

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, 2023-24

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.	All students	
Enrollment													
16	50,000 and over	441,455	9,413	2.6	2.3	0.5	2.7	1.8	0.9	1.5	3.8	2.6	2.1
37	25,000 to 49,999	450,810	6,297	1.8	1.7	0.4	1.7	2.0	0.7	1.1	2.4	1.9	1.4
70	10,000 to 24,999	373,849	5,246	1.9	1.2	0.3	1.5	1.4	1.0	1.5	1.9	1.8	1.4
85	5,000 to 9,999	198,673	3,610	2.2	2.3	0.4	2.2	1.8	1.1	2.2	2.0	2.2	1.8
82	3,000 to 4,999	108,123	3,316	9.3	2.8	0.6	3.6	2.2	0.7	1.4	5.4	2.8	3.1
137	1,600 to 2,999	92,416	685	0.8	0.3	0.1	1.0	2.2	0.5	0.6	1.2	1.2	0.7
144	1,000 to 1,599	62,180	2,018	8.2	6.7	6.3	4.4	0.9	1.2	2.5	5.3	2.0	3.2
212	500 to 999	50,366	458	2.2	0.5	0.6	1.1	0.0	0.6	1.0	1.1	1.0	0.9
319	Under 500	31,458	580	5.0	1.9	1.0	2.5	4.0	0.8	1.1	1.8	2.1	1.8
TEA District Type													
11	Major Urban	284,230	7,950	3.4	3.9	1.1	3.0	2.3	1.6	2.1	4.2	3.3	2.8
75	Major Suburban	565,120	8,286	1.8	1.6	0.4	1.9	1.2	0.6	1.3	2.8	1.9	1.5
35	Other Central City	273,999	3,255	1.8	0.9	0.1	1.4	2.9	0.7	1.1	1.9	1.7	1.2
168	Other Central City Suburban	320,535	3,335	1.3	1.2	0.2	1.2	0.6	0.8	1.2	1.4	1.5	1.0
53	Independent Town	68,159	690	1.5	0.5	0.4	1.1	3.0	0.7	0.8	1.1	1.1	1.0
33	Non-metropolitan Fast Growing	21,691	729	4.5	7.2	2.4	3.8	4.8	2.4	4.3	3.3	3.0	3.4
181	Non-metropolitan Stable	102,301	789	1.1	0.3	0.3	1.0	1.5	0.5	0.7	1.3	1.2	0.8
428	Rural	57,367	209	0.6	0.0	0.0	0.4	0.0	0.3	0.3	0.4	0.6	0.4
118	Charters	115,928	6,380	9.3	9.3	1.8	5.2	2.7	3.9	4.6	4.5	4.6	5.5
NCES District Type													
102	City-Large	526,121	15,034	4.1	3.0	1.0	3.0	2.0	1.4	2.1	4.0	3.1	2.9
32	City-Midsize	195,045	3,144	2.6	1.4	0.3	1.8	2.9	0.9	1.6	2.0	2.1	1.6
29	City-Small	81,260	933	2.2	1.7	0.3	1.0	1.0	0.9	1.3	1.3	1.7	1.1
99	Suburban-Large	552,107	6,398	1.6	1.0	0.2	1.5	1.1	0.5	1.1	2.2	1.6	1.2
17	Suburban-Midsize	41,615	1,215	3.6	2.3	1.3	3.1	0.0	2.5	3.7	4.0	3.1	2.9
2	Suburban-Small	4,243	69	1.3	0.0	0.0	1.8	0.0	1.6	1.6	4.1	2.2	1.6
40	Town-Fringe	58,842	556	0.9	1.3	0.0	1.5	0.6	0.5	0.7	2.4	1.5	0.9
66	Town-Distant	66,417	762	1.4	1.6	0.7	1.2	3.0	1.0	1.4	1.3	1.3	1.1
46	Town-Remote	46,967	1,024	3.6	4.9	2.6	2.0	4.3	1.9	4.0	1.7	2.0	2.2
81	Rural-Fringe	97,879	1,846	3.9	5.4	2.7	2.1	1.8	1.1	1.1	2.8	1.8	1.9
307	Rural-Distant	93,168	454	0.6	0.3	0.0	0.6	1.4	0.4	0.6	0.7	0.8	0.5
281	Rural-Remote	45,666	188	0.8	0.0	0.4	0.4	4.0	0.4	0.3	0.3	0.7	0.4
NCES District Type, Charters Separate													
38	City-Large	445,779	10,771	2.9	2.8	0.9	2.7	2.0	1.2	1.8	3.9	2.9	2.4

Note. See notes after table for category descriptions.

