

## District Processing Documentation for the Four-Year Graduation, Completion, and Dropout Rates, Class of 2010

### Introduction

This document describes the steps that the Texas Education Agency (TEA) anticipates it will take to build the class of 2010 Grade 9 cohort and compute the four-year longitudinal graduation, completion, and dropout rates for the class of 2010 to be used in agency publications and for state and federal accountability. The processing decisions in the document are not final. For more detailed information on the longitudinal rates, the dropout definition, and the annual dropout rates, please see: [www.tea.state.tx.us/index4.aspx?id=4080](http://www.tea.state.tx.us/index4.aspx?id=4080).

### Definitions

The four-year graduation rate for the class of 2010 is the percentage of students from a class of beginning ninth graders who graduate within four years or by August 31, 2010. The four-year completion I rate is the percentage of students from a class of beginning ninth graders who graduate from high school within four years or continue high school in the fifth year. The four-year completion II rate is the percentage of students from a class of beginning ninth graders who graduate from high school within four years, continue high school in the fifth year, or receive their General Educational Development (GED) certificates by August 31, 2010. Student statuses are determined based on records submitted to TEA. Both the graduation rate and the completion rate are used in 2011 accountability. The definitions for state and federal accountability are as follows:

State standard accountability procedures:

Four-year completion I rate

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

State alternative education accountability procedures:

Four-year completion II rate

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

Federal accountability:

Four-year graduation rate

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

For further information on state accountability, please see: <http://www.tea.state.tx.us/perfreport/account/>.

For further information on federal accountability, please see: <http://www.tea.state.tx.us/ayp/>.

### Processing

Four-year graduation, completion, and dropout rate processing for the class of 2010 is comprised of three steps: 1) gathering all data, including: a) attendance records from the first four years of the cohort that establishes who is in the cohort, as well as demographic and leaver records from the first four years, b) enrollment records from the fifth year of the cohort, and c) GED records; 2) determining each student's

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accountable district and final status in that district; and 3) calculating four-year graduation, completion, and dropout rates at campus and district levels.

### Who is in the cohort and what records are gathered for these students?

The records used to calculate the four-year rates for the class of 2010 are based on five years of data (Table 1).

**Table 1**  
**Students in the 2010 Cohort**

Cohort year	School year	Cohort
Year 1	2006-07	First-time 9 <sup>th</sup> graders in Texas public schools (TPS)
Year 2	2007-08	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	2008-09	Students from Years 1 and 2 still in TPS in Year 3, regardless of grade, and students new to TPS in Grade 11 in Year 3
Year 4	2009-10	Students from Years 1, 2, and 3 still in TPS in Year 4, regardless of grade, and students new to TPS in Grade 12 in Year 4
Year 5	2010-11	Students from Years 1, 2, 3, and 4 still in TPS in Year 5, regardless of grade

#### *Year 1: 2006-07*

The 2010 cohort is based on first-time ninth graders from the 2006-07 PEIMS Submission 3 attendance data. A student who first attended ninth grade in a Texas public school for any length of time at any time during the school year becomes part of the cohort. PEIMS Submission 3 attendance data from the previous five school years are used to exclude repeaters, because a student who had Grade 9 attendance in previous years belongs to an earlier cohort. Once the 2010 cohort is established, program participation and student characteristic information such as gifted and talented participation or special education participation is added to each student record. See Table 5 for the sources of this information. In addition, 2006-07 dropout, graduate, and other leaver information, if any, is added to the student's record. The last district attended in 2006-07 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 1 and does not return or earn a GED, the student's leaver status in Year 1 becomes the student's final status in the cohort.

