

MEMORANDUM

November 6, 2020

TO: Board Members

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

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2018–2019**

CONTACT: Allison Matney, 713-556-6700

Attached are the four-year graduation and dropout data for the 2018–2019 academic year. The 2019 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2015–16 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 2019

- Out of 12,997 students in the class of 2019, 10,524 (81.0 percent) graduated. The graduation rate for the class of 2019 was 0.1 percentage points higher than the rate for the class of 2018. This is the district's largest cohort and largest number of graduates but the fourth lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2019, Asian students had the highest graduation rate (92.2 percent), followed by African American students (81.1 percent), White students (80.7 percent), and Hispanic students (80.2 percent). Compared to the Class of 2018, the graduation rate for White and African American students increased by 2.0 and 0.9 percentage points, respectively; while the graduation rate for Asian and Hispanic students decreased by 1.9 and 0.6 percentage points.
- The longitudinal dropout rate for the class of 2019 was 13.6 percent (based on 1,771 dropouts), 0.7 percentage points higher than the rate for the class of 2018.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (14.8 percent), followed by Hispanic students (13.8 percent) and White students (13.3 percent). Asian students had the lowest longitudinal dropout rate (5.5 percent). The dropout rates for African American, Asian, and Hispanic students were 0.8, 3.1, and 1.1 percentage points higher than the rates for the class of 2018. The dropout rate for White students decreased by 1.2 percentage points.

Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2019

- The graduation rate used for federal accountability purposes was 79.2 percent for the class of 2019, an increase of 0.2 percentage points over the Class of 2018, and the second highest rate since 2011.
- The longitudinal dropout rate for all students increased by 0.7 percentage points from 13.3 percent in 2018 to 14.0 percent in 2019.

Administrative Response

Student Assistance Department

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

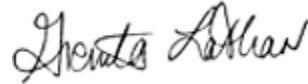
Outreach staff provides direct services to identified students and families to remove barriers to attendance and achievement. Referrals for additional resources are also provided to connect students and their families to the appropriate services as needed. Compliance Analysts work to ensure that student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

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

- 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

- Collaborate with HISD departments such as College and Career Readiness, Special Education, Multilingual, Family and Community Empowerment, Interventions Office, Social Emotional Learning, Parent Center, Wraparound Services, ROSES, Ascending to Men, and HISD alternative high school (On Time Graduation Academy) programs to provide and receive support through professional development, programming, and other initiatives that strengthen student and family support.

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



GL

Attachments

cc: Superintendent's Direct Reports
Area Superintendents
Glenda Calloway



RESEARCH

Educational Program Report

GRADUATION AND DROPOUT ANALYSIS
2018-2019



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Graduation and Dropout Analysis: 2018–2019

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 2019 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 12,997 students in the class of 2019, 10,524 (81.0 percent) graduated. The graduation rate for the class of 2019 was 0.1 percentage-point **higher** than the rate for the class of 2018. This is the district's largest cohort and largest number of graduates but the fourth lowest graduation rate since the state implemented the current methodology in 2011.
- Among the four major ethnic groups in the class of 2019, Asian students had the highest graduation rate (92.2 percent), followed by African American students (81.1 percent), White students (80.7 percent), and Hispanic students (80.2 percent). Compared to the class of 2018, the graduation rate for White and African American students **increased** by 2.0 and 0.9 percentage points, respectively; while the graduation rate for Asian and Hispanic students **decreased** by 1.9 and 0.6 percentage points.
- The longitudinal dropout rate for the class of 2019 was 13.6 percent (based on 1,771 dropouts), 0.7 percentage points higher than the rate for the class of 2018.
- African American students had the highest longitudinal dropout rate among the major ethnic groups (14.8 percent), followed by Hispanic students (13.8 percent) and White students (13.3 percent). Asian students had the lowest longitudinal dropout rate (5.5 percent). The dropout rates for African American, Asian, and Hispanic students were 0.8, 3.1, and 1.1 percentage points **higher** than the rates for the class of 2018. The dropout rate for White students **decreased** by 1.2 percentage points.
- The graduation rate for 9,594 economically disadvantaged students in the class of 2019 was 80.8 percent, 0.1 percentage-point **lower** than the rate for the class of 2018. The longitudinal dropout rate for economically disadvantaged students was 13.5 percent, an **increase** of 1.0 percentage point over the class of 2018.
- The graduation rate for 2,287 students in the class of 2019 identified as Ever English Language Learners in high school (EL 9–12) was 60.3 percent, a **decrease** of 0.8 percentage points over the class of 2018. The longitudinal dropout rate for EL 9–12 students was 26.2 percent, an **increase** of 1.7 percentage points over the class of 2018.
- The graduation rate for 992 students in the class of 2019 identified as Students with Disabilities (SWD) was 69.2 percent, a **decrease** of 0.3 percentage points over the class of 2018. The longitudinal dropout rate for SWD students was 20.1 percent, an **increase** of 0.5 percentage points over the class of 2018.

Highlights of the Class of 2019 Grade 9 Cohort without Exclusions (Federal Accountability)

- The graduation rate used for federal accountability purposes was 79.2 percent for the class of 2019, an **increase** of 0.2 percentage points over the class of 2018, and the second highest rate since 2011.
- The longitudinal dropout rate for all students **increased** by 0.7 percentage points from 13.3 percent in 2018 to 14.0 percent in 2019.

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 2018–2019 and the annual dropout rates for students who attended district schools in grades 7–8 during 2018–2019. 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 15,497 students either entered ninth grade in HISD high schools in the 2015–2016 school year or were added to the 2015–16 cohort over the next three years. **Table 1** provides the number of students in the 2015–16 cohort by final status.

Table 1. HISD 2015–2016 Cohort by Final Status

Status	Number of Students	
Graduated	10,524	
Continued H.S.	621	
Received TxCHSE	81	
Dropped out	1,771	
<i>Subtotal for State Accountability</i>		12,997
Excluded continuer	208	
Excluded dropout	93	
Excluded graduate	42	
Excluded TxCHSE recipient	2	
<i>Subtotal for Federal Accountability</i>		13,342
Juvenile detention	105	
Other leaver	2,036	
Data error	14	
Total for 2015–2016 Cohort		15,497

Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report and student list, June 2020

Starting in 2010–2011, the Texas Education Agency (TEA) introduced six criteria (TEC §39.053(g-1) and TEC §39.055) that exclude a student from the longitudinal rate calculations for campus and district reporting for state accountability purposes (see **Appendix A**). The exclusions have a positive effect on the completion results. **Table 2** shows the district’s total student enrollment, as well as the number of seniors and graduates with exclusions, for the past nine cohorts to provide a context for the data that follow. 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, 2011–2019

