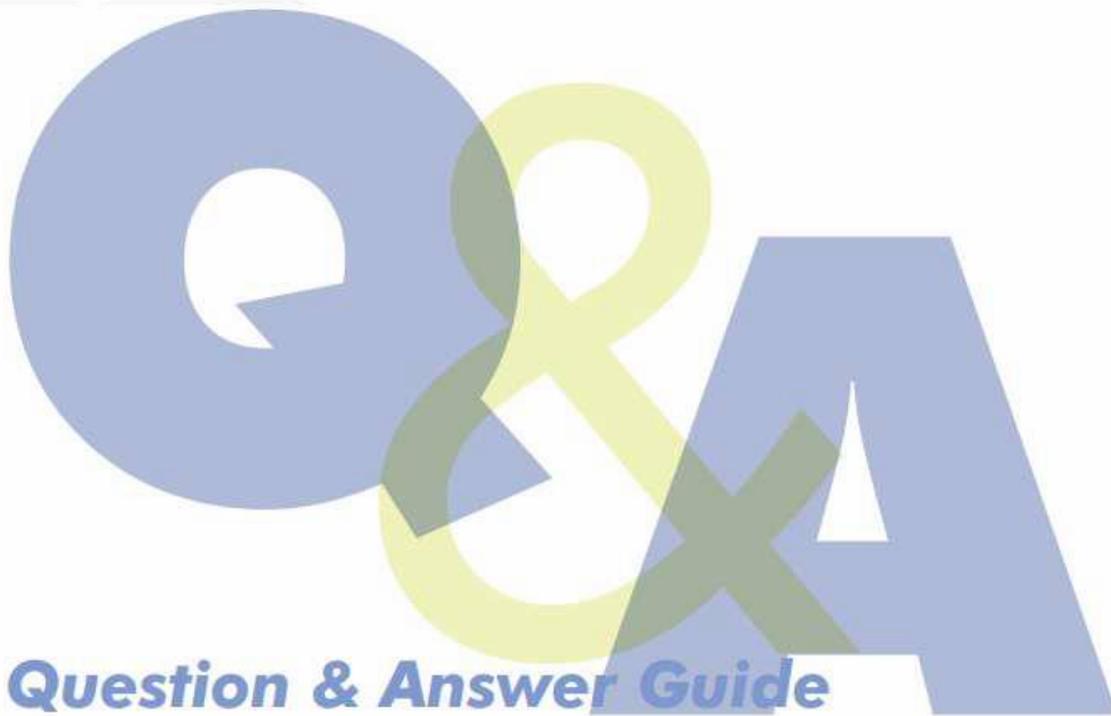


West Virginia's  
**Adjusted Cohort  
Graduation Rates**

September 2013





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2013-2014**

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# West Virginia’s Adjusted Cohort Graduation Rates

## Question and Answer Guide

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# West Virginia's Adjusted Cohort Graduation Rates

## Introduction

The purpose of this document is to assist West Virginia's 55 districts and two state-operated programs in understanding the graduation calculation and reporting. Although primarily question and answer format, the document is comprised of three sections. The first section includes relevant definitions, most of which are specific to West Virginia and state educational policy. The second and third sections are question and answer format with concept questions first, followed by WVEIS coding and data questions.

All questions were originally submitted by district, Regional Education Service Agencies and WVDE representatives during the School Year (SY) 2010-2011. Questions were answered by WVDE staff from the Office of Information Systems, Office of Special Programs, and Office of Adult Education and Workforce Development, as well as by Dr. Julia Wilkins from the National Dropout Prevention Center for Students with Disabilities. Moreover, the USED's written guidance was incorporated to the maximum extent possible. Since SY 2010-2011, this guide has been annually updated to incorporate additional concerns from the local education agencies (LEAs) and changes in the state accountability system.

## Impetus for a Uniform Rate

While the reporting of a standard metric for graduation reporting is new, the shift has been more than a decade in the making at the national level. The *No Child Left Behind Act of 2001 (NCLB)* first required states to report annually on graduation rates. State reporting of graduation rates under *NCLB* revealed a medley of calculations and data systems supporting these calculations. The disparate methods failed to provide meaningful comparisons of graduation rates across schools, districts or states. Consequently, all state governors signed a National Governors Association (NGA) compact in 2005, thereby compelling each state to work toward the use of a standard, cohort-based graduation rate. In 2008, the United States Department of Education (USED) specified the cohort calculation for all states and required the cohort reporting for AYP purposes beginning in school year SY 2011–2012. USED's written guidance was used extensively by WVDE to construct the cohort and develop the WVDE guidance document. USED's guidance is available online at <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

## Reporting a Uniform, Comparable Graduation Rate

Beginning in SY 2010–2011, states were required to report a uniform, comparable, and accurate graduation rate. Beginning with SY 2011–2012, two graduation rates, the four-year adjusted cohort and the five-year adjusted cohort rates, will be reported.

