

**MEMORANDUM**

September 28, 2007

TO: School Board Members

FROM: Abelardo Saavedra  
Superintendent of Schools

SUBJECT: **COMPLETION STATUS AND DROPOUT ANALYSIS: 2005–2006**

CONTACT: Carla Stevens (713-556-6700)

Attached is the analysis of completion status and dropout data for the 2005–2006 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 2005–2006 overall annual grades 7–8 dropout rate was 1.6 percent and the grades 7–12 rate was 4.7 percent. These rates were higher than the statewide grades 7–8 dropout rate of 0.4 percent and the grades 7–12 rate of 2.6 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. Additionally the dropout rates increased for all students and subgroups 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 67.1 percent and dropout was 17.9 percent. The State rate was 80.4 percent for graduation and 8.8 percent for dropout.

Annual dropout and completion status rates are presented at the school, region, and districtwide levels.

Also attached is the research brief, HISD Completion/Student Status and Dropout Rates: Class of 2006 which summarizes HISD and state results.

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



AS

AS:cjs  
Attachments

c: Superintendent's Direct Reports  
Regional Superintendents  
Executive Principals  
Secondary Principals  
Mark White

# RESEARCH

Educational Outcomes Report

## HISD Completion Status And Dropout Analysis 2005–2006



## 2007 Board of Education

---

**Manuel Rodríguez Jr.**  
PRESIDENT

**Harvin C. Moore**  
FIRST VICE PRESIDENT

**Greg Meyers**  
SECOND VICE PRESIDENT

**Arthur M. Gaines Jr.**  
SECRETARY

**Natasha M. Kamrani**  
ASSISTANT SECRETARY

**Diana Dávila**  
**Kevin H. Hoffman**  
**Dianne Johnson**  
**Lawrence Marshall**

**Abelardo Saavedra, Ph.D.**  
SUPERINTENDENT OF SCHOOLS

**Carla Stevens**  
ASSISTANT SUPERINTENDENT  
DEPARTMENT OF RESEARCH AND ACCOUNTABILITY

**Lester King**  
RESEARCH SPECIALIST

**Harry Selig**  
RESEARCH MANAGER

**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)

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

# HISD 2005–2006 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 2005–2006, a student reported as a **leaver** or **mover** is not considered a dropout for accountability reasons. 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 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.

**The School Leaver Provision for 2007** states that a campus or district completion rate cannot be the cause for a lowered rating. Campuses that avoid being rated *Academically Unacceptable* because of this provision will be subject to technical assistance team (TAT) intervention requirements in the 2007–2008 year.

**Dropout Definition for 2007:** As of the 2007 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 2005-06 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, 2007)

According to the NCES definition, students who finish school 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 are attributed to the school year just completed.

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

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 classes of ninth graders in the graduating classes of 1996 through 2006. 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 2006 are based on the tracking of students who began grade 9 for the first time in the 2002–2003 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 2006 are based on the tracking of students who began grade 7 in 2000–2001.

**Completion Status – Completion I** is a longitudinal rate which computes the percentage of students who first attended ninth grade in the 2002–2003 school year and have graduated or are continuing their education four years later.

Completion rate I is used for campuses which serve grades 9–12. 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.

**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.

**Calculations**

The **Completion/Student Status Rate** shows the status of a cohort of high school students identified at ninth grade and 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% 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 2006, who began as ninth graders in 2002–2003.

1. Percent Graduated (Grad.): The percentage that received a high school diploma by the end of the 2005–2006 school year.
2. Percent Received GED (GED): The percentage that received a General Educational Development certificate before August 31, 2006.
3. Percent Continued High School (Cont.): The percentage still enrolled as students for the 2006–2007 school year.
4. Percent Dropped Out (Drop): The percentage that dropped out and did not return to school by the fall of the 2006–2007 school year.

To determine completion rates, the number of students in each category is divided by the number of students in the class. All four calculations use the number of first-time ninth graders in 2002–2003, plus transfers in, minus transfers out as the denominator.

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.

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

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

### Use of Dropout Rate in TEA Accountability

When TEA determines districts' and schools' accountability ratings, the calculation of dropout rates is a major factor. This would be impossible without a strict definition of a dropout and accurate data to support it. A new accountability system was developed starting in the 2004 ratings cycle. Ratings are now based on TAKS performance, State-Developed Alternative Assessment II (SDAA II) performance, Grades 9–12 completion rates, and Grades 7–8 annual dropout rates. Three of these indicators with the exception of SDAA II, are evaluated for individual student groups: African American, Hispanic, White, and Economically Disadvantaged and for All Students. SDAA II results are evaluated 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. For the 2007 standard accountability ratings, districts and campuses must meet the following completion and dropout rate standards:

- At least 75 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*. In addition, a Grades 7–8 annual dropout rate of 1.0 percent or less is required for the *Academically Acceptable* rating for middle schools;
- At least 85 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*. In addition, a Grades 7–8 annual dropout rate of 0.7 percent or less is required for the *Recognized* rating for middle schools; or
- At least 95 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*. In addition, a Grades 7–8 annual dropout rate of 0.2 percent or less is required for the *Exemplary* rating for middle schools.

**School Leaver Provision for 2007:** In 2007, a campus or district completion rate cannot be the cause for a lowered rating due to this being the first year of using the NCES definitions. As a safeguard to this provision, districts are subject to identification and intervention by Performance-Based Monitoring (PBM) for dropout rates and lever reporting. Additionally, campuses that avoid being rated *Academically Unacceptable* because of this provision will be subject to technical assistance team (TAT) intervention requirements in the 2007–2008 school year.

