

MEMORANDUM

September 29, 2017

TO: Board Members

FROM: Richard A. Carranza
Superintendent of Schools

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2015–2016**

CONTACT: Carla Stevens, (713) 556-6700

Attached are the four-year graduation and dropout data for the 2015–2016 academic year. The 2016 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2012-13 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

Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2016

- Out of 11,858 students in the class of 2016, 9,543 (80.5 percent) graduated. The graduation rate for the class of 2016 was 1.5 percentage points lower than the rate for the class of 2015. This is the district's largest cohort and largest number of graduates during that period but the lowest graduation rate since 2011 using the state calculations.
- Among the four major ethnic groups in the class of 2016, Asian students had the highest graduation rate (94.5 percent), followed by White students (81.2 percent), Hispanic students (80.3 percent), and African American students (78.8 percent). The graduation rate for Asian students increased by 0.4 percentage points, while the graduation rate for African American, Hispanic, and White students decreased by 0.5, 1.6, and 3.6 percentage points, respectively.
- The longitudinal dropout rate for the class of 2016 was 12.6 percent (based on 1,500 dropouts), 1.7 percentage points higher than the dropout rate for the class of 2015.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (14.8 percent), followed by Hispanic students (12.4 percent) and White students (12.3 percent). Asian students had the lowest longitudinal dropout rate (1.4 percent). The dropout rates for White, Hispanic, and African American students were 4.6, 2.0, and 0.4 percentage points higher than the rates for the class of 2015. The dropout rate for Asian students decreased by 1.9 percentage points.

- The graduation rate for 8,327 Economically Disadvantaged students in the class of 2016 was 80.4 percent, a decrease of 1.7 percentage points over the class of 2015. The longitudinal dropout rate for economically disadvantaged students was 12.6 percent, an increase of 1.1 percentage points over the class of 2015.

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

- The graduation rate used for federal accountability purposes was 77.9 percent for the class of 2016, a decrease of 1.4 percentage points over the class of 2015.
- The longitudinal dropout rate for all students increased by 1.4 percentage points from 12.3 percent in 2015 to 13.7 percent in 2016.

Administrative Response

Student Support Services

Student Support Services restructured in August 2017 to include the Department of Student Assistance. This department is responsible for the planning and implementation of programs which address the needs of students at risk for school failure due to non-academic indicators. The Student Assistance Department works to coordinate various support and strategies in schools and communities in order to provide at-risk students with the opportunity to graduate from high school. Through this new structure, more targeted assistance can be provided to increase the effectiveness of the district's support efforts to special populations by connecting them and their families to appropriate services as needed. The new department structure incorporates the use of outreach workers to support campuses in matters of attendance, homeless assistance, pregnancy related services, and working to ensure students who have been incarcerated or who are in foster care receive the assistance they need.

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:

- **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 Outreach Workers and community referrals, the Student Assistance Department will collaborate with schools to identify students at risk for failure due to academic, social, or behavioral issues, and provide assistance to prevent students from dropping out of school.
- **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 analyze data, collect feedback and render suggestions on strategic courses of action 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 provide targeted assistance to students in schools and communities that lack these services. Student Outreach Workers will provide support to their assigned campuses with service agency referral, mentoring, case management, and academic tutoring to increase opportunities for students to graduate from high school. The Department of Student Assistance collaborates with Harris County’s TRIAD and Juvenile Probation Department, City of Houston’s Municipal Court Juvenile Case Management Program, The Teen and Police Service Program, 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 character, motivational, and leadership development.
- **Maximize Role of District Student Outreach Workers**
 The Department of Student Assistance incorporates the use of outreach workers to support campuses in matters of attendance, homeless assistance, pregnancy related services, and working to ensure students who have been incarcerated or who are in foster care receive the assistance they need. Outreach workers will be utilized to support the graduation support committee through continuous analysis of attendance data and intervening to provide the necessary support to prevent students from dropping out of school. This system of support to schools will be tiered and targeted based on dropout rate and low attendance percentages.
- **Collaboration with Schools and HISD Departments**
 The Student Assistance Department works side-by-side with school leadership to assist in the effective implementation of programs to bolster attendance and drop-out prevention efforts. The Student Assistance Department will collaborate with College Readiness, Career Readiness, Special Education, Multilingual, Family and Community Empowerment, Interventions Office, Social Emotional Learning, Parent Center, and HISD Alternative High School programs to provide and receive support through professional development, programming, and other initiatives that strengthen student and family support. Together, we can work to implement the most beneficial programs that will address the varied needs of at-risk students.
- **Supporting School Interventions for Attendance**
 The Student Assistance department will work with schools to support students who 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. The department will also provide assistance to enhance the purpose of the school-based Graduation Support Team which should align with the RTI/IAT process to develop meaningful interventions to improve attendance.

Student Support Services has also developed a partnership with the City of Houston to help reach non-traditional, at-risk students by offering academic programming through the city’s multiservice centers. This will provide students with additional opportunities for credit recovery, wrap around services, and college and career. This program, known as Momentum Academy will open for the 2017-2018 school year.

School Offices

The four-year cohort graduation rate (with exclusions-Figure 1) shows a 1.5 percentage point decrease from 82.0 to 80.5 percent between 2015 and 2016. There is decrease in the percent of students who are graduating from HISD schools within the standard four years. However, the 2016 cohort represents the largest cohort and largest number of graduates since 2011.

In an effort to address this finding, the Schools Offices 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 Offices 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 Offices will closely:

- Monitor the behaviors of the students at the schools that reflect the greatest number of students who did not graduate.
- Create individual plans;
- Periodically monitor the plans to ensure students stay on track;
- Provide greater centralized, targeted support to ensure students are scheduled appropriately to graduate on time;
- Track student attendance and share findings with campuses;
- Investigate new trends in dropout data by seeking root causes and identifying challenges; and
- Evaluate fully the efficacy of programs and systems and offer recommendations.

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



RAC

Attachments

cc: Superintendent's Direct Reports
Mark Smith
David Barragato

Area Superintendents
Annvi Utter
Beatriz Marquez



RESEARCH

Educational Program Report

GRADUATION AND DROPOUT ANALYSIS
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Graduation and Dropout Analysis: Class of 2016

Executive Summary

Graduation of students from high school 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 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 (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 14,673 students either entered ninth grade in HISD high schools in the 2012-2013 school year or were added to, or removed from, the 2012-13 cohort in grade 9 over the next three years. Also, 2,273 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 2016 anticipated graduation date for the cohort, 12,400 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 2016. The final statuses for 68 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 39 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 2016 are based on a class size of 12,293. For state accountability, an additional 416 students were excluded under TEC §39.053(g-1) and TEC §39.055, and a class size of 11,858 was used for completion calculations.

Highlights of the Class of 2016 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 11,858 students in the class of 2016, 9,543 (80.5 percent) graduated. The graduation rate for the class of 2016 was 1.5 percentage points lower than the rate for the class of 2015. This is the district's largest cohort and largest number of graduates during that period but the lowest graduation rate since 2011 using the state calculations.
- Among the four major ethnic groups in the class of 2016, Asian students had the highest graduation rate (94.5 percent), followed by White students (81.2 percent), Hispanic students (80.3 percent), and African American students (78.8 percent). The graduation rate for Asian students increased by 0.4 percentage points, while the graduation rate for African American, Hispanic, and White students decreased by 0.5, 1.6, and 3.6 percentage points, respectively.
- The longitudinal dropout rate for the class of 2016 was 12.6 percent (based on 1,500 dropouts), 1.7 percentage points higher than the dropout rate for the class of 2015.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (14.8 percent), followed by Hispanic students (12.4 percent) and White students (12.3 percent). Asian students had the lowest longitudinal dropout rate (1.4 percent). The dropout rates for White, Hispanic,

and African American students were 4.6, 2.0, and 0.4 percentage points higher than the rates for the class of 2015. The dropout rate for Asian students decreased by 1.9 percentage points.

