

MEMORANDUM

September 21, 2018

TO: Board Members

FROM: Grenita Lathan, Ph.D.
Interim Superintendent of Schools

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2016–2017**

CONTACT: Carla Stevens, (713) 556-6700

Attached are the four-year graduation and dropout data for the 2016–2017 academic year. The 2017 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2013-14 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 2017

- Out of 12,310 students in the class of 2017, 9,940 (80.7 percent) graduated. The graduation rate for the class of 2017 was 0.2 percentage points higher than the rate for the class of 2016. This is the district's largest cohort and largest number of graduates during that period but the second lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2017, Asian students had the highest graduation rate (91.8 percent), followed by African American students (81.1 percent), Hispanic students (80.4 percent), and White students (78.7 percent). The graduation rate for African American and Hispanic students increased by 2.3 and 0.1 percentage points, respectively; while the graduation rate for Asian and White students decreased by 2.7 and 2.5 percentage points, respectively.
- The longitudinal dropout rate for the class of 2017 was 12.6 percent (based on 1,548 dropouts), the same as the dropout rate for the class of 2016.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (13.8 percent), followed by White students (13.0 percent) and Hispanic students (12.6 percent). Asian students had the lowest longitudinal dropout rate (4.0 percent). The dropout rates for Asian, White, and Hispanic students were 2.6, 0.7, and 0.2 percentage points higher than the rates for the class of 2016. The dropout rate for African American students decreased by 1.0 percentage points.

Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2017

- The graduation rate used for federal accountability purposes was 78.8 percent for the class of 2017, an increase of 0.9 percentage points over the class of 2016.
- The longitudinal dropout rate for all students decreased by 0.6 percentage points from 13.7 percent in 2016 to 13.1 percent in 2017.

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 or residential treatment 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 Meetings, Early Warning System (Dashboard), 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.
- **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. Attendance 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, the 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 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 or residential treatment receive the assistance they need. Outreach workers will be utilized to support the graduation support meetings 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 dropout 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, Wraparound Services 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. "On Time Graduation Academy" will provide students with additional opportunities for credit recovery, wrap around services, and college and career.

Multilingual Department

The graduation rate for Ever English Language Learners in high school (Ever ELL in HS) was 60.1 percentage points, an increase of 2.1 percentage points over the class of 2016. The longitudinal dropout rate for Ever ELL in HS students was 24.3 percent, a decrease of 0.2 percentage points. However, graduation rates continue to be significantly lower than all of the other subgroups, and dropout rates continue to be higher than other subgroups.

In an effort to address the data presented above for Ever ELL in HS, the Multilingual Department (MD) will identify Ever ELLs in HS and provide schools with supports that include:

- Sheltered Instruction training for ESL Teachers, Content Leaders and Administrators;
- Sheltered Instruction training for district support staff that include Teacher Development Specialists (TDS) from Curriculum, the Special Education Office, and the Interventions Office who support teachers who service Ever ELLs;
- Ensuring Personal Graduation Plans have been translated into Spanish and other languages to share with students and their families;
- Monitoring for appropriate master scheduling for Ever ELLs;
- Monitoring for the hiring of certified ESL Language Arts teachers for Ever ELLs;
- Tracking and monitoring students for the development of English Language Proficiency;
- Evaluating the effectiveness of the ESL Pull-out model for priority campuses by engaging in Instructional Rounds which would allow the Multilingual Department to provide next steps to improving the program; and

- Creating Campus Support Plans for each campus.

School Offices

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 a 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;
- Continue to support and provide assistance as needed to schools and individual students;
- Continue to support the annual Grads Within Reach Walk initiative to bring back students who have dropped out of school;
- Monitor and support the completion of the Personal Graduation Plans (PGP) of 8th grade students;
- Utilize dropout prevention resources/strategies to address middle school students;
- Ensure all SIRs or Registrars are monitoring, coding, and collecting documentation of all mobile/leaver students; and
- Monitor and support chronically absent 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.


Sherita Lohman GL

Attachments

cc: Superintendent's Direct Reports
Area Superintendents
Annvi Utter



RESEARCH

Educational Program Report

**GRADUATION AND DROPOUT ANALYSIS:
2016-2017**



2018 BOARD OF EDUCATION

Rhonda Skillern-Jones

President

Jolanda Jones

First Vice President

Anne Sung

Second Vice President

Sergio Lira

Secretary

Holly Maria Flynn Vilaseca

Assistant Secretary

Wanda Adams

Diana Dávila

Susan Deigaard

Elizabeth Santos

Grenita Lathan, Ph.D.

Interim Superintendent of Schools

Carla Stevens

Assistant Superintendent

Department of Research and Accountability

Yuchia Chang, Dr. PH.

Research Specialist

Zack Bigner, Ed.D.

Research Manager

Houston Independent School District

Hattie Mae White Educational Support Center
4400 West 18th Street Houston, Texas 77092-8501

www.HoustonISD.org

It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, political affiliation, sexual orientation, gender identity and/or gender expression in its educational or employment programs and activities.

Graduation and Dropout Analysis: 2016-2017

Executive Summary

Graduation of students from high school represents the culmination of the collective efforts of the 27,000+ 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. For federal accountability, the completion results for the class of 2017 are based on a class size of 12,660. For state accountability, a class size of 12,310 was used for completion calculations.

Highlights of the Class of 2017 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,310 students in the class of 2017, 9,940 (80.7 percent) graduated. The graduation rate for the class of 2017 was 0.2 percentage points **higher** than the rate for the class of 2016. This is the district's largest cohort and largest number of graduates but the second lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2017, Asian students had the highest graduation rate (91.8 percent), followed by African American students (81.1 percent), Hispanic students (80.4 percent), and White students (78.7 percent). The graduation rate for African American and Hispanic students **increased** by 2.3 and 0.1 percentage points, respectively; while the graduation rate for Asian and White students **decreased** by 2.7 and 2.5 percentage points, respectively.
- The longitudinal dropout rate for the class of 2017 was 12.6 percent (based on 1,548 dropouts), the same as the dropout rate for the class of 2016.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (13.8 percent), followed by White students (13.0 percent) and Hispanic students (12.6 percent). Asian students had the lowest longitudinal dropout rate (4.0 percent). The dropout rates for Asian, White, and Hispanic students were 2.6, 0.7, and 0.2 percentage points **higher** than the rates for the class of 2016. The dropout rate for African American students **decreased** by 1.0 percentage points.
- The graduation rate for 8,527 Economically Disadvantaged students in the class of 2017 was 80.9 percent, an **increase** of 0.5 percentage points over the class of 2016. The longitudinal dropout rate for economically disadvantaged students was 12.8 percent, an **increase** of 0.2 percentage points over the class of 2016.
- The graduation rate for 1,805 students in the class of 2017 identified as Ever English Language Learners in high school (Ever ELL in HS) was 60.1 percentage points, an **increase** of 2.1 percentage points over the class of 2016. The longitudinal dropout rate for Ever ELL in HS students was 24.3 percent, a **decrease** of 0.2 percentage points over the class of 2016.

- The graduation rate for 932 students in the class of 2017 identified as Students with Disabilities (SWD) was 70.4 percent, an **increase** of 1.8 percentage points over the class of 2016. The longitudinal dropout rate for SWD students was 17.9 percent, a **decrease** of 1.5 percentage points over the class of 2016.

Highlights of the Class of 2017 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 78.8 percent for the class of 2017, an **increase** of 0.9 percentage points over the class of 2016.
- The longitudinal dropout rate for all students **decreased** by 0.6 percentage points from 13.7 percent in 2016 to 13.1 percent in 2017.

