



High School Graduation Rate in Accountability

IL TAC

June 5, 2024



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Introduction

- Graduation rate is a prominent part of the high school accountability model with a nominal weight of 50%
- While several aspects of graduation rate are constrained by ESSA, ISBE wants to explore approaches to
 1. *Meaningfully differentiate school performance*
 2. *More fully account for the range of valued high-school outcomes*

Focus Questions for TAC

- What revisions to the approach for calculating graduation rate and/or including it in the model should ISBE consider and why?
- Are there any supplemental approaches to include a wider range of readiness outcomes ISBE should consider?
- What additional evidence should be reviewed to inform the decision?

ESSA Graduation Rate Requirements

- For public schools in the state the four-year adjusted cohort graduation rate
- At the state's discretion, the extended-year adjusted cohort graduation rate
 - Extended year rate may be used in addition to but not in place of the four-year rate

Four Year Adjusted Cohort Graduation Rate

4 year cohort graduates in year X

[First time 9th graders in year X-4] + [Transfers In] – [Verified Transfers Out] – [Excluded from Cohort]

Federal Diploma Requirements

- Federal requirements stipulate that the graduation rate must be based on students earning a regular high school diploma which is, “the standard high school diploma awarded to the preponderance of students in a State that is fully aligned with the State’s standards.”
- Excluded
 - General equivalency diploma
 - Modified diploma
 - Certificate of completion
 - Certificate of attendance or diploma based on meeting IEP goals

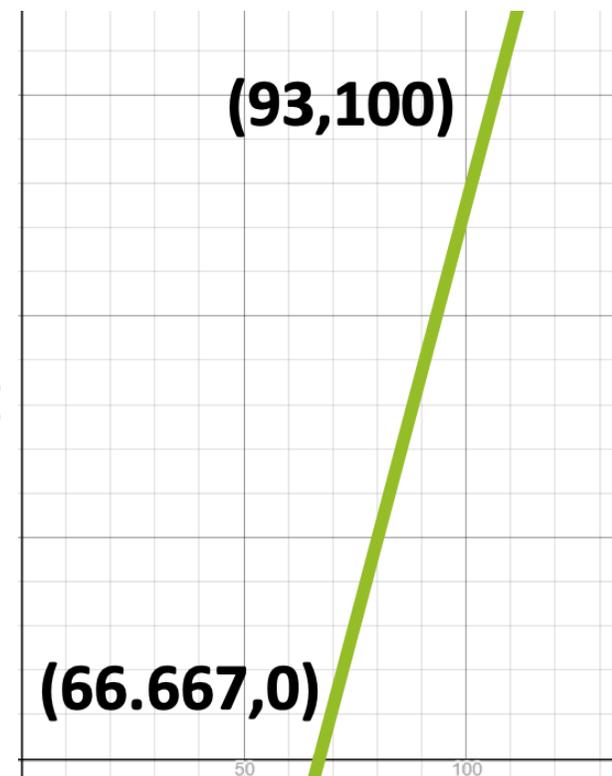
State Defined Alternate Diploma

- There is a provision for a state-defined alternate diploma for students with significant cognitive disabilities who take the AA-AAS provided it is standards-based and aligned with the requirements for the regular high-school diploma
- According to a 2019 NCEO report currently 8 states have or are working on a state defined alternate diploma.
- Illinois does not offer a state defined alternate diploma.
- ESSA does allow qualifying students working toward this diploma to be excluded from the 4 year cohort and reassigned to their exit year as long as it is obtained within the time period for which the state ensures the availability of free appropriate public education (FAPE).

