

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


## TEA <br> Texas Education Agency

##  <br> Accounting for Students



## TEA. 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 <br> Equivalency (TxCHSE) recipients | TEA's TxCHSE database |
| Previous TX public school graduates | TEA's graduate database |
| Movers (or students who move from <br> one TX public school district and <br> enroll in another) | TSDS PEIMS submission 3 records submitted <br> by districts in June (school-year movers), <br> and TSDS PEIMS submission 1 records <br> submitted by districts the next fall |
| (summertime movers) |  |

${ }^{\text {a Districts can }}$ 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.

## TEA. 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 <br> (i.e., TSDS PEIMS submission 1 records <br> submitted by districts the next fall) |
| Leavers (graduates, dropouts, and <br> students who leave for non-dropout <br> reasons) | Leaver records <br> (i.e., TSDS PEIMS submission 1 records <br> submitted by districts the next fall) |

## TEA, 2018-19 TSDS PEIMS Leaver Reason Codes ${ }^{\text {a }}$ <br> Texas Education Agency

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)
${ }^{a}$ 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.

## TEA 2018-19 TSDS PEIMS Leaver Reason Codes <br> Texas Education Agency

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 JJAEP ${ }^{\text {a }}$.

81 - Enrolled in a private school in TX.
(continues)
aJuvenile Justice Alternative Education Program

## TEA. 2018-19 TSDS PEIMS Leaver Reason Codes <br> Texas Education Agency

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 $\S 25.001$ or as a transfer student; or
c) was not entitled to public school enrollment under TEC $\S 38.001$ 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)

## TEA 2018-19 TSDS PEIMS Leaver Reason Codes <br> Texas Education Agency

85 - Graduated outside TX before entering a TX public school, entered a TX public school, and left again.
86 - Completed GED outside TX.
87a - Enrolled in SBOE ${ }^{\text {a }}$-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)
${ }^{\text {a State Board of Education }}$

## TEA, 2018-19 TSDS PEIMS Leaver Reason Codes

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.

## TExy. Determining Student Statuses

## TEA determines each student's status at each district. ${ }^{\text {a }}$

- 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.

[^0]
## TEA. Leaver Status Hierarchy

| Status: | Determined by: |
| :--- | :--- |
| Graduate | Leaver records (reason code $=01$ ) |
| Previous graduate | TSDS PEIMS graduate database |
| Not a leaver | Enrollment records (enrolled on time in fall) |
| Mover | Attendance and enrollment records |
| Other leaver | Leaver records (reason code =03 through 87, 90) |
| TxCHSE recipient | TxCHSE database |
| Dropout | Leaver records (reason code $=88,89,98$ ) |
| Underreported |  |
| astudent becomes a dropout in annual a dropout rate and possibly in longitudinal rate. bstudent becomes underreported in <br> annual rate and possibly in longitudinal rate. |  |

## TEA. 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


## TEA, 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


## TEA. Longitudinal Rate Processing Common Terms

- Graduate: Graduated from a TX public school by Aug. 31, 2018
- Continuer: Enrolled in school-start window ${ }^{\text {i }}$ 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
${ }^{a}$ 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.


## TEA, Longitudinal Rate Definitions <br> Texas Education Agency

The longitudinal graduation rate is the percentage of students from a class of beginning ninth graders ${ }^{\text {a }}$ 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).

[^1]
## Ex, Longitudinal Rate Definitions

The longitudinal graduation, continuation, and TxCHSE recipient rate is the percentage of students from a class of beginning ninth graders ${ }^{\text {a }}$ 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).

[^2]
# TEA, 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

## Exy

- 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.


## 터․ Building the 2018 Cohort and Determining Four-Year 

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


## TExas Eduation Agenev。 2018 Cohort - Year 1 Data (2014-15)

- Capture attendance records for students who began Grade 9a 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 ${ }^{\text {b }}$, if any, for the above students (2015-16 TSDS PEIMS submission 1).
${ }^{\text {a }}$ Students repeating grade 9 in 2014-15 are not part of the 2018 cohort. ${ }^{\mathrm{b}} \mathrm{A}$ student who dropped out in 2014-15 and does not return to school may become a dropout for the class of 2018.


