

Texas Education Scorecard

Methodology

The Texas Education Scorecard is designed to provide a snapshot of an area’s “education pipeline”, or how well the education system(s) within a county prepares children for higher education, using the most recent data on key milestones in students’ education. The Texas Education Scorecard also provides data on policy and practice indicators to measure the extent to which policies or practices that are proven effective in preparing students for the stages that lead to a higher education credentials have been implemented in that county.

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Data

Texas Education Scorecard “Pipeline” Indicators

The Texas Education Scorecard provides grades based on how successfully children are moving through the “education pipeline” in their area. We provide data and grade for 252 counties in Texas. Two counties, Loving and Kenedy, were not graded because of insufficient data. There are no schools in Loving County. Kenedy County has no secondary schools and a single elementary school.

The following five indicators make up the Texas Education Scorecard’s “education pipeline” indicators, or the five indicators which are used to calculate the Education Scorecard letter grades. The five key “pipeline” indicators are coded such that lower values are generally preferable to higher values. For example, lower high school dropout rates are assumed to be better than higher high school dropout rates. More information on the five key pipeline indicators is below.

Stage of “Education Pipeline”	Indicator of “Leak” in “Education Pipeline”	Reason for Including Indicator
School Readiness	3 rd Grade Reading STAAR, Non-Passing Rate	Not reading proficiently by third grade indicates a lack of adequate preparation for school and during the earliest grades. Reading proficiency by third grade is also a key predictor of high school graduation and future educational success.
Transition to high school	Ninth-grade retention rate	Ninth grade is a key transition point between primary and secondary schooling. Statewide, ninth grade is when students are most likely to be retained and have to repeat coursework.
High School Success	High School Dropout Rate	Students who drop out of high school are less likely to successfully continue their education in the future, and are at higher risk for financial insecurity and poverty.
Transition to College	Higher education, Non-enrollment rate	Enrolling in college after high school is the first step to completing higher education.
College Success	Higher education, Non-completion rate	Starting, but not completing, college leaves many students with debt and without the credential that can help them access better-paying jobs. Data shows that the biggest “leak” in the Texas education pipeline happens between enrolling and completing college.

Third-grade reading STAAR, Non-Passing Rate

- *Definition:* Share of third-graders not meeting Level II: Satisfactory Academic Performance on the STAAR Reading Exam
 - *Numerator:* Number of 3rd graders who passed the STAAR, defined as meeting the Recommended standard, Level II: Satisfactory Academic Performance
 - *Denominator:* Number of 3rd graders who took the Reading STAAR exam

- *Source:* Texas Education Agency
- *Time period:* STAAR assessment administered Spring 2015
- *Notes:* The “Recommended” standard is the final standard that is currently being phased in. For more information on STAAR Raw Score Conversion Tables and phase-in levels, visit [http://tea.texas.gov/Student Testing and Accountability/Testing/State of Texas Assessments of Academic Readiness \(STAAR\)/STAAR Raw Score Conversion Tables for 2014-2015/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/STAAR_Raw_Score_Conversion_Tables_for_2014-2015/)

Ninth-grade retention rate

- *Definition:* Percentage of students enrolled in 9th grade in the fall of a given school year who were enrolled in 9th grade in the previous school year.
 - *Numerator:* Number of students retained in 9th grade (enrolled in 9th grade in consecutive years)
 - *Denominator:* Total number of students in original 9th grade class
- *Source:* Texas Education Agency
 - *Website:* <http://tea.texas.gov/acctres/retention/years.html>
- *Time period:* 2012 - 2013
- *Notes:* Students who left or joined the Texas public school system during the two-year time period are excluded. The ‘same grade level’ in high school does not necessarily represent the repetition of a full year’s curriculum, but could mean failure to earn credit in one or more courses or taking fewer courses than required in one year.

