

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

|  |
| --- |
| **FS150 - Adjusted-Cohort Graduation Rate File Specifications** |
| **SY 2018-19** |

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**U.S. Department of Education**

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS150 - Adjusted-Cohort Graduation Rate File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change** |
| 1.0 – 14.0 |  | Versions 1.0 through 14.0 are used to build files for school years prior to SY 2018-19. |
| 15.0 | October 2018 | Updated for SY 2018-19. |

PREFACE

This document provides technical instructions for building files that are submitted through the ED*Facts* Submission System (ESS). The ESS is an electronic system that facilitates the efficient and timely transmission of data from SEAs to the U.S. Department of Education.

This document is to be used in coordination with other documentation posted on the [ED*Facts* Initiative Home Page](https://sharepoint.aemcorp.com/ed/etss/Shared%20Documents/09%20-%20Applications/ESS/SY%202017-18/File%20Specifications/EDFacts%20Initiative%20Home%20Page) under ED*Facts* System Documentation, including:

* ED*Facts* Workbook – a reference guide to using the ED*Facts*

Submission System (ESS); particularly useful to new users; contains multiple appendices, including one that explains how to use the file specifications

* ESS User Guide – provides assistance to new users of the ED*Facts* Submission System (ESS); it addresses the basic mechanics of system access and data submission
* ED*Facts* Business Rules Guide – describes each business rule includes the error number, type, message, definition, edit logic, and the file specifications where the business rules are applied

Please contact the Partner Support Center (PSC) with questions about the documents. You will find contact information for PSC and each State ED*Facts* Coordinator on the [ED*Facts* Contact Page](http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html).

Data submitted through the ESS are authorized by an Annual Mandatory Collection of Elementary and Secondary Education Data Through ED*Facts* (OMB 1850-0925, expires 6/30/2020). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, kindergarten through grade 12 (K–12) performance data for education planning, policymaking, and management and budget decision-making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs and schools, and provides users with the ability to easily analyze and report data. This initiative has significantly reduced the reporting burden for state and local data producers, and has streamlined data collection, analysis and reporting functions at the federal, state and local levels.

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# PURPOSE

This document contains instructions for building files to submit the following ED*Facts* data groups:

**Table 1.0-1: ED*Facts* data groups**

|  |  |  |
| --- | --- | --- |
| **Data Group Name** | **DG** | **Definition** |
| Four-year adjusted-cohort graduation rate table | 695 | The number of students who graduate (1) in four years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the four-year adjusted-cohort graduation rate. |
| Five-year adjusted-cohort graduation rate table | 697 | The number of students who graduate (1) in five years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the five-year adjusted-cohort graduation rate. |
| Six-year adjusted-cohort graduation rate table | 755 | The number of students who graduate (1) in six years or less with a regular high school diploma or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted-cohort for the six-year adjusted-cohort graduation rate. |

***Note:*** The word “Regulatory” has been removed from all references to the Adjusted Cohort Graduation Rate as a technical correction that will appear formally in the next iteration of the ED*Facts* Information Collection Package.

The ESEA, as amended, requires states to implement and report a four-year adjusted-cohort graduation rate and, if adopted by the state, extended-year adjusted cohort graduation rates. States will use this file and file FS151 to report their adjusted-cohort graduation rate data.

The ED data stewarding office/s for this file: OESE/OSS and OSEP.

# GUIDANCE FOR SUBMITTING THIS FILE

This section contains changes from the previous school year, core requirements for submitting this file, required categories and totals, and general guidance.

## Changes from the SY 2017-18 File Specifications

Other than any editorial changes listed in the document history on page ii, there have been no changes to this file specification.

## Core Requirements for Submitting this File

The following table contains the reporting period, the education units included or excluded, the type of count, and zero count reporting.

All states should report their four-year adjusted-cohort graduation rates in this file (DG695). States that also have adopted one or more extended-year adjusted-cohort graduation rates (e.g., a five-year or six-year ACGR) should submit those data in this file (DG697 and DG755).

