Regulatory Four-Year Adjusted Cohort Graduation Rates

School Year 2014-15

ED*Facts* Data Documentation

January 2017

U.S. Department of Education

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DOCUMENT CONTROL

DOCUMENT INFORMATION

Title:	Regulatory Four-Year Adjusted-Cohort Graduation Rates School Year 2014-15 ED*Facts* Data Documentation
Revision:	Version 2.0
Issue Date:	January 2017

DOCUMENT HISTORY

Version Number	Date	Summary of Change
1.0	October 2016	Initial documentation for School Year (SY) 2014-15
2.0	January 24, 2017	Revised documentation for updated School Year (SY) 2014-15 data to include the addition of new data from California, Mississippi, and Texas.

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1.0 Introduction

1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use school and district level data files on SY 2014-15 regulatory adjusted-cohort graduation rates (ACGR) from ED*Facts*. It contains information that is crucial to take into consideration prior to conducting any analyses on the data.

1.2 ED*Facts* Background

ED*Facts* is a Department of Education (ED) initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision making to improve outcomes for students. ED*Facts* centralizes data provided by the state education agencies (SEAs) at the state, local education agency (LEA), and school levels (SCH). ED*Facts* also provides the Department with the ability to easily analyze and report the data. Since its inception in 2004, this initiative has reduced reporting burden for SEAs and local data producers, and has streamlined elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels.

It is imperative for users to understand that this file reflects data as reported by state education agencies to EDFacts. ED has conducted various data quality checks, resulting in communication with states to verify the data or, in some cases, the resubmission of the entire file. However, data anomalies may still be present within the file. If you have any comments or suggestions about this document or the data files, we would like to hear from you.

All data in ED*Facts* are organized into data groups and reported to ED by SEAs using defined file specifications. The data on the regulatory four-year adjusted-cohort graduation rates are organized into the following two data groups:

Table 1. ED*Facts* Four-Year ACGR File Specifications and Data Groups

File Specification	Data Group	Data Group Name	Data Group Definition
FS150	DG695	Regulatory four - year adjusted-cohort graduation rate table	The regulatory four-year adjusted-cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who formed the cohort for that graduating class. The four-year adjusted cohort rate also includes students who graduate in less than four years.
FS151	DG696	Cohorts for regulatory four-year adjusted-cohort graduation rate table	The number of students in the adjusted cohort for the regulatory four-year adjusted-cohort graduation rate.

In the four-year regulatory adjusted-cohort graduation rate data, DG695, states provide the graduation rates for students who graduate in four years or fewer with a regular high school diploma. These rates are reported by subgroups. In the four-year regulatory adjusted-cohort graduation rate data, DG696, states provide the counts of students in the four-year graduation cohort and a count of those who have and have not graduated four years or fewer with a regular high school diploma. These counts are reported by subgroups. Both graduation rates and cohort counts data are reported in the following subgroups, as required by law:

- Major Racial and Ethnic Groups
- Disability Status
- LEP Status
- Economically Disadvantaged Status

Please visit https://www2.ed.gov/about/inits/ed/edfacts/index.html to access the file specifications.

1.3 Education Levels Reported

States submit data at three education levels: SEA, LEA (includes school districts), and SCH. Each LEA is assigned a 7-digit ID by the National Center for Education Statistics (NCES). The first two digits represent the state and the last 5 digits are unique within that state for the LEA. Each school is also assigned a unique ID by NCES. The school IDs are 12 digits. The first 7 digits represent the LEA that the school belongs to and the remaining 5 digits are unique to that school within the LEA. However, while the remaining 5 digits may not be unique within the state, the entire 12-digit school ID is unique within the state and the nation.

1.4 Date of the Data

Appendix A includes a table showing the date of the last LEA and SCH level submissions for each state at the time of the data file creation. The table below indicates the date when the data files were created as well as the "data current as of" date.

Table 2. Date of File Creation and Data Recency

File	File created on:	Data current as of:
Regulatory Four-Year Adjusted Cohort Graduation Rate	December 28, 2016	November 26, 2016[1]

1.5 LEAs (Districts) and Schools included in the files

In the initial October 2016 release of the SY 2014-15 ACGR files, data from California and Texas were not included, as they had not submitted data by the final deadline for submission. This updated release includes the data submitted late by both states.

For a complete list of states included in the files, please see Appendix A – Date of the Last Submission by State.

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[1] The final deadline for submitting these data as part of the SY 2014-15 Consolidated State Performance Report (CSPR) was May 11, 2016. For this release, the data in the files were refreshed on November 26, 2016, to include late submissions from California and Texas and a resubmission from Mississippi.

If a district or school submitted zeroes or no data across all subgroups, then it was removed from the files.

Only those LEAs and schools that submitted ACGR cohort counts (DG 696) for the "All Students" subgroup are included in these files. Should a district or school have submitted data for other subgroups, but not for the All Students group, the record was removed from the files.

