



Wyoming 2022-23 Federal Cohort Graduation Rate Guidebook



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Information concerning the calculations and data sets used to determine graduation rates for public schools in Wyoming.

Wyoming Department of Education

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Section 1: Federal Adjusted Cohort Graduation Rates (ACGR)

Federal (ESSA) vs State (WAEA) Graduation Rates

The purpose of this document is to provide information concerning the calculations and data sets used to determine federally defined Adjusted Cohort Graduation Rates (ACGR) for public schools in Wyoming. For information about Wyoming Accountability in Education Act (WAEA) traditional and alternative high school graduation rates, please see the 2023 School Performance Rating Model implementation manual. Note: confidential student level graduation rate data includes a WAEA status field as shown in the legend at the end of this document.

Four-Year On-Time Adjusted Cohort Graduation Rates

Graduation rate is a key component of federal accountability provisions for states, districts, and schools. In October of 2008, the U.S. Department of Education (USDE) announced final regulations establishing a uniform and more accurate way of calculating high school graduation rates that will be comparable across states. Graduation rates not produced and reported by the Wyoming Department of Education (WDE) are not valid for official use.

The October 2008 announcement, "[A Uniform, Comparable Graduation Rate](#)," provides a straight forward and detailed definition for use by all states:

- **A Uniform and Accurate Definition of Graduation Rate: The Four-Year Adjusted Cohort Graduation**
 - An accurate method of calculating graduation rates that is uniform across states is necessary to improve high school accountability. Requiring school officials to have written confirmation before removing a student from a cohort will improve the accuracy of graduation rate calculations. Written confirmation will also ensure that students who have dropped out of school are not counted as transfers and will consequently hold schools accountable for dropouts and others who do not graduate from high school with a regular diploma.
 - The final regulations define the "four-year adjusted cohort graduation rate" as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier (adjusting for transfers in and out, émigrés and deceased students - see below).
 - Students who graduate in four years include students who earn a regular high school diploma at the end of their fourth year; before the end of their fourth year; and, if a state chooses, during a summer session immediately following their fourth year.
 - To remove a student from a cohort, a school or district must confirm in writing that a student has transferred out, immigrated to another country, or is deceased.
 - For students who transfer out of a school, the written confirmation must be official and document that the student has enrolled in another school or in an educational program that culminates in a regular high school diploma.

Extended-Year Adjusted Cohort Graduation Rates

Extended-Year (Five- and Six-Year) Adjusted Cohort Graduation Rates use the same methodology as the Four Year (On-Time) ACGR. The difference is that the extended year rates include students who require a fifth or sixth year of high school to graduate. The Wyoming Department of Education applauds every effort to give students options and help them succeed. Many successful students take more than four years to graduate.

On-Time and Extended-Year Graduation Rate Calculations

On-Time Four-Year Graduation Rates include students whose expected on-time graduation year is the current reporting year. The numerator includes all students who graduated in four or fewer years, and the denominator consists of all students remaining in the cohort (not exited via valid transfer, emigration, or death).

Extended Five-Year Graduation Rates include students whose expected on-time graduation year was one year prior to the current reporting year. The numerator includes all students who graduated in five or fewer years, and the denominator consists of all students remaining in the cohort. Students graduating in their fifth year of high school move from being counted as non-graduates in the four-year rate to graduates in the fifth-year rate.

Extended Six-Year Graduation Rates include students whose expected on-time graduation year was two years prior to the current reporting year. The numerator includes all students who graduated in six or fewer years, and the denominator consists of all students remaining in the cohort. Students graduating in their sixth year of high school move from being counted as non-graduates in the fourth- and fifth-year rates to graduates in the sixth-year rate.

Graduation Rate Reporting

Graduation rates for the preceding school year are published in late January:

- Adjusted Cohort Graduation Rates (On-Time and Extended-Year) are published on the [WDE Graduation Rates](#) web page.
- Additional graduate and dropout data is published in the [Statistical Report Series No. 2](#).

Graduation rate data is also reported to/for:

- Federal ESSA accountability, state, district and school reports.
- Wyoming Accountability in Education Act (WAEA), WAEA School Performance Reports.
- United States Department of Education Consolidated State Performance Report (CSPR).
- National Center for Education Statistics (NCES).

Graduation Rate Reporting Subgroups

- All Students.
- English Language Learners (ELL).
- Female Gender.
- Male Gender.
- Homeless Students.
- IEP Students.
- Students eligible for Free or Reduced Lunch.
- Migrant Students.
- CTE Concentrator (2021-22).
- Foster Care (2020-21).
- Race/Ethnicity – American Indian.
- Race/Ethnicity – Asian.
- Race/Ethnicity – Black.
- Race/Ethnicity – Hispanic.
- Race/Ethnicity – Pacific Islander.
- Race/Ethnicity – Two or More Races.
- Race/Ethnicity – White.

