

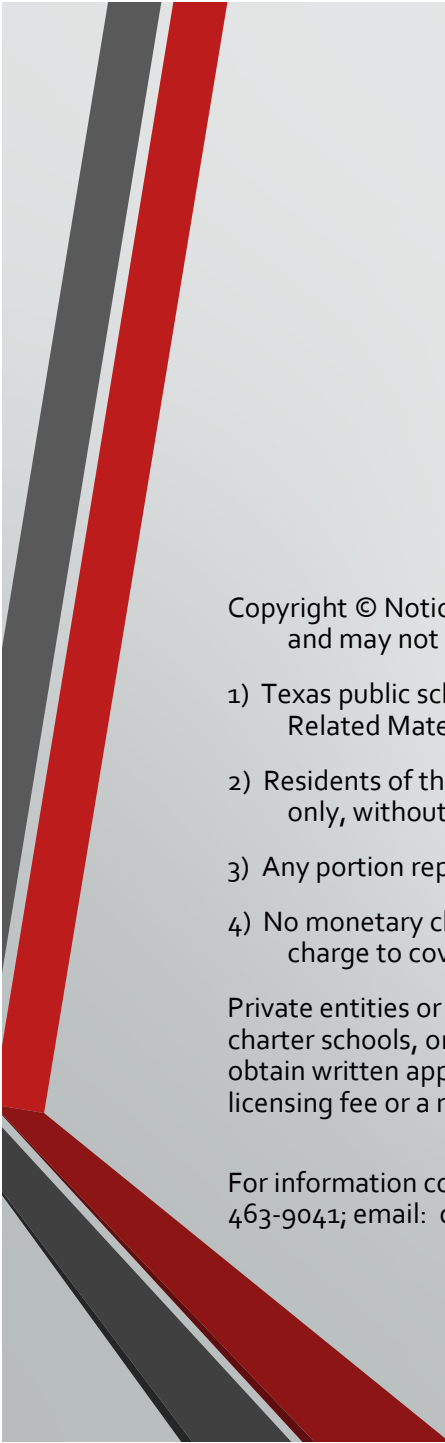
Update to Graduation and Dropout Rate Reporting

Texas Assessment Conference

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Division of Research and Analysis

Texas Education Agency



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Overview

- Accounting for students
- Annual dropout rate
- Longitudinal rates
- Resources

Accounting for students

Accounting for students

Each student served in the district in one school year must be accounted for the next fall either through TEA or district records.

EDIT+ reports available in the fall provide the full roster of students expected to be accounted for by TEA or the district.

Accounting for students by TEA

Students accounted for^a:

GED certificate recipients and previous TX public school graduates

Movers (or students who move from one TX public school district and enroll in another)

Source:

TEA's GED database and graduate database

PEIMS submission 3 records submitted by districts in June (school-year movers), and PEIMS submission 1 records submitted by districts the next fall (summertime movers)

^aDistricts can use EDIT+ to get reports on GED recipients, previous graduates, and school-year movers (PRFoBo31) in October and on presumed summertime movers (PRFoBo32) in December.

Accounting for students by districts

Students accounted for:

Returned students

Leavers (graduates, dropouts,
and students who leave for
non-dropout reasons)

Source:

Enrollment records

(i.e., PEIMS submission I records
submitted by districts the next fall)

Leaver records

(i.e., PEIMS submission I records
submitted by districts the next fall)

Dropout definition

A dropout is a student who attends Grade 7-12 in a public school in a particular school year, does not return the following fall, is not expelled, and does not:

- graduate,
- receive a General Educational Development (GED) certificate,
- continue school outside the public school system,
- begin college, or
- die.

Note. Texas Education Code §39.053 requires the agency to use the National Center for Education Statistics (NCES) dropout definition.

