Texas Public School Attrition Study 2018-19

Annual attrition study with...

- Forecast analysis
- Life and times of the Class to 2019
- Resources
- Infographics
- And more...

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Transforming Education

Inside

The Intercultural Development Research Association (IDRA) is a non-profit organization with a 501(c)(3) tax exempt status. The purpose of the organization is to disseminate information concerning equality of educational opportunity.

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Texas Public School Attrition Study, 2018-19

Lowest-Ever High School Attrition Rate in Texas

by Roy L. Johnson, M.S.

The overall high school attrition rate in Texas was 21% for the 2018-19 school year – the lowest rate ever recorded since the initial attrition study released by the Intercultural Development Research Association (IDRA) in 1986. IDRA's latest attrition study found that 21% of the freshman class of 2015-16 left school prior to graduating in the 2018-19 school year.

This figure represents a drop of one percentage point from last year's study and a 12-percentage point drop from the initial study in 1986. The overall state attrition rate declined from 22% in 2017-18 and 33% in 1985-86.

Even with the good news that school holding power in Texas improved, IDRA cautions that this improvement is too slow. At the current pace, Texas will continue to have attrition rates ranging from 21% to 25% and will not reach an attrition rate of zero until about the year 2037-38 (see forecast analysis on Page 17). And gaps persist among major racial and ethnic student groups. The attrition rates of Latino students and Black students were double the rate of white students.

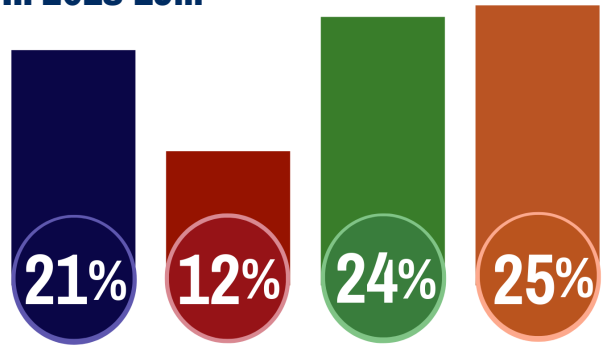
Findings Highlights

Key findings of the latest study include the following.

- Texas public schools fail to graduate one out of every five students.
- A total of 88,070 students from the 2015-16 freshman class were lost from public high school enrollment in 2018-19 compared to 86,276 in 1985-86.
- Since IDRA's landmark study in 1986, Texas schools lost more than 3.9 million students from public high school enrollment. This is the equivalent of losing the entire populations of Houston and San Antonio over the course of three decades.

The statewide attrition rate was the lowest it has ever been, but Texas was still losing more than one in five students the year before COVID-19.

In 2018-19...



Schools are twice as likely to lose Latino students and Black students before they graduate.

Schools are still losing 1 in 4 Black students and Latino students.

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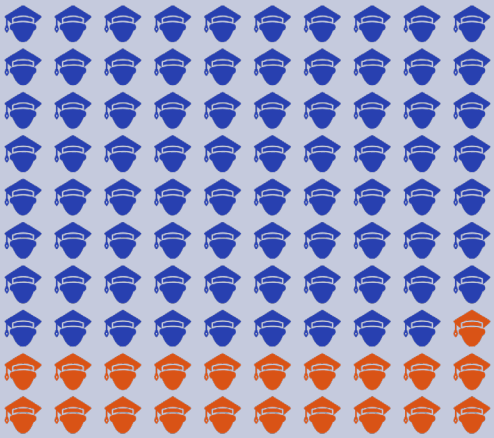
Texas public schools are losing 1 out of 5 students



It has taken over three decades to improve by 12 percentage points: from 33% to 21%

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- For the class of 2019, Latino students and Black students were two times more likely to leave school without graduating than white students.
- In four decades, the overall attrition rate declined from 33% in 1985-86 to 21% in 2018-19, a 36% improvement. The overall attrition rate has been less than 30% in the last 10 study years.
- Since 1986, the attrition rates of Latino students declined by 44%; the attrition rates of Black students declined by 29%; the attrition rates of white students declined by 56%; the attrition rates of Asian/Pacific Islander students declined by 64%; and the attrition rates of Native American students declined by 56%.
- The attrition rates for males are higher than those of females. In the class of 2018-19, males were 1.3 times more likely to leave school before graduation than females.

Study History

This year's study is the 34th in a series of annual reports on trends in dropout and attrition rates in Texas public schools. The 2018-19 study builds on a series of studies by IDRA that track the number and percent of students in Texas who are lost from public school enrollment prior to graduation.

IDRA conducted the first-ever comprehensive study of school dropouts in Texas more than three decades ago (Cárdenas, et al., 1986). In 1984, the Texas Legislature passed House Bill 72 authorizing the Texas Education Agency (TEA) to develop a statewide program to reduce the longitudinal dropout rate and directed the then Texas Department of Community Affairs (TDCA) to assess the effect of the state's dropout problem on the Texas economy. Under contract with TDCA and TEA, IDRA conducted the 1986 study entitled, *Texas School Dropout Survey Project* (Cárdenas, et al., 1986).

That first study found that one-third of the students in the class of 1986 dropped out of school without graduating, totaling 86,276 students who did not graduate.

IDRA's analysis estimated the economic cost to the state was $17 billion in foregone income, lost tax revenues, and increased job training, welfare, unemployment and criminal justice costs (Cárdenas, et al., 1986).

In 1987, the Texas Legislature responded to the study findings by the passing HB 1010 through which the state and local responsibilities for collecting and monitoring dropout data were substantially increased (TEC §§11.205-11.207, 1988).

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, the state requires school districts to report information to TEA via the PEIMS for all public school students by grade levels.

TEA masks some data in order to comply with the *Family Educational Rights and Privacy Act* (FERPA). In some of these cases, IDRA must exclude some district- and/or county-level data from the total student enrollment counts.

Attrition Rates in Texas Public Schools by Year, 1985-86 to 2018-19

Year	Black	White	Latino	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
2013-14	25	13	31	24
2014-15	26	14	31	24
2015-16	27	15	31	25
2016-17	26	14	29	24
2017-18	24	13	27	22
2018-19	24	12	25	21

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2015-16 and 2018-19 Enrollment and 2018-19 Attrition in Texas

Race-Ethnicity and Gender	2015-16 9th Grade Enrollment	2018-19 12th Grade Enrollment	2015-16 9-12th Grade Enrollment	2018-19 9-12th Grade Enrollment	2018-19 Expected 12th Grade Enrollment	Students Lost to Attrition	Attrition Rate %
Native American	1,619	1,241	5,543	5,280	1,542	301	20
Asian/Pacific Islander	16,277	16,714	59,936	70,094	19,036	2,322	12
Black	51,786	40,651	178,647	183,470	53,175	12,524	24
White	118,446	102,206	442,136	433,347	116,093	13,887	12
Latino	211,518	168,764	710,701	758,572	225,754	56,990	25
Multiracial	7,296	6,558	25,832	30,456	8,604	2,046	24
All Groups	406,942	336,134	1,422,795	1,481,219	424,204	88,070	21
Male	212,542	169,823	729,380	757,938	221,165	51,342	23
Female	212,542	169,823	729,380	757,938	221,165	51,342	23

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2018-19 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2015-16 school year and enrollment figures for 12th grade students in 2018-19. 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. Since the 2014-15 school year, TEA has collected enrollment data for race and ethnicity separately in compliance with new federal standards. For the purposes of analysis, IDRA continued to combine the Asian and Native Hawaiian/Other Pacific Islander categories. Attrition rates were not calculated for students classified as having two or more races (multiracial).

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Beginning in 2010-11, TEA reported student enrollment data on race and ethnicity based on new federal standards that require 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 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 for grades 9-12 increased from 1,547,045 in 2017-18 to 1,563,774 in 2018-19 (see box on Page 7). The percentage of the ninth through 12th grade population reported as Hispanic/Latino increased from 50.9% to 51.7% in the one-year period. The percentage of the ninth through 12th grade population reported as Black or African American decreased slightly from 12.7% to 12.6%, and the percentage reported as white declined from 29.9% to 28.7% (see box on Page 8).

Methods

Attrition rates indicate 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. Though each measure has different meaning and calculation methods, each provides unique information that is important for assessing schools' quality of education and school holding power (see Page 44 for dropout definitions).

Since 1985-86 through today, the IDRA attrition studies provide time series data, using a consistent

methodology, on the number and percent of Texas public school students who leave school prior to graduation. 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 5). IDRA excludes enrollment data from special school districts (military schools, state schools, charter schools) 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*.

IDRA calculates the adjusted attrition rate by: (1) dividing the high school enrollment (grades 9-12) 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.

Latest Study Results

One of every five students (21%) from the freshman class of 2015-16 left school prior to graduating with a high school diploma. For the class of 2019, there were 88,070 students who were lost from public school enrollment between the 2015-16 and 2018-19 school years. (See box on Page 13.)

The overall attrition rate declined from 33% in 1985-86 to 21% in 2018-19. Over the past three decades, attrition rates fluctuated between a low of 21% in 2018-19 to a high of 43% in 1996-97. (See boxes on Page 10 and Page 12.)

Racial-Ethnic Student Data. The attrition rates of Latino students and Black students are much higher than those of white students (see box on Page 10). From 1985-86 to 2018-19, attrition rates of Latino students declined by 44% (from 45% to 25%).

During this same period, the attrition rates of Black students declined by 29% (from 34% to 24%). Attrition rates of white students declined by 56% (from 27% to 12%). Native American students had a decline of 56% in their attrition rates (from 45% to 20%), and Asian/Pacific Islander students had a decline of 64% (from 33% to 12%).

Additional Resources Online

- Look Up Your County – See attrition rates and numbers over the last 10 years
- eBook – Types of Dropout Data Defined
- Online graphs
- Infographic: Attrition Highlights in Texas, 2018-19
- Infographic: 6 School Policies that Lead to Higher Dropout Rates – Infographic
- Infographic: Timeline for the Class of 2019
- eBook – Resources on Student Discipline Policy and Practice
- Book – Courage to Connect: A Quality Schools Action Framework
- Book – College Bound and Determined
- Overview of the Valued Youth Partnership program, that keeps 98% of students in school
- Ideas and Strategies for Action
- Classnotes Podcast episodes on Dropout Prevention and College-Readiness

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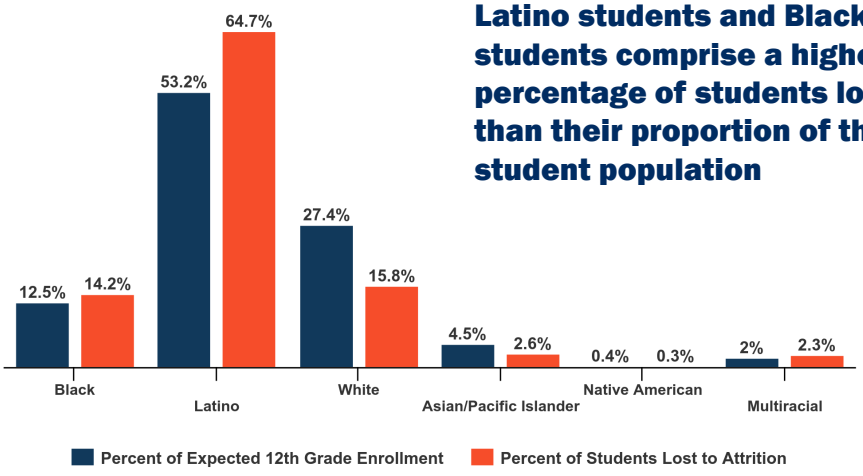
Proportion of Student Population Lost to Attrition



Latino students and Black students comprise a higher percentage of students lost than their proportion of the student population

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Texas Student Enrollment, Grades 9-12, 2015-16 to 2018-19 (number)

Race-Ethnicity	Enrollment by Grade 9	10	11	12	9-12
2015-16					
Black or African American	55,616	49,189	45,027	40,730	190,562
Latino	224,127	195,093	173,392	156,961	749,573
American Indian or Alaskan Native	1,736	1,449	1,379	1,307	5,871
White	122,593	117,706	111,378	104,374	456,051
Asian	16,371	15,580	14,237	13,830	60,018
Native Hawaiian or Other Pacific Islander	617	548	546	447	2,158
Multiracial	7,644	6,969	6,360	5,829	26,802
Total	**428,704**	**386,534**	**352,319**	**323,478**	**1,491,035**
2016-17					
Black or African American	56,025	49,657	45,993	41,411	193,086
Latino	227,208	203,515	181,279	163,411	775,413
American Indian or Alaskan Native	1,625	1,515	1,342	1,252	5,734
White	121,294	115,985	112,222	105,598	455,099
Asian	16,994	16,710	15,817	14,290	63,811
Native Hawaiian or Other Pacific Islander	604	580	534	548	2,266
Multiracial	7,995	7,372	6,746	6,257	28,370
Total	**431,745**	**395,334**	**363,933**	**332,767**	**1,523,779**
2017-18					
Black or African American	55,975	50,148	46,329	42,746	195,198
Latino	227,319	204,935	188,795	171,047	792,096
American Indian or Alaskan Native	1,646	1,460	1,444	1,256	5,806
White	120,753	115,234	110,795	106,999	453,781
Asian	17,923	17,163	16,791	15,842	67,719
Native Hawaiian or Other Pacific Islander	656	608	571	519	2,354
Multiracial	8,679	7,661	7,146	6,605	30,091
Total	**432,951**	**397,209**	**371,871**	**345,014**	**1,547,045**
2018-19					
Black or African American	56,163	50,152	46,658	43,362	196,335
Latino	231,346	207,791	190,435	178,632	808,204
American Indian or Alaskan Native	1,513	1,489	1,286	1,312	5,600
White	119,103	114,433	109,590	105,504	448,630
Asian	18,550	18,003	17,215	16,829	70,597
Native Hawaiian or Other Pacific Islander	608	604	610	529	2,351
Multiracial	9,403	8,364	7,419	6,871	32,057
Total	**436,686**	**400,836**	**373,213**	**353,039**	**1,563,774**

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2015-16 to 2018-19, https://rptsvr1.tea.texas.gov/adhocrpt/adste.html

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Texas Student Enrollment, Grades 9, 12 and 9-12, 2015-16 to 2018-19 (percent)

Race-Ethnicity	2015-16	2016-17	2017-18	2018-19
9th Grade Enrollment				
Black or African American	13.0	12.9	13.0	12.9
Hispanic or Latino	52.3	52.5	52.6	53.0
American Indian or Alaskan Native	0.4	0.4	0.4	0.3
White	28.6	27.9	28.1	27.3
Asian	3.8	4.1	3.9	4.2
Native Hawaiian or Other Pacific Islander	0.1	0.2	0.1	0.1
Multiracial	1.8	2.0	1.9	2.2
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**
12th Grade Enrollment				
Black or African American	12.7	12.4	12.4	12.3
Hispanic or Latino	50.5	49.6	49.1	50.6
American Indian or Alaskan Native	0.4	0.4	0.4	0.4
White	30.5	31.0	31.7	29.9
Asian	4.0	4.6	4.3	4.8
Native Hawaiian or Other Pacific Islander	0.1	0.2	0.2	0.1
Multiracial	1.8	1.9	1.9	1.9
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**
9-12th Grade Enrollment				
Black or African American	12.8	12.6	12.7	12.6
Hispanic or Latino	50.3	51.2	50.9	51.7
American Indian or Alaskan Native	0.4	0.4	0.4	0.4
White	30.6	29.3	29.9	28.7
Asian	4.0	4.4	4.2	4.5
Native Hawaiian or Other Pacific Islander	0.1	0.2	0.1	0.2
Multiracial	1.8	1.9	1.9	2.0
Total All Ethnicities	**100.0**	**100.0**	**100.0**	**100.0**

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2015-16 to 2018-19

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Latino students have higher attrition rates than either white students or Black students. The attrition rate of Asian/Pacific Islander students are lowest among the racial/ethnic groups. For the class of 2018-19, Black students and Latino students were about two times more likely to leave school without graduating with a diploma than white students.

