



Schools Continue to Lose Students

Texas Public School Attrition Study, 2002-03

by Roy L. Johnson, M.S.

Thirty-eight percent of the freshman class of 1999-00 left school prior to graduating from a Texas public school in the 2002-03 school year. The latest attrition study of the Intercultural Development Research Association (IDRA) found that 143,280 out of 378,431 students from the class of 2003 were lost from public school enrollment between the 1999-00 school year and the 2002-03 school year.

Spanning an 18-year period from 1985-86 through 2002-03, the IDRA attrition studies provide time series data on the number and percent of public school students who leave school prior to graduation.

Despite a one percentage point decline over each of the last two years, the overall attrition rate has remained relatively unchanged, suggesting that school holding power in Texas is less than satisfactory.

Weak School Holding Power is Costly

In 1986, IDRA conducted Texas' first comprehensive statewide study of

high school dropouts using a high school attrition formula to estimate the number and percent of students who leave school prior to graduation. IDRA's inaugural study found that 86,276 students had not graduated from Texas public high schools, costing the state \$17 billion in forgone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs (Cárdenas, Robledo and Supik, 1986).

Between the 1985-86 and 2002-03 school years, nearly 2 million students have been lost from public school enrollment costing the state of Texas nearly \$500 billion in forgone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs. The study in 1986 was the state's first major effort to assess the school holding power of Texas public schools.

What is Attrition?

Attrition rates serve as an indicator or measure of a school's holding power or ability to keep students enrolled in school and learning until they graduate. Attrition—in its simplest form—is the rate of shrinkage in size or

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- ❖ Model dropout prevention
- ❖ Focusing on gender equity

number. Therefore, an attrition rate is the percent change in grade level enrollment between a base year and an end year.

During the fall of each year, school districts are required to report information to the Texas Education Agency (TEA) via the Public Education Information Management System (PEIMS) for all students and grade levels. IDRA’s attrition studies involve the analysis of ninth grade enrollment figures and 12th grade enrollment figures three years later. This period represents the time span during which a ninth-grade student would be enrolled in high school.

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

Between the 1985-86 and 2002-03 school years, nearly 2 million students have been lost from public school enrollment costing the state of Texas nearly \$500 billion in forgone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs.

Latest Study Results

Historical statewide attrition rates and numbers of students lost to attrition are categorized by race and ethnicity and by gender (See box on Page 9). General conclusions follow.

The overall attrition rate has increased by 15 percent from 1985-86 to 2002-03. The percentage of students who left high school prior to graduation was 33 percent in 1985-86 compared to 38 percent in 2002-03. Over the past 18 years, attrition rates have fluctuated between a low of 31 percent in 1988-89 and 1989-90 to a high of 43 percent in 1996-97. Numerically, 143,280 students were lost from public high school enrollment in 2002-03 as compared to 86,272 in 1985-86.

The overall attrition rate was less than 40 percent in 2002-03 for the second time in nine years. Between 1994-95 and 2000-01, the overall attrition rate ranged from a low of 40 percent to a high of 43 percent. In 2002-03, the overall attrition rate was 38 percent representing the lowest rate since 1992-93.

The gaps between attrition rates of Hispanic students and Black students and those of White students have widened since 1985-86. Hispanic students and Black students have had considerably higher attrition rates than White students. From 1985-86 to 2002-03, attrition rates of Hispanic students increased by 11 percent (from 45 percent to 50 percent).

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IDRA Coca-Cola Valued Youth Program – Model Dropout Prevention Program

by María “Cuca” Robledo Montecel, Ph.D.

The Coca-Cola Valued Youth Program began in 1984 based on the creed that all students are valuable, none is expendable. This philosophy, that all students are valuable, is helping schools keep 98 percent of Valued Youths in school, keeping these young people in the classroom and learning.

In this program, IDRA works with schools to identify students who are considered to be in an at-risk situation and place them as tutors of younger students. Participating tutors have been the ones who traditionally receive help; never have they been asked to provide help. These were the “throwaways,” students who were not expected ever to graduate from high school. Yet, when given the appropriate structure, they can and do succeed. This program has made a visible difference in the lives of more than 136,000 children, families and educators.

The “valued youth” philosophy incorporates a series of premises: learning, valuing, contributing, participating, excelling, including and supporting. There are seven tenets to this philosophy (see box on Page 4). The key to the program’s success is in valuing students who are considered at risk of dropping out of school and

sustaining their efforts with effective, coordinated strategies.

