

AISD Graduates, Continuers, and Dropouts

Profiles for the Class of 2014

Purpose

This report describes characteristics of students from the Class of 2014 cohort who graduated on time, dropped out, or continued in high school. We present demographic information and data for dropout risk factors identified in previous research.

How many students graduated, continued, or dropped out?

Of the 4,628 students in the Class of 2014, 7.4% dropped out (Table 1).

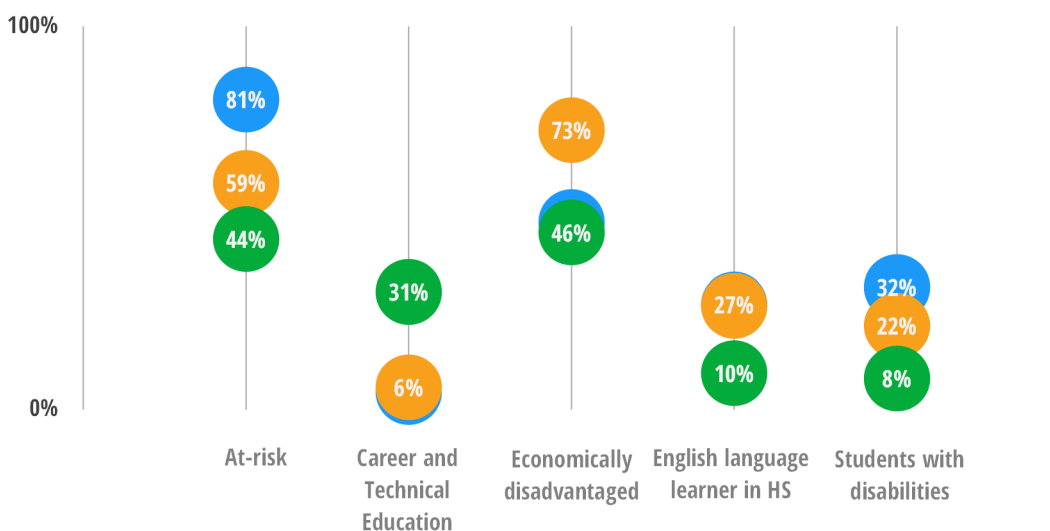
Table 1
 The students who dropped out were most likely to leave high school in their third year.

	Graduated	Continued	Dropped out in 2010-11	Dropped out in 2011-12	Dropped out in 2012-13	Dropped out in 2013-14
n	3,993	241	52	98	122	71
% of cohort	86.3%	5.2%	1.1%	2.1%	2.6%	1.5%

What were the demographic characteristics of each group?

Several demographic characteristics differentiate the graduates, continuers, and dropouts from the Class of 2014. Graduates generally differed from both dropouts and continuers, with the exception of economic disadvantage. The percentages of students with certain characteristics are presented for each group in Figure 1.

Figure 1
Graduates were less likely than **continuers** or **dropouts** to have been identified as at-risk, and were less likely to have been students with disabilities or English language learners. Graduates were more likely than continuers or dropouts to have been CTE students.

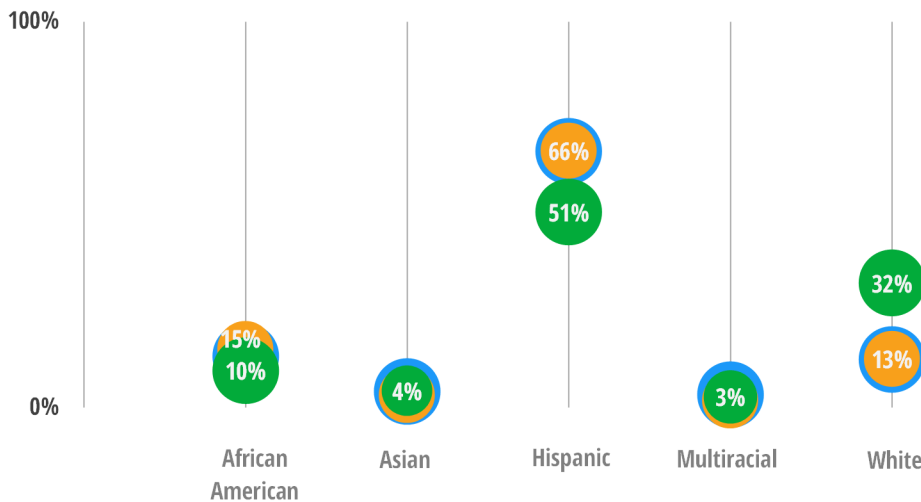


Source. Federal completion cohort, Class of 2014



Graduates also differed from dropouts and continuers with regard to ethnicity (Figure 2). Graduates were more likely to have been White and less likely to have been Hispanic than were dropouts or continuing students.

Figure 2
Graduates were more likely to be White and were less likely to be Hispanic and African American than were dropouts or continuers.
 The race/ethnicity composition of continuers and dropouts was nearly identical.

