



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Adjusted Cohort Graduation Rate (ACGR) Validation: Technical Guide

May 1, 2019



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Introduction

This document provides the technical guidance for LEAs to work with the Office of the State Superintendent of Education (OSSE) to ensure the accuracy of Adjusted Cohort Graduation Rate (ACGR) data. For more detailed information on the ACGR policy, calculation, and definition of key terms, please refer to the [Adjusted Cohort Graduation Rate: Policy Guide](#), which is also available on the “Cohort Sheet” of the *SY18-19 Data Validation Qlik* application.

The goals of this ACGR Technical Guide are to ensure that:

1. Stakeholders understand the ACGR validation process and timeline;
2. Stakeholders understand their responsibilities in the validation of data needed for accurate calculation of the ACGR; and
3. Stakeholders understand how to submit documentation for appeals and access assistance with the validation process when needed.

This document includes the following sections:

Section	Purpose
Introduction	To introduce the user to the ACGR Data Validation process (background, purpose, definitions, and timeline)
Cohort Validation Overview	To provide the user with an actionable summary of the cohort validation process
Organization of the “Cohort Responsible Sheet”	To describe the elements of the Cohort Sheet of the SY18-19 ACGR Qlik application and to provide the reader with guidelines for appealing values with which they disagree

Background and Purpose

The Office of the State Superintendent of Education (OSSE) uses the Data Validation and Metric Calculation Confirmation (MCC) processes to ensure that it accurately reports four- and five-year ACGR both to the public and the US Department of Education (USED). In October 2019, OSSE will publicly report the four-year ACGR for students in the 2015-16 First Ninth Grade Year cohort and the five-year ACGR for students in the 2014-15 First Ninth Grade Year cohort. In November 2019, OSSE will also publicly report four- and five-year ACGR at the school, LEA, sector, and SEA levels on the [DC School Report Card](#). The DC School Report Card includes an overall School Transparency and Reporting (STAR) Framework score and performance rating from one to five stars for all qualifying schools and LEAs; ACGR is used to calculate the STAR ratings for schools and LEAs with grade bands that conclude with student graduation. The four-year ACGR cohort is also used as the denominator for the Extended Years Graduation rate metric used, in part, to calculate STAR Ratings for schools measured by the High School STAR Framework. For more information on the STAR Framework and related calculations, please refer to the [2018-19 DC School Report Card and STAR Framework Technical Guide](#).



Definitions

The following is a brief description of and business rules for First Ninth Grade Year, Cohort Responsible LEA and School, Adjusted Cohort, Four-Year Adjusted Cohort, Five-Year Adjusted Cohort, Outcome, Regular High School Diploma, and School Year. For more detailed information on the ACGR process and associated policy, please see the [Adjusted Cohort Graduation Rate Policy Guide](#).

First Ninth Grade Year

First Ninth Grade Year (FNGY) is the first year in which a student attended the ninth grade, and each student may have only one First Ninth Grade Year. For a more comprehensive definition and special cases of FNGY, please refer to the [Adjusted Cohort Graduation Rate Policy Guide](#).

Cohort Responsible LEA and School

The Cohort Responsible School is the last degree-granting school that the student attended. The Cohort Responsible LEA is the last degree-granting LEA that was responsible for providing educational services to the student. For detail on how OSSE determines Cohort Responsible School and Cohort Responsible LEA, please see the [Adjusted Cohort Graduation Rate Policy Guide](#).



In the case of a current duplicative enrollment, OSSE will determine the “Responsible School” using the Deduplication Process as outlined in [the 2018-2019 Data Validation: Technical Guide](#).

Adjusted Cohort

The adjusted cohort is a group of students who enter and exit high school after the beginning of the entering cohort’s first ninth grade year, up to and including in grade 12. Practically speaking, an incoming class of ninth-graders comprise 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 until the year of expected graduation during the next three years and subtracting any students who have a validated exit from the DC public school system during that same period. Further information on the adjusted cohort can be found in the [Adjusted Cohort Graduation Rate Policy Guide](#).

Four-Year Adjusted Cohort Graduation Rate

The four-year adjusted cohort graduation rate for DC public or public charter schools is the percentage of students in a cohort who graduate with a high school diploma within four years of entering high school. The cohort is adjusted for both 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.

Five-Year Adjusted Cohort Graduation Rate

The five-year adjusted cohort graduation rate for DC public or public charter schools is the percentage of students in a cohort who graduate with a high school diploma within five years of entering high school. The cohort is 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.