The program is flexible – readily adaptable to individual schools – but careful design and assessment have shown that certain elements are critical. When a school becomes part of the Coca-Cola Valued Youth Program, the school agrees to implement critical elements and to adapt other elements based on local circumstances.

The Coca-Cola Valued Youth Program incorporates rigorous research and evaluation to identify the essential elements of the program, monitor program operations, develop corrective action, and document results.

Almost 12,000 Valued Youth have gone through the program.

Tutors improve their grades, they show up in school more often and in the principal’s office less often, and they stay in school. The program has maintained a less than 2 percent dropout rate for the last decade. The program also benefits families by increased communication with schools and renewed family pride.

Valued Youth Program - continued on Page 4

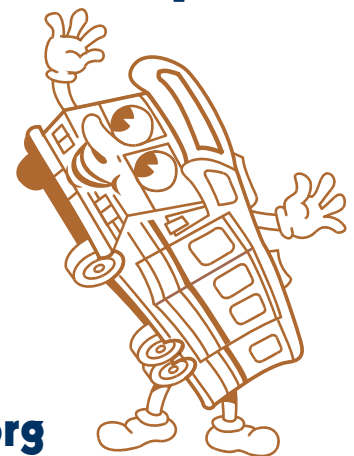


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- ✦ Learn about Internet resources
- ✦ Find extensive useful Internet links
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In addition, the Coca-Cola Valued Youth Program succeeds because it subtly but powerfully challenges and ultimately changes people's beliefs and behaviors. One administrator recounted her first experience with the program. She knew Paul Hayes* by his reputation as a student who "sent teachers into early retirement."

She watched him get off the bus at the elementary school where he would tutor that day. She kept a vigilant eye on him as he entered the classroom and watched in amazement as he put on a hand puppet and began teaching three little ones.

What she saw in that classroom was "Mr. Hayes." She saw Mr. Hayes' students following his every word, and learning. And she heard the elementary teacher tell how she would be lost without Mr. Hayes in her classroom. As she watched him get back on the bus to his middle school, she hoped his teachers there would see the Mr. Hayes that was in him instead of only seeing Paul, the at-risk student.

Another tutor, Marcos, testified before a congressional committee last year. He said that after being in the Coca-Cola Valued Youth Program, he cares about school, and he respects his teachers. He also told of one night when he saw one of his first grade tutees on the playground by himself at about 8:00 at night. Marcos took him to eat and then took him home. Marcos said, "I was worried that he was out there by himself and thought it was my responsibility to help him."

Another tutor told us he is saving his wages from the program to purchase a headstone for his mother. She died recently, and there is no other way his family would be able to afford a headstone.

A philosopher once said, "The actual proves the possible." The Coca-Cola Valued Youth Program works, as do other programs across the

IDRA Coca-Cola Valued Youth Program – Philosophy

- 1. All students can learn.** This means all students: of all colors, of all languages, of all backgrounds, with or without designer clothes. All students can learn.
- 2. The school values all students.** There are no "throw-aways." There are no students who are not important. All students are valuable.
- 3. All students can actively contribute to their own education and to the education of others.** Students are not passive vessels to which we give information. Not only are they active learners but they also can become teachers of others.
- 4. All students, parents and teachers have the right to participate fully in creating and maintaining excellent schools.** We are all partners in this. We all participate.
- 5. Excellence in schools contributes to individual and collective economic growth, stability and advancement.** Our sense, our philosophy is that we are all "at risk" as long as students are "at risk." Different sectors in this country are realizing that. It is not only what happens to me as an individual when I drop out of school, it is what happens to *us*.
- 6. Commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress and evaluating outcomes.** Excellence requires involving all of the players in deciding where we are going and how we are getting there and in monitoring how we are doing.
- 7. Students, parents and teachers must be provided extensive, consistent support in ways that allow students to learn, teachers to teach and parents to be involved.** Each of these groups needs each other and must support each other.

