

U.S. DEPARTMENT OF EDUCATION

ED*Facts* Submission System

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| **FS151 - Cohorts for Adjusted-Cohort Graduation Rate File Specifications** |
| **SY 2019-20** |

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DOCUMENT CONTROL

DOCUMENT INFORMATION

|  |  |
| --- | --- |
| **Title:** | FS151 - Cohorts for Adjusted-Cohort Graduation Rate File Specifications |
| **Security Level:** | Unclassified – For Official Use Only |

DOCUMENT HISTORY

|  |  |  |
| --- | --- | --- |
| **Version Number** | **Date** | **Summary of Change**  |
| 1.0 – 15.0 |  | Versions 1.0 through 15.0 are used to build files for school years prior to SY 2019-20. |
| 16.0 | February 2020 | Updated for SY 2019-20:* Throughout: Added new data groups 851, 853, 855, and 857 for 7-, 8-, 9- and 10-year cohorts
* Section 1:
	+ Revised definitions for data groups 696, 698 and 756
* Added new section 2.4 “Categories and Permitted Values”, listing categories and permitted values used in this file
* Guidance section renumbered to 2.5
	+ Deleted duplicate information on categories and permitted values from Q & A section
	+ Added new question How is a “regular high school diploma” defined?
	+ Revised reference in question Where is more information about implementing adjusted-cohort graduation rates for purposes of meeting federal requirements?
	+ Added additional extended years to question What is the time period for including students in any extended-year adjusted cohorts?
	+ Replaced questions How are student counts reported by Homeless Enrolled Status? and How are student counts reported by Foster Care Status? with a single new question How are student counts reported by Homeless Enrolled Status and Foster Care Status?
	+ Revised guidance for question What are the requirements for a state-defined alternate diploma?
	+ Added new question When may a state use the permitted value called "Missing” for the Cohort Status?
* Definitions section renumbered to 2.6
	+ Removed definition for Homeless Children and Youth and Children in Foster Care
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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](http://www2.ed.gov/about/inits/ed/edfacts/index.html) 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 Single Inventory (BRSI) - a single inventory containing business rules applied to ED*Facts* data throughout the pre- and post-submission lifecycle of that data. The inventory describes each business rule, including 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 8/31/2022). ED*Facts* is a U.S. Department of Education (ED) initiative to govern, acquire, validate, and use high-quality, pre-kindergarten through grade 12 (pre-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** |
| Cohorts for four-year adjusted-cohort graduation rate table | 696 | ***Revised!*** The number of students in the adjusted cohort for the four-year adjusted-cohort graduation rate who did or did not graduate (1) in four years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| Cohorts for five-year adjusted-cohort graduation rate table | 698 | ***Revised!*** The number of students in the adjusted cohort for the five-year adjusted-cohort graduation rate who did or did not graduate (1) in five years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| Cohorts for six-year adjusted-cohort graduation rate table | 756 | ***Revised!*** The number of students in the adjusted cohort for the six-year adjusted-cohort graduation rate who did or did not graduate (1) in six years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| ***New!*** Cohorts for seven-year adjusted-cohort graduation rate table | 851 | The number of students in the adjusted cohort for the seven-year adjusted-cohort graduation rate who did or did not graduate (1) in seven years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| ***New!*** Cohorts for eight-year adjusted-cohort graduation rate table | 853 | The number of students in the adjusted cohort for the eight-year adjusted-cohort graduation rate who did or did not graduate (1) in eight years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| ***New!*** Cohorts for nine-year adjusted-cohort graduation rate table | 855 | The number of students in the adjusted cohort for the nine-year adjusted-cohort graduation rate who did or did not graduate (1) in nine years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |
| ***New!*** Cohorts for ten-year adjusted-cohort graduation rate table | 857 | The number of students in the adjusted cohort for the ten-year adjusted-cohort graduation rate who did or did not graduate (1) in ten years or less with a regular high school diploma awarded to a preponderance of students or (2) a State-defined alternate high school diploma for students with the most significant cognitive disabilities. |

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act, requires states to report a four-year adjusted-cohort graduation rate and, if, at the state’s discretion the state measures extended-year graduation rates, report the extended-year adjusted cohort graduation rates. (ESEA sections 8101(23), (25), and (43)). States will use this file and file FS150 to report their adjusted-cohort graduation rate data.

