Cohort Graduation Rate

Policy and Technical Manual

2016-17 Graduation Rates – Based on Students First Entering High School during the 2012-13 and 2013-14 School Years

OREGON DEPARTMENT OF EDUCATION

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IMPORTANT DATES

2017-18 First Period Cumulative ADM

September 28, 2017 (at 1:00 pm) to October 30, 2017 (at 11:59 pm) – Collection Window

November 9, 2017 to November 17, 2017 – Audit Review Window

2016-17 Cumulative ADM Exit Adjustment Window:

October 12, 2017 (at 1:00 pm) to December 1, 2017 (at 11:59 pm)

2016-17 Cohort Graduation Validation Window open in ADI:

October 26, 2017 (at 1:00 pm) to December 8, 2017 (at 11:59 pm)

2016-17 Embargoed Final Preview available in ADI

January 4, 2018 (tentative)

2016-17 Cohort Graduation Report Publication Date:

January 25, 2018

ACHIEVEMENT DATA INSIGHT

Validation of the cohort graduation report will occur through the Achievement Data Insight (ADI) application. Training on this application was conducted June 1, 2017, and a recording is posted at https://district.ode.state.or.us/search/page/?id=257.

Data submitters and validators will need to contact their district security administrators to request access to the validations. Access to the ADI is granted on a validation-by-validation basis. If you see a tile that you do not have access to in the ADI, click on it to generate an email to your DSA requesting access.

NCES Dropout and Graduation Rates will also be validated during this time, for a total of 3 graduation/dropout validations (4-Year Cohort Graduation Rate, 5-Year Cohort Graduation Rate, and NCES Dropout and Graduation Rates).

The ADI will display both aggregate data (on the summary tab) and student-level data (on the detail tab), and will be refreshed periodically throughout the validation window. Once the validation window has closed, data will still be available through the ADI, but it will no longer be refreshed, and updates will not be allowed. Click the "All" tab on the ADI's main page to view closed validations.

Note that even though districts will be able to access final graduation data after the close of the validation window, the data will be embargoed until the publication date. **Do not distribute these data to anyone outside your district prior to the publication date.**

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Regional ESD Partners support many accountability data collections and reports, including Cumulative ADM (collections, reviews, and the exit adjustment window), School and District Report Cards, and Graduation, Dropout, and Fall Membership Reports. They are available to answer your questions or guide you through the process of validating and making corrections throughout the validation window.

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INTRODUCTION

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates. The cohort method identifies the year the student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student's outcome after four years. An extended rate, allowing one additional year for completion, is also tracked and reported as the 5-year Cohort Graduation Rates.

The cohort graduation rate is published annually and the next report is scheduled for public release on January 25, 2017. These reports include other outcome categories for students in the cohort, in addition to graduates, and are disaggregated by student groups such as race/ethnicity and gender.

Under Oregon's State Plan, high school graduation rate targets were set for each year of accountability. Due to the additional time needed to calculate accurate Cohort Graduation Rates, the 2016-17 rates will be used as part of the 2017-18 Accountability Year determinations.

WHAT IS A COHORT GRADUATION RATE?

A cohort graduation rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within a given time frame, such as four years. A four-year cohort graduation rate for the first-time ninth graders in the 2013-14 school year would represent the percentage who graduated by 2016-17. The table on the right shows the relationship between the school year that students enter high school and the expected graduation year.

The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removing those students who transfer out of the school. Students who transfer into the cohort are assigned a cohort year based on their first high school enrollment in any state or country.

Cohort High School Entry Year	Graduation Year (Four-year Rate)	Extended Graduation Year (Five-year Rate)
2009-10	2012-13	2013-14
2010-11	2013-14	2014-15
2011-12	2014-15	2015-16
2012-13	2015-16	**2016-17**
2013-14	**2016-17**	2017-18
2014-15	2017-18	2018-19
2015-16	2018-19	2019-20
2016-17	2019-20	2020-21

WHAT IS THE FOUR-YEAR COHORT GRADUATION RATE?

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that earn a standard diploma within four years of entering high school. *See page 23 for definitions of the credentials and other outcomes.*

As an example, in early 2018, the Oregon Department of Education (ODE) will report on the graduation rate for the cohort of students who entered high school in 2013-14; these are the students who were expected to graduate by the end of the 2016-17 school year. The graduation rate for this cohort will be defined as:

$$\frac{\begin{array}{c}\text{Number of students in the adjusted cohort who earn}\\ \text{standard diplomas by August } 2017\end{array}}{\left(\begin{array}{c}\text{Number of students who were first enrolled in high school in } 2013\text{-}14\\ +\text{ Students who transferred into the cohort}\\ -\text{ Students who transferred out of the cohort}\end{array}\right)}$$

Note that the numerator includes only standard (Oregon or Modified) diplomas earned in four or fewer years. Students earning other high school credentials will be included in the adjusted cohort (i.e., the denominator), but will not be included in the count of graduates (i.e., the numerator).

WHAT IS THE FOUR-YEAR COHORT COMPLETER RATE?

The four-year cohort completer rate is similar to the graduation rate, but includes students who earned other completion credentials, such as extended and adult high school diplomas or GEDs, in the numerator. It also includes graduates with a standard (Oregon or modified) diploma. So, for a given cohort and student group, it should always be at least as high as the graduation rate. Note that four-year and five-year cohort and completion rates are released at the same time, so make sure you are looking at the right cohort(s) of students when making comparisons. Alternative certificates are a district-defined credential, and are not included as completers in the completer rate.

$$\frac{\begin{array}{c}\text{Number of students in the adjusted cohort who earn}\\ \text{standard diplomas, extended diplomas, adult high school diplomas, or GEDs by August } 2017\end{array}}{\left(\begin{array}{c}\text{Number of students who were first enrolled in high school in } 2013\text{-}14\\ +\text{ Students who transferred into the cohort}\\ -\text{ Students who transferred out of the cohort}\end{array}\right)}$$

WHAT ABOUT STUDENTS WHO TAKE LONGER THAN FOUR YEARS TO GRADUATE?

