



ADJUSTED COHORT GRADUATION RATE (ACGR) GUIDANCE

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Authority

If, at any time, a portion of this document conflicts with a state law or regulation that has jurisdiction over the Nevada Department of Education (NDE) and/or Nevada school districts, the law or regulation shall take precedence over that portion of the document and the document will be revised accordingly.

PURPOSE

Nevada Department of Education (NDE) is issuing this guidance document to provide Nevada's 17 school districts, State Public Charter School Authority, The Davidson Academy of Nevada, Achievement School District and the Independence High School with information to assist them in meeting their obligations under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

This document is expected to provide Nevada's 17 school districts, State Public Charter School Authority, The Davidson Academy of Nevada, Achievement School District and the Independence High School clarity on the four-year ACGR definition, requirements for calculating the ACGR and common questions related to implementation and reporting of the ACGR.

This document supersedes any other document issued previously and is subject to revision.

INTRODUCTION

Student graduation from high school with a regular high school diploma is an important indicator of school success and one of the most significant indicators of student college and career readiness. A uniform and accurate measure of the four-year high school graduation rate that is comparable across States and consistently reported over time is critical to understanding the successes and challenges for schools in ensuring that all students graduate from high school. This measure can promote accountability and reward success for high schools across the nation. This measure also supports the realization of Title I's purpose: to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

Please note that all public high schools (grades 9-12) are required to participate in this validation. Schools that are NOT participating will receive a 0% graduation rate. Once the validation period is complete, NDE will publish the rates. The validation effort comprises the entirety of the review and remediation process. There is no appeal process once the validation is complete. Participants in this validation process are expected to pay close attention to their data, and stay in contact with the NDE staff during the validation window. Graduation rates are used in the Nevada School Performance Framework (NSPF) and in school consequence designations. There will be no graduation rate appeal process during NSPF calculations.

Under the ESSA, each State and LEA must calculate and report on its annual report card a four-year ACGR disaggregated by subgroups. For its statewide accountability system under Title I, each State also must establish ambitious State-determined long-term goals, and measures of interim progress toward meeting

the goals, for all students and for each subgroup of students for indicators including high school graduation rates.

DATA VALIDATION

ACGR data validations are made through the Data Validation Sign and Lock (DVSL) application on the NDE's secure Bighorn Portal. NDE pulls the cohort data from statewide information system and populates the DVSL cohort tables. LEAs are then asked to review their data in the DVSL application and submit an exception file to NDE staff for cohort corrections if needed. When NDE receives the exception file, it is checked by the NDE staff for accuracy and completeness. If the exception file is not in the correct format and/or has wrong data, it is rejected and LEA needs to re-submit after corrections. Once the exception file is received by NDE in correct form, it is processed and the DVSL cohort tables are updated. At this point, LEAs are asked again to review their data in the DVSL for a final check. To finalize and formalize the LEA validation, LEAs lock their data in the DVSL. For more details please see Attachment A.

Training: If this is your first time validating graduation data or if you would like technical assistance from NDE staff about this validation, please contact gkaplan@doe.nv.gov.

WHAT IS "ADJUSTED COHORT GRADUATION RATE"?

ACGR is the percentage of students who graduate in a specific period with a regular high school diploma. From the beginning of 9th grade (or the earliest high school grade), students entering that grade for the first time form a cohort that is adjusted by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. Please study the Table 1 depicting the relations between the first time 9th grade entry and the four, five and six year cohorts.

Table 1: Relations between the first time 9th grade entry and the ACGR

First time 9 th grade entry	Cohort of	4 year class of	5 year class of
14-15	14-15	17-18	18-19
15-16	15-16	18-19	19-20
16-17	16-17	19-20	20-21
17-18	17-18	20-21	21-22
18-19	18-19	21-22	22-23
19-20	19-20	22-23	23-24

ACGR TIMELINE AND CUTOFF DATE

Table 2 summarizes the ACGR timeline and the cutoff date. For cohort reporting purposes only, October 1st after the summer school is considered as the last day a student can be counted as a graduate/non graduate/transfer out.

