

MEMORANDUM

August 17, 2016

TO: Board Members

FROM: Kenneth Huewitt
Interim Superintendent of Schools

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2014-2015**

CONTACT: Carla Stevens, (713) 556-6700

Attached are the four-year graduation and dropout data for the 2014–2015 academic year. The 2015 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2011-2012 school year. Longitudinal graduation and dropout rates along with annual dropout rates are reported at the district and campus level, and analyzed on the basis of ethnicity and economically disadvantaged status. In addition, rates for English language learners (ELL) and Students with Disabilities (SWD) are reported in the charts and graphs.

Graduation and dropout rates for both state accountability (with exclusions) and federal accountability (without exclusions) purposes are included in this report. Starting in 2010-2011, the Texas Education Agency (TEA) introduced six criteria that exclude a student from the longitudinal rate calculations for state accountability reporting. The results with exclusions are aligned with the state accountability system and should be used for 2011 and subsequent years. Comparisons with years prior to 2011 should be based on the federal accountability results without exclusions.

Key Findings include:

HISD Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2015

- Out of 11,204 students in the class of 2015, 9,182 (82.0 percent) graduated. The graduation rate for the class of 2015 was 0.2 percentage points higher than the rate for the class of 2014. It is the highest graduation rate since 2011 when this methodology was first applied.
- The graduation rate for African American, Asian and Hispanic students increased by 0.9, 0.9 and 0.3 percentage points, while the graduation rate for White students decreased by 2.7 percentage points, respectively.
- The longitudinal dropout rate for the class of 2015 was 10.9 percent (based on 1,221 dropouts), 0.1 percentage points higher than the dropout rate for the class of 2014.
- The dropout rates for African American and Asian students decreased by 0.8 and 0.7 percentage points, respectively, from 2014.

HISD Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2015

- The graduation rate used for federal accountability purposes was 79.3 percent for the class of 2015, an increase of 0.7 percentage points over the class of 2014. It is the highest rate since 2008 using the federal calculations.
- The longitudinal dropout rate for all students decreased by 0.2 percentage points from 12.5 percent in 2014 to 12.3 percent in 2015.

Administrative Responses to the Graduation and Dropout Analysis 2014–2015 results:

Drop Out Prevention Office

The Drop Out Prevention Office will continue to address the needs of our students to reduce the dropout rate and increase the graduation rates. We are committed to the following priorities:

- **Early Identification of Students Most At-risk of Dropping Out of School**
Through campus- and district-based Graduation Support Committees, Early Warning System (Dashboard), Student Case Workers and community referrals, the Drop Out Prevention Office will collaborate to prevent students from dropping out of school and identify students at risk for school failure due to academic, social, or behavioral issues.
- **Establish a Drop Out Prevention Task Force**
Create an inclusive cross functional task force of district and campus administrators, social service and other community stakeholders, city, and county personnel who work with at-risk youth. This newly formed task force will meet periodically throughout the school year to collect feedback and render suggestions on programs based upon data within roles, in accordance with the 15 Basic Core Strategies of the National Dropout Prevention Center.
- **Coordinate Social Services for “Whole” Child**
Social services will be leveraged to fill in the gaps to fit the needs of students for schools in communities that lack these services. Student case workers will continue to assist their assigned campuses with service agency referral, mentoring, case management, and academic tutoring to increase student opportunities to graduate from high school. The Drop Out Prevention Office collaborates with Harris County’s TRIAD and Juvenile Probation Department with transitioning youth back to school, City of Houston’s Municipal Court Juvenile Case, Teen Court, and My Brother’s Keeper Program, Gulfton Youth Development’s First & Goal, Inc. – LEAD Program, St. Paul United Methodist Church’s Iconoclast Artist, and United States Army – Houston Battalion. These program partners will be in multiple schools to help reduce the dropout rate and increase the graduation rate through proven best practices for dropout prevention.
- **Maximize Role of District Student Case Workers**
The Drop Out Prevention Office restructured the twelve district administrators to fuse the roles of attendance and dropout prevention. This model will afford more hands-on service with campuses with more personnel addressing attendance, which can lead to dropping out of school if the student becomes truant. Administrators will also be more participatory with attendance and graduation support committees, service agency referrals, attendance trainings, and parent assistance.
- **Collaboration with HISD Departments**
The Drop Out Prevention Office has partnered with College Readiness, Career Readiness, Special Education, Multilingual, Family and Community Engagement, Interventions Office, Social Emotional Learning, Parent Center, and HISD Alternative High School programs to provide and receive support through cross-trainings, programming, and other collaborative initiatives. Together, we can assess the needs of students and develop and monitor dropout prevention initiatives for schools who are most at-risk of dropping out of school.

- Targeting and Supporting Schools

The Drop Out Prevention Office will continue to support schools whose students are two or more years behind their age-appropriate grade, who have failed state-mandated tests and course work, who have become disconnected from academics, and who need to work to support themselves or their families.

Schools Office

While the four-year cohort graduation rate shows a .2 percentage point increase from 81.8 to 82 percent, 18 percent of students are not graduating from HISD schools within the standard four-year timeframe. In an effort to address this finding, the schools office will:

- Make a concerted effort to identify students who did not graduate within four years;
- Determine what academic/ socio-emotional needs students may have;
- Work collaboratively with students and families as needed to set goals;
- Establish baseline for work to be done at each school site to support the school;
- Create appropriate benchmarks and timelines to monitor student progress;
- Create appropriate, well-tailored plans to address students' academic needs; and
- Continue to support and provide assistance as needed to schools and individual students.

The schools office will pay particular attention to graduation rates by racial/ethnic group to support each group in making gains towards graduation in a timely manner. In an effort to reverse the trend for student groups not showing an increase in graduation rates, in addition to the above activities, the schools office will closely:

- Monitor the behaviors of the students at the schools that reflect the greatest number of students who did not graduate.
- As is necessary, plans may be revised to ensure students continue to address goals set with student input.
- Create individual plans.
- Periodically monitor the plans to ensure students stay on track.

Should you have any further questions, please contact Carla Stevens in Research and Accountability at (713) 556-6700.


_____ KH

Attachment

cc: Superintendent's Direct Reports
Chief School Officers
Mark Smith
Annvi Utter
Beatriz Marquez



RESEARCH

Educational Program Report

GRADUATION AND DROPOUT ANALYSIS,
CLASS OF 2015



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GRADUATION AND DROPOUT ANALYSIS: CLASS OF 2015

Executive Summary

Graduation of the students from the high schools represents the culmination of the collective efforts of the 26,000+ members of the HISD community working collaboratively with the parents and other stakeholders to reach an important milestone without which access to higher education is blocked. The districts' top priorities, along with college readiness, are to maximize the graduation rates, minimize the dropout rates, and close the gaps among the student groups in these vital areas. These metrics not only are part of federal and state accountability and the Board Monitoring System (BMS) but they also attract broad attention across the nation given the district's size (seventh largest in the nation) and the large proportion of economically disadvantaged students that it serves.

Based on Public Education Information Management System (PEIMS) records, the Texas Education Agency (TEA) determined that 14,065 students either entered ninth grade in HISD high schools in the 2011-2012 school year or were added to, or removed from, the 2011-12 cohort in grade 9 over the next three years. Also, 2,328 students left the system for reasons other than graduating, receiving GED certificates, or dropping out. These students are categorized as "other leavers." By the fall semester following the spring 2015 anticipated graduation date for the cohort, 11,737 students had been assigned one of four final statuses: graduate, continuer, GED certificate recipient, or dropout. Students with final statuses made up the class of 2015. The final statuses for 62 students could not be determined because of data errors. Data errors can result from missing student records (i.e., underreported students) or misreported student identification information. Another 55 students confined to either juvenile detention or residential treatment facilities were removed from the completion calculations as were the students with data errors. Thus, the completion results for the class of 2015 are based on a class size of 11,620. For state accountability, an additional 416 students were excluded under TEC §39.053(g-1) and TEC §39.055, and a class size of 11,204 was used for completion calculations.

