Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

													Rate (%)
Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Enrollment													
20	50,000 and over	494,415	8,682	2.4	2.9	0.3	2.2	1.9	0.8	1.3	4.2	2.3	1.8
34	25,000 to 49,999	367,004	4,652	1.4	2.3	0.5	1.5	1.3	0.7	1.2	2.3	1.8	1.3
65	10,000 to 24,999	315,124	2,876	1.1	1.7	0.1	1.1	0.0	0.6	1.0	1.6	1.6	0.9
74	5,000 to 9,999	177,499	4,664	3.9	2.1	0.5	3.4	2.8	1.2	2.7	5.1	3.0	2.6
90	3,000 to 4,999	106,123	967	1.0	0.5	0.1	1.0	0.0	0.8	1.0	1.4	1.3	0.9
136	1,600 to 2,999	88,751	1,254	2.0	1.9	0.1	2.0	0.0	0.8	1.0	2.1	1.8	1.4
146	1,000 to 1,599	57,030	450	1.6	0.7	0.3	1.0	2.3	0.5	0.8	1.9	1.1	0.8
218	500 to 999	49,747	996	6.0	2.5	2.4	2.6	3.2	0.9	1.5	5.9	1.0	2.0
311	Under 500	29,677	503	4.9	1.9	0.0	2.6	0.0	0.7	0.7	2.4	2.0	1.7
TEA District Type													
11	Major Urban	284,515	6,952	3.5	4.8	0.8	2.5	2.4	1.5	2.2	4.6	3.2	2.4
80	Major Suburban	565,764	6,102	1.2	1.8	0.2	1.5	1.0	0.5	0.8	2.8	1.5	1.1
39	Other Central City	262,437	3,119	1.6	1.7	0.3	1.4	0.8	0.8	1.2	2.0	1.9	1.2
166	Other Central City Suburban	247,285	2,178	1.4	1.6	0.1	1.0	2.2	0.7	1.0	1.4	1.5	0.9
67	Independent Town	78,120	962	1.7	0.8	0.2	1.4	0.0	0.9	1.7	1.9	1.5	1.2
33	Non-metropolitan Fast Growing	13,743	36	0.6	0.0	0.0	0.2	0.0	0.3	0.3	0.0	0.7	0.3
161	Non-metropolitan Stable	86,764	636	0.9	0.3	0.1	0.9	0.7	0.5	0.7	1.7	1.1	0.7
421	Rural	54,865	251	0.5	0.4	0.0	0.6	0.0	0.3	0.6	0.6	0.9	0.5
116	Charters	91,877	4,808	8.6	6.8	0.9	4.9	2.4	4.2	5.9	5.1	4.5	5.2
NCES District Type													
92	City-Large	481,136	12,541	4.1	4.6	0.7	2.6	1.8	1.6	2.5	4.4	3.0	2.6
30	City-Midsize	139,962	2,507	2.4	2.5	0.5	2.0	1.0	1.2	1.8	2.0	2.5	1.8
26	City-Small	93,840	1,028	1.8	1.6	0.0	1.1	0.9	0.8	1.2	1.9	1.9	1.1
97	Suburban-Large	528,419	5,209	1.1	1.5	0.2	1.4	1.0	0.5	0.7	2.4	1.5	1.0
28	Suburban-Midsize	47,639	466	1.3	1.4	0.0	1.1	3.9	0.8	1.2	2.0	1.4	1.0
5	Suburban-Small	8,972	134	2.2	0.0	0.0	1.8	0.0	1.2	1.3	3.3	2.4	1.5
33	Town-Fringe	34,097	522	2.7	2.2	1.0	1.6	1.0	1.2	2.2	2.7	1.7	1.5
98	Town-Distant	72,716	753	1.3	1.1	0.0	1.2	2.9	0.8	1.4	1.7	1.3	1.0
75	Town-Remote	52,418	509	1.3	2.4	0.2	1.1	0.0	0.6	1.2	1.7	1.2	1.0
124	Rural-Fringe	135,096	936	0.9	0.8	0.1	0.8	1.0	0.5	0.8	1.4	1.2	0.7
284	Rural-Distant	68,157	319	0.7	0.3	0.0	0.7	2.7	0.4	0.5	0.9	0.9	0.5
202	Rural-Remote	22,918	120	0.5	0.9	0.0	0.5	0.0	0.5	0.4	0.7	1.1	0.5
NCES District Type, Charters Separate													
32	City-Large	418,052	8,771	2.9	4.0	0.6	2.3	1.7	1.1	1.8	4.2	2.7	2.1
19	City-Midsize	131,954	1,738	1.9	1.9	0.5	1.4	1.0	0.9	1.6	1.7	2.2	1.3
22	City-Small	92,897	1,014	1.8	1.6	0.0	1.2	0.9	0.8	1.2	1.9	1.8	1.1