While students who take longer than four years to earn a diploma are not included as graduates in the four-year cohort graduation rate, they will be included as graduates in the five-year cohort graduation rate, which is published along with the four-year rate, if they graduate within five years. The five-year rate may serve to better reflect the success schools have had with certain groups of students, such as students with disabilities, English language learners, and students whose education was interrupted.

The five-year graduation rate is defined similarly to the four-year rate. The five-year rate for the 2012-13 cohort is:

$$\frac{\begin{array}{c}\textit{Number of students in the adjusted cohort who earn}\\ \textit{standard diplomas by August } 2017\end{array}}{\left(\begin{array}{c}\textit{Number of students who were first enrolled in high school in } 2012\text{-}13\\ +\textit{Students who transferred into the cohort}\\ -\textit{Students who transferred out of the cohort}\end{array}\right)}$$

WHAT ABOUT STUDENTS WHO COMPLETE THEIR GRADUATION REQUIREMENTS OVER THE SUMMER?

Students who earn their credential by the end of August are included with the prior school year's graduates. So for example, a student in the 2013-14 cohort who earned a diploma on August 31, 2017, would count as a graduate in the 2013-14 cohort's four-year graduation rates. A student in the 2013-14 cohort who earned a diploma on September 1, 2017, will count as continuing enrollment in the four-year graduation rates, and as a graduate in the five-year graduation rates.

WHAT ABOUT STUDENTS WHO EARN A CREDENTIAL OTHER THAN A STANDARD DIPLOMA?

Students who earn an extended or adult high school diploma, or a GED, are included (along with students who earned a standard diploma) as completers in the Cohort Completion Rate. This rate is not used for accountability purposes, but will be published. The cohort completion rate uses the same denominator (the adjusted cohort) as the cohort graduation rate.

WHAT ABOUT STUDENTS WHO ENROLL IN FIFTH YEAR PROGRAMS, SUCH AS ADVANCED DIPLOMA OR POST-GRADUATE SCHOLARS PROGRAMS?

As of the 2016-17 school year, Oregon law provides that districts may not counsel or assist students who have met the requirements and have been enrolled in high school for four or more years to delay the award of a diploma that has been earned in order to participate in a school-sponsored postsecondary program. Students are reported with their diplomas at the point at which they earn the diploma, and are considered graduates at that point, even if they continue to receive services from their school district. See http://www.oregon.gov/ode/students-and-family/Pages/Post-Graduate-Scholar-Programs.aspx for more information.

Students who have earned their diploma but have not yet been awarded it, and students in post graduate scholars programs, are reported separately in the cohort data files, but are all counted as graduates in computing the rate.

CHANGES FOR THE 2016-17 CALCULATION

New student group: Homeless students. See page 20 for more information.

Technical changes and fixes.

CHANGES FOR THE 2015-16 CALCULATION

The Post Graduate Scholars program takes effect beginning with the 2016-17 school year. Students participating in this program are counted as graduates, provided that they earned their diplomas within the timeframes outlined on previous pages. See http://www.ode.state.or.us/search/page/?id=5531 for details.

New student groups: Career and Technical Education Participants and Concentrators. See page 20 for more information.

Technical adjustments to account for changes in Title III: Limited English Proficiency data collection. See page 20 for more information.

OUTLINE OF THE COHORT CALCULATION

The calculation of the four-year graduation and completion rates is a multi-step process. The steps are shown below, and apply to the calculation of the graduation and completion rate for students who were first-time high school students in 2013-14. These are the students whose expected four-year graduation date was in Spring/Summer 2017.

1. Determine the students who were first enrolled in high school in 2013-14, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2013-14 and 2016-17. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2013-14 and 2016-17 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a standard high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the English learners, ever English learners, students with disabilities, talented and gifted, CTE, homeless, and/or economically disadvantaged student groups.
7. Remove all students whose outcome (from step 3) was "transferred to a public high school in another state, a private school, or home school," as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district.
8. Count the number of students whose outcome was a standard high school diploma (including students who were awarded a modified high school diploma and students who are participating in a Post Graduate Scholars program). This is the numerator for the cohort graduation rate calculation.
9. Count the number of students whose outcome was a standard, extended, or adult high school diploma, or a GED (including all students who were counted as graduates in step 8). This is the numerator for the cohort completer rate calculation.

The next few sections of this document will provide more details on each step of this process.

Assigning a Cohort Year

The first step in producing a cohort graduation rate is to determine the High School Entry Year for each student who has enrolled in a high school grade in Oregon. This process, including definitions, is described below.

High School Entry Year

Grade Progression for a Typical Member of the 2013-14 Cohort	
School Year	**Enrolled Grade**
2011-12	7
2012-13	8
2013-14	**9**
2014-15	10
2015-16	11
2016-17	12

Special Circumstances

Students who Skip (a) Grade(s)

For a student who skipped (a) grade(s), the district must record the student's first year in which the student attended any high school grade. Confusion may occur when the student skips grade 9 and enters grade 10. For example, in the case of a student who was enrolled in grade 8 in 2012-13 and was enrolled in grade 10 or higher in 2013-14, their high school entry year would be 2013-14.

Cohort years should not be determined by counting backwards from the student's currently enrolled grade to estimate the year he/she entered ninth grade, except in the absence of any documentation (see page 9).

Students moved down or "demoted" to an earlier grade

Students who begin the school year at one grade in high school and then are moved down or 'demoted' to an earlier grade will retain the High School Entry year that was recorded as the first school year in which the student attended any high school. Confusion may occur when the student begins the school year at grade 9 and is moved back to grade 8. In the example of a student who was enrolled in grade 9 at the beginning of 2013-14 and was moved back to grade 8 for the remainder of 2013-14, his/her high school entry year would be 2013-14.

