

**MEMORANDUM**

August 29, 2008

TO: School Board Members

FROM: Abelardo Saavedra  
Superintendent of Schools

SUBJECT: **COMPLETION STATUS AND DROPOUT ANALYSIS: 2006–2007**

CONTACT: Carla Stevens (713-556-6700)

Attached is the analysis of completion status and dropout data for the 2006–2007 academic year. This report includes a brief history of dropout policy in Texas, the current definition of rates, and how they are used in the TEA accountability system. Annual rates are reported at the district and state levels and are analyzed on the basis of ethnicity and economically disadvantaged status. Districtwide, the 2006–2007 overall annual Grades 7–8 dropout rate was 1.2 percent and the Grades 7–12 rate was 5.0 percent. These rates were higher than the statewide Grades 7–8 dropout rate of 0.4 percent and the Grades 7–12 rate of 2.7 percent.

The four year Completion status results; which measures dropouts, completers, GED recipients, and continuers over four years are also presented. The rates for graduation dropped for all groups except the White cohort. Additionally the dropout rates increased for all students and subgroups, except for the Asian and White cohorts, when compared to the previous year. The statewide graduation and dropout rates generally followed the above trends, however graduation rates were higher and dropout rates lower at the statewide level compared to HISD. The District rate for graduation was 64.3 percent and dropout was 22.1 percent. The State rate was 78.0 percent for graduation and 11.4 percent for dropout.

Annual Dropout and Completion Status rates are presented at the school, region, and districtwide levels.

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

  
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AS:cjs  
Attachment  
cc: Superintendent's Direct Reports  
Regional Superintendents  
Executive Principals  
Secondary Principals  
Martha Salazar-Zamora  
Mark White

**RESEARCH**  
**Educational Outcomes Report**



**HISD Completion Status  
And  
Dropout Analysis  
2006–2007**

**Department of Research and Accountability  
Houston Independent School District**



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**Houston Independent School District**

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Website: [www.houstonisd.org](http://www.houstonisd.org)

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## HISD 2006–2007 COMPLETION STATUS AND DROPOUT ANALYSIS

### Introduction

The passage of the No Child Left Behind law forced public schools nationwide to become concerned about graduation and dropout rates. These schools, for the first time, had to demonstrate that they were making adequate yearly progress (AYP) both on academic performance and graduation from high school. It forced schools to work harder with those students in danger of not graduating, giving them the help they need to complete their high school education.

The definition of “dropout” has changed in Texas over the years. In 1987, a dropout was defined in law as a student in grades 7–12 who did not have a high school diploma or equivalent, who was absent from school for 30 or more consecutive days, and who presented no evidence of being enrolled in another public or private school (Texas Education Code [TEC] §11.205, 1988). If the student had an approved excuse for his absence or if he returned to school the following semester or school year he was not considered a dropout (19 Texas Administrative Code [TAC] §61.64, 1988). The Public Education Information Management System (PEIMS) first recorded dropouts during the 1987–1988 school year.

Using the original dropout definition as outlined in the *1988–1989 PEIMS Data Standards* (Texas Education Agency [TEA], 1989), students receiving General Education Development (GED) certificates did not count as dropouts. In addition, students who transferred to other educational settings leading to high school diplomas, GEDs, or college degrees were also excluded. Students who were incarcerated, entered health care facilities, or who died were not considered dropouts. Beginning with the 1992–1993 school year, TEA searched dropout data for prior years to look for previously reported dropouts, so that repeat dropouts were not counted. That same year TEA decided a student expelled for committing serious crimes on school property or at school sponsored events should be removed from the dropout count if their term of expulsion had not expired. This rule was expanded in 1999 by Senate Bill (SB) 103, which excluded all expelled students not able to return from the dropout count (TEC §39.051, 1999).

The revised Texas Education Code adopted in 1995 indicated that, in deleting the dropout definition from code, it was intended that students who meet all graduation requirements but do not pass the exit-level Texas Assessment of Academic Skills (TAAS) not be counted as dropouts. Also beginning that same year, students who left school to return to their home countries were not counted as dropouts, even if the district had no evidence of re-enrollment. When the age of compulsory attendance was raised from 16 to 17 in 1989, an exemption was added for students who were at least 17 and enrolled in a GED program (TEC §21.032-33, 1990). Later, in 1999, SB 1472 added an exemption for students at least 16 years old who enrolled in the Job Corps program (TEC §25.086, 1999).

A student attending school while in a correctional facility or residential treatment center, however, who failed to enroll after release was no longer counted as a dropout for that district if it was not the student’s home district (TEC §39.073, 2001).

After the introduction of NCLB in 2001, it was determined that states were using different criteria and reporting systems to determine dropout rates. A new, more accurate system was needed to ensure uniformity, accuracy, transparency, and accountability and in 2003 the 78<sup>th</sup> Legislature passed legislation affecting the dropout rates calculated by TEA. As a result, SB 186 (TEC §39.051, 2004) required dropout rates to be computed according to the National Center for Educational Statistics (NCES) specifications and graduation rates to be computed according to NCLB standards. The first school year for which dropout data were collected based on the NCES definition and procedures was 2005–2006. In addition, HB 2683 (TEC §39.072, 2004) required that the performance of students served in Texas Youth Commission (TYC) facilities not be attributed to the districts serving these facilities for the Academic

Excellence Indicator System (AEIS) measures and accountability ratings.

### **Definitions and Formulas**

According to TEA, in 2006–2007, a **leaver** may be any one of the following: a student who graduates, receives a General Educational Development (GED) certificate, continues high school outside the Texas public school system, or begins college, is expelled, dies, or drops out. A **mover** is a student, identified by TEA, who moves from one public school district to another, within Texas. A leaver record is not required for a mover. The complete list of reasons is described in **Appendix A**.

**School-Start Window:** This is the period of time between the first day of school and the last Friday in September. Students who do not return during this window are counted as dropouts, regardless of date of return. Migrant students are counted as returning students, not dropouts, regardless of return date.

**Dropout Exclusions:** Some leavers are excluded from the dropout count to avoid unfairly penalizing districts for dropout circumstances outside their control. For example, because of the difficulty of tracking students who have left the country, students who withdraw from school to return to their home countries are not counted as dropouts, even if they do not indicate their intentions to re-enroll. To count these students as dropouts would inflate the dropout rates of districts that have disproportionate numbers of foreign students.

**Dropout Definition for 2008:** As of the 2008 accountability rating cycle, the definition of a dropout has changed to be aligned with the NCES definition (TEC §39.051).

*“A **dropout** is a student who is enrolled in 2006-07 in a Texas public school in grades 7–12, but did not return to a Texas public school the following fall within the school-start window, was not expelled, did not graduate, receive a GED (by August 31st), continue high school outside the Texas public school system, or begin college, or die.”* (TEA, 2008, p.203)

According to the NCES definition, students who complete one school year are counted as dropouts for the year for which they fail to return. Summer dropouts are attributed to the next school year for the counts submitted to NCES. For state accountability purposes, however, summer dropouts and fall “no-shows” are attributed to the school year just completed.

