

RESEARCH

HISD 2004–05 COMPLETION STATUS AND DROPOUT ANALYSIS



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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, according to the Texas Education Agency (TEA), a dropout was 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. 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. The first Public Education Information Management System (PEIMS) recorded dropouts during the 1987–1988 school year.

Using the original dropout definition as outlined in the *1988–89 PEIMS Data Standards*, students receiving General Education Development certificates (GEDs) 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 1992–93 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.

The revised Texas Education Code (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. Later, in 1999, SB 1472 added an exemption for students at least 16 years old who enrolled in the Job Corps program.

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 (HB 457).

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. As a result, in 2003 the 78th Legislature passed legislation affecting the dropout rate calculated by TEA. As a result, SB 186 required dropout rates to be computed according to the National Center for Educational Statistics (NCES) and graduation rates to be computed according to NCLB standards. The first school year for which dropout data will be collected based on the NCES definition and procedures will be 2005-06. In addition, HB 2683 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

A **leaver** is a student enrolled in Texas public schools in grades 7–12 and does not return to a Texas public school on the first day of school the following fall. A student who moves or who officially transfers from one

public school district to another is not counted as a leaver. A leaver may be a student who graduates, receives a GED, continues high school outside the Texas public school system or begins college, is expelled, dies, or drops out.

A **dropout** is a student who is enrolled in Texas public school in grades 7–12, does not return to Texas public school the following fall, is not expelled, and does not graduate, receive a GED, continue high school outside the Texas public school system or begin college, or die. 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.

According to TEA, in 2004–05, a student reported to have left school for any of the following reasons was considered a dropout for accountability reasons:

- To enroll in an alternative program in which the student was not in compliance with compulsory attendance;
- To enroll in an alternative program in which the student was not working towards a GED certificate or a high school diploma;
- To enroll in college but not for the purpose of pursuing a degree;
- Enrollment was revoked due to absences;
- Expelled for criminal behavior and could return to school but had not;
- Expelled for reasons other than criminal behavior;
- Left because of low or failing grades, poor attendance, language problems, exit-level TAKS failure, or age;
- Left to pursue a job or join the military;
- Left due to pregnancy or marriage;
- Left due to homelessness or non-permanent residency;
- Left as a result of alcohol or other drug abuse problems;
- Did not return to school after completing a term in a Juvenile Justice Alternative Education Program; or
- Left for another or an unknown reason

The 2004-05 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 2005-06 school year, students who leave to get a GED are counted as dropouts unless they complete the program by August 31st.

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

A **high school graduate (recommended achievement program)** must earn a minimum of 22 credits. They must be distributed as follows:

- English language arts – Four credits
- Mathematics – Three credits to include Algebra I, Geometry, and Algebra II.
- Science – Three credits to include at least one credit from Biology, Chemistry, or Physics.
- Social Studies – Three and one half credits, consisting of World History Studies, World Geography Studies, United States History Studies Since Reconstruction, and United States Government (one half credit).
- Economics, with emphasis on the free enterprise system – one half credit.
- Physical Education – one and one half credits to include one half credit in foundations of physical fitness.
- Health Education – one half credit.
- Speech – one half credit.
- Technology applications – one credit.
- Languages other than English – 2 credits in the same language.
- Fine Arts – one credit.
- Academic electives – 3.5 or more credits.

A **high school graduate (distinguished achievement program)** must have the same credits as the student in the recommended program but must also have an additional year of foreign language and one less

academic elective credit. The program also requires four advanced measures from the following categories: original research/project (no more than two measures of the required four), test data, and college courses.

Completion Status–Completion Rate I is a longitudinal rate which computes the percentage of students who first attended ninth grade in the 2001-02 school year and have completed or are continuing their education four years later. Beginning with the 2006 accountability year, students receiving a GED will no longer be considered as having completed their education.

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 Rate II is a longitudinal rate used for students evaluated using alternative education accountability (AEA) measures or for students attending Alternative Education Campuses (AECs). Completion rate 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 Rate 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.

Longitudinal Completion Rate (Grades 9–12) – is calculated by TEA as a completion rate for eight classes of ninth graders in the graduating classes of 1996 through 2004. The method used to calculate the rates was developed so that the completion/student status rates and the longitudinal dropout rates equal 100 percent. The completion/student status rates include four components: graduates, continuing students, GED recipients, and dropouts.

The longitudinal rates for the class of 2005 are based on the tracking of students who began grade 9 for the first time in the 2001–02 school year. Completion/student status and longitudinal dropout 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 rate (Grades 7–12) – TEA also calculates longitudinal rates for grades 7–12 to determine the number of students continuing through grade levels. A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education. A grade 7–12 longitudinal dropout rate was first calculated in 1997–98. The longitudinal rates for the class of 2005 are based on the tracking of students who began grade 7 in 1999–2000.

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

Calculations

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 1992–93, districts began submitting individual student attendance records as part of the PEIMS data collection. This enabled TEA to compute cumulative enrollment – 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 provides consistent data for comparisons of dropout rates between districts and campuses with different mobility rates. Fall enrollment will replace cumulative enrollment starting with the 2005–06 school year to comply with NCES standards.

