

Texas Public School Attrition Study 2022-23

Pandemic-Legacy High School Attrition Rate Increases Two Points; Black-White Gap Widens to 15 Points

Attrition Analysis

Pandemic-Legacy High School
Attrition Rate Increases Two
Points; Black-White Gap
Widens to 15 Points

State Report Analysis

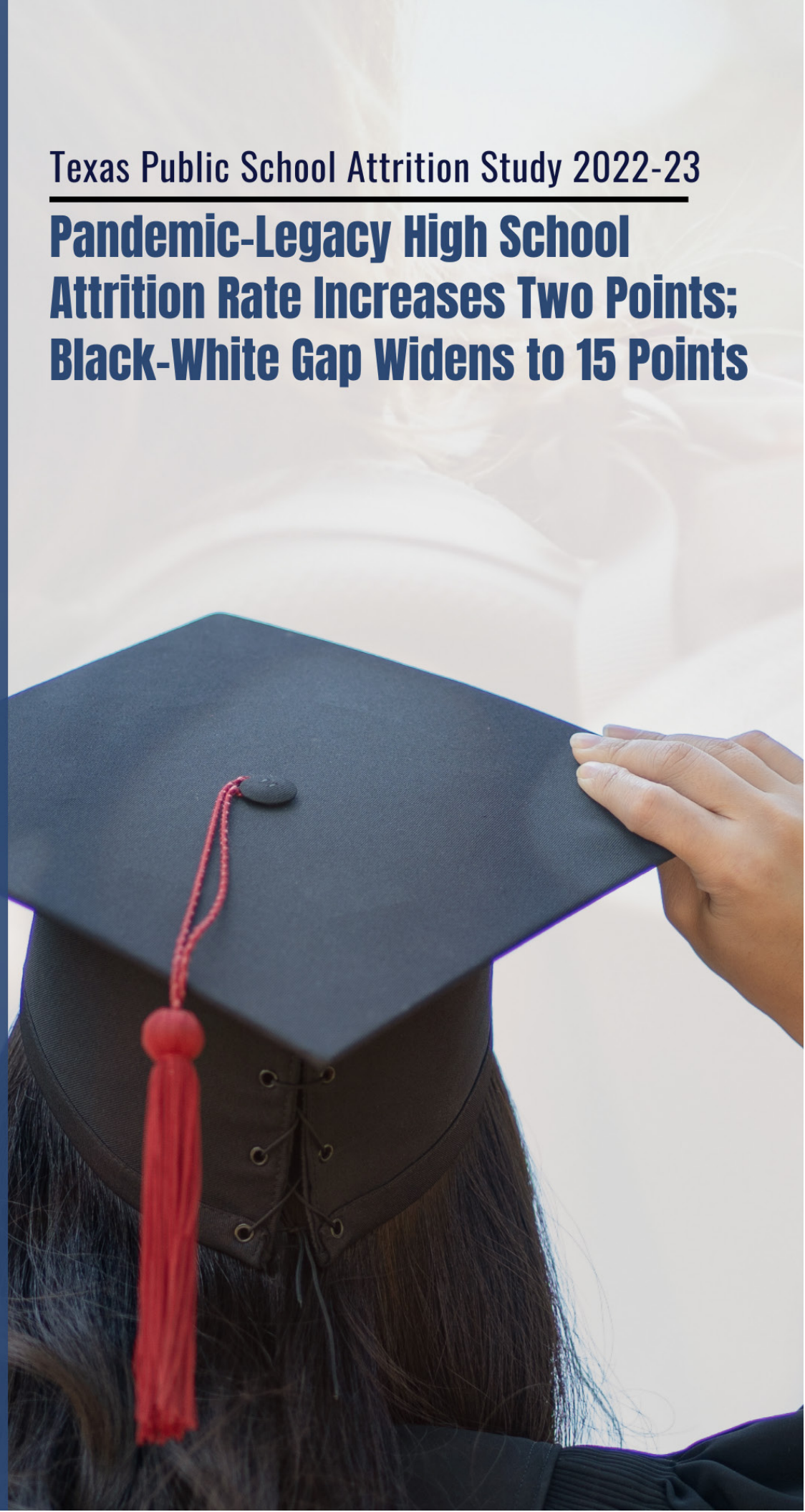
Texas Education Agency
Reports Jump in the States'
Student Dropout Rate

National Report Analysis

Texas' National Ranking in
On-Time Graduation Rate
Slips from Sixth to Eighth

Children First
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— Transforming Education

November 2024



Inside

Texas Public School Attrition Study, 2022-23 – Pandemic-Legacy
 High School Attrition Rate Increases Two Points; Black-White
 Gap Widens to 15 Points..... 3

6 Policies that Lead to Higher Dropout Rates – Infographic 14

Texas Education Agency Reports Jump in the States’
 Student Dropout Rate..... 17

Texas’ National Ranking in On-Time Graduation Rate Slips from
 Sixth to Eighth..... 24

Taking Action to Hold on to Students 29

College Bound and Determined..... 30

IDRA Valued Youth Partnership 31

8 Types of Dropout Data Defined – Infographic33

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Texas Public School Attrition Study, 2022-23

Pandemic-Legacy High School Attrition Rate Increases Two Points; Black-White Gap Widens to 15 Points

by Christina Quintanilla-Muñoz, M.Ed., & Joanna Sánchez, Ph.D.

The overall high school attrition rate in Texas public schools increased during the 2022-23 school year, reversing a trend of steady decline in recent years. Following a 20% attrition rate in 2021-22, the attrition rate in 2022-23 was 22%. This year's study provides an expanded assessment of the COVID-19 pandemic impact on attrition and dropout rates in Texas.

IDRA's latest attrition study found that nearly 100,000 students of the freshman class of 2019-20 left school prior to graduating in 2022-23.

While attrition trends appear to show Texas schools' holding power had gradually improved since IDRA's hallmark study, disparities in graduation rates among racial and ethnic student groups persist.

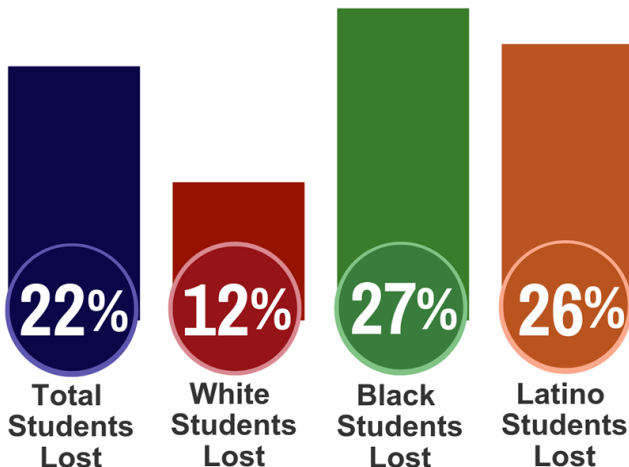
Finding Highlights

Key findings of the latest study include the following.

- Texas public schools are failing to graduate more than one out of every five high school students.
- 22% of the freshman class of 2019-20 left school prior to graduating with a high school diploma.
- The rates for Black students (27%) and Latino students (26%) worsened since the previous year while the rates for white students stayed the same (12%)
- Texas public high schools lost a total of 96,864 students* from the 2019-20 freshman class in 2022-23.

The statewide attrition rate in 2022-23 was 22%, even higher than the previous year's 20%, which was the first increase since 2015-16.

In 2022-23...

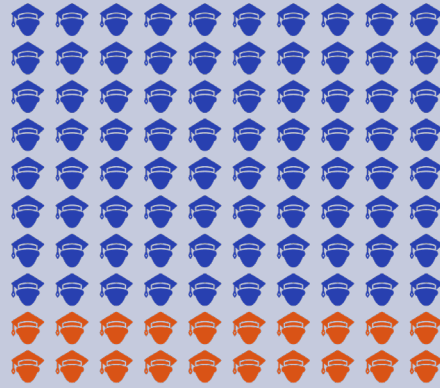


Schools are **twice** as likely to lose Latino students and Black students as white students before they graduate.

Schools are still losing 1 in 4 Black students and Latino students.

*2022-23 attrition numbers for Native American, Asian/Pacific Islander and multiracial students could not be configured due to the state's data masking.

Texas public schools are losing 1 out of 5 students



In almost four decades, Texas has only improved 11 percentage points: from 33% to 22%.

Intercultural Development Research Association, 2024

- Texas schools have lost a cumulative total of more than 4.2 million students from public high school enrollment since 1986.
- This year's figure represents an 11-percentage point change from IDRA's initial study in 1986 which found a 33% attrition rate in 1985-86.
- For the Class of 2023, Latino students and Black students were two times more likely to leave school without graduating than white students.
- From the initial study to the present, the attrition gap between Black students and their white peers has grown from 7 percentage points to 15 percentage points, a 100% increase.
- The attrition gap between Latino students and their white peers has narrowed from 18 percentage points to 14 percentage points, a 28% reduction since 1986.
- Males were 1.3 times more likely to leave school before graduation than females.

Study History

This year's study is the 38th in a series of annual reports by IDRA that builds on previous assessments of trends in dropout and attrition rates in Texas public schools. IDRA's annual study tracks the number and percentage of students in Texas who are lost from public school enrollment prior to graduation.

In 1984 the Texas Legislature passed House

Bill 72 that authorized the Texas Education Agency (TEA) to develop a statewide program to reduce the longitudinal dropout rate (TEC §11.205, 1986) and directed the then Texas Department of Community Affairs (TDCA) to assess the effect of the state's dropout problem on the Texas economy.

Under contract with TDCA and TEA, IDRA conducted the state's first-ever comprehensive study entitled, *Texas School Dropout Survey Project*. The study found that one-third of students in the Class of 1986 dropped out of school without graduating (Robledo Montecel, 1986).

IDRA estimated the economic costs of high school attrition to the state to be \$17 billion in foregone income, lost tax revenues, and increased job training, welfare, unemployment, and criminal justice costs.

In 1987, the Texas Legislature responded to the study findings by passing House Bill 1010 through which state and local responsibilities for collecting and monitoring dropout data were substantially increased (TEC §§11.205-11.207, 1988).

Data Collection

IDRA uses data on public school enrollment from the Texas Public Education Information Management System (PEIMS) Fall Membership Survey. During the fall of each year, school districts are required to report information to TEA via the PEIMS for all public school students by grade levels. TEA masks some data in

Attrition Rates in Texas Public Schools by Year, 1985-86 to 2021-22

Year	Black	White	Latino	Total
1985-86	34	27	45	33
1986-87	38	26	46	34
1987-88	39	24	49	33
1988-89	37	20	48	31
1989-90	38	19	48	31
1990-91	37	19	47	31
1991-92	39	22	48	34
1992-93	43	25	49	36
1993-94	47	28	50	39
1994-95	50	30	51	40
1995-96	51	31	53	42
1996-97	51	32	54	43
1997-98	49	31	53	42
1998-99	48	31	53	42
1999-00	47	28	52	40
2000-01	46	27	52	40
2001-02	46	26	51	39
2002-03	45	24	50	38
2003-04	44	22	49	36
2004-05	43	22	48	36
2005-06	40	21	47	35
2006-07	40	20	45	34
2007-08	38	18	44	33
2008-09	35	17	42	31
2009-10	33	15	39	29
2010-11	30	14	37	27
2011-12	28	14	35	26
2012-13	26	14	33	25
2013-14	25	13	31	24
2014-15	26	14	31	24
2015-16	27	15	31	25
2016-17	26	14	29	24
2017-18	24	13	27	22
2018-19	24	12	25	21
2019-20	23	12	25	20
2020-21	23	10	23	19
2021-22	25	12	24	20
2022-23	27	12	26	22

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2019-20 and 2022-23 Enrollment and 2022-23 Attrition in Texas

Race-Ethnicity and Gender	2019-20 9 th Grade Enrollment	2022-23 12 th Grade Enrollment	2019-20 9-12 th Grade Enrollment	2022-23 9-12 th Grade Enrollment	2022-23 Expected 12 th Grade Enrollment	Students Lost to Attrition	Attrition Rate %
Native American	1,521	*	5,389	*	*	*	*
Asian	18,948	*	72,999	*	*	*	*
Pacific Islander	681	*	2,398	*	*	*	*
Black	57,112	42,303	196,842	198,606	57,624	15,321	27
White	116,819	97,752	436,838	417,534	111,657	13,905	12
Latino	233,223	171,719	799,114	798,480	233,038	61,319	26
Multiracial	9,921	*	33,867	*	*	*	*
All Groups	438,225	340,579	1,544,253	1,541,499	437,443	96,864	22
Male	222,731	176,331	773,821	806,570	208,480	55,826	24
Female	203,006	172,191	738,552	769,257	188,903	39,255	19

* Attrition rates could not be configured due to the state's data masking.

Notes: Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data. IDRA's 2022-23 attrition study involved the analysis of enrollment figures for public high school students in the ninth grade during 2018-19 school year and enrollment figures for 12th grade students in 2022-23. This period represents the time span when ninth grade students would be enrolled in school prior to graduation. The enrollment data for special school districts (military schools, state schools and charter schools) were excluded from the analyses since they are likely to have unstable enrollments and/or lack a tax base to support school programs. School districts with masked student enrollment data were also excluded from the analysis. Since the 2014-15 school year, TEA has collected enrollment data for race and ethnicity separately in compliance with new federal standards. For the purposes of analysis, IDRA continued to combine the Asian and Native Hawaiian/Other Pacific Islander categories. Attrition rates were not calculated for students classified as having two or more races (multiracial).

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order to comply with the *Family Educational Rights and Privacy Act* (FERPA).

Where data were masked, it was necessary for IDRA to exclude some district- and/or county-level data from the total student enrollment counts. Additionally, IDRA excludes enrollment counts from all non-traditional ISDs.

Beginning in 2010-11, TEA reports student enrollment data on race and ethnicity based on new federal standards that require this data to be collected separately using a specific two-part question: (1) is the person Hispanic/Latino? and (2) What is the person's race? Prior to the new standard, TEA allowed school districts to report a student's race or ethnicity in one of five categories: American Indian or Alaskan Native (Native American); Asian or Pacific

Islander; Black or African American (not of Hispanic origin); Hispanic/Latino; or white (not of Hispanic origin).

Under the new standards, TEA now requires school districts to report a student's race or ethnicity in one of seven categories: American Indian or Alaskan Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; white; or multiracial (two or more races).

Methods

Attrition rates are an indicator of a school's holding power or ability to keep students enrolled in school and learning until they graduate. Along with other dropout measures, attrition rates are useful in studying the mag-

nitude of the dropout problem and the success of schools in keeping students in school.

Though each measure has a different meaning and calculation method, each provides unique information that is important for assessing schools' quality of education and school holding power (see Pages 33-34 for analysis methodologies).

Spanning a period from 1895-86 through 2022-23, IDRA's attrition studies have provided time series data, using a consistent methodology on the number and percent of Texas public school students who leave school prior to graduation. They provide information on the effectiveness and success of Texas public high schools in keeping students engaged and in school until they graduate with a high school diploma.

