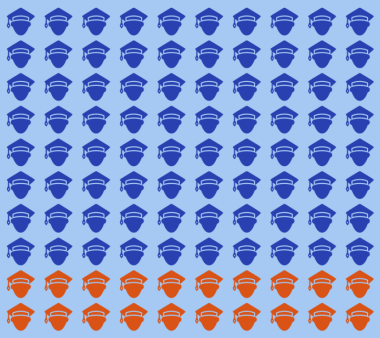
Montes, F. (2021). "Attrition Rate Forecast Predicts Continued Loss of Students for Decades," *Texas Public School Attrition Study 2019-20*. San Antonio, Texas: Intercultural Development Research Association.

Bricio Vasquez, Ph.D., is IDRA's education data scientist. Comments and questions may be directed to him via email at bricio.vasquez@idra.org.

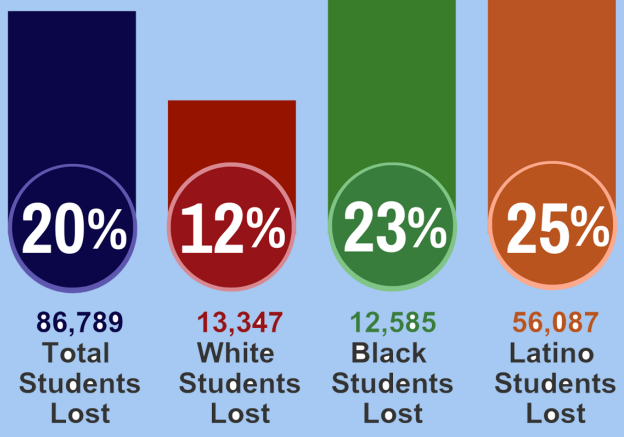
Projections show Texas will lose between 0.9 million and 2 million additional students to attrition before we reach a zero attrition, unless this issue is considered seriously by policymakers and systemic changes implemented to ameliorate the problem.

IDRA – Texas Public School Attrition Study, 2019-20

Texas public schools are losing 1 out of 5 students



It has taken Texas over 34 years to improve by 12 percentage points: from 33% to 20%.



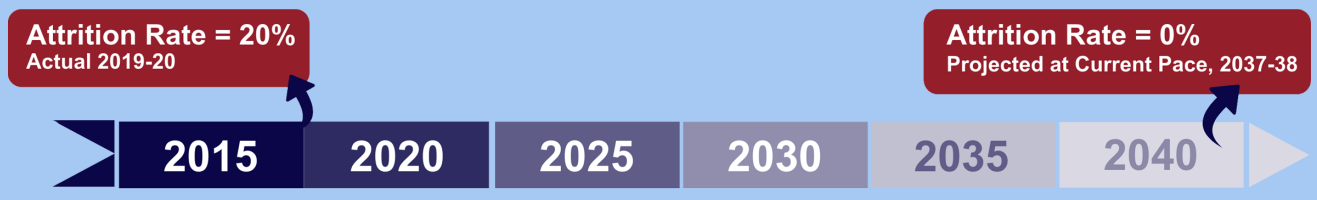
We're losing **10** students per hour

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

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

Universal high school graduation is two decades away

Texas has lost over 4 million students since 1986.
We stand to lose another 2 million students.



It doesn't have to be this way

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

All children are valuable. None is expendable

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Children First IDRA Transforming Education

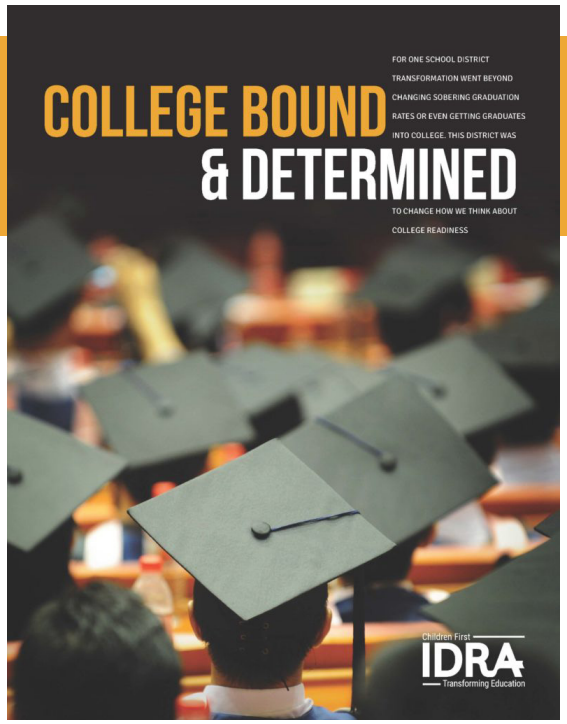
See this infographic online and share! https://idra.news/Attrition20

College Bound & Determined

Children First IDRA Transforming Education

Free online!

An IDRA report showing what happens when a school district raises expectations for students



PSJA ISD Proves 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 then-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, College^3, meaning that all students will be College Ready, College Connected and will complete College."

– Dr. Daniel King, then-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 Emerita

College Bound & Determined is available from IDRA for $15 and is free online at: https://idra.news/CollegeBoundw

Updated edition 2019

In-Grade Retention Overuse Harmful to Texas Students

by Roy L. Johnson, M.S.

The reasons students leave school are many, varied and often inter-related. Researchers identify key predictors associated with why students drop out of school. These include low grades, frequent absences, retention in grade, overage for grade, low achievement, limited access to high quality teaching, poorly funded schools, exclusionary discipline and the list goes on (Hammond, et al., 2007).

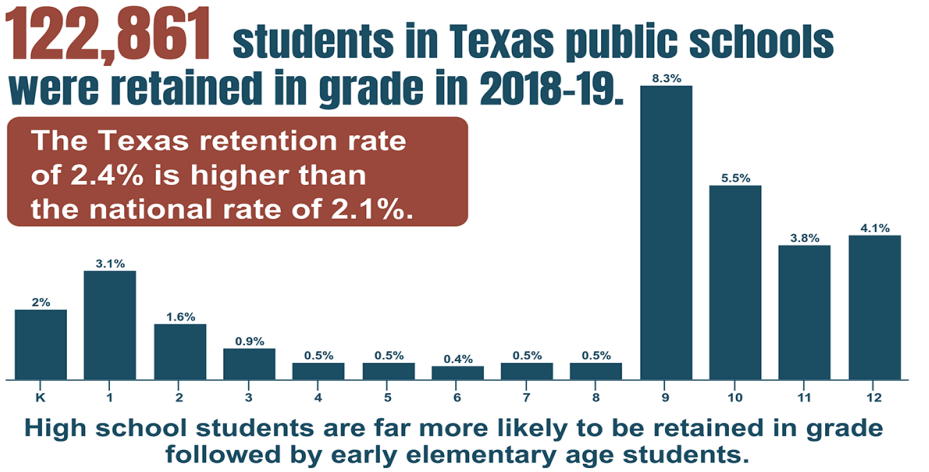
IDRA identified six school policies and practices that lead to higher dropout rates: (1) exclusionary discipline, (2) in-grade retention, (3) low funding and insufficient support for English learners, (4) unfair and insufficient funding, (5) watered-down and non-college prep curricula, and (6) testing that is high stakes.

According to the National Association for School Psychologists (NASP), regardless of the educational outcome, grade retention has numerous health and emotional risks for elementary school children, especially because students with emotional problems are more likely to be retained in the first place (2003). Retention is associated with increases in behavior problems and issues with peer relationships, self-esteem, problem behaviors and attendance (NASP, 2003; Jimerson & Renshaw, 2012; NEA, 2017).

Even students who are retained in elementary school have an increased probability of dropping out of high school (Hughes, et al., 2017).

IDRA examined the state's data sets for retention, including information on the number and rate of all students retained in grades K-12 disaggregated by various student groups. Retention data in this study cover six school years from 2013-14 through 2018-19. Retention data for 2019-20 are not yet available. *traditional schools, not charters?

Research on secondary effects of retention show that retained students are 11 times more likely to drop out of school.



Intercultural Development Research Association, 2021

The Texas Education Agency (TEA) reports in-grade retention data since 1994-95 and defines grade retention in elementary school as repetition of a grade or delayed entry. The same usually applies to students in seventh and eighth grades.

Texas law requires promotion and retention decisions be based on academic achievement and attendance. The also state implemented high-stakes punishments for students who did not pass state standardized tests (TAAS, TAKS, STAAR). From 2002-03 to 2008-09, third grade students were required to pass the state reading test to advance to fourth grade. Policies requiring students to pass the state reading and mathematics tests were added for fifth graders in 2004-05 and eighth graders in 2007-08.

Since high school curricula comprises individual courses, students who fail a class do not earn that specific course credit and may need to retake it. Such students as well as those who do not take the minimum number of courses required in a school year may be considered to be in same grade level for two consecutive years.

Retention by Grade

For the 2018-19 school year, 122,861 students in Texas public schools were retained in grade. This rate of 2.4% is higher than the national rate of 2.1% in 2017 (NCES, 2019) but has decreased from 2.6% in 2016-17.

Across grade levels in Texas, the percentages of students retained in grade include 1.3% in elementary school, 0.5% in middle school (grades 7-8) and 5.5% in high school.

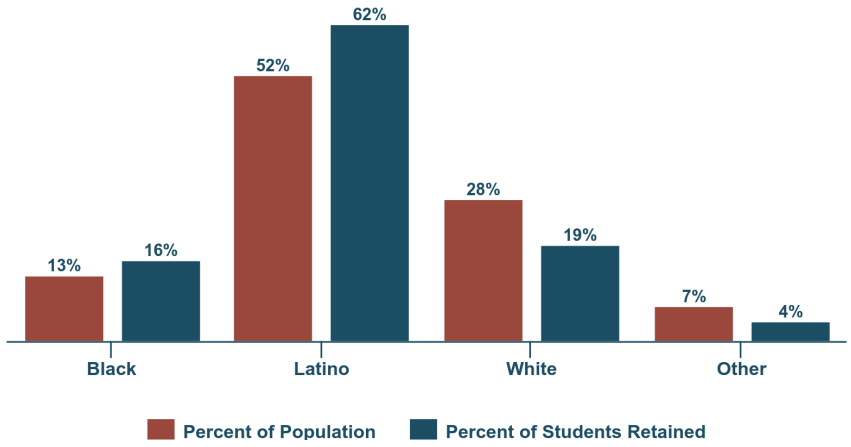
From 2013-14 to 2018-19, Texas retention rates decreased by 0.7 percentage points. Last year, 65.8% of retained students were in high school, 30.9% were in middle school, and 3.3% were in elementary school.

