



Annual Dropout, Completion, and Attrition Rates: Definitions and Results

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Division of Accountability Research

Texas Education Agency



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Accounting for students



Accounting for students:

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Dropout definition:

A dropout is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not:

- graduate,
- receive a General Educational Development certificate (GED),
- continue school outside the public school system,
- begin college, or
- die.

Note. SB186, 78th Legislature, directed districts to collect data consistent with the National Center for Education Statistics (NCES) dropout definition beginning in 2005-06. The 2007-08 school year is the third year the definition is in effect.



Accounting for students by TEA:

Students accounted for^a:

GED recipients and previous TX public school graduates

Movers (or students who move from one Texas public school district to another)

Source:

TEA's GED database and graduate database

PEIMS submission 3 records submitted by districts in June (school-year movers), and PEIMS submission 1 records submitted by districts the next fall (summertime movers)

^aDistricts can use EDIT+ to get reports on GED recipients, previous graduates, and school-year movers (PRF0B031) in October, and on presumed summertime movers (PRF0B032) in December.



Accounting for students by districts:

Students accounted for:

Source:

Returned students

Enrollment records

(i.e., PEIMS submission 1 records submitted by districts the next fall)

Leavers

Leaver records

(i.e., PEIMS submission 1 records submitted by districts the next fall)



Leaver reason codes^a:

- 01 – Graduated from a high school in this district.
- 03 – Died.
- 16 – Returned to home country.
- 24^b – Entered college early to pursue degree.
- 60^b – Withdrew for home schooling. This code may be used only for students whose parent/guardian confirms that the student is or will be pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals.

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^aThe agency requires that districts have documentation to support the leaver reason code assigned to each leaver. See the *PEIMS Data Standards* (www.tea.state.tx.us/peims/standards/0809/appd.doc) for documentation requirements. ^bAdditional information on separate slide.



Leaver reason codes (continued):

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

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^aTexas Education Code. ^bJuvenile Justice Alternative Education Program. ^cAdditional information on separate slide.



Leaver reason codes (continued):

- 82^a – Left for public or private school out of state.
- 83 – Withdrawn by district for nonresidence, falsification of enrollment information, or failure to provide immunization documentation. This code is for a student who was not a resident at the time of enrollment. It is **not** for a student who stops attending because he/she has moved.

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^aAdditional information on separate slide.



Leaver reason codes (continued):

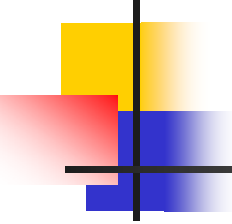
- 85 – Graduated outside TX before entering a TX public school, entered a TX public school, and left again. Documentation must include transcript and diploma.
- 86 – Completed GED outside TX.
- 87^a – Enrolled in SBOE^a-authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.
- 98^b – Other.

^aState Board of Education. ^bIncluded in the calculation of the dropout rate used for accountability purposes.



Students who left TX public schools in 2006-07 without graduating, receiving a GED, or dropping out (other leavers):

<u>Leaver reason</u>	<u>Students</u>	<u>Leaver reason</u>	<u>Students</u>
03: Died	733 (<1%)	81: TX Private School	10,722 (11.2%)
16: Home country	15,985 (16.7%)	82: Out of state school	43,145 (45.0%)
24: Enter college	712 (<1%)	83: Administrative	2,536 (2.6%)
60: Home school	20,716 (21.6%)	85: Entering graduate	160 (<1%)
66: CPS	287 (<1%)	86: GED outside TX	136 (<1%)
78: Expelled	585 (<1%)	87: SBOE program	94 (<1%)



Additional information on documentation for students who leave for college, home school, private school, or school out-of-state:

- Documentation of intent to enroll in college, home school, private school, or school out-of-state must be obtained within 10 days of the last date of attendance.
- After 10 days, intent to enroll is not acceptable documentation. Verification of actual enrollment is required:
 - for college, private school or school out-of-state: a records request from the receiving school, or verification of enrollment by the superintendent or authorized representative of the receiving school or sending district.
 - for home school: a statement by the parent or guardian that the student is being home-schooled.