Introduction

This report provides the four-year longitudinal graduation and dropout rates for students who were expected to graduate from HISD high schools in 2016–2017 and the annual dropout rates for students who attended district schools in grades 7–8 during 2016–2017. 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 a Texas Certificate of High School Equivalency (TxCHSE), 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 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 current 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 14,975 students either entered ninth grade in HISD high schools in the 2013-2014 school year or were added to the 2013-14 cohort over the next three years. **Table 1** provides the number of students in the 2013-14 cohort by final status.

Table 1. HISD 2013-2014 Cohort by Final Status

Status	Number of Students	
Graduated	9,940	
Continued H.S.	730	
Received TxCHSE	92	
Dropped out	1,548	
<i>Subtotal for State Accountability</i>		12,310
Excluded continuer	191	
Excluded dropout	116	
Excluded graduate	40	
Excluded TxCHSE recipient	3	
<i>Subtotal for Federal Accountability</i>		12,660
Juvenile detention	33	
Other leaver	2,243	
Data error	39	
Total for 2013-2014 Cohort		14,975

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report and student list, June 2018

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 six cohorts to provide a context for the data that follow. This is the district’s largest cohort and largest number of graduates during that period, but the second lowest graduation rate since 2011 using the state calculations.

Table 2. HISD Enrollment and Graduates (with Exclusions) for State Accountability, 2011–2017

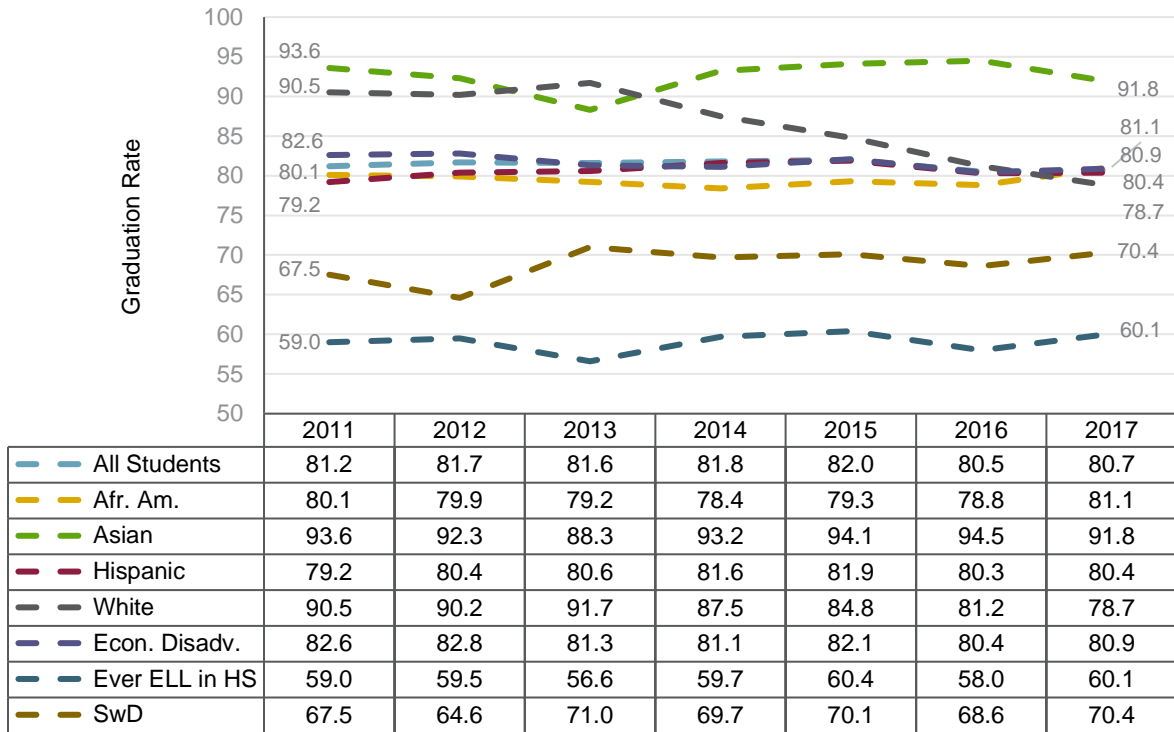
School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates (with Exclusions [^]) for each Cohort
2010–2011	203,294	10,463	Class of 2011 (N=11,126)	9,035 (81.2%)
2011–2012	201,594	10,271	Class of 2012 (N=11,030)	9,008 (81.7%)
2012–2013	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%)

Sources: *2010-2012 enrollment data is from Academic Excellence Indicator System for 2010–2012 and 2012–2017 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2016–2017.

[^]TEA Class of 2011, 2012, 2013, 2014, 2015, 2016, and 2017 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: 2011–2017**



Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018

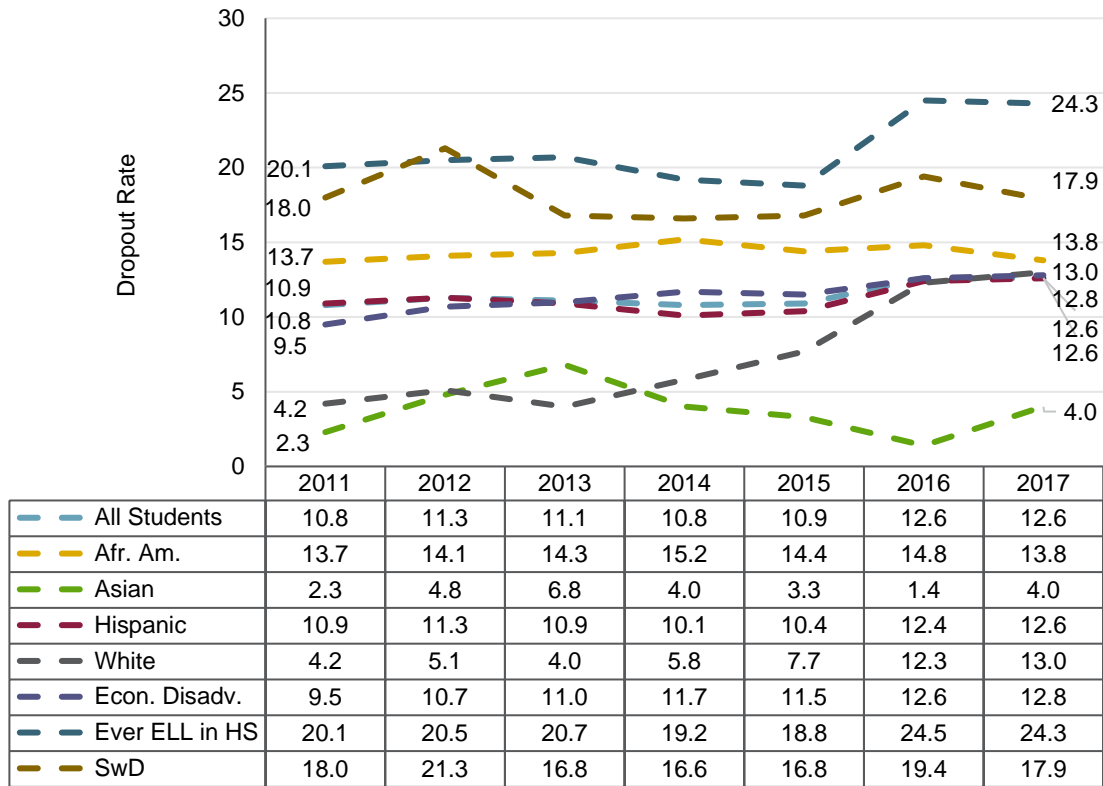
Figure 1 indicates that from **2011 to 2017**:

- The longitudinal four-year graduation rates with exclusions for state accountability purposes **increased** for the African American, Hispanic, Ever English Language Learners in high school (Ever ELL in HS), and Students with Disabilities groups.
- The longitudinal four-year graduation rates with exclusions **decreased** for the All, Asian, White, and Economically Disadvantaged student groups.
- The Hispanic-White gap in the four-year graduation rate with exclusions **decreased** from 11.3 percentage points in 2011 to 1.7 percentage points in 2017; now in favor of Hispanic students. This is due to a 1.2 percentage points increase in the Hispanic student group and 11.8 percentage points drop in the White student group graduation rates over time.
- The African American-White gap in the four-year graduation rate with exclusions **decreased** from 10.4 percentage points in 2011 to 2.4 percentage points in 2017; now in favor of African American students. This is due to a 1.0 percentage point increase in the African American student group and 11.8 percentage points drop in the White student group graduation rates over time.

