Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2022

											Rate (%)			
Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Enrollment													
17	50,000 and over	102,094	8,084	10.5	12.4	1.5	9.6	6.8	3.8	5.7	17.4	11.3	7.9
36	25,000 to 49,999	97,415	4,813	6.4	5.9	1.3	5.8	6.0	2.8	4.5	10.0	8.2	4.9
67	10,000 to 24,999	77,502	3,534	6.1	5.7	0.7	5.2	3.5	3.2	4.6	8.7	7.8	4.6
76	5,000 to 9,999	42,337	4,473	16.9	7.8	2.5	12.4	10.1	4.9	9.1	18.9	12.3	10.6
90	3,000 to 4,999	23,947	866	3.9	2.2	1.4	4.2	8.0	3.0	3.4	6.6	6.4	3.6
130	1,600 to 2,999	19,253	714	4.4	7.9	0.9	4.5	17.6	2.8	4.4	6.2	5.8	3.7
144	1,000 to 1,599	13,501	946	12.5	10.9	1.8	9.5	11.1	3.8	6.7	13.9	9.8	7.0
208	500 to 999	10,916	461	10.1	0.0	14.7	5.7	14.3	1.9	4.0	17.3	3.5	4.2
309	Under 500	7,070	408	13.7	7.4	2.0	7.9	0.0	2.8	3.9	10.1	6.0	5.8
TEA District Type													
11	Major Urban	65,511	6,738	14.4	17.9	3.8	10.6	5.4	6.1	8.9	18.5	14.2	10.3
74	Major Suburban	126,057	6,479	6.2	7.0	1.1	6.8	6.4	2.7	4.1	12.5	7.9	5.1
35	Other Central City	61,376	2,766	7.0	2.9	0.8	5.3	4.8	2.9	4.0	8.4	7.5	4.5
164	Other Central City Suburban	65,538	2,379	4.9	5.7	0.4	4.2	8.2	2.8	3.5	6.8	7.0	3.6
51	Independent Town	14,627	835	8.2	7.7	3.9	6.1	3.6	4.5	6.2	8.2	8.2	5.7
25	Non-metropolitan Fast Growing	2,908	46	2.7	0.0	0.0	1.9	0.0	1.2	3.7	6.1	3.6	1.6
185	Non-metropolitan Stable	23,361	848	4.7	4.2	1.4	4.1	10.0	2.8	5.6	8.4	5.9	3.6
428	Rural	12,586	215	3.1	1.6	1.6	2.0	0.0	1.4	2.5	2.8	1.8	1.7
104	Charter Schools	22,071	3,993	28.9	18.6	4.0	17.3	23.8	12.8	19.4	20.6	18.5	18.1
NCES District Type													
86	City-Large	111,970	11,552	15.8	13.4	3.1	10.7	6.3	5.6	10.0	17.9	13.4	10.3
25	City-Midsize	35,379	2,252	10.0	7.6	1.3	7.0	6.4	4.1	5.2	9.4	9.1	6.4
27	City-Small	16,098	837	7.5	3.2	0.3	5.6	10.0	3.9	4.2	8.6	9.9	5.2
93	Suburban-Large	124,301	5,748	6.0	5.9	0.7	6.0	6.9	2.7	4.0	10.7	7.5	4.6
27	Suburban-Midsize	11,065	461	5.4	7.3	0.6	5.0	10.0	3.2	2.3	10.6	6.4	4.2
4	Suburban-Small	1,177	92	14.0	0.0	0.0	10.0	0.0	4.1	20.7	17.3	17.8	7.8
34	Town-Fringe	8,663	505	7.7	5.0	2.4	6.4	12.5	4.7	7.5	10.7	8.2	5.8
97	Town-Distant	16,459	746	6.5	6.3	2.8	5.0	3.1	3.3	6.0	7.6	6.2	4.5
75	Town-Remote	11,952	546	6.4	8.7	4.1	4.4	0.0	4.3	8.0	7.3	7.3	4.6
126	Rural-Fringe	36,649	1,162	4.0	6.2	0.6	3.9	7.8	2.4	2.0	6.9	6.3	3.2
281	Rural-Distant	15,202	293	2.6	1.4	1.0	2.2	0.0	1.7	2.2	3.9	3.2	1.9
202	Rural-Remote	5,120	105	2.9	3.6	0.0	2.1	0.0	1.9	2.7	1.6	2.2	2.1
NCES District Type, Charter Schools Separate													
32	City-Large	98,821	8,771	12.2	13.0	2.9	9.5	4.5	5.1	7.9	16.8	12.4	8.9