2014-15 PEIMS leaver reason codes^a:

- 01 – Graduated from a high school in this district.
- 03 – Died.
- 16 – Returned to home country.
- 24 – Entered college and is working towards a degree.
- 60 – Is home schooled. This code may be used only for a student whose parent/guardian confirms that the student is pursuing, under direct supervision of the parent/guardian, a curriculum designed to meet basic education goals.

(continues)

^aThe agency requires that districts have documentation to support the leaver reason code assigned to each leaver. See the *PEIMS Data Standards* for documentation requirements.

2014-15 PEIMS leaver reason codes (continued):

66 – Removed by Child Protective Services.

78 – Expelled for criminal behavior under the provisions of Texas Education Code (TEC) §37.007 and cannot return. This code should only be used for a student who met the following two conditions:

a) was expelled for an offense included in TEC §37.007, and

b) was expelled from a district located in a county that does not have a JJAEP^a.

81 – Enrolled in a private school in TX.

(continues)

^aJuvenile Justice Alternative Education Program

2014-15 PEIMS leaver reason codes (continued):

- 82 – Enrolled in a public or private school outside of TX.
- 83 – Was attending and was withdrawn by the district when the district discovered the student was not entitled to enrollment in the district because the student:

- a) was not a resident of the district;

- b) was not entitled under other provisions of TEC §25.001 or as a transfer student; or

- c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the TX Dept. of State Health Services because the student was not immunized.

This code is **not** for a student who stops attending because he/she has moved.

(continues)

2014-15 PEIMS leaver reason codes (continued):

- 85 – Graduated outside TX before entering a TX public school, entered a TX public school, and left again.
- 86 – Completed GED outside TX.
- 87^a – Enrolled in SBOE^a-authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.

(continues)

^aState Board of Education

2014-15 PEIMS leaver reason codes (continued):

- 88 – Ordered by a court to attend a GED program and has not earned a GED.
- 89 – Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.
- 90 – Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children.
- 98 – Other.

Dropouts with this leaver reason code are included in rates calculated for state accountability purposes: code 98.

Dropouts with this leaver reason code are included in rates calculated for federal accountability purposes: codes 88, 89, and 98.

Determining student statuses

TEA determines each student's status at each district.^a

For those who did not return to a district, TEA determines whether the student is a graduate, other leaver, GED recipient, or dropout.

^aStudent can have only one status at each district. Statuses are not always mutually exclusive, so a hierarchy exists to determine the status. Statuses may vary from district to district. A district is held accountable for student's leaver status in that district.

Leaver status hierarchy

Status:

Graduate

Previous graduate

Not a leaver

Mover

Other leaver

GED recipient

Dropout^a

Underreported^b

Determined by:

Leaver records (reason code = 01)

PEIMS graduate database

Enrollment records (enrolled on time in fall)

Attendance and enrollment records

Leaver records (reason code = 03 through 87, 90)

Texas GED database

Leaver records (reason code = 88, 89, 98)

Record required but not submitted

^aStudent becomes a dropout in annual dropout rate and possibly in longitudinal rate.

^bStudent becomes underreported in annual rate and possibly in longitudinal rate.

Texas Education Code (TEC) exclusions applied for state accountability

State statute specifies certain exclusions that the agency must make when calculating dropout and graduation rates for state accountability.

- Under TEC §39.053(g-1), the following groups of students are excluded:
 - Students court-ordered to attend a GED program, GED not earned;
 - Students previously reported as dropouts;
 - Students not eligible for state funding;
 - Students whose initial enrollment in U.S. schools was in grades 7-12 as unschooled refugees and asylees;
 - Students in the district exclusively as a function of having been detained at a county detention facility; and
 - Students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults.

(continues)

TEC exclusions applied for state accountability (continued)

- Under TEC §39.054(f), 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 TX Juvenile Justice Department facility or a residential treatment facility served by a TX public school district is not counted in campus or district rates.