Additionally, if an LEA or school submitted ACGR cohort counts (DG 696) and *did not submit* graduation rates (DG 695) then the graduation rates were calculated using the submitted cohort counts.

1.6   Privacy Protections Used

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps are taken to ensure that an individual student's identity cannot be ascertained (i.e. the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students listed in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. In order to protect students' privacy, the Department applied a combination of disclosure avoidance techniques, including suppressing data for very small groups of students, and a modest "blurring" (described below) of the data reported for all other students. Together, these steps protect the information of all students by preventing someone from determining, with any reasonable certainty, whether a particular individual within that subgroup did, or did not, graduate with their cohort.

The process by which the privacy protections were applied to the Public Use file is described below.

Step One: Protection of Data for Small Groups
Because it is often easy to identify specific individuals when data are presented for a very small numbers of students, the graduation rate has been suppressed for all subgroups for which there are 1-5 students in the cohort. These suppressions are identified by 'PS'.

Step Two: Blurring of Data for Medium-sized Groups
To further protect the privacy of students, and to prevent any data suppressed in Step One from being recalculated by subtracting other reported groups data from the "All Students" group, the Department has reported the graduation rates for all medium-sized groups as a range (e.g., <20% or 70-74%).

The magnitude of the reported ranges is determined by the size of the group whose data are being reported. For example, subgroups with the fewest students (6-15) are reported with the widest ranges (e.g., <50% or ≥50%). As the number of students in the group increases, the magnitude of the range decreases, until there are more than 300 students in a subgroup, at which point the graduation rate is reported as a whole number percentage. The ranges used for varying sized groups are presented in Table 3.

Table 3. Ranges used for reporting the Graduation Rates

Number of Students in the Subgroup	Ranges Used for Reporting the Graduation Rate for that Subgroup
6-15	<50%, ≥50%
16-30	≤20%, 21-39%, 40-59%, 60-79% ≥80%
31-60	≤10%, 11-19%, 20-29%, 30-39%, 40-49%, 50-59%, 60-69%, 70-79%, 80-89%, ≥90%
61-300	≤5%, 6-9%, 10-14%, 15-19%, 20-24%, 24-29%, 30-34%, 35-39%, 40-44%, 45-49%, 50-54%, 55-59%, 60-64%, 65-69%, 70-74%, 75-79%, 80-84%, 85-89%, 90-94%, ≥95%
More than 300	≤1%, [whole number percentages] 2%, 3%, . . ., 98%, ≥99%

Because identification of specific individuals within the "All Students, All Grades" category is especially difficult, the graduation rate for that group is reported as a whole number whenever there are more than 200 students, rather than 300 students, included that group. However, the Department has determined that this modification may result in an increased risk of disclosure in districts with only two schools where one school has a very small student population (n≤ 6) and the second school has a student population between 200 and 300 students. In order to mitigate disclosure risks, the Department has implemented an additional routine that removes whole number reporting for "All Students" in the larger school within this subset of 2-school districts. As a result, the reported graduation rate for the "All Students" group of the larger school, which has between 200 and 300 students, is not a whole number percentage but instead is presented as a standard 5 percent point range (i.e., 50-54% instead of 52%) utilized for other subgroups.

For rates that are privacy protected, some of the privacy protections use the symbols: ≥, ≤, <, >. In the public files, these symbols are translated to:

- Greater than or equal to = ≥ = GE
- Less than or equal to = ≤ = LE
- Greater than = > = GT
- Less than = < = LT
- Data suppressed to protect student privacy = PS

For example, if a graduation rate in the data file that shows "GE50" means that the rate for that particular subgroup is "greater than or equal to 50%." See table below for additional explanation of the way privacy protection for various student counts are applied.

Table 4. Illustration of Privacy Protections

Subgroup	Number Students	Graduation Rate	Graduation Rate in Data File
American Indian	20	≥80% *(81%)*	GE80
Asian/Pacific Islander	50	80-89% *(80%)*	80-89
Black	70	80-84% *(80%)*	80-84
Hispanic	310	81% *(81%)*	81
White	5	PS *(80%)*	PS
Two or More Races	.	.	
All Students	455	81%	81

Notes: "PS" indicates that the graduation rate has been suppressed to protect student privacy. Parenthesized numbers in italics represent the graduation rate of the subgroup and are included solely for illustration purposes and are not reported in the data release.

2.0 Description of the Data

2.1 Adjusted-Cohort Graduation Rates

States are required to report graduation data to ED under Title I, Part A of the Elementary and Secondary Education Act (ESEA). In October 2008, ED published final regulations amending the existing regulations implementing Title I, Part A of ESEA. The amendments made changes to 34 C.F.R. §200.19, which included new requirements for calculating graduation rates. Specifically, states were required to calculate their rates based on a cohort method, which would provide a more uniform and accurate measure of the high school graduation rate that improved comparability across states. An adjusted cohort graduation rate is intended to improve our understanding of the characteristics of the population of students who do not earn regular high school diplomas or who take longer than four years to graduate.