For grades 7–12, starting in the 2005–06 school year, the dropout rate will be computed according to NCES standards, which states that the denominator for the above equation is the fall snapshot date. For the 2004–

05 school year, however, the state dropout rate will be used. This denominator is computed by using cumulative enrollment for the year. Students who are served but are not in membership can no longer be excluded from the denominator. Students not in membership will be extracted from the PEIMS submission I enrollment and added to the denominator to bring the numerator and denominator into alignment.

School Start Window – 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: Since the current TEA definition of a dropout grew out of the accountability system used to rate the performance of districts and campuses, this definition excludes some students who might be considered dropouts under other dropout definitions. 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.

Others are excluded to avoid unintended negative consequences for students. For example, repeat dropouts (students who were counted as dropouts in previous years, returned to school, then dropped out again) are removed from the official count. Because students who drop out but return to school are more likely to drop out again, including repeat dropouts in the count could discourage districts from aggressively trying to recover these students.

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 (SDAA II) performance, Grades 9-12 completion rates, and Grade 7-8 annual dropout rates. Three of these indicators are evaluated with the exception of SDAA II for individual student groups: African American, Hispanic, White, and Economically Disadvantaged. 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 2005 accountability ratings:

- 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 Grade 7–8 annual dropout rate of 1.0 percent or less is required for the *Academically Acceptable* rating;
- 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 Grade 7–8 annual dropout rate of 0.7 percent or less is required for the *Recognized* rating; 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 Grade 7–8 annual dropout rate of 0.2 percent or less is required for the *Exemplary* rating.

Alternative education accountability procedures, developed for alternative education campuses (AECs) and charters registered as AECs, use TAKS, SDAA, Grade 9–12 Completion II rates, and Grade 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 Grade 7–12 annual dropout rate must be 10.0 percent or less.

Results

Districtwide

Table 1 presents the districtwide and state dropout rates for the five accountability student groups used for the school years 2001–2002 to 2004–05. **Appendix C** presents the 2004–05 dropout rates for the district, by campus and regions for the five student accountability groups and Asian students.

Table 1: Districtwide and State Annual Dropout Rates by Student Groups, 2001–02 to 2004–05

Category	2001–02		2002–03		2003–04				2004–05			
	Gr. 7–12		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	1.4	0.9	0.9	0.2	0.6	0.2	2.2	0.9	0.7	0.2	2.4	0.9
Afr. Amer.	1.3	1.3	0.5	0.2	0.5	0.2	1.8	1.0	0.6	0.2	2.3	1.2
Hispanic	1.8	1.3	1.2	0.4	0.7	0.3	2.8	1.3	0.8	0.3	2.9	1.4
White	0.5	0.4	0.6	0.1	0.2	0.1	0.9	0.4	0.4	0.1	1.1	0.5
Econ. Disadv.	1.3	0.9	0.8	0.9	0.6	0.2	2.1	0.9	0.7	0.2	2.3	1.0

- In 2004–05, the Grade 7–8 overall dropout rate for HISD was 0.7% and the dropout rate for the state was 0.2%. In comparison, the Grade 7–12 dropout rate for HISD was 2.4%, while the state dropout rate was 0.9% in 2004–05.
- For both HISD and the state, the Grade 7–12 dropout rates for economically disadvantaged students were higher than the Grade 7–8 dropout rates in 2004–05. The differences in the rates were moderately larger for the district than for the state (1.6 and 0.8 percentage points, respectively).
- Relative to ethnicity, in 2004–05, the HISD Grade 7–8 and the Grade 7–12 dropout rates were highest among Hispanic students and lowest among White students. The Grade 7–8 comparison was 0.8% for Hispanic students and 0.4% for White students, while the Grade 7–12 comparison was 2.9% for Hispanic students and 1.1% for White students.
- When contrasting 2001–02 to 2004–05, HISD Grade 7–12 dropout rates increased for the total group and all subgroups and the state Grade 7–12 dropout rates were unchanged for the total group, decreased for African Americans, and increased for the remaining groups. The largest increase was in HISD among Hispanic students (1.1%).
- The HISD Grade 7–12 dropout rate for economically disadvantaged students from 2001–2002 to 2004–05 increased from 1.3% to 2.3% compared to the state dropout rate which increased only from 0.9 to 1.0 percentage points.

Table 2 provides the official dropout rate in 2004–05 for Grades 7–12 for all students, by ethnicity and economic status. Further, the actual number of dropouts reported in 2004–05 in HISD, the number of records excluded from the actual number, resulting in the official number of dropouts are presented in Table 2.

Table 2: Annual Grades 7–12 Dropouts by Student Groups, 2004–05

Student Groups	Dropouts Reported	Records Excluded	Official Dropouts	Cumulative Attendance	Group Percent	Official Dropout Rate Grades 7–12
All Students	2,457	383	2,074	84,868	100	2.4
African American	826	222	604	26,612	31	2.3
Hispanic	1,481	137	1,344	46,094	54	2.9
White	128	22	106	9,308	11	1.1
Native American	1	0	1	60	0	1.7
Asian/Pac. Islander	21	2	19	2,794	3	0.7
Economic Disadv.	1,626	228	1,398	61,426	72	2.3

Economically Disadvantaged percentage is based upon the All Students group.

