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**Secondary School
Completion and Dropouts
in Texas Public Schools
2005-06**

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**Secondary School
Completion and Dropouts
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2005-06**

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Abstract. The Texas Education Agency (TEA) prepares an annual report on dropouts in Texas public schools. This report includes state summaries of the annual dropout rate, longitudinal secondary school completion rates, and state attrition rates. In addition to statewide statistics, the report provides historical information about dropout policy in Texas and the evolution of the dropout definition used for accountability purposes. Common methods of measuring student progress through school are discussed, along with advantages and disadvantages associated with each measure. Extensive background information on TEA data collection, processing, and reporting is presented, and national requirements for dropout data are described.

Keywords. *Secondary education, high school completion, dropouts, annual dropout rate, longitudinal dropout rate, completion rate, graduation rate, attrition rate, Grades 7-12, Grades 7-8, Grades 9-12.*

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Highlights

What's New in 2005-06

Longitudinal Rates

Annual Dropout Rates

Leaver Reporting

What's New in 2005-06

- In 2003, the 78th Texas Legislature required that dropout rates be computed according to the National Center for Education Statistics (NCES) dropout definition beginning in the 2005-06 school year (Texas Education Code [TEC] §39.051, 2004). Under the NCES definition, a dropout is 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 Educational Development (GED) certificate, continue school outside the public school system, begin college, or die.
- Adoption of the national dropout definition required a number of changes to the Texas Education Agency (TEA) definition in place before 2005-06. Some dates affecting dropout status were changed, and some groups of students who would not have been considered dropouts in previous years are now classified as dropouts.
- Adoption of the national definition also required changes in data collection and processing. Prior to 2005-06, districts were required to submit data on all students in Grades 7-12 the previous year. To track students more efficiently and reduce the number of records districts must submit, TEA now uses agency files to account for certain groups of students. Districts are no longer required to submit leaver records for students who are accounted for through TEA files.
- For the 2007 ratings cycle, a school leaver provision has been added to the accountability system. A campus or district rating may not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new NCES dropout definition and the new data reporting requirements for 2005-06 and recognizes that improvement cannot be calculated for 2004-05 to 2005-06. It also ensures that ratings for districts that enrolled students displaced by Hurricane Katrina in 2005-06 will not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information is available for some of the students, information for many others is missing. As a result, dropout rates in some districts may not reflect the actual statuses of students.

Longitudinal Rates

- In the 2002-03 school year, 331,100 students began Grade 9 in Texas public schools. Over the next four years, 27,082 students entered the Texas public school system on grade level and were added to the 2002-03 Grade 9 cohort. Another 65,877 students left the system for reasons other than graduation, GED certification, or dropping out. By the fall semester following the spring 2006 anticipated graduation date for the cohort, 283,698 students had been assigned one of four final statuses: graduated; continued high school; received a GED certificate; or dropped out. Students with final statuses made up the class of 2006. The final statuses for 8,607 students could not be determined because of data errors.
- Out of 283,698 students in the class of 2006 Grade 9 cohort, 91.2 percent graduated, continued in high school the year following their anticipated graduation, or received GEDs. Of these, 2.3 percent received GED certificates.
- Graduation and GED certification rates were lower for the class of 2006 than for the class of 2005. For the class of 2006 Grade 9 cohort, 80.4 percent of students graduated, and 2.3 percent received GEDs, compared to 84.0 percent and 3.8 percent, respectively, for the class of 2005 Grade 9 cohort.
- Continuation and dropout rates were higher for the class of 2006 than for the class of 2005. For the class of 2006 Grade 9 cohort, 8.6 percent of students continued high school, and 8.8 percent dropped out, compared to 7.9 percent and 4.3 percent, respectively, for the class of 2005 Grade 9 cohort.
- Graduation rates for the class of 2006 decreased from the preceding year for all student groups. Decreases ranged from 0.4 percentage points for Native American students to 7.2 percentage points for African American students. Asian/Pacific Islander students had the highest graduation rate at 92.0 percent, and Hispanic students had the lowest graduation rate at 71.7 percent.
- Longitudinal dropout rates for the class of 2006 increased from the preceding year for all student groups. Increases ranged from 1.1 percentage points for Native American students to 7.8 percentage points for African American students. Economically disadvantaged and African American students had the highest longitudinal dropout rates, at 13.7 percent and 13.3 percent, respectively.
- Females had a higher graduation rate than males and lower rates of GED certification, continuation, and dropping out.
- Patterns for the Grade 7 cohorts for the classes of 2005 and 2006 were similar to those for the Grade 9 cohorts. The graduation and GED certification rates decreased, and the continuation and dropout rates increased. The longitudinal dropout rate for the class of 2006 Grade 7 cohort increased to 9.1 percent from 4.6 percent for the class of 2005.

- For 2006, the attrition rates for Grades 9-12 and Grades 7-12 were 31.0 percent and 17.4 percent, respectively.

Annual Dropout Rates

- Out of 2,016,470 students who attended Grades 7-12 in Texas public schools during the 2005-06 school year, 51,841 students, or 2.6 percent, were reported to have dropped out. A total of 3,038 students dropped out of Grades 7-8, and 48,803 dropped out of Grades 9-12. The Grade 7-8 and Grade 9-12 dropout rates were 0.4 percent and 3.7 percent, respectively. Because of the change in the definition of dropouts, data for 2005-06 are not comparable to earlier years.
- As in previous years, the dropout rates for African American students and Hispanic students were higher than the rate for White students. The Grade 7-12 dropout rate for African American students (3.8%) was almost three times as high as that for White students (1.3%), and the rate for Hispanic students (3.5%) was more than two and a half times as high.
- In 2005-06, the Grade 7-12 dropout rate for African American students (3.8%) exceeded the rate for Hispanic students (3.5%). In 14 of the previous 16 school years, the dropout rate for Hispanic students exceeded the rate for African American students; in the other two years, the rates were the same.
- In 2005-06, students who dropped out of Grade 12 made up 27.8 percent of all dropouts, the highest proportion of any grade. By contrast, in the previous five school years, students who dropped out of Grade 9 made up the highest proportion of all dropouts. A total of 14,437 students dropped out of Grade 12, and 13,274 dropped out of Grade 9. Dropouts from Grades 10 and 11 totaled 10,997 and 10,095, respectively.
- As in previous years, the dropout rate for males (2.8%) exceeded the rate for females (2.3%). More males dropped out from Grade 9 (7,907) than from any other grade. By contrast, more females dropped out from Grade 12 (7,535) than from any other grade.
- Some groups of students make up larger proportions of the dropout population than of the student population. The greatest percentage difference was among overage students, who made up one-fourth (24.6%) of the Grade 7-12 population in 2005-06 but almost three-fourths (74.0%) of dropouts. A student is considered overage if his or her age on September 1 is higher than the grade enrolled in plus five years. For example, a Grade 10 student who is 16 or older on September 1 is considered overage.

Leaver Reporting

- Statewide, 99.2 percent (2,006,156) of students in Grades 7-12 in 2005-06 were accounted for in district and charter data submissions or in TEA databases.
- Of all students in Grades 7-12, only 0.8 percent were underreported. Still, the number of underreported students (15,887) was an increase of 12,438 over the previous year.
- In the 2005-06 school year, 65 districts or charters exceeded the thresholds for underreported student records: more than 200 underreported students; or more than 5 underreported students and a rate of underreporting higher than 5 percent. Of these, five districts or charters had more than 200 underreported students, as well as rates of underreporting higher than 5 percent. Six districts had more than 200 underreported students but rates of underreporting less than 5 percent. Fifty-four districts or charters had rates of underreporting higher than 5 percent and more than 5, but fewer than 200, underreported students.
- A total of 384 districts and charters had no underreported students for 2005-06.

Definitions and Calculations of High School Completion

Measures of High School Completion

National Center for Education Statistics (NCES) Definitions

Definitions for State Accountability

Measures of High School Completion

Components of Rates

Several measures of high school completion are available. Measures differ in the following ways: the definition of a dropout or a school completer, the accuracy of the data, the time period covered, and the student population considered. Some rates, for example, cover only one school year, whereas others cover multiple years. Some are based on actual student-level data, whereas others use estimated student counts (Table 1). The selection of a completion or dropout measure depends on purpose and data availability.

Annual Dropout Rates

Description. The annual dropout rate is the percentage of students who drop out of school during one school year.

Calculation. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the total number of students enrolled the same year:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Factors affecting the rate. Annual dropout rates reported by different organizations may differ because: (a) different grade levels are included in the calculation; (b) dropouts are defined and counted differently; (c) total student counts are taken at different times of the school year; or (d) the data systems employed provide different levels of precision.

Advantages. An annual dropout rate measures what happens in a school, district, or state during one school year and can be considered a measure of annual performance. Because it is based on a simple mathematical operation and requires data for only one school year, it has the greatest potential to produce accurate rates that are comparable across schools, districts, or states. It can be calculated for any school that has students in any of the grades included in the calculation, allowing the largest number of campuses to be included in an accountability system.

Annual dropout rates also can be calculated for student groups based on demographic characteristics (ethnicity, socioeconomic status, age), special program participation (special education, bilingual/English as a second language), or other educational factors (grade level, at risk, overage for grade). This makes an annual dropout rate a practical tool to help educators determine who is dropping out and why—essential information for developing and evaluating dropout prevention and recovery programs.

Disadvantages. Because an annual dropout rate uses data for only one year, it produces the lowest dropout rate of any of the methods. There is concern that reporting low dropout rates may understate

Table 1
Common Methods of Measuring Student Progress Through School

	Annual dropout rate	Completion rate	Longitudinal dropout rate	Attrition rate
Description	The percentage of students who drop out of school during one school year.	The percentage of students from a class of beginning 7th or 9th graders who graduate, receive General Educational Development (GED) certificates, or are still enrolled in the fall after the class graduates.	The percentage of students from a class of beginning 7th or 9th graders who drop out before completing high school.	The percentage change in enrollment between Grade 9 and Grade 12 across years.
Calculation	Divide the number of students who drop out during a school year by the total number of students enrolled that year.	Divide the number of students who drop out by the end of Grade 12, or the number who complete school, by the total number of students in the original 7th- or 9th-grade class. Students who enter the Texas public school system over the years are added to the class; students who leave the system are subtracted.		Subtract Grade 12 enrollment from Grade 9 enrollment three years earlier, then divide by the Grade 9 enrollment. The rate may be adjusted for estimated population change over the three years.
Advantages	<ul style="list-style-type: none"> • Measure of annual performance. • Requires only one year of data. • Can be calculated for any school or district with students in any of the grades covered. • Can be disaggregated by grade level. 	<ul style="list-style-type: none"> • More consistent with the public's understanding of a dropout rate. • Districts have more time to encourage dropouts to return to school before being held accountable. • More stable measure over time. • The completion rate is a more positive indicator than the dropout rate, measuring school success rather than failure. 		Provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.
Disadvantages	<ul style="list-style-type: none"> • Produces the lowest rate of any method. • May not correspond to the public's understanding of a dropout rate. 	<ul style="list-style-type: none"> • Requires multiple years of data; one year of inaccurate student identification data can remove a student from the measure. • Program improvements may not be reflected for several years, and districts are not held accountable for some dropouts until years after they drop out. • Can only be calculated for schools that have all the grades in the calculation and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools have Grades 7 and 8, longitudinal dropout and completion rates are often calculated for Grades 9-12. • Does not produce a dropout rate by grade. 		<ul style="list-style-type: none"> • Produces the highest rate of any method. • Does not distinguish attrition that results from dropping out from attrition resulting from students being retained, moving to other schools, graduating early, etc. • Does not always correctly reflect the status of dropouts; adjustments for growth can further distort the rate. • Cannot be used in accountability systems because it is an estimate.
Remarks	A Grade 7-12 annual dropout rate has been calculated by the Texas Education Agency (TEA) since 1987-88. In 2003, the Texas Legislature required districts and TEA to adopt the national dropout definition beginning with students who left Texas public school in 2005-06.	The completion rate is calculated such that the longitudinal dropout rate and completion rate add to 100 percent.	Dropouts are counted according to the dropout definition in place the year they drop out. Students in the class of 2006 who left school during 2005-06 were subject to the national dropout definition, whereas students from the same class who dropped out in previous years were subject to a different definition.	The attrition rate reported by TEA is not adjusted for growth.
TEA 2005-06	Annual dropout rate Grades 7-12: 2.6% Grades 9-12: 3.7% Grades 7-8: 0.4%	Completion rate Grades 7-12: 90.9% Grades 9-12: 91.2%	Longitudinal dropout rate Grades 7-12: 9.1% Grades 9-12: 8.8%	Unadjusted attrition rate Grades 7-12: 17.4% Grades 9-12: 31.0%

the severity of the dropout problem. The concern is based in part on the perception that an annual dropout rate is not consistent with the public's understanding of what a dropout rate is measuring.

Longitudinal Completion and Dropout Rates

Description. A completion rate is the percentage of students from a class of beginning ninth graders or seventh graders who complete their high school education by their anticipated graduation date. Completion may be defined as graduating, continuing in high school after graduation was expected, or receiving a General Educational Development (GED) certificate. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. Dropouts are counted according to the definitions in place the years they drop out.

Calculation. Calculating longitudinal rates requires tracking a cohort of students over five to seven years, from the time they enter Grade 9 or Grade 7 until the fall following their anticipated graduation date. Depending on the definition of a completer, the completion rate is the number of students who graduate or remain in school after the class graduates, divided by the total number of students in the cohort who had final statuses. The rate may also include students who receive GED certificates. The longitudinal dropout rate is the number of students who drop out divided by the total number of students in the class.

Students who enter the Texas public school system over the years are added to the original class as it progresses through the grade levels; students who leave the system are subtracted from the class. For the purposes of calculating a longitudinal completion rate, all students remain in the original cohort regardless of when they graduate. For example, a student who entered Grade 9 in 2002-03 and was expected to graduate in 2005-06 but who graduated in 2004-05 is counted in the completion rate for the class of 2006. Likewise, students who are retained in grade or who skip grades remain members of the cohorts they first joined.

Attendance data from the Public Education Information Management System (PEIMS) are used to build each cohort of students for the completion rate. Each cohort is identified by the starting grade and anticipated year of graduation. For example, members of the class of 2006 Grade 9 cohort were identified as students who attended Grade 9 for the first time in the 2002-03 school year. Cohort members were then tracked through the fall semester following their anticipated graduation date of spring 2006. This made it possible to identify those who continued in school after their class graduated. Members who left the Texas public school system during the time period covered were removed from the cohort. Students who entered the system on grade level were added to the cohort.

Any student for whom one of the designated outcomes could be determined was counted in the class. This included students who began Grade 7 or Grade 9 together, as well as students who later entered Texas public schools on grade level and were added to the cohort. A student whose final status could not be determined was removed from the status counts. In most cases, these were students who left the Texas public school system to enter another educational setting. In a small

number of cases, students were excluded because of missing records or data errors resulting from misreported student identification information.

The completion rate focuses on selected long-term student outcomes over a period of years. Each member of the cohort is assigned a final status by the year after anticipated graduation. Neither dropping out nor leaving necessarily determines the final status of a student. The status of a student who drops out or leaves will change if he or she returns and graduates, obtains a GED, or continues in school. Dropping out becomes the status of record only if it is the final status recorded for a student.

Graduates. A student is classified as a graduate in the year in which he or she is reported in PEIMS as a graduate.

Continuing enrollment. A student is classified as continuing if he or she is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation.

GED certificate recipients. GED tests are given at over 200 centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round and results transmitted electronically to the Texas Education Agency (TEA). Receipt of a GED certificate is reported as soon as the test is passed. A student in the class of 2006 was assigned a final status of GED if he or she received a certificate by August 31, 2006.

Dropouts. A student is classified as a dropout if dropout is the final status recorded for the student.

As an example, the longitudinal rate for graduates is calculated by dividing the number of students who graduated by the number of students in the class:

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Factors affecting the rate. Longitudinal rates reported by different organizations may differ because they use: (a) different starting grades in the calculation (typically Grade 9 or Grade 7); (b) different definitions of a school completer or dropout; (c) different definitions of a cohort or class of students; or (d) different underlying methods to calculate the rates. Few organizations have the data to track individual students over a number of years, so longitudinal rates are often estimated based on state-level data or sample data from surveys.

Advantages. One advantage of a longitudinal measure over an annual measure is that it is more consistent with the public's understanding of what a school completer or dropout is—someone who enters Grade 9 or Grade 7 and, during the next five or seven years, either completes high school or a GED, remains enrolled, or drops out. Also, because the status of a student is not determined until the fall after the anticipated graduation date, districts have more time to encourage dropouts to return to school before being held accountable for those students. A longitudinal measure can also be expected to be more stable over time than an annual measure. Fluctuations in an annual dropout rate may not necessarily reflect the long-term success or failure of a district dropout prevention program.

The completion rate is more positive than the dropout rate, measuring school success instead of failure. Like most indicators of school success, an increase in the completion rate represents improved performance. Because a separate rate can be reported for each status, such as graduating or receiving a GED certificate, completion rates can provide more information with which to evaluate districts than annual dropout rates.

Disadvantages. Calculating a longitudinal rate requires linking individual student records from multiple sources across five or seven years. An error in student-identifying information can prevent a record from being linked to other records for that student. The method also requires that decisions be made about the classification of students who change schools or move in and out of special programs over time. Changes in data collection practices and in the dropout definition over time must also be incorporated into the method. For example, as a result of adoption of the national dropout definition in 2005-06, students from the class of 2006 who began Grade 9 in 2002-03 and who left school in 2005-06 without graduating were subject to a different dropout definition than the definition that applied to students in the same class who left in 2002-03, 2003-04, or 2004-05.

Students who continue in school after their anticipated graduation date and later leave without graduating are not counted as dropouts under a longitudinal method. Tracking students for an additional year would result in changes in final statuses. For example, some continuing students would drop out before they graduate, and some previous dropouts would return to school and graduate or receive GED certificates.

A longitudinal method does not produce a dropout rate by grade. In addition, longitudinal rates can be calculated only for schools that have all the grade levels included in the rate and that have had all those grades for the number of years necessary to calculate the rate. Since few high schools include Grades 7 and 8, high school completion rates are calculated for classes of Grade 9 students more commonly than for classes of Grade 7 students.

The completion rates and longitudinal dropout rates for special programs will reflect decisions about the classification of students who move in and out of those programs. For example, the longitudinal dropout rate for students in special education programs may include only those students who are receiving special education services in the years they drop out.

Improvements in dropout prevention programs may not be reflected in a longitudinal dropout rate immediately because the rate is based on the final status of a single class rather than all grades in the school. At the same time, many dropouts are not included in a longitudinal dropout rate until several years after they drop out, although they are included in the annual dropout rate. This means districts may be held accountable in one year for students who dropped out several years earlier.

Attrition Rates

Description. An attrition rate is the percentage change in enrollment between two grades across years. Aggregate enrollment figures, rather than student-level data, are used to estimate the

percentage of Grade 7 students who are not enrolled in Grade 12 five years later, or the percentage of Grade 9 students who are not enrolled in Grade 12 three years later.

Calculation. The Grade 9-12 attrition rate is calculated by subtracting Grade 12 enrollment from Grade 9 enrollment three years earlier, and dividing by Grade 9 enrollment. For 2005-06, the formula is:

$$\frac{\text{Grade 9 enrollment in fall 2002} - \text{Grade 12 enrollment in fall 2005}}{\text{Grade 9 enrollment in fall 2002}}$$

The Grade 7-12 attrition rate is calculated by subtracting Grade 12 enrollment from Grade 7 enrollment five years earlier, and dividing by Grade 7 enrollment. For 2005-06, the formula is:

$$\frac{\text{Grade 7 enrollment in fall 2000} - \text{Grade 12 enrollment in fall 2005}}{\text{Grade 7 enrollment in fall 2000}}$$

Advantages. The attrition rate provides a simple measure of school leavers when aggregate enrollment numbers are the only data available.

Disadvantages. Unlike both the annual dropout rate and the longitudinal completion rate, the attrition rate does not track individual students, nor does it take into account the year in which students first enrolled in Grade 7 or Grade 9. Because the attrition rate is an estimate, it should not be used as a performance indicator in a high-stakes accountability system.

The attrition rate does not take into account the reasons beginning and ending enrollments differ. A decrease in enrollment that occurs because of students dropping out cannot be distinguished from a decrease that occurs because of students moving, being retained, or graduating early (Appendix A). The attrition rate can fluctuate because of factors that are not considered reflections of school performance, such as the student mobility rate, and factors Texas has chosen not to include as accountability performance measures, such as retention rates. When used as a proxy for a longitudinal dropout rate, the attrition rate overstates the dropout problem.

Differences in growth rates across grade levels and between schools and districts can distort the attrition rate. Calculations sometimes include growth adjustments in an attempt to offset potential inflation of the rates, yet the adjustments themselves may cause distortions. In fact, a negative attrition rate may result. For a school or district that is not growing but has an effective dropout prevention program, a growth adjustment would inflate the attrition rate.

National Center for Education Statistics (NCES) Definitions

Dropout

Under the NCES definition, a dropout is 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 GED, continue school outside the public school system, begin college, or die.

Event dropout rate

The NCES event dropout rate is the percentage of students who drop out of school during one school year. It is calculated by dividing the number of students who drop out by the total number of students enrolled on a single day of the year, usually October 1:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled on October 1 of the school year}}$$

Averaged freshman graduation rate

The NCES averaged freshman graduation rate is calculated by dividing the number of high school students who graduate with a regular high school diploma in a given school year by the average of three enrollments: Grade 8 enrollment five years earlier, Grade 9 enrollment four years earlier, and Grade 10 enrollment three years earlier.

$$\frac{\text{number of graduates in year 5}}{\text{average of (Grade 8 enrollment in year 1, Grade 9 enrollment in year 2, Grade 10 enrollment in year 3)}}$$

Definitions for State Accountability

Dropout

In 2003, the 78th Texas Legislature passed legislation (Texas Education Code [TEC] §39.051, 2004) requiring that dropout rates be computed according to the NCES dropout definition. Districts began collecting data consistent with the NCES definition in the 2005-06 school year. A dropout is 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 GED, continue school outside the public school system, begin college, or die.

