

Center for Educational Performance and Information (CEPI)

Understanding Michigan's Cohort Graduation and Dropout Rates 2016

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Introduction

Michigan uses an adjusted cohort graduate rate methodology in which a graduation rate includes only "on-time" graduates who earn regular diplomas within four years of entering high school. This calculation meets the guidelines provided by the National Governors Association (NGA) Graduation Counts Compact for the calculation of such rates as well as the federal High School Graduation Rate Non-Regulatory Guidance.

The formula for the calculation of 2016 graduation rates is possible because school districts have been tracking the enrollment of individual students since those students first enrolled in the ninth grade, in the 2012-13 school year, and have reported those data to the Center for Educational Performance and Information (CEPI). The gathering of this information at a statewide level allows CEPI to help districts track enrollments to reflect "transfers in" and "transfers out" of the districts, as well as students who exit from the public education system itself, over the course of four years.

Along with cohort four-year graduation and dropout rates, CEPI staff also calculates cohort five-year and cohort six-year rates for graduates, dropouts, transfers in and transfers out.

These data are submitted through the Michigan Student Data System (MSDS) throughout the school year. For more information on the business rules and methodology described in this document, please reference the MSDS Collections Details Manual found on the [MSDS Web page](http://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html) (http://www.michigan.gov/cepi/0,4546,7-113-986_50502---,00.html.)

Business Rules

The following pages list the business rules and methodology used by CEPI and the Michigan Department of Education (MDE) to identify students as members of a graduation cohort and to calculate graduation and dropout rates.

Cohort Year

- Students are placed into a cohort year when they are first identified as ninth graders. Students who transfer into the public education system after ninth grade are placed into the appropriate cohort based on the grade in which the initial Michigan district places them.
- Any General Collection or Student Record Maintenance (SRM) Collection in the MSDS will be used to set the cohort year.

Residency Codes

- The following groups of students are excluded from the cohort:
 - Under *Non-resident*:
 - Nonpublic school students (code "04")
 - Home-schooled non-resident students (code "07")
 - Under *Resident*:
 - Nonpublic school students (code "08")
 - Home-schooled resident students (code "15")

Ungraded Students

- Students reported in educational setting "14" (special education transition) are assigned to a cohort using a computed grade (age minus 6). These students will only be placed in a cohort if they are first reported between 18 and 21 years old. Schools will be held accountable for these students. These students will not be assigned to a cohort if the first time they are reported is over the age of 21.
- Students who are reported in a traditional grade, assigned to a cohort and subsequently reported in adult education (educational setting "20") will be counted as "GED completers" if they receive their General Educational Development (GED) certificate, or "off-track graduated" if they receive their high school diploma. While reported as active adult education students, they will be "off-track continuing." These students will not be assigned to a cohort if the first time they are reported is with an educational setting of "20."

Primary Education Providing Entity (PEPE)

The district and building held responsible for a student graduating is the PEPE.

CEPI determines PEPE based on the fall, spring and end-of-year (EOY) general collections and the SRM Collection in the MSDS.

If a student is reported as continuing (exit status "19"), by only one entity for a given MSDS collection cycle, then that district and building becomes the PEPE regardless of full-time equated (FTE) membership.

If a student is reported in multiple entities in a collection, the entity that reported the greater proportion of FTE is the PEPE.

If the exit status for a student equals 01, 02, 03, 04, 05, 06, 20, 21, 40 or 41, this is considered a terminating exit status, and PEPE is assigned to the entity in which the terminating exit status was reported.

If the exit status for a student equals any exit code other than those referenced above, PEPE remains with the last entity that reported the student as continuing.

When both a Unique Education Provider (UEP) and a school report a student, the school will be the PEPE for the student. However, if only a UEP (e.g., Career and Technical Education entities and Michigan Math/Science Center buildings) reports a student, it will be the PEPE for the student.

If a PEPE district and building cannot be determined, the record goes into "resolution" within the MSDS, and a CEPI staff member will determine PEPE. Authorized users will utilize the previously accountable district/building's code until CEPI assigns the new PEPE.

Schools/Facilities That Will Not Receive Graduation/Dropout Rates

- An entity that does not have 12th grade students for a given cohort year (such as a 9th, 9th-10th or 9th-11th-grade building) and has not reported any graduates will not have a graduation rate. However, if graduates are reported in this entity, the entity will receive a graduation and dropout rate.
- An entity identified as an intermediate school district (ISD) school that has not reported any graduates may have a dropout rate, but will not have a graduation rate. However, if an ISD graduates students, it will have a graduation rate.

NOTE: For entities who have fewer than 30 students in the 2014, 2015 and 2016 cohort years, attendance is used in lieu of graduation rates for accountability scorecard determinations.

Early/Middle College Students

- Students submitted in the MSDS as participating in an early/middle college program (i.e., reported with early/middle college participation code "3500")

have their cohort year increased by one. If a student was previously reported with the above program participation code, but not reported with this code in the most recent collection, the student's cohort year will be decreased by one.

- Students submitted in the MSDS as participating in an early/middle college program have five years to complete high school with a regular diploma AND an associate degree, or other advanced certificate, and be considered "On-Track Graduated." If the student completes only a high school diploma in the five years, they will be considered "Off-Track Graduated."