- The graduation rate for 8,327 Economically Disadvantaged students in the class of 2016 was 80.4 percent, a decrease of 1.7 percentage points over the class of 2015. The longitudinal dropout rate for economically disadvantaged students was 12.6 percent, an increase of 1.1 percentage points over the class of 2015.
- The graduation rate for 1,470 students in the class of 2016 identified as Ever English Language Learners in high school (Ever ELL in HS) was 58.0 percent, a decrease of 2.4 percentage points over the class of 2015. The longitudinal dropout rate for Ever ELL students was 24.5 percent, an increase of 5.7 percentage points over the class of 2015.
- The graduation rate for 1,001 students in the class of 2016 identified as Students with Disabilities (SWD) was 68.6 percent, a decrease of 1.5 percentage points over the class of 2015. The longitudinal dropout rate for SWD students was 19.4 percent, an increase of 2.6 percentage points over the class of 2015.

Highlights of the Class of 2016 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 77.9 percent for the class of 2016, a decrease of 1.4 percentage points over the class of 2015.
- The longitudinal dropout rate for all students increased by 1.4 percentage points from 12.3 percent in 2015 to 13.7 percent in 2016.

Introduction

This report provides the four-year longitudinal graduation and dropout rates for students who were expected to graduate from HISD high schools in 2015–2016 and the annual dropout rates for students who attended district schools in grades 7–8 during 2015–2016. 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.

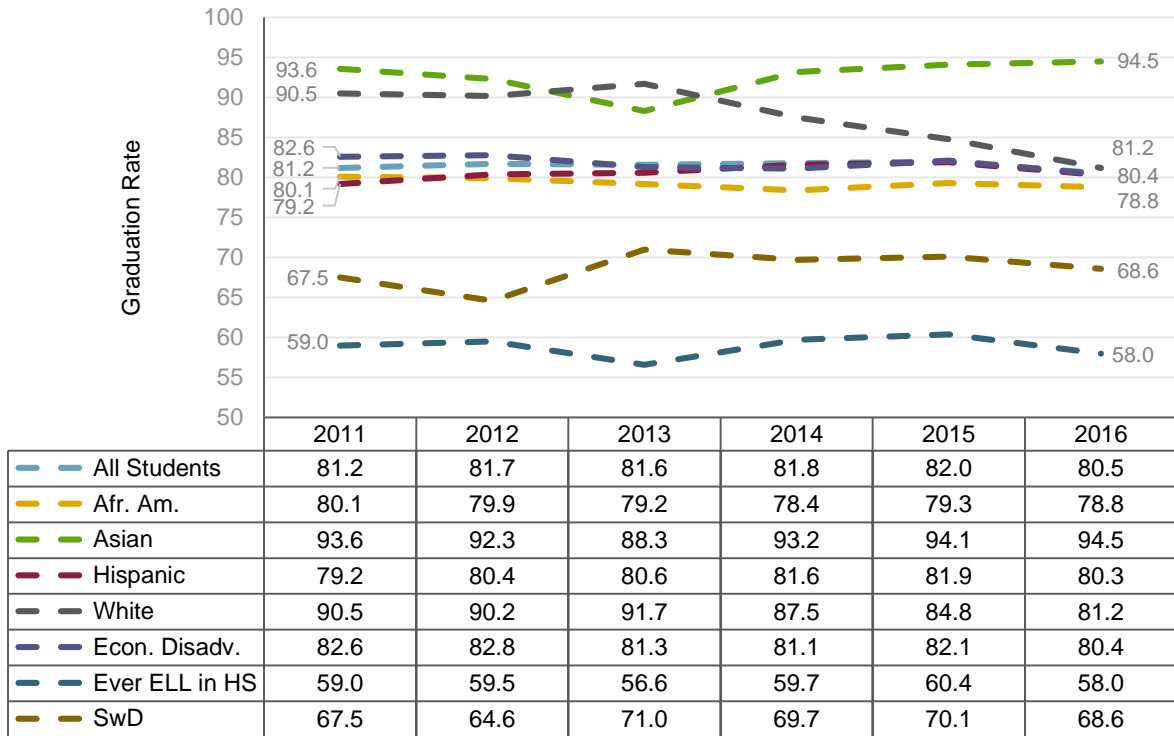
Table 1. HISD Enrollment and Graduates (with Exclusions) for State Accountability, 2012–2016

School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates (with Exclusions [^]) for each Cohort
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%)

Sources: *2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2016 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2015–2016.
[^]TEA Class of 2012, 2013, 2014, 2015, and 2016 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: 2011–2016**



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

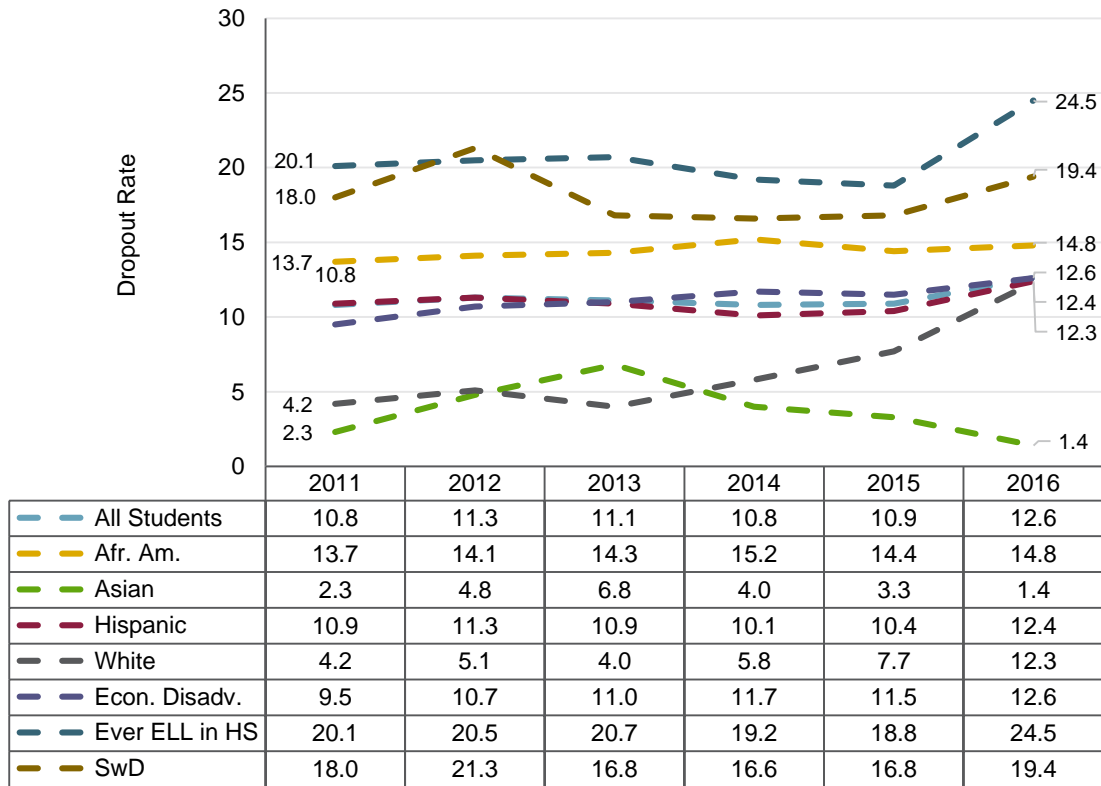
Figure 1 indicates that from **2011 to 2016**:

- The longitudinal four-year graduation rates with exclusions for state accountability purposes **increased** for the Asian, Hispanic, and Students with Disabilities groups.
- The longitudinal four-year graduation rates with exclusions **decreased** for the All, African American, White, Economically Disadvantaged, and Ever English Language Learners in high school (Ever ELL in HS) student groups. This is the district's largest cohort and largest number of graduates during that period but the lowest graduation rate since 2011 using the state calculations.
- The Hispanic-White gap in the four-year graduation rate with exclusions **declined** from 11.3 percentage points in 2011 to 0.9 percentage points in 2016; however, this is due to a 9.3 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 2.4 percentage points in 2016. The graduation rates for both student groups have declined since 2011.