The definition of adjusted four-year cohort graduation rate data provided to the SEAs in the 2008 non-regulatory guidance and for the purposes of submitting data files to ED*Facts* is "the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class." From the beginning of 9th grade (or the earliest high school grade), students who are 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.

The following formula provides an example of how the four-year adjusted cohort graduation rate would be calculated for the cohort entering 9th grade for the first time in the 2011-12 school year and graduating by the end of the 2014-15 school year:

Table 5. Formula for Calculating the Four-Year Adjusted-Cohort Graduation Rate

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2014-15 school year}}{\text{Number of first-time 9th graders in fall 2011 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2011-12, 2012-13, 2013-14, and 2014-15}}$$

3.0 File Structure

3.1 Variable Naming Convention

Variable names within the file are organized using the abbreviations listed below in the following structure:

[SUBGROUP]_[METRIC]_1415[2]

[SUBGROUP]: Data are presented in the file for each of the subgroups in the following format (please see Appendix C for more information on 'major racial and ethnic groups'):

Table 6. Subgroup Abbreviations

Abbreviation	Meaning
ALL	All students in the school
	Major racial and ethnic groups representing:
MAM	American Indian/Alaska Native students
MAS	Asian/Pacific Islander students
MHI	Hispanic students
MBL	Black students
MWH	White students
MTR	Two or More Races
CWD	Children with disabilities (IDEA)
ECD	Economically disadvantaged students
LEP	Limited English proficient students

[METRIC]: All data are aggregated by subgroup. For each subgroup within the file there are two metrics presented in the ACGR files:

Table 7. Abbreviations for metrics in ACGR file

Abbreviation	Meaning
COHORT	The total number of students within the adjusted-cohort (the sum of both graduate and non-graduate students)
RATE	The number of students who graduate in four years or less with a regular high school diploma divided by the number of students who form the adjusted-cohort

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[2] "1415" indicates the data are for the 2014-15 school year.

For example:

Table 8. Examples of Variable Names

Variable name	Means
ALL_COHORT_1415	The number of all students who form the adjusted-cohort in SY 2014-2015
ALL_RATE_1415	The graduation rate of all students who form the adjusted-cohort in SY 2014-15
MAS_COHORT_1415	The number of Asian/Pacific Islander students who form the adjust-cohort in SY 2014-15
MAS_RATE_1415	The graduation rate of Asian/Pacific Islander students who form the adjusted-cohort in SY 2014-15

3.2 File Layout

The table layout for the school and district data is identical, with the exception that the district level table does not contain a school name or school NCES ID (NCESSCH). Section 3.1 *Variable Naming Convention* provides the breakdown of the variable names.

Number of variables for each file:
- School – 27
- District – 25

Table 9. Table Layout for ACGR Files

Variable Name	Type	Length	Description
STNAM	Character	250	State Name
FIPST[3]	Character	2	The two-digit American National Standards Institute (ANSI) code for state
LEAID[4]	Character	7	District NCES ID
LEANM	Character	60	District Name
NCESSCH	Character	12	School NCES ID (Not in District file)
SCHNAM	Character	250	School Name (Not in District file)
DATE_CUR	Character	9	Date of data snapshot ("Data current as of" date)
ALL_COHORT_1415	Number	8	Total number of students within the four year adjusted-cohort
ALL_RATE_1415	Character	8	Rate of students who graduated within the four year adjusted-cohort

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[3] The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS.

[4] Districts are a type of local education agency (LEA). The variable name uses the more generic term of LEA.

Variable Name	Type	Length	Description
MAM_COHORT_1415	Number	8	Total number of American Indian/Alaska Native students within the four year adjusted-cohort
MAM_RATE_1415	Character	8	Rate of American Indian/Alaska Native students who graduated within the four year adjusted-cohort
MAS_COHORT_1415	Number	8	Total number of Asian/Pacific Islander students within the four year adjusted-cohort
MAS_RATE_1415	Character	8	Rate of Asian/Pacific Islander students who graduated within the four year adjusted-cohort
MBL_COHORT_1415	Number	8	Total number of Black students within the four year adjusted-cohort
MBL_RATE_1415	Character	8	Rate of Black students who graduated within the four year adjusted-cohort
MHI_COHORT_1415	Number	8	Total number of Hispanic students within the four year adjusted-cohort
MHI_RATE_1415	Character	8	Rate of Hispanic students who graduated within the four year adjusted-cohort
MTR_COHORT_1415	Number	8	Total number of Multiracial students within the four year adjusted-cohort
MTR_RATE_1415	Character	8	Rate of Multiracial students who graduated within the four year adjusted-cohort
MWH_COHORT_1415	Number	8	Total number of White students within the four year adjusted-cohort
MWH_RATE_1415	Character	8	Rate of White students who graduated within the four year adjusted-cohort
CWD_COHORT_1415	Number	8	Total number of students with disabilities within the four year adjusted-cohort
CWD_RATE_1415	Character	8	Rate of students with disabilities who graduated within the four year adjusted-cohort
ECD_COHORT_1415	Number	8	Total number of economically disadvantaged students within the four year adjusted-cohort
ECD_RATE_1415	Character	8	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort
LEP_COHORT_1415	Number	8	Total number of students with limited English proficiency within the four year adjusted-cohort
LEP_RATE_1415	Character	8	Rate of students with limited English proficiency who graduated within the four year adjusted-cohort