ACGR Frequently Asked Questions

- What Is a Cohort?
 - A cohort begins as a group of first-time 9th grade students in a particular school year. The cohort is then “adjusted” by adding students transferring into the state during high school and subtracting students who transfer out, immigrate to another country, or die.

- How Is On-Time Graduation Year Determined?
 - A student's expected on-time (four-year) high school graduation year is based on the first high school grade (9 - 12) primary (non-concurrent) enrollment record reported for a student in the WDE684 enrollment collection by any Wyoming district.
 - In most cases, this occurs when a student is promoted from grades 8 to 9, meaning the student's on-time graduation year will be the fourth year of high school (one year for each grade, 9 - 12).
 - On-time graduation year for students transferring into Wyoming from out of state are identified in the same manner. For example, the on-time graduation year for a student transferring into Wyoming as a tenth grade student will be the student's third year of high school in the state (one year for each grade, 10 - 12).
- What Is The Definition of a "Graduate"?
 - ESSA statute defines a "regular high school diploma" as the "standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State's standards."
 - Only students who graduate with a Wyoming "regular high school diploma" as defined through [Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements](#) are considered Graduates.
 - Students NOT to be reported as having graduated include students receiving special education certificates of completion or attendance and students who have earned a GED, HISET, or other high school equivalency credential.
- Are Any Students Excluded From The Calculations?
 - Only students who transfer out and enroll in regular-high-school-diploma granting schools, emigrate to another country, or die are exited from a graduation cohort (meaning not included in graduation rate calculation).
 - For a school to report the student as exited in a WDE684 submission, the school is first responsible to obtain documentation validating one of the above conditions.
 - This documentation is required to be provided to the WDE when requesting a change to a student's exit status during the student graduation status review window, and in all cases where reported exit type is transfer to home school or to a private school.
Situation-specific documentation required to be submitted to the WDE is described in Section 2 of this document.
 - Student exit documentation must also be provided upon request in WDE accreditation, monitoring, and Department of Audit activities.
- What Happens When a Student Drops Out and Re-Enrolls in a Later Year?
 - On-time graduation year for a student, once initially set, does not change. Some students who drop out later return to school. A student in this situation who graduates, but in their fifth or sixth year, will be included in the cohort's graduation rate accordingly, no differently than a student who was continuously enrolled in high school for five or six years before graduating.
- How Are Summer Graduates Included?
 - Graduation year ends each September 15 to account for summer graduates. This means that a student reported as having graduated after June 30th but on or before September 15th will be included as having graduated in the school year typically defined to have ended on June 30. This provision only applies to students who graduate with a regular high school diploma during this extended time frame.
- How Are Early Graduates Reported?
 - Students who graduate earlier than their cohort on-time graduation year should be reported as having graduated during the next available WDE684 collection window, and with an exit date reflecting the actual date the diploma was granted. These students will be counted as on-time graduates with their cohort.

Section 2: Student Graduation Status Review

Review and Correction Window

During the annual student level graduation status review window, districts are provided opportunity to provide correction requests along with required documentation as defined in this document. Prior to the start of the review window, districts and schools were contacted and provided with review period timelines and instruction on accessing the confidential "Graduation Results Student Level" report.

For correction requests to be considered, requests and accompanying documentation must be submitted via the [Exit Status Request](#) application as individual student-specific pdf documents. Do NOT email correction requests or any student information.

Over-Reporting of Graduates

Only students who graduate with a Wyoming "regular high school diploma" as defined through Wyoming Statute and Rules and Regulations, Ch. 31 - Graduation Requirements are considered Graduates.

Unfortunately, reporting of students on the WDE684 as having graduated with a regular high school diploma who are later identified as not graduated remains a problem. Accordingly, increased record keeping vigilance is needed by districts, as is increased scrutiny of reported data by the WDE.

As a result, WDE950 errors were generated for the first time in November 2019, and are being provided to districts through the normal data collection error report process flow. These errors include cross collection comparison between the WDE684 and WDE950. This new activity replaces related error fields included in last year's student level graduation record review. Errors include:

- where information is missing from the WDE950 (e.g. graduation date, credits earned, GPA),
- where information reported on the WDE950 doesn't appear to support receipt of a regular high school diploma (e.g. credits earned too low, GPA below 1.0),
- where WDE684 and WDE950 records are mismatched (e.g. different school IDs, WDE950 transcript creation date falls before reported WDE684 graduation date, different WDE950 and WDE684 graduation years),
- and where WDE684 reporting of a student as having graduated is identified as questionable

In questionable cases, written district confirmation of a student as having graduated with a regular high school diploma will be required in addition to addressing outstanding WDE950 and/or WDE684 errors.

