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March 2017 Collaborative Meetings
Cohort Graduation Data Certification

DEPARTMENT of EDUCATION

Agenda

- Objectives

- Graduation Indices Overview

- Cohort Graduation Policy and Data

- Cohort Graduation Data Certification System

- Resources and Contact Information

Objectives

The objective of this presentation is to answer frequently asked questions related to:

- Key policies used to define cohort membership and recognize the accomplishments of students upon high school exit,

- The processes and systems used to collect data, and

- The resources and tools that are available to improve the accuracy of data.

Graduation Indices Overview

Cohort Graduation Indices: Graduation Rate

In 2016-2017, two indices are used to calculate 50% of the school performance scores for high schools. The indices use the same graduation cohort to determine a *graduation rate index* and a *strength of diploma index*.

- The graduation rate index (25%) uses the rate, which is the number of students who graduate with a regular high school diploma divided by the total number of cohort members.

Cohort Graduation Rate (CGR)	Formula
0 to 60 percent grad rate	CGR x 1.166667
61 to 100 percent grad rate	(CGR x 2.0) - 50

Cohort Graduation Indices: Strength of Diploma Index

The Strength of Diploma Index assigns points to students based on their exit status. The points of all of the students are averaged to produce the index.

Quality of Diploma (Graduation Index): Student Results (2013-14 Graduates)	Points Awarded
HS Diploma plus (a) AP score of 3 or higher, IB score of 4 or higher, or CLEP score of 50 or higher; OR (b) Advanced statewide Jump Start credential *Students achieving both (a) and (b) will generate 160 points.	150
HS Diploma plus (a) At least one passing course of the following type: AP** (with exam score of 1 or 2), college credit, dual enrollment, or IB (with score of 1, 2 or 3); OR (b) (b) Basic statewide Jump Start credential *Students achieving both (a) and (b) will generate 115 points, if the passing course grade for (a) is earned in a TOPS core curriculum course. ** Students must take the AP exam and pass the course to earn 110 points.	110
Four-year graduate (Includes Career Diploma student and students participating in LAA 1 with a regional Jump Start credential)	100
Five-year graduate with any diploma *Five-year graduates who earn an AP score of 3 or higher, an IB score of 4 or higher, or a CLEP of 50 or higher will generate 140 points.	75
Six-year graduate with any diploma	50

Cohort Graduation Policy and Data

Graduation Cohort Definition

Q: How are students assigned to a graduation cohort?

Bulletin 111, Chapter 6 defines a cohort as all students who entered 9th grade for the first time in the state of Louisiana in a given academic year. Each cohort of students will be tracked for four years, from entry as first-time regular ninth graders through four academic years.

All students must be included in a cohort unless they transfer out as legitimate leavers.

Accuracy of Cohort Graduation Data

Each year the LDOE provides an opportunity for districts/schools to review the data used to calculate the cohort graduation indices. The cohort graduation data certification online system provides school-level student rosters that includes important data such as:

- Enrollment data and exit codes of students recorded in the Student Information System (SIS)
- Course data for students recorded in the Student Transcript System (STS)
- Test results from Advanced Placement, International Baccalaureate, and CLEP
- JumpStart credentials recorded in the Student Transcript System (STS)
- Attainment of HiSET

Graduation Cohort Assignment

Q: How are students assigned to a graduation cohort if they do not follow a normal grade progression?

- Students who graduate in three years will be banked and included with their regular cohort at the end of their fourth year of school.

- Students who enter high school in grade 10 and have no 9th grade record will be placed in the cohort with other 10th grade students. This rule is also used for students who enter high school in grade 11 and 12 (students are assigned to cohort of students with same grade level).

- Transitional 9th grade students will automatically enter the traditional first-time ninth grade cohort the year following transitional ninth grade.

Summer Graduates

Q: How are summer graduates identified and counted in cohort graduation calculations?

- Students are considered on-time graduates if they graduate no later than October 1.

- Per SIS guidance, the summer graduate should be exited in Oct 1 MFP period the following year with an exit date=first day of school.   The graduation date on the official transcript should be the date of graduation ceremony or date when all graduation requirements are met.

- Resources: See SIS User Guide available on LDOE website for directions on how to apply exit code 04 to summer graduates. See STS User Guide on LDOE website for information on updating transcripts.

Fifth and Sixth Year Graduates

Q: How are fifth and sixth year graduates included in cohort graduation calculations?

- Students who graduate in five years can earn 75 points in the Strength of Diploma Index if they earn a diploma or 140 points if they have earn a diploma and

  - an AP test score of at least 3

  - an IB score of at least 4

  - CLEP score of at least 50

- Sixth year graduates can earn 50 points.

- Both 5th and 6th year graduates must count as non-graduates upon completion of the fourth year.