#### *Year 2: 2007-08*

Now that the initial cohort is determined, PEIMS attendance records from the 2007-08 school year are gathered for these students. By now, most students are in Grade 10, but students who began Grade 9 in Year 1 remain part of the cohort regardless of grade level. For example, a student who began Grade 9 in 2006-07 and was still in Grade 9 in 2007-08 is still in the cohort. Similarly, a student who skipped a grade and is now in Grade 11 is still in the cohort. Thus, students who attended the same district in 2007-08 as they did in 2006-07 remain in the district's cohort, regardless of grade level. In addition to gathering data on students already in the cohort, students who enter Texas public schools in Grade 10, the year the 2010 cohort was expected to be in Grade 10, are added. Program participation and student characteristic information is added to each student's record. Dropout, graduate, and other leaver information for 2007-08, if any, is added to the student's record. The last district attended in 2007-08 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 2 and does not return or earn a GED, the student's leaver status in Year 2 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

#### *Year 3: 2008-09*

Attendance records from the 2008-09 school year are added to the students' records. Again, students already in the cohort remain in the cohort regardless of grade level. Students who enter Texas public

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schools in Grade 11, the year the 2010 cohort was expected to be in Grade 11, are added. Again, program participation and student characteristic information is added to each student's record, along with dropout, graduate, and other leaver information. The last district attended in 2008-09 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 3 and does not return or earn a GED, the student's leaver status in Year 3 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

### *Year 4: 2009-10*

Attendance records from the 2009-10 school year are added to the students' records. Again, students already in the cohort remain in the cohort regardless of grade level. Students who enter Texas public schools in Grade 12, the year the 2010 cohort was expected to be in Grade 12, are added. Program participation, student characteristic, dropout, graduate, and other leaver information is added to each student's record. The last district attended in 2009-10 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 4 and does not return or earn a GED, the student's leaver status in Year 4 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

### *Year 5: 2010-11*

PEIMS Submission 1 enrollment records for the fall immediately after the cohort's expected graduation date, in this case fall 2010, are used to determine if students are continuing in high school. This includes students reported as enrolled in the school-start window in 2010-11, as well as migrant students who return by the January 2011 PEIMS resubmission date. No students are added to the statewide cohort because students new to Texas public school in Year 5 belong to a later cohort. The last district enrolled in becomes the accountable district for the student for this year. If the student continues in Texas public school in fall 2010 and did not graduate by August 31, 2010, the student's final status in the cohort is continuer. See *Transfers in* for how students not already in a district's cohort are added to a district's cohort.

### *GED assignment*

Students listed in the agency's GED database as having received a GED on or before August 31, 2010 are identified.

### *Transfers in*

Students who did not begin Grade 9 in the district can be added to a district's cohort in one of two ways:

1) A student who entered the cohort in another Texas public school district, whether as a Grade 9 student in Year 1 or a student who transferred into Texas public schools in Years 2, 3 or 4, is added to a district's cohort when the student moves from one Texas public school district and enrolls in another. The student is removed from the sending district's cohort.

2) Students who did not begin Grade 9 in Texas public school in 2006-07 but transferred into Texas public school over the next three school years are added to the cohort if they attended the grade level expected for the cohort the year they entered Texas public school, that is, Grade 10 in 2007-08, Grade 11 in 2008-09, or Grade 12 in 2009-10. A transfer student who attended more than one high school grade in a school year is placed in a cohort based on the lowest grade attended that year. For example, a student new to Texas public school in 2007-08 who attended both Grade 10 and Grade 11 that year is placed in the 2010 cohort based on Grade 10 attendance. Grades attended outside Texas public school are not considered when determining cohort membership. All transfers-in are placed in a cohort regardless of grades attended outside Texas public school. For example, a student new to Texas public school in 2007-

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08 who attended Grade 10 that year is placed in the 2010 cohort regardless of whether he or she attended Grade 10 outside Texas public school prior to 2007-08.

### How are graduation, completion, and dropout rates calculated?

Once all attendance, demographic, leaver, and GED data for the students are gathered and the accountable district determined, each student is assigned a final status in the accountable district based on the tracking of a student into the fall immediately after expected graduation, or fall 2010. Statuses are graduate, dropout, excluded dropout, other leaver, GED recipient, continued in high school, underreported, or student identification error. Statuses are based on PEIMS and GED records submitted to the agency and may be the status a student was assigned several years before fall 2010. For example, a student who dropped out of Texas public school in 2007-08 and did not return or earn a GED will have a status of dropout. Table 2 shows final status definitions and whether a status is included in the calculation of the longitudinal rates. Table 3 shows leaver reason codes available for other leavers and dropouts in the 2010 cohort.