Determining student statuses:

TEA determines each student's status at each district^a. For those who did not return to a district, TEA:

- determines whether the student is a graduate, other leaver, GED recipient, or dropout

^aStudent can have only 1 status at each district. Status may vary from district to district. Statuses are not always mutually exclusive, so a hierarchy exists to determine the status. District is held accountable for student's leaver status in that district.



Leaver status hierarchy:

<u>Status:</u>	<u>Determined by:</u>
Graduate	Leaver records (reason code = 01)
Previous graduate	PEIMS graduate database
Not a leaver	Enrollment records (enrolled on time in fall)
Mover	Attendance and enrollment records
Other leaver	Leaver records (reason code = 03 through 87)
GED recipient	TEA's GED database
Dropout ^a	Leaver records (reason code = 98)
Underreported ^b	Record required but not submitted

^aStudent becomes a dropout in annual dropout rate and possibly in completion rate. ^bStudent becomes underreported in annual rate and possibly in completion rate.





Calculating dropout, completion, and attrition rates



Calculating dropout, completion, and attrition rates:

Annual dropout rate:

- Calculation
- Annual dropout results, 2006-07

Longitudinal completion rate:

- Terms and calculations
- Building the longitudinal cohort
- Final statuses
- Leaver codes, class of 2008
- Longitudinal completion results, class of 2007

Attrition rate:

- Calculation
- Attrition results, 2006-07



Annual dropout rate calculation:

- Definition: The percentage of students who drop out of school during one school year.
- Calculation:

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



Annual dropout results, 2006-07:

	<u>Dropouts</u>	<u>Students</u>	<u>Rate</u>
Grade 7-8	2,888	689,733	0.4%
Grade 9-12	52,418	1,333,837	3.9%
Grade 7-12	55,306	2,023,570	2.7%



Longitudinal completion rate terms:

A completion rate is the percentage of students from a class of beginning (not repeating) ninth graders who complete their high school education by their anticipated graduation date. The cohort includes students who transfer in during the second, third, or fourth years. Depending on the accountability system used, a completer may be defined as a student who graduates, continues high school in the fall after expected graduation, or receives a GED.

A longitudinal dropout rate is the percentage of students from the same class who drop out before completing their high school education.



Longitudinal completion rate calculations:

Completion I rate^a

graduates + continuers

graduates + continuers + GED recipients + dropouts

Completion II rate^b

graduates + continuers + GED recipients

graduates + continuers + GED recipients + dropouts

^aUsed in state standard accountability. ^bUsed in state alternative education accountability.



Longitudinal completion rate calculations (continued):

Graduation rate^a

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

Longitudinal dropout rate

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

^aUsed in federal accountability.



How is the longitudinal cohort built?

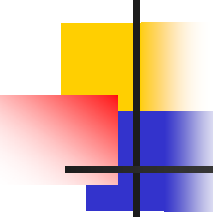
- Determine which students are in the cohort (beginning ninth graders + transfers in).^a
- Track students for 5 years.
- Determine leaver status (if any) for each year.
- Determine final status.

^aA student belongs to one, and only one, cohort. That means that a student who graduates early or repeats a grade is not moved to another cohort.

Class of 2008: establishing, tracking, and flagging certain conditions involves extracting data from 5 years, from multiple databases.

	<u>Attendance records, Grades 9-12</u>	<u>Graduate, other leaver, GED, and dropout databases</u>	<u>Fall enrollment records</u>
2004-05 ^a	X	X	
2005-06 ^b	X	X	
2006-07 ^b	X	X	
2007-08 ^b	X	X	
2008-09 ^c			X

^aGrade 9 students, with Grade 9 students from previous 5 years (repeaters) excluded. ^bStudents who match, regardless of grade, + students who join on grade level. ^cStudents who match, regardless of grade.



Determine statuses for the class of 2008: Every student will have one of the statuses below.

