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# OREGON

# COHORT GRADUATION RATE

## Policy and Technical Manual

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2013-14 Graduation Rates – Based on Students First Entering High School during the 2009-10  
and 2010-11 School Years

OREGON DEPARTMENT OF EDUCATION  
SALEM, OREGON



Rob Saxton, Deputy Superintendent of Public Instruction

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# IMPORTANT DATES

## 2014-15 First Period Cumulative ADM

September 25, 2014 (at 1:00 pm) to October 27, 2014 (at 11:59 pm) – Collection Window  
November 6, 2014 to November 14, 2014 – Review Window

## 2013-14 Cumulative ADM Exit Adjustment Window:

October 16, 2014 (at 1:00 pm) to December 1, 2014 (at 11:59 pm)

## 2013-14 Cohort Graduation Validation Window open in ADI:

November 6, 2014 (at 1:00 pm) to December 12, 2014 (at 11:59 pm)

## 2013-14 Embargoed Final Preview available in ADI (tentative)

January 8, 2015

## 2013-14 Cohort Graduation Report Publication Date:

January 29, 2015

## ACHIEVEMENT DATA INSIGHT

Validation of the cohort graduation report will occur through the Achievement Data Insight (ADI) application. Training on this application was conducted June 5, 2014, and a recording is posted at <https://district.ode.state.or.us/search/page/?id=234>.

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 NCES Dropout and Graduation Rate will also be validated during this time period. The Essential Skills Report will not be generated at the district or school level this year, and consequently will not open for validation.

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

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# INTRODUCTION

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 method identifies the year the student entered high school for the first time (known as the high school entry year, or cohort year) and uses longitudinal student data to determine the student's outcome after four years. An extended rate, allowing one additional year for completion, is also tracked and reported as the 5-year Cohort Graduation Rates.

The cohort graduation rate is [published](#) annually and the next report is scheduled for public release on January 29, 2015. These reports include other outcome categories for students in the cohort, in addition to graduates, and are disaggregated by subgroups such as race/ethnicity and gender.

Under Oregon's Consolidated State Application Accountability Workbook, high school graduation rate targets were set for each year of accountability. Due to the additional time needed to calculate accurate Cohort Graduation Rates, the 2013-14 rates will be used as part of the 2014-15 Accountability Year determinations. This year, the targets will be 72% for the four-year rate and 77% for the five-year rate. More information can be found [here](#).

The graduation rates are an important part of Oregon's School Ratings. In addition to being factored into the school's overall rating (for high schools or combined schools), any school that receives a Level 1 (the lowest level) for graduation cannot receive more than a Level 2 overall rating, irrespective of their growth and achievement ratings. Schools receive a Level 1 for graduation when both the four and five-year cohort graduation rates, for the most recent year and the past two or four years combined, are below 60%. See <http://www.ode.state.or.us/go/SchoolRC> for more information.

## 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 2010-11 school year would represent the percentage who graduated by 2013-14. 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. Students who transfer into the cohort are assigned a cohort year based on their first high school enrollment in any state or country.

Cohort High School Entry Year	Graduation Year (Four-year Rate)	Extended Graduation Year (Five-year Rate)
2008-09	2011-12	2012-13
<b>2009-10</b>	2012-13	<b>2013-14</b>
<b>2010-11</b>	<b>2013-14</b>	2014-15
2011-12	2014-15	2015-16
2012-13	2015-16	2016-17
2013-14	2016-17	2017-18
2014-15	2017-18	2018-19
2015-16	2018-19	2019-20

## 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 standard diploma within four years of entering high school. *See page 17 for definitions of the credentials and other outcomes.*

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:

$$\frac{\text{Number of students in the adjusted cohort who earn standard diplomas by August 2014}}{\left( \begin{array}{l} \text{Number of students who were first enrolled in high school in 2010-11} \\ + \text{Students who transferred into the cohort} \\ - \text{Students who transferred out of the cohort} \end{array} \right)}$$

Note that the numerator includes only standard diplomas earned in four or fewer years. Students earning other high school credentials will be included in the adjusted cohort (i.e., the denominator), but will not be included in the count of graduates (i.e., the numerator).

## 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, and students whose education was interrupted.

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

$$\frac{\text{Number of students in the adjusted cohort who earn standard diplomas by August 2014}}{\left( \begin{array}{l} \text{Number of students who were first enrolled in high school in 2009-10} \\ + \text{Students who transferred into the cohort} \\ - \text{Students who transferred out of the cohort} \end{array} \right)}$$

## WHAT ABOUT STUDENTS WHO EARN A CREDENTIAL OTHER THAN A STANDARD DIPLOMA?

Students who earn an extended or adult high school diploma, or a GED, are included (along with students who earned a standard 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.