Subgroup Determination

Subgroup assignment is based on the status of the student, not whether the PEPE provided specific services. Exiting a student from a program during the school year will not remove them from the subgroup for that school year. This methodology aligns with program allocations that are based on total school year eligibility.

- **Race/Ethnicity and Gender subgroups:** A student will be identified in these subgroups based on the last certified submission of the PEPE.
- **English Learner (formerly LEP; Limited English Proficient) and Special Education subgroups:** A student will be identified in these subgroups if s/he was last reported as eligible for that subgroup in any certified collection in the MSDS by any reporting entity and not subsequently reported as exited from that subgroup.
- **Economically Disadvantaged subgroup:** A student will be identified in this subgroup if s/he was 1) reported as eligible for supplemental nutrition in any certified collection in the MSDS in the current school year by any reporting entity, 2) directly certified or 3) reported as homeless or migrant.
- **Migrant subgroup:** A student will be identified in this subgroup if s/he was identified as migrant eligible for the current school year in the Migrant Education Data System.
- **Homeless subgroup:** A student will be identified if s/he was reported as eligible for this subgroup in any certified collection in the MSDS in the current school year by any reporting entity.

Calculating Building/District/State Rates

Each student is assigned to a cohort the first time he or she is reported as a ninth grader, or, if a transfer student, immediately upon being reported as enrolled in a high school grade. Count days are used only to determine the accountable entity. Every student not subject to an exception is included in graduation and dropout rates.

- Exceptions:

- Buildings that solely serve neglected and/or delinquent children and youth as defined by Title I, Part D will receive a building rate, but these students will not be included in the district's rate, nor will the building rate be subject to accountability scorecard determinations for federal accountability purposes. (The list of buildings, updated annually, can be found in Appendix A.
 - Students attending the Michigan School for the Deaf and Blind will be counted in the state rates only.
 - Students remain in the cohort they are assigned throughout their educational career unless they are submitted in the MSDS as participating in an early/middle college program. See the sections on Cohort Year and Early/Middle College Students for more information.
- Count days are only used to determine whether the accountable entity is state, district and/or building.
 - A student will not be included in the building-level graduation and dropout rates until the student has been reported in that building as continuing for at least two count days, based on fall and spring counts. If the student has been in the building for fewer than two count days, the student will be included only in the district-level and/or state-level rates.
 - A student will not be included in the district-level graduation and dropout rates until the student is reported in that district as continuing for at least one count day, based on fall and spring counts. In the event the student has not been in the district for at least one count day, the student will only be included in the state-level rates.

| Count Dates Present | Accountability |
|---------------------|------------------------------|
| 0 | State rate only |
| 1 | District and State |
| 2 or more | Building, District and State |

Buildings That Move to a New Parent District

In some situations, a building will change ownership, becoming part of a different parent district, but retaining the same five-digit school code. In this event, the following will occur:

- Students classified as dropouts (see page 9) will be reflected in the previous parent district's graduation and dropout rates.
- All other students will be reflected in graduation and dropout rates for the new parent district (or other districts).

Example: Orchard View Early College had a parent district of Cherry Tree School District in the 2014-15 school year, but changed its parent district to Apple Tree School District beginning in the 2015-16 school year and retained its five-digit school code.

- Students in this building who were last reported under Cherry Tree School District (but not reported by any district in the 2015-16 school year) will be reflected in Cherry Tree's 2015 five-year graduation and dropout rate, provided that they attended the district for at least one count day.
- All other students who were reported in the 2015-16 school year under Apple Tree School District (or other districts) will be reflected in the graduation and dropout rates for the appropriate district.

Data Validation and Appeals Process

CEPI provides an appeals window for district staff members to review and request changes to graduation and dropout information on individual students in the MSDS. From July through September, district authorized users access the MSDS to view their cohort members and can request: 1) cohort status/year changes, 2) changes to district and building PEPE and 3) linking of multiple students' Unique Identification Codes (UICs). CEPI staff members approve or deny these requests. District users can submit exit status changes for students reported in the 2015-16 school year in the SRM Collection during this appeals window.

For the Race/Ethnicity and Gender subgroups, a student will be identified in these subgroups by the last certified submission of the PEPE. However, the following data fields cannot be changed:

- Economically Disadvantaged status
- Migrant status
- Limited-English proficiency status
- Special Education status
- Homeless status

Appealable rates are made available in the Graduation and Dropout (GAD) Application to districts in August based on data submitted in the EOY General Collection as well as all prior applicable collections. Auditable rates are made available in October based on updates submitted during the appeals window.

Only the ISD auditor can submit exit status changes for any student last reported prior to the 2015-16 school year as an audit finding in the GAD Application. ISD auditors complete an exit status audit between October and December in which they record any audit findings as an exit status change, which modifies the cohort status accordingly.

Graduation Cohort Determination

Determining First-time Ninth Graders

First-time ninth graders are those students who first enrolled in ninth grade during the 2012-13 school year (assigned to the 2016 cohort). As the State of Michigan has no data on students before their arrivals, students who transfer into the state and are reported as ninth-graders are deemed first-time ninth-graders, regardless of their statuses in their previous, out-of-state residences. Students who transfer into the state as 10th through 12th-graders are placed in the appropriate cohort as if they are on track for completion in four years.

