IDRA REPORT

Texas Public School Attrition Study, 2012-13

Overall Attrition Rates Take Another Step Forward

by Roy L. Johnson, M.S.

This report presents results of long-term trend assessments of attrition data in Texas public high schools. In this most recent annual attrition study that examines school holding power, IDRA found that 25 percent of the freshman class of 2009-10 left school prior to graduating from a Texas public high school in the 2012-13 school year (see box on Page 2). For each racial and ethnic group, the study found that attrition rates were lower than rates found in the 1985-86 study. However, the gaps between the attrition rates of White students and Hispanic students and of White and Black students are still higher than 28 years ago.

The current statewide attrition rate of 25 percent is 8 percentage points lower than the initial rate of 33 percent found in IDRA's landmark 1985-86 study, a decline of 24 percent. Between White students and Hispanic students, the attrition rate gap has gotten the closest ever to the original 18 percentage points in 1985-86 to 19 percentage points in 2012-

13. The attrition gap between White students and Black students has increased from 7 percentage points in 1985-86 to 12 percentage points in 2012-13.

Out of 254 counties across the state, 102 had a lower attrition rate than last year, 105 had a higher rate and 14 counties had the same rate as last year (33 counties could not be compared with the previous year).

A supplemental analysis using linear regression models predicts that Texas will not reach an attrition rate of zero until over two decades from this year. At this pace, the state will lose an additional 1.6 million to 4.1 million students. (See analysis on Page 17.)
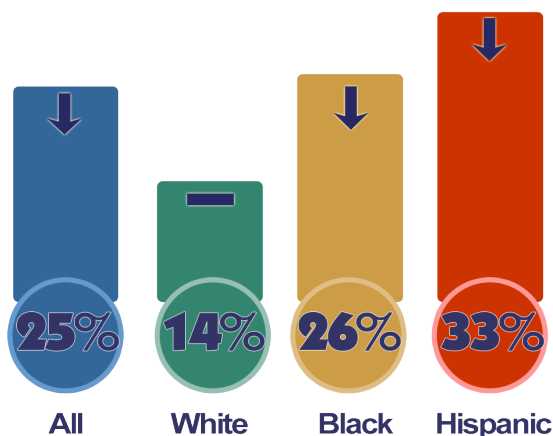
Key findings of the latest study include the following.

- The overall attrition rate declined from 33 percent in 1985-86 to **25 percent** in 2012-13.
- Texas public schools are failing to graduate **one out of every four students**.

"When it comes to transforming education, we don't need to take wild guesses; some public school educators are already showing what works."

– Dr. María "Cuca" Robledo Montecel, IDRA President and CEO

Schools are at least twice as likely to lose Hispanic students and Black students before they graduate.

All	White	Black	Hispanic
25%	14%	26%	33%

Intercultural Development Research Association, 2013

Inside

2009-10 and 2012-13 Enrollment, 2012-13 Attrition in Texas

Race-Ethnicity and Gender	2009-10 9th Grade Enrollment	2012-13 12th Grade Enrollment	2009-10 9-12th Grade Enrollment	2012-13 9-12th Grade Enrollment	2012-13 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate
Native	**1,443**	**1,424**	**4,863**	**6,188**	**1,836**	**412**	**22**
Male	778	753	2,575	3,230	976	223	23
Female	665	671	2,288	2,958	860	189	22
Asian/Pacific Islander	**13,249**	**12,096**	**48,427**	**52,150**	**14,267**	**2,171**	**15**
Male	6,869	6,230	25,016	26,929	7,394	1,164	16
Female	6,380	5,866	23,411	25,221	6,873	1,007	15
Black	**55,477**	**38,281**	**186,810**	**174,084**	**51,718**	**13,437**	**26**
Male	29,243	18,965	94,853	89,263	27,520	8,555	31
Female	26,234	19,316	91,957	84,821	24,198	4,882	20
White	**129,353**	**103,320**	**477,993**	**442,366**	**119,710**	**16,390**	**14**
Male	67,250	52,780	246,328	227,729	62,172	9,392	15
Female	62,103	50,540	231,665	214,637	57,538	6,998	12
Hispanic	**181,495**	**136,191**	**574,325**	**643,448**	**203,356**	**67,165**	**33**
Male	95,920	68,299	293,665	329,800	107,723	39,424	37
Female	85,575	67,892	280,660	313,648	95,633	27,741	29
Multiracial	**NA**	**4,879**	**NA**	**22,256**	**4,879**	**NA**	**NA**
Male	NA	2,371	NA	10,923	2,371	NA	NA
Female	NA	2,508	NA	11,333	2,508	NA	NA
All Groups	**381,017**	**296,191**	**1,292,418**	**1,340,492**	**395,766**	**99,575**	**25**
Male	200,060	149,398	662,437	687,874	208,156	58,758	28
Female	180,957	146,793	629,981	652,618	187,610	40,817	22

NA = Not Available

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2011-12 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2009-10 school year and enrollment figures for 12th grade students in 2012-13. This period represents the time span when ninth grade students would be enrolled in school prior to graduation. The enrollment data for special school districts (military schools, state schools and charter schools) were excluded from the analyses since they are likely to have unstable enrollments and/or lack a tax base to support school programs. School districts with masked student enrollment data were also excluded from the analysis. For the 2012-13 school year, TEA collected enrollment data for race and ethnicity separately in compliance with new federal standards. For the purposes of analysis, IDRA continued to combined the Asian and Native Hawaiian/Other Pacific Islander categories. Attrition rates were not calculated for students classified as having two or more races (multiracial).

Source: Intercultural Development Research Association, 2013

Texas public schools are losing 1 out of 4 students

It has taken 28 years to improve by 8 percentage points: from 33 percent to 25 percent

Intercultural Development Research Association, 2013

Attrition Rates in Texas Public Schools by Year 1985-86 to 2012-13

Year	Black	White	Hispanic	Total
1985-86	34	27	45	33
1986-87	38	26	46	34
1987-88	39	24	49	33
1988-89	37	20	48	31
1989-90	38	19	48	31
1990-91	37	19	47	31
1991-92	39	22	48	34
1992-93	43	25	49	36
1993-94	47	28	50	39
1994-95	50	30	51	40
1995-96	51	31	53	42
1996-97	51	32	54	43
1997-98	49	31	53	42
1998-99	48	31	53	42
1999-00	47	28	52	40
2000-01	46	27	52	40
2001-02	46	26	51	39
2002-03	45	24	50	38
2003-04	44	22	49	36
2004-05	43	22	48	36
2005-06	40	21	47	35
2006-07	40	20	45	34
2007-08	38	18	44	33
2008-09	35	17	42	31
2009-10	33	15	39	29
2010-11	30	14	37	27
2011-12	28	14	35	26
2012-13	26	14	33	25

Source: Intercultural Development Research Association, 2013

- At this rate, Texas will not reach universal high school education for another quarter of a century in 2036.

- The overall attrition rate was less than 30 percent in the last four study years – the attrition rate was 29 percent in 2009-10, 27 percent in 2010-11, 26 percent in 2011-12, and 25 percent in 2012-13.

- Numerically, **99,575 students were lost** from public high school enrollment in 2012-13 compared to 86,276 in 1985-86.

- From 1985-86 to 2012-13, attrition rates of Hispanic students declined by 27 percent (from 45 percent to 33 percent). During this same period, the attrition rates of Black students declined by 24 percent (from 34 percent to 26 percent). Attrition rates of White students declined by 48 percent (from 27 percent to 14 percent).

- The gap between the attrition rates of White and Hispanic students and between White students and Black students are still higher than 28 years ago. The attrition gap between White students and Hispanic students increased by 6 percent from 1985-86 to 2012-13, and the attrition gap between White students and Black students increased by 71 percent from 1985-86 to 2012-13.

- For the class of 2012-13, Hispanic students and Black students are about two times more likely to leave school without graduating than White students.

- Since 1986, Texas schools have **lost a cumulative total of more than 3.3 million students** from public high school enrollment prior to graduation.

- The attrition rates for males have been higher than those of females. In the class of 2012-13, males were 1.3 times more likely to leave school without graduating with a diploma than females.

- From 1985-86 to 2012-13, attrition rates of male students declined by 20 percent (from 35 percent to 28 percent) while the attrition rates of female students declined by 31 percent (from 32 percent to 22 percent).

Since 1986, IDRA has conducted an annual attrition study to track the number and percent of students in Texas who are lost from public secondary school enrollment prior to graduation. The study builds on the series of studies that began when IDRA conducted the first comprehensive study of school dropouts in Texas with the release of the initial study in October 1986. (Robledo Montecel, 1986)

The study in 1986, entitled *Texas School Dropout Survey Project*, was conducted under contract with the Texas Education Agency (TEA) and the then Texas Department of Community Affairs. That first study found that 86,276 students had not graduated from Texas public schools, costing the state $17 billion in foregone income, lost tax revenues and increased job training, welfare, unemployment and criminal justice costs (Robledo Montecel, 1986). The 69th Legislature responded by the passing HB 1010 in 1987 through which the state and local responsibilities for collecting and monitoring dropout data were substantially increased (TEA, July 2011).
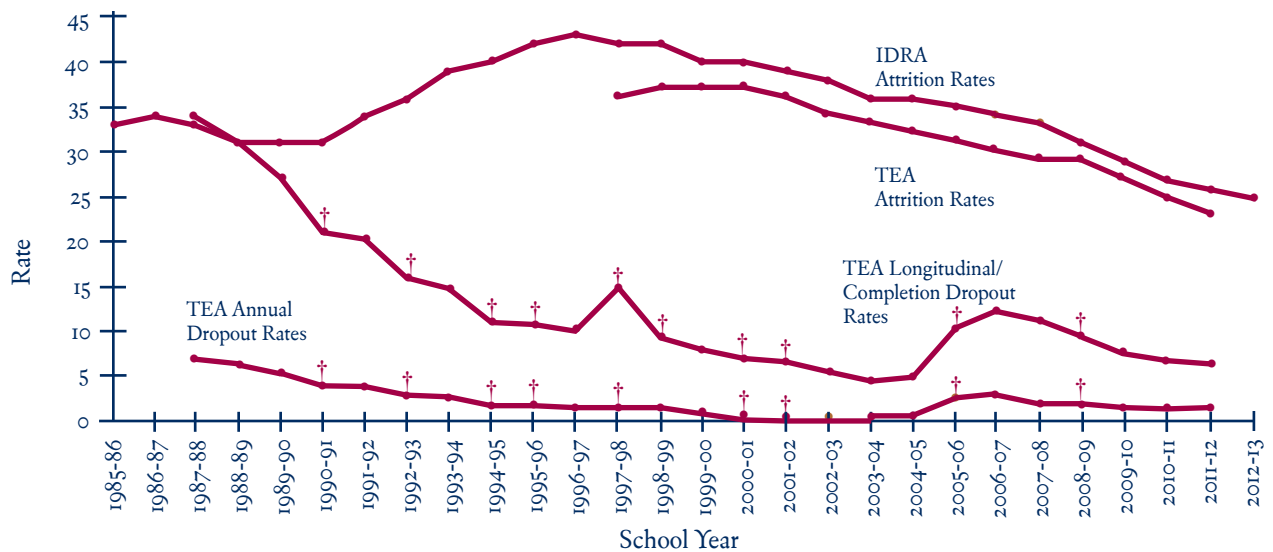
Over the 28-year study period, Texas public schools have lost a cumulative total of more than 3.3 million students from high school enrollment – 3.3 million students without a high school diploma. The overall

Attrition and Dropout Rates in Texas Over Time

IDRA Attrition Rates

TEA Attrition Rates

TEA Longitudinal/ Completion Dropout Rates

TEA Annual Dropout Rates

† Change in TEA dropout definition or data processing procedures
Sources: Intercultural Development Research Association, 2013. Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2003-04, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12.*

Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates	TEA Attrition Rates	TEA Long. Dropout Rates	TEA Annual Dropout Rates
1985-86	33		--	--
1986-87	34		--	--
1987-88	33		34.0	6.7
1988-89	31		31.3	6.1
1989-90	31		27.2	5.1
1990-91	31		21.4	3.9
1991-92	34		20.7	3.8
1992-93	36		15.8	2.8
1993-94	39		14.4	2.6
1994-95	40		10.6	1.8
1995-96	42		10.1	1.8
1996-97	43		9.1	1.6
1997-98	42	36	14.7	1.6
1998-99	42	37	9.0*	1.6
1999-00	40	37	7.7*	1.3
2000-01	40	37	6.8*	1.0
2001-02	39	36	5.6*	0.9
2002-03	38	34	4.9*	0.9
2003-04	36	33	4.2*	0.9
2004-05	36	32	4.6*	0.9
2005-06	35	31	9.1***	2.6**
2006-07	34	30	11.6***	2.7**
2007-08	33	29	10.7***	2.2**
2008-09	31	29	9.5***	2.0**
2009-10	29	27	7.6***	1.7**
2010-11	27	25	7.1***	1.6**
2011-12	26	23	6.6	1.7**
2012-13	25			

* Longitudinal completion rate (Grades 7-12)
** Annual dropout rate using NCES definition (Grades 7-12)
*** Longitudinal dropout rate using NCES definition (Grades 7-12)

Source: Intercultural Development Research Association, 2013

attrition rate in Texas has ranged from a low of 25 percent in 2012-13 to a high of 43 percent in 1996-97.