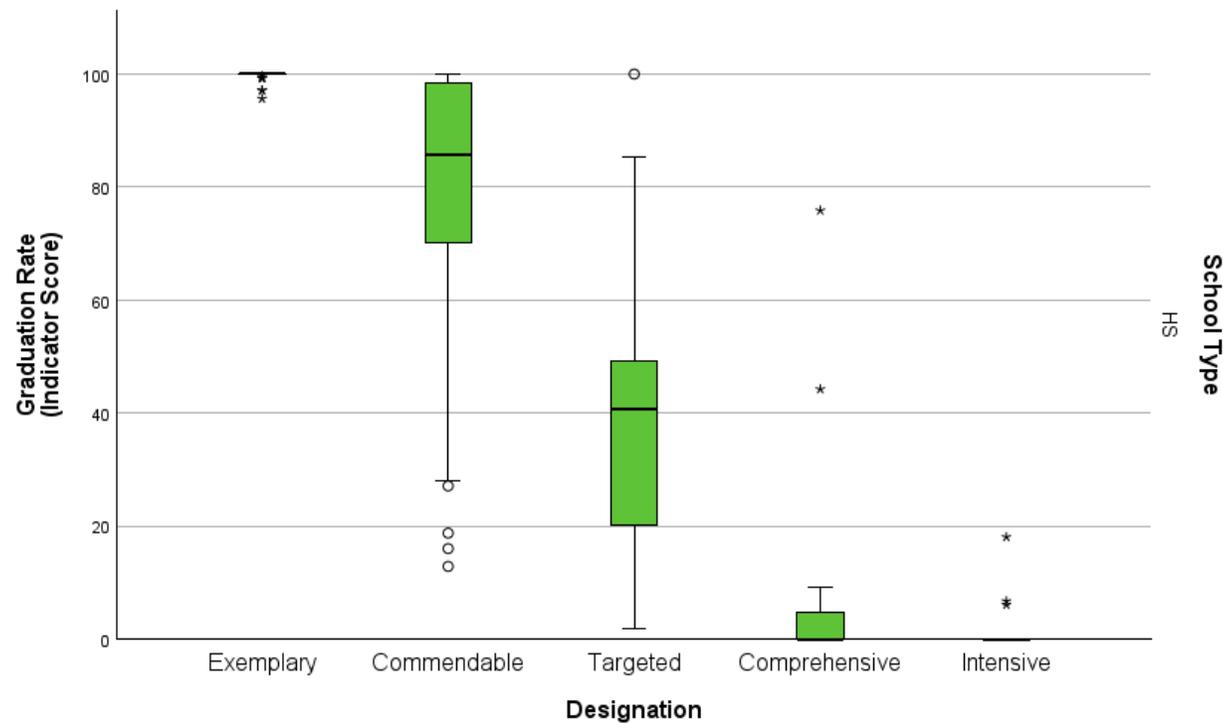
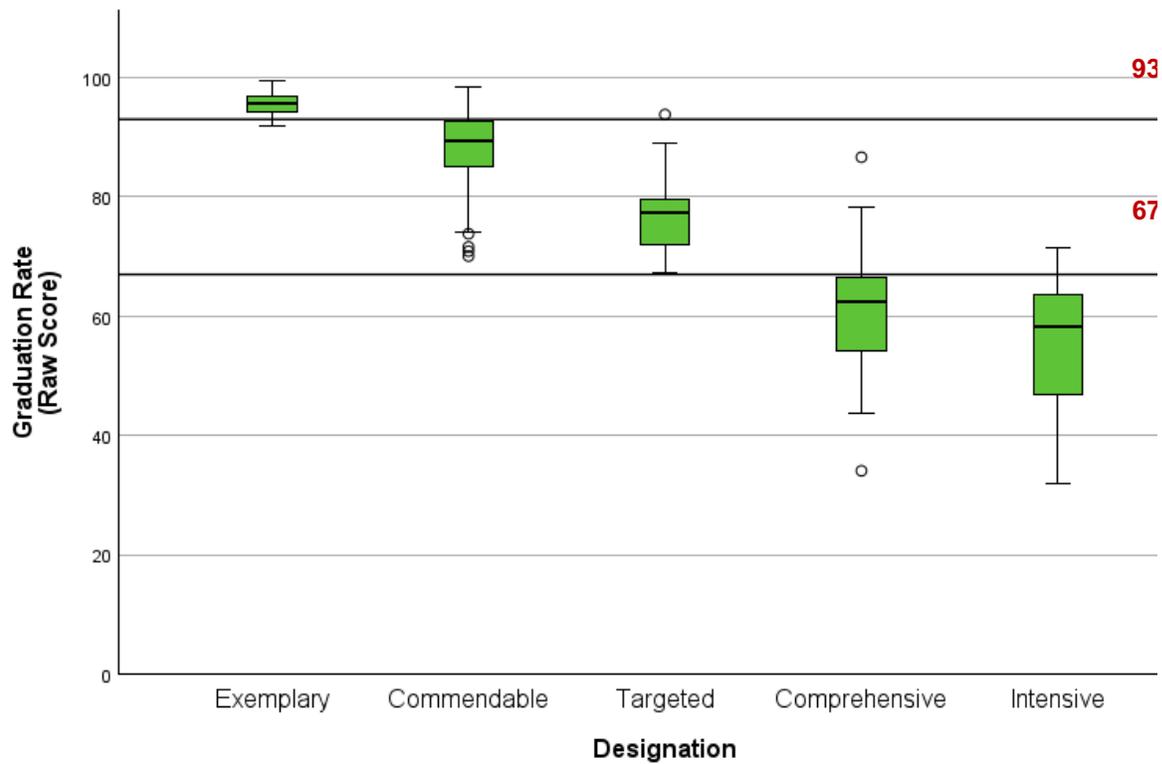
Thurlow, M. L., Test, D. W., Rogers, C. M., Klare, M., & Lazarus, S. S. (2019). Status of state-defined alternate diplomas in 2018-19 (NCEO Report 416). Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