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.	All students
22	City-Midsize	185,879	2,380	2.1	1.3	0.2	1.4	2.7	0.8	1.2	1.8	1.9	1.3
23	City-Small	78,492	880	2.1	1.7	0.3	1.0	1.0	0.9	1.3	1.3	1.6	1.1
76	Suburban-Large	532,533	6,082	1.6	1.1	0.2	1.5	1.1	0.5	1.1	2.2	1.6	1.1
17	Suburban-Midsize	41,615	1,215	3.6	2.3	1.3	3.1	0.0	2.5	3.7	4.0	3.1	2.9
2	Suburban-Small	4,243	69	1.3	0.0	0.0	1.8	0.0	1.6	1.6	4.1	2.2	1.6
39	Town-Fringe	58,832	555	0.9	1.3	0.0	1.5	0.6	0.5	0.7	2.4	1.5	0.9
65	Town-Distant	66,227	759	1.4	1.6	0.7	1.2	3.0	1.0	1.4	1.3	1.3	1.1
44	Town-Remote	46,502	1,019	3.7	4.9	2.6	2.0	4.4	1.9	4.1	1.7	2.0	2.2
75	Rural-Fringe	94,924	903	1.7	0.3	0.6	1.1	1.0	0.6	0.8	1.5	1.5	1.0
304	Rural-Distant	92,835	437	0.6	0.3	0.0	0.6	1.4	0.4	0.6	0.7	0.8	0.5
279	Rural-Remote	45,541	173	0.8	0.0	0.4	0.3	4.0	0.4	0.2	0.3	0.6	0.4
118	Charters	115,928	6,380	9.3	9.3	1.8	5.2	2.7	3.9	4.6	4.5	4.6	5.5
District Accountability Rating													
1,102	Ratings not available	1,809,330	31,623	2.6	2.0	0.5	2.1	1.8	0.9	1.5	2.8	2.1	1.7
Property Wealth: Median (\$588,250)													
99	Under \$275,865	157,444	2,889	3.3	1.5	1.8	1.6	2.4	2.4	2.7	1.7	2.4	1.8
96	\$275,865 to \$368,348	102,440	1,169	1.5	2.1	0.4	1.3	3.0	0.7	0.9	1.6	1.7	1.1
101	\$368,349 to \$441,746	175,052	2,574	2.0	0.9	0.5	1.6	2.5	0.8	1.3	2.4	1.8	1.5
97	\$441,747 to \$508,875	95,310	1,141	1.3	1.0	0.9	1.7	2.1	0.6	1.0	2.9	1.5	1.2
100	\$508,876 to \$588,249	224,089	3,288	1.9	1.3	0.4	1.8	1.9	0.8	1.3	2.4	1.9	1.5
99	\$588,250 to \$678,920	229,796	2,495	1.5	1.5	0.2	1.2	0.7	0.6	1.4	1.8	1.7	1.1
101	\$678,921 to \$814,885	241,199	2,887	2.1	0.5	0.3	1.6	0.6	0.5	1.0	2.4	1.7	1.2
99	\$814,886 to \$1,030,400	145,625	1,849	1.7	1.1	0.3	1.9	1.3	0.6	0.7	3.2	1.9	1.3
96	\$1,030,401 to \$1,556,697	244,541	5,343	2.7	3.5	0.5	3.1	1.5	0.7	1.2	4.6	2.3	2.2
89	Over \$1,556,697	71,322	1,479	3.9	3.6	0.8	2.5	3.7	1.2	2.9	3.0	2.1	2.1
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3
Property Wealth: Average (\$735,703)													
641	Under \$735,703	1,152,076	15,913	1.9	1.2	0.5	1.6	1.8	0.8	1.4	2.1	1.9	1.4
336	Over \$735,703	534,742	9,201	2.3	2.4	0.3	2.6	1.6	0.7	1.2	4.0	2.0	1.7
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3
Property Wealth: Equal Student Groups													
51	Under \$227,276	96,500	1,831	5.5	2.4	3.0	1.5	0.0	3.9	5.0	1.6	2.2	1.9
77	\$227,276 to < \$303,327	79,268	1,242	2.1	0.9	0.8	1.7	2.6	0.8	1.4	2.0	2.3	1.6
65	\$303,327 to < \$365,687	83,691	984	1.5	2.3	0.5	1.3	3.4	0.7	1.0	1.6	1.7	1.2

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.		Pac.		Multi-racial		Spec. ed.		All students	
				Am.	Ind.	Asian	Hisp.	Isl.	White		EB		
50	\$365,687 to < \$411,917	85,055	1,188	1.6	1.7	0.5	1.6	1.9	0.9	0.9	2.0	1.9	1.4
49	\$411,917 to < \$437,674	86,572	1,335	2.3	0.3	0.5	1.7	3.2	0.7	1.8	2.7	1.8	1.5
80	\$437,674 to < \$497,746	82,649	1,055	1.4	1.1	0.9	1.8	2.2	0.6	1.1	3.0	1.6	1.3
40	\$497,746 to < \$523,818	85,531	1,149	1.6	1.7	0.7	1.6	2.4	1.0	1.1	2.2	1.9	1.3
43	\$523,818 to < \$551,766	83,925	1,592	2.3	0.9	0.6	2.2	2.3	1.0	2.0	3.4	2.2	1.9
46	\$551,766 to < \$595,204	88,732	812	1.3	1.0	0.1	1.1	0.0	0.5	0.7	1.4	1.3	0.9
31	\$595,204 to < \$615,935	78,270	1,019	1.3	1.7	0.2	1.5	0.8	0.9	1.7	1.6	2.2	1.3
33	\$615,935 to < \$651,123	79,357	717	1.6	1.2	0.3	0.9	0.0	0.5	1.4	1.5	1.4	0.9
31	\$651,123 to < \$680,817	83,206	1,012	1.7	0.9	0.4	1.8	0.7	0.5	1.1	2.6	1.9	1.2
34	\$680,817 to < \$723,120	72,856	1,459	3.3	1.0	0.5	2.3	1.5	0.9	2.1	2.9	2.3	2.0
27	\$723,120 to < \$761,359	80,621	682	1.3	0.4	0.5	1.0	0.0	0.4	0.8	1.3	1.5	0.8
47	\$761,359 to < \$842,524	83,295	739	1.7	0.9	0.2	1.7	0.4	0.3	0.6	3.9	1.0	0.9
57	\$842,524 to < \$943,613	84,813	1,108	1.6	0.4	0.1	2.0	2.9	0.7	0.6	2.7	2.1	1.3
49	\$943,613 to < \$1,075,078	85,150	748	1.6	1.1	0.2	1.3	0.7	0.4	0.7	2.2	1.4	0.9
26	\$1,075,078 to < \$1,174,802	74,419	1,888	3.0	6.5	0.3	3.1	1.6	1.0	2.4	4.1	2.7	2.5
11	\$1,174,802 to < \$1,246,687	71,448	2,552	3.2	1.9	1.0	4.5	4.7	1.7	1.7	6.3	3.5	3.6
130	\$1,246,687 and over	121,460	2,002	2.7	3.0	0.4	2.3	2.3	0.9	1.7	3.1	1.7	1.6
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3

