

MEMORANDUM

October 4, 2019

TO: Board Members

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

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2017–2018**

CONTACT: Carla Stevens, (713) 556-6700

Attached are the four-year graduation and dropout data for the 2017–2018 academic year. The 2018 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2014–15 school year. Longitudinal graduation and dropout rates along with annual dropout rates are reported at the district and campus level, and analyzed on the basis of ethnicity and economically disadvantaged status. In addition, rates for English language learners (EL) and Students with Disabilities (SWD) are reported in the charts and graphs.

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

Key findings include:

Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2018

- Out of 12,889 students in the class of 2018, 10,430 (80.9 percent) graduated. The graduation rate for the class of 2018 was 0.2 percentage points higher than the rate for the class of 2017. This is the district's largest cohort and largest number of graduates but the third lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2018, Asian students had the highest graduation rate (94.1 percent), followed by Hispanic students (80.8 percent), African American students (80.2 percent), and White students (78.7 percent). Compared to the Class of 2017, the graduation rate for Asian and Hispanic students increased by 2.3 and 0.4 percentage points, respectively; while the graduation rate for African American students decreased by 0.9 points. The graduation rate for White students remained the same.
- The longitudinal dropout rate for the class of 2018 was 12.9 percent (based on 1,663 dropouts), the same as the dropout rate for the class of 2017.
- White students had the highest longitudinal dropout rate among the major ethnic groups (14.5 percent), followed by African American students (14.0 percent) and Hispanic students (12.7 percent). Asian students had the lowest longitudinal dropout rate (2.4 percent). The dropout rates for African American, White, and Hispanic students were 0.2, 1.5, and 0.1 percentage points higher than the rates for the Class of 2017. The dropout rate for Asian students decreased by 1.6 percentage points.

Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2018

- The graduation rate used for federal accountability purposes was 79.0 percent for the class of 2018, an increase of 0.2 percentage points over the Class of 2017, and the second highest rate since 2011.
- The longitudinal dropout rate for all students increased by 0.2 percentage points from 13.1 percent in 2017 to 13.3 percent in 2018.

Administrative Responses from Class of 2018 Report

Student Assistance Department

The Department of Student Assistance was reorganized in 2018. The new department structure incorporates the use of compliance analysts and outreach workers to assist campuses in matters of attendance, dropout prevention, homeless assistance, and support to students who are in foster care or residential treatment. The department is responsible for the planning and implementation of programs which address the needs of students at risk for school failure due to non-academic indicators. The Student Assistance Department works to coordinate various supports 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 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 at-risk of dropping out of school through campus-based and district-wide Graduation Support Meetings, Leaver Management Detail Report data, Outreach Workers, and community referrals;
- Collaborate with schools to identify students at risk of failure due to academic, social, or behavioral issues and provide assistance to prevent students from dropping out of school;
- Provide support to assigned campuses, continuous analysis of data, and adopt a three-tiered approach to addressing chronic absenteeism and dropout prevention;
 - The new approach aims to engage students, address barriers to attendance and achievement, and coordinate necessary services.
- Educate campus staff on how graduation and dropout data can impact accountability ratings;
- Train campus staff to evaluate data in order to determine students who are at risk of not graduating with their cohorts as well as to provide conversion strategies for students that have fallen behind (such as credit recovery courses);
- Leverage and coordinate social services for the “whole” child to provide targeted assistance to students;
- Collaborate with community partners such as Harris County’s Precinct Justice of the Peace, Harris County’s TRIAD and Juvenile Probation Department (Educational Advocates), and the City of Houston’s Municipal Court Juvenile Case Management Program; and



RESEARCH

Educational Program Report

**GRADUATION AND DROPOUT ANALYSIS
CLASS OF 2018**



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Graduation and Dropout Analysis: 2017–2018

Executive Summary

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

Highlights of the Class of 2018 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,889 students in the class of 2018, 10,430 (80.9 percent) graduated. The graduation rate for the class of 2018 was 0.2 percentage-point **higher** than the rate for the class of 2017. This is the district's largest cohort and largest number of graduates but the third lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2018, Asian students had the highest graduation rate (94.1 percent), followed by Hispanic students (80.8 percent), African American students (80.2 percent), and White students (78.7 percent). Compared to the class of 2017, the graduation rate for Asian and Hispanic students **increased** by 2.3 and 0.4 percentage points, respectively; while the graduation rate for African American students **decreased** by 0.9 points. The graduation rate for White students remained the same.
- The longitudinal dropout rate for the class of 2018 was 12.9 percent (based on 1,663 dropouts), 0.3 percentage points higher than the rate for the class of 2017.
- White students had the highest longitudinal dropout rate among the major ethnic groups (14.5 percent), followed by African American students (14.0 percent) and Hispanic students (12.7 percent). Asian students had the lowest longitudinal dropout rate (2.4 percent). The dropout rates for African American, White, and Hispanic students were 0.2, 1.5, and 0.1 percentage points **higher** than the rates for the class of 2017. The dropout rate for Asian students **decreased** by 1.6 percentage points.
- The graduation rate for 9,340 economically disadvantaged students in the class of 2018 was 80.9 percent, the same as class of 2017. The longitudinal dropout rate for economically disadvantaged students was 12.5 percent, a **decrease** of 0.3 percentage points over the class of 2017.
- The graduation rate for 2,002 students in the class of 2018 identified as Ever English Language Learners in high school (Ever EL in HS) was 61.1 percent, an **increase** of 1.0 percentage point over the class of 2017. The longitudinal dropout rate for Ever EL in HS students was 24.5 percent, an **increase** of 0.2 percentage points over the class of 2017.
- The graduation rate for 962 students in the class of 2018 identified as Students with Disabilities (SWD) was 69.5 percent, a **decrease** of 0.9 percentage points over the class of 2017. The longitudinal dropout rate for SWD students was 19.6 percent, an **increase** of 1.7 percentage points over the class of 2017.

Highlights of the Class of 2018 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 79.0 percent for the class of 2018, an **increase** of 0.2 percentage points over the class of 2017, and the second highest rate since 2011.
- The longitudinal dropout rate for all students **increased** by 0.2 percentage points from 13.1 percent in 2017 to 13.3 percent in 2018.

Introduction

This report provides the four-year longitudinal graduation and dropout rates for students who were expected to graduate from Houston Independent School District (HISD) high schools in 2017–2018 and the annual dropout rates for students who attended district schools in grades 7–8 during 2017–2018. 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 cumulative enrollment.

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

Based on Public Education Information Management System (PEIMS) records, the Texas Education Agency (TEA) determined that 15,735 students either entered ninth grade in HISD high schools in the 2014–2015 school year or were added to the 2014–15 cohort over the next three years. **Table 1** provides the number of students in the 2014–15 cohort by final status.

Table 1. HISD 2014–2015 Cohort by Final Status

Status	Number of Students	
Graduated	10,430	
Continued H.S.	711	
Received TxCHSE	85	
Dropped out	1,663	
<i>Subtotal for State Accountability</i>		12,889
Excluded continuer	215	
Excluded dropout	98	
Excluded graduate	33	
Excluded TxCHSE recipient	4	
<i>Subtotal for Federal Accountability</i>		13,239
Juvenile detention	117	
Other leaver	2,344	
Data error	35	
Total for 2014–2015 Cohort		15,735

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report and student list, June 2019

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 eight 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 third lowest graduation rate since 2011 using the state calculations.