IDRA's attrition studies involve an analysis of ninth-grade enrollment figures and 12th grade enrollment figures three years later. IDRA adjusts the expected grade 12 enrollment based on increasing or declining enrollment in grades 9-12. This period represents the time span during which a student would be enrolled in high school.

IDRA collects and uses high school enrollment data from the TEA Fall Membership Survey to compute countywide and statewide attrition rates by race-ethnicity and rates by gender.

Enrollment data from special school districts (military school, state schools, charter schools) are excluded from the analysis because they are likely to have unstable enrollments or lack a tax base for school programs.

This year, IDRA's statewide analysis excludes records for counties with missing data across Black, Latino and white racial-ethnic categories, which included nine counties: Angelina, Bee, Erath, Hartley, Hood, Kendall, Real, Somerville and Webb. Thus, statewide attrition rates reflect the total number of public high school students across counties with unmasked data. Thus, the final sample for this year's study was a total of 1,541,499 students enrolled in 243 Texas counties* during the 2022-23 school year.

Due to extensive masking procedures by TEA in an effort to protect student privacy, attrition rates for certain racial-ethnic student groups, including American Indian/Alaska Native (referred to as Native American in previous IDRA reports), Native Hawaiian/Pacific Islander, and Asian (combined and recategorized as Asian/Pacific Islander in previous IDRA reports) categories, could not be accurately analyzed. As a result, the present study limited its analysis to the three largest racial-ethnic groups: Black, Latino and white.

Additional Resources Online

- Look Up Your County – See attrition rates and numbers over the last 10 years
- Infographic – Types of Dropout Data Defined
- Infographic – 6 School Policies that Lead to Higher Dropout Rates – Infographic
- Book – College Bound and Determined
- Overview of the Valued Youth Partnership program that keeps 98% of students in school

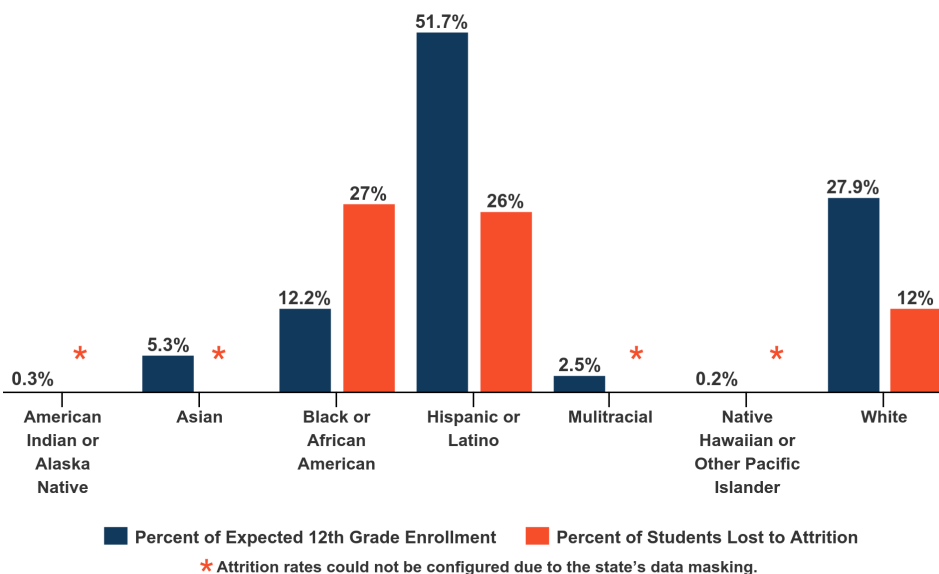
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See IDRA's eBook: Ready – Renew – Reconnect! Proven Strategies for Re-engaging Students Who Need You the Most

<https://idra.news/ReadyReopenReconnect>

Proportion of Student Population Lost to Attrition



* Our analysis excludes records for counties with missing data across Black, Latino and white racial-ethnic categories which includes a total of 9 counties: Angelina, Bee, Erath, Hartley, Hood, Kendall, Real, Somerville, Webb. Thus, statewide attrition rates reflect the total number of public high school students across counties with unmasked data.

Texas Student Enrollment, Grades 9-12, 2019-20 to 2022-23 (number)

Race-Ethnicity	Enrollment by Grade				
	9	10	11	12	9-12
2019-20					
American Indian or Alaska Native	1,546	1,380	1,358	1,191	5,475
Asian	19,007	18,831	18,111	17,290	73,239
Black or African American	57,558	50,885	46,424	43,540	198,407
Hispanic or Latino	240,979	212,865	193,453	180,076	827,373
Multiracial	10,034	9,060	8,019	7,193	34,306
Native Hawaiian or Other Pacific Islander	690	589	576	558	2,413
White	119,308	113,434	109,267	104,464	446,473
Total	449,122	407,044	377,208	354,312	1,587,686
2020-21					
American Indian or Alaska Native	1,509	1,386	1,255	1,214	5,364
Asian	18,962	19,053	18,672	18,345	75,032
Black or African American	56,409	53,340	48,180	44,619	202,548
Hispanic or Latino	232,762	222,695	202,406	186,766	844,629
Multiracial	10,467	9,796	8,935	7,971	37,169
Native Hawaiian or Other Pacific Islander	650	650	571	565	2,436
White	115,764	113,785	108,424	105,120	443,093
Total	436,523	420,705	388,443	364,600	1,610,271
2021-22					
American Indian or Alaska Native	1,579	1,367	1,222	1,127	5,295
Asian	20,193	19,191	19,028	18,921	77,333
Black or African American	62,744	51,970	48,743	43,999	207,456
Hispanic or Latino	258,593	215,376	203,037	186,275	863,281
Multiracial	12,084	10,123	9,446	8,499	40,152
Native Hawaiian or Other Pacific Islander	758	648	575	553	2,534
White	119,795	110,025	107,403	102,783	440,006
Total	475,746	408,700	389,454	362,157	1,636,057
2022-23					
American Indian or Alaska Native	1,567	1,438	1,226	1,130	5,361
Asian	22,182	20,606	19,457	19,270	81,515
Black or African American	62,762	56,131	48,500	44,801	212,194
Hispanic or Latino	259,769	233,823	202,190	189,591	885,373
Multiracial	12,698	11,391	9,794	9,021	42,904
Native Hawaiian or Other Pacific Islander	713	689	603	554	2,559
White	118,410	112,954	104,476	102,145	437,985
Total	478,101	437,032	386,246	366,512	1,667,891

Statewide enrollment counts reflect those for all public schools including traditional ISDs and open enrollment charter districts.

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2019-20 to 2022-23, <https://rptsvr1.tea.texas.gov/adhocrpt/adste.html>

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Texas Student Enrollment, Grades 9, 12 and 9-12, 2019-20 to 2022-23 (percent)

Race-Ethnicity	2019-20	2020-21	2021-22	2022-23
9th Grade Enrollment				
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	4.2	4.3	4.2	4.6
Black or African American	12.8	12.9	13.2	13.1
Hispanic or Latino	53.7	53.3	54.4	54.3
Multiracial	2.2	2.4	2.5	2.7
Native Hawaiian or Other Pacific Islander	0.2	0.1	0.2	0.1
White	26.6	26.5	25.2	24.8
Total All Ethnicities	100.0	100.0	100.0	100.0
12th Grade Enrollment				
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	4.9	5.0	5.2	5.3
Black or African American	12.3	12.2	12.1	12.2
Hispanic or Latino	50.8	51.2	51.4	51.7
Multiracial	2.0	2.2	2.3	2.5
Native Hawaiian or Other Pacific Islander	0.2	0.2	0.2	0.2
White	29.5	28.8	28.4	27.9
Total All Ethnicities	100.0	100.0	100.0	100.0
9-12th Grade Enrollment				
American Indian or Alaska Native	0.3	0.3	0.3	0.3
Asian	4.6	4.7	4.7	4.9
Black or African American	12.5	12.6	12.7	12.7
Hispanic or Latino	52.1	52.5	52.8	53.1
Multiracial	2.2	2.3	2.5	2.6
Native Hawaiian or Other Pacific Islander	0.2	0.2	0.2	0.2
White	28.1	27.5	26.9	26.3
Total All Ethnicities	100.0	100.0	100.0	100.0

Data source: Texas Education Agency, Standard Reports, Enrollment Reports, 2019-20 to 2022-23
Intercultural Development Research Association, 2024

While enrollment data for the relatively new multiracial category were available, the calculation of an attrition rate could not be achieved without corresponding first-year categories, which only became available in recent years.

Though data masking posed challenges for analyzing attrition rates for certain racial-ethnic student subgroups for 71 counties, certain masked data for counties in which there are no charter districts were recovered by IDRA by accessing countywide student enrollment reports via TEA's PEIMS online data records portal.

For sex/gender, TEA reports only male and female.

IDRA calculates the adjusted attrition rate by: (1) dividing the high school enrollment (grades 9-12) in the end year by the high school enrollment in the base year; (2) multiplying the results from Calculation 1 by the ninth grade enrollment in the base year; (3) subtracting the results from Calculation 2 from the 12th grade enrollment of the end year; and (4) dividing the results of Calculation 3 by the result of Calculation 2. The attrition rate results (percentages) are rounded to the nearest whole number.

Latest Study Results

More than one of every five students (22%) from the freshman class of 2019-20 left school prior to graduating with a high school diploma. For the Class of 2023, Texas public schools lost nearly 100,000 students from enrollment between 2019-20 and 2022-23.

While the overall attrition rate has since demonstrated a 30% improvement from a rate of 33% in 1985-86 to 22% in 2022-23, compared to previous years, attrition has worsened this year. Over the past three decades, attrition rates have fluctuated between a low of 19% in 2020-21 to a high of 43% in 1996-97.

A total of 96,864 students from the 2019-2020 freshman class were lost from public school enrollment in 2022-23 compared to 88,708 students in 2021-22, 82,215 students in 2020-21, and 86,276 students in the initial study in 1985-86.

Since 1986, Texas schools have lost a cumulative total of more than 4.2 million students from public high school enrollment.

Racial-Ethnic Student Data. For the Class of 2022-23, Black students had the highest attrition rates of all racial-ethnic subgroups.

Black students and Latino students were nearly two times more likely to leave school without graduating with a diploma than white students. This trend is consistent with that of the Class of 2020-21.

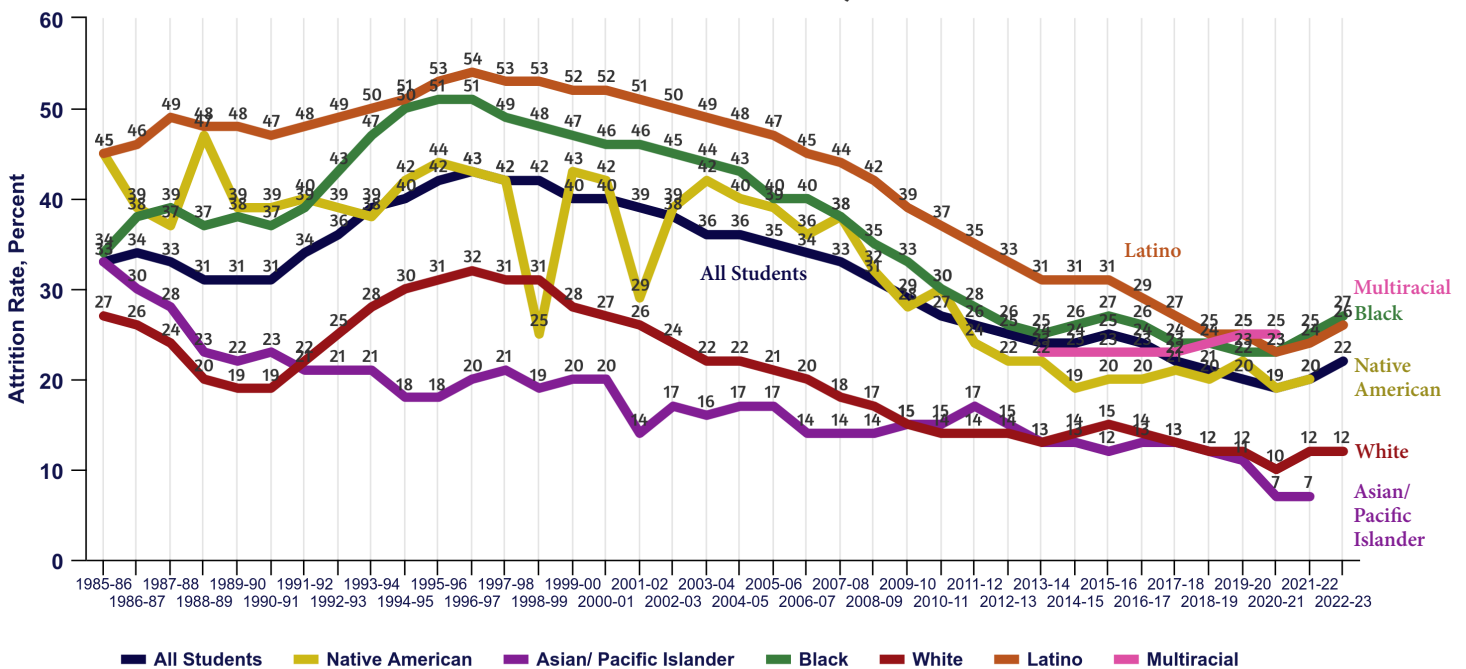
From 1985-86 to 2022-23, attrition rates of Latino students declined by 42% (from 45% to 26%). During this same period, the attrition rates of Black students declined by 21% (from 34% to 27%). Attrition rates of white students declined by 56% (from 27% to 12%). Compared to previous years, long-term improvement in attrition rates slowed across all racial-ethnic subgroups compared to previous years facilitated by a rise in attrition rates this year.

Gap Over Time. While attrition rates of Black and Latino students have improved since IDRA's original study, a clear disparity in schools' retention of Black and Latino students persists. The attrition rate gap between white

A total of 96,864 students from the 2019-20 freshman class were lost from public high school enrollment in 2022-23.