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 2004–05 academic year totaled 2,074 students. Official dropouts were primarily comprised of 1,344 Hispanic students, followed by 604 African American students. There were only 106 White students reported as official dropouts in the Grades 7–12 subgroup.
- The overall number of students counted in the cumulative attendance record in 2004–05 for Grades 7–12 was 84,868 students. Hispanic students represented 54% and African American students represented 31% of the cumulative attendance figure. In addition, 72% of the students who were reported in attendance were economically disadvantaged.
- The official dropout rate for Hispanic students in Grades 7–12 was 2.9% which was the highest among student groups who are most represented in the district.

Table 3 shows the official dropout rate for Grades 7–8 in 2004–05 of HISD students by ethnicity and economic status. Records excluded, official dropouts, cumulative attendance, and group percent of Grades 7–8 are also depicted in Table 3. As in Table 2, 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 3: Annual Grades 7–8 Dropouts by Student Groups, 2004–05

<u>Student Groups</u>	<u>Dropouts Reported</u>	<u>Records Excluded</u>	<u>Official Dropouts</u>	<u>Cumulative Attendance</u>	<u>Group Percent</u>	<u>Official Dropout Rate Grades 7–8</u>
All Students	285	70	215	31,113	100	0.7
African American	101	40	61	9,714	31	0.6
Hispanic	171	30	141	17,610	57	0.8
White	11	0	11	2,865	9	0.4
Native American	0	0	0	23	0	0.0
Asian/Pac. Islander	2	0	2	901	3	0.2
Economic Disadv.	219	58	161	24,743	80	0.7

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

- The official number of dropouts in HISD for Grades 7–8 during the 2004–05 academic year consisted of 215 students. Hispanic and African Americans dominated the official dropout figures as indicated by 141 students were Hispanic and 61 were African American.
- The total number of students counted in the cumulative attendance record in 2004–05 for Grades 7–8 was 31,113 students. Hispanic students were found to reflect 57% of the reported cumulative attendance and African Americans represented 31% of the cumulative attendance. In addition, 80% of the students were economically disadvantaged.
- The official dropout rate for all students in Grades 7–8 was less than 0.7% in 2004–05. The Hispanic and African American student groups also had low official dropout rates (0.8% and 0.6%, respectively).
- The official dropout rate for all students in Grades 7–8 was less than 0.7% in 2004–05. The Hispanic and African American student groups also had low official dropout rates (0.8% and 0.6%, respectively).

Figure 1 provides a comparison of the Grade 7–8 official dropout rates for the past two years between identified subgroups. It is apparent that there was an increase in the total dropout rate for the district by 0.1 percentage points. The dropout rate for African American and Hispanic students increased by 0.1%. The dropout rate for White students increased by 0.2%. In addition, the dropout rate for economically disadvantaged students increased by 0.1 percentage points.

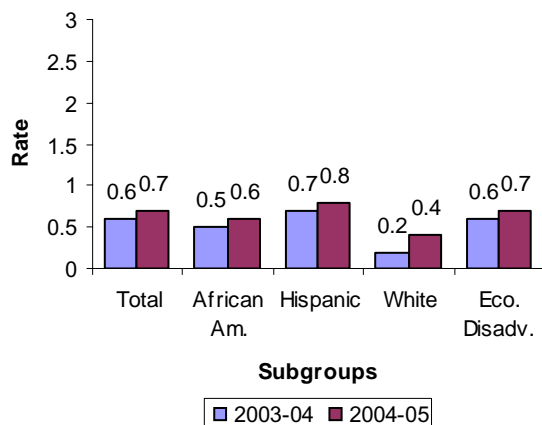


Figure 1: HISD Official Dropout Rates, Grades 7-8, 2003–04 and 2004–05

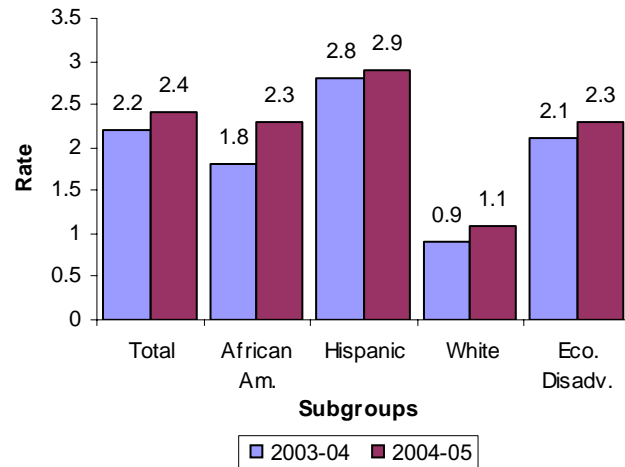


Figure 2: HISD Official Dropout Rates, Grades 7–12, 2003–04 and 2004–05

A comparison of the Grade 7–12 dropout rates is depicted in **Figure 2**. The total dropout rate increased from 2.2% to 2.4%. Hispanic students continued to have the highest dropout rates among ethnic groups in both years. The largest increase in dropout rates was among African American students, from 1.8% in 2003–04 to 2.3% in 2004–05.

