

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 for the first time that provides a performance rating or “color” for all state indicators.
- Data from DASS schools will be included in their local educational agency (LEA) Dashboard report.
 - **Exception:** DASS Charter schools are defined as LEAs, therefore, charter school data is not included in their authorizer’s 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 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.

Grade 12 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 evaluate DASS schools who serve highly mobile and credit deficient students.
- The Task Force proposed, and the State Board of Education approved, using a **grade 12** graduation rate for DASS schools.

Four-Year vs. DASS Graduation Rate

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

4-Year Cohort Graduation Rate

(Used for Graduation Rate Indicator)

- Standard diploma

DASS Grade 12 Graduation Rate

(Modified Method)

- Standard diploma
- High School Equivalency certificate (e.g., GED*)
- Adult education diploma
- Early graduates (grade eleven students)
- California High School Proficiency Exam (CHSPE)
- Special Education Certificate (If students are under the age of 20, they must be eligible to take the California Alternate Assessments)

*GED: General Educational Development

Which Students Are Included in Numerator for the DASS Graduate 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 twelve or eleven
(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 the CHSPE)

OR

Receive a high school equivalency certificate (e.g., GED)

OR

Certificate of Completion plus be eligible for the California Alternate Assessment if under the age of 20

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 primary enrollment status in CALPADS. These students must be enrolled for at least 90 cumulative calendar days, with an enrollment gap \leq 30 days

OR

Be a summer graduate in July, August or September (no minimum enrollment requirement).

OR

Be an adult, ungraded secondary, Foster Youth, Homeless, grade 11 graduate, or receive specialized services. These students must be enrolled at least 30 cumulative calendar days

90 Cumulative Calendar Days – Example 1

Harold, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.



Enrolled for
30 days

Exited for
15 days

Re-enrolled
for 20 days

Exited for
29 days

Re-enrolled
for 40 days

Because the total number of days enrolled was 90 days (30 + 20 + 40), and no single break in enrollment was equal to or greater than 30 days, Harold meets the 90 cumulative calendar day requirement.

90 Cumulative Calendar Days – Example 2

Jorge, a grade twelve student, was enrolled at a DASS school. He had the following number of enrollment and exit days at that DASS school.



Enrolled for
30 days

Exited for
31 days

Re-enrolled
for 20 days

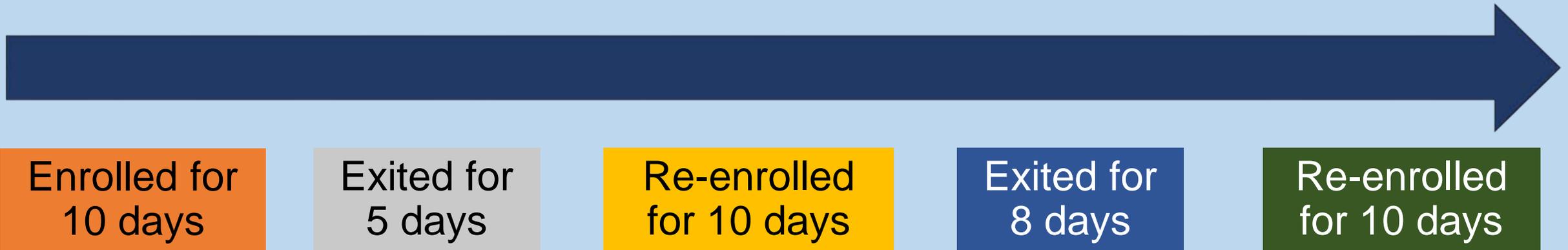
Exited for
29 days

Re-enrolled
for 40 days

Although Jorge has a total cumulative enrollment of 90 days (30 + 20 + 40), he had an enrollment gap of **31 days**. Because the gap was greater than 30 days, we must begin counting again **after the gap**: $20 + 40 = 60$. The enrollment requirement is **not met**.

90 Cumulative Calendar Days – Example 3

Kendra, a grade twelve Foster Youth graduate, was enrolled at a DASS school. She had the following number of enrollment and exit days at that DASS school.



Because the total number of days enrolled was 30 days (10 + 10 + 10), and Kendra meets the 30 cumulative calendar day requirement.

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 cumulative 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 from July 1 through 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 ten 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 DASS 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 cumulative calendar days prior to <i>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 in the district, he would be counted as a graduate at the district level.</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 cumulative 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 cumulative enrollment at the DASS school, he is still counted as a graduate because the minimum enrollment for foster youth students is 30 cumulative 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?
<p>Oliver is a grade twelve student.</p>	<p>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.</p>	<p>Doug is not counted as a graduate at the DASS school because the enrollment gap (between January and May) is more than 30 calendar days, so he does not meet the enrollment requirement of 90 cumulative days.</p>
<p>Jade is a grade twelve student.</p>	<p>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.</p>	<p>Jade is counted as a graduate at the DASS school because, although the enrollment gap is more than 30 calendar days, she has more than 90 cumulative days of enrollment after she reenters.</p>

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 and exits. She re-enrolls in January and remains at the school through June without earning a standard diploma.</p>	<p>Rachel is counted neither as a graduate or a non-graduate at the DASS school because, although she received her HiSET at the school, she earned it before meeting the 90-day cumulative calendar enrollment requirement. She is excluded from the graduation rate calculation for the school.</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 does not earn a diploma or certificated.</p>	<p>Darryl is counted as a non graduate at the DASS school because: (1) he was enrolled at the school for 90 cumulative calendar days, and (2) each of his enrollment gaps was less than 30 days, and (3) he did not earn a diploma or certificate.</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 four-year 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 four-year 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?
Joe is a grade twelve student who completed his senior year at a traditional school.	Joe did not graduate at the end of his senior year.	Joe enrolled in summer school at a DASS school. In early August received a standard diploma.	Joe is counted as a graduate at the DASS school . (Reminder: There are no minimum day enrollment requirements for summer school.)

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 was 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 cumulative 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 was 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 cumulative 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 cumulative 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 SBE approved the recommended cut scores at the November 2018 meeting.

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 Grade 12 graduation cohort
 - **Suspension Rate Indicator:** Based on cumulative enrollment

DASS Graduation Rate Five-by-Five Grid

Although the cut scores differ, the same five-by-five colored table approved for Graduation Rate Indicator for non-DASS schools and districts will be applied to DASS schools.

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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