

# Center for Educational Performance and Information

## Understanding Michigan's Cohort Graduation and Dropout Rates

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### Questions:

Email: [cepi@michigan.gov](mailto:cepi@michigan.gov)

Phone: 517-335-0505 x3



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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 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 graduation rates is possible because school districts have been tracking the enrollment of individual students since those students first enrolled in the ninth grade, and have reported those data to the Center for Educational Performance and Information. 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 throughout the school year. For more information on the business rules and methodology described in this document, please reference the [MSDS Collections Details Manual](#).

## Business Rules

The following pages list the business rules and methodology used by CEPI and the Michigan Department of Education 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 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

- **Special Education Transition (Grade 14)**. Students are assigned to a cohort using a computed grade (age minus 6) 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 they are first reported over the age of 21.
- **Adult Education Participants (Grade 20)**. Beginning in the 2016-17 school year, CEPI no longer collects adult education participant data. For school years 2015-16 and prior, students who were reported in a traditional grade, assigned to a cohort, and subsequently reported as adult education participants are counted as "GED completers" if they receive their General Educational Development certificate, or "off-track graduated" if they receive their high school diploma. Students who were first reported as adult education participants will not be assigned to a cohort.

### Primary Education Providing Entity

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 general collections and the SRM Collection in the MSDS. Students who are submitted with nonpublic or homeschool residency codes as noted above are not assigned a PEPE.

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 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 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 school that has not reported any graduates may have a dropout rate, but will not have a graduation rate. However, if graduates are reported by an ISD, the ISD will have a graduation rate.

NOTE: For entities who have fewer than 30 students in the selected and two previous 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 selected 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 selected 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 selected school year by any reporting entity.
- **Foster Care subgroup:** If the student was in foster care at any point during the school year, then they will be reported in the foster care subgroup.
  - "Foster care" means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the

Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is Federal matching of any payments that are made.

- **Military-connected Students:** If a student is reported in MSDS with program participation code 9140 in any collection during the school year they are a military-connected student. This data was first collected in the 2017-18 school year. Therefore, this subgroup will not be reported for cohorts prior to 2018.

## **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: Fruit Tree Early College had a parent district of Cherry Tree School District in the 2018-19 school year, but changed its parent district to Apple Tree School District beginning in the 2019-20 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 2019-20 school year) will be reflected in Cherry Tree's 2020 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 2019-20 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. CEPI staff members approve or deny these requests. District



users can submit exit status changes for students reported in the selected 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
- English Learner status
- Special Education status
- Homeless status

Appealable rates are made available in the Graduation and Dropout 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 selected 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 a given school year and are assigned to a cohort year 4 years from the year they are enrolled. 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.

For example: First-time ninth graders who first enrolled in ninth grade during the 2016-17 school year are assigned to the 2020 cohort.

### **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**

<b>Exit Status Code</b>	<b>Exit Status Definition</b>	<b>Cohort Status Category</b>
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
10	Expelled from the school district (no further services)	Dropout
11	Enlisted in military or Job Corps prior to graduation	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

Exit Status Code	Exit Status Definition	Cohort Status Category
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
  - 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 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

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- 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**

<b>Status</b>	<b>Corresponding Exit Code(s)</b>
On-Track Graduated, Off-Track Graduated and Off-Track (+5 year) Graduated	01, 02, 03, 04, 40 or 41
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 cohort four-year graduation rate determined?

CEPI calculates the cohort four-year graduation rate by tracking individual students who were reported for the first time in ninth grade in the school year 4 years prior to the selected school year. These students are assigned to the selected year's 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.

For example: CEPI calculates the 2020 cohort four-year graduation rate by tracking individual students who were reported for the first time in ninth grade in the 2016-17 school year. These students are assigned to the 2020 cohort. The total number of students who were identified as first-time ninth graders in fall 2016 formed the initial 2020 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 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 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 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:

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

## **How is the 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 cohort four-year dropout rate by tracking individual students who were reported for the first time in ninth grade in the school year 4 years prior to the selected school year (assigned to the selected year's 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.