Method for determining exclusions

Exclusion	Determined by
Court-ordered GEDs, not earned	District reporting (PEIMS leaver code 88) and agency processing
Previous dropouts	District reporting (PEIMS leaver codes 88, 89, 98) and agency processing
ADA ineligible students	District reporting (PEIMS ADA-ELIGIBILITY-CODE=0)
Refugees/asylees	District reporting (PEIMS UNSCHOOLED-ASYLEE/REFUGEE-CODE)
In a juvenile detention or residential treatment facility	District reporting (PEIMS STUDENT-ATTRIBUTION-CODE)
Incarcerated as adult	District reporting (PEIMS leaver code 89)

Rates calculated by TEA

Rates	Number of exclusions applied
Campus and district rates calculated for state accountability	Six: court-ordered GED, previous dropouts, ADA ineligible, refugee/asylee, in a juvenile detention or residential treatment facility, or incarcerated as adult
Campus and district rates not calculated for state accountability	One: in a juvenile detention or residential treatment facility
State, region, and county rates	None

Additional TEC exclusion required for state accountability

- Under TEC §39.053(g-2), the agency is required to remove certain students receiving special education services from longitudinal rates calculated for state accountability. This exclusion applies to students who (1) are at least 18 years of age as of September 1; (2) have satisfied credit requirements for high school graduation; (3) have not completed their individualized education program (IEP); and (4) are enrolled and receiving IEP services.
- PEIMS has been modified to collect the required information beginning with the 2016-17 school year.
- This exclusion applies only to longitudinal rates and will first be applied to class of 2016 graduation rates.

Annual dropout rate

Annual dropout rate calculation

- Definition: The percentage of students who drop out of school during one school year.
- This method produces the lowest rate of all the methods for counting dropouts.
- Calculation:

number of students who dropped out during the school year

number of students enrolled during the school year

What's new for the 2014-15 annual dropout rate

- No changes.

Uses of 2014-15 annual dropout data at TEA

- State accountability
- Performance-Based Monitoring

State accountability for 2016

2014-15 Grade 9-12 annual dropout rate

- An indicator in Index 4: Postsecondary readiness
- Used for high school campuses when a longitudinal rate is not available.
 - Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners.
- Rates are calculated for state accountability per Texas Education Code §39.053(g-1), that is, rates with exclusions applied.

Performance-Based Monitoring (PBM): *2016^a Performance-Based Monitoring Analysis System (PBMAS)*

- Changes to the performance level (PL) cut-points for PL 1 – PL 3 will be implemented for annual dropout rate indicators.
- PBM uses rates calculated without exclusions.

2014-15 Grade 7-12 annual dropout rate (2016 PL 0 cut-point = 1.8% or lower)

- Limited English proficient (LEP) students
- Migrant students
- Special education students
- Title I, Part A students

2014-15 Grade 9-12 annual dropout rate (2016 PL 0 cut-point = 2.8% or lower)

- Career and technical education students

^aFinal decisions will be made in spring 2016.

Performance-Based Monitoring (PBM): *2016^a Leaver Records Data Validation*

- Underreported standards will change for the 2016 year.
- PBM uses rates calculated without exclusions.

2012-13, 2013-14, and 2014-15 Grade 7-12 leaver data

- Leaver data analysis

2014-15 underreported students rate and count

- Districts exceeding count and rate standards of 75 and 1.5%, respectively
 - Minimum count is ≥ 5
 - Minimum size rate is 0.7%

2014-15 Grade 7-12 leaver records: dropout codes and other exit leaver codes

- Use of one or more leaver reason codes
- Use of leaver reason codes by districts with no dropouts
- Use of certain leaver reason dropout codes (codes 88 and 89)

^aFinal decisions will be made in summer 2016.

Longitudinal rates

Longitudinal rate definitions

The graduation rate is the percentage of students from a class of beginning ninth graders^a who graduate:

- by the fall after the anticipated graduation date (four-year rates),
- by the fall one year after the anticipated graduation date (five-year rates), or
- by the fall two years after the anticipated graduation date (six-year rates).

