MEMORANDUM   August 5, 2015

TO: School Board Members

FROM: Terry B. Grier, Ed.D.
              Superintendent of Schools

SUBJECT: **GRADUATION AND DROPOUT ANALYSIS: 2013–2014**

CONTACT: Carla Stevens (713) 556-6700

Attached are the four-year graduation and dropout data for the 2013–2014 academic year. The 2014 four-year longitudinal cohort includes students who attended ninth grade for the first time in the 2010-11 school year. Longitudinal graduation and dropout rates along with annual dropout rates are reported at the district and campus level, and analyzed on the basis of ethnicity and economically disadvantaged status. In addition, rates for English language learners (ELL) and Students with Disabilities (SWD) are reported in the charts and graphs.

Graduation and dropout rates for both state accountability (with exclusions) and federal accountability (without exclusions) purposes are included in this report. Starting in 2010-2011, the Texas Education Agency (TEA) introduced six criteria that exclude a student from the longitudinal rate calculations for state accountability reporting. The results with exclusions are aligned with the state accountability system and should be used for 2011 and subsequent years. Comparisons with years prior to 2011 should be based on the federal accountability results without exclusions.

Key Findings

HISD Graduation and Dropout Rates with Exclusions (State Accountability): Class of 2014

- Out of 11,088 students in the class of 2014, 9,071 (81.8 percent) graduated. The graduation rate for the class of 2014 was 0.2 percentage points higher than the rate for the class of 2013. An additional 742 (6.7 percent) of students continued in high school the fall after their anticipated graduation date, and 74 (0.7 percent) received GED certificates. The combined graduation, continuation, and GED certification rate for the class of 2014 was 89.2 percent.

- Among the four major ethnic groups in the class of 2014, Asian students had the highest graduation rate (93.2 percent), followed by White students (87.5 percent) and Hispanic students (81.6 percent). African American students had the lowest graduation rate (78.4 percent). Compared to the prior year, the graduation rates for Asian and Hispanic students increased by 4.9 and 1 percentage points, while the graduation rates for White and African American students decreased by 4.2 and 0.8 percentage points, respectively.

- The longitudinal dropout rate was 10.8 percent (based on 1,201 dropouts), which was 0.3 percentage points lower than the dropout rate for the class of 2013.

- HISD's 4-year graduation rates with exclusions, while increasing over time, continue to lag behind the state's graduation rates for each student group.

- At both the state and district level, the Ever ELL in High School students and Students with Disabilities continue to need additional time to graduate more than any other student group.
- Both the state (6.6%) and the district's (10.8%) four-year longitudinal dropout rates for All Students are the same as the rates in 2011.

HISD Graduation and Dropout Rates without Exclusions (Federal Accountability): Class of 2014

- The graduation rate used for federal accountability purposes remained at 78.6% for both the Class of 2013 and 2014; and even though the 78.6% graduation rate was maintained, the total number of students graduating in the Class of 2014 increased from the prior graduating class.

- The longitudinal dropout rate for all students increased by 0.1 percentage point from 12.4% in 2013 to 12.5% in 2014.

Administrative Response

Drop Out Prevention Office

The following **priorities** have been established by the Drop-Out Prevention Office to effectively increase the graduation rate and decrease the dropout rate:

- Identify and develop action plans for students who are most at-risk of dropping out of school with the assistance of the Early Warning Indicator System (located on the Principal and A4E Dashboards), district data, campus-based Graduation Support Meetings, and Attendance Meetings.

- Consult, develop, and support new strategies with the Counseling and Guidance, Multilingual, Special Education, College Readiness, and Career and Technology Education offices, to increase the graduation rate and college readiness of those identified students most at-risk of dropping out of school.

- Support and collaborate with the district's My Brother's Keeper and the Multi-Tiered Systems of Support initiatives (MTSS) to reduce the dropout rate and increase the graduation rate among identified students.

- Support dropout recovery programs such as Middle College High School, Advanced Virtual Academy, REACH, Grad Labs, and Liberty with continued support of Grad Support Walk, phone banking, and the Career Expo for Overage Students.

- Provide optimal procedural attendance training through district-wide or individual consultation for campuses most at-need due to the attendance rate and/or dropout rates. These schools may not necessarily be identified as Improvement Required schools.

- Increase knowledge of new truancy law and help build capacity regarding truancy interventions to be conducted by the district team of Student Case Workers.

- Support and provide case management, social service referral, and action plans for students to return to school on behalf of the district team of Student Case Workers in conjunction with the campus.

In addition to the priorities, the Drop-Out Prevention Office will **continue to implement the following:**

- Encourage all schools, through awareness and promotion, of best year-long attendance practices, which ultimately provides a solid foundation for future high school graduation.

- Encourage social responsibility of local law enforcement, service agencies, and surrounding communities by promoting Youth Watch, an initiative created to increase public awareness of the need to reduce the dropout rate and increase the graduation rate.

- Partner with accredited community alternative education partners to help graduate students with a high school diploma to prevent an overage student from dropping out of school. Conversely, these community education partners refer to HISD Drop-Out Recovery Programs as well.

Career Readiness Office

With the understanding that students in career and technical education pathways historically graduate at a higher rate and dropout at a lower rate than their peers not engaged in career education, Houston ISD embarked on the **Linked Learning initiative** to mobilize all students to engage in career education. Through this initiative, students are better able to connect their in-class learning in core academics with the world beyond the school walls.

 In order to recruit students into such programming, the district has dedicated career counselors at comprehensive high schools as part of the federal Race to the Top Grant and through the development of a district level guidance and counseling team. This team oversees both college and career guidance as well as the district's "Plan Your Path" initiative that guides students and families through the new state graduation plan and endorsements.
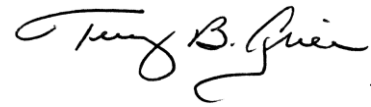
Students also perform better by engaging in dual credit programming which is why the district continues to expand opportunities for students to complete dual credit coursework. The Futures Academies have increased enrollment over the last two years and have seen increased graduation rates. Development of dual credit, Level One certificates at schools have increased and expansion to additional college partnerships have opened the door wider to additional dual credit opportunities.

Increased participation in CTE and dual credit was noticeable in the 2014-2015 school year through these efforts and the expected impact is that it will increase student achievement.

School Office

The school offices were recently reorganized with a focus on clustering schools according to greatest need. There are now three different secondary offices with some of our most challenging schools under the transformational office. These schools will be part of a smaller cluster with one School Support officer for every five schools. The five schools will consist of 4 transformational campuses and 1 demonstration campus. This should help school offices keep closer supervision on those schools in greatest need. According to this report the majority of the schools with greatest need are now placed under transformation which should allow for closer supervision of dropouts.

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

_____TBG

Attachments

cc: Superintendent's Direct Reports
        Chief School Officers
        Beatriz Marquez

RESEARCH

Educational Program Report

Graduation and dropout analysis
Class of 2014

2015 BOARD OF EDUCATION

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GRADUATION AND DROPOUT ANALYSIS: CLASS OF 2014

Executive Summary

Graduation of the students from the high schools represents the culmination of the collective efforts of the 26,000+ members of the HISD community working collaboratively with the parents and other stakeholders to reach an important milestone without which access to higher education is blocked. The districts' top priorities, along with college readiness, are to maximize the graduation rates, minimize the dropout rates, and close the gaps among the student groups in these vital areas. These metrics not only are part of federal and state accountability and the Board Monitoring System (BMS) but they also attract broad attention across the nation given the district's size (seventh largest in the nation) and the large proportion of economically disadvantaged students that it serves.

