



District of Columbia
Office of the State Superintendent of Education

ADJUSTED COHORT GRADUATION RATE (ACGR) POLICY GUIDE

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Executive Summary

Summary of the Adjusted Cohort Graduation Rate

The guiding principles for the determination of an adjusted cohort graduation rate (ACGR) are summarized below:

1. The ACGR will be calculated for the state and every school and sector that issues regular high school diplomas.
2. All high school-aged students with a valid enrollment signified by a valid entry code in their student information system (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 regular high school diploma-granting school at which they had their most recent valid enrollment.
4. Only students who transfer to another regular diploma-granting high 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, become permanently incapacitated, and who provide valid documentation of such will be removed from a school's or sector's cohort.
5. Local education agencies (LEAs) may submit documentation related to a student's first ninth-grade year or the cohort responsible school.
6. A student's cohort designation shall not be reassigned after its initial determination in instances where the student has been included in the calculation of the ACGR for that cohort year.
7. State cohort - Students who graduate with a regular high school diploma from educational institutions under the Department of Youth Rehabilitation Services (DYRS), or who were only ever enrolled in the Inspiring Youth Program (IYP) or Youth Services Center (YSC) will only be included in the state cohort.
8. Only students attaining a regular high school diploma within four years are counted as graduates in the four-year cohort graduation rate. Students attaining a regular high school diploma in more than four years will be counted as graduates in either the five-year or extended-year cohort graduation rate.
9. The graduation rate will be calculated for student groups: race and ethnicity, gender, English learners, students with disabilities, and students who are economically disadvantaged.
10. For each student, LEAs must perform an annual certification of the three data elements that comprise the ACGR calculation (First Ninth Grade Year, Cohort Responsible School, and Outcome) through Data Validation and through Metric Calculation Confirmation (MCC).
11. OSSE will report all findings in accordance with the agency's [Student Privacy and Data Suppression Policy](#).

Introduction

Adjusted Cohort Graduation Rate in the District of Columbia

On Oct. 29, 2008, the US Department of Education (USED) finalized rulemaking that established a uniform graduation rate calculation required for all states. In December 2010, the Office of the State Superintendent of Education (OSSE) issued guidance which provided a framework for understanding the rules established by USED pertaining to the calculation of the ACGR and its implementation. This guidance document builds upon previous versions and serves as the sole local guidance for the graduation rate calculation.

The Every Student Succeeds Act (ESSA), signed into law on Dec. 20, 2015, formalized the definition of high school graduation rate in federal education law. Please see Appendix A for the relevant text of this legislation.

LEAs in the District of Columbia are expected to help in the preparation of the ACGR by:

1. Reading and understanding this guidance document and the appropriate guidance for accountability reporting each year;
2. Fully implementing current entry and exit codes as stipulated by OSSE in the [OSSE Entry and Exit Guidance](#);
3. Resolving demographic conflicts as stipulated by OSSE in the Unified Data Errors demographic report in Qlik;
4. Maintaining record of student's first ninth-grade year and submitting this record through either the Automated Data Transfer (ADT) or Application Programming Interface (API) as part of the student's record;
5. Maintaining, as described below, full documentation for student outcomes:
 - a. Student credentials (regular high school diplomas and IEP Certificates of Completion)
 - b. Student exits from the state educational system (exit codes 1940, 1941, 1942, 1943, 1944)
6. Submitting and verifying the data outlined above (first ninth-grade year and cohort responsible school) in accordance with the timelines set by the Data Validation, Current Year Exit Management and Prior Year Exit Management; and
7. Performing an annual certification of final graduation rates through Metric Calculation Confirmation (MCC) or related application (i.e., four-year ACGR and five-year ACGR).

Purpose of Document

This document serves the following purposes

1. Defining the ACGR;
2. Clarifying the steps taken by OSSE in collaboration with LEAs to identify the ninth-grade cohort;
3. Outlining the process for identifying student outcomes; and
4. Specifying the documentation that LEAs are required to maintain and submit to OSSE to verify student outcomes.

Definitions

The following definitions will help readers understand terminology used in the explanation of how the ACGR is calculated.

School Year

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

Stage 5 Enrollment

A Stage 5 enrollment refers to when a student registers and is receiving educational services in the District of Columbia public school system either for the first time, re-enrolls in a school in the following school year, or re-enters the DC public school system from another state, a private school in the District, or from home schooling. Once a student receives a Stage 5 enrollment code, the LEA must take attendance for the student and provide appropriate services for students with disabilities. (See [OSSE Entry and Exit Guidance](#) for more information.)