Figure 1 indicates that from **2016 to 2017**:

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

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2017**



Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018

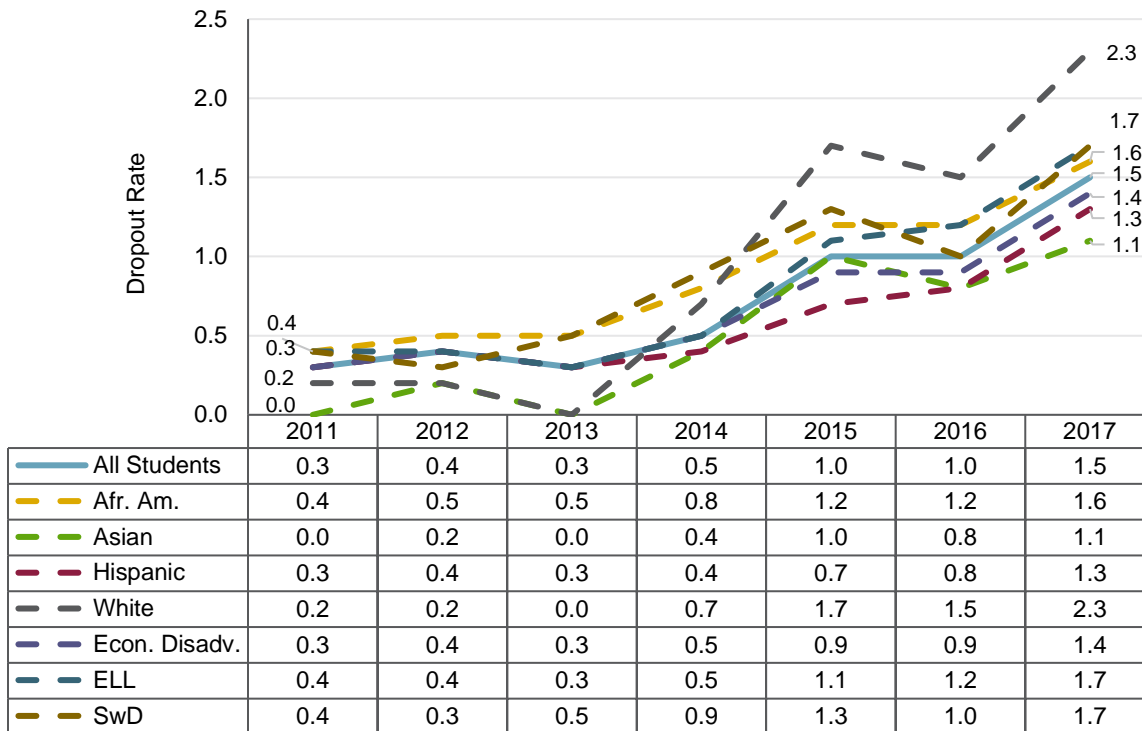
Figure 2 indicates that from **2011 to 2017**:

- The longitudinal four-year dropout rates with exclusions for state accountability purposes **decreased** 0.1 percentage points for the Students with Disabilities student group.
- The longitudinal four-year dropout rates with exclusions **increased** for the All, African American, Asian, Hispanic, White, Economically Disadvantaged, and Ever ELL in HS student groups. Percentage points **increases** ranged from 0.1 percentage points for African American students to 8.8 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 0.4 percentage points in 2017; 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 0.8 percentage points in 2017. However, both student groups showed an increase in dropout rates since 2011.

Figure 2 indicates that from **2016 to 2017**:

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

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2017**



Source: TEA 2016-17 Annual Dropout Summary Report, June 2018

Figure 3 indicates that from **2011 to 2017**:

- The annual dropout rates with exclusions for state accountability purposes for students in grades 7–8 **increased** for all student groups from 2011 to 2017. The increases range from 1.0 percentage points (Hispanic students) to 2.1 percentage points (White students).
- The Hispanic-White gap in the annual dropout rate with exclusions **increased** from 0.1 percentage points in 2011 to 1.0 percentage points in 2017, 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 0.7 percentage points in 2017; now in favor of African American students.

Figure 3 indicates that from **2016 to 2017**:

- The annual dropout rates **increased** for all 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 2017 who were an ELL at any point in HISD were 80.8 percent and 11.6 percent, respectively. These results are both better than the comparable results for all students in the class (80.7 percent and 12.6 percent), and all students in the class who were Ever ELL in HS (60.1 percent and 24.3 percent).

Results without Exclusions

Table 3 shows the district’s total student enrollment, as well as the number of seniors and graduates without exclusions, for the past six cohorts to provide a context for the data that follow in Figures 4–6. The graduation rate increased 0.9 percentage points from the prior year, but is still 0.5 percentage points lower than the highest rate in 2015. However, this is the largest cohort and number of graduates during the same period.

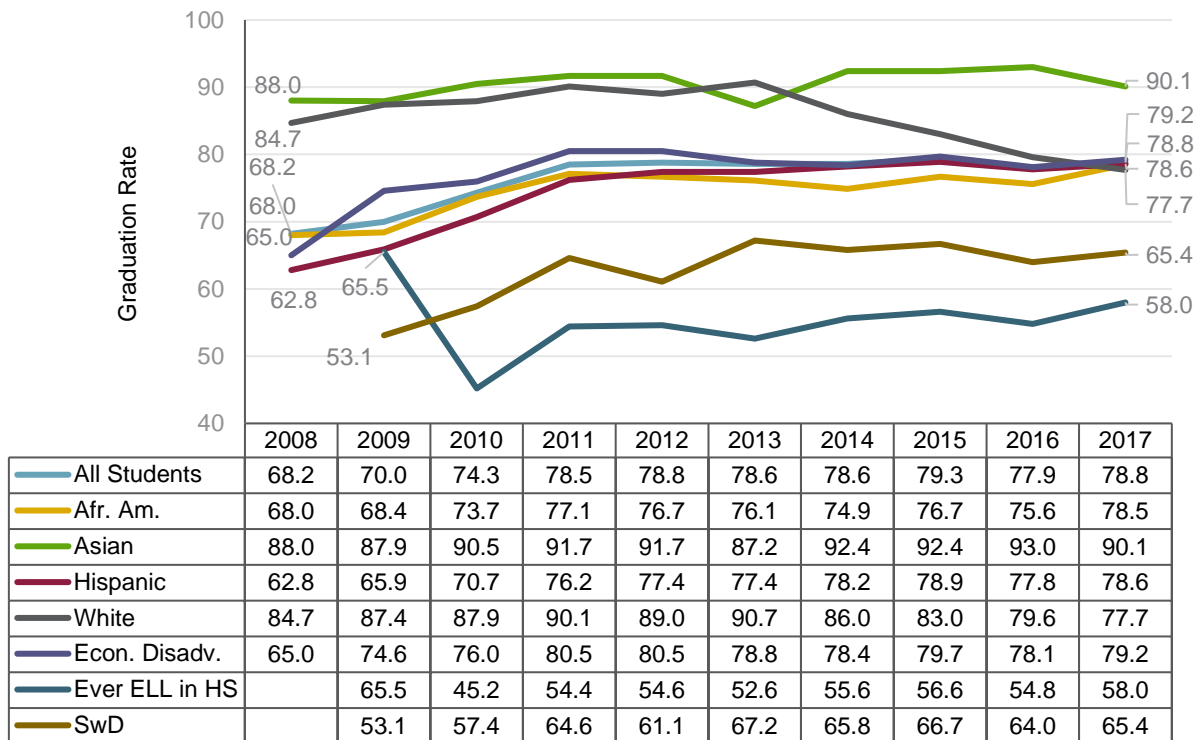
Table 3. HISD Enrollment and Graduates (without Exclusions) for Federal Accountability, 2011–2017