Recent trends in attrition rates for Texas public high schools continue to show a positive outlook for the number and percent of students who continue their school enrollment through graduation. IDRA's latest annual attrition study shows that the overall attrition rate declined from 29 percent in 2009-10 to 27 percent in 2010-11 to 26 percent in 2011-12 to 25 percent in 2012-13. For the fourth time in the 28-year history of reporting trends in dropout and attrition rates in Texas public schools, this latest study shows that fewer than 30 percent of students were lost from public enrollment prior to graduation with a diploma.

Over the last decade, attrition rates have been on a steady decline by one or two percentage points each year. Though this gradual decline in attrition rates implies improvement in schools' abilities to hold on to their students until they graduate, long-term trend assessments also suggest that it is not yet time to celebrate as the data show persistent gaps among racial and ethnic groups.

Data Collection

IDRA uses data on public school enrollment from the Texas Public Education Information Management System (PEIMS) Fall Membership Survey. During the fall of each year, school districts are required to report information to TEA via the PEIMS for all public school students and grade levels.

Beginning in 2010-11, TEA reported student enrollment data on race and ethnicity based on new federal standards that required data on race and ethnicity to be collected separately using a specific two-part question – (1) Is the person Hispanic/ Latino? and (2) What is the person's race? Prior to the new standard, TEA allowed school districts to report a student's race or ethnicity in one of five categories: American Indian or Alaska Native (Native American); Asian or Pacific Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or White (not of Hispanic origin). Under the new standards, TEA now requires school districts to report a student's race or ethnicity in one of seven categories: American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; White; or Multiracial (two or more races).

Student enrollment data at grades nine through 12 decreased from 1,362,047 in 2011-12 to 1,347,324 in 2012-13 (see box on Page 5). The percentage of the ninth through 12th grade population reported as Hispanic increased from 47.5 percent to 48.3 percent. The percentage of the ninth through 12th grade population reported as Black or African American declined from 13.2 percent to 13.1 percent, and the percentage reported as White declined from 34.2 percent to 33.4 percent (see box on Page 6).

Texas Student Enrollment, Grades 9-12, 2009-10 to 2012-13

Race-Ethnicity	Enrollment by Grade				
	9	10	11	12	9-12
2009-10					
Black or African American	57,721	49,325	45,190	41,316	193,552
Hispanic	187,776	149,012	133,668	123,209	593,665
Native American	1,529	1,266	1,173	1,097	5,065
Asian/Pacific Islander	13,534	12,510	11,971	11,307	49,322
White	131,480	122,710	118,068	113,953	486,211
Total	**392,040**	**334,823**	**310,070**	**290,882**	**1,327,815**
2010-11					
Black or African American	52,479	46,634	42,469	40,236	181,818
Hispanic	193,305	160,564	142,196	132,586	628,651
American Indian or Alaska Native	1,959	1,850	1,582	1,467	6,858
White	123,392	116,999	111,865	108,477	460,733
Asian	13,127	12,059	11,208	10,789	47,183
Native Hawaiian or Other Pacific Islander	458	427	447	411	1,743
Multiracial	5,945	5,288	4,943	4,162	20,338
Total	**390,665**	**343,821**	**314,710**	**298,128**	**1,347,324**
2011-12					
Black or African American	52,807	45,440	42,738	39,371	180,356
Hispanic	196,580	165,255	149,874	135,357	647,066
American Indian or Alaska Native	1,915	1,672	1,669	1,464	6,720
White	121,994	115,622	111,185	105,829	454,630
Asian	13,688	12,823	12,150	11,159	49,820
Native Hawaiian or Other Pacific Islander	521	434	433	413	1,801
Multiracial	6,048	5,652	5,168	4,786	21,654
Total	**393,553**	**346,898**	**323,217**	**298,379**	**1,362,047**
2012-13					
Black or African American	54,003	45,791	42,091	39,519	181,404
Hispanic	204,130	169,130	155,084	141,614	669,958
American Indian or Alaska Native	1,828	1,646	1,518	1,499	6,491
White	121,795	114,315	110,332	105,237	451,679
Asian	13,610	13,382	12,871	12,009	51,872
Native Hawaiian or Other Pacific Islander	522	498	453	400	1,873
Multiracial	6,538	5,799	5,491	4,959	22,787
Total	**402,426**	**350,561**	**327,840**	**305,237**	**1,386,064**

Texas Student Enrollment, Grades 9, 12 and 9-12, 2007-08 to 2012-13 (percent)

Race-Ethnicity	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
9th Grade Enrollment						
Black or African American	15.5	15.1	14.7	13.4	13.4	13.4
Hispanic	46.6	47.0	47.9	49.5	50.0	50.7
Native American (American Indian/Alaska Native)	0.4	0.3	0.4	0.5	0.5	0.5
Asian/Pacific Islander	3.0	3.3	3.5	–	–	–
White	34.6	34.3	33.5	31.6	31.0	30.3
Asian	–	–	–	3.4	3.5	3.4
Native Hawaiian or Other Pacific Islander	–	–	–	0.1	0.1	0.1
Multiracial	–	–	–	1.5	1.5	1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
12th Grade Enrollment						
Black or African American	14.2	14.3	14.2	13.5	13.2	12.9
Hispanic	39.3	40.9	42.4	44.5	45.4	46.4
Native American (American Indian/Alaska Native)	0.4	0.4	0.4	0.5	0.5	0.5
Asian/Pacific Islander	3.7	3.8	3.9	–	–	–
White	42.5	40.7	39.2	36.4	35.5	34.5
Asian	–	–	–	3.6	3.7	3.9
Native Hawaiian or Other Pacific Islander	–	–	–	0.1	0.1	0.1
Multiracial	–	–	–	1.4	1.6	1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**	**100.0**
9-12th Grade Enrollment						
Black or African American	14.8	14.7	14.6	13.5	13.2	13.1
Hispanic	42.6	43.6	44.7	46.7	47.5	48.3
American Indian or Alaska Native	–	–	–	0.5	0.5	0.5
Asian/Pacific Islander	3.0	3.3	3.5	–	–	–
White	38.8	37.7	36.6	34.2	33.4	32.6
Asian	–	–	–	3.5	3.7	3.7
Native Hawaiian or Other Pacific Islander	–	–	–	0.1	0.1	0.1
Multiracial	–	–	–	1.5	1.6	1.6
Total	**100.0**	**100.0**	**100.0**	**100.0**	**100.**	**100.0**

Source: Texas Education Agency, Standard Reports, Enrollment Reports, 2007-08 to 2012-13, http://ritter.tea.state.tx.us/adhocrpt/adste.html

Methods

Attrition rates are an indicator of a school's holding power or ability to keep students enrolled in school and learning until they graduate. Along with other dropout measures, attrition rates are useful in studying the magnitude of the dropout problem and the success of schools in keeping students in school (see Page 15 for dropout indicators). Attrition, in its simplest form, is the rate of shrinkage in size or number. Therefore, an attrition rate is the percent change in grade level enrollment between a base year and an end year.

Spanning a period from 1985-86 through 2012-13, the IDRA attrition studies have provided time series data, using a consistent methodology, on the number and percent of Texas public school students who leave school prior to graduation. These studies are the only source for examining the magnitude of the dropout problem in Texas across more than two decades using uniform methods. They provide information on the effectiveness and success of Texas public high schools in keeping students engaged in school until they graduate with a high school diploma.

IDRA's attrition studies involve an analysis of ninth-grade enrollment figures and 12th-grade enrollment figures three years later. IDRA adjusts the expected grade 12 enrollment based on increasing or declining enrollment in grades 9-12. This period represents the time span during which a student would be enrolled in high school.

IDRA collects and uses high school enrollment data from the TEA Fall Membership Survey to compute countywide and statewide attrition rates by race-ethnicity and gender (see box on Page 8). Enrollment data from special school districts (military schools, state schools, charter schools) are excluded from the analyses because they are likely to have unstable enrollments or lack a tax base for school programs.

For the purposes of its attrition reporting, IDRA continued to use the term Native American in place of American Indian or Alaska Native. Additionally, IDRA combined the categories of Asian and Native Hawaiian or Other Pacific Islander and continued to use the term Asian/Pacific Islander in place of the separate terms of Asian and Native Hawaiian or Other Pacific Islander. Enrollment data for the new multiracial category were provided, but the calculation of an attrition rate could not be achieved without corresponding first-year categories.

TEA masked some data with aggregates less than five students in order to comply with the *Family*

Educational Rights and Privacy Act (FERPA). Where data were masked, it was necessary to exclude some district- and/or county-level data from the total student enrollment counts.

Latest Study Results

One of every four students (25 percent) from the freshman class of 2009-10 left school prior to graduating with a high school diploma. For the class of 2012-13, **99,575 students were lost** from public school enrollment between the 2009-10 and 2012-13 school years. (See box on Page 9.)

The overall attrition rate declined from 33 percent in 1985-86 to 25 percent in 2012-13. Over the past two and a half decades, attrition rates have fluctuated between a low of 25 percent in 2012-13 to a high of 43 percent in 1996-97. (See box on Page 3.)

The overall attrition rate was less than 30 percent for the fourth time in 28 years. After 24 consecutive years of overall statewide attrition rates at 31 percent or higher, the overall statewide attrition rate of 27 percent in 2010-11, 26 percent in 2011-12 and 25 percent in 2012-13 are the lowest since the previous low of 31 percent in 1988-89, 1989-90, 1990-91 and 2008-09. (See boxes on Page 3 and Page 8.)

The attrition rates of Hispanic students and

Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2012-13
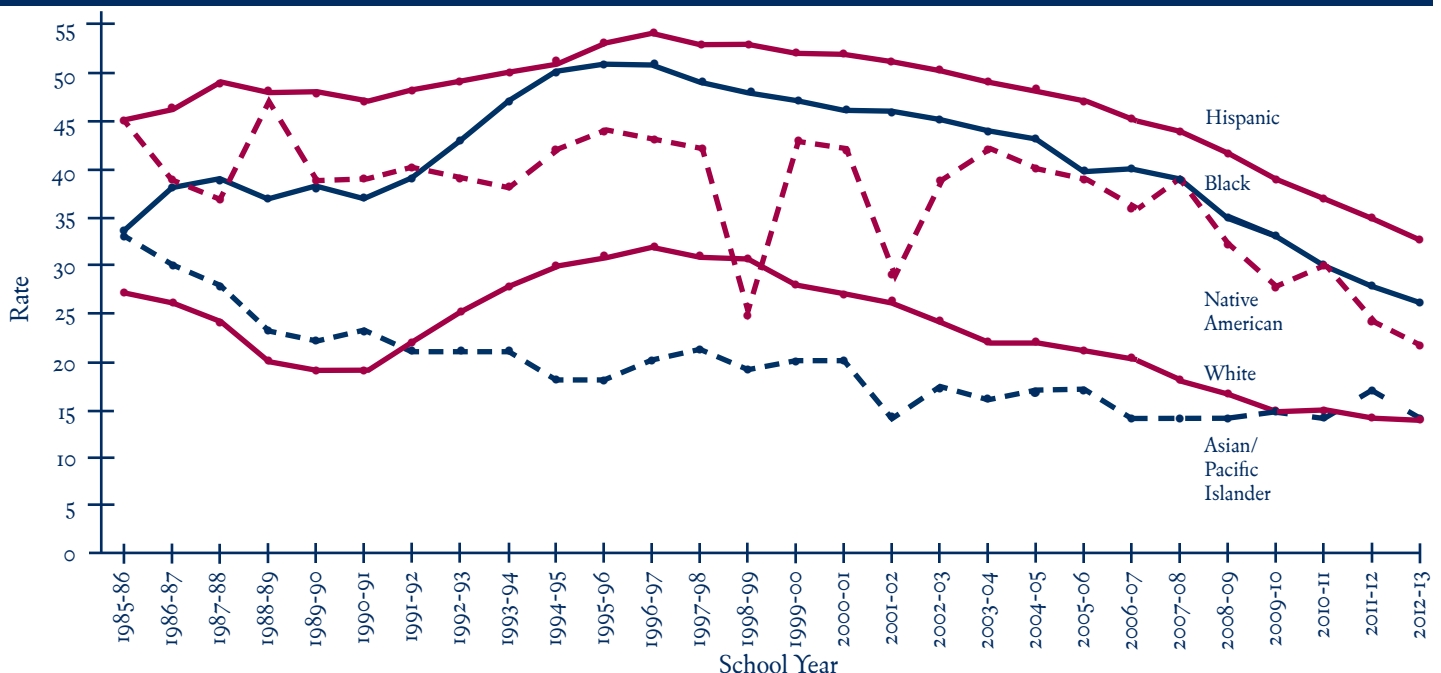
Source: Intercultural Development Research Association, 2013

