



Cohort Graduation Rate

Training & Validation
Legislative Report

2016

Oregon Department of Education
Salam Noor, Deputy Superintendent

Executive Summary

In a budget note in HB 5016 (2015), the Oregon Legislature directed the Oregon Department of Education (ODE) to report back to the Legislature prior to March 1, 2016 on its efforts to provide direction, and if necessary, training to staff from school districts and education service districts for reporting graduation data. This note also asked Department to initiate direct contact with school districts that report a graduation rate below the state average to verify the accuracy of the data before it is released publicly. The following report provides details on ODE's ongoing training efforts, as well as its outreach to school districts with low graduation rates.

The Oregon Department of Education (ODE) produces graduation and dropout reports annually, as part of the accountability and reporting process. Beginning in 2008-09, these reports included the cohort graduation rate. At that time, report validation was completed in March of the following school year, and reports were released in April. In 2011-12, the timeline was moved up to accommodate federal reporting deadlines, and validation is now completed in early January of each year, with the reports released at the end of January, and Oregon's six federally required graduation and dropout reports filed shortly thereafter.

Since the first calculation of these rates in 2010, ODE staff from Assessment & Accountability and Information Technology offices built significant improvements into the process, in order to assist schools and districts with submitting correct data, and more efficiently allocate staff time to working on data quality.

The current process includes data quality checks throughout the school year, up to 10 recorded and live webinar trainings for data submitters and other interested school and school district staff members, and a number of extensive policy, technical, and data collection manuals. It also involves the development, maintenance, and continuous improvement of programming to identify potential errors and contact data submitters for review (through email and through our established audit review process).

As a result of the tremendous efforts of school and school district staff to validate their data, four-year cohort graduation rates typically increase between 3 and 5 percentage points from the preliminary rate to the final, published one. Data quality improvements in graduation and dropout reporting also yield benefits in other areas, as this data helps ODE to enforce state school funding rules, validate other required annual reports, and respond to data requests from legislators, policy and advocacy groups, and other stakeholders, throughout the year.

Examples of manuals, trainings, contacts, and record-level audit review can be found throughout this report. This report can be found online at <http://www.ode.state.or.us/search/page/?id=2644>.

Cohort Graduation Training and Validation Report

(House Bill 5016)

Background and History

High School graduation rates are key indicators of accountability for high schools and school districts in Oregon. Beginning with the 2008-09 school year, the Oregon Department of Education (ODE) implemented the cohort method of calculating graduation rates. The cohort graduation rate is published annually, with the most recent report published on January 28, 2016. In addition to graduation, these reports include other outcome categories for students in the cohort, such as GEDs, continuing enrollment and non-completion. These reports are also disaggregated by student groups such as race/ethnicity and gender and are reported at both the school and district level.

A cohort graduation rate follows the enrollment of 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. For example, a four-year cohort graduation rate for the first-time ninth graders in the 2010-11 school year would represent the percentage who graduated by the end of the 2013-14 school year. An extended rate, allowing one additional year for completion, is also tracked and reported as the 5-year Cohort Graduation Rates.

Each cohort begins with the set of first-time 9th graders that enroll in the fall of each year. Cohorts are continually adjusted by adding in those students who transfer into a school or district during the period being measured, and by removing those students who transfer out of the school or district. Dropouts are not removed from a school or district's cohort. At the end of the four- or five-year timeframe ODE calculates the graduation rate as the number of students earning a high school diploma divided by the number of students in the adjusted cohort.

The calculation of cohort graduation rates is a complex one: it must follow a student's enrollment for four or five years in order to determine the final outcome for each student. This is fairly straightforward for students who remain at a single school, but becomes increasingly complex as students transfer from school to school and district to district. In addition, the calculation must record the students' race/ethnicity, and special education, economically disadvantaged, English learner and migrant status during high school.

Because of the complex nature of the calculation it is vitally important that districts are provided with training, assistance, and the data they need in order to report student outcomes and to validate data on their cohorts. This document describes the process and methodologies that ODE uses to help ensure that the cohort graduation data are of the highest possible quality.

Manuals, Trainings, and Documentation

ODE staff conduct multiple [video trainings](#) throughout the school year to assist districts in submitting and validating their data. These trainings are conducted via interactive webinars, and

recordings of the trainings are preserved on ODE's website for district staff that missed the training or would like to review it.

- Four trainings are conducted each year on the submission of data to Cumulative Average Daily Membership (ADM) collections. (For examples of training presentation, see [First Period, Annual](#); for sample recordings, see [First Period, Annual](#)).
- Additional Cumulative ADM trainings are added when complex new requirements are introduced; for example, in 2015-16, there was a [fifth training](#) on how to report full-day and half-day kindergarteners.
- A training is conducted in early June that covers the use of the ADI validation application ([Slides](#); [Recording](#))
- A training in mid-October covers the Exit Adjustment window and the basics of the Graduation and Dropout Rate calculations ([Slides](#); [Recording](#))
- A training in late October covers the details of the Graduation and Dropout Rate calculations and validation process ([Slides](#); [Recording](#))
- Additional video trainings are conducted by staff from other offices on the supplemental sources of data for graduation and dropout calculations, such as the ESEA Title III: [Limited English Proficiency](#)/English Learners collection, the [December](#) and [June](#) Special Education Child Counts and Exits, and the Title X: [Homeless](#) collection.