Based on Public Education Information Management System (PEIMS) records, the Texas Education Agency (TEA) determined that 13,812 students either entered ninth grade in HISD high schools in the 2010-2011 school year or were added to, or removed from, the 2010-11 cohort in grade 9 over the next three years. Also, 2,084 students left the system for reasons other than graduating, receiving GED certificates, or dropping out. These students are categorized as "other leavers." By the fall semester following the spring 2014 anticipated graduation date for the cohort, 11,728 students had been assigned one of four final statuses: graduate, continuer, GED certificate recipient, or dropout. Students with final statuses made up the class of 2014. The final statuses for 105 students could not be determined because of data errors. Data errors can result from missing student records (i.e., underreported students) or misreported student identification information. Another 47 students confined to either juvenile detention or residential treatment facilities were removed from the completion calculations as were the students with data errors. Thus, the completion results for the class of 2014 are based on a class size of 11,576. For state accountability in 2014, an additional 493 students were excluded under TEC §39.053(g-1) and TEC §39.055, and a class size of 11,088 was used for completion calculations.

Highlights of the Class of 2014 Grade 9 Cohort with Exclusions (State Accountability)

- Out of 11,088 students in the class of 2014, 9,071 (81.8 percent) graduated. The graduation rate for the class of 2014 was 0.2 percentage points higher than the rate for the class of 2013. An additional 742 (6.7 percent) of students continued in high school the fall after their anticipated graduation date, and 74 (0.7 percent) received GED certificates. The combined graduation, continuation, and GED certification rate for the class of 2014 was 89.2 percent.

- Among the four major ethnic groups in the class of 2014, Asian students had the highest graduation rate (93.2 percent), followed by White students (87.5 percent) and Hispanic students (81.6 percent). African American students had the lowest graduation rate (78.4 percent). The graduation rate for Asian and Hispanic students increased by 4.9 and 1 percentage points, while the graduation rates for White and African American students decreased by 4.2 and 0.8 percentage points, respectively.

- The longitudinal dropout rate for the class of 2014 was 10.8 percent (based on 1,201 dropouts), 0.3 percentage points lower than the dropout rate for the class of 2013. African American students had

the highest longitudinal dropout rate among the major ethnic groups (15.2 percent), followed by Hispanic students (10.1 percent) and White students (5.8 percent). Asian students had the lowest longitudinal dropout rate (4.0 percent). The dropout rates for White and African Americans were 1.8 and 0.9 percentage points higher than the rates for class of 2013. The dropout rates for Asian and Hispanic students decreased by 2.8 and 0.8 percentage points, respectively.

- The graduation rate for 7,938 Economically Disadvantaged students in the class of 2014 was 81.1 percent, a decrease of 0.2 percentage points over the class of 2013. The longitudinal dropout rate for economically disadvantaged students was 11.7 percent, an increase of 0.7 percentage points over the class of 2013.

- The graduation rate for 1,530 students in the class of 2014 identified as Ever English Language Learners in high school (Ever ELL) was 59.7 percent, an increase of 3.1 percentage points over the class of 2013. The longitudinal dropout rate for Ever ELL students was 19.2 percent, a decrease of 1.5 percentage points over the class of 2012.

- The graduation rate for 1,069 students in the class of 2013 identified as Students with Disabilities (SWD) was 69.7 percent, a decrease of 1.3 percentage points over the class of 2013. The longitudinal dropout rate for SWD students was 16.6 percent, a decrease of 0.2 percentage points over the class of 2013.

HISD and State: Highlights of the Class of 2014 Grade 9 Cohort <u>with Exclusions</u> (State Accountability)

- HISD's 4-year graduation rates with exclusions, while increasing over time, continue to lag behind the state's graduation rates for each student group.
- The Ever ELL students and Students with Disabilities continue to need additional time to graduate more than any other student group.
- Both the state (6.6%) and the district's (10.8%) four-year longitudinal dropout rates for All Students are the same as the rates in 2011.

Highlights of the Class of 2014 Grade 9 Cohort <u>without Exclusions</u> (Federal Accountability)

- The graduation rate used for federal accountability purposes remained at 78.6% for both the Class of 2013 and 2014; eventhough the 78.6% graduation rate was maintained, the total number of students graduating in the Class of 2014 increased from the prior graduating class.
- The longitudinal dropout rate for all students increased by 0.1 percentage point from 12.4% in 2013 to 12.5% in 2014.

Introduction

This report provides the <u>four-year</u> longitudinal graduation and dropout rates for students who were expected to graduate from HISD high schools in 2013-14 and the <u>annual</u> dropout rates for students who attended district schools in grades 7-8 during 2013-2014. The Texas Education Agency reports rates both **with exclusions** for state accountability purposes and **without exclusions** for federal accountability purposes. Both are included in this report.

The <u>longitudinal</u> rates reflect the percentages of students from a class of students beginning in ninth grade who graduate, remain enrolled, receive General Educational Development (GED) certificates, or drop out by the fall following their anticipated graduation date.

The <u>extended longitudinal</u> rates reflect the percentages of students from a class of beginning ninth graders who graduate, remain enrolled, receive GED certificates, or drop out by the fall a year or more after their anticipated graduation date.

The <u>annual</u> dropout rate measures the percentage of students who drop out of school during one school year.

Texas uses the National Center for Education Statistics (NCES) dropout definition. Under this definition, a dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED certificate, continue school outside the public school system, begin college, or dies.

