Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2019

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the 2019 cohort and to calculate the class of 2019 four-year longitudinal graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, and dropout rates used in agency publications and for accountability. Information on the calculation of a four-year diploma program rate is also included. The processing decisions in the document are final. Find more information on longitudinal rates at http://tea.texas.gov/acctres/dropcomp_index.html.

Definitions and Uses

The four-year class of 2019 consists of students who began Grade 9 in Texas public schools for the first time in 2015-16, or who transferred into the cohort, and either graduated by August 31, 2019, continued high school in the fall of 2019, received a TxCHSE by August 31, 2019, or dropped out of high school as of the fall of 2019. Students qualified to graduate by means of an individual graduation committee (IGC) determination were included as graduates.

TEA calculates several four-year longitudinal rates, including longitudinal graduation rates, longitudinal graduation, continuation, or TxCHSE recipient rates, and a diploma program rate which are used for accountability. The class of 2019 four-year longitudinal graduation rate was calculated by dividing the number of students in the class who graduated by August 31, 2019, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

$$\frac{\text{graduates}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

The class of 2019 four-year longitudinal graduation, continuation, or TxCHSE recipient rate was calculated by dividing the number of students in the class who graduated by August 31, 2019, continued in high school in fall 2019, or received a TxCHSE by August 31, 2019, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

$$\frac{\text{graduates + continuers + TxCHSE recipients}}{\text{graduates + continuers + TxCHSE recipients + dropouts}}$$

The diploma program rate was calculated by dividing the number of Recommended High School Program (RHSP), Advanced High School Program (AHSP), and Foundation High School Program (FHSP) with Endorsement (with or without a distinguished level of achievement (DLA)) graduates by all graduates with diploma program information.

$$\frac{\text{RHSP + AHSP + FHSP with Endorsement (with or without DLA)}}{\text{MHSP + RHSP + AHSP + FHSP without Endorsement + FHSP with Endorsement (with or without DLA)}}$$

In 2020, the four-year longitudinal graduation rate and the four-year longitudinal graduation, continuation, or TxCHSE recipient rate were used in the Student Achievement domain of the state accountability system. Students who met one or more of seven state accountability exclusion criteria, outlined on pages 7 and 8, were excluded from campus and district rate calculations used for the Student Achievement domain. The four-year longitudinal graduation rate calculated for federal accountability purposes was used in the Closing the Gaps domain. Students who met the federal accountability exclusion criteria are described on page 8. Find more information on the Student Achievement and Closing the Gaps domains at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2020-accountability-rating-system.

Please note, per the April 2, 2020 Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability correspondence (https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/every-student-succeeds-act-essa-waiver-approval-2020-state-academic-accountability), TEA received approval to waive accountability requirements under ESSA. All districts and campuses received a label of *Not Rated: Declared State of Disaster* for the 2020 accountability cycle.

Processing

Overview. Processing four-year graduation and dropout rates for the class of 2019 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2015-16 through 2018-19 school years; (b) enrollment records from the fall of 2019; and (c) TxCHSE records from January 1, 2016 through August 31, 2019; (2) determining the district responsible for each student, or accountable district, and the student's final status in that district (e.g., graduate, continuer, TxCHSE recipient, dropout); and (3) calculating four-year rates at the campus and district levels.

Determining cohort membership and gathering student records. Five years of data were used to calculate the class of 2019 four-year longitudinal rates (Table 1).