**Table 2.2-1: Core Reporting Requirements**

|  | **SEA** | **LEA** | **School** |
| --- | --- | --- | --- |
| **Reporting Period** | School Year - Any 12-month period | School Year - Any 12-month period | School Year - Any 12-month period |
| **Education units reported** | Include SEA | Operational LEAs with a 12th grade | Operational schools with a 12th grade |
| **Education units not reported** |  | Closed, inactive, or future LEAs  LEAs that do not have a 12th grade | Closed, inactive, or future schools  Schools that do not have a 12th grade |
| **Type of counts** | NA – This file collects a rate. | NA – This file collects a rate. | NA – This file collects a rate. |
| **Zero counts** | For all reporting levels, report zeros that represent 0% graduation rates. Do not report zeros for subgroups or educational units that have no students to report in the adjusted graduation cohort (FS151). See question “How should zero counts be used in this file?” in section 2.4 for further guidance. | For all reporting levels, report zeros that represent 0% graduation rates. Do not report zeros for subgroups or educational units that have no students to report in the adjusted graduation cohort (FS151). See question “How should zero counts be used in this file?” in section 2.4 for further guidance. | For all reporting levels, report zeros that represent 0% graduation rates. Do not report zeros for subgroups or educational units that have no students to report in the adjusted graduation cohort (FS151). See question “How should zero counts be used in this file?” in section 2.4 for further guidance. |
| **Zero exceptions and Not applicable** |  |  |  |
| **Missing** | Use “-1” to report missing counts.  Use “MISSING” when a category is not available | Use “-1” to report missing counts.  Use “MISSING” when a category is not available | Use “-1” to report missing counts.  Use “MISSING” when a category is not available |
| **Related metadata survey** |  |  |  |

## Required Categories and Totals

The table below lists the combinations of the categories and totals that are expected to be submitted for the state and each LEA or school that should be included in the file.

* An “X” in the column indicates that the category value must be submitted when reporting that aggregation.
* The total indicator must be either “Y” (Yes) or “N” (No).
  + If the record is for a category set, specify an “N” (No).
  + If the record is for a subtotal or education unit total, specify a “Y” (Yes).
* The abbreviations in the “Table Name” column represent the technical name of the data used in the file.

**Table 2.3–1: Required Categories and Totals**

| **Aggregation** | **Table Name** | **Major Racial and Ethnic Groups** | **Disability Status (Only)** | **English Learner Status (Only)** | **Economically Disadvantaged Status** | **Homeless Enrolled Status** | **Foster Care Status** | **Total Indicator** | **Comments** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Category Set A | See table 2.3-2 | X |  |  |  |  |  | N | Rate by Major Racial and Ethnic Groups |
| Category Set B | See table 2.3-2 |  | X |  |  |  |  | N | Rate by Disability Status (Only) |
| Category Set C | See table 2.3-2 |  |  | X |  |  |  | N | Rate by English Learner Status (Only) |
| Category Set D | See table 2.3-2 |  |  |  | X |  |  | N | Rate by Economically Disadvantaged Status |
| Category Set E | See table 2.3-2 |  |  |  |  | X[[1]](#footnote-2) |  | N | Rate by Homeless Enrolled Status |
| Category Set F | See table 2.3-2 |  |  |  |  |  | X\* | N | Rate by Foster Care Status |
| All Students | See table 2.3-2 |  |  |  |  |  |  | Y | Rate for All Students |

The following table contains the table names used for this file’s data groups.

**Table 2.3-2 Adjusted-Cohort Graduation Rate Table Names Used in Files**

|  |  |  |
| --- | --- | --- |
| **DG#** | **DG Name** | **Table Name used in file** |
| 695 | Four-year adjusted-cohort graduation rate table | **GRADRT4YRADJ** |
| 697 | Five-year adjusted-cohort graduation rate table | **GRADRT5YRADJ** |
| 755 | Six-year adjusted-cohort graduation rate table | **GRADRT6YRADJ** |

## Guidance

This section contains guidance for submitting this file in the format of questions and answers.

**How many decimal places should be included in the reported rate?**

Four. As referenced in Table 4.2-1, the definition of ‘Student Rate’ is: “Percentage, Numeric value of (5,4), with 100 percent represented as 1.0000”.

**Are students from closed schools counted?**

No data should be reported for closed schools. If the district is still operational a student would be reported at the LEA and SEA level. This is true for students in an extended-year, or students who dropped out prior to the closing of the school.

**Which schools must be reported in this file?**

Any high school with a grade 12 must be included in this file.

**What definitions must states use for graduation rates for purposes of reporting in this file?**

All states must calculate a graduation rate based on a four-year adjusted cohort as specified in section 8101(25) of the ESEA, as amended. The four-year rate is defined as follows:

The four-year adjusted-cohort **graduation rate** is the number of students who graduate from high school in four years with a regular high school diploma, plus all students with the most significant cognitive disabilities who are assessed using an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the ESEA and who graduate with a State-defined alternate diploma, divided by the number of students who formed the adjusted cohort for that graduating class. The four-year adjusted cohort rate also includes students who graduate in less than four years.