Alternative education accountability procedures, developed for alternative education campuses (AECs) and charters registered as AECs, use TAKS, SDAA II, Grades 9–12 Completion II rates, and Grades 7–12 annual dropout rates to determine whether these campuses are *Academically Acceptable*. At least 75 percent of the Grade 9 class must graduate, be enrolled in high school, or receive a GED within four years of entering ninth grade and the Grades 7–12 annual dropout rate must be 10.0 percent or less. Similar to standard accountability procedures, the 2007 School Leaver Provision applies.

## Results

### Completion Status

**Table 1** shows HISD data for the Classes of 2004, 2005, and 2006. **Table 2** shows the state data for comparison purposes. The HISD Class of 2006 rates for graduation dropped for all groups and dropout rates increased for all students and subgroups 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. Note that 2005–2006 was the first year that NCES dropout definitions were applied.

**Table 1: HISD Three-Year Completion Status Rates by Student Demographic Groups**

	<u>Class of 2004</u>				<u>Class of 2005</u>				<u>Class of 2006</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>
All Students	75.8	3.1	10.9	10.3	73.8	2.3	11.4	12.5	67.1	1.2	13.7	17.9
African Am.	79.2	2.5	9.6	8.7	75.8	1.8	10.4	11.9	69.6	1.3	11.3	17.8
Asian/Pac. Is.	90.5	0.9	3.5	5.1	90.4	1.0	4.4	4.2	87.9	0.0	5.5	6.6
Hispanic	69.4	3.1	14.1	13.5	68.3	2.0	14.5	15.3	59.9	0.8	18.0	21.3
White	86.1	4.7	5.0	4.2	86.4	5.2	3.2	5.2	84.4	3.0	4.8	7.8
Eco. Disadv.	72.3	2.2	14.0	11.5	70.3	2.0	13.6	14.2	65.8	1.0	12.8	20.4

- 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. Additionally, the dropout rates have increased steadily over this period.
- In the class of 2006, the overall percentage of dropouts was 17.9 percent. In comparison, the graduation rate was 67.1 percent and the percentage of continuers was 13.7 percent.
- The percentage of dropouts was highest among Hispanic students followed by economically disadvantaged students, 21.3 percent and 20.4 percent, respectively. The lowest percentages were among Asian/Pacific Islander and White students, 6.6 percent and 7.8 percent, respectively.
- For the classes of 2005 and 2004, the trends were similar in that the Hispanic students followed by economically disadvantaged students constituted the highest dropout rates among the student groups. The difference between class of 2004 and class of 2005 rates was 1–3 percentage points on all 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.

**Table 2: Texas Three-Year Completion Status Rates by Student Demographic Groups**

	<u>Class of 2004</u>				<u>Class of 2005</u>				<u>Class of 2006</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>
All Students	84.6	4.2	7.3	3.9	84.0	3.8	7.9	4.3	80.4	2.3	8.6	8.8
African Am.	82.8	3.1	9.2	4.9	81.7	2.6	10.2	5.5	74.5	1.7	10.5	13.3
Asian/Pac. Is.	92.7	1.6	4.0	1.7	92.7	1.2	4.3	1.8	92.0	0.7	4.2	3.2
Hispanic	78.4	3.8	11.6	6.3	77.4	3.4	12.3	6.9	71.7	2.0	13.2	13.1
White	89.4	5.1	3.7	1.9	89.5	4.7	3.9	2.0	89.0	2.8	4.2	3.9
Eco. Disadv.	78.6	4.2	11.3	5.9	77.4	3.9	12.0	6.7	72.0	2.4	11.9	13.7



### Districtwide Dropout Analysis

**Table 3** presents the districtwide and state dropout rates for the five accountability student groups for the school years 2003–2004 to 2005–2006. **Appendix B** presents the 2005–2006 dropout rates for the district, by campus and regions for the five student accountability groups and Asian students.

**Table 3: Districtwide and State Annual Dropout Rates by Student Groups, 2003–2004 to 2005–2006**

Category	2003–2004				2004–2005				2005–2006			
	Gr. 7–8		Gr. 7–12		Gr. 7–8		Gr. 7–12		Gr. 7–8		Gr. 7–12	
	HISD	State	HISD	State	HISD	State	HISD	State	HISD	State	HISD	State
Total	0.6	0.2	2.2	0.9	0.7	0.2	2.4	0.9	1.6	0.4	4.7	2.6
Afr. Amer.	0.5	0.2	1.8	1.0	0.6	0.2	2.3	1.2	1.9	0.8	5.2	3.8
Hispanic	0.7	0.3	2.8	1.3	0.8	0.3	2.9	1.4	1.5	0.6	5.0	3.5
White	0.2	0.1	0.9	0.4	0.4	0.1	1.1	0.5	1.0	0.2	2.5	1.3
Econ. Disadv.	0.6	0.2	2.1	0.9	0.7	0.2	2.3	1.0	1.3	0.5	4.1	2.7

- In 2005–2006, the Grades 7–8 overall dropout rate for HISD was 1.6 percent and the dropout rate for the state was 0.4 percent. In comparison, the Grades 7–12 dropout rate for HISD was 4.7 percent, while the state dropout rate was 2.6 percent in 2005–2006.
- 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 2005–2006. The differences in the rates were larger for the district than for the state.
- Relative to ethnicity, in 2005–2006, the HISD Grades 7–8 and the Grades 7–12 dropout rates were highest among African American students and lowest among White students. The Grades 7–8 comparison was 1.9 percent for African American students and 1.0 percent for White students, while the Grades 7–12 comparison was 5.2 percent for African American students and 2.5 percent for White students.
- When comparing 2003–2004 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 (3.4 percentage points).
- The HISD Grades 7–12 dropout rate for economically disadvantaged students from 2003–2004 to 2005–2006 increased from 2.1 percent to 4.1 percent compared to the state dropout rate which increased from 0.9 to 2.7 percent.

