



DATE: May 20, 2013

TO: Board of Education

Appendix OOO-11-35
May 20, 2013

FROM: Jennifer Cheatham, Superintendent

RE: Graduation Rate Update for Class of 2012

I. Introduction

- A. Title/topic:** Graduation rate report for the Class of 2012
- B. Presenter/contact person:**
Jennifer Cheatham
Andrew Statz
- C. Background information:** The Wisconsin Department of Public Instruction (DPI) recently released graduation rates for the 2011-12 school year to the public.
- D. BOE action requested:** Accept the Graduation Rate Update: Class of 2012 report.

II. Summary of Current Information

SUMMARY – This report presents high school graduation rates for the Madison Metropolitan School District. For additional information on graduation rates, see the Appendix.

For this report, we focus on a cohort of students expected to graduate at the end of the 2011-12 school year. For additional context and to track changes over time, we provide a three-year history for some measures. This report uses publicly available data from Wisconsin's Information Network for Successful Schools (WINSS). Additional data is available through <http://winss.dpi.wi.gov/>.

Key findings include the following:

1. Overall graduation rates improved almost one percent from 2011 to 2012, from 73.7% to 74.6%.
2. African American and Hispanic students have improved their graduation rates by five percent and almost seven percent over the last three years.
3. Graduation rates for students with Limited English Proficiency have improved about four percent over the last three years.
4. MMSD high schools have similar graduation rates, ranging between 74.7% and 82.8%.

RECOMMENDATION – It is recommended the the Board accept the Graduation Rate Update: Class of 2012 report.

C. Link to supporting detail:

III. Implications

A. Budget: N/A

B. Strategic Plan: N/A

C. Equity Plan: N/A

D. Implications for other aspects of the organization: N/A

IV. Supporting Documentation

A. Attachment #1 – Graduation Rate Update: Class of 2012 report



Graduation Rate Update: Class of 2012

Key Findings

1. Overall, four-year graduation rates improved almost one percent from 2011 to 2012, from 73.7% to 74.6%.
2. African American, Hispanic, and Limited English Proficient students have shown noticeable improvement in their four-year graduation rates over the past three years. African American and Hispanic students improved by five percent and almost seven percent, respectively, and Limited English Proficient students have improved their graduation rate by about four percent.
3. Four-year graduation rates at the four major MMSD high schools range between 74.7% and 82.8%.

This report presents high school graduation rates for the Madison Metropolitan School District. For additional information on graduation rates, see the Appendix.

For this report, we focus on the cohort of students expected to graduate at the end of the 2011-12 school year. For additional context and to track changes over time, we provide a three-year history for some measures. This report uses publicly available data from Wisconsin's Information Network for Successful Schools (WINSS). Additional data is available through <http://winss.dpi.wi.gov/>.

District Four-Year Rate (%) by Subgroup – 2009-2012

Group	2009-10	2010-11	2011-12
Overall	74.5	73.7	74.6
Asian	82.2	84.8	80.8
Black or African American	48.3	50.1	53.1
Hispanic/Latino	56.7	59.1	63.2
Two or More Races	N/A	76.8	72.3
White	87.2	84.1	86.7
Students With Disabilities	46.3	43.8	46.2
Students Without Disabilities	81.0	80.9	80.7
Economically Disadvantaged	54.4	53.6	55.4
Not Economically Disadvantaged	86.9	86.0	88.0
Limited English Proficient	51.5	53.2	55.6
English Proficient	77.1	76.0	77.0

This table shows four-year graduation rates overall and by subgroup for the past three years. Overall, graduation rates have changed little, although the graduation rate increased by almost one percent from 2010-11 to 2011-12. African American, Hispanic, and Limited English Proficient students have shown noticeable improvement over the past three years. African American and Hispanic students improved their graduation rates by five percent and almost seven percent, respectively, and Limited English Proficient students have improved their graduation rate by about four percent. Students with disabilities have the lowest graduation rates, at 46.2% relative to 80.7% for students without disabilities.

