Santa Clara County Office of Education

Jon R. Gundry
County Superintendent of Schools

May 17, 2016

TO: Jon Gundry, Superintendent

FROM: Dan Mason, Manager, Assessment and Accountability
              Angelica Ramsey Ed.D., Associate Superintendent

SUBJECT: 2014-15 Cohort Outcome Data: Graduation and Dropout Rates

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The California Department of Education (CDE) has released the cohort graduation and dropout rates and counts for the Class of 2014-15. Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2014-15 graduation and dropout data for your review. This memo will report on the following topics:

- The past six years' Santa Clara County (SCC) cohort graduation rates overall and for selected subgroups;

- Changes in the cohort graduation rates over the last six years, SCC compared to California (CA);

- Six 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;

- 2014-15 SCC and CA grade 12 graduates completing A-G requirements;

- The past six years' SCC cohort dropout rates overall and for selected subgroups; and

- Changes in the cohort dropout rates over the last six years, SCC compared to CA.

Highlights of the report include:

- The SCC cohort graduation rate increased by 3.1 percentage points over the last six years, going from 80.5 percent for the Class of 2009-10 to 83.6 percent for the Class of 2014-15. See Figure 1.

- In the past six years, the SCC cohort graduation rate achievement gaps between Hispanic/Latino and white students decreased by 0.7 percentage points, while the gap between Hispanic/Latino and Asian students decreased by 2.8 percentage points. The 2014-15 achievement gap between Hispanic/Latino and white students was 22.5 percentage points (92.5 percent vs. 70.0 percent) and the gap between Hispanic/Latino and Asian students was 25.2 percentage points (95.2 percent vs. 70.0 percent). See Figure 1.

- SCC graduated a higher percentage of students from the Class of 2014-15 than did the state. The cohort graduation rate in SCC was 83.6 percent, compared to 82.3 percent for CA. See Table 1.

- SCC graduated a statistically significant lower percentage of Hispanic/Latino students from the Class of 2014-15 than did the state. The SCC Hispanic/Latino cohort graduation rate was 70.0 percent, compared to 78.5 percent for CA Hispanic/Latino students. See Table 1.

Committed to serving, inspiring and promoting student and public school success

- Between 2009-10 and 2014-15, the percent of overall SCC grade 12 graduates completing the A-G requirements increased by 4.7 percentage points (from 48.9 percent to 53.6 percent). However, an extremely large achievement gap remained in 2014-15 as only 29.7 percent of Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 63.8 percent of white and 77.0 percent of Asian grade 12 graduates. See Figure 2.

- The proportion of 2014-15 overall SCC grade 12 graduates completing the A-G requirements (53.6 percent) was much higher than the CA rate (43.4 percent). See Table 2.

- In 2014-15, 29.7 percent of SCC Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 34.6% of Hispanic/Latino grade 12 graduates statewide (a statistically significant 4.9 percentage point difference). See Table 2.

- The SCC Class of 2014-15 cohort dropout rate of 11.1 percent remained unchanged from the Classes of 2013-14 and 2014-15. See Figure 3.

- 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 2014-15). See Figure 3.

- The SCC Hispanic/Latino cohort dropout rate decreased 4.5 percentage points from 25.3 percent for the class of 2009-10 to 20.8 percent for the class of 2014-15. See Figure 3.

- The SCC Class of 2014-15 cohort dropout rate of 11.1 percent was slightly higher than the statewide cohort dropout rate of 10.7 percent. This is the first year that the SCC rate has been higher than the CA rate. See Table 3.