School Year	District Enrollment*	Total Number of Enrolled 12 th 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%)

Sources: *2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2017 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2016–2017.

^TEA Class of 2012, 2013, 2014, 2015, 2016, and 2017 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: 2008–2017**



Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018.

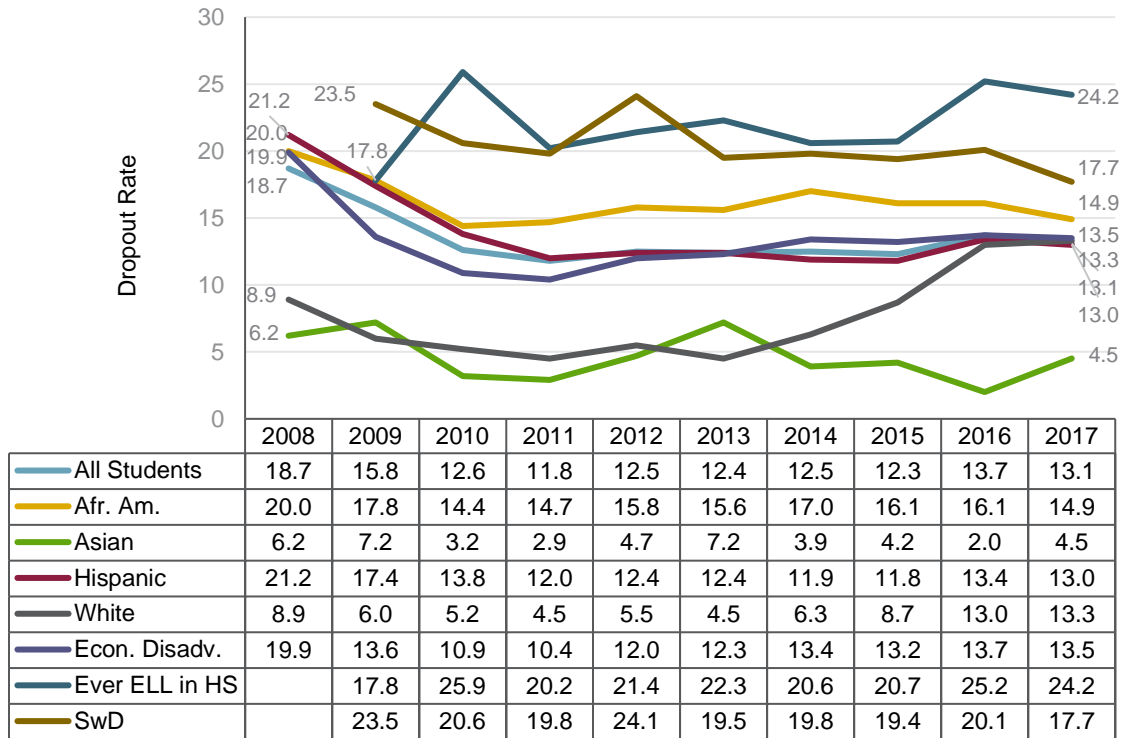
Figure 4 indicates that from **2008 to 2017**:

- The Class of 2017 graduation rate of 78.8 percent is the second highest for the district since 2008 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased for all student groups**, except the White student group. Percentage point **increases** range from 2.1 for Asian students (from 88.0 percent in 2008 to 90.1 percent in 2017) to 15.8 for Hispanic students (from 62.8 percent in 2008 to 78.6 percent in 2016).
- The longitudinal four-year graduation rates without exclusions **decreased** 7.0 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 0.9 percentage points in 2017; now in favor of Hispanic students. 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 0.8 percentage points in 2017; now in favor of African American students. The White student group showed a decrease in their graduation rate since 2008.

Figure 4 indicates that from **2016 to 2017**:

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

Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12 Without Exclusions: 2008–2017



Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018

Figure 5 indicates that from **2008 to 2017**:

- The longitudinal four-year dropout rates without exclusions for federal accountability purposes **decreased for all student groups** except the White and Ever ELL in HS student groups. Percentage point **decreases** range from 1.7 percentage points for Asian students (from 6.2 percent in 2008 to 4.5 percent in 2017) to 8.2 percentage points for Hispanic students (from 21.2 percent in 2008 to 13.0 percent in 2017).
- The longitudinal four-year dropout rate without exclusions **increased** by 4.4 percentage points for the White student group (from 8.9 percent in 2008 to 13.3 percent in 2017).
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 12.3 percentage points in 2008 to 0.3 percentage points in 2017; now in favor of Hispanic students. The White student group dropout rate showed a continuous upward trend since 2013.
- The African American-White gap in the four-year dropout rate without exclusions **declined** from 11.1 to 1.6 percentage points from 2008 to 2017. However, the White student group dropout rate showed a continuous upward trend since 2013.

Figure 5 indicates that from **2016 to 2017**:

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

Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7–8 Without Exclusions: 2008–2017



Source: TEA 2016–17 Annual Dropout Summary Report, June 2018.

Figure 6 indicates that from **2008 to 2017**:

- The annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes **increased** for all student groups from 2008 to 2017. The increases range from 0.8 percentage points (Hispanic student group) to 2.4 percentage points (White student group).
- The Hispanic-White gap in the annual dropout rate without exclusions **increased** from 0.5 percentage points in 2008 to 1.1 percentage points in 2017, 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 **increased** from 0.6 to 0.8 percentage points from 2008 to 2017, but in favor of African American students. However, both student groups' dropout rates increased.

Figure 6 indicates that from **2016 to 2017**:

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

**Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grade 9–12
With Exclusions: 2011–2017**

Group	District	2011	2012	2013	2014	2015	2016	2017
All Students	HISD	81.2	81.7	81.6	81.8	82.0	80.5	80.7
	State	85.9	87.7	88.0	88.3	89.0	89.1	89.7
African American	HISD	80.1	79.9	79.2	78.4	79.3	78.8	81.1
	State	80.9	83.5	84.1	84.2	85.2	85.4	86.1
Asian	HISD	93.6	92.3	88.3	93.2	94.1	94.5	91.8
	State	95.0	94.4	93.8	94.8	95.4	95.7	96.0
Hispanic	HISD	79.2	80.4	80.6	81.6	81.9	80.3	80.4
	State	81.8	84.3	85.1	85.5	86.5	86.9	87.7
White	HISD	90.5	90.2	91.7	87.5	84.8	81.2	78.7
	State	92.0	93.0	93.0	93.0	93.4	93.4	93.6
Economically Disadvantaged	HISD	82.6	82.8	81.3	81.1	82.1	80.4	80.9
	State	83.7	85.1	85.2	85.2	85.6	86.0	86.9
Ever ELL in H.S.	HISD	59.0	59.5	56.6	59.7	60.4	58.0	60.1
	State	66.8	69.1	71.3	71.5	73.3	73.7	75.5
Students with Disabilities	HISD	67.5	64.6	71.0	69.7	70.1	68.6	70.4
	State	76.7	76.9	77.8	77.5	78.2	77.9	77.4

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018; TEA Secondary School Completion and Dropouts in Texas Public Schools 2016-17, August 2018.