Students who repeat a grade

Students who repeat a non-high school grade should not have their high school entry year set until their first high school enrollment. Students should not be "rolled forward" automatically from grade 8 to grade 9 until the school is certain that the student is enrolling in grade 9. For example, a student who is enrolled in grade 8 in 2012-13, then repeats grade 8 for 2013-14, should not have a high school entry year assigned prior to advancing to a high school grade.

Students who repeat a high school grade should not have their high school entry year adjusted to compensate for the repetition. Students should retain the year that corresponds to their *first* high school enrollment. For example, a student who enrolls in grade 9 in 2013-14, then repeats grade 9 in 2014-15, will retain the 2013-14 high school entry year.

Students from another country or students transferring into a high school from homeschooling

Documentation Available:

If students have a transcript or other documentation of prior high school enrollment, they shall be assigned to the cohort that corresponds with their first documented enrollment in any high school grade or grade 9, anywhere in the world.

No Documentation Available:

If there is no available documentation of prior high school enrollment, but there is evidence that the student, in the last three years, was either homeschooled or a resident of a foreign country, the cohort year may be set, at the discretion of the first Oregon public school or district to enroll the student in any high school grade, to a cohort year determined by the district or school to most closely align with the student's educational achievement and/or proficiency, but not more than three school years before the school year the student first enrolls with them in high school.

For example, if a student enters a high school during the 2017-18 school year, and there is no available documentation of prior high school enrollment, but there is evidence of homeschooling or residence in a foreign country, the district or school that the student first enters may either assign them the cohort year 2017-18, or assign them a cohort year of 2014-15, 2015-16, or 2016-17, based on the district's assessment of the student. The school or district may not assign a cohort year of 2013-14 or earlier, or a cohort year later than 2017-18, to a student who first enrolls with them in 2017-18. Once the assignment has been made, it cannot be changed unless documentation of prior high school enrollment is discovered.

High School Entry Year and the SSID Collection

The school year in which the student was first enrolled in high school will be recorded as that student's "High School Entry Year" in the Secure Student Identifier (SSID) collection. ODE policy, based on guidance from the U.S. Department of Education, requires that:

- Each student with a record of high school enrollment (grades 9-12) shall have an assigned High School Entry Year.
- The High School Entry Year shall be determined using the same procedure for all students, irrespective of English language learner, special education, or other student group membership.
- The High School Entry Year shall not be changed unless there is evidence that the prior submission was in error.

The following scenarios are examples of cases where the High School Entry Year *may* be modified, upon the approval of an appeal by the Oregon Department of Education:

- The district discovers a data submission error that incorrectly placed a student in a high school grade.
- A student has transferred into the district from out of state, and the district has received additional information from the prior district that indicates the recorded High School Entry Year is in error.

The following scenarios are examples of cases where the High School Entry Year *shall not* be modified:

- A student repeats a grade (such as grade 9) while in high school.
- A student "skips" a grade in high school, such as moving from grade 10 to grade 12.
- A student enrolls in district A as a first-time 9th grader in 2013-14 and transfers to district B in 2014-15. District B enrolls the student as an 11th grader for 2014-15.
- A student graduates after three years of high school.

If your records indicate that the cohort year assigned to a student is not accurate, you can appeal by completing the High School Entry Year Correction Template, available via the Cumulative ADM Resources site, and sending it via secure file transfer to your regional ESD partner.

IDENTIFYING STUDENTS IN THE STATE COHORT

Once all students are assigned a High School Entry Year, the next step in the process is to determine those students who will be included in the state's unadjusted cohort. These are students:

- Who are or were enrolled in public schools, including youth corrections education programs (YCEPs), but excluding juvenile detention education programs (JDEPs), as recorded in the ODE Cumulative ADM submissions; and
- Whose education is the responsibility of a public school district or a state-run school or program.

The Cumulative ADM collection contains records that allow ODE to identify students who are or were enrolled in an accountable Oregon institution. The set of first time high school students in 2013-14 who received public or publicly funded education in Oregon at some point in their high school career is called the Unadjusted State Cohort. Students whose only enrollment within the state was at a JDEP are not included.

The Unadjusted State Cohort includes some students, such as students who transfer out of state, who will be excluded from the final calculation at a later point in the process when the adjusted state, district, and school cohorts are determined. The adjusted cohorts consist of students for whose graduation the state, district, or school was responsible at the end of the period being measured. The adjusted cohort forms the basis for the denominator of the four-year cohort graduation rate.

Examples of students not in the state cohort include students who are resident in another state but were placed in an Oregon school for the purposes of long term care and treatment or special education services, and students who were submitted to the SSID collection but were never reported as enrolled in a school or district.

DETERMINING THE FINAL OUTCOME

ODE will use available student data in the Cumulative ADM collection to determine a final outcome for each student. Possible final outcomes include, in order of precedence:

- Standard diploma
  - Oregon Diploma (Regular High School Diploma Awarded)
  - Oregon Diploma (Regular High School Diploma Awarded, continuing to Post Graduate Scholars)
  - Oregon Diploma (Regular High School Diploma Earned, but not Awarded)
  - Modified Diploma
- Removed from the cohort
  - Deceased/Permanently Incapacitated
  - Émigrés, including Honorary Diplomas
  - Documented transfer to homeschooling
  - Documented transfer to private school
  - Documented transfer to a degree-granting school in another state
- Other completer:
  - Adult High School Diploma
  - Extended Diploma
  - GED
- Non-dropout, non-completer
  - Alternative Certificate
  - Continuing Enrollment
- Dropout/non-continuing
  - Students who completed a course of study leading to a high school diploma, but did not meet all diploma requirements
  - Students who earned vocational certificates
  - Students who are not attending for health or disciplinary reasons
  - Students who dropped out
  - Unconfirmed transfers
  - Students whose status is unknown

HIERARCHY OF OUTCOMES

Most students have multiple enrollment records, and many have multiple outcome records as well. For example:

- A student may have dropped out of one district, then reenrolled and graduated the following year.
- A student may have dropout records submitted by more than one district, or may have multiple dropout records within a district.
- A student may have multiple completer records, such as a modified diploma and an adult high school diploma, or one record indicating that they earned a high school diploma and a later record indicating that it was awarded.
- A student may have a dropout record in one district, but receive a modified diploma from another district.