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2022

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
18	City-Midsize	33,527	1,653	8.1	5.1	1.2	5.3	4.8	3.2	4.4	8.0	7.5	4.9
22	City-Small	15,812	820	7.6	3.2	0.3	5.6	10.0	3.8	4.3	8.8	9.7	5.2
75	Suburban-Large	118,467	5,203	5.8	5.4	0.7	5.8	7.2	2.3	3.6	10.9	7.4	4.4
25	Suburban-Midsize	10,842	461	5.4	7.3	0.7	5.2	10.0	3.2	2.3	11.4	6.5	4.3
4	Suburban-Small	1,177	92	14.0	0.0	0.0	10.0	0.0	4.1	20.7	17.3	17.8	7.8
32	Town-Fringe	8,609	501	7.7	5.1	2.4	6.3	12.5	4.7	7.5	10.7	8.2	5.8
95	Town-Distant	16,394	736	6.4	6.3	2.8	5.0	3.1	3.2	6.1	7.6	6.1	4.5
73	Town-Remote	11,844	545	6.5	8.7	4.1	4.4	0.0	4.3	8.0	7.5	7.3	4.6
118	Rural-Fringe	36,280	1,155	4.0	6.2	0.5	3.9	7.8	2.4	2.1	6.9	6.3	3.2
278	Rural-Distant	15,090	271	2.5	1.4	1.0	2.0	0.0	1.6	2.0	3.8	2.9	1.8
201	Rural-Remote	5,101	98	2.9	3.6	0.0	2.0	0.0	1.7	2.7	1.6	2.0	1.9
104	Charter Schools	22,071	3,993	28.9	18.6	4.0	17.3	23.8	12.8	19.4	20.6	18.5	18.1

District Accountability Rating

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
365	A	98,038	2,414	4.2	4.0	0.4	3.3	5.0	1.3	1.9	6.3	4.7	2.5
587	B	260,159	17,727	9.6	7.8	1.8	8.0	6.7	3.6	6.1	14.0	9.6	6.8
89	C	26,764	2,823	11.4	13.4	3.2	12.1	8.7	6.9	7.1	18.7	13.4	10.5
6	Not Rated	455	271	67.0	25.0	70.6	64.2	100.0	41.7	44.4	75.0	48.3	59.6
27	Not Rated: Senate Bill 1365	4,200	481	12.5	0.0	4.1	11.8	0.0	10.3	8.5	21.2	13.9	11.5
3	Not Rated: Data Under Review	4,419	583	16.3	13.3	4.2	12.7	0.0	12.9	14.3	10.6	12.7	13.2

Property Wealth: Median ($466,850)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
98	Under $227,266	37,299	1,969	8.4	14.5	3.8	5.1	6.1	5.3	6.3	8.5	8.7	5.3
97	$227,266 to $298,151	18,652	1,000	6.1	1.9	4.6	5.9	5.0	3.5	8.0	9.0	8.5	5.4
97	$298,152 to $359,448	32,070	1,775	6.0	8.2	1.8	6.4	10.6	3.9	5.8	10.2	8.2	5.5
102	$359,449 to $416,805	26,318	1,371	6.6	5.7	0.9	6.3	8.7	3.1	3.8	15.1	7.7	5.2
98	$416,806 to $466,849	42,859	2,275	7.0	5.7	2.8	6.0	14.6	3.3	3.8	10.9	8.5	5.3
97	$466,850 to $547,831	49,373	2,437	6.4	5.7	0.9	5.9	3.8	3.3	5.4	9.5	8.6	4.9
99	$547,832 to $664,798	57,168	3,118	8.4	6.8	1.6	6.8	2.5	3.0	3.9	13.2	8.6	5.5
101	$664,799 to $846,803	41,382	1,420	5.5	4.1	0.5	5.4	7.8	1.8	3.3	9.3	6.1	3.4
91	$846,804 to $1,182,163	51,166	4,340	11.9	11.9	1.2	11.3	1.8	3.3	6.5	19.5	10.3	8.5
88	Over $1,182,163	14,756	597	7.1	0.0	0.8	5.9	0.0	2.0	2.6	10.2	6.3	4.0
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4