Outcome

The outcome is a student’s educational status at the time of graduation rate calculation. For example, for the five-year ACGR, a student’s outcome would be his or her educational status as of August after the school year five years after his or her first ninth grade year. It is important to note that LEAs are responsible for submitting the complete list of graduates each year.

All students who do not graduate or exit the state educational system (exit codes 1940, 1941, 2942, 1943, 1944) will remain on the LEA’s cohort and will be considered to be a non-graduate.

Regular High School Diploma

U.S. Department of Education guidance concerning ACGR specifies that under 34 C.F.R. §200.19(b)(1)(iv), a “regular high school diploma” means the standard high school diploma awarded to students in a State that is fully aligned with the State’s academic content standards and does not include a GED credential, certificate of attendance, or any alternative award. The term “regular high school diploma” also includes an “advanced diploma” that is awarded to students who complete requirements above and beyond what is required for a regular diploma.

Students earning a state diploma or other high school credentials (e.g., IDEA Certificate, Career or Technical Certification) are 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 US 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 is no change in how the ACGR has been historically calculated based on the establishment of the District’s state diploma.

School Year

According to [§ 38–201. Definitions](#): “School year” means the period from the opening of regular school programs, typically in September, until the closing of regular school programs, typically in June.



May 1, 2019 -
June 28, 2019

Cohort Data Validation

First Ninth Grade Year and Responsible School

- LEAs validate first ninth grade year and responsible school for all students on their cohort using the "Cohort Responsible School" sheet in the *SY18-19 Data Validation Qlik Application*.

June 28, 2019 -
July 11, 2019

Finalization of Cohort

- OSSE reviews remaining documentation and updates data in Qlik to reflect documentation provided by the 6/28 due date and finalizes cohorts. There is no secondary appeals window.

July 12, 2019

Certification of Cohort

- LEAs are able to view their finalized cohorts and are required to certify their cohorts through the Data Validation certification process.

Sept 2019

Metric Calculation Confirmation

- OSSE uses the cohorts confirmed through Data Validation, student demographics, and the Certified Graduates List provided by LEAs to calculate four- and five-year ACR metrics.
- Heads of School certify four- and five-year ACGR data via Metric Calculation Confirmation.

Oct 2019

Publication of ACGR

- OSSE publishes graduation rate for four- and five-year graduates at school, LEA, and state level. Validated graduation rates are used in calculation of STAR rating.



Cohort Validation Overview

Objective

During the Data Validation process, LEAs verify all First Ninth Grade Year (FNGY) and Cohort Responsible LEA/School Indicator values for students on the LEA's cohort.

Students with FNGY 2014-15, for whom the LEA/school is responsible will be the denominator of the five-year ACGR calculation. Students with FNGY 2015-16, for whom the LEA/school is responsible will be the denominator of the four-year ACGR calculation. LEAs are required to update the FNGY and Cohort Responsible LEA/School indicator values for all students, as these values will be carried through to future years' applications.

In the prior year's ACGR process students who were enrolled in the current year and students on the cohort who were not enrolled in the current year appeared on different sheets. However, this is not the case this year – all students on the LEA's cohort appear on the "Cohort Responsible School" sheet in the *SY18-19 Data Validation* Qlik application.

Rationale

Cohorts must be finalized before ACGR can be calculated. The cohort is the denominator of the ACGR calculation. During Data Validation, LEAs must verify their cohort to allow for an efficient and accurate metric validation.

Deadline

All appeals related to these values must be submitted by June 28, 2019. Certification of these data elements takes place on July 12, 2019.

Instructions

1. In the *SY18-19 Data Validation* Qlik application, navigate to the "Cohort Responsible School" sheet.
2. Verify that each student's First Ninth Grade Year value accurately reflects the first year in which the student attended the ninth grade.
 - a. If the LEA believes the First Ninth Grade Year value is incorrect, LEAs should submit an [OST ticket](#) with appropriate documentation (see Table 1. Acceptable Documentation: First Ninth Grade Year) to appeal the value.
3. Filter Cohort Responsible LEA Indicator = "YES". These are the students who will appear on your LEA's cohort; confirm that the LEAs cohort is accurate.
 - a. If any of these students have exited the LEA for an allowable reason (exit codes 1940, 1941, 1942, 1943, 1944) during the current school year, please confirm the exit via [Exit Management](#) (see Table 2. Acceptable Documentation: Cohort Exits).
 - b. If any of these students have exited the LEA for an allowable reason (exit codes 1940, 1941, 1942, 1943, 1944) during a previous school year, please confirm the exit via [Prior Year Exits](#) module in SLED (see Table 2. Acceptable Documentation: Cohort Exits).



