Regulatory Four-Year Adjusted Cohort Graduation Rates

School Year 2013-14

ED*Facts* Data Documentation

September 2015

U.S. Department of Education

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Document Control

Title:	Regulatory Four Year Adjusted-Cohort Graduation Rates, School Year 2013-14 ED*Facts* Data Documentation
Revision:	Version 1.0
Issue Date:	September 2015

Version Number	Date	Summary of Change
1.0	September	Initial documentation for SY2013-14.

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 School Year 2013-14 regulatory four-year adjusted cohort graduation rates from ED*Facts*. It contains information that is crucial to take into consideration prior to conducting any analyses on the data.

1.2 EDFacts Background

ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality elementary and secondary graduation data in education planning, policymaking, and management decision making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs at the SEA, LEA, and school levels, and provides ED 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.

All data in ED*Facts* are organized into data groups and reported to ED by the state education agencies (SEAs) using defined file specifications. The data on adjusted cohort graduation rates (ACGR) are organized into the following two data groups:

Data Group	Data Group Name	Data Group Definition	File Specification
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.	FS150
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.	FS151

Please visit www.ed.gov/edfacts to access the file specifications.

1.3 Education Levels Reported

States submit data at three education levels: state, local education agency (includes school districts), and school. Each Local Education Agency (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 district. Each school is also assigned a unique ID by NCES. The school IDs are 12 digits. The first 7 digits represent the district that the school belongs to. The remaining 5 digits are unique to that school within the district. The 5 digits are usually unique within the state but not always.

1.4 Date of the data

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

Table 1. Date of Data

File	Date file was created	Data current as of
Regulatory Adjusted-Cohort Graduation Rate (FS 150)	September 4, 2015	August 29, 2015
Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)	September 4, 2015	August 29, 2015

1.5 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 someone cannot ascertain a student's individual identity (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 how a specific student performed on the assessments.

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 small numbers of students, the Department has suppressed all cells with 1-5 students. 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 reported totals, ED has reported the percent proficient and percent participation 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, cells with the fewest students (6-15) are reported with the widest ranges (*e.g.*, <50% or ≥50%). As the number of students reported increases, the magnitude of the range decreases.

When grand totals (that is, total student cohort counts) are greater than 200 students, graduation rates are not blurred and are reported as was submitted. When the subgroup totals (that is, student subgroup cohort counts) are greater than 300 students, graduation rates are not blurred and are reported as submitted. The ranges used for varying sized groups are presented below in Table 2 and an illustration of the privacy protection is displayed in Table 3.

Table 2. Ranges Used for Reporting an Adjusted Cohort Graduation Rate

For Grand Totals: Number of Students Reported in the Cell	**For Subgroups: Number of Students Reported in the Cell**	**Ranges Used for Reporting the Percent Proficient and Percent Participation for that Group**
1-5		PS
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%
61-200	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%

Table 3. - Illustration of Privacy Protections

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

'PS' *indicates that the percent proficient has been suppressed to protect student privacy*

Parenthesized numbers in italics represent the actual percent proficient of the subgroup and are included solely for illustration purposes and are not reported in the data release.

2.0 Adjusted Cohort Graduation Rates

2.1 Definition

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 2010-11 school year and graduating by the end of the 2013-14 school year:

$$\frac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2013-14 school year}}{\text{Number of first-time 9th graders in fall 2010 (starting cohort) plus students who transferred in, minus students who transferred out, emigrated, or died during school years 2010-11, 2011-12, 2012-13, and 2013-14}}$$

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]_[SCHOOL YEAR]

[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 4. Abbreviations for subgroups

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 assessment achievement files:

Table 5. 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

FOR EXAMPLE:

Table 6. Examples of variable names

Variable name	Means
ALL_COHORT_1314	The number of all students who form the adjusted-cohort in SY 2013-2014
ALL_RATE_1314	The graduation rate of all students who form the adjusted-cohort in SY 2013-14
MAS_COHORT_1314	The number of Asian/Pacific Islander students who form the adjust-cohort in SY 2013-2014
MAS_RATE_1314	The graduation rate of Asian/Pacific Islander students who form the adjusted-cohort in SY 2013-14