The 2004–2005 school year was the last year that students leaving to obtain a GED were not be counted as dropouts. According to NCES definitions, beginning in the 2005–2006 school year, students who left to get a GED were counted as dropouts unless they completed the program by August 31<sup>st</sup>.

All students who discontinue school without passing exit level TAAS or TAKS are counted as dropouts.

A **graduate** is someone who has earned a diploma.

**Cumulative enrollment:** a count of all students for whom attendance or enrollment is computed.

**Longitudinal Completion Rates (Grades 9–12):** is calculated by TEA as a completion rate for the class of ninth graders scheduled to graduate four years later. They also include entering 10<sup>th</sup>–12<sup>th</sup> grade students who would have been first-time ninth grade students when the cohort began. The completion/student status rates include four components: graduates, continuing students, GED recipients, and dropouts. The method used to calculate the rates was developed so that the four-year completion/student status rates equal 100 percent.

The longitudinal rates for the class of 2007 are based on the tracking of students who began grade nine for the first time in the 2003–2004 school year. Completion/student status rates are reported in AEIS district reports and on campus reports for high schools with continuous enrollment in grades 9–12 for the preceding four years.

**Longitudinal Completion Rates (Grades 7–12)** – TEA also calculates longitudinal rates for grades 7–12 to determine their status by the anticipated year of graduation. A grade 7–12 longitudinal dropout rate is the percentage of students from the same seventh grade class who dropped out before completing their high school education. The grade 7–12 longitudinal dropout rate was first calculated in 1997–1998.

The longitudinal rates for the class of 2007 are based on the tracking of students who began grade seven in 2001–2002.

**Calculations**

The Completion/Student Status Rate shows the status of a cohort of high school students at ninth grade tracked longitudinally for four years. The rate includes four outcomes: percent graduated, percent received GED, percent continued high school, and percent dropped out. The four outcome percentages sum to 100 percent and are intended to show the status of students at the end of the year in which they were expected to graduate from high school. The indicators are calculated as follows for the Class of 2007, who began as ninth graders in 2003–2004.

1. Percent Graduated (Grad.): The percentage that received a high school diploma by the end of the 2006–2007 school year.
2. Percent Received GED (GED): The percentage that received a General Educational Development certificate before August 31, 2007.
3. Percent Continued High School (Cont.): The percentage still enrolled as students for the 2007–2008 school year.
4. Percent Dropped Out (Drop): The percentage that dropped out and did not return to school by September 28 of the 2007–2008 school year.

**Completion Status – Completion I** is a longitudinal rate, which computes the percentage of students who first attended ninth grade in the 2003–2004 school year and have graduated or are continuing their education four years later. The completion rate I is used for campuses which serve grades 9–12 and are evaluated under standard accountability measures. Results are reported using the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Any student who transfers into the district is added to the cohort, and any student who transfers out is subtracted from the cohort.

Calculation:

$$\frac{\text{Graduates + continuing students}}{\text{9}^{\text{th}} \text{ grade cohort + transfers in – transfers out}} \times 100$$

**Completion Status – Completion II** is a longitudinal rate used for schools evaluated under alternative education accountability (AEA) measures or for registered Alternative Education Campuses (AECs). Completion II is used for campuses, which serve grades 9–12. Results are reported using the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Completion II includes graduates, continuing students, and students receiving a GED. Any student who transfers into the district is added to the cohort, and any student who transfers out is subtracted from the cohort.

Calculation:

$$\frac{\text{Graduates + continuing students + GED recipients}}{\text{9}^{\text{th}} \text{ grade cohort + transfers in – transfers out}} \times 100$$

The **Annual Dropout Rate** is computed by dividing the number of students who drop out during a single school year by the total number of students enrolled the same year. Annual dropout rates reported by different organizations may differ because: (1) different grade levels are included in the calculation;

(2) dropouts are defined and counted differently; (3) total student counts are taken at different times of the school year; and (4) the data systems employed provide different levels of precision.

Beginning in 1992–1993, districts began submitting individual student attendance records as part of the PEIMS data collection. This enabled TEA to compute cumulative enrollment, which is defined as the number of students in attendance in grades 7–12 at any time during the school year. It was thought that cumulative enrollment would more closely parallel the required reporting of dropouts, which covers students who drop out at any time during the school year and includes students who enroll after the fall enrollment count. Cumulative enrollment provided consistent data for comparisons of dropout rates between districts and campuses with different mobility rates.

Calculation:

$$\frac{\text{Number of dropouts}}{\text{Number of students who were in attendance at any time during the school year}} \times 100$$

For grades 7–12, starting in the 2005–2006 school year, the dropout rate was computed using the NCES dropout definition.

### **Use of Completion and Dropout Rates in TEA Accountability Ratings**

When TEA determines districts' and schools' accountability ratings, the calculation of completion and dropout rates is a major factor. This would not be possible without a strict definition of completers and dropouts and accurate data to support them. A new accountability system was developed starting in the 2004 ratings cycle. Ratings are now based on TAKS performance, Grades 9–12 completion rates, and Grades 7–8 annual dropout rates. These indicators are evaluated for individual student groups: African American, Hispanic, White, and Economically Disadvantaged and for All Students. After evaluation, schools and districts will receive one of these four ratings: Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable. Other labels can be applied in special circumstances. With the application of the School Lever Position for the 2008 standard accountability ratings, no school or district will receive a lower rating due solely to the dropout or completion rate data. This is meant to hold schools and districts harmless during the implementation of the new NCES definition. The completion and dropout rate standards are as follows:

#### **Academically Acceptable**

**High Schools:** At least 75.0 percent of a Grade 9 class must graduate or be enrolled in a high school within four years of entering ninth grade for a rating of Academically Acceptable, or the Required Improvement standard must be met.

**Middle Schools:** A Grades 7–8 annual dropout rate of 2.0 percent or less is required for the Academically Acceptable rating for middle schools or meets the Requirement Improvement standard (rating dependent on test scores once 2.0 percent criterion is met).

#### **Recognized**

**High Schools:** At least 85.0 percent of a Grade 9 class must graduate or be enrolled in a high school within four years of entering ninth grade for a rating of Recognized, or a rate ranging from 75.0–84.9 percent and meets the Required Improvement standard.

**Middle Schools:** A Grades 7–8 annual dropout rate of 2.0 percent or less is required for the Recognized rating for middle schools or meets the Required Improvement standard (rating dependent on test scores once 2.0 percent criterion is met).

**Exemplary**

**High Schools:** At least 95.0 percent of a Grade 9 class must graduate or be enrolled in a high school within four years of entering ninth grade for a rating of Exemplary.

**Middle Schools:** A Grades 7–8 annual dropout rate of 2.0 percent or less is required for the Exemplary rating for middle schools (rating dependent on test scores once 2.0 percent criterion is met).

