

## MEMORANDUM

November 19, 2021

TO: Board Members

FROM: Millard House II  
Superintendent of Schools

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2019–2020**

CONTACT: Allison Matney, Ed.D., 713-556-6700

Attached are the four-year graduation and dropout data for the 2019–2020 academic year. The 2020 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2016–17 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 (EL) 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:

### **Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2020**

- Out of 12,836 students in the class of 2020, 10,752 (83.8 percent) graduated. The graduation rate for the class of 2020 was 2.8 percentage-point higher than the rate for the class of 2019. This is the district's third largest cohort and largest number of graduates, and the highest graduation rate since the state implemented the current methodology in 2011
- Among the four major ethnic groups in the class of 2020, Asian students had the highest graduation rate (90.7 percent), followed by African American students (84.2 percent), White students (83.9 percent), and Hispanic students (83.2 percent). Compared to the class of 2019, the graduation rate for African American, Hispanic, and White students **increased** by 3.1, 3.0, and 3.2, percentage points, respectively; while the graduation rate for Asian students **decreased** by 1.5 percentage points.
- The longitudinal dropout rate for the class of 2020 was 12.4 percent (based on 1,597 dropouts), 1.2 percentage points lower than the rate for the class of 2019.
- White students had the highest longitudinal dropout rate among the major ethnic groups (13.2 percent), followed by Hispanic students (12.7 percent) and African American students (12.5 percent). Asian students had the lowest longitudinal dropout rate (5.5 percent). The dropout rates for African American, Hispanic, and White students were 2.3, 1.1, and 0.1 percentage points **lower** than the rates for the class of 2019. The dropout rate for Asian students **remained the same**.

## **Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2020**

- The graduation rate used for federal accountability purposes was 82.0 percent for the class of 2020, an **increase** of 2.8 percentage points over the class of 2019, and the highest rate since 2011.
- The longitudinal dropout rate for all students **decreased** by 1.1 percentage points from 14.0 percent in 2019 to 12.9 percent in 2020.

## **Administrative Response**

### **Student Assistance Department**

The Student Assistance department structure incorporates compliance analysts and outreach workers to assist campuses in matters of attendance, dropout prevention, homeless assistance, and support to students who are in foster care or residential treatment. The department is responsible for the planning and implementation of programs that address the needs of students at risk for school failure due to non-academic indicators. The Student Assistance team works to coordinate various supports and strategies in schools and communities to provide at-risk students with the opportunity to graduate from high school.

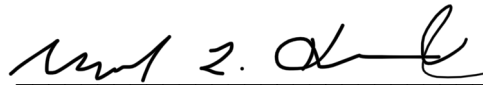
Outreach staff provides direct services to identified students and families to remove barriers to attendance and achievement. Referrals for additional resources are also provided to connect students and their families to the appropriate services as needed. Compliance Analysts work to ensure that student data is accurately reported and in accordance with state and federal guidelines.

The Student Assistance Department will continue to address the needs of our students to reduce the dropout rate and increase the graduation rate. We are committed to the following priorities:

- Collaborate with the High School, Middle School, and Achieve 180 offices to develop a district-wide checkpoint system for Graduation Support Meetings (GSM) and leaver documentation and coding;
- Early identification of students at-risk of dropping out of school through campus-based and district-wide Graduation Support Meetings, Leaver Management Detail Report data, Outreach Workers, and community referrals;
- Collaborate with schools to identify students at risk of failure due to academic, social, or behavioral issues and provide assistance to prevent students from dropping out of school;
- Provide intensive support to Revere, Sugar Grove and Cullen middle schools to decrease their number of dropouts;
- Provide support to assigned campuses, continuous analysis of data, and adopt a three-tiered approach to addressing chronic absenteeism and dropout prevention;
  - The new approach aims to engage students, address barriers to attendance and achievement, and coordinate necessary services.
- Educate campus staff on how graduation and dropout data can impact accountability ratings;
- Train campus staff to evaluate data in order to determine students who are at risk of not graduating with their cohorts as well as to provide conversion strategies for students that have fallen behind (such as credit recovery courses);

- Leverage and coordinate social services for the “whole” child to provide targeted assistance to students;
- Collaborate with community partners such as Harris County’s Precinct Justice of the Peace, Harris County’s TRIAD and Juvenile Probation Department (Educational Advocates), and the City of Houston’s Municipal Court Juvenile Case Management Program; and
- Collaborate with HISD departments such as College and Career Readiness, Special Education, Multilingual, Family and Community Empowerment, Interventions Office, Social Emotional Learning, Parent Center, Wraparound Services, ROSES, Ascending to Men, and HISD alternative high school (On Time Graduation Academy) programs to provide and receive support through professional development, programming, and other initiatives that strengthen student and family support.

Should you have any further questions, please contact Allison Matney in the Research and Accountability Department at (713) 556-6700.

 MLH

#### Attachments

cc: Superintendent’s Direct Reports  
Assistant Superintendents  
Candice Castillo

HOUSTON INDEPENDENT SCHOOL DISTRICT



# RESEARCH

Educational Program Report

**GRADUATION AND DROPOUT ANALYSIS**  
**2019–2020**



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# Graduation and Dropout Analysis: 2019–2020

## Executive Summary

Graduation of students from high school represents the culmination of the collective efforts of the 27,000+ members of the Houston Independent School District (HISD) community working collaboratively with the parents and other stakeholders to reach an important milestone without which access to higher education is blocked. The district's 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 as we work toward every student being a Global Graduate. These metrics are not only part of federal and state accountability, but they also attract broad attention across the nation given the district's size and the large proportion of economically disadvantaged students that it serves.

### Highlights of the Class of 2020 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,836 students in the class of 2020, 10,752 (83.8 percent) graduated. The graduation rate for the class of 2020 was 2.8 percentage-point **higher** than the rate for the class of 2019. This is the district's third largest cohort and largest number of graduates, and the highest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2020, Asian students had the highest graduation rate (90.7 percent), followed by African American students (84.2 percent), White students (83.9 percent), and Hispanic students (83.2 percent). Compared to the class of 2019, the graduation rate for African American, Hispanic, and White students **increased** by 3.1, 3.0, and 3.2, percentage points, respectively; while the graduation rate for Asian students **decreased** by 1.5 percentage points.
- The longitudinal dropout rate for the class of 2020 was 12.4 percent (based on 1,597 dropouts), 1.2 percentage points lower than the rate for the class of 2019.
- White students had the highest longitudinal dropout rate among the major ethnic groups (13.2 percent), followed by Hispanic students (12.7 percent) and African American students (12.5 percent). Asian students had the lowest longitudinal dropout rate (5.5 percent). The dropout rates for African American, Hispanic, and White students were 2.3, 1.1, and 0.1 percentage points **lower** than the rates for the class of 2019. The dropout rate for Asian students **remained the same**.
- The graduation rate for 8,906 economically disadvantaged students in the class of 2020 was 83.4 percent, 2.6 percentage-point **higher** than the rate for the class of 2019. The longitudinal dropout rate for economically disadvantaged students was 12.3 percent, a **decrease** of 1.2 percentage points over the class of 2019.
- The graduation rate for 2,591 students in the class of 2020 identified as Ever English Language Learners in high school (EL 9–12) was 69.2 percent, **an increase** of 8.9 percentage points over the class of 2019. The longitudinal dropout rate for EL 9–12 students was 23.5 percent, a **decrease** of 2.7 percentage points over the class of 2019.
- The graduation rate for 935 students in the class of 2020 identified as Students with Disabilities (SWD) was 75.1 percent, an **increase** of 5.9 percentage points over the class of 2019. The longitudinal dropout rate for SWD students was 17.0 percent, a **decrease** of 3.1 percentage points over the class of 2019.

#### Highlights of the Class of 2020 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 82.0 percent for the class of 2020, an **increase** of 2.8 percentage points over the class of 2019, and the highest rate since 2011.
- The longitudinal dropout rate for all students **decreased** by 1.1 percentage points from 14.0 percent in 2019 to 12.9 percent in 2020.

## Introduction

This report provides the four-year longitudinal graduation and dropout rates for students who were expected to graduate from Houston Independent School District (HISD) high schools in 2019–2020 and the annual dropout rates for students who attended district schools in grades 7–8 during 2019–2020. 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 who graduate, remain enrolled, receive a Texas Certificate of High School Equivalency (TxCHSE), or drop out by the fall following their anticipated graduation date. The anticipated graduation date is determined by the year they first enroll in ninth grade.

The extended longitudinal rates reflect the percentages of students from a class of beginning ninth graders who graduate, remain enrolled, receive TxCHSE, or drop out by the fall a year or more after their anticipated graduation date. The five-year and six-year extended longitudinal rates are not included in this report.

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

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 TxCHSE, continue school outside the public-school system, begin college, or die.

Based on Public Education Information Management System (PEIMS) records, the Texas Education Agency (TEA) determined that 15,157 students either entered ninth grade in HISD high schools in the 2016–2017 school year or were added to the 2016–17 cohort over the next three years. **Table 1** provides the number of students in the 2019–20 cohort by final status.

**Table 1. HISD 2019–2020 Cohort by Final Status**

Status	Number of Students	
Graduated	10,752	
Continued H.S.	447	
Received TxCHSE	40	
Dropped out	1,597	
<i>Subtotal for State Accountability</i>		12,836
Excluded continuer	194	
Excluded dropout	98	
Excluded graduate	51	
Excluded TxCHSE recipient	0	
<i>Subtotal for Federal Accountability</i>		13,179
Juvenile detention	122	
Other leaver	1,826	
Data error	30	
<b>Total for 2019–2020 Cohort</b>		<b>15,157</b>



Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report and student list, June 2021

Starting in 2010–2011, the Texas Education Agency (TEA) introduced six criteria (TEC §39.053(g-1) and TEC §39.055) 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 2** shows the district’s total student enrollment, as well as the number of seniors and graduates with exclusions, for the past nine cohorts to provide a context for the data that follow. The Class of 2020 is the district’s third largest cohort and largest number of graduates during that period, and the highest graduation rate since 2011 using the state calculations.