### The Four-Year Adjusted Cohort

The four-year adjusted cohort graduation rate measures the percent of students in a ninth grade cohort that graduate with a regular diploma in four years or less. The regulations require states to report and use a four-year adjusted cohort graduation rate based on the following formula:

**4-Year  
Adjusted  
Cohort  
Graduation  
Rate**

=

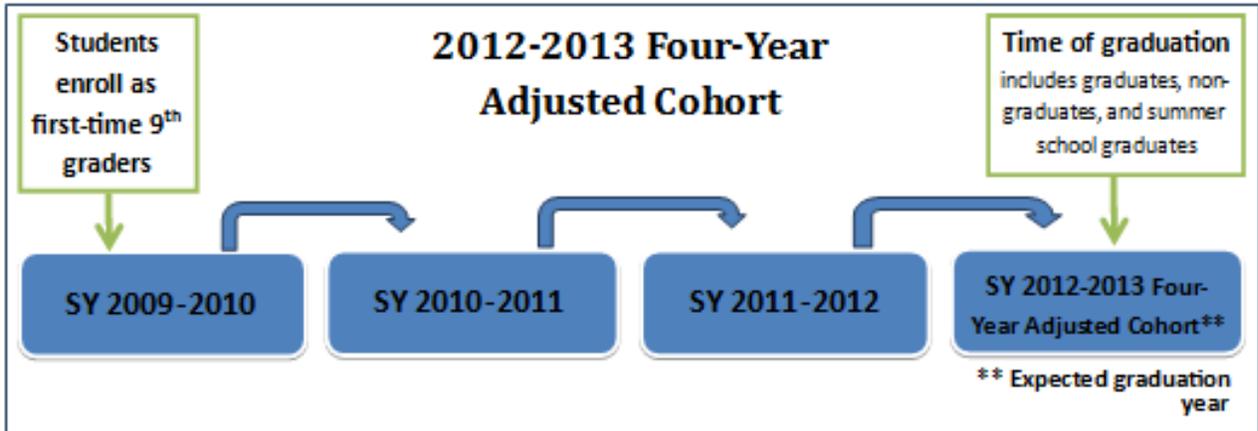
# of cohort members who earned a regular high school diploma  
by the end of the SY 2012-2013

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- # of first-time 9th graders in fall 2009 [starting cohort]
- + students who transfer in during SY 2009-2010, 2010-2011, 2011-2012, and 2012-2013
  - students who transfer out\*, emigrate, or die during SY 2009-2010, 2010-2011, 2011-2012, and 2012-2013

\*See page 8 for the WVEIS codes that apply

The four-year cohort progresses over time as indicated in the graphic below.



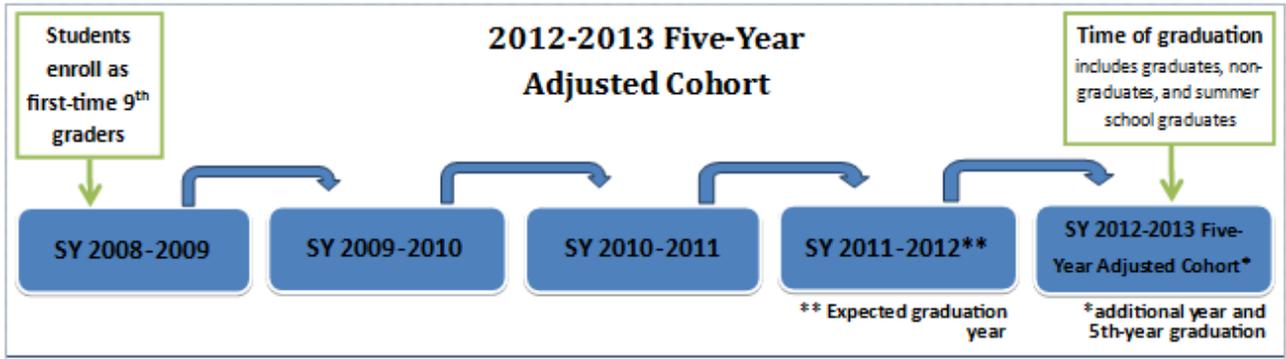
### The Five-Year Adjusted Cohort

As part of the state’s ESEA Flexibility Request, West Virginia will be reporting an extended cohort graduation rate, which is referred to as a “five-year adjusted cohort rate”, in SY 2012-2013. The five-year adjusted cohort rate measures the percent of students in a ninth grade cohort that graduate with a regular diploma in five years, which incentivizes districts that work with students who need the additional year to graduate from high school. This rate will be used as part of ESEA school-wide designations. The regulations require states to report and use a five-year adjusted cohort graduation rate based on the following formula:

<b>5-Year Adjusted Cohort Graduation Rate</b>	=	<p># of cohort members who earned a regular high school diploma by the end of the SY 2012-2013</p> <hr style="border: 1px solid black;"/> <p>all first-time 9th graders in fall 2008 [starting cohort]          + students who transfer in during SY 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013          – students who transfer out*, emigrate, or die during SY 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013</p>
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\*See page 8 for the WVEIS codes that apply

The five-year cohort progresses over time as indicated in the graphic below.



## Questions and Answers

In this section, you will find common questions and answers as they relate to the adjusted cohort graduation rates. You will find questions and answers organized around the following topics:

- Student Mobility & Graduation Rate
- Special Populations & Graduation Rate
- Dropouts & Graduation Rate
- ESEA Flexibility, Accountability & Graduation Rates
- WVEIS Coding & Data Questions

### Student Mobility & Graduation Rate

#### How is a student who graduates in more than four years counted in the four-year adjusted cohort graduation rate? What about the five-year adjusted cohort graduation rate?

A student who graduates in more than four years is not counted as a graduate in the four-year adjusted cohort graduation rate. Such a student must be included in the denominator of the four-year adjusted cohort graduation rate and would not be included in the numerator because the student did not graduate in four years or less with a regular high school diploma.

A student who graduates in five years is not counted as a graduate in the four-year adjusted cohort graduation rate, but rather in the five-year adjusted cohort graduation rate. The numerator of the five-year adjusted cohort graduation rate calculation includes all graduates from the four-year cohort **plus** those students who graduated the following year. The five-year cohort denominator is the same as the four-year cohort denominator unless there is a need to adjust the cohort for students who transfer out, emigrate to another country, or die during the fifth year.

#### Do summer school graduates count as four-year graduates? What about five-year?

Yes, the regulations define “students who graduate in four years” as “students who earn a regular high school diploma at the conclusion of their fourth year, before the conclusion of their fourth year, or *during a summer session immediately following their fourth year.*”

States have the option of including summer graduates in the four-year adjusted cohort graduation rate; it is not a requirement. In West Virginia, the four-year adjusted cohort graduation rate will include students who complete graduation requirements in the summer session immediately following their fourth year.

Similarly, the five-year adjusted cohort graduation rate in West Virginia will include students who complete graduation requirements in the summer session immediately following their fifth year.

### **How will out-of-state transfers be counted in our district cohorts when these students are transferring in with fewer credits than needed to graduate?**

A student who transfers into a school should be assigned to the cohort in which the student is presumed to have started ninth grade for the first time. For example, if a student transfers into the state as an eleventh grader during school year 2011-2012, the student will be assigned to the cohort of students entering ninth grade for the first time in school year 2009-2010.

### **Are students ever removed from the cohort?**

Students can only be removed from a cohort under three circumstances: (1) if they transfer out and enroll in another school or in an educational program that culminates in the award of a regular high school diploma, (2) if they emigrate to another country, (3) if they die.

### **Which WVEIS entry and withdrawal codes could adjust the cohort?**

Students are counted in the cohort of the school where they were last enrolled.

Transfer is defined through the reporting codes through WVEIS as follows:

T2 – Transferred out of county (*Please note that students who have T2 codes but have not been enrolled by another school within the state in WVEIS will remain in the cohort.*)

T3 - Transferred out of state

T4 - Transferred out of the United States

T5 - Deceased student

TB - In-county non-public education

TH - In-county home school

TX - Withdraw a foreign exchange student

EC – Enrolled Part-Time

EX – Foreign Exchange Students

### **How does student mobility impact graduation rates?**

There are several different types of mobile students who may transfer within and between

schools and districts.

A *transfer into* a cohort occurs when a student enrolls after the beginning of the entering cohort's first year in high school, up to and including grade 12. A student who transfers into a school from out of state, if they have not been in the state previously and assigned to a cohort, will be assigned to the cohort in which it is estimated that he/she started ninth grade for the first time. For students who transfer within the state, they will remain in the cohort in which they were originally assigned as first-time ninth graders.

A *transfer out* of a cohort occurs when a student leaves a school and enrolls in another school or an educational program that culminates in the award of a *regular high school diploma*. Otherwise, the student may not be considered a transfer and must remain in the adjusted cohort for purposes of calculating the four-year adjusted cohort graduation rate and five-year adjusted cohort graduation rate.