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
77	Suburban-Large	512,987	5,025	1.1	1.5	0.1	1.4	0.9	0.5	0.7	2.5	1.5	1.0
25	Suburban-Midsize	46,441	461	1.3	1.4	0.0	1.1	4.0	0.8	1.3	2.1	1.5	1.0
5	Suburban-Small	8,972	134	2.2	0.0	0.0	1.8	0.0	1.2	1.3	3.3	2.4	1.5
31	Town-Fringe	33,892	517	2.6	2.2	1.0	1.6	1.0	1.2	2.2	2.7	1.8	1.5
96	Town-Distant	72,361	740	1.3	1.1	0.0	1.2	2.9	0.7	1.4	1.7	1.3	1.0
73	Town-Remote	51,973	509	1.3	2.4	0.2	1.1	0.0	0.6	1.2	1.8	1.2	1.0
116	Rural-Fringe	133,633	920	0.9	0.8	0.1	0.8	1.0	0.5	0.9	1.4	1.2	0.7
281	Rural-Distant	67,480	293	0.7	0.3	0.0	0.6	2.7	0.3	0.4	0.8	0.8	0.4
201	Rural-Remote	22,851	114	0.5	0.9	0.0	0.5	0.0	0.5	0.4	0.7	1.0	0.5
116	Charters	91,877	4,808	8.6	6.8	0.9	4.9	2.4	4.2	5.9	5.1	4.5	5.2
	Property Wealth: Median ($370,199)												
98	Under $178,740	155,168	1,915	1.9	4.2	0.9	1.2	2.0	1.0	1.6	1.8	1.9	1.2
97	$178,740 to $231,027	89,845	1,094	1.2	2.2	0.2	1.4	3.6	0.7	1.7	1.9	1.6	1.2
102	$231,028 to $286,143	148,252	2,575	2.1	3.1	1.0	2.0	1.9	1.0	2.1	3.5	2.2	1.7
99	$286,144 to $322,517	100,240	713	0.9	0.8	0.1	0.8	0.9	0.6	0.8	1.3	1.1	0.7
101	$322,518 to $370,198	178,273	2,214	1.4	1.2	0.5	1.5	1.4	0.8	1.0	2.9	1.8	1.2
95	$370,199 to $435,117	186,129	3,117	2.4	1.6	0.6	2.0	0.7	1.0	1.5	3.3	2.5	1.7
97	$435,118 to $530,739	267,121	2,127	1.1	1.5	0.2	1.0	0.8	0.5	0.7	1.8	1.4	0.8
101	$530,740 to $668,755	188,394	1,344	1.1	1.1	0.1	1.1	0.5	0.4	0.6	2.3	1.3	0.7
94	$668,756 to $954,095	217,346	4,727	2.9	3.9	0.4	2.9	2.2	0.8	1.7	5.2	2.4	2.2
88	Over $954,095	57,944	403	1.8	0.0	0.1	1.0	2.0	0.4	0.4	1.8	1.1	0.7
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0
	Property Wealth: Average ($468,065)												
625	Under $468,065	943,357	12,408	1.7	1.9	0.5	1.5	1.6	0.8	1.3	2.5	1.9	1.3
347	Over $468,065	645,355	7,821	1.8	1.9	0.2	1.8	0.9	0.5	0.9	3.7	1.7	1.2
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0
	Property Wealth: Equal Student Groups												
43	Under $131,514	77,936	932	1.4	0.0	0.0	1.2	0.0	1.2	1.6	1.7	1.8	1.2
55	$131,514 to < $178,741	77,232	983	1.9	5.1	1.1	1.3	2.0	0.9	1.6	2.1	2.1	1.3
87	$178,741 to < $225,013	80,582	1,019	1.1	2.3	0.2	1.4	3.8	0.8	1.8	2.0	1.7	1.3
66	$225,013 to < $266,163	77,139	1,006	1.7	3.1	1.0	1.4	2.7	1.0	1.6	1.9	1.9	1.3
51	$266,163 to < $288,727	85,144	1,704	2.1	2.5	1.0	2.4	0.8	1.1	2.3	4.2	2.4	2.0
82	$288,727 to < $317,442	76,678	518	0.8	0.6	0.2	0.7	0.0	0.6	0.8	1.3	1.1	0.7
51	$317,442 to < $337,807	85,890	862	0.9	0.7	0.7	1.3	0.6	0.7	0.9	2.9	1.2	1.0
46	$337,807 to < $360,988	74,067	1,189	2.3	1.3	0.3	1.9	3.4	0.8	1.2	2.9	2.1	1.6
32	$360,988 to < $382,055	80,838	1,024	1.5	2.7	0.5	1.4	1.0	1.0	0.8	2.7	2.0	1.3
47	$382,055 to < $407,429	76,070	1,489	2.4	1.6	1.0	2.3	0.0	1.2	1.8	3.6	2.9	2.0
46	$407,429 to < $450,515	77,684	1,077	2.5	1.1	0.2	1.7	2.0	0.7	1.3	2.8	2.0	1.4