Adjusted Cohort

An adjusted cohort is a group of 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 12.¹ 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 or at any point during the next three years and subtracting any students with a validated exit from the DC public school system during that same period.²

State Cohort

The state cohort includes students who are under the supervision of the District of Columbia. While generally a stable set of locations serve these students (in addition to LEAs), it is important to review the list of historical and active locations that may have served students in the state cohort each year. At this time, the state cohort includes students who transfer to the Department of Youth Rehabilitation Services (DYRS), Maya Angelou Academy @ Youth Services Center, or Maya Angelou PCS - Academy at DC Jail.³ Students who transfer to DYRS become members of the state cohort because DYRS is a regular high school diploma-granting institution.

¹ 34 C.F.R. § 200.19(b)(1)(ii).

² 20 U.S.C. §§ 6311(h)(1)(C)(iii)(II) and 7801(25).

³ Students who were only ever enrolled in C.H.O.I.C.E. Academy (CHOICE) will be placed on the state cohort. Students whose last enrollment occurred at CHOICE will be placed on the cohort of their previous diploma-granting high school because CHOICE did not grant a regular high school diploma.

Students who enrolled in the Youth Services Center (YSC) or Inspiring Youth Program (IYP) will be included in the state cohort and District of Columbia Public Schools (DCPS) LEA-level graduation rate, as graduates from these institutions earn a DCPS diploma.

Otherwise, students placed on the state cohort are not included in any LEA- or school-level adjusted cohort graduation calculations. However, the state is responsible for tracking the outcomes for these students because they receive publicly funded educational services. For more information, see Table 2.

First Ninth-Grade Year (FNGY)

The first year in which a student attended the ninth grade. Each student may have only one FNGY. By law, every high school-aged student (up to 22 years old) either attending or publicly funded to attend a regular high school diploma-granting DC public or public charter school must be assigned an FNGY.⁴



OSSE will not accept First Ninth-Grade Year changes for students previously included in ACGR public reporting.

Regular High School Diploma

USED 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.

State Diploma

Residents who pass the tests of GED™ or successfully complete the requirements of the National External Diploma Program (NEDP) are eligible to receive a state-issued diploma. In reviewing relevant federal and local law, OSSE determined that the regulatory requirements of USED (34 C.F.R. § 200.19), and the local regulations that established the state diploma (5A 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 numerator for the District’s calculation of the ACGR.

⁴ 34 C.F.R. § 200.19(b)(1)(ii).

Nonpublic Placement

“Nonpublic special education school or program” means a privately owned or operated preschool, school, educational organization, or program, no matter how titled, that maintains or conducts classes for the purpose of offering instruction, for a consideration, profit, or tuition, to students with disabilities.

The term “nonpublic special education school or program” shall not include a privately owned or operated preschool, elementary, middle, or secondary school whose primary purpose is to provide educational services to students without disabilities, even though the school may serve students with disabilities in a regular academic setting.⁵

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.

Four-Year Adjusted Cohort Graduation Rate

The four-year ACGR for DC public or public charter schools is the percentage of students in a cohort who graduate with a regular high school diploma within four years of their FNGY. 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 ACGR for DC public or public charter schools is the percentage of students in a cohort who graduate with a regular high school diploma within five years of their FNGY. 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.

Transfer

A *transfer into* an LEA or school cohort occurs when a student enters a regular high school 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 12th grade or its equivalent (e.g., enrollment as an adult in a regular high school diploma-granting school).

A *transfer out* of an LEA or school cohort occurs when a student exits a regular high school diploma-granting DC public or public charter school and enrolls in another regular high school diploma-granting DC public or

⁵ 5-A DCMR § 2899.

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 the student’s ninth grade adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort).⁶ Information about students exiting to an online or independent school is available under exit codes.

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 their educational status as of August of five years after the student’s FNGY. DCPS is responsible for submitting its complete list of graduates for the respective school directly to OSSE. Public charter LEAs are responsible for submitting their complete list of graduates to the DC Public Charter School Board, which, in turn, will submit a complete list of graduates for the respective school year to OSSE. All certified graduate lists are due to OSSE no later than the Tuesday after Labor Day.