Gap Over Time. The gap between the attrition rates of white students and of Black students and Latino students is nearly as high as or higher than 34 years ago.

- The attrition gap between white students and Black students was 7 percentage points in 1985-86 compared to 12 percentage points in 2018-19. The gap between white students and Black students increased by 71% from 1985-86 to 2018-19. (See boxes on Page 10.)
- The attrition gap between white students and Latino students was 18 percentage points in 1985-86 compared to 13 percentage points in 2018-19. The gap between white students and Latino students decreased by 28% from 1985-86 to 2018-19. (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 eight percentage points in 2018-19, a 56% decline.
- 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 declined from 6 percentage points in 1985-86 to equaling the attrition rate of white students in 2018-19.

Historically, Latino students and Black students comprised a large proportion of students lost by schools. For the period of 1985-86 to 2018-19, students of color account for nearly three-fourths (73.9%) of the estimated 3.8 million students lost from public high school enrollment.

- Latino students account for 55.6% of the students lost to attrition.
- Black students account for 16.5% of all students lost from enrollment due to attrition over the years.
- White students account for 25.9% 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.

Male-Female Student Data. The attrition rates for males have been higher than those of females. In the class of 2018-19, males were 1.3 times more likely to leave school without graduating with a diploma than females.

- From 1985-86 to 2018-19, attrition rates of male students declined by 34% (from 35% to 23%). Attrition rates for females declined by 44% from 32% in 1985-86 to 18% in 2018-19.
- Longitudinally, males have accounted for 57.2% of students lost from school enrollment, while females have accounted for 42.8%.

Additional Data. County-level data are provided on Pages 14-15. In addition, trend data by county are available on IDRA's website at www.idra.org (see box on Page 13). The box on Page 12 shows 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 44.

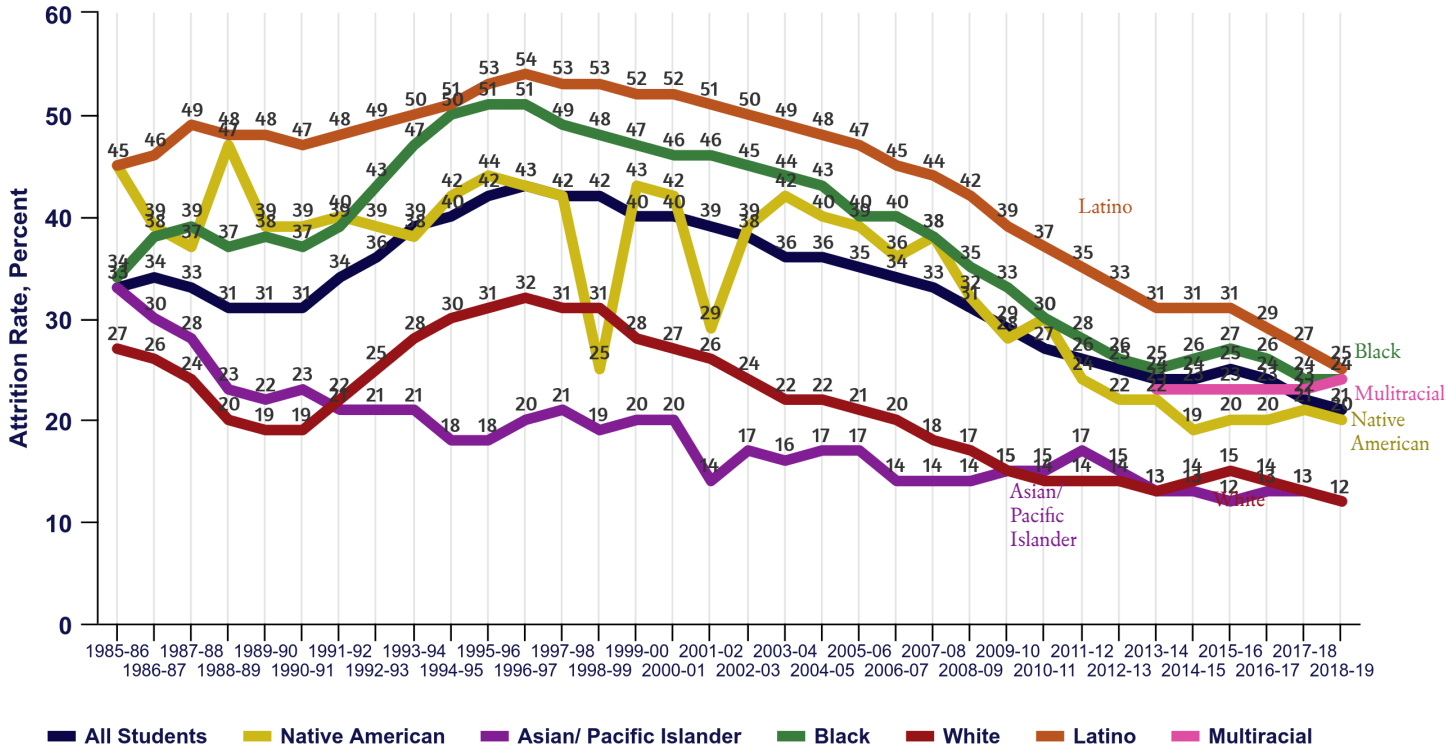
Conclusions

The results of the current attrition study show that attrition rates today are lower than they have ever been. Trend data show that evidence is mounting that attrition rates are indeed declining, but persistent gaps in the attrition rates of white and non-white students continue to exist. Additional research is needed to address the reasons these persistent gaps remain.

Educators, policymakers and the community at large must continue to advocate for educational programs and funding to ensure that every child graduate from high schools and that they have full

A total of 88,070 students from the 2015-16 freshman class were lost from public high school enrollment in 2018-19 compared to 86,276 in 1985-86.

Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2018-19



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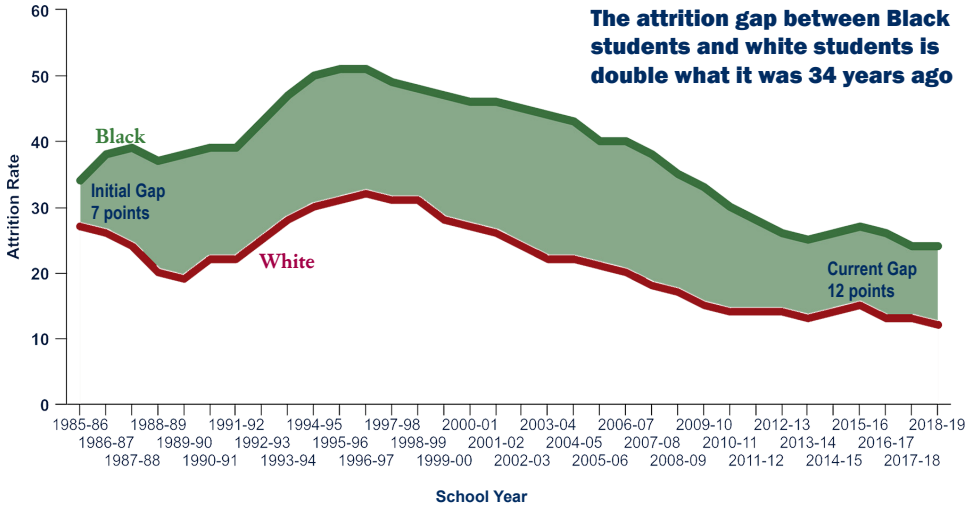
Trend in Black-White Attrition Rates



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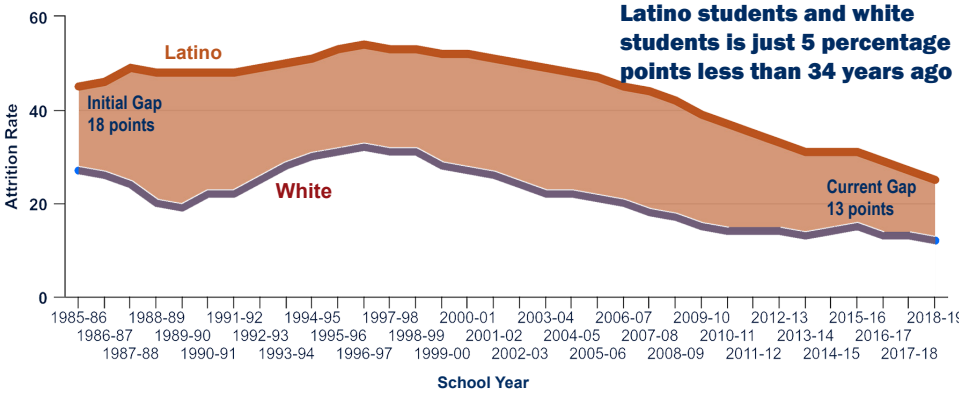
Trend in Latino-White Attrition Rates



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Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates[1]	TEA Attrition Rates[1]	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	22	6.7***	1.6**
2013-14	24	21	6.7***	1.6**
2014-15	24	20.3	6.3***	2.1**
2015-16	25	19.6	6.2***	2.0**
2016-17	24	18.5	5.9***	1.9**
2017-18	22	18	5.7***	1.9**
2018-19	21	n/a	n/a	n/a

[1]Attrition rates for grades 9-12
* Longitudinal completion rate (Grades 7-12)
** Annual dropout rate using NCES definition (Grades 7-12)
*** Longitudinal dropout rate using NCES definition (Grades 7-12)

Sources: Intercultural Development Research Association, 2021; Texas Education Agency, Secondary School Completion and Dropouts, 2003-04 to 2018-19; Texas Education Agency, Report on Public School Dropouts, 1987-88 to 1996-97

opportunity for post-secondary education, gainful employment, and maximum career earnings.

IDRA urges communities to work together to review issues surrounding school dropouts and to take action for the benefit of children and the future of Texas. 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. IDRA's publication, *College Bound and Determined*, shows how one south Texas school district transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college (https://idra.news/CollegeBoundw, also see Page 29).

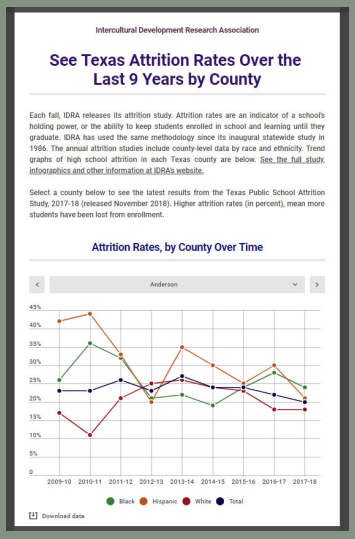
In the book, *Courage to Connect: A Quality Schools Action Framework*, IDRA shows how communities and schools can work together to strengthen school success in a number of areas including graduation outcomes. The book's web page (see Page 40) provides a table of contents, excerpts, related podcasts and other resources. IDRA's set of principles for policymakers and school leaders is provided on Page 42.

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.

https://idra.news/Txlook



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Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2018-19

Group	Race-Ethnicity						Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Latino	Multiracial	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
2013-14	22	13	25	13	31	23	26	21	24
2014-15	19	13	26	14	31	23	27	22	24
2015-16	20	12	27	15	31	23	27	22	25
2016-17	20	13	26	14	29	23	26	21	24
2017-18	21	13	24	13	27	23	25	19	22
2018-19	20	12	24	12	25	24	23	18	21
Percent Change* From 1985-86 to 2018-19	**-56**	**-64**	**-29**	**-56**	**-44**	**N/A**	**-34**	**-44**	**-36**

** Rounded to nearest whole number.*

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

Intercultural Development Research Association, 2021

Numbers of Students Lost to Attrition in Texas, 1985-86 to 2018-19

School Year	Total	Race-Ethnicity						Gender	
		Native American	Asian/ Pacific Islander	Black	White	Latino	Multiracial	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
2013-14	94,711	363	2,015	12,324	15,437	62,990	1,582	55,094	39,617
2014-15	99,297	313	2,017	13,525	17,047	64,825	1,570	57,626	41,671
2015-16	102,610	320	1,852	14,423	17,441	66,863	1,711	59,365	43,245
2016-17	99,960	305	2,124	13,802	17,107	64,849	1,773	57,874	42,086
2017-18	94,767	314	2,444	12,986	15,467	61,660	1,896	55,266	39,501
2018-19	88,070	301	2,322	12,524	13,887	56,990	2,046	51,342	36,728
All Years	**3,938,938**	**11,791**	**57,230**	**651,861**	**1,019,015**	**2,188,463**	**10,578**	**2,253,410**	**1,685,528**

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

Intercultural Development Research Association, 2021

* Calculation of attrition could not be achieved without corresponding first-year data.
N/A = Not applicable

Attrition Rates in Texas Public Schools, by Texas County, by Race-Ethnicity, 2018-19

County Name	Attrition Rates[1]			
	Black	White	Latino	Total
Anderson	28	21	32	25
Andrews	**	23	27	25
Angelina	29	8	8	10
Aransas	72	15	28	18
Archer	**	8	**	5
Armstrong	.	**	11	**
Atascosa	33	21	19	19
Austin	32	13	25	20
Bailey	.	10	4	5
Bandera	**	14	36	22
Bastrop	5	8	33	24
Baylor	**	7	50	8
Bee	54	**	28	22
Bell	33	19	30	26
Bexar	24	10	26	23
Blanco	.	**	**	**
Borden	.	21	36	14
Bosque	12	14	2	13
Bowie	21	10	23	14
Brazoria	20	15	28	22
Brazos	40	11	33	26
Brewster	.	24	5	13
Briscoe	.	**	23	**
Brooks	.	.	.	.
Brown	18	9	22	14
Burleson	**	1	22	8
Burnet	13	16	23	19
Caldwell	7	**	28	20
Calhoun	**	16	19	19
Callahan	**	21	38	20
Cameron	**	15	20	20
Camp	5	34	9	17
Carson	40	17	**	12
Cass	**	10	10	7
Castro	29	**	24	17
Chambers	3	12	26	15
Cherokee	24	26	33	29
Childress	**	3	17	9
Clay	.	11	37	10
Cochran	.	**	26	18
Coke	.	**	**	**
Coleman	11	33	8	25
Collin	12	9	20	14
Collingsworth	0	**	**	**
Colorado	13	5	30	18
Comal	**	14	26	18
Comanche	.	25	13	21
Concho	50	**	40	22
Cooke	45	17	31	22
Coryell	9	19	20	19
Cottle	56	3	12	18
Crane	.	19	7	9
Crockett	.	**	26	18
Crosby	16	20	8	11
Culberson	.	73	**	7
Dallam	25	7	22	14
Dallas	24	7	29	24
Dawson	6	**	16	8
Deaf Smith	100	5	25	23
Delta	28	7	33	17
Denton	15	10	23	15
Dewitt	18	12	39	26
Dickens	0	19	21	21
Dimmit	**	48	31	31
Donley	60	6	25	17
Duval	.	33	18	19
Eastland	**	17	1	13
Ector	44	27	41	38
Edwards	.	23	1	9
Ellis	15	18	25	20
El Paso	8	20	18	18
Erath	40	16	34	23
Falls	**	10	23	12
Fannin	28	4	24	9
Fayette	45	7	32	20
Fisher	100	**	22	10
Floyd	**	**	20	13
Foard	.	49	**	46
Fort Bend	17	12	31	19
Franklin	39	22	**	18
Freestone	**	13	23	8
Frio	100	39	22	23
Gaines	60	11	29	24
Galveston	24	11	25	17
Garza	46	30	37	36
Gillespie	.	12	22	15
Glasscock	.	**	**	**
Goliad	**	13	30	19
Gonzales	**	22	31	26
Gray	15	11	24	19
Grayson	36	17	30	23
Gregg	15	10	16	12
Grimes	33	13	30	23
Guadalupe	0	9	26	16
Hale	24	9	27	22
Hall	8	**	33	20
Hamilton	**	6	32	12
Hansford	.	**	16	10
Hardeman	.	14	29	19
Hardin	20	13	26	16
Harris	26	10	25	21
Harrison	61	13	22	23
Hartley	.	**	53	2
Haskell	25	**	15	4
Hays	21	19	28	24
Hemphill	.	**	42	16
Henderson	8	12	18	13
Hidalgo	6	18	26	26
Hill	27	11	22	18
Hockley	24	11	16	14
Hood	51	18	26	20
Hopkins	15	16	23	19
Houston	24	18	24	21
Howard	26	20	35	30
Hudspeth	.	**	6	1
Hunt	26	8	21	14
Hutchinson	**	5	**	**
Irion	.	29	19	25
Jack	38	12	11	10
Jackson	32	1	20	10
Jasper	18	17	25	19
Jeff Davis	.	38	25	28

[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.