Figure 1 indicates that from **2015 to 2016**:

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

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2016**



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

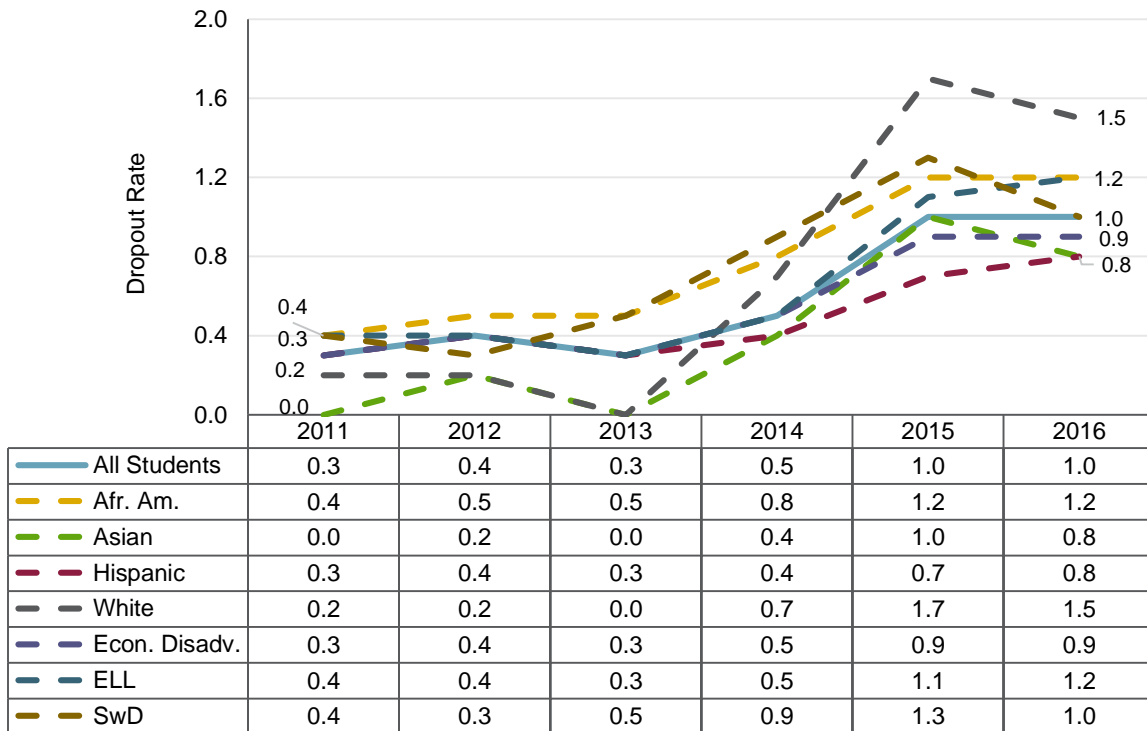
Figure 2 indicates that from **2011 to 2016**:

- The longitudinal four-year dropout rates with exclusions for state accountability purposes **decreased** 0.9 percentage points for the Asian student group.
- The longitudinal four-year dropout rates with exclusions **increased** for the All, African American, Hispanic, White, Economically Disadvantaged, Ever ELL in HS, and Students with Disabilities student groups. Percentage points **increases** range from 1.1 percentage points for African American students to 8.1 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 0.1 percentage points in 2016. 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 2.5 percentage points in 2016. However, both student groups showed an increase in dropout rates since 2011.

Figure 2 indicates that from **2015 to 2016**:

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

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2016**



Source: TEA 2015-16 Annual Dropout Summary Report, June 2017

Figure 3 indicates that from **2011 to 2016**:

- The annual dropout rates with exclusions for state accountability purposes for students in grades 7–8 **increased** for all student groups from 2011 to 2016. The increases range from 0.5 percentage points (Hispanic students) to 1.3 percentage points (White students).
- The Hispanic-White gap in the annual dropout rate with exclusions **increased** from 0.1 percentage points in 2011 to 0.7 percentage points in 2016, 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 0.3 percentage points in 2016; but now in favor of African American students.

Figure 3 indicates that from **2015 to 2016**:

- The annual dropout rates **decreased** for the Asian, White, and Students with Disabilities student groups, **stayed the same** for the All, African American, and Economically Disadvantaged student groups, and **increased** for the Hispanic and ELL student groups.

Results for English Language Learners Based on HISD Internal Tracking

TEA reports graduation rates for English Language Learners who were an ELL at some point in high school (i.e. Ever ELL in HS) or an ELL at the time of expected graduation. HISD also tracks ELL students throughout their entire time in the district. The 4-year longitudinal graduation and dropout rates (with exclusions) for students in the Class of 2016 who were an ELL at any point in HISD were 80.7 percent and 11.3 percent, respectively. These results are both better than the comparable results for all students in the class (80.5 percent and 12.6 percent) and all students in the class who were Ever ELL in HS (58.0 percent and 24.5 percent).

Results without Exclusions

Table 2 shows the district's total student enrollment, as well as the number of seniors and graduates without exclusions, for the past five cohorts to provide a context for the data that follow in Figures 4–6. The graduation rate is the lowest it has been during this time period, decreasing 1.4 percentage points from the prior year. However, this is the largest cohort and number of graduates during the same period.

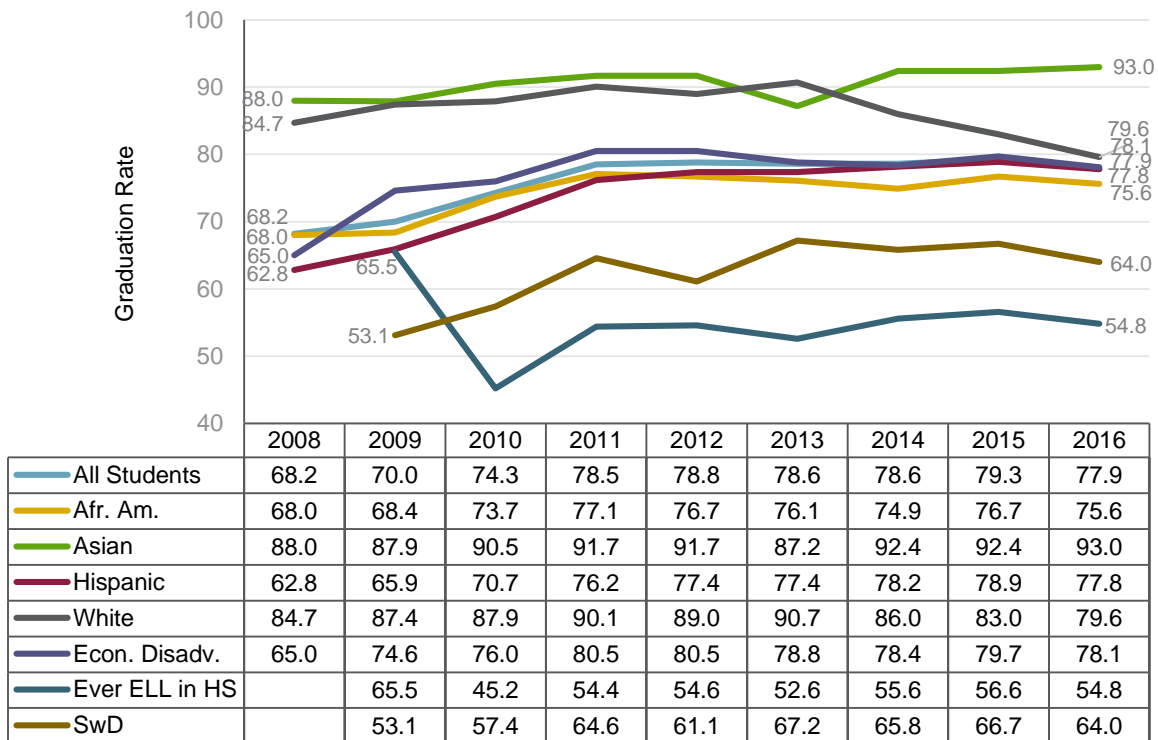
Table 2. HISD Enrollment and Graduates (without Exclusions) for Federal Accountability, 2012–2016