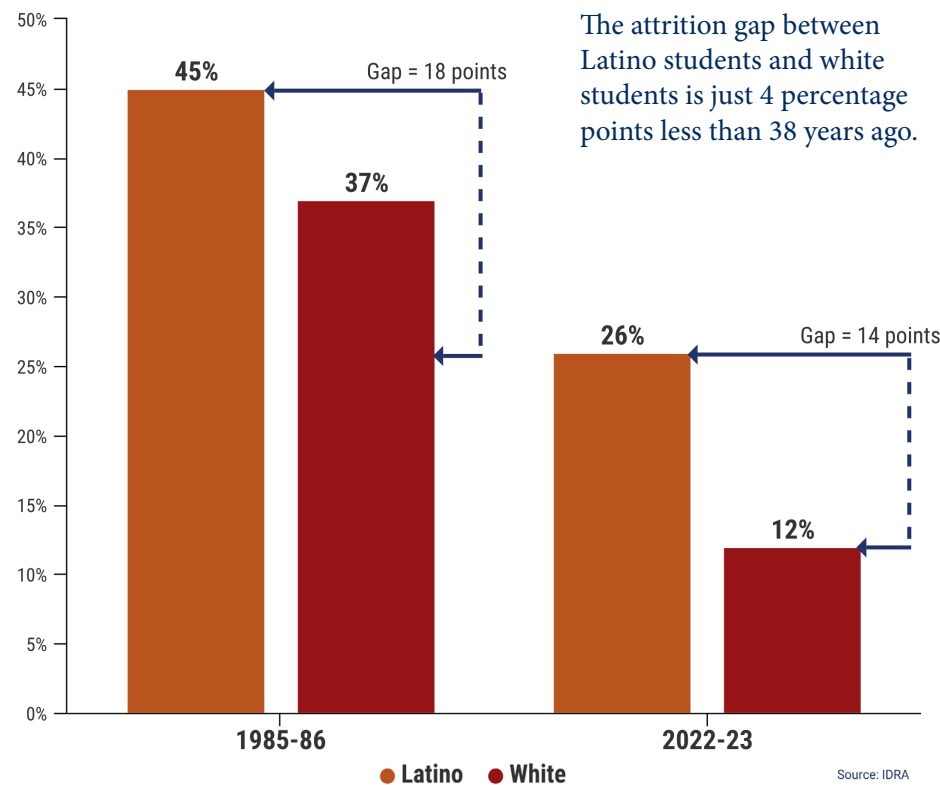
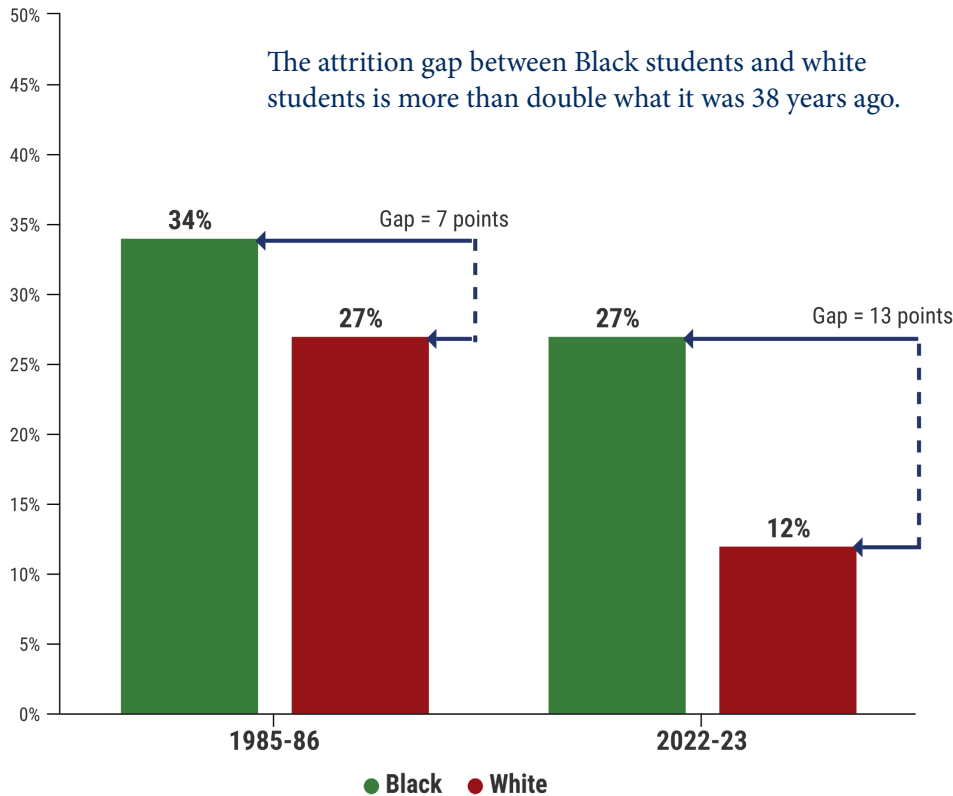
Longitudinal Attrition Rates by Race-Ethnicity in Texas Public Schools, 1985-86 to 2022-23

Attrition Rates in Texas Over Time, IDRA Studies



* Rates for Asian/Pacific Islander students, Native American students and multiracial students could not be configured for 2022-23 due to the state's data masking.

Statewide High School Attrition Rate Gaps



Source: IDRA

Attrition and Dropout Rates in Texas Over Time

	IDRA Attrition Rates ¹	TEA Attrition Rates ¹	TEA Long. Dropout Rates	TEA Annual Dropout Rates
1985-86	33		--	--
1986-87	34		--	--
1987-88	33		34.0	6.7
1988-89	31		31.3	6.1
1989-90	31		27.2	5.1
1990-91	31		21.4	3.9
1991-92	34		20.7	3.8
1992-93	36		15.8	2.8
1993-94	39		14.4	2.6
1994-95	40		10.6	1.8
1995-96	42		10.1	1.8
1996-97	43		9.1	1.6
1997-98	42	36	14.7	1.6
1998-99	42	37	9.0*	1.6
1999-00	40	37	7.7*	1.3
2000-01	40	37	6.8*	1.0
2001-02	39	36	5.6*	0.9
2002-03	38	34	4.9*	0.9
2003-04	36	33	4.2*	0.9
2004-05	36	32	4.6*	0.9
2005-06	35	31	9.1***	2.6**
2006-07	34	30	11.6***	2.7**
2007-08	33	29	10.7***	2.2**
2008-09	31	29	9.5***	2.0**
2009-10	29	27	7.6***	1.7**
2010-11	27	25	7.1***	1.6**
2011-12	26	23	6.6***	1.7**
2012-13	25	22	6.7***	1.6**
2013-14	24	21	6.7***	1.6**
2014-15	24	20.3	6.3***	2.1**
2015-16	25	19.6	6.2***	2.0**
2016-17	24	18.5	5.9***	1.9**
2017-18	22	18	5.7***	1.9**
2018-19	21	17.6	5.9***	1.9**
2019-20	20	18	5.4***	1.6**
2020-21	19	15.8	5.8***	2.4**
2021-22	20	17.1	6.4***	2.2**
2021-23	22	18.4	6.3***	2.0**

¹Attrition rates for grades 9-12

* Longitudinal completion rate (Grades 7-12)

** Annual dropout rate using NCES definition (Grades 7-12)

*** Longitudinal dropout rate using NCES definition (Grades 7-12)

Sources: Intercultural Development Research Association, 2024; Texas Education Agency, Secondary School Completion and Dropouts, 2003-04 to 2022-23; Texas Education Agency, Report on Public School Dropouts, 1987-88 to 1996-97.

Intercultural Development Research Association, 2024

Longitudinal Attrition Rates in Texas Public High Schools, 1985-86 to 2022-23

Group	Race-Ethnicity						Gender		Total
	Native American	Asian/Pacific Islander	Black	White	Latino	Multiracial	Male	Female	
1985-86	45	33	34	27	45		35	32	33
1986-87	39	30	38	26	46		35	32	34
1987-88	37	28	39	24	49		35	31	33
1988-89	47	23	37	20	48		34	29	31
1989-90	39	22	38	19	48		34	29	31
1990-91	39	23	37	19	47		34	28	31
1991-92	40	21	39	22	48		37	30	34
1992-93	39	21	43	25	49		39	33	36
1993-94	38	21	47	28	50		41	36	39
1994-95	42	18	50	30	51		43	37	40
1995-96	44	18	51	31	53		45	39	42
1996-97	43	20	51	32	54		46	40	43
1997-98	42	21	49	31	53		45	38	42
1998-99	25	19	48	31	53		45	38	42
1999-00	43	20	47	28	52		44	36	40
2000-01	42	20	46	27	52		43	36	40
2001-02	29	14	46	26	51		43	35	39
2002-03	39	17	45	24	50		41	34	38
2003-04	42	16	44	22	49		40	33	36
2004-05	40	17	43	22	48		39	32	36
2005-06	39	17	40	21	47		38	31	35
2006-07	36	14	40	20	45		37	30	34
2007-08	38	14	38	18	44		36	29	33
2008-09	32	14	35	17	42		35	27	31
2009-10	28	15	33	15	39		33	25	29
2010-11	30	15	30	14	37		31	23	27
2011-12	24	17	28	14	35		29	22	26
2012-13	22	15	26	14	33		28	22	25
2013-14	22	13	25	13	31	23	26	21	24
2014-15	19	13	26	14	31	23	27	22	24
2015-16	20	12	27	15	31	23	27	22	25
2016-17	20	13	26	14	29	23	26	21	24
2017-18	21	13	24	13	27	23	25	19	22
2018-19	20	12	24	12	25	24	23	18	21
2019-20	22	11	23	12	25	25	23	17	20
2020-21	19	7	23	10	23	25	21	16	19
2021-22	20	7	25	12	24	28	23	17	20
2022-23	**	**	27	12	26	**	24	19	22
Percent Change* From 1985-86 to 2021-22	N/A	N/A	-21	-56	-56	N/A	-31	-41	-33

* Rounded to nearest whole number.

** Attrition numbers could not be configured due to the state's data masking.
Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Intercultural Development Research Association, 2024

Numbers of Students Lost to Attrition in Texas, 1985-86 to 2021-22

School Year	Total	Race-Ethnicity						Gender	
		Native American	Asian/Pacific Islander	Black	White	Latino	Multiracial	Male	Female
1985-86	86,276	185	1,523	12,268	38,717	33,583		46,603	39,673
1986-87	90,317	152	1,406	14,416	38,848	35,495		48,912	41,405
1987-88	92,213	159	1,447	15,273	34,889	40,435		50,595	41,618
1988-89	88,538	252	1,189	15,474	28,309	43,314		49,049	39,489
1989-90	86,160	196	1,214	15,423	24,510	44,817		48,665	37,495
1990-91	83,718	207	1,324	14,133	23,229	44,825		47,723	35,995
1991-92	91,424	215	1,196	15,016	27,055	47,942		51,937	39,487
1992-93	101,358	248	1,307	17,032	32,611	50,160		57,332	44,026
1993-94	113,061	245	1,472	19,735	37,377	54,232		63,557	49,504
1994-95	123,200	296	1,226	22,856	41,648	57,174		68,725	54,475
1995-96	135,438	350	1,303	25,078	45,302	63,405		75,854	59,584
1996-97	147,313	327	1,486	27,004	48,586	69,910		82,442	64,871
1997-98	150,965	352	1,730	26,938	49,135	72,810		85,585	65,380
1998-99	151,779	299	1,680	25,526	48,178	76,096		86,438	65,341
1999-00	146,714	406	1,771	25,097	44,275	75,165		83,976	62,738
2000-01	144,241	413	1,794	24,515	41,734	75,785		82,845	61,396
2001-02	143,175	237	1,244	25,017	39,953	76,724		82,762	60,413
2002-03	143,280	436	1,611	25,066	36,948	79,219		82,621	60,659
2003-04	139,413	495	1,575	24,728	33,104	79,511		80,485	58,928
2004-05	137,424	490	1,789	24,373	31,378	79,394		78,858	58,566
2005-06	137,162	512	1,876	24,366	29,903	80,505		78,298	58,864
2006-07	134,676	500	1,547	23,845	28,339	80,445		76,965	57,711
2007-08	132,815	581	1,635	23,036	25,923	81,640		76,532	56,283
2008-09	125,508	450	1,685	21,019	22,476	79,878		73,572	51,936
2009-10	119,836	427	1,951	20,051	20,416	76,991		70,606	49,230
2010-11	110,804	601	1,951	16,880	16,771	74,601		65,983	44,821
2011-12	103,140	432	2,353	14,675	16,615	69,065		61,165	41,975
2012-13	99,575	412	2,171	13,437	16,390	67,165		58,758	40,817
2013-14	94,711	363	2,015	12,324	15,437	62,990	1,582	55,094	39,617
2014-15	99,297	313	2,017	13,525	17,047	64,825	1,570	57,626	41,671
2015-16	102,610	320	1,852	14,423	17,441	66,863	1,711	59,365	43,245
2016-17	99,960	305	2,124	13,802	17,107	64,849	1,773	57,874	42,086
2017-18	94,767	314	2,444	12,986	15,467	61,660	1,896	55,266	39,501
2018-19	88,070	301	2,322	12,524	13,887	56,990	2,046	51,342	36,728
2018-19	86,789	327	2,109	12,585	13,347	56,087	2,334	51,524	35,265
2020-21	82,215	277	1,464	12,610	12,132	53,096	2,636	47,998	34,217
2021-22	89,333	278	1,325	14,449	13,404	56,669	3,208	52,746	36,587
2022-23	96,864	**	**	15,321	13,905	61,319	**	55,826	39,255
All Years	4,215,880	12,396	60,664	694,245	1,060,005	2,363,449	16,120	2,413,506	1,796,635

* Calculation of attrition could not be achieved without corresponding first-year data.

** Attrition numbers could not be configured due to the state's data masking.

All Years totals excludes 2022-23 numbers for masked groups.

N/A = Not applicable

Figures calculated by IDRA from Texas Education Agency Fall Membership Survey data.

Intercultural Development Research Association, 2024

students and Black students has more than doubled (by 8 percentage points) between 1985-86 and 2022-23. In comparison, the attrition rate gap between white students and Latino students decreased by 22% (by 4 percentage points) between 1985-86 and 2022-23.

Historically, Latino students and Black students have comprised a large proportion of students lost by schools. In 2022-23, students of marginalized Black and Latino racial-ethnic identity accounted for nearly 79% of the estimated 96,864 students lost from Texas public high school enrollment.

Latino students accounted for 63% of the students lost to attrition during IDRA's present attrition study period, while Black students accounted for 16%. In contrast, white students accounted for 14% of students.

Male-Female Student Data. Historically, attrition rates for male students have been higher than those of female students.

From 1985-86 to 2022-23, attrition rates of male students declined by 31% (from 35% to 24%). In comparison, attrition rates for female students declined by 41% (from 32% to 19%) between 1985-86 to 2022-23.

In 2022-23, male students were nearly 1.3 times more likely to leave school without graduating with a diploma than female students.

Additional Data. Attrition data at the county-level are provided on Pages 15-16. In addition, trend analyses of current and historical attrition data by county are available on IDRA's website at www.idra.org. Descriptions of different dropout counting and reporting methodologies are outlined on Page 33-34.

COVID-19 Impact on High School Attrition

In 2022, IDRA reported that the statewide attrition rate worsened for the first time in seven years during the 2021-22 school year (Cavazos, 2022). This year's report is the first to analyze a full cohort of students who entered high school as freshmen in 2020-21.

The Class of 2023 faced unprecedented challenges during their high school experience and even prior, navigating abrupt learning disruptions from statewide school closures in March 2020 as a response to the COVID-19 pandemic.

School closures forced students, educators and school leaders to adapt to virtual classroom environments, which was an unfamiliar modality for many. This mass shift to remote learning had significant implications for student engagement, causing schools to lose touch with over one in 10 students, more than 600,000 learners, in spring 2020 (Quintanilla-Muñoz, 2021).

The pandemic shed a harsh light on an existing digital divide in Texas, which exacerbated pre-existing disparities in resource access and educational opportunity for students in public schools, particularly those from families with low incomes, emergent bilingual students and students with disabilities (Marshall & Quintanilla-Muñoz, 2021; Gazmararian et al., 2021).

