



U.S. Department of Education

EDFacts Data Documentation

Four-Year Adjusted-Cohort Graduation Rates

School Year 2018-19

November 2020

U.S. Department of Education

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| 1.0 | November 2020 | Initial documentation for School Year (SY) 2018-19. |

Contents

| | |
|--|-----------|
| DOCUMENT CONTROL | ii |
| Introduction | 3 |
| 1.1 Purpose | 3 |
| 1.2 EDFacts Background | 3 |
| 1.3 Education Levels Reported and Identification Numbers | 4 |
| 1.4 Date of the Data | 4 |
| 1.5 LEAs (Districts) and Schools included in the files | 4 |
| 1.6 Privacy Protections Used | 5 |
| 1.6.1 Interpreting Symbols in the Files | 6 |
| Description of the Data | 8 |
| 1.7 Adjusted-Cohort Graduation Rates | 8 |
| Data Quality | 9 |
| 1.8 Timeliness | 9 |
| 1.9 Business Rules | 9 |
| 1.10 Suppression | 9 |
| 1.11 Data Notes | 9 |
| File Structure | 10 |
| 1.12 Variable Naming Convention | 10 |
| 1.13 File Layout – <i>Revised!</i> | 11 |
| Guidance for Using the Data – Frequently Asked Questions (FAQs) | 14 |
| Appendix A - Last Submission Date by State | 19 |
| Appendix B - Major Racial and Ethnic Groups and Special Populations Subgroups | 21 |

| | |
|---|----|
| <u>Table 1. EDFacts Four-Year ACGR File Specifications and Data Groups</u> | 3 |
| <u>Table 2. Ranges Used for Reporting Graduation Rates at the District and School Levels</u> | 6 |
| <u>Table 3. Illustration of Privacy Protections</u> | 7 |
| <u>Table 4. Formula for Calculating the Four-Year Adjusted-Cohort Graduation Rate</u> | 8 |
| <u>Table 5. Data that are suppressed based on data quality concerns from the SY 2018-19 Four-Year ACGR public files</u> | 9 |
| <u>Table 6. Subgroup Abbreviations</u> | 10 |
| <u>Table 7. ACGR Variable Abbreviations</u> | 10 |
| <u>Table 8. Examples of Variable Names in ACGR Public Files</u> | 11 |
| <u>Table 9. Table Layout for ACGR Files (Wide Format)</u> | 11 |
| <u>Table 10. Table Layout for ACGR Files (Long Format) – <i>New!</i></u> | 13 |
| <u>Table 11. Subgroups Contained within MAS and MHI Abbreviations</u> | 15 |

| | |
|---|----|
| <u>Table 12. Asian/Pacific Islander (MAS) Graduation Rate Calculation</u> | 15 |
| <u>Table 13. Hispanic/Latino (MHI) Graduation Rate Calculation</u> | 15 |
| <u>Table 13. New York City School District's Subordinate School Districts</u> | 18 |

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 (SY) 2018-19 adjusted-cohort graduation rates (ACGR) results from *EDFacts*. It contains information that is crucial to take into consideration prior to conducting any analyses on the data.

1.2 EDFacts Background

EDFacts 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. *EDFacts* centralizes data provided by the state education agencies (SEAs) at the SEA, local education agency (LEA), and school levels, and 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. Data anomalies, however, 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. See the Frequently Asked Questions section for information about submitting a question or comment. All data in *EDFacts* are organized into data groups and reported to ED by SEAs using defined file specifications. The data on four-year adjusted-cohort graduation rates (ACGR) are organized into the following two data groups:

Table 1. EDFacts Four-Year ACGR File Specifications and Data Groups

| File Specification | Data Group | Data Group Name | Data Group Definition |
|--------------------|------------|--|--|
| FS150 | DG695 | Four -year adjusted-cohort graduation rate table | The 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
- Foster Care Status
- Homeless Enrolled Status

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

1.3 Education Levels Reported and Identification Numbers

States submit data at three education levels: state, LEA (includes school districts), and school.