Table 2. HISD Enrollment and Graduates (with Exclusions) for State Accountability, 2011–2018

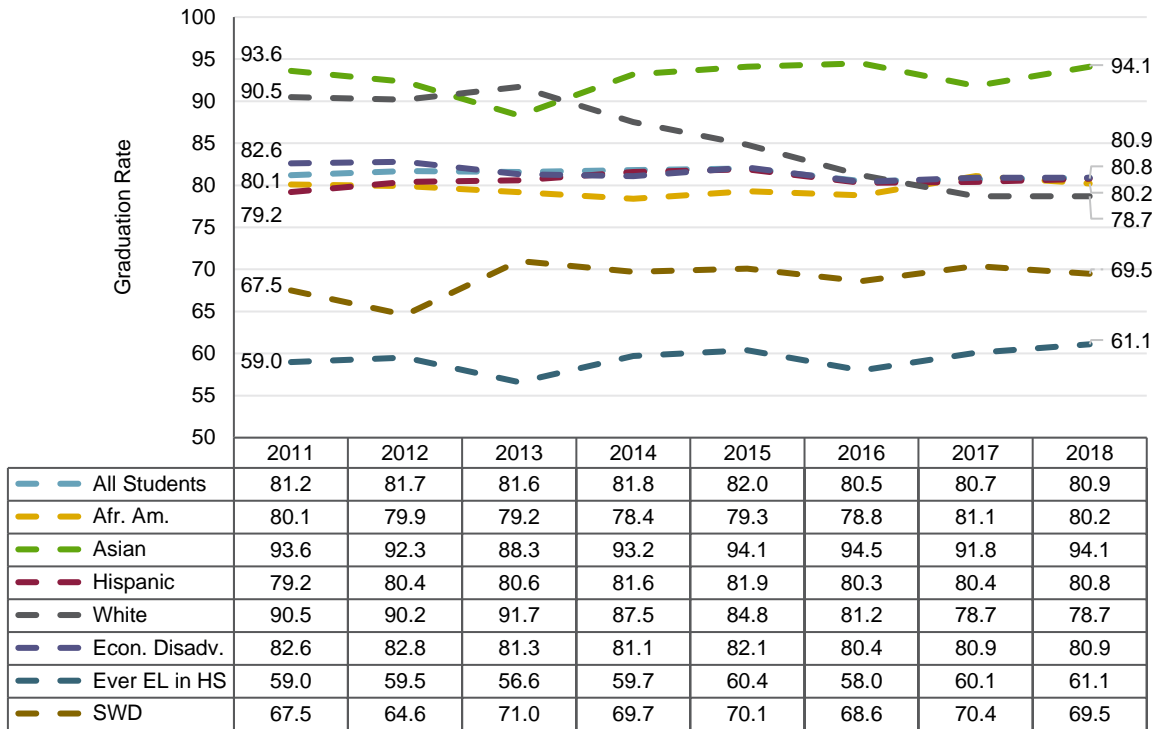
School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates (with Exclusions [^]) for each Cohort
2010–2011	203,294	10,463	Class of 2011 (N=11,126)	9,035 (81.2%)
2011–2012	201,594	10,271	Class of 2012 (N=11,030)	9,008 (81.7%)
2012–2013	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%)
2017–2018	213,528	11,584	Class of 2018 (N=12,889)	10,430 (80.9%)

Sources: *2010-2012 enrollment data is from Academic Excellence Indicator System for 2010–2012 and 2012–2018 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2017–2018.
[^]TEA Class of 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018 Confidential Four-Year Longitudinal Summary Report with Exclusions for State Accountability.

District Results

Graduation and Dropout Results with Exclusions

**Figure 1. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018**



Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019

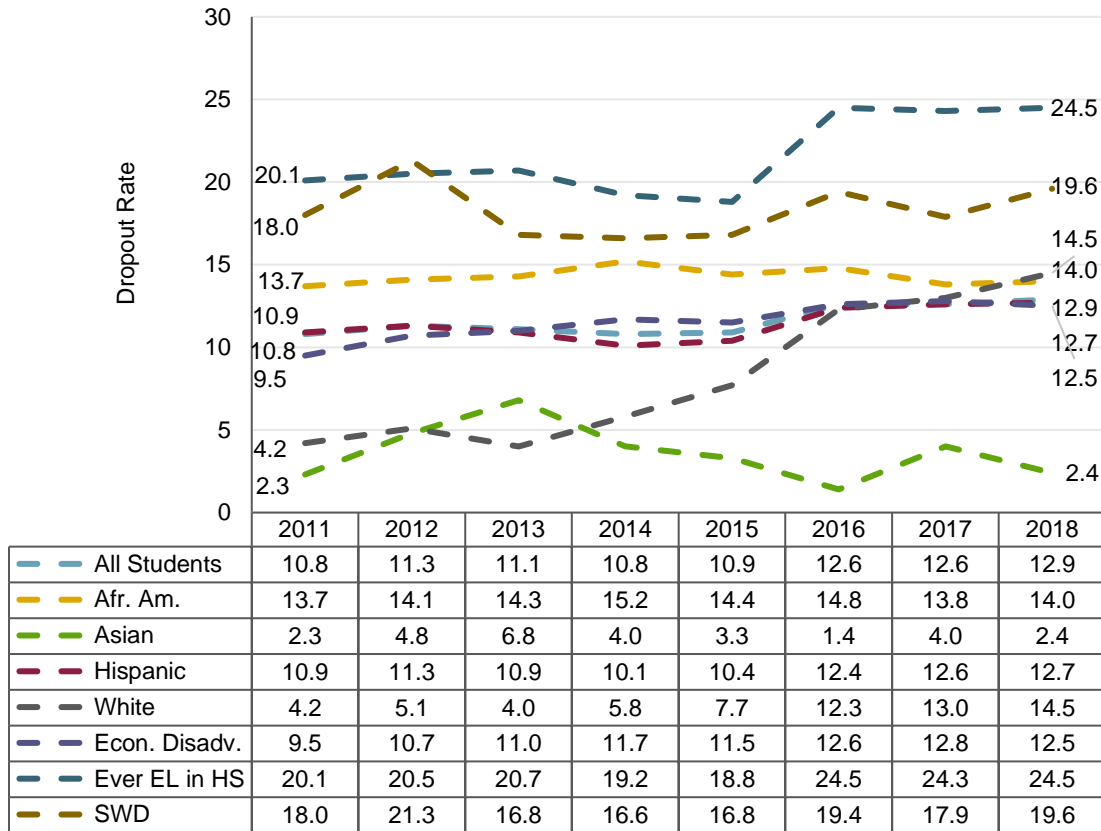
Figure 1 indicates that from **2011 to 2018**:

- The longitudinal four-year graduation rates with exclusions for state accountability purposes **increased** for the African American, Asian, Hispanic, students who were ever coded as English learners in high school (Ever EL in HS), and Students with Disabilities (SWD) groups.
- The longitudinal four-year graduation rates with exclusions **decreased** for the All, White, and economically disadvantaged groups.
- The Hispanic-White gap in the four-year graduation rate with exclusions **decreased** from 11.3 percentage points in 2011 to 2.1 percentage points in 2018; now in favor of Hispanic students. This is due to a 1.6 percentage-point increase in the Hispanic student group and an 11.8 percentage-point drop in the White student group.
- The African American-White gap in the four-year graduation rate with exclusions **decreased** from 10.4 percentage points in 2011 to 1.5 percentage points in 2018; now in favor of African American students. This is due to a 0.1 percentage-point increase in the African American student group and an 11.8 percentage-point drop in the White student group.

Figure 1 indicates that from **2017 to 2018**:

- The longitudinal four-year graduation rates with exclusions **increased** for the All, Asian, Hispanic, and Ever EL in HS groups and **decreased** for the African American and SWD student groups. The White and Economically disadvantaged student groups remained the same.

