



Santa Clara County Office of Education

Jon R. Gundry
County Superintendent of Schools

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TO: Jon R. Gundry, County Superintendent of Schools

FROM: Angelica Ramsey, Ed.D., Chief Academic Officer, Educational Services
Michael Bachicha, Ed.D., Interim Director, Assessment and Accountability
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SUBJECT: 2013-14 Cohort Outcome Data: Graduation and Dropout Rates

The California Department of Education (CDE) has released the cohort graduation and dropout rates and counts for the Class of 2013-14. Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2013-14 graduation and dropout data for your review. This memo will report on the following topics:

- The past five years' Santa Clara County (SCC) cohort graduation rates overall and for selected subgroups;
- Changes in the cohort graduation rates over the last four years, SCC compared to California (CA);
- Five year trend of SCC grade 12 graduates completing all courses required for U.C. and/or C.S.U. entrance (A-G requirements) overall and for selected subgroups;
- 2013-14 SCC and CA grade 12 graduates completing A-G requirements;
- The past five years' SCC cohort dropout rates overall and for selected subgroups; and
- Changes in the cohort dropout rates over the last five years, SCC compared to CA.

Highlights of the report include:

- The SCC cohort graduation rate increased by 3.2 percentage points over the last five years, going from 80.5 percent for the Class of 2009-10 to 83.7 percent for the Class of 2013-14. See Figure 1.
- In the past five years, the SCC cohort graduation rate achievement gaps between Hispanic/Latino and white students decreased by 2.0 percentage points, while the gap between Hispanic/Latino and Asian students decreased by 3.7 percentage points. The 2013-14 achievement gap between Hispanic/Latino and white students was 21.2 percentage points (91.6 percent vs. 70.4 percent) and the gap between Hispanic/Latino and Asian students was 24.3 percentage points (94.7 percent vs. 70.4 percent). See Table 1.
- SCC graduated a higher percentage of students from the Class of 2013-14 than did the state. The cohort graduation rate in SCC was 83.7 percent, compared to 80.8 percent for CA. See Table 1.

- SCC graduated a statistically significant lower percentage of Hispanic/Latino students from the Class of 2013-14 than did the state. The SCC Hispanic/Latino cohort graduation rate was 70.4 percent, compared to 76.4 percent for CA Hispanic/Latino students. See Table 1.
- Between 2009-10 and 2013-14, the percent of overall SCC grade 12 graduates completing the A-G requirements increased by 5.2 percentage points (from 48.9 percent to 54.1 percent). However, an extremely large achievement gap remained in 2013-14 as only 28.6 percent of Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 63.3 percent of white and 78.0 percent of Asian grade 12 graduates. See Figure 2.
- The proportion of 2013-14 overall SCC grade 12 graduates completing the A-G requirements (54.1 percent) was much higher than the CA rate (41.9 percent).
- In 2013-14, 28.6 percent of SCC Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 32.4% of Hispanic/Latino grade 12 graduates statewide (a statistically significant 3.8 percentage point difference). See Table 2.
- The SCC Class of 2013-14 cohort dropout rate of 11.1 percent remained unchanged from the Class of 2012-13.
- The SCC cohort dropout rate declined by 2.8 percentage points over five years (from 13.9 percent for the Class of 2009-10 to 11.1 percent for the Class of 2013-14). See Figure 3.
- The SCC Hispanic/Latino cohort dropout rate decreased 4.7 percentage points from 25.3 percent for the class of 2009-10 to 20.6 percent for the class of 2013-14. See Figure 3.
- The SCC Class of 2013-14 cohort dropout rate of 11.1 percent was slightly lower than the statewide cohort dropout rate of 11.6 percent. See Table 3.
- SCC had a statistically significant higher Hispanic/Latino cohort dropout rate than did the state. The SCC Class of 2013-14 Hispanic/Latino cohort dropout rate was 20.6 percent, compared to 14.0 percent for CA Hispanic/Latino students. See Table 3.

The source of all the data reported on the following pages is the CDE DataQuest system (<http://dq.cde.ca.gov/dataquest/>).

Figure 1: Santa Clara County Classes of 2009-10 through 2013-14 Cohort Graduation Rates: Overall and for Selected Racial/Ethnic Subgroups