High School Dropout Rate (four-year longitudinal)

- *Definition:* Percentage of students from a class beginning as ninth-graders who dropout out of high school by their anticipated graduation date four years later.
 - *Numerator:* Number of students who dropped out between 9th grade enrollment and graduation 4-years later
 - *Denominator:* Total number of students in class (sum of dropouts, graduates, continuers, and GED recipients)
- *Source:* Texas Education Agency
 - *Website:* <http://tea.texas.gov/acctres/completion/2014/level.html>
- *Time period:* Entered 9th in 2010-11, anticipated graduation in academic year 2013-2014
- *Notes:* TEA calculates dropout rates in four different ways: annual, four-year, five-year, and six-year rates. We are using the four-year dropout rate for this scorecard. For more information, visit http://tea.texas.gov/acctres/dropcomp_index.html/. Some students, called “other leavers” are not included in the final calculation of longitudinal dropout rates. These students left school for a reason other than graduating or dropping out, e.g., enrolled in a school outside Texas, withdrew to enter homeschooling or a private school in Texas, returned to the family’s home country. For more information, see “[Secondary School Completion and Dropouts in Texas Public Schools.](#)”

Higher education, Non-enrollment rate

- *Definition:* Share of students graduating public Texas high schools in the spring and not enrolling in higher education in Texas in the fall. Data are based on county of high school graduation.
 - *Numerator:* Number of students not found in Texas colleges
 - *Denominator:* Total number of high school graduates from public schools in county
- *Source:* Texas Higher Education Coordinating Board
- *Year:* 2014

- *Notes:* County data is based on whether the student graduated from high school in that county (not whether they attended higher education in that county). Students enrolling in colleges outside of Texas are not included in the data. Previous research shows that out-of-state enrollment represents a small share of Texas students. In some counties with small populations of high school graduates, the non-enrollment rates for the Education Service Center that contained the county was imputed, or substituted, for the county's value. Similarly, for counties with small racial/ethnic sub-populations of high school graduates, the non-enrollment rate for the racial/ethnic group in the Education Service Center was imputed as the county's value.

Higher education, Non-completion rate

- *Definition:* Share of students enrolling in Texas higher education and not completing a higher education credential within six years, based on county of high school graduation
 - *Numerator:* Number of students not earning an associate's degree, certificate, bachelor's degree or higher from a Texas college, six years after enrollment
 - *Denominator:* Total number of students enrolled in Texas colleges, based on county of high school graduation
- *Source:* Texas Higher Education Coordinating Board
- *Time period:* Combined totals for 2006, 2007 and 2008 high school graduates from county
- *Notes:* County data is based on whether the student graduated from high school in that county (not whether they attended higher education in that county). Students enrolling in colleges outside of Texas are not included in the data. Previous research shows that out-of-state completion represent a small share of Texas students. In some counties with small populations of enrolled students, the non-completion rates for the Higher Education Region that contained the county was imputed, or substituted, for the county's value. All racial/ethnic breakouts of non-completion rates are calculated at the level of the Higher Education Region, not the county.

Public School Enrollment Data and Demographic Indicators

The Texas Education Scorecard provides data on each of the five key “education pipeline” indicators for the following subpopulations of students: Economically Disadvantaged, Hispanic, White, and African-American/Black students. Data are not provided for other racial/ethnic groups or combinations of racial/ethnic groups because subpopulations were generally too small a share of the total student population to access data for a majority of counties in Texas. More information on the demographic indicators are below.

Public School Student Enrollment

- *Definition:* Number of students in all grades (Early Education, Pre-K and K-12) enrolled in public schools in Texas
- *Source:* Texas Education Agency
- *Time period:* School year 2014-15

Economically Disadvantaged Students

- *Definition:* Percentage of students in all grades who are considered economically disadvantaged (eligible for free or reduced-price lunch or other assistance)
 - *Numerator:* Number of students in all grades who are considered economically disadvantaged (eligible for free or reduced-price lunch or other assistance)

- *Denominator*: Total number of students in all grades
- *Source*: Texas Education Agency
- *Time period*: School year 2014-15
- *Notes*: To learn more about eligibility guidelines for free or reduced-price lunch, visit <http://www.squaremeals.org/Publications/IncomeEligibilityGuidelines.aspx#CACFP>.

