

Implementing | **State Progress**
Graduation Counts | **to Date**

2010



NGA Center for
BEST PRACTICES



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Implementing Graduation Counts

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In 2005, the governors of all 50 states made an unprecedented commitment to voluntarily implement a common, more reliable formula for calculating their state's high school graduation rate by signing the Graduation Counts Compact of the National Governors Association (NGA). The Compact reflected four key commitments:

- **Use a common, four-year adjusted cohort graduation rate formula;**
- **Build state data collection and reporting capacity;**
- **Develop additional student outcome indicators; and**
- **Report annually on progress toward meeting these commitments.**

More details of the Compact formula are outlined in the companion report, *Graduation Counts: A Report of the National Governors Association Task Force on State High School Graduation Data*.

Five years later, progress is steady.

- Twenty-six states say they have reported, or will have reported by the end of 2010, their high school graduation rate data using the Compact formula.
- Nineteen additional states plan to report the Compact rate by the end of 2011, and three more states plan to report this rate by the end of 2012. Two states received a waiver from the U.S. Department of Education to report the Compact rate after 2012.
- In total, 48 states will report the Compact rate for the cohort graduating in 2011.
- Eighteen of the 26 states reporting the Compact rate also say they use the Compact rate to meet the graduation rate requirements for adequate yearly progress under the No Child Left Behind Act.
- Up by seven since 2009, 49 states now report they have the data systems needed to track individual students and more accurately calculate the high school graduation rate using the Compact rate. Not all of these states have tracked a cohort the full five years from eighth grade through high school graduation.
- Twenty-one of the 26 states reporting the Compact graduation rate also report additional indicators of student outcomes. One additional state plans to do so in the future.
- All 26 states report or plan to report disaggregated graduation rate data for different student subgroups, such as minority students, disadvantaged students, and students with disabilities.
- Twenty-one states have set graduation rate goals at 90 percent or higher.

In 2005, governors from the 50 states signed the Graduation Counts Compact and committed their state to a common formula for calculating its high school graduation rate. The NGA Task Force on State High School Graduation Data, which included researchers, national experts, and representatives from governors' offices and state education agencies, issued a companion report that set out the rationale for developing a common graduation rate formula and formed the basis for the Compact.¹

The governors agreed to use a more consistent and more accurate graduation rate formula because they understand that better information on student outcomes is imperative for ensuring that all students graduate from high school and do so ready for college, work, and civic life. As governors and other state leaders focus on improving high school outcomes, few factors are as important as knowing how many students graduate, complete alternative credentials, drop out, or otherwise leave the system. To reach the goal of improved and comparable high school graduation data, governors committed to do the following.

- Take steps to implement a standard, four-year adjusted cohort graduation rate. States agreed to calculate the high school graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier (see The Compact Formula). Graduates are those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system, and individual students will be tracked with a longitudinal, student-unit record data system. Special education students and recent immigrants with limited English proficiency can be assigned to different cohorts to afford them more time to graduate.
- Lead efforts to improve state data collection, strengthen reporting and analysis, and link data systems throughout the education pipeline, from preschool through postsecondary education.
- Take steps to implement additional indicators that provide richer information and understanding about outcomes for students and how well the education system is serving them. Additional indicators include five- or six-year cohort graduation rates, completion rates for those earning alternative credentials, in-grade retention rates, a college readiness rate, and a high school dropout rate.
- Report annual progress on improvement of state high school graduation, completion, and dropout rate data.

The Compact Formula

$$\text{Graduation Rate} = \frac{\text{students graduating within four years with a high school diploma}}{\text{first-time entering ninth graders four years earlier}}$$

Given the state progress to date and the importance of a single, universal graduation rate calculation, the U.S. Department of Education approved regulations in October 2008 requiring all states to implement a four-year adjusted cohort graduation rate to fulfill graduation rate requirements under the No Child Left Behind Act (NCLB). The department requires all states to report the four-year adjusted cohort graduation rate at the state, district, and high school levels following the 2010–2011 school year. Furthermore, to determine adequate yearly progress (AYP), states must use the four-year adjusted cohort rate at the state, district, and high school levels, including disaggregated graduation rates for all required student subgroups, following the 2011–2012 school year (see Adequate Yearly Progress). States may apply to the department to also use an extended-year cohort rate in AYP decisions.

Twenty-six states report a graduation rate that is calculated using the formula agreed to in the NGA Graduation Counts Compact. Twenty-five of those states have publicly reported the graduation data, and the other state plans to do so by the end of 2010. By the end of 2011, 19 additional states will report a graduation rate using the Compact formula. Three states will report in 2012 a graduation rate for the cohort graduating in 2011, which still meets the U.S. Department of Education's deadline for reporting the data following the 2010–2011 school year. Two states—Idaho and Kentucky—received an extension from the U.S. Department of Education and plan to report later than 2011–2012.²

Under the Compact, states could choose to assign a limited number of students with disabilities or with limited English proficiency—for whom it is determined to be educationally appropriate—to a cohort graduating more than four years after they entered ninth grade. Of the 26 states reporting the Compact rate, six states say they allow cohort reassignment for students with disabilities and three states say they allow cohort reassignment for students with limited English proficiency. In contrast to the NGA Compact, under the new federal regulations, states cannot reassign students to a different cohort to afford them extra time to graduate on time. All students will have to be assigned to the cohort with whom they enter high school.

State plans for reporting the graduation rate according to the Compact formula are illustrated on the map. For this year's survey, the dates reflected on the map are when cohort graduation rate data will be publicly reported. Appendix A and Appendix B provide additional information about state progress and policies on calculating and reporting the Compact high school graduation rate and other graduation or proxy measures.