Highlights of the Class of 2015 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 11,204 students in the class of 2015, 9,182 (82.0 percent) graduated. The graduation rate for the class of 2015 was 0.2 percentage points higher than the rate for the class of 2014. It is the highest graduation rate since 2011 when this methodology was first applied.
- Among the four major ethnic groups in the class of 2015, Asian students had the highest graduation rate (94.1 percent), followed by White students (84.8 percent), Hispanic students (81.9 percent), and African American students (79.3 percent). The graduation rate for African American, Asian and Hispanic students increased by 0.9, 0.9 and 0.3 percentage points, while the graduation rate for White students decreased by 2.7 percentage points, respectively.
- The longitudinal dropout rate for the class of 2015 was 10.9 percent (based on 1,221 dropouts), 0.1 percentage points higher than the dropout rate for the class of 2014.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (14.4 percent), followed by Hispanic students (10.4 percent) and White students (7.7 percent). Asian students had the lowest longitudinal dropout rate (3.3 percent). The dropout rates for White and

Hispanic students were 1.9 and 0.3 percentage points higher than the rates for class of 2014. The dropout rates for African American and Asian students decreased by 0.8 and 0.7 percentage points, respectively.

- The graduation rate for 7,846 Economically Disadvantaged students in the class of 2015 was 82.1 percent, an increase of 1.0 percentage point over the class of 2014. The longitudinal dropout rate for economically disadvantaged students was 11.5 percent, a decrease of 0.2 percentage points over the class of 2014.
- The graduation rate for 1,329 students in the class of 2015 identified as Ever English Language Learners in high school (Ever ELL) was 60.4 percent, an increase of 0.7 percentage points over the class of 2014. The longitudinal dropout rate for Ever ELL students was 18.8 percent, a decrease of 0.4 percentage points over the class of 2014.
- The graduation rate for 1,012 students in the class of 2015 identified as Students with Disabilities (SWD) was 70.1 percent, an increase of 0.4 percentage points over the class of 2014. The longitudinal dropout rate for SWD students was 16.8 percent, an increase of 0.2 percentage points over the class of 2014.

Highlights of the Class of 2015 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 79.3 percent for the class of 2015, an increase of 0.7 percentage points over the class of 2014. It is the highest graduation rate since 2008 when this methodology was first applied.
- The longitudinal dropout rate for all students decreased by 0.2 percentage points from 12.5 percent in 2014 to 12.3 percent in 2015.

Introduction

This report provides the four-year longitudinal graduation and dropout rates for students who were expected to graduate from HISD high schools in 2014–2015 and the annual dropout rates for students who attended district schools in grades 7–8 during 2014–2015. The Texas Education Agency reports rates both **with exclusions** for state accountability purposes and **without exclusions** for federal accountability purposes. Both are included in this report.

The longitudinal rates reflect the percentages of students from a class of students beginning in ninth grade who graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out by the fall following their anticipated graduation date.

The extended longitudinal rates reflect the percentages of students from a class of beginning ninth graders who graduate, remain enrolled, receive GED certificates, or drop out by the fall a year or more after their anticipated graduation date.

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

Texas uses the National Center for Education Statistics (NCES) dropout definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7–12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED certificate, continue school outside the public school system, begin college, or die.

Starting in 2010–2011, the Texas Education Agency (TEA) introduced six criteria that exclude a student from the longitudinal rate calculations for campus and district reporting for state accountability purposes (see **Appendix A**). The exclusions have a positive effect on the completion results. Table 1 shows the district's total student enrollment, as well as the number of seniors and graduates with exclusions, for the past four cohorts to provide a context for the data that follow.

Table 1. HISD Enrollment and Graduation with Exclusions for State Accountability, 2012–2015

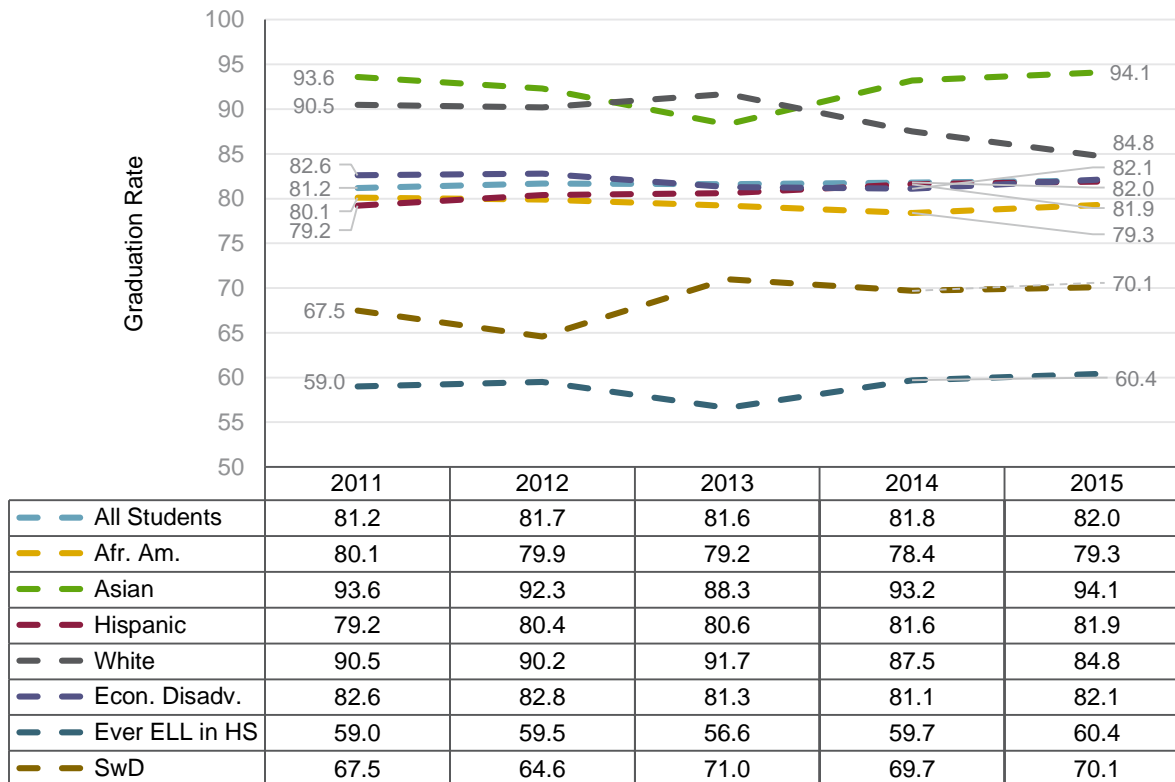
School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates with Exclusions^
2011–2012	201,594	10,271	Class of 2012 (N=11,030)	9,008 (81.7%)
2012–2013	202,586	10,176	Class of 2013 (N=11,062)	9,023 (81.6%)
2013–2014	210,716	10,371	Class of 2014 (N=11,088)	9,071 (81.8%)
2014–2015	214,462	10,591	Class of 2015 (N=11,204)	9,182 (82.0%)

Sources: *2011–2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2015 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2014–2015.

^TEA Class of 2012, 2013, 2014, and 2015 Confidential Four-Year Longitudinal Summary Report with Exclusions for State Accountability.

