***Question:* What is the demographic and at-risk profile of 2004-05 official dropouts in comparison to the remaining AISD population in grades 7-12?**

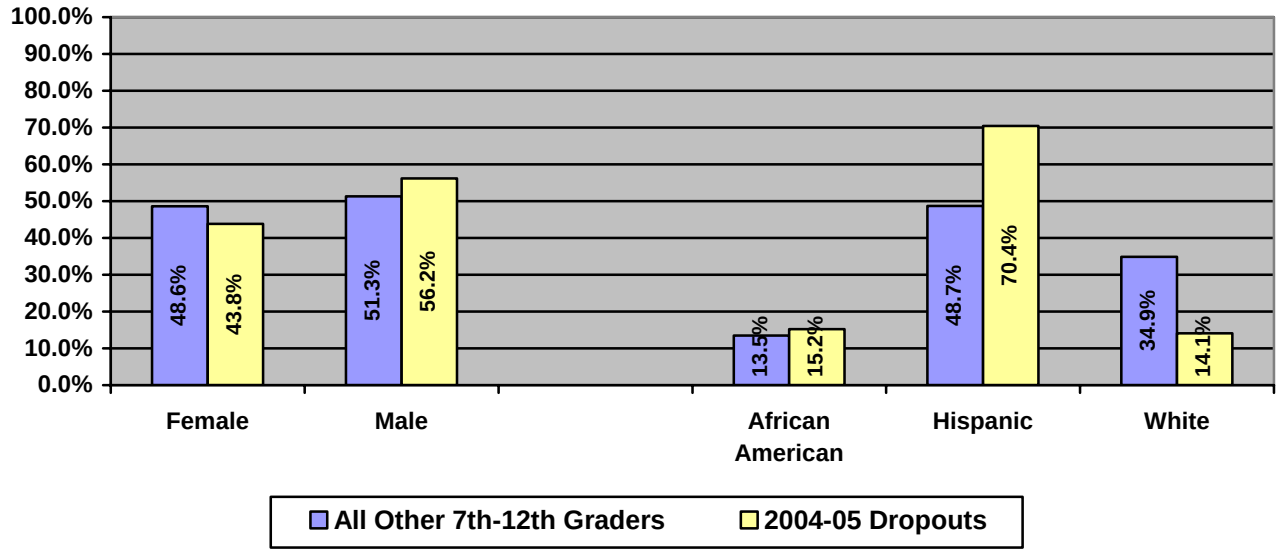
Response:

In the fall of 2004, 62% of all AISD 7-12th grade students were identified as at-risk of dropping out of school in one or more of the thirteen categories established by the Texas Education Agency (TEA).[1] The following figures and tables illustrate the demographic (Figures 1-3) and at-risk profiles (Figures 4 and 5; Table 2) of the official dropouts in comparison to the entire AISD population from that school year.

Demographic profile of 2004-05 official dropouts who were enrolled in October 2004 in comparison to all other AISD 7th-12th graders who were enrolled in October 2004[2]

Dropouts were significantly more likely to be African American than White, $X^2(1, 14{,}995) = 24.35$, $p < .001$ and more likely to be Hispanic than White, $X^2(1, 26001) = 64.07$, $p < .001$. However, Hispanic students were no more likely to drop out than African American students, given their overall representation in the 7th-12th grade student population, $X^2(1, 19{,}412) = 2.35$, *ns.* There was a trend toward more male, rather than female, official dropouts than would be expected from their overall representation in the population, $X^2(1, 31078) = 2.83$, $p < .10$ (see Figure 1).