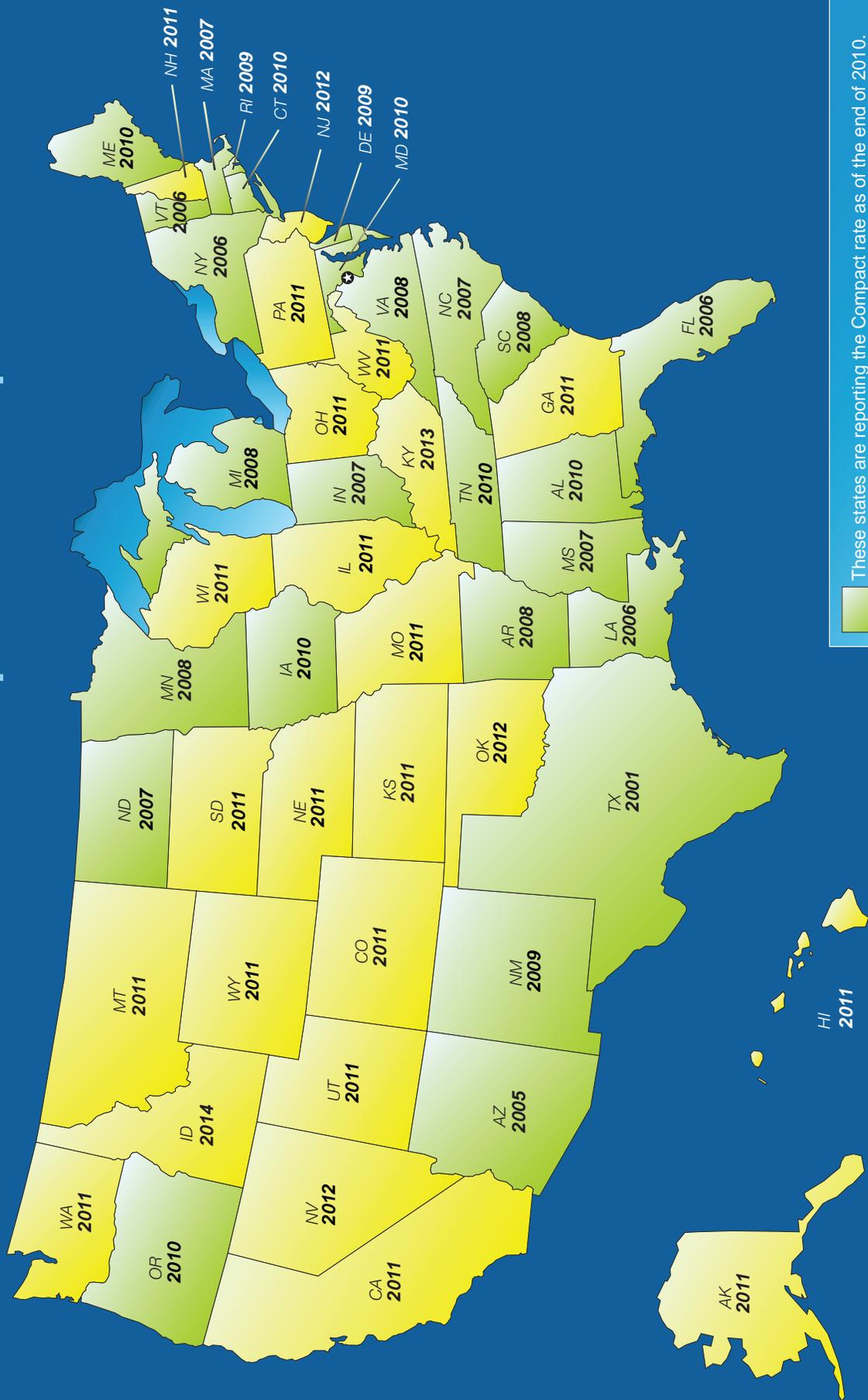
Adequate Yearly Progress

With the passage of the No Child Left Behind Act, the federal government required all states to establish a definition of adequate yearly progress to measure the annual achievement of each school and school district. A state's calculation of adequate yearly progress is based primarily on academic assessments and, for high schools, graduation rates. Under NCLB, states must create AYP targets whereby all student subgroups will reach 100 percent proficiency in reading and math by the 2013–2014 school year.

States also had to set targets for graduation rate improvement; however, for graduation rates, states were able to count even the slightest improvements as adequate progress. The U.S. Department of Education changed the requirements for AYP in the 2008 regulations.

States must now adopt a four-year adjusted cohort graduation rate. They also are required to set a graduation rate goal for all schools to meet by 2014 and annual targets that reflect continuous and substantial improvement from the previous year beginning in 2010. Finally, states must include graduation rates for student subgroups, such as minority students, disadvantaged students, and students with disabilities, in their AYP determinations.

When Will the State Report the Compact Rate?



- These states are reporting the Compact rate as of the end of 2010.
- These states are taking steps to report the Compact rate by the indicated date.

Note: For some states, the year indicated on the map has changed from the 2009 survey report. The dates reflected on the map are when cohort graduation rate data will be publicly reported by the state.

The No Child Left Behind Act requires schools to meet adequate yearly progress on state assessments and one other academic indicator. For high schools, nearly all states chose to use graduation rates as the additional indicator. Beginning with the 2011–2012 school year, all states will be required to use the four-year cohort rate calculation for this indicator. Until that time, states can use an alternative graduation rate calculation for federal accountability. Eighteen states currently use the Compact rate to meet the graduation rate requirements under NCLB (see *The Compact and NCLB Graduation Rate Regulations*).