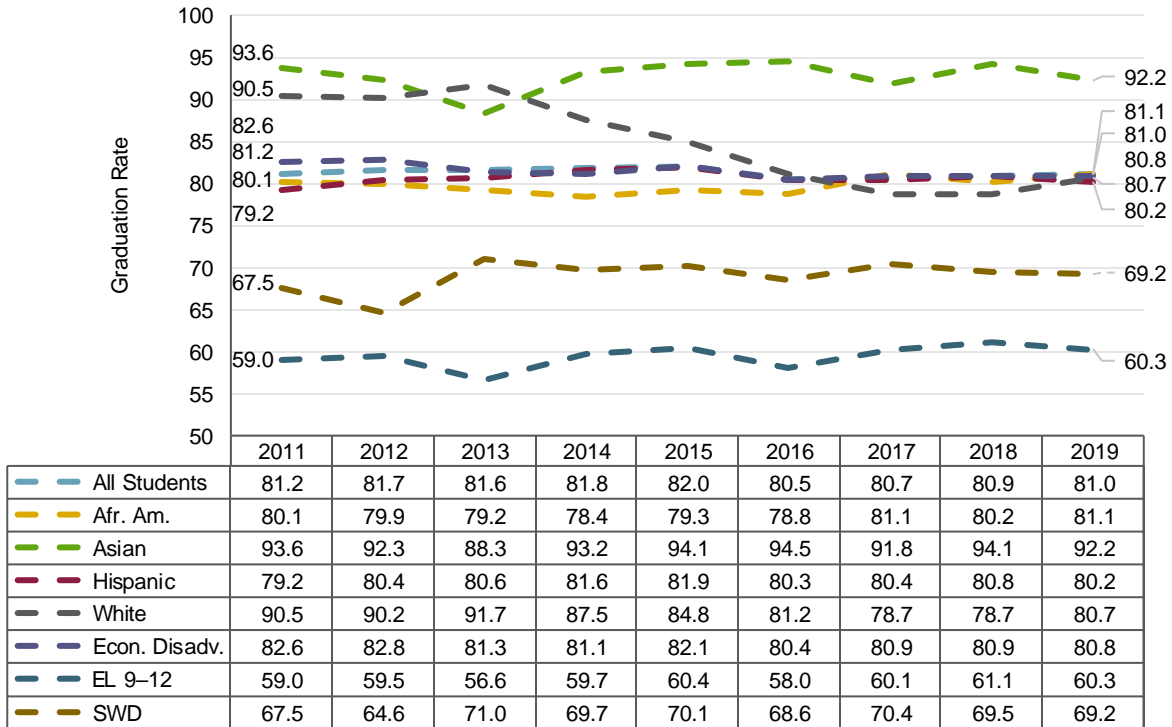
School Year	District Enrollment*	Total Number of Enrolled 12 th Grade Students*	Graduation Class Cohort	Total Number of Graduates (with Exclusions [^]) for each Cohort
2010–2011	203,294	10,463	Class of 2011 (N=11,126)	9,035 (81.2%)
2011–2012	201,594	10,271	Class of 2012 (N=11,030)	9,008 (81.7%)
2012–2013	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%)
2018–2019	209,040	11,591	Class of 2019 (N=12,997)	10,524 (81.0%)

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



Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020

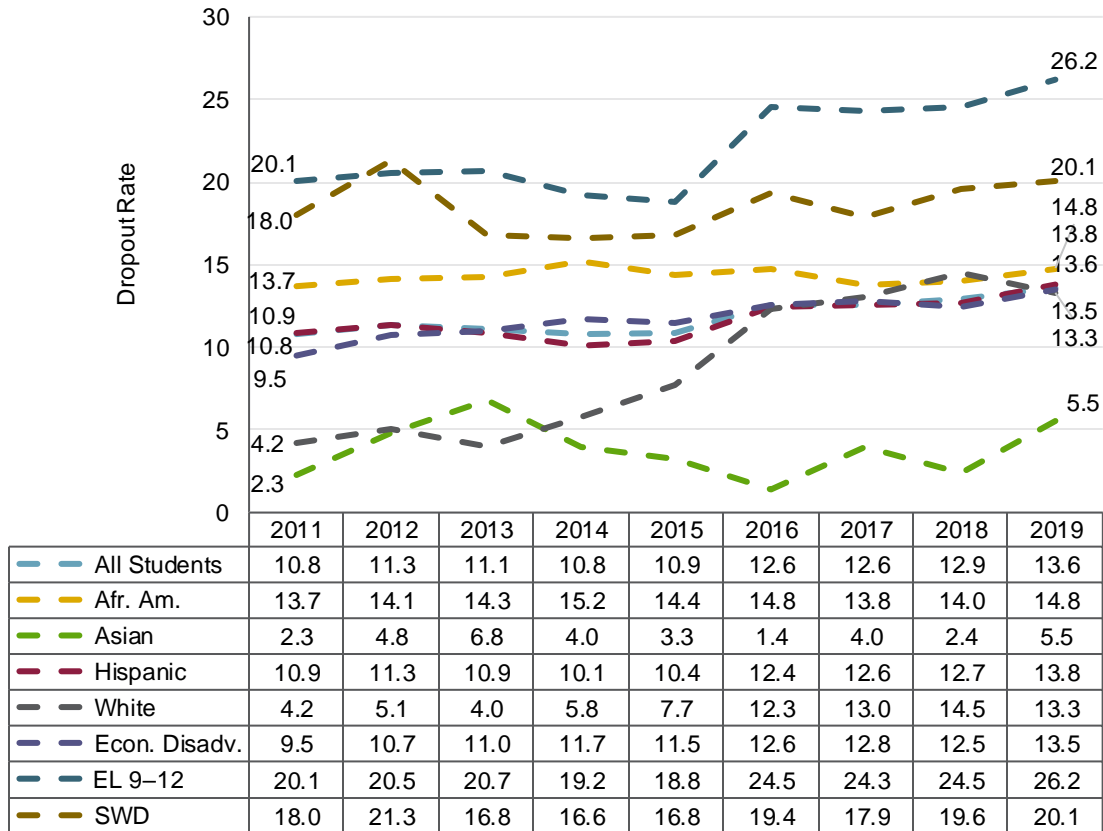
Figure 1 indicates that from **2011 to 2019**:

- The longitudinal four-year graduation rates with exclusions **increased** for the African American, Hispanic, students who were ever coded as English learners in high school (EL 9–12), and Students with Disabilities (SWD) student groups.
- The longitudinal four-year graduation rates with exclusions **decreased** for the All, Asian, 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 0.5 percentage points in 2019. This is due to a 1.0 percentage-point increase in the Hispanic student group and a 9.8 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 0.4 percentage points in 2019; now in favor of African American students. This is due to a 1.0 percentage-point increase in the African American student group and a 9.8 percentage-point drop in the White student group.

Figure 1 indicates that from **2018 to 2019**:

- The longitudinal four-year graduation rates with exclusions **increased** for the All, African American, and White student groups and **decreased** for the Asian, Hispanic, Economically Disadvantaged, EL 9–12, and SWD student groups.

**Figure 2. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2019**



Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020

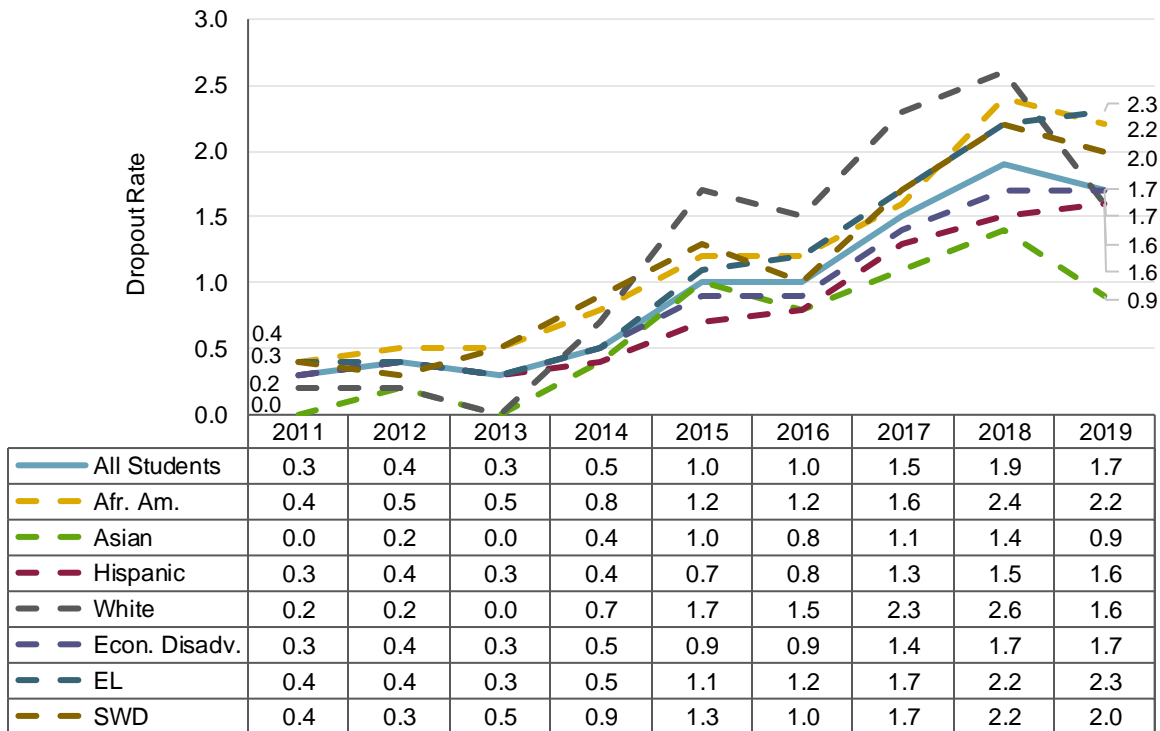
Figure 2 indicates that from **2011 to 2019**:

- The longitudinal four-year dropout rates with exclusions **increased** for the All, African American, Asian, Hispanic, White, Economically Disadvantaged, EL 9–12, and SWD student groups. **Increases** ranged from 1.1 percentage points for African American students to 9.1 percentage points for White students.
- The Hispanic-White gap in the four-year dropout rate with exclusions **declined** from 6.7 percentage points in 2011 to 0.5 percentage points in 2019. 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 1.5 percentage points in 2019. However, both student groups showed an increase in dropout rates since 2011.

