

Processing of District Five-Year Extended Graduation, Completion, and Dropout Rates, Class of 2010

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the class of 2010 Grade 9 cohort and to compute the class of 2010 five-year extended longitudinal graduation, completion, and dropout rates used in agency publications and for accountability. The processing decisions in the document are final. Find more information on longitudinal rates at http://www.tea.state.tx.us/acctres/dropcomp_index.html.

Definitions

The five-year extended class of 2010 consists of students who began ninth grade in 2006-07 and either graduated by August 31, 2011, continued high school in the fall of 2011, received a General Educational Development (GED) certificate by August 31, 2011, or dropped out of high school as of the fall of 2011. The methodology used to calculate five-year extended longitudinal rates for the class of 2010 was similar to the methodology used to calculate four-year longitudinal rates for the class of 2010, except that students were tracked for an additional year. Whereas the four-year longitudinal rates for the class of 2010 were based on tracking students into the fall of 2010, the five-year extended longitudinal rates were based on tracking the same students into the fall of 2011. Used for federal accountability, the class of 2010 extended year graduation rate is the percentage of students who began ninth grade in 2006-07 and graduated by August 31, 2011.

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

Find more information on federal accountability at <http://www.tea.state.tx.us/ayp/>.

Processing

Processing five-year extended graduation, completion, and dropout rates for the class of 2010 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2006-07 through 2009-10 school years; (b) attendance, enrollment, demographic, and leaver records for the 2010-11 school year; (c) enrollment records from the fall of 2011; and (d) GED records through August 2011; (2) determining the district responsible for each student, or accountable district, and the student's final status in that district (e.g., graduate, continuer, GED recipient, dropout); and (3) calculating five-year extended graduation, completion, and dropout rates at the campus and district levels.

Who was in the cohort, and what records were gathered for those students?

The 2010 cohort was established when four-year longitudinal rates were calculated for the class of 2010. No students were added to or subtracted from the cohort to calculate the five-year extended longitudinal rates. A student may have been added to or subtracted from a district's five-year cohort if the student changed districts during the 2010-11 school year or in the fall of 2011.

Six years of data were used to calculate the class of 2010 five-year extended longitudinal rates. Records from the first four years were identical to those gathered in the four-year longitudinal rates, but records from the fifth and sixth years were different (Table 1).

Table 1
Students in the 2010 Five-Year Extended Cohort

Cohort year	School year	Cohort
Year 1	2006-07	First-time ninth graders in Texas public schools (TPS)
Year 2	2007-08	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	2008-09	Students from years 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	2009-10	Students from years 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	2010-11	Students from years 1, 2, 3, or 4 still in TPS in year 5, regardless of grade
Year 6	2011-12	Students from years 1, 2, 3, or 4 still in TPS in year 6, regardless of grade

Year 1: 2006-07

The 2010 cohort was based on first-time ninth graders from the 2006-07 Public Education Information Management System (PEIMS) Submission 3 attendance data. A student who first attended ninth grade in a Texas public school for any length of time, at any time during the school year, became part of the cohort. Because they belong to another cohort, 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. Once the 2010 cohort was established, program participation and student characteristic information, such as gifted and talented or special education participation, were added to each student's record (see Table 5 for the sources of this information). In addition, 2006-07 graduate, dropout, and other leaver information, if any, were added to the students' records. The last district a student attended in 2006-07 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 GED by August 31, 2011, or graduate by August 31, 2011, the student's leaver status in year 1 became his or her final status in the cohort.

Year 2: 2007-08

Once the initial cohort was determined, PEIMS attendance records from the 2007-08 school year were collected for these students. 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 2006-07 and was still in Grade 9 in 2007-08 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2007-08 remained in the cohort. In addition to gathering data on students already in the cohort, students who entered Texas public schools in Grade 10 in 2007-08 (i.e., the year the 2010 cohort was expected to be in Grade 10) were added to the cohort. Program participation and student characteristic information were added to each student's record. Graduate, dropout, and other leaver information for 2007-08, if any, were added to the students' records. The last district a student attended in 2007-08 became the accountable district for the student for that year. If a student left Texas public schools in year 2 and did not return, earn a GED by August 31, 2011, or graduate by August 31, 2011, the student's leaver status in year 2 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 3: 2008-09