Starting in 2010-2011, the Texas Education Agency (TEA) introduced <u>six criteria</u> that <u>exclude</u> a student from the longitudinal rate calculations for campus and district reporting for state accountability purposes (see **Appendix A**). The exclusions have a positive effect on the completion results. The table below shows the district's total student enrollment, as well as the number of seniors and graduates with exclusions, for the past three cohorts to provide a context for the data that follow.
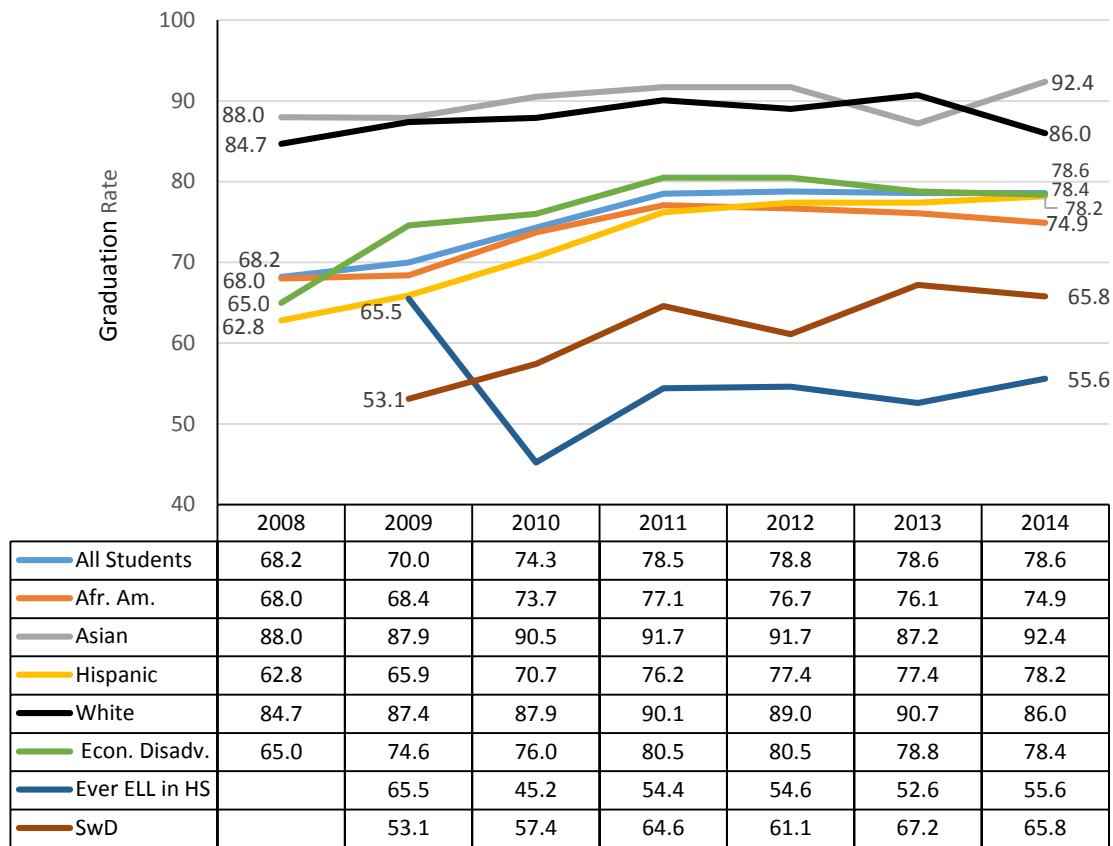
HISD Enrollment and Graduation with Exclusions for State Accountability, 2012, 2013 and 2014

School Year	District Enrollment*	Total Number of Enrolled 12th Grade Students*	Graduation Class Cohort	Total Number of Graduates with Exclusions^
2011-2012	201,594	10,271	Class of 2012	9,008 (81.7%)
2012-2013	202,586	10,176	Class of 2013	9,023 (81.6%)
2013-2014	210,716	10,371	Class of 2014	9,071 (81.8%)

Sources: *2012-2014 enrollment data is from Texas Academic Performance Reports, 2011-2012 enrollment data is from Academic Excellence Indicator System.
^TEA Class of 2012, 2013, 2014 Confidential Four-Year Longitudinal Summary Report with Exclusions for State Accountability.

District Results

Figure 1. HISD Four-Year Longitudinal <u>Graduation</u> Rates by Student Group: Grades 9-12
<u>With Exclusions</u>: 2011-2014

	2011	2012	2013	2014
All Students	81.2	81.7	81.6	81.8
Afr. Am.	80.1	79.9	79.2	78.4
Asian	93.6	92.3	88.3	93.2
Hispanic	79.2	80.4	80.6	81.6
White	90.5	90.2	91.7	87.5
Econ. Disadv.	82.6	82.8	81.3	81.1
Ever ELL in HS	59.0	59.5	56.6	59.7
SwD	67.5	64.6	71.0	69.7

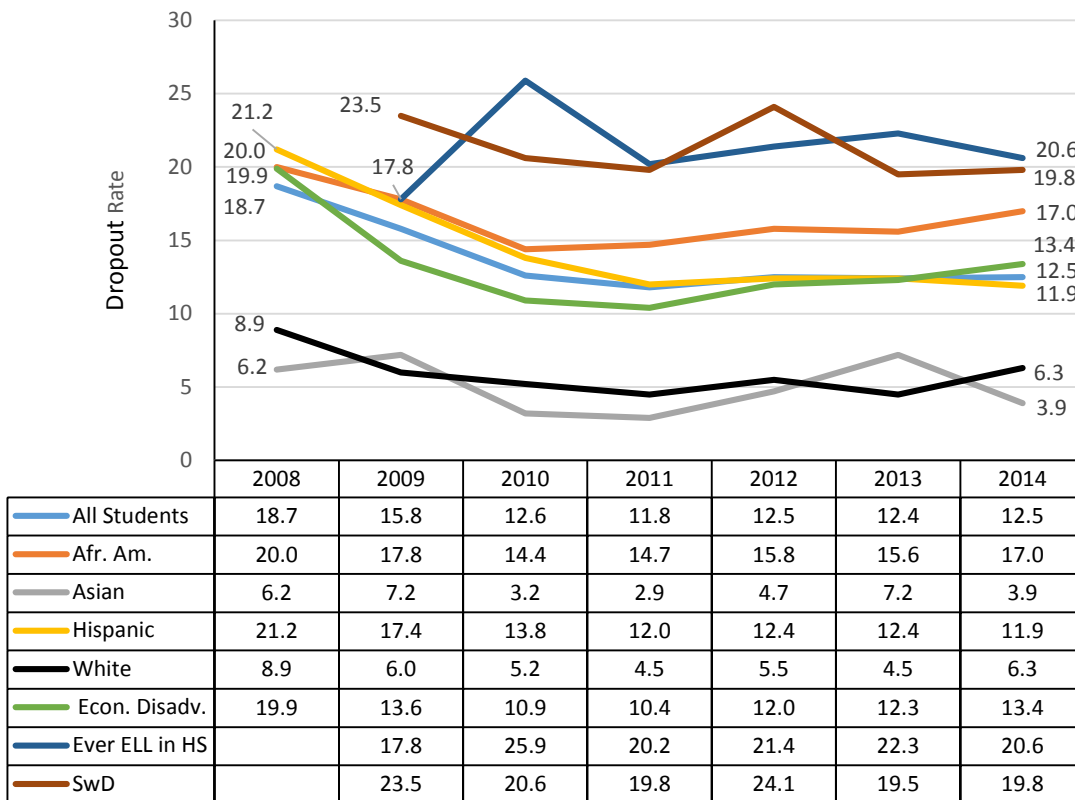Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Figure 1 indicates that from **2011 to 2014:**
- The longitudinal four-year <u>graduation</u> rates <u>with exclusions</u> **increased** for the All, Hispanic, Ever ELL, and Students with Disabilities student groups.
- The longitudinal four-year <u>graduation</u> rates <u>with exclusions</u> **decreased** for the African American, Asian, White, and Economically Disadvantaged student groups.
- The <u>Hispanic-White</u> gap in the four-year graduation rate <u>with exclusions</u> **declined** from 11.3 percentage points in 2011 to 5.9 percentage points in 2014; however, this is due to a 3.0 percentage point drop in White student group graduation rates rather than both student groups improving over time.
- The <u>African American-White</u> gap in the four-year graduation rate <u>with exclusions</u> **declined** from 10.4 percentage points in 2011 to 9.1 percentage points in 2014. The graduation rates for both student groups have declined since 2011.

Figure 1 indicates that from **2013 to 2014**:
- <u>Graduation</u> rates <u>with exclusions</u> for state accountability purposes **increased** for All, Asian, Hispanic, and Ever ELL student groups and **decreased** for the African American, White, Economically Disadvantaged, and Students with Disabilities groups.