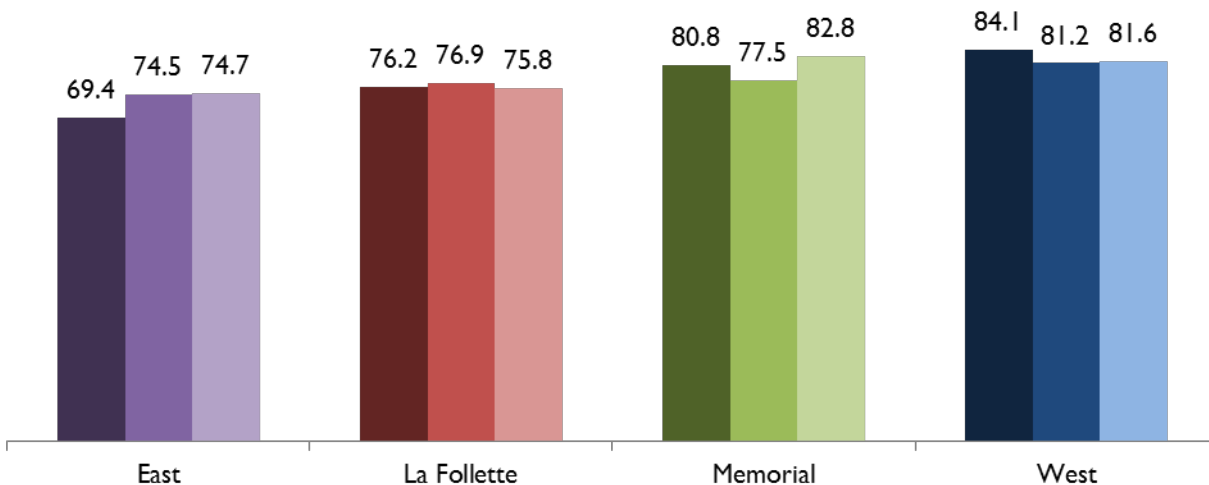


District Six-Year Rate (%) by Subgroup – Class of 2012

Group	2011-12
Overall	83.9
Asian	91.3
Black or African American	64.0
Hispanic/Latino	73.2
White	92.5
Students With Disabilities	66.1
Students Without Disabilities	87.8
Economically Disadvantaged	69.8
Not Economically Disadvantaged	91.2
Limited English Proficient	71.1
English Proficient	85.3

This table shows six-year graduation rates overall and by subgroup for the Class of 2012. Six-year graduation rates are a new measure and are not available for prior years but will be used in the future as DPI transitions from using a legacy graduation rate to a six-year graduation rate. The six-year rates are expectedly higher than four-year graduation rates for all subgroups. The six-year rates are especially higher for students with disabilities and students with Limited English Proficiency, with both groups' graduation rates increasing more than 15% from the four-year to the six-year timeframe.

Four-Year Rate (%) by School – 2009-2012



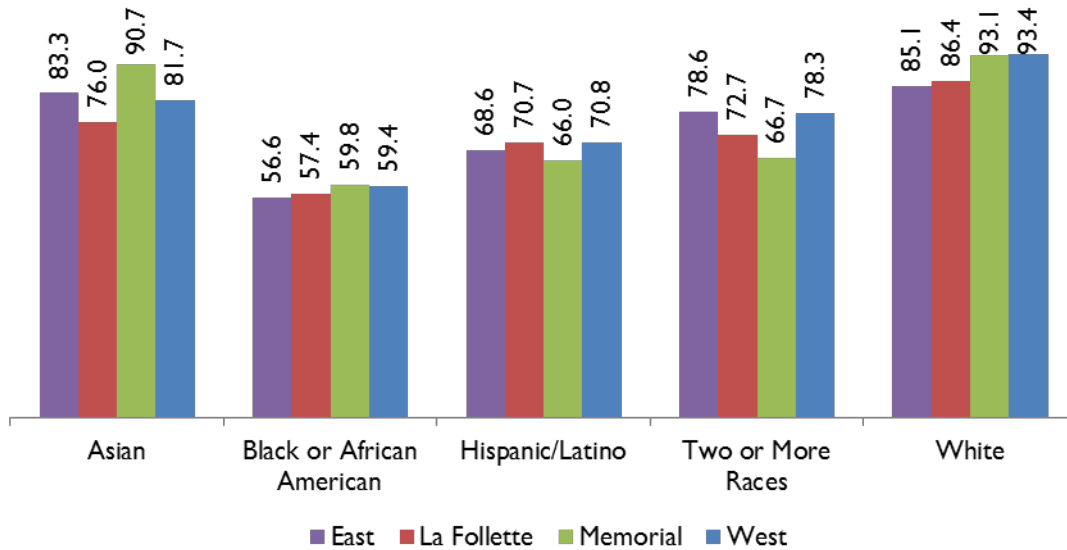
This graph shows overall four-year graduation rates from 2009-10 (darkest) through 2011-12 (lightest). Graduation rates at East have improved more than 5% over the past three years. Rates at the other three high school have remained relatively steady.



