

The background of the entire page is a photograph of a graduation ceremony. Numerous graduates in purple caps and gowns are visible, many with their arms raised in celebration. The scene is brightly lit, suggesting an indoor arena or gymnasium.

Update to Graduation and Dropout Rate Reporting

Research and Analysis Division, Texas Education Agency

- **Accounting for students**
- **Annual dropout rates**
- **Longitudinal graduation rates**
- **Uses of rates at TEA**
- **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.
- TSDS reports available in the fall provide the full roster of students expected to be accounted for by TEA or the district.

Sample Reports:	
PDM1-320-001	Interim List to Assist LEAs in Leaver Record Submission
PDM1-320-002	Preliminary Presumed Underreported Students List
PDM1-321-001	Presumed Underreported Students List

Accounting for Students by TEA

Students accounted for ^a :	Source:
Texas Certificate of High School Equivalency (TxCHSE) recipients	TEA’s TxCHSE database
Previous TX public school graduates	TEA’s graduate database
Movers (or students who move from one TX public school district and enroll in another)	TSDS PEIMS submission 3 records submitted by districts in June (school-year movers), and TSDS PEIMS submission 1 records submitted by districts the next fall (summertime movers)

^aDistricts can use TSDS reports on TxCHSE recipients, previous graduates, and school-year movers (PDM1-320-001) in October and on presumed summertime movers (PDM1-321-001) in December.

A student is classified as a **TxCHSE recipient** if he or she earns a high school equivalency certificate through one of three TEA-approved assessments:

- the General Educational Development (GED) test
- the High School Equivalency Test (HiSET)
- the Test Assessing Secondary Completion (TASC)

High school equivalency assessments are given throughout the state in school districts, colleges and universities, and education service centers.

Note, the Test Assessing Secondary Completion (TASC) is no longer being offered as of 8/31/2019.

Therefore, beginning in the 2019-20 school year, a student will be classified as a **TxCHSE recipient** if he or she earns a high school equivalency certificate through the GED or HiSET tests only.

Accounting for Students by Districts

Students accounted for:	Source:
Returned students	Enrollment records (i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)
Leavers (graduates, dropouts, and students who leave for non-dropout reasons)	Leaver records (i.e., TSDS PEIMS submission 1 records submitted by districts the next fall)

2019-20 TSDS 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 TEDS (Texas Education Data Standards) for documentation requirements.

2019-20 TSDS PEIMS Leaver Reason Codes

- 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

2019-20 TSDS PEIMS Leaver Reason Codes

- 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)

- 85** – Graduated outside TX before entering a TX public school, entered a TX public school, and left again.
- 86** – Received high school equivalency certificate outside TX.
- 87^a** – Enrolled in SBOE^a-authorized Texas Tech Univ. High School Diploma program or UT-Austin High School Diploma program.
- 90** – Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children.

(continues)

^aState Board of Education

2019-20 TSDS PEIMS Leaver Reason Codes

- 88** – Ordered by a court to attend a high school equivalency program and has not earned a TxCHSE.
- 89** – Incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult.
- 98** – Other.

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

Dropouts with a leaver reason code of 88, 89, or 98 are included in rates calculated for federal accountability purposes.

New 2020-21 Leaver Reason Codes

Two new leaver codes will be introduced for the upcoming 2019-20 leavers, to be submitted during the Fall 2020 PEIMS submission.

- 08** – Student (female or male) withdrew from/left school because of pregnancy.
- 20** – Student has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.

Students with a leaver reason code of 08 will be counted as dropouts in rates calculated for state and federal accountability purposes. Students with a leaver code of 20 will be counted as dropouts in rates calculated for federal accountability purposes.

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, TxCHSE recipient, or dropout**.
- 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 Texas Certificate of High School Equivalency (TxCHSE),
 - continue school outside the public school system,
 - begin college, or
 - die.

^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.

