

Montana High School Completer & Dropout Data Collection Handbook



AUGUST 2023

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For information about the Montana High School Completer and Dropout Data Collection Handbook, please contact the AIM Unit at the Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501, (406) 444-3800.

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. Longitudinal dropout data may assist districts with programs to target prevention and intervention and development of policies that focus on local circumstances to address problems at their roots instead of reacting to the symptoms.

For example, 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, determine the structure of counseling programs, target academic programs, create alternative schools, and modify 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 ([ARM 10.55.603](#)) 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. 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 can 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

Achievement in Montana (AIM)

All students who enroll in a public or accredited private school in Montana are assigned a nine-digit State ID. This State ID follows the student throughout the student’s PK-12 school career. Enrollments are tracked through this State ID and districts report on the student’s progress until graduation or completion of 12th grade. Demographic data is also associated with the State ID, including race/ethnicity, gender, birth date, and name. This State ID is used in other statewide data collections, including Special Education Child Count, the Migrant Program data system, English Learners (EL) and 21st Century.

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.

Montana High School Completer and Dropout Data Glossary

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| Cohort | The set of first-time ninth grade students in a 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. |
| <p>Example:</p> <p><u>The four-year cohort graduation rate calculation</u></p> <p>The number of students in the adjusted cohort earning a regular high school diploma by August 2023/ The number of first time ninth graders in the 2019-20 cohort, adjusted for transfers in and out. $165/173 = 95.37\%$</p> | |
| Disaggregation | The process of separating a whole into its parts. Dropout and Graduate data are disaggregated by Gender, Race/Ethnicity, Free/Reduced price meal participation, English Learner status, Special Education eligibility, and Migrant status for grades 7 through 12. |
| Dropout | <p>A student enrolled in grade 7 to 12 who:</p> <ul style="list-style-type: none"> • Was enrolled in school at some time during the previous school year and was not enrolled by September 30th of the current school year; 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 September 30th of the current school year; 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 (if prior to unenrollment). |
| Dropout Rate | <p>The Dropout Rate can be calculated and reported in three different ways:</p> <ul style="list-style-type: none"> • Event Rate: Snapshot of those who drop out in a single year. • Status Rate: Proportion of population who have not completed school and are not enrolled. • Cohort Rate: A comprehensive picture, which follows a sample group of students over time and generalizes their rate to a larger group. |

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| | 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. |
| Economically Disadvantaged Student | A measure of poverty as applied to a school or district. Defined by Montana as a student eligible for free or reduced-price lunch or a student in a community eligible provision school. 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. |
| English Learner (EL) | (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; AND (C) (i) who was not born in the United States or whose native language is a language other than English; or (ii) who is a Native American or Alaska Native, or a native of the outlying areas; and 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 (iii) 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 (D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual (i) the ability to meet the challenging State academic standards (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society (see ESEA Section 8101(20)). |
| Enrollment Count | Count of all students enrolled as of the first Monday in October. |
| Expulsion | Removal of a student for more than 20 days without provision of educational services. This action is only available 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 or a student in a Community Eligible Provision school. |
| First-Time Ninth Grade Student | A student who enrolls for the first time in the United States as a ninth-grade student. The date entered ninth grade calculates automatically for students who enroll in ninth grade in Montana public, private accredited or state-run schools. Data for students with no ninth-grade enrollment (e.g., students who transfer from out of state, enrolled in non-accredited private schools, or homeschool students entering after ninth grade) is entered by the district. |
| Gender | An individual’s sex as indicated on a legal document such as a birth certificate, male (M) or female (F). |
| HiSET (High School Equivalency Test) | An alternative certification for high school completion in Montana. A student must dropout out of high school before a student can take the HiSET 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 in accordance with ARM 10.55.905 . This does not include other completers, high school equivalency, HiSET, recipients, or other certificate recipients. |
| Graduation Rate | Montana’s U.S. Department of Education approved high school graduation rate, used for determining Adequate Yearly Progress (AYP), is an estimated cohort group rate calculated by the method recommended by the National Center for Education |