4.0   Guidance for Using the Data – Frequently Asked Questions (FAQs)

4.1   Are adjusted-cohort graduation rates comparable across states?

Although the regulatory adjusted cohort rates are more comparable across states than were rates submitted in previous years under the Elementary and Secondary Education Act of 1965 (ESEA) as amended, there are still some differences in how states have calculated their rates. These differences include: how students are identified for inclusion in certain subgroups, how the beginning of the cohort is defined, whether summer school students are included, and which diplomas count as a regular high school diploma.

4.2   Are these data comparable from year to year?

For school years prior to 2010-11, graduation rates reported to ED*Facts* and used in public reporting were not required to be calculated using the regulatory adjusted cohort graduation rate. States used any one of a number of methodologies, including a "leaver rate", a "completer rate", an average freshman graduation rate, or a non-regulatory cohort rate. Comparisons should not be made to data from prior school years without knowledge of the prior-year methodology.

4.3   Why are the major racial and ethnic groups reported differently by states?

Under the ESEA, a state education agency (SEA) has the flexibility to determine the major racial and ethnic groups it will use for reporting on the data included in its assessment and accountability system. The major racial and ethnic groups that an SEA uses are approved through its Accountability Workbook (the most recent copy of each state's workbook can be found here: http://www2.ed.gov/admins/lead/account/stateplans03/index.html). As a result, there is some variation in how SEAs report data by race and ethnicity. To create the data file, the major racial ethnic groups were crosswalked into six standard racial and ethnic groups. See Appendix C for the crosswalk.

4.4   Why doesn't the summation of the major racial and ethnic groups equal the "ALL" student count?

Due to flexibilities with states' implementation of the Elementary and Secondary Education Act, there may be instances where not all possible groupings of racial and ethnic identification are reported as individual major racial and ethnic groups. Therefore, some information may be missing and these counts by major racial and ethnic group will not include every student; however any students not included within an individual major racial and ethnic group would be included in the "ALL" student count.

4.5   What racial and ethnic subgroups comprise the major racial and ethnic groups "MAS" and "MHI" and how are their graduation rates calculated?

Table 10. Breakdown of MAS and MHI Major Racial and Ethnic Subgroups

Public File Abbreviation	Name in Public File	State-Submitted Abbreviation	Description from FS 150 and FS 151
MAS	Asian/Pacific Islander	MA	Asian
		MAP	Asian/Pacific Islander
		MF	Filipino
		MNP	Native Hawaiian/Other Pacific Islander or Pacific Islander
MHI	Hispanic/Latino	MHL	Hispanic/Latino
		MHN	Hispanic (not Puerto Rican)
		MPR	Puerto Rican

The MAS and MHI graduation rates are calculated using counts submitted through FS 151.

The MAS graduation rate uses the sum of the count of MA, MAP, MF, and MNP graduates as the numerator and the sum of the total cohort count of MA, MAP, MF, and MNP subgroups as the denominator. The equation used to derive the MAS graduation rate is as follows:

$$\text{MAS graduation rate} = \frac{\text{Sum of MA, MAP, MF, and MNP Counts of Graduates within the Adjusted Cohort}}{\text{Sum of MA, MAP, MF, and MNP Total Cohort Counts}}$$

The MHI graduation rate uses the sum of the count of MHL, MHN, and MPR graduates as the numerator and the sum of the total cohort count of MHL, MHN, and MPR subgroups as the denominator. The equation used to derive the MHI graduation rate is as follows:

$$\text{MHI graduation rate} = \frac{\text{Sum of MHL, MHN, and MPR Counts of Graduates within the Adjusted Cohort}}{\text{Sum of MHL, MHN, and MPR Total Cohort Counts}}$$

There is some variation among states regarding which of the Asian/Pacific Islander and Hispanic/Latino subgroups are submitted.

However, if an educational entity submits a count using the MAP designation, it should not submit counts for MA, MF, or MNP (and vice versa—if an educational entity submits counts of some combination of MA, MF, and MNP, then it should not submit a MAP count). Submitting a MAP count in combination with a MA, MF, or MNP count would result in a data quality error, and could create the potential for double-counting.

Additionally, if an educational entity submits a count using the MHL designation, it should not also submit either MHN or MPR counts. Submitting a MHL count with either MHN or MPR counts would result in a data quality error, and could create the potential for double-counting.

Appendix B notes if any SEAs submitted any subgroups which may result in this data quality error.

4.6   Why are there no data on gender, migrant students or homeless students in the file?

The 2008 regulation did not require states to report graduation rates disaggregated by gender or on subgroups of migrant or homeless students. The data in this file represent the data states are required to report in the 2008 regulation.