Figure 2 indicates that from **2018 to 2019**:

- The longitudinal four-year dropout rates with exclusions **declined** for the White student group and **increased** for the All, African American, Asian, Hispanic, Economically Disadvantaged, EL 9–12, and SWD student groups.

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7–8
With Exclusions: 2011–2019**



Source: TEA 2018–2019 Annual Dropout Summary Report, June 2020

Figure 3 indicates that from **2011 to 2019**:

- The annual dropout rates with exclusions for state accountability purposes for students in grades 7–8 **increased** for all student groups from 2011 to 2019. The increases range from 0.9 percentage points (Asian students) to 1.9 percentage points (EL students).
- The Hispanic-White gap in the annual dropout rate with exclusions **decreased** from 0.1 percentage points in 2011 to no difference in 2019.
- The African American-White gap in the annual dropout rate with exclusions **increased** 0.2 percentage points in 2011 to 0.6 percentage points in 2019.

Figure 3 indicates that from **2018 to 2019**:

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

Results for English Language Learners Based on HISD Internal Tracking

TEA reports graduation rates for English Learners (EL) who were an EL at some point in high school (i.e. EL 9–12) or an EL at the time of expected graduation. HISD also tracks EL students (Ever EL HISD) throughout their entire time in the district (Archived Chancery/SASI records). In the class of 2019, the longitudinal four-year graduation rate (with exclusions) for Ever EL HISD (79.7 percent) was **higher** than the Ever EL HS student group (60.3 percent) and 1.3 percentage points **lower** than the All student group (81.0 percent). The longitudinal four-year dropout rate (with exclusions) for Ever EL HISD (13.7 percent) was lower than the EL 9–12 (26.2 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 2019

	# of Grads	Without Endorsement* (FHSP)	Endorsement (FHSP-E)	Distinguished (FHSP-DLA)	FHS35^	Min.	Rec./ Adv.
No Endorsement	1,300	893	1	137	244	7	18
1 Endorsement	4,376		4	4,371	1		
2 Endorsements	3,220			3,220			
3 Endorsements	1,406			1,406			
4 Endorsements	213			213			
5 Endorsements	9			9			
Total	10,524	893	5	9,356	245	7	18

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

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

Source: TEA Class of 2019 Four-Year Final Student List, June 2020

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

Table 3 shows the distribution of diploma types for the class of 2019 graduates (with exclusions), the second class who could earn endorsements or a distinguished level of achievement. Of the 10,524 graduates in 2019, 9,356 graduates (89 percent) earned a distinguished diploma and only 5 students earned an endorsement without a distinguished diploma. 893 graduates (8 percent) graduated under FHSP without an endorsement. 18 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 2019 graduates earned each endorsement.

Table 4. Diploma Program for Graduates under FHSP, Classes of 2018 and 2019

	Total		% of Endorsements	
	Class of 2018	Class of 2019	Class of 2018	Class of 2019
STEM	2,123	2,912	18.6%	18.3%
Business and Industry	2,004	2,418	17.5%	15.2%
Public Services	1,024	1,231	9.0%	7.7%
Arts and Humanities	1,490	2,642	13.0%	16.6%
Multidisciplinary Studies	4,796	6,728	41.9%	42.2%
Total Endorsements (Duplicate Count)	11,437	15,931	100.0%	100.0%

Source: TEA Class of 2019 Four-Year Final Student List, June 2020 and PEIMS FALL 2016-2019

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 nine 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 0.1 percentage points lower than the highest rate in 2015. However, this is the largest cohort and number of graduates during the same period.

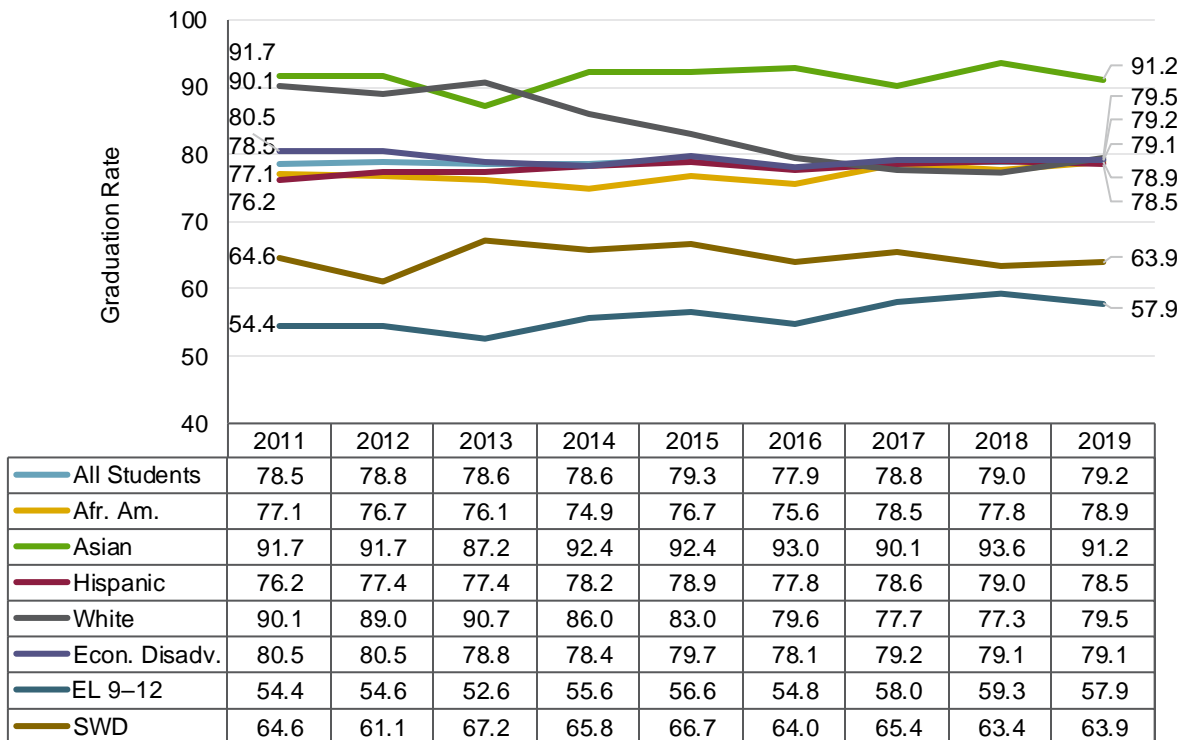
Table 5. HISD Enrollment and Graduates (without Exclusions) for Federal Accountability, 2011–2019

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%)
2018–2019	209,040	11,591	Class of 2019 (N=13,342)	10,566 (79.2%)

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 2018–2019.

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



Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020.

