California Department of Education

CALPADS
California Longitudinal Pupil Achievement Data System

Four Year Adjusted Cohort Processing and Reporting

Questions and Courtesy

CALPADS

Lync Chat Box

- We have allowed 2 hours for this session - We will <u>not</u> be monitoring the Chat box during the presentation however we will break throughout the training and open for questions at that time.

- Future Cohort Q & A dates scheduled

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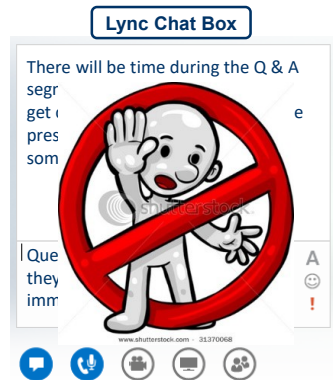
We are presenting today on a different platform then most of our trainings are presented on, we are broadcasting the presentation which allows us to reach out to more participants at a time. Today we are presenting to roughly (give rough count), so due to this volume we are handling the chat box differently then other presentations. We will not be monitoring the chat box during our presentation and ask that you refrain from submitting questions during that time as they will not be answered. Please sit back and stay focused on the session. We do have a lot of content to cover but feel we have laid it out in a order that fully explains the process and builds the understanding. After each segment in the session we will open up a period of time for you to submit any questions regarding the content that was just covered. We have allowed 2 hours for this session. The presentation itself lasts about 1 1/2 hours and we have added an additional 30 minutes to address questions. In addition, we will be scheduling future Q & A's just to address cohort questions, which I will talk more about that at end of our presentation today but please be assured, you will be able to address you questions.

- Individuals assigned to CALPADS maintenance
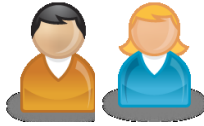
- Staff monitoring Graduation Rate and/or California School Dashboard

- Staff responsible for determining Graduates, completers and drop outs and the reporting elements around these students, UC/CSU, Seal of Biliteracy and Golden State Seal Merit

So who would we expect to be joining us today – go over slide

Key points up front

- Throughout this training you will hear the term "Cohort". The cohort is the 4-year Adjusted Cohort Graduation Rate or ACGR, they are one in the same. Cohort=ACGR

This training does not include information regarding Dashboard Alternative School Status (DASS)

This training supersedes all other communications or information regarding the cohort up to this point

- The Cohort is not a new requirement and we are not re-inventing the wheel. The concepts remain the same with slight differences that will be explained in this training.

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A few points we want to clarify right up front.

ACGR = Cohort

This training does not include DASS schools – As reporting at the April 17 CIM – More information about DASS indicators in the CA School Dashboard will be provided in the coming months, that is not part of this presentation

This training superseded all other communication or information regarding the cohort including the letter that was sent out on April 16 and the information in the CIM. Consider this presentation your bible on the cohort

Lastly we want to clarify right in the beginning that the cohort is not a new requirement nor are we reinventing the wheel here, the concepts remain the same, with slight differences that we will clarify. This is an enhancement to CALPADS.

Objectives

- What is the 4-Year Adjusted Cohort & How the data are used

- Business Rules & Process in CALPADS
  - Timelines
  - Membership & Outcome
  - Reports & Calculations

- Wrap Up
  - Key points
  - Future Enhancements
  - Best Practice Tips

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Our objectives today – our goal is that by the end of the session you understand….go over slide

What is the 4-Year Adjusted Cohort?

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- The Adjusted Cohort Grade Rate – ACGR (the Cohort) is the standardized measure of high school students' outcomes at the end of the four-year window in which students are expected to complete their high school graduation requirement

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The cohort is a standardized measure of each student's outcome at the end of the 4 year window. In terms of the 4 year cohort and the graduation rate, the expectation is that a student completes their high school education within a 4 year window.   The cohort data is the count and detail of the outcomes of all high school students at the end of that four year window. In this training you will see how a student is placed in a cohort based on their initial entry and academic year (membership) and then their Outcome is reviewed at the end of the window. Understand this is not a new process, we are not re-inventing the wheel nor is using the data from CALPADS to derive the cohort rates new. So as you will see moving forward throughout this presentation, this is an enhancement to the process, not a new requirement

How the Data are used

- Determines the State and Federal 4 year graduation rate

- Published on DataQuest
  - Displayed at the State, County, District and School Level
    - Cohort Graduation Rate

- California School Dashboard
  - 4 Year Graduation Rate
  - CCI Indicators (College to Career)
    - UC/CSU completers
    - Golden State Seal Merit Diploma
    - State Seal of Biliteracy
    - Dual Enrollment
    - CTE Pathway Completions

What is DataQuest?

DataQuest is the California Department of Education's web-based data reporting system for publicly reporting information about California students, teachers, and schools.

What is the California School Dashboard?

California's new Accountability System which uses a group of indicators that determine the measure of each LEA

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Walk thru slide…key points, the importance of the data as it is in the public view and used as a measure to represent each LEA

So before we go over the new cohort process in CALPADS I want to review our current process up through the 16-17 cohort

Cohort History

- 4 Year Cohort has been derived from CALPADS data since 2010/2011

- Current process allows no visibility or reports for the LEA to review this high profile data

- The CDE pulls the 4 year cohort data after the initial Fall 1 deadline and provides a preview for the LEA

- The LEA is given a small window of time to review and correct any needed data

- The final cohort is displayed on DataQuest sometime in the Spring

- This data is finally used in the California School Dashboard the following Fall – 1 ½ years after the students graduate – creating a lag in accountability

The 4 year cohort is not new, the data has been derived solely from CALPADS data since the academic year 2010/2011

As announced in Flash 135

Our current process is a bit archaic – Because no reports are currently available in CALPADS, thus no visibility, the CDE pulls the data after the initial Fall 1 deadline and derives the cohort results outside of CALPADS.

A preview is then provided to the LEA where the LEA can also receive a list of each students detail

LEAS have a small window of time to review, make any corrections if needed however no new report or set of data is provided for them to see the change or review their cohort before final publication

The final cohort is published on DataQuest in the Spring timeframe on students who graduated the prior year

Due to this current structure, the data is delayed in posting to the California School Dashboard and the following fall, roughly 1 ½ after the students have graduated the data is finally included in the CA School Dashboard

So in an effort to improve this process on this high level data for all parties involved and provide adequate tools and visibility to the LEA so they can monitor, we welcome the implementation of the Cohort Process in CALPADS
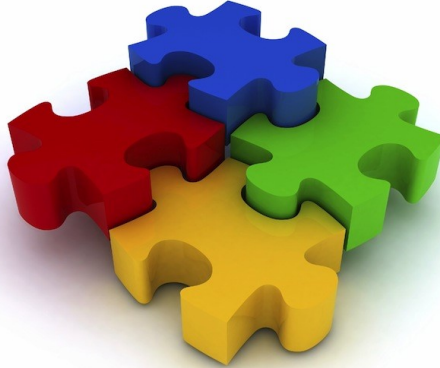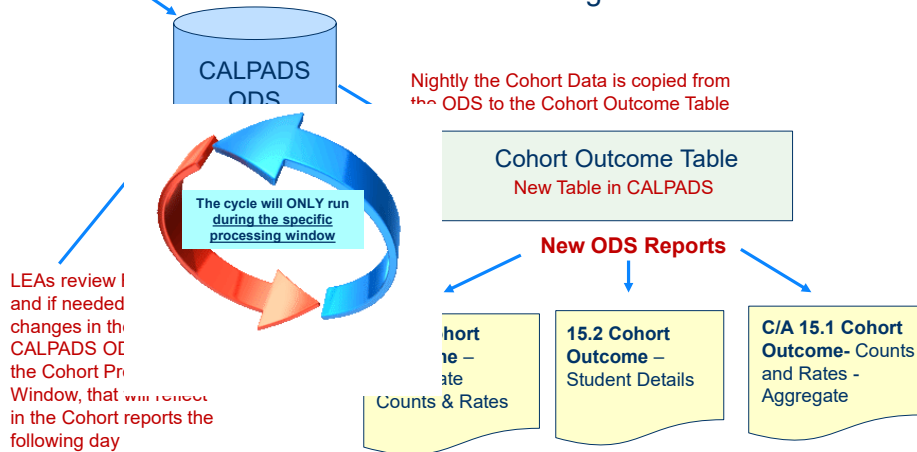
Now lets start to look at what this new process will look like in CALPADS

Here we have a high level visual of the new process in CALPADS.