A cohort is adjusted by adding any students who transfer into the cohort during the 9<sup>th</sup> through 12<sup>th</sup> grades, and subtracting any students who transfer out during that same period.

#### **Is a student who leaves school because the student is incarcerated considered a transfer?**

An incarcerated student may be considered a transfer only if the prison or juvenile facility to which the student is confined has a school (as defined under State law) or provides an educational program that culminates in the award of a regular high school diploma. If the facility does not have a school or educational program, or provides an educational program that does not culminate in the award of a regular high school diploma, the student may not be considered a transfer, may not be removed from the cohort, and must remain in the denominator of the graduation rate calculation for the school, LEA, and State in which the student last attended high school.

#### **How do deceased students affect the cohort?**

If a student passes away during enrollment, the student will be removed from the cohort. If however, a student passes away *after* withdrawing from school (e.g. dropping out), the last withdrawal code will determine how the student is counted in the cohort.

#### **What evidence does the county need to provide WVDE for graduation cohort adjustments?**

To confirm that a student transferred out, a school or LEA must have official written documentation. In the case of a student who moves to another public school within the state, a state-submitted record through WVEIS is the only means to confirm this transfer. A request for student records from a receiving private high school would be sufficient documentation to confirm a student has transferred to a private school. In the case of a home-schooled student withdrawing to homeschool, the public school must submit written

documentation to verify a child is home schooled and it must also enter **TH** in WVEIS, which indicates that the student has transferred to a homeschool.

If a student emigrates to another country, the school or LEA does not need to obtain official written documentation. For example, if a parent informs a school administrator that the family is leaving the country, it would be acceptable for the school administrator enter T4 into WVEIS, indicating that the student has transferred out of the country.

It is both the school and district's responsibility to maintain all written documentation with the student's records for auditing purposes. WVDE may specifically request this documentation to verify graduation cohort adjustment.

### **How will a school's graduation rate be impacted by a student who enrolls in high school, but fails to attend even one day of school?**

The most recent school of enrollment will be accountable for this student regardless of attendance. The high school that enrolled the student has an obligation to follow up on the student.

## **Special Populations and Graduation Rate**

### **Will part-time home school students be part of a district's cohort?**

No, students enrolled part time in high school to receive an advanced course or specialty course such as drivers' education will not be included in the district's cohort. The primary responsibility of these students' educational programs is with the home school, not the public school district. These students must be enrolled in WVEIS with **EC** enrollment code.

### **Will foreign-exchange students be part of a district's cohort?**

No, a foreign-exchange student will not become a member of the cohort as long as the student is enrolled in WVEIS with the **EX** enrollment code.

### **How will students receiving the State of West Virginia High School Equivalency Diploma under the Option Pathway be reported?**

Students who receive the State of West Virginia High School Equivalency Diploma under Option Pathway I and II will *graduate with a regular high school diploma* and will therefore be counted as graduates.

### **How are students attending Mountaineer Challenge Academy (MCA) counted?**

An MCA student passing the approved high-school equivalency assessments and completing the CTE Pathway will receive a high school diploma. A MCA student deficient in one core subject may recoup credit in a content area by participating in Option II and taking high-school equivalency preparation classes in the deficient content area. If the student continues to attend and maintain passing grades in all other classes and is able to pass the

content area of the approved high-school equivalency assessment, then he/she will earn a regular high school diploma.

Otherwise, a student who attends MCA and passes the approved high-school equivalency assessment is counted as a dropout in the four-year adjusted cohort rate unless he/she reenrolls in a high school after exiting MCA.

Instructions for maintaining the WVEIS general enrollment records for students transferring to and exiting from MCA are available at the following link:

<http://wveis.k12.wv.us/wveis2004/documents/EnrollmentMountaineerChallengeAcademy002.pdf>

### **How will students with Individualized Education Programs (IEPs) affect graduation rates?**

The graduation rate is defined as the percentage of students who graduate from secondary school with a *regular diploma* in the standard number of years. A student who receives a modified diploma will not be counted as graduating in calculating the four-year adjusted cohort graduation rate or five-year adjusted cohort graduation rate.

The IEP does not override students' inclusion in the four-year adjusted cohort graduation rate or five-year adjusted cohort graduation rate. Any student who takes more than four years to graduate, *regardless of the reason*, must be included in the denominator of the graduation formula. Only students who graduate with a regular high school diploma in four years or less may be included in the numerator of the four-year adjusted cohort graduation rate. Students who graduate in five years with a regular diploma will be included in the five-year adjusted cohort graduation rate.