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018**



Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019

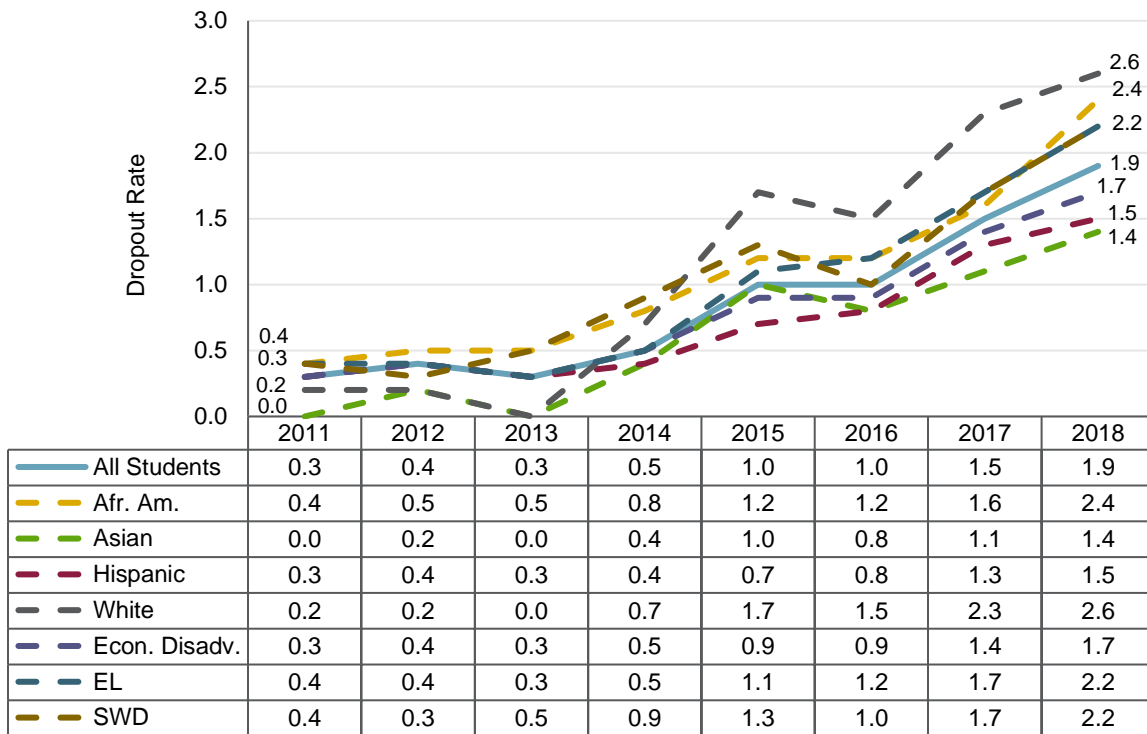
Figure 2 indicates that from **2011 to 2018**:

- The longitudinal four-year dropout rates with exclusions **increased** for the All, African American, Asian, Hispanic, White, Economically disadvantaged, Ever EL in HS, and SWD student groups. **Increases** ranged from 0.1 percentage points for Asian students to 10.3 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 1.8 percentage points in 2018; 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 0.5 percentage points in 2018, now in favor of African American students. However, both student groups showed an increase in dropout rates since 2011.

Figure 2 indicates that from **2017 to 2018**:

- The longitudinal four-year dropout rates with exclusions **declined** for the Asian and Economically disadvantaged student groups, and **increased** for the All, African American, Hispanic, White, Ever EL in HS, and SWD student groups.

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2018**



Source: TEA 2017–2018 Annual Dropout Summary Report, June 2019

Figure 3 indicates that from **2011 to 2018**:

- The annual dropout rates with exclusions for state accountability purposes for students in grades 7–8 **increased** for all student groups from 2011 to 2018. The increases range from 1.4 percentage points (Asian and Economically disadvantaged students) to 2.4 percentage points (White students).
- The Hispanic-White gap in the annual dropout rate with exclusions **increased** from 0.1 percentage points in 2011 to 1.1 percentage points in 2018, now in favor of Hispanic students.
- The African American-White gap in the annual dropout rate with exclusions **remained at** 0.2 percentage points in 2011 and 2018; but now in favor of African American students.

Figure 3 indicates that from **2017 to 2018**:

- 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 Learners (EL) who were an EL at some point in high school (i.e. Ever EL in HS) or an EL at the time of expected graduation. HISD also tracks EL students (Ever EL HISD) throughout their entire time in the district (Archived Chancery/SASI records). In class of 2018, the longitudinal four-year graduation rate (with exclusions) for Ever EL HISD (80.5 percent) was **higher** than the Ever EL HS student group (61.1 percent) and 0.4 percentage points **lower** than the All student group (80.9 percent). The longitudinal four-year dropout rate (with exclusions) for Ever EL HISD (12.0 percent) was lower than the Ever EL in HS (24.5 percent) rate.

Foundation High School Program

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

Table 3. HISD Diploma and Endorsements for Graduates (with Exclusions), Class of 2018

	# of Grads	Without Endorsement* (FHSP)	Endorsement (FHSP-E)	Distinguished (FHSP-DLA)	FHS35^	Min.	Rec./ Adv.
No Endorsement		683			172	54	126
1 Endorsement	7,706		8	7,698			
2 Endorsements	1,349			1,349			
3 Endorsements	323			323			
4 Endorsements	16			16			
Total	10,430	683	8	9,386	172	54	126

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

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

Source: TEA Class of 2018 Four-Year Final Student List, June 2019

Note: One student did not have a diploma type identified.

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

Table 3 shows the distribution of diploma types for the class of 2018 graduates (with exclusions), the first class who could earn endorsements or a distinguished level of achievement. Of the 10,430 graduates in 2018, 9,386 graduates (90 percent) earned a distinguished diploma with at least one endorsement and only eight students earned an endorsement without a distinguished diploma. 683 graduates (7%) graduated under FHSP without an endorsement. 126 students graduated under the Recommended High School Program (Rec.) or Advanced High School Program (Adv.) diploma program. **Table 4** (p. 9) shows how many class of 2018 graduates earned each endorsement.

Table 4. Diploma Program for Graduates under FHSP

	Total	% of Endorsements
STEM	2,123	18.6%
Business and Industry	2,004	17.5%
Public Services	1,024	9.0%
Arts and Humanities	1,490	13.0%
Multidisciplinary Studies	4,796	41.9%
Total Endorsements (Duplicate Count)	11,437	100.0%

Source: TEA Class of 2018 Four-Year Final Student List, June 2019 and PEIMS FALL 2015-2018

Graduation and Dropout Results without Exclusions

Table 5 shows the district's total student enrollment, as well as the number of seniors and graduates without exclusions, for the past eight cohorts to provide a context for the data that follow in Figures 4–6. The graduation rate increased 0.2 percentage points from the prior year, but is still 0.3 percentage points lower than the highest rate in 2015. However, this is the largest cohort and number of graduates during the same period.

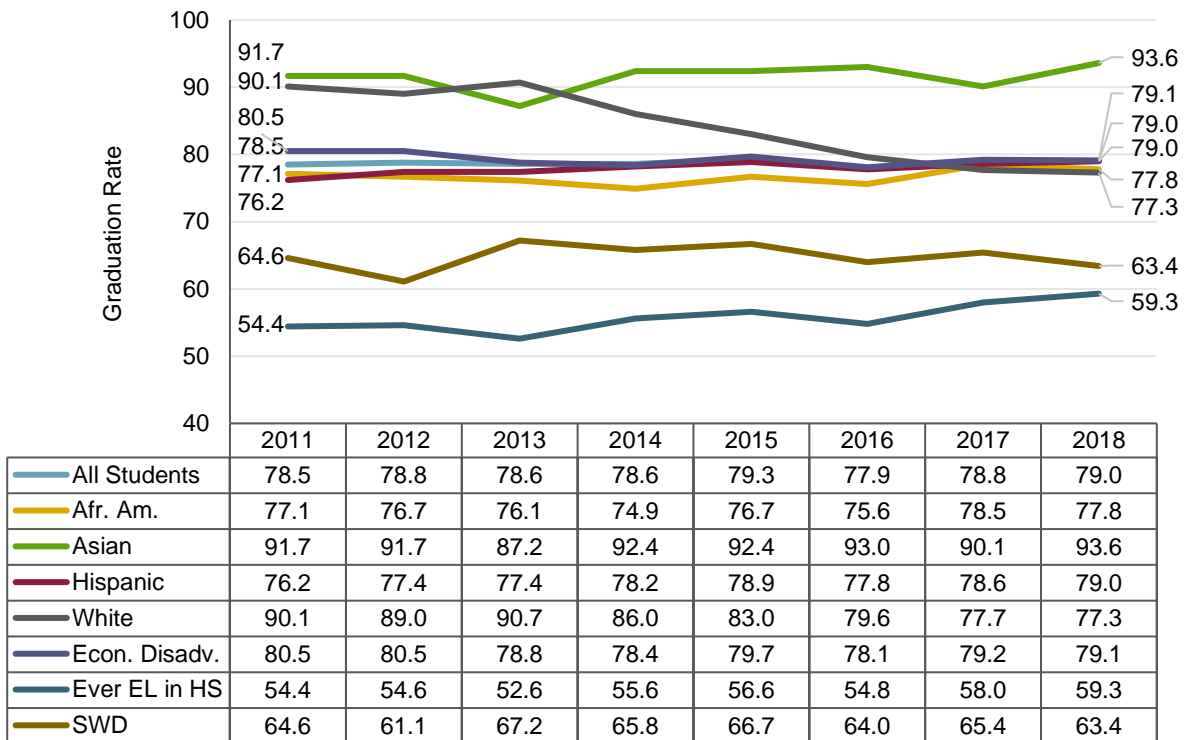
Table 5. HISD Enrollment and Graduates (without Exclusions) for Federal Accountability, 2011–2018

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%)
2017–2018	213,528	11,584	Class of 2018 (N=13,239)	10,463 (79.0%)

Sources: *2011-2012 enrollment data is from Academic Excellence Indicator System for 2011–2012 and 2012–2018 enrollment data is from Texas Academic Performance Reports 2012–2013 to 2017–2018.