Table 4 provides a breakdown of the number of students excluded from the official TEA dropout count by reason. As evident in Table 4, in 2003–04, HISD submitted a count of 2,181 potential dropouts. After implementing its recovery procedures, TEA excluded 326 names from the district's dropout count, resulting in a total of 1,855 dropouts for which HISD was accountable. By the 2004–05 school year, HISD experienced an increase in the potential number of dropouts to 2,457 students. As a result of the dropout recovery process, HISD was able to eliminate 383 students as dropouts.

Table 4: HISD Dropouts Excluded From Official Count by TEA, 2002–03 and 2003–04

	Number of Students	
	2003–04	2004–05
Potential Dropouts Reported by HISD	2,181	2,457
Recovery Category		
Enrollment	196	183
Previous Dropout	48	88
GED	39	39
Duplicate	28	8
Graduate	7	9
Attendance	4	51
Not ADA Eligible	4	5
Total Recovered Dropouts	326	383

- In 2004–05, the largest number of recovered dropouts, 183, were students who were identified as being enrolled in a public school elsewhere in Texas. This represents 47.8% of the total number excluded. Similar findings were apparent in 2003–04, with 196 or 60.1% of students being recovered as dropouts due to enrollment in public school somewhere else in the state.
- The percentages of recovered dropouts who were previous dropouts increased from 14.7% of the recovered dropouts in 2003–04 to 23.0% in 2004–05. In contrast, the percentages of a recovered dropouts based on GED status decreased from 12.0% of recovered dropouts in 2003–04 to 10.2% in 2004–05.

High Schools

There were 35 high schools in HISD with Grade 7–12 dropout rates and Grade 9–12 Completion I Status rates in 2004–05 for the student accountability groups and Asian students (Appendix C). Three schools, Jones High School, Washington High School, and Westbury High School, were rated Academically Unacceptable in 2006 based solely on the 2004–05 completion data.

- The Grade 7–12 Total Group overall dropout rates of the 32 high schools ranged from 0% to 7.3% in 2004–05. DeBakey High School for Health Professions reported no dropouts, while Kashmere High School had the highest overall dropout rate of 7.3%.
- Among the 35 high schools, the Grade 9–12 Total Group Completion I Status rates ranged from 75.1% to 100.0%. Lee had the lowest Completion I Status rate with 75.1%, while DeBakey High School for Health Professions had the highest rate of 100.0%.

Middle/Combined Schools

There were 46 middle/combined schools in HISD with Grade 7–8 and Grade 7–12 dropout rates (Appendix C). The Grade 7–8 dropout rates were used as part of the calculations to determine these schools' accountability ratings.

- The Grade 7–8 overall dropout rates of the 46 middle and combined schools ranged from 0% to 1.7%. Briarmeadow, Energized for Excellence, Grady, Johnston, Las Americas, The Rice School, T. H. Rogers, and WALIPP middle schools reported no dropouts in Grades 7–8 for 2004–05.
- The highest Grade 7–8 dropout rate reported among all students and student groups meeting TEA's size requirements was 1.9% for Hispanic students at Sharpstown Middle School in 2004–05.
- There were ten schools rated Academically Unacceptable based in part on the Grades 7–8 dropout rates: Attucks, Cullen, Henry, Key, Marshall, McReynolds, Ryan, Sharpstown, Thomas, and Woodson.

Alternative Accountability and Other Schools

There were 11 alternative accountability schools, four disciplinary alternative educational programs (DAEPs), and six other schools within HISD with dropout rates for the five student accountability groups and Asian students (Appendix C). Although DAEP schools did not receive accountability ratings, their dropout data are included in the districtwide dropout rates and, thus, impacted the district as a whole.

- Among the 11 alternative schools, all schools reported Grade 7–12 dropout rates in 2004–05. Two schools were rated AEA: Academically Unacceptable due to annual dropout rates or completion status: H. P. Carter and Drop Back In.
- The annual and completion status dropout rates at the DAEPs were 0% at JJAEP, North Alternative, and CEP Southeast and Southwest (since the dropout data were attributed to the student's home campus).
- Although group dropout rates were calculated for schools in the Other group, they did not meet TEA size requirements, with the exceptions of Harper and HCC Life Skills. Due to their special education status, they are not rated by TEA.

Regions

Appendix C presents the dropout rates for each of the five regions. Among the Regions, all total Grade 7–8 dropout rates were less than 1.0%, except for the South Region, whose total rate was 1.0%. All regions' total Grade 7–12 dropout rates exceeded 1.0%, ranging from 1.6% in the Central Region to 2.9% in the North Region. The Completion I Status rates were greater than 84.0% in all of the regions.