Figure 2. HISD Four-Year Longitudinal <u>Dropout</u> Rates by Student Group: Grades 9-12
With <u>Exclusions</u>: 2011-2014

	2011	2012	2013	2014
All Students	10.8	11.3	11.1	10.8
Afr. Am.	13.7	14.1	14.3	15.2
Asian	2.3	4.8	6.8	4.0
Hispanic	10.9	11.3	10.9	10.1
White	4.2	5.1	4.0	5.8
Econ. Disadv.	9.5	10.7	11.0	11.7
Ever ELL in HS	20.1	20.5	20.7	19.2
SwD	18.0	21.3	16.8	16.6

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Figure 2 indicates that from **2011 to 2014**:
- The longitudinal four-year <u>dropout</u> rates <u>with exclusions</u> **decreased or remained unchanged** for the All, Hispanic, Ever ELL and Students with Disabilities. Percentage points **decreases** range from 0.8 for Hispanic students (from 10.9 in 2011 to 10.1 in 2014) to 1.4 for Students with Disabilities (from 18.0 in 2011 to 16.6 in 2014).
- The longitudinal four-year <u>dropout</u> rates <u>with exclusions</u> **increased** for African American, Asian, White, and Economically Disadvantaged student groups. Percentage points i**ncreases** range from 1.5 percentage points for African American students to 2.2 for Economically Disadvantaged students.
- The <u>Hispanic-White</u> gap in the four-year dropout rate with exclusions **declined** from 6.7 percentage points in 2011 to 4.3 percentage points in 2014.
- The <u>African American-White</u> gap in the four-year dropout rate with exclusions **declined** slightly from 9.5 in 2011 to 9.4 percentage points in 2014. However, both student groups show an increase in dropout rates since 2011.

Figure 2 indicates that from **2013 to 2014**:
- Longitudinal <u>dropout</u> rates <u>with exclusions</u> for state accountability purposes **declined** for the All, Asian, Hispanic, Ever ELL and Students with Disabilities groups and **increased** for African American, White, and Economically Disadvantaged student groups.

**Figure 3. HISD Annual Dropout Rates by Student Group: Grades 7-8
With Exclusions: 2011-2014**

	2011	2012	2013	2014
All Students	0.3	0.4	0.3	0.5
Afr. Am.	0.4	0.5	0.5	0.8
Asian	0.0	0.2	0.0	0.4
Hispanic	0.3	0.4	0.3	0.4
White	0.2	0.2	0.0	0.7
Econ. Disadv.	0.3	0.4	0.3	0.5
ELL	0.4	0.4	0.3	0.5
SwD	0.4	0.3	0.5	0.9

Source: TEA 2013-14 Annual Dropout Summary Report; June 2015

Figure 3 indicates that from **2011 to 2014**:
- The annual dropout rates with exclusions **increased** for all student groups from 2011 to 2014. The increases range from 0.1 percentage points (Hispanic and ELL student groups) to 0.5 percentage points (White and Students with Disabilities student groups).
- The Hispanic-White gap in the annual dropout rate with exclusions **slightly increased** from 0.1 percentage points in 2011 to 0.3 percentage points in 2014; but now in favor of Hispanic students.
- The African American-White gap in the annual dropout rate with exclusions **slightly declined** from 0.2 percentage points in 2011 to 0.1 percentage points in 2014; however, both student groups' dropout rates have increased since 2011.

Figure 3 indicates that from **2013 to 2014**:
- Annual dropout rates slightly **increased** for all student groups.

The table below shows the district's total student enrollment, as well as the number of seniors and graduates without exclusions, for the past three cohorts to provide a context for the data that follow in Figures 4 – 6. Note that even though the graduation rates remained the same for the Class of 2013 and 2014, the number of students graduating increased.

HISD Enrollment and Graduation without Exclusions for Federal Accountability, 2012, 2013 and 2014

School Year	District Enrollment*	Total Number of Enrolled 12th Grade Students*	Graduation Class Cohort	Total Number of Graduates with Exclusions^
2011-2012	201,594	10,271	Class of 2012	9,033 (78.8%)
2012-2013	202,586	10,176	Class of 2013	9,053 (78.6%)
2013-2014	210,716	10,371	Class of 2014	9,099 (78.6%)

Sources: *2012-2014 enrollment data is from Texas Academic Performance Reports, 2011-2012 enrollment data is from Academic Excellence Indicator System.
^TEA Class of 2012, 2013, 2014 Confidential Four-Year Longitudinal Summary Report with Exclusions for State Accountability.

Figure 4. HISD Four-Year Longitudinal <u>Graduation</u> Rates by Student Group: Grades 9-12 <u>Without Exclusions</u>: 2008-2014

	2008	2009	2010	2011	2012	2013	2014
All Students	68.2	70.0	74.3	78.5	78.8	78.6	78.6
Afr. Am.	68.0	68.4	73.7	77.1	76.7	76.1	74.9
Asian	88.0	87.9	90.5	91.7	91.7	87.2	92.4
Hispanic	62.8	65.9	70.7	76.2	77.4	77.4	78.2
White	84.7	87.4	87.9	90.1	89.0	90.7	86.0
Econ. Disadv.	65.0	74.6	76.0	80.5	80.5	78.8	78.4
Ever ELL in HS		65.5	45.2	54.4	54.6	52.6	55.6
SwD		53.1	57.4	64.6	61.1	67.2	65.8

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Figure 4 indicates that from **2008 to 2014**:

- The longitudinal four-year <u>graduation</u> rates <u>without exclusions</u> **increased for all student groups**, except the Ever ELL group. Percentage point **increases** range from 1.3 for White students (from 84.7 in 2008 to 86.0 in 2014) to 15.4 for Hispanic students (from 62.8 in 2008 to 78.2 in 2014).
- The longitudinal four-year <u>graduation</u> rates <u>without exclusions</u> **decreased** 9.9 percentage points for Ever ELL students from 65.5 (2009) to 55.6 (2014).
- The <u>Hispanic-White</u> gap in the four-year graduation rate <u>without exclusions</u> **declined** from 21.9 percentage points in 2008 to 7.8 percentage points in 2014.
- The <u>African American-White</u> gap in the four-year graduation rate <u>without exclusions</u> **declined** from 16.7 percentage points in 2008 to 11.1 percentage points in 2014.

Figure 4 indicates that from **2013 to 2014**:

- The longitudinal four-year <u>graduation</u> rates <u>without exclusions</u> **remained constant** for All Students, **increased** for Asian, Hispanic, and Ever ELL students, and **decreased** for African American, White, Economically Disadvantaged, and Students with Disabilities groups.