Nationally, students are most likely to be retained in first grade, but they are overall more likely to be retained in first through third grades (Warren & Saliba, 2012).

In Texas, at the elementary school level, the retention rate was highest in first grade (3.1%) followed by kindergarten (2.0%) and second grade (1.6%). The retention rate was 0.9% at third grade, 0.5% at both grades 4th and 5th, and 0.4% at grade 6. At the middle school level, the retention rate was 0.5% at both grade 6 and grade 7, respectively.

Ninth grade is a turning point for numerous students who eventually drop out of high school. Students may experience tough transitions from middle school, harder academic courses, new social stressors and new standardized tests (McCallumore & Sparapani, 2010). Students who are retained in middle or high school face higher risks of emotional distress, cigarette use, alcohol use, drug abuse, driving while drinking, early onset of sexual activity, suicidal intentions and violent behaviors (NASP, 2003; Tingle, et al., 2010; Jimerson & Renshaw, 2012).

The retention rates of Black students and Latino students were nearly two times higher than White students in Texas.



Intercultural Development Research Association, 2021

In Texas, the highest retention rate overall was in ninth grade (8.3%). The retention rate in 10th grade was 5.5%, 3.8% in 11th grade, and 4.1% in 12th grade.

At the high school level until 2015, state policy required schools to deny students diplomas to students who did not pass one or two end-of-course exams despite the rest of the students' academic record. Since 2015, such students may instead demonstrate subject-matter proficiency through an evaluation by an individual graduation committee. Composed of a principal, teacher, department head, and sometimes a parent, guardian, or the student, the school's individual graduation committee evaluates a portfolio of the student's work in the course or has the student complete a project to demonstrate proficiency.

Over 15,000 12th grade students were retained in grade in the 2018-29 school year. According to the latest TEA data released for the 2018-19 school year, there were 20,949 students assigned an individual graduation committee. Of these, 83.0% (17,391) were recommended for graduation (TEA, 2019).

Retention by Race-Ethnicity

Nationally, students of color are more likely to be held back than their white peers. In 2017, 3.1% of Black students were retained compared to 1.9% of Latino students and 2.1% of white students (NCES, 2019).

In Texas, the retention rates in 2018-19 were even higher for students of color at 3.1% for Black students and 2.8% for Latino students compared to 1.6% for white students and 1.2% for remaining groups.

The retention rates of Black students and Latino students were nearly two times higher than white students in the state: 1.94% higher for Black students and 1.75% higher for Latino students.

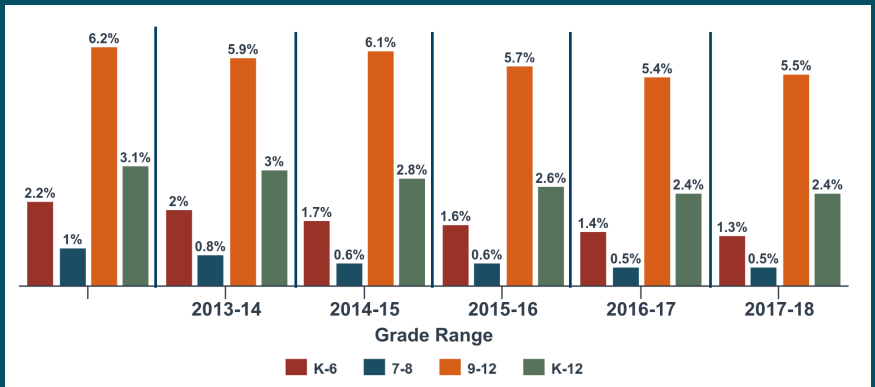
Based on their percentage of the total population, the Black students and Latino students were overrepresented in the in-grade retention counts. Black students comprised 12.5% of the total student population but 16.1% of students retained in grade. Latino students comprised 52.4% of the total student population but 61.6% of students retained in grade. White students comprised 27.7% of the total student population but only 18.6% of students retained in grade.

The overall retention rate over the past six-year period declined by about 0.7 percentage points from 2013-14 to 2018-19. Across racial-ethnicity groups during the six-year period, the retention rate declined by 0.9 percentage points for Black students, 1.0 percentage points for Latino students, and 0.4 percentage points for white students.

Black students in ninth grade had the highest retention rate (11.5%) followed by ninth grade Latino students (10.1%). The ninth-grade retention rate of Black students was 2.56 times higher than white students, while the ninth-grade retention rate of Latino students was 2.24 times higher than white students. This pattern of disproportionate representation was observable across the six-year period.

Dr. Paula Johnson, director of the IDRA EAC-South explains: "Students of color tend to have less access to quality instruction. Many times, they are under the care of teachers with little cultural competence and limited experience with the subject matter. Racial bias impacts all areas of education, from policy to practice." (2018)

Grade-Level Retention by Year and Grade Range, 2013-14 to 2018-19



Year	Grade Level	Students	Retained	Rate (%)
2013-14	K-6	2,679,569	59,294	2.2
	7-8	755,186	7,572	1.0
	9-12	1,361,831	84,107	6.2
	K-12 (All Levels)	**4,796,586**	**150,973**	**3.1**
2014-15	K-6	2,721,733	55,339	2.0
	7-8	762,365	6,367	0.8
	9-12	1,405,079	83,239	5.9
	K-12 (All Levels)	**4,889,177**	**144,945**	**3.0**
2015-16	K-6	2,743,450	47,884	1.7
	7-8	767,179	4,895	0.6
	9-12	1,448,109	87,672	6.1
	K-12 (All Levels)	**4,958,738**	**140,451**	**2.8**
2016-17	K-6	2,751,252	43,691	1.6
	7-8	779,123	4,953	0.6
	9-12	1,479,066	83,959	5.7
	K-12 (All Levels)	**5,009,441**	**132,603**	**2.6**
2017-18	K-6	2,748,428	37,880	1.4
	7-8	791,979	4,086	0.5
	9-12	1,502,543	80,733	5.4
	K-12 (All Levels)	**5,042,950**	**122,699**	**2.4**
2018-19	K-6	2,750,481	34,520	1.3
	7-8	803,944	3,855	0.5
	9-12	1,524,099	84,486	5.5
	K-12 (All Levels)	**5,078,524**	**122,861**	**2.4**

Data source: Texas Education Agency, Grade-Level Retention in Texas Public Schools, 2013-14 to 2018-19
Intercultural Development Research Association, 2021

Retention by Gender

The in-grade retention rate of males in Texas was 1.53% higher than that of females in 2018-19. The retention rate of males was 2.9% compared to 1.9% for females. Males accounted for 60.9% of all students retained in grade in 2018-19, and females accounted for 31.9%.

Over the six-year period from 2013-14 through 2018-19, the retention rate of males has declined from 3.8% in 2013-14 to 2.9% in 2018-19. Over the same time period, the retention rate for females declined from 2.5% in 2013-14 to 1.9% in 2018-19. The retention rate for both males and females reflect a decline of about 24%.

In 2018-19, male students in ninth grade had the highest retention rate (10.1%) followed by males in 10th grade (6.7%). Female students also had the highest retention rate in ninth grade (6.4%) followed by 10th grade (4.3%).

Retention by Economically Disadvantaged Status

Three of every four Texas students retained in grade are considered economically disadvantaged. Of the 122,861 students retained in 2018-19, 77% (94,134) were economically disadvantaged. This is significantly higher than their 60.6% proportion of the student population.

The in-grade retention rate for economically disadvantaged students was 3.1% in 2018-19 compared to 3.4% in 2016-17 and 4.0% in 2013-14. The retention rate for economically disadvantaged students was 2.21 times higher than the rate for non-economically disadvantaged students.

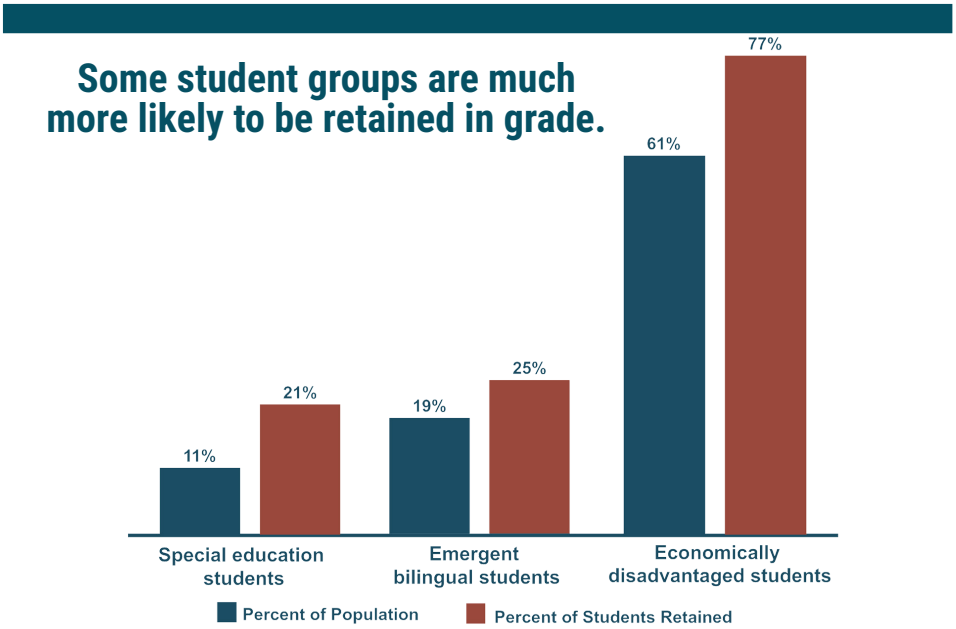
For students identified as economically disadvantaged, the highest retention rate was in ninth grade (11.2%) and the lowest was at grades 4, 5, 6 and 8 (0.6%, respectively). At the elementary level, economically disadvantaged students in first grade had the highest retention rate (4.0%).