Discussion

For 2004–05, HISD reported 2,457 students as potential dropouts; TEA recovery procedures determined that 383 of these students were not dropouts. Therefore, the number of dropouts for which HISD was accountable during the 2004–05 school year was 2,074, with an increase of 219 students from 1855 students identified in 2003–04. Furthermore, the 2004–05 districtwide Grade 7–8 dropout rates were substantially lower than the Grade 7–12 dropout rate (0.7% vs. 2.4%). In addition, the dropout rates for all ethnic groups in grades

7–8 were between 0.0% and 0.8%, while the dropout rates in Grades 7–12 were between 0.7% and 2.9%. Asian and White students, with dropout rates of 0.7% and 1.1% respectively, were lower than African American and Hispanic rates with rates of 2.3% and 2.9%.

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. 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 2005–06 school year, over 1,400 volunteers for HISD participated "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 250 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 completion status rates and increase graduation rates in the future.

APPENDICES

Appendix A

Dropout Categories as Defined by Texas Education Agency

Student withdrew from/left school:

- to pursue a job
- to join the military
- because of pregnancy
- to marry
- due to alcohol or other drug abuse problems
- because of age
- due to homelessness or non-permanent residency

Student was expelled under the provisions of TEC §37.007 but can now return to school and has not done so.

Student withdrew from/left school for reasons related to academic performance such as low or failing grades, poor attendance, language problems, or TAAS or TAKS failure.

Other

Source: "PEIMS Leaver-Reason-Code, TEA, July 18, 2003.

Appendix B

Reasons for Excluded Records as Defined by Texas Education Agency

Student graduated

Student died while enrolled in school or during the summer break after completing the prior school year

Student withdrew from/left school:

- to enroll in another Texas public school district
- to enroll in a private school in Texas
- to enroll in a public or private school outside Texas
- to return to family's home country
- to attend an alternative program (GED, JTPA, trade school, drug rehabilitation, etc.), is in compliance with compulsory attendance laws (TEC Sections 25.085-25.086), and district has acceptable documentation that the student is working toward the completion of high school (diploma or GED certificate)
- to enter college with documentation that he or she is working towards an Associate's or Bachelor's degree
- to enter a health care facility

Student was expelled under the provisions of TEC §37.007 and cannot return to school

Student failed exit-level TAAS or TAKS but met all other graduation requirements

Student who still resides in the district officially transferred to another Texas public school district through the Student Transfer System (STS).

Student completed the GED and has not returned to school

Student withdrew from/left school for home schooling

Student was incarcerated in a facility outside the boundaries of the district

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

Student graduated in a previous school year, returned to school, and left again

Student received a GED in a previous school year, returned to school to work toward the completion of a high school diploma, and then left

Student was removed from the district by Child Protective Services (CPS), and the district has not been informed of the student's current status or enrollment

Student was court ordered to attend an alternative education program.

Source: "PEIMS Leaver-Reason-Code, TEA, July 18, 2003.

Appendix C

HISD 2004-05 Completion I Status and Dropout Rates by Region

School	Annual Dropout Rates												Completion Status Rates						2006 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.	
District																			H
Districtwide	0.7	0.6	0.2	0.8	0.4	0.7	2.4	2.3	0.7	2.9	1.1	2.3	85.2	86.3	94.9	82.8	89.6	83.9	
Central	0.5	0.6	0.0	0.5	0.0	0.4	1.6	1.4	0.3	2.1	0.8	1.5	89.5	88.9	97.9	88.6	90.5	88.0	
East	0.3	0.2	0.0	0.3	1.8	0.3	1.9	1.2	1.0	2.0	3.0	1.6	84.9	84.3	93.5	85.0	76.5	85.5	
North	0.9	0.6	0.0	1.1	0.0	0.8	2.9	2.9	0.0	3.0	2.0	2.5	85.0	86.4	94.9	82.6	89.1	83.9	
South	1.0	0.9	10.0	0.1	1.8	0.9	2.4	2.2	4.5	2.9	1.8	2.2	85.1	86.6	94.8	82.4	89.3	83.9	
West	0.5	0.3	0.0	0.8	0.4	0.5	2.2	1.6	0.6	3.4	1.0	2.4	85.1	86.2	94.5	82.1	90.1	83.4	
Alternative/Charter	0.7	0.7	0.0	0.6	1.4	0.6	2.7	3.0	0.0	2.6	2.5	2.6	84.7	85.4	94.9	82.4	89.6	83.4	

Data are rolled up to 2005-06 configuration.