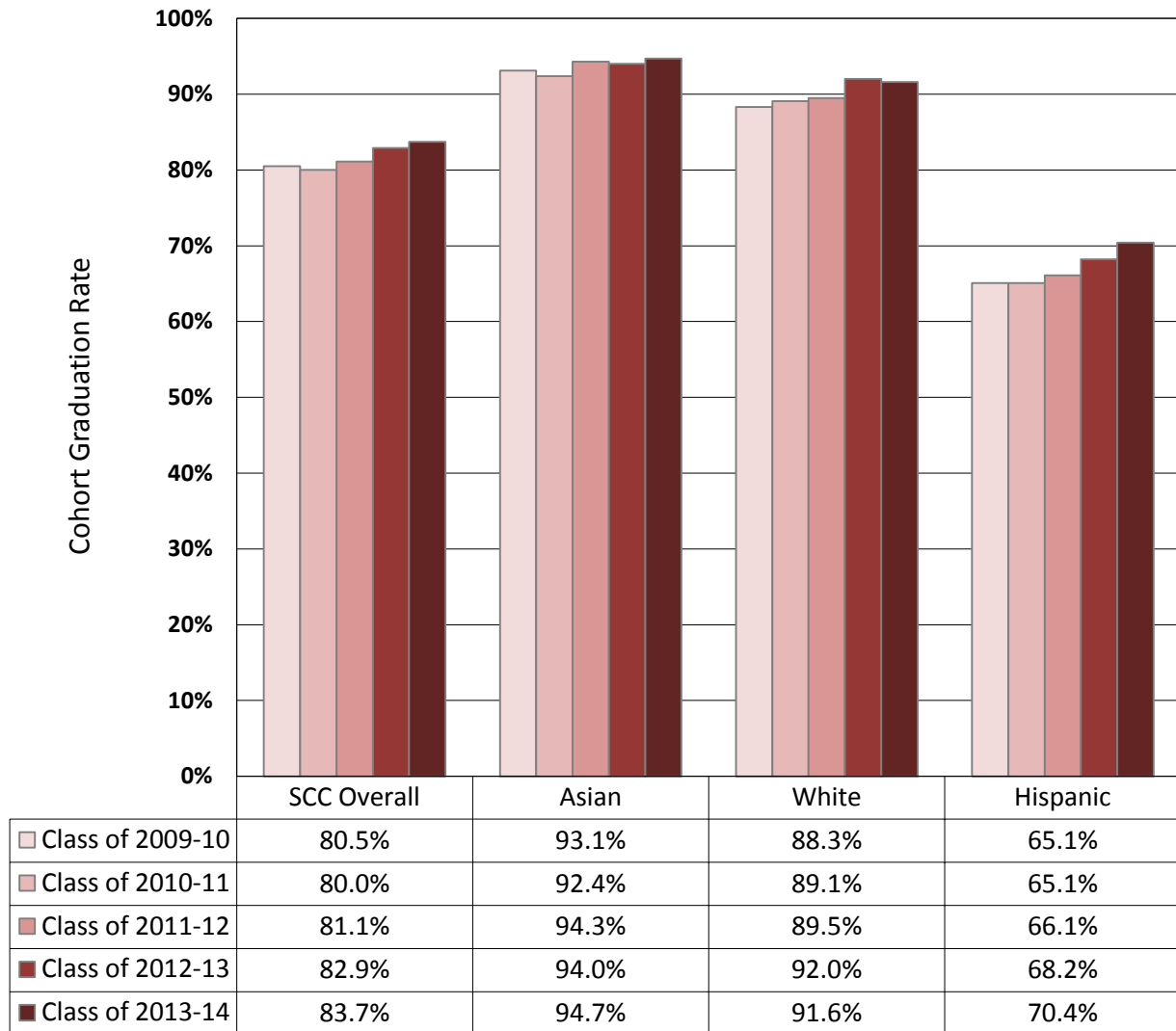


Figure reads: The SCC overall cohort graduation rate has risen by 3.2 percentage points (from 80.5% for the class of 2009-10 to 83.7% for the class of 2013-14). Between the Classes of 2009-10 and 2013-14, the SCC cohort graduation rate achievement gap between Hispanic/Latino students and their Asian counterparts decreased by 3.7 percentage points (from 28.0 to 24.3), while the gap between Hispanic/Latino students and white students decreased by 2.0 percentage points (from 23.2 to 21.2).

Table 1: Santa Clara County and California Cohort Graduation Rates for Classes of 2009-10 and 2013-14*