4.7   Should these data align with data reported on State websites and report cards?

Not necessarily. States may update their websites on different schedules than they use to report to ED. States may also publish rates calculated using a different methodology in addition to the regulatory adjusted cohort graduation rate. Policies used by states to include individual students within the graduation cohorts of schools and districts vary by state. Further, ED uses a method to protect the privacy of individuals represented within the data that could be different than the method used by an individual state.   For more discussion of how privacy protections affect the presentation of data within these files, see Section 4.1 Privacy Protection FAQs.

4.8   Do states submit any other data on graduates to EDFacts?

Some states are also approved to use and therefore submit data on five- and six-year adjusted cohort graduation rates and cohort counts. Data on any five-year rates and cohorts are collected through data group 697 and 698, while a six-year rate and cohort would be collected through data groups 755 and 756 (all data groups are within ED*Facts* file specifications 150 and 151). ED also collects counts of graduates/completers through data group 306 (ED*Facts* file specification 040). The National Center for Education Statistics (NCES) uses data group 306 to calculate the Average Freshman Graduation Rate (AFGR). This file only includes data on the adjusted four-year cohort graduation rates.

4.9   What is the AFGR and how does it differ from the adjusted four-year cohort graduation rate?

The AFGR is an estimate of the percentage of an entering freshman class graduating within four years. For 2013-14, it equals the total number of diploma recipients in 2013-14 divided by the average membership of the 8th-grade class in 2009-10, the 9th-grade class in 2010-11, and the 10th-grade class in 2011-12. Ungraded students were allocated to individual grades proportionally to the reported enrollments by grade. The adjusted cohort rate may differ from the AFGR for the following reasons:

o   AFGR may be lower than the cohort rate due to net out-migration: The AFGR does not account for out-migration after the initial cohort size is set, whereas the adjusted cohort rate

does account for such cohort size changes directly. If a state experienced a net out-migration of high school students over the period of time during which a specific graduating class was progressing through high school, this would result in the denominator for AFGR being too large, as the denominator is set at the beginning point of a cohort's progression through high school and is frozen at that number. Diploma counts for the rate are not taken until four years later and would fall in proportion to out-migration. Thus, while the numerator would be correctly adjusted downward for out-migration, the denominator of AFGR would not. Too large of a denominator deflates the graduation rate.

o AFGR may be higher than the cohort rate due to net in-migration: This is the reverse situation from that described above. In the event of net in-migration of high school students over the period of time during which a specific cohort was progressing through high school, the AFGR's cohort size would not increase—resulting in the denominator for AFGR being too small. However, the diploma count would reflect the additional graduates among the students transferring into the state. Thus, while the denominator would not adjust upward to account for the incoming new cohort members, the numerator would be allowed to increase to account for graduates among the additional cohort members. Too small of a denominator inflates the graduation rate.

o AFGR may be higher than cohort rate due to the inclusion of 5+-year graduates in the numerator, but not the denominator, of AFGR: As defined in the Title I regulations, the adjusted cohort rate assigns graduates who take longer than four years to graduate to their initial cohort. The AFGR does not have a means of adjusting for students who take longer than four years to graduate. As such, students taking n+1, n+2, etc., years graduate (where n = 4) are included in the "year n" graduate count for AFGR and inflate the numerator of the rate. However, they are not counted in the AFGR denominator for the n-year cohort. For example, AFGR for 2012-13 has graduates from the class of 2013, plus graduates from the class of 2012, plus graduates from the class of 2011 mixed into the numerator. The denominator, however, is designed to reflect only the class of 2012-13 when it first started 9th grade in 2009-10.

o Averaging enrollments in grades 8-10 may inflate AFGR over the adjusted cohort rate. The AFGR cohort is smaller than the cohort in the adjusted cohort rate due to treatment of 9th-grade dropouts: In particular, the net effect of the 3-year averaging is to reduce the contribution of 9th-grade dropouts, which deflates or underestimates the number of first time freshmen used in the denominator of AFGR. This would then inflate the AFGR relative to the adjusted cohort rate.

4.10 Is there a unique identifier that can be used to combine/merge these data with other federal data sets?

All rows of data include the NCES assigned school ID (variable name: NCESSCH). This 12-digit identifier is used within the Common Core of Data and other regular data releases from NCES. It can be used to merge these data with other ED data publications, or with state data publications. Anyone wishing to merge these data with data in files published by other agencies that do not utilize the NCES assigned school code may first need to match each NCES assigned school ID with a state assigned ID. The Common Core of Data (http://nces.ed.gov/ccd) includes both NCES and state assigned ID numbers. It could be used to associate each of these records with a state assigned ID number.

4.11 Are there any known limitations within the data?

ED conducts various data quality checks on an annual basis, resulting in communication with states to verify the data or a resubmission of the entire file. These checks focus upon the presence or absence of categories within all submitted levels of the data, alignment of the school and district data with certified state-level data, and missing or questionable data on individual schools participating in key federal programs. Anomalies identified during the data quality review process are noted in Appendix B.