Table 1
Students in the 2019 Cohort

Cohort year	School year	Cohort
Year 1	2015-16	First-time ninth graders in Texas public schools (TPS)
Year 2	2016-17	Students from year 1 still in TPS in year 2, regardless of grade, and students new to TPS in Grade 10 in year 2
Year 3	2017-18	Students from year 1 or 2 still in TPS in year 3, regardless of grade, and students new to TPS in Grade 11 in year 3
Year 4	2018-19	Students from year 1, 2, or 3 still in TPS in year 4, regardless of grade, and students new to TPS in Grade 12 in year 4
Year 5	2019-20	Students from year 1, 2, 3, or 4 still in TPS in year 5, regardless of grade

Year 1: 2015-16
The 2019 cohort was based on first-time ninth graders from the 2015-16 school year. In order to identify first-time ninth graders, Public Education Information Management System (PEIMS) Submission 3 attendance data from the 2015-16 school year were obtained for all Grade 9 students. Then, PEIMS

Submission 3 attendance data from the preceding five school years were reviewed to identify and exclude students who attended Grade 9, 10, 11, or 12 previously. A student who first attended Grade 9 in a Texas public school for any length of time, at any time during the 2015-16 school year, became part of the cohort. Once the cohort was established, program participation and student characteristic information, such as gifted and talented or special education program participation, were added to each student's record (see Table 6 for sources of this information), along with 2015-16 graduate, dropout, and other leaver information. The last district a student attended in 2015-16 became the accountable district for the student for that year. If a student left Texas public schools in year 1 and did not return, earn a TxCHSE by August 31, 2019, or graduate by August 31, 2019, the student's leaver status in year 1 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 2: 2016-17
Once the 2019 cohort was determined, PEIMS attendance records from the 2016-17 school year were added for students in the cohort. By this time, most students in the cohort were in Grade 10, but students who began Grade 9 in year 1 remained part of the cohort, regardless of grade level. For example, a student who began Grade 9 in 2015-16 and was still in Grade 9 in 2016-17 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2016-17 remained in the cohort. Students who entered Texas public schools in Grade 10 in 2016-17 (i.e., the year the 2019 cohort was expected to be in Grade 10) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2016-17 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 2 and did not return, earn a TxCHSE by August 31, 2019, or graduate by August 31, 2019, the student's leaver status in year 2 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 3: 2017-18
PEIMS attendance records from the 2017-18 school year were added for students in the 2019 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 11 in 2017-18 (i.e., the year the 2019 cohort was expected to be in Grade 11) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2017-18 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 3 and did not return, earn a TxCHSE by August 31, 2019, or graduate by August 31, 2019, the student's leaver status in year 3 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 4: 2018-19
PEIMS attendance records from the 2018-19 school year were added for students in the 2019 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 12 in 2018-19 (i.e., the year the 2019 cohort was expected to be in Grade 12) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2018-19 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 4 and did not return, earn a TxCHSE by August 31, 2019, or graduate by August 31, 2019, the student's leaver status in year 4 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 5: 2019-20
Students new to Texas public schools in year 5 are attributed to a later cohort, thus no students were added to the 2019 cohort. For students in the 2019 cohort, PEIMS Submission 1 enrollment records from the fall of 2019, the fall immediately after the cohort's expected graduation date, were used to determine which students continued high school in year 5. Those included students reported as enrolled within the 2019-20 school-start window, which began the first day of school and ended on September 27, 2019, as well as migrant students who returned by the January 2020 PEIMS resubmission deadline. The last district in which a student was enrolled became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student had not graduated by August 31, 2019, and continued in Texas public schools in fall 2019, the student's final status in the cohort was continuer (see section "Assigning final student statuses" for more information).

Transfer Students and Movers
Students who did not begin Grade 9 in a given district were added to the district's cohort in one of two ways.

1. A student who did not begin Grade 9 in Texas public schools in 2015-16 but transferred into Texas public schools over the next three school years was considered a transfer student. Students were added to the cohort if they attended Grade 10 in 2016-17, Grade 11 in 2017-18, or Grade 12 in 2018-19. A transfer student who attended more than one high school grade in a school year was placed in a cohort based on the lowest grade attended that year. For example, a student new to Texas public schools in 2016-17 who attended both Grade 10 and Grade 11 that year was placed in the 2019 cohort based on Grade 10 attendance. Transfer students were placed in a cohort regardless of grades attended outside Texas public schools. For example, a student new to Texas public schools in 2016-17 who attended Grade 10 that year was placed in the 2019 cohort, regardless of the grade he or she attended prior to enrolling in Texas public schools.