When multiple outcomes exist, they must be resolved into a single final outcome or event for each student. When reviewing this ranking, please keep in mind the following:

- All students with outcomes other than "transfer out" or deceased are included in the adjusted state cohort and, hence, in the denominator of the state four-year cohort graduation and completion rates.
- Only those students whose outcome is a standard diploma are included in the numerator of the four-year cohort graduation rate.
- Students whose outcome is a regular, modified, extended, or adult diploma, and students whose outcome is a GED, are included in the numerator of the cohort completion rate.
- "Dropout/non-continuing" is the lowest ranked outcome. The state definition of dropout (ORS 339.505) specifically excludes those students with the other listed outcomes from being counted as a dropout. Please note that not all students in this category are dropouts. **Oregon does not calculate a cohort dropout rate**.
- For students with multiple instances of a particular outcome (e.g., dropout, modified diploma), only the latest record shall be used.

Examples of Outcome Determination

Example 1: Maria has a dropout record for 2013-14 but subsequently enrolled in 2015-16 and continued enrollment into the fall of 2017-18. She will be reported as Continuing Enrollment.

Example 2: John received a modified diploma in 2015-16 and continued his enrollment in 2016-17 but dropped out in April 2017. He will be reported as a graduate (Modified Diploma).

Example 3: Carrie received a modified diploma in 2015-16 but has enrolled in 2017-18 and is working toward a regular diploma. She will be reported as a graduate (Modified Diploma).

Example 4: Adam dropped out in 2012-13 but earned a GED in 2013-14. He will be reported as GED.

Example 5: Jeanine dropped out in 2013-14 but returned in the summer of 2016-17 and earned a regular diploma in August 2017. She will be reported as a graduate (Regular Diploma Awarded).

Example 6: Marco dropped out in 2013-14, earned a GED in 2014-15, but then died in June 2015. He will be reported as deceased and removed from the adjusted cohort.

Example 7: Carla received a regular diploma in 2015-16 and then moved to France with her family. She will be reported as a graduate (Regular Diploma Awarded).

Example 8: George received a modified diploma in 2015-16 and then moved to Canada in July 2016. He will be reported as a graduate (Modified Diploma).

Example 9: Fiona dropped out in 2014-15. Her district notifies ODE that she enrolled in a private school in 2016-17. She will be reported as a transfer out of the cohort and removed from the adjusted cohort.

Example 10: Carlos moved to Mexico in 2014-15. In 2015-16, he returned to school in Oregon and earned a Modified Diploma. He will be reported as a graduate (Modified Diploma).

Example 11: Joan earned a regular diploma in 2015-16 but remained enrolled for an additional year. In 2016-17, her diploma was awarded. She will be reported as a graduate (Regular Diploma Awarded).

Example 12: Leanne earned a regular diploma in 2016-17 but remained enrolled for an additional year to participate in a Post Graduate Scholars program. She will be reported as a graduate (Post Graduate Scholars).

See https://district.ode.state.or.us/apps/info/docs/Outcome%20Rank%20Descriptions1617.pdf for a complete list of outcomes and rankings for the 2016-17 rates.

Determining the Accountable District and School

The four-year cohort graduation and completion rates will be determined for every high school that provides a program of study that leads to the awarding of a high school diploma. This section describes the process by which ODE determines diploma-granting institutions and how ODE assigns high school students to districts and schools for the purpose of computing the cohort rates.

See page 24 for more information on institution types.

"Diploma-granting" High Schools

By state statute (ORS 329.451), school districts and State Board of Education sponsored charter schools award diplomas. Individual schools do not award diplomas. However, the four-year cohort graduation rate must be computed for individual schools.

School districts may operate several kinds of institutions that serve students in grade 12, but some of these institutions do not provide educational programs that culminate in the awarding of a high school diploma. ODE will determine a graduation rate for all schools serving students in grade 12 that have instructional programs leading to the completion of a high school diploma. For the purpose of this manual, these schools will be called "Diploma-Granting Schools." They must meet the requirements below:

- Public School serving grade 12;
- District, ODE, or State administered;
- Regular, Alternative, and/or Charter.

This includes:

- Regular or Alternative High Schools administered by a district;
- Public charter schools serving grade 12; and
- Youth Corrections Education Program (YCEP) Schools.

These are also the schools serving grade 12 that receive School Report Cards and AMO reports.

Institutions that do not offer instruction leading to a high school diploma cannot be the school of record for a student. Students whose final outcome occurs while attending an institution that is not diploma granting are "rolled back" to the last diploma-granting school at which they were resident, in most cases (see page 19 for exceptions).

Determining Accountability for Students

By state statute, a student's resident district is the entity responsible for that student's education (See ORS 339.115 and ORS 339.133). As such, accountability for graduation falls on the resident district and school, not the attending district or school. In general, students are accountable to the last degree-granting district and school that enrolled them, or to the district and school that awarded their diploma, although there are exceptions.

Last Enrolled Degree-Granting District and School

A student's last enrolled degree-granting district is the resident district on the most recent of the student's records that reflect residency in a degree-granting district, within the school years being measured. Typically, this is the resident district of the student's last record, except in specific cases.

A student's last enrolled degree-granting school is the one at which the student was most recently enrolled (resident) during his/her last continuous period of enrollment within his/her last enrolled degree-granting district (as set above).

Certain students may be reported in a district's cohort, and attend an institution in the district, but not be reported in the cohort for any school within the district. This includes students whose last enrollment was in the district, but who were never resident at a diploma-granting school within the district during their last continuous period of enrollment within the district. This also includes students whose only high school enrollment within the district was at a district program.