What is the state's current approach?

- Illinois uses a composite of the 4, 5, and 6 year graduation rate.
 - 4-year is weighted 60%
 - 5-year is weighted 30%
 - 6-year is weighted 10%
- Translating the composite rate to scores:
 - 93% or greater = 100 points
 - 66.7% or less = 0 points
 - All other values are linearly interpolated



Graduation Rate (Raw vs. Scored)



Meaningful Differentiation of Graduation Rate

Alternatives include

- Adjust scaling such as by establishing different values for the effective range (e.g., raising the ceiling above 93% or lowering the floor below 67%).
 - Pro: will create more spread in scores
 - Con: may reward/penalize variation that is not meaningful
- Setting performance thresholds to create indicator categories
 - Example from Kentucky shown at right
 - Pro: defines ranges constituents have defined as meaningful
 - Con: more coarse; doesn't differentiate within level

High School Indicator Status Cut Scores

School Level	Indicators	Very Low	Low	Medium	High	Very High
High School Status	State Assessment Results in Reading/Mathematics	0-38.9	39.0-52.9	53.0-64.9	65.0-76.9	77.0-125
	State Assessment Results in Science/Social Studies/Writing	0-31.9	32.0-46.9	47.0-54.9	55.0-62.9	63.0-125
	English Learner Progress	0-9.9	10.0-23.9	24.0-30.9	31.0-44.9	45.0-140
	Quality of School Climate and Safety	0-53.9	54.0-58.9	59.0-63.9	64.0-67.9	68.0-100
	Postsecondary Readiness	0-58.9	59.0-75.9	76.0-87.9	88.0-94.9	95.0-125
	Graduation	0-85.9	86.0-91.9	92.0-94.9	95.0-97.9	98.0-100