2. A student who was a member of the 2019 cohort, either as a first-time ninth grader or as a transfer student, and moved from one Texas public school district to another was considered a mover. A mover was removed from the sending district's cohort and added to the receiving district's cohort.

Assigning final student statuses. Once all data for the students were gathered and the accountable districts were determined, each student was assigned a final status in the accountable district based on the tracking of the student into the fall immediately following expected graduation, or fall 2019. Each student was assigned one of seven final statuses: graduate, continued in high school, other leaver, TxCHSE recipient, dropout, underreported, or student identification error. A student's final status was based on the hierarchy shown in Table 2 using PEIMS and TxCHSE records submitted to the agency and may have been a status assigned several years before fall 2019. For example, a student who dropped out of Texas public schools in 2016-17 and did not return, earn a TxCHSE by August 31, 2019, or graduate by August 31, 2019, was assigned a final status of dropout (see Table 2 for final status definitions and statuses included in longitudinal rate calculations, and see Table 3 for leaver reason codes used for the 2019 cohort). A student's status in the last district he or she attended became his or her final status, with two exceptions: (1) if a student graduated in any cohort year, the student's final status was graduate; and (2) if a student dropped out of the last district he or she attended but also earned a TxCHSE by August 31, 2019, the final status was TxCHSE recipient (see Table 4 for examples of how final statuses are determined).

Table 2
Final Student Status Definitions, 2019 Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2019.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2019 school-start window, or by January 2020 if the student was a migrant.	Yes
Other leaver	The preceding two statuses did not apply, and the student left school for a reason other than graduating or dropping out. See Table 3 for a list of leaver reason codes associated with this status for 2015-16 through 2018-19.	No
TxCHSE[a] recipient	The preceding three statuses did not apply, and the student received a TxCHSE between January 1, 2016 and August 31, 2019.	Yes
Dropout	The preceding four statuses did not apply, and the student dropped out. See Table 3 for a list of leaver reason codes associated with this status for 2015-16 through 2018-19.	Yes
Underreported	The preceding five statuses did not apply. The status of the student was not reported.	No
Student identification error	The preceding six statuses did not apply. Records for the student could not be matched because of a student identification error.	No

[a]Texas Certificate of High School Equivalency.

Table 3
Public Education Information Management System (PEIMS) Leaver Reason Codes for Other Leavers and Dropouts, 2019 Cohort

Type of leaver	School Year	PEIMS leaver reason code
Other leaver	2015-16	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2016-17	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2017-18	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2018-19	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
Dropout	2015-16	88[a], 89[a], 98[b]
	2016-17	88[a], 89[a], 98[b]
	2017-18	88[a], 89[a], 98[b]
	2018-19	88[a], 89[a], 98[b]

[a]School leavers with this leaver reason code are counted as dropouts for federal accountability and reporting purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. [b]School leavers with this leaver reason code are counted as dropouts for state accountability as well as for federal accountability and reporting purposes.