District Results

**Figure 1. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions: 2011–2015**



Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

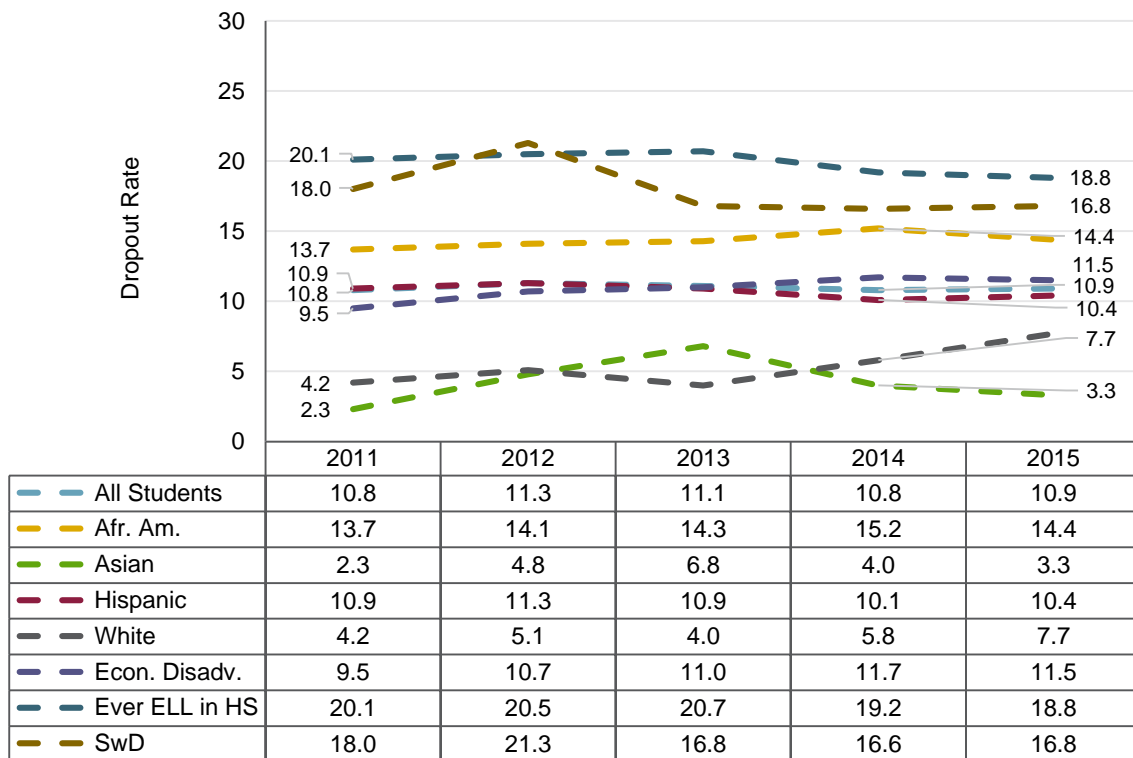
Figure 1 indicates that from **2011 to 2015**:

- The longitudinal four-year graduation rates with exclusions for state accountability purposes **increased** for the All, Asian, Hispanic, Ever ELL, and Students with Disabilities groups. This is the district's highest graduation rate since 2011 using the state calculations.
- The longitudinal four-year graduation rates with exclusions **decreased** for the African American, White, and Economically Disadvantaged student groups.
- The Hispanic-White gap in the four-year graduation rate with exclusions **declined** from 11.3 percentage points in 2011 to 2.9 percentage points in 2015; however, this is due to a 5.7 percentage points drop in White student group graduation rates rather than both student groups improving over time.
- The African American-White gap in the four-year graduation rate with exclusions **declined** from 10.4 percentage points in 2011 to 5.5 percentage points in 2015. The graduation rates for both student groups have declined since 2011.

Figure 1 indicates that from **2014 to 2015**:

- The longitudinal four-year graduation rates with exclusions **increased** for the All, African American, Asian, Hispanic, Economically Disadvantaged, Ever ELL, and Students with Disabilities groups and **decreased** for the White student group.

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2015**



Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

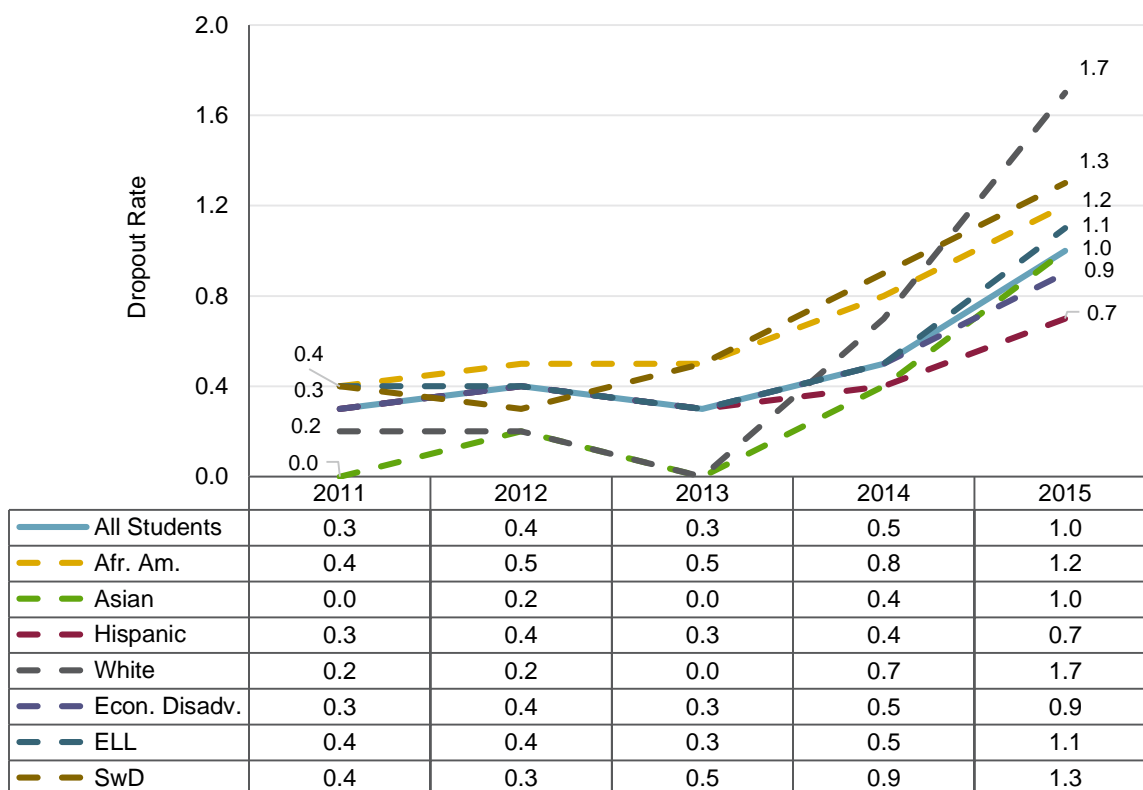
Figure 2 indicates that from **2011 to 2015**:

- The longitudinal four-year dropout rates with exclusions for state accountability purposes **decreased** for the Hispanic, Ever ELL, and Students with Disabilities groups. Percentage point **decreases** range from 0.5 for Hispanic students to 1.3 for Ever ELL students.
- The longitudinal four-year dropout rates with exclusions **increased** for the All, African American, Asian, White, and Economically Disadvantaged student groups. Percentage points **increases** range from 0.1 percentage point for All students to 3.5 percentage points for White students.
- The Hispanic-White gap in the four-year dropout rate with exclusions **declined** from 6.7 percentage points in 2011 to 2.7 percentage points in 2015.
- The African American-White gap in the four-year dropout rate with exclusions **declined** slightly from 9.5 percentage points in 2011 to 6.7 percentage points in 2015. However, both student groups showed an increase in dropout rates since 2011.

Figure 2 indicates that from **2014 to 2015**:

- The longitudinal four-year dropout rates with exclusions **declined** for the African American, Asian, Economically Disadvantaged, and Ever ELL student groups and **increased** for the All, Hispanic, White, and Students with Disabilities groups.

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2015**



Source: TEA 2014-15 Annual Dropout Summary Report, June 2016

Figure 3 indicates that from **2011 to 2015**:

- The annual dropout rates with exclusions for state accountability purposes **increased** for all student groups from 2011 to 2015. The increases range from 0.4 percentage points (Hispanic students) to 1.5 percentage points (White students).
- The Hispanic-White gap in the annual dropout rate with exclusions **increased** from 0.1 percentage points in 2011 to 1 percentage point in 2015, but now in favor of Hispanic students.
- The African American-White gap in the annual dropout rate with exclusions **increased** from 0.2 percentage points in 2011 to 0.5 percentage points in 2015; but now in favor of African American students.

Figure 3 indicates that from **2014 to 2015**:

- The annual dropout rates **increased** for all student groups.

Table 2 shows the district's total student enrollment, as well as the number of seniors and graduates without exclusions, for the past four cohorts to provide a context for the data that follow in Figures 4–6. The graduation rates remained stable for the prior three graduation cohorts and showed a 0.7 percentage-point increase (111 students) for 2015.

