



- Accounting for students
- Annual dropout rates
- Longitudinal graduation rates
- Uses of rates at TEA
- Resources





## Accounting for Students





### **Accounting for Students**

 Each student served in the district in one school year must be accounted for the next fall either through TEA or district records.

 TSDS reports available in the fall provide the full roster of students expected to be accounted for by TEA or the district.

Sample Reports:	
PDM1-320-001	Interim List to Assist LEAs in Leaver Record Submission
PDM1-320-002	Preliminary Presumed Underreported Students List
PDM1-321-001	Presumed Underreported Students List



### **TEA** Accounting for Students by TEA

Students accounted fora:	Source:
Texas Certificate of High School Equivalency (TxCHSE) recipients	TEA's TxCHSE database
Previous TX public school graduates	TEA's graduate database
Movers (or students who move from one TX public school district and enroll in another)	TSDS PEIMS submission 3 records submitted by districts in June (school-year movers), and TSDS PEIMS submission 1 records submitted by districts the next fall (summertime movers)

<sup>&</sup>lt;sup>a</sup>Districts can use TSDS reports on TxCHSE recipients, previous graduates, and school-year movers (PDM1-320-001) in October and on presumed summertime movers (PDM1-321-001) in December.



### **Texas Certificate of High School Equivalency**

A student is classified as a **TxCHSE recipient** if he or she earns a high school equivalency certificate through one of three TEA-approved assessments:

- the General Educational Development (GED) test
- the High School Equivalency Test (HiSET)
- the Test Assessing Secondary Completion (TASC)

High school equivalency assessments are given throughout the state in school districts, colleges and universities, and education service centers.



### **TEA** Accounting for Students by Districts

Students accounted for:	Source:
Returned students	Enrollment records
	(i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)
Leavers (graduates, dropouts, and	Leaver records
students who leave for non-dropout reasons)	(i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)



- 01 Graduated from a high school in this district.
- **03** Died.
- **16** Returned to home country.
- 24 Entered college and is working towards a degree.
- **60** Is home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals. (continues)

<sup>a</sup>The agency requires that districts have documentation to support the leaver reason code assigned to each leaver. See the TEDS (Texas Education Data Standards) for documentation requirements.



- 66 Removed by Child Protective Services.
- 78 Expelled for criminal behavior under the provisions of Texas Education Code (TEC) §37.007 and cannot return. This code should only be used for a student who met the following two conditions:
  - a) was expelled for an offense included in TEC §37.007, and
  - b) was expelled from a district located in a county that does not have a JJAEPa.
- **81** Enrolled in a private school in TX.

(continues)

<sup>a</sup>Juvenile Justice Alternative Education Program



- 82 Enrolled in a public or private school outside of TX.
- 83 Was attending and was withdrawn by the district when the district discovered the student was not entitled to enrollment in the district because the student:
  - a) was not a resident of the district;
  - b) was not entitled under other provisions of TEC §25.001 or as a transfer student; or
  - c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the TX Dept. of State Health Services because the student was not immunized.

This code is not for a student who stops attending because he/she has moved.

(continues)



- **85** Graduated outside TX before entering a TX public school, entered a TX public school, and left again.
- **86** Completed GED outside TX.
- 87<sup>a</sup> Enrolled in SBOE<sup>a</sup>-authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.
- 90 Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children.

(continues)

<sup>a</sup>State Board of Education



- 88 Ordered by a court to attend a GED program and has not earned a GED.
- 89 Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.
- **98** Other.

Dropouts with a leaver reason code of 98 are included in rates calculated for state accountability purposes.

Dropouts with a leaver reason code of 88, 89, or 98 are included in rates calculated for federal accountability purposes.



### **Determining Student Statuses**

### TEA determines each student's status at each district.a

- For those who did not return to a district, TEA determines whether the student is a graduate, other leaver, TxCHSE recipient, or dropout.
- A dropout is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not:
  - graduate,
  - receive a Texas Certificate of High School Equivalency (TxCHSE),
  - continue school outside the public school system,
  - begin college, or
  - die.

<sup>a</sup>Student can have only one status at each district. Statuses are not always mutually exclusive, so a hierarchy exists to determine the status. Statuses may vary from district to district. A district is held accountable for student's leaver status in that district.