Figure 5. HISD Four-Year Longitudinal <u>Dropout</u> Rates by Student Group: Grades 9-12
<u>Without Exclusions</u>: 2008-2014

	2008	2009	2010	2011	2012	2013	2014
All Students	18.7	15.8	12.6	11.8	12.5	12.4	12.5
Afr. Am.	20.0	17.8	14.4	14.7	15.8	15.6	17.0
Asian	6.2	7.2	3.2	2.9	4.7	7.2	3.9
Hispanic	21.2	17.4	13.8	12.0	12.4	12.4	11.9
White	8.9	6.0	5.2	4.5	5.5	4.5	6.3
Econ. Disadv.	19.9	13.6	10.9	10.4	12.0	12.3	13.4
Ever ELL in HS		17.8	25.9	20.2	21.4	22.3	20.6
SwD		23.5	20.6	19.8	24.1	19.5	19.8

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Figure 5 indicates that from **2008 to 2014**:

- The longitudinal four-year <u>dropout</u> rates <u>without exclusions</u> **decreased for all student groups** except the Ever ELL group. Percentage points **decreases** range from 2.3 for Asian students (from 6.2 in 2008 to 3.9 in 2014) to 9.3 for Hispanic students (from 21.2 in 2008 to 11.9 in 2014).
- The longitudinal four-year <u>dropout</u> rates <u>without exclusions</u> **increased** by 2.8 percentage points for <u>Ever ELL</u> students from 17.8 (2009) to 20.6 (2014).
- The <u>Hispanic-White</u> gap in the four-year dropout rate <u>without exclusions</u> **declined** from 12.3 percentage points in 2008 to 5.6 percentage points in 2014.
- The <u>African American-White</u> gap in the four-year dropout rate <u>without exclusions</u> **declined** from 11.1 in 2008 at 10.7 percentage points from 2008 to 2014.

Figure 5 indicates that from **2013 to 2014**:

- Longitudinal dropout rates without exclusions for federal accountability purposes **decreased** for the Asian, Hispanic and Ever ELL student groups and **increased** for all other student groups.

**Figure 6. HISD Annual Dropout Rates by Student Group: Grades 7-8
Without Exclusions: 2008-2014**

	2008	2009	2010	2011	2012	2013	2014
All Students	0.5	0.6	0.5	0.3	0.4	0.3	0.5
Afr. Am.	0.6	0.7	0.8	0.5	0.5	0.5	0.8
Asian	0.0	0.2	0.1	0.0	0.2	0.0	0.4
Hispanic	0.5	0.5	0.4	0.3	0.4	0.3	0.4
White	0.0	0.2	0.6	0.2	0.2	0.0	0.7
Econ. Disadv.	0.4	0.4	0.3	0.4	0.4	0.3	0.5
ELL				0.4	0.5	0.4	0.5
SwD				0.4	0.3	0.5	0.9

Source: TEA 2013-14 Annual Dropout Summary Report; June 2015

Figure 6 indicates that from **2008 to 2014**:

- The annual dropout rates without exclusions **remained unchanged** for All Students (0.5 for 2008 and 2014); and **decreased** by 0.1 percentage points for Hispanic students from 0.5 (2008) to 0.4 (2014).
- The annual dropout rates without exclusions **increased** for almost all student groups from 2008 to 2014. The increases range from 0.1 percentage points (Economically Disadvantaged and ELL student groups) to 0.7 percentage points (White student group).
- The Hispanic-White gap in the annual dropout rate without exclusions **declined** from 0.5 percentage points in 2008 to 0.3 percentage points in 2014, in favor of Hispanic students.
- The African American-White gap in the annual dropout rate without exclusions **declined** from 0.6 percentage points in 2008 to 0.1 percentage points in 2014; however, both student groups' dropout rates have increased since 2008.

Figure 6 indicates that from **2013 to 2014**:

- Annual dropout rates without exclusions for federal accountability purposes **increased** for all student groups.

Figure 7. HISD and State Four-Year Longitudinal <u>Graduation</u> Rates by Student Group: Grade 9-12 With Exclusions: 2011-2014

Group	District	2011	2012	2013	2014
All Students	HISD	81.2	81.7	81.6	81.8
	State	85.9	87.7	88.0	88.3
African American	HISD	80.1	79.9	79.2	78.4
	State	80.9	83.5	84.1	84.2
Asian	HISD	93.6	92.3	88.3	93.2
	State	95.0	94.4	93.8	94.8
Hispanic	HISD	79.2	80.4	80.6	81.6
	State	81.8	84.3	85.1	85.5
White	HISD	90.5	90.2	91.7	87.5
	State	92.0	93.0	93.0	93.0
Economically Disadvantaged	HISD	82.6	82.8	81.3	81.1
	State	83.7	85.1	85.2	85.2
Ever ELL in H.S.	HISD	59.0	59.5	56.6	59.7
	State	66.8	69.1	71.3	71.5
Students with Disabilities	HISD	67.5	64.6	71.0	69.7
	State	76.7	76.9	77.8	77.5

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report, June 2015; TEA Secondary School Completion and Dropouts in Texas Public Schools 2013-14, August 2015.

Figure 7 indicates that from **2011 to 2014**:
- The 4-year longitudinal <u>graduation</u> rates <u>with exclusions</u> for the <u>district</u> **increased** for All, Hispanic, Ever ELL students, and Students with Disabilities; while the rates **decreased** for African American, Asian, White, and Economically Disadvantaged students. While the <u>state</u>'s longitudinal graduation rates with exclusions **increased** for almost all student groups, with the one exception being the Asian student group.
- HISD's 4-year <u>graduation</u> rates <u>with exclusions,</u> while increasing over time, continue to lag behind the state's graduation rates for each student group.

Figure 7 indicates that from **2013 to 2014**:
- The 4-year longitudinal <u>graduation</u> rates <u>with exclusions</u> results for both the state and the district showed similar increases for All Students, 0.2 and 0.3 respectively.
- When compared to the prior year, HISD's 4-year longitudinal <u>graduation</u> rates <u>with exclusions</u> for Asian, Hispanic, and Ever ELL students showed greater gains than the state.

Figure 8. HISD and State Four-Year Longitudinal Dropout Rates by Student Group: Grade 9-12 With Exclusions: 2011-2014

Group	District	2011	2012	2013	2014	# of Dropouts
All Students	HISD	10.8	11.3	11.1	10.8	1,201
	State	6.8	6.3	6.6	6.6	21,977
African American	HISD	13.7	14.1	14.3	15.2	464
	State	10.9	10.1	9.9	9.8	4,297
Asian	HISD	2.3	4.8	6.8	4.0	17
	State	1.4	2.1	3.0	2.4	317
Hispanic	HISD	10.9	11.3	10.9	10.1	650
	State	8.7	8.0	8.2	8.2	13,050
White	HISD	4.2	5.1	4.0	5.8	62
	State	3.4	3.2	3.5	3.6	3,897
Economically Disadvantaged	HISD	9.5	10.7	11.0	11.7	926
	State	7.7	7.8	8.5	9.0	15,069
Ever ELL in H.S.	HISD	20.1	20.5	20.7	19.2	294
	State	14.6	15.4	14.9	15.9	4,031
Students with Disabilities	HISD	18.0	21.3	16.8	16.6	177
	State	11.3	11.2	11.1	11.2	3,345

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report, June 2015; TEA Secondary School Completion and Dropouts in Texas Public Schools 2013-14, August 2015.

Figure 8 indicates that from **2011 to 2014:**
- The four-year longitudinal dropout rates for the district **decreased or remained unchanged** for All, Hispanic, Ever ELL, and Students with Disabilities, while the rates **increased** for African American, Asian, White, and Economically Disadvantaged students.
- Both the state (6.6%) and the district's (10.8%) four-year longitudinal dropout rates for All Students are the same as the rates in 2011.
- HISD's longitudinal dropout rates are **consistently higher** than the state's for all students groups.