Examples (green cells are the last-enrolled degree-granting district and school):

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	June 2017

This student was enrolled in the same school for his/her entire high school enrollment. This school is his/her last-enrolled degree-granting school.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	June 2014
Beta District	Shirley Chisholm Charter School	September 2014	June 2016
Alpha District	Sacagawea Secondary School	January 2017	June 2017

This student enrolled in a new school during the 16-17 school year. Because the new enrollment occurred during the period being reported on, the new school becomes the last enrolled degree-granting school.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	June 2017
Alpha District	Sacagawea Secondary School	September 2017	--

This student enrolled in a new school within the same resident district after the 17-18 school year had started. Because the new enrollment did not occur until after the period being reported on was ended, the last enrolled degree-granting school is Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	December 2015
Alpha District	Alpha District[1]	January 2016	September 2016

This student began his/her enrollment at a high school and then transferred to a degree-granting program within the same district. The last-enrolled degree-granting school remains Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	December 2014
Alpha District	Alpha District	January 2015	September 2016
Beta District	Frances Perkins Preparatory Academy	October 2016	January 2017
Alpha District	Alpha District	February 2017	June 2017

This student began his/her enrollment at a high school and then transferred to a degree-granting program within the same district. Although he/she was once enrolled in a degree-granting high school within Alpha District, it was not during his/her last continuous enrollment with Alpha District, so he/she will not be accountable to Elizabeth Blackwell High School.

Resident District	Resident School	Enrollment Begins	Enrollment Ends
Alpha District	Elizabeth Blackwell High School	September 2013	June 2015
ODE LTCT[2]	Victoria Woodhull Care Center	September 2015	June 2017

Because ODE LTCT is not a degree-granting district, the last-enrolled degree granting institution remains Elizabeth Blackwell High School.

[1] This reporting indicates that the student was enrolled in a district-run public program. ODE does not currently identify most programs as separate institutions for the purposes of reporting.

[2] Students who are attending ODE-contracted Long-term Care and Treatment Centers use this as their resident district.

Outcome District and School

A student's outcome district and school are the resident district and school on the record with the highest-ranked outcome for that student (see page 12 for more information on outcome determinations).

Examples (blue cells are the outcome district and school):

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Sandra Day O'Connor High School	June 2017	Regular Diploma Awarded

Awarded Regular Diplomas are the highest possible outcome. The institutions on a record indicating the award of a regular diploma are always the outcome institutions.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Sandra Day O'Connor High School	June 2017	Regular Diploma Earned
Gamma District	Sally Ride Academy	September 2017	Continuing Enrollment

Regular Diploma Earned is a higher outcome than *Continuing Enrollment*.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Madeleine Albright High School	June 2016	GED Awarded
Gamma District	Madeleine Albright High School	June 2017	Regular Diploma Awarded

Regular Diploma Awarded is a higher-ranked outcome than *GED Awarded*. Since both outcomes occurred during the four-year period being reported on, the higher-ranked one is selected. If the student's diploma had not been awarded until September 2017, the student's outcome for the 16-17 rates would have been GED awarded.

Resident District	Resident School	Outcome Date	Outcome Type
Gamma District	Madeleine Albright High School	June 2016	Dropout/Non-Completer
Delta District	Arabella Mansfield High School	June 2017	Dropout/Non-Completer

In the event that there are two outcomes of the same type, and both outcomes occurred during the period being reported on, the later one is selected.

Choosing between the Outcome Institution and the Last Enrolled Degree-Granting Institution

ODE uses the student's final outcome, as determined in the previous section, to choose his/her accountable institutions. Note that the process is more complex than displayed here, in the event that one or more of the student's associated institutions is no longer an option (e.g. closed, not a high school, changed parent district, etc.).

Students who earned a standard high school diploma will be accountable to their outcome district and to the last high school they were enrolled in within that district. Students with all other outcomes will be accountable to their last enrolled degree-granting school and district. In the event that a student's last enrolled degree-granting school has changed parent districts, the student will be accountable to the current parent district of his/her last enrolled degree-granting school.

Special Circumstances

Students who were never a resident in a diploma-granting district: ODE attempts to connect these students with their last degree-granting institution wherever possible, but some students have never been reported as resident in a degree-granting district or school. These students are accountable to the State of Oregon and remain included in the State's cohort graduation rate, but are not part of any district's cohort.

Students who are "unconfirmed transfers": These are students who were enrolled in an Oregon public school district and transferred to another Oregon public school district but never enrolled in their new district within the cohort timeframe. These students are accountable to the State of Oregon and remain included in the State's cohort graduation rate, but are not part of any district's cohort. To be considered an "unconfirmed transfer," the student's prior school district must have documentation of his/her transfer to a new school district (for example, a records request or parental notification). Refer to the Cumulative ADM Manual section on documentation requirements ("Documentation Requirements to Remove Students from the Cohort"), for more information on documentation requirements.

Students who previously earned a regular diploma: The accountable district and school for these students will always be the resident school or district on the first report of the diploma being earned, which may not be the same as either the last enrolled or the outcome school.

Students who are enrolled in a private school or program: When these students' enrollment is being paid for with public funds, because they have been placed in the private institution by a public agency, they may be included in their resident district's cohort, even though the most recent enrollment by the student is not in one of the district's public schools or programs.

Students who are enrolled in a juvenile detention education program (JDEP): When these students have prior enrollment with a degree-granting district, they are included in the cohort of that district. If the student's only enrollment was with JDEP, they are not included in the state's cohort or in any district's cohort.

Students whose accountable school has closed: Students who would be accountable to a closed institution are included only in the cohort of their accountable district and not in any school's cohort.