	Santa Clara County			California		
	Class of 2009-10	Class of 2013-14	Change	Class of 2009-10	Class of 2013-14	Change
Total Cohort	80.5%	83.7%	+3.2 % pts.	74.7%	80.8%	+6.1 % pts.
African American, Not Hispanic	75.2%	77.1%	+1.9 % pts.	60.5%	68.1%	+7.6 % pts.
Am. Indian or Alaska Native, Not Hispanic	74.3%	69.7%	-4.6 % pts.	67.3%	70.1%	+2.8 % pts.
Asian, Not Hispanic	93.1%	94.7%	+1.6 % pts.	89.0%	92.3%	+3.3 % pts.
Filipino, Not Hispanic	88.4%	89.5%	+1.1 % pts.	87.4%	92.1%	+4.7 % pts.
Hispanic or Latino of Any Race	65.1%	70.4%	+5.3 % pts.	68.1%	76.4%	+8.3 % pts.
Pacific Islander, Not Hispanic	78.8%	87.3%	+8.5 % pts.	72.3%	79.9%	+7.6 % pts.
Two or More Races, Not Hispanic	85.7%	89.0%	+3.3 % pts.	83.8%	85.4%	+1.6 % pts.
White, Not Hispanic	88.3%	91.6%	+3.3 % pts.	83.5%	87.4%	+3.9 % pts.
Female	84.2%	85.9%	+1.7 % pts.	78.8%	84.7%	+5.9 % pts.
Male	77.1%	81.5%	+4.4 % pts.	70.9%	77.1%	+6.2 % pts.
English Learners	56.8%	64.1%	+7.3 % pts.	56.4%	65.3%	+8.9 % pts.
Socioeconomically Disadvantaged	67.9%	72.6%	+4.7 % pts.	68.0%	75.4%	+7.4 % pts.
Special Education	60.6%	64.7%	+4.1 % pts.	56.7%	62.2%	+5.5 % pts.

Table reads: The overall SCC cohort graduation rate increased by 3.2 percentage points over the past five years, increasing from 80.5% for the Class of 2009-10 to 83.7% for the Class of 2013-14. The graduation rate among SCC Hispanic/Latinos increased by 5.3 percentage points (from 65.1% for the Class of 2009-10 to 70.4% for the Class of 2013-14).

During the same time span, the overall CA cohort graduation rate increased by 6.1 percentage points, from 74.7% for the Class of 2009-10 to 80.8% for the Class of 2013-14. The graduation rate among CA Hispanic/Latinos increased by 8.3 percentage points (from 68.1% for the Class of 2009-10 to 76.4% for the Class of 2013-14).

The CA Class of 2013-14 Hispanic/Latino cohort graduation rate of 76.4% was 6.0 percentage points higher than the SCC Hispanic/Latino rate of 70.4%

*A given graduation rate is not the precise inverse of the corresponding dropout rate because there are students in the cohort who neither graduate nor dropout. These include students who pass a high school equivalency exam, students who receive a Special Education Certificate of Completion, and students that remain enrolled in the 9-12 instructional system without a high school diploma.

Figure 2: Percent of Santa Clara County Grade 12 Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance (A – G Completion): Overall and for Selected Racial/Ethnic Subgroups; 2009-10 through 2013-14