High School Indicator Change Cut Scores

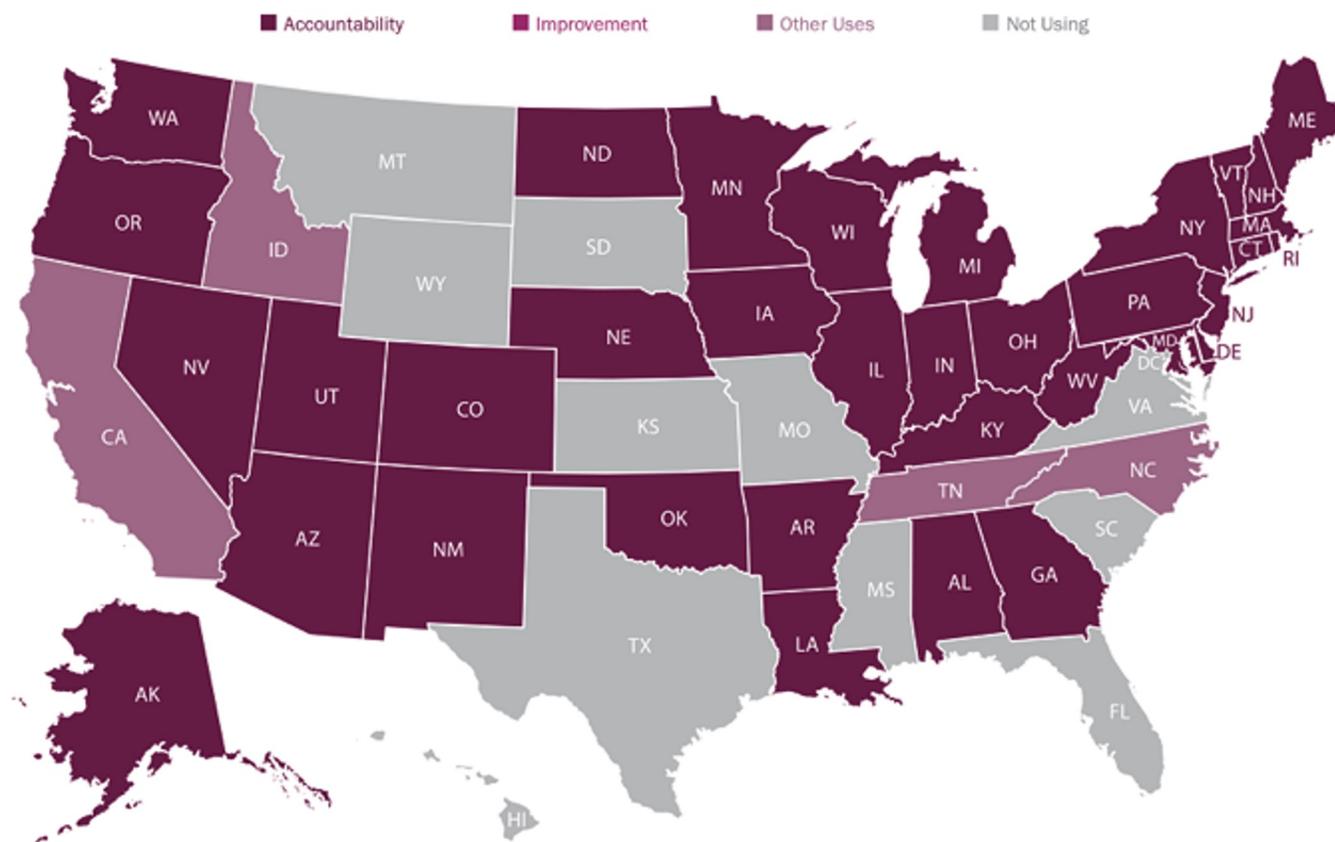
School Level	Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High School Change	State Assessment Results in Reading/Mathematics	-12.1 or less	-12.0 to -4.9	-5.0 to 0.0	0.1 to 6.2	6.3 or more
	State Assessment Results in Science/Social Studies/Writing	-11.1 or less	-11.0 to -3.6	-3.5 to 0.0	0.1 to 6.9	7.0 or more
	English Learner Progress	-13.1 or less	-13.0 to -4.1	-4.0 to 0.0	0.1 to 9.5	9.6 or more
	Quality of School Climate and Safety	-4.1 or less	-4.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more
	Postsecondary Readiness	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 11.9	12.0 or more
	Graduation	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 2.9	3.0 or more

More Fully Account for a Range of Valued Outcomes

- Due to ESSA requirements, there is little flexibility to adjust the ACGR, with the exception of exploring a state-alternate diploma.
 - Substantial undertaking
 - Limited to 1% of students taking the AA-AAS
- Most states, including Illinois, have added extended year graduation rate (figure in subsequent slide)
- Many states have sought to include other valued outcomes outside of graduation rate by including college and career readiness in SQSS

States Using Extended Year Graduation Rate

Figure 1
States Incorporating an Extended-Year Graduation Rate Indicator for School Identification or Improvement Purposes in Their Statewide Accountability Systems



Source:

Kostyo, S., Cardichon, J., & Darling-Hammond, L. (2018). *Making ESSA's equity promise real: State strategies to close the opportunity gap: Implementing an Extended-Year Graduation Rate* (research brief). Palo Alto, CA: Learning Policy Institute.