### **TEM** Leaver Status Hierarchy

Determined by:
Leaver records (reason code = 01)
TSDS PEIMS graduate database
Enrollment records (enrolled on time in fall)
Attendance and enrollment records
Leaver records (reason code = 03 through 87, 90)
TxCHSE database
Leaver records (reason code = 88, 89, 98)
Record required but not submitted

<sup>&</sup>lt;sup>a</sup>Student becomes a dropout in annual dropout rate and possibly in longitudinal rate. <sup>b</sup>Student becomes underreported in annual rate and possibly in longitudinal rate.



### **Individual Graduation Committee Graduates**

 Note that students who graduated by decisions of individual graduation committees (IGCs) are graduates, and are therefore included as graduates in longitudinal rates.

 In 2017, the 85th Texas Legislature amended TEC §28.0258 to extend the revised graduation requirements through the 2018-19 school year.





## Annual Dropout Rates





### Annual Dropout Rate Calculation

- The annual dropout rate is the percentage of students who drop out of school during one school year.
- This method produces the lowest rate of all the methods for counting dropouts.

#### **Calculation:**

number of students who dropped out during the school year number of students enrolled during the school year



### **TEA** Annual Dropout Rate Calculation

- TEA calculates three annual dropout rates:
  - Grades 7-8
  - Grades 9-12
  - Grades 7-12





### Longitudinal Graduation Rates





### **Longitudinal Rate Processing Common Terms**

- Graduate: Graduated from a TX public school by Aug. 31, 2018
- Continuer: Enrolled in school-start window<sup>a</sup> in fall 2018
- TxCHSE recipient: Received TxCHSE by Aug. 31, 2018
- Dropout: Dropped out
- Class: Graduates + Continuers + TxCHSE recipients + Dropouts
- Cohort: Graduates + Continuers + TxCHSE recipients + Dropouts +
   Other Leavers + Underreported students + ID errors

<sup>a</sup>Ends the last Friday in September. A student must be enrolled in the school-start window in order to not be counted as a dropout.



### **Longitudinal Rate Definitions**

## The longitudinal graduation rate is the percentage of students from a class of beginning ninth graders<sup>a</sup> who graduate:

- by the fall after the anticipated graduation date (four-year rates),
- by the fall one year after the anticipated graduation date (five-year rates), or
- by the fall two years after the anticipated graduation date (six-year rates).

<sup>a</sup>The cohort includes students who transfer into TX public schools in the second, third, or fourth years.



### **Longitudinal Rate Definitions**

The longitudinal graduation, continuation, and TxCHSE recipient rate is the percentage of students from a class of beginning ninth graders who graduate, continue high school, or receive a TxCHSE:

- by the fall after the anticipated graduation date (four-year rates),
- by the fall one year after the anticipated graduation date (five-year rates), or
- by the fall two years after the anticipated graduation date (six-year rates).

<sup>&</sup>lt;sup>a</sup>The cohort includes students who transfer into TX public schools in the second, third, or fourth years.



### **TEM** Longitudinal Rate Calculations

#### **Graduation Rate:**

Graduates

Graduates + Continuers + TxCHSE Recipients + Dropouts

### **Graduation, Continuation, and TxCHSE Rate:**

Graduates + Continuers + TxCHSE Recipients

Graduates + Continuers + TxCHSE Recipients + Dropouts



### Longitudinal rates that TEA will calculate in 2019

 Four-year rates for the class of 2018, based on the tracking of students for four years and into the fall of the fifth year.

• Five-year rates for the class of 2017, based on the tracking of students for five years and into the fall of the sixth year.

• Six-year rates for the class of 2016, based on the tracking of students for six years and into the fall of the seventh year.



## **Building the 2018 Cohort and Determining Four-Year Rates**

- Capture data from years 1, 2, 3, 4, and 5
- Capture TxCHSE data
- Merge all records
- Determine final statuses



### 2018 Cohort - Year 1 Data (2014-15)

- Capture attendance records for students who began Grade 9<sup>a</sup> in any TX public school in 2014-15 (2014-15 TSDS PEIMS submission 3).
  - Students are considered first-time ninth graders if they are ever reported in PEIMS as entering Grade 9.
- Capture 2014-15 leaver records<sup>b</sup>, if any, for the above students (2015-16 TSDS PEIMS submission 1).

<sup>a</sup>Students repeating grade 9 in 2014-15 are not part of the 2018 cohort. <sup>b</sup>A student who dropped out in 2014-15 and does not return to school may become a dropout for the class of 2018.



