



Graduation and Dropout Rate Reporting

Prepared for The 2024 Accountability Symposium, Region 4

Research and Analysis Division, Texas Education Agency

- **Accounting for Students**
 - School Start Window
 - Underreported Students
- **Annual Dropout Rates**
- **Longitudinal Graduation Rates**
 - Cohort versus Class
- **Rates and Accountability**
- **Resources**



Accounting for Students



- Each student served in the district in one school year must be accounted for the next fall either through TEA or district records.
- TSDS reports available in the fall provide the full roster of students expected to be accounted for by TEA or the district.

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

Accounting for Students by TEA

Students accounted for ^a :	Source:
Texas Certificate of High School Equivalency (TxCHSE) recipients	TEA’s TxCHSE database August 31 st summer after expected graduation
Previous TX public school graduates	TEA’s graduate database
Movers (or students who move from one TX public school district and enroll in another)	TSDS PEIMS submission 3 records submitted by districts in mid June (school-year movers), and TSDS PEIMS submission 1 (early December) records submitted by districts the next fall (summertime movers)

^aDistricts can use TSDS reports on TxCHSE recipients, previous graduates, and school-year movers (PDM1-320-001) in October and on presumed summertime movers (PDM1-321-001) in December.

Accounting for Students by Districts

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

- Students served in the prior year must return to school by the end of the school-start window to not be considered leavers.
- First day of school through the last Friday in September (September 29th 2023).
- For students who fail to return the following fall, leaver reasons apply on the first day of school or its approximation, the school-start window.
- The district may obtain the documentation to support the leaver code^a at any time up until the PEIMS Submission 1 resubmission date.

^aDocumentation of student status through end of SSW only.

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

^aThe agency requires that districts have documentation to support the leaver reason code assigned to each leaver. See the TEDS (Texas Education Data Standards) for documentation requirements.

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

(continues)

^aJuvenile Justice Alternative Education Program

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

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

(continues)

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

(continues)

^aState Board of Education

2022-23 TSDS PEIMS Leaver Reason Codes

- 08** – Student (female or male) withdrew from/left school because of pregnancy.
- 20** – 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.
- 88** – Ordered by a court to attend a high school equivalency program and has not earned a TxCHSE.
- 89** – Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.
- 98** – Other.

Dropouts with a **leaver reason code of 08 and 98** are included in rates calculated for state accountability purposes.

Dropouts with a **leaver reason code of 08, 20, 88, 89, or 98** are included in rates calculated for federal accountability purposes.

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

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

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

Leaver Status Hierarchy

Status:	Determined by:
Graduate	Leaver records (reason code = 01)
Previous graduate	TSDS PEIMS graduate database
Not a leaver	Enrollment records (enrolled in school-start window in fall)
Mover	Attendance and enrollment records
Other leaver	Leaver records (reason code = 03, 16, 24 through 87, 90)
TxCHSE recipient	TxCHSE database
Dropout ^b	Leaver records (reason code = 08, 20, 88, 89, 98)
Underreported ^c	Record required but not submitted

^bStudent becomes a dropout in annual dropout rate and possibly in longitudinal rate. ^cStudent becomes underreported in annual rate and possibly in longitudinal rate.

