K-12 Enrollment in Texas Public Schools

- Enrollment is defined as the number of students enrolled in Early Education through Grade 12 in the Texas public school system as of the last Friday in October.
- Enrollment may increase or decrease depending on factors like regional population change and students dropping out of school.
- Two types of enrollment may be tracked:
  - Cross-sectional: overall enrollment
  - Longitudinal: changes in the size of a cohort or class of students, such as the class of 2013
Tracking Enrollment Longitudinally

• The size of a cohort, or class, of students increases when:
  1. new students move into the area, or
  2. students from a higher grade are retained

• The size of a cohort decreases when:
  1. students leave school for any reason, including dropping out, or
  2. students from the cohort are retained

• All of these factors affect cohort size at the same time, making interpretation of changes difficult

Source: Texas Education Agency
Tracking Students Who Leave the Texas Public School System

• TEA accounts for students in grades 7 through 12 who
  ▪ Graduated in a previous school year
  ▪ Moved from one public school district and enrolled in another
  ▪ Received General Educational Development (GED) certificates

• Districts must report the statuses of all other grade 7-12 students, including ‘other’ leavers

• ‘Other’ leavers include students who withdraw for reasons that include (but are not limited to):
  ▪ Enrolling in another school outside of the state
  ▪ Enrolling in a private school within the state
  ▪ Returning to their home country
  ▪ Enrolling in college to pursue an associate’s or bachelor’s degree
  ▪ Entering home schooling

Source: Texas Education Agency
Central Texas Class Size Increases Through Grade 9

Number of Students in the Central Texas Class of 2014, As They Progressed from Grade 1 in 2003 to Grade 12 in 2014

Grade 9 Retention “Bubble”

Attrition

Source: E³ Alliance analysis of Texas Education Agency AEIS and TAPR data
Tracking Enrollment Longitudinally
A Definition of Attrition Rates

• An attrition rate is the percentage change in fall enrollment counts for a single cohort, or class, of students across years

• The Grades 9 through 12 attrition rate is calculated using the following formula:

\[
\text{Grade 9 Enrollment in Fall 2007} - \text{Grade 12 Enrollment in Fall 2010} \\
\text{Grade 9 Enrollment in Fall 2007}
\]

Source: Texas Education Agency
Attrition Rates in Central Texas and Texas Decreased Over the Last Decade

Grades 9-12 Attrition Rates, 2003-04 through 2013-14

Source: E³ Alliance analysis of Texas Education Agency AEIS/TAPR data
Attrition Rates Highest for Black and Hispanic Students

High School Attrition Rates, by Race/Ethnicity, 2013-14

Source: E³ Alliance analysis of PEIMS enrollment data at the UT Austin Education Research Center © 2015 E³ Alliance
Attrition Rates Generally Higher for Male than Female Students

High School Attrition Rates, by Race/Ethnicity and Gender, Central Texas, 2013-14

- Attrition Rate
  - Asian: -1% Female, -4% Male
  - Black: 19% Female, 24% Male
  - Hispanic: 24% Female, 30% Male
  - White: 8% Female, 13% Male
  - Other: 8% Female, 9% Male

Source: E³ Alliance analysis of PEIMS enrollment data at the UT Austin Education Research Center
Tracking Enrollment Longitudinally
A Definition of Dropouts

• A dropout is a leaver whose departure cannot be described with one of the ‘other’ leaver codes

• A dropout is a student who
  ▪ Was enrolled in public school in grades 7-12 during a given school year,
  ▪ Does not return to a Texas public school the following fall,
  ▪ Was not expelled,
  ▪ Did not graduate, receive a GED, continue school outside the public school system, begin college, or die.

Source: Texas Education Agency
Longitudinal Dropout Rates Decreased in Central Texas and Texas for Classes of 2007 Through 2013

Longitudinal Dropout Rates, 2007 through 2013

Source: E³ Alliance analysis of PEIMS and dropout data at the UT Austin Education Research Center

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Black and Hispanic Students Overrepresented in Longitudinal Dropout Rates

Enrollment and Dropouts by Ethnicity, Central Texas, Class of 2013

Source: Texas Education Agency data on dropouts
Gaps in Central Texas Longitudinal Dropout Rates Declined Since 2007

Longitudinal Dropout Rates, by Race/Ethnicity, Central Texas, Classes of 2007 Through 2013

Source: E³ Alliance analysis of PEIMS and dropout data at the UT Austin Education Research Center
Longitudinal Dropout Rates Higher in Texas than Central Texas Across Racial/Ethnic Groups

Longitudinal Dropout Rates, by Race/Ethnicity, Class of 2013

Source: E³ Alliance analysis of PEIMS and dropout data at the UT Austin Education Research Center
Low Income Students Overrepresented in Longitudinal Dropout Rates

Enrollment and Dropouts by Income Status, Central Texas, Class of 2013

Percent of Cohort
- Low Income: 51%
- Non-low Income: 49%

Percent of Dropouts
- Low Income: 85%
- Non-low Income: 15%

Source: Texas Education Agency data on dropouts
Longitudinal Rate for Low Income Students in Central Texas Same as Texas in 2013

Longitudinal Dropout Rates, by Economic Status, Central Texas, Classes of 2007 Through 2013

Source: E³ Alliance analysis of PEIMS and dropout data at the UT Austin Education Research Center
Low Income Students Drop out at Higher Rates Than Non-low Income Students in All Urban Areas in Texas

Longitudinal Dropout Rates, by Economic Status for Urban MSAs Throughout Texas, Class of 2013

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center
ELLs in High School Drop Out At Higher Rates than Non-ELLs

Longitudinal Dropout Rates, By ELL Status While in High School, Central Texas, Class of 2013

Source: E³ Alliance analysis of PEIMS data at the UT Austin Education Research Center
Students That Were ELL While in High School Overrepresented in Longitudinal Dropout Rates

Enrollment and Dropouts by ELL Status, Central Texas, Class of 2013

Percent of Cohort

- ELL in HS 7%
- Not ELL in HS 93%

Percent of Dropouts

- ELL in HS 18%
- Not ELL in HS 82%

Source: Texas Education Agency data on dropouts
The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.