Public School Student Enrollment, by Race/Ethnicity

- *Definition*: Percentage of public school students who identify as Black or African American, Hispanic, White, and “Other” Students.
 - *Numerator*: Number of students in racial/ethnic subgroup
 - *Denominator*: Total number of students in all grades
- *Source*: Texas Education Agency
- *Time period*: School year 2014-15
- *Notes*: The “Other” subgroup includes American Indian/Alaska Native, Asian, Native Hawaiian/Other Pacific Islander, and multi-racial students. Respondents who select “Hispanic/Latino” for ethnicity are reported as Hispanic, regardless of responses provided to the question on race. For example, a student who identifies as Hispanic and African American would be counted only in the Hispanic category. Respondents who select “Not Hispanic/Latino” for ethnicity and select more than one category for race are reported as multi-racial.

Policy and Practice Indicators

Policy and practice indicators measure the extent to which a county has implemented a policy or practice that has proven to be effective in moving students from their first steps in school to higher education. The following policy and practice indicators are chosen for their effects on improving school readiness, transitions to college, and serving the education and financial goals of adult students. Two education funding measures provide a sense of the adequacy and equity of financial resources that public schools have to serve their students.

To help counties compare their use of a policy or practice to other Texas counties, the Texas Education Scorecard provides state estimates on these same measures, as well as values for the approximate top and bottom ten percent of counties or other units. For counties, the comparisons provided are the averages of the highest and lowest 25 county values for the indicators. For student loan default rates, the average default rates of the six colleges with the highest and lowest rates are provided for comparison. For Adult Basic Education success rates, the average success rates of the four grant recipients with the highest and lowest rates are provided for comparison. Grant recipients are organizations responsible for providing Adult Basic Education Services (e.g., a community college, Education Service Center, school district). Higher values are generally better, although a county, college, or grant recipient’s particular goal for an indicator should depend on local context.

Policy or Practice Indicator	Why It Matters
Pre-K Participation Rate	Pre-K is important for setting up students who are low-income or English Language Learners for success in school. However, not all students who are eligible for public Pre-K in Texas enroll.
Average Funding per Student, adjusted for student and district characteristics	School districts need adequate financial resources to educate students to the standards set by the state. Adequate funding helps to provide a stable workforce of highly trained teachers and small class sizes that enhance student learning.
Range of per-student funding within county, adjusted for student and district characteristics	School district funding varies widely within regions, and high levels of need don't necessarily equate to more resources.
AP/IB Enrollment rate	Student access to rigorous coursework such as Advanced Placement and International Baccalaureate courses helps to prepare them for college. However, not all students have access to these courses.
Dual Credit enrollment rate	Dual Credit courses, which provide high school and college credits simultaneously, have proven to be an effective strategy promoting both high school completion and college enrollment.
FAFSA completion rate	Completing the FAFSA (Free Application for Federal Student Aid) is the first step for students to receive financial aid that makes college more affordable.
College Readiness Rate	Students starting college who are deemed "not college-ready" are at high risk for not completing a college degree.
GED Testing Rate	Texas has a large population of adults without a high school diploma. For these adults, obtaining a GED is a necessary credential for many jobs and to continue their education.
Student loan default rate, community colleges	Excessive student debt has become a financial burden for many adults. We restrict student loan default data to community colleges because community colleges tend to enroll the largest number of students from nearby K-12 school districts. This provides a clearer picture to local policymakers about the school and work experiences of students growing up and currently living in their areas. For example, the student loan default rates at Austin Community College provide a clearer picture of the financial burden experienced by students from and currently living in Central Texas, than by examining the student loan default rates at UT Austin, which enrolls many students from outside Central Texas. About half of college students in Texas enroll in community colleges.
Adult Basic Education success rate	Adult Basic Education programs are available to adults with low levels of education and training that are required for employment.
Career Pathway Programs Enrollment	Career Pathway Programs that integrate education and job training are an innovative way to quickly move adults into jobs with the necessary skills and education.

