Slide 1: Introduction
- Nebraska Overview 2011-12 SY
  - Public School Districts: 254
  - Public and State Operated High Schools: 277
  - Nebraska Student and Staff Record System (NSSRS) is used to collect data through a batch method
  - Data from NSSRS is used for reporting

Notes:

Slide 2: Cohort Reporting Process

Notes:
### Slide 3: Statistics

<table>
<thead>
<tr>
<th>Graduation Cohort Year</th>
<th>Student Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>26271</td>
</tr>
<tr>
<td>2012</td>
<td>25072</td>
</tr>
<tr>
<td>2013</td>
<td>24639</td>
</tr>
<tr>
<td>2014</td>
<td>23452</td>
</tr>
<tr>
<td>2015</td>
<td>22467</td>
</tr>
</tbody>
</table>

### Notes:

- Graduation Cohort Year
- Student Count

### Slide 4: 2011 Cohort Four-Year Graduation Rate

<table>
<thead>
<tr>
<th>Student Groups</th>
<th>Percentage</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td>85.77%</td>
<td>19,303</td>
</tr>
<tr>
<td>Male</td>
<td>83.12%</td>
<td>9,557</td>
</tr>
<tr>
<td>Female</td>
<td>88.54%</td>
<td>9,746</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>63.55%</td>
<td>258</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>82.27%</td>
<td>399</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>89.87%</td>
<td>15,422</td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>69.38%</td>
<td>1,110</td>
</tr>
<tr>
<td>Hispanic</td>
<td>74.05%</td>
<td>2,114</td>
</tr>
<tr>
<td>Students eligible for free and reduced lunch</td>
<td>77.58%</td>
<td>5,716</td>
</tr>
<tr>
<td>Special Education Students</td>
<td>69.48%</td>
<td>1,826</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>52.22%</td>
<td>270</td>
</tr>
</tbody>
</table>

### Notes:

- 2011 Cohort Four-Year Graduation Rate
- Student Groups
### Slide 6: 2011 Cohort Four-Year Graduation Rate (06-25-2012)

<table>
<thead>
<tr>
<th>Enrollment Description</th>
<th>Student Count</th>
<th>Student Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still Enrolled</td>
<td>1598</td>
<td>7.10%</td>
</tr>
<tr>
<td>Dropout</td>
<td>1370</td>
<td>6.09%</td>
</tr>
<tr>
<td>Completer: Regular High School Diploma</td>
<td>19313</td>
<td>85.79%</td>
</tr>
<tr>
<td>Completer: No Regular High School Diploma</td>
<td>23</td>
<td>0.10%</td>
</tr>
<tr>
<td>Not Enrolled; Eligible to Return</td>
<td>203</td>
<td>0.90%</td>
</tr>
<tr>
<td>Reached Maximum Age for Enrollment</td>
<td>5</td>
<td>0.02%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22512</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

**Notes:**

### Slide 7: 2011 Cohort Four-Year Graduation Rate (06-25-2012)

- Still Enrolled
- Dropout
- Completer: Regular High School Diploma
- Completer: No Regular High School Diploma
- Not Enrolled; Eligible to Return
- Reached Maximum Age for Enrollment

**Notes:**
Slide 8: Quality Assurance Practices
- Identifying the Education Systems
  - Information Technology (IT)
  - Accountability (Nebraska Performance Accountability System (Ne-PAS), AYP, PLAS)
- Applying the Quality Assurance Diagnostic Matrix (QADM)
  - Validating data
  - Training data collectors
  - Improving quality practices
  - Evaluating system controls

Taylor, Beaudoin, and Goldschmidt (2007)

Notes:

Slide 9: Challenges
- Working with data from previous years
- District buy-in for new process
- Finalizing the business rules
- Encouraging districts to work with each other
- Promoting a proactive approach in evaluating future Graduation Cohorts

Notes:

Slide 10: Data Variability
- Local Student Information System
- Reorganization of Districts (Unified Districts/Dissolved Districts)
- District interpretation of instructions

Notes:
Slide 11: Evaluating System Controls

Counts of Districts with Errors for the 2011 Cohort Four-Year Graduation Rate vs. 2012 Cohort Four-Year Graduation Rate