Property Wealth: Average ($599,909)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
644	Under $599,909	238,897	13,060	7.2	6.9	1.7	6.1	7.3	3.6	5.2	10.6	8.7	5.5
324	Over $599,909	132,146	7,242	8.7	6.9	0.9	7.9	4.4	2.3	3.9	15.6	7.7	5.5
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2022

				Rate (%)									
Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
Property Wealth: Equal Student Groups													
40	Under $164,606	18,934	882	0.0	0.0	0.0	4.7	0.0	3.2	0.0	8.2	7.3	4.7
66	$164,606 to < $234,712	18,897	1,096	8.5	15.9	4.0	5.5	6.2	5.3	6.5	9.0	9.9	5.8
89	$234,712 to < $298,152	18,120	991	6.2	2.0	4.9	6.0	5.0	3.6	8.1	9.2	8.6	5.5
64	$298,152 to < $340,843	16,510	716	4.2	7.0	1.6	5.3	11.8	3.2	4.5	6.2	6.5	4.3
35	$340,843 to < $359,962	20,273	1,772	11.3	11.5	2.0	9.2	12.5	5.7	8.8	18.2	11.7	8.7
94	$359,962 to < $411,857	18,548	571	3.7	3.8	1.1	3.0	5.7	3.0	3.3	4.9	6.1	3.1
32	$411,857 to < $427,868	18,534	691	5.3	2.4	2.5	4.1	4.8	2.5	2.5	10.4	5.8	3.7
51	$427,868 to < $456,750	17,818	1,124	9.6	10.0	3.0	7.4	21.1	3.3	4.6	13.5	9.4	6.3
42	$456,750 to < $479,670	18,775	1,214	5.5	4.9	2.2	7.4	14.3	5.0	7.0	10.4	10.2	6.5
57	$479,670 to < $526,224	18,039	1,001	6.6	6.2	1.3	6.5	6.9	3.9	5.1	9.2	10.1	5.5
14	$526,224 to < $539,089	20,734	719	5.5	6.2	0.6	4.3	0.0	2.3	3.8	8.3	6.6	3.5
33	$539,089 to < $573,876	18,735	1,694	11.7	5.5	4.7	9.6	0.0	5.8	9.2	15.7	13.3	9.0
30	$573,876 to < $602,435	23,112	943	5.8	13.2	1.1	5.2	2.2	2.8	3.0	10.1	8.1	4.1
45	$602,435 to < $674,066	18,779	626	6.0	1.6	0.7	4.8	4.0	1.7	2.4	10.2	4.6	3.3
37	$674,066 to < $710,768	19,360	443	3.5	3.9	0.6	3.9	4.5	1.3	2.1	9.1	4.1	2.3
55	$710,768 to < $836,577	19,820	880	8.0	4.7	0.5	6.4	14.3	2.3	4.2	9.2	7.5	4.4
43	$836,577 to < $949,515	23,078	1,967	11.8	15.7	1.8	11.2	3.6	3.1	8.0	18.2	10.6	8.5
21	$949,515 to < $1,039,446	17,285	1,971	13.3	9.3	2.6	13.1	0.0	5.9	6.5	23.9	12.5	11.4
80	$1,039,446 to < $1,892,208	18,028	740	6.9	3.4	0.3	6.8	0.0	2.0	4.0	13.2	5.8	4.1
40	$1,892,208 and over	7,664	261	5.6	0.0	0.8	5.0	0.0	1.6	2.2	8.3	6.6	3.4
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4
Tax: Local Adopted Rate (Avg=1.2093)													
217	Under $1.0809	14,559	718	6.8	8.2	3.6	6.0	0.0	3.5	4.2	10.8	5.6	4.9
249	$1.0809 to under $1.2148	79,644	4,614	9.3	5.5	2.8	6.4	5.2	3.3	5.1	13.0	8.3	5.8
250	$1.2148 to under $1.3239	131,008	7,570	8.3	7.7	0.8	7.4	7.2	2.9	4.8	13.2	8.6	5.8
252	$1.3239 and over	145,832	7,400	6.7	6.7	1.4	6.2	6.5	3.0	4.5	11.0	8.5	5.1
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4
Tax: Local M & O Rates (Avg=0.9852)													
294	Under $0.9661	133,077	5,577	6.1	6.5	1.0	5.4	5.9	2.5	3.4	9.4	7.4	4.2
344	$0.9661 to $1.0135	109,594	6,544	8.7	4.7	1.4	7.1	3.7	3.3	5.6	13.8	8.3	6.0
330	$1.0136 and over	128,372	8,181	8.7	9.0	1.6	7.3	8.8	3.6	5.8	12.8	9.4	6.4
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4
Highest Property Value													
508	Residential	318,867	17,296	7.6	7.1	1.3	6.7	6.2	2.9	4.4	12.2	8.4	5.4