**Table 4** provides the official dropout rate in 2005–2006 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 2005–2006 academic year totaled 4,150 students. Official dropouts were primarily comprised of 2,288 Hispanic students, followed by 1,561 African American students. There were only 228 White students reported as official dropouts in the Grades 7–12 subgroup.
- The overall number of students counted in the cumulative attendance record in 2005–2006 for Grades 7–12 was 88,209 students. Hispanic students represented 52 percent and African American students represented 34 percent of the cumulative attendance figure. In addition, 70 percent of the students who were reported in attendance were economically disadvantaged.
- The official dropout rate for African American students in Grades 7–12 was 5.2 percent. This number represents the highest among the most represented student groups in the district.

**Table 4: Annual Grades 7–12 Dropouts by Student Groups, 2005–2006**

Student Groups	2004–2005				2005–2006			
	Dropouts	Cumulative Attendance	Group Percent	Official Dropout Rate Grades 7–12	Dropouts	Cumulative Attendance	Group Percent	Official Dropout Rate Grades 7–12
All Students	2,457	84,868	100	2.4	4,150	88,209	100	4.7
African American	826	26,612	31	2.3	1,561	30,102	34	5.2
Asian/Pac. Islander	21	2,794	3	0.7	69	2,997	3	2.3
Hispanic	1,481	46,094	54	2.9	2,288	45,939	52	5.0
White	128	9,308	11	1.1	228	9,107	10	2.5
Native American	1	60	0	1.7	4	64	0	6.3
*Economic Disadv.	1,626	61,426	72	2.3	2,518	62,050	70	4.1

\*Economic Disadvantaged percentage based upon the All Students group

**Table 5** shows the official dropout rate 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 Dropout Rates by Student Groups, 2005–2006**

Student Groups	2004–2005				2005–2006			
	Dropouts	Cumulative Attendance	Group Percent	Official Dropout Rate Grades 7–8	Dropouts	Cumulative Attendance	Group Percent	Official Dropout Rate Grades 7–8
All Students	285	31,113	100	0.7	503	31,911	100	1.6
African American	101	9,714	31	0.6	211	10,934	34	1.9
Asian/Pac. Islander	2	901	3	0.2	9	926	3	1.0
Hispanic	171	17,610	57	0.8	254	17,269	54	1.5
White	11	2,865	9	0.4	27	2,754	9	1.0
Native American	0	23	0	0.0	2	28	0	7.1
*Economically Disadv.	219	24,743	80	0.7	333	24,708	77	1.3

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

- The official number of dropouts in HISD for Grades 7–8 during the 2005–2006 academic year was 503 students. Hispanic and African Americans dominated the official dropout figures: 254 students were Hispanic and 211 were African American.
- The total number of students counted in the cumulative attendance record in 2005–2006 for Grades 7–8 was 31,911 students. Hispanic students were found to reflect 54 percent of the reported cumulative attendance and African Americans represented 34 percent of the cumulative attendance. In addition, 77 percent of the students were economically disadvantaged.
- The official dropout rate for all students in Grades 7–8 was 1.6 percent in 2005–2006. The Hispanic and African American student groups had official dropout rates of 1.5 percent and 1.9 percent, respectively.

**Figure 1** provides a comparison of the Grades 7–8 official dropout rates for the past two years between identified subgroups. There was an increase in the total dropout rate for the district by 0.9 percentage point. The dropout rate for African American students increased by 1.3 percentage points; and the dropout rate for Hispanic students increased by 0.7 percentage point. The dropout rate for White and economically disadvantaged students increased by 0.6 percentage point.

A comparison of the Grades 7–12 dropout rates is depicted in **Figure 2**. The total dropout rate increased from 2.4 percent to 4.7 percent. Although Hispanic students had the highest dropout rates in 2004–2005, African American students have the highest dropout rates among ethnic groups in 2005–2006. The largest increase in dropout rates was among African American students, from 2.3 percent in 2004–2005 to 5.2 percent in 2005–2006.

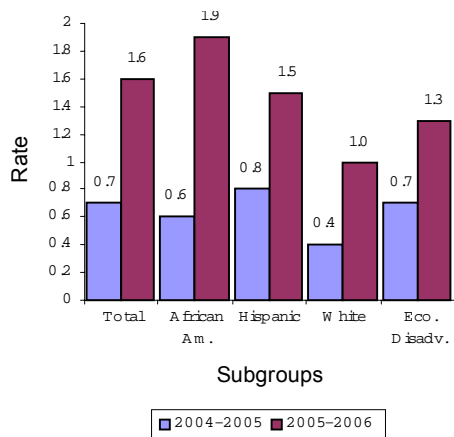


Figure 1: HISD Official Dropout Rates, Grades 7–8, 2004–2005 and 2005–2006

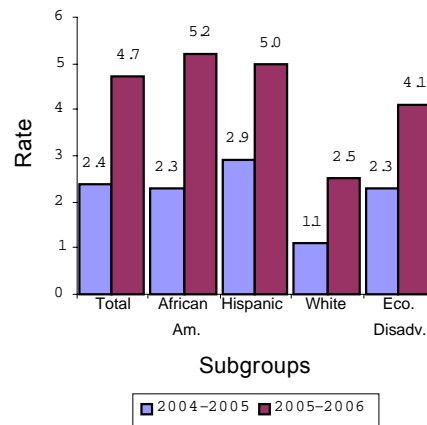


Figure 2: HISD Official Dropout Rates, Grades 7–12, 2004–2005 and 2005–2006

## School Level Results

### High Schools

There were 29 high schools in HISD with Grades 7–12 dropout rates and Grades 9–12 Completion I Status rates in 2005–2006 for the student accountability groups and Asian students (**Appendix B**).

