

Processing of District Five-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2014

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the class of 2014 Grade 9 cohort and to compute the class of 2014 five-year extended longitudinal graduation and dropout rates used in agency publications and for accountability. The processing decisions in the document are final. Find more information on longitudinal rates at http://www.tea.texas.gov/acctres/dropcomp_index.html.

Definitions and Uses

The five-year extended class of 2014 consists of students who began Grade 9 in Texas public schools in 2010-11 and either graduated by August 31, 2015, continued high school in the fall of 2015, received a General Educational Development (GED) certificate by August 31, 2015, or dropped out of high school as of fall 2015. The method used to calculate five-year extended longitudinal rates for the class of 2014 was similar to the method used to calculate four-year longitudinal rates for the class of 2014, except that students were tracked for an additional year. Whereas the four-year longitudinal rates for the class of 2014 were based on tracking students into the fall of 2014, the five-year extended longitudinal rates were based on tracking the same students into the fall of 2015.

The class of 2014 five-year extended longitudinal graduation rate was calculated by dividing the number of students who began Grade 9 in 2010-11 and graduated by August 31, 2015, by the total number of graduates, continuers, GED certificate recipients, and dropouts in the class.

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

The class of 2014 five-year extended longitudinal graduation, continuation, or GED certification rate was calculated by dividing the number of students who began Grade 9 in 2010-11 and graduated by August 31, 2015, continued in high school in fall 2015, or received GED certificates by August 31, 2015, by the total number of graduates, continuers, GED certificate recipients, and dropouts in the class.

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

A five-year diploma program rate was calculated for the class of 2014. The rate was calculated by dividing the number of Recommended High School Program (RHSP) and Advanced High School Program (AHSP) graduates by the number of students who graduated under the RHSP, AHSP, or Minimum High School Program (MHSP). Students who graduated under the Foundation High School Program (FHSP) and students with missing diploma program information, although counted as graduates, are not in the denominator of the RHSP/AHSP diploma rate.

In 2016, both the five-year extended longitudinal graduation rate and five-year extended longitudinal graduation, continuation, or GED certification rate were used in Index 4 of the state accountability system. The diploma program rate was not used in the state accountability system. Six groups of students, outlined on page 8, were excluded from campus and district rate calculations used for Index 4. Find more information on Index 4 of the state accountability system at <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539608174>.

As a System Safeguard in state accountability, the five-year extended graduation rate was also used to meet federal accountability requirements. This rate was calculated to meet the federal graduation rate definition. One group of students, outlined on page 9, was excluded from campus and district rate calculations used for this purpose. Find more information on System Safeguards and other federal requirements at <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539608178>.

Processing

Overview. Processing five-year extended graduation and dropout rates for the class of 2014 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2010-11 through 2013-14 school years; (b) attendance, enrollment, demographic, and leaver records for the 2014-15 school year; (c) enrollment records from the fall of 2015; and (d) GED certificate records through August 2015; (2) determining the district responsible for each student, or accountable district, and the student's final status in that district (e.g., graduate, continuer, GED certificate recipient, dropout); and (3) calculating five-year extended rates at the campus and district levels.

Determining cohort membership and gathering student records. The 2014 cohort was established when four-year longitudinal rates were calculated for the class of 2014. No students were added to or subtracted from the cohort to calculate the five-year extended longitudinal rates. A student may have been added to or subtracted from a district's five-year cohort if the student changed districts during the 2014-15 school year or in the fall of 2015.

Six years of data were used to calculate the class of 2014 five-year extended longitudinal rates. Records from the first four years were identical to those gathered in the four-year longitudinal rates, but records from the fifth and sixth years were different (Table 1).

Table 1
Students in the Class of 2014 Grade 9 Five-Year Extended Cohort

Cohort year	School year	Cohort
Year 1	2010-11	First-time ninth graders in Texas public schools (TPS)
Year 2	2011-12	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	2012-13	Students from years 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	2013-14	Students from years 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	2014-15	Students from years 1, 2, 3, or 4 still in TPS in year 5, regardless of grade
Year 6	2015-16	Students from years 1, 2, 3, or 4 still in TPS in year 6, regardless of grade

Year 1: 2010-11

The 2014 cohort was based on first-time ninth graders from the 2010-11 Public Education Information Management System (PEIMS) Submission 3 attendance data. A student who first attended Grade 9 in a Texas public school for any length of time, at any time during the school year, became part of the cohort. Because they are attributed to other cohorts, 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. 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 5 for the sources of this information). In addition, 2010-11 graduate, dropout, and other leaver information, if any, were added to the students' records. The last district a student attended in 2010-11 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 GED certificate by August 31, 2015, or graduate by August 31, 2015, the student's leaver status in year 1 became his or her final status in the cohort.

