

One-Year Graduation Rate for Alternative Schools



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Modified Methods for Dashboard Alternative School Status (DASS) Schools

Dashboard Reports for DASS Schools

- Beginning in 2018, all DASS schools will receive a Dashboard report.
 - DASS schools did not receive a 2017 Spring or Fall Dashboard.
- Data from DASS schools will be included in their local educational agency (LEA) Dashboard report.

Modified Methods for DASS Schools

- 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.

Alternative Schools Taskforce

- In collaboration with the John W. Gardner Center at Stanford University, the California Advisory Task Force for Alternative Schools (Task Force) was convened in 2017 and met several times throughout the year.
 - Members include representatives from school districts, county offices, juvenile court schools, special education local plan area, DASS charter schools.
- The Task Force reviewed the state indicators and decided to start with two: Graduation Rate and the College/Career Indicator.

One-Year Graduation Rate for DASS Schools Only



Graduation Rate Indicator

- The Dashboard currently uses a **four-year** cohort graduation rate for the Graduation Rate Indicator for non-alternative schools.
 - This measurement is not appropriate to use to evaluate DASS schools who serve highly mobile and credit deficient students.
- The Task Force proposed, and the State Board of Education approved, using 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)
<ul style="list-style-type: none">• Standard diploma	<ul style="list-style-type: none">• Standard diploma• High School Equivalency certificate (e.g., *GED)• Special education certificate• Adult education diploma• Early graduates (grade eleven students) <p>*GED: General Educational Development</p>

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
(includes
CHSPE)

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 an enrollment status code of 10 in CALPADS. These students must:

- Be enrolled for at least 90 consecutive calendar days **prior to graduating**, with an enrollment gap \leq 30 days

OR

Be a graduate in July, August, or September

- No enrollment requirement

OR

Be an adult, ungraded secondary, Foster Youth, grade 11 graduates, or have a 40 enrollment status code in CALPADS. These students must:

- Be enrolled at least 30 consecutive calendar days **prior to graduating**.

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 twelve **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)

Summer Graduates

- Students who graduate between July 1 to August 15 are included in the current graduating class as a summer graduate:
 - A student who graduated on July 15, 2018 would be included in the graduating class of 2018.
- Students who graduate after August 15 are included in the next graduating class:
 - A student who graduated on August 16, 2018 would be included in the graduating class of 2019.

Student Scenarios

- Using the prior six slides as a reference, the following section provides examples of determining graduates and non-graduates. They also identify which students would be included or excluded in the one-year graduation rate.

Scenario 1: Determining a Graduate

Student	Enrollment	Counted as a Graduate?
<p>Albert is a grade twelve student.</p>	<p>He enrolls in a DASS school in March and stays enrolled for 80 days and then earns a standard diploma before exiting out of the school.</p>	<p>Albert is counted neither as a graduate nor a non-graduate at the DASS school. He is not included in the denominator. Because students must be enrolled for at least 90 consecutive calendar days <i>prior to graduating</i>, Albert does not meet the criteria to be included in the calculations for the one-year graduation rate.</p> <p>However, if Albert was enrolled for at least 90-days and earned a standard diploma before exiting out of the school, he would be counted as a graduate at the DASS school.</p>

Scenario 2: Summer School Graduate

Student	Enrollment	Counted as a Graduate?
<p>Brittany, a grade twelve student, enrolls in a DASS school during the first week of May.</p>	<p>By June 16, when the school year ends, she has not graduated. She enrolls in the school's summer school program on July 5 and receives a standard diploma on August 11.</p>	<p>Brittany is counted as a graduate at the DASS. Although Brittany does not have a total of 90 days of consecutive enrollment at the DASS school, she is still counted as a graduate because there is no enrollment requirement for summer school graduates.</p>

