

Processing of District Six-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 six-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. TEA has made available additional resources on [Completion, Graduation, and Dropout](#) rates, including information related to longitudinal rates.

Definitions and Uses

The six-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, 2024, continued high school in the fall of 2024, received a TxCHSE by August 31, 2024, or dropped out of high school as of the fall of 2024. Students qualified to graduate by means of an individual graduation committee (IGC) determination were included as graduates.

TEA calculates two six-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 six-year extended longitudinal rates were based on tracking the same students an additional two years into the fall of 2024. The class of 2022 six-year extended longitudinal graduation rate was calculated by dividing the number of students in the class who graduated by August 31, 2024, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

The class of 2022 six-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, 2024, continued in high school in fall 2024, or received a TxCHSE by August 31, 2024, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

In 2025, the six-year extended longitudinal graduation rate and the six-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 2024 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 six-year longitudinal graduation, continuation, or TxCHSE recipient rate calculation if AEA procedures apply. For more information concerning the Student Achievement domain, see the [2025 Accountability Manual](#).

In addition, a six-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 six-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 2023-24 school years; (b) enrollment records from the fall of 2022, 2023, and 2024; and (c) TxCHSE records from January 1, 2019 through August 31, 2024; (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 six-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 six-year extended longitudinal rates. However, a student may have been added to or subtracted from a district's six-year extended cohort if the student changed districts during the 2022-23 or 2023-24 school years or in the fall of 2024.

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

¹ The Texas Education Agency (TEA) has announced significant changes to the leaver reporting process in the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) for the 2025-26 school year. From 1997-98 to the present, districts have submitted PEIMS leaver data for all leavers in the fall submission of the following school year. Beginning with 2025-26 leavers, districts will submit PEIMS leaver data earlier, reporting school year leavers in the summer submission and reporting summer leavers in the extended-year submission of the current school year. For more information on 2025-26 leaver reporting, see the [References](#) tab provided in the [2025-26 Texas Student Data System \(TSDS\) Web-Enabled Data Standards](#).

Table 1
Students in the 2022 Six-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 7	2024-25	Students from year 1, 2, 3, or 4 still in TPS in year 7, 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, 2024, or graduate by August 31, 2024, 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, 2024, or graduate by August 31, 2024, 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, 2024, or graduate by August 31, 2024, 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, 2024, or graduate by August 31, 2024, 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, 2024, or graduate by August 31, 2024, 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 3 attendance records from the 2023-24 school year were added. For students in the cohort who were not in attendance in 2023-24 but who were continuers in the five-year longitudinal rates, PEIMS Submission 1 enrollment records from the fall of 2023, the fall one year 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 2023-24 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 6 and did not return, earn a TxCHSE by August 31, 2024, or graduate by August 31, 2024, the student's leaver status in year 6 became the student's final status in the cohort (see section "Assigning final student statuses" for more information).

Year 7: 2024-25

Students new to Texas public schools in year 7 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 2024, the fall two years after the cohort's expected graduation date, were used to determine which students continued high school in year 7. Those included students reported as enrolled within the 2024-25 school-start window as well as migratory students who returned by the January 2025 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, 2024, and continued in Texas public schools in fall 2024, 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 two years after expected graduation, or fall 2024. 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 2024. For example, a student who dropped out of Texas public schools in 2019-20 and did not return, earn a TxCHSE by August 31, 2024, or graduate by August 31, 2024, 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/exit withdraw types 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, 2024, 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 Six-Year Extended Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2024.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2024 school-start window, or by January 2025 if the student was migratory.	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/exit withdraw types associated with this status for 2018-19 through 2023-24.	No
TxCHSE ^a recipient	The preceding three statuses did not apply, and the student received a TxCHSE between January 1, 2019 and August 31, 2024.	Yes
Dropout	The preceding four statuses did not apply, and the student dropped out. See Table 3 for a list of leaver reason codes/exit withdraw types associated with this status for 2018-19 through 2023-24.	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

^aTexas Certificate of High School Equivalency.

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

School year	PEIMS leaver reason code/exit withdraw type
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
2023-24	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
2023-24	08 ^b , 20 ^a , 88 ^a , 89 ^a , 98 ^b

^aSchool leavers with this leaver reason code/exit withdraw type 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.

^bSchool leavers with this leaver reason code/exit withdraw type 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 Six-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	No
2024-25	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	No
2024-25	No	—
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	No
2024-25	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	No
2024-25	No	—

^aLeaver 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. ^bTexas Certificate of High School Equivalency. ^cLeaver and TxCHSE records for 2024-25 were not used when determining final six-year statuses for the 2022 six-year extended cohort.

continues

Table 4 (continued)
Examples of Final Student Status Determinations, 2022 Six-Year Extended Cohort

School year	In Texas public school this year?	Leaver this year? ^a
Student E: Final status is continuer . Student did not graduate, and student was enrolled in the fall school-start window in year 7.		
2018-19	Yes	No
2019-20	Yes	No
2020-21	Yes	No
2021-22	Yes	No
2022-23	Yes	No
2023-24	Yes	No
2024-25	Yes: Continuer	–

^aLeaver 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. ^bTexas Certificate of High School Equivalency. ^cLeaver and TxCHSE records for 2024-25 were not used when determining final six-year statuses for the 2022 six-year extended cohort.