**Table 2. HISD Enrollment and Graduates (with Exclusions) for State Accountability, 2011–2020**

School Year	District Enrollment*	Total Number of Enrolled 12 <sup>th</sup> Grade Students*	Graduation Class Cohort	Total Number of Graduates (with Exclusions^*) for each Cohort
2010–2011	203,294	10,463	Class of 2011 (N=11,126)	9,035 (81.2%)
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%)
2015–2016	214,891	10,896	Class of 2016 (N=11,858)	9,543 (80.5%)
2016–2017	215,408	11,090	Class of 2017 (N=12,310)	9,940 (80.7%)
2017–2018	213,528	11,584	Class of 2018 (N=12,889)	10,430 (80.9%)
2018–2019	209,040	11,591	Class of 2019 (N=12,997)	10,524 (81.0%)
2019–2020	209,309	11,425	Class of 2020 (N=12,836)	10,752 (83.8%)

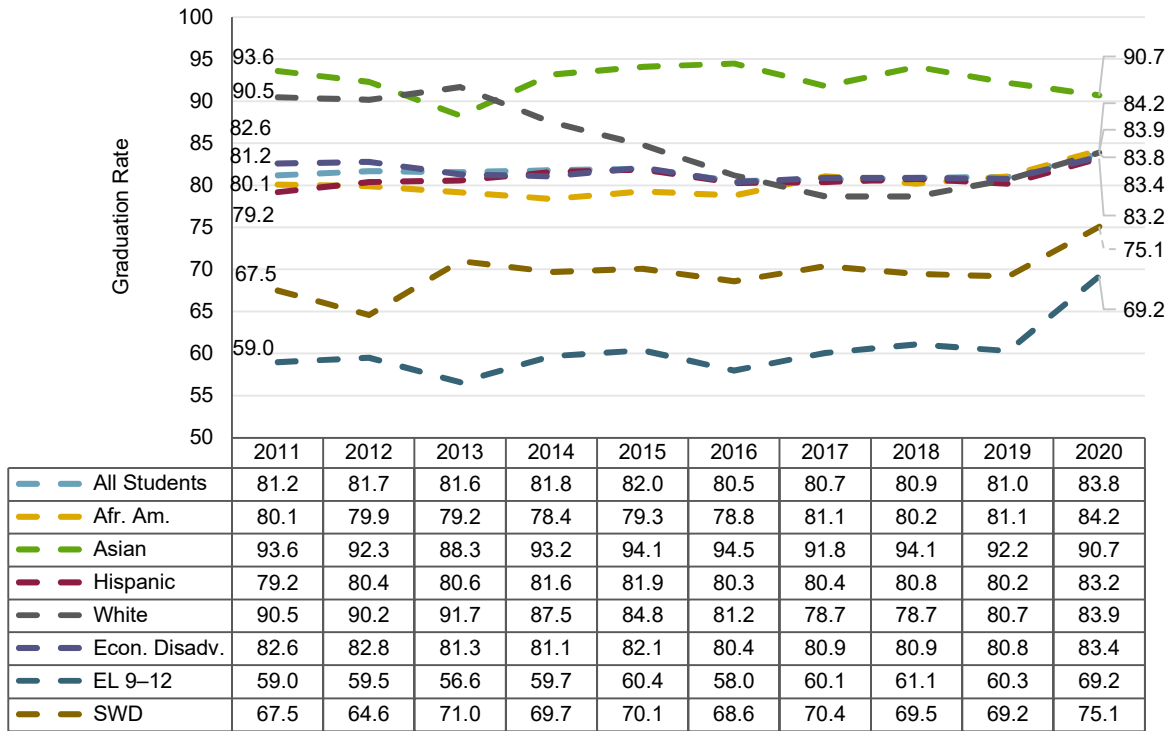
Sources: \*2010–2012 enrollment data is from Academic Excellence Indicator System for 2010–2012 and 2012–2018 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2019–2020.

^TEA Class of 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, and 2020 Confidential Four-Year Longitudinal Summary Report with Exclusions for State Accountability.

## District Results

### Graduation and Dropout Results with Exclusions

**Figure 1. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12  
With Exclusions: 2011–2020**



Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2021

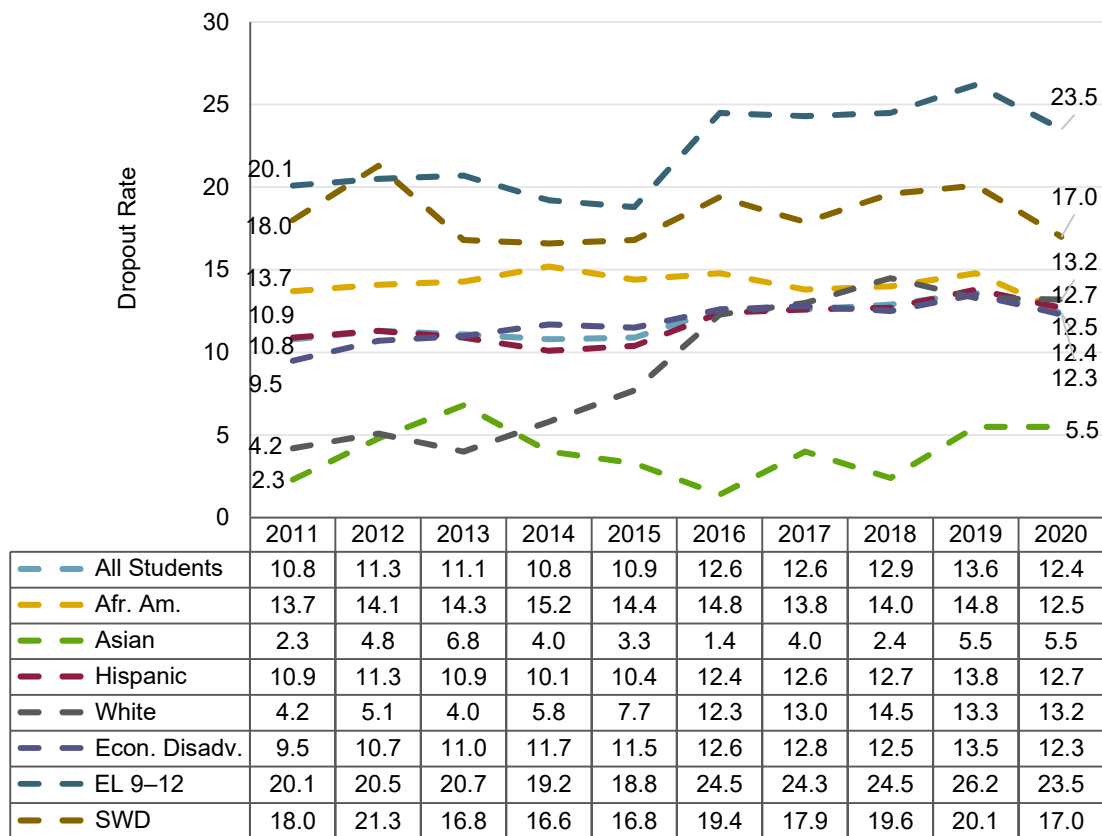
**Figure 1** indicates that from **2011 to 2020**:

- The longitudinal four-year graduation rates with exclusions **increased** for the All, African American, Hispanic, Economically Disadvantaged, students who were ever coded as English learners in high school (EL 9–12), and Students with Disabilities (SWD) student groups.
- The longitudinal four-year graduation rates with exclusions **decreased** for the Asian, and White student groups.
- The Hispanic-White gap in the four-year graduation rate with exclusions **decreased** from 11.3 percentage points in 2011 to 0.7 percentage points in 2020. This is due to a 4.0 percentage-point increase in the Hispanic student group and a 6.6 percentage-point drop in the White student group.
- The African American-White gap in the four-year graduation rate with exclusions **decreased** from 10.4 percentage points in 2011 to 0.3 percentage points in 2020; now in favor of African American students. This is due to a 4.1 percentage-point increase in the African American student group and a 6.6 percentage-point drop in the White student group.

**Figure 1** indicates that from **2019 to 2020**:

- The longitudinal four-year graduation rates with exclusions **increased** for all student groups except Asian student group.

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12  
With Exclusions: 2011–2020**



Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2021

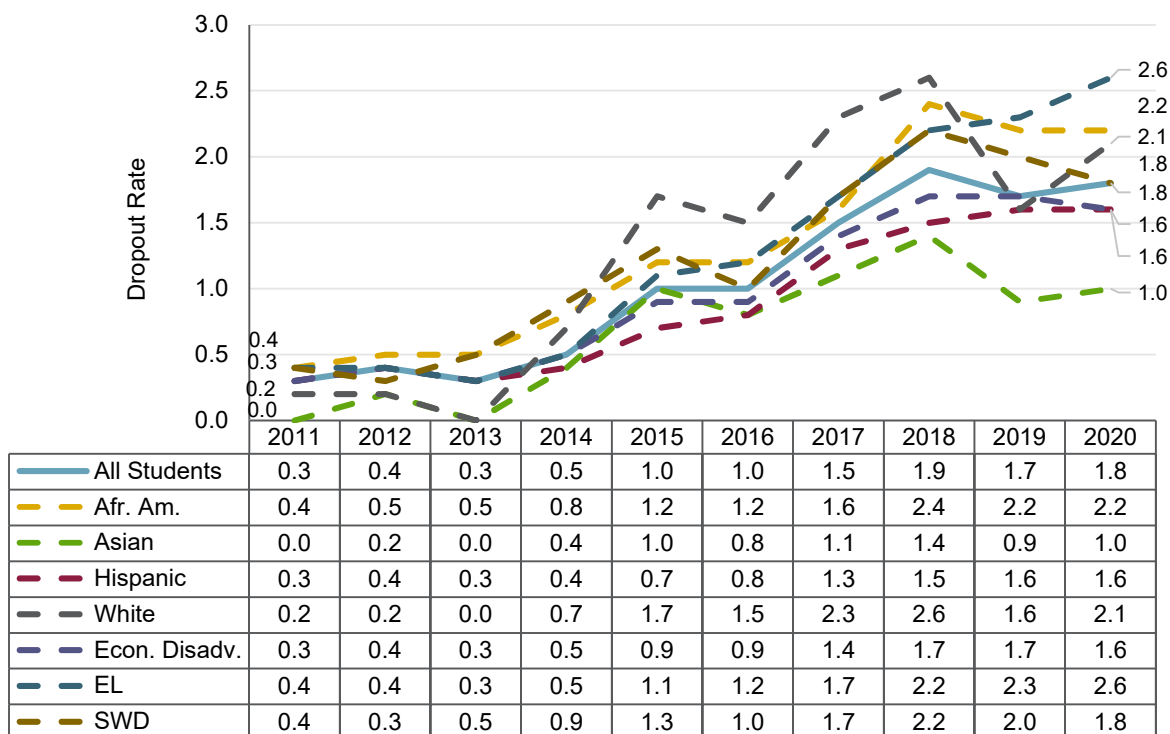
**Figure 2** indicates that from **2011 to 2020**:

- The longitudinal four-year dropout rates with exclusions **increased** for the All, Asian, Hispanic, White, Economically Disadvantaged, and EL 9–12 student groups. **Increases** ranged from 1.6 percentage points for the All students to 9.0 percentage points for White students.
- The longitudinal four-year dropout rates with exclusions **decreased** for the African American and SWD student groups.
- The Hispanic-White gap in the four-year dropout rate with exclusions **declined** from 6.7 percentage points in 2011 to 0.5 percentage points in 2020, now in favor of Hispanic students. However, both student groups showed an increase in dropout rates since 2011.
- The African American-White gap in the four-year dropout rate with exclusions **declined** from 9.5 percentage points in 2011 to 0.7 percentage points in 2020, now in favor of African American students. This is due to a 9.0 percentage-point increase in the White student group and a 1.2 percentage-point decrease in the African American student group.

**Figure 2** indicates that from **2019 to 2020**:

- The longitudinal four-year dropout rates with exclusions **declined** for all student groups except Asian student group, which remains the same.