Figure 7 indicates that from **2011 to 2017**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for the All, African American, Hispanic, Economically Disadvantaged, Ever ELL in HS, and Students with Disabilities student groups; while the rates **decreased** for Asian and White student groups. The state's longitudinal graduation rates with exclusions **increased** for all student groups except Students with Disabilities.
- 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 2017.

Figure 7 indicates that from **2016 to 2017**:

- The 4-year longitudinal graduation rates with exclusions results for the state increased for all student groups except the Students with Disabilities group, while the rates for the district increased for all student groups except Asian and White students.
- When compared to the prior year, HISD's 4-year longitudinal graduation rates with exclusions for African American, Ever ELL in HS, and Students with Disabilities showed greater gains than the state.

**Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grade 9–12
With Exclusions: 2011–2017**

Group	District	2011	2012	2013	2014	2015	2016	2017	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	10.9	12.6	12.6	1,548
	State	6.8	6.3	6.6	6.6	6.3	6.2	5.9	21,171
African American	HISD	13.7	14.1	14.3	15.2	14.4	14.8	13.8	422
	State	10.9	10.1	9.9	9.8	9.5	9.1	8.7	4,072
Asian	HISD	2.3	4.8	6.8	4.0	3.3	1.4	4.0	19
	State	1.4	2.1	3.0	2.4	2.2	2.0	1.7	240
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	12.4	12.6	913
	State	8.7	8.0	8.2	8.2	7.7	7.5	7.2	12,872
White	HISD	4.2	5.1	4.0	5.8	7.7	12.3	13.0	177
	State	3.4	3.2	3.5	3.6	3.4	3.4	3.2	3,577
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	12.6	12.8	1,090
	State	7.7	7.8	8.5	9.0	8.7	8.5	7.8	14,402
Ever ELL in H.S.	HISD	20.1	20.5	20.7	19.2	18.8	24.5	24.3	438
	State	14.6	15.4	14.9	15.9	15.1	15.2	14.2	4,313
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	19.4	17.9	167
	State	11.3	11.2	11.1	11.2	10.4	10.2	9.6	2,742

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018; TEA Secondary School Completion and Dropouts in Texas Public Schools 2016-17, September 2018.

Figure 8 indicates that from 2011 to 2017:

- The four-year longitudinal dropout rates for the district **decreased** for the African American, Ever ELL in HS, and Students with Disabilities student groups, remained the same for the All student group, while the rates **increased** for the Asian, Hispanic, White, Economically Disadvantaged student groups.
- The four-year longitudinal dropout rates for the state **decreased** for the All, African American, Hispanic, White, Ever ELL in HS, and Students with Disabilities groups, and **increased** for the Asian and Economically Disadvantaged students.
- 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 for all student groups **increased** from 2011 to 2017.

Figure 8 indicates that from 2016 to 2017:

- Both the state and HISD's longitudinal dropout rates **decreased** for the African American, Ever ELL in HS, and Students with Disabilities groups.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12
With Exclusions: 2011–2017**

(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
All Students	HISD	7.3	6.3	6.7	6.7	6.6	6.3	5.9
	State	6.2	5.0	4.6	4.3	4.1	4.2	4.0
African American	HISD	5.6	5.2	5.9	5.7	5.8	6.0	4.6
	State	7.4	5.5	5.3	5.3	4.8	5.1	4.9
Asian	HISD	3.8	2.9	4.6	2.8	2.6	4.2	3.8
	State	3.5	3.3	3.0	2.7	2.2	2.2	2.2
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4	6.9	6.6
	State	8.4	6.7	5.9	5.6	5.3	5.2	4.8
White	HISD	3.8	2.8	3.6	5.2	5.9	4.5	5.6
	State	3.3	2.7	2.6	2.5	2.4	2.6	2.6
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1	6.6	5.7
	State	7.6	6.1	5.4	5.0	5.0	5.1	4.8
Ever ELL in H.S.	HISD	20.7	20.0	22.4	20.8	20.7	17.1	15.6
	State	18.1	15.1	13.4	12.3	11.4	10.9	10.1
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9	11.8	11.4
	State	11.4	11.2	10.7	10.8	11.1	11.6	12.7

Source: TEA Confidential Class of 2017 Four-Year Longitudinal Summary Report, June 2018; TEA Secondary School Completion and Dropouts in Texas Public Schools 2016-17, September 2018.

Figure 9 indicates that from **2011 to 2017**:

- The four-year longitudinal continuer rates for the district **increased** for the White student group, **remained the same** for the Asian student group, and **decreased** for the All, African American, 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 **2016 to 2017**:

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

**Figure 10. HISD and State Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2017**

Group	District	2011	2012	2013	2014	2015	2016	2017	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	1.0	1.0	1.5	430
	State	0.2	0.3	0.4	0.5	0.3	0.4	0.3	2,754
African American	HISD	0.4	0.5	0.5	0.8	1.2	1.2	1.6	115
	State	0.3	0.4	0.4	0.4	0.5	0.6	0.6	573
Asian	HISD	0.0	0.2	0.0	0.4	1.0	0.8	1.1	12
	State	0.1	0.1	0.1	0.1	0.2	0.2	0.2	53
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	0.8	1.3	224
	State	0.2	0.3	0.6	0.8	0.4	0.4	0.4	1,601
White	HISD	0.2	0.2	0.0	0.7	1.7	1.5	2.3	66
	State	0.1	0.2	0.2	0.2	0.2	0.2	0.2	447
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	0.9	1.4	307
	State	0.2	0.3	0.6	0.7	0.4	0.4	0.4	1,988
ELL	HISD	0.4	0.4	0.3	0.5	1.1	1.2	1.7	104
	State	0.4	0.6	2.0	2.2	0.6	0.6	0.6	696
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	1.3	1.0	1.7	45
	State	0.3	0.3	0.4	0.4	0.5	0.4	0.4	338

Source: TEA 2016-17 Annual Dropout Summary Report, June 2018; TEA Secondary School Completion and Dropouts in Texas Public Schools 2016-17, September 2018.

Figure 10 indicates that from **2011 to 2017**:

- 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 **2016 to 2017**:

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

Campus Results

The complete summary of the four-year completion data with exclusions for all high schools is shown in **Table 4 (p. 18)**. Campuses are ranked by 2017 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 2017 is 80.7 percent. Twenty-eight campuses reported graduation rates above the district average, 17 campuses reported graduation rates below the district average. Two campus had no students who graduated. Eight campuses achieved a 100 percent graduation rate, down from ten campuses in 2016.

As shown in Table 4, the average district dropout rate with exclusions for the Class of 2017 is 12.6 percent. Nine campuses had no students reported as dropouts; 29 campuses reported dropout rates below the district average, and 16 campuses reported dropout rates above the district average.