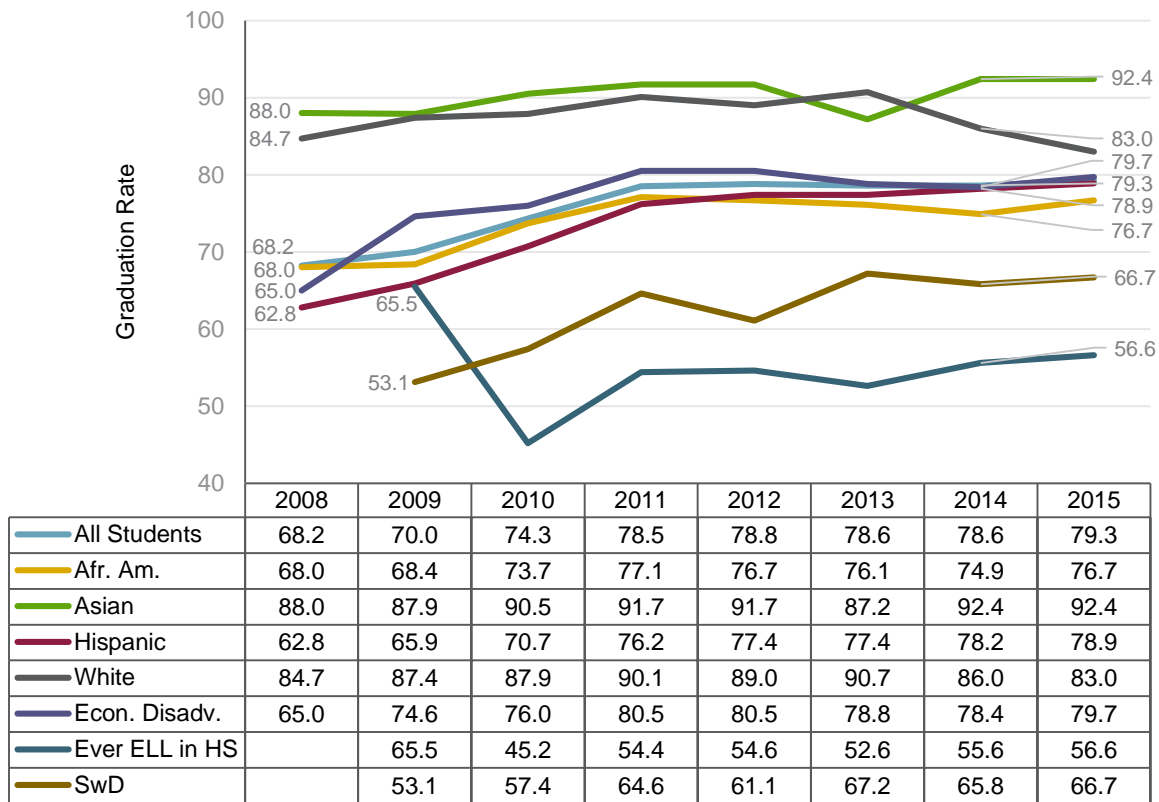
Table 2. HISD Enrollment and Graduation without Exclusions for Federal Accountability, 2011–2015

School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates without Exclusions^
2011–2012	201,594	10,271	Class of 2012 (N=11,461)	9,033 (78.8%)
2012–2013	202,586	10,176	Class of 2013 (N=11,524)	9,053 (78.6%)
2013–2014	210,716	10,371	Class of 2014 (N=11,576)	9,099 (78.6%)
2014–2015	214,462	10,591	Class of 2015 (N=11,620)	9,210 (79.3%)

Sources: *2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2015 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2014–2015.

^TEA Class of 2012, 2013, 2014, and 2015 Confidential Four-Year Longitudinal Summary Report without Exclusions for Federal Accountability.

**Figure 4. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
Without Exclusions: 2008–2015**



Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016.

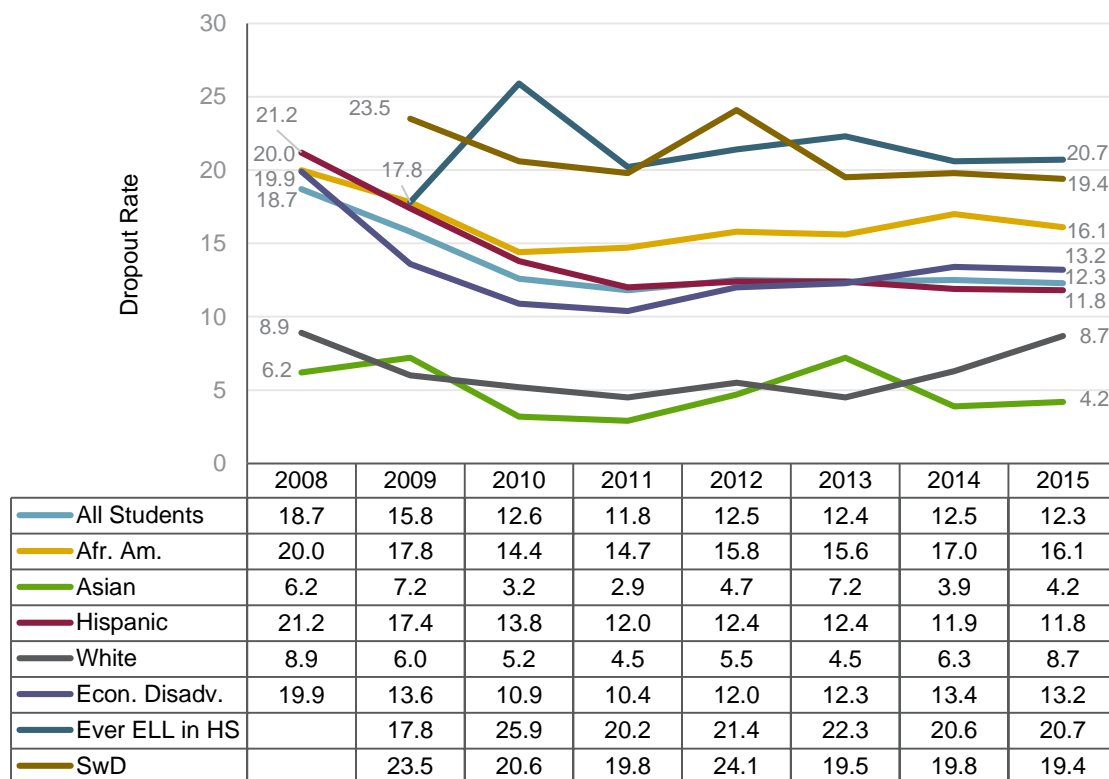
Figure 4 indicates that from **2008 to 2015**:

- The Class of 2015 graduation rate of 79.3 percent is the highest for the district since 2008 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased** for all student groups, except the White and Ever ELL student groups. Percentage point **increases** range from 4.4 for Asian students (from 88.0 in 2008 to 92.4 percentage points in 2015) to 16.1 for Hispanic students (from 62.8 in 2008 to 78.9 percentage points in 2015).
- The longitudinal four-year graduation rates without exclusions **decreased** 1.7 and 8.9 percentage points for White and Ever ELL students, respectively.
- The Hispanic-White gap in the four-year graduation rate without exclusions **declined** from 21.9 percentage points in 2008 to 4.1 percentage points in 2015.
- The African American-White gap in the four-year graduation rate without exclusions **declined** from 16.7 percentage points in 2008 to 6.3 percentage points in 2015.

Figure 4 indicates that from **2014 to 2015**:

- The longitudinal four-year graduation rates without exclusions **remained constant** for Asian Students, **increased** for the All, African American, Hispanic, Economically Disadvantaged, Ever ELL, and Students with Disabilities groups, and **decreased** for the White students.

Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9 – 12 Without Exclusions: 2008–2015



Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

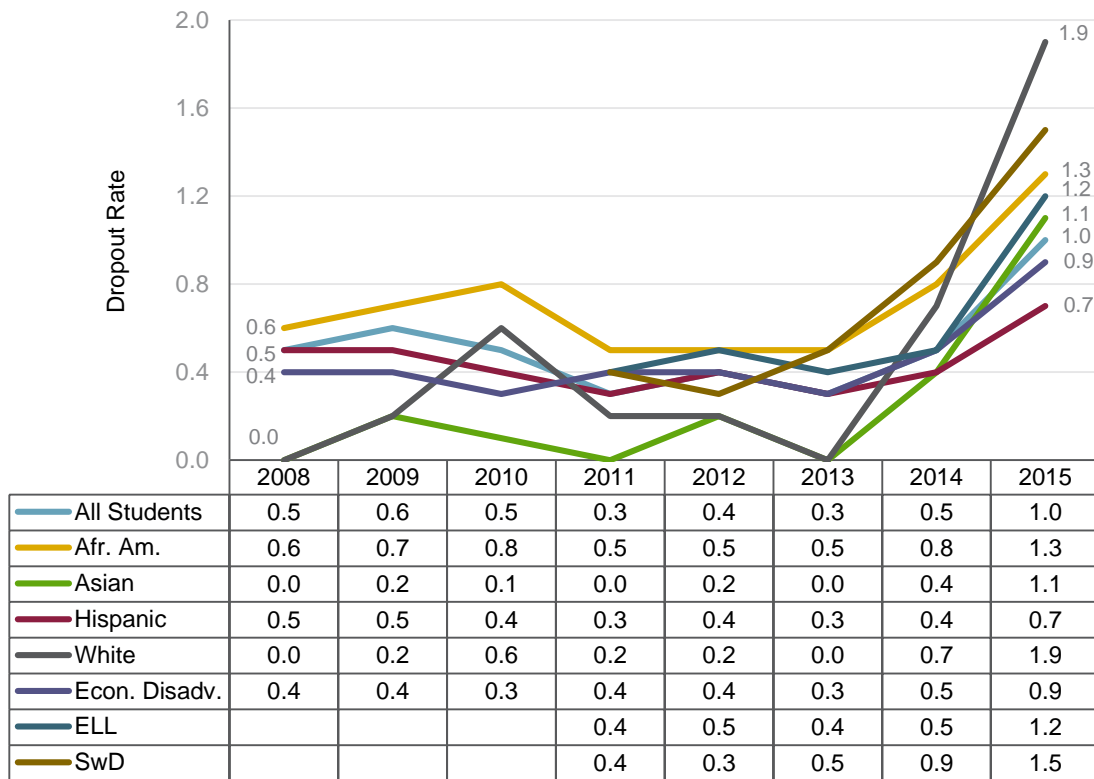
Figure 5 indicates that from **2008 to 2015**:

- The longitudinal four-year dropout rates without exclusions for federal accountability purposes **decreased for all student groups** except the Ever ELL group. Percentage point **decreases** range from 0.2 percentage points for White students (from 8.9 in 2008 to 8.7 percentage points in 2015) to 9.4 for Hispanic students (from 21.2 in 2008 to 11.8 percentage points in 2015).
- The longitudinal four-year dropout rate without exclusions **increased** by 2.9 percentage points for Ever ELL students from 17.8 (2009) to 20.7 percentage points (2015).
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 12.3 percentage points in 2008 to 3.1 percentage points in 2015.
- The African American-White gap in the four-year dropout rate without exclusions **declined** from 11.1 to 7.4 percentage points from 2008 to 2015.

Figure 5 indicates that from **2014 to 2015**:

- The Longitudinal four-year dropout rates without exclusions **decreased** for the All, African American, Hispanic and Economic Disadvantaged, and Students with Disabilities groups and **increased** for the Asian, White, and Ever ELL student groups.

**Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7–8
Without Exclusions: 2008–2015**



Source: TEA 2014–15 Annual Dropout Summary Report, June 2016.

Figure 6 indicates that from **2008 to 2015**:

- The annual dropout rates without exclusions for federal accountability purposes **increased** for all student groups from 2008 to 2015. The increases range from 0.2 percentage points (Hispanic student group) to 1.9 percentage points (White student group).
- The Hispanic-White gap in the annual dropout rate without exclusions **increased** from 0.5 percentage points in 2008 to 1.2 percentage points in 2015, but in favor of Hispanic students.
- The African American-White gap in the annual dropout rate without exclusions **remained unchanged** at 0.6 percentage points from 2008 to 2015, but in favor of African American students.

Figure 6 indicates that from **2014 to 2015**:

- Annual dropout rates without exclusions **increased** for all student groups.

**Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grade 9–12
With Exclusions: 2011–2015**

Group	District	2011	2012	2013	2014	2015
All Students	HISD	81.2	81.7	81.6	81.8	82.0
	State	85.9	87.7	88.0	88.3	89.0
African American	HISD	80.1	79.9	79.2	78.4	79.3
	State	80.9	83.5	84.1	84.2	85.2
Asian	HISD	93.6	92.3	88.3	93.2	94.1
	State	95.0	94.4	93.8	94.8	95.4
Hispanic	HISD	79.2	80.4	80.6	81.6	81.9
	State	81.8	84.3	85.1	85.5	86.5
White	HISD	90.5	90.2	91.7	87.5	84.8
	State	92.0	93.0	93.0	93.0	93.4
Economically Disadvantaged	HISD	82.6	82.8	81.3	81.1	82.1
	State	83.7	85.1	85.2	85.2	85.6
Ever ELL in H.S.	HISD	59.0	59.5	56.6	59.7	60.4
	State	66.8	69.1	71.3	71.5	73.3
Students with Disabilities	HISD	67.5	64.6	71.0	69.7	70.1
	State	76.7	76.9	77.8	77.5	78.2

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016; TEA Secondary School Completion and Dropouts in Texas Public Schools 2014-15, August 2016.

Figure 7 indicates that from **2011 to 2015**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for All, Asian, Hispanic, Ever ELL students, and Students with Disabilities; while the rates **decreased** for African American, White, and Economically Disadvantaged students. While the state's longitudinal graduation rates with exclusions **increased** for all student groups.
- HISD's 4-year graduation rates with exclusions, while increasing over time, continue to lag behind the state's graduation rates for each student group.
- Compared to 2011, HISD narrowed the gap with the state in 2015 for Asian students and Students with Disabilities.

Figure 7 indicates that from **2014 to 2015**:

- The 4-year longitudinal graduation rates with exclusions results for both the state and the district showed similar increases for All Students at 0.7 and 0.2 percentage points, respectively.
- When compared to the prior year, HISD's 4-year longitudinal graduation rates with exclusions for Asian students showed greater gains than the state.

**Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grade 9–12
With Exclusions: 2011–2015**

Group	District	2011	2012	2013	2014	2015	# of Dropout
All Students	HISD	10.8	11.3	11.1	10.8	10.9	1,221
	State	6.8	6.3	6.6	6.6	6.3	21,357
African American	HISD	13.7	14.1	14.3	15.2	14.4	430
	State	10.9	10.1	9.9	9.8	9.5	4,220
Asian	HISD	2.3	4.8	6.8	4.0	3.3	15
	State	1.4	2.1	3.0	2.4	2.2	300
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	675
	State	8.7	8.0	8.2	8.2	7.7	12,692
White	HISD	4.2	5.1	4.0	5.8	7.7	85
	State	3.4	3.2	3.5	3.6	3.4	3,730
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	901
	State	7.7	7.8	8.5	9.0	8.7	14,768
Ever ELL in H.S.	HISD	20.1	20.5	20.7	19.2	18.8	250
	State	14.6	15.4	14.9	15.9	15.1	3,690
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	170
	State	11.3	11.2	11.1	11.2	10.4	3,026

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016; TEA Secondary School Completion and Dropouts in Texas Public Schools 2014-15, August 2016.

Figure 8 indicates that from **2011 to 2015**:

- The four-year longitudinal dropout rates for the district **decreased** for Hispanic, Ever ELL, and Students with Disabilities groups, while the rates **increased** for All, African American, Asian, White, and Economically Disadvantaged students.
- The four-year longitudinal dropout rates for the state decreased for All, African American, Hispanic, and Students with Disabilities, while the rate increased for Asian, Economically Disadvantaged, and Ever ELL Students.
- HISD's longitudinal dropout rates are **consistently higher** than the state's for all students groups.
- Compared to 2011, the district's Ever ELL students and Students with Disabilities narrowed the gap with the state regarding dropout rates.

Figure 8 indicates that from **2014 to 2015**:

- Both the state and HISD's longitudinal dropout rates **decreased** for African American, Asian, Economically Disadvantaged, and Ever ELL students.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12
With Exclusions: 2011–2015**

(A student is classified as a continuer if he or she is not a graduate and is reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later.)