Calculating the Cohort Status

To calculate the cohort status, CEPI staff consider grade and exit status. A chart of exit status code definitions follows.

Table 1

| Exit Status Code | Exit Status Definition | Cohort Status Category |
|------------------|--|---|
| 01 | Graduated from general education with a regular high school diploma | Graduated |
| 02 | Graduated from general education with a regular high school diploma and applied to a degree-granting college or university | Graduated |
| 03 | Graduated from an alternative program with a regular high school diploma | Graduated |
| 04 | Graduated from general education with a regular high school diploma and applied to a non-degree granting institution | Graduated |
| 05 | Completed general education with an equivalency certificate (GED) | GED Completer |
| 06 | Completed general education with other certificate | Other Completer |
| 07 | Dropped out of school | Dropout |
| 08 | Enrolled in another public school district in Michigan | If not located, Dropout; if located, Continuing in new district |
| 09 | Moved out of state | Exempt |

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| Exit Status Code | Exit Status Definition | Cohort Status Category |
|------------------|---|--|
| 10 | Expelled from the school district (no further services) | Dropout |
| 11 | Enlisted in military or Job Corps prior to completion | Dropout |
| 12 | Deceased | Exempt |
| 13 | Incarcerated | Dropout |
| 14 | Enrolled in home school | Exempt |
| 15 | Enrolled in nonpublic school | Exempt |
| 16 | Unknown | Dropout |
| 17 | Placed in a recovery or rehabilitative program | Dropout |
| 18 | Left Adult Education | Dropout |
| 19 | Expected to continue in the same school district | On-track Continuing or Off-track Continuing, depending on Expected Graduation Year |
| 20 | Received Special Education certificate of completion and exited the K-12 system | Other Completer |
| 21 | Special Education - Reached maximum age and exited the K-12 system | Other Completer |
| 40 | Graduated from a middle college with both a high school diploma and an associate degree or other advanced certificate | Graduated |
| 41 | Graduated from a middle college with only a high school diploma | Graduated |
| 42 | Graduated from another district | If not located, Dropout; if located, Graduate in new district |

CEPI staff considers eight categories of students when determining cohort status:

1. On-Track Graduated
 - Completed high school with a regular diploma in four years or less, or

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- Early/Middle College participant, completed high school with a regular diploma AND an associate degree, other advanced certificate or up to 60 transferable college credits in five years or less.
 - The student must be reported with a graduate exit date on or prior to August 31 of his or her cohort year in order to be considered an on-track graduate.
2. Other Completer - received special education certificate of completion and exited the kindergarten through 12th-grade (K-12) system, completed general education with another certificate or reached maximum special education age and exited the K-12 system.
 3. GED Completer - completed general education with an equivalency certificate (GED).
 4. Off-Track Graduated:
 - Completed high school with a regular diploma in more than four years, or
 - Early/Middle College participant, completed in five years with only a high school diploma, or
 - Early/Middle College participant, completed high school with a regular diploma AND an associate degree, other advanced certificate or up to 60 transferable college credits in more than five years.
 5. Off-Track (+5 year) Graduated:
 - Completed high school with a regular diploma in more than five years, or
 - Early/Middle College participant, completed in more than five years with only a high school diploma, or
 - Early/Middle College participant, completed high school with a regular diploma AND an associate degree, other advanced certificate or up to 60 transferable college credits in more than six years.
 6. Off-Track Continuing - did not complete high school in four years and is still continuing in school.
 7. Dropout - left high school permanently at any time during the cohort period, or whereabouts are unknown.
 8. Exempt - transferred out of the public school system (out of state, to nonpublic school or to home-school) or is deceased.

Table 2

| Status | Corresponding Exit Code(s) |
|---|----------------------------|
| On-Track Graduated, Off-Track Graduated and Off-Track (+5 year) Graduated | 01, 02, 03, 04, 40 or 41 |

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| Status | Corresponding Exit Code(s) |
|--------------------------|---|
| Other Completer | 06, 20 or 21 |
| GED Completer | 05 |
| Off-Track Continuing | 19 |
| Dropout (Reported & MER) | 07, 08*, 10, 11, 13, 16, 17, 18, 19* or 42* |
| Exempt (transfer out) | 09, 12, 14 or 15 |

**Exit status codes 08, 19 or 42 do not automatically count as a dropout. These codes only result in a dropout status if the student record is not reported by the new district (08), by the same district (19) or by the graduating district (42) in the subsequent collection. This indicates the student has a missing expected record (MER) and the whereabouts of the student are unknown.*

The Cohort Four-Year Graduation and Dropout Rate

How is the 2016 cohort four-year graduation rate determined?

CEPI calculates the 2016 cohort four-year graduation rate by tracking individual students who were reported for the first time in ninth grade in the 2012-13 school year. These students are assigned to the 2016 cohort. Using the cohort method allows the state to more accurately track student movement over time. It accounts for students who leave school during one year and return in another, and it can account for students who are retained in a grade, but stay in school and graduate later than their classmates.