- SCC had a statistically significant higher Hispanic/Latino cohort dropout rate than did the state. The SCC Class of 2014-15 Hispanic/Latino cohort dropout rate was 20.8 percent, compared to 12.6 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 2014-15 Cohort Graduation Rates: Overall and for Selected Racial/Ethnic Subgroups

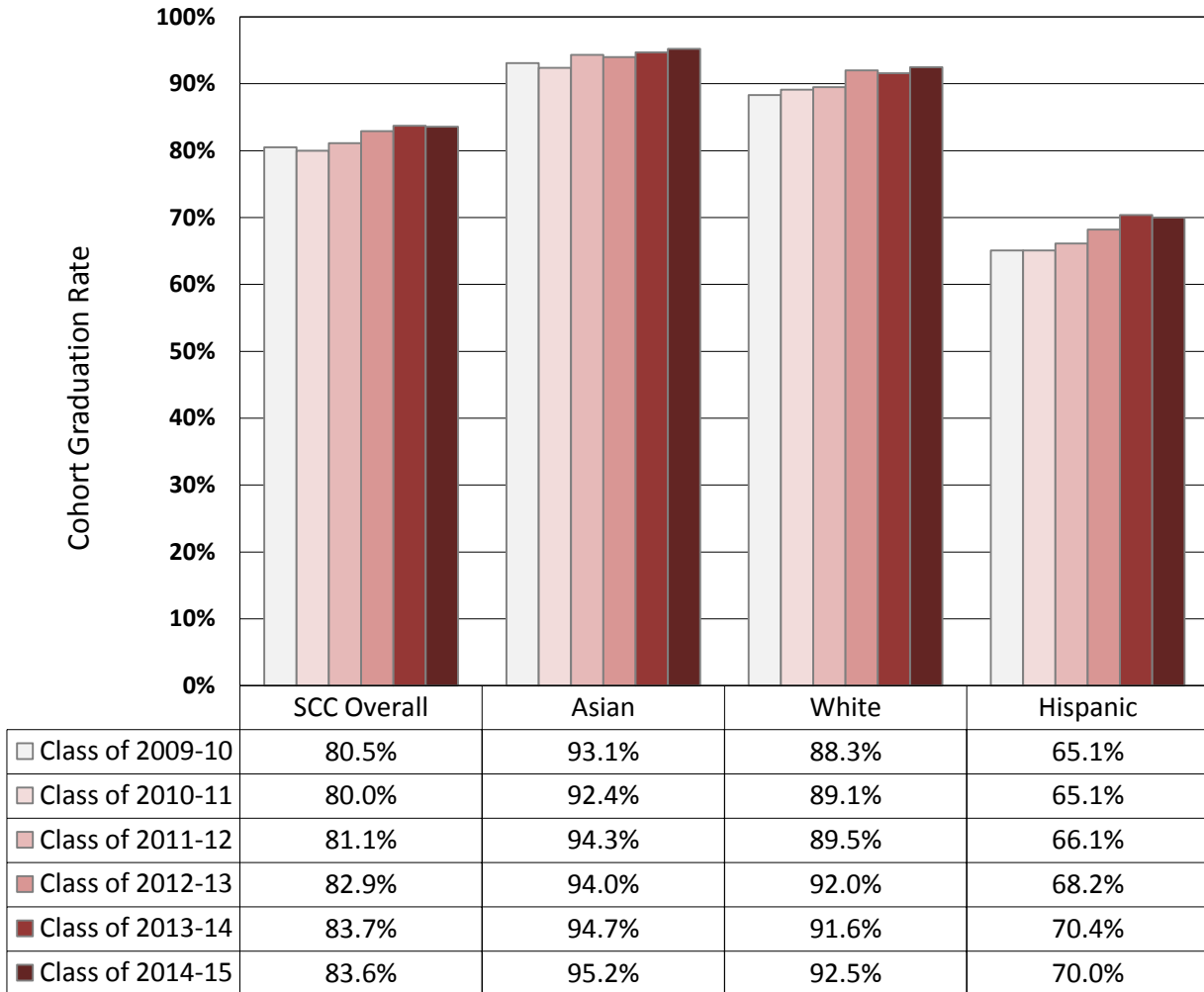|	SCC Overall	Asian	White	Hispanic
☐ Class of 2009-10	80.5%	93.1%	88.3%	65.1%
☐ Class of 2010-11	80.0%	92.4%	89.1%	65.1%
☐ Class of 2011-12	81.1%	94.3%	89.5%	66.1%
☐ Class of 2012-13	82.9%	94.0%	92.0%	68.2%
■ Class of 2013-14	83.7%	94.7%	91.6%	70.4%
■ Class of 2014-15	83.6%	95.2%	92.5%	70.0%