Figure 8 indicates that from **2013 to 2014:**
- Both the state and HISD's longitudinal dropout rates **increased** for White and Economically Disadvantaged students; however, the **state's dropout rates also increased** for Ever ELL and Students with Disabilities, while the district's rates **decreased** for these same two student groups.

Figure 9. HISD and State Four-Year Longitudinal <u>Continuer</u> Rates by Student Group: Grade 9-12 <u>With Exclusions</u>: 2011-2014

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

Group	District	2011	2012	2013	2014
All Students	HISD	7.3	6.3	6.7	6.7
	State	6.2	5.0	4.6	4.3
African American	HISD	5.6	5.2	5.9	5.7
	State	7.4	5.5	5.3	5.3
Asian	HISD	3.8	2.9	4.6	2.8
	State	3.5	3.3	3.0	2.7
Hispanic	HISD	9.3	7.8	7.8	7.7
	State	8.4	6.7	5.9	5.6
White	HISD	3.8	2.8	3.6	5.2
	State	3.3	2.7	2.6	2.5
Economically Disadvantaged	HISD	7.5	6.1	7.2	6.6
	State	7.6	6.1	5.4	5.0
Ever ELL in H.S.	HISD	20.7	20.0	22.4	20.8
	State	18.1	15.1	13.4	12.3
Students with Disabilities	HISD	13.8	13.9	11.7	13.6
	State	11.4	11.2	10.7	10.8

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report, June 2015; TEA Secondary School Completion and Dropouts in Texas Public Schools 2013-14, August 2015.

Figure 9 indicates that from **2011 to 2014**:

- The <u>continuer</u> rates for the <u>district</u> **increased** for African American, White, and Ever ELL students, while the rates **decreased** for All, Asian, Hispanic, Economically Disadvantaged, and Students with Disabilities.
- The <u>Ever ELL students</u> and <u>Students with Disabilities</u> continue to need additional time to graduate more than any other student group.
- When compared to 2011, HISD's continuer rates for Ever ELL students remain basically the same (20.7% to 20.8%); however the state's continuer rates decreased significantly for the same period of time (18.1% to 12.3%).

Figure 10. HISD and State Annual <u>Dropout</u> Rates by Student Group: Grades 7-8
<u>With Exclusions</u>: 2011-2014

All Students	HISD	0.3	0.4	0.3	0.5	149
	State	0.2	0.3	0.4	0.5	3,974
African American	HISD	0.4	0.5	0.5	0.8	61
	State	0.3	0.4	0.4	0.4	447
Asian	HISD	0.0	0.2	0.0	0.4	4
	State	0.1	0.1	0.1	0.1	30
Hispanic	HISD	0.3	0.4	0.3	0.4	64
	State	0.2	0.3	0.6	0.8	3,036
White	HISD	0.2	0.2	0.0	0.7	18
	State	0.1	0.2	0.2	0.2	403
Economically Disadvantaged	HISD	0.3	0.4	0.3	0.5	117
	State	0.2	0.3	0.6	0.7	3,314
ELL	HISD	0.4	0.4	0.3	0.5	25
	State	0.4	0.6	2.0	2.2	1,822
Students with Disabilities	HISD	0.4	0.3	0.5	0.9	25
	State	0.3	0.3	0.4	0.4	325

Source: TEA 2013-14 Annual Dropout Summary Report, June 2015; TEA Secondary School Completion and Dropouts in Texas Public Schools 2013-14, August 2015.

Figure 10 indicates that from **2011 to 2014**:
- The annual <u>dropout</u> rates <u>with exclusions</u> for grades 7-8 **increased** for all of the student groups for both the state and the district.
- HISD's annual <u>dropout</u> rate <u>with exclusions</u> for grades 7-8 ELL student group is much lower than the state's rate.

Campus Results

The complete summary of the four-year completion data <u>with exclusions</u> for all high schools is shown in **Table 1**. Campuses are ranked by the graduation rate. The class size in 2014, the number and percent of graduates, dropouts, continuers, and GEDs received are highlighted in red when campus performance is below the district average.

The average district graduation rate <u>with exclusions</u> for Class of 2014 is 81.8%, a 0.2% <u>increase</u> compared with Class of 2013. Twenty-five campuses reported graduation rates above district average, 16 campuses reported graduation rates below district average, and 3 campuses had no graduation rates reported.

The average district dropout rate <u>with exclusions</u> for Class of 2014 is 10.8%, a 0.3% <u>decrease</u> compared with Class of 2013. Ten campuses had no students reported as dropouts, 17 campuses reported dropout rates below district average, and 17 campuses reported dropout rates above the district average.

Table 2 shows the 4-year longitudinal graduation rates by campus <u>with exclusions</u> from 2011 to 2014. The campuses are ranked by graduation rates in 2013-2014. The average district graduation rates with exclusions increased by 0.6% during the period. Six campuses graduation rates remained unchanged, and six of them were at 100% or above 99%. Twenty-three campuses saw graduation rates go up, and the increase ranged from 0.4% to 20.7% (Lee HS). Thirteen campuses saw their graduation rates go down in that span, and the decrease ranged from -0.5% to -15.1% (Worthing HS).

Table 3 shows the 4-year longitudinal dropout rates by campus <u>with exclusions</u> for grades 9-12 from 2011 to 2014. The campuses are ranked by the dropout rates in 2013-14. The average district dropout rates remained unchanged at 10.8%. Twenty campuses experienced increased dropout rates, and the rates ranged from 0.1% to 29.8% (Hope Academy HS). Fourteen campuses had decreased dropout rates, and the rates ranged from -0.1 to -12.1% (Lee HS). The five campuses with the highest dropout rates in 2014 were alternative schools.

Table 4 shows the number of dropouts <u>with exclusions</u> for campuses with grades 7-8 in 2011 to 2014. The campuses are ranked by the number of dropouts in 2013-14. The number of dropouts increased from 81 in 2012-13 to 149 in 2013-14. Twenty-one schools reported more students dropped out of school in 2013-14 when compared to the prior year.

Three campuses, the first one of which is a virtual school serving student in grades 3-12 throughout Texas and the third one is an alternative school serving over-age students, accounted for 61 (41 percent) of the 149 dropouts in 2013-14:
- Texas Connections Academy at Houston = 38
- Key MS = 13
- H S Ahead Academy = 10

The biggest increase comes from Texas Connections Academy at Houston. A closer look at the 2012-2014 data indicates the number of student enrolled almost doubled from 588 in the 2012-13 school year to 1130 in 2013-14 school year. However, the number of dropouts also increased from 1 in 2012-13 to 38 in 2013-14 (dropout rates increased from 0.2% to 3.4%). The increase occurred in different student groups,

including African American, Hispanic, White, At-Risk, and Economically Disadvantaged students. Key MS also saw increased student enrollment and dropout counts across student groups in 2013-14 school year. And the High School Ahead Academy continues to be among the top 3 dropout campuses for consecutive years. The school enrollment decreased by 36% in 2013-14. Although dropout counts decreased by 6 students in 2013-14 when compared with 2012-13 data, the dropout rate remains the same at 5%.