In calculating the ACGR, students who earn a regular high school diploma will be counted as graduates. Students who do not earn a regular high school diploma (including individualized education program, or IEP, certificate recipients and State Diploma recipients) or do not exit the state educational system (exit codes 1940, 1941, 1942, 1943, 1944) will remain on their responsible LEA and school’s cohort and will be considered a non-graduate.⁷ All possible outcomes for ACGR public reporting are included in Table 1.

Table 1. Possible ACGR Outcomes

Outcome	Definition	Included in ACGR Calculation
Graduate	The student graduated with a regular high school diploma.	Yes
Non-Graduate	Any of the following are true: Still enrolled <ul style="list-style-type: none"> • The student did not graduate with a regular high school diploma and is enrolled in a regular high school diploma-granting LEA at the start of the school year following their graduation year. OR <ul style="list-style-type: none"> • The student is enrolled in a non-degree granting high school diploma-granting 	Yes

⁶ 34 C.F.R. § 200.19(b)(1)(ii)(B)(2).

⁷ OSSE disaggregates student outcomes by “enrolled” and “enrolled at non-regular high school diploma-granting entity” in order to provide educators and policy makers with more robust information on the alternate paths which students take to graduation. However, for purposes of the ACGR calculation, only students with the outcome of “graduate” are included in the numerator, while students in the adjusted cohort – regardless of outcome – are included in the denominator.

	<p>school at the start of the school year following their respective graduation year.</p> <p>OR</p> <p>The student received an Individuals with Disabilities Education Act (IDEA) Certificate or State Diploma.</p> <p>OR</p> <p>The student did not graduate with a regular high school diploma certificate, did not earn an IDEA Certificate or State Diploma, and is not currently enrolled in an LEA.</p>	
Verified Exit	Exited the ninth grade cohort (valid exit code (1940, 1941, 1942, 1943, 1944))	No - Excluded from ACGR Calculation

Calculation of the Adjusted Cohort Graduation Rate

As described below, the ACGR calculation requires three data elements for each student: First Ninth Grade Year, Cohort Responsible School, and Outcome. (Please see *Definitions* above for descriptions of these data elements.)

The Four-Year Adjusted Cohort Graduation Rate

Pursuant to federal regulations, the term four-year ACGR 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.⁸

The four-year ACGR for DC public or public charter schools is the percentage of students in a cohort who graduate with a regular high school diploma within four years of their FNGY. 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.

Thus, the final four-year ACGR calculation for the state cohort for a given cohort year will look like this:

$$\frac{\text{\# Students in Adjusted Cohort who Earned a Regular High School Diploma as of August of [Cohort Year + 4]}}{\text{\# First Time Grade 9 Students in Fall of [Cohort Year] + Entries In - Exits Out}}$$

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 regular high school diploma in four years or fewer.

⁸ 34 C.F.R. § 200.19(b)(1)(i)(A).

The Five-Year Adjusted Cohort Graduation Rate

The five-year ACGR 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 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.

Thus, the final five-year ACGR calculation for the state cohort for a given cohort year will look like this:

$$\frac{\# \text{ Students in Adjusted Cohort who Earned a Regular High School Diploma as of August of } [\text{Cohort Year} + 5]}{\# \text{ First Time Grade 9 Students in Fall of } [\text{Cohort Year}] + \text{ Entries In} - \text{ Exits Out}}$$

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 regular high school diploma in five years or fewer.



If a student transfers to a different school or LEA within the state between the end of the fourth and fifth year following their first ninth-grade year: 1) the student will be reported in the five-year adjusted cohort graduation rate of the regular high school diploma-granting school or LEA where the student was most recently enrolled as of the end of the fifth year following the student's first ninth-grade year; 2) for the four-year adjusted cohort graduation rate, the student will be reported in the regular high school diploma-granting school or LEA where the student was most recently enrolled as of the end of the fourth year following the student's first ninth-grade year.

Reporting of the ACGR

The four- and five-year ACGR are reported publicly and utilized in calculations within the school accountability framework. OSSE reports the ACGR, the non-graduates rate, and the state programs rate for each school and LEA, as well as for the state.

As detailed in OSSE's State Plan, high schools that fail to graduate one third or more of their students will be designated for comprehensive support and improvement. This designation is assigned to schools where both their four- and five-year ACGR fall below 67 percent. For more information regarding this designation, please refer to the [DC State Education Plan](#).