<table>
<thead>
<tr>
<th>Description of Errors</th>
<th>2010-11 SY</th>
<th>2011-12 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unresolved Issues</td>
<td>63</td>
<td>32</td>
</tr>
<tr>
<td>Students in Multiple Districts</td>
<td>87</td>
<td>53</td>
</tr>
</tbody>
</table>

Notes:

Slide 12: Fundamental Requirements

- Best practices with the Unique-ID process
  - Ensuring a student only has one active NDE Student ID
  - Assign active NDE Student ID
  - Retire additional NDE Student IDs
- NDE Student ID only has one Graduation Cohort Year
  - Identify students with multiple NDE Student IDs.
    - Produces a complete record of the student to be evaluated for placement in a Graduation Cohort
    - Use a reference table containing active and retired NDE Student ID

Notes:

Slide 13: Published Business Rules

- List of students assigned to a high school grade level
- Identify the Graduation Cohort Year from the Expected Graduation Year in the Student template
- Identify the students with an entry School Enrollment record for Students who transfer into a school after the Graduation Cohort Year is assigned
- Evaluate the placement of a student in a Graduation Cohort based on the School Enrollment records
Slide 14: Validating Data
- Graduation Cohort Analysis Tool (G-CAT)
  - Current Graduation Cohort student list
  - Unresolved Issues/Validation Errors
  - Enroll Info Column
- Enrollment Lookup by ID
- Expected Graduation Year Lookup
- Student Lookup by ID

Notes:

Slide 15: Validating Data
- Get the data from Districts into NSSRS
- Review the Invalid Graduation Cohort Years
- Review Student rosters in a Graduation Cohort
  - Identify students who should be transferred out
  - Identify students who should be transferred in
  - Identify students who should be reported a graduate with a high school diploma
  - Identify students who should be reported a graduate without a high school diploma
- Review the Student rosters for the demographic groups

Notes:

Slide 16: Training Data Collectors
- Data Quality Campaign
  - Trainers are regional by ESUs
- Workdays – Graduation Cohort Training
- Videos – pre-recorded
- Adobe Connect – online training
- Documentation – Guidance, Quick Reference Guides, Template Instructions, FAQ’s.
- Data Academies

Notes:

Slide 17: Video Demonstration of Cohort Tools

Notes:
Slide 18: NSSRS Validation Errors and Warnings

<table>
<thead>
<tr>
<th>Validation No.</th>
<th>Validation Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>Students with no School Enrollment Record- Student Template</td>
</tr>
<tr>
<td>65</td>
<td>Students with no School Enrollment Record – October Student Snapshot Template</td>
</tr>
<tr>
<td>300</td>
<td>More Than One Withdrawal Enrollment Code Using The Maximum Enrollment Date At The Same School And On The Same Day.</td>
</tr>
<tr>
<td>438</td>
<td>Intra-District Transfer Without A Following Entry Enrollment Record</td>
</tr>
<tr>
<td>439</td>
<td>No Current School Enrollment Record for a High School Student Enrolled In The Previous Year</td>
</tr>
<tr>
<td>440</td>
<td>Invalid Expected Graduation Year in the Student template for the Student in 9th Grade.</td>
</tr>
<tr>
<td>443</td>
<td>Students enrolled in high school have a blank value in the Expected Graduation Year field in the Student Template</td>
</tr>
<tr>
<td>447</td>
<td>Expected Graduation Year less than Cohort Four-Year Graduation calculation. (Warning)</td>
</tr>
<tr>
<td>460</td>
<td>Student’s School Enrollment Records Show An “In” and “Out” Record On The Same Day.</td>
</tr>
</tbody>
</table>

Notes:

Slide 19: Reviewing the Cohort Data
- Validation errors concerning possible dropouts;
  - Error 495 “Not Enrolled, Eligible to Return” Not Found in Subsequent School.
    - Student is a potential Dropout.
  - Error 498 “Not Enrolled, Eligible to Return” or “Dropout” Found in the Subsequent School Year.
    - Student is a potential Transfer Out.

Notes:

Slide 20: Making Corrections
- If the corrections are for the current year, upload is completed by the district.
- If the corrections are for previous years, use the Graduation Cohort Resolution Request tool in the Consolidated Data Collection (CDC). This goes to the helpdesk.

Notes:
Slide 21: Resources

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
</table>

Notes:

Slide 22: Acknowledgements

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