### **Why are students who graduate with modified diplomas not counted in the four-year adjusted cohort graduation rate or five-year adjusted cohort graduation rate?**

As federal guidelines state, alternative graduation credentials that are not fully aligned with a State's academic content standards may not be counted as a regular high school diploma for the purpose of calculating the four-year adjusted cohort graduation rate or five-year adjusted cohort graduation rate. Thus, students who graduate with a credential other than a regular high school diploma, such as a the State of West Virginia High School Equivalency Diploma, modified diploma, or certificate of attendance, may not be included in the numerator, but must be included in the denominator of the four-year adjusted cohort graduation rate and five-year adjusted cohort graduation rate.

The intent of the *Individuals with Disabilities Education Act (IDEA)* is to provide students with disabilities the right to a free and appropriate education. Through IDEA and WVBE Policy 2419: *Regulations for the Education of Students with Exceptionalities* students with disabilities are allowed educational services through age 21, thus acknowledging that some

students with disabilities require extra time to complete their academic coursework and participate in transition services that will help them to achieve post school goals.

ESEA mandates only how the uniform graduation rate should be calculated by states. In practice, if an IEP team believes that a student will require a modified diploma and/or longer than four years to complete coursework or participate in transition services, then it is imperative under IDEA that the student receives the additional time and services.

#### **How are students in the students with disabilities (SWD) subgroup determined?**

In West Virginia, any students receiving special education services at any time during high school will be reported under the SWD subgroup. The SWD subgroup then includes: (1) students who entered high school with special education services and later returned to regular education, (2) students who were identified for special education services after entering ninth grade, and (3) students who transferred into a district receiving special education services that were later discontinued. It is important to note that a student transferring in from another state with an IEP must go through WV eligibility and would not count as SWD if the student did not meet WV criteria for a student with a disability.

#### **Are students receiving speech only services (i.e., not as a related service) part of the SWD subgroup?**

Yes. Students receiving speech only services will be reported in the SWD subgroup as long as they received special education services at some point during high school.

#### **How is the Limited English Proficient (LEP) subgroup defined in the cohort?**

A student reported as LEP during any time in his/her high school career will be reported in the LEP subgroup.

#### **Are there any special considerations for children of military families?**

Children from military families who enter West Virginia are adjusted into the cohort similar to other students transferring from out-of-state. However, West Virginia does participate in an Interstate Compact on Education Opportunities for Military Children. The purpose of the compact is to address certain school transition issues for military children in a consistent manner, including flexibility and local discretion in course and program placement and on-time graduation with the criteria established by the state. The WVDE Guide Document on the Interstate Compact is available at the following link, wherein course waivers, exit exams and senior year transfers are outlined to promote on-time graduation:

[http://wvde.state.wv.us/schoolimprovement/documents/interstate\\_compact\\_guidanceFINAL.pdf](http://wvde.state.wv.us/schoolimprovement/documents/interstate_compact_guidanceFINAL.pdf).

#### **Will students who are transferred to an Institutional Education Program remain in the school's/district's cohort?**

Yes. Students who transfer from a school district to an Institutional Education Program remain in the home school's/district's cohort unless they exit the program placement and enroll in another local education agency. Therefore, students who fail to return to the home school/district and do not enroll in another district are counted as dropouts in the home school/district.

### **How will students enrolled in an LEA's alternative school be counted in a graduation rate cohort?**

The graduation status of students enrolled in alternative schools will now also be mapped back and included in the graduation rate of the students' home high school cohort, which is similar to the method by which assessment results are returned.

### **Can a student graduate in four years from the WV Virtual School?**

No. The WV Virtual School is designed to supplement the courses offered by local school districts. Although the WV Virtual School is not a diploma-granting institution, it can facilitate credit recovery, provide career and technical education completer pathways, and promote graduation for at-risk youth. More information on WV Virtual Schools is available at <http://virtualschool.k12.wv.us/vschool/index.html>.

## **Dropouts & Graduation Rate**

### **How will a student who drops out multiple times impact the cohort?**

Students who drop out and subsequently re-enroll are not considered drop outs in the graduation cohort. If through reenrollment, these students are able to recoup missed credits, they will not negatively impact the cohort graduation rate.

### **If dropouts have returned to school, will they no longer be counted as drops?**

If students who drop out return to school, they will no longer be counted as drops. The student record system should be updated when a student returns to school to reflect the fact that they have reenrolled. Every student enrolled in West Virginia public schools has a unique identification number that does not change as long as the student is enrolled in a West Virginia public school. These students who reenroll will be included in their original 9<sup>th</sup> grade cohort for graduation rate purposes.