From 2013-14 to 2018-19, the economically disadvantaged retention rate has declined by 22.5% from 4.0% in 2013-14 to 3.1% in 2018-19.

Retention by English Learner Status

One in four students (25.0%) of Texas students retained in grade were emergent bilingual students (identified as English learners) in 2018-19. The retention rate for emergent bilingual students was 3.1% in 2018-19 compared to 3.5% in 2016-17 and 4.3% in 2013-14. Of the 122,861 students retained in grade in 2018-19, 25.0% (30,250) were emergent bilingual students.

In 2018-19, emergent bilingual students in ninth



Intercultural Development Research Association, 2021

grade had the highest retention rate (15.4%) followed by 10th grade (10.8%). In elementary school, the retention rate for emergent bilingual students was highest in first grade (3.8%) followed by second grade (2.4%).

Retention by Special Education Status

One of five (20.5%) special education students were retained in grade, with a retention rate of 4.5% in 2018-19 compared to 4.7% the previous school year. Of the 25,138 special education students retained in grade, 72.8% were in high school, 25.1% were in elementary, and 2.0% were in middle school.

In 2018-19, special education students at 12th grade had the highest retention rate (22.6%) followed by ninth grade (13.1%). In elementary school, the retention rate for special education students was highest at kindergarten (5.5%) followed by first grade (4.9%).

Retention by Over-age Status

Students who are retained in grade become over-age students for their subsequent grade levels. TEA defines an over-age student as one "whose age on September 1 is higher than his or her grade level plus five years." Over-age students had an in-grade retention rate of 5.9% in 2018-19 compared to 5.6% in 2017-18. In 2018-19, 35.2% (one in three) of all students retained were over age.

In 2018-19, over-age students in ninth grade had the highest retention rate (18.7%) followed by 10th grade (12.5%) and 12th grade (11.7%). In elementary school, the retention rate for over-age students was highest in second grade and sixth grade (0.7%) followed by third grade (0.5%).

The annual dropout rate in 2018-19 for over-age students in grades 7-12 was 5.2% compared to the state average of 1.4% according to TEA dropout data. This rate was nearly four times (3.71) higher than the state average.

Of the 34,477 dropouts TEA reported in 2018-19, a total of 25,792 were over age. Students identified as over age for their grade made up 74.8% of all dropouts in grades 7-12.

Across grade levels, the over-age dropout rate included 1.2% at grades 7-8 and 6.8% at grades 9-12. Of the 25,792 over-age dropouts, 93.7% were in grades 9-12 and 6.3% were in grades 7-8.

Summary and Recommendations

Over a six-year period in Texas from 2013-14 through 2018-19 a substantial number of students were retained in grade each school year. Across virtually every student grouping, whether by race-ethnicity or student characteristic, the highest retention rates were in the critical ninth grade transition year.

Males had higher retention rates than females. Economically disadvantaged and over-age students had higher retention and dropout rates than those who were not.

Grade retention also is a costly practice. In 2016-17, Texas spent an estimated $10,360 per student, and public schools held back more than 37,000 students. The cost of this extra year of school alone was more than $384 million (Texas A&M, 2018).

In-grade Retention Analysis

Despite good intentions, the reasoning behind grade retention is inherently discouraging to children. Policymakers look to retention as a method of trying to increase student achievement by squarely placing the blame on the student and hoping that the fear of consequences, being held back, will scare them into compliance and satisfactory achievement (Darling-Hammond, 1998). The idea that repeating a grade with the same material as a method of improving learning is already flawed, especially if nothing about the academic environment changes.

Generally, academic achievement for a retained student may improve during the first year, but achievement gains typically decline as the student progresses through additional years. Essentially, students who are retained do not receive long-term benefits from the practice and usually perform more poorly than low-achieving peers who were not retained (Johnson & Rudolph, 2001; Jimerson & Renshaw, 2012; Anastasiou, et al., 2017). Even if grade retention has helped some students, it is difficult to know who will benefit from the practice and who will not.

Impact on students at the secondary level includes a higher risk of dropping out, and this probability increases with multiple retentions (NASP, 2003; Jimerson & Renshaw, 2012; NEA, 2017). In her study, Andrew states that research on secondary effects of retention have shown that retained students are 11 times more likely to drop out of school (2014).

While it is encouraging to see that retention rates are trending down, rates in Texas are higher than the national average and reveal great disparities by race and ethnicity, family income and English learner status.

Johnson emphasizes that "increased teacher capacity to serve the needs of diverse learners, rigorous instructional programs for all students, and early intervention are the most effective ways to ensure successful student outcomes. Specific strategies include early warning systems, special needs testing, early intervention, intensified learning, and performance assessments instead of high-stakes standardized testing." (2018)

In addition, Texas policymakers must remove automatic retention features of the state's accountably system.

IDRA's eBook: *Failing In-Grade Retention* (second edition) outlines how an ineffective practice with lasting consequences, high price tags and civil rights implications can be wiped out by schools doing what schools do best: Teaching today's children.

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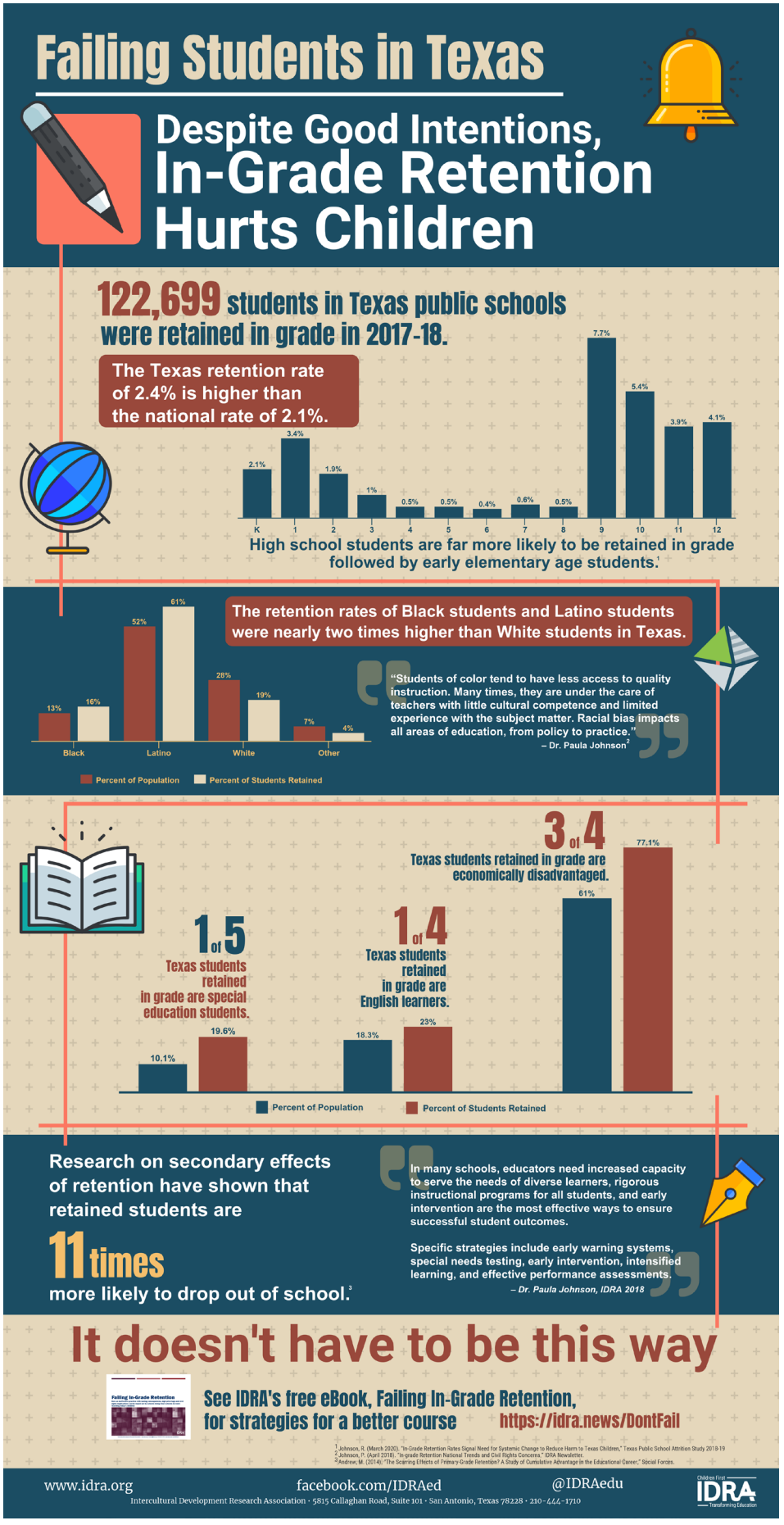