Each LEA is assigned a 7-digit ID by the National Center for Education Statistics (NCES) called the NCES LEA Identification Number. The first two digits make up a unique state ID called the American National Standards Institute (ANSI) state code and the last five 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 seven digits make up the NCES LEA Identification Number for the LEA that the school belongs to and the remaining five digits are unique to that school within the LEA but those five digits may not be unique within the state.

Beginning in SY 2017-18, the ST_LEAID and ST_SCHID fields used in Common Core of Data (CCD) files have been added to the LEA and School level Assessment files to improve identification of districts and schools within states and connection to other CCD data files. The structure of the identification numbers are:

- ST_LEAID: “Two-digit state abbreviation” - “State-assigned LEA ID”
- ST_SCHID: “Two-digit state abbreviation” - “State-assigned LEA ID” – “State-assigned School ID”

1.4 Date of the Data

The files contain data that are current as of July 24, 2020. Appendix A includes a table showing the date of the last LEA and school level submissions for each state.

1.5 LEAs (Districts) and Schools included in the files

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

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 the LEA and school ACGR public 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 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, whether a particular individual within a subgroup did, or did not, graduate with their cohort.

The process by which the privacy protections were applied to the LEA and School Public Use files 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 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 below in Table 2 and an illustration of the privacy protection is displayed in Table 3.

Table 2. Ranges Used for Reporting Graduation Rates at the District and School Levels

| Number of Students Reported in the Cell | Ranges Used for Reporting the Graduation Rate for that Group |
|---|---|
| 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%, 2%, 3%, . . . , 98%, ≥99% |

Identification of specific individuals within the “All Students” category is especially difficult. Therefore, 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, ED has determined that this results in an increased risk of disclosure in districts with only two schools where one school has a very small student population ($n \leq 6$) and the other school has a student population between 200 and 300 students. In order to mitigate disclosure risks, ED has implemented an additional privacy protection routine that removes whole number reporting for “All Students” in the larger school within these districts. As a result the reported graduation rate for the larger school, which has between 200 and 300 students, will not be a whole number percentage. Instead it will be presented as a 5 percent point range (i.e., 50-54% instead of 52%).

1.1.1 Interpreting Symbols in the Files

For rates that are privacy protected, some of the privacy protections use the following symbols and translations:

- Greater than or equal to = \geq = GE
- Less than or equal to = \leq = LE
- Greater than = $>$ = GT
- Less than = $<$ = LT
- Data suppressed to protect student privacy = PS

For example, a graduation rate in the data file displaying “GE50” means 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.

1.1.1.1 Interpreting Zeroes and Blank Cells

A "." or blank cell indicates that no data were reported for a particular subgroup. LEAs and schools are required to report non-zero data (counts of one student or more) but are not required to submit a "zero students" value for each subgroup. Some LEAs and schools report zeroes and some do not. Since LEAs and schools are not required to report zeroes, one cannot infer a

meaningful difference between a reported zero count and a blank or "." cell. Furthermore, there is no meaningful difference between a "." and a blank. When the files are created, some of the cells are read as numeric data and some are read as character data. This causes each cell to show as either a "." or blank.

If an education unit actually did report zero students for a particular subgroup, then an "n/a" value will appear for the rate for that subgroup.

Table 3. Illustration of Privacy Protections

| | Number Students | Graduation Rate | Graduation Rate in Data File |
|----------------------------------|-----------------|-----------------------------|------------------------------|
| American Indian or Alaska Native | 20 | $\geq 80\%$ <i>(81%)</i> | GE80 |
| Asian or Pacific Islander | 50 | 80-89% <i>(81%)</i> | 80-89 |
| Black | 70 | 80-84% <i>(80%)</i> | 80-84 |
| Hispanic | 310 | 81% <i>(81%)</i> | 81 |
| White | 5 | PS <i>(80%)</i> | PS |
| Two or More Races | 8 | $\geq 50\%$ <i>(81%)</i> | GE50 |
| All Students | 463 | 81% <i>(81%)</i> | 81 |

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

Description of the Data

1.7 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 *EDFacts* 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 2014-15 school year and graduating by the end of the 2018-19 school year:

Table 4. Formula for Calculating the Four-Year Adjusted-Cohort Graduation Rate

Number of cohort members who earned a regular high school diploma
by the end of SY 2018-19

Number of first-time 9th graders in Fall 2015 (starting cohort) plus
students who transferred in, minus students who transferred out,
emigrated, or died during SY 2015-16, 2016-17, 2017-18, and 2018-19

Data Quality

1.8 Timeliness

OESE identifies an ACGR data submission as **timely** if the State has submitted the required data to the appropriate data submission system (i.e., ESS) on or before the final due date. The due date for the SY 2018-19 ACGR data files was May 27, 2020.

For the purposes of creating the public file, however, all data submitted on or before July 24, 2020, are included.

1.9 Business Rules

In order to assure data quality of the ACGR data files, OESE evaluated the data using the data quality business rules. The business rules run against the data are accessible in the [EDFacts Business Rules Single Inventory](#) (BRSI).

1.10 Suppression

OESE identified the following data (table below) that contained data quality concerns warranting suppression from the SY 2018-19 LEA and School public files. Data notes will include information on using caution to use and interpret the data, based on data quality concerns.

Table 5. Data that are suppressed based on data quality concerns from the SY 2018-19 Four-Year ACGR public files

| State | File Spec | Data Group | Level | Subgroup |
|---------------|-----------|------------|---------------|---------------|
| ILLINOIS | 150, 151 | 695, 696 | LEA, SCH | All subgroups |
| UTAH | 150, 151 | 695, 696 | LEA | All subgroups |
| WEST VIRGINIA | 150, 151 | 695, 696 | SCH | HOM |
| WEST VIRGINIA | 150, 151 | 695, 696 | SEA, LEA, SCH | FCS |

1.11 Data Notes

States/entities have the option to provide additional information to OESE related to the data quality issues or changes. This information has been compiled and accompanies the data files for data users. Data notes are posted under Supporting Material on the [Data Files page on the EDFacts Initiative website](#).

States have the opportunity to respond to all data issues that were reported by the initial due date (February 12, 2020). If any new issues were identified after the initial due date and prior to the final due date (May 27, 2020) due to resubmission or late submissions, states did not have the opportunity to provide responses to data notes.

File Structure

1.12 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 - Major Racial and Ethnic Groups and Special Populations Subgroups for more information on ‘major racial and ethnic groups’):

Table 6. Subgroup Abbreviations

| Abbreviation | Meaning |
|--------------|--|
| ALL | All students in the school |
| MAM | American Indian/Alaska Native students |
| MAS | Asian/Pacific Islander students |
| MHI | Hispanic/Latino students |
| MBL | Black students |
| MWH | White students |
| MTR | Two or More Races/Multiracial Students |
| CWD | Children with disabilities (IDEA) |
| ECD | Economically disadvantaged students |
| LEP | Limited English proficient students |
| HOM | Homeless Enrolled students |
| FCS | Foster Care 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. ACGR Variable Abbreviations

| Abbreviation | Definition |
|--------------|---|
| 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 8. Examples of Variable Names in ACGR Public Files

| Variable name | Definition |
|-----------------|--|
| ALL_COHORT_1819 | The number of all students who form the adjusted-cohort in SY 2018-19 |
| ALL_RATE_1819 | The graduation rate of all students who form the adjusted-cohort in SY 2018-19 |

| | |
|------------------------|---|
| MAS_COHORT_1819 | The number of Asian/Pacific Islander students who form the adjust-cohort in SY 2018-19 |
| MAS_RATE_1819 | The graduation rate of Asian/Pacific Islander students who form the adjusted-cohort in SY 2018-19 |

1.13 File Layout – *Revised!*

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 1.8 Variable Naming Convention provides the breakdown of the variable names.

For SY 2018-19, two file formats have been produced—a “wide” file format and a new “long” file format. The new long-format files provide data for a single entity across multiple records, or rows, whereas the wide-format files provide data a single entity in one record, or row. Publishing data in a long format allows for flexibility in terms of adding or removing data elements over time, because the addition/removal of data elements does not affect the record layout/structure of the files over time.