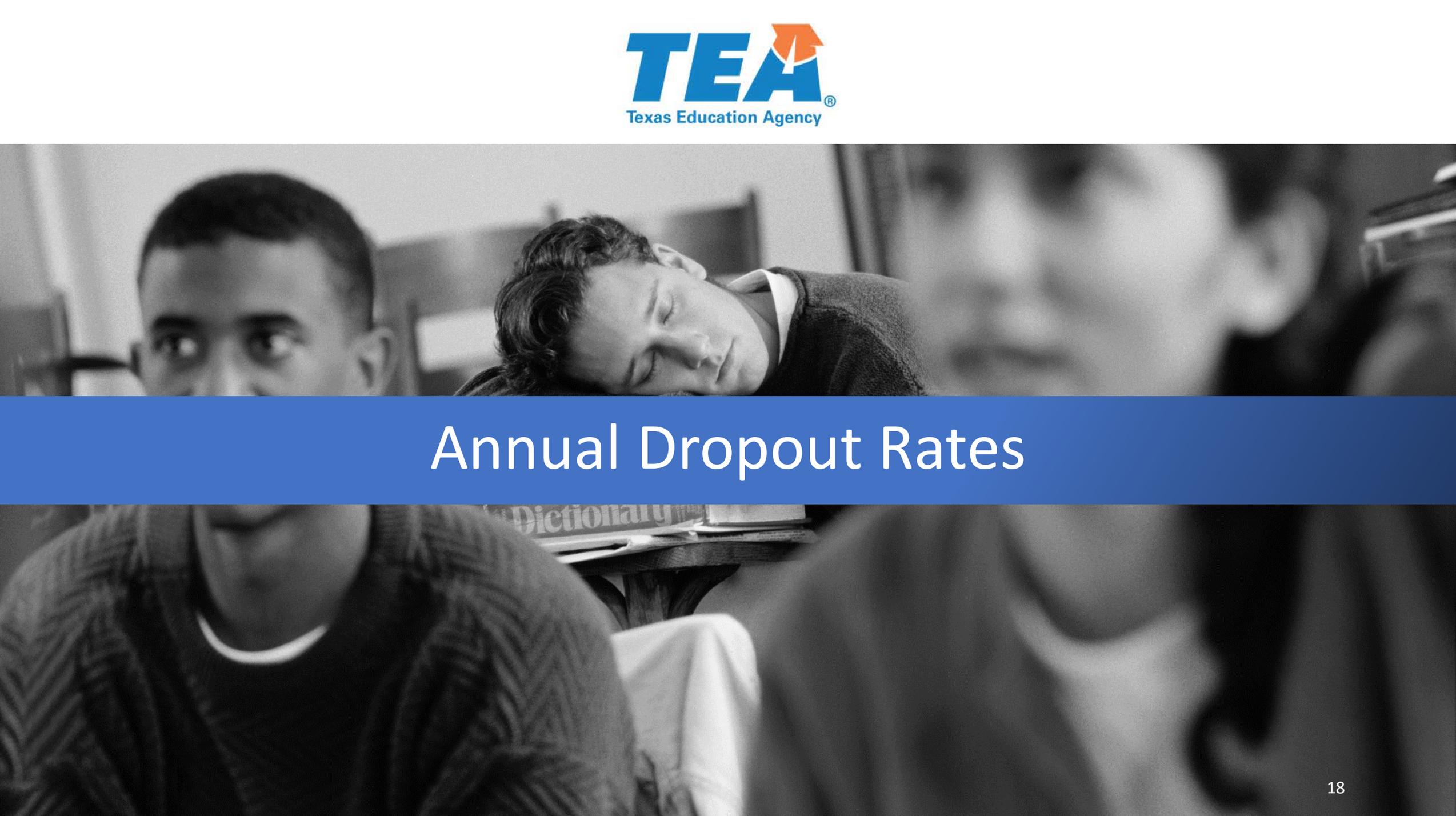
Leaver Status Hierarchy

Status:	Determined by:
Graduate	Leaver records (reason code = 01)
Previous graduate	TSDS PEIMS graduate database
Not a leaver	Enrollment records (enrolled on time in fall)
Mover	Attendance and enrollment records
Other leaver	Leaver records (reason code = 03 through 87, 90)
TxCHSE recipient	TxCHSE database
Dropout ^a	Leaver records (reason code = 88, 89, 98)
Underreported ^b	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.

Individual Graduation Committee Graduates

- Note that students who graduated by decisions of individual graduation committees (IGCs) are graduates and are therefore included as graduates in longitudinal rates.
- In 2019, the 86th Texas Legislature amended TEC §28.0258 to extend the revised graduation requirements **through the 2022-23 school year.**



Annual Dropout Rates

Annual Dropout Rate Calculation

- The **annual dropout rate** is 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:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students enrolled during the school year}}$$

Annual Dropout Rate Calculation

- TEA calculates three annual dropout rates:
 - Grades 7-8
 - Grades 9-12
 - Grades 7-12



Longitudinal Graduation Rates

Longitudinal Rate Processing Common Terms

- **Graduate:** Graduated from a TX public school by Aug. 31, 2019
- **Continuer:** Enrolled in school-start window^a in fall 2019
- **TxCHSE recipient:** Received TxCHSE by Aug. 31, 2019
- **Dropout:** Dropped out
- **Class:** Graduates + Continuers + TxCHSE recipients + Dropouts
- **Cohort:** Graduates + Continuers + TxCHSE 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.