## TExas Eduation Agenev。 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 ${ }^{\text {a }}$ (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 ${ }^{\text {b }}$, if any, for the above students (2016-17 TSDS PEIMS submission 1).
${ }^{\text {a }}$ Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ${ }^{\mathrm{b}}$ A student who dropped out in 2015-16 and does not return to school may become a dropout for the class of 2018.


## TExas Eduation Agenev。 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 $3^{a}$ (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 ${ }^{\text {b }}$, if any, for the above students (2017-18 TSDS PEIMS submission 1).
${ }^{\text {a }}$ Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ${ }^{\mathrm{b}}$ A student who dropped out in 2016-17 and does not return to school may become a dropout for the class of 2018.


## TExas Eduation Agenev。 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 4a (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 ${ }^{\text {b }}$, if any, for the above students (2018-19 TSDS PEIMS submission 1).
${ }^{\text {a }}$ Students are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ${ }^{\mathrm{b}}$ A student who dropped out in 2017-18 and does not return to school may become a dropout for the class of 2018.


## TExas Eduation Agency 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 cohorta in year 5.
- Leaver records are not captured for year 5. Leaver records for 201819 leavers are not submitted until 2019-20 TSDS PEIMS submission 1.
${ }^{\text {a }}$ 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.

District-to-district movers: 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.

## TEP, TxCHSE Data

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


## TEA. 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 |
| $2014-15$ | Attendance records and leaver records from four-year processing |
| $2015-16$ | Attendance records and leaver records from four-year processing |
| $2016-17$ | Attendance records and leaver records from four-year processing |
| $2017-18$ | Attendance records and leaver records |
| $2018-19$ | Enrollment records |
| Through August 31, | TxCHSE records |
| 2018 |  |

[^3]
## Try. 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 ${ }^{\text {a }}$ |
| 2013-14 | Attendance records and leaver records from four-year processing |
| 2014-15 | Attendance records and leaver records from four-year processing |
| 2015-16 | Attendance records and leaver records from four-year processing |
| 2016-17 | Attendance records and leaver records from five-year processing |
| 2017-18 | Attendance records and leaver records |
| 2018-19 | Enrollment records |
| Through August 31, 2018 | TxCHSE records |

${ }^{a}$ 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.

## TEA, Every student will have one of these statuses:

|  | Definition | Included in <br> longitudinal rates? |
| :--- | :--- | :--- |
| Status | Graduated by August 31, 2018 | Yes |
| Graduate | Enrolled by September 28, 2018 |  |

${ }^{\text {a The }}$ school-start window ends the last Friday in September. ${ }^{\text {b }}$ 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:
Graduate in any year

Dropout in last year but student received TxCHSE by Aug. 31, 2018

## Then final status in cohort is:

Graduate

TxCHSE recipient

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

*Note, TEA is currently reviewing federal accountability exclusions in light of ESSA guidance.

## TEA Texas Education Agency <br> 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.


## TEA 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.


## TEA. Methods for Determining Exclusions

| Exclusion | Determined by |
| :--- | :--- |
| Court-ordered GED*, not earned | District reporting (PEIMS Leaver Reason Code of '88') and <br> agency processing |
| Previous dropouts | District reporting (PEIMS Leaver Reason Code of '88', '89', or <br> '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 <br> '1' or '2') |
| In a juvenile detention or residential | District reporting (PEIMS Student Attribution Code of '13' <br> through '28') |
| Incarcerated as adult | District reporting (PEIMS Leaver Reason Code of '89') |
| IEP Continuer | District reporting (PEIMS IEP Continuer Indicator Code of '1') |

*GED in this context extends to other approved high school equivalency certificates as well.

## TEA․ 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



## TIA Uses of Annual Dropout Data and Longitudinal Rates at Texas Education Agency ${ }^{\text {® }}$

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


## TEA, State Accountability System ${ }^{\text {a }}$

## 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
${ }^{\text {a }}$ Final decisions will be made in spring 2019.


## TEA. State Accountability System ${ }^{\text {a }}$

## 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.


## TEA. State Accountability System ${ }^{\text {a }}$

## 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.


## TEA. Performance-Based Monitoring (PBM) ${ }^{\text {a }}$

## 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


## TEA, Performance-Based Monitoring (PBM) ${ }^{\text {a }}$

## 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


## TEA, Performance-Based Monitoring (PBM) ${ }^{\text {a }}$

## 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 $\geq 5$
- Minimum size rate is $0.7 \%$


## TEP, Performance-Based Monitoring (PBM) ${ }^{\text {a }}$

## 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\%)


## Trexas Eudation Agener。 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


## TEA. 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 sixyear information will be available in June 2019. ${ }^{\text {a }}$
${ }^{\text {a }}$ 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.