Number of variables for each file:

- School – 33
- District – 30

Table 9. Table Layout for ACGR Files (Wide Format)

| 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 |
| ST_LEAID | Character | 35 | Local Education Agency (District) State ID <i>Assigned by State</i> |
| LEANM | Character | 60 | District Name |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| ST_SCHID | Character | 35 | School State ID (Not in District file) <i>Assigned by State</i> |

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.

| | | | |
|-----------------|-----------|---|---|
| DATE_CUR | Character | 9 | Date of data snapshot ("Data current as of" date) |
| ALL_COHORT_1819 | Number | 8 | Total number of students within the four-year adjusted-cohort |
| ALL_RATE_1819 | Character | 8 | Rate of students who graduated within the four-year adjusted-cohort |
| MAM_COHORT_1819 | Number | 8 | Total number of American Indian/Alaska Native students within the four-year adjusted-cohort |
| MAM_RATE_1819 | Character | 8 | Rate of American Indian/Alaska Native students who graduated within the four-year adjusted-cohort |
| MAS_COHORT_1819 | Number | 8 | Total number of Asian/Pacific Islander students within the four-year adjusted-cohort |
| MAS_RATE_1819 | Character | 8 | Rate of Asian/Pacific Islander students who graduated within the four-year adjusted-cohort |
| MBL_COHORT_1819 | Number | 8 | Total number of Black students within the four-year adjusted-cohort |
| MBL_RATE_1819 | Character | 8 | Rate of Black students who graduated within the four-year adjusted-cohort |
| MHI_COHORT_1819 | Number | 8 | Total number of Hispanic students within the four-year adjusted-cohort |
| MHI_RATE_1819 | Character | 8 | Rate of Hispanic students who graduated within the four-year adjusted-cohort |
| MTR_COHORT_1819 | Number | 8 | Total number of Multiracial students within the four-year adjusted-cohort |
| MTR_RATE_1819 | Character | 8 | Rate of Multiracial students who graduated within the four-year adjusted-cohort |
| MWH_COHORT_1819 | Number | 8 | Total number of White students within the four-year adjusted-cohort |
| MWH_RATE_1819 | Character | 8 | Rate of White students who graduated within the four-year adjusted-cohort |
| CWD_COHORT_1819 | Number | 8 | Total number of students with disabilities within the four-year adjusted-cohort |
| CWD_RATE_1819 | Character | 8 | Rate of students with disabilities who graduated within the four-year adjusted-cohort |
| ECD_COHORT_1819 | Number | 8 | Total number of economically disadvantaged students within the four-year adjusted-cohort |
| ECD_RATE_1819 | Character | 8 | Rate of economically disadvantaged students who graduated within the four-year adjusted-cohort |
| FCS_COHORT_1819 | Number | 8 | Number of students in foster care in the graduation cohort |
| FCS_RATE_1819 | Character | 8 | Rate of foster care students who graduated within the four-year adjusted-cohort |

| | | | |
|-----------------|-----------|---|--|
| HOM_COHORT_1819 | Number | 8 | Number of homeless enrolled students in the graduation cohort |
| HOM_RATE_1819 | Character | 8 | Rate of homeless enrolled students who graduated within the four-year adjusted-cohort |
| LEP_COHORT_1819 | Number | 8 | Total number of students with limited English proficiency within the four-year adjusted-cohort |
| LEP_RATE_1819 | Character | 8 | Rate of students with limited English proficiency who graduated within the four-year adjusted-cohort |

Table 10. Table Layout for ACGR Files (Long Format) – *New!*

| 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 |
| ST_LEAID | Character | 35 | Local Education Agency (District) State ID <i>Assigned by State</i> |
| LEANM | Character | 60 | District Name |
| SCHNAM | Character | 250 | School Name (Not in District file) |
| NCESSCH | Character | 12 | School NCES ID (Not in District file) |
| ST_SCHID | Character | 35 | School State ID (Not in District file) <i>Assigned by State</i> |
| DATE_CUR | Character | 9 | Date of data snapshot ("Data current as of" date) |
| CATEGORY | Number | 8 | Category/Subgroup •ALL, MAM, MAS, MHI, MBL, MWH, MTR, CWD, ECD, LEP, HOM, FCS, MIL |
| COHORT_COUNT | Character | 8 | Total number of students within the four-year adjusted-cohort |
| RATE | Number | 8 | Rate of students who graduated within the four-year adjusted-cohort |

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.