- The Grades 7–12 Total Group overall dropout rates of the 33 high schools ranged from 0 percent to 10.5 percent in 2005–2006. HCC Life Skills reported no dropouts, while Robert E. Lee High School had the highest overall dropout rate of 10.5 percent.
- Among the 29 high schools, with Grades 9–12 Total Group Completion I Status rates, the rates ranged from 62.5 percent to 100.0 percent. Robert E. Lee High School had the lowest Completion I Status rate with 62.5 percent, while three schools: Carnegie Vanguard High School, Michael DeBakey High School for Health Professions, and Eastwood Academy had the highest rate of 100.0 percent.

### Middle Schools

There were 47 middle schools in HISD with Grades 7–8 dropout rates (**Appendix B**).

- The Grades 7–8 overall dropout rates of the 47 middle schools ranged from 0.0 percent to 5.5 percent. Briar Meadow, Kaleidoscope, T. H. Rogers, and WALIPP Middle Schools reported no dropouts in grades 7–8 for 2005–2006.
- The highest Grades 7–8 dropout rate reported among student groups meeting TEA’s size requirements was 6.4 percent for African American students at Jane Long Middle School in 2005–2006.

### Alternative Accountability and Combined/ Other Schools

There were 12 Alternative Accountability schools and three Combined/Other schools within HISD with dropout rates for all students (**Appendix B**).

- Among the 12 Alternative schools, all schools reported Grades 7–12 dropout rates in 2005–2006. Dropout rates ranged from 3.0 percent to 57.2 percent. CLC Middle School reported the lowest rate at 3.0 percent, while Houston Drop Back In had the highest overall dropout rate of 57.2 percent.
- Group completion rates were only calculated for two schools in the Other group, however only Harper Alternative met TEA size requirements and reported 39.1 percent.

### Regions

Appendix B presents the dropout rates for each of the five regions and the Alternative and Charter Schools. Among the regions, all total Grades 7–8 dropout rates ranged from 0.9 percent in the North Region to 1.8 percent in the West Region. All total Grades 7–12 dropout rates ranged from 2.6 percent in the Central Region to 12.1 percent for the Alternative and Charter Schools. The Total Group Completion I Status rates ranged from 60.9 percent for the Alternative and Charter Schools to 88.1 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 2005–2006, HISD reported lower completion rates than in 2004–2005. Expressly, the graduation rate dropped 6.7 percentage points and the GED rate dropped 1.1 points. Additionally, dropouts increased by 5.4 percentage points. Asian/Pacific Islanders had the highest graduation rate followed by White students with 87.9 percent and 84.4 percent, respectively. Hispanic students had the highest dropout rates followed by Economically Disadvantaged students with 21.3 percent and 20.4 percent, respectively.

For 2005–2006, HISD reported 4,150 students as dropouts. Furthermore, the 2005–2006 districtwide Grades 7–8 dropout rate was substantially lower than the Grades 7–12 dropout rate (1.6 percent vs. 4.7 percent). In addition, the districtwide dropout rates for all accountability groups in grades 7–8 ranged between 1.0 percent for White students and 1.9 percent for Hispanic students. The dropout rates for all accountability groups in grades 7–12 ranged between 2.5 percent for White students and 5.2 percent for African American 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. In previous years, the district has created a Dropout Roundtable comprised of central office administrators, district office administrators, principals, and school staff that meets 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 2005–2006 school year, over 1,500 volunteers for HISD participated in “Reach Out for Dropouts” to personally contact students who did not return to school and were potential dropouts. As a result of this effort, more than 207 students have returned to school and graduated. Continued efforts such as “Reach Out for 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. As a result of these initiatives, HISD hopes to lower annual and longitudinal dropout rates and increase graduation rates in the future.

Due to new dropout definitions, HISD has reported dramatically higher dropout rates this year than previous years. It should also be noted that the district operates several programs which will continue to target dropouts and vulnerable student populations (**Appendix C**). These programs, aligned with national dropout prevention strategies include *Basic Strategies* such as operating 14 Alternative schools in the district; *Early Intervention Strategies* such as the Emergency Immigrant Education Program (EIEP); and *Instructional Enrichment Strategies* such as Project Star.

## References

- Texas Administrative Code, Title 19, Education. (1988). St. Paul, MN: West Publishing.
- Texas Education Agency. (1989). *1988-89 PEIMS Public Education Information Management System data standards for submission of student data by pilot schools*. Austin, TX: Author.
- Texas Education Agency. (2007). *2007 Accountability Manual*. Austin, TX: Author.
- Texas Education Code. (1988). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1990). *Texas school law bulletin*. St. Paul, MN: West Publishing.
- Texas Education Code. (1999). *Texas school law bulletin*. St. Paul, MN: West Group.
- Texas Education Code. (2001). *Texas school law bulletin*. Charlottesville, VA: Matthew Bender.
- Texas Education Code. (2004). *Texas school law bulletin*. St. Paul, MN: West.

**APPENDICES**

## Appendix A Reasons for Excluded Records as Defined by Texas Education Agency

According to TEA, in 2005–2006, 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