Four-Year Rate (%) by School and Subgroup – Class of 2012

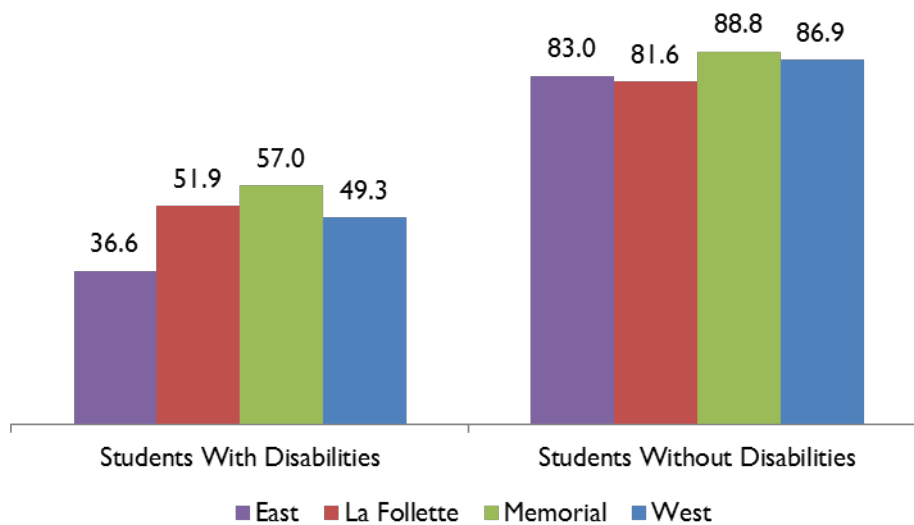
The following graphs present four-year graduation rates for the Class of 2012 disaggregated by school and subgroup.

By Race (%)



At each school, graduation rates for African American students are lower than for other groups. White and Asian students consistently outpace their peers in graduation.

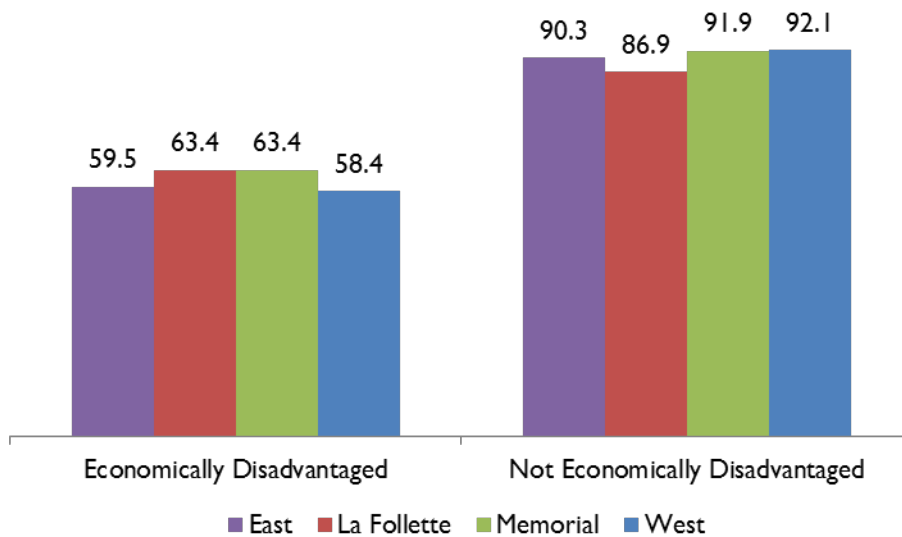
By Disability Status (%)



Students without disabilities graduate at much higher rates than students with disabilities across all four schools.