A summer dropout is a student who completes the school year but does not return in the fall. Under the NCES definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she would have been enrolled in the fall; and (b) included in the dropout count for the school year in which he or she failed to return to school. Under the TEA definition, a summer dropout is: (a) considered a dropout from the grade, district, and campus in which he or she was enrolled at the end of the school year just completed; and (b) included in the dropout count for the school year just completed.

State statute specifies the following exceptions for attribution of dropout and completion records to campuses and districts.

- Under TEC §39.073(f) (2005), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is attributed to the student's home district, rather than the district serving the facility. When a home district cannot be identified, the dropout record is attributed to the serving district.
- Under TEC §39.072(d) (2005), a student in a Texas Youth Commission (TYC) facility served by a Texas public school district is not counted in district dropout or completion rates except under the following circumstances. If, through campus of accountability procedures, a student in a TYC facility is attributed to a regular campus in the district in which the facility is located, the student is counted in the dropout or completion rate for that district.

Annual Dropout Rates

Under the NCES definition, the denominator of the dropout equation is the number of students enrolled at a single point in time in the fall of the school year, or "snapshot" enrollment. Under the TEA definition, the denominator is the cumulative number of students in attendance at any time during the school year.

The annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the total number of students enrolled the same year:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

High School Completion Rates

Campuses and districts that are subject to standard accountability procedures are rated on the percentage of students who graduate or continue in high school, called Completion I:

$$\frac{\text{graduates} + \text{continuers}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Campuses and districts subject to alternative accountability procedures, which apply to campuses dedicated to serving students at risk of dropping out of school, are rated on the percentage of students who graduate, continue in high school, or receive GED certificates, called Completion II:

$$\frac{\text{graduates} + \text{continuers} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

Changes Resulting From Adoption of the NCES Dropout Definition

Leaver reason codes. Since fall 1998, districts have been required to submit leaver records for all students in Grades 7-12 the previous school year who left during the previous year or did not return in the fall. The leaver record requires the district to assign a leaver reason describing the circumstances of a student's departure. The number of leaver reason codes has changed over time with changes in the dropout definition and data collection and processing. In 2004-05, districts could submit 1 of 30 leaver reason codes. Ten of the codes identified reasons for dropping out, including pregnancy, employment, low or failing grades, poor attendance, and unknown circumstances. Because the dropout reason was unknown for almost two-thirds (65.5%) of dropouts in 2004-05, the dropout reason codes were deleted.

For 2005-06, the leaver reason codes were modified to match the NCES dropout definition. Districts can submit 1 of 13 leaver reason codes for each leaver (Table 2). As in previous years, there is one code for students who graduate. Of the remaining 12 codes, 11 are considered "other leaver" codes. Leavers whose departures cannot be described with one of the other leaver codes are considered dropouts.

Five leaver codes were eliminated because students who moved to other Texas public schools, received GEDs by August 31, or graduated previously from Texas public school are now accounted for through attendance, GED, and graduation records. Students who leave school because they meet all coursework requirements for a diploma but have not passed the exit-level test are counted as dropouts, as are students who enroll in alternative programs but do not receive diplomas or GEDs by August 31, so their leaver codes were deleted. Two leaver codes were eliminated because students who leave school to enter health care facilities or who become incarcerated outside their home districts are being served in public or private school or are dropouts.

Table 2
Leaver Reason Codes, Texas Public Schools, 2005-06

Code ^a	Leaver reason
Graduated or received an out-of-state GED ^b	
01*	Graduated
85*	Graduated outside Texas, returned to school, and left again
86*	Completed GED outside Texas
Moved to other educational setting	
24*	Entered college early to pursue degree
60*	Withdrew for home schooling
66*	Removed from the district by Child Protective Services
81*	Withdrew from/left school to enroll in Texas private school
82*	Withdrew from/left school to enroll in school outside Texas
Withdrawn by district	
78*	Expelled for criminal behavior and cannot return
83*	Administrative withdrawal for nonresidence, falsification of enrollment information, or failure to provide identification or immunization records
Other reasons	
03*	Deceased
16*	Returned to home country
98	Other (reason unknown or not listed above)

^aCodes with an asterisk (*) are not included in the calculation of the dropout rate used for accountability purposes. ^bGeneral Educational Development certificate.

Other leaver codes for two groups of students were added in 2005-06. Students who graduate or receive GEDs outside Texas cannot be accounted for in TEA databases and are reported as other leavers by their school districts.

Return to school date. Prior to adoption of the national dropout definition, students who returned to Texas public school by the time districts submitted their final fall enrollment data in mid-January were not reported as dropouts. Beginning in 2005-06, students must return during the period of time between the first day of school and the last Friday in September to be counted as having returned to school. This period is the "school-start" window. With the exception of migrant students, students who do not return during the school-start window are counted as dropouts. Migrant students who return by mid-January are not counted as dropouts. Just over 2,300 students from 2005-06 returned to school late in 2006-07. If these students had not been counted as dropouts in 2005-06, the Grade 7-12 annual dropout rate would have been reduced by 0.1 percentage points.

GED receipt date. Prior to adoption of the national dropout definition, students who left Texas public school and earned GED certificates by March 1 of the following school year were counted as GED recipients. Beginning in 2005-06, students who leave school to attend GED programs are counted as GED recipients if they receive their certificates by August 31. This is the same date by which students must receive their high school diplomas to be counted as graduates. There were 995 students who received their GEDs after August 31, 2006, but before the date districts resubmit their data in mid-January. If these students had not been counted as dropouts in 2005-06, the Grade 7-12 annual dropout rate would have been reduced by 0.1 percentage points.

Students who enter alternative programs. Prior to adoption of the national dropout definition, students for whom districts had documentation of intent to attend alternative programs were counted as other leavers. Beginning in 2005-06, enrollment in an alternative program is no longer an available leaver code. A calculation cannot be made showing how the 2005-06 annual dropout rate is affected by this change in definition. In the 2004-05 school year, 15,105 students left to enroll in alternative programs. The 2004-05 Grade 7-12 annual dropout rate would have increased by 0.8 percentage points had these students been counted as dropouts.

Exit-level test failers. Students first take the exit-level test in Grade 11. Although students may retake the test until they pass, not all students do. Prior to adoption of the national dropout definition, students who completed all coursework requirements for a diploma but left school without passing the exit-level tests were counted as other leavers. Beginning in 2005-06, all students who discontinue school without diplomas or GED certificates are dropouts. A calculation cannot be made showing how the 2005-06 annual dropout rate is affected by this change in definition. In the 2004-05 school year, 6,224 students left without passing the exit-level tests after completing all coursework requirements. The 2004-05 Grade 7-12 annual dropout rate would have increased by 0.4 percentage points had these students been counted as dropouts.

Previous dropouts. Prior to adoption of the national dropout definition, students who dropped out were not included in the dropout count if they had dropped out in previous years. Beginning in 2005-06, students are counted as dropouts in each year they drop out. A calculation cannot be made showing how the 2005-06 annual dropout rate is affected by this change in definition. In the 2004-05 school year, 657 students who had dropped out in previous years left the Texas public school system. The 2004-05 Grade 7-12 annual dropout rate would have increased by 0.1 percentage points had these students been counted as dropouts.

Students not eligible for state Foundation School Program (FSP) funding. Some public school students are not eligible for FSP funding, usually because they are being served fewer than two hours of instruction per day. Prior to adoption of the national dropout definition, students not eligible for FSP funding who left school without valid reasons were not included in the dropout count. Beginning in 2005-06, no distinctions are made between students for whom districts are receiving FSP funds and students for whom districts are not receiving FSP funds when including students in the dropout count. A calculation cannot be made showing how the 2005-06 annual dropout rate is affected by this change in definition. In the 2004-05 school year, 106 students not eligible for FSP funding left the Texas public school system. The 2004-05 Grade 7-12 annual dropout rate would not have changed had these students been counted as dropouts.

Students with duplicate records. Prior to adoption of the national dropout definition, if two or more districts submitted dropout records for a student and the accountable district could not be determined, the student was removed from the dropout count. Beginning in 2005-06, dropouts with duplicate records are counted as dropouts for all districts that submit dropout records. A calculation cannot be made showing how the 2005-06 annual dropout rate is affected by this change in definition. In the 2004-05 school year, 102 dropouts with duplicate records left the Texas public school system.

The 2004-05 Grade 7-12 annual dropout rate would not have changed had these students been counted as dropouts.

Dropout and Completion Reporting in Texas

Chronology

History of TEA Dropout Definition

Annual Dropout Counts and Rates

Longitudinal Completion Counts and Rates

Chronology

In 1983, *A Nation at Risk* described the condition of education in the United States as unsatisfactory (National Commission on Excellence in Education, 1983). A year later, the Texas Legislature passed House Bill (HB) 72, which mandated sweeping reforms in the state's public education system. The bill, among other changes, increased graduation requirements, established a minimum competency testing program with an exit-level test for graduation, prohibited social promotion, limited the number of permissible absences, and linked participation in extracurricular activities to academic standards with a "no pass/no play" policy.

HB 72 also addressed high school dropouts. The 1984 legislation authorized the Texas Education Agency (TEA) to implement a system for collecting data on student dropouts and to begin developing a program to reduce the statewide longitudinal dropout rate to no more than 5 percent (Texas Education Code [TEC] §11.205, 1986). At the same time, the bill directed the then-Texas Department of Community Affairs (TDCA) to assess the state's dropout problem and its effect on the Texas economy. Under contract with TDCA, the Intercultural Development Research Association (IDRA) conducted much of the research.

As this research was being conducted, change was underway in completion and dropout reporting. Statewide public reporting of student performance and progress began in 1985-86. A year before, the Texas Legislature had passed a law (TEC §21.258, 1986) requiring that all school districts publish annual performance reports (APRs). The reports were intended to inform communities about the quality of education in their school districts and to provide educators and policymakers with information needed to analyze performance trends. For the most part, APRs were produced by the districts themselves, although the reports began to include aggregate student data collected and compiled by TEA shortly after they were introduced. In 1988, the reports included agency counts of district enrollment and high school graduates.

The report mandated by HB 72, known as the Texas School Dropout Survey Project, was presented to the 69th Legislature (IDRA, 1986). IDRA estimated that a third of Texas students dropped out before completing high school. The dropout rates for African American and Hispanic students were notably higher than that for White students. The reasons most frequently cited by students for leaving school included failing grades, excessive absences, marriage and pregnancy, and financial difficulties at home. Few Texas school districts reported having dropout prevention programs, and fewer still had evaluation data for those programs. Losses in potential earnings and tax revenues to the state for each cohort of dropouts were estimated to be substantial.

In response to the report and to growing concerns about dropouts, the legislature passed HB 1010 in 1987 (Frazer, Nichols, & Wilkinson, 1991). HB 1010 substantially increased state and local responsibilities for collecting student dropout information, monitoring dropout rates, and providing dropout reduction services (TEC §§11.205-11.207, 1988). HB 1010 also required TEA to establish a statewide dropout information clearinghouse and to form, along with other state agencies, an interagency council to coordinate policies and resources for dropouts and at-risk students. A definition of a dropout was added to statute. In addition, TEA was directed to produce biennial

reports for the legislature presenting a broad range of statewide dropout statistics and a systematic plan to reduce dropout rates for all segments of the student population. HB 1010 also required school districts to designate one or more at-risk coordinators and to provide remedial and support programs for students at risk of dropping out of school.

The first TEA report on public school dropouts presented data on students who dropped out during the 1987-88 school year. Using student-level data from the Public Education Information Management System (PEIMS), the report presented actual, not estimated, annual dropout counts and rates for Grades 7-12 by county, district, and campus. It also included five-year projections of cross-sectional and longitudinal dropout rates for the state, as mandated by statute (TEC §11.205, 1988).

The Academic Excellence Indicator System (AEIS) established in 1990 replaced the agency information distributed through APRs. Among the initial performance indicators adopted by the State Board of Education (SBOE) and reported annually through AEIS reports were annual graduation counts and dropout rates. In 1991, TEA began reporting these rates in two additional publications: *Snapshot*, a compilation of district profile data; and *Pocket Edition*, a small brochure highlighting statewide education statistics.

In 1993, when the legislature directed that AEIS data form the foundation of a performance-based accountability system to rate districts and campuses, dropout rates became one of the indicators targeted in statute for this purpose. In 1994, Grade 7-12 annual dropout rates from the 1992-93 school year were used for *Exemplary* and *Recognized* ratings only. The next year, TEA began using annual dropout rates for *Academically Acceptable* and *Academically Unacceptable* ratings as well. Also in 1995, the agency was required to report detailed information about dropouts in the comprehensive biennial and interim reports to the Texas Legislature (TEC §39.182 and §39.185, 1996). In 2001, these reports were combined into the *Comprehensive Annual Report on Texas Public Schools* (TEA, 2001).

Interest in reporting longitudinal indicators of student success or failure in school and in basing these indicators on actual, rather than estimated, figures had remained high since student-level data were first collected through PEIMS in 1988. In 1990-91, districts began submitting student-level enrollment and graduation records. This information, combined with the dropout record, enabled TEA to analyze the progress attained by students on an annual basis. It also became possible for the first time to consider tracking student progress from one year to the next.

In 1996, TEA investigated using a high school completion rate as an alternative or supplement to an annual dropout rate in the accountability system (TEA, 1996). This measure, as a complement to the dropout rate, would provide an indicator of student and school success rather than failure. Four-year completion rates for the classes of 1996 and 1997 were published as report-only indicators in the 1998 AEIS reports. By 1998, the agency had sufficient years of PEIMS data to follow the progress of the members of a seventh-grade class through high school to determine their final statuses. Grade 7-12 longitudinal dropout rates for the class of 1998 were included in AEIS a year later.

As PEIMS continued to evolve, refinements in data collection, processing, and reporting helped meet the growing demand for reliable information about public education. The desire for a more comprehensive and accurate accounting of reported student outcomes led to a major change in data submission requirements for 1997-98. Until then, districts were required to report only Grade 7-12 students from the previous year who had graduated or dropped out. The statuses of students who left school for other reasons were not reported through PEIMS.

Since the 1997-98 school year, districts have had to report the statuses of all students who attended Grades 7-12 during a school year. Each fall, returning students are reported on enrollment records. Students who left during the previous year or who completed the school year but did not return the following fall are reported on leaver records. Based on the leaver records submitted by districts, school leavers are categorized as graduates, dropouts, or other leavers. Other leavers include students who withdraw to enroll in private schools in the state, enroll in schools outside the state, enroll in colleges, or enter home schooling.

In 2000, separate longitudinal dropout rates and completion rates were replaced with a four-year high school completion/student status series. The series is made up of four complementary longitudinal rates based on the statuses of students four years after they begin Grade 9: graduation, school continuation in the fall after graduation was expected, General Educational Development (GED) certification, and dropout. The four rates add to 100 percent. Completion/student status rates appeared for the first time as report-only indicators in the 2000 AEIS reports. In 2001, the Texas Legislature added the Grade 9 completion rate to the list of performance indicators in statute (TEC §39.051, 2001). The rate became a base indicator in the 2004 accountability system.

TEA currently calculates two longitudinal completion rates for campuses and districts. Completion II consists of students who, four years after beginning Grade 9, have graduated, continued in high school the fall after graduation was expected, or received GED certificates. Completion I, which is more rigorous, consists of students who have graduated or continued in high school. In 2004, the year that completion became a base indicator, campuses and districts were rated on Completion II. They also were rated on Completion II in 2005, the year that alternative education accountability (AEA) procedures were introduced. Since 2006, campuses and districts subject to standard accountability procedures have been rated on Completion I. Campuses and districts subject to AEA procedures, which apply to campuses dedicated to serving students at risk of dropping out of school, continue to be rated on Completion II.

Current statute requires that the accountability system performance indicators include dropout rates (TEC §39.051, 2005). TEA has calculated an annual dropout rate for Grades 7-12 since 1987-88. A longitudinal dropout rate for Grades 7-12, which requires seven years of student-level enrollment and dropout data, was first calculated for the class of 1998.

As a key element of AEIS, annual dropout rates and longitudinal completion rates play an important role in the accountability ratings. Together with Texas Assessment of Knowledge and Skills (TAKS) performance and State-Developed Alternative Assessment II performance, dropout rates and completion rates are used to rate the performance of each campus and district as *Exemplary*,

Recognized, Academically Acceptable, or Academically Unacceptable. The annual dropout rate for Grades 7-12 was a component of district and campus ratings through 2002 (TEC §39.072, 2001). No ratings were issued in 2003, the year TAKS was implemented. Grade 7-8 annual dropout rates and Grade 9 longitudinal completion rates have been used in the accountability system since 2004. AEIS data are also used to administer statutory recognition programs (TEC §39.091, 2005) and to generate district and campus performance reports (TEC §39.053, 2005), as well as school report cards for distribution to parents (TEC §39.052, 2005).

In addition to the accountability ratings, TEA is required to report dropout rates to the governor and legislature in the *Comprehensive Annual Report on Texas Public Schools* (TEC §39.182, 2005). The legislation requires that the following types of dropout information be reported: (a) annual dropout rates of students in Grades 7-12, expressed in the aggregate and by grade level; (b) completion rates of students in Grades 9-12; (c) projected cross-sectional and longitudinal dropout rates for Grades 9-12 for five years, assuming no state action is taken to reduce the rates; and (d) a description of a systematic, measurable plan for reducing the projected dropout rates to 5 percent or less.

In 2003, the Texas Legislature passed Senate Bill (SB) 186, which amended the language on the dropout indicator. SB 186 required districts to report dropout data, and TEA to compute dropout rates and completion rates, consistent with the standards and definitions of the U.S. Department of Education's National Center for Education Statistics (NCES) (TEC §39.051(b)(2), 2004). Districts began collecting information according to the new dropout definition and procedures in 2005-06. This is the first completion and dropout report to use the new definition.

History of TEA Dropout Definition

A dropout was first defined in statute in 1987 as a student in Grades 7-12 who did not hold a high school diploma or the equivalent and who was absent from school for 30 or more consecutive days with no evidence of being enrolled in another public or private school (TEC §11.205, 1988). As implemented by the SBOE, students with approved excuses were excluded from the dropout definition, as were students who returned to school the following semester or school year (19 Texas Administrative Code [TAC] §61.64, 1988). The first PEIMS dropout records were submitted for students who dropped out during the 1987-88 school year.

The original dropout definition in the *1988-1989 PEIMS Data Standards* (TEA, 1989) did not count as dropouts: (a) students who received GED certificates; (b) students who left to enter other educational settings leading to high school diplomas, GED certificates, or college degrees; (c) students who withdrew to enter health care facilities; and (d) students incarcerated in correctional facilities. When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption from the dropout definition was added for students who were at least 17 years old and enrolled in GED preparation programs (TEC §§21.032-33, 1990).

Beginning with the 1992-93 dropout rate, TEA searched dropout data for prior years to identify previously reported dropouts. Because students who drop out but return to school are more likely to drop out again, repeat dropouts were removed from the dropout count so as not to discourage districts from trying to recover these students. Also beginning in 1992-93, a student expelled for committing certain types of criminal acts on school property or at a school-related event was removed from the dropout count if the term of expulsion had not expired.

In 1994-95, the dropout definition itself was removed from state law and SBOE rule. Legislative direction at the time indicated that, in deleting the dropout definition from code, it was intended that students who met all coursework requirements for a diploma but left school without passing the exit-level test were not to be counted as dropouts. Also beginning that year, students who withdrew from school to return to their home countries were not counted as dropouts, even if the districts did not have evidence that the students had reenrolled in school.

In 1999, the legislature added two groups of students to those who were exempted from the dropout count. SB 1472 exempted students who were at least 16 and enrolled in Job Corps programs (TEC §25.086, 1999). SB 103 exempted all expelled students from the dropout count during the terms of expulsion (TEC §39.051, 1999).

Annual Dropout Counts and Rates

An annual dropout rate was first calculated by TEA for the 1987-88 school year as the number of dropouts from Grades 7-12 divided by the total number of students enrolled in Grades 7-12 the fall of that same year (Table 3 on page 22). The same calculation was used for the first five years of dropout reporting.

In 1992-93, districts began submitting individual student attendance records as part of the PEIMS data collection. For the first time, TEA was able to compute cumulative enrollment—the number of students in attendance in Grades 7-12 at any time during the previous school year. Cumulative enrollment more closely parallels the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment also provides the most consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. For these reasons, cumulative enrollment replaced fall enrollment in the dropout rate calculation, beginning with the 1992-93 school year.

From 1992-93 through 2004-05, public school students who were ineligible for state Foundation School Program (FSP) funding, usually because they were being served fewer than two hours of instruction per day, were not included in the annual dropout count; thus, they were excluded from the denominator. With adoption of the NCES dropout definition in 2005-06, students not eligible for FSP funding who leave school without a valid reason are included in the dropout count. They are therefore included in the denominator. The addition of students who are not eligible for FSP funding and the adoption of cumulative, rather than fall, enrollment are the only changes that have been made to the dropout rate denominator.