Attendance records from the 2008-09 school year were added for students in the cohort. Again, students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 11 in 2008-09 (i.e., the year the 2010 cohort was expected to be in Grade 11) were added to the cohort. Again, program participation and student characteristic information were added to each student's record, along with graduate, dropout, and other leaver information. The last district a

student attended in 2008-09 became the accountable district for the student for that year. If a student left Texas public schools in year 3 and did not return, earn a GED by August 31, 2011, or graduate by August 31, 2011, the student's leaver status in year 3 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 4: 2009-10

Attendance records from the 2009-10 school year were added for students in the cohort. Again, students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 12 in 2009-10 (i.e., the year the 2010 cohort was expected to be in Grade 12) were 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 2009-10 became the accountable district for the student for that year. If a student left Texas public schools in year 4 and did not return, earn a GED by August 31, 2011, or graduate by August 31, 2011, the student's leaver status in year 4 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 5: 2010-11

Because students new to Texas public schools in year 5 belong to a later cohort, no students were added to the 2010 statewide cohort. For students in the 2010 cohort, PEIMS Submission 3 attendance records from the 2010-11 school year were added. For students in the cohort who were not in attendance in 2010-11 but who were continuers in the four-year longitudinal rates, PEIMS Submission 1 enrollment records from the fall of 2010, 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 2010-11 became the accountable district for the student for that year. If a student left Texas public schools in year 5 and did not return, earn a GED by August 31, 2011, or graduate by August 31, 2011, the student's leaver status in year 5 became his or her final status in the cohort (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

Year 6: 2011-12

Because students new to Texas public schools in year 6 belong to a later cohort, no students were added to the 2010 statewide cohort. For students in the 2010 cohort, PEIMS Submission 1 enrollment records from the fall of 2011, the fall one year after the cohort's expected graduation date, were used to determine which students continued high school in year 6. This included students reported as enrolled in the 2011-12 school-start window, which began the first day of school and ended on September 30, 2011, as well as migrant students who returned by the January 2012 PEIMS resubmission date. The last district in which a student was enrolled became the accountable district for the student for that year. If a student had not graduated by August 31, 2011, and continued in Texas public schools in fall 2011, the student's final status in the cohort was continuer (see "Transfers In" later in this section for information about how students not already in a district's cohort were added).

GED assignment

Students listed in the agency's GED database as having received a GED on or before August 31, 2011, were identified.

Transfers in

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

Other leaver	2006-07	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2007-08	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2008-09	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2009-10	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87
	2010-11	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
Dropout	2006-07	98
	2007-08	98
	2008-09	98
	2009-10	98
	2010-11	88, 89, 98

Is a student's status in the last district he or she attended always the final status?

A student's status in the last district he or she attended became his or her final status, with two exceptions: (1) if a student graduated in any cohort year, the student's final status was graduate; and (2) if a student dropped out of the last district he or she attended but also earned a GED, the final status was GED (see Table 4 for examples of how final statuses are determined).

Table 4
Examples of Final Status Determinations for the 2010 Five-Year Extended Cohort

Student	School year	In Texas public school this year?	Leaver this year? ^a	Final status	Explanation
A	2006-07	Yes	No	Dropout	Student's last status was dropout, and student did not earn a GED ^b .
	2007-08	Yes	Yes: other leaver		
	2008-09	No	No		
	2009-10	No	No		
	2010-11	Yes	Yes: dropout		
	2011-12	No	- ^c		
B	2006-07	Yes	No	Graduate	Student was a graduate. No other status is relevant.
	2007-08	Yes	No		
	2008-09	Yes	No		
	2009-10	Yes	No		
	2010-11	Yes	Yes: graduate		
	2011-12	Yes	-		
C	2006-07	Yes	No	Other leaver	Student's last status was other leaver. Student earned a GED, but GED only replaces the last status if the last status is dropout.
	2007-08	Yes	No		
	2008-09	Yes	Yes: GED		
	2009-10	Yes	No		
	2010-11	Yes	Yes: other leaver		
	2011-12	No	-		
D	2006-07	Yes	No	GED recipient	Student's last status was dropout, but student also earned a GED.
	2007-08	Yes	No		
	2008-09	Yes	No		
	2009-10	Yes	Yes: GED		
	2010-11	Yes	Yes: dropout		
	2011-12	No	-		
E	2006-07	Yes	No	Continuer	Student did not graduate, and student was enrolled in the fall 2011 school-start window.
	2007-08	Yes	No		
	2008-09	Yes	No		
	2009-10	Yes	No		
	2010-11	Yes	No		
	2011-12	Yes	-		

^aLeaver records were submitted to the Texas Education Agency (TEA) by districts. General Educational Development (GED) certificate records were submitted to TEA by GED testing centers. ^bGeneral Educational Development certificate. ^cLeaver and GED records for 2011-12 were not used when determining final five-year statuses for the 2010 cohort.

