District Processing Documentation for the Four-Year Graduation, Completion, and Dropout Rates, Class of 2009

Introduction
This document describes the steps taken by the Texas Education Agency (TEA) to build the class of 2009 Grade 9 cohort and compute the four-year longitudinal graduation, completion, and dropout rates for the class of 2009 used in agency publications and for state and federal accountability. The processing decisions in the document are final. For more detailed information on the longitudinal rates, the dropout definition, and the annual dropout rates, please see: www.tea.state.tx.us/index4.aspx?id=4080.

Definitions
The four-year graduation rate for the class of 2009 is the percentage of students from a class of beginning ninth graders who graduate within four years or by August 31, 2009. The four-year completion I rate is the percentage of students from a class of beginning ninth graders who complete their high school education within four years or continue high school in the fifth year. The four-year completion II rate is the percentage of students from a class of beginning ninth graders who complete their high school education within four years, continue high school in the fifth year, or receive their General Educational Development (GED) certificates by August 31, 2009. Student statuses are determined based on records submitted to TEA. Both the graduation rate and the completion rate are used in 2010 accountability. The definitions for state and federal accountability are as follows:

State standard accountability procedures:
Four-year completion I rate

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

State alternative education accountability procedures:
Four-year completion II rate

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

Federal accountability:
Four-year graduation rate

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

For further information on state accountability, please see: http://www.tea.state.tx.us/perfreport/account/.
For further information on federal accountability, please see: http://www.tea.state.tx.us/ayp/.

Processing
Four-year graduation, completion, and dropout rate processing for the class of 2009 is comprised of three steps: 1) gathering all data, including: a) attendance records from the first four years of the cohort that establishes who is in the cohort, as well as demographic and leaver records from the first four years, b) enrollment records from the fifth year of the cohort, and c) GED records; 2) determining each student's accountable district and final status in that district; and 3) calculating four-year graduation, completion, and dropout rates at campus and district levels.

<u>Who is in the cohort and what records are gathered for these students?</u>
The records used to calculate the four-year rates for the class of 2009 are based on five years of data:

Cohort year	School year	Cohort
Year 1	2005-06	First-time 9th graders in Texas public schools (TPS)
Year 2	2006-07	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	2007-08	Students from Years 1 and 2 still in TPS in Year 3, regardless of grade, and students new to TPS in Grade 11 in Year 3
Year 4	2008-09	Students from Years 1, 2, and 3 still in TPS in Year 4, regardless of grade, and students new to TPS in Grade 12 in Year 4
Year 5	2009-10	Students from Years 1, 2, 3, and 4 still in TPS in Year 5, regardless of grade

Year 1: 2005-06
The 2009 cohort is based on first-time ninth graders from the 2005-06 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 becomes part of the cohort. PEIMS Submission 3 attendance data from the previous five school years are used to exclude repeaters, because a student who had Grade 9 attendance in previous years belongs to an earlier cohort. Once the 2009 cohort is established, program participation and student characteristic information such as gifted and talented participation or special education participation is added to each student record. See Table 1 for the sources of this information. In addition, 2005-06 dropout, graduate, and other leaver information, if any, is added to the student's record. The last district attended in 2005-06 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 1 and does not return or earn a GED, the student's leaver status in Year 1 becomes the student's final status in the cohort.

Year 2: 2006-07
Now that the initial cohort is determined, PEIMS attendance records from the 2006-07 school year are gathered for these students. By now, most students are in Grade 10, but students who began Grade 9 in Year 1 remain part of the cohort regardless of grade level. For example, a student who began Grade 9 in 2005-06 and was still in Grade 9 in 2006-07 is still in the cohort. Similarly, a student who skipped a grade and is now in Grade 11 is still in the cohort. Thus, students who attended the same district in 2006-07 as they did in 2005-06 remain in the district's cohort, regardless of grade level. In addition to gathering data on students already in the cohort, students who enter Texas public schools in Grade 10, the grade expected for the cohort, are added. Program participation and student characteristic information is added to each student's record. Dropout, graduate, and other leaver information for 2006-07, if any, is added to the student's record. The last district attended in 2006-07 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 2 and does not return or earn a GED, the student's leaver status in Year 2 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