The total number of students who were identified as first-time ninth graders in fall 2012 formed the initial 2016 cohort. Students who transferred into the state, a district or a building at any time during the four-year period were added to the initial group. For students who moved within the public schools, CEPI updated student records to reflect the correct district and building location. These students were considered "transfers out" of the district/building they left and "transfers in" to the district/building they entered. Students who exited the public school system entirely (out of state, to nonpublic school or to home school) at any time during the four-year period are considered "exempt" and are removed from the cohort. Deceased students are also exempt.

To calculate the 2016 cohort four-year graduation rate, CEPI staff places all students into one of five categories:

1. On-Track Graduated - completed high school with a regular diploma in four years or less; or if enrolled in an early/middle college, completed high school with a regular diploma AND an associate degree or other advanced certificate in five years or less.
2. GED Completer - earned a GED certificate.
3. Other Completer -received a special education certificate of completion, earned another certificate, or reached special education maximum age.
4. Off-Track Continuing - did not complete high school in four years and is still continuing in school.
5. Dropout - left high school permanently at any time during the four-year period, or whereabouts are unknown*.

**Exit status codes 08 (transfer), 19 (continuing) or 42 (graduated from another district) do not automatically count as a dropout. These codes only result in a dropout status if the student record is not reported by the new district (08), by the same district (19) or by the graduating district (42) in the subsequent collection.*

This indicates the student has a missing expected record (MER) and the whereabouts of the student are unknown.

Calculating the 2016 cohort four-year graduation rate

CEPI staff counts a student toward the graduation rate of the final building and/or district that the student attended during the four-year period. The number of "On-Track Graduated" students is used as the numerator and divided by the total count of all cohort status categories. The 2016 cohort total takes into account students who transferred in the final building and/or district and students who transferred out in another public entity's rates, if the students have been located.

The following formula is utilized for calculating the cohort four-year graduation rate:

$$\frac{\text{On-Track Graduated}}{\text{2016 Cohort Total}}$$

How is the 2016 cohort four-year dropout rate determined?

There is no national standard for calculating cohort four-year dropout rates. Michigan has chosen to maintain consistency by using the cohort methodology recommended by NGA to calculate this rate as well.

CEPI calculates the 2016 cohort four-year dropout rate by tracking individual students who were reported for the first time in ninth grade in the 2012-13 school year (assigned to the 2016 cohort) and left high school permanently at any time during the four-year period prior to receiving a regular diploma, GED or other completion certificate.

A dropout rate is not equivalent to subtracting the graduation rate from 100 percent, because that method would count students who are "Other Completers", "GED Completers" or "Off-Track Continuing" as dropouts. Other Completers are students who received a special education certificate of completion, earned another certificate, or reached special education maximum age. GED Completers are students who earned a GED. Students with an Off-Track Continuing cohort status are those who did not complete high school in four years and are still continuing in school.

To calculate the 2016 cohort four-year dropout rate, CEPI staff places all students into the same five categories used to determine graduation rates: On-Track Graduated, Other Completer, GED Completer, Off-Track Continuing and Dropout.

Calculating the 2016 cohort four-year dropout rate

CEPI counts "Dropouts" as the numerator and divides by the total count of all status categories. The total of the status categories is the 2016 Cohort Total.

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The following formula is utilized for calculating the cohort four-year dropout rate:

$$\frac{\text{Dropouts}}{2016 \text{ Cohort Total}}$$

Some schools in Michigan offer 9th, 9th-10th, and 9th-11th grade campuses from which students do not graduate. Additionally, some schools offer grades 9-12 but do not have 12th grade students for a given cohort year. As these schools do not have a cohort for a complete four years, graduation and dropout rates are not calculated for these schools unless a school reports at least one graduate.

To help district authorized users calculate whether a student would be included in the building and/or district's rate, relative to dropout rates, here are some examples where a student attended for at least two count dates:

- If "**Student A**" dropped out while attending a ninth-grade building, the student would only be included in the district's dropout rate, as the student did not attend any 10th-12th-grade buildings.
- If "**Student B**" attended a ninth-grade building and continued on to a 10th-12th-grade building, but eventually dropped out, the student would be included in the 10th-12th-grade building's dropout rates.
- If "**Student C**" attended a ninth-grade building and continued on to a 10th-12th-grade building where the authorized user reported this student as off-track (graduated or continuing) or other completer, the student would not be included in any building's dropout rate, as this student did not dropout.
- If "**Student D**" transferred into the district to a 10th-12th-grade building and dropped out, the student would be included in the 10th-12th-grade building's dropout rate, as the student did not attend any ninth-grade buildings.
- If "**Student E**" attended a ninth-grade building and continued on to a 10th-12th-grade building, transferred to another district and then dropped out, this student would only be included in the new district's dropout rate.

