

Attachment: Evidence the state must submit related to its graduation rate

State:

Directions: Fill out each applicable cell in this file, even if the information is available in the Accountability Workbook

Section 1. The graduation rate definition that the state will use to determine AYP based on school year 2009–10 assessment results. [34 C.F.R. § 200.19(b)(6)(i)(A)]

A. Provide the actual formula that will be used.	graduates / first-time 9th graders in starting cohort plus students who transfer in minus students who transfer out, move to another country, or die.				
B. Provide a description of the students who will be counted in the numerator and denominator for that formula.	<p>Numerator: Students in the cohort must have graduated by August 31 four years after they enter Grade 9 under the minimum high school program, recommended high school program, or distinguished achievement program.</p> <p>Denominator: The cohort is first-time 9th graders plus students who transfer in, minus students who transfer out, move to another country, or die through August 31 of the expected graduation year. First-time 9th graders are students coded as Grade 9 in any attendance reporting period in year 1 who are not members of an earlier cohort.</p>				
C. Does the rate include only first-time 9th-graders? If Yes , how does the state ensure this? If No , what steps is the state taking to be able to do this and when will the state have that capacity?	Yes:	X	No:	Note:	Grade 9 students who are included in a previous cohort (first-time 9th graders in a previous year) are not included in the cohort.
D. Are the data lagged?	Yes:	X	No:	Note:	Class of 2009 four-year graduation rate will be used for 2009-2010 AYP determinations.
E. Are any students given extra time to attain a regular diploma (e.g., students with disabilities)? (See note 1E below.)	Yes:		No:	X	Note:
(1) If Yes , what students are given extra time and how long are they given?	N/A				
F. Confirm that only students attaining a regular diploma are counted as graduates.	Yes:	X	No:	Note:	
(1) How does the state define a "regular diploma"?	Students receive a regular high school diploma if they complete all of the coursework and exit-level test requirements of the minimum high school program, recommended high school program, or distinguished achievement program.				
(2) Does the state provide other types of diplomas or certificates? What are they? How are students who earn such alternate diplomas or certificates included in the graduation rate?	No, the state does not provide other types of diplomas or certificates.				
(3) How are GED recipients included in the graduation rate?	GED recipients are counted in the denominator of the graduation rate but are not counted in the numerator of the graduation rate.				
G. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?	Yes:	X	No:	Note:	
H. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup (students from each major racial and ethnic group, economically disadvantaged students, limited English proficient students, and students with disabilities) made AYP through Safe Harbor?	Yes:	X	No:	Note:	

Attachment: Evidence the state must submit related to its graduation rate

State:

I. If the rate is a longitudinal adjusted-cohort model, how does the state track émigrés, transfers, and deceased students? What guidance does it provide to its districts?

Texas has an individual student-level data system. Each fall districts must submit either an enrollment record or leaver record for every student in attendance in grades 7-12 the previous school year. Data standards provide detailed data submission instructions and documentation requirements for leaver reason codes.

Section 2. A description of the progress the state is making toward meeting the deadline for calculating and reporting the four-year graduation rate on report cards providing assessment results for the 2010-2011 school year. [34 C.F.R. § 200.19(b)(6)(i)(B)]

A. When was the data tracking system fully operational? What was the first 9th-grade class to be included in the data tracking system?

The student-level data system was operational in 1992-1993. The class of 1996 was the first cohort for which a four-year longitudinal graduation rate was calculated.

B. Does the data tracking system contain information to identify each student by racial and ethnic group and by gender, as well as information to identify whether the student is a student with a disability, a limited English proficient student, an economically disadvantaged student, or a migrant student?

Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	Note:	
------	-------------------------------------	-----	--------------------------	-------	--

C. What progress has the state made on the ten essential elements noted by the Data Quality Campaign? (Specify whether the state has completed each element below and, if not, what steps the state is taking to be able to complete the element and when the state will have that capacity.)

