Processing of District Four-Year Longitudinal Graduation and Dropout Rates, Class of 2016

Introduction

This document describes the steps taken by the Texas Education Agency (TEA) to build the class of 2016 Grade 9 cohort and to calculate the class of 2016 four-year longitudinal graduation, continuation, GED recipient, and dropout rates used in agency publications and for accountability. Information on the calculation of four-year diploma program rates 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 2016 consists of students who began Grade 9 in Texas public schools in 2012-13,

Year 1: 2012-13

The 2016 cohort was based on first-time ninth graders from the 2012-13 Public Education Information Management System (PEIMS) Submission 3 attendance data. A student who first attended Grade 9 in a Texas public school for any length of time, at any time during the school year, became part of the cohort. Because they are attributed to other cohorts,

Year 4: 2015-16

PEIMS attendance records from the 2015-16 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 2015-16 (i.e., the year the 2016 cohort was expected to be in Grade 12) were added to the cohort. Program participation and student characteristic information were added to each student's record, along with any graduate, dropout, or other leaver information. The last district a student attended in 2015-16 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 certificate by August 31, 2016, or graduate by August 31, 2016, 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: 2016-17

Students new to Texas public schools in year 5 are attributed to a later cohort, thus no students were added to the 2016 statewide cohort. For students in the 2016 cohort, PEIMS Submission 1 enrollment records from the fall of 2016, the fall immediately after the cohort's expected graduation date, were used to deterd

public schools in 2013-14 who attended Grade 10 that year was placed in the 2016 cohort, regardless of the grade he or she attended prior to enrolling in Texas public schools. Grades attended outside Texas public schools are not considered when determining cohort membership.

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 2016. There were seven final statuses: graduate, continued in high school, other leaver, GED certificate recipient, dropout, underreported, or student identification error. A student's final status was based on PEIMS and GED certificate records submitted to the agency and may have been a status assigned several years before fall 2016. For example, a student who dropped out of Texas public schools in 2013-14 and did not return, earn a GED certificate by August 31, 2016, or graduate by August 31, 2016, 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 2016 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 GED certificate by August 31, 2016, the final status was GED certificate recipient (see Table 4 for examples of how final statuses are determined).

Table 2
Final Student Status Definitions, Class of 2016 Grade 9 Four-Year Cohort

Table 5
Methods for Determining State and Federal Accountability Exclusions, Class of 2016 Grade 9 Four-

Table 6 (continued)
Public Education Information Management System (PEIMS) Data Elements Used to Build the Class of 2016 Grade 9 Four-Year Cohort

Year	Step	PEIMS record /TSDS[a] subcategory	PEIMS data element
2013-14		400	
			E0934 Reporting Period Indicator Code
		500	
			E0934 Reporting Period Indicator Code
		100	
			E1059 American Indian Alaska Native Code
		101	E1060 Asian Code E1061 Black African American Code E1062
		110	
		400	
		405	
		461	
		500	
		505	ubmission

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