**Table 2**  
**Final Status Definitions for the 2010 Cohort**

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2010.	Yes
Continuer	The above status does not apply and student was enrolled in the fall 2010 school-start window or by January 2011 if student is a migrant.	Yes
Other leaver	The above statuses do not apply and student left school for a reason other than graduating or dropping out. See below for a list of the leaver reason codes for 2006-07 through 2009-10 associated with this status.	No
GED recipient	The above statuses do not apply and student received a GED by August 31, 2010.	Yes
Dropout	The above statuses do not apply and student dropped out. See below for a list of the leaver reason codes for 2006-07 through 2009-10 associated with this status.	Yes
Excluded dropout	The above statuses do not apply and student dropped out but is not counted as a dropout in accountability ratings due to statute.	No
Underreported	The above statuses do not apply. Status of the student was not reported.	No
Student identification error	The above statuses do not apply. Records could not be matched because of a student identification error.	No

**Table 3**  
**Leaver Reason Codes for Other Leavers and Dropouts in the 2010 Cohort**

Type of leaver	Year	LEAVER-REASON-CODEs
Other leaver	2006-07	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2007-08	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2008-09	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2009-10	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
Dropout	2006-07	98
	2007-08	98
	2008-09	98
	2009-10	98

### Is the student's status in the last district attended always the final status?

A student's status in the last district attended becomes the final status, with two exceptions: 1) if a student has a status of graduated in any year, the student's final status is graduate, and 2) if a student dropped out of the last district attended but also earned a GED, the final status is GED. Table 4 shows examples of

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how final statuses are determined. These are not the only ways in which a student might be assigned one of these final statuses.

**Table 4  
Examples of Final Status Determinations for the 2010 Cohort**

Student	School year	In Texas public school this year?	Leaver this year? <sup>a</sup>	Final status	Explanation
A	2006-07	Yes	No	Dropout	Student's last status was dropout, and student did not earn GED.
	2007-08	Yes	Yes: other leaver		
	2008-09	No	No		
	2009-10	Yes	Yes: dropout		
	2010-11	No	<sup>b</sup>		
B	2006-07	Yes	No	Graduate	Student was a graduate. No other status is relevant.
	2007-08	Yes	No		
	2008-09	Yes	No		
	2009-10	Yes	Yes: graduate		
	2010-11	Yes	-		
C	2006-07	Yes	No	Other leaver	Student's last status was other leaver. Student earned GED, but GED only replaces the last status if the last status is dropout.
	2007-08	Yes	No		
	2008-09	Yes	Yes: GED		
	2009-10	Yes	Yes: other leaver		
	2010-11	No	-		
D	2006-07	Yes	No	GED recipient	Student's last status was dropout, but student also earned GED.
	2007-08	Yes	No		
	2008-09	Yes	Yes: GED		
	2009-10	Yes	Yes: dropout		
	2010-11	No	-		
E	2006-07	Yes	No	Continuer	Student did not graduate and student was enrolled in the fall 2010 school-start window.
	2007-08	Yes	No		
	2008-09	Yes	No		
	2009-10	Yes	No		
	2010-11	Yes	-		

<sup>a</sup>Leaver records are submitted to TEA by districts. GED records are submitted to TEA by GED testing centers. <sup>b</sup>Leaver and GED records for 2010-11 are not used when determining final four-year statuses for the 2010 cohort.

How are graduation, completion, and dropout rates calculated for campuses and districts?

Data are aggregated to campus and district levels, based on the students' final statuses and last campuses attended. For example, a student with a final status of graduate is counted in the graduation rate of both the campus and the district from which he or she graduated. Similarly, a student with a final status of dropout is counted in the dropout rate of the campus and district from which he or she dropped out. The following rates are calculated: graduation, completion I, completion II, longitudinal dropout, continuation, and GED.