Intercultural Development Research Association, 2021

Attrition Rates in Texas Public Schools, By Texas County,
by Race-Ethnicity, 2018-19 (continued)

County Name	Attrition Rates			
	Black	White	Latino	Total
Jefferson	22	3	22	16
Jim Hogg	.	45	18	18
Jim Wells	64	0	36	31
Johnson	35	17	24	20
Jones	43	14	10	15
Karnes	.	16	24	21
Kaufman	32	14	32	21
Kendall	**	11	20	14
Kent	.	**	48	15
Kerr	1	4	12	9
Kimble	.	**	23	3
King	.	14	.	**
Kinney	100	14	0	8
Kleberg	28	6	33	31
Knox	**	**	16	1
Lamar	12	6	27	9
Lamb	21	2	22	18
Lampasas	**	4	9	5
La Salle	.	63	23	25
Lavaca	47	**	28	8
Lee	13	14	26	19
Leon	**	**	10	1
Liberty	17	23	36	28
Limestone	3	5	15	6
Lipscomb	**	**	14	3
Live Oak	**	8	21	15
Llano	.	20	41	26
Lubbock	25	10	25	19
Lynn	100	18	33	29
Madison	9	12	7	9
Marion	11	27	35	23
Martin	.	18	40	31
Mason	.	**	6	**
Matagorda	**	**	20	11
Maverick	67	46	32	33
McCulloch	**	**	14	**
McClennan	22	10	27	19
McMullen	.	21	17	16
Medina	2	14	20	17
Menard	0	**	10	1
Midland	45	18	44	37
Milam	6	14	31	20
Mills	22	5	32	19
Mitchell	**	2	12	7
Montague	38	13	7	10
Montgomery	21	15	26	19
Moore	65	10	19	18
Morris	**	**	28	3
Motley	.	**	47	14
Nacogdoches	29	3	28	17
Navarro	16	10	25	19
Newton	7	24	30	20
Nolan	**	19	27	23
Nueces	9	11	21	18
Ochiltree	.	24	28	28
Oldham	10	13	44	22
Orange	27	16	20	17
Palo Pinto	23	18	22	19
Panola	16	14	31	16
Parker	7	19	22	19
Parmer	.	13	21	20
Pecos	**	**	24	17
Polk	25	29	26	28
Potter	34	18	27	25
Presidio	.	**	24	24
Rains	**	23	39	22
Randall	15	5	22	11
Reagan	100	7	36	35
Real	.	10	41	23
Red River	16	**	11	4
Reeves	**	30	31	30
Refugio	16	**	11	1
Roberts	.	**	25	5
Robertson	10	5	31	14
Rockwall	18	17	28	20
Runnels	**	15	26	19
Rusk	10	7	20	11
Sabine	10	0	19	3
San Augustine	14	**	24	4
San Jacinto	**	21	32	19
San Patricio	39	14	27	24
San Saba	.	8	17	14
Schleicher	.	**	24	15
Scurry	**	1	36	21
Shackelford	.	9	22	13
Shelby	15	39	22	28
Sherman	.	**	**	**
Smith	23	13	29	21
Somervell	100	10	20	14
Starr	.	100	21	21
Stephens	**	39	28	36
Sterling	.	21	**	9
Stonewall	.	9	24	10
Sutton	.	**	14	8
Swisher	32	10	16	14
Tarrant	30	11	29	22
Taylor	43	18	36	28
Terrell	.	**	3	0
Terry	**	6	15	11
Throckmorton	.	**	9	**
Titus	29	20	23	22
Tom Green	12	3	30	19
Travis	14	16	30	23
Trinity	29	13	15	17
Tyler	16	16	21	17
Upshur	3	13	34	15
Upton	0	**	22	13
Uvalde	.	27	26	26
Val Verde	38	**	6	6
Van Zandt	45	14	25	16
Victoria	40	12	41	34
Walker	31	18	35	29
Waller	29	12	30	25
Ward	18	18	28	24
Washington	39	**	39	21
Webb	15	14	17	17
Wharton	22	4	35	23
Wheeler	**	7	19	10
Wichita	15	8	12	10
Wilbarger	52	27	25	28
Willacy	.	0	16	16
Williamson	15	10	18	14
Wilson	36	4	19	12
Winkler	100	37	26	28
Wise	69	15	12	14
Wood	34	23	16	22
Yoakum	100	20	5	9
Young	17	5	29	14
Zapata	.	55	0	1
Zavala	33	**	9	8
Total	**24**	**12**	**25**	**21**

Intercultural Development Research Association, 2021

Changes in High School Attrition Rates in Texas Counties

138 Counties Where High School Attrition Rates Improved Since Last Year

Angelina	Childress	Erath	Hudspeth	Limestone	Palo Pinto	Tom Green
Archer	Collin	Falls	Hunt	Lipscomb	Parmer	Upshur
Bailey	Colorado	Fayette	Jack	Live Oak	Pecos	Uvalde
Bastrop	Cooke	Floyd	Jackson	Llano	Presidio	Val Verde
Bee	Coryell	Freestone	Jasper	Lubbock	Rains	Van Zandt
Bell	Cottle	Frio	Jim Hogg	Madison	Randall	Victoria
Bexar	Crane	Galveston	Jim Wells	Matagorda	Refugio	Walker
Borden	Dallam	Gregg	Johnson	Maverick	Roberts	Waller
Bowie	Dallas	Grimes	Jones	McClennan	Robertson	Webb
Brazoria	Dawson	Guadalupe	Karnes	Medina	Rusk	Wharton
Brazos	Deaf Smith	Hamilton	Kaufman	Menard	San Augustine	Wilbarger
Brewster	Denton	Hansford	Kendall	Milam	San Jacinto	Williamson
Brown	Dickens	Harris	Kerr	Mitchell	Schleicher	Wilson
Burleson	Dimmit	Hartley	Kinney	Montague	Somervell	Wise
Burnet	Duval	Haskell	Knox	Montgomery	Starr	Wood
Calhoun	Eastland	Hemphill	Lamar	Moore	Stephens	Yoakum
Callahan	Ector	Henderson	Lampasas	Nacogdoches	Sterling	Young
Cameron	Edwards	Hidalgo	Lavaca	Navarro	Tarrant	Zapata
Castro	El Paso	Hockley	Leon	Nolan	Taylor	Zavala
Chambers	Ellis	Howard	Liberty	Nueces		

82 Counties Where High School Attrition Rates Worsened Since Last Year

Anderson	Cochran	Fort Bend	Hill	Martin	Red River	Terry
Aransas	Coleman	Garza	Hood	McMullen	Reeves	Titus
Atascosa	Comal	Gillespie	Hopkins	Midland	Runnels	Trinity
Austin	Comanche	Goliad	Houston	Mills	San Patricio	Tyler
Bandera	Concho	Gonzales	Irion	Motley	San Saba	Upton
Baylor	Culberson	Gray	Jeff Davis	Newton	Scurry	Ward
Bosque	Delta	Grayson	Kent	Ochiltree	Shackelford	Washington
Caldwell	Dewitt	Hale	La Salle	Orange	Shelby	Wichita
Camp	Donley	Hall	Lamb	Parker	Smith	Willacy
Carson	Fannin	Hardeman	Lee	Polk	Stonewall	Winkler
Cherokee	Fisher	Harrison	Lynn	Potter	Sutton	
Clay	Foard	Hays	Marion	Reagan	Swisher	

12 Counties Where High School Attrition Rates Are the Same as Last Year

Andrews	Franklin	Hardin	Kimble	Oldham	Rockwall	Travis
Cass	Gaines	Jefferson	Kleberg	Panola		

20 Counties Where High School Attrition Rates Cannot be Compared with Last Year*

Armstrong	Collingsworth	King	Sabine
Blanco	Crockett	Mason	Sherman
Briscoe	Crosby	McCulloch	Terrell
Brooks	Glasscock	Morris	Throckmorton
Coke	Hutchinson	Real	Wheeler

Look up your county to see 10-year trends

https://idra.news/Txlook

* County rates cannot be compared from one year to the next when for either year (or both) the attrition rate is less than zero, there is no high school or the necessary data are unavailable to calculate the attrition rate.

Source: Intercultural Development Research Association, 2021

Attrition Rate Forecast Predicts Continued Loss of Students for Decades

by Felix Montes, Ph.D.

The annual attrition rate decreased by one point to 21% in 2018-19, compared to the previous year's 22% (Johnson, 2020). Is this a firming of this downward trend? Since 1986, when IDRA started calculating the attrition rate on an annual basis, there have been only three uninterrupted downward trends.

First, in the period 1987-1989, the attrition rate decreased to 31% from 34% in two years. Second, in the period 1997-2014 the rate nearly halved to 24% from 43% in 17 years. Third, the current trend, in the period 2016-2019, the rate moved from 25% to 21% – the lowest value ever calculated by the IDRA annual study.

What does this mean for the future of attrition? Will we need another 17-year uninterrupted downward trend for the attrition rate to reach zero at the present speed of decline? IDRA conducted this supplemental inquiry to the Texas high school attrition study. This article represents this year's update to the forecasting analysis with the most recent attrition figures. This is the 12th time we performed this analysis. Note, the models do not reflect the effects of COVID-19, which occurred after this analysis.

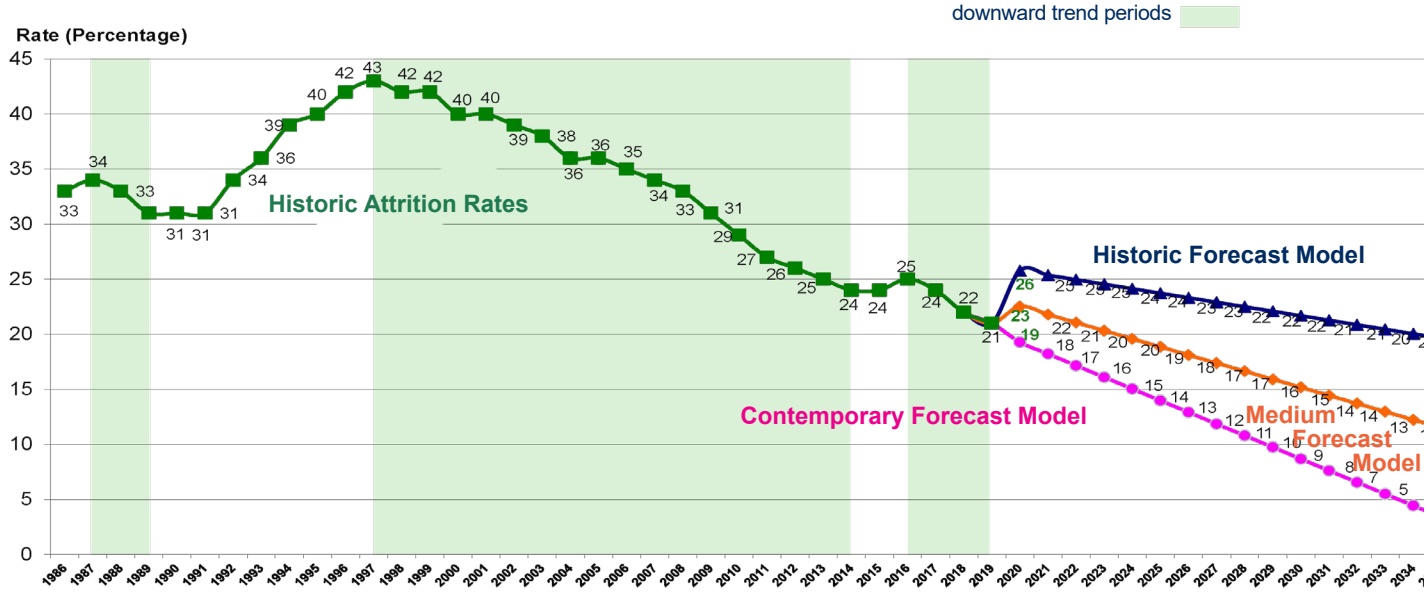
Forecasting Summary

The forecasting analysis, depicted in the chart below, shows that although the downward trend continued, the long-term prospect did not change.

We still need to wait at least 19 years for the attrition rate to reach zero. This year's attrition rate of 21% was within the range predicted last year, between 20% and 27% (Montes, 2018).

The predictions for next year (2020), shown in the chart below in green, are between 19% and 26%. The chart first plots the attrition historic values (green line, 1986-2019), followed by the forecasted values (2020 to 2038) created by three forecasting models. These prediction values kept the zero-attrition year at 2038. The overall picture did not change. The span was reduced by one year, as time moved from 2018 to 2019, while the zero-attrition year remained the same (2038).

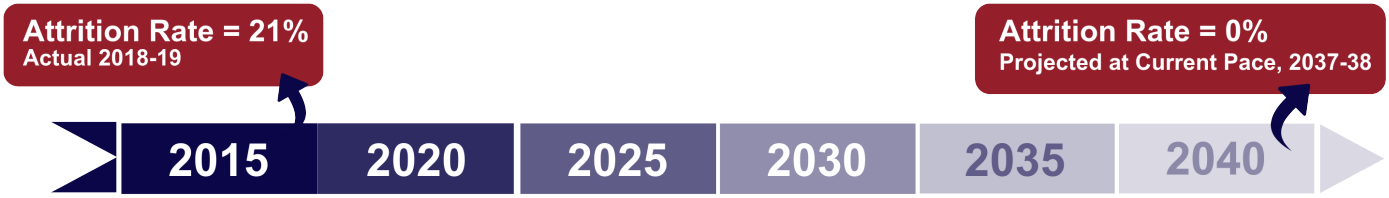
Historic Attrition Rates and Next Year Forecasted Attrition Rates



Intercultural Development Research Association, 2021

Universal high school graduation is two decades away

Texas has lost 3.9 million students since 1986. We stand to lose another 2.1 million students.