Pre-K Participation Rates

- *Definition:* Share of eligible Pre-K students enrolled in public Pre-K programs
 - *Numerator:* Number of Pre-K Students, ages 4 or 5 only who are described by one or more of the following characteristics: Limited English Proficiency/English Language Learner, Economically disadvantaged, Military, Homeless
 - *Denominator:* Number of students who are in Kindergarten the next year who are described by one or more of the following characteristics: Limited English Proficiency/English Language Learner, Economically disadvantaged, Military, Homeless
- *Source:* Texas Education Agency
- *Time period:* Two years of data are compared. Pre-K data comes from school year 2013-14, and kindergarten data comes from year 2014-15
- *Notes:* This indicator estimates the percentage of eligible Pre-K students enrolled in public Pre-K programs. Texas school districts offer free and public Pre-K programs for children who are low-income, English language learners, homeless, in the foster care system, or is the child of an active-duty, injured, or killed member of the military. Districts may choose to allow additional students to enroll in Pre-K who do not meet these eligibility requirements. Districts can also request waivers from the requirement to provide Pre-K. Sometimes in counties with small populations, the number of kindergarten students in one year may be lower than the number of Pre-K students the prior year. High rates of student mobility are observed particularly among military and low-income families.

Average Funding per Student, adjusted for student and district characteristics

- *Definition:* Estimated average revenue per WADA (Weighted Average Daily Attendance) for districts in county
 - *Numerator:* Estimated total revenue for all districts in county
 - *Denominator:* Estimated total WADA for all districts in county
- *Source:* Texas Education Agency
 - *Website:*
http://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/State_Funding_Reports_and_Data/ (Report titled "Revenue per WADA")
- *Time period:* School year 2015-16
- *Notes:* Data are estimated for the current school year. Every fall, revenue and WADA numbers are revised for the preceding school year and estimated numbers for the current school year are posted. Estimated total revenue for the county is calculated by summing the products of the estimated WADA and estimated revenue per WADA for each district. Districts may also receive additional revenue from outside sources, such as private foundations, which are not reported here.

Range of per-student funding within county, adjusted for student and district characteristics

- *Definition:* Districts within county with lowest and highest revenue per WADA (Weighted Average Daily Attendance)
- *Source:* Texas Education Agency
 - *Website:*
http://tea.texas.gov/Finance_and_Grants/State_Funding/State_Funding_Reports_and_Data/State_Funding_Reports_and_Data/ (Report titled "Revenue per WADA")
- *Time period:* School year 2015-16

- *Notes:* Data are estimated for the current school year. Every fall, revenue and WADA numbers are revised for the preceding school year and estimated numbers for the current school year are posted. Districts may also receive additional revenue from outside sources, such as private foundations, which are not reported here.

AP/IB Enrollment rate

- *Definition:* Percentage of 9th-12th graders enrolled in Advanced Placement or International Baccalaureate courses
 - *Numerator:* Enrollment in AP or IB classes
 - *Denominator:* Grade 9-12 enrollment
- *Source:* Texas Education Agency
- *Time period:* School year 2014-15

Dual Credit enrollment rate

- *Definition:* Percentage of 9th-12th graders enrolled in courses offering both high school and college credit
 - *Numerator:* Enrollment in Dual Credit classes
 - *Denominator:* Grade 9-12 enrollment
- *Source:* Texas Education Agency
- *Time period:* School Year 2014-15

FAFSA completion rate

- *Definition:* Percentage of 12th graders completing the FAFSA (Free Application for Federal Student Aid) by June of their senior year
 - *Numerator:* Completed FAFSA applications through June 5
 - *Denominator:* Enrollment in Grade 12
- *Source:* FAFSA completion from U.S. Department of Education; Student enrollment data from Texas Education Agency
 - *Websites:* <https://studentaid.ed.gov/sa/about/data-center/student/application-volume/fafsa-completion-high-school>; <http://ritter.tea.state.tx.us/adhocrpt/adste.html>
- *Time period:* Applications completed through June 5, 2015; Student enrollment in school year 2014-15.

Notes: Because numerator and denominator data come from different sources, there were some discrepancies in the campuses listed in the ED and TEA data files. Campuses listed in one but not both data files were excluded from the rate calculations, including private and parochial schools, campuses where the number of completed FAFSA applications were fewer than 5 and data was suppressed to protect privacy, and other campuses that appear to have been shut down or were otherwise missing from one of the data files.