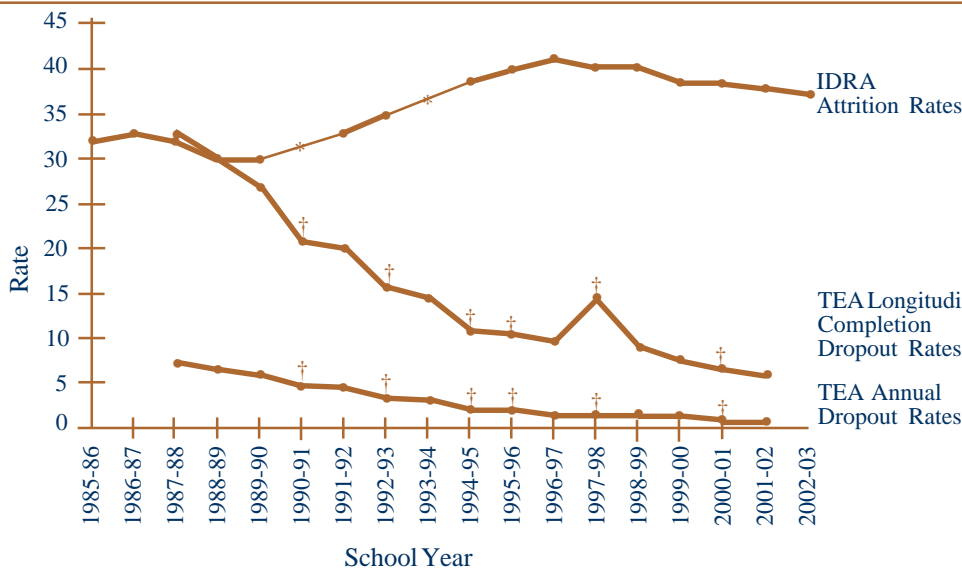
For more information on the Coca-Cola Valued Youth Program, contact IDRA by phone at 210-444-1710, by e-mail at contact@idra.org or visit our web site at www.idra.org.

country based on valuing young people and their communities. All students can and are succeeding in some schools. It *can* happen in *every* school.

Excerpted from a presentation by Dr. María Robledo Montecel, IDRA executive director, to the National Education Goals Panel Field Hearing in September 2000.

**name changed*

Attrition and Dropout Rates in Texas Over Time



	IDRA 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	*	21.4	3.9
1991-92	34	20.7	3.8
1992-93	36	15.8	2.8
1993-94	*	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	14.7	1.6
1998-99	42	9.0**	1.6
1999-00	40	7.7**	1.3
2000-01	40	6.8**	1.0
2001-02	39	5.6**	0.9
2002-03	38		

† Change in TEA dropout definition or data processing procedures

* Rates were not calculated for the 1990-91 and 1993-94 school years due to unavailability of data.

** Longitudinal completion rate

Sources: Intercultural Development Research Association, 2003. Texas Education Agency, Secondary School Completion and Dropouts, 2001-02.

Attrition Study – continued from Page 2

During this same period, the attrition rates of Black students increased by 32 percent (from 34 percent to 45 percent). Attrition rates of White students declined by 4 percent (from 27 percent to 24 percent). Hispanic students have higher attrition rates than either White students or Black students.

From 1985-86 to 2002-03, Native American students, Asian/Pacific Islander students, and White students had a decline in their attrition rates. Native American students had a decline of 13 percent in their attrition rates (from 45 percent to 39 percent) and Asian/Pacific Islander students had a decline of 48 percent (from 33 percent to 17 percent).

The historical attrition rates for Hispanic students and Black students have been typically higher than the overall attrition rates. For the period of 1985-86 to 2002-03, students from ethnic minority groups account for about two-thirds of the

Though the overall attrition rate has declined by 1 percentage point in each of the last two years, attrition rates have remained relatively stable at or near 40 percent.

estimated 1.9 million students lost from public high school enrollment. Hispanic students account for nearly half (49.0 percent) of the students lost to attrition. Black students account for 17.3 percent of all students lost from enrollment due to attrition over the years, and White students account for 32.3 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. Between 1985-86 and 2002-03, attrition rates for males have

increased by 17 percent (from 35 percent to 41 percent). Attrition rates for females have increased by 6 percent (from 32 percent to 34 percent). Longitudinally, males have accounted for 56.4 percent of students lost from school enrollment, while females have accounted for 43.6 percent.

See the graphic above and the tables on Pages 8 and 10 for attrition data over time. See Pages 6 and 7 and the map on Page 8 for rates by county.

Conclusions

Over the past few decades, IDRA research shows that an estimated 1.9 million Texas high school students left school prior to graduation. Though the overall attrition rate has declined by 1 percentage point in each of the last two years, attrition rates have remained relatively stable at or near 40 percent.

