Processing of District Five -Year Extended Longitudinal Graduation and Dropout Rates, Class of 2018

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the 2018 and to calculate the class of 2018 five-year extended longitudinal graduation, continuation, Texas Certificate of High School Equivalency (TxCHSE) recipient, 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.texas.gov/acctres/dropcomp_index.html.

Definitions and Uses

The five-year extended class of 2018 consists of students who began Grade 9 in Texas public schools for the first time in 2014-15, or who transferred into the cohort, and either graduated by August 31, 2019, continued high school in the fall of 2019, received a TxCHSE by August 31, 2019, or dropped out of high school as of the fall of 2019. Students qualified to graduate by means of an individual graduation committee (IGC) determination were included as graduates.

TEA calculates several five-year extended longitudinal rates, including longitudinal graduation rates, and longitudinal graduation, continuation, or TxCHSE recipient rates which are used for accountability. Whereas the four-year longitudinal rates for the class of 2018 were based on tracking students into the fall of 2018, the five-year extended longitudinal rates were based on tracking the same students for an additional year into the fall of 2019. The class of 2018 five-year extended longitudinal graduation rate was calculated by dividing the number of students in the class who graduated by August 31, 2019, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

The class of 2018 five-year extended longitudinal graduation, continuation, or TxCHSE recipient rate was calculated by dividing the number of students in the class who graduated by August 31, 2019, continued in high school in fall 2019, or received a TxCHSE by August 31, 2019, by the total number of students in the class (i.e., graduates, continuers, TxCHSE recipients, and dropouts).

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

In 2020, the five-year extended longitudinal graduation rate and five-year extended 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 the state accountability exclusion criteria, outlined on pages 8 and 9, were excluded from campus and district rate calculations used for the Student Achievement domain. Find more information on the Student Achievement domain in the https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2020-accountability-rating-system.

Year 1: 2014-15

The 2018 cohort was based on first-time ninth graders from the 2014-15 school year. In order to identify first-time ninth graders, Public Education Information Management System (PEIMS) Submission 3 attendance data from the 2014-15 school year were obtained for all Grade 9 students. 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 2014-15 school year, became part of the

Table 4

Calculating rates for campuses and districts. Five-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 sixth years of the cohort (2015 and 2019-20, respectively) or (b) served Grade 12 in the first and sixth years of the cohort.

Data were aggregated at the campus and district levels based on the students' final statuses au7(23)[(a)2. e

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; 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 §39.053(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 is (c) 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 Accountability and Federal Accountability Reporting Exclusions, Class of 2018

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

Table 6
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2018 Five-Year Extended Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2014-15	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	100	E1082 Homeless Status Code
		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
		102	E1528 Foster Care Indicator Code E1529 Military Connected Student Code
		110	E0919 At-Risk Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0797 Immigrant Indicator Code

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2018 Five-Year Extended Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2016-17	1. Update cohort and add transfer students	40110	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		42500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	40100	E0212 District ID 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 E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E1000 Student Attribution Code E1027 Campus ID of Accountability E0031 Career and Technology Ed Indicator Code E1042 Bilingual Program Type Code E1043 ESL[b] Program Type Code E0034 Gifted Talented Indicator Code E0794 Special Ed Indicator Code

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2018 Five-Year Extended Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2017-18	1. Update cohort and add transfer students	40110	E0017 Grade Level Code E0934 Reporting Period Indicator Code
		42500	E0017 Grade Level Code E0934 Reporting Period Indicator Code
	2. Add corresponding student characteristics and program participation	40100	E0212 District ID 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 E0790 LEP[c] Indicator Code E1082 Homeless Status Code E1076 Unschooled Refugee/Asylee Code E0919 At-Risk Indicator Code E0797 Immigrant Indicator Code E1528 Foster Care Indicator Code E1529 Military Connected Student Code E1530 Dyslexia Indicator Code
		40110	E1000 Student Attribution Code E1027 Campus ID of Ae.003 [(E)-2.7(9802u0)-7-8.4(e.003 [(E)-2.7(9802u0)-4.3(o)-7.

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2018 Five-Year Extended Cohort

Year	Step	PEIMS record /TSDS[a]

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the 2018 Five-Year Extended Cohort