Other limitations

Alabama: The Alabama State Department of Education has indicated that their adjusted cohort graduation rate data was misstated. Please use Alabama's adjusted cohort graduation rate data with caution. For more information, please see the following press release issued by the state: https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf.

Bureau of Indian Education: The SEA did not submit the required data and did not submit an explanation for the missing data.

Louisiana: The SEA did not submit ACGR data at the School level; therefore, its data are not included in the School-level file.

New York – In recent years, data for the New York City School District (NCES LEAID '3620580') has been submitted as a supervisory union (Supervisory Union #300, NYC Chancellor's Office) with 33 subordinate school districts. Each record within this file includes information about the local education agency (LEA) to which the school belongs. The schools included in this file are reported as they were submitted to ED*Facts,* with associations for all New York City being to these subordinate school districts. All but one of the subordinate school districts have the name "New York City Geographic District ##" where ## is a number between 1 and 32. If you are interested in aggregating the submitted school level data to the level of the New York City School District, use the names and LEA IDs in the table below to identify the proper records within the data file.

Table 11. New York City School District's Subordinate School Districts

Subordinate District Name	LEA ID
New York City Geographic District #1	3600076
New York City Geographic District #2	3600077
New York City Geographic District #3	3600078
New York City Geographic District #4	3600079
New York City Geographic District #5	3600081
New York City Geographic District #6	3600083
New York City Geographic District #7	3600084
New York City Geographic District #8	3600085
New York City Geographic District #9	3600086
New York City Geographic District #10	3600087

Subordinate District Name	LEA ID
New York City Geographic District #11	3600088
New York City Geographic District #12	3600090
New York City Geographic District #13	3600091
New York City Geographic District #14	3600119
New York City Geographic District #15	3600092
New York City Geographic District #16	3600094
New York City Geographic District #17	3600095
New York City Geographic District #18	3600096
New York City Geographic District #19	3600120
New York City Geographic District #20	3600151
New York City Geographic District #21	3600152
New York City Geographic District #22	3600153
New York City Geographic District #23	3600121
New York City Geographic District #24	3600098
New York City Geographic District #25	3600122
New York City Geographic District #26	3600099
New York City Geographic District #27	3600123
New York City Geographic District #28	3600100
New York City Geographic District #29	3600101
New York City Geographic District #30	3600102
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
NYC Special Schools District 75	3600135

Puerto Rico: The SEA has been approved to report three-year adjusted cohort graduation rate data, which are not included in this release.

4.12 What if I notice something unusual in the data?

Data concerns would need to be corrected by individual states through a resubmission of data files to ED*Facts*. However, rather than emailing states directly, if you notice something unusual in the data or something that you don't understand, send an e-mail to EDEN_SS@ed.gov. To assist us in responding to the concern, please format your e-mail as follows:
The subject line of the e-mail should be:

EDFacts Adjusted Cohort Graduation Rate Files

The following information needs to be included preferably in this order and with the captions:
- School Year – indicate which school year(s) have the issue(s)
- States – indicate which state(s) have the issue
- Description – describe the issue (what did you see, what were you expecting to see)

Appendix A - Date of the Last Submission by State

The tables below contain the last date that an SEA submitted files containing four-year ACGR data for SY 2014-15. All data in the public files are current as of 5/12/2016. *Any data submitted after this date are not included in the ACGR files*.

Table A-1. Date of Last Submission of Each State for Four-Year ACGR Data

STATE	SY 2014-15 LEA FS 150	SY 2014-15 LEA FS 151	SY 2014-15 SCH FS 150	SY 2014-15 SCH FS 151
ALABAMA	1/19/2016	2/1/2016	1/19/2016	2/1/2016
ALASKA	2/1/2016	1/25/2016	2/2/2016	1/25/2016
ARIZONA	2/6/2016	2/10/2016	2/6/2016	2/10/2016
ARKANSAS	5/10/2016	5/10/2016	5/10/2016	5/10/2016
BUREAU OF INDIAN EDUCATION	No data submitted as of 11/26/2016.	No data submitted as of 11/26/2016.	No data submitted as of 11/26/2016.	No data submitted as of 11/26/2016.
CALIFORNIA	6/10/2016	6/10/2016	6/10/2016	6/10/2016
COLORADO	3/29/2016	1/25/2016	3/29/2016	1/25/2016
CONNECTICUT	2/11/2016	2/11/2016	5/9/2016	5/9/2016
DELAWARE	2/4/2016	2/4/2016	2/4/2016	2/4/2016
DISTRICT OF COLUMBIA	2/10/2016	2/10/2016	3/30/2016	3/30/2016
FLORIDA	5/11/2016	5/11/2016	5/11/2016	5/11/2016
GEORGIA	1/8/2016	1/8/2016	1/8/2016	1/8/2016
HAWAII	12/22/2015	12/22/2015	12/22/2015	12/22/2015
IDAHO	3/30/2016	3/24/2016	3/30/2016	3/24/2016
ILLINOIS	2/2/2016	2/2/2016	2/2/2016	2/2/2016
INDIANA	1/26/2016	1/26/2016	1/26/2016	1/26/2016
IOWA	2/4/2016	2/4/2016	2/4/2016	2/4/2016