Grade-Level Retention Numbers, 2018-19

Grade	All Students	Race-Ethnicity				Gender		Special Populations			
		Black	Latino	White	Other	Female	Male	Eco Dis	English Learner	Special Ed	Overage
K	7,408	652	3,490	2,818	448	2,632	4,776	5,099	1,459	2,148	35
1	11,807	1,576	7,438	2,394	399	4,976	6,831	9,801	3,948	2,150	190
2	6,295	965	4,136	972	222	2,760	3,535	5,348	2,505	963	268
3	3,566	574	2,290	554	148	1,642	1,924	2,978	1,461	376	254
4	1,842	348	1,071	363	60	785	1,057	1,507	604	209	209
5	1,855	291	1,102	373	89	781	1,074	1,476	610	244	222
6	1,747	320	989	374	64	626	1,121	1,443	467	225	458
7	1,988	380	1,141	389	78	705	1,283	1,654	502	245	648
8	1,867	255	1,145	400	67	748	1,119	1,450	525	267	544
9	34,874	6,119	22,580	5,110	1,065	12,927	21,947	27,845	8,919	5,586	17,034
10	21,222	3,785	13,241	3,455	741	8,148	13,074	16,069	4,426	3,090	9,651
11	13,306	2,307	8,324	2,215	460	5,291	8,015	9,770	2,504	1,676	5,128
12	15,084	2,175	8,681	3,460	768	6,054	9,030	9,694	2,320	7,959	8,637
Total	**122,861**	**19,747**	**75,628**	**22,877**	**11,569**	**48,075**	**74,786**	**94,134**	**30,250**	**25,138**	**43,278**

Grade-Level Retention Rates, 2018-19

K	2.0	1.5	1.8	2.7	1.5	1.5	2.5	2.2	1.5	5.5	0.2
1	3.1	3.4	3.7	2.3	1.3	2.7	3.5	4.0	3.8	4.9	0.6
2	1.6	2.0	2.1	0.9	0.7	1.5	1.8	2.2	2.4	2.0	0.7
3	0.9	1.2	1.1	0.5	0.5	0.9	1.0	1.2	1.4	0.8	0.5
4	0.5	0.7	0.5	0.3	0.2	0.4	0.5	0.6	0.6	0.4	0.4
5	0.5	0.6	0.5	0.3	0.3	0.4	0.5	0.6	0.7	0.5	0.4
6	0.4	0.6	0.5	0.3	0.2	0.3	0.5	0.6	0.6	0.5	0.7
7	0.5	0.7	0.5	0.4	0.3	0.4	0.6	0.7	0.7	0.6	1.0
8	0.5	0.5	0.5	0.4	0.2	0.4	0.5	0.6	0.9	0.6	0.8
9	8.3	11.5	10.1	4.5	3.6	6.4	10.1	11.2	15.4	13.1	18.7
10	5.5	7.9	6.6	3.1	2.7	4.3	6.7	7.4	10.8	8.7	12.5
11	3.8	5.3	4.7	2.1	1.8	3.0	4.5	5.2	8.4	5.8	8.6
12	4.1	4.7	4.6	3.2	2.9	3.3	4.9	5.0	8.4	22.6	11.7
Total	**2.4**	**3.1**	**2.8**	**1.6**	**1.6**	**1.9**	**2.9**	**3.1**	**3.1**	**4.5**	**5.9**

Grade-Level Retention Percentages, 2018-19

K	6.0	3.3	4.6	12.3	9.7	5.5	6.4	5.4	4.8	8.5	0.1
1	9.6	8.0	9.8	10.5	8.7	10.4	9.1	10.4	13.1	8.6	0.4
2	5.1	4.9	5.5	4.2	4.8	5.7	4.7	5.7	8.3	3.8	0.6
3	2.9	2.9	3.0	2.4	3.2	3.4	2.6	3.2	4.8	1.5	0.6
4	1.5	1.8	1.4	1.6	1.3	1.6	1.4	1.6	2.0	0.8	0.5
5	1.5	1.5	1.5	1.6	1.9	1.6	1.4	1.6	2.0	1.0	0.5
6	1.4	1.6	1.3	1.6	1.4	1.3	1.5	1.5	1.5	0.9	1.1
7	1.6	1.9	1.5	1.7	1.7	1.5	1.7	1.8	1.7	1.0	1.5
8	1.5	1.3	1.5	1.7	1.5	1.6	1.5	1.5	1.7	1.1	1.3
9	28.4	31.0	29.9	22.3	23.1	26.9	29.3	29.6	29.5	22.2	39.4
10	17.3	19.2	17.5	15.1	16.1	16.9	17.5	17.1	14.6	12.3	22.3
11	10.8	11.7	11.0	9.7	10.0	11.0	10.7	10.4	8.3	6.7	11.8
12	12.3	11.0	11.5	15.1	16.7	12.6	12.1	10.3	7.7	31.7	20.0
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**

Data sources: Texas Education Agency, Grade-Level Retention in Texas Public Schools, 2018-19

Intercultural Development Research Association, 2021

State Education Agency Reported Dropout Rates Remain Virtually Unchanged in Texas Over the Last Three Years

by Roy L. Johnson, M.S.

For the last three school years, the ninth grade four-year annual and longitudinal dropout rates in Texas remained virtually unchanged according to the latest dropout and school completion report by the Texas Education Agency (TEA). The annual dropout rate was 1.9% in 2016-17, 2017-18 and 2018-19.

The longitudinal dropout rate worsened slightly from 5.7% in 2017-18 to 5.9% in 2018-19, an increase of 3.5%.

The longitudinal graduation rate improved from 89.7% in 2016-17 to 90.0% in both 2017-18 and 2018-19.

TEA released its latest dropout and school completion report in August 2020. The report entitled, Secondary School Completion and Dropouts in Texas Public Schools 2018-19, presented information on dropouts, completers and graduates from Texas public schools.

By state law, TEA uses the dropout definition and calculation methods of the National Center for Education Statistics (NCES) since 2005-06. With 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 year, is not expelled, and does not graduate, receive a high school equivalency certificate, continue high school outside the public-school system, begin college or die." (See Page 44.)

Little Change in Annual Dropout Rate

TEA's latest dropout and school completion report shows a 1.4% annual dropout rate for grades 7-12 for the fourth consecutive year and 1.9% for grades 9-12 for the third consecutive year.

The number of school dropouts for grades 7-12 increased from 33,697 in 2017-18 to 34,477 in 2018-19, an increase of 2.31% (see table below). Of the 34,477 dropouts, 3,579 were in grades 7-8, and 30,898 were in grades 9-12.

The attrition rate for the class of 2019 (grades 9-12) was 17.6%, which was down from 18.5% for the class of 2017 and 17.8% in 2018.

In high school (grades 9-12), TEA reported that the number of school dropouts increased from 30,273 in 2017-18 to 30,898 in 2018-19, an increase of 2.06% (see table below).

Across race-ethnicity groups*, the annual dropout rate was 3.0% for African American students, 2.3% for Hispanic students, and 1.0% for white students. The rates for Hispanic and white students remained unchanged, while the rates for African American students increased by 0.2 of a percentage point.

In middle school (grades 7-8), the number of school dropouts increased from 3,424 in 2017-18 to 3,579 in 2018-19, an increase of 4.52%. The annual dropout rate remained unchanged at 0.4% in 2017-18 and 2018-19.

Across race-ethnicity groups, the annual dropout rate was 0.7% for African American students, 0.5% for Hispanic students and 0.3% for white students.

Longitudinal Dropout Rate Worsens

TEA reported a higher ninth grade longitudinal dropout rate of 5.9% for the class of 2019 compared to 5.7% for the class of 2018. The rate for African American students (8.8%) was 2.67 times as high as for white students (3.3%). Hispanic students had a 7.1% longitudinal dropout rate, which was 2.15 times higher than for white students.

The four-year longitudinal dropout rate for economically disadvantaged students worsened from 7.6% for the class of 2018 to 7.9% for the class of 2019. For English learner* students, the longitudinal dropout rate remained unchanged at 13.7% in both the classes of 2018 and 2019. The rate for special education students remained at 9.4% for the classes of 2018 and 2019.

Longitudinal Graduation Stalls

TEA reported a ninth grade longitudinal graduation rate of 90.0% for the classes of 2018 and 2019 compared to 89.7% for the class of 2017. The rate for African American students was 86.2% in 2019 compared to 86.5% in 2018.

Hispanic students had a longitudinal graduation rate of 88.2% in 2018 and 2019 compared to 87.7% in 2017. White students had a rate of 93.7% in 2019 compared to 93.6% in 2017 and 2018.

The four-year longitudinal dropout rate for economically disadvantaged students increased from 7.6% for the class of 2018 to 7.9% for the class of 2019. For English learner students the rate increased from 14.2% for the class of 2017 to 13.7% for the classes of 2018 and 2019. The rate for special education students remained unchanged at 9.4% for the classes of 2018 and 2019.

Leaver Codes

Using a system of "leaver codes," Texas requires school districts to report on students who are not in school. Districts categorize leavers as *graduates*, *dropouts* or *other leavers*.

For the 2018-19 school year, TEA tracked school leaver reasons in 17 areas (see table). Using these categories, school districts report the reason(s) a student who is not in school is not counted as a dropout.

TEA reported 465,374 students as school leavers in 2018-19. Of this number, 355,615 (76.41%) were reported as graduates from Texas public schools. and 43 were reported as graduates outside of the state.

For the other portion, the top five reasons cited for leaving school included: (1) unknown reasons (33,242), (2) left school to enroll in a public or private school outside of Texas (30,949), (3) left for home schooling (22,967), (4) left to return to family's home country (11,867), and (5) left to enroll in a private school in Texas (7,518).

Documentation of leaving is required for each specific leaver reasons but generally consists of a verification signature of a school official, a signed document by a parent or guardian, or a signed document of a school official noting a parent's refusal to sign.

Conclusion

The review of 2018-19 annual and longitudinal dropout rates reported by TEA shows little change from the last two years. Reported rates stalled across racial and ethnic groups, and this

Texas Annual Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 9-12				
			Black	Latino	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
2016-17*	30,296	1,570,360	2.8	2.3	1.1	0.9	1.9
2017-18*	30,273	1,592,485	2.8	2.3	1.0	1.0	1.9
2018-19*	30,898	1,611,202	3.0	2.3	1.0	1.0	1.9

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 dropout rate was calculated using the NCES dropout 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 2017-18*, September 2019

Intercultural Development Research Association, 2021

Texas Annual Dropout Rates – Middle and High School Combined

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 7-12				
			Black	Latino	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
2016-17*	33,050	2,376,528	2.1	1.7	0.8	0.7	1.4
2017-18*	33,697	2,410,852	2.1	1.7	0.8	0.7	1.4
2018-19*	34,477	2,440,498	2.2	1.6	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, 2015-16, 2017-18 and 2018-19 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.