Figure reads: The SCC overall cohort graduation rate has risen by 3.1 percentage points (from 80.5% for the class of 2009-10 to 83.6% for the class of 2014-15). Between the Classes of 2009-10 and 2014-15, the SCC cohort graduation rate achievement gap between Hispanic/Latino students and their Asian counterparts decreased by only 2.8 percentage points (from 28.0 to 25.2), while the gap between Hispanic/Latino students and white students decreased by an even smaller amount: 0.7 percentage points (from 23.2 to 22.5).

Table 1: Santa Clara County and California Cohort Graduation Rates for Classes of 2009-10 and 2014-15*

	Santa Clara County			California		
	Class of 2009-10	Class of 2014-15	Change	Class of 2009-10	Class of 2014-15	Change
Total Cohort	80.5%	83.6%	+3.1 % pts.	74.7%	82.3%	+7.6 % pts.
African American, Not Hispanic	75.2%	78.8%	+3.6 % pts.	60.5%	70.8%	+10.3 % pts.
Am. Indian or Alaska Native, Not Hispanic	74.3%	69.8%	-4.5 % pts.	67.3%	73.1%	+5.8 % pts.
Asian, Not Hispanic	93.1%	95.2%	+2.1 % pts.	89.0%	92.6%	+3.6 % pts.
Filipino, Not Hispanic	88.4%	92.0%	+3.6 % pts.	87.4%	93.0%	+5.6 % pts.
Hispanic or Latino of Any Race	65.1%	70.0%	+4.9 % pts.	68.1%	78.5%	+10.4 % pts.
Pacific Islander, Not Hispanic	78.8%	81.4%	+2.6 % pts.	72.3%	82.2%	+9.9 % pts.
Two or More Races, Not Hispanic	85.7%	91.0%	+5.3 % pts.	83.8%	86.0%	+2.2 % pts.
White, Not Hispanic	88.3%	92.5%	+4.2 % pts.	83.5%	88.0%	+4.5 % pts.
Female	84.2%	85.7%	+1.5 % pts.	78.8%	86.1%	+7.3 % pts.
Male	77.1%	81.6%	+4.5 % pts.	70.9%	78.6%	+7.7 % pts.
English Learners	56.8%	62.2%	+5.4 % pts.	56.4%	69.4%	+13.0 % pts.
Socioeconomically Disadvantaged	67.9%	73.1%	+5.2 % pts.	68.0%	77.7%	+9.7 % pts.
Special Education	60.6%	67.9%	+7.3 % pts.	56.7%	64.5%	+7.8 % pts.

Table reads: The overall SCC cohort graduation rate increased by 3.1 percentage points over the past six years, increasing from 80.5% for the Class of 2009-10 to 83.6% for the Class of 2014-15. The graduation rate among SCC Hispanic/Latinos increased by 4.9 percentage points (from 65.1% for the Class of 2009-10 to 70.0% for the Class of 2014-15).

During the same time span, the overall CA cohort graduation rate increased by 7.6 percentage points, from 74.7% for the Class of 2009-10 to 82.3% for the Class of 2014-15. The graduation rate among CA Hispanic/Latinos increased by 10.4 percentage points (from 68.1% for the Class of 2009-10 to 78.5% for the Class of 2014-15).