Graduation rates are calculated by OSSE at the school, LEA, sector and state level. Graduation rates will be reported publicly for student groups by race and ethnicity, gender, students with disabilities, English learners, and economically disadvantaged students.

Student Gender and Race and Ethnicity

Data for a student's gender, race, and ethnicity are determined through the current school year and previous school year's Data Validation of the student's cohort. If a student's gender or race and ethnicity has changed, or is mismatched during those years, the most recent information available for that student will be used.

Student Disability Status

A student is identified as a student with a disability if the student ever received special education services between the start of the student's first ninth-grade year and the end of the student's expected graduation year. For students who are high school-aged (age 14 and older) but were never assigned to grade 9, 10, 11, or 12, a student is identified as a student with a disability if the student ever received special education services while they were age 14 or older.

A student's receipt of special education services is determined if the student is receiving services through the statewide special education data system; specifically, the student was identified as a student with disability through data validation between the start of the student's FNGY and the end of the student's expected graduation year.

Student English Language Status

A student's English learner (EL) status is determined through the use of previously validated datasets (e.g., Data Validation, Demographic Certification, and ACCESS testing). A student will be identified as EL in the ACGR student group calculations if the student was identified as EL in any aforementioned validated data source between the start of the student's FNGY and the end of the student's expected graduation year.

Student Economically Disadvantaged Status

A student is identified as economically disadvantaged for purposes of ACGR if the student ever met the criteria for economically disadvantaged at any point between the start of the student's FNGY and the end of the student's expected graduation year.

A student's economically disadvantaged status will be determined by meeting one of the following criteria while enrolled in the state educational system:

1. The student was identified as homeless between the start of the student's FNGY and the end of the student's expected graduation year.
2. The student received Temporary Assistance for Needy Families (TANF) or Supplemental Nutrition Assistance Program (SNAP) benefits between the start of the student's FNGY and the end of the student's expected graduation year.
3. The student was under the care of Child and Family Services Agency (CFSA) between the start of the student's FNGY and the end of the student's expected graduation year.

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 regular high school diploma-granting institution before the official date of the school's closure will remain in the cohort of the closed school until the student enrolls in another regular high school diploma-granting DC public or public charter school; the student will remain in the ninth-grade cohort year to which the student was previously assigned. Students attending a school which

closes and who do not re-enroll in a regular high school diploma-granting school will be included in ACGR calculations at their respective LEA and at the sector and state levels.

Levels of Reporting

Graduation rates will be reported at three different levels: state, LEA, and school. Each of these levels contain certain groups of students, depending on the last cohort responsible school they attended. Table 2 describes the institutional or student characteristics and corresponding level of ACGR reporting.

Table 2. Levels of ACGR Reporting

	State-Level Rate Inclusion	LEA-Level Rate Inclusion	School-Level Rate Inclusion
Regular High School Diploma-Granting Entity	Yes	Yes	Yes
Nonpublic Placement	Yes	Yes	No
Enrolled in YSC or IYP under DCPS	Yes	Yes	No
DYRS Student	Yes	No	No
Closed School: End of School Year	Yes	Yes	Yes
Closed School: Mid-Year	Yes	Yes	No
Closed School: Previous School Year	Yes	Yes	No

Identifying the Ninth-Grade Cohort

The first step in calculating the ACGR for the District of Columbia is to determine the group of students who belong to each ninth-grade cohort year. During the Data Validation, Current Year Exit Management, and Prior Year Exit Management processes, LEAs verify all FNGY and Cohort Responsible LEA/School Indicator values for students on the LEA’s cohort.

Entries into a Ninth-Grade Cohort

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

- Using annual validated enrollment data, OSSE will assign each student attending a regular high school diploma-granting school to a ninth-grade cohort.
- Any student with a valid Stage 5 entry code at any point in their ninth-, 10th-, 11th-, or 12-grade year(s) belongs to a cohort.



Students participating in exchange programs who are enrolled in a DC public or public charter school for one year or less are not included in an adjusted cohort. All exchange students will remain assigned to a ninth-grade cohort year for tracking purposes but will not be included in the ACGR calculation for any school, LEA, or the state. In many cases, exchange students exit the cohort under exit code 1941.