Figure 1. Percentage of 2004-05 AISD 7th-12th Grade Population and Official 2004-05 Dropouts Enrolled in October 2004, by Gender and Ethnicity



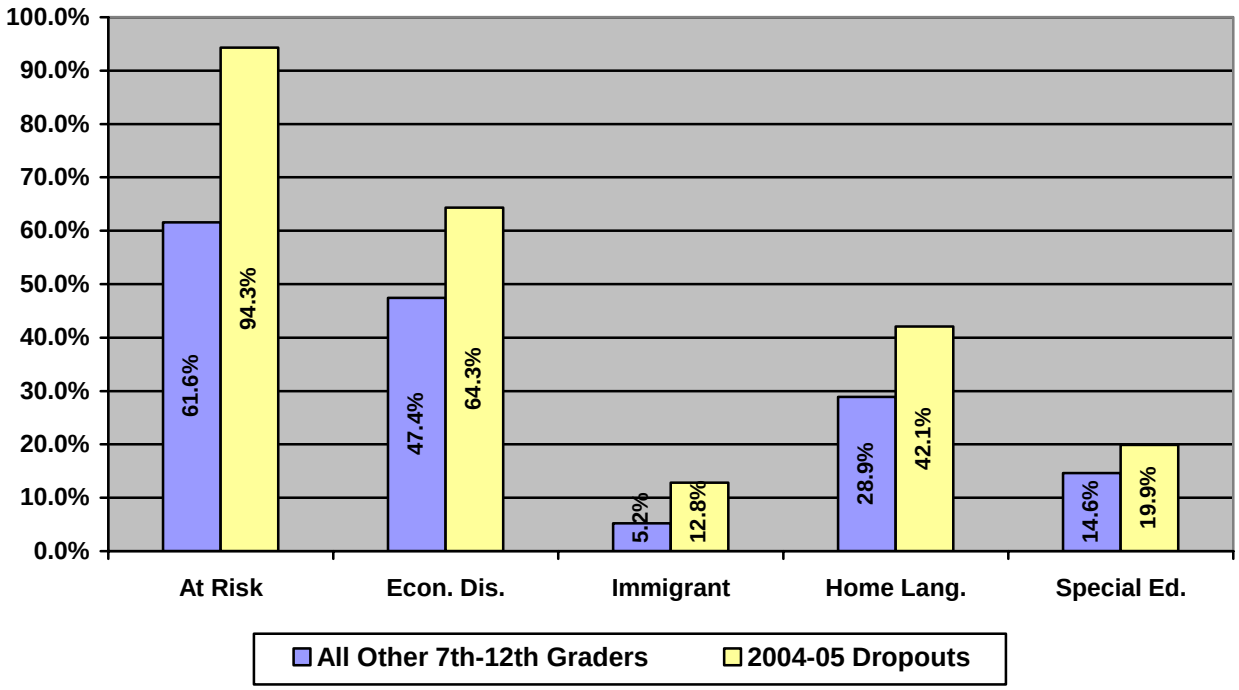
Note. Native Americans and Asian students comprised .34% of the dropout population and 2.8% of the remaining 7th- 12th grade population.

[1] 2004-05 PEIMS data standards for E0919 At-Risk-Indicator-Code are available at: http://www.tea.state.tx.us/peims/standards/wedsold/e0919.html

[2] "All Other 7th-12th graders" percentages are of the 30,781 students who were enrolled on the PEIMS snapshot date in October 2004, but who did not drop out during the 2004-05 school year. "2004-05 Dropouts" percentages are based on the 297 official dropouts who were enrolled on the snapshot date that year.

Official dropouts who were enrolled on the "snapshot" date in October of 2004 were more likely to have been identified as At-Risk, $X^2(1, 31{,}078) = 133.55$, $p < .001$, and were more likely to be identified as Economically Disadvantaged, $X^2(1, 31{,}078) = 45.77$, $p < .001$, than the remaining 7th-12th grade students who were present on that date. Official dropouts also were more likely to be classified as Immigrants, $X^2(1, 31{,}078) = 33.76$, $p < .001$, more likely to speak a language other than English at home, $X^2(1, 31{,}078) = 24.94$, $p < .001$, and more likely to be classified as a Special Education student, $X^2(1, 31{,}078) = 6.44$, $p < .05$, than the overall population of 7th-12th graders (see Figure 1).