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- 1.0% Gr.7-8, Annual Dropout (Standard)
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HISD 2004-05 Completion I Status and Dropout Rates by School

School	Annual Dropout Rates												Completion I Status Rates						2006 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.	
Standard Account.																			H
Austin HS	—	—	—	—	—	—	4.5	1.9	0.0	4.6	3.8	3.6	81.7	100.0	*	81.2	*	82.9	
Bellaire HS	*	*	—	*	—	*	1.1	0.9	0.2	2.7	0.5	2.2	95.1	94.7	100.0	89.6	96.6	91.6	
Carnegie Vanguard	—	—	—	—	—	—	0.0	0.0	0.0	0.0	0.0	0.0	85.2	86.3	94.9	82.8	89.6	83.9	
Challenge HS	—	—	—	—	—	—	0.5	0.0	0.0	1.2	0.0	1.0	85.2	86.3	94.9	82.8	89.6	83.9	
Chavez HS	—	—	—	—	—	—	2.3	1.7	2.2	2.3	3.6	2.2	81.8	81.6	90.0	82.1	64.7	82.8	
Davis HS	—	—	—	—	—	—	4.2	7.0	*	3.8	0.0	3.3	79.3	81.3	—	78.8	*	79.2	
DeBakey H S H P	—	—	—	—	—	—	0.0	0.0	0.0	0.0	0.0	0.0	100.0	100.0	100.0	100.0	100.0	100.0	
Eastwood Academy	—	—	—	—	—	—	1.2	*	*	1.2	*	1.3	90.5	—	*	90.2	*	89.1	
Empowerment HS	—	—	—	—	—	—	—	—	—	—	—	—	85.2	86.3	94.9	82.8	89.6	83.9	
Furr HS	—	—	—	—	—	—	1.5	2.8	*	1.2	0.0	1.1	88.8	81.1	*	90.8	83.3	89.4	
H S for Law Enforce.	—	—	—	—	—	—	0.4	0.6	0.0	0.4	0.0	0.4	97.3	97.4	*	97.0	100.0	97.1	
H S P V A	—	—	—	—	—	—	0.4	0.0	0.0	0.0	0.8	1.1	97.5	100.0	*	96.6	97.0	95.2	
Houston, Sam HS	—	—	—	—	—	—	4.3	2.6	0.0	4.4	4.9	3.7	82.8	84.2	*	83.5	64.0	84.5	
Jones HS	—	—	—	—	—	—	5.6	4.9	0.0	6.6	9.1	4.5	78.8	85.6	*	67.7	*	79.3	
Jordan, Barbara HS	—	—	—	—	—	—	0.5	0.3	*	0.8	0.0	0.5	99.0	99.0	*	98.9	100.0	99.5	
Kashmere HS	—	—	—	—	—	—	7.3	6.8	—	10.7	14.3	6.8	77.2	78.7	—	64.7	—	76.1	

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Appendix C

HISD 2004-05 Completion I Status and Dropout Rates by School

School	Annual Dropout Rates												Completion Status Rates						2006 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.	
Lamar HS	–	–	–	–	–	–	1.6	0.9	0.6	3.1	0.9	1.6	92.1	95.2	95.5	90.4	90.8	91.0	
Lee HS	–	–	–	–	–	–	6.8	5.4	2.1	7.5	4.2	5.8	75.1	78.5	80.0	74.1	73.9	77.1	
Madison HS	–	–	–	–	–	–	2.6	1.6	7.1	4.1	6.1	2.5	87.0	92.1	*	77.9	33.3	85.7	
Middle College HS	–	–	–	–	–	–	0.3	0.0	*	1.7	0.0	0.5	100.0	100.0	*	100.0	–	100.0	
Milby HS	*	–	–	*	–	*	2.7	0.8	0.0	2.8	8.3	2.2	88.0	94.4	100.0	87.6	87.5	87.7	
Newcomer HS	–	–	–	–	–	–	22.7	*	*	23.2	–	28.6	85.2	86.3	94.9	82.8	89.6	83.9	
Ninth Gr. Academy	–	–	–	–	–	–	0.0	0.0	–	0.0	–	0.0							
Reach HS	–	–	–	–	–	–	–	–	–	–	–	–	85.2	86.3	94.9	82.8	89.6	83.9	
Reagan HS	–	–	–	–	–	–	3.6	3.4	0.0	3.5	5.2	2.8	84.3	77.8	*	85.5	72.7	83.9	
Scarborough HS	*	*	–	–	–	*	2.5	1.3	0.0	3.7	0.0	1.7	82.6	86.1	*	77.2	91.7	85.7	
Sharpstown HS	–	–	–	–	–	–	4.8	3.3	3.5	5.7	4.7	4.2	77.8	81.9	86.7	75.1	69.2	78.4	
Sterling HS	–	–	–	–	–	–	3.2	3.1	0.0	3.5	3.0	3.3	81.0	82.5	*	80.0	*	80.5	
Waltrip HS	*	–	–	*	–	*	2.2	2.4	5.6	2.3	1.5	2.2	90.5	87.2	*	92.0	88.1	91.1	
Washington HS	–	–	–	–	–	–	2.9	2.6	0.0	4.5	0.0	2.9	83.3	86.4	–	67.5	76.9	82.4	H
Westbury HS	*	–	–	*	–	*	3.2	2.9	0.0	4.3	0.6	3.1	79.9	84.6	93.3	73.8	75.0	77.5	H
Westside HS	–	–	–	–	–	–	2.8	2.2	1.5	4.6	2.1	2.9	88.0	89.5	92.5	82.8	90.2	85.2	
Wheatley HS	*	*	–	–	–	–	7.3	6.8	0.0	8.1	0.0	6.1	76.4	77.5	–	75.3	–	79.6	

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HISD 2004-05 Completion I Status and Dropout Rates by School