The graduation, continuation, and GED recipient rate is the percentage of students from a class of beginning ninth graders^a who graduate, continue high school, or receive a GED:

- by the fall after the anticipated graduation date (four-year rates),
- by the fall one year after the anticipated graduation date (five-year rates), or
- by the fall two years after the anticipated graduation date (six-year rates).

^aThe cohort includes students who transfer into TX public schools in the second, third, or fourth years.

Longitudinal rate calculations

Graduation rate:

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

Graduation, continuation, and GED recipient rate:

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

Longitudinal rates that TEA will calculate in 2016

- Four-year rates for the class of 2015, based on the tracking of students for four years and into the fall of the fifth year.
- Five-year rates for the class of 2014, based on the tracking of students for five years and into the fall of the sixth year.
- Six-year rates for the class of 2013, based on the tracking of students for six years and into the fall of the seventh year.

Terms used in longitudinal rate processing

- Graduate: Graduated from a TX public school by Aug. 31, 2015
- Continuer: Enrolled in school-start window^a in fall 2015
- GED recipient: Received GED by Aug. 31, 2015
- Dropout: Dropped out
- Class: Graduates + continuers + GED recipients + dropouts
- Cohort: Graduates + continuers + GED recipients + dropouts + other leavers + underreported students + ID errors

^aEnds the last Friday in September. A student must be enrolled in the school-start window in order to not be counted as a dropout.

Students can be added to a district's cohort in one of two ways:

1. District-to-district movers: A student begins grade 9 in one district and moves into and enrolls in another district. The student is still in the cohort, regardless of the grade-level assignment in the receiving district. The student is removed from the sending district's cohort and enters the receiving district's cohort.
2. Students new to the TX public school system: A student who enrolls in the expected grade level of the cohort is added to the cohort. For example, a student who enrolled in grade 10 in 2012-13, when the 2015 cohort was expected to be in grade 10, is added to the district's 2015 cohort.

Building the 2015 cohort and determining four-year rates

- Capture data from years 1, 2, 3, 4, and 5
- Capture GED data
- Merge all records
- Determine final statuses

Data from year 1 of the 2015 cohort (2011-12)

- Capture attendance records for students who began grade 9^a in any TX public school in 2011-12 (2011-12 PEIMS submission 3).
- Capture 2011-12 leaver records^b, if any, for the above students (2012-13 PEIMS submission 1).

^aStudents repeating grade 9 in 2011-12 are not part of the 2015 cohort. ^bA student who dropped out in 2011-12 and does not return to school may become a dropout for the class of 2015.

Data from year 2 of the 2015 cohort (2012-13)

- Capture year 2 attendance records for students who were in the cohort in year 1 (2012-13 PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in grade 10 in year 2^a (2012-13 PEIMS submission 3). Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2012-13 leaver records^b, if any, for the above students (2013-14 PEIMS submission 1).

^aStudents are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered. ^bA student who dropped out in 2012-13 and does not return to school may become a dropout for the class of 2015.

Data from year 3 of the 2015 cohort (2013-14)

- Capture year 3 attendance records for students who were in the cohort in years 1 or 2 (2013-14 PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in grade 11 in year 3^a (2013-14 PEIMS submission 3). Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2013-14 leaver records^b, if any, for the above students (2014-15 PEIMS submission 1).

^aStudents are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered. ^bA student who dropped out in 2013-14 and does not return to school may become a dropout for the class of 2015.

Data from year 4 of the 2015 cohort (2014-15)

- Capture year 4 attendance records for students who were in the cohort in years 1, 2, or 3 (2014-15 PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in grade 12 in year 4^a (2014-15 PEIMS submission 3). Students are added to a cohort based on the lowest grade level reported for the year.
- Capture 2014-15 leaver records^b, if any, for the above students (2015-16 PEIMS submission 1).

^aStudents are added to the cohort based on PEIMS attendance records. Non-PEIMS records are not considered. ^bA student who dropped out in 2014-15 and does not return to school may become a dropout for the class of 2015.