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2012-13

Group	Race-Ethnicity					Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Hispanic	Male	Female	
1985-86	45	33	34	27	45	35	32	33
1986-87	39	30	38	26	46	35	32	34
1987-88	37	28	39	24	49	35	31	33
1988-89	47	23	37	20	48	34	29	31
1989-90	39	22	38	19	48	34	29	31
1990-91	39	23	37	19	47	34	28	31
1991-92	40	21	39	22	48	37	30	34
1992-93	39	21	43	25	49	39	33	36
1993-94	38	21	47	28	50	41	36	39
1994-95	42	18	50	30	51	43	37	40
1995-96	44	18	51	31	53	45	39	42
1996-97	43	20	51	32	54	46	40	43
1997-98	42	21	49	31	53	45	38	42
1998-99	25	19	48	31	53	45	38	42
1999-00	43	20	47	28	52	44	36	40
2000-01	42	20	46	27	52	43	36	40
2001-02	29	14	46	26	51	43	35	39
2002-03	39	17	45	24	50	41	34	38
2003-04	42	16	44	22	49	40	33	36
2004-05	40	17	43	22	48	39	32	36
2005-06	39	17	40	21	47	38	31	35
2006-07	36	14	40	20	45	37	30	34
2007-08	38	14	38	18	44	36	29	33
2008-09	32	14	35	17	42	35	27	31
2009-10	28	15	33	15	39	33	25	29
2010-11	30	15	30	14	37	31	23	27
2011-12	24	17	28	14	35	29	22	26
2012-13	22	15	26	14	33	28	22	25
Percent Change* From 1985-86 to 2012-13	-51	-55	-24	-48	-27	-20	-31	-24

* Rounded to nearest whole number.   Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.
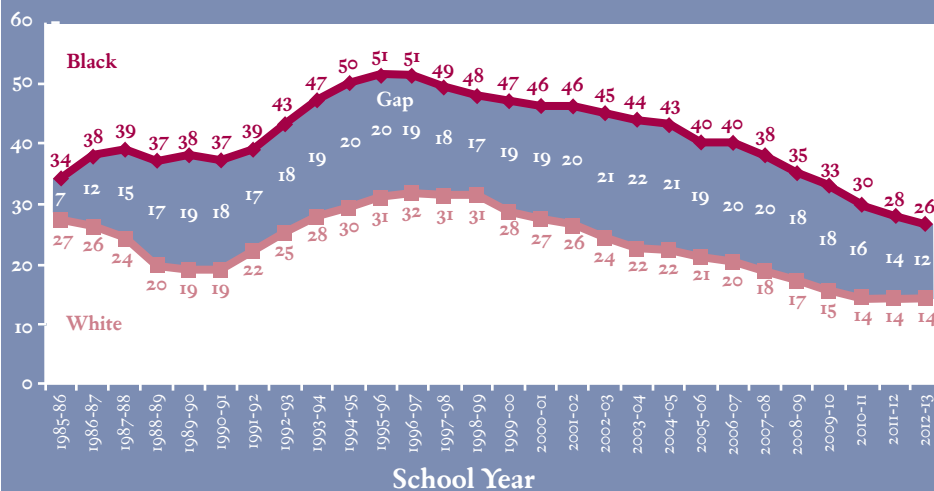Source: Intercultural Development Research Association, 2013

Numbers of Students Lost to Attrition in Texas, School Years 1985-86 to 2012-13

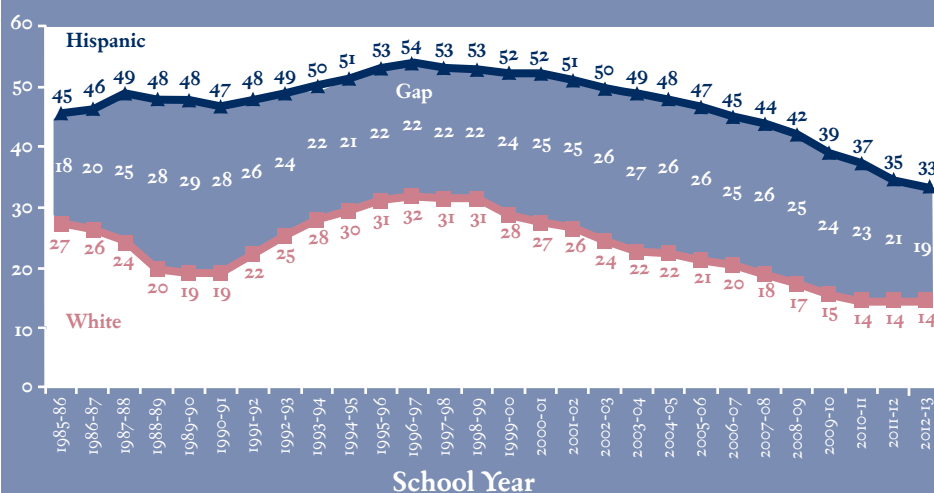| School Year	Total	Race-Ethnicity					Gender	
		Native American	Asian/ Pacific Islander	Black	White	Hispanic	Male	Female
1985-86	86,276	185	1,523	12,268	38,717	33,583	46,603	39,673
1986-87	90,317	152	1,406	14,416	38,848	35,495	48,912	41,405
1987-88	92,213	159	1,447	15,273	34,889	40,435	50,595	41,618
1988-89	88,538	252	1,189	15,474	28,309	43,314	49,049	39,489
1989-90	86,160	196	1,214	15,423	24,510	44,817	48,665	37,495
1990-91	83,718	207	1,324	14,133	23,229	44,825	47,723	35,995
1991-92	91,424	215	1,196	15,016	27,055	47,942	51,937	39,487
1992-93	101,358	248	1,307	17,032	32,611	50,160	57,332	44,026
1993-94	113,061	245	1,472	19,735	37,377	54,232	63,557	49,504
1994-95	123,200	296	1,226	22,856	41,648	57,174	68,725	54,475
1995-96	135,438	350	1,303	25,078	45,302	63,405	75,854	59,584
1996-97	147,313	327	1,486	27,004	48,586	69,910	82,442	64,871
1997-98	150,965	352	1,730	26,938	49,135	72,810	85,585	65,380
1998-99	151,779	299	1,680	25,526	48,178	76,096	86,438	65,341
1999-00	146,714	406	1,771	25,097	44,275	75,165	83,976	62,738
2000-01	144,241	413	1,794	24,515	41,734	75,785	82,845	61,396
2001-02	143,175	237	1,244	25,017	39,953	76,724	82,762	60,413
2002-03	143,280	436	1,611	25,066	36,948	79,219	82,621	60,659
2003-04	139,413	495	1,575	24,728	33,104	79,511	80,485	58,928
2004-05	137,424	490	1,789	24,373	31,378	79,394	78,858	58,566
2005-06	137,162	512	1,876	24,366	29,903	80,505	78,298	58,864
2006-07	134,676	500	1,547	23,845	28,339	80,445	76,965	57,711
2007-08	132,815	581	1,635	23,036	25,923	81,640	76,532	56,283
2008-09	125,508	450	1,685	21,019	22,476	79,878	73,572	51,936
2009-10	119,836	427	1,951	20,051	20,416	76,991	70,606	49,230
2010-11	110,804	601	1,951	16,880	16,771	74,601	65,983	44,821
2011-12	103,140	432	2,353	14,675	16,615	69,065	61,165	41,975
2012-13	99,575	412	2,171	13,437	16,390	67,165	58,758	40,817
All Years	**3,359,523**	**9,875**	**44,456**	**572,277**	**922,629**	**1,810,286**	**1,916,843**	**1,442,680**

Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.
Source: Intercultural Development Research Association, 2013

Trend in Black-White Attrition Rates

Source: Intercultural Development Research Association, 2013

Trend in Hispanic-White Attrition Rates

Source: Intercultural Development Research Association, 2013

Additional Resources Online

- Look Up Your County – See attrition rates and numbers over the last 10 years
- Tool – Quality School Holding Power Checklist
- eBook – Types of Dropout Data Defined
- OurSchool data portal – see district- and high school-level data (in English and Spanish)
- Book – Courage to Connect: A Quality Schools Action Framework
- Overview of the Coca-Cola Valued Youth Program, which keeps 98 percent of students in school
- Ideas and Strategies for Action
- Set of principles for policymakers and school leaders
- Classnotes Podcasts: on Dropout Prevention and College-Readiness
- Graduation for All E-letter (English/ Spanish)
- Frequently Asked Questions

www.idra.org

Also see www.delicious.com/IDRA for related articles and studies (keyword: dropouts)

Black students are much higher than those of White students (see box on Page 7). From 1985-86 to 2012-13, attrition rates of Hispanic students declined by 27 percent (from 45 percent to 33 percent). During this same period, the attrition rates of Black students declined by 24 percent (from 34 percent to 26 percent). Attrition rates of White students declined by 48 percent (from 27 percent to 14 percent).

Native American students had a decline of 51 percent in their attrition rates (from 45 percent to 22 percent), and Asian/Pacific Islander students had a decline of 55 percent (from 33 percent to 15 percent).

Hispanic students have higher attrition rates than either White students or Black students. The attrition rate of Asian/Pacific Islander students was the lowest among the racial/ethnic groups. (See box on Page 8.)

For the class of 2012-13, Black students and Hispanic students were about two times more likely to leave school without graduating with a diploma than White students.

The gap between the attrition rates of White students and of Black students and Hispanic students is higher than 28 years ago. The gap between the attrition rates of White students and Black students has increased from 7 percentage points in 1985-86 to 12 percentage points in 2012-13. The gap between the attrition rates of White students and Hispanic students has gotten the

closest ever from the original 18 percentage points in 1985-86 to 19 percentage points in 2012-13. (See boxes on Page 10.)

The gap between the attrition rates of White students and Native American students has declined from 18 percentage points in 1985-86 to 8 percentage points in 2012-13. Asian/Pacific Islander students exhibited the greatest positive trend in the reduction of the gap in attrition rates compared to White students. The gap between the attrition rates of White students and Asian/Pacific Islander students has declined from 6 percentage points in 1985-86 to 1 percentage point in 2012-13.

Since last year, the gap between the attrition rates of White students and of Black students and Hispanic students declined. The gap between the attrition rates of White students and Black students declined from 14 percentage points in 2011-12 to 12 percentage points in 2012-13. The gap between the attrition rates of decreased White students and Hispanic students decreased by 2 percentage points from 21 percentage points in 2011-12 to 19 percentage points in 2012-13.

Historically, **Hispanic students and Black students have comprised a large proportion of students lost by schools.** For the period of 1985-86 to 2012-13, students from ethnic minority groups account for nearly three-fourths (72.5 percent) of the estimated 3.3 million students lost from public high school enrollment.

Hispanic students account for 53.9 percent of the students lost to attrition. Black students account for 17.0 percent of all students lost from enrollment due to attrition over the years. White students account for 27.5 percent of students lost from high school enrollment over time. Attrition rates for White students and Asian/Pacific Islander students have been typically lower than the overall attrition rates.

The attrition rates for males have been higher than those of females. From 1985-86 to 2012-13, attrition rates of male students declined by 20 percent (from 35 percent to 28 percent). Attrition rates for females declined by 31 percent from 32 percent in 1985-86 to 22 percent in 2012-13. Longitudinally, males have accounted for 57.1 percent of students lost from school enrollment, while females have accounted for 42.9 percent. In the class of 2012-13, males were 1.3 times more likely to leave school without graduating with a diploma than females.