- c. Please see [Entry and Exit Guidance](#) for more information about exit codes and processes.

Quick Tips

For students enrolled at non-public schools, Cohort Responsible LEA Indicator does not match Cohort Responsible School Indicator.

- Note that Cohort Responsible LEA Indicator = “YES” and Cohort Responsible School Indicator = “NO” when the student is at a non-public school or a school without a graduating class (e.g. only serves students through ninth grade). These students will appear on the LEA cohort but not the school cohort when calculating ACGR. Please see the *ACGR Policy Guide* for more information.

Look for adjustments to the five-year ACGR cohort.

- To distinguish students new to the five-year graduation cohort (2014-15 first ninth grade year), please filter by the data element ‘Reported on Four-Year Cohort in 2018’. This variable indicates whether or not the student was included in the LEA’s previously validated 2014-15 cohort.

Focus on Cohort Responsible LEA/School Indicator and First Ninth Grade Year values.

- It is most important that the Cohort Responsible LEA/school Indicator and the First Ninth Grade Year values are correct. The Student Detail field is designed to provide additional information for LEAs about why a student is or is not on the LEA’s cohort, but has no bearing on the ACGR calculation.

OSSE can not display graduate values until September.

- OSSE will receive the Certified Graduates lists in September 2019 so there is no way to display 2019 graduates before then.

OSSE will not accept Intra-District appeals.

- OSSE will not accept intra-district appeals (e.g., transfers to another District of Columbia public or public charter school). Students who have Stage 5 enrollment at another degree-granting school within DC will automatically be removed from the sending school’s cohort.



Organization of the “Cohort Responsible School” Sheet

This following section of the technical guide provide detail on the “Cohort Responsible School” sheet of the *SY18-19 Data Validation Qlik* application.

Additionally, Appendices A and B provide explanations of common scenarios affecting the ACGR calculation, which have historically raised questions with LEAs. LEAs are encouraged to review these appendices if they have specific questions related to the determination of first ninth grade year or cohort responsible school for their students.

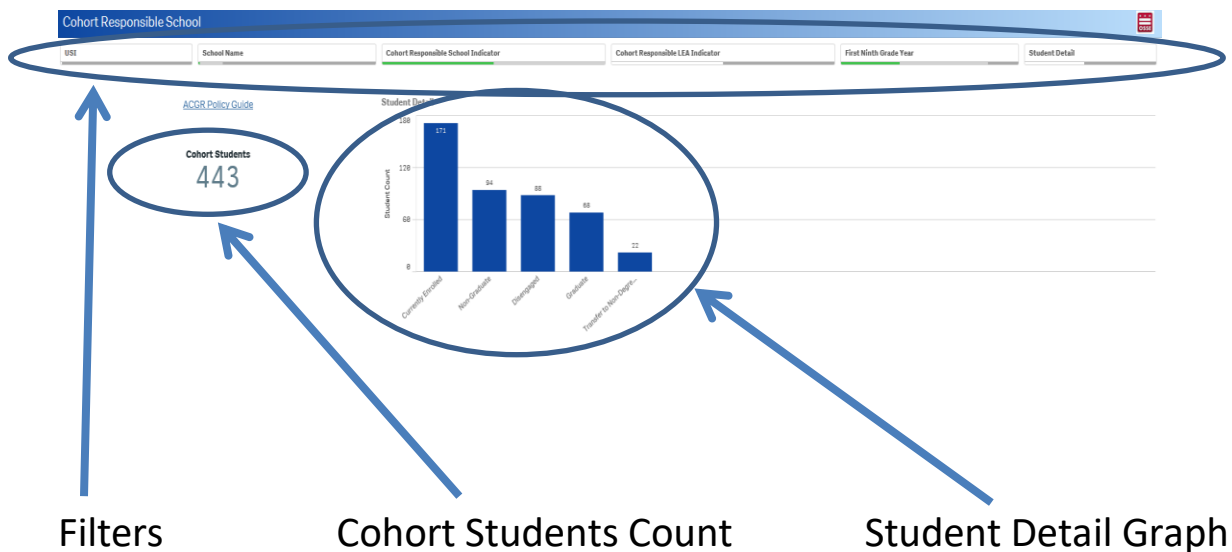
Validation Process

LEAs are responsible for correcting and validating each student’s First Ninth Grade Year and Cohort Responsible LEA/School Indicator. These are the elements used to determine the cohort of the LEA’s ACGR cohort.

