Update to Graduation and Dropout Rate Reporting

Texas Assessment Conference
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Division of Research and Analysis
Texas Education Agency
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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.

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

Students accounted for:\n
GED recipients and previous TX public school graduates
Movers (or students who move from one Texas public school district and enroll in another)

Source:

TEA’s GED database and graduate database
PEIMS submission 3 records submitted by districts in June (school-year movers), and PEIMS submission 1 records submitted by districts the next fall (summertime movers)

\(^a\)Districts can use EDIT+ to get reports on GED recipients, previous graduates, and school-year movers (PRF0B031) in October and on presumed summertime movers (PRF0B032) in December.
Accounting for students by districts

Students accounted for:  

- Returned students
- Leavers

Source:

- Enrollment records (i.e., PEIMS submission 1 records submitted by districts the next fall)
- Leaver records (i.e., PEIMS submission 1 records submitted by districts the next fall)
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 General Educational Development certificate (GED),
• continue school outside the public school system,
• begin college, or
• die.

Note. Texas Education Code §39.053 requires the agency to use the National Center for Education Statistics (NCES) dropout definition.
2012-13 PEIMS leaver reason codes:

01 – Graduated from a high school in this district.
03 – Died.
16 – Returned to home country.
24 – Entered college early to pursue degree.
60 – Withdrew for home schooling. 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)

\[\text{aThe agency requires that districts have documentation to support the leaver reason code assigned to each leaver. See the } PEIMS \text{ Data Standards for documentation requirements.}\]
2012-13 PEIMS leaver reason codes (continued):


78 – Expelled for criminal behavior under the provisions of TEC\textsuperscript{a} §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
   b) was expelled from a district located in a county that does not have a JJAEP\textsuperscript{b}.

81 – Left for Texas private school.

(continues)

\textsuperscript{a}Texas Education Code. \textsuperscript{b}Juvenile Justice Alternative Education Program.
2012-13 PEIMS leaver reason codes (continued):

82 – Left for public or private school out of state.
83 – Withdrawn by district because student was not entitled to enrollment in the district. It is not for a student who stops attending because he/she has moved.
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 SBOEa-authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.

(continues)

aState Board of Education.
2012-13 PEIMS leaver reason codes (continued):

88  – Ordered by a court to attend a GED program and has not earned a GED certificate.

89  – Incarcerated in a state jail or federal penitentiary as an adult and as a person certified to stand trial as an adult.

90  – Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children.

98  – Other.

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

Dropouts with this leaver reason code are included in rates calculated for federal accountability purposes: codes 88, 89, and 98.
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, GED recipient, or dropout.

\(^a\)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.
## Leaver status hierarchy

<table>
<thead>
<tr>
<th>Status</th>
<th>Determined by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Leaver records (reason code = 01)</td>
</tr>
<tr>
<td>Previous graduate</td>
<td>PEIMS graduate database</td>
</tr>
<tr>
<td>Not a leaver</td>
<td>Enrollment records (enrolled on time in fall)</td>
</tr>
<tr>
<td>Mover</td>
<td>Attendance and enrollment records</td>
</tr>
<tr>
<td>Other leaver</td>
<td>Leaver records (reason code = 03 through 87, 90)</td>
</tr>
<tr>
<td>GED recipient</td>
<td>Texas GED database</td>
</tr>
<tr>
<td>Dropout&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Leaver records (reason code = 88, 89, 98)</td>
</tr>
<tr>
<td>Underreported&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Record required but not submitted</td>
</tr>
</tbody>
</table>

<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.
Exclusions required by TEC 39.053(g-1)

Texas Education Code 39.053(g-1) defined certain exclusions that the agency must make when calculating dropout and graduation rates for state performance ratings. The exclusions are:

– Students court-ordered to attend a GED program, GED 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 as adults in state jails or federal penitentiaries.
Effective date of exclusions required by TEC 39.053(g-1)

• The 2010-11 annual dropout rates and the class of 2011 longitudinal rates were the first rates affected by this statute.
Reporting of rates \textit{without} TEC 39.053(g-1) exclusions applied

Reporting of rates without exclusions applied

- Rates without exclusions are rates calculated without removing students specified in TEC 39.053(g-1).
- Rates for 2012-13 are comparable to prior year rates.
- Depending on the report, these may be called “Rates calculated according to federal definitions,” “Rates without exclusions,” or may have no special notation.
- These rates are calculated for all levels: campus, district, state.
Reporting of rates with TEC 39.053(g-1) exclusions applied

Reporting of 2010-11 rates with exclusions applied

• Rates with exclusions applied are rates calculated removing students as required by TEC 39.053.