Examples of situations where written confirmation will be required:

- A student was in a special education program as of the graduation date and exit type reported in the WDE684 student file, but was either not exited in the WDE684 special education file (no IEP exit date), or was exited under an exit type other than having graduated with a regular high school diploma (e.g. as receiving a special education completion or attendance certificate, transferring out of the IDEA program and the school, or aging-out of FAPE eligibility).
- A student has a history of testing via the state alternate assessment, or has been reported as an alternate test taker on the WDE684.
- A student has previously been reported as having graduated, but was then was reported as enrolled the following fall.

Common WDE684 misreporting practices leading to these types of errors include:

- Mistakenly reporting students who earned a special education certificate of completion or attendance (WDE684 exit type 132) as having graduated (WDE684 exit type 108 or 124).
- Mistakenly reporting students who did not graduate but have successfully passed a high school equivalency exam (e.g. GED, HISET) as graduates.
- Prior to or at the end of the school year pre-populating the student information system with a graduated exit type (108 or 124) for every student enrolled in grade 12 instead of determining and recording the correct exit type for each student after school has ended.

Court Order Placed Students and Graduation Rate Inclusion

Regarding court order placed students, with exception of rare cases*, the resident district is responsible for ongoing reporting of primary enrollment records, and accountability for state assessment participation and student graduate / non-graduate status used in ESSA and WAEA graduation rate metrics. (*See document Placed Students Guidance on the [Data Collection Suite Forms Inventory](#) page, under the WDE684 WINDS data collection.)

Responsibility includes monitoring (whether on an IEP or not) including to know when a student's placement ends

- 1) so that the student can be recruited back into the resident school, or
- 2) to be aware of when a student has earned a regular-high-school diploma meeting Wyoming graduation requirements. Institutions that grant regular-high-school diplomas are the Wyoming Boys and Girls Schools. Note: not all institutions have Wyoming regular-high-school diploma granting educational programs, and earning a GED or HISET credential from an institution does not constitute meeting Wyoming graduation requirements..

Resident districts receive credit in ESSA and WAEA accountability metrics for a student who earns a regular-high-school diploma from an institution, therefore, if the student received a diploma from the Wyoming Boys School or the Wyoming Girls School the district is responsible for obtaining a copy of the diploma and the student's education records from the institution. Districts that wish to count students who were court ordered or medically placed (COMPS), that received a non-Wyoming regular-high-school diploma, not to include high school equivalencies such as GED and HiSET, from another institution as a graduate in their grad rate calculation, will need to ensure that the students' credits meet the state's graduation requirements as defined in Chapter 31 rules and regulations and report them appropriately on ALL state reporting collections.

Required documentation to provide to the WDE: The district must then create and submit a WDE950 graduation transcript (used in WAEA accountability determinations) and a WDE684 graduation exit event record (used in WAEA and ESSA graduation rates) using the resident school ID and exit type of 108 or 124 based on district evaluation of the student's academic record (typically 124 in these cases).

Note: The resident school did not issue the diploma, and as such is not responsible for fulfilling college transcript requests or related activity. Similarly, resident districts retain accountability for court order placed students who do not graduate while placed and who do not return to complete schooling in the resident district or meet any of the cohort exiting criteria (valid transfer, emigration, or death).

In-State Cross-District Transfers

When a student is exited by a district under WDE684 exit type 361, "Transferred to a public school in a different Wyoming district" the student is not automatically removed from the district's graduation cohort. Only when a WDE684 enrollment record is subsequently reported by another district does the responsibility transfer to the new district. With this in mind, it behooves districts to alert one another if they place a records request with another district, but then the student never attends school in the new district.

Out-of-State Schools

Reporting a student as an out of state transfers requires documentation reasonably validating the student as having moved out of Wyoming to another state. Documentation should include a records request (will contain the physical address of a brick and mortar school), and if the records-requesting school is a virtual school, additional written confirmation from a parent, guardian, or the school that the student no longer resides in Wyoming. The two transferred out of state WDE684 exit types are 396, "Transferred to a public school in a different state" and 426, "Transferred to a private school in a different state."

Required documentation to provide to the WDE: varies, as described above.

In-State Private Schools

The only valid in-state private school transfers are to St. Stephens Indian School (Bureau of Indian Affairs) or to one of Wyoming's licensed non-parochial schools. A copy of the original records request including the name and location of the school and along with the student's enrollment date.

For information on the K12 private school licensing process and Chapter 18 of Wyoming Department of Education Rules and Regulations, click [here](#).