For those of you who have been monitoring your cohort data up to this point, understand the at the rules are very much the same, there are some slight differences which I will cover later in the presentation but for you this will be understanding this process and timelines now in CALPADS, it is not relearning the rules behind the data as they are very much the same.

Walk thru slide

Additional information to understand around the we will look in detail at some of these processes as we move deeper into the presentation (step through the slide)

Dates you need to Know

17-18 Cohort

- **Cohort Report and Outcome Processing Period**

  May 23, 2018 – September 14, 2018

  This is the period of time in which the nightly process will run. Reports will generate based on the data in the ODS. This is also the time the LEA can make corrections if needed to the ODS data to update the cohort results

- **Date Cohort is considered Final**

  September 15, 2018

  One day following the close of processing. Once final, the reports will no longer refresh and students are flagged belonging to that particular cohort permanently

- **Cohort Date Range**

  July 1, 2014 – August 15, 2018

  Enrollment date range used to determined membership and outcome

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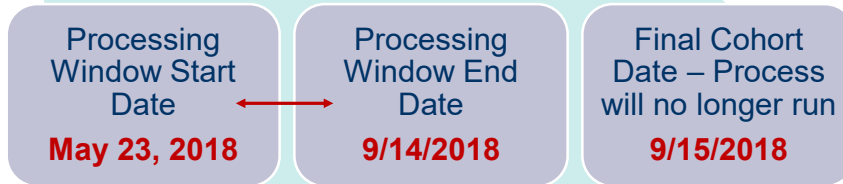

Here are key dates that you need to know….

The Cohort Report and Outcome Processing Period – Late May thru Sept 15 – is the time the process will run in CALPADs based on the data in the ODS. This is the window of time, you the LEA can review your reports, make corrections and update and generate daily refreshed reports. Understand you are not certifying the data, however this is the time to verify your cohort data, no other time is allowed and there will be no preview and reopening of a window, so please use this time wisely, do not wait, engage early

One day following the close of the processing period, September 15 2018 the cohort data is final, the process will no longer run and the data can no longer be updated and is considered final

The Cohort Date range is July 1, 2014 thru August 15, 2018 – this is the enrollment date range used to determine membership and outcome in the 1718 cohort

Report Processing Window

CALPADS

**17/18 Cohort
Processing Window**

Processing Window Start Date	Processing Window End Date	Final Cohort Date – Process will no longer run
May 23, 2018	**9/14/2018**	**9/15/2018**

During the Cohort processing window, the reports will refresh nightly to include any new data entered into CALPADS that day, including SENR updates, Demographic updates, and program updates.

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This is just another visual of the processing window and the key dates of Late May, 2018 – September 15, 2018. This is the window of time where reports will refresh nightly and Enrollment, Demographic and program updates can be made and reflected daily in the reports. The final cohort of September 16th which means the data can no longer be updated and is considered final

Lets looks at the business rules

The cohort process is divided into two key parts -

Defining what cohort year a student falls within, so the expected year of completion, which we call the membership, it is simply that… the process of determining what cohort year the student falls, so is the student in the 16-17 cohort, 17-18 cohort etc. and then determining the final outcome of those students at the completion of that expected year

So our two key terms are Membership and Outcome

Understanding the Membership and Outcome is critical in verifying and understanding your cohort data

Cohort Population

The business logic for creating the cohort population includes **ALL** students

Every student is determined the same regardless of

- Students with Disabilities
- Foreign Exchange Students
- Foster Students
- Homeless Students….etc.

The rules behind the cohort apply to all student populations, there is no differentiating students based on a specific program or classification of student.

The expectations are the same.

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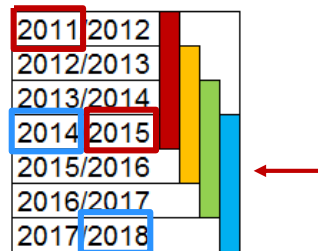Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

The logic for creating the cohort population (membership and outcome) treats all students the same regardless of any special population. So students with disabilities, foreign exchange, homeless etc, all fall under the same criteria that you see in this presentation. So as we move forward and you see how the membership of the cohort year and final outcome are determined, remove student populations out of the mix, as that is not a factor. The expectations of the cohort are the same for every student
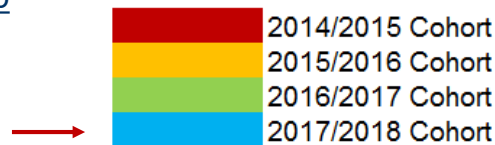
Cohort process follows the graduating reporting calendar and runs from July 1 of the base year through August 15 of the cohort final year.

Walk thru slide – 6 animation

In the example you see 4 different cohorts reflected by a different color, and the span of each one of those cohorts, Note they all have a start date of 7/1 and an end date 4 years later of 8/15. As an example the red is the 14-15 cohort so the cohort date range was 7/1/2011 through 8/15/2015

Our current cohort 17-18 is the blue, we see that our cohort date range is 7/1/2014 through 8/15/2018

Identifying Membership & Outcome

CALPADS

17-18 Cohort Membership and Outcome Date Range

Membership
- 9th grade enrollment from 7/1/2014 to 6/30/2015
- 10th grade enrollment from 7/1/2015 to 6/30/2016
- 11th grade enrollment from 7/1/2016 to 6/30/2017
- 12th grade enrollment from 7/1/2017 to 6/30/2018

Outcome
The system will continue to look for final **Outcome** records through 8/15/2018

Still Enrolled
The system will continue to look for **Still Enrolled** students through 9/14/2018

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So here is a breakdown of the 4 years by grade level, for the 17-18 cohort
Walk thru slides and date ranges

Identifying Membership

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Lets start by looking at how to identify membership of the student in a specific cohort

Identifying membership uses a fixed window of four years, again, beginning with July 1 of the students first reported high school grade 9 thru 12 enrollment and the academic year that enrollment falls within.

Identifying Membership

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The logic for Identifying student membership in a cohort

- SENR records to be included
  Primary (10) or
  Short Term (30) where enrollment is greater than
  30 days

- Grade Levels 9 - 12

- SENR records that will NOT be included
  - SENR record for SSIDs in previous Cohort years
  - Student Exit = N470 (no show), E125 (prior spec ed) or
    E170 (secondary enrollment)

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Here is some additional logic used to determine membership

Primary and Short Term enrollments are used (short term meaning enrollment is greater than 30 days)

Grades 9 thru 12 only

SSIDs from previous cohort year will NOT be included regardless how the enrollment data now looks in CALPADS

Certain enrollment records will be excluded that include the exit reasons N470 (noshow) the E125 (prior spec ed) and E170 (secondary enrollment exit)

- Enrollment Rules 9-12 - SENR must be either

	2017-18 Cohort Table Date Range		
Enrollment Status	First Time High School Grade Level Record in CALPADS	Description of First Grade Level Record	The enrollment date range which places student in the 17/18 cohort
10 or 30*	9	Grade 9 with no prior 9, 10, 11, 12	7-1-2014 thru 6-30-2015
10 or 30*	10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
10 or 30*	11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
10 or 30*	12	Grade 12 with no prior 9, 10, 11, 12	7-1-2017 thru 6-30-2018

* NOTE: If Enrollment status = 30, Enrollment days will total 31 or greater

This table provides a process for you to use when determining cohort membership. Again it is the 1718 Cohort Date Range.   Kind of like a little cheat sheet that you can continue to refer to it when trying to determine why a student is placed in the cohort.