Table 2: ACGR Timeline

Season	Month(s)	ACGR Type	Cohort of	Class of	Cutoff Date
Winter'21	January - April	5 year	2015 - 16	2019 - 20	10/01/2020
Fall'21	September – December	4 year	2017 - 18	2020 - 21	10/01/2021
Winter'22	January - April	5 year	2016 - 17	2020 - 21	10/01/2021
Fall'22	September – December	4 year	2018 - 19	2021 - 22	10/01/2022

FOUR YEAR COHORT GRADUATION RATE

The four-year cohort graduation rate measures the percent of students in a ninth grade cohort who graduate with a regular high school diploma within four years or less. Four year rate is used in the high school rating system (NSPF). Federal regulations require states to report and use an ACGR based on the following formula given in Equation 1 (which is written below for the class of 2019-20):

Equation 1: Four year ACGR formula

$$4 \text{ year rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the school year 2019 – 20}^*}{\begin{aligned} &\text{All first time 9th graders in Fall 2016 (starting cohort),} \\ &+ \\ &\text{students who transfer in during SY 2016 – 17, SY 2017 – 18,} \\ &\text{SY 2018 – 19, and 2019 – 20} \\ &- \\ &\text{students who transfer out**, emigrate, or die during SY 2016 – 17, 2017 – 18,} \\ &\text{2018 – 19 and 2019 – 20} \end{aligned}}$$

FIVE YEAR COHORT GRADUATION RATE

Nevada also reports a five year extended year graduation rate. The five year ACGR measures the percent of students in a ninth grade cohort who graduate with a regular diploma in five years or less. Same business rules that apply to the four year ACGR will apply to the five year ACGR. This rate will also be used in the high school rating system (NSPF). The regulations require states to report and use a five-year ACGR based on the following formula given in Equation 2 (which is written below for the class of 2019-20):

Equation 2: Five year ACGR formula

$$5 \text{ year rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the school year 2019 – 20}^*}{\begin{aligned} &\text{All first time 9th graders in Fall 2015 (starting cohort),} \\ &+ \\ &\text{students who transfer in during SY 2015 – 16, SY 2016 – 17,} \\ &\text{SY 2017 – 18, 2018 – 19 and 2019 – 20} \\ &- \\ &\text{students who transfer out**, emigrate, or die during SY 2015 – 16, 2016 – 17,} \\ &\text{2017 – 18, 2018 – 19 and 2019 – 20} \end{aligned}}$$

* October 1st after the summer school is the cutoff date.

** Please refer to Attachment B for the exit/withdrawal codes to be used in the validation.

Note: Denominators in the ACGR equations are also equal to the sum of the graduates and non-graduates.

Nevada defines a regular high school diploma to be:

- Standard diploma
- Advance diploma
- Adult diploma

- Alternative diploma
- CCR diploma

Numerator does not include:

- High School Equivalency Certificate
- Adjusted Diploma

QUESTIONS AND ANSWERS

In this section, you will find common questions and answers as they are related to ACGR.

1. How is a “regular high school diploma” defined?

For the purposes of calculating the ACGR, a “regular high school diploma” is the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential, such as a diploma based on meeting Individualized Education Program (IEP) goals (adjusted diploma in Nevada). The term “regular high school diploma” also includes any “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a regular high school diploma. In Nevada, regular high school diploma includes:

- Standard Diploma
- Advanced Diploma
- Adult Diploma
- College and Career Ready Diploma (starting with SY 2017-2018)
- Alternative Diploma (starting with SY 2018-2019)

2. How is a student who graduates in more than four years counted in the four-year ACGR? What about the five-year ACGR?

A student who graduates in more than four years is not counted as a graduate in the four year ACGR. Such a student must be included in the denominator of the four-year ACGR and would not be included in the numerator because the student did not graduate in four years or less with a regular high school diploma.

A student who graduates in five years is not counted as a graduate in the four-year ACGR, but will in the five-year ACGR. The numerator of the five-year ACGR calculation includes all graduates from the four-year cohort plus those students who graduated the following year. The five-year cohort denominator is the same as the four-year cohort denominator unless there is a need to adjust the cohort for students who transfer out, immigrate to another country, or die during the fifth year.

3. Do summer school graduates count as four-year graduates? What about five-year?

Yes, the regulations define “students who graduate in four years” as “students who earn a regular high school diploma at the conclusion of their fourth year, before the conclusion of their fourth year, or during a summer session immediately following their fourth year.” States have the option of including summer graduates in the four-year ACGR; it is not a requirement. In Nevada, the four-year ACGR will include students who complete graduation requirements in the summer session immediately following their fourth year. Similarly, the five-year ACGR in Nevada will include students who complete graduation requirements in the summer session immediately following their fifth year. This is why the October 1st is the cut off.

4. Are students ever removed from the cohort?

Students can only be removed from a cohort under three circumstances: (1) if they transfer out and enroll in another school or in an educational program that culminates in the award of a regular high school diploma, (2) if they immigrate to another country, or (3) if they die.

5. How do deceased students affect the cohort?

If a student passes away during enrollment, the student will be removed from the cohort. If however, a student passes away after withdrawing from school (e.g. dropping out), the last withdrawal code will determine how the student is counted in the cohort.