Not all members of a campus's or district's cohort are included in the rates because the calculation includes only students with a final status of graduate, continuer, GED recipient, or dropout. Students with these statuses represent the class of 2010. Dropouts excluded from district and campus accountability because of statute and students with final statuses of other leaver, underreported, and student identification error are members of the cohort but are not part of the class. Thus, for each rate calculated, the denominator is the same: graduates, continuers, GED recipients, and dropouts. The graduation rate, for example, reflects the total number of students who graduated divided by the total number in the class.

Completion I and II rates are calculated by combining final statuses. The completion I rate equals the total number of graduates and continuers divided by the total number in the class. The completion II rate equals the total number of graduates, continuers, and GED recipients divided by the total number in the

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class. Rates are also calculated for population subsets such as ethnicity, gender, and program participation. Student characteristics and program participation are assigned based on the student's final year in the cohort. For example, a student who graduated in the fourth year of the cohort and who was in the gifted and talented program the first three years but not the fourth year is not included in the gifted and talented graduation rate. By contrast, multiple years of data are used to identify students who were ever limited English proficient (LEP) at any time in K-12 in Texas public schools. Table 6 shows the PEIMS data elements used to determine whether a student was ever-LEP in Texas public school.

Through the 2009 cohort, longitudinal rates were only calculated for campuses and districts that served Grade 9 and either Grade 11 or Grade 12 in both the first year of the cohort and in the fall of the fifth year. Decisions for the 2010 cohort will be available in the *2011 Accountability Manual* released spring 2011.

**Table 5  
PEIMS Data Elements Used to Build the 2010 Cohort**

<b>Year</b>	<b>Step</b>	<b>PEIMS Record</b>	<b>PEIMS Data Element</b>
2006-07	1. Build cohort	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability
	2. Add corresponding student characteristics and program participation	110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E0032 Bilingual Indicator Code E0800 ESL Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		405	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
2007-08	1. Update cohort and add transfer students	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability
	2. Add corresponding student characteristics and program participation	110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E0032 Bilingual Indicator Code E0800 ESL Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		405	Special education status indicated by record submission

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<b>Year</b>	<b>Step</b>	<b>PEIMS Record</b>	<b>PEIMS Data Element</b>
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
2008-09	1. Update cohort and add transfer students	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	101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability
		110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E0032 Bilingual Indicator Code E0800 ESL Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		405	Special education 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
2009-10	1. Update cohort and add transfer students	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	101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability
		110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E1042 Bilingual Program Indicator Code E1043 ESL Program Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		405	Special education 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

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<b>Year</b>	<b>Step</b>	<b>PEIMS Record</b>	<b>PEIMS Data Element</b>
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
Fall 2010	1. Update cohort and add corresponding student characteristics and program participation	101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E0017 Grade Level Code E1002 Student Attribution Code E0782 Campus ID of Enrollment E1027 Campus ID of Accountability E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code
		110	E0894 Title I Part A Indicator Code E1042 Bilingual Program Indicator Code E1043 ESL Program Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code E0794 Special Education Indicator Code

**Table 6**  
**PEIMS Data Elements Used to Identify Students in the 2010 Cohort Who Were Ever Limited English Proficient (“Ever LEP”) in Texas Public School**

<b>Year</b>	<b>PEIMS record</b>	<b>PEIMS data element</b>
1993-94	110	E0790 LEP Indicator Code
1994-95	110	E0790 LEP Indicator Code
1995-96	110	E0790 LEP Indicator Code
1996-97	110	E0790 LEP Indicator Code
1997-98	110	E0790 LEP Indicator Code
1998-99	110	E0790 LEP Indicator Code
1999-00	110	E0790 LEP Indicator Code
2000-01	110	E0790 LEP Indicator Code
2001-02	110	E0790 LEP Indicator Code
2002-03	110	E0790 LEP Indicator Code
2003-04	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2004-05	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2005-06	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2006-07	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2007-08	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2008-09	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2009-10	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2010-11	110	E0790 LEP Indicator Code