Lets look at some examples to better understand how this can help you

Walk thru slide - 6 animation

Identifying Membership

Example Enrollment # 2

*Enrollment Status	Grade Level	*Enrollment Start Date	Enrollment End Date	Student Exit Reason	Expected School of Attendance	Completion Status
10	12	8/10/2017				
10	11	8/11/2016	6/8/2017	E155	YES	

No Prior Enrollment in CALPADS – transferred from out of state

2017-18 Cohort Table Date Range		
First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2014 thru 6-30-2015
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2017 thru 6-30-2018

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Walk thru slide - 6 animation

Walk thru slide - 6 animation

Identifying Membership

Example Enrollment # 4

*Enrollment Status	Grade Level	*Enrollment Start Date	Enrollment End Date	Student Exit Reason	Expected School of Attendance	Completion Status
10	12	8/10/2017	6/15/2018	230		100
10	11	8/11/2016	6/8/2017	E155		
10	10	8/13/2015	6/7/2016	E155		
10	09	8/14/2014	6/30/2015	E155		
10	09	8/15/2013	1/10/2014	T160	**NO**	
10	08	8/15/2012	6/15/2013	E230		480

2017-18 Cohort Table Date Range

First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2014 thru 6-30-2015
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2017 thru 6-30-2018

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Walk thru slide - 6 animation

Identifying Membership

Membership is determined solely on the first instance of high school enrollment regardless of what LEA enrolled them or when the student graduated but rather the expected year of completion. This is a student level attribute that follows the student throughout their high school enrollment

Outcome determines "what" LEA the student will report under in the Cohort, based on last enrollment within cohort period, regardless of the duration of that enrollment

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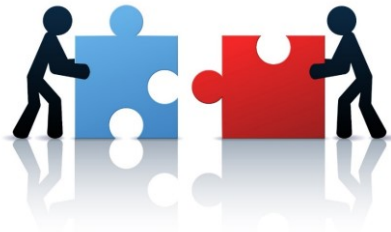
Membership is defining what cohort year the student falls, so the expected year of completion, based on first high school enrollment date. Membership does not determine under "which" LEA with the student report

Outcome looks at the completion of that expected final year and calculations based on that final exit

Identifying Membership

LEA	*Enrollment Status	Grade Level	*Enrollment Start Date	Enrollment End Date	Student Exit Reason	Expected School of Attendance	Completion Status
B	10	10	8/10/2017	6/10/2018	E155	Outcome Record	
B	10	09	8/11/2016	6/8/2017	E155		
A	10	10	8/13/2015	2/15/2016	T160		
A	10	09	8/14/2014	6/30/2015	E155	YES	
	10	08	9/3/2013	6/16/2014	E230		480

Example Enrollment # 5

2017-18 Cohort Table Date Range

First Time Grade Level Record in CALPADS	Description of First High School Grade level record	The enrollment date range which places student in 17/18 cohort
9	Grade 9 with no prior 9, 10 11, 12	7-1-2014 thru 6-30-2015
or 10	Grade 10 with no prior 9, 10, 11, 12	7-1-2015 thru 6-30-2016
or 11	Grade 11 with no prior 9, 10, 11, 12	7-1-2016 thru 6-30-2017
or 12	Grade 12 with no prior 9, 10 , 11, 12	7-1-2017 thru 6-30-2018

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Walk thru slide - 6 animation

Walk thru slide - 6 animation

Questions

Key Concepts

1. What the cohort is and the importance of the data?

2. The Cohort Processing window for the 17-18 cohort?

3. How and what determines a students <u>membership</u> in the cohort?

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Determining Outcome

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As Linda detailed, students obtain membership in a single cohort population based on their initial grade 9 enrollment record.

Generally, students transferring into your LEA with qualifying enrollment records become a member of your cohort population, while students transferring out of your LEA are removed.

At the end of the cohort window, the net population is the complete cohort population for your LEA and includes all of the students being placed into their respective outcome category.

Because the four-year cohort is accounting for all members of the cohort, this population is used as the common denominator for all of the outcome groups when calculating their percentages.

This allows for all the outcome counts to be calculated into percentages that, when summed, accounts for 100% of the cohort's membership.

These data will be used to populate outward-facing data sources (DataQuest, EdData, Dashboard, etc.).

You are probably coming into this discussion with ideas of 'good' and 'bad' outcomes that are either helping or hurting your data.

You have to set these labels aside because it may color your attitudes toward your outcome percentages and how data should be reported.

Mark Twain famously quoted Benjamin Disraeli as saying, 'There are three kinds of lies: lies, damned lies, and statistics'

Data, when taken out of context, can make anything look bad.

These cohort data, if looked at in isolation could cast your LEA in a negative light, BUT,

The intended purpose the four-year cohort reporting is to be an <u>objective accounting of how each student ended the four-year window to complete high school</u>.

This includes dropouts alongside graduate completers. They are all part of the cohort and need to be reported accurately and objectively, without bias for how you feel about them.

This is important, because any analysis of the data, whether it happens today, a decade from now, or a century down the road can only be effective if the data itself is accurate.

Four-Year Cohort **Outcomes** are the final placement of each student into a pre-defined category describing their high school exit results at the conclusion of the cohort window.

Outcomes are determined using the final valid CALPADS SENR transaction in the cohort window (<=**8/15/2018***).

There are 6 outcome groups.

*Exception described later for 'Still Enrolled'

So, what are the four-year cohort outcome categories?

The cohort outcomes are based on students' final enrollment records submitted within the reporting window.

The categories a student can be classified into are:

Completer (reported in several different flavors),

Other Transfers,

Promoted/Matriculated,

Dropout,

Still Enrolled, or

Removed from Cohort **NOTE: these students are identified for informational purposes, but are not included in the cohort population being used to calculate the percentages; they are not included in the denominator**
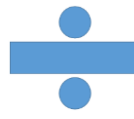
As stated in the previous slide, the cohort uses the same denominator for all of the outcome groups.

This allows for all the outcome counts to be calculated into percentages that, when summed, accounts for 100% of the cohort's membership.

The calculation is simple arithmetic: take the count of the outcome category and divide it by the count of the cohort population.

The resulting decimal is the percentage for that outcome.

For example, remembering the calculation is "outcome divided by population,"

if your HS Diploma recipient outcome count is 295,
and your cohort population is 312

the calculation to determine the percentage of students in this groups looks like this.

Which also looks like this

295 / 312 = .9455

Which, when rounded equals

or 94.6%

Now, let's talk about each of the outcome groups briefly and have a few examples to illustrate the process.

Determining Outcome

- **Completers**
  - **High School (HS) Diploma**
    - **E230/100**
  - **CHSPE Completer**
    - **E230/330**
  - **Adult Education HS Diploma**
    - **E230/250**
  - **GED Completer**
    - **E230/320,**
  - **Special Ed Certificate of Completion**
    - **E230/120**

Used to populate Adjusted Cohort Graduation Rate (ACGR) and California Dashboard's graduation rate

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COMPLETERs

The COMPLETER category is a count of students identified as completing their HS curriculum and earning either a HS Diploma, or an equivalent.

The COMPLETER category is not reported as a whole 'COMPLETER' group, but is segmented into two groups:

Graduate Completers and Non-Graduate Completers.

The Graduate Completers consists of:

- High School (HS) Diploma, E230/100

The Non-Graduate Completers consists of:

- GED Completer, E230/320
- Adult Education HS Diploma , E230/250
- CHSPE Completer, E230/330
- Special Ed Certificate of Completion, E230/120

Each of these groups will be calculated and reported separately. This will be discussed shortly when we look at the cohort reports being developed.

• Dropouts

- • **E230/360 - Completed grade 12 without Completing Graduation Requirements**
- • **E140 - No Known Enroll, Truant**
- • **E150 - Mid-Year Enrollment Update**
- • **E155 - Year End Enrollment Exit Same School**
- • **E300 - Expell, No Known Enroll**
- • **E400 - Other, or Unknown**
- • **E410 - Medical Reasons**
- • **E490 - Summer/Intercession Exit**
- • **N420 - No Show, Same School**
- • **T160 - Transfer CA School Regular**
- • **T165 - Transfer Spec Disc Reason or Judge**
- • **T167 - Transfer Alt School Program**
- • **T270 - Transfer to Adult Ed, Then Dropped**
- • **T380 - Transfer Institution No HS Diploma**

DROPOUTS

The DROPOUT category accounts for all students who did not complete their HS graduation requirements, did not transfer out of or get removed from, the cohort population, or did not enroll back into school before the deadline to do so.

These students are the 'negative' counts against your school.

Each of the codes below, when it is the last exit code in the cohort window, are determined to be dropouts when there is no subsequent enrollment to classify the student otherwise.

Some of these codes have been retired and can no longer be used, but are included because they were active during the 2017/2018 cohort window.

Completed grade 12 without Completing Graduation Requirements (E230/360)

No Known Enroll, Truant (E140)

Mid-Year Enrollment Update (E150)

Year End Enrollment Exit Same School (E155)

Expell, No Known Enroll (E300)

Other, or Unknown (E400)

Medical Reasons (E410)

Summer/Intercession Exit (E490)

No Show, Same School (N420)

Transfer CA School Regular (T160)

Transfer Spec Disc Reason or Judge (T165)

Transfer Alt School Program (T167)

Transfer to Adult Ed, Then Dropped (T270)Transfer Institution No HS Diploma (T380)
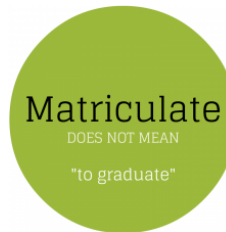
Promoted/Matriculated group

The Promoted/Matriculated group is coded as E230/480 and reported as a separate population. For the cohort, this is a rare outcome.

This group consists of students finishing the highest grade level offered at the school and moving on to another school and expected to have moved on to another school to continue their HS curriculum.