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| | <p>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:</p> $\text{Graduation Rate} = \frac{g}{c + g + d_{12t} + d_{11(t-1)} + d_{10(t-2)} + d_{09(t-3)}}$ <p>Where:</p> <p>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.</p> <p>c = number of graduates receiving a standard high school diploma in more than four years, from the time enrolled in 9th grade, did not have an IEP, or received a HiSET through a district-administered HiSET program.</p> <p>t = year of graduation</p> <p>d = dropouts</p> <p>09, 10, 11, 12 = class level</p> <p>Note: Using this formula, as with dropouts, other high school completers, and nonstandard graduates, decreases the graduation rate (which is also used to determine the four-year adjusted cohort rate).</p> |
| <p>High School Entry Year</p> | <p>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.</p> |
| <p>Individualized Education Program (IEP)</p> | <p>The written instructional plan for students with disabilities designated as special education students under the Individuals with Disabilities Act (IDEA-Part B) which includes:</p> <ul style="list-style-type: none"> • 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. |
| <p>Migrant</p> | <p>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 there is migrant funded staff at the school, that means there are migrant students at the school.</p> <p>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.</p> |

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| Race/Ethnicity | <p>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 (Annual Data Collection Glossary, AYP Data Glossary).</p> <p>The racial/ethnic categories describe the groups to which individuals belong. Categories do not denote scientific definitions of anthropological origins. Count each student in only one category.</p> <p>Select the category that reflects the individual's recognition in the community for reporting students who refuse to report, or who report mixed racial and/or ethnic origins (Guidance for reporting under the NCES Common Core of Data, School Universe Survey 2006-2007).</p> <p>Race and ethnicity determinations are presented as two questions. Both questions must be answered. Students may be identified as having two or more races.</p> <p>1. Is this student Hispanic or Latino? (Choose only one)</p> <ul style="list-style-type: none"> • No, not Hispanic or Latino • Yes, Hispanic or Latino (a person of Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race). <p>2. What is the student's race? (regardless of how the first question was answered, choose one or more)</p> <ul style="list-style-type: none"> • American Indian or Alaska Native: a person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment. • Asian: a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam). • Black or African American: a person having origins in any of the black racial groups of Africa. • Native Hawaiian or Other Pacific Islander: a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. • White: a person having origins in any of the original peoples of Europe, the Middle East, or North Africa. |
| 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. |
| Suspension | Disciplinary action by a teacher, superintendent or principal, removing a student from a school program (20-5-202, MCA). |
| Transfer | A student who exits from one educational institution to enroll in another. |

High School Graduates

There are two calculations for high school graduates. The first is the High School Completion rate. This is based on the number of students who complete high school graduation requirements. The second is the Cohort Graduation rate. This rate is based on the number of students who start in 9th grade, adjusted for transfers in and out, and graduate 4 years later. This rate is required to be reported to the US Department of Education.

High School Completion Rate

Montana's 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 formula below can be used to help calculate graduation rates.

$$\text{Graduation Rate \%} = \frac{\text{Number of Graduates for year T receiving diploma in four years or less}}{(\text{Total Graduates} + \text{Other High School Completers} + \text{Four Years of Dropouts})}$$

Graduates are the count of students who:

1. Completed the regular high school graduation requirements of a school district (minimum requirements outlined in ARM 10.55.905), including early graduates, during the previous school year; **or**
2. Complete the minimum requirements outline in ARM 10.55.905, but not the full district graduation requirements, under the provisions of 20-7-1330, MCA (Diploma Type 05 State Minimum); **or**
3. Are awarded a district issued diploma after the completion of the MT Youth Challenge program, based on successful completion of tests for a high school equivalency diploma and other factors, as outlined in 10-1-1402, MCA (End Status 410: Graduation Alt Authorized by MCA); **or**
4. Are awarded a Montana proficiency-based diploma under 20-3-110, MCA (End Status 410: Graduation Alt Authorized by MCA); **or**
5. Are awarded a high school diploma based on the successful completion of IEP goals (Diploma Type 04); **or**
6. Students who complete a district HiSet Options program (regular HiSet recipients are not counted as graduates). HiSet Options completion data is entered by the OPI.