Table 3
Chronology of Texas Education Agency (TEA) Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1987-88	
<p>A dropout is defined in the Texas Education Code, Texas Administrative Code, and <i>Public Education Information Management System (PEIMS) Data Standards</i> as a student in Grades 7-12 who does not hold a high school diploma or the equivalent and is absent from school for 30 or more consecutive days. Students with an approved excuse or documented move are excluded from the dropout definition, as are students who return to school the following semester or year.</p>	<p>TEA begins collecting individual student-level records for students who drop out of school.</p>
1990-91	
	<p>TEA begins collecting individual student-level enrollment records and graduate records. An automated search of enrollment records is instituted, and reported dropouts found to be enrolled in another Texas public school district the following year are removed from the dropout count.</p>
1992-93	
<p>Students previously counted as dropouts, back to 1990-91, are removed from the dropout count.</p> <p>Students expelled for committing certain types of criminal behavior on school property or at school-related events are removed from the dropout count during the term of expulsion.</p>	<p>TEA begins collecting individual student-level attendance records. An automated search of attendance records is instituted, and reported dropouts found to be in attendance in another Texas public school district later in the year are removed from the dropout count.</p> <p>An automated search of graduate records and General Educational Development (GED) certificate records is instituted, and reported dropouts found to have graduated or received a GED are removed from the dropout count.</p>
1994-95	
<p>The definition of a dropout is removed from state law and State Board of Education rule.</p> <p>Students who meet all graduation requirements but fail the exit-level test are removed from the dropout count.</p> <p>Students who return to their home countries are excluded from the dropout count even if there is no evidence that they have reenrolled in school.</p>	
1995-96	
<p>Students who enroll in alternative programs that are not state-approved but who are in compliance with compulsory attendance and are working toward completion of high school diplomas or GED certificates are removed from the dropout count.</p>	
1997-98	
	<p>TEA begins collecting individual student-level records for all school leavers—graduates, dropouts, and students who left school for other reasons. Additional audits of dropout rates calculated from these data are conducted at the state level.</p>

continues

Table 3 (continued)
Chronology of Texas Education Agency (TEA) Dropout Definition and Data Processing Enhancements

Dropout definition	Data processing
1998-99	The automated search of enrollment records is expanded to include students who return to school in the fall but leave before the PEIMS snapshot date or do not return until after the PEIMS snapshot date.
1999-00 Sixteen-year-olds enrolled in Job Corps programs leading to high school equivalency certificates are removed from the dropout count. The circumstances under which expelled students are excluded from the dropout count are expanded in statute to cover students expelled for any reason.	Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability.
2003-04 Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts.	Students served from outside their districts are attributed to the sending districts. Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to a regular campus in that district through campus of accountability procedures.
2005-06 Texas adopts the National Center for Education Statistics (NCES) dropout definition. Under the NCES definition, a dropout is 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 GED certificate, continue high school outside the public school system, begin college, or die.	To track students more efficiently and reduce the number of records districts must submit, TEA begins using agency files to account for previous Texas public school graduates, students who receive GED certificates by August 31, and students who enroll in other Texas public school districts by September 30. Districts are no longer required to submit leaver records for students who are accounted for by TEA.

Longitudinal Completion Counts and Rates

TEA has calculated Grade 9 completion rates for the graduating classes of 1996 through 2006 (Table 4). The method used to calculate the rates was developed so that the completion rates and longitudinal dropout rate add to 100 percent. The completion rates include three components: graduates, continuing students, and GED recipients. The longitudinal dropout rate makes up a fourth component. A student is considered to be a completer or dropout from the school he or she last attended.

The definition of a dropout in the longitudinal rate is based on the same definition of a dropout used in the annual dropout rate. This definition changed in 2005-06, the year the class of 2006 was expected to graduate. Thus, students from the class of 2006 who began Grade 9 in 2002-03 and left school in 2005-06 without graduating were subject to a different dropout definition than the definition that applied to students in the same class who left in 2002-03, 2003-04, or 2004-05.

The denominator of the completion rate consists of students who entered Grade 9 in Texas public school and who, by the fall after their expected graduation date, either graduated, received GED certificates, continued in high school, or dropped out. Students who left for reasons other than graduating, receiving GED certificates, or dropping out are not included in the denominator. Most other leavers are students who leave to enroll in other educational settings such as private schools in the state, public or private schools outside the state, colleges, or home schooling. Students who return to their home country, are expelled, are removed by Child Protective Services, are withdrawn for administrative reasons, or die are also considered other leavers.

TEA also calculates longitudinal rates for Grades 7-12 by ethnicity and socioeconomic status. A Grade 7-12 longitudinal dropout rate was calculated for the first time for the class of 1998. The longitudinal rates for the class of 2006 are based on the tracking of students who began Grade 7 in 2000-01 or who later joined the cohort.

Table 4
Chronology of Texas Education Agency (TEA) Longitudinal Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
1992-93 through 1996-97	
A Grade 7-12 estimated longitudinal dropout rate based on the Grade 7-12 annual dropout rate is calculated using aggregate numbers of dropouts and students.	
Classes of 1996 and 1997	
Completion rates using student-level data are first calculated for Grade 9 cohorts based on the holding power approach to high school completion (Hartzell, McKay, & Frymier, 1992). Completers are defined as graduates, high school continuers, and General Educational Development (GED) recipients. Separate longitudinal dropout rates using student-level data are calculated for Grade 7 cohorts.	Completion rates are based on fall snapshot data. Longitudinal dropout rates are based on cumulative attendance data. Student characteristics and program participation statuses are identified based on a student's first appearance in the cohort. Students who do not remain at the same campus all four years are considered to be completers or dropouts from the last school they attended.
Class of 1998	
Separate longitudinal dropout rates and completion rates are replaced with a four-year high school completion series. The series is made up of four complementary longitudinal rates: graduation, continuation in high school, GED certification, and dropout. The four rates add to 100 percent.	Longitudinal rates are based on cumulative attendance data. Student characteristics and program participation statuses are identified based on a student's final record in the cohort. A student who finishes the cohort period with both a continued high school and received GED status is assigned a final status of received GED.
Class of 2003	
The dropout definition is the prevailing state definition in the dropout year for each of the four years of the cohort. The completion definition is added when completion rates become a base indicator in the accountability system. Class of 2003 completion rates are used for 2004 accountability ratings. The completion definition for 2004 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.	
Class of 2004	
The dropout definition is the prevailing state definition in the dropout year for each of the four years of the cohort. Class of 2004 completion rates are used for 2005 accountability ratings. The completion definition for 2005 accountability ratings using standard accountability procedures includes graduates, continuers, and GED recipients.	A student who earns a GED is matched to the longitudinal cohort regardless of the date the GED is earned. Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the districts through campus of accountability procedures.
Class of 2005	
The dropout definition is the prevailing state definition in the dropout year for each of the four years of the cohort. Class of 2005 completion rates are used for 2006 accountability ratings. The completion definition for 2006 accountability ratings using standard accountability procedures includes graduates and continuers. The completion definition for 2006 accountability ratings using alternative education accountability procedures includes graduates, continuers, and GED recipients.	A student who finishes the cohort period with both a continued high school and received GED status is assigned a final status of continued high school.

continues

Table 4 (continued)
Chronology of Texas Education Agency (TEA) Longitudinal Rate Definitions and Data Processing Enhancements

Longitudinal rate definitions	Data processing
Class of 2006	
The dropout definition is the prevailing state definition in the dropout year for the first three years of the cohort and the National Center for Education Statistics (NCES) definition for the fourth year of the cohort.	A student who finishes the cohort period with both an other leaver status and received GED status is assigned a final status of other leaver.

Data From Texas Public Schools

Public Education Information Management System (PEIMS) Data

Creating the Roster of Students

Accounting for Students by TEA

Accounting for Students by Districts

Processing Leaver Records

District Results for Leaver Processing

Data Quality in Dropout Reporting

Public Education Information Management System (PEIMS) Data

Data Standards

Districts have submitted data to the Texas Education Agency (TEA) through PEIMS since the fall of 1987. The *PEIMS Data Standards* (e.g., TEA, 2006), published annually by TEA, outlines requirements for submitting data through PEIMS. The *PEIMS Data Standards* provides descriptions of data elements and the values of codes used to report the data elements, record layout specifications, submission timelines, and the responsibilities of districts, education service centers, and TEA with regard to the data submission process. The Person Identification Database (PID), introduced in 1988, allows the submission of student-level data.

Leaver Data Documentation

Beginning in the fall of 1998, districts have had to report the statuses of all students who were in Grades 7-12 the previous school year. The *PEIMS Data Standards* requires that districts have documentation to support the leaver reason code assigned to each school leaver. To assist districts in meeting the requirements, specific documentation standards for each leaver reason code are included in the *PEIMS Data Standards* (Appendix B).

Data Submission

Districts submit enrollment records for students who return and leaver records for students who do not return through PEIMS. Districts have been provided a number of tools to assist them in reducing data errors before and during data submission. The *PEIMS Data Standards* provides detailed reporting requirements, data element definitions, and TEA contact information. In addition, districts use a Web-based application called EDIT+ to submit PEIMS data and to identify data problems and correct data errors before submissions are due.

Creating the Roster of Students

The first step in the collection and processing of data from which the dropout and completion rates are calculated is the creation of a roster of all students in Grades 7-12 in Texas public schools the previous year. Each student has one entry on the roster for each district he or she attended. Every student on the roster must be accounted for through TEA or district records. TEA searches for students in enrollment and attendance records and in the graduate and General Educational Development (GED) databases. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students by submission of leaver reasons.

Accounting for Students by TEA

GED Recipients

GED testing centers submit records to TEA of students who receive GED certificates in Texas. TEA searches the records each year to identify students who received GEDs prior to August 31. School districts are not required to submit leaver records for students with GEDs.

Previous Graduates

Some students graduate from Texas public schools, return to school to take additional courses, and then leave again. TEA accounts for these "previous graduates" by searching a cumulative database of Texas public school graduates. School districts are not required to submit leaver records for previous graduates.

Movers

Students who move from one Texas public school district to another also are accounted for by TEA. Attendance records submitted each June by all Texas public school districts and enrollment records submitted each fall enable TEA to verify reenrollment. Students found to have enrolled in another district during the course of a single school year are identified as "school-year movers." Students found to have enrolled in another district during the school-start window, that is, between the first day of school and the last Friday in September, are identified as "summertime movers." Districts are not required to submit leaver records for movers.

Accounting for Students by Districts

Enrollment Reporting

Each fall, districts submit records for students enrolled in their districts, including new enrollees and students who attended the previous school year. A district is not required to submit leaver records for students who return to the district during the school-start window, which ends the last Friday in September. A district is required to submit leaver records for students who return after that date and have not been accounted for by TEA.

Leaver Reporting Requirement

Districts begin submitting fall PEIMS data, including enrollment records and leaver records, as early as September, with final submission due in December and resubmission in mid-January. During this time, TEA provides districts access to reports on the student roster so they can identify students for whom leaver records are not required. TEA updates the roster and generates reports as data are submitted. A district may not know whether a student has reenrolled in another district until the final data submission deadline in December. If the district is required to submit a leaver record and has not done so by the submission deadline, the district can submit the record during the resubmission process, which ends in mid-January.

A district is required to submit a leaver record for any student in Grades 7-12 the previous year, unless the student:

- received a GED certificate by August 31;
- is a previous Texas public school graduate;
- is a school-year mover or summertime mover from the district; or
- returned to the district on time, or by the last Friday in September.

Leaver Reason Codes

School districts can submit 1 of 13 leaver reason codes for each leaver. One code is for students who graduate, and one is for students who drop out. The remaining 11 codes are for "other leavers"—students who: enroll in school outside Texas; enroll in Texas private school; enter home schooling; enter college early to pursue degrees; graduate outside Texas, enter Texas public school, then leave again; complete GEDs outside Texas; are expelled from school; are removed from school by Child Protective Services; are withdrawn from school for administrative reasons, such as nonresidence; return to their home countries; or die.

Processing Leaver Records

Determining Student Statuses

After all leaver records are received from districts, they are matched to the student roster and loaded into agency databases. Because multiple records per student are possible, and because a record from one district may affect a student's status at another, the agency uses all the data available for a student to determine the student's status. The agency determines whether the student returned to, or is a leaver from, each district he or she attended. The agency also determines whether the student returned to or is a leaver from the Texas public school system as a whole. District leaver statuses are used to determine the numbers of dropouts, other leavers, and underreported students for each district. State leaver statuses are used to determine the numbers of dropouts, other leavers, and underreported students for the state as a whole.

State Return Status

Description. State return status indicates whether a student who was in Grades 7-12 in the Texas public school system the previous year returned to public school in the fall and, if so, whether he or she returned on time. State return status is determined by the enrollment and leaver records submitted by any public school district in the fall. There are four state return statuses a student may be assigned: returned, late return, late return-migrant, and no return. A student can have only one state return status. State return statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Returned. A status of "returned" indicates that: (a) the student was enrolled the prior year; and (b) the student returned on time, or by the last Friday in September, to a Texas public school district in the fall. A leaver record is not required for the student.

Late return-migrant. A status of "late return-migrant" indicates that: (a) the preceding status does not apply; (b) the student was enrolled the prior year; (c) the student returned to a Texas public school district in the fall after the on-time enrollment period; and (d) the student is a migrant. The last district the student attended is required to submit a leaver record for the student.

Late return. A status of "late return" indicates that: (a) the preceding two statuses do not apply; (b) the student was enrolled the prior year; (c) the student returned to a Texas public school district in the fall after the on-time enrollment period; and (d) the student is not a migrant. The last district the student attended is required to submit a leaver record for the student.

No return. A status of "no return" indicates that: (a) the preceding three statuses do not apply; (b) the student was enrolled the prior year; and (c) the student did not return to a Texas public school district in the fall. The last district the student attended the prior year is required to submit a leaver record for the student.

State Leaver Status

Description. State leaver status indicates whether a student is considered to be a leaver from the Texas public school system. State leaver status is determined by enrollment and leaver records submitted by districts in the fall and TEA records identifying movers, graduates, and GED recipients. There are seven state leaver statuses a student may be assigned: graduate, previous graduate, not a leaver, other leaver, GED recipient, dropout, and underreported. A student can have only one state leaver status, regardless of the number of districts attended. State leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from a Texas public school district. A district submits a leaver record for the student with the leaver reason code for graduate.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to Texas public school on time in the fall, or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late return-migrant, the last district the student attended is required to submit a leaver record for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding three statuses do not apply; and (b) the student left Texas public schools for a leaver reason other than graduation or dropping out. A district submits a leaver record for the student with a leaver reason code for other leaver.

GED recipient. A status of "GED recipient" indicates that: (a) the preceding four statuses do not apply; and (b) the student received a GED certificate by August 31. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding five statuses do not apply; and (b) the student is a dropout. A district submits a leaver record for the student with the leaver reason code for dropout.

Underreported. A status of "underreported" indicates that the preceding six statuses do not apply. A leaver record is required for the student but is not received.

District Return Status

Description. TEA determines the district return status or district leaver status for a student at each district he or she attended the previous year. Unlike the state statuses, which may be determined using records from multiple districts, a student's status at each district is determined by records submitted by the district.

The district return status indicates whether a student returned to the district and, if so, whether he or she returned on time. The district return status is determined by enrollment and leaver records submitted by the district in the fall. For a student who attended more than one district, the district return status may differ from one district to another and may differ from the state return status. The district return statuses are the same as the state return statuses, but their definitions differ slightly. District return statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Returned. A status of "returned" indicates that: (a) the student was enrolled in the district the prior year; and (b) the student returned on time, or by the last Friday in September, to the district in the fall. A leaver record is not required for the student.

Late return-migrant. A status of "late return-migrant" indicates that: (a) the preceding status does not apply; (b) the student was enrolled in the district the prior year; (c) the student returned to the district in the fall after the on-time enrollment period; and (d) the student is a migrant. The district is required to submit a leaver record for the student, but the record is not loaded into the leaver database.

Late return. A status of "late return" indicates that: (a) the preceding two statuses do not apply; (b) the student was enrolled in the district the prior year; (c) the student returned to the district in the fall after the on-time enrollment period; and (d) the student is not a migrant. The district is required to submit a leaver record for the student.

No return. A status of "no return" indicates that: (a) the preceding three statuses do not apply; (b) the student was enrolled in the district the prior year; and (c) the student did not return to the district in the fall. The district is required to submit a leaver record for the student.

District Leaver Status

Description. District leaver status indicates whether a student is considered to be a leaver from the district. District leaver status is determined by enrollment and leaver records submitted by the district in the fall and TEA records identifying movers, graduates, and GED recipients. For a student who attended more than one district, the district leaver status may differ from one district to another and may differ from the state leaver status. The district leaver statuses are the same as the state leaver statuses, but their definitions differ slightly, and there is one additional status: mover. Mover is not a status at the state level because a student who moves from one Texas public school district to another has not left the Texas public school system. District leaver statuses are not always mutually exclusive, so a hierarchy exists to determine the status.

Graduate. A status of "graduate" indicates the student graduated from the district. The district is required to submit a leaver record for the student with the leaver reason code for graduate, and the record is loaded into the graduation database.

Previous graduate. A status of "previous graduate" indicates that: (a) the preceding status does not apply; and (b) the student graduated in a previous school year from a Texas public school. A leaver record is not required for the student.

Not a leaver. A status of "not a leaver" indicates that: (a) the preceding two statuses do not apply; and (b) the student returned to the district on time in the fall, or (c) the student returned, but not on time, and the student is a migrant. A leaver record is not required for a student who returns on time. If the student is a late return-migrant, the district is required to submit a leaver record for the student, but the leaver record is not loaded into the leaver database.

Mover. A status of "mover" indicates that: (a) the preceding three statuses do not apply; and (b) the student moved from the district to another Texas public school district. A leaver record is not required for the student.

Other leaver. A status of "other leaver" indicates that: (a) the preceding four statuses do not apply; and (b) the student left the district for a leaver reason other than graduation or dropping out. The district is required to submit a leaver record for the student with a leaver reason code for other leaver, and the record is loaded into the other leaver database.

GED recipient. A status of "GED recipient" indicates that: (a) the preceding five statuses do not apply; and (b) the student received a GED certificate by August 31. A leaver record is not required for the student.

Dropout. A status of "dropout" indicates that: (a) the preceding six statuses do not apply; and (b) the student is a dropout. The district is required to submit a leaver record for the student with the leaver reason code for dropout, and the record is loaded into the dropout database.

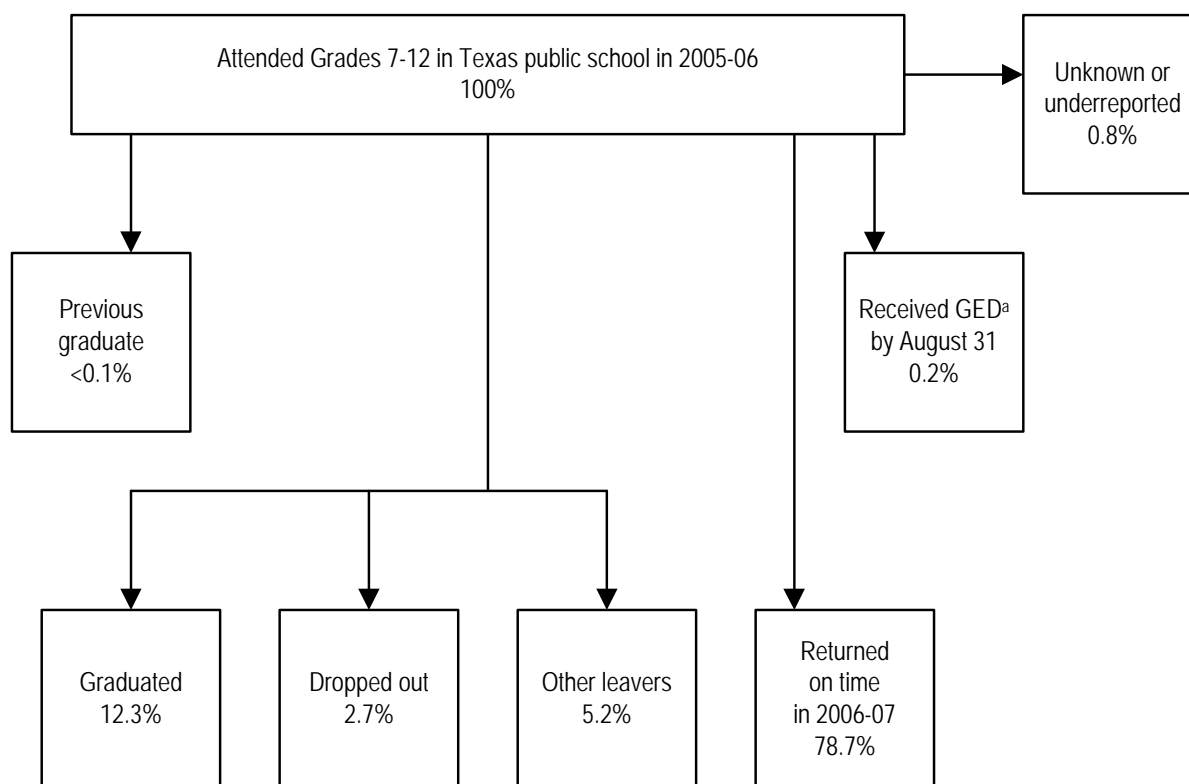
Underreported. A status of "underreported" indicates that the preceding seven statuses do not apply. A leaver record is required for the student but is not received.

District Results for Leaver Processing

District Summary

Of the Grade 7-12 students in the 2005-06 school year, 78.7 percent returned to Texas public school the next fall on time, that is, by the last Friday in September 2006 (Figure 1). Based on district aggregates, another 12.3 percent graduated, 2.7 percent dropped out, and 5.2 percent left the Texas public school system for other reasons. In addition, less than 0.1 percent had graduated in previous school years, and 0.2 percent received GED certificates by August 31, 2006. Finally, 0.8 percent could not be accounted for through TEA and district records.

Figure 1
Year-to-Year Reporting of Students in Grades 7-12, Texas Public Schools, 2005-06



^aGeneral Educational Development certificate.

Leaver Reasons Reported by Districts

The numbers of graduates, dropouts, and other leavers summed across districts do not match counts of graduates, dropouts, and other leavers at the state level. When two or more districts submit leaver records for the same student, TEA attempts to determine which district is accountable for the student. When the accountable district cannot be determined, both records are loaded into agency databases. Each record submitted for a student is included in the district counts, whereas duplicate

records are removed from state counts. Thus, the numbers of graduate, dropout, and other leaver records loaded into agency databases do not match figures at the state level shown elsewhere in this report.