## TEXAS EDUCATION AGENCY

## CLASS OF 2017 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

District Name: Sample ISD
District No.: \#\#\#\#\#\#

| District or campus | Student group | Class | Closing the Gaps Domain |  |  |  |  |  |  |  | Student Achievement Domain |  |  |  |  |  |  |  |  |  |  | Diploma Program |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | -Graduated- |  | -Continued- |  | -Rcvd. <br> TxCHSE- |  | -Dropped out- |  | Class | -Graduated- |  | -Continued- |  | -Rcvd. <br> TxCHSE- |  | -Dropped out- |  | -Grad., cont., or revd. TxCHSE- |  | -Rec/Adv- |  | $\begin{gathered} \text {-Rec/Adv/ } \\ \text { FHSP-E/ } \\ \text { FHSP-DLA- } \end{gathered}$ |  |
|  |  |  | Num. | Rate (\%) | Num. | Rate (\%) | Num. | Rate (\%) | Num. | Rate (\%) |  | Num. | Rate (\%) | Num. | Rate (\%) | Num. | Rate (\%) | Num. | Rate (\%) | Num. | Rate (\%) | Num. | $\begin{aligned} & \text { Rate } \\ & (\%) \end{aligned}$ | Num. | Rate (\%) |
| 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 | 93.8 |
|  | 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 | 8 | 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 | 92.1 |
|  | Pac. Is. | 0 | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  | 0 |  |
|  | White | 261 | 238 | 91.2 | 10 | 3.8 | 2 | 0.8 | 11 | 4.2 | 259 | 238 | 91.9 | 8 | 3.1 | 2 | 0.8 | 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 | 88.9 |
|  | 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 | 81.1 |
|  | 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 |  | 81.8 | 4 | 100.0 | 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 |  | 81.8 | 4 | 100.0 | 8 | 100.0 |
|  | Migrant | 0 | 0 |  | 0 |  | 0 |  | 0 |  | 0 | 0 | . | 0 | . | 0 | . | 0 | . | 0 | . | 0 | 0.0 | 0 |  |
|  | 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 | 40.7 |
|  | 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 | 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.
Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accoun
For diploma program infomation, 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

# TEXAS EDUCATION AGENCY 

FOUR-YEAR CLASS OF 2017 STUDENT LISTING:
FINAL STATUSES OF STUDENTS WHO BEGAN GRADE 9 IN 2013-14
BASED ON THE TRACKING OF STUDENTS INTO FALL 2017
Sorted by Campus, Status, and Student Name
District name: Sample ISD
District number: \#\#\#\#\#\#

| Status | Student name | Student ID | Unique Student ID | Date of birth | Excl. rsn.^ | Race/ ethnicity | CTE | Econ. dis. | Ever ELL in HS | ELL | Migrant | Spec. ed. | Title I | Dipl. prgm. | Year of final status | Count |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduated | SAMPLE STUDENT | \#\#\#\#\#\#\#\#\# | \#\#\#\#\#\#\#\#\#\# | 03/22/1999 |  | Hispanic | No | No | No | No | No | No | No | Rec. | 2016-17 | 1 |
|  | SAMPLE STUDENT | \#\#\#111111\% | \#\#1\%11\%111\#\# | 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 | FONLY | 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.
${ }^{\wedge}$ 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.

## 

- 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. ${ }^{\text {a }}$
${ }^{\text {a }}$ 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.

