ADJUSTED COHORT GRADUATION RATE (ACGR) GUIDANCE

Prepared by

The Accountability Office

The Office of Assessment, Data & Accountability Management (ADAM)

The Nevada Department of Education

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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 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 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 either make edits directly into the DVSL application or do mass uploads with changes in the new bulk upload feature. NDE then reviews those changes and uploads files if approval is needed. If there is approval needed and the file or change is rejected, NDE will notify the LEA on the reason for rejecting the changes. Once the changes or the files are approved, they are processed and the DVSL cohort tables are updated accordingly. LEAs are then asked again to conduct a final review of their data in the DVSL. To finalize and formalize the LEA validation, LEAs lock their data in the DVSL. For more details, please refer to 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 NDE Accountability Office.

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 9th grade entry	Cohort of	4 year class of	5 year class of
18-19	18-19	21-22	22-23
19-20	19-20	22-23	23-24
20-21	20-21	23-24	24-25

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
Fall'24	September – November	4 year	2020 - 21	2023 – 24	10/01/2024
Winter'24	November – December	5 year	2019-20	2023 – 24	10/01/2024

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 2023-24):

Equation 1: Four-year ACGR formula

$$= \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the school year 2023-24*}}{\text{All first time 9th graders in Fall 2020 (starting cohort)}, + \text{students who transfer in during SY 2021-22 SY 2022-23 and SY 2023-24} - \text{students who transfer out**, emigrate, or die during SY 2020-21, 2021-22, 2022-23 and 2023-24}}$$

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 2023-24):

Equation 2: Five-year ACGR formula

$$\text{5 year rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the school year 2023-24*}}{\text{All first time 9th graders in Fall 2019 (starting cohort)}, + \text{students who transfer in during SY 2019-20, SY 2020-21, SY 2021-22, SY 2022-23, and SY 2023-24} - \text{students who transfer out**, emigrate, or die during SY 2019-20, 2020-21, 2021-22, 2022-23 and 2023-24}}$$

* 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 equal to the sum of the graduates and non-graduates.

The following Nevada regular high school diplomas are counted as graduates in the data validation process and make up the numerator:

- Standard diploma
- Advanced diploma
- Alternative diploma
- CCR diploma

Numerator does not include:

- High School Equivalency Certificate
- Adjusted Diploma
- Adult Diploma: According to the USDOE review on how State educational agencies administer K-12 formula grant programs, NDE was asked to exclude Adult Diplomas as graduates in the ACGR process since Adult Diplomas are not being awarded to the preponderance of students in the State. For this reason, Adult Diplomas are not included in the ACGR calculation as graduates, but they will continue to be counted as a Nevada diploma which evidences the graduation from high school of a person who has met the requirements of graduation as defined in NAC 390.018.

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, the receivers of the following regular high school diplomas are counted as graduates in the ACGR process:

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

Adult Diplomas are not being awarded to the preponderance of students in the State, therefore are

not counted as "graduates" for the purposes of calculating the ACGR.

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?

- Ever_FRL: A student will be reported as ever_FRL if he/she is identified as FRL at any time in his/her high school career.
- Ever_IEP: A student will be reported as ever_IEP if he/she is identified as IEP at any time in his/her high school career.
- Ever_LEP (or ever_EL): A student will be reported as ever_EL if he/she is identified as EL at any time in his/her high school career.
- Ever_MIG: A student will be reported as ever_MIG if he/she is identified as MIG at any time in his/her high school career.
- Ever_CTE: A student will be reported as ever_CTE if they are enrolled in an approved CTE program of study and have passed enough courses to be considered CTE Concentrators at any point during their HS career.
- Ever_Foster: A student will be reported as ever_Foster if he/she is identified as Foster at any time in his/her high school career.
- Ever_Homeless: A student will be reported as ever_Homeless if he/she is identified as Homeless at any time in his/her high school career.
- Ever_Mil: A student will be reported as ever_Mil if they are identified as "Mil" at any time in their high school career.
- EL_NSPF: A student will be reported as "EL_NSPF = Yes" if the student's last EL status at their last location is EL. Otherwise, it will be "EL_NSPF = No." This new field is only for NSPF purposes and not to be reported on the Nevada Report Card Website.

