

Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2020

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the 2020 cohort and to calculate the class of 2020 four-year longitudinal graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, and dropout rates used in agency publications and for accountability. Information on the calculation of a four-year diploma program rate is also included. The processing decisions in the document are final. Find more information on longitudinal rates at http://tea.texas.gov/acctres/dropcomp_index.html.

Definitions and Uses

The four-year class of 2020 consists of students who began Grade 9 in Texas public schools for the first time in 2016-17, or who transferred into the cohort, and either graduated by August 31, 2020, continued high school in the fall of 2020, received a TxCHSE by August 31, 2020, or dropped out of high school as of the fall of 2020. Students qualified to graduate by means of an individual graduation committee (IGC) determination were included as graduates.

TEA calculates several four-year longitudinal rates, including longitudinal graduation rates, longitudinal graduation, continuation, or TxCHSE recipient rates, and a diploma program rate which are used for accountability. The class of 2020 four-year longitudinal graduation rate was calculated by dividing the number of students in the class who graduated by August 31, 2020, 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 2020 four-year longitudinal graduation, continuation, or TxCHSE recipient rate was calculated by dividing the number of students in the class who graduated by August 31, 2020, continued in high school in fall 2020, or received a TxCHSE by August 31, 2020, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

The diploma program rate was calculated by dividing the number of Recommended High School Program (RHSP), Advanced High School Program (AHSP), and Foundation High School Program (FHSP) with endorsement (with or without a distinguished level of achievement (DLA)) graduates by all graduates with diploma program information.

$$\frac{\text{RHSP} + \text{AHSP} + \text{FHSP with endorsement (with or without DLA)}}{\text{MHSP} + \text{RHSP} + \text{AHSP} + \text{FHSP without endorsement} + \text{FHSP with endorsement (with or without DLA)}}$$

In 2021, the four-year longitudinal graduation rate and the four-year 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 eight state accountability exclusion criteria, outlined on pages 8 and 9, were excluded from campus and district rate calculations used for the Student Achievement domain. The four-year longitudinal graduation rate calculated for federal accountability purposes was used in the Closing the Gaps domain. Students who met the federal accountability exclusion criteria are described on page 9. Find more information on the Student Achievement and Closing the Gaps domains at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-rating-system>.

In addition, campuses and districts that received a rating of *A*, *B*, *C*, or *D*, were able to earn distinction designations within the state accountability system. The four-year longitudinal graduation rate used in the Student Achievement domain and the diploma program rate described above were included as indicators within the Postsecondary Readiness distinction designation. Find more information on distinction designations at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-rating-system>.

Please note, per the April 6, 2021 Every Student Succeeds Act (ESSA) Waiver Approval & 2021 State Academic Accountability correspondence (<https://tea.texas.gov/sites/default/files/tx-acct-waiver-response.pdf>), TEA received approval to waive accountability requirements under ESSA. All districts and campuses received a label of *Not Rated: Declared State of Disaster* for the 2021 accountability cycle.

Processing

Overview. Processing four-year graduation and dropout rates for the class of 2020 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2016-17 through 2019-20 school years; (b) enrollment records from the fall of 2020; and (c) TxCHSE records from January 1, 2017 through August 31, 2020; (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 four-year rates at the campus and district levels.

Determining cohort membership and gathering student records. Five years of data were used to calculate the class of 2020 four-year longitudinal rates (Table 1).

Table 1
Students in the 2020 Cohort

Cohort year	School year	Cohort
Year 1	2016-17	First-time ninth graders in Texas public schools (TPS)
Year 2	2017-18	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	2018-19	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	2019-20	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	2020-21	Students from year 1, 2, 3, or 4 still in TPS in year 5, regardless of grade

Year 1: 2016-17

The 2020 cohort was based on first-time ninth graders from the 2016-17 school year. In order to identify first-time ninth graders, Public Education Information Management System (PEIMS) Submission 3 attendance data from the 2016-17 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 2016-17 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 2016-17 graduate, dropout, and other leaver information. The last district a student attended in 2016-17 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, 2020, or graduate by August 31, 2020, the student's leaver status in year 1 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 2: 2017-18

Once the 2020 cohort was determined, PEIMS attendance records from the 2017-18 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 2016-17 and was still in Grade 9 in 2017-18 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2017-18 remained in the cohort. Students who entered Texas public schools in Grade 10 in 2017-18 (i.e., the year the 2020 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 2017-18 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, 2020, or graduate by August 31, 2020, the student's leaver status in year 2 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 3: 2018-19

PEIMS attendance records from the 2018-19 school year were added for students in the 2020 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 11 in 2018-19 (i.e., the year the 2020 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 2018-19 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, 2020, or graduate by August 31, 2020, the student's leaver status in year 3 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 4: 2019-20

PEIMS attendance records from the 2019-20 school year were added for students in the 2020 cohort. Students already in the cohort remained in the cohort, regardless of grade level. Students who entered Texas public schools in Grade 12 in 2019-20 (i.e., the year the 2020 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 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 4 and did not return, earn a TxCHSE by August 31, 2020, or graduate by August 31, 2020, the student's leaver status in year 4 became his or her final status in the cohort (see section "Assigning final student statuses" for more information).