School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates without Exclusions^ for each Cohort
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%)

Sources: *2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2016 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2015–2016.

^TEA Class of 2012, 2013, 2014, 2015, and 2016 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: 2008–2016



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017.

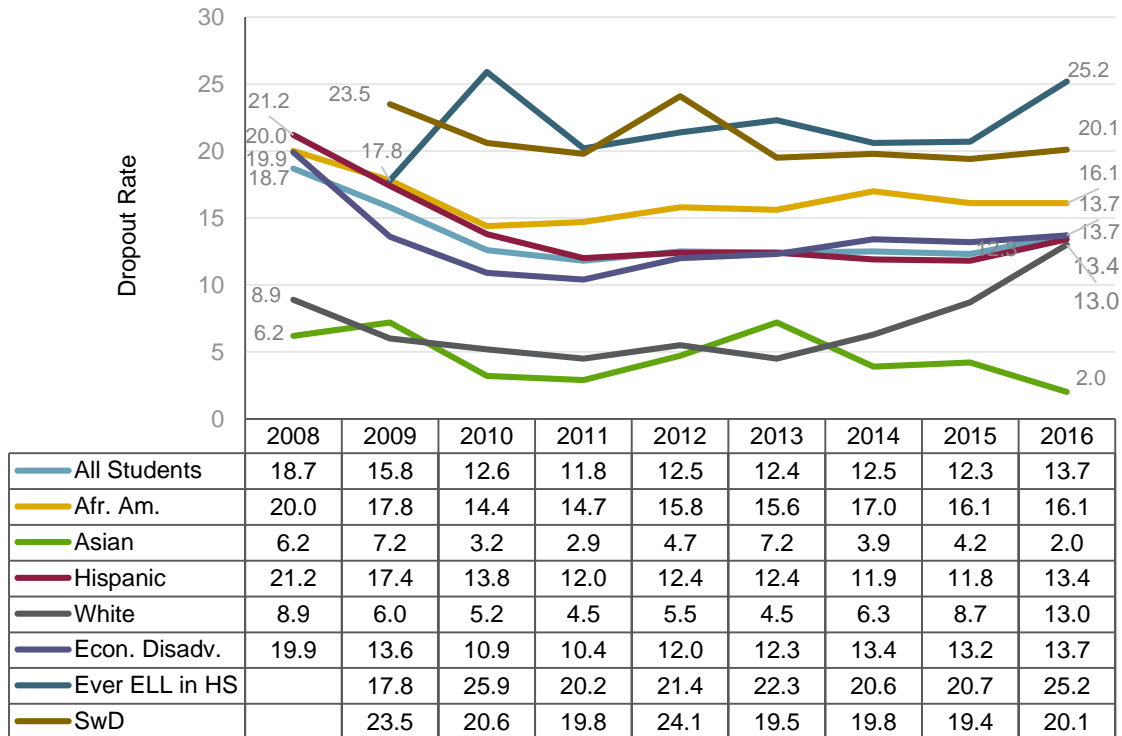
Figure 4 indicates that from **2008 to 2016**:

- The Class of 2016 graduation rate of 77.9 percent is the lowest for the district since 2011 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased for all student groups**, except the White student group. Percentage point **increases** range from 5.0 for Asian students (from 88.0 percent in 2008 to 93.0 percent in 2016) to 15.0 for Hispanic students (from 62.8 percent in 2008 to 77.8 percent in 2016).
- The longitudinal four-year graduation rates without exclusions **decreased** 5.1 percentage points for White students.
- The Hispanic-White gap in the four-year graduation rate without exclusions **declined** from 21.9 percentage points in 2008 to 1.8 percentage points in 2016. However, the White student group showed a decrease in their graduation rate since 2008.
- The African American-White gap in the four-year graduation rate without exclusions **declined** from 16.7 percentage points in 2008 to 4.0 percentage points in 2016. However, the White student group showed a decrease in their graduation rate since 2008.

Figure 4 indicates that from **2015 to 2016**:

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

Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12 Without Exclusions: 2008–2016



Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

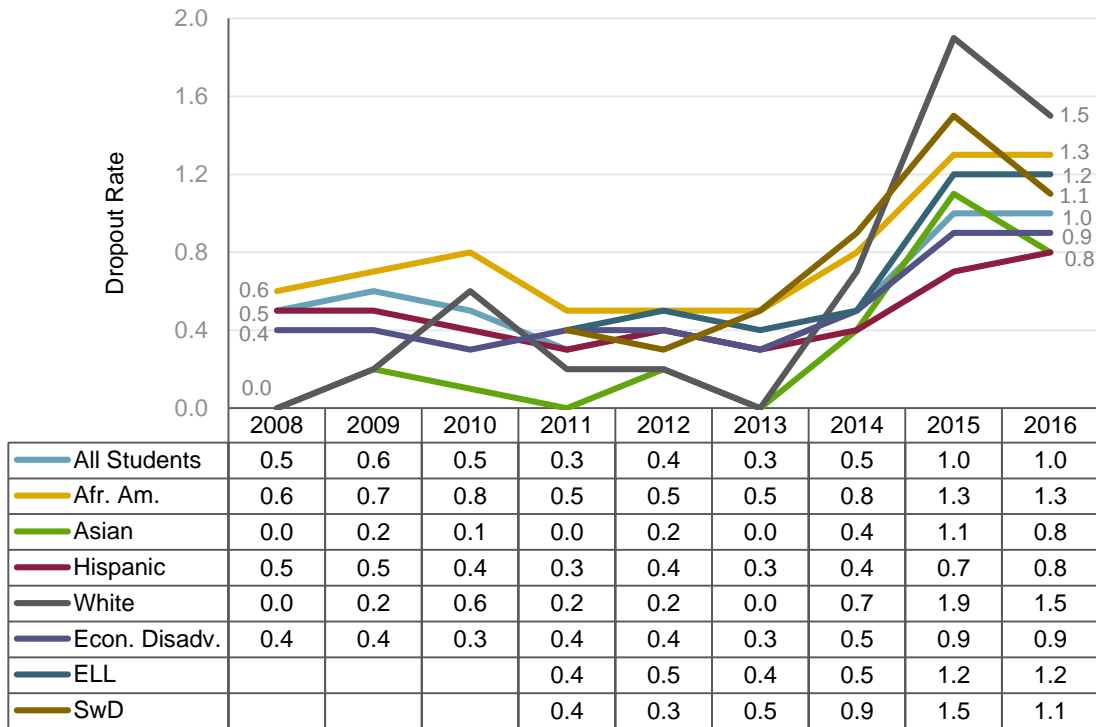
Figure 5 indicates that from **2008 to 2016**:

- The longitudinal four-year dropout rates without exclusions for federal accountability purposes **decreased for all student groups** except the White and Ever ELL student groups. Percentage point **decreases** range from 3.9 percentage points for African American students (from 20.0 percent in 2008 to 16.1 percent in 2016) to 7.8 percentage points for Hispanic students (from 21.2 percent in 2008 to 13.4 percent in 2016).
- The longitudinal four-year dropout rate without exclusions **increased** by 4.1 percentage points for the White student group (from 8.9 percent in 2008 to 13.0 percent in 2016).
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 12.3 percentage points in 2008 to 0.4 percentage points in 2016. However, the White student group dropout rate increased.
- The African American-White gap in the four-year dropout rate without exclusions **declined** from 11.1 to 3.1 percentage points from 2008 to 2016. However, the White student group dropout rate increased.