Status	Definition	Included in final completion calculation?
Graduate	Graduated by August 31, 2008	Yes
Continuer	Enrolled by October 24, 2008 ^a	Yes
GED recipient	Received GED by August 31, 2008	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 was extended in 2008-09 due to Hurricane Ike. ^bError might have been made by either sending or receiving district.



Leaver codes for the class of 2008:

Students who left in 2004-05:

Graduate: 01

Other leaver: 03, 16, 19, 21,
22, 24, 30, 31, 60, 61, 63,
64, 66, 72, 78, 80, 81, 82, 83

Dropout: 02, 04, 08, 09, 10,
14, 15, 79, 84, 99

Students who left in 2005- 06, 2006-07, or 2007-08^a:

Graduate: 01

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

Dropout: 98

^aCodes reflect NCES dropout definition. ^bAdded in 2006-07.



Completion results, class of 2007:

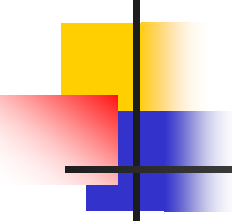
	<u>Number</u>	<u>Rate^a</u>
Graduates	226,712	78.0%
Continuers	25,257	8.7%
GED recipients	5,688	2.0%
Dropouts	33,005	11.4%
Completion I	251,969	86.7%
Completion II	257,657	88.6%

^aParts may not add to 100 percent because of rounding.



Attrition rate terms:

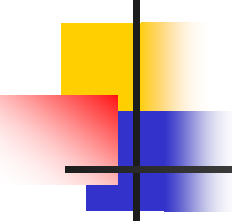
An attrition rate is the percent change in enrollment between Grade 9 and Grade 12 across years. The rate provides a measure of school leavers when aggregate enrollment figures are the only data available.



Attrition rate calculation and results for 2006-07:

Grade 9 enrollment in fall 2003 – Grade 12 enrollment in fall 2006
Grade 9 enrollment in fall 2003

$$\frac{375,358 - 262,905}{375,358} = 30.0\%$$



The attrition rate is not a longitudinal dropout rate because attrition:

- does not track individual students from year to year
- does not take into account grade 9 enrollment that may be high due to students repeating grade 9

(continues)



The attrition rate is not a longitudinal dropout rate because attrition (continued):

- does not take into account grade 12 enrollment that may be lower than grade 9 enrollment three years earlier due to:
 - students who leave for private school, home school, school out-of-state, etc.
 - students who graduate early
 - students who are in grades 9, 10, or 11 in fall 2006
 - students who die

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The attrition rate is not a longitudinal dropout rate because attrition (continued):

- does not tell us whether a student enrolled in grade 12 in fall 2006 goes on to graduate





Uses of dropout and completion data at TEA

Uses of dropout and completion data at

TEA:

- State accountability
- Federal accountability
- Performance Based Monitoring
- Dropout prevention plans



State accountability for 2009^a:

Standard:

A Grade 7-8 annual dropout rate of 2.0% or less

A Completion I rate of 75% or more, where completers are graduates and continuers

Alternative:

A Grade 7-12 annual dropout rate of 10.0% or less

A Completion II rate of 75% or more, where completers are graduates, continuers, and GED recipients

^aFinal determinations will be made in spring 2009.



Federal accountability (AYP^a):

- A graduation rate of 70% or more.
- The graduation rate for federal reporting is the same as for state reporting:

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

^aAdequate Yearly Progress.



Performance Based Monitoring (PBM):

Performance-Based Monitoring Analysis System (PBMAS)

- Grade 7-12 annual dropout rate of 2% or less for:
 - Limited English proficient (LEP) students
 - Migrant students
 - Special education students
- Grade 9-12 annual dropout rate of 3% or less for:
 - Career and technical education students
- Grade 9 longitudinal graduation rate in reporting stage^a for:
 - Career and technical education students
 - Limited English proficient (LEP) students
 - Migrant students
 - Special education students

(continues)

^aThe reporting stage precedes use in the analysis system. Districts are encouraged to look at graduation rates for these populations in anticipation of being monitored.