6. Will foreign-exchange students be part of a district’s cohort?

No, a foreign-exchange student will not become a member of the cohort as long as the student is transferred out correctly.

7. How is the ever_XXX subgroup defined in the cohort?

A student will be reported as ever_FRL if they are identified as FRL at any time in his/her high school career.

A student will be reported as ever_IEP if they are identified as IEP at any time in his/her high school career.

A student will be reported as ever_EL if they are identified as EL at any time in his/her high school career.

A student will be reported as ever_MIG if they are identified as MIG at any time in his/her high school career.

A student will be reported as ever_Foster if they are identified as Foster at any time in his/her high school career.

A student will be reported as ever_Homeless if they are identified as Homeless at any time in his/her high school career.

A student will be reported as ever_CTE if they are enrolled in L2 or higher level CTE course at any time in his/her high school career.

8. If a dropout returns to school, will they no longer be counted as a dropout?

If students who drop out return to school, they will no longer be counted as drops. The student record system should be updated when a student returns to school to reflect the fact that they have reenrolled. Every student enrolled in Nevada public schools has a unique identification number that does not change as long as the student is enrolled in a Nevada public school. These students who reenroll will be included in their original 9th grade cohort for graduation rate purposes.

9. When may a school or LEA remove a student from a cohort?

Only a student who transfers out and enrolls in another high school or in an educational program including a program in a prison or juvenile facility, from which the student is expected to receive a regular high school diploma or alternative diploma, emigrates to another country, or dies may be removed from a high school's or LEA's cohort.

Before removing a student from a cohort, a school or LEA must obtain confirmation in writing that the student transferred out, emigrated, transferred to a prison or juvenile facility, or died. A student may not be removed from the cohort for any other reason. Thus, LEAs and schools must ensure that a student who drops out of high school is not deemed a transfer out for the purposes of calculating the ACGR; rather, the student must remain in the adjusted cohort—that is, in the denominator of the graduation rate calculation.

10. What is the definition of a “transfer”?

A *transfer into* a cohort occurs when a student enrolls in a high school after the beginning of the entering cohort's first year in high school, up to and including in grade 12. A *transfer out* of a cohort occurs when a student leaves a high school and enrolls in another high school or in an educational program from which the student is expected to receive a regular high school diploma or alternate diploma. LEAs may not count as a transfer a student who is retained in a grade, enrolls in a general equivalency diploma program, is transferred to a prison or juvenile facility that does not provide a regular high school diploma or an alternate diploma (or from which the student is not expected to receive), or leaves high school for any other reason in the four-year or extended-year graduation rate; such students must remain in the adjusted cohort (i.e., must be included in the denominator of the graduation rate for that cohort).

11. When a student transfers into a high school, to which cohort should a school or LEA assign the student?

A student who transfers into a high school must be assigned to the cohort in which the student started grade 9 for the first time. This information should be easily obtained for the vast majority of students who

transfer into a high school. Schools and LEAs should make every effort to obtain this information for students who transfer from another State or another country.

If a student who has repeated a grade transfers into a high school, the student must be assigned to the cohort in which the student started grade 9 for the first time. Unless the student skipped a grade later in high school or caught up with the original cohort in some other manner, that student could not graduate within four years of starting grade 9.

12. How may a school or LEA count a student who re-enrolls in a public high school after having dropped out of school for a period of time in the four-year or extended-year ACGR?

The following example addresses this question: A student who was a first-time student in grade 9 in the 2014-2015 school year drops out after 10th grade at the end of the 2015-2016 school year, and then re-enrolls into a different high school in 2017-2018, that student may be deemed to have transferred into the receiving high school and should be assigned to the cohort in which the student was a member when he or she started grade 9 for the first time (the 2014-2015 school year). Unless the student skipped a grade later in high school or caught up with the original cohort in some other manner, that student could not graduate within four years of starting grade 9, and therefore would count as a non-graduate in the four-year graduation rate. However, if the student graduates in more than four years, he or she may be counted as a graduate in an extended-year graduation rate. As long as the student re-enrolls before the NDE determines the four-year graduation rate for that student's cohort (NDE cut off date for cohort is October 1st), the student would no longer be recorded as a dropout in the first high school and, at that point, the student would be removed from the first high school's cohort. The school/LEA information system should be adjusted accordingly.

13. May a school or LEA count a student as a transfer if the student leaves a public high school and enrolls in a private school?

It depends. If a student leaves a public high school to enroll in a private school at the discretion of the student's parents, that student would be considered a transfer out. However, if a student with a disability is placed in a private school by an LEA in order to meet the student's special education and related services needs under the IDEA, the LEA remains responsible for ensuring that the student receives a free appropriate public education while placed in the private school. In this situation, the student may not be considered a transfer out.