Data sources: Texas Education Agency, Report on Public School Dropouts, 1996-97 and 1997-98. Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2016-17*, September 2018.

Intercultural Development Research Association, 2021

Texas Longitudinal Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students	Longitudinal Dropout Rate (%) By Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	20,226	228,049	11.6	13.4	5.5	4.7	8.9
1998-99	20,231	238,280	11.6	13.1	4.9	4.4	8.5
1999-00	17,729	244,777	9.9	11.2	4.0	3.8	7.2
2000-01	15,551	249,161	8.4	9.6	3.5	3.5	6.2
2001-02	12,719	254,040	6.6	7.8	2.7	2.7	5.0
2002-03	11,869	263,571	6.3	7.1	2.2	2.1	4.5
2003-04	10,507	270,911	4.9	6.3	1.9	1.9	3.9
2004-05	11,650	271,218	5.5	6.9	2.0	2.1	4.3
2005-06*	24,975	283,698	13.3	13.1	3.9	3.4	8.8
2006-07*	33,005	290,662	17.2	16.4	5.3	n/a	11.4
2007-08*	31,437	300,488	16.1	14.4	5.1	n/a	10.5
2008-09*	28,856	308,427	14.8	12.4	4.5	n/a	9.4
2009-10*	22,988	314,079	11.8	9.6	3.5	n/a	7.3
2010-11*	21,813	319,588	10.9	8.7	3.4	2.3	6.8
2011-12*	20,032	316,758	10.1	8.0	3.2	3.0	6.3
2012-13*	21,634	328,584	9.9	8.2	3.5	3.4	6.6
2013-14*	21,977	333,286	9.8	8.2	3.6	3.2	6.6
2014-15*	21,357	339,626	9.5	7.7	3.4	3.4	6.3
2012-13*	21,610	350,684	9.1	7.5	3.4	3.2	6.2
2013-14*	21,171	360,606	8.7	7.2	3.2	2.8	5.9
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
2016-17*	30,296	1,570,360	2.8	2.3	1.1	0.9	1.9
2017-18*	21,412	372,919	8.3	6.9	3.3	2.9	5.7
2018-19*	21,412	372,919	8.8	7.1	3.3	2.9	5.9

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18 and 2018-19 dropout rate was calculated using the NCES dropout 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.

Data source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2016-17*, September 2019.
Intercultural Development Research Association, 2021.

applies to the persistent gap between the rates of white students and students in other racial and ethnic groups.

Given the stagnant nature of dropout rates in the state, coordinated action must continue amongst stakeholders to address the slow reduction of dropout rates and the slow progress being made to increase graduation rates.

**Terms for race-ethnicity, gender and language status in this report reflect TEA designations.*

Resources

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Exit Reasons for School Leavers, 7-12, 2010-11 to 2018-19

Reported by the Texas Education Agency

Leaver Reasons (Code)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Graduated or received an out-of-state GED									
Graduated from a campus in this district or charter (01)	290,581	292,636	301,418	303,109	313,397	324,311	334,424	347,893	355,615
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	--	46	97	61	51	59	56	51	43
Completed GED outside Texas (86)	61	61	98	54	40	46	41	44	54
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)	n/a	18	22	29	28	14	15	19	12
Moved to other educational setting									
Withdrew from/left school to enter college and is working toward an associate's or bachelor's degree (24)	673	399	380	318	319	303	267	288	285
Withdrew from/left school for home schooling (60)	20,876	20,629	21,375	21,812	21,120	21,456	22,516	24,292	22,967
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	702	232	239	312	164	171	174	185	188
Withdrew from/left school to enroll in a private school in Texas (81)	12,307	12,079	11,553	10,767	9,938	8,809	7,412	7,373	7,359
Withdrew from/left school to enroll in a public or private school outside Texas (82)	36,356	37,323	34,857	35,347	35,283	34,763	34,609	32,740	30,949
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)	262	269	273	271	252	207	194	271	223
Withdrawn by district									
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	6253	242	153	134	116	132	102	146	196
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 immunization records (83)	505	408	355	321	397	333	456	443	319
Other reasons									
Died while enrolled in school or during the summer break after completing the prior school year (03)	546	579	565	565	636	542	679	642	634
Withdrew from/left school to return to family's home country (16)	13,816	13,089	12,059	12,576	12,631	12,936	13,375	12,416	11,867
Student was ordered by a court to attend a GED program and has not earned a GED certificate (88)	2,506	2,063	1,857	1,716	1,441	509	757	959	946
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)	516	533	380	406	458	497	417	326	316
Other (reason unknown or not listed above) (98)	31,367	33,721	32,499	33,269	31,565	32,476	31,896	32,437	33,242
All leaver reasons	**411,140**	**413,801**	**417,394**	**420,238**	**426,707**	**436,167**	**447,351**	**460,691**	**465,374**

Source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10 to 2018-19*
Intercultural Development Research Association, 2021

Texas Ranks Eighth Nationally in On-Time Graduation Rate

by Roy L. Johnson, M.S.

On-time graduation rates in Texas and the nation are continuing to increase based on the latest data on the *adjusted cohort graduation rate* (ACGR) for the 2018-19 school year. Texas ranked eighth with an ACGR of 90.0% compared to the national average of 85.8%.

The ACGR is now considered by some as the most accurate of the national measures on-time graduation. It measures the percentage of public high school students who graduate with regular high school diploma four years after starting ninth grade plus the number of students who transfer into the cohort minus those who transfer out.

In the most recent data on on-time graduation, the ACGR in Texas trailed seven states: Alabama was first at 91.7%; Iowa was second at 91.6%; West Virginia was third at 91.3%; Kentucky and New Jersey were tied for fourth at 90.6%; Tennessee was sixth at 90.5%; and Wisconsin was seventh at 90.1%.

The National Center for Education Statistics (NCES) in the U.S. Department of Education, Institute of Education Sciences, released the four-year ACGR data for 2018-19 in July 2020. According to NCES, the ACGR is more accurate than the *averaged freshman graduation rate* (AFGR) because it takes into consideration the number of students of students who transfer in and out of the cohort, thus defining the term "adjusted cohort" for this latest measure of high school graduation.

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

The 50 states and the District of Columbia reported counts of high school graduates in 2018-19 (see table on Page 36 for rates by state and rank orders by state for the last five years).

Major Findings

Major findings from the latest NCES study on the adjusted cohort graduation rate include the following (also see the tables on Pages 36-38).

In 2018-19, about four out of five students in the United States graduated from high school on-time – within four years after starting high school as a freshman.

- The adjusted cohort graduation rate in the United States was 85.8% in 2018-19 and ranged from a low of 68.9% in the District of Columbia to a high of 91.7% in Alabama.
- Twenty-seven of the reporting entities had rates equal to or higher than the national average.
- Texas ranked eighth with a rate of 90.0%. The Texas ACGR increased from 89.0% in 2014-15 to 90.0% in 2017-18 and 2018-19.
- American Indian/Alaska Native, Black and Hispanic students had adjusted cohort graduation rates below the national average*.
  - American Indian/Alaska Native had a national average ACGR of 74.3%.

Texas ranked eighth with an adjusted cohort graduation rate of 90.0% compared to the national average of 85.8%.

Nationally, states ranged from a low of 68.9% in the District of Columbia to a high of 91.7% in Alabama.

- Black students had a national ACGR of 79.6%.
- Hispanic students had a national ACGR of 81.7%.
- White students had a national ACGR of 89.4%.
- Asian/Pacific Islander students had a national ACGR of 92.2%.

- For special population groups for the nation as a whole, economically disadvantaged students had an ACGR of 80.0%, limited English proficient (emergent bilingual) students had an ACGR of 69.2%, and students with disabilities had an ACGR of 68.2%. Each of these groups had a rate below the national average.
- The state of Texas ranked in the top tier in the graduation rates of students in special population groups. Texas ranked third in the nation in the graduation rate of economically disadvantaged students with an ACGR of 87.2%. Texas ranked seventh in the graduation rate of emergent bilingual students with a rate of 78.0%. For the special population group of students with disabilities, Texas ranked eighth with an ACGR of 77.9%.

Conclusion

Three decades ago, the nation's governors in the 1989 Education Summit at the University of Virginia established an education goal of having a national graduation rate of 90% by 2020. Under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), states and their local education agencies are required to set and meet challenging graduation goals for all students.***

Despite the continuing improvement over the past several years, the goal was not reached by 2020. Only eight states, (Alabama, Iowa, West Virginia, Kentucky, New Jersey, Tennessee, Wisconsin, Texas) reached the 90% goal. Seven other states are approaching the goal (Missouri, Delaware, Connecticut, Nebraska, New Hampshire, North Dakota, Massachusetts).

Though graduation rates are increasing, there is still concern that only a fourth of the states have achieved the national graduation goal. Persistent graduation gaps continue to exist between white students and other racial and ethnic student groups. Students of color and those in special populations have on-time graduation rates below the national average and those of White students.

Nationally, students from families with limited incomes had an ACGR of 80%, emergent bilingual students had a rate of 69.2%, and students with disabilities had a rate of 68.2%.

Acknowledgement of the continued increase in on-time graduation rates over the past years is appropriate but local, state and national efforts are needed to ensure every child receives an excellence education leading to high school graduation and post-secondary and career success. National, state and local efforts must continue in addressing questions about the disparities in graduation rates of student groups and the disparities in graduation rates among states.

**Terms for race-ethnicity, gender and language status in this report reflect TEA designations.*

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

**** Under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).*

Resources

Snyder, T.D., de Brey, C., & Dillow, S.A. (February 2018). **Digest of Education Statistics 2016: 52nd Edition**. U.S. Department of Education.