Table 4
Examples of Final Student Status Determinations, 2019 Cohort

Student	School year	In Texas public school this year?	Leaver this year?[a]	Final status	Explanation
A	2015-16	Yes	No	Dropout	Student's last status was dropout, and student
	2016-17	Yes	Yes: other leaver		did not earn a TxCHSE[b].
	2017-18	No	No		
	2018-19	Yes	Yes: dropout		
	2019-20	No	–[c]		
B	2015-16	Yes	No	Graduate	Student was a graduate. No other status is
	2016-17	Yes	No		relevant.
	2017-18	Yes	No		
	2018-19	Yes	Yes: graduate		
	2019-20	Yes	–		
C	2015-16	Yes	No	Other leaver	Student's last status was other leaver. Student
	2016-17	Yes	No		earned a TxCHSE, but TxCHSE only replaces the
	2017-18	Yes	Yes: TxCHSE		last status if the last status is dropout.
	2018-19	Yes	Yes: other leaver		
	2019-20	No	–		
D	2015-16	Yes	No	TxCHSE recipient	Student's last status was dropout, but student
	2016-17	Yes	No		also earned a TxCHSE.
	2017-18	Yes	Yes: TxCHSE		
	2018-19	Yes	Yes: dropout		
	2019-20	No	–		
E	2015-16	Yes	No	Continuer	Student did not graduate, and student was
	2016-17	Yes	No		enrolled in the fall 2019 school-start window.
	2017-18	Yes	No		
	2018-19	Yes	No		
	2019-20	Yes	–		

[a]Leaver records were submitted to the Texas Education Agency (TEA) by districts. Texas Certificate of High School Equivalency (TxCHSE) records were submitted to TEA by TxCHSE testing centers. [b]Texas Certificate of High School Equivalency. [c]Leaver and TxCHSE records for 2019-20 were not used when determining final four-year statuses for the 2019 cohort.

Calculating rates for campuses and districts. Four-year longitudinal rates for the class of 2019 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort (2015-16 and 2019-20, respectively) or (b) served Grade 12 in the first and fifth years of the cohort.

Data were aggregated at the campus and district levels based on the students' final statuses and last campuses attended. For example, a student with a final status of graduate was counted in the graduation rates of both the campus and the district from which he or she graduated. Similarly, a student with a final status of dropout was counted in the dropout rates of the campus and district from which he or she dropped out. The following longitudinal rates were calculated: graduation; dropout; continuation; TxCHSE recipient; and graduation, continuation, or TxCHSE recipient.

Not all members of a campus's or district's cohort were included in the rates because the calculations include only students with final statuses of graduate, continuer, TxCHSE recipient, or dropout. Students with these final statuses represented the class of 2019. Students with final statuses of other leaver, underreported, or student identification error were members of the cohort but not the class. Thus, for each final status rate calculation, the denominator was the same: graduates, continuers, TxCHSE recipients, and dropouts. The graduation rate, for example, reflects the total number of students who graduated divided by the total number of students in the class. One rate was calculated by combining final statuses in the numerator. The graduation, continuation, or TxCHSE recipient rate is the total number of graduates, continuers, and TxCHSE recipients divided by the total number of students in the class.

Rates were also calculated for population subsets such as race/ethnicity, gender, student characteristic, and program participation. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort. For example, a student who graduated in the fourth year of the cohort and was reported as gifted and talented in the first three years of the cohort but not in the fourth year was not included in the gifted and talented graduation rate. Exceptions were made for students who were identified as English learners (ELs), as homeless, or as in foster care at any time while attending Grades 9-12 in Texas public schools.

Diploma program information was also aggregated at the campus and district levels. A diploma program rate was calculated for the class of 2019 that showed the percentage of graduates who received diplomas under the RHSP, AHSP, FHSP-E, or FHSP-DLA. Students who were not eligible to pursue an endorsement or who were missing diploma program information are not included in the denominator of the diploma program rate. Refer back to the *Definitions and Uses* section on page 1 for more information on these calculations.

Statutory exclusion of students from campus and district rates. Under Texas Education Code (TEC), a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes. Exclusions are determined through district reporting and/or agency processing. For information on how exclusions are determined by TEA, see Table 5.

State Accountability Exclusions

- Under TEC §39.053(g-1), a student who meets at least one of the following criteria is excluded from campus and district annual dropout and longitudinal rate calculations: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout; (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; or (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.

- Under TEC §39.053(g-2), a student who (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services is excluded from longitudinal rate calculations.

- Under TEC §39.053(g-3), the dropout record for a student who fails to enroll in school after leaving a residential treatment facility or a pre- or post-adjudication facility is not attributed to the district serving the facility for annual dropout and longitudinal rate calculations.

- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district annual dropout and longitudinal rate calculations.

Federal Accountability and Reporting Exclusion
For federal accountability and reporting purposes, a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district, as described in Texas Education Code §39.053(g-3) or §39.055, is excluded from campus and district longitudinal rate calculations.

Table 5
Methods for Determining State and Federal Accountability/Reporting Exclusions, Class of 2019

Exclusion	Determined by
Student is ordered by a court to attend high school equivalency program, certificate not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Student was previously reported to the state as a dropout	District reporting (PEIMS Leaver Reason Code of '88', '89', or '98') and agency processing
Student is in attendance but not in membership for purposes of daily attendance	District reporting (PEIMS ADA Eligibility Code of '0')
Student is an unschooled refugee or asylee	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
Student is in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district or open-enrollment charter school	District reporting (PEIMS Student Attribution Code of '21' through '28')
Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult	District reporting (PEIMS Leaver Reason Code of '89')
Student is 18 years of age, satisfied credit requirements for graduation, has not completed IEP[a], and is enrolled and receiving IEP services	District reporting (PEIMS IEP Continuer Indicator Code of '1')

[a]Individualized Education Program.

Table 6

Public Education Information Management System (PEIMS) Data Elements Used to Build the 2019 Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2015-16	1. Build cohort	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	100	E1082 Homeless Status Code
		101	E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0785 Economic Disadvantage Code E0004 Sex Code E0984 Migrant Indicator Code E1000 Student Attribution Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		102	E1528 Foster Care Indicator Code E1529 Military Connected Student Code
		110	E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0797 Immigrant Indicator Code E1530 Dyslexia Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP[c] Indicator Code
		405	Special education status indicated by record submission
		461	Title I, Part A, status indicated by record submission
		500	E0212 District ID E1049 Flex Attend Total Sp Ed Mainstream Days Eligible E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		505	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code E0806 Graduation Type Code E1541 FHSP[d] Participant Code E1542 FHSP Disting Level Achieve Indicator Code E1544 STEM Endorsement Indicator Code E1545 Business and Industry Endorsement Indicator Code E1546 Public Services Endorsement Indicator Code E1547 Arts and Humanities Endorsement Indicator Code E1548 Multi-Disciplinary Studies Endorsement Indicator Code E1562 Individual Graduation Committee Graduate Code

Note. The Texas Student Data System (TSDS) replaced PEIMS as the official data submission system for PEIMS data in 2016-17 for all districts. In TSDS, subcategories replaced PEIMS records.

[a]Texas Student Data System. [b]English as a second language. [c]Limited English proficient. [d]Foundation High School Program. [e]Average daily attendance. [f]Individualized Education Program.

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2019 Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2016-17	1. Update cohort and add transfer students	40110	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		42500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	40100	E0212 District ID E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0785 Economic Disadvantage Code E0004 Sex Code E0984 Migrant Indicator Code E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E1000 Student Attribution Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0034 Gifted Talented Indicator Code E0794 Special Ed Indicator Code
		41461	E0894 Title I, Part A, Indicator Code
		42401	E0940 Total Elig Spec Ed Mainstream Days Present
		42500	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
	3. Add dropout, graduate, and other leaver records	40203	E1001 Leaver Reason Code E0806 Graduation Type Code E1562 Individual Graduation Committee Graduate Code
		48011	E1541 FHSP[d] Participant Code E1542 FHSP Disting Level Achieve Indicator Code E1544 STEM Endorsement Indicator Code E1545 Business and Industry Endorsement Indicator Code E1546 Public Services Endorsement Indicator Code E1547 Arts and Humanities Endorsement Indicator Code E1548 Multi-Disciplinary Studies Endorsement Indicator Code

Note. The Texas Student Data System (TSDS) replaced PEIMS as the official data submission system for PEIMS data in 2016-17 for all districts. In TSDS, subcategories replaced PEIMS records.