14. May a school or LEA consider a student to be a transfer if the student leaves a public high school to be homeschooled?

Yes. A student who leaves a public high school to be homeschooled would be considered to be a transfer if the homeschool program meets State's requirements for compulsory attendance and other State laws or policies applicable to homeschools. Some students who leave a public high school to be homeschooled may continue to take courses from the public high school. If that student is considered by the State to be primarily a homeschooled student and the State has appropriate documentation of the transfer, then the student would not be required to be included in the ACGR calculation for the public high school.

15. May a school or LEA consider a student to be a transfer if the student leaves a public high school and enrolls in another educational program?

A student who leaves a public high school and enrolls in another educational program may be considered a transfer only if that educational program is one from which a student can expect to receive a regular high school diploma or alternative diploma. For instance, if a student leaves a public high school because the student is placed in a dropout recovery center, the student would be a transfer if the center provides, and the student enrolls in, an educational program from which the student is expected to receive a regular high school diploma or alternative diploma. Otherwise, the student may not be considered a transfer and must remain in the sending school's adjusted cohort for purposes of calculating the four-year and extended-year graduation rates.

16. May a school or LEA consider a student to be a transfer if the student leaves a public high school to enter a prison or juvenile facility?

A student who leaves high school to enter a prison or juvenile facility may be considered a transfer only after an adjudication of delinquency and if the student is in a prison or juvenile facility that has a school (as defined under State law) or provides an educational program from which the student is expected to receive a regular high school diploma or alternative diploma during the period in which the student is assigned to the prison or juvenile facility. If the facility does not have a school or educational program, or provides an educational program that does not offer a regular high school diploma or alternative diploma, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, and State in which the student last attended high school. Further, if a student is not expected to be in a facility for sufficient duration to receive a regular high school diploma or alternative diploma (i.e., if the student will leave the facility prior to his or her high school graduation and therefore is expected to return to the student's sending high school or another high school), the student may not be removed from the cohort of the sending school.

17. Why is written confirmation required before a student may be removed from a cohort?

Before a student is removed from a cohort, a school or LEA must have written confirmation that a student has transferred, immigrated to another country, transferred to a prison or juvenile facility, or died. Written documentation is required evidence of a transfer, facilitates audits and, thus, will help ensure that a school, LEA, and State have an accurate measure of graduation rate.

18. What documentation is required to confirm that a student has transferred out?

To confirm that a student transferred out, a school or LEA must have “official written documentation” that a student has transferred to another high school or to an educational program from which the student is expected to receive a regular high school diploma or alternative diploma. 34 C.F.R. § 200.34(b)(3)(i).

- **In-state transfer outs:** In the case of a student who moves to another public school within the State, that transfer would most likely be officially documented and recorded in the State’s information system; thus, a record from the State’s data system would be considered official written documentation. Other examples of official written documentation include: a request for student records from a receiving public or private high school or an educational program (that offers a regular high school diploma or alternative diploma); or a written record of a response from an official in the receiving school or program acknowledging the student’s enrollment.
- **Homeschool:** With respect to a home-schooled student, official written documentation may include, for example, a letter of withdrawal or other written confirmation from the parent or guardian; any documentation that meets the homeschool notification or compulsory attendance requirements in the State; or any other written documentation accepted in the State to verify a child is homeschooled. A conversation with a parent or neighbor of a student, for instance, would not be considered official written documentation of a transfer.
- **Out of country:** A school or LEA must have written confirmation that a student has emigrated to another country but need not obtain official written documentation. 34 C.F.R. § 200.34(b)(3)(ii). For example, if a parent informs a school administrator that the family is leaving the country, the school administrator may document this conversation in writing and include it in the student’s file. The regulations do not require written documentation to be “official” for a student who emigrates to another country because the USDOE recognizes that it may be difficult, if not impossible, to obtain transcripts or other official documentation from another country confirming that the student is enrolled in school.

19. What documentation is required to confirm that a student is deceased?

A school or LEA must have written confirmation that a student is deceased before removing the student from the cohort. (34 C.F.R. § 200.34(b)(3)(iv)). A letter from a parent or an obituary or death notice is

sufficient documentation. Official written documentation of a student's death, such as a death certificate, is not necessary.

20. If, after multiple attempts, an LEA cannot obtain official written documentation that a student has transferred out, may the LEA remove the student from the cohort?