Key Performance Indicators

The “Cohort Responsible School” sheet provides a number of ways to help users dig into and better understand their data – filters, a Cohort Student count, and a Student Details graph.

Image 1. Cohort Responsible School Sheet Key Performance Indicators



Filters

LEAs can filter by USI, School Name, Cohort Responsible School Indicator, Cohort Responsible LEA Indicator, and First Ninth Grade Year.

For example, filtering by Cohort Responsible LEA Indicator = “YES” and First Ninth Grade Year = “2015-2016” would provide the cohort of the four-year ACGR calculation.



Filtering by Student Detail = “Disengaged” will provide the students who are no longer engaged with the DC education system and whose exits an LEA may want to update to remove them from an LEA’s cohort if they have exited the state education system.

Cohort Student Count

The number of students for whom the LEA is responsible. Note that if not filtered by First Ninth Grade Year, this includes a count of all students across cohorts.

Student Detail Graph

A bar chart of the enrollment details of students who remain on the LEA’s cohort. Note that students for whom the LEA is not responsible do not appear in this graph. The bars sum to the Cohort Student count.

The allowable values of the Student Detail Graph are:

- *Currently Enrolled* – Students is currently enrolled at the LEA.
- *Disengaged* – Student is no longer enrolled in the DC state education system.
- *Graduate* – Student has graduated from high school prior to the 2018-19 school year.
- *Non-Graduate* – Student was previously reported as a non-graduate in the four-year ACGR calculation and has not re-enrolled in the DC state education system.
- *Transfer to Non-Degree Granting School* – Student transferred to a non-degree granting school within DC, and will remain on the LEAs cohort.
- *Currently Enrolled: Non-Public* – Student is currently enrolled at a non-public school within your LEA and will remain on the LEAs cohort

Data Elements

Table 1. Data Elements in the “Cohort Responsible School” sheet

Data Field	Definition	Permitted Values	Default Value	Data Element Type
USI	The unique student identifier (USI) is the official state identifier assigned to all students attending District of Columbia LEAs by OSSE.	<Numeric Value> • 10-digit	<None>	Primary: LEA SIS
First Name	The legal first name of the student.	• <Open text>	<None>	Primary: LEA SIS
Last Name	The legal last name of the student.	• <Open text>	<None>	Primary: LEA SIS
Date of Birth	The day, month, and year on which the student was born.	MM/DD/YYYY • YYYY-MM-DD	<MISSING>	Primary: LEA SIS
First Ninth Grade Year	The first year in which the student attended 9th grade, unique by student. *Note: 2013-14 is only available for LEAs that require a six-year graduation rate.	• 2018-2019 • 2017-2018 • 2016-2017 • 2015-2016 • 2014-2015 • 2013-2014	<MISSING>	Derived



LEA Name	The name of the LEA of the enrollment record	<ul style="list-style-type: none"> • LEA Name 	<MISSING>	Primary: LEA SIS
School Name	The name of the school of the enrollment Record	<ul style="list-style-type: none"> • School Name 	<MISSING>	Primary: LEA SIS
Cohort Responsible LEA Indicator	An indication of whether the enrollment instance for each student enrolled at the school is the Cohort Responsible School.	<ul style="list-style-type: none"> • Yes • No 		Derived
Cohort Responsible School Indicator	An indication of whether the LEA viewing the data is the Cohort Responsible School.	<ul style="list-style-type: none"> • Yes • No 		Derived
School Year	The school year of the enrollment record *Note: 2013-14 is only available for LEA's that require a six-year graduation rate.	<ul style="list-style-type: none"> • 2018-2019 • 2017-2018 • 2016-2017 • 2015-2016 • 2014-2015 • 2013-2014 	<MISSING>	Primary: LEA SIS
Student Detail	An indication of the status of the enrollment instance for each student enrolled at the school during the current school year.	<ul style="list-style-type: none"> • Currently Enrolled • Currently Enrolled: Non-Public • Disengaged • Graduate • Non-Graduate • Exited the State • Re-Enrolled • Transfer to Degree-Granting • Transfer to Non-Degree-Granting • State Cohort 		Derived
Reported on Four-Year Cohort in 2019	An indication of whether the student was included in the previously validated 2014-2015 cohort.	<ul style="list-style-type: none"> • Yes • No 		Derived
FNGY Change	An indication of whether the student's FNGY value has changed since the sheet release on May 1	<ul style="list-style-type: none"> • Yes • NA 		Derived
Responsible School Change	An indication of whether the student's Cohort Responsible School indicator value has changed since the sheet release on May 1	<ul style="list-style-type: none"> • Yes • NA 		Derived