STATE	SY 2014-15 LEA FS 150	SY 2014-15 LEA FS 151	SY 2014-15 SCH FS 150	SY 2014-15 SCH FS 151
KANSAS	2/9/2016	2/9/2016	2/9/2016	2/9/2016
KENTUCKY	3/17/2016	3/17/2016	3/17/2016	3/17/2016
LOUISIANA	5/10/2016	5/10/2016	No data submitted as of 11/26/2016.	No data submitted as of 11/26/2016.
MAINE	4/1/2016	4/1/2016	4/4/2016	4/4/2016
MARYLAND	1/12/2016	1/12/2016	1/12/2016	1/12/2016
MASSACHUSETTS	3/18/2016	3/28/2016	3/18/2016	3/24/2016
MICHIGAN	2/3/2016	2/3/2016	2/3/2016	2/3/2016
MINNESOTA	4/28/2016	2/5/2016	4/28/2016	2/5/2016
MISSISSIPPI	7/20/2016	7/20/2016	7/20/2016	7/20/2016
MISSOURI	1/14/2016	1/14/2016	1/14/2016	1/14/2016
MONTANA	1/20/2016	1/22/2016	1/20/2016	1/22/2016
NEBRASKA	1/29/2016	2/1/2016	1/29/2016	1/29/2016
NEVADA	3/29/2016	12/22/2015	3/29/2016	12/22/2015
NEW HAMPSHIRE	2/9/2016	2/10/2016	2/9/2016	2/10/2016
NEW JERSEY	2/5/2016	2/5/2016	3/24/2016	2/5/2016
NEW MEXICO	4/21/2016	4/21/2016	4/21/2016	4/21/2016
NEW YORK	2/10/2016	2/10/2016	2/10/2016	2/10/2016
NORTH CAROLINA	1/14/2016	1/14/2016	1/14/2016	1/14/2016
NORTH DAKOTA	12/29/2015	12/29/2015	12/29/2015	12/29/2015
OHIO	3/23/2016	3/23/2016	3/23/2016	3/23/2016
OKLAHOMA	3/30/2016	3/30/2016	3/30/2016	3/30/2016
OREGON	1/28/2016	1/28/2016	1/28/2016	1/28/2016

STATE	SY 2014-15 LEA FS 150	SY 2014-15 LEA FS 151	SY 2014-15 SCH FS 150	SY 2014-15 SCH FS 151
PENNSYLVANIA	4/29/2016	4/29/2016	4/29/2016	4/29/2016
RHODE ISLAND	1/14/2016	1/14/2016	1/14/2016	1/14/2016
SOUTH CAROLINA	2/9/2016	5/6/2016	2/9/2016	5/6/2016
SOUTH DAKOTA	3/24/2016	3/24/2016	3/24/2016	3/24/2016
TENNESSEE	2/4/2016	2/4/2016	2/4/2016	2/4/2016
TEXAS	10/4/2016	9/6/2016	10/4/2016	9/6/2016
UTAH	2/9/2016	2/9/2016	2/9/2016	2/9/2016
VERMONT	4/29/2016	4/29/2016	4/29/2016	4/29/2016
VIRGINIA	1/13/2016	1/13/2016	1/13/2016	1/13/2016
WASHINGTON	1/12/2016	1/13/2016	1/12/2016	1/13/2016
WEST VIRGINIA	1/14/2016	1/18/2016	1/14/2016	1/18/2016
WISCONSIN	5/5/2016	5/5/2016	5/5/2016	5/5/2016
WYOMING	3/30/2016	2/9/2016	2/9/2016	2/9/2016

Appendix B - Identified Data Anomalies

The table below lists known data anomalies. States that are not contained in the table do not have known data anomalies. Blank cells also indicate no known data anomalies for the files specification/data group.

Table B-1. Identified Data Anomalies

State	C150/DG695	C151/DG696
Alabama	The Alabama State Department of Education has indicated that their adjusted cohort graduation rate data was misstated. Please use Alabama's adjusted cohort graduation rate data with caution. For more information, please see the following press release issued by the state: https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf.	The Alabama State Department of Education has indicated that their adjusted cohort graduation rate data was misstated. Please use Alabama's adjusted cohort graduation rate data with caution. For more information, please see the following press release issued by the state: https://www.alsde.edu/sec/comm/News%20Releases/12-08-2016%20Graduation%20Rate%20Review.pdf.
Bureau of Indian Education	No data were reported by November 26, 2016.	No data were reported by November 26, 2016.
California	States are expected to submit graduation rate data to four decimal places. California submitted to only two (2) decimal places for FS 150 data at the SEA, LEA, and School levels. This affects the comparability and ability to interpret the data.