Students whose accountable school has changed districts: In some cases, charter schools may change sponsoring districts but retain their institution ID. In this case, all of a charter school's accountable students move with the school and are accountable to the current sponsoring district as of the end of the period being measured, even if the students left the charter school prior to the move.

Determining Student Group Membership

Gender and Race/Ethnicity

A student's gender and race/ethnicity is determined based on the information reported on the record with the student's highest-ranked outcome. If the student's highest-ranked outcome was based on a district update rather than a collection record, the information is taken from the student's most recent record in Cumulative ADM, within the school years being measured.

Historically Underserved Race/Ethnicity (USETH)

Students are included in this student group if their race/ethnicity is Black/African American, Hispanic/Latino, American Indian/Alaska Native, or Native Hawaiian/Pacific Islander.

Career and Technical Education Participants (CTEPartic)

Students are included in this student group if they were reported as a CTE Participant in any year from 2008-09 to 2016-17. See http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx for the definition of Participant.

Career and Technical Education Concentrators (CTEConc)

Students are included in this student group if they were reported as a CTE Concentrator in any year from 2008-09 to 2016-17. See http://www.oregon.gov/ode/learning-options/CTE/data/Pages/default.aspx for the definition of Concentrator.

Economically Disadvantaged (ECD)

Students are included in the ECD student group if any district reported them as being eligible for free or reduced lunch in the spring membership extract at any point during the school years being measured.

English Learners (LEP)

Students are included in the LEP student group if any district reported them as receiving or being eligible for LEP services in any of the ESEA Title III: English Learners collections during the school years being measured.

Ever English Learners (EvrLEP)

Students are included in the EvrLEP student group if any district reported them as receiving or being eligible for LEP services in any of the NCLB Title III: Limited English Proficiency collections between 2006-07 and 2016-17.

Homeless (Hmlss)

Students are included in the homeless student group if they were reported in the Title X/McKinney-Vento collection at any point during the years being measured.

Migrant (Mgrnt)

Students are included in the migrant student group if they were reported in Oregon's Migrant Student Information System (OMSIS) at any point during the school years being measured.

Students with Disabilities (SWD)

Students are included in the SWD student group if any district reported them as receiving special education services at any point during the school years being measured.

Talented and Gifted (TAG)

Students are included in the TAG student group if they were reported with any of the TAG flags (Intellectually Gifted, Academically Talented in Math, Academically Talented in Reading, Creative Ability TAG, Leadership Ability TAG, Performing Arts Ability TAG, and/or Potentially TAG) in the spring membership extract at any point during the school years being measured.

Combined Disadvantaged (CDIS)

Students are included in this student group if they are members of at least one of the following student groups: Historically Underserved Race/Ethnicity, Students with Disabilities, Economically Disadvantaged Students, or Limited English Proficient/English Learners.

See page 26 for more information on data sources used for the cohort rate calculations.

APPEALING COHORT GRADUATION RATES

All appeals for cohort graduation rates should be submitted during the validation window. If your data can be corrected by making edits or additions to Cumulative ADM records from 2016-17 or 2017-18, you should make those edits, rather than submitting an appeal.

If the basis of your appeal is that an outcome occurring prior to 2016-17 was not appropriately reported in the Cumulative ADM collection, you should add those outcomes to the 2016-17 collection using a Program Type 14 record. Be sure that the record you are submitting has accurate dates associated with it.

If you are not sure how to correct the issue you have identified, or know that the issue cannot be corrected by any of the methods listed above, please use the "Ask a Question" feature to contact the validation's data owner and explain the issue. When using "Ask a Question," please **be sure to include the SSIDs** of any students involved and as many specifics about their outcome as is possible without disclosing personally identifiable information (e.g the student's name).

If you need to submit personally identifiable information with your appeal, use the "Ask a Question" button to provide a summary of the situation, and submit the remainder of the appeal by Secure File Transfer.

When you finish entering your question or appeal, click the "Submit" button at the bottom of the window. This will generate an email to the data owner, a shared validation inbox, and the email address we have on file for you. If you do not receive a copy of your question/appeal within an hour (remember to check your spam folder), then your question did not go through or the email address you have provided to ODE is incorrect. You should try again or contact the data owner directly.

Example Grounds for Appeal:

- Student group data were reported incorrectly in another collection and/or a previous year. See page 26 for more information on data sources used for the cohort rate calculations.
- A credential was reported in a previous year, but no credential was actually earned.
- The student was reported as earning a GED based on matching to data from another agency, but no GED was awarded.
- The student has not earned a high school diploma, but is currently pursuing a bachelor's degree or higher credential.

If you have a student with other unusual circumstances that you believe merits an appeal, please submit one.

DEFINITIONS

COHORT TERMINOLOGY

Adjusted Cohort – The cohort (see below), adjusted for students who transfer in, transfer out, emigrate, or are deceased.

First-time High School Student in 2013-14 – A student whose first enrollment in a high school grade anywhere in the United States or elsewhere was during the 2013-14 school year. The student's enrollment in school years 2012-13 and earlier must be at elementary grades (see page 25) only. For most students this is the school year in which they enrolled in ninth grade for the first time. However, it also includes students who were enrolled in grade 8 or lower in 2012-13 and were enrolled in grade 10 or higher in 2013-14.

High School Entry Year – The first school year in which the student first attended any high school grade in the United States or elsewhere. For most students this is their first year as a ninth grader. Also referred to as "Cohort Year."

Transfer In – For the 2013-14 cohort, a student who is a member of the adjusted cohort and who transferred into the school or district after the beginning of the 2013-14 school year, but before the end of the 2016-17 school year. Students who transferred in to a school for the first time in the 2017-18 school year will not be included in that school's cohort for the 2016-17 rates.

Unadjusted State Cohort – For the 2013-14 cohort, this includes all students who were enrolled in a public school in Oregon at some point during the period 2013-14 to 2016-17 and who were first-time high school students in 2013-14.