### 2018 Cohort - Year 2 Data (2015-16)

- Capture Year 2 attendance records for students who were in the cohort in Year 1 (2015-16 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 10 in Year 2<sup>a</sup> (2015-16 TSDS PEIMS submission 3).
  - Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2015-16 leaver records<sup>b</sup>, if any, for the above students (2016-17 TSDS PEIMS submission 1).

<sup>a</sup>Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. <sup>b</sup>A student who dropped out in 2015-16 and does not return to school may become a dropout for the class of 2018.



### 2018 Cohort - Year 3 Data (2016-17)

- Capture Year 3 attendance records for students who were in the cohort in Years 1 or 2 (2016-17 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 11 in Year 3<sup>a</sup> (2016-17 TSDS PEIMS submission 3).
  - Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2016-17 leaver records<sup>b</sup>, if any, for the above students (2017-18 TSDS PEIMS submission 1).

<sup>a</sup>Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. <sup>b</sup>A student who dropped out in 2016-17 and does not return to school may become a dropout for the class of 2018.



### 2018 Cohort - Year 4 Data (2017-18)

- Capture Year 4 attendance records for students who were in the cohort in Years 1, 2, or 3 (2017-18 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 12 in Year 4<sup>a</sup> (2017-18 TSDS PEIMS submission 3).
  - Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2017-18 leaver records<sup>b</sup>, if any, for the above students (2018-19 TSDS PEIMS submission 1).

<sup>a</sup>Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. <sup>b</sup>A student who dropped out in 2017-18 and does not return to school may become a dropout for the class of 2018.



### 2018 Cohort - Year 5 Data (2018-19)

- Capture school-start window enrollment records for students who were in the cohort in years 1, 2, 3, or 4 (2018-19 TSDS PEIMS submission 1).
- No students are added to the statewide cohort<sup>a</sup> in year 5.
- Leaver records are not captured for year 5. Leaver records for 2018-19 leavers are not submitted until 2019-20 TSDS PEIMS submission 1.

<sup>&</sup>lt;sup>a</sup>A student from the statewide cohort who enrolls in a different district in year 5 will be removed from the cohort for the sending district and added to the cohort for the receiving district.



# Students can be added to a district's cohort in one of two ways:

<u>District-to-district movers</u>: A student begins grade 9 in one district and moves into and enrolls in another district. The student is still in the cohort, regardless of the grade-level assignment in the receiving district. The student is removed from the sending district's cohort and enters the receiving district's cohort.

Students new to the TX public school system: A student who enrolls in the expected grade level of the cohort is added to the cohort. For example, a student who enrolled in grade 10 in 2015-16, when the 2018 cohort was expected to be in grade 10, is added to the district's 2018 cohort.



- Capture data on students who earned a TxCHSE by Aug. 31, 2018.
- Merge with data from years 1, 2, 3, 4, and 5.



### **TEM** Class of 2017 Five-Year Longitudinal Rates

School year	Information used to build cohort and determine rates
2013-14	Attendance records and leaver records from four-year processing <sup>a</sup>
2014-15	Attendance records and leaver records from four-year processing <sup>a</sup>
2015-16	Attendance records and leaver records from four-year processing <sup>a</sup>
2016-17	Attendance records and leaver records from four-year processing <sup>a</sup>
2017-18	Attendance records and leaver records
2018-19	Enrollment records
Through August 31, 2018	TxCHSE records

<sup>&</sup>lt;sup>a</sup>No new data are captured for years 1-4. Notwithstanding changes in longitudinal rate processing rules, information for the first four years of the cohort will not change between the rates calculated for the four-year class of 2017 and those for the five-year class of 2017.



### TEA Class of 2016 Six-Year Longitudinal Rates

School year	Information used to build cohort and determine rates	
2012-13	Attendance records and leaver records from four-year processing <sup>a</sup>	
2013-14	Attendance records and leaver records from four-year processing <sup>a</sup>	
2014-15	Attendance records and leaver records from four-year processing <sup>a</sup>	
2015-16	Attendance records and leaver records from four-year processing <sup>a</sup>	
2016-17	Attendance records and leaver records from five-year processing <sup>a</sup>	
2017-18	Attendance records and leaver records	
2018-19	Enrollment records	
Through August 31, 2018	TxCHSE records	

<sup>&</sup>lt;sup>a</sup>No new data are captured for years 1-5. Notwithstanding changes in longitudinal rate processing rules, information for the first five years of the cohort will not change between the rates calculated for the four- and five-year classes of 2016 and those for the six-year class of 2016.