Calculating rates for campuses and districts. Six-year extended 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 seventh years of the cohort (2018-19 and 2024-25, respectively) or (b) served Grade 12 in the first and seventh 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 (EB), 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.

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).

Due to a change implemented in the 2024-25 PEIMS Fall data collection of the adult previous attendance indicator, additional agency processing was necessary to ensure that students met the statutory criteria for exclusion from rates calculated for state accountability purposes. This processing was applied to the 2023-24 and 2024-25 school year data as well as retroactively to the 2022-23 school year data. Therefore, the number of students eligible for the related exclusion may be affected and/or may differ from previously reported numbers.

- 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/Exit Withdraw Type of '88') and agency processing
Student was previously reported to the state as a dropout	District reporting (PEIMS Leaver Reason Code/Exit Withdraw Type 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/Exit Withdraw Type 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') and agency processing
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/Exit Withdraw Type 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' or PEIMS Student Characteristic Code of '16') and agency processing

^aIndividualized Education Program.

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

TSDS ^a subcategory/entity	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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

continues

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

TSDS ^a subcategory/entity	PEIMS data element
42401	E0938 Total Elig Bilingual/ESL ^e Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h
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	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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

continues

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

TSDS ^a subcategory/entity	PEIMS data element
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
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h
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	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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

continues

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

TSDS ^a subcategory/entity	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 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
40100	E1660 Adult Previous Attendance 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
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

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

TSDS ^a subcategory/entity	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	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
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
40100	E1660 Adult Previous Attendance Indicator Code

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

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

TSDS ^a subcategory/entity	PEIMS data element
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
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h
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	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 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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

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

TSDS ^a subcategory/entity	PEIMS data element
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 ⁱ 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
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 Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h
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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

continues

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

TSDS ^a subcategory/entity	PEIMS data element
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 (2023-24)	
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 ⁱ 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

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

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

TSDS ^a subcategory/entity	PEIMS data element
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
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 Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
48011	E1541 FHSP ^f Participant Code
n/a ^g	CTE Indicator Autocalculation ^h
Step 3. Add dropout, graduate, and other leaver records	
Prior Year Leaver	E1001 Exit Withdraw Type (PF) ⁱ
Prior Year Leaver	E0806 Diploma Type (PF)
Prior Year Leaver	E1562 Individual Graduation Committee Graduate Indicator (PF)
Student Academic Record	E3089 Disting Level Achievement Graduate
Student Academic Record	E3021 Endorsement Completed (PF)
Year 7 (Fall 2024)	
1. Update cohort and add corresponding student characteristics and program participation	
Local Education Agency	E0212 Local Education Agency ID (PF)
Student Education Organization Association	E3050 Race (PF)
Student Education Organization Association	E1064 Hispanic Latino Ethnicity (PF)
Student Education Organization Association	E0785 Economic Disadvantage (PF)
Student Education Organization Association	E0004 Sex (PF)
Student Education Organization Association	E0790 Emergent Bilingual Indicator (PF)
Student Education Organization Association	E1082 Homeless Status (PF)
Student Education Organization Association	E1076 Unschooled Asylee Refugee (PF)

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.

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

TSDS ^a subcategory/entity	PEIMS data element
Student Education Organization Association	E3063 Student Characteristic: 01 At-Risk (PF) ^j
Student Education Organization Association	E3063 Student Characteristic: 02 Immigrant (PF)
Student Education Organization Association	E3063 Student Characteristic: 03 Migratory (PF)
Student Education Organization Association	E3063 Student Characteristic: 04 Dyslexia (PF)
Student Education Organization Association	E3063 Student Characteristic: 06 ECHS ^c (PF)
Student Education Organization Association	E3063 Student Characteristic: 07 P-TECH ^d (PF)
Student Education Organization Association	E3063 Student Characteristic: 09 IEP ^k Continuer (PF)
Student Education Organization Association	E3063 Student Characteristic: 15 Gifted Talented (PF)
Student Education Organization Association	E3063 Student Characteristic: 16 Adult Previous Attendance (PF)
Student Education Organization Association	E1528 Foster Care Type (PF)
Student Education Organization Association	E1529 Military Connected Student (PF)
Student School Association	E1027 Campus ID of Accountability (PF)
Student School Association	E1000 Student Attribution (PF)
Student School Association	E0787 ADA ⁱ Eligibility (PF)
Student School Association	E1517 Entry Grade Level (PF)
School	E0266 School ID (PF)
Program	E1337 Program Type: 33 Special Education (PF)
Student Language Instruction Program Association	E3034 Lang Instru Program Svc (PF)
Student Title I Part A Program Association	E0894 Title I, Part A, Participant (PF)

^aTexas Student Data System. ^bLimited English proficient. ^cEarly College High School. ^dPathways in Technology Early College High School. ^eEnglish as a second language. ^fFoundation High School Program. ^gNot applicable. ^hSee the [PEIMS Calculations-Tech Tips](#) for more information. ⁱAverage daily attendance. ^jPEIMS fall collection. ^kIndividualized Education Program.