College Readiness Rate

- *Definition:* Percentage of students entering higher education deemed “college-ready”, as defined by meeting TSI (Texas Success Initiative) standards in all areas
 - *Numerator:* Number of students graduating high school in county who enrolled in a Texas college and met TSI standards in all areas: Math, Writing and Reading
 - *Denominator:* Number of students graduating high school in county who enrolled in a Texas college

- *Source:* Texas Higher Education Coordinating Board
 - *Website:* <http://www.txhighereddata.org/Interactive/HSCollLinkFilters/AnnualTSI.cfm>
- *Time period:* 2014
- *Notes:* Students who do not meet TSI standards are required to have some type of developmental education support prior to taking college-level courses in the subject area, or developmental education can be paired with a college course, or students can retake the TSI test. Colleges can place students who have not met TSI standards into college-level courses, but they must provide some type of developmental education support.

GED Testing Rate

- *Definition:* Share of adults without a high school diploma who took the GED
 - *Numerator:* Number of GED test-takers at test centers in county
 - *Denominator:* Estimate of adults 25 year and older with less than a high school diploma or equivalency
- *Sources:* Texas Workforce Commission; American Community Survey Table B06009 (1-year data)
- *Time period:* 2014
- *Notes:* GED test-takers include individuals who take the GED in the general population and in prison. Individuals may take the GED test multiple times at multiple test centers, and they may be duplicated in the data. When the number of test takers was suppressed because it was under 5, it was assumed to be 2 when calculating county totals.

Student loan default rate, community colleges

- *Definition:* Share of students at community colleges who take out loans they are unable to repay
 - *Numerator:* Number of borrowers at community colleges who defaulted on loans
 - *Denominator:* Number of borrowers at community colleges in repayment
- *Source:* U.S. Department of Education
 - *Website:* <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>
- *Time period:* 3-year cohort for 2012, meaning borrowers entered repayment in 2012 but defaulted in 2012, 2013 or 2014
- *Notes:* Data are provided by community college. Community colleges are related to counties using Community College service districts as listed in [Texas Education Code 130.161 Subchapter. J](#). Community colleges are defined as public institutions where the highest degree conferred is an associate's degree, with the exception of Brazosport, Midland, and South Texas college which now offer bachelor's degrees. Cohort default rates may not be reflective of entire school population if the school has a small number of borrowers entering repayment or taking out loans. For more information how cohort default rates are calculated, visit <http://ifap.ed.gov/DefaultManagement/guide/attachments/CDRGuideCh2Pt1CDRCalculation.pdf>

Adult Basic Education success rate

- *Definition:* Percentage of adult students ("customers") experiencing educational functioning level gains
 - *Numerator:* Customers enrolled 12+ hours in Adult Basic Education programs experiencing educational functional level gains, as measured by an approved assessment such as the Test of Adult Basic Education (TABE)
 - *Denominator:* Total customers enrolled in 12+hours of Adult Basic Education Programs

- *Source:* Texas Workforce Commission
- *Time period:* 2014
- *Notes:* Not all students are post-tested and may not appear in the numerator as achieving educational gains, while the denominator contains any student who had a baseline assessment.

Career Pathway Programs Enrollment

- *Definition:* Number of adult students (“customers”) enrolled in Career Pathways and Transitions Programs (integrated education and job training)
 - *Numerator:* Total customers enrolled 12+ hours in Career Pathways Programs
- *Denominator:* Because this indicator is a count, not a rate, a denominator is not applicable. *Source:* Texas Workforce Commission
- *Time period:* Program Year 2014
- *Notes:* Data is provided by grant recipient that covers the county in its service area, and does not necessarily mean that classes are held within the county. A service area is generally defined by a Workforce Area, but some grantees serve only a portion of a Workforce Area. Grantees may subcontract to program providers.

Calculating grades for the Texas Education Scorecard

Calculating the Texas Education Scorecard grade requires three steps: 1) Normalizing the indicators to put them all on a common scale; 2) Averaging rescaled scores to calculate a single index value; and 3) Classifying index values into Education Scorecard grades.

