OREGON
COHORT GRADUATION RATE

Policy and Technical Manual

2012-13 Graduation Rates – Based on Students First Entering High School during the 2008-09 and 2009-10 School Years

OREGON DEPARTMENT OF EDUCATION

SALEM, OREGON

Rob Saxton, Deputy Superintendent of Public Instruction

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Office of Assessment and Information Services
Public Service Building
255 Capitol Street NE
Salem, Oregon 97310-0203

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2012-13 Cumulative ADM Exit Adjustment Window:

       October 17, 2013 (at 1:00 pm) to November 29, 2013 (at 11:59 pm)

2012-13 Cohort Graduation Validation Window:

       October 31, 2013 (at 1:00 pm) to December 13. 2013 (at 11:59 pm)

2012-13 Cohort Graduation Report Publication Date:

       January 30, 2014

ACHIEVEMENT DATA INSIGHT

This year, validation of the cohort graduation report will occur through the Achievement Data Insight (ADI) application. Training on this application was conducted June 6, 2013, and a recording is posted at https://district.ode.state.or.us/search/page/?id=226.

Data submitters and validators will need to contact their district security administrators to request access to the validations. Access to the ADI is granted on a validation-by-validation basis. There are two cohort validations – one for the four-year rate and one for the five-year rate.

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

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

ESD REGIONAL PARTNERS AND REGION

Region 1	Region 2	Region 3
Karen Brown Smith 1-800-706-4447 x 3124 (541) 966-3124 (locally) karen.brown@imesd.k12.or.us Peter Campbell 1-800-706-4447 x 3203 541-966-3203 (locally) Peter.Campbell@imesd.k12.or.us Serves the following counties: Benton Clackamas Clatsop Columbia Hood River Linn Lincoln Marion Multnomah Polk Tillamook Washington Wasco Yamhill	MJ Chain 1-877-373-3684 x 4756 541-440-4756 mj.chain@douglasesd.k12.or.us Serves the following counties: Coos Crook Curry Deschutes Douglas Jackson Jefferson Josephine Klamath Lake Lane	Karen Brown Smith 1-800-706-4447 x 3124 (541) 966-3124 (locally) karen.brown@imesd.k12.or.us Peter Campbell 1-800-706-4447 x 3203 541-966-3203 (locally) Peter.Campbell@imesd.k12.or.us Serves the following counties: Baker Gilliam Grant Harney Malheur Morrow Sherman Umatilla Union Wallowa Wheeler

ODE STAFF CONTACTS

Topic	Contact	Email	Phone
Cohort Graduation Rates and Cohort Year Assignment	Isabella Jacoby	Isabella.Jacoby@state.or.us	503-947-5878
School and District Report Cards and Ratings	Jon Wiens	Jon.Wiens@state.or.us	503-947-5764
SSID Collection (including merges) and technical assistance	ODE Helpdesk	ODE.Helpdesk@state.or.us	503-947-5715
Cumulative ADM Collection	Isabella Jacoby	Isabella.Jacoby@state.or.us	503-947-5878
LEP (Limited English Proficiency)	Kim Miller	Kim.A.Miller@state.or.us	503-947-5712
Special Education	Trish Lutgen	Trish.Lutgen@state.or.us	503-947-5798
Essential Skills	Derek Brown	Derek.Brown@state.or.us	503-947-5841

INTRODUCTION

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Earlier graduation rates were determined for federal and state accountability by using the National Center for Education Statistics (NCES) method of counting the number of graduates divided by the number of graduates plus dropouts.

Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of determining graduation rates, which was a year ahead of the U.S. Department of Education mandated implementation. The cohort method identifies the year the student entered high school (known as the high school entry year) and tracks the student for four years for "on-time" graduation with a regular diploma, which is reported in the 4-year Cohort Graduation Rates. An extended rate, allowing one additional year for completion, is also tracked and reported in the 5-year Cohort Graduation Rates.

The cohort graduation rate is published annually and the next report is scheduled for public release on January 30, 2014. These reports include other outcome categories for students in the cohort, in addition to the regular diplomas, and are disaggregated by subgroups for race/ethnicity, gender, students with disabilities, economically disadvantaged students, English language learners, and talented and gifted students.

Under Oregon's Consolidated State Application Accountability Workbook, high school graduation rate targets were set for each year of accountability. The 2011-12 reporting year, using data through 2010-11, had the 4-year and 5-year cohort graduation rate targets set at 67% and 72%, respectively. The 2012-13 reporting year, using data through 2011-12, will have same targets as the previous year. More information can be found at http://www.ode.state.or.us/initiatives/nclb/pdfs/approvedaypwb_current.pdf.

WHAT IS A COHORT GRADUATION RATE?

A cohort graduation rate follows the students who are first-time high school students in a particular year and determines the percentage that graduate within a given time frame, such as four years. A four-year cohort graduation rate for the first-time ninth graders in the 2005-06 school year would represent the percentage who graduated by 2008-09. The table at right shows the relationship between the school year that students enter high school and the expected graduation year.