Data Resolution

The *Data Resolution* section provides information pertaining to resolving data discrepancies identified by the LEA or by OSSE. This section will detail how to use the provided data elements to determine any data



discrepancies, as well as how to address them. LEAs should follow the steps below to review and resolve any data errors or discrepancies in the Qlik application:

1. **Provide documentation to appeal OSSE-provided values**, as necessary.
 - a. Follow the instructions provided in the *Data Resolution* sections of this document.
 - b. OSSE will review and accept or reject documentation provided.
2. **Confirm accepted change in the Qlik application** three business days after OSSE has accepted the appeal to ensure that the updates transmitted correctly.

First Ninth Grade Year

For all students, in case of a data dispute or question, please submit a ticket through the OSSE Support Tool (OST) with the appropriate documentation (see Table 2). In the OST ticket, the Issue Type selected should be “ACGR” and the Issue Option Name should be “FNGY”.



Please note that in some instances the student’s enrollment history may reflect an earlier First Ninth Grade Year than what is shown on the student transcript; if OSSE has an enrollment record indicating an earlier First Ninth Grade Year at a different school or LEA, the earlier First Ninth Grade Year will be assigned to the student.

Table 2. Acceptable Documentation: First Ninth Grade Year

Appeal Reason	Acceptable Documentation
Student was exchange student and should not be assigned a First Ninth Grade Year.	A transcript showing that the student was a foreign exchange student. Before accepting the documentation, OSSE will verify that the student was enrolled in a District school for no longer than one year.
Student’s First Ninth Grade Year is prior to assigned First Ninth Grade Year.	A transcript indicating the student enrolled in ninth grade in a year prior to their assigned First Ninth Grade Year.
Student’s First Ninth Grade Year is after assigned First Ninth Grade Year.	A transcript showing the student was enrolled in an earlier grade (e.g., seventh grade, eighth grade) during the assigned First Ninth Grade Year. OSSE will verify that the student was not enrolled in a high school grade during their First Ninth Grade Year at another District school before accepting the documentation.
Student has not yet reached ninth grade.	A transcript showing that the student was enrolled in an earlier grade (e.g., seventh grade, eighth grade) during or after the assigned First Ninth Grade Year. OSSE will verify that the student was not enrolled in a high school grade during their First Ninth Grade Year at another school before accepting the documentation.

Cohort Responsible LEA and School

For exits that occurred during the 2018-19 school year, please process exit through Exit Management. See Appendix C for more information on exit codes and outcomes in the exit management system.

For exits that did not occur in the 2018-19 school year, please process exits through SLED’s Prior Year Exit module.



Exits from the ninth-grade cohort will be granted only for students who:

1. Exited the state and enrolled in a degree-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 degree-granting private school in DC (exit code 1943)
5. Died or is permanently incapacitated (exit code 1944)
6. Is on the Missing Child Clearinghouse

No other exit codes will result in the removal of a student from an LEA’s ninth-grade cohort.



Starting with the graduating class of 2014, enrollment data sent to OSSE via the nightly feed from each LEA Student Information System (SIS) has been used to verify transfers within and between LEAs in the state system. LEAs may no longer submit documentation to demonstrate intra-District transfers.

In both Exit Management and Prior Year Exits, in order for an exit code to be accepted, proper documentation must accompany the exit code.

Table 3. Acceptable Documentation: Cohort Exits

Outcome	Acceptable Documentation
Exited the State Education System: Transferred to home-schooling in another state	One of the following: <ul style="list-style-type: none"> ○ Letter or form with parent signature. Note: email correspondence with a parent is not sufficient; a parent signature must be obtained. ○ Official transcript from home-school program.
Exited the State Education System: Transferred to home-schooling in the same state	OSSE Certified Home-Schooling List, Notice of Intent to Home School (filed with OSSE).
Exited the State Education System: Enrolled in a high school degree-granting institution in another state (public or private)	One of the following: <ul style="list-style-type: none"> ○ OSSE Enrollment Verification Form. ○ LEA Enrollment Verification Form confirming date of enrollment at receiving school. ○ Email correspondence from official school email accounts of the receiving school verifying the date of 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). ○ Request for records from the receiving school on official letterhead or from an official school e-mail account indicating the date of student enrollment. ○ Transcript from the receiving school.