School	Annual Dropout Rates												Completion I Status Rates							2006 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.		
Worthing HS	—	—	—	—	—	—	3.7	3.8	0.0	2.7	0.0	3.3	84.5	84.7	*	71.4	—	84.6	T A E	
Yates HS	*	—	—	*	*	—	3.3	2.9	0.0	7.3	0.0	3.2	80.3	82.0	*	72.7	*	79.9		
Attucks MS	1.6	1.5	*	1.6	*	1.7	1.8	1.6	*	1.6	*	1.7								
Black MS	0.4	0.0	0.0	0.6	0.0	0.4	0.4	0.0	0.0	0.6	0.0	0.4								
Briar meadow MS	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0								
Burbank MS	0.7	0.0	0.0	0.8	0.0	0.8	0.7	0.0	0.0	0.8	0.0	0.8								
Clifton MS	0.2	0.0	0.0	0.4	0.0	0.2	0.2	0.0	0.0	0.4	0.0	0.2								
Cullen MS	0.8	1.1	*	0.0	0.0	1.0	0.8	1.1	*	0.0	0.0	1.0						A		
Deady MS	0.3	0.0	0.0	0.4	0.0	0.4	0.3	0.0	0.0	0.4	0.0	0.4								
Dowling MS	0.4	0.5	0.0	0.4	0.0	0.2	0.4	0.5	0.0	0.4	0.0	0.2								
Edison MS	0.3	*	*	0.4	0.0	0.1	0.3	*	*	0.4	0.0	0.1								
Energ. For Exc. MS	0.0	0.0	—	0.0	—	0.0	0.0	0.0	—	0.0	—	0.0								
Fleming MS	0.7	1.0	*	0.0	—	0.6	0.7	1.0	*	0.0	—	0.6								
Fondren MS	0.4	0.0	0.0	1.0	0.0	0.3	0.4	0.0	0.0	1.0	0.0	0.3								
Fonville MS	0.4	0.0	*	0.5	0.0	0.3	0.4	0.0	*	0.5	0.0	0.3								
Grady MS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0								
Gregory-Lincoln MS.	0.2	0.4	*	0.0	0.0	0.3	0.2	0.4	*	0.0	0.0	0.3								

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	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.				
Hamilton MS	0.1	0.0	0.0	0.2	0.0	0.1	0.1	0.0	0.0	0.2	0.0	0.1										
Hartman MS	0.7	0.0	12.5	0.9	0.0	0.8	0.7	0.0	12.5	0.9	0.0	0.8										
Henry MS	1.2	0.0	*	1.3	0.0	1.0	1.2	0.0	*	1.3	0.0	1.0								T	H	
Hogg MS	0.5	2.0	0.0	0.5	0.0	0.3	0.5	2.0	0.0	0.5	0.0	0.3										
Holland MS	0.3	0.0	*	0.2	3.7	0.3	0.3	0.0	*	0.2	3.7	0.3										
Jackson MS	0.3	0.0	*	0.3	0.0	0.3	0.3	0.0	*	0.3	0.0	0.3										
Johnston MS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0										
Kaleidoscope MS	1.6	*	—	1.7	—	1.6	1.6	*	—	1.7	—	1.6										
Key MS	1.3	1.1	*	2.4	0.0	1.2	1.3	1.1	*	2.4	0.0	1.2								T	A	E
Lanier MS	0.3	0.0	0.0	0.9	0.0	0.0	0.3	0.0	0.0	0.9	0.0	0.0										
Las Americas MS	0.0	*	—	0.0	*	0.0	0.0	*	—	0.0	*	0.0										
Long MS	0.9	0.0	0.0	1.2	0.0	0.8	1.0	1.0	0.0	1.2	0.0	0.9										
Marshall MS	1.3	0.0	*	1.5	0.0	1.0	1.3	0.0	*	1.5	0.0	1.0								T	H	
McReynolds MS	1.0	0.0	*	1.2	*	0.7	1.0	0.0	*	1.2	*	0.7									H	
Ortiz MS	0.5	0.5	0.0	0.6	0.0	0.4	0.5	0.5	0.0	0.6	0.0	0.4										
Pershing MS	0.5	0.3	0.0	0.7	0.7	0.8	0.5	0.3	0.0	0.7	0.7	0.8										
Pin Oak MS	0.2	0.6	0.0	0.0	0.4	0.0	0.2	0.6	0.0	0.0	0.4	0.0										

