Processing of District Five-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2022

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the 2022 cohort and to calculate the class of 2022 five-year extended longitudinal graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, and dropout rates used in agency publications and for accountability, in accordance with the Elementary and Secondary Education Act as reauthorized by the Every Student Succeeds Act (ESSA) and the ESSA High School Graduation Rate Non-Regulatory Guidance. The processing decisions in the document are final. Find more information on longitudinal rates at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.

Definitions and Uses

The five-year extended class of 2022 consists of students who began Grade 9 in Texas public schools for the first time in 2018-19, or who transferred into the cohort, and either graduated by August 31, 2023, continued high school in the fall of 2023, received a TxCHSE by August 31, 2023, or dropped out of high school as of the fall of 2023. Students qualified to graduate by means of an individual graduation committee (IGC) determination were included as graduates.

TEA calculates two five-year extended longitudinal rates, including longitudinal graduation rates, and longitudinal graduation, continuation, or TxCHSE recipient rates which are used for accountability. Whereas the four-year longitudinal rates for the class of 2022 were based on tracking students into the fall of 2022, the five-year extended longitudinal rates were based on tracking the same students for an additional year into the fall of 2023. The class of 2022 five-year extended longitudinal graduation rate was calculated by dividing the number of students in the class who graduated by August 31, 2023, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

The class of 2022 five-year extended longitudinal graduation, continuation, or TxCHSE recipient rate was calculated by dividing the number of students in the class who graduated by August 31, 2023, continued in high school in fall 2023, or received a TxCHSE by August 31, 2023, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

In 2024, the five-year extended longitudinal graduation rate and the five-year extended longitudinal graduation, continuation, or TxCHSE recipient rate were used in the Student Achievement domain of the state accountability system. Students who met one or more of nine state accountability exclusion criteria,

as outlined in the *State Accountability Exclusions* section, were excluded from campus and district rate calculations used for the Student Achievement domain.

Beginning with the 2023 accountability cycle, a change was introduced to rates used in the Student Achievement domain where alternative education accountability (AEA) procedures apply. Students who previously dropped out are now included in state accountability rate calculations for AEA campuses if the students graduate, continue, or receive a TxCHSE. Graduates, continuers, and TxCHSE recipients who previously dropped out (and are not eligible for any other exclusion) are included in the numerator, but not the denominator, of the five-year longitudinal graduation, continuation, or TxCHSE recipient rate calculation if AEA procedures apply. Find more information on the Student Achievement domain at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2024-accountability-rating-system.

In addition, a five-year extended graduation rate was calculated for federal reporting purposes. One group of students, outlined on page 11, was excluded from campus and district rate calculations used for this purpose.

Processing

Overview. Processing five-year extended graduation and dropout rates for the class of 2022 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2018-19 through 2022-23 school years; (b) enrollment records from the fall of 2022 and 2023; and (c) TxCHSE records from January 1, 2019 through August 31, 2023; (2) determining the district responsible for each student, or accountable district, and the student's final status in that district (e.g., graduate, continuer, TxCHSE recipient, dropout); and (3) calculating five-year extended rates at the campus and district levels.

Determining cohort membership and gathering student records. The 2022 cohort was established when four-year longitudinal rates were calculated for the class of 2022. No students were added to or subtracted from the statewide cohort to calculate the five-year extended longitudinal rates. However, a student may have been added to or subtracted from a district's five-year extended cohort if the student changed districts during the 2022-23 school year or in the fall of 2023.

Six years of data were used to calculate the class of 2022 five-year extended longitudinal rates. Records from the first four years were identical to those gathered in the four-year longitudinal rates, but records from the fifth and sixth years were different (Table 1).

Table 1
Students in the 2022 Five-Year Extended Cohort

Cohort year	School year	Cohort
Year 1	2018-19	First-time ninth graders in Texas public schools (TPS)
Year 2	2019-20	Students from year 1 still in TPS in year 2, regardless of grade, and students new to TPS in Grade 10 in year 2
Year 3	2020-21	Students from year 1 or 2 still in TPS in year 3, regardless of grade, and students new to TPS in Grade 11 in year 3
Year 4	2021-22	Students from year 1, 2, or 3 still in TPS in year 4, regardless of grade, and students new to TPS in Grade 12 in year 4
Year 5	2022-23	Students from year 1, 2, 3, or 4 still in TPS in year 5, regardless of grade
Year 6	2023-24	Students from year 1, 2, 3, or 4 still in TPS in year 6, regardless of grade