Overall County Grade

1. Standardizing Indicators

Because data for the five key indicators assessing the educational system’s pipeline in each county vary in range, it is necessary to rescale the data to calculate an overall score. This is accomplished by calculating the standard score (or z-score) for each indicator. Because lower values are assumed to be better (e.g., lower dropout rates are assumed to be better than higher dropout rates), the standard score is multiplied by -1. For example, a county with a dropout rate that is slightly higher-than-average may have a standard score of 0.5, but the value is transformed to -0.5 to indicate that a dropout rate that is higher-than-average is a worse outcome.

2. Calculating index values

Once the five key indicators have been standardized and multiplied by -1, the overall Education Scorecard index value is the average, or mean, of the five standardized scores. For example, a county that has standard scores of -1.8, -0.4, 2.2, 1.1 and -0.1 for each of the five key indicators would have an overall index value of 0.2, indicating a slightly better-than-average overall score.

3. Classifying index values into Education Scorecard grades

The index values are used to assign each county a letter grade. If a county is missing data for one or more of the five key education pipeline indicators, grades were not calculated for that county. Using a histogram of the index values as a guide, values around zero (average) were assigned a “C”, and the remaining values above and below the average are classified as A through C and D through F, respectively. Letter grades are provided primarily to aid in providing high-level comparisons of the

education pipelines in Texas counties and are based on the current distribution of data on the pipeline indicators. Therefore, an “A+” does not necessarily indicate the target or goal indicator, but a value that is above the numerical average, as currently exists in Texas counties. “A” grades should not necessarily be interpreted as requiring no improvement. A table of Education Scorecard grades and how they relate to index values is summarized below.

Texas Education Scorecard Grade	Range of Index Values	Number of Counties With Grade
A+	>1.747	2
A	1.286 – 1.489	4
A-	1.062 – 1.180	7
B+	0.796 – 1.015	15
B	0.550 – 0.775	21
B-	0.313 – 0.530	34
C+	0.068 – 0.301	45
C	-0.173 – 0.065	42
C-	-0.410 – -0.179	29
D+	-0.608 – -0.414	17
D	-1.095 – -0.660	26
D-	-1.569 – -1.138	6
F	< - 1.717	4

Letter Grades for “Pipeline” Indicators

In addition to the overall Texas Education Scorecard letter grade, grades are assigned to the five individual education pipeline indicators: 3rd grade reading STAAR Non-Passing Rates, ninth-grade retention rates, high school dropout rates, and higher education non-enrollment and non-completion rates. Letter grades that correspond to education stages are provided to help counties target their improvement efforts.

Grades are assigned using the distributions of the raw data as a guide. The values closest to the county average or state rate are assigned a “C”, and the remaining values above and below the average are classified as A through C and D through F grades, respectively. Letter grades are provided primarily to aid in providing comparisons on the selected pipeline indicators. An “A+” does not necessarily indicate the target or goal indicator, but the numerically best result as currently exists in Texas counties. Therefore, “A” counties should not necessarily be interpreted as requiring no improvement. State rates and county averages tend to be similar, with the exception of Grade 9 retention rates and high school dropout rates. The county averages skewed lower than the state rates on these two indicators because of a high number of reported “zero” retention and dropout rates. Because data are framed in the negative, lower values are generally better (e.g., lower dropout rates are better than higher dropout rates).

Below is a table of the five key indicators and the values for the state of Texas and the average across Texas’ counties. State rates and averages across counties tend to be similar, with the exception of Grade 9 retention rates and high school dropout rates. The county averages skewed lower than the state rates

on these two indicators because of a high number of reported “zero” retention and dropout rates in low-population counties. In calculating Texas values, the populations of individual counties are irrelevant because the state is analyzed as a whole. However, in calculating averages across counties, the value for a high-population county like Harris County, and the value for a low-population county like Kenedy County, are weighted equally. Therefore, counties that report “zeros” and have low populations cause averages across Texas counties to be lower than state rates.