- If the SIS enrolled site code is different than the site code in which the student earns a fifth or sixth year diploma, there must be at least 45 days of enrollment during the 5th and/or 6th year to be counted for the district/school. These students are included in the numerator as 5th and 6th year graduates but are not in the denominator, since they were included in the four-year denominator.

Students Who Transfer

> *Q: How are students assigned to a graduation cohort if they transfer in from another state or district?*

See table below to determine how students are counted when they transfer. Within-state transfers in Years 1 and 2 do not affect assignment.

Student Timeline		Cohort Transfer Assignment		
Transfers w/in Cohort by Year	Cohort Entry Year	School*	District*	State
3rd Year-Same LEA On/before Oct 1	1 or 2	Y	Y	Y
3rd Year-Same LEA After Oct 1	1 or 2	Y	Y	Y
3rd Year-Different LEA On/before Oct 1	1or 2	Y	Y	Y
3rd Year-Different LEA After Oct 1	1or 2	N	N	Y
4th Year-Same LEA On/before Oct 1	1, 2, or 3	Y	Y	Y
4th Year-Same LEA After Oct 1	1, 2, or 3	N	Y	Y
4th Year-Different LEA On/before Oct 1	1, 2, or 3	N	N	Y
4th Year-Different LEA After Oct 1	1, 2, or 3	N	N	Y

Students Who Transfer Out/Legitimate Leavers

Q: Can students be removed from cohorts?

Some students can be removed from the state, district and school cohort if they have a legitimate leaver exit code and the required documentation for application of the code.

Legitimate Leaver Exit Code	Explanation of Code
07	Student is deceased
10	Transferred out of state/country
14	Private/nonpublic school
16	BESE-approved home study
20	Early college enrollment

Code 10: Out of State/Country Transfers

> *Q: What documentation is required to apply exit code 10 (out of state/country)?*

There are two kinds of acceptable documentation for out of state/country transfers that should be available for review:

1. A request for records from an out of state/country school. If the request indicates that the school or site does not award a diploma, then the student should be coded 02.
2. A statement written and signed by the parent that indicates that the student is moving out of state or country. A signed withdrawal form is not sufficient.

Requests for records should indicate a transfer to a diploma-awarding facility.

For foreign exchange students, sponsor documents that includes dates for which the student is approved to attend a school in the United States is acceptable documentation.

Code 14: Nonpublic School Transfers

Q: What documentation is required to apply exit code 14?

The only acceptable documentation for nonpublic school transfers is:

1. A request for records from a nonpublic school that awards diplomas. If the request indicates that the school or site does not award a diploma, then the student should be coded 02.
2. A statement written and signed by the parent that indicates that the student is enrolling in a nonpublic school. A signed withdrawal form is not sufficient.

Requests for records should indicate a transfer to a diploma-awarding facility.

Code 16: Homestudy

> *Q: What documentation is required to apply exit code 16?*

- Students must have an approved homestudy application from the LDOE.

- The LDOE distributes quarterly reports in January, April, July and October to Child Welfare and Attendance staff in districts listing approvals. The LDOE also receives a copy of the approval letter for each student.

- If the quarterly report does not verify LDOE approval, then the district should change the exit code to 02.

- An exit to a registered, nonpublic school not seeking state approval does not qualify for legitimate leaver status.

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Use of Legitimate Leaver Codes

Q: *Will the state continue to audit legitimate leaver codes?*

- The LDOE conducts yearly audits of student records with exit codes 10, 14, and 16, as it is part of the traditional data certification process. When the documentation is insufficient or missing, the student will be reclassified as a dropout.

- The LDOE may also choose to review additional exit codes as part of the data certification process.

Students Who Exit with HiSET

> *Q: Can students who exit with a HiSET be counted as graduates?*

- Students who earn a HiSET no later than October 1 the year following their last exit date cannot be counted as graduates. The students can earn 25 points in the Strength of Diploma Index.

- Schools should apply exit code 05 when there is documentation that the student earned a HiSET. The exit date should reflect the date that the student earned the HiSET. This code can be applied during the SIS dropout cleanup period.

Dropouts

- Students remain in a cohort even when they drop out of school.

- For the 2015-2016 cohort, dropouts are assigned to a cohort based on their last enrollment record in SIS, regardless of any requests for records.

- A change to the last enrollment record rule will change with the 2017-2018 cohort. If a school sends a request for records to a receiving school, the school will become the last school of record (unless student was exited as expelled by sending school). This rule will not be applied to the 2015-2016 cohort.

- Each year, the LDOE provides a potential dropout list to districts/schools and an extended cleanup period. Dropout reports are available in the LEADS report section.

Reflection Questions

- How does your district or school maintain records for exit codes?

- How are dropout reports shared and corrected in your district or school?

Duplicate Student Records

> Q: Why do some students have more than one record, one of which is often
> a non-graduate with zero points?

- Duplicate records are created when students have more than one state identification number or other demographic data which do not match across years.