Tax: Local Adopted Rate (Avg=1.1406)

222	Under \$1.0137	118,152	2,184	3.5	1.3	0.8	2.1	0.9	1.3	2.2	2.6	2.1	1.8
249	\$1.0137 to under \$1.1401	361,185	5,936	2.2	1.4	0.6	2.0	2.1	0.9	1.5	3.2	2.0	1.6
254	\$1.1401 to under \$1.2609	556,616	8,934	2.3	2.0	0.4	2.0	2.4	0.7	1.3	2.9	2.0	1.6
252	\$1.2609 and over	650,865	8,060	1.6	1.3	0.3	1.5	1.0	0.6	1.1	2.2	1.7	1.2
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3

Tax: Local M & O Rates (Avg=0.9131)

318	Under \$0.8660	525,138	6,165	1.7	1.2	0.4	1.4	2.1	0.7	1.3	1.9	1.7	1.2
220	\$0.8660 to \$0.9428	468,203	8,504	2.3	1.4	0.4	2.3	2.1	0.9	1.5	3.4	2.2	1.8
439	\$0.9429 and over	693,477	10,445	2.0	2.1	0.4	1.8	1.1	0.7	1.2	2.6	1.9	1.5
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3

Highest Property Value

535	Residential	1,464,248	20,858	1.9	1.5	0.4	1.8	1.5	0.7	1.2	2.6	1.9	1.4
3	Land	234	3	0.0	0.0	0.0	2.2	0.0	0.0	0.0	8.3	0.0	1.3
84	Oil and gas	36,102	988	5.5	5.0	4.0	2.5	5.9	2.3	5.6	2.9	2.3	2.7
355	Business	186,234	3,265	2.8	1.2	0.4	1.8	4.4	1.2	2.1	2.9	1.9	1.8
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3

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Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am.	Ind.	Asian	Hisp.	Pac.	Isl.	White	Multi-racial	Spec. ed.
Small and Mid-sized District Allotment (Avg=\$1,199,815)													
168	No small and mid-sized district allotment	1,355,386	22,681	2.1	1.9	0.4	2.0	1.8	0.9	1.5	2.9	2.1	1.7
173	Under \$590,056	47,431	1,035	3.3	2.4	0.5	2.5	2.7	1.3	1.8	1.8	2.9	2.2
250	\$590,056 to under \$930,651	135,419	2,216	3.3	3.6	1.8	2.1	1.5	0.8	1.1	2.8	1.6	1.6
254	\$930,651 to under \$1,353,780	111,038	1,450	2.4	0.8	1.1	1.6	1.9	0.8	1.4	1.3	1.4	1.3
257	\$1,353,780 and over	160,056	4,241	6.6	2.0	0.9	3.0	0.6	0.8	1.8	3.4	2.4	2.6
Operating Cost Per Student (Avg=\$12,353)													
218	Under \$11,587	742,027	10,107	1.9	1.7	0.3	1.9	1.0	0.8	1.3	2.1	1.8	1.4
224	\$11,587 to \$13,058	466,174	6,395	1.9	1.5	0.5	1.6	2.1	0.7	1.3	2.2	1.8	1.4
225	\$13,059 to \$14,626	373,760	8,440	3.1	1.4	1.4	2.4	3.5	1.0	1.9	3.5	2.4	2.3
223	\$14,627 to \$16,955	194,972	6,012	6.4	5.8	1.7	2.9	2.0	1.4	3.2	3.8	3.1	3.1
212	Over \$16,955	32,397	669	4.8	2.4	0.7	2.3	8.0	1.1	1.3	2.2	2.3	2.1
Education Service Center Regions													
42	I Edinburg	135,051	1,388	3.2	1.4	0.8	1.0	0.0	1.5	1.1	1.3	1.4	1.0
36	II Corpus Christi	30,171	511	1.6	0.0	0.0	1.8	3.8	1.2	2.0	1.8	3.1	1.7
32	III Victoria	15,311	96	1.1	0.0	0.6	0.6	11.1	0.6	0.8	0.5	0.6	0.6
66	IV Houston	400,255	7,694	2.3	1.4	0.5	2.4	2.5	0.8	1.5	3.7	2.3	1.9
36	V Beaumont	25,440	469	3.3	1.9	0.5	2.5	4.5	0.8	1.5	4.3	2.0	1.8
55	VI Huntsville	72,044	720	1.8	0.4	0.3	1.1	2.6	0.7	1.1	1.6	1.5	1.0
97	VII Kilgore	65,944	1,342	2.2	1.6	1.2	2.6	0.0	1.5	2.3	2.4	2.4	2.0
42	VIII Mt Pleasant	16,885	92	1.3	0.0	0.0	0.3	0.0	0.4	0.5	0.3	0.8	0.5
36	IX Wichita Falls	11,155	63	1.1	1.4	0.0	0.5	0.0	0.5	0.8	0.6	0.8	0.6
105	X Richardson	287,747	6,878	3.5	2.8	0.3	3.3	1.0	0.8	1.5	4.1	2.4	2.4
82	XI Fort Worth	203,737	3,353	2.4	1.1	0.2	2.3	0.7	0.8	1.5	2.6	2.0	1.6
77	XII Waco	53,988	711	2.2	1.1	0.4	1.5	2.6	0.7	1.4	2.0	2.2	1.3
62	XIII Austin	128,669	2,679	4.0	5.8	0.6	2.7	0.6	1.1	1.4	3.1	2.2	2.1
43	XIV Abilene	16,855	178	1.4	0.0	1.2	1.5	0.0	0.7	0.9	1.6	1.1	1.1
45	XV San Angelo	15,792	130	1.4	6.8	0.0	1.0	0.0	0.5	0.9	1.5	0.9	0.8
58	XVI Amarillo	24,654	185	1.8	2.3	0.7	0.8	0.0	0.5	1.1	0.9	1.5	0.8
59	XVII Lubbock	26,154	337	2.6	0.0	0.2	1.6	0.0	0.6	0.8	1.7	1.6	1.3
32	XVIII Midland	33,927	1,161	6.4	7.1	3.6	3.0	5.3	3.5	6.7	3.0	3.0	3.4
17	XIX El Paso	57,037	1,045	2.0	2.1	1.2	1.8	2.7	1.8	0.4	2.1	2.8	1.8
80	XX San Antonio	158,737	3,830	4.2	2.3	0.8	2.6	2.7	1.4	2.1	3.0	3.2	2.4