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
12	Land	171	1	0.0	0.0	0.0	0.0	0.0	1.1	0.0	0.0	0.0	0.6
63	Oil and gas	3,352	132	9.0	0.0	0.0	4.4	0.0	2.7	6.4	5.6	7.1	3.9
385	Business	48,653	2,873	8.5	6.2	1.1	6.5	6.0	4.0	6.9	13.2	8.0	5.9
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4
	Small and Mid-sized District Allotment (Avg=$1,165,011)												
165	No small and mid-sized district allotment	298,987	17,800	8.1	7.8	1.3	7.1	5.9	3.3	4.8	13.0	9.2	6.0
163	Under $606,466	11,716	956	12.6	9.7	3.2	9.3	4.2	5.1	7.9	12.0	10.9	8.2
249	$606,466 to under $935,665	29,212	1,209	6.3	5.3	4.2	5.0	10.3	2.9	3.4	9.5	5.8	4.1
250	$935,665 to under $1,345,421	23,179	1,256	7.5	5.6	2.7	6.9	22.7	3.4	5.7	10.0	7.7	5.4
250	$1,345,421 and over	30,941	3,078	24.1	7.3	1.9	11.1	8.6	3.6	11.5	16.8	9.8	9.9
	Operating Cost Per Student (Avg=$11,015)												
198	Under $10,386	138,939	5,650	5.6	6.5	0.8	5.2	5.7	2.8	4.1	8.5	7.2	4.1
221	$10,386 to $11,555	122,328	8,990	11.5	6.2	1.5	9.1	7.3	3.5	5.8	15.2	9.6	7.3
224	$11,556 to $12,739	83,316	7,016	11.3	12.1	4.0	8.8	12.0	4.9	9.6	16.2	11.4	8.4
229	$12,740 to $14,761	43,050	2,192	7.9	4.9	1.6	5.3	0.0	3.1	3.9	8.5	7.8	5.1
205	Over $14,761	6,402	451	13.7	5.6	3.4	8.3	0.0	4.2	7.3	14.2	8.2	7.0
	Education Service Center Regions												
42	I Edinburg	30,653	1,181	10.3	0.0	0.8	3.8	0.0	4.5	5.9	7.6	6.9	3.9
35	II Corpus Christi	7,142	460	10.9	8.3	0.0	6.7	20.0	5.0	8.2	6.6	11.9	6.4
30	III Victoria	3,385	130	9.3	20.0	1.8	4.2	0.0	1.7	5.9	5.6	3.9	3.8
63	IV Houston	89,507	6,191	8.6	8.1	1.3	8.5	7.8	3.7	4.8	17.0	9.6	6.9
36	V Beaumont	5,539	386	10.6	4.0	1.3	9.8	20.0	4.3	4.5	21.1	9.3	7.0
55	VI Huntsville	15,090	624	6.3	0.0	1.0	4.5	12.5	3.5	5.1	6.8	6.5	4.1
97	VII Kilgore	13,028	546	5.6	9.4	1.5	3.7	14.3	3.9	6.6	5.1	6.4	4.2
41	VIII Mt Pleasant	3,808	207	6.5	9.1	0.0	7.2	0.0	4.4	5.0	6.1	9.8	5.4
35	IX Wichita Falls	2,441	59	6.2	0.0	4.3	2.5	25.0	1.7	4.5	2.9	2.4	2.4
102	X Richardson	65,592	5,487	12.2	10.0	1.1	11.6	4.5	2.7	6.7	16.9	10.4	8.4
79	XI Fort Worth	46,090	2,846	8.9	6.3	1.9	8.2	4.5	3.8	5.6	12.6	9.9	6.2
77	XII Waco	11,562	671	8.7	6.5	1.2	6.9	5.6	3.7	4.7	9.7	8.2	5.8
59	XIII Austin	27,255	1,345	6.4	4.3	1.3	6.9	9.3	3.1	3.3	12.1	8.3	4.9
44	XIV Abilene	3,723	135	6.7	7.7	1.4	4.1	0.0	2.7	6.5	7.0	4.7	3.6
45	XV San Angelo	3,484	128	5.2	0.0	5.6	4.4		2.4	3.0	9.0	4.4	3.7
55	XVI Amarillo	5,670	225	10.7	3.6	4.3	4.5	0.0	2.5	5.9	8.1	8.1	4.0
58	XVII Lubbock	5,771	247	7.9	7.1	4.0	5.1	0.0	2.2	4.8	6.5	5.5	4.3