Year 3: 2007-08
Attendance records from the 2007-08 school year are added to the students' records. Again, students already in the cohort remain in the cohort regardless of grade level. Students who enter Texas public schools in Grade 11 are added. Again, program participation and student characteristic information is added to each student's record, along with dropout, graduate, and other leaver information. The last district attended in 2007-08 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 3 and does not return or earn a GED, the student's leaver status in Year 3 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

Year 4: 2008-09
Attendance records from the 2008-09 school year are added to the students' records. Again, students already in the cohort remain in the cohort regardless of grade level. Students who enter Texas public schools in Grade 12 are added. Program participation, student characteristic, dropout, graduate, and other leaver information is added to each student's record. The last district attended in 2008-09 becomes the accountable district for the student for this year. If the student leaves Texas public school in Year 4 and does not return or earn a GED, the student's leaver status in Year 4 becomes the student's final status in the cohort. See *Transfers In* for how students not already in a district's cohort are added to a district's cohort.

Year 5: 2009-10
PEIMS Submission 1 enrollment records for the fall immediately after the cohort's expected graduation date, in this case fall 2009, are used to determine if students are continuing in high school. This includes students reported as enrolled in the school-start window in 2009-10, as well as migrant students who return by the January 2010 PEIMS resubmission date. No students are added to the statewide cohort because students new to Texas public school in Year 5 belong to a later cohort. The last district enrolled in becomes the accountable district for the student for this year. If the student continues in Texas public school in fall 2009 and did not graduate by 2008-09, the student's final status in the cohort is continuer. See *Transfers in* for how students not already in a district's cohort are added to a district's cohort.

GED assignment
Students listed in the agency's GED database as having received a GED on or before August 31, 2009 are identified.

Transfers in
Students who did not begin Grade 9 in the district can be 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, is added to a district's cohort when the student moves from one Texas public school district and enrolls in another. The student is removed from the sending district's cohort. 2) A student who transferred into Texas public schools and enrolls in a district in Years 2, 3, or 4 in the expected grade level of the cohort is added to the district's cohort. For example, a student who moves to Texas from out of state and enrolls in Texas public school in Grade 10 in 2006-07, when the 2009 cohort is expected to be in Grade 10, is added to the district's cohort.

How are graduation, completion, and dropout rates calculated?
Once all attendance, demographic, leaver, and GED data for the students are gathered and the accountable district determined, each student is assigned a final status in the accountable district based on the tracking of a student into the fall immediately after expected graduation, or fall 2009. Statuses are graduate, dropout, excluded dropout, other leaver, GED recipient, or continued in high school. Statuses are based on PEIMS and GED records submitted to the agency and may be the status a student was assigned several years before fall 2009. For example, a student who dropped out of Texas public school in 2006-07 and did not return or earn a GED will have a status of dropout. See the table below to determine how TEA sets final statuses and whether a status is included in the calculation of the longitudinal rates.

Status	Definition	Status included in final calculation of longitudinal rates?
Graduate	Student graduated by August 31, 2009.	Yes
Continuer	The above status does not apply and student was enrolled in the fall 2009 school-start window or by January 2010 if student is a migrant.	Yes
Other leaver	The above statuses do not apply and student left school for a reason other than graduating or dropping out. See below for a list of the leaver reason codes for 2005-06 through 2008-09 associated with this status.	No
GED recipient	The above statuses do not apply and student received a GED by August 31, 2009.	Yes
Dropout	The above statuses do not apply and student dropped out. See below for a list of the leaver reason codes for 2005-06 through 2008-09 associated with this status.	Yes
Excluded dropout	The above statuses do not apply and student dropped out but is not counted as a dropout in accountability ratings due to statute.	No
Underreported	The above statuses do not apply. Status of the student was not reported.	No
Student identification error	The above statuses do not apply. Records could not be matched because of a student identification error.	No

Type of leaver	Year	LEAVER-REASON-CODEs
Other leaver	2005-06	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86
	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
Dropout	2005-06	98
	2006-07	98
	2007-08	98
	2008-09	98

<u>Is the student's status in the last district attended always the final status?</u>
A student's status in the last district attended becomes the final status, with two exceptions:
1. If a student has a status of graduated in any year, the student's final status is graduate.
2. If a student dropped out of the last district attended but also earned a GED, the final status is GED.