Table 1. Four-Year <u>Completion</u> Counts and Percent by Campus: Class of 2014 <u>with Exclusions</u>

Ranked by 2014 graduation rates.

District/ School	# in Class	Graduation		Dropout		Continuer		GED	
		N	%	N	%	N	%	N	%
HISD	**11,088**	**9,071**	**81.8%**	**1,201**	**10.8%**	**742**	**6.7%**	**74**	**0.7%**
Carnegie HS	102	102	100.0%						
DeBakey HS	171	171	100.0%						
Eastwood Acad HS	98	98	100.0%						
E-STEM Central HS	7	7	100.0%						
HSPVA	154	154	100.0%						
Mount Carmel Acad HS	95	95	100.0%						
LECJ HS	119	118	99.2%	1	0.8%				
East EC HS	108	107	99.1%	1	0.9%				
North Houston EC HS	77	76	98.7%			1	1.3%		
Jordan HS	228	225	98.7%	2	0.9%	1	0.4%		
Challenge EC HS	97	93	95.9%	1	1.0%	3	3.1%		
Reagan HS	513	489	95.3%	18	3.5%	6	1.2%		
Furr HS	193	182	94.3%	3	1.6%	8	4.1%		
Lamar HS	885	825	93.2%	26	2.9%	33	3.7%	1	0.1%
Westside HS	651	600	92.2%	29	4.5%	19	2.9%	3	0.5%
Bellaire HS	729	658	90.3%	37	5.1%	30	4.1%	4	0.5%
Lee HS	295	259	87.8%	15	5.1%	19	6.4%	2	0.7%
HAIS HS	87	76	87.4%	1	1.1%	10	11.5%		
Austin HS	350	305	87.1%	35	10.0%	10	2.9%		
Davis HS	305	263	86.2%	14	4.6%	24	7.9%	4	1.3%
Milby HS	478	412	86.2%	47	9.8%	18	3.8%	1	0.2%
Houston MSTC HS	546	468	85.7%	51	9.3%	23	4.2%	4	0.7%
Chavez HS	667	553	82.9%	74	11.1%	36	5.4%	4	0.6%
Waltrip HS	425	351	82.6%	54	12.7%	15	3.5%	5	1.2%
Yates HS	232	191	82.3%	27	11.6%	13	5.6%	1	0.4%
Madison HS	470	381	81.1%	52	11.1%	36	7.7%	1	0.2%
Sharpstown HS	231	185	80.1%	25	10.8%	18	7.8%	3	1.3%
Scarborough HS	140	112	80.0%	12	8.6%	15	10.7%	1	0.7%
Jones HS	84	67	79.8%	15	17.9%			2	2.4%
Westbury HS	443	345	77.9%	63	14.2%	28	6.3%	7	1.6%
Sterling HS	198	151	76.3%	35	17.7%	11	5.6%	1	0.5%
Washington HS	189	143	75.7%	36	19.0%	10	5.3%		
Kashmere HS	111	78	70.3%	26	23.4%	6	5.4%	1	0.9%
Wheatley HS	201	136	67.7%	51	25.4%	8	4.0%	6	3.0%
Worthing HS	166	108	65.1%	45	27.1%	12	7.2%	1	0.6%
Reach HS	148	51	34.5%	68	45.9%	28	18.9%	1	0.7%
Hope Acad HS	59	20	33.9%	35	59.3%	4	6.8%		
Harper Alt.	15	2	13.3%	9	60.0%	3	20.0%	1	6.7%
Advanced Virtual Academ	237	22	9.3%	134	56.5%	73	30.8%	8	3.4%
Community Services	20	1	5.0%	18	90.0%			1	5.0%
Liberty HS	184	3	1.6%	46	25.0%	135	73.4%		
Beechnut Acad	1					1	100.0%		
HCC Lifeskills	17					17	100.0%		
Rogers TH MS	1					1	100.0%		

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Table 2. HISD Four-Year Longitudinal Graduation Rates by Campus: Gr. 9-12 <u>with Exclusions</u>: 2011-2014

Ranked by 2014 graduation rates. Performance below district averages are highlighted in red.

District/School	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Change, Class of 2011-2014
HISD	**81.2**	**81.7**	**81.6**	**81.8**	0.6
Carnegie HS	100.0	100.0	100.0	100.0	0.0
DeBakey HS	100.0	100.0	100.0	100.0	0.0
Eastwood Acad HS	100.0	98.9	100.0	100.0	0.0
E-STEM Central HS	N/A	97.9	95.8	100.0	2.1
HSPVA	100.0	100.0	99.3	100.0	0.0
Mount Carmel Acad HS	98.1	97.5	95.9	100.0	1.9
LECJ HS	99.2	99.2	99.1	99.2	0.0
East EC HS	86.5	93.7	98.9	99.1	12.6
North Houston EC HS	N/A	95.3	97.6	98.7	3.4
Jordan HS	98.3	98.2	97.6	98.7	0.4
Challenge EC HS	84.1	96.0	96.0	95.9	11.8
Reagan HS	93.7	94.4	95.0	95.3	1.6
Furr HS	90.9	89.8	95.8	94.3	3.4
Lamar HS	93.7	93.1	93.0	93.2	-0.5
Westside HS	91.0	90.7	92.2	92.2	1.2
Bellaire HS	89.3	91.4	89.7	90.3	1.0
Lee HS	67.1	82.4	83.4	87.8	20.7
HAIS HS	92.4	91.6	90.2	87.4	-5.0
Austin HS	84.4	81.5	89.8	87.1	2.7
Davis HS	89.4	85.4	84.8	86.2	-3.2
Milby HS	84.3	83.8	90.2	86.2	1.9
Houston MSTC HS	75.3	77.0	81.4	85.7	10.4
Chavez HS	82.9	85.9	86.2	82.9	0.0
Waltrip HS	83.9	82.4	77.7	82.6	-1.3
Yates HS	80.7	86.9	83.2	82.3	1.6
Madison HS	85.6	80.7	84.5	81.1	-4.5
Sharpstown HS	73.4	81.8	80.3	80.1	6.7
Scarborough HS	79.3	86.3	74.7	80.0	0.7
Jones HS	70.9	80.7	74.3	79.8	8.9
Westbury HS	77.2	82.8	80.6	77.9	0.7
Sterling HS	87.0	79.2	82.6	76.3	-10.7
Washington HS	78.2	75.5	79.3	75.7	-2.5
Kashmere HS	76.8	68.9	71.2	70.3	-6.5
Wheatley HS	73.5	73.2	69.2	67.7	-5.8
Worthing HS	80.2	70.5	75.5	65.1	-15.1
Reach HS	35.1	35.9	38.4	34.5	-0.6
Hope Acad HS	37.7	50.8	41.8	33.9	-3.8
Harper Alt.	25.0	27.8	30.8	13.3	-11.7
Advanced Virtual Academy	3.1	6.6	10.5	9.3	6.2
Community Services	0.0	0.0	0.0	5.0	5.0
Liberty HS	0.0	2.2	1.5	1.6	1.6
Beechnut Acad					
HCC Lifeskills	0.0	0.0			
Rogers TH MS					

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Table 3. HISD Four-Year Longitudinal Dropout Rates by Campus: Grades 9-12 with Exclusions: 2011-2014

Ranked by 2014 dropout rates. Performance above district averages are highlighted in red.