Data from year 5 of the 2015 cohort (2015-16)

- Capture school-start window enrollment records for students who were in the cohort in years 1, 2, 3, or 4 (2015-16 PEIMS submission 1).
- No students are added to the statewide cohort^a in year 5.
- Leaver records are not captured for year 5. Leaver records for 2015-16 leavers are not submitted until 2016-17 PEIMS submission 1.

^aA student from the statewide cohort who enrolls in a different district in year 5 will be removed from the cohort for the sending district and added to the cohort for the receiving district.

GED data

- Capture data on students who earned a GED by Aug. 31, 2015.
- Merge with data from years 1, 2, 3, 4, and 5.

Class of 2014 five-year rates

<u>School year</u>	<u>Information used to build cohort and determine rates</u>
2010-11	Attendance records and leaver records from four-year rates ^a
2011-12	Attendance records and leaver records from four-year rates ^a
2012-13	Attendance records and leaver records from four-year rates ^a
2013-14	Attendance records and leaver records from four-year rates ^a
2014-15	Attendance records and leaver records
2015-16	Enrollment records
Through Aug. 31, 2015	GED recipients

^aNo new data are captured for years 1-4. Notwithstanding changes in longitudinal rate processing rules, information for the first four years of the cohort will not change between the rates calculated for the four-year class of 2014 and those for the five-year class of 2014.

Class of 2013 six-year rates

<u>School year</u>	<u>Information used to build cohort and determine rates</u>
2009-10	Attendance records and leaver records from four-year rates ^a
2010-11	Attendance records and leaver records from four-year rates ^a
2011-12	Attendance records and leaver records from four-year rates ^a
2012-13	Attendance records and leaver records from four-year rates ^a
2013-14	Attendance records and leaver records from five-year rates ^a
2014-15	Attendance records and leaver records
2015-16	Enrollment records
Through Aug. 31, 2015	GED recipients

^aNo new data are captured for years 1-5. Notwithstanding changes in longitudinal rate processing rules, information for the first five years of the cohort will not change between the rates calculated for the four- and five-year classes of 2013 and those for the six-year class of 2013.

Determine statuses for the 2015 four-year, 2014 five-year, and 2013 six-year cohorts. Every student will have one of these statuses:

Status	Definition	Included in rates?
Graduate	Graduated by August 31, 2015	Yes
Continuer	Enrolled by September 25, 2015 ^a	Yes
GED recipient	Received GED by August 31, 2015	Yes
Dropout	Dropped out	Yes
Other leaver	Left for reasons other than graduating or dropping out	No
Underreported	No record received	No
Student ID error	Cannot track student from year to year because of errors in identification information ^b	No

^aThe school-start window ends the last Friday in September. ^bError might have been made by either sending or receiving district.

Determine final status

The student's status in the last year is the student's final status in the rate calculations, except:

<u>If leaver status is:</u>	<u>Then final status in cohort is:</u>
Graduate in any year	Graduate
Dropout in last year but student received GED by Aug. 31, 2015	GED recipient

Race/ethnicity

New this year, the 2015 four-year rates, 2014 five-year rates, and 2013 six-year rates incorporate the new racial/ethnic categories in all years of the cohorts:

- African American
- American Indian
- Asian
- Hispanic
- Pacific Islander
- White
- Multiracial

Uses of longitudinal rates at TEA

- State accountability
 - Performance index
 - System safeguards
- Performance-Based Monitoring

State accountability for 2016

Performance Index

- Used in Index 4: Postsecondary readiness
- Use of the four-year graduation rate or five-year graduation rate for high school campuses
 - Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners in high school
- Use of four-year, five-year or six-year graduated + continued + received GED rate for high school campuses under alternative education provisions
 - Evaluated for ten student groups: all students, each racial/ethnic group (seven), students with disabilities, English language learners in high school
- Use of rates calculated for state accountability per Texas Education Code §39.053(g-1), that is, rates with exclusions applied