By 2014, all high schools in a state must meet a state-set graduation rate goal for federal accountability. As of summer 2010, 22 states set the graduation rate goal at 90 percent or higher. Twenty-seven states have set the goal between 80 percent and 89 percent.

Thirteen states also use the four-year cohort graduation rate as one component in state accountability decisions (see Appendix A). One additional state, Virginia, will use the cohort rate for state accountability decisions beginning in 2011. State accountability systems are more sophisticated than the federal requirements under NCLB. For example, Florida's new accountability system for high schools provides grades to each school based on an index of multiple indicators. Florida high schools are held accountable for actual performance and growth of the high school graduation rate for all students and, additionally, for at-risk students. Arizona and Mississippi use a five-year cohort rate in school ratings to account for students who struggle to graduate in four years.

The Compact and NCLB Graduation Rate Regulations

In 2005, the National Governors Association Task Force on State High School Graduation Data did not want to create a formula for calculating graduation rates that would pose an unnecessary, additional burden on states. Therefore, the task force was careful to recommend a formula for the Compact that was compatible with the requirements for graduation rate calculations in NCLB. At that time, the federal regulations gave states considerable flexibility on their graduation rate formulas. Through the Compact, governors voluntarily agreed to a more consistent and accurate formula than was required by the federal regulations.

In October 2008, the U.S. Department of Education released new regulations on how states must calculate high school graduation rates to meet requirements for these data under NCLB. The department relied heavily on the groundwork already laid and progress already made by states in the wake of the Compact. On federally mandated state, district, and school report cards and for determining adequate yearly progress at the high school level, all states must now use the adjusted four-year cohort rate adopted through the Compact with two potentially significant differences. The NGA Compact allowed states to choose to reassign students with significant learning disabilities or severely limited English proficiency to later cohorts of entering ninth graders based on an adjusted timeline for graduation. The NGA Compact also allowed states to count some modified diplomas as acceptable for meeting the definition of a graduate. The new federal regulations do not allow for such cohort reassignment or use of modified diplomas.

Any state calculating the high school graduation rate under the narrower definitions now prescribed by the federal regulations also meets the requirements of the NGA Compact. However, meeting the Compact requirements does not necessarily mean a state is in compliance with the new regulations. States should consult with the U.S. Department of Education to ensure such compliance.

The Data Quality Campaign (DQC), a partnership of national organizations that supports state efforts to create longitudinal data systems, has defined 10 essential elements of statewide longitudinal data systems. The DQC surveys states annually on their implementation of those 10 elements. The DQC identifies four of the 10 elements as integral to a state's ability to calculate its graduation rate using the Compact formula: a unique statewide student identifier; student-level enrollment, demographic, and program participation information; student-level graduation and dropout data; and a state data audit system.

According to the 2009 DQC report, 49 state data systems contain the four elements that are integral to calculating the high school graduation rate using the NGA Compact rate, an increase of seven states since 2008 (see Appendix B). Forty-eight states assign students a unique statewide identifier, 49 states collect student enrollment data, 49 collect annual records on individual graduates and dropouts, and all 50 states have instituted state data audit systems. Even though 48 states have the data elements necessary to use the Compact formula, not all of them can report cohort graduation rate data because they have been tracking students entering high school for fewer than five years. The DQC survey results are consistent with what states report to the NGA Center about their developing capacity to use the Compact formula. For more information about state data system capabilities, visit <http://www.dataqualitycampaign.org>.

For this report, the NGA Center asked states whether they had longitudinal data systems, for how long they have had such systems, when they would have enough data in the system to calculate the Compact graduation rate, and whether they have data to report other indicators. Thirty-three states now report they have longitudinal data systems and at least five years of student data. Sixteen other states have the necessary data systems in place but do not yet have five years of data for any cohort of high school students. Idaho continues to build the necessary data system to calculate the Compact rate.

Besides using an accurate and consistent formula, states need to create guidelines and standards for the use and documentation of student exit codes, provide training in their application, analyze data to flag and investigate suspicious patterns in how students are being coded, and establish data audits to check local recordkeeping (see Use of Student Exit Codes). Forty-six states say dropout is the default code used for students whose status is unknown, but districts ultimately are responsible for applying this policy. Forty-eight states report some effort to verify transfers, but their methods vary. Many states encourage or direct schools and districts to verify transfers with requests for transcripts or other documentation from the receiving school.

Thirty-six states report using their student-unit-record longitudinal data systems to track and verify transfers. Nine states report relying solely on districts to verify transfers. Nine states report relying on state audits either alone or in tandem with the longitudinal data system. In such a data system, a student cannot be removed from the rolls of one school until he or she enrolls in another school. Furthermore, the system will not allow one student to be coded as attending multiple schools at the same time. If a student transfers without notifying the previously attended school, the record system will catch the problem when the new school enrolls the student. These systems effectively force schools to reconcile their data and correctly identify the student as being enrolled at one school or another. Likewise, if a student leaves a school to transfer to another but never enrolls at a new school, the data system will flag that student for the sending school to investigate or code him or her as a dropout.

Using Student Exit Codes

To accurately track students who transfer in and out of a state or district, a state must have student-level data tracked using unique statewide student identifiers; enrollment records; and counts of graduates, transfers, and students who leave the system for other reasons. Ideally, states would create and use codes that identify the reason each exiting student left a particular school or district. The codes could vary widely in number and detail and could include marriage, death, transfer out of state, transfer to a home school, transfer to another country, transfer to a private school, incarceration, confined to a hospital, or attainment of a General Educational Development (GED) certificate.