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

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.

2. Are these data comparable from year to year?

For school years prior to 2010-11, graduation rates reported to *EDFacts* and used in public reporting were not required to be calculated using the regulatory adjusted cohort graduation rate. States used any one of several 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.

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

Under the Elementary and Secondary Education Act (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 consolidated state plan (the most recent copy of each state’s plan 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 cross-walked into six standard racial and ethnic groups. See Appendix C for the crosswalk.

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 ESEA, 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.

5. What racial and ethnic subgroups comprise the major racial and ethnic groups “MAS” and “MHI” and how are their graduation rates calculated?

Table 11. Subgroups Contained within MAS and MHI Abbreviations

| 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 |
| 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:

Table 12. Asian/Pacific Islander (MAS) Graduation Rate Calculation

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

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:

Table 13. Hispanic/Latino (MHI) Graduation Rate Calculation

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

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.

Should any SEAs have submitted any data that may result in this data quality error, it is logged in the SY 2018-19 ACGR Public Data Notes available on the *EDFacts* website.

6. *Why are there no data on students by gender, migrant students, or homeless students in the files?*

The 2008 regulation did not require states to report graduation rates by Sex or Migrant Status. The data in this file represent the data states are required to report in the 2008 regulation.

Beginning in SY 2017-18, the Homeless Enrolled Student subgroup was collected by *EDFacts*. *EDFacts* will begin publicly posting Homeless Enrolled Student ACGR data in SY 2018-19.

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.

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 *EDFacts* file specifications 150 and 151). Additionally, Puerto Rico submits data on three-year adjusted cohort graduation rates.

ED also collects counts of graduates/completers through data group 306 (*EDFacts* 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.

9. *What is the difference between the ACGR and AFGR?*

NCES and the Department of Education release two widely-used annual measures of high school completion: the Adjusted Cohort Graduation Rate (ACGR) and the Averaged Freshman

Graduation Rate (AFGR). Both measure the percent of public school students who attain a regular high school diploma within 4 years of starting 9th grade. However, they also differ in important ways. For information on these differences, please go to the post, “What is the difference between the ACGR and AFGR?” on the NCES blog:

<https://nces.ed.gov/blogs/nces/post/what-is-the-difference-between-the-acgr-and-the-afgr>.

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.

11. Are there 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 on 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 the SY 2018-19 ACGR Public Data Notes, which are posted alongside this [data documentation on the EDFacts website](#). States not included in the table do not have known data anomalies that should affect users’ interpretation or analysis of the data. ED recommends taking the data anomalies into consideration when using the data. In many cases, feedback is included from the state in response to inquiries from ED regarding the identified data anomalies. Furthermore, ED has amended state comments to remove information that is not directly applicable to the identified anomaly.

Other limitations

New York – Prior to SY 2005-06, New York City (NYC) schools were reported as part of a single, regular LEA. In SY 2005-06, New York began reporting NYC schools as part of a supervisory union with member LEAs. The entities included in this file are reported as they were submitted to EDFacts, with associations for all New York City being to these subordinate school districts. If you are interested in aggregating the submitted school level data to the level of the New York City School District, you can identify the proper records using the Common Core of Data (CCD) Directory file ([link](#)) to select schools or LEAs with a FIPST code = 36 (for the state of New York) and a supervisory union identification number (UNION) = 300.