No. Although in some cases it may be difficult for an LEA to obtain official written documentation of a student's transfer, the student may not be removed from the cohort simply because the student's status cannot be documented. Removing from the cohort a student whose status cannot be documented could produce an inaccurate graduation rate if that student dropped out of school rather than transferred. It is critical that an LEA carefully document student transfers so the NDE can accurately calculate the graduation rate in order to (a) give parents and the public accurate information about the success of a school, LEA, and State in graduating students and (b) ensure that accountability determinations are based on valid graduation rate calculations. LEAs should establish clear and consistent business rules and data checks to safeguard against incorrect coding of students who leave a school or LEA. Along with establishing business rules; LEAs should also train staff on how to properly code student transfers.

21. When, where and how does Nevada publicly report the four year ACGR and extended year ACGR?

Nevada publicly reports the four year and the extended year ACGR on www.nevadareportcard.nv.gov. A PDF is posted as soon as the rates are available and then updating the interactive cohort domain of the website. Nevada also reports ACGR data in the aggregate and disaggregated by subgroups to the USDOE through the EDFacts Reporting System. Grad rates also appear on the high school NSPF reports.

22. For which subgroups does Nevada disaggregate ACGR data?

Nevada disaggregates the four year and extended year ACGR data for the following subgroups at the school, LEA, and State levels:

- Each major racial and ethnic group;
- Economically disadvantaged students;
- Children with disabilities;
- English learners;
- Migrant students:
- Career and Technical Education Students:
- Children who are homeless; and
- Children who are in foster care.

CONTACT:

If you have any issues/questions or need technical assistance (about the business rules, DVSL, exception file upload/anything about Cohort), please contact GUNES KAPLAN, email: gkaplan@doe.nv.gov.

ATTACHMENT A

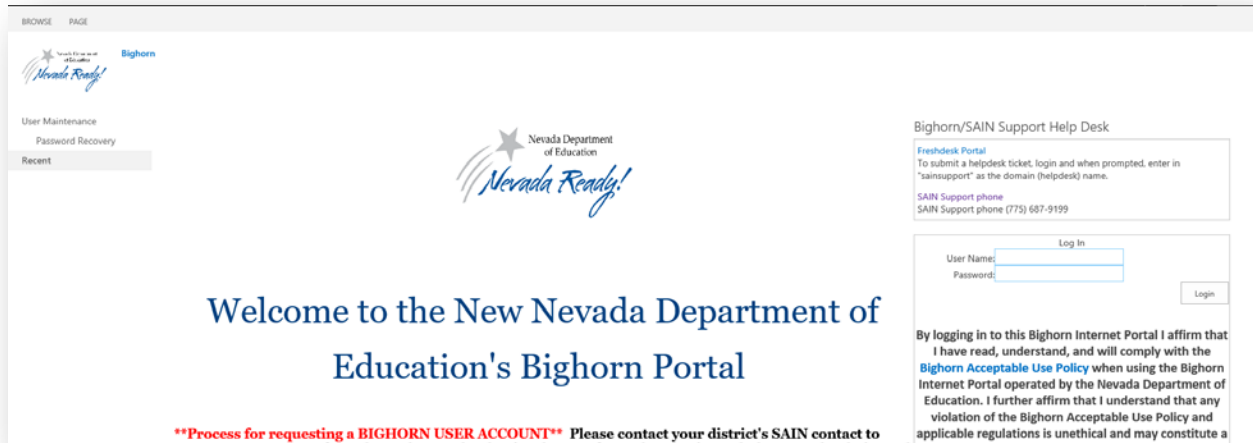
HOW TO USE DVSL APPLICATION FOR ACGR

DATA VALIDATIONS

BIGHORN LOG IN AND DVSL ACCESS

Log in to Bighorn Portal (<https://portal.bighorn.doe.nv.gov/Bighorn/default.aspx>). If you do not have a Bighorn account, please contact **Bighorn/SAIN Support Help Desk** at <https://freshdesk.com/login>.

Figure 1: Bighorn Portal Home Page



Users may access the DVSL application via NDE's Bighorn portal by clicking on the link for "DVSL Application".

Figure 2: Applications Tab in Bighorn

Then you'll be directed to another interface, which looks different than the Bighorn Portal:

Figure 3: DVSL Application Home Page

The screenshot shows the DVSL Application Home Page. At the top left is the 'Data Interaction' logo. To the right are navigation buttons for 'Administration', 'Help', and 'Bighorn'. Below these are three main sections: 'Data Source' with a dropdown menu showing 'Count Day'; 'Report View' with radio buttons for 'Student' (selected) and 'Summary'; and a 'Select' dropdown menu showing 'Districts' with a link to 'in State'. Below that is a 'Choose:' dropdown menu showing 'Carson City'. At the bottom is a 'Get Report' button.

