



Montana High School Completer and Dropout Data Collection Handbook

February 2012
(Minimal Revisions April 2018)

Montana High School Completer and Dropout Data Collection Handbook

High School Completers

Graduates are the count of individuals who:

- 1) completed the high school graduation requirements of a school district, including early graduates, during the previous school year,
or
- 2) completed the high school graduation requirements of a school district at the end of summer prior to the current school year.

General Education Development Test (GED) recipients **are not** counted as graduates.

Standard Number of Years, i.e., “On-time”, Graduate is an individual who:

- 1) completes a district’s graduation requirements in four years or less from the time an individual enrolled in the 9th grade,
or
- 2) has an Individualized Education Program (IEP) allowing for more than four years to graduate.

Dropouts are the count of individuals who:

- 1) were enrolled in school on the date of the previous year October enrollment count or at some time during the previous school year and were not enrolled on the date of the current school year October count,
or
- 2) were not enrolled at the beginning of the previous school year but were expected to enroll and did not re-enroll during the year, “no show”, and were not enrolled on the date of the current school year October count,
and
- 3) have not graduated from high school or completed a state or district-approved high school educational program,
and
- 4) have not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

See the definition on page 4 to determine if a student is or is not a dropout.

Definition developed as a cooperative effort between the National Center for Education Statistics and Montana school districts.

Consistent with the requirements of the NCES Common Core of Data (CCD) reporting.

Table of Contents

I. Purpose of Gathering High School Completer and Dropout Data.....	3
Data Sources for Dropout, Graduation and Cohort Data.....	3
Achievement in Montana (AIM).....	3
Dropout/Graduation/Cohort Certification.....	4
II. Montana High School Completer and Dropout Data Glossary.....	4
III. Collecting High School Completer Data.....	7
Categorizing "On-Time" Status of Graduates.....	8
Cohort Graduation Rate.....	8
What is the Cohort Graduation Rate.....	8
Why is the OPI changing the graduation calculation.....	8
The Four-year Cohort Rate reported in February 2012.....	9
Reporting High School Completer Data to the OPI.....	9
IV. Collecting Dropout Data.....	9
Dropouts.....	9
Fall No Shows.....	9
Determining Dropouts.....	10
V. Using Graduate and Dropout Data.....	11
Calculating the Dropout Rate.....	11
Calculating the Graduation Rate.....	11
VI. Related Reports.....	12
Special Education Data Collection.....	12
School Discipline Data Collection.....	12
Carl Perkins Vocational Education Concentrators.....	12

I. Purpose of Gathering High School Completer and Dropout Data

1. Provide information to analyze existing programs and target dropout prevention and intervention strategies.

Gathering high school completer and dropout data and maintaining annual records provides longitudinal information on students which allows a district to observe its unique patterns of school dropouts. That information may assist schools to target prevention and intervention programs and policies that focus on local circumstances and address the problems at their roots, not just react to the symptoms.

A school district might discover that its school dropouts are primarily students who work part-time, males in 10th grade, teen-age mothers, students who move often, female students with few credits, students with weak academic programs, children who moved in vulnerable middle school years, or some other factor. That information could help focus resources and impact the grade level and structure of counseling programs, academic area programs, alternative schools, and attendance or retention policies.

2. Assist schools to meet accreditation standards for follow-up of students' no longer in attendance and federal reporting requirements.

The Montana School Accreditation Standards (10.55.603, ARM) require schools to do follow-up studies of graduates and students no longer in attendance. The Record of School Leavers provides an information base for follow-up. If the Record of School Leavers is maintained for all grades, patterns of mobility, transferring, and dropping in and out may be observed over a period of time. In a larger district, the school records of students transferring within the district might be followed to observe the effectiveness of a specific curriculum area and to observe whether future performance in math, for instance, is similar for students who remain in the school or if it differs significantly.

On January 8, 2002, President George Bush signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA), otherwise known as the No Child Left Behind Act of 2001 (NCLB), which increases accountability for student academic achievement for all public schools. The requirements of this law necessitate extensive data collection and reporting capabilities. Specifically, the Adequate Yearly Progress (AYP) and Report Card provisions of NCLB requires the collection and reporting of graduation rate data for all public high schools by gender, race/ethnicity, free/reduced price participation, special education eligibility, limited English proficient status, and migrant status.