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
								Rate (%)					
31	XVIII Midland	5,796	528	16.0	0.0	4.8	9.3	11.1	7.2	11.5	11.2	10.6	9.1
16	XIX El Paso	13,993	1,029	11.0	14.8	4.5	7.2	10.5	7.9	9.4	11.8	13.8	7.4
77	XX San Antonio	36,699	3,076	14.5	15.4	2.9	9.0	9.1	5.3	6.6	13.4	13.2	8.4
	STAAR: Achieved the Approaches Grade Level Standard, %												
0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
193	Under 65.1%	65,122	8,651	16.9	10.5	6.2	13.0	20.3	10.6	14.8	19.5	15.7	13.3
209	65.1% to under 72.0%	108,309	8,711	9.9	11.0	3.0	8.3	5.4	6.0	8.6	13.8	10.8	8.0
235	72.0% to under 78.0%	79,587	3,393	4.8	7.3	1.7	4.9	4.0	3.1	3.9	9.4	7.6	4.3
240	78.0% to under 84.0%	94,273	2,907	4.9	5.8	0.7	3.9	7.4	2.1	2.9	7.7	5.4	3.1
200	84.0% and over	46,744	637	2.3	1.2	0.3	2.3	4.5	1.0	1.5	4.4	3.4	1.4
	SAT/ACT 2020-21: Participation, %												
442	0% to under 55%	97,925	7,718	14.5	7.9	4.0	8.1	9.3	5.0	8.6	13.3	10.1	7.9
165	55% to under 70%	68,148	4,288	8.9	8.2	1.5	7.8	5.0	3.5	5.0	15.5	9.1	6.3
468	70% and over	227,824	12,196	7.5	6.9	1.2	6.8	6.5	2.6	4.4	12.3	8.3	5.4
2	No graduates	138	97	68.6	100.0	100.0	70.4	0.0	75.0	0.0	76.7	100.0	70.3
	SAT/ACT 2020-21: At or Above Criterion, %												
73	None met criterion	5,907	2,633	59.0	63.6	43.8	45.0	66.7	20.0	44.8	48.3	41.4	44.6
93	Under 10%	17,459	1,158	7.8	3.8	1.7	6.5	16.7	6.2	9.4	10.4	9.2	6.6
236	10% to under 20%	88,443	7,778	11.2	11.6	4.8	8.7	9.1	6.9	11.1	14.2	11.4	8.8
330	20% to under 35%	132,107	7,787	8.4	7.5	2.4	6.5	6.4	3.8	5.0	12.1	8.9	5.9
321	35% and over	149,010	4,520	4.3	4.2	0.5	4.4	4.4	2.0	3.0	8.1	5.8	3.0
24	No test takers	1,109	423	58.1	33.3	68.4	36.6	100.0	30.6	30.0	58.1	34.3	38.1
	Student Density (Avg=19 Students/Sq Mile)												
436	Fewer than 5	19,130	521	3.9	2.8	2.3	3.1	0.0	2.1	4.1	5.6	4.6	2.7
255	5 to fewer than 20	35,352	1,235	4.9	7.5	2.6	3.9	8.3	2.6	4.1	7.1	4.5	3.5
147	20 to fewer than 100	60,959	2,863	6.9	2.6	1.8	5.7	9.4	3.1	3.7	9.4	8.1	4.7
130	100 and over	255,602	15,683	8.1	8.2	1.3	7.5	5.5	3.3	5.0	13.5	9.4	6.1
109	Non-taxing entities	22,992	3,997	28.4	17.7	3.7	16.6	21.7	12.3	17.6	20.4	18.1	17.4
	Student Change: 20/21-21/22 (Avg= 1%)												
453	Declining students	201,466	14,512	10.0	10.2	1.9	7.9	6.3	4.2	6.3	13.9	10.1	7.2