How were race/ethnicity reported?

In 2009-10, TEA began collecting data on student race and ethnicity in compliance with a new federal standard that requires separation of categories for race and ethnicity. The data also were collected that year using the old standard. Longitudinal five-year extended rates for the class of 2010 were reported using the old racial/ethnic categories. For the class of 2010, this required attributing some students to the old categories. Data for graduates, GED recipients, and dropouts who had final statuses in 2009-10 or earlier were collected using the old racial/ethnic categories. Data for graduates, GED recipients, and dropouts in 2010-11, as well as data for continuers in 2011-12, were collected using only the new categories. Although most of the new racial/ethnic categories correspond to individual old categories, the categories "Asian," "Pacific Islander," and "multiracial" do not. To account for these students, Asians and Pacific Islanders were combined and counted in the old racial/ethnic category "Asian/Pacific Islander." Multiracial students, except those identified as Asian and Pacific Islander, were counted in the racial/ethnic categories collected for them in the most recent previous year. Multiracial students identified as Asian and Pacific Islander were counted in the old racial/ethnic category "Asian/Pacific Islander."

How were graduation, completion, and dropout rates calculated for campuses and districts?

Data were aggregated to 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 he or she graduated. Similarly, a student with a final status of dropout was counted in the dropout rates of the campus and district from which he or she dropped out. The following rates were calculated: graduation, Completion I, Completion II, longitudinal dropout, continuation in high school, and GED certification.

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, GED recipient, or dropout. Students with these statuses represented the class of 2010. Students excluded from district and campus rates because of statute (see "Was any student with a final status of graduate, continuer, GED recipient, or dropout excluded from campus and district rates?" below), and students with final statuses of other leaver, underreported, or student identification error, were members of the cohort but were not part of the class. Thus, for each rate calculated, the denominator was the same: graduates, continuers, GED 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.

Completion I and II rates were calculated by combining final statuses. The Completion I rate is the total number of graduates and continuers divided by the total number of students in the class. The Completion II rate is the total number of graduates, continuers, and GED recipients divided by the total number of students in the class. Rates were also calculated for population subsets such as race/ethnicity, gender, and program participation. With the exception of students who were identified as limited English proficient (LEP) at any time while attending a Texas public school and those identified as LEP at any time while attending Grades 9-12 in a Texas public school, 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 but was not reported as gifted and talented in the fourth year was not included in the gifted and talented graduation rate. By contrast, multiple years of data were used to identify students who were LEP at any time in K-12 in Texas public schools (see Table 6 for the PEIMS data elements used to determine whether a student was ever LEP in Texas public schools).

Was any student with a final status of graduate, continuer, GED recipient, or dropout excluded from campus and district rates?

Under Texas Education Code (TEC) §39.054(f), 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.

Under TEC §39.055, a student in a Texas Youth Commission (TYC) or Texas Juvenile Probation Commission (TJPC) facility served by a Texas public school district is not counted in campus or district dropout or completion rates except under the following circumstances. If, through campus of accountability procedures, a student in a TYC or TJPC facility is attributed to a regular campus in the district in which the facility is located, the student is counted in the dropout or completion rate for that district.

For which districts and campuses were rates calculated?

Five-year extended longitudinal rates for the class of 2010 were calculated for districts and campuses if they: (a) served Grade 9 and Grade 11 or 12 in the first and sixth years of the cohort or (b) served Grade 12 in the first and sixth years of the cohort.

Table 5

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PEIMS Data Elements Used to Build the 2010 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element	
2006-07	1. Build cohort	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code	
		101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability	
	2. Add corresponding student characteristics and program participation	110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0032 Bilingual Indicator Code E0800 ESL Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code	
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code	
		405	Special education status indicated by record submission	
		461	Title I Part A status indicated by record submission	
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code	
	2007-08	1. Update cohort and add transfer students	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
			101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability
		2. Add corresponding student characteristics and program participation	110	E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E0032 Bilingual Indicator Code E0800 ESL Indicator Code E0031 Career and Technology Ed Indicator Code E0797 Immigrant Indicator Code
400			E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code	
405			Special education status indicated by record submission	
		461	Title I Part A status indicated by record submission	
3. Add dropout, graduate, and other leaver records		203	E1001 Leaver Reason Code	
2008-09		1. Update cohort and add transfer students	400	E0017 Grade Level Code E0934 Reporting Period Indicator Code
			500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		2. Add corresponding student characteristics and program participation	101	E0005 Ethnicity Code E0004 Sex Code E0984 Migrant Indicator Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code
	110		E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL Program Type Code E0797 Immigrant Indicator Code	
	400		E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present	