The CA Class of 2014-15 Hispanic/Latino cohort graduation rate of 78.5% was 8.5 percentage points higher than the SCC Hispanic/Latino rate of 70.0%

*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 2014-15

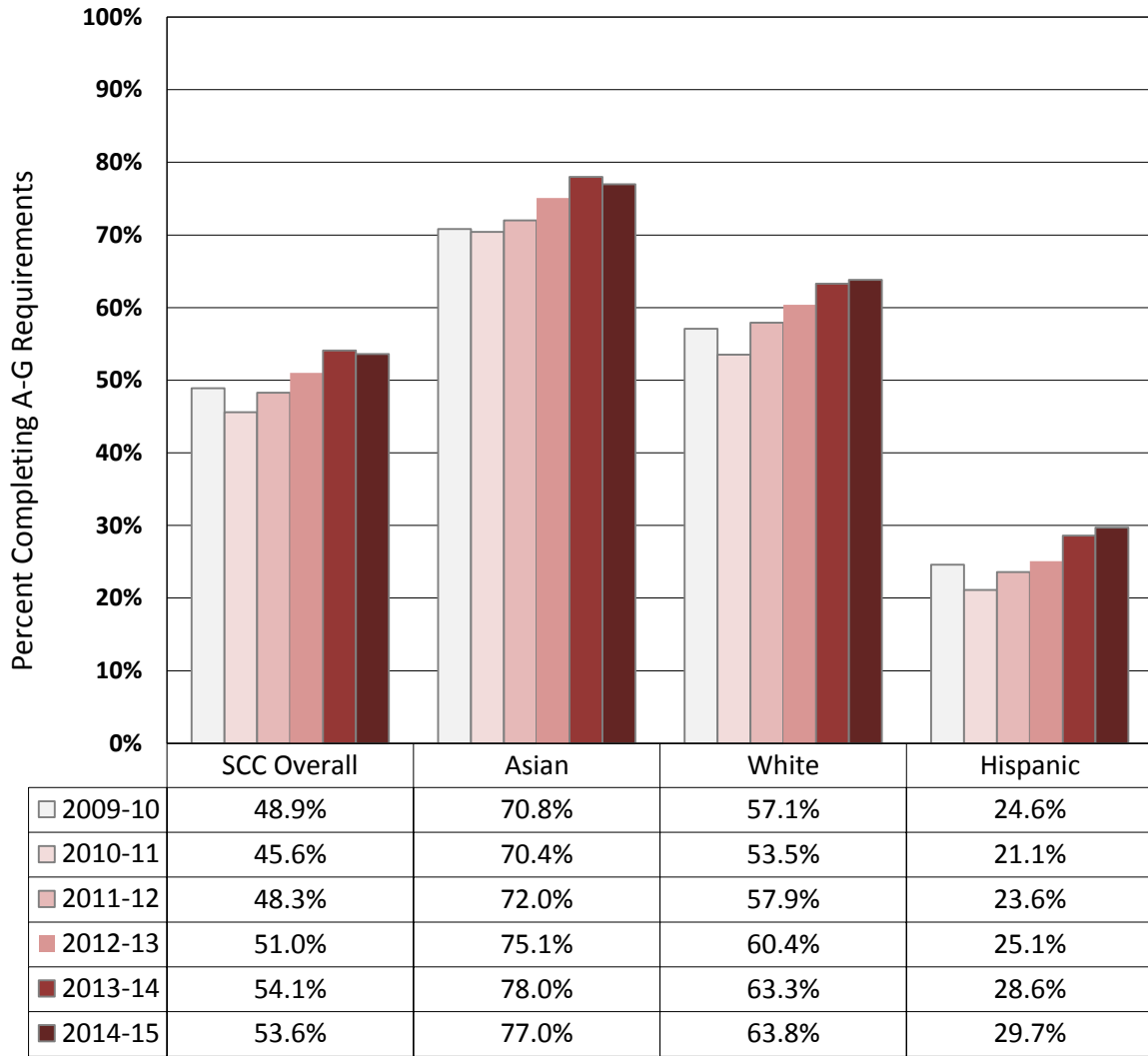|	SCC Overall	Asian	White	Hispanic
☐ 2009-10	48.9%	70.8%	57.1%	24.6%
☐ 2010-11	45.6%	70.4%	53.5%	21.1%
☐ 2011-12	48.3%	72.0%	57.9%	23.6%
☐ 2012-13	51.0%	75.1%	60.4%	25.1%
☐ 2013-14	54.1%	78.0%	63.3%	28.6%
☐ 2014-15	53.6%	77.0%	63.8%	29.7%