NOTE: Students who complete high school graduation requirements of a school district after the last day of school in the prior school year and before the first day of school in the current school year are included as current year graduates.

Early Graduates are students who:

1. Students who complete graduation requirements prior to the 8th semester of high school.

To be included in a district's ANB count, in accordance with ARM 10.20.102, early graduates must be:

1. Enrolled in grade 12 on the Fall Count Date; **and**
2. Graduate in the 7th semester, prior to the Spring Count Date.

Standard Number of Years means an on-time graduate who:

- Graduates from high school four years from the time enrolled in 9th grade.
- Graduates from high school by completing graduation requirements in seven semesters or less.
- Graduates from high school after more than four years from the time enrolled in 9th grade, as per the student's IEP.

The Diploma Period **03: Four years or with an IEP allowing for longer** is selected if the student completes graduation requirements at any time prior to the first day of school in the current year.

The Diploma Type **04: Completed IEP Goals** should be entered for a student who graduates by completion of their IEP goals, not by completion of district graduation credit requirements.

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 AIM – the state's student information system.

Graduate Verification

Students with an End Status of 400: Graduated or 410: Graduation Alt Authorized by MCA, 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 validation reports.

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 year and determines the percent of these students who graduate in each time frame (e.g., four years).

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 all racial/ethnic student groups, as well as for students with disabilities, students reported as an English Learner (EL), and students who are economically disadvantaged, using eligibility for free or reduced-price lunch as an indicator (or enrolled in a community eligible provision school). In addition, the 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.

Who is Included in the Cohort Graduation Rate?

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**."

Graduates Included in Regular Diploma:

- Students who complete the regular high school graduation requirements of a school district (minimum requirements outlined in [ARM 10.55.905](#)), including early graduates; and
- Students who complete the minimum requirements outline in [ARM 10.55.905](#), but not the full district graduation requirements, under the provisions of [20-7-1330, MCA](#).

Graduates Not Included in Regular Diploma:

- Students who receive a proficiency-based diploma under [10-1-1402](#) or [20-3-110](#), MCA.
- Students who graduate based on the completion of IEP goals.

Graduate data must also be disaggregated by whether students graduated “in the standard number of years. The following situations have been provided to assist with categorizing the “on time” status of graduates.

Graduates Included in Standard Number of Years:

- Students who graduate from high school four years from the time enrolled in 9th grade.
- Students who graduate from high school by completing graduation requirements in seven semesters or less.
- Students who graduate from high school after more than four years from the time enrolled in 9th grade, as per the student’s IEP.

Graduates Not Included in 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.

The Four-year Cohort Rate Formula

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

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

Fall No Shows

Fall No Shows are students who completed the previous school year but who are not re-enrolled in the current school year as of September 30th. No show students are dropouts for the grade and school year for which the student fails to report. No Show dropouts are not reported until the following year, as they are considered enrolled (or expected to be enrolled) for the current school year.

8th grade students who finish the current school year, but fail to enroll for high school are counted as No Show dropouts for the high school where they were expected to enroll (based on residency of the student at the completion of 8th grade).

Dropouts

A snapshot of the district’s dropouts is collected from schools on the 30th of September. 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. Students who drop out in the current year, even if the last date of enrollment is prior to September 30th, will be collected in the following year.

As with graduate data, dropout data is disaggregated by gender and race/ethnicity, as well as Economic Disadvantage, English Learners (EL), Migrant, and Special Education eligibility. Please refer to the glossary above for definitions of these categories.