The **longitudinal 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).

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

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

- 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:

Graduates

Graduates + Continuers + TxCHSE Recipients + Dropouts

Graduation, Continuation, and TxCHSE Rate:

Graduates + Continuers + TxCHSE Recipients

Graduates + Continuers + TxCHSE Recipients + Dropouts

Longitudinal rates that TEA will calculate in 2020

- **Four-year rates** for the class of 2019, based on the tracking of students for four years and into the fall of the fifth year.
- **Five-year rates** for the class of 2018, based on the tracking of students for five years and into the fall of the sixth year.
- **Six-year rates** for the class of 2017, based on the tracking of students for six years and into the fall of the seventh year.

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

2019 Cohort – Year 1 Data (2015-16)

- Capture attendance records for students who began Grade 9^a in any TX public school in 2015-16 (2015-16 TSDS PEIMS submission 3).
 - Students are considered first-time ninth graders if they are **ever** reported in PEIMS as entering Grade 9.
- Capture 2015-16 leaver records^b, if any, for the above students (2016-17 TSDS PEIMS submission 1).

^aStudents repeating grade 9 in 2015-16 are not part of the 2019 cohort. ^bA student who dropped out in 2015-16 and does not return to school may become a dropout for the class of 2019.

2019 Cohort – Year 2 Data (2016-17)

- Capture Year 2 attendance records for students who were in the cohort in Year 1 (2016-17 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 10 in Year 2^a (2016-17 TSDS PEIMS submission 3).
 - Students are added to a cohort based on the **lowest** grade level reported for the year.
- Capture 2016-17 leaver records^b, if any, for the above students (2017-18 TSDS PEIMS submission 1).

^aStudents are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ^bA student who dropped out in 2016-17 and does not return to school may become a dropout for the class of 2019.

2019 Cohort – Year 3 Data (2017-18)

- Capture Year 3 attendance records for students who were in the cohort in Years 1 or 2 (2017-18 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 11 in Year 3^a (2017-18 TSDS PEIMS submission 3).
 - Students are added to a cohort based on the **lowest** grade level reported for the year.
- Capture 2017-18 leaver records^b, if any, for the above students (2018-19 TSDS PEIMS submission 1).

^aStudents are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ^bA student who dropped out in 2017-18 and does not return to school may become a dropout for the class of 2019.

2019 Cohort – Year 4 Data (2018-19)

- Capture Year 4 attendance records for students who were in the cohort in Years 1, 2, or 3 (2018-19 TSDS PEIMS submission 3).
- Capture attendance records for students who transferred into a TX public school in Grade 12 in Year 4^a (2018-19 TSDS PEIMS submission 3).
 - Students are added to a cohort based on the **lowest** grade level reported for the year.
- Capture 2018-19 leaver records^b, if any, for the above students (2019-20 TSDS PEIMS submission 1).

^aStudents are added to the cohort based on TSDS PEIMS attendance records. Non-TSDS PEIMS records are not considered. ^bA student who dropped out in 2018-19 and does not return to school may become a dropout for the class of 2019.

- Capture school-start window enrollment records for students who were in the cohort in years 1, 2, 3, or 4 (2019-20 TSDS 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 2019-20 leavers are not submitted until 2020-21 TSDS 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.



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

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.

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 2016-17, when the 2019 cohort was expected to be in grade 10, is added to the district's 2019 cohort.

- Capture data on students who earned a TxCHSE by Aug. 31, 2019.
- Merge with data from years 1, 2, 3, 4, and 5.

Class of 2018 Five-Year Longitudinal Rates

School year	Information used to build cohort and determine rates
2014-15	Attendance records and leaver records from four-year processing ^a
2015-16	Attendance records and leaver records from four-year processing ^a
2016-17	Attendance records and leaver records from four-year processing ^a
2017-18	Attendance records and leaver records from four-year processing ^a
2018-19	Attendance records and leaver records
2019-20	Enrollment records
Through August 31, 2019	TxCHSE records

^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 2018 and those for the five-year class of 2018.