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## CHANGES FOR THE 2013-14 CALCULATION

Beginning in 2013-14, the following changes apply to the calculation of cohort graduation rates. ODE will not recalculate previously published rates using these changes; therefore, cohort graduation rates for 2012-13 and earlier may not be comparable to cohort graduation rates for 2013-14 and later.

- Oregon law requires school districts to offer two standard diplomas: the Oregon diploma (“Regular High School Diploma” in data collections) and the modified diploma. Oregon law also allows districts to offer an honors diploma or other tiered diploma as a standard diploma. Based on [the determination that a modified diploma meets the requirements for financial aid eligibility](#) – i.e. that it is 'the recognized equivalent of a high school diploma' – **ODE will include the modified diploma along with other standard diplomas when calculating the four and five year cohort graduation rates, beginning with the 2013-14 rates.** Extended Diplomas, Adult High School Diplomas, and GEDs will continue to be included as completers, but not as graduates.
- School Boards may establish additional diploma requirements beyond the minimums laid out in [OAR 581-022-1130](#), including the establishment of multiple “tiers” of regular diplomas. Eligible students may be claimed for state school funding after meeting the requirements to receive a regular diploma as long as a) the diploma has not been awarded, and b) they are pursuing (and have not yet satisfied requirements for) at least one of the diploma tiers approved by the district’s school board. **ODE will collect data on students who have satisfied requirements for at least one type of standard diploma recognized by their district, and will include those students as graduates irrespective of whether or not a diploma has been awarded.** See [https://district.ode.state.or.us/apps/info/docs/AdditionalGuidance\\_4F\\_072314.pdf](https://district.ode.state.or.us/apps/info/docs/AdditionalGuidance_4F_072314.pdf) and <https://district.ode.state.or.us/wma/groups/dcc/2013-14/new-adm-end-date-codes.pdf> for additional information.

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# 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 2010-11. These are the students whose expected four-year graduation date was in spring/summer 2014.

1. Determine the students who were first enrolled in high school in 2010-11, based on their assigned high school entry year in SSID.
2. Determine which of those students were enrolled in a public Oregon high school between 2010-11 and 2013-14. Include only those students in the unadjusted state cohort.
3. Determine a final outcome (e.g., earned a diploma, continuing enrollment, transferred out) for each student in the unadjusted state cohort.
4. 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 2010-11 and 2013-14 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.
5. Determine the race/ethnicity and gender of each student.
6. Determine whether the student belongs to the English learners, ever English learners, students with disabilities, talented and gifted, and/or economically disadvantaged subgroups.
7. Remove all students whose outcome (from step 3) 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.
8. Count the number of students whose outcome was a standard high school diploma. This is the numerator for the cohort graduation rate calculation.
9. 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 completion rate calculation.

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

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# 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 2010-11 Cohort	
School Year	Enrolled Grade
2008-09	7
2009-10	8
<b>2010-11</b>	<b>9</b>
2011-12	10
2012-13	11
2013-14	12

## 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 may occur 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 (see page 8).*

### 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 may 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.

### Students who repeat a grade

Students who repeat a non-high school grade should not have their high school entry year set until their first high school enrollment. Students should not be "rolled forward" automatically from grade 8 to grade 9 until the school is certain that the student is enrolling in grade 9. For example, a student who is enrolled in grade 8 in 2009-10, then repeats grade 8 for 2010-11, should not have a high school entry year assigned prior to advancing to a high school grade.

Students who repeat a high school grade should not have their high school entry year adjusted to compensate for the repetition. Students should retain the year that corresponds to their *first* high school enrollment. For example, a student who enrolls in grade 9 in 2009-10, then repeats grade 9 in 2010-11, will retain the 2009-10 high school entry year.

## **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.

## 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 Identifier (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.
- 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 9<sup>th</sup> grader in 2005-06 and transfers to district B in 2007-08. District B enrolls the student as a 10<sup>th</sup> 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](#).

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# 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 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 2010-11 who received public or publicly funded education at some point in their high school career 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.

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## DETERMINING THE FINAL OUTCOME

ODE will use available student data in Cumulative ADM to determine a final outcome for each student. Possible final outcomes include, in order of precedence:

- Standard diploma
  - Oregon Diploma (Regular High School Diploma)
  - Modified Diploma
- Removed from the cohort
  - Deceased/Permanently Incapacitated
  - Émigrés, including Honorary Diplomas
- Transferred to homeschooling, private school, or another stateOther completer:
  - Adult High School Diploma
  - Extended Diploma
  - GED
- Non-dropout, non-completer
  - Alternative Certificate
  - Continuing Enrollment

### DROPOUT/NON-CONTINUING HIERARCHY OF OUTCOMES

Most students have multiple enrollment records, and many have multiple outcome records as well. 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” or deceased 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 standard 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.

