

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

Find more information on federal accountability at <http://www.tea.state.tx.us/ayp/>.

Processing

Processing five-year extended graduation, completion, and dropout rates for the class of 2010 involved three steps: (1) gathering data, including: (a) attendance, demographic, and leaver records for the 2006-07 through 2009-10 school years; (b) attendance, enrollment, demographic, and leaver records for the 2010-11 school year; (c) enrollment records from the fall of 2011; and (d) GED records through August 2011; (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 f

student attended in 2008-09 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, 2011, or graduate by August 31, 2011, 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: 2009-10

Attendance records from the 2009-10 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 2009-10 (i.e., the year the 2010 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 2009-10 became the accountable district for the student for that year. If a student left Texas public schools in year 4 and

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Other leaver	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
	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
Dropout	2006-07	98
	2007-08	98
	2008-09	98
	2009-10	98
	2010-11	88, 89, 98

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).

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, Completion I, Completion II, longitudinal dropout, continuation in high school, and 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 2010. 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.

Completion I and II rates were calculated by combining final statuses. The Completion I rate is the total number of graduates and continuers divided by the total number of students in the class. The Completion II 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 limited English proficient (LEP) at any time while attending a Texas public school and those identified as LEP 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 LEP 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 LEP in Texas public schools).

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

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 §39.055, a student in a Texas Youth Commission (TYC) or Texas Juvenile Probation Commission (TJPC) facility served by a Texas public school district is not counted in campus or district dropout or completion rates except under the following circumstances. If, through campus of

Year	Step	PEIMS record	PEIMS data element
		110	E0031 Career and Technology Ed Indicator Code 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