The digital divide laid bare long-standing equity concerns harming Texas public schools even prior to the global health crisis, including disproportionate funding, students' unequal access to technological resources and connectivity, and weak efforts to authentically engage families (Quintanilla-Muñoz, 2021).

As a result, schools struggled to address chronic absenteeism and dropout trends prevalent among disengaged students who were grappling with societal shockwaves in response to a health and economic crisis while struggling to navigate personal losses of peer communities, strained access to school support and vital educational services (Cavazos, 2022).

While Texas schools reopened to students and school personnel at the start of the next school year, only about half were facilitating in-person classes (Burbio, 2024). By June 2021, most schools had fully transitioned back to in-person classes, however, total public school enrollment dropped by more than 120,000 students from the 2019-20 school year (TEA, 2021).

Scholars and education experts have since explored the impact school closures and remote learning had on students' long-term achievement and success (dubbed the "COVID slide"). Preliminary research projected substantial "learning loss" or lost instructional time during the pandemic in core subject areas by the 2020-21 school year, intensifying historical disparities in academic achievement for Black, Latino and economically disadvantaged students (Kuhfeld et al, 2020).

As anticipated, the COVID-19 pandemic amplified existing inequities and barriers for Texas students and led to an increase in dropout risks. Consequently, attrition rates across all major racial-ethnic groups continue to demonstrate a concerning trend with respect to student retention post-COVID.

Conclusion

The results of the current study show that attrition rates have reversed schools' progress to retain high school graduates following 2015-16. Since reaching an all-time low attrition rate in 2020-21, Texas schools continue to experience a steady uptick in student attrition.

This setback raises concerns about many schools' efforts to maintain and improve graduation rates following the height of the COVID-19 pandemic in 2020.

Moreover, trend data reveal that, although attrition rates demonstrated a steadily decline before 2020-21, there remain persistent gaps in attrition with respect to white students and students of historically marginalized racial-ethnic identities.

More research on the impact of the COVID-19 crisis on student attrition and dropout is crucial to providing a more comprehensive and contextual examination of worsening attrition trends and their long-term implications on Texas schools' capacity to successfully graduate their students.

When schools reopened after the pandemic, students and educators carried with them the trauma of the pandemic experience. Faced with students' increased mobility, family economic hardship, lost relationships with teachers, and lack of academic success, schools lost touch with many students.

IDRA published a resource, *Ready – Reopen – Reconnect! Proven Strategies for Re-engaging Students Who Need You the Most*, that continues to be useful for school leaders. It shows strategies that have been proven successful, such as creating purposeful experiences in classrooms, recognizing student strengths and contributions, building positive relationships between teachers and students, and other strategies for supporting socio-emotional learning.

The strongest school-related predictor of dropping out is poor academic performance. Students perform better in school if they feel welcome, safe and secure. In 2022, IDRA released “How the Pandemic May Impact School Policies and Practices that Lead to Higher Dropout Rates” (Quintanilla-Muñoz, 2022), which outlines six policies and practices that lead to higher dropout rates (see <https://idra.news/6Policies>). IDRA urges communities to work together to examine these six policies and practices and to take action for the benefit of children and the future of Texas.

Resources

- Burbio. (2024). *K-12 School Opening Tracker*, website.
- Cavazos, C. (October 2022). *Texas High School Attrition Rate Worsens for the First Time in Seven Years – Highlights of IDRA’s 37th Annual Attrition Study*. IDRA Newsletter.
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- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). *Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement*. *Educational Researcher*, 49(8), 549-565.
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- Quintanilla-Muñoz, C. (May 19, 2021). *Plugged in, Tuned Out – Student Engagement Patterns in Texas Public Schools During COVID-19 Show Need for Statewide Broadband Access*. IDRA.
- Robledo Montecel, M. (principal investigator). (October 1986). *Texas School Dropout Survey Project*, seven volumes: Vol 1: Magnitude of the Problem – Census Analysis; Vol 2: Magnitude of the Problem – Attrition Analyses; Vol 3: Magnitude of the Problem – School District Research and Procedures; Vol 4: Magnitude of the Problem – School District Research and Procedures; Vol 5: Benefit-Cost Impact of the Dropout Program; Vol 6: Program Responses – Their Nature and Effectiveness; Vol 7: Study Methods and Procedures; plus A Summary of the Findings. IDRA.
- TEA. (August 2024). *Secondary School Completion and Dropouts in Texas Public Schools 2022-23*. Texas Education Agency.
- TEA. (June 2021). *Enrollment in Texas Public Schools, 2020-21*. Texas Education Agency.

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6 Policies that Lead to Higher Dropout Rates

Exclusionary Discipline



There is no research to support that exclusionary discipline makes schools any safer. Suspension and other exclusionary discipline practices have been linked to a higher likelihood of dropping out or not graduating on time. Minority students, particularly Black students, are disproportionately subject to exclusionary discipline practices. Keeping students out of the classroom only halts their learning.

In-grade Retention



Retained students are 11 times more likely to drop out of school. Despite good intentions, the reasoning behind grade retention is inherently discouraging to children. Students who are retained do not receive long-term benefits from the practice and usually perform more poorly than low-achieving peers who were not retained. Students of color and students from low-income families are more likely to be held back than their peers.

Low Funding & Insufficient Support for ELs



Emergent bilingual students (English learners) are among the most likely to drop out and to be unprepared to go to college. They are the fastest-growing segment of students, but they are one of the lowest academically performing, and the achievement gap widens as students progress through school. Emergent bilingual education is typically significantly underfunded, and few teachers of ELs are fully certified.

Unfair & Insufficient Funding



To be effective, schools must have quality teaching and rigorous, up-to-date curricula. Schools depend on fair funding to serve all of their students each school day. Equitable funding makes a difference. In Texas, for example, poor school districts have had attrition rates that were more than double those of high-wealth districts.

Watered-Down, Non-College Prep Curricula



Research shows that expectations of students’ abilities to succeed are “vital” to their education. For example, students whose parents had not gone to college were themselves three to six times more likely to enroll in a university if they’d taken rigorous higher math courses in high school. One district took high expectations district-wide by considering all students college-material and teaching them accordingly. They cut dropout rates in half and increased college-going rates.

Testing that is High-Stakes



Testing is a piece of a larger pie to ensure schools are educating all students. Assessment should guide instruction, inform school improvement and identify student support needs. But one test should never be used as a sole criterion for high-stakes decisions about students (in-grade retention, diploma denials or state takeovers). Reliance on a single measure fails to consider multiple factors that impact achievement (the characteristics of the community, such as low-wealth status and students of color, do not excuse schools’ poor performance).

It doesn't have to be this way

Get more information in our “pandemic edition” article:
<https://idra.news//6Practices>

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Children First
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Attrition Rates in Texas Public Schools, by Texas County, by Race-Ethnicity, 2022-23

County Name	Attrition Rates ¹				County Name	Attrition Rates ¹			
	Black	White	Latino	Total		Black	White	Latino	Total
Anderson	34	17	26	23	Dewitt	11	15	26	20
Andrews	47	30	26	27	Dickens	100	+	+	-21
Angelina	*	14	20	19	Dimmit	50	+	25	23
Aransas	57	+	21	22	Donley	+	15	47	17
Archer	+	15	7	15	Duval	+	+	21	21
Armstrong	+	8	22	6	Eastland	+	14	12	12
Atascosa	+	2	20	17	Ector	40	34	37	36
Austin	27	17	24	21	Edwards	+	13	7	9
Bailey	+	34	11	16	Ellis	25	16	28	23
Bandera	+	28	17	24	El Paso	22	20	22	22
Bastrop	19	16	34	29	Erath	*	5	19	16
Baylor	50	16	37	26	Falls	33	25	23	28
Bee	*	36	41	38	Fannin	12	18	35	22
Bell	31	20	28	27	Fayette	31	8	33	22
Bexar	25	10	27	24	Fisher	+	22	21	26
Blanco	+	+	29	11	Floyd	+	15	31	28
Borden	+	10	+	5	Foard	+	+	+	-27
Bosque	+	14	38	21	Fort Bend	21	12	29	19
Bowie	29	16	37	24	Franklin	+	5	25	8
Brazoria	21	15	26	20	Freestone	2	22	22	20
Brazos	35	8	34	25	Frio	100	6	12	12
Brewster	+	25	19	18	Gaines	+	10	14	11
Briscoe	+	21	58	32	Galveston	22	14	29	19
Brooks	*	+	31	28	Garza	64	23	26	32
Brown	63	23	28	26	Gillespie	+	7	30	17
Burleson	28	25	24	26	Glasscock	*	33	10	23
Burnet	19	22	25	24	Goliad	32	27	25	27
Caldwell	+	19	38	34	Gonzales	40	13	15	16
Calhoun	0	5	16	10	Gray	+	7	28	15
Callahan	+	29	31	29	Grayson	30	17	30	22
Cameron	+	14	13	13	Gregg	19	13	21	18
Camp	5	21	18	18	Grimes	23	23	38	30
Carson	+	4	28	6	Guadalupe	+	10	32	21
Cass	9	11	+	10	Hale	9	6	19	16
Castro	100	+	18	15	Hall	+	+	10	3
Chambers	10	19	26	21	Hamilton	*	22	7	18
Cherokee	24	16	29	24	Hansford	*	14	+	3
Childress	14	+	25	15	Hardeman	44	+	28	11
Clay	+	14	2	13	Hardin	22	15	26	*
Cochran	*	15	40	34	Harris	28	9	26	23
Coke	*	31	+	18	Harrison	42	22	45	35
Coleman	0	24	21	22	Hartley	+	33	35	36
Collin	18	2	17	11	Haskell	+	+	6	-5
Collingsworth	+	14	24	14	Hays	15	17	35	28
Colorado	32	7	28	21	Hemphill	*	7	35	22
Comal	8	17	29	22	Henderson	+	23	22	21
Comanche	0	16	26	22	Hidalgo	45	25	24	24
Concho	+	+	35	14	Hill	32	14	19	18
Cooke	3	15	30	21	Hockley	+	9	12	11
Coryell	15	13	16	13	Hood	*	28	32	29
Cottle	+	+	+	-44	Hopkins	+	18	16	16
Crane	+	+	20	9	Houston	32	19	41	26
Crockett	+	39	7	15	Howard	11	20	27	23
Crosby	43	11	15	17	Hudspeth	33	+	16	6
Culberson	*	38	0	8	Hunt	9	15	21	16
Dallam	100	11	19	16	Hutchinson	40	15	6	13
Dallas	28	9	31	27	Irion	+	23	+	2
Dawson	+	19	29	25	Jack	+	21	29	22
Deaf Smith	0	+	28	25	Jackson	8	9	23	16
Delta	49	+	0	3	Jasper	17	17	19	18
Denton	22	6	23	14	Jeff Davis	*	+	22	3

¹Calculated by: (1) dividing the high school enrollment in the end year by the high school enrollment in the base year; (2) multiplying the results from Calculation 1 by the ninth grade enrollment in the base year; (3) subtracting the results from Calculation 2 from the 12th grade enrollment in the end year; and (4) dividing the results of Calculation 3 by the result of Calculation 2. The attrition rate results (percentages) were rounded to the nearest

whole number.

** = Attrition rate is less than zero (0).

*** = No high school.

* = The necessary data are unavailable to calculate the attrition rate.

Attrition Rates in Texas Public Schools, By Texas County, by Race-Ethnicity, 2022-23 (continued)

County Name	Attrition Rates ¹				County Name	Attrition Rates ¹			
	Black	White	Latino	TOTAL		Black	White	Latino	Total
Jefferson	30	12	33	26	Randall	32	15	23	17
Jim Hogg	*	25	10	11	Reagan	+	25	18	19
Jim Wells	+	34	36	35	Real	+	46	•	31
Johnson	15	19	26	22	Red River	5	11	37	18
Jones	+	+	22	10	Reeves	10	+	36	34
Karnes	89	59	62	66	Refugio	+	39	6	14
Kaufman	37	19	28	26	Roberts	*	24	+	14
Kendall	*	10	31	19	Robertson	15	13	30	19
Kent	*	0	+	-9	Rockwall	28	14	25	19
Kerr	38	20	28	24	Runnels	56	8	22	17
Kimble	0	16	9	14	Rusk	+	15	27	17
King	+	4	+	4	Sabine	6	13	25	15
Kinney	*	*	4	1	San Augustine	15	15	27	16
Kleberg	43	39	29	31	San Jacinto	19	26	35	29
Knox	0	+	30	11	San Patricio	+	18	19	18
Lamar	31	16	38	23	San Saba	+	1	34	13
Lamb	5	5	15	12	Schleicher	*	17	23	22
Lampasas	42	22	19	20	Scurry	77	25	28	28
La Salle	*	10	8	9	Shackelford	+	+	+	-7
Lavaca	+	11	23	12	Shelby	25	14	20	19
Lee	22	18	33	25	Sherman	*	28	13	20
Leon	9	9	26	14	Smith	25	19	26	23
Liberty	26	25	43	36	Somervell	*	5	1	5
Limestone	6	1	22	11	Starr	*	53	27	27
Lipscomb	+	+	11	-1	Stephens	+	28	32	27
Live Oak	100	+	19	12	Sterling	+	+	33	18
Llano	+	30	41	33	Stonewall	+	+	+	-23
Lubbock	23	9	24	19	Sutton	*	+	+	-14
Lynn	+	34	23	28	Swisher	26	16	24	22
Madison	11	2	33	14	Tarrant	31	11	31	24
Marion	+	35	44	17	Taylor	41	24	35	31
Martin	+	31	27	28	Terrell	+	25	28	33
Mason	+	13	16	12	Terry	8	21	22	21
Matagorda	18	18	23	19	Throckmorton	+	12	10	16
Maverick	100	+	21	22	Titus	30	25	25	26
McCulloch	+	14	11	15	Tom Green	35	26	39	34
McClennan	36	14	32	26	Travis	17	9	27	20
McMullen	*	+	4	0	Trinity	20	26	20	26
Medina	28	+	21	16	Tyler	11	21	5	20
Menard	*	51	+	24	Upshur	5	18	28	21
Midland	40	25	38	35	Upton	+	14	+	-2
Milam	32	8	29	20	Uvalde	**	5	39	35
Mills	58	21	50	37	Val Verde	+	25	8	9
Mitchell	9	28	22	21	Van Zandt	16	13	28	18
Montague	+	15	15	15	Victoria	26	21	40	35
Montgomery	24	14	25	20	Walker	44	18	28	26
Moore	15	9	20	19	Waller	31	29	37	34
Morris	12	24	31	21	Ward	17	35	19	24
Motley	*	+	17	-10	Washington	28	7	33	21
Nacogdoches	24	10	29	20	Webb	*	25	10	10
Navarro	47	18	25	25	Wharton	14	+	22	14
Newton	0	22	8	14	Wheeler	+	+	13	7
Nolan	60	24	19	25	Wichita	15	5	21	13
Nueces	14	18	19	18	Wilbarger	17	14	22	19
Ochiltree	100	13	11	11	Willacy	+	39	2	2
Oldham	+	8	5	6	Williamson	18	5	18	12
Orange	28	22	26	24	Wilson	+	7	23	15
Palo Pinto	55	30	37	33	Winkler	45	24	33	31
Panola	14	5	18	8	Wise	+	14	20	16
Parker	11	13	28	16	Wood	17	15	11	14
Parmer	+	10	12	10	Yoakum	+	14	18	16
Pecos	100	18	28	27	Young	60	16	14	16
Polk	27	35	17	30	Zapata	*	+	11	10
Potter	39	19	29	25	Zavala	+	100	14	14
Presidio	0	+	27	28					
Rains	13	26	15	24	Total	27	12	26	22

Texas Education Agency Reports Jump in the States' Student Dropout Rate

by Christina Quintanilla-Muñoz, M.Ed., & Joanna Sánchez, Ph.D.