Figure 5 indicates that from **2015 to 2016**:

- The longitudinal four-year dropout rates without exclusions **decreased** for the Asian student group, **stayed the same** for the African American student group, and **increased** for the All, Hispanic, White, Economically Disadvantaged, Ever ELL in HS, and Students with Disabilities student groups.

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



Source: TEA 2015–16 Annual Dropout Summary Report, June 2017.

Figure 6 indicates that from **2008 to 2016**:

- The annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes **increased** for all student groups from 2008 to 2016. The increases range from 0.3 percentage points (Hispanic student group) to 1.5 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 0.7 percentage points in 2016, but 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 0.6 to 0.2 percentage points from 2008 to 2016, but in favor of African American students. However, both student groups' dropout rates increased.

Figure 6 indicates that from **2015 to 2016**:

- Annual dropout rates without exclusions **decreased** for the Asian, White, and Students with Disabilities student groups, **stayed the same** for the All, African American, Economically Disadvantaged, and ELL student groups, and **increased** for the Hispanic student group.

Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grade 9–12 With Exclusions: 2011–2016

Group	District	2011	2012	2013	2014	2015	2016
All Students	HISD	81.2	81.7	81.6	81.8	82.0	80.5
	State	85.9	87.7	88.0	88.3	89.0	89.1
African American	HISD	80.1	79.9	79.2	78.4	79.3	78.8
	State	80.9	83.5	84.1	84.2	85.2	85.4
Asian	HISD	93.6	92.3	88.3	93.2	94.1	94.5
	State	95.0	94.4	93.8	94.8	95.4	95.7
Hispanic	HISD	79.2	80.4	80.6	81.6	81.9	80.3
	State	81.8	84.3	85.1	85.5	86.5	86.9
White	HISD	90.5	90.2	91.7	87.5	84.8	81.2
	State	92.0	93.0	93.0	93.0	93.4	93.4
Economically Disadvantaged	HISD	82.6	82.8	81.3	81.1	82.1	80.4
	State	83.7	85.1	85.2	85.2	85.6	86.0
Ever ELL in H.S.	HISD	59.0	59.5	56.6	59.7	60.4	58.0
	State	66.8	69.1	71.3	71.5	73.3	73.7
Students with Disabilities	HISD	67.5	64.6	71.0	69.7	70.1	68.6
	State	76.7	76.9	77.8	77.5	78.2	77.9

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Secondary School Completion and Dropouts in Texas Public Schools 2015-16, August 2017.

Figure 7 indicates that from **2011 to 2016**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for Asian, Hispanic, and Students with Disabilities student groups; while the rates **decreased** for All, African American, White, Economically Disadvantaged, and Ever ELL in HS student groups. 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 Asian students in 2016.

Figure 7 indicates that from **2015 to 2016**:

- The 4-year longitudinal graduation rates with exclusions results for the state increased for all student groups except White (the same as in 2015) and Students with Disabilities groups, while the rates for the district declined for all student groups except Asian students.
- 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: 2011–2016**

Group	District	2011	2012	2013	2014	2015	2016	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	10.9	12.6	1,500
	State	6.8	6.3	6.6	6.6	6.3	6.2	21,610
African American	HISD	13.7	14.1	14.3	15.2	14.4	14.8	461
	State	10.9	10.1	9.9	9.8	9.5	9.1	4,211
Asian	HISD	2.3	4.8	6.8	4.0	3.3	1.4	6
	State	1.4	2.1	3.0	2.4	2.2	2.0	279
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	12.4	853
	State	8.7	8.0	8.2	8.2	7.7	7.5	12,987
White	HISD	4.2	5.1	4.0	5.8	7.7	12.3	156
	State	3.4	3.2	3.5	3.6	3.4	3.4	3,703
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	12.6	1,050
	State	7.7	7.8	8.5	9.0	8.7	8.5	15,085
Ever ELL in H.S.	HISD	20.1	20.5	20.7	19.2	18.8	24.5	360
	State	14.6	15.4	14.9	15.9	15.1	15.2	4,119
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	19.4	194
	State	11.3	11.2	11.1	11.2	10.4	10.2	2,979

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Secondary School Completion and Dropouts in Texas Public Schools 2015-16, August 2017.

Figure 8 indicates that from **2011 to 2016**:

- The four-year longitudinal dropout rates for the district **decreased** for the Asian student group, while the rates **increased** for All, African American, Hispanic, White, Economically Disadvantaged, Ever ELL in HS, and Students with Disabilities student groups.
- The four-year longitudinal dropout rates for the state **decreased** for All, African American, Hispanic, and Students with Disabilities groups, **stayed the same** for White students, and **increased** for the Asian, Economically Disadvantaged, and Ever ELL in HS students.
- HISD's longitudinal dropout rates are **consistently higher** than the state's for all student groups except Asian students.
- The district-state gap in the longitudinal dropout rates for Asian students **decreased** from 0.9 percentage points in 2011 to 0.6 percentage points in 2016, but now in favor of HISD.

Figure 8 indicates that from **2015 to 2016**:

- Both the state and HISD's longitudinal dropout rates **decreased** for Asian students, and **increased** for Ever ELL in HS students.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12
With Exclusions: 2011–2016**

(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
All Students	HISD	7.3	6.3	6.7	6.7	6.6	6.3
	State	6.2	5.0	4.6	4.3	4.1	4.2
African American	HISD	5.6	5.2	5.9	5.7	5.8	6.0
	State	7.4	5.5	5.3	5.3	4.8	5.1
Asian	HISD	3.8	2.9	4.6	2.8	2.6	4.2
	State	3.5	3.3	3.0	2.7	2.2	2.2
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4	6.9
	State	8.4	6.7	5.9	5.6	5.3	5.2
White	HISD	3.8	2.8	3.6	5.2	5.9	4.5
	State	3.3	2.7	2.6	2.5	2.4	2.6
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1	6.6
	State	7.6	6.1	5.4	5.0	5.0	5.1
Ever ELL in H.S.	HISD	20.7	20.0	22.4	20.8	20.7	17.1
	State	18.1	15.1	13.4	12.3	11.4	10.9
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9	11.8
	State	11.4	11.2	10.7	10.8	11.1	11.6

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017; TEA Secondary School Completion and Dropouts in Texas Public Schools 2015-16, August 2017.

Figure 9 indicates that from **2011 to 2016**:

- The four-year longitudinal continuer rates for the district **increased** for the African American, Asian, and White student groups, while the rates **decreased** for the All, Hispanic, Economically Disadvantaged, Ever ELL in HS, and Students with Disabilities student groups.
- The four-year longitudinal continuer rates for the state **increased** for the Students with Disabilities student group, and the rates **decreased** for the All, African American, Asian, Hispanic, White, Economically Disadvantaged, and Ever ELL in HS student groups.
- The Ever ELL in HS students and Students with Disabilities continue to need additional time to graduate more than any other student group.

