

Texas: State Policies to Reduce the Dropout Rate and Recover Dropouts

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Timeline: Accountability Policies for Dropouts

1984	1986	1987	1990
<ul style="list-style-type: none">• Began collection of data on dropouts.	<ul style="list-style-type: none">• Report: 1/3 of Texas students dropout. Higher rate for minorities	<ul style="list-style-type: none">• Added definition of dropout to statute. Increased state and district responsibilities	<ul style="list-style-type: none">• AEIS implemented: Included graduation and dropout rates

Timeline: Accountability Policies for Dropouts

1993	1996	1998	2005
<ul style="list-style-type: none">• Performance-based accountability system—includes dropout rates	<ul style="list-style-type: none">• High school completion rate added to AEIS	<ul style="list-style-type: none">• Grade 7-12 longitudinal rate added to AEIS	<ul style="list-style-type: none">• Adopt NCES definition of dropout

Accountability Policies for Dropouts: Performance-based Accountability System

- Annually assigns ratings to every campus and district in the state
- Assessment results on the state standardized assessment instruments
- Longitudinal completion rates Grades 9-12
 - Graduates
 - Continuing enrolled for following fall
- Annual dropout rates—Grades 7-8

Accountability Policies for Dropouts: Alternative Education Accountability System

- Campuses must serve at least 75% at-risk students
- Grade 7-12 annual dropout rate
- Completion Rate II
 - Graduates
 - Continuing Students
 - GED Recipients

Accountability Policies for Dropouts: Repeat Dropout

- Counted in annual dropout rate for each year that enrolls and dropouts
- Counted in completion rate if completes or continues with own cohort
- Does not affect completion rate if completes or continues after cohort has completed

Reducing Dropouts and the Link to Postsecondary Success

The academic intensity and quality of one's high school curriculum (not test scores, class rank, or grade point average) counts most in preparation for bachelor's degree completion. This is particularly true for African American and Hispanic students.

(Clifford Adelman, Tool Box, 1999)

Reducing Dropouts and the Link to Postsecondary Success

HB 1—2006

- 4x4 Curriculum
- Vertical teams for College Readiness Standards
- High School Allotment

SB 1031—2007

- Student assessment
 - Move from exit-level assessment to end-of-course exams at 9-12
 - Measure college readiness

Reducing Dropouts and the Link to Postsecondary Success

HB 2237—2007

- \$104 million for high school reform models and dropout prevention
 - Early College High School
 - T-STEM Academies
 - Redesign of low-performing high schools
 - Collaborative Dropout Reduction Pilot Program
 - Math Coaches Pilot Program
 - Intensive Summer Programs

Reducing Dropouts and the Link to Postsecondary Success

HB 2237—Dropout Recovery Program

- \$6 million for programs to recover dropouts
 - Provides maximum flexibility; no seat time requirements and few process requirements
 - Rewards performance based upon progress and performance of individual students
 - High school diploma path or college readiness path
- Variety of service providers, including colleges and non-profit organizations

Other Agency Actions to Reduce Dropouts

Collaborative Dropout Task Force

- Includes rep from each department in agency
- Identify dropout issues that cross departmental lines
- Develop intra-agency solutions, including
 - One-pager and communication materials
 - Web site
 - America's Promise Summit task force
- Coordinate all of the agency's relevant resources to ensure maximum impact

Other Agency Actions to Reduce Dropouts

Use of Federal Funding

- 21st CLCC—priority to academic programs and high schools
- Comprehensive School Reform—set aside a portion of funds for high schools
- Title II, Part B funds used to support T-STEM
- TANF funds used for Communities In Schools and pre-kindergarten grants
- Title I funds used to support Early College High School and other high school reform models

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