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2022

										Rate (%)			
Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
271	0% to under 3%	86,198	4,012	6.3	7.4	1.2	5.8	7.3	2.9	3.9	10.3	7.6	4.7
188	3% to under 6%	66,614	2,197	4.5	2.0	0.4	4.4	6.6	2.4	3.6	6.7	5.9	3.3
93	6% to under 10%	27,780	2,997	27.7	7.1	1.8	13.4	8.6	3.5	10.4	21.6	12.2	10.8
72	10% and over	11,977	581	6.5	6.1	4.0	5.9	7.7	3.6	5.5	15.4	6.7	4.9

Students: African American, % (Avg=13%)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
806	Under 10%	190,264	8,101	6.3	5.1	1.0	5.2	7.8	2.4	3.3	8.7	7.3	4.3
222	10% to under 30%	183,333	14,512	10.0	8.8	1.5	10.1	6.0	4.2	6.7	16.6	10.2	7.9
33	30% to under 50%	16,337	1,184	7.4	15.0	2.3	8.4	6.3	5.9	6.8	12.6	12.3	7.2
10	50% to under 70%	2,833	423	12.7	0.0	6.8	20.5	25.0	16.5	10.3	34.7	14.5	14.9
4	70% to under 90%	1,188	68	4.9	0.0	0.0	7.9	0.0	11.8	13.0	12.7	10.0	5.7
2	90% and over	80	11	13.2	0.0	0.0	33.3	0.0	0.0	0.0	0.0	7.1	13.8

Students: Hispanic, % (Avg=53%)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
78	Under 10%	4,899	109	3.9	0.0	1.0	2.8	0.0	1.9	3.4	4.5	4.7	2.2
348	10% to under 30%	75,271	2,082	4.9	4.5	0.5	4.0	5.8	2.1	2.5	8.2	5.3	2.8
267	30% to under 50%	114,728	4,768	6.1	6.1	1.1	5.1	5.1	2.8	4.2	9.4	6.9	4.2
182	50% to under 70%	100,821	10,183	14.5	9.6	3.3	10.7	9.3	5.8	10.0	18.0	12.6	10.1
111	70% to under 90%	51,650	4,779	12.4	14.1	3.5	9.0	12.8	8.7	12.3	15.2	12.6	9.3
91	90% and over	46,666	2,378	6.9	12.7	6.2	5.0	5.6	7.4	5.6	8.4	8.2	5.1

Students: White, % (Avg=26%)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
165	Under 10%	123,267	11,957	14.5	13.4	4.1	8.9	8.7	10.5	15.1	15.4	12.1	9.7
192	10% to under 30%	118,018	7,825	8.2	9.2	1.5	7.5	8.7	4.9	6.0	12.3	10.4	6.6
223	30% to under 50%	92,117	3,225	4.6	4.3	0.6	4.6	4.5	2.6	3.9	7.8	6.1	3.5
261	50% to under 70%	45,171	1,069	3.4	3.9	0.8	2.7	4.6	2.2	2.4	4.9	4.9	2.4
221	70% to under 90%	15,084	214	2.7	2.0	0.0	1.1	16.7	1.5	1.0	2.6	2.4	1.4
15	90% and over	378	9	0.0	0.0	0.0	0.0	0.0	2.6	0.0	0.0	5.3	2.4

Students: Econ Disad, % (Avg=61%)

Districts	Category	Students	Dropouts	Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB/EL	Spec. ed.	All students
20	Under 10%	7,049	66	2.2	0.0	0.5	1.6	0.0	0.8	1.2	3.4	3.5	0.9
69	10% to under 30%	33,040	475	2.2	1.5	0.3	2.2	0.0	1.2	1.4	4.2	3.3	1.4
216	30% to under 50%	88,879	2,580	4.0	5.2	0.5	4.1	5.3	1.9	3.0	7.9	5.9	2.9
409	50% to under 70%	96,102	5,156	7.9	6.4	1.9	6.1	7.0	3.8	5.3	10.2	7.8	5.4
297	70% to under 90%	146,484	12,040	10.3	11.1	3.7	8.1	7.4	7.0	9.9	14.4	11.3	8.2
66	90% and over	22,481	3,982	37.8	21.6	26.3	14.5	40.0	25.8	35.7	18.0	19.1	17.7

Note. See notes after table for category descriptions.