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8  
With Exclusions: 2011–2020**



Source: TEA 2019–2020 Annual Dropout Summary Report, June 2021

**Figure 3** indicates that from **2011 to 2020**:

- The annual dropout rates with exclusions for students in grades 7–8 **increased** for all student groups from 2011 to 2020. The increases range from 1.0 percentage points (Asian students) to 2.2 percentage points (EL students).
- The Hispanic-White gap in the annual dropout rate with exclusions **increased** from 0.1 percentage points in 2011 to 0.5 percentage points in 2020, now in favor of Hispanic students.
- The African American-White gap in the annual dropout rate with exclusions **decreased** 0.2 percentage points in 2011 to 0.1 percentage points in 2020.

**Figure 3** indicates that from **2019 to 2020**:

- The annual dropout rates **increased** for the All, Asian, White, and EL student groups and **decreased** for Economically Disadvantaged and SWD student groups. The African American and Hispanic student groups remained the same.

### Results for English Language Learners Based on HISD Internal Tracking

TEA reports graduation rates for English Learners (EL) who were an EL at some point in high school (i.e. EL 9–12) or an EL at the time of expected graduation. HISD also tracks EL students (Ever EL HISD) throughout their entire time in the district (Archived Chancery/SASI records). In the class of 2020, the longitudinal four-year graduation rate (with exclusions) for Ever EL HISD (82.7 percent) was **higher** than the Ever EL HS student group (69.2 percent) and 1.1 percentage points **lower** than the All student group (83.8 percent). The longitudinal four-year dropout rate (with exclusions) for Ever EL HISD (12.7 percent) was lower than the EL 9–12 (23.5 percent) rate.

### Foundation High School Program

In 2013, Texas established the Foundation High School Program (FHSP), a graduation program for students entering high school during the 2014–2015 school year. The new FHSP replaced the Minimum High School Program (MHSP). Under the FHSP, students may graduate without a curriculum endorsement (FHSP), with one or more endorsements (FHSP-E), or with a Distinguished Level of Achievement (FHSP-DLA).

**Table 3. HISD Diploma and Endorsements for Graduates (with Exclusions), Classes of 2019 & 2020**

Endorsement	# of Grads		Without Endorsement* (FHSP)		Endorsement (FHSP-E)		Distinguished (FHSP-DLA)		FHS35^		Min.		Rec./ Adv.	
	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020	2019	2020
0	1,300	1,586	893	1,419	1	1	137	152	244	6	7	4	18	4
1	4,376	5,969			4	2	4,371	5,967	1					
2	3,220	2,486					3,220	2,486						
3	1,406	638					1,406	638						
4	213	72					213	72						
5	9	1					9	1						
Total	10,524	10,752	893	1,419	5	3	9,356	9,316	245	6	7	4	18	4

\* TEC, Section 28.025(b) allows students, with parent permission, to opt out of a diploma with Endorsements.

^ Students submitted with a diploma program code of '35' were receiving special education services and were not eligible to pursue an endorsement (FHS35).

Source: TEA Class of 2019 & 2020 Four-Year Final Student List and PEIMS Fall 2019-2020

The FHSP provides the following endorsements: Science, Technology, Engineering, and Math (STEM), Business and Industry, Public Services, Arts and Humanities, and Multidisciplinary Studies. Graduates may earn one or more endorsements by completing the curriculum requirements under each endorsement. To earn a distinguished degree, the students must first earn an endorsement. The requirements for each endorsement and details regarding which endorsements are offered at each HISD high school are available at <http://houstonisd.org/playourpath>.

**Table 3** shows the distribution of diploma types for the classes of 2019 and 2020 graduates (with exclusions), the first 2 classes who could earn endorsements or a distinguished level of achievement. Of the 10,752 graduates in 2020, 9,316 graduates (87 percent) earned a distinguished diploma and only 3 students earned an endorsement without a distinguished diploma. 1,419 graduates (13 percent) graduated under FHSP without an endorsement, 526 graduates more than class of 2019. 4 students graduated under the Recommended High School Program (Rec.) or Advanced High School Program (Adv.) diploma program. **Table 4** (p. 9) shows how many classes of 2018 to 2020 graduates earned each endorsement.

**Table 4. Diploma Program for Graduates under FHSP, Classes of 2018–2020**

	Total			% of Endorsements		
	Class of 2018	Class of 2019	Class of 2020	Class of 2018	Class of 2019	Class of 2020
STEM	2,123	2,912	2,136	18.6%	18.3%	16.2%
Business and Industry	2,004	2,418	1,919	17.5%	15.2%	14.6%
Public Services	1,024	1,231	902	9.0%	7.7%	6.9%
Arts and Humanities	1,490	2,642	2,458	13.0%	16.6%	18.7%
Multidisciplinary Studies	4,796	6,728	5,733	41.9%	42.2%	43.6%
Total Endorsements (Duplicate Count)	11,437	15,931	13,148	100.0%	100.0%	100.0%

Source: TEA Class of 2020 Four-Year Final Student List, June 2021 and PEIMS FALL 2017-2020

### Graduation and Dropout Results without Exclusions

**Table 5** shows the district's total student enrollment, as well as the number of seniors and graduates without exclusions, for the past ten cohorts to provide a context for the data that follow in Figures 4–6. The 2020 graduation rate increased 2.8 percentage points from the prior year and the highest since 2011. This is the third largest cohort and number of graduates during the same period.

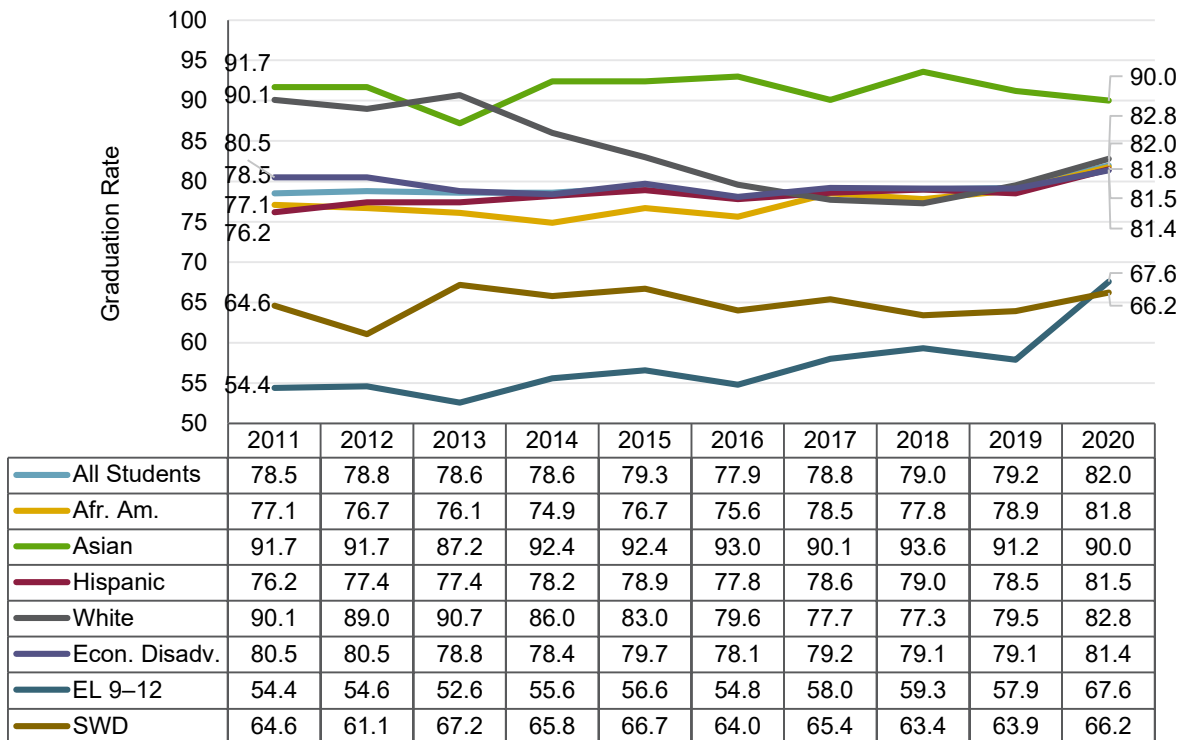
**Table 5. HISD Enrollment and Graduates (without Exclusions) for Federal Accountability, 2011–2020**

School Year	District Enrollment*	Total Number of Enrolled 12 <sup>th</sup> Grade Students*	Graduation Class Cohort	Total Number of Graduates without Exclusions^ for each Cohort
2010–2011	203,294	10,463	Class of 2011 (N=11,561)	9,070 (78.5%)
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%)
2015–2016	214,891	10,896	Class of 2016 (N=12,293)	9,580 (77.9%)
2016–2017	215,408	11,090	Class of 2017 (N=12,660)	9,980 (78.8%)
2017–2018	213,528	11,584	Class of 2018 (N=13,239)	10,463 (79.0%)
2018–2019	209,040	11,591	Class of 2019 (N=13,342)	10,566 (79.2%)
2019–2020	209,309	11,425	Class of 2020 (N=13,179)	10,803 (82.0%)

Sources: \*2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2018 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2019–2020.

^TEA Class of 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, and 2020 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: 2011–2020**



Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2021.

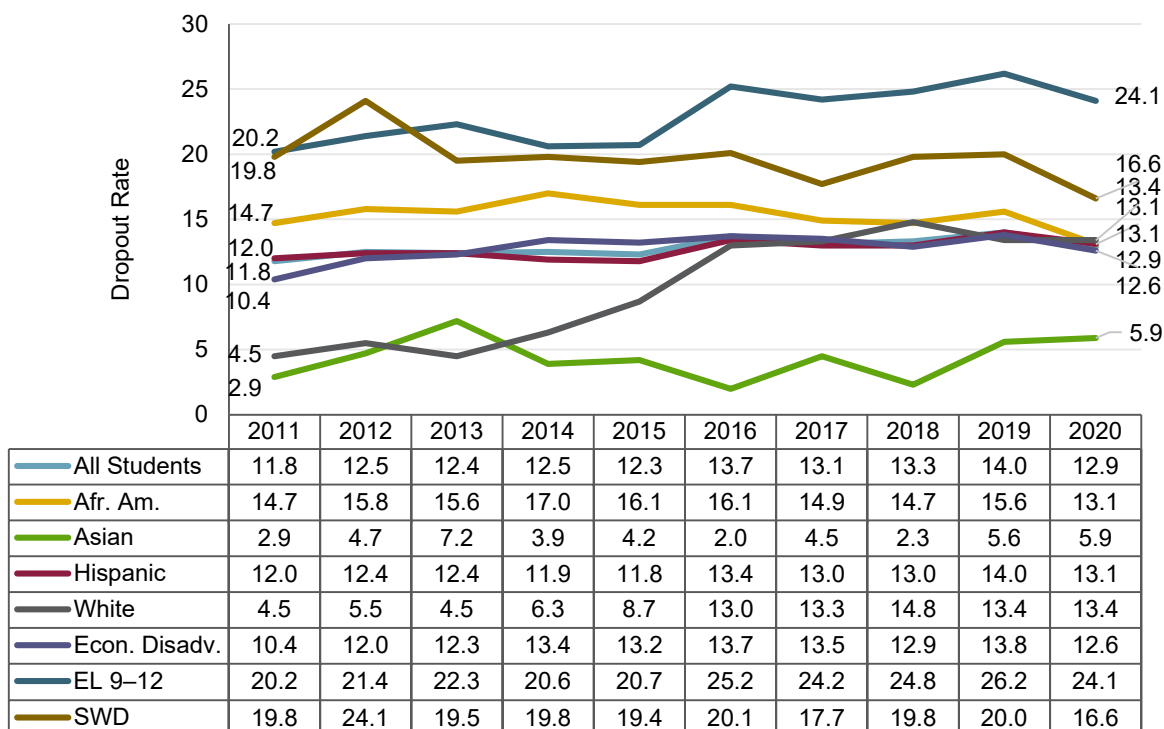
**Figure 4** indicates that from **2011 to 2020**:

- The class of 2020 graduation rate of 82.0 percent is the highest for the district since 2011 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased** for the All, African American, Hispanic, Economically Disadvantaged, EL 9–12, and SWD student groups.
- The longitudinal four-year graduation rates without exclusions **decreased** for the Asian and White student groups.
- The Hispanic-White gap in the four-year graduation rate without exclusions **declined** from 13.9 percentage points in 2011 to 1.3 percentage points in 2020. The White student group showed a decrease in their graduation rate from 2013 to 2019 and went up in 2020.
- The African American-White gap in the four-year graduation rate without exclusions **declined** from 13.0 percentage points in 2011 to 1.0 percentage points in 2020. The White student group showed a decrease in their graduation rate from 2013 to 2019 and went up in 2020.

**Figure 4** indicates that from **2019 to 2020**:

- The longitudinal four-year graduation rates without exclusions **increased** for the All, African American, Hispanic, White, Economically Disadvantaged, EL 9–12 and SWD student groups and **decreased** for the Asian student group.

**Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12  
Without Exclusions: 2011–2020**



Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2021

**Figure 5** indicates that from **2011 to 2020**:

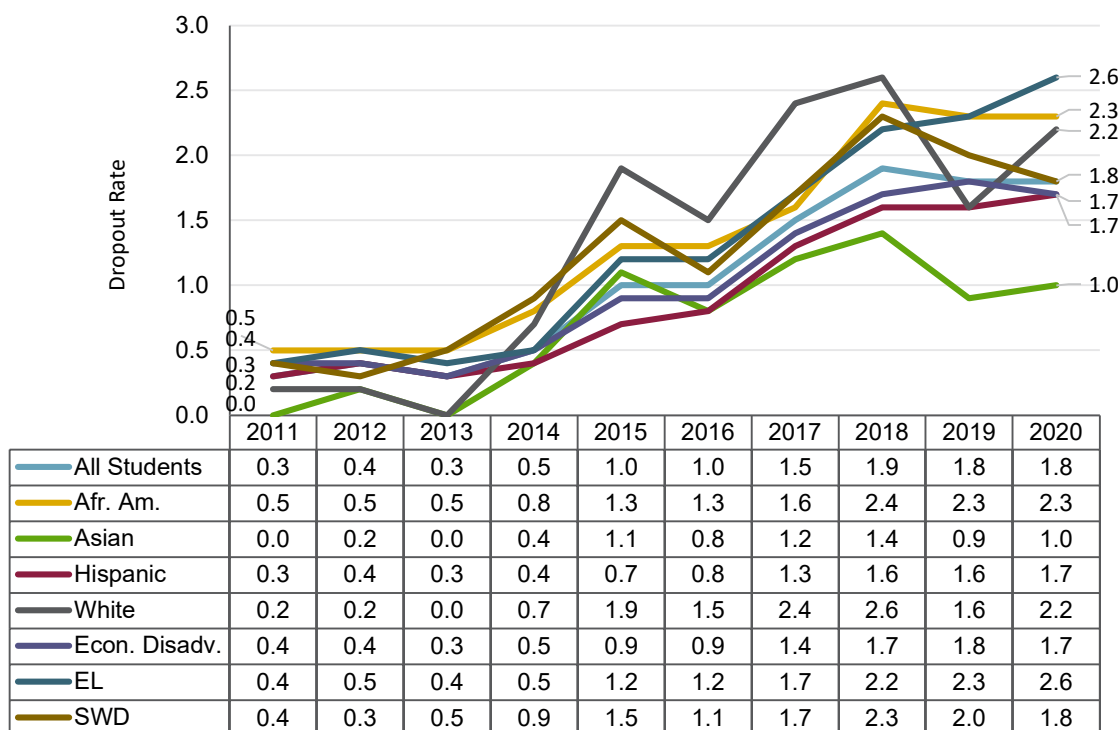
- The longitudinal four-year dropout rates without exclusions **increased** for the All, Asian, Hispanic, White, Economically Disadvantaged, and EL 9–12 student groups. Increases range from 1.1 percentage points for All and Hispanic students to 8.9 percentage points for White students.
- The longitudinal four-year dropout rates without exclusions **decreased** for the African American and SWD student groups.
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 7.5 percentage points in 2011 to 0.3 percentage points in 2020, now in favor of Hispanic students.
- The African American-White gap in the four-year dropout rate without exclusions **declined** from 10.2 to 0.3 percentage points from 2011 to 2020, now in favor of African American students.

**Figure 5** indicates that from **2019 to 2020**:

- The longitudinal four-year dropout rates without exclusions **decreased** for the All, African American, Hispanic, Economically Disadvantaged, EL 9–12, and SWD student group and **increased** for Asian student group. The White student group remained the same.



**Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7–8  
Without Exclusions: 2011–2020**



Source: TEA 2019–2020 Annual Dropout Summary Report, June 2021.

**Figure 6** indicates that from **2011 to 2020**:

- The annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes **increased** for all student groups from 2011 to 2020. The increases range from 1.0 percentage points (Asian student group) to 2.2 percentage points (EL student group).
- The Hispanic-White gap in the annual dropout rate without exclusions **increased** from 0.1 percentage points in 2011 to 0.5 percentage points in 2020, now in favor of Hispanic students. However, both student groups' dropout rates increased.
- The African American-White gap in the annual dropout rate without exclusions **decreased** from 0.3 to 0.1 percentage points from 2011 to 2020. However, both student groups' dropout rates increased.

**Figure 6** indicates that from **2019 to 2020**:

- Annual dropout rates without exclusions **increased** for the Asian, Hispanic, White, and EL 9–12 student groups and **decreased** for the Economically Disadvantaged and SWD student groups. The All and African American student groups remained the same.

**Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12  
With Exclusions: 2011–2020**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
All Students	HISD	81.2	81.7	81.6	81.8	82.0	80.5	80.7	80.9	81.0	83.8
	State	85.9	87.7	88.0	88.3	89.0	89.1	89.7	90.0	90.0	90.3
African American	HISD	80.1	79.9	79.2	78.4	79.3	78.8	81.1	80.2	81.1	84.2
	State	80.9	83.5	84.1	84.2	85.2	85.4	86.1	86.5	86.2	87.0
Asian	HISD	93.6	92.3	88.3	93.2	94.1	94.5	91.8	94.1	92.2	90.7
	State	95.0	94.4	93.8	94.8	95.4	95.7	96.0	96.4	96.4	96.7
Hispanic	HISD	79.2	80.4	80.6	81.6	81.9	80.3	80.4	80.8	80.2	83.2
	State	81.8	84.3	85.1	85.5	86.5	86.9	87.7	88.2	88.2	88.6
White	HISD	90.5	90.2	91.7	87.5	84.8	81.2	78.7	78.7	80.7	83.9
	State	92.0	93.0	93.0	93.0	93.4	93.4	93.6	93.6	93.7	94.0
Economically Disadvantaged	HISD	82.6	82.8	81.3	81.1	82.1	80.4	80.9	80.9	80.8	83.4
	State	83.7	85.1	85.2	85.2	85.6	86.0	86.9	87.3	87.2	87.5
EL 9–12	HISD	59.0	59.5	56.6	59.7	60.4	58.0	60.1	61.1	60.3	69.2
	State	66.8	69.1	71.3	71.5	73.3	73.7	75.5	77.2	78.0	79.3
Students with Disabilities	HISD	67.5	64.6	71.0	69.7	70.1	68.6	70.4	69.5	69.2	75.1
	State	76.7	76.9	77.8	77.5	78.2	77.9	77.4	77.9	77.9	78.9

Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2019–2020, August 2021.

**Figure 7** indicates that from **2011 to 2020**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for the All, African American, Hispanic, Economically Disadvantaged, EL 9–12, and SWD student groups; while the rates **decreased** for the Asian and White student group. The state's longitudinal graduation rates with exclusions **increased** for all student groups.
- HISD's 4-year graduation rates with exclusions continue to lag behind the state's graduation rates for each student group.
- Compared to 2011, HISD narrowed the gap with the state for Students with Disabilities in 2020.

**Figure 7** indicates that from **2019 to 2020**:

- The 4-year longitudinal graduation rates with exclusions results for the state increased for all student groups, while the rates for the district increased for all student groups except the Asian student group.
- When compared to the prior year, HISD's 4-year longitudinal graduation rates with exclusions for the all students group showed greater gains than the state except the Asian student group.

**Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12  
With Exclusions: 2011–2020**

Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	10.9	12.6	12.6	12.9	13.6	12.4	1,597
	State	6.8	6.3	6.6	6.6	6.3	6.2	5.9	5.7	5.9	5.4	20,888
African American	HISD	13.7	14.1	14.3	15.2	14.4	14.8	13.8	14.0	14.8	12.5	355
	State	10.9	10.1	9.9	9.8	9.5	9.1	8.7	8.3	8.8	7.8	3,844
Asian	HISD	2.3	4.8	6.8	4.0	3.3	14	4.0	2.4	5.5	5.5	29
	State	14	2.1	3.0	2.4	2.2	2.0	1.7	14	17	14	236
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	12.4	12.6	12.7	13.8	12.7	1,009
	State	8.7	8.0	8.2	8.2	7.7	7.5	7.2	6.9	7.1	6.5	12,925
White	HISD	4.2	5.1	4.0	5.8	7.7	12.3	13.0	14.5	13.3	13.2	177
	State	3.4	3.2	3.5	3.6	3.4	3.4	3.2	3.3	3.3	3.1	3,397
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	12.6	12.8	12.5	13.5	12.3	1,091
	State	7.7	7.8	8.5	9.0	8.7	8.5	7.8	7.6	7.9	7.3	14,946
EL 9–12	HISD	20.1	20.5	20.7	19.2	18.8	24.5	24.3	24.5	26.2	23.5	610
	State	14.6	15.4	14.9	15.9	15.1	15.2	14.2	13.7	13.7	12.9	5,764
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	19.4	17.9	19.6	20.1	17.0	159
	State	11.3	11.2	11.1	11.2	10.4	10.2	9.6	9.4	9.4	8.2	2,668

Completion and Dropouts in Texas Public Schools 2019–2020, August 2021.