Table 5 (p. 19) shows the 4-year longitudinal graduation rates by campus with exclusions from 2013 to 2017. The campuses are ranked by graduation rates in 2016–2017. The district graduation rate decreased by 0.9 percentage points during the period. Three campuses maintained 100 percent graduation rates for 5 years in a row. From 2013 to 2017, sixteen campuses saw graduation rates go up, and the increase ranged from 0.1 percentage point (East EC HS) to 15.8 percentage points (Scarborough HS). Fourteen campuses saw their graduation rates go down in that span. Six campuses' graduation rates remained unchanged.

Table 6 (p. 20) shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2013 to 2017. The campuses are ranked by the dropout rates for the cohort. The 2017 district dropout rate was 12.6 percent, an increase of 1.5 percentage points from 2013. Twenty campuses experienced increased dropout rates. Eleven campuses had decreased dropout rates, and the decreases ranged from -0.5 (Wheatley HS) to -16.7 percentage points (Scarborough HS). Two of the five campuses (Community Services- SEC and Liberty HS) with the highest dropout rates in 2017 were alternative schools. Jones Future Academy's dropout rate decreased by 29.1 percent in 2017 when compared to 2016.

Table 7 (p. 21 & 22) shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2011 to 2017. The campuses are ranked by the number of dropouts in 2016–2017. The number of dropouts increased from 81 in 2010–2011 to 430 in 2016–2017. The number of dropouts almost tripled from 2013–2014 to 2016–2017. Thirty-eight schools reported more dropouts in 2016–2017 when compared to the prior year, up from 21 campuses in the prior year. Fourteen campuses had fewer dropouts and 9 campuses remained unchanged. Seventeen schools reported more than 10 dropouts in 2016–2017, up from 9 schools last year.

The top six campuses, the first one of which is a virtual school serving students in grades 3–12 throughout Texas, accounted for 179 (42 percent) of the 430 dropouts in grades 7–8 in 2016–2017:

- Texas Connections Academy at Houston: 98
- Forest Brook, Sugar Grove and Welch MS: 17
- Attucks and HS Ahead MS: 15

Texas Connections Academy at Houston and HS Ahead 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. Their number of dropouts increased by 42 students compared with the prior year. A closer look at the 2012–2017 data indicates the number of Grades 7 and 8 students enrolled almost doubled from 588 in 2012–2013 to 1130 in 2013–2014 and increased to 1457 students in 2016–2017. However, the number of dropouts also increased from 1 in 2012–2013 to 38 in 2013–2014 to 60 in 2014–2015 and to 98 in 2016–2017 (dropout rates increased from 0.2 percent to 3.4 percent to 5.4 percent then 6.6 percent). The increase in 2016–2017 mainly occurred in the African American (4 to 10), White (25 to 50), and Economically Disadvantaged student groups (27 to 41).

The number of dropouts at Forest Brook MS has increased since 2013–2014. The student enrollment slightly decreased in 2016–2017 but the dropouts among Hispanic students increased. The student enrollment slightly decreased at Sugar Grove MS, but the number of dropouts increased again in 2016–2017 after a big decrease in 2015–16. The number of dropouts increased in the African American, Hispanic, and Economically Disadvantaged student groups. Welch MS also saw the number of dropouts significantly increase in the African American, Hispanic, Economically Disadvantaged, and ELL student groups with decreased student enrollment. Attucks MS has seen a significant increase in dropouts compared with 2015–2016 with slightly increased enrollment. The number of dropouts increased in the African American, Hispanic, and Economically Disadvantaged student groups. HS Ahead MS experienced a significant increase in dropouts from 8 in 2015 to 29 in 2016 with increased student enrollment. As the student enrollment decreased in 2016–2017, the number of dropouts decreased but the dropout rate remained high compared to other schools.

In addition to these six schools, there are eight schools that saw an increase of more than five dropouts compared to the prior year, including Marshall MS (14), Navarro MS (12), Long Academy (10), Fleming MS (9), Fondren MS (8), Burbank (6), Inspired Academy (6), Las Americas MS (5). In general, increased dropouts in the African American, Hispanic, and Economically Disadvantaged student groups were observed in these schools.

Five campuses, Revere MS, HS Ahead MS, Cullen MS, Fonville MS, and Gregory Lincoln PK-8, saw their dropouts decrease by at least 5 students in 2016–2017. Revere MS was on the top five dropout school list last year and had the largest decrease from 33 in 2015–2016 to 14 in 2016–2017. HS Ahead MS also saw their dropouts decrease by 14 students but still ranks among the top six dropout schools.

Table 4. Four-Year Completion Counts and Percent by Campus: Class of 2017 with Exclusions

Ranked by 2017 graduation rates. Performance below district averages are highlighted in red

District/School	# in Class	Graduation		Dropout		Continuer		TxCHSE	
		N	%	N	%	N	%	N	%
HISD	12,310	9,940	80.7	1,548	12.6	730	5.9	92	0.7
Carnegie HS	131	131	100.0	0	0.0	0	0.0	0	0.0
DeBakey HS	164	164	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad	109	109	100.0	0	0.0	0	0.0	0	0.0
E-STEM Central HS	9	9	100.0	0	0.0	0	0.0	0	0.0
HS Perf. Vis. Arts	166	166	100.0	0	0.0	0	0.0	0	0.0
Leland YMCPA	11	11	100.0	0	0.0	0	0.0	0	0.0
N. Houston ECHS	106	106	100.0	0	0.0	0	0.0	0	0.0
YWCPA	30	30	100.0	0	0.0	0	0.0	0	0.0
Challenge EC	106	105	99.1	1	0.9	0	0.0	0	0.0
East EC HS	105	104	99.0	1	1.0	0	0.0	0	0.0
Hou Acad. Intl.	85	84	98.8	1	1.2	0	0.0	0	0.0
HS Law and Justice	85	84	98.8	1	1.2	0	0.0	0	0.0
Mount Carmel Acad.	77	76	98.7	1	1.3	0	0.0	0	0.0
Sharpstown Intl	128	126	98.4	1	0.8	1	0.8	0	0.0
Heights HS	534	521	97.6	9	1.7	2	0.4	2	0.4
Jordan HS	166	162	97.6	4	2.4	0	0.0	0	0.0
E-STEM West HS	72	70	97.2	2	2.8	0	0.0	0	0.0
South EC HS	18	17	94.4	1	5.6	0	0.0	0	0.0
Westside HS	696	656	94.3	19	2.7	16	2.3	5	0.7
Lamar HS	712	669	94.0	29	4.1	12	1.7	2	0.3
Furr HS	215	196	91.2	15	7.0	4	1.9	0	0.0
Bellaire HS	836	759	90.8	37	4.4	38	4.5	2	0.2
Scarborough HS	126	114	90.5	3	2.4	9	7.1	0	0.0
Houston MSTC HS	608	531	87.3	52	8.6	25	4.1	0	0.0
Austin HS	393	342	87.0	38	9.7	10	2.5	3	0.8
Westbury HS	474	402	84.8	52	11.0	18	3.8	2	0.4
Jones HS	12	10	83.3	2	16.7	0	0.0	0	0.0
Milby HS	445	367	82.5	56	12.6	21	4.7	1	0.2
Northside HS	413	330	79.9	47	11.4	34	8.2	2	0.5
Chavez HS	761	601	79.0	130	17.1	30	3.9	0	0.0
Waltrip HS	417	328	78.7	66	15.8	20	4.8	3	0.7
North Forest HS	216	166	76.9	42	19.4	6	2.8	2	0.9
Sterling HS	225	173	76.9	34	15.1	17	7.6	1	0.4
Sharpstown HS	295	224	75.9	44	14.9	26	8.8	1	0.3
Washington HS	189	141	74.6	30	15.9	17	9.0	1	0.5
Yates HS	226	165	73.0	46	20.4	15	6.6	0	0.0
Wisdom HS	306	222	72.5	44	14.4	39	12.7	1	0.3
Madison HS	412	296	71.8	74	18.0	42	10.2	0	0.0
Wheatley HS	174	122	70.1	39	22.4	12	6.9	1	0.6
Kashmere HS	124	84	67.7	26	21.0	13	10.5	1	0.8
Worthing HS	217	128	59.0	64	29.5	24	11.1	1	0.5
Tx Conn. Acad.	858	415	48.4	258	30.1	130	15.2	55	6.4
Liberty HS	158	3	1.9	46	29.1	109	69.0	0	0.0
Comm. Serv.	72	0	0.0	70	97.2	2	2.8	0	0.0
Rogers TH MS	2	0	0.0	0	0.0	2	100.0	0	0.0
HCC Lifeskills	---	---	---	---	---	---	---	---	---
District Only*	626	421	67.3	163	26.0	36	5.8	6	1.0