## Examples of Outcome Determination

Example 1: Maria has a dropout record for 2010-11, but subsequently enrolled in 2012-13 and continued enrollment into the fall of 2014-15. She will be reported as Continuing Enrollment.

Example 2: John received a modified diploma in 2012-13 and continued his enrollment in 2013-14, but dropped out in April 2014. He will be reported as Modified Diploma.

Example 3: Carrie received a modified diploma in 2012-13, but has enrolled in 2013-14 and is working toward a regular diploma. She will be reported as Modified Diploma.

Example 4: Adam dropped out in 2009-10, but earned a GED in 2010-11. He will be reported as GED.

Example 5: Jeanine dropped out in 2010-11, but returned in the summer of 2013-14 and earned a regular diploma in August 2014. She will be reported as a graduate (Regular Diploma).

Example 6: Marco dropped out in 2010-11, earned a GED in 2011-12, but then died in June 2013. He will be reported as deceased and removed from the adjusted cohort.

Example 7: Carla received a regular diploma in 2012-13, 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 2012-13, and then moved to Canada in July 2013. He will be reported as a graduate (Modified Diploma).

Example 9: Fiona dropped out in 2011-12. Her district notifies ODE that she enrolled in a private school in 2013-14. She will be reported as a transfer out of the cohort and removed from the adjusted cohort.

Example 10: Carlos moved to Mexico in 2011-12. In 2012-13, he returned to school in Oregon and earned a Modified Diploma. He will be reported as a Modified Diploma.

See [https://district.ode.state.or.us/apps/info/docs/OutcomeRankDescriptions\\_1314.pdf](https://district.ode.state.or.us/apps/info/docs/OutcomeRankDescriptions_1314.pdf) for a complete list of outcomes and rankings for the 2013-14 rates.



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# 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 18 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 schools 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 44, for more information on documentation requirements.

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 continuous 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 11 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 outcome, 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 standard 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.

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# DETERMINING SUBGROUP MEMBERSHIP

## **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.

## **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 2010-11 cohort, students are included if they were reported as receiving special education services any time between July 2010 and June 2014.

## **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 2010-11 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 2010-11, 2011-12, 2012-13, or 2013-14 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 2013-14.

## **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 extract at any point during the school years being measured.

## **MIGRANT (MGRNT)**

Students are included in the migrant subgroup if they were reported in Oregon's Migrant Student Information System (OMSIS) at any point during the school years being measured.

## **HOMELESS (HMLSS)**

Oregon does not currently have sufficient student-level data to report a cohort graduation rate for homeless students. The NCLB Title X: Homeless collection began in 2012-13, meaning that Oregon will begin including this data in cohort graduation rates by the 2016-17 calculation.

See page 20 for more information on data sources used for the cohort rate calculations.

## 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 2010-11** – A student whose first enrollment in a high school grade anywhere in the United States or elsewhere was during the 2010-11 school year. The student’s enrollment in school years 2009-10 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 2009-10 and were enrolled in grade 10 or higher in 2010-11.

**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. Also referred to as “Cohort Year.”

**Transfer In** – For the 2010-11 cohort, a student who is a member of the adjusted cohort and who transferred into the school or district after the beginning of the 2010-11 school year, but before the end of the 2013-14 school year. Students who transferred in to a school for the first time in the 2014-15 school year will not be included in that school’s cohort for the 2013-14 rates.

**Unadjusted State Cohort** – For the 2010-11 cohort, all students who were enrolled in a public school in Oregon at some point during the period 2010-11 to 2013-14, and who were first-time high school students in 2010-11.

## 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. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

**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. Students who earn this credential are not considered completers for the purposes of the cohort completion rate, or graduates for the purposes of the cohort graduation rate.

**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](#). This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

**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. This credential is included as a completer in the cohort completion rate, but is not included as a graduate in the cohort graduation rate.

**Standard Diploma** – A diploma earned when the student has fulfilled all school district and state requirements as described in [ORS 329.451](#). Oregon law requires districts to offer two standard diplomas. Both diplomas count as “Graduates” for the purposes of the cohort graduation rate, beginning with the 2013-14 rates.

- **Oregon Diploma** – Also referred to as the Regular High School Diploma, this is the diploma described in [OAR 581-022-1130](#).
- **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 2010-11 who was still enrolled during the 2014-15 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 between the first school day in September and 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.

**Deceased** – A student whose last record indicates that they were permanently incapacitated or deceased.

**Dropout/Non-completer** – 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. This category includes both students explicitly reported as dropouts, as well as students who were reported as expected to return, but for whom no record of re-enrollment exists.

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

## EDUCATIONAL SETTINGS

**Attending District and School** – For most students, this is the district responsible for the school or program the student attended and the school that provided the instruction to the student. Attending districts and schools are responsible for reporting enrollment and outcome data for their students. For most students, the Attending institutions are the same as the Resident institutions (see below).