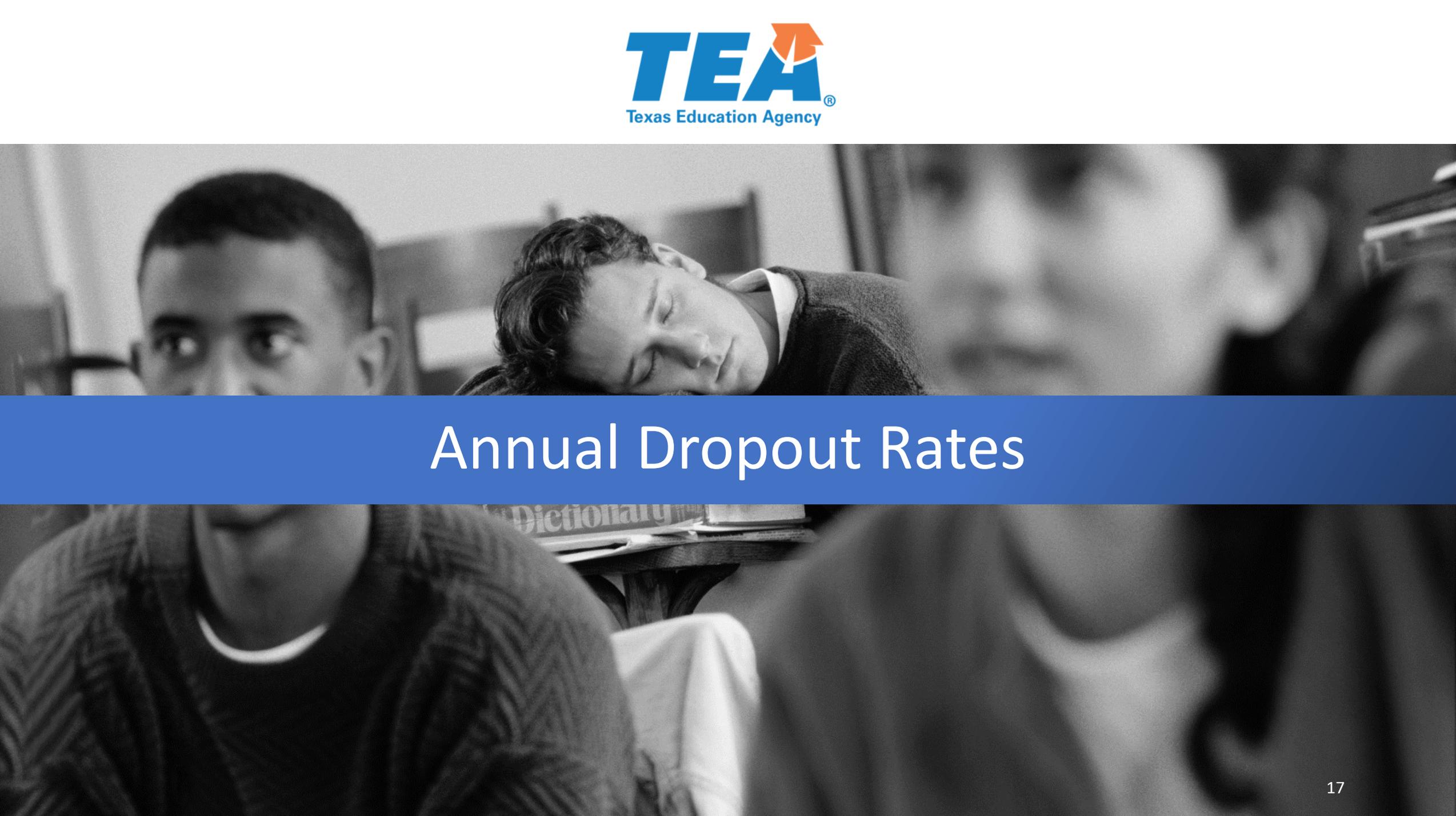
Underreported Students

- **Underreported** students are students reported in enrollment or attendance in one school year who are not accounted for through district records or TEA processing the next year.
- In other words, a student will appear on a district's Underreported Student listing if a leaver record was not submitted for a student served by the district the prior school year who did not return by the end of the school start window the following year and did not:
 - enroll in another Texas public school district,
 - previously graduate from a Texas public school, or
 - receive a Texas Certificate of High School Equivalency (TxCHSE) by August 31.

(cont.)

Underreported Students

- As a reminder, district personnel with access to the accountability application in TEAL can view the **preliminary cohorts** to be used for graduation rate calculations, as well as their **underreported** student listings, under the Research and Analysis tab.
- **LEAs should review the reports listed on Slide #4 during fall PEIMS submission to ensure all leavers have been reported with a leaver reason code or have been accounted for by agency processing.**
- Important to note that there are systems in place to ensure data integrity. The PBM system includes annual data validation analyses that examine LEAs' leaver and dropout data. Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to TEA are accurate and reliable.



Annual Dropout Rates

Annual Dropout Rate Calculation

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

Calculation:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Annual Dropout Rate Calculation

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



Longitudinal Graduation Rates



Longitudinal Rate Processing Common Terms

- **Graduate:** Graduated from a TX public school by Aug. 31, 2023
- **Continuer:** Enrolled in school-start window^a in fall 2023
- **TxCHSE recipient:** Received TxCHSE by Aug. 31, 2023
- **Dropout:** Dropped out
- **Cohort:** Graduates + Continuers + TxCHSE recipients + Dropouts + Other Leavers + Underreported students + ID errors
- **Class:** Graduates + Continuers + TxCHSE recipients + Dropouts

^aA student must be enrolled in the school-start window in order to not be counted as a dropout.