Figure reads: Between 2009-10 and 2014-15, the percent of overall SCC grade 12 graduates completing the A-G requirements increased by 4.7 percentage points (from 48.9% to 53.6%). Between 2009-10 and 2014-15, the gap between Asian and Hispanic/Latino graduates completing the A-G requirements grew by 1.1 percentage points, producing a 2014-15 achievement gap of 47.3 percentage points (77.0% vs. 29.7%) and the gap between white and Hispanic/Latino graduates grew by 1.6 percentage points, creating a 2014-15 gap of 34.1 percentage points (63.8% vs. 29.7%).

Table 2: 2014-15 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	17,941	9,618	53.6%	426,950	185,179	43.4%
African American, Not Hispanic	463	145	31.3%	26,356	8,612	32.7%
Am. Indian or Alaska Native, Not Hispanic	39	16	41.0%	2,714	826	30.4%
Asian, Not Hispanic	5,293	4,073	77.0%	41,698	29,919	71.8%
Filipino, Not Hispanic	974	445	45.7%	13,721	8,226	60.0%
Hispanic or Latino of Any Race	6,288	1,868	29.7%	211,946	73,318	34.6%
Pacific Islander, Not Hispanic	89	32	36.0%	2,419	839	34.7%
Two or More Races, Not Hispanic	528	317	60.0%	9,345	4,606	49.3%
White, Not Hispanic	4,247	2,708	63.8%	117,218	58,231	49.7%
English Learners	1,359	106	7.8%	30,380	2,794	9.2%
Socioeconomically Disadvantaged	6,602	2,228	33.7%	218,072	74,440	34.1%

Table reads: In 2014-15, 53.6% of SCC grade 12 graduates completed the A-G requirements, compared to 43.4% statewide (a 10.2 percentage point difference).

Statewide, 34.6% of Hispanic/Latino grade 12 graduates completed the A-G requirements, compared to 29.7% in SCC (a 4.9 percentage point difference).