(1) Statewide student identifier	Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	Note:	
(2) Student-level enrollment data	Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	Note:	
(3) Student-level test data	Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	Note:	
(4) Information on untested students	Yes:	<input checked="" type="checkbox"/>	No:	<input type="checkbox"/>	Note:	

Attachment: Evidence the state must submit related to its graduation rate

State:

(5) Statewide teacher identifier with a teacher-student match	Yes:		No:		Note:	Texas currently has a unique, state-assigned teacher identifier that allows TEA to identify the courses taught by a teacher while maintaining the anonymity of the teacher and student. While ensuring teacher and student privacy, TEA will collect classroom-level student information needed to match teachers to students. TEA is already in the process of developing a data system for the 2010-2011 school year with the capacity to collect classroom-level data that will link teachers and students in grades 1-12 for that year. This new system is designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations. On or before August 29, 2011, the TEA Division of Information Technology will conduct the required data collection.
(6) Student-level course completion (transcript) data	Yes:		No:		Note:	Texas currently collects course completion information for students in grade levels 9-12, but does not collect course grades. The state will fulfill all requirements by enhancing its systems to also collect course grades for courses taken for high school credit. This data will be stored on a secure network at TEA to ensure the privacy and integrity of this personal student data. This system will be designed with the safety and privacy of Texas students in mind, and is in compliance with current FERPA regulations. On or before August 29, 2011, the TEA Division of Information Technology will conduct the collection of data.
(7) Student-level SAT, ACT, and Advanced Placement exam data	Yes:	X	No:		Note:	
(8) Student-level graduation and dropout data	Yes:	X	No:		Note:	
(9) Ability to match student-level P-12 and higher education data	Yes:	X	No:		Note:	
(10) State data audit system	Yes:	X	No:		Note:	

Attachment: Evidence the state must submit related to its graduation rate

State:

Section 3. The state's graduation rate goal and annual targets beginning with the 2009-2010 school year. An explanation of how the state's graduation rate goal represents the rate the state expects all high schools in the state to meet and how the state's annual targets demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal. [34 C.F.R. § 200.19(b)(6)(i)(C) and (D)]

A. What is the single, statewide goal for the graduation rate used in AYP determinations based on 2009–10 assessment results?
(See note 3A below.)

90.0 percent of students graduate with a regular high school diploma.

Minimum Size Criteria: For 2009-2010, graduation rates for student groups are only included in the AYP determinations in the event they are evaluated as part of performance improvement/safe harbor. Graduation rate minimum size criteria are consistent with the criteria used for evaluation of student group participation rates (applied to participation rate denominator of students enrolled on the day of testing) and performance rates (applied to performance rate denominator of students tested). Following are the minimum size criteria that have been used for graduation rate since 2003:

50 / 10% / 200 -- a district or campus must have 50 or more students in the student group in the adjusted cohort for the class, and the student group must comprise at least 10 percent of all students in the adjusted cohort for the class; or, 200 or more students in the student group in the adjusted cohort for the class, even if that group represents less than 10 percent of all students in the adjusted cohort for the class.

Criteria related to both the size of the student group and percentage of the total student population represented by the group have been used in the Texas accountability system since 1994. Size parameters necessarily represent a combination of statistical considerations and professional judgment. Fifty students meets a higher standard of statistical reliability. Either 10 percent or 200 students is sufficiently large to be representative of the Texas student population, particularly in the state's largest districts and campuses. These minimum size criteria have been used to balance the need for maximum inclusion of all students and student groups with the need to fairly assign the AYP status. Assigning an AYP status on the basis of a small percentage of the students in a large district or campus could undermine the credibility of the process if educators and policymakers believe the evaluation is unrepresentative of the school or district as a whole.

Texas intends to reevaluate the student groups used for AYP before 2011-2012 with data collected under the new federal race and ethnicity definitions.

Attachment: Evidence the state must submit related to its graduation rate

State:

B. Provide a rationale for the selection of the graduation rate goal and how it represents the rate the state expects all high schools in the state to meet.