• Rates for 2012-13 with exclusions applied are comparable to 2011-12 rates.

• Depending on the report, these may be called “Rates Calculated for State Accountability per Texas Education Code §39.053(g-1)” or “Rates with exclusions” or have no notation.

• These rates are only calculated for two levels: campus and district.
## Exclusions required by TEC 39.053(g-1) (continued)

<table>
<thead>
<tr>
<th>Exclusion</th>
<th>Determined by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Court-ordered GEDs, not earned</td>
<td>District reporting (PEIMS leaver code 88), agency processing</td>
</tr>
<tr>
<td>Previous dropouts</td>
<td>District reporting (PEIMS leaver codes 88, 89, 98), agency processing</td>
</tr>
<tr>
<td>ADA ineligible students</td>
<td>District reporting (PEIMS ADA-ELIGIBILITY-CODE=0)</td>
</tr>
<tr>
<td>Refugees/asylees</td>
<td>District reporting (PEIMS UNSCHOOLED-ASYLEE/REFUGEE-CODE)</td>
</tr>
<tr>
<td>In county detention facilities</td>
<td>District reporting (PEIMS STUDENT-ATTRIBUTION-CODE)</td>
</tr>
<tr>
<td>Incarcerated as adult</td>
<td>District reporting (PEIMS leaver code 89)</td>
</tr>
</tbody>
</table>
Annual dropout rate
Annual dropout rate calculation

• Definition: 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:

\[
\text{number of students who dropped out during the school year} / \text{number of students enrolled during the school year}
\]
What’s new for the 2012-13 annual dropout rate

• No changes.
Uses of 2012-13 annual dropout data at TEA

• State accountability
• Performance-Based Monitoring
State accountability for 2014

2012-13 Grade 9-12 annual dropout rate

- An indicator in Index 4: Postsecondary readiness
- Used for high school campuses when a longitudinal rate is not available
  - Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners
- Rates are calculated for state accountability per Texas Education Code §39.053(g-1), that is, rates with exclusions applied
Performance-Based Monitoring (PBM):  
**2014a Performance-Based Monitoring Analysis System (PBMAS)**

- PBM uses rates calculated without exclusions.

**2012-13 Grade 7-12 annual dropout rate (2014 standard = 1.8% or lower)**
- Limited English proficient (LEP) students
- Migrant students
- Special education students
- Title I, Part A students

**2012-13 Grade 9-12 annual dropout rate (2014 standard = 2.8% or lower)**
- Career and technical education students

*aFinal decisions will be made in spring 2014.*
Performance-Based Monitoring (PBM): 2014a Leaver Records Data Validation

- PBM uses rates calculated without exclusions.

2010-11, 2011-12, and 2012-13 Grade 7-12 leaver data
- Leaver data analysis

2012-13 underreported students rate and count
- Districts exceeding count and rate standards of 100 and 1.7%, respectively
  - Minimum size rate reduced to 0.7%

2012-13 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

aFinal decisions will be made in summer 2014.
Longitudinal rates
Longitudinal rate definitions

Graduation rate

• A graduation rate is the percentage of students from a class of beginning ninth graders who graduate by the anticipated graduation date. The cohort includes students who transfer into Texas public schools during the second, third, and fourth years.

Graduated + continued + received GED rate

• This rate is the percentage of students from the same class who graduate by the anticipated graduation date, continued high school in the fall after expected graduation, or received a GED.
Longitudinal rate calculations

Graduation rate

\[ \frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}} \]

Graduated + continued + received GED rate

\[ \frac{\text{graduates} + \text{continuers} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}} \]
Longitudinal rate calculations (continued)

- Four-year rates: Based on tracking of students for four years and into the fall of the fifth year. In 2014, TEA will calculate four-year longitudinal rates for the class of 2013.
- Five-year rates: Based on tracking of students for five years and into the fall of the sixth year. In 2014, TEA will calculate five-year longitudinal rates for the class of 2012.
- Six-year rates: Based on tracking of students for six years and into the fall of the seventh year. In 2014, TEA will calculate six-year longitudinal rates for the class of 2011.
Terms used in longitudinal rate processing

• Graduate: Graduated from a Texas public school in year 1, 2, 3, or 4 (or year 5 for five-year rates).
• Continuer: Enrolled in school-start window\(^a\) in year 5 (or year 6 in five-year rates).
• GED recipient: Received GED by August 31, 2013.
• Dropout: Dropped out in year 1, 2, 3, or 4 (or year 5 in five-year rates).