For example: CEPI calculates the 2020 cohort four-year dropout rate by tracking individual students who were reported for the first time in ninth grade in the 2016-17 school year (assigned to the 2020 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 cohort four-year dropout rate for a selected year, 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 2020 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 selected year's Cohort Total.

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

$$\frac{\text{Dropouts}}{\text{Selected Year Cohort Total}}$$

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**

<b>Dropout Rate Accountable Entity for Non-Graduating Buildings</b>					
	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
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 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 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	Total number of students who were identified as first-time ninth-graders in the fall 4 years prior to the selected school year, which was the group of students who initially formulated the selected year 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 selected year 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 selected year cohort who: <ul style="list-style-type: none"> <li>• Completed high school with a regular diploma in four years or less; or</li> <li>• Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less.</li> </ul>
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"> <li>• Did not complete high school in four years and are still continuing in school; or</li> <li>• Completed a participating early/middle college program in five years with only a high school diploma, or</li> <li>• 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.</li> </ul>
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 selected year Cohort, of the total number of students in the selected year 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 selected year Cohort Total, of the total number of students in the selected year cohort who left high school permanently at any time during the four-year period, or whose whereabouts are unknown.

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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.

## The Cohort Five-Year Graduation and Dropout Rates

Cohort five-year graduation and dropout rates are calculated for students in the previous year cohort. For example, for 2020 rates, the Five-Year Graduation and Dropout Rates are calculated for students in the 2019 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 previous year Cohort Total.

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

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

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:

$$\frac{\text{Dropouts}}{\text{previous year Cohort Total}}$$

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 2020 cohort student was at a building for one count date in the 2019-20 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**

	<b>4-Year Rate</b>	<b>5-Year Rate</b>	<b>Rate Change</b>	<b>Possible Explanation</b>
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 Cohort Five-Year Graduation and Dropout Rate Report

The 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**

<b>Column Name</b>	<b>Column Definitions</b>
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.

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<b>Column Name</b>	<b>Column Definitions</b>
First Time 9th Grade	Total number of students who were identified as first-time ninth-graders in fall 5 years prior to their cohort year, which was the group of students who initially formulated the previous year cohort. For example, for 2020 rates, this is the total number of students who were identified as first-time ninth-graders in fall 2015, which was the group of students who initially formulated the 2019 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 previous year 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 previous year cohort who:</p> <ul style="list-style-type: none"> <li>• Completed high school with a regular diploma in four years or less; or</li> <li>• Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less.</li> </ul> <p>Off-Track Graduated: Total number of students in the previous year cohort who:</p> <ul style="list-style-type: none"> <li>• Completed high school with a regular diploma in more than four years; or</li> <li>• Completed a participating early/middle college program in five years with only a high school diploma</li> <li>• Completed a participating early/middle college program with a regular diploma AND an associate degree or other advance certificate in more than five years.</li> </ul>

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<b>Column Name</b>	<b>Column Definitions</b>
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 previous year Cohort, of the total number of students in the 2020 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 previous year Cohort Total, of the total number of students in the previous year 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 two-years-previous cohort. For example, for 2020 rates, the Six-Year Graduation and Dropout Rates are calculated for students in the 2018 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 two-years-previous Cohort Total.