*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 2017 Four-Year Longitudinal Summary Report, updated on August 6, 2018

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

Table 5. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2013–2017

Ranked by 2017 graduation rates. Performance below district averages are highlighted in red

District/School	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017		Change, Class of 2013-2017
	# Grad	% Grad	# 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	9,940	80.7	-0.9
Carnegie HS	108	100.0	102	100.0	138	100.0	149	100.0	131	100.0	0.0
DeBakey HS	200	100.0	171	100.0	186	100.0	183	100.0	164	100.0	0.0
Eastwood Acad	98	100.0	98	100.0	108	100.0	88	100.0	109	100.0	0.0
E-STEM Central HS	---	---	7	100.0	6	100.0	7	100.0	9	100.0	---
HS Perf. Vis. Arts	145	99.3	154	100.0	170	100.0	154	100.0	166	100.0	0.7
Leland YMCPA	---	---	---	---	---	---	---	---	11	100.0	---
N. Houston ECHS	---	---	76	98.7	88	100.0	90	98.9	106	100.0	---
YWCPA	---	---	---	---	---	---	---	---	30	100.0	---
Challenge EC	97	96.0	93	95.9	102	100.0	108	100.0	105	99.1	3.1
East EC HS	90	98.9	107	99.1	106	100.0	99	100.0	104	99.0	0.1
Hou Acad. Intl.	74	90.2	76	87.4	90	96.8	92	100.0	84	98.8	8.6
HS Law and Justice	114	99.1	118	99.2	105	99.1	132	100.0	84	98.8	-0.3
Mount Carmel Acad.	70	95.9	95	100.0	68	100.0	85	100.0	76	98.7	2.8
Sharpstown Intl	---	---	---	---	85	97.7	129	99.2	126	98.4	---
Heights HS	440	95.0	489	95.3	472	96.5	527	97.2	521	97.6	2.6
Jordan HS	249	97.6	225	98.7	182	97.3	170	95.0	162	97.6	0.0
E-STEM West HS	---	---	---	---	22	95.7	51	92.7	70	97.2	---
South EC HS	---	---	---	---	---	---	---	---	17	94.4	---
Westside HS	570	92.2	600	92.2	539	94.1	604	93.1	656	94.3	2.1
Lamar HS	690	93.0	825	93.2	781	95.5	614	93.0	669	94.0	1.0
Furr HS	158	95.8	182	94.3	197	94.7	212	95.9	196	91.2	-4.6
Bellaire HS	705	89.7	658	90.3	694	88.4	809	91.4	759	90.8	1.1
Scarborough HS	121	74.7	112	80.0	116	76.3	117	89.3	114	90.5	15.8
Houston MSTC HS	478	81.4	468	85.7	419	84.0	476	85.0	531	87.3	5.9
Austin HS	377	89.8	305	87.1	295	88.6	306	89.7	342	87.0	-2.8
Westbury HS	400	80.6	345	77.9	389	81.9	362	77.4	402	84.8	4.2
Jones HS	81	74.3	67	79.8	22	48.9	13	54.2	10	83.3	9.0
Milby HS	412	90.2	412	86.2	385	85.0	308	77.6	367	82.5	-7.7
Northside HS	285	84.8	263	86.2	353	92.2	317	81.1	330	79.9	-4.9
Chavez HS	561	86.2	553	82.9	661	84.2	625	81.6	601	79.0	-7.2
Waltrip HS	313	77.7	351	82.6	296	82.5	353	84.0	328	78.7	1.0
North Forest HS	---	---	---	---	---	---	---	---	166	76.9	---
Sterling HS	181	82.6	151	76.3	164	81.6	161	73.9	173	76.9	-5.7
Sharpstown HS	208	80.3	185	80.1	239	84.2	235	83.3	224	75.9	-4.4
Washington HS	149	79.3	143	75.7	113	77.9	118	74.2	141	74.6	-4.7
Yates HS	183	83.2	191	82.3	156	78.8	183	72.9	165	73.0	-10.2
Wisdom HS	286	83.4	259	87.8	222	80.7	227	77.5	222	72.5	-10.9
Madison HS	397	84.5	381	81.1	295	75.6	339	74.3	296	71.8	-12.7
Wheatley HS	139	69.2	136	67.7	138	67.0	128	68.1	122	70.1	0.9
Kashmere HS	104	71.2	78	70.3	92	74.8	93	71.0	84	67.7	-3.5
Worthing HS	148	75.5	108	65.1	101	57.4	113	67.7	128	59.0	-16.5
Tx Conn. Acad.	---	---	---	---	---	---	329	48.3	415	48.4	---
Liberty HS	3	1.5	3	1.6	0	0.0	0	0.0	3	1.9	0.4
Comm. Serv.	0	0.0	1	5.0	1	4.2	0	0.0	0	0.0	0.0
Rogers TH MS	0	0.0	0	0.0	0	0.0	---	---	0	0.0	0.0
HCC Lifeskills	0	0.0	0	0.0	1	14.3	---	---	---	---	---

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

Source: TEA Confidential Class of 2013 to 2017 Four-Year Longitudinal Summary Report.

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

Table 6. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2013-2017

Ranked by 2017 dropout rates. Performance above district averages are highlighted in red