IDRA attrition analyses show that since the mid-1980s the number and percent of students lost from public

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Attrition Rates in Texas Public Schools By Race-Ethnicity, 2002-03

COUNTY NAME ↓	ATTRITION RATES ¹				COUNTY NAME ↓	ATTRITION RATES ¹			
	BLACK ↓	WHITE ↓	HISPANIC ↓	TOTAL ↓		BLACK ↓	WHITE ↓	HISPANIC ↓	TOTAL ↓
ANDERSON	37	21	65	30	DENTON	46	29	56	34
ANDREWS	21	9	25	16	DEWITT	30	15	40	26
ANGELINA	33	22	49	29	DICKENS	**	25	**	9
ARANSAS	23	31	46	35	DIMITT	75	24	33	33
ARCHER	•	0	46	3	DONLEY	5	**	27	**
ARMSTRONG	•	11	33	9	DUVAL	•	26	29	29
ATASCOSA	87	20	37	32	EASTLAND	50	14	26	18
AUSTIN	16	7	42	17	ECTOR	45	17	42	32
BAILEY	**	3	31	20	EDWARDS	50	35	28	30
BANDERA	100	30	53	36	ELLIS	30	26	48	31
BASTROP	55	40	66	50	EL PASO	30	18	37	35
BAYLOR	52	4	36	10	ERATH	8	26	61	36
BEE	37	14	42	34	FALLS	34	10	38	24
BELL	36	28	44	33	FANNIN	17	20	44	22
BEXAR	38	23	45	39	FAYETTE	42	10	40	19
BLANCO	**	25	34	26	FISHER	41	18	**	9
BORDEN	•	**	**	**	FLOYD	34	**	38	22
BOSQUE	28	21	42	25	FOARD	•	0	29	14
BOWIE	43	24	58	32	FORT BEND	32	19	50	29
BRAZORIA	44	33	55	40	FRANKLIN	**	21	47	23
BRAZOS	59	16	63	38	FREESTONE	16	17	65	23
BREWSTER	•	23	22	22	FRIO	100	19	26	25
BRISCOE	48	12	39	14	GAINES	**	12	31	20
BROOKS	•	**	30	28	GALVESTON	38	30	46	33
BROWN	43	18	56	30	GARZA	47	30	49	40
BURLESON	44	29	35	33	GILLESPIE	50	7	39	16
BURNET	48	35	50	39	GLASSCOCK	•	**	**	**
CALDWELL	60	21	46	37	GOLIAD	29	9	38	21
CALHOUN	59	35	66	51	GONZALES	38	12	42	31
CALLAHAN	100	18	25	19	GRAY	16	9	35	13
CAMERON	72	27	47	46	GRAYSON	28	24	53	27
CAMP	18	20	57	26	GREGG	43	21	56	31
CARSON	•	5	24	6	GRIMES	31	20	53	30
CASS	11	19	71	18	GUADALUPE	43	20	54	36
CASTRO	18	4	24	17	HALE	44	10	45	33
CHAMBERS	11	20	32	21	HALL	17	**	22	3
CHEROKEE	43	30	50	37	HAMILTON	•	22	32	24
CHILDRESS	22	4	23	8	HANSFORD	•	**	32	9
CLAY	0	16	31	16	HARDEMAN	**	**	**	**
COCHRAN	50	15	36	29	HARDIN	19	19	7	19
COKE	87	31	93	68	HARRIS	51	25	59	45
COLEMAN	**	10	27	12	HARRISON	15	20	54	20
COLLIN	39	23	54	28	HARTLEY	•	**	29	**
COLLINGSWORTH	14	**	12	3	HASKELL	7	**	2	**
COLORADO	36	17	50	30	HAYS	33	27	42	33
COMAL	45	26	50	33	HEMPHILL	100	13	78	49
COMANCHE	•	28	48	33	HENDERSON	34	27	57	31
CONCHO	•	9	2	6	HIDALGO	66	23	50	49
COOKE	36	26	54	31	HILL	26	22	43	26
CORYELL	50	34	38	38	HOCKLEY	**	6	33	20
COTTLE	13	**	36	8	HOOD	•	37	66	41
CRANE	**	9	16	10	HOPKINS	22	23	45	25
CROCKETT	•	**	27	13	HOUSTON	34	22	64	29
CROSBY	**	6	18	12	HOWARD	43	22	58	38
CULBERSON	•	21	17	19	HUDSPETH	•	30	39	38
DALLAM	26	22	51	30	HUNT	57	32	55	38
DALLAS	50	24	62	45	HUTCHINSON	**	9	40	15
DAWSON	24	**	20	9	IRION	•	2	8	11
DEAF SMITH	**	**	38	27	JACK	**	26	38	26
DELTA	15	29	100	28	JACKSON	35	2	37	15

¹Calculated 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).