Intercultural Development Research Association, 2021

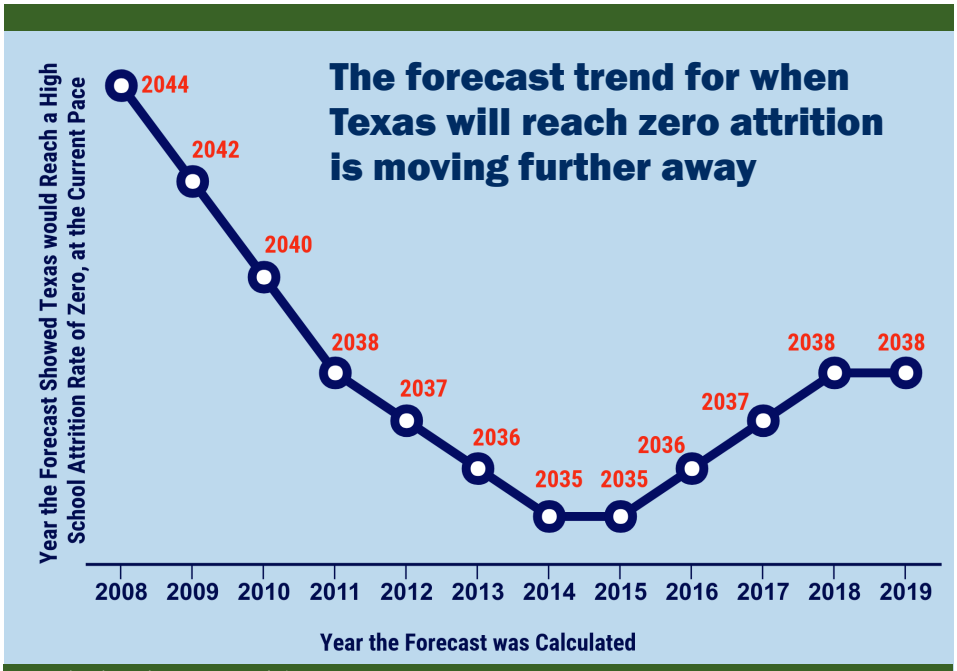
Forecasting Models

The forecasting analysis uses three models. The first model, **Historic Forecast Model**, includes all known attrition values, from 1986 to the present, as determined by the annual IDRA longitudinal attrition studies. This model assumes that each past rate has an equal weight over future rates. This model constructs the current 21% rate as a cyclical bottom within the long-term progression of the curve. Therefore, it anticipates an upward reversal. In this formulation, the attrition rate would increase to 26% in 2020. After that, it would begin a slow decline, initiating another downward trend. In this model, after 19 years, the attrition rate would be 18%. The chart on Page 17 depicts this model in blue.

The second model takes the downward trend started in 1997 as 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 often more relevant to the present than the distant past. Consequently, this **Contemporary Forecast Model** used the values corresponding to the years 1997 to present. This model predicts a 19% attrition rate for 2020, which is two points below the current attrition rate. After that, the attrition rate will progressively decrease by one or two points annually until it will reach zero in the year 2038. The chart on Page 17 depicts this model in pink.

The third model takes a centrist approach between the historic and contemporary models. This **Medium Forecast Model** derives its values by calculating the medians between the corresponding pairs of the previous two models' values. The medium model predicts the attrition rate to first revert to 23% in 2020, then resume the downward trend, and after 19 years, be 9%. The chart on Page 17 depicts this model in orange.

The three models complement each other. The contemporary model is useful for predictions that assume systematic changes, such as the existence of dropout prevention programs in a significant number of schools. The historic model provides a long-term view. Absent of some fundamental changes, history tends to repeat itself. The medium model is useful for medium-term predictions and tries to bridge the gap between the contemporary and the historic models.



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Forecasted Numbers of Students Lost to Attrition

Period	Statistical Models		
	Historic	Medium	Contemporary
2019-24	570,565	481,239	391,914
2025-29	553,819	420,025	286,232
2030-34	531,683	349,142	166,601
2035-38	405,786	221,780	37,775
Total	**2,061,852**	**1,472,187**	**882,522**

Intercultural Development Research Association, 2021

At the current pace, we will not reach a zero attrition rate until 2038.

Best Fit

The exhibit below shows the performance of the three models through the 12-year application. The exhibit lists the forecasted value and its residual – the difference between the forecasted and the actual values – for each model, annually. Smallest residuals correspond to models that best fit the data.

The last row, year 2019-20, shows the current predicted values for the three models and the long-term absolute mean residual for each model. Initially, the contemporary model, with residuals between zero and two, was the best fit for the data, suggesting a continuous downward trend.

But, in years 2015-16 and 2016-17, this model undershot by 3 and 2 points (a difference of -3 and -2, respectively), and the medium model missed the actual value by just one point in both years. This placed the medium model as the best fit for this period. However, the most recent actual attrition rate reinstated the contemporary model as the best fit, with a residual of just -1 in the last two years. In addition, the long-term absolute mean residual for this model continued to be the lowest, 1.5 points (compared to 3.2 and 6.5).

Because the contemporary model is the best fit overall, we used it to forecast the year when the attrition rate would reach zero, listed in the last column of the exhibit below, along with the number of years (N) it would take. The contemporary model puts the attrition rate in single digits in the early 2030's. The rate will progressively decrease thereafter and reach zero in 2038.

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, the current trend might prove to be cyclical, as the other models suggest.

Forecasted Model Values and Residuals

School Year	Attrition Rate	Historic Model		Medium Model		Contemporary Model		Years to Zero Rate	
		Values	Residuals	Values	Residuals	Values	Residuals	Year	N
2008-09	31	39	8	35	4	32	1	2044	36
2009-10	29	36	7	33	4	31	2	2042	33
2010-11	27	34	7	32	5	29	2	2040	30
2011-12	26	33	7	30	4	27	1	2037	26
2012-13	25	32	7	29	4	26	1	2037	25
2013-14	24	31	7	28	4	25	1	2036	23
2014-15	24	31	7	27	3	24	0	2035	21
2015-16	25	30	5	26	1	22	-3	2035	20
2016-17	24	29	5	25	1	22	-2	2036	20
2017-18	22	28	6	24	2	21	-1	2037	20
2018-19	21	27	6	24	3	20	-1	2038	20
2019-20	N/A	26	6.5	23	3.2	19	1.5	2038	19

Intercultural Development Research Association, 2021

Zero-Attrition Year

The "Years to Zero Rate" column in the lower table on Page 19 shows the years the contemporary model predicted attrition would reach zero for the 12 forecasting runs. We plotted these forecasted zero-attrition years in the chart on Page 18 to gain further insights about the most likely year schools will stop regularly losing students to attrition.

In the early forecasting years (2008 to 2011), the attrition rate dropped relatively fast, from 31% to 26% in three years. As a result, the predicted zero-attrition year also dropped relatively quickly, from 2044 to 2042 to 2040 to 2038. After that period, the attrition rate's downward movement slowed down, occasionally stopping or reverting.

Consequently, the zero-attrition year also slowed down (2038 to 2037 to 2036 to 2035) and eventually reverted (2035 to 2036 to 2037 to 2038). It is as if the model distrusts the durability of these recent tepid downward moves. As a result, the predicted zero-attrition year, for the second time, is back to when it was at the end of the first more rapid downward trend, the year 2038. For the zero-attrition year to be significantly closer, the attrition rate's downward trend needs to be firmer.

Forecasted Student Losses

To understand the severity of the situation, we used the updated three forecast models to estimate the number of students to be lost to attrition before the contemporary model predicted rate reaches zero (see top table on Page 19).

The historic forecast model predicts a loss of more than 2 million students for the next two decades. The contemporary model yielded a figure of nearly 1 million (0.88 million), and the medium forecast model more than 1.47 million students.

Conclusions

- If we take the full historic values as a guide, the student dropout rate should be expected to increase to 26% next year and then remain between 18% and 25% for the foreseeable future. Under this scenario, more than 2 million additional students will be lost to attrition by the year 2038.
- If we assume that the current downward trend is real, the result of systemic changes, next year attrition would drop two additional points to 19%. After that, the attrition rate will continue to drop, reaching single digit values in the early 2030s. By 2033, the attrition rate will be about 5% and it will reach zero in the year 2038. However, from now to that point, we would have lost nearly one million (0.88 million) students to attrition.
- Over the medium term, one model suggests that the current attrition rate will increase to 23% before resuming its downward trend. In this scenario, by the year 2038, attrition will be 9%, and during these 19 years, we would have lost more than 1.47 million students.
- While the attrition rate has decreased markedly from the values (in the 40% range) of the 1990s, the rate of decrease needs to accelerate for us to attain a breakthrough. If the attrition rate continues to decrease by 1 or 2 points with occasional reversals, the zero-attrition rate year will continue to be pushed into the future by one or two years annually and the nearly 20-year barrier to achieve zero attrition will persist.

Therefore, we should expect attrition rates in the range of 19% to 26%, for the next few years. We should also expect to lose between 0.88 million and 2.06 million additional students to attrition before we reach a zero attrition, forecasted under the most optimistic scenario, unless this issue is considered seriously by policymakers and systemic changes implemented to ameliorate the problem.

Resources

Johnson, R. (2020). "Lowest-Ever High School Attrition Rate in Texas," *Texas Public School Attrition Study 2018-19*. San Antonio, Texas: Intercultural Development Research Association.

Montes, F. (2018). "Attrition Rate Reached Lowest Value but Trend Needs to Quicken to Make a Difference," *Texas Public School Attrition Study 2017-18*. San Antonio, Texas: Intercultural Development Research Association.

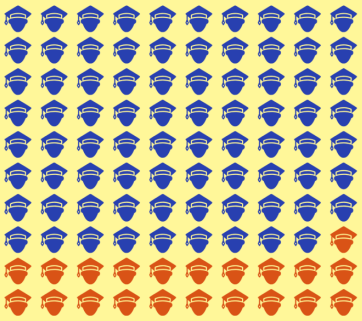
Retired in December 2019, Felix Montes, Ph.D., was an IDRA research associate. Comments and questions may be directed to Roy L. Johnson, M.S., IDRA Director of Evaluation, via e-mail at roy.johnson@idra.org.

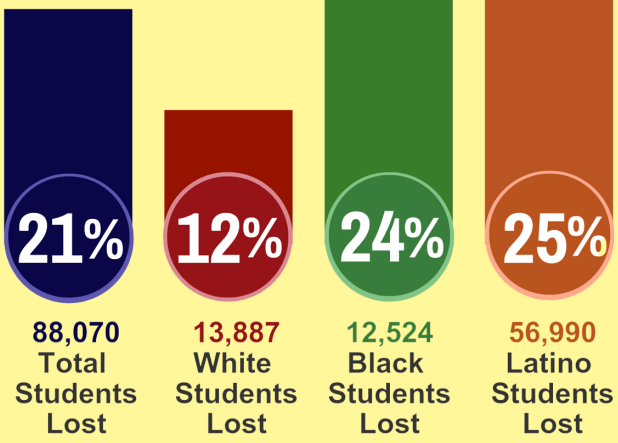
We should expect to lose between 0.88 million and 2.06 million additional students to attrition before we reach a zero attrition, unless this issue is considered seriously by policymakers and systemic changes implemented to ameliorate the problem.

IDRA – Texas Public School Attrition Study, 2018-19

Texas public schools lost 1 out of 5 students

It has taken Texas over 34 years to improve by 12 percentage points: from 33% to 21%.





88,070 Total Students Lost

13,887 White Students Lost

12,524 Black Students Lost

56,990 Latino Students Lost

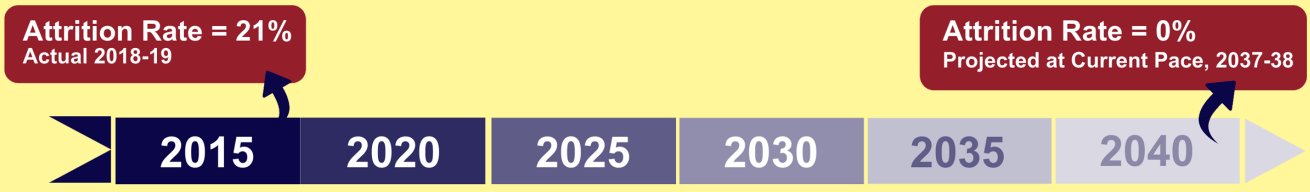
We're losing **10** students per hour

Schools are about **twice** as likely to lose Latino students and Black students before they graduate.

Schools are still losing 1 in 4 Black students and more than 1 in 4 Latino students.

Universal high school graduation is two decades away

Texas has lost 3.9 million students since 1986.
We stand to lose another 2.1 million students.



It doesn't have to be this way

www.idra.org • www.facebook.com/IDRAed

All children are valuable. None is expendable

Intercultural Development Research Association • www.idra.org • www.facebook.com/IDRAed • @IDRAedu

See this infographic online and share! https://idra.news/Attrition19

Life and Times of the Class of 2019

What happened as the Texas Class of 2019 progressed through school?

When children in the Class of 2019 were only toddlers, the No Child Left Behind Act went into effect. As we look at their attrition rates by the time they would become high school seniors, we pieced together a sense of the history these young people may have experienced.

For example, during their school years, there was an increase in charter schools, and a number of affluent children never saw a public school classroom. The Class of 2019 was more segregated by income and race/ethnicity than many classes that came before it. The changing nature of education with technology and the new phenomenon of cyberbullying also were notable since these kids have mostly known technology as user-friendly and as oriented toward social media and gaming from the start.

0

1

9/11

One of the most defining national moments of the 21st century occurred when the children in the Class of 2019 were only 1 year old on September 11, 2001. Almost 3,000 people were killed during the 9/11 terror attacks, triggering major U.S. initiatives to combat terrorism. Although these attacks did not happen in Texas, students in the Class of 2019 grew up in a country at war. Many students living in areas with military bases were personally affected either in their own families or those of their friends.

2

3

Homeschooling

Prior to the Class of 2019 entering preschool, homeschooling in Texas began to rise. The number of homeschooled students increased from 850,000 (1.7%) in 1999 to 1,096,000 (2.2%) in 2003.

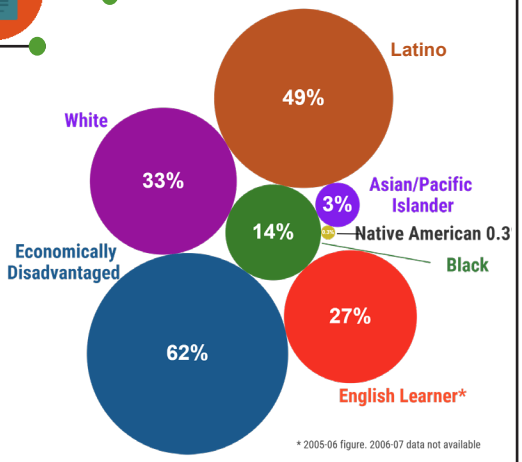
2.2%

2000-01 2001-02 2002-03 2003-04

No Child Left Behind Act

In 2002, the update to the Elementary and Secondary Education Act was officially signed into law as No Child Left Behind (NCLB). It sought to advance U.S. competitiveness and to close the achievement gaps between poor and students of color and their peers. It increased the federal role in holding schools responsible for the academic progress of all students, with a special focus on traditionally underserved students. These students included English learners, special education students, children in families with low incomes, and students of color. States did not have to comply with the new requirements, but they risked losing Title I money. NCLB took effect when students in the Class of 2019 were learning their colors.

1st Grade Population



In-Grade Retention

Grade retention, and its link to attrition, is an important factor in charting the Class of 2019's progress in school. K-6 retention rates in the 2007-08 school year were highest in the first grade, at 5.9%. There were significant disparities in retention rates across racial/ethnic groups. In elementary school, Black and Latino students were almost twice as likely to be retained as white students. The total number of first-grade students retained in Texas in 2007-08 was 21,852.