The cohort of first-time high school students is adjusted by adding in those students who transfer into the school during the period being measured, and removing those students who transfer out of the school. The graduation rate is defined as the percentage of students in the adjusted cohort who graduate within the specified length of time.

Graduation rates are calculated at the school, district and state level, and for the entire group of students, each gender, major racial/ethnic subgroups, students with disabilities, students who are English language learners, students who have been identified as talented and gifted, and students who

Cohort High School Entry Year	Graduation Year (Four-year Rate)	Extended Graduation Year (Five-year Rate)
2005-06	2008-09	2009-10
2006-07	2009-10	2010-11
2007-08	2010-11	2011-12
2008-09	2011-12	2012-13
2009-10	2012-13	2013-14
2010-11	2013-14	2014-15
2011-12	2014-15	2015-16
2012-13	2015-16	2016-17

are economically disadvantaged. In addition, the final outcome (e.g., regular diploma, modified diploma, transfer to another state) for each student will be identified and the totals for each outcome will be reported for each school and district, as well as the state.

WHAT IS THE FOUR-YEAR COHORT GRADUATION RATE?

The four-year cohort graduation rate is the percentage of students in a cohort, adjusted for transfers into and out of the school, district, or state, that graduate with a regular high school diploma within four years of entering high school.

As an example, in early 2014, the Oregon Department of Education (ODE) will report on the graduation rate for the cohort of students who entered high school in 2009-10; these are the students who were expected to graduate by the end of the 2012-13 school year. The graduation rate for this cohort will be defined as:

$$\frac{\text{Number of students in the adjusted cohort that earn}}{\left(\begin{array}{c}\text{Number of students who were first enrolled in high school in } 2009\text{-}10 \\ + \text{ Students who transferred into the cohort} \\ - \text{ Students who transferred out of the cohort}\end{array}\right)}$$

Note that the numerator includes only regular high school diplomas earned in four or fewer years. Students earning adult high school diplomas, modified diplomas, extended diplomas, general educational development (GED) certificates, or other high school credentials will be included in the adjusted cohort (i.e., the denominator), but will not be included in the count of regular high school diplomas (i.e., the numerator).

The Oregon Department of Education (ODE) reports the cohort rate on federal and state accountability reports, including the school and district report cards and the statewide report card.

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

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

The five-year graduation rate is defined similarly to the four-year rate. The five-year rate for the 2008-09 cohort is:

$$\frac{\text{Number of students in the adjusted cohort that earn}}{\left(\begin{array}{c}\text{Number of students who were first enrolled in high school in } 2008\text{-}09 \\ + \text{ Students who transferred into the cohort} \\ - \text{ Students who transferred out of the cohort}\end{array}\right)}$$

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

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

HOW IS THE FOUR-YEAR COHORT GRADUATION RATE DIFFERENT FROM PREVIOUSLY REPORTED GRADUATION RATES?

Prior to the 2008-09 school year, the graduation rate calculation that Oregon produced was based on a single year of data and reported as the number of graduates in a school year divided by the number of graduates plus the number of dropouts. The cohort graduation rate will follow a set of entering high school students and determine the percentage that received a regular diploma within four years. Key differences between the old graduation rate and the new cohort rate are as follows:

- The four-year cohort graduation rate includes modified diplomas, extended diplomas, GEDs, and Adult High School diplomas in its calculation, but these students are included in the rate as non-graduates; the old graduation rate did not include these other outcomes in its calculation.
- The four-year cohort graduation rate looks at a single cohort of students and follows their progress over four school years; the old rate used only a single year of data on graduates and dropouts.
- Students who graduate in three years or less will have their graduation "banked." Their graduation will be reported in the year in which their cohort is expected to graduate.
- The four-year cohort graduation rate takes into account students who transfer in and who transfer out of a particular school; the old rate looked at a single year of data and it did not reflect changes in enrollment over time.
- The new rate is a measure of graduation within four years; the old rate had no time limit for students to complete their diploma.

OUTLINE OF THE COHORT CALCULATION

The calculation of the four-year graduation and completion rates is a multi-step process. The steps are shown below, and apply to the calculation of the graduation and completion rate for students who were first-time high schoolers in 2009-10. These are the students whose expected four-year graduation date was in spring/summer 2013.

1. Determine the students who were first enrolled in high school in 2009-10.
2. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
3. Assign students to school, district, or state cohorts. The students assigned to the school or district are that institution's unadjusted cohort. This list includes all students whose last enrollment record between 2009-10 and 2012-13 in an Oregon public high school was at this school or district. Only those institutions that offer programs culminating in the awarding of a regular high school diploma are eligible to be an accountable school or district for the purposes of cohort graduation rates.
4. Determine the race/ethnicity and gender of each student.
5. Determine whether the student belongs to the English learners, ever English learners, students with disabilities, talented and gifted, and/or economically disadvantaged subgroups.
6. Remove all students whose outcome (from step 2) was transferred to a public high school in another state, a private school, or home school, as well as all students who emigrated or are deceased. The result is the adjusted cohort for the school or district.
7. Count the number of students whose outcome was a regular high school diploma. This is the numerator for the cohort graduation rate calculation.
8. Count the number of students whose outcome was a regular, modified, extended, or adult high school diploma, or a GED. This is the numerator for the cohort completer rate calculation.