Table 3

| Dropout Rate Accountable Entity for Non-Graduating Buildings | | | | | |
|--|-------------|----------------------------------|-----------------|-----------------------------|------------------|
| | Building A | Cohort Status in Building A | Building B | Cohort Status in Building B | Included in Rate |
| Student A | Ninth grade | Dropout | N/A | N/A | District |
| Student B | Ninth grade | On-track or Off-track Continuing | 10th-12th-grade | Dropout | Building B |

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| Dropout Rate Accountable Entity for Non-Graduating Buildings | | | | | |
|---|-------------|----------------------------------|-------------------------------------|--|------------------------------------|
| | Building A | Cohort Status in Building A | Building B | Cohort Status in Building B | Included in Rate |
| Student C | Ninth grade | On-track or Off-track Continuing | 10th-12th-grade | Off-track (graduated or continuing) or Other Completer | Building B |
| Student D | N/A | N/A | 10th-12th-grade | Dropout | Building B |
| Student E | Ninth grade | On-track or Off-track Continuing | 10th-12th-grade in another district | Dropout | Building B (in the other district) |

Understanding the Cohort Four-Year Graduation and Dropout Rate Report

The 2016 cohort four-year graduation rate report contains buildings/districts where students are educated in any high school grades (9th-12th) or when students' ages are 15 or older (i.e., students who are eligible to graduate from high school). There are two calculation rules that may result in building rates not summing to district rates and district rates not summing to state rates:

1. **Court-Ordered Facilities:** Buildings that solely serve neglected and/or delinquent children and youth as defined by Title I, Part D will receive a building rate, but these students will not be included in the district's rate, nor will the building rate be subject to scorecard determinations for federal accountability purposes. (The list of buildings, updated annually, can be found in Appendix A.)
2. **Count Dates:** See the section on "Calculating Building/District/State Rates" on pages 6 and 7 of this document.

Reading the 2016 Cohort Four-Year Graduation and Dropout Rate Report

The graduation and dropout rate report includes data for the state, every district and every building from which students graduate. This report is divided into the following twelve columns:

Table 4

| Column Name | Column Definitions |
|-----------------------------------|--|
| District/Building Name (Code) | The first line of the report shows the State of Michigan rates, followed by an alphabetical listing of local education agencies (LEAs), then public school academies (PSAs) and then intermediate school districts (ISDs). The district-level data are identified in shaded rows. The buildings that constitute the district appear below the district name in non-shaded rows that are slightly indented. |
| First Time 9th Grade in Fall 2012 | Total number of students who were identified as first-time ninth-graders in fall 2012, which was the group of students who initially formulated the 2016 cohort. |
| (+) Transfers In | Total number of students who transferred into the state, district or building at any time during the four-year period and remained there. |

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| Column Name | Column Definitions |
|------------------------------------|---|
| (-) Transfers Out & Exempt | Total number of transfers out and exempt students. Transfers out are students who transferred out of the district or building and were submitted by a new district. Exempt are those who transferred out of the public school system at any time during the four-year period and did not return (exited to out-of-state, to nonpublic school or to home-school). Deceased students are also exempt. |
| Cohort | Total number of students in the 2016 cohort for the state, for each district and for each building after adjustments were made for transfers in, transfers out and exempt students. |
| On-Track Graduated | Total number of students in the 2016 cohort who: <ul style="list-style-type: none"> • Completed high school with a regular diploma in four years or less; or • Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less. |
| Dropout (Reported & MER) | Total number of students who left high school permanently at any time during the four-year period or whose whereabouts are unknown (MER). |
| Off-Track (Continuing & Graduated) | Total number of students who: <ul style="list-style-type: none"> • Did not complete high school in four years and are still continuing in school; or • Completed a participating early/middle college program in five years with only a high school diploma, or • Completed a participating early/middle college program with a regular diploma AND an associate degree, other advanced certificate, or up to 60 transferable college credits in more than five years. |
| Other Completer (GED, etc.) | Total number of students who earned a GED, other certificate or reached special education maximum age. |
| Graduation Rate | The percentage, calculated as On-Track Graduated divided by the 2016 Cohort, of the total number of students in the 2016 cohort who completed high school with a regular diploma in four years or less. |
| Dropout Rate | This is the percentage, calculated as Dropouts divided by the 2016 Cohort Total, of the total number of students in the 2016 cohort who left high school permanently at any time |

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| Column Name | Column Definitions |
|-------------|--|
| | during the four-year period, or whose whereabouts are unknown. |

A cell containing "< 10" indicates there were zero or fewer than 10 total students in the cohort or in a cohort status at the building for two count days or the district for one count day. It is possible to have "< 10" even though the first-time ninth-grader, transfers in and transfers out columns have a zero total. This is due to the fact that cohort students now in the building/district for at least two count days are categorized as "exempt."

The Cohort Five-Year Graduation and Dropout Rates

Cohort five-year graduation and dropout rates are calculated for students in the 2015 cohort. The five-year graduation rate is calculated in the same manner as the four-year rate, including students who graduated in the fifth year (off-track graduated) in the numerator. "On-Track Graduated" and "Off-Track Graduated" are counted as the numerator and divided by the total count of all status categories (On-Track Graduated, Off-Track Graduated, Off-Track Continuing, GED Completer, Other Completer and Dropout). Transfers in and out during that fifth year are accounted for as well. The total of the status categories is the 2015 Cohort Total.

