



Adjusted Cohort Graduation Rate Policy

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Introduction

Adjusted Cohort Graduation Rate in the District of Columbia

On Oct. 29, 2008, the U.S. Department of Education finalized rulemaking that established a uniform graduation rate calculation required for all states. In December 2010, OSSE issued guidance which provided a framework for understanding the rules established by the U.S. Department of Education pertaining to the calculation of the Adjusted Cohort Graduation Rate and its implementation. This updated guidance document builds upon two previous guidance documents dated December 2010 and June 2015 and will serve as the sole local guidance for the graduation rate calculation.

Calculation of cohort graduation rates improves DC's understanding of the students who do, and do not, earn a regular high school diploma within four years, and those students who take more than four years to earn a regular diploma. Further, cohort rates can more clearly describe the variety of paths taken by students who do not earn regular diplomas. These rates were established to ensure that each student is accounted for and to establish documentation burdens as appropriate to ensure that no student "falls through the cracks."

LEAs in the District of Columbia are expected to help in the preparation of the cohort graduation rate by:

1. Reading and understanding this guidance document;
2. Fully implementing current entry and exit codes as stipulated by OSSE in the OSSE Entry and Exit Guidance;
3. Maintaining record of student's first ninth-grade year and submitting this record through the Automated Data Transfer (ADT) as part of the student's record
4. Maintaining, as described below, full documentation for student outcomes as follows:
 - a. Student credentials (High school diplomas, IDEA Certificates, Career and Technical Certifications)
 - b. Student exits from the state educational system (transfers to a public or private school out-of-state, transfers to private school in-state, transfers out of the country, transfers to home-schooling, death, and permanent incapacitation); and
5. Submitting and verifying data a per two, three and four (above) in accordance with the timelines set by the LEA Student Tracker initiative, and performing an annual verification of final rates.

This guidance document serves to:

1. Define the Adjusted Cohort Graduation Rate;
2. Clarify the steps taken by OSSE in collaboration with LEAs to identify the ninth-grade cohort;
3. Clarify the process for identifying student outcomes; and
4. Specify the documentation that LEAs are required to maintain and submit to OSSE to verify student outcomes.

Questions on the Adjusted Cohort Graduation Rate in the District of Columbia may be addressed to Laura Maurizi, Laura.Maurizi@dc.gov or (202) 741-5941.

A. The Four-year Adjusted Cohort Graduation Rate

A-1: What is the Four-year Adjusted Cohort Graduation Rate?

Pursuant to federal regulations, the term four-year adjusted cohort graduation rate is the number of students who graduate within four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.¹

The term “adjusted cohort” means the students who enter and exit high school after the beginning of the entering cohort’s first year in high school, up to and including in grade 12.²

Practically speaking, an incoming class of ninth-graders shall be a “cohort” that is subsequently “adjusted” by adding any students who enter the DC public school system at a later point during the ninth-grade year or at any point during the next three years and subtracting any students who exit the DC public school system during that same period.

The four-year adjusted cohort graduation rate for DC is the percentage of students in a cohort (that has been adjusted for entries into and exits out of the state) who graduate with a high school diploma within four years of entering high school.

Thus, the final calculation for the State Cohort for a given Cohort Year will look like this:

$$\frac{\text{Number of Students in Adjusted Cohort who Graduated as of August of [Cohort Year +4] with a Regular Diploma}}{\text{Number of First Time ninth-grade Students in Fall of Cohort Year + Entries in – Exits out – Emigrants – Students who passed away}}$$

The four-year adjusted cohort graduation rate for a DC public or public charter school is the percentage of students in a cohort (that has been adjusted both for entries into and exits out of the state as well as for transfers into and transfers out of the school from or to another DC public or public charter school) who graduate with a high school diploma within four years of entering high school.

A-2: LEA Verification

Each LEA will have the opportunity to validate the students included in its cohort as well the students included in its school’s cohorts pursuant to section B of this guidance.

LEAs are also responsible for providing and validating school enrollment and outcome data for any students who have attended their LEA pursuant to section C of this guidance.

¹ 34 C.F.R. §200.19(b)(1)(i)(A)

² 34 C.F.R. § 200.19(b)(1)(ii)

A-3: Frequently Asked Questions

A-3a: When was this new rate implemented?

In accordance with federal mandates, the new methodology was used to calculate graduation rates beginning in Sept. 2011. As such, the new methodology was used to calculate graduation rates starting with the 2007-08 school year ninth-grade cohort; these were the students who were expected to graduate in the 2010-11 school year.

A-3b: How is the four-year adjusted cohort rate different from previously reported graduation rates?

Prior to the Class of 2011, the graduation rate calculation that the District of Columbia produced was based on a single year of data and reported as the number of graduates in a school year divided by the number of graduates plus the number of dropouts. Starting with the Class of 2011, the adjusted cohort graduation rate has followed a cohort of entering high school students and has determined the percentage of that cohort who have received a regular diploma within four years. Key differences between the old graduation rate and the cohort rate are as follows:

- The four-year cohort graduation rate includes all students who have ever received educational services in a diploma-granting educational institution in the state. Unlike the calculation of graduation rates prior to the 2010-11 school year, students pursuing outcomes other than a regular high school diploma calculation (e.g., GED, IDEA Certificate of Completion) are included in the ACGR calculation; students pursuing a GED or IDEA Certificate of Completion are counted as non-graduates. The old graduation rate did not include those students pursuing outcomes other than a regular High school diploma in its calculation.
- The four-year cohort graduation rate looks at a single cohort of students and follows their enrollment and progress over four school years; the old rate used only a single year of data on graduates and dropouts.
- Students who graduate in three years or fewer will have their graduation “banked.” Their graduation will be reported in the year in which their cohort is expected to graduate.
- The four-year cohort graduation rate takes into account students who transfer in and who transfer out of a particular school; the old rate looked at a single year of data and it did not reflect changes in enrollment over time.
- The adjusted cohort graduation rate is a measure of graduation at two different time points: within four years and within five years; the old rate had no time limit for students to complete their diploma.

A-3c: What is the five-year adjusted cohort graduation rate?

Beginning with the 2009-10 school year ninth-grade cohort, a five-year adjusted cohort graduation rate has been calculated. The five-year adjusted cohort graduation rate is the percentage of students in a cohort (that has been adjusted for entries into and exits out of the state) who graduate with a high school diploma within five years of entering high school.

