

Processing of District Five-Year Extended Longitudinal Graduation and Dropout Rates, Class of 2012

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the class of 2012 Grade 9 cohort and to compute the class of 2012 five-year extended longitudinal graduation 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 2012 consists of students who began ninth grade in 2008-09 and either graduated by August 31, 2013, continued high school in the fall of 2013, received a General Educational Development (GED) certificate by August 31, 2013, or dropped out of high school as of the fall of 2013. The method used to calculate five-year extended longitudinal rates for the class of 2012 was similar to the method used to calculate four-year longitudinal rates for the class of 2012, except that students were tracked for an additional year. Whereas the four-year longitudinal rates for the class of 2012 were based on tracking students into the fall of 2012, the five-year extended longitudinal rates were based on tracking the same students into the fall of 2013.

The class of 2012 five-year extended graduation rate is the percentage of students who began ninth grade in 2008-09 and graduated by August 31, 2013.

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

The class of 2012 five-year extended graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2008-09 and graduated, continued in high school in the fall of 2013, or received a GED certificate by August 31, 2013.

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

Both the five-year extended graduation rate and five-year extended graduation, continuation, or GED certification rate are used in Index 4 of the state accountability system. Six groups of students, outlined on page 7, are excluded from campus and district rate calculations used for Index 4.

As a System Safeguard in state accountability, the five-year extended graduation rate is also used to meet federal accountability requirements. Specifically, the rate is used in the identification of *priority* and *focus* schools that are eligible for additional federal funding while subject to a series of federally-prescribed interventions. This rate is calculated to meet the federal graduation rate definition. One group of students, outlined on page 8, is excluded from campus and district rate calculations used for this purpose.

Find more information on Index 4 of the state accountability system at <http://ritter.tea.state.tx.us/perfreport/account/2014/manual/ch04.pdf>. Find more information on System Safeguards and other federal requirements at <http://ritter.tea.state.tx.us/perfreport/account/2014/manual/ch08.pdf>.

Processing

Processing five-year extended graduation and dropout rates for the class of 2012 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2008-09 through 2011-12 school years; (b) attendance, enrollment, demographic, and leaver records for the 2012-13 school year; (c) enrollment records from the fall of 2013; and (d) GED records through August 2013; (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 rates at the campus and district levels.

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

The 2012 cohort was established when four-year longitudinal rates were calculated for the class of 2012. 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 2012-13 school year or in the fall of 2013.

Six years of data were used to calculate the class of 2012 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 2012 Five-Year Extended Cohort

Cohort year	School year	Cohort
Year 1	2008-09	First-time ninth graders in Texas public schools (TPS)
Year 2	2009-10	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	2010-11	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	2011-12	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	2012-13	Students from years 1, 2, 3, or 4 still in TPS in year 5, regardless of grade
Year 6	2013-14	Students from years 1, 2, 3, or 4 still in TPS in year 6, regardless of grade

Year 1: 2008-09

The 2012 cohort was based on first-time ninth graders from the 2008-09 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 2012 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, 2008-09 graduate, dropout, and other leaver information, if any, were added to the students' records. 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 1 and did not return, earn a GED by August 31, 2013, or graduate by August 31, 2013, the student's leaver status in year 1 became his or her final status in the cohort.

Year 2: 2009-10

Once the initial cohort was determined, PEIMS attendance records from the 2009-10 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 2008-09 and was still in Grade 9 in 2009-10 remained in the cohort. Similarly, a student who skipped a grade and was in Grade 11 in 2009-10 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 2009-10 (i.e., the year the 2012 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 2009-10, if any, were added to the students' records. 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 2 and did not return, earn a GED by August 31, 2013, or graduate by August 31, 2013, 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: 2010-11

Attendance records from the 2010-11 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 2010-11 (i.e., the year the 2012 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 2010-11 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, 2013, or graduate by August 31, 2013, 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: 2011-12

Attendance records from the 2011-12 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 2011-12 (i.e., the year the 2012 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 2011-12 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, 2013, or graduate by August 31, 2013, 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: 2012-13