3. Provide reliable and comparable high school completer and dropout data.

Reliable, comparable high school completer and dropout data does not exist unless common data definitions and tracking, collection and reporting procedures are used. The definitions and methods provided in this handbook are consistent with the requirements of the National Center for Education Statistics (NCES) Common Core of Data (CCD) reporting. Using these definitions and methods, the Office of Public Instruction is able to compare high school completer and dropout data between years, schools, and disaggregation categories, as well as contribute to a national dropout statistic.

Data Sources for Dropout, Graduate and Cohort data

OPI collects data from many sources, through several data collections.

Achievement in Montana (AIM)

The AIM system was fully implemented in the 2006-07 school year. It was designed as a centralized collection of student level data. While other systems at OPI collect student level data, the AIM system is now treated as the system of record for federal and state reporting.

All students who enroll in a public school in Montana are assigned a nine-digit StateID. This StateID follows the student through his or her Montana school career. The student's enrollments are tracked through this StateID, so that OPI personnel can report on the student's progress until graduation or completion of 12th grade. Demographic data is also associated with the StateID, including race/ethnicity, gender, birth date, and name. This StateID is used, where possible, in other statewide data collections, such as Special Education Child Count or the Migrant Program data system, as a secondary identifier.

AIM is used to determine program participation for the fall enrollment period, a collection that starts on the first Monday in October and is finished in late October, as well as for the spring collection for CRT testing, which starts the second

Tuesday of March, and ends in the middle of April. These programs include free/reduced lunch participation, special education participation, and LEP program participation.

In 2009, a new set of fields were added to the AIM system to allow the collection of a date of first entry to 9th grade, as well as an assigned cohort for the upcoming cohort graduation rate. Where necessary, current high school students were assigned to cohorts based on prior enrollments.

The AIM system associates certain enrollment exit codes with the various end criteria for cohort maintenance. Separate codes are available for students transferring to other public schools, private or state-run schools, as well as students who transfer out of state or dropout from various programs.

Graduate / Dropout/Cohort Certification

At the end of the academic year, secondary schools and districts are required to certify the number of graduates and dropouts that are reported. Since students are not officially dropouts until the fall enrollment count date (the first Monday in October), the certification does not occur until after the primary AIM fall data collection. In the past, paper lists of presumed graduates and dropouts have been mailed to the districts. Starting with the 2009-10 graduate and dropout certification, an electronic report was created in the secure data portion of the OPI Reporting Center, and schools and districts were able to view the report, make corrections to their own data, and send back their certification in quick order. Starting with the 2010-11 certification period, a cohort graduation certification report has been incorporated into this certification process. Data from previous year's dropout certification collections can be changed with updated information. However, please note, when data is incorporated into the Data Warehouse over the next year or so, the data will no longer be able to be changed.

II. Montana High School Completer and Dropout Data Glossary

Adequate Yearly Progress (AYP)

The minimum level of improvement that states, school districts and schools must achieve each year as required by No Child Left Behind (NCLB) legislation.

In Montana, for a public school or district to make adequate yearly progress, each student subgroup must meet or exceed the state's Annual Measurable Objectives for Reading and Math, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. The other academic indicators that Montana has selected are graduation rate, for secondary schools, and attendance rate, for elementary and middle schools.

Cohort: The set of first-time ninth grade students in a particular school year.

Cohort Graduation Rate (four year adjusted): The four-year adjusted cohort graduation rate is the percentage of students in a cohort, adjusted for transfers in and out of school, district, or state, that graduate with a regular high school diploma within four years of the first enrollment in ninth grade.

Four Year cohort graduation rate=

**The number of students in the adjusted cohort earning a regular high school diploma by August 2011/
The number of first time ninth graders in the 2007-08 cohort, adjusted for transfers in and out. Example**

$$9,000/10,000 = 90\%$$

Disaggregation: separate a whole into its parts. Dropout and graduate data are disaggregated by gender, race/ethnicity, free/reduced price participation, limited English proficiency status, special education eligibility status, and migrant status for grades 7 through 12.