Indicator Included in Overall Education Scorecard Grade	Texas Value	Average Across Texas Counties
3 rd Grade Reading STAAR, Non-Passing Rate	60%	64.1%
Ninth-grade retention rate	9.6%	4.5%
High School Dropout Rate	6.6%	4.5%
Higher education, Non-enrollment rate	48.6%	49.7%
Higher education, Non-completion rate	47%	51.4%

Cutoff values for 3rd-grade reading

Texas 3rd Grade Reading, Non-Passing Rate: 60%; County average: 64.1%

3rd grade Reading Grade	Range of Non-Passing Rates	Number of Counties With Grade
A+	<40%	1
A	41 – 44%	6
A-	45 – 48%	12
B+	49 – 52%	9
B	53 – 56%	14
B-	57 – 60%	39
C+	61 – 64%	47
C	65 – 68%	47
C-	69 – 72%	35
D+	73 – 76%	23
D	77 – 80%	13
D-	81 – 86%	6
F	>90%	1

Cutoff values for 9th Grade Retention

Texas 9th Grade Retention Rate: 9.6%; County average: 4.5%

9 th Grade Retention Grade	Range of Retention Rates	Number of Counties With Grade
A+	0%	31
A	0.3 – 1.7%	21
A-	1.8 – 2.6%	24
B+	2.7 – 3.5%	29
B	3.6 – 4.4%	20
B-	4.5 – 5.3%	21
C+	5.4 – 6.2%	17
C	6.3 – 8.9%	40
C-	9.0 – 11.6%	21
D+	12.3 – 16.9%	19
D	17.4 – 19.2%	5
D-	19.8 – 26.6%	3
F	>30%	1

Cutoff values for High School Dropout Rates

Texas High School Dropout Rate: 6.6%; County average: 4.5%

High School Dropout Grade	Range of Dropout Rates	Number of Counties With Grade
A+	0%	37
A	0.2 – 1.4%	19
A-	1.6 – 2.3%	19
B+	2.4 – 3.1%	25
B	3.2 – 3.9%	26
B-	4.0 – 4.7%	26
C+	4.8 – 5.5%	20
C	5.7 – 6.3%	19
C-	6.4 – 7.9%	21
D+	8.0 – 9.5%	17
D	9.6 – 12.3%	13
D-	13.2 – 15.5%	7
F	>16%	3

Cutoff values for Higher Education Non-Enrollment Rates

Texas Higher Education Non-Enrollment Rate: 48.6%; County average: 49.7%

Higher Ed, Non-Enrollment Grade	Range of Non-Enrollment Rates	Number of Counties With Grade
A+	<32%	3
A	32.0 – 34.4%	4
A-	35.7 – 37.7%	6
B+	38.0 – 40.7%	15
B	41.1 – 43.9%	30
B-	44.0 – 46.9%	27
C+	47.2 – 49.9%	39
C	50.0 – 52.8%	49
C-	53.0 – 55.98%	35
D+	56.0 – 58.9%	16
D	59.3 – 61.9%	14
D-	62.0 – 64.4%	11
F	>68%	3

Cutoff values for Higher Education Non-Completion Rates

Texas Higher Education Non-Completion Rate: 47%; County average: 51.4%

Higher Ed, Non-Completion Grade	Range of Non-Completion Rates	Number of Counties With Grade
A+	<35%	3
A	35.8 – 36.7%	4
A-	37.9 – 40.1%	8
B+	40.7 – 42.4%	5
B	43.3 – 45.5%	19
B-	46.0 – 48.0%	33
C+	48.2 – 50.8%	46
C	50.9 – 53.3%	49
C-	53.4 – 58.6%	55
D+	58.7 – 63.4%	21
D	63.8 – 67.8%	6
D-	70.4 – 71.4%	2
F	>72%	1

For more information, please contact Oliver Bernstein at bernstein@cphp.org or 512.823.2875.

About CPHP

The Center for Public Policy Priorities is an independent public policy organization that uses research, analysis and advocacy to promote solutions that enable Texans of all backgrounds to reach their full potential. Learn more at CPPP.org.

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