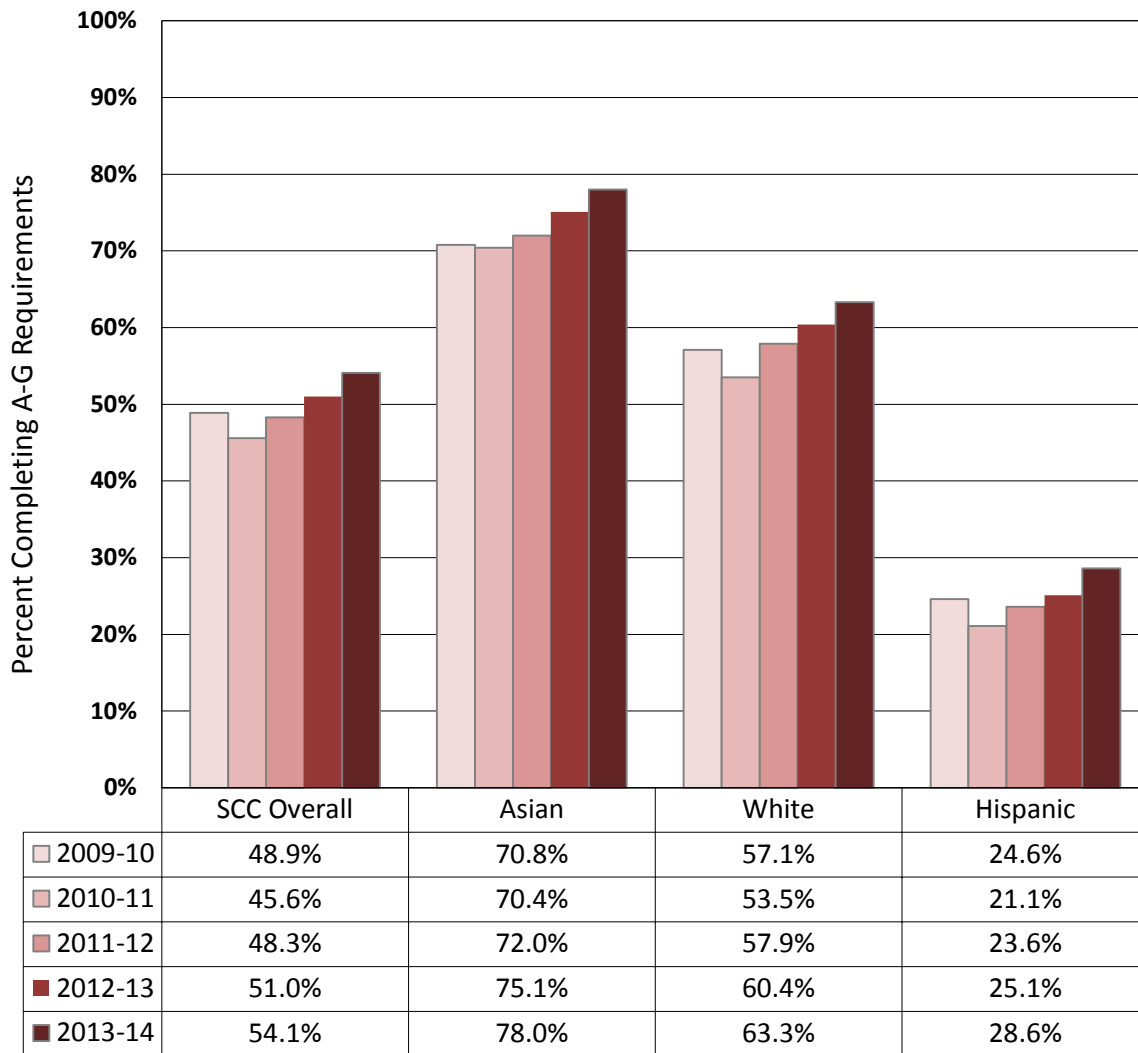


Figure reads: Between 2009-10 and 2013-14, the percent of overall SCC grade 12 graduates completing the A-G requirements increased by 5.2 percentage points (from 48.9% to 54.1%). Between 2009-10 and 2013-14, the gap between Asian and Hispanic/Latino graduates grew by 3.2 percentage points, producing a 2013-14 achievement gap of 49.4 percentage points (78.0% vs. 28.6%) and the gap between white and Hispanic/Latino graduates grew by 2.2 percentage points, creating a 2013-14 gap of 34.7 percentage points (63.3% vs. 28.6%).

Table 2: 2013-14 Santa Clara County and California Grade 12 Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance (A – G Completion)

	Santa Clara County			California		
	Number of Grade 12 Grads	Number of Grade 12 Grads Completing UC/CSU Required Courses	Percent of Grads Completing UC/CSU Required Courses	Number of Grade 12 Grads	Number of Grade 12 Grads Completing UC/CSU Required Courses	Percent of Grads Completing UC/CSU Required Courses
Total	17,583	9,514	54.1%	421,636	176,688	41.9%
African American, Not Hispanic	441	170	38.5%	26,056	8,128	31.2%
Am. Indian or Alaska Native, Not Hispanic	58	18	31.0%	2,830	761	26.9%
Asian, Not Hispanic	5,177	4,040	78.0%	41,628	29,501	70.9%
Filipino, Not Hispanic	988	472	47.8%	13,677	7,888	57.7%
Hispanic or Latino of Any Race	5,893	1,688	28.6%	203,894	66,020	32.4%
Pacific Islander, Not Hispanic	101	31	30.7%	2,382	841	35.3%
Two or More Races, Not Hispanic	462	275	59.5%	8,470	4,096	48.4%
White, Not Hispanic	4,437	2,809	63.3%	120,855	58,852	48.7%
English Learners	1,427	166	11.6%	30,259	2,994	9.9%
Socioeconomically Disadvantaged	6,490	2,236	34.5%	231,294	75,661	32.7%

Table reads: In 2013-14, 54.1% of SCC grade 12 graduates completed the A-G requirements, compared to 41.9% statewide (a 12.2 percentage point difference).

Statewide, 32.4% of Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 28.6% in SCC (a 3.8 percentage point difference).

Figure 3: Santa Clara County Classes of 2009-10 through 2013-14 Cohort Dropout Rates: Overall and for Selected Racial/Ethnic Subgroups