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
26	$450,515 to < $472,586	77,121	615	1.3	1.8	0.1	0.9	1.2	0.5	0.7	1.9	1.3	0.8
17	$472,586 to < $483,611	92,741	802	1.1	1.6	0.2	1.0	0.0	0.7	0.8	1.6	1.7	0.9
39	$483,611 to < $530,196	85,792	535	0.8	1.1	0.2	1.0	1.9	0.4	0.5	1.5	1.1	0.6
29	$530,196 to < $559,445	84,558	489	0.9	0.7	0.1	1.0	0.4	0.3	0.4	2.0	0.8	0.6
57	$559,445 to < $636,179	81,841	757	1.5	1.6	0.0	1.4	0.7	0.5	0.9	2.8	1.9	0.9
31	$636,179 to < $697,496	58,950	374	0.8	0.5	0.1	1.0	0.0	0.4	0.7	2.1	1.1	0.6
42	$697,496 to < $814,022	68,082	1,930	3.5	3.1	2.0	3.5	3.1	0.7	2.6	5.9	2.8	2.8
10	$814,022 to < $847,341	71,288	2,122	3.5	7.3	0.5	3.3	3.2	2.1	2.7	6.0	3.7	3.0
115	$847,341 and over	99,079	802	1.4	1.3	0.1	1.3	1.3	0.4	0.7	2.5	1.1	0.8
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0

Tax: Local Adopted Rate (Avg=1.3112)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
228	Under $1.1701	77,824	790	1.4	1.7	0.1	1.2	0.0	0.8	0.7	2.0	1.5	1.0
238	$1.1701 to under $1.3141	374,660	5,561	2.3	2.6	0.5	1.7	1.5	0.8	1.4	3.0	2.0	1.5
258	$1.3141 to under $1.4301	533,467	7,676	2.2	1.9	0.4	1.8	1.8	0.7	1.4	3.5	2.0	1.4
248	$1.4301 and over	602,761	6,202	1.2	1.6	0.2	1.4	0.8	0.6	0.8	2.3	1.6	1.0
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0