Year 1: 2018-19

The 2022 cohort was based on first-time ninth graders from the 2018-19 school year. In order to identify first-time ninth graders, Public Education Information Management System (PEIMS) Submission 3 attendance data from the 2018-19 school year were obtained for all Grade 9 students. Then, PEIMS Submission 3 attendance data from the preceding five school years were reviewed to identify and exclude students who attended Grade 9, 10, 11, or 12 previously. A student who first attended Grade 9 in a Texas public school for any length of time, at any time during the 2018-19 school year, became part of the cohort. Once the cohort was established, program participation and student characteristic information, such as gifted and talented or special education program participation, were added to each student's record (see Table 6 for sources of this information), along with 2018-19 graduate, dropout, and other leaver information. The last district a student attended in 2018-19 became the accountable district for the student for that year. If a student left Texas public schools in year 1 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, the student's leaver status in year 1 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 2: 2019-20

Once the 2022 cohort was determined, PEIMS attendance records from the 2019-20 school year were added for students in the cohort. By this time, most students in the cohort were in Grade 10, but students who began Grade 9 in year 1 remained part of the cohort, regardless of grade level. For example, a student who began Grade 9 in 2018-19 and was still in Grade 9 in 2019-20 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2019-20 remained in the cohort. Students who entered Texas public schools in Grade 10 in 2019-20 (i.e., the year the 2022 cohort was expected to be in Grade 10) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2019-20 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 2 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, the student's leaver status in year 2 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 3: 2020-21

PEIMS attendance records from the 2020-21 school year were added for students in the 2022 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 11 in 2020-21 (i.e., the year the 2022 cohort was expected to be in Grade 11) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2020-21 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 3 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, the student's leaver status in year 3 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 4: 2021-22

PEIMS attendance records from the 2021-22 school year were added for students in the 2022 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 12 in 2021-22 (i.e., the year the 2022 cohort was expected to be in Grade 12) were added to the cohort (see "Transfer Students and Movers" later in this section for information about how students who transferred into Texas public schools were identified and added to the cohort). Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2021-22 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 4 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, the student's leaver status in year 4 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 5: 2022-23

Students new to Texas public schools in year 5 are attributed to a later cohort, thus no students were added to the 2022 cohort. For students in the 2022 cohort, PEIMS Submission 3 attendance records from the 2022-23 school year were added. For students in the cohort who were not in attendance in 2022-23 but who were continuers in the four-year longitudinal rates, PEIMS Submission 1 enrollment records from the fall of 2022, the fall immediately after the cohort's expected graduation date, were added. Program participation, student characteristic, graduate, dropout, and other leaver information were added to each student's record. The last district a student attended in 2022-23 became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student left Texas public schools in year 5 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, the student's leaver status in year 5 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 6: 2023-24

Students new to Texas public schools in year 6 are attributed to a later cohort, thus no students were added to the 2022 cohort. For students in the 2022 cohort, PEIMS Submission 1 enrollment records from the fall of 2023, the fall one year after the cohort's expected graduation date, were used to determine which students continued high school in year 6. Those included students reported as enrolled within the 2023-24 school-start window as well as migrant students who returned by the January 2024 PEIMS resubmission deadline. The last district in which a student was enrolled became the accountable district for the student for that year (see "Transfer Students and Movers" later in this section for information about how students who move from one Texas public school district to another are removed or added to a district's cohort). If a student had not graduated by August 31, 2023, and continued in Texas public schools in fall 2023, the student's final status in the cohort was continuer (see section "Assigning final student statuses" for more information).

Transfer Students and Movers

Students who did not begin Grade 9 in a given district were added to the district's cohort in one of two ways.

1. A student who did not begin Grade 9 in Texas public schools in 2018-19 but transferred into Texas public schools over the next three school years was considered a transfer student. Students were added to the cohort if they attended Grade 10 in 2019-20, Grade 11 in 2020-21, or Grade 12 in 2021-22. A transfer student who attended more than one high school grade in a school year was placed in a cohort based on the lowest grade attended that year. For example, a student new to Texas public schools in 2019-20 who attended both Grade 10 and Grade 11 that year was placed in the 2022 cohort based on Grade 10 attendance. Transfer students were placed in a cohort regardless of grades attended outside Texas public schools. For example, a student new to Texas public schools in 2019-20 who attended Grade 10 that year was placed in the 2022 cohort, regardless of the grade attended prior to enrolling in Texas public schools.

2. A student who was a member of the 2022 cohort, either as a first-time ninth grader or as a transfer student, and moved from one Texas public school district to another was considered a mover. A mover was removed from the sending district's cohort and added to the receiving district's cohort.