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

ASSIGNING A COHORT YEAR

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

HIGH SCHOOL ENTRY YEAR

The first school year in which the student attended any high school grade in the United States or elsewhere. For most students this is their first year as a ninth grader. (The table to the left describes the scenario for most students.)

Grade Progression for a Typical Member of the 2009-10 Cohort	
School Year	**Enrolled Grade**
2006-07	6
2007-08	7
2008-09	8
2009-10	**9**
2010-11	10

SPECIAL CIRCUMSTANCES

Students who Skip (a) Grade(s)

For a student who skipped (a) grade(s), the district must record the student's first year in which the student attended any high school grade. Confusion occurs when the student skips grade 9 and enters grade 10. For example, in the case of a student who was enrolled in grade 8 in 2008-09 and was enrolled in grade 10 or higher in 2009-10, their high school entry year would be 2009-10.

Cohort years should not be determined by counting backwards from the student's currently enrolled grade to estimate the year they entered ninth grade, except in the absence of any documentation, as below:

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

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

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

For example, if a student enters a high school during the 2013-14 school year, and there is no available documentation of prior high school enrollment, but there is evidence of homeschooling or residence in a foreign country, the district or school that the student first enters may either assign them the cohort year 2013-14, or assign them a cohort year of 2010-11, 2011-12, or 2012-13, based on the district's assessment of the student. The school or district may not assign a cohort year of 2009-10 or earlier, or a cohort year later than 2013-14, to a student who first enrolls with them in 2013-14. Once the assignment has been made, it cannot be changed unless documentation of prior high school enrollment is discovered.

Students moved down or "demoted" to an earlier grade

Students who begin the school year at one grade in high school and then are moved down or 'demoted' to an earlier grade will retain the High School Entry year that was recorded as the first school year in which the student attended any high school. Confusion can occur when the student begins the school year at grade 9 and is moved back to grade 8. In the example of a student who was enrolled in grade 9 at the beginning of 2010-11 and was moved back to grade 8 for the remainder of 2010-11, their high school entry year would be 2010-11.

HIGH SCHOOL ENTRY YEAR AND THE SSID COLLECTION

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

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

The following scenarios are examples of cases where the High School Entry Year *may* be modified:

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

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

- A student repeats a grade (such as grade 9) while in high school.
- A student "skips" a grade in high school, such as moving from grade 10 to grade 12.
- A student enrolls in district A as a first-time 9th grader in 2005-06 and transfers to district B in 2007-08. District B enrolls the student as a 10th grader for 2007-08.
- A student graduates after three years of high school.

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

IDENTIFYING STUDENTS IN THE STATE COHORT

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

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

The Cumulative ADM collection contains records that allow ODE to identify students who are or were enrolled in an accountable Oregon institution. The set of first time high school students in 2008-09 who received public or publicly funded education at some point in their high school career is included in what is called the Unadjusted State Cohort. Students whose only enrollment within the state was at a JDEP are not included.

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

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

ODE will use available student data in Cumulative ADM (and high school completers and early leavers, for students in the 2008-09 cohort) to determine a final outcome for each student. Possible final outcomes include:

- Regular diploma;
- Dropout/non-continuing
- Other completer:
    - Adult High School Diploma
    - Modified Diploma
    - Extended Diploma
    - GED
- Non-dropout, non-graduate
    - Alternative Certificate
    - Continuing Enrollment
- Removed from the cohort
    - Transferred to homeschooling, private school, or another state
    - Émigrés, including Honorary Diplomas
    - Deceased/Permanently Incapacitated

HIERARCHY OF OUTCOMES

Many students have multiple records in the collections used. For example:

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

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

- All students with outcomes other than "transfer out" (see outcome 2 in the chart on page 11) are included in the adjusted state cohort, and hence in the denominator of the state four-year cohort graduation and completion rates.
- Only those students whose outcome is a regular diploma are included in the numerator of the four-year cohort graduation rate.
- Students whose outcome is a regular, modified, extended, or adult diploma, and students whose outcome is a GED, are included in the numerator of the cohort completion rate.
- "Dropout/non-continuing" is the lowest ranked outcome. The state definition of dropout (ORS 339.505) specifically excludes those students with the other listed outcomes from being counted as a dropout.
- For students with multiple instances of a particular outcome (e.g., dropout, modified diploma) only the latest record shall be used.