Cohort Versus Class

- A **cohort** is defined as the group of students who begin Grade 9 in Texas public schools for the first time in the same school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort.
- For example, the 2027 cohort is based on first-time ninth graders from the 2023-24 school year.
- A student new to Texas public schools in 2024-25 who is placed in Grade 10, the expected grade-level for a member of the 2027 cohort, will be a member of the 2027 cohort, *regardless of the grade he or she attended prior to enrolling in Texas public schools.*
- Same is true for a student who transfers into 11th grade in the 2025-26 school year.
- Once a student is assigned to a cohort, he or she remains a member of that cohort regardless of graduation date.

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

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

Students new to the TX public school system: A student who enrolls in the expected grade level of the cohort is added to the cohort.

- A **class** is a subset of a cohort and is what is used to calculate longitudinal rates.
- A class consists of all members of a cohort minus students who leave the Texas public school system for reasons other than graduating, receiving a Texas Certificate of High School Equivalency (TxCHSE), or dropping out and students who cannot be tracked.
- Only students in the cohort to whom final statuses of graduate, continuer, TxCHSE recipient, or dropout are included as members of the class.

The **longitudinal graduation rate** is the percentage of students from a class of beginning ninth graders^a who graduate:

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

^aThe cohort includes students who transfer into TX public schools in the second, third, or fourth years.

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

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

^aThe cohort includes students who transfer into TX public schools in the second, third, or fourth years.

Longitudinal rates that TEA will calculate in 2024

- **Four-year rates** for the class of 2023, based on the tracking of students for four years and into the fall of the fifth year.
- **Five-year rates** for the class of 2022, based on the tracking of students for five years and into the fall of the sixth year.
- **Six-year rates** for the class of 2021, based on the tracking of students for six years and into the fall of the seventh year.

Graduation Rate:

$$\frac{\text{Graduates}}{\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts}}$$

Graduation, Continuation, and TxCHSE Rate:

$$\frac{\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients}}{\text{Graduates} + \text{Continuers} + \text{TxCHSE Recipients} + \text{Dropouts}}$$

Every student will have one of these statuses:

Status	Definition	Included in longitudinal rates?
Graduate	Graduated by August 31, 2023	Yes
Continuer	Enrolled by September 29, 2023^a	Yes
TxCHSE recipient	Received TxCHSE by August 31, 2023	Yes
Dropout	Dropped out	Yes
Other leaver	Left for reasons other than graduating or dropping out	No
Underreported	No record received	No
Student ID error	Cannot track student from year to year because of errors in identification information ^b	No

^aThe school-start window ends the **last Friday in September**. ^bError might have been made by either sending or receiving district.

Determining Final Statuses

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

If leaver status is:	Then final status in cohort is:
Graduate in any year	Graduate
Dropout in last year but student received TxCHSE by Aug. 31, 2023	TxCHSE recipient



State and Federal Exclusions



Exclusions from Calculated Rates

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

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

^aNew alternative education accountability (AEA) procedures were implemented as part of an accountability refresh in 2023. The graduation, continuation, and Texas Certificate of High School Equivalency (TxCHSE) recipient rate was modified to include previous dropouts in the numerator, but not the denominator, of the calculation.

Methods for Determining Exclusions

Exclusion	Determined by
Court-ordered TxCHSE, not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Previous dropouts	District reporting (PEIMS Leaver Reason Code of '08', '20', '88', '89', or '98') and agency processing
ADA ineligible students	District reporting (PEIMS ADA Eligibility Code of '0')
Refugees/asylees	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
In a juvenile detention or residential treatment facility (State and Federal)	District reporting (PEIMS Student Attribution Code of '21' through '28')
Incarcerated as adult	District reporting (PEIMS Leaver Reason Code of '89')
IEP continuer	District reporting (PEIMS IEP Continuer Indicator Code of '1')
Medical injury	District reporting (PEIMS Leaver Reason Code of '20')
Adult previous dropouts	District reporting (PEIMS Adult-Previous-Attendance Indicator Code of '0')



Rates and Accountability



- **State Accountability System**
 - **Student Achievement Domain**
 - **Closing the Gaps Domain**
 - Distinction Designations

Student Achievement Domain

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

^aFinal decisions will be made in spring 2024. ^bNew alternative education accountability (AEA) procedures were implemented as part of an accountability refresh in 2023. The graduation, continuation, and Texas Certificate of High School Equivalency (TxCHSE) recipient rate was modified to include previous dropouts in the numerator, but not the denominator, of the calculation.

Closing the Gaps Domain

- **Four-year federal graduation rate**
 - Used to evaluate all campuses and districts, including AEA campuses and districts.
 - Evaluated for all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, students identified as emergent bilingual/English language learners (EB/EL), and
 - **High Focus** (econ. disadvantaged, EB/EL, foster, homeless, migratory, special ed) and **High Mobility** (foster, homeless, and migratory).