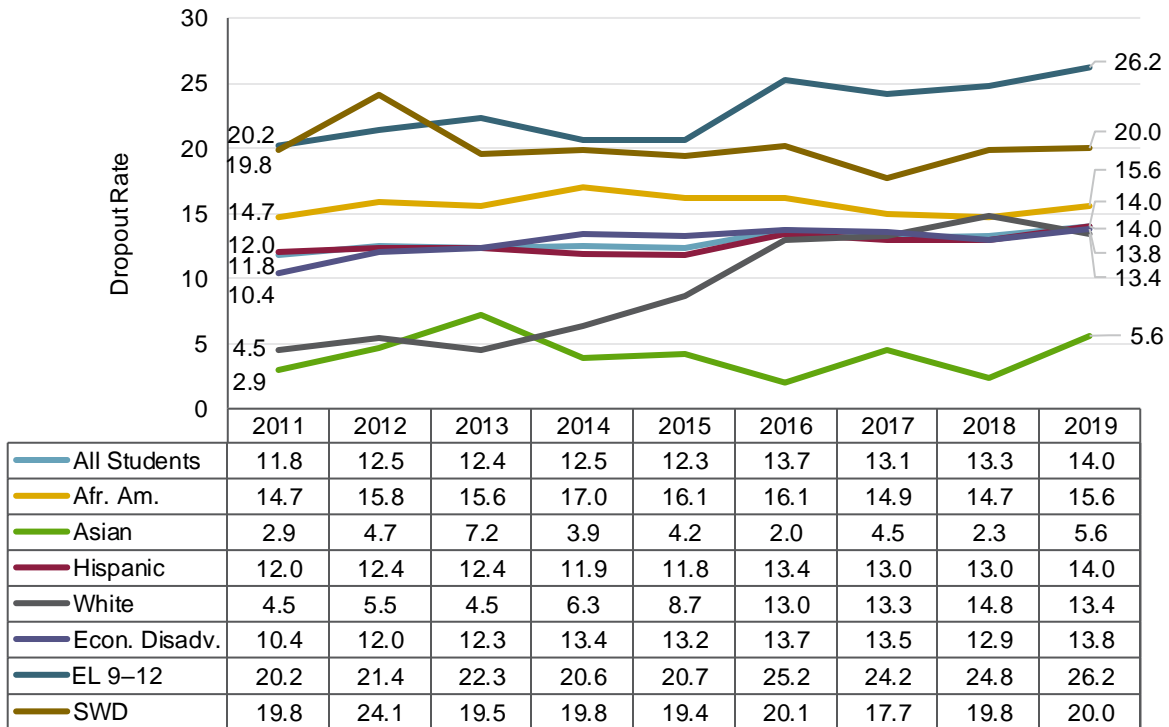
Figure 4 indicates that from **2011 to 2019**:

- The class of 2019 graduation rate of 79.2 percent is the second highest for the district since 2011 using the federal calculations.
- The longitudinal four-year graduation rates without exclusions **increased** for the All, African American, Hispanic, and EL 9–12 student groups. Percentage-point **increases** range from 0.7 for All students (from 78.5 percent in 2011 to 79.2 percent in 2019) to 3.5 for EL 9–12 students (from 54.4 percent in 2011 to 57.9 percent in 2019).
- The longitudinal four-year graduation rates without exclusions **decreased** for the Asian, White, Economically Disadvantaged, and SWD student groups. Percentage-point **decreases** range from 0.5 for Asian student group (from 91.7 percent in 2011 to 91.2 percent in 2019) to 10.6 for White students (from 90.1 percent in 2011 to 79.5 percent in 2019).
- The Hispanic-White gap in the four-year graduation rate without exclusions **declined** from 13.9 percentage points in 2011 to 1.0 percentage points in 2019. 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 0.6 percentage points in 2019. The White student group showed a decrease in their graduation rate since 2013.

Figure 4 indicates that from **2018 to 2019**:

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

**Figure 5. HISD Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
Without Exclusions: 2011–2019**



Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020

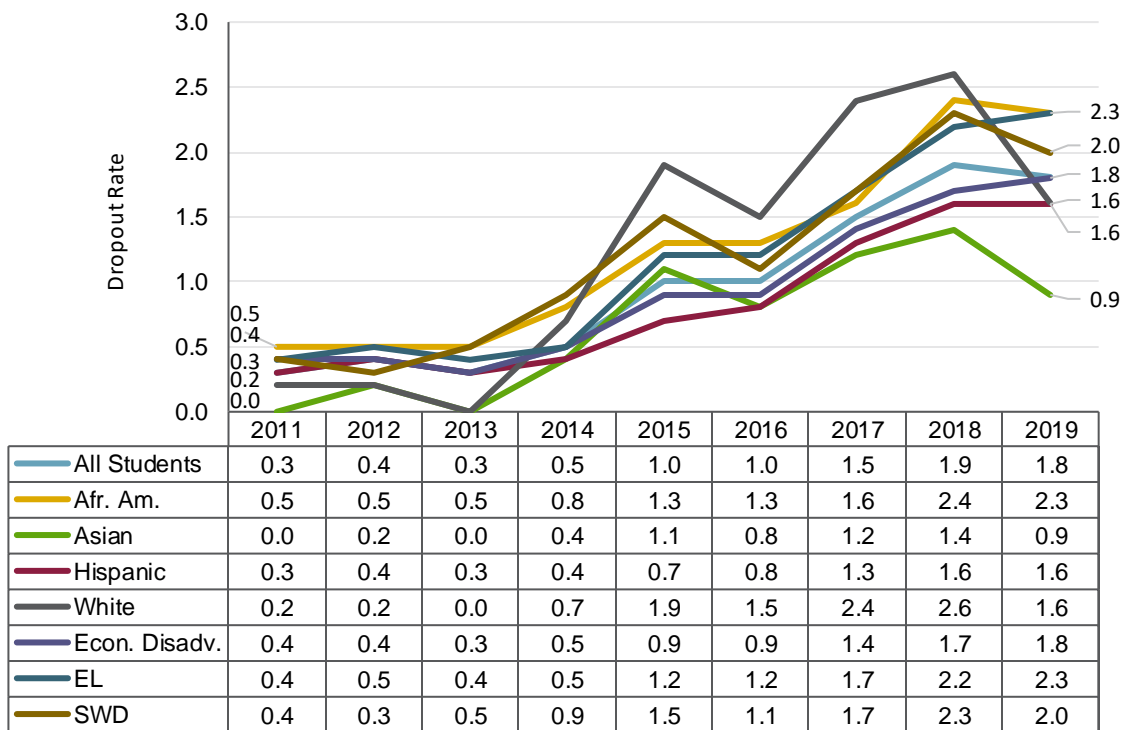
Figure 5 indicates that from **2011 to 2019**:

- The longitudinal four-year dropout rates without exclusions for federal accountability purposes **increased** for the All, African American, Asian, Hispanic, White, Economically Disadvantaged, EL 9–12, and SWD student groups. Percentage-point **increases** range from 0.2 percentage points for SWD students (from 19.8 percent in 2011 to 20.0 percent in 2019) to 8.9 percentage points for White students (from 4.5 percent in 2008 to 13.4 percent in 2018).
- The Hispanic-White gap in the four-year dropout rate without exclusions **declined** from 7.5 percentage points in 2011 to 0.6 percentage points in 2019.
- The African American-White gap in the four-year dropout rate without exclusions **declined** from 10.2 to 2.2 percentage points from 2011 to 2019.

Figure 5 indicates that from **2018 to 2019**:

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

Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7–8 Without Exclusions: 2011–2019



Source: TEA 2018–2019 Annual Dropout Summary Report, June 2020.

Figure 6 indicates that from **2011 to 2019**:

- The annual dropout rates for students in grades 7–8 without exclusions for federal accountability purposes **increased** for all student groups from 2011 to 2019. The increases range from 0.9 percentage points (Asian student group) to 1.9 percentage points (EL student group).
- The Hispanic-White gap in the annual dropout rate without exclusions **decreased** from 0.1 percentage points in 2011 to 0.0 percentage point in 2019. However, both student groups' dropout rates increased.
- The African American-White gap in the annual dropout rate without exclusions **increased** from 0.3 to 0.7 percentage points from 2011 to 2019.

Figure 6 indicates that from **2018 to 2019**:

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

**Figure 7. HISD and State Four-Year Longitudinal Graduation Rates by Student Group: Grades 9–12
With Exclusions: 2011–2019**

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

Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2018–2019, August 2020.