**District Results**

**Completion Status**

**Table 1** shows the Houston Independent School District (HISD) data for the Classes of 2005, 2006, and 2007. **Table 2** shows the state data for comparison purposes. Note that 2005–2006 was the first year that NCES dropout definitions were applied but started with the students in ninth grade.

Table 1: HISD Three-Year Completion Status by Student Demographics

	<u>Class of 2005</u>				<u>Class of 2006</u>				<u>Class of 2007</u>			
	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>
<b>All Students</b>	73.8	2.3	11.4	12.5	67.1	1.2	13.7	17.9	64.3	1.1	12.5	22.1
<b>African Am.</b>	75.8	1.8	10.4	11.9	69.6	1.3	11.3	17.8	66.7	1.1	9.6	22.6
<b>Asian/Pac. Is.</b>	90.4	1.0	4.4	4.2	87.9	0.0	5.5	6.6	87.8	0.6	6.4	5.1
<b>Hispanic</b>	68.3	2.0	14.5	15.3	59.9	0.8	18.0	21.3	55.6	0.8	16.8	26.8
<b>White</b>	86.4	5.2	3.2	5.2	84.4	3.0	4.8	7.8	86.9	2.5	3.8	6.7
<b>Eco. Disadv.</b>	70.3	2.0	13.6	14.2	65.8	1.0	12.8	20.4	59.9	1.0	13.2	25.9

- Comparison over the three years presented in the analysis shows that the percentage of students graduating has declined steadily over this period among all students and student groups, except for the HISD White student group in the class of 2007. Additionally, the dropout rates have increased steadily over this period, except for the White and Asian student groups in the class of 2007.
- In the class of 2007, the overall percentage of dropouts was 22.1 percent, the graduation rate was 64.3 percent and the percentage of continuers was 12.5 percent.
- In the class of 2007, the percentage of dropouts was highest among Hispanic students followed by economically disadvantaged students, 26.8 percent and 25.9 percent, respectively. The lowest percentages were among Asian/Pacific Islander and the White student groups, 5.1 percent and 6.7 percent, respectively.
- For the classes of 2006 and 2005, the trends were similar in that the Hispanic students followed by economically disadvantaged students constituted the highest dropout rates among the student groups.
- For the class of 2006, there was a dramatic increase in dropout rates among the student groups, which ranged from 2.4–6.0 percentage points. The 2007 class followed a similar trend with the exception of the Asian and White student groups, which showed declines in dropout rates of 1.5 percent and 1.1 percent respectively.



Table 2: Texas Three-Year Completion Status by Student Demographics

	<u>Class of 2005</u>				<u>Class of 2006</u>				<u>Class of 2007</u>			
	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>	<u>Grad.</u>	<u>GED</u>	<u>Cont.</u>	<u>Drop</u>
<b>All Students</b>	84.0	3.8	7.9	4.3	80.4	2.3	8.6	8.8	78.0	2.0	8.7	11.4
<b>African Am.</b>	81.7	2.6	10.2	5.5	74.5	1.7	10.5	13.3	70.7	1.6	10.5	17.2
<b>Asian/Pac. Is.</b>	92.7	1.2	4.3	1.8	92.0	0.7	4.2	3.2	91.5	0.5	4.2	3.8
<b>Hispanic</b>	77.4	3.4	12.3	6.9	71.7	2.0	13.2	13.1	68.5	1.8	13.3	16.4
<b>White</b>	89.5	4.7	3.9	2.0	89.0	2.8	4.2	3.9	88.2	2.4	4.1	5.3
<b>Eco. Disadv.</b>	77.4	3.9	12.0	6.7	72.0	2.4	11.9	13.7	68.8	2.1	11.7	17.3

### Districtwide Annual Dropout Analysis

**Table 3** presents the districtwide and state dropout rates for the five accountability student groups for the school years 2004–2005 to 2006–2007. **Appendix B** presents the 2006–2007 dropout rates for the district, by campus and regions for the five student accountability groups and Asian students.

Table 3: Annual Dropout Rate for HISD and the State by Student Demographics, 2004–2007

	<u>2004–2005</u>				<u>2005–2006</u>				<u>2006–2007</u>			
	<u>Grades 7–8</u>		<u>Grades 7–12</u>		<u>Grades 7–8</u>		<u>Grades 7–12</u>		<u>Grades 7–8</u>		<u>Grades 7–12</u>	
	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>
<b>All Students</b>	0.7	0.2	2.4	0.9	1.6	0.4	4.7	2.6	1.2	0.4	5.0	2.7
<b>African Am.</b>	0.6	0.2	2.3	1.2	1.9	0.8	5.2	3.8	1.4	0.7	5.3	4.1
<b>Asian/Pac. Is.</b>	0.2	0.1	0.7	0.4	1.0	0.2	2.3	1.0	0.7	0.2	1.7	1.0
<b>Hispanic</b>	0.8	0.3	2.9	1.4	1.5	0.6	5.0	3.5	1.2	0.5	5.6	3.7
<b>White</b>	0.4	0.1	1.1	0.5	1.0	0.2	2.5	1.3	0.7	0.2	2.0	1.3
<b>Eco. Disadv.</b>	0.7	0.2	2.3	1.0	1.3	0.5	4.1	2.7	1.0	0.5	3.9	2.8

- In 2006–2007, the Grades 7–8 overall dropout rate for HISD was 1.2 percent and the dropout rate for the state was 0.4 percent. In comparison, the Grades 7–12 dropout rate for HISD was 5.0 percent, while the state dropout rate was 2.7 percent in 2006–2007.
- For both HISD and the state, the Grades 7–12 dropout rates for all student groups were higher than the Grades 7–8 dropout rates in 2006–2007. The differences in the rates were larger for the district than for the state.
- Relative to ethnicity, in 2006–2007, the HISD Grades 7–8 dropout rates were highest among the African American cohort, while the Grades 7–12 dropout rates were highest among the Hispanic cohort. The lowest were to be found equally among the Asian and White cohorts for the Grades 7–8 dropout rates, while the Asian cohort scored lowest among the Grades 7–12 dropout rates. The Grades 7–8 comparison was 1.4 percent for the African American cohort and 0.7 percent for both the Asian and White cohorts. The Grades 7–12 comparison was 5.6 percent for the Hispanic cohort and 1.7 percent for the Asian cohort.
- When comparing 2004–2005 to 2005–2006, HISD Grades 7–12 dropout rates increased for the total group and all subgroups, and the state’s Grades 7–12 dropout rates followed the same trend. The largest increase was in HISD among African American students (2.9 percentage points).
- The HISD Grades 7–12 dropout rate for economically disadvantaged students from 2004–2005 to 2006–2007 increased from 2.3 percent to 3.9 percent compared to the state dropout rate, which increased from 1.0 to 2.8 percent.