As part of the Graduation Counts Compact, the nation's governors agreed to take steps to report additional indicators that will provide richer information and understanding about outcomes for students. In addition to the four-year high school graduation rate, states should calculate and report:

- Five- and six-year adjusted cohort graduation rates;
- Completion rates for those earning alternative credentials;
- In-grade retention rates;
- A college readiness rate; and
- A high school dropout rate.

As with the Compact graduation rate, the ability to collect, calculate, and report these additional indicators depends on the development and use of longitudinal statewide data systems. Twenty-one of the 26 states that are reporting the Compact graduation rate are already reporting additional indicators, and one of the other five currently is developing additional indicators.

Many states also report disaggregated graduation rate data for different student minority groups and disadvantaged students. Twenty-five of the 26 states using the Compact rate also report disaggregated graduation rates for students groups, such as minority students, economically disadvantaged students, special education students, and/or limited-English-proficient students.

Various recent reports, including a study conducted by *Education Week's* Research Center that used a graduation index different than the Compact formula, reveal broad disparities in graduation rates for these and other subgroups. Publishing disaggregated rates for different student groups may encourage students, parents, educators, policymakers, and community members to work together to improve the graduation rates of these subgroups. In addition, the 2008 federal regulations require states to use graduation rates of student subgroups in their AYP calculations. Only six states do not already disaggregate their current graduation rate data.

Of the states that do not yet calculate and report their high school graduation rate using the Compact formula, three are reporting a modified cohort rate similar to the Compact definition but different in potentially significant ways. Hawaii calculates the percentage of first-time ninth graders who earn a regular diploma four years later, but the state adjusts the denominator only for transfers out of the system—not for transfers into the state’s schools. Illinois divides the number of graduates by the number of ninth graders four years earlier and adjusts for transfers in and out of the system. However, the state does not distinguish graduates finishing in four years from those taking longer to complete high school. Utah reports a three-year cohort graduation rate that does not take into account transfers in or out of the system. All three states plan to report the Compact rate in 2011.

Twenty-six states are reporting the National Center for Education Statistics (NCES) leaver rate instead of, or in addition to, the Compact rate. The leaver rate divides the number of graduates by an estimated cohort constructed by adding the sum of graduates—plus other completers and cumulative dropouts—for the previous four years. In calculating this rate, most states only count regular diploma recipients. However, this formula typically does not measure the percentage of ninth graders graduating within four years; it includes all graduates in a given year, regardless of whether they have taken four years, or longer, to complete high school. The leaver rate also relies on graduate and cumulative dropout counts, not actual enrollment counts, to estimate the ninth-grade class four years earlier.

Some states are further refining estimated ninth-grade enrollment by adding alternative completers and retained students. Although this refinement improves the estimate of the ninth-grade cohort, it is still an estimate and is based on dropout counts. These calculations tend to inflate the graduation rate because the dropout and completer data exclude from the denominator all students who leave the system without official notice or whose whereabouts are unknown.

Even as states have begun reporting graduation rates using the Compact formula, the number of states using the NCES leaver rate remains high because it is still used for meeting the federal requirements under NCLB. Under the federal regulations issued in 2008, states will have to use the adjusted four-year cohort rate formula, presumably making the leaver rate formula obsolete.

Governors are continuing to fulfill the commitments they made as part of the Graduation Counts Compact, and considerable evidence exists to show states are maintaining their focus on improving the quality and accuracy of the high school graduation rates they report. Many more states are now reporting a graduation rate calculated using a consistent, high-quality measure than did so when the Compact was signed in 2005. Within six years of signing the Compact, 48 states will have the data for the cohort graduating in 2011, though three of those states will release the data in 2012. Only two will report in later years.

Even after a state has the data necessary to calculate the Compact rate, additional work remains. States need to provide guidance and training to school and district personnel who collect and enter student information. In addition, state leaders should enact and enforce state policies that promote accurate data collection and analyses, such as one requiring students whose status is unknown to be coded as dropouts. State leaders must also create policies and procedures for monitoring, verifying, and auditing data. Finally, state leaders should then use the data to craft policy strategies for helping more students graduate from high school with the skills and knowledge they need to succeed.

The NGA Center for Best Practices will continue to work with states to provide guidance, share lessons learned, and facilitate access to national experts. It will also continue to collaborate with other national organizations and experts to help governors and other state leaders create and use additional indicators of student outcomes, develop strategies for improving high school graduation rates, and ensure all students graduate ready for college, career, and civic life.

¹ National Governors Association, *Graduation Counts: A Report of the National Governors Association Task Force on State High School Graduation Data* (Washington, D.C.: National Governors Association, 2005), <http://www.nga.org/Files/pdf/0507GRAD.pdf>.

² Frank Wolfe, “State Grad Rate Targets Vary Wildly, ED Data Says”, *Education Daily*, vol. 43, no. 165 (September 27, 2010).

³ New Jersey uses the high school dropout rate as its other academic indicator, and it will continue to do so until the 2010–2011 school year. See <http://www2.ed.gov/admins/lead/account/stateplans03/gradratechart92210.pdf>.

⁴ Ibid.

⁵ See <http://www.dataqualitycampaign.org/survey/compare/elements#StatesWithEach>.