For example, if your LEA has grade levels 06 through 10, you would code the student E230/480 (Promoted/Matriculated) at the end of their grade 10 year. If the student failed to be enrolled at another California public school to complete their HS education within the cohort window, the student would appear in this group.

This group will usually be empty.

This population is also excluded from the cohort denominator

The <u>Other Transfers</u> category is segmented is composed of two groups,

Transfer to Adult Ed, coded as T260 – This code requires follow up verification at the Adult School to ensure the student is still enrolled and pursuing their diploma.

and

Transfer to College, coded as T280

Determining Outcome

- **Removed From Cohort**
  - **Died**
    - **E130**
  - **Private School**
    - **T180**
  - **Transfer Out of California**
    - **T200**
  - **Transfer Out of US**
    - **T240**
  - **Home School**
    - **T460**
  - **Transfer Health Facility**
    - **T310**
  - **Transfer to Institution with HS Diploma Program**
    - **T370**

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Removed From Cohort

This group of students is removed from the Cohort population and are reported only to account for the entire cohort population and inform you, as their last known enrollment, that you were their last enrollment and they have been removed from your population.

This group consists of,

Died (E130)

Private School (T200)

Transfer Out of California (T200)

Transfer Out of US (T240)

Home School (T460)

Transfer Health Facility (T310)

Transfer to Institution with HS Diploma Program (T370)

The important thing to know about all these students is they are not included in

the cohort population and are provided for informational purposes only.

Also, each of these codes requires supporting documentation to be used. If all your students suddenly begin departing the country or begin attending private schools disproportionately, auditors will want to know more about that. Please do not try to game the system to artificially inflate your numbers.

Determining Outcome

- ## Still Enrolled

  - **Enrolled During the cohort period and is currently enrolled**
  - **Enrolled prior to 9/15/2018 and is currently enrolled, or exited after 9/15/2018**
  - **Student enrolls and 'completed' between the end of the cohort period (8/15/2018) and 9/15/2018**

YOU'RE ENROLLED

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Still Enrolled

This population of students has some additional nuance that is different from the other groups, which is why I saved it for last.

The cohort reporting window ends on 15-August of the reporting year, BUT, if a student enrolls/re-enrolls in (and begins attending) a California public school (that reports to CALPADS) by 15-September, the student is identified as 'Still Enrolled'.

For example,   a student completed their grade 12 year, but did not complete their graduation requirements and is exited as E230/360.

The student re-enrolls with an Enrollment Start Date for the year as 01-September,

the student would be included in the STILL ENROLLED population.

As a VERY relevant aside, this is an example of why the CALPADS team encourages ALL LEAs to update CALPADS within 14 calendar days of the

change occurring.

Failing to do so may result in a dropout record for your LEA or another LEA that could have been converted to the STILL ENROLLED group.

Now we have a working understanding of the outcome groups, let's look at some examples to better illustrate the process.

This is not an exhaustive list of scenarios, but rather, is an exercise to illustrate the determination of outcomes using simplified enrollment scenarios.

Determining Outcome — CALPADS

Graduate

9/1/2014	5/20/2015
2014/2015 AY	
Grade 09 Primary Enrollment	E155

9/1/2015	5/20/2016
2015/2016 AY	
Grade 10 Primary Enrollment	E155

9/1/2016	5/20/2017
2016/2017 AY	
Grade 11 Primary Enrollment	E155

9/1/2017	5/20/2018	8/15/2018	9/15/2018
2017/2018 AY			
Grade 12 Primary Enrollment	E230/100 Graduate Completer HS Diploma	Graduate Completer HS Diploma	Graduate Completer HS Diploma

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Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

We'll start with a simple, plain-vanilla graduate.

A student enters your LEA in her Grade 9 year,

experiences no complications and completes the year with an expectation of the student returning the following year.

She is exited as E155.

The next year, she returns and completes the year much as before.

Again, exited as E155.

In her third year, she returns, works, and completes.

Exited E155.

She returns for her senior year, completes all local and state graduation requirements at the end of the regular school year.

Exited E230/100 – Completer / HS Diploma

As the Cohort report begins to run, she is identified as a Graduate Completer – HS Diploma flavor.

By far, this will probably be the model you see most often for your students, an easy four-year enrollment ending with a successful completion. The details will vary, but the general shape of the enrollment will remain the same.

To illustrate a graduate outcome for student who didn't start her grade 9 enrollment with your LEA, we see the same student as before, but, she started her grade 9 year at a different LEA.

She completes each of her first two years and is promoted as expected being exited as E155 at the end of each year.

The next year, the beginning of grade 11 for her, she transfers into your LEA and completes the year.

Again, exited as E155.

She returns for her senior year, completes all local and state graduation requirements at the end of the regular school year.

Exited E230/100 – Completer / HS Diploma

As the Cohort report begins to run, she is identified as a Graduate Completer – HS Diploma flavor.

Here again, the shape of this enrollment is not different from the initial Graduate example, the only difference being the student started at a different LEA. Everything else is the same.

Next, let's talk about a student Removed from the Cohort; the opposite of the previous slide where the student transferred in to your LEA..

The first three years play out as previously described: no problems, showing up after each Summer break and meeting all her milestones as expected.

During her senior year, her parents state their intent to move out of state.

You get the supporting documentation from Mom and Dad that she is being withdrawn with the intention of leaving the state. Exited as T200.

From the date of the exit, the student is removed from the cohort; you are not responsible for her from this point forward.

The removal from the cohort can happen at any time during the cohort window.

If it happens late in the window, there is less time to monitor the data to see if the student re-enters the system either with you or another LEA. When it happens early in the cohort, the student has longer to come back to the California public school system.

If students return to you, you may want to assess where the student is in their progress compared to other students in the same cohort so you can provide

additional assistance if needed as early as possible.

Determining Outcome

Dropout

9/1/2014		5/20/2015
	2014/2015 AY	
Grade 09 Primary Enrollment		E155

9/1/2015		5/20/2016
	2015/2016 AY	
Grade 10 Primary Enrollment		E155

9/1/2016		5/20/2017
	2016/2017 AY	
Grade 11 Primary Enrollment		E155

9/1/2017	12/1/2017	5/20/2018	8/15/2018	9/15/2018
	2017/2018 AY			
Grade 12 Primary Enrollment	T160 Regular Transfer California School	**Dropou**	Dropout	Dropout

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For simplicity, let's, again, use the same student.

She has enrolled, completed, and been exited from three years of high school with no problems.

She returns for her senior year, but at the beginning of the Winter break is withdrawn by her parents stating they are moving to another city in California.

You obtain the supporting documentation from mom and dad. Exit T160.

After some time passes, no new enrollment shows up in CALPADS, no request for the cume file is received, and you can't make contact with the parents.

The student has disappeared for all intents and purposes.

At the end of the school year/beginning of the cohort report window, the student is identified as a Dropout.

Because nothing changes during the cohort reporting window, she remains a dropout through the end of the reporting window and her status of Dropout

remains the final outcome.

Determining Outcome

CALPADS
California Department of Education
California Longitudinal Pupil Achievement Data System

Still Enrolled

9/1/2014		5/20/2015
	2014/2015 AY	
Grade 09 Primary Enrollment		E155

9/1/2015		5/20/2016
	2015/2016 AY	
Grade 10 Primary Enrollment		E155

9/1/2016		5/20/2017
	2016/2017 AY	
Grade 11 Primary Enrollment		E155

9/1/2018
Re-enroll at your LEA

9/1/2017	12/1/2017	5/20/2018	8/15/2018	9/15/2018
	2017/2018 AY			
Grade 12 Primary Enrollment	T160 Regular Transfer California School	Dropout	Dropout	Still Enrolled

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Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

The still enrolled example will use the same scenario as the dropout detailed above, but with a change.