Assigning final student statuses. Once all data for the students were gathered and the accountable districts were determined, each student was assigned a final status in the accountable district based on the tracking of the student into the fall one year after expected graduation, or fall 2023. Each student was assigned one of seven final statuses: graduate, continued in high school, other leaver, TxCHSE recipient, dropout, underreported, or student identification error. A student's final status was based on the hierarchy shown in Table 2 using PEIMS and TxCHSE records submitted to the agency and may have been a status assigned several years before fall 2023. For example, a student who dropped out of Texas public schools in 2019-20 and did not return, earn a TxCHSE by August 31, 2023, or graduate by August 31, 2023, was assigned a final status of dropout (see Table 2 for final status definitions and statuses included in longitudinal rate calculations, and see Table 3 for leaver reason codes used for the 2022 cohort). A student's status in the last district attended became the student's final status, with two exceptions: (1) if a student graduated in any cohort year, the student's final status was graduate regardless of graduation year

or any subsequent status; and (2) if a student dropped out of the last district attended but also earned a TxCHSE by August 31, 2023, the final status was TxCHSE recipient (see Table 4 for examples of how final statuses are determined).

About the Campus of Accountability (COA). For accountability and reporting purposes, students are attributed to a "campus of accountability." In many cases, COA is determined by TEA. This occurs when students attend multiple campuses within a district (and at least one is not a Disciplinary Alternative Education Program (DAEP) or Juvenile Justice Alternative Education Program (JJAEP) campus). The student is attributed to the last non-DAEP, non-JJAEP campus of attendance based on PEIMS attendance records reported for the prior year or enrollment records reported the following fall for continuers.

A student may be attributed to a campus other than the last campus where the student was reported as enrolled. Students who were served only at a DAEP campus and/or a JJAEP campus are assigned to a COA based on agency processing and CAMPUS-ID- OF-ACCOUNTABILITY, a data element reported by districts in PEIMS.

Table 2
Final Student Status Definitions, 2022 Five-Year Extended Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2023.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2023 school-start window, or by January 2024 if the student was a migrant.	Yes
Other leaver	The preceding two statuses did not apply, and the student left school for a reason other than graduating or dropping out. See Table 3 for a list of leaver reason codes associated with this status for 2018-19 through 2022-23.	No
TxCHSE[a] recipient	The preceding three statuses did not apply, and the student received a TxCHSE between January 1, 2019 and August 31, 2023.	Yes
Dropout	The preceding four statuses did not apply, and the student dropped out. See Table 3 for a list of leaver reason codes associated with this status for 2018-19 through 2022-23.	Yes
Underreported	The preceding five statuses did not apply. The status of the student was not reported.	No
Student identification error	The preceding six statuses did not apply. Records for the student could not be matched because of a student identification error.	No

[a]Texas Certificate of High School Equivalency.

Table 3
Public Education Information Management System (PEIMS) Leaver Reason Codes for Other Leavers and Dropouts, 2022 Five-Year Extended Cohort

School year	PEIMS leaver reason code
Other Leavers	
2018-19	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
2019-20	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
2020-21	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
2021-22	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
2022-23	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
Dropouts	
2018-19	88[a], 89[a], 98[b]
2019-20	08[b], 20[a], 88[a], 89[a], 98[b]
2020-21	08[b], 20[a], 88[a], 89[a], 98[b]
2021-22	08[b], 20[a], 88[a], 89[a], 98[b]
2022-23	08[b], 20[a], 88[a], 89[a], 98[b]

[a]School leavers with this leaver reason code are counted as dropouts for federal accountability and reporting purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. [b]School leavers with this leaver reason code are counted as dropouts for state accountability as well as for federal accountability and reporting purposes.

Table 4
Examples of Final Student Status Determinations, 2022 Five-Year Extended Cohort

School year	In Texas public school this year?	Leaver this year?[a]
Student A: Final status is **dropout**. Student's last status was dropout, and student did not earn a TxCHSE[b].		
2018-19	Yes	No
2019-20	Yes	Yes: Other leaver
2020-21	No	No
2021-22	No	No
2022-23	Yes	Yes: **Dropout**
2023-24	No	–[c]
Student B: Final status is **graduate**. Student was a graduate. No other status is relevant.		
2018-19	Yes	No
2019-20	Yes	No
2020-21	Yes	No
2021-22	Yes	No
2022-23	Yes	Yes: **Graduate**
2023-24	Yes	–
Student C: Final status is **other leaver**. Student's last status was other leaver. Student earned a TxCHSE, but TxCHSE only replaces the last status if the last status is dropout.		
2018-19	Yes	No
2019-20	Yes	No
2020-21	Yes	Yes: TxCHSE recipient
2021-22	Yes	No
2022-23	Yes	Yes: **Other leaver**
2023-24	No	–
Student D: Final status is **TxCHSE recipient**. Student's last status was dropout, but student also earned a TxCHSE.		
2018-19	Yes	No
2019-20	Yes	No
2020-21	Yes	No
2021-22	Yes	Yes: **TxCHSE recipient**
2022-23	Yes	Yes: Dropout
2023-24	No	–
Student E: Final status is **continuer**. Student did not graduate, and student was enrolled in the fall 2023 school-start window.		
2018-19	Yes	No
2019-20	Yes	No
2020-21	Yes	No
2021-22	Yes	No
2022-23	Yes	No
2023-24	Yes: **Continuer**	–