^TEA Class of 2012, 2013, 2014, 2015, 2016, 2017, and 2018 Confidential Four-Year Longitudinal Summary Report without Exclusions for Federal Accountability.

**Figure 4. HISD Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
Without Exclusions: 2011–2018**



Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019.

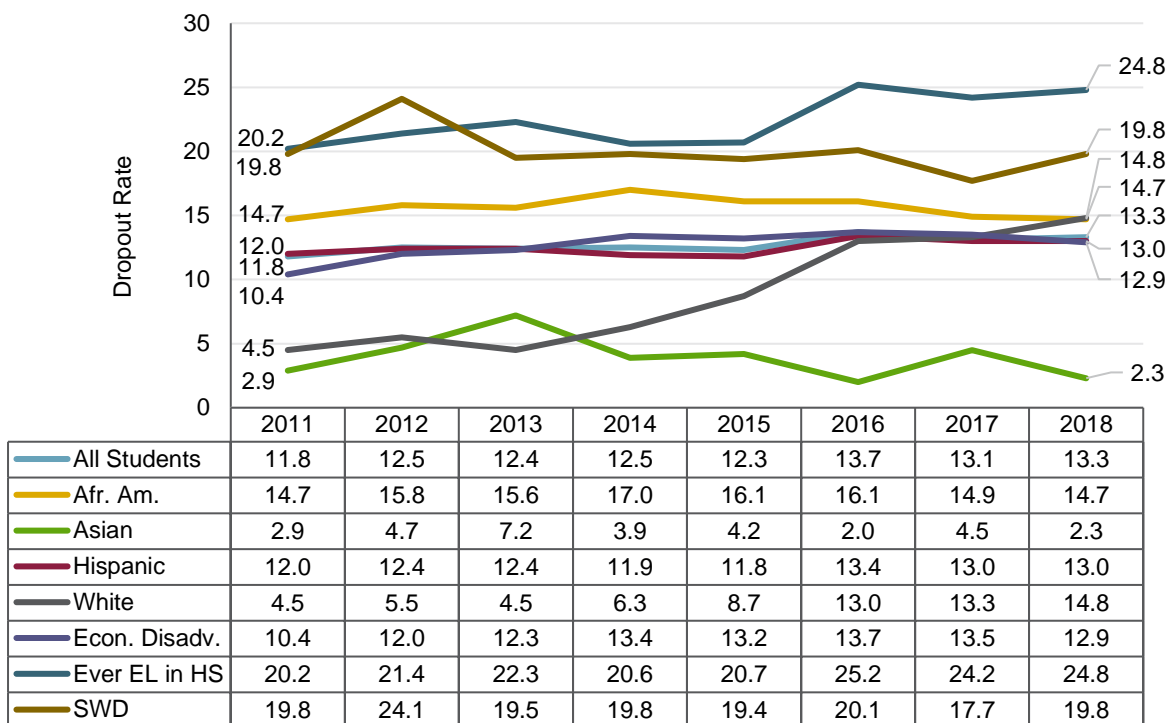
Figure 4 indicates that from **2011 to 2018**:

- The class of 2018 graduation rate of 79.0 percent is the second highest for the district since 2011 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased** for all, African American, Asian, Hispanic, and Ever EL in HS. Percentage-point **increases** range from 0.5 for All students (from 78.5 percent in 2011 to 79.0 percent in 2018) to 4.9 for Ever EL in HS students (from 54.4 percent in 2011 to 59.3 percent in 2018).
- The longitudinal four-year graduation rates without exclusions **decreased** for the White, economically disadvantaged, and SWD student groups. Percentage-point **decreases** range from 1.2 for SWD student group (from 64.6 percent in 2011 to 63.4 percent in 2018) to 12.8 for White students (from 90.1 percent in 2011 to 77.3 percent in 2018).
- The Hispanic-White gap in the four-year graduation rate without exclusions **declined** from 13.9 percentage points in 2011 to 1.7 percentage points in 2018; now in favor of Hispanic students. The White student group showed a decrease in their graduation rate since 2013.
- The African American-White gap in the four-year graduation rate without exclusions **declined** from 13.0 percentage points in 2011 to 0.5 percentage points in 2018; now in favor of African American students. The White student group showed a decrease in their graduation rate since 2013.

Figure 4 indicates that from **2017 to 2018**:

- The longitudinal four-year graduation rates without exclusions **increased** for the All, Asian, Hispanic, and Ever EL in HS, and **decreased** for the African American, White, Economically disadvantaged, and SWD student groups.

Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12 Without Exclusions: 2011–2018



Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019

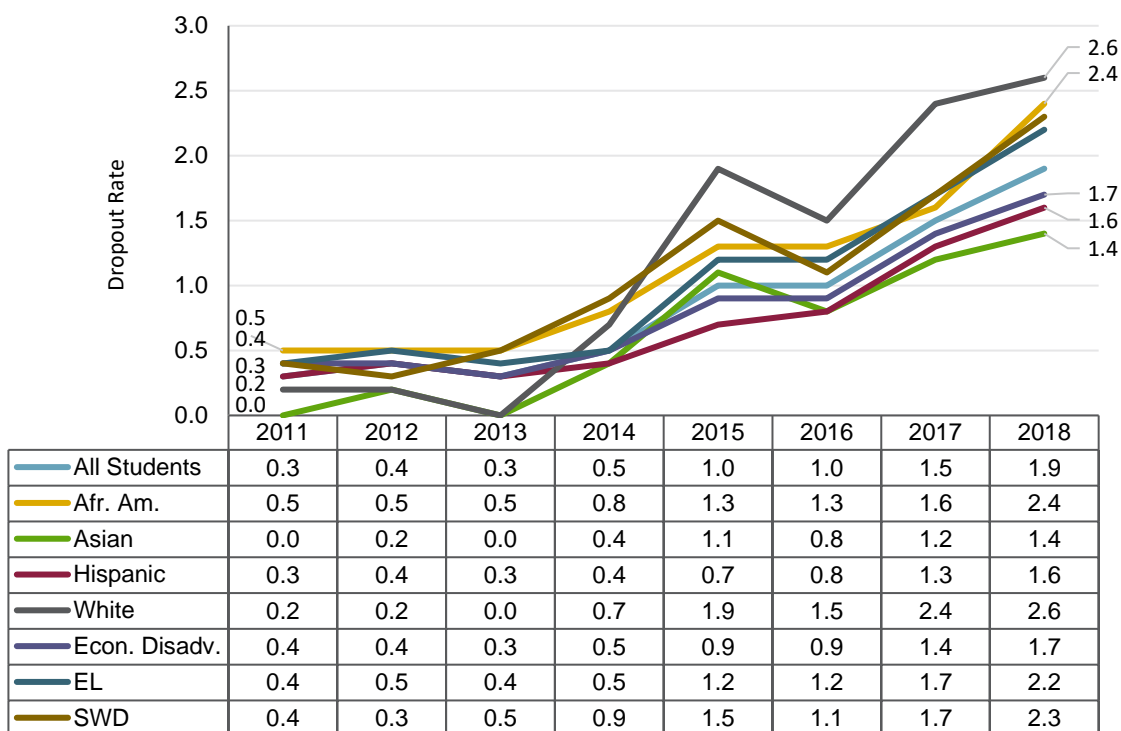
Figure 5 indicates that from **2011 to 2018**:

- The longitudinal four-year dropout rates without exclusions for federal accountability purposes **increased** for All, Hispanic, White, economically disadvantaged, and Ever EL in HS student groups. Percentage-point **increases** range from 1.0 percentage point for Hispanic students (from 12.0 percent in 2011 to 13.0 percent in 2018) to 10.3 percentage points for White students (from 4.5 percent in 2008 to 14.8 percent in 2018).
- The longitudinal four-year dropout rate without exclusions **decreased** by 0.6 percentage points for the Asian student group (from 2.9 percent in 2011 to 2.3 percent in 2018) and **remained the same** for the African American and SWD student groups.
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 7.5 percentage points in 2011 to 1.8 percentage points in 2018; 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 10.2 to 0.1 percentage points from 2011 to 2018; now in favor of African American students. The White student group dropout rate showed a continuous upward trend since 2013 and the African American student group dropout rate showed a declining trend since 2014.