For a given Graduating Class, the five-year adjusted cohort graduation rate includes the number of students, out of the previously verified cohort of students used to determine the four-year rate for a given Cohort Year, who graduated as of the August following their Cohort Year plus five years. The number of students and the cohort responsible school, LEA and sector determinations made during the verification process for the four-year adjusted cohort graduation rate of a given Cohort Year remain unchanged for the calculation of the five-year adjusted cohort graduation rate. The only change that may be applied to the previously verified four-year adjusted cohort graduation rate and associated verified cohort and responsible school, LEA and sector is that a given student's outcome may change from non-graduate to graduate as designated by the OSSE certified graduation list.

B. Identifying the Ninth-Grade Cohort

The first step in calculating the Adjusted Cohort Graduate Rate for the District of Columbia is to determine the group of students who belong to each ninth-grade cohort year.

B-1: Entries into a Ninth-Grade Cohort

Every high school-aged student (up to 22 years old) either attending or publicly-funded to attend a diploma-granting DC public or public charter school will have a single cohort year assigned to him or her:

- Using annual Enrollment Audit data in addition to enrollment feeds, OSSE will assign each student attending a diploma-granting school to a ninth-grade cohort.
- Any student with a valid entry code in his or her ninth-grade year who was not exited as a “no show” or “does not meet residency requirements” during his or her ninth-grade year belongs to a cohort.
 - Once a student has received educational services at an LEA, he or she may not be exited as a “no show.” Any student with a verified enrollment according to the Oct. Enrollment Audit or for whom a school or LEA has received funding may be not exited as a “no show.” Additionally, as of the start of the 2014-15 school year, any student who has received a Stage 5 enrollment also may not be exited as a “no show.”
 - Failure to meet residency requirements prior to a student's ninth-grade entry can result in that student not being assigned to a ninth-grade cohort; however, once a student has received educational services as a ninth, tenth, eleventh or twelfth grader and has therefore been assigned to a cohort, failure to meet residency requirements later in the student's academic career is not a valid cohort exit reason (please see section B-3a below).
- Any student with a valid entry code in his or her tenth, eleventh or twelfth grade year(s) who has received educational services as a tenth, eleventh or twelfth grade student will be assigned to cohort in a manner that assumes normal grade progression unless other evidence is provided of an alternative year of ninth-grade entry as per documentation requirements specified in section B-3c below. For example, a student entering tenth grade in the 2010-11 school year belongs to the 2009-10 school year cohort.

- For students who enter the DC public school system in the tenth, eleventh or twelfth grade, the year of their ninth-grade entry must be determined using available data. If the transcript from the sending school is available, the year of first-time ninth-grade entry should be used. If the transcript from the sending school is not available, the year of first-time ninth-grade entry should be calculated based on current grade level.
- Only a student who is exited as a “no-show” during his or her first tenth-, eleventh-, or twelfth-grade year in the state and does not re-enroll will be excluded from cohort assignment. Any student who receives educational services at any point during his or her tenth-, eleventh-, or twelfth-grade year will be assigned to a cohort.
- Cohorts will include all students who have a valid entry code and enroll in ninth-, tenth-, eleventh-, or twelfth-grade at any point during the year as of or after the Oct. Enrollment Audit through the 2013-14 school year. As of the start of the 2014-15 school year, any student who has received a Stage 5 enrollment in ninth-, tenth-, eleventh-, or twelfth-grade will be assigned to a cohort.
- All high school-aged students (up to 22 years old) attending a diploma-granting high school who are designated as “ungraded” or “adult” or “alternative” and have not been assigned a valid grade level will be assigned to a cohort using one of the following methods:
 - Previous grade progression; Students who have been assigned to K-8 grades but are ungraded or designated as adult when high school-aged will be assigned to a ninth-grade cohort year that assumes normal grade progression.
 - Age; All students aged 14.00-14.99 years old on Oct. 1 of a given year, will be assigned to that cohort year.
 - IEP; Students will be assigned to the cohort year that corresponds to the designated year of Secondary Transition in the student’s IEP.
- Students whose first enrollment in a DC public or public charter school is four years after their first ninth-grade year will be excluded from cohort assignment.

B-1a: Cohort Entry Illustration with Entry Codes

For the class of 2016, entry into the 2012-13 school year ninth-grade cohort includes any student who:

1. Is enrolled as a *first-time* ninth-grader in the 2012-13 school year using a valid entry code;
2. Enters as a ninth-grader at any point after Enrollment Audit in the 2011-12 school year with a valid entry code ;
3. Enters the DC public school system for the first time as a tenth-grader in the 2013-14 school year;
4. Enters the DC public school system for the first time as a eleventh-grader in the 2014-15 school year;
5. Enters the DC public school system for the first time as a twelfth-grader in the 2015-16 school year.

For entry into a ninth-grade cohort, the following are considered valid entry codes: 1810, 1811, 1812, 1850, 1851, 1852, 1870, 1871, 1872, or 1873.

If a student receives a Stage 4 enrollment (i.e., a Stage 4 date is entered into the Student Information System (SIS)) and the student does not attend school at the LEA which provided the Stage 4 enrollment date, that LEA must exit the student using exit code 1234 (general education students) or 4321 (special education students) to ensure that student is not added to the LEA's cohort.

Once a Stage 5 enrollment date is entered into the SIS, the LEA is acknowledging that the student has received educational services at the LEA, and the student will be added to that LEA's cohort. A student may not be exited as a no-show after the Level 5 enrollment date as the Level 5 enrollment date signifies that a student has received educational services at the LEA. If a student is exited due to residency not being proved or due to immunizations not being received (exit code 1963), the student will be added to the cohort of the most recent LEA and school.