County-level data are provided on a map (on Page 12) and on an attrition rate table on Pages 13-14. In addition, trend data by county are available on IDRA's website at www.idra.org (see box on Page 12). **School district and high school-level data are available** online as well through IDRA's OurSchool data portal, where the attrition figures provided are from TEA databases (see box on Page 19).

The graph and table on Page 4 show attrition and dropout rates in Texas over time as reported in IDRA's attrition studies and TEA dropout reports. Descriptions of different dropout counting and reporting methodologies are outlined on Page 15.

Conclusions

Attrition rates are on the decline in Texas, and according to many sources the decline in dropout rates is occurring across the nation. Despite this good news regarding the trend in declining attrition rate for the state overall and for each racial and ethnic group, the still high attrition rates of Hispanic students and Black students suggest that any celebration be tempered, and that dropout prevention and graduation initiatives need to be fortified. IDRA and other researchers continue to decry that the school dropout dilemma is a significant education and economic issue for Texas and the nation. Researchers at John Hopkins University report that Texas is home to a significant number of low performing high schools where fewer than 60 percent of freshmen progress to their senior year (Balfanz, et al., 2012). The Alliance for Education estimates that 135,100 Texas students in the Class of 2010 dropped out of school and projects that cutting the number of dropouts in half would result in tremendous economic benefits to the state of Texas (2011).

IDRA is currently conducting additional research to explore the attrition rate trends and the disparity in attrition rates between racial and ethnic groups. IDRA is continuing to urge communities to come together to review issues surrounding school dropouts and to take action for the benefit of children and the future of Texas. We also are encouraging the State of Texas to review its decision to cut funding for dropout prevention initiatives particularly given the increase in the number and percent of dropouts based its own reporting and the trend data provided by dropout researchers.

IDRA has developed a number of products to guide communities and schools in improving school holding power in schools in Texas and across the nation. In the book*, Courage to Connect: A Quality Schools Action Framework ™*, IDRA shows how communities and schools can work together to strengthen school success in a number of areas including graduation outcomes. The book's web page (http://www.idra.org/couragetoconnect) provides a table of contents, excerpts, related podcasts and other resources. IDRA's **online OurSchool data portal** helps community and school partners to examine their school data and plan joint actions to improve school holding power. The portal can be assessed free of charge at http://www.idra.org/OurSchool. IDRA's one-page **Quality School Holding Power Checklist** provides a set of criteria for assessing and selecting effective dropout prevention strategies.

Resources

Robledo Montecel, M. (principal investigator). *Texas School Dropout Survey Project*, seven volumes: *Volume 1: Magnitude of the Problem – Census Analysis; Volume 2: Magnitude of the Problem – Attrition Analyses; Volume 3: Magnitude of the Problem – School District Research and Procedures; Volume 4: Magnitude of the Problem – School District Research and Procedures; Volume 5: Benefit-Cost Impact of the Dropout Program; Volume 6: Program Responses – Their Nature and Effectiveness; Volume 7: Study Methods and Procedures;* plus *A Summary of the Findings* (San Antonio, Texas: Intercultural Development Research Association, October 1986).

Johnson, R. *While Attrition Rates Continue their Decline in Texas, Schools Lost One in Four Students* (San Antonio, Texas: Intercultural Development Research Association, October 2012).

Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2011-12* (Austin, Texas: Texas Education Agency, August 2013).

Texas Education Agency. *Standard Reports, Enrollment Reports, 2007-08 to 2012-13* (Austin, Texas: Texas Education Agency).http://ritter.tea.state.tex.us/adhocrpt/adste.html

Alliance for Excellent Education. *The High Cost of High School Dropouts: What the Nation Pays for Inadequate High Schools – Issue Brief* (Washington, D.C.: Alliance for Excellent Education, November 2011). See Appendix E: Graduation Rate Definitions, History, and Economic Considerations for additional information. www.all4ed.org/files/HighCost.pdf

Balfanz, R., & J. Bridgeland, M. Bruce J. Hornig Fox. *Building a Grad Nation: Progress and Challenges in Ending the High School Dropout Epidemic* (Civic Enterprises, John Hopkins University, Annual Update 2012).

Roy L. Johnson, M.S., is director of IDRA Support Services. Charles Cavazos, an IDRA education assistant, provided assistance with data analysis. Comments and questions may be directed to them via e-mail at comment@idra.org.

Attrition Rates by Texas County, 2012-13

See Pages 13-14
for County-level
Rates

50% or Greater
40%- 49%
30%-39%
20%-29%
19% or less
No high school
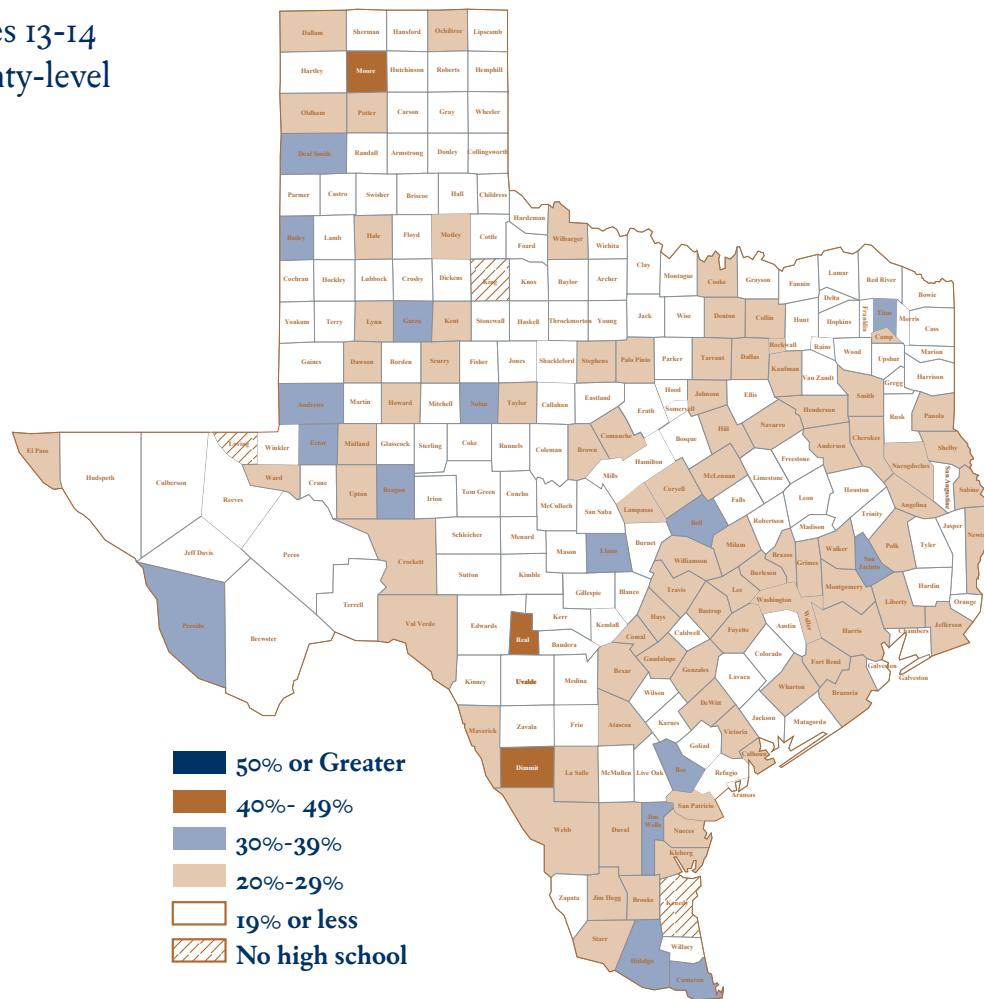
Source: Intercultural Development Research Association, 2013

Look Up Your Texas County

IDRA is providing dropout trend data at your fingertips.

Go to the IDRA website to see a graph of high school attrition in your county over the last 10 years. You'll also see the numbers of students by race-ethnicity who have been lost from enrollment in your county.

www.idra.org/Research/Attrition/
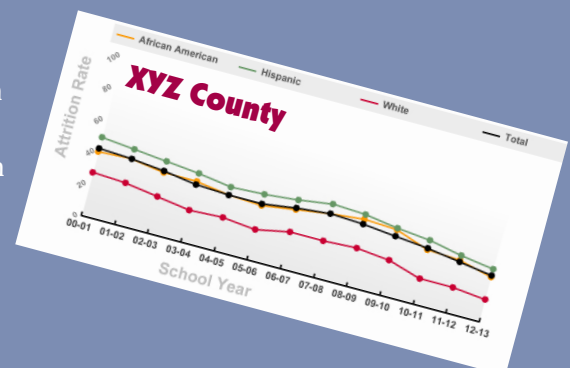
Attrition Rates in Texas Public Schools, By Texas County, By Race-Ethnicity, 2012-13

County Name	Attrition Rates[1]				County Name	Attrition Rates[1]			
	Black	White	Hispanic	Total		Black	White	Hispanic	Total
Anderson	21	25	20	23	Dewitt	36	11	40	25
Andrews	17	17	35	30	Dickens	•	**	22	12
Angelina	27	15	27	20	Dimmit	100	33	40	41
Aransas	22	16	26	19	Donley	52	**	**	**
Archer	•	11	15	10	Duval	100	23	25	25
Armstrong	**	**	74	2	Eastland	**	15	12	14
Atascosa	**	3	29	22	Ector	31	20	44	38
Austin	**	6	19	10	Edwards	•	**	2	**
Bailey	•	15	19	17	Ellis	22	10	28	17
Bandera	17	15	21	16	El Paso	32	16	30	29
Bastrop	19	17	28	22	Erath	20	9	32	18
Baylor	**	**	22	**	Falls	0	**	32	8
Bee	9	13	37	31	Fannin	28	6	18	9
Bell	27	22	40	30	Fayette	37	20	25	23
Bexar	28	14	33	29	Fisher	**	**	**	**
Blanco	**	2	13	7	Floyd	57	**	29	17
Borden	•	**	39	13	Foard	**	**	**	**
Bosque	0	5	20	9	Fort Bend	26	7	38	21
Bowie	11	5	31	11	Franklin	**	8	19	9
Brazoria	18	18	37	25	Freestone	6	8	19	11
Brazos	38	11	43	28	Frio	100	**	18	17
Brewster	•	26	8	13	Gaines	59	**	26	11
Briscoe	•	12	**	13	Galveston	23	13	31	19
Brooks	•	**	30	27	Garza	100	8	52	36
Brown	22	22	29	22	Gillespie	•	5	28	14
Burleson	18	21	42	25	Glasscock	•	**	31	7
Burnet	9	11	28	16	Goliad	81	0	30	18
Caldwell	16	16	12	12	Gonzales	42	16	34	29
Calhoun	48	5	22	11	Gray	33	6	17	11
Callahan	•	7	25	12	Grayson	16	11	36	17
Cameron	38	14	37	36	Gregg	19	8	30	16
Camp	16	18	33	24	Grimes	10	24	30	22
Carson	40	3	**	5	Guadalupe	17	19	31	24
Cass	9	13	19	12	Hale	**	8	30	24
Castro	50	**	26	19	Hall	**	14	15	10
Chambers	21	13	34	18	Hamilton	•	4	**	2
Cherokee	19	23	35	27	Hansford	0	17	**	7
Childress	39	8	18	14	Hardeman	0	3	1	6
Clay	•	2	**	2	Hardin	2	20	21	18
Cochran	0	14	20	19	Harris	29	10	34	27
Coke	•	**	**	**	Harrison	**	16	32	13
Coleman	5	11	16	13	Hartley	•	10	27	16
Collin	23	15	31	20	Haskell	58	**	48	15
Collingsworth	•	**	9	**	Hays	4	21	36	28
Colorado	23	**	32	12	Hemphill	•	2	26	15
Comal	9	16	35	23	Henderson	4	20	31	21
Comanche	•	11	35	22	Hidalgo	17	20	33	32
Concho	•	5	**	**	Hill	35	22	23	23
Cooke	33	11	40	21	Hockley	20	**	23	12
Coryell	19	22	21	23	Hood	32	17	15	18
Cottle	**	4	**	**	Hopkins	26	10	31	16
Crane	**	9	19	14	Houston	11	15	26	16
Crockett	•	2	32	23	Howard	22	18	21	20
Crosby	**	1	2	**	Hudspeth	•	**	12	11
Culberson	•	50	12	8	Hunt	17	13	32	18
Dallam	58	8	31	20	Hutchinson	8	7	23	16
Dallas	26	6	37	28	Irion	50	8	**	10
Dawson	**	0	30	21	Jack	•	21	**	18
Deaf Smith	**	21	37	34	Jackson	3	11	9	9
Delta	**	13	16	6	Jasper	12	19	25	18
Denton	24	19	37	25	Jeff Davis	•	**	7	**

[1]Calculated by: (1) dividing the high school enrollment in the end year by the high school enrollment in the base year; (2) multiplying the results from Calculation 1 by the ninth grade enrollment in the base year; (3) subtracting the results from Calculation 2 from the 12th grade enrollment in the end year; and (4) dividing the results of Calculation 3 by the result of Calculation 2. The attrition rate results (percentages) were rounded to the nearest whole number.