States may, at their discretion, adopt one or more extended-year adjusted cohort graduation rates as specified in section 8101(23) of the ESEA, as amended. If they have adopted such a rate, they must report that rate separately from the four year rate. The extended-year rate is defined as follows:

The extended-year adjusted-cohort **graduation rate** is the number of students who graduate from high school in the time period of the extended rate (e.g., five-year or six-year) with a regular high school diploma, plus all students with the most significant cognitive disabilities who are assessed using an alternate assessment aligned with alternate academic achievement standards under section 1111(b)(2)(D) of the ESEA and who graduate with a State-defined alternate diploma, divided by the number of students who formed the adjusted cohort for that graduating class.

***Note:*** *Along with reporting the four-year adjusted-cohort graduation rates in this file, states must report the number of students in the cohort for the four-year adjusted-cohort graduation rate in file FS151. Similarly, if a state reports an extended-year adjusted-cohort graduation rates in this file, the state must report the number of students in the cohort for the extended-year adjusted-cohort graduation rate in file FS151. For additional reporting guidance, see the appendix.*

**Where is more information about implementing adjusted-cohort graduation rates for purposes of meeting federal requirements?**

Refer to [ESSA High School Graduation Rate Guidance](https://www2.ed.gov/policy/elsec/leg/essa/index.html) for the high school graduation rate non-regulatory guidance.

**What is the time period for including students in any extended-year adjusted-cohort graduation rates?**

A five-year adjusted cohort rate reported for SY 2018-19 would be based on the cohort of students who enter grade 9 for the first time in SY 2014-15. A six-year adjusted-cohort rate reported for SY 2018-19 is based on the cohort of students who enter grade 9 for the first time in SY 2013-14.

**How is this file specification different from file specification FS151 – Cohorts for Adjusted-Cohort Graduation Rate?**

This file specification is used to report the graduation rates as defined in section 8101(23) and (25) of the ESEA. File specification FS151 is used to report the number of students in the adjusted-cohort used to calculate the adjusted-cohort graduation rate. States should report both files FS150 and FS151.

**How should zero counts be used in this file?**

A record with a zero count in this file is interpreted as a 0% graduation rate. A 0% graduation rate means that there were students reported in the adjusted graduation cohort (FS151), but none graduated within the specified time period. For example, if a school reported five English learners in its graduation cohort but none graduated within the specified time period, the file must contain a record with a graduation rate of zero for category set C – “English Learner Status (Only)” for that school. This file requires zero count records that represent 0% graduation rates (i.e., zero in the numerator; non-zero in the denominator).

If there are no students to report in the graduation cohort for a subgroup or educational unit, the file should not include a record for that subgroup or educational unit. For example, if a school has no English learners in its graduation cohort (i.e., subgroup denominator), exclude the record for category set C – “English Learner Status (Only)”. Do not report a 0% graduation rate in these cases.

**What are the permitted values for the category major racial and ethnic groups?**

The permitted values are:

* White (not Hispanic) \ Caucasian
* Black (not Hispanic) African American
* Hispanic \ Latino – use if includes Puerto Ricans
* Hispanic (not Puerto Rican)
* Puerto Rican
* Asian – Use if doesn’t include Pacific Islanders
* Asian \ Pacific Islander
* American Indian \ Alaska Native \ Native American
* Multicultural \ Multiethnic \ Multiracial \ other
* Filipino
* Native Hawaiian \ other Pacific Islander \ Pacific Islander

**Which permitted values should be used for the category Major Racial and Ethnic Groups?**

States should use the permitted values for the major racial and ethnic subgroups outlined in their approved Consolidated State Plan.

When reporting the major racial and ethnic values, use **one** of the following sets of values for Asian populations:

* Asian/Pacific Islander
* Asian
* Asian and Native Hawaiian/Pacific Islander

Do not use the combination of either “’Asian/Pacific Islander’ and ‘Asian’” or “‘Asian/Pacific Islander’ and ‘Asian and Native Hawaiian/Pacific Islander.’” Using these combinations may lead to duplicated counts and do not allow data to be rolled up to a higher level for privacy/small cell purposes.

**How are graduation rates reported by Disability Status (Only)?**

Include in the rate only students who meet the definition of children with disabilities (IDEA) in the ED*Facts* Workbook.