B-2: Cohort Responsible LEA and School

All students who have ever enrolled in an educational institution which offers a regular diploma or who have ever enrolled in the ninth, tenth, eleventh or twelfth grades are assigned a single responsible LEA and school:

- The responsible school is the *most recent* high-school-diploma-granting institution that the student attended.
 - Court Involvement: Students who transfer to Department of Youth Rehabilitation Services (DYRS) or Maya Angelou New Beginnings become members of the "state" cohort. Students who transfer to the Incarcerated Youth Program (IYP) remain on the cohort of their most recent previous diploma-granting school because IYP does not grant a regular diploma.
 - Juvenile Holding Center: Students who transfer to Youth Services Center (YSC) will remain on the cohort of their most recent previous diploma-granting school because YSC does not grant a regular diploma.
 - Adult and Alternative Education: Students who transfer to a non-diploma-granting adult or alternative education program (currently Academy of Hope, Briya PCS, Carlos Rosario International PCS, Community College Preparatory Academy, CHOICE, LAYC Career Academy, Maya Angelou Young Adult Learning Center, The Next Step PCS, and Youth Build PCS), will remain on the cohort of their most recent previous diploma-granting school because these schools do not offer a regular diploma.
 - Special Education: Students who transfer to non-diploma-granting special education schools (currently River Terrace Education Campus and St. Coletta PCS) remain on the cohort of their most recent previous diploma-granting school because these schools do not grant a regular diploma.
 - All students who never enroll in a high school diploma-granting institution and only ever enroll in one of the above institution types will become members of the "state" cohort (see Section B-2a below).
- All students who are enrolled in a non-public institution will be assigned to the cohort of the LEA responsible for educating that student.
 - All students who transfer from a Dependent Charter LEA to a non-public will be assigned to the cohort of the responsible LEA (currently DCPS). These students will not be assigned to a cohort responsible school and will therefore only be included in

the calculation of the graduation rate of the cohort responsible LEA to which they are assigned; students will not be included in a school-level graduation rate calculation.

- All students who transfer from an Independent Charter LEA to a non-public will be assigned to the cohort of the sending charter LEA. These students will not be assigned to a cohort responsible school and will therefore only be included in the calculation of the graduation rate of the cohort responsible LEA to which they are assigned; students will not be included in a school-level graduation rate calculation.
- If the non-public institution where the student is enrolled is a non-diploma-granting institution, it is the responsibility of the responsible LEA to provide documentation to OSSE that the student is attending a non-diploma-granting institution. If such documentation is received, reviewed and approved by OSSE, the student will be re-assigned to the cohort of their most recent previous diploma-granting school.
- *Example 1:* John Smith enrolled in dependent charter school A in Fall of the 2011-12 school year. During the Spring of the 2011-12 school year, John Smith transfers to non-diploma-granting non-public institution B. Because charter school A is dependent, DCPS becomes of the responsible LEA for John Smith. DCPS may submit documentation that non-public institution B is non-diploma-granting to OSSE. If such documentation is reviewed and approved by OSSE, John Smith will remain on the cohort of dependent charter school A.
- *Example 2:* John Smith enrolled in dependent charter school A in Fall of the 2011-12 school year, During the Spring of the 2011-12 school year, John Smith transfers to diploma-granting non-public institution B. Because charter school A is dependent, DCPS becomes the responsible LEA for John Smith.
- *Example 3:* John Smith enrolled in independent charter school A in Fall of the 2011-12 school year. During the Spring of the 2011-12 school year, John Smith transfers to non-public institution B. John Smith remains on the cohort of charter school A irrespective of whether non-public institution B is diploma-granting.

B-2a: State Cohort

All high school-aged students (age 14 to 22 years) will be assigned to a cohort for outcome-tracking purposes.

- Any student who has only ever attended a non-diploma-granting school while age 14 to 22 years will be assigned to the “state” cohort for outcome tracking purposes based upon the year in which he or she turned 14 years old.
 - Students turning 14 years old between Oct. 1, 2007 and Sept. 30, 2008 will be assigned to the 2008-09 school year ninth-grade cohort.
 - Students turning 14 years old between Oct. 1, 2008 and Sept. 30, 2009 will be assigned to the 2009-10 school year ninth-grade cohort.
 - Students turning 14 years old between Oct. 1, 2009 and Sept. 30, 2010 will be assigned to the 2010-11 school year ninth-grade cohort.
 - Students turning 14 years old between Oct. 1, 2010 and Sept. 30, 2011 will be assigned to the 2011-12 school year ninth-grade cohort.

- Students turning 14 years old between Oct. 1, 2011 and Sept. 30, 2012 will be assigned to the 2012-13 school year ninth-grade cohort.
- Students turning 14 years old between Oct. 1, 2012 and Sept. 30, 2013 will be assigned to the 2013-14 school year ninth-grade cohort.
- Students turning 14 years old between Oct. 1, 2013 and Sept. 30, 2014 will be assigned to the 2014-15 school year ninth-grade cohort.
- Students who only ever enroll in the following programs will be assigned to the “state” cohort for outcome-tracking purposes only.
 - Incarcerated Youth Program
 - Maya Angelou New Beginnings
 - Youth Services Center
 - Academy of Hope
 - Briya PCS
 - Carlos Rosario International PCS
 - CHOICE Academy
 - Community College Preparatory Academy
 - LAYC Career Academy
 - Maya Angelou Young Adult Learning Center
 - The Next Step PCS
 - Youth Build PCS
 - River Terrace Education Campus
 - St. Coletta PCS

Due to the fact that these schools do not currently award a regular diploma, students who only ever enroll in these programs are not included in the school-, LEA- or state-level calculations of the ACGR. However, the state is responsible for tracking the outcomes for these students because they receive publicly-funded educational services.

- All students who are enrolled in a diploma-granting LEA for the sole purpose of receiving special education services and who are not receiving educational services will also be assigned to the “state” cohort for outcome-tracking purposes unless the LEA can provide documentation of enrollment at a high school diploma-granting institution outside the DC public school system.

B-3: Exits from a Ninth-Grade Cohort

Once a student has entered a specific ninth-grade cohort, he or she may only be exited from that cohort for the following reasons and associated proper documentation (see section B-3c):

- Transferred to home-schooling in another state;
- Transferred to home-schooling in the same state;
- Enrolled in a high school diploma-granting institution in another state (public or private);
- Enrolled in a high school diploma-granting private school in the same state (this DOES NOT include enrollment in non-public institutions when the responsible LEA is DCPS or a DC Public Charter LEA);
- Moved to a foreign country;

- Died or is permanently incapacitated; or
- Is on the Missing Child Clearinghouse.

B-3a: Residency

Failure to prove DC residency is not a valid cohort exit reason. If a student is exited from a school due to failure to meet DC residency requirements, that student remains a member of the cohort at his or her previously responsible school and LEA. Non-residency does not eliminate the obligation of a school and LEA to determine whether the student is receiving continued educational services and to secure valid documentation to this effect (e.g., securing documentation of a cohort exit as specified in section B-3c); non-residency only eliminates the ability to provide educational services directly to the student under state non-residency policy.

B-3b: Closed Schools

If a school closes at the end of a given school year, a graduation rate will be calculated for that school; the year of closure will be the final year for which a graduation rate will be calculated for that school. If a school closes mid-year, a graduation rate will not be calculated for that school; the year prior to closure will be the final year for which a graduation rate will be calculated for that school.