Retrieved from:
<https://learningpolicyinstitute.org/product/essa-equity-promise-extended-year-grad-brief>

State Examples of Readiness Indicators

Example 1: New Hampshire

List of CCR Requirements

- CCR is based on the percentage of students who earn at least two (any two) accomplishments listed on the right.
 - Completion of a NH Scholars program of study
 - A grade of C or better in a dual or concurrent enrollment course
 - SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Mathematics)
 - ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science)
 - A score of 3, 4, or 5 on an AP exam
 - A score of 4, 5, 6, or 7 on an IB exam
 - Earning a CTE or other industry-recognized credential
 - Completion of career pathway program of study
 - Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT)
 - Completion of the ACT National Career Readiness Certificate
 - Completion of an approved apprenticeship program per NH RSA 278
 - Seal of Biliteracy **(NEW in 2023)**



Example 2: Georgia

Readiness Example

Indicators

At or Above Grade Level: Percent of students in grades 9-12 (American Literature) demonstrating reading ability at or above grade level. 68.00%

Student Attendance: Percent of students in grades 9-12 absent less than 10% of enrolled days.

Accelerated Enrollment: Percent of 12th graders earning credit for accelerated enrollment via Dual Enrollment, Advanced Placement International Baccalaureate, or Cambridge courses. 91.00%

Pathway Completion: Percent of 12th graders completing an advanced academic, CTAE, fine arts, or world language pathway. 72.00%

College and Career Readiness: Percent of 12th graders entering TCSG/USG without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, or two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; completing a work-based learning program; or demonstrating military readiness on the ASVAB. 89.00%

74.00%

Readiness

$$68 \times (20\%) + 91 \times (20\%) + 72 \times (20\%) + 89 \times (20\%) + 74 \times (20\%)$$

78.8

Example 3: Delaware

- Category 1 – Any FAY 12th grade student in a high school meeting one or more of the college preparedness options only (Score of 1)
- Category 2 – Any FAY 12th grade student in a high school meeting one or more of the career preparedness options only (Score of 1)
- Category 3 – Any FAY 12th grade student in a high school meeting one or more of the career preparedness options and one or more of the career preparedness options (score of 1.1)

Category 1 (Score of 1)



College Preparedness

- IB (4+)
- AP (3+)
- Postsecondary credit attainment (B or higher within academic program of study)
- SAT Essay (Proficient)

Category 2 (Score of 1)



Career Preparedness

- State-approved Industry Credential
- Postsecondary credit attainment (B or higher within CTE program of study)
- Co-op or work-based Learning
- Certificate of Multiliteracy
- ASVAB

Category 3 (Score of 1.1)



College and Career Preparedness

- One College Preparedness option *and* one Career Preparedness option

Sum of scores for students in Categories 1, 2, and 3
Number of FAY 12th grade students in a high school

Example 4: Wyoming

Score is the highest from among each of the 5 rows

Level 0 – 0 points	Level 1 – 10 points	Level 2 – 20 points	Level 3 – 30 points
No evidence	Complete Hathaway provisional curriculum	Complete Hathaway opportunity curriculum	Complete Hathaway honors/performance curriculum
No evidence	ACT 17-18	ACT 19-20	ACT 21 +
No evidence	Passed one state approved concentrator (C) course or equivalent in a non-Perkins setting	CTE state approved concentrator or equivalent in a non-Perkins setting	CTE concentrator with state approved industry recognized credential
No evidence	ACT WorkKeys–NCRC Bronze (9-11). At least a Level 3 on each exam.	ACT WorkKeys –NCRC Silver (12-14). At least a Level 4 on each exam	ACT WorkKeys –NCRC Gold (15 or up). At least a Level 5 on each exam
No evidence	Credit earned for work experience or ASVAB AFQT score of at least 30 (w/o accommodations)	ASVAB AFQT score of at least 45 (w/o accommodations)	Eligible to receive college course credit (through dual/concurrent enrollment or AP/IB exam)

Example 5: Mississippi

Participation 50%

Numerator:

All students taking accelerated courses (AP, IB, AICE, dual credit/enrollment, industry certification)

Denominator:

All students enrolled in grades 11 and 12, plus 9th and 10th grade students taking and passing accelerated courses

25 Points Possible:

e.g., $133 \div 200 = 0.67$

$0.67 \times 25 = 16.8$ points

Performance 50%

Numerator:

All courses/exams meeting performance standards by student (e.g., C grade in dual c/e, 3 on AP exam, or 4 on IB)

Denominator:

All courses/exams taken by participating students in AP, IB, AICE, dual credit/enrollment, industry certifications

25 Points Possible:

e.g., $72 \div 133 = 0.54$

$0.54 \times 25 = 13.5$ points

30.3 points total

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