State accountability for 2016

New for 2016: To account for students who graduate under the new foundation high school program (FHSP), two diploma program rates will be calculated and the best rate will be used:

Current rate:

recommended + advanced

recommended + advanced + minimum

New rate:

recommended + advanced + FHSP-E + FHSP-DLA

rec. + adv. + min. + FHSP

- Evaluated for eight student groups: all students and each racial/ethnic group (seven)

State accountability for 2016

System safeguards

- Use of the four-year graduation rate or five-year graduation rate for high school campuses
 - Evaluated for 11 student groups: all students, each racial/ethnic group (seven), economically disadvantaged, students with disabilities, English language learners in high school
- Use of rates calculated without exclusions

Performance-Based Monitoring (PBM): *2016 PBMAS^a*

- Changes to the performance level (PL) cut-point for PL 0 will be implemented for graduation rate indicators.
- PBM uses rates calculated without exclusions.

Performance-Based Monitoring Analysis System (PBMAS)

Class of 2015 four-year graduation rate^b (2016 PL 0 cut-point = 80.0% or higher)

- Career and technical education students
- Limited English proficient (LEP) students
- Migrant students
- Special education students
- Title I, Part A students

^aFinal decisions will be made in spring 2016. ^bStudents' program participation statuses are assigned based on the year of a student's final status in the cohort. Beginning in 2016, the LEP graduation rate indicator in PBMAS will be based on students reported as LEP while attending Grade 9-12 in Texas public schools.

Performance-Based Monitoring (PBM): *2016 Leaver Records Data Validation*^a

- For 2016, the standard for continuing students' dropout rate will change.
- PBM uses rates calculated without exclusions.

Leaver Records Data Validation

Class of 2014 five-year continuing students dropout rate (2016 standard: less than 30%)

- Students from the class of 2014 who continued in fall 2014 and had dropped out by the fall of 2014

^aFinal decisions will be made in summer 2016.

Resources

- Summary reports and student listings on TEASE, Accountability link, RES tab
 - Preliminary cohort listings
 - Four-year, five-year, and six-year summary reports and student listings
 - Annual dropout summary reports and student listings
- Processing of district rates
 - http://tea.texas.gov/acctres/dropcomp_index.html#documentation

Preliminary cohort listings on TEASE

- Provided so that districts know when students are expected to graduate for accountability purposes.
- Available Nov. 6, 2015.
- Lists do not show leaver information.

Four-year, five-year, and six-year summary reports and student listings

- Listings provide final statuses for every student in a cohort, including graduation program information.
- Summary reports show rates with and without exclusions applied for state accountability.
- Class of 2014 four-year, class of 2013 five-year, and class of 2012 six-year information is available until June 2016.^a
- Class of 2015 four-year, class of 2014 five-year, and class of 2013 six-year information will be available in June 2016.

^aAccess to information is temporary. Districts are encouraged to save the reports provided on TEASE to a local secured location. The reports will be replaced with more current information as it becomes available.

Annual dropout summary reports and student listings

- Listings provide the names of students who dropped out in the previous school year. Can be combined with preliminary cohort information to encourage students to return to school.
- Summary reports show rates with and without exclusions applied for state accountability.
- Dropouts from 2013-14 are available until June 2016^a.
- Dropouts from 2014-15 will be available in June 2016.

^aAccess to information is temporary. Districts are encouraged to save the reports provided on TEASE to a local secured location. The reports will be replaced with more current information as it becomes available.

Resources

- State Accountability
(http://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/)
- Performance-Based Monitoring Analysis System
(http://tea.texas.gov/Student_Testing_and_Accountability/PBMAS/)
- Leaver Records Data Validation (<http://tea.texas.gov/pbm/DVManuals.aspx>)
- Printed reports on dropouts and completion, longitudinal rate technical documentation (how to calculate a graduation rate), and presentations
(http://tea.texas.gov/acctres/dropcomp_index.html)
- Dropout and completion data searches
(<http://tea.texas.gov/acctres/dropcomp/years.html>)

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