According to the Texas Education Agency's (TEA) reporting, the Texas four-year annual high school dropout rate declined 0.2 percentage points to 2.2% in 2021-22 from 2.4% in 2020-21.

The high school annual dropout rate had been consistent at 1.9% between the 2016-17 and 2018-19 school years – the lowest yearly dropout rate since a steady decline in 2008-09 (3.2%).

The longitudinal dropout rate for the Class of 2022 (6.4%) was higher than for the Class of 2021 (5.8%), marking the highest rate since the Class of 2014 (6.6%). After 2014, there was a period of average decline in dropout rates.

TEA released its latest dropout and school completion report, *Secondary School Completion and Dropouts in Texas Public Schools, 2021-22* in August 2023. This report presents statewide summary information on graduates and students who have dropped out from Texas public schools and includes detailed analyses of annual dropout rates, longitudinal graduation, state attrition rates and other related topics.

By state law, TEA has used the dropout definition and calculation methods of the National Center for Education Statistics (NCES) since 2005-06. With the NCES definition, a dropout is defined as a “student who is enrolled in public school in grades 7-12, does not return to public school the following year, is not expelled, and does not graduate, receive a high school equivalency certificate, continue high school outside the public-school system, begin college or die.”

Statewide Graduation Rates Continued to Decline

Texas high schools graduated more than 396,000 students in the Class of 2022, of which nearly 90% graduated within four years. TEA reported a slight decline in the four-year graduation rate for the Class of 2022 (89.7%) compared to that for the Class of 2021 (90%), following a steady plateau in the previous four graduating classes.

Across reported racial and ethnic subgroups, Texas schools graduated Black students at the lowest rate (85.6%) followed by Latino students (88%). For both Black and Latino student groups, graduation rates have demonstrated a steady decline and below the state average since the 2019-20 school year). With the exception of multiracial students, TEA reported a slight improvement in graduation rates for all other racial-ethnic groups in 2022.

Texas schools graduated American Indian (88.4%) and Pacific Islander students (88.9%), since 2020, at the highest reported rate this year. In contrast, Texas schools graduated white students at a rate consistent in 2022 as in 2021 (93.8%) and higher than the statewide average.

TEA presents data for the five largest racial and ethnic categories: Asian, Black (referred to as “African American” by TEA), Latino (i.e., “Hispanic”), multiracial, and white. Terms for race-ethnicity (except for Black and Latino subgroups), gender, and language status in this report reflect designations by the TEA.

Among economically disadvantaged students and those enrolled in special programs, gradu-

ation rates have continued to decline and were lower than the state average this year. Texas schools graduated approximately 10% fewer emergent bilingual students in four years and nearly 11% fewer students who participated in special education programs compared to the statewide average.

More than 43,000 Students Dropped Out from Texas Middle and High Schools

Among, middle and high school students, the number of dropouts decreased from 46,299 students in 2020-21 to 43,909 students in 2021-22, a 5% decrease (or 2,390 students).

Of the 46,299 dropouts in the latest report, 7,425 were in grades 7-8, and 38,874 were in grades 9-12.

TEA reported a 1.7% annual dropout rate in 2022 for students enrolled in grades 7-12, a slight decrease from the previous year (1.8%). Following the 2019-20 school year, the statewide annual dropout rate rose from 1.2% to 1.8%, following a steady rate of 1.4% for four consecutive school years.

Texas High Schools Demonstrated a Slight Annual Dropout Rate Decline

For students enrolled in grades 9-12, following an increased annual dropout rate between 2019-20 (1.6%) and 2020-21 (2.4%), the rate decreased by 0.2 percentage points to 2.2% in 2021-22. At the high school level alone, the number of school dropouts dipped slightly

from 38,874 in 2020-21 to 38,132 students in 2021-22 (a 1.9% decline).

Across race-ethnicities, schools lost Black students at the highest rate (3.6%), followed by Latino (2.7%) and multiracial students (1.8%), compared to white students (1.1%). TEA reported an increase in annual dropout rates from 2020-21 to 2021-22 for Black students only.

In contrast, dropout rates improved for American Indian (2.2% in 2021-22 compared to 3.1% in 2020-21), Latino (0.1% improvement), and white students (0.2% improvement). School dropout rates for Asian and Pacific Islander students remained consistent.

Economically disadvantaged students were more than three times more likely (3.1%) than non-economically disadvantaged students to drop out.

Emergent bilingual students were nearly twice as likely (3.9%) than the statewide average to drop out, however they demonstrated a slight improvement in dropout rate compared to the previous year.

Statewide High School Dropout Rates Vary by Student Group

As previously noted, TEA reported a higher longitudinal dropout rate for the Class of 2022 compared to their previous graduating class. Overall, schools lost 6.4% of students from the graduating class in 2021-22, a 0.6% increase from the Class of 2021 and the highest four-year dropout rate since the Class of 2019 (5.9%).

The longitudinal dropout rate was highest for Black students at 9.6%, which was 2.7 times higher than the rate for white students (3.6%). Latino students' four-year dropout rate increased from 6.9% in 2021 to 7.6% in 2022, more than twice the rate for their white peers.

While TEA reported improvements in the dropout rate for American Indian and white students, worsening trends for Black, Latino and Pacific Islander students indicate a widening racial-ethnic gap in schools' holding power.

In addition to widening racial disparities, the four-year dropout rate continued to worsen for economically disadvantaged students. In 2022,

schools lost 9% of economically disadvantaged high school students compared to 8% from the previous graduating class.

Dropout rates also showed regressions for emergent bilingual students (13.3%) and students in special education (9.4%) in 2022 compared to 2021 (12.2% and 8.7%, respectively), and were lower than the state average – a trend consistent with the previous year.

Leaver Codes Report High Number of “Unknown” Reasons Students Were Not in School

For the 2021-22 school year, TEA tracked school “leaver” reasons in 19 categories shown on Page 23. School districts report the reason(s) a student who is not in school using these codes, and students who are reported under some leaver codes are considered as having dropped out.

A total of 494,642 students were reported as school leavers but not as dropouts in 2021-22. Among leavers, 358,842 (72.5%) were reported as graduates from Texas public schools.

The top five reasons other than graduation for leaving school in Texas included: (1) unknown reasons (42,865); (2) left school to enroll in a public or private school outside of Texas (30,978); (3) left for home schooling (29,765); (4) left to return to family's home country (10,698); and (5) left to enroll in a private school in Texas (8,426).

Conclusion

The present review of TEA's reported 2021-22 graduation and dropout summaries underscore the reverberating impacts of the COVID-19 pandemic on outcomes for students who entered high school during the first COVID-19 year in 2019-20. Following slight regressions in dropout and graduation progress following a partial year of the pandemic during the 2019-20 school year, dropout and graduation rates continue to worsen.

The dropout rates across racial and ethnic groups slightly increased, signifying the persistent gap between the rates of white students and other racial and ethnic groups.

Given the nature of dropout rates in the state, coordinated action must continue among stakeholders to address the slow reduction of dropout rates and the slow progress being made to increase graduation rates.

**Terms for race-ethnicity, gender and language status in this report reflect TEA designations.*

Resources

NCES. (2024). EDData FS150 (DG695): Adjusted Cohort Graduation Rate. U.S. Department of Education.

TEA. (August 2023). Secondary School Completion and Dropouts in Texas Public Schools 2021-22. Texas Education Agency.

TEA. (2023). Secondary School Completion and Dropouts in Texas Public Schools, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22. Texas Education Agency.

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Texas Annual Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) by Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	24,414	1,124,991	2.9	3.1	1.3	1.4	2.2
1998-99	24,886	1,145,910	3.3	3.1	1.2	1.2	2.2
1999-00	21,439	1,163,883	2.6	2.7	1.0	1.0	1.8
2000-01	16,003	1,180,252	1.8	2.0	0.8	0.7	1.4
2001-02	15,117	1,202,108	1.8	1.9	0.6	0.7	1.3
2002-03	15,665	1,230,483	1.7	1.9	0.6	0.6	1.3
2003-04	15,160	1,252,016	1.4	1.9	0.6	0.6	1.2
2004-05	17,056	1,273,950	1.7	2.0	0.7	0.6	1.3
2005-06*	48,803	1,317,993	5.4	5.2	1.8	1.5	3.7
2006-07*	52,418	1,333,837	5.8	5.4	1.9	1.5	3.9
2007-08*	43,808	1,350,921	5.0	4.4	1.5	1.2	3.2
2008-09*	38,720	1,356,249	4.4	3.8	1.3	1.1	2.9
2009-10*	33,235	1,377,330	3.9	3.1	1.1	1.2	2.4
2010-11*	32,833	1,394,523	3.6	3.0	1.1	1.1	2.4
2011-12*	34,285	1,407,697	3.8	3.1	1.2	1.3	2.4
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2012-13*	31,509	1,428,819	3.3	2.8	1.1	1.2	2.2
2013-14*	31,384	1,454,842	3.1	2.7	1.1	1.1	2.2
2014-15*	30,853	1,495,294	3.0	2.5	1.1	1.2	2.1
2015-16*	30,683	1,537,216	3.0	2.4	1.1	1.1	2.0
2016-17*	30,296	1,570,360	2.8	2.3	1.1	0.9	1.9
2017-18*	30,273	1,592,485	2.8	2.3	1.0	1.0	1.9
2018-19*	30,898	1,611,202	3.0	2.3	1.0	1.0	1.9
2019-20*	26,626	1,631,776	2.5	1.9	0.9	0.8	1.6
2020-21*	38,874	1,654,030	3.5	2.8	1.3	1.1	2.4
2021-22*	38,132	1,694,789	3.6	2.7	1.1	1.0	2.2
2022-23*	35,078	1,721,734	3.2	2.4	1.0	1.0	2.0

*Beginning in the 2005-06 school year, the dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as “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 General Education Development (GED) certificate, continue school outside the public school system, begin college, or die.” To implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2021-22, August 2023.

Intercultural Development Research Association, 2024

Texas Annual Dropout Rates – Middle and High School Combined

Reported by the Texas Education Agency

School Year	Dropouts	Students	Annual Dropout Rate (%) By Group, Grades 7-12				
			Black	Latino	White	Other	Total
1987-88	91,307	1,363,198	8.4	8.8	5.1	6.1	6.7
1988-89	82,325	1,360,115	7.5	8.1	4.5	4.9	6.1
1989-90	70,040	1,361,494	6.7	7.2	3.5	4.3	5.1
1990-91	53,965	1,372,738	4.8	5.6	2.7	3.1	3.9
1991-92	53,420	1,406,838	4.8	5.5	2.5	2.9	3.8
1992-93	43,402	1,533,197	3.6	4.2	1.7	2.0	2.8
1993-94	40,211	1,576,015	3.2	3.9	1.5	1.7	2.6
1994-95	29,918	1,617,522	2.3	2.7	1.2	1.1	1.8
1995-96	29,207	1,662,578	2.3	2.5	1.1	1.1	1.8
1996-97	26,901	1,705,972	2.0	2.3	1.0	0.9	1.6
1997-98	27,550	1,743,139	2.1	2.3	0.9	1.1	1.6
1998-99	27,592	1,773,117	2.3	2.3	0.8	0.9	1.6
1999-00	23,457	1,794,521	1.8	1.9	0.7	0.7	1.3
2000-01	17,563	1,818,940	1.3	1.4	0.5	0.5	1.0
2001-02	16,622	1,849,680	1.3	1.3	0.4	0.5	0.9
2002-03	17,151	1,891,361	1.2	1.4	0.4	0.4	0.9
2003-04	16,434	1,924,717	1.0	1.3	0.4	0.4	0.9
2004-05	18,290	1,954,752	1.2	1.4	0.5	0.4	0.9
2005-06*	51,841	2,016,470	3.8	3.5	1.3	1.1	2.6
2006-07*	55,306	2,023,570	4.1	3.7	1.3	1.1	2.7
2007-08*	45,796	2,042,203	3.5	3.0	1.1	0.9	2.2
2008-09*	40,923	2,060,701	3.1	2.6	0.9	0.8	2.0
2009-10*	34,907	2,091,390	2.7	2.1	0.8	0.8	1.7
2010-11*	34,363	2,122,414	2.5	2.1	0.8	0.8	1.6
2011-12*	36,276	2,150,364	2.6	2.1	0.8	0.9	1.7
2012-13*	34,696	2,189,442	2.3	2.0	0.8	0.8	1.6
2013-14*	35,358	2,238,400	2.2	2.0	0.8	0.8	1.6
2014-15*	33,437	2,284,109	2.2	1.8	0.8	0.7	1.5
2015-16*	33,466	2,330,946	2.1	1.7	0.8	0.8	1.4
2016-17*	33,050	2,376,528	2.1	1.7	0.8	0.7	1.4
2017-18*	33,697	2,410,852	2.1	1.7	0.8	0.7	1.4
2018-19*	34,477	2,440,498	2.2	1.6	0.8	0.8	1.4
2019-20*	30,921	2,481,749	1.9	1.5	0.7	0.6	1.2
2020-21*	46,299	2,517,888	2.9	2.1	1.0	1.0	1.8
2021-22*	43,909	2,562,929	2.7	2.0	0.9	0.8	1.7
2022-23*	41,597	2,579,329	2.6	1.9	0.8	0.8	1.6

*Beginning in the 2005-06 school year, the dropout rate was calculated using the National Center for Education Statistics dropout definition. Using the NCES definition, a dropout is defined as "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 General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." To implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Sources: Texas Education Agency, Report on Public School Dropouts, 1996-97 and 1997-98. Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2021-22, August 2023.