- SIS provides directions for resolving duplicate student records that can be used to reduce the number of data certification submissions that would be needed. See *State ID Reassignment* or *Matching State ID* directions in the SIS user guide.

- Districts/schools have an opportunity to remove duplicate records during the cohort data certification online process; however, this cleanup does not correct the errors in SIS.

Credit for Advanced Placement, Dual Enrollment, and CLEP

Q: *How are scores from Advanced Placement, International Baccalaureate and CLEP collected?*

- LDOE receives test scores from Advanced Placement, International Baccalaureate, and CLEP directly.

- LDOE uses multiple years of score records and uses a process to match scores back to cohort graduate records. It is important that students be identified with consistent demographics for all testing programs.

- For all students earning 110 points for AP or IB, the student must also have a passing grade in the corresponding course.

Verification of Advanced Placement, Dual Enrollment, and International Baccalaureate

Q: How is participation in Advanced Placement (AP), Dual Enrollment (DE), and International Baccalaureate (IB) verified?

- In order for students to earn 110 points on the Strength of Diploma Index for AP, IB or DE, at least one course on the student's transcript must be identified as such with the appropriate course code or course type.

- A dual enrollment course must be TOPS-aligned in order for the student to be eligible for 110 points.

- If the AP, IB or DE course type designation is missing on a transcript, the student will not be awarded additional points. The error can be corrected during the cohort data certification process, but the LDOE will require that the official transcript for students be updated before any requests for corrections are approved.

- STS provides the STSQ07 Student Level Transcript Detail Report that identifies courses, grades, and course types for students on a single report.

Jumpstart Credential/Industry Based Certification

> *Q: How does the LDOE determine if a student has earned an IBC (JumpStart credential)?*

- Students can earn 110 points if they complete the cohort period with a diploma and a Basic JumpStart credential.

- Students can earn 150 points if they complete the cohort period with a diploma and an Advanced JumpStart credential.

- Industry Based Certifications that fulfill JumpStart requirements are credited to students when they are included in the transcript system.

- Regional credentials do not qualify students for 110 points (includes WorkKeys scores).

Changes with ESSA

Q: What changes should be expected in the cohort graduation indices as part of the transition to Louisiana's new plan for ESSA?

Two new categories are proposed for the strength of diploma index

- Students with a diploma and associate's degree will earn 160 points.
- Students who earn a HiSET and have a JumpStart credential will earn 40 points.

The graduation rate index formulae will change over time to raise the graduation rate goal to 90% for a school with letter grade A in 2025.

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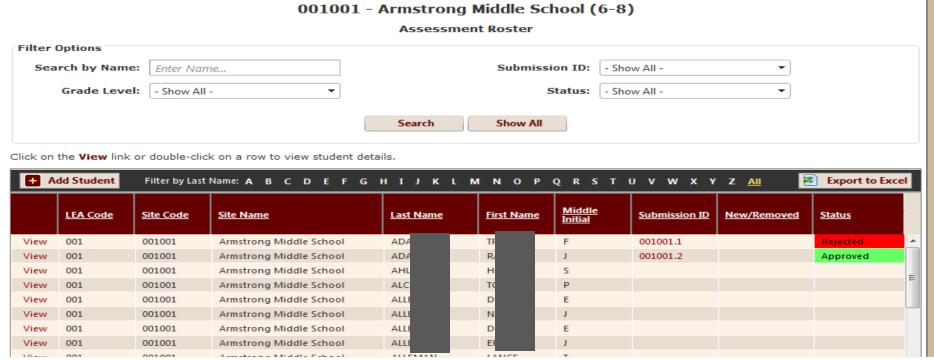
Cohort Graduation Data Certification

Louisiana Data Review Login

Each user will need to log into the Louisiana Data Review System with the individual user name and password sent by email.

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Downloading Cohort Graduation Rosters

- Accountability contacts download and distribute the rosters in an Excel format.
- Rosters are pre-formatted by school and district.
- Accountability contacts determine a method for receiving requests for change and determine a timeline that allows them to complete data certification during the approved window.

Preview the System

During this portion of the presentation, we will log in and explore features of the system.

Resources and Contact Information

Resources

Later in March, accountability contacts will receive an individual user name and password via email. A number of important attachments will be included:

1. The *Getting Started with Louisiana Data Review Guide* will describe the components of the data certification system, including how to download rosters, how to submit requests for change, how to submit documentation for exit code audits, and how to send and receive messages to and from state reviewers.

2. The *Cohort Graduation Data Certification Supplemental Guide* will outline cohort graduation policy, exit codes and acceptable documentation, and a data layout that describes all data elements in the roster.

3. The *Cohort Graduation Data Review PowerPoint* will be provided for additional training or sharing at the district or school level.

PLEASE save rosters. Districts/schools can use the cohort graduation rosters to add data to the School Performance Score calculators so that preliminary graduation rates and indices can be calculated.

Please send any questions to assessment@la.gov or Jennifer.Baird@la.gov.