Figure 5 indicates that from **2017 to 2018**:

- The longitudinal four-year dropout rates without exclusions **decreased** for the African American, Asian, and Economically disadvantaged student groups and **increased** for the All, White, Ever EL in HS, and SWD student groups. The Hispanic student group remained stable.

**Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7–8
Without Exclusions: 2011–2018**



Source: TEA 2017–2018 Annual Dropout Summary Report, June 2019.

Figure 6 indicates that from **2011 to 2018**:

- The annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes **increased** for all student groups from 2011 to 2018. The increases range from 1.3 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 0.1 percentage points in 2011 to 1.0 percentage points in 2018, 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 0.3 to 0.2 percentage points from 2011 to 2018, but in favor of African American students. However, both student groups' dropout rates increased.

Figure 6 indicates that from **2017 to 2018**:

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

**Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018**

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

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019; TEA Secondary School Completion and Dropouts in Texas Public Schools 2017–2018, September 2019.

Figure 7 indicates that from **2011 to 2018**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for the African American, Asian, Hispanic, Ever EL in HS, and Students with Disabilities student groups; while the rates **decreased** for All, White, and Economically disadvantaged 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 Students with Disabilities in 2018.

Figure 7 indicates that from **2017 to 2018**:

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

**Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2018**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	10.9	12.6	12.6	12.9	1,663
	State	6.8	6.3	6.6	6.6	6.3	6.2	5.9	5.7	21,412
African American	HISD	13.7	14.1	14.3	15.2	14.4	14.8	13.8	14.0	439
	State	10.9	10.1	9.9	9.8	9.5	9.1	8.7	8.3	4,005
Asian	HISD	2.3	4.8	6.8	4.0	3.3	1.4	4.0	2.4	12
	State	1.4	2.1	3.0	2.4	2.2	2.0	1.7	1.4	230
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	12.4	12.6	12.7	984
	State	8.7	8.0	8.2	8.2	7.7	7.5	7.2	6.9	12,976
White	HISD	4.2	5.1	4.0	5.8	7.7	12.3	13.0	14.5	196
	State	3.4	3.2	3.5	3.6	3.4	3.4	3.2	3.3	3,703
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	12.6	12.8	12.5	1,164
	State	7.7	7.8	8.5	9.0	8.7	8.5	7.8	7.6	15,148
Ever EL in H.S.	HISD	20.1	20.5	20.7	19.2	18.8	24.5	24.3	24.5	490
	State	14.6	15.4	14.9	15.9	15.1	15.2	14.2	13.7	2,792
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	19.4	17.9	19.6	189
	State	11.3	11.2	11.1	11.2	10.4	10.2	9.6	9.4	4,817

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019; TEA Secondary School Completion and Dropouts in Texas Public Schools 2017–2018, September 2019.

Figure 8 indicates that from **2011 to 2018**:

- The four-year longitudinal dropout rates for the district **increased** for all of the student groups while state rates decreases or remained the same for all student groups.
- HISD's longitudinal dropout rates are **consistently higher** than the state's for all student groups.
- The district-state gap in the longitudinal dropout rates **increased** for all student groups from 2011 to 2018.

Figure 8 indicates that from **2017 to 2018**:

- Both the state and HISD's longitudinal dropout rates **decreased** for the Asian and Economically disadvantaged groups with HISD showing a larger decrease than the state for both groups.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12
With Exclusions: 2011–2018**

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

Group	District	2011	2012	2013	2014	2015	2016	2017	2018
All Students	HISD	7.3	6.3	6.7	6.7	6.6	6.3	5.9	5.5
	State	6.2	5.0	4.6	4.3	4.1	4.2	4.0	3.8
African American	HISD	5.6	5.2	5.9	5.7	5.8	6.0	4.6	5.1
	State	7.4	5.5	5.3	5.3	4.8	5.1	4.9	4.8
Asian	HISD	3.8	2.9	4.6	2.8	2.6	4.2	3.8	3.0
	State	3.5	3.3	3.0	2.7	2.2	2.2	2.2	2.0
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4	6.9	6.6	6.0
	State	8.4	6.7	5.9	5.6	5.3	5.2	4.8	4.6
White	HISD	3.8	2.8	3.6	5.2	5.9	4.5	5.6	5.2
	State	3.3	2.7	2.6	2.5	2.4	2.6	2.6	2.5
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1	6.6	5.7	6.2
	State	7.6	6.1	5.4	5.0	5.0	5.1	4.8	4.6
Ever EL in H.S.	HISD	20.7	20.0	22.4	20.8	20.7	17.1	15.6	14.2
	State	18.1	15.1	13.4	12.3	11.4	10.9	10.1	8.9
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9	11.8	11.4	10.5
	State	11.4	11.2	10.7	10.8	11.1	11.6	12.7	12.5

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019; TEA Secondary School Completion and Dropouts in Texas Public Schools 2017–2018, September 2019.

Figure 9 indicates that from **2011 to 2018**:

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

Figure 9 indicates that from **2017 to 2018**:

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

**Figure 10. HISD and State Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2018**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	1.0	1.0	1.5	1.9	543
	State	0.2	0.3	0.4	0.5	0.3	0.4	0.3	0.4	3,424
African American	HISD	0.4	0.5	0.5	0.8	1.2	1.2	1.6	2.4	173
	State	0.3	0.4	0.4	0.4	0.5	0.6	0.6	0.7	770
Asian	HISD	0.0	0.2	0.0	0.4	1.0	0.8	1.1	1.4	15
	State	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	68
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	0.8	1.3	1.5	273
	State	0.2	0.3	0.6	0.8	0.4	0.4	0.4	0.4	1,920
White	HISD	0.2	0.2	0.0	0.7	1.7	1.5	2.3	2.6	74
	State	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	588
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	0.9	1.4	1.7	386
	State	0.2	0.3	0.6	0.7	0.4	0.4	0.4	0.5	2,582
EL	HISD	0.4	0.4	0.3	0.5	1.1	1.2	1.7	2.2	138
	State	0.4	0.6	2.0	2.2	0.6	0.6	0.6	0.6	476
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	1.3	1.0	1.7	2.2	59
	State	0.3	0.3	0.4	0.4	0.5	0.4	0.4	0.6	779

Source: TEA 2017-18 Annual Dropout Summary Report, June 2019; TEA Secondary School Completion and Dropouts in Texas Public Schools 2017–18, September 2019.

Figure 10 indicates that from **2011 to 2018**:

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

Figure 10 indicates that from **2017 to 2018**:

- The state's annual dropout rates with exclusions for grades 7-8 **increased** for the All, African American, White, Economically disadvantaged, and Students with Disabilities groups, and **stayed the same** for the Asian, Hispanic, and EL student groups. 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 6 (p. 19)**. Campuses are ranked by 2018 graduation rates. The percentage of graduates is highlighted in red if it is below the district average.

The district graduation rate with exclusions for the class of 2018 is 80.9 percent. Twenty-eight campuses reported graduation rates above the district average, 20 campuses reported graduation rates below the district average. Two campuses had no students graduate in 2018. Seven campuses achieved a 100 percent graduation rate, down from eight campuses in 2017.

The district dropout rate with exclusions for the class of 2018 is 12.9 percent. Eleven campuses had no students reported as dropouts; 27 campuses reported dropout rates below the district average, and 21 campuses reported dropout rates above the district average.