Dropout: An individual who:

- was enrolled in school on the date of the previous year's October enrollment count or at some time during the previous school year and was not enrolled on the date of the current school year October count, **or**
- was not enrolled at the beginning of the previous school year but was expected to enroll and did not re-enroll during the year, "no show", and was not enrolled on the date of the current school year October count, **and**
- has not graduated from high school or completed a state- or district-approved high school educational program, **and**
- has not transferred to another school, been temporarily absent due to a school-recognized illness or suspension, or died.

Dropout data is collected from all accredited schools with grades 7 through 12.

Dropout Rates: Dropout rates can be calculated and reported in three different ways:

- event rates, snapshot of those who drop out in a single year,
- status rates, proportion of population who have not completed school and are not enrolled, and
- cohort rates, a more comprehensive picture which follows a sample group of students over time and generalizes their rate to a larger group.

The collection method used in this handbook is an event rate adapted from the NCES at the U.S. Department of Education and is consistent with the requirements of the NCES Common Core of Data (CCD) reporting. Dropout rates using this method are calculated by dividing the number of dropouts as defined above by the October enrollment total. Disaggregated rates can be obtained using this method to determine if some groups of students are more likely to drop out.

Early Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary level school in seven semesters or less.

Economically Disadvantaged student—A measure of poverty as applied to a school or district. Defined for AYP purposes by Montana as a student eligible for free or reduced price lunch. Any student in a cohort who is identified at any point as an economically disadvantaged student will be included in the final calculation for the cohort as an economically disadvantaged student.

Enrollment Count: Count of all students on current roll as of the first Monday in October. A student cannot be counted as enrolled for this enrollment count if absent for more than 10 consecutive days and the student has not returned to school.

Expulsion: Disciplinary action by the board of trustees removing a student from a school program. The expulsion option is available only to the board of trustees.

Free/Reduced Price Participation: A student eligible to participate for the Free/Reduced Lunch Program under the National School Lunch Act.

First-time ninth grader: A student who enrolls for the first time in the United States as a ninth grade student. Students who enroll as ninth grade students in private or state-run schools in Montana will be counted, as well as students who enroll in Montana public schools. Data from other states is being sought.

Gender: An individual's gender, male (M) or female (F).

GED—General Education Development. An alternative certification for high school completion in Montana. By definition a student must dropout out of high school before a student can take the GED test.

Graduate: Individual who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed program for students in a secondary level school. This does not include other completers, high school equivalency, GED, recipients, or other certificate recipients. For purposes of AYP determinations, graduate data is collected by whether an individual graduated from high school in the "standard number of years" (see definition).

Graduation Rate: Montana's U.S. Department of Education-approved high school graduation rate to be used for determining Adequate Yearly Progress (AYP) is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics (NCES). Graduation rate is the required, additional indicator for public high schools in AYP determinations. Montana's graduation rate is calculated using the following formula:

$$\text{Graduation Rate} = \frac{g}{c_t + g_t + d^{12}_t + d^{11}_{(t-1)} + d^{10}_{(t-2)} + d^9_{(t-3)}}$$

Where:

- g= number of graduates receiving a standard high school diploma in four years or less, from the time enrolled in 9th grade, or who had an IEP allowing more than four years to graduate
- c= number of graduates receiving a standard high school diploma in more than four years, from the time enrolled in 9th grade, and did not have an IEP, and students that received a GED through a district-administered GED program.
- t= year of graduation
- d= dropouts
- 12, 11, 10, 9 = class level

Note: Using this formula, as with dropouts, other high school completers and nonstandard graduates decrease the graduation rate which is used to determine Adequate Yearly Progress.

High School Entry Year: The first year of enrollment into a secondary school. For most students from an elementary school, this will be the ninth-grade year, this year is used in calculating the student's cohort for the cohort graduation rate.

Individualized Education Program (IEP): The written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Act (IDEA-Part B) which includes:

- statement of present levels of educational performance of a child;
- statement of annual goals, including short-term instructional objectives;
- statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs;
- projected date for initiation and anticipated duration of services; and
- appropriate objectives, criteria and evaluation procedures; and
- schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Limited English Proficient (LEP): An individual

- A. who is aged 3 through 21
- B. who is enrolled or preparing to enroll in an elementary or secondary school;
- C. (i) Who was not born in the United States or whose native language is a language other than English;
- D. (I) Who is an American Indian or Alaskan Native, or a native of the outlying areas; and
- E. (II) Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- F. Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- G. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
- H. the ability to meet the state's proficient level of achievement on state assessments described in section 111(b)(3);
- I. the ability to successfully achieve in classrooms where the language of instruction is English; or
- J. the opportunity to participate fully in our society.