Figure 2. Demographic Profile of Official 2004-05 Dropouts and All Other AISD 7th-12th Graders Enrolled in October 2004



Very few of the official dropouts who were enrolled as of the snapshot date in October 2004 were enrolled in 7th or 8th grades or were under 14.5 years old at the time they left school, indicating that the risk is of dropping out is much higher at high school grade levels in comparison to middle school (see Figure 3). The largest percentages of official dropouts were enrolled in 9th or 12th grade when they dropped out of school; however 12th graders were more likely to drop out than other high school students when considering their overall representation in the population. Taking into account their representation in the population, 9th graders were no more likely to drop out than 10th or 11th graders (see Appendix A). It appears that they comprise a large percentage of the dropout population simply because there are more students enrolled at 9th grade than other high school levels.

Official dropouts in 2004-05, on average, were older than the rest of the student population at their grade level (see Table 1). In many cases, this reflects their grade-level retention one or more times, or may reflect other difficulties that prevented them from making adequate progress in school.

Figure 3. Grade Level Distribution of Official 2004-05 Dropouts and All Other AISD 7th-12th Graders Enrolled in October 2004

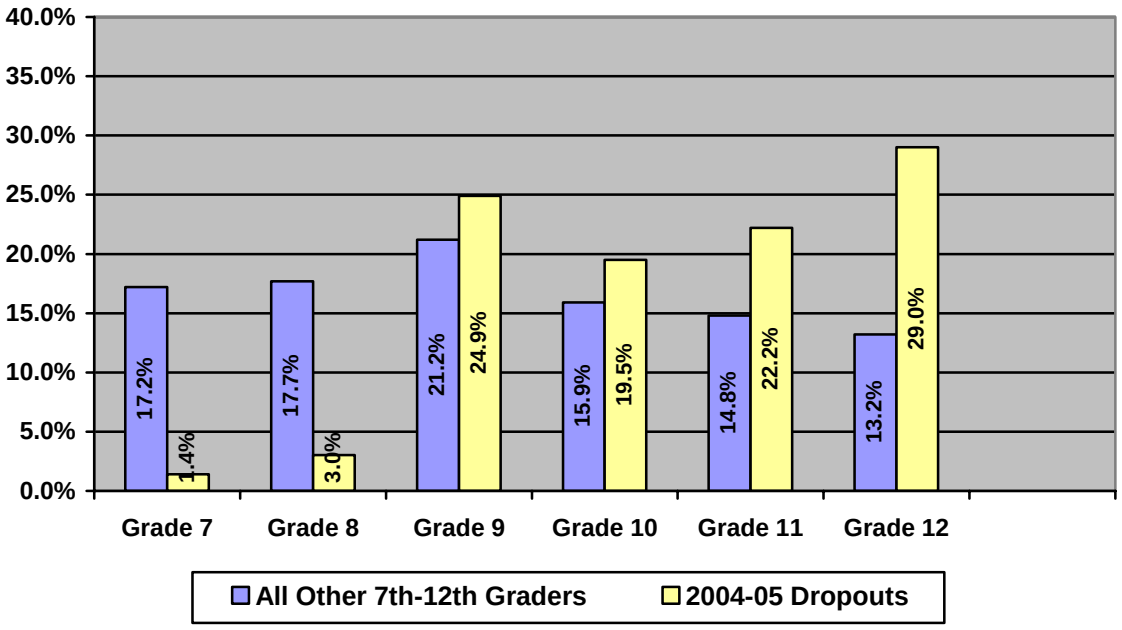


Table 1. Average Age of Official 2004-05 Dropouts and All Other 7th- 12th Graders Enrolled in October 2004

	Student Grade Level in 2004-05					
Average age in years	**Grade 7 (n = 5,293)**	**Grade 8 (n = 5,451)**	**Grade 9 (n = 6,613)**	**Grade 10 (n = 4,948)**	**Grade 11 (n = 4,633)**	**Grade 12 (n = 4,140)**
All other students	12.8	13.8	15.0	15.9	16.9	17.9
Confirmed dropouts	12.8	14.7*	16.2*	17.4*	18.1*	18.8*

Note. * Indicates a significantly higher age based on a t-test within grade level, $p < .001$.