Any student who has not transferred to another diploma-granting institution before the official date of the school’s closure will remain in the cohort of the closed school until such time as he or she enrolls in another diploma-granting DC public or public charter school; he or she will remain in the ninth-grade cohort year to which he or she was previously assigned. Students attending a school which closes and who do not re-enroll in a diploma-granting school will be included in the statewide and sector ACGR calculations corresponding to the closed school.

B-3c: Cohort Exit versus Cohort Year

All students who are exited from a cohort will remain assigned to a ninth-grade cohort year for tracking purposes. This is done to ensure that every high school-aged student in the DC public and public charter school system has been accounted for and to ensure that LEAs are not being asked to provide documentation for students who have already gone through the verification process for a cohort exit in a previous year.

B-3d: Documentation Requirements for Cohort Exits

Exit Reason	Documentation Required
Transferred to home-schooling in another state	1. Letter or form with parent signature. <i>Note:</i> email correspondence with a parent is not sufficient; a parent signature must be obtained.
Transferred to home-schooling in the same state	1. OSSE Certified Home-Schooling List, Notice of Intent to Home School (filed with OSSE).
Enrolled in a high school diploma-granting institution in another state (public or private)	1. OSSE Enrollment Verification Form. 2. LEA Enrollment Verification Form confirming

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	<p>enrollment (Stage 5) at receiving school.</p> <p>3. Email correspondence from official school email accounts of the receiving school verifying student enrollment or graduation in writing (must contain student first name, last name and date of birth as well as contact information of the school registrar or official).</p> <p>4. Request for records from the receiving school on official letterhead or from an official school e-mail account indicating student <i>enrollment</i>.</p> <p>5. Transcript from the receiving school.</p>
Enrolled in a high school diploma-granting private school in the same state	1. OSSE Enrollment Verification Form.
Moved to a foreign country	1. Letter or form with parent signature. <i>Note:</i> e-mail correspondence with a parent is not sufficient; a parent signature must be obtained.
Died or is permanently incapacitated	<p>1. Letter from doctor.</p> <p>2. Death certificate.</p> <p>3. OSSE Death Verification Form. <i>Note:</i> any written documentation that is not a letter from a doctor or death certificate must be accompanied by an OSSE Death Verification Form.</p>
Is listed as missing on Missing Child Clearinghouse	1. Missing Child Clearinghouse.

B-3e: Cohort Exit Illustration with Exit Codes

For the class of 2016, exit from the 2012-13 school year ninth-grade cohort will be granted only for students who:

1. Exited the state and enrolled in a diploma-granting public, private or online high school in another state; exited the DC public school system to be home-schooled in another state (exit code 1940)
2. Exited the DC public school system to attend a school outside the United States (exit code 1941)
3. Exited the DC public school system to be home-schooled in DC (exit code 1942)
4. Exited the DC public school system to attend a diploma-granting private school in DC (exit code 1943)
5. Died or is permanently incapacitated (exit code 1944)

In order for an exit code to be accepted, proper documentation must accompany the exit code. Otherwise, OSSE will reject the exit code as invalid. No other exit codes will result in the removal of a student from an LEA’s ninth-grade cohort.

The following table gives a breakdown by ninth-grade cohort year of those years requiring documentation (i.e., years for which an exit code in the absence of documentation not sufficient to exit a student from the cohort).

Cohort Entry	Exit Year 1	Exit Year 2	Exit Year 3	Exit Year 4
2008-09				2011-12
2009-10			2011-12	2012-13
2010-11		2011-12	2012-13	2013-14
2011-12	2011-12	2012-13	2013-14	2014-15
2012-13	2012-13	2013-14	2014-15	2015-16
2013-14	2013-14	2014-15	2015-16	2016-17
2014-15	2014-15	2015-16	2016-17	2017-18
2015-16	2015-16	2016-17	2017-18	2018-19
...

For exits prior to the 2011-12 school year, a valid exit code corresponding to a valid cohort exit reasons is required for cohort removal:

- The following historic exit codes are considered valid for exiting a student from the cohort: 1909, 1911, 1912, 1914, 1915, 1916, 1918, 1923.
- In instances where an exit code is not valid for exiting a student from the cohort, LEAs are expected to provide a new exit code.
- In instances where an exit code is missing, LEAs are expected to provide a valid exit code.
- In instances where a valid enrollment occurred after the most recent exit code date, LEAs are expected to provide an updated and valid exit.

B-4: Student Transfers between DC Public and Public Charter Schools in the State

As detailed in section B-3, once a student enters a given ninth-grade cohort, there are only certain specific scenarios under which a student may be exited from that cohort.

However, student mobility with the DC public school system creates scenarios under which a student’s Cohort Responsible LEA and/or school may change between the time at which the student enters his or her ninth-grade cohort and his or her projected four-year graduation year.

The cohort responsible school is the most recent diploma-granting DC public or public charter school that the student attended. The cohort responsible LEA is the LEA that corresponds to the most recent high school diploma-granting institution that the student attended.

Scenarios

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year and transfers to diploma-granting school B in the 2012-13 school year. The student graduates from diploma-

granting school B in the 2014-15 school year (four-year graduation). The Cohort Responsible School is diploma-granting school B.

A student enrolls in diploma-granting school A in ninth-grade in the 2012-13 school year after being enrolled in a Maryland school for ninth-grade in the 2011-12 school year. The student transfers to diploma-granting school B in the 2014-15 school year. The student transfers to and graduates from diploma-granting school C in the 2015-16 school year (five-year graduation based on first ninth-grade entry in Maryland in the 2011-12 school year). The Cohort Responsible School is diploma-granting school B.

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year. The student transfers to diploma-granting school B in the 2012-13 school year and repeats ninth-grade. The student graduates from diploma-granting school B in the 2015-16 school year (five-year graduation). The Cohort Responsible School is diploma-granting school B. The student is counted as a non-graduate in the calculation of the four-year ACGR and as a graduate in the calculation of the five-year ACGR for diploma-granting school B.

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year and transfers to diploma-granting school B in the middle of the 2012-13 school year. The student attends school B for two months and then stops attending school. The student's whereabouts are unknown as of graduation in the 2014-15 school year. The Cohort Responsible School is diploma-granting school B.

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies diploma-granting school A of his intention to enroll in diploma-granting school B at the start of the 2012-13 school year. The student does not enroll in either school in the 2012-13 school year and the student's whereabouts are unknown as of graduation in the 2014-15 school year. The Cohort Responsible School is diploma-granting school A.