**Table 4** provides the official dropout rates in 2005–2006 and 2006–2007 for Grades 7–12 for all students, by ethnicity, and economic status. Cumulative attendance and group percent attendance provide additional data relative to dropouts. It should be noted that cumulative attendance represents the total number of students in corresponding grades reported in attendance during any six-week period of the school year, as submitted on the PEIMS end-of-year attendance records.

- The official number of dropouts in HISD for Grades 7–12 during the 2006–2007 academic year totaled 4,159 students. Official dropouts were primarily comprised of 2,525 Hispanic students, followed by 1,416 African American students. The lowest numbers were reported were 2, 50, and 166 which represented the Native American, Asian, and White cohorts respectively.
- The overall number of students counted in the cumulative attendance record in 2006–2007 for Grades 7–12 was 82,863 students. Hispanic students represented 54 percent of attendance and 61 percent of dropouts. African American students represented 32 percent of the cumulative attendance figure and 34 percent of dropouts. In addition, 66 percent of the students who were reported in attendance were economically disadvantaged, while 51 percent of the dropouts were identified as such.
- The official dropout rate for Hispanic students in Grades 7–12 was 5.6 percent in 2006–2007. This number represents the highest among the most represented student groups in the district.
- The cumulative attendance for All Students and student groups in 2006–2007 was less than in 2005–2006, except for the Native American cohort. The number of dropouts however, was higher for the All Students and Hispanic cohorts when comparing 2006–2007 to 2005–2006.

Table 4: Annual Grades 7–12 Number and Rates of Dropouts by Student Groups, 2005–2006 and 2006–2007

Student Groups	2005–2006					2006–2007				
	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12
	#	%	#	%		#	%	#	%	
All Students	4,150	100	88,209	100	4.7	4,159	100	82,863	100	5.0
African Am.	1,561	38	30,102	34	5.2	1,416	34	26,633	32	5.3
Asian/Pac. Is.	69	2	2,997	3	2.3	50	1	2,871	3	1.7
Hispanic	2,288	55	45,939	52	5.0	2,525	61	45,034	54	5.6
Native Am.	4	0	64	0	6.3	2	0	77	0	2.6
White	228	5	9,107	10	2.5	166	4	8,248	10	2.0
*Eco. Disadv.	2,518	61	62,050	70	4.1	2,118	51	54,300	66	3.9

\* Economic Disadvantaged percentage is based upon the All Students group.

**Table 5** shows the official HISD dropout rates in 2005–2006 and 2006–2007 for Grades 7–8 in 2005–2006 of HISD students by ethnicity and economic status. Official dropouts, cumulative attendance, and group percent of Grades 7–8 are also depicted in Table 5. As in Table 4, cumulative attendance represents the total number of students in corresponding grades reported in attendance during any six-week period of the school year, as submitted on the PEIMS end-of-year attendance records.

Table 5: Annual Grades 7–8 Number and Rates of Dropouts by Student Groups, 2005–2006 and 2006–2007

Student Groups	2005–2006					2006–2007				
	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12	Dropouts		Cumulative Attendance		Dropout Rate Grades 7–12
	#	%	#	%		#	%	#	%	
<b>All Students</b>	503	100	31,911	100	1.6	372	100	30,068	100	1.2
<b>African Am.</b>	211	42	10,934	34	1.9	137	37	9,662	32	1.4
<b>Asian/Pac. Is.</b>	9	2	926	3	1.0	6	2	885	3	0.7
<b>Hispanic</b>	254	50	17,269	54	1.5	213	57	17,062	57	1.2
<b>Native Am.</b>	2	0	28	0	7.1	0	0	24	0	0
<b>White</b>	27	5	2,754	9	1.0	16	4	2,435	8	0.7
<b>*Eco. Disadv.</b>	333	66	24,708	77	1.3	236	63	22,509	75	1.0

\* Economic Disadvantaged percentage is based upon the All Students group.

- The official number of dropouts in HISD for Grades 7–8 during the 2006–2007 academic year was 372 students. Hispanic and African Americans dominated the official dropout figures: 213 students were Hispanic and 137 were African American.
- The total number of students counted in the cumulative attendance record in 2006–2007 for Grades 7–8 was 30,068 students. Hispanic students were found to reflect 57 percent of the reported cumulative attendance and 57 percent of dropouts. African Americans represented 32 percent of the cumulative attendance and 37 percent of dropouts. In addition, 75 percent of the students were economically disadvantaged, while 63 percent of dropouts were coded accordingly.
- The official dropout rate for all students in Grades 7–8 was 1.2 percent in 2006–2007. The Hispanic and African American student groups had official dropout rates of 1.2 percent and 1.4 percent, respectively.
- The number of dropouts, cumulative attendance, and the dropout rates for Grades 7-8 for All Students and each student group represented in 2006–2007 was less than in 2005–2006.

## School-Level Results

### High Schools

There were 35 high schools in HISD with Grades 7–12 dropout rates and 29 with Grades 9–12 Completion I Status rates in 2006–2007 for the student accountability groups and Asian students (**Appendix B**).

- The Grades 7–12 Total Group overall dropout rates of the 35 high schools ranged from 0 percent to 42.9 percent in 2006–2007. Several schools reported zero dropouts; Carnegie Vanguard, East Early College and Eastwood Academy high schools, and HCC Life Skills. Newcomer Charter High School had the highest overall dropout rate of 37.0 percent.
- Among the 29 high schools, with Grades 9–12 Total Group Completion I Status rates, the rates ranged from 56.3 percent to 100 percent. Kashmere High School had the lowest Completion I Status rate with 56.3 percent, while three schools: Carnegie Vanguard High School, Michael DeBaKey High School for Health Professions, and Eastwood Academy had the highest rate of 100 percent.

### Middle Schools

There were 46 middle schools in HISD with Grades 7–8 dropout rates (**Appendix B**).

- The Grades 7–8 overall dropout rates of the 46 middle schools ranged from 0.0 percent to 2.0 percent. Briar Meadow, Energized for Excellence, Kaleidoscope, and Project Chrysalis middle schools reported no dropouts in grades 7–8 for 2006–2007. Jackson Middle School had the highest overall dropout rate of 2.0 percent.
- The highest Grades 7–8 dropout rate reported among student groups meeting TEA’s size requirements was 3.2 percent for Hispanic students at Fleming Middle School in 2006–2007.

### **Alternative Accountability and Combined/ Other Schools**

There were 10 Alternative Accountability schools and four Combined/Other schools within HISD with dropout rates for all students (**Appendix B**).

- Among the 10 Alternative schools, eight schools reported Grades 7–12 dropout rates in 2006–2007. Dropout rates ranged from 0.0 percent to 47.2 percent. Pro-Vision School reported the lowest rate at 0.0 percent, while Reach Charter School had the highest overall dropout rate of 47.2 percent.
- Group completion rates were only calculated for three schools in the Combined/Other group. Two schools, Community Services and Harper Alternative, met TEA size requirements and reported 9.8 percent and 55.0 percent, respectively.