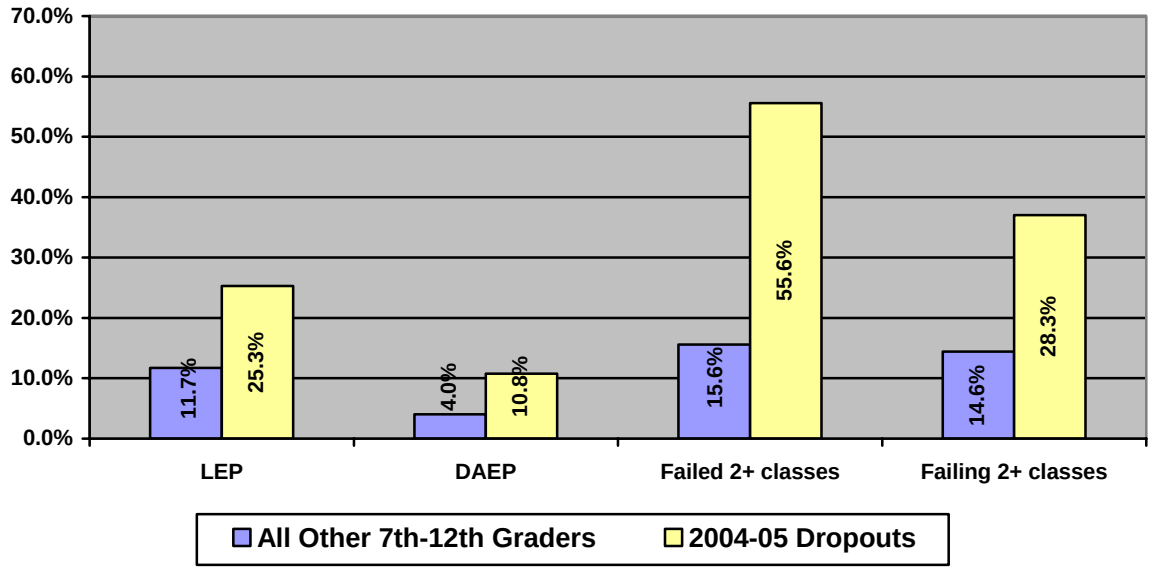
At-risk profile of the 2004-05 official dropouts who were enrolled in October 2004 in comparison to the remaining 7th- 12th grades population enrolled in October 2004.[3]

Figures 4 and 5 show the frequencies of the most commonly identified at-risk indicators among the overall AISD population in comparison to those of the official dropouts who were enrolled on the October 2004 snapshot date. Table 2 shows the prevalence of the less common at-risk indicators among both groups; in each case, less than 1% of all AISD 7th-12th graders were considered at-risk for each of these categories.

For most at-risk indicators, there were notable differences in the prevalence among the official dropouts and the overall AISD population. For example, dropouts were somewhat more likely to be identified as Limited English Proficient (LEP) than the overall 7th-12th grade population. Indicators of academic difficulty, such as failing two or more classes or being retained in grade also were much more common among dropouts than the overall population. There is a similar pattern among the indicators of poor psychosocial adjustment, such as referral to a disciplinary alternative education program or conditional release from the juvenile justice system; dropouts were much more likely to have experienced these challenges than their peers.