Examples:

Student	School year	Leaver status	Final status	Explanation
A	2005-06	-	dropout	Student's last status was dropout, and student did not earn GED.
	2006-07	-		
	2007-08	other leaver		
	2008-09	-		
	2009-10	dropout		
	Earned GED?	no		
B	2005-06	-	graduate	Student was a graduate. No other status is relevant.
	2006-07	-		
	2007-08	-		
	2008-09	graduate		
	2009-10	continuer		
	Earned GED?	no		
C	2005-06	-	other leaver	Student's last status was other leaver. Student earned GED, but GED only replaces the last status if the last status is dropout.
	2006-07	-		
	2007-08	-		
	2008-09	other leaver		
	2009-10	-		
	Earned GED?	yes		

<u>How are graduation, completion, and dropout rates calculated for campuses and districts?</u>
Data are 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 is counted in the graduation rate of both the campus and the district from which he or she graduated. Similarly, a student with a final status of dropout is counted in the dropout rate of the campus and district from which he or she dropped out. The following rates are calculated: graduation, completion I, completion II, longitudinal dropout, continuation, and GED.

Not all members of a campus's or district's cohort are included in the rates because the calculation includes only students with a final status of graduate, continuer, GED recipient, or dropout. Students with these statuses represent the class of 2009. Dropouts excluded from district and campus accountability because of statute and students with final statuses of other leaver, underreported, and student identification error are members of the cohort but are not part of the class. Thus, for each rate calculated, the denominator is 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 in the class.

Completion I and II rates are calculated by combining final statuses. The completion I rate equals the total number of graduates and continuers divided by the total number in the class. The completion II rate equals the total number of graduates, continuers, and GED recipients divided by the total number in the class. Rates are also calculated for population subsets such as ethnicity, gender, and program participation. Student characteristics and program participation are assigned based on the student's final year in the cohort. For example, a student who graduated in the fourth year of the cohort and who was in the gifted and talented program the first three years but not the fourth year is not included in the gifted and talented graduation rate. In addition, new in 2010 are graduation, completion, and dropout rates for students who were ever limited English proficient (LEP) at any time in K-12 in Texas public schools. Rates for ever-LEP students are being calculated in addition to the traditional method of calculating LEP rates, i.e. students who were LEP in their final year in the cohort. See Table 2 for the sources of information for ever LEP.

Longitudinal rates are only calculated for campuses and districts that served Grade 9 and either Grade 11 or Grade 12 in both the first year of the cohort and in the fall of the fifth year, that is, in 2005-06 and the fall of 2009 for the class of 2009 four-year rates.

The table below shows the cohort build steps using PEIMS data elements.

Table 1

Year	Step	PEIMS Record	PEIMS Data Element
2005-06	1. Build cohort	400	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
		110	E0790 LEP Indicator Code
			E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E0894 Title I Part A 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
		405	Special education status indicated by record submission
	3. Add dropout, graduate, and other leaver records	203	E1001 Leaver Reason Code
2006-07	1. Update cohort and add transfer students	400	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
		110	E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E0894 Title I Part A 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
	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
	2. Add corresponding student characteristics and program participation	101	E0005 Ethnicity Code
			E0004 Sex Code
			E0984 Migrant Indicator Code
			E1027 Campus ID of Accountability
		110	E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E0894 Title I Part A 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

Year	Step	PEIMS Record	PEIMS Data Element
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
		405	Special education 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
		110	E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E0894 Title I Part A Indicator Code
			E1042 Bilingual Program Indicator Code
			E1043 ESL Program 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
		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 2009	1. Update cohort and add corresponding student characteristics and program participation	101	E0005 Ethnicity Code
			E0004 Sex Code
			E0984 Migrant Indicator Code
			E0017 Grade Level Code
			E1002 Student Attribution Code
			E0782 Campus ID of Enrollment
		110	E0785 Economic Disadvantage Code
			E0919 At-Risk Indicator Code
			E0894 Title I Part A Indicator Code
			E1042 Bilingual Program Indicator Code
			E1043 ESL Program Indicator Code
			E0031 Career and Technology Ed Indicator Code
			E0797 Immigrant Indicator Code
			E0034 Gifted Talented Indicator Code
			E0790 LEP Indicator Code
			E0794 Special Education Indicator Code

The table below shows the sources of information for students who were identified as ever limited English proficient ("ever LEP") in Texas public schools.

Table 2

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