Figure 3: Santa Clara County Classes of 2009-10 through 2014-15 Cohort Dropout Rates: Overall and for Selected Racial/Ethnic Subgroups
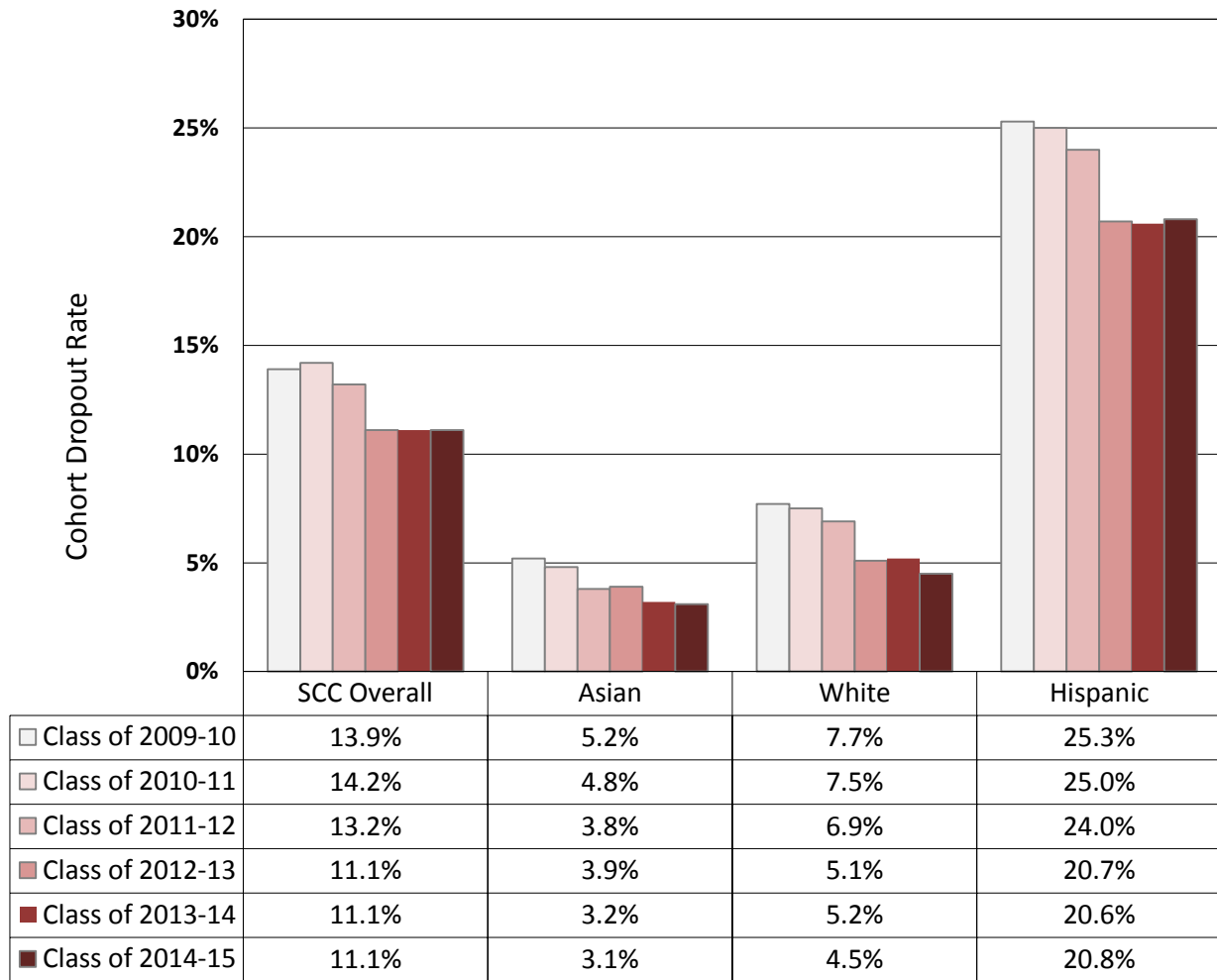
	SCC Overall	Asian	White	Hispanic
☐ Class of 2009-10	13.9%	5.2%	7.7%	25.3%
☐ Class of 2010-11	14.2%	4.8%	7.5%	25.0%
☐ Class of 2011-12	13.2%	3.8%	6.9%	24.0%
☐ Class of 2012-13	11.1%	3.9%	5.1%	20.7%
■ Class of 2013-14	11.1%	3.2%	5.2%	20.6%
■ Class of 2014-15	11.1%	3.1%	4.5%	20.8%

Figure reads: The overall SCC cohort dropout rate of the Class of 2014-15 remained 11.1%, which is a decrease of 2.8 percentage points from the Class of 2009-10 (13.9%).   While the class of 2014-15 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 4.5 percentage points from the class of 2009-10 (25.3%) to the class of 2014-15 (20.8%).