The following formula is utilized for calculating the cohort five-year graduation rate:

$$\frac{\text{On-Track Graduated} + \text{Off-Track Graduated}}{2015 \text{ Cohort Total}}$$

The five-year dropout rate is calculated in the same manner as the four-year rate, including those students who dropped out of high school in their fifth year. Transfers in and out during that fifth year are accounted for as well.

The following formula is utilized for calculating the cohort five-year dropout rate:

$$\frac{\text{Dropouts}}{2015 \text{ Cohort Total}}$$

A building's or district's cohort five-year graduation and dropout rates could be greater than, less than or equal to the cohort four-year rates. There are three reasons for this discrepancy: 1) count dates, 2) numerator changes and 3) denominator changes.

Students who, in their fifth year, now meet the minimum count dates will be included in that district's and/or building's rates. For example, if a 2015 cohort student was at a building for one count date in the 2014-15 school year, that student was counted in the district rate only. If, in the student's fifth year, that off-track student attended for another count date in the same building, that student will now be reflected in the denominator of the building's five-year rates.

According to the federal regulations released in October 2008, states cannot freeze cohorts. Once a cohort has graduated, the cohort total (the denominator used in the graduation and dropout rates) cannot be "locked" at that total. The cohort total must remain "open" to allow accountability to be placed with the correct entity for students who attend high school beyond the fourth year. Below is a table demonstrating graduation and dropout rate change examples.

Table 6

| Graduation and Dropout Rate Change Examples | | | | |
|---|-------------|-------------|------------------|--|
| | 4-Year Rate | 5-Year Rate | Rate Change | Possible Explanation |
| Grad Rate | 97% | 97% | Remains the same | No off-track continuing students graduated in the fifth year (numerator does not change) and no off-track continuing students transferred in or out (denominator does not change). |
| | 97% | 99% | Increases | Off-track continuing students graduated in the fifth year. |
| | 97% | 95% | Decreases | Off-track students transferred into the district/building or met the minimum number of count dates in the fifth year and are still continuing (increases the denominator). |
| Dropout Rate | 5% | 5% | Remains the same | No off-track continuing students dropped out in the fifth year (numerator does not change) and no off-track continuing students transferred in or out (denominator does not change). |
| | 5% | 7% | Increases | Off-track continuing students dropped out in the fifth year. |
| | 5% | 3% | Decreases | Off-track students transferred into the district/building or met the minimum number of count dates in the fifth year and did not drop out (increases the denominator) or former dropouts completing high school (decreases the numerator). |

Reading the 2015 Cohort Five-Year Graduation and Dropout Rate Report

The 2015 cohort five-year graduation and dropout rate report includes data for the state, every district and every building from which students graduate. The report is divided into the following eleven columns:

Table 7

| Column Name | Column Definitions |
|-------------------------------|---|
| District/Building Name (Code) | The first line of the report shows the State of Michigan rates, followed by an alphabetical listing of LEAs, then PSAs and then ISDs. The district-level data are identified in shaded rows. The buildings that constitute the district |

Understanding Michigan's Cohort Grad-Drop Rates

| Column Name | Column Definitions |
|-----------------------------------|---|
| | appear below the district name in non-shaded rows that are slightly indented. |
| First Time 9th Grade in Fall 2011 | Total number of students who were identified as first-time ninth-graders in fall 2011, which was the group of students who initially formulated the 2015 cohort. |
| (+) Transfers In | Total number of students who transferred into the state, district or building at any time during the five-year period and remained there. |
| (-) Transfers Out & Exempt | Total number of transfers out and exempt students. Transfers out are students who transferred out of the district or building and were submitted by a new district. Exempt are those who transferred out of the public school system at any time during the four-year period and did not return (exited to out of state, to nonpublic school or to home-school). Deceased students are also exempt. |
| Cohort | Total number of students in the 2015 cohort for the state, for each district and for each building after adjustments were made for transfers in, transfers out and exempt students. |
| On-Track + Off-Track Graduated | <p>On-Track Graduated: Total number of students in the 2015 cohort who:</p> <ul style="list-style-type: none"> • Completed high school with a regular diploma in four years or less; or • Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less. <p>Off-Track Graduated: Total number of students in the 2015 cohort who:</p> <ul style="list-style-type: none"> • Completed high school with a regular diploma in more than four years; or • Completed a participating early/middle college program in five years with only a high school diploma • Completed a participating early/middle college program with a regular diploma AND an associate degree or other advance certificate in more than five years. |

Understanding Michigan's Cohort Grad-Drop Rates

| Column Name | Column Definitions |
|--------------------------------|---|
| Dropout (Reported & MER) | Total number of students who left high school permanently at any time during the five-year period, or whose whereabouts are unknown (MER). |
| Off-Track Continuing | Total number of students who did not complete high school in five years and are still continuing in school. |
| Other Completer (GED, etc.) | Total number of students who earned a GED, other certificate, or reached special education maximum age. |
| Graduation Rate | The percentage, calculated as On-Track Graduated + Off-Track Graduated divided by the 2015 Cohort, of the total number of students in the 2015 cohort who completed high school with a regular diploma in five years or less. |
| Dropout Rate | This is the percentage, calculated as Dropouts divided by the 2015 Cohort Total, of the total number of students in the 2015 cohort who left high school permanently at any time during the four-year period, or whose whereabouts are unknown. |

The Cohort Six-Year Graduation and Dropout Rates

Cohort six-year graduation and dropout rates are calculated for students in the 2014 cohort. The six-year graduation rate is calculated in the same manner as the five-year rate, including students who graduated in the sixth year (Off-Track Graduated) in the numerator. "On-Track Graduated," "Off-Track Graduated" and "Off-Track 5+ Graduated" are counted as the numerator and divided by the total count of all status categories (On-Track Graduated, Off-Track Graduated, Off-Track Continuing, Off-Track 5+ Continuing, GED Completer, Other Completer and Dropout). Transfers in and out during that sixth year are accounted for as well. The total of the status categories is the 2014 Cohort Total.