Year 2: 2011-12

Once the initial cohort was determined, PEIMS attendance records from the 2011-12 school year were collected for these students. 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 2010-11 and was still in Grade 9 in 2011-12 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2011-12 remained in the cohort. In addition to gathering data on students already in the cohort, students who entered Texas public schools in Grade 10 in 2011-12 (i.e., the year the 2014 cohort was expected to be in Grade 10) were added to the cohort. Program participation and student characteristic information were added to each student's record. Graduate, dropout, and other leaver information for 2011-12, if any, were added to the students' records. The last district a student attended in 2011-12 became the accountable district for the student for that year. If a student left Texas public schools in year 2 and did not return, earn a GED certificate by August 31, 2015, or graduate by August 31, 2015, the student's leaver status in year 2 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 3: 2012-13

PEIMS attendance records from the 2012-13 school year were added for students in the cohort. Again, students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 11 in 2012-13 (i.e., the year the 2014 cohort was expected to be in Grade 11) were added to the cohort. Program participation and student characteristic information were added to each student's record, along with any graduate, dropout, or other leaver information. The last district a student attended in 2012-13 became the accountable district for the student for that year. If a student left Texas public schools in year 3 and did not return, earn a GED certificate by August 31, 2015, or graduate by August 31, 2015, the student's leaver status in year 3 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 4: 2013-14

PEIMS attendance records from the 2013-14 school year were added for students in the cohort. Again, students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 12 in 2013-14 (i.e., the year the 2014 cohort was expected to be in Grade 12) were added to the cohort. Program participation and student characteristic information were added to each student's record, along with any graduate, dropout, or other leaver information. The last district a student attended in 2013-14 became the accountable district for the student for that year. If a student left Texas public schools in year 4 and did not return, earn a GED certificate by August 31, 2015, or graduate by August 31, 2015, the student's leaver status in year 4 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 5: 2014-15

Students new to Texas public schools in year 5 are attributed to a later cohort, thus no students were added to the 2014 statewide cohort. For students in the 2014 cohort, PEIMS Submission 3 attendance records from the 2014-15 school year were added. For students in the cohort who were not in attendance in 2014-15 but who were continuers in the four-year longitudinal rates, PEIMS Submission 1 enrollment records from the fall of 2014, the fall immediately after the cohort's expected graduation date, were added. Program participation and student characteristic information were added to each student's record, along with any graduate, dropout, or other leaver information. The last district a student attended in 2014-15 became the accountable district for the student for that year. If a student left Texas public schools in year 5 and did not return, earn a GED certificate by August 31, 2015, or graduate by August 31, 2015, the student's leaver status in year 5 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 6: 2015-16

Students new to Texas public schools in year 6 are attributed to a later cohort, thus no students were added to the 2014 statewide cohort. For students in the 2014 cohort, PEIMS Submission 1 enrollment records from the fall of 2015, the fall one year after the cohort's expected graduation date, were used to determine which students continued high school in year 6. This included students reported as enrolled in the 2015-16 school-start window, which began the first day of school and ended on September 25, 2015,

as well as migrant students who returned by the January 2016 PEIMS resubmission deadline. The last district in which a student was enrolled became the accountable district for the student for that year. If a student had not graduated by August 31, 2015, and continued in Texas public schools in fall 2015, the student's final status in the cohort was continuer (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

GED certificate assignment

Students listed in the agency's GED database as having received a GED certificate on or before August 31, 2015, were identified.

Transfers in

Students who did not begin Grade 9 in the district were 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, was added to a district's cohort when the student moved from one Texas public school district and enrolled in another. The student was removed from the sending district's cohort.