District/School	Class of 2011	Class of 2012	Class of 2013	Class of2014	Change, Class of 2011-2014
HISD	**10.8**	**11.3**	**11.1**	**10.8**	**0.0**
Community Services	72.5	82.8	75.0	90.0	17.5
Harper Alt.	58.3	61.1	53.8	60.0	1.7
Hope Acad HS	29.5	39.3	39.2	59.3	29.8
Advanced Virtual Academy	47.3	56.6	56.6	56.5	9.2
Reach HS	43.2	46.2	36.4	45.9	2.7
Worthing HS	15.5	23.8	19.9	27.1	11.6
Wheatley HS	18.7	15.8	22.9	25.4	6.7
Liberty HS	20.8	22.5	26.8	25.0	4.2
Kashmere HS	12.8	25.2	26.0	23.4	10.6
Washington HS	11.4	12.0	12.8	19.0	7.6
Jones HS	20.3	14.0	18.3	17.9	-2.4
Sterling HS	9.6	16.4	12.8	17.7	8.1
Westbury HS	15.8	13.0	14.3	14.2	-1.6
Waltrip HS	8.0	11.1	13.9	12.7	4.7
Yates HS	17.3	8.8	13.2	11.6	-5.7
Chavez HS	12.2	10.7	10.3	11.1	-1.1
Madison HS	9.7	10.7	9.4	11.1	1.4
Sharpstown HS	13.7	9.3	12.0	10.8	-2.9
Austin HS	8.2	13.8	8.1	10.0	1.8
Milby HS	9.2	10.5	5.7	9.8	0.6
Houston MSTC HS	10.8	10.5	8.2	9.3	-1.5
Scarborough HS	6.7	11.8	19.1	8.6	1.9
Lee HS	17.2	8.2	8.5	5.1	-12.1
Bellaire HS	5.2	4.4	5.1	5.1	-0.1
Davis HS	2.4	1.8	5.4	4.6	2.2
Westside HS	5.5	5.4	4.4	4.5	-1.0
Reagan HS	3.5	3.8	3.0	3.5	0.0
Lamar HS	2.8	3.3	3.0	2.9	0.1
Furr HS	2.7	3.2	2.4	1.6	-1.1
Houston Academy Int'l Studies	0.0	0.0	2.4	1.1	1.1
Challenge EC HS	2.4	1.1	3.0	1.0	-1.4
East EC HS	0.0	0.0	0.0	0.9	0.9
Jordan HS	1.0	1.8	2.0	0.9	-0.1
LECJ HS	0.8	0.8	0.0	0.8	0.0
Carnegie HS	0.0	0.0	0.0	0.0	0.0
DeBakey HS	0.0	0.0	0.0	0.0	0.0
Eastwood Acad HS	0.0	1.1	0.0	0.0	0.0
E-STEM Central HS	N/A	2.1	N/A	0.0	-2.1
HSPVA	0.0	0.0	0.0	0.0	0.0
Mount Carmel Acad HS	0.0	1.3	2.7	0.0	0.0
North Houston Early College HS	N/A	2.3	0.0	0.0	-2.3
Rogers TH MS				0.0	0.0
Beechnut Acad					
HCC Lifeskills	0.0	0.0	0.0		

Source: TEA Confidential Class of 2014 Four-Year Longitudinal Summary Report; June 2015

Table 4. Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2014
Ranked by the number of dropouts in 2013-14

District/School	2010-11 # Dropouts	2011-12 # Dropouts	2012-13 # Dropouts	2013-14 # Dropouts	Change, School Years 2011-2014
HISD	**81**	**101**	**82**	**149**	**68**
Texas Connections Academy	2	9	1	38	36
Key MS	2	2	2	13	11
H S Ahead	11	8	16	10	-1
Long MS	3	2	6	8	5
Inspired West	0	3	6	6	6
Fondren MS	3	4	4	6	3
Holland MS	4	3	4	5	1
Clifton MS	2	1	2	5	3
Pershing MS	0	1	1	5	5
Revere MS	3	4	0	5	2
Cullen MS	1	0	3	4	3
West Briar MS	1	0	0	4	3
Fonville MS	2	3	2	3	1
McReynolds MS	1	4	2	3	2
Ortiz MS	2	0	1	3	1
Welch MS	0	0	1	3	3
Harper	1	0	3	2	1
Community Services	1	4	2	2	1
Attucks MS	1	3	1	2	1
Black MS	1	1	1	2	1
Edison MS	0	2	0	2	2
Jackson MS	1	3	2	1	0
Thomas MS	0	0	3	1	1
Energized for Sci/Tech (390)	0	0	2	1	1
Henry MS	0	7	1	1	1
Dowling MS	4	5	1	1	-3
Rogers TH MS	0	1	1	1	1
Sugar Grove Academy	0	4	1	1	1
Deady MS	1	1	0	1	0
Las Americas MS	0	0	0	1	1
Marshall MS	0	2	0	1	1
Young Scholars	0	0	0	1	1
Gregory-Lincoln	1	0	2	0	-1
Energized for Excellence MS (342)	0	0	1	0	0
Hamilton MS	0	1	1	0	0
Hartman MS	2	1	1	0	-2
Hogg MS	1	2	1	0	-1
Reagan K-8			1	0	0

Table continued on the next page.

Table 4 (Continued). Annual Dropout Counts in Grades 7-8 by Campus: School Years 2011-2014

Ranked by the number of dropouts in 2013-14

District/School	2010-11 # Dropouts	School Years 2011-2012 #	School Years 2012-2013 #	School Years 2013-2014 #	Change, School Years 2011-2014
Woodson MS	2	2	1	0	-2
YWCPA			1	0	-1
Beechnut Acad	0	0	0	0	0
Briarmeadow MS	0	0	0	0	0
Burbank MS	2	3	0	0	-2
Fleming MS	0	3	0	0	0
Grady MS	0	1	0	0	0
Johnston MS	0	1	0	0	0
Lanier MS	0	0	0	0	0
Pilgrim Academy	0	0	0	0	0
Pin Oak MS	0	0	0	0	0
Project Chrysalis MS	0	0	0	0	0
Rice	0	1	0	0	0
Rusk	0	1	0	0	0
Sharpstown International		0	0	0	0
Stevenson MS	2	1	0	0	-2
Wharton K-8	0	0	0	0	0
Williams MS	1	1	0	0	-1
Wilson	0	0	0	0	0
Energized for STEM academy INC Mid(459)			0	0	0
Leland College Prep Acad (YMCPA)			0	0	0
Garden Oaks				0	0

Source: TEA 2013-2014 Annual Dropout Report; June 2015

Appendix A
Reasons for Excluded Records
As Defined by the Texas Education Agency

According to TEA, starting in 2010–2011, a student who meets one or more of the following criteria is **excluded from** campus and district completion rate calculations used for accountability purposes:

- A student who is ordered by court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate;
- A student previously reported to the state as a dropout;
- A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds);

- A student whose initial enrollment in a school in the United States in Grades 7–12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1);
- A student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located (TEC §39.054(f) and §39.055); and,
- A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

According to TEA, starting in 2010–2011, 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;