- Any student with a valid Stage 5 entry code in the student’s 10th-, 11th-, or 12th-grade year(s) who has received educational services as a 10th, 11th, or 12th grade student will be assigned to a 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 the Documentation Requirements for Cohort Exits section below. For example, a student entering 10th 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 10th, 11th, or 12th 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 the student’s first 10th-, 11th-, or 12th-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 the student’s 10th-, 11th-, or 12th-grade year will be assigned to a cohort.
- All high school-aged students (up to 22 years old) attending a regular high school diploma-granting high school who are designated as “ungraded,” “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 grades K-8 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 age 14 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 more than five years after their FNGY will be excluded from cohort assignment.
- For a list of student FNGY scenarios, see Appendix B.

Cohort Responsible LEA and School

All students who have ever enrolled in an educational institution that offers a regular high school diploma or who have ever enrolled in the ninth, 10th, 11th, or 12th grades are assigned a single responsible LEA and school in the calculation of the four-year ACGR and a single responsible LEA and school for the five-year ACGR.

The responsible school is the *most recent* regular high school diploma-granting institution that the student attended as of the end of the school year corresponding to the calculation of the four- and five-year ACGR. See Appendix D for more information on how court involvement, transition institutions, adult education programs and special education programs are treated for ACGR reporting.

Student Transfers between DC Public and Public Charter Schools in the State

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 within 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 their ninth-grade cohort and their projected four- or five-year graduation year. The Cohort Responsible LEA and school correspond to the most recent regular high school diploma-granting institution that the student attended as

of the end of the school year corresponding to the calculation of the four- and five-year ACGR. For more information on Cohort Responsible LEA and School transfer scenarios, see Appendix C.



A transfer is different from an exit. “Transfers in” or “transfers out” of an 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 another regular high school 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.

Summer-Only Enrollments

If a student transfers regular high school diploma-granting LEAs or schools in the summer corresponding to the calculation of the four- and five-year ACGR, that student shall remain on the Cohort Responsible LEA and/or school at which the student was enrolled as of the certification of Data Validation in the respective school year.

Students Attending Nonpublic Schools

All students who are enrolled in a nonpublic institution will be assigned to the cohort of the LEA responsible for educating that student.

All students who transfer from an independent charter LEA to a nonpublic 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.

Exits from a Ninth-Grade Cohort

Exits from the ninth-grade cohort will only be granted for students in alignment with the exit codes listed in Table 3. OSSE’s Exit Management Application is in alignment with the following exit codes:



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 validation process for a cohort exit in a previous year.



Acceptable documentation differs for students that transfer and for students who exit. Particularly, for exchange students, it is important to note that the acceptable documentation is not a deportation form. Deportation is a very different exit circumstance for a student and a Cohort Responsible school.

Table 3. OSSE Exit Management Valid ACGR Exit Codes

Code	Code Name	Usage Guidelines	Additional Guidance
1940	Exited state; exited to homeschooling or a public, private, or online regular high school diploma-granting school in a different state.	<p>This code should be used when a student leaves a DC public or public charter school and enrolls in a “regular high school diploma”-granting educational entity in another state.</p> <p>If the student is enrolling in a non-regular high school diploma-granting school or educational institution in another state, use disengagement code 1982.</p> <p>If the student transferred out of the country, use exit code 1941.</p>	<p>The school is responsible for providing documentation that the student has enrolled in school in another state; if documentation of enrollment cannot be verified, use exit code 1984.</p> <p>Under 34 CFR §300.323g (2), the sending LEA “must take reasonable steps to promptly respond to the request from the new public agency” for the child’s records. See also OSSE’s IEP Implementation for Transfer Students Policy for more information on transfer requirements. These may include independent or online educational settings (international or otherwise outside of DC), but the school must still document that the program offers a regular high school diploma.</p>
1941	Exited to a school outside of the United States.	This code should be used when the sending school has evidence that the student is transferring to a school outside of the United States or its territories.	The school is responsible for obtaining appropriate documentation of the exit from the student’s parents or the OSSE Deportation Certification Form . Note: a student who participated in a registered exchange program will have different documentation than a Deportation Certification Form.
1942	Exited the state public school system to be home-schooled in the same state.	This code should be used for students who transfer to home schooling and remain a resident of DC.	The LEA continues to be responsible for the child until the parent affirmatively revokes consent for services. Only students that are being home-schooled in DC should be exited using this exit code. See OSSE DC Homeschooling Program for more information and policy. Students who exit to home-