**How are graduation rates reported by English Learner Status (Only)?**

Include in the rate only students who meet the definition of English learner in the ED*Facts* Workbook.

**How are graduation rates reported by Economically Disadvantaged Status?**

Include in the rate only students who meet the state’s definition of economically disadvantaged status.

**How are graduation rates reported by Homeless Enrolled Status?**

Include in the rate only students who meet the definition of Homeless Children and Youth in Section 2.5.

**How are graduation rates reported by Foster Care Status?**

Include in the rate only students who meet the state’s definition of students in foster care.

**How are students who change status in certain category groups (e.g., English Learner Status) during high school reported in the cohort?**

In some cases, a student who is part of one subgroup in grade 9 may no longer be part of that subgroup as a student in grade 12. For example, a student may be an English learner in grade 9, but exit that status at some point during their high school career. This situation is most likely to impact subgroups for English learners, children with disabilities, children in foster care, and children who are homeless, but could also impact other subgroups. The business rules regarding the inclusion or exclusion of students based on statuses are SEA-defined. SEAs should have standards defined and universally applied with regards to students changing status in these groups from the beginning to the end of high school.

**What are the requirements for the state-defined alternate diploma?**

State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the ESEA, as amended by the ESSA, which states that it must be (1) standards-based, (2) aligned with the State requirements for the regular high school diploma; and (3) obtained within the time period for which the State ensure the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

Only students with the most significant cognitive disabilities assessed using the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D) are eligible for the State-defined alternate diploma.

**How are state-defined alternate diplomas included in this file?**

If a state adopts an alternate diploma that is aligned to the requirements above, they can count eligible students in the four-year rate and any extended year rates (if adopted by the state) if the student receives the diploma within the time period for which the State ensure the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).

**What is the total for the education unit?**

The total for the education unit is the graduation rate for all students in the adjusted cohort.

## Definitions

See the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html) for the standard definitions.

The following definitions support this file:

**Homeless Children and Youth and Children in Foster Care**

The ESEA, as amended, does not specify how these subgroups for the purpose of federal reporting. States may want to consider aligning their definitions with other federal requirements for consistency in reporting. Under 34 CFR 200.2(b)(11), a State’s assessment system must enable results to be disaggregated within each State, LEA, and school by specific subgroups, including status as homeless child and status as a child in foster care. For purposes of submitting data to ED*Facts*, we encourage an SEA to use these same definitions, which are as follows:

* Children who are homeless. Status as a homeless child or youth is defined in accordance with section 725(2) of title VII, subtitle B of the McKinney-Vento Homeless Assistance Act, as amended;
* Children in foster care. “Foster care” means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV–E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

# FILE NAMING CONVENTION

The following file naming convention is to help identify files to provide technical assistance.

A maximum of 25 characters (including the file extension) is allowed for the file name.

The following is the naming convention for file submissions:

sslev**filename**vvvvvvv.ext

**Table 3.0-1: File Naming Convention**

|  |  |  |
| --- | --- | --- |
| **Where** | **Means** | **Limit in characters** |
| ss | USPS State Abbreviation | 2 |
| lev | Abbreviation for level:   * SEA for a State Education Agency level * LEA for a Local Education Agency level * SCH for a school level | 3 |
| filename | **GRADRTCOH** | 9 |
| vvvvvvv | Alphanumeric string designated by the SEA to uniquely identify the individual submission (*e.g.,* ver0001, v010803) | 7 |
| .ext | Extension identifying the file format:  .txt – fixed  .csv – comma delimited  .tab – tab delimited | 4 |

# FIXED OR DELIMITED FILES

This section describes the fixed file and delimited file specifications. The fixed file and delimited files contain a header record followed by data records. The file type is specified in the header record.

The “Pop” column in the header and data records is coded as follows:

M - Mandatory, this field must always be populated

A - This field is populated in accordance with table 2.3-1 “Required Categories and Totals”

O - Optional, data in this field are optional

## Header Record Definition

The header record is required and is the first record in every file submitted to the ESS. The purpose of the header record is to provide information as to the file type, number of data records in the file, file name, file identifier, and file reporting period.