Figure 9 indicates that from **2015 to 2016**:

- The four-year longitudinal continuer rates for the district **decreased** for the All, Hispanic, White, Ever ELL in HS, and Students with Disabilities groups, and **increased** for African American, Asian, and Economically Disadvantaged student groups.
- The four-year longitudinal continuer rates for the state **decreased** for the Hispanic and Ever ELL in HS student groups, **stayed the same** for Asian students, and **increased** for All, African American, White, Economically Disadvantaged, and Students with Disabilities groups.

**Figure 10. HISD and State Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2016**

Group	District	2011	2012	2013	2014	2015	2016	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	1.0	1.0	285
	State	0.2	0.3	0.4	0.5	0.3	0.4	2,783
African American	HISD	0.4	0.5	0.5	0.8	1.2	1.2	88
	State	0.3	0.4	0.4	0.4	0.5	0.6	548
Asian	HISD	0.0	0.2	0.0	0.4	1.0	0.8	8
	State	0.1	0.1	0.1	0.1	0.2	0.2	55
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	0.8	144
	State	0.2	0.3	0.6	0.8	0.4	0.4	1,602
White	HISD	0.2	0.2	0.0	0.7	1.7	1.5	39
	State	0.1	0.2	0.2	0.2	0.2	0.2	507
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	0.9	198
	State	0.2	0.3	0.6	0.7	0.4	0.4	2,033
ELL	HISD	0.4	0.4	0.3	0.5	1.1	1.2	68
	State	0.4	0.6	2.0	2.2	0.6	0.6	632
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	1.3	1.0	30
	State	0.3	0.3	0.4	0.4	0.5	0.4	346

Source: TEA 2015-16 Annual Dropout Summary Report, June 2017; TEA Secondary School Completion and Dropouts in Texas Public Schools 2015-16, August 2017.

Figure 10 indicates that from **2011 to 2016**:

- 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 **2015 to 2016**:

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

Campus Results

The complete summary of the four-year completion data with exclusions for all high schools is shown in **Table 3 (p. 17)**. Campuses are ranked by 2016 graduation rates. The percentage of graduates is highlighted in red if it is below the district average. The percentage of dropouts is highlighted in red if it is above the district average.

The district graduation rate with exclusions for the Class of 2016 is 80.5 percent. Twenty-six campuses reported graduation rates above the district average, 17 campuses reported graduation rates below district average. Two campuses had no students who graduated. Ten campuses achieved a 100 percent graduation rate, up from nine campuses in 2015.

As shown in Table 3, the average district dropout rate with exclusions for the Class of 2016 is 12.6 percent. Ten campuses had no students reported as dropouts, 16 campuses reported dropout rates below the district average, and 17 campuses reported dropout rates above the district average.

Table 4 (p. 18) shows the 4-year longitudinal graduation rates by campus with exclusions from 2013 to 2016. The campuses are ranked by graduation rates in 2015–2016. The district graduation rate decreased by 1.1 percent during the period. Three campuses maintained 100 percent graduation rates for 4 years in a row. From 2013 to 2016, fifteen campuses saw graduation rates go up, and the increase ranged from 0.1 percent (Furr HS) to 15.9 percent (Scarborough HS). Seventeen campuses saw their graduation rates go down in that span. Two campuses' graduation rates remained unchanged.

Table 5 (p. 19) shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2013 to 2016. The campuses are ranked by the dropout rates in 2015–2016. The 2016 district dropout rate was 12.6 percent, an increase of 1.5 percent from 2013. Nineteen campuses experienced increased dropout rates. Twelve campuses had decreased dropout rates, and the decreases ranged from -0.8 (Heights HS) to -12.1 percent (Harper Alt.). Four of the five campuses (Community Services- SEC, Reach Charter, Harper Alt., and AVA) with the highest dropout rates in 2016 were alternative schools. Jones Future Academy's dropout rate increased by 26.5 percent in 2015 when compared to 2014 and slightly increased in 2016.

Table 6 (p. 20 & 21) shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2011 to 2016. The campuses are ranked by the number of dropouts in 2015–2016. The number of dropouts increased from 81 in 2010–2011 to 285 in 2015–2016. The number of dropouts almost doubled from 2014 to 2015 and stayed roughly the same in 2016. Twenty-one schools reported more dropouts in 2015–2016 when compared to the prior year, down from 31 campuses in the prior year. Twenty-two campuses had fewer dropouts and nineteen campuses remained unchanged.

The top five campuses, the first one of which is a virtual school serving students in grades 3–12 throughout Texas, accounted for 151 (53 percent) of the 285 dropouts in grades 7–8 in 2015–2016:

- Texas Connections Academy at Houston: 56
- Revere MS: 33
- HS Ahead MS: 29
- Fonville MS: 18
- Key MS: 15

Texas Connections Academy at Houston, Revere MS, and Key MS were on the top five dropout school list last year. Texas Connections Academy at Houston has had the largest number of dropouts since 2014. A closer look at the 2012–2016 data indicates the number of Grades 7 and 8 students enrolled almost doubled from 588 in the 2012–2013 school year to 1130 in 2013–2014 school year and remained stable at 1,167 students in 2015–2016. However, the number of dropouts also increased from 1 in 2012–2013 to 38 in 2013–2014 to 60 in 2014–2015 and slightly decreased to 56 in 2015–2016 (dropout rates increased from 0.2 percent to 3.4 percent to 5.4 percent then 4.8 percent). The percentage increase in 2015–2016 occurred in the Hispanic and White student groups. Title I students decreased from 60 to 56.

The student enrollment remained stable at Revere MS but the number of dropouts continued to increase in the past three years. The number of dropouts increased in the African American, Economically Disadvantaged, and Title I student groups. HS Ahead MS experienced a significant increase of dropouts from 8 in 2015 to 29 in 2016 with increased student enrollment. All of the student groups have seen substantial increases in dropouts. Fonville MS also saw the number of dropouts significantly increased across almost all student groups with decreased student enrollment. Key MS has seen fewer dropouts compared with 2014–2015 with increased enrollment. In addition to these five schools, there are several schools that saw an increase of more than five dropouts compared to the prior year including Las Americas MS, Gregory-Lincoln PK-8, and McReynolds MS. Increased dropouts in the African American or Hispanic, Economically Disadvantaged, and Title I student groups were observed in these schools.

Four campuses, Sugar Grove MS, Long Academy, Inspired Academy, and Fondren MS, saw their dropouts decrease by at least 5 students in 2015–2016. Sugar Grove MS and Long Academy were on the top five dropout school list last year. The largest decrease came from Sugar Grove MS, which reduced from 30 in 2014–2015 to 10 in 2015–2016. Long Academy, Inspired Academy, and Fondren MS also saw their dropouts decrease by 14, 13, and 5 students, respectively.