Our student enrolled, completed, and been exited from three years of high school with no problems.
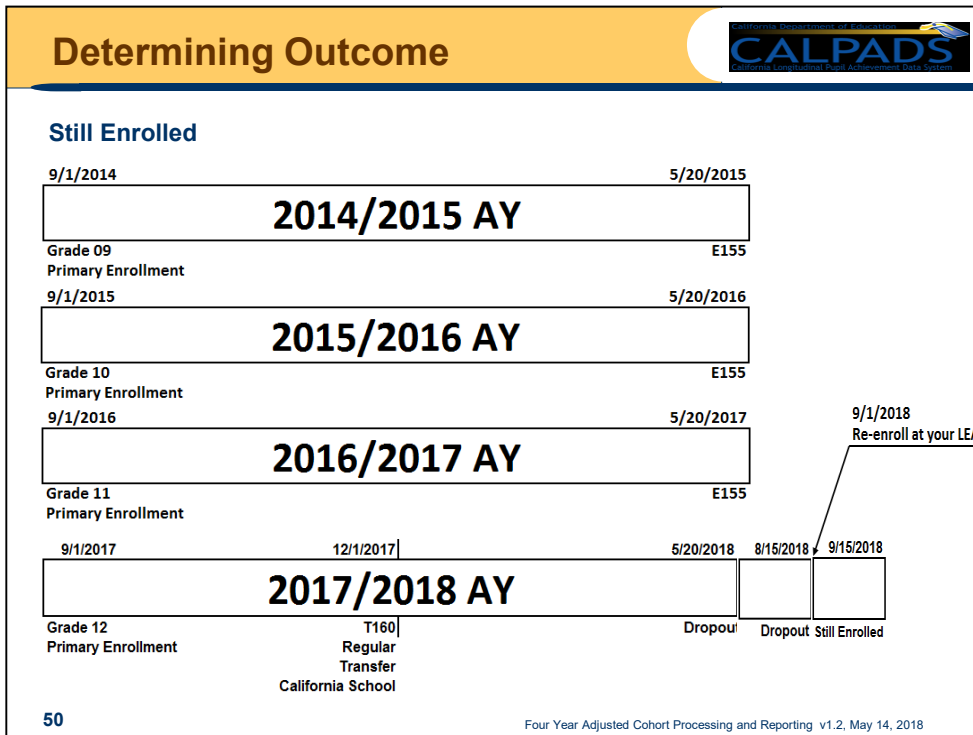
She returns for her senior year, but at the beginning of the Winter break is withdrawn by her parents stating they are moving to another city in California.
You obtain the supporting documentation from mom and dad. Exit T160.

After some time passes, no new enrollment shows up in CALPADS, no request for the cume file is received, and you can't make contact with the parents.
The student has disappeared for all intents and purposes.

THEN,

Late in the Summer, the student walks into the office with mom saying she needs to re-enroll in order to finish her senior year.

She is re-enrolled with an expected enrollment start date of 9/1.

She shows up on 9/1 and begins classes.

Up to this point she has been considered a Dropout. As of 9/1. she is Still Enrolled.
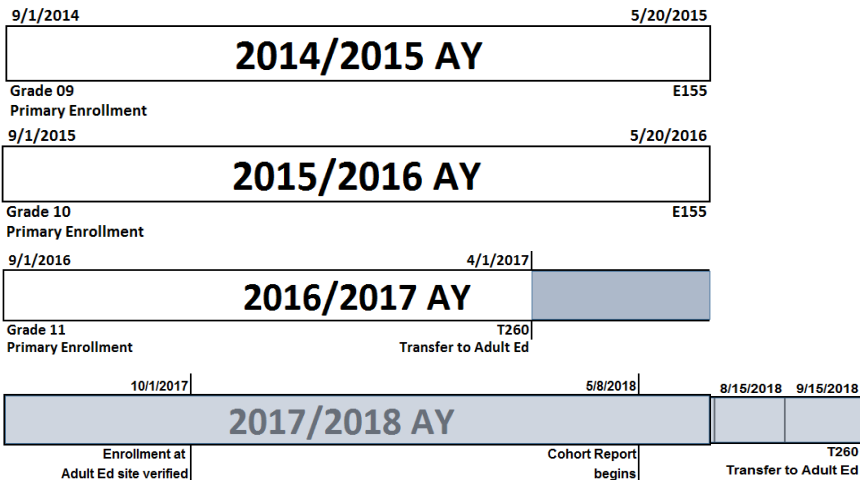
At the end of the reporting window, the student's outcome is Still Enrolled.

This enrollment could have happened at any time. I use the 9/1 date only to illustrate the Dropout status can change and also show the Dropout can change after the 8/15 cutoff date. So long as the student begins school again prior to the 9/15 date, the dropout can changed to Still Enrolled.

This is an Other Transfer example.

Using our previous student, she has completed her first two years of high school and returns for her grade 11 year.

She decides mid-way through the year she wants to attend the local Adult Education center and earn her adult ed high school diploma.

You receive documentation to support the exit and exit the student as T260.

In the following academic year, you verify the student is still attending the adult ed center and is still pursuing her diploma through them.

At the end of the year, when the cohort processing window begins, the student is counted in the 'Other Transfer' category for the cohort reporting. Because nothing changes during the processing window, she remains there through the end of the cohort reporting window and ends it with the same status of Transfer to Adult Ed being counted in the Other Transfer category.

Determining Outcome

CALPADS
California Department of Education
California Longitudinal Pupil Achievement Data System

Prior Year GED Completer

9/1/2014		5/20/2015
2014/2015 AY		
Grade 09 Primary Enrollment		E155

9/1/2015		5/20/2016
2015/2016 AY		
Grade 10 Primary Enrollment		E155

9/1/2016	4/1/2017	
2016/2017 AY		
Grade 11 Primary Enrollment	E230/320 GED/Completer	

9/1/2017	5/20/2018	8/15/2018	9/15/2018
2017/2018 AY			
	E230/320 GED Completer	E230/320 GED Completer	E230/320 GED Completer

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This example adds a small twist that is an important point often overlooked when accounting for your cohort population.

Our student started her grade 9 year and completed it as detailed before. Exited as E155.

The same for her grade 10 year. All good, exit E155.

She arrives for her grade 11 year, is progressing fine, then decides to take the GED.

She passes it on 4/1. You receive the documentation supporting the pass. Exit E230/320.

She has no enrollment in the 2017/2018 year.

This looks very straight forward, but when reconciling the 2016/2017 cohort data, the 2016/2017 Cohort doesn't include her. You open a CALPADS Service Desk ticket trying to account for her COMPLETER record.

You are informed by the attractive, intelligent, and knowledgeable data analysts she will be reported the following year WITH HER COHORT.

The CALPADS Fall 1, one-year reporting will account for her 2016/2017 GED completion, but the cohort will not report it until the 2017/2018 cohort data are aggregated and reported.

Remember, the Cohort outcome reporting is based on the student's initial grade 9 enrollment, not when the student exited the school or achieved their 'deciding' exit code.

Once in a cohort, that is where you will be reported unless enrollment data are changed to change the initial grade 9 record.

Questions

Key Concepts

1. How the 4 Year Cohort <u>Outcome</u> is determined?

2. How to calculate the percentage of each of the Outcomes?

Reports & Calculations

Reports & Calculations

Three new Cohort reports

15.1 Cohort Outcome- Counts and Rates

15.2 Cohort Outcome – Student Details

15.1 C/A Cohort Outcome – Counts and Rates

Four Year Adjusted Cohort Processing and Reporting_v1.1_January 18, 2018
Four Year Adjusted Cohort Processing and Reporting_v1.2, May 14, 2018

C/A = County/Authorizing LEA

No additional roles needed to view 15.1 and 15.2

Reports expected to be available May 24th

The reports are for 17-18 only and then move forward.

15.1 – Cohort Outcome Count is aggregate report

15.2 – Cohort Outcome Student Detail is list of students from 15.1

Reports & Calculations

County Authorizing LEA Reports 15.1 same as 15.1 but listed by county LEAs and schools within LEA. Additional roles required to view.

Careful with filters as the categories do not have a column aggregate – the report will be refreshed with the sub-groups selected

Default is Yes for all categories. Useful for filtering for specific schools and categories.