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies diploma-granting school A of his intention to enroll in diploma-granting school B at the start of the 2012-13 school year. The student enrolls in *non-diploma-granting* school D during the 2012-13 school year. The Cohort Responsible School is diploma-granting school A.

A student enrolls in diploma-granting school A in ninth-grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies diploma-granting school A of his intention to enroll in diploma-granting school B at the start of the 2012-13 school year. The student does not enroll in either school in the 2012-13 school year. The student enrolls in diploma-granting school C for three months during the 2013-14 school year; this enrollment is not captured by the Enrollment Audit, but the LEA completes a Level 5 registration for the student and enrolls the student using a valid entry code. The student's whereabouts are unknown as of graduation in the 2014-15 school year. The Cohort Responsible School is diploma-granting school C.

A student enrolls in diploma-granting school B in tenth grade in the 2011-12 school year. The student transferred into diploma-granting school B from diploma-granting school A, located in Maryland. In the middle of the 2012-13 school year, the student enrolls in diploma-granting school C for two weeks (Stage 5 registration); the student then notifies diploma-granting school C that he is moving back to Maryland to re-enroll in diploma-granting school A. However, diploma-granting school C is unable to

verify that the student enrolled in school in Maryland. The Cohort Responsible School is diploma-granting school C.

A student enrolls in diploma-granting school B in tenth grade in the 2011-12 school year. The student transferred into diploma-granting school B from diploma-granting school A, located in Maryland. In the middle of the 2012-13 school year, the student notifies diploma-granting school B of his intention to enroll in diploma-granting school C and completes paperwork to this effect. Diploma-granting school C requests the student record from diploma-granting school B and completes a Stage 4 enrollment for the student. The student then notifies diploma-granting school C that he is moving to Maryland to re-enroll in diploma-granting school A. However, diploma-granting school C is unable to verify that the student enrolled in school in Maryland. The Cohort Responsible School is diploma-granting school B. (Note: Diploma-granting school B may also try to obtain records from diploma-granting school A in Maryland but would need to secure such records in order to have the student removed from their cohort.)

B-4a: Cohort Transfer Illustration with Exit Codes

Starting with the class of 2015, SLED data will be used to verify transfers within and between LEAs in the state system. This will reduce burden on the LEAs such that they will no longer need to provide documentation for the following types of transfers and scenarios:

Type of Transfer	Primary Data Source	Supporting Exit Code(s) 2014-15 school year to present	Supporting Exit Code(s) prior to 2014-15 school year
Transfer within LEA	Enrollment Feeds with entry code and school code	2000, 2001, 2002 2040, 2042, 2043	2000, 2001 1907, 3499
Transfer to a different LEA	Enrollment Feeds with entry code and school code	2002 2041, 2043	1908
Transfer from a dependent charter LEA to a non-public institution	Enrollment Feeds with entry code and school code	2040	1907
Transfer from an independent charter LEA to a non-public institution	Enrollment Feeds with entry code and school code	2041	1908
Transfer from DCPS to a non-public institution	Enrollment Feeds with entry code and school code	2040	1907

B-5: LEA Verification

LEAs will have an opportunity to validate their preliminary ninth-grade cohort prior to final calculations of the cohort graduation rate. LEAs will validate the cohort at the LEA level as well as for individual schools within the LEA. OSSE will validate the cohort at the state level.

Starting with the 2015-16 school year ninth-grade cohort, LEAs will validate their ninth-grade cohorts on an ongoing basis. At any given point in time, all students enrolled in the ninth, tenth, eleventh or twelfth grade at a diploma-granting LEA will be assigned to a ninth-grade cohort.

- Each time a diploma-granting LEA enrolls a student in the ninth, tenth, eleventh or twelfth grade using a valid entry code, the LEA will be prompted to verify that student's ninth-grade cohort year. LEAs can elect to verify their student's cohort assignments on a "real-time", weekly, or monthly basis.
- Each time a diploma-granting LEA exits a student from the ninth, tenth, eleventh or twelfth grade using a valid exit code, the LEA will be prompted to provide documentation of the exit to OSSE.
 - If the student is received by another diploma-granting DC public or public charter school, the sending LEA will be notified that the student was received and the receiving school and corresponding LEA will become the cohort responsible LEA and school ; no documentation will be required.
 - If the student is not received by another DC public or public charter school, the sending LEA will be notified and documentation will be required to exit the student from the cohort of the sending LEA (See section "Exits from a ninth-grade Cohort for documentation requirements).

For the 2008-09, 2009-10, 2010-11, and 2011-12 school year ninth-grade cohorts, LEAs were asked to retroactively validate their ninth-grade cohorts in the year in which a four-year graduation rate was expected. For example, between April and Oct. of 2014, LEAs were asked to validate membership in the 2010-11 school year cohort.

For the 2012-13, 2013-14, 2014-15, 2015-16 school year cohorts, LEAs will be asked to retroactively validate their ninth-grade cohorts during the 2015-16 school year. By the start of the 2016-2017 school year, all diploma-granting LEAs should have a cohort year assigned to the following students:

- Each ninth-, tenth-, eleventh-, and twelfth-grade student they served during the 2015-16 school year.
- Each ninth-, tenth-, eleventh-, and twelfth-grade student they served during the 2012-13, 2013-14, and 2014-15 school years who was not enrolled in a different diploma-granting DC public or public charter school as of the 2015-16 school year.

All documentation verifying ninth-grade cohort assignment must be submitted by Aug. 1, 2016 pursuant to section B-3 of this document.

All documentation verifying a valid cohort exit from a given LEA for any student enrolled during the 2012-13, 2013-14, 2014-15, and 2015-16 school years who is not enrolled at a that LEA during the 2016-17 school year must be submitted by Dec. 1, 2016 pursuant to section B-3 of this document.

Starting in the 2016-17 school year, LEAs are expected to provide documentation of mid-year withdrawals to OSSE in “real time” in conjunction with submission of student withdrawal information (i.e., exit codes). LEAs are expected to have finalized all documentation of mid- and end-year withdrawals by Aug. 1 of each year unless otherwise specified in writing by OSSE.

B-6: Frequently Asked Questions

B-6a: Why do all students need to be assigned to a cohort?