5.9%

PK K 1st PS

Hurricane Katrina

In 2005, Hurricane Katrina struck the U.S. Gulf Coast, causing more than $100 billion in damage. Texas took in hundreds of thousands of evacuees who were forced to leave their homes. By October 2005, as many as 40,000 settled in Houston permanently. These storm evacuees turned to Texas public schools to educate their children in the aftermath, expanding the Class of 2019.

School Funding

It looked like the Class of 2019 was starting off in schools that were reaping the benefits of the state's earlier commitment to equalize education funding for all of its children. Student achievement had improved, taxpayers were more equally sharing the cost of paying for public schools, and businesses were seeing the results of better-prepared graduates. But in 2006, changes were made to the school funding plan that eroded equity among Texas schools. Disparities in per student funding increased from $700 to $1,500 per student, depending on the property wealth of a student's school district.

English Learners

16%

When the Class of 2019 started kindergarten, it joined a school population in Texas where 15.9% of students were English learners. Thirteen years later, the EL population will grow to 19.4%.

2004-05 2005-06 2006-07 2007-08

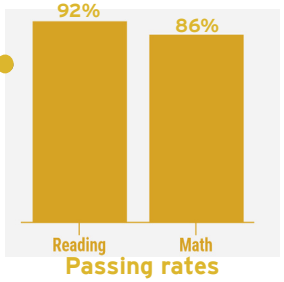
iPhone & Social Media

On June 29, 2007, the first-generation iPhone launched and, with it, the way adults and children interacted with data, media and each other gradually changed. Students in the Class of 2019 were preparing to enter second grade during that summer, and from then on they grew up with smartphones and ever-changing technology at their fingertips (or at least at the fingertips of those who could afford it). As these children grew, the technology became more refined and, generally, more affordable. With the advent of Web 2.0 and increasingly sophisticated gadgets, education has had to change and adapt. For example, social media and constant connectivity have created an increase in collaboration and instant research. On the other hand, there is greater potential for cheating and insidious bullying.

See this infographic from The Atlantic on How the Internet Is Changing the Way We Learn: **https://buduri.me/AtlanticIG11**

TAKS Testing

In the spring of 2007, policymakers replaced the Texas Assessment of Knowledge and Skills (TAKS) with the State of Texas Assessment of Academic Readiness (STAAR) standardized exam, but during the transition, students in the Class of 2019 took their first TAKS test.



Enrollment Growth

In 2009, as students in the Class of 2019 entered their later years in elementary school, public school enrollment in Texas continued to rise. Between 1999 and 2009, enrollment increased by 21.5% –four times the national rate of 5.4%.

Foster Care

2012 saw 45.694 children ages 0-17 placed in foster care. Children in foster care suffer from PTSD at a higher rate than returning combat veterans.

3rd

4th

5th

2nd

6th

4x4 Rigor

In 2006, Texas established a "4x4" graduation plan, requiring all students to earn four credits each in English, math, science and social studies. Though the Class of 2019 was in early elementary school during this time, the new rigorous requirements affected educational quality at all levels of the school pipeline, especially in contrast to the state's detrimental changes in 2013 that back-tracked and weakened course requirements.

School Funding Cuts

$6.4 billion cut

In 2011, Texas lawmakers cut $6.4 billion from public education and 12,000 teachers lost their jobs. Texas was the second richest state in the country (in GDP) but ranked 47th in revenue raised per capita. And the cuts were made in ways that hurt the poorest schools the most. The number of elementary classes exceeding the 22-student cap ballooned to 8,479 from 2,238 the prior year. By the end of that year, Texas would be in the midst of the largest school finance lawsuit in the state's history. Parents, students, the Texas Charter School Association and over 500 school districts enrolling 3 of every 4 Texas school children sued the state for failing to ensure a quality education for all students. About a year later, a state district court judge ruled that the Texas school finance system was "inefficient, inequitable and unsuitable." Despite the judge's findings, students saw no changes in their classrooms because the State appealed the court ruling.

2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13

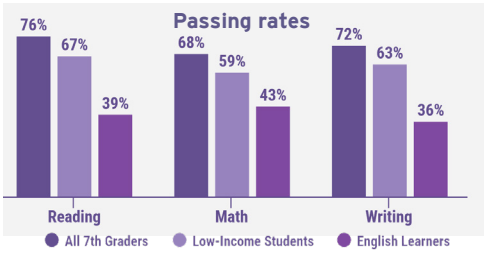
Timeline

New Anti-Bullying Law

Texans were becoming more aware of how prevalent bullying was becoming in the digital age. 2012 marked Texas' implementation of HB 1942 that required school districts to set their own policies against bullying. Policymakers said "expression through electronic means" can be considered bullying if it occurs at school, in a district-operated vehicle or at a school-related activity. The law did not address off-campus behaviors (e.g., videos or social media posts) that impact a student's school life.

STAAR Testing

In 2013-14, seventh graders earned STAAR test scores ranging from 68% to 76% passing. But passing rates were much lower for English learners (36% to 43%) and students from families with limited incomes (59% to 67%).



Early College

As students in the Class of 2019 completed middle school, some were able to enroll in public Early College High Schools at 153 campuses in 35 counties to ensure college readiness. These programs served primarily students of color (85%) and students from families with limited incomes (75%). Students of color who attend ECHSs are 10 times more likely to obtain a college degree than students in traditional schools.

Bullying at School

As students in the Class of 2019 headed to high school, they faced an environment unfamiliar to previous generations. In 2015, about 21% of U.S. students aged 12-18 reported being bullied at school. About 7% of eighth graders said they were bullied at least once a month. By the next school year, around 12% of public schools reported cyberbullying had occurred at least once a week, in and away from school.

21%

7th

8th

Internet Access

According to Broadband Now, there were 3.7 million people in Texas without access to high-speed wired Internet, 4.0 million people in the state only had access to one Internet provider, and another 1.6 million people in Texas had no wired Internet providers available where they lived. With technology and social media's more prevalent role in academia, especially for fundamental activities, such as researching, the fact that there were so many Texans without access to the Internet impacted the Class of 2019 negatively, particularly students from families with limited incomes.

Homeschooling

The homeschooling rate increased from 1.7% in 1999 to 3.4% in 2012. By 2012, there were 1.8 million homeschooled students – most of whom were classified as white (83%) and "nonpoor" (89%).

Standard 4x4 Ended

Weakened Graduation Rigor

In 2013, the Texas Legislature overhauled degree requirements for the state with HB 5. This new program instituted a mandatory 22 credits, with four additional credits chosen as part of "endorsements" that students select to represent potential careers or academic interests (STEM, Business and Industry, Public Service, Arts and Humanities, and Multidisciplinary Studies). Algebra II and other college prep courses were no longer required. Students in the Class of 2019 entered high school during the law's transition period. Some schools allowed students to take coursework under the outgoing more rigurous program, while others steered students away from college prep curriculum.

2013-14 2014-15

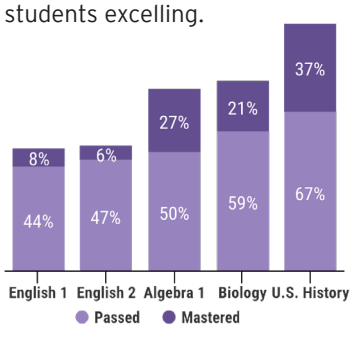
Timeline

Unaccompanied Minors

In June of 2014, before the new school year began, more than 10,600 unaccompanied minors crossed the border from Central America, fleeing violence. The next year, another 10,500 would arrive. These children were victims of a humanitarian crisis, but they would become classmates to children in all levels of education.

STAAR Testing

In high school, the STAAR takes the form of end-of-course exams with few students excelling.



Charter Schools

From the Class of 2019's year of birth to its freshman year in high school, the percentage of charter schools increased from 2% to 7%, totaling 6,950 charter schools in 2015-16. That year in Texas, 18,965 freshmen (7.7%) attended charter schools. IDRA's study in 2017 found that Texas charter schools had graduation rates of only 62% compared to 90% in traditional public schools.

Private Schools

About 5.8 million students (or 10%) were enrolled in private schools nationally in 2015-16. That year, 13% of all private school students were in secondary schools and 36% were in combined elementary and secondary schools. In Texas, the most recent data indicate 1,890 private schools serve 315,813 students. Enrollment of students of color is 39%, well short of their proportion in Texas public schools (73%).

Taking the PSAT

The 2015-16 school year was the first time the redesigned PSAT tests were offered to students. The following year, 277,431 students (69%) in the Class of 2019 took the PSAT. And 66% of these test-takers were students of color. In total, 49% of Texas 10th graders took the PSAT/NMSQT or PSAT10.

69%

10th

9th

In-Grade Retention

In 2015-16, ninth graders had the highest retention rate among 7-12 graders, at 9%; 37,091 students were retained in their freshman year. Black students and Latino students had higher retention rates than their white counterparts in every grade except kindergarten.

9% retention rate for all 9th graders

12% Low Income

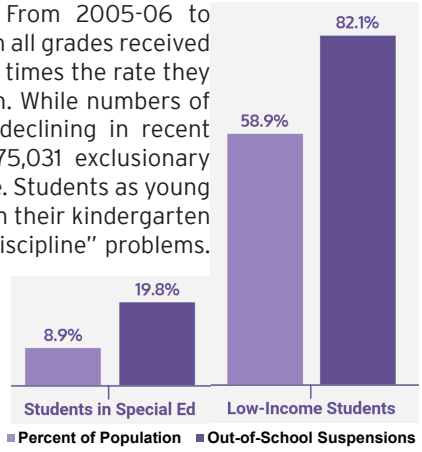
18% English Learners

10% Immigrant

18% Migrant

Exclusionary Discipline

Exclusionary discipline rates are disproportionately higher for minority students, students from families with limited incomes and students in special education. From 2005-06 to 2015-16 in Texas, Black students in all grades received in-school suspensions nearly two times the rate they comprised in the total population. While numbers of disciplinary actions have been declining in recent years, in 2016-17 there were 575,031 exclusionary discipline actions across the state. Students as young as 6 years old were removed from their kindergarten classes and sent to DAEPs for "discipline" problems. Many of their DAEP teachers were not qualified to teach them or were unable to coordinate with the students' sending schools.



2015-16 2016-17

Hurricane Harvey

Just as the Class of 2019's senior year was beginning, Hurricane Harvey caused catastrophic damage to the state's coast and communities inland, particularly in the counties that make up the city of Houston. About 112,000 students were displaced by the storm, 22,000 children were made homeless and more than 300 school districts took in students who had been displaced.

SAT & ACT Testing

For many, the Class of 2019's junior and senior years included an emphasis on testing to prepare for college. In Texas, 68% of the class of 2019 took the SAT, with an average score of 1032 (out of 1600). Only 36% met SAT college and career readiness benchmarks.

45%

English Learners

One in five Texas students is an English learner – the fast-growing subgroup in the state. But those in middle and high school – many of whom only get 45-minute ESL classes each day – do poorly. They drop out at twice the rate of the larger student population, and are retained at rates consistently double that of their peers. Texas has continuously reported EL teacher shortages since the 1990s.

11th

School Funding

When students in the Class of 2019 began their junior year, the Texas Supreme Court had just failed to ensure equal educational opportunity under the Texas Constitution by reversing the trial court ruling that declared the state's school funding system constitutionally inadequate, unsuitable and inequitable. The higher court stated, "Despite the imperfections of the current school funding regime, it meets minimum constitutional requirements." Texas' richest school districts had roughly $800,000 more per school to spend on teachers, curriculum, books, technology tools and supplies compared to the poorest districts. While all students were expected to achieve the same standards and graduate college and career ready, funding levels did not reflect what research shows is needed to achieve those outcomes. The Education Law Center and Rutgers University released the National Report Card reporting that the Texas funding of public education earned the lowest marks in the nation.

12th

College Readiness

Data are not yet available for the Class of 2018, but for the Class of 2018, 50% were considered college-ready graduates, including just 39% of low-income students and 24% of English learners.

Students Lost

IDRA's annual Texas public school attrition study, found that Texas public schools still are failing to graduate one out of every five students; 88,070 students were lost from the Class of 2019; Latino students and Black students were about two times more likely to be lost from school than white students.

IGC Graduates

With a fairly new policy (started in 2015), students who complete all requirements and do not pass one or two of the end-of-course exams may still graduate if approved by an individual graduation committee (IGC). Data are not available for the Class of 2019, but in the previous class, 14,373 were approved for graduation, with low-income, Latino and Black students benefiting most.

Well-Being

As the Class of 2019 moves toward adulthood, it is helpful to look at the state of childhood in Texas:

- Over 7.4 million children live in Texas, which is 1 in 10 in the country.
- Texas ranks 41st in child well-being – one of the 10 worst states for kids.
- One in 4 Texas kids lives with at least one non-citizen parent (including authorized residents). Of those children, 90% are U.S. citizens.
- One in 5 children lives in poverty. Black and Latino children are disproportionately likely to live below the poverty line.
- Texas spends 21% less per child to keep students on track to graduate than a decade ago.

2017-18 **2018-19**

Citations for Timeline for the Class of 2019

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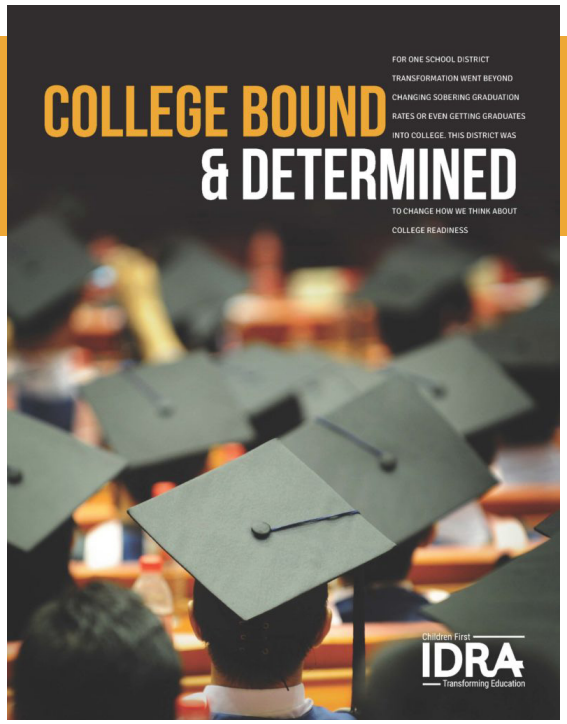
Sarah Bishop contributed to this timeline project.

College Bound & Determined

Children First IDRA Transforming Education

Free online!

An IDRA report showing what happens when a school district raises expectations for students



PSJA ISD Proves a School District Can Assure that All Students are College Bound

IDRA's report, *College Bound and Determined*, shows how the Pharr-San Juan-Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college.

With funding from TG Public Benefit (TG), IDRA examined data and conducted interviews with then-PSJA Superintendent Dr. Daniel King, school principals, teachers, counselors and students to explore how PSJA has achieved the kind of success that it has. IDRA saw that PSJA's vision and actions, clearly and independently aligned with IDRA's own vision for change: the Quality Schools Action Framework™.

This change theory focuses on what research and experience say matters: parents as partners involved in consistent and meaningful ways, engaged students who know they belong in schools and are supported by caring adults, competent caring educators who are well-paid and supported in their work, and high quality curriculum that prepares students for 21st-century opportunities.

PSJA...

- **Doubled the number of high school graduates**
- **Cut dropout rates in half**
- **Increased college-going rates.**

In fact, half of the district's students are earning college credit while still in high school.

"Our vision can be boiled down to the phrase, College^3, meaning that all students will be College Ready, College Connected and will complete College."