Scenario 3: Foster Youth

Student	Enrollment	Counted as a Graduate?
<p>Doug is a foster youth student.</p>	<p>He enrolls in a DASS school during the first week of May and earns a GED, on June 16, when the school year ends.</p>	<p>Doug is counted as a graduate at the DASS school because the criteria for graduates at DASS schools include passage of a California High School Equivalency Test (i.e., GED, HiSET, and TASC).</p> <p>Although Doug does not have a total of 90 days of consecutive enrollment at the DASS school, he is still counted as a graduate because the minimum enrollment for foster youth students is 30 consecutive calendar days.</p>

GED: General Educational Development
HiSET: High School Equivalency Test
TASC: Test Assessing Secondary Completion

Scenario 4: Enrollment Gap

Student	Enrollment	Counted as a Graduate?
Oliver is a grade twelve student.	He enrolls in a DASS school in September and exits in January. He reenters the same DASS school during the first week of May and graduates, with a GED, on June 16, when the school year ends.	Doug is not counted as a graduate at the DASS school because the enrollment gap (between January and May) is more than 30 consecutive calendar days, so he does not meet the enrollment requirement of 90 consecutive days.
Jade is a grade twelve student.	She enrolls in a DASS school in September and exits in December. She reenters the same DASS school on March 1 and earns a GED, on June 16, when the school year ends.	Jade is counted as a graduate at the DASS school because, although the enrollment gap is more than 30 consecutive calendar days, she has more than 90 consecutive days of enrollment after she reenters.

Scenario 5: Graduating Before 90 Days

Student	Enrollment	Counted as a Graduate?
<p>Rachel is a grade twelve student.</p>	<p>She enrolls in a DASS school in September and earns her HiSET in mid-October. She remains at the school through June.</p>	<p>Rachel is counted as a non-graduate at the DASS school because, although she received her HiSET at the school, she earned it before meeting the 90-day consecutive calendar enrollment requirement. She is included in the denominator but not the numerator of the graduation rate.</p>

Scenario 6: Counting Enrollment Days

Student	Enrollment	Counted as a Graduate?
<p>Darryl is a grade twelve student.</p>	<p>He enrolls in a DASS school in September for ten days. He then exits for twenty days. He reenters in the same DASS school and enrolls for 50 days. He exits again for 25 days. He reenrolls for the same DASS school for 30 days and graduates with a standard diploma.</p>	<p>Darryl is counted as a graduate at the DASS school because: (1) he was enrolled at the school for 90 calendar days, and (2) each of his enrollment gaps was less than 30 days.</p>

Student Transfers: Which School Is Held Accountable?

- If a student transfers between schools (i.e., between a traditional and DASS school or from one DASS school to another), only **the last school** is held accountable for student's graduation status.
 - If the last school of record is a DASS school, then it must meet all criteria for the one-year graduation rate.

Scenario: Transfer to Traditional School

Student	School 1	School 2	Which Graduation Rate is the Student Attributed to?
<p>Marcie is a grade 12 student who enrolled in two schools during her senior year.</p>	<p>She enrolled in a DASS school for 120 days</p>	<p>She then transferred to a traditional school for the last 30 days* and received a standard diploma.</p>	<p>Marcie is included in the graduation rate for the traditional school only and is counted as a graduate (included in both numerator and denominator).</p>
<p>Eric is a grade 12 student who enrolled in two schools during his senior year.</p>	<p>He enrolled in a DASS school for 120 days</p>	<p>He then transferred to a traditional school for the last 30 days but did not graduate.</p>	<p>Eric is included in the graduation rate for the traditional school only and is counted as a non-graduate (included in (denominator only)).</p>

*Remember that there is no minimum enrollment requirements for traditional schools. The traditional school is accountable for the student's graduation status because that is last school that the student attended.