Figure 7 indicates that from **2011 to 2019**:

- The 4-year longitudinal graduation rates with exclusions for the district **increased** for the African American, Hispanic, EL 9–12, and SWD student groups; while the rates **decreased** for the All, Asian, 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 2019.

Figure 7 indicates that from **2018 to 2019**:

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

**Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grades 9–12
With Exclusions: 2011–2019**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	10.9	12.6	12.6	12.9	13.6	1,771
	State	6.8	6.3	6.6	6.6	6.3	6.2	5.9	5.7	5.9	22,662
African American	HISD	13.7	14.1	14.3	15.2	14.4	14.8	13.8	14.0	14.8	449
	State	10.9	10.1	9.9	9.8	9.5	9.1	8.7	8.3	8.8	4,326
Asian	HISD	2.3	4.8	6.8	4.0	3.3	1.4	4.0	2.4	5.5	29
	State	1.4	2.1	3.0	2.4	2.2	2.0	1.7	1.4	1.7	280
Hispanic	HISD	10.9	11.3	10.9	10.1	10.4	12.4	12.6	12.7	13.8	1,088
	State	8.7	8.0	8.2	8.2	7.7	7.5	7.2	6.9	7.1	13,913
White	HISD	4.2	5.1	4.0	5.8	7.7	12.3	13.0	14.5	13.3	181
	State	3.4	3.2	3.5	3.6	3.4	3.4	3.2	3.3	3.3	3,613
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	11.5	12.6	12.8	12.5	13.5	1,293
	State	7.7	7.8	8.5	9.0	8.7	8.5	7.8	7.6	7.9	16,238
EL 9–12	HISD	20.1	20.5	20.7	19.2	18.8	24.5	24.3	24.5	26.2	600
	State	14.6	15.4	14.9	15.9	15.1	15.2	14.2	13.7	13.7	5,604
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	16.8	19.4	17.9	19.6	20.1	199
	State	11.3	11.2	11.1	11.2	10.4	10.2	9.6	9.4	9.4	2,969

Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2018–2019, August 2020.

Figure 8 indicates that from **2011 to 2019**:

- The four-year longitudinal dropout rates for the district **increased** for all of the student groups while state rates decreased or remained the same for all student groups except the Asian and Economically Disadvantaged 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 2019.

Figure 8 indicates that from **2018 to 2019**:

- HISD’s longitudinal dropout rate **decreased** for the White student group, and the state’s longitudinal dropout rates remained the same for the White, EL 9-12 and Students with Disabilities student groups while increasing for all other groups.

**Figure 9. HISD and State Four-Year Longitudinal Continuer Rates by Student Group: Grade 9–12
With Exclusions: 2011–2019**

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

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019
All Students	HISD	7.3	6.3	6.7	6.7	6.6	6.3	5.9	5.5	4.8
	State	6.2	5.0	4.6	4.3	4.1	4.2	4.0	3.8	3.7
African American	HISD	5.6	5.2	5.9	5.7	5.8	6.0	4.6	5.1	3.8
	State	7.4	5.5	5.3	5.3	4.8	5.1	4.9	4.8	4.5
Asian	HISD	3.8	2.9	4.6	2.8	2.6	4.2	3.8	3.0	2.3
	State	3.5	3.3	3.0	2.7	2.2	2.2	2.2	2.0	1.9
Hispanic	HISD	9.3	7.8	7.8	7.7	7.4	6.9	6.6	6.0	5.6
	State	8.4	6.7	5.9	5.6	5.3	5.2	4.8	4.6	4.4
White	HISD	3.8	2.8	3.6	5.2	5.9	4.5	5.6	5.2	3.7
	State	3.3	2.7	2.6	2.5	2.4	2.6	2.6	2.5	2.4
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6	6.1	6.6	5.7	6.2	5.2
	State	7.6	6.1	5.4	5.0	5.0	5.1	4.8	4.6	4.5
EL 9–12	HISD	20.7	20.0	22.4	20.8	20.7	17.1	15.6	14.2	13.4
	State	18.1	15.1	13.4	12.3	11.4	10.9	10.1	8.9	8.0
Students with Disabilities	HISD	13.8	13.9	11.7	13.6	12.9	11.8	11.4	10.5	10.7
	State	11.4	11.2	10.7	10.8	11.1	11.6	12.7	12.5	12.4

Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020; TEA Secondary School Completion and Dropouts in Texas Public Schools 2018–2019, August 2020.

Figure 9 indicates that from **2011 to 2019**:

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

Figure 9 indicates that from **2018 to 2019**:

- The four-year longitudinal continuer rates for the district **decreased** for the All, African American, Asian, Hispanic, White, Economically Disadvantaged, EL 9–12 student groups, and **increased** for the Students with Disabilities group.
- 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: 2011–2019**

Group	District	2011	2012	2013	2014	2015	2016	2017	2018	2019	# of Dropouts
All Students	HISD	0.3	0.4	0.3	0.5	1.0	1.0	1.5	1.9	1.7	503
	State	0.2	0.3	0.4	0.5	0.3	0.4	0.3	0.4	0.4	3,579
African American	HISD	0.4	0.5	0.5	0.8	1.2	1.2	1.6	2.4	2.2	154
	State	0.3	0.4	0.4	0.4	0.5	0.6	0.6	0.7	0.7	745
Asian	HISD	0.0	0.2	0.0	0.4	1.0	0.8	1.1	1.4	0.9	10
	State	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	67
Hispanic	HISD	0.3	0.4	0.3	0.4	0.7	0.8	1.3	1.5	1.6	289
	State	0.2	0.3	0.6	0.8	0.4	0.4	0.4	0.4	0.5	2,028
White	HISD	0.2	0.2	0.0	0.7	1.7	1.5	2.3	2.6	1.6	45
	State	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	623
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	0.9	0.9	1.4	1.7	1.7	386
	State	0.2	0.3	0.6	0.7	0.4	0.4	0.4	0.5	0.5	2,695
EL	HISD	0.4	0.4	0.3	0.5	1.1	1.2	1.7	2.2	2.3	166
	State	0.4	0.6	2.0	2.2	0.6	0.6	0.6	0.6	0.7	891
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	1.3	1.0	1.7	2.2	2.0	53
	State	0.3	0.3	0.4	0.4	0.5	0.4	0.4	0.6	0.5	471

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

Figure 10 indicates that from **2011 to 2019**:

- 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 **2018 to 2019**:

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

Campus Results

The complete summary of the four-year completion data with exclusions for all high schools is shown in **Table 6 (p. 19)**. Campuses are ranked by 2019 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 2019 is 81.0 percent. Twenty-nine campuses reported graduation rates above the district average, 20 campuses reported graduation rates below the district average. One campus had no students graduate in 2019. Six campuses achieved a 100 percent graduation rate, down from seven campuses in 2018.

The district dropout rate with exclusions for the class of 2019 is 13.6 percent. Ten campuses had no students reported as dropouts; 29 campuses reported dropout rates below the district average, and 20 campuses reported dropout rates above the district average.

Table 7 (p. 20) shows the 4-year longitudinal graduation rates by campus with exclusions from 2015 to 2019. The campuses are ranked by graduation rates in 2018–2019. The district graduation rate decreased by 1.0 percentage point during the period. Eastwood Academy is the only school to have a 100 percent graduation rate for 5 years in a row. From 2015 to 2019, thirteen campuses saw graduation rates go up, and the increases ranged from 0.1 percentage points (Heights HS) to 48.3 percentage points (Jones Futures Academy). Twenty-two campuses saw their graduation rates go down in that span and the decreases ranged from -0.3 (HS for Law and Justice) to -23.9 percentage points (Furr HS).

Table 8 (p. 21) shows the 4-year longitudinal dropout rates by campus with exclusions for grades 9–12 from 2015 to 2019. The campuses are ranked by the dropout rates for the class of 2019 cohort. The 2019 district dropout rate was 13.6 percent, an increase of 2.7 percentage points from 2015. Twenty-five campuses have seen their dropout rates increase since 2015, ranging from 0.7 (Community Services) to 20.8 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-three campuses experienced increased dropout rates from the prior year, 2018. Fourteen campuses had decreased dropout rates from 2018, and the decreases ranged from -0.6 (E-STEM West HS) to -7.9 percentage points (Washington HS).