The following formula is utilized for calculating the cohort six-year graduation rate:

$$\frac{\text{On-Track Graduated} + \text{Off-Track Graduated} + \text{Off-Track 5+ Graduated}}{\text{2014 Cohort Total}}$$

The six-year dropout rate is calculated in the same manner as the five-year rate, including those students who dropped out of high school in their sixth year. Transfers in and out during that sixth year are accounted for as well.

The following formula is utilized for calculating the cohort six-year dropout rate:

$$\frac{\text{Dropouts}}{\text{2014 Cohort Total}}$$

A building or district's cohort six-year graduation and dropout rates could be greater than, less than or equal to the cohort four-year rates. There are three reasons for this discrepancy: 1) count dates, 2) numerator changes and 3) denominator changes.

Students who, in their sixth year, now meet the minimum count dates will be included in that district's and/or building's rates. For example, if a 2014 cohort student was at a building for one count date in the 2011-12 school year, that student was counted in the district rate only. If, in the student's sixth year, that off-track student attended for another count date in the same building, that student will now be reflected in the denominator of the building's six-year rates.

Table 8

| Graduation and Dropout Rate Change Examples | | | | |
|---|-------------|-------------|------------------|--|
| | 5-Year Rate | 6-Year Rate | Rate Change | Possible Explanation |
| Graduation Rate | 97% | 97% | Remains the same | No off-track continuing students graduated in the sixth year (numerator does not change) and no off-track continuing students transferred in or out (denominator does not change). |
| | 97% | 99% | Increases | Off-track continuing students graduated in the sixth year. |
| | 97% | 95% | Decreases | Off-track students transferred into the district/building or met the minimum number of count dates in the sixth year and are still continuing (increases the denominator). |
| Dropout Rate | 5% | 5% | Remains the same | No off-track continuing students dropped out in the sixth year (numerator does not change) and no off-track continuing students transferred in or out (denominator does not change). |
| | 5% | 7% | Increases | Off-track continuing students dropped out in the sixth year. |
| | 5% | 3% | Decreases | Off-track students transferred into the district/building or met the minimum number of count dates in the sixth year and did not drop out (increases the denominator) or former dropouts completing high school (decreases the numerator). |

Reading the 2014 Cohort Six-Year Graduation and Dropout Rate Report

The 2014 cohort six-year graduation rate report includes data for the state, every district and every building from which students graduate. The report is divided into the following eleven columns:

Table 9

Understanding Michigan's Cohort Grad-Drop Rates

| Column Name | Column Definitions |
|---|--|
| District/Building Name (Code) | The first line of the report shows the State of Michigan rates, followed by an alphabetical listing of LEAs, then PSAs and then ISDs. The district-level data are identified in shaded rows. The buildings that constitute the district appear below the district name in non-shaded rows that are slightly indented. |
| First Time 9th Grade in Fall 2010 | Total number of students who were identified as first-time ninth-graders in fall 2010, which was the group of students who initially formulated the 2014 cohort. |
| (+) Transfers In | Total number of students who transferred into the state, district or building at any time during the six-year period and remained there. |
| (-) Transfers Out & Exempt | Total number of transfers out and exempt students. Transfers out are students who transferred out of the district or building and were submitted by a new district. Exempt are those who transferred out of the public school system at any time during the four-year period and did not return (exited to out of state, to nonpublic school or to home-school) Deceased students are also exempt. |
| Cohort | Total number of students in the 2014 cohort for the state, for each district and for each building after adjustments were made for transfers in, transfers out and exempt students. |
| On-Track + Off-Track Graduated + Off-Track +5 Graduated | <p>On-Track Graduated: Total number of students in the 2014 cohort who:</p> <ul style="list-style-type: none"> Completed high school with a regular diploma in four years or less; or Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less. <p>Off-Track Graduated: Total number of students in the 2014 cohort who:</p> <ul style="list-style-type: none"> Completed high school with a regular diploma in more than four years; or Completed a participating early/middle college program in five years with only a high school diploma Completed a participating early/middle college program with a regular diploma AND an associate degree or other advance certificate in six years. |