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

$$\frac{\text{On-Track Graduated} + \text{Off-Track Graduated} + \text{Off-Track 5+ Graduated}}{\text{two-years-previous Cohort Total}}$$

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:

$$\frac{\text{Dropouts}}{\text{two-years-previous Cohort Total}}$$

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 2020 cohort student was at a building for one count date in the 2019-20 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**

	<b>5- Year Rate</b>	<b>6- Year Rate</b>	<b>Rate Change</b>	<b>Possible Explanation</b>
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 Cohort Six-Year Graduation and Dropout Rate Report

The 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**

<b>Column Name</b>	<b>Column Definitions</b>
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	Total number of students who were identified as first-time ninth-graders in Fall 6 years prior to their cohort year. For example, for 2018 rates, the total number of students who were identified as first-time ninth-graders in Fall 2012, initially formed the 2016 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 two-years-previous 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 two-years-previous cohort who:</p> <ul style="list-style-type: none"> <li>Completed high school with a regular diploma in four years or less; or</li> <li>Completed a participating early/middle college program with a regular diploma AND an associate degree or other advanced certificate in five years or less.</li> </ul> <p>Off-Track Graduated: Total number of students in the two-years-previous cohort who:</p> <ul style="list-style-type: none"> <li>Completed high school with a regular diploma in more than four years; or</li> <li>Completed a participating early/middle college program in five years with only a high school diploma</li> </ul>

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Column Name	Column Definitions
	<p>Completed a participating early/middle college program with a regular diploma AND an associate degree or other advance certificate in six years.</p> <p>Off-Track + 5 Graduated: Total number of students in the two-years-previous 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 two-years-previous Cohort, of the total number of students in the two-years-previous 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 two-years-previous Cohort Total, of the total number of students in the two-years-previous 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	09757	Calhoun Co. Juvenile Home School
19000	Clinton County RESA	190008001	Green Haven
23060	Grand Ledge Public Schools	02552	Eaton County Youth Facility
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
38170	Jackson Public Schools	380008003	Jackson County Youth Center
38170	Jackson Public Schools	01160	Jackson County Jail
39010	Kalamazoo Public Schools	07290	Youth Center School
41010	Grand Rapids Public Schools	07784	Bethany Based School
41922	Lighthouse Academy	03055	Lighthouse Academy Pier
41922	Lighthouse Academy	01536	Lighthouse Academy - Waalkes
46000	Lenawee ISD	09527	Maurice Spear Campus
50140	L'Anse Creuse Public Schools	05970	Macomb Co. Juvenile Justice Center
52000	Marquette-Alger RESA	990000144	Great Lakes Recovery Center for Youth
54000	Mecosta-Osceola ISD	09041	Muskegon River Youth Home

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<b>District Code</b>	<b>Fiscal Agent</b>	<b>School Code</b>	<b>School Name</b>
56010	Midland Public Schools	560008001	Midland County Juvenile Care Center Detention Facility
58000	Monroe ISD	08224	Monroe County Youth Center
61000	Muskegon Area ISD	02642	Muskegon County Juvenile Transition Center
61190	Orchard View Schools	07551	Muskegon County Jail
63300	Waterford School District	02803	Children's Village School
67020	Ewart Public Schools	67020	Muskegon River Pathway of Hope
70000	Ottawa Area ISD	09640	Juvenile Services Center
72000	C.O.O.R. ISD	09926	Roscommon Co. Juvenile Detention Center
73000	Saginaw ISD	07016	Saginaw Co. Juvenile Center
74911	St. Clair Count Intervention Academy	09455	St. Clair County Intervention Center (Jail)
79000	Tuscola ISD	02911	Wolverine Secure Education
79150	Vassar Public Schools	07857	Pioneer Work and Learn Center
81000	Washtenaw ISD	810008002	Washtenaw Co. Youth Center
82752	Capstone Academy Charter School (SDA)	03241	ANNEX – Detroit Capstone Academy - North
82752	Capstone Academy Charter School (SDA)	03244	Capstone-Wayne Co. Juvenile Detention Fac.
82752	Capstone Academy Charter School (SDA)	01488	Capstone Academy SDA - South Campus
82996	Clara B. Ford Academy (SDA)	820008038	Vista Maria-Clara B. Ford School
82998	Ace Academy (SDA)	09823	Calumet Center (SJJ)
82998	Ace Academy (SDA)	09850	Lincoln Center