District/School	Class of 2013		Class of 2014		Class of 2015		Class of 2016		Class of 2017		Change, Class of 2013-2017
	# Dropout	% Dropout	# 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	1,548	12.6	1.5
Comm. Serv.	9	75.0	18	90.0	23	95.8	96	100.0	70	97.2	22.2
Tx Conn. Acad.	---	---	---	---	---	---	230	33.8	258	30.1	---
Worthing HS	39	19.9	45	27.1	51	29.0	36	21.6	64	29.5	9.6
Liberty HS	53	26.8	46	25.0	26	17.0	33	24.3	46	29.1	2.3
Wheatley HS	46	22.9	51	25.4	58	28.2	44	23.4	39	22.4	-0.5
Kashmere HS	38	26.0	26	23.4	26	21.1	26	19.8	26	21.0	-5.0
Yates HS	29	13.2	27	11.6	31	15.7	55	21.9	46	20.4	7.2
North Forest HS	---	---	---	---	---	---	---	---	42	19.4	---
Madison HS	44	9.4	52	11.1	75	19.2	78	17.1	74	18.0	8.6
Chavez HS	67	10.3	74	11.1	85	10.8	112	14.6	130	17.1	6.8
Jones HS	20	18.3	15	17.9	20	44.4	11	45.8	2	16.7	-1.6
Washington HS	24	12.8	36	19.0	21	14.5	25	15.7	30	15.9	3.1
Waltrip HS	56	13.9	54	12.7	42	11.7	48	11.4	66	15.8	1.9
Sterling HS	28	12.8	35	17.7	25	12.4	40	18.3	34	15.1	2.3
Sharpstown HS	31	12.0	25	10.8	27	9.5	23	8.2	44	14.9	2.9
Wisdom HS	29	8.5	15	5.1	20	7.3	27	9.2	44	14.4	5.9
Milby HS	26	5.7	47	9.8	48	10.6	72	18.1	56	12.6	6.9
Northside HS	18	5.4	14	4.6	17	4.4	44	11.3	47	11.4	6.0
Westbury HS	71	14.3	63	14.2	60	12.6	72	15.4	52	11.0	-3.3
Austin HS	34	8.1	35	10.0	32	9.6	31	9.1	38	9.7	1.6
Houston MSTC HS	48	8.2	51	9.3	57	11.4	53	9.5	52	8.6	0.4
Furr HS	4	2.4	3	1.6	4	1.9	1	0.5	15	7.0	4.6
South EC HS	---	---	---	---	---	---	---	---	1	5.6	---
Bellaire HS	40	5.1	37	5.1	51	6.5	31	3.5	37	4.4	-0.7
Lamar HS	22	3.0	26	2.9	16	2.0	27	4.1	29	4.1	1.1
E-STEM West HS	---	---	---	---	1	4.3	3	5.5	2	2.8	---
Westside HS	27	4.4	29	4.5	16	2.8	29	4.5	19	2.7	-1.7
Scarborough HS	31	19.1	12	8.6	25	16.4	13	9.9	3	2.4	-16.7
Jordan HS	5	2.0	2	0.9	3	1.6	9	5.0	4	2.4	0.4
Heights HS	14	3.0	18	3.5	7	1.4	12	2.2	9	1.7	-1.3
Mount Carmel Acad.	2	2.7	0	0.0	0	0.0	0	0.0	1	1.3	-1.4
HS Law and Justice	0	0.0	1	0.8	1	0.9	0	0.0	1	1.2	1.2
Hou Acad. Intl.	2	2.4	1	1.1	0	0.0	0	0.0	1	1.2	-1.2
East EC HS	0	0.0	1	0.9	0	0.0	0	0.0	1	1.0	1.0
Challenge EC	3	3.0	1	1.0	0	0.0	0	0.0	1	0.9	-2.1
Sharpstown Intl	---	---	---	---	1	1.1	1	0.8	1	0.8	---
HS Perf. Vis. Arts	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
Rogers TH MS	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
N. Houston ECHS	---	---	0	0.0	0	0.0	1	1.1	0	0.0	---
E-STEM Central HS	---	---	0	0.0	0	0.0	0	0.0	0	0.0	---
Carnegie HS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0
Leland YMCPA	---	---	---	---	---	---	---	---	0	0.0	---
YWCPA	---	---	---	---	---	---	---	---	0	0.0	---
HCC Lifeskills	0	0.0	0	0.0	0	0.0	---	---	---	---	---

*District number and rate included students at the campuses not meeting criteria for calculating rates.
Source: TEA Confidential Class of 2013 to 2017 Four-Year Longitudinal Summary Report.

Table 7. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2017
Ranked by the number of dropouts in 2016-17

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	School Year 2016-17 # Dropouts	Change, 2016 v.s. 2017
HISD	81	101	82	149	281	285	430	145
Tx Conn. Acad.	2	9	1	38	60	56	98	42
Forest Brook MS	---	---	---	7	12	13	17	4
Sugar Grove MS	0	4	1	1	30	10	17	7
Welch MS	0	0	1	3	6	3	17	14
Attucks MS	1	3	1	2	0	1	15	14
HS Ahead MS	11	8	16	10	8	29	15	-14
Fondren MS	3	4	4	6	11	6	14	8
Key MS	2	2	2	13	18	15	14	-1
Long Acad	3	2	6	8	18	4	14	10
Marshall MS	0	2	0	1	0	0	14	14
Navarro MS	1	3	2	1	2	2	14	12
Revere MS	3	4	0	5	25	33	14	-19
Fonville MS	2	3	2	3	3	18	13	-5
Las Americas MS	0	0	0	1	2	8	13	5
Henry MS	0	7	1	1	2	6	12	6
Lawson MS	4	5	1	1	8	8	12	4
McReynolds MS	1	4	2	3	4	9	10	1
Fleming MS	0	3	0	0	4	0	9	9
Holland MS	4	3	4	5	8	10	9	-1
Burbank MS	2	3	0	0	2	1	7	6
Cullen MS	1	0	3	4	11	14	6	-8
Inspired Acad	0	3	6	6	13	0	6	6
Hogg MS	1	2	1	0	3	1	5	4
Pershing MS	0	1	1	5	1	3	5	2
Baylor College MS	---	---	---	---	0	2	4	2
Clifton MS	2	1	2	5	2	1	4	3
Deady MS	1	1	0	1	2	0	3	3
Edison MS	0	2	0	2	2	5	3	-2
Energized MS	0	0	1	0	0	1	3	2
Leland YMCPA	---	---	0	0	2	0	3	3
Meyerland MS	0	1	0	0	0	0	3	3
Ortiz MS	2	0	1	3	4	2	3	1
Thomas MS	0	0	3	1	2	4	3	-1
Woodson School	2	2	1	0	1	3	3	0
Hamilton MS	0	1	1	0	1	3	2	-1
Harper Alt.	1	0	3	2	2	0	2	2
Hartman MS	2	1	1	0	0	0	2	2
Rusk School	0	1	0	0	0	0	2	2
Tanglewood MS	0	1	0	0	0	0	2	2
Wharton Dual Lang.	0	0	0	0	0	0	2	2
Black MS	1	1	1	2	2	0	1	1
Chrysalis MS	0	0	0	0	0	0	1	1
Comm. Serv.	1	4	2	2	1	2	1	-1
E-STEM Central MS	---	---	0	0	0	0	1	1
Gregory-Lincoln PK-8	1	0	2	0	0	6	1	-5
Lanier MS	0	0	0	0	1	0	1	1

Table continued on the next page.

Table 7 (Continued). Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2017
Ranked by the number of dropouts in 2016-17

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	School Year 2016-17 # Dropouts	Change, 2016 v.s. 2017
Pilgrim Acad.	0	0	0	0	1	0	1	1
Pin Oak MS	0	0	0	0	1	0	1	1
Rice School	0	1	0	0	0	0	1	1
Stevenson MS	2	1	0	0	2	2	1	-1
West Briar MS	1	0	0	4	1	1	1	0
Williams MS	1	1	0	0	0	2	1	-1
YWCPA	---	---	1	0	0	0	1	1
Briar meadow	0	0	0	0	0	0	0	0
E-STEM West MS	0	0	2	1	0	0	0	0
Garden Oaks ES	---	---	---	0	0	0	0	0
Reagan Ed Ctr	---	---	1	0	1	0	0	0
Rogers TH MS	0	1	1	1	0	1	0	-1
Sharpstown Intl	---	0	0	0	1	0	0	0
Wilson Mont.	0	0	0	0	0	0	0	0
Young Scholars	0	0	0	1	1	0	0	0

Source: TEA 2011-2012 to 2016-2017 Annual Dropout Report.

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;
- 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);
- 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; or
- A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district (starting in 2013–14).

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, 2016–17, Texas Education Agency, September 2018.