Scenario: Transfer to DASS School

Student	School 1	School 2	Which Graduation Rate is the Student Attributed to?
<p>Joe is a grade twelve student who completed his senior year at a traditional school.</p>	<p>Joe did not graduate at the end of his senior year.</p>	<p>Joe enrolled in summer school at a DASS school. In early August (and after being enrolled for 60 days), Joe received a standard diploma.</p>	<p>Joe is counted as a graduate at the DASS school. (Reminder: There are no minimum day enrollment requirements for summer school.)</p> <p>Joe is counted as a non-graduate at the traditional school (i.e., he is included in the denominator but not the numerator).</p>

Scenario: Multiple School Transfers

Student	School 1	School 2	School 3	Which Graduation Rate is the Student Attributed to?
Melanie is a grade twelve student who transferred twice during her senior year.	For the first four months of the academic year, she enrolled in a DASS school.	In December, she transferred to a traditional high school, where she was enrolled for 95 days.	In March, she transferred to a new DASS school for the remainder of the year (June 30) but did not graduate.	Since Melanie was enrolled at School 3 (a DASS school) for at least 90 consecutive calendar days, and it was the last school of record, School 3 is accountable. She is counted as a non-graduate at School 3 (i.e., included in denominator but not numerator).

Scenario: Graduating Before Transfer

Student	School 1	School 2	School 3	Which Graduation Rate is the Student Attributed to?
<p>Marc is a grade twelve student who transferred twice during his senior year.</p>	<p>For the first four months of the academic year, he enrolled in a traditional school.</p>	<p>In December, he transferred to a DASS school, and, after enrolling for 60 days, received a GED.</p>	<p>In February, he transferred to a new DASS school for the remainder of the year (June 30) and did not receive additional graduation certificates.</p>	<p>Although Marc received a GED at School 2, he was not enrolled there for 90 consecutive calendar days. Therefore, School 2 cannot count Marc as a graduate. School 3 is the last record of enrollment, and Marc was enrolled there for at least 90 days. Therefore, he is counted as a non-graduate at School 3 (i.e., included in denominator but not numerator).</p>

Status and Change Cut Scores

- The Task Force recommended setting separate Status and Change cut scores for the one-year graduation rate.
 - Status will be based on Class of 2018 (i.e., students who were enrolled in grade twelve during the 2017–18 school year)
 - Change will be the difference between Class of 2018 and Class of 2017.
- The CDE continues to obtain stakeholder input on the recommended cut scores, including technical validity from the Technical Design Group. Final recommendations on the cut scores will be presented to the State Board of Education at their November 2018 meeting for consideration.

Performance Levels (Colors)

- To receive a performance level (or color), DASS schools must have at least **30 or more** students in both the current and prior year.
 - As with non-DASS schools, the “30 or more” determination differs for each state indicator. For example:
 - **Graduation Rate Indicator:** Based on the students in the one-year graduation cohort
 - **Suspension Rate Indicator:** Based on cumulative enrollment

Rolling Up to the LEA Level

- All DASS schools' one-year graduation rates will be aggregated to their LEAs' graduation rates.
 - **Exception:** Because charter schools are treated as LEAs under Local Control Funding Formula (LCFF), DASS **charter** school one-year graduation rates *will not be rolled up* to their authorizer's graduation rates.
- **Please note that *no decisions* have been made on the aggregation.** The CDE continues to obtain stakeholder input on the aggregation, including technical validity from the Technical Design Group.

Dashboards for County Offices of Education

- Because county offices of education (COEs) operate DASS schools, they did not receive a Spring or Fall 2017 Dashboard.
- However, since DASS schools will receive a 2018 Dashboard, COEs will too.
 - Their Dashboard results for each state indicator will be an aggregate of each of their DASS schools' results.

Modified Method for Other State Indicators

Modified Methods for the College/Career Indicator

- Task Force and CCI Work Group have been working on new career measures for both DASS and non-DASS schools.
 - Scheduled for collection in CALPADS beginning with the 2018–19 school year.
 - May ***potentially*** be included in the 2019 Dashboard only after analyzing the data and receiving input from stakeholder groups.
- More information regarding collection of these measures will be provided to Accountability and CALPADS LEA Coordinators in the coming year.

Modified Methods for Remaining State Indicators

- The CDE will be working with the Task Force and other stakeholder groups on whether modified methods should be developed for additional state indicators (i.e., Suspension Rate, English Learner Progress, etc.) in 2019.

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