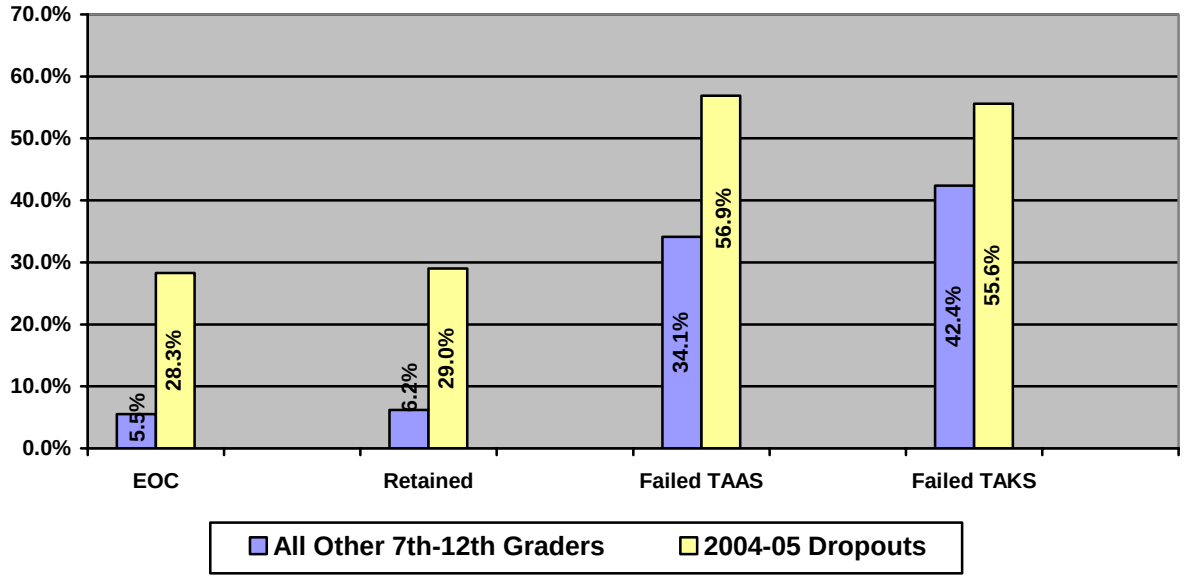
However, there were not large differences between dropouts and their peers in the percentage of students who had ever failed a TAAS or TAKS test. High rates of ever failing one of these state standardized tests largely accounts for the high rate of at-risk identification among all 7th-12th-grade students (See column 1 of Figure 2). While passing the exit level TAKS is an important milestone for students who will eventually graduate from high school, the "ever failed" indicator does not appear to distinguish dropouts from the overall school population.

Figure 4. Percentage of Official 2004-05 Dropouts and All Other AISD 7th-12th Graders with Limited English Proficiency (LEP), Disciplinary Alternative Education Program (DAEP) Placement, and Current or Past Failure of Two or More Classes



[3] In each figure, "All AISD" reflects the percentage of the 31,078 students who were enrolled in grades 7-12 on the snapshot date in October 2004 and who were considered at risk of dropping out for one of these categories; "2004-05 Dropouts" reflects the percentage of the 297 official dropouts who were enrolled on the snapshot date.

Figure 5. Percentage of Official 2004-05 Dropouts and All Other AISD 7th-12th Graders Enrolled in October 2004 who Were Ever Retained, Failed TAAS, or Failed TAKS.



Note. End of course exams (EOC) have been optional for several years, so these data may be somewhat incomplete.

Table 2. Percentage of Official 2004-05 Dropouts and All Other AISD 7th-12th Graders Enrolled in October 2004 with Least Common At-Risk Indicators

At-Risk Indicator	All Other 7th-12th Graders	2004-05 Dropouts
Residential facility	.68%	3.37%
Conditional release	.30%	.67%
Previous dropout	.22%	.67%
DPRS	.03%	.00%
Homeless	.27%	1.01%
Pregnant or parent	.62%	3.37%

Appendix A

Table A-1. Paired Comparisons of the Likelihood of Confirmed Dropouts Being Enrolled at Each High School Grade Levels in their Final Year

Grade level comparison	Grade level more likely	Chi-square test
9th vs 10th	Neither	$X^2(1, 11561) = .071$, *ns*
9th vs. 11th	Neither	$X^2(1, 11246) = .2.07$, *ns*
9th vs. 12th	12th	$X^2(1, 10753) = 15.95$, $p < .001$
10th vs, 11th	Neither	$X^2(1, 9581) = 1.19$, *ns*
10th vs, 12th	12th	$X^2(1, 9088) = 11.84$, $p < .001$
11th vs 12th	12th	$X^2(1, 8773) = 5.47$, $p < .001$