Understanding Michigan's Cohort Grad-Drop Rates

| Column Name | Column Definitions |
|-----------------------------|--|
| | <p>Off-Track + 5 Graduated: Total number of students in the 2014 cohort who:</p> <p>Completed high school with a regular diploma in more than five years; or</p> <p>Completed a participating early/middle college program in more than five years with only a high school diploma, or</p> <p>Completed a participating early/middle college program with a regular diploma AND an associate degree, other advanced certificate or up to 60 transferable college credits in more than six years.</p> |
| Dropout (Reported & MER) | Total number of students who left high school permanently at any time during the six-year period, or whose whereabouts are unknown (MER). |
| Off-Track Continuing | Total number of students who did not complete high school in six years and are still continuing in school. |
| Other Completer (GED, etc.) | Total number of students who earned a GED, other certificate, or reached special education maximum age. |
| Graduation Rate | The percentage, calculated as On-Track Graduated + Off-Track Graduated + Off-Track +5 Graduated divided by the 2014 Cohort, of the total number of students in the 2014 cohort who completed high school with a regular diploma in six years or less. |
| Dropout Rate | This is the percentage, calculated as Dropouts divided by the 2014 Cohort Total, of the total number of students in the 2014 cohort who left high school permanently at any time during the four-year period, or whose whereabouts are unknown. |

Appendix A: Title I Part D Delinquent Facilities

The following list contains buildings identified by MDE's Office of Field Services (OFS) as solely serving neglected and/or delinquent children and youth as defined by Title I, Part D. CEPI obtains this list from OFS annually in June.

| District Code | Fiscal Agent | School Code | School Name |
|---------------|--------------------------------|-------------|--|
| 03902 | Outlook Academy (SDA) | 09987 | Outlook Academy - Youth Home Campus |
| 11000 | Berrien RESA | 02577 | Berrien County Juvenile Center |
| 13000 | Calhoun ISD | 05491 | Starr Commonwealth for Boys |
| 13000 | Calhoun ISD | 09757 | Calhoun Co. Juvenile Home School |
| 25040 | Mt. Morris Consolidate Schools | 02565 | Genesee Valley Regional Center |
| 33000 | Ingham ISD | 07742 | Malcolm Williams School (Highfields) |
| 33020 | Lansing Public School District | 00579 | Ingham Co. Youth Center |
| 39000 | Kalamazoo RESA | 09777 | Lakeside Academy |
| 39906 | Youth Advancement Academy | 09913 | Youth Advancement Academy |
| 41010 | Grand Rapids Public Schools | 07784 | Bethany Based School |
| 41010 | Grand Rapids Public Schools | 08556 | Kent Co. Correction Facility |
| 41160 | Kentwood Public Schools | 09961 | Pine Rest - Kentwood Public Schools |
| 41922 | Lighthouse Academy | 01538 | Lighthouse Academy - The Haven |
| 41922 | Lighthouse Academy | 01536 | Lighthouse Academy - Waalkes |
| 46000 | Lenawee ISD | 08863 | Holy Cross Children's Services (Boysville) |
| 46000 | Lenawee ISD | 09527 | Maurice Spear Campus |
| 49010 | St. Ignace Area Schools | 07718 | St. Ignace Juvenile Detention Facility |

Understanding Michigan's Cohort Grad-Drop Rates

| District Code | Fiscal Agent | School Code | School Name |
|----------------------|-----------------------------------|--------------------|---|
| 50140 | L'Anse Creuse Public Schools | 05970 | Macomb Co. Juvenile Justice Center |
| 54000 | Mecosta-Osceola ISD | 09039 | Ashmun School @ Eagle Village |
| 54000 | Mecosta-Osceola ISD | 09041 | Muskegon River Youth Home |
| 54000 | Mecosta-Osceola ISD | 09040 | Pineview Homes |
| 58000 | Monroe ISD | 08224 | Monroe County Youth Center |
| 61000 | Muskegon Area ISD | 02642 | Muskegon County Juvenile Transition Center |
| 61240 | Whitehall District Schools | 09598 | Muskegon County Youth Home |
| 63110 | Oxford Community Schools | 05006 | Crossroads for Youth |
| 63300 | Waterford School District | 02803 | Children's Village School |
| 63932 | Deer Trail Academy | 01884 | Deer Trail Academy - Achievement Center |
| 70000 | Ottawa Area ISD | 09640 | Juvenile Services Center |
| 73000 | Saginaw ISD | 07016 | Saginaw Co. Juvenile Center |
| 73080 | Buena Vista School District | 08693 | Wolverine Secure Treatment |
| 79000 | Tuscola ISD | 02911 | Wolverine Secure Education |
| 79150 | Vassar Public Schools | 07857 | Pioneer Work and Learn Center |
| 82750 | Wolverine Academy (SDA) | 01470 | Wolverine Academy (SDA) - Outer Site |
| 82750 | Wolverine Academy (SDA) | 01465 | Wolverine Academy (SDA) - Lenox Site |
| 82971 | Blanche Kelso Bruce Academy (SDA) | 00182 | Blanche Kelso Bruce Academy - St. Thomas Site |
| 82971 | Blanche Kelso Bruce Academy (SDA) | 09618 | Blanche Kelso Bruce Academy-DePaul |
| 82971 | Blanche Kelso Bruce Academy (SDA) | 09707 | Blanche Kelso Bruce Academy-St. Antoine |
| 82971 | Blanche Kelso Bruce Academy (SDA) | 07097 | Catherine Ferguson Academy |