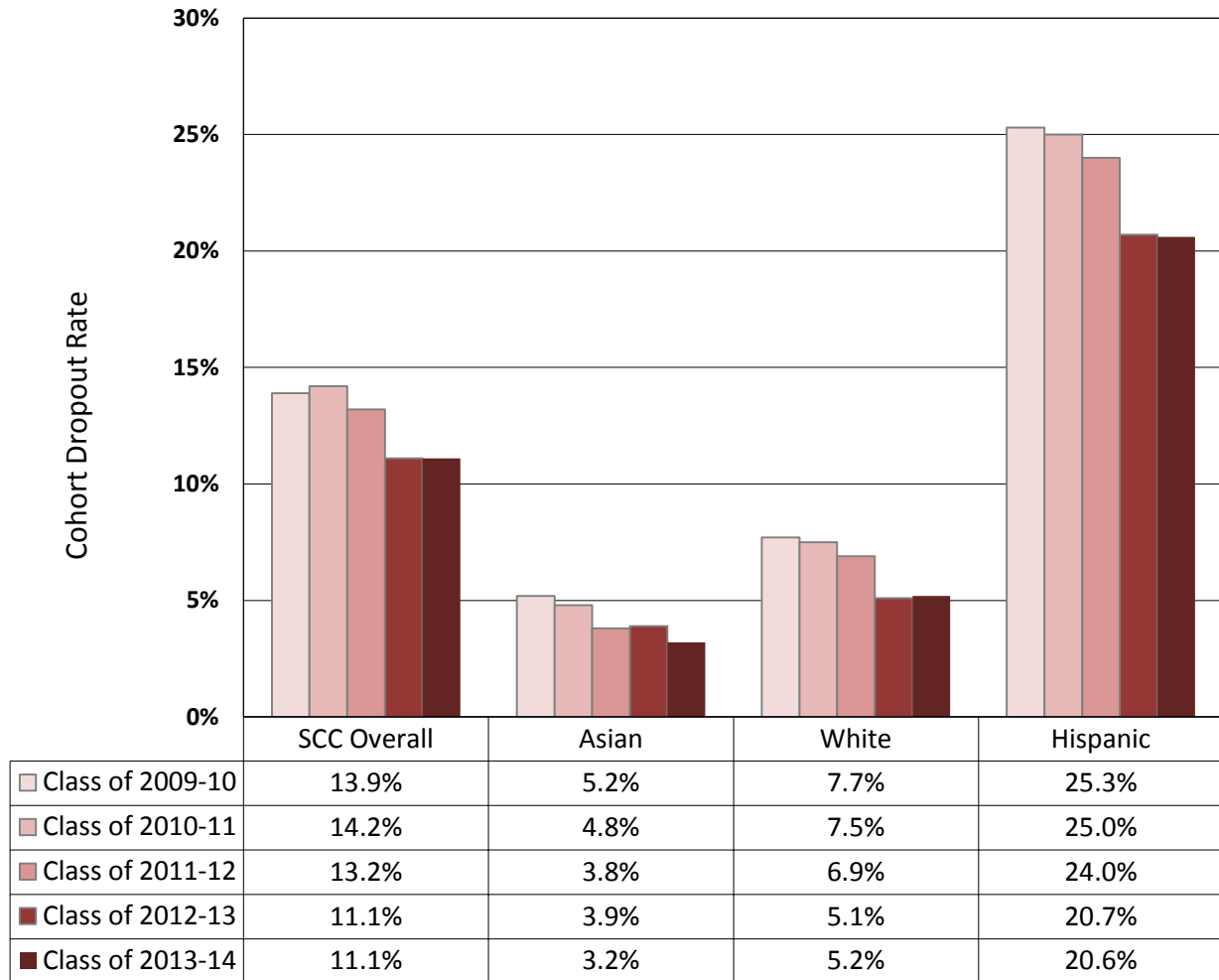


Figure reads: The overall SCC cohort dropout rate of the Class of 2013-14 remained 11.1%, which is a decrease of 2.8 percentage points from the Class of 2009-10 (13.9%). While the class of 2013-14 Hispanic/Latino cohort dropout rate was more than six times as high as the Asian rate and four times as high as the white rate, the Hispanic/Latino rate did decrease by 4.7 percentage points from the class of 2009-10 (25.3%) to the class of 2013-14 (20.6%).

Table 3: Santa Clara County and California Cohort Dropout Rates for the Classes of 2009-10 and 2013-14

	Santa Clara County			California		
	Class of 2009-10	Class of 2013-14	Change	Class of 2009-10	Class of 2013-14	Change
Total Cohort	13.9%	11.1%	-2.8 % pts.	16.6%	11.6%	-5.0 % pts.
African American, Not Hispanic	17.3%	16.3%	-1.0 % pts.	26.7%	20.3%	-6.4 % pts.
Am. Indian or Alaska Native, Not Hispanic	19.8%	26.3%	-6.5 % pts.	22.1%	18.9%	-3.2 % pts.
Asian, Not Hispanic	5.2%	3.2%	-3.0 % pts.	7.2%	4.7%	-2.5 % pts.
Filipino, Not Hispanic	8.1%	6.5%	-1.6 % pts.	7.8%	4.5%	-3.3 % pts.
Hispanic or Latino of Any Race	25.3%	20.6%	-4.7 % pts.	20.8%	14.0%	-6.8 % pts.
Pacific Islander, Not Hispanic	16.0%	9.1%	-6.9 % pts.	19.6%	12.4%	-7.2 % pts.
Two or More Races, Not Hispanic	9.9%	8.0%	-1.9 % pts.	10.1%	8.4%	-1.7 % pts.
White, Not Hispanic	7.7%	5.2%	-2.5 % pts.	10.7%	7.6%	-3.1 % pts.
Female	11.5%	9.8%	-1.7 % pts.	14.1%	9.1%	-5.0 % pts.
Male	16.2%	12.4%	-3.8 % pts.	19.0%	13.9%	-5.1 % pts.
English Learners	32.2%	25.0%	-7.2 % pts.	29.0%	20.9%	-8.1 % pts.
Socioeconomically Disadvantaged	22.7%	18.9%	-3.8 % pts.	20.1%	14.5%	-5.6 % pts.
Special Education	17.8%	14.4%	-3.4 % pts.	21.9%	16.0%	-5.9 % pts.