Table 3: Santa Clara County and California Cohort Dropout Rates for the Classes of 2009-10 and 2014-15

	Santa Clara County			California		
	Class of 2009-10	Class of 2014-15	Change	Class of 2009-10	Class of 2014-15	Change
Total Cohort	13.9%	11.1%	-2.8 % pts.	16.6%	10.7%	-5.9 % pts.
African American, Not Hispanic	17.3%	14.9%	-2.4 % pts.	26.7%	18.8%	-7.9 % pts.
Am. Indian or Alaska Native, Not Hispanic	19.8%	24.5%	+4.7 % pts.	22.1%	18.1%	-4.0 % pts.
Asian, Not Hispanic	5.2%	3.1%	-2.1 % pts.	7.2%	4.5%	-2.7 % pts.
Filipino, Not Hispanic	8.1%	4.6%	-3.5 % pts.	7.8%	3.5%	-4.3 % pts.
Hispanic or Latino of Any Race	25.3%	20.8%	-4.5 % pts.	20.8%	12.6%	-8.2 % pts.
Pacific Islander, Not Hispanic	16.0%	15.7%	-0.3 % pts.	19.6%	11.5%	-8.1 % pts.
Two or More Races, Not Hispanic	9.9%	6.2%	-3.7 % pts.	10.1%	8.5%	-1.6 % pts.
White, Not Hispanic	7.7%	4.5%	-3.2 % pts.	10.7%	7.4%	-3.3 % pts.
Female	11.5%	10.1%	-1.4 % pts.	14.1%	8.2%	-5.9 % pts.
Male	16.2%	12.1%	-4.1 % pts.	19.0%	13.1%	-5.9 % pts.
English Learners	32.2%	27.2%	-5.0 % pts.	29.0%	17.6%	-11.4 % pts.
Socioeconomically Disadvantaged	22.7%	18.3%	-4.4 % pts.	20.1%	13.1%	-7.0 % pts.
Special Education	17.8%	11.7%	-6.1 % pts.	21.9%	14.9%	-7.0 % pts.

Table reads: Over a six 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 2014-15. The SCC cohort dropout rate for English Learners decreased by 5.0 percentage points (from 32.2% for the Class of 2009-10 to 27.2% for the Class of 2014-15).

Over the same time span, the CA overall cohort dropout rate fell by 5.9 percentage points, falling from 16.6% for the Class of 2009-10 to 10.7% for the Class of 2014-15. The cohort dropout rate for CA English Learners dropped by 11.4 percentage points (from 29.0% for the Class of 2009-10 to 17.6% for the Class of 2014-15).

The SCC Hispanic/Latino cohort dropout rate was 20.8%, compared to the CA Hispanic/Latino rate of 12.6%.

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

	Class of 2009-10			Class of 2014-15		
	Students	**Graduates**	**Dropouts**	**Students**	**Graduates**	**Dropouts**
SCC Total	19,958	16,071	2,779	20,563	17,196	2,290
African American, Not Hispanic	666	501	115	557	439	83
Am. Indian or Alaska Native, Not Hispanic	101	75	20	53	37	13
Asian, Not Hispanic	4,993	4,647	258	5,496	5,232	168
Filipino, Not Hispanic	1,048	926	85	1,037	954	48
Hispanic or Latino of Any Race	7,040	4,581	1,779	8,216	5,750	1,711
Pacific Islander, Not Hispanic	151	119	24	102	83	16
Two or More Races, Not Hispanic	315	270	31	569	518	35
White, Not Hispanic	5,552	4,903	427	4,509	4,172	203
Female	9,687	8,155	1,110	10,078	8,640	1,018
Male	10,271	7,916	1,669	10,485	8,556	1,272
English Learners	3,324	1,889	1,069	4,595	2,857	1,249
Socioeconomically Disadvantaged	8,641	5,864	1,961	10,064	7,353	1,844
Special Education	2,104	1,275	376	2,247	1,525	263

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/guid/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 <u>may</u> 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 <u>four years or less</u> 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.

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 REPLACMENT 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 on 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 charters school data will NOT be included in authorizing district roll-ups.
- Direct funded charter schools that are ASAM or COE administrated 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.