SELECTIONS

The Data Validation, Sign off and Locking (DVSL) Application allows users to view, edit (where applicable) and validate any data set. NDE will configure the application so that data sets requiring validation are available to users via the drop down selections on the home page. To get started:

- Select the data set to review and validate under "Data Source"
- Select the type of report in which to view the data under "Report View." Choose "Student" or "Summary"
- Select district(s) or school(s).
- Click "Get Report" to generate a report with default selections (you can later customize your report on the report page itself).

DATA SOURCES

In the DVSL data validation, there are two data sources. Make sure you select one of two cohort data sources:

- **District Cohort** Data Source which contains the schools (regular high schools, adult education, etc.) that are included in the District Graduation Rate Calculation.
- **Excluded Schools Cohort** Data Source which contains the schools (behavior schools, district charters, etc.) that are excluded from the District Graduation Rate Calculation, but included in the statewide calculations.

SCHOOL LISTS

First thing you should do before you start the data validation is to review your school list:

- Click on “District Cohort”, select “Schools” from the drop down box, and make sure you have all your schools correct.

Figure 4: School list

The screenshot shows a software interface with two main sections: 'Data Source' and 'Report View'. In the 'Data Source' section, a dropdown menu is set to 'District Cohort'. In the 'Report View' section, the 'Student' radio button is selected. Below this, there are two dropdown menus: 'Select' is set to 'Schools' and 'in' is set to 'Carson City'. A 'Choose:' dropdown menu is open, displaying a list of options: 'Carson City', 'Carson HS', and 'Pioneer HS'. A 'Get Report' button is located at the bottom of the interface.

- Click on “Excluded Schools Cohort”, select “Schools” from the drop down box, and make sure the list looks correct

Figure 5: Excluded School List

The screenshot shows a software interface with two main sections: 'Data Source' and 'Report View'. In the 'Data Source' section, a dropdown menu is set to 'Excluded Schools Cohort'. In the 'Report View' section, the 'Student' radio button is selected. Below this, there are two dropdown menus: 'Select' is set to 'Schools' and 'in' is set to 'Clark'. A 'Choose:' dropdown menu is open, displaying a list of options: 'Clark', 'Agassi SEC', 'Biltmore Cont', 'CC Detention', 'Cowan Behavior', 'Delta Charter', 'Desert Willow SEC', 'Expl Knowledge SEC', 'Innovations SEC', 'Jeffrey Behavior', and 'Juvenile Court SEC'. A yellow arrow points to the 'Get Report' button.

If you come across an issue within your school list, please let us know immediately (email Gunes Kaplan gkaplan@doe.nv.gov).

REPORT VIEW

There are two types of report views:

- **Student view** generates a report with student details of your cohort, similar to the Figure 6:

Figure 6: Student View

Student View
Carson City, District Cohort

Validated	Year	District	District Name	School Code	School Name	Local Student ID	State Unique ID	Last Name	First Name	Original Year of Graduation	Gender	Ethnicity	Grade	EVER_CTE	EVER_FRL	EVER_IEP	EVER_LEP	EVER_MIG
Edit	<input type="checkbox"/>	2014								1314			10					
Edit	<input type="checkbox"/>	2014								1314			11					

ENDING STATUS CODE	ENDING STATUS DESCRIPTION	COMPLETION TYPE CODE	COMPLETION TYPE DESCRIPTION	WITHDRAWAL CODE	WITHDRAWAL DESCRIPTION	Ending Status Date	Cohort Completion Type	Comment
W2(a)	Student withdrawn to another public school district (not charter) or public agency within Nevada.	--	--	W2(A)	Transferred within State (not charter)	6/4/2012 12:00:00 AM	Transfer Out	
W2(f)	Student withdrawn to a state sponsored charter school.	--	--	W2(F)	Transferred to state sponsored charter school	1/22/2013 12:00:00 AM	Transfer Out	

- **Summary view** generates a report with a quick summary of your school or district cohort similar to the Figure 7:

Figure 7: Summary View

Summary, District Cohort

ID	Group	DistrictCohort					
		NTotal	# IEP	# LEP	# FRL	# MIG	# CTE
			423	310	2250		739
	Not Duplicated		423	310	2250		739
	No Missing/invalid Data		423	310	2250		739
	Gender: F		148	125	1133		320
	Gender: M	2752	275	185	1117		419
	Ethnicity: A	285		24	94		32
	Ethnicity: B	197	25		121		20
	Ethnicity: C	2826	181		696		440
	Ethnicity: H	1820	186	270	1173		199
	Ethnicity: I	87	12		49		13
	Ethnicity: M	236			87		30
	Ethnicity: P	49			30		
	Cohort_Completion_Type: NA						
	Cohort_Completion_Type: Completer	207	130	50	132		25
	Cohort_Completion_Type: Completion Missing	1001	142	162	622		103
	Cohort_Completion_Type: Dropout	207	21	24	125		
	Cohort_Completion_Type: Graduate		63	27	1059		556
	Cohort_Completion_Type: Transfer Out	699	67	47	311		50
	Not Validated		423	310	2250		739