Outcome	Collection/ Field*	Code
1. Regular High School Diploma	HS Completer/ Graduation Code	10, 12
	Cumulative ADM/ ADM End Date Code (Diploma Type)	4A (1)
2. Transfer Out - Students who emigrated, are deceased or have transferred to home school, a private school, or a diploma granting institution in another state.	Early Leavers/Leaver Code	02, 03
	HS Completers/Graduation Code	14
	Cumulative ADM/ ADM End Date Code	2B, 2C, 5C, 6A
	Cumulative ADM/ ADM Program Type Code	9
3. Adult High School Diploma	Early Leavers/ Leaver Code	4
	Cumulative ADM/ ADM End Date Code (Diploma Type)	4A (3)
	Data from the Oregon Department of Community Colleges and Workforce Development	
4. Modified Diploma	HS Completers/Graduation Code	11
	Cumulative ADM/ ADM End Date Code (Diploma Type)	4A (2)
5. Extended Diploma	Cumulative ADM/ ADM End Date Code (Diploma Type)	4A (4)
6. GED	Early Leavers/ Leaver Code	5
	Cumulative ADM/ ADM End Date Code	4E
	Data from the Oregon Department of Community Colleges and Workforce Development	
7. Alternative Certificate	HS Completers/Graduation Code	13
	Cumulative ADM/ ADM End Date Code	4C
8. Continuing Enrollment - Students who are enrolled (as evidenced in Cumulative ADM) in their 5th year of high school.	Cumulative ADM/Program Type (based on enrollment dates)	01, 04, 06, 07, 08, 10, 11, 12, 13
9. Dropout/Non-continuing	Any student who does not qualify for one of the outcomes listed above this one	

See page 20 for a complete listing and explanation of the codes referenced here.

EXAMPLES OF OUTCOME DETERMINATION

Example 1: Maria has a dropout record for 2009-10, but subsequently enrolled in 2011-12 and continued enrollment into the fall of 2013-14. She will be reported as Continuing Enrollment.

Example 2: John received a modified diploma in 2011-12 and continued his enrollment in 2012-13, but dropped out in April 2013. He will be reported as Modified Diploma.

Example 3: Carrie received a modified diploma in 2011-12, but has enrolled in 2012-13 and is working toward a regular diploma. She will be reported as Modified Diploma.

Example 4: Adam dropped out in 2008-09, but earned a GED in 2009-10. He will be reported as GED.

Example 5: Jeanine dropped out in 2009-10, but returned in the summer of 2011-12 and earned a regular diploma in August 2013. She will be reported as a graduate (Regular Diploma).

Example 6: Marco dropped out in 2009-10, earned a GED in 2010-11, but then died in June 2012. He will be reported as deceased and removed from the adjusted cohort.

Example 7: Carla received a regular diploma in 2011-12, and then moved to France with her family. She will be reported as a graduate (Regular Diploma).

Example 8: George received a modified diploma in 2011-12, and then moved to Canada in July 2012. He will be reported as a transfer out of the cohort and removed from the adjusted cohort.

Example 9: Fiona dropped out in 2010-11. Her district notifies ODE that she enrolled in a private school in 2012-13. She will be reported as a transfer out of the cohort and removed from the adjusted cohort.

Example 10: Carlos moved to Mexico in 2010-11. In 2011-12, he returned to school in Oregon and earned a Modified Diploma. He will be reported as a Modified Diploma.

DETERMINING THE ACCOUNTABLE DISTRICT AND SCHOOL

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

See page 24 for more information on institution types.

"Diploma-granting" High Schools

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

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

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

This includes:

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

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

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

DETERMINING ACCOUNTABILITY FOR STUDENTS

By state statute, a student's resident district is the entity responsible for that student's education (See ORS 339.115 and ORS 339.133). As such, accountability for graduation falls on the resident district and school, not the attending district or school.

Certain students may be reported only in the state cohort, and will not be a member of any district cohort. These include:

- Students who were never a resident in a diploma-granting district. ODE attempts to connect these students with their last degree-granting institution wherever possible, but some students have never been reported as resident in a degree-granting district or school.
- Students who are "unconfirmed transfers." These are students who were enrolled in an Oregon public school district, transferred to another Oregon public school district, but never enrolled in their new district within the cohort timeframe. To be considered an "unconfirmed transfer," the student's prior school district must have documentation of their transfer to a new school district, for example a records request or parental notification. Refer to the Cumulative ADM Manual, page 45, for more information on documentation.

Certain students may be reported in a district's cohort, even though the most recent enrollment by the student is not in one of the district's schools or programs. This includes:

- Students who are resident in the district but who are enrolled in a private school or program and whose tuition is being paid by public funds.
- Students who are in a juvenile detention facility (JDEP), but were previously resident in the district.

Certain students may be reported in a district's cohort, and attend an institution in the district, but not be reported in the cohort for any school within the district. This includes:

- Students whose last enrollment was in the district, but who were never resident at a diploma-granting school within the district during their last period of enrollment within the district. This includes students whose only high school enrollment within the district was at a district program.

Last Enrolled Degree-granting District and School

A student's last enrolled degree-granting district is the resident district on the most recent of the student's records that reflect residency in a degree-granting district, within the school years being measured. Typically, this is the resident district of the student's last record, except in specific cases. For example, if a student was enrolled at District A, then was enrolled in a JDEP facility at the end of the school year, the student's last enrolled degree-granting district would be District A, because JDEPs are not degree-granting.

A student's last enrolled degree-granting school is the one the student was most recently enrolled (resident) at during their last continuous period of enrollment within their last enrolled degree-granting district (as set above). For example, if a student was enrolled at District A, School Alpha, then transferred into a district-level program within District A, their last enrolled degree-granting school would be School Alpha. If a student was enrolled at District A, School Alpha, then transferred to District B, School Beta, then returned to District A in a district-level program, their last enrolled degree-granting school would be District A (because they were not enrolled in a degree-granting school within District A during their most recent period of enrollment in the district).