A priority goal of the TEA Strategic Plan for the fiscal years 2009 – 2013 states that all students in the public education system acquire the knowledge and skills to be responsible and independent Texans by: 1) Ensuring students graduate from high school and have the skills necessary to pursue any option including attending a university, a two-year institution, other post-secondary training, military or enter the workforce. 2) Ensuring students learn English, math, science and social studies skills at the appropriate grade level through graduation. 3) Demonstrating exemplary performance in foundation subjects. The 90.0 percent goal represents a rigorous graduation rate goal for student groups that will be evaluated for AYP in Texas beginning in 2011-2012. The process for setting the goal included analysis of current graduation and completion rates and graduation rate trends, and feedback from advisory groups such as the Title I Committee of Practitioners, Texas Association of School Administrators Advisory Cabinet, Education Service Center Directors, and Title I and Accountability regional staff contacts. Significant performance gaps in graduation rates must be addressed in setting graduation rate goals and targets. Campuses and districts that serve high school students with limited English proficiency (LEP) face the greatest challenge – the average graduation rate for LEP students is 69.1 percent compared to 79.1 percent for all students. For high schools, economically disadvantaged students will be the disaggregated student group most often evaluated for graduation rate. The 90.0 percent goal represents the 73rd percentile of performance for all students – this means almost three-fourths of all students attend high schools with a four-year graduation rate lower than 90.0. The 90.0 percent goal is above the 90th percentile for the economically disadvantaged and LEP student groups. The 90.0 percent standard is comparable to the state accountability *Exemplary* standard of 95.0 percent for the completion rate (students who graduate in four years or return to school the fifth year).

C. What are the targets for high schools that do not meet the graduation rate goal?
(See note 3C below.)

High schools and school districts that do not meet the 90.0 graduation rate goal must meet either a growth target or an annual target.
Growth Target: The growth target is a 10.0 percent decrease in difference between prior year graduation rate and the 90.0 percent goal or at least 1.0 percentage point increase in graduation rate.
Annual Target: For 2009-2010 AYP determinations, 75.0 percent of students graduate with a regular high school diploma in four years. The annual target will increase over time until it reaches the state goal of 90.0 percent.

Attachment: Evidence the state must submit related to its graduation rate

State:

<p>(1) Do the targets vary by school or subgroup? If Yes, how? What criteria were used to set the differing targets?</p>	<p>Yes:</p>	<p>No:</p>	<p>X</p>	<p>Note:</p>	
<p>(2) Provide examples for high schools with varying graduation rates and how the targets will apply.</p>	<p>N/A</p>				
<p>D. Provide a rationale for the selection of the annual targets and how they demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal.</p>	<p>High schools and school districts have had the option of meeting the annual AYP graduation rate standard by meeting either an annual target or a growth target since 2003. The same approach is also used for the AYP reading and mathematics performance indicators. For 2009-2010 AYP determinations, the 75.0 annual target for the four-year adjusted cohort graduation rate is 5.0 percentage points higher than the standard used for 2008-2009 AYP determinations. In addition, the class of 2009 (2009-2010 AYP determinations) will be the first graduation rate to fully incorporate the NCES dropout definition so that all four years of data for the cohort are under the same definition. Therefore, the 75.0 standard is being applied to a graduation rate calculated under a more rigorous dropout definition than previously used in Texas. This is the same standard used in the state accountability system for the completion rate (students who graduate in four years or return to school the fifth year).</p> <p>The growth target proposed represents a significant increase in the amount of improvement required for high schools and school districts that do not meet the annual target. Previously campuses and districts could meet the AYP graduation rate requirements if they showed any improvement (or 0.1 percentage point improvement). The proposed standard requires ten times more improvement (1.0 percentage point improvement) or a 10.0 percent decrease in the gap between prior year performance and the state goal. Actual statewide improvement in the four-year adjusted cohort graduation rate from class of 2007 to class of 2008 was 1.1 percentage points. The new growth target is a very aggressive standard that requires substantial improvement from the prior year toward the state goal of 90.0 percent.</p>				

Attachment: Evidence the state must submit related to its graduation rate

State:

Section 4. The graduation rate for the most recent school year of the high school at the 10th percentile, the 50th percentile, and the 90th percentile in the state, ranked in terms of graduation rate. [34 C.F.R. § 200.19(b)(6)(i)(E)]

A. Provide the name and the graduation rate for the high school at the 10th percentile, the 50th percentile, and the 90th percentile in the state, ranked in terms of graduation rate.
(See note 4A below.)

The following represent the most recently available data for the Class of 2008.
(Class of 2009 graduation rate data will be available in Summer, 2010.)