Migrant: A migrant student is a student who has moved within the last three years across international, Mexico and Canada only, state, or school district boundaries with his/her parent or guardian to enable the child, in the case of secondary, emancipated or out of school youth, the child's guardian or parent, or member of the child's immediate family to obtain temporary or seasonal employment in an agricultural, fishing, or dairy-related activity. The child may be in any grade between preschool, age 3, and grade 12 and must not be above 22 years of age.

All eligibility determinations are made by trained recruiters and/or the Office of Public Instruction/Migrant Education Program (OPI/MEP).

Also to identify a student as migrant, he/she must have a current Certificate of Eligibility (COE) on file with the OPI/MEP.

If you have a student who you think might be migrant, please contact either the local MEP director or the state office at (406) 444-2423 to determine if he/she is, in fact, a migrant and has a COE on file.

If there is migrant funded staff at the school, that means there are migrant students at the school.

NOTE: Districts may not make migrant eligibility determinations without assistance from the Office of Public Instruction; however, once identified, the child must be coded on any standardized achievement tests taken. Likewise, once the eligibility period has elapsed, 36 months after qualifying move, the child must have the migrant delineation removed.

Race/Ethnicity: The general racial or ethnic category which most clearly reflects the individual's recognition in his or her community, or with which the individual most identifies.

American Indian/Alaskan Native—A person having origins in any of the original peoples of North and South America, including Central America, and who maintains cultural identification through tribal affiliation or community recognition.

Asian—A person having origins of any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinents. This area includes, for example, China, India, Japan, and Korea.

Black or African American (not Hispanic)—A person having origins in any of the black racial groups of Africa.

Hispanic or Latino—A person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Native Hawaiian or Pacific Islander—A person having origins in any of the original peoples of Hawaii or the Pacific Islands. This area includes, for example, Guam, the Philippine Islands, Samoa and Tahiti.

White, Non-Hispanic—A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Suspension: Disciplinary action by a teacher, superintendent or principal, removing a student from a school program.

Special Education Eligible: A student having an Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA-Part B) and who is receiving services.

Standard Number of Years Graduate: an individual completing a district's graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program, IEP, allowing for more than four years to graduate.

Student: Individual for whom instruction is provided in an elementary or secondary education program, not an adult education program that is under the jurisdiction of a school or other education institution.

Transfer: A student who exits from one educational institution to enroll in another.

Ungraded: A class that is not organized on the basis of grade grouping and has no standard grade designation. Ungraded dropouts should be assigned to the grade most appropriate to their age.

Vocational Education Concentrator: A student who will have received at least three units of vocational course credit during a high school career. These credits may be earned in multiple vocational program areas. To assign the student to a vocational education program area, code the student in the area where the majority of a vocational credit is given. If a student does not have 50 percent or more of credit in a single program area, they may be coded as a blend. A unit of credit is two semesters of study.

Vocational Education Program Area Codes:

01—Agricultural Education	20—Family & Consumer Sciences Education
07—Business Education	21—Technology Education/Industrial Arts
08—Marketing Education	40—Trade & Industrial Education
17—Health Occupations	60—Blend

III. Collecting High School Completer Data

Graduate and other high school completer data are collected for all high schools serving the 12th grade for those students who completed the graduation requirements of the district during the previous school year, including the previous year's early graduates,. The data for those who graduate during the current school year will be collected next year. Please note that GED recipients **are not** counted as high school graduates.

Prior to the 2007-08 school year, graduate data was reported to the Office of Public Instruction through the Annual Data Collection, Citrix, portal. However, since the requirements of NCLB require that public high schools disaggregate this data not only by gender and race/ethnicity, but also by free/reduced price participation, limited English proficiency status, migrant status, and special education eligibility, this data is now collected through the Achievement in Montana system, AIM. Please refer to the glossary for definitions on these disaggregation categories.