Intercultural Development Research Association, 2024

Texas Longitudinal Dropout Rates – High School

Reported by the Texas Education Agency

School Year	Dropouts	Students (cohort)	Longitudinal Dropout Rate (%) By Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	20,226	228,049	11.6	13.4	5.5	4.7	8.9
1998-99	20,231	238,280	11.6	13.1	4.9	4.4	8.5
1999-00	17,729	244,777	9.9	11.2	4.0	3.8	7.2
2000-01	15,551	249,161	8.4	9.6	3.5	3.5	6.2
2001-02	12,719	254,040	6.6	7.8	2.7	2.7	5.0
2002-03	11,869	263,571	6.3	7.1	2.2	2.1	4.5
2003-04	10,507	270,911	4.9	6.3	1.9	1.9	3.9
2004-05	11,650	271,218	5.5	6.9	2.0	2.1	4.3
2005-06*	24,975	283,698	13.3	13.1	3.9	3.4	8.8
2006-07*	33,005	290,662	17.2	16.4	5.3	n/a	11.4
2007-08*	31,437	300,488	16.1	14.4	5.1	n/a	10.5
2008-09*	28,856	308,427	14.8	12.4	4.5	n/a	9.4
2009-10*	22,988	314,079	11.8	9.6	3.5	n/a	7.3
2010-11*	21,813	319,588	10.9	8.7	3.4	2.3	6.8
2011-12*	20,032	316,758	10.1	8.0	3.2	3.0	6.3
2012-13*	21,634	328,584	9.9	8.2	3.5	3.4	6.6
2013-14*	21,977	333,286	9.8	8.2	3.6	3.2	6.6
2014-15*	21,357	339,626	9.5	7.7	3.4	3.4	6.3
2015-16*	21,610	350,684	9.1	7.5	3.4	3.2	6.2
2016-17*	21,171	360,606	8.7	7.2	3.2	2.8	5.9
2017-18*	21,412	372,919	8.3	6.9	3.3	2.9	5.7
2018-19*	22,662	382,451	8.8	7.1	3.3	2.9	5.9
2019-20*	20,888	384,600	7.8	6.5	3.1	2.7	5.4
2020-21*	22,618	388,517	8.7	6.9	3.4	2.9	5.8
2021-22*	25,501	396,228	9.6	7.6	3.6	3.1	6.4
2022-23*	25,229	403,301	9.6	7.9	3.4	2.8	6.3

*The 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12, 2012-13, 2013-14, 2014-15, 2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21 dropout rate was calculated using the NCES dropout definition: A dropout is defined as "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 General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." In order to implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Data source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2021-22, August 2023.

Intercultural Development Research Association, 2024

Texas Longitudinal Graduation Rates – High School

Reported by the Texas Education Agency

School Year	Graduates	Students (cohort)	Longitudinal Graduation Rate (%) By Group, Grades 9-12				
			Black	Latino	White	Other	Total
1997-98	179,379	228,049	74.2	69.8	85.3	82.8	78.7
1998-99	189,441	238,280	74.7	70.6	86.2	86.8	79.5
1999-00	197,579	244,777	76.9	72.8	86.7	88.0	80.7
2000-01	202,052	249,161	77.7	73.5	86.8	88.9	81.1
2001-02	210,381	254,040	79.8	75.7	88.2	90.1	82.8
2002-03	222,021	263,571	81.1	77.3	89.8	91.0	84.2
2003-04	229,133	270,911	82.8	78.4	89.4	91.9	84.6
2004-05	227,755	271,218	81.7	77.4	89.5	91.9	84.0
2005-06*	227,975	283,698	74.5	71.7	89.0	83.9	80.4
2006-07*	226,712	290,662	70.7	68.5	88.2	81.4	78.0
2007-08*	237,576	300,488	71.8	70.8	88.8	81.7	79.1
2008-09*	248,500	308,427	73.8	73.5	89.7	80.3	80.6
2009-10*	264,632	314,079	78.8	78.8	91.6	84.2	84.3
2010-11*	274,562	319,588	80.9	81.8	92.0	93.3	85.9
2011-12*	277,778	316,758	83.5	84.3	93.0	93.6	87.7
2012-13*	289,298	328,584	84.1	85.1	93.0	92.5	88.0
2013-14*	294,240	333,286	84.2	85.5	93.0	93.2	88.3
2014-15*	302,262	339,626	85.2	86.5	93.4	93.7	89.0
2015-16*	312,605	350,684	85.4	86.9	93.4	93.6	89.1
2016-17*	323,373	360,606	86.1	87.7	93.6	94.0	89.7
2017-18*	335,500	372,919	86.5	88.2	93.6	94.1	90.0
2018-19*	344,021	382,451	86.2	88.2	93.7	94.3	90.0
2019-20*	347,392	384,600	87.0	88.6	94.0	94.4	90.3
2020-21*	349,496	388,517	86.3	88.1	93.8	94.4	90.0
2021-22*	355,537	396,228	85.6	88.0	94.2	94.4	89.7
2022-23*	364,227	403,301	86.0	88.0	94.1	94.7	90.3

**Beginning in the 2005-06 school year, the dropout rate and graduation rate were calculated using definitions of the National Center for Education Statistics. Using the NCES definition, a dropout is defined as "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 General Education Development (GED) certificate, continue school outside the public school system, begin college, or die." To implement the legislative requirements for the computation of dropout rates, TEA had to make changes in some dates affecting dropout status and some changes in groups of students who had not been considered dropouts previously.

Data source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools 2019-20, August 2021.

Intercultural Development Research Association, 2024

Exit Reasons for School Leavers, Grades 7-12

Reported by the Texas Education Agency

Leaver Reasons (Code)	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Graduated or received an out-of-state high school equivalency certificate (GED)									
Graduated from a campus in this district or charter (01)	313,397	324,311	334,424	347,893	355,615	360,220	358,842	368,686	377,367
Graduated outside Texas before entering Texas public school, entered a Texas public school, and left again (85)	51	59	56	51	43	27	30	79	69
Completed GED outside Texas (86)	40	46	41	44	54	30	51	54	53
Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Minority Children (90)	28	14	15	19	12	12	8	11	16
Moved to other educational setting									
Entered college and is working toward an associate's or bachelor's degree (24)	319	303	267	288	285	278	237	245	281
Is home schooled (60)	21,120	21,456	22,516	24,292	22,967	21,229	29,846	29,765	30,061
Removed by CPS and the district has not been informed of the student's current status or enrollment (66)	164	171	174	185	188	220	226	181	132
Withdrew from/left school to enroll in a private school in Texas (81)	8,809	7,412	7,373	7,539	7,518	6,074	7,816	8,426	7,399
Withdrew from/left school to enroll in a public or private school outside Texas (82)	35,283	34,763	34,609	32,740	30,949	27,114	30,895	30,978	30,619
Withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program (87)	252	207	194	271	223	177	112	150	131
Withdrawn by district									
Expelled under the provisions of the Texas Education Code §37.007 and cannot return to school (78)	116	132	102	146	196	129	62	203	217
Withdrawn by district when the district discovered that the student was not a resident at the time of enrollment, had falsified enrollment information, or had not provided immunization records (83)	397	333	456	443	319	241	472	455	354
Other reasons									
Died while enrolled in school or during the summer break after completing the prior school year (03)	636	542	679	642	634	702	731	771	773
Withdrew/left school because of pregnancy – female or male (08)	n/a	n/a	n/a	n/a	n/a	33	94	110	101
Withdrew from/left school to return to family's home country (16)	12,631	12,936	13,375	12,416	11,867	10,773	8,585	10,698	11,152
Suffered a condition, injury, or illness that requires substantial medical care (20)	n/a	n/a	n/a	n/a	n/a	32	60	67	57
Ordered by a court to attend a high school equivalency program and has not earned a TxCHSE (88)	1,441	509	757	959	946	596	483	698	758
Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult (89)	458	497	417	326	316	256	187	200	181
Other (reason unknown or not listed above) (98)	31,565	32,476	31,896	32,437	33,242	30,024	45,495	42,865	40,524
All leaver reasons	426,707	436,167	447,351	460,691	465,374	458,157	484,232	494,642	500,245

Source: Texas Education Agency, Secondary School Completion and Dropouts in Texas Public Schools, 2014-15 to 2022-23
Intercultural Development Research Association, 2024

Texas' National Ranking in On-Time Graduation Rate Slips from Sixth to Eighth

by Joanna Sánchez, Ph.D.

The Texas ranking in on-time graduation rates slipped nationally from sixth in 2020-21 to eighth in 2021-22, with Texas' graduation rate decreasing slightly from 90% to 89.7%.

On-time graduation rates in the nation continue to increase based on the latest data on the adjusted cohort graduation rate (ACGR) for the 2021-22 school year. The national average ACGR was 86.6%.

The ACGR is considered the most accurate of the national measures of on-time graduation. It measures the percentage of public high school students who graduate with a regular high school diploma four years after starting ninth grade plus the number of students who transfer into the cohort minus those who transfer out.

In the most recent data on on-time graduation, the ACGR in Texas trailed seven states: West Virginia was first at 91.2%; Tennessee was second at 90.4%; Wisconsin was third at 90.3%; Kentucky and Massachusetts were tied for fourth at 90.1%; Iowa was sixth at 89.9%; and Missouri was seventh at 89.8%.

The National Center for Education Statistics (NCES) released the four-year ACGR data for 2021-22 in 2023. Due to the COVID-19 pandemic's disruptions to education and data reporting, the U.S. Department of Education advised caution when interpreting changes in 2019-20 and 2020-21 data as prior year data may be less comparable.

Forty-eight states and the District of Columbia reported counts of high school graduates in 2021-22. New Mexico and Oklahoma data were unavailable, however, the U.S. average

ACGR includes input data for states when data are not available (see table on next page for rates by state and rank orders by state for the last five years).

For 2019-20, Illinois and Texas ACGR data were imputed by the NCES for the purposes of calculating the national graduation rate. This was based on data quality concerns (Illinois) or not submitting data by the Department of Education's submission deadline (Texas). In 2021-22, New Mexico and Oklahoma ACGR data were unavailable; therefore their data was imputed when calculating the national graduation rate.

Unlike the averaged freshman graduation rate (AFGR), the ACGR because it is more accurate than as it takes into consideration the number of students who transfer in and out of the cohort, thus defining the term "adjusted cohort" for this latest measure of high school graduation.

Beginning with the 2011-12 school year, this measure became a required component of each state's Consolidated State Performance Report (CSPR). Data for this measure were drawn from counts of enrollment by grade and graduates in the Common Core of Data (CCD) State Non-Fiscal Survey of Public Elementary/Secondary Education.

Major Findings

Major findings of the latest NCES study on the ACGR include the following (also see the following tables).

In 2021-22, about four out of five students in the United States graduated from high school

Texas ranked eighth with graduation rate of 89.7% compared to the national average of 86.6%.

Nationally, states ranged from a low of 76.4% in the District of Columbia to a high of 91.2% in Alabama.

on-time, within four years after starting high school as a freshman in ninth grade and adjusting for cohort transfers and removals.

The ACGR in the United States was 86.6% in 2021-22 and ranged from a low of 76.4% in the District of Columbia to a high of 91.2% in West Virginia.

Twenty-four of the reporting entities had rates equal to or higher than the national average of 86.6% (Alabama, Arkansas, California, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Kentucky, Massachusetts, Mississippi, Missouri, Nebraska, New Hampshire, New York, Pennsylvania, Tennessee, Texas, Utah, Virginia, West Virginia and Wisconsin).

In 2021-22, Texas ranked eighth among the 48 reporting states and the District of Columbia with a rate of 89.7%. The Texas ACGR stayed consistent at 90.0% for three of the last five years (2017-18, 2018-19 and 2020-21) before decreasing slightly to 89.7% in 2021-22.*

Twenty-five of the 50 reporting states and the District of Columbia had rates lower than the overall average (Alaska, Arizona, Colorado, District of Columbia, Georgia, Hawaii, Idaho, Louisiana, Maine, Maryland, Michigan, Minnesota, Montana, Nevada, New Jersey, North Carolina, North Dakota, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Vermont, Washington and Wyoming).

In 2021-22, American Indian/Alaska Native, Black and Latino students had an ACGR below the national average. American Indian/Alaska Native had a national average rate of 73.9%, Black students had a national rate of 81.0%, Latino students had a rate of 82.8%, and white students had a rate of 89.8%.

The state of Texas ranked high in the graduation rates of students from all race-ethnicity groups as the graduation rates exceeded the respective student group averages. Texas ranked first in the graduation rates of Asian/Pacific Islander students (96.6%) and Latino students (88%).

Texas ranked second in the graduation rates of students with two or more races (90.6%) and third in the graduation rates of white students (93.8%). Texas ranked sixth in the graduation rate of Black students (85.6%) and eighth for

Nationally, students from families with limited incomes had an graduation rate of 81%, emergent bilingual students had a rate of 72%, and students with disabilities had a rate of 71%. Each group saw a slight improvement.

American Indian/Alaskan Native students with an ACGR of (89.7%).

For special population groups nationally, economically disadvantaged students had an ACGR of 81%, emergent bilingual students had a rate of 72%, and students with disabilities had a rate of 71%. Each of these groups had a rate below the national average.

The state of Texas ranked in the top tier in the graduation rates of students in special population groups. Texas ranked third in the nation in the graduation rate of economically disadvantaged students with an ACGR of 86.4%. The state of Texas ranked fifth in the graduation rate of emergent bilingual students with a rate of 80.1%. For the special population group of students with disabilities, Texas ranked sixth with a rate of 79.1%.

Conclusion

Though graduation rates are increasing, there is still concern that only one-tenth of the states have achieved the national graduation goal.

Persistent graduation gaps continue to exist between white students and other racial and ethnic student groups. Students of color and those in special populations have on-time graduation rates below the national average and those of white students.

Three decades ago, the nation's governors in the 1989 Education Summit at the University of Virginia established an education goal of having a national graduation rate of 90% by 2020. Under Title I, Part A of the *Elementary and Secondary Education Act* (ESEA), as amended by the *Every Student Succeeds Act* (ESSA), states and their local education agencies are required to set and meet challenging graduation goals for all students.

Despite the COVID-19 pandemic disrupting the collection and reporting of data to the Department of Education, especially for 2019-20 and 2020-21, when looking at the national graduation rates over the last decade, there has been improvement.

Yet, notwithstanding the improvement, the 2020 goal has not been reached. Only five states (West Virginia, Tennessee, Wisconsin, Kentucky and Massachusetts) have reached the 90% goal. Five other states are within a percentage point or less from the 90% graduation goal, including Iowa, Missouri, Texas, Kansas and Virginia.

Acknowledgement of the continued increase in on-time graduation rates over the past years is appropriate, but local, state and national efforts are needed to ensure every student receives an excellent education leading to high school graduation and post-secondary and career success. Work must continue in addressing questions about the disparities in graduation rates of student groups and the disparities in graduation rates among states.

**For 2019-20, Illinois and Texas ACGR data (files FS150 and DG695) were imputed by the NCES for the purposes of calculating the U.S. (national) graduation rate. This was due to suppression based on data quality concerns or lack of submission by the Department of Education's final submission deadline.*

Terms for race-ethnicity, gender and language status in this report reflect NCES designations.

The adjusted cohort rate is calculated by dividing the number of cohort members who earn a regular high school diploma by the end of the school year by the number of first-time ninth grade students in the fall of their freshman year plus students who transferred in, minus students who transferred out, emigrated or died during the four-year school enrollment period. The result of the calculation is expressed as a percent.

Under Title I, Part A of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA).

Resources

- NCES. (2023). EDData FS150 (DG695): Adjusted Cohort Graduation Rate. National Center for Education Statistics U.S. Department of Education.
- NCES. (2023). EDData file 150, Data Group 695, and EDData file 151, Data Group 696, 2011-12 through 2021-22. See Digest of Education Statistics 2023, table 219.46. National Center for Education Statistics.
- NCES. (2024). [High School Graduation Rates. Condition of Education](#). National Center for Education Statistics. U.S. Department of Education.