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Proj. Chrysalis MS	0.0	*	—	0.0	*	0.0	0.0	*	—	0.0	*	0.0	100.0	*	—	100.0	*	100.0	T A E T H E T A E T E						
Revere MS	0.3	0.0	0.0	0.4	1.4	0.1	0.3	0.0	0.0	0.4	1.4	0.1													
The Rice School	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0													
Rogers, T. H. MS	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0													
Ryan MS	1.3	1.1	*	2.7	0.0	1.5	1.3	1.1	*	2.7	0.0	1.4													
Sharpstown MS	1.6	0.9	0.0	1.9	3.8	1.5	1.6	0.9	0.0	1.9	3.8	1.5													
Smith Ed. Center	0.9	0.0	*	2.5	0.0	0.6	1.1	0.4	*	2.5	0.0	0.6								85.2	86.3	94.9	82.8	89.6	83.9
Stevenson MS	0.2	0.0	0.0	0.1	2.4	0.1	0.2	0.0	0.0	0.1	2.4	0.1													
Thomas MS	1.7	1.4	—	2.5	0.0	1.3	1.6	1.4	—	2.5	0.0	1.3													
WALLIPP MS	0.0	0.0	—	—	*	0.0	0.0	0.0	—	—	*	0.0													
Welch MS	0.9	0.6	0.0	1.2	2.4	0.6	0.9	0.6	0.0	1.2	2.4	0.6													
West Briar MS	0.1	0.0	0.0	0.4	0.0	0.3	0.1	0.0	0.0	0.4	0.0	0.3													
Williams MS	0.8	0.3	—	2.1	0.0	0.9	0.8	0.3	—	2.1	0.0	0.9													
Woodson K-8	1.3	0.8	*	4.8	0.0	1.1	1.3	0.8	*	4.8	0.0	1.1													
Alternative Accountability																									
ALTA	—	—	—	—	—	—	5.0	4.9	*	5.1	4.2	5.4	79.4	64.0	*	80.1	100.0	80.5							
H.P. Carter	0.0	*	—	*	—	0.0	9.0	10.6	—	8.0	—	7.8	87.5	85.7	—	88.9	—	87.5	A						

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	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.	Total	Afr. Amer.	Asian	Hisp.	White	Econ. Dis.		
CLC HS	—	—	—	—	—	—	7.4	7.2	*	8.2	0.0	8.0	73.8	75.0	*	69.4	*	69.2	T A H E	
Community Services	2.3	1.4	*	2.7	4.5	3.1	3.3	2.6	0.0	3.4	4.5	2.9	70.6	83.3	—	50.0	80.0	83.3		
Drop Back In	—	—	—	—	—	—	17.6	18.4	—	17.8	*	17.8	68.5	68.6	—	68.2	—	67.8		
Energ. For Exc. Alt.	—	—	—	—	—	—	0.0	0.0	—	0.0	—	0.0								
Houston Night HS	—	—	—	—	—	—	4.3	1.9	—	7.5	*	3.3	40.0	50.0	—	*	*	33.3		
Kay On-Going HS	—	—	—	—	—	—	5.9	7.3	—	5.1	0.0	4.7	66.7	71.4	—	64.3	—	64.3		
CLC MS	1.6	2.1	*	1.0	*	0.9	1.6	2.1	*	1.0	*	0.9								
Kay On-Going MS	4.5	0.0	—	6.0	*	5.6	4.5	0.0	—	6.0	*	5.6								
Provision, Inc.	1.6	2.2	—	0.0	*	1.6	1.6	2.2	—	0.0	*	1.6								
3D Academy	0.8	0.0	—	1.0	*	0.9	0.8	0.0	—	1.0	*	0.9								
D.A.E.P.																				
CEP Southeast HS	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		
CEP Southwest HS	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		
JJAEP	0.0	0.0	—	0.0	*	0.0	0.0	0.0	*	0.0	0.0	0.0								
North Alt.	0.0	*	—	0.0	—	0.0	0.0	*	—	0.0	—	0.0								
Other Accountability																				
Harper Alter.	4.7	0.0	*	9.5	*	5.1	7.4	6.7	*	7.5	16.7	8.4	65.2	68.8	—	57.1	—	68.2		

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 2004–2005 Campus Dropout and Completion Status Summaries, June 2006.

† 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:

- 1.0% Gr.7-8, Annual Dropout (Standard)
- 10.0% Gr. 7-12, Annual Dropout (Alternative)
- 75.0% Gr. 9-12, Completion I Status (Standard)
- 75.0% Gr. 9-12, Completion II Status (Alternative)

Appendix C

HISD 2004-05 Completion I Status and Dropout Rates by School

School	Annual Dropout Rates												Completion I Status Rates						2006 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.	
H C C Life Skills	—	—	—	—	—	—	0.0	0.0	—	*	*	0.0	85.2	86.3	94.9	82.8	89.6	83.9	
Kandy Stripe	5.6	5.7	—	*	—	4.8	5.6	5.7	—	*	—	4.8							
Kashmere Gardens	*	*	—	—	—	*	*	*	—	—	—	*							
SOAR Center	0.0	0.0	*	0.0	0.0	0.0	0.0	0.0	*	0.0	0.0	0.0	77.8	*	—	*	*	100.0	
Valley West ES																			
Dominion Academy	0.0	0.0	—	0.0	*	0.0	0.0	0.0	—	0.0	*	0.0							

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 2004–2005 Campus Dropout and Completion Status Summaries, June 2006.

† 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:

- 1.0% Gr.7-8, Annual Dropout (Standard)
- 10.0% Gr. 7-12, Annual Dropout (Alternative)
- 75.0% Gr. 9-12, Completion I Status (Standard)
- 75.0% Gr. 9-12, Completion II Status (Alternative)