**Figure 8** indicates that from **2011 to 2020**:

- The four-year longitudinal dropout rates for the district **increased** for all of the student groups except the African Americans and SWD student groups while state rates decreased or remained the same for all student groups.
- HISD's longitudinal dropout rates are **consistently higher** than the state's for all student groups.
- The district-state gap in the longitudinal dropout rates **increased** for all student groups from 2011 to 2020.

**Figure 8** indicates that from **2019 to 2020**:

- HISD's longitudinal dropout rate **decreased or remained the same** for the all student groups, and the state's longitudinal dropout rates **decreased** for all student groups.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12  
With Exclusions: 2011–2020**

(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	2016	2017	2018	2019	2020
All Students	HISD	7.3	6.3	6.7	6.7	6.6	6.3	5.9	5.5	4.8	3.5
	State	6.2	5.0	4.6	4.3	4.1	4.2	4.0	3.8	3.7	3.9
African American	HISD	5.6	5.2	5.9	5.7	5.8	6.0	4.6	5.1	3.8	3.0
	State	7.4	5.5	5.3	5.3	4.8	5.1	4.9	4.8	4.5	4.8
Asian	HISD	3.8	2.9	4.6	2.8	2.6	4.2	3.8	3.0	2.3	3.7
	State	3.5	3.3	3.0	2.7	2.2	2.2	2.2	2.0	1.9	1.9
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4	6.9	6.6	6.0	5.6	3.9
	State	8.4	6.7	5.9	5.6	5.3	5.2	4.8	4.6	4.4	4.6
White	HISD	3.8	2.8	3.6	5.2	5.9	4.5	5.6	5.2	3.7	1.8
	State	3.3	2.7	2.6	2.5	2.4	2.6	2.6	2.5	2.4	2.4
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1	6.6	5.7	6.2	5.2	4.1
	State	7.6	6.1	5.4	5.0	5.0	5.1	4.8	4.6	4.5	4.8
EL 9–12	HISD	20.7	20.0	22.4	20.8	20.7	17.1	15.6	14.2	13.4	6.9
	State	18.1	15.1	13.4	12.3	11.4	10.9	10.1	8.9	8.0	7.6
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9	11.8	11.4	10.5	10.7	7.8
	State	11.4	11.2	10.7	10.8	11.1	11.6	12.7	12.5	12.4	12.7

Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2019–2020, August 2021.

**Figure 9** indicates that from **2011 to 2020**:

- The four-year longitudinal continuer rates for the district **decreased** for all student groups.
- The four-year longitudinal continuer rates for the state **decreased** for all student groups except SWD student group.
- The EL 9–12 students and Students with Disabilities continue to need additional time to graduate more than any other student group for both the district and state.

**Figure 9** indicates that from **2019 to 2020**:

- The four-year longitudinal continuer rates for the district **decreased** for all student groups except Asian student group.
- The four-year longitudinal continuer rates for the state **increased or stayed the same** for all student groups except EL 9–12 student group.

**Figure 10. HISD and State Annual Dropout Rates by Student Group: Grades 7–8  
With Exclusions: 2011–2020**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	10	10	15	19	17	18	533
	State	0.2	0.3	0.4	0.5	0.3	0.4	0.3	0.4	0.4	0.5	4,295
African American	HISD	0.4	0.5	0.5	0.8	12	12	16	24	2.2	2.2	155
	State	0.3	0.4	0.4	0.4	0.5	0.6	0.6	0.7	0.7	0.8	904
Asian	HISD	0.0	0.2	0.0	0.4	10	0.8	11	14	0.9	10	11
	State	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	75
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	0.8	13	15	16	16	295
	State	0.2	0.3	0.6	0.8	0.4	0.4	0.4	0.4	0.5	0.5	2,445
White	HISD	0.2	0.2	0.0	0.7	17	15	2.3	2.6	16	2.1	64
	State	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	741
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	0.9	14	17	17	16	361
	State	0.2	0.3	0.6	0.7	0.4	0.4	0.4	0.5	0.5	0.6	3,193
EL	HISD	0.4	0.4	0.3	0.5	11	12	17	2.2	2.3	2.6	219
	State	0.4	0.6	2.0	2.2	0.6	0.6	0.6	0.6	0.7	0.8	1,227
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	13	10	17	2.2	2.0	18	48
	State	0.3	0.3	0.4	0.4	0.5	0.4	0.4	0.6	0.5	0.7	641

Source: TEA 2018–19 Annual Dropout Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2018–19, August 2021.

**Figure 10** indicates that from **2011 to 2020**:

- The annual dropout rates with exclusions for grades 7-8 **increased** for all of the student groups for both the state and the district. However, the district's increases exceeded those of the state for the All, African American, Asian, Hispanic, and Economically Disadvantaged student groups.

**Figure 10** indicates that from **2019 to 2020**:

- The state's annual dropout rates with exclusions for grades 7-8 **increased** for the ALL, African American, Economically Disadvantaged, EL, and SWD student groups, and **stayed the same** for the Asian, Hispanic, and White student groups.
- The district's rate **increased** for the ALL, Asian, White, and EL student groups, **stayed the same** for the African American and Hispanic student groups, and **decreased** for the Economically Disadvantaged and SWD student groups.

## Campus Results

The complete summary of the four-year completion data with exclusions for all high schools is shown in **Table 6 (p. 20)**. Campuses are ranked by 2020 graduation rates. The percentage of graduates is highlighted in red if it is below the district average.

The district graduation rate with exclusions for the class of 2020 is 83.8 percent. Thirty campuses reported graduation rates above the district average, 18 campuses reported graduation rates below the district average. Three campuses had no students graduate in 2020. Five campuses achieved a 100 percent graduation rate, down from Six campuses in 2019.

The district dropout rate with exclusions for the class of 2020 is 12.4 percent. Six campuses had no students reported as dropouts; 30 campuses reported dropout rates below the district average, and 18 campuses reported dropout rates above the district average.

**Table 7 (p. 21)** shows the 4-year longitudinal graduation rates by campus with exclusions from 2016 to 2020. The campuses are ranked by graduation rates in 2019–2020. The district graduation rate increased by 3.3 percentage points during the period. Eastwood Academy is the only school to have a 100 percent graduation rate for 5 years in a row. From 2016 to 2020, Seventeen campuses saw graduation rates go up, and the increases ranged from 0.2 percentage points (Bellaire HS) to 42.8 percentage points (Jones Futures Academy). Sixteen campuses saw their graduation rates go down in that span and the decreases ranged from -0.7 (Sharpstown Intl) to -21.9 percentage points (Furr HS).

**Table 8 (p. 22)** shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2016 to 2020. The campuses are ranked by the dropout rates for the class of 2020 cohort. The 2020 district dropout rate was 12.4 percent, a decrease of 0.2 percentage points from 2016. Nineteen campuses have seen their dropout rates increase since 2016, ranging from 0.3 (Heights HS) to 32.8 percentage points (Liberty HS). TH Rogers is not included in the comparison due to the nature of the school with regards to high school students. Twenty campuses experienced increased dropout rates from the prior year, 2019. Twenty-two campuses had decreased dropout rates from 2019, and the decreases ranged from -0.1 (Leyland YMCPA and Furr HS) to -8.9 percentage points (Middle College- Fraga).

**Table 9 (p. 23 & 24)** shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2016 to 2020. The campuses are ranked by the number of dropouts in 2019–2020. The number of district dropouts increased by 30 students in 2019–2020 compared to 2018–2019. Twenty-six schools reported more dropouts in 2019–2020 than 2018–2019. Twenty-three campuses had fewer dropouts and fourteen campuses remained unchanged. Twenty-one schools reported 10 or more dropouts in 2019–2020, one more school than last year.

The five campuses with the highest number of dropouts accounted for 195 (37 percent) of the 533 dropouts in grades 7–8 in 2019–2020:

- Texas Connections Academy at Houston: 60
- Revere MS: 55
- Sugar Grove MS: 35
- Navarro MS: 23
- Cullen MS: 22

Texas Connections Academy at Houston and Revere MS were on the top five dropout school list last year. The number of dropouts at Texas Connections Academy at Houston increased by 17 students compared with the prior year, and slightly higher than the number in 2016. From 2016 to 2020, the number of dropouts increased from 56 to 104 then dropped to 43 then increased to 60 (dropout rates increased from 3.4 percent to 7.0 percent then dropped to 3.2 percent) as Grades 7 and 8 student enrollments also increased from 1,130 to 1,859. The increase in 2019–2020 mainly occurred in the African American (3 to 15), White (17 to 35), At-risk (14 to 28), and Title I (33 to 53) student groups, but decrease in Hispanic (21 to 6) and Economically Disadvantaged (32 to 17) were observed. The number of dropouts at Revere MS went up by 21 students in 2019–20 and continues an upward trend since 2016. The student enrollment slightly increased in 2019–2020 but the dropouts among Hispanic (17 to 30), At-risk (17 to 31), Economically Disadvantaged (26 to 38), EL (12 to 27), and Title I (34 to 55) students increased.

Sugar Grove MS had the highest increase in the number of dropouts from 12 students in 2018–2019 to 35 in 2019–2020 while the enrollment increased by 15% (523 to 603). The increase was observed in the Hispanic (11 to 31), At-risk (6 to 26), Economically Disadvantaged (9 to 25), EL (5 to 26), and Title I (11 to 34) student groups. Cullen MS had 14 more dropouts in 2019–20 than the prior year. The increase was from the African American (7 to 17), At-risk (5 to 18), Economically Disadvantaged (8 to 17), and Title I (8 to 21) student groups. Navarro MS had a slight increase of 4 dropouts but the enrollment decreased by 8% (513 to 472). Ortiz MS had the fifth highest increase of 13 dropouts (6 to 19). The increase was from the Hispanic (4 to 14), At-risk (4 to 13), Economically Disadvantaged (5 to 17), and Title I (6 to 19) student groups.

Fonville MS had the highest decrease in the number of dropouts from 13 students in 2018–2019 to 0 in 2019–2020. The decrease was primarily from Hispanic (12 to 0) student group. Lanier MS and McReynolds MS saw their dropouts decrease by 12 students and Deady MS and HS Ahead MS saw their dropouts decrease by 11 students. Black MS and Hamilton MS saw decreases of 9 and 6 dropouts compared to the prior year.

**Table 10 (p. 24 & 25)** shows the number of annual dropouts with exclusions for campuses with grades 9–12 in 2016 to 2020. The campuses are ranked by the number of dropouts in 2019–2020. The number of district dropouts decreased by 413 students in 2019–2020 compared to 2018–2019. Ten campuses reported more dropouts in 2019–2020 than 2018–2019. Thirty campuses had fewer dropouts and eight campuses remained unchanged. Four schools reported 10 or more dropouts in 2019–2020 than that in 2018–2019, while 17 schools reported 10 or more decreased dropouts in 2019–2020 than last year.