Table reads: Over a five year span, the SCC overall cohort dropout rate decreased by 2.8 percentage points, dropping from 13.9% for the Class of 2009-10 to 11.1% for the Class of 2013-14. The SCC cohort dropout rate for English Learners decreased by 7.2 percentage points (from 32.2% for the Class of 2009-10 to 25.0% for the Class of 2013-14).

Over the same time span, the CA overall cohort dropout rate fell by 5.0 percentage points, falling from 16.6% for the Class of 2009-10 to 11.6% for the Class of 2013-14. The cohort dropout rate for CA English Learners dropped by 8.1 percentage points (from 29.0% for the Class of 2009-10 to 20.9% for the Class of 2013-14).

Appendix A: Numbers of Santa Clara County Cohorts, Graduates and Dropouts by Class Year

	Class of 2009-10			Class of 2013-14		
	Students	Graduates	Dropouts	Students	Graduates	Dropouts
SCC Total	19,958	16,071	2,779	20,190	16,888	2,248
African American, Not Hispanic	666	501	115	546	421	89
Am. Indian or Alaska Native, Not Hispanic	101	75	20	76	53	20
Asian, Not Hispanic	4,993	4,647	258	5,420	5,134	173
Filipino, Not Hispanic	1,048	926	85	1,087	973	71
Hispanic or Latino of Any Race	7,040	4,581	1,779	7,613	5,359	1,570
Pacific Islander, Not Hispanic	151	119	24	110	96	*
Two or More Races, Not Hispanic	315	270	31	525	467	42
White, Not Hispanic	5,552	4,903	427	4,767	4,364	249
Female	9,687	8,155	1,110	9,816	8,432	962
Male	10,271	7,916	1,669	10,374	8,456	1,286
English Learners	3,324	1,889	1,069	4,408	2,827	1,103
Socioeconomically Disadvantaged	8,641	5,864	1,961	9,651	7,009	1,826
Special Education	2,104	1,275	376	2,167	1,401	312

* An asterisk appears to protect student privacy where there are ten or fewer students.

Appendix B: Cohort Outcome Data Definitions, Data Sources, Business Rules, and Errors in Cohort Data

1. Definitions Used in Producing Cohort Outcome Data

The definitions and business rules used to develop the 4-year adjusted cohort and to calculate the graduation rate are sourced from the U.S. Department of Education’s *High School Graduation Rate - Non-regulatory Guidance, December 22, 2008* (<http://www2.ed.gov/policy/elsec/quid/hsgrguidance.pdf>).

1.1. Adjusted Cohort

The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3) , and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the 4-year period.

Students who drop out during the four year period remain in the cohort, as well as students that complete 12th grade and exit the educational system without graduating. Students that take longer than four years to graduate or remain enrolled after four years are also included as part of the cohort.

Students are removed from the cohort when the last exit for that student includes any of the following student school exit category codes:

Exit Code	Description
E130	Died
T180	Transfer to a private school
T200	Transfer to a school outside of California
T240	Transfer out of the U.S
T260	Transfer to an adult education program
T280	Transfer to college
T310	Transfer to a health facility
T370	Transfer to an institution with a high school diploma program
T460	Transfer to home school program
T470	No show other (first time pre-register and did not show)

The following types of student school exit transfer category codes may be used to remove a student from a school- or district-level cohort: (T160) Transfer to CA school regular; (T165) Transfer to CA school, disciplinary; (T167) Transfer to CA school, referral, or (E230) (480 exit completion code) promoted/matriculated. When a subsequent enrollment is found for any of T160, T165, T167, E230-480 the student will be removed from the district- and school-level cohort. When a subsequent enrollment is not found and the last exit is any of T160, T165, T167, or E230-480, the student record remains in the cohort and is treated as a “lost transfer” dropout.

1.2. 4-year Adjusted Cohort Graduation Rate - The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class. The following formula provides an example of the four-year graduation rate for the cohort entering grade 9 for the first time in the fall of the year 1 of the cohort and graduating by the end of year 4 of the cohort.