– Dr. Daniel King, then-PSJA Superintendent

"You notice that there is no deficit thinking and no excuses in this approach. There is no 'students cannot learn' or 'parents don't care' or 'they do not speak English' or 'we can't do it, we have too many minorities,' or 'they're not college material.' Instead, at PSJA, you find thoughtful, data-based, coherent plans that connect K-12 with higher education and community to improve educational opportunities for all children."

– Dr. María "Cuca" Robledo Montecel, IDRA President Emerita

College Bound & Determined is available from IDRA for $15 and is free online at: https://idra.news/CollegeBoundw

Updated edition 2019

State Report Shows Stagnant Graduation Rates in 2017-18

by Roy L. Johnson, M.S.

Four-year annual and longitudinal dropout rates in Texas remained virtually unchanged in the last two school years according to the latest dropout and school completion report by the Texas Education Agency (TEA).

The annual dropout rate was 1.9% in both 2016-17 and 2017-18, while the longitudinal dropout rate dropped slightly from 5.9% in 2016-17 to 5.7% in 2017-18.

The longitudinal graduation rate increased from 89.7% in 2016-17 to 90.0% in 2017-18. TEA released its latest dropout and school completion report in September 2019. This report entitled, *Secondary School Completion and Dropouts in Texas Public Schools 2016-17*, presented information on dropouts, completers and graduates from Texas public schools. For the 13th consecutive year, TEA used the dropout definition and calculation methods mandated by the National Center for Education Statistics (NCES). In 2003, the Texas Legislature's passage of Senate Bill 186 mandated the use of the NCES definition in the computation of the dropout indicator beginning the 2005-06 school year. The use of the NCES definition show higher dropout rates and number of dropouts than the definition used in prior years.

With 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 year, is not expelled, and does not graduate, receive a high school equivalency certificate, continue high school outside the public-school system, begin college, or die." (See Page 44.)

Little Change in Annual Dropout Rate

TEA's latest dropout and school completion report shows a 1.4% annual dropout rate for grades 7-12 and a 1.9% annual dropout rate for grades 9-12. These rates were the same as the previous year (2016-17). TEA reports that the number of school dropouts for grades 7-12 increased from 33,050 in 2016-17 to 33,697 in 2017-18, an increase of 1.96% (see tables on Pages 38-39).

Of the 33,697 dropouts in the latest report, 3,424 were in grades 7-8, and 30,273 were in grades 9-12. The attrition rate reported by TEA for the class of 2018 (grades 9-12) was 17.8% – down from 18.5% for the class of 2017.

At the high school level (grades 9-12), TEA reported that the number of school dropouts decreased from 30,296 in 2016-17 to 30,273 in 2017-18, a decrease of 0.08%.

Across race-ethnicity groups, the annual dropout rate was 2.8% for Black students, 2.3% for Latino students, and 1.0% for white students. The rates for Black and Latino students remained unchanged while the rates for white students declined by one-tenth of a percentage point.

At the middle school level (grades 7-8), TEA reported that the number of school dropouts increased from 2,754 in 2016-17 to 3,424 in 2017-18, an increase of 24.3%. The annual dropout rate for grades 7-8 increased from 0.3% in 2016-17 to 0.4% in 2017-18.

Across race-ethnicity groups, the annual dropout rate was 0.7% for Black students, 0.4% for Latino students and 0.3% for white students.

Longitudinal Dropout Rate Worsens

TEA reported a ninth grade longitudinal dropout rate of 5.7% for the class of 2018 compared to 1.9% for the class of 2017. The longitudinal dropout rate for Black students (8.3%) was 2.52 times as high as the rate for white students (3.3%). Latino students had a 6.9% longitudinal dropout rate, which was 2.09 times higher than the rate for white students.

The four-year longitudinal dropout rate for students from families with limited incomes increased from 7.8% for the class of 2017 to 8.3% for the class of 2018. For English learner students the longitudinal dropout rate increased from 14.2% for the class of 2017 to 15.8% for the class of 2018. The four-year longitudinal dropout rate for special education students increased from 9.6% for the class of 2017 to 10.2% for the class of 2018.

Longitudinal Graduation Worst for Special Populations

TEA reported a ninth grade longitudinal graduation rate of 90.0% for the class of 2018 compared to 89.7% for the class of 2017. The reported longitudinal graduation rate for Black students was 86.5% in 2018 compared to 86.1% in 2017. Latino students had a longitudinal graduation rate of 88.2% in 2018 compared to 87.7% in 2017. White students had a longitudinal graduation rate of 93.6% in 2017 and 2018.

The four-year longitudinal graduation rate for students from families with limited incomes increased from 86.9% for the class of 2017 to 87.3% for the class of 2018. For English learner students the longitudinal graduation rate increased from 75.5% for the class of 2017 to 77.2% for the class of 2018. The four-year longitudinal graduation rate for special education students increased from 77.4% for the class of 2017 to 77.9% for the class of 2018.

Leaver Codes

School districts are required to report the reasons students left school the previous schools using

"leaver codes." Districts categorize leavers as *graduates*, *dropouts* or *other leavers*. Other leavers include those students reported as enrolling in another public or private school, enrolling in a school out-of-state, entering home school, and returning to home country, among other reasons.

For the 2017-18 school year, TEA tracked school leaver reasons in 17 areas (see the on table Page 34). Using these codes, school districts report the reason(s) some students who are not in school should not be counted as dropouts. TEA reported a total of 460,691 students who left school in 2017-18.

The most obvious reason is graduation: 347,893 students (75.5%) were reported as graduates from Texas public schools and 51 (0.01%) were reported as graduates outside of the state.

According to TEA, another 7.3% of students were reported as dropouts and 17.2% left school for other reasons. The top five reasons for leaving school in Texas included: (1) left school to enroll in a public or private school outside of Texas (32,740), (2) unknown reasons (32,437), (3) left for home schooling (24,292), (4) left to return to family's home country (12,416), and (5) left to enroll in a private school in Texas (7,539).

Documentation of leaving is required for each specific leaver reasons but generally consists of a verification signature of a school official, a signed document by a parent or guardian, or a signed document of a school official noting a parent's refusal to sign.

Texas Annual Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	24,414	1,124,991	2.9	3.1	1.3	1.4	2.2
1998-99	24,886	1,145,910	3.3	3.1	1.2	1.2	2.2
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	1.3	2.4
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2015-16*	30,683	1,537,216	3.0	2.4	1.1	1.1	2.0
2016-17*	30,296	1,570,360	2.8	2.3	1.1	0.9	1.9
2017-18*	30,273	1,592,485	2.8	2.3	1.0	1.0	1.9

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 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 2017-18*, September 2019
Intercultural Development Research Association, 2021

Texas Annual Dropout Rates – Middle and High School Combined

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 7-12				
			Black	Latino	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	0.9	1.7
2012-13*	34,696	2,189,442	2.3	2.0	0.8	0.8	1.6
2013-14*	35,358	2,238,400	2.2	2.0	0.8	0.8	1.6
2014-15*	33,437	2,284,109	2.2	1.8	0.8	0.7	1.5
2015-16*	33,466	2,330,946	2.1	1.7	0.8	0.8	1.4
2016-17*	33,050	2,376,528	2.1	1.7	0.8	0.7	1.4
2017-18*	33,697	2,410,852	2.1	1.7	0.8	0.7	1.4

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2017-18 and 2018-19 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.

Data sources: Texas Education Agency, Report on Public School Dropouts, *1996-97* and *1997-98*. Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2016-17*, September 2018. Intercultural Development Research Association, 2021

Texas Longitudinal Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students	Longitudinal Dropout Rate (%) By Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	20,226	228,049	11.6	13.4	5.5	4.7	8.9
1998-99	20,231	238,280	11.6	13.1	4.9	4.4	8.5
1999-00	17,729	244,777	9.9	11.2	4.0	3.8	7.2
2000-01	15,551	249,161	8.4	9.6	3.5	3.5	6.2
2001-02	12,719	254,040	6.6	7.8	2.7	2.7	5.0
2002-03	11,869	263,571	6.3	7.1	2.2	2.1	4.5
2003-04	10,507	270,911	4.9	6.3	1.9	1.9	3.9
2004-05	11,650	271,218	5.5	6.9	2.0	2.1	4.3
2005-06*	24,975	283,698	13.3	13.1	3.9	3.4	8.8
2006-07*	33,005	290,662	17.2	16.4	5.3	n/a	11.4
2007-08*	31,437	300,488	16.1	14.4	5.1	n/a	10.5
2008-09*	28,856	308,427	14.8	12.4	4.5	n/a	9.4
2009-10*	22,988	314,079	11.8	9.6	3.5	n/a	7.3
2010-11*	21,813	319,588	10.9	8.7	3.4	2.3	6.8
2011-12*	20,032	316,758	10.1	8.0	3.2	3.0	6.3
2012-13*	21,634	328,584	9.9	8.2	3.5	3.4	6.6
2013-14*	21,977	333,286	9.8	8.2	3.6	3.2	6.6
2014-15*	21,357	339,626	9.5	7.7	3.4	3.4	6.3
2012-13*	21,610	350,684	9.1	7.5	3.4	3.2	6.2
2013-14*	21,171	360,606	8.7	7.2	3.2	2.8	5.9
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2015-16*	30,683	1,537,216	3.0	2.4	1.1	1.1	2.0
2016-17*	30,296	1,570,360	2.8	2.3	1.1	0.9	1.9
2017-18*	21,412	372,919	8.3	6.9	3.3	2.9	5.7

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17 and 2017-18 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.

Data source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools 2016-17*, September 2019.

Intercultural Development Research Association, 2021

Conclusion

The review of 2017-18 annual and longitudinal dropout rates reported by TEA shows little change from the prior year and the year before. A virtual stalemate exists in reported rates across racial and ethnic groups, and this applies to the persistent gap between the rates of whites and other racial and ethnic groups. Given the stagnant nature of dropout rates in the state, coordinated action is needed amongst stakeholders to address the slow reduction of dropout rates and related increase in graduation rates.

Resources

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools 2016-17* (Austin, Texas: Texas Education Agency, September 2018).

Texas Education Agency. *Secondary School Completion and Dropouts in Texas Public Schools*, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16 and 2016-17 (Austin, Texas: Texas Education Agency).

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Exit Reasons for School Leavers, 7-12, 2009-10 to 2017-18

Reported by the Texas Education Agency

Leaver Reasons (Code)	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Graduated or received an out-of-state GED									
Graduated from a campus in this district or charter (01)	280,520	290,581	292,636	301,418	303,109	313,397	324,311	334,424	347,893
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	76	--	46	97	61	51	59	56	51
Completed GED outside Texas (86)	107	61	61	98	54	40	46	41	44
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)	n/a	n/a	18	22	29	28	14	15	19
Moved to other educational setting									
Withdrew from/left school to enter college and is working toward an associate's or bachelor's degree (24)	651	673	399	380	318	319	303	267	288
Withdrew from/left school for home schooling (60)	20,214	20,876	20,629	21,375	21,812	21,120	21,456	22,516	24,292
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	232	702	232	239	312	164	171	174	185
Withdrew from/left school to enroll in a private school in Texas (81)	12,307	12,079	11,553	10,767	9,938	8,809	7,412	7,373	7,359
Withdrew from/left school to enroll in a public or private school outside Texas (82)	37,642	36,356	37,323	34,857	35,347	35,283	34,763	34,609	34,740
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)	252	262	269	273	271	252	207	194	271
Withdrawn by district									
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	637	253	242	153	134	116	132	102	146
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 immunization records (83)	719	505	408	355	321	397	333	456	443
Other reasons									
Died while enrolled in school or during the summer break after completing the prior school year (03)	603	546	579	565	565	636	542	679	642
Withdrew from/left school to return to family's home country (16)	14,446	13,816	13,089	12,059	12,576	12,631	12,936	13,375	12,416
Student was ordered by a court to attend a GED program and has not earned a GED certificate (88)	n/a	2,506	2,063	1,857	1,716	1,441	509	757	959
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)	n/a	516	533	380	406	458	497	417	326
Other (reason unknown or not listed above) (98)	34,949	31,367	33,721	32,499	33,269	31,565	32,476	31,896	32,437
All leaver reasons	**403,355**	**411,140**	**413,801**	**417,394**	**420,238**	**426,707**	**436,167**	**447,351**	**460,691**

Source: Texas Education Agency, *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10 to 2017-18*
Intercultural Development Research Association, 2021

Texas Ranks Fourth Nationally in On-Time Graduation Rate

by Roy L. Johnson, M.S.

On-time graduation rates in Texas and the nation continue to increase based on the latest *adjusted cohort graduation rate* (ACGR) for the 2016-17 school year. Texas tied for fourth with Kentucky with an ACGR of 89.7% compared to the national average of 84.6%.

Researchers consider the ACGR to be the most accurate of the national measures of on-time graduation. The ACGR measures the percentage of public high school students who graduate with regular high school diploma four years after starting ninth grade plus the number of students who transfer into the cohort minus those who transfer out.

The most recent data show that Texas trailed only three states: Iowa was first at 91.0%, New Jersey was second at 90.5%, and Tennessee was third at 89.8%.

The National Center for Education Statistics (NCES) in the U.S. Department of Education, Institute of Education Sciences, released the four-year ACGR data for 2016-17 in December 2018. According to NCES, the ACGR is more accurate than the *averaged freshman graduation rate* (AFGR) because it takes into consideration the number of students who transfer in and out of the cohort, thus defining the term "adjusted cohort" for this latest measure of high school graduation.

Beginning with the 2011-12 school year, this measure became a required component of each state's Consolidated State Performance Report (CSPR). NCES draws data from enrollment numbers 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, it uses aggregate student enrollment data 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 2016-17 (see table on Page 37 for rates by state and rank orders by state for the last five years). The adjusted cohort rate is calculated by dividing the number of cohort members who earn a regular high school diploma by the end of the school year by the number of first-time ninth grade students in the fall of their freshman year plus students who transferred in, minus students who transferred out, emigrated or died during the four-year school enrollment period. The result of the calculation is expressed as a percent.

Major Findings

Major findings from the latest NCES study on the adjusted cohort graduation rate include the following (also see the tables on Pages 37-39).

In the 2016-17 school year, about four out of five students in the United States graduated from high school on-time – within four years after starting high school as a freshman in ninth grade and adjusting for cohort transfers and removals.

- The adjusted cohort graduation rate in the United States was 84.6% in 2016-17 and ranged from a low of 71.1% in the state of New Mexico to a high of 91.0% in Iowa.
- Twenty-seven of the reporting entities had rates equal to or higher than the national average of 84.6%. In 2016-17, Texas ranked fourth, tied with Kentucky among the 50 reporting states and the District of Columbia with a rate of

The adjusted cohort graduation rate in the United States was 84.6% in 2016-17 and ranged from a low of 71.1% in New Mexico to a high of 91.0% in Iowa.

Texas tied for fourth with Kentucky with an ACGR of 89.7% compared to the national average of 84.6%.

89.7%. The Texas ACGR increased from 88.0% in 2012-13 to 89.1% in 2016-17.

- Twenty-four of the 50 reporting states and the District of Columbia had rates lower than the overall average of 84.6%.

In the United States in 2016-17, American Indian/Alaska Native, Black and Latino students had adjusted cohort graduation rates below the national average of 84.6%.

- American Indian/Alaska Native had a rate of 72.4%, Black students had a rate of 77.8%, and Latino students had a rate of 80.0%. White students had a rate of 88.6%, while Asian/Pacific Islander students had a rate of 91.2%.
- The state of Texas ranked high in the graduation rates of students from all race-ethnicity groups as the graduation rates exceeded the respective student group averages. Texas ranked second in the graduation rates of white students (93.6%), and third in the graduation rates of Black students (86.1%) and Asian/Pacific Islander students (95.8%). Texas ranked fifth in the graduation rate of Latino students with a rate of 87.7% and ranked sixth for American Indian/Alaskan Native students with a rate of 86.0%.