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 – 28
- District - 26

Table 7. Table Layout for Reading/Language Arts Assessment Files

Variable Name	Type	Length	Description
STNAM	Character	250	State Name
FIPST[1]	Character	2	The two-digit American National Standards Institute (ANSI) code for state
LEAID[2]	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)
ALL_COHORT_1314	Number	8	Total number of students within the four year adjusted-cohort
ALL_RATE_1314	Character	8	Rate of students who graduated within the four year adjusted-cohort

[1] The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS.
[2] 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_1314	Number	8	Total number of American Indian/Alaska Native students within the four year adjusted-cohort
MAM_RATE_1314	Character	8	Rate of American Indian/Alaska Native students who graduated within the four year adjusted-cohort
MAS_COHORT_1314	Number	8	Total number of Asian/Pacific Islander students within the four year adjusted-cohort
MAS_RATE_1314	Character	8	Rate of Asian/Pacific Islander students who graduated within the four year adjusted-cohort
MBL_COHORT_1314	Number	8	Total number of Black students within the four year adjusted-cohort
MBL_RATE_1314	Character	8	Rate of Black students who graduated within the four year adjusted-cohort
MHI_COHORT_1314	Number	8	Total number of Hispanic students within the four year adjusted-cohort
MHI_RATE_1314	Character	8	Rate of Hispanic students who graduated within the four year adjusted-cohort
MTR_COHORT_1314	Number	8	Total number of Multiracial students within the four year adjusted-cohort
MTR_RATE_1314	Character	8	Rate of Multiracial students who graduated within the four year adjusted-cohort
MWH_COHORT_1314	Number	8	Total number of White students within the four year adjusted-cohort
MWH_RATE_1314	Character	8	Rate of White students who graduated within the four year adjusted-cohort
CWD_COHORT_1314	Number	8	Total number of students with disabilities within the four year adjusted-cohort
CWD_RATE_1314	Character	8	Rate of students with disabilities who graduated within the four year adjusted-cohort
ECD_COHORT_1314	Number	8	Total number of economically disadvantaged students within the four year adjusted-cohort
ECD_RATE_1314	Character	8	Rate of economically disadvantaged students who graduated within the four year adjusted-cohort
LEP_COHORT_1314	Number	8	Total number of students with limited English proficiency within the four year adjusted-cohort

Variable Name	Type	Length	Description
LEP_RATE_1314	Character	8	Rate of students with limited English proficiency who graduated within the four year adjusted-cohort

4.0 Guidance for using these data-FAQs

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.

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.

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 D for the crosswalk.

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.

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

Table 8. 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.

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.

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.

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.

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:

- 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.
- 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.
- 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.
- 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.

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.

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

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

California, Georgia, Missouri, Pennsylvania, and Texas submitted their final data late; therefore their most recently submitted data have not gone through ED's standard data quality review. Additionally, Pennsylvania submitted new data on 9/8/2015, after the creation of the ED*Facts* file, which occurred on 9/4/2015.

New Mexico did not submit FS 151 at the School level. To ensure appropriate Privacy Protection measures are applied, the adjusted-cohort graduation counts submitted through FS 151 are required in order to publish the adjusted-cohort graduation rates. Since New Mexico did not supply FS 151 at the School level, no adjusted-cohort graduation rates at the School level are available in this 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 6 to identify the proper records within the data file.

Table 9. 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
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

Subordinate District Name	LEA ID
New York City Geographic District #31	3600103
New York City Geographic District #32	3600097
NYC Special Schools District 75	3600135

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

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 for Each State

The table below contains the last data that an SEA submitted a file containing regulatory adjusted-cohort graduation rate data for SY 2013-14 at the School (SCH) and District (LEA) levels.