^aFinal decisions will be made in spring 2024.



Resources



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

Sample Reports:

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

- **Summary reports and student listings on TEAL, Accountability application, Research and Analysis tab**
 - Preliminary cohort listings
 - Released in November
 - Four-year, five-year, and six-year summary reports and student listings
 - Released in June
 - Annual dropout summary reports and student listings
 - Released in June
 - Underreported student information
 - Released in June

- Provided so that districts know when students are expected to graduate for accountability purposes.
- In November 2023, four cohort lists were provided.
 - 2023, 2024, 2025, and 2026
- Lists do not show leaver information.

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TEXAS EDUCATION AGENCY

PRELIMINARY 2023 COHORT
 BASED ON STUDENTS WHO BEGAN GRADE 9 IN 2019-20
 UPDATED THROUGH 2022-23

District name: SAMPLE ISD
 District number: XXXXXX

Last reported campus of attendance*	Student name	Unique Student ID	Date of birth	Gender	Race/ethnicity	Econ. dis.	EB/EL in EB/EL Gr. 9-12	Spec. educ.	Rcvd. TxCHSE	Year of last record
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	10/22/2004	Female	Hispanic	Yes	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	05/11/2004	Male	Afr. Amer.	No	No	No	No	2021-22
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	09/01/2004	Female	Afr. Amer.	No	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	05/09/2002	Male	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	03/23/2005	Female	Hispanic	No	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	09/15/2005	Female	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	09/01/2005	Male	Hispanic	Yes	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	08/04/2005	Female	Hispanic	No	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	12/03/2004	Male	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	12/11/2005	Female	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	06/25/2005	Female	Hispanic	No	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	03/14/2005	Female	Hispanic	Yes	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	05/13/2004	Male	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	09/15/2004	Male	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	10/05/2004	Female	Afr. Amer.	Yes	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	11/17/2004	Female	White	No	No	No	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	01/04/2005	Male	Afr. Amer.	Yes	No	No	No	2021-22
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	11/07/2003	Female	Hispanic	Yes	No	No	No	2020-21
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	07/26/2004	Female	Hispanic	No	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	07/20/2004	Male	Hispanic	No	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	02/12/2003	Female	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	09/15/2004	Male	Hispanic	Yes	Yes	Yes	No	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	11/09/2004	Male	Afr. Amer.	Yes	No	No	Yes	2022-23
XXXXXXXX	SAMPLE STUDENT	XXXXXXXX	05/24/2004	Male	Hispanic	Yes	No	No	No	2021-22

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

- Listings provide final statuses for every student in a cohort, including graduation program information.
- Summary reports show rates with and without exclusions applied for state and federal accountability.
- Class of 2023 four-year, class of 2022 five-year, and class of 2021 six-year information will be available in June 2024.^a

^aAccess to information on TEAL is temporary. Districts are encouraged to save the reports provided on TEAL to a local secured location. The reports will be replaced with more current information as it becomes available.

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TEXAS EDUCATION AGENCY

CLASS OF 2022 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

Note. Graduated, continued, or received a TxCHSE counts and rates are now only provided for alternative education accountability (AEA) campuses. Please see the Explanation of the Longitudinal Summary Reports and Student Listings for more information.