The five campuses with the highest number of dropouts accounted for 687 (38 percent) of the 1,787 dropouts in grades 9–12 in 2019–2020:

- Texas Connections Academy at Houston: 245
- Chavez HS: 122
- Sharpstown HS: 121
- Houston MSTC HS: 107
- Wisdom HS: 92

Texas Connections Academy at Houston had the most dropouts in 2019–2020. The number of dropouts at Texas Connections Academy at Houston increased by 64 students compared with the prior year, but greatly decreased by 210 compared to 2016. Houston MSTC HS, Scarborough HS, and Kashmere HS had 23, 12, and 10 more dropouts in 2019–2020 than 2018–2019, respectively.

Although Wisdom HS had the 5<sup>th</sup> highest dropouts in 2019–2020, they had the biggest decrease by 69 compared to 2018–2019. Wheatley HS, Furr HS, Lamar HS, Milby HS, and Madison HS had fewer dropouts by 41, 38, 32, 31, and 30, respectively.

**Table 11 (p. 26)** shows the data of Individual Graduation Committee (IGC) graduates for the 4-year longitudinal graduation rates by campus with exclusions from 2016 to 2020. The campuses are ranked by IGC rates in 2019–2020. The district IGC rate increased by 4.8 percentage points during the period. Twelve campuses did not have any IGC graduates from 2016 to 2020. From 2016 to 2020, 23 campuses saw IGC rates go up, and the increases ranged from 0.8 percentage points (Sharpstown HS) to 29.8 percentage points (Wheatley HS). Sixteen campuses saw their IGC rates go down in that span and the decreases ranged from -1.5 (North Forest HS) to -7.3 percentage points (Mid Coll - Fraga).



**Table 6. Four-Year Completion Counts and Percent by Campus: Class of 2020 with Exclusions**

*Ranked by 2020 graduation rates. Performance below district averages are highlighted in red*

District/School	# in Class	Graduation		Dropout		Continuer		TxCHSE	
		N	%	N	%	N	%	N	%
<b>HISD</b>	<b>12,836</b>	<b>10,752</b>	<b>83.8</b>	<b>1,597</b>	<b>12.4</b>	<b>447</b>	<b>3.5</b>	<b>40</b>	<b>0.3</b>
East EC HS	126	126	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad	102	102	100.0	0	0.0	0	0.0	0	0.0
Hou Acad. Intl.	99	99	100.0	0	0.0	0	0.0	0	0.0
Mount Carmel Acad.	83	83	100.0	0	0.0	0	0.0	0	0.0
N. Houston ECHS	114	114	100.0	0	0.0	0	0.0	0	0.0
HS Law and Justice	118	117	99.2	1	0.8	0	0.0	0	0.0
HS Perf. Vis. Arts	187	185	98.9	2	1.1	0	0.0	0	0.0
Sharpstown Intl	133	131	98.5	1	0.8	1	0.8	0	0.0
Energy Inst HS	158	155	98.1	3	1.9	0	0.0	0	0.0
Challenge EC HS	97	95	97.9	2	2.1	0	0.0	0	0.0
Leland YMCPA	45	44	97.8	1	2.2	0	0.0	0	0.0
Carnegie HS	133	130	97.7	3	2.3	0	0.0	0	0.0
Long Acad	43	42	97.7	1	2.3	0	0.0	0	0.0
Jones HS	99	96	97.0	3	3.0	0	0.0	0	0.0
DeBakey HS	169	163	96.4	6	3.6	0	0.0	0	0.0
Heights HS	517	498	96.3	13	2.5	6	1.2	0	0.0
Lamar HS	712	683	95.9	26	3.7	2	0.3	1	0.1
YWCPA	46	43	93.5	3	6.5	0	0.0	0	0.0
Bellaire HS	832	762	91.6	54	6.5	14	1.7	2	0.2
Westside HS	674	617	91.5	39	5.8	16	2.4	2	0.3
South EC HS	106	96	90.6	10	9.4	0	0.0	0	0.0
E-STEM Central HS	113	102	90.3	8	7.1	3	2.7	0	0.0
Scarborough HS	163	147	90.2	12	7.4	4	2.5	0	0.0
Houston MSTC HS	673	600	89.2	51	7.6	22	3.3	0	0.0
Mid Coll - Fraga	43	38	88.4	5	11.6	0	0.0	0	0.0
Waltrip HS	422	371	87.9	48	11.4	3	0.7	0	0.0
Westbury HS	542	475	87.6	56	10.3	10	1.8	1	0.2
Milby HS	425	369	86.8	47	11.1	6	1.4	3	0.7
Sterling HS	308	263	85.4	31	10.1	14	4.5	0	0.0
North Forest HS	241	204	84.6	33	13.7	4	1.7	0	0.0
Washington HS	199	164	82.4	32	16.1	3	1.5	0	0.0
Sharpstown HS	448	363	81.0	68	15.2	17	3.8	0	0.0
Northside HS	378	296	78.3	57	15.1	24	6.3	1	0.3
Austin HS	413	322	78.0	78	18.9	11	2.7	2	0.5
Yates HS	202	157	77.7	40	19.8	4	2.0	1	0.5
Madison HS	428	324	75.7	85	19.9	19	4.4	0	0.0
Worthing HS	204	154	75.5	40	19.6	10	4.9	0	0.0
Wheatley HS	219	165	75.3	49	22.4	5	2.3	0	0.0
Furr HS	296	219	74.0	67	22.6	9	3.0	1	0.3
Chavez HS	776	553	71.3	125	16.1	97	12.5	1	0.1
Kashmere HS	188	128	68.1	45	23.9	15	8.0	0	0.0
Tx Conn. Acad.	858	580	67.6	224	26.1	30	3.5	24	2.8
Wisdom HS	512	335	65.4	115	22.5	61	11.9	1	0.2
Mid Coll - Gulfon	73	41	56.2	19	26.0	13	17.8	0	0.0
Liberty HS	28	1	3.6	16	57.1	11	39.3	0	0.0
Comm. Serv.	63	0	0.0	63	100.0	0	0.0	0	0.0
HCC Lifeskills	11	0	0.0	0	0.0	11	100.0	0	0.0
Rogers TH	3	0	0.0	1	33.3	2	66.7	0	0.0
District Only*	14	0	0.0	14	100.0	0	0.0	0	0.0

\*Rates are not calculated for campuses not meeting criteria for calculating rates, but students are included in district-level rates.

†Jones HS became Jones Future Academy beginning in the 2014-15 school year.

Source: TEA Confidential Class of 2020 Four-Year Longitudinal Summary Report, June 2021

**Table 7. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2016–2020**

*Ranked by 2020 graduation rates. Performance below district averages are highlighted in red*

District/School	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Change, Class of 2016-2020	Change, 2019 vs 2020
	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad		
HISD	9,543	80.5	9,940	80.7	10,430	80.9	10,524	81.0	10,752	83.8	3.3	2.8
East EC HS	99	100.0	104	99.0	105	100.0	120	100.0	126	100.0	0.0	0.0
Eastwood Acad	88	100.0	109	100.0	104	100.0	99	100.0	102	100.0	0.0	0.0
Hou Acad. Intl.	92	100.0	84	98.8	112	99.1	113	97.4	99	100.0	0.0	2.6
Mount Carmel Acad.	85	100.0	76	98.7	80	97.6	88	100.0	83	100.0	0.0	0.0
N. Houston ECHS	90	98.9	106	100.0	109	100.0	112	100.0	114	100.0	1.1	0.0
HS Law and Justice	132	100.0	84	98.8	69	100.0	83	98.8	117	99.2	-0.8	0.4
HS Perf. Vis. Arts	154	100.0	166	100.0	189	99.5	174	96.7	185	98.9	-1.1	2.2
Sharpstown Intl	129	99.2	126	98.4	115	96.6	158	99.4	131	98.5	-0.7	-0.9
Energy Inst HS	---	---	---	---	---	---	182	98.9	155	98.1	---	-0.8
Challenge EC	108	100.0	105	99.1	116	100.0	97	100.0	95	97.9	-2.1	-2.1
Leland YMCPA	---	---	11	100.0	31	96.9	43	97.7	44	97.8	---	0.1
Carnegie HS	149	100.0	131	100.0	141	98.6	139	96.5	130	97.7	-2.3	1.2
Long Acad	---	---	---	---	39	100.0	49	100.0	42	97.7	---	-2.3
Jones HS	13	54.2	10	83.3	87	92.6	104	97.2	96	97.0	42.8	-0.2
DeBakey HS	183	100.0	164	100.0	181	98.4	188	97.9	163	96.4	-3.6	-1.5
Heights HS	527	97.2	521	97.6	545	96.5	546	96.6	498	96.3	-0.9	-0.3
Lamar HS	614	93.0	669	94.0	755	93.8	739	94.5	683	95.9	2.9	1.4
YWCPA	---	---	30	100.0	43	100.0	36	97.3	43	93.5	---	-3.8
Bellaire HS	809	91.4	759	90.8	770	92.2	724	91.1	762	91.6	0.2	0.5
Westside HS	604	93.1	656	94.3	620	90.9	657	91.4	617	91.5	-1.6	0.1
South EC HS	---	---	17	94.4	45	97.8	59	93.7	96	90.6	---	-3.1
E-STEM Central HS	7	100.0	9	100.0	20	87.0	37	97.4	102	90.3	-9.7	-7.1
Scarborough HS	117	89.3	114	90.5	158	88.8	155	88.1	147	90.2	0.9	2.1
Houston MSTC HS	476	85.0	531	87.3	568	90.0	579	87.9	600	89.2	4.2	1.3
Mid Coll - Fraga	---	---	---	---	46	71.9	56	76.7	38	88.4	---	11.7
Waltrip HS	353	84.0	328	78.7	335	81.1	327	80.0	371	87.9	3.9	7.9
Westbury HS	362	77.4	402	84.8	453	83.1	452	83.9	475	87.6	10.2	3.7
Milby HS	308	77.6	367	82.5	235	77.3	300	76.9	369	86.8	9.2	9.9
Sterling HS	161	73.9	173	76.9	190	73.9	217	78.9	263	85.4	11.5	6.5
North Forest HS	---	---	166	76.9	186	77.8	164	77.7	204	84.6	---	6.9
Washington HS	118	74.2	141	74.6	113	64.6	161	74.5	164	82.4	8.2	7.9
Sharpstown HS	235	83.3	224	75.9	283	73.3	256	69.6	363	81.0	-2.3	11.4
Northside HS	317	81.1	330	79.9	290	81.2	309	83.5	296	78.3	-2.8	-5.2
Austin HS	306	89.7	342	87.0	403	86.1	368	85.6	322	78.0	-11.7	-7.6
Yates HS	183	72.9	165	73.0	145	65.9	160	75.1	157	77.7	4.8	2.6
Madison HS	339	74.3	296	71.8	285	71.4	336	69.1	324	75.7	1.4	6.6
Worthing HS	113	67.7	128	59.0	158	65.8	147	69.0	154	75.5	7.8	6.5
Wheatley HS	128	68.1	122	70.1	151	66.2	161	69.4	165	75.3	7.2	5.9
Furr HS	212	95.9	196	91.2	195	72.5	187	70.8	219	74.0	-21.9	3.2
Chavez HS	625	81.6	601	79.0	626	77.4	610	82.0	553	71.3	-10.3	-10.7
Kashmere HS	93	71.0	84	67.7	92	67.2	121	67.2	128	68.1	-2.9	0.9
Tx Conn. Acad.	329	48.3	415	48.4	483	53.8	532	59.0	580	67.6	19.3	8.6
Wisdom HS	227	77.5	222	72.5	269	66.4	287	62.3	335	65.4	-12.1	3.1
Mid Coll - Gulton	---	---	---	---	29	40.8	30	50.8	41	56.2	---	5.4
Liberty HS	0	0.0	3	1.9	2	1.6	3	1.8	1	3.6	3.6	1.8
Comm. Serv.	0	0.0	0	0.0	1	4.0	1	1.8	0	0.0	0.0	-1.8
HCC Lifeskills	---	---	---	---	0	0.0	0	0.0	0	0.0	---	0.0
Rogers TH	---	---	0	0.0	0	0.0	1	25.0	0	0.0	---	-25.0

\*District number and rate included students at the campuses not meeting criteria for calculating rates.