State	School Level Submission		District Level Submission	
	File 150	File 151	File 150	File 151
ALABAMA	2/6/2015	2/6/2015	2/6/2015	2/6/2015
ALASKA	1/28/2015	1/27/2015	1/28/2015	1/27/2015
ARIZONA	2/9/2015	2/9/2015	2/9/2015	2/9/2015
ARKANSAS	3/26/2015	3/26/2015	3/26/2015	3/26/2015
BUREAU OF INDIAN EDUCATION	Did not submit			
CALIFORNIA	8/5/2015	8/5/2015	8/5/2015	8/5/2015
COLORADO	1/30/2015	2/3/2015	1/30/2015	2/3/2015
CONNECTICUT	2/4/2015	3/17/2015	2/4/2015	3/17/2015
DELAWARE	1/22/2015	1/22/2015	1/22/2015	1/22/2015
DISTRICT OF COLUMBIA	3/18/2015	3/18/2015	3/4/2015	3/4/2015
FLORIDA	2/6/2015	2/6/2015	2/6/2015	2/6/2015
GEORGIA	5/29/2015	5/29/2015	5/29/2015	5/29/2015
HAWAII	2/4/2015	2/4/2015	2/4/2015	2/4/2015
IDAHO	3/13/2015	3/13/2015	3/13/2015	3/13/2015
ILLINOIS	2/27/2015	2/27/2015	2/27/2015	2/27/2015
INDIANA	2/9/2015	2/9/2015	2/9/2015	2/9/2015
IOWA	3/17/2015	3/17/2015	3/17/2015	3/17/2015
KANSAS	2/12/2015	2/12/2015	2/12/2015	2/12/2015
KENTUCKY	5/7/2015	5/7/2015	5/7/2015	5/7/2015
LOUISIANA	4/10/2015	4/10/2015	4/10/2015	4/10/2015
MAINE	3/17/2015	3/17/2015	3/17/2015	3/17/2015
MARYLAND	1/16/2015	1/16/2015	1/16/2015	1/16/2015
MASSACHUSETTS	4/2/2015	4/8/2015	3/31/2015	4/13/2015
MICHIGAN	1/30/2015	1/30/2015	1/30/2015	1/30/2015
MINNESOTA	2/10/2015	2/10/2015	2/10/2015	2/10/2015
MISSISSIPPI	4/2/2015	4/2/2015	4/2/2015	4/2/2015
MISSOURI	5/19/2015	5/19/2015	5/19/2015	5/19/2015
MONTANA	2/3/2015	1/20/2015	2/3/2015	1/20/2015
NEBRASKA	2/10/2015	2/10/2015	2/10/2015	2/10/2015
NEVADA	2/12/2015	2/12/2015	2/12/2015	2/12/2015
NEW HAMPSHIRE	4/2/2015	4/2/2015	4/2/2015	4/2/2015
NEW JERSEY	2/4/2015	2/4/2015	2/4/2015	2/4/2015

State	School Level Submission		District Level Submission	
	File 150	File 151	File 150	File 151
NEW MEXICO	2/11/2015	Did not submit	2/11/2015	2/11/2015
NEW YORK	2/10/2015	2/10/2015	5/4/2015	2/10/2015
NORTH CAROLINA	1/5/2015	1/5/2015	1/5/2015	1/5/2015
NORTH DAKOTA	2/23/2015	2/23/2015	2/23/2015	2/23/2015
OHIO	1/23/2015	1/23/2015	1/23/2015	1/23/2015
OKLAHOMA	2/10/2015	2/10/2015	2/10/2015	2/10/2015
OREGON	1/15/2015	1/22/2015	1/15/2015	1/22/2015
PENNSYLVANIA[3]	9/8/2015	9/8/2015	9/8/2015	9/8/2015
RHODE ISLAND	2/10/2015	2/10/2015	2/10/2015	2/10/2015
SOUTH CAROLINA	1/16/2015	1/16/2015	1/16/2015	1/16/2015
SOUTH DAKOTA	1/15/2015	1/15/2015	1/15/2015	1/15/2015
TENNESSEE	2/9/2015	2/9/2015	2/6/2015	2/6/2015
TEXAS	7/20/2015	7/20/2015	7/20/2015	7/20/2015
UTAH	1/27/2015	1/27/2015	1/27/2015	1/27/2015
VERMONT	2/4/2015	2/4/2015	2/4/2015	2/4/2015
VIRGINIA	1/29/2015	1/29/2015	1/29/2015	1/29/2015
WASHINGTON	4/29/2015	4/29/2015	4/29/2015	3/20/2015
WEST VIRGINIA	5/5/2015	5/5/2015	5/5/2015	5/5/2015
WISCONSIN	5/1/2015	5/1/2015	5/1/2015	5/1/2015
WYOMING	5/13/2015	5/13/2015	5/13/2015	5/13/2015

[3] See Section 4.0 (“Are there any known limitations within the data?”) for more information about the Pennsylvania submission.

