

Research Brief

HISD COMPLETION/STUDENT STATUS AND DROPOUT RATE: CLASS OF 2005

The Texas Education Agency produces an annual publication, the Academic Excellence Indicator System (AEIS) Report, which presents the condition of education in public school districts throughout Texas. Using a variety of indicators, the AEIS provides much of the demographic and performance data for individual campuses and districts in the state of Texas. While these indicators provide a detailed account of Texas public schools, they often involve formulas that require detailed explanation to be fully understood. The purpose of this research brief is to familiarize the reader with the following AEIS indicators: Completion/Student Status Rate and Dropout Rate (Annual) and to provide an explanation of the formulas employed to calculate each.

Completion/Student Status Rate

The AEIS report includes a Completion/Student Status Rate, which shows the status of a cohort of high school students identified at 9th 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 2005, who began as 9th graders in 2001–02.

1. Percent Graduated (Grad.): The percentage that received a high school diploma by the end of the 2004–05 school year.
2. Percent Received GED (GED): The percentage that received a General Educational Development certificate before March 1, 2006.
3. Percent Continued High School (Cont.): The percentage still enrolled as students for the 2005–06 school year.
4. Percent Dropped Out (Drop): The percentage that dropped out and did not return to school by the fall of the 2005–06 school year.

All four calculations use the number of first time 9th graders in 2001–02, *plus* transfers in, *minus* transfers out as the denominator. Students who completed all high school course work but failed to pass the TAKS by the spring of 2004 were counted as transfers out.

Table 1 shows HISD data for the Classes of 2003, 2004, and 2005. **Table 2** shows the state data for comparison purposes. The HISD Class of 2005 rates for graduation dropped for all groups except Whites and dropout rates increased for all students and subgroups compared to the previous year. The statewide graduation and dropout rates generally followed HISD trends, however graduation rates were higher and dropout rates were lower at the statewide level compared to HISD.

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

	<u>Class of 2003</u>				<u>Class of 2004</u>				<u>Class of 2005</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	71.3	2.9	11.2	14.6	75.8	3.1	10.9	10.3	73.8	2.3	11.4	12.5
African Am.	74.2	2.3	9.5	14.1	79.2	2.5	9.6	8.7	75.8	1.8	10.4	11.9
Hispanic	64.2	2.8	14.8	18.2	69.4	3.1	14.1	13.5	68.3	2.0	14.5	15.3
White	84.2	5.3	4.7	5.7	86.1	4.7	5.0	4.2	86.4	5.2	3.2	5.2
Asian/Pac. Is.	89.5	1.5	4.4	4.6	90.5	0.9	3.5	5.1	90.4	1.0	4.4	4.2
Eco. Disadv.	70.9	1.7	15.7	11.7	72.3	2.2	14.0	11.5	70.3	2.0	13.6	14.2

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

	<u>Class of 2003</u>				<u>Class of 2004</u>				<u>Class of 2005</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	84.2	3.3	7.9	4.5	84.6	4.2	7.3	3.9	84.0	3.8	7.9	4.3
African Am.	81.1	2.1	10.6	6.3	82.8	3.1	9.2	4.9	81.7	2.6	10.2	5.5
Hispanic	77.3	2.9	12.6	7.1	78.4	3.8	11.6	6.3	77.4	3.4	12.3	6.9
White	89.8	4.1	3.9	2.2	89.4	5.1	3.7	1.9	89.5	4.7	3.9	2.0
Asian/Pac. Is.	91.5	1.5	5.1	1.9	92.7	1.6	4.0	1.7	92.7	1.2	4.3	1.8
Eco. Disadv.	77.8	3.2	12.4	6.6	78.6	4.2	11.3	5.9	77.4	3.9	12.0	6.7

Annual Dropout Rate

Beginning with the 2002–03 reporting period, TEA began reporting two annual dropout rates: 1) the number of students who dropped out of the district across grades 7–12 divided by the cumulative number of students enrolled in grades 7–12 for the school year (reported since 1987–88), and 2) a new calculation based on the above formula using students in grades 7–8. Both rates convey dropping out as a single event during a given year of analysis. **Table 3** shows the Annual Dropout Rates in HISD and Texas over three school years. Overall, 2004–05 dropout rates at the district level were higher than the previous year, with the exception of Asian students. Compared to the previous year, 2004–05 statewide rates in grades 7–8 were unchanged and the grades 7–12 rates were unchanged for all students and Asians and higher for African Americans, Hispanics, Whites, and economically disadvantaged students.

Table 3: Annual Dropout Rate as Calculated by TEA for HISD and the State by Student Demographics, 2000–01 to 2003–04

	<u>2002–03</u>				<u>2003–04</u>				<u>2004–05</u>			
	<u>Grades 7–8</u>		<u>Grades 7–12</u>		<u>Grades 7–8</u>		<u>Grades 7–12</u>		<u>Grades 7–8</u>		<u>Grades 7–12</u>	
	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>	<u>HISD</u>	<u>State</u>
All Students	0.9	0.2	2.4	0.9	0.6	0.2	2.2	0.9	0.7	0.2	2.4	0.9
African Am.	0.5	0.2	2.1	1.2	0.5	0.2	1.8	1.0	0.6	0.2	2.3	1.2
Hispanic	1.2	0.4	3.0	1.4	0.7	0.3	2.8	1.3	0.8	0.3	2.9	1.4
White	0.6	0.1	1.1	0.4	0.2	0.1	0.9	0.4	0.4	0.1	1.1	0.5
As/Pac. Is.	0.8	0.2	1.2	0.4	0.2	0.1	0.9	0.4	0.2	0.1	0.7	0.4
Eco. Disadv.	0.8	0.3	2.1	1.0	0.6	0.2	2.1	0.9	0.7	0.2	2.3	1.0

Longitudinal Dropout Rate vs. Annual Dropout Rate

Both the four-year longitudinal dropout rate (Tables 1 and 2) and the annual dropout rate (Table 3) provide useful information to districts and schools, but comparisons between the two dropout rates do not yield meaningful results. While the longitudinal dropout rate measures a single group of 9th graders spanning a four-year period, the annual dropout rate measures dropping out of school as a single event during a given year. If a student drops out of school at one point during the four years, the event would be counted in the annual dropout rate. If the student returns to school before the end of the four years, the student would still be counted in the annual dropout rate but would not be counted in the longitudinal dropout rate.

Conclusion

It is important to note that a single indicator, such as completion rate, graduation rate, or annual dropout rate, impacts outcomes on the 2006 state and federal accountability systems. The TEA standard accountability system will use the grades 7–8 annual dropout rate indicator, along with student performance. In grades 9–12, the *Completion I Rate*, which combines the cohort of students who graduated and continued high school will be used with student performance in standard system. The TEA alternative accountability system will include the grades 7–12 annual dropout measure and *Completion II Rate*, combining the cohort of students who graduated, received a GED, and continued high school with student performance. At the federal level, the completion status graduation rate will be used as part of the determination of adequate yearly progress, in addition to student performance and test participation for high schools.