From a national perspective, the goal of the Adjusted Cohort Graduation Rate policy is to capture the outcomes of all students who enroll in high school. Ideally, all high school students should be accounted for in the summary Adjusted Cohort Graduation Rate data that each state submits to the Department of Education. This is why only those students for whom there is verified and documented enrollment in another diploma-granting school can be removed from a given State, LEA or school cohort. And, it is for this reason that OSSE is committed to assigning each high school-aged student served by the DC public or public charter school system to a ninth-grade cohort.

However, only those students who have ever attended a diploma-granting DC public or public charter school will be included in an LEA or school cohort and only those students who have ever attended a diploma-granting DC public or public charter school will be included in the calculation of the LEA and school Adjusted Cohort Graduation Rates.

B-6b: Why base the four-year graduation rate on “first-time in ninth-grade” cohorts?

Cohort-based graduation rates are accurate only if each student is assigned to a single cohort. For example, without a single cohort assignment, a student who repeated ninth-grade might be included in two separate cohorts of ninth-graders—the class in which the student originally started ninth-grade and the class in which the student was assigned for his or her second year of ninth-grade. Unless the student skipped a grade later in high school or caught up with the original cohort in some other manner, that student would not graduate within four years of starting ninth-grade. Therefore, to ensure an accurate measure of a four-year graduation rate, the cohort must be based on first-time ninth-grade entry.

For students who enter the DC public school system in the tenth, eleventh or twelfth grade, the year of their ninth-grade entry must be determined using available data. If the transcript from the sending school is available, the year of first-time ninth-grade entry should be used. If the transcript from the sending school is not available, the year of first-time ninth-grade entry should be calculated based on current grade level. For example, if a student enters the DC public school system as a tenth grade student in the 2014-15 school year and no previous transcript data is available indicating the student’s year of original ninth-grade entry, that student should be assigned to the 2013-14 school year ninth-grade cohort. Similarly, a student entering the DC public school system as an eleventh grade student in the 2013-14 school year should be assigned to the 2011-12 school year ninth-grade cohort.

B-6c: How are students who attend a diploma-granting school but are not graded (e.g., designated “ungraded,” “adult,” “post-graduate,” “evening,” etc.) assigned to a cohort?

All students attending a diploma-granting institution must be assigned to a ninth-grade cohort. Students not assigned to ninth, tenth eleventh or twelfth grades in the enrollment feeds will be assigned a grade as follows:

- If the student has been assigned to a high-school grade for purposes of the Uniform Per Student Funding Formula (UPSFF), this grade will be used to make a cohort assignment.
- If the student has never been assigned to a high-school grade for purposes of UPSFF, a grade will be assigned based upon age. The student will be assigned to the cohort year in which he or she was aged 14.00-14.99 on Oct. 1.

B-6e: What is the definition of a “transfer”?

A *transfer into* an LEA or school cohort occurs when a student enters a diploma-granting DC public or public charter school after previously being enrolled as a first-time ninth-grader at a different DC public or public charter school, up to and including enrollment at any point during twelfth grade or its equivalent (e.g., enrollment as an adult in a diploma-granting school).

A *transfer out* of an LEA or school cohort occurs when a student exits a diploma-granting DC public or public charter school and enrolls in another diploma-granting DC public or public charter school. A student who has been retained and remains enrolled in a DC public or public charter school, enrolls in a GED program, or leaves school for any other reason must remain in his or her ninth-grade adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort).³

B-6f: What is the difference between a transfer and an exit?

A *transfer* is different from an exit. “*Transfers in*” or “*transfers out*” of a LEA or school cohort refer to student movement between LEAs or DC public or public charter schools within the state for a given cohort year. In contrast, cohort *exits* refer to instances when students 1) enroll in a another diploma-granting school or educational program that is either not part of the DC educational system or funded by the DC educational system; 2) emigrate to another country; or 3) die or are permanently incapacitated.

B-6g: When a student transfers into a school, to which cohort will OSSE assign the student?

A student who transfers into a school will be assigned to the *cohort year* in which the student started ninth-grade for the first time. If a student who has repeated a grade transfers into a school, the student will be assigned to the cohort year in which the student started ninth-grade for the first time based on the student’s academic history (e.g., official transcript). This assignment prevents the student from being included in two separate cohorts of ninth-graders.

For example, if a student enrolls in the ninth-grade at a DCPS high school in the 2015-16 school year, but was previously enrolled in the ninth-grade at a DC Charter LEA in the 2014-15 school year, the student will be assigned to the 2014-15 ninth-grade cohort. Even if DCPS chooses not to transfer any

³ 34 C.F.R. §200.19(b)(1)(ii)(B)(2)

ninth-grade credits earned by the student in the 2014-15 school year or if the student did not earn any ninth-grade credits in the 2014-15 school year, the student still belongs with the 2014-15 ninth-grade cohort.

OSSE will work with DC LEAs to help identify those instances when students have been enrolled in ninth-grade in a previous year at another DC public or public charter school.

B-6h: What incentive do LEAs have to accept a student who is not on-track to graduate in four years?

DC LEAs receive credit for any student who graduates from their LEA after transferring from another DC public or public charter school, so long as the transfer is completed within the four-year window following the student's first ninth-grade entry.

Further, public schools in the District of Columbia are required to provide a viable and comprehensive system of free, publicly supported education for students from pre-kindergarten through high school (§ 2 of An Act approved June 20, 1906, 34 Stat. 317, ch.3446; D.C. Official Code § 38-102 (2001)). Thus, LEAs have a legal, moral and social responsibility to educate this city's youth.

B-6i: What happens when a student transfers from an LEA to a non-public school?

A student who transfers from a *dependent* charter LEA to a non-public school should be exited using exit code 2041. DCPS should enroll the student using entry code 1812 and assign a school code that corresponds to the appropriate non-public institution. If the non-public institution grants a high school diploma, the student is transferred to the DCPS cohort. If the non-public institution does not grant a high school diploma, the student remains on the cohort of the sending charter school and LEA.

A student who transfers from an *independent* charter school to a non-public school should be exited using exit code 2040. The charter LEA should re-enroll the student using entry code 1811 and assign a school code that corresponds to the appropriate non-public institution. If the non-public institution grants a high school diploma, the student remains in the cohort of the sending charter LEA but is removed from the cohort of the sending charter school. If the non-public institution does not grant a high school diploma, the student remains in the cohort of the sending charter LEA and school.

A student who transfers from DCPS to a non-public school should be exited using exit code 2040. DCPS should re-enroll the student using entry code 1811 and assign a school code that corresponds to the appropriate non-public institution. If the non-public institution grants a high school diploma, the student remains in the DCPS cohort, but is removed from the cohort of the sending school. If the non-public institution does not grant a high school diploma, the student remains in both the DCPS cohort and the cohort of the sending school.