Outcome District and School

A student's outcome district and school are the resident district and school on the record with the highest-ranked outcome for that student (see page 10 for more information on outcome determinations). For example, if a student receives a modified diploma at District A, School Alpha, then transfers to District B, School Beta and drops out, the outcome district will be District A and the outcome school will be School Alpha.

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

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

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

GENDER

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

RACE/ETHNICITY

A student's race/ethnicity is determined based on the race/ethnicity code or flags reported on the record with the student's highest-ranked outcome. If the student's highest-ranked outcome was based on a district update rather than a collection record, the race/ethnicity is taken from the student's most recent record in Cumulative ADM, within the school years being measured. If the student has only records with invalid race/ethnicity codes (i.e. "Declined to Report," which was a valid option in previous years but is no longer valid), the student's accountable district/school is asked to identify the student's ethnicity from their records.

STUDENTS WITH DISABILITIES (SWD)

Students are included in the SWD subgroup if any district reported them as receiving special education services at any point during the school years being measured. For the 2009-10 cohort, students are included if they were reported as receiving special education services any time between July 2009 and June 2013.

ECONOMICALLY DISADVANTAGED STUDENTS (ECD)

Students are included in the ECD subgroup if any district reported them as being eligible for free or reduced lunch in the spring membership collection or extract at any point during the school years being measured. For the 2009-10 cohort, students are included if the Economically Disadvantaged flag was checked in the record selected during the unduplication process in at least one of the 2009-10, 2010-11, 2011-12, or 2012-13 Spring Membership extracts.

ENGLISH LEARNERS (LEP) OR EVER ENGLISH LEARNERS (EVRLEP)

- Students are included in the LEP subgroup if any district reported them as receiving or being eligible for LEP services in any of the NCLB Title III: Limited English Proficiency collections during the school years being measured.
- Students are included in the EvrLEP subgroup if any district reported them as receiving or being eligible for LEP services in any of the NCLB Title III: Limited English Proficiency collections between 2006-07 and 2012-13.

TALENTED AND GIFTED STUDENTS (TAG)

Students are included in the TAG subgroup if they were reported with any of the TAG flags (Intellectually Gifted, Academically Talented in Math, Academically Talented in Reading, Creative Ability TAG, Leadership Ability TAG, Performing Arts Ability TAG, and/or Potentially TAG) in the spring membership collection or extract at any point during the school years being measured. For the 2009-10 cohort, students are included if at least one of the TAG flags was checked in the record selected during the unduplication process in at least one of the 2009-10, 2010-11, 2011-12, or 2012-13 Spring Membership extracts.

This section provides definitions for the terms used in this manual. References to federal law, federal regulations, state statutes (ORS), and state rules (OAR) are provided.

Cohort Terminology

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

First-time High School Student in 2008-09 – A student whose first enrollment in a high school grade anywhere in the United States or elsewhere was during the 2008-09 school year. The student's enrollment in school years 2007-08 and earlier must be at elementary grades only. For most students this is the school year in which they enrolled in ninth grade for the first time. However, it also includes students who were enrolled in grade 8 or lower in 2007-08 and were enrolled in grade 10 or higher in 2008-09.

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

Transfer In – For the 2009-10 cohort, a student who is a member of the adjusted cohort and who transferred into the school or district during or after the 2009-10 school year.

Unadjusted State Cohort – For the 2009-10 cohort, all students who were enrolled in a public school in Oregon at some point during the period 2009-10 to 2012-13, and who were first-time high school students in 2009-10.

Credentials

Adult High School Diploma – An Adult High School Diploma is one that meets or exceeds the requirements of OAR 589-007-0600. Only a community college is authorized to issue an Adult High School Diploma.

Alternative Certificate – As defined in OAR 581-022-1135, a credential that may be awarded to students who do not satisfy the requirements for a regular, modified, or extended diploma. Requirements for this award are determined at the district level.

Diploma, or "Regular High School Diploma" – A diploma earned when the student has fulfilled all school district and state requirements as described in OAR 581-022-1130, ORS 329.451 and ORS 339.505.

Extended Diploma – As defined in ORS 329.451, an extended diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-1133.

GED – The award earned upon passing the General Educational Development tests. These are standardized tests designed to measure the skills and knowledge students normally acquire by the end of high school. Students are typically awarded these through community colleges.

Modified Diploma – As described in ORS 329.451, a modified diploma may be earned by students who have demonstrated the inability to meet the full set of academic content standards even with reasonable accommodations. The requirements for this diploma are specified in OAR 581-022-1134.

Non-Credential Outcomes

Continuing Enrollment – A student is classified as continuing enrollment if they are reported as enrolling during (for the four-year cohort rate) their fifth year, e.g., a first-time high school student in 2005-06 who was enrolled during the 2009-10 school year. In the five-year cohort rate, a student is classified as continuing enrollment if they are reported as enrolling during their sixth year. Students must reenroll on or before the first school day in October in order to be counted as continuing enrollment. Students who have graduated with a regular diploma are not eligible for state-funded enrollment following their graduation.