\(^a\)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.
Terms used in longitudinal rate processing (continued)

• Class: Graduates + continuers + GED recipients + dropouts
• Cohort: Graduates + continuers + GED recipients + dropouts + other leavers + underreported students + ID errors
Students can be added to a district’s cohort in one of two ways:

1. **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 2013 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.

2. **Students new to the Texas 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 2010-11, when the 2013 cohort was expected to be in grade 10, is added to the district’s cohort.
Building the longitudinal cohort and determining four-year rates, class of 2012

- Capture data from years 1, 2, 3, 4, and 5
- Capture GED data
- Merge all records
- Determine final statuses
Data from year 1 (2009-10)

• Capture attendance records for students who began grade 9\textsuperscript{a} in any Texas public school in 2009-10 (2009-10 PEIMS submission 3).

• Capture 2009-10 leaver records\textsuperscript{b}, if any, for the above students (2010-11 PEIMS submission 1).

\textsuperscript{a}Students repeating grade 9 in 2009-10 are not part of the 2012 cohort. \textsuperscript{b}A student who dropped out in 2009-10 and does not return to school may become a dropout for the class of 2013.
Data from year 2 (2010-11)

- Capture attendance records for students who were in the cohort in year 1 (2010-11 PEIMS submission 3).
- Capture attendance records for students who transferred into a Texas public school in grade 10 in year 2\(^a\) (2010-11 PEIMS submission 3). Students are added to the cohort based on the lowest grade level reported for the year.
- Capture 2010-11 leaver records\(^b\), if any, for the above students (2011-12 PEIMS submission 1).

\(^a\)Students are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered.\(^b\)A student who dropped out in 2010-11 and does not return to school may become a dropout for the class of 2013.
Data from year 3 (2011-12)

- Capture attendance records for students who were in the cohort in years 1 and 2 (2011-12 PEIMS submission 3).
- Capture attendance records for students who transferred into a Texas public school in grade 11 in year 3\(^a\) (2011-12 PEIMS submission 3). Students are added to the cohort based on the lowest grade level reported for the year.
- Capture 2011-12 leaver records\(^b\), if any, for the above students (2012-13 PEIMS submission 1).

\(^a\)Students are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered. \(^b\)A student who dropped out in 2011-12 and does not return to school may become a dropout for the class of 2013.
Data from year 4 (2012-13)

• Capture attendance records for students who were in the cohort in years 1, 2, and 3 (2012-13 PEIMS submission 3).
• Capture attendance records for students who transferred into a Texas public school in grade 12 in year 4\(^a\) (2012-13 PEIMS submission 3). Students are added to the cohort based on the lowest grade level reported for the year.
• Capture 2012-13 leaver records\(^b\), if any, for the above students (2013-14 PEIMS submission 1).

\(^a\)Students are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered. \(^b\)A student who dropped out in 2012-13 and does not return to school may become a dropout for the class of 2013.
Data from year 5 (2013-14)

• Capture school-start window enrollment records for students who were in the cohort in years 1, 2, 3, and 4 (2013-14 PEIMS submission 1).
• No students are added to the statewide cohort in year 5.
• Leaver records are not captured for year 5. Leaver records for 2013-14 leavers are not submitted until 2014-15 PEIMS submission 1.