			schooling in another state should be exited using exit code 1940. This may include homeschooling through an online program, but students will still have documentation for DC Homeschooling.
1943	Exited the state public school system to attend a private school in the same state. This excludes students who transfer to a nonpublic placement.	This code should be used for students who leave the DC public school system to attend a private school in the same state; Exits to both religiously-affiliated and non-religiously-affiliated private schools should be captured using this code.	Students who will continue to receive special education services should be enrolled using code 1880.
1944	Died or is permanently incapacitated.	This code must only be used for students who are deceased or permanently incapacitated, either physically or mentally.	<p>A student whose doctor certified permanent withdrawal. This code should be used only for students who are extremely sick or incapacitated (in the opinion of a physician licensed by the State Board of Medical Examiners) that the student is not anticipated to return to school and the withdrawal is considered permanent. Students with a temporary medical condition should be kept enrolled and treated as Homebound Services and Hospital Instruction Homebound students.</p> <p>In the case of a student's passing, an LEA should complete the OSSE Death Certification Form.</p>

Documentation Requirements for FNGY Changes and Cohort Exits

LEAs must provide appropriate documentation to exit a student from a ninth-grade cohort. LEAs should use Statewide Longitudinal Education Data (SLED) to access the Exit Management Application for exits that occurred during the current school year, and Prior Year Exits module for prior year exits. LEAs should follow the steps below to review and resolve any data errors for FNGY or Cohort Responsible LEA and School.



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

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. In the OST ticket, the Issue Type selected should be “ACGR” and the Issue Option Name should be “FNGY” or “Responsible School.” For a list of acceptable documentation for changing a student’s FNGY, see Table 4 below. For a list of acceptable documentation for exiting a student from a ninth-grade cohort, see Table 5 below.



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

Table 4. Acceptable Documentation: First Ninth Grade Year

Appeal Reason	Acceptable Documentation
Student was an exchange student and should not be assigned a First Ninth Grade Year.	<p>A transcript showing that the student was a foreign exchange student through a designated program. Before accepting the documentation, OSSE will verify that the student was enrolled in a District school for no longer than one year. As noted earlier, all exchange students will remain assigned to a ninth-grade cohort year for tracking purposes but will not be included in the ACGR calculation for any school, LEA, or the state if acceptable documentation is submitted.</p> <p>Note: This documentation is not for a student who is transferring to a virtual or independent school offered through an entity based in another country.</p>
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 FNGY.
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 FNGY. OSSE will verify that the student was not enrolled in a high school grade during their FNGY 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 FNGY. OSSE will verify that the student was not enrolled in a high school grade during their FNGY at another school before accepting the documentation.

Table 5. Acceptable Documentation: Cohort Exits

Outcome	Acceptable Documentation
Exited the State Education System: Transferred to home-schooling in another state	Parent provides evidence of intent to homeschool for the receiving state.
Exited the State Education System: Enrolled in a high school diploma-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 email account indicating the date of student enrollment. ○ Transcript from the receiving school.
Exited the State Education System: Enrolled in a high school diploma-granting private school in the same state	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 email account indicating the date of student enrollment. ○ Transcript from the receiving school.
Exited the State Education System: Moved to a foreign country	Letter or form with parent signature. Any email correspondences must include an attachment with a parent signature. A virtual educational program that is offered by an entity located in another country is outside of the intention of this outcome.
Died or is permanently incapacitated	One of the following: <ul style="list-style-type: none"> ○ Letter from doctor. ○ Death certificate. ○ OSSE Death Verification Form.
No ninth grade enrollment	Follow process for adjusting student’s FNGY.

Appendix A: Text of ACGR Definition in ESSA⁹

A) In general, the term “four-year adjusted cohort graduation rate” means the fraction—

i) the denominator of which consists of the number of students who form the original cohort of entering first-time students in grade 9 enrolled in the high school no later than the date by which student membership data is collected annually by State educational agencies for submission to the National Center for Education Statistics pursuant to section 153 of the Education Sciences Reform Act of 2002 (20 U.S.C. 9543), adjusted by—

I) adding the students who joined that cohort, after the date of the determination of the original cohort; and

II) subtracting only those students who left that cohort, after the date of the determination of the original cohort, as described in subparagraph (B); and

ii) the numerator of which—

I) consists of the sum of—

aa) the number of students in the cohort, as adjusted under clause (i), who earned a regular high school diploma before, during, or at the conclusion of—

AA) the fourth year of high school; or

BB) a summer session immediately following the fourth year of high school; and

bb) all students with the most significant cognitive disabilities in the cohort, as adjusted under clause (i), assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) and awarded a state-defined alternate diploma that is—

AA) standards-based;

BB) aligned with the State requirements for the regular high school diploma; and

CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act; and

II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

⁹ 20 U.S.C. § 7801(23).