Table 7 (p. 20) shows the 4-year longitudinal graduation rates by campus with exclusions from 2014 to 2018. The campuses are ranked by graduation rates in 2017–2018. The district graduation rate decreased by 0.9 percentage points during the period. Eastwood Academy is the only school to have a 100 percent graduation rate for 5 years in a row. From 2014 to 2018, twelve campuses saw graduation rates go up, and the increases ranged from 0.6 percentage points (Lamar HS) to 12.8 percentage points (Jones Futures Academy). Twenty campuses saw their graduation rates go down in that span and the decreases ranged from -0.5 (HS for Performing and Visual Arts) to -21.8 (Furr HS).

Table 8 (p. 21) shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2014 to 2018. The campuses are ranked by the dropout rates for the class of 2018 cohort. The 2018 district dropout rate was 12.9 percent, an increase of 2.1 percentage points from 2014. Twenty-two campuses have seen their dropout rates going up since 2014, ranging from 0.2 (Bellaire HS) to 13.3 percentage points (Furr HS). TH Rogers is not included in the comparison due to the nature of the school with regards to high school students. Twenty-four campuses experienced increased dropout rates from the prior year, 2017. Fourteen campuses had decreased dropout rates from 2017, and the decreases ranged from -0.2 (Northside HS) to -14.6 percentage points (Jones Futures Academy).

Table 9 (p. 22 & 23) shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2014 to 2018. The campuses are ranked by the number of dropouts in 2017–2018. The number of district dropouts more than tripled from 149 in 2013–2014 to 543 in 2017–2018. Thirty schools reported more dropouts in 2017–2018 than 2016–2017. Twenty-two campuses had fewer dropouts and ten campuses remained unchanged. Twenty schools reported 10 or more dropouts in 2017–2018, up from 17 schools last year.

The five campuses with the highest number of dropouts accounted for 205 (38 percent) of the 543 dropouts in grades 7–8 in 2017–2018:

- Texas Connections Academy at Houston: 104
- Tanglewood MS: 31
- Revere MS: 27
- Welch MS: 22
- Holland MS: 21

Texas Connections Academy at Houston and Welch 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 6 students compared with the prior year. From 2014 to 2018, the number of dropouts increased from 38 to 104 (dropout rates increased from 3.4 percent to 7.0 percent) as Grades 7 and 8 student enrollment also increased from 1,130 to 1,491. The increase in 2017–2018 mainly occurred in the Hispanic (28 to 43) and Economically disadvantaged student groups (41 to 53). Welch MS saw the number of dropouts increase by 5 students as the student enrollment declined for the past 5 years. The increase was mainly from the African American student group (6 to 13).

Tanglewood MS had the highest increase in the number of dropouts from 2 students in 2016–2017 to 31 in 2017–2018 while the enrollment slightly increased. The increases were seen across all student groups, especially African American (1 to 5), Hispanic (0 to 6), and White (0 to 15) student groups. The number of dropouts at Revere MS went up again in 2017-18 after a decrease in 2016-17. The student enrollment slightly decreased in 2017-2018 but the dropouts among African American (5 to 12) and Hispanic students (7 to 11) increased. Holland MS had 12 more dropouts in 2017-18 than the prior year. The increase was from the African American (2 to 4) and Hispanic (7 to 16) student groups.

In addition to above schools, Edison, Cullen, and Deady MS saw an increase of 14, 10, and 10 dropouts compared to the prior year. Three campuses, Navarro MS, Henry MS, and Lawson MS saw their dropouts decrease by at least 5 students in 2017-2018, compared to the prior year.

Table 6. Four-Year Completion Counts and Percent by Campus: Class of 2018 with Exclusions

Ranked by 2018 graduation rates. Performance below district averages are highlighted in red

District/School	# in Class	Graduation		Dropout		Continuer		TxCHSE	
		N	%	N	%	N	%	N	%
HISD	12,889	10,430	80.9	1,663	12.9	711	5.5	85	0.7
Challenge EC	116	116	100.0	0	0.0	0	0.0	0	0.0
East EC HS	105	105	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad	104	104	100.0	0	0.0	0	0.0	0	0.0
HS Law and Justice	69	69	100.0	0	0.0	0	0.0	0	0.0
Long Acad	39	39	100.0	0	0.0	0	0.0	0	0.0
N. Houston ECHS	109	109	100.0	0	0.0	0	0.0	0	0.0
YWCPA	43	43	100.0	0	0.0	0	0.0	0	0.0
HS Perf. Vis. Arts	190	189	99.5	0	0.0	1	0.5	0	0.0
Hou Acad. Intl.	113	112	99.1	1	0.9	0	0.0	0	0.0
Carnegie HS	143	141	98.6	1	0.7	0	0.0	1	0.7
DeBakey HS	184	181	98.4	0	0.0	3	1.6	0	0.0
South EC HS	46	45	97.8	0	0.0	1	2.2	0	0.0
Mount Carmel Acad.	82	80	97.6	2	2.4	0	0.0	0	0.0
E-STEM West HS	78	76	97.4	2	2.6	0	0.0	0	0.0
Leland YMCPA	32	31	96.9	1	3.1	0	0.0	0	0.0
Sharpstown Intl	119	115	96.6	1	0.8	2	1.7	1	0.8
Heights HS	565	545	96.5	11	1.9	9	1.6	0	0.0
Lamar HS	805	755	93.8	34	4.2	12	1.5	4	0.5
Jones HS	94	87	92.6	2	2.1	5	5.3	0	0.0
Bellaire HS	835	770	92.2	44	5.3	18	2.2	3	0.4
Westside HS	682	620	90.9	42	6.2	14	2.1	6	0.9
Houston MSTC HS	631	568	90.0	45	7.1	15	2.4	3	0.5
Scarborough HS	178	158	88.8	5	2.8	15	8.4	0	0.0
E-STEM Central HS	23	20	87.0	2	8.7	0	0.0	1	4.3
Austin HS	468	403	86.1	58	12.4	4	0.9	3	0.6
Westbury HS	545	453	83.1	74	13.6	14	2.6	4	0.7
Northside HS	357	290	81.2	40	11.2	27	7.6	0	0.0
Waltrip HS	413	335	81.1	57	13.8	18	4.4	3	0.7
North Forest HS	239	186	77.8	47	19.7	5	2.1	1	0.4
Chavez HS	809	626	77.4	134	16.6	46	5.7	3	0.4
Milby HS	304	235	77.3	48	15.8	20	6.6	1	0.3
Sterling HS	257	190	73.9	51	19.8	15	5.8	1	0.4
Sharpstown HS	386	283	73.3	63	16.3	39	10.1	1	0.3
Furr HS	269	195	72.5	40	14.9	34	12.6	0	0.0
Mid Coll - Fraga	64	46	71.9	13	20.3	5	7.8	0	0.0
Madison HS	399	285	71.4	75	18.8	37	9.3	2	0.5
Kashmere HS	137	92	67.2	38	27.7	7	5.1	0	0.0
Wisdom HS	405	269	66.4	55	13.6	79	19.5	2	0.5
Wheatley HS	228	151	66.2	55	24.1	20	8.8	2	0.9
Yates HS	220	145	65.9	54	24.5	19	8.6	2	0.9
Worthing HS	240	158	65.8	66	27.5	13	5.4	3	1.3
Washington HS	175	113	64.6	47	26.9	13	7.4	2	1.1
Tx Conn. Acad.	898	483	53.8	291	32.4	90	10.0	34	3.8
Mid Coll - Gulfton	71	29	40.8	23	32.4	19	26.8	0	0.0
Comm. Serv.	25	1	4.0	24	96.0	0	0.0	0	0.0
Liberty HS	126	2	1.6	37	29.4	87	69.0	0	0.0
HCC Lifeskills	1	0	0.0	0	0.0	1	100.0	0	0.0
Rogers TH	4	0	0.0	1	25.0	3	75.0	0	0.0
District Only*	464	382	82.3	79	17.0	1	0.2	2	0.4

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

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

Source: TEA Confidential Class of 2018 Four-Year Longitudinal Summary Report, June 2019

Table 7. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2014–2018

Ranked by 2018 graduation rates. Performance below district averages are highlighted in red