The ED data stewarding office/s for this file: OESE/SSA 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 2018-19 File Specifications

There have been changes to this file specification that resulted in changes to the record layouts. The changes are:

* In Table 4.2-1, added table names for 7-, 8-, 9- and 10-year cohorts

## 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.

A state should report the counts of students (in both the numerator and denominator) for their four-year adjusted-cohort graduation rate in this file (DG696). If a state has also adopted one or more extended-year adjusted-cohort graduation rates, it should include counts of students for its extended-year adjusted-cohort graduation rates in this file (DG698, DG756, DG851, DG853, DG855, DG857).

**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 LEAsLEAs that do not have a 12th grade | Closed, inactive, or future schoolsSchools that do not have a 12th grade |
| **Type of count** | Once  | At only one LEA | At only one school  |
| **Zero counts** | Required | Not required | Not required |
| **Zero exceptions and Not applicable**  | Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5. | Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5. | Major Racial and Ethnic Groups - If a state does not use a permitted value, the counts by that permitted value should be left out of the file. See section 2.5. |
| **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** | **Cohort Status** | **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 | X |  |  |  |  |  | N | Count by Cohort Status by Major Racial and Ethnic Groups |
| **Category Set B** | See table 2.3-2 | X |  | X |  |  |  |  | N | Count by Cohort Status by Disability Status (Only) |
| **Category Set C** | See table 2.3-2 | X |  |  | X |  |  |  | N | Count by Cohort Status by English Learner Status (Only) |
| **Category Set D** | See table 2.3-2 | X |  |  |  | X |  |  | N | Count by Cohort Status by Economically Disadvantaged Status |
| **Category Set E** | See table 2.3-2 | X |  |  |  |  | X[[1]](#footnote-2) |  | N | Count by Cohort Status by Homeless Enrolled Status |
| **Category Set F** | See table 2.3-2 | X |  |  |  |  |  | X\* | N | Count by Cohort Status by Foster Care Status |
| **Subtotal 1** | See table 2.3-2 | X |  |  |  |  |  |  | Y | Subtotal by Cohort Status |
| **Education Unit Total** | See table 2.3-2 |  |  |  |  |  |  |  | Y | Education Unit Total |

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

***Revised!* Table 2.3-2 Cohorts for Adjusted-Cohort Graduation Rate Table Names Used in Files**

|  |  |  |
| --- | --- | --- |
| **DG#** | **DG Name** | **Table Name used in file** |
| 696 | Cohorts for four-year adjusted-cohort graduation rate table | **GRADCOHORT4YR** |
| 698 | Cohorts for five-year adjusted-cohort graduation rate table | **GRADCOHORT5YR** |
| 756 | Cohorts for six-year adjusted-cohort graduation rate table | **GRADCOHORT6YR** |
| 851 | Cohorts for seven-year adjusted-cohort graduation rate table | **GRADCOHORT7YR** |
| 853 | Cohorts for eight-year adjusted-cohort graduation rate table | **GRADCOHORT8YR** |
| 855 | Cohorts for nine-year adjusted-cohort graduation rate table | **GRADCOHORT9YR** |
| 857 | Cohorts for ten-year adjusted-cohort graduation rate table | **GRADCOHORT10YR** |

## *New!* Categories and Permitted Values

This section contains the categories and permitted values used for submitting this file.