**Appendix B  
HISD 2005-2006 Completion I Status and Dropout Rates by School**

School	Annual Dropout Rates												Completion I Status Rates						2007 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>1.6</b>	<b>1.9</b>	1.0	<b>1.5</b>	<b>1.0</b>	<b>1.3</b>	4.7	5.2	2.3	5.0	2.5	4.1	<b>80.9</b>	<b>80.9</b>	93.4	<b>77.9</b>	<b>89.2</b>	<b>78.6</b>	
<b>Regions</b>																			
Central	1.0	1.5	1.4	0.7	0.3	0.9	2.6	3.1	1.1	2.7	1.7	2.3	88.1	88.2	97.5	85.4	91.2	96.2	
East	1.4	2.0	0.0	1.3	3.1	1.2	3.7	4.5	2.6	3.6	4.1	3.0	82.8	81.4	85.7	83.0	81.6	97.6	
North	0.9	1.1	0.0	0.8	1.6	0.7	3.5	3.8	0.0	3.3	4.3	2.9	82.1	83.8	100.0	81.1	77.1	97.3	
South	1.4	1.3	0.0	1.6	2.3	1.2	4.0	3.9	3.1	4.3	1.6	3.1	81.9	84.4	100.0	74.8	78.6	95.3	
West	1.8	2.5	1.0	1.9	0.6	1.8	4.8	5.0	2.6	6.4	1.7	4.8	78.1	75.2	92.3	69.3	91.9	92.7	
Alternative/Charter	1.6	1.4	0.0	1.5	0.0	1.3	12.1	12.2	10.5	12.2	10.6	9.4	60.9	52.3	60.0	65.2	56.3	92.4	
<b>Standard Accountability High Schools</b>																			
Austin HS	-	-	-	-	-	-	5.4	1.4	0.0	5.7	0.0	4.1	<b>82.5</b>	100.0	100.0	<b>81.6</b>	100.0	<b>81.7</b>	
Bellaire HS	-	-	-	-	-	-	2.7	3.1	1.3	5.3	1.3	3.5	<b>93.7</b>	93.3	98.4	<b>84.4</b>	<b>97.0</b>	<b>84.8</b>	
Carnegie Vanguard HS	-	-	-	-	-	-	0.3	1.1	0.0	0.0	0.0	0.8	100.0	100.0	*	*	100.0	100.0	
Challenge HS <sup>1</sup>	-	-	-	-	-	-	1.2	0.0	0.0	1.4	2.4	1.1							
Chavez HS	-	-	-	-	-	-	5.7	6.1	3.4	5.8	4.5	5.1	<b>80.0</b>	<b>79.6</b>	86.7	<b>79.5</b>	84.6	<b>79.4</b>	
Davis HS	-	-	-	-	-	-	6.1	6.9	*	6.0	7.1	4.5	<b>81.2</b>	<b>76.3</b>	*	<b>81.7</b>	83.3	<b>82.0</b>	
DeBakey HSHP	-	-	-	-	-	-	0.3	0.0	0.4	0.0	2.2	0.0	100.0	100.0	100.0	100.0	100.0	100.0	
East Early College <sup>1</sup>	-	-	-	-	-	-													
Eastwood	-	-	-	-	-	-	0.4	*	-	0.4	0.0	0.5	100.0	-	-	100.0	*	100.0	
Empowerment Prep <sup>1</sup>	-	-	-	-	-	-	1.1	1.3	-	-	*	0.0							
Furr HS	-	-	-	-	-	-	6.5	8.4	*	5.9	6.7	5.0	<b>87.0</b>	<b>75.5</b>	-	<b>91.2</b>	75.0	<b>86.7</b>	
HCC Life Skills <sup>1</sup>	-	-	-	-	-	-	0.0	0.0	-	0.0	*	0.0							
Houston HS	-	-	-	-	-	-	5.1	5.6	0.0	5.1	5.7	4.6	<b>80.8</b>	80.6	*	<b>81.0</b>	70.6	<b>79.0</b>	
HSLECJ HS	-	-	-	-	-	-	0.4	0.0	0.0	0.4	2.4	0.2	98.5	100.0	*	100.0	60.0	100.0	
HSPVA HS	-	-	-	-	-	-	0.3	0.0	0.0	0.0	0.5	0.0	98.8	100.0	100.0	100.0	97.7	100.0	
International HS <sup>1</sup>	-	-	-	-	-	-													
Jones HS	-	-	-	-	-	-	9.1	9.1	22.2	8.9	12.5	4.9	<b>69.9</b>	<b>76.4</b>	*	<b>55.7</b>	*	<b>73.2</b>	
Jordan HS	-	-	-	-	-	-	1.1	0.7	*	1.4	11.8	1.3	<b>97.2</b>	99.2	*	<b>94.5</b>	*	<b>96.3</b>	

<sup>1</sup> District rates used for accountability purposes.

<sup>2</sup> Completion Status rates not reported.

Data in bold indicates 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 2005-2006 campus Dropout and Completion Status Summaries, June 2007.

□ 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:

~ 1% Gr.7-8, Annual Dropout (Standard)

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

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

~ 75% Gr.9-12, Completion II Status (Alternative)