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Adjusted Cohort Graduation Rate (ACGR) and Rank by State, 2021-22

State	2014-15		2015-16		2016-17		2017-18		2018-19	
	Rate	Rank	Rate	Rank	Rate	Rate	Rate	Rank	Rate	Rank
United States	85.3		85.8		86.5		86.1		86.6	
Alabama	90	5	91.7	1	90.6	6	90.7	2	88.2	13
Alaska	78.5	49	80.4	46	79.1	46	78.2	46	77.8	47
Arizona	78.7	47	77.8	49	77.3	47	76.4	48	77.3	48
Arkansas	89.2	9	87.6	16	88.8	14	88.4	14	88.2	14
California	83	36	84.5	31	84.3	29	83.6	32	87	22
Colorado	80.8	44	81.1	42	81.9	44	81.7	39	82.3	40
Connecticut	88.4	13	88.5	11	88.3	16	89.6	9	88.9	11
Delaware	86.9	21	89	10	89	11	80.5	42	87.8	16
District of Columbia	68.5	51	68.9	51	73	49	74.8	49	76.4	49
Florida	86.3	26	87.2	20	90.2	9	90.2	3	87.3	19
Georgia	81.6	41	82	39	83.8	31	83.7	30	84.1	33
Hawaii	84.5	30	85.2	28	86.3	26	86	27	86	29
Idaho	80.7	45	80.8	45	82.2	41	80.1	44	79.9	46
Illinois	86.5	24	86.2	27	‡	‡	‡	‡	87.3	20
Indiana	88.1	14	87.2	21	90.9	5	88.2	16	87.7	17
Iowa	91.4	1	91.6	2	91.8	2	90.2	4	89.9	6
Kansas	87.2	18	87.2	22	88.2	17	87.9	18	89.1	9
Kentucky	90.3	3	90.6	4	91.1	3	90.2	5	90.1	4
Louisiana	81.4	42	80.1	47	82.9	37	82.1	38	83.1	38
Maine	86.7	22	87.4	18	87.4	23	86.1	25	86.1	28
Maryland	87.1	19	86.9	23	86.8	25	87.2	20	86.3	26
Massachusetts	87.8	16	88	15	89	12	89.8	7	90.1	5
Michigan	80.6	46	81.4	41	82.1	43	80.5	43	81	45
Minnesota	83.2	34	83.7	36	83.8	32	83.3	33	83.6	35
Mississippi	84	32	85	29	87.7	20	88.4	15	88.9	12
Missouri	89.2	10	89.7	9	89.5	10	89.2	12	89.8	7
Montana	86.4	25	86.6	24	85.9	27	86.1	26	85.8	30
Nebraska	88.7	12	88.4	12	87.5	22	87.6	19	87.1	21
Nevada	83.2	35	84.1	33	82.6	38	81.3	40	81.7	43
New Hampshire	88.8	11	88.4	13	88.1	19	87.1	21	87.7	18
New Jersey	90.9	2	90.6	5	91	4	88.5	13	85.2	31
New Mexico	73.9	50	75.1	50	76.9	48	76.6	47	---	---
New York	82.3	37	82.8	37	83.5	34	84.9	29	86.7	24
North Carolina	86.3	27	86.5	25	87.6	21	87	22	86.4	25
North Dakota	88.1	15	88.3	14	89	13	87	23	85.1	32
Ohio	82.1	38	82	40	84.4	28	85.3	28	86.2	27
Oklahoma	81.8	39	84.9	30	80.8	45	80	45	---	---
Oregon	78.7	48	80	48	82.6	39	80.6	41	81.3	44
Pennsylvania	85.9	28	86.5	26	87.4	24	86.7	24	87	23
Rhode Island	84	33	83.9	35	83.6	33	83.7	31	83.3	37
South Carolina	81	43	81.1	43	82.2	42	83.3	34	83.8	34
South Dakota	84.1	31	84.1	34	84.2	30	82.9	36	82.1	41
Tennessee	90	6	90.5	6	90.4	7	89.3	11	90.4	2
Texas	90	7	90	8	---	---	90	6	89.7	8
Utah	87	20	87.4	19	88.2	18	88.1	17	88.2	15
Vermont	85.1	29	84.5	32	83.1	35	83.2	35	82.8	39
Virginia	87.5	17	87.5	17	88.8	15	89.8	8	89.1	10
Washington	86.7	23	81.1	44	83	36	---	---	83.6	36
West Virginia	90.2	4	91.3	3	92.1	1	91.1	1	91.2	1
Wisconsin	89.7	8	90.1	7	90.4	8	89.6	10	90.3	3
Wyoming	81.7	40	82.1	38	82.3	40	82.5	37	81.8	42

--- Not available NR – Not Ranked

Data sources: U.S. Department of Education, National Center for Education Statistics, ED Facts file 150, Data Group 695, and ED Facts file 151, Data Group 696, 2011-12 through 2021-22. https://nces.ed.gov/programs/digest/d23/tables/dt23_219.46.asp

Intercultural Development Research Association, 2024

Adjusted Cohort Graduation Rate (ACGR) by State and Race-Ethnicity, 2021-22

State	Total		American Indian/ Alaska Native		Asian/Pacific Islander		Hispanic/ Latino		Black		Two or More Races		White	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	73.9		93.7		82.8		81		---		89.8		89.4	
Alabama	88.2	13	88	4	94	18	83.8	11	85.2	7	90	3	90.4	22
Alaska	77.8	47	64	44	84	46	77	32	74	39	75	43	83.6	45
Arizona	77.3	48	64.9	43	89.3	37	73.4	43	71.9	45	78	38	83.3	47
Arkansas	88.2	14	84	13	88	40	86.7	2	84.7	11	86	19	89.8	25
California	87	22	79	23	94.9	15	84.7	9	78.6	30	86.8	17	90.6	18
Colorado	82.3	40	65	41	90	34	75.1	40	77	32	81	35	87.3	36
Connecticut	88.9	11	84	14	95	11	81.3	18	82	18	89	5	93.6	4
Delaware	87.8	16	84	15	96	4	82	17	85.2	8	88	11	91.5	12
District of Columbia	76.4	49	‡	‡	‡		69	47	75.6	37	89	6	96	1
Florida	87.3	19	86	8	95.7	8	85.9	4	82.1	16	88.5	10	90.6	19
Georgia	84.1	33	77	27	93.8	24	77.8	31	82.2	15	83.4	26	87.4	35
Hawaii	86	29	---	---	85.9	44	83	13	85	9	---	---	87	38
Idaho	79.9	46	74	30	82	47	73.1	44	69	48	77	42	81.9	49
Illinois	87.3	20	80	20	95.5	10	85.1	7	79.5	27	84.6	23	90.5	21
Indiana	87.7	17	87	7	94	19	84.7	10	80.1	22	84.9	21	89.4	29
Iowa	89.9	6	81	19	90	35	80.2	23	77	33	83	27	92.7	9
Kansas	89.1	9	88	5	94	20	85.2	6	82	19	87	13	91	17
Kentucky	90.1	4	89	2	94	21	83.3	12	84.9	10	89	7	91.4	15
Louisiana	83.1	38	83	16	91	31	69.2	46	80.3	21	82	29	88	34
Maine	86.1	28	71	33	92	28	77	33	76	35	82	30	86.9	39
Maryland	86.3	26	79	24	96.4	2	72.3	45	84	12	90	4	93.5	5
Massachusetts	90.1	5	82	17	96	5	81.2	19	86.2	3	89	8	93.2	7
Michigan	81	45	71	34	91.9	30	74.3	41	70.1	47	74.6	44	84.4	43
Minnesota	83.6	35	55	45	86.9	41	69	48	73.5	42	77.5	41	88.5	33
Mississippi	88.9	12	91	1	93	25	85	8	87.9	1	87	14	90.3	23
Missouri	89.8	7	85	10	94	22	85.5	5	80.1	23	88	12	92.2	10
Montana	85.8	30	69	36	89	38	80	26	84	13	82	31	88.8	31
Nebraska	87.1	21	70	35	90	36	77	34	74	40	82	32	92	11
Nevada	81.7	43	69	37	91	32	80.7	21	68.4	49	82	33	86.1	41
New Hampshire	87.7	18	72	32	95	12	76	37	79	28	85	20	88.6	32
New Jersey	85.2	31	85	11	95.9	7	79.3	27	77.8	31	84	24	89.1	30
New Mexico	---	---	---	---	---	---	---	---	---	---	---	---	---	---
New York	86.7	24	82	18	92.3	27	80.4	22	80.5	20	86.7	18	91.5	13
North Carolina	86.4	25	85	12	95.6	9	80.2	24	83.4	14	83.5	25	89.9	24
North Dakota	85.1	32	65	42	85	45	74	42	72	44	---	---	89.7	26
Ohio	86.2	27	76	29	94.2	16	76.3	36	75.4	38	82.2	28	89.5	27
Oklahoma	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Oregon	81.3	44	69	38	89	39	78.7	29	74	41	79.7	37	82.5	48
Pennsylvania	87	23	78	25	94.2	17	76	38	77	34	81.1	34	91.1	16
Rhode Island	83.3	37	69	39	93	26	76.9	35	80	24	78	39	87.2	37
South Carolina	83.8	34	77	28	94	23	80.1	25	79.8	26	---	---	86.9	40
South Dakota	82.1	41	46	47	86	42	69	49	76	36	73	45	89.5	28
Tennessee	90.4	2	89	3	96	6	82.1	16	85.7	5	---	---	93.5	6
Texas	89.7	8	88	6	96.6	1	88	1	85.6	6	90.6	2	93.8	3
Utah	88.2	15	78	26	86	43	81	20	79	29	87	15	90.6	20
Vermont	82.8	39	74	31	78	48	83	14	73	43	80	36	83.4	46
Virginia	89.1	10	86	9	96.4	3	77.9	30	86.1	4	91	1	92.8	8
Washington	83.6	36	68	40	90.7	33	79	28	82.1	17	84.7	22	84.7	42
West Virginia	91.2	1	>=80	22	>=95	13	86	3	87	2	89	9	91.5	14
Wisconsin	90.3	3	80	21	92	29	82.4	15	70.9	46	87	16	94.2	2
Wyoming	81.8	42	49	46	>=95	14	76	39	80	25	78	40	84.1	44

‡Reporting standards not met (too few cases) >= Data blurred to protect student privacy --- Not available NR – Not Ranked
 Data sources: U.S. Department of Education, National Center for Education Statistics, EDData file 150, Data Group 695, and EDData file 151, Data Group 696, 2011-12 through 2021-22.
https://nces.ed.gov/programs/digest/d23/tables/dt23_219.46.asp

Adjusted Cohort Graduation Rate (ACGR), by Special Population Group, 2021-22

State	Total		Economically Disadvantaged		Limited English Proficiency		Students with Disabilities	
	Rate	Rank	Rate	Rank	Rate	Rank	Rate	Rank
United States	86.6		81		72		71	
Alabama	88.2	13	82.6	11	68	28	73.5	14
Alaska	77.8	47	70.2	42	65	37	61	43
Arizona	77.3	48	73.3	38	60.4	44	67.3	31
Arkansas	88.2	14	85.4	4	82	3	82.9	4
California	87	22	84.6	7	71.8	20	73.8	12
Colorado	82.3	40	71.9	40	69.4	25	67.9	29
Connecticut	88.9	11	82.1	15	70	24	69.9	26
Delaware	87.8	16	81	20	69	27	72	21
District of Columbia	76.4	49	65	47	55	46	63	40
Florida	87.3	19	83.2	9	73.1	13	83.6	1
Georgia	84.1	33	78.6	27	66.2	36	72.5	20
Hawaii	86	29	---	---	---	---	---	---
Idaho	79.9	46	69.6	43	65	38	57	46
Illinois	87.3	20	80	23	76.8	8	71.9	22
Indiana	87.7	17	85.2	6	88	1	77.2	10
Iowa	89.9	6	82.3	13	73	15	72.8	18
Kansas	89.1	9	82.2	14	84.4	2	83.2	2
Kentucky	90.1	4	88.4	2	77	7	79.7	5
Louisiana	83.1	38	77.5	29	46	48	57	47
Maine	86.1	28	76.6	32	76	10	73	16
Maryland	86.3	26	77.9	28	56.6	45	69.3	27
Massachusetts	90.1	5	83.2	10	73.1	14	78	9
Michigan	81	45	69.6	44	72.5	19	58.1	44
Minnesota	83.6	35	71.1	41	65	39	65.6	39
Mississippi	88.9	12	90.3	1	67	32	67.1	32
Missouri	89.8	7	81.7	16	73	16	78.1	8
Montana	85.8	30	76.4	34	67	33	76	11
Nebraska	87.1	21	79	25	53	47	65.8	38
Nevada	81.7	43	81.5	18	72.6	18	65.9	37
New Hampshire	87.7	18	73.3	39	68	29	73	17
New Jersey	85.2	31	78.7	26	70.3	23	48.5	48
New Mexico	---	---	---	---	---	---	---	---
New York	86.7	24	81.6	17	60.7	43	66.2	34
North Carolina	86.4	25	79.5	24	66.9	35	71	23
North Dakota	85.1	32	69	45	73	17	66	35
Ohio	86.2	27	76.8	31	71	21	68.2	28
Oklahoma	---	---	---	---	---	---	---	---
Oregon	81.3	44	80.7	21	65	40	67.5	30
Pennsylvania	87	23	80.1	22	67.5	31	73.6	13
Rhode Island	83.3	37	75.7	36	67	34	66	36
South Carolina	83.8	34	76.4	35	78	6	57.9	45
South Dakota	82.1	41	60	48	75	12	63	41
Tennessee	90.4	2	83.6	8	68	30	79	7
Texas	89.7	8	86.4	3	80.1	5	79.1	6
Utah	88.2	15	77.5	30	76.3	9	73.5	15
Vermont	82.8	39	75	37	63	41	70	25
Virginia	89.1	10	82.4	12	69.2	26	70.2	24
Washington	83.6	36	76.5	33	70.5	22	66.4	33
West Virginia	91.2	1	85.3	5	81	4	83	3
Wisconsin	90.3	3	81.4	19	76	11	72.8	19
Wyoming	81.8	42	68	46	63	42	63	42

Data sources: U.S. Department of Education, National Center for Education Statistics, ED Facts file 150, Data Group 695, and ED Facts file 151, Data Group 696, 2011-12 through 2021-22. https://nces.ed.gov/programs/digest/d23/tables/dt23_219.46.asp

Intercultural Development Research Association, 2024



Taking Action to Hold on to Students

Communities and their neighborhood public schools can turn the tide. We can and must guarantee that every child graduates from high school ready for college and the world of work. Strategic action to address school holding power has two key elements:

- Community based action that reclaims neighborhood public schools, strengthens schools through school-community partnerships and holds schools and stakeholders accountable for student success.
- Statewide systems change to strengthen school holding power so all schools ensure that all children succeed and graduate. Each strategy must be informed by quality data about student outcomes and the factors that make up effective schools.