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

Attrition Rates in Texas Public Schools By Race-Ethnicity, 2002-03 (continued)

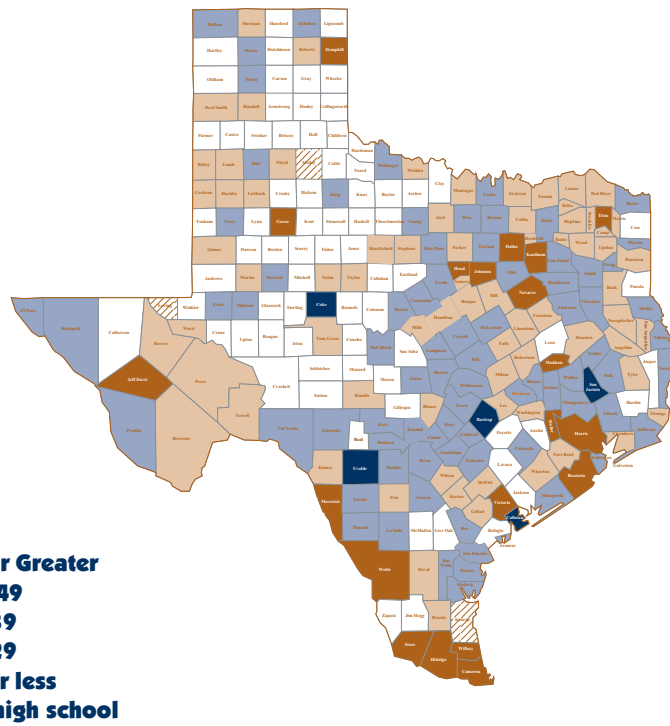
COUNTY NAME	ATTRITION RATES ¹				COUNTY NAME	ATTRITION RATES ¹			
	BLACK	WHITE	HISPANIC	TOTAL		BLACK	WHITE	HISPANIC	TOTAL
JASPER	8	16	24	15	RAINS	**	19	35	20
JEFF DAVIS	100	22	66	49	RANDALL	**	24	37	25
JEFFERSON	44	20	56	37	REAGAN	23	**	14	9
JIM HOGG	•	26	10	12	REAL	•	9	13	7
JIM WELLS	21	16	40	36	RED RIVER	31	16	47	22
JOHNSON	44	37	61	41	REEVES	67	5	32	28
JONES	45	13	17	16	REFUGIO	10	12	29	19
KARNES	53	1	42	29	ROBERTS	•	30	•	29
KAUFMAN	45	37	61	41	ROBERTSON	25	15	45	24
KENDALL	25	30	53	35	ROCKWALL	39	26	51	29
KENT	•	**	44	**	RUNNELS	50	10	33	19
KERR	50	24	52	35	RUSK	14	19	53	22
KIMBLE	•	21	46	29	SABINE	26	31	56	31
KING	•	25	50	30	SAN AUGUSTINE	9	30	29	21
KINNEY	**	13	38	26	SAN JACINTO	48	53	63	53
KLEBERG	58	18	41	38	SAN PATRICIO	30	29	44	37
KNOX	18	**	8	1	SAN SABA	•	12	33	19
LAMAR	35	27	53	29	SCHLEICHER	40	**	22	7
LAMB	14	6	33	22	SCURRY	49	1	31	16
LAMPASAS	32	30	45	33	SHACKELFORD	67	20	40	26
LA SALLE	100	40	29	32	SHELBY	23	31	58	32
LAVACA	28	12	19	14	SHERMAN	•	15	39	24
LEE	24	13	48	25	SMITH	38	24	59	34
LEON	26	14	39	17	SOMERVELL	0	25	33	26
LIBERTY	33	33	58	36	STARR	•	39	44	44
LIMESTONE	31	24	40	28	STEPHENS	39	14	41	21
LIPSCOMB	•	**	44	7	STERLING	•	2	22	10
LIVE OAK	•	1	31	18	STONEWALL	100	14	**	8
LLANO	•	35	55	37	SUTTON	•	**	33	19
LUBBOCK	27	10	34	21	SWISHER	62	**	29	11
LYNN	**	**	28	12	TARRANT	47	28	58	39
MADISON	41	37	56	41	TAYLOR	34	19	42	26
MARION	40	34	100	37	TERRELL	•	39	18	26
MARTIN	57	11	38	26	TERRY	51	14	41	33
MASON	•	6	24	13	THROCKMORTON	•	**	**	**
MATAGORDA	40	22	52	36	TITUS	52	23	68	45
MAVERICK	•	23	46	46	TOM GREEN	37	13	39	26
MCCOLLUCH	44	25	39	31	TRAVIS	47	19	57	39
MCLENNAN	52	28	50	39	TRINITY	40	34	55	36
McMULLEN	•	**	18	4	TYLER	29	29	36	29
MEDINA	56	17	45	33	UPSHUR	20	23	48	24
MENARD	•	**	8	2	UPTON	0	3	**	0
MIDLAND	43	13	56	33	UVALDE	•	24	63	55
MILAM	19	14	40	22	VAL VERDE	51	29	40	39
MILLS	74	17	40	25	VAN ZANDT	35	31	52	33
MITCHELL	22	**	27	11	VICTORIA	50	24	57	43
MONTAGUE	•	24	40	25	WALKER	44	25	46	34
MONTGOMERY	46	34	55	38	WALLER	40	34	53	41
MOORE	7	8	49	33	WARD	28	12	39	26
MORRIS	27	26	63	29	WASHINGTON	50	10	66	29
MOTLEY	**	**	100	**	WEBB	44	19	41	41
NACOGDOCHES	31	22	55	29	WHARTON	26	0	38	20
NAVARRO	45	29	64	40	WHEELER	58	**	23	3
NEWTON	10	42	31	32	WICHITA	40	21	52	29
NOLAN	35	13	42	27	WILBARGER	62	27	51	38
NUECES	40	19	41	34	WILLACY	**	**	44	42
OCHILTREE	•	14	55	32	WILLIAMSON	45	24	52	31
OLDHAM	•	15	31	16	WILSON	51	18	35	26
ORANGE	35	21	23	22	WINKLER	**	0	33	17
PALO PINTO	39	33	58	37	WISE	50	30	41	32
PANOLA	21	11	63	17	WOOD	29	19	45	22
PARKER	65	35	62	38	YOAKUM	**	**	19	10
PARMER	0	**	25	11	YOUNG	29	25	59	31
PECOS	100	**	33	26	ZAPATA	•	**	10	9
POLK	28	34	43	34	ZAVALA	•	25	34	34
POTTER	49	27	58	38					
PRESIDIO	•	**	41	36					
					TOTAL	45	24	50	38