**All data groups:**

**Cohort Status**

An indication of whether students in a cohort graduated with a high school diploma within the allowable time.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| COHYES | Graduated with a regular high school diploma within the allowable time |  |
| COHALTDPL | Graduated with an alternate high school diploma within the allowable time |  |
| COHNO | Did not graduate with a regular or alternate high school diploma within the allowable time |  |
| COHREM | Has not graduated with a state-defined alternate high school diploma and removed from the cohort as allowed |  |
| MISSING | Missing |  |

**Major Racial and Ethnic Groups**

The major racial and ethnic groups states use for accountability and assessment data.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| 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 | Missing |  |

**Disability Status (Only)**

An indication that children (students) are children with disabilities (IDEA).

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| WDIS | Children with one or more disabilities (IDEA) |  |
| MISSING | Missing |  |

**English Learner Status (Only)**

An indication that students met the definition of an English learner.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| LEP | English learner |  |
| MISSING | Missing |  |

**Economically Disadvantaged Status**

An indication that students meet the state criteria for classification as economically disadvantaged.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| ECODIS | Economically Disadvantaged (ED) Students |  |
| MISSING | Missing |  |

**Homeless Enrolled Status**

An indication that students were identified as homeless.

|  |  |  |
| --- | --- | --- |
| **Permitted Value Abbreviation** | **Permitted Value Description** | **Comments** |
| HOMELSENRL | Homeless enrolled |  |
| MISSING | Missing |  |

**Foster Care Status**

An indication that students are in foster care.

|  |  |  |  |
| --- | --- | --- | --- |
| **Permitted Value Abbreviation** |  | **Permitted Value Description** | **Comments** |
| FCS |  | Foster Care |  |
| MISSING |  | Missing |  |

## Guidance

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

**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 cohort, 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 a state use for graduation rates for purposes of reporting in this file?**

A state must report graduation data based on a four-year adjusted cohort as specified in section 8101(25) of the ESEA. The four-year cohort is defined as follows:

The **cohort for graduation in four years** is the number of students in the adjusted-cohort for the graduating class that formed based on first time ninth graders that entered in the fall four year prior (e.g., the SY2019-20 cohort would be based on first time ninth graders that formed the original cohort in SY2016-17) and was subsequently adjusted in accordance with federal requirements.

A state may, at its discretion, adopt one or more extended-year adjusted cohort graduation rates as specified in section 8101(23) of the ESEA. If a state has adopted one or more extended-year rates, it must report that data separately from the four-year data. The extended-year cohort is defined as follows:

The **cohort for extended year graduation** is the number of students in the adjusted cohort for the graduating class that formed based on first time ninth graders that entered in the fall more than four years prior, depending on the time period of the extended-year rate (e.g., the SY2019-20 five-year cohort would be based on first time ninth graders that formed the original cohort in SY2015-16), and was subsequently adjusted in accordance with federal requirements.

***Note:*** *Along with reporting the four-year adjusted-cohort counts in this file, a state must report four-year adjusted-cohort graduation rates in File FS150. Similarly, if a state reports extended-year adjusted-cohort counts in this file, the state must report the extended-year adjusted-cohort graduation rates in File FS150. For additional reporting guidance, see the appendix.*

***New!* How is a “regular high school diploma” defined?**

For the purposes of calculating the ACGR, the ESEA defines a “regular high school diploma” is defined as the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with State standards. A “regular high school diploma” may not be aligned to a State’s alternate academic achievement standards described in section 1111(d)(1)(E) and does not include a general equivalency diploma, certificate of completion, certificate of attendance, or any other similar or lesser credential. The term “regular high school diploma” also includes any “higher diploma” that is awarded to students who complete requirements above and beyond what is required for a State’s standard high school diploma. (ESEA section 8101(43)).

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

Refer to *[Every Student Succeeds Act High School Graduation Rate Non-Regulatory Guidance, January 2017](https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf)* for the high school graduation rate non-regulatory guidance.