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 dropouts. 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
- Children with a connection to the military

CONTACT:

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

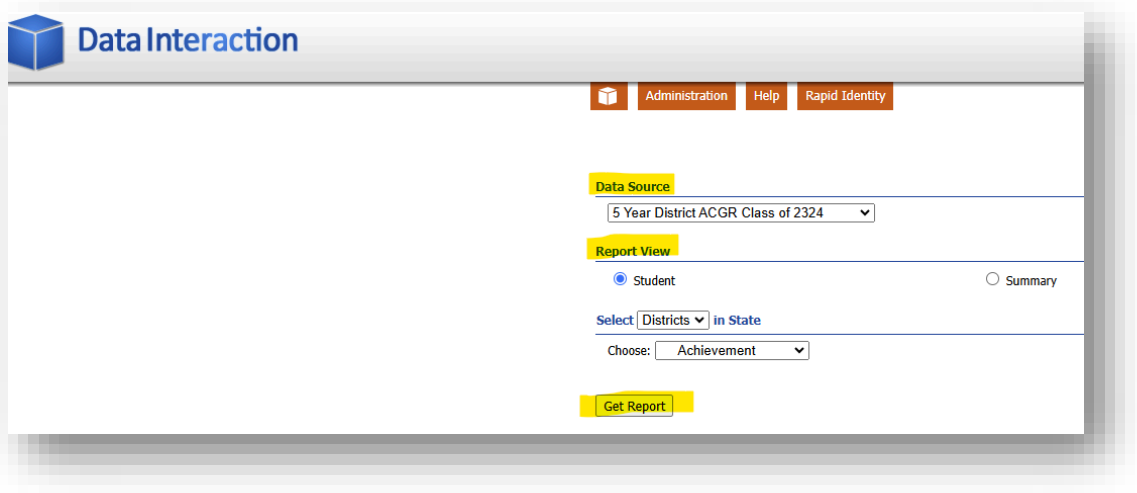
ATTACHMENT A

HOW TO USE DVSL APPLICATION FOR ACGR DATA VALIDATIONS

DVSL Access

ACGR data is validated in the Data Validation, Sign Off and Locking (DVSL) application, which is accessible exclusively to designated district personnel through Rapid Identity. If you do not have a Rapid Identity account, please contact **Bighorn/SAIN Support Help Desk** at https://freshdesk.com/login**.**

Figure 1: DVSL Data Source Selection Page



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 ACGR DVSL data validation process, there is one data source:

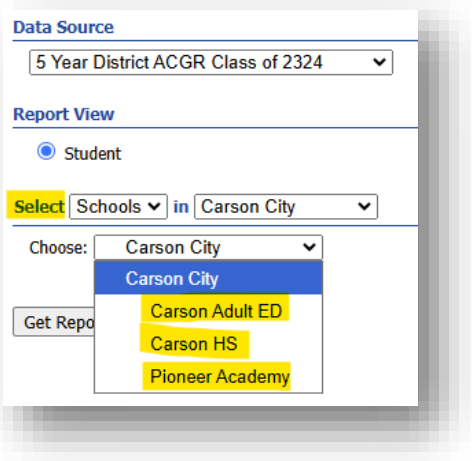
- **District Cohort** Data Source which contains the schools that are included in the District Graduation Rate Calculation.

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 2: School list



If you come across an issue within your school list, please let us know immediately.

Report View

There are two types of report views:

- **Student view** generates a report with student details of your cohort, similar to the Figure 4:

Figure 3: Student View

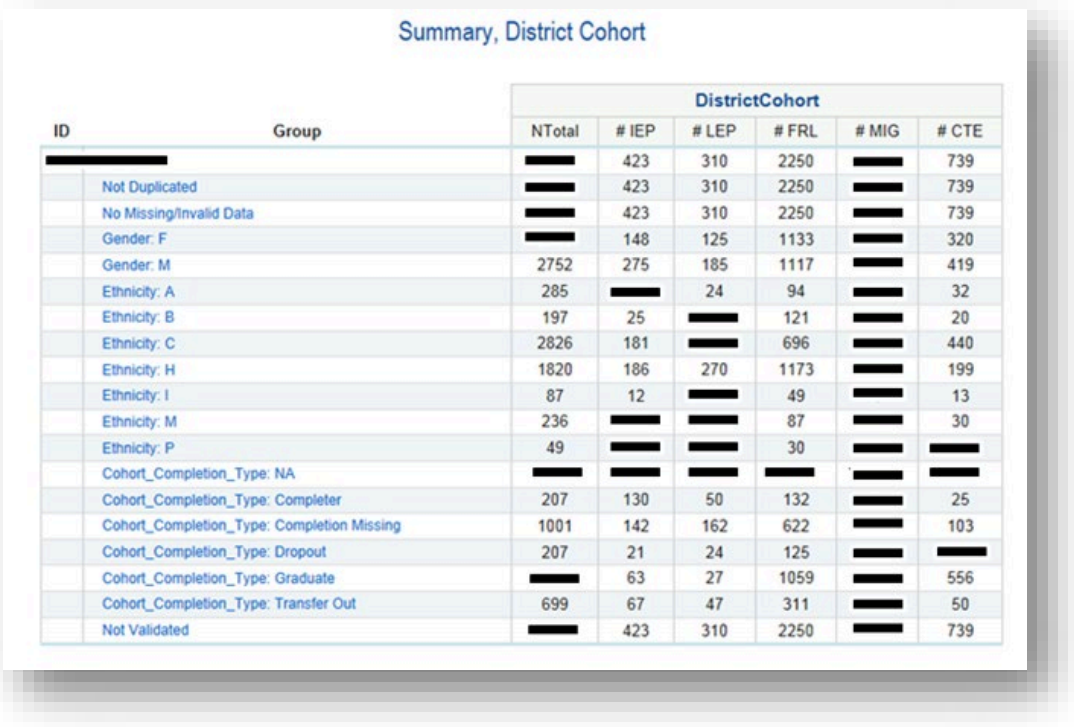
Student View
Carson City, 5 Year District ACGR Class of 2324