Source: Intercultural Development Research Association, 2003.

school enrollment has increased for the state of Texas. TEA paints another picture. In August 2003, TEA reported for the 2001-02 school year an annual dropout rate of 0.9 percent for grades seven through 12 and 1.3 percent for grades nine through 12. For the class of 2002, TEA reported a longitudinal completion rate of 5.6 percent for grades seven through 12 and 5.0 percent for grades nine through 12.

In order to reduce the number and percent of students who leave school prior to graduation, local, state and national attention must be directed at: (1) standardizing dropout definitions and calculation methodologies; (2) collecting accurate and reliable dropout, completion and graduation data; (3) identifying and evaluating effective dropout prevention programs and strategies; (4) selecting and implementing appropriate performance indicators for assessing school holding power; and (5) reporting dropout,

Attrition Rates by Texas County, 2002-03



Source: Intercultural Development Research Association, 2003.

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2002-03

Group	1985-86	1986-87	1987-88	1988-89	1989-90	1991-92	1992-93	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	Percent Change* From 1985-86 to 2002-03
Race-Ethnicity																	
Native American	45	39	37	47	39	40	39	42	44	43	42	25	43	42	29	39	-13
Asian/Pacific Islander	33	30	28	23	22	21	21	18	18	20	21	19	20	20	14	17	-48
Black	34	38	39	37	38	39	43	50	51	51	49	48	47	46	46	45	32
White	27	26	24	20	19	22	25	30	31	32	31	31	28	27	26	24	-11
Hispanic	45	46	49	48	48	48	49	51	53	54	53	53	52	52	51	50	11
Gender																	
Male	35	35	35	34	34	37	39	43	45	46	45	45	44	43	43	41	17
Female	32	32	31	29	29	30	33	37	39	40	38	38	36	36	35	34	6
Total	33	34	33	31	31	34	36	40	42	43	42	42	40	40	39	38	15

* Rounded to nearest whole number.