<p>Exited the State Education System: Enrolled in a high school degree-granting private school in the same state</p>	<p>One of the following:</p> <ul style="list-style-type: none"> ○ OSSE Enrollment Verification Form. ○ LEA Enrollment Verification Form confirming date of enrollment at receiving school. ○ Email correspondence from official school email accounts of the receiving school verifying the date of 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). ○ Request for records from the receiving school on official letterhead or from an official school e-mail account indicating the date of student enrollment. ○ Transcript from the receiving school.
<p>Exited the State Education System: Moved to a foreign country</p>	<p>Letter or form with parent signature. Note: e-mail correspondence with a parent is not sufficient; a parent signature must be obtained.</p>
<p>Died or is permanently incapacitated</p>	<p>One of the following:</p> <ul style="list-style-type: none"> ○ Letter from doctor. ○ Death certificate. ○ OSSE Death Verification Form.
<p>Is listed as missing on Missing Child Clearinghouse</p>	<p>Missing Child Clearinghouse.</p>
<p>No ninth grade enrollment</p>	<p>Follow process for adjusting student’s First Ninth Grade Year.</p>



Appendix A: First Ninth Grade Year Scenarios

Scenario 1: First Ninth Grade Year

A student enrolls in degree-granting School A in ninth grade in the 2014-15 school year and transfers to degree-granting school B in the 2015-16 school year. The student enrolls in ninth grade at school B in the 2015-16 school year. The student's First Ninth Grade Year is 2014-15.

Scenario 2: First Ninth Grade Year

A student enrolls in degree-granting School A in ninth grade in the 2013-14 school year after being enrolled in a Maryland school for ninth-grade in the 2011-12 school year. The student's records indicate the student was not enrolled during the 2012-13 school year. The student's First Ninth Grade Year is 2011-12.

Scenario 3: First Ninth Grade Year

A student enrolls in degree-granting School A in tenth grade in the 2014-15 school year. The student does not have any previous educational records available. The student's First Ninth Grade Year is the 2013-14 school year.

Scenario 4: First Ninth Grade Year

A student enrolls in degree-granting School A in tenth grade in the 2016-17 school year after having being enrolled in a Maryland school for ninth-grade in the 2012-13 school year. The student has 'no cohort' because the student first enrolled in a DC school more than four year after his or her First Ninth Grade Year.



Appendix B: Responsible LEA and School Scenarios

The following scenarios articulate the responsible LEA and school values in frequently-occurring school transfer situations.

Scenario 1: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year and transfers to degree-granting school B in the 2012-13 school year. The student graduates from degree-granting school B in the 2014-15 school year (four-year graduation). The Cohort Responsible School is degree-granting school B.

Scenario 2: Transfers in-state

A student enrolls in degree-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 degree-granting school B in the 2014-15 school year. The student transfers to and graduates from degree-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 degree-granting school C.

Scenario 3: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year. The student transfers to degree-granting school B in the 2012-13 school year and repeats ninth grade. The student graduates from degree-granting school B in the 2015-16 school year (five-year graduation). The Cohort Responsible School is degree-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 degree-granting school B.

Scenario 4: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year and transfers to degree-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 degree-granting school B.

Scenario 5: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies degree-granting School A of his intention to enroll in degree-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 degree-granting school A.

Scenario 6: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies degree-granting School A of his intention to enroll in degree-



granting School B at the start of the 2012-13 school year. The student enrolls in non-degree-granting School D during the 2012-13 school year. The Cohort Responsible School is degree-granting school A.

Scenario 7: Transfers in-state

A student enrolls in degree-granting School A in ninth grade in the 2011-12 school year. At the end of the 2011-12 school year, the student notifies degree-granting School A of his intention to enroll in degree-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 degree-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 Stage 5 enrollment 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 degree-granting school C.

Scenario 8: Transfers in-state

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

Scenario 9: Transfers in-state

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

Scenario 10: Non-public Schools

A student enrolled in dependent Charter School A in Fall of the 2011-12 school year. During the spring of the 2011-12 school year, the student transfers to non-degree-granting non-public institution B. Because Charter School A is dependent, DCPS becomes of the responsible LEA for the student. DCPS may submit documentation that non-public institution B is non-degree-granting to OSSE. If such documentation is reviewed and approved by OSSE, the student will remain on the cohort of dependent Charter School A.