Group	District	2011	2012	2013	2014	2015
All Students	HISD	7.3	6.3	6.7	6.7	6.6
	State	6.2	5.0	4.6	4.3	4.1
African American	HISD	5.6	5.2	5.9	5.7	5.8
	State	7.4	5.5	5.3	5.3	4.8
Asian	HISD	3.8	2.9	4.6	2.8	2.6
	State	3.5	3.3	3.0	2.7	2.2
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4
	State	8.4	6.7	5.9	5.6	5.3
White	HISD	3.8	2.8	3.6	5.2	5.9
	State	3.3	2.7	2.6	2.5	2.4
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1
	State	7.6	6.1	5.4	5.0	5.0
Ever ELL in H.S.	HISD	20.7	20.0	22.4	20.8	20.7
	State	18.1	15.1	13.4	12.3	11.4
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9
	State	11.4	11.2	10.7	10.8	11.1

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016; TEA Secondary School Completion and Dropouts in Texas Public Schools 2014-15, August 2016.

Figure 9 indicates that from **2011 to 2015**:

- The four-year longitudinal continuer rates for the district **increased or remained unchanged** for African American, White, and Ever ELL students, while the rates **decreased** for the All, Asian, Hispanic, Economically Disadvantaged, and Students with Disabilities groups.
- The Ever ELL students and Students with Disabilities continue to need additional time to graduate more than any other student group.
- When compared to 2011, HISD's continuer rates for Ever ELL students remain basically the same (20.7 percent); however the state's continuer rates decreased significantly for the same period of time (18.1 percent to 11.4 percent).

Figure 9 indicates that from **2014 to 2015**:

- The four-year longitudinal continuer rates for the district **decreased** for the All, Asian, Hispanic, Economically Disadvantaged, Ever ELL, and Students with Disabilities groups.

**Figure 10. HISD and State Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2015**

Group	District	2011	2012	2013	2014	2015	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	1.0	281
	State	0.2	0.3	0.4	0.5	0.3	2,584
African American	HISD	0.4	0.5	0.5	0.8	1.2	92
	State	0.3	0.4	0.4	0.4	0.5	537
Asian	HISD	0.0	0.2	0.0	0.4	1.0	10
	State	0.1	0.1	0.1	0.1	0.2	54
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	129
	State	0.2	0.3	0.6	0.8	0.4	1,473
White	HISD	0.2	0.2	0.0	0.7	1.7	45
	State	0.1	0.2	0.2	0.2	0.2	468
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	201
	State	0.2	0.3	0.6	0.7	0.4	1,838
ELL	HISD	0.4	0.4	0.3	0.5	1.1	60
	State	0.4	0.6	2.0	2.2	0.6	519
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	1.3	37
	State	0.3	0.3	0.4	0.4	0.5	362

Source: TEA 2014-15 Annual Dropout Summary Report, June 2016; TEA Secondary School Completion and Dropouts in Texas Public Schools 2014-15, August 2016.

Figure 10 indicates that from **2011 to 2015**:

- The annual dropout rates with exclusions for grades 7-8 **increased** for all of the student groups for both the state and the district.

Figure 10 indicates that from **2014 to 2015**:

- The state's annual dropout rates with exclusions for grades 7-8 **increased** for African American, Asian students, and Students with Disabilities, while the district's rate increased for all student groups.

Campus Results

The complete summary of the four-year completion data with exclusions for all high schools is shown in **Table 3**. Campuses are ranked by 2015 graduation rates. The percent of graduates, dropouts, continuers, and GEDs received are highlighted in red when campus performance is below the district average.

The district graduation rate with exclusions for the class of 2015 is 82.0 percent, a 0.2 percent increase compared with the class of 2014. Twenty-six campuses reported graduation rates above the district average, 16 campuses reported graduation rates below district average, and 2 campuses had no students who graduated. Nine campuses achieved 100 percent graduation rate, up from six campuses in 2014.

As shown in Table 3, the average district dropout rate with exclusions for Class of 2015 is 10.9 percent, a 0.1 percent increase compared with Class of 2014. Twelve campuses had no students reported as dropouts, 15 campuses reported dropout rates below the district average, and 17 campuses reported dropout rates above the district average.

Table 4 shows the 4-year longitudinal graduation rates by campus with exclusions from 2011 to 2015. The campuses are ranked by graduation rates in 2014–2015. The district graduation rate with exclusions increased by 0.8 percent during the period. Two campuses maintained 100 percent graduation rates for 5 years in a row. From 2014 to 2015, nineteen campuses saw graduation rates go up, and the increase ranged from 0.4 percent (Furr HS) to 14.3 percent (HCC Life Skills). Sixteen campuses saw their graduation rates go down in that span. Seven campuses' graduation rates remain unchanged.

Table 5 shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2011 to 2015. The campuses are ranked by the dropout rates in 2014–2015. The 2015 district dropout rate was 10.9 percent, slightly increased by 0.1 percent from 2011. Fifteen campuses experienced increased dropout rates. Eighteen campuses had decreased dropout rates, and the decreases ranged from -0.2 (Davis HS) to -25.0 percent (AVA). Four of the five campuses (Community Services- SEC, Harper Alt., Reach Charter, and AVA) with the highest dropout rates in 2015 were alternative schools. Jones Future Academy's dropout rate increased by 26.6 percent in 2015 when compared to 2014.

Table 6 shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2011 to 2015. The campuses are ranked by the number of dropouts in 2014–2015. The number of dropouts increased from 81 in 2010–2011 to 281 in 2014–2015. The number of dropouts almost doubled from 2014 to 2015. Thirty-one schools reported more students dropped out of school in 2014–2015 when compared to the prior year, up from 21 campuses in the prior year. Nine campuses had fewer number of dropouts and twenty-one campuses remains unchanged.

Five campuses, the first one of which is a virtual school serving students in grades 3–12 throughout Texas, accounted for 151 (54 percent) of the 281 dropouts in 2014–2015:

- Texas Connections Academy at Houston: 60
- Sugar Grove MS: 30
- Revere MS: 25
- Long Academy: 18
- Key MS: 18

The biggest increase comes from Texas Connections Academy at Houston. A closer look at the 2012–2015 data indicates the number of student enrolled almost doubled from 588 in the 2012–2013 school year to 1130 in 2013–2014 school year and remained stable at 1,108 students in 2014–2015 school year. However, the number of dropouts also increased from 1 in 2012–2013 to 38 in 2013–2014 to 60 in 2014–2015 (dropout rates increased from 0.2 percent to 3.4 percent to 5.4 percent). The increase in 2014–2015

occurred in various student groups, including Asian, White, Economically Disadvantaged, and Title I students. The number of White students who dropped out doubled from 16 to 32 in the past year. Title I students also increased from 37 to 60.

The student enrollment remained stable at Sugar Grove MS, Revere MS, Long Academy, and Key MS in the past school year. The increase in dropouts occurred across almost all student groups, especially African American, Hispanic, At Risk, Economically Disadvantaged, ELL, and Title I students. In addition to these five schools, there are several schools that saw an increase of more than five dropout students compared to the prior year including Inspired Academy, Forrest Brook MS, Cullen MS, Fondren MS, and Dowling MS. The same pattern of increased dropouts in various student groups was observed in these schools as well.