2. Students who did not begin Grade 9 in Texas public schools in 2010-11 but transferred into Texas public schools over the next three school years were added to the cohort if they attended Grade 10 in 2011-12, Grade 11 in 2012-13, or Grade 12 in 2013-14. 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 2011-12 who attended both Grade 10 and Grade 11 that year was placed in the 2014 cohort based on Grade 10 attendance. Transfers in were placed in a cohort regardless of grades attended outside Texas public schools. For example, a student new to Texas public schools in 2011-12 who attended Grade 10 that year was placed in the 2014 cohort, regardless of the grade he or she attended outside Texas public schools prior to 2011-12. Grades attended outside Texas public schools are not considered when determining cohort membership.

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 one year after expected graduation, or fall 2015. There were seven final statuses: graduate, continued in high school, other leaver, GED certificate recipient, dropout, underreported, or student identification error. A student's final status was based on PEIMS and GED certificate records submitted to the agency and may have been a status assigned several years before fall 2015. For example, a student who dropped out of Texas public schools in 2011-12 and did not return, earn a GED certificate by August 31, 2015, or graduate by August 31, 2015, 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 2014 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 GED certificate by August 31, 2015, the final status was GED certificate recipient (see Table 4 for examples of how final statuses are determined).

Table 2
Final Student Status Definitions, Class of 2014 Grade 9 Five-Year Extended Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2015.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2015 school-start window, or by January 2016 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 2010-11 through 2014-15.	No
GED ^a recipient	The preceding three statuses did not apply, and the student received a GED certificate by August 31, 2015.	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 2010-11 through 2014-15.	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

^aGeneral Educational Development certificate.

Table 3
Public Education Information Management System (PEIMS) Leaver Reason Codes for Other Leavers and Dropouts, Class of 2014 Grade 9 Five-Year Extended Cohort

Type of leaver	School year	PEIMS leaver reason code
Other leaver	2010-11	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2011-12	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2012-13	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2013-14	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2014-15	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
Dropout	2010-11	88 ^a , 89 ^a , 98 ^b
	2011-12	88 ^a , 89 ^a , 98 ^b
	2012-13	88 ^a , 89 ^a , 98 ^b
	2013-14	88 ^a , 89 ^a , 98 ^b
	2014-15	88 ^a , 89 ^a , 98 ^b

^aSchool leavers with this leaver reason code are counted as dropouts for federal accountability purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. ^bSchool leavers with this leaver reason code are counted as dropouts for state and federal accountability purposes.

Table 4
Examples of Final Student Status Determinations, Class of 2014 Grade 9 Five-Year Extended Cohort

Student	School year	In Texas public school this year?	Leaver this year? ^a	Final status	Explanation
A	2010-11	Yes	No	Dropout	Student's last status was dropout, and student did not earn a GED certificate ^b .
	2011-12	Yes	Yes: other leaver		
	2012-13	No	No		
	2013-14	No	No		
	2014-15	Yes	Yes: dropout		
	2015-16	No	- ^c		
B	2010-11	Yes	No	Graduate	Student was a graduate. No other status is relevant.
	2011-12	Yes	No		
	2012-13	Yes	No		
	2013-14	Yes	No		
	2014-15	Yes	Yes: graduate		
	2015-16	Yes	-		
C	2010-11	Yes	No	Other leaver	Student's last status was other leaver. Student earned a GED certificate, but GED only replaces the last status if the last status is dropout.
	2011-12	Yes	No		
	2012-13	Yes	Yes: GED		
	2013-14	Yes	No		
	2014-15	Yes	Yes: other leaver		
	2015-16	No	-		
D	2010-11	Yes	No	GED recipient	Student's last status was dropout, but student also earned a GED certificate.
	2011-12	Yes	No		
	2012-13	Yes	No		
	2013-14	Yes	Yes: GED		
	2014-15	Yes	Yes: dropout		
	2015-16	No	-		
E	2010-11	Yes	No	Continuer	Student did not graduate, and student was enrolled in the fall 2015 school-start window.
	2011-12	Yes	No		
	2012-13	Yes	No		
	2013-14	Yes	No		
	2014-15	Yes	No		
	2015-16	Yes	-		

^aLeaver records were submitted to the Texas Education Agency (TEA) by districts. General Educational Development (GED) certificate records were submitted to TEA by GED testing centers. ^bGeneral Educational Development certificate. ^cLeaver and GED records for 2015-16 were not used when determining final five-year statuses for the class of 2014 Grade 9 five-year extended cohort.