** = Attrition rate is less than zero (0).
*** = No high school.

• = The necessary data are unavailable to calculate the attrition rate.

Attrition Rates in Texas Public Schools, By Texas County, By Race-Ethnicity, 2012-13 (continued)

County Name	ATTRITION RATES			
	Black	White	Hispanic	Total
Jefferson	18	8	39	20
Jim Hogg	•	13	23	22
Jim Wells	**	14	38	34
Johnson	34	23	33	26
Jones	**	**	21	7
Karnes	13	**	16	7
Kaufman	23	23	36	26
Kendall	**	7	22	12
Kenedy	***	***	***	***
Kent	•	39	**	20
Kerr	**	10	28	17
Kimble	•	3	28	12
King	***	***	***	***
Kinney	•	29	16	19
Kleberg	41	5	32	29
Knox	**	24	10	9
Lamar	25	8	35	16
Lamb	**	2	16	10
Lampasas	**	25	36	26
La Salle	•	40	25	26
Lavaca	**	**	37	3
Lee	11	21	33	23
Leon	**	5	11	7
Liberty	26	26	37	29
Limestone	2	18	35	18
Lipscomb	•	**	13	2
Live Oak	20	**	20	5
Llano	100	42	21	38
Loving	***	***	***	***
Lubbock	15	11	27	18
Lynn	**	1	31	20
Madison	20	16	18	16
Marion	1	21	7	14
Martin	•	**	39	19
Mason	•	4	4	2
Matagorda	15	6	21	15
Maverick	100	**	26	27
McCulloch	25	7	23	13
McClennan	32	14	33	25
McMullen	•	**	**	**
Medina	38	5	22	16
Menard	•	10	**	**
Midland	29	10	38	27
Milam	19	15	29	21
Mills	•	**	16	2
Mitchell	77	13	4	12
Montague	**	11	9	13
Montgomery	34	20	35	24
Moore	29	18	37	41
Morris	**	27	**	10
Motley	•	21	31	28
Nacogdoches	27	11	30	21
Navarro	23	22	34	27
Newton	11	23	10	20
Nolan	58	26	34	31
Nueces	24	11	30	25
Ochiltree	•	3	41	28
Oldham	35	24	33	26
Orange	26	15	25	18
Palo Pinto	46	15	26	20
Panola	10	22	54	22
Parker	37	11	29	14
Parmer	**	3	13	10
Pecos	**	**	24	12
Polk	8	28	26	25
Potter	34	18	30	26
Presidio	•	35	33	32

County Name	ATTRITION RATES			
	Black	White	Hispanic	Total
Rains	33	12	19	15
Randall	41	6	24	10
Reagan	•	**	47	31
Real	**	33	55	41
Red River	20	15	3	15
Reeves	42	**	24	19
Refugio	43	3	8	11
Roberts	•	**	25	**
Robertson	9	2	22	9
Rockwall	23	15	40	22
Runnels	**	14	18	13
Rusk	**	8	27	10
Sabine	**	25	**	22
San Augustine	**	5	18	**
San Jacinto	15	31	44	31
San Patricio	**	11	27	21
San Saba	**	**	23	**
Schleicher	•	9	**	1
Scurry	**	13	34	21
Shackelford	100	**	**	**
Shelby	7	15	50	23
Sherman	•	2	6	5
Smith	26	17	36	24
Somervell	**	1	17	6
Starr	•	**	24	24
Stephens	•	23	29	26
Sterling	•	**	6	**
Stonewall	100	9	**	**
Sutton	•	16	15	13
Swisher	5	5	3	6
Tarrant	33	15	40	28
Taylor	28	13	36	22
Terrell	•	**	**	**
Terry	**	**	14	0
Throckmorton	•	**	24	**
Titus	33	22	41	33
Tom Green	3	**	13	6
Travis	19	6	37	24
Trinity	**	23	17	15
Tyler	**	20	13	18
Upshur	**	16	11	13
Upton	•	8	25	20
Uvalde	14	**	19	15
Val Verde	8	7	22	21
Van Zandt	7	15	27	17
Victoria	20	10	37	27
Walker	21	25	29	24
Waller	6	22	37	26
Ward	45	27	22	25
Washington	22	14	43	22
Webb	24	38	26	26
Wharton	29	4	34	23
Wheeler	•	7	20	8
Wichita	31	12	25	18
Wilbarger	14	16	37	22
Willacy	•	**	18	17
Williamson	21	16	25	20
Wilson	2	16	16	15
Winkler	75	8	18	15
Wise	25	13	29	18
Wood	4	20	0	17
Yoakum	**	**	19	11
Young	**	12	34	15
Zapata	100	**	9	8
Zavala	0	•	5	4
Total	26	14	33	25

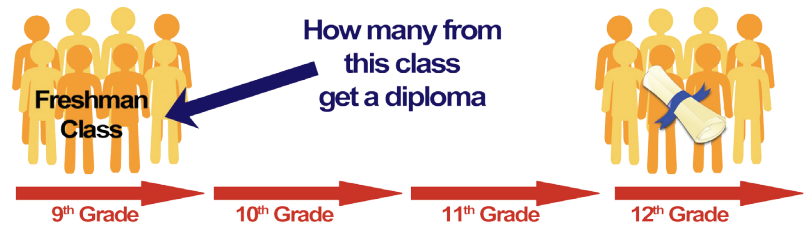Source: Intercultural Development Research Association, 2013

Types of Dropout Data Defined

The U.S. Department of Education's National Center for Education Statistics (NCES) is the principal federal agency responsible for the collection, analysis and reporting of data on the condition of education in the United States. Dropout data from NCES examines rates within racial and ethnic groups, across gender groups, and across states and geographical regions. NCES defines the various types of dropout rates as stated below. The four NCES rates (the averaged freshman graduation rate, the event dropout rate, the status dropout rate, and the status school completion rate) and along with other traditional measures, such as the attrition rate and cohort dropout rates, provide unique information about high school dropouts, completers and graduates. Different states use various measures. The Texas Education Agency reports an annual dropout rate; longitudinal graduation, completion and dropout rates and attrition rate.

Though each rate has different meaning and calculation methods, each provides unique information that is important for assessing schools' quality of education and school holding power. Within these types of data are underlying questions of who is included in the data pool. For example, are students who drop out to earn a GED counted as dropouts? Are students who complete their coursework but are denied a diploma for failing to pass a state exit exam counted as dropouts?

Averaged Freshman Graduation Rate

Averaged freshman graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade. This rate measures the extent to which schools are graduating students on time. The first school year for which NCES provides averaged freshman graduation rates is 2001-02.

Freshman Class

How many from this class get a diploma

9th Grade → 10th Grade → 11th Grade → 12th Grade

Event Dropout Rate (or Annual Dropout Rate)

Event dropout rates describe the percentage of private and public high school students who left high school in a particular year (between the beginning of one school year and the beginning of the next) without earning a high school diploma or its equivalent. This rate is also referred to as an *annual dropout rate*. The Texas Education Agency reports the event rate (in addition to other rates). Definitions for TEA rates can be found on the TEA website.
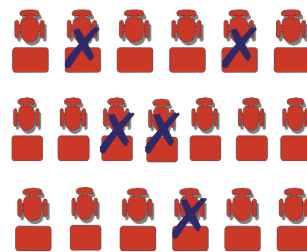
How many drop out in one year

Status Dropout Rate

Status dropout rates provide cumulative data on dropouts among young adults within a specified age range (usually: 15 to 24 years of age, 16 to 24 years of age, or 18 to 24 years of age). They measure the percentage of individuals who are not in school and have not earned a high school diploma or equivalency, irrespective of when they dropped out. These rates, which are higher than event rates because they include all dropouts, reveal the extent of the dropout problem in the population. (This rate focuses on an overall age group or cohort rather than on individuals.)

How many of a certain age aren't in school and do not have a diploma or GED

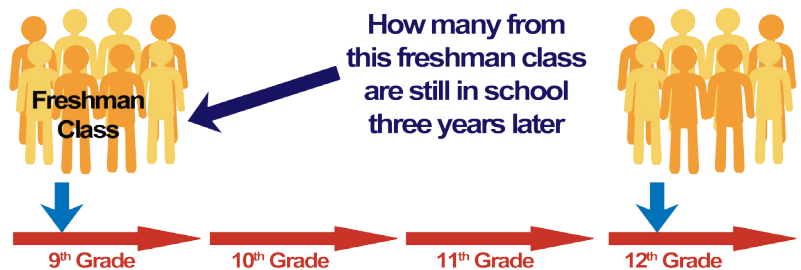# Types of Dropout Data Defined (continued)

Status Completion Rate

High school status completion rates describe the proportion of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential (namely the GED certificate), irrespective of when the credential was earned. (This rate also is referred to as the "school completion rate" as the positive way of expressing the status dropout rate.)

How many of a certain age aren't in school and <u>do</u> have a diploma or GED

Attrition Rate

Attrition rates measure the number of students lost from enrollment between two points in time (e.g., ninth grade and 12th grade enrollment four years later). Attrition data are similar to cohort data. Each year for the state of Texas, TEA reports a simple attrition rates, while IDRA reports adjusted attrition rates (that account for fluctuations in school enrollment and in and out migration).

Freshman Class

How many from this freshman class are still in school three years later

9th Grade 10th Grade 11th Grade 12th Grade

Cohort Rate

Cohort rates measure what happens to a cohort of students over a period of time. These rates provide repeated measures of a group of students starting at a specific grade level over time. These measures provide longitudinal data on a specific group of students, including background and contextual data.

What hapens to this group over time – includes background and context info
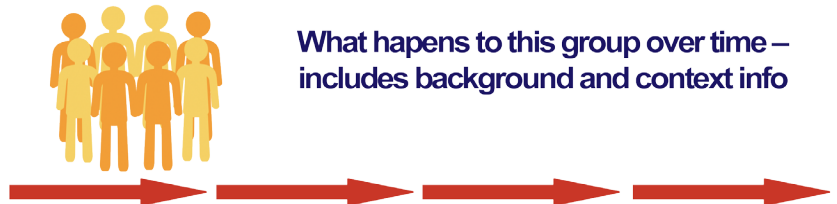
Graduation Rate

Graduation rates measure the percentage of students from a class of beginning seventh or ninth graders who graduate with a high school diploma.

Freshman Class

How many from this class get a diploma

9th Grade 10th Grade 11th Grade 12th Grade
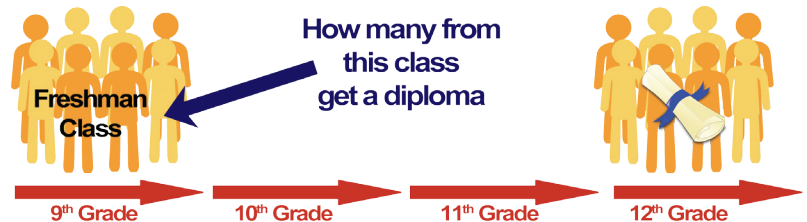
Zero Attrition Closer at 2036
But Too Late for 1.24 Million Students

by Felix Montes, Ph.D.

In 2008, considering the slow decline in the attrition rate, IDRA asked the question, "When will the attrition rate reach zero at this pace?" To answer that question, the organization conducted a supplemental inquiry to the IDRA's Texas high school attrition study. The inquiry used linear regression analyses to predict when the attrition rate will reach negligible values. This forecast analysis became a recurrent feature and each year is added to the full review IDRA devotes to this topic in October. This article represents this year's update to the forecasting analysis with the most recent attrition figures.

IDRA's latest attrition study shows that the attrition rate continues to decline at the same glacial pace as the last few years, which continues to put the state more than 20 years away from reaching an attrition rate of zero, according to this year forecast analysis.