[a]Texas Student Data System. [b]English as a second language. [c]Limited English proficient. [d]Foundation High School Program. [e]Average daily attendance. [f]Individualized Education Program.

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2019 Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2017-18	1. Update cohort and add transfer students	40110	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		42500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	40100	E0212 District ID E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0785 Economic Disadvantage Code E0004 Sex Code E0984 Migrant Indicator Code E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E1000 Student Attribution Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0034 Gifted Talented Indicator Code E0794 Special Ed Indicator Code
		41461	E0894 Title I, Part A, Indicator Code
		42401	E0940 Total Elig Spec Ed Mainstream Days Present
		42500	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
	3. Add dropout, graduate, and other leaver records	40203	E1001 Leaver Reason Code E0806 Graduation Type Code E1562 Individual Graduation Committee Graduate Code
		48011	E1541 FHSP[d] Participant Code E1542 FHSP Disting Level Achieve Indicator Code E1544 STEM Endorsement Indicator Code E1545 Business and Industry Endorsement Indicator Code E1546 Public Services Endorsement Indicator Code E1547 Arts and Humanities Endorsement Indicator Code E1548 Multi-Disciplinary Studies Endorsement Indicator Code

Note. The Texas Student Data System (TSDS) replaced PEIMS as the official data submission system for PEIMS data in 2016-17 for all districts. In TSDS, subcategories replaced PEIMS records.

[a]Texas Student Data System. [b]English as a second language. [c]Limited English proficient. [d]Foundation High School Program. [e]Average daily attendance. [f]Individualized Education Program.

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2019 Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2018-19	1. Update cohort and add transfer students	40110	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		42500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	40100	E0212 District ID E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0785 Economic Disadvantage Code E0004 Sex Code E0984 Migrant Indicator Code E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E1000 Student Attribution Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0034 Gifted Talented Indicator Code E0794 Special Ed Indicator Code
		41461	E0894 Title I, Part A, Indicator Code
		42401	E0940 Total Elig Spec Ed Mainstream Days Present
		42500	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
	3. Add dropout, graduate, and other leaver records	40203	E1001 Leaver Reason Code E0806 Graduation Type Code E1562 Individual Graduation Committee Graduate Code
		48011	E1541 FHSP[d] Participant Code E1542 FHSP Disting Level Achieve Indicator Code E1544 STEM Endorsement Indicator Code E1545 Business and Industry Endorsement Indicator Code E1546 Public Services Endorsement Indicator Code E1547 Arts and Humanities Endorsement Indicator Code E1548 Multi-Disciplinary Studies Endorsement Indicator Code

Note. The Texas Student Data System (TSDS) replaced PEIMS as the official data submission system for PEIMS data in 2016-17 for all districts. In TSDS, subcategories replaced PEIMS records.

[a]Texas Student Data System. [b]English as a second language. [c]Limited English proficient. [d]Foundation High School Program. [e]Average daily attendance. [f]Individualized Education Program.

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2019 Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
Fall 2019	1. Update cohort and add corresponding student characteristics and program participation	40100	E0212 District ID E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0785 Economic Disadvantage Code E0004 Sex Code E0984 Migrant Indicator Code E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E0787 ADA[e] Eligibility Code E1564 IEP[f] Continuer Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E0017 Grade Level Code E0782 Campus ID of Enrollment E1027 Campus ID of Accountability E1000 Student Attribution Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0034 Gifted Talented Indicator Code E0794 Special Ed Indicator Code E0031 Career and Technology Ed Indicator Code
		41461	E0894 Title I, Part A, Indicator Code

Note. The Texas Student Data System (TSDS) replaced PEIMS as the official data submission system for PEIMS data in 2016-17 for all districts. In TSDS, subcategories replaced PEIMS records.

[a]Texas Student Data System. [b]English as a second language. [c]Limited English proficient. [d]Foundation High School Program. [e]Average daily attendance. [f]Individualized Education Program.