Table 3. Four-Year Completion Counts and Percent by Campus: Class of 2016 with Exclusions

Ranked by 2016 graduation rates. Performance below district averages are highlighted in red

District/ School	# in Class	Graduation		Dropout		Continuer		GED	
		N	%	N	%	N	%	N	%
HISD	11,858	9,543	80.5	1,500	12.6	744	6.3	71	0.6
E-STEM Central HS	7	7	100.0	0	0.0	0	0.0	0	0.0
Mount Carmel Acad.	85	85	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad	88	88	100.0	0	0.0	0	0.0	0	0.0
Hou Acad. Intl.	92	92	100.0	0	0.0	0	0.0	0	0.0
East EC HS	99	99	100.0	0	0.0	0	0.0	0	0.0
Challenge EC	108	108	100.0	0	0.0	0	0.0	0	0.0
HS Law and Justice	132	132	100.0	0	0.0	0	0.0	0	0.0
Carnegie HS	149	149	100.0	0	0.0	0	0.0	0	0.0
HS Perf. Vis. Arts	154	154	100.0	0	0.0	0	0.0	0	0.0
DeBaKey HS	183	183	100.0	0	0.0	0	0.0	0	0.0
Sharpstown Intl	130	129	99.2	1	0.8	0	0.0	0	0.0
N. Houston ECHS	91	90	98.9	1	1.1	0	0.0	0	0.0
Heights HS (Reagan HS)	542	527	97.2	12	2.2	1	0.2	2	0.4
Furr HS	221	212	95.9	1	0.5	6	2.7	2	0.9
Jordan HS	179	170	95.0	9	5.0	0	0.0	0	0.0
Westside HS	649	604	93.1	29	4.5	12	1.8	4	0.6
Lamar HS	660	614	93.0	27	4.1	12	1.8	7	1.1
E-STEM West HS	55	51	92.7	3	5.5	0	0.0	1	1.8
Bellaire HS	885	809	91.4	31	3.5	43	4.9	2	0.2
Austin HS	341	306	89.7	31	9.1	4	1.2	0	0.0
Scarborough HS	131	117	89.3	13	9.9	1	0.8	0	0.0
Houston MSTC HS	560	476	85.0	53	9.5	30	5.4	1	0.2
Waltrip HS	420	353	84.0	48	11.4	17	4.0	2	0.5
Sharpstown HS	282	235	83.3	23	8.2	24	8.5	0	0.0
Chavez HS	766	625	81.6	112	14.6	27	3.5	2	0.3
Northside HS (Davis HS)	391	317	81.1	44	11.3	30	7.7	0	0.0
Milby HS	397	308	77.6	72	18.1	16	4.0	1	0.3
Wisdom HS (Lee HS)	293	227	77.5	27	9.2	37	12.6	2	0.7
Westbury HS	468	362	77.4	72	15.4	33	7.1	1	0.2
Madison HS	456	339	74.3	78	17.1	39	8.6	0	0.0
Washington HS	159	118	74.2	25	15.7	15	9.4	1	0.6
Sterling HS	218	161	73.9	40	18.3	13	6.0	4	1.8
Yates HS	251	183	72.9	55	21.9	13	5.2	0	0.0
Kashmere HS	131	93	71.0	26	19.8	11	8.4	1	0.8
Wheatley HS	188	128	68.1	44	23.4	15	8.0	1	0.5
Worthing HS	167	113	67.7	36	21.6	16	9.6	2	1.2
Jones HS	24	13	54.2	11	45.8	0	0.0	0	0.0
Tx Conn. Acad.	681	329	48.3	230	33.8	91	13.4	31	4.6
Reach HS	147	55	37.4	79	53.7	13	8.8	0	0.0
Harper Alt.	12	4	33.3	5	41.7	3	25.0	0	0.0
AVA	160	21	13.1	55	34.4	82	51.3	2	1.3
Comm. Serv.	96	0	0.0	96	100.0	0	0.0	0	0.0
Liberty HS	136	0	0.0	33	24.3	102	75.0	1	0.7
District Only*	474	357	75.3	78	16.5	38	8.0	1	0.2

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

Red text indicates a graduation rate below or a dropout rate above the district average.

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

Table 4. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2013–2016

Ranked by 2016 graduation rates. Performance below district averages are highlighted in red

District/School	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Change, Class of 2013-2016
	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	
HISD	9,023	81.6	9,071	81.8	9,182	82.0	9,543	80.5	-1.1
Carnegie HS	108	100.0	102	100.0	138	100.0	149	100.0	0.0
Challenge EC	97	96.0	93	95.9	102	100.0	108	100.0	4.0
DeBakey HS	200	100.0	171	100.0	186	100.0	183	100.0	0.0
East EC HS	90	98.9	107	99.1	106	100.0	99	100.0	1.1
Eastwood Acad	98	100.0	98	100.0	108	100.0	88	100.0	0.0
E-STEM Central HS	---	---	7	100.0	6	100.0	7	100.0	---
Hou Acad. Intl.	74	90.2	76	87.4	90	96.8	92	100.0	9.8
HS Law and Justice	114	99.1	118	99.2	105	99.1	132	100.0	0.9
HS Perf. Vis. Arts	145	99.3	154	100.0	170	100.0	154	100.0	0.7
Mount Carmel Acad.	70	95.9	95	100.0	68	100.0	85	100.0	4.1
Sharpstown Intl	---	---	---	---	85	97.7	129	99.2	---
N. Houston ECHS	---	---	76	98.7	88	100.0	90	98.9	---
Heights HS (Reagan HS)	440	95.0	489	95.3	472	96.5	527	97.2	2.2
Furr HS	158	95.8	182	94.3	197	94.7	212	95.9	0.1
Jordan HS	249	97.6	225	98.7	182	97.3	170	95.0	-2.6
Westside HS	570	92.2	600	92.2	539	94.1	604	93.1	0.9
Lamar HS	690	93.0	825	93.2	781	95.5	614	93.0	0.0
E-STEM West HS	---	---	---	---	22	95.7	51	92.7	---
Bellaire HS	705	89.7	658	90.3	694	88.4	809	91.4	1.7
Austin HS	377	89.8	305	87.1	295	88.6	306	89.7	-0.1
Scarborough HS	121	74.7	112	80.0	116	76.3	117	89.3	14.6
Houston MSTC HS	478	81.4	468	85.7	419	84.0	476	85.0	3.6
Waltrip HS	313	77.7	351	82.6	296	82.5	353	84.0	6.3
Sharpstown HS	208	80.3	185	80.1	239	84.2	235	83.3	3.0
Chavez HS	561	86.2	553	82.9	661	84.2	625	81.6	-4.6
Northside HS (Davis HS)	285	84.8	263	86.2	353	92.2	317	81.1	-3.7
Milby HS	412	90.2	412	86.2	385	85.0	308	77.6	-12.6
Wisdom HS (Lee HS)	286	83.4	259	87.8	222	80.7	227	77.5	-5.9
Westbury HS	400	80.6	345	77.9	389	81.9	362	77.4	-3.2
Madison HS	397	84.5	381	81.1	295	75.6	339	74.3	-10.2
Washington HS	149	79.3	143	75.7	113	77.9	118	74.2	-5.1
Sterling HS	181	82.6	151	76.3	164	81.6	161	73.9	-8.7
Yates HS	183	83.2	191	82.3	156	78.8	183	72.9	-10.3
Kashmere HS	104	71.2	78	70.3	92	74.8	93	71.0	-0.2
Wheatley HS	139	69.2	136	67.7	138	67.0	128	68.1	-1.1
Worthing HS	148	75.5	108	65.1	101	57.4	113	67.7	-7.8
Jones HS	81	74.3	67	79.8	22	48.9	13	54.2	-20.1
Tx Conn. Acad.	---	---	---	---	---	---	329	48.3	---
Reach HS	58	38.4	51	34.5	53	32.9	55	37.4	-1.0
Harper Alt.	4	30.8	2	13.3	4	23.5	4	33.3	2.5
AVA	---	---	22	9.3	31	16.8	21	13.1	---
Comm. Serv.	0	0.0	1	5.0	1	4.2	0	0.0	0.0
Liberty HS	3	1.5	3	1.6	0	0.0	0	0.0	-1.5

Red text indicates a graduation rate below the district average.