Table 3. Four-Year Completion Counts and Percent by Campus: Class of 2015 with Exclusions*Ranked by 2015 graduation rates*

District/ School	# in Class	Graduation		Dropout		Continuer		GED	
		N	%	N	%	N	%	N	%
HISD	11,204	9,182	82.0	1,221	10.9	742	6.6	59	0.5
Carnegie HS	138	138	100.0	0	0.0	0	0.0	0	0.0
Challenge EC	102	102	100.0	0	0.0	0	0.0	0	0.0
Debakey HS	186	186	100.0	0	0.0	0	0.0	0	0.0
East EC HS	106	106	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad.	108	108	100.0	0	0.0	0	0.0	0	0.0
E-STEM Central HS (321)	6	6	100.0	0	0.0	0	0.0	0	0.0
HS Perf. Vis. Arts	170	170	100.0	0	0.0	0	0.0	0	0.0
Mount Carmel Acad.	68	68	100.0	0	0.0	0	0.0	0	0.0
N. Houston ECHS	88	88	100.0	0	0.0	0	0.0	0	0.0
Law Enf. CJHS	106	105	99.1	1	0.9	0	0.0	0	0.0
Sharpstown Intl	87	85	97.7	1	1.1	1	1.1	0	0.0
Jordan HS	187	182	97.3	3	1.6	1	0.5	1	0.5
Hou Acad. Intl.	93	90	96.8	0	0.0	3	3.2	0	0.0
Reagan HS	489	472	96.5	7	1.4	7	1.4	3	0.6
E-STEM West HS (455)	23	22	95.7	1	4.3	0	0.0	0	0.0
Lamar HS	818	781	95.5	16	2.0	18	2.2	3	0.4
Furr HS	208	197	94.7	4	1.9	7	3.4	0	0.0
Westside HS	573	539	94.1	16	2.8	16	2.8	2	0.3
Davis HS	383	353	92.2	17	4.4	13	3.4	0	0.0
Austin HS	333	295	88.6	32	9.6	5	1.5	1	0.3
Bellaire HS	785	694	88.4	51	6.5	34	4.3	6	0.8
Milby HS	453	385	85.0	48	10.6	16	3.5	4	0.9
Chavez HS	785	661	84.2	85	10.8	39	5.0	0	0.0
Sharpstown HS	284	239	84.2	27	9.5	16	5.6	2	0.7
Houston MSTC HS	499	419	84.0	57	11.4	23	4.6	0	0.0
Waltrip HS	359	296	82.5	42	11.7	19	5.3	2	0.6
Westbury HS	475	389	81.9	60	12.6	24	5.1	2	0.4
Sterling HS	201	164	81.6	25	12.4	12	6.0	0	0.0
Lee HS	275	222	80.7	20	7.3	32	11.6	1	0.4
Yates HS	198	156	78.8	31	15.7	8	4.0	3	1.5
Washington HS	145	113	77.9	21	14.5	11	7.6	0	0.0
Scarborough HS	152	116	76.3	25	16.4	11	7.2	0	0.0
Madison HS	390	295	75.6	75	19.2	18	4.6	2	0.5
Kashmere HS	123	92	74.8	26	21.1	5	4.1	0	0.0
Wheatley HS	206	138	67.0	58	28.2	10	4.9	0	0.0
Worthing HS	176	101	57.4	51	29.0	24	13.6	0	0.0
Jones Futures Acad.^	45	22	48.9	20	44.4	2	4.4	1	2.2
Reach Charter	161	53	32.9	79	49.1	27	16.8	2	1.2
Harper Alt.	17	4	23.5	9	52.9	4	23.5	0	0.0
AVA	184	31	16.8	58	31.5	92	50.0	3	1.6
HCC Life Skills	7	1	14.3	0	0.0	6	85.7	0	0.0
Comm. Serv.	24	1	4.2	23	95.8	0	0.0	0	0.0
Liberty HS	153	0	0.0	26	17.0	127	83.0	0	0.0
Rogers TH MS	1	0	0.0	0	0.0	1	100.0	0	0.0
No Campus Calculation*	834	497	59.6	206	24.7	110	13.2	21	2.5

*Rates are not calculated for 11 campuses that do not meet criteria for calculating rates, but students are included in district-level rates.

^ Jones HS became Jones Futures Academy Magnet School at the start of the 2014-2015 School Year.

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

Table 4. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2011–2015

Ranked by 2015 graduation rates. Performance below district averages are highlighted in red

District/School	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Change, Class of 2014-2015	
HISD	81.2	81.7	81.6	81.8	82.0		0.2
Carnegie HS	100.0	100.0	100.0	100.0	100.0		0.0
Challenge EC	84.1	96.0	96.0	95.9	100.0		4.1
Debakey HS	100.0	100.0	100.0	100.0	100.0		0.0
East EC HS	86.5	93.7	98.9	99.1	100.0		0.9
Eastwood Acad.	100.0	98.9	100.0	100.0	100.0		0.0
E-STEM Central HS (321)	—	—	—	100.0	100.0		0.0
HS Perf. Vis. Arts	100.0	100.0	99.3	100.0	100.0		0.0
Mount Carmel Acad.	98.1	97.5	95.9	100.0	100.0		0.0
N. Houston ECHS	—	—	—	98.7	100.0		1.3
Law Enf. CJHS	99.2	99.2	99.1	99.2	99.1		-0.1
Sharpstown Intl	—	—	—	—	97.7		n/a
Jordan HS	98.3	98.2	97.6	98.7	97.3		-1.4
Hou Acad. Intl.	92.4	91.6	90.2	87.4	96.8		9.4
Reagan HS	93.7	94.4	95.0	95.3	96.5		1.2
E-STEM West HS (455)	—	—	—	—	95.7		n/a
Lamar HS	93.7	93.1	93.0	93.2	95.5		2.3
Furr HS	90.9	89.8	95.8	94.3	94.7		0.4
Westside HS	91.0	90.7	92.2	92.2	94.1		1.9
Davis HS	89.4	85.4	84.8	86.2	92.2		5.9
Austin HS	84.4	81.5	89.8	87.1	88.6		1.4
Bellaire HS	89.3	91.4	89.7	90.3	88.4		-1.9
Milby HS	84.3	83.8	90.2	86.2	85.0		-1.2
Chavez HS	82.9	85.9	86.2	82.9	84.2		1.3
Sharpstown HS	73.4	81.8	80.3	80.1	84.2		4.1
Houston MSTC HS	75.3	77.0	81.4	85.7	84.0		-1.7
Waltrip HS	83.9	82.4	77.7	82.6	82.5		-0.1
Westbury HS	77.2	82.8	80.6	77.9	81.9		4.0
Sterling HS	87.0	79.2	82.6	76.3	81.6		5.3
Lee HS	67.1	82.4	83.4	87.8	80.7		-7.1
Yates HS	80.7	86.9	83.2	82.3	78.8		-3.5
Washington HS	78.2	75.5	79.3	75.7	77.9		2.3
Scarborough HS	79.3	86.3	74.7	80.0	76.3		-3.7
Madison HS	85.6	80.7	84.5	81.1	75.6		-5.4
Kashmere HS	76.8	68.9	71.2	70.3	74.8		4.5
Wheatley HS	73.5	73.2	69.2	67.7	67.0		-0.7
Worthing HS	80.2	70.5	75.5	65.1	57.4		-7.7
Jones Futures Acad.*	70.9	80.7	74.3	79.8	48.9		-30.9
Reach Charter	35.1	35.9	38.4	34.5	32.9		-1.5
Harper Alt.	25.0	27.8	30.8	13.3	23.5		10.2
AVA	—	—	—	9.3	16.8		7.6
HCC Life Skills	0.0	0.0	0.0	0.0	14.3		14.3
Comm. Serv.	0.0	0.0	0.0	5.0	4.2		-0.8
Liberty HS	0.0	2.2	1.5	1.6	0.0		-1.6
Rogers TH MS	0.0	0.0	0.0	0.0	0.0		0.0

*Jones HS became Jones Futures Academy Magnet School at the start of the 2014-2015 School Year.

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report, June 2016

Table 5. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2011-2015

Ranked by 2015 dropout rates. Performance above district averages are highlighted in red