**Appendix B  
HISD 2005-2006 Completion I Status and Dropout Rates by School**

School	Annual Dropout Rates												Completion I Status Rates						2007 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.				
Kashmere HS	-	-	-	-	-	-	9.4	10.1	-	4.7	0.0	7.5	<b>69.1</b>	<b>70.5</b>	-	64.3	*	<b>68.0</b>	T	A	E	
Lamar HS	-	-	-	-	-	-	2.1	1.9	1.6	2.5	2.0	1.9	<b>91.4</b>	<b>94.4</b>	92.9	<b>88.6</b>	<b>91.7</b>	<b>89.1</b>				
Lee HS	-	-	-	-	-	-	10.5	9.9	9.8	11.1	4.5	9.0	<b>62.5</b>	<b>58.3</b>	72.4	<b>61.8</b>	73.3	<b>60.0</b>	T	A	H	E
Madison HS	-	-	-	-	-	-	5.9	5.2	0.0	7.1	6.7	5.1	<b>81.9</b>	<b>82.4</b>	*	<b>81.3</b>	*	<b>80.4</b>				
MCTC <sup>2</sup>	-	-	-	-	-	-	1.2	1.0	*	2.1	0.0	0.6										
Milby HS	-	-	-	-	-	-	3.6	3.3	8.3	3.6	7.4	3.2	<b>82.9</b>	92.3	*	<b>82.9</b>	62.5	<b>84.0</b>				
Reagan HS	*	-	-	*	-	*	5.1	6.4	0.0	5.0	6.0	3.9	<b>79.4</b>	80.0	*	<b>80.6</b>	57.1	<b>80.0</b>				
Scarborough HS	-	-	-	-	-	-	4.3	4.5	0.0	4.2	4.1	2.7	<b>84.5</b>	89.3	*	<b>78.9</b>	94.7	<b>85.3</b>				
Sharpstown HS	-	-	-	-	-	-	8.3	9.7	4.4	7.7	7.0	6.6	<b>72.7</b>	<b>71.3</b>	95.0	<b>71.5</b>	71.4	<b>74.0</b>	T	A	H	E
Sterling HS	-	-	-	-	-	-	4.1	3.6	*	5.8	4.8	3.7	<b>85.2</b>	<b>91.1</b>	-	<b>72.1</b>	50.0	<b>83.1</b>			H	
Waltrip HS	-	-	-	-	-	-	3.9	5.1	6.3	3.8	2.6	3.8	<b>87.7</b>	<b>83.8</b>	*	<b>87.3</b>	<b>91.9</b>	<b>84.2</b>				
Washington HS	-	-	-	-	-	-	3.1	3.1	0.0	3.4	0.0	2.7	<b>87.5</b>	<b>88.0</b>	*	<b>82.1</b>	100.0	<b>84.9</b>				
Westbury HS	-	-	-	-	-	-	7.0	6.8	4.4	7.8	5.2	7.0	<b>75.9</b>	<b>75.0</b>	91.7	<b>73.5</b>	84.0	<b>76.7</b>			H	
Westside HS	-	-	-	-	-	-	4.2	4.8	3.3	5.6	2.6	4.7	<b>84.0</b>	<b>76.8</b>	90.8	<b>79.9</b>	<b>89.7</b>	<b>80.1</b>				
Wheatley HS	-	-	-	-	-	-	7.3	7.4	0.0	6.8	28.6	6.7	<b>75.1</b>	<b>80.4</b>	*	<b>68.5</b>	-	<b>75.3</b>			H	
Worthing HS	50.0	50.0	-	-	-	50.0	5.0	5.1	*	5.1	0.0	4.8	<b>85.9</b>	<b>85.9</b>	*	80.0	*	<b>83.7</b>				
Yates HS	100.0	100.0	-	-	-	100.0	6.7	6.3	0.0	12.4	*	6.4	<b>78.8</b>	<b>81.6</b>	*	46.2	*	<b>76.5</b>				
<b>Middle Schools</b>																						
Attucks Mdl.	<b>2.2</b>	<b>1.7</b>	0.0	<b>4.3</b>	*	<b>1.9</b>	2.4	1.9	0.0	4.3	*	1.9							T	A	H	E
Black Mdl.	<b>2.2</b>	<b>2.7</b>	*	<b>1.9</b>	0.0	<b>1.7</b>	2.2	2.7	*	1.9	0.0	1.7							T	A	H	E
Briar Meadow Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0										
Burbank Mdl.	<b>1.0</b>	1.0	*	<b>0.9</b>	5.6	<b>0.7</b>	1.0	1.0	*	0.9	5.6	0.7										
Clifton Mdl.	<b>0.6</b>	0.4	0.0	0.8	0.0	0.5	0.6	0.4	0.0	0.8	0.0	0.5										
Cullen Mdl.	<b>1.6</b>	<b>1.9</b>	0.0	0.0	*	<b>1.3</b>	1.6	1.9	0.0	0.0	*	1.3							T	A		E
Deady Mdl.	<b>1.3</b>	0.0	0.0	<b>1.4</b>	0.0	<b>1.1</b>	1.3	0.0	0.0	1.4	0.0	1.1							T		H	E
Dominion Academy	4.2	3.6	-	0.0	*	4.8	4.2	3.6	-	0.0	*	4.8										
Dowling Mdl.	<b>1.3</b>	<b>1.7</b>	*	<b>1.0</b>	0.0	<b>1.4</b>	1.3	1.7	*	1.0	0.0	1.4							T	A		E
Edison Mdl.	<b>1.3</b>	*	*	<b>1.3</b>	*	<b>1.2</b>	1.3	*	*	1.3	*	1.2							T		H	E
Energized for Excellence	2.0	0.0	*	2.3	-	1.1	2.0	0.0	*	2.3	-	1.1										

<sup>1</sup> District rates used for accountability purposes.

<sup>2</sup> Completion Status rates not reported.

Data in bold indicates 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 2005-2006 campus Dropout and Completion Status Summaries, June 2007.

□ 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:

~ 1% Gr.7-8, Annual Dropout (Standard)

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

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

~ 75% Gr.9-12, Completion II Status (Alternative)