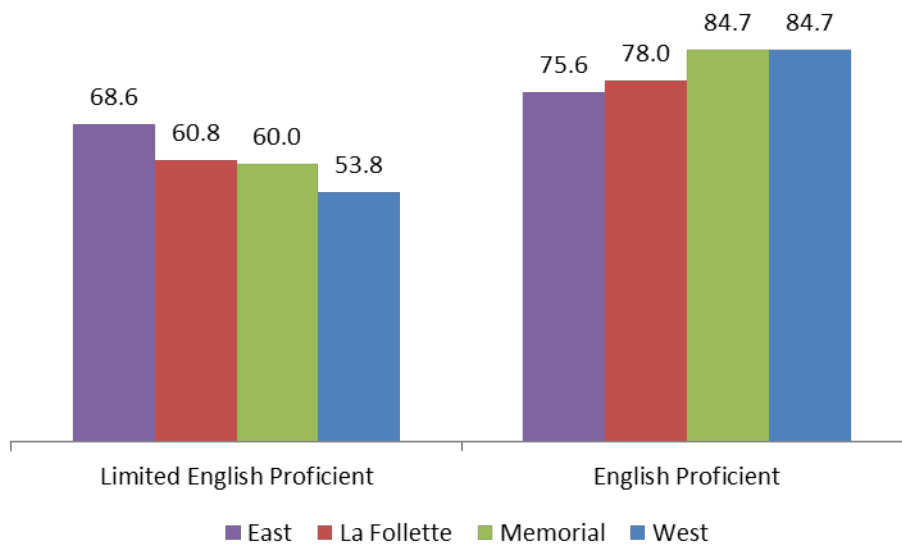


By Income (%)



Students who are economically disadvantaged lag far behind their peers who are not economically disadvantaged. These gaps are similar across schools.

By English Proficiency (%)



Students with Limited English Proficiency graduate at lower rates than their peers who are English Proficient. At East, though, this gap is relatively small.

District Four-Year Rate (%) Not Known to be Continuing by Subgroup – 2009-2012

Group	2009-10	2010-11	2011-12
Overall	10.0	9.2	10.2
Asian	4.1	5.7	5.3
Black or African American	21.9	19.7	20.9
Hispanic/Latino	19.7	13.9	13.6
White	4.5	4.2	4.6
Students With Disabilities	14.9	14.7	15.0
Students Without Disabilities	8.9	7.8	9.1
Economically Disadvantaged	17.0	18.0	17.9
Not Economically Disadvantaged	5.6	3.7	4.8
Limited English Proficient	18.5	17.7	16.4
English Proficient	9.0	8.2	9.4

This table shows the four-year percent of students not known to be continuing in high school overall and by subgroup. Overall, the percentage of students not known to be continuing has changed little over the past three years.

District Six-Year Rate (%) Not Known to be Continuing by Subgroup – 2011-12

Group	2011-12
Overall	11.9
Asian	5.6
Black or African American	28.9
Hispanic/Latino	21.0
White	4.5
Students With Disabilities	21.4
Students Without Disabilities	9.8
Economically Disadvantaged	23.5
Not Economically Disadvantaged	5.9
Limited English Proficient	22.6
English Proficient	10.7

This table shows six-year rates of students not known to be continuing in high school overall and by subgroup for the Class of 2012. The six-year rates of students not known to be continuing are expectedly higher than four-year rates for all subgroups.



Appendix: Information on the High School Graduation Rates

Description

High school graduation rates are available on Wisconsin's Information Network for Successful Schools (WINSS). This publicly-available site provides information on what Wisconsin students should know and be able to do; how students are performing each year; and how schools are staffed and funded. WINSS is maintained by the Wisconsin Department of Public Instruction.