### TEM Every student will have one of these statuses:

Status	Definition	Included in longitudinal rates?
Graduate	Graduated by August 31, 2018	Yes
Continuer	Enrolled by September 28, 2018 <sup>a</sup>	Yes
TxCHSE recipient	Received TxCHSE by August 31, 2018	Yes
Dropout	Dropped out	Yes
Other leaver	Left for reasons other than graduating or dropping out	No
Underreported	No record received	No
Student ID error	Cannot track student from year to year because of errors in identification information <sup>b</sup>	No

<sup>&</sup>lt;sup>a</sup>The school-start window ends the last Friday in September. <sup>b</sup>Error might have been made by either sending or receiving district.



### **TEA** Determining Final Statuses

The student's status in the last year is the student's final status in the rate calculations, except:

If leaver status is:	Then final status in cohort is:
Graduate in any year	Graduate
Dropout in last year but student received TxCHSE by Aug. 31, 2018	TxCHSE recipient



## **TEM** Exclusions from Calculated Rates

Under state statute, a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes:

Rates	Number of exclusions applied
Campus and district rates calculated for state accountability purposes (e.g., Student Achievement Domain)	<b>Seven:</b> court-ordered high school equivalency program (not earned), previous dropouts, ADA ineligible, refugee/asylee, in a juvenile detention or residential treatment facility, incarcerated as adult, or an IEP continuer
Campus and district rates not calculated for federal accountability purposes (e.g., Closing the Gaps Domain)*	One: in a juvenile detention or residential treatment facility
State, region, and county rates	None

<sup>\*</sup>Note, TEA is currently reviewing federal accountability exclusions in light of ESSA guidance.



# Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

Under TEC §39.053(g-1), the following groups of students are excluded:

- Students court-ordered to attend a high school equivalency program, certificate not earned;
- Students previously reported as dropouts;
- Students not eligible for state funding;
- Students whose initial enrollment in U.S. schools was in grades 7-12 as unschooled refugees and asylees;
- Students in the district exclusively as a function of having been detained at a county detention facility; and
- Students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults.



# Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

- 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 or residential treatment facility served by a Texas public school district is excluded from campus and district annual dropout and longitudinal rate calculations.



## **TEM** Methods for Determining Exclusions

Exclusion	Determined by
Court-ordered GED*, not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Previous dropouts	District reporting (PEIMS Leaver Reason Code of '88', '89', or '98') and agency processing
ADA ineligible students	District reporting (PEIMS ADA Eligibility Code of '0')
Refugees/asylees	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
In a juvenile detention or residential treatment facility	District reporting (PEIMS Student Attribution Code of '13' through '28')
Incarcerated as adult	District reporting (PEIMS Leaver Reason Code of '89')
IEP Continuer	District reporting (PEIMS IEP Continuer Indicator Code of '1')

<sup>\*</sup>GED in this context extends to other approved high school equivalency certificates as well.

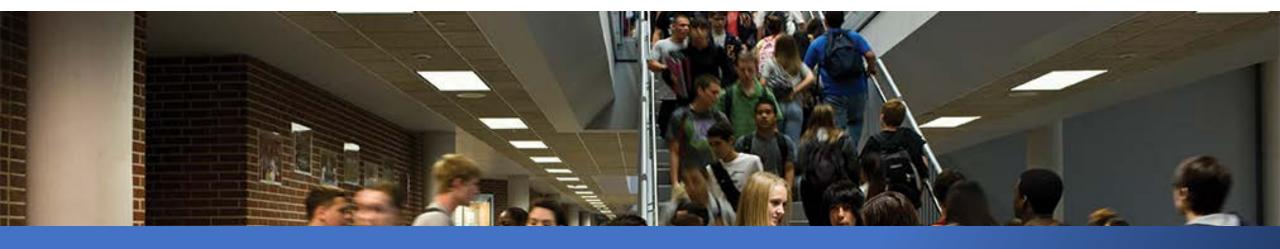


## What's New for Longitudinal Rates

### **Diploma Programs/Graduation Plans**

- The Foundation High School Program was fully implemented for the class of 2018.
- Students no longer have the option of graduating under Minimum/Recommended/Advanced plans.