A majority (61.1%) of leaver records submitted by districts in 2005-06 were for students who graduated from Texas public schools (Table 5). An additional 13.4 percent were for students who dropped out, and 25.6 percent were for students who left Texas public school for reasons other than graduating or dropping out. Most other leavers (54.9%) left to enroll in school outside Texas. An additional 16.7 percent of other leavers withdrew to begin home schooling, and 14.8 percent withdrew to return to their home countries. The leaver records do not include GED recipients or previous graduates.

Table 5
Exit Reasons for District Leavers, Texas Public Schools, 2005-06

Code ^a	Leaver reason	Number	Percent
Graduated or received an out-of-state GED ^b			
01*	Graduated	240,485	61.1
85*	Graduated outside Texas, returned to school, and left again	318	0.1
86*	Completed GED outside Texas	139	<0.1
Moved to other educational setting			
24*	Entered college early to pursue degree	439	0.1
60*	Withdrew for home schooling	16,811	4.3
66*	Removed from the district by Child Protective Services	282	0.1
81*	Withdrew from/left school to enroll in Texas private school	8,429	2.1
82*	Withdrew from/left school to enroll in school outside Texas	55,266	14.0
Withdrawn by district			
78*	Expelled for criminal behavior and cannot return	591	0.2
83*	Administrative withdrawal for nonresidence, falsification of enrollment information, or failure to provide identification or immunization records	2,724	0.7
Other reasons			
03*	Deceased	719	0.2
16*	Returned to home country	14,932	3.8
98	Other (reason unknown or not listed above)	52,595	13.4
All leaver reasons		393,730	100

Note. The numbers of graduates, dropouts, and other leavers reflect all records received from districts and loaded into agency databases. The numbers do not match figures at the state level shown elsewhere in this report.

^aCodes with an asterisk (*) are not included in the calculation of the dropout rate used for accountability purposes. ^bGeneral Educational Development certificate.

Data Quality in Dropout Reporting

Underreported Students

Not all students from the previous year are accounted for through district records or TEA processing. For example, a district may fail to submit a record for a student. Or a district may submit a record, but an error in the student's identification information on the record prevents TEA from matching the record to a student. Students from the previous year who are not accounted for or for whom a record cannot be matched are considered underreported. The percentage of underreported students is calculated as the number of students who are unaccounted for divided by the total number of students served in Grades 7-12 the previous year. Districts with high numbers or percentages of underreported students, high numbers or percentages of data errors, or high use of certain leaver codes are subject to interventions and sanctions. A high number or percentage of underreported students can cause a district's accountability rating to be lowered.

The standards for underreported students since implementation of the new accountability system in 2004 have been as follows:

- for 2002-03 leavers, no more than 500 underreported students or 5 percent;
- for 2003-04 leavers, no more than 100 underreported students or 5 percent;
- for 2004-05 leavers, no more than 100 underreported students or 2 percent; and
- for 2005-06 leavers, no more than 200 underreported students or more than 5 underreported students and a rate of underreporting higher than 5 percent.

For the 2007 ratings cycle, a school leaver provision has been added to the accountability system. A campus or district rating may not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new National Center for Education Statistics (NCES) dropout definition and the new data reporting requirements for 2005-06 and recognizes that improvement cannot be calculated for 2004-05 to 2005-06. It also ensures that ratings for districts that enrolled students displaced by Hurricane Katrina in 2005-06 will not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information is available for some of the students, information for many others is missing. As a result, dropout rates in some districts may not reflect the actual statuses of students. The school leaver provision will not apply in 2008 under standard accountability procedures.

An indeterminate fraction of underreported students are dropouts. Nevertheless, TEA counts and reports underreported students separately from dropouts. Counting underreported students as dropouts changes a dropout rate from a measure of dropouts to a measure of dropouts and data reporting problems combined. A combined measure is not a meaningful indicator of educational performance. An independent data quality measure has been very effective in monitoring and improving data quality.

Student Identification Errors

TEA uses the Person Identification Database (PID) to store and manage identifying information on students reported to the agency through PEIMS. The database enables records for a student to be linked by matching four items: the student's social security number or alternative identification number, last name, first name, and date of birth. When a new student record matches an existing record on some, but not all, of the four items, a PID error occurs. For example, an error occurs if the social security number on a new record matches the number on an existing record, but the last names on the two records do not match.

The PID error rate is calculated as the number of student records with PID errors divided by the total number of student records received. Although the overall PID error rate for the state has declined since student enrollment data were first collected in 1990-91, PID errors continue to complicate efforts to link data across two or more data submissions. Greater reliance is being placed on desk audits of district leaver data submissions. Because audits require that student data be linked across years, the accuracy of PID information is critical. Moreover, inaccuracies in student identification information can cause students for whom records have been submitted to appear on district lists of underreported students.

A PID error rate policy was introduced for data submitted in 2000-01. The policy requires the student identification information provided to TEA as part of each district's PEIMS data submissions to meet a standard for accuracy. School districts whose submissions do not meet the PID error rate standard are subject to interventions and sanctions.

The PID error rate standard has become more rigorous over time. Districts must have no more than 10 student records with PID errors. In addition, the threshold for the PID error rate has decreased by 1 percentage point each year, from 5.0 percent for 2000-01 to 1.0 percent for 2005-06.

Monitoring, Interventions, and Investigations

Standards and consequences are assigned to data quality measures. The accountability rating of a school district that does not meet standards for underreported students can be lowered from *Recognized* or *Exemplary* to *Academically Acceptable*. High numbers or percentages of underreported students can result in the lowering of a district's accountability rating to *Academically Unacceptable*. In addition, districts with high numbers or percentages of underreported students or PID errors or high use of other leaver codes may be subject to audit.

The validation of leaver data has been integrated into a data validation component of the Performance-Based Monitoring (PBM) system under which districts with leaver data reporting anomalies are subject to graduated interventions (Table 6 on page 40). Emphasis is on a continuous improvement process in which districts undertake activities that promote improved data reporting and TEA monitors their progress. Nevertheless, interventions can lead to corrective actions or sanctions.

Table 6
Criteria for Investigation of 2004-05 Leaver Data

Indicator	Description
Dropout trend analysis	A decrease in Grade 7-12 annual dropout rate from the previous year or over a multiyear period was appreciably greater than that shown for similar districts during the same period. A minimum of 10 students and a minimum of 5 dropouts is required for evaluation on this basis.
100 percent use of a single "other exit" leaver code	A single "other exit" leaver code is used for reporting all student leavers. Leaver code 80, withdrew to enroll in another public school, is not included in this analysis because its use is evaluated independently. A minimum of 10 leavers is required for evaluation on this basis.
High use of codes	An unusually high percentage of one or more "other exit" leaver codes is used, as compared to all other districts. A minimum of 10 leavers is required for evaluation on this basis.
Zero dropouts and high use of "intent" codes	The number of dropouts reported is zero, and an unusually high percentage of "intent" leaver codes (codes 16, 22, 24, 60, 80, 81, 82) is used, as compared to all other districts. A minimum of 10 leavers is required for evaluation on this basis.
High percentage of withdrawals to enroll in other Texas public schools (code 80) not reconciled with agency data files	A high percentage of students reported with code 80 is not found in agency data files through the leaver reconciliation process. A minimum of 10 leavers is required for evaluation on this basis.
Above the threshold for number or percentage of underreported students	The underreported student count exceeded 100, or the underreported student rate exceeded 2 percent.

Interventions include requirements to conduct analyses focused on leaver data reporting. The focus of the analyses is on data collection and reporting systems in the district. As appropriate to the indicator, student-level data reviews are required. The district is required to work with stakeholders to conduct the analyses and address identified issues in a continuous improvement plan. If substantial or imminent concerns are identified, or if appropriate progress is not made by the district in addressing leaver data reporting problems, a targeted on-site review may be conducted.

Interventions for data validation monitoring were implemented in 2005-06, a pilot year for the data validation component of PBM, using leaver data from 2002-03 and 2003-04. In 2006-07, data validation monitoring using 2004-05 leaver data identified 58 districts and charters for Stage 1 interventions and 45 districts and charters for Stage 2 interventions.

As part of the new accountability system implemented for 2004 and beyond, agency policies and procedures for district monitoring and investigations were revised to comply with new state legislation. In 2004, ratings were lowered from *Exemplary* to *Academically Acceptable* for 2 districts, and from *Recognized* to *Academically Acceptable* for 10 districts, because of excessive percentages of underreported students. In 2005, ratings for 2 districts were lowered from *Recognized* to *Academically Acceptable* because of excessive numbers of underreported students. In 2006, ratings for 10 districts were lowered from *Recognized* to *Academically Acceptable* because of excessive numbers of underreported students.

Results for Texas Public Schools

Annual Dropout Rates

Longitudinal Completion Rates

Attrition Rates

Data Quality Measures

Annual Dropout Rates

Grade 7-8 Annual Rate

State summary. For the 2005-06 school year, the statewide annual dropout rate for Grades 7-8 was 0.4 percent (Table 7). This rate is considerably lower than the 3.7 percent annual dropout rate for Grades 9-12. There were 3,038 students who dropped out of Grades 7-8, of whom 1,899 students (62.5%) dropped out of Grade 8 (Table 18 on page 48). Because of the change in the definition of dropouts, data for 2005-06 are not comparable to earlier years.

Table 7
Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Group, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American	108,041	15.5	829	27.3	0.8
Asian/Pacific Islander	21,071	3.0	42	1.4	0.2
Hispanic	303,028	43.4	1,680	55.3	0.6
Native American	2,428	0.3	11	0.4	0.5
White	263,909	37.8	476	15.7	0.2
Economically disadvantaged	361,820	51.8	1,665	54.8	0.5
Female	339,840	48.7	1,464	48.2	0.4
Male	358,637	51.3	1,574	51.8	0.4
State	698,477	100	3,038	100	0.4

Note. Parts may not add to 100 percent because of rounding.

Rates by student group. In 2005-06, the Grade 7-8 dropout rate for African American students (0.8%) was four times higher than that for White students (0.2%), and the rate for Hispanic students (0.6%) was three times higher (Table 7). Males and females dropped out at the same rate (0.4%) in 2005-06. Students identified as economically disadvantaged had a dropout rate of 0.5 percent.

Rates by student characteristic and program participation. An array of complex, interrelated factors contribute to dropping out. Family and personal background, academic history, and characteristics of the school all may influence the decision of a student to stay in school. Tables 8 and 9 present dropout information for students in Grades 7-8 by special program participation (bilingual/English as a second language, career and technical education, gifted/talented, special education, Title I), and other student characteristics (at-risk, immigrant, limited English proficiency, migrant, overage).

Table 8
Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Program Participation, Texas
Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	48,193	6.9	306	10.1	0.6
Gifted and talented	70,986	10.2	68	2.2	0.1
Special education	91,962	13.2	447	14.7	0.5
Title I	401,053	57.4	2,314	76.2	0.6
State	698,477	100	3,038	100	0.4

Table 9
Students, Dropouts, and Annual Dropout Rate, Grades 7-8, by Student Characteristic, Texas
Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	296,813	42.5	1,255	41.3	0.4
Immigrant	12,387	1.8	110	3.6	0.9
Limited English proficient	67,933	9.7	530	17.4	0.8
Migrant	9,944	1.4	69	2.3	0.7
Overage	146,512	21.0	1,794	59.1	1.2
State	698,477	100	3,038	100	0.4

Grade 9-12 Annual Rate

State summary. For the 2005-06 school year, the statewide annual dropout rate for Grades 9-12 was 3.7 percent (Table 10 on page 44), compared to a rate of 0.4 percent for Grades 7-8 and 2.6 percent for Grades 7-12. There were 48,803 students who dropped out of Grades 9-12 in 2005-06. Grade 12 had both the highest dropout rate (5.1%) and the largest number of dropouts (14,437) (Table 18 on page 48). Because of the change in the definition of dropouts, data for 2005-06 are not comparable to earlier years.

Rates by student group. In 2005-06, the Grade 9-12 dropout rate for African American students (5.4%) was three times as high as that for White students (1.8%), and the rate for Hispanic students (5.2%) was almost three times as high (Table 10 on page 44). Unlike Grades 7-8, in which males and females dropped out at the same rate, males in Grades 9-12 dropped out at a higher rate (4.0%) than females (3.4%). Students identified as economically disadvantaged had a dropout rate of 4.2 percent in 2005-06.

Rates by student characteristic and program participation. Tables 11 and 12 on page 44 present dropout information for students in Grades 9-12 by special program participation

Table 10
Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Group, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American	202,072	15.3	10,863	22.3	5.4
Asian/Pacific Islander	42,557	3.2	582	1.2	1.4
Hispanic	534,570	40.6	27,633	56.6	5.2
Native American	4,590	0.3	133	0.3	2.9
White	534,204	40.5	9,592	19.7	1.8
Economically disadvantaged	555,270	42.1	23,359	47.9	4.2
Female	642,469	48.7	21,588	44.2	3.4
Male	675,524	51.3	27,215	55.8	4.0
State	1,317,993	100	48,803	100	3.7

Note. Parts may not add to 100 percent because of rounding.

Table 11
Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Program Participation, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	65,859	5.0	4,561	9.3	6.9
Career and technical education (CTE) ^a	440,513	33.4	10,836	22.2	2.5
Gifted and talented	122,369	9.3	362	0.7	0.3
Special education	163,497	12.4	7,714	15.8	4.7
Title I	540,360	41.0	28,798	59.0	5.3
State	1,317,993	100	48,803	100	3.7

^aStudents participating in a CTE program, excluding those enrolled in a CTE course only.

Table 12
Students, Dropouts, and Annual Dropout Rate, Grades 9-12, by Student Characteristic, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	613,589	46.6	28,252	57.9	4.6
Immigrant	23,288	1.8	1,331	2.7	5.7
Limited English proficient	95,330	7.2	6,991	14.3	7.3
Migrant	17,016	1.3	1,084	2.2	6.4
Overage	350,328	26.6	36,587	75.0	10.4
State	1,317,993	100	48,803	100	3.7

(bilingual/English as a second language, career and technical education, gifted/talented, special education, Title I), and other student characteristics (at-risk, immigrant, limited English proficiency, migrant, overage).

Grade 7-12 Annual Rate

State summary. Out of 2,016,470 students enrolled in Grades 7-12 in Texas public schools during the 2005-06 school year, 51,841 students, or 2.6 percent, were reported to have dropped out (Table 13). Because of the change in the definition of dropouts, data for 2005-06 are not comparable to earlier years.

Table 13
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Group, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
African American	310,113	15.4	11,692	22.6	3.8
Asian/Pacific Islander	63,628	3.2	624	1.2	1.0
Hispanic	837,598	41.5	29,313	56.5	3.5
Native American	7,018	0.3	144	0.3	2.1
White	798,113	39.6	10,068	19.4	1.3
Economically disadvantaged	917,090	45.5	25,024	48.3	2.7
Female	982,309	48.7	23,052	44.5	2.3
Male	1,034,161	51.3	28,789	55.5	2.8
State	2,016,470	100	51,841	100	2.6

Note. Parts may not add to 100 percent because of rounding.

Rates by student group. In 2005-06, the Grade 7-12 dropout rate for African American students (3.8 %) was almost three times as high as that for White students (1.3 %), and the rate for Hispanic students (3.5 %) was more than two and one-half times as high (Table 13). As in previous years, the dropout rate for males (2.8%) exceeded the dropout rate for females (2.3%). Students identified as economically disadvantaged had a dropout rate of 2.7 percent.

Some student groups make up larger percentages of the dropout population than of the student population. In 2005-06, for example, Hispanic students made up 41.5 percent of Grade 7-12 students, but 56.5 percent of dropouts, a difference of 15 percentage points (Table 13). African American students made up 15.4 percent of Grade 7-12 students in 2005-06, but 22.6 percent of dropouts, a difference of 7.2 percentage points.

Rates by student characteristic and program participation. Tables 14 and 15 on page 46 and Table 16 on page 47 present dropout information by student age, special program participation

Table 14
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Program Participation, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Bilingual or English as a second language	114,052	5.7	4,867	9.4	4.3
Career and technical education (CTE) ^a	440,513	21.8	10,836	20.9	2.5
Gifted and talented	193,355	9.6	430	0.8	0.2
Special education	255,459	12.7	8,161	15.7	3.2
Title I	941,413	46.7	31,112	60.0	3.3
State	2,016,470	100	51,841	100	2.6

^aStudents participating in a CTE program, excluding those enrolled in a CTE course only.

Table 15
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Characteristic, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
At-risk	910,402	45.1	29,507	56.9	3.2
Immigrant	35,675	1.8	1,441	2.8	4.0
Limited English proficient	163,263	8.1	7,521	14.5	4.6
Migrant	26,960	1.3	1,153	2.2	4.3
Overage	496,840	24.6	38,381	74.0	7.7
State	2,016,470	100	51,841	100	2.6

(bilingual/ English as a second language, career and technical education, gifted/talented, special education, Title I), and other student characteristics (at-risk, immigrant, limited English proficiency, migrant, overage).

Annual Dropout Rates by Grade

In 2005-06, Grade 7 had the lowest dropout rate (0.3%), and Grade 12 had the highest (5.1%) (Table 17). Disaggregated by student group and grade, the dropout rate was highest for African American students in Grade 12 (8.3%), followed by Hispanic students in Grade 12 (7.7%). In Grade 11, African American and Hispanic students had dropout rates of 4.9 percent each (Table 18 on page 48). The lowest rates were for White and Asian/Pacific Islander students in Grade 7 (0.1% each).

Dropout rates generally were much higher in Grades 9 through 12 than in Grades 7 and 8 (Table 18 on page 48). The rates for all student groups were highest in Grade 12, followed in order by Grades 11, 10, and 9. The gaps between dropout rates for White students and those for Hispanic and

Table 16
Students, Dropouts, and Annual Dropout Rate, Grades 7-12, by Student Age, Texas Public Schools, 2005-06

September 1 age	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
11	6,722	0.3	32	0.1	0.5
12	276,803	13.7	521	1.0	0.2
13	342,317	17.0	1,079	2.1	0.3
14	348,211	17.3	2,011	3.9	0.6
15	346,288	17.2	4,801	9.3	1.4
16	328,105	16.3	11,749	22.7	3.6
17	287,715	14.3	18,705	36.1	6.5
18	61,958	3.1	9,161	17.7	14.8
19	12,665	0.6	2,764	5.3	21.8
20	4,131	0.2	844	1.6	20.4
21	1,373	0.1	131	0.3	9.5
Other	182	<0.1	43	0.1	23.6
State	2,016,470	100	51,841	100	2.6

Note. Parts may not add to 100 percent because of rounding.

Table 17
Students, Dropouts, and Annual Dropout Rate, by Grade and Gender, Texas Public Schools, 2005-06

Grade level	Students	Dropouts					
		Female		Male		State	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Grade 7	350,516	514	0.3	625	0.3	1,139	0.3
Grade 8	347,961	950	0.6	949	0.5	1,899	0.5
Grade 9	411,860	5,367	2.8	7,907	3.6	13,274	3.2
Grade 10	335,853	4,389	2.7	6,608	3.9	10,997	3.3
Grade 11	289,764	4,297	3.0	5,798	4.0	10,095	3.5
Grade 12	280,516	7,535	5.4	6,902	4.9	14,437	5.1
Grades 7-12	2,016,470	23,052	2.3	28,789	2.8	51,841	2.6

Note. Parts may not add to 100 percent because of rounding.

African American students were greatest at Grade 9 and above. Across all grade levels, African American and Hispanic students were at least twice as likely to drop out of school as White students.

Table 18
Students, Dropouts, and Annual Dropout Rate, by Student Group and Grade, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Grade 7					
African American	54,494	15.5	339	29.8	0.6
Asian/Pacific Islander	<10,575	— ^a	—	—	0.1
Hispanic	153,798	43.9	618	54.3	0.4
Native American	<1,245	—	—	—	0.2
White	130,426	37.2	165	14.5	0.1
Economically disadvantaged	185,185	52.8	626	55.0	0.3
State	350,516	100	1,139	100	0.3
Grade 8					
African American	53,547	15.4	490	25.8	0.9
Asian/Pacific Islander	<10,515	—	—	—	0.3
Hispanic	149,230	42.9	1,062	55.9	0.7
Native American	<1,200	—	—	—	0.8
White	133,483	38.4	311	16.4	0.2
Economically disadvantaged	176,635	50.8	1,039	54.7	0.6
State	347,961	100	1,899	100	0.5
Grade 9					
African American	65,039	15.8	2,858	21.5	4.4
Asian/Pacific Islander	11,437	2.8	122	0.9	1.1
Hispanic	185,438	45.0	8,101	61.0	4.4
Native American	1,479	0.4	43	0.3	2.9
White	148,467	36.0	2,150	16.2	1.4
Economically disadvantaged	198,812	48.3	6,634	50.0	3.3
State	411,860	100	13,274	100	3.2

Note. Parts may not add to 100 percent because of rounding.

^aA dash (—) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.

continues

Table 18 (continued)
Students, Dropouts, and Annual Dropout Rate, by Student Group and Grade, Texas Public Schools, 2005-06

Group	Students		Dropouts		Annual dropout rate (%)
	Number	Percent	Number	Percent	
Grade 10					
African American	51,858	15.4	2,448	22.3	4.7
Asian/Pacific Islander	10,760	3.2	131	1.2	1.2
Hispanic	135,179	40.2	6,167	56.1	4.6
Native American	1,192	0.4	34	0.3	2.9
White	136,864	40.8	2,217	20.2	1.6
Economically disadvantaged	143,027	42.6	5,174	47.0	3.6
State	335,853	100	10,997	100	3.3
Grade 11					
African American	43,383	15.0	2,106	20.9	4.9
Asian/Pacific Islander	10,366	3.6	121	1.2	1.2
Hispanic	109,109	37.7	5,306	52.6	4.9
Native American	994	0.3	24	0.2	2.4
White	125,912	43.5	2,538	25.1	2.0
Economically disadvantaged	111,699	38.5	4,404	43.6	3.9
State	289,764	100	10,095	100	3.5
Grade 12					
African American	41,792	14.9	3,451	23.9	8.3
Asian/Pacific Islander	9,994	3.6	208	1.4	2.1
Hispanic	104,844	37.4	8,059	55.8	7.7
Native American	925	0.3	32	0.2	3.5
White	122,961	43.8	2,687	18.6	2.2
Economically disadvantaged	101,732	36.3	7,147	49.5	7.0
State	280,516	100	14,437	100	5.1

Note. Parts may not add to 100 percent because of rounding.