In addition to the trainings, Accountability & Reporting staff produce multiple manuals and guidance documents for districts to reference. These include:

- The [Cumulative ADM Manual](#) (127 pages) – Policy guidance, technical instructions, rules, and interpretations for submitting data to the Cumulative ADM collections.
- The [Cumulative ADM Audits and Reviews Manual](#) (35 pages) – Guidance on interpreting and resolving audits as described below.
- The [Cohort Graduation Rate Policy and Technical Manual](#) (31 pages) – Guidance on the calculation of the cohort graduation rates.
- The [Dropout Rate and Exit Adjustment Policy and Technical Manual](#) (24 pages) – Guidance on the calculation of the NCES dropout rate and the interpretation and use of the Exit Adjustment Window.
- Multiple smaller [guidance](#) documents on specific topics, including the [reporting of students who remain enrolled after meeting diploma requirements](#), the use of a [specialized type of ADM record](#) to add missed outcome data that should have been reported in prior years, and policy on assigning cohort years in [unusual circumstances](#).

Manuals and trainings are revised each year to reflect the most up-to-date information as policy and reporting changes are implemented, and to address prior areas of confusion in greater detail. Information Technology staff produce and maintain additional technical documentation, including the [Consolidated Collections File Formats](#). They are also responsible for running the [Data Collection Committee](#), a meeting of stakeholders from districts all across the state to announce, discuss, and get feedback on data collection and reporting changes. The committee meets 10 times per year via webinar, and an additional two times in person.

Data Collection

The main sources of data for graduation and dropout reports are the Cumulative Average Daily Membership (ADM) collections. These collections include enrollment and outcome data for every student who was enrolled at any point during the school year. It also provides information regarding events such as graduation, transfers, and dropouts. ODE analyzes data from this collection over multiple years in order to create and adjust the cohorts for each school and district, and to determine the number of graduates.

Schools and school districts report enrollment and outcome data to ODE four times each year through the Cumulative ADM collections. Each collection includes data from the beginning of the school year (July 1) through a specified point (October 1, December 31, May 1, and June 30, respectively). By collecting this data on a rolling basis, it enables ODE to flag some issues, such as demographics and enrolled grades, early in the process, and to compare each period's reporting against what was reported in a prior period, for consistency and completeness.

Cumulative ADM data is submitted to ODE by the districts, and has to pass 119 basic quality checks during the submission process. These checks are performed automatically by our system to catch obvious mistakes, such as missing data or inconsistent data values. Examples of these checks, known as business rules, include:

- The number of days present and days absent may not exceed the number of weekdays between the beginning and end of the student's enrollment.
- State school funding may not be claimed for students who exceed age limits.
- The beginning of the student's enrollment must be reported with an earlier date than the end of a student's enrollment.
- Diplomas may not be awarded on a date prior to the date one or more of the essential skills requirements were met.

These business rules are designed to catch situations where the data is obviously incorrect. Data quality check that flags probable errors rather than certain errors is performed during audit review instead. Additionally, highly complex checks that require significant processing time are also reserved for the audit window. More information about the audit review process is available below.

Additional data sources for the cohort graduation rate calculation include:

- the most recent First Period Cumulative ADM collection;
- GED and Adult High School Diploma recipient data from the Higher Education Coordinating Commission;
- the Secure Student collection;
- Spring Membership;
- the Oregon Migrant Student Information System ([OMSIS](#));
- the December and June Special Education Collections; and
- the Limited English Proficient collections.

ODE provides live and recorded webinar training to schools and districts before the opening of any of the above data collections, which offers school and school district staff an opportunity to learn about the collections and ask questions. Additionally, ODE published updated collection manuals at a minimum of once per year.

Audit Review

Once data collections have been submitted, ODE staff conduct additional reviews of the data to help ensure accurate reporting by the district. Staff examine the data and look for likely errors and unusual patterns in the submitted data, such as districts that did not report any graduates, or districts that reported significant changes in enrollment. These records are flagged for review. Districts are then presented with the flagged records and an explanation of the potential data quality issue, and asked to either edit the record or confirm that it is accurate. ODE calls this system the [audit review process](#).

Many of these audits were aimed at resolving state school funding claims, class size underreporting, and other accountability reporting issues, but a significant number target graduation and dropout reporting concerns, such as subgroups, outcomes, enrolled institutions, or essential skills concerns. A few examples of these audits are:

- Diploma reported with Math Essential Skill met via OAKS or Smarter Balanced, but ODE has no record of an appropriate score.
- Enrollment for this student was reported up to June 3, 2015 after the diploma reported as being granted on Jan 30, 2015.
- Ethnicity calculated as "Asian, Not Hispanic" in this attending district last period, but "Hispanic/Latino" in this period. Please verify that "Hispanic/Latino" is correct, or change the ethnicity/race flags as needed.
- Student was reported as a transfer to another Oregon District, but no further enrollment has been reported in this period. There were 110 weekdays between the reported end of the enrollment and the end of the period. Please check that you have documentation of the transfer.