***Revised!* What is the time period for including students in any extended-year adjusted cohorts?**

A five-year adjusted-cohort reported for SY 2019-20 would be based on the cohort of students who enter grade 9 for the first time in SY 2015-16. A six-year adjusted-cohort reported for SY 2019-20 is based on the cohort of students who enter grade 9 for the first time in SY 2014-15.

|  |  |
| --- | --- |
| **Extended Rates for SY 2019-20** | **Students Entered Grade 9 for the First Time In:** |
| FIVE YEAR | SY 2015-16 |
| SIX YEAR | SY 2014-15 |
| SEVEN YEAR | SY 2013-14 |
| EIGHT YEAR | SY 2012-13 |
| NINE YEAR | SY 2011-12 |
| TEN YEAR | SY 2010-11 |

**How is this file specification different from file specification FS150 –Adjusted-Cohort Graduation Rate?**

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

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

A state should use the permitted values for the major racial and ethnic subgroups outlined in its 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 student counts reported by Disability Status (Only)?**

Include only students who meet the definition of children with disabilities (IDEA) in the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html).

**How are student counts reported by English Learner Status (Only)?**

Include only students who meet the definition of English learner in the [ED*Facts* Workbook](https://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html).

**How are student counts reported by Economically Disadvantaged Status?**

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

***New!* How are student counts reported by Homeless Enrolled Status and Foster Care Status?**

The ESEA does not specify how these subgroups are defined for the purpose of federal reporting. A state may want to consider aligning its 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.

**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 economically disadvantaged students, English learners, children with disabilities, children in foster care, and children who are experiencing homelessness. 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 a state-defined alternate diploma?**

Under the ESEA, state have the option to implement a state-defined alternate diploma for students with the most significant cognitive disabilities. State-defined alternate diploma should be defined in accordance with Section 8101(23) and (25) of the ESEA, 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, the state counts 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).

**When may a state use the permitted value called "Graduated with an alternate high school diploma within the allowable time?”**

A state may use this permitted value if it has adopted a state-defined alternate diploma that meets the requirements of the ESEA and if eligible students receive the diploma within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA). A state may not use this permitted value if it does not have a state-defined alternate diploma that meets the requirements of the ESEA.  Instead, the state would need to follow the same requirements that would be applied to all students for including those students as graduates or non-graduates based on receiving a regular high school diploma that meets the requirements of ESEA. Please see previous questions for more information about how this diploma must be defined and which students are eligible for the diploma.

**When may a state use the permitted value called "Has not graduated with a state-defined alternate high school diploma and removed from the cohort as allowed?”**

A state may use this permitted value if it has adopted a state-defined alternate diploma that meets the requirements of the ESEA, and if eligible students are removed from their original cohort in a given school year with the intention of adding them back to the relevant cohort at the time of their exit (whether they receive an alternate diploma or exit without receiving an alternate diploma). Students assigned to this permitted value are not be included in the denominator for the purposes of calculating the ACGR in the school year in which they are reported in this file. As such, students should not be included in this permitted value if they are exiting and did not graduate. Please note that these students must be accounted for at some point within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (IDEA).  At the point at which they exit, they should be either counted as “graduated with an alternate high school diploma within the allowable time” or “Did not graduate with a regular or alternate high school diploma within the allowable time.”

A state may not use this permitted value if it does not have a state-defined alternate diploma that meets the requirements of the ESEA.  Instead, the state would need to follow the same requirements that would be applied to all students for including those students as graduates or non-graduates based on receiving a regular high school diploma that meets the requirements of ESEA. Please see previous questions for more information about how this diploma must be defined and which students are eligible for the diploma.

**When may a state use the permitted value "Missing” for the Cohort Status?**

A state may use this permitted value when it has no information on the cohort status of one or more students in the cohort. The state is expected to have information on the cohort status of all, or nearly all, students in the cohort. If a state reports more than a small number of students with this status, the state is encouraged to include a data note explaining the circumstances that resulted in the data not being available.