- All Students
 - 10th percentile: 63.6% Ball HS, Galveston ISD (084902001)
 - 50th percentile: 84.3% Gilmer HS, Gilmer ISD (230902002)
 - 90th percentile: 94.7% Hamshire-Fannett HS, Hamshire-Fannett ISD (123914001)
- African American
 - 10th percentile: 47.1% W. W. Samuell HS, Dallas ISD (057905014)
 - 50th percentile: 78.0% Channelview HS, Channelview ISD (101905001)
 - 90th percentile: 91.2% Rockwall HS, Rockwall ISD (199901001)
- Hispanic
 - 10th percentile: 56.1% Bryan Adams HS, Dallas ISD (057905001)
 - 50th percentile: 75.5% Hereford HS, Hereford ISD (059901001)
 - 90th percentile: 89.0% Eastwood HS, Ysleta ISD (071905002)
- White
 - 10th percentile: 80.9% Leander HS, Leander ISD (246913001)
 - 50th percentile: 92.1% Carthage HS, Carthage ISD (183902001)
 - 90th percentile: 97.2% Muenster HS, Muenster ISD (049902001)
- Economically Disadvantaged
 - 10th percentile: 54.3% Douglass Learning Center, Sherman ISD (091906037)
 - 50th percentile: 74.9% Memorial HS, McAllen ISD (108906002)
 - 90th percentile: 88.6% West Mesquite HS, Mesquite ISD (057914003)
- Special Education
 - 10th percentile: 46.9% Corsicana HS, Corsicana ISD (175903001)
 - 50th percentile: 73.4% Garland HS, Garland ISD (057909002)
 - 90th percentile: 92.3% Leonard HS, Leonard ISD (074909001)
- Limited English Proficient
 - 10th percentile: 45.6% W. W. Samuel HS, Dallas ISD (057905014)
 - 50th percentile: 72.9% Memorial HS, McAllen ISD (108906002)
 - 90th percentile: 87.4% United HS, United ISD (240903001)

Attachment: Evidence the state must submit related to its graduation rate

State:

Section 5. If the state is proposing to use an extended-year adjusted-cohort graduation rate or rates in AYP determinations based on assessments administered in 2009–10, a description of how it will use that rate with its four-year adjusted-cohort graduation rate to determine whether its schools and LEAs have made AYP. [34 C.F.R. § 200.19(b)(6)(i)(F)]

<p>A. Does the state propose to use more than one extended-year adjusted-cohort rate in AYP determinations? How many extended-year adjusted-cohort graduation rates does the state propose to use? Describe each one (e.g., a five-year and a six-year rate).</p>	<p>Yes:</p>		<p>No:</p>	<p>X</p>	<p>Note: Texas plans to use a five-year graduation rate. The five-year graduation rate balances the need to acknowledge performance of students who take longer than four years to graduate with the desire to use current year performance data for accountability determinations. With the five-year graduation rate, campuses and districts will receive credit for students who take five years to graduate, including students with disabilities with five-year individual education plans, students with limited English proficiency (LEP), students who drop out but later return to school to finish their education, and students retained in grade in high school who remain in school to graduate. However, the five-year graduation rate is lagged two years from the assessment data used for AYP determinations. Performance on the extended-year graduation rate will be evaluated and use of a six-year graduation rate will be considered for the future. A longer extended-year graduation rate may be the only way to acknowledge performance of dropout recovery campuses whose students return to school too far behind to graduate within one year of their expected graduation date.</p>
<p>B. For each proposed extended-year adjusted cohort rate:</p>					
<p>(1) Provide the actual formula that will be used.</p>	<p>graduates / first-time 9th graders in starting cohort plus students who transfer in minus students who transfer out, move to another country, or die.</p>				
<p>(2) Confirm that the rate conforms to the regulatory requirement for an adjusted-cohort graduation rate (i.e., does the state track émigrés, transfers, and deceased students, including those who enter or leave the school during the extended year or years? What guidance does it provide to its districts on how to do this?).</p>	<p>Yes:</p>	<p>X</p>	<p>No:</p>		<p>Note: The same methodology used to calculate the four-year graduation rate is extended one additional year.</p>
<p>(3) Provide a description of the students who will be in the numerator and denominator for that formula.</p>	<p>Numerator: Graduate: Students in the cohort must have graduated by August 31 five years after they enter Grade 9 (the year following the expected graduation year) under the minimum high school program, recommended high school program, or distinguished achievement program.</p> <p>Denominator: Cohort: The cohort is first-time 9th graders plus students who transfer in, minus students who transfer out, move to another country, or die through August 31 of the year following the expected graduation year.</p>				
<p>(4) Are the data lagged?</p>	<p>Yes:</p>	<p>X</p>	<p>No:</p>		<p>Note: The five-year graduation rate is lagged one year behind the four-year graduation rate. The class of 2008 five-year graduation rate will be used for 2009-2010 AYP determinations.</p>