	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	EVERCTE	EVERFRL	EVERIEP	EVERLEP	EVERMIG
Edit	☐	2024	[redacted]								2223			12					
Edit	☐	2024	[redacted]								2223			12					

ENDING STATUS CODE	COMPLETION TYPE CODE	LOCAL WITHDRAWAL CODE	Ending Status Date	Cohort Completion Type	dob	EVERFoster	EVERHomeless	EL_NSPF	EVERMilitary
B27	B27	W3F	6/1/2023 12:00:00 AM	Graduate	7/4/2005 12:00:00 AM	N	N	N	N
B19	B19	W3F	6/1/2023 12:00:00 AM	Graduate	10/26/2004 12:00:00 AM	N	N	N	N

- **Summary view** generates a report with a quick summary of your school or district cohort similar to the 4:

Figure 4: Summary View



Summary, District Cohort

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

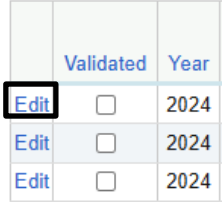
From the summary view, you can easily jump to the roster by clicking one of the groups. For example, if you want to see the roster for the female students, you click on “Gender: F” and then click on “Drill to Roster”. You will be taken to the **Student View** for female students.

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 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.

EDIT VIEW

Starting in November 2024, you can now edit the ACGR data set in the DVSL application. To being with, navigate to the report view, where you’ll find the edit button on the far left.

Figure 5: Edit Button



	Validated	Year
Edit	☐	2024
Edit	☐	2024
Edit	☐	2024

Clicking this button opens a new page for making edits to the data set. Once you have made the necessary changes, click the save button. Any items requiring NDE verification will be marked with a pending status.

Manual Entry Items:

- **School Code**: Be sure to enter complete school code, including any leading zeros.
- **School Name**: Use the school name abbreviation.
- **Local Withdrawal Code**
- **Ending Status Date:** Enter dates in the YYYYMMDD format for any adjustments.

Permitted Value Items:

- **EVER_xxx:** These should be marked with Y (for Yes) or N (for No) only.
- **Cohort Completion Type:** Choose from Graduate, Transfer Out, or Non Graduates.
- **Ending Status Code:** Refer to Appendix B and Table 3: Helpful Hints for guidance.
- **Completion Type Code:** Refer to Table 3: Helpful Hints for guidance.

MASS UPLOAD FEATURE

Once you enter the roster view, you'll see a new "Bulk Upload" button. This feature allows you to download the data source and upload a file with multiple changes at once, rather than editing each record individually.

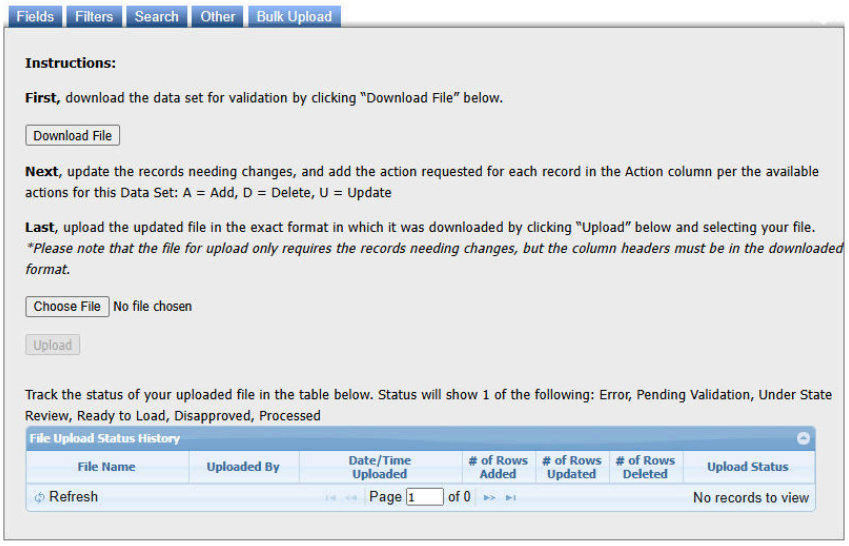
Figure 6: Bulk Upload Button

Clicking this button takes you to a new screen with instructions for using the Bulk Upload feature. Please follow these instructions carefully, especially regarding the new Action column.