†Jones HS became Jones Future Academy beginning in the 2014-15 school year.

Source: TEA Confidential Class of 2016 to 2020 Four-Year Longitudinal Summary Report.

**Table 8. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2016-2020**

*Ranked by 2020 dropout rates. Performance above district averages are highlighted in red*

District/School	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Change, Class of 2016-2020	Change, 2019 vs 2020
	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout		
HISD	1,500	12.6	1,548	12.6	1,663	12.9	1,771	13.6	1,597	12.4	-0.2	-1.2
East EC HS	0	0.0	1	1.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Eastwood Acad	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
HCC Lifeskills	---	---	---	---	0	0.0	0	0.0	0	0.0	---	0.0
Hou Acad. Intl.	0	0.0	1	1.2	1	0.9	3	2.6	0	0.0	0.0	-2.6
Mount Camel Acad.	0	0.0	1	1.3	2	2.4	0	0.0	0	0.0	0.0	0.0
N. Houston ECHS	1	1.1	0	0.0	0	0.0	0	0.0	0	0.0	-1.1	0.0
HS Law and Justice	0	0.0	1	1.2	0	0.0	0	0.0	1	0.8	0.8	0.8
Sharpstown Intl	1	0.8	1	0.8	1	0.8	0	0.0	1	0.8	0.0	0.8
HS Perf. Vis. Arts	0	0.0	0	0.0	0	0.0	6	3.3	2	1.1	1.1	-2.2
Challenge EC	0	0.0	1	0.9	0	0.0	0	0.0	2	2.1	2.1	2.1
Leland YMCPA	---	---	0	0.0	1	3.1	1	2.3	1	2.2	---	-0.1
Carnegie HS	0	0.0	0	0.0	1	0.7	5	3.5	3	2.3	2.3	-1.2
Long Acad	---	---	---	---	0	0.0	0	0.0	1	2.3	---	2.3
Heights HS	12	2.2	9	1.7	11	1.9	13	2.3	13	2.5	0.3	0.2
Jones HS	11	45.8	2	16.7	2	2.1	3	2.8	3	3.0	-42.8	0.2
DeBaKey HS	0	0.0	0	0.0	0	0.0	4	2.1	6	3.6	3.6	1.5
Lamar HS	27	4.1	29	4.1	34	4.2	33	4.2	26	3.7	-0.4	-0.5
Westside HS	29	4.5	19	2.7	42	6.2	51	7.1	39	5.8	1.3	-1.3
Bellaire HS	31	3.5	37	4.4	44	5.3	44	5.5	54	6.5	3.0	1.0
YWCPA	---	---	0	0.0	0	0.0	0	0.0	3	6.5	---	6.5
E-STEM Central HS	0	0.0	0	0.0	2	8.7	1	2.6	8	7.1	7.1	4.5
Scarborough HS	13	9.9	3	2.4	5	2.8	7	4.0	12	7.4	-2.5	3.4
Houston MSTC HS	53	9.5	52	8.6	45	7.1	58	8.8	51	7.6	-1.9	-1.2
South EC HS	---	---	1	5.6	0	0.0	3	4.8	10	9.4	---	4.6
Sterling HS	40	18.3	34	15.1	51	19.8	44	16.0	31	10.1	-8.2	-5.9
Westbury HS	72	15.4	52	11.0	74	13.6	74	13.7	56	10.3	-5.1	-3.4
Milby HS	72	18.1	56	12.6	48	15.8	77	19.7	47	11.1	-7.0	-8.6
Waltrip HS	48	11.4	66	15.8	57	13.8	68	16.6	48	11.4	0.0	-5.2
Mid Coll - Fraga	---	---	---	---	13	20.3	15	20.5	5	11.6	---	-8.9
North Forest HS	---	---	42	19.4	47	19.7	46	21.8	33	13.7	---	-8.1
Northside HS	44	11.3	47	11.4	40	11.2	42	11.4	57	15.1	3.8	3.7
Sharpstown HS	23	8.2	44	14.9	63	16.3	82	22.3	68	15.2	7.0	-7.1
Chavez HS	112	14.6	130	17.1	134	16.6	98	13.2	125	16.1	1.5	2.9
Washington HS	25	15.7	30	15.9	47	26.9	41	19.0	32	16.1	0.4	-2.9
Austin HS	31	9.1	38	9.7	58	12.4	57	13.3	78	18.9	9.8	5.6
Worthing HS	36	21.6	64	29.5	66	27.5	57	26.8	40	19.6	-2.0	-7.2
Yates HS	55	21.9	46	20.4	54	24.5	46	21.6	40	19.8	-2.1	-1.8
Madison HS	78	17.1	74	18.0	75	18.8	129	26.5	85	19.9	2.8	-6.6
Wheatley HS	44	23.4	39	22.4	55	24.1	56	24.1	49	22.4	-1.0	-1.7
Wisdom HS	27	9.2	44	14.4	55	13.6	92	20.0	115	22.5	13.3	2.5
Furr HS	1	0.5	15	7.0	40	14.9	60	22.7	67	22.6	22.1	-0.1
Kashmere HS	26	19.8	26	21.0	38	27.7	40	22.2	45	23.9	4.1	1.7
Mid Coll - Gulfon	---	---	---	---	23	32.4	17	28.8	19	26.0	---	-2.8
Tx Conn. Acad.	230	33.8	258	30.1	291	32.4	253	28.1	224	26.1	-7.7	-2.0
Rogers TH	---	---	0	0.0	1	25.0	1	25.0	1	33.3	---	8.3
Liberty HS	33	24.3	46	29.1	37	29.4	47	27.5	16	57.1	32.8	29.6
Comm. Serv.	96	100.0	70	97.2	24	96.0	55	96.5	63	100.0	0.0	3.5

\*District number and rate included students at the campuses not meeting criteria for calculating rates.

†Jones HS became Jones Future Academy beginning in the 2014-15 school year.

Source: TEA Confidential Class of 2016 to 2020 Four-Year Longitudinal Summary Report.

**Table 9. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2016-2020**

*Ranked by the number of dropouts in 2019-20*

District/School	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	School Year 2018-19 # Dropouts	School Year 2019-20 # Dropouts	Change, Class of 2016-20	Change, 2019 vs 2020
<b>HISD</b>	<b>285</b>	<b>430</b>	<b>543</b>	<b>503</b>	<b>533</b>	<b>248</b>	<b>30</b>
Tx Conn. Acad.	56	98	104	43	60	4	17
Revere MS	33	14	27	34	55	22	21
Sugar Grove MS	10	17	13	12	35	25	23
Navarro MS	2	14	2	19	23	21	4
Cullen MS	14	6	16	8	22	8	14
Las Americas MS	8	13	11	19	22	14	3
Holland MS	10	9	21	15	21	11	6
Forest Brook MS	13	17	18	17	20	7	3
Long Acad	4	14	13	17	19	15	2
Ortiz MS	2	3	4	6	19	17	13
Welch MS	3	17	22	16	19	16	3
Attucks MS	1	15	12	18	18	17	0
Key MS	15	14	13	23	16	1	-7
Thomas MS	4	3	7	24	16	12	-8
West Briar MS	1	1	9	21	13	12	-8
Lawson MS	8	12	7	6	12	4	6
Edison MS	5	3	17	8	11	6	3
HS Ahead MS	29	15	20	22	11	-18	-11
Henry MS	6	12	5	13	10	4	-3
Inspired Acad	0	6	9	8	10	10	2
Tanglewood MS	0	2	31	5	10	10	5
Pershing MS	3	5	10	7	9	6	2
Mandarin Chinese ES	---	---	0	4	8	---	4
Fleming MS	0	9	7	6	7	7	1
Hartman MS	0	2	1	1	7	7	6
Burbank MS	1	7	3	6	6	5	0
Marshall MS	0	14	13	3	6	6	3
Clifton MS	1	4	3	7	5	4	-2
E-STEM Central MS	0	1	1	1	5	5	4
Fondren MS	6	14	20	7	5	-1	-2
McReynolds MS	9	10	14	17	5	-4	-12
Deady MS	0	3	13	15	4	4	-11
Williams MS	2	1	5	3	4	2	1
Gregory-Lincoln PK-8	6	1	4	3	3	-3	0
Meyerland MS	0	3	7	6	3	3	-3
Wharton Dual Lang.	0	2	2	1	2	2	1
Young Scholars	0	0	1	0	2	2	2
Baylor College MS	2	4	4	3	1	-1	-2
Black MS	0	1	7	10	1	1	-9
Comm. Serv.	2	1	1	2	1	-1	-1
E-STEM West MS	0	0	0	2	1	1	-1
Hamilton MS	3	2	3	6	1	-2	-5
Hogg MS	1	5	2	2	1	0	-1
Leland YMCPA	0	3	1	3	1	1	-2
Pin Oak MS	0	1	0	0	1	1	1
Rice School	0	1	0	0	1	1	1
Wilson Mont.	0	0	1	1	1	1	0
Briar Meadow	0	0	0	0	0	0	0

Table continued on the next page.

**Table 9 (Continued). Annual Dropout Counts in Grades 7-8 by Campus: School Years 2016-2020**  
*Ranked by the number of dropouts in 2019-20*

District/School	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	School Year 2018-19 # Dropouts	School Year 2019-20 # Dropouts	Change, Class of 2016-20	Change, 2019 vs 2020
Chrysalis MS	0	1	0	1	0	0	-1
Energized MS	1	3	1	0	0	-1	0
Fonville MS	18	13	12	13	0	-18	-13
Garden Oaks ES	0	0	0	0	0	0	0
Harper DAEP	0	2	0	0	0	0	0
JAEP	0	0	0	0	0	0	0
Lanier MS	0	1	5	12	0	0	-12
Pilgrim Acad.	0	1	3	0	0	0	0
Reagan Ed Ctr	0	0	1	0	0	0	0
Rogers TH	1	0	4	0	0	-1	0
Rusk School	0	2	0	3	0	0	-3
Secondary DAEP	---	---	0	0	0	---	0
Sharpstown Intl	0	0	0	1	0	0	-1
Stevenson MS	2	1	1	3	0	-2	-3
YWCPA	0	1	8	0	0	0	0

Source: TEA Confidential 2015-2016 to 2019-2020 Annual Dropout Summary Report.