Class of 2017 Six-Year Longitudinal Rates

School year	Information used to build cohort and determine rates
2013-14	Attendance records and leaver records from four-year processing ^a
2014-15	Attendance records and leaver records from four-year processing ^a
2015-16	Attendance records and leaver records from four-year processing ^a
2016-17	Attendance records and leaver records from four-year processing ^a
2017-18	Attendance records and leaver records from five-year processing ^a
2018-19	Attendance records and leaver records
2019-20	Enrollment records
Through August 31, 2019	TxCHSE records

^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 2017 and those for the six-year class of 2017.

Every student will have one of these statuses:

Status	Definition	Included in longitudinal rates?
Graduate	Graduated by August 31, 2019	Yes
Continuer	Enrolled by September 27, 2019 ^a	Yes
TxCHSE recipient	Received TxCHSE by August 31, 2019	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.

Determining Final Statuses

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

If leaver status is:	Then final status in cohort is:
Graduate in any year	Graduate
Dropout in last year but student received TxCHSE by Aug. 31, 2019	TxCHSE recipient

Exclusions from Calculated Rates

Under state statute, a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes:

Rates	Number of exclusions applied
Campus and district rates calculated for state accountability purposes (e.g., Student Achievement Domain)	Seven: court-ordered high school equivalency program (not earned), previous dropouts, ADA ineligible, refugee/asylee, in a juvenile detention or residential treatment facility, incarcerated as adult, or an IEP continuer
Campus and district rates not calculated for federal accountability purposes (e.g., Closing the Gaps Domain)	One: in a juvenile detention or residential treatment facility
State, region, and county rates	None

Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

Under TEC §39.053(g-1), the following groups of students are excluded:

- Students court-ordered to attend a high school equivalency program, certificate 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, or students who are being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; and
- Students incarcerated in state jails or federal penitentiaries as adults or as persons certified to stand trial as adults.

Texas Education Code (TEC) Exclusions Applied for State Accountability – Student Achievement Domain

- 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 (c) is 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.

Methods for Determining Exclusions

Exclusion	Determined by
Court-ordered TxCHSE, not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Previous dropouts	District reporting (PEIMS Leaver Reason Code of '88', '89', or '98') and agency processing
ADA ineligible students	District reporting (PEIMS ADA Eligibility Code of '0')
Refugees/asylees	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
In a juvenile detention or residential treatment facility	District reporting (PEIMS Student Attribution Code of '21' through '28')
Incarcerated as adult	District reporting (PEIMS Leaver Reason Code of '89')
IEP Continuer	District reporting (PEIMS IEP Continuer Indicator Code of '1')

New Exclusion for 2019-20 Rates

- Under House Bill 330, which modified TEC §39.053 (g-1), the commissioner is to exclude from the computation of dropout rates students who have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility.
- These students will be identified through district reporting (PEIMS Leaver Reason Code of '20').



Uses of Annual Dropout and Graduation Rates

Uses of Annual Dropout and Leaver Data and Longitudinal Rates at TEA

- **State Accountability System**
 - Student Achievement Domain
 - Closing the Gaps Domain
 - Distinctions
- **Data Reporting Compliance Unit**
- **Dropout Recovery**

Student Achievement Domain

- **Four-year, five-year, and six-year graduation rates**
 - Best rate is used to evaluate campuses and districts
 - Evaluated for all students
- **Four-year, five-year, and six-year graduation + continuer + TxCHSE recipient rates**
 - Best rate is used to evaluate AEA campuses and districts
 - Evaluated for all students
- **Grade 9-12 annual dropout rate**
 - Used to evaluate high school campuses and districts when a longitudinal rate is not available
 - Evaluated for all students

^aFinal decisions will be made in spring 2020.

Closing the Gaps Domain

- **Four-year federal graduation rate**
 - Used to evaluate all campuses and districts, including AEA campuses and districts.
 - Evaluated for all students, seven racial/ethnic groups, economically disadvantaged students, students served in special education programs, and students identified as English language learners.

^aFinal decisions will be made in spring 2020.

Postsecondary readiness distinction

- **Four-year diploma program rate**

- The rate measures the percentage of students who graduated under the Recommended (RHSP) or Advanced (AHSP) programs or the Foundation High School Program (FHSP) with an endorsement (with or without a distinguished level of achievement [DLA]):

$$\text{RHSP} + \text{AHSP} + \text{FHSP with endorsement (with or without DLA)}$$

$$\text{MHSP} + \text{RHSP} + \text{AHSP} + \text{FHSP without endorsement} + \text{FHSP with endorsement (with or without DLA)}$$

- Final decisions on the rate calculation will be in made in spring 2020.