Dropouts are broadly defined as students no longer continuing with their K-12 education. They may be enrolled in a non-diploma program, working toward a HiSET, or no longer attending any type of school. Students who failed to show for school in the prior year are included in the current year’s dropout count.

Students in AIM are identified as dropouts if they have any of the following enrollment End Status codes:

| | |
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| 300 | Dropout, withdrew for personal or academic reasons Student withdrew for personal or academic reasons. |
| 310 | Dropout, exceeded age requirement set by district policy Student exceeded maximum age (age 19 before September 10th in current school year) requirement set by district policy. |
| 320 | Dropout, removed or expelled, without option to return Student was removed from the education system, without choice, for reasons other than health and is not expected to return. |
| 330 | Dropout, withdrew to enroll in non-diploma program Student enrolled in adult education or some type of education program that does not lead toward a diploma. |
| 340 | Dropout, unknown Student is not enrolled, and their status is unknown => these are examples: including students dropped from the rolls for excessive truancy, students absent more than 10 consecutive days, or students who moved without providing further information on their educational status (grade 7- 12). |

Students with a 300* level End Status must also have one of the following Dropout Reasons entered:

| | |
|----|------------------------------|
| 01 | Academic Difficulty |
| 02 | Attendance Difficulty |
| 03 | Economic Reasons |
| 04 | Employment |
| 05 | Expelled |
| 06 | Illness |
| 07 | Job Corps or Similar Program |
| 08 | Language Difficulty |
| 09 | Marriage |
| 10 | Military |
| 11 | Needed at Home |
| 12 | Over Compulsory Age |
| 13 | Pregnancy |

| | |
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| 14 | Poor Personal Relationships |
| 15 | Reached Maximum Age Set by District Policy |
| 16 | Other Known Reason |
| 17 | Unknown Reason |
| 18 | HiSet Pursuing |
| 19 | Suspended, Did Not Return |
| 20 | Harassment/Feeling Unsafe at School |
| 21 | Entered Adult Correctional Facility |
| 22 | Lack of Childcare |
| 23 | Completed HiSet |
| 24 | Transient |
| 25 | Homeless |
| | |

Calculating the Dropout Rate

Dropout rates are calculated by dividing the number of dropouts by the Federal enrollment count in October. 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 | | | % |
| 7-8 Total | | | % |
| 9 | | | % |
| 10 | | | % |
| 11 | | | % |
| 12 | | | % |
| HS Total | | | % |

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 Exiting Collection

This data collection gathers data on students exiting the special education program for various reasons:

| Exit Reason Code | Description |
|------------------|--|
| 01 | Returned to regular education |
| 02 | Moved, known to be continuing |
| 04 | Dropped out |
| 15 | Reached maximum age |
| 22 | Died |
| 23 | Graduated with a diploma – regular requirements |
| 32 | Graduated with a diploma – modified requirements |

For more information on the Special Education Data Collection, please call the Part B Data Manager at (406) 444-4430.

Behavior Data Collection

This data collection gathers information for reporting requirements of the Gun-Free Schools Act, Safe and Drug-Free Schools Act, and the Individuals with Disabilities Education Act. Districts in-school suspensions, out-of-school suspensions, and expulsions, as well as any incident involving drugs, weapons, or violence. The data is collected from school districts at the end each school year.

For more information on the Behavior Collection, please call Special Education Data Specialist at (406) 444-0685 or the Health Enhancement and Safety Data Specialist at (406) 431-0466.

Carl Perkins Vocational Education Concentrators

The Career and Technical Education (CTE) division collects information on students identified as Vocational Education Concentrators under the Perkins V grant. Additional data must be reported for students who have either graduated or dropped out of school in the second quarter of the year following the student's exit from school.

For more information on the Behavior Collection, please call Special Education Data Specialist at (406) 444-5660.

