California Practitioners Advisory Group Meeting

Item 2: Proposed One-Year Graduation Rate

Analysis, Measurement, and Accountability Reporting Division

April 26, 2018

Tom Torlakson
State Superintendent of Public Instruction

Modified Methods for DASS Schools

- Beginning in 2018, all DASS schools will receive a California School Dashboard (Dashboard) report.

  – DASS schools did not receive a 2017 Spring or Fall Dashboard.

- DASS schools will be held accountable for **all** state indicators currently reported in the Dashboard.

- However, "modified methods" will be used for select state indicators.

  – To more fairly evaluate the success and progress of alternative schools that serve high-risk students.

DASS: Dashboard Alternative School Status

Modified Methods for DASS Schools (Cont.)

- In collaboration with the John W. Gardner Center at Stanford University, the California Advisory Task Force for Alternative Schools (Task Force) was developed.
  - Members include representatives from county offices of education, school districts, juvenile court schools, special education local plan areas, and DASS charter schools.

- The Task Force held its first meeting in May 2017 and has met five times. At each meeting, Task Force members reviewed simulations for a one-year graduation rate.

One-Year Graduation Rate

Graduation Rate Indicator

- The Dashboard currently uses a **four-year** cohort graduation rate for the Graduation Rate Indicator for non-alternative schools.

    – Not appropriate to use for DASS schools who serve highly mobile and credit deficient students.

- A proposal was made to use a **one-year** graduation rate for DASS schools.

Four-Year vs. One-Year

Students who are counted as **graduates** differ:

4-Year Graduation Rate (Used for Graduation Rate Indicator)	1-Year Graduation Rate (Modified Method)
• Standard diploma	• Standard diploma • High school equivalency certificate (e.g., *GED) • Special education certificate • Early graduates (grade eleven students graduate by end of year) *GED: General Educational Development

One-Year Graduation Rate (Academic Year)

- The Task Force recommended a methodology for calculating the one-year rate:

  - Use two academic years:

    - Non-graduates: July 1 through June 30

    - Graduates: August 16 through August 15

One-Year Graduation Rate (Enrollment)

- Minimum enrollment requirement

  - Most graduates are required to be enrolled 90 calendar days without a gap of more than 30 consecutive calendar days. (Note: includes holidays and weekends).

  - Adults, foster youths, and students who receive specialized services who graduate must be enrolled at least 30 consecutive calendar days.

  - Summer graduates (those who graduate between July 1 through August 15) do not have an enrollment requirement.

Which Students Are Included in Numerator for One-Year Rates?

Must meet **all** of the following requirements:

1. Grade requirement

2. Certificate requirement

3. Enrollment days requirement

Grade Requirement

To meet this requirement, a student must:

Be in grade eleven or twelve (Note: only grade eleven students are counted as early graduates)

OR

Have an adult status in CALPADS

OR

Have an un-graded secondary status in CALPADS (Note: ungraded will no longer be a CALPADS option for the 2018-19 school year)

Certificate Requirements

To meet this requirement, a student must:

Receive a standard diploma OR Receive a high school equivalency certificate (e.g., GED) OR Receive a special education certificate of completion OR Receive an adult education high school diploma

Enrollment Days Requirement

To meet this requirement, a student must:

Be in grade twelve and have a 10 enrollment status code in CALPADS. These students must:
- Be enrolled for at least 90 consecutive calendar days, with an enrollment gap ≤ 30 days
- Not include Foster Youth

OR

Be a summer graduate:
- These students must graduate between July 1 to August 15
- No minimum enrollment requirement

OR

Be an adult, ungraded secondary, Foster Youth, early graduate, or have a 40 enrollment status code in CALPADS. These students must:
- Be enrolled at least 30 consecutive calendar days.

Education Status Code 10: Primary enrollment status in CALPADS
Education Status Code 40: Specialized services enrollment status in CALPADS

Which Students Are Included in Denominator for One-Year Rates?

Students in DASS schools that are:

- **Graduates** (including summer graduates)
- Grade 12 **non-graduates** enrolled for at least 90 consecutive calendar days between July 1 to June 30, **and**:
  - Did not receive an approved certificate
  - Dropped out
  - Lost transfer (transferred to another CA school but did not show)

Eligible DASS Schools

- Because DASS schools have smaller student populations, the Task Force recommended an *n* size of 15. Therefore, one-year rates were produced for any DASS school with a cohort of 15 or more students.

Graduation Cohort Year	# High Schools	# DASS Schools	# DASS Schools with One-Year Rate Calculations
2015-16	2,782	849	596
2016-17	2,686	846	583

Statewide Graduation Rates: One-Year vs. Four-Year

Subject	Four-Year 2015-16 (#Schls=605)	One-Year 2015-16 (#Schls=596)	Four-Year 2016-17 (#Schls=614)	One-Year 2016-17 (#Schls=583)
Graduation Rate	41.1%	53.8%	42.3%	55.2%
# Students in Cohort	63,008	68,377	63,702	64,097
# Graduates	25,919	36,819	26,913	34,465

Note: The four-year rates were calculated based on DASS schools only. The 2016-17 DASS list was used to determine the DASS schools for the one-year and four-year rates in both years.

Status and Change Distributions

- See Handout 1 for Status and Change distributions

- One-year graduation rates decreased slightly from Class of 2016 to Class of 2017

- Change between Class of 2016 and Class of 2017:

  – Negative change was higher

  – Positive change was lower

One-Year Cohort Size

- Simulations conducted based on one-year cohort size.

- Three size groups:

  – Between 15 and 29 students

  – Between 30 and 149 students

  – 150 students and more

See Handouts 2 and 3 for Status and Change distributions.

Analysis: One-Year Cohort Size

- Status

  - Large schools had lowest rates overall for 2016 and 2017 graduating classes

- Change

  - Very Small schools (15 to 29 students) had most substantial Change at both ends of the distributions (positive and negative)

Charter/Non-Charter Schools

- Simulations conducted for charter and non-charter schools.

- See Handouts 4 and 5 for Status and Change for distributions.

Analysis:
Charter/Non-Charter Schools

- Status

  - Non-charter schools had higher one-year graduation rates than charter schools

- Change

  - Charter schools had less negative change and more positive change than non-charter schools

Discussion Question One

- For accountability purposes, is the 90 day enrollment requirement:
  a. A sufficient number of days
  b. Too many days
  c. Too few days

Discussion Question Two

- The Technical Design Group (TDG) is concerned about the proposal to reduce the *n*-size from 30 to 15. They appreciate the Task Force's desire to give up some accuracy in order to increase the number of DASS schools that receive a Dashboard. However, the TDG indicated they would only support the *n*-size of 15 if it was applied to all state indicators for DASS schools. What are the CPAG members thoughts on this issue?

Feedback and Questions

- Do you have any feedback or refinement suggestions regarding the growth model?
- Do you have any questions regarding next step?