Dropout – For the purposes of the cohort rate calculations, a dropout/non-continuing student is a student who was enrolled at some point during the period being measured, did not reenroll by the beginning of the school year following the period being measured, and for whom no higher-ranked outcome (e.g. modified or extended diploma, GED, transfer out) has been reported.

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

Educational Settings

Alternative Education Program – A school or separate class group designed to best serve students' educational needs and interests and assist students in achieving the academic standards of the school district and the state. Programs may assist students who are working toward a diploma, but do not culminate in the awarding of a high school diploma.

Attending District -- For most students, this is the district responsible for the school or program the student attended.

Attending School – For most students, this is the school that provided the instruction to the student.

District – A school district as defined in ORS 332.002, a state-operated school, or any legally constituted combination of such entities.

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

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

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

High School Grade – Any reported enrolled grades of '09', '10', '11', '12', or 'US' (Unspecified Secondary).

Home School – Students taught by a parent, legal guardian, or private teacher at home using materials purchased from a "correspondence school" are considered to be home schooled. Home schooled students are required to register their status with an Education Service District (see ORS 339.035), but are not included in any adjusted cohort.

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

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

Resident District – The district accountable for the education of the student. The resident district receives State School Fund (ADM) dollars. As defined in ORS 339.133, this is generally the district in which the parent or guardians of the student resides. There are a number of exceptions to this rule that apply to students with disabilities, charter schools, inter-district transfer agreements, and other situations. These exceptions are found in ORS 339.133 and ORS 339.134.

Resident School – The school in the resident district responsible for the education of the student. The student usually lives within the boundaries of the resident school.

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

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

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

THE SECURE STUDENT COLLECTION

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

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

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

HIGH SCHOOL COMPLETERS AND EARLY LEAVERS

The Early Leavers and High School Completers data collections are the main sources for high school outcomes from the 2008-09 school year. Starting in the 2009-10 school year ODE integrated these collections into the Cumulative ADM collection, and outcomes occurring during or after the 2009-10 school year are reported there. The legacy data from Early Leavers and High School Completers will still be necessary to produce cohort graduation rates for the 2008-09 cohort, but will not be used to report on cohorts whose high school entry year is 2009-10 and beyond.

Early Leavers

The Early Leavers collection contains records of students who drop out of school, earn GEDs, or otherwise leave school prior to receiving a high school diploma or other credential. The data was reported annually in the fall, and contains records of all leavers from the prior school year.

Early Leavers data for the 2008-09 school year was used to help determine the final outcome (e.g., dropout, GED) for students in the 2008-09 cohort.

High School Completers

The High School Completers collection contains records of all students who received a diploma or other high school credential. This data was reported annually in the fall, and contains records of all completers from the prior school year.

High School Completers data for the 2008-09 school years was used to determine final outcomes (e.g., diploma, modified diploma) for students in the 2008-09 cohort.

ENROLLMENT COLLECTIONS

ODE maintains several data collections that record student enrollment. These collections are used to determine the student's last enrollment in a diploma granting school or district. The Annual ADM and Spring Membership collections were active for the 2004-05 through 2008-09 school years. Starting in the 2009-10 school year ODE integrated these collections into the Cumulative ADM collection.

Annual ADM

The Annual ADM (Average Daily Membership) collection contains daily enrollment records, including the funding source and educational program type, for each student enrolled in Oregon's public education system. The ADM collection was used to determine State School Fund allocations.

ADM records are used to help determine each student's last enrollment at a diploma-granting institution, for the purpose of assigning students to a particular school and district.

Spring Membership

Spring Membership is a list of the students enrolled in Oregon on the first school day in May each year. Students reported in Spring Membership are included in participation and performance counts on Adequate Yearly Progress (AYP) reports.

Spring Membership records are used to help determine membership in the economically disadvantaged, talented and gifted, and students with disabilities subgroups. Beginning in 2009, the Spring Membership collection was replaced by a Spring Membership Extract from the Cumulative ADM collection.

Cumulative ADM

Cumulative ADM was new in 2009-10. It augments and replaces the old ADM collection, as well as the Early Leavers, High School Completers, Fall Membership, and Spring Membership collections. All enrollment, high school completer, and early leaver events are now recorded in Cumulative ADM.

Cumulative ADM records are used to help determine the last enrolled degree-granting institution and the student's outcome.

OTHER STUDENT LEVEL COLLECTIONS

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

NCLB Title III: Limited English Proficiency (LEP Collection)

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

The LEP collection is used to determine which students were ELL at some point in their high school enrollment period.

Special Education Child Count (SECC) Collections

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

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

ADDITIONAL DATA SOURCES

Department of Community Colleges and Workforce Development (CCWD)

CCWD provides ODE with a list of students who have received a GED or Adult High School Diploma (AHSD) to supplement the data reported by schools and districts. Although both outcomes may be reported to ODE by the student's enrolled institution, some students earn a GED or AHSD after leaving their public school district, and do not inform the district when they receive the credential.