**Table 4.1–1: Header Record**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Type | 1 | 50 | String | M | Identifies the type of file being submitted. | **SEA GRADUATION RATE ADJUSTED COHORT**  **LEA GRADUATION RATE ADJUSTED COHORT**  **SCHOOL GRADUATION RATE ADJUSTED COHORT** |
| Total Records in File | 51 | 10 | Number | M | The total number of Data Records contained in the file. The header record is NOT included in this count. |  |
| File Name | 61 | 25 | String | M | The file name including extension, the same as the external file name. | See section 3.0 |
| File Identifier | 86 | 32 | String | M | Any combination of standard characters to further identify the file as specified by the SEA (e.g., a date, person’s name, and version number). |  |
| File Reporting Period | 118 | 9 | String | M | The school year for which data are being reported. The required format is "CCYY–CCYY" or "CCYY CCYY", where either a hyphen or a space separates the beginning and ending years. | **2018-2019**  OR  **2018 2019** |
| Filler | 127 | 224 | String | M | Leave filler field blank. |  |
| Carriage Return / Line Feed (CRLF) | 351 | 1 |  | M |  |  |

Below is an example of a header record.

**Table 4.1–2: Header Record Example**

|  |  |
| --- | --- |
| Format | File Type,Total Records in File,File Name,File Identifier,File Reporting Period,Filler,Carriage Return / Line Feed (CRLF) |
| Example | SCHOOL GRADUATION RATE ADJUSTED COHORT,15,euschGRADRTCOHv000001.csv,characters to identify file,2018-2019,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide the graduation rates for specific student subgroups and for all students for the education units.

**Table 4.2–1: Data Records**

| **Data Element Name** | **Start Position** | **Length** | **Type** | **Pop** | **Definition / Comments** | **Permitted Values Abbreviations** |
| --- | --- | --- | --- | --- | --- | --- |
| File Record Number | 1 | 10 | Number | M | A sequential number assigned by the State that is unique to each row entry within the file. |  |
| **DG 559** State Code | 11 | 2 | String | M | The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and the outlying areas and freely associated areas of the United States. | For a list of valid State Codes, refer to the ED*Facts* Workbook. |
| **DG 570** State Agency Number | 13 | 2 | String | M | A number used to uniquely identify state agencies. This ID cannot be updated through this file. | **01** – State Education Agency |
| **DG 4** LEA Identifier (State) | 15 | 14 | String | M | The identifier assigned to a local education agency (LEA) by the state education agency (SEA). Also known as State LEA Identification Number (ID). This data element cannot be updated through this file. | SEA level - Blank |
| **DG 5** School Identifier (State) | 29 | 20 | String | M | The identifier assigned to a school by the state education agency (SEA). Also known as the States School Identification Number (ID). This ID cannot be updated through this file. | SEA level – Blank   LEA level – Blank |
| Table Name | 49 | 20 | String | M | See table 2.3-2 Adjusted-Cohort Graduation Rate Table Names Used in Files | **GRADRT4YRADJ**  **GRADRT5YRADJ**  **GRADRT6YRADJ** |
| Major Racial and Ethnic Groups | 69 | 15 | String | A | The major racial and ethnic groups states use for accountability and assessment data. | **MAN** – American Indian \ Alaska Native \ Native American  **MA** – Asian  **MAP** – Asian \ Pacific Islander  **MB** – Black (not Hispanic) African American  **MF** – Filipino  **MHN** – Hispanic (not Puerto Rican)  **MHL** – Hispanic \ Latino  **MM** – Multicultural \ Multiethnic \ Multiracial \ other  **MNP** – Native Hawaiian \ other Pacific Islander \ Pacific Islander  **MPR** – Puerto Rican  **MW** – White (not Hispanic) \ Caucasian  **MISSING** |
| Disability Status (Only) | 84 | 15 | String | A | An indication that children (students) are children with disabilities (IDEA). | **WDIS** – Children with one or more disabilities (IDEA)  **MISSING** |
| English Learner Status (Only) | 99 | 15 | String | A | An indication that students met the definition of an English learner. | **LEP** – English learner  **MISSING** |
| Economically Disadvantaged Status | 114 | 15 | String | A | An indication that students meet the state criteria for classification as economically disadvantaged. | **ECODIS** – Economically Disadvantaged (ED) Students  **MISSING** |
| Homeless Enrolled Status | 129 | 15 | String | A | An indication that students were identified as homeless | **HOMELSENRL** – Homeless enrolled  **MISSING** |
| Foster Care Status | 144 | 15 | String | A | An indication that students are in foster care. | **FCS** – Foster Care  **MISSING** |
| Total Indicator | 159 | 1 | String | M | An indicator that defines the count level – see table 2.3-1 Required Categories and Totals | **N** – Specifies category set **Y** – Specifies a subtotal or education unit total level |
| Explanation | 160 | 200 | String | O | Text field for state use. |  |
| Student Rate | 360 | 6 | Decimal | M | Percentage, Numeric value of (5,4), with 100 percent represented as 1.0000. |  |
| Carriage Return / Line Feed (CRLF) | 366 | 1 |  | M |  |  |

Below is an example of a data record, this is the set of data that should be submitted for each education unit. See table 2.3-1.