Calculating rates for campuses and districts. 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; GED certification; and graduation, continuation, or GED certification.

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, GED certificate recipient, or dropout. Students with these statuses represented the class of 2014. Students with final statuses of other leaver,

underreported, or student identification error were members of the cohort but not the class. Thus, for each rate calculation, the denominator was the same: graduates, continuers, GED certificate 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 GED certification rate is the total number of graduates, continuers, and GED certificate 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 but was not reported as gifted and talented in the fourth year was not included in the gifted and talented graduation rate. An exception was made for students identified as English language learners (ELLs) at any time while attending a Texas public school and as ELLs at any time while attending Grades 9-12 in a Texas public school (see Table 6 for the PEIMS data elements used to determine whether a student was ever identified as an ELL in Texas public schools).

Diploma program information was also aggregated at the campus and district level. A diploma program rate was calculated by dividing the number of graduates who graduated under RHSP or AHSP by the number of students who graduated under MHSP, RHSP, and AHSP diploma programs. Refer back to the *Definitions and Uses* section on page 1 for more information on this calculation.

Statutory exclusion of students from campus and district rates.

State Accountability Exclusions

Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for 2016 state accountability purposes:

1. 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;
2. a student previously reported to the state as a dropout;
3. a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds);
4. 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);
5. (also under TEC §39.054(f)) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located; and,
6. 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.

State and Federal Accountability Exclusions

In addition, under TEC §39.055, a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations.

Determining campuses and districts for which rates are calculated. Five-year extended longitudinal rates for the class of 2014 were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and sixth years of the cohort (2010-11 and 2015-16, respectively) or (b) served Grade 12 in the first and sixth years of the cohort.

Table 5
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element
2010-11	1. Build cohort	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
2010-11	2. Add corresponding student characteristics and program participation	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
		110	E0919 At-Risk Indicator Code E0032 Bilingual Indicator Code E0800 ESL ^a 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 ^b 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
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

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Table 5 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element
2011-12	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
2011-12	2. Add corresponding student characteristics and program participation	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
		110	E0919 At-Risk Indicator Code E0032 Bilingual Indicator Code E0800 ESL ^a Program Type Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP ^b 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
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

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Table 5 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element
2012-13	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
2012-13	2. Add corresponding student characteristics and program participation	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
		110	E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL ^a Program Type Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP ^b 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
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code
		203	E1001 Leaver Reason Code E0806 Graduation Type Code

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

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Table 5 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element				
2013-14	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	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			
				110	E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL ^a Program Type Code E0797 Immigrant Indicator Code		
				400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP ^b 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	203	E1001 Leaver Reason Code E0806 Graduation Type Code

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

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Table 5 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element	
2014-15	1. Update 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	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	
110		E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL ^a Program Type Code E0797 Immigrant Indicator Code		
400		E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP ^b 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 Participant Code E1542 FHSP Disting Level Achieve Indicator Code E1544 STEM Endorsement 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

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

continues

Table 5 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2014 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element
Fall 2015	1. Update cohort and add corresponding student characteristics and program participation	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 E0017 Grade Level Code E1000 Student Attribution Code E0782 Campus ID of Enrollment E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		110	E0919 At-Risk Indicator Code E0894 Title I, Part A, Indicator Code E1042 Bilingual Program Type Code E1043 ESL ^a Program Type Code E0797 Immigrant Indicator Code E0034 Gifted Talented Indicator Code E0790 LEP ^b Indicator Code E0794 Special Education Indicator Code E0787 ADA ^c Eligibility Code

^aEnglish as a second language. ^bLimited English proficient. ^cAverage daily attendance.

Table 6
Public Education Information Management System (PEIMS) Data Elements Used to Identify Students in the 2014 Five-Year Extended Cohort Who Were Ever Identified as English Language Learners (ELLs) in Texas Public Schools

Year	PEIMS record	PEIMS data element
1993-94	110	E0790 LEP ^a 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
	400	E0790 LEP Indicator Code
2011-12	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2012-13	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2013-14	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2014-15	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2015-16	110	E0790 LEP Indicator Code

^aLimited English proficient.