Among special population groups nationally, students from families with limited incomes had an ACGR of 78.3%, English learner students had a rate of 66.4%, and students with disabilities had a rate of 67.1%. Each of these groups had a rate below the national average.

- The state of Texas ranked in the top 10 in the graduation rates of students in special population groups. Texas ranked third in the nation in the graduation rate of students from families with limited incomes with a rate of 86.9%. The state of Texas ranked fourth in the graduation rate of students with disabilities with a rate of 77.4%. For the special population group of English learner students, Texas ranked 10th with an ACGR of 75.5%.

Conclusion

Three decades ago, the nation's governors in the 1989 Education Summit at the University of Virginia established an education goal of having a national graduation rate of 90% by 2020. By law*, states and their schools must set and meet challenging graduation goals for all students.

Despite the continuing improvement over the past several years, the slow rate of improvement it is not surprising that the state did not reach the goal of 90% by 2020. Only Iowa and New Jersey reached the goal with ACGRs of 91.0% and 90.5%, respectively. Seven other states are nearing the 90% graduation goal including Alabama, Kentucky, Nebraska, Tennessee, Texas, Vermont and West Virginia. There is a large gap between those at the top of ACGR rankings and those at the bottom.

Nationally, students from families with limited incomes had an ACGR of 78.3%, English learner students had a rate of 66.4%, and students with disabilities had a rate of 67.1%.

The data also show persistent graduation gaps between white students and other racial and ethnic student groups. Students of color and those in special populations have on-time graduation rates below the national average and below those of white students.

These gaps are particularly troubling in the context of school environments that fail to graduate students likely also fail to ensure post-secondary preparedness and career readiness of those students who do graduate. High school graduation is not the end but an important beginning accomplishment for the future and success in life.

Resources

U.S. Department of Education. (February 20, 2018). *Digest of Education Statistics 2016: 52nd Edition, 2010-11 through 2015-16*. Washington, D.C.: Institute of Education Sciences, National Center for Education Statistics.

U.S. Department of Education. (January 2019). *Digest of Education Statistics 2017: 53rd Edition, 2010-11 through 2015-16*. Washington, D.C.: Institute of Education Sciences, National Center for Education Statistics.

** Under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).*

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Adjusted Cohort Graduation Rate (ACGR) and Rank by State

State	2012-13		2013-14		2014-15		2015-16		2016-17	
	Rate	Rank	Rate	Rank	Rate	Rate	Rate	Rank	Rate	Rank
United States	**81.4**		**82.3**		**83.2**		**84.1**		**84.6**	
Alabama	80.0	32	86.3	18	89.3	3	87.1	16	89.3	7
Alaska	71.8	45	71.1	48	75.6	46	76.1	47	78.2	46
Arizona	75.1	43	75.7	43	77.4	44	79.5	43	78.0	48
Arkansas	84.9	19	86.9	15	84.9	25	87.0	17	88.0	14
California	80.4	30	81.0	33	82.0	31	83.0	30	82.7	34
Colorado	76.9	38	77.3	41	77.3	45	78.9	45	79.1	45
Connecticut	85.5	15	87.0	13	87.2	14	87.4	15	87.9	15
Delaware	80.4	30	87.0	13	85.6	22	85.5	25	86.9	19
District of Columbia	62.3	50	61.4	51	68.5	51	69.2	51	73.2	50
Florida	75.6	41	76.1	43	77.9	42	80.7	37	82.3	38
Georgia	71.7	46	72.5	46	78.8	40	79.4	44	80.6	41
Hawaii	82.4	27	81.8	30	81.6	33	82.7	32	82.7	34
Idaho	---	NR	77.3	41	78.9	39	79.7	40	79.7	43
Illinois	83.2	23	86.0	20	85.6	22	85.5	25	87.0	18
Indiana	87.0	8	87.9	7	87.1	15	86.8	19	83.8	30
Iowa	89.7	1	90.5	1	90.8	1	91.3	1	91.0	1
Kansas	85.7	13	85.7	21	85.7	20	85.7	23	86.5	24
Kentucky	86.1	12	87.5	9	88.0	8	88.6	7	89.7	4
Louisiana	73.5	44	74.6	45	77.5	43	78.6	46	78.1	47
Maine	86.4	10	86.5	16	87.5	12	87.0	17	86.9	19
Maryland	85.0	17	86.4	17	87.0	16	87.6	12	87.7	16
Massachusetts	85.0	17	86.1	19	87.3	13	87.5	13	88.3	12
Michigan	77.0	36	78.6	36	79.8	36	79.7	40	80.2	42
Minnesota	79.8	33	81.2	32	81.9	32	82.2	35	82.7	34
Mississippi	75.5	42	77.6	40	75.4	47	82.3	34	83.0	33
Missouri	85.7	13	87.3	10	87.8	10	89.0	6	88.3	12
Montana	84.4	22	85.4	22	86.0	19	85.6	24	85.8	27
Nebraska	88.5	2	89.7	2	88.9	5	89.3	4	89.1	8
Nevada	70.7	47	70.0	49	71.3	49	73.6	49	80.9	40
New Hampshire	87.3	7	88.1	6	88.1	7	88.2	9	88.9	10
New Jersey	87.5	5	88.6	3	89.7	2	90.1	2	90.5	2
New Mexico	70.3	48	68.5	50	68.6	50	71.0	50	71.1	51
New York	76.8	39	77.8	39	79.2	38	80.4	38	81.8	39
North Carolina	82.5	26	83.9	26	85.6	22	85.9	22	86.6	19
North Dakota	87.5	5	87.2	11	86.6	17	87.5	13	87.2	17
Ohio	82.2	28	81.8	30	80.7	34	83.5	29	84.2	28
Oklahoma	84.8	20	82.7	28	82.5	30	81.6	36	82.6	37
Oregon	68.7	49	72.0	47	73.8	48	74.8	48	76.7	49
Pennsylvania	85.5	15	85.3	23	84.8	26	86.1	21	86.6	19
Rhode Island	79.7	34	80.8	34	83.2	29	82.8	31	84.1	29
South Carolina	77.6	35	80.1	35	80.3	35	82.6	33	83.6	32
South Dakota	82.7	25	82.7	28	83.9	28	83.9	28	83.7	31
Tennessee	86.3	11	87.2	11	87.9	9	88.5	8	89.8	3
Texas	**88.0**	**3**	**88.3**	**5**	**89.0**	**4**	**89.1**	**5**	**89.7**	**4**
Utah	83.0	24	83.9	26	84.8	26	85.2	27	86.0	26
Vermont	86.6	9	87.8	8	87.7	11	87.7	11	89.1	8
Virginia	84.5	21	85.3	23	85.7	20	86.7	20	86.9	19
Washington	76.4	40	78.2	38	78.2	41	79.7	40	79.4	44
West Virginia	81.4	29	84.5	25	86.5	18	89.8	3	89.4	6
Wisconsin	88.0	3	88.6	3	88.4	6	88.2	9	88.6	11
Wyoming	77.0	36	78.6	36	79.3	37	80.0	39	86.2	25

--- Not available NR – Not Ranked

Data sources: U.S. Department of Education. (December 2018). *Consolidated State Performance Report, 2010-11 through 2016-17.*
U.S. Department of Education. (January 2019). *Digest of Education Statistics 2017: 53rd Edition.*

Intercultural Development Research Association, 2021

Adjusted Cohort Graduation Rate (ACGR) by State and Race-Ethnicity

State	Total		American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic/ Latino		Black		Two or More Races		White	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	**84.6**		**72.4**		**91.2**		**80.0**		**77.8**		---		**88.6**	
Alabama	89.3	7	---	NR	95.0	4	88.0	4	86.5	2	91.0	3	91.0	13
Alaska	78.2	46	69.0	34	84.0	44	77.0	29	74.0	33	75.0	41	82.2	46
Arizona	78.0	48	66.8	40	89.0	29	74.5	35	73.8	34	---		82.8	45
Arkansas	88.0	14	89.0	2	86.0	36	85.7	6	83.4	7	86.0	13	90.0	17
California	82.7	34	68.2	36	92.6	17	80.3	20	73.1	36	70.4	44	87.3	34
Colorado	79.1	45	64.0	42	89.0	29	71.1	47	71.9	40	80.0	30	83.9	41
Connecticut	87.9	15	88.0	4	95.0	4	77.7	27	80.1	20	88.0	9	92.8	3
Delaware	86.9	19	76.0	23	95.0	4	82.0	13	83.2	9	91.0	3	89.9	18
District of Col	73.2	50	‡	NR	78.0	51	72.0	45	72.4	39	>=90	6	85.0	38
Florida	82.3	38	80.0	17	92.9	16	81.3	15	74.8	32	83.1	21	86.2	36
Georgia	80.6	41	79.0	19	91.2	20	73.6	39	77.8	28	81.5	28	84.0	40
Hawaii	82.7	34	79.0	19	83.5	46	80.0	22	79.0	23	---		80.0	49
Idaho	79.7	43	66.0	41	85.0	41	74.8	34	70.0	44	76.0	40	81.1	48
Illinois	87.0	18	81.0	12	94.5	8	83.5	11	78.9	25	86.2	12	90.6	15
Indiana	83.8	30	76.0	23	80.0	49	75.8	33	70.8	43	82.1	26	87.5	31
Iowa	91.0	1	83.0	9	91.0	21	82.4	12	82.0	13	85.0	15	92.7	4
Kansas	86.5	24	81.0	12	93.0	13	81.1	16	78.0	26	84.0	19	88.8	25
Kentucky	89.7	4	77.0	22	92.0	19	84.0	9	81.6	14	87.0	10	91.2	12
Louisiana	78.1	47	81.0	12	90.0	28	67.0	50	72.8	38	82.0	27	83.7	42
Maine	86.9	19	71.0	32	89.0	29	89.0	3	83.0	10	79.0	32	87.4	33
Maryland	87.7	16	86.0	5	96.2	2	74.0	37	85.4	4	91.0	3	92.7	4
Massachusetts	88.3	12	81.0	12	93.9	10	74.4	36	80.0	21	85.0	15	92.6	7
Michigan	80.2	42	68.0	37	90.5	27	73.3	41	68.6	45	74.7	42	83.7	42
Minnesota	82.7	34	51.0	47	85.2	40	66.3	51	64.8	51	71.0	43	88.1	29
Mississippi	83.0	33	80.0	17	91.0	21	81.0	17	79.3	22	79.0	32	87.1	35
Missouri	88.3	12	84.0	7	91.0	21	84.4	7	75.9	30	89.0	8	91.4	10
Montana	85.8	27	69.0	35	91.0	21	80.0	22	81.0	16	---		88.7	26
Nebraska	89.1	8	70.0	33	82.0	47	81.6	14	81.0	16	86.0	13	92.5	9
Nevada	80.9	40	74.0	28	91.0	21	79.7	25	67.7	49	81.0	29	84.2	39
New Hampshire	88.9	10	75.0	27	93.0	13	76.0	30	79.0	23	85.0	15	89.8	19
New Jersey	90.5	2	92.0	1	96.6	1	84.3	8	83.4	7	92.0	1	94.5	1
New Mexico	71.1	51	61.0	44	85.0	41	70.5	49	68.0	47	---		76.4	51
New York	81.8	39	67.0	39	87.7	34	71.2	46	71.5	41	83.0	22	89.8	19
North Carolina	86.6	19	84.0	7	93.8	11	80.6	18	83.9	6	84.3	18	89.3	24
North Dakota	87.2	17	68.0	38	80.0	49	76.0	30	75.0	31	---		90.5	16
Ohio	84.2	28	76.0	23	88.0	32	73.6	39	68.6	45	78.7	37	88.2	28
Oklahoma	82.6	37	82.7	11	86.0	37	79.3	26	80.3	19	82.5	25	83.7	42
Oregon	76.7	49	59.0	45	86.0	37	72.5	44	68.0	47	77.0	39	78.0	50
Pennsylvania	86.6	19	73.0	30	92.4	18	73.9	38	73.8	34	79.0	32	91.0	13
Rhode Island	84.1	29	73.0	30	88.0	32	76.0	30	81.0	16	79.0	32	87.7	30
South Carolina	83.6	32	76.0	23	93.0	13	80.5	19	81.3	15	---		85.2	37
South Dakota	83.7	31	50.0	48	85.0	41	71.0	48	78.0	26	78.0	38	89.5	22
Tennessee	89.8	3	89.0	2	94.0	9	83.8	10	84.0	5	---		92.6	7
Texas	**89.7**	**4**	**86.0**	**6**	**95.8**	**3**	**87.7**	**5**	**86.1**	**3**	**91.7**	**2**	**93.6**	**2**
Utah	86.0	26	74.0	28	87.0	35	77.3	28	73.0	37	87.0	10	88.3	27
Vermont	89.1	8	‡	NR	82.0	47	90.0	2	77.0	29	83.0	22	89.8	19
Virginia	86.9	19	83.0	9	93.4	12	73.0	42	82.8	12	90.0	7	91.3	11
Washington	79.4	44	62.0	43	85.3	39	72.7	43	71.5	41	79.7	31	81.9	47
West Virginia	89.4	6	>=80	16	95.0	4	92.0	1	87.0	1	83.0	24	89.5	23
Wisconsin	88.6	11	79.0	19	91.0	21	80.3	20	67.0	50	84.0	19	92.7	4
Wyoming	86.2	25	59.0	45	84.0	45	80.0	22	83.0	10	79.0	32	87.5	31

‡Reporting standards not met (too few cases) >= Data blurred to protect student privacy --- Not available NR – Not Ranked

Data sources: U.S. Department of Education. (December 2018). *Consolidated State Performance Report, 2010-11 through 2016-17.* U.S. Department of Education. (January 2019). *Digest of Education Statistics 2017; 53rd Edition.*