^aA dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.

Table 19
Students, Dropouts, and Annual Dropout Rate, by Gender, Grade, and Ethnicity, Texas Public Schools, 2005-06

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male		Female	Male
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Grade 7										
African American	26,602	15.6	27,892	15.5	149	29.0	190	30.4	0.6	0.7
Asian/Pacific Islander	<5,175	- ^a	<5,400	-	-	-	-	-	0.2	0.1
Hispanic	74,933	44.0	78,865	43.7	294	57.2	324	51.8	0.4	0.4
Native American	<600	-	<645	-	-	-	-	-	0.2	0.2
White	62,850	36.9	67,576	37.5	59	11.5	106	17.0	0.1	0.2
State	170,149	100	180,367	100	514	100	625	100	0.3	0.3
Grade 8										
African American	26,271	15.5	27,276	15.3	241	25.4	249	26.2	0.9	0.9
Asian/Pacific Islander	<5,025	-	<5,505	-	-	-	-	-	0.3	0.2
Hispanic	73,112	43.1	76,118	42.7	525	55.3	537	56.6	0.7	0.7
Native American	<600	-	<615	-	-	-	-	-	1.0	0.5
White	64,704	38.1	68,779	38.6	164	17.3	147	15.5	0.3	0.2
State	169,691	100	178,270	100	950	100	949	100	0.6	0.5
Grade 9										
African American	30,736	15.8	34,303	15.8	1,094	20.4	1,764	22.3	3.6	5.1
Asian/Pacific Islander	5,418	2.8	6,019	2.8	50	0.9	72	0.9	0.9	1.2
Hispanic	87,341	44.8	98,097	45.2	3,330	62.0	4,771	60.3	3.8	4.9
Native American	712	0.4	767	0.4	20	0.4	23	0.3	2.8	3.0
White	70,784	36.3	77,683	35.8	873	16.3	1,277	16.2	1.2	1.6
State	194,991	100	216,869	100	5,367	100	7,907	100	2.8	3.6
Grade 10										
African American	25,551	15.5	26,307	15.3	914	20.8	1,534	23.2	3.6	5.8
Asian/Pacific Islander	5,189	3.2	5,571	3.2	47	1.1	84	1.3	0.9	1.5
Hispanic	66,114	40.2	69,065	40.3	2,498	56.9	3,669	55.5	3.8	5.3
Native American	616	0.4	576	0.3	20	0.5	14	0.2	3.2	2.4
White	66,906	40.7	69,958	40.8	910	20.7	1,307	19.8	1.4	1.9
State	164,376	100	171,477	100	4,389	100	6,608	100	2.7	3.9

Note. Parts may not add to 100 percent because of rounding.

^aA dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.

continues

Table 19 (continued)
Students, Dropouts, and Annual Dropout Rate, by Gender, Grade, and Ethnicity, Texas Public Schools, 2005-06

Group	Students				Dropouts				Annual dropout rate (%)	
	Female		Male		Female		Male		Female	Male
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Grade 11										
African American	21,871	15.3	21,512	14.7	829	19.3	1,277	22.0	3.8	5.9
Asian/Pacific Islander	4,999	3.5	5,367	3.7	46	1.1	75	1.3	0.9	1.4
Hispanic	54,400	38.0	54,709	37.3	2,340	54.5	2,966	51.2	4.3	5.4
Native American	493	0.3	501	0.3	11	0.3	13	0.2	2.2	2.6
White	61,378	42.9	64,534	44.0	1,071	24.9	1,467	25.3	1.7	2.3
State	143,141	100	146,623	100	4,297	100	5,798	100	3.0	4.0
Grade 12										
African American	21,426	15.3	20,366	14.5	1,801	23.9	1,650	23.9	8.4	8.1
Asian/Pacific Islander	4,920	3.5	5,074	3.6	106	1.4	102	1.5	2.2	2.0
Hispanic	52,930	37.8	51,914	36.9	4,326	57.4	3,733	54.1	8.2	7.2
Native American	473	0.3	452	0.3	18	0.2	14	0.2	3.8	3.1
White	60,212	43.0	62,749	44.6	1,284	17.0	1,403	20.3	2.1	2.2
State	139,961	100	140,555	100	7,535	100	6,902	100	5.4	4.9

Note. Parts may not add to 100 percent because of rounding.

^aA dash (-) indicates data are not reported to protect student anonymity. When the number of dropouts is not reported, the total number of students is presented in intervals of 15 to provide a general idea of the number of students in the group while maintaining student anonymity. In a group of <150, for example, the number of students is between 135 and 149.

Longitudinal Completion Rates

Grade 9 Completion Rate

State summary. Out of 283,698 students in the class of 2006 Grade 9 cohort, 88.9 percent either graduated by 2006 or continued school the following year (Table 20). An additional 2.3 percent received General Educational Development (GED) certificates. The Completion I rate, consisting of students who graduated or continued high school, was highest for Asian/Pacific Islanders, at 96.2 percent (Figure 2). The Completion I rates for Whites (93.2%) and Native Americans (90.0%) also were higher than the state average (88.9%). Rates for African American, Hispanic, and economically disadvantaged students were below the state average. Patterns for Completion II, consisting of students who graduated, continued high school, or received GED certificates, were similar to those for Completion I.

Table 20
Longitudinal Completion Rates, Grade 9 Cohort and Grade 7 Cohort, Texas Public Schools, Class of 2006

Cohort	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Grade 9	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	252,267	88.9	258,723	91.2
Grade 7	285,446	226,140	79.2	27,037	9.5	6,385	2.2	25,884	9.1	253,177	88.7	259,562	90.9

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

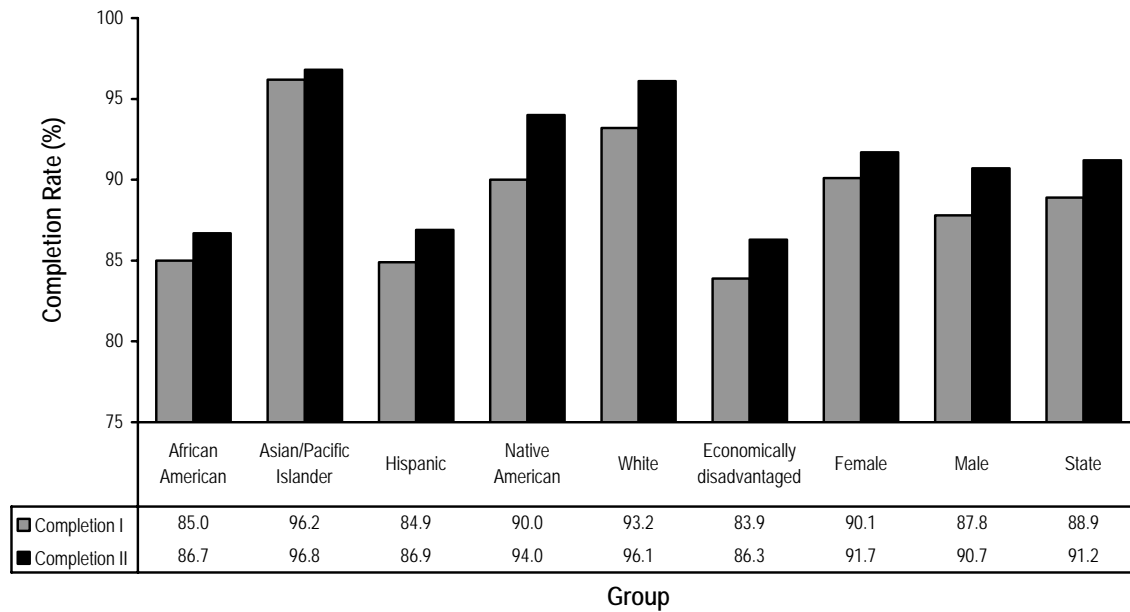
^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs.

There were 24,975 dropouts from the class of 2006 Grade 9 cohort, making up 8.8 percent of the students in the class (Table 21 on page 54). This was more than double the 4.3 percent longitudinal dropout rate for the class of 2005 Grade 9 cohort. The number of dropouts increased 114.4 percent, even though the number of students in the class increased only 4.6 percent.

The progress of the class of 2006 Grade 9 cohort through high school is illustrated in Figure 3 on page 59. A summary of the final outcomes for the class can be found in Table 20.

Rates by student group. Completion rates demonstrate that secondary-school experiences varied considerably by student group. For example, in the Grade 9 cohort for the class of 2006, Asian/Pacific Islander students had a graduation rate of 92.0 percent, and White students had a graduation rate of 89.0 percent, whereas African American students and Hispanic students had graduation rates of 74.5 percent and 71.7 percent, respectively (Table 21 on page 54). Economically disadvantaged and African American students had the highest longitudinal dropout rates, at 13.7 percent and 13.3 percent, respectively. Hispanics were most likely among the student groups to be continuing school in the fall after anticipated graduation (13.2%). Native Americans had the largest percentage

Figure 2
Longitudinal Completion I and Completion II Rates, Grades 9-12, by Student Group, Texas Public Schools, Class of 2006



Note. Completion I consists of students who graduated or continued high school. Completion II consists of students who graduated, continued high school, or received General Educational Development certificates.

Table 21
Longitudinal Completion Rates, Grades 9-12, by Student Group, Texas Public Schools, Classes of 1996 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 1996	27,200	18,849	69.3	2,738	10.1	1,443	5.3	4,170	15.3	21,587	79.4	23,030	84.7
Class of 1997	28,913	20,787	71.9	2,873	9.9	1,471	5.1	3,782	13.1	23,660	81.8	25,131	86.9
Class of 1998	30,464	22,597	74.2	3,356	11.0	989	3.2	3,522	11.6	25,953	85.2	26,942	88.4
Class of 1999	31,436	23,475	74.7	3,331	10.6	988	3.1	3,642	11.6	26,806	85.3	27,794	88.4
Class of 2000	32,338	24,863	76.9	3,133	9.7	1,132	3.5	3,210	9.9	27,996	86.6	29,128	90.1
Class of 2001	33,586	26,094	77.7	3,561	10.6	1,096	3.3	2,835	8.4	29,655	88.3	30,751	91.6
Class of 2002	34,597	27,614	79.8	3,817	11.0	879	2.5	2,287	6.6	31,431	90.8	32,310	93.4
Class of 2003	36,082	29,260	81.1	3,816	10.6	745	2.1	2,261	6.3	33,076	91.7	33,821	93.7
Class of 2004	37,281	30,860	82.8	3,438	9.2	1,139	3.1	1,844	4.9	34,298	92.0	35,437	95.1
Class of 2005	37,777	30,858	81.7	3,862	10.2	994	2.6	2,063	5.5	34,720	91.9	35,714	94.5
Class of 2006	40,726	30,357	74.5	4,269	10.5	698	1.7	5,402	13.3	34,626	85.0	35,324	86.7
Asian/Pacific Islander													
Class of 1996	5,836	5,014	85.9	294	5.0	139	2.4	389	6.7	5,308	91.0	5,447	93.3
Class of 1997	6,009	5,262	87.6	330	5.5	142	2.4	275	4.6	5,592	93.1	5,734	95.4
Class of 1998	6,526	5,598	85.8	539	8.3	121	1.9	268	4.1	6,137	94.0	6,258	95.9
Class of 1999	6,992	6,110	87.4	437	6.3	153	2.2	292	4.2	6,547	93.6	6,700	95.8
Class of 2000	7,207	6,398	88.8	393	5.5	165	2.3	251	3.5	6,791	94.2	6,956	96.5
Class of 2001	7,665	6,901	90.0	379	4.9	150	2.0	235	3.1	7,280	95.0	7,430	96.9
Class of 2002	8,070	7,310	90.6	404	5.0	146	1.8	210	2.6	7,714	95.6	7,860	97.4
Class of 2003	8,418	7,703	91.5	431	5.1	123	1.5	161	1.9	8,134	96.6	8,257	98.1
Class of 2004	8,613	7,983	92.7	348	4.0	138	1.6	144	1.7	8,331	96.7	8,469	98.3
Class of 2005	8,795	8,149	92.7	380	4.3	105	1.2	161	1.8	8,529	97.0	8,634	98.2
Class of 2006	9,588	8,817	92.0	404	4.2	64	0.7	303	3.2	9,221	96.2	9,285	96.8
Hispanic													
Class of 1996	68,532	43,926	64.1	8,242	12.0	4,165	6.1	12,199	17.8	52,168	76.1	56,333	82.2
Class of 1997	70,793	47,623	67.3	8,373	11.8	3,987	5.6	10,810	15.3	55,996	79.1	59,983	84.7
Class of 1998	74,507	52,014	69.8	9,557	12.8	2,926	3.9	10,010	13.4	61,571	82.6	64,497	86.6
Class of 1999	79,538	56,126	70.6	10,187	12.8	2,789	3.5	10,436	13.1	66,313	83.4	69,102	86.9
Class of 2000	83,360	60,683	72.8	9,846	11.8	3,507	4.2	9,324	11.2	70,529	84.6	74,036	88.8
Class of 2001	85,391	62,732	73.5	10,797	12.6	3,657	4.3	8,205	9.6	73,529	86.1	77,186	90.4
Class of 2002	87,984	66,637	75.7	11,270	12.8	3,222	3.7	6,855	7.8	77,907	88.5	81,129	92.2
Class of 2003	93,063	71,966	77.3	11,769	12.6	2,732	2.9	6,596	7.1	83,735	90.0	86,467	92.9
Class of 2004	98,337	77,094	78.4	11,386	11.6	3,701	3.8	6,156	6.3	88,480	90.0	92,181	93.7

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

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Table 21 (continued)
Longitudinal Completion Rates, Grades 9-12, by Student Group, Texas Public Schools, Classes of 1996 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2005	100,781	77,985	77.4	12,377	12.3	3,452	3.4	6,967	6.9	90,362	89.7	93,814	93.1
Class of 2006	109,414	78,476	71.7	14,397	13.2	2,173	2.0	14,368	13.1	92,873	84.9	95,046	86.9
Native American													
Class of 1996	506	360	71.1	36	7.1	41	8.1	69	13.6	396	78.3	437	86.4
Class of 1997	500	374	74.8	42	8.4	35	7.0	49	9.8	416	83.2	451	90.2
Class of 1998	755	432	57.2	222	29.4	30	4.0	71	9.4	654	86.6	684	90.6
Class of 1999	724	589	81.4	49	6.8	38	5.2	48	6.6	638	88.1	676	93.4
Class of 2000	605	477	78.8	42	6.9	38	6.3	48	7.9	519	85.8	557	92.1
Class of 2001	681	520	76.4	53	7.8	51	7.5	57	8.4	573	84.1	624	91.6
Class of 2002	650	550	84.6	43	6.6	34	5.2	23	3.5	593	91.2	627	96.5
Class of 2003	746	632	84.7	46	6.2	34	4.6	34	4.6	678	90.9	712	95.4
Class of 2004	832	701	84.3	49	5.9	51	6.1	31	3.7	750	90.1	801	96.3
Class of 2005	871	734	84.3	49	5.6	45	5.2	43	4.9	783	89.9	828	95.1
Class of 2006	924	775	83.9	57	6.2	37	4.0	55	6.0	832	90.0	869	94.0
White													
Class of 1996	108,807	90,275	83.0	4,020	3.7	7,093	6.5	7,419	6.8	94,295	86.7	101,388	93.2
Class of 1997	112,078	94,258	84.1	4,030	3.6	7,128	6.4	6,662	5.9	98,288	87.7	105,416	94.1
Class of 1998	115,797	98,738	85.3	5,071	4.4	5,633	4.9	6,355	5.5	103,809	89.6	109,442	94.5
Class of 1999	119,590	103,141	86.2	5,080	4.2	5,556	4.6	5,813	4.9	108,221	90.5	113,777	95.1
Class of 2000	121,267	105,158	86.7	4,407	3.6	6,806	5.6	4,896	4.0	109,565	90.4	116,371	96.0
Class of 2001	121,838	105,805	86.8	4,790	3.9	7,024	5.8	4,219	3.5	110,595	90.8	117,619	96.5
Class of 2002	122,739	108,270	88.2	4,881	4.0	6,244	5.1	3,344	2.7	113,151	92.2	119,395	97.3
Class of 2003	125,262	112,460	89.8	4,870	3.9	5,115	4.1	2,817	2.2	117,330	93.7	122,445	97.8
Class of 2004	125,848	112,495	89.4	4,605	3.7	6,416	5.1	2,332	1.9	117,100	93.0	123,516	98.1
Class of 2005	122,994	110,029	89.5	4,766	3.9	5,783	4.7	2,416	2.0	114,795	93.3	120,578	98.0
Class of 2006	123,046	109,550	89.0	5,165	4.2	3,484	2.8	4,847	3.9	114,715	93.2	118,199	96.1
Economically disadvantaged													
Class of 1996	55,302	35,463	64.1	5,978	10.8	3,351	6.1	10,510	19.0	41,441	74.9	44,792	81.0
Class of 1997	58,481	39,801	68.1	6,219	10.6	3,459	5.9	9,002	15.4	46,020	78.7	49,479	84.6
Class of 1998	63,372	44,723	70.6	7,441	11.7	2,491	3.9	8,717	13.8	52,164	82.3	54,655	86.2
Class of 1999	67,639	48,204	71.3	7,991	11.8	2,562	3.8	8,882	13.1	56,195	83.1	58,757	86.9
Class of 2000	71,486	51,896	72.6	7,988	11.2	3,345	4.7	8,257	11.6	59,884	83.8	63,229	88.4
Class of 2001	74,246	54,352	73.2	9,125	12.3	3,450	4.6	7,319	9.9	63,477	85.5	66,927	90.1
Class of 2002	78,567	59,564	75.8	9,857	12.5	3,073	3.9	6,073	7.7	69,421	88.4	72,494	92.3

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

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Table 21 (continued)
Longitudinal Completion Rates, Grades 9-12, by Student Group, Texas Public Schools, Classes of 1996 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2003	85,880	66,843	77.8	10,638	12.4	2,719	3.2	5,680	6.6	77,481	90.2	80,200	93.4
Class of 2004	93,528	73,556	78.6	10,573	11.3	3,888	4.2	5,511	5.9	84,129	90.0	88,017	94.1
Class of 2005	99,637	77,131	77.4	11,955	12.0	3,902	3.9	6,649	6.7	89,086	89.4	92,988	93.3
Class of 2006	109,204	78,611	72.0	12,960	11.9	2,624	2.4	15,009	13.7	91,571	83.9	94,195	86.3
Female													
Class of 1996	103,835	81,641	78.6	5,878	5.7	5,394	5.2	10,922	10.5	87,519	84.3	92,913	89.5
Class of 1997	108,034	86,884	80.4	6,152	5.7	5,270	4.9	9,728	9.0	93,036	86.1	98,306	91.0
Class of 1998	113,056	92,933	82.2	7,156	6.3	3,871	3.4	9,096	8.0	100,089	88.5	103,960	92.0
Class of 1999	118,170	98,058	83.0	7,170	6.1	3,670	3.1	9,272	7.8	105,228	89.0	108,898	92.2
Class of 2000	121,614	102,455	84.2	6,938	5.7	4,268	3.5	7,953	6.5	109,393	90.0	113,661	93.5
Class of 2001	123,452	104,608	84.7	7,416	6.0	4,394	3.6	7,034	5.7	112,024	90.7	116,418	94.3
Class of 2002	126,336	109,215	86.4	7,603	6.0	3,810	3.0	5,708	4.5	116,818	92.5	120,628	95.5
Class of 2003	130,964	114,795	87.7	7,742	5.9	3,022	2.3	5,405	4.1	122,537	93.6	125,559	95.9
Class of 2004	134,484	118,122	87.8	7,397	5.5	4,330	3.2	4,635	3.4	125,519	93.3	129,849	96.6
Class of 2005	133,707	116,660	87.3	8,049	6.0	3,844	2.9	5,154	3.9	124,709	93.3	128,553	96.1
Class of 2006	139,674	115,672	82.8	10,142	7.3	2,270	1.6	11,590	8.3	125,814	90.1	128,084	91.7
Male													
Class of 1996	108,688	76,785	70.6	9,452	8.7	7,665	7.1	14,786	13.6	86,237	79.3	93,902	86.4
Class of 1997	110,259	81,420	73.8	9,496	8.6	7,493	6.8	11,850	10.7	90,916	82.5	98,409	89.3
Class of 1998	114,993	86,446	75.2	11,589	10.1	5,828	5.1	11,130	9.7	98,035	85.3	103,863	90.3
Class of 1999	120,110	91,383	76.1	11,914	9.9	5,854	4.9	10,959	9.1	103,297	86.0	109,151	90.9
Class of 2000	123,163	95,124	77.2	10,883	8.8	7,380	6.0	9,776	7.9	106,007	86.1	113,387	92.1
Class of 2001	125,709	97,444	77.5	12,164	9.7	7,584	6.0	8,517	6.8	109,608	87.2	117,192	93.2
Class of 2002	127,704	101,166	79.2	12,812	10.0	6,715	5.3	7,011	5.5	113,978	89.3	120,693	94.5
Class of 2003	132,607	107,226	80.9	13,190	9.9	5,727	4.3	6,464	4.9	120,416	90.8	126,143	95.1
Class of 2004	136,427	111,011	81.4	12,429	9.1	7,115	5.2	5,872	4.3	123,440	90.5	130,555	95.7
Class of 2005	137,511	111,095	80.8	13,385	9.7	6,535	4.8	6,496	4.7	124,480	90.5	131,015	95.3
Class of 2006	144,024	112,303	78.0	14,150	9.8	4,186	2.9	13,385	9.3	126,453	87.8	130,639	90.7
State													
Class of 1996 ^d	212,523	158,426	74.5	15,330	7.2	13,059	6.1	25,708	12.1	173,756	81.8	186,815	87.9
Class of 1997	218,293	168,304	77.1	15,648	7.2	12,763	5.8	21,578	9.9	183,952	84.3	196,715	90.1
Class of 1998	228,049	179,379	78.7	18,745	8.2	9,699	4.3	20,226	8.9	198,124	86.9	207,823	91.1
Class of 1999	238,280	189,441	79.5	19,084	8.0	9,524	4.0	20,231	8.5	208,525	87.5	218,049	91.5
Class of 2000	244,777	197,579	80.7	17,821	7.3	11,648	4.8	17,729	7.2	215,400	88.0	227,048	92.8

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

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Table 21 (continued)
Longitudinal Completion Rates, Grades 9-12, by Student Group, Texas Public Schools, Classes of 1996 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2001	249,161	202,052	81.1	19,580	7.9	11,978	4.8	15,551	6.2	221,632	89.0	233,610	93.8
Class of 2002	254,040	210,381	82.8	20,415	8.0	10,525	4.1	12,719	5.0	230,796	90.9	241,321	95.0
Class of 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5	242,953	92.2	251,702	95.5
Class of 2004	270,911	229,133	84.6	19,826	7.3	11,445	4.2	10,507	3.9	248,959	91.9	260,404	96.1
Class of 2005	271,218	227,755	84.0	21,434	7.9	10,379	3.8	11,650	4.3	249,189	91.9	259,568	95.7
Class of 2006	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8	252,267	88.9	258,723	91.2

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in class for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

of students receiving GED certificates (4.0%). Females had a higher graduation rate (82.8%) than males (78.0%) and lower rates of continuation, GED certification, and dropping out.