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Adjusted Cohort Graduation Rate (ACGR) and Rank by State, 2018-19

State	2013-14		2014-15		2015-16		2016-17		2017-18	
	Rate	Rank	Rate	Rank	Rate	Rate	Rate	Rank	Rate	Rank
United States	**83.2**		**84.1**		**84.6**		**85.3**		**85.8**	
Alabama	89.3	3	87.1	16	89.3	7	90.0	5	91.7	1
Alaska	75.6	46	76.1	47	78.2	46	78.5	49	80.4	46
Arizona	77.4	44	79.5	43	78.0	48	78.7	47	77.8	49
Arkansas	84.9	25	87.0	17	88.0	14	89.2	9	87.6	16
California	82.0	31	83.0	30	82.7	34	83.0	36	84.5	31
Colorado	77.3	45	78.9	45	79.1	45	80.8	44	81.1	42
Connecticut	87.2	14	87.4	15	87.9	15	88.4	13	88.5	11
Delaware	85.6	22	85.5	25	86.9	19	86.9	21	89.0	10
District of Columbia	68.5	51	69.2	51	73.2	50	68.5	51	68.9	51
Florida	77.9	42	80.7	37	82.3	38	86.3	26	87.2	20
Georgia	78.8	40	79.4	44	80.6	41	81.6	41	82.0	40
Hawaii	81.6	33	82.7	32	82.7	34	84.5	30	85.2	28
Idaho	78.9	39	79.7	40	79.7	43	80.7	45	80.8	45
Illinois	85.6	22	85.5	25	87.0	18	86.5	24	86.2	27
Indiana	87.1	15	86.8	19	83.8	30	88.1	14	87.2	20
Iowa	90.8	1	91.3	1	91.0	1	91.4	1	91.6	2
Kansas	85.7	20	85.7	23	86.5	24	87.2	18	87.2	20
Kentucky	88.0	8	88.6	7	89.7	4	90.3	3	90.6	4
Louisiana	77.5	43	78.6	46	78.1	47	81.4	42	80.1	47
Maine	87.5	12	87.0	17	86.9	19	86.7	22	87.4	18
Maryland	87.0	16	87.6	12	87.7	16	87.1	19	86.9	23
Massachusetts	87.3	13	87.5	13	88.3	12	87.8	16	88.0	15
Michigan	79.8	36	79.7	40	80.2	42	80.6	46	81.4	41
Minnesota	81.9	32	82.2	35	82.7	34	83.2	34	83.7	36
Mississippi	75.4	47	82.3	34	83.0	33	84.0	32	85.0	29
Missouri	87.8	10	89.0	6	88.3	12	89.2	9	89.7	9
Montana	86.0	19	85.6	24	85.8	27	86.4	25	86.6	24
Nebraska	88.9	5	89.3	4	89.1	8	88.7	12	88.4	12
Nevada	71.3	49	73.6	49	80.9	40	83.2	34	84.1	33
New Hampshire	88.1	7	88.2	9	88.9	10	88.8	11	88.4	12
New Jersey	89.7	2	90.1	2	90.5	2	90.9	2	90.6	4
New Mexico	68.6	50	71.0	50	71.1	51	73.9	50	75.1	50
New York	79.2	38	80.4	38	81.8	39	82.3	37	82.8	37
North Carolina	85.6	22	85.9	22	86.6	19	86.3	26	86.5	25
North Dakota	86.6	17	87.5	13	87.2	17	88.1	14	88.3	14
Ohio	80.7	34	83.5	29	84.2	28	82.1	38	82.0	39
Oklahoma	82.5	30	81.6	36	82.6	37	81.8	39	84.9	30
Oregon	73.8	48	74.8	48	76.7	49	78.7	47	80.0	48
Pennsylvania	84.8	26	86.1	21	86.6	19	85.9	28	86.5	25
Rhode Island	83.2	29	82.8	31	84.1	29	84.0	32	83.9	35
South Carolina	80.3	35	82.6	33	83.6	32	81.0	43	81.1	42
South Dakota	83.9	28	83.9	28	83.7	31	84.1	31	84.1	33
Tennessee	87.9	9	88.5	8	89.8	3	90.0	5	90.5	6
Texas	**89.0**	**4**	**89.1**	**5**	**89.7**	**4**	**90.0**	**5**	**90.0**	**8**
Utah	84.8	26	85.2	27	86.0	26	87.0	20	87.4	18
Vermont	87.7	11	87.7	11	89.1	8	85.1	29	84.5	31
Virginia	85.7	20	86.7	20	86.9	19	87.5	17	87.5	17
Washington	78.2	41	79.7	40	79.4	44	86.7	22	81.1	42
West Virginia	86.5	18	89.8	3	89.4	6	90.2	4	91.3	3
Wisconsin	88.4	6	88.2	9	88.6	11	89.7	8	90.1	7
Wyoming	79.3	37	80.0	39	86.2	25	81.7	40	82.1	38

--- Not available NR – Not Ranked

Data sources: U.S. Department of Education. (December 2018). Consolidated State Performance Report, 2010-11 through 2016-17. Snyder, T.D., de Brey, C., & Dillow, S.A. (January 2019). Digest of Education Statistics 2017: 53rd Edition. U.S. Department of Education. U.S. Department of Education. (July 24, 2020). EDFacts Data Group 695, School Year 2017-18.
Intercultural Development Research Association, 2021

Adjusted Cohort Graduation Rate (ACGR) by State and Race-Ethnicity, 2018-19

State	Total		American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic/ Latino		Black		Two or More Races		White	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	**85.8**		**74.3**		—		**81.7**		**79.6**		—	**NR**	**89.4**	
Alabama	91.7	1	94	1	95.0	9	90.6	2	89.8	1	93.0	1	92.8	9
Alaska	80.4	46	68	39	90.0	27	80.0	26	79.0	25	76.0	42	85.7	39
Arizona	77.8	49	67.1	42	91.0	24	74.4	39	73.3	42	75.0	43	82.7	48
Arkansas	87.6	16	79	19	94.0	11	84.7	8	83.4	9	87.0	13	89.6	24
California	84.5	31	75	28	94.0	11	82.1	20	76.8	31	76.8	40	88.4	31
Colorado	81.1	42	65	44	90.0	27	74.0	41	74.4	38	81.0	33	85.9	37
Connecticut	88.5	11	92	2	‹›	NR	80.2	25	79.9	22	88.0	10	93.3	6
Delaware	89.0	10	83	11	‹›	NR	86.0	6	88.0	2	89.0	6	90.6	18
District of Col	68.9	51	‹›	NR	‹›	NR	60.0	51	68.7	50	79.0	37	93.0	8
Florida	87.2	20	78	22	95.7	5	86.1	5	81.9	14	88.4	9	90.4	20
Georgia	82.0	40	76	26	—	NR	75.9	35	79.6	24	82.3	28	85.6	41
Hawaii	85.2	28	†	NR	93.0	19	85.0	6	83.0	12	†	NR	84.0	45
Idaho	80.8	45	68	39	89.0	31	73.9	44	74.0	39	79.0	37	82.6	49
Illinois	86.2	27	78	22	93.9	17	82.2	19	76.5	32	86.9	15	90.8	17
Indiana	87.2	20	82	13	96.0	4	83.7	13	77.2	30	82.9	27	89.4	28
Iowa	91.6	2	77	25	92.0	20	84.5	9	82.0	13	88.0	10	93.3	6
Kansas	87.2	20	76	26	94.0	11	83.2	14	80.0	20	83.0	25	89.3	29
Kentucky	90.6	4	‡90%	4	94.0	11	84.0	12	83.2	11	89.0	6	92.1	12
Louisiana	80.1	47	88	6	90.0	27	67.1	50	75.6	35	84.0	22	85.9	37
Maine	87.4	18	78	22	‹›	NR	82.0	21	80.0	20	82.0	29	87.8	34
Maryland	86.9	23	81	15	96.5	2	72.4	48	84.3	6	91.0	4	93.4	4
Massachusetts	88.0	15	83	11	95.2	6	74.4	39	79.9	22	88.0	10	92.7	10
Michigan	81.4	41	70	35	91.6	23	76.6	31	70.2	46	76.2	41	84.7	43
Minnesota	83.7	36	51	48	87.6	32	69.9	49	69.9	48	72.0	46	88.7	30
Mississippi	85.0	29	82	13	‹›	NR	83.0	15	81.9	14	86.0	17	88.4	31
Missouri	89.7	9	85	9	—	NR	86.3	4	80.6	18	89.0	6	91.9	14
Montana	86.6	24	67	43	‡95%	7	83.0	15	78.0	27	83.0	25	89.6	24
Nebraska	88.4	12	71	32	84.0	35	80.5	24	78.0	27	82.0	29	92.5	11
Nevada	84.1	33	74	30	94.0	11	83.0	15	72.2	43	86.0	17	87.3	35
New Hampshire	88.4	12	‡80%	17	‹›	NR	76.0	34	76.0	34	85.0	21	89.5	27
New Jersey	90.6	4	92	2	97.0	1	84.5	9	83.3	10	91.0	4	94.9	1
New Mexico	75.1	50	70	35	86.0	34	74.5	38	67.0	51	—	NR	79.0	51
New York	82.8	37	70	35	89.9	30	72.9	46	73.9	40	83.6	24	90.2	21
North Carolina	86.5	25	81	15	—	NR	81.1	23	83.7	8	83.9	23	89.6	24
North Dakota	88.3	14	72	31	‹›	NR	74.0	41	81.0	16	—	NR	91.8	15
Ohio	82.0	39	71	32	—	NR	73.4	45	69.4	49	76.9	39	85.3	42
Oklahoma	84.9	30	84.8	10	87.0	33	81.8	22	80.1	19	86.6	16	86.3	36
Oregon	80.0	48	68	39	92.0	20	76.2	32	70.0	47	80.0	34	81.3	50
Pennsylvania	86.5	25	80	18	93.4	18	75.4	37	75.0	36	79.5	36	90.6	18
Rhode Island	83.9	35	70	35	‹›	NR	76.1	33	81.0	16	80.0	34	88.2	33
South Carolina	81.1	42	71	32	—	NR	79.5	27	76.4	33	—	NR	84.2	44
South Dakota	84.1	33	54	47	‹›	NR	74.0	41	79.0	25	75.0	43	89.7	22
Tennessee	90.5	6	90	5	95.0	9	84.4	11	84.6	5	—	NR	93.4	4
Texas	**90.0**	**8**	**87**	**7**	**96.4**	**3**	**88.2**	**3**	**86.2**	**4**	**91.4**	**2**	**93.7**	3
Utah	87.4	18	79	19	91.0	24	79.5	27	75.0	36	87.0	13	89.7	23
Vermont	84.5	31	‹›	NR	‹›	NR	78.0	29	71.0	45	75.0	43	85.7	39
Virginia	87.5	17	87	7	94.0	11	72.9	47	84.1	7	91.3	3	92.1	12
Washington	81.1	42	62	45	90.5	26	75.7	36	73.7	41	81.3	32	82.9	47
West Virginia	91.3	3	75	28	‡95%	7	91.0	1	88.0	2	86.0	17	91.5	16
Wisconsin	90.1	7	79	19	92.0	20	82.8	18	71.4	44	86.0	17	93.8	2
Wyoming	82.1	38	59	46	‹›	NR	77.0	30	78.0	27	82.0	31	83.8	46