EXAS EDUCATION AGENCY

## 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 | 7-8 | All students | 2 | 1,260 | 0.2 | 2 | 1,256 | 0.2 |
|  |  | African American | 0 | 189 | 0.0 | 0 | 188 | 0.0 |
|  |  | American Indian | 0 | 1 | 0.0 | 0 | 1 | 0.0 |
|  |  | Asian | 0 | 43 | 0.0 | 0 | 42 | 0.0 |
|  |  | Hispanic | 2 | 799 | 0.3 | 2 | 797 | 0.3 |
|  |  | Pacific Islander | 0 | 4 | 0.0 | 0 | 4 | 0.0 |
|  |  | White | 0 | 205 | 0.0 | 0 | 205 | 0.0 |
|  |  | Multiracial | 0 | 19 | 0.0 | 0 | 19 | 0.0 |
|  |  | At risk | 2 | 750 | 0.3 | 2 | 748 | 0.3 |
|  |  | CTE | 0 | 0 |  | 0 | 0 |  |
|  |  | Economically disadv. | 0 | 1,001 | 0.0 | 0 | 999 | 0.0 |
|  |  | ELL | 0 | 395 | 0.0 | 0 | 394 | 0.0 |
|  |  | Migrant | 0 | 0 |  | 0 | 0 |  |
|  |  | Special education | 0 | 155 | 0.0 | 0 | 153 | 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 |
|  |  | African American | 12 | 622 | 1.9 | 11 | 617 | 1.8 |
|  |  | American Indian | 0 | 5 | 0.0 | 0 | 5 | 0.0 |
|  |  | Asian | 0 | 55 | 0.0 | 0 | 55 | 0.0 |
|  |  | Hispanic | 58 | 1,459 | 4.0 | 57 | 1,442 | 4.0 |
|  |  | Pacific Islander | 0 | 2 | 0.0 | 0 | 2 | 0.0 |
|  |  | White | 9 | 191 | 4.7 | 5 | 186 | 2.7 |
|  |  | Multiracial | 1 | 42 | 2.4 | 1 | 42 | 2.4 |
|  |  | At risk | 59 | 1,372 | 4.3 | 55 | 1,354 | 4.1 |
|  |  | CTE | 53 | 2,031 | 2.6 | 52 | 2,025 | 2.6 |
|  |  | Economically disadv. | 69 | 1,801 | 3.8 | 62 | 1,785 | 3.5 |
|  |  | ELL | 27 | 423 | 6.4 | 26 | 414 | 6.3 |
|  |  | Migrant | 0 | 0 |  | 0 | 0 |  |
|  |  | Special education | 7 | 206 | 3.4 | 6 | 204 | 2.9 |
|  |  | Title I | 27 | 194 | 13.9 | 25 | 185 | 13.5 |

# CONFIDENTIAL 

TEXAS EDUCATION AGENCY

## 2016-17 ANNUAL DROPOUT LIST

Sorted by Campus and Grade
District Name: SAMPLE ISD
District Number: \#\#\#\#\#\#
Campus Name: SAMPLE
Campus Number: \#\#\#\#\#\#\#\#\#\#

| Grade | Student name | Student ID | Unique Student ID | Date of birth | Excl. rsn.^ | Race/ ethnicity | Atrisk | CTE | Econ. dis. | ELL | Migrant | Spec. ed. | Title I |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 09 | SAMPLE STUDENT | \#\#\#\#\#\#\#\#\# | \#\#\#\#\#\#\#\#\#\# | 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 | \#\#\#1\#\#\#\#\#\# | \#\#\#\#\#\#\#\#\#\# | 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 | \#\#\#\#\#\#\#\#\#\# | \#\#\#1\%\#\#\#\#\#\#\# | 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 | \#\#11111\#\#\#\# | \#\#\#\#\#\#\#\#\#\#\# | 06/24/00 |  | White | No | Yes | Yes | No | No | No | No |
| 10 | SAMPLE STUDENT | \#\#1111\#\#\#\# | \#\#\#\#\#\#\#\#\#\#\# | 07/28/01 |  | Hispanic | Yes | No | Yes | No | No | No | No |
| 10 | SAMPLE STUDENT | \#\#1111\#\#1\%\| | \#\#111111\#\#11\% | 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 |

*If shown, an asterisk identifies a district-reported dropout attributed to this campus through the in-district campus of accountability (COA) attribution process
${ }^{\wedge}$ Students identified by one of the following reasons were excluded from campus and district dropout rates used for state accountability in 2018:

## TEA. Resources <br> Texas Education Agency

- State Accountability
(http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/St ate_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)

Division of Research and Analysis

(512) 475-3523
research@tea.texas.gov

TEA



[^0]:    astudent 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.

[^1]:    ${ }^{\text {a }}$ The cohort includes students who transfer into TX public schools in the second, third, or fourth years.

[^2]:    ${ }^{\text {a }}$ The cohort includes students who transfer into TX public schools in the second, third, or fourth years.

[^3]:    ${ }^{a}$ 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.