**Table 4.2–2: Data Record Examples – School level**

|  |  |
| --- | --- |
| **Aggregation** | **Example** |
| Format | File Record Number,State Code,State Agency Number,LEA Identifier (State),School Identifier (State),Table Name,Major Racial and Ethnic Groups,Disability Status (Only),English Learner Status (Only),Economically Disadvantaged Status,Homeless Enrolled Status,Foster Care Status,Total Indicator,Explanation,Student Rate,Carriage Return / Line Feed (CRLF) |
| Category Set A | 1,80,01,00613EUPHORIA,000506,GRADRT4YRADJ,MA,,,,,,N,,0.9425¶ |
| Category Set B | 6,80,01,00613EUPHORIA,000506,GRADRT6YRADJ,,WDIS,,,,,N,,0.9425 |
| Category Set C | 7,80,01,00613EUPHORIA,000506,GRADRT4YRADJ,,,LEP,,,,N,,0.9425¶ |
| Category Set D | 8,80,01,00613EUPHORIA,000506,GRADRT4YRADJ,,,,ECODIS,,,N,,0.9425¶ |
| Cateogry Set E | 8,80,01,00613EUPHORIA,000506,GRADRT4YRADJ,,,,,HOMELSENRL,,N,,0.9425¶ |
| Cateogry Set F | 9,80,01,00613EUPHORIA,000506,GRADRT4YRADJ,,,,,,FCS,N,,0.9425¶ |
| Total of education unit | 18,80,01,00613EUPHORIA,000506,GRADRT5YRADJ,,,,,,Y,,0.8754¶ |

# APPENDIX: REPORTING EXTENDED COHORT RATES

This appendix contains instructions for reporting ED-approved extended adjusted-cohort graduation rates. The example below relates to a state with an approved extended six-year adjusted-cohort rate:

* The SY 2015-16 9th grade adjusted-cohort\* consisted of 100 students.
* In SY 2018-19, seventy (70) students were reported as graduates in the four-year cohort rate. The four-year graduation rate reported is 70%.
* In SY 2018-19, five additional students were reported as graduates in the extended five-year adjusted-cohort rate. The cumulative cohort graduation rate reported is 75%. The calculation is (75)/100.
* In SY 2020-21, two additional students were reported as graduates in the extended six-year adjusted-cohort rate. The cumulative cohort graduation rate reported is 77%. The calculation is (70 + 5 + 2)/100.

\*For the four-year adjusted-cohort graduation rate, the starting cohort of first-time 9th-graders is adjusted by adding students who transfer in and subtracting students who transfer out, emigrate, or die between the beginning of SY 2015-16 and the end of SY 2018-19. For more information on adjusting cohorts, refer to the non-regulatory guidance, which can be found in the document [High School Graduation Rate Non-Regulatory Guidance (December 22, 2008)](https://www2.ed.gov/admins/lead/account/saa.html#Related_Regulations_and_Guidance).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Cohort Graduation Rates**  **(File 150, DG 695, 697, 755 – rates;**  **File 151, DG 696, 698, 756 – cohort data)**  *SY Reported in EDFacts* | **Cohort Graduation Rates**  **(File 150, DG 695, 697, 755 – rates;**  **File 151, DG 696, 698, 756 – cohort data)**  *SY Reported in EDFacts* | **Cohort Graduation Rates**  **(File 150, DG 695, 697, 755 – rates;**  **File 151, DG 696, 698, 756 – cohort data)**  *SY Reported in EDFacts* | **Racial Ethnic Data** |
| **9th Grade Cohort** | **Report 4-year grad rate**  (Can include summer grads) | **Report 5-year grad rate**  (Can include summer grads) | **Report 6-year grad rate**  (Can include summer grads) | **R/E data used in regulatory cohort graduation rate reporting** |
| SY 2015-16 | SY 2018-19  (First required year for cohort rate) | SY 2019-20 | SY 2020-21 | By major racial ethnic categories according to state’s Accountability Workbook for regulatory cohort graduation rates in SY 2015-16 and thereafter |



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1. Mandatory for DG 695, optional for DG 697 and DG 755 [↑](#footnote-ref-2)