\*\*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.
GED data and merge

• Capture data on students who earned a GED by August 31, 2013.
• Merge GED data with data from years 1, 2, 3, 4, and 5.
Determine statuses for the class of 2013 four-year rates: Every student will have one of the statuses below

<table>
<thead>
<tr>
<th>Status</th>
<th>Definition</th>
<th>Included in completion calculation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Graduated by August 31, 2013</td>
<td>Yes</td>
</tr>
<tr>
<td>Continuer</td>
<td>Enrolled by September 27, 2013&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Yes</td>
</tr>
<tr>
<td>GED recipient</td>
<td>Received GED by August 31, 2013</td>
<td>Yes</td>
</tr>
<tr>
<td>Dropout</td>
<td>Dropped out</td>
<td>Yes</td>
</tr>
<tr>
<td>Other leaver</td>
<td>Left for reasons other than graduating or dropping out</td>
<td>No</td>
</tr>
<tr>
<td>Underreported</td>
<td>No record received</td>
<td>No</td>
</tr>
<tr>
<td>Student ID error</td>
<td>Cannot track student from year to year because of errors in identification information&lt;sup&gt;b&lt;/sup&gt;</td>
<td>No</td>
</tr>
</tbody>
</table>

<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.
Leaver codes for the class of 2013

Graduate: 01

Other leaver: 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90

Dropout: 88, 89, 98

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

Dropouts with this leaver reason code are included in rates calculated for federal accountability purposes: codes 88, 89, and 98.
Determine final status

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

If leaver status is:  
Graduate in any year

Then final status in cohort is:
Graduate

Dropout in last year but student received GED by August 31, 2013

GED recipient
# Class of 2012 Five-Year Rates

<table>
<thead>
<tr>
<th>School year</th>
<th>Information used to build cohort and determine rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>Attendance records and leaver records from four-year rates&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2009-10</td>
<td>Attendance records and leaver records from four-year rates&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2010-11</td>
<td>Attendance records and leaver records from four-year rates&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2011-12</td>
<td>Attendance records and leaver records from four-year rates&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>2012-13</td>
<td>Attendance records and leaver records</td>
</tr>
<tr>
<td>2013-14</td>
<td>Enrollment records</td>
</tr>
<tr>
<td>Through August 31, 2013</td>
<td>GED recipients</td>
</tr>
</tbody>
</table>

<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 2012 and those for the five-year class of 2012.
Determine statuses for the class of 2012 five-year rates: Every student will have one of the statuses below.

<table>
<thead>
<tr>
<th>Status</th>
<th>Definition</th>
<th>Included in final completion calculation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Graduated by August 31, 2013</td>
<td>Yes</td>
</tr>
<tr>
<td>Continuer</td>
<td>Enrolled by September 27, 2013(^a)</td>
<td>Yes</td>
</tr>
<tr>
<td>GED recipient</td>
<td>Received GED by August 31, 2013</td>
<td>Yes</td>
</tr>
<tr>
<td>Dropout</td>
<td>Dropped out</td>
<td>Yes</td>
</tr>
<tr>
<td>Other leaver</td>
<td>Left for reasons other than graduating or dropping out</td>
<td>No</td>
</tr>
<tr>
<td>Underreported</td>
<td>No record received</td>
<td>No</td>
</tr>
<tr>
<td>Student ID error</td>
<td>Cannot track student from year to year because of errors in identification information(^b)</td>
<td>No</td>
</tr>
</tbody>
</table>

\(^a\)The school-start window ends the last Friday in September. \(^b\)Error might have been made by either sending or receiving district.
Race/ethnicity for longitudinal rates calculated in 2014

• Class of 2013 four-year rates
  – First class to use new racial/ethnic categories for entire cohort

• Class of 2012 five-year rates
  – Students with final statuses in 2008-09: old racial/ethnic categories
  – Students with final statuses in 2009-10, 2010-11, 2011-12, 2012-13, and 2013-14: new racial/ethnic categories
### Race/ethnicity for longitudinal rates calculated in 2014

<table>
<thead>
<tr>
<th>Categories used to calculate rates</th>
<th>Old racial/ethnic categories: Final status in 2008-09</th>
<th>New racial/ethnic categories: Final status in 2009-10, 2010-11, 2011-12, 2012-13, or 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>African American</td>
<td>African American</td>
</tr>
<tr>
<td>American Indian</td>
<td>American Indian</td>
<td>American Indian</td>
</tr>
<tr>
<td>Asian/Pacific Islander – only included in all students rate</td>
<td>Asian/Pacific Islander – only included in all students rate</td>
<td>Asian/Pacific Islander – only included in all students rate</td>
</tr>
<tr>
<td>Asian</td>
<td>Asian</td>
<td>Asian</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Hispanic</td>
<td>Hispanic</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>Pacific Islander</td>
<td>Pacific Islander</td>
</tr>
<tr>
<td>White</td>
<td>White</td>
<td>White</td>
</tr>
<tr>
<td>Multiracial</td>
<td>Multiracial</td>
<td>Multiracial</td>
</tr>
</tbody>
</table>
What’s new for the class of 2013 longitudinal rates