### **Will there also be a cohort dropout statistic reported?**

WV will continue to report the 7-12 dropout rate event statistic. The regulations do not require states or LEAs to report dropout data on their report cards. However, states must annually report a disaggregated state level dropout rate as part of their Consolidated State Performance Plan. West Virginia will continue to report dropout rates calculated using the annual event school dropout rate for students leaving school in a single year.

**Will the October 1 collection (sometimes referred to as “second month enrollment”) continue to be checked against dropouts from the year-end, or 10th month, report?**

Yes. Dropouts in the prior year will be cross-checked against the October 1 collection for possible reentry into school. This procedure may reduce the number of dropouts in both the cohort reporting for graduation rate and the grades 7-12 event dropout statistic.

**What are the age requirements for re-enrolling students who previously dropped out of school and/or receive a GED® or the West Virginia High School Equivalency Diploma?**

Students, ages twenty-one and younger, must automatically be re-enrolled and are subject to compulsory school attendance upon student request. Students are entitled to a public education leading to a high school diploma which may be viewed as different than a GED® or the West Virginia High School Equivalency Diploma or a modified diploma. For additional information please reference the Superintendent Interpretation dated July 5, 2002, which also addresses the issue:

<http://wvde.state.wv.us/interpretations/view/8/150/interpretation.html>.

**How do re-entry/recovery efforts impact graduation rates?**

Students who return to school after dropping out are assigned to the cohort they were members of when they started ninth grade for the first time. Thus, re-entry/recovery efforts may positively impact a district’s graduation rates if credit recovery methods and alternative pathways to a standard diploma prove effective.

**When a student’s reported race/ethnicity changes during high school (e.g., parent changes youth’s race/ethnicity from African American to Multiracial), how does this impact subgroup reporting of the race/ethnicity groups for graduation?**

Membership in any race/ethnicity cohort is determined by the student’s race/ethnicity of record when the student **exits** high school.

States should use the permitted values for the major racial and ethnic subgroups outlined in their State Accountability Workbook. For districts to obtain accurate race/ethnicity data it is required that districts ask parents/students two questions:

1. Are you Hispanic or Latino? Yes / No
2. Please indicate your race (check all that apply).
  - a. Asian
  - b. Black
  - c. Hispanic
  - d. American Indian/Alaskan
  - e. Pacific Islander
  - f. White

If two or more races are selected above and “Hispanic” is not “Y” then the race field will be populated as Multiple Races.

### Why will the cohort data be lagged?

A state may lag its graduation rate data in order to include summer graduates in its accountability calculations. Using lagged graduation rate data in the West Virginia Accountability Index (WVAI) means that the four-year and five-year graduation data from the previous academic years will be used in accountability determinations along with the assessment results and participation rates for the current academic year.

The four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate data will be lagged for one year which means that the 2011-2012 graduation cohorts (both four-year and five-year) will be used for August 2013 accountability determinations in order to include summer graduates.

Adapted from *High School Graduation Rate: Non Regulatory Guidance*, U.S. Department of Education, Dec. 2008.

## WVEIS Coding & Data Questions

### Which WVEIS codes will be used to adjust the cohort?

The following WVEIS enrollment codes will be used to adjust the cohort. Students who transfer into the school will be added to the cohort. Students who transfer out to another school or educational program culminating in a standard diploma will be subtracted from the original cohort, as well as deceased students.

T2 – Transferred out of county (*Please note that students who have T2 codes but have not been enrolled by another school within the state in WVEIS will remain in the cohort.*)

T3 - Transferred out of state

T4 - Transferred out of the United States

T5 - Deceased student

TB - In-county non-public education

TH - In-county home school

TX - Withdraw a foreign exchange student

EC – Enrolled Part-Time

EX – Foreign Exchange Students

### Which special education status/exit code should I use for a student who receives the West Virginia High School Equivalency Diploma?

The special education Status Code is contingent upon the Option Pathway pursued.

1. If a SWD leaves high school to pursue high-school equivalency preparation classes, then the appropriate exit code is 90 (i.e., dropout).
2. If a SWD passed the approved high-school equivalency assessments in high school while receiving special education services and high-school equivalency preparation classes, then the student will exit with a Status Code 50 if he/she opts to leave school without meeting all other standard graduation requirements or without pursuing an Option Pathway Program resulting in a regular diploma.
3. A special education Status Code of 40 (i.e., Received Regular Diploma) should be entered when a student fulfills the requirements outlined in WVBE Policy 2444.4: *Issuance of the State of West Virginia High School Equivalency Diploma* for Option Pathway I or II.