Reports & Calculations

CALPADS

15.1 Cohort Outcome – Counts and Rates

Non-Charter School(s)

School Code	School Name	Students Removed from Cohort	Promoted (Matriculated)	Cohort Students	Regular HS Diploma Graduates* Count	Rate	CHSPE Completer Count	Rate	Adult Ed.HS Diploma Count	Rate	Dropouts Count	Rate	Still Enrolled Count	Rate	Special Ed Certificate of Completion Count	Rate	GED Completer Count	Rate	Other Transfers Count	Rate
0116897	Cosumnes Oaks High	10	0	444	416	93.69%	5	1.13%	1	0.23%	11	2.48%	7	1.58%	1	0.23%	1	0.23%	2	0.45%
3432572	Elk Grove High	11	0	352	312	88.64%	2	0.57%	0	0.00%	9	2.56%	7	1.99%	12	3.41%	7	1.99%	3	0.85%
3430477	Florin High	15	0	347	311	89.63%	1	0.29%	1	0.29%	6	1.73%	6	1.73%	13	3.75%	5	1.44%	4	1.15%
3430873	Franklin High	12	0	233	207	88.84%	1	0.43%	2	0.86%	10	4.29%	3	1.29%	1	0.43%	4	1.72%	5	2.15%
3430592	Laguna Creek High	9	0	241	223	92.53%	0	0.00%	1	0.41%	8	3.32%	1	0.41%	1	0.41%	1	0.41%	6	2.49%
0105916	Monterey Trail High	25	0	326	297	91.10%	3	0.92%	0	0.00%	15	4.60%	2	0.61%	1	0.31%	1	0.31%	7	2.15%
0108753	Pleasant Grove High	26	0	345	313	90.72%	2	0.58%	0	0.00%	17	4.93%	2	0.58%	6	1.74%	3	0.87%	2	0.58%
3430618	Sheldon High	17	0	309	297	96.12%	4	1.29%	0	0.00%	4	1.29%	1	0.32%	2	0.65%	1	0.32%	0	0.00%
3430170	Valley High	18	0	195	169	86.67%	1	0.51%	0	0.00%	12	6.15%	4	2.05%	7	3.59%	1	0.51%	1	0.51%
	TOTAL-Selected Non-Charter Schools	143	0	2792	2545	91.15%	19	0.68%	5	0.18%	92	3.30%	33	1.18%	44	1.58%	24	0.86%	30	1.07%

Charter School(s)

School Code	School Name	Students Removed from Cohort	Promoted (Matriculated)	Cohort Students	Regular HS Diploma Graduates* Count	Rate	CHSPE Completer Count	Rate	Adult Ed.HS Diploma Count	Rate	Dropouts Count	Rate	Still Enrolled Count	Rate	Special Ed Certificate of Completion Count	Rate	GED Completer Count	Rate	Other Transfers Count	Rate
6112254	Elk Grove Charter	10	0	98	61	62.24%	1	1.02%	2	2.04%	9	9.18%	5	5.10%	9	9.18%	9	9.18%	2	2.04%
	TOTAL-Selected Charter Schools	10	0	98	61	62.24%	1	1.02%	2	2.04%	9	9.18%	5	5.10%	9	9.18%	9	9.18%	2	2.04%
	TOTAL - All Selected Schools	153	0	2890	2606	90.17%	20	0.77%	7	0.27%	99	3.43%	38	1.31%	53	1.83%	33	1.14%	32	1.11%

* Regular HS Diploma Graduates will be used in the California School Dashboard Report and for federal reporting of the Adjusted Cohort Graduation Rate (ACGR).

Here's an example of the new 15.1 Cohort Outcome report. We'll cover these columns in order on the following slides.

Report & Calculations

CALPADS
California Longitudinal Pupil Achievement Data System

From Report 15.1

Students Removed From Cohort = If the most recent SENR record within the Cohort Period based on Student Enrollment Date and Student Enrollment Exit Date has a Student Exit Category = E130, T180 T200, T240, T460, T310, or T370

Example:

Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
4	8/24/2017	1/12/2018	10	12	T200	
3	9/2/2016	6/5/2017	10	11	E155	
2	8/17/2015	6/15/2016	10	10	E155	
1	12/15/2014	6/1/2015	10	9	E155	

Exit Codes defined in CALPADS Code sets document. Business rules defined in Report Mapping guide for 15.1.

Reports & Calculations

From Report 15.1

Promoted (Matriculated) = If the most recent SENR record in the Cohort Period based on Student Enrollment Date and Student Enrollment Exit Date has a Student Exit Category = E230/480 (promoted)

Example	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
	3	9/2/2016	6/5/2017	10	11	E230	480
	2	8/17/2015	6/15/2016	10	10	E155	
	1	8/15/2014	6/1/2015	10	9	E155	

Cohort Students = Unduplicated Count of Students where Cohort Outcome Status is not null and <> Removed from Cohort or Promoted (Matriculated)

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Two outcomes listed here

Reports & Calculations

From 15.1 continued

Regular HS Diploma Graduates = Any SENR Student School Exit Category/School Completion Status is equal to : E230/100 and the Enrollment Exit Date >= Graduate Window Start Date and < = Graduate window End Date.

Note: If there are multiple completer records for a student, the SENR record with the earlier record will be selected.

Note: A student could have more than one completer record so the following hierarchy is used to determine cohort outcome status:
1) HS Diploma 2) CHSPE Completer, 3) Adult Ed. HS Diploma
4) GED Completer, 5) Special Education Certificate of Completion.

Example	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
	4	8/23/2017	6/4/2018	10	12	E230	100
	3	9/2/2016	6/5/2017	10	11	E230	330
	2	8/17/2015	6/15/2016	10	10	E155	
	1	12/15/2014	6/1/2015	10	9	E155	

Business rules complete definition in 15.1 Report Mapping Guide

Codes defined in CALPADS Code sets document

Qualified into the cohort based on initial grade 09 record.

1-year grad counts (aka Fall 1) will include the student as a CHSPE completer in the Fall 1 snapshot following the completion, BUT the 4-year cohort numbers will not report any data until the cohort period ends and the cohort report for that cohort is generated. In this example the CHSPE completer will be reported once oin the Fall 1 record and also as a HS Grad.

Reports & Calculations

CALPADS

From 15.1 continued

Dropout = If the most recent SENR record in the Cohort Period based on Student Enrollment Date and Student Enrollment Exit date for a student has a Student Exit Category/School Completion Status equal to one of the following: E140, E150, E155, E300, E400, E410, E490, N420, T160, T165, T167, T270, T380 or E450
And
No subsequent SENR record where the Enrollment Start Date <=

Examples:

Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
4	8/23/2017	1/14/2018	10	12	E140	
3	9/2/2016	6/5/2017	10	11	E155	
2	8/17/2015	6/15/2016	10	10	E155	
1	9/15/2014	6/1/2015	10	9	E155	

Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
3	9/2/2016	6/5/2017	10	11	E155	
2	8/17/2015	6/15/2016	10	10	E155	
1	8/15/2014	6/1/2015	10	9	E155	

Reports & Calculations

From 15.1 continued

Still Enrolled = Meets one of following:
The student enrolled during the cohort period and is currently enrolled with no completer outcome status.
Or
The Student enrolled on or prior to 9/15/2018 and is currently enrolled or exited after 9/15/2018 and no completer outcome status.
Or
Student completed between end of Cohort period (8/15/2018) and 9/15/2018.

	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
Example:	5	8/22/2018		10	12		
	4	8/23/2017	6/14/2018	10	12	E155	
	3	9/2/2016	6/5/2017	10	11	E155	
	2	8/17/2015	6/15/2016	10	10	E155	
	1	8/15/2014	6/1/2015	10	9	E155	

1. Currently enrolled with Null Exit date and no Completer Outcome status

2. Student enrolled prior to Report End Date and no Completer status.

3. Student completed after end of Cohort period 8/16 and before report End Date.

Report & Calculations

From 15.1 continued

Non Graduate Completers:

Special Education Certificate of Completion = Any SENR Student Exit Category/School Completion Status = E230/120 and the Enrollment Exit Date <= 9/15/2018

If there are multiple Special Education Completer records for a student, the record with the earlier record is selected (sorted by Enrollment Exit Date, Enrollment Start Date, CDS.)

	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
Example:	4	8/23/2017	6/4/2018	10	12	E230	120
	3	9/2/2016	6/5/2017	10	11	E155	
	2	8/17/2015	6/15/2016	10	10	E155	
	1	9/15/2014	6/1/2015	10	9	E155	

GED Completers = Any SENR Student Exit Category/School Completion Status = E230/320 and the Enrollment Exit Date <= 9/15/2018.

If there are multiple completer records for a student, the record with the earlier record is selected (sorted by Enrollment Exit Date, Enrollment Start Date, CDS.