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

The total for the education unit is the graduation count of all students in the adjusted cohort. Subtotal 1 collects the counts of students who did and did not graduate with a high school diploma within the allowable time. Subtotal 1 must equal the education unit total reported in this file.

## Definitions

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

# 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 | **GRADCOHRT** | 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 COHORTS****LEA GRADUATION COHORTS****SCHOOL GRADUATION COHORTS** |
| 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.  | **2019-2020**OR**2019 2020** |
| 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 COHORTS,15,euschGRADCOHRTv000001.csv,characters to identify file,2019-2020,¶ |

## Data Record Definition

Data records are required and immediately follow the header record in every file submitted to the ESS. Data records provide counts for the specified category sets, subtotals and education unit totals.

**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 (ASNI) 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 – BlankLEA level – Blank |
| Table Name | 49 | 20 | String | M | See table 2.3-2 | **GRADCOHORT4YR****GRADCOHORT5YR****GRADCOHORT6YR****GRADCOHORT7YR****GRADCOHORT8YR****GRADCOHORT9YR****GRADCOHORT10YR*****Revised!***  |
| 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**  |
| Cohort Status | 159 | 15 | String | A | An indication of whether students in a cohort graduated with a high school diploma within the allowable time. | **COHYES** – Graduated with a regular high school diploma within the allowable time**COHALTDPL** – Graduated with an alternate high school diploma within the allowable time**COHNO** – Did not graduate with a regular or alternate high school diploma within the allowable time**COHREM** – Has not graduated with a state-defined alternate high school diploma and removed from the cohort as allowed**MISSING**  |
| Total Indicator | 174 | 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 | 175 | 200 | String | O | Text field for state use. |  |
| Student Count | 375 | 8 | Number | M |  |  |
| Carriage Return / Line Feed (CRLF) | 383 | 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,Cohort Status,Total Indicator,Explanation,Student Count,Carriage Return / Line Feed (CRLF)  |
| Category Set A | 1,80,01,00613EUPHORIA,000506,GRADCOHORT4YR,MA,,,,,,COHYES,N,,10¶ |
| Category Set B | 6,80,01,00613EUPHORIA,000506,GRADCOHORT4YR,,WDIS,,,,,COHYES,N,,10¶ |
| Category Set C | 7,80,01,00613EUPHORIA,000506,GRADCOHORT6YR,,,LEP,,,,COHYES,N,,10¶ |
| Category Set D | 8,80,01,00613EUPHORIA,000506,GRADCOHORT6YR,,,,ECODIS,,,COHYES,N,,10¶ |
| Category Set E | 9,80,01,00613EUPHORIA,000506,GRADCOHORT6YR,,,,,HOMELSENRL,,COHYES,N,,10¶ |
| Cateogry Set F | 10,80,01,00613EUPHORIA,000506, GRADCOHORT6YR,,,,,,FCS,N,,0.9425¶ |
| Subtotal | 19,80,01,00613EUPHORIA,000506,GRADCOHORT5YR,,,,,,,COHNO,Y,,25¶ |
| Total of education unit | 20,80,01,00613EUPHORIA,000506,GRADCOHORT5YR,,,,,,,,Y,,65¶ |

# 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 2016-17 9th grade adjusted-cohort\* consisted of 100 students.
* In SY 2019-20, seventy (70) students were reported as graduates in the four-year cohort rate. The four-year graduation rate reported is 70%.
* In SY 2020-21, 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 2021-22, 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 2016-17 and the end of SY 2019-20. For more information on adjusting cohorts, refer to the non-regulatory guidance, which can be found in the document [Every Student Succeeds Act High School Graduation Rate Non-Regulatory Guidance (January 2017)](https://www2.ed.gov/policy/elsec/leg/essa/essagradrateguidance.pdf).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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 2016-17 | SY 2019-20 | SY 2020-21 | SY 2021-22 | 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 696, optional for DG 698, 756, 851, 853, 855 and 857 [↑](#footnote-ref-2)