Table 9 (p. 22 & 23) shows the number of annual dropouts with exclusions for campuses with grades 7–8 in 2015 to 2019. The campuses are ranked by the number of dropouts in 2018–2019. The number of district dropouts decreased by 40 students in 2018–2019 compared to 2017–2018, reversing the upward trend for the first time since 2014–2015. Twenty-seven schools reported more dropouts in 2018–2019 than 2017–2018. Twenty-five campuses had fewer dropouts and eleven campuses remained unchanged. Twenty schools reported 10 or more dropouts in 2018–2019, the same as last year.

The five campuses with the highest number of dropouts accounted for 146 (29 percent) of the 503 dropouts in grades 7–8 in 2018–2019:

- Texas Connections Academy at Houston: 43
- Revere MS: 34
- Thomas MS: 24
- Key MS: 23
- HS Ahead MS: 22

Texas Connections Academy at Houston and Revere MS were on the top five dropout school list last year. Texas Connections Academy at Houston had the highest number of dropouts since 2015. However, the number of dropouts significantly decreased by 61 students compared with the prior year, even lower than the number in 2015. From 2014 to 2019, the number of dropouts increased from 60 to 104 then dropped to 43 (dropout rates increased from 3.4 percent to 7.0 percent then dropped to 2.8 percent) as Grades 7 and 8 student enrollments also increased from 1,130 to 1,556. The decrease in 2018–2019 mainly occurred in the Hispanic (43 to 21), White (39 to 17), At-risk (29 to 14), Economically Disadvantaged (53 to 32), and Title I (103 to 33) student groups. The number of dropouts at Revere MS went up by 7 students in 2018-19 after increasing by 13 students the prior year. The student enrollment slightly decreased in 2018-2019 but the dropouts among African American (12 to 15) and Hispanic students (11 to 17) increased.

Thomas MS had the highest increase in the number of dropouts from 7 students in 2017–2018 to 24 in 2018–2019 while the enrollment increased by 25% (416 to 521). The increase was observed in the African American (6 to 20) student group. Key MS had 10 more dropouts in 2018-19 than the prior year. The increase was from the African American (5 to 10) and Hispanic (8 to 13) student groups. HS Ahead Academy had a slight increase of 2 dropouts but the enrollment decreased by 20% (224 to 180).

Navarro MS, like Thomas MS, had the highest increase of 17 dropouts (2 to 19) while the student enrollment declined by 12% (586 to 513). The increase was from the African American (0 to 3) and Hispanic (2 to 16) student groups. West Briar MS had 12 more dropouts in 2018–2019 than the prior year. The increase was mainly from the African American (2 to 9) and Hispanic (2 to 6) student groups.

Tanglewood MS had the highest decrease in the number of dropouts from 31 students in 2017–2018 to 5 in 2018–2019 while the enrollment slightly increased. The decreases were seen across all student groups, especially African American (5 to 2), Hispanic (6 to 1), and White (15 to 1) student groups. Fondren MS saw their dropouts decrease by 13 students with slightly increased enrollment than the prior year. The decrease was from the African American (9 to 4) and Hispanic (10 to 3) student groups. In addition to the above 2 schools, Edison MS, Cullen MS, YWCPA, Holland MS, and Welch MS saw decreases of 9, 8, 8, 6, and 6 dropouts compared to the prior year.

Table 6. Four-Year Completion Counts and Percent by Campus: Class of 2019 with Exclusions

Ranked by 2019 graduation rates. Performance below district averages are highlighted in red

District/School	# in Class	Graduation		Dropout		Continuer		TxCHSE	
		N	%	N	%	N	%	N	%
HISD	12,997	10,524	81.0	1,771	13.6	621	4.8	81	0.6
Challenge EC HS	97	97	100.0	0	0.0	0	0.0	0	0.0
East EC HS	120	120	100.0	0	0.0	0	0.0	0	0.0
Eastwood Acad	99	99	100.0	0	0.0	0	0.0	0	0.0
Long Acad	49	49	100.0	0	0.0	0	0.0	0	0.0
Mount Carmel Acad.	88	88	100.0	0	0.0	0	0.0	0	0.0
N. Houston ECHS	112	112	100.0	0	0.0	0	0.0	0	0.0
Sharpstown Intl	159	158	99.4	0	0.0	1	0.6	0	0.0
Energy Inst HS	184	182	98.9	2	1.1	0	0.0	0	0.0
HS Law and Justice	84	83	98.8	0	0.0	1	1.2	0	0.0
E-STEM West HS	50	49	98.0	1	2.0	0	0.0	0	0.0
DeBakey HS	192	188	97.9	4	2.1	0	0.0	0	0.0
Leland YMCPA	44	43	97.7	1	2.3	0	0.0	0	0.0
E-STEM Central HS	38	37	97.4	1	2.6	0	0.0	0	0.0
Hou Acad. Intl.	116	113	97.4	3	2.6	0	0.0	0	0.0
YWCPA	37	36	97.3	0	0.0	0	0.0	1	2.7
Jones HS	107	104	97.2	3	2.8	0	0.0	0	0.0
HS Perf. Vis. Arts	180	174	96.7	6	3.3	0	0.0	0	0.0
Heights HS	565	546	96.6	13	2.3	5	0.9	1	0.2
Carnegie HS	144	139	96.5	5	3.5	0	0.0	0	0.0
Lamar HS	782	739	94.5	33	4.2	6	0.8	4	0.5
South EC HS	63	59	93.7	3	4.8	0	0.0	1	1.6
Westside HS	719	657	91.4	51	7.1	9	1.3	2	0.3
Bellaire HS	795	724	91.1	44	5.5	24	3.0	3	0.4
Scarborough HS	176	155	88.1	7	4.0	14	8.0	0	0.0
Houston MSTC HS	659	579	87.9	58	8.8	20	3.0	2	0.3
Austin HS	430	368	85.6	57	13.3	3	0.7	2	0.5
Westbury HS	539	452	83.9	74	13.7	13	2.4	0	0.0
Northside HS	370	309	83.5	42	11.4	17	4.6	2	0.5
Chavez HS	744	610	82.0	98	13.2	36	4.8	0	0.0
Waltrip HS	409	327	80.0	68	16.6	14	3.4	0	0.0
Sterling HS	275	217	78.9	44	16.0	13	4.7	1	0.4
North Forest HS	211	164	77.7	46	21.8	1	0.5	0	0.0
Milby HS	390	300	76.9	77	19.7	10	2.6	3	0.8
Mid Coll - Fraga	73	56	76.7	15	20.5	1	1.4	1	1.4
Yates HS	213	160	75.1	46	21.6	6	2.8	1	0.5
Washington HS	216	161	74.5	41	19.0	10	4.6	4	1.9
Furr HS	264	187	70.8	60	22.7	16	6.1	1	0.4
Sharpstown HS	368	256	69.6	82	22.3	27	7.3	3	0.8
Wheatley HS	232	161	69.4	56	24.1	15	6.5	0	0.0
Madison HS	486	336	69.1	129	26.5	21	4.3	0	0.0
Worthing HS	213	147	69.0	57	26.8	9	4.2	0	0.0
Kashmere HS	180	121	67.2	40	22.2	18	10.0	1	0.6
Wisdom HS	461	287	62.3	92	20.0	81	17.6	1	0.2
Tx Conn. Acad.	901	532	59.0	253	28.1	70	7.8	46	5.1
Mid Coll - Gulfton	59	30	50.8	17	28.8	12	20.3	0	0.0
Rogers TH	4	1	25.0	1	25.0	2	50.0	0	0.0
Comm. Serv.	57	1	1.8	55	96.5	0	0.0	1	1.8
Liberty HS	171	3	1.8	47	27.5	121	70.8	0	0.0
HCC Lifeskills	25	0	0.0	0	0.0	25	100.0	0	0.0
District Only*	47	8	17.0	39	83.0	0	0.0	0	0.0

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

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

Source: TEA Confidential Class of 2019 Four-Year Longitudinal Summary Report, June 2020