Appendix A: State Policies to Measure High School Graduation

State*	For what graduation cohort will the state first report the Compact rate?	When did/will the state release the cohort rate data?	For what does the state use the Compact rate?	If not the Compact rate, what graduation rate formula or other measure is the state using?*	For what does the state use the non-Compact rate?	Has the state passed legislation or state board regulations that approve or make official use of the Compact graduation rate?	Does the numerator count diploma recipients only?*
Alabama	2008–2009	March 2010	Public Reporting	NCES Leaver Rate	Public Reporting, Federal Accountability	No	Yes
Alaska	2010–2011	August 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Arizona	2003–2004	2005	Public Reporting, State and Federal Accountability	NA	NA	No	Yes
Arkansas	2006–2007	April 2008	Public Reporting	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No, though the Arkansas Department of Education has made the Compact graduation rate formula official	Yes
California	2009–2010	2011	NA	Composite Ratio and NCES Leaver Rate	Public Reporting, State Accountability (Composite) and Federal Accountability (NCES)	Yes, state legislation (2006)	Yes
Colorado	2009–2010	January 2011	Public Reporting, State and Federal Accountability	NA	NA	Yes, state board regulations (2006)	Yes
Connecticut	2009–2010	March 2010	Public Reporting	NCES Leaver Rate	Public Reporting, Federal Accountability	Yes, state board regulations	Yes
Delaware	2007–2008	January 2009	Public Reporting	NCES Leaver Rate and Cohort Completion Rate	Public Reporting, State and Federal Accountability	No	Yes
Florida	2004–2005	2006	Public Reporting, State and Federal Accountability	NA	NA	Yes, state legislation (2006)	Yes
Georgia	2010–2011	Fall 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Hawaii	2009–2010	October 2011	NA	Modified Cohort Rate	Public Reporting, Federal Accountability	No	Yes
Idaho	2013–2014***	2014	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	No
Illinois	2010–2011	October 2011	NA	Modified Cohort Rate	Public Reporting, Federal Accountability	No	No
Indiana	2005–2006	January 2007	Public Reporting, Federal Accountability	NA	NA	Yes, state legislation (2007)	Yes
Iowa	2008–2009	March 2010	Public Reporting, Federal Accountability	NA	NA	Yes, state legislation (2006)	Yes
Kansas	2009–2010	October 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Kentucky	2012–2013***	2013	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Louisiana	2005–2006	October 2006	Public Reporting, State and Federal Accountability	NA	NA	Yes, state board regulations	Yes

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Maine	2008–2009	May 2010	Public Reporting, Federal Accountability	NA	NA	No, accountability workbook	Yes
Maryland	2009–2010	October 2010	Public Reporting	NCES Leaver Rate	Public Reporting, State and Federal Accountability	Yes, state legislation (2006)	Yes
Massachusetts	2005–2006	January 2007	Public Reporting, State and Federal Accountability	NA	NA	Yes, state legislation (2008)	Yes
Michigan	2006–2007	August 2008	Public Reporting, State and Federal Accountability	NA	NA	No, accountability workbook	Yes
Minnesota	2006–2007	June 2008	Public Reporting	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Mississippi	2005–2006	March 2007	Public Reporting, State and Federal Accountability	NA	NA	Yes, state board regulations (2007)	Yes
Missouri	2010–2011	Fall 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Montana	2010–2011	September 2011 (prelim)/February 2012 (final)	NA	NCES Leaver Rate	Public Reporting, Federal Accountability	No	Yes
Nebraska	2010–2011	November 2011	NA	NCES Leaver Rate	Public Reporting, Federal Accountability	No	Yes
Nevada	2010–2011	2012	NA	NCES Leaver Rate	Public Reporting, Federal Accountability	No	Yes
New Hampshire	2009–2010	April 2011	NA	Completer Rate	Public Reporting, Federal Accountability	No	Yes
New Jersey	2010–2011	2012	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
New Mexico	2007–2008	November 2009	Public Reporting, State and Federal Accountability	NA	NA	Yes, state board regulations	Yes
New York	2004–2005	February 2006	Public Reporting, State and Federal Accountability	NA	NA	Yes	Yes
North Carolina	2005–2006	February 2007	Public Reporting, Federal Accountability	NA	NA	Yes, accountability workbook	Yes
North Dakota	2006–2007	July 2007	Public Reporting, State and Federal Accountability	NA	NA	No	Yes

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State*	For what graduation cohort will the state first report the Compact rate?	When did/will the state release the cohort rate data?	For what does the state use the Compact rate?	If not the Compact rate, what graduation rate formula or other measure is the state using?*	For what does the state use the non-Compact rate?	Has the state passed legislation or state board regulations that approve or make official use of the Compact graduation rate?	Does the numerator count diploma recipients only?*
Ohio	2010–2011	August 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Oklahoma	2010–2011	October 2012	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Oregon	2008–2009	May 2010	Public Reporting, State and Federal Accountability	NA	NA	No	Yes
Pennsylvania	2009–2010	February 2011	NA	NCES Leaver Rate	Public Reporting, Federal Accountability	No	Yes
Rhode Island	2007–2008	March 2009	Public Reporting, Federal Accountability	NA	NA	Yes, state legislation (2009)	Yes
South Carolina	2007–2008	October 2008	Public Reporting, State and Federal Accountability	NA	NA	Specified by state education oversight committee and accountability workbook	Yes
South Dakota	2010–2011	July 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Tennessee	2009–2010	December 2010	Public Reporting	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Texas	1999–2000	January 2001	Public Reporting, State and Federal Accountability	NA	NA	Yes, state legislation	Yes
Utah	2009–2010	August 2011	NA	Modified Cohort Rate	Public Reporting, State and Federal Accountability	No	No
Vermont	2004–2005	August 2006	Public Reporting, State and Federal Accountability	NA	NA	Yes, state board regulations	Yes
Virginia	2007–2008	October 2008	Public Reporting	NCES Leaver Rate	Federal Accountability	Yes, state board regulations (2006)	Yes
Washington	2010–2011	August 2011	NA	NCES Leaver Rate	Public Reporting, State Accountability	No	Yes
West Virginia	2010–2011	August 2011	NA	Modified Completer Rate	Public Reporting, State and Federal Accountability	No	Yes
Wisconsin	2009–2010	Spring 2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes
Wyoming	2009–2010	2011	NA	NCES Leaver Rate	Public Reporting, State and Federal Accountability	No	Yes