Postsecondary readiness distinction

- **Four-year diploma program rate**
 - House Bill 165 amended TEC §28.025 giving special education students with a modified curriculum the opportunity to earn endorsements. These students were previously excluded from diploma program rate calculations.
 - Final decisions on whether to continue excluding these students from rate calculations will be in made in spring 2020.

The **Data Reporting Compliance Unit (DRCU)** works together with local education agencies to improve data submission and support multiple data-driven systems by examining the data submitted through TSDS PEIMS as well as PBM data validation indicators against required data submission standards for compliance. Districts with data reporting anomalies are subject to compliance reviews.

2020 Leaver Record Data Validation

- **Leaver data analysis**
 - Changes in Grade 7-12 leaver data from 2016-17 to 2018-19 and 2017-18 to 2018-19
- **2018-19 underreported students rate and count**
 - Districts exceeding count of 75 or rate of 1.3%
 - Minimum count is ≥ 5
 - Minimum rate is 0.7%

^aFinal decisions will be made in spring 2020.

2020 Leaver Record Data Validation

- **2018-19 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 LEAs with no dropouts
 - Use of certain leaver reason dropout codes (codes 88 and 89)
- **Class of 2018 five-year continuing students dropout rate**
 - Students from the class of 2018 who continued in fall 2018 and had dropped out by the fall of 2019
 - Standard less than 25% dropout rate

^aFinal decisions will be made in spring 2020.

TEC §29.918 states that a district with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the compensatory education allotment and the high school allotment for developing and implementing strategies for dropout prevention.

Most districts are identified based on their longitudinal dropout rates. If a longitudinal rate is not available, districts are identified based on their Grade 7-12 annual dropout rate.



Resources



- **Summary reports and student listings on TEAL, Accountability application, RES tab (*Research and Analysis*)**
 - Preliminary cohort listings
 - Released in November
 - Four-year, five-year, and six-year summary reports and student listings
 - Released in June
 - Annual dropout summary reports and student listings
 - Released in June
 - Underreported student information
 - Released in June
- **Processing of district rates**
 - http://tea.texas.gov/acctres/dropcomp_index.html#documentation

TEAL Preliminary Cohort Listings

- Provided so that districts know when students are expected to graduate for accountability purposes.
- In November 2019, four cohort lists are provided.
 - 2019, 2020, 2021, and 2022
- Lists do not show leaver information.
- Districts are encouraged to use **Unique Student ID**; TEA hopes to transition away from using Student ID, which is based on the SSN/Alternate ID.

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 and federal accountability.
- Class of 2019 four-year, class of 2018 five-year, and class of 2017 six-year information will be available in June 2020.^a

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

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TEXAS EDUCATION AGENCY

CLASS OF 2018 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

District Name: Sample ISD

District No.: #####

District or campus	Student group	Class	Closing the Gaps Domain								Student Achievement Domain								Diploma Program				
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-		-Rec/Adv/ FHSP-E/ FHSP-DLA-		
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	
DISTRICT	All students	455	420	92.3	18	4.0	6	1.3	11	2.4	449	419	93.3	17	3.8	6	1.3	7	1.6	443	98.4	391	93.3
	Afr. Amer.	61	58	95.1	3	4.9	0	0.0	0	0.0	61	58	95.5	3	4.9	0	0.0	0	0.0	61	100.0	56	96.6
	Amer. Ind.	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0	1	50.0
	Asian	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	4	100.0
	Hispanic	228	212	93.0	6	2.6	5	2.2	5	2.2	224	211	94.2	5	2.2	5	2.2	3	1.3	221	98.7	196	92.9
	Pac. Isl.	4	4	100.0	0	0.0	0	0.0	0	0.0	4	4	100.0	0	0.0	0	0.0	0	0.0	0	0.0	4	100.0
	White	139	124	89.2	9	6.5	1	0.7	5	3.6	137	124	90.5	9	6.3	1	0.7	3	2.1	134	97.8	115	92.7
	Multiracial	17	16	94.1	0	0.0	0	0.0	1	5.9	17	16	94.1	0	0.0	0	0.0	1	5.9	16	94.1	15	93.8
	At risk	275	251	91.3	10	3.6	5	1.8	9	3.3	270	250	92.6	10	3.7	5	1.9	5	1.9	265	98.1	221	88.4
	CTE	336	329	97.9	2	0.6	3	0.9	2	0.6	335	328	97.9	2	0.6	3	0.9	2	0.6	333	99.4	306	93.3
	Econ. disadv.	173	160	92.5	5	2.9	1	0.6	7	4.0	168	159	94.6	4	2.4	1	0.6	4	2.4	164	97.6	144	90.6
	Ever EL in HS	38	36	94.7	1	2.6	0	0.0	1	2.6	38	36	94.7	1	2.6	0	0.0	1	2.6	37	97.4	34	94.4
	EL	20	19	95.0	0	0.0	0	0.0	1	5.0	20	19	95.0	0	0.0	0	0.0	1	5.0	19	95.0	17	89.5
	Migrant	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Spec. ed.	32	25	78.1	5	15.6	0	0.0	2	6.3	31	25	80.6	5	16.1	0	0.0	1	3.2	30	96.8	7	28.0
	Title I	2	2	100.0	0	0.0	0	0.0	0	0.0	2	2	100.0	0	0.0	0	0.0	0	0.0	2	100.0	2	100.0