Number of cohort members who earned a regular high school diploma by the end of year 4 in the cohort divided by Number of first-time grade 9 students in year 1 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
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The following student school exit categories and student school completion status codes were used to identify high school graduates:

Exit/Completion Code	Description
E230/100	Graduated, standard high school diploma
E230/106	Graduated, CAHSEE mods & waiver for special education
E230/108	Graduated, CAHSEE special education exempt
E230/250	Adult education high school diploma
E230/330	Passed California High School Proficiency Exam

1.3. 4-year Adjusted Cohort Dropout Rate - This is the rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that dropped out by the end of year 4 of the cohort.

Any "last" SSID record with an exit code other than those specified in 1.2 (Graduation Rate), 1.4 (GED Passer Rate), 1.5 (Special Education certificate of completion rate), or 1.6 (Still Enrolled Rate), is counted in the dropout category. Note special handling for transfer codes T160, T165, and T167 described in 1.1 (Adjusted Cohort.)

1.4. 4-year Adjusted Cohort General Education Development (GED) Passer Rate – This is the rate of students that leave the 9-12 instructional system without a high school diploma, but have passed the GED test. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the 4-year cohort that passed the GED test by the end of year 4 of the cohort.

The following student school exit category and student school completion status code were used to identify a GED passer:

Exit/Completion Code	Description
E230/320	Completed GED (and no standard HS diploma).

1.5. 4-year Adjusted Cohort Special Education Certificate of Completion Rate - This is the rate of special education students that leave the 9-12 instructional system without a high school diploma, but have completed requirements necessary to obtain a special education certificate of completion. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students in the cohort that received his/her special education certificate of completion by the end of year 4 of the cohort.

The following student school exit category and student school completion status codes were used to identify a special education student that received a special education certificate of completion:

Exit/Completion Code	Description
E230/120	Special Education certificate of completion

1.6. 4-year Adjusted Cohort Still Enrolled Rate – This is the rate of students that remain enrolled in the 9-12 instructional system without a high school diploma after the end of the 4th year of high school. The formula is similar to the formula listed in 1.2, but the numerator is replaced with the number of students that were enrolled after the end of the 4th year.

2. Sources of Data

2.1. Data collected and imported into CALPADS ODS

- 2007-08 9th grade enrollment was sourced from the 2007-08 CSIS certified Annual Maintenance.
- 2008-09: 10th grade enrollment and 2007-08 student exits were sourced from 2008-09 CSIS certified Annual Maintenance.

2.2. Data collected through CALPADS

- 2009-10 11th grade enrollment and 2008-09 exits were sourced from the 2009-10 CALPADS Fall 1 data collection (the ODS) in order to include late revisions that took place after the snapshot deadline.
- 2010-11 12th grade enrollment and 2009-10 exits were sourced from the 2010-11 CALPADS Fall 1 data collection.

3. Business Rules for Creating Cohort Outcome Data

3.1. School Rates

A graduation rate will be created for any school that has grade 12 enrollment during year 4 of the cohort or any school that has at least one graduate in the numerator of the cohort graduation rate.

3.2. District Rates

A graduation rate will be created for any district that has grade 12 enrollment during year 4 of the cohort or any district that has at least one graduate in the numerator of the cohort graduation rate. (District rates will include NPS schools.)

3.3. School Grade Span

- Schools must have a grade 12 at some point during year 4 of cohort or have at least one graduate in the numerator of the cohort rate.
- Schools with a 9-12 grade-span will receive a 4-year rate.
- Schools with a 10-12 grade span will receive a 3-year rate.
- Schools with an 11-12 grade span will receive a 2-year rate.
- Schools that only have a grade 12 will receive a 1 year rate.

3.4. Retired SSIDs

All RETIRED SSIDs will be replaced with REPLACEMENT SSIDs.

3.5. School Closure

- School must be open during year 4 of the cohort to receive a cohort graduation rate for accountability.
- Direct-funded charter schools that have closed at any time in the four year cohort time period will not have their data roll up to the district. However, their data will be included in the countywide rate.

- Schools that close prior to year 4 of the cohort will have their closed status and year of closure displayed on Dataquest.

3.6. School Opened

Schools that opened during year 2, year 3, or year 4 of the cohort will have a graduation rate calculated if they have grade 12 enrollment in year 4 or at least one graduate in the numerator of the cohort graduation rate (see Processing Rule 3.3).

3.7. School Moved to a New School District

The graduation rate will be attributed to the LEA responsible for administering the school in year 4 of the cohort, regardless of the LEA responsible for administering the school in year 1, year 2, or year 3 of the cohort.