Appendix A: State Policies to Measure High School Graduation

	Does the numerator count on-time graduates only?*	If using the Compact rate, does the state allow students with disabilities to be assigned to different cohorts?	If using the Compact rate, does the state allow students with limited English proficiency to be assigned to different cohorts?	Does the state have a student unit-record system with at least five years of data?	How does the state verify transfers?	Is the default code for unknown student status dropout?
Alabama	Yes	No	No	Developing	SUR/districts	Yes
Alaska	Yes	NA	NA	Yes	SUR/districts	Yes
Arizona	Yes	No	No	Yes	SUR	Yes
Arkansas	Yes	No	No	Yes	SUR	Yes
California	Yes	NA	NA	Developing	Districts	Yes
Colorado	Yes	No	No	Yes	District	Yes
Connecticut	Yes	Yes	No	Yes	SUR	Yes
Delaware	Yes	Yes	No	Yes	District	Yes
Florida	Yes	No	No	Yes	State Audit/SUR	Yes
Georgia	Yes	NA	NA	Yes	SUR	Yes
Hawaii	Yes	NA	NA	Yes	SUR	Yes
Idaho	No	NA	NA	Developing	NR	Yes
Illinois	No	NA	NA	Developing	SUR	No
Indiana	Yes	No	No	Yes	SUR/State Audit	Yes
Iowa	No	Yes	No	Yes	SUR	Yes
Kansas	Yes	NA	NA	Developing	SUR	Yes
Kentucky	Yes	NA	NA	Developing	SUR	Yes
Louisiana	Yes	No	No	Yes	SUR/State Audit	Yes
Maine	Yes	No	No	Yes	SUR	Yes
Maryland	Yes	No	No	Developing	State Audit	Yes
Massachusetts	Yes	No	No	Yes	SUR	Yes
Michigan	Yes	No	No	Yes	SUR	Yes
Minnesota	Yes	No	No	Yes	District	No
Mississippi	Yes	No	No	Yes	SUR/Audit	Yes
Missouri	Yes	NA	NA	Developing	District	Yes
Montana	Yes	NA	NA	Developing	SUR	Yes

Appendix A: State Policies to Measure High School Graduation

	Does the numerator count on-time graduates only?*	If using the Compact rate, does the state allow students with disabilities to be assigned to different cohorts?	If using the Compact rate, does the state allow students with limited English proficiency to be assigned to different cohorts?	Does the state have a student unit-record system with at least five years of data?	How does the state verify transfers?	Is the default code for unknown student status dropout?
Nebraska	Yes	NA	NA	Developing	District	Yes
Nevada	Yes	NA	NA	Yes	SUR	Yes
New Hampshire	No	NA	NA	Developing	District	No
New Jersey	Yes	NA	NA	Developing	NR	Yes
New Mexico	Yes	No	No	Yes	District	Yes
New York	Yes	Yes	No	Yes	SUR	Yes
North Carolina	Yes	No	No	Yes	SUR	Yes
North Dakota	Yes	Yes	Yes	Yes	SUR/Financial Data	Yes
Ohio	Yes	NA	NA	Yes	SUR	Yes
Oklahoma	Yes	NA	NA	Yes	State Audit	Yes
Oregon	Yes	No	No	Yes	District	Yes
Pennsylvania	Yes	NA	NA	Developing	SUR	Yes
Rhode Island	Yes	No	No	Yes	SUR	Yes
South Carolina	Yes	No	No	Yes	State Audit	Yes
South Dakota	No	NA	NA	Yes	SUR	Yes
Tennessee	Yes	Yes	Yes	Yes	SUR	Yes
Texas	Yes	No	No	Yes	State Audit/SUR	Yes
Utah	No	NA	NA	Yes	State Audit/SUR	Yes
Vermont	Yes	No	No	Yes	SUR	Yes
Virginia	Yes	Yes	Yes	Yes	SUR	Yes
Washington	Yes	NA	NA	Yes	SUR	Yes
West Virginia	No	NA	NA	Yes	SUR	No
Wisconsin	Yes	NA	NA	Developing	SUR	Yes
Wyoming	Yes	NA	NA	Developing	SUR	Yes