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				Afr. Am.	Amr. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.	All students
STAAR: Achieved the Approaches Grade Level Standard, %													
0	No students tested	0	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
196	Under 65.1%	295,106	11,417	4.9	2.8	2.0	3.7	4.8	3.3	4.4	4.3	3.8	3.9
235	65.1% to under 72.0%	451,304	9,300	2.4	2.5	1.0	2.3	2.5	1.2	1.8	3.2	2.4	2.1
244	72.0% to under 78.0%	416,709	6,736	2.5	3.0	1.0	1.8	0.8	0.9	1.4	2.4	1.9	1.6
211	78.0% to under 83.0%	377,511	3,176	1.2	0.7	0.3	1.1	0.9	0.5	0.8	1.6	1.4	0.8
216	83.0% and over	268,700	994	0.6	0.1	0.0	0.6	0.4	0.3	0.4	0.8	0.7	0.4
SAT/ACT 2022-23: Participation, %													
325	0% to under 55%	275,319	9,438	6.8	4.8	2.7	3.7	2.0	1.8	3.4	4.5	3.0	3.4
156	55% to under 70%	160,902	1,468	1.6	0.4	0.2	1.1	3.0	0.5	0.9	1.5	1.3	0.9
607	70% and over	1,371,446	20,631	2.0	1.6	0.4	1.9	1.7	0.7	1.2	2.7	2.0	1.5
14	No graduates	1,663	86	14.5	0.0	5.6	4.8	0.0	1.0	0.0	1.3	3.2	5.2
SAT/ACT 2022-23: At or Above Criterion, %													
72	None met criterion	7,974	188	2.5	0.0	0.0	2.6	0.0	1.8	3.1	2.2	2.1	2.4
160	Under 10%	191,167	6,661	5.7	3.2	2.4	3.1	7.8	2.9	4.3	4.1	3.2	3.5
246	10% to under 20%	424,321	8,277	2.7	3.0	0.9	1.9	1.8	1.3	2.4	2.4	2.3	2.0
348	20% to under 35%	657,703	10,345	2.1	1.5	0.8	1.9	1.6	0.8	1.3	2.9	2.0	1.6
247	35% and over	522,030	4,970	1.3	0.5	0.2	1.5	0.8	0.6	0.8	2.1	1.4	1.0
29	No test takers	6,135	1,182	27.9	35.4	35.5	17.9	16.7	15.8	12.6	16.8	10.8	19.3
Student Density (Avg=19 Students/Sq Mile)													
442	Fewer than 5	91,808	1,060	2.8	2.5	2.3	1.2	5.0	0.8	2.1	1.2	1.1	1.2
256	5 to fewer than 20	156,817	1,181	1.1	1.3	0.4	0.9	2.3	0.6	0.7	1.2	1.1	0.8
142	20 to fewer than 100	272,093	3,343	1.9	0.8	0.3	1.5	1.4	0.7	1.1	2.0	1.6	1.2
137	100 and over	1,166,100	19,530	2.1	1.7	0.4	2.1	1.7	0.8	1.4	3.0	2.2	1.7
125	Non-taxing entities	122,512	6,509	9.2	8.8	1.8	5.0	2.4	3.8	4.3	4.4	4.5	5.3
Student Change: 22/23-23/24 (Avg= 0%)													
572	Declining students	1,085,767	21,668	2.9	2.0	0.5	2.3	2.4	0.9	1.5	3.3	2.3	2.0
295	0% to under 3%	456,209	5,149	1.8	1.8	0.4	1.4	1.0	0.7	1.0	1.8	1.5	1.1
125	3% to under 6%	167,487	1,719	1.3	0.9	0.4	1.2	0.4	0.6	1.1	1.5	1.4	1.0
52	6% to under 10%	59,802	2,143	4.7	2.4	0.9	3.8	0.0	2.9	4.2	3.1	3.8	3.6
58	10% and over	40,065	944	3.2	4.3	0.5	3.0	3.0	1.7	2.5	2.3	2.3	2.4