### **Regions**

Appendix B also presents the dropout rates for each of the five regions and the Alternative/Charter Schools. Among the regions, overall Grades 7–8 dropout rates ranged from 0.8 percent in the Central Region to 1.9 percent in the Alternative/Charter Schools. Overall Grades 7–12 dropout rates ranged from 3.2 percent in the Central Region to 13.6 percent for the Alternative/Charter Schools. The Total Group Completion I Status rates ranged from 46.1 percent for the Alternative/Charter Schools to 84.3 percent in the Central Region.

## **Discussion**

The 2005–2006 school year was the first year for the State of Texas to apply the more rigorous NCES definition of dropout to state calculations. For 2006–2007, HISD reported lower completion rates than in 2005–2006. Expressly, the graduation rate dropped 2.8 percentage points and the GED rate dropped 0.1 point. Additionally, dropouts increased by 4.2 percentage points. Asian/Pacific Islanders had the highest graduation rate followed by the White cohort with 87.8 percent and 86.9 percent, respectively. Hispanic students had the highest dropout rates followed by Economically Disadvantaged students with 26.8 percent and 25.9 percent, respectively.

For 2006–2007, HISD reported 4,159 students as dropouts. Furthermore, the 2006–2007 districtwide Grades 7–8 dropout rate was substantially lower than the Grades 7–12 dropout rate (1.2 percent vs. 5.0 percent). In addition, the districtwide dropout rates for all student groups in grades 7–8 ranged between 0.7 percent for the White and Asian/Pacific Islander cohorts and 1.4 percent for African American students. There were no dropouts in the Native American group. The dropout rates for all groups in grades 7–12 ranged between 1.7 percent for Asian/Pacific Islander students and 5.6 percent for Hispanic students.

HISD considers dropout prevention and recovery as a major priority in an attempt to meet districtwide goals of improving student achievement. To that end, the district implemented a wide range of programs to meet the varied needs of its diverse student population. Secondary schools have initiated strategies and interventions, which they believe will better serve their unique populations. New schools such as REACH Charter were created to encourage students who dropped out to return to school. The district created the Expectation Graduation committee comprised of central office administrators, regional

office administrators, principals, and school staff who meet regularly to initiate policy and programs for addressing the dropout situation. Outreach has brought other partners such as the business community, neighborhood organizations, and public health agencies into the district's efforts to address the dropout issue. Preventive in nature, all of these programs seek to identify and serve at-risk students as early as possible so that they complete their education.

At the beginning of the 2006–2007 school year, approximately 1,400 volunteers for HISD participated in “Reach Out to Dropouts” to personally contact students who did not return to school and were potential dropouts. More than 1,200 volunteers were involved in the 2007–2008 walk. Continued efforts such as “Reach Out to Dropouts” can reclaim students who would otherwise remain as dropouts. Other initiatives at the high school level can help students remain in school, complete their education, and graduate. Specifically, the district has hired 10 dropout prevention specialists that work in each of the regional offices to support at-risk students and returning dropouts. As a result of these initiatives, HISD hopes to lower annual and longitudinal dropout rates and increase graduation rates in the future.

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## **Appendices**

**APPENDIX A**  
**REASONS FOR EXCLUDED RECORDS**  
**AS DEFINED BY TEXAS EDUCATION AGENCY**

According to TEA, in 2006–2007, a student reported to have left school for any of the following reasons is **NOT** considered a dropout for accountability reasons:

- A student who **graduated**;
- A student who **died** while enrolled in school or during the summer break after completing the prior school year;
- A student who withdrew from/left school to **return to family’s home country**;
- A student who withdrew from/left school to **enter college** and is working towards an Associate’s or Bachelor’s degree;
- A student who withdrew from/left school for **home schooling**;
- A student who was **removed by Child Protective Services (CPS)** and the district has not been informed of the student’s current status or enrollment;
- A student was **expelled** under the provisions of TEC §37.007 and cannot return to school;
- A student who withdrew from/left school to **enroll in a private school** in Texas;
- A student who withdrew from/left school to **enroll in a public or private school outside of Texas**;
- A student was **withdrawn from school by the district** when the district discovered that the student was not a resident at the time of enrollment or had falsified enrollment information, proof of identification was not provided, or immunization records were not provided;
- A student who **graduated outside of Texas, returned to school, and left again**; or
- A student who received a **GED outside Texas**, returned to school to work toward the completion of a high school diploma, and then left; or student earned GED outside Texas after leaving Texas public schools;
- A student who **enrolled in a university HS Diploma Program**;
- A **mover** – TEA identified student in another Texas public school.