Categorizing “On Time” Status of Graduates

Graduate data is used in conjunction with dropout data to calculate graduation rates for public high schools, see glossary for Montana’s U.S. Department of Education-approved high school graduation rate formula, a required component of the Adequate Yearly Progress provision of NCLB. NCLB defines graduation rate as “the percentage of students, who graduate from secondary school with a regular diploma in the standard number of years”. Therefore, graduate data must also be disaggregated by whether or not students graduated “in the standard number of years,” i.e., “on time.”

Graduating in the standard number of years is defined as an individual completing a district’s graduation requirements in four years or less from the time an individual enrolled in the 9th grade, or with an Individualized Education Program, IEP, allowing for more than four years to graduate. The following situations have been provided to assist with categorizing the “on time” status of graduates.

Graduated from High School in the Standard Number of Years:

- Student graduates from high school four years from the time enrolled in 9th grade.
- Student is an “early graduate” by completing district’s graduation requirements in seven semesters or less.
- Student graduates from high school after more than four years from the time enrolled in 9th grade, as per IEP.
- Student, who entered 9th grade four years earlier, does not have enough credits to graduate in May of previous year, but receives diploma after summer session prior to the current school year.

Graduated from High School in More Than the Standard Number of Years:

- Student without an IEP graduates from high school in more than four years from the time enrolled in the 9th grade.

Reporting High School Completer Data to the OPI

Graduate and other high school completer data for the previous school year must be reported to the Office of Public Instruction through Montana’s student information system, Achievement In Montana, AIM.

IV: Cohort Graduation Rate

What is a Cohort Graduation Rate?

A cohort graduation rate follows the students who are first-time ninth grade students in a particular year and determines the percent of these students who graduate in a given time frame, e.g. four years. For instance, a four year cohort graduation rate for the first time ninth grade students in the 2006-07 school year would represent the percentage of these students who graduated by 2009-10.

Graduation rates are calculated at the school, district, and statewide level. The cohort of first-time ninth graders each fall is adjusted by adding those students who transfer into a school or district, and removing those students who transfer out of a school or district.

Graduation rates are determined for major racial/ethnic student groups, as well as for students with disabilities, students reported as limited English Proficient, LEP, and students who are economically disadvantaged, using eligibility for free or reduced price lunch as an indicator. In addition, the final outcome, e.g. graduate, dropout, move to another state, for each student in a cohort will be identified and the totals for each outcome will be reported for each school and district, as well as statewide.

Why is the OPI changing the graduation calculation?

In 2008, the U.S. Department of Education Title I regulations required states to implement a cohort graduation rate for Adequate Yearly Progress, AYP, reporting. It is expected that state calculations and reporting of graduation rates will be more uniform once the four-year adjusted cohort graduation rate is implemented in all states.

Establishing a uniform and accurate graduation rate is an important step to understanding students’ experiences in high school and will inform plans for school accountability and improvement efforts. The cohort graduation rate, however,

requires longitudinal student level data. The Achievement in Montana, AIM, and student information system was fully implemented in January of 2007. The Montana Office of Public Instruction will report graduation rates in 2011 using a four-year cohort based on four years of individual student-level data from AIM.

The Four-year Cohort Rate reported in February 2012

The rates for the four-year cohort graduation will be used for the AYP secondary indicator in the 2011-12 year. The formula

$$\text{Four Year Cohort Graduation Rate} = \frac{\text{Number of students in adjusted cohort who earn a regular diploma by June 30, 2011}}{\text{number of students in the adjusted cohort}}$$

IV. Collecting Dropout Data

A “snapshot” of school enrollment and dropouts is collected from schools on the first non-holiday Monday in October. Dropout data is collected for all schools serving grades 7 through 12 for students meeting the definition of a dropout during the previous school year. The data for those who drop out during the current school year will be collected next year.

Example: On October 10, 2011, School District X reported, for 2011, 12 dropouts' students who fit the dropout definitions, and were not enrolled in school on October 3, 2011.

As with graduate data, the requirements of ESEA require that public high schools disaggregate dropout data not only by gender and race/ethnicity, but also by free/reduced price participation, limited English proficiency status, migrant status, and special education eligibility. Please refer to the glossary for definitions on these disaggregation categories.