**Appendix B  
HISD 2005-2006 Completion I Status and Dropout Rates by School**

School	Annual Dropout Rates												Completion I Status Rates						2007 Low-performing Group(s) <sup>1</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.					
Fleming Mdl.	1.1	0.8	*	1.9	*	1.1	1.1	0.8	*	1.9	*	1.1							T			E	
Fondren Mdl.	3.2	4.1	0.0	1.8	0.0	2.5	3.2	4.1	0.0	1.8	0.0	2.5							T	A	H	E	
Fonville Mdl.	1.2	1.3	*	1.1	2.4	0.8	1.2	1.3	*	1.1	2.4	0.8							T		H		
Grady Mdl.	1.1	0.0	0.0	2.0	0.0	1.4	1.1	0.0	0.0	2.0	0.0	1.4							T		H		
Gregory-Lincoln Mdl.	1.5	1.5	*	0.0	14.3	0.0	1.5	1.5	*	0.0	14.3	0.0							T				
Hamilton Mdl.	0.5	0.6	0.0	0.6	0.0	0.6	0.5	0.6	0.0	0.6	0.0	0.6											
Hartman Mdl.	1.6	1.1	0.0	1.9	0.0	1.2	1.6	1.1	0.0	1.9	0.0	1.2							T		H	E	
Henry Mdl.	0.3	1.2	*	0.3	0.0	0.1	0.3	1.2	*	0.3	0.0	0.1											
Hogg Mdl.	0.4	0.0	*	0.5	0.0	0.3	0.4	0.0	*	0.5	0.0	0.3											
Holland Mdl.	1.9	2.9	-	1.4	0.0	1.7	1.9	2.9	-	1.4	0.0	1.7							T	A	H	E	
Jackson Mdl.	0.6	0.0	0.0	0.6	9.1	0.3	0.6	0.0	0.0	0.6	9.1	0.3											
Johnston Mdl.	0.6	0.6	0.0	0.5	1.1	0.3	0.6	0.6	0.0	0.5	1.1	0.3											
Kaleidoscope	0.0	*	-	0.0	-	0.0	0.0	*	-	0.0	-	0.0											
Key Mdl.	1.9	1.6	*	3.0	*	1.6	1.9	1.6	*	3.0	*	1.6							T	A	H	E	
Lanier Mdl.	0.3	0.7	0.0	0.7	0.0	0.3	0.3	0.7	0.0	0.7	0.0	0.3											
Las Americas Mdl.	5.5	*	*	5.8	-	5.7	5.5	*	*	5.8	-	5.7											
Long Mdl.	4.2	6.4	1.7	3.4	10.0	3.1	4.2	6.4	1.7	3.4	10.0	3.1							T	A	H	E	
Marshall Mdl.	0.6	1.0	*	0.5	0.0	0.5	0.6	1.0	*	0.5	0.0	0.5											
McReynolds Mdl.	0.7	0.0	*	0.9	*	0.4	0.7	0.0	*	0.9	*	0.4											
Ortiz Mdl.	2.0	1.9	0.0	2.2	0.0	1.6	2.0	1.9	0.0	2.2	0.0	1.6							T		H	E	
Pershing Mdl.	0.7	1.8	0.0	0.7	0.0	1.2	0.7	1.8	0.0	0.7	0.0	1.2								A		E	
Pin Oak Mdl.	0.7	0.9	4.2	0.7	0.0	1.1	0.7	0.9	4.2	0.7	0.0	1.1											
Project Chrysalis	1.1	*	-	1.2	-	1.3	1.1	*	-	1.2	-	1.3											
Revere Mdl.	3.4	4.7	1.7	2.1	2.6	3.0	3.4	4.7	1.7	2.1	2.6	3.0							T	A	H	E	
Rice School Mdl.	1.0	0.9	0.0	0.7	4.3	0.6	1.0	0.9	0.0	0.7	4.3	0.6											
Rogers, T.H. Mdl.	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	-	*	-	100.0					
Ryan Mdl.	1.8	1.6	*	2.8	-	1.8	1.8	1.6	*	2.8	-	1.8								T	A		E
Sharpstown Mdl.	2.2	1.9	3.4	2.1	4.5	1.5	2.2	1.9	3.4	2.1	4.5	1.5							T	A	H	E	
Smith, E.O. Mdl.	0.9	1.4	*	0.0	-	1.0	0.9	1.4	*	0.0	-	0.9											
Stevenson Mdl.	1.4	0.0	0.0	1.3	5.0	1.3	1.4	0.0	0.0	1.3	5.0	1.3							T		H	E	
Thomas Mdl.	0.8	1.0	*	0.0	0.0	0.5	0.8	1.0	*	0.0	0.0	0.5											
WALIPP Mdl.	0.0	0.0	-	*	*	0.0	0.0	0.0	-	*	*	0.0											

<sup>1</sup> District rates used for accountability purposes.

<sup>2</sup> Completion Status rates not reported.

Data in bold indicates 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 2005-2006 campus Dropout and Completion Status Summaries, June 2007.

□ 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:

~ 1% Gr.7-8, Annual Dropout (Standard)

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

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

~ 75% Gr.9-12, Completion II Status (Alternative)