District Updates and Appeals

After reviewing ODE's data, districts may provide additional outcome data via spreadsheet (for instance, to report outcomes that occurred after a student withdrew from the district, or to correct past data that was misreported).

CODE TABLES

CUMULATIVE ADM END DATE CODES

The Cumulative ADM collection was a new collection in the 2009-10 school year. It replaced the Annual ADM, Fall Membership, Spring Membership, Early Leavers, and High School Completer collections. It contains updated diploma type and enrollment end date codes that allow more complete tracking of cohorts. In particular, the end date (i.e. leaver) codes were expanded and allow districts to record leaver events with much greater precision than in the past.

Cumulative ADM is the primary source of enrollment and outcome data for school years 2009-10, 2010-11, 2011-12, and 2012-13.

The table of end date codes is shown below. Their use in the cohort depends on the associated enrollment data (for instance, the same code could be reported as a dropout, if it appeared in 2009-10, or continuing enrollment, if it appeared in 2012-13).

Code	Name	Description
00	Not Applicable	Not Applicable
1A	Same School and Program	Students are in the same school and program
1B	Different School Within Same District	Students are in a different school (or in a different program within a school) within the same district
1C	Same District – No Particular School	Students are in the same district and receiving education services, but not assigned to a particular school
1D	Same District – School Not Specified	Students are in the same district but no specific school information was available
2A	Enrolled in Another District	Students are enrolled in another public school district or public agency in the same state
2B	Enrolled in Non-Public School or Setting	Students are enrolled in a nonpublic K–12 school or setting in the same state
2C	Enrolled in Another State or Country	Students are enrolled in a public or nonpublic school in another state or outside the United States
3A	Withdrew for Personal or Academic Reasons	Students withdrew for personal or academic reasons
3B	Exceeded Age Requirements	Students exceeded age requirements, including any religious or cultural age limits recognized by state law or policy
3C	Removed For Reasons Other Than Health	Students were removed from the education system for reasons other than health, and they are not expected to return
3D	Enrolled in Adult Education	Students enrolled in adult education, or some type of education program that does not lead to a diploma or other credential recognized by the state
3E	Not Enrolled – Status Unknown	Students are not enrolled and their status is unknown (including students dropped from the rolls for excessive truancy)
3F	Non Returning Student	Students who did not re-enroll on October 1 as expected after completing the prior school year. This code may only be used after October 1st of the following school year.

4A	Completed Diploma-Track Program and Met Requirements for HS Diploma	Students completed an approved program of study and met all state or district requirements for a high school diploma
4B	Completed Diploma-Track Program and Did Not Meet Requirements for HS Diploma	Students completed an approved program of study for high school completion, but did not meet all state or district requirements for a diploma
4C	Completed Non Diploma-Track Program and Received Certificate	Students completed a program of study that did not address state diploma requirements and received a certificate of achievement or attendance [e.g., special education students in Individualized Educational Programs (IEP)]
4D	Completed Vocational Program and Received Certificate	Students completed a vocational education program and earned a certificate recognized by the state or district
4E	Received HS Diploma Equivalency Certificate (i.e. GED)	Students passed an equivalency examination through an approved program, such as the GED; and met other state or district requirements for a high school equivalency certificate or diploma
5A	Not Attending for Disciplinary or Other Eligibility Reasons	Students are not attending for disciplinary or other eligibility reasons, but are eligible to enroll at a later date
5B	Not Receiving Services Due to Long Term Medical Condition	Students have a long-term medical condition, or are in drug treatment or a rehabilitative center, that prevents them from receiving services, but are eligible to return to school
5C	Enrolled in a Foreign Exchange Program	Students are enrolled in a foreign exchange program, and are eligible to return to school in the United States
5D	Enrolled in an Early Admission College Program	Students are enrolled in an early admission college program but are eligible to return to graduate (such students often re-enroll and graduate on the same day)
5E	Withdrawn and Under Compulsory Attendance Age	Students are under the age for compulsory school attendance and withdrawn from school (usually for reasons of immaturity), but are eligible to return
6A	Died or Permanently Incapacitated	Students have died or are permanently incapacitated
6B	Returned After Receiving Completion Credential and Exited Again	Students have returned to school after receiving a completion credential or after they reached the age until which the state guarantees a free, appropriate public education; and have subsequently exited school

CUMULATIVE ADM DIPLOMA TYPE CODES

Districts who report an End Date Code of 4A must also report one of the following diploma type codes.

Code	Name	Description
0	Not Applicable	Not Applicable
1	Regular High School Diploma	A regular high school diploma that meets all the district and state requirements.
2	Modified High School Diploma	A modified high school diploma that meets all of the district and state requirements.
3	Adult High School Diploma	An adult high school diploma issued by a community college.
4	Extended High School Diploma	An extended high school diploma that meets all of the district and state requirements.

HIGH SCHOOL COMPLETER CODES

The High School Completer collection was active for the 2003-04 to 2008-09 school years. It contains data on students who received a diploma or other high school completion award. It is the primary source for diplomas or other credentials granted during the 2007-08 and 2008-09 school years. The available graduation codes for this collection are shown below.