Appendix B: First Ninth-Grade Year Scenarios

This appendix articulates frequently occurring responsible LEA and school transfer situations.

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 diploma-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 diploma-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 diploma-granting School A in 10th 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 2013-14.

Scenario 4: First Ninth-Grade Year

A student enrolls in diploma-granting School A in 10th grade in the 2017-18 school year after having been 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 five years after their first ninth grade year.

Scenario 5: First Ninth-Grade Year

A student transfers to diploma-granting school or LEA within the state between the end of the fourth and fifth year following their first ninth-grade year. The student will be reported in the four-year ACGR of the regular high school diploma-granting school or LEA where the student was most recently enrolled as of the end of the fourth year following the student's first ninth-grade year. In the following year, after the student transfers, the student will be reported in the five-year ACGR of the regular high school diploma-granting school or LEA where the student transferred to and was most recently enrolled as of the end of the fifth year following their first ninth-grade year.

Appendix C: Responsible LEA and School Scenarios

This appendix articulates frequently occurring in-state transfer and nonpublic students' responsible LEA and school transfer scenarios.

Scenario 1: Transfers In-State

A student enrolls in diploma-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 diploma-granting school B.

Scenario 2: Transfers In-State

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 C.

Scenario 3: Transfers In-State

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.

Scenario 4: Transfers In-State

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.

Scenario 5: Transfers In-State

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 their 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.

Scenario 6: Transfers In-State

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 degree-granting School A of their 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 C during the 2012-13 school year. The Cohort Responsible School is diploma-granting school A.

Scenario 7: Transfers In-State

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 their 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 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 diploma-granting school C.

Scenario 8: Transfers In-State

A student enrolls in diploma-granting School B in 10th 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 enrollment); the student then notifies diploma-granting School C that they are 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.

Scenario 9: Transfers In-State

A student enrolls in diploma-granting School B in 10th 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 their intention to enroll in diploma-granting school C and completes paperwork to this effect. School C requests the student's record from School B and completes a Stage 4 enrollment for the student. The student then notifies School C that they are 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 School B. (Note: 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.)

Scenario 11: Nonpublic 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 nonpublic institution B. The student remains on the cohort of charter school A irrespective of whether the nonpublic institution B is diploma-granting.

Scenario 12: Exchange Student

A student enrolls in a diploma-granting school in 11th grade for the 2021-22 school year through an official exchange program. Following the 2021-22 school year, the student or their parent/legal guardian provide evidence to the diploma-granting school that the exchange program has been completed. The student is removed from the 2019-20 first ninth-grade year cohort, using exit code 1941.

Appendix D: Juvenile Justice, Alternative, Special Education, and Online Programs Reporting

This appendix articulates how OSSE will report on juvenile justice institutions, alternative education programs, and special education programs for ACGR purposes.

- *Court Involvement:* Students who transfer to the Department of Youth Rehabilitation Services (DYRS) or Maya Angelou New Beginnings become members of the “state” cohort. Students who transfer to DYRS become members of the “state” cohort because DYRS is a regular high school diploma-granting institution.
- *Transition Institutions:* Students who transfer to the Youth Services Center (YSC) or Inspiring Youth Program (IYP) will be included in DCPS’s LEA-level rate as DCPS grants a general DCPS diploma to students graduating from these institutions.¹⁰
- *Adult Education Programs:* Students who transfer to an education program that does not award a regular high school diploma (currently Academy of Hope, Briya PCS, Carlos Rosario International PCS, Community College Preparatory Academy, The Family Place, 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 regular high school diploma-granting school because these schools do not offer a regular high school diploma.
- *Nonpublic and Special Education Programs:* Students who are enrolled or transfer to a nonpublic school are reported at the LEA- and state-level for a given cohort of their most recent LEA. Students attending high school diploma-granting special education schools (currently River Terrace Education Campus and St. Coletta PCS) are reported on DCPS’ LEA cohort and the state cohort. Students who only ever enroll in a special education program are excluded from all ACGR reporting.
- *Online-Only Regular High School Diploma-Granting Institutions:* Students who transfer to accredited online-only regular high school diploma-granting institutions, including Penn Foster, should be exited from the state using exit code 1940.
- All students who never enroll in a regular high school diploma-granting institution and only ever enroll in DYRS or CHOICE will become members of the “state” cohort.