Asian/Pacific Islanders and Whites had the highest graduation rates, whether Grade 9 or Grade 7 cohorts were tracked (Table 21 on page 54 and Table 24 on page 61). After economically disadvantaged students, who had the highest dropout rates in both the Grade 9 and Grade 7 cohorts, African American students had the next highest dropout rate based on the Grade 9 cohort (13.3%). African American and Hispanic students had the same rates based on the Grade 7 cohort (13.5%).

Rates by student characteristic and program participation. Table 22 on page 58 presents completion rates for the class of 2006 Grade 9 cohort by special program participation (bilingual/English as a second language, career and technical education, gifted/talented, special education, Title I) and other student characteristics (at-risk, immigrant, limited English proficiency, migrant).

Students completing high school in more than four years. Many students took longer than four years to finish their high school education. For example, students in the class of 2003 who began ninth grade for the first time in 1999-00 or who later joined the cohort were tracked through the fall semester following their anticipated graduation date of spring 2003. At that time, 84.2 percent of the class of 2003 had graduated, 7.9 percent were still in high school, 3.3 percent had received GED certificates, and 4.5 percent had dropped out (Table 23 on page 58). In 2006, three years after anticipated graduation and seven years after the students began Grade 9 in 1999-00, more students in the cohort had graduated (90.0%) or received GED certificates (4.7%). Because some of those who were continuing high school in 2003 had left the Texas public school system and not graduated, received GED certificates, or dropped out by 2006, the total number of students with final statuses decreased from 263,571 in 2003 to 261,596 in 2006.

Table 22
Longitudinal Completion Rates, Grades 9-12, by Student Characteristic and Program Participation, Texas Public Schools, Class of 2006

Group	Class	Graduated		Continued		Received GED ^a		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
At-risk	145,484	98,077	67.4	21,270	14.6	4,833	3.3	21,304	14.6
Bilingual or English as a second language	11,040	4,615	41.8	2,785	25.2	86	0.8	3,554	32.2
Career and technical education (CTE) ^b	138,647	120,631	87.0	7,382	5.3	1,938	1.4	8,696	6.3
Gifted and talented	28,121	27,668	98.4	152	0.5	115	0.4	186	0.7
Immigrant	3,165	1,712	54.1	430	13.6	23	0.7	1,000	31.6
Limited English proficient	14,478	7,028	48.5	3,312	22.9	102	0.7	4,036	27.9
Migrant	3,475	2,322	66.8	398	11.5	63	1.8	692	19.9
Special education	34,176	24,851	72.7	5,131	15.0	572	1.7	3,622	10.6
Title I	112,702	83,065	73.7	13,300	11.8	2,305	2.0	14,032	12.5
State	283,698	227,975	80.4	24,292	8.6	6,456	2.3	24,975	8.8

Note. Parts may not add to 100 percent because of rounding. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

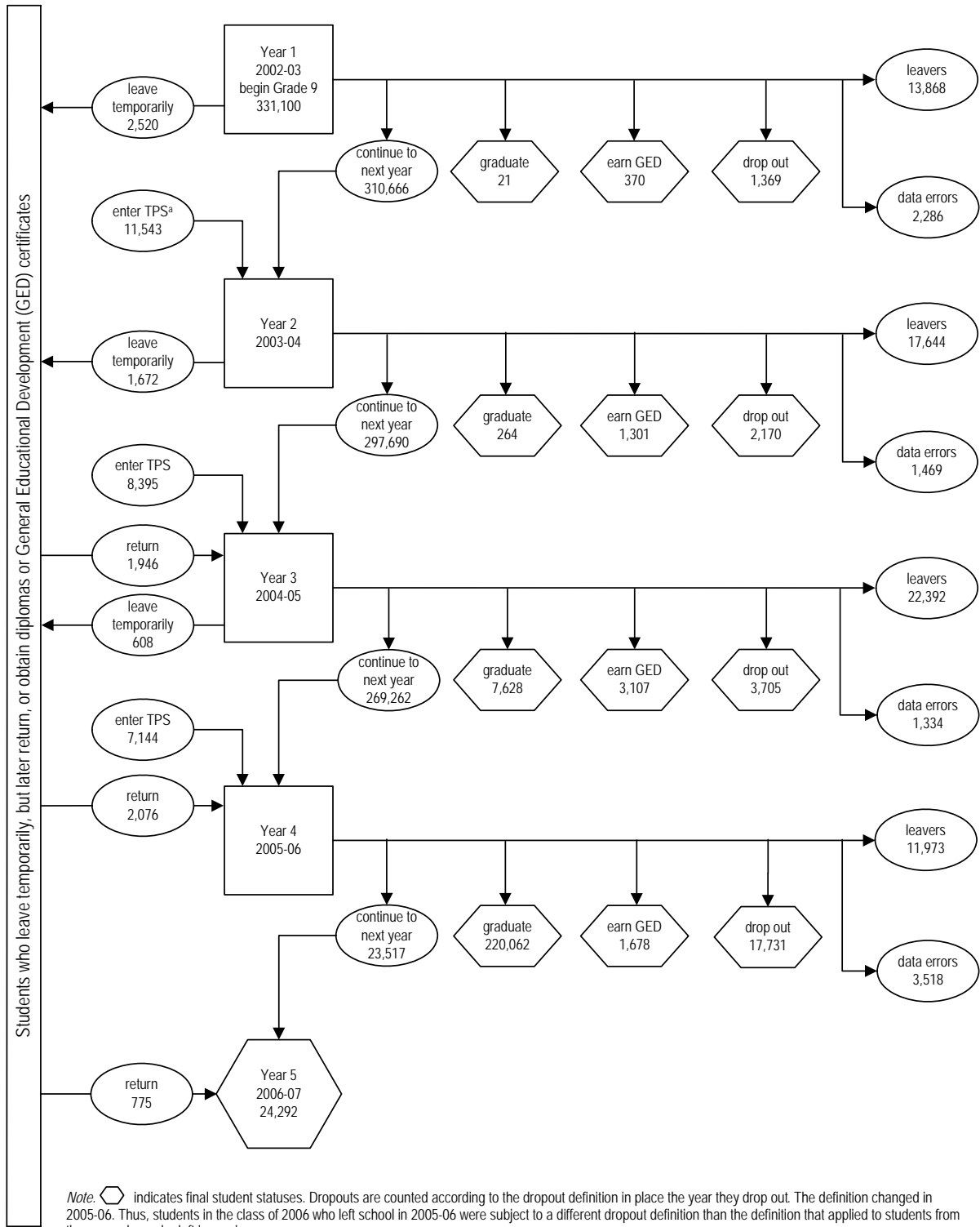
^aGeneral Educational Development certificate. ^bStudents participating in a CTE program, excluding those enrolled in a CTE course only.

Table 23
Longitudinal Completion Rates, Grades 9-12, Texas Public Schools, Class of 2003, Fall 2003 and Fall 2006

Status Date	Class ^b	Graduated		Continued		Received GED ^a		Dropped out	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Fall 2003	263,571	222,021	84.2	20,932	7.9	8,749	3.3	11,869	4.5
Fall 2006	261,596	235,452	90.0	369	0.1	12,183	4.7	13,592	5.2

^aGeneral Educational Development certificate. ^bBecause some of those who were continuing high school in 2003 had left and not graduated, received GED certificates, or dropped out by 2006, the total number of students with final statuses decreased from 263,571 in 2003 to 261,596 in 2006.

Figure 3
Synopsis of Student Progress Through High School, Class of 2006



Grade 7 Completion Rate

Patterns for the Grade 7 cohorts for the classes of 2005 and 2006 (Table 24) were similar to those for the Grade 9 cohorts. The graduation and GED certification rates decreased, and the continuation and dropout rates increased. The longitudinal dropout rate for the class of 2006 Grade 7 cohort increased to 9.1 percent from 4.6 percent for the class of 2005.

Table 24
Longitudinal Completion Rates, Grades 7-12, by Student Group, Texas Public Schools, Classes of 1998 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
African American													
Class of 1998	31,047	22,255	71.7	3,990	12.9	996	3.2	3,806	12.3	26,245	84.5	27,241	87.7
Class of 1999	31,651	23,178	73.2	3,812	12.0	966	3.1	3,695	11.7	26,990	85.3	27,956	88.3
Class of 2000	32,536	24,504	75.3	3,589	11.0	1,088	3.3	3,355	10.3	28,093	86.3	29,181	89.7
Class of 2001	33,941	25,814	76.1	3,989	11.8	1,055	3.1	3,083	9.1	29,803	87.8	30,858	90.9
Class of 2002	35,047	27,367	78.1	4,305	12.3	862	2.5	2,513	7.2	31,672	90.4	32,534	92.8
Class of 2003	36,569	29,027	79.4	4,390	12.0	740	2.0	2,412	6.6	33,417	91.4	34,157	93.4
Class of 2004	37,509	30,414	81.1	3,986	10.6	1,163	3.1	1,946	5.2	34,400	91.7	35,563	94.8
Class of 2005	38,119	30,530	80.1	4,368	11.5	1,033	2.7	2,188	5.7	34,898	91.6	35,931	94.3
Class of 2006	41,133	30,074	73.1	4,823	11.7	693	1.7	5,543	13.5	34,897	84.8	35,590	86.5
Asian/Pacific Islander													
Class of 1998	6,599	5,598	84.8	585	8.9	120	1.8	296	4.5	6,183	93.7	6,303	95.5
Class of 1999	7,027	6,105	86.9	448	6.4	151	2.1	323	4.6	6,553	93.3	6,704	95.4
Class of 2000	7,248	6,376	88.0	414	5.7	173	2.4	285	3.9	6,790	93.7	6,963	96.1
Class of 2001	7,680	6,868	89.4	402	5.2	143	1.9	267	3.5	7,270	94.7	7,413	96.5
Class of 2002	8,101	7,310	90.2	412	5.1	145	1.8	234	2.9	7,722	95.3	7,867	97.1
Class of 2003	8,448	7,682	90.9	464	5.5	122	1.4	180	2.1	8,146	96.4	8,268	97.9
Class of 2004	8,668	7,968	91.9	395	4.6	139	1.6	166	1.9	8,363	96.5	8,502	98.1
Class of 2005	8,829	8,119	92.0	433	4.9	104	1.2	173	2.0	8,552	96.9	8,656	98.0
Class of 2006	9,604	8,781	91.4	437	4.6	68	0.7	318	3.3	9,218	96.0	9,286	96.7
Hispanic													
Class of 1998	76,792	51,622	67.2	10,756	14.0	2,892	3.8	11,522	15.0	62,378	81.2	65,270	85.0
Class of 1999	81,425	55,632	68.3	11,371	14.0	2,788	3.4	11,634	14.3	67,003	82.3	69,791	85.7
Class of 2000	84,058	59,793	71.1	10,722	12.8	3,368	4.0	10,175	12.1	70,515	83.9	73,883	87.9
Class of 2001	86,739	62,189	71.7	11,803	13.6	3,594	4.1	9,153	10.6	73,992	85.3	77,586	89.4
Class of 2002	89,433	66,078	73.9	12,370	13.8	3,202	3.6	7,783	8.7	78,448	87.7	81,650	91.3
Class of 2003	94,482	71,307	75.5	13,146	13.9	2,648	2.8	7,381	7.8	84,453	89.4	87,101	92.2
Class of 2004	99,759	76,414	76.6	12,773	12.8	3,772	3.8	6,800	6.8	89,187	89.4	92,959	93.2
Class of 2005	101,912	77,110	75.7	13,758	13.5	3,461	3.4	7,583	7.4	90,868	89.2	94,329	92.6
Class of 2006	110,357	77,731	70.4	15,619	14.2	2,135	1.9	14,872	13.5	93,350	84.6	95,485	86.5
Native American													
Class of 1998	765	427	55.8	238	31.1	29	3.8	71	9.3	665	86.9	694	90.7
Class of 1999	733	581	79.3	59	8.0	32	4.4	61	8.3	640	87.3	672	91.7
Class of 2000	617	470	76.2	48	7.8	39	6.3	60	9.7	518	84.0	557	90.3
Class of 2001	692	522	75.4	63	9.1	52	7.5	55	7.9	585	84.5	637	92.1
Class of 2002	654	540	82.6	46	7.0	34	5.2	34	5.2	586	89.6	620	94.8

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in cohort for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

continues

Table 24 (continued)
Longitudinal Completion Rates, Grades 7-12, by Student Group, Texas Public Schools, Classes of 1998 Through 2006

Class year	Class	Graduated		Continued		Received GED ^a		Dropped out		Completion I ^b		Completion II ^c	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Class of 2003	754	633	84.0	54	7.2	32	4.2	35	4.6	687	91.1	719	95.4
Class of 2004	840	688	81.9	57	6.8	54	6.4	41	4.9	745	88.7	799	95.1
Class of 2005	887	729	82.2	53	6.0	52	5.9	53	6.0	782	88.2	834	94.0
Class of 2006	932	770	82.6	63	6.8	37	4.0	62	6.7	833	89.4	870	93.3
White													
Class of 1998	116,579	98,155	84.2	5,989	5.1	5,581	4.8	6,854	5.9	104,144	89.3	109,725	94.1
Class of 1999	120,029	102,589	85.5	5,853	4.9	5,521	4.6	6,066	5.1	108,442	90.3	113,963	94.9
Class of 2000	121,460	104,447	86.0	5,107	4.2	6,777	5.6	5,129	4.2	109,554	90.2	116,331	95.8
Class of 2001	122,356	105,323	86.1	5,540	4.5	6,964	5.7	4,529	3.7	110,863	90.6	117,827	96.3
Class of 2002	123,528	107,894	87.3	5,730	4.6	6,197	5.0	3,707	3.0	113,624	92.0	119,821	97.0
Class of 2003	125,835	111,884	88.9	5,905	4.7	5,010	4.0	3,036	2.4	117,789	93.6	122,799	97.6
Class of 2004	126,401	111,777	88.4	5,524	4.4	6,560	5.2	2,540	2.0	117,301	92.8	123,861	98.0
Class of 2005	123,554	109,328	88.5	5,770	4.7	5,897	4.8	2,559	2.1	115,098	93.2	120,995	97.9
Class of 2006	123,420	108,784	88.1	6,095	4.9	3,452	2.8	5,089	4.1	114,879	93.1	118,331	95.9
Economically disadvantaged													
Class of 1998	66,078	44,319	67.1	8,613	13.0	2,578	3.9	10,568	16.0	52,932	80.1	55,510	84.0
Class of 1999	69,848	47,745	68.4	9,120	13.1	2,648	3.8	10,335	14.8	56,865	81.4	59,513	85.2
Class of 2000	72,768	51,078	70.2	8,889	12.2	3,363	4.6	9,438	13.0	59,967	82.4	63,330	87.0
Class of 2001	76,000	53,860	70.9	10,119	13.3	3,514	4.6	8,507	11.2	63,979	84.2	67,493	88.8
Class of 2002	80,607	59,023	73.2	11,076	13.7	3,172	3.9	7,336	9.1	70,099	87.0	73,271	90.9
Class of 2003	87,757	66,230	75.5	12,098	13.8	2,737	3.1	6,692	7.6	78,328	89.3	81,065	92.4
Class of 2004	95,395	72,784	76.3	12,104	12.7	4,211	4.4	6,296	6.6	84,888	89.0	89,099	93.4
Class of 2005	101,233	76,214	75.3	13,505	13.3	4,129	4.1	7,385	7.3	89,719	88.6	93,848	92.7
Class of 2006	110,648	77,763	70.3	14,427	13.0	2,691	2.4	15,767	14.2	92,190	83.3	94,881	85.8
State													
Class of 1998 ^d	231,976	178,057	76.8	21,558	9.3	9,623	4.1	22,738	9.8	199,615	86.0	209,238	90.2
Class of 1999	240,865	188,085	78.1	21,543	8.9	9,458	3.9	21,779	9.0	209,628	87.0	219,086	91.0
Class of 2000	245,919	195,590	79.5	19,880	8.1	11,445	4.7	19,004	7.7	215,470	87.6	226,915	92.3
Class of 2001	251,408	200,716	79.8	21,797	8.7	11,808	4.7	17,087	6.8	222,513	88.5	234,321	93.2
Class of 2002	256,763	209,189	81.5	22,863	8.9	10,440	4.1	14,271	5.6	232,052	90.4	242,492	94.4
Class of 2003	266,088	220,533	82.9	23,959	9.0	8,552	3.2	13,044	4.9	244,492	91.9	253,044	95.1
Class of 2004	273,177	227,261	83.2	22,735	8.3	11,688	4.3	11,493	4.2	249,996	91.5	261,684	95.8
Class of 2005	273,301	225,816	82.6	24,382	8.9	10,547	3.9	12,556	4.6	250,198	91.5	260,745	95.4
Class of 2006	285,446	226,140	79.2	27,037	9.5	6,385	2.2	25,884	9.1	253,177	88.7	259,562	90.9

Note. Parts may not add to 100 percent because of rounding. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bCompletion I consists of students who graduated or continued high school. ^cCompletion II consists of students who graduated, continued high school, or received GEDs. ^dNumbers in cohort for ethnicity will not sum to the state total because some student records lacked information on ethnicity.

Attrition Rates

An attrition rate is the percentage change in enrollment between two grades across years. It provides a simple measure of school leavers when aggregate enrollment numbers are the only data available. For Grades 9-12, the rate is calculated by subtracting Grade 12 enrollment in Texas public schools from Grade 9 enrollment three years earlier, and dividing by the Grade 9 enrollment (Table 25). Grade 7 enrollment five years earlier is used to calculate the Grade 7-12 attrition rate (Table 26).

Table 25
Enrollment and Attrition Rate, Grades 9-12, by Student Group, Texas Public Schools, 2006

Group	Enrollment		Change	Attrition rate (%)
	Grade 9, 2002-03	Grade 12, 2005-06		
African American	55,805	37,143	18,662	33.4
Asian/Pacific Islander	9,961	9,404	557	5.6
Hispanic	156,607	94,076	62,531	39.9
Native American	1,088	826	262	24.1
White	148,935	115,350	33,585	22.6
Economically disadvantaged	172,002	95,746	76,256	44.3
State	372,396	256,799	115,597	31.0

Table 26
Enrollment and Attrition Rate, Grades 7-12, by Student Group, Texas Public Schools, 2006

Group	Enrollment		Change	Attrition rate (%)
	Grade 7, 2000-01	Grade 12, 2005-06		
African American	45,057	37,143	7,914	17.6
Asian/Pacific Islander	8,202	9,404	-1,202	-14.7
Hispanic	120,693	94,076	26,617	22.1
Native American	902	826	76	8.4
White	135,977	115,350	20,627	15.2
Economically disadvantaged	149,405	95,746	53,659	35.9
State	310,831	256,799	54,032	17.4

The attrition rate does not take into account any of the reasons beginning and ending enrollments differ. There is no way to distinguish a decrease in enrollment that results from students dropping out from a decrease that results from students being retained, moving to other schools, or graduating early. The rates were not adjusted for growth in student enrollment over the time period covered.

Data Quality Measures

Underreported Students

Since 1997-98, districts have been required to account for all students in Grades 7-12 the previous year. In 2004-05, there were only 3,449 underreported student records. This was a substantial decrease from the 67,281 underreported student records in 1997-98. On a percentage basis, students in Grades 7-12 who had not been accounted for the next fall decreased from 3.6 percent in 1997-98 to 0.2 percent in 2004-05.

In fall 2006, following major changes in leaver reporting in 2005-06, the percentage of students in Grades 7-12 who were not accounted for rose to 0.8 percent. African American students made up a larger percentage of underreported students (28.3%) than of students who were accounted for (15.3%) (Table 27).