In the Action column, each row will need to have either an A (for Add), D (for Delete) or U (for update). If a row does not require any changes, it can stay in the data set without an entry in the Action column.

Similar to individual edits, any items that require NDE verification will be marked as "Under State Review". We will notify you if there are any issues or reasons preventing the dataset from being approved, similar to the communication process used with the exception files in the past validations. Make sure to check the File Upload Status History regularly to monitor the progress of your files are in the verification process.

Figure 7: Bulk Upload Feature



ACCEPTED VALUES IN DVSL AND STUDENT CATEGORIES:

At the end of the validation process, the DVSL completion type column should contain only the values "Graduate", "Non Graduates" and "Transfer Out". If LEAs see any other completion types in this column, it indicates that the validation is incomplete and incorrect.

Table 3: Helpful Tips

Cohort Completion Type	Cohort Completion Code	Ending Status Code
Graduate	B18 (Standard Diploma)	W3F
Graduate	B19 (Advanced Diploma)	W3F
Graduate	B26 (Alternative Diploma)	W3F
Graduate	B27 (College and Career Ready Diploma)	W3F
Non Graduate	B21 (Adjusted Diploma) – completer	B21
Non Graduate	B25 (GED/HiSet) – completer	W3D1
Non Graduate	B30 – non completer/non graduate	W3F
Non Graduate	If none of the above, then leave blank	Select a code from the Attachment B
Transfer Out	B24 (Adult Diploma) (See page 7 for more information)	W3F
Transfer Out	Leave Blank	Select a code from the Attachment B

ATTACHMENT B: END STATUS CODES TO BE USED IN THE PROCESS

*** The following codes are taken from the required practices for reporting in Infinite Campus

Code	Definition	ACGR Classification
W1A	To enroll in the same school or a program within the same school, incl. another grade level/track	Non Graduate
W1A1	Completed school year (end of school year rollover, except for graduates)	Non Graduate
W1B	To enroll in another school in the same district or under the same charter	Transfer out
W1C	To enroll in a district-sponsored charter school within the same district	Transfer out
W1E	To enroll in an ed. program for adults or other diploma program within the same school district	Transfer out
W2A	To enroll in a different Nevada district (includes university school)	Transfer out
W2B	To enroll in a Nevada private school	Transfer out
W2C	To receive instruction as a homeschooled student (not part of public education)	Transfer out
W2D	To enroll in a school in another state	Transfer out
W2E	To enroll in a school in another country	Transfer out
W2F	To enroll in a State Public Charter School Authority school	Transfer out
W2G	To enroll in an ed. program for adults or other diploma program not within the same school district	Transfer out
W2H	To enroll in a district-sponsored charter school in a different Nevada district	Transfer out
W3A	Not known to be receiving K-12 educational services: withdrawn by the pupil, parent, or guardian	Non Graduate
W3B	Not known to be receiving K-12 educational services: student exceeds max age for public education	Non Graduate
W3C1	Not known to be receiving K-12 educational services: permanent expulsion	Non Graduate
W3C2	Not known to be receiving K-12 educational services: disciplinary or other eligibility reasons	Non Graduate
W3C3	Not known to be receiving K-12 educational services: incarceration	Non Graduate

Code	Definition	ACGR Classification
W3D1	To enroll in an ed. program for adults or other non-diploma program: HSE exam	Non Graduate
W3D2	To enroll in an ed. program for adults or other non-diploma program: vocational or technical	Transfer out if the student is claimed by another public school, otherwise Non Graduate
W3E1	As a result of absence: 10 consecutive school days if whereabouts are unknown	Non Graduate
W3E2	As a result of absence: 20 consecutive school days (no matter the reason)	Non Graduate
W3E3	Unexplained absence: did not return on expected date (not out of the country)	Non Graduate
W3E4	Runaway: 10 days whereabouts unknown	Non Graduate
W3E5	Did not return next school year: reason unknown	Non Graduate
W3F	Student completed 12 grades (grad, early grad, or non-grad)	Depends on the completion credential
W3H	Not known to be receiving K-12 educational services: physical or mental long-term condition	Non Graduate
W4A	As a result of death	Transfer out
W4D	Upon completion of a course/program/activity	Transfer Out