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Alternative Graduation Data Indicator for Alternative Schools



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Alternative Graduation Data Indicator

- The PSAA Advisory Committee requested the CDE and the TDG develop an alternative graduation data indicator for ASAM schools and charter schools with a large percentage of credit deficient students



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Current ASAM Criteria

- A school is automatically eligible to participate in the ASAM if it is an alternative school serving high-risk students (as explicitly defined in the *Education Code [EC]*). These schools are:
 - Continuation
 - County or District Community Day Opportunity
 - County Community
 - Juvenile Court
 - California Education Authority, Division of Juvenile Justice



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Current ASAM Criteria (Cont.)

- Additionally, other alternative schools that may serve high-risk students, but are not explicitly required to do so in the *EC*, include (1) alternative schools of choice and (2) charter schools. These schools must have at least **70%** of the school's total enrollment comprised of high-risk groups to be eligible for ASAM. The high risk groups include:
 - Expelled
 - Suspended
 - Pregnant and/or Parenting



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Current ASAM Criteria (Cont.)

- Wards of the Court (or dependents of the court)
- Recovered Dropouts
- Habitually Truant or Habitually Insubordinate and Disorderly
- Retained More Than Once in Kindergarten Through Grade Eight
- Based on current criteria, credit deficiency is not considered and does not qualify a school for ASAM
- See “Background on Alternative Schools Accountability Model Schools Phase II Proposal” handout



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Proposed Alternative Method

- Use grade 12 graduation data only.
Compare the following two API scenarios for ASAM and charter high schools:

API_{1-Year}:

API with full assessments and 1-Year of graduation data based on grade 12 students. (The 1-Year captured all grade 12 students enrolled as of Fall Census Day in October 2011.)

API_{4-Year}:

API with full assessments and 4-Year cohort graduation data. (The 4-Year cohort is the current published cohort rate where grade 9 students are tracked.)



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Simulation Criteria

Point Structure:

Graduate with Diploma*	Special Education Certificate	High School Equivalency Test	Non-Graduate
1000	1000	800	200

Bonus Point Structure at the School Level Only:

Graduate API Pts.	+	Bonus Points Added			=	Maximum API Pts. Earned**
		EL	SWD	SED		
1000		50	50	50		1150

*California High School Proficiency Examination (CHSPE) contributes 1000 API Points

**School-level capped at 1000 API points



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Simulation Criteria (Cont.)

- Graduation Data Weights
 - ASAM Schools: 10%
 - Charter Schools: 10%



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Simulation Criteria (Cont.)

(a) ASAM/charter high schools with 4-Year Graduation Data	2,736
(a.1) Schools with ≥ 11 graduates	1,527
(b) ASAM/charter high schools with 1-Year Graduation Data	2,470
(b.1) Schools with ≥ 11 graduates	2,090
(c) ASAM/charter high schools with a valid 2012 Growth API (≥ 11 valid scores based on assessment data)	557
ASAM/charter high schools in (a.1), (b.1), (c)	299
Total high schools for analysis	299

ASAM High Schools	200
Charter High Schools	99



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Simulation Criteria For Grade 12 Graduation Data

- Simulation 1:
 - Grade 12 students still enrolled are not considered dropouts, but are **included** as non-graduates and **receive 200 points**
- Simulation 2:
 - Grade 12 students still enrolled are not considered dropouts, and are **excluded** from the calculation



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Comparison Method

- Compare the difference between the $API_{1\text{-Year}}$ and the $API_{4\text{-Year}}$
- A positive difference indicates better performance with the 1-Year graduation data
- A negative difference indicates better performance with the 4-Year cohort graduation data



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ASAM High School API Difference Between 1-Year and 4-Year API with Graduation Data (Students Still Enrolled Receive 200 Points)

API Difference	Number of Schools	API Difference	Number of Schools
-100 to -51	4	0 to 5	13
-50 to -26	24	6 to 10	10
-25 to -21	7	11 to 15	15
-20 to -16	12	16 to 20	17
-15 to -11	7	21 to 25	11
-10 to -6	7	26 to 50	33
-5 to -1	16	51 to 100	21
		100 to 200	3
		Total	200



62% of the schools had a positive difference using the 1-Year graduation data versus the 4-Year.

Simulation 1



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Charter High School API Difference Between 1-Year and 4-Year API with Graduation Data (Students Still Enrolled Receive 200 Points)

API Difference	Number of Schools	API Difference	Number of Schools
-100 to -51	1	0 to 5	50
-50 to -26	1	6 to 10	10
-25 to -21	--	11 to 15	6
-20 to -16	--	16 to 20	1
-15 to -11	1	21 to 25	--
-10 to -6	2	26 to 50	1
-5 to -1	21	51 to 100	4
		100 to 200	1
		Total	99



74% of the schools had a positive change difference using the 1-Year graduation data versus the 4-Year.

Simulation 1



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ASAM High School API Difference Between 1-Year and 4-Year API with Graduation Data (Students Still Enrolled are Not Included)

API Difference	Number of Schools
-100 to -51	2
-50 to -26	12
-25 to -21	4
-20 to -16	6
-15 to -11	10
-10 to -6	10
-5 to -1	12
-5 to -1	12

API Difference	Number of Schools
0 to 5	10
6 to 10	11
11 to 15	14
16 to 20	14
21 to 25	13
26 to 50	48
51 to 100	30
100 to 200	4
Total	200
Total	200



72% of the schools had a positive difference using the 1-Year graduation data versus the 4-Year.

Simulation 2

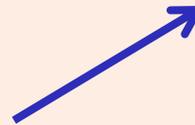


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Charter High School API Difference Between 1-Year and 4-Year API with Graduation Data (Students Still Enrolled are Not Included)

API Difference	Number of Schools
-100 to -51	1
-50 to -26	1
-25 to -21	--
-20 to -16	--
-15 to -11	1
-10 to -6	2
-5 to -1	17

API Difference	Number of Schools
0 to 5	48
6 to 10	15
11 to 15	6
16 to 20	1
21 to 25	--
26 to 50	2
51 to 100	4
100 to 200	1
Total	99



78% of the schools had a positive difference using the 1-Year graduation data versus the 4-Year.

Simulation 2



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Discussion

- Incorporating 1-Year instead of 4-Year graduation data for ASAM and charter high schools increases the API for most schools under all scenarios



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Advantages and Disadvantages

- **Pros:**
 - Using 1-Year takes into account all grade 12 students regardless of how long it took the students to graduate
 - Using 1-Year and assigning 200 points for students who do not graduate holds schools accountable for the appropriate placement of students



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Advantages and Disadvantages (Cont.)

- **Con:**
 - Schools would not be held accountable for students who dropout of school in grades 9 through 11



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Questions and/or Comments