District/School	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Change, Class of 2014-2015
HISD	10.8	11.3	11.1	10.8	10.9	0.1
Comm. Serv.	72.5	82.8	75.0	90.0	95.8	5.8
Harper Alt.	58.3	61.1	53.8	60.0	52.9	-7.1
Reach Charter	43.2	46.2	36.4	45.9	49.1	3.1
Jones Futures Acad.*	20.3	14.0	18.3	17.9	44.4	26.6
AVA	47.3	56.6	56.6	56.5	31.5	-25.0
Worthing HS	15.5	23.8	19.9	27.1	29.0	1.9
Wheatley HS	18.7	15.8	22.9	25.4	28.2	2.8
Kashmere HS	12.8	25.2	26.0	23.4	21.1	-2.3
Madison HS	9.7	10.7	9.4	11.1	19.2	8.2
Liberty HS	20.8	22.5	26.8	25.0	17.0	-8.0
Scarborough HS	6.7	11.8	19.1	8.6	16.4	7.9
Yates HS	17.3	8.8	13.2	11.6	15.7	4.0
Washington HS	11.4	12.0	12.8	19.0	14.5	-4.6
Westbury HS	15.8	13.0	14.3	14.2	12.6	-1.6
Sterling HS	9.6	16.4	12.8	17.7	12.4	-5.2
Waltrip HS	8.0	11.1	13.9	12.7	11.7	-1.0
Houston MSTC HS	10.8	10.5	8.2	9.3	11.4	2.1
Chavez HS	12.2	10.7	10.3	11.1	10.8	-0.3
Milby HS	9.2	10.5	5.7	9.8	10.6	0.8
Austin HS	8.2	13.8	8.1	10.0	9.6	-0.4
Sharpstown HS	13.7	9.3	12.0	10.8	9.5	-1.3
Lee HS	17.2	8.2	8.5	5.1	7.3	2.2
Bellaire HS	5.2	4.4	5.1	5.1	6.5	1.4
Davis HS	2.4	1.8	5.4	4.6	4.4	-0.2
E-STEM West HS (455)	—	—	—	—	4.3	
Westside HS	5.5	5.4	4.4	4.5	2.8	-1.7
Lamar HS	2.8	3.3	3.0	2.9	2.0	-1.0
Furr HS	2.7	3.2	2.4	1.6	1.9	0.4
Jordan HS	1.0	1.8	2.0	0.9	1.6	0.7
Reagan HS	3.5	3.8	3.0	3.5	1.4	-2.1
Sharpstown Intl	—	—	—	—	1.1	
Law Enf. CJHS	0.8	0.8	0.0	0.8	0.9	0.1
HS Perf. Vis. Arts	0.0	0.0	0.0	0.0	0.0	0.0
Debakey HS	0.0	0.0	0.0	0.0	0.0	0.0
Rogers TH MS	—	—	0.0	0.0	0.0	0.0
HCC Life Skills	0.0	0.0	0.0	0.0	0.0	0.0
Eastwood Acad.	0.0	1.1	0.0	0.0	0.0	0.0
N. Houston ECHS	—	—	—	0.0	0.0	0.0
Mount Carmel Acad.	0.0	1.3	2.7	0.0	0.0	0.0
E-STEM Central HS (321)	—	—	—	0.0	0.0	0.0
Carnegie HS	0.0	0.0	0.0	0.0	0.0	0.0
Challenge EC	2.4	1.1	3.0	1.0	0.0	-1.0
East EC HS	0.0	0.0	0.0	0.9	0.0	-0.9
Hou Acad. Intl.	0.0	0.0	2.4	1.1	0.0	-1.1

* Jones HS became Jones Futures Academy Magnet School at the start of the 2014-2015 School Year.

Source: TEA Confidential Class of 2015 Four-Year Longitudinal Summary Report; June 2016

Table 6. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2015
Ranked by the number of dropouts in 2014-15

District/School	School Year 2010-11 # Dropouts	School Year 2011-12 # Dropouts	School Year 2012-13 # Dropouts	School Year 2013-14 # Dropouts	School Year 2014-15 # Dropouts	Change, School Years 2014-2015
HISD	81	101	82	149	281	132
Tx Conn. Acad.	2	9	1	38	60	22
Sugar Grove MS	0	4	1	1	30	29
Revere MS	3	4	0	5	25	20
Long Acad	3	2	6	8	18	10
Key MS	2	2	2	13	18	5
Inspired Acad	0	3	6	6	13	7
Forest Brook MS	—	—	—	7	12	5
Cullen MS	1	0	3	4	11	7
Fondren MS	3	4	4	6	11	5
Holland MS	4	3	4	5	8	3
Dowling MS	4	5	1	1	8	7
HS Ahead MS	11	8	16	10	8	-2
Welch MS	0	0	1	3	6	3
McReynolds MS	1	4	2	3	4	1
Fleming MS	0	3	0	0	4	4
Ortiz MS	2	0	1	3	4	1
Fonville MS	2	3	2	3	3	0
Hogg MS	1	2	1	0	3	3
Black MS	1	1	1	2	2	0
Burbank MS	2	3	0	0	2	2
Deady MS	1	1	0	1	2	1
Edison MS	0	2	0	2	2	0
Clifton MS	2	1	2	5	2	-3
Henry MS	0	7	1	1	2	1
Jackson MS	1	3	2	1	2	1
Thomas MS	0	0	3	1	2	1
Harper Alt.	1	0	3	2	2	0
Stevenson MS	2	1	0	0	2	2
Las Americas MS	0	0	0	1	2	1
Leland YMCPA	N/A	0	0	0	2	2
Comm. Serv.	1	4	2	2	1	-1
Hamilton MS	0	1	1	0	1	1
Lanier MS	0	0	0	0	1	1
Pershing MS	0	1	1	5	1	-4
Sharpstown Intl	0	0	0	0	1	1
West Briar MS	1	0	0	4	1	-3
Woodson School	2	2	1	0	1	1
Pilgrim Acad.	0	0	0	0	1	1

Table continued on the next page.

**Table 6 (Continued). Annual Dropout Counts in Grades 7–8 by Campus:
School Years 2011–2015**

Ranked by the number of dropouts in 2014-15

District/School	School Years 2010-11 # Dropouts	School Years 2011-2012 # Dropouts	School Years 2012-2013 # Dropouts	School Years 2013-2014 # Dropouts	School Years 2014-2015 # Dropouts	Change, School Years 2014-2015
Pin Oak MS	0	0	0	0	1	1
Young Scholars	0	0	0	1	1	0
Reagan Ed Ctr	N/A	N/A	1	0	1	1
Rogers TH MS	0	1	1	1	0	-1
Attucks MS	1	3	1	2	0	-2
Hartman MS	2	1	1	0	0	0
Johnston MS	0	1	0	0	0	0
Gregory-Lincoln PK-8	1	0	2	0	0	0
Marshall MS	0	2	0	1	0	-1
Grady MS	0	1	0	0	0	0
Chrysalis MS	0	0	0	0	0	0
Rice School	0	1	0	0	0	0
Williams MS	1	1	0	0	0	0
Garden Oaks ES	—	—	—	0	0	0
Rusk School	0	1	0	0	0	0
Wharton Dual Lang.	0	0	0	0	0	0
Wilson Mont.	0	0	0	0	0	0
Beechnut Acad	0	0	0	0	0	0
Energized MS	0	0	1	0	0	0
Briar meadow	0	0	0	0	0	0
E-STEM West MS (455)	0	0	2	1	0	-1
E-STEM Central MS (321)	—	—	—	0	0	0
YWCPA	—	—	1	0	0	0
Baylor College MS	N/A	N/A	N/A	—	0	

Source: TEA 2014-2015 Annual Dropout Report; June 2016

Appendix A

Reasons for Excluded Records As Defined by the Texas Education Agency

According to TEA, starting in 2010–2011, a student who meets one or more of the following criteria is **excluded from** campus and district completion rate calculations used for accountability purposes:

- A student who is ordered by court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate;
- A student previously reported to the state as a dropout;
- A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds);
- A student whose initial enrollment in a school in the United States in Grades 7–12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1);
- A student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located (TEC §39.054(f) and §39.055); and,
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

According to TEA, starting in 2010–2011, a student reported to have left school for any of the following reasons is **NOT** considered a dropout for accountability reasons:

- A student who **graduated**;
- A student who **died** while enrolled in school or during the summer break after completing the prior school year;
- A student who withdrew from/left school to **return to family's home country**;
- A student who withdrew from/left school to **enter college** and is working towards an Associate's or Bachelor's degree;
- A student who withdrew from/left school for **home schooling**;
- A student who was **removed by Child Protective Services (CPS)** and the district has not been informed of the student's current status or enrollment;
- A student was **expelled** under the provisions of TEC §37.007 and cannot return to school;
- A student who withdrew from/left school to **enroll in a private school** in Texas;
- A student who withdrew from/left school to enroll in a public or private school outside of Texas;
- A student was **withdrawn from school by the district** when the district discovered that the student was not a resident at the time of enrollment or had falsified enrollment information, proof of identification was not provided, or immunization records were not provided;
- A student who graduated outside of Texas, returned to school, and left again; **or**
- A student who received a **GED outside Texas**, returned to school to work toward the completion of a high school diploma, and then left; or student earned GED outside Texas after leaving Texas public schools;