Grade 9 Four-Year Longitudinal Dropout Rates, by District Characteristic, Race/Ethnicity, Emergent Bilingual Student/English Learner (EB/EL) Status, and Special Education Program Participation, Texas Public Schools, Class of 2022

| | | | | Afr. | Amr. | | | Pac. | | Multi- | | Spec. | All |
Districts	Category	Students	Dropouts	Am.	Ind.	Asian	Hisp.	Isl.	White	racial	EB/EL	ed.	students
	Teacher Experience (Avg=11.1 yrs)												
225	Under 10.1 years	70,193	7,136	13.6	9.8	3.3	10.3	12.4	6.8	10.6	15.3	12.1	10.2
283	10.1 to under 12.0 years	214,506	13,388	8.6	8.1	1.3	7.8	5.2	3.4	5.0	14.3	9.4	6.2
288	12.0 to under 13.9 years	78,729	2,785	3.5	4.1	0.7	4.7	6.1	2.4	3.3	8.0	6.3	3.5
281	13.9 years and over	30,607	990	7.2	5.9	2.4	3.7	15.4	1.7	4.0	7.3	5.1	3.2
	Teacher Salary (Avg=$58,887)												
266	Under $50,424	21,044	1,272	8.1	9.4	5.1	6.9	10.0	4.7	7.6	11.2	6.7	6.0
277	$50,424 to under $53,382	34,804	2,165	10.0	6.8	2.7	7.8	13.8	3.5	6.2	10.1	8.6	6.2
263	$53,382 to under $56,918	59,118	2,963	7.6	3.5	1.2	6.2	7.8	2.8	3.9	9.6	7.9	5.0
271	$56,918 and over	279,069	17,899	9.3	8.1	1.3	7.6	5.9	3.3	5.4	13.9	9.4	6.4
	Teachers: White, % (Avg=56%)												
48	Under 10%	30,129	1,367	15.2	7.5	2.4	4.4	0.0	5.4	6.5	8.3	7.5	4.5
74	10% to under 30%	70,146	8,866	16.5	16.8	5.0	12.0	9.2	11.4	18.4	19.9	14.9	12.6
63	30% to under 50%	43,524	2,992	8.4	9.8	1.5	7.1	8.1	6.2	6.9	11.6	10.9	6.9
137	50% to under 70%	108,572	7,114	8.2	9.3	1.5	7.7	8.8	4.6	5.7	12.6	10.0	6.6
385	70% to under 90%	114,934	3,309	4.1	3.4	0.6	3.8	4.7	2.2	3.1	6.4	5.4	2.9
370	90% and over	26,730	651	4.9	3.1	0.7	2.5	5.6	2.2	3.4	3.4	4.1	2.4
	Teachers with Adv Degrees, % (Avg=26.0%)												
247	Under 14.9%	17,648	503	5.4	2.5	1.4	3.3	0.0	1.9	2.7	4.2	4.0	2.9
281	14.9% to under 20.8%	44,487	1,838	5.5	6.1	2.5	4.3	10.0	3.6	6.3	6.8	6.7	4.1
275	20.8% to under 26.2%	103,953	6,171	9.1	5.2	2.4	6.5	4.4	3.6	4.3	12.3	8.3	5.9
274	26.2% and over	227,947	15,787	9.6	9.2	1.3	8.8	7.4	3.3	5.7	14.9	10.1	6.9
	U.S.-Mexico Border Region												
96	Border districts	48,416	2,285	8.1	14.0	2.6	4.6	9.1	5.9	7.7	8.3	8.2	4.7
981	Non-border districts	345,619	22,014	9.2	7.1	1.4	8.2	6.7	3.3	5.3	14.3	9.0	6.4

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2019 tax year state-certified property values. All data are for the 2021-22 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), and tax rates (i.e., local adopted rate and maintenance and operation rate), which lag one year; and property value (or wealth) variables which lag two years.