Year	Step	PEIMS record	PEIMS data element
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
		405	Special education status indicated by record submission
		461	Title I Part A status indicated by record submission
		500	E0212 District ID
			E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
		505	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
2009-10	1. Update cohort and add transfer students	400	E0017 Grade Level Code
			E0934 Reporting Period Indicator Code
		500	E0017 Grade Level Code
			E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	101	E0005 Ethnicity Code
			E0004 Sex Code
			E0984 Migrant Indicator Code
			E1000 Student Attribution Code
			E1027 Campus ID of Accountability
			E0031 Career and Technology Ed Indicator Code
		110	E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E1042 Bilingual Program Type Code
			E1043 ESL Program Type Code
			E0797 Immigrant Indicator Code
		400	E0212 District ID
			E0940 Total Elig Spec Ed Mainstream Days Present
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
		405	Special education status indicated by record submission
		461	Title I Part A status indicated by record submission
		500	E0212 District ID
			E1049 Flex Attend Total Sp Ed Mainstream Days Eligible
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
		505	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
2010-11	1. Update cohort	400	E0017 Grade Level Code
			E0934 Reporting Period Indicator Code
		500	E0017 Grade Level Code
			E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	101	E1059 American Indian–Alaska Native Code
			E1060 Asian Code
			E1061 Black African American Code
			E1062 Native Hawaiian Pacific Islander Code
			E1063 White Code
			E1064 Hispanic Latino Code
			E0785 Economic Disadvantage Code
			E0004 Sex Code
			E0984 Migrant Indicator Code
			E1000 Student Attribution Code
			E1027 Campus ID of Accountability

Year	Step	PEIMS record	PEIMS data element
		110	E0031 Career and Technology Ed Indicator Code E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL Program Type Code E0797 Immigrant Indicator Code
		400	E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		405	Special education status indicated by record submission
		461	Title I Part A status indicated by record submission
		500	E0212 District ID E1049 Flex Attend Total Sp Ed Mainstream Days Eligible E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code
		505	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
Fall 2011	1. Update cohort and add corresponding student characteristics and program participation	101	E1059 American Indian–Alaska Native Code E1060 Asian Code E1061 Black African American Code E1062 Native Hawaiian Pacific Islander Code E1063 White Code E1064 Hispanic Latino Code E0004 Sex Code E0984 Migrant Indicator Code E0017 Grade Level Code E1000 Student Attribution Code E0782 Campus ID of Enrollment E1027 Campus ID of Accountability E0785 Economic Disadvantage Code E0031 Career and Technology Ed Indicator Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E1042 Bilingual Program Type Code E1043 ESL Program Type Code E0797 Immigrant Indicator Code E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code E0794 Special Education Indicator Code
		110	E0031 Career and Technology Ed Indicator Code E0919 At-Risk Indicator Code E0894 Title I Part A Indicator Code E1042 Bilingual Program Type Code E1043 ESL Program Type Code E0797 Immigrant Indicator Code E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code E0794 Special Education Indicator Code

Table 6
PEIMS Data Elements Used to Identify Students in the 2010 Five-Year Extended Cohort Who Were Ever Limited English Proficient (LEP) in Texas Public Schools

Year	PEIMS record	PEIMS data element
1993-94	110	E0790 LEP Indicator Code
1994-95	110	E0790 LEP Indicator Code
1995-96	110	E0790 LEP Indicator Code
1996-97	110	E0790 LEP Indicator Code
1997-98	110	E0790 LEP Indicator Code
1998-99	110	E0790 LEP Indicator Code
1999-00	110	E0790 LEP Indicator Code
2000-01	110	E0790 LEP Indicator Code
2001-02	110	E0790 LEP Indicator Code

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2002-03	110	E0790 LEP Indicator Code
2003-04	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2004-05	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2005-06	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2006-07	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2007-08	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2008-09	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2009-10	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2010-11	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2011-12	110	E0790 LEP Indicator Code