All reported information on MMSD completion rates are available on the WINSS website. WINSS also offers the ability to drill down results further by school, student subgroup, years, and types of completion. It can also offer comparisons of MMSD data to other districts and the state. Additional data is available through <http://winss.dpi.wi.gov/>.

How Rates are Calculated

Graduation rates are calculated by dividing the number of students who graduate with a regular diploma in a given year by the number of students who form the four-year adjusted cohort for that graduating class. The four-year adjusted cohort includes all students who were expected to complete high school in that year, four years after they began high school. For example, students beginning high school in 2008-09 would form the adjusted cohort that would be expected to graduate in 2012-13. High school completion rates use the same methodology but include High School Equivalency Diplomas (HSEDs) earned as an alternative to a regular diploma.

In MMSD, graduation rates at each of the four major high schools (East, La Follette, Memorial, West) can all be higher than the district average because of the graduation policies of alternative schools. When a student at an alternative school (like Shabazz) graduates, they receive a diploma awarded from one of the major high schools and count as a graduate of that school. If they do not graduate, though, they remain assigned to the alternative school. Therefore, all alternative schools in Madison have a 0% graduation rate because successful graduates are always assigned elsewhere. As a result, each major high school's graduation rate can be above the district average.

The percent of students not known to be continuing reflects students who DPI designates as "not known to be continuing" in high school based on their most recent enrollment record. This figure is similar to a dropout rate, as it signifies students who at the time of expected graduation were no longer enrolled in school.

Uses of Results

High school graduation rates are used by MMSD to understand how successful are schools are at preparing students for life after high school. The ultimate goal of college and career readiness depends on successful progression through the PreK-12 system, resulting in on-time graduation. In addition, MMSD tracks the six-year graduation rate to understand how students who do not fare well in the four-year system move towards success.



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Graduation Rate Update: Class of 2012

Presented to the Board of Education

May 20, 2013



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Overall	74.5	73.7	74.6	
Asian	82.2	84.8	80.8	
Black or African American	48.3	50.1	53.1	5% increase
Hispanic/Latino	56.7	59.1	63.2	7% increase
Two or More Races	N/A	76.8	72.3	
White	87.2	84.1	86.7	
Students With Disabilities	46.3	43.8	46.2	vs. 81% for non-SwD
Students Without Disabilities	81.0	80.9	80.7	
Economically Disadvantaged	54.4	53.6	55.4	
Not Economically Disadvantaged	86.9	86.0	88.0	
Limited English Proficient	51.5	53.2	55.6	4% increase
English Proficient	77.1	76.0	77.0	

African American and Hispanic students improved their graduation rates by five percent and almost seven percent, respectively.

Limited English Proficient students have improved their graduation rate by about four percent.

The graduation rate among Students With Disabilities is 46% compared to 81% among students without.



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Group	2011-12	
Overall	83.9	
Asian	91.3	
Black or African American	64.0	
Hispanic/Latino	73.2	
White	92.5	
Students With Disabilities	66.1	vs. four-year at 46%
Students Without Disabilities	87.8	
Economically Disadvantaged	69.8	
Not Economically Disadvantaged	91.2	
Limited English Proficient	71.1	vs. four-year at 55 %
English Proficient	85.3	