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, 2023-24

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Am. Ind.	Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.	All students
Students: African American, % (Avg=13%)													
828	Under 10%	873,831	9,521	1.5	0.8	0.2	1.4	1.4	0.6	0.8	1.7	1.6	1.1
219	10% to under 30%	832,599	17,546	2.4	2.7	0.6	2.7	1.5	1.2	1.8	3.4	2.3	2.1
38	30% to under 50%	87,212	4,105	4.6	2.4	0.7	6.5	3.7	2.0	2.4	8.2	4.5	4.7
10	50% to under 70%	10,125	378	3.2	3.6	0.0	5.2	8.3	3.6	2.5	8.4	3.8	3.7
3	70% to under 90%	4,971	55	1.0	0.0	4.8	1.5	0.0	0.0	3.0	1.5	1.0	1.1
4	90% and over	592	18	3.1	0.0	0.0	3.3	0.0	0.0	0.0	0.0	2.6	3.0
Students: Hispanic, % (Avg=53%)													
68	Under 10%	18,995	98	1.3	0.0	0.0	0.7	0.0	0.4	0.8	0.6	0.9	0.5
352	10% to under 30%	328,862	2,207	1.3	0.4	0.2	1.1	1.5	0.4	0.6	1.8	1.1	0.7
282	30% to under 50%	553,377	6,567	1.6	1.2	0.3	1.4	1.3	0.8	1.3	2.0	1.7	1.2
193	50% to under 70%	466,226	14,868	4.4	3.4	1.5	3.4	2.4	1.8	2.7	4.5	3.1	3.2
115	70% to under 90%	250,741	5,440	3.0	3.5	1.0	2.1	3.0	1.8	3.0	2.9	2.6	2.2
92	90% and over	191,129	2,443	2.2	1.9	0.6	1.3	4.8	1.3	1.0	1.4	1.8	1.3
Students: White, % (Avg=25%)													
171	Under 10%	561,791	14,643	3.8	3.1	1.5	2.4	3.5	2.4	3.0	3.3	2.8	2.6
208	10% to under 30%	622,690	11,497	2.3	2.4	0.4	2.2	1.9	1.2	1.8	2.7	2.3	1.8
234	30% to under 50%	391,624	4,486	1.5	1.0	0.3	1.5	0.6	0.8	1.1	2.0	1.6	1.1
266	50% to under 70%	175,664	841	0.7	0.5	0.1	0.6	2.1	0.4	0.5	1.2	0.9	0.5
210	70% to under 90%	56,307	150	0.7	0.0	0.0	0.3	0.0	0.3	0.4	0.6	0.5	0.3
13	90% and over	1,254	6	0.0	0.0	0.0	0.0	0.0	0.5	0.0	0.0	1.2	0.5
Students: Econ Disad, % (Avg=62%)													
20	Under 10%	29,810	42	0.6	0.0	0.0	0.3	0.0	0.1	0.1	0.6	0.3	0.1
66	10% to under 30%	128,004	571	0.7	0.3	0.1	0.9	1.0	0.3	0.4	1.2	0.9	0.4
200	30% to under 50%	338,983	3,072	1.4	1.0	0.3	1.2	1.2	0.6	1.0	1.8	1.4	0.9
416	50% to under 70%	516,195	8,247	2.1	1.3	0.5	2.0	1.5	0.9	1.6	2.6	2.0	1.6
330	70% to under 90%	683,931	16,624	3.4	2.8	1.2	2.4	2.4	1.6	2.4	3.3	2.7	2.4
70	90% and over	112,407	3,067	4.0	8.7	6.9	2.4	11.1	7.1	4.4	2.6	2.3	2.7
Teacher Experience (Avg=11.1 yrs)													
245	Under 10.1 years	434,735	11,567	3.4	3.0	0.9	2.8	2.5	1.5	2.5	3.4	2.9	2.7
295	10.1 to under 12.0 years	891,309	13,690	1.9	1.3	0.4	2.1	1.5	0.8	1.2	2.9	2.0	1.5

Note. See notes after table for category descriptions.

Annual Dropout Rates, Grades 9-12, by District Characteristic, Race/Ethnicity, Emergent Bilingual (EB) Status, and Special Education Program Participation, Texas Public Schools, 2023-24