DROPOUTS

Dropouts are students no longer continuing with their K-12 education. They may be enrolled in a non-diploma program, working toward a GED or no longer enrolled in any type of school. Students will be counted as dropouts in the 11-12 year if they completed the 09-10 year, but failed to show for the 11-12 year.

Students in AIM are identified as dropouts if they have an enrollment with an End Status of 300, 310, 320, 330 or 340. They must also have a corresponding Dropout Reason. Students are dropouts when they no longer attend their last school of enrollment – regardless of the length of enrollment in the school.

GRADUATE VERIFICATION

Students with an End Status of 400: Graduated, are counted as graduates. All graduates should have a Diploma Date, Diploma Type, Diploma Period, and Date First Entered the 9th Grade. Data can be verified using the Ad Hoc Filters.

Fall No Shows

Fall “no shows” are individuals who completed the previous school year but who are not enrolled as of the current school year October enrollment count date. “No show” students are dropouts for the grade and school year for which he or she fails to report. For example, a student who completed the 10th grade at the end of the prior school year, but does not re-enroll by October count day of the current school year is reported as an 11th grade dropout of the current school year. This dropout will not be reported in the Dropout Certification report count until next year since dropout counts are reported in the Dropout Certification Report for the previous year.

Determining Dropouts

The following summary provides a table of situations with indications as to whether or not the individual is considered a dropout.

A student who: Is a dropout?

1. Graduated..... No
2. Left school after reaching the age up to which the district provides free public education; may have received a certificate but not a diploma, i.e., certificate of attendance. Yes
3. Was in membership only during the summer between school years, not in regular school membership No
4. Died No
5. Left school and education status is now unknown, but has no record of graduation, completion of approved program, or death Yes
6. Moved out of district, or out of state and is not known to be in school Yes
7. Moved out of the United States No
8. Transferred to, and is in membership in:
 - a. Another public school in the district or a public school system, in or out of state No
 - b. Private elementary or secondary school, in or out of state. No
 - c. Home school that is registered with the county superintendent No
 - d. State-funded schools, Pine Hills, Riverside, School for the Deaf and the Blind No
 - e. Adult education program in a postsecondary school that is not a formal high school program Yes
9. Completed education program formally recognized by school authorities for students who had not yet met graduation or school completion requirements, i.e., completed a formal high school program resulting in GED or completed IEP requirements Yes
10. Is in an institution that is not primarily providing a formal high school education program, Army, Treasure State Correctional Training Center, vocational school, and is not considered a state funded school Yes
11. Is in a district and not in school:
 - f. Not yet in membership but family has indicated late enrollment, e.g., seasonal work demands, No
 - g. Temporarily absent, beyond 10 days, because of illness:
 - i. Verified by the school as a legitimate absence No
 - ii. Not verified as a legitimate absence Yes
 - h. Long-term because of illness and not receiving educational services, e.g., severe physical or emotional illness, treatment center with no education program, No
 - i. Absent because of disciplinary action:
 - i. Suspended or expelled with option to return and suspension or expulsion period not yet over No
 - ii. Exceeded district attendance policy for obtaining credit, e.g., 14-day rule, 10-day rule, and not attending during period of no credit Yes
 - iii. Suspended or expelled and period has expired; student has not returned Yes
 - iv. Expelled; no option to return and not in another school Yes
 - v. Expelled; transferred to and in membership in another school or district No
12. In alternative education setting, e.g., hospital/homebound instruction, special education residential, correctional institution; community or technical college:
 - j. Program administered by agency considered a regular school program or extension of a regular school district program No
 - k. Program is off-campus offering of regular school district No
 - l. Program not approved or administered by district; classified as adult education Yes

Example of Recording and Compiling School Leaver Data

- *Lori Dell, a Hispanic female, completed 9th grade in the 2010-11 school year. She was expected to enroll in the 10th grade for the 2011-12 school year. By the October 2011 enrollment count, she hadn't enrolled and was a "no show". However, in September of the 2012-13 school year, she re-enrolled and was enrolled at the time of the October 2012 enrollment count. Lori will not be reported as a 2011-12 dropout.*