	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
Example:	4	8/23/2017	6/4/2018	10	12	E230	320
	3	9/2/2016	6/5/2017	10	11	E155	

Reports & Calculations

From 15.1 continued

Other Transfers = If the most recent SENR record in the Cohort Period based on Student Enrollment Date and Student Enrollment Exit date for a student has a Student Exit Category/School Completion Status equal to one of the following: T260 or T280
And
No subsequent SENR record where the Enrollment Start Date <= 9/15/2018

	Year	Enroll. Start Date	Enroll. End Date	Enroll. Status Code	Grade Level Code	Student Exit Code	School Completion Status
Example	4	8/23/2017	2/4/2018	10	12	T260	
	3	9/2/2016	6/5/2017	10	11	E155	
	2	8/17/2015	6/15/2016	10	10	E155	
	1	9/15/2014	6/1/2015	10	9	E155	

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Student Groups

Student Group	Record Type	Time Period
Socioeconomically Disadvantaged	Multiple (SINF, SPRG, Foster, Direct Cert) * See note below	Any record from any LEA\School Where enrollment and program span Cohort Period
Migrant Ed	SPRG	Any program record from any LEA\School Where enrollment and program span Cohort Period
English Learner	SELA	Any program record from any LEA\School Where enrollment and program span Cohort Period
Students with Disabilities	SPRG	Any program record from any LEA\School Where enrollment and program span Cohort Period
Foster Youth	Foster Program Eligible	Any program record from any LEA\School Where enrollment and program span Cohort Period
Homeless	SPRG	Any program record from any LEA\School Where enrollment and program span Cohort Period
Ethnicity/Race	SINF	Most RECENT from 7/1/2014 - 8/15/2018
Gender	SINF	Most RECENT from 7/1/2014 - 8/15/2018

Note: Socioeconomically Disadvantaged is determined if ANY one of the following meet the criteria during the time period: Parent Highest Education Level = 14, Program 181 or 182, Migrant, Homeless, Foster or Directly Certified

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Note Time Period difference in Student Groups

Student Groups

Programs and how they count in the Cohort

Example 1

School A ↕ School A

School B

9-1-2013 |—— **Enrollment** ——| 6-30-2014

6-1-2010 |————— **Program 144** —————— *No end date*

7-1-2014   **Cohort Period**   **6-30-2018**

7-1-2014 |——— **Enrollment** ———| 6-30-2018

Although open during the cohort, the program 144 would **not count during the cohort** as the LEA that reported the program (A) does not have an enrollment that spans the cohort period

Example 2

School A ↕ School A

School B

6-1-2014 |—— **Enrollment** ——| 6-30-2015

6-1-2010 |————— **Program 144** —————— *No end date*

7-1-2014   **Cohort Period**   **6-30-2018**

7-1-2015 |——— **Enrollment** ———| 6-30-2018

Even though LEA B has not submitted the program 144 record, the final outcome is at LEA B and both the Prior enrollment (A) and the program record, span the cohort period, thus the Program 144 record **will count** under LEA B

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Examples of programs and how they count in the Cohort.

Reports & Calculations

CALPADS

15.2 Cohort Outcome – Student Details

California Department of Education

CALPADS
California Longitudinal Pupil Achievement Data System

15.2 Cohort Outcome - Student Details

Academic Year:	2017-2018		LEA:	CSIS Sacramento
View:	ODS		School Type:	ALL
As Of:	9/15/2017		School:	ALL

School Code	School Name	SSID	Student Name	Local ID	Gender	Ethnicity/ Race	Birth Date	Migrant Ed	Student with Disabilities
									Y
116897	Cosumnes Oaks High	123456789	First Person	1234	F	White	1/1/1998		
3432572	Elk Grove High	987654321	Second Person	112233	M	Black or African	2/2/1999		
3430477	Florin High	124578963	Third Person	124545	F	Hispanic	2/3/1998	Y	
3430873	Franklin High	126365478	Fourth Person	32165	M	Asian	2/4/2000		
3430592	Laguna Creek High	125874693	Fifth Person	325487	M	Hispanic	2/5/1999		Y
105916	Monterey Trail High	321654987	Sixth Person	258369	F	Multiple	2/6/1998		
108753	Pleasant Grove High	369258147	Seventh Person	6599	F	Missing	2/7/1999		
3430618	Sheldon High	316467982	Eighth Person	6254	M	Asian	2/8/1998		Y
3430170	Valley High	353739363	Ninth Person	5446	M	White	2/9/1999		

Socio-economically Disadvantaged	English Learner	Foster Youth	Homeless	Entry Grade in Cohort	Entry Year in Cohort	Cohort Category	Enrollment Status	Student Enrollment Date	Student Enrollment Exit Date	Student Exit Reason
Y				9th Grade	2014-15	Graduate	Primary	7/1/2017	6/15/2018	E230
				11th Grade	2016-17	Graduate	Primary	5/25/2018	7/15/2018	E230
Y				9th Grade	2014-15	Removed From	Primary	8/15/2017	4/30/2018	T200
Y	Y			9th Grade	2014-15	Still Enrolled	Primary			
Y	Y			9th Grade	2014-15	Graduate	Primary	7/15/2017	6/2/2018	E230
Y		Y	Y	9th Grade	2014-15	Graduate	Primary	9/4/2017	5/15/2018	E230
				10th Grade	2015-16	Dropout	Primary	9/1/2016	9/30/2016	E400
				9th Grade	2014-15	Removed From	Primary	8/1/2017	9/15/2017	T280
				9th Grade	2014-15	Graduate	Primary	9/15/2017	2/15/2018	E230

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This report can be used to identify the Cohort status of the students. Identifying why they are associated with this current Cohort.

Additional Filter for Cohort Category on the 15.2 -All (Removed From Cohort, Graduate, Still Enrolled, GED Completer, Dropout, Special Ed Cert of Completion, Promoted (Matriculated), Other transfers)

Questions

Key Concepts

1. Where you generate the Cohort Reports in CALPADS?

2. How to view the details of each student in the cohort?

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Changes starting 17-18

To conform to U.S. Department of Education Office of Inspector General (OIG) findings, there will be changes to some of the business rules for calculating the 4-year Adjusted Cohort Graduation Rate (ACGR)

These changes will be applied to the 2017/2018 Cohort

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As outlined in the CIM on April 17 as well as a letter that was sent to Superintendents and Charter School administrators on April 12th, the federal office of inspector general recently conducted an audit of the processes used by the CDE to calculate the 4 year cohort for compliance with Every Student Succeeds Act (ESSA) and based on this audit, the CDE is making some changes to how the 4 –year cohort is calculated. These changes will be implemented with the 17-18 cohort.

Changes starting 17-18

CALPADS
California Department of Education
California Longitudinal Pupil Achievement Data System

Cohort Outcome Changes based on Exit Reason
Changing the Numerator and Denominator

Old Rule ———————→ **NEW Rule**

E230/250 – Adult Ed High School Diploma
Student Counted as a Graduate

E230/250 – Student Counts as a
Non Graduate Completer

T260 – Transfer to Adult Ed
Student was removed from the cohort

T260 – Transfer to Adult Ed
Student falls into "Other Transfer" Outcome

T270 – Transfer Drop Adult Ed
Student was counted as a Dropout

T270 – Transfer Drop Adult Ed
Exit code is being retired as of 6/30/2018

T280 – Transfer to College
Student was removed from the cohort

T280 – Transfer to College
Student falls into the "Other Transfer" Outcome

T310 – Transfer to Health Facility
Student was removed from the cohort

T310 – Transfer to Health Facility
Exit code is being retired as of 6/30/2018

T460 – Transfer to Home School
Student was removed from the cohort

T460 – Transfer to Home School
Exit code is being retired as of 6/30/2018

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Some of you might have already caught these changes when Paul walked through the Outcomes, but if not, we want to make sure you are aware of these changes. These changes will result in changes on students included in the Numerator and Denominator when calculating the cohort rates

Changes starting 17-18

Exit/Completer code definitions were narrowed or clarified
Refer to Appendix C in CALPADS DataGuide

Code	Code Name	Description of Change
E130	Died	Definition modified to specify that supporting written documentation is required to support exit
T200	TransUS	Definition modified to specify that supporting written documentation is required to support exit
T240	TransOutUS	Definition modified to specify that supporting written documentation is required to support exit
T260	TransInAdult	Definition simplified to the student withdrew from/left school to enroll in an adult education program
T280	TransCollege	Definition simplified to the student withdrew from/left to enroll in college
T370	TransInstHSDipl	Definition narrowed and refined, and specifies need for supporting written documentation
T380	TransInstNoHSDipl	Definition narrowed and refined
100	Graduated, standard HS diploma	Definition clarified to conform to federal definition and to specify that supporting documentation is required to support completion status
250	Adult Ed High School Diploma	Definition modified to specify that supporting documentation is required to support completion status

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In addition some of the exit/completer codes have been updated with either narrowed or further clarified definitions.

Remember to Refer to Appendix C in the CALPADS DataGuide.