Appendix A: State Policies to Measure High School Graduation

	Does the state use cohort graduation rate data for state accountability?*	Does the state report disaggregated graduation rate data for different minority groups and disadvantaged students? If so, for what groups?	If the state is reporting the 4-year cohort rate defined in the Compact, is it also reporting additional indicators (such as a 5- or 6-year cohort graduation rate, high school dropout rate, etc.)?	At what level did the state set its graduation rate goal?
Alabama	No	Yes - by race/ethnicity, economically disadvantaged, limited English proficiency (LEP), and students with disabilities	Not yet - plan to report five-year cohort graduation rate.	90%
Alaska	NA	Developing	NA - though it is reporting dropout and attendance rates and will report a 5-year rate in the future	85%
Arizona	Yes, 5-year rate (absolute or growth) is counted as a factor in state rating	Yes - by race/ethnicity, economically disadvantaged, LEP, migrant students, and students with disabilities	Yes - 5-year cohort graduation rate and event dropout rate	80%
Arkansas	No	Developing for class of 2010, to be reported in 2011	Yes - dropout rate and completion rate	85%
California	NA	Yes	NA - though legislation passed to include 5- and 6-year cohort rates in future accountability decisions	90%
Colorado	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, homeless, gifted and talented, and students with disabilities	NA - though it is reporting 5-, 6-, and 7-year graduation rate, 4-, 5-, 6-, and 7-year completion rate, dropout rate, and mobility rate	80%
Connecticut	No	Yes - by gender, race/ethnicity	No	85%
Delaware	No	Yes	No	90%
Florida	Yes, rate used as one component of school rating index	Yes - reported for each race/ethnicity, students with disabilities, LEP, economically disadvantaged students, and migrant students	Yes - 5-year graduation rate, dropout rate, and in-grade retention rates	85%
Georgia	NA	Yes - by gender, race/ethnicity, economically disadvantaged, migrant, and students with disabilities	NA	100%
Hawaii	NA	No	NA	90%
Idaho	NA	Yes - will report graduation rates for ethnicity, economically disadvantaged, migrant, homeless, LEP, and students with disabilities once 2007 data are collected	NA	90%
Illinois	NA	Yes - by gender, race/ethnicity, economically disadvantaged, migrant, and students with disabilities	NA - though it reports dropout rates	85%
Indiana	No	Yes - by gender, race/ethnicity, students with disabilities, LEP, and economically disadvantaged	Yes - 5- and 6-year cohort graduation rates	90%
Iowa	No	Yes - by gender, race/ethnicity, and students with disabilities; in the future will report for economically disadvantaged students	No	95%
Kansas	NA	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA - though it reports dropout rates	80%
Kentucky	NA	No	NA	98%
Louisiana	Yes, rate used as one component of school rating index	Yes - by gender, race/ethnicity, economically disadvantaged, migrant, and students with disabilities	Yes - 5- and 6-year cohort graduation rates and dropout rate	80%
Maine	No	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	No	90%

Appendix A: State Policies to Measure High School Graduation

	Does the state use cohort graduation rate data for state accountability?* If so, how?	Does the state report disaggregated graduation rate data for different minority groups and disadvantaged students? If so, for what groups?	If the state is reporting the 4-year cohort rate defined in the Compact, is it also reporting additional indicators (such as a 5- or 6-year cohort graduation rate, high school dropout rate, etc.)?	At what level did the state set its graduation rate goal?
Maryland	No	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - dropout rate, promotion rate, and will report 5-year cohort rate in subsequent years	90%
Massachusetts	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - reports dropout rates, grade retention rates, and 5- and 6-year cohort rates	95%
Michigan	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, migrant, and students with disabilities	Yes - reports dropout rates and 5- and 6-year cohort rates	80%
Minnesota	No	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - 5- and 6-year cohort rates and completion rate	85%
Mississippi	Yes, 5-year cohort rate and completion index are used for state rating	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	Yes - 5- and 6-year cohort graduation rates; completion rate, including alternative credentials; and a high school dropout rate	85%
Missouri	Yes, rate is one of 14 performance measures	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA - though it reports dropout rates	85%
Montana	NA	Yes	NA - though it reports dropout rates	85%
Nebraska	NA	No	NA	90%
Nevada	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA	85%
New Hampshire	NA	Developing	NA	95%
New Jersey	NA	Yes - by race/ethnicity and gender	NA	TBD
New Mexico	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - 5-year graduation rate	85%
New York	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - 5- and 6-year cohort graduation rates and dropout rates	80%
North Carolina	No	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - 5-year cohort graduation rate and annual high school dropout rate	80%
North Dakota	Yes	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - dropout rate	89%
Ohio	Yes, rate is used for state rating	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	NA	91.2%
Oklahoma	NA	Yes - by race/ethnicity, economically disadvantaged, and students with disabilities	NA	100%
Oregon	Yes, rate is used for school rating	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	Yes - 5-year graduation rate	90%
Pennsylvania	NA	Yes - by race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA	85%
Rhode Island	No	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - 5- and 6-year graduation rate	90%

Appendix A: State Policies to Measure High School Graduation

	Does the state use cohort graduation rate data for state accountability?*	Does the state report disaggregated graduation rate data for different minority groups and disadvantaged students? If so, for what groups?	If the state is reporting the 4-year cohort rate defined in the Compact, is it also reporting additional indicators (such as a 5- or 6-year cohort graduation rate, high school dropout rate, etc.)?	At what level did the state set its graduation rate goal?
South Carolina	Yes, rate (absolute and growth) is counted as factor in rating index	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	Yes - dropout rate	88.3%
South Dakota	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	NA	85%
Tennessee	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	Yes - will report 5- and 6-year cohort rate in subsequent years	90%
Texas	Yes, rate is used for school rating	Yes - by race/ethnicity and economically disadvantaged for state accountability; also report on gender, LEP, at risk, and students with disabilities	Yes - 5- or 7-year cohort graduation rate, completion rate that includes those earning alternative credentials, in-grade retention rates, a high school dropout rate, and college readiness indicators	90%
Utah	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA - though it reports event dropout rate	85.7%
Vermont	Yes	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, and students with disabilities	Yes - event dropout and completion rates; developing 5- and 6-year graduation rate	86%
Virginia	No, rate will be used for state accountability in 2011	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, migrant, homeless, and students with disabilities	Yes - 5- and 6-year cohort graduation rate and dropout rate	80%
Washington	NA	Yes - by race/ethnicity, gender, economically disadvantaged, and students with disabilities	NA - though it reports an extended year graduation rate	85%
West Virginia	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA - though it reports dropout rate	90%
Wisconsin	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities	NA - though it reports high school dropout and completion rates	85%
Wyoming	NA	Yes - by gender, race/ethnicity, economically disadvantaged, LEP, and students with disabilities. Developing - migrant, homeless	NA	80%

Notes

* If a state currently reports the Compact rate, its response to the question applies to that rate. If not, the response applies to the rate that is currently reported.