[a]Leaver records were submitted to the Texas Education Agency (TEA) by districts. Texas Certificate of High School Equivalency (TxCHSE) records were submitted to TEA by TxCHSE testing centers. [b]Texas Certificate of High School Equivalency. [c]Leaver and TxCHSE records for 2023-24 were not used when determining final five-year statuses for the 2022 five-year extended cohort.

Calculating rates for campuses and districts. Five-year longitudinal rates for the class of 2022 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and sixth years of the cohort (2018-19 and 2023-24, respectively) or (b) served Grade 12 in the first and sixth years of the cohort.

Data were aggregated at the campus and district levels based on the students' final statuses and last campuses attended. For example, a student with a final status of graduate was counted in the graduation rates of both the campus and the district from which the student graduated. Similarly, a student with a final status of dropout was counted in the dropout rates of the campus and district from which the student dropped out. The following longitudinal rates were calculated: graduation; dropout; continuation; TxCHSE recipient; and graduation, continuation, or TxCHSE recipient.

Not all members of a campus's or district's cohort were included in the rates because the calculations include only students with final statuses of graduate, continuer, TxCHSE recipient, or dropout. Students with these final statuses represented the class of 2022. Students with final statuses of other leaver, underreported, or student identification error were members of the cohort but not the class. Thus, for each final status rate calculation, the denominator was the same: graduates, continuers, TxCHSE recipients, and dropouts. The graduation rate, for example, reflects the total number of students who graduated divided by the total number of students in the class. One rate was calculated by combining final statuses in the numerator. The graduation, continuation, or TxCHSE recipient rate for AEA campuses is the total number of graduates, continuers, and TxCHSE recipients divided by the total number of students in the class.

Rates were also calculated for population subsets such as race/ethnicity, gender, student characteristic, and program participation. Student characteristics and program participation were assigned based on the year of a student's final status in the cohort. For example, a student who graduated in the fourth year of the cohort and was reported as gifted and talented in the first three years of the cohort but not in the fourth year was not included in the gifted and talented graduation rate. Exceptions were made for students who were identified as emergent bilingual students/English learners (EB students/ELs), as homeless, or as in foster care at any time while attending Grades 9-12 in Texas public schools. Additionally, career and technical education (CTE) information is not available for continuing students in longitudinal rate calculations. CTE status for continuing students is based on the student's prior record of attendance.

Note, starting with the 2020-21 school year, the agency began using a revised method for determining CTE participation. A CTE indicator autocalculation process that uses a student's course completion data from PEIMS Submission 3 to derive each student's CTE classification was implemented. The automated process replaced the manual process that used to be the responsibility of the individual districts. See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information.

A student meeting the minimum requirements to be identified as a CTE completer also meets the requirements to be identified as a CTE concentrator. Therefore, both CTE completers and CTE

concentrators are considered CTE concentrators for reporting purposes. Five-year extended rates for the class of 2022 for CTE concentrators are provided based on the new method.

Statutory exclusion of students from campus and district rates. Under Texas Education Code (TEC), a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes. Exclusions are determined through district reporting and/or agency processing. For information on how exclusions are determined by TEA, see Table 5.

State Accountability Exclusions

- Under TEC §39.053(g-1), a student who meets at least one of the following criteria is excluded from campus and district annual dropout and longitudinal rate calculations: (a) a student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate; (b) a student previously reported to the state as a dropout (except where AEA procedures apply, see the *Definition and Uses* section for more information); (c) a student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds); (d) a student whose initial enrollment in a school in the United States in Grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1); (e) a student who is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; (f) a student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult; or (g) a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.
- 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 their 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 §39.053(g-4), a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program is excluded from annual dropout and longitudinal rate calculations (except where AEA procedures apply, see the *Definition and Uses* section for more information).

- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district annual dropout and longitudinal rate calculations.