**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 also [ORS 420A](#).

**Elementary Grade** – Any grade from pre-kindergarten through 8<sup>th</sup> 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', or '12'.

**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 and School** – The district and school accountable for the education of the student. As defined in [ORS 339.133](#), this is generally the district in which the parent or guardians of the student resides. The student usually lives within the district-defined boundaries of the resident school. 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](#). The resident school can be the same as the resident district for students who are enrolled in district-level programs.

**Youth Corrections Education Program (YCEP)** – the provision of educational services to youths in youth correction facilities. See “Youth Correction Facility” and [ORS 326.695](#).

**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](#).

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# DATA SOURCES

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](#) (also available via the Cumulative ADM schedule of due dates page) and send it to your [ESD partner](#) by [secure file transfer](#).

## 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.

### Cumulative ADM

Cumulative ADM contains all enrollment and outcome records for school years 2009-10 and later.

Cumulative ADM records are used to help determine the last enrolled degree-granting institution and the student's outcome. Refer to the [Cumulative ADM Manual](#) for more information on reporting and outcomes.

### Spring Membership

Spring Membership is a list of the students enrolled in Oregon on the first school day in May each year.

Beginning with 2009-10, this list is extracted from the 3<sup>rd</sup> period Cumulative ADM collection.

Spring Membership records are used to help determine membership in the economically disadvantaged and talented and gifted subgroups.



## **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, or at any point after 2006-07, for the purpose of setting the LEP and Ever LEP subgroups.

### **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 information on 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. ODE matches data provided by CCWD to our existing enrollment data to incorporate these additional outcomes into cohort processing.

### **District Updates and Appeals**

After reviewing ODE's data, districts may provide additional outcome or subgroup data by appealing (for instance, to correct past data that was misreported). This data is reviewed by ODE and incorporated into the final reports if appropriate. Most outcome updates are now handled by submitting a program type 14 record to cumulative ADM, rather than by submitting an appeal to ODE.

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## RESOURCES

- ODE Video Training - <https://district.ode.state.or.us/search/page/?id=236>. Graduation and Dropout Reporting trainings will be conducted and posted here.
- Achievement Data Insight:  
This is an application, available through ODE's secure district site (<https://district.ode.state.or.us/home/>), which provides access to aggregate and student-level data. A training on the use of this application was conducted on June 5, 2014, and a recording of that training is available at <https://district.ode.state.or.us/search/page/?id=234>.
- Annual Cumulative ADM documentation and resources:  
[https://district.ode.state.or.us/apps/info/DataClctnDetail.aspx?id=246&Collection\\_ID=1102](https://district.ode.state.or.us/apps/info/DataClctnDetail.aspx?id=246&Collection_ID=1102).
- Program Type 14 Reporting Guidance:  
[https://district.ode.state.or.us/apps/info/docs/Prog14Guidance\\_09252014.pdf](https://district.ode.state.or.us/apps/info/docs/Prog14Guidance_09252014.pdf)
- Outcome rank descriptions: [https://district.ode.state.or.us/apps/info/docs/OutcomeRankDescriptions\\_1314.pdf](https://district.ode.state.or.us/apps/info/docs/OutcomeRankDescriptions_1314.pdf)

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## SUGGESTED VALIDATION CHECKLIST

Although not a complete list, the following steps can help you avoid some of the most common errors.

- All graduates are reported.
- All completers are reported.
- Dates on program type 14 records are accurate. Program type 14 records with dates occurring before the end of the student's last enrollment may not be picked up as the student's final outcome.
- Review student records for non-completers to make sure all "transfer out" outcomes have been reported. Some transfer documentation does not arrive until months after the student has left your district, and may have been missed or unavailable when their original leaver event was reported.
- If you have documentation of a transfer to another Oregon school for a student who is still included in your adjusted cohort, check to see if there is another SSID for this student. If you find one, contact the ODE Helpdesk ([ode.helpdesk@state.or.us](mailto:ode.helpdesk@state.or.us)) and request a merge.
- Review students who you know to be continuing their enrollment to make sure they have all been reported in 1<sup>st</sup> period cumulative ADM.
- Particularly for continuing students and transfers in, make sure that the correct high school entry year has been set.
- Review subgroup identifications for accuracy. Remember that most subgroups are based on four or five years of records for a student. Include other district staff members, such as special education directors, when reviewing data for subpopulations they focus on.
- Review accountable school determinations to ensure that students are accountable to the last school responsible for them. If students transferred between schools within your district, make sure their resident school in cumulative ADM has been updated appropriately.
- Review all reported graduates to ensure that they were all awarded their high school diploma. Incorrectly reporting a student as a graduate can impact your ability to claim continued state school funding for them.