Get informed

See IDRA's latest attrition study online at: <https://idra.news/AttritionStudy>

Get the attrition rate for your county over the last seven years at:

<https://idra.news/Txlook>

Receive IDRA's eNews free e-letter to get up-to-date information to make a difference in your school and community. Sign up online at: <https://idra.news/SubscribeMe>

Listen to IDRA's Classnotes podcast to hear strategies for student success:

<https://idra.news/Classnotes>

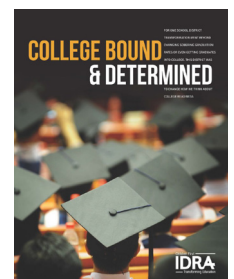
Get connected

Create a community-school action team to examine the factors that must be addressed to strengthen your school's holding power – its ability to hold on to students through to graduation. Use IDRA's Quality Schools Action Framework™.

IDRA's book, *Courage to Connect: A Quality Schools Action Framework™* shows how communities and schools can work together to be successful with all of their students. The book's web page (<https://www.idra.org/couragetconnect>) has an excerpt, related podcasts, images of the framework and other resources.

Get results

See what happens when a school district raises expectations for students. *College Bound and Determined* shows how the Pharr-San Juan Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college (See Page 22). *College Bound & Determined* is available from IDRA free online at: <https://idra.news/CollegeBoundw>



Bring the **Valued Youth Partnership** to your school. This program has demonstrated tremendous success helping students focus on their education and increasing the school's holding power by focusing on students with the highest need of support. See Pages 23-24 or visit <https://www.idra.org/valued-youth>

College Bound & Determined

Free online!

An IDRA report showing what happens when a school district raises expectations for students

PSJA ISD Proves a School District Can Assure that All Students are College Bound

IDRA's report, *College Bound and Determined*, shows how the Pharr-San Juan-Alamo school district in south Texas transformed itself from low achievement and low expectations to planning for all students to graduate from high school and college.

With funding from TG Public Benefit (TG), IDRA examined data and conducted interviews with then-PSJA Superintendent Dr. Daniel King, school principals, teachers, counselors and students to explore how PSJA has achieved the kind of success that it has. IDRA saw that PSJA's vision and actions, clearly and independently aligned with IDRA's own vision for change: the Quality Schools Action Framework™.

This change theory focuses on what research and experience say matters: parents as partners involved in consistent and meaningful ways, engaged students who know they belong in schools and are supported by caring adults, competent caring educators who are well-paid and supported in their work, and high quality curriculum that prepares students for 21st-century opportunities.

PSJA...

- **Doubled the number of high school graduates**
- **Cut dropout rates in half**
- **Increased college-going rates.**

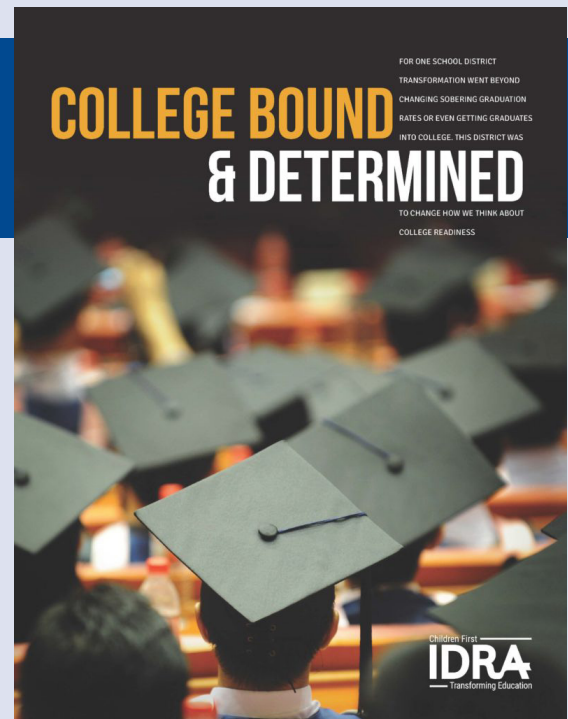
In fact, half of the district's students are earning college credit while still in high school.

"Our vision can be boiled down to the phrase, College³, meaning that all students will be College Ready, College Connected and will complete College."

– Dr. Daniel King, then-PSJA Superintendent

"You notice that there is no deficit thinking and no excuses in this approach. There is no 'students cannot learn' or 'parents don't care' or 'they do not speak English' or 'we can't do it, we have too many minorities,' or 'they're not college material.' Instead, at PSJA, you find thoughtful, data-based, coherent plans that connect K-12 with higher education and community to improve educational opportunities for all children."

– Dr. María "Cuca" Robledo Montecel, IDRA President Emerita



College Bound & Determined is available from IDRA free online at: <https://idra.news/CollegeBoundw>



IDRA
Valued Youth Partnership

**Now more than ever,
reconnecting with students is critical.
IDRA can help!**

The IDRA Valued Youth Partnership is a proven cross-age tutoring program that works by identifying middle & high school students in at-risk situations and enlisting them as tutors for elementary school youngsters who are also struggling in school. Given this role of personal and academic responsibility, the Valued Youth tutors learn self-discipline and develop self-esteem. Schools shift to the philosophy and practices of valuing students considered at-risk.

- ✔ **98% stay in school**
- ✔ **Strengthen academic skills**
- ✔ **Build socio-emotional skills & self-esteem**
- ✔ **Increase attendance**
- ✔ **Reduce discipline rates**



► **Five Instructional Strategies** ◀



Cross-age Tutoring

Tutors tutor a minimum of four hours a week for one class period a day.



Classes for Tutors

Tutors meet with their secondary school teacher coordinator once a week.



Educational Field Trips

Tutors participate in at least two to three trips to explore career, economic and cultural opportunities.



Mentors and Role-Models

Adults who are considered successful in their fields and who represent students' ethnic background are invited to participate.



Student Recognition

Students are acknowledged for the efforts and contributions they make as tutors.

► **Five Support Strategies** ◀

Curriculum

Focused on self-concept, tutoring skills and literacy skills.

Coordination

For program monitoring, communication & support.

Staff Enrichment

Provided by IDRA based on campus staff needs.

Family Engagement

Values the families' contributions.

Evaluation

Analysis to inform program implementation.

Let the IDRA Valued Youth Partnership touch the lives of students, parents and educators in your district.

www.idra.org/valued-youth • www.facebook.com/IDRAed • Instagram @idra_vyp





The Valued Youth Partnership has a long record of transforming students' socio-emotional learning and relationships with school

Interventions that address socio-emotional factors through experiences rather than a prescribed curriculum have far-reaching impacts. While it is important that students understand concepts, like leadership, responsibility, self-regulation, it is far more powerful for students to experience success and believe in their own talents and abilities.

The University of Chicago Consortium on School Research reported that, when schools provide leadership experiences for students who are in at-risk situations, they persevere in the face of challenges and make significant academic gains. (Farrington, et al., 2012)

For over 35 years, the IDRA Valued Youth Partnership has worked with students who are at-risk of academic disengagement by providing meaningful leadership experiences. The outcomes have positively affected student's confidence and self-worth, attendance and academic achievement.

The program has been successful everywhere it has been in keeping Valued Youth students in school, in the classroom and learning. The program has grown across the United States and has been in Brazil, England and Puerto Rico. The White House named VYP a Hispanic Ed "Bright Spot."



The IDRA Valued Youth Partnership directly addresses socio-emotional factors that are essential to reconnecting and re-engaging with students after the pandemic.

In a recent five year analysis of VYP tutors, data show:

- ✓ **Disciplinary referrals decreased by 14%**
- ✓ **Tutor absences decreased by 16%**

“
Last year, I had a rough year: constantly on campus suspension, referrals, verbally disrespecting teachers... Ever since I started the VYP program, I feel like I am a different person.
– Eighth grade VYP tutor

The IDRA Valued Youth Partnership is backed by research on socio-emotional factors and learning. The Hemingway Measure of Adolescent Connectedness & evaluation data show:

- ✓ **61% of VYP tutors improved sense of self oriented toward the future**
- ✓ **59% of VYP tutors improved their sense of involvement in & caring for their families**
- ✓ **54% of VYP tutors improved their sense of being productive at their school work, enjoying school more & feeling successful at school**
- ✓ **66% of VYP tutors improved reading test scores**
- ✓ **57% of VYP tutors improved math scores**

Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review. Chicago: University of Chicago Consortium on Chicago School Research. • CASEL (2019). What is SEL? webpage. Chicago: Collaborative for Academic, Social, and Emotional Learning. • Dweck, C.S., & G.M. Walton, G.L. Cohen. Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning (Seattle, Wash.: Bill and Melinda Gates Foundation, 2014). • IDRA. (2016-2020). Program evaluations and data analysis, unpublished. San Antonio: IDRA. • Kurtz, H. (October 15, 2020). In-Person Learning Expands, Student Absences Up, Teachers Work Longer, Survey Shows. Education Week. • Ramón, A. (March 2021). Student Researchers Collect Insights from Peers about the Pandemic's Effects on Schooling. IDRA Newsletter. • Toth, M.D. (March 17, 2021). Why Student Engagement is Important in a Post-COVID World - and 5 Strategies to Improve It. Learning Sciences International.

8 Types of Dropout Data Defined

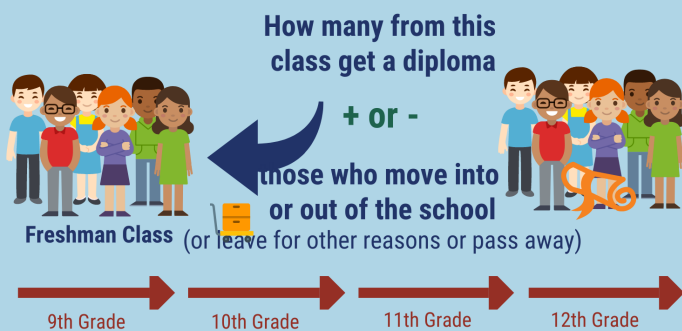
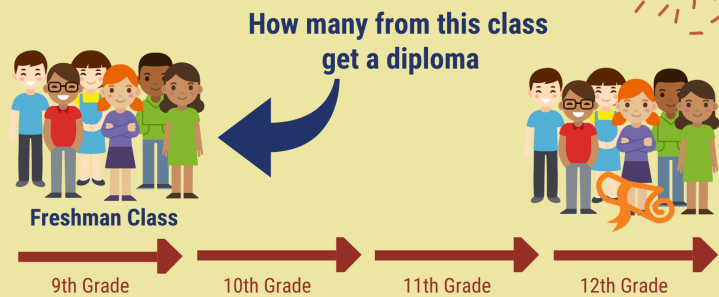
The U.S. Department of Education's National Center for Education Statistics (NCES) is the principal federal agency responsible for the collection, analysis and reporting of data on the condition of education in the United States. Dropout data from NCES examines rates within racial and ethnic groups, across gender groups, and across states and geographical regions. NCES defines the various types of dropout rates as stated below.

The five NCES rates (the averaged freshman graduation rate, adjusted cohort graduation rate, the event dropout rate, the status dropout rate, and the status school completion rate) along with other traditional measures, such as the attrition rate and cohort dropout rates, provide unique information about high school dropouts, completers and graduates. Different states use various measures.

Though each rate has different meaning and calculation methods, each provides unique information that is important for assessing schools' quality of education and school holding power. Within these types of data are underlying questions of who is included in the data pool. For example, are students who drop out to earn a GED counted as dropouts? Are students who complete their coursework but are denied a diploma for failing to pass a state exit exam counted as dropouts?

Averaged Freshman Graduation Rate

Averaged freshman graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade. This rate measures the extent to which schools are graduating students on time. The first school year for which NCES provides averaged freshman graduation rates is 2001-02.



Adjusted Cohort Graduation Rate

Adjusted cohort graduation rates describe the proportion of high school freshmen who graduate with a regular diploma four years after starting ninth grade (or 10th grade in high schools that begin with the 10th grade). This rate measures the extent to which schools are graduating students on time, but it also takes into account students who transfer into or out of a school in the state or who die.

Event Dropout Rate (or Annual Dropout Rate)

Event dropout rates describe the percentage of private and public high school students who left high school in a particular year (between the beginning of one school year and the beginning of the next) without earning a high school diploma or its equivalent. This rate is also referred to as an annual dropout rate. The Texas Education Agency reports the event rate (in addition to other rates). Definitions for TEA rates can be found on the TEA website.

How many dropout in a single year



How many of a certain age are not in school and do not have a diploma or GED



Status Dropout Rate

Status dropout rates provide cumulative data on dropouts among young adults within a specified age range (usually: 15 to 24 years of age, 16 to 24 years of age, or 18 to 24 years of age). They measure the percentage of individuals who are not in school and have not earned a high school diploma or equivalency, irrespective of when they dropped out. These rates, which are higher than event rates because they include all dropouts, reveal the extent of the dropout problem in the population. (This rate focuses on an overall age group or cohort rather than on individuals.)

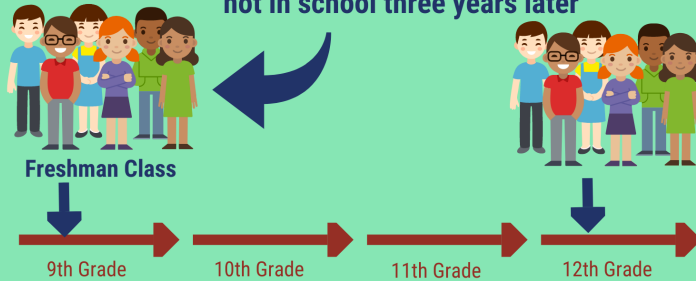
Status Completion Rate

High school status completion rates describe the proportion of individuals in a given age range who are not in high school and who have earned a high school diploma or equivalency credential (namely the GED certificate), irrespective of when the credential was earned. (This rate also is referred to as the “school completion rate” as the positive way of expressing the status dropout rate.)

How many of a certain age are not in school and do not have a diploma or GED



How many from this class are not in school three years later



Attrition Rate

Attrition rates measure the number of students lost from enrollment between two points in time (e.g., ninth grade and 12th grade enrollment four years later). Attrition data are similar to cohort data. Each year for the state of Texas, TEA reports simple attrition rates, while IDRA reports adjusted attrition rates (that account for fluctuations in school enrollment and in and out migration).

Cohort Rate

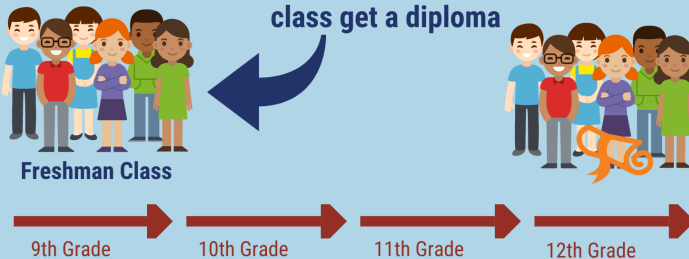
Cohort rates measure what happens to a cohort of students over a period of time. These rates provide repeated measures of a group of students starting at a specific grade level over time. These measures provide longitudinal data on a specific group of students, including background and contextual data.



What happens to this group over time
(includes background and context info)



How many from this class get a diploma



Graduation Rate

Graduation rates measure the percentage of students from a class of beginning seventh or ninth graders who graduate with a high school diploma.

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