## Uses of Annual Dropout and Graduation Rates





# Uses of Annual Dropout Data and Longitudinal Rates at

- State Accountability System
  - Student Achievement Domain
  - Closing the Gaps Domain
  - Distinctions
- Performance-Based Monitoring
- Dropout Recovery



### TEM State Accountability Systema

#### **Student Achievement Domain**

- Four-year, five-year, and six-year graduation rates
  - Best rate is used to evaluate campuses and districts
  - **Evaluated for all students**
- Four-year, five-year, and six-year graduation + continuer + TxCHSE recipient rates
  - Best rate is used to evaluate AEA campuses and districts
  - Evaluated for all students
- **Grade 9-12 annual dropout rate** 
  - Used to evaluate high school campuses and districts when a longitudinal rate is not available
  - Evaluated for all students

<sup>&</sup>lt;sup>a</sup>Final decisions will be made in spring 2019.



### State Accountability Systema

### **Closing the Gaps Domain**

- Four-year federal graduation rate
  - Used to evaluate all campuses and districts, including AEA campuses and districts.
  - Evaluated for all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as English language learners.



## TEM State Accountability Systema

### Postsecondary readiness distinction

- Four-year diploma program rate
  - The Foundation High School Program was fully implemented for the class of 2018.
  - Diploma program rate(s) used for this indicator are pending.



### **Annual Dropout Data**

- No changes expected for 2019.
- PBM uses rates calculated without exclusions.
- 2017-18 Grade 7-12 annual dropout rate (2019 PL 0 cut-point = 1.8% or lower)
  - Limited English proficient (LEP) students
  - Migrant students
  - Special education students
  - Title I, Part A students
- 2017-18 Grade 9-12 annual dropout rate (2019 PL 0 cut-point = 2.8% or lower)
  - Career and technical education students

<sup>&</sup>lt;sup>a</sup>Final decisions will be made in spring 2019.



### **Four-year Graduation Data**

- No changes expected for 2019.
- PBM uses rates calculated without exclusions.
- Class of 2018 graduation rate (2019 PL 0 cut-point = 80% or higher)
  - Limited English proficient (LEP) students
  - Migrant students
  - Special education students
  - Title I, Part A students
  - Career and technical education students



### **Leaver and Underreported Data**

- Underreported rate lowered for 2019.
- Continuing students dropout rate lowered for 2019.
- Leaver data analysis
  - Changes in 2015-16, 2016-17, and 2017-18 Grade 7-12 leaver data
- 2017-18 underreported students rate and count
  - Districts exceeding count and rate standards of 75 and 1.3% (lowered from 1.5%)
    - Minimum count is ≥ 5
    - Minimum size rate is 0.7%

<sup>&</sup>lt;sup>a</sup>Final decisions will be made in spring 2019.



### **Leaver and Underreported Data**

- 2017-18 Grade 7-12 leaver records: dropout codes and other exit leaver codes
  - Use of one or more leaver reason codes
  - Use of leaver reason codes by districts with no dropouts
  - Use of certain leaver reason dropout codes (codes 88 and 89)
- Class of 2017 five-year continuing students dropout rate
  - Students from the class of 2017 who continued in fall 2017 and had dropped out by the fall of 2018
  - Standard less than 25% dropout rate (lowered from 30%)



### **Dropout Recovery**

TEC §29.918 states that a district with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the compensatory education allotment and the high school allotment for developing and implementing strategies for dropout prevention.

Most districts are identified based on their longitudinal dropout rates. If a longitudinal rate is not available, districts are identified based on their Grade 7-12 annual dropout rate.





## Resources





- Summary reports and student listings on TEASE,
   Accountability link, RES tab (Research and Analysis)
  - Preliminary cohort listings
    - Released in November
  - Four-year, five-year, and six-year summary reports and student listings
    - Released in June
  - Annual dropout summary reports and student listings
    - Released in June
- Processing of district rates
  - http://tea.texas.gov/acctres/dropcomp\_index.html#documentation



### **Preliminary Cohort Listings**

- Provided so that districts know when students are expected to graduate for accountability purposes.
- In November 2018, four cohort lists are provided.
  - 2018, 2019, 2020, and 2021
- Lists do not show leaver information.
- Districts are encouraged to use Unique Student ID; TEA hopes to transition away from using Student ID, which is based on the SSN/Alternate ID.