I am not going to read through each one, but the key point I want you to see in red, is that supporting documentation is required on certain exits. Keep in mind, this data can be audited so you want to make sure

Changes starting 17-18

CALPADS

Supporting Documentation Required

To confirm that a student …	The LEA must have written documentation such as …
Has transferred to a private school or a school in another state from which the student is expected to receive a regular high school diploma…	• A request for student records from a receiving private school • A written record of a response from an official in the receiving school or program acknowledging the student's enrollment
Has emigrated to another country…	• Written confirmation that a student has emigrated to another country, such as a documented conversation by the school administrator and the student's parent that is placed in the student's file • An official written documentation, such a request for student records, is not required
Has died…	• A letter from a parent • An obituary or death notice • A death certificate is not necessary

Here is some additional guidance on the supporting documentation required

As with all data in CALPADS, Validations are put into place to help with reporting accurately and we do have one new one to tell you about

- **New CVR CERT131**
  - **EOY 3** – **Fatal** - All current year enrollments must be exited prior to EOY 3 certification

    A student that was enrolled at any time between July 1 and June 30 of the current reporting Academic Year and has not been exited.

In terms of the cohort there are no validations directly around the cohort. however there is a new CVR this year in EOY3 that is fatal which is ALL students enrolled in the current academic year must be exited prior to certification. One of the key reasons this is in place is for the cohort data. As Paul explained how the outcomes are determined….until you have posted your exits, the students in your cohort will appear as "still enrolled" as remember the outcome is based on that final exit.

There are some key points that we want to make sure are clear and that you understand

Key Points

- Until Graduate exits for the current academic year are posted, all students on the cohort report, with open enrollments in the reporting year, will show "still enrolled" on the reports.

- You can still utilize the cohort reports even if your graduates are not posted.
  - Work on verifying accuracy of cohort membership as membership is determined by enrollments
  - Work on verifying accuracy of demographic and program data
  - Verify the exits that have been posted

- Post returning grade 12 (5th year seniors) enrollments by September 14

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Go over slide

Go over slide

After last bullet….so what exactly does that mean. Lets look at that….

Key Points

CALPADS
California Department of Education
California Longitudinal Pupil Achievement Data System

17-18 Graduate Data and where the data is derived from:

Cohort Processing Window
DataQuest & CA Dashboard
5/23/18

Verify and <u>finalize</u> **ALL**
• 17-18 Graduates
• UC/CSU completers, Seal of Biliteracy and Golden State Merit
• ...uation rate

All Graduate data needs to be complete by 9/14/2018

EOY Submissio...
CA Dashboa...
5/14/18

...be posted – EOY 3
...rs Reported – EOY 1
...nt Reported – EOY 1

Certify 17-18 Graduates
1-Year Graduation Count

Fall 1 Window
DataQuest
10/3/18

Graduate Data finalized in cohort window and certified in Fall 1

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So now lets look at the submissions around graduate data and where the data is derived from.

Walk thru slide 17 animations

4-Year Rates and 1-Year Counts

CALPADS

Understanding the 1 Year Counts and 4 Year Rates

1 Year Graduation Count

Derived from **Certified Fall 1 Data**
Published on DataQuest
8/16/2017 thru 8/15/2018

1 Year Drop-out Count

Derived from **Certified Fall 1 Data**
Published on DataQuest
8/16/2017 thru 8/15/2018

The final exit and the date that exit falls, will determine the academic year the student will be reported in the 1 year rate. The 1-year rate does not require that a student start at a specific time or complete by a certain date

4 Year Graduation Rate

Derived from CALPADS **ODS Data**
Published on DataQuest and used in the California School Dashboard
7/1/2014 thru 8/15/2018

4 Year Drop-out Rate

Derived from CALPADS **ODS Data**
Published on DataQuest and used in the California School Dashboard
7/1/2014 thru 8/15/2018

The 4 Year Cohort – Determines a students membership and outcome based on enrollment and exit within a specified timeframe.

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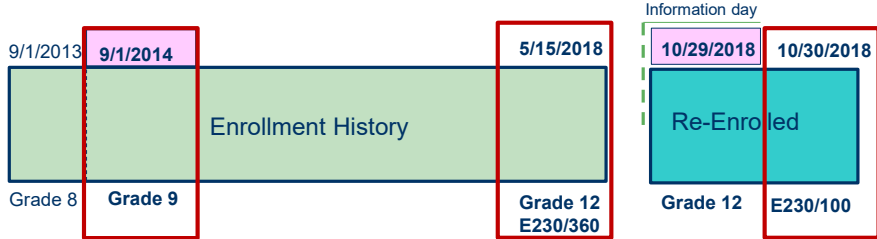
We first need to have an understanding of the 1 count and 4 year Rate

Walk thru slide – 4 animation

Summarize slide

As this is the initial implementation of the cohort data in CALPADS, we do already have some future enhancements on the books to improve the process even more

Future Enhancements

CALPADS
California Government of Education
California Longitudinal Pupil Achievement Data System

Future Change Requests

- Create cohort progression reports and extracts so LEAs can view their cohorts as they progress rather than only at the end of 12th grade

- Add Cohort Membership year identifier to the SSID in EOY 3 Cumulative Enrollment Report to allow visibility to the student's cohort membership year

- Move certification of Graduates to the EOY submission and out of Fall 1 – so timelines align, therefore eliminating possible discrepancies at state level

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Future Change Requests in place to enhance the cohort verification process

Create cohort reports and extracts on all cohorts rather than just your current graduates so you can be proactive with the data

Add more visibility to each high school student to see what cohort membership they are in by adding the identifying cohort year to the EOY 3 cumulative enrollment report

Move graduate certification out of Fall 1 and into EOY so timelines align thus eliminating any discrepancies at the state level

Lets go over some troubleshooting and tips for managing the data

Tips for Managing the Data

CALPADS

Best practices for this current cohort set 17-18

- Exit your graduates early so you can see accurate outcomes on reports

- Get all returning (5th year) grade 12 students re-enrolled early to show "still enrolled" rather than drop out

- Communicate locally with your staff, school counselors etc. Ensuring all Graduate reporting elements, UC/CSU, Golden State and Seal of Biliteracy by the final deadline of 9-15 are complete and verified.

- Verify exit codes are being used correctly and proper supporting documentation is on file

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Exit your graduates early so you can see accurate outcomes on reports

Communicate locally – this is a big one this year. As we have discussed the process and timeline is changing. Make sure key people that work with the data are aware

Tips for Managing the Data

CALPADS

Best practice tips for managing all cohort data

• Always verify in the Fall 1 submission

Enrollment counts
Grade levels totals ——— 1.5 Report
Exit Reports ——— 8.1a Exits for reporting year
8.1b Reported Drop outs for the reporting year
8.1c Lost Transfers – Potential Drop outs for reporting year

• When you upload a SENR file, pay attention to dates, exits and the data you are posting.

State Reporting > Manage Submissions > View Submission Status > File Details > Passed Records **> Enrollment Submission Summary**

Key Elements	Total By Key Element
All Records	3011
Enrollment Status Code	3011
Student Exit Reason Code	39
Student School Completion Status	950
Student Met all UC/CSU Requirements Indicator	0
Grade Level Code	3011
Student School Transfer Code	453
District of Geographic Residence Code	453
Golden State Seal Merit Diploma Indicator	0
Seal of Biliteracy Indicator	0

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These are really just reminders as everyone should already be doing this….regardless of cohort, but in your Fall 1 submission, always verify your enrollment and grade level counts on the 1.5

Also….Always take the time to review your passed records to see what you are actually posting. In the example I just walked through on the prior slide, likely this step would have caught the error of changing the grade levels. As well, if you are submitting your graduates, glance at your exit reasons, the dates, the UC/CSU indicators etc. does the data look accurate?

Every year we hear from people who did not post their UC/CSU data….if you are posting a graduate file and you check this summary before you post and see that data is not included…this is a heads up for you to follow up……

We have arrived at the finish line…lets wrap things up

Walk thru slide addressing key points 5 animations

Resources

- Resources:

  - Cohort Mapping Guides – http://csis.fcmat.org//Pages/CALPADS-Four-Year-Adjusted-Cohort-Reporting.aspx

  - For a full description of the Cohort, refer to the U.S. Department of Education's 'High School Graduation Rate - Non-regulatory Guidance' dated 22 December 2008 here, (http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf).

  - How the Data are Used http://csis.fcmat.org/Documents/OtherResource/How_Certified_CALPADS_Data_are_Used_and_Consequences.pdf

  - California School Dashboard – Technical Guide https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf

  - Flash 135 - https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash135.asp

  - CALPADS System Documentation Page – CALPADS DataGuide to include Appendix C which details the exit reasons https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp

Future Cohort Q & A's Scheduled

CALPADS
California Department of Education
California Longitudinal Pupil Achievement Data System

Thursday, May 24, 2018

Wednesday, May 30, 2018

Thursday, May 31, 2018

Monday, June 4, 2018

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Questions

Four Year Adjusted Cohort Processing and Reporting v1.2, May 14, 2018

Survey

CALPADS

https://bit.ly/2Ghp8Ac