CREDENTIALS

Adult High School Diploma – An Adult High School Diploma is one that meets or exceeds the requirements of OAR 589-007-0400. Only a community college is authorized to issue an Adult High School Diploma. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

Alternative Certificate – As defined in OAR 581-022-2020, this is a credential that may be awarded to students who do not satisfy the requirements for a regular, modified, or extended diploma. Requirements for this award are determined at the district level. Students who earn this credential are not considered completers for the purposes of the cohort completion rate or graduates for the purposes of the cohort graduation rate.

Extended Diploma – As defined in ORS 329.451, an extended diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-2015. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

GED – The award earned upon passing the General Educational Development tests. These are standardized tests designed to measure the skills and knowledge students normally acquire by the end of high school. Students are typically awarded these through community colleges. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

Standard Diploma – A diploma earned when the student has fulfilled all school district and state requirements as described in ORS 329.451. Oregon law requires districts to offer two standard diplomas. Both diplomas count as "Graduates" for the purposes of the cohort graduation rate, beginning with the 2013-14 rates.

- **Oregon Diploma Awarded** – Also referred to as the Regular High School Diploma, this is the diploma described in OAR 581-022-2000.
    - **Post Graduate Scholar** – The student has been awarded an Oregon diploma, but has elected to remain enrolled to participate in a Post Graduate Scholar program.
- **Oregon Diploma Earned (not Awarded)** – The student has met all state and local requirements for an Oregon diploma, but has elected not to receive the diploma and to instead enroll in additional coursework in pursuit of a locally-defined diploma with additional requirements.
- **Modified Diploma** – As described in ORS 329.451, a modified diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-2010.

Non-Credential Outcomes

Continuing Enrollment – A student is classified as continuing enrollment if he/she is reported as enrolling during (for the four-year cohort rate) his/her fifth year (e.g., a first-time high school student in 2013-14 who was still enrolled during the 2017-18 school year). In the five-year cohort rate, a student is classified as continuing enrollment if he/she is reported as enrolling during his/her sixth year. Students must reenroll between the first school day in September and the first school day in October in order to be counted as continuing enrollment. Students who have graduated with a regular diploma (or with a modified diploma awarded on or after July 1, 2018) are not eligible for state-funded enrollment following their graduation.

Deceased – A student whose last record indicates that he/she was permanently incapacitated or deceased.

Dropout/Non-completer – For the purposes of the cohort rate calculations, a dropout/non-continuing student is a student who was enrolled at some point during the period being measured, did not reenroll by the beginning of the school year following the period being measured, and for whom no higher-ranked outcome (e.g. modified or extended diploma, GED, transfer out) has been reported. This category includes both students explicitly reported as dropouts, as well as students who were reported as expected to return, but for whom no record of re-enrollment exists.

Transfer Out – A student who left the state of Oregon, or enrolled in private school or homeschool.

Educational Settings

Attending District and School – For most students, this is the district responsible for the school or program the student attended and the school that provided the instruction to the student. Attending districts and schools are responsible for reporting enrollment and outcome data for their students. For most students, the Attending institutions are the same as the Resident institutions (see below).

Detention Facility - a facility established under ORS 419A.010 to 419A.020 and 419A.050 to 419A.063 for the detention of children, wards, youths, or youth offenders pursuant to a judicial commitment or order. See also ORS 420A.

Elementary Grade – Any grade from pre-kindergarten through 8th grade.

High School – An institution within a school district or a public charter school that provides instruction that culminates in the awarding of a high school diploma.

High School Grade – Any reported enrolled grades of '09', '10', '11', or '12'.

Home School – Students taught by a parent, legal guardian, or private teacher at home are considered to be home schooled. Home schooled students are required to register their status with an Education Service District (see ORS 339.035), but are not included in any adjusted cohort. Students who receive more than half of their total instruction in charter schools or virtual schools are not considered to be home schooled, even when most or all of the instruction occurs at the student's home.

Juvenile Detention Education Program (JDEP) - the provision of educational services to youths lodged overnight who receive educational services on consecutive days within a detention facility. See "Detention Facility" and ORS 326.695.

Public School – A school that provides educational services for at least one of grades K–12 (or comparable ungraded levels), has one or more teachers to give instruction, has an assigned administrator, receives public funds as primary support, and is operated by an education or chartering agency (National Center for Education Statistics Glossary, http://nces.ed.gov/programs/coe/glossary.asp).

Resident District and School – The district and school accountable for the education of the student. As defined in ORS 339.133, this is generally the district in which the parent or guardians of the student resides. The student usually lives within the district-defined boundaries of the resident school. There are a number of exceptions to this rule that apply to students with disabilities, charter schools, inter-district transfer agreements, and other situations. These exceptions are found in ORS 339.133 and ORS 339.134. The resident school can be the same as the resident district for students who are enrolled in district-level programs.

Youth Corrections Education Program (YCEP) – the provision of educational services to youths in youth correction facilities. See "Youth Correction Facility" and ORS 326.695.

Youth Correction Facility – a facility used for the confinement of youth offenders and other persons placed in the legal or physical custody of the youth authority and includes secure regional youth facilities, regional accountability camps, residential academies, and satellites, camps, and branches of those facilities. See ORS 420.005.

DATA SOURCES

The following ODE data collections were used in the preparation of the cohort graduation rate. For convenience, we have summarized their use in the rate calculation.

THE SECURE STUDENT IDENTIFIER COLLECTION

The Secure Student Identifier (SSID) collection assigns to each student a unique and secure student identification number, to be used each time the student is reported in another collection. It also contains demographic and programmatic data on each student who has enrolled in the Oregon public education system. This collection allows ODE to combine individual student data from multiple collections.

The SSID collection also contains the High School Entry Year field, containing the student's assigned cohort year. When this field was first created, at the beginning of the 2009-10 school year, it was filled programmatically, and districts were able to freely edit it. Now, once a student has been assigned a cohort year, it cannot be changed without an appeal to and review by the data owner.

