Document Version Tracking

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<th>Date Prepared</th>
<th>Effective Date</th>
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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](mailto: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>
<thead>
<tr>
<th>First time 9th grade entry</th>
<th>Cohort of</th>
<th>4 year class of</th>
<th>5 year class of</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-15</td>
<td>14-15</td>
<td>17-18</td>
<td>18-19</td>
</tr>
<tr>
<td>15-16</td>
<td>15-16</td>
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<td>21-22</td>
<td>22-23</td>
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<tr>
<td>19-20</td>
<td>19-20</td>
<td>22-23</td>
<td>23-24</td>
</tr>
</tbody>
</table>

**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>
<thead>
<tr>
<th>Season</th>
<th>Month(s)</th>
<th>ACGR Type</th>
<th>Cohort of</th>
<th>Class of</th>
<th>Cutoff Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter’21</td>
<td>January - April</td>
<td>5 year</td>
<td>2015 - 16</td>
<td>2019 - 20</td>
<td>10/01/2020</td>
</tr>
<tr>
<td>Fall’21</td>
<td>September – December</td>
<td>4 year</td>
<td>2017 - 18</td>
<td>2020 - 21</td>
<td>10/01/2021</td>
</tr>
<tr>
<td>Winter’22</td>
<td>January - April</td>
<td>5 year</td>
<td>2016 - 17</td>
<td>2020 - 21</td>
<td>10/01/2021</td>
</tr>
<tr>
<td>Fall’22</td>
<td>September – December</td>
<td>4 year</td>
<td>2018 - 19</td>
<td>2021 - 22</td>
<td>10/01/2022</td>
</tr>
</tbody>
</table>

**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):
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):

\[
\text{5 year rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the school year 2019 – 20}^*}{\text{All first time 9th graders in Fall 2015 (starting cohort),}} \\
\]

* 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
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 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 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?

ACGR GUIDANCE
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


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:
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](image)

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

![Figure 5: Excluded School List](image)

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

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

![Figure 7: Summary View](image)

From the summary view, you can easily jump to the roster by clicking on 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

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.

**Acceptance of 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

<table>
<thead>
<tr>
<th>Cohort Completion Type</th>
<th>Cohort Completion Code</th>
<th>Ending Status Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>B18 (Standard Diploma)</td>
<td>W3(f)</td>
</tr>
<tr>
<td>Graduate</td>
<td>B19 (Advanced Diploma)</td>
<td>W3(f)</td>
</tr>
<tr>
<td>Graduate</td>
<td>B24 (Adult Diploma)</td>
<td>W3(f)</td>
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<td>Graduate</td>
<td>B26 (Alternative Diploma)</td>
<td>W3(f)</td>
</tr>
<tr>
<td>Graduate</td>
<td>B27 (College and Career Ready Diploma)</td>
<td>W3(f)</td>
</tr>
<tr>
<td>Non Graduates</td>
<td>B21 (Adjusted Diploma) – completers</td>
<td>B21</td>
</tr>
<tr>
<td>Non Graduates</td>
<td>B25 (GED/HiSet) – completers</td>
<td>W3(di)</td>
</tr>
<tr>
<td>Non Graduates</td>
<td>B30 – non completers/non graduates</td>
<td>Select a code from Attachment B</td>
</tr>
<tr>
<td></td>
<td>If none of the above, then leave blank</td>
<td>Select a code from the Attachment B</td>
</tr>
<tr>
<td>Transfer Out</td>
<td>Leave Blank</td>
<td>Select a code from the Attachment B</td>
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### ATTACHMENT B: EXIT AND WITHDRAWAL CODES