‡Reporting standards not met (too few cases) ›= Data blurred to protect student privacy --- Not available NR – Not Ranked

Data sources: U.S. Department of Education. (December 2018). Consolidated State Performance Report, 2010-11 through 2016-17. Snyder, T.D., de Brey, C., & Dillow, S.A. (January 2019). Digest of Education Statistics 2017: 53rd Edition. U.S. Department of Education. U.S. Department of Education. (July 24, 2020). EDFacts Data Group 695, School Year 2017-18.

Intercultural Development Research Association, 2021

Adjusted Cohort Graduation Rate (ACGR), by Special Population Group, 2018-19

State	Total		Economically Disadvantaged		Limited English Proficiency		Students with Disabilities	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	**85.8**		**80.0**		**69.2**		**68.2**	
Alabama	91.7	1	87.4	2	76	9	69.6	26
Alaska	80.4	46	74.7	39	72	22	60.0	42
Arizona	77.8	49	73.5	42	50	48	69.0	27
Arkansas	87.6	16	84.8	5	82.8	2	82.6	1
California	84.5	31	81.1	16	68.7	31	67.7	30
Colorado	81.1	42	70.9	48	68.6	32	59.2	43
Connecticut	88.5	11	80.4	20	71	27	67.8	29
Delaware	89.0	10	82.0	13	76	9	73.0	14
District of Columbia	68.9	51	58.6	51	51	47	51.0	49
Florida	87.2	20	83.2	9	75.2	13	81.0	2
Georgia	82.0	40	77.2	32	59.3	44	62.9	39
Hawaii	85.2	28	80.7	18	70	28	63.0	37
Idaho	80.8	45	72.5	43	74	15	56.0	47
Illinois	86.2	27	78.3	28	72.0	22	69.9	23
Indiana	87.2	20	82.7	10	76	9	71.4	20
Iowa	91.6	2	85.2	4	79	6	76.1	10
Kansas	87.2	20	80.2	21	82.3	3	78.4	6
Kentucky	90.6	4	87.8	1	74	15	75.5	11
Louisiana	80.1	47	74.4	40	41	50	64.7	32
Maine	87.4	18	78.4	27	80	4	73.0	14
Maryland	86.9	23	77.7	29	53.7	46	63.5	35
Massachusetts	88.0	15	78.5	26	64.6	40	73.9	12
Michigan	81.4	41	70.8	49	73.2	18	57.8	46
Minnesota	83.7	36	71.1	46	67.2	34	63.0	38
Mississippi	85.0	29	82.2	12	66	36	42.2	51
Missouri	89.7	9	82.6	11	73	19	76.7	9
Montana	86.6	24	77.6	30	65	38	78.0	7
Nebraska	88.4	12	81.4	15	49	49	69.0	27
Nevada	84.1	33	80.8	17	76.8	8	67.2	31
New Hampshire	88.4	12	77.2	32	65	38	72.0	18
New Jersey	90.6	4	84.0	8	75.4	12	79.2	3
New Mexico	75.1	50	70.0	50	73.3	17	64.7	32
New York	82.8	37	76.4	36	34.3	51	58.8	45
North Carolina	86.5	25	81.8	14	71.4	26	69.8	24
North Dakota	88.3	14	77.0	34	72	22	73.0	14
Ohio	82.0	39	71.0	47	65.2	37	48.0	50
Oklahoma	84.9	30	78.8	25	69	29	79.1	4
Oregon	80.0	48	74.4	40	60	43	63.4	36
Pennsylvania	86.5	25	79.9	23	68.6	32	70.7	22
Rhode Island	83.9	35	76.7	35	69	29	64.0	34
South Carolina	81.1	42	84.3	7	79.3	5	54.4	48
South Dakota	84.1	33	75.0	38	73	19	72.0	18
Tennessee	90.5	6	84.4	6	72	22	73.9	12
Texas	**90.0**	**8**	**87.2**	**3**	**78.0**	**7**	**77.9**	**8**
Utah	87.4	18	77.3	31	73	21	72.4	17
Vermont	84.5	31	76.0	37	63	41	71.0	21
Virginia	87.5	17	79.6	24	56.0	45	62.9	39
Washington	81.1	42	72.3	44	62.6	42	62.2	41
West Virginia	91.3	3	80.0	22	92	1	78.7	5
Wisconsin	90.1	7	80.5	19	75	14	69.8	24
Wyoming	82.1	38	71.9	45	67	35	59.0	44

Data sources: U.S. Department of Education. (December 2018). Consolidated State Performance Report, 2010-11 through 2016-17. Snyder, T.D., de Brey, C., & Dillow, S.A. (January 2019). Digest of Education Statistics 2017: 53rd Edition. U.S. Department of Education. U.S. Department of Education. (July 24, 2020). EDFacts Data Group 695, School Year 2017-18.

Intercultural Development Research Association, 2021

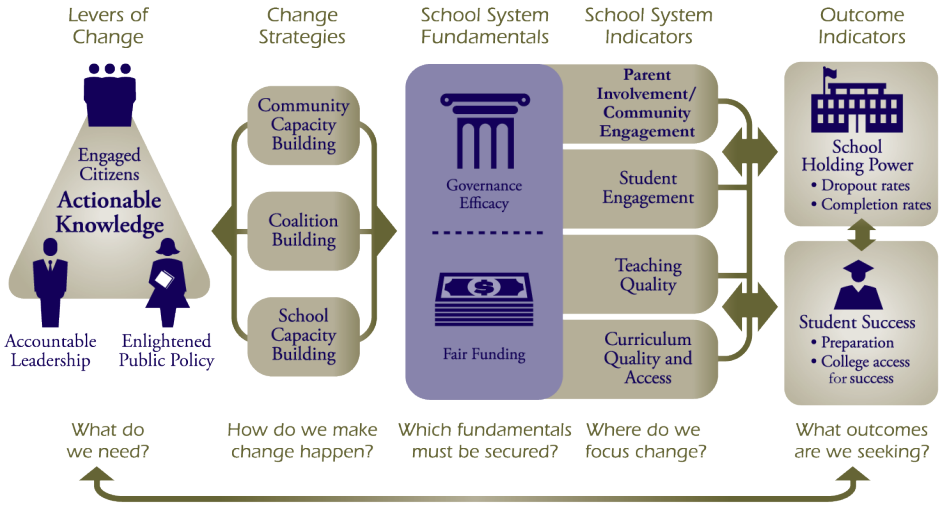
A Model for Success

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

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

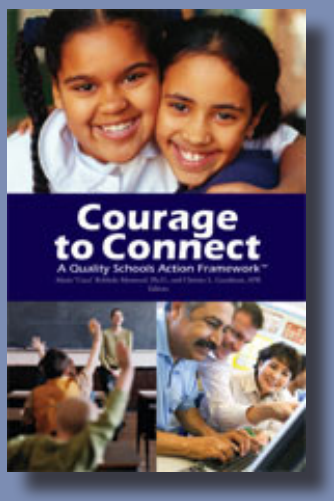
With two outcomes in mind – graduation and student success – IDRA's Quality Schools Action Framework is an empirically-based model that we and our partners use to shape effective, collaborative work on behalf of all children. Whether providing compelling facts ("actionable knowledge") to spur action;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

IDRA Quality Schools Action Framework™



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

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



Learn more about this framework

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

And visit

www.idra.org/couragetoconnect

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

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Taking Action to Hold on to Students

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

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

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

Get informed

See IDRA's **latest attrition study** online at: https://idra.news/IDRAatrn18w

Get the attrition rate for **your county** over the last seven years at: https://idra.news/Txlook

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: https://idra.news/Subscribe

Listen to IDRA's **Classnotes podcast** to hear strategies for student success: https://idra.news/iTunesClassnotes or www.idra.org/podcasts

Get connected

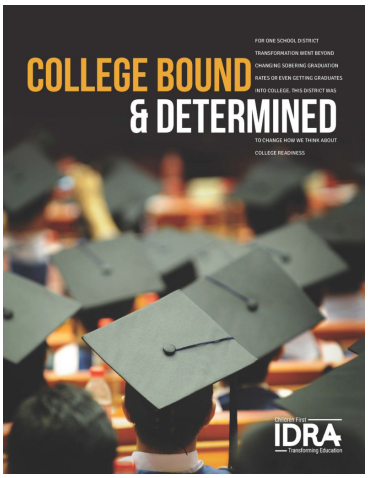
Create a **community-school action team** to examine the factors that must be addressed to strengthen your school's holding power – its ability to hold on to students through to graduation. Use IDRA's Quality Schools Action Framework™.