Figures calculated by IDRA from the Texas Education Agency Fall Membership Survey data.

Rates were not calculated for the 1990-91 and 1993-94 school years due to unavailability of data.

Source: Intercultural Development Research Association, 2003.

Did You Know?

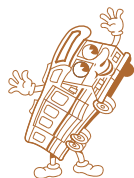
Between 1985 and this last school year, Texas' weak school holding power has cost the state \$500 billion in forgone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs.

The overall attrition rate has increased by 15 percent since 1985-86 in Texas.

In Texas, two of every five high school students are lost from high school enrollment prior to graduation.

Last year, Hispanic students accounted for nearly half of the 1.9 million students lost to attrition. And Black students had a 45 percent attrition rate compared to 24 percent for White students.

– Intercultural Development Research Association, October 2003



**For more facts and statistics,
go to the "Field Trip" on IDRA's web site.**

www.idra.org

Number of Students Lost to Attrition in Texas School Years 1985-86 to 2002-03

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	--	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--	--
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
All Years	1,922,391	4,523	23,127	331,999	620,698	942,034	1,084,341	838,050

Figures calculated by IDRA from the Texas Education Agency *Fall Membership Survey* data.
Rates were not calculated for the 1990-91 and 1993-94 school years due to the unavailability of data.
Source: Intercultural Development Research Association, 2003.

completion and graduation data. The challenge of increasing school holding power must become a mandate in our state and our nation.

Resources

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Texas Public Schools: 2001-02 (Austin, Texas: Texas Education Agency, August 2003).
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1999-00 and 2002-03 Enrollment and 2002-03 Attrition in Texas

Race-Ethnicity and Gender	1999-00 9th Grade Enrollment	2002-03 12th Grade Enrollment	1999-00 9-12th Grade Enrollment	2002-03 9-12th Grade Enrollment	2002-03 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate
Native American	926	670	2,737	3,269	1,106	436	39
Male	452	319	1,369	1,629	538	219	41
Female	474	351	1,368	1,640	568	217	38
Asian/Pacific Islander	8,593	8,102	31,324	35,406	9,713	1,611	17
Male	4,490	4,087	16,165	18,244	5,068	981	19
Female	4,103	4,015	15,159	17,162	4,645	630	14
Black	52,159	30,713	149,569	159,911	55,779	25,066	45
Male	27,495	14,778	75,201	80,803	29,543	14,765	50
Female	24,664	15,935	74,368	79,108	26,236	10,301	39
White	152,856	116,019	517,435	517,790	152,967	36,948	24
Male	79,891	58,862	265,326	265,992	80,092	21,230	27
Female	72,965	57,157	252,109	251,798	72,875	15,718	22
Hispanic	140,013	79,647	383,945	435,559	158,866	79,219	50
Male	74,127	39,127	196,484	224,120	84,553	45,426	54
Female	65,886	40,520	187,461	211,439	74,313	33,793	45
All Groups	354,547	235,151	1,085,010	1,151,935	378,431	143,280	38
Male	186,455	117,173	554,545	590,788	199,794	82,621	41
Female	168,092	117,978	530,465	561,147	178,637	60,659	34

Figures calculated by IDRA from the Texas Education Agency *Fall Membership Survey* data. IDRA’s 2002-03 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 1999-00 school year and enrollment figures for 12th grade students in 2002-03. 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.

Source: Intercultural Development Research Association, 2003.

A Voice for Leadership, Advocacy and Equity for Girls and Boys in Public Schools



by Frances M. Guzmán, M.Ed.

The IDRA South Central Collaborative for Equity hosted the Association for Gender Equity and Leadership in Education (AGELE) in San Antonio in July for its 24th annual conference. The four-day event drew participants from 25 states and Washington, D.C. Among the participants were representative from eight of the 10 equity assistance centers and the U.S. Department of Education.

While many of the attendees were

professionals who have labored in the field of gender equity for many years to protect and extend civil rights and nondiscrimination for children in public schools, many of the attendees were also new to this important area of equity.

The mission of the AGELE is to provide leadership in identifying and infusing gender equity in all educational programs and processes and within parallel equity concerns, including, but not limited to, age, disability, ethnicity, national origin, race, religion, sexual orientation and socio-economic status.