Code	Name	Description	Outcome
10	Diploma without CIM	Regular High School Diploma without CIM	Diploma
11	Modified Diploma	Modified Diploma	Modified Diploma
12	Diploma with CIM	Regular High School Diploma with CIM	Diploma
13	Alt Certificate	Alternative Certificate	Alternative Certificate
14	Honorary Diploma	Honorary (Foreign Exchange) Diploma	Transfer Out

Codes '10' and '12' are both considered regular high school diplomas. Code '12' was used to report on students who received a Certificate of Initial Mastery (CIM). The CIM was awarded to students who completed a regular high school diploma and who satisfied additional requirements. The CIM was phased out due to the implementation of the new Oregon Diploma, and districts were not required to offer this award after the 2007-08 school year.

EARLY LEAVER CODES

The Early Leaver Collection was active for the 2003-04 to 2008-09 school years. This collection is the primary source of data for students who left high school without completing a high school diploma, modified diploma, honorary diploma, or other credential during the 2007-08 and 2008-09 school years. The available codes in the Early Leavers collection are shown below, along with the corresponding classification in the four-year cohort graduation rate.

Code	Name	Description	Outcome
01	Withdrawn to a Program	In a juvenile detention facility, or in a mental health, substance abuse, or shelter care program	Dropout/Non-continuing
02	Deceased	Student is deceased	Deceased
03	Home Schooling	Withdrew for home schooling and registered with the ESD	Transfer Out
04	Community College Diploma	Received an Adult High School Diploma from a community college	Adult HS Diploma
05	GED	Received a General Equivalency Diploma (GED) certificate	GED
06	School Year Withdrawal	School year withdrawal (no request for records received)	Dropout/Non-continuing
07	Non-Graduate	Non-graduate (finished the previous school year in grade 12, but did not receive a diploma and did not attend during the collection year)	Dropout/Non-continuing
08	No Show	No show (finished the previous school year in grade 6, 7, 8, 9, 10, or 11; but did not attend during the collection year)	Dropout/Non-continuing
09	Rescind	Rescind (dropout in a previous year, but returned to school during the collection year and did not drop out again)	--

INSTITUTION DESIGNATIONS

Institution designations are governed by the ODE Institutions Database Advisory Team (IDAT). Institutions are classified according to Sector, Function, Administration, Instructional, and Charter Type, as shown in the tables below. Classifications are based on data received in an application submitted to ODE.

Institution Sector Types:	
Public	An institution that is supported with public funds and is operated by a local education agency (ORS 332.002, 332.072), education service district (ORS 334.010), or state education agency (ORS 326.111).
Private	An institution that is governed by a privately constituted board of directors and is operated by a nongovernmental organization or business.

Institution Function Types	
School	Provide public or private preschool, elementary, or secondary instruction, including early childhood centers and preschools; whose primary purpose is to offer educational instruction to students for the majority of the school day from the time they enroll until they have finished the school's requirements; have one or more teachers to provide instruction; serve children in kindergarten through grade 12, or in professional/technical, or adult high schools, or in schools that are classified as ungraded; are located in one or more building(s); and have an assigned administrator or head teacher.
Program	An institution whose purpose is to provide educational services to students, who have special needs which cannot be addressed in a school, on a part-time basis, or for a temporary time period, or as a secondary component of their overall services. Public programs must be administered by a school district or ESD; must have a director or head teacher; must teach to the state standards and follow a curriculum which differs from the standard K-12 curriculum; and must also comply with the requirements of the ODE. Data reporting and accountability mechanisms are attributed directly to the resident school district which annually evaluates and approves the public program. Private programs must also comply with the requirements of the ODE (ORS 336.615).
District	A local education agency that provides educational services to students mainly based on geographic residence, and which administers and has the legal responsibility for one or more schools and submits data and financial records separately from other institutions.
Education Service District (ESD)	A district created under ORS 334.010 that provides regional education services to school districts located within its territory.

Institution Administration Types	
District administered	A district has the legal responsibility for and authority over the institution.
ESD	An ESD has the legal responsibility for and authority over the institution.

administered	
ODE administered	The Oregon Department of Education has the legal responsibility for and authority over the institution. This includes charter schools sponsored by the State Board of Education.
State administered	A state agency other than the Oregon Department of Education has the legal responsibility for and authority over the institution.

Institution Program Types	
Regular	Offers the standard K-12 curriculum without a primary focus on alternative, special, or professional/technical education.
Alternative	Addresses the needs of students that cannot be met in a regular school by offering modified instructions in compliance with legal statutes and rules governing alternative education.
Special Education	Serves the educational needs of students who are an Individualized Education Plan (IEP) due to disability.
Career and Technical	Programs that integrate technical and career skill proficiencies with academic content and prepare students for the workplace, further education, training, family and community roles.

Institution Charter Types	
Charter	An elementary or secondary school offering a comprehensive instructional program operating under a written agreement entered into between a sponsor and an applicant ORS 338.005 (OAR 581-022-0102 (6)). The sponsor can be a school district or the State Board of Education.
Non Charter	An institution that has not been designated as a charter school.

The above designations determine which institutions are subject to data reporting requirements, and which institutions receive Report Cards and AMO reports.