These record-level audits are part of the first steps ODE takes to ensure the quality of our data collections. ODE's Accountability & Reporting staff continuously review and improve the way records are selected for audits, in order to increase clarity, catch more mistakes, and reduce the incidence of false positives. Staff also monitor audit responses and follow up as necessary.

As an example, in the 2014-15 Annual ADM collection almost 70,000 out of the 700,000 records were flagged for audit. By the end of the audit review window, 99% of the Annual Cumulative ADM 2014-15 audits had been addressed by the school or school district that submitted the record. This work by both ODE and district staff significantly improves data quality.

Exit Adjustment

Cohort calculations include data from multiple school years, and some of this data is in collections that are several years old and cannot be edited in our system. During the intervening years districts sometimes learn additional information on students and their outcomes (GED, transfer to another state, etc.) that are not captured in existing data. In particular, once districts know who returns to school each fall, they need an opportunity to revise reported outcomes, as needed, from the previous school year.

First Period Cumulative ADM includes enrollment records between July 1 and October 1 of the school year. Data collection for First Period Cumulative ADM is completed at the end of October, after which the data undergoes an audit review process similar to what was described above.

During the same time period, ODE conducts the Annual Cumulative ADM Exit Adjustment Window. Exit Adjustment is a six-week window which runs from mid-October through the end of November. A student's last Annual ADM enrollment is compared to their earliest First Period ADM record (if any), and districts are notified if the Annual ADM outcome code appears to be incorrect. This gives the district an opportunity to review their data and make corrections to the outcomes or reported enrollment as necessary.

For example, if a student was reported in Annual ADM as expecting to re-enroll for the next year, but there is no enrollment in First Period ADM, the record might receive a suggested code of dropout. Conversely, a student who was reported as a dropout in Annual ADM, but returned in First Period, might receive a code indicating that they re-enrolled, and so should not have been reported as a dropout.

Exit Adjustment's suggested codes are updated nightly in order to provide users with ongoing feedback about a student's status as they and other districts add and edit records. ODE provides live and recorded webinar training on the Exit Adjustment window prior to its opening each year, including guidance on how to interpret and respond to the codes shown, and an explanation of how the data will be used to produce graduation/dropout reports. ODE also issues an Exit Adjustment Manual each year.

Cohort Year Appeals

A portion of cohort graduation rate processing occurs year-round, as high school entry years (also known as cohort years) are set, reviewed, appealed, and overridden. In accordance with federal guidance, once a student has been assigned a cohort year, it is locked in our data system, and can only be changed by ODE staff. Most students do not require any changes to this field once it has been set for them, but each year between 300 and 1,800 students do. This can occur because of data entry mistakes made by district staff, or because new documentation has been discovered by a school district which changes the cohort year that is appropriate for the student.

Districts complete a short appeal form with information about the student and the reason the cohort year is changes. ODE staff review each appeal, including the district's evidence, if any, and existing ODE records on the student, if any, and make a determination to approve the appeal, deny it, or request additional information. ODE staff are also responsible for proactively seeking out potentially erroneous cohort years by comparing assigned cohort years to existing enrollment records and contacting districts for verification. ODE staff conduct numerous other checks periodically throughout the year, such as reviewing students who were reported as transfers to another district to determine whether the student was erroneously issued a new ID number by their new district, and assisting in linking those IDs together to avoid double-counting the student.

Processing

ODE's annual graduation and dropout reporting process begins internally in August or September of each year. Changes to any of the data collections used in the rates, policy changes to the way graduation rates are calculated, the availability of new data sources, or usability improvements may require ODE to updates its calculation methodology. ODE staff review these changes and consult with the external Accountability Reporting Advisory Committee (ARAC), a stakeholder group composed of a representative sampling of school district staff, to evaluate areas of concern and proposed changes to the process.

IT staff and Research Analysts then work together to evaluate, develop, and implement any programming changes that are needed for the coming year. At this time, Research Analysts also work to gather supplemental data sets from other agencies, such as lists of students who were awarded a GED, which are later incorporated into the reports.

Next, institutions data is analyzed to determine which of Oregon's approximately 1,500 schools and districts were degree-granting institutions in each of the relevant years, and therefore which schools are accountable for which students' outcomes. Appropriate adjustments must be made for schools that closed, reopened, added or removed grade levels, merged, relocated, or had major changes to their enrollment in any of the five years being considered.