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

District or campus	Student group	Class	Closing the Gaps Domain								Student Achievement Domain								Diploma Program				
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-	-Rec/Adv/ FHSP-E/ FHSP-DLA-			
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Class	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)		
DISTRICT	All students	725	622	85.8	26	3.6	2	0.3	75	10.3	714	618	86.6	21	2.9	2	0.3	73	10.2	N/A	N/A	591	95.6
	Afr. Amer.	163	143	87.7	7	4.3	1	0.6	12	7.4	160	142	88.8	6	3.8	1	0.6	11	6.9	N/A	N/A	136	95.8
	Amer. Ind.	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	N/A	N/A	0	.
	Asian	28	27	96.4	0	0.0	0	0.0	1	3.6	28	27	96.4	0	0.0	0	0.0	1	3.6	N/A	N/A	27	100.0
	Hispanic	469	397	84.6	15	3.2	1	0.2	56	11.9	464	394	84.9	14	3.0	1	0.2	55	11.9	N/A	N/A	377	95.7
	Pac. Isl.	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	N/A	N/A	2	100.0
	White	50	43	86.0	2	4.0	0	0.0	5	10.0	49	43	87.8	1	2.0	0	0.0	5	10.2	N/A	N/A	39	90.7
	Multiracial	13	10	76.9	2	15.4	0	0.0	1	7.7	11	10	90.9	0	0.0	0	0.0	1	9.1	N/A	N/A	10	100.0
	At-risk	435	377	86.7	15	3.4	0	0.0	43	9.9	432	375	86.8	14	3.2	0	0.0	43	10.0	N/A	N/A	356	94.9
	CTE con.	525	476	90.7	12	2.3	1	0.2	36	6.9	522	475	91.0	10	1.9	1	0.2	36	6.9	N/A	N/A	460	96.8
	EB/EL	182	147	80.8	7	3.8	0	0.0	28	15.4	180	146	81.1	6	3.3	0	0.0	28	15.6	N/A	N/A	136	93.2
	EB/EL 9-12	205	164	80.0	11	5.4	0	0.0	30	14.6	203	163	80.3	10	4.9	0	0.0	30	14.8	N/A	N/A	152	93.3
	Econ. disadv.	546	474	86.8	14	2.6	1	0.2	57	10.4	540	470	87.0	13	2.4	1	0.2	56	10.4	N/A	N/A	447	95.1
	Foster care 9-12	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	N/A	N/A	0	.
	Fos/Hom/Mil	61	50	82.0	3	4.9	0	0.0	8	13.1	59	50	84.7	2	3.4	0	0.0	7	11.9	N/A	N/A	48	96.0
	High focus	595	511	85.9	21	3.5	1	0.2	62	10.4	586	507	86.5	17	2.9	1	0.2	61	10.4	N/A	N/A	483	95.3
	Highly mobile	31	27	87.1	0	0.0	0	0.0	4	12.9	30	27	90.0	0	0.0	0	0.0	3	10.0	N/A	N/A	26	96.3
	Homeless 9-12	51	42	82.4	3	5.9	0	0.0	6	11.8	49	42	85.7	2	4.1	0	0.0	5	10.2	N/A	N/A	40	95.2
	Migrant	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	N/A	N/A	0	.
	Military-connected	10	8	80.0	0	0.0	0	0.0	2	20.0	10	8	80.0	0	0.0	0	0.0	2	20.0	N/A	N/A	8	100.0
	Spec. ed.	76	60	78.9	8	10.5	0	0.0	8	10.5	72	60	83.3	4	5.6	0	0.0	8	11.1	N/A	N/A	54	90.0
	Title I	110	85	77.3	8	7.3	0	0.0	17	15.5	105	82	78.1	8	7.6	0	0.0	15	14.3	N/A	N/A	76	92.7

A dot (.) indicates there were no students in the group.

An N/A indicates the number or rate is not applicable.

Demographic characteristics are assigned based on data reported on the student's last record of attendance, except in the cases of students identified: (a) as emergent bilingual students/English learners at any time while attending Grades 9-12 in Texas public schools, (b) as in foster care at any time while attending Grades 9-12 in Texas public schools, or (c) as homeless at any time while attending Grades 9-12 in Texas public schools. CTE information is no longer available for continuing students. CTE concentrator status for these students is assigned based on the student's prior record of attendance.

The combination variable, Fos/Hom/Mil, refers to students who were identified as living in foster care at any time while attending Grades 9-12, homeless at any time while attending Grades 9-12, and/or military-connected in their last year of attendance.

The combination variable, High focus, refers to students who were identified as emergent bilingual students/English learners at any time while attending Grades 9-12, economically disadvantaged in their last year of attendance, living in foster care in their last year of attendance, homeless in their last year of attendance, migrant in their last year of attendance, and/or participating in special education programs in their last year of attendance.

The combination variable, Highly mobile, refers to students who were identified as living in foster care in their last year of attendance, homeless in their last year of attendance, and/or migrant in their last year of attendance.

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TEXAS EDUCATION AGENCY
CLASS OF 2022 FOUR-YEAR LONGITUDINAL STUDENT LISTING:
 FINAL STATUSES OF STUDENTS WHO BEGAN GRADE 9 IN 2018-19 BASED ON THE TRACKING OF STUDENTS INTO FALL 2022
 Sorted by Campus, Status, and Student Name

Note: Please see the Explanation of the Longitudinal Summary Reports and Student Listings for information on changes to student exclusions in alternative education accountability (AEA) campus rate calculations.
 District name: Sample ISD, District number: XXXXXX