# Four-Year, Five-Year, and Six-Year Summary Reports and Student Listings

- Listings provide final statuses for every student in a cohort, including graduation program information.
- Summary reports show rates with and without exclusions applied for state and federal accountability.
- Class of 2018 four-year, class of 2017 five-year, and class of 2016 six-year information will be available in June 2019.<sup>a</sup>

<sup>a</sup>Access to information on TEASE is temporary. Districts are encouraged to save the reports provided on TEASE to a local secured location. The reports will be replaced with more current information as it becomes available.

#### CONFIDENTIAL

#### TEXAS EDUCATION AGENCY

#### **CLASS OF 2017 FOUR-YEAR LONGITUDINAL SUMMARY REPORT**

District Name: Sample ISD

District No.: ######

					Closir	g the G	aps Dor	nain						Stud	lent Ach	nievemer	nt Doma	in 			_	D	Diploma	Program	n
District or campus		Class	-Gradua Num.	Rate	-Contin	ued- Rate (%)	-Rcv TxCHS Num.		Oropped Num.	out- Rate (%)	Class	-Gradua	ted- Rate (%)	-Contin	ued- Rate (%)	-Rcv TxCH Num.		Dropped Num.	out- Rate (%)	-Grad., or rcv TxCHS Num.	d.	-Rec/ <i>F</i> Num.	Adv- Rate (%)	-Rec/ FHSI FHSP- Num.	SP-E/ -DLA- Rat
<u>'</u>	Student group			. ,		` ′		. ,		. ,			` '		. ,	ivuiii.			. ,				. ,		
DISTRICT	All students	464	423	91.2	18	3.9	2	0.4	21	4.5	461	425	92.2	14	3.0	2	0.4	20	4.3	441	95.7	342	95.9	396	
	Afr. Amer.	10	6	60.0	3	30.0	0	0.0	1	1.0	11	9	81.8	2	18.2	0	0.0	0	0.0	11	100.0		100.0	_	9 100.0
	Amer. Ind.	0	0		0		0	•	0		0			. 0		0	•	0		0	•	0			0
	Asian	0	0		0		0		0		0			. 0		0		0		0		0			)
	Hispanic	163	151	92.6	4	2.5	0	0.0	8	4.9	162	151	93.2	3	1.9	0	0.0	8	4.9	154	95.1	116	95.1	139	92.
	Pac. Isl.	0	0		0		0		0		0			. 0		0		0		0		0			0
	White	261	238	91.2	10	3.8	2	8.0	11	4.2	259	238	91.9	8	3.1	2	8.0	11	4.2	248	95.8	200	97.6	227	95.4
	Multiracial	30	28	93.3	1	3.3	0	0.0	1	3.3	29	27	93.1	1	3.4	0	0.0	1	3.4	28	96.6	20	84.0	24	
	At risk	160	132	82.5	16	10.0	1	0.6	11	6.9	157	132	84.1	13	8.3	1	0.6	11	7.0	146	93.0	72	83.7	107	81.
	CTE	150	131	87.3	8	5.3	0	0.0	11	7.3	147	131	89.1	6	4.1	0	0.0	10	6.8	137	93.2	97	92.4	115	87.8
	Econ. disadv.	156	149	95.5	2	1.3	1	0.6	4	2.6	156	149	95.5	2	1.3	1	0.6	4	2.6	152	97.4	124	95.4	141	94.6
	Ever ELL in HS	11	8	72.7	1	9.1	0	0.0	2	18.2	11	8	72.7	1	9.1	0	0.0	2	18.2	9	81.8	4	100.0	8	8 100.0
	ELL	11	8	72.7	1	9.1	0	0.0	2	18.2	11	8	72.7	1	9.1	0	0.0	2	18.2	9	81.8	4	100.0	8	8 100.0
	Migrant	0	0		0		0		0		0	0		0		0		0		0		0	0.0	C	J
	Spec. ed.	34	27	79.4	4	11.8	0	0.0	3	8.8	33	27	81.8	3	9.1	0	0.0	3	9.1	30	90.9	11	45.8	11	40.
	Title I	10	8	80.0	1	10.0	0	0.0	1	10.0	9	8	88.9	0	0.0	0	0.0	1	11.1	8	88.9	4	80.0	5	5 62.5

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes.

Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability.

For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings. A dot (.) indicates there were no students in the group.

Ever ELL in HS refers to students who were identified as English language learners at any time while attending Grades 9-12 in Texas public schools. ELL refers to students who were identified as English language learners in their last year in Texas public schools.