To request a cohort year correction, complete the high school entry year correction template (also available via the Cumulative ADM schedule of due dates page) and send it to your Regional ESD partner by secure file transfer.

ENROLLMENT COLLECTIONS

ODE maintains several data collections that record student enrollment. These collections are used to determine the student's last enrollment in a diploma granting school or district and record outcomes and the dates of those outcomes.

Cumulative ADM

Cumulative ADM contains all enrollment and outcome records for school years 2009-10 and later.

Cumulative ADM records are used to help determine the last enrolled degree-granting institution and the student's outcome. Refer to the Cumulative ADM Manual for more information on reporting and outcomes.

Spring Membership

Spring Membership is a list of the students enrolled in Oregon on the first school day in May each year. Beginning with 2009-10, this list is extracted from the 3rd period Cumulative ADM collection.

Spring Membership records are used to help determine membership in the economically disadvantaged and talented and gifted student groups.

Other Student Level Collections

ODE maintains several other student-level collections that are used in the cohort graduation rate calculation.

ESEA Title III: English Language Learners (formerly Limited English Proficiency) Collection

The ELL collection contains data on all students who are classified as English Language Learners (ELL) in Oregon. It also includes a student's ELL instructional program type and date of entry into an ELL program, as well as data on students who have exited an ELL program.

The (Spring) ELL collection is used to determine which students were ELL at some point in their high school enrollment period, or at any point after 2006-07, for the purpose of setting the English Learners (LEP) and Ever English Learners (EvrLEP) student groups.

Special Education Child Count (SECC) Collections

The June and December SECC collections contain information on students with disabilities, including each student's specific disability/disabilities and the service(s) he/she is receiving.

They are used to help determine which students were served by special education programs at some point during their high school enrollment.

ESEA McKinney-Vento (Formerly Title X) Homeless Collections

These collections contain data on students who are classified as homeless in Oregon. See https://district.ode.state.or.us/apps/info/DataCllctnDetail.aspx?id=275 for more information.

CTE Collections

The CTE collections include information on the credits and grades earned by Oregon students in CTE courses.

They are used to help determine which students were CTE concentrators or participants.

Additional Data Sources

Higher Education Coordinating Commission (HECC)

HECC provides ODE with information on students who have received a GED or Adult High School Diploma (AHSD) to supplement the data reported by schools and districts. Although both outcomes may be reported to ODE by the student's enrolled institution, some students earn a GED or AHSD after leaving their public school district, and do not inform the district when they receive the credential. ODE matches data provided by HECC to our existing enrollment data to incorporate these additional outcomes into cohort processing.

Oregon Migrant Student Information System (OMSIS)

Students reported in this system are matched to ODE data in order to identify students in the Migrant Student group.

District Updates and Appeals

After reviewing ODE's data, districts may provide additional outcome or student group data by appealing (for instance, to correct past data that were misreported). These data are reviewed by ODE and incorporated into the final reports if appropriate. Most outcome updates are now handled by submitting a Program Type 14 record to Cumulative ADM, rather than by submitting an appeal to ODE. See page 22 for more information.

RESOURCES

- ODE Video Training - https://district.ode.state.or.us/search/page/?id=267
  Graduation and Dropout Reporting trainings will be conducted and posted here.

- Achievement Data Insight:
  This is an application, available through ODE's secure district site (https://district.ode.state.or.us/home/), which provides access to aggregate and student-level data. A training on the use of this application was conducted on June 1, 2017, and a recording of that training is available at https://district.ode.state.or.us/search/page/?id=257.

- Cumulative ADM documentation and resources: https://district.ode.state.or.us/search/page/?id=156

- Program Type 14 Reporting Guidance:
  https://district.ode.state.or.us/wma/training/docs/cumadmprog14guidance.pdf

- Outcome rank descriptions:
  https://district.ode.state.or.us/apps/info/docs/Outcome%20Rank%20Descriptions1617.pdf

- Cohort Graduation Rates: http://www.oregon.gov/ode/reports-and-data/students/Pages/Cohort-Graduation-Rate.aspx

- Dropout Rates: http://www.oregon.gov/ode/reports-and-data/students/Pages/Dropout-Rates.aspx

- Other Accountability Measures: http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx

- School and District Report Cards: http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/default.aspx

- Statewide Annual Report Cards: http://www.oregon.gov/ode/schools-and-districts/reportcards/Pages/Statewide-Annual-Report-Card.aspx

SUGGESTED VALIDATION CHECKLIST

Although not a complete list, the following steps can help you avoid some of the most common errors.

- ☐ All graduates are reported.
- ☐ All completers are reported.
- ☐ Dates on program type 14 records are accurate. Program type 14 records with dates occurring before the end of the student's last enrollment may not be picked up as the student's final outcome.
- ☐ Review student records for non-completers to make sure all "transfer out" outcomes have been reported. Some transfer documentation does not arrive until months after the student has left your district and may have been missed or unavailable when the student's original leaver event was reported.
- ☐ If you have documentation of a transfer to another Oregon school for a student who is still included in your adjusted cohort, check to see if there is another SSID for this student. If you find one, contact the ODE Helpdesk (ode.helpdesk@state.or.us), and request a merge.
- ☐ Review students who you know to be continuing their enrollment to make sure they have all been reported in 1st Period Cumulative ADM.
- ☐ Particularly for continuing students and transfers in, make sure that the correct high school entry year has been set.
- ☐ Review student group identifications for accuracy. Remember that most student groups are based on four or five years of records for a student. Include other district staff members, such as special education directors, when reviewing data for subpopulations on which they focus.
- ☐ Review accountable school determinations to ensure that students are accountable to the last school responsible for them. If students transferred between schools within your district, make sure their resident school in Cumulative ADM has been updated appropriately.
- ☐ Review all reported graduates to ensure that they were all awarded their high school diploma. Incorrectly reporting a student as a graduate can impact your ability to claim continued state school funding for them.