CAMPUS=xxxxxxxx

Status	Student name	Unique Student ID	Date of birth	Excl. rsn. ^A	Race/ ethnicity	CTE con.	Econ. dis.	EB/EL in 9-12	EB/EL	Migrant	Spec. ed.	Title I	Dipl. prgm.	Year of final status	Count
Graduated	SAMPLE STUDENT	xxxxxxxxxx	11/12/2002		Hispanic	No	Yes	Yes	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	03/13/2002		White	No	No	Yes	Yes	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	12/03/2002		Hispanic	No	No	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	01/11/2003		Hispanic	No	No	No	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/29/2003		Afr. Amer.	No	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/13/2003		White	Yes	Yes	Yes	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	11/13/2002		Hispanic	Yes	No	Yes	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	09/12/2002		White	Yes	Yes	Yes	Yes	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/13/2003		Hispanic	Yes	No	No	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	06/29/2003		Hispanic	No	No	Yes	Yes	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	10/01/2003		Hispanic	Yes	Yes	Yes	Yes	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	04/20/2001		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/19/2003		Hispanic	Yes	Yes	No	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	01/06/2002		White	No	Yes	Yes	Yes	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	03/26/2003		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	01/14/2002		Asian	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/31/2003		Hispanic	Yes	Yes	No	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	06/03/2003		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	05/26/2003		Hispanic	Yes	Yes	No	No	No	No	No	FEND	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	07/17/2003		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	12/24/2002		Hispanic	No	No	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	10/02/2002		Hispanic	No	Yes	No	No	No	No	No	FDLA	2021-22	1
	SAMPLE STUDENT	xxxxxxxxxx	12/30/2002		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2021-22	1

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

^AStudents identified by one of the following reasons were excluded from campus and district longitudinal rates used for state accountability in 2022: 1=court-ordered TxCHSE, TxCHSE not earned; 2=previous dropout; 3=ineligible for FSP funding; 4=refugee/asylee; 5=in a juvenile detention or residential treatment facility; 6=incarcerated as adult; 7=IEP continuer; 8=medical injury; and 9=adult previous dropout enrolled in HSEP, DRS, or AEP.

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

- Listings provide the names of students who dropped out in the previous school year. Can be combined with preliminary cohort information to encourage students to return to school.
- Summary reports show rates with and without exclusions applied for state accountability and federal reporting purposes.
- Dropouts from 2022-23 will be available in June 2024.^a

^aAccess to information on TEAL is temporary. Districts are encouraged to save the reports provided on TEAL to a local secured location. The reports will be replaced with more current information as it becomes available.

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TEXAS EDUCATION AGENCY

2021-22 ANNUAL DROPOUT SUMMARY REPORT

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

District or campus	Grade span	Student group	Dropouts	Students	Rate (%)	Student Achievement Domain		
						Dropouts	Students	Rate (%)
DISTRICT	7-8	All students	1	310	0.3	1	300	0.3
		African American	0	28	0.0	0	28	0.0
		American Indian	0	5	0.0	0	5	0.0
		Asian	0	4	0.0	0	4	0.0
		Hispanic	1	174	0.6	1	173	0.6
		Pacific Islander	0	0	.	0	0	.
		White	0	92	0.0	0	91	0.0
		Multiracial	0	7	0.0	0	7	0.0
		At-risk	1	176	0.6	1	175	0.6
		CTE concentrator	0	0	.	0	0	.
		Economically disadv.	1	226	0.5	1	220	0.5
		EB/EL	0	62	0.0	0	61	0.0
		Foster care	0	1	0.0	0	1	0.0
		Foster/Homeless/Military	0	7	0.0	0	6	0.0
	Homeless	0	4	0.0	0	3	0.0	
	Migrant	0	0	.	0	0	.	
	Military-connected	0	2	0.0	0	2	0.0	
	Special education	0	28	0.0	0	28	0.0	
	Title I	1	304	0.3	1	303	0.3	
	9-12	All students	78	2,692	2.9	70	2,670	2.6
		African American	23	586	3.9	18	581	3.1
		American Indian	0	2	0.0	0	2	0.0
		Asian	3	83	3.6	3	82	3.7
		Hispanic	42	1,754	2.4	39	1,740	2.2
		Pacific Islander	0	4	0.0	0	4	0.0
		White	6	214	2.8	6	212	2.8
		Multiracial	4	49	8.2	4	49	8.2
At-risk		55	1,631	3.4	50	1,622	3.1	
CTE concentrator		70	2,457	2.8	63	2,443	2.6	

Note. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability.
 A dot (.) indicates there were no students in the group.
 The combination variable, Foster/Homeless/Military, refers to students who were identified as living in foster care, homeless, and/or military-connected.