Once any necessary programming changes have been made and thoroughly tested, test versions of the graduation rates are generated, including student-level records for approximately 100,000 students per year. Accountability & Reporting Research Analysts review the results to make sure that every field is calculated correctly, creating duplicate versions of the official reports in order to check for inconsistencies. The process considers up to 5 years of records from up to 9 different collections, so ensuring that every student is accounted for correctly, with appropriate subgroup identifications and enrollment and outcome data, is a complex and critical task.

Resolving outcomes alone requires processing over half a million records each year. A set of rules and [hierarchies](#) is used to resolve a student's many records into one final outcome. A separate set of rules is used to assign the student to one of the accountable institutions selected in the previous step, and a third set of rules is then applied to identify a student's gender and ethnicity, and which of seven subgroups the student should be included in. Details of these rules are published in the Cohort Graduation Rate Policy and Technical [Manual](#), and are covered in the yearly trainings.

Historically, running the complete process took so long that it had to be started at the close of business so that it could run overnight. Due to IT and Accountability & Reporting improvements to the system, including reducing the number of corrections that had to be handled manually and streamlining the data submission system, processing can now usually be completed in 4-6 hours.

Student-level data quality checks begin at this point, including analysis of students whose outcomes have changed from year to year, students whose last outcome was an unconfirmed transfer event, students whose last event indicated that continued enrollment should be expected, and students who are counted as dropouts but might have earned a credential in a prior year. ODE staff review each student's records and contact districts as necessary when ODE determines that a reporting error may have been made. ODE staff also review student records for each override applied in the previous year to determine which ones should be carried forward for the current year's processing. Additional student-level and aggregate validation checks continue throughout the validation window.

District Validation of Data

Once staff are satisfied that the processing is complete and accurate, and any necessary corrections have been implemented, the data are moved to the Achievement Data Insight (ADI) application, which allows authorized staff in schools and districts to see them. Historically, districts were only able to view their aggregate data, and had to request a file of student-level outcomes from ODE Research Analysts, but in 2012-13, ODE's IT staff created the ADI application. The application is a tremendous improvement over the previous system, allowing districts to review all of their data in

greater depth, as well as including several other user-friendly features such as sorting, filtering, asking questions through the application, downloading the data to a spreadsheet, and accessing data from previous years.

The improved application automates several previously manual functions, provides authorized district staff secure access to detailed student-level data, allows ODE staff to monitor activity on the validation in order to create customized reminder and notification systems for districts that have not reviewed their data, and frees ODE staff to devote more time to data quality measures.

Training on the use of the ADI application is conducted during the summer, but is also repeated as part of the larger graduation and dropout validation training, conducted shortly before the validation window opens. As with other trainings, these are conducted live and recorded for later review, and accompanied by updated technical manuals with details on the process.

Graduation and Dropout data are available in the ADI for about 6 weeks, beginning at the end of October. School and school district staff can view and download early versions of the aggregate data that will eventually make up the published reports, as well as detailed student-level data. Two ODE staff members in Salem, as well as three contractors (ODE's [regional ESD data collection support partners](#)) across the state, are available to answer questions and assist districts in making corrections to their data. ODE staff members also track which institutions have reviewed their data, and send reminders to those who have not. In the most recent validation, the application logged over 4,300 views of the validations.

Districts with questions about student outcomes contact an ODE Research Analyst, using ODE-issued secure student IDs to clearly and specifically identify the student without disclosing personally identifiable information in an unsecure manner. ODE staff review all records for the student, and explain how the data in the student's resolved record was determined. Generally speaking, staff then direct the district in the appropriate way to edit the underlying data sets in order to add a missing outcome. In some cases, ODE staff must introduce a manual override to the student's record, in order to correct data.

In the process of calculating graduation rates for 2011-12, ODE staff added more than 4,800 manual updates and overrides to the system. Since then, improved data quality checks throughout the cycle of the collections, as well as improvements to the mechanisms for collecting and updating data, have reduced this number to fewer than 100 updates and overrides for the 2014-15 graduation rates.

Throughout the validation window, ODE staff review data and contact districts to confirm unusual values or assist in making corrections. This includes districts with unusual increases or decreases from the previous year's rates, districts with exceptionally high transfer-out rates, and many other validations. Districts are contacted on an individual basis, and may also sign up for general reminders via a weekly [newsletter](#).

This year, in addition to the usual checks ODE performs, ODE contacted by email every district whose rate was below the state average, as directed by the Budget Note. Because state-level rates typically increase over the validation period, and the contact was made prior to the rates being finalized in order to allow districts time to edit, an email was also sent to every school district whose preliminary rate was up to 1 percentage point above the state average in order to ensure that all districts with rates below state averages were contact. The email informed the district what their

currently calculated graduation rate was and asked them to confirm that it is accurate, as well as providing links to training materials and policy and technical manuals.

The email was distributed in early December, approximately 1 week before the end of the validation period, to 84 school districts. At the time of the email, ODE records indicate that 60 of the identified districts were already in the process of or had completed reviewing and correcting their rates.