Table 7. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9–12 with Exclusions: 2015–2019

Ranked by 2019 graduation rates. Performance below district averages are highlighted in red

District/School	Class of 2015		Class of 2016		Class of 2017		Class of 2018		Class of 2019		Change, Class of 2015-2019	Change, 2018 vs 2019
	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad	# Grad	% Grad		
HISD	9,182	82.0	9,543	80.5	9,940	80.7	10,430	80.9	10,524	81.0	-1.0	0.1
Challenge EC	102	100.0	108	100.0	105	99.1	116	100.0	97	100.0	0.0	0.0
East EC HS	106	100.0	99	100.0	104	99.0	105	100.0	120	100.0	0.0	0.0
Eastwood Acad	108	100.0	88	100.0	109	100.0	104	100.0	99	100.0	0.0	0.0
Long Acad	---	---	---	---	---	---	39	100.0	49	100.0	---	0.0
Mount Carmel Acad.	68	100.0	85	100.0	76	98.7	80	97.6	88	100.0	0.0	2.4
N. Houston ECHS	88	100.0	90	98.9	106	100.0	109	100.0	112	100.0	0.0	0.0
Sharpstown Intl	85	97.7	129	99.2	126	98.4	115	96.6	158	99.4	1.7	2.8
Energy Inst HS	---	---	---	---	---	---	---	---	182	98.9	---	---
HS Law and Justice	105	99.1	132	100.0	84	98.8	69	100.0	83	98.8	-0.3	-1.2
E-STEM West HS	22	95.7	51	92.7	70	97.2	76	97.4	49	98.0	2.3	0.6
DeBakey HS	186	100.0	183	100.0	164	100.0	181	98.4	188	97.9	-2.1	-0.5
Leland YMCPA	---	---	---	---	11	100.0	31	96.9	43	97.7	---	0.8
E-STEM Central HS	6	100.0	7	100.0	9	100.0	20	87.0	37	97.4	-2.6	10.4
Hou Acad. Intl.	90	96.8	92	100.0	84	98.8	112	99.1	113	97.4	0.6	-1.7
YWCPA	---	---	---	---	30	100.0	43	100.0	36	97.3	---	-2.7
Jones HS	22	48.9	13	54.2	10	83.3	87	92.6	104	97.2	48.3	4.6
HS Perf. Vis. Arts	170	100.0	154	100.0	166	100.0	189	99.5	174	96.7	-3.3	-2.8
Heights HS	472	96.5	527	97.2	521	97.6	545	96.5	546	96.6	0.1	0.1
Carnegie HS	138	100.0	149	100.0	131	100.0	141	98.6	139	96.5	-3.5	-2.1
Lamar HS	781	95.5	614	93.0	669	94.0	755	93.8	739	94.5	-1.0	0.7
South EC HS	---	---	---	---	17	94.4	45	97.8	59	93.7	---	-4.1
Westside HS	539	94.1	604	93.1	656	94.3	620	90.9	657	91.4	-2.7	0.5
Bellaire HS	694	88.4	809	91.4	759	90.8	770	92.2	724	91.1	2.7	-1.1
Scarborough HS	116	76.3	117	89.3	114	90.5	158	88.8	155	88.1	11.8	-0.7
Houston MSTC HS	419	84.0	476	85.0	531	87.3	568	90.0	579	87.9	3.9	-2.1
Austin HS	295	88.6	306	89.7	342	87.0	403	86.1	368	85.6	-3.0	-0.5
Westbury HS	389	81.9	362	77.4	402	84.8	453	83.1	452	83.9	2.0	0.8
Northside HS	353	92.2	317	81.1	330	79.9	290	81.2	309	83.5	-8.7	2.3
Chavez HS	661	84.2	625	81.6	601	79.0	626	77.4	610	82.0	-2.2	4.6
Waltrip HS	296	82.5	353	84.0	328	78.7	335	81.1	327	80.0	-2.5	-1.1
Sterling HS	164	81.6	161	73.9	173	76.9	190	73.9	217	78.9	-2.7	5.0
North Forest HS	---	---	---	---	166	76.9	186	77.8	164	77.7	---	-0.1
Milby HS	385	85.0	308	77.6	367	82.5	235	77.3	300	76.9	-8.1	-0.4
Mid Coll - Fraga	---	---	---	---	---	---	46	71.9	56	76.7	---	4.8
Yates HS	156	78.8	183	72.9	165	73.0	145	65.9	160	75.1	-3.7	9.2
Washington HS	113	77.9	118	74.2	141	74.6	113	64.6	161	74.5	-3.4	9.9
Furr HS	197	94.7	212	95.9	196	91.2	195	72.5	187	70.8	-23.9	-1.7
Sharpstown HS	239	84.2	235	83.3	224	75.9	283	73.3	256	69.6	-14.6	-3.7
Wheatley HS	138	67.0	128	68.1	122	70.1	151	66.2	161	69.4	2.4	3.2
Madison HS	295	75.6	339	74.3	296	71.8	285	71.4	336	69.1	-6.5	-2.3
Worthing HS	101	57.4	113	67.7	128	59.0	158	65.8	147	69.0	11.6	3.2
Kashmere HS	92	74.8	93	71.0	84	67.7	92	67.2	121	67.2	-7.6	0.0
Wisdom HS	222	80.7	227	77.5	222	72.5	269	66.4	287	62.3	-18.4	-4.1
Tx Conn. Acad.	---	---	329	48.3	415	48.4	483	53.8	532	59.0	---	5.2
Mid Coll - Gulfon	---	---	---	---	---	---	29	40.8	30	50.8	---	10.0
Rogers TH	0	0.0	---	---	0	0.0	0	0.0	1	25.0	25.0	25.0
Comm. Serv.	1	4.2	0	0.0	0	0.0	1	4.0	1	1.8	-2.4	-2.2
Liberty HS	0	0.0	0	0.0	3	1.9	2	1.6	3	1.8	1.8	0.2
HCC Lifeskills	1	14.3	---	---	---	---	0	0.0	0	0.0	-14.3	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 2015 to 2019 Four-Year Longitudinal Summary Report.

Table 8. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2015-2019

Ranked by 2019 dropout rates. Performance above district averages are highlighted in red