Intercultural Development Research Association, 2021

Adjusted Cohort Graduation Rate (ACGR), by Special Population Group

State	Total		Economically Disadvantaged		Limited English Proficiency		Students with Disabilities	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	**84.6**		**78.3**		**66.4**		**67.1**	
Alabama	89.3	7	---		---		---	
Alaska	78.2	46	72.1	41	58.0	37	59.0	41
Arizona	78.0	48	72.4	40	30.0	49	66.4	28
Arkansas	88.0	14	84.9	5	82.0	1	83.8	1
California	82.7	34	78.8	20	67.2	22	65.0	31
Colorado	79.1	45	68.5	46	64.6	31	56.8	44
Connecticut	87.9	15	78.1	22	68.0	20	66.7	27
Delaware	86.9	19	78.0	23	69.0	16	69.0	23
District of Columbia	73.2	50	72.9	38	63.0	33	53.0	48
Florida	82.3	38	76.8	28	67.3	21	66.0	29
Georgia	80.6	41	76.4	33	59.0	35	58.9	42
Hawaii	82.7	34	77.9	24	69.0	16	65.0	31
Idaho	79.7	43	71.6	42	75.0	11	61.0	37
Illinois	87.0	18	79.4	16	73.6	13	71.2	17
Indiana	83.8	30	80.3	12	50.0	44	70.9	19
Iowa	91.0	1	83.7	8	80.0	4	74.3	11
Kansas	86.5	24	78.6	21	79.7	5	78.4	3
Kentucky	89.7	4	87.0	2	67.0	23	74.4	10
Louisiana	78.1	47	72.6	39	36.0	47	52.5	49
Maine	86.9	19	79.3	17	81.0	3	72.5	16
Maryland	87.7	16	79.3	17	45.0	46	67.5	26
Massachusetts	88.3	12	79.0	19	63.4	32	72.8	14
Michigan	80.2	42	67.9	47	69.4	15	56.7	45
Minnesota	82.7	34	69.0	45	64.7	30	61.2	36
Mississippi	83.0	33	79.9	14	67.0	23	36.4	50
Missouri	88.3	12	80.1	13	67.0	23	76.9	7
Montana	85.8	27	76.6	31	63.0	33	77.0	5
Nebraska	89.1	8	81.8	9	50.0	44	71.0	18
Nevada	80.9	40	76.8	28	81.7	2	64.7	33
New Hampshire	88.9	10	77.5	26	78.0	6	74.0	12
New Jersey	90.5	2	84.0	7	76.1	9	78.8	2
New Mexico	71.1	51	66.4	49	68.1	19	61.5	35
New York	81.8	39	75.3	35	30.8	48	55.4	46
North Carolina	86.6	19	81.8	10	58.0	37	70.3	21
North Dakota	87.2	17	74.0	36	69.0	16	66.0	29
Ohio	84.2	28	73.1	37	55.0	42	70.5	20
Oklahoma	82.6	37	76.8	28	57.0	41	77.0	5
Oregon	76.7	49	70.1	43	55.0	42	58.8	43
Pennsylvania	86.6	19	79.8	15	65.0	28	73.6	13
Rhode Island	84.1	29	76.0	34	72.0	14	63.0	34
South Carolina	83.6	32	85.1	4	77.0	7	53.5	47
South Dakota	83.7	31	67.0	48	59.0	35	60.0	38
Tennessee	89.8	3	84.5	6	74.0	12	72.7	15
Texas	**89.7**	**4**	**86.9**	**3**	**75.5**	**10**	**77.4**	**4**
Utah	86.0	26	76.6	31	67.0	23	69.4	22
Vermont	89.1	8	81.0	11	66.0	27	76.0	8
Virginia	86.9	19	77.8	25	57.3	40	59.8	39
Washington	79.4	44	70.0	44	57.8	39	59.4	40
West Virginia	89.4	6	87.3	1	‡		76.0	8
Wisconsin	88.6	11	77.4	27	65.0	28	68.2	24
Wyoming	86.2	25	65.0	50	77.0	7	68.0	25

Data sources: U.S. Department of Education. (December 2018). *Consolidated State Performance Report, 2010-11 through 2016-17.* U.S. Department of Education. (January 2019). *Digest of Education Statistics 2017: 53rd Edition.*
Intercultural Development Research Association, 2021

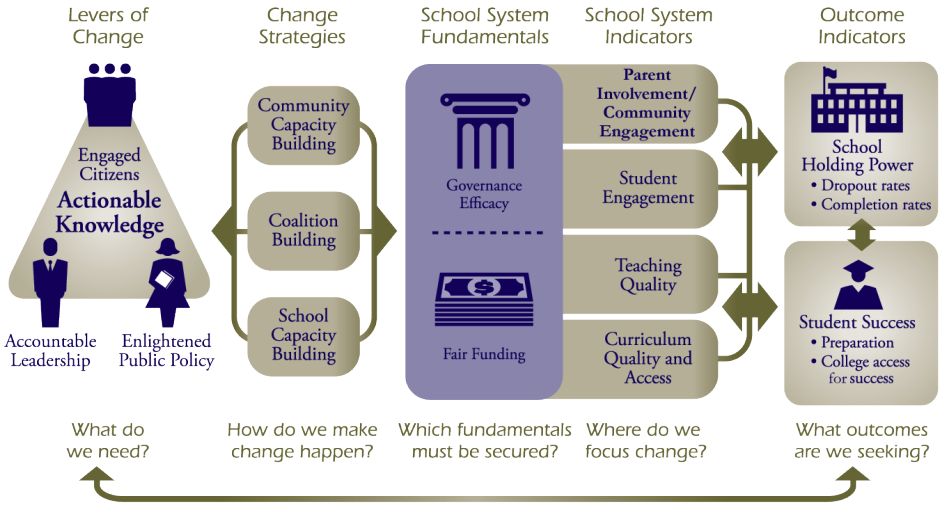
A Model for Success

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)

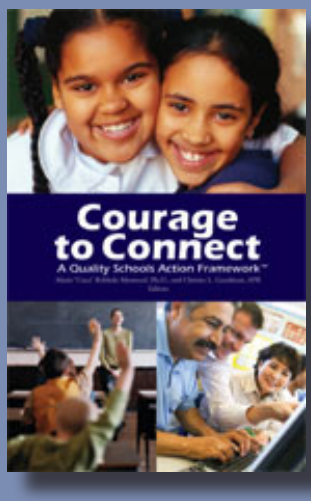
With two outcomes in mind – graduation and student success – IDRA's Quality Schools Action Framework is an empirically-based model that we and our partners use to shape effective, collaborative work on behalf of all children. Whether providing compelling facts ("actionable knowledge") to spur action; 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™



"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 Emerita, Courage to Connect: A Quality Schools Action Framework, 2010



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!

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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: https://idra.news/IDRAatrn18w

Get the attrition rate for **your county** over the last seven years at: https://idra.news/Txlook

Receive IDRA's **eNews free e-letter** to get up-to-date information to make a difference in your school and community. Sign up online at: https://idra.news/Subscribe

Listen to IDRA's **Classnotes podcast** to hear strategies for student success: https://idra.news/iTunesClassnotes or www.idra.org/podcasts

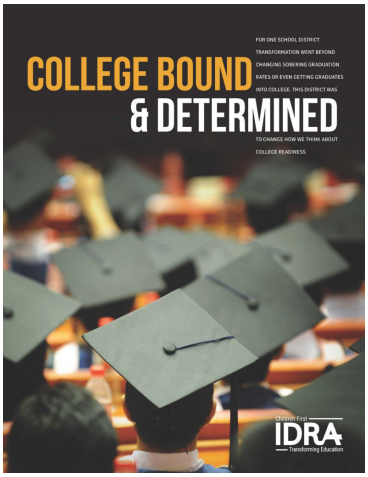
Get connected

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 (https://www.idra.org/couragetoconnect) has an excerpt, related podcasts, images of the framework and other resources.

Get results

See what happens when a school district raises expectations for students. **College Bound and Determined** shows how the Pharr-San Juan Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college. College Bound & Determined is available from IDRA for $15 and is free online at: **https://idra.news/CollegeBoundw**



IDRA PRINCIPLES

Unwavering Principles to Graduate All Students

Every year, we are losing hundreds of thousands of young people from U.S. schools prior to their graduation. Eleven students are lost from public school enrollment every hour. The dropout crisis persists at tremendous cost to individual students, families, communities and the nation. We must move from a low and archaic expectation that only some of our country's students can successfully graduate from high school to a guarantee that all of our students will graduate. It is time to change course. We call upon the country to take immediate action to address this issue, based on the following principles.

Principle 1: All students enrolled in U.S. schools should be expected, and must be supported, to graduate from high school with a regular high school diploma in four years.

Principle 2: At the federal level, we must create a credible system to accurately account for the educational status of every pupil who enters the ninth grade in any secondary school, including formal and verifiable student re-enrollments and transfers.

Principle 3: Using student-level longitudinal data, the United States should implement a transparent and simple methodology to count and report on high school graduates.

Principle 5: Alternative education settings must be subject to the same graduation standards as all other schools.

Principle 6: In addition to using four-year graduation rates, states, school districts and schools should report annual and longitudinal dropout rates; number and percent of students who graduate in five or six years; number of in-grade retentions; number of students receiving GEDs; and students meeting all graduation requirements but not receiving a regular high school diploma because of failure to pass a state-level high-stakes exam.

Principle 7: High school graduation and dropout data should be reported at the federal, state, district and school levels and should be disaggregated by race, ethnicity, socio-economic and English language learner status.

Principle 8: Exemptions from graduation and dropout counting must be strictly limited and must conform to Individuals with Disabilities Education Act provisions.

Principle 9: Reporting should be readily available and easily accessible to the public. Reporting must directly inform communities and parents about the status of the issue and progress being made to address it.

Principle 10: State and local progress requirements should be proportional to the graduation rate gap to be closed.

Principle 11: State efforts to address high school graduation rates should recognize systemic issues that affect student graduation, including teaching quality, curriculum quality and access, student engagement, and parent and community engagement.

Principle 12: Ongoing evaluation of progress must be an integral part of any effort at the federal, state and local levels to address graduation goals.

Principle 13: In ensuring that all students graduate, schools should incorporate pedagogical changes that enable them to better adapt to the needs and strengths of their students.

Principle 14: No single criterion (e.g., high-stakes testing) should be used to make high school graduation decisions for any individual student.

Principle 15: Federal and state governments must acknowledge shared accountability for the graduation of all students by investing in the personnel and equitable fiscal resources needed to help schools meet federally-established graduation targets.

Principle 16: All efforts to increase graduation rates must be based on valuing families, educators, communities and students; no response should promote a "deficit model."

Principle 17: Dropout rates affect students of all races and ethnicities (for example, the largest numbers of dropouts in many states are white students).

Principle 18: Since low graduation rates disproportionately impact students of color, accelerated efforts to address the issue in these communities is essential.

> When school started, I felt a big emptiness inside me. I felt that if I missed a day of class no one would notice. Now that I started in the Valued Youth program, I have a better self-esteem. Through the VYP, three kids have made a change in my life... I know that I am making a big difference in their lives.
>
> – Middle school tutor

IDRA Valued Youth Partnership

The Valued Youth Partnership is a research-based, internationally- recognized dropout prevention program that has kept 98% of its tutors in school. In the program, secondary students who are considered at-risk of dropping out of school are placed as tutors of elementary students, enabling them to make a difference in the younger students' lives.

Given this role of personal and academic responsibility, the Valued Youth tutors bolster their self-discipline and self-esteem. Schools shift to the philosophy and practices of valuing students considered at-risk. The program supports them with positive recognition and instruction.

Beyond Dropout Prevention

The goal of the Valued Youth Partnership program is to reduce dropout rates. Participating schools have also seen:

- **Improved attendance**
- **Reduced disciplinary action referrals**
- **Enhanced basic academic skills and life skills**
- **Strengthened perceptions of self and school**
- **Strengthened school-home-community partnerships**

Research-Based Design

The Valued Youth Partnership is a research-based program. The program was extensively researched in 1989 using a longitudinal, quasi-experimental design with data collected for the treatment and comparison group students before tutoring began, during implementation, and at the end of the first and second program years. A full description of the research is online at www.idra.org.

Creating Success

The program has been successful everywhere it has been in keeping Valued Youth students in school, in the classroom and learning. Since its inception in 1984, the program has kept 35,000 students in school – young people who were previously considered at risk of dropping out. The lives of more than 725,000 children, families and educators have been positively impacted by the program.

> The Valued Youth program has made me a better student because interaction with children has helped me be more caring and understanding. Knowing that my tutees are expecting me to be there, I enjoy going every day... I understand now that we can all improve a student's outlook on school by taking time a few minutes a day to help out.
>
> – High school tutor

Let the IDRA Valued Youth Partnership touch the lives of students, parents and educators in your district.

www.idra.org/valued-youth

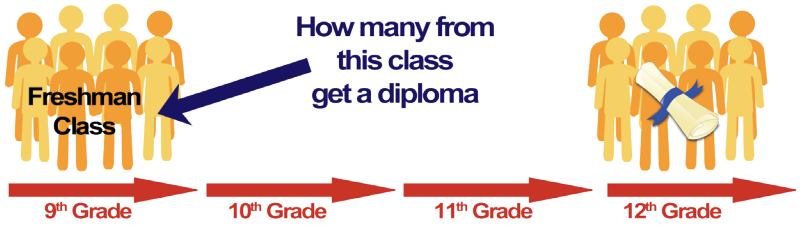
Types of Dropout Data Defined

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 five NCES rates (the averaged freshman graduation rate, adjusted cohort graduation rate, the event dropout rate, the status dropout rate, and the status school completion rate) 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?

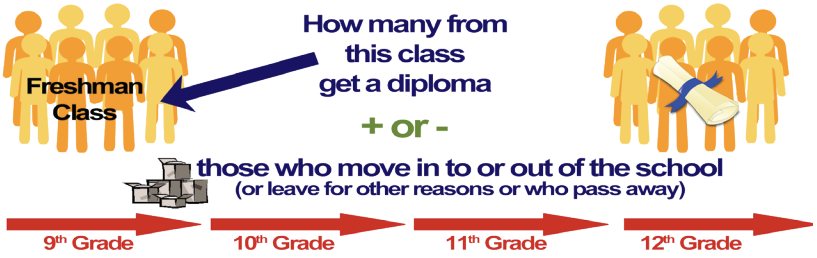
Averaged Freshman Graduation Rate

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.



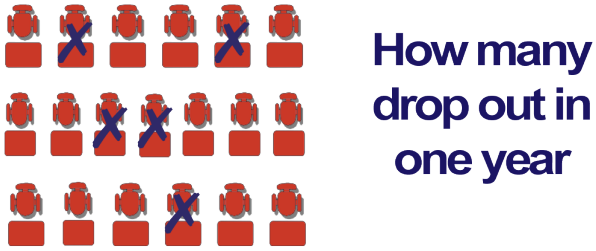
Adjusted Cohort Graduation Rate

Adjusted cohort graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade (or 10th grade in high schools that begin with the 10th grade). This rate measures the extent to which schools are graduating students on time, but it also takes into account students who transfer into or out of a school in the state or who die.



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.



Types of Dropout Data Defined (continued)

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

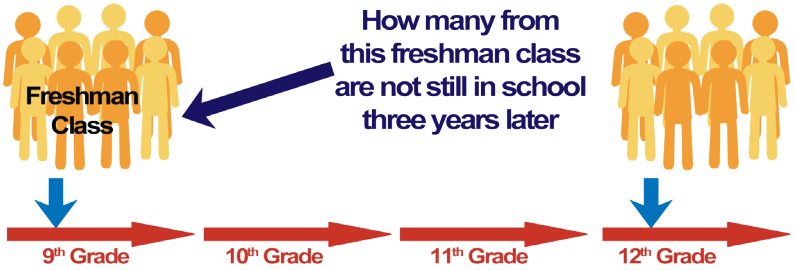
Status Completion Rate

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 do have a diploma or GED

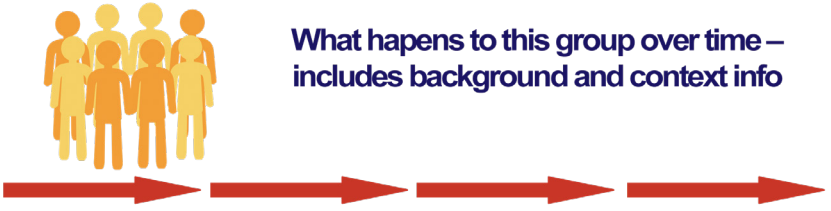
Attrition Rate

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 simple attrition rates, while IDRA reports adjusted attrition rates (that account for fluctuations in school enrollment and in and out migration).



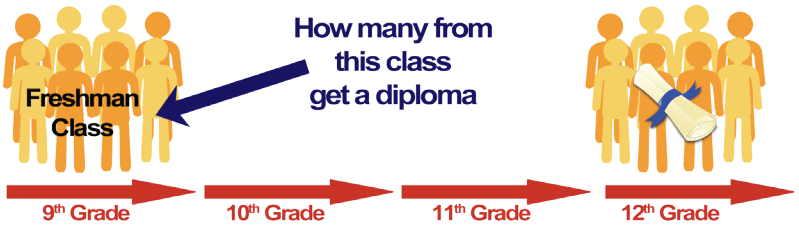
Cohort Rate

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.



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.



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