Over the course of the validation window, Oregon's statewide graduation rate increased from a preliminary 71.2% when the validation first opened, to a final 73.8% at the end of the window, a change that was the result of 800 additional transfer-out events and 600 additional graduation events added during the validation period. Half of a percentage point of that increase occurred after the email specified in the budget note was distributed, which is the typical size of the increase during those last two weeks in previous years.

After the validation closes in mid-December, ODE staff review and apply any final changes. Most necessary corrections can be made by districts themselves, via the previously described collections and some enhancements made to ODE's data collection process in the last few years, but some changes still require ODE staff to review and implement manual overrides on a student-by-student basis. Once this process is complete, a final refresh of the data is generated in early January and displayed to schools and school districts through the ADI. Districts have a short final opportunity to review the data and notify ODE of problems before the reports are published at the end of January.

Conclusion

As described above, ODE conducts an extensive training process for districts so that they can submit accurate data for use in cohort graduation rate calculations. ODE also provides extensive opportunities for district staff to review and edit their data prior to the publication of these rates. In the most recent year ODE, as directed, also contacted all districts with rates below the state average.

Despite the extensive system that is in place, ODE works each and every year to improve and streamline this process, and to improve quality of the data used to calculate cohort graduation rates. We work with stakeholders on a regular basis to review and revise our calculation rules and to improve the efficiency and accuracy of data reporting. We look forward to working with the legislature and other groups as we continue to improve our data collection and processing systems in the years ahead.

APPENDIX B: COMMUNICATION EXAMPLES

From: JACOBY Isabella Sent: Tue 12/1/2015 10:2

To: [REDACTED]

C:

Subject: SSID [REDACTED]

[REDACTED]

You may want to review records for SSID [REDACTED]. This student is currently coded as a dropout, but ADM records suggest that they may have previously earned credential, in which case they would qualify for a 6B ADM End Date Code. If you determine that they student does have a prior credential, please contact [REDACTED] to request to have the Annual ADM collection reopened so that you can edit their record.

Thanks,
Isabella

Isabella Jacoby
Research Analyst - Data Collection Lead
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Oregon Department of Education
503-947-5878 | isabella.jacoby@state.or.us

JACOBY Isabella Sent: Thu 12/3/2015 10:1

[REDACTED]

Short Graduation Rate Validation

[REDACTED]

ODE's budget notes this year, the legislature has asked us to contact a number of districts, [REDACTED], to confirm that your cohort graduation rate is accurate. If this message is more appropriate elsewhere in your district, please forward to them and let me know.

Your four-year cohort graduation rate is currently [REDACTED]. I see that your district has already [REDACTED] the four-year cohort graduation rate in the Achievement Data Insight (ADI) application, so if this [REDACTED], no further action is necessary. If you have not already viewed them, you may also wish to [REDACTED] the three-year cohort graduation rate and NCES dropout rate validations, which are also open at this [REDACTED] to view their own validation tiles in ADI. The Achievement Data Insight validations will refresh today [REDACTED] to display updated data.

[REDACTED]

Please remember to view the graduation and dropout validations for this year before they close. There are three validations: 4-year Cohort Graduation, 5-year Cohort Graduation, and the NCES Dropout validation. Our records currently indicate that none of them have been viewed by your district. If this email would be more appropriate for another staff member, please forward to them and let me know. It appears that the dropout and 4-year cohort graduation rates have changed significantly from last year's values for your district, so please ensure that they are accurate.

You can view the details and the student level data underlying the rates by logging into the Achievement Data Insight (ADI) application. Training on the use of the application, and on the validations in general, was conducted October 13, 2015, and a recording is posted at <https://district.ode.state.or.us/search/page/?id=250>. Please note that all corrections must be made at the student level, typically by editing your district's Cumulative ADM submission. If you are not sure how to correct a student's outcome, please contact your [ESD partners](#) or me with the student's SSID and the type and date of the outcome they should have.

Details of ODE's calculation methodology are available at http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual_201415.pdf and http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/dropout_exitadi_manual_20142015.pdf. The deadline for corrections to the graduation and dropout data is Friday, December 11, 2015.

Thank you,

Isabella Jacoby

Isabella Jacoby
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If the rate is inaccurate, or you wish to view more information about how we calculated this rate, you can view the details and student level data underlying this rate by logging into the Achievement Data Insight application. Training on the use of the application, and on the validations in general, was conducted October 13, 2015, and a recording is posted at <https://district.ode.state.or.us/search/page/?id=250>. Please note that all corrections must be made at the student level, typically by editing your district's Cumulative ADM submission. If you are not sure how to correct a student's outcome, please contact me with the student's SSID and the type and date of the outcome they should have. I know that many districts are already in the process of correcting this data, and we appreciate all of your hard work.

Details of ODE's calculation methodology are available at http://www.ode.state.or.us/wma/data/schoolanddistrict/students/docs/cohort-graduation-rate-policy-manual_201415.pdf. The deadline for corrections to the graduation and dropout data is Friday, December 11, 2015.