Tax: Local M & O Rates (Avg=1.1013)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
386	Under $1.0401	559,555	6,682	1.8	2.1	0.3	1.5	1.3	0.7	1.2	2.9	1.8	1.2
169	$1.0401 to $1.1696	460,730	5,889	1.8	1.6	0.3	1.6	1.5	0.6	0.9	2.9	1.8	1.3
417	$1.1697 and over	568,427	7,658	1.6	1.9	0.3	1.7	1.3	0.7	1.2	2.9	1.9	1.3
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0

Highest Property Value

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
498	Residential	1,353,145	16,855	1.7	1.9	0.3	1.6	1.2	0.6	1.0	2.9	1.8	1.2
24	Land	1,226	2	0.0	0.0	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.2
70	Oil and gas	15,662	87	0.3	1.1	0.0	0.7	0.0	0.3	0.6	1.5	0.6	0.6
380	Business	218,679	3,285	1.9	1.6	0.3	1.7	2.1	0.9	1.7	3.2	2.0	1.5
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0

Small and Mid-sized District Allotment (Avg=$1,129,010)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
164	No small and mid-sized district allotment	1,268,569	17,725	1.8	2.2	0.3	1.7	1.3	0.7	1.2	3.1	2.0	1.4
172	Under $616,967	49,666	1,625	6.3	6.2	1.5	3.6	3.5	1.9	2.7	4.9	2.7	3.3
252	$616,967 to under $936,515	130,572	1,061	1.0	0.7	0.0	0.9	0.0	0.7	0.9	1.3	1.2	0.8
253	$936,515 to under $1,343,159	100,292	794	1.1	0.7	0.5	1.0	1.2	0.6	0.9	1.5	1.1	0.8
253	$1,343,159 and over	136,271	3,839	6.2	2.3	0.5	3.3	1.3	1.1	3.0	4.2	2.8	2.8