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report, June 2017

Table 5. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2013-2016

Ranked by 2016 dropout rates. Performance above district averages are highlighted in red

District/School	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Change, Class of 2013-2016
	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	
HISD	1,227	11.1	1,201	10.8	1,221	10.9	1,500	12.6	1.5
Comm. Serv.	9	75.0	18	90.0	23	95.8	96	100.0	25.0
Reach HS	55	36.4	68	45.9	79	49.1	79	53.7	17.3
Jones HS	20	18.3	15	17.9	20	44.4	11	45.8	27.5
Harper Alt.	7	53.8	9	60.0	9	52.9	5	41.7	-12.1
AVA	---	---	134	56.5	58	31.5	55	34.4	---
Tx Conn. Acad.	---	---	---	---	---	---	230	33.8	---
Liberty HS	53	26.8	46	25.0	26	17.0	33	24.3	-2.5
Wheatley HS	46	22.9	51	25.4	58	28.2	44	23.4	0.5
Yates HS	29	13.2	27	11.6	31	15.7	55	21.9	8.7
Worthing HS	39	19.9	45	27.1	51	29.0	36	21.6	1.7
Kashmere HS	38	26.0	26	23.4	26	21.1	26	19.8	-6.2
Sterling HS	28	12.8	35	17.7	25	12.4	40	18.3	5.5
Milby HS	26	5.7	47	9.8	48	10.6	72	18.1	12.4
Madison HS	44	9.4	52	11.1	75	19.2	78	17.1	7.7
Washington HS	24	12.8	36	19.0	21	14.5	25	15.7	2.9
Westbury HS	71	14.3	63	14.2	60	12.6	72	15.4	1.1
Chavez HS	67	10.3	74	11.1	85	10.8	112	14.6	4.3
Waltrip HS	56	13.9	54	12.7	42	11.7	48	11.4	-2.5
Northside HS (Davis HS)	18	5.4	14	4.6	17	4.4	44	11.3	5.9
Scarborough HS	31	19.1	12	8.6	25	16.4	13	9.9	-9.2
Houston MSTC HS	48	8.2	51	9.3	57	11.4	53	9.5	1.3
Wisdom HS (Lee HS)	29	8.5	15	5.1	20	7.3	27	9.2	0.7
Austin HS	34	8.1	35	10.0	32	9.6	31	9.1	1.0
Sharpstown HS	31	12.0	25	10.8	27	9.5	23	8.2	-3.8
E-STEM West HS	---	---	---	---	1	4.3	3	5.5	---
Jordan HS	5	2.0	2	0.9	3	1.6	9	5.0	3.0
Westside HS	27	4.4	29	4.5	16	2.8	29	4.5	0.1
Lamar HS	22	3.0	26	2.9	16	2.0	27	4.1	1.1
Bellaire HS	40	5.1	37	5.1	51	6.5	31	3.5	-1.6
Heights HS (Reagan HS)	14	3.0	18	3.5	7	1.4	12	2.2	-0.8
N. Houston ECHS	---	---	0	0.0	0	0.0	1	1.1	---
Sharpstown Intl	---	---	---	---	1	1.1	1	0.8	---
Furr HS	4	2.4	3	1.6	4	1.9	1	0.5	-1.9
Carnegie HS	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Challenge EC	3	3.0	1	1.0	0	0.0	0	0.0	-3.0
DeBakey HS	0	0.0	0	0.0	0	0.0	0	0.0	0.0
East EC HS	0	0.0	1	0.9	0	0.0	0	0.0	0.0
Eastwood Acad	0	0.0	0	0.0	0	0.0	0	0.0	0.0
E-STEM Central HS	---	---	0	0.0	0	0.0	0	0.0	---
Hou Acad. Intl.	2	2.4	1	1.1	0	0.0	0	0.0	-2.4
HS Law and Justice	0	0.0	1	0.8	1	0.9	0	0.0	0.0
HS Perf. Vis. Arts	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Mount Carmel Acad.	2	2.7	0	0.0	0	0.0	0	0.0	-2.7

Red text indicates a dropout rate above the district average.

Source: TEA Confidential Class of 2016 Four-Year Longitudinal Summary Report; June 2017

Table 6. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2016
Ranked by the number of dropouts in 2015-16

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	School Year 2015-16 # Dropouts	Change, School Years 2011- 2016
HISD	81	101	82	149	281	285	204
Tx Conn. Acad.	2	9	1	38	60	56	54
Revere MS	3	4	0	5	25	33	30
HS Ahead MS	11	8	16	10	8	29	18
Fonville MS	2	3	2	3	3	18	16
Cullen MS	1	0	3	4	11	14	13
Key MS	2	2	2	13	18	15	13
Sugar Grove MS	0	4	1	1	30	10	10
Las Americas MS	0	0	0	1	2	8	8
McReynolds MS	1	4	2	3	4	9	8
Henry MS	0	7	1	1	2	6	6
Holland MS	4	3	4	5	8	10	6
Forest Brook MS	--	--	--	7	12	13	--
Gregory-Lincoln PK-8	1	0	2	0	0	6	5
Edison MS	0	2	0	2	2	5	5
Thomas MS	0	0	3	1	2	4	4
Lawson MS (Dowling MS)	4	5	1	1	8	8	4
Hamilton MS	0	1	1	0	1	3	3
Pershing MS	0	1	1	5	1	3	3
Welch MS	0	0	1	3	6	3	3
Fondren MS	3	4	4	6	11	6	3
Baylor College MS	--	--	--	--	0	2	--
Woodson School	2	2	1	0	1	3	1
Williams MS	1	1	0	0	0	2	1
Comm. Serv.	1	4	2	2	1	2	1
Energized MS	0	0	1	0	0	1	1
Rogers TH MS	0	1	1	1	0	1	1
Navarro MS (Jackson MS)	1	3	2	1	2	2	1
Long Acad	3	2	6	8	18	4	1
Attucks MS	1	3	1	2	0	1	0
Stevenson MS	2	1	0	0	2	2	0
West Briar MS	1	0	0	4	1	1	0
Beechnut Acad	0	0	0	0	0	0	0
Briar Meadow	0	0	0	0	0	0	0
Chrysalis MS	0	0	0	0	0	0	0
E-STEM Central MS	--	--	0	0	0	0	--
E-STEM West MS	0	0	2	1	0	0	0
Garden Oaks ES	--	--	--	0	0	0	--
Tanglewood MS (Grady MS)	0	1	0	0	0	0	0
Meyerland MS (Johnston MS)	0	1	0	0	0	0	0
Marshall MS	0	2	0	1	0	0	0
Rice School	0	1	0	0	0	0	0
Rusk School	0	1	0	0	0	0	0
Wharton Dual Lang.	0	0	0	0	0	0	0
Wilson Mont.	0	0	0	0	0	0	0
Lanier MS	0	0	0	0	1	0	0
Pilgrim Acad.	0	0	0	0	1	0	0
Pin Oak MS	0	0	0	0	1	0	0

Table continued on the next page.

**Table 6 (Continued). Annual Dropout Counts in Grades 7–8 by Campus:
School Years 2011–2016**

Ranked by the number of dropouts in 2015-16

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	School Year 2015-16 # Dropouts	Change, School Years 2011- 2016
Sharpstown Intl	---	0	0	0	1	0	---
Young Scholars	0	0	0	1	1	0	0
Ortiz MS	2	0	1	3	4	2	0
Hogg MS	1	2	1	0	3	1	0
Leland YMCPA	---	---	0	0	2	0	---
Fleming MS	0	3	0	0	4	0	0
Inspired Acad	0	3	6	6	13	0	0
YWCPA	---	---	1	0	0	0	---
Burbank MS	2	3	0	0	2	1	-1
Clifton MS	2	1	2	5	2	1	-1
Reagan Ed Ctr	---	---	1	0	1	0	---
Black MS	1	1	1	2	2	0	-1
Deady MS	1	1	0	1	2	0	-1
Harper Alt.	1	0	3	2	2	0	-1
Hartman MS	2	1	1	0	0	0	-2

Source: TEA 2015-2016 Annual Dropout Report; June 2017

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 purposes:

- 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;