Thank you,

Isabella Jacoby

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From: JACOBY Isabella [mailto:isabella.jacoby@state.or.us]

Sent: Tuesday, December 01, 2015 11:09 AM

To: [redacted]

Subject: [redacted]

[redacted]

The student has ADM records indicating enrollment from September 2014 to May 2015 in 3rd period Cumulative ADM 14-15. If that record is accurate, you will want to make sure that the student's enrollment is included in Annual ADM 14-15 as well, so that you will get appropriate state school funding, and you can put the awarded diploma on that record.

If the 3rd period enrollment is not accurate, and the student has not been enrolled during the 2014-15 school year, then yes: use a program type 14 record to report the diploma without claiming ADM funding.

Thanks,
Isabella

From: JACOBY Isabella [mailto:isabella.jacoby@state.or.us]

Sent: Tuesday, December 01, 2015 11:03 AM

To: [redacted]

Subject: [redacted]

Isabella,

I am preparing to re-upload our program type code 14 records. Is that how I should report the outcome for this student? If so, I'll add her to the file first. I tried searching for her in the 14-15 cum ADM, and she's not there since she was last enrolled in 13-14.

[redacted]

From: JACOBY Isabella [mailto:isabella.jacoby@state.or.us]

Sent: Tuesday, December 01, 2015 10:52 AM

To: [redacted]

Subject: [redacted]

[redacted]

See more about: JACOBY Isabella.



From: [redacted]

Sent: Tuesday, December 01, 2015 10:48 AM

To: [redacted]

Subject: [redacted]

Isabella,

According to [redacted], this student received a diploma on [redacted].

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

From: JACOBY Isabella

Sent: Monday, November 16, 2015 12:09 PM

To:

Subject: [redacted]

[redacted]

Please review your records for SSID [redacted]. ADM records indicate that the student met diploma requirements in June 2014, and was not awarded a diploma at that time (4F ADM End Date Code). I see that the student was reported as re-enrolling in 2014-15, but only in 1st, 2nd, and 3rd periods. I also see that you confirmed your audit on this student in 1st period, but this is not an appropriate response to this type of audit.

If the student did re-enroll, please make sure that all of their 2014-15 enrollment is included in Annual ADM 14-15, and that they appear in 1st period 15-16 if applicable. If the student did not re-enroll, or is not currently enrolled with you, you must award the student their diploma and report the award of the diploma in Annual ADM 14-15 (4A ADM End Date Code). If the student never met their diploma requirements, and the 4F code was reported incorrectly, please let me know so that I can adjust the student's final outcome.

Isabella

APPENDIX C: TRAINING EXAMPLES

This section contains only a few selected slides from a few of ODE's trainings. Trainings can easily run more than 80 slides each, and last up to 90 minutes.

FIRST PERIOD CUMULATIVE ADM TRAININGS

One [training for new submitters](#), which covers how data is submitted and validated; second [training for all submitters](#), which covers the collection rules and definitions

Submitting the Data

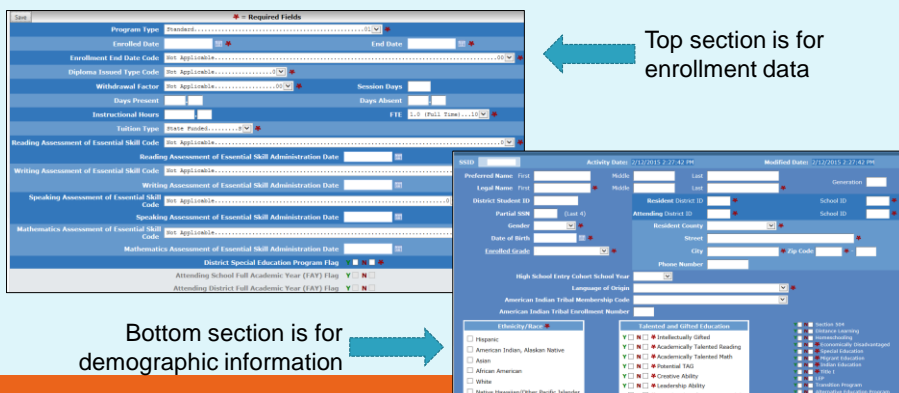
HOW Web Submission

Web Submission

Edit	SSID	District Student ID	Resident District ID	Resident School ID	Attending District ID	Attending School ID	First Name	Middle Name	Last Name	SSN (last 4)	Gender	Date of Birth	Enrolled Grade	Activity Date
	123456	1111	9999	8888	9999	8888	John		Doe	0000	M	01-01-2001	9	

Top section is for enrollment data

Bottom section is for demographic information



Errors & Audits

Errors What are Errors

Records in the error queue will not be part of the data collection until the error has been corrected.

Errors are generated by specific rules in the application. They appear in your Review Errors Menu. Errors are always wrong and must be corrected (unlike audits).