From the summary view, you can easily jump to the roster by clicking one of the groups. For example, in the

Figure 7, if you want to see the roster for the female students, you click on “Gender: F” and then click on “Drill to Roster”. You will be taken to the **Student View** for female students, as shown in Figure 8.

Figure 8: Student view for female students

ID	Group
16	Washoe
	Not Duplicated
	No Missing/Invalid Data
	Gender: Drill to Roster
	Gender: M
	Ethnicity: A
	Ethnicity: B
	Ethnicity: C
	Ethnicity: H

Users may consider conducting the validation by going over the summary report and drilling down to each group based on the gender, ethnicity or completion type, or by simply reviewing the Student View report. At the end of the each process, once you are confident that the data row in the details table is correct, make sure to check the “Validated” check box. Once you check it, that data is set to be validated.

ACCEPTED VALUES IN DVSL AND STUDENT CATEGORIES:

At the end of the validation, in the DVSL completion type column, there should be only “graduates”, “non graduates” and “transfer outs”. If the LEAs are seeing other completion types, then their validation is not complete and not correct yet.

Table 3: Helpful Tips

Cohort Completion Type	Cohort Completion Code	Ending Status Code
Graduate	B18 (Standard Diploma)	W3(f)
Graduate	B19 (Advanced Diploma)	W3(f)
Graduate	B24 (Adult Diploma)	W3(f)
Graduate	B26 (Alternative Diploma)	W3(f)
Graduate	B27 (College and Career Ready Diploma)	W3(f)
Non Graduates	B21 (Adjusted Diploma) – completer	B21
Non Graduates	B25 (GED/HiSet) – completer	W3(d)i
Non Graduates	B30 – non completer/non graduate	Select a code from Attachment B
Non Graduates	If none of the above, then leave blank	Select a code from the Attachment B
Transfer Out	Leave Blank	Select a code from the Attachment B

ATTACHMENT B: EXIT AND WITHDRAWAL CODES

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Student graduated with a regular diploma	W3(f)	Graduate	Included in denominator and numerator	+	+	+
Student is still in school Student is enrolled in the same school or a program within the same school, including, without limitation, another grade level or track within the same school.	W1(a)	Non-Graduate	Included in denominator	-	-	-
Student is withdrawn to enroll in another school, other than a charter school, within the same school district	W1(b)	Transfer Out	Removed from denominator <i>if student is claimed</i> by another school in the same district	+	+	+
Student is withdrawn to enroll in another school, other than a charter school, within the same school district	***	Non-Graduate (Dropout)	Included in denominator <i>if student is not claimed</i>	-	-	-
Student is withdrawn to enroll in a district sponsored charter school	W1(c)	Transfer Out	Removed from denominator <i>if student is claimed</i> by the district charter school	+	+	+
Student is withdrawn to enroll in a district sponsored charter school	***	Non-Graduate (Dropout)	Included in denominator <i>if student is not claimed</i> by the district charter school	-	-	-
Student is receiving educational services from the school district, but not assigned to a particular school	W1(d)	Non-Graduate	If student <i>does not</i> receive a regular HS diploma	NA	-	-
Student is receiving educational services from the school district, but not assigned to a particular school	***	Graduate	If student receives a regular HS diploma	NA	+	+
Student withdrawn to enroll in a public school, (no charter), in another school district in the same state, including enrollment in a detention home or alternative program that is not located within the school district	W2(a)	Transfer Out	Removed from denominator <i>if student is claimed</i> by that public school in another district	+	+	+