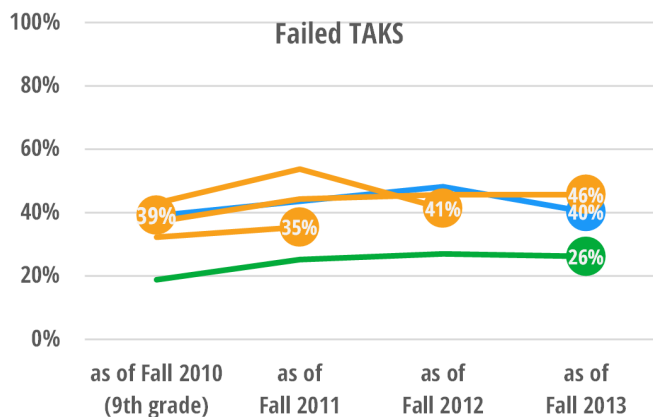


Source. Federal completion cohort, Class of 2014

What was the presence of risk factors in each group?

Previous research indicates several key dropout risk factors for AISD students (Brunner, 2010). Students from the Class of 2009 cohort were at greater risk of dropping out when they were overage for grade, failed the state assessments, demonstrated poor attendance, and attended the disciplinary alternative education campus. This section de-

Figure 3
Graduates were less likely to have previously failed TAKS than were dropouts or continuers.
 Dropouts and continuers looked similar to each other.



Source. At-risk factors Fall 2010–2013; Federal completion cohort, Class of 2014

Dropout Risk Factors Identified from the AISD Class of 2009

Students who were **16 years or older** at the beginning of their **9th grade** school year were **5 times more likely to drop out** than younger students.

Students who **failed both math and reading state assessments in 9th grade** were **3 times more likely to drop out** than students who passed both exams.

Students with **attendance rates below 90% in 9th grade** were **twice as likely to drop out**.

Students who **attended ALC in 9th grade** were **twice as likely to drop out**.

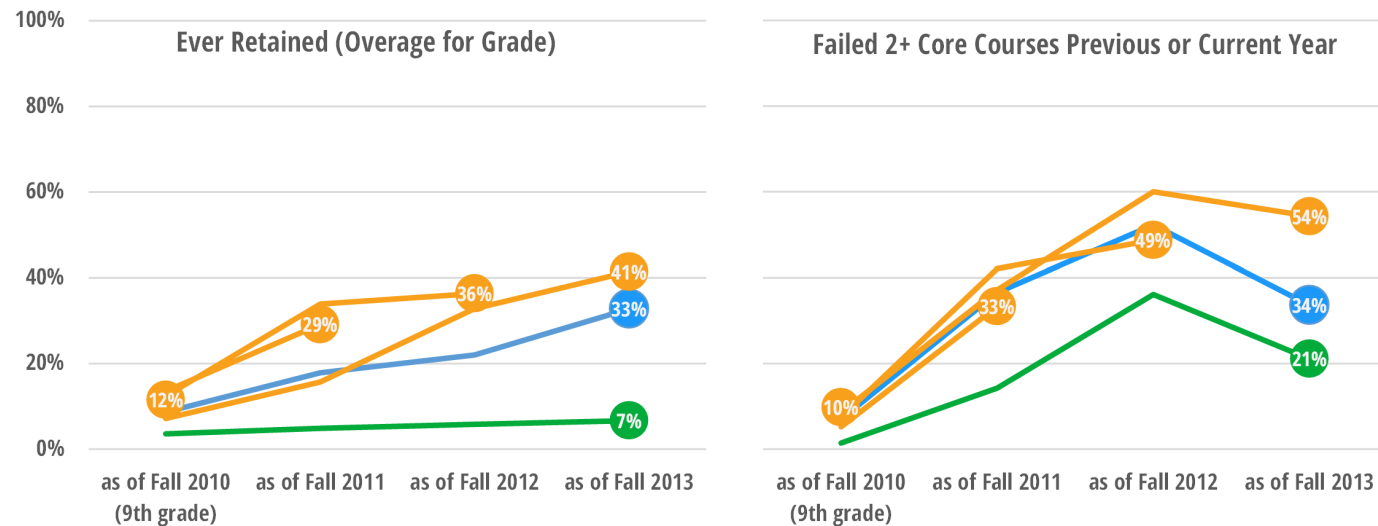
scribes the presence of these risk factors for students from the AISD 9th grade cohort for the Class of 2014.

As figure 3 indicates, students who dropped out or continued after Spring 2014 were more likely than those who graduated on time to have failed one or more subjects on the Texas Assessment of Knowledge and Skills (TAKS).

Source. Brunner, J. (2010). Ninth grade predictors of dropout risk (DRE Publication 08.104RB).