** Some states reporting the Compact rate also continue to use another measure for accountability requirements (e.g., the National Center for Education Statistics [NCES] leaver rate).

*** State received a waiver from the federal deadline.

SUR means student-unit-record

NA means not applicable

NR means no response

TBD means to be determined

Appendix B: Ten Essential Elements of Longitudinal Data Systems: State Status

State	State data system features a unique statewide student identifier that connects student data across key databases across years	State data system features student-level enrollment, demographic and program participation information across years	State data system has the ability to match individual students' test records from year-to-year to measure academic growth	State data system includes information on untested students and the reasons they were not tested	State data system features a teacher identifier system with the ability to match teachers to students across years
Alabama	√	√	√	√	√
Alaska	√	√	√	√	
Arizona	√	√	√	√	
Arkansas	√	√	√	√	√
California	√	√	√	√	√
Colorado	√	√	√	√	
Connecticut	√	√	√	√	
Delaware	√	√	√	√	√
Florida	√	√	√	√	√
Georgia	√	√	√	√	√
Hawaii	√	√	√		√
Idaho				√	
Illinois	√	√	√	√	
Indiana	√	√	√	√	
Iowa	√	√	√		
Kansas	√	√	√	√	
Kentucky	√	√	√	√	√
Louisiana	√	√	√	√	√
Maine	√	√	√		
Maryland	√	√	√	√	
Massachusetts	√	√	√	√	
Michigan	√	√	√		
Minnesota	√	√	√	√	
Mississippi	√	√	√	√	√
Missouri	√	√	√	√	√
Montana	√	√	√	√	
Nebraska	√	√	√	√	
Nevada	√	√	√	√	
New Hampshire	√	√	√	√	
New Jersey	√	√	√	√	
New Mexico	√	√	√	√	√
New York	√	√	√	√	
North Carolina		√	√	√	√
North Dakota	√	√	√	√	
Ohio	√	√	√	√	√
Oklahoma	√	√	√	√	√
Oregon	√	√	√	√	
Pennsylvania	√	√	√	√	√
Rhode Island	√	√	√	√	√
South Carolina	√	√	√		√
South Dakota	√	√	√	√	
Tennessee	√	√	√	√	√
Texas	√	√	√	√	
Utah	√	√	√	√	√
Vermont	√		√	√	
Virginia	√	√	√	√	
Washington	√	√	√	√	√
West Virginia	√	√	√	√	√
Wisconsin	√	√	√	√	
Wyoming	√	√	√		√

Appendix B: Ten Essential Elements of Longitudinal Data Systems: State Status

State	State data system features student-level transcript information, including information on courses completed and grades earned across years	State data system includes student-level college-readiness test scores across years	State data system includes student-level graduation and dropout data across years	State data system has the ability to match student records between the P-12 and higher education systems across years	State data system includes a data audit system assessing data quality, validity, and reliability across years
Alabama	√	√	√	√	√
Alaska			√	√	√
Arizona			√	√	√
Arkansas	√	√	√	√	√
California		√	√		√
Colorado		√	√		√
Connecticut		√	√		√
Delaware	√	√	√	√	√
Florida	√	√	√	√	√
Georgia	√	√	√	√	√
Hawaii	√		√	√	√
Idaho		√			
Illinois		√	√	√	√
Indiana		√	√	√	√
Iowa		√	√	√	√
Kansas		√	√	√	√
Kentucky	√	√	√	√	
Louisiana	√	√	√	√	√
Maine		√	√	√	√
Maryland		√	√		√
Massachusetts		√	√	√	√
Michigan	√	√	√		√
Minnesota		√	√	√	√
Mississippi	√	√	√	√	√
Missouri			√	√	√
Montana			√		√
Nebraska		√	√		√
Nevada	√		√	√	√
New Hampshire			√		√
New Jersey		√	√	√	√
New Mexico	√		√	√	√
New York			√		
North Carolina	√		√	√	√
North Dakota			√	√	√
Ohio	√	√	√		√
Oklahoma		√	√		√
Oregon			√	√	√
Pennsylvania			√	√	√
Rhode Island			√		
South Carolina	√	√	√		√
South Dakota		√	√		√
Tennessee	√	√	√	√	√
Texas	√	√	√	√	√
Utah	√	√	√	√	√
Vermont		√	√	√	√
Virginia		√	√		√
Washington	√	√	√	√	√
West Virginia	√	√	√		√
Wisconsin		√	√		√
Wyoming	√	√	√	√	√

Notes: Highlighted columns reflect data elements needed to most accurately calculate the high school graduation rate using the Graduation Counts Compact formula.

√ indicates state had this element according to 2009 Data Quality Campaign survey and report.

Source: Data Quality Campaign, http://www.dataqualitycampaign.org/files/DQC_Annual_Survey-combined-Nov19.pdf.

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