Appendix 1: Dropout Examples

The following table provides a table of situations with indications as to whether the individual is considered a dropout.

| Description | YES | NO |
|--|-----|----|
| Student graduated | | X |
| Student exceeds the maximum age set by district policy | X | |
| Student died (prior to unenrollment from school) | | X |
| Student left school and education status is now unknown, but has no record of graduation, completion of approved program, or death | X | |
| Moved out of district, or out of state and is not known to be in school | X | |
| Moved out of the United States | | X |
| Student transfers to a different education setting with appropriate verification | | |
| Private elementary or secondary school, in or out of state | | X |
| Home school that is registered with the county superintendent | | X |
| State funded school (MT School for the Deaf and the Blind or Pine Hills) | | X |
| Adult education program in a postsecondary school that is not a formal high school program | X | |
| Student enrolls in a program that leads to a high school equivalency exam (HiSet) without an option for a district diploma | X | |
| The student transfers to the Job Corps and the district does not have an interlocal agreement with the facility or the facility is out of state. | X | |
| The student transfers to the Job Corps and the district has an interlocal agreement with the facility. | | X |
| The student enrolls at the MT Youth Challenge program. | | X |
| Enrolled in school, not in attendance | | |
| Verified by the school as a legitimate absence | | X |
| Not verified as a legitimate absence | X | |
| Long-term because of illness and not receiving educational services, e.g., severe physical or emotional illness, treatment center with no education program, | | X |
| Absent because of disciplinary action | | |
| Suspended or expelled with option to return and suspension or expulsion period not yet over | | X |
| Suspension or expulsion period has expired and student has not returned to school | X | |
| Expelled without option to return and not enrolled in another district or K-12 education program | X | |
| Expelled without option to return and enrolled in another district or K-12 education program | | X |
| Student is enrolled in an alternative education setting | | |
| Program administered by agency considered a regular school program or an extension of a regular school district program | | X |
| Program is off-campus offering of regular school district | | X |
| Program not approved or administered by district and classified as adult education | X | |

Appendix 2: Removal of a Student From a Cohort

Cohort List and Counts to Certify for the 2022-23 School Year to certify for state reporting.

Districts may not remove a student from the cohort unless the district follows the process outlined below. If the district does not have the required documentation to support a student transfer the student must be counted as a dropout:

To remove a student from the cohort, a school or LEA must confirm, in writing, that the student transferred out, emigrated to another country, transferred county juvenile detention facility, or is deceased. To confirm that a student transferred out, the school or LEA must **have official written documentation that the student enrolled in another school or in an educational program that culminates in the award of a regular high school diploma**. A student who is retained in grade, enrolls in a HiSet program, is incarcerated in an adult prison or jail, or leaves school for any other reason may not be counted as having transferred out for the purpose of calculating graduation rate and must remain in the adjusted cohort (ESEA sections 1111(h)(1)(C)(iii)(II) and 8101(23), (25) (20 USC 6311(h)(1)(C)(iii)(II) and 7801(23), (25))).

The district should have a process in place to verify that a student has actually enrolled in the school they have transferred to. Examples include:

- In state transfers - Obtain official written documentation that the student has enrolled **and** attended (the student should have an active AIM enrollment in the new school);
- Out of state transfers - Obtain official written documentation that the student has enrolled **and** attended (the school must offer an educational program that will result in a regular high school diploma);
- Out of county transfers - Document that the student left the country, not necessarily that the student enrolled in another educational program (out of country programs may not be equivalent to US programs);
- Homeschool transfers - Obtain official written documentation from the county superintendent that the student **completed the registration process for homeschool** on or after the student's last day of attendance in the district (a prior year homeschool record is not sufficient);
- Private school transfers - Obtain official written documentation that the student has enrolled **and** attended (the student should have an active AIM enrollment in the new school for transfers to a state accredited private school);
- Student died - Obtain local confirmation from the family or an obituary. A death certificate is not required.