Note. Rates included in the Closing the Gaps domain were calculated for federal accountability purposes.
 Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. For diploma program information, refer to the Explanation of the Longitudinal Summary Reports and Student Listings.
 A dot (.) indicates there were no students in the group.
 Ever EL in HS refers to students who were identified as English learners at any time while attending Grades 9-12 in Texas public schools.
 EL refers to students who were identified as English learners in their last year in Texas public schools.

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TEXAS EDUCATION AGENCY

FOUR-YEAR CLASS OF 2018 STUDENT LISTING:
 FINAL STATUSES OF STUDENTS WHO BEGAN GRADE 9 IN 2014-15
 BASED ON THE TRACKING OF STUDENTS INTO FALL 2018

Sorted by Campus, Status, and Student Name

District name: Sample ISD

District number: #####

campus1=#####

Status	Student name	Student ID	Unique Student ID	Date of birth	Excl. rsn.^	Race/ ethnicity	CTE	Econ. dis.	Ever ELL in HS	ELL	Migrant	Spec. ed.	Title I	Dipl. prgm.	Year of final status	Count
Graduated	SAMPLE STUDENT	#####	#####	03/22/1999		Hispanic	No	No	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	06/01/1999		White	Yes	No	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	04/25/1999		Hispanic	No	Yes	No	No	No	No	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	06/07/1999		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	05/05/1999		Hispanic	Yes	No	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	05/04/1999		Hispanic	No	Yes	Yes	Yes	No	Yes	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	05/24/1999		Hispanic	No	Yes	No	No	No	No	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	06/15/1999		Hispanic	Yes	No	No	No	No	No	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	05/11/1998		Hispanic	Yes	No	Yes	Yes	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#####	#####	12/27/1998		Hispanic	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#####	#####	06/07/1999		Multiracial	Yes	No	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	10/30/1998		Afr. Amer.	Yes	No	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	11/20/1997		Hispanic	Yes	Yes	No	No	No	Yes	No	FONLY	2017-18	1
	SAMPLE STUDENT	#####	#####	02/18/1999		Hispanic	Yes	Yes	No	No	No	No	No	FDLA	2017-18	1
	SAMPLE STUDENT	#####	#####	06/14/1999		Multiracial	Yes	Yes	No	No	No	No	No	FONLY	2017-18	1
	SAMPLE STUDENT	#####	#####	11/14/1998		Hispanic	Yes	Yes	No	No	No	No	No	FONLY	2017-18	1
	SAMPLE STUDENT	#####	#####	12/14/1998		Hispanic	Yes	Yes	No	No	No	No	No	Rec.	2016-17	1
	SAMPLE STUDENT	#####	#####	01/20/1999		Hispanic	Yes	No	Yes	No	No	No	No	Rec.	2015-16	1
	SAMPLE STUDENT	#####	#####	10/16/1998		Multiracial	No	Yes	No	No	No	No	No	Min.	2017-18	1
	SAMPLE STUDENT	#####	#####	11/29/1998		Hispanic	Yes	Yes	No	No	No	No	No	FONLY	2017-18	1
	SAMPLE STUDENT	#####	#####	10/15/1998		Hispanic	Yes	Yes	No	No	No	No	No	Rec.	2017-18	1
	SAMPLE STUDENT	#####	#####	05/12/1999		Hispanic	Yes	Yes	No	No	No	Yes	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	07/17/1999		Hispanic	Yes	No	Yes	No	No	No	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	11/29/1998		Afr. Amer.	Yes	Yes	No	No	No	No	No	FEND	2017-18	1
	SAMPLE STUDENT	#####	#####	04/04/1998		Afr. Amer.	Yes	Yes	No	No	No	No	No	FEND	2017-18	1

Students with a campus ID preceded by an asterisk are included only in district-level calculations.