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
													Rate (%)
Operating Cost Per Student (Avg=$9,799)													
199	Under $9,217	532,759	5,870	1.6	1.6	0.2	1.5	1.1	0.7	1.0	2.1	1.6	1.1
224	$9,217 to $10,126	548,851	7,972	1.8	2.3	0.3	1.8	1.8	0.8	1.3	3.4	2.0	1.5
226	$10,127 to $11,056	427,202	8,441	3.6	3.1	0.6	2.0	1.7	0.9	2.4	3.4	2.4	2.0
229	$11,057 to $12,880	145,618	2,316	2.2	1.2	0.8	1.8	0.0	0.8	1.1	2.7	1.9	1.6
216	Over $12,880	30,940	445	4.4	1.2	0.2	1.5	0.0	0.9	1.5	2.5	2.0	1.4
Education Service Center Regions													
42	I Edinburg	130,482	1,183	2.1	2.0	0.0	0.9	0.0	0.6	0.0	1.5	1.4	0.9
35	II Corpus Christi	30,259	449	2.0	5.3	0.0	1.6	0.0	0.9	0.6	1.8	2.7	1.5
32	III Victoria	15,944	151	1.8	3.0	0.4	1.0	0.0	0.7	0.9	1.8	1.0	0.9
65	IV Houston	369,800	6,260	2.1	2.7	0.3	2.1	1.8	0.9	1.2	4.2	2.1	1.7
35	V Beaumont	23,939	415	2.1	1.3	0.3	2.8	0.0	1.2	2.1	5.0	2.6	1.7
56	VI Huntsville	62,930	612	1.5	0.9	0.0	1.1	1.3	0.8	1.6	1.7	1.5	1.0
97	VII Kilgore	55,408	520	1.2	2.7	0.3	0.9	0.0	0.8	1.4	1.0	1.4	0.9
41	VIII Mt Pleasant	17,893	227	1.5	0.0	0.6	1.8	0.0	1.0	1.5	1.8	2.1	1.3
36	IX Wichita Falls	10,934	59	0.9	0.0	0.5	0.5	0.0	0.5	0.5	1.3	0.9	0.5
104	X Richardson	268,917	5,971	3.1	2.0	0.2	3.2	1.6	0.7	1.9	4.7	2.5	2.2
83	XI Fort Worth	191,434	2,773	2.2	1.5	0.4	1.9	0.9	0.9	1.4	2.9	2.3	1.4
76	XII Waco	50,959	823	2.8	3.2	0.6	1.7	2.5	0.9	1.6	1.8	2.6	1.6
65	XIII Austin	119,903	1,782	3.4	2.4	0.3	1.8	2.0	1.0	0.8	2.5	1.8	1.5
43	XIV Abilene	15,997	122	1.4	0.0	0.7	0.9	4.3	0.5	1.9	1.7	1.0	0.8
43	XV San Angelo	14,614	167	1.1	0.0	0.0	1.6	0.0	0.4	1.6	3.7	1.1	1.1
58	XVI Amarillo	24,581	354	3.5	0.7	2.6	1.8	0.0	0.7	2.8	2.5	2.4	1.4
58	XVII Lubbock	24,318	312	2.7	2.7	0.0	1.5	0.0	0.6	1.1	2.3	1.7	1.3
34	XVIII Midland	26,046	568	3.0	2.7	0.7	2.3	0.0	1.8	1.6	3.0	3.4	2.2
16	XIX El Paso	57,453	969	2.4	2.0	1.6	1.7	2.0	1.1	1.1	2.5	3.1	1.7
75	XX San Antonio	148,806	2,926	3.2	5.2	0.2	2.1	0.4	1.2	1.4	3.1	2.7	2.0
STAAR: Achieved the Approaches Grade Level Standard, %													
1,094	No students tested	1,685,370	25,044	2.2	2.1	0.3	1.8	1.4	0.8	1.3	3.1	2.0	1.5
SAT/ACT 2018-19: Participation, %													
370	0% to under 55%	353,332	8,116	4.3	3.1	0.9	2.5	2.0	1.4	2.4	3.7	2.5	2.3
259	55% to under 70%	310,108	2,877	1.2	1.5	0.2	1.2	0.7	0.6	1.0	2.1	1.5	0.9
445	70% and over	1,019,766	13,916	1.9	1.9	0.3	1.7	1.3	0.6	1.0	3.1	1.9	1.4
20	No graduates	2,164	135	15.1	11.1	0.0	6.7	0.0	1.0	0.0	15.8	6.6	6.2