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 (https://www.idra.org/couragetoconnect) 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 53.

See what happens when a school district raises expectations for students. **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: **https://idra.news/CollegeBoundw**



IDRA PRINCIPLES

Unwavering Principles to Graduate 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 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 Individuals with Disabilities Education Act provisions.

Principle 9: Reporting should be readily available and easily accessible to the public. Reporting must directly inform communities and parents about the 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: Federal and state governments must acknowledge shared accountability for the graduation of all students by investing in 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."

Principle 17: Dropout rates affect 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 students of color, accelerated efforts to address the issue in these communities is essential.

> When school started, I felt a big emptiness inside me. I felt that if I missed a day of class no one would notice. Now that I started in the Valued Youth program, I have a better self-esteem. Through the VYP, three kids have made a change in my life... I know that I am making a big difference in their lives.
>
> – Middle school tutor

IDRA Valued Youth Partnership

The Valued Youth Partnership is a research-based, internationally- recognized dropout prevention program that has kept 98% of its tutors in school. In the program, secondary students who are considered at-risk of dropping out of school are placed as tutors of elementary students, enabling them to make a difference in the younger students' lives.

Given this role of personal and academic responsibility, the Valued Youth tutors bolster their self-discipline and self-esteem. Schools shift to the philosophy and practices of valuing students considered at-risk. The program supports them with positive recognition and instruction.

Beyond Dropout Prevention

The goal of the Valued Youth Partnership program is to reduce dropout rates. Participating schools have also seen:

- **Improved attendance**
- **Reduced disciplinary action referrals**
- **Enhanced basic academic skills and life skills**
- **Strengthened perceptions of self and school**
- **Strengthened school-home-community partnerships**

Research-Based Design

The Valued Youth Partnership is a research-based program. The program was extensively researched in 1989 using a longitudinal, quasi-experimental design with data collected for the treatment and comparison group students before tutoring began, during implementation, and at the end of the first and second program years. A full description of the research is online at www.idra.org.

Creating Success

The program has been successful everywhere it has been in keeping Valued Youth students in school, in the classroom and learning. Since its inception in 1984, the program has kept 35,000 students in school – young people who were previously considered at risk of dropping out. The lives of more than 725,000 children, families and educators have been positively impacted by the program.

> The Valued Youth program has made me a better student because interaction with children has helped me be more caring and understanding. Knowing that my tutees are expecting me to be there, I enjoy going every day... I understand now that we can all improve a student's outlook on school by taking time a few minutes a day to help out.
>
> – High school tutor

Let the IDRA Valued Youth Partnership touch the lives of students, parents and educators in your district.

www.idra.org/valued-youth

The Valued Youth Partnership has a long record of transforming student socio-emotional learning and relationship with school

Interventions that address socio-emotional factors through **experiences** rather than a prescribed curriculum have far-reaching impacts. While it is important that students understand concepts, like leadership, responsibility, self-regulation, it is **far more powerful for students to experience success and believe in their own talents and abilities.**

Socio-emotional pioneers, like Carol Dweck and her colleagues, found that interventions that **help instill a growth mindset** in students and give students a **sense that they belong and are valued in school** result in higher student achievement, including improved test scores in reading and math and higher-grade point averages (Dweck, et al., 2014).

The Collaborative for Academic, Social and Emotional Learning discovered that interventions designed to **cultivate social and emotional skills** (e.g., set and achieve positive goals, maintain positive relationships) may lead to improved levels of self-awareness, self-management and social awareness, better relationship skills, and an increased ability to make responsible decisions (CASEL, 2019).

The University of Chicago Consortium on School Research reported that, when schools **provide leadership experiences** for students who are in at-risk situations, they persevere in the face of challenges and make significant academic gains. (Farrington, et al., 2012)

Various studies show **benefits to at-risk students who serve as tutors** to younger students, including academic achievement in reading and mathematics, and promising effects for those involved in tutoring programs (McLaughlin & Vacha, 1992; Slavin, 2005).

IDRA Valued Youth Partnership

The IDRA Valued Youth Partnership directly addresses socio-emotional factors that are essential to reconnecting and re-engaging with students after the pandemic.

In a recent five year analysis of VYP tutors, data show:

- **Disciplinary referrals decreased by 14%**
- **Tutor absences decreased by 16%**

For over 35 years, the IDRA Valued Youth Partnership has worked with students who are at-risk of academic disengagement by providing meaningful leadership experiences. The outcomes have positively affected student's confidence and self-worth, attendance and academic achievement.

The Hemingway Measure of Adolescent Connectedness & evaluation data show:

- **61% of VYP tutors improved sense of self oriented toward the future**
- **59% of VYP tutors improved their sense of involvement in & caring for their families**
- **54% of VYP tutors improved their sense of being productive at their school work, enjoying school more & feeling successful at school**
- **66% of VYP tutors improved reading test scores**
- **57% of VYP tutors improved math scores**

The IDRA Valued Youth Partnership is backed by research on socio-emotional factors and learning.

The activities that the program help students stay engaged with school and academic success.

Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Chicago: University of Chicago Consortium on Chicago School Research. • CASEL. (2019). What is SEL? webpage. Chicago: Collaborative for Academic, Social, and Emotional Learning. • Dweck, C.S., & G.M. Walton, G.L. Cohen. Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning (Seattle, Wash.: Bill and Melinda Gates Foundation, 2014). • IDRA. (2016-2020). Program evaluations and data analysis, unpublished. San Antonio: IDRA. • Kurtz, H. (October 15, 2020). In-Person Learning Expands, Student Absences Up, Teachers Work Longer, Survey Shows. Education Week. • Ramón, A. (March 2021). Student Researchers Collect Insights from Peers about the Pandemic's Effects on Schooling. IDRA Newsletter. • Toth, M.D. (March 17, 2021). Why Student Engagement is Important in a Post-COVID World – and 5 Strategies to Improve It. Learning Sciences International.

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Children First IDRA Transforming Education

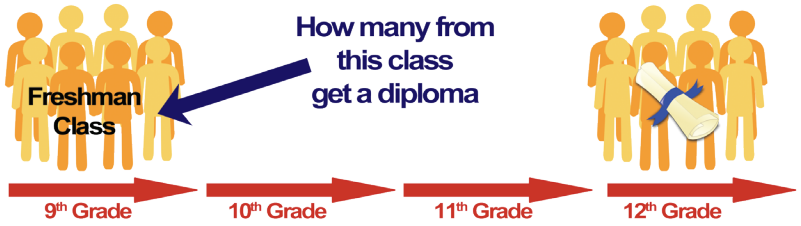
Types of Dropout Data Defined

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) 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?

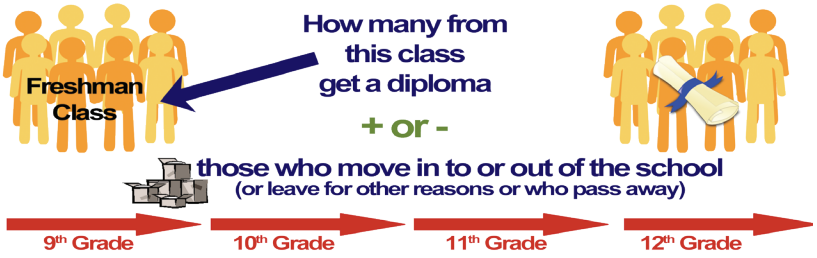
Averaged Freshman Graduation Rate

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.



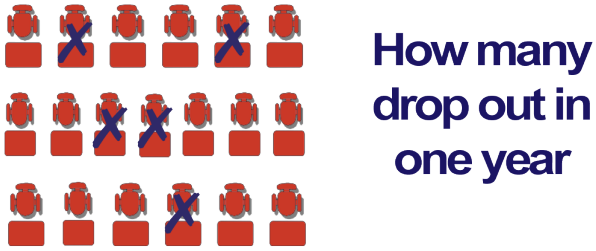
Adjusted Cohort Graduation Rate

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

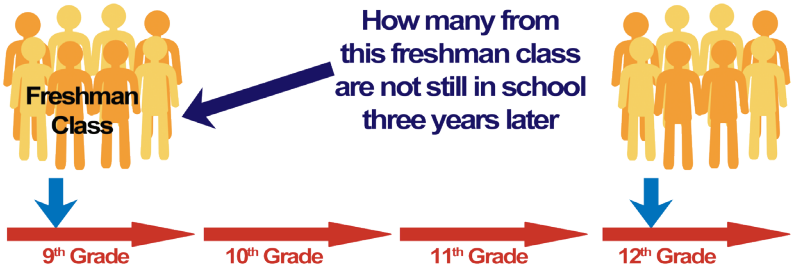
Status Completion Rate

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

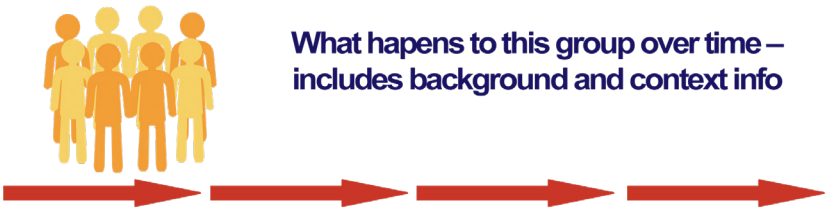
Attrition Rate

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).



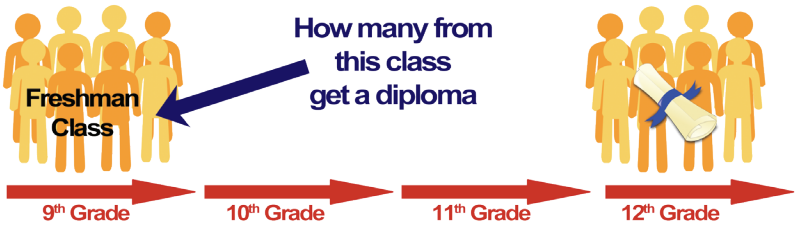
Cohort Rate

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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