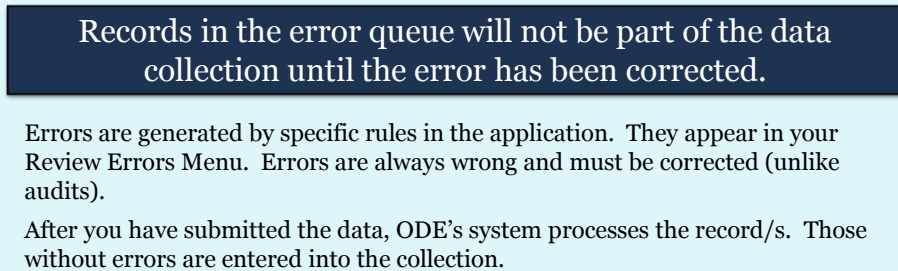
After you have submitted the data, ODE's system processes the record/s. Those without errors are entered into the collection.

Example: Student already reported for same time period in another school/district

Example: Enrollment Date is later than the End Date

Example: Required data fields are left blank

If you are not sure why you have received an error, you should contact Beth Blumenstein or your ESD partner with the student's SSID and the error message you're seeing.



Submitting the Data

WHAT
Student Demographics

Subgroup Flags:

[Process & Content Manual](#)



District Special Education

Student was enrolled in a district special education program during the school year and received general education classroom instruction for LESS THAN 40% of the time ([Federal Placement Codes 32-41](#)), including non-regular education settings.



Note:
Special Education flag must be Y when the District Special Education Flag is Y.



Submitting the Data

WHAT
Instructional Info

Program Type: 14

14: Report any additional outcomes (credentials, etc.) that were not previously reported. A credential could include a GED or other certification other than a regular high school diploma. Transfer and deceased codes are also allowed under this program type. Reported with 0 days present/absent, 0 hours of instruction, and 0 FTE. Tuition Type Code is P, and no funding is received for these records.



These records must be resubmitted in 2nd, 3rd, and Annual ADM Collections.

Program Type 14 vs Exit Adjustment:

- 14 = Adding information
- Exit Adjustment = Changing information



Submitting the Data

WHAT
Student Outcomes

Enrollment End Date Code 4 A & B: Completed Program

Code	Name	Description
4A	Completed Diploma-Track Program, Met Requirements for HS Diploma, and was awarded a HS Diploma	Students completed an approved program of study and met all state or district requirements for a high school diploma, and were awarded 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

Diploma Type Codes:

- 1 = Regular
- 2 = Modified
- 3 = Adult
- 4 = Extended



Note: Modified Diplomas are reported with an End Date Code 4A and Diploma Type 2, not an End Date Code 4B

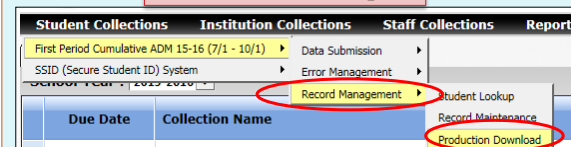


Production Download

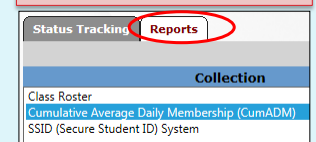
The production download contains the data that have been submitted to the collection. It will not show records that have unresolved errors in the error queue or records that are still being processed.

ALWAYS request a production download when you are done submitting your data and fixing your errors. Then, CHECK YOUR DATA, comparing what you should have submitted and what ODE has received.

When collection is open:



When collection is closed:



GRADUATION, DROPOUT, AND EXIT ADJUSTMENT TRAININGS

One training for [exit adjustment and data submission](#); second training for [calculations and validation](#)

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10/13/2015

How do I see the Calculated End Date Code?

The screenshot shows a student record form with various fields. A red rectangular box highlights the field labeled "Calculated Enrollment End Date Code". Other visible fields include "Speaking Assessment of Essential Skill Code", "Mathematics Assessment of Essential Skill Code", "District Special Education Program Flag", "Attending School Full Academic Year (FAY) Flag", "Attending District Full Academic Year (FAY) Flag", "Calculated Average Daily Membership (ADM) Amount", "SSID", "Activity Date", "Preferred Name", "Legal Name", "District Student ID", "Partial SSN", "Gender", "Date of Birth", "Resident District ID", "Attending District ID", "Resident County", and "Street".

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10/13/2015

What does the Calculated End Date Code mean?

- The calculated end date code is a mechanism for ODE to communicate with districts regarding students who may have been reported incorrectly, and to provide additional information about students to districts.

To be considered in calculated end date code processing:

- ADM Enroll Date 7/1/2014 or later for Annual ADM 2014-15 Records
- ADM Enroll Date 7/1/2015 or later for 1st Period ADM 2015-16 Records

New this year: The process will take ADM Diploma Type codes into account.

The most common calculated end date codes:

- **1A, 1D, 2A, 2D, 2?:** The student was reported in First Period Cumulative ADM 15-16
 - 2A if the student was reported in 1st period as attending an accountable district, or an ODE-sponsored charter
 - 2D if the student was reported in 1st period as attending JDEP
 - 2? if the student was reported in 1st period somewhere else
- **3E, 3F:** The student was last enrolled after May 15, 2015 (for 3F) or before May 15, 2015 (for 3E), and did not either re-enroll in 1st Period Cumulative ADM or report a different outcome in Annual (transfer out, graduate, specific dropout code...)