Year 5: 2020-21

Students new to Texas public schools in year 5 are attributed to a later cohort, thus no students were added to the 2020 cohort. For students in the 2020 cohort, PEIMS Submission 1 enrollment records from the fall of 2020, the fall immediately after the cohort's expected graduation date, were used to determine which students continued high school in year 5. Those included students reported as enrolled within the 2020-21 school-start window as well as migrant students who returned by the January 2021 PEIMS resubmission deadline. In response to the COVID-19 pandemic, the 2019-20 school-start window for continuers was extended through Friday, October 30, 2020. 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, 2020, and continued in Texas public schools in fall 2020, 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 2016-17 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 2017-18, Grade 11 in 2018-19, or Grade 12 in 2019-20. 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 2017-18 who attended both Grade 10 and Grade 11 that year was placed in the 2020 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 2017-18 who attended Grade 10 that year was placed in the 2020 cohort, regardless of the grade he or she attended prior to enrolling in Texas public schools.

2. A student who was a member of the 2020 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 immediately following expected graduation, or fall 2020. 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 2020. For example, a student who dropped out of Texas public schools in 2017-18 and did not return, earn a TxCHSE by August 31, 2020, or graduate by August 31, 2020, was assigned a final status of dropout (see Table 2 for final status definitions and statuses included in longitudinal rate calculations, and see Table 3 for leaver reason codes used for the 2020 cohort). 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 TxCHSE by August 31, 2020, the final status was TxCHSE recipient (see Table 4 for examples of how final statuses are determined).

Table 2
Final Student Status Definitions, 2020 Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2020.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2020 school-start window, or by January 2021 if the student was a migrant.	Yes
Other leaver	The preceding two statuses did not apply, and the student left school for a reason other than graduating or dropping out. See Table 3 for a list of leaver reason codes associated with this status for 2016-17 through 2019-20.	No
TxCHSE ^a recipient	The preceding three statuses did not apply, and the student received a TxCHSE between January 1, 2017 and August 31, 2020.	Yes
Dropout	The preceding four statuses did not apply, and the student dropped out. See Table 3 for a list of leaver reason codes associated with this status for 2016-17 through 2019-20.	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 for Other Leavers and Dropouts, 2020 Cohort

School year	PEIMS leaver reason code
Other Leavers	
2016-17	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
2017-18	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
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
Dropouts	
2016-17	88 ^a , 89 ^a , 98 ^b
2017-18	88 ^a , 89 ^a , 98 ^b
2018-19	88 ^a , 89 ^a , 98 ^b
2019-20	08 ^b , 20 ^a , 88 ^a , 89 ^a , 98 ^b

^aSchool leavers with this leaver reason code are counted as dropouts for federal accountability and reporting purposes; they are not counted as dropouts for state accountability purposes at the campus and district levels. ^bSchool leavers with this leaver reason code are counted as dropouts for state accountability as well as for federal accountability and reporting purposes.

Table 4
Examples of Final Student Status Determinations, 2020 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 .		
2016-17	Yes	No
2017-18	Yes	Yes: Other leaver
2018-19	No	No
2019-20	Yes	Yes: Dropout
2020-21	No	– ^c
Student B: Final status is graduate . Student was a graduate. No other status is relevant.		
2016-17	Yes	No
2017-18	Yes	No
2018-19	Yes	No
2019-20	Yes	Yes: Graduate
2020-21	Yes	–
Student C: Final status is other leaver . Student's last status was other leaver. Student earned a TxCHSE, but TxCHSE only replaces the last status if the last status is dropout.		
2016-17	Yes	No
2017-18	Yes	No
2018-19	Yes	Yes: TxCHSE recipient
2019-20	Yes	Yes: Other leaver
2020-21	No	–
Student D: Final status is TxCHSE recipient . Student's last status was dropout, but student also earned a TxCHSE.		
2016-17	Yes	No
2017-18	Yes	No
2018-19	Yes	Yes: TxCHSE recipient
2019-20	Yes	Yes: Dropout
2020-21	No	–
Student E: Final status is continuer . Student did not graduate, and student was enrolled in the fall 2020 school-start window.		
2016-17	Yes	No
2017-18	Yes	No
2018-19	Yes	No
2019-20	Yes	No
2020-21	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 2020-21 were not used when determining final four-year statuses for the 2020 cohort.