Table 27
Reported and Underreported Students in Grades 7-12, by Ethnicity, Texas Public Schools, 2005-06

Group	Students accounted for ^a		Underreported students	
	Number	Percent	Number	Percent
African American	307,301	15.3	4,503	28.3
Asian/Pacific Islander	63,423	3.2	394	2.5
Hispanic	833,287	41.5	6,491	40.9
Native American	6,950	0.4	67	0.4
White	795,195	39.6	4,432	27.9
State	2,006,156	100	15,887	100

Note. Parts may not add to 100 percent because of rounding.

^aStudents enrolled in Grades 7-12 in 2005-06 who were accounted for by districts or the Texas Education Agency the following fall.

Student Identification Errors

The Person Identification Database (PID) links records for a student based on four pieces of identifying information: social security number or alternative identification number, last name, first name, and date of birth. When identifying information for a student does not match across records, errors can occur. The overall PID error rate for the state has declined since student enrollment data were first collected in 1990-91. The percentage of 2005-06 leaver records that contained PID errors was 0.3 percent (Table 28).

Data Quality in the Longitudinal Rates

The longitudinal high school completion rate requires tracking a cohort of students over a number of years, from the time they enter Grade 7 or Grade 9 until the fall following their anticipated

Table 28
Student Identification Errors on Leaver
Records, Texas Public Schools, 1997-98
Through 2005-06

School year	Leaver records	Records with identification errors	
		Number	Percent
1997-98	275,263	17,031	6.2
1998-99	304,365	14,022	4.6
1999-00	305,485	11,808	3.9
2000-01	306,358	7,650	2.5
2001-02	311,824	5,789	1.9
2002-03	311,763	4,670	1.5
2003-04	322,057	3,842	1.2
2004-05	336,297	2,920	0.9
2005-06	153,246	404	0.3

graduation date. Using information submitted through PEIMS and other data files, most students are assigned one of four final statuses by the fall after anticipated graduation: graduated, continued high school, received a GED certificate, or dropped out.

Two groups of students from the cohort are not assigned final statuses: students who cannot be tracked from year to year because districts submitted their records to the Texas Education Agency with identification errors; and students for whom districts did not submit final status records, who are considered underreported. For the class of 2006 Grade 9 cohort, 3,315 students could not be tracked because of identification errors (Table 29). There were 5,292 students for whom final status records were not submitted.

Table 29
Longitudinal Completion Cohort, Grades 9-12, Texas Public Schools, Classes of 2001 Through 2006

Cohort ending year	Completion status				Leavers ^b	Data errors		
	Graduated	Continued	Received GED ^a	Dropped out		Student identification errors	Underreported students	Cohort
2001	202,052	19,580	11,978	15,551	63,656	16,129	15,169	344,115
2002	210,381	20,415	10,525	12,719	64,648	18,432	10,992	348,112
2003	222,021	20,932	8,749	11,869	64,162	13,199	10,991	351,923
2004	229,133	19,826	11,445	10,507	60,527	7,563	9,038	348,039
2005	227,755	21,434	10,379	11,650	65,511	4,128	8,527	349,384
2006	227,975	24,292	6,456	24,975	65,877	3,315	5,292	358,182

Note. Dropouts are counted according to the dropout definition in place the year they drop out. The definition changed in 2005-06. Thus, students in the class of 2006 who left school in 2005-06 were subject to a different dropout definition than the definition that applied to students from the same class who left in previous years.

^aGeneral Educational Development certificate. ^bLeavers are students who left the Texas public school system. For more information on leavers, see Table B-1 in Appendix B.

Applications

State Accountability System

Texas and Other States

State Accountability System

In 1984, when education reform in Texas began to focus on accountability for student performance, the Texas Education Agency (TEA) collected a wide variety of school district information using some 200 separate paper forms. The data provided educators, policymakers, and the public with a broad sense of the direction of public education in the state. Nevertheless, because data collection and reporting procedures were not standardized, there were inconsistencies across districts in definitions, calculations, and reports. This limited the usefulness of the student data for detailed evaluation of campus and district performance trends.

With the passage of House Bill (HB) 72 in the summer of 1984, it became necessary to develop a comprehensive, coordinated database of public education information. The system had to allow student performance and progress to be measured accurately, evaluated fairly, and reported publicly in a timely manner. After two years of development, the State Board of Education (SBOE) in 1986 approved implementation of the Public Education Information Management System (PEIMS).

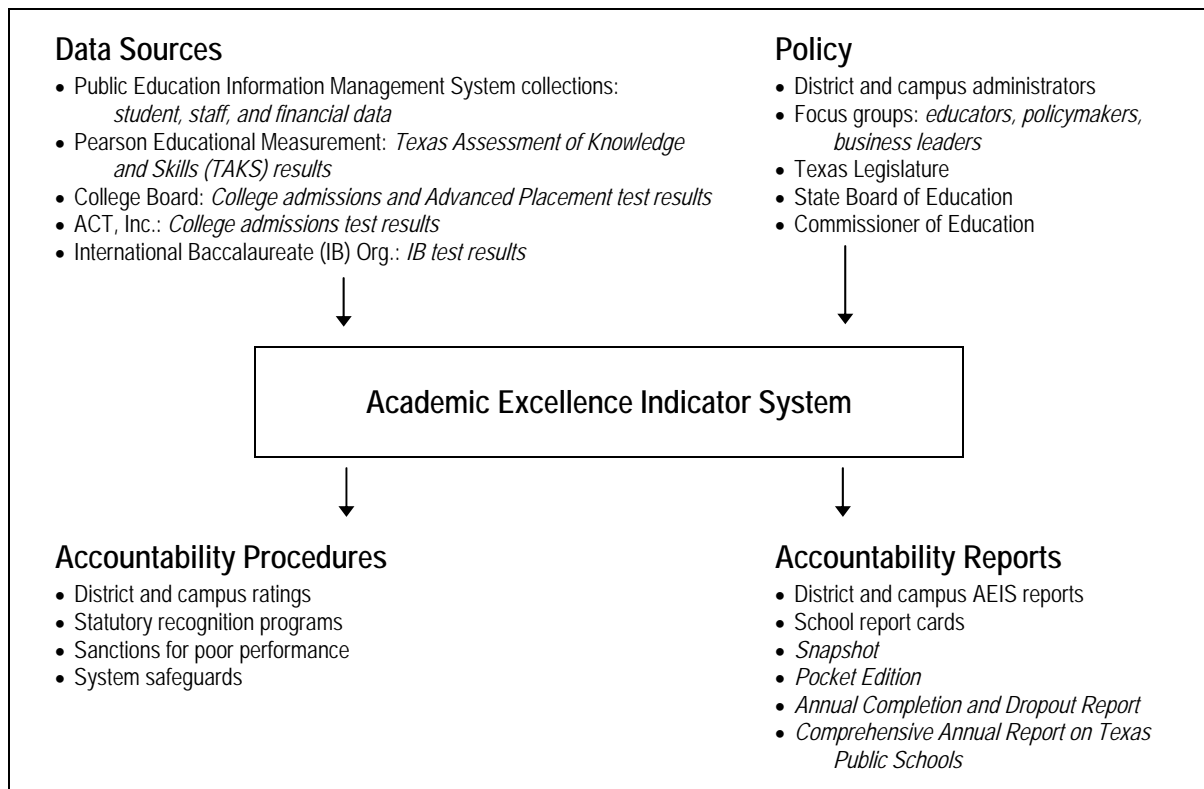
In the first PEIMS data collection in fall of 1987, districts reported organizational, financial, and staff information. The following year, dropout records became the first individual student data records submitted through PEIMS. A Person Identification Database (PID) system was implemented shortly thereafter, enabling records for an individual to be linked from one district to another, and from one time period to another, by matching identification information. With student-level data and a system for linking student records, TEA could aggregate data at the campus-, district-, and state-levels. Currently, districts submit data through PEIMS four times per school year. Each of the data collections has submission and resubmission deadlines.

In 1989, the Texas Legislature required the SBOE to adopt a set of student performance indicators that would serve as the basis for school district accreditation (Texas Education Code [TEC] §21.7531, 1990). The Academic Excellence Indicator System (AEIS), established a year later, uses data collected from districts through PEIMS or provided by test contractors each school year. Published beginning with the 1990-91 school year, AEIS reports include performance indicators designed to measure the educational progress of campuses and districts.

With adoption of TEC Chapter 35 in 1993, the legislature directed that AEIS data form the foundation of a performance-based accountability system for rating school districts and campuses, as well as for reporting performance results to the public (Figure 4). These AEIS data are the primary sources for accountability evaluations and reports. For a detailed description of components of the AEIS, see the *2007 Accountability Manual* (TEA, 2007).

Since 1994, the accountability system has distinguished among three types of performance indicators: base, which are measured against standards and used to rate campuses and districts; additional; and report-only. From 1994 to 2000, there were three base indicators: the attendance rate for Grades 1-12, the annual dropout rate for Grades 7-12, and performance on the Texas Assessment of Academic Skills (TAAS). Starting with the 2001 ratings cycle, the attendance rate was changed

Figure 4
Overview of Academic Excellence Indicator System (AEIS)



from a base to an additional indicator. Annual dropout rates and TAAS performance were used to determine district and campus ratings for 2001 and 2002.

In 2003, the more rigorous Texas Assessment of Knowledge and Skills (TAKS) replaced the TAAS. To allow schools and students time to adjust to the new standards, no campus and district ratings were issued that year. A new accountability system was implemented in 2004. Ratings are now based on four indicators: performance on TAKS; performance on the State-Developed Alternative Assessment II (SDAA II), given to students for whom the TAKS is not an appropriate measure of academic progress; annual dropout rates for Grades 7-8; and Grade 9 longitudinal completion rates, which reflect the percentage of beginning ninth-grade students who complete high school by the cohort's anticipated graduation date four years later. TAKS results, annual dropout rates, and longitudinal completion rates are evaluated for individual student groups (African American, Hispanic, White, and economically disadvantaged), as well as for all students. SDAA II results are evaluated for all students only.

Additional performance indicators such as college admissions testing results, participation in the SBOE's recommended high school program, and attendance rates are measured against standards but do not affect accountability ratings. Instead, districts and campuses may receive acknowledgment through the Gold Performance Acknowledgment system for high levels of performance on these indicators. Report-only indicators, such as the progress of students who failed TAKS the previous

year, are included in AEIS reports, but state standards for these indicators have not been established. The AEIS reports also include school district profile data, such as the percentage of students identified as at risk and information on teacher education and years of teaching experience, that provide a context for interpreting the performance data.

Ratings are issued under either standard accountability procedures or alternative education accountability (AEA) procedures, which apply to campuses and districts dedicated to serving students at risk of dropping out of school. There are four ratings for districts and campuses under standard accountability procedures: *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. To achieve a rating of *Academically Acceptable* in 2007, a district or campus must meet the following completion and dropout rate standards: (a) a Grade 9 completion rate of at least 75 percent, where completers are students who graduate or continue high school in the fall semester following the cohort's anticipated graduation date; and (b) a Grade 7-8 annual dropout rate of 1.0 percent or less (Table 30).

Table 30
Completion and Annual Dropout Rate Standards Under Standard Accountability Procedures, Texas Public Education Accountability System, 2004 Through 2007

Ratings Year	<i>Exemplary</i>		<i>Recognized</i>		<i>Academically Acceptable</i>	
	Grade 9 completion rate	Grade 7-8 annual dropout rate	Grade 9 completion rate	Grade 7-8 annual dropout rate	Grade 9 completion rate	Grade 7-8 annual dropout rate
2004	≥ 95%	≤ 0.2%	≥ 85%	≤ 0.7%	≥ 75%	≤ 2.0%
2005	≥ 95%	≤ 0.2%	≥ 85%	≤ 0.7%	≥ 75%	≤ 1.0%
2006	≥ 95%	≤ 0.2%	≥ 85%	≤ 0.7%	≥ 75%	≤ 1.0%
2007	≥ 95%	≤ 0.2%	≥ 85%	≤ 0.7%	≥ 75%	≤ 1.0%

Note. For 2004 and 2005 ratings, completion consisted of students who graduated, continued high school, or received General Educational Development certificates. Beginning with 2006 ratings, completion consisted of students who graduated or continued high school.

There are two ratings under AEA procedures: *AEA: Academically Acceptable* and *AEA: Academically Unacceptable*. To achieve a rating of *AEA: Academically Acceptable* in 2007, a district or campus must meet the following completion and dropout rate standards: (a) a Grade 9 completion rate of at least 75 percent, where completers are students who graduate, continue high school in the fall semester following the cohort's anticipated graduation date, or receive General Educational Development (GED) certificates; and (b) a Grade 7-12 annual dropout rate of 10.0 percent or less.

Under standard accountability rating procedures, the percentage of campuses rated *Academically Unacceptable* because of annual dropout rate only or completion rate only increased in 2006. Of the 7,539 campuses rated in 2006 using standard accountability procedures, 267 were *Academically Unacceptable* (Table 31). Of the 267 campuses, 16 (6.0%) had annual dropout rates greater than 1.0 percent, and 15 (5.6%) had completion rates of less than 75 percent. The number of campuses rated *Academically Unacceptable* because of annual dropout rate only increased from 6 in 2005 to 10 in 2006. The number of campuses rated *Academically Unacceptable* because of longitudinal completion rate only increased from 0 in 2005 to 10 in 2006.

Table 31

Campuses Rated *Academically Unacceptable (AU)* Because of Dropout or Completion Rates, by Accountability Procedure, Texas Public Schools, 2004 Through 2006

Ratings year	Dropout rate				Completion rate				All <i>AU</i> campuses	
	Only		Plus at least one other indicator		Only		Plus at least one other indicator			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alternative Education Accountability Procedures										
2004	n/a ^a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2005	8	25.8	3 ^b	9.7	4	12.9	1 ^b	3.2	31	100
2006	12	63.2	2	10.5	0	0.0	0	0.0	19	100
Standard Accountability Procedures										
2004	3	3.2	0	0.0	1	1.1	2	2.1	95	100
2005	6	2.6	7	3.0	0	0.0	2	0.9	233	100
2006	10	3.7	6	2.2	10	3.7	5	1.9	267	100

^aNot available. Alternative education procedures were not used in 2004. ^bOne campus was rated *Academically Unacceptable* because of both the dropout rate and completion rate.

For the 2007 ratings cycle, a school leaver provision has been added to the accountability system. A campus or district rating may not be lowered in 2007 because of performance on any of the following measures, alone or in combination: longitudinal completion rate, annual dropout rate, or leaver data quality. The provision allows districts time to adjust to the new National Center for Education Statistics (NCES) dropout definition and the new data reporting requirements. It also ensures that ratings for districts that enrolled students displaced by Hurricane Katrina in 2005-06 will not be adversely affected. Hurricane Katrina brought large numbers of students to Texas public schools. Subsequently, many of the students moved back to Louisiana and other states. Although information is available for some of the students, information for many others is missing. As a result, dropout rates in some districts may not reflect the actual statuses of students. The School Leaver Provision will not apply in 2008 under standard accountability procedures.

Texas and Other States

Event Dropout Rates

NCES released the 2002-03 and 2003-04 Grade 9-12 dropout rates in May 2007 (NCES, 2007a). For 2003-04, the rates ranged from 1.8 percent in Connecticut and New Jersey to 7.9 percent in Louisiana (Table 32). Texas, at 3.6 percent, ranked 25th out of 48 states.

Averaged Freshman Graduation Rate

NCES released the 2004-05 averaged freshman graduation rates in June 2007 (NCES, 2007b). For 2004-05, the rates ranged from 87.8 percent in Nebraska to 55.8 percent in Nevada (Table 33 on page 74). Texas, at 74.0 percent, ranked 35th out of 50 states and the District of Columbia.

Table 32
National Center for Education Statistics (NCES) Event Dropout Rates, Grades 9-12, by State,
2001-02 Through 2003-04

State	2001-02		2002-03		2003-04		State	2001-02		2002-03		2003-04	
	Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank		Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank
Connecticut	2.6	6	2.1	4	1.8	1	Massachusetts	-	-	3.3	16	3.7	26
New Jersey ^a	2.5	5	1.8	1	1.8	1	New Hampshire	4.0	26	3.8	29	3.8	27
North Dakota	2.0	2	2.2	5	2.0	3	Utah	3.7	15	3.9	31	3.8	27
Iowa	2.4	4	1.9	2	2.1	4	Oklahoma	4.4	31	4.0	33	3.9	29
Kansas	3.1	10	2.4	7	2.2	5	Maryland ^a	3.9	22	3.6	24	4.1	30
Indiana	2.3	3	2.2	5	2.5	6	South Dakota	2.8	7	3.3	16	4.2	31
Maine	2.8	7	2.8	8	2.7	7	West Virginia	3.7	15	3.7	27	4.3	32
Nebraska	4.2	29	3.1	11	2.8	8	Michigan	-	-	4.5	36	4.6	33
Vermont ^a	4.0	26	3.5	21	2.8	8	Wyoming	5.8	37	4.5	36	4.6	33
Virginia	2.9	9	3.0	9	2.8	8	Arkansas	5.3	35	4.6	38	4.7	35
Mississippi	3.9	22	3.7	27	2.9	11	Hawaii	5.1	33	4.7	39	4.8	36
Pennsylvania	3.3	12	3.2	12	2.9	11	New Mexico	5.2	34	4.7	39	5.2	37
Idaho	3.9	22	3.9	31	3.1	13	North Carolina	5.7	36	5.2	41	5.2	37
Minnesota	3.8	19	3.8	29	3.2	14	Illinois ^a	6.4	39	5.7	44	5.3	39
Alabama ^a	3.7	15	3.5	21	3.3	15	Colorado	-	-	3.5	21	5.4	40
California	-	-	3.2	12	3.3	15	Georgia	6.5	41	5.8	45	5.4	40
Kentucky	4.0	26	3.3	16	3.3	15	New York ^a	7.1	43	5.5	42	5.6	42
Missouri	3.6	14	3.3	16	3.3	15	Nevada	6.4	39	6.1	46	6.0	43
Ohio	3.1	10	3.0	9	3.3	15	Delaware	6.2	38	5.5	42	6.1	44
Tennessee ^a	3.8	19	3.2	12	3.3	15	Washington	7.1	43	6.2	47	6.5	45
Florida ^a	3.7	15	3.4	20	3.4	21	Arizona ^a	10.5	46	8.5	50	6.7	46
Montana	3.9	22	3.6	24	3.4	21	Alaska	8.1	45	7.6	49	7.0	47
Rhode Island	4.3	30	4.0	33	3.4	21	Louisiana	7.0	42	7.5	48	7.9	48
South Carolina	3.3	12	3.2	12	3.4	21	Oregon	4.9	32	4.4	35	-	-
Texas	3.8	19	3.6	24	3.6	25	Wisconsin	1.9	1	2.0	3	-	-
							U.S.	-^b	3.9	3.9			

Source: NCES (2004, 2007a).

Note: A dash (-) indicates data are not available because the state did not report dropouts consistent with the NCES definition.

^aThe state reported on an alternative July through June cycle rather than an October through September cycle. ^bBecause some states did not follow the NCES reporting rules, a national-level event dropout rate could not be calculated.

Table 33

National Center for Education Statistics (NCES) Averaged Freshman Graduation Rates, by State, 2002-03 Through 2004-05

State	2002-03		2003-04		2004-05		State	2002-03		2003-04		2004-05	
	Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank		Rate (%)	Rank	Rate (%)	Rank	Rate (%)	Rank
Nebraska	85.2	5	87.6	1	87.8	1	Oklahoma	76.0	24	77.0	23	76.9	26
Wisconsin	85.8	3	-	-	86.7	2	Colorado	76.4	22	78.7	19	76.7	27
Iowa	85.3	4	85.8	4	86.6	3	Wyoming	73.9	34	76.0	27	76.7	27
Vermont	83.6	7	85.4	5	86.5	4	Kentucky	71.7	38	73.0	33	75.9	29
North Dakota	86.4	2	86.1	3	86.3	5	Arkansas	76.6	21	76.8	25	75.7	30
Minnesota	84.8	6	84.7	6	85.9	6	Hawaii	71.3	39	72.6	35	75.1	31
New Jersey	87.0	1	86.3	2	85.1	7	Washington	74.2	31	74.6	29	75.0	32
Arizona	75.9	25	66.8	42	84.7	8	California	74.1	32	73.9	31	74.6	33
Utah	80.2	14	83.0	8	84.4	9	Oregon	73.7	35	74.2	30	74.2	34
Pennsylvania	81.7	9	82.2	9	82.5	10	Texas	75.5	29	76.7	26	74.0	35
South Dakota	83.0	8	83.7	7	82.3	11	Indiana	75.5	29	73.5	32	73.2	36
Montana	81.0	11	80.4	13	81.5	12	Delaware	73.0	36	72.9	34	73.1	37
Idaho	81.4	10	81.5	10	81.0	13	Michigan	74.0	33	72.5	36	73.0	38
Connecticut	80.9	12	80.7	12	80.9	14	North Carolina	70.1	40	71.4	37	72.6	39
Missouri	78.3	17	80.4	13	80.6	15	District of Columbia	59.6	51	68.2	39	68.8	40
Ohio	79.0	16	81.3	11	80.2	16	Tennessee	63.4	45	66.1	44	68.5	41
New Hampshire	78.2	18	78.7	19	80.1 ^a	17	Alabama	64.7	43	65.0	45	65.9	42
Virginia	80.6	13	79.3	17	79.6	18	New Mexico	63.1	46	67.0	41	65.4	43
Illinois	75.9	25	80.3	15	79.4	19	New York	60.9	48	-	-	65.3	44
Maryland	79.2	15	79.5	16	79.3	20	Florida	66.7	42	66.4	43	64.6	45
Kansas	76.9	20	77.9	21	79.2	21	Alaska	68.0	41	67.2	40	64.1	46
Massachusetts	75.7	27	79.3	17	78.7	22	Louisiana	64.1	44	69.4	38	63.9	47
Maine	76.3	23	77.6	22	78.6	23	Mississippi	62.7	47	62.7	46	63.3	48
Rhode Island	77.7	19	75.9	28	78.4	24	Georgia	60.8	49	61.2	47	61.7	49
West Virginia	75.7	27	76.9	24	77.3	25	South Carolina	59.7	50	60.6	48	60.1	50
							Nevada	72.3	37	57.4	49	55.8	51
							U.S.	73.9		75.0^b		74.7	

Source: NCES (2005, 2006, 2007b).