Appendix B - Identified Data Anomalies

The table below lists known data anomalies. Blank cells means that there are no known data anomalies.

	SY 2013-14 Regulatory Adjusted-Cohort Graduation Rate (FS 150)	SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)
ALABAMA		
ALASKA		
ARIZONA		
ARKANSAS		
BUREAU OF INDIAN EDUCATION	No data submitted.	No data submitted.
CALIFORNIA		
COLORADO		
CONNECTICUT		The SEA1314 Cohort Count is 1684 students greater than the SCH1314 Cohort Count at the ALLSTUDENTS subgroup. Almost all subgroups, when rolled up to the SCH level are significantly smaller (4 to 21 percent smaller) than the subtotals at the SEA level. When queried about this anomaly, the SEA responded: *"This difference is due to students being outplaced."*
DELAWARE		
DISTRICT OF COLUMBIA		

	SY 2013-14 Regulatory Adjusted-Cohort Graduation Rate (FS 150)	SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)
FLORIDA		
GEORGIA		
HAWAII		
IDAHO		
ILLINOIS		
INDIANA		
IOWA		
KANSAS		
KENTUCKY	For 112 schools, a cohort count (FS 151) was reported, but a graduation rate (FS 150) was not reported.	For all subgroups, the SEA level cohort count is significantly higher than the aggregate SCH level cohort count (from 5.0 to 15.1% higher). When queried about this anomaly, the SEA responded: *"The reporting method used this year is consistent with the methods used in prior years. The count difference between the summation of schools when compared to the state counts is due to two factors. The first factor is that we only report regular public schools. There are alternative schools that graduate students. These students are not publically reported in the individual school but are reported in the district/state counts and rates. The second factor is our state accountability model gives district counts and rates to schools that haven't been open for four years or five years or were unstable for the entire time to calculate either the 4-year rate or the 5-year rate."*

	SY 2013-14 Regulatory Adjusted-Cohort Graduation Rate (FS 150)	SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)
LOUISIANA	For all subgroups, it appears that the reported rates have been rounded to three digits. SEAs are required to report rates to four digits.	For all subgroups, the SEA Cohort Count is significantly greater than the aggregated SCH Cohort Count (by 6.4 to 17.1%).
MAINE		
MARYLAND		
MASSACHUSETTS		
MICHIGAN		
MINNESOTA		
MISSISSIPPI		
MISSOURI		
MONTANA		
NEBRASKA		
NEVADA		
NEW HAMPSHIRE		
NEW JERSEY		
NEW MEXICO		Did not submit School level file.

	SY 2013-14 Regulatory Adjusted-Cohort Graduation Rate (FS 150)	SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)
NEW YORK	44 schools have reported Adjusted-Cohort Graduation Rates that do not match graduation rates when calculated using data submitted from FS 151. This could be attributed to a rounding error.	
NORTH CAROLINA	For all subgroups, it appears that the reported rates have been rounded to three digits. SEAs are required to report rates to four digits.	
NORTH DAKOTA		
OHIO		
OKLAHOMA		
OREGON		
PENNSYLVANIA		
PUERTO RICO		
RHODE ISLAND		
SOUTH CAROLINA		
SOUTH DAKOTA		
TENNESSEE		
TEXAS		

	SY 2013-14 Regulatory Adjusted-Cohort Graduation Rate (FS 150)	SY 2013-14 Cohorts for Regulatory Adjusted-Cohort Graduation Rate (FS 151)
UTAH		
VERMONT		
VIRGINIA		
WASHINGTON	For all subgroups, it appears that the reported rates have been rounded to three digits. SEAs are required to report rates to four digits.	WA submitted conflicting Asian permitted values. Upon examination, it appears as though the MAP count is an aggregation of the MA and MNP counts. Due to this potential error, the MAS count in the ED*Facts* file may be double the actual count of MAS students in the adjusted-cohort graduation rate. Almost all subgroup cohort counts reported at the SEA level are significantly higher than aggregated LEA subgroup counts (5.0 to 11.7% higher).
WEST VIRGINIA		
WISCONSIN		
WYOMING		

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 variables used in these files.

Race Ethnicity used in this file		Major Racial and Ethnic Groups used in reporting to ED*Facts*	
Abbv.	**Name**	**Internal ED*Facts* Submission Abbreviation**	**Permitted Value Description**
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 Mulitracial