District/School	Class of 2015		Class of 2016		Class of 2017		Class of 2018		Class of 2019		Change, Class of 2015-2019	Change, 2018 vs 2019
	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout	# Dropout	% Dropout		
HISD	1,221	10.9	1,500	12.6	1,548	12.6	1,663	12.9	1,771	13.6	2.7	0.7
Challenge EC	0	0.0	0	0.0	1	0.9	0	0.0	0	0.0	0.0	0.0
East EC HS	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	0.0	0.0
Eastwood Acad	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0.0	0.0
HCC Lifeskills	0	0.0	---	---	---	---	0	0.0	0	0.0	0.0	0.0
HS Law and Justice	1	0.9	0	0.0	1	1.2	0	0.0	0	0.0	-0.9	0.0
Long Acad	---	---	---	---	---	---	0	0.0	0	0.0	---	0.0
Mount Carmel Acad.	0	0.0	0	0.0	1	1.3	2	2.4	0	0.0	0.0	-2.4
N. Houston ECHS	0	0.0	1	1.1	0	0.0	0	0.0	0	0.0	0.0	0.0
Sharpstown Intl	1	1.1	1	0.8	1	0.8	1	0.8	0	0.0	-1.1	-0.8
YWCPA	---	---	---	---	0	0.0	0	0.0	0	0.0	---	0.0
E-STEM West HS	1	4.3	3	5.5	2	2.8	2	2.6	1	2.0	-2.3	-0.6
DeBakey HS	0	0.0	0	0.0	0	0.0	0	0.0	4	2.1	2.1	2.1
Heights HS	7	1.4	12	2.2	9	1.7	11	1.9	13	2.3	0.9	0.4
Leland YMCPA	---	---	---	---	0	0.0	1	3.1	1	2.3	---	-0.8
E-STEM Central HS	0	0.0	0	0.0	0	0.0	2	8.7	1	2.6	2.6	-6.1
Hou Acad. Intl.	0	0.0	0	0.0	1	1.2	1	0.9	3	2.6	2.6	1.7
Jones HS	20	44.4	11	45.8	2	16.7	2	2.1	3	2.8	-41.6	0.7
HS Perf. Vis. Arts	0	0.0	0	0.0	0	0.0	0	0.0	6	3.3	3.3	3.3
Carnegie HS	0	0.0	0	0.0	0	0.0	1	0.7	5	3.5	3.5	2.8
Scarborough HS	25	16.4	13	9.9	3	2.4	5	2.8	7	4.0	-12.4	1.2
Lamar HS	16	2.0	27	4.1	29	4.1	34	4.2	33	4.2	2.2	0.0
South EC HS	---	---	---	---	1	5.6	0	0.0	3	4.8	---	4.8
Bellaire HS	51	6.5	31	3.5	37	4.4	44	5.3	44	5.5	-1.0	0.2
Westside HS	16	2.8	29	4.5	19	2.7	42	6.2	51	7.1	4.3	0.9
Houston MSTC HS	57	11.4	53	9.5	52	8.6	45	7.1	58	8.8	-2.6	1.7
Northside HS	17	4.4	44	11.3	47	11.4	40	11.2	42	11.4	7.0	0.2
Chavez HS	85	10.8	112	14.6	130	17.1	134	16.6	98	13.2	2.4	-3.4
Austin HS	32	9.6	31	9.1	38	9.7	58	12.4	57	13.3	3.7	0.9
Westbury HS	60	12.6	72	15.4	52	11.0	74	13.6	74	13.7	1.1	0.1
Sterling HS	25	12.4	40	18.3	34	15.1	51	19.8	44	16.0	3.6	-3.8
Waltrip HS	42	11.7	48	11.4	66	15.8	57	13.8	68	16.6	4.9	2.8
Washington HS	21	14.5	25	15.7	30	15.9	47	26.9	41	19.0	4.5	-7.9
Milby HS	48	10.6	72	18.1	56	12.6	48	15.8	77	19.7	9.1	3.9
Wisdom HS	20	7.3	27	9.2	44	14.4	55	13.6	92	20.0	12.7	6.4
Mid Coll - Fraga	---	---	---	---	---	---	13	20.3	15	20.5	---	0.2
Yates HS	31	15.7	55	21.9	46	20.4	54	24.5	46	21.6	5.9	-2.9
North Forest HS	---	---	---	---	42	19.4	47	19.7	46	21.8	---	2.1
Kashmere HS	26	21.1	26	19.8	26	21.0	38	27.7	40	22.2	1.1	-5.5
Sharpstown HS	27	9.5	23	8.2	44	14.9	63	16.3	82	22.3	12.8	6.0
Furr HS	4	1.9	1	0.5	15	7.0	40	14.9	60	22.7	20.8	7.8
Wheatley HS	58	28.2	44	23.4	39	22.4	55	24.1	56	24.1	-4.1	0.0
Rogers TH	0	0.0	---	---	0	0.0	1	25.0	1	25.0	25.0	0.0
Madison HS	75	19.2	78	17.1	74	18.0	75	18.8	129	26.5	7.3	7.7
Worthing HS	51	29.0	36	21.6	64	29.5	66	27.5	57	26.8	-2.2	-0.7
Liberty HS	26	17.0	33	24.3	46	29.1	37	29.4	47	27.5	10.5	-1.9
Tx Conn. Acad.	---	---	230	33.8	258	30.1	291	32.4	253	28.1	---	-4.3
Mid Coll - Gulfon	---	---	---	---	---	---	23	32.4	17	28.8	---	-3.6
Comm. Serv.	23	95.8	96	100.0	70	97.2	24	96.0	55	96.5	0.7	0.5

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

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

Source: TEA Confidential Class of 2015 to 2019 Four-Year Longitudinal Summary Report.

Table 9. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2015-2019
Ranked by the number of dropouts in 2018-19

District/School	School Year 2014-15 # Dropouts	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	School Year 2018-19 # Dropouts	Change, Class of 2015-19	Change, 2018 vs 2019
HISD	281	285	430	543	503	222	-40
Tx Conn. Acad.	60	56	98	104	43	-17	-61
Revere MS	25	33	14	27	34	9	7
Thomas MS	2	4	3	7	24	22	17
Key MS	18	15	14	13	23	5	10
HS Ahead MS	8	29	15	20	22	14	2
West Briar MS	1	1	1	9	21	20	12
Las Americas MS	2	8	13	11	19	17	8
Navarro MS	2	2	14	2	19	17	17
Attucks MS	0	1	15	12	18	18	6
Forest Brook MS	12	13	17	18	17	5	-1
Long Acad	18	4	14	13	17	-1	4
McReynolds MS	4	9	10	14	17	13	3
Welch MS	6	3	17	22	16	10	-6
Deady MS	2	0	3	13	15	13	2
Holland MS	8	10	9	21	15	7	-6
Fonville MS	3	18	13	12	13	10	1
Henry MS	2	6	12	5	13	11	8
Lanier MS	1	0	1	5	12	11	7
Sugar Grove MS	30	10	17	13	12	-18	-1
Black MS	2	0	1	7	10	8	3
Cullen MS	11	14	6	16	8	-3	-8
Edison MS	2	5	3	17	8	6	-9
Inspired Acad	13	0	6	9	8	-5	-1
Clifton MS	2	1	4	3	7	5	4
Fondren MS	11	6	14	20	7	-4	-13
Pershing MS	1	3	5	10	7	6	-3
Burbank MS	2	1	7	3	6	4	3
Fleming MS	4	0	9	7	6	2	-1
Hamilton MS	1	3	2	3	6	5	3
Lawson MS	8	8	12	7	6	-2	-1
Meyerland MS	0	0	3	7	6	6	-1
Ortiz MS	4	2	3	4	6	2	2
Tanglewood MS	0	0	2	31	5	5	-26
Mandarin Chinese ES	---	---	---	0	4	---	4
Baylor College MS	0	2	4	4	3	3	-1
Gregory-Lincoln PK-8	0	6	1	4	3	3	-1
Leland YMCPA	2	0	3	1	3	1	2
Marshall MS	0	0	14	13	3	3	-10
Rusk School	0	0	2	0	3	3	3
Stevenson MS	2	2	1	1	3	1	2
Williams MS	0	2	1	5	3	3	-2
Comm. Serv.	1	2	1	1	2	1	1
E-STEM West MS	0	0	0	0	2	2	2
Hogg MS	3	1	5	2	2	-1	0
Chrysalis MS	0	0	1	0	1	1	1
E-STEM Central MS	0	0	1	1	1	1	0
Hartman MS	0	0	2	1	1	1	0
Sharpstown Intl	1	0	0	0	1	0	1

Table continued on the next page.

Table 9 (Continued). Annual Dropout Counts in Grades 7-8 by Campus: School Years 2015-2019
Ranked by the number of dropouts in 2018-19

District/School	School Year 2014-15 # Dropouts	School Year 2015-16 # Dropouts	School Year 2016-17 # Dropouts	School Year 2017-18 # Dropouts	School Year 2018-19 # Dropouts	Change, Class of 2015-19	Change, 2018 vs 2019
Wharton Dual Lang.	0	0	2	2	1	1	-1
Wilson Mont.	0	0	0	1	1	1	0
Briar Meadow	0	0	0	0	0	0	0
Energized MS	0	1	3	1	0	0	-1
Garden Oaks ES	0	0	0	0	0	0	0
Harper DAEP	2	0	2	0	0	-2	0
JAEP	0	0	0	0	0	0	0
Pilgrim Acad.	1	0	1	3	0	-1	-3
Pin Oak MS	1	0	1	0	0	-1	0
Reagan Ed Ctr	1	0	0	1	0	-1	-1
Rice School	0	0	1	0	0	0	0
Rogers TH	0	1	0	4	0	0	-4
Secondary DAEP	---	---	---	0	0	---	0
Young Scholars	1	0	0	1	0	-1	-1
YWCPA	0	0	1	8	0	0	-8

Source: TEA Confidential 2014-2015 to 2018-2019 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.