Calculating rates for campuses and districts. Four-year longitudinal rates for the class of 2020 were calculated for districts and campuses if they: (a) served Grade 9 as well as Grade 11 or 12 in the first and fifth years of the cohort (2016-17 and 2020-21, respectively) or (b) served Grade 12 in the first and fifth 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 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 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 2020. 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 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 English learners (ELs), as homeless, or as in foster care at any time while attending Grades 9-12 in Texas public schools. Additionally, beginning with the 2020-21 school year, CTE information is no longer available for continuing students in longitudinal rate calculations. CTE program participation for these students was assigned based on the student's prior record of attendance in the continuing district, if available.

Diploma program information was also aggregated at the campus and district levels. A diploma program rate was calculated for the class of 2020 that showed the percentage of graduates who received diplomas under the RHSP, AHSP, FHSP-E, or FHSP-DLA. Students who were not eligible to pursue an endorsement or who were missing diploma program information are not included in the denominator of the diploma program rate. Refer back to the *Definitions and Uses* section on page 1 for more information on these calculations.

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; (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 his or her 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 §39.055, 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 and Federal Accountability/Reporting Exclusions, Class of 2020

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

^aIndividualized Education Program.

Table 6
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
Year 1 (2016-17)	
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
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0031 Career and Technology Ed Indicator 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 ^c Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
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. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
48011	E1541 FHSP ^d Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 2 (2017-18)	
Step 1. Update cohort and add transfer students	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP ^b Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0031 Career and Technology Ed Indicator Code
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code

^aTexas Student Data System. ^bLimited English proficient. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
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 ^c Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP ^d Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 3 (2018-19)	
Step 1. Update cohort and add transfer students	
40110	E0017 Grade Level Code
40110	E0934 Reporting Period Indicator Code
42500	E0017 Grade Level Code
42500	E0934 Reporting Period Indicator Code
Step 2. Add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code
40100	E1063 White Code
40100	E1064 Hispanic Latino Code
40100	E0785 Economic Disadvantage Code
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP ^b Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code

^aTexas Student Data System. ^bLimited English proficient. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0031 Career and Technology Ed Indicator 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 ^c Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP ^d Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 4 (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

^aTexas Student Data System. ^bLimited English proficient. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
40100	E0004 Sex Code
40100	E0984 Migrant Indicator Code
40100	E0790 LEP ^b Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40110	E1000 Student Attribution Code
40110	E1027 Campus ID of Accountability
40110	E0031 Career and Technology Ed Indicator 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 ^c Days Present
42401	E1050 Flex Attend Total Bilingual/ESL Days Eligible
Step 3. Add dropout, graduate, and other leaver records	
40203	E1001 Leaver Reason Code
40203	E0806 Graduation Type Code
40203	E1562 Individual Graduation Committee Graduate Code
48011	E1541 FHSP ^d Participant Code
48011	E1542 FHSP Disting Level Achieve Indicator Code
48011	E1544 STEM Endorsement Indicator Code
48011	E1545 Business and Industry Endorsement Indicator Code
48011	E1546 Public Services Endorsement Indicator Code
48011	E1547 Arts and Humanities Endorsement Indicator Code
48011	E1548 Multi-Disciplinary Studies Endorsement Indicator Code
Year 5 (Fall 2020)	
1. Update cohort and add corresponding student characteristics and program participation	
40100	E0212 District ID
40100	E1059 American Indian–Alaska Native Code
40100	E1060 Asian Code
40100	E1061 Black African American Code
40100	E1062 Native Hawaiian Pacific Islander Code

^aTexas Student Data System. ^bLimited English proficient. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.

continues

Table 6 (continued)
Public Education Information Management System (PEIMS) Data
Elements Used to Build the 2020 Cohort

TSDS ^a subcategory	PEIMS data element
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 ^c Indicator Code
40100	E1082 Homeless Status Code
40100	E1076 Unschooled Refugee/Asylee Code
40100	E0919 At-Risk Indicator Code
40100	E0797 Immigrant Indicator Code
40100	E0787 ADA ^e Eligibility Code
40100	E1564 IEP ^f Continuer Indicator Code
40100	E1528 Foster Care Indicator Code
40100	E1529 Military Connected Student Code
40100	E1530 Dyslexia Indicator Code
40110	E1000 Student Attribution Code
40110	E0017 Grade Level Code
40110	E0782 Campus ID of Enrollment
40110	E1027 Campus ID of Accountability
40110	E0034 Gifted Talented Indicator Code
40110	E0794 Special Ed Indicator Code
40110	E1042 Bilingual Program Type Code
40110	E1043 ESL ^c Program Type Code
40110	E1642 Alternative Language Program Code
41461	E0894 Title I, Part A, Indicator Code

^aTexas Student Data System. ^bLimited English proficient. ^cEnglish as a second language. ^dFoundation High School Program. ^eAverage daily attendance. ^fIndividualized Education Program.