^Students identified by one of the following reasons were excluded from campus and district longitudinal rates used for state accountability in 2019: 1=court-ordered TxCHSE, TxCHSE not earned; 2=previous dropout; 3=ineligible for FSP funding; 4=refugee/asylee; 5=in a juvenile detention or residential treatment facility; 6=incarcerated as adult; and 7=IEP continuer. Please see the Explanation of the Longitudinal Summary Reports and Student Listings for more information.

TEAL 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 and federal reporting purposes.
- Dropouts from 2018-19 will be available in June 2020.^a

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

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TEXAS EDUCATION AGENCY

2017-18 ANNUAL DROPOUT SUMMARY REPORT

District Name: SAMPLE

ISD District No.: #####

District or campus	Grade span	Student group	Dropouts	Students	Rate (%)	Student Achievement Domain		
						Dropouts	Students	Rate (%)
DISTRICT	7-8	All students	2	1,260	0.2	2	1,256	0.2
		African American	0	189	0.0	0	188	0.0
		American Indian	0	1	0.0	0	1	0.0
		Asian	0	43	0.0	0	42	0.0
		Hispanic	2	799	0.3	2	797	0.3
		Pacific Islander	0	4	0.0	0	4	0.0
		White	0	205	0.0	0	205	0.0
		Multiracial	0	19	0.0	0	19	0.0
		At risk	2	750	0.3	2	748	0.3
		CTE	0	0	.	0	0	.
	Economically disadv.	0	1,001	0.0	0	999	0.0	
	ELL	0	395	0.0	0	394	0.0	
	Migrant	0	0	.	0	0	.	
	Special education	0	155	0.0	0	153	0.0	
	Title I	0	54	0.0	0	54	0.0	
	9-12	All students	80	2,376	3.4	74	2,349	3.2
		African American	12	622	1.9	11	617	1.8
		American Indian	0	5	0.0	0	5	0.0
		Asian	0	55	0.0	0	55	0.0
		Hispanic	58	1,459	4.0	57	1,442	4.0
Pacific Islander		0	2	0.0	0	2	0.0	
White		9	191	4.7	5	186	2.7	
Multiracial		1	42	2.4	1	42	2.4	
At risk		59	1,372	4.3	55	1,354	4.1	
CTE		53	2,031	2.6	52	2,025	2.6	
Economically disadv.	69	1,801	3.8	62	1,785	3.5		
ELL	27	423	6.4	26	414	6.3		
Migrant	0	0	.	0	0	.		
Special education	7	206	3.4	6	204	2.9		
Title I	27	194	13.9	25	185	13.5		

Note. Rates included in the Student Achievement domain were calculated with statutory exclusions applied for state accountability. A dot (.) indicates there were no students in the group.

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TEXAS EDUCATION AGENCY

2017-18 ANNUAL DROPOUT LIST

Sorted by Campus and Grade

District Name: SAMPLE ISD
 District Number: #####
 Campus Name: SAMPLE
 Campus Number: #####