The IDRA attrition study indicates that the attrition rate was 25 percent for the school year 2012-13, for which last year's forecast analysis had predicted a value between 26 percent and 32 percent. The actual attrition rate was one percentage point below the predicted range. For the next 27 years, the predicted attrition values are shown in the chart below, which first plots the attrition historic values (in green), followed by the forecasted values in the other colors.

The new prediction brings the zero attrition date forecasted one year closer, from 2037 to 2036. This estimation improved from 2040 estimated in 2011 and 2044 in 2009. Nevertheless, although more positive, the overall picture changed little, as evidenced by the similarity between the revised forecasting analyses, which present the forecast for next year (the heaviest lines) and the last three forecasted rounds (progressively lighter lines as time moves into the past).

Forecasting Models

The forecasting analysis uses three models. The first model, called **Historic Forecast Model**, takes into account all known attrition values, from 1986 to the present, as determined by the annual IDRA longitudinal attrition study. This model assumes that each past rate has equal weight over future rates. For this model, all future attrition values within the model time horizon would be higher than the current value, since the model constructs the current downward trend as a cyclical bottom within the long-term progression of the curve. Therefore, it suggests that an upward reversal is overdue. In this formulation, for school year 2013-14, the attrition rate would increase to 31 percent and the year after to 32 percent. After that, it would begin to decline initiating another downward trend. This model is depicted in blue in the chart.

Actual and Forecasted Attrition Rates in Texas
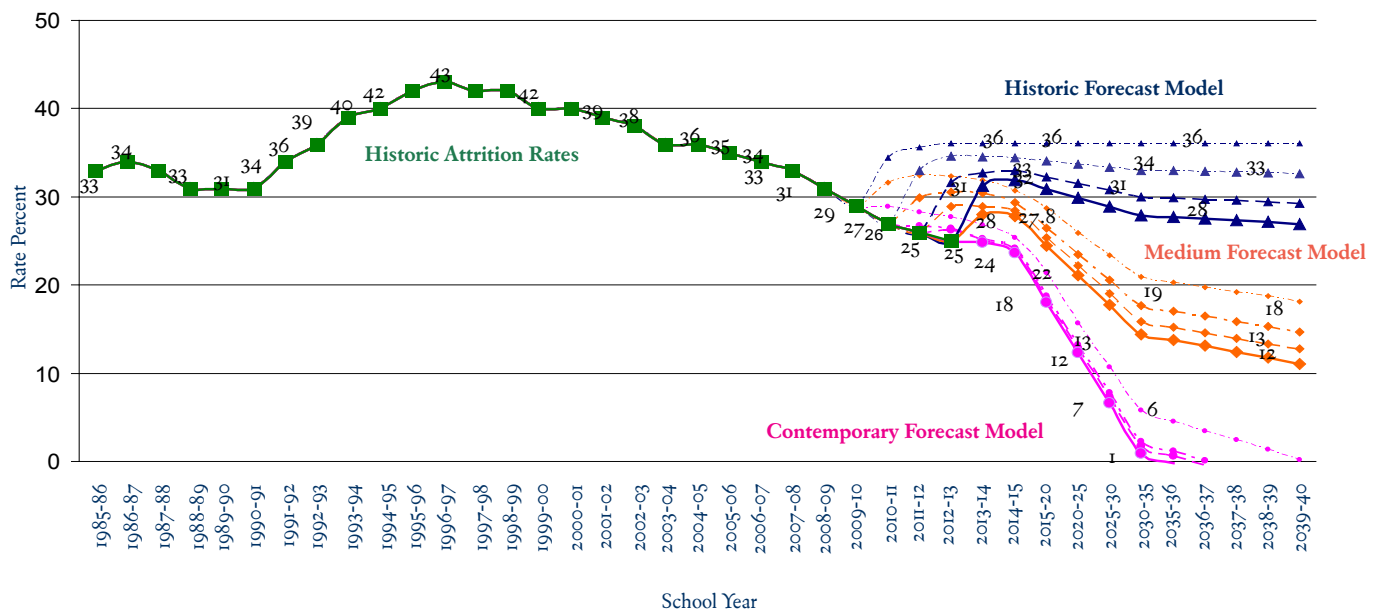
Note: For convenience, the forecasted series are shown in five-year periods (2015-20, 2020-25, 2025-30, and 2030-35). This makes the curves more abrupt than they really are. If all values were included, the curves would be smoother, but it would be a long graphic. For the last few forecasted years, the axis reverts to annual values (2035 thru 2040) to more clearly show the distinctions between the models for those final years. Intercultural Development Research Association, 2013.

The second model assumes that the downward trend that started in 1996-97 is a more reasonable predictor of future attrition values. The fact that these are chronologically the most recent values supports this assumption. The recent past is usually more relevant to the present than the distant past. Consequently, this **Contemporary Forecast Model** uses the values corresponding to the school years 1996-97 to present, which represents the subsection of the historic series portraying the current downward trend. This model predicts a 25 percent attrition rate for school year 2013-14, which is the same as the current attrition rate. For the year after (2014-15), it predicts that the rate will decline to 24 percent. And after that, it will progressively decrease until it will reach zero in the school year 2035-36. This model is depicted in pink in the chart.

The third model takes a centrist view between the historic and contemporary forecast models. Mathematically, this **Medium Forecast Model** is formed applying the medians between the pairs of corresponding two model values within the models time horizon. Because of the strong influence of history, this model predicts attrition rates to first increase slightly, and then to resume their downward trend the subsequent years. This model predicts an attrition rate of 28 percent for school year 2013-14, 27.8 percent for school year 2014-15, and progressively lower attrition rates thereafter. This model is depicted in orange in the chart.

Best Fit

The exhibit below shows the performance of the three models throughout their five six years application. For each model, its forecasted value and residual – the difference between the forecasted and the actual value – are listed for each school year. The smallest residuals correspond

to the model that best fits the data. It is clear that the contemporary model, with residuals of 1's and 2's is the model that best fits the data. For this reason, this model was used to forecast the year when the attrition rate will be expected to reach zero, listed in the last column of the exhibit below. The most current forecasting indicates that 2036 will be the year when attrition will reach zero. The contemporary model also indicates that the attrition rate will reach single digits in the mid 2020s and will progressively decrease to negligible values from there.

Thus, we are still 23 years away from achieving a zero attrition rate, at the current pace of improvement, with many children lost in the intervening time – the topic for the next section. In addition, it is essential to keep in mind that the contemporary model is the best fit for now. Since there isn't a clearly discernible cause for a sustained attrition decrease over time, the current trend might prove to be cyclical, as the other models suggest.

Forecasted Student Losses

To understand the severity of the situation, we used the updated three forecast models to estimate the number of students that will be lost to attrition during the time horizon under consideration (see table above).

The historic forecast model predicts that more than 2.96 million students will be lost to attrition from the 2014-15 to 2034-35 school years. The contemporary model yielded a figure of 1.24 million, and the medium forecast model more than 2.10 million.

Conclusions

If we take the full historic values as a guide, the student attrition rate should be expected to continue to increase for the next few years and then plateau to about 28 percent. Under this scenario, more than 2.96 million additional students will be lost to attrition by the year 2035.

Forecasted Students Lost to Attrition 2014 to 2035

Period	Historic	Medium	Contemporary
2014-15	261,620	231,335	201,050
2016-20	667,987	550,176	432,366
2021-25	673,679	498,803	323,927
2026-30	677,612	441,507	205,402
2031-35	679,784	378,288	76,792
Total	**2,960,681**	**2,100,109**	**1,239,537**

Intercultural Development Research Association, 2013

Forecasted Model Values and Residuals, School Years 2008-09 to 2013-14

School Year	Attrition Rate	Historic Model		Medium Model		Contemporary Model		Year Rate Will Be Zero
		Values	Residuals	Values	Residuals	Values	Residuals	
2008-09	31	37	6	34	3	32	1	2044
2009-10	29	36	7	33	4	31	2	2042
2010-11	27	34	7	32	5	29	2	2040
2011-12	26	33	7	30	4	27	1	3037
2012-13	25	32	7	29	4	26	1	2037
2013-14	N/A	31	N/A	28	N/A	25	N/A	2036

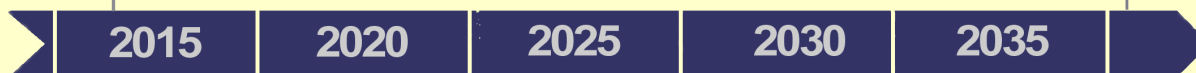Intercultural Development Research Association, 2013

Universal high school education is at least a quarter of a century away

Texas stands to lose another 3 million students.

Attrition Rate = 25%
Actual, 2012-13

Attrition Rate = 0%
Projected at Current Pace, 2035-36

| 2015 | 2020 | 2025 | 2030 | 2035 |

Intercultural Development Research Association, 2013

If we assume that the current downward trend is real – the result of systemic changes – the attrition rate will reach single digit values in the mid-2020s. By 2030, the attrition rate will be about 7 percent, and it will reach zero in the year 2036. However, from now to that point, we will have lost 1.24 million students to attrition.

A more realistic model over the long term suggests that the current attrition rate will increase to 28 percent before resuming its downward trend. In this scenario, by the year 2035, attrition will still be at about 14 percent, and during the period of 2014 to 2035, we would have lost more than 2.10 million students.

Therefore, we should expect high attrition rates, in the range 25 to 28, for the next few years. We should also expect to lose between 1.24 million and 2.96 million additional students to attrition before we reach a zero attrition rate, forecasted under the most optimistic scenario, unless this issue is considered seriously by policymakers and systemic changes implemented to ameliorate the problem.

Felix Montes, Ph.D., is an education association. Comments and questions may be directed to him via email at comment@idra.org.

Get District- and High School-Level Data at IDRA's OurSchool Portal

Designed to help educators and community members find out how well their high school campus is preparing and graduating students, what factors may be weakening school holding power, and what they can do together to address them.

What's Included...

- Key data to help you determine whether high dropout rates and weak school holding power are a problem for your school.

- Actionable knowledge and key questions to spark conversations and action planning around: teaching quality, curriculum quality, attrition, college readiness, college access and college sending.

- Real-time data collection features via surveys (e.g., to measure parent engagement).

- Social networking features you can use to share data with others and attach charts or graphs, keep track of your own notes, or call a community-school meeting to work on a specific issue.

- *Now Available!* Texas data on college persistence, developmental courses and success of Texas high school students.

- Latest STAAR results for high schools based on the higher "recommended" standard.

- Bilingual (Spanish/English) content.

New!
Latest STAAR results for high schools
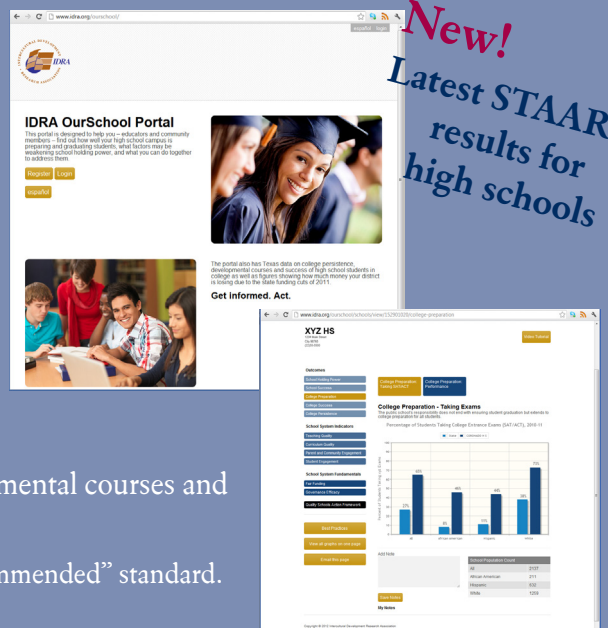
www.idra.org/OurSchool

2011-12 Texas Education Agency, Texas School Completion and Dropout Report

by Roy L. Johnson, M.S.

In its latest dropout and school completion report, the Texas Education Agency (TEA) indicates that the number and percent of seventh through 12th grade students who left school prior to graduation with a high school diploma remained about the same from the previous year. In August 2013, TEA released its latest dropout and school completion report entitled, *Secondary School Completion and Dropouts in Texas Public Schools 2011-12*. For the sixth year, TEA used the dropout definition and calculation methods mandated by the National Center for Education Statistics (NCES).