District/School	Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018		Change, Class of 2014-2018	Change, 2017 vs 2018
	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad		
HISD	9,071	81.8	9,182	82.0	9,543	80.5	9,940	80.7	10,430	80.9	-0.9	0.2
Challenge EC	93	95.9	102	100.0	108	100.0	105	99.1	116	100.0	4.1	0.9
East EC HS	107	99.1	106	100.0	99	100.0	104	99.0	105	100.0	0.9	1.0
Eastwood Acad	98	100.0	108	100.0	88	100.0	109	100.0	104	100.0	0.0	0.0
HS Law and Justice	118	99.2	105	99.1	132	100.0	84	98.8	69	100.0	0.8	1.2
Long Acad	---	---	---	---	---	---	---	---	39	100.0	---	---
N. Houston ECHS	76	98.7	88	100.0	90	98.9	106	100.0	109	100.0	---	0.0
YWCPA	---	---	---	---	---	---	30	100.0	43	100.0	---	0.0
HS Perf. Vis. Arts	154	100.0	170	100.0	154	100.0	166	100.0	189	99.5	-0.5	-0.5
Hou Acad. Intl.	76	87.4	90	96.8	92	100.0	84	98.8	112	99.1	11.7	0.3
Carnegie HS	102	100.0	138	100.0	149	100.0	131	100.0	141	98.6	-1.4	-1.4
DeBaKey HS	171	100.0	186	100.0	183	100.0	164	100.0	181	98.4	-1.6	-1.6
South EC HS	---	---	---	---	---	---	17	94.4	45	97.8	---	3.4
Mount Carmel Acad.	95	100.0	68	100.0	85	100.0	76	98.7	80	97.6	-2.4	-1.1
E-STEM West HS	---	---	22	95.7	51	92.7	70	97.2	76	97.4	---	0.2
Leland YMCPA	---	---	---	---	---	---	11	100.0	31	96.9	---	-3.1
Sharpstown Intl	---	---	85	97.7	129	99.2	126	98.4	115	96.6	---	-1.8
Heights HS	489	95.3	472	96.5	527	97.2	521	97.6	545	96.5	1.2	-1.1
Lamar HS	825	93.2	781	95.5	614	93.0	669	94.0	755	93.8	0.6	-0.2
Jones HS	67	79.8	22	48.9	13	54.2	10	83.3	87	92.6	12.8	9.3
Bellaire HS	658	90.3	694	88.4	809	91.4	759	90.8	770	92.2	1.9	1.4
Westside HS	600	92.2	539	94.1	604	93.1	656	94.3	620	90.9	-1.3	-3.4
Houston MSTC HS	468	85.7	419	84.0	476	85.0	531	87.3	568	90.0	4.3	2.7
Scarborough HS	112	80.0	116	76.3	117	89.3	114	90.5	158	88.8	8.8	-1.7
E-STEM Central HS	7	100.0	6	100.0	7	100.0	9	100.0	20	87.0	---	-13.0
Austin HS	305	87.1	295	88.6	306	89.7	342	87.0	403	86.1	-1.0	-0.9
Westbury HS	345	77.9	389	81.9	362	77.4	402	84.8	453	83.1	5.2	-1.7
Northside HS	263	86.2	353	92.2	317	81.1	330	79.9	290	81.2	-5.0	1.3
Waltrip HS	351	82.6	296	82.5	353	84.0	328	78.7	335	81.1	-1.5	2.4
North Forest HS	---	---	---	---	---	---	166	76.9	186	77.8	---	0.9
Chavez HS	553	82.9	661	84.2	625	81.6	601	79.0	626	77.4	-5.5	-1.6
Milby HS	412	86.2	385	85.0	308	77.6	367	82.5	235	77.3	-8.9	-5.2
Sterling HS	151	76.3	164	81.6	161	73.9	173	76.9	190	73.9	-2.4	-3.0
Sharpstown HS	185	80.1	239	84.2	235	83.3	224	75.9	283	73.3	-6.8	-2.6
Furr HS	182	94.3	197	94.7	212	95.9	196	91.2	195	72.5	-21.8	-18.7
Mid Coll - Fraga	---	---	---	---	---	---	---	---	46	71.9	---	---
Madison HS	381	81.1	295	75.6	339	74.3	296	71.8	285	71.4	-9.7	-0.4
Kashmere HS	78	70.3	92	74.8	93	71.0	84	67.7	92	67.2	-3.1	-0.5
Wisdom HS	259	87.8	222	80.7	227	77.5	222	72.5	269	66.4	-21.4	-6.1
Wheatley HS	136	67.7	138	67.0	128	68.1	122	70.1	151	66.2	-1.5	-3.9
Yates HS	191	82.3	156	78.8	183	72.9	165	73.0	145	65.9	-16.4	-7.1
Worthing HS	108	65.1	101	57.4	113	67.7	128	59.0	158	65.8	0.7	6.8
Washington HS	143	75.7	113	77.9	118	74.2	141	74.6	113	64.6	-11.1	-10.0
Tx Conn. Acad.	---	---	---	---	329	48.3	415	48.4	483	53.8	---	5.4
Mid Coll - Gulfton	---	---	---	---	---	---	---	---	29	40.8	---	---
Comm. Serv.	1	5.0	1	4.2	0	0.0	0	0.0	1	4.0	-1.0	4.0
Liberty HS	3	1.6	0	0.0	0	0.0	3	1.9	2	1.6	0.0	-0.3
HCC Lifeskills	0	0.0	1	14.3	---	---	---	---	0	0.0	---	---
Rogers TH	0	0.0	0	0.0	---	---	0	0.0	0	0.0	0.0	0.0

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

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

Source: TEA Confidential Class of 2014 to 2018 Four-Year Longitudinal Summary Report.

Table 8. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2014-2018

Ranked by 2018 dropout rates. Performance above district averages are highlighted in red

District/School	Class of 2014		Class of 2015		Class of 2016		Class of 2017		Class of 2018		Change, Class of 2014-2018	Change, 2017 vs 2018
	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout		
HISD	1,201	10.8	1,221	10.9	1,500	12.6	1,548	12.6	1,663	12.9	2.1	0.3
HS Perf. Vis. Arts	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
DeBaKey HS	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
HS Law and Justice	1	0.8	1	0.9	0	0.0	1	1.2	0	0.0	-0.8	-1.2
Long Acad	---	---	---	---	---	---	---	---	0	0.0	---	---
HCC Lifeskills	0	0.0	0	0.0	---	---	---	---	0	0.0	---	---
Eastwood Acad	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
N. Houston ECHS	0	0.0	0	0.0	1	1.1	0	0.0	0	0.0	---	0.0
Challenge EC	1	1.0	0	0.0	0	0.0	1	0.9	0	0.0	-1.0	-0.9
East EC HS	1	0.9	0	0.0	0	0.0	1	1.0	0	0.0	-0.9	-1.0
YWCPA	---	---	---	---	---	---	0	0.0	0	0.0	---	0.0
South EC HS	---	---	---	---	---	---	1	5.6	0	0.0	---	-5.6
Carnegie HS	0	0.0	0	0.0	0	0.0	0	0.0	1	0.7	0.7	0.7
Sharpstown Intl	---	---	1	1.1	1	0.8	1	0.8	1	0.8	---	0.0
Hou Acad. Intl.	1	1.1	0	0.0	0	0.0	1	1.2	1	0.9	-0.2	-0.3
Heights HS	18	3.5	7	1.4	12	2.2	9	1.7	11	1.9	-1.6	0.2
Jones HS	15	17.9	20	44.4	11	45.8	2	16.7	2	2.1	-15.8	-14.6
Mount Carmel Acad.	0	0.0	0	0.0	0	0.0	1	1.3	2	2.4	2.4	1.1
E-STEM West HS	---	---	1	4.3	3	5.5	2	2.8	2	2.6	---	-0.2
Scarborough HS	12	8.6	25	16.4	13	9.9	3	2.4	5	2.8	-5.8	0.4
Leland YMCPA	---	---	---	---	---	---	0	0.0	1	3.1	---	3.1
Lamar HS	26	2.9	16	2.0	27	4.1	29	4.1	34	4.2	1.3	0.1
Bellaire HS	37	5.1	51	6.5	31	3.5	37	4.4	44	5.3	0.2	0.9
Westside HS	29	4.5	16	2.8	29	4.5	19	2.7	42	6.2	1.7	3.5
Houston MSTC HS	51	9.3	57	11.4	53	9.5	52	8.6	45	7.1	-2.2	-1.5
E-STEM Central HS	0	0.0	0	0.0	0	0.0	0	0.0	2	8.7	---	8.7
Northside HS	14	4.6	17	4.4	44	11.3	47	11.4	40	11.2	6.6	-0.2
Austin HS	35	10.0	32	9.6	31	9.1	38	9.7	58	12.4	2.4	2.7
Wisdom HS	15	5.1	20	7.3	27	9.2	44	14.4	55	13.6	8.5	-0.8
Westbury HS	63	14.2	60	12.6	72	15.4	52	11.0	74	13.6	-0.6	2.6
Waltrip HS	54	12.7	42	11.7	48	11.4	66	15.8	57	13.8	1.1	-2.0
Furr HS	3	1.6	4	1.9	1	0.5	15	7.0	40	14.9	13.3	7.9
Milby HS	47	9.8	48	10.6	72	18.1	56	12.6	48	15.8	6.0	3.2
Sharpstown HS	25	10.8	27	9.5	23	8.2	44	14.9	63	16.3	5.5	1.4
Chavez HS	74	11.1	85	10.8	112	14.6	130	17.1	134	16.6	5.5	-0.5
Madison HS	52	11.1	75	19.2	78	17.1	74	18.0	75	18.8	7.7	0.8
North Forest HS	---	---	---	---	---	---	42	19.4	47	19.7	---	0.3
Sterling HS	35	17.7	25	12.4	40	18.3	34	15.1	51	19.8	2.1	4.7
Mid Coll - Fraga	---	---	---	---	---	---	---	---	13	20.3	---	---
Wheatley HS	51	25.4	58	28.2	44	23.4	39	22.4	55	24.1	-1.3	1.7
Yates HS	27	11.6	31	15.7	55	21.9	46	20.4	54	24.5	12.9	4.1
Rogers TH	0	0.0	0	0.0	---	---	0	0.0	1	25.0	25.0	25.0
Washington HS	36	19.0	21	14.5	25	15.7	30	15.9	47	26.9	7.9	11.0
Worthing HS	45	27.1	51	29.0	36	21.6	64	29.5	66	27.5	0.4	-2.0
Kashmere HS	26	23.4	26	21.1	26	19.8	26	21.0	38	27.7	4.3	6.7
Liberty HS	46	25.0	26	17.0	33	24.3	46	29.1	37	29.4	4.4	0.3
Tx Conn. Acad.	---	---	---	---	230	33.8	258	30.1	291	32.4	---	2.3
Mid Coll - Gulfon	---	---	---	---	---	---	---	---	23	32.4	---	---
Comm. Serv.	18	90.0	23	95.8	96	100.0	70	97.2	24	96.0	6.0	-1.2