61 LEAs reported C150 data, but did not submit corresponding C151 data. For this reason, data for these 61 LEAs were dropped from the public files. | SEA to LEA/SCH Comparison: The SEA 4-Year Total Cohort Counts for all subgroups except MA are larger than the aggregated LEA cohort counts and School cohort counts. The differences range from 5.5% to 21.3% (329 to 61,822 students) for the comparison between SEA and LEA subgroup counts and 9.9% to 20.5% (379 to 66,842 students) for the comparison between SEA and School subgroup counts. |
| **Louisiana** | Reported graduation rates (FS 150) do not match graduation rates calculated using reported counts (FS 151). At the LEA level, 62 LEAs are affected in the ALL STUDENTS subgroup. It looks as though the | No data were reported at the School level by the final submission deadline (11/26/2016). |

State	C150/DG695	C151/DG696
	reported rates were rounded to three decimal places. No data were reported at the School level by the date the updated files were created (11/26/2016).	
Maine		SEA to LEA Level Comparison: The SEA cohort counts are larger than the aggregated LEA cohort counts for multiple subgroups: ALL, MWH, CWD. These differences range from 5-8% (127-1,126 students).
Massachusetts	States are expected to submit graduation rate data to four decimal places. Data submitted for FS 150 shows only 3 decimal places were reported at the SEA level, LEA level (affecting 200 LEAs) and SCH level (affecting 319 schools). This affects the comparability and ability to interpret the data.	No C150 data were reported for 149 schools for one or all of the following subgroups: CWD, LEP, and ECODIS. Non-zero counts were submitted for both cohort count and graduate counts for these 149 schools. Any schools with missing graduation rates will have their rates calculated using counts submitted in C151.
Michigan		SEA to School Level Comparison: The SEA 4-Year and cohort counts across all subgroups are larger than the aggregated School-level cohort counts (by 6 to 24%). For the ALL Students subgroup, this is a difference of 10,089 students (8.2%). When queried about this difference, the SEA responded: "*The data submitted to ED accurately reflects the data reported by Michigan school districts. Students not included in school level cohort counts are included at the SEA level due to minimum attendance requirements for a student to be included in the school level file.*"

State	C150/DG695	C151/DG696
Mississippi	Reported graduation rates (C150) do not match the graduation rates calculated using reported counts (C151) for 148 LEAs and 248 schools. These discrepancies do not appear to be a product of rounding. These rates should match by up to four decimal places.	
New Mexico	Reported graduation rates (FS 150) do not match the graduation rates calculated using reported counts (FS 151) for 84 LEAs and 204 schools. The discrepancies do not appear to be due to rounding. These rates should match by up to four decimal places.	
New York	Reported graduation rates (FS 150) do not match the graduation rates calculated using reported counts (FS 151) for 45 schools and 30 LEAs. The difference between the reported and calculated rates is 0.0001 (or 0.01%) for all schools and LEAs. It looks as though reported rates were rounded up by 0.01%. These rates should match by up to four decimal places.	
North Carolina	States are expected to submit graduation rate data to four decimal places. Data submitted for FS 150 shows only 3 decimal places were reported at the SEA level, LEA level (affecting 124 LEAs) and SCH level (affecting 443 schools). This affects the comparability and ability to interpret the data.	
Texas		The SEA 4-Year Total Cohort Counts for the LEP and MB subgroups are larger than the aggregated SCH Total Cohort Counts. These are differences of 1,276 students (5.2%) for the LEP subgroup and 2,627 students (5.9%) for the MB subgroup.
Virginia	The ALL STUDENTS (Grand Total) Four-Year cohort count does not match the aggregation of Category Set A subgroups (Race/Ethnicity	

State	C150/DG695	C151/DG696
	Subgroups). It is a discrepancy of 4,234 students (about 5%). The SEA explained that students in the American Indian, Native Hawaiian, and Two or More Races subgroups are not reported by race/ethnicity to ED, but are included in the ALL students count.	

Appendix C - Major Racial and Ethnic Groups

The table explains how the major racial and ethnic groups used in the file specifications are converted into the six race ethnic categories used in these files.

Table C-1. Major Racial and Ethnic Groups

Race Ethnicity Abbreviation used in the data file	Race Ethnicity Description used in the data file	Abbreviation used in files submitted by SEAs	Description of abbreviation from file specifications
MAS	Asian/Pacific Islander	MA	Asian
		MAP	Asian / Pacific Islander
		MF	Filipino
		MNP	Nat Hawaiian / Other Pacific Islander or Pacific Islander
MAM	American Indian or Alaska Native	MAN	American Indian / Alaska Native or Native American
MHI	Hispanic / Latino	MHL	Hispanic / Latino
		MHN	Hispanic (not Puerto Rican)
		MPR	Puerto Rican
MBL	Black or African American	MB	Black (Not Hispanic) or African American
MWH	White	MW	White (Not Hispanic) or Caucasian
MTR	Two or more races	MM	Multicultural or Multiethnic or Multiracial

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