3.8. Charter Schools

- Direct funded charter schools will be recognized as an LEA and receive their own school and district graduation rate. Direct funded charter school data will NOT be included in authorizing district roll-ups.
- Direct funded charter schools that are ASAM or COE administered schools will receive their own school and district graduation rate. These schools will not be included in the authorizing district roll-ups.
- Statewide benefit charters will be recognized as an LEA.
- State Board of Education approved charter schools will be recognized as an LEA.
- All other types of charter schools will receive a school-level graduation rate and their data WILL BE rolled up into district totals.

3.9. ASAM (Alternative Schools Accountability Model) Schools

ASAM schools that are not direct funded charter schools and not COE administered schools will receive the district-wide rate (e.g., the combined rate of all students in the district) if they have grade 12 enrollment or at least one graduate.

3.10. County Office of Education Administered Schools

County operated schools that are not direct funded charter schools will receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in county operated schools) if they have grade 12 enrollment or at least one graduate.

3.11. State Special Schools

State special schools (i.e., schools for the deaf and blind) will receive the countywide rate (e.g., the combined rate of all students attending districts in the county and in county operated schools) if they have grade 12 enrollment or at least one graduate.

3.12. First-time 9th Grader

Students identified as 9th graders in the 2006-07 data files sourced from the 2006-07 CSIS certified Annual Maintenance and imported into CALPADS will be removed from the 4-year cohort.

3.13. Subgroup Rates

Subgroup inclusion will be determined by looking at program participation records for an SSID across 4 years of data. For example, if a student was designated as an English learner (EL) in year 1 in one SSID enrollment record, the student is counted in the EL subgroup, even if the student was not designated as an EL in any of the years 2, 3, or 4 of the cohort.

Subgroup rates are calculated for:

- Socioeconomically disadvantaged students
- Migrant education students
- English learners
- Special education students

3.14. Ethnicity/Race Categorization

- Data prior to 2008-09 will be converted to use the new federal Hispanic Ethnicity category and race categories.
- A multiple race category will be included.
- A missing race and/or ethnicity category will be included for DataQuest reporting only. For Accountability purposes, a missing race will be reported in the schoolwide-only graduation rate.

3.15. Redaction of Low N Data

- LEAs, schools, and student groups with less than 50 students in the denominator will not be accountable for graduation rates for AYP purposes.
- All LEAs, schools, and student groups will receive a published rate, unless the LEA, school, or student group contains less than 11 students - (DataQuest and AYP reports).

3.16. Early Graduates

Students that graduate early (in less than 4 years) are counted in their original cohort based upon their original first-time 9th grade year.

3.17. Date Range Used in 4-year Cohort

8/16 to 8/15 is used to define an academic school year in order to include late summer graduates.

3.18. No-shows

When a student's last exit record is (N420) no show same school and a subsequent enrollment is not found, the student record remains in the cohort and is treated as a dropout.

3.19. Districts and Independently reporting charter schools that did not certify CALPADS data

- Districts that do not certify their CALPADS data in year 4 of the cohort rate will be assigned a zero graduation rate at the district-level and for each of their schools.
- Independently reporting charter schools that did not certify their CALPADS data in year 4 of the cohort rate will be assigned a zero graduation rate.

4. Errors in Cohort Data

The 4-year adjusted cohort outcome data are based upon student-level data collected through CSIS, as well as, student-level data collections using the CALPADS. We are aware of some potential errors that may exist in the data.

- 4.1. Conversion of CSIS Data to CALPADS Format** – A small number of SSIDs were lost during the conversion of CSIS data to CALPADS format as the original source data did not meet the validation and data requirements for CALPADS.
- 4.2. Mis-assigned Statewide Student Identifier (SSID)** - If an LEA inadvertently requests a new SSID for a student that already has been assigned an SSID, the student will have more than one SSID. When the data are used longitudinally, the link between student records for that student will be lost and the student may be reported as a dropout if the mis-assignment is not corrected. LEAs are notified of SSIDs that appear to have this type of problem and are given an opportunity to resolve the duplicate SSID. The threshold for LEA certification is less than 2% of this multiple identification problem.
- 4.3. Incorrect Identification of Student's Entry or Exit Grade-level and Year** - The 4-year adjusted cohort is based on correctly identifying first time 9th grade students in year 1, 10th grade students in year 2, 11th grade students in year 3, and 12th grade students in year 4. Therefore, the adjusted cohort will be incorrect if a student's grade level enrollment, and/or exit year were incorrectly identified.
- 4.4. Incorrect Exit Code** - Each of the individual rates (graduation, dropout, still enrolled, GED passer, and special education certificate of completion) are dependent on the LEA correctly identifying the type of exit. Therefore, the individual rates will be incorrect if the type of exit was incorrectly identified. For example, if the type of exit was identified as a dropout exit, but the student actually enrolled in private school, the dropout rate will be overstated by one student.