- *Mark Herzog, a white male, was a 10th grade completer who became an 11th grade “no show” in October 2011, and did not re-enroll during the year nor in the fall of 2012. Mark will be reported as a 2011-12, 11th grade, white male dropout.*
- *Dale Yost, an 8th grader, did not enroll for the 9th grade and is not 16 years old. His mother reported to the county superintendent that she is operating a home school, which is officially recognized by state statute. Dale will not be counted as a dropout. In AIM his end status for the 2011-12 school year will be changed to a 170.*
- *Cathy Shroll, a white female 9th grader, entered a drug/alcohol treatment program in November of 2011 and re-enrolled in school in February of 2012. However, in April she dropped out and had not re-enrolled by the October 2012 enrollment count. Cathy will be reported as a 2011-12, 9th grade, white female dropout.*
- *Jackson Browne, a black male 11th grader, leaves school in April of 2012 to obtain a GED, and did not re-enroll by the October 2012 count data. Jackson will be reported as a 2011-12, 11th grade, black male dropout.*

V. Using Graduate and Dropout Data

Calculating the Dropout Rate

Dropout rates are calculated by dividing the number of dropouts by the October enrollment total. Calculating disaggregated rates can be helpful to determine if some groups of students are more likely to drop out.

Because the number of students enrolled in rural schools or in certain disaggregated groups for large districts can be relatively low, small annual changes in data can cause wide variations in annual dropout rates. For example, in a class with 10 students, one dropout would translate to a 10 percent dropout rate. A more realistic indicator of the dropout rate for small schools and disaggregated groups is an average of several years. The table below can be used to help calculating dropout rates.

Grade Level	(A) Dropout Total	(B) Fall Enrollment Total	(A)/(B) Dropout Rate
7			%
8			%
Ungraded 7-8			%
7-8 Total			%
9			%
10			%
11			%
12			%
Ungraded HS			%
HS Total			%

Calculating the Graduation Rate

Graduation Rate is the required, additional indicator for public high schools in Adequate Yearly Progress, AYP, determinations. Montana’s U.S. Department of Education-approved high school graduation rate is an estimated cohort group rate calculated by the method recommended by the National Center for Education Statistics, NCES. As with the dropout rate, small numbers can lead to wide variations in annual graduation rates. The table below can be used to help calculate graduation rates.

	Count
Number of Graduates for year t receiving diploma in four years or less or had IEP	
Number of Graduates for year t receiving diploma in more than four years without IEP	
Grade 12 Dropouts for year t	

Grade 11 Dropouts for year (t-1)	
Grade 10 Dropouts for year (t-2)	
Grade 9 Dropouts for year (t-3)	
Total Graduates Plus Other High School Completers Plus Four Years of Dropouts	
Graduation Rate= (Number of Graduates for year t receiving diploma in four years or less)/(Total Graduates + Other High School Completers + Four Years of Dropouts)	%

VI. Related Reports

Several federal programs require information on students who leave the school system. The information gathered on the Montana Record of School Leavers form will assist with preparing each of the following reports.

Special Education Data Collection

This data collection gathers data on students exiting the special education program for various reasons, no longer eligible for services, moved, reached maximum age, died, dropped out, graduated with a diploma, or received a certificate of completion. The data are collected from school districts in June of each year. For more information on the Special Education Data Collection, please call Anne Rainey at (406) 444-4430.

School Discipline Data Collection

This data collection gathers information for reporting requirements of the Gun-Free Schools Act, Safe and Drug-Free Schools Act, Unsafe School Choice Option of No Child Left Behind, and the Individuals with Disabilities Education Act. Out-of-school suspensions and expulsions of any length are reported under incident categories that include drugs, weapons, violence and more. The data are collected from school districts in June of each year. For more information on the School Discipline Data Collection, please call Anne Rainey at (406) 444-4430.

Carl Perkins Vocational Education Concentrators

The Vocational Education Division of the Office of Public Instruction is currently developing methods of responding to reporting demands that require identification of Vocational Education Concentrators. Keeping a dropout log that indicates which students are Vocational Concentrators will assist with future reporting for Carl Perkins federal grants. For more information on Vocational Education Concentrators, please call Diana Fiedler at (406) 444-9019.

For information about the Montana High School Completer and Dropout Data Collection Handbook, please contact the Measurement and Accountability Unit at the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501, (406) 444-0375.