Grade	Student name	Student ID	Unique Student ID	Date of birth	Excl. rsn.^	Race/ ethnicity	At-risk	CTE	Econ. dis.	ELL	Migrant	Spec. ed.	Title I
09	SAMPLE STUDENT	#####	#####	09/25/98		White	No	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	06/11/01		Hispanic	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	#####	#####	06/17/00		Hispanic	No	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	07/05/98		Hispanic	Yes	No	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#####	#####	11/01/01		White	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	11/12/99		Hispanic	Yes	No	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#####	#####	05/13/02		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	04/10/01		White	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	03/29/01		Multiracial	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	#####	#####	06/29/02		White	No	No	No	No	No	No	No
09	SAMPLE STUDENT	#####	#####	04/05/99		Hispanic	No	No	No	No	No	No	No
09	SAMPLE STUDENT	#####	#####	02/04/01		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	08/12/00		Hispanic	Yes	No	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	02/28/00	2	White	Yes	No	No	No	No	No	No
09	SAMPLE STUDENT	#####	#####	06/15/02		Hispanic	Yes	Yes	Yes	No	No	No	No
09	SAMPLE STUDENT	#####	#####	12/14/97		Hispanic	No	Yes	Yes	No	No	Yes	No
09	SAMPLE STUDENT	#####	#####	12/25/97	2	Hispanic	No	No	Yes	Yes	No	No	No
09	SAMPLE STUDENT	#####	#####	03/05/02		Hispanic	No	No	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	07/20/00	1	Hispanic	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#####	#####	10/11/98	2	White	Yes	Yes	No	No	No	No	No
10	SAMPLE STUDENT	#####	#####	05/15/99		White	No	No	No	No	No	Yes	No
10	SAMPLE STUDENT	#####	#####	09/06/01		Hispanic	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#####	#####	07/16/00		Asian	No	No	No	No	No	No	No
10	SAMPLE STUDENT	#####	#####	07/26/01		White	No	Yes	No	No	No	No	No
10	SAMPLE STUDENT	#####	#####	06/24/00		White	No	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	07/28/01		Hispanic	Yes	No	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	12/13/99		White	No	No	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	06/30/00		White	Yes	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	03/14/99		Hispanic	Yes	No	Yes	No	No	Yes	No
10	SAMPLE STUDENT	#####	#####	10/21/98	2,3	White	Yes	Yes	Yes	No	No	No	No
10	SAMPLE STUDENT	#####	#####	03/04/01		White	Yes	No	Yes	No	No	No	No
10	*SAMPLE STUDENT	#####	#####	08/23/99		Hispanic	No	No	No	No	No	No	No

*If shown, an asterisk identifies a district-reported dropout attributed to this campus through the in-district campus of accountability (COA) attribution process.

^Students identified by one of the following reasons were excluded from campus and district dropout rates used for state accountability in 2019:

1=court-ordered TxCHSE, TxCHSE not earned; 2=previous dropout; 3=ineligible for FSP funding; 4=refugee/asylee; 5=in a juvenile detention or residential treatment facility; and 6=incarcerated as adult. Please see the Explanation of 2016-17 Annual Dropout Summary Report and Student Listing for more information.

- The underreported student listing shows all underreported students in a district, as well as the district's number and rate of underreported students.
- Underreported students are students reported in enrollment or attendance in one school year who are not accounted for through district records or Texas Education Agency processing the next year.
- Underreported students from 2018-19 will be available in June 2020.^a

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

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TEXAS EDUCATION AGENCY
2017-18 UNDERREPORTED STUDENTS, GRADES 7-12

Sorted by Last Reported Campus and Grade

District name: Sample ISD
 District number: #####
 Total underreported students: 20
 Underreported student rate: 0.5%

Last reported campus of attendance*	Student name	Student ID	Unique Student ID	Grade	Date of birth
#####001	SAMPLE STUDENT	#####	#####	09	04/16/2002
#####001	SAMPLE STUDENT	#####	#####	09	03/03/2003
#####001	SAMPLE STUDENT	#####	#####	09	03/06/2002
#####001	SAMPLE STUDENT	#####	#####	09	09/20/2000
#####001	SAMPLE STUDENT	#####	#####	09	05/18/2002
#####001	SAMPLE STUDENT	#####	#####	10	07/17/2001
#####001	SAMPLE STUDENT	#####	#####	10	06/26/2001
#####001	SAMPLE STUDENT	#####	#####	12	12/24/2000
#####001	SAMPLE STUDENT	#####	#####	12	03/29/2000
#####001	SAMPLE STUDENT	#####	#####	12	06/23/2000
#####001	SAMPLE STUDENT	#####	#####	12	02/14/2000
#####002	SAMPLE STUDENT	#####	#####	10	11/29/1999
#####002	SAMPLE STUDENT	#####	#####	11	03/09/2000
#####002	SAMPLE STUDENT	#####	#####	12	05/12/2000
#####002	SAMPLE STUDENT	#####	#####	12	08/06/2001
#####002	SAMPLE STUDENT	#####	#####	12	03/16/1999
#####003	SAMPLE STUDENT	#####	#####	08	05/22/2003
#####004	SAMPLE STUDENT	#####	#####	07	10/07/2005
#####004	SAMPLE STUDENT	#####	#####	07	11/16/2003
#####004	SAMPLE STUDENT	#####	#####	08	12/22/2003

*Blank indicates last campus could not be determined.

State Accountability:

[http://tea.texas.gov/Student Testing and Accountability/Accountability/State Accountability/](http://tea.texas.gov/Student%20Testing%20and%20Accountability/Accountability/State%20Accountability/)

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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Thank you!