Scenario 11: Non-public Schools

A student enrolled in dependent Charter School A in the fall of the 2011-12 school year. During the spring of the 2011-12 school year, the student transfers to degree-granting non-public institution B. Because Charter School A is dependent, DCPS becomes the responsible LEA for the student.



Scenario 12: Non-public Schools

A student enrolled in independent Charter School A in the fall of the 2011-12 school year. During the spring of the 2011-12 school year, the student transfers to non-public institution B. The student remains on the cohort of charter school A irrespective of whether non-public institution B is degree-granting.



Appendix C: Exit Management and ACGR

To appropriately exit students who were enrolled in a degree-granting school in school year 2016-17, please provide appropriate documentation via the Exit Management Application. For students not active at a degree-granting school in school year 2016-17, please see pages 13-16 for appropriate resolution paths and detail on required documentation.

Descriptions of Exit Categories:

- *Automatic Exit* – The exit is automatically considered complete and no further verification or action is needed by the LEA.
- *Incomplete* – The LEA needs to verify the exit by providing documentation to OSSE and OSSE has to approve the exit in order for the exit to be considered complete.
- *In-State Pending Enroll* – The exit is not considered complete until student is enrolled at another LEA (these are for In-state transfers).

Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
1940	Exited state; exited to home-schooling or a public, private, or online degree-granting school in a different state.	Incomplete	See Pages 14-15 for a list of Acceptable Documentation to complete these exits. Once documentation is received and approved, the student outcome will change to “Exited State Educational System” or “Deceased” and the student will be removed from the Responsible LEA and Responsible School Cohort.	Documentation Required
1941	Exited to a school outside of the United States	Incomplete		Documentation Required
1942	Exited the state public school system to be home-schooled in the same state	Incomplete		Documentation Required
1943	Exited the state public school system to attend a private school in the same state	Incomplete		Documentation Required
1944	Died or is permanently incapacitated	Incomplete		Documentation Required
1961	Withdrawn from school due to documented severe physical or mental illness, including residential treatment facility; eligible to seek re-enrollment	Incomplete	Documentation is required for this exit per the Exit Management process, however students with a documented severe physical or mental illness are not removed from the cohort.	Non-Graduate



Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
1962	Withdrawn due to reaching the maximum age served by the LEA OR because student will reach the maximum age served by the LEA before completion of school is possible.	Automatic Exit	None	Non-Graduate
1963	Withdrawn for ineligibility reasons (e.g., immunization or residency); eligible to seek re-enrollment	Automatic Exit	Under federal ACGR rules, documentation is still required to prove that a student enrolled in a different school in order to be removed from the cohort. Until the documentation demonstrating enrollment in a degree-granting school outside the District's public education system is received, the student will be considered a non-graduate. While this exit is "automatic" in the ACGR Exit Management Application, if the student exited the state educational system following involuntary withdrawal, please submit an OST ticket with appropriate documentation to demonstrate that the student has "Exited the State Educational System" and enrolled in a degree-granting school outside of the District's public education system.	Non-Graduate
1964	Withdrawn due to LEA policy related to absenteeism or truancy	Automatic Exit		Non-Graduate
1965	Withdrawn for disciplinary reasons other than expulsion, truancy or absenteeism (e.g., pending a disciplinary hearing that could result in expulsion).	Automatic Exit		Non-Graduate
1966	Expelled for disciplinary reasons	Automatic Exit		Non-Graduate
1968	Withdrawn due to exceeding the maximum age for special education services eligibility under IDEA	Automatic Exit, based on DOB	None	Non-Graduate
1980	Student voluntarily discontinued schooling and is under the maximum age for compulsory attendance	Automatic Exit	None	Non-Graduate



Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
1981	Completed grade 12, but did not meet all graduation requirements and voluntarily discontinued schooling	Automatic Exit	None	Non-Graduate
1982	Left the DC public school system to attend a vocational, GED, online or other adult educational or training program that is not part of the DC public school system.	Automatic Exit	None	Non-Graduate
1983	Exited to an institution that is not administered or tracked by the DC public school system (e.g., military, Federal Bureau of Prisons, DC Jail programs not administered by DCPS, etc.)	Automatic Exit	If exited and enrolled in degree-granting program outside of the District, then LEA should provide documentation via OST to change the student's outcome to "Exited the State Educational System".	Non-Graduate
1984	Not enrolled; LEA has performed due diligence; status unknown	Automatic Exit	None	Non-Graduate
1985	Student voluntarily discontinued education after enrolling in an adult education program in a DC public or public charter school	Automatic Exit	None	Non-Graduate
1986	Completed the course of study for a GED, technical certificate, nationally- or state-recognized vocational certificate, or other certificate program, but did not pass the certification test and is no longer enrolled	Automatic Exit	None	Non-Graduate
1988	Discontinued due to a hardship (health or personal reasons).	Automatic Exit	None	Non-Graduate
1989	Discontinued for pregnancy, maternity or paternity obligations.	Automatic Exit	None	Non-Graduate
1990	Discontinued for employment reasons	Automatic Exit	None	Non-Graduate



Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
2000	Promoted within the same school and LEA to the next grade level	In-State Pending Enroll.	None	Pending*
2001	Retained within the same school and LEA at the previous grade level	In-State Pending Enroll.	None	Pending*
2002	Student successfully completed the last grade offered by school of origin and transferred to another public school in the same state.	In-State Pending Enroll.	None	Pending*
2003	Moved onto the next level in educational program during the school year; continuing in educational program	Automatic Exit	While this is an "Automatic Exit" for the purposes of the Exit Management Application, for the purposes of ACGR, OSSE will report enrollment in a non-degree granting school or program as a separate outcome.	Enrolled at a Non-Degree- Granting Entity*
2004	Working on the same level in educational program; continuing in educational program	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2005	Continuing and not in an educational program that has a level structure	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2006	Completed current level in educational program and is eligible for promotion but is not moving to next level; continuing in educational program	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2010	Received a degree, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2011	Received a GED, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*



Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
2012	Received an IEP certificate of attendance or completion, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2013	Received a technical certification or nationally- or state-recognized vocational education certification, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2014	Received an ESL certificate, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2015	Received a certificate of completion for a technical or vocational course of study, continuing adult education in the same LEA	Automatic Exit		Enrolled at a Non-Degree- Granting Entity*
2020	Graduated with regular, advanced, International Baccalaureate, or external degree program (EDP) degree	Incomplete (pending student found on the certified grads list)	Outcome will be updated once Certified Graduates List is provided to OSSE by DCPS and PCSB.	Graduate
2021	Received a state degree from the Office of the State Superintendent of Education	Incomplete (pending GED scores)	Per ACGR guidelines, a student receiving a state degree is not included as a 'Graduate' in the calculation of the Adjusted Cohort Graduation Rate.	Non-Graduate
2022	Received an IEP certificate of attendance or completion	Incomplete (pending student found on the certified IEP certificate list)	Per ACGR guidelines, a student receiving an IEP certificate is not included as a 'Graduate' in the calculation of the Adjusted Cohort Graduation Rate.	Non-Graduate



Exit Code	Exit Description	Exit Category	ACGR Notes	ACGR Outcome
2023	Received a technical certification or nationally- or state-recognized vocational education certification	Incomplete	Per ACGR guidelines, a student receiving a technical or vocational certification is not included as a 'Graduate' in the calculation of the Adjusted Cohort Graduation Rate.	Non-Graduate
2024	Received an ESL certificate	Incomplete	Per ACGR guidelines, a student receiving an ESL certificate is not included as a 'Graduate' in the calculation of the Adjusted Cohort Graduation Rate.	Non-Graduate
2025	Received a certificate of completion for a technical or vocational course of study; unknown if official certification was received	Incomplete	Per ACGR guidelines, a student receiving a certificate of completion is not included as a 'Graduate' in the calculation of the Adjusted Cohort Graduation Rate.	Non-Graduate
2040	Transfer to a different public or non-public school within the same local education agency	In-State Pending Enroll.	None	Pending*
2041	Transferred to a public or non-public school in a different local education agency in the same state	In-State Pending Enroll.	None	Pending*
2042	Student is no longer physically present in school but remains enrolled in the same local education agency and is receiving educational services	In-State Pending Enroll.	None	Pending*
2043	Transferred to DYRS or other educational program that is part of the juvenile justice system	In-State Pending Enroll, if enroll at DYRS otherwise Incomplete.	If enrolled in DYRS, student is moved to the state cohort. If student is detained in a different state, documentation must be provided documenting that the student is enrolled in a degree-granting program while incarcerated.	Enrolled* or Documentation Required