12. Are there ACGR data available at the State (SEA) level?

Yes, data at the SEA and LEA level can be found on the ED Data Express website: (<https://eddataexpress.ed.gov/>). Additionally, NCES publishes a National Grad Rate table that uses SEA level data. That table has rates as reported by states for each subgroup and calculates a National Rate where possible given the available data. This table can be found here: [https://nces.ed.gov/ccd/data_tables.asp#Keyword:Adjusted%20Cohort%20Graduation%20Rate%20\(ACGR\),Page:1](https://nces.ed.gov/ccd/data_tables.asp#Keyword:Adjusted%20Cohort%20Graduation%20Rate%20(ACGR),Page:1)

13. 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 *EDFacts*. 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 Public ACGR 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)
- Education level – indicate which education level (LEA or School) has the issue
- States – indicate which state(s) have the issue
- Description – describe the issue (what did you see, what were you expecting to see)

Appendix A - Last Submission Date by State

The tables below contain the last date that an SEA submitted files containing ACGR data for SY 2018-19 as of July 24, 2020. All data in the public files are current as of July 24, 2020. Any data submitted after this July date are not included in the ACGR files. Therefore, data in the public files may not reflect an SEA's most recent file submission.

Table A-1. Date of Last Submission of SY 2018-19 ACGR Data by State

| State | LEA Level Adjusted- Cohort Graduation Rate (C150) | LEA Level Cohorts for Adjusted- Cohort Graduation Rate (C151) | School Level Adjusted- Cohort Graduation Rate (C150) | School Level Cohorts for Adjusted- Cohort Graduation Rate (C151) |
|-------------------------------|---|--|---|--|
| ALABAMA | 2/11/20 | 2/11/20 | 2/11/20 | 2/11/20 |
| ALASKA | 1/13/20 | 1/13/20 | 1/14/20 | 1/14/20 |
| ARIZONA | 5/27/20 | 5/27/20 | 2/10/20 | 2/8/20 |
| ARKANSAS | 5/25/20 | 5/25/20 | 5/26/20 | 5/26/20 |
| BUREAU OF INDIAN EDUCATION | 2/14/20 | 2/14/20 | 2/12/20 | 2/12/20 |
| CALIFORNIA | 5/26/20 | 5/18/20 | 5/19/20 | 5/19/20 |
| COLORADO | 1/8/20 | 1/8/20 | 1/15/20 | 1/15/20 |
| CONNECTICUT | 2/4/20 | 2/3/20 | 2/4/20 | 2/4/20 |
| DELAWARE | 5/27/20 | 5/27/20 | 5/27/20 | 5/27/20 |
| DISTRICT OF COLUMBIA | 2/10/20 | 2/10/20 | 2/10/20 | 2/10/20 |
| FLORIDA | 1/24/20 | 1/24/20 | 1/24/20 | 1/24/20 |
| GEORGIA | 5/26/20 | 5/26/20 | 5/12/20 | 5/12/20 |
| HAWAII | 4/24/20 | 4/24/20 | 4/24/20 | 4/27/20 |
| IDAHO | 5/22/20 | 5/22/20 | 5/22/20 | 5/22/20 |
| ILLINOIS | 2/10/20 | 2/11/20 | 2/4/20 | 2/4/20 |
| INDIANA | 2/10/20 | 2/10/20 | 2/10/20 | 2/10/20 |
| IOWA | 4/24/20 | 4/24/20 | 4/24/20 | 4/24/20 |
| KANSAS | 1/7/20 | 1/7/20 | 1/7/20 | 1/7/20 |
| KENTUCKY | 1/22/20 | 1/22/20 | 1/22/20 | 1/22/20 |
| LOUISIANA | 5/20/20 | 7/20/20 | 2/4/20 | 2/4/20 |
| MAINE | 4/14/20 | 4/20/20 | 4/14/20 | 4/14/20 |
| MARYLAND | 2/3/20 | 2/3/20 | 2/3/20 | 2/3/20 |
| MASSACHUSETTS | 2/6/20 | 2/4/20 | 2/4/20 | 2/4/20 |
| MICHIGAN | 2/4/20 | 2/4/20 | 2/4/20 | 2/4/20 |