Note: A dash (-) indicates data are not available because the state was missing diploma counts.

^aNew Hampshire included home schooled students in reported membership in 2000-01. This could inflate the denominator for the rate slightly. ^bThe national estimate does not include data from two states with missing diploma counts, New York and Wisconsin. The adjusted national rate, including estimates for these states, is 74.3 percent.

Appendix A Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Figure A-1
Example: Comparison of
a Grade 9-12 Longitudinal Dropout Rate
and a Grade 9-12 Attrition Rate

Table A-1
Example: Reconciliation of
the Texas Education Agency (TEA)
Attrition and Longitudinal Dropout Counts,
Grades 9-12, Texas Public Schools, 1999

Figure A-1
Example: Comparison of a Grade 9-12 Longitudinal Dropout Rate and a Grade 9-12 Attrition Rate

Students in Attrition Rate Who Are Not Counted as Dropouts in Longitudinal Rate

Graduates. The attrition rate includes early graduates and any on-time graduates who were not enrolled in Grade 12 in the fall of 1998-99.

GED.^a The attrition rate includes students who received GED certificates rather than high school diplomas.

Continuing Students. The attrition rate includes continuing students if they were not in Grade 12 in 1998-99. The most common reason for students to fall behind a grade level is retention in Grade 9.

Students who Left the Texas Public School System. The attrition rate includes all students who left Texas public schools for any reason. The longitudinal rate excludes students who left Texas public schools for reasons other than dropping out. Reasons for exclusion from the longitudinal rate include the following.

- Enrolled in another educational setting (public school, private school, alternative school leading to a diploma or GED certificate, home schooling, or entered college early in Texas or out of state)
- Withdrew with intent to enroll elsewhere
- Returned to home country
- Removed by district (expelled for criminal behavior, falsified enrollment information, no immunization, etc.)
- Entered health care facility or incarcerated outside district
- Removed by Child Protective Services
- Died
- Destination not reported to the Texas Education Agency (TEA) by school districts (before 1997-98)

Students Entering the Texas Public School System and Enrollment Growth. Some attrition rates include a growth adjustment that is an estimate of the number of students entering Texas public schools. The attrition rate calculated by TEA is not adjusted for growth. The longitudinal rate assigns all students who enter the Texas public school system to the appropriate cohort and determines outcomes in the same way that outcomes for starting Grade 9 students are determined.

Students Previously Counted. The 1999 attrition rate includes students from the class of 1998 who were repeating Grade 9 in 1995-96. These students were also included in the 1998 attrition rate.

Data Errors. The attrition rate includes students removed from the longitudinal calculation because their statuses cannot be determined due to data errors.

Grade 9-12 Attrition Rate

Students from the class of 1999 who for any reason were not enrolled in Grade 12 in a Texas public school in the fall of the 1998-99 school year

Students Included in Both Longitudinal Dropout Rate and Attrition Rate

Both the longitudinal dropout rate and the attrition rate include students in the class of 1999 who left school before graduation for the following reasons.

- Academic performance (poor attendance, low grades, failing TAAS,^b etc.)
- Employment (pursue job or join military)
- Family (marriage or pregnancy)
- Alternative education (not leading to a diploma or GED certificate)
- Discipline (failure to return following expulsion or JJAEP^c term)
- Alcohol or other drug abuse problems
- Whereabouts unknown

Grade 9-12 Longitudinal Dropout Rate

Students from the class of 1999 who dropped out under the accountability dropout definition

Dropouts in Longitudinal Rate Who Are Not Included in Attrition Rate

The longitudinal dropout rate includes the following students who are excluded from the attrition rate.

- **Grade 12 Dropouts.** The attrition rate does not include students who enroll in Grade 12 in 1998-99 but drop out before graduating.
- **Military District and Charter School Dropouts.** The attrition rate does not include students who drop out from districts located on military bases or charter schools.

^aGeneral Educational Development. ^bTexas Assessment of Academic Skills. ^cJuvenile Justice Alternative Education Program.

Table A-1

Example: Reconciliation of the Texas Education Agency (TEA) Attrition and Longitudinal Dropout Counts, Grades 9-12, Texas Public Schools, 1999

Attrition count ^a			123,375
Longitudinal dropout count			20,231
Difference in counts			103,144
Sources of differences in counts. The longitudinal dropout and attrition counts differ in three primary ways: (1) in determining the final status of students; (2) in defining the initial cohorts; and (3) in counting students who enter and leave the public school system.			
	Plus	Minus	Difference
Graduates before 1999 not enrolled in Grade 12 in the fall of 1998	6,849		
1998-99 graduates not enrolled in Grade 12 in the fall of 1998	9,897		
General Educational Development certificate recipients not enrolled in Grade 12 in the fall of 1998	8,491		
Students continuing school, but not in Grade 12 by the fall of 1998	13,694		
1998-99 dropouts who were enrolled in Grade 12 in the fall of 1998		2,437	
All differences in final statuses			36,494
The attrition count begins with all students enrolled in Grade 9, including those repeating Grade 9. The longitudinal count assigns each student to one and only one cohort, so only first-time Grade 9 students are counted.	51,939		
The attrition count ends with all students in Grade 12, regardless of when they began Grade 9. The longitudinal count includes only those Grade 12 students who began Grade 9 with the cohort.		17,578	
All differences in cohorts			34,361
An attrition rate may include a growth factor; that is, an estimate of students entering the Texas public school system. Students who leave the system are included in the attrition count itself.	0 ^b		
The longitudinal cohort counts and adds students who enter the public school system on grade level.		59,728	
Students leaving the public school system for any reason other than dropping out are subtracted from the longitudinal dropout count.	92,462		
All differences in students who enter and leave and enrollment growth			32,734
To track students from year to year in the longitudinal rate requires that students have valid identification records. Student records with errors that prevent tracking have to be excluded from the cohort. The attrition rate uses aggregate counts and so includes records of Grade 9 students who cannot be tracked.	5,607		
Grade 12 enrollment for the attrition count includes students with identification errors. The longitudinal count excludes them.		5,367	
It is not possible to place all student records in one or the other count, or both, because the decision rules and counts are based on different types of student data records.		685	
All differences in errors in student records and data anomalies			- 445
Total			103,144

^aEnrollment in Grade 9 in the fall of the 1995-96 school year minus enrollment in Grade 12 in the fall of the 1998-99 school year. ^bTEA does not include a growth factor in the attrition calculation.

**Appendix B
Leaver Reason Codes
and Documentation Requirements
in the Public Education Information
Management System (PEIMS)**

Introduction

General Documentation Requirements

Supplemental Documentation Requirements

Table B-1
Leaver Reason Codes in the Public Education
Information Management System (PEIMS)

Introduction

Table B-1 on page 85 provides expanded definitions and specific documentation guidelines for each of the leaver reason codes listed in Code Table C162 of the Texas Education Agency (TEA) *2006-2007 Public Education Information Management System Addendum Version Data Standards* (TEA, 2006). The table is organized into the following broad categories of leavers:

- completed high school or General Educational Development (GED) program
- moved to other educational setting
- withdrawn by school district
- other

Leaver records are not submitted for students who enroll in other Texas public school districts and students who obtain GED certificates at Texas examination sites by August 31. Students who move to other Texas public school districts are considered movers, not leavers. Documentation as described in this appendix is not required for movers; districts may wish to develop local policy on documentation for movers. The Person Identification Database (PID) Enrollment Tracking (PET) may be used to establish tentative local documentation that students are movers. The final determination of whether students are movers will be made by TEA.

General Documentation Requirements

Districts must document the withdrawal of students and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required for all leaver reason codes. Documentation supporting use of a leaver reason code must exist in the district at the time the leaver data are submitted, i.e., no later than the PEIMS Submission 1 January resubmission date.

Evaluation of Documentation

Merits of leaver documentation are assessed at the time the documentation is requested during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. These guidelines describe the most common types of documentation the investigator would expect to find supporting use of each leaver reason code. Other documentation that represents good business practice and shows a good faith effort on the part of the district to properly report leaver status will be evaluated on a case-by-case basis.

Completeness of Documentation

Withdrawal documentation shall be considered incomplete without a date, signature(s), and destination. Documentation will not be deemed insufficient when information is missing because the parent or parents refuse to provide information requested by the district. A district should document at the time of the conversation that the information was requested, and the parent refused to provide it. Appropriate documentation of a parent refusal to provide information includes the date, content of conversation, name of person with whom the conversation was conducted, and the signature of the school official verifying the conversation.

Timelines for Establishing Leaver Reasons and Obtaining Documentation

Students who leave during the school year. For students who leave during the school year, leaver reasons apply at the time of withdrawal, and documentation should be obtained at that time. For example, for students who are withdrawn by Child Protective Services, LEAVER-REASON-CODE 66, documentation would be obtained when the student is removed. Documentation of intent to enroll in college, private school or school out-of-state must always be obtained within 10 days of the last day the student attended school.

Students who fail to return in the fall. For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window. Districts should use the LEAVER-REASON-CODE that most appropriately describes the student's whereabouts during the school-start window. Documentation can be obtained at any time up until the PEIMS Submission 1 resubmission date. For example, to use LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling, a district would establish that a student was being home schooled at some point during the school-start window. The district could obtain the

documentation to support the leaver code at any time up until the PEIMS Submission 1 resubmission date.

Changing LEAVER-REASON-CODES

Once a district meets the documentation standard that supports the leaver reason code used, the district is not required to obtain additional information on the student. Local policy will determine if an existing leaver reason code is updated for a student when additional information is received. The policy should be clearly stated in the district's published guidelines on leaver procedures. For example, if a district assigned LEAVER-REASON-CODE 60 student withdrew from/left school for home schooling for a student and later received a request for transcript information from a private school for the same student, the district may change the LEAVER-REASON-CODE to 81 enroll in a Texas private school but is not obligated to.

Signatures on Documentation

Documentation must be signed and dated by an authorized representative of the district. The district should have a written policy stating who can act as an authorized representative for purposes of signing withdrawal forms and other leaver reason documentation.

Withdrawal documentation should also be signed for the student by a:

- parent, or
- guardian, or
- responsible adult as recorded in school records, such as a foster parent or a probation officer, or
- qualified student. A qualified student is one who:
 - is married, or
 - is 18 years or older, or
 - has established a residence separate and apart from the student's parent, guardian, or other person having lawful control of the student.

An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student. Written documentation of oral statements made by the parent/guardian or qualified student (in person or by telephone) is acceptable documentation in some situations if it is signed and dated by the district representative.

Supplemental Documentation Requirements

Documentation requirements for leaver codes are provided in the leaver reason code table following this section. The documentation requirements for LEAVER-REASON-CODES 24, 60, 81, and 82 are supplemented by the information below.

Acceptable documentation for LEAVER-REASON-CODES 24, 60, 81, and 82 includes:

Transcript requests. Acceptable documentation of enrollment in another school is a records request from the school in which the student is enrolled. Telephone requests must be documented in writing, including the date of the call, the name of the school requesting the records, the name of the person making the request, and the name of the person who received the call. Telephone requests should appear on a standardized, district-approved form. The original of the form should be included in the student's permanent file.

A signed letter from the receiving school verifying enrollment is also acceptable documentation. The letter must state the name and location of the school or program in which the student is enrolled and the date of enrollment. Other acceptable documentation is written documentation of an oral statement by a representative of the receiving school providing the name and location of the school and verifying that the student is enrolled, signed and dated by an authorized representative of the district.

Written statements from parents/qualified students. Acceptable documentation can consist of a written signed statement from a parent/guardian or qualified student. Documentation of intent to enroll in college, private school or school out-of-state must be obtained within 10 days of the last day the student attended school.

For example, acceptable documentation of intent to enroll in a private school or school out-of-state is a copy of the withdrawal form, completed at the time the student quits attending school in the district, and signed and dated by the parent/guardian or qualified student, and an authorized representative of the school district. The withdrawal form should indicate either where the family is moving, the name of the school district the student will be attending, or that the student will be home schooled. The original signature of the parent/guardian or qualified student must appear on the same page of the withdrawal form as the destination.

Other acceptable documentation is written documentation of an oral statement by the parent/guardian or qualified student made within 10 days of the time the student quits attending school in the district, signed and dated by an authorized representative of the district.

A statement by an adult neighbor or other adult (other than the parent/guardian or qualified student) is allowed only to document a student returning to home country.

Verification by the superintendent or authorized representative that the child has been enrolled in a private school in Texas or a private or public school outside of Texas leading to the

completion of a high school diploma, has returned to his or her home country, is being home schooled, or has enrolled in college in a program leading to an Associate's or Bachelor's degree. Acceptable documentation of this type of verification (i.e., first-hand knowledge) includes, for example, appropriately documented in-person or telephone conversations between the superintendent or authorized representative and the parent, guardian or qualified student.

**Table B-1
Leaver Reason Codes in the Public Education Information Management System (PEIMS)**

Leaver code and translation	Explanation/clarification and documentation requirements
Graduated or received an out-of-state GED	
01* Student graduated	<p>Use for students who meet all graduation requirements (which includes passing the exit-level TAAS or TAKS) at any time during the prior school year, including the summer following the close of the prior year.</p> <p>To graduate a student must satisfy the requirements under 19 TAC Chapter 74, Subchapter B. Special education students must satisfy requirements under 19 TAC §89.1070.</p> <p>Students who complete all graduation requirements in one school year, but do <u>not</u> pass the exit-level TAAS or TAKS until a later year, are reported as graduates in the year in which the TAAS or TAKS test is passed.</p> <p>Documentation Requirement: Transcript showing sufficient credits, successful completion of TAAS or TAKS (including testing dates), graduation seal, school official signature, and date of completion.</p>
85* Student graduated outside Texas, returned to school, and left again	<p>This code may be used for students who graduated in another state or country.</p> <p>Documentation Requirement: Transcript showing sufficient credits, date, and school official signature; and/or a diploma with a graduation seal.</p>
86* Student completed the GED outside Texas	<p>This code may be used for students who earned GED certificates outside Texas, including students living in Texas and earning GED certificates online from a testing company in another state, before enrolling or after leaving Texas public schools.</p> <p>Documentation Requirement: Acceptable documentation is a copy of the GED certificate or some other written document provided by the testing company showing completion of the GED. Written documentation from the testing company must include the date of GED completion, location, address, or contact information of the company.</p>
Moved to other educational setting	
24* Student withdrew from/left school to enter college and is working towards an Associate's or Bachelor's degree	<p>This code is for students who leave secondary school to enter college early. It should be used for students who are enrolled full-time (at least 9 credit hours per semester).</p> <p>Documentation Requirement: See documentation requirements for LEAVER-REASON-CODES 24, 60, 81, and 82.</p> <p>Documentation of enrollment in a college or university must indicate that the student is enrolled full-time in an academic program.</p>
60* Student withdrew from/left school for home schooling	<p>Student withdrawn from or left school and parent/guardian or qualified student indicates at time of withdrawal that the student will be home schooled or when contacted by district that the student is being home schooled. The district is not required to obtain evidence that the program being provided meets educational standards.</p> <p>Documentation Requirement: See documentation requirements for LEAVER-REASON-CODES 24, 60, 81, and 82. A letter, signed and dated, from the parent/guardian or qualified student stating that the student is being home schooled is also acceptable documentation. The letter should indicate the actual date home schooling began. Other acceptable documentation is written documentation of an oral statement by the parent/guardian or qualified student stating that the student is being home schooled, signed and dated by an authorized representative of the district.</p>

Source: Texas Education Agency (2006).

*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

continues

Table B-1 (continued)
Leaver Reason Codes in the Public Education Information Management System (PEIMS)

Leaver code and translation	Explanation/clarification and documentation requirements
66* Student was removed by Child Protective Services (CPS) and the district has not been informed of the student's current status or enrollment	<p>This code applies only to Child Protective Services. Private agencies that provide asylum for students do not have the legal authority to remove students from school.</p> <p>Documentation Requirement: Acceptable documentation includes due process documentation supporting this withdrawal; a written statement, signed and dated by the CPS officer, including the CPS officer's name and contact information; or written documentation of an oral statement by a CPS representative that the child was removed, including the CPS representative's name, the date of the conversation, and the signature of the school official.</p>
81* Student withdrew from/left school to enroll in a private school in Texas	<p>Student withdrawn from school and parent/guardian or qualified student indicated at time of withdrawal that the student would be enrolling in a private school in Texas or the Texas Job Corps Diploma Program (code 81) or a public or private school outside Texas (code 82). The district may or may not receive a records request from the other school and is not required to follow up with the school the parent/guardian or qualified student indicated the student would be attending.</p>
82* Student withdrew from/left school to enroll in a public or private school outside Texas	<p>These codes should be used when the parent/guardian or qualified student indicates at the time the student quits attending school that the intent is for the student to enroll elsewhere.</p> <p>If the student intends to enroll in another school in the district, a leaver record is not submitted.</p> <p>These codes would be used in the following situations:</p> <ol style="list-style-type: none"> 1. The parent/guardian or qualified student withdraws the student but does not indicate at that time that the student will be enrolling elsewhere. They may indicate some other reason for the student to be leaving school or not indicate any reason. However, the district receives a records request or communication from the parent/guardian or qualified student that the student is enrolled in private school in Texas or the Texas Job Corps Diploma Program (code 81) or public or private school outside Texas (code 82). 2. The student quits attending school without withdrawing but the district receives a records request or communication from the parent/guardian or qualified student. 3. Student moves during the summer without withdrawing but the district receives a records request or communication from the parent/guardian or qualified student. <p>The district should change the original code assigned to the student when the records request or communication from the parent/guardian or qualified student is received. If the original withdrawal date for the student is later than the date the student enrolled in the other school, the withdrawal date must be changed and all attendance accounting records affected by this change must be updated.</p> <p>Documentation Requirement: See documentation requirements for LEAVER-REASON-CODES 24, 60, 81, and 82.</p>
78* Student was expelled under the provisions of TEC §37.007 and cannot return to school	<p>This code is used for situations in which:</p> <ul style="list-style-type: none"> • the student was expelled under the provisions of TEC §37.007, <u>and</u> • the term of expulsion has not expired <u>or</u> the student's failure to attend school is due to court action. <p>Documentation Requirement: Due process documentation supporting the expulsion.</p>

Source: Texas Education Agency (2006).

*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

continues

Table B-1 (continued)
Leaver Reason Codes in the Public Education Information Management System (PEIMS)

Leaver code and translation	Explanation/clarification and documentation requirements
Withdrawn by school district	
<p>83* Student was withdrawn from school by the district when the district discovered that the student was not a resident at the time of enrollment or had falsified enrollment information, proof of identification was not provided, or immunization records were not provided</p>	<p>This code is used for situations in which the district discovers when verifying enrollment information that the student is not a resident of the district. These are rare situations in which enrollment information was falsified or there was a misunderstanding about which school district the student's residence was located in at the time of enrollment.</p> <p>Subject to the exceptions in Texas Education Code (TEC) §38.001(c), a student is required to be fully immunized against disease as required by the Texas Department of State Health Services (TEC §38.001(a)). However, a student may be provisionally admitted if the student has begun the required immunizations and continues to receive the necessary immunizations as rapidly as medically feasible (TEC §38.001(e)). Except as provided by TEC §38.001(c), a student who is not fully immunized and has not begun the required immunizations may not attend school. For further information about enrollment procedures, please see the <i>Student Attendance Accounting Handbook</i>. For further information about immunization requirements, immunization exemptions, and immunization documentation, please contact the Texas Department of State Health Services.</p> <p>Documentation Requirement: Due process documentation supporting the withdrawal.</p>
Other reasons	
<p>03* Student died while enrolled in school or during the summer break after completing the prior school year</p>	<p>Documentation Requirement: Acceptable documentation includes a copy of the death certificate or obituary, a program from the funeral or memorial service, a written statement from the parent or guardian, written documentation of an oral statement by a parent or guardian stating that the student has died.</p>
<p>16* Student withdrew from/left school to return to family's home country</p>	<p>Use for students whose families are leaving the United States. The citizenship of the student is not relevant in assigning this code.</p> <p>This code can also be used for foreign exchange students.</p> <p>Documentation Requirement: Acceptable documentation is a copy of the Transfer Document for Binational Migrant Student completed at the time the student withdraws from school, signed and dated by an authorized representative of the school district. Acceptable documentation is also a copy of the withdrawal form (or similar form) signed and dated by the parent/guardian or qualified student (both signatures are not required) and an authorized representative of the school district (typically the withdrawing agent). The withdrawal form should indicate that the student is leaving school because the family is returning to the home country and should specify the destination. An original signature is not required on withdrawal forms received in the district by fax. Withdrawal forms received by e-mail do not need to be signed by the parent/guardian or qualified student.</p> <p>A signed letter from the parent/guardian or qualified student stating that the student is leaving school because the family is returning to the home county is also acceptable documentation.</p> <p>Acceptable documentation for foreign exchange students includes a written, signed, and dated statement from the student's host family verifying the student's return to his or her home country.</p> <p>Other acceptable documentation is written documentation of an oral statement by the parent/guardian, qualified student, or other adult with knowledge of the family's whereabouts, signed and dated by an authorized representative of the school district.</p>
<p>98 Other (reason unknown or not listed above)</p>	<p>This code is used for students who are withdrawn by the school district after a period of time because they have quit attending school and their reason for leaving is not known. It is also used for students who withdrew from/left school for reasons not listed above.</p>

Source: Texas Education Agency (2006).

*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

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Compliance Statement

Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

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