Districts	Category	Students	Dropouts	Rate (%)									
				Afr. Amr.	Ind. Asian	Hisp.	Pac. Isl.	White	Multi-racial	EB	Spec. ed.	All students	
281	12.0 to under 13.9 years	334,078	5,091	2.6	2.7	0.6	1.8	1.4	0.9	1.3	2.3	1.7	1.5
281	13.9 years and over	149,208	1,275	1.8	0.5	0.7	1.0	0.0	0.4	1.0	1.3	1.2	0.9
Teacher Salary (Avg=\$62,474)													
273	Under \$53,189	100,557	2,557	4.6	1.2	0.8	3.4	2.1	1.1	2.3	3.5	2.4	2.5
276	\$53,189 to under \$56,666	162,404	2,585	2.7	1.3	0.8	1.8	2.5	1.1	1.7	1.9	1.8	1.6
280	\$56,666 to under \$60,926	350,149	4,042	1.7	1.4	0.3	1.4	1.2	0.6	1.1	1.7	1.8	1.2
273	\$60,926 and over	1,196,220	22,439	2.5	2.2	0.5	2.2	1.9	0.9	1.4	3.2	2.2	1.9
Teachers: White, % (Avg=53%)													
64	Under 10%	152,999	1,757	2.9	2.7	0.5	1.1	2.8	1.1	1.4	1.4	1.5	1.1
76	10% to under 30%	313,830	10,980	4.4	3.6	1.8	3.4	4.3	2.7	3.4	4.6	3.5	3.5
82	30% to under 50%	275,037	6,317	2.7	2.3	0.7	2.3	3.0	2.3	2.7	2.6	2.9	2.3
152	50% to under 70%	480,666	8,358	2.1	2.6	0.4	2.2	1.0	1.0	1.4	2.8	2.1	1.7
395	70% to under 90%	471,281	2,746	0.9	0.6	0.1	0.8	0.9	0.4	0.6	1.2	1.0	0.6
333	90% and over	115,517	1,465	3.0	0.6	0.9	2.1	0.0	0.8	1.6	2.3	1.6	1.3
Teachers with Adv Degrees, % (Avg=25.7%)													
261	Under 15.8%	100,050	959	1.5	1.2	0.7	1.2	1.4	0.6	0.7	1.4	1.2	1.0
285	15.8% to under 21.3%	214,540	3,007	2.6	0.8	0.9	1.4	1.7	1.1	1.8	1.5	1.7	1.4
284	21.3% to under 26.9%	579,130	10,574	2.5	3.1	0.9	2.1	1.6	1.0	1.7	3.1	2.1	1.8
272	26.9% and over	915,610	17,083	2.6	1.7	0.4	2.4	1.9	0.8	1.3	3.1	2.2	1.9
U.S.-Mexico Border Region													
97	Border districts	217,938	3,114	4.9	3.9	2.0	1.3	3.1	3.4	4.2	1.5	1.8	1.4
1,005	Non-border districts	1,591,392	28,509	2.5	1.9	0.4	2.3	1.7	0.8	1.4	3.2	2.1	1.8

Note. See notes after table for category descriptions.

Table Notes

Data Sources

Public Education Information Management System (PEIMS) data about teachers, district expenditures, and students are submitted by districts through the Texas Student Data System. For more information, refer to the [Texas Education Data Standards](#). Tax and property data are provided by the Comptroller's Property Tax Division. Information about college admissions examinations and State of Texas Assessments of Academic Readiness (STAAR) is provided by the test contractors. NCES district type data are provided by the National Center for Education Statistics. The property values are the 2022 tax year state-certified property values. All data are for the 2023-24 school year, with the exception of college admissions (e.g., SAT/ACT), district expenditures (e.g., Operating Cost Per Student), tax rates (i.e., local adopted rate and maintenance and operation rate), and property value (or wealth) variables which lag one year.

Glossary

TEA District Type. Districts are grouped into eight subcategories, ranging from major urban to rural, based on factors such as enrollment, growth in enrollment, economic status, and proximity to urban areas. Charter schools make up a ninth subcategory. The subcategories are as follows.

Major Urban. A district is classified as major urban if: (a) it is located in a county with a population of at least 1,214,000; (b) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county; and (c) at least 35 percent of enrolled students are economically disadvantaged. A student is reported as economically disadvantaged if the student is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

Major Suburban. A district is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is contiguous to a major urban district; and (c) its enrollment is at least 3 percent that of the largest contiguous major urban district or at least 4,500 students. A district also is classified as major suburban if: (a) it does not meet the criteria for classification as major urban; (b) it is not contiguous to a major urban district; (c) it is located in the same county as a major urban district; and (d) its enrollment is at least 15 percent that of the largest major urban district in the county or at least 4,500 students.

Other Central City. A district is classified as other central city if: (a) it does not meet the criteria for

classification in either of the previous subcategories; (b) it is not contiguous to a major urban district; (c) it is located in a county with a population of between 100,000 and 1,213,999; and (d) its enrollment is the largest in the county or at least 70 percent of the largest district enrollment in the county.

Other Central City Suburban. A district is classified as other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of between 100,000 and 1,213,999; and (c) its enrollment is at least 15 percent of the largest district enrollment in the county. A district also is other central city suburban if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is contiguous to an other central city district; (c) its enrollment is at least 3 percent that of the largest contiguous other central city district; and (d) its enrollment is equal to or greater than the median district enrollment for the state of 901 students.

Independent Town. A district is classified as independent town if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it is located in a county with a population of 25,000 to 99,999; and (c) its enrollment is the largest in the county or is at least 70 percent of the largest district enrollment in the county.

Non-Metropolitan: Fast Growing. A district is classified as non-metropolitan: fast growing if: (a) it does not meet the criteria for classification in any of the previous subcategories; (b) it has an enrollment of at least 300 students; and (c) its enrollment has increased by at least 20 percent over the past five years.

Non-Metropolitan: Stable. A district is classified as non-metropolitan: stable if: (a) it does not meet the criteria for classification in any of the previous subcategories; and (b) its enrollment is equal to or greater than the median district enrollment for the state.

Rural. A district is classified as rural if it does not meet the criteria for classification in any of the previous subcategories. A rural district has either: (a) an enrollment of between 300 and the median district enrollment for the state and an enrollment growth rate over the past five years of less than 20 percent; or (b) an enrollment of less than 300 students.

Charter Schools. Charter schools are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter schools are subject to fewer regulations than other public school districts. Generally,

charter schools are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter schools are monitored and accredited under the statewide testing and accountability system.