### Should status code 50 be entered in the special education record for SWDs who pass the approved high-school equivalency assessments at MCA?

No. Students who leave the district to attend MCA no longer receive special education services. Because these students are not receiving special education while attending MCA, Status Code 50 is inappropriate. When a SWD physically leaves the district to attend MCA, then the special education office or designee should enter Status Code 35 (i.e., no longer receives special education services) in the special education record.

Please note that all students who transfer to MCA actually remain enrolled in the home district in WVEIS through their enrollment record while physically attending MCA.

Registration screen instructions at the school level for students enrolling at MCA are available at the following link:

<http://wveis.k12.wv.us/wveis2004/documents/EnrollmentMountaineerChallengeAcademy002.pdf>

### How is a student who has passed the approved high-school equivalency assessments, but did not pursue Option Pathway I or II, coded in the WVEIS registration/enrollment screen?

WVBE Policy 2444.4 outlines that “The State of West Virginia High School Equivalency Diploma is earned and the student is counted as a completer but not a dropout or a graduate if the student passes the high-school equivalency assessments prior to leaving the ‘regular’ high school.”

In WVEIS, these students are assigned a dropout code (1-20) in the WVEIS enrollment screen at the date of exit. However, these students should be removed from the Dropout List the following October with a code of 03 - Received State of West Virginia High School

### Equivalency Diploma.

Although completers are removed from the dropout list for the dropout statistic, completers are not counted as graduates in the four- or five-year adjusted cohort rate. Therefore, the term completer is only relevant to the dropout statistic not the graduation rate calculations.

Students successfully completing Option I are defined as career and technical education completers and will receive a regular high school diploma. Students successfully completing Option II are only considered career and technical education completers if enrolled in the skilled pathway. Students may also be enrolled in the professional pathway, however both pathways completers will receive a regular high school diploma.

### Where can I find the graduation cohort data?

The graduation cohort data are available through WVEIS on the Web (WOW).

Beginning on September 9, and through October 5, the Graduation Cohort Verification and Appeals Window will be open. This will be the only opportunity to review both the four-year cohort and five-year cohort for accountability purposes. Verification of these cohorts is critical for calculating the four-year and five-year adjusted cohort graduation rates.

### Verifying the Cohorts

To verify the four-year cohort and five-year cohort log into WVEIS on the Web (WOW).

Then,

1. Select Menus
2. Find WVR West Virginia State Reporting
3. Find WVR100 State Reporting



4. Select COH.O13



From there, you will find several tabs to utilize for verification and appeals if any data need to be corrected including:

- SY 20XX-20XX 4 yr Cohort
- SY 20XX-20XX 5 yr Cohort
- Appeals for Accountability SY 20XX-20XX

Verify **all** students under the “SY 20XX-20XX 4 yr Cohort” tab.

Verify only the 5-year graduates in the “SY 20XX-20XX 5 yr Cohort” tab. Students in the cohort who graduated within four years were certified in the previous school year and cannot be appealed.

### What to Verify

Ensure that all end-of-summer graduates were reported in the September collection as they were not reported in the End of Year (EOY) collection, sometimes referred to as the “Tenth Month Collection”, when most graduates were reported. If any summer-school graduate was not reported as a graduate, but who should have been, please submit an appeal with an explanation and the appropriate supporting documentation.

During this appeals window, also be sure to review the T2 (Transfer Within State) records to see if any of these students

- 1) moved out of state,
- 2) went to a nonpublic school, or

3) transferred to a homeschool setting

If any students are coded as T2 and meet one of the three criteria described above, they are coded incorrectly and documentation must be submitted to have these students removed from the cohort. Changes to the cohort can only be made if sufficient documentation can be provided.

### Submitting an Appeal

Within the same WOW tab structure as described above, select the “Appeals for Accountability SY 20XX-20XX” tab. Here you can provide the student-specific information in the narrative box, along with the supporting documentation as an attachment. **All student-specific inquiries MUST be exchanged through the “Appeal for Accountability SY 20XX-20XX” tab.**

SY 2012-2013 4 yr Cohort   SY 2012-2013 5 yr Cohort   Appeal for Accountability SY 2013-2014

An email acknowledgement will be forwarded to  County School

Student Id  Student Name

Appeal

Supporting Documentation

1000 characters available.

## Contact Us!

For additional questions related to the adjusted cohort graduation rates, please contact the appropriate office or individual depending on the type of question you are asking.

For questions related to data entry into WVEIS and school or district graduation rates, please contact Sara Harper, Data Coordinator, Office of Information Systems, at [sara.harper@k12.wv.us](mailto:sara.harper@k12.wv.us).