¹⁰ Students who transferred to C.H.O.I.C.E. Academy (CHOICE) will remain on the cohort of their previous degree-granting institution.

Appendix E: List of Common Acronyms

Acronym	Full Name	Definition
ACGR	Adjusted Cohort Graduation Rate	The percentage of students in a cohort who graduate with a regular high school diploma within a given number of years of their First Ninth Grade Year (FNGY).
CFSA	Child and Family Services Agency	The DC Child and Family Services Agency (CFSA) is the public child welfare agency in the District of Columbia responsible for protecting child victims and those at risk of abuse and neglect and assisting their families.
DCPS	District of Columbia Public Schools	The District of Columbia Public Schools (DCPS) is the local public school system for the District of Columbia.
DYRS	Department of Youth Rehabilitation Services	The Department of Youth Rehabilitation Services (DYRS) is responsible for the supervision, custody, and care of young people charged with a delinquent act in the District of Columbia.
EL	English Learner	State Education Agencies (SEAs) and local education agencies (LEAs) have an obligation to ensure English Learners (ELs) both develop English language proficiency and meet the same challenging state academic standards as their native English-speaking peers.
ESSA	Every Student Succeeds Act	Every Student Succeeds Act (ESSA) signed into law on Dec. 20, 2015, formalized the definition of high school graduation rate in federal education law. Please see Appendix A for the relevant text of this legislation.
FNGY	First Ninth Grade Year	The first year in which a student enrolled in the ninth grade. Each student may have only one first ninth-grade year (FNGY).
GED™	General Education Development	The General Education Development (GED)™ test is a four-subject high school equivalency test that measures skills required by high schools and requested by colleges and employers. The four subjects are Science, Social Studies, Mathematical Reasoning and Reasoning through Language Arts.
IDEA	Individuals with Disabilities Education Act	The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services are provided to those children.
IEP	Individualized Education Plan	An Individualized Education Plan (or Program) is a plan or program developed to ensure that a child with an identified disability who is attending an elementary or secondary educational institution receives specialized instruction and related services.
IYP	Inspiring Youth Program	The DCPS Inspiring Youth Program is an alternative school within a detention facility. The school is designed to meet the needs of students who are currently detained by the justice system regardless of academic career history and current academic standing.
LEA	Local Education Agency	As defined in ESEA, a public board of education or other public authority legally constituted within a state for either administrative

		control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary or secondary schools.
MCC	Metric Calculation Confirmation	Metric Calculation Confirmation (MCC) is a period in which OSSE allows LEAs to review the calculations and metrics used on the DC School Report Card, Report Card, and state accountability framework, and on the OSSE Data site.
NEDP	National External Diploma Program	A high school diploma equivalent program for adults and out-of-school youth that incorporates hands-on learning to prove high school-level skills.
OSSE	Office of the State Superintendent of Education	The Office of the State Superintendent of Education (OSSE) is the state education agency for the District of Columbia charged with raising the quality of education for all DC residents.
OST	OSSE Support Tool	An online support portal for LEA and school data managers to securely transfer files and relay issues about student records.
SEA	State Education Agency	The state-level government organization within each US state or territory responsible for education.
SIS	Student Information System	A student information system, student management system, school administration software, or student administration system is a management information system for education establishments to manage student data.
SNAP	Supplemental Nutrition Assistance Program	Supplemental Nutrition Assistance Program (SNAP) provides nutrition benefits to supplement the food budget of needy families so they can purchase healthy food and move towards self-sufficiency.
TANF	Temporary Assistance for Needy Families	The Temporary Assistance for Needy Families (TANF) program provides grant funds to states and territories to provide families with temporary financial assistance and related support services. State-administered programs may include childcare assistance, job preparation, and work assistance.
YSC	Youth Services Center	The Youth Services Center is a secure residential facility for detained male and female youth awaiting adjudication and/or disposition by the courts.