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#### **FOUR-YEAR CLASS OF 2017 STUDENT LISTING:**

#### 

									Ever						Year of	
			Unique		Excl.	Race/		Econ.	ELL in			Spec.		Dipl.	final	
Status	Student name	Student ID	Student ID	Date of birth	rsn.^	ethnicity	CTE	dis.	HS	ELL	Migrant	ed.	Title I	prgm.	status	Count
Graduated	SAMPLE STUDENT		<del>##########</del>	03/22/1999		Hispanic	No	No	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	###############	06/01/1999		White	Yes	No	No	No	No	No	No	FDLA	2016-17	1
	SAMPLE STUDENT	#######################################	################	04/25/1999		Hispanic	No	Yes	No	No	No	No	No	FEND	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	06/07/1999		Hispanic .	Yes	Yes	No	No	No	No	No	Rec.	2015-16	1
	SAMPLE STUDENT	#######################################	#######################################	05/05/1999		Hispanic	Yes	No	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	05/04/1999		Hispanic .	No	Yes	Yes	Yes	No	Yes	No	Min.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	05/24/1999		Hispanic .	No	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	06/15/1999		Hispanic .	Yes	No	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	05/11/1998		Hispanic .	Yes	No	Yes	Yes	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	12/27/1998		Hispanic .	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	06/07/1999		Multiracial	Yes	No	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	10/30/1998		Afr. Amer.	Yes	No	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	11/20/1997		Hispanic	Yes	Yes	No	No	No	Yes	No	Min.	2016-17	1
	SAMPLE STUDENT	##########	#######################################	02/18/1999		Hispanic .	Yes	Yes	No	No	No	No	No	FDLA	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	06/14/1999		Multiracial	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	11/14/1998		Hispanic	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	12/14/1998		Hispanic .	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	01/20/1999		Hispanic .	Yes	No	Yes	No	No	No	No	Rec.	2015-16	1
	SAMPLE STUDENT	#######################################	#######################################	10/16/1998		Multiracial	No	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	11/29/1998		Hispanic	Yes	Yes	No	No	No	No	No	<b>FONLY</b>	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	10/15/1998		Hispanic .	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	05/12/1999		Hispanic .	Yes	Yes	No	No	No	Yes	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	07/17/1999		Hispanic	Yes	No	Yes	No	No	No	No	Adv.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	11/29/1998		Afr. Amer.	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#######################################	#######################################	04/04/1998		Afr. Amer.	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1

Students with a campus ID preceded by an asterisk are included only in district-level calculations.

^Students identified by one of the following reasons were excluded from campus and district longitudinal rates used for state accountability in 2018: 1=court-ordered TxCHSE, TxCHSE not earned; 2=previous dropout; 3=ineligible for FSP funding; 4=refugee/asylee; 5=in a juvenile detention or residential treatment facility; 6=incarcerated as adult; and 7=IEP continuer.

Please see the Explanation of the Longitudinal Summary Reports and Student Listings for more information.



### **Annual Dropout Summary Reports and Student Listings**

- Listings provide the names of students who dropped out in the previous school year. Can be combined with preliminary cohort information to encourage students to return to school.
- Summary reports show rates with and without exclusions applied for state and federal accountability.
- Dropouts from 2017-18 will be available in June 2019.<sup>a</sup>

<sup>a</sup>Access to information on TEASE is temporary. Districts are encouraged to save the reports provided on TEASE to a local secured location. The reports will be replaced with more current information as it becomes available.

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#### 2016-17 ANNUAL DROPOUT SUMMARY REPORT

District Name: SAMPLE ISD District No.: ######

#### Student Achievement Domain

District or campus Grade span Student group Dropouts Students Rate (%) Dropouts Students Rate (%) DISTRICT 1.256 0.2 7-8 All students 1.260 0.2 2 188 African American 0 189 0.0 0 0.0 American Indian 0.0 0 0.0 43 0 42 Asian 0.0 0.0 Hispanic 799 0.3 797 0.3 Pacific Islander 4 0.0 0 4 0.0 White 205 0.0 0 205 0.0 0 Multiracial 19 0.0 19 0.0 At risk 750 0.3 748 0.3 CTE 0 0 0 Economically disadv. 0 999 1,001 0.0 0.0 ELL 395 0.0 394 0.0 Migrant 0 0 0 Special education 155 0 153 0.0 0.0 Title I 0 54 0.0 0 54 0.0 9-12 All students 80 2.376 3.4 74 2.349 3.2 622 African American 12 1.9 11 617 1.8 5 0.0 0 0.0 American Indian 0.0 Asian 55 0.0 0 55 58 57 Hispanic 1,459 4.0 1,442 4.0 0.0 0.0 Pacific Islander 2 0 5 2.7 White 186 191 4.7 Multiracial 42 2.4 42 2.4 At risk 59 1,372 4.3 55 4.1 1,354 CTE 53 2,031 2.6 52 2,025 2.6 3.5 Economically disadv. 69 3.8 62 1,785 1,801 27 26 6.3 ELL 6.4 423 414 Migrant 0 0 0 0 Special education 206 3.4 6 204 2.9 27 25 Title I 194 13.9 185 13.5