It is the responsibility of the sending LEA to notify OSSE whether the receiving non-public institution is diploma-granting or non-diploma-granting and submit documentation to this effect.

Students enrolled in diploma-granting non-public institutions are not included the ACGR calculations for DC public or public charter schools; they are included in the ACGR calculations for the sector and statewide rates.

B-6j: What happens when a student enrolls in a private school?

If a student leaves a DC public or public charter high school to enroll in a private school, that student may be removed from the LEA and school cohort if the private school in which the student enrolls provides an educational program that culminates in the award of a HS Diploma⁴. To remove the student from the LEA and school cohort, the sending school or LEA needs to maintain and submit to OSSE appropriate documentation of this transfer (see B-3).

A student who transfers from a DC public or public charter high school to a non-public institution but is publicly-funded to attend the non-public institution and whose responsible LEA is either DCPS or a public charter LEA shall not be removed from the State cohort. See section B-5b (above) for Cohort Responsible LEA and School guidance.

B-6k: What happens when a student transfers to an adult education program?

It depends on whether the receiving Adult Education program is diploma-granting or non-diploma-granting.

If a student transfers to a non-diploma-granting adult education program (currently Carlos Rosario International PCS, The Next Step PCS, Briya PCS, Youth Build PCS, and LAYC Career Academy), the student remains on the cohort of his or her most recent previous diploma-granting school.

If a student transfers to a diploma-granting adult education program (currently Ballou STAY and Roosevelt STAY), the student transfers to the cohort of that school.

B-6l: If a student re-enrolls in a public high school after having “dropped out”⁵ of school for a period of time, how will OSSE count that student in the four-year or extended-year graduation rate?

If, for example, a student who was a first-time ninth-grader in SY2008-09 “drops out” in the 2009-10 school after tenth grade, and then re-enrolls in high school in the 2011-12 school year, that student will be deemed to have transferred into the receiving school and will be assigned to the cohort year in which the student was a member when he or she started ninth-grade for the first time (2008-09).

Unless the student skips a grade later in high school or “catches up” to the standard grade progression of his or her cohort in some other manner, that student will not graduate within four years of starting ninth-grade, and therefore will count as a non-graduate in the calculation of the four-year graduation rate.

However, if the student graduates in more than four years, he or she may be counted as a graduate in the five-year graduation rate. Additionally, the student will no longer be designated as a “drop-out” in reporting the four-year graduation rate and will instead be reported as “currently enrolled.”

⁴34 C.F.R. §200.19(b)(1)(ii)(B)(1)

⁵ Students may be categorized as “drop-outs” for purposes of data collection. However, pursuant to the District of Columbia’s compulsory education laws, all school age students (5-18) must be in regular attendance at a school. Schools and local education agencies (LEA) have reporting responsibilities when a student is not in attendance; those obligations can be found in 5-A DCMR, 21 *et seq.*

B-6m: What happens when a student transfers to a juvenile detention center or holding facility?

If a student leaves a public high school because the student is placed in a juvenile detention center, the student would be a transfer if the center provides and the student participates in an educational program that culminates in the award of a regular high school diploma. Otherwise, the student will not be considered a transfer and must remain in the cohort for purposes of calculating the four-year and extended-year graduation rate.

A student who transfers to Youth Services Center or DYRS (Maya Angelou Young Adult Learning Center) remains on the cohort of their most recent previous diploma-granting school.

B-6n: What happens when a student becomes incarcerated?

An incarcerated student may be removed from an LEA or school cohort only if the prison or juvenile facility to which the student is confined provides an educational program that culminates in the award of a regular high school diploma. Additionally, in order to be removed from an LEA or school cohort, the student must enroll in the educational program at the facility, not just be sent to the prison facility.

If the facility does not have a school or educational program, or provides an educational program that does not culminate in the award of a regular high school diploma, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, sector and State in which the student last attended high school.

A student who enrolls in the Incarcerated Youth Program (IYP) administered by DCPS remains in the cohort of their most recent school and LEA as IYP does not grant a regular diploma.

C. Calculation of the Adjusted Cohort Graduation Rate

C-1: Student Outcomes

For those students who remain in an LEA’s cohort, there are three major outcomes for all student members of the cohort: Graduate, Non-Graduate, and Currently Enrolled in a DC public or public charter school.

In order to differentiate between students who are educationally disengaged (i.e., students who have dropped out of school) and other non-graduate outcomes, OSSE will use available data sources to disaggregate the “Non-Graduate” status.

Current data allows for the following disaggregation:

- Non-graduate: State Diploma;
- Non-graduate: IDEA Certificate of Attendance or Certificate of IEP;
- Non-graduate: College Enrollment without a high school diploma;
- Non-graduate: Enrolled in an Adult Education CBO (currently limited to those sponsored by OSSE);
- Non-graduate: Disengaged.

Similarly, OSSE will use available data sources to disaggregate the “Currently Enrolled” status.

- Currently Enrolled: K-12;
- Currently Enrolled: Adult Education;
- Currently Enrolled: Special Education or Non-Public;

The exit codes provided by LEAs will serve one of the primary data sources for determining student outcomes.

C-2: Graduation Rate

In calculating the Adjusted Cohort Graduation Rate, the denominator includes all entries into a given ninth-grade cohort minus any valid exits from that ninth-grade cohort as specified above. The numerator includes only the number of students earning a high school diploma in four years or fewer.

Students earning a state diploma or other high school credentials (e.g., IDEA Certificate, Career or Technical Certification) will be designated as non-graduates for the purposes of calculating the graduation rate. In reviewing relevant federal and local law, OSSE determined that, while the establishment of the state diploma for those residents who pass the test of General Educational Development (GED) or successfully complete the requirements of the National External Diploma Program (NEDP) will provide these residents with a state-issued diploma, the regulatory requirements of the United States Department of Education (34 C.F.R. § 200.19), and the local regulations that established the state diploma (5-A DCMR, 2201 *et seq.*) both make it clear that a state diploma provided for passing the GED or successfully completing the NEDP shall not be included in the District's calculation of the ACGR. Therefore, there will be no change in how the ACGR has been historically calculated based on the establishment of the District's state diploma.

Graduation rates are calculated at the school, LEA, sector and state level, and the rates will also be determined for major racial/ethnic subgroups as well for students with disabilities, students who are English language learners, and students who are economically disadvantaged.