Federal Accountability and Reporting Exclusion

For federal accountability and reporting purposes, a student in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district, as described in Texas Education Code §39.053(g-3) or §39.055, is excluded from campus and district longitudinal rate calculations.

Table 5
Methods for Determining State Accountability and Federal Accountability/Reporting Exclusions, Class of 2022

Exclusion	Determined by
Student is ordered by a court to attend high school equivalency program, certificate not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Student was previously reported to the state as a dropout	District reporting (PEIMS Leaver Reason Code of '08', '20', '88', '89', or '98') and agency processing
Student is in attendance but not in membership for purposes of daily attendance	District reporting (PEIMS ADA Eligibility Code of '0')
Student is an unschooled refugee or asylee	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
Student is in a Texas Juvenile Justice Department facility (e.g., a county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district or open-enrollment charter school	District reporting (PEIMS Student Attribution Code of '21' through '28')
Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult	District reporting (PEIMS Leaver Reason Code of '89')
Student is 18 years of age, satisfied credit requirements for graduation, has not completed IEP[a], and is enrolled and receiving IEP services	District reporting (PEIMS IEP Continuer Indicator Code of '1')
Student has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility	District reporting (PEIMS Leaver Reason Code of '20')
Student is a previous dropout enrolled in a high school equivalency program, dropout recovery school, or adult education program	District reporting (PEIMS Adult Previous Attendance Indicator Code of '0') and agency processing

[a]Individualized Education Program.

Table 6
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
Year 1 (2018-19)	
Step 1. Build cohort	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP[b] Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
41461	E0894 Title I, Part A, Indicator Code
42401	E0940 Total Elig Spec Ed Mainstream Days Present
42401	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
42401	E0938 Total Elig Bilingual/ESL[e] Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
	CTE Indicator Autocalculation[f]

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP[g] Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 2 (2019-20)	
Step 1. Update cohort and add transfer students	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP[b] Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
41461	E0894 Title I, Part A, Indicator Code
42401	E0940 Total Elig Spec Ed Mainstream Days Present
42401	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
42401	E0938 Total Elig Bilingual/ESL[e] Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
	CTE Indicator Autocalculation[f]
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP[g] Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 3 (2020-21)	
Step 1. Update cohort and add transfer students	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP[b] Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
41461	E0894 Title I, Part A, Indicator Code
42401	E0940 Total Elig Spec Ed Mainstream Days Present
42401	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
42401	E0938 Total Elig Bilingual/ESL[e] Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
	CTE Indicator Autocalculation[f]
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP[g] Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 4 (2021-22)	
Step 1. Update cohort and add transfer students	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 Emergent Bilingual Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
41461	E0894 Title I, Part A, Indicator Code
42401	E0940 Total Elig Spec Ed Mainstream Days Present
42401	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
42401	E0938 Total Elig Bilingual/ESL[e] Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
	CTE Indicator Autocalculation[f]
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP[g] Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 5 (2022-23)	
Step 1. Update cohort	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 Emergent Bilingual Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0787 ADA[h] Eligibility Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code
40100	E1660 Adult Previous Attendance Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E1042 Bilingual Program Type Code
40110	E1043 ESL[e] Program Type Code
40110	E1642 Alternative Language Program Code
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
41461	E0894 Title I, Part A, Indicator Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
42401	E0940 Total Elig Spec Ed Mainstream Days Present
42401	E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
42401	E0938 Total Elig Bilingual/ESL[e] Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
	CTE Indicator Autocalculation[f]
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP[g] Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 6 (Fall 2023)	
1. Update cohort and add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 Emergent Bilingual Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E0787 ADA[h] Eligibility Code
40100	E1564 IEP[i] Continuer Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40100	E1560 ECHS[c] Indicator Code
40100	E1612 P-TECH[d] Indicator Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.

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Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2022 Five-Year Extended Cohort

TSDS[a] subcategory	PEIMS data element
40100	E1660 Adult Previous Attendance Indicator Code
40110	E1000 Student Attribution Code
40110	E0017 Grade Level Code
40110	E0782 Campus ID of Enrollment
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
40110	E1042 Bilingual Program Type Code
40110	E1043 ESL[e] Program Type Code
40110	E1642 Alternative Language Program Code
41461	E0894 Title I, Part A, Indicator Code

[a]Texas Student Data System. [b]Limited English proficient. [c]Early College High School. [d]Pathways in Technology Early College High School. [e]English as a second language. [f]See https://www.texasstudentdatasystem.org/tsds/education-data-warehouse/peims-calculations-tech-tips for more information. [g]Foundation High School Program. [h]Average daily attendance. [i]Individualized Education Program.