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TEXAS EDUCATION AGENCY

2021-22 ANNUAL DROPOUT LIST

Sorted by Campus and Grade

District Name: SAMPLE ISD
 District Number: XXXXXX
 Campus Name: SAMPLE H S
 Campus Number: xxxxxxxxx

Grade	Student name	Unique Student ID	Date of birth	Excl. rsn.^	Race/ Ethnicity	At-risk	CTE con.	EB/ EL	Econ. dis.	Foster care	Foster/ Homeless/ Military	Homeless	Migrant	Military-connected	Spec. ed.	Title I
09	SAMPLE STUDENT	xxxxxxxxxx	08/28/2006		Afr. Amer.	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	08/01/2004		Hispanic	No	No	Yes	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	08/25/2007		White	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	11/24/2004		Hispanic	No	No	No	Yes	No	No	No	No	No	Yes	No
09	SAMPLE STUDENT	xxxxxxxxxx	06/04/2007		Hispanic	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/22/2005		White	Yes	No	No	Yes	No	No	No	No	No	Yes	No
09	SAMPLE STUDENT	xxxxxxxxxx	08/05/2006		Hispanic	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	12/29/2006		White	No	No	No	No	No	Yes	No	No	Yes	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	02/13/2005		Hispanic	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	03/31/2005		White	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	04/05/2007		Hispanic	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	11/15/2004		White	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/17/2006		White	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/12/2005		Hispanic	Yes	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/21/2005		White	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	05/24/2007		White	No	No	No	No	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	02/15/2007		Hispanic	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	01/12/2003		White	No	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	09/12/2004		White	No	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	11/11/2005		White	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	12/23/2004		Multiracial	No	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	09/12/2004		Hispanic	No	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	01/08/2006		Hispanic	Yes	No	No	Yes	No	No	No	No	No	Yes	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/19/2006		White	No	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	07/21/2006		White	Yes	No	No	Yes	No	No	No	No	No	No	No
09	SAMPLE STUDENT	xxxxxxxxxx	03/20/2007		White	No	No	No	No	No	No	No	No	No	No	No
10	SAMPLE STUDENT	xxxxxxxxxx	05/16/2004		Hispanic	No	No	No	Yes	No	No	No	No	No	Yes	No
10	SAMPLE STUDENT	xxxxxxxxxx	11/10/2004		White	Yes	Yes	No	No	No	No	No	No	No	No	No
10	SAMPLE STUDENT	xxxxxxxxxx	03/14/2004		Multiracial	Yes	No	No	No	No	No	No	No	No	No	No
10	SAMPLE STUDENT	xxxxxxxxxx	06/30/2002	2	Hispanic	No	No	No	Yes	Yes	Yes	No	No	No	Yes	No
10	SAMPLE STUDENT	xxxxxxxxxx	01/14/2004	2	Hispanic	No	No	No	Yes	No	No	No	No	No	Yes	No

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

^Students identified by one of the following reasons were excluded from campus and district dropout rates used for state accountability in 2023: 1=court-ordered TxCHSE, TxCHSE not earned; 2=previous dropout; 3=ineligible for FSP funding; 4=refugee/asylee; 5=in a juvenile detention or residential treatment facility; 6=incarcerated as adult; 8=medical injury; and 9=adult previous dropout enrolled in HSEP, DRS, or AEP.

The combination variable, Foster/Homeless/Military, refers to students who were identified as living in foster care, homeless, and/or military-connected.

Please see the Explanation of 2021-22 Annual Dropout Summary Report and Student Listing for more information.

- The underreported student listing shows all underreported students in a district, as well as the district's number and rate of underreported students.
- Underreported students are students reported in enrollment or attendance in one school year who are not accounted for through district records or Texas Education Agency processing the next year.
- Underreported students from 2022-23 will be available in June 2024.^a

^aAccess to information on TEAL is temporary. Districts are encouraged to save the reports provided on TEAL to a local secured location. The reports will be replaced with more current information as it becomes available.