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
	SAT/ACT 2018-19: At or Above Criterion, %												
58	None met criterion	7,819	209	2.1	0.0	0.0	3.3	0.0	1.5	0.0	0.6	2.5	2.7
69	Under 10%	68,428	3,769	10.2	6.0	3.3	4.7	0.0	5.3	11.5	5.5	4.8	5.5
214	10% to under 20%	320,163	6,566	2.6	3.1	1.4	2.0	3.2	1.7	2.5	3.5	2.5	2.1
327	20% to under 35%	482,600	7,530	2.1	2.5	0.7	1.7	1.3	1.0	1.7	3.2	2.1	1.6
400	35% and over	802,558	6,153	1.2	1.2	0.1	1.1	1.0	0.5	0.8	1.9	1.3	0.8
26	No test takers	3,802	817	29.2	35.0	9.9	22.1	20.0	15.4	14.3	31.3	7.6	21.5
	Student Density (Avg=19 Students/Sq Mile)												
433	Fewer than 5	81,826	534	0.8	0.3	0.2	0.8	2.9	0.5	0.7	1.4	1.0	0.7
265	5 to fewer than 20	159,006	1,341	1.3	1.6	0.1	1.0	0.0	0.6	0.9	1.8	1.2	0.8
147	20 to fewer than 100	270,627	2,920	1.2	1.4	0.2	1.3	1.2	0.8	1.2	1.9	1.7	1.1
127	100 and over	1,077,253	15,434	1.9	2.2	0.3	1.8	1.4	0.7	1.2	3.2	2.0	1.4
122	Non-taxing entities	96,658	4,815	8.4	6.5	0.9	4.7	2.0	3.9	5.3	5.1	4.4	5.0
	Student Change: 18/19-19/20 (Avg=1%)												
508	Declining students	647,406	11,220	2.4	2.4	0.6	1.9	1.4	1.0	1.8	3.2	2.3	1.7
319	0% to under 3%	671,109	8,755	1.7	2.3	0.3	1.6	1.7	0.7	1.0	3.0	1.8	1.3
141	3% to under 6%	277,368	3,745	2.7	0.7	0.1	2.0	0.4	0.5	1.2	3.5	1.7	1.4
65	6% to under 10%	49,088	268	0.8	0.6	0.1	0.6	0.0	0.3	1.0	1.3	1.1	0.5
61	10% and over	40,399	1,056	5.8	6.7	1.5	2.6	2.8	1.8	2.7	3.1	1.5	2.6
	Students: African American, % (Avg=13%)												
812	Under 10%	843,844	8,023	1.4	1.5	0.1	1.2	0.9	0.5	0.8	1.8	1.5	1.0
231	10% to under 30%	754,761	15,303	2.5	2.5	0.4	2.6	1.7	1.1	1.8	4.2	2.4	2.0
35	30% to under 50%	70,458	1,389	1.9	3.1	0.8	2.5	1.5	1.5	1.6	3.9	2.7	2.0
8	50% to under 70%	10,183	253	2.1	0.0	0.8	3.7	0.0	2.9	1.5	5.3	3.5	2.5
4	70% to under 90%	5,558	58	0.8	0.0	0.0	1.4	0.0	6.3	1.2	1.9	2.3	1.0
4	90% and over	566	18	3.3	0.0	0.0	2.8	0.0	0.0	0.0	0.0	1.4	3.2
	Students: Hispanic, % (Avg=53%)												
90	Under 10%	29,239	162	1.2	1.0	0.0	0.5	0.0	0.5	0.4	1.2	1.1	0.6
361	10% to under 30%	328,447	2,164	1.0	0.6	0.2	1.0	1.5	0.5	0.8	1.8	1.3	0.7
262	30% to under 50%	489,058	5,452	1.7	1.7	0.3	1.4	1.1	0.7	1.0	2.5	1.5	1.1
183	50% to under 70%	456,176	11,638	3.5	4.1	0.7	2.7	1.9	1.5	2.6	4.6	3.0	2.6
107	70% to under 90%	186,089	3,201	2.1	2.9	0.5	1.7	1.0	1.6	1.6	2.7	2.3	1.7
91	90% and over	196,361	2,427	2.3	4.9	0.5	1.2	2.6	1.4	1.4	1.8	1.8	1.2