Because students new to Texas public schools in year 5 belong to a later cohort, no students were added to the 2012 statewide cohort. For students in the 2012 cohort, PEIMS Submission 3 attendance records from the 2012-13 school year were added. For students in the cohort who were not in attendance in 2012-13 but who were continuers in the four-year longitudinal rates, PEIMS Submission 1 enrollment records from the fall of 2012, 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 2012-13 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, 2013, or graduate by August 31, 2013, 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: 2013-14

Because students new to Texas public schools in year 6 belong to a later cohort, no students were added to the 2012 statewide cohort. For students in the 2012 cohort, PEIMS Submission 1 enrollment records from the fall of 2013, 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 2013-14 school-start window, which began the first day of school and ended on September 27, 2013, as well as migrant students who returned by the January 2014 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, 2013, and continued in Texas public schools in fall 2013, 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, 2013, 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.

1. A student who entered the cohort in another Texas public school district, whether as a Grade 9 student in year 1 or a student who transferred into Texas public schools in years 2, 3, or 4, was added to a district's cohort when the student moved from one Texas public school district and enrolled in another. The student was removed from the sending district's cohort.

2. Students who did not begin Grade 9 in Texas public schools in 2008-09 but transferred into Texas public schools over the next three school years were added to the cohort if they attended Grade 10 in 2009-10, Grade 11 in 2010-11, or Grade 12 in 2011-12. 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 2009-10 who attended both Grade 10 and Grade 11 that year was placed in the 2012 cohort based on Grade 10 attendance. Transfers in were placed in a cohort regardless of grades attended outside Texas public schools. For example, a student new to Texas public schools in 2009-10 who attended Grade 10 that year was placed in the 2012 cohort, regardless of the grade he or she attended outside Texas public schools prior to 2009-10. Grades attended outside Texas public schools are not considered when determining cohort membership.

How were final statuses assigned?

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 one year after expected graduation, or fall 2013. There were seven final statuses: graduate, continued in high school, other leaver, GED recipient, dropout, underreported, or student identification error. A student's final status was based on PEIMS and GED records submitted to the agency and may have been a status

Table 2
Final Status Definitions for the 2012 Five-Year Extended Cohort

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2013.	Yes
Continuer	The preceding status did not apply, and the student was enrolled in the fall 2013 school-start window, or by January 2014 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 2008-09 through 2012-13.	No
GED ^a recipient	The preceding three statuses did not apply, and the student received a GED by August 31, 2013.	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 2008-09 through 2012-13.	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

^aGeneral Educational Development certificate.

assigned several years before fall 2013. For example, a student who dropped out of Texas public schools in 2009-10 and did not return, earn a GED by August 31, 2013, or graduate by August 31, 2013, 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 2012 cohort).

Table 3
Leaver Reason Codes for Other Leavers and Dropouts in the 2012 Five-Year Extended Cohort

Type of leaver	Year	LEAVER-REASON-CODE
Other leaver	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
	2011-12	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
	2012-13	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 90
Dropout	2008-09	98 ^b
	2009-10	98 ^b
	2010-11	88 ^a , 89 ^a , 98 ^b
	2011-12	88 ^a , 89 ^a , 98 ^b
	2012-13	88 ^a , 89 ^a , 98 ^b

^aLeavers with this leaver reason code are counted as dropouts for state accountability system safeguard purposes; they are not counted as dropouts for state accountability Index 4 purposes. ^bLeavers with this leaver reason code are counted as dropouts for state accountability Index 4 and system safeguard purposes.

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 2012 Five-Year Extended Cohort