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TEXAS EDUCATION AGENCY

2021-22 UNDERREPORTED STUDENTS, GRADES 7-12

Sorted by Last Reported Campus and Grade

District name: SAMPLE ISD
District number: XXXXXX
Total underreported students: 4
Underreported student rate: 0.1%

Last reported campus of attendance*	Student name	Unique Student ID	Grade	Date of birth
xxxxxxxx	SAMPLE STUDENT	xxxxxxxx	11	03/10/2005
xxxxxxxx	SAMPLE STUDENT	xxxxxxxx	11	05/07/2004
xxxxxxxx	SAMPLE STUDENT	xxxxxxxx	08	11/06/2008
xxxxxxxx	SAMPLE STUDENT	xxxxxxxx	09	11/15/2006

State Accountability: <https://tea.texas.gov/texas-schools/accountability>

Leaver Records Data Validation: <https://tea.texas.gov/student-assessment/monitoring-and-interventions/data-validation-monitoring/data-validation-manuals>

TSDS Web-Enabled Data Standards (TWEDS):
<https://tealprod.tea.state.tx.us/TWEDS/103/0/0/0/Introduction/List/878>

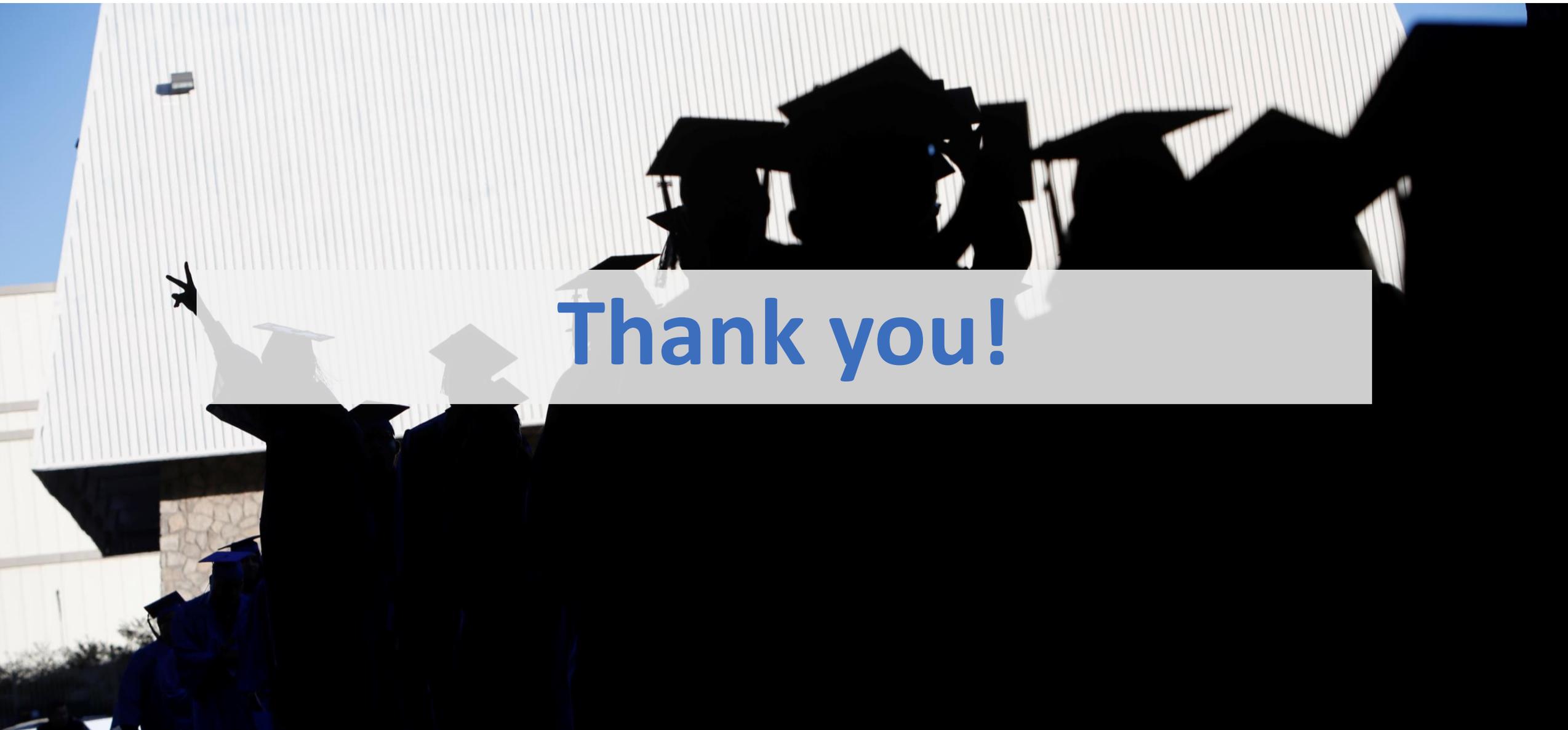
Reports on dropouts and completion, longitudinal rate technical documentation (how to calculate a graduation rate), and presentations: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout>

Dropout and completion data searches: <https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout/completion-graduation-and-dropout-data>

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Thank you!