This latest report shows a 1.7 percent annual dropout rate for grades 7-12, and a 2.4 percent annual dropout rate for grades 9-12. In the previous year (2010-11), TEA reported a 1.6 percent annual dropout rate for grades 7-12, and a 2.4 percent annual dropout rate for grades 9-12. TEA reports that the number of school dropouts for grades 7-12 grew from 34,363 in 2010-11 to 36,276 in 2011-12, an

Texas Annual Dropout Rates – High School, Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 9-12				
			African American	Hispanic	White	Other	Total
1994-95	26,499	1,058,191	3.3	3.6	1.6	1.5	2.5
1995-96	24,574	1,085,859	2.8	3.2	1.4	1.2	2.2
1996-97	24,414	1,124,991	2.9	3.1	1.3	1.4	2.2
1997-98	24,886	1,145,910	3.3	3.1	1.2	1.2	2.2
1998-99	27,592	1,773,117	2.3	2.3	0.8	0.9	1.6
1999-00	21,439	1,163,883	2.6	2.7	1.0	1.0	1.8
2000-01	16,003	1,180,252	1.8	2.0	0.8	0.7	1.4
2001-02	15,117	1,202,108	1.8	1.9	0.6	0.7	1.3
2002-03	15,665	1,230,483	1.7	1.9	0.6	0.6	1.3
2003-04	15,160	1,252,016	1.4	1.9	0.6	0.6	1.2
2004-05	17,056	1,273,950	1.7	2.0	0.7	0.6	1.3
2005-06[*]	48,803	1,317,993	5.4	5.2	1.8	1.5	3.7
2006-07[*]	52,418	1,333,837	5.8	5.4	1.9	1.5	3.9
2007-08[*]	43,808	1,350,921	5.0	4.4	1.5	1.2	3.2
2008-09	38,720	1,356,249	4.4	3.8	1.3	1.1	2.9
2009-10[*]	33,235	1,377,330	3.9	3.1	1.1	1.2	2.4
2010-11[*]	32,833	1,394,523	3.6	3.0	1.1	1.1	2.4
2011-12	34,285	1,407,697	3.8	3.1	1.2	2.5	2.4

[*]The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 and 2011-12 dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as "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 Education Development (GED) certificate, continue school outside the public school system, begin college, or die." In order to implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2011-12, August 2013.

Texas Annual Dropout Rates – Middle and High School, Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 7-12				
			African American	Hispanic	White	Other	Total
1987-88	91,307	1,363,198	8.4	8.8	5.1	6.1	6.7
1988-89	82,325	1,360,115	7.5	8.1	4.5	4.9	6.1
1989-90	70,040	1,361,494	6.7	7.2	3.5	4.3	5.1
1990-91	53,965	1,372,738	4.8	5.6	2.7	3.1	3.9
1991-92	53,420	1,406,838	4.8	5.5	2.5	2.9	3.8
1992-93	43,402	1,533,197	3.6	4.2	1.7	2.0	2.8
1993-94	40,211	1,576,015	3.2	3.9	1.5	1.7	2.6
1994-95	29,918	1,617,522	2.3	2.7	1.2	1.1	1.8
1995-96	29,207	1,662,578	2.3	2.5	1.1	1.1	1.8
1996-97	26,901	1,705,972	2.0	2.3	1.0	0.9	1.6
1997-98	27,550	1,743,139	2.1	2.3	0.9	1.1	1.6
1998-99	27,592	1,773,117	2.3	2.3	0.8	0.9	1.6
1999-00	23,457	1,794,521	1.8	1.9	0.7	0.7	1.3
2000-01	17,563	1,818,940	1.3	1.4	0.5	0.5	1.0
2001-02	16,622	1,849,680	1.3	1.3	0.4	0.5	0.9
2002-03	17,151	1,891,361	1.2	1.4	0.4	0.4	0.9
2003-04	16,434	1,924,717	1.0	1.3	0.4	0.4	0.9
2004-05	18,290	1,954,752	1.2	1.4	0.5	0.4	0.9
2005-06[*]	51,841	2,016,470	3.8	3.5	1.3	1.1	2.6
2006-07[*]	55,306	2,023,570	4.1	3.7	1.3	1.1	2.7
2007-08[*]	45,796	2,042,203	3.5	3.0	1.1	0.9	2.2
2008-09	40,923	2,060,701	3.1	2.6	0.9	0.8	2.0
2009-10[*]	34,907	2,091,390	2.7	2.1	0.8	0.8	1.7
2010-11	34,363	2,122,414	2.5	2.1	0.8	0.8	1.6
2011-12	36,276	2,150,364	2.6	2.1	0.8	1.7	1.7

[*]The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12 dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as "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, received a General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." In order to implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2011-12, August 2013.

Source: Texas Education Agency, Report on Public School Dropouts, 1996-97 and 1997-98.

Exit Reasons for School Leavers, Grades 7-12, 2005-06 to 2011-12 Reported by the Texas Education Agency

Leaver Reasons (Code)	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Graduated or received an out-of-state GED							
Graduated from a campus in this district or charter (01)	240,485	241,193	252,121	264,275	280,520	290,581	292,636
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	318	160	85	42	76	--	46
Completed GED outside Texas (86)	139	136	147	104	107	61	61
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)							18
Moved to other educational setting							
Withdrew from/left school to enter college and is working toward an Associate's or Bachelor's degree (24)	439	712	748	763	651	673	399
Withdrew from/left school for home schooling (60)	16,811	20,716	22,622	20,948	20,214	20,876	20,629
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	282	287	294	194	232	702	232
Withdrew from/left school to enroll in a private school in Texas (81)	8,429	10,722	12,086	12,516	12,307	12,079	11,553
Withdrew from/left school to enroll in a public or private school outside Texas (82)	55,266	43,145	38,937	37,718	37,642	36,356	37,323
Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program (87)	NA	94	272	214	252	262	269
Withdrawn by district							
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	591	585	481	526	637	253	242
Withdrawn by district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided proof of identification of immunization records (83)	2,724	2,536	1,379	1,161	719	505	408
Other reasons							
Died while enrolled in school or during the summer break after completing the prior school year (03)	719	733	601	611	603	546	579
Withdrew from/left school to return to family's home country (16)	14,932	15,985	16,601	15,319	14,446	13,816	13,089
Student was ordered by a court to attend a GED program and has not earned a GED certificate (88)	NA	NA	NA	NA	NA	2,506	2,063
Student was incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult (89)	NA	NA	NA	NA	NA	516	533
Other (reason unknown or not listed above) (98)	52,595	55,485	45,888	40,972	34,949	31,367	33,721
All leaver reasons	**393,730**	**392,489**	**392,262**	**395,363**	**403,355**	**411,140**	**413,801**

Source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools*, 2005-06 to 2011-12

increase of 5.6 percent (see table on Page 21). The annual dropout rate for grades 7-12 grew from 1.6 percent in 2010-11 to 1.7 in 2011-12, an increase of 6.3 percent or 0.1 percentage points.

At the high school level (grades 9-12), TEA reported that the number of school dropouts grew from 32,833 in 2010-11 to 34,285 in 2011-12, an increase of 4.4 percent (see table on Page 20). The annual dropout rate for grades 9-12 remained the same at 2.4 percent in 2010-11 and in 2011-12. The dropout rate increased somewhat for each racial-ethnic group.

Since the use of the NCES dropout definition, the total number of dropouts reported by TEA at grades 7-12 increased from 18,290 in 2004-05 to 51,841 in 2005-06 and to 55,306 in 2006-07, but declined to 45,796 in 2007-08, 40,923 in 2008-09, 34,907 in 2009-10, and 34,363 in 2010-11, but increased to 36,276 in 2011-12. From 2004-05 to 2011-12, the number of dropouts increased by 17,986 students or by 98.3 percent. The dropout count was 1.98 times higher in 2011-12 than in 2004-05. The use of the NCES definition mandated by the 78th Texas Legislature's passage of Senate Bill 186 in 2003 continues to have a dramatic impact on the dropout count and dropout rate reported by TEA.

Of the 36,276 dropouts in the latest report, 1,991 were in grades 7-8 and 34,285 were in grades 9-12. The attrition rate for the class of 2012 (grades 9-12) was 23.1 percent – down from 24.9 percent for the class of 2011. TEA reported a grade 9 longitudinal dropout rate of 6.3 percent for the class of 2012.

The reported seventh through eighth grade dropout rate was 0.3 percent, while the ninth through 12th grade dropout rate was 2.4 percent. The annual dropout rates for African American students and Hispanic students in grades nine through 12 were much higher than the rates for White students. The rate for African American students and Hispanic students was three times higher at grades 9-12. The reported 2010-11 dropout rate for African American students was 3.17 times higher than that of White students, and the rate for Hispanic students was 2.58 times higher than the rate for White students.

During the 2011-12 school year, TEA tracked school leaver reasons in 17 areas (see the table on Page 22). For each reported school leaver, school districts were allowed to report one of these reasons as to why the student is not counted as a dropout.

Although TEA indicates that the dropout and school completion rates reported prior to the 2005-06 are not comparable to the present, it is clear that the use of the national dropout definition exposes the fallacies of dropout counting and reporting in Texas. IDRA continues to contend that the use of some leaver codes have served to undercount the number of school dropouts in Texas (Cortez, 2010).

Resources

Cortez, A. "Graduates, Dropouts and Leaver Codes in Texas," *IDRA Newsletter* (San Antonio, Texas: Intercultural Development Research Association, October 2010). Available online.

Johnson, R., *Texas Public School Attrition Study, 2011-12, Attrition Rate Decline Appears Promising – Though High Schools are Still Losing One in Four Students* (San Antonio, Texas: Intercultural Development Research Association, October 2012).

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools 2011-12* (Austin, Texas: Texas Education Agency, August 2013).

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, and 2011-12* (Austin, Texas: Texas Education Agency).

Averaged Freshman Graduation Rate
Texas Ranks 25th in On-time Graduation in 2009-10

by Roy L. Johnson, M.S.

Data released in January 2013 by the National Center for Education Statistics show that in 2009-10, Texas ranked 25th out of 50 states and the District of Columbia in on-time graduation from public high schools – the percentage of public high school students who graduate with a regular high school diploma four years after starting ninth grade. That year, Texas had an on-time graduation rate of 78.9 percent compared with 78.2 percent for the nation as a whole.

The National Center for Education Statistics (NCES) in the U.S. Department of Education, Institute of Education Sciences released the 2009-10 averaged freshman graduation rates (AFGR) in January 2013. The newest amongst the NCES indicators of high school dropouts and completers, the AFGR provides an esti-mate of the percentage of high school students starting at ninth grade who graduate on time with a regular diploma. Data for this measure were drawn from counts of enrollment by grade and graduates in the Common Core of Data (CCD) State Non-fiscal Survey of Public Elementary/Secondary Education. In order to calculate the rate, aggregate student enrollment data is used to estimate the size of the incoming freshman class and aggregate counts of the number of diplomas awarded four years later.

The 50 states and the District of Columbia reported counts of high school graduates in 2009-10 (see table on Page 25 for rates by state and rank orders by state for the period of 2006-07 to 2009-10). The data were reported by state education agencies for high school graduates between the period of October 1 and September 30 of each applicable school year.

Methods
The averaged freshman graduation rate is calculated by dividing the number of gradu-ates with regular diplomas by the size of the incoming freshman class four years earlier and is expressed as a percent. Aggregate student enrollment data and aggregate counts of the number of diplomas awarded are used to esti-mate the percent of students who graduate on time.

Major Findings
Major findings of the latest NCES study on averaged freshman graduation rate include the following (also see table).

- About three-fourths of freshmen in the United States graduated from high school on time in the four years of data reported.

- The averaged freshman graduation rate in the United States increased from 73.9 percent in 2006-07 to 74.9 percent in 2007-08 to 75.5 percent in 2008-09 to 78.2 percent in 2009-10.

- For the class of 2009-10, the averaged fresh-man graduation rate of public high schools ranged from a low of 57.8 percent in the Nevada to a high of 91.4 percent in Vermont.

- Twenty-nine states had rates equal to or higher than the national average of 78.2 percent – California, Colorado, Idaho, Illinois, Iowa, Kansas, Kentucky, Maine, Maryland, Massachusetts, Minnesota, Missouri, Montana, Nebraska, New Hamp-shire, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming. In 2009-10, Texas ranked 25th among the 50 states and the District of Columbia with a rate of 78.9 percent.