**Table 10. Annual Dropout Counts in Grades 9-12 by Campus: School Years 2016-2020**

*Ranked by the number of dropouts in 2019-20*

District/School	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	School Year 2018-19 # Dropouts	School Year 2019-20 # Dropouts	Change, Class of 2016-20	Change, 2019 vs 2020
<b>HISD</b>	<b>2,256</b>	<b>2,428</b>	<b>2,273</b>	<b>2,200</b>	<b>1,787</b>	<b>-469</b>	<b>-413</b>
Tx Conn. Acad.	455	305	329	181	245	-210	64
Chavez HS	142	137	174	140	122	-20	-18
Sharpstown HS	52	83	100	126	121	69	-5
Houston MSTC HS	64	59	71	84	107	43	23
Wisdom HS	92	109	103	161	92	0	-69
Madison HS	106	142	121	121	91	-15	-30
Westbury HS	65	90	81	87	87	22	0
Liberty HS	108	119	65	107	85	-23	-22
Austin HS	51	75	77	77	74	23	-3
Furr HS	4	73	98	106	68	64	-38
Kashmere HS	53	35	58	52	62	9	10
Westside HS	48	49	52	62	59	11	-3
Bellaire HS	29	58	79	74	56	27	-18
Yates HS	72	55	67	81	53	-19	-28
North Forest HS	60	59	52	58	46	-14	-12
Northside HS	48	85	59	54	46	-2	-8
Comm. Serv.	52	63	47	96	45	-7	-51
Sterling HS	51	41	70	49	43	-8	-6
Wheatley HS	53	67	79	81	40	-13	-41
Waltrip HS	82	79	63	64	38	-44	-26
Worthing HS	68	98	88	55	35	-33	-20
Washington HS	36	62	65	52	34	-2	-18
Scarborough HS	8	1	4	17	29	21	12
Milby HS	92	80	76	59	28	-64	-31
Lamar HS	45	39	44	53	21	-24	-32
Mid Coll - Gulfon	30	49	37	28	21	-9	-7
Heights HS	14	13	10	25	12	-2	-13
South EC HS	1	11	2	4	4	3	0
Carnegie HS	0	6	12	2	3	3	1
E-STEM Central HS	1	5	2	2	3	2	1
Sharpstown Intl	3	0	0	3	3	0	0
Jones HS	3	2	6	5	2	-1	-3
Leland YMCPA	0	0	2	1	2	2	1
Challenge EC HS	0	3	1	0	1	1	1
DeBakey HS	0	8	3	1	1	1	0
Eastwood Acad	0	0	1	0	1	1	1
HCC Lifeskills	1	0	3	4	1	0	-3
Hou Acad. Intl.	0	3	1	1	1	1	0
Mount Carmel Acad.	0	0	2	0	1	1	1
East EC HS	0	0	0	0	0	0	0
Energy Inst HS	0	5	1	3	0	0	-3
HS Law and Justice	0	3	0	1	0	0	-1
HS Perf. Vis. Arts	0	0	9	3	0	0	-3
Long Acad	0	2	1	0	0	0	0
Mid Coll - Fraga	10	10	17	13	0	-10	-13
N. Houston ECHS	0	0	2	0	0	0	0
Rogers TH	0	0	1	2	0	0	-2
YWCPA	1	2	1	2	0	-1	-2

Source: TEA Confidential 2015-2016 to 2019-2020 Annual Dropout Summary Report.

**Table 11. HISD Four-Year Longitudinal Graduation Rates by Individual Graduation Committee:  
Grades 9–12 with Exclusions: 2016–2020**

*Ranked by the 2020 IGC rates. Performance above district averages are highlighted in red.*

District/School	Class of 2016		Class of 2017		Class of 2018		Class of 2019		Class of 2020		Change, Class of 2016–20	Change, 2019 vs 2020
	N	%	N	%	N	%	N	%	N	%		
<b>HISD</b>	<b>564</b>	<b>6.0</b>	<b>682</b>	<b>7.1</b>	<b>859</b>	<b>8.4</b>	<b>928</b>	<b>9.0</b>	<b>1,135</b>	<b>10.8</b>		1.8
Carnegie HS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Challenge EC HS	0	0.0	0	0.0	0	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	0	0.0	0.0	0.0
East EC HS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Eastwood Acad	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Hou Acad. Intl.	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
HS Law and Justice	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
HS Perf. Vis. Arts	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Leland YMCPA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Liberty HS	---	---	0	0.0	1	50.0	0	0.0	0	0.0	---	0.0
Long Acad	3	5.4	0	0.0		0.0	0	0.0	0	0.0	-5.4	0.0
N. Houston ECHS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
South EC HS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
YWCPA	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
Energy Inst HS	---	---	0	0.0	1	0.7	2	1.1	1	0.6	---	-0.5
Sharpstown Intl	0	0.0	1	0.8	1	0.9	2	1.3	1	0.8	0.8	-0.5
Mount Carmel Acad	2	2.4	1	1.3	5	6.4	1	1.1	2	2.4	0.0	1.3
E-STEM Central HS	0	0.0	0	0.0	0	0.0	1	2.7	3	2.9	2.9	0.2
Tx Conn. Acad.	8	2.5	9	2.3	8	1.7	7	1.3	17	3.0	0.5	1.7
Heights HS	26	5.0	27	5.3	1	0.2	14	2.6	20	4.0	-1.0	1.4
Jones HS	0	0.0	0	0.0	5	5.7	6	5.8	4	4.2	4.2	-1.6
Westside HS	22	3.8	24	3.8	26	4.4	22	3.4	31	5.2	1.4	1.8
Lamar HS	19	3.2	20	3.1	36	4.8	47	6.4	37	5.4	2.2	-1.0
Bellaire HS	6	0.7	26	3.5	30	4.0	44	6.2	42	5.6	4.9	-0.6
Mid Coll - Fraga	3	15.0	5	18.5	1	5.9	3	11.5	1	7.7	-7.3	-3.8
Worthing HS	17	15.2	21	16.9	24	15.2	31	21.2	12	8.0	-7.2	-13.2
Waltrip HS	23	6.6	19	5.9	48	14.6	32	9.9	41	11.2	4.6	1.3
Northside HS	24	7.8	18	5.6	30	10.4	35	11.5	34	11.5	3.7	0.0
Kashmere HS	16	17.4	7	8.4	18	19.8	21	17.6	16	12.8	-4.6	-4.8
Milby HS	24	8.1	29	8.0	25	10.6	31	10.5	47	12.8	4.7	2.3
Sterling HS	18	11.4	23	13.8	30	16.2	30	14.0	34	13.2	1.8	-0.8
Yates HS	17	9.3	26	15.9	17	11.9	24	15.2	21	13.5	4.2	-1.7
Furr HS	28	13.6	0	0.0	32	17.2	21	11.6	29	13.6	0.0	2.0
Chavez HS	46	7.5	55	9.5	88	14.3	62	10.4	78	14.4	6.9	4.0
Westbury HS	41	11.5	52	13.1	67	15.0	56	12.6	72	15.7	4.2	3.1
Houston MSTC HS	38	8.0	45	8.6	73	13.1	115	20.4	94	15.9	7.9	-4.5
Austin HS	11	3.7	28	8.3	35	8.8	44	12.0	56	17.4	13.7	5.4
Washington HS	9	7.8	13	9.3	13	11.5	30	18.6	28	17.4	9.6	-1.2
Mid Coll - Gulfon	3	15.8	5	17.9	3	16.7	3	15.0	3	17.6	1.8	2.6
North Forest HS	37	20.0	36	21.8	37	20.0	26	16.0	37	18.5	-1.5	2.5
Scarborough HS	6	5.7	8	7.2	19	12.7	22	14.8	28	19.7	14.0	4.9
Madison HS	50	15.1	57	19.4	45	16.0	45	13.5	66	21.3	6.2	7.8
Wisdom HS	12	5.5	38	17.5	56	21.4	59	20.8	82	25.0	19.5	4.2
Wheatley HS	0	0.0	18	15.3	20	13.4	18	11.3	48	29.8	29.8	18.5
Sharpstown HS	34	15.0	37	18.4	52	19.1	74	30.5	150	43.9	28.9	13.4
Comm. Serv.	---	---	---	---	0	0.0	0	0.0	---	---	---	---
HCC Lifeskills	---	---	---	---	---	---	---	---	---	---	---	---
Rogers TH	---	---	---	---	---	---	0	0.0	---	---	---	---
District Only*	46	13.5	42	11.8	13	3.9	0	0.0	---	---	---	---

\*Rates are not calculated for campuses not meeting criteria for calculating rates, but students are included in district-level rates.

Source: TEA Confidential Class of 2016 to 2020 Four-Year Longitudinal Summary Report.  
PEIMS 2016-20 data.

## **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:

Under TEC §39.053(g-1),

- (a) A student who is ordered by court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate (**Exclusion 1**);
- (b) A student previously reported to the state as a dropout (**Exclusion 2**);
- (c) 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) (**Exclusion 3**);
- (d) 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) (**Exclusion 4**);
- (e) 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) (**Exclusion 5**); or,
- (f) 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 (**Exclusion 6**).
- Under TEC §39.053(g-2), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services (starting in 2015–16) (**Exclusion 7**).
- Under TEC §39.054(f), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility (**Exclusion 5**).
- Under TEC §39.055, A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district (starting in 2013–14) (**Exclusion 5**).

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

#### **Graduated or received an out-of-state GED:**

- Student **graduated** from a campus in this district or charter;
- Student **graduated outside Texas** before entering a Texas public school, entered a Texas public school, and left again;
- Student completed the **GED outside Texas**;
- Student **graduated from another state** under provisions of the Interstate Compact on Educational Opportunity for **Military Children**;

#### **Moved to other educational setting:**

- Student **entered college** and is working towards an Associate's or Bachelor's degree;
- Student is **home schooled**;
- Student was **removed by Child Protective Services (CPS)** and the district has not been informed of the student's current status or enrollment;
- Student **enrolled in a private school** in Texas;
- Student **enrolled in a public or private school** outside of Texas;
- Student 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;



**Withdrawn by school district:**

- Student was **expelled** under the provisions of TEC §37.007 and cannot return to school;
- Student was attending and was **withdrawn from school by the district** when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized;

**Other reasons:**

- Student **died** while enrolled in school or during the summer break after completing the prior school year;
- Student **returned to family's home country**;
- Student was **ordered by a court** to attend a GED program and has not earned a GED certificate;
- Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult; or
- Other (reason unknown or not listed above).

Source: Secondary School Completion and Dropouts in Texas Public Schools, 2017–18, Texas Education Agency, September 2019.