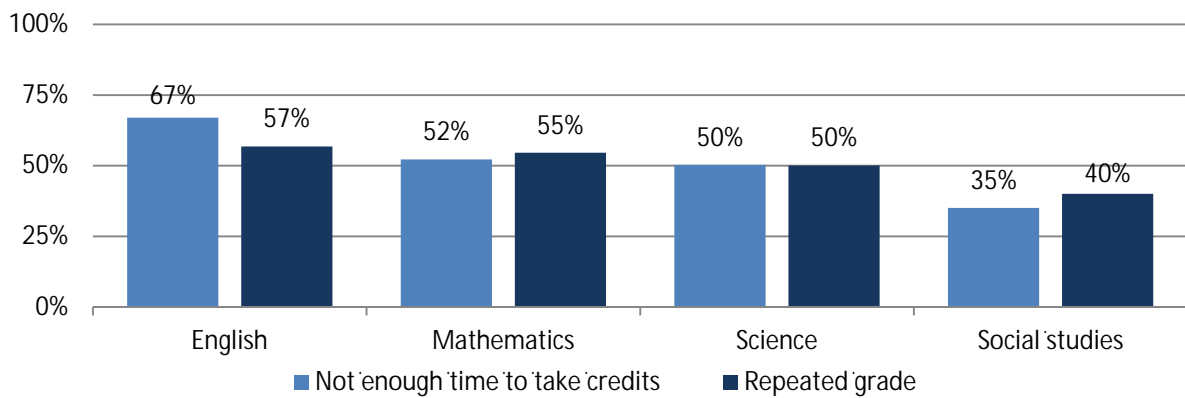


used to include the most recent data available for students who dropped out of school prior to graduation.”

On track to graduate. To graduate high school, students must pass the exit level (11th grade) Texas Assessment of Knowledge and Skills (TAKS) and earn a minimum number of course credits in a variety of content areas, according to their graduation plan. The three basic plans are *minimum*, *recommended*, and *distinguished* (Austin Independent School District [AISD], 2009; see technical note [1]). The minimum plan requires 22 credits and all of the required English, mathematics (math), science, and social studies courses, based on the year of high school entry. For the recommended and distinguished plans, students who entered 9th grade in Fall 2007 were required to have 26 credits, including four in math and four in science. Students entering 9th grade prior to Fall 2007 were required to have 24 credits, including three in math and three in science. The distinguished plan also required 3 years of

Compared with other grade levels, 9th grade had the lowest percentage of students who were on track to graduate, suggesting a large number of students were struggling to earn credits as they first entered high school (see also Figure 2). Among those most likely not on track to graduate in 4



additional math credits, 5% ($n=710$) required additional science credits, and 2% ($n=222$) needed additional social studies credits.

Ninth grade retention. In 2009–2010, nearly one in five 9th grade students had first entered high school in a previous cohort school year (Figure 5). By the end of 2009–2010, the first time 9th grade cohort (i.e., Class of 2013, assuming 4 years of high school;

of school (Figure

Figure T 2. Graduate Plans, by Student Demographics, 2009–2010

Source. AISD student records

Note. Afr. Am. is an abbreviation for African American, ELL is an abbreviation for English language learner, and EcoDis is an abbreviation for economically disadvantaged.

(2) Table T 3. High School Students On Track to Graduate, by Student Demographics and Grade Level, 2009–2010

Characteristic	On track to graduate by end of the school year in 2009–2010											
	9th			10th			11th			12th		
	Total	On track	%	Total	On track	%	Total	On track	%	Total	On track	%
All students	7,088											

(3) Figure T 4. Off Track Students Missing Course Credits, by Content Area and Student Characteristics, 2009–2010



Source. AISD student records

(4) Table T 5. Student Graduation Status, by Grade Level, 2009–2010

Grade	Student graduation status			Total
	Dropped out	Off track	On track	

(5) Table T 6. Distribution of 2009–2010 Dropouts, by Age and Number of Credits Short of Student's Graduation Plan

Age	1 or less credits short	1+ to 3 credits short	3+ to 5 credits short	5+ to 10 credits short	10+ to 15 credits short	15+ to 20 credits short	More than 20 credits short
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Table T 8. Ever English Language Learner Dropouts, by Age and Number of Credits Short of Student's Graduation Plan, 2009 – 2010

Age	1 or less credits short	1+ to 3 credits short	3+ to 5 credits short	5+ to 10 credits short	10+ to 15 credits short	15+ to 20 credits short	More than
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