For questions related to the State of West Virginia High School Equivalency Diploma, Option Pathway and Mountaineer Challenge Academy, please contact Linda Berlin, Option Pathway Coordinator, The Office of Adult Basic Education and Workforce Development at 304-558-6315 or [lberlin@k12.wv.us](mailto:lberlin@k12.wv.us).

For questions related to accountability and graduation rates, please contact The Office of Assessment and Accountability at (304) 304-558-2546 or by visiting the website at <http://wvde.state.wv.us/oa/>.

## Glossary

### Cohort

A group of students that begins as first-time ninth grades in a given school year, and are projected to graduate within four years following the typical educational progression

### Cohort Adjustment

The cohort is adjusted by adding any students transferring into the cohort and by subtracting any students who transfer out, emigrate to another country, or die during the years covered by the rate.

### Cohort Subgroups

Subgroups disaggregation is required for graduation reporting. The subgroups are economically disadvantaged students, students from the seven race/ethnicity categories, students with disabilities, and limited English proficient students (LEP).

### Five-Year Adjusted Cohort Graduation Rate

The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next four years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

### Four-Year Adjusted Cohort Graduation Rate

As defined in 34 C.F.R. §200.19(b)(1)(i)-(iv), the four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period.

### LEA

This acronym stands for Local Education Authority, which refers to a school district. In West Virginia, oftentimes, districts are referred to as counties.

### Mobility

A student is considered mobile any time he or she enters or exits a school or district in a manner that is not part of the normal educational progression.

### Modified Diploma

WV Policy 2510: *Assuring Quality of Education: Regulations for Education Programs* states that an eligible student with disabilities who has been determined by an IEP team

to be unable, even with extended learning opportunities and significant instructional modifications, to meet state and county standard graduation requirements, may receive a modified diploma. The modified diploma is formal documentation and recognition that an eligible student has met the modified diploma requirements specified on the student's IEP.

### Option Pathway I

Option I is a blending of the State of West Virginia High School Diploma with a Career Technical Education (CTE) pathway. This pathway provides an opportunity for high school students to remain in school, take the approved high-school equivalency assessment, and graduate on time with a regular high school diploma. In order for the student to become an Option Pathway I student, he/she must be: (1) behind her/his ninth grade cohorts at least one year in credits, (2) behind his/her kindergarten cohort grade, or (3) at risk of dropping out of school due to inappropriate age, (4) be at least 16 years of age, (5) meet the recommended levels on the TABE test of 8<sup>th</sup> grade Reading and 7<sup>th</sup> grade Math. The student must be recommended by a teacher, counselor, or principal to the Option Pathway Team. Written consent from the parent or guardian must be obtained before placement into the program. Students will receive a regular high school diploma upon completion of all requirements which include the following:

- Attended high school equivalency preparation classes;
- Passed the high school equivalency assessment ;
- Complete the four (4) required courses in a state approved CTE skilled pathway concentration to remain consistent with Policy 2520.13 or certification; and
- Take the WORKKEYS® assessments and meet the requirements for the job preparation 21<sup>st</sup> Century Global Skills program, which is included in the CTE curriculum.

### Option Pathway II

Option Pathway II provides a senior student who is not projected to graduate with his/her ninth grade cohort an opportunity to recoup credit in a content area by taking high school equivalency preparation classes in the deficient content area. If the student continues to attend and maintain passing grades in all other classes and is able to pass the content area of the high- school equivalency assessment, then he/she will earn a regular high school diploma. Additional information on the Option Pathway is available at <http://wvde.state.wv.us/ged/>.

### Regular High School Diploma

WVBE Policy 2510 defines a regular high school diploma as the diploma districts shall award to every student who has completed the **standard** graduation requirements.

### School Year (SY)

The part of the year during which school is typically in session, generally from the fall to late spring/early summer. For example, for the school year that began in the fall of 2012 and ended in the summer of 2013, would be indicated as SY 2012-2013.

## **The State of West Virginia High School Equivalency Diploma**

WVBE Policy 2444.4 defines the State of West Virginia High School Equivalency Diploma as the diploma issued based upon satisfactory scores earned on the approved high-school equivalency assessment. It is important to note that students in West Virginia have multiple options regarding the Option Pathway and two of these options can result in the receipt of a regular high school diploma.

## **Transfers**

Students are considered as transfers as defined in the *WVEIS Standard Codes for Maintaining Basic Student Demographics and Enrollment*:

<http://wveis.k12.wv.us/wveis2004/Standards%20for%20Basic%20Student%20Demographics%20and%20Enrollment.pdf>