## Appendix B

### HISD 2006—2007 Completion Status and Dropout Rates by School

School	Annual Dropout Rates												Completion I Status Rates						2008 Low-performing Group(s) <sup>Ⓢ</sup>	
	Grades 7—8						Grades 7—12						Grades 9—12							
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.		
<b>District</b>	<b>1.2</b>	<b>1.4</b>	0.7	<b>1.2</b>	<b>0.7</b>	<b>1</b>	5	5.3	1.7	5.6	2	3.9	<b>76.8</b>	<b>76.3</b>	94.2	<b>72.4</b>	<b>90.8</b>	<b>73.1</b>	H	E
<b>Regions</b>																				
Central	0.8	1.0	1.3	0.9	0.1	0.5	3.2	3.7	1.5	3.6	1.4	2.9	84.3	82.0	95.4	80.5	93.1	80.0		
East	1.2	1.7	0.0	1.0	6.3	0.9	4.2	4.8	0.5	4.2	5.1	3.1	78.5	75.0	100.0	78.2	81.4	78.5		
North	1.2	1.5	0.0	1.1	1.0	1.1	3.6	4.4	0.0	3.2	4.2	2.7	80.5	80.7	100.0	80.0	87.1	77.8		
South	1.4	1.3	0.0	1.5	0.0	1.2	4.8	4.6	3.4	5.3	2.0	3.6	76.2	79.0	66.7	66.6	93.5	75.2		
West	0.9	0.9	0.7	1.2	0.3	0.8	4.4	3.9	1.7	6.4	1.3	4.2	78.5	74.8	94.5	68.5	92.9	70.7		
Alternative/Charter	1.9	2.2	0.0	1.4	4.6	1.3	13.6	12.8	10.3	14.6	9.9	7.3	46.1	38.5	66.7	50.8	24.2	44.5		
<b>Standard Accountability</b>																				
<b>High Schools</b>																				
Austin HS	-	-	-	-	-	-	6.1	5.5	*	6.1	0.0	4.0	<b>76.7</b>	72.7	*	<b>76.3</b>	87.5	<b>77.6</b>		
Bellaire HS	-	-	-	-	-	-	2.6	3.7	1.1	5.0	0.9	4.1	<b>90.9</b>	<b>87.9</b>	97.1	<b>81.7</b>	<b>95.2</b>	<b>81.3</b>		
Carnegie Vanguard HS	-	-	-	-	-	-	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	*	100.0	100.0	100.0		
Challenge HS <sup>1</sup>	-	-	-	-	-	-	0.8	0.0	0.0	1.1	1.0	0.5								
Chavez HS	-	-	-	-	-	-	6.2	5.4	1.2	6.5	6.9	4.7	<b>77.9</b>	<b>78.6</b>	100.0	<b>76.3</b>	81.8	<b>77.5</b>		
Davis HS	-	-	-	-	-	-	5.0	6.5	*	4.8	3.2	3.9	<b>79.0</b>	<b>75.0</b>	-	<b>80.0</b>	60.0	<b>77.6</b>		
DeBakey HSHP HS	-	-	-	-	-	-	0.5	0.8	0.8	0.0	0.0	0.3	100.0	100.0	100.0	100.0	100.0	100.0		
East Early College HS <sup>1</sup>	-	-	-	-	-	-	0.0	0.0	0.0	0.0	*	0.0								
Eastwood	-	-	-	-	-	-	0.0	0.0	-	0.0	*	0.0	100.0	*	-	100.0	*	100.0		
Empowerment Prep <sup>1</sup>	-	-	-	-	-	-	0.7	0.8	*	0.0	*	0.9								
Furr HS	-	-	-	-	-	-	10.2	10.8	*	10.3	4.9	8.1	<b>69.4</b>	<b>66.7</b>	-	<b>69.4</b>	85.7	<b>70.5</b>	T	A H E
HCC Life Skills <sup>1</sup>	-	-	-	-	-	-	0.0	0.0	-	*	*	0.0								
Houston HS	-	-	-	-	-	-	4.6	6.3	0.0	4.3	8.9	3.0	<b>81.0</b>	75.0	*	<b>80.9</b>	90.0	<b>79.4</b>		
Houston Night HS <sup>1</sup>	-	-	-	-	-	-	37.0	31.4	-	47.4	-	25.0								
HSLECJ HS	-	-	-	-	-	-	1.5	0.6	33.3	1.3	2.4	1.0	<b>94.6</b>	96.7	*	<b>95.3</b>	100.0	<b>95.2</b>		
HSPVA HS	-	-	-	-	-	-	0.4	0.6	0.0	0.0	0.5	0.0	98.8	100.0	100.0	100.0	97.9	100.0		
International HS <sup>1</sup>	-	-	-	-	-	-	2.0	4.8	*	0.0	*	1.4								
Jones HS	-	-	-	-	-	-	9.5	8.8	12.5	10.7	*	7.0	<b>64.6</b>	<b>65.3</b>	*	<b>63.9</b>	*	<b>70.5</b>	T	A H E

<sup>1</sup> Completion Status rates not reported.

Data in bold indicate accountability groups meeting size requirements.

If a rate is not bold, the group failed to meet TEA's size requirements.

\* Fewer than 5 students enrolled.

- No students reported in that category.

Data Source: TEA 2006-2007 campus Dropout and Completion Status Summaries, June 2008.

□ T-Total; A-African American; H-Hispanic; W-White; E-Economically Disadvantaged.

If a bold rate does not have a Low-Performing code, the group met required improvement for rates greater than:

≤ 2% Gr. 7-8, Annual Dropout (Standard)

≤ 10% Gr. 7-12, Annual Dropout (Alternative)

≥ 75% Gr. 9-12, Completion I Status (Standard)

≥ 70% Gr. 9-12, Completion II Status (Alternative)



## Appendix B

### HISD 2006—2007 Completion Status and Dropout Rates by School

School	Annual Dropout Rates												Completion I Status Rates						2008 Low-performing Group(s) <sup>⊠</sup>			
	Grades 7—8						Grades 7—12						Grades 9—12									
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.				
Jordan HS	-	-	-	-	-	-	3.0	2.5	0.0	3.7	0.0	2.1	<b>94.5</b>	<b>95.3</b>	*	<b>93.1</b>	*	<b>93.8</b>				
Kashmere HS	-	-	-	-	-	-	13.3	12.9	*	16.8	*	11.4	<b>56.3</b>	<b>59.2</b>	-	31.3	-	<b>57.9</b>	T	A	E	
Lamar HS	-	-	-	-	-	-	2.4	2.2	1.7	3.8	1.3	2.8	<b>89.9</b>	<b>91.5</b>	93.8	<b>82.2</b>	<b>94.7</b>	<b>87.7</b>				
Lee HS	-	-	-	-	-	-	12.6	10.2	5.8	13.8	8.7	9.1	<b>58.7</b>	<b>62.3</b>	87.0	<b>55.9</b>	73.3	<b>60.0</b>	T	A	H	E
Madison HS	-	-	-	-	-	-	7.6	5.9	7.1	9.9	18.8	5.9	<b>75.2</b>	<b>84.2</b>	57.1	<b>61.9</b>	*	<b>74.9</b>			H	E
Milby HS	-	-	-	-	-	-	4.5	2.9	0.0	4.7	0.0	3.8	<b>83.0</b>	84.6	100.0	<b>82.9</b>	60.0	<b>81.8</b>				
Reagan HS	-	-	-	-	-	-	6.9	8.2	5.3	6.7	8.8	5.3	<b>74.2</b>	63.6	100.0	<b>75.0</b>	64.7	<b>75.1</b>	T			
Scarborough HS	-	-	-	-	-	-	5.7	8.3	0.0	4.9	2.4	5.2	<b>79.9</b>	<b>67.3</b>	100.0	<b>82.1</b>	92.6	<b>78.7</b>		A		
Sharpstown HS	-	-	-	-	-	-	10.0	11.4	8.9	9.0	13.4	8.6	<b>70.5</b>	<b>64.3</b>	85.2	<b>72.1</b>	73.7	<b>70.4</b>	T	A	H	E
Sterling HS	-	-	-	-	-	-	5.9	5.8	*	6.5	4.3	5.1	<b>83.5</b>	<b>84.1</b>	-	<b>79.1</b>	*	<b>80.8</b>				
Waltrip HS	-	-	-	-	-	-	5.7	7.8	0.0	6.1	2.9	5.2	<b>79.9</b>	<b>76.7</b>	*	<b>77.4</b>	<b>88.9</b>	<b>73.4</b>				E
Washington HS	-	-	-	-	-	-	1.9	1.9	0.0	1.3	3.1	1.2	<b>85.2</b>	<b>87.2</b>	*	<b>74.4</b>	*	<b>77.6</b>			H	
Westbury HS	-	-	-	-	-	-	5.6	5.9	3.0	6.0	2.5	4.4	<b>71.9</b>	<b>71.7</b>	95.8	<b>66.4</b>	83.3	<b>68.2</b>	T	A	H	E
Westside HS	-	-	-	-	-	-	2.6	3.8	0.7	3.0	1.7	3.3	<b>87.0</b>	<b>83.0</b>	94.9	<b>77.9</b>	<b>93.4</b>	<b>81.9</b>				
Wheatley HS	-	-	-	-	-	-	6.8	7.0	0.0	6.6	0.0	5.6	<b>76.1</b>	<b>79.2</b>	*	<b>70.7</b>	-	<b>72.6</b>			H	E
Worthing HS	-	-	-	-	-	-	7.3	7.4	*	7.5	0.0	5.5	<b>74.4</b>	<b>74.1</b>	-	72.7	*	<b>69.6</b>	T	A		E
Yates HS	-	-	-	-	-	-	7.3	7.0	*	10.6	12.5	6.9	<b>72.1</b>	<b>75.2</b>	*	41.4	*	<b>67.0</b>	T			E
<b>Middle Schools</b>																						
Attucks Mdl.	<b>1.3</b>	<b>1.5</b>	*	0.8	-	<b>1.3</b>	1.3	1.5	*	0.8	-	1.3										
Black Mdl.	<b>1.1</b>	0.6	*	1.2	0.0	0.2	1.1	0.6	*	1.2	0.0	0.2										
Briar Meadow Mdl.	0.0	0.0	-	0.0	0.0	0.0	0.0	0.0	-	0.0	0.0	0.0										
Burbank Mdl.	<b>1.2</b>	2.7	-	<b>1.1</b>	0.0	<b>1.3</b>	1.2	2.7	-	1.1	0.0	1.3										
Clifton Mdl.	<b>1.4</b>	<b>2.4</b>	0.0	<b>1.1</b>	1.0	<b>1.1</b>	1.4	2.4	0.0	1.1	1.0	1.1									A	
Cullen Mdl.	1.2	1.2	0.0	1.1	0.0	0.6	1.4	1.4	0.0	1.1	0.0	0.8										
Deady Mdl.	<b>0.6</b>	0.0	*	<b>0.6</b>	*	<b>0.7</b>	0.7	0.0	*	0.7	*	0.7										
Dominion Academy	1.8	0.0	-	7.7	-	2.2	1.8	0.0	-	7.7	-	2.2										
Dowling Mdl.	<b>1.2</b>	<b>1.4</b>	0.0	<b>1.1</b>	0.0	<b>1.1</b>	1.2	1.4	0.0	1.1	0.0	1.1										
Edison Mdl.	<b>1.0</b>	*	*	<b>1.0</b>	*	<b>0.7</b>	1.0	*	*	1.0	*	0.7										
Energized for Excellence	0.0	0.0	*	0.0	-	0.0	0.0	0.0	*	0.0	-	0.0										