See the Dropout and Exit Adjustment Manual for the complete list

ADM Program Type 14

- These records can be used to submit diplomas, other credentials, and some non-credential outcomes, both for the current year and for prior school years.

Be careful when adding these records – **you must use the actual event date** in most cases. Using a date that is too late or too early may cause the record to be incorrectly excluded from this year's calculations.

Differences between Reports

	NCES	4-yr Cohort	5-yr Cohort
Denominator	Dropout Rate: Fall Membership 2014-15 in Grades 9-12 Grad Rate: Dropouts + Graduates	Adjusted Cohort (students with 2011-12 cohort, minus students whose last event was deceased or transferred out)	Adjusted Cohort (students with 2010-11 cohort, minus students whose last event was deceased or transferred out)
Graduates	Regular or Modified Diploma awarded between Sept 1, 2014 and Aug 31, 2015	Regular or Modified diploma earned by students in the adjusted cohort between July 1, 2011 and Aug 31, 2015	Regular or Modified diploma earned by students in the adjusted cohort between July 1, 2010 and Aug 31, 2015
Dropouts	Students reported as school-year dropouts between July 1, 2014 and June 30, 2015, plus students reported as 3F between May 1 and June 30, 2014.	No cohort dropout rate	No cohort dropout rate

Appealing Cohort Years – Review

- Cohort years may be reset because:
 - A data entry error was made
 - New documentation is discovered
- Cohort years may NOT be reset solely because:
 - A student skips a grade
 - A student repeats a grade or is demoted
 - A student moves from one district to another
 - A student spends a year or more not enrolled in school

Your ESD partners (www.ode.state.or.us/go/AssessmentHelp) can help you appeal a currently assigned cohort year. See <http://www.ode.state.or.us/news/announcements/announcement.aspx?id=8564&typeid=4> for instructions.

Column Headers

The screenshot shows a data table with the following headers: Grade Level(s), Total Students, Hispanic Students, White Students, Black Students, and St. A tooltip is displayed over the 'Total Students' header, containing the text: 'The total number of attending students, excluding ADM Program Type code 09, and any students in the K-12 grade range.' Below the headers, there is a row with a 'Tot' entry under the 'Grade Level(s)' column.

Click column headers to sort

Click "Show Filter" and type into the box to filter

Hover over a header to display more information

Clarifying Similar Outcomes

- Transferring to another institution (**Documented outcomes only**)
 - If the institution is another Oregon School District use **2A**
 - If the institution is a public program that does not offer a high school diploma, then use **2D**
 - If the institution offers a program leading to a high school diploma (including private or home school and some Job Corps), or the student has moved to another country, then use **2B** or **2C**
 - If the institution offers a program leading to a bachelor's degree, then use **5D** (not including expanded options or other college credit programs for students still enrolled in high school)
 - If there is no secondary education program, then use **3C** or **3D**.
 - Transferring to a non-traditional setting that is an off-campus program offering or an extension of the district, that is tracked by district, then use **1B** or **1C**;
 - Transferring to a non-traditional setting (residential facility, correctional institution, community or technical college program) not approved or tracked by the district, then use **3D**.

Accountable Institutions - Examples

- Student enrolls in **Magenta SD**, transfers to **Orange SD** in September 2012, and graduates from **Orange SD** in June 2015. Student is accountable to **Orange SD**.
- Student enrolls in **Aqua SD**, at **Daisy Johnson Charter School** and remains enrolled there through June 2015 without earning a credential. In September 2015, the student transfers to **Chartreuse SD**. Student is accountable to **Aqua SD** and **Daisy Johnson Charter School**.
- Student enrolls in **Crimson SD**, at **Coulson Memorial HS**. Student transfers into a **Crimson SD** district-level program in May 2014, and remains there until withdrawing from the school in June 2015. Student is accountable to **Crimson SD** and to **Coulson Memorial HS**.
- Student enrolls in **Crimson SD**, at **Coulson Memorial HS**. Student transfers to **Aubergine SD**, then returns to a district-level program at **Crimson SD** in May 2014, and remains there until withdrawing from the school in June 2015. Student is accountable to **Crimson SD**, but not to any school within **Crimson SD**.

Example

- A student attends **Carol Danvers High School** from September 2010 to May 2014. The student meets diploma requirements, but elects to remain enrolled for a fifth year, so she is reported with a 4F ADM End Date Code.
- In September 2014, the student enrolls in **Kamala Khan Early College Academy** for her fifth year of high school (note: both schools are in the same district). She completes the year there, and in June 2015 is awarded her diploma and reported with a 4A ADM End Date Code.

In the 2014-15 Cohort Graduation Rates, the student's outcome will be High School Diploma Awarded, and her Accountable School will be **Carol Danvers High School**.