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Student withdrawn to enroll in a public school, (no charter), in another school district in the same state, including enrollment in a detention home or alternative program that is not located within the school district	***	Non-Graduate (Dropout)	Included in denominator <i>if student is not claimed</i> by that public school in another district	-	-	-
Student is withdrawn to enroll in a <i>private</i> school in Nevada Or Transfer to a private school in Nevada	W2(b)	Transfer Out	Removed from denominator	+	+	+
Student is withdrawn to receive instruction as a <i>homeschooled</i> child pursuant to NRS 392.070 Or Transfer to home schooling	W2(c)	Transfer Out	Removed from denominator	+	+	+
Student is withdrawn to enroll in a school in another state Or Transfer to a different state	W2(d)	Transfer Out	Removed from denominator	+	+	+
Student is withdrawn to enroll in a school in another country Or Transfer to a school outside of the country	W2(e)	Transfer Out	Removed from denominator	+	+	+
Student withdrawn to enroll in a state sponsored charter school	W2(f)	Transfer Out	Removed from denominator <i>if student is claimed</i> by the state sponsored charter school	+	+	+
Student withdrawn to enroll in a state sponsored charter school	***	Non-Graduate (Dropout)	Included in denominator <i>if student is not claimed</i> by that public school in another district	-	-	-
Student is withdrawn due to credit deficiency	W3(a)i	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to pregnancy	W3(a)ii	Non-Graduate (Dropout)	Included in denominator	-	-	-

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Student is withdrawn due to marriage	W3(a)iii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to employment	W3(a)iv	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to physical and mental condition preventing pupil's attendance or study, pursuant to NRS 392.050, admission to substance abuse treatment program or rehabilitative setting	W3(a)v	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to authorization by the juvenile division of the district court pursuant to NRS 392.090. (no education services are provided)	W3(a)vi	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to self-supported or parental support in accordance with NRS 392.100	W3(a)vii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to apprenticeship in accordance with NRS 392.110	W3(a)viii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to any other reason not specified in rows 3(a)i through 3(a)viii	W3(a)ix	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to exceeding the maximum age at which the pupil is entitled to a public education in this State.	W3(b)	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to permanent expulsion	W3(c)i	Non-Graduate (Dropout)	Included in denominator	-	-	-

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Student is withdrawn due to disciplinary or other eligibility reasons	W3(c)ii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to incarceration	W3(c)iii	Transfer Out	Removed from denominator <i>if student is claimed</i> another public school	+	+	+ if student graduates
Student is withdrawn to enroll in an educational program for adults or other educational program which does not offer a diploma, such as Program of general educational development	W3(d)i	Non-Graduate	Included in denominator	-	-	-
Student is withdrawn to enroll in an educational program for adults or other educational program which does not offer a diploma, such as a program of vocational or technical education for adults	W3(d)ii	Transfer Out	Removed from denominator <i>if student is claimed</i> by another public school	+	+	+
Student is withdrawn due to the absence <i>for 10 consecutive days</i> and whereabouts are unknown	W3(e)i	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to the absence <i>for one month</i> when an expected date of return is not known	W3(e)ii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student is withdrawn due to the absence <i>For unexplained absence</i> , as set forth in subsection 2 of NAC 387.220	W3(e)iii	Non-Graduate (Dropout)	Included in denominator	-	-	-
Attendance excused upon completion of 12 grades of elementary and high school (NRS 392.060)	W3(f)	Non-Graduate	Included in denominator	-	-	-
Attendance is excused for distant residence from nearest school (NRS 392.080)	W3(g)	Non-Graduate	Included in denominator	-	-	-

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Student death	W4(a)	Transfer Out	Removed from denominator	+	+	+
Student is withdrawn due to being less than the compulsory attendance	W4(b)	Transfer Out	Removed from denominator	+	+	+
Student returned to school after receiving a completion credential or after the student reached the age until which the state guarantees an education; and subsequently exited school	W4(c)	Non-Graduate	Included in denominator	-	-	-
Undo a previously submitted EXIT Record	W(x)	Removes preceding-Exceptions	Excluded from analysis	N	N	N
Student vanished	W3(e)i	Non-Graduate	Included in denominator	-	-	-
Student (16 ≤ age < 18) is withdrawn from regular HS with the board permission to take HSE assessment	W3(d)i	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student (16 ≤ age < 18) is withdrawn from regular HS with the board permission to enroll in Adult Program for HSE preparation	W3(d)i	Non-Graduate (Dropout)	Included in denominator	-	-	-
Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: Adult Diploma	W1(b)	Transfer Out	Removed from denominator	+	+	+
Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: Proficiency Prep	W3(d)i	Non-Graduate	Included in denominator	-	-	-
Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: HSE Prep	W3(d)i	Non-Graduate	Included in denominator	-	-	-

EXIT/Withdrawal Description	Exit Code	Adjusted Cohort Classification	Impact on Graduation Formula	Impact on the School Rate	Impact on the District Rate	Impact on the State Rate
Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: Adult Diploma	W1(b)	Transfer Out	Removed from denominator	+	+	+
Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: Proficiency Prep	W3(d)i	Non-Graduate	Included in denominator	-	-	-
Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: HSE Prep	W3(d)i	Non-Graduate	Included in denominator	-	-	-

*** indicates that an appropriate code should be used.