NCES District Type. The National Center for Education Statistics (NCES) has a classification system that categorizes districts into twelve subcategories based on factors such as population size and proximity to urban areas. The NCES subcategories are composed of four basic types (City, Suburban, Town, and Rural) which are further differentiated by size (in the case of City and Suburban assignments) and proximity (in the case of Town and Rural assignments). Charter schools are assigned one of the twelve subcategories; there is not a separate subcategory for charter schools. For more information on NCES' categorization, please see the [Locale Boundaries Technical Documentation](#).

City – Large. Territory inside an urban area with population of 50,000 or more and inside a principal city with population of 250,000 or more.

City – Midsize. Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

City – Small. Territory inside an urban area with population of 50,000 or more and inside a principal city with population less than 100,000.

Suburban – Large. Territory outside a principal city and inside an urban area with population of 250,000 or more.

Suburban – Midsize. Territory outside a principal city and inside an urban area with population less than 250,000 and greater than or equal to 100,000.

Suburban – Small. Territory outside a principal city and inside an urban area with population less than 100,000 and greater than or equal to 50,000.

Town – Fringe. Territory inside an urban area with population less than 50,000 that is less than or equal to 10 miles from an urban area with population of 50,000 or more.

Town – Distant. Territory inside an urban area with population less than 50,000 that is more than 10 miles and less than or equal to 35 miles from an urban area with population of 50,000 or more.

Town – Remote. Territory inside an urban area with population less than 50,000 that is more than 35 miles from an urban area with population of 50,000 or more.

Rural – Fringe. Territory outside an urban area that is less than or equal to 5 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is less than or equal to 2.5 miles from an urban area with population less than 50,000.

Rural – Distant. Territory outside an urban area that is more than 5 miles but less than or equal to 25 miles from an urban area with population of 50,000 or more, as well as territory outside an urban area that is more than 2.5 miles but less than or equal to 10 miles from an urban area with population less than 50,000.

Rural – Remote. Territory outside an urban area that is more than 25 miles from an urban area with population of 50,000 or more and is also more than 10 miles from an urban area with population less than 50,000.

NCES District Type, Charter Schools Separate. The twelve NCES district type subcategories are the same as listed above, but charter schools are placed into a separate thirteenth subcategory.

Charter Schools. As noted above in TEA District Types, charter schools are open-enrollment school districts authorized by the commissioner of education with final approval for operation provided by the State Board of Education. Established by the Texas Legislature in 1995 to promote local initiative, charter schools are subject to fewer regulations than other public school districts. Generally, charter schools are subject to laws and rules that ensure fiscal and academic accountability but that do not unduly regulate instructional methods or pedagogical innovation. Like other public school districts, charter schools are monitored and accredited under the statewide testing and accountability system.

District Accountability Rating

This category refers to the district rating based on the annual accountability system. Generally, a district rating is based upon district performance on three domains:

- Student Achievement,
- School Progress, and
- Closing the Gaps.

At the time these data were produced, the issuance of 2024 A-F ratings was pending. In the district accountability rating category, all districts are given the label "Rating not available." For a more detailed explanation of the accountability system, see the [2024 Accountability Manual](#).

Dropout. A dropout is a student who is enrolled in public school in Grades 9 -12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a Texas Certificate of High School Equivalency (TxCHSE), continue school outside the public school system, or die. This definition is consistent with the National Center for Education Statistics definition of a dropout. For more information on the definition of a dropout and calculation of dropout rates, please see [Reports on Secondary School Completion and Dropouts in Texas Public Schools](#).

Dropout Rate. The annual dropout rate is the number of Grade 9-12 students who dropped out in a school year divided by the cumulative number of Grade 9-12 students enrolled at any time during the school year. For more information on the definition of a dropout and calculation of dropout rates, please see [Reports on Secondary School Completion and Dropouts in Texas Public Schools](#).

Education Service Center Regions. The state is divided into 20 geographic regions, each served by an education service center (ESC). Although not usually the case, an ESC may serve districts outside its geographic boundaries. For this category, districts are grouped by the ESC regions that serve them, not by the ESC regions in which they are located geographically.

Emergent Bilingual Student. A student is classified as emergent bilingual (EB) when: (a) a language other than English is used as the primary language in the home and (b) the student's English language proficiency is determined to be limited by a language proficiency assessment committee or as indicated by a test of English proficiency. In this table, EB students are students who were identified as having limited English proficiency in the 2023-24 school year.

Enrollment. Districts are grouped into nine subcategories based on number of students enrolled. Enrollment counts are taken on the last Friday in October of each year.

Highest Property Value. Each district is placed into one of four subcategories of taxable property based on type of property with the highest value for the district. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not have taxable property. The four subcategories of taxable property are:

- residential: single-family and multi-family residential, and residential inventory;
- land: vacant lots and taxable rural real property;

- oil and gas: oil, gas, and minerals; and
- business: commercial and industrial real property, commercial and industrial personal, and utilities.

Operating Cost Per Student. Operating costs are the sum of actual expenditures for a district's operation. Note that the number shown is not the amount actually spent on each student, but rather a per-student average of the total. Per-student amounts are calculated as expenditures for the prior school year divided by the current number of students. Districts are grouped into five subcategories, each with approximately the same number of districts.

Property Wealth: Average, Equal Student Groups, and Median. Property wealth is used as an indicator of a district's ability to raise local funds on a per-student basis. It is calculated as total taxable property value from one year prior – this is the most recent data year available used in state funding formulas – divided by total enrollment from the prior school year. Taxable value is the traditional measure of value, not the alternative value used in state funding formulas. The "property wealth: average" category classifies districts as either under or over the state average for district property wealth. The "property wealth: equal student groups" category groups districts by property wealth into 20 subcategories, each accounting for approximately the same number of students. The "property wealth: median category" groups districts by property wealth into 10 subcategories, each with approximately the same number of districts. In each of the three categories, special statutory school districts and charter schools make up a separate subcategory, labeled "non-taxing entities," because they do not have taxable property wealth.

