

The Texas Education Code (TEC) §29.918 states that a district or charter school with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the Compensatory Education Allotment and the High School Allotment for developing and implementing strategies for dropout prevention.

## Identification

To identify districts or charter schools with “relatively high dropout rates”, only districts/charter schools with dropout rates above their respective accountability group averages were referred to the Division of School Improvement

- four-year longitudinal dropout rate above 5.0% or Grade 7-12 annual dropout rate above 1.2% for standard accountability districts/charter schools, and
- four-year longitudinal dropout rate above 40.7% or Grade 7-12 annual dropout rate above 16.5% for AEA districts/charter schools

**The top 20% percent of districts/charter schools identified as having a “relatively high dropout rate” are required to submit a dropout prevention plan** via the Intervention, Stage, and Activity Manager (ISAM) application in TEAL.

District/charter schools held to standard accountability are required to submit a [Dropout Prevention Plan](#) plan if they had a longitudinal or Grade 7-12 Annual Dropout Rate greater than or equal to 11.1%.

Districts/charter schools held to alternative education accountability (AEA) standards with a longitudinal or Grade 7-12 Annual Dropout Rate greater than or equal to 80.0% are also required to submit a [Dropout Prevention Plan](#).

## Submission Requirements

### Dropout Prevention Plan

At a minimum, the [Dropout Prevention Plan](#) must include the following items as outlined in TEC §29.918(c)(1)(2)(3)

1. Career and Technology education courses or technology applications courses that lead to industry or career certification
2. Research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
  - i. High-quality, college readiness instruction with strong academic and social supports
  - ii. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling
  - iii. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

## Needs Assessment

Districts/charter schools that were identified for interventions in the 2022-23 monitoring year are also required to submit a [Needs Assessment](#). The [Needs Assessment](#) workbook contains open-ended questions regarding processes, procedures, training, and program effectiveness for the district/charter school's dropout prevention plan. District/charter schools are expected to enter a response to all questions within the workbook.

Note: If plan ineffectiveness is cited, activities to address those findings should be included in the Needs Assessment.

Districts/charter schools are required to submit one of the three options listed above as well as the Needs Assessment, if applicable, to the Agency via the Intervention, Stage, and Activity Manager (ISAM) application in [TEAL](#) by **December 1, 2023**.