Attachment: Evidence the state must submit related to its graduation rate

State:

C. Submit evidence that the state's data system can support the extended-year graduation rates requested (i.e., that the longitudinal system has collected data for the required number of years to produce graduation rates for five years or more, if applicable).	The student-level data system has been operational since 1992-1993. The extended-year graduation rates could be calculated beginning with the class of 1996.				
D. Confirm that only students receiving a regular diploma are counted as graduates.	Yes:	X	No:	Note:	
(1) Does the state provide other types of diplomas or certificates? What are they? How are students who receive such alternate diplomas or certificates included in the graduation rate?	No, the state does not provide other types of diplomas or certificates.				
(2) How are GED recipients included in the graduation rate?	GED recipients are counted in the denominator of the graduation rate but are not counted in the numerator of the graduation rate.				
E. Can the rate be calculated for every school and district with a grade 12 that awards diplomas?	Yes:	X	No:	Note:	
F. Can the rate be disaggregated at the school and district level for calculating whether every relevant subgroup made AYP via Safe Harbor?	Yes:	X	No:	Note:	
G. Confirm that the extended-year rate or rates use the same goal as the four-year rate.	Yes:	X	No:	Note:	90.0 percent of students graduate with a regular high school diploma.
H. Do the targets for the extended-year rate or rates differ from the four-year graduation rate? If so:	Yes:	X	No:	Note:	For 2009-2010 AYP determinations the annual target is 80.0 percent of students graduate with a regular high school diploma in five years.
(1) Do the targets vary by school or subgroup? If so, how? What criteria were used to set the differing targets?	Yes:		No:	X	Note:
(2) Provide examples for high schools with varying graduation rates and how the targets will apply.	N/A				
(3) Provide a rationale for the selection of the annual targets and how they demonstrate continuous and substantial improvement from the prior year toward meeting or exceeding the state's goal.	The actual difference between the class of 2008 four-year graduation rate and the class of 2007 five-year graduation rate is 3.1 percentage points. Therefore, an annual target for the five-year graduation rate that is 5.0 percentage points higher represents a more aggressive target than for the four-year rate.				
I. How will the state use the extended graduation rate (or rates) in AYP determinations?	For high schools and school districts that do not meet the 75.0 percent target for the four-year graduation rate, or show sufficient improvement from the prior year on the four-year graduation rate, the AYP graduation rate requirements are met if their five-year adjusted cohort graduation rate is 80.0 percent or higher. This mirrors one of the two possible ways to include an extended-year graduation rate in AYP determinations described in <i>NCLB High School Graduation Rate Non-Regulatory Guidance</i> (December 2008).				

Attachment: Evidence the state must submit related to its graduation rate

State:

(1) Provide an example of how a school might calculate whether it was making adequate yearly progress using the four-year and extended-year adjusted-cohort graduation rates.

Sample High School has a class of 2009 four-year graduation rate of 74.0% and a class of 2008 four-year graduation rate of 74.0%. Sample High School does not meet the annual target for the four-year graduation rate of 75.0% for the class of 2009 or 1.0 percentage point increase from the prior year. Sample High School has a five-year graduation rate for the class of 2008 of 80.0%. Sample High School meets the annual target for the five-year graduation rate and meets AYP for this indicator in 2009-2010.

Notes:

1E. Cohort reassignment is not permitted in the four-year adjusted-cohort graduation rate (but may be incorporated in the transitional graduation rate). When the state is using an adjusted-cohort rate, it may instead elect to calculate an extended-year adjusted cohort graduation rate or rates.

3A. This is the ultimate goal. It does not increase over time. It does not vary for any school. It should be the rate the state expects all high schools in the state to meet.

3C. These targets may vary by school and district and over time. If the targets do vary, the state must clearly explain how the targets will be applied and the rules that will be used to determine whether the school or district is making adequate yearly progress.

4A. These data should represent the most recently available data (optimally, graduates for the class of 2009) using the rate described in 1A above.