- No changes.
Uses of longitudinal rates at TEA

• State accountability
  • Performance index
  • System safeguards

• Performance-Based Monitoring
State accountability for 2014

Performance Index

• Used in Index 4: Postsecondary readiness

• Use of the four-year graduation rate or five-year graduation rate for high school campuses
  – Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners in high school

• Use of four-year, five-year or six-year graduated + continued + received GED rate for high school campuses under alternative education provisions
  – Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners in high school

• Use of rates calculated for state accountability per Texas Education Code §39.053(g-1), that is, rates with exclusions applied
State accountability for 2014

• Use of the percentage of graduates graduating under the recommended or advanced high school program plans (RHSP/DAP) based on the four-year and five-year longitudinal cohorts
  – Evaluated for eight student groups: all students and each racial/ethnic group (seven)
State accountability for 2014

System safeguards

• Use of the four-year graduation rate or five-year graduation rate for high school campuses
  – Evaluated for 11 student groups: all students, each racial/ethnic group (seven), economically disadvantaged, students with disabilities, English language learners in high school

• Use of rates calculated without exclusions
Performance-Based Monitoring (PBM):  
2014 PBMAS\textsuperscript{a} and  
2014 Leaver Records Data Validation\textsuperscript{a}

- No changes planned at this time.
- PBM uses rates calculated without exclusions.

*Performance-Based Monitoring Analysis System (PBMAS)*

Class of 2013 four-year graduation rate\textsuperscript{b} (2014 standard = 75.0\% or higher)
- Career and technical education students
- Limited English proficient (LEP) students
- Migrant students
- Special education students
- Title I, Part A students

*Leaver Records Data Validation*

Class of 2012 five-year continuing students dropout rate
- Students from the class of 2012 who continued in fall 2012 and had dropped out by the fall of 2013

\textsuperscript{a}Final decisions will be made in summer 2014. \textsuperscript{b}Students' program participation and LEP status are assigned based on the year of a student's final status in the cohort.
Resources

• Student-level listings on TEASE, Accountability link, RES tab
  • Preliminary cohorts
  • Final longitudinal rate lists
  • Annual dropout lists

• Technical document on processing of district longitudinal rates
  • http://www.tea.state.tx.us/acctres/DropComp_4yr_processing_class_2012.pdf
Preliminary cohort lists on TEASE

• Provided so that districts know when students are expected to graduate for accountability purposes.
• Available October 31, 2013.
• Lists do not show leaver information.
Final longitudinal summary reports and student listings

- The student-level listings provide final completion status for every student in a district’s cohort.
- Available in June.
- Class of 2012 four-year and class of 2011 five-year lists are available through next spring.
- Summary reports show rates with and without exclusions.
- Received RHSP/DAP diploma plan rates were added to summary reports in November 2013.
Annual dropout summary reports and students listings

• The student-level listings provide the names of students who dropped out of grades 7-12 in the previous school year.
• Available in June.
• Can be combined with preliminary cohort information to encourage students to return to school.
• Dropouts from 2011-12 are available through next spring.
• Summary reports show rates with and without exclusions.
Resources

- 2014 State Accountability Development
  (http://ritter.tea.state.tx.us/perfreport/account/2014/index.html)

- Performance-Based Monitoring Analysis System 2013 Manual
  (http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769806052&libID=25769806055)

- 2013 Leaver Records Data Validation Manual
  (http://www.tea.state.tx.us/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=25769807419&libID=25769807422)

- Annual printed reports on dropouts and completion, longitudinal rate technical documentation (how to calculate a graduation rate), and presentations
  (http://www.tea.state.tx.us/acctres/dropcomp_index.html)

- Dropout and completion data searches
  (http://www.tea.state.tx.us/acctres/dropcomp/years.html)
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