Student	School year	In Texas public school this year?	Leaver this year? ^a	Final status	Explanation
A	2008-09	Yes	No	Dropout	Student's last status was dropout, and student did not earn a GED ^b .
	2009-10	Yes	Yes: other leaver		
	2010-11	No	No		
	2011-12	No	No		
	2012-13	Yes	Yes: dropout		
	2013-14	No	- ^c		
B	2008-09	Yes	No	Graduate	Student was a graduate. No other status is relevant.
	2009-10	Yes	No		
	2010-11	Yes	No		
	2011-12	Yes	No		
	2012-13	Yes	Yes: graduate		
	2013-14	Yes	-		
C	2008-09	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.
	2009-10	Yes	No		
	2010-11	Yes	Yes: GED		
	2011-12	Yes	No		
	2012-13	Yes	Yes: other leaver		
	2013-14	No	-		
D	2008-09	Yes	No	GED recipient	Student's last status was dropout, but student also earned a GED.
	2009-10	Yes	No		
	2010-11	Yes	No		
	2011-12	Yes	Yes: GED		
	2012-13	Yes	Yes: dropout		
	2013-14	No	-		
E	2008-09	Yes	No	Continuer	Student did not graduate, and student was enrolled in the fall 2013 school-start window.
	2009-10	Yes	No		
	2010-11	Yes	No		
	2011-12	Yes	No		
	2012-13	Yes	No		
	2013-14	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 2013-14 were not used when determining final five-year statuses for the 2012 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. For the class of 2012, racial/ethnic data for students who had final statuses in 2009-10 or later were collected using the new categories, whereas data for students who had final statuses in 2008-09 were collected using the old categories. Although most of the old racial/ethnic categories correspond to individual new categories, the category "Asian/Pacific Islander" does not. Thus, Asian/Pacific Islander students in the class of 2012 who had final statuses in 2008-09, although included in campus and district totals, are not included in the counts and rates for any individual racial/ethnic category.

How were 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; longitudinal dropout; continuation; GED certification; and graduation, continuation, or 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 2012. 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.

One rate was calculated by combining final statuses. The graduation, continuation, or GED certification 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 English language learners (ELLs) at any time while attending a Texas public school and those identified as ELLs 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 ELLs 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 an English language learner in Texas public schools).

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

State statute specifies exceptions for attribution of records to campuses and districts for state accountability purposes. The following groups of students are excluded from campus and district rate calculations used for Index 4 of the state accountability system.

- 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 §39.053(g-1), a student who meets at least one of the following criteria is excluded from campus and district 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 in which the facility is located; or (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.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is not counted in campus or district rates.

Campus and district rate calculations used as system safeguards in state accountability exclude students in Texas Juvenile Justice Department facilities or residential treatment facilities served by a Texas public school district.

For which districts and campuses were rates calculated?

Five-year extended longitudinal rates for the class of 2012 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
PEIMS Data Elements Used to Build the 2012 Five-Year Extended Cohort

Year	Step	PEIMS record	PEIMS data element
2008-09	1. Build 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	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 E0032 Bilingual Program Type Code E0800 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
		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	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 E1000 Student Attribution Code

Year	Step	PEIMS record	PEIMS data element
		110	E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E0785 Economic Disadvantage Code E0919 At-Risk Indicator Code
		400	E0032 Bilingual Program Type Code E0800 ESL Program Type Code E0797 Immigrant Indicator Code E0212 District ID E0940 Total Elig Spec Ed Mainstream Days Present E0034 Gifted Talented Indicator Code
		405	E0790 LEP Indicator Code 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 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	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 E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		110	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

Year	Step	PEIMS record	PEIMS data element
2011-12	1. Update cohort and add transfer students	400	E0017 Grade Level Code
		500	E0934 Reporting Period Indicator Code 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 E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		110	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
2012-13	1. Update cohort	400	E0017 Grade Level Code
		500	E0934 Reporting Period Indicator Code 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 E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		110	E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL Program Type Code E0797 Immigrant Indicator Code
		400	E0212 District ID

Year	Step	PEIMS record	PEIMS data element
			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
		505	E0034 Gifted Talented Indicator Code E0790 LEP Indicator Code Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
Fall 2013	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 E0785 Economic Disadvantage 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 E0031 Career and Technology Ed Indicator Code E1076 Unschooled Refugee/Asylee Code
		110	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 E0787 ADA Eligibility Code

Table 6
PEIMS Data Elements Used to Identify Students in the 2012 Five-Year Extended Cohort Who Were Ever English Language Learners (ELLs) 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
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
	400	E0790 LEP Indicator Code
2012-13	110	E0790 LEP Indicator Code
	400	E0790 LEP Indicator Code
2013-14	110	E0790 LEP Indicator Code