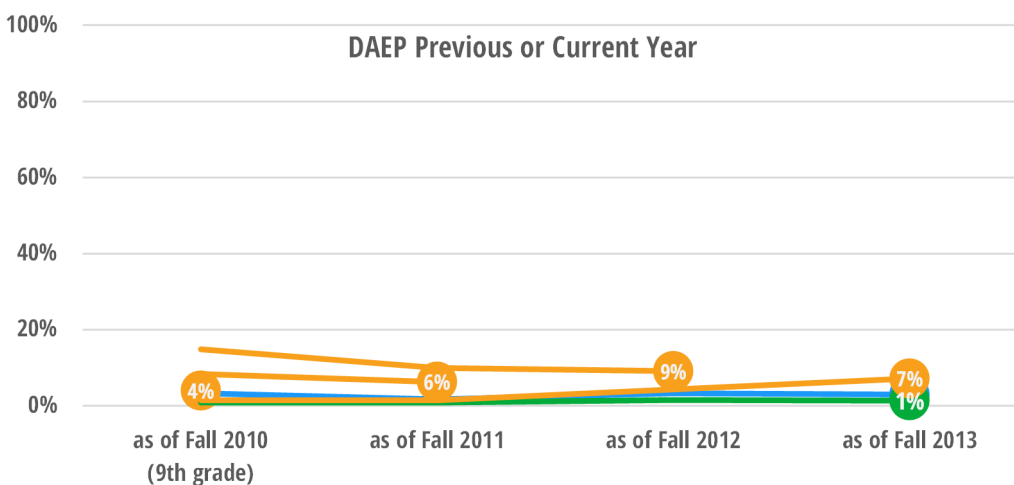
By the time students reached 12th grade (or the fourth year after 9th grade), 41% of students who dropped out had been retained at some point (Figure 4). One third of students who continued into the fifth year had been retained. Student course failures increased rapidly after the first and second high school years, but data for Fall 2013 suggest fewer course failures in the third and fourth year of high school.

Figure 4
After 9th grade, the percentage of dropouts and continuers who were retained or who failed 2 or more core courses continued to increase at a faster rate than for graduates.
 Graduates and continuing students were less likely to fail courses in 11th and 12th grade than before.



Source. At-risk factors Fall 2010–2013; Federal completion cohort, Class of 2014

Figure 5
Dropouts were more likely to have attended a disciplinary campus in 8th grade or the beginning of 9th grade than were graduates or continuers.



Source. At-risk factors Fall 2010–2013; Federal completion cohort, Class of 2014

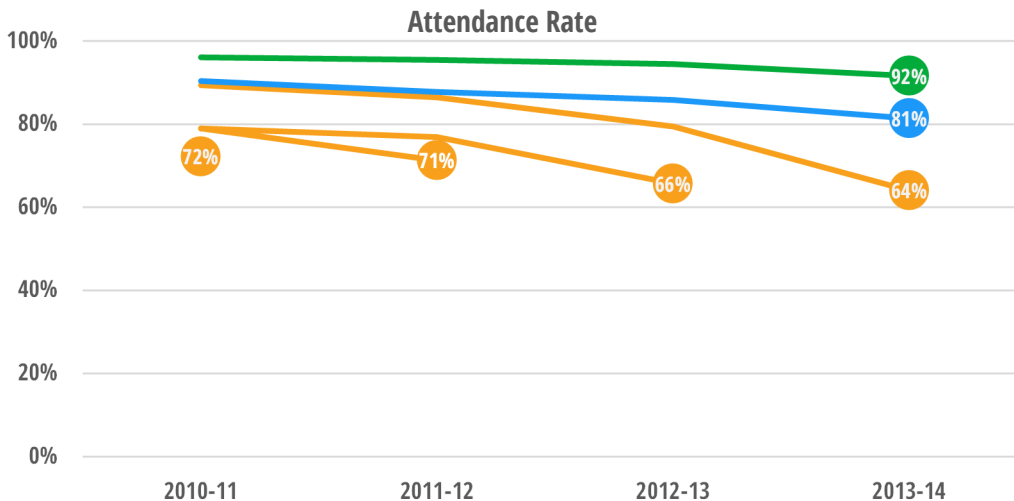
Dropouts were more likely to have attended a disciplinary alternative education campus than were graduates or continuers (Figure 5). However, students who completed three years in high school before dropping out were similar to graduates and continuers until their fourth year in high school.

Finally, we present the pattern of attendance rates over time for students in the Class of 2014 cohort.

Attendance rates dropped each year students were in high school, regardless of whether students graduated, dropped out, or continued (Figure 6). However, attendance rates each year were higher for graduates than for continuers or those who dropped out of school. Figure 6 shows the dropouts who remained in school until the fourth year of high school began with attendance rates similar to those who continued. For each group of dropouts, attendance rates dropped below 80% in the year prior to their last school year in AISD.

Figure 6

Graduates had higher attendance rates throughout high school than did dropouts or continuers.
Attendance rates dropped below 80% the year before students dropped out of school.



Source. Student attendance records; Federal completion cohort, Class of 2014

What can we learn from the Class of 2014?

As shown with previous cohorts, several characteristics are potential risk factors for dropping out of school. Several of these characteristics (i.e., ELL status, retention, course failures, disciplinary placements, and state assessment performance) are used to label students at-risk. However, attendance rates, ethnicity, and economic disadvantage may add to the identification of students with high risk of dropping out.

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