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Students: White, % (Avg=27%)													
160	Under 10%	501,590	12,245	3.6	4.4	1.0	2.3	2.5	2.6	4.0	3.8	2.8	2.4
182	10% to under 30%	485,217	7,856	2.1	3.0	0.3	1.8	1.8	1.2	1.5	2.7	2.2	1.6
234	30% to under 50%	412,701	3,332	1.0	1.0	0.2	1.1	0.8	0.6	0.8	1.6	1.3	0.8
256	50% to under 70%	206,648	1,256	0.9	0.6	0.2	0.8	0.4	0.5	0.9	1.3	1.2	0.6
248	70% to under 90%	77,461	341	0.9	0.4	0.0	0.5	0.0	0.4	0.5	1.2	0.9	0.4
14	90% and over	1,753	14	0.0	0.0	0.0	0.0	0.0	0.8	2.6	0.0	0.8	0.8
Students: Econ Disad, % (Avg=60%)													
16	Under 10%	23,626	34	0.6	0.0	0.0	0.4	0.0	0.1	0.0	1.3	0.5	0.1
69	10% to under 30%	153,913	530	0.5	0.0	0.1	0.6	0.0	0.3	0.4	1.1	0.8	0.3
234	30% to under 50%	419,986	3,270	1.0	1.5	0.2	1.1	0.6	0.5	0.8	2.0	1.5	0.8
409	50% to under 70%	404,859	4,572	1.6	1.4	0.4	1.3	1.4	0.8	1.3	1.9	1.6	1.1
309	70% to under 90%	619,154	15,493	3.3	4.1	1.0	2.4	2.6	2.1	3.1	4.1	2.8	2.5
57	90% and over	63,832	1,145	4.1	6.0	0.0	1.6	0.0	2.5	3.2	1.9	2.1	1.8
Teacher Experience (Avg=11.1 yrs)													
239	Under 10.1 years	412,561	10,698	3.2	3.7	0.5	2.8	2.3	1.6	2.5	4.0	2.7	2.6
282	10.1 to under 12.0 years	791,344	10,073	1.7	1.7	0.3	1.6	1.3	0.7	1.1	3.0	1.8	1.3
291	12.0 to under 14.0 years	357,918	3,405	1.1	1.3	0.3	1.3	0.3	0.5	1.0	2.2	1.7	1.0
282	14.0 years and over	123,547	868	2.1	1.8	0.2	0.8	0.0	0.5	0.6	1.2	1.1	0.7
Teacher Salary (Avg=$57,091)													
258	Under $49,231	96,125	1,998	3.7	3.8	1.3	2.3	2.3	1.4	2.0	2.9	1.7	2.1
278	$49,231 to under $51,774	122,023	1,210	1.5	1.1	0.2	1.3	0.0	0.6	1.1	1.6	1.5	1.0
280	$51,774 to under $55,176	241,719	3,256	2.0	1.1	0.3	1.6	1.6	0.8	1.3	2.0	1.8	1.3
278	$55,176 and over	1,225,503	18,580	2.2	2.2	0.3	1.8	1.3	0.7	1.3	3.4	2.1	1.5
Teachers: White, % (Avg=58%)													
50	Under 10%	111,745	1,134	2.6	5.3	0.0	1.0	0.0	1.1	0.0	1.6	1.5	1.0
68	10% to under 30%	301,772	9,479	4.0	5.0	1.3	3.0	2.3	2.8	4.8	5.2	3.5	3.1
56	30% to under 50%	169,840	2,624	1.8	3.1	0.3	1.6	2.0	1.3	1.4	2.6	2.3	1.5
137	50% to under 70%	420,418	7,007	2.1	2.9	0.3	1.8	1.7	1.2	1.5	2.7	2.1	1.7
395	70% to under 90%	549,749	4,055	1.0	0.8	0.1	1.0	0.8	0.5	0.8	1.6	1.3	0.7
388	90% and over	131,846	745	1.1	0.7	0.1	0.7	0.0	0.5	1.0	1.0	1.0	0.6

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, English Learner (EL) Status, and Special Education Program Participation, Texas Public Schools, 2019-20

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EL	Spec. ed.	All students
Teachers with Adv Degrees, % **(Avg=25.2%)**													
250	Under 13.9%	71,946	604	1.1	1.3	0.4	1.0	2.0	0.6	1.7	1.0	1.2	0.8
280	13.9% to under 19.3%	201,674	2,536	2.0	1.8	0.7	1.4	1.3	0.9	1.7	1.7	1.7	1.3
291	19.3% to under 25.1%	460,916	6,033	2.1	2.0	0.3	1.5	1.8	0.8	1.1	2.6	1.7	1.3
273	25.1% and over	950,834	15,871	2.2	2.3	0.3	2.1	1.2	0.8	1.3	3.7	2.2	1.7
U.S.-Mexico Border Region													
96	Border districts	207,544	2,270	1.5	3.4	0.6	1.1	1.6	0.9	0.7	1.7	1.7	1.1
998	Non-border districts	1,477,826	22,774	2.2	2.0	0.3	2.0	1.3	0.8	1.3	3.5	2.0	1.5

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2017 tax year state-certified property values. All data are for the 2019-20 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

TEA District Type. Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter school districts make up a ninth subcategory. The subcategories are as follows.

   Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,050,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

   Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

   Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,049,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county.

   Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 1,049,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 903 students.

   Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 70 percent of the largest district enrollment in the county.

   Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

   Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

   Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter School Districts. Charter school districts are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

NCES District Type. The National Center for Education Statistics (NCES) has a classification system that categorizes districts into twelve subcategories based on factors such as population size and proximity to urban areas. The NCES subcategories are composed of four basic types (City, Suburban, Town, and Rural) which are further differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). Charter school districts are assigned one of the twelve subcategories; there is not a separate subcategory for charter school districts. For more information on NCES' categorization, please see the Locale Boundaries File Documentation.

City – Large. Territory inside an Urbanized Area and inside a Principal City with population of 250,000 or more.

City – Midsize. Territory inside an Urbanized Area and inside a Principal City with population less than 250,000 and greater than or equal to 100,000.

City – Small. Territory inside an Urbanized Area and inside a Principal City with population less than 100,000.

Suburban – Large. Territory outside a Principal City and inside an Urbanized Area with population of 250,000 or more.

Suburban – Midsize. Territory outside a Principal City and inside an Urbanized Area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small. Territory outside a Principal City and inside an Urbanized Area with population less than 100,000.

Town – Fringe. Territory inside an Urban Cluster that is less than or equal to 10 miles from an Urbanized Area.

Town – Distant. Territory inside an Urban Cluster that is more than 10 miles and less than or equal to 35 miles from an Urbanized Area.

Town – Remote. Territory inside an Urban Cluster that is more than 35 miles from an Urbanized Area.

Rural – Fringe. Census-defined rural territory that is less than or equal to 5 miles from an Urbanized Area, as well as rural territory that is less than or equal to 2.5 miles from an Urban Cluster.

Rural – Distant. Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an Urbanized Area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

Rural – Remote. Census-defined rural territory that is more than 25 miles from an Urbanized Area and also more than 10 miles from an Urban Cluster.

NCES District Type, Charters Separate. The twelve NCES district type subcategories are the same as listed above, but charter school districts are placed into a separate thirteenth subcategory.

Charters. As noted above in TEA District Types, charter school districts are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter school districts are subject to fewer regulations than other public school districts. Generally, charter school districts are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter school districts are monitored and accredited under the statewide testing and accountability system.

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report Secondary School Completion and Dropouts in Texas Public Schools, 2019-20.

Dropout Rate. The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and calculation of dropout rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Education Service Center Regions. The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

English Learner. A student is classified as an English learner (EL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, ELs are students who were identified as having limited English proficiency in the 2019-20 school year.

Enrollment. Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value. Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;

- land: vacant lots and taxable rural real property;

- oil and gas: oil, gas, and minerals; and

- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student. Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median. Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from two years prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter school districts make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North

Africa. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2018-19: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. The College Board began administering a redesigned version of the SAT in March 2016. For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to the corresponding scores on the redesigned SAT using College Board's concordance tables. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. Beginning with 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

SAT/ACT 2018-19: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small and Mid-sized District Allotment. Beginning with the 2019-20 school year, small and mid-sized district adjustments were recreated as a stand-alone allotment for small and mid-sized districts. Districts are grouped into four subcategories, each with approximately the same number of districts, based on the small and mid-sized district allotment received. Districts not receiving a small and mid-sized allotment make up a fifth subcategory.

Special Education. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Student Change: 2018-19 – 2019-20. Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density. Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and White, Percentage. In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) his or her race, or races, based on a student's option to report more than one race. African American students are not reported as Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

Students: Economically Disadvantaged, Percentage. Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year. In spring 2020, the governor of Texas used statutory authority under Texas Government Code §418.016 to suspend annual academic assessment requirements for the 2019-20 school year because of the impact of COVID-19. All STAAR administrations scheduled for April, May, and June 2020 were canceled. Given the cancelation of STAAR, all districts were placed into the 'No students tested' subcategory.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter school districts make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate

(sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per $100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter school districts make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) his or her race, or races, based on a teacher's option to report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage. Districts are grouped into four subcategories, each with approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region. Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.5 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.