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#### 2016-17 ANNUAL DROPOUT LIST

Sorted by Campus and Grade

Grade	e Student name	Student ID	Unique Student ID	Date of birth	Excl. rsn.^	Race/ ethnicity	At- risk	CTE	Econ. dis.	ELL	Migrant	Spec ed.	. Title I
09	SAMPLE STUDENT	<del></del>		09/25/98		White	 No	 No	Yes	No	 No	 No	 No
09	SAMPLE STUDENT	#########	#######################################	06/11/01		Hispanic	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	########	##########	06/17/00		Hispanic	No	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#########	##########	07/05/98		Hispanic	Yes	No	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#########	##########	11/01/01		White	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#########	##########	11/12/99		Hispanic	Yes	No	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#########	##########	05/13/02		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#########	##########	04/10/01		White	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#########	###########	03/29/01		Multiracial	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	#######################################	###########	06/29/02		White	No	No	No	No	No	No	No
09	SAMPLE STUDENT	#######################################	############	04/05/99		Hispanic	No	No	No	No	No	No	No
09	SAMPLE STUDENT	#######################################	############	02/04/01		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#######################################	##############	08/12/00		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#########	##############	02/28/00		White	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	#########	##############	06/15/02		Hispanic	Yes	Yes	Yes	No	No	No	No
09	SAMPLE STUDENT	##############	###############	12/14/97		Hispanic	No	Yes	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#########	#############	12/25/97	2	Hispanic	No	No	Yes	Yes	No	No	No
09	SAMPLE STUDENT	##########	###############	03/05/02		Hispanic	No	No	Yes	No	No	No	No
10	SAMPLE STUDENT	#########	###############	07/20/00	1	Hispanic	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#########	###########	10/11/98		White	Yes	Yes	No	No	No	No	No
10	SAMPLE STUDENT	#########	############	05/15/99		White	No	No	No	No	No	Yes	No
10	SAMPLE STUDENT	#######################################	############	09/06/01		Hispanic	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#######################################	#######################################	07/16/00		Asian	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#######################################	#############	07/26/01		White	No	Yes	No	No	No	No	No
10	SAMPLE STUDENT	###########	################	06/24/00		White	No	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	###########	################	07/28/01		Hispanic	Yes	No	Yes	No	No	No	No
10	SAMPLE STUDENT	###########	###############	12/13/99		White	No	No	Yes	No	No	No	No
10	SAMPLE STUDENT	###########	###############	06/30/00		White	Yes	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	##########	#############	03/14/99		Hispanic	Yes	No	Yes	No	No	Yes	No
10	SAMPLE STUDENT	##########	#############	10/21/98	2,3	White	Yes	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	##########	#############	03/04/01		White	Yes	No	Yes	No	No	No	No
10	*SAMPLE STUDENT	#########	#######################################	08/23/99		Hispanic	No	No	No	No	No	No	No

<sup>\*</sup>If shown, an asterisk identifies a district-reported dropout attributed to this campus through the in-district campus of accountability (COA) attribution process.



- State Accountability (http://tea.texas.gov/Student\_Testing\_and\_Accountability/Accountability/State\_Accountability/)
- Performance-Based Monitoring Analysis System (http://tea.texas.gov/Student\_Testing\_and\_Accountability/PBMAS/)
- •Leaver Records Data Validation (http://tea.texas.gov/pbm/DVManuals.aspx)
- Printed reports on dropouts and completion, longitudinal rate technical documentation (how to calculate a graduation rate), and presentations (http://tea.texas.gov/acctres/dropcomp\_index.html)
- •Dropout and completion data searches (http://tea.texas.gov/acctres/dropcomp/years.html)



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