**Appendix B  
HISD 2005-2006 Completion I Status and Dropout Rates by School**

School	Annual Dropout Rates												Completion I Status Rates						2007 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.				
Welch Mdl.	<b>1.3</b>	<b>1.5</b>	0.0	1.3	0.0	<b>0.8</b>	1.3	1.5	0.0	1.3	0.0	0.8							T	A		
West Briar Mdl.	<b>1.2</b>	<b>1.8</b>	1.1	1.8	0.5	<b>1.9</b>	1.2	1.8	1.1	1.8	0.5	1.9							T	A		E
Williams Mdl.	0.6	0.5	*	0.8	0.0	0.4	0.6	0.5	*	0.8	0.0	0.4										
Woodson Mdl.	<b>0.7</b>	0.7	*	0.0	11.1	0.5	0.7	0.7	*	0.0	11.1	0.5										
<b>Combined/Other</b>																						
Harper Alternative	4.9	0.0	*	9.5	*	2.6	16.0	16.4	*	17.9	0.0	8.3	<b>39.1</b>	35.3	-	40.0	*	42.1	T			
Kandy Stripe Academy	0.0	0.0	-	*	-	0.0	0.0	0.0	-	*	-	0.0										
SOAR Center	3.4	6.3	*	-	*	5.3	3.0	5.9	*	-	-	4.9	100.0	100.0	*	100.0	*	100.0				
<b>Alternative Accountability ** (Completion II Rates reported)</b>																						
Accelerated Learning	-	-	-	-	-	-	<b>19.1</b>	<b>19.1</b>	22.2	<b>18.9</b>	22.9	<b>17.2</b>	<b>70.9</b>	79.4	60.0	<b>70.3</b>	66.7	<b>69.7</b>	T	A	H	E
Carter Career Center	*	*	-	*	-	*	<b>11.9</b>	<b>14.9</b>	*	<b>10.0</b>	-	<b>8.0</b>	<b>65.7</b>	58.3	-	69.6	-	<b>66.7</b>	T	A		E
CLC HS	-	-	-	-	-	-	<b>15.2</b>	<b>16.1</b>	0.0	<b>14.1</b>	9.1	<b>12.7</b>	<b>70.3</b>	<b>69.4</b>	-	<b>70.9</b>	*	<b>67.0</b>	T	A	H	E
CLC MS	<b>3.0</b>	<b>5.1</b>	*	0.0	*	1.5	<b>3.0</b>	<b>5.1</b>	*	0.0	*	1.5										
Community Services	<b>5.6</b>	<b>5.7</b>	0.0	<b>4.9</b>	<b>6.9</b>	<b>4.2</b>	<b>10.1</b>	<b>9.6</b>	5.3	<b>9.7</b>	<b>11.2</b>	<b>7.9</b>	40.6	20.0	*	66.7	33.3	42.9	T			W
Houston Drop Back <sup>2</sup>	-	-	-	-	-	-	57.2	62.0	-	51.0	11.1	51.5										
Houston Night HS	-	-	-	-	-	-	<b>36.7</b>	<b>33.3</b>	-	45.0	*	<b>32.6</b>	<b>41.7</b>	*	-	44.4	-	33.3	T	A		E
Kay On Going Ed Center(MS)	-	-	-	-	-	-	30.2	26.8	-	31.4	50.0	30.2										
Kay On Going Ed Center(HS) <sup>2</sup>	26.2	5.6	-	34.8	*	25.0	26.2	5.6	-	34.8	*	25.0										
Newcomer Charter HS <sup>2</sup>	-	-	-	-	-	-	<b>42.4</b>	50.0	*	<b>42.0</b>	-	<b>37.3</b>							T		H	E
Reach Charter <sup>2</sup>	-	-	-	-	-	-	<b>27.6</b>	20.0	-	<b>29.9</b>	*	<b>21.3</b>							T		H	E
Pro-Vision	3.6	4.3	-	0.0	-	4.0	3.6	4.3	-	0.0	-	4.0										

<sup>1</sup> District rates used for accountability purposes.

<sup>2</sup> Completion Status rates not reported.

Data in bold indicates 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 2005-2006 campus Dropout and Completion Status Summaries, June 2007.

□ 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:

~ 1% Gr.7-8, Annual Dropout (Standard)

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

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

~ 75% Gr.9-12, Completion II Status (Alternative)

**Appendix C**  
**HISD Dropout Prevention Strategies: A Four-Point Platform**

**National Dropout Prevention Strategies**

**Current Houston ISD Programs**

<b>The Basic Core Strategies</b>	
<b>Mentoring/Tutoring</b> - <i>increase competency with a supportive adult or peer</i>	Best Friends Community Partnerships Mentorship Program
<b>Service Learning</b> - <i>implement academic learning connected to service</i>	Coalition of 4 Essential Schools
<b>Alternative Schooling</b> - <i>provide options beyond the traditional setting</i>	HISD Operates 15 Alternative Schools Carter, H.P. Career Center Dropout Recovery Program for Parenting Teens Educational Contracting Program Pregnancy Education and Parenting (PEP) Pregnancy Related Services
<b>Out-of-School enhancement</b> - <i>develop after-care, summer school, and extended hours</i>	21st Century Learning Centers After School Program in Cooperation with Community-Based Organizations Cooperative for After-School Enrichment (CASE) Magnet Extended-Day Program Mayor's After-School Achievement Program (ASAP) Summer Education Program
<b>Early Interventions</b>	
<b>Family Involvement</b> - <i>reach out to all families</i>	Community Youth Services Emergency Immigrant Education Program (EIEP) Migrant Program Project Reconnect Psychological Services Department West District Youth Family Center
<b>Early Childhood Education</b> - <i>begin positive learning environments early</i>	Early Childhood Centers Early Childhood Charters HIPPPY Project Migrant Program Pre-Kindergarten Programs Preschool Program for Children with Disabilities (PPCD)
<b>Reading and Writing Programs</b> - <i>establish this foundation to all learning</i>	Project APPLE (Advocates from the Private Sector for Public Schools Literacy Education TAAS Preparation Summer Classes

**Appendix C (continued)  
HISD Dropout Prevention Strategies**

<b>Making the Most of Instruction</b>	
<b>Professional Development</b> - <i>provide resources and training for innovative, research-based techniques</i>	On-going districtwide professional development throughout the school year with built-in days and topics of focus
<b>Learning Styles and Multiple Intelligences</b> - <i>implement proven methods for a diverse student population</i>	Required training on Multiple Intelligences through the HISD Multilingual Department in compliance with the Office of Civil Rights
<b>Instructional Technologies</b> - <i>integrate technology into daily curriculum</i>	Houston Urban - Learning Initiative in a Networked Community (HU-LINC) Project STAR
<b>Individualized Instruction</b> - <i>provide customized work plans for each student</i>	Gifted/Talented growth plans Special Education (IEP)
<b>Making the Most of the Wider Community</b>	
<b>Systemic Renewal</b> - <i>change rules, roles, and relationships to effect school improvement</i>	Annenberg Challenge
<b>Community Collaboration</b> - <i>engage businesses and organizations</i>	Absent Student Assistance Program (ASAP) Communities in Schools Community Partnerships Mentorship Program Volunteers in Public Schools (VIPS)
<b>Career Education and Workforce Readiness</b> - <i>provide applied training and instruction for today's workplace</i>	Career and Technology Education (CTE)
<b>Conflict Resolution and Violence Prevention</b> - <i>teach the strategies of fair engagement and safety</i>	Character Education  Second Step Young Negotiators