Performance Based Monitoring (PBM) (continued):

Leaver Data Validation^a

- A decrease in the annual dropout rate that is significantly greater than the decrease of similar districts.
- 200 or more underreported students or an underreported rate of 5.0% or more.
- Zero dropouts and high use of one or more leaver codes.

^aA decrease in the dropout rate, or high use of leaver codes, may be the result of accurate reporting by the district. Validation of accurate reporting of data is a critical part of the process that is necessary to validate and safeguard the integrity of the leaver data system.



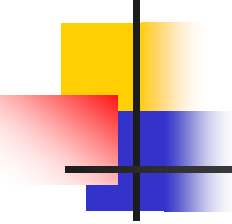
Dropout prevention plans:

- The grade 7-12 annual dropout rate is used in determining which districts and charter schools are required to submit dropout prevention plans to TEA, as required by HB 2237.



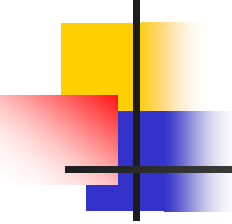


FAQs



Can we enroll students who have completed all graduation requirements except passing the TAKS? How will this affect our rates?

- Districts are encouraged to keep TAKS failers enrolled until they graduate. To be counted as returned on time, the student must be enrolled in the school-start window.
- As with all students, the district must submit an enrollment or leaver record for the student the following year. If the student drops out, he/she is:
 - counted as a dropout in the annual dropout rate
 - not counted as a dropout in the completion rate because rates for his/her cohort have already been calculated.



If a continuer in the longitudinal cohort doesn't graduate or come back for a sixth year, will he/she be counted as a dropout?

- As with all students, the district must submit an enrollment or leaver record for the student the following year. If the student drops out, he/she is:
 - counted as a dropout in the annual dropout rate
 - not counted as a dropout in the completion rate because rates for his/her cohort have already been calculated^a.

^aTEA calculates the 7 year completion rate at the state level and in the future may calculate at the district level.



Can an older student^a be counted as a dropout?

- As with all students, the district must submit an enrollment or leaver record for the student the following year. If the student drops out, he/she is:
 - counted as a dropout in the annual dropout rate
 - not counted as a dropout in the completion rate if his/her cohort has graduated, but is counted as a dropout if the cohort has not graduated. Students are added to a cohort based on the year they entered TX public schools and the grade they were in when they entered.

^aUnder HB 1137, 80th Legislature, a student ages 21-25 who is admitted by a district to complete the requirements for a high school diploma is entitled to the benefits of the Foundation School Program.



Why is this student on our preliminary cohort list^a when we know he/she . . . ?

Question:

enrolled in a private school?

enrolled in another TX public school?

Answer:

Lists do not include leaver status.

- a) Lists do not include enrollment data from fall 2008.
- b) TEA uses PEIMS, not PET, to determine mover status.
- c) Student ID errors on the part of the sending or receiving district may make linking a record to a student impossible.

^aTo help districts determine what year a student is expected to graduate for accountability purposes, TEA released preliminary cohort lists for the classes of 2008, 2009, 2010, and 2011 in October 2008. Lists show the last TX public school district the student attended, updated through the 2007-08 school year. Leaver data and data from fall 2008 are not included. Lists are available on TEA Secure Environment (TEASE) and will be updated in fall 2009. Districts are encouraged to download and save lists, as lists will be overwritten each fall.



Accountability Research products:

Available to the public:

- Printed reports: <http://www.tea.state.tx.us/research/reports.html>
- Data searches: <http://www.tea.state.tx.us/acctres/entry.html>

Available to districts on TEA Secure Environment (TEASE) (requires login):

- Preliminary longitudinal cohorts: student-level lists for the classes of 2008, 2009, 2010, 2011, updated through the 2007-08 school year, to be used for planning purposes. Does not include leaver data.
- Student-level dropout data for 2006-07
- Student-level completion data, including final statuses, for students in the class of 2007.



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