Race/Ethnicity. Race/ethnicity is one of the demographic characteristics reported for each student through the [Texas Student Data System](#). The racial/ethnic categories are defined as follows. Hispanic/Latino includes students of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. American Indian or Alaska Native includes students having origins in any of the original peoples of North and South America (including Central America), and who maintain a tribal affiliation or community attachment. Asian includes students having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. Black or African American includes students having origins in any of the black racial groups of Africa. Native Hawaiian/Other Pacific Islander includes students having origins in any of the original

peoples of Hawaii, Guam, Samoa, or other Pacific Islands. White includes students having origins in any of the original peoples of Europe, the Middle East, or North Africa. Students classified as having two or more races are referred to as multiracial.

SAT/ACT 2022-23: At or Above Criterion, Percentage. Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the SAT or the ACT (1180 for the SAT; 24 for the ACT). The number of graduating examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no college admissions test takers. Students may take the SAT and ACT more than once.

SAT/ACT 2022-23: Participation, Percentage. Districts are grouped into three subcategories based on percentage of graduates who took the SAT, ACT, or both in the prior year. Districts that did not have graduates make up a fourth subcategory.

Small and Mid-sized District Allotment. Beginning with the 2019-20 school year, small and mid-sized district adjustments were recreated as a stand-alone allotment for small and mid-sized districts. Districts are grouped into four subcategories, each with approximately the same number of districts, based on the small and mid-sized district allotment received. Districts not receiving a small and mid-sized allotment make up a fifth subcategory.

Special Education. Special education offers instructional and related services for eligible students with cognitive, physical, and/or emotional disabilities.

Student Change: 2022-23 – 2023-24. Districts are grouped into five subcategories based on change in enrollment from the prior school year to the current school year.

Student Density. Districts are grouped into four subcategories based on number of students per square mile. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not have mileage information.

Students: African American, Hispanic, and White, Percentage. In each of these three categories, districts are grouped into six subcategories based on racial/ethnic composition of enrollment. Racial/ethnic groups reflect a federal standard that determines: (a) if the student is Hispanic; and (b) the student's race, or races, based on a student's option to report more than one race. African American students are not reported as

Hispanic and identify African American as their only race. Hispanic students report Hispanic as their ethnicity and may report any race. White students are not reported as Hispanic and identify White as their only race.

Students: Economically Disadvantaged, Percentage. Districts are grouped into six subcategories based on percentage of enrollment reported as economically disadvantaged. A student is reported as economically disadvantaged if the student is eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program.

STAAR: Achieved the Approaches Grade Level Standard, Percentage. Districts are grouped into five subcategories based on the percentage of State of Texas Assessments of Academic Readiness (STAAR) (Grades 3-8, End-of-Course) tests passed. Districts that did not administer tests make up a sixth subcategory. The percentages include only examinees who were enrolled in the same districts in October of the school year. In 2023, STAAR was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023.

Tax: Local Adopted Rate. Districts are grouped into four subcategories, each with approximately the same number of districts, based on total locally adopted tax rate. Special statutory school districts and charter schools make up a fifth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The total locally adopted tax rate is made up of a maintenance and operation rate and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value.

Tax: Local Maintenance & Operation Rate. Districts are grouped into three subcategories based on locally adopted maintenance and operation (M&O) tax rate. Special statutory school districts and charter schools make up a fourth subcategory, labeled "non-taxing entities," because they do not levy property taxes. The M&O rate includes money generated by districts for equalizing wealth.

Teacher Experience. Districts are grouped into four subcategories, each with approximately the same number of districts, based on average years of teacher experience. The average for a district is calculated by multiplying the full-time-equivalent (FTE) count for each teacher by years of experience. Results are summed, then divided by the FTE count for all teachers.

Teacher Salary. Districts are grouped into four subcategories, each with approximately the same

number of districts, based on average teacher salary. The average for a district is calculated by dividing the salary for all teachers by the full-time-equivalent (FTE) count for all teachers. Salaries reflect pay for regular duties only; they do not include pay for supplemental duties.

Teachers: White, Percentage. Districts are grouped into six subcategories based on percentage of White teachers. Racial/ethnic groups reflect a federal standard that determines: (a) if the teacher is Hispanic; and (b) the teacher's race, or races, based on a teacher's option to report more than one race. White teachers are not reported as Hispanic and identify White as their only race. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for White teachers by the FTE count for all teachers.

Teachers: With Advanced Degrees, Percentage. Districts are grouped into four subcategories, each with

approximately the same number of districts, based on percentage of teachers with advanced degrees. The percentage for a district is calculated by dividing the full-time-equivalent (FTE) count for teachers with master's or doctorate degrees by the FTE count for all teachers.

U.S.-Mexico Border Region. Districts are grouped into two subcategories, border and non-border, based on their geographic relationship to the U.S.-Mexico border. The districts classified as border districts are those that are located in the 32 counties situated within approximately 62.1 miles of the U.S.-Mexico border, based on the 1983 Agreement on Cooperation for the Protection and Improvement of the Environment in the Border Area (aka, the La Paz Agreement). The La Paz Agreement defines the U.S.-Mexico border region as extending 100 kilometers (approximately 62.1 miles) on either side of the border.