<sup>1</sup> Completion Status rates not reported.

Data in bold indicate accountability groups meeting size requirements.

If a rate is not bold, the group failed to meet TEA's size requirements.

\* Fewer than 5 students enrolled.

- No students reported in that category.

Data Source: TEA 2006-2007 campus Dropout and Completion Status Summaries, June 2008.

⊠ T-Total; A-African American; H-Hispanic; W-White; E-Economically Disadvantaged.

If a bold rate does not have a Low-Performing code, the group met required improvement for rates greater than:

≤ 2% Gr. 7-8, Annual Dropout (Standard)

≤ 10% Gr. 7-12, Annual Dropout (Alternative)

≥ 75% Gr. 9-12, Completion I Status (Standard)

≥ 70% Gr. 9-12, Completion II Status (Alternative)

**HISD 2006–2007 Completion Status and Dropout Rates by School**

School	Annual Dropout Rates											Completion I Status Rates						2008 Low-performing Group(s) ☐	
	Grades 7–8						Grades 7–12					Grades 9–12							
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White		Econ. Dis.
Fleming Mdl.	<b>1.9</b>	1.3	*	<b>3.2</b>	-	<b>1.8</b>	2.2	1.6	*	3.2	-	2.1							H
Fondren Mdl.	<b>1.5</b>	<b>1.2</b>	0.0	<b>2.1</b>	0.0	<b>1.3</b>	1.5	1.2	0.0	2.1	0.0	1.3							H
Fonville Mdl.	<b>0.9</b>	0.0	*	<b>1.0</b>	0.0	<b>0.8</b>	0.9	0.0	*	1.0	0.0	0.8							
Grady Mdl.	<b>1.2</b>	0.0	0.0	<b>2.1</b>	0.0	1.1	1.2	0.0	0.0	2.1	0.0	1.1							H
Gregory-Lincoln Mdl.	0.7	0.6	0.0	1.0	0.0	0.0	0.7	0.6	0.0	1.0	0.0	0.0							
Hamilton Mdl.	0.3	0.0	0.0	0.4	0.0	0.3	0.3	0.0	0.0	0.4	0.0	0.3							
Hartman Mdl.	<b>1.6</b>	0.3	*	<b>2.2</b>	0.0	<b>1.3</b>	1.6	0.3	*	2.1	0.0	1.3							H
Henry Mdl.	<b>1.7</b>	3.1	*	<b>1.5</b>	2.9	<b>1.6</b>	1.7	3.1	*	1.5	2.9	1.5							
Hogg Mdl.	<b>1.0</b>	0.0	*	<b>1.2</b>	0.0	0.5	1.2	0.0	*	1.4	0.0	0.5							
Holland Mdl.	<b>1.9</b>	<b>2.9</b>	*	<b>1.5</b>	0.0	<b>1.8</b>	1.9	2.9	*	1.5	0.0	1.8							A
Jackson Mdl.	<b>2.0</b>	3.3	0.0	<b>2.0</b>	0.0	<b>1.3</b>	2.1	3.3	0.0	2.1	0.0	1.4							
Johnston Mdl.	<b>0.5</b>	0.6	2.6	0.5	0.0	0.6	0.5	0.6	2.6	0.5	0.0	0.6							
Kaleidoscope	0.0	*	-	0.0	-	0.0	0.0	*	-	0.0	-	0.0							
Key Mdl.	<b>1.9</b>	<b>2.4</b>	*	0.7	*	<b>1.7</b>	2.1	2.6	*	0.6	*	1.9							A
Lanier Mdl.	0.4	0.0	1.0	1.1	0.0	0.7	0.4	0.0	1.0	1.1	0.0	0.7							
Long Mdl.	<b>1.1</b>	0.9	0.0	<b>1.3</b>	0.0	<b>0.8</b>	1.1	0.9	0.0	1.3	0.0	0.8							
Marshall Mdl.	<b>1.1</b>	1.1	*	<b>1.1</b>	0.0	<b>1.1</b>	1.1	1.1	*	1.1	0.0	1.1							
McReynolds Mdl.	0.6	0.0	-	0.7	*	0.6	0.6	0.0	-	0.7	*	0.6							
Ortiz Mdl.	0.5	0.0	0.0	0.5	7.7	0.5	0.5	0.0	0.0	0.5	7.7	0.5							
Pershing Mdl.	<b>0.6</b>	0.3	0.0	<b>1.7</b>	0.2	<b>1.1</b>	0.6	0.3	0.0	1.7	0.2	1.1							
Pin Oak Mdl.	0.1	0.0	0.0	0.3	0.0	0.3	0.1	0.0	0.0	0.3	0.0	0.3							
Project Chrysalis	0.0	*	*	0.0	*	0.0	0.0	*	*	0.0	*	0.0							
Revere Mdl.	<b>1.1</b>	1.0	0.0	<b>1.4</b>	0.0	0.5	1.1	1.0	0.0	1.4	0.0	0.5							
Rice School Mdl.	0.3	1.0	0.0	0.0	0.0	0.0	0.3	1.0	0.0	0.0	0.0	0.0							
Ryan Mdl.	0.8	1.0	*	0.0	*	0.8	0.8	1.0	*	0.0	*	0.8							
T. H. Rogers Mdl.	0.4	0.0	0.0	0.0	1.5	0.0	0.3	0.0	0.0	0.0	1.3	0.0	100.0	*	-	100.0	*	100.0	
Sharpstown Mdl.	<b>1.4</b>	0.9	2.5	<b>1.5</b>	0.0	<b>0.7</b>	1.3	0.9	2.5	1.5	0.0	0.7							
Smith, E.O. Mdl.	0.6	0.5	*	0.9	-	0.7	0.6	0.5	*	0.9	-	0.6							
Stevenson Mdl.	<b>1.3</b>	2.9	0.0	<b>0.8</b>	12.5	<b>0.7</b>	1.4	2.9	0.0	0.9	12.5	0.8							
Thomas Mdl.	<b>1.8</b>	<b>1.8</b>	*	2.0	*	<b>1.2</b>	2.0	2.0	*	2.0	*	1.4							
WALIPP Mdl.	1.6	0.0	-	*	-	2.3	1.6	0.0	-	*	-	2.3							
Welch Mdl.	<b>1.3</b>	<b>1.7</b>	2.9	0.5	0.0	<b>1.1</b>	1.3	1.7	2.9	0.5	0.0	1.1							