- Twenty-one states and the District of Colum-bia had rates lower than the overall average of 78.2 percent – Alabama, Alaska, Arizona, Arkansas, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Indiana, Louisiana, Michigan, Mississippi, Nevada, New Mexico, New York, North Carolina, Oregon, Rhode Island, South Carolina, and Washington.

- Twenty-two states had rates 80.0 percent or higher – Idaho, Illinois, Iowa, Kansas, Maine, Maryland, Massachusetts, Minne-sota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, North Dakota, Ohio, Pennsylvania, South Dakota, Tennes-see, Vermont, Virginia, Wisconsin and Wyoming.

- From 2006-07 to 2009-10, 45 of the 51 report-ing states or jurisdictions had an increase in their averaged freshman graduation rates, five experienced declines in rates, and one experienced no change.

Nationally and in Texas, about three-fourths of students who enter a freshman class graduate with a regular diploma within four years. Math-ematically, the AFGR indicator show modest gains in on-time graduation, but this result does not appear to be educationally significant and suggests that our state and nation must intensify its efforts to improve graduation rates.

Resources
U.S. Department of Education, Institute of Education Sciences, National Center for Education, Public School Graduates and Dropouts from Common Core of Data: School Year 2009-10 (January 2013).

Averaged Freshman Graduation Rates,
By State, School Years 2006-07, 2007-08, 2008-09 and 2009-10

State or Jurisdiction	2006-07		2007-08		2008-09		2009-10	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	73.9		74.7		75.5		78.2	
Alabama	67.1	43	69.0	43	69.9	43	71.8	43
Alaska	69.1	40	69.1	42	72.6	40	75.5	37
Arizona	69.6	39	70.7	41	72.6	41	74.7	42
Arkansas	74.4	32	76.4	25	74.0	36	75.0	41
California	70.7	38	71.2	39	71.0	42	78.2	29
Colorado	76.6	25	75.4	30	77.6	22	79.8	24
Connecticut	81.8	11	82.2	12	75.4	28	75.1	39
Delaware	71.9	36	72.1	37	73.7	37	75.5	37
District of Columbia	54.9	50	56.0	51	62.4	49	59.9	50
Florida	65.0	44	66.9	44	68.9	44	70.8	44
Georgia	64.1	45	65.4	46	67.8	45	69.9	45
Hawaii	75.4	30	76.0	28	75.3	30	75.4	38
Idaho	80.4	15	80.1	17	80.6	13	84.0	10
Illinois	79.5	17	80.4	15	77.7	21	81.9	16
Indiana	73.9	33	74.1	34	75.2	33	77.2	30
Iowa	86.5	3	86.4	2	85.7	5	87.9	5
Kansas	78.9	18	79.1	18	80.2	15	84.5	8
Kentucky	76.4	27	74.4	32	77.6	22	79.9	23
Louisiana	61.3	47	63.5	48	67.3	46	68.8	46
Maine	78.5	20	79.1	18	79.9	17	82.8	13
Maryland	80.0	16	80.4	15	80.1	16	82.2	15
Massachusetts	80.8	14	81.5	14	83.3	8	82.6	14
Michigan	77.0	24	76.3	27	75.3	30	75.9	36
Minnesota	86.5	3	86.4	3	87.4	3	88.2	4
Mississippi	63.6	46	63.9	47	62.0	50	63.8	49
Missouri	81.9	10	82.4	11	83.1	9	83.7	12
Montana	81.5	13	82.0	13	82.0	11	81.9	16
Nebraska	86.3	5	83.8	7	82.9	10	83.8	11
Nevada	54.2	51	56.3	49	56.3	51	57.8	51
New Hampshire	81.7	12	83.4	9	84.3	7	86.3	7
New Jersey	84.4	6	84.6	5	85.3	6	87.2	6
New Mexico	59.1	48	66.8	45	64.8	48	67.3	48
New York	68.8	41	70.8	40	73.5	39	76.0	35
North Carolina	68.6	42	72.8	36	75.1	35	76.9	32
North Dakota	83.1	7	83.8	7	87.4	3	88.4	3
Ohio	78.7	19	79.0	20	79.6	18	81.4	19
Oklahoma	77.8	23	78.0	21	77.3	25	78.5	27
Oregon	73.8	34	76.7	24	76.5	27	76.3	34
Pennsylvania	83.0	8	82.7	10	80.5	14	84.1	9
Rhode Island	78.4	21	76.4	25	75.3	30	76.4	33
South Carolina	58.9	49	62.2	50	66.0	47	68.2	47
South Dakota	82.5	9	84.4	6	81.7	12	81.8	18
Tennessee	72.6	35	74.9	31	77.4	24	80.4	21
Texas	71.9	36	73.1	35	75.4	28	78.9	25
Utah	76.6	25	74.3	33	79.4	19	78.6	26
Vermont	88.6	1	89.3	2	89.6	2	91.4	1
Virginia	75.5	29	77.0	23	78.4	20	81.2	20
Washington	74.8	31	71.9	38	73.7	37	77.2	30
West Virginia	78.2	22	77.3	22	77.0	26	78.3	28
Wisconsin	88.5	2	89.6	1	90.7	1	91.1	2
Wyoming	75.8	28	76.0	28	75.2	33	80.3	22

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *Public School Graduates and Dropouts from Common core of Data: School Year 2009-10* (January 2013)

Taking Action to Hold on to Students

Communities and their neighborhood public schools can turn the tide. We can and must guarantee that every child graduates from high school ready for college and the world of work. Strategic action to address school holding power has two key elements:

Community-based action – that reclaims neighborhood public schools, strengthens schools through school-community partnerships and holds schools and stakeholders accountable for student success.

Statewide systems change – to strengthen school holding power so all schools ensure that all children succeed and graduate. Each strategy must be informed by quality data about student outcomes and the factors that make up effective schools.

Get informed

See IDRA's **latest attrition study** online at: http://www.idra.org/Research/Attrition/

Get the attrition rate for **your county** over the last 10 years at:
http://www.idra.org/Research/Attrition

Receive IDRA's **Graduation for All free monthly e-letter** (bilingual: Spanish/English) to get up-to-date information to make a difference in your school and community. Sign up online at: http://www.idra.org.

Listen to IDRA's **Classnotes podcast** to hear strategies for student success.

Get connected

Create a **community-school action team** to examine the factors that must be addressed to strengthen your school's holding power – its ability to hold on to students through to graduation. Use IDRA's Quality Schools Action Framework™.

IDRA's book, **Courage to Connect: A Quality Schools Action Framework™** shows how communities and schools can work together to be successful with all of their students. The book's web page (http://www.idra.org/couragetoconnect) has an excerpt, related podcasts, images of the framework and other resources.

Use IDRA's **OurSchool data website** (http://www.idra.org/OurSchool) to provide community-school partners with actionable knowledge on:

- Student Engagement
- Teaching Quality
- Governance Efficacy
- Parent and Community Engagement
- Curriculum Quality and Access
- Funding Equity

Get results

Use IDRA's one-page **School Holding Power Checklist** that has a set of criteria for assessing and selecting effective dropout prevention strategies and for making sure your school is a quality school. It is free online: http://www.idra.org/Research/Attrition

Develop a **two-pronged strategy** that reaches students who are at immediate risk of dropping out and addresses the underlying factors that give rise to attrition in the first place. For a dropout prevention program to be successful, ensure that these components are in place:

- All students are valued.
- There is at least one educator in a student's life who is totally committed to the success of that student.
- Students, parents and teachers have extensive, consistent support that allows students to learn, teachers to teach and parents to be involved.
- Excellence is never achieved at the cost of equity.
- Solutions are institution-based with family and community participation and embrace the contributions that students and their families bring.

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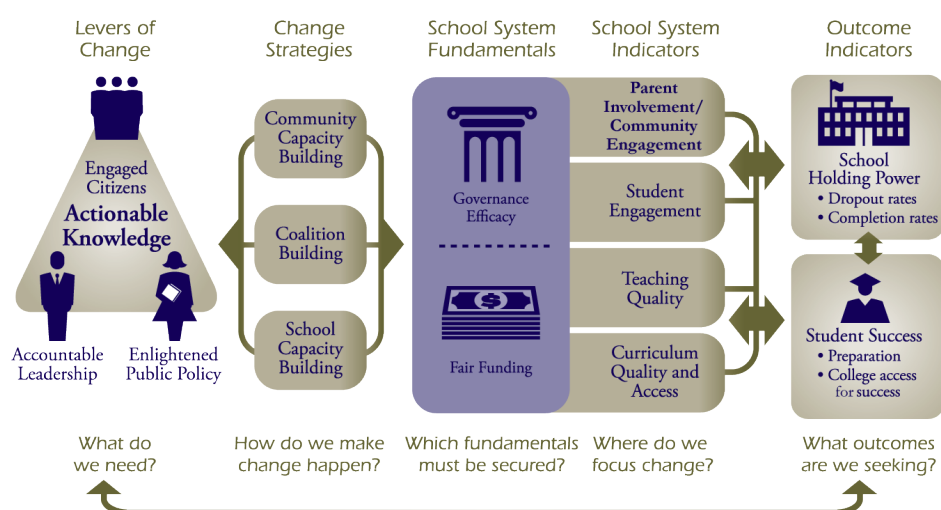**Pin IDRA on Pinterest**
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A Model for Success

IDRA's Quality Schools Action Framework is an empirical and practical change model that can be used to link benchmarked standards with sustainable reform. The framework uses data not only for rear-view mirror assessments but to guide strategic actions that transform schooling for all.

IDRA's "Quality Schools Action Framework speaks to the need and possibility of engaging citizens, leaders and policymakers around high quality data that call all of us as members of the community to act, to establish common ground, to strengthen education, and finally and most importantly and fundamentally, to align our values with our investments in the school system." (Robledo Montecel & Goodman, 2010)

With two outcomes in mind – graduation and student success – IDRA's Quality Schools Action Framework is an empirically-based model that we and our partners use to shape effective, collaborative work on behalf of all children. Whether providing compelling facts ("actionable knowledge") to spur action; connecting and building capacity among school, community and coalition partners to leverage change; or promoting courageous leadership that secures educational equity and excellence, the framework speaks both to what is needed – and what is possible.

IDRA Quality Schools Action Framework™

Learn more about this framework

Read **Courage to Connect – A Quality Schools Action Framework**, which is available from IDRA.

And visit

www.idra.org/couragetoconnect

to see the book's detailed table of contents, read an excerpt, listen to related podcasts and more!

"We have a choice. Equal educational opportunity can remain a well-intended but unfulfilled promise or move to becoming the engine of shared prosperity for generations of Americans. Much depends on the clarity and the urgency with which we approach the challenge."

– Dr. María "Cuca" Robledo Montecel, IDRA President and CEO, Courage to Connect: A Quality Schools Action Framework, 2010

What We Have Learned

Anchored in IDRA's experience, ***Continuities: Lessons for the Future of Education from the IDRA Coca-Cola Valued Youth Program***, captures seven key lessons for improving the quality of education for all students. It was released on the occasion of the 25th anniversary of the Coca-Cola Valued Youth Program and in celebration of its success in keeping tens of thousands of students in school and positively impacting more than half a million children, families and educators on three continents.

Continuities: Lessons for the Future of Education from the IDRA Coca-Cola Valued Youth Program is available from IDRA or free online at www.idra.org.

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Assuring educational opportunity for every child
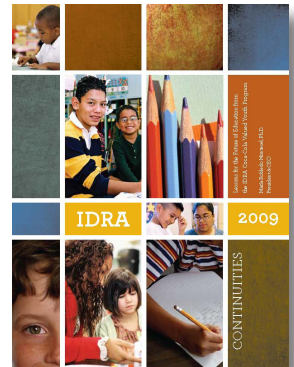
1. Valuing Youth Works. If you provide young people with an opportunity to contribute – to themselves, their families, their communities – they will.

2. Local Ownership is Key. To scale up and replicate success requires holding fast to essentials while adapting to local contexts.

3. School Leadership Sets the Tone. To squarely take on attrition, school leaders must inspire innovation, embody engagement, and incorporate actionable knowledge.

4. Realizing the Power of One + One + One. All students must have at least one caring adult in their lives at school and a reason to care.

5. Family and Community Engagement is Essential. The school-family-community triad is at the heart of holding on to students and ensuring their success.

6. Success Demands Well-Defined Partnerships. When roles are clear and each partner contributes from its unique strengths, a multi-sector collaboration can reap dramatic results.

7. Structure and Innovation Sustains Impact. Transformative impact demands sustained structures, resources and a commitment to valuing all youth.