Glossary

Class. A class is a subset of a Grade 9 cohort (see **Cohort**) used to calculate longitudinal student status rates. A class consists of members of a Grade 9 cohort less those who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and those who cannot be tracked. A class is identified by the anticipated year of graduation. For example, members of the class of 2022 are identified as students who attended Grade 9 in Texas public schools for the first time in the 2018-19 school year and were expected to have graduated in spring 2022. Students are tracked into the fall following their anticipated graduation. Only students in the cohort to whom final statuses are assigned are included as members of the class. Longitudinal rates are based on the four possible final statuses of students: graduate, continuer, TxCHSE recipient, and dropout. A student is classified as a continuer if he or she is not a graduate and is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation. Longitudinal rates for the class of 2022 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort (2018-19 and 2022-23, respectively) or (b) served Grade 12 in the first and fifth years of the cohort. For more information on the calculation of longitudinal rates, refer to the report [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22]().

Cohort. A cohort is defined as the group of Texas public school students who begin Grade 9 for the first time in the same school year plus students who, during the next three school years, enter the Texas public school system in the grade level expected for the cohort. To analyze student progress through high school, a cohort of students is tracked from the time they enter Grade 9 in the Texas public school system until the fall following their anticipated graduation date. Each cohort is identified by the starting grade and anticipated year of graduation. For example, students who attended Grade 9 in Texas public schools for the first time in the 2018-19 school year and were anticipated to have graduated in the spring of 2022 were members of the 2022 cohort.

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

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,125,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if he or she is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

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

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,124,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous

subcategories; (b) it is located in a county with a population of between 100,000 and 1,124,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 884 students.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

more than 2.5 miles but less than or equal to 10 miles from an Urban Cluster.

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

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

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

District Accountability Rating

This category refers to the district rating based on the 2022 accountability system. Generally, a district rating is based upon district performance on three domains:

- Student Achievement,

- School Progress, and

- Closing the Gaps.

For the 2022 accountability cycle, Senate Bill 1365, passed by the 87th Texas Legislature in 2021, required the commissioner to issue a "Not Rated" accountability status if a district or campus would have received an overall rating of D or F. Districts and campuses that earned an overall scaled score of 60-69 were considered acceptable. The *2022 Accountability Manual* remained as a technical guide that explained how information from different sources would have been used to calculate and assign accountability ratings. For a more detailed explanation of the accountability system, see the 2022 Accountability Manual.

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, begin college, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, refer to the report Secondary School Completion and Dropouts in Texas Public Schools, 2021-22.

Dropout Rate. The longitudinal dropout rate is the number of students from a class of beginning ninth graders who dropped out divided by the number of students who graduated, continued in high school, received a Texas Certificate of High School Equivalency (TxCHSE), or dropped out. For more information on the definition of a dropout and calculation of dropout rates, refer to the report Secondary School Completion and Dropouts in Texas Public Schools, 2021-22.

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

Emergent Bilingual Student/English Learner. A student is classified as an emergent bilingual student/English learner (EB student/EL) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, EB students/ELs are students who were identified as having limited English proficiency at any time while attending Grades 9-12 in Texas public school.

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

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

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

- land: vacant lots and taxable rural real property;

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

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

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

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

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the Texas Student Data System. The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain

a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2020-21: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. Students may take the SAT and ACT more than once. For the 2016-17 and earlier years, TEA based performance results on each examinee's most recent tests. Beginning with 2017-18, TEA based performance results on each examinee's best section scores across all tests taken. Those scores were used, in turn, to calculate SAT total scores and ACT composite scores, commonly known as "superscores." The calculated "superscores" were used in deciding if students scored at or above the criterion.

SAT/ACT 2020-21: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

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

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

Student Change: 2020-21 – 2021-22. Districts are grouped into five subcategories based on change in

enrollment from the prior school year to the current school year.

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

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

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

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per $100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally

adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter schools make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

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

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

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

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

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

extending more than 2,000 miles from the Gulf of Mexico to the Pacific Ocean and approximately 62.5 miles on either side of the border.