C-2a: Student Race and Ethnicity

A student's race and ethnicity are determined through use of previously verified demographic datasets (e.g., Enrollment Audit, PARCC, Equity Reports). Any students not found in previously verified datasets are assigned demographics based on the most recent information available for that student in the Student Information System (SIS) of the Cohort Responsible LEA.

C-2b: Student Disability Status

A student is identified as a student with a disability if he or she ever received special education services while enrolled in the ninth, tenth, eleventh or twelfth grade. For students who are high school-aged (age 14.00 and older) but were never assigned to the ninth, tenth, eleventh or twelfth grade, a student is identified as a student with a disability if he or she ever received special education services while he or she was age 14.00 years or older. A student's receipt of special education services will be determined by meeting one (1) of the following criteria:

1. The student was identified in the Child Count audit as receiving special education services at any point between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year.
2. The student was identified as receiving special education services in any supplemental

- payment data at any point between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year.
3. The student was identified as receiving services through the Easy IEP system; specifically, the student had an IEP determination date that occurred at any point between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year.
 4. Students who exited special education status prior to their first ninth-grade year and were subsequently monitored to ensure academic progress at grade level will not be identified as having received special education services for the purposes of calculating the Adjusted Cohort Graduation Rate.

C-2c: Student English Language Learner (ELL) or Limited English Proficiency (LEP) Status

The Enrollment Audit is the authoritative data source for verifying ELL and LEP status. A student will be identified as ELL or LEP in the ACGR sub-group calculations by meeting one (1) of the following criteria:

1. The student was identified as ELL or LEP during any Enrollment Audit between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year.
2. The student was identified as ELL or LEP in any supplemental payment data between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year.
3. Students who exited limited English proficiency (LEP) status prior to their first ninth-grade year and were subsequently monitored to ensure academic progress at grade level will not be identified as having received LEP services for the purposes of calculating the Adjusted Cohort Graduation Rate.

C-2d: Student Economic Disadvantage Status

A student is identified as economically disadvantaged if he or she ever met one of the following criteria at any point between the start of the student's first ninth-grade entry year and the end of the student's expected four-year graduation year:

1. Received Free or Reduced-Price Lunch (FRL);
2. Was directly certified to receive SNAP or TANF benefits;
3. Received FRL through community eligibility (attending a school where the entire student population receives FRL);
4. Was identified by the LEA as homeless;
5. Received services from the Child and Family Services Agency (CFSA).

OSSE will prepare the data and calculate rates for schools, LEAs, sectors and the state.

C-3: Non-Graduate Rate, State Diploma Rate and Current Enrollment Rates

In addition to the calculation of the graduation rate, the non-graduate rate, state diploma rate and current enrollment rates will be reported for each school and LEA, as well as for the state. OSSE will prepare the data and calculate rates by LEA, sector and for the state.

C-4: Outcomes Illustration with Exit Codes

Starting with the Class of 2015, exit codes will be used to disaggregate non-graduates into several subgroups in order to provide more transparency into student outcomes. To disaggregate non-graduates into an outcome other than “Disengaged,” exit codes will need to be verified by a primary data source held at OSSE. OSSE will prepare the data and calculate rates by LEA, sector and for the state.

Type of Non-Graduate	Primary Data Source	Supporting Exit Code(s) 2014-15 school year to present	Supporting Exit Code(s) prior to 2014-15 school year
GED	Certified GED list	2021	1922
IDEA Certificate of Attendance or Certificate of IEP	Certified Certificate of IEP list	2022	1922
College Enrollment without HS Diploma	Clearinghouse Data		1930
Enrolled in Adult Education CBO	LACES	1982	3500
Disengaged	Exit Codes	1960, 1962, 1963, 1964, 1965, 1966, 1980, 1981, 1983, 1984, 1985, 1986, 1988, 1989, 1990	1925, 1926, 1927, 1928, 1931, 3502, 3505

C-5: Frequently Asked Questions

C-5a: Does the four-year graduation rate include a student who graduates from high school in fewer than four years?

Yes. The four-year graduation rate counts a student who graduates with a regular high school diploma in four years or fewer as a high school graduate in his or her original cohort—that is, the cohort with which he or she started ninth-grade. For example, a student who enters the ninth-grade for the first time in the 2011-12 school year and graduates in three years would be included in the cohort of

students expected to graduate in the 2014-15 school year, even though that student received his or her diploma in the 2013-14 school year. The student may be included only in the graduation rate calculated for the cohort of students who started ninth-grade in the 2011-12 school year; effectively, the student's graduation information is "banked" for a year until his or her cohort graduates in the 2014-15 school year. Thus, the numerator in the graduation rate calculation includes only *members of the cohort* that graduate in a particular year, not *all* students who may graduate that year.

C-5b: Does the four-year graduation rate include students who graduate in the summer after their fourth year of high school?

Yes. The District of Columbia will include students who graduate in the summer after their fourth year of high school among the cohort members who graduate in four years.

C-5c: Will the District of Columbia produce any rate other than the four-year rate?

Yes. The District of Columbia will produce a five-year graduation rate in addition to the four-year rate. The first year in which the five-year rate was produced was the 2011-12 school year, which was a five year graduation rate for students who entered ninth-grade for the first time in the 2007-08 school year.

Summary

The guiding principles for the determination of a cohort graduation rate are summarized below:

1. The cohort graduation rate will be calculated for the state and every school and sector that issues diplomas.
2. All high school-aged students with a valid enrollment signified by a valid entry code in their SIS will be assigned to a cohort
3. All students with a valid enrollment in grades 9 through 12 in a public school in DC will be assigned to the ninth-grade cohort of the diploma-granting school at which they had their most recent valid enrollment.
4. Only students who transfer to another diploma-granting school either in DC or another state, move out of the country, transfer to home-schooling either in DC or another state, or who die or are permanently incapacitated and who provide valid documentation of such will be removed from a school's or sector's cohort.
5. A student's cohort designation shall not be reassigned after its initial determination in instances when the student has been included in the calculation of the adjust cohort graduation rate for that cohort year.
6. Only students attaining a regular diploma within four years are counted as graduates in the four-year cohort graduation rate. Students attaining a regular diploma in more than four years will be counted as graduates in either the five-year or extended-year cohort graduation rate.
7. The graduation rate will be calculated for major racial and ethnic subgroups, as well as the limited English proficient, students with disabilities, and economically disadvantaged subgroups. The cohort graduation rate is valid.

District of Columbia
Office of the State Superintendent of Education