*District number and rate included students at the campuses not meeting criteria for calculating rates.
Source: TEA Confidential Class of 2014 to 2018 Four-Year Longitudinal Summary Report.

Table 9. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2014-2018
Ranked by the number of dropouts in 2017-18

District/School	School Year 2013-14 # Dropouts	School Year 2014-15 # Dropouts	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	Change, Class of 2014-18	Change, 2017 vs 2018
HISD	149	281	285	430	543	394	113
Tx Conn. Acad.	38	60	56	98	104	66	6
Tanglewood MS	0	0	0	2	31	31	29
Revere MS	5	25	33	14	27	22	13
Welch MS	3	6	3	17	22	19	5
Holland MS	5	8	10	9	21	16	12
Fondren MS	6	11	6	14	20	14	6
HS Ahead MS	10	8	29	15	20	10	5
Forest Brook MS	7	12	13	17	18	11	1
Edison MS	2	2	5	3	17	15	14
Cullen MS	4	11	14	6	16	12	10
McReynolds MS	3	4	9	10	14	11	4
Deady MS	1	2	0	3	13	12	10
Long Acad	8	18	4	14	13	5	-1
Marshall MS	1	0	0	14	13	12	-1
Key MS	13	18	15	14	13	0	-1
Sugar Grove MS	1	30	10	17	13	12	-4
Fonville MS	3	3	18	13	12	9	-1
Attucks MS	2	0	1	15	12	10	-3
Las Americas MS	1	2	8	13	11	10	-2
Pershing MS	5	1	3	5	10	5	5
West Briar MS	4	1	1	1	9	5	8
Inspired Acad	6	13	0	6	9	3	3
YWCPA	0	0	0	1	8	8	7
Black MS	2	2	0	1	7	5	6
Meyerland MS	0	0	0	3	7	7	4
Thomas MS	1	2	4	3	7	6	4
Fleming MS	0	4	0	9	7	7	-2
Lawson MS	1	8	8	12	7	6	-5
Lanier MS	0	1	0	1	5	5	4
Williams MS	0	0	2	1	5	5	4
Henry MS	1	2	6	12	5	4	-7
Rogers TH	1	0	1	0	4	3	4
Gregory-Lincoln PK-8	0	0	6	1	4	4	3
Woodson School	0	1	3	3	4	4	1
Ortiz MS	3	4	2	3	4	1	1
Baylor College MS	---	0	2	4	4	---	0
Pilgrim Acad.	0	1	0	1	3	3	2
Hamilton MS	0	1	3	2	3	3	1
Clifton MS	5	2	1	4	3	-2	-1
Burbank MS	0	2	1	7	3	3	-4
Wharton Dual Lang.	0	0	0	2	2	2	0
Hogg MS	0	3	1	5	2	2	-3
Navarro MS	1	2	2	14	2	1	-12
Wilson Mont.	0	0	0	0	1	1	1
Young Scholars	1	1	0	0	1	0	1
Reagan Ed Ctr	0	1	0	0	1	1	1

Table continued on the next page.

Table 9 (Continued). Annual Dropout Counts in Grades 7-8 by Campus: School Years 2014-2018
Ranked by the number of dropouts in 2017-18

District/School	School Year 2013-14 # Dropouts	School Year 2014-15 # Dropouts	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	Change, Class of 2014-18	Change, 2017 vs 2018
Comm. Serv.	2	1	2	1	1	-1	0
Stevenson MS	0	2	2	1	1	1	0
E-STEM Central MS	0	0	0	1	1	1	0
Hartman MS	0	0	0	2	1	1	-1
Energized MS	0	0	1	3	1	1	-2
Leland YMCPA	0	2	0	3	1	1	-2
Secondary DAEP	---	---	---	---	0	---	---
Mandarin Chinese ES	---	---	---	---	0	---	---
Sharpstown Intl	0	1	0	0	0	0	0
Garden Oaks ES	0	0	0	0	0	0	0
JAEP	0	0	0	0	0	0	0
Briar meadow	0	0	0	0	0	0	0
E-STEM West MS	1	0	0	0	0	-1	0
Chrysalis MS	0	0	0	1	0	0	-1
Rice School	0	0	0	1	0	0	-1
Pin Oak MS	0	1	0	1	0	0	-1
Rusk School	0	0	0	2	0	0	-2
Harper DAEP	2	2	0	2	0	-2	-2

Source: TEA Confidential 2013-2014 to 2017-2018 Annual Dropout Summary 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:

Under TEC §39.053(g-1),

- (a) A student who is ordered by court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate (**Exclusion 1**);
- (b) A student previously reported to the state as a dropout (**Exclusion 2**);
- (c) A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds) (**Exclusion 3**);
- (d) A student whose initial enrollment in a school in the United States in Grades 7–12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1) (**Exclusion 4**);
- (e) A student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located (TEC §39.054(f) and §39.055) (**Exclusion 5**); or,
- (f) A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult (**Exclusion 6**).
- Under TEC §39.053(g-2), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services (starting in 2015–16) (**Exclusion 7**).
- Under TEC §39.054(f), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility (**Exclusion 5**).
- Under TEC §39.055, A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district (starting in 2013–14) (**Exclusion 5**).

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

Graduated or received an out-of-state GED:

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

Moved to other educational setting:

- Student **entered college** and is working towards an Associate's or Bachelor's degree;
- Student is **home schooled**;
- Student was **removed by Child Protective Services (CPS)** and the district has not been informed of the student's current status or enrollment;
- Student **enrolled in a private school** in Texas;
- Student **enrolled in a public or private school** outside of Texas;
- Student withdrew from/left school to **enroll** in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program;

Withdrawn by school district:

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

Other reasons:

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

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