<table>
<thead>
<tr>
<th>EXIT/Withdrawal Description</th>
<th>Exit Code</th>
<th>Adjusted Cohort Classification</th>
<th>Impact on Graduation Formula</th>
<th>Impact on the School Rate</th>
<th>Impact on the District Rate</th>
<th>Impact on the State Rate</th>
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</thead>
<tbody>
<tr>
<td>Student graduated with a regular diploma</td>
<td>W3(f)</td>
<td>Graduate</td>
<td>Included in denominator and numerator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is still in school</td>
<td>W1(a)</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn to enroll in another school, other than a charter school, within the same school district</td>
<td>W1(b)</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by another school in the same district</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn to enroll in another school, other than a charter school, within the same school district</td>
<td>***</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator if student is not claimed by the district charter school</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn to enroll in a district sponsored charter school</td>
<td>W1(c)</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by the district charter school</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn to enroll in a district sponsored charter school</td>
<td>***</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator if student is not claimed by the district charter school</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is receiving educational services from the school district, but not assigned to a particular school</td>
<td>W1(d)</td>
<td>Non-Graduate</td>
<td>If student does not receive a regular HS diploma</td>
<td>NA</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is receiving educational services from the school district, but not assigned to a particular school</td>
<td>***</td>
<td>Graduate</td>
<td>If student receives a regular HS diploma</td>
<td>NA</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>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</td>
<td>W2(a)</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by that public school in another district</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>EXIT/Withdrawal Description</td>
<td>Exit Code</td>
<td>Adjusted Cohort Classification</td>
<td>Impact on Graduation Formula</td>
<td>Impact on the School Rate</td>
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</tr>
<tr>
<td>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</td>
<td>***</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator if student is not claimed by that public school in another district</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>W2(b)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn to receive instruction as a homeschooled child pursuant to NRS 392.070 Or Transfer to home schooling</td>
<td>W2(c)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn to enroll in a school in another state Or Transfer to a different state</td>
<td>W2(d)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student withdrawn to enroll in a school in another country Or Transfer to a school outside of the country</td>
<td>W2(e)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student withdrawn to enroll in a state sponsored charter school</td>
<td>W2(f)</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by the state sponsored charter school</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student withdrawn to enroll in a state sponsored charter school</td>
<td>***</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator if student is not claimed by that public school in another district</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to credit deficiency</td>
<td>W3(a)ii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to pregnancy</td>
<td>W3(a)ii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
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</tr>
<tr>
<td>Student is withdrawn due to marriage</td>
<td>W3(a)iii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to employment</td>
<td>W3(a)iv</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>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</td>
<td>W3(a)v</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to authorization by the juvenile division of the district court pursuant to NRS 392.090. (no education services are provided)</td>
<td>W3(a)vi</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to self-supported or parental support in accordance with NRS 392.100</td>
<td>W3(a)vii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to apprenticeship in accordance with NRS 392.110</td>
<td>W3(a)viii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to any other reason not specified in rows 3(a)i through 3(a)viii</td>
<td>W3(a)ix</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to exceeding the maximum age at which the pupil is entitled to a public education in this State.</td>
<td>W3(b)</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to permanent expulsion</td>
<td>W3(c)i</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
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</tr>
<tr>
<td>Student is withdrawn due to disciplinary or other eligibility reasons</td>
<td>W3(c)ii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to incarceration</td>
<td>W3(c)iii</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by another public school</td>
<td>+</td>
<td>+</td>
<td>+ if student graduates</td>
</tr>
<tr>
<td>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</td>
<td>W3(d)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>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</td>
<td>W3(d)ii</td>
<td>Transfer Out</td>
<td>Removed from denominator if student is claimed by another public school</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn due to the absence for 10 consecutive days and whereabouts are unknown</td>
<td>W3(e)i</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to the absence for one month when an expected date of return is not known</td>
<td>W3(e)ii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student is withdrawn due to the absence for unexplained absence, as set forth in subsection 2 of NAC 387.220</td>
<td>W3(e)iii</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Attendance excused upon completion of 12 grades of elementary and high school (NRS 392.060)</td>
<td>W3(f)</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Attendance is excused for distant residence from nearest school (NRS 392.080)</td>
<td>W3(g)</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
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<td>--------------------------</td>
</tr>
<tr>
<td>Student death</td>
<td>W4(a)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student is withdrawn due to being less than the compulsory attendance</td>
<td>W4(b)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>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</td>
<td>W4(c)</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Undo a previously submitted EXIT Record</td>
<td>W(x)</td>
<td>Removes preceding-Exceptions</td>
<td>Excluded from analysis</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>Student vanished</td>
<td>W3(e)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student (16 ≤ age &lt; 18) is withdrawn from regular HS with the board permission to take HSE assessment</td>
<td>W3(d)i</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student (16 ≤ age &lt; 18) is withdrawn from regular HS with the board permission to enroll in Adult Program for HSE preparation</td>
<td>W3(d)i</td>
<td>Non-Graduate (Dropout)</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: Adult Diploma</td>
<td>W1(b)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: Proficiency Prep</td>
<td>W3(d)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Student (age 18) is withdrawn from a regular HS to enroll in an in-district adult program (during the school year) for: HSE Prep</td>
<td>W3(d)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EXIT/Withdrawal Description</td>
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</tr>
<tr>
<td>Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: Adult Diploma</td>
<td>W1(b)</td>
<td>Transfer Out</td>
<td>Removed from denominator</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: Proficiency Prep</td>
<td>W3(d)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Special Education Student (age 18-22) is withdrawn from a regular HS to enroll in an in-district adult program for: HSE Prep</td>
<td>W3(d)i</td>
<td>Non-Graduate</td>
<td>Included in denominator</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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