Virtual Programs

Pursuant to statute, the only virtual education option available to high school students are virtual programs approved for delivery by Wyoming school districts. Students who are accepted to an approved virtual education program are enrolled in a brick and mortar public high school located in the district providing the program. Enrolling in the national program associated with a virtual education provider who has partnered with a Wyoming district to offer an approved Wyoming virtual education program does not qualify as a cohort exiting event, just as is the case for any other private school not licensed to operate in Wyoming (discussed above). More information about approved virtual education programs is available on the [Virtual307.com Programs](#) page.

This means that a student who exits Wyoming public schooling, remains a Wyoming resident, and begins participation in a national or other non-Wyoming licensed virtual program, Penn Foster and James Madison high school in Norcross GA for example, is to be exited on the WDE684 using exit type 159, "Discontinued schooling to participate in a GED or other education or training program that does not grant a (Wyoming) regular high school diploma."

Home Schools

Home schooling curriculum that list an educational program delivered online (national virtual program) is not identified as a transfer to home school (see Virtual Schools," above).

Scenarios where exiting of a student to a home school is approved as valid by the WDE include:

- 1) A student was primarily homeschooled prior to and then into high school but was mistakenly reported in one or a more WDE684 records with StudentHomeSchooled = "N."
- 2) A student was homeschooled until high school then enrolled in a public high school to supplement or complete their home school program under a preexisting agreement between a district and the student's parents that a regular Wyoming high school diploma is NOT being sought.

A home school curriculum must be submitted in accordance with statutory language even if the student has "attained his sixteenth birthday or completed the tenth grade". Submitted curriculums are subject to approval by the WDE for graduation rate purposes (only).

Legend – Confidential

Student Graduation Status Review data set

| Column Name | Column Description |
|----------------------------------|--|
| District ID | District ID on final WDE684 exit record |
| School ID | School ID on final WDE684 exit record |
| School Year | Graduation Rate Processing School Year |
| WISER ID | Student's WISER_ID |
| Expected On-Time Grad Year | The student's expected on-time (4-year) high school graduation year. |
| Grad Rate Type | "Three-year (early)" if the student has an "Expected On-Time Grad Year" of the year following "School Year," "Four-year (on-time)" if the student has an "Expected On-Time Grad Year" of "School Year," "Five-year" if the student had an "Expected On-Time Grad Year" one year prior to "School Year," "Six-year" if the student had an Expected On-Time Grad Year two years prior to "School Year." |
| First Name | Student's First Name submitted on the exit record |
| Middle Name | Student's Middle Name submitted on the exit record |
| Last Name | Student's Last Name submitted on the exit record |
| Birthdate | Student's Birth Date submitted on the exit record |
| Grade | Student's Grade submitted on the exit record |
| Exit Date | Exit Date on the exit record (student's final Wyoming public school exit record ending during or before "School Year") |
| Grad Rate Exit Year | Exit Year determined based on the Exit Date. |
| Exit Type | WDE684 Exit Type code |
| Federal (ESSA) Graduation Status | Graduation status of Graduate, Non-Graduate, or Exited Cohort. |
| Graduation Status | Graduation status of Graduate, Non-Graduate, or Exited Cohort. |
| Gender At Exit | Gender as reported on the student's exit record. |
| Race Ethnicity At Exit | Race/Ethnicity as reported on the student's exit record. A = Asian, B = Black, I = American Indian, H = Hispanic, W = White, P = Pacific Islander, Z = Two or More Races |
| IEP During Grades 9 -12 | (T/F) Students reported as IDEA (on an IEP) at any time during high school (grades 9 - 12) enrollment in Wyoming |
| ELL During Grades 9 -12 | (T/F) Students reported as an English Language Learner (ELL) at any time during high school (grades 9 - 12) enrollment in Wyoming |

| | |
|---|--|
| Free or Reduced Lunch During Grades 9 -12 | (T/F) Students reported as free/reduced lunch eligible at any time during high school (grades 9 -12) enrollment in Wyoming |
| Migrant During Grades 9 -12 | (T/F) Students reported as Migrant at any time during high school (grades 9 -12) enrollment in Wyoming |
| Homeless During Grades 9 -12 | (T/F) Students reported as Homeless at any time during high school (grades 9 -12) enrollment in Wyoming |
| Foster Care During Grades 9-12 | (T/F) Students reported as Foster Care at any time during high school (grades 9 -12) enrollment in Wyoming |
| CTE Concentrator During Grade 9-12 | (T/F) Students who became a CTE Concentrator at any time during high school (grades 9 -12) enrollment in Wyoming |
| State (WAEA) Rate Status | May vary from ESSA Graduation Status, above, as explained in the 2023 School Performance Rating Model implementation manual. An additional status High School Equivalency exists in the WAEA Alternative School model. |

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