| | | | | |
|----------------|----------|----------|----------|----------|
| MINNESOTA | 5/22/20 | 5/22/20 | 4/29/20 | 4/29/20 |
| MISSISSIPPI | 2/4/20 | 2/4/20 | 2/4/20 | 2/4/20 |
| MISSOURI | 12/27/19 | 12/27/19 | 12/27/19 | 12/27/19 |
| MONTANA | 2/12/20 | 2/12/20 | 2/12/20 | 2/12/20 |
| NEBRASKA | 2/5/20 | 2/5/20 | 5/1/20 | 5/1/20 |
| NEVADA | 1/29/20 | 1/29/20 | 1/29/20 | 1/29/20 |
| NEW HAMPSHIRE | 2/7/20 | 2/7/20 | 2/4/20 | 2/4/20 |
| NEW JERSEY | 5/22/20 | 5/22/20 | 1/29/20 | 1/29/20 |
| NEW MEXICO | 6/23/20 | 6/23/20 | 6/23/20 | 6/23/20 |
| NEW YORK | 1/22/20 | 1/22/20 | 1/22/20 | 1/22/20 |
| NORTH CAROLINA | 12/16/19 | 12/19/19 | 12/16/19 | 1/27/20 |
| NORTH DAKOTA | 2/11/20 | 2/11/20 | 5/22/20 | 5/22/20 |
| OHIO | 1/2/20 | 1/2/20 | 1/2/20 | 1/2/20 |
| OKLAHOMA | 6/25/20 | 6/25/20 | 6/25/20 | 6/25/20 |
| OREGON | 1/17/20 | 1/17/20 | 1/17/20 | 1/17/20 |
| PENNSYLVANIA | 5/14/20 | 5/14/20 | 5/14/20 | 5/14/20 |
| PUERTO RICO | 1/10/20 | 1/10/20 | 1/10/20 | 1/10/20 |
| RHODE ISLAND | 2/20/20 | 5/19/20 | 2/20/20 | 5/19/20 |
| SOUTH CAROLINA | 2/3/20 | 2/3/20 | 2/3/20 | 2/3/20 |
| SOUTH DAKOTA | 2/11/20 | 2/11/20 | 4/23/20 | 4/23/20 |
| TENNESSEE | 5/12/20 | 5/12/20 | 5/12/20 | 5/12/20 |
| TEXAS | 5/22/20 | 5/22/20 | 5/22/20 | 5/22/20 |
| UTAH | 2/5/20 | 2/5/20 | 2/5/20 | 2/5/20 |
| VERMONT | 5/8/20 | 5/8/20 | 5/8/20 | 5/8/20 |
| VIRGINIA | 2/4/20 | 2/4/20 | 2/4/20 | 2/5/20 |
| WASHINGTON | 5/13/20 | 5/13/20 | 5/13/20 | 5/13/20 |
| WEST VIRGINIA | 5/27/20 | 5/27/20 | 5/27/20 | 5/27/20 |
| WISCONSIN | 2/6/20 | 2/6/20 | 2/6/20 | 2/6/20 |
| WYOMING | 2/10/20 | 2/11/20 | 2/11/20 | 2/11/20 |

Appendix B - Major Racial and Ethnic Groups and Special Populations Subgroups

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 B-1. Major Racial and Ethnic Groups

| Race Ethnicity abbreviation in public file | Race Ethnicity description in public file | Major Racial and Ethnic Groups abbreviations used in reporting to <i>EDFacts</i> | Major Racial and Ethnic Groups description of abbreviation from <i>EDFacts</i> 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 |

The table below explains how the special populations subgroup used in the file specifications are abbreviated in the data files.

Table B-2. Special Populations Subgroups

| Special Population Subgroup used in this file | | Special Population Subgroup used in reporting to <i>EDFacts</i> | |
|---|---|---|---|
| Abbreviation | Description | Abbreviation used in files submitted by SEAs | Description of abbreviation from file specification |
| CWD | Children with one or more disabilities (IDEA) | WDIS | Children with one or more disabilities (IDEA) |
| ECD | Economically Disadvantaged Students | ECODIS | Economically Disadvantaged Students |
| LEP | Limited English proficient (LEP) | LEP | Limited English proficient (LEP) |
| FCS | Foster Care status | FCS | Foster Care status |
| HOM | Homeless Enrolled | HOMELSENRL | Homeless Enrolled |



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