This year's conference theme captured this mission perfectly: "Gender Equity Leadership and Advocacy in Education: Local, State, and National Perspectives." It provided participants with a hands-on opportunity to interact with presenters, keynote speakers, and the general organizational membership about transforming and emerging issues regarding gender equity that clearly provide challenges and opportunities as the nation's public schools implement the *No Child Left Behind Act*.

Dr. Nora Ibanez Hancock,

A Voice – continued on Page 12

Highlights of Recent IDRA Activities

In August, IDRA worked with **1,533** teachers, administrators, parents, and higher education personnel through **44** training and technical assistance activities and **278** program sites in **14** states plus Mexico and Brazil. Topics included:

- ◆ Technology Assessment for Teachers and Principals
- ◆ Federal Statutes for Bilingual Education
- ◆ Effective Connections with Parents
- ◆ Motivating Students
- ◆ Texas Budget Issues and Education

Participating agencies and school districts included:

- ◇ Belton Independent School District (ISD), Texas
- ◇ Houston ISD, Texas
- ◇ Mathis ISD, Texas
- ◇ Philadelphia Public Schools, Pennsylvania

Activity Snapshot

The IDRA Texas Parent Information and Resource Center (PIRC) is a comprehensive, multicultural and multi-lingual parent leadership support program for strengthening partnerships between parents and schools for student success. The project targets critical areas of need in parent involvement throughout the state of Texas. Families with children in schools designated as low-performing and Title I are supported through the activities of this project. The IDRA model of valuing parents as leaders promotes an emerging cadre of parents committed to positive support throughout the educational pipeline from pre-kindergarten through higher education.

Regularly, IDRA staff provides services to:

- ◆ public school teachers
- ◆ parents
- ◆ administrators
- ◆ other decision makers in public education

Services include:

- ◇ training and technical assistance
- ◇ evaluation
- ◇ serving as expert witnesses in policy settings and court cases
- ◇ publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210-444-1710.

associate commissioner of the Texas Education Agency (TEA) set the tone for the entire conference in her opening presentation. She traced the origins of Title IX as a basis for explaining the impact this law had on her own personal life. In describing her story of being a young Latina who, with her parents' support, pursued non-traditional courses in her public school in south Texas, she also created a compelling context for the conference participants to examine many gender equity issues.

Dr. Hancock's challenge to the group was simple and direct. She said that shortchanging a student because of his or her gender is trite, outdated, and not appropriate in an era of high achievement. The leadership must work pro-actively to eradicate old stereotypes, shape the 21st century action agenda, and move schools, communities, and the girls they serve to a new level of excellence.

Dr. Bradley Scott, director of the SCCE at IDRA, presented a description of how certain barriers remain to block access for girls from the very goals that must be achieved in schools. The psychological, social, emotional, and political boundaries that block

opportunities for inclusion, access, appropriate treatment and supports for learning still challenge education leadership to seek new and more powerful strategies for change in institutional practices concerning issues related to gender.

Dr. Scott provided a framework for action and change regarding gender equity that challenged participants to lift girls and boys to a higher place. He also captured that compelling challenge in a song he wrote and presented as a closure to his presentation.

More than 30 sessions during the course of the conference presented a wide range of topics from gender programs that work, to an examination of a gender inclusive leadership theory. Dealing with issues of terror, bullying, harassment, athletics, women's history, the gendered nature of technology, research on giving voice to Latinas, gender and disabilities, and school-home partnerships to support gender equity all received balanced and appropriate attention during the course of the conference.

Finally, in anticipation of the 50th anniversary celebration of the *Brown vs. Board of Education* Supreme Court decision that desegregated the

nation's public schools in 1954, a special session was presented by Ms. Joyce Harris, director of the Equity Center at the Northwest Region Educational Laboratory (NWREL) that focused on the women of *Brown*.

Two AGELE awards were presented for promoting sex equity in education and for the member who has made an outstanding contribution to the field of gender equity in education. Ms. Barbara Bitter received the Barb Landers Memorial Fund Award for her work in public schools. Dr. Percy Bates, director of Programs for Educational Opportunity, the equity assistance center at the University of Michigan, Ann Arbor received the Shirley McCune Award for his outstanding work on the national Title IX Commission on Athletics in Colleges and Universities.

Congratulations AGELE for a wonderful, exciting, and dynamic conference. See you next year in Washington, D.C.

Frances M. Guzmán, M.Ed., is an education associate in the IDRA Division of Professional Development. Comments and questions may be directed to her via e-mail at comment@idra.org.



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