<sup>1</sup> Completion Status rates not reported.

Data in bold indicate accountability groups meeting size requirements.

If a rate is not bold, the group failed to meet TEA's size requirements.

\* Fewer than 5 students enrolled.

- No students reported in that category.

Data Source: TEA 2006-2007 campus Dropout and Completion Status Summaries, June 2008.

☐ T-Total; A-African American; H-Hispanic; W-White; E-Economically Disadvantaged.

If a bold rate does not have a Low-Performing code, the group met required improvement for rates greater than:

≤ 2% Gr. 7-8, Annual Dropout (Standard)

≤ 10% Gr. 7-12, Annual Dropout (Alternative)

≥ 75% Gr. 9-12, Completion I Status (Standard)

≥ 70% Gr. 9-12, Completion II Status (Alternative)

## Appendix B

### HISD 2006—2007 Completion Status and Dropout Rates by School

School	Annual Dropout Rates						Completion I Status Rates						2008 Low-performing Group(s) ☐							
	Grades 7—8			Grades 7—12			Grades 9—12													
	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.			Total	Afr. Amer	Asian	Hisp.	White	Econ. Dis.
West Briar Mdl.	<b>0.8</b>	1.1	1.1	0.8	0.5	0.9	0.8	1.1	1.1	0.8	0.5	0.9								
Williams Mdl.	0.8	1.2	*	0.0	0.0	0.5	0.8	1.2	*	0.0	0.0	0.5								
Woodson Mdl.	<b>1.1</b>	<b>1.2</b>	*	0.0	*	<b>1.2</b>	1.1	1.2	*	0.0	*	1.2								
<b>Combined/Other</b>																				
Community Services	<b>9.8</b>	<b>15.2</b>	*	<b>9.5</b>	3.0	<b>8.0</b>	13.4	19.2	0.0	9.7	10.4	10.8	<b>9.8</b>	5.6	*	10.5	8.7	<b>10.5</b>	T	E
Harper Alternative	2.4	0.0	-	4.5	*	2.7	13.6	14.7	*	11.1	20.0	5.7	<b>55.0</b>	63.6	-	44.4	-	43.8		
Kandy Stripe Academy <sup>1</sup>	2.6	2.6	-	-	-	0.0	2.6	2.6	-	-	-	0.0								
SOAR Center (Spec. Ed.)	6.7	0.0	-	*	0.0	0.0	11.3	15.4	*	8.3	8.3	0.0	100.0	100.0	-	*	*	*		
<b>Alternative Accountability **</b>													<b>(Completion II Rates reported)</b>							
ALTA	-	-	-	-	-	-	<b>36.3</b>	36.2	40.0	36.8	13.0	20.3	<b>55.5</b>	42.9	*	55.8	66.7	52.1	T	
Carter Career Center	<b>22.4</b>	28.6	-	<b>15.2</b>	*	<b>19.5</b>	<b>25.1</b>	33.7	*	17.9	42.9	18.7	<b>41.5</b>	39.1	-	41.2	*	51.9	T	
CLC MS	<b>2.6</b>	2.7	*	2.6	*	1.4	2.6	2.7	*	2.5	*	1.4								
CLC HS	-	-	-	-	-	-	<b>24.3</b>	26.9	16.7	20.5	16.7	15.0	<b>43.8</b>	41.0	*	46.9	-	40.5	T	
Las Americas Mdl.	1.2	*	-	1.2	-	1.2	1.2	*	0.0	1.2	0.0	1.2								
Leader's (New School)																				
Liberty HS <sup>1</sup>	-	-	-	-	-	-	<b>42.9</b>	37.5	0.0	43.4	0.0	41.8							T	
New Aspirations (New School)																				
Pro-Vision <sup>1</sup>	0.0	0.0	-	0.0	*	0.0	0.0	0.0	-	0.0	*	0.0								
Reach Charter <sup>1</sup>	-	-	-	-	-	-	47.2	67.9	-	39.7	33.3	41.0							T	
<b>DAEP</b>																				
CEP SE	0.0	0.0	*	0.0	0.0	0.0	0.1	0.0	*	0.1	0.0	0.0	100.0	*	-	100.0	-	100.0		
CEP SW	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.3	0.0	0.0	*	*	-	*	-	*		
JJAEP <sup>1</sup>	1.1	0.0	-	0.0	-	0.0	0.5	0.0	-	0.0	16.7	0.0								
North Region Alternative Mdl.	0.0	0.0	-	0.0	*	0.0	0.0	0.0	-	0.0	*	0.0								

\*\* Accountability ratings for schools in this group are based on the TEA Alternative Accountability criteria.

<sup>1</sup> Completion Status rates not reported.

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If a rate is not bold, the group failed to meet TEA's size requirements.

\* Fewer than 5 students enrolled.

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