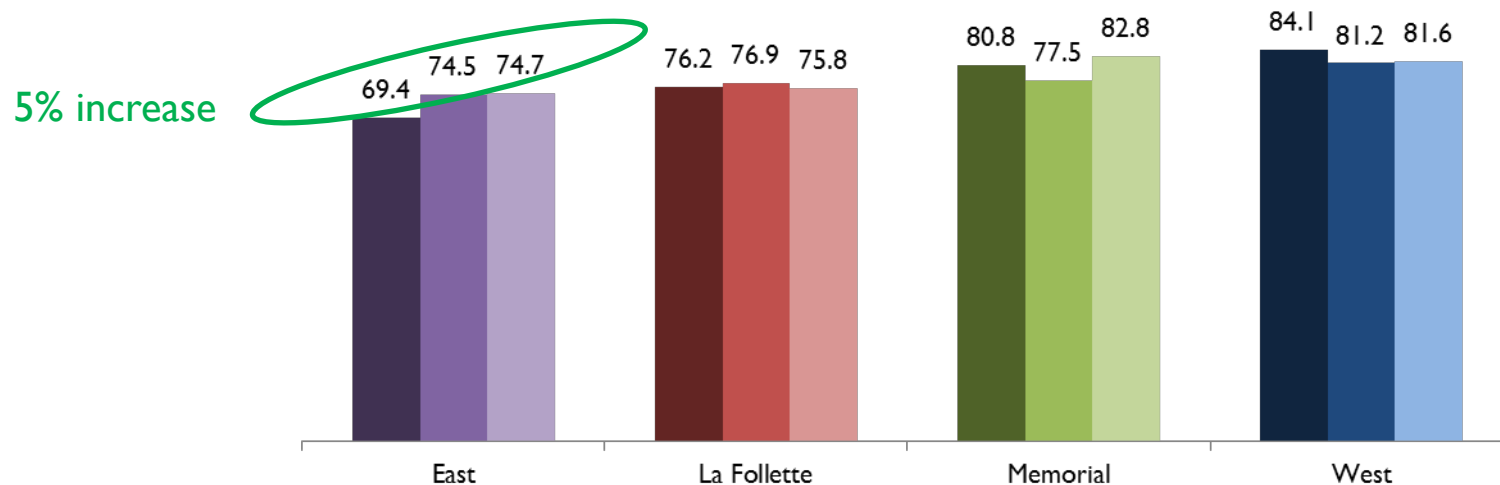
Six-year graduation rates are a new measure and are not available for prior years but will be used in the future as DPI transitions from using a legacy graduation rate to a six-year graduation rate.

The six-year rates are expectedly higher than four-year graduation rates for all subgroups.

The six-year rate among students with limited English proficiency and disabilities and are about 15 to 20 percentage points higher than the four-year rates, respectively.



Four-Year Rate (%) by School – 2009-2012



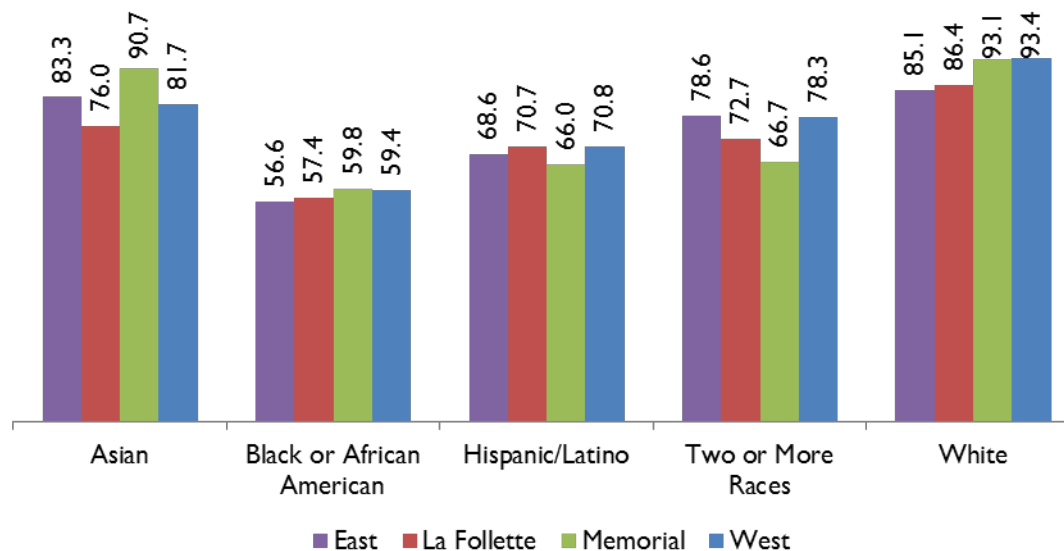
This graph shows overall four-year graduation rates from 2009-10 (darkest) through 2011-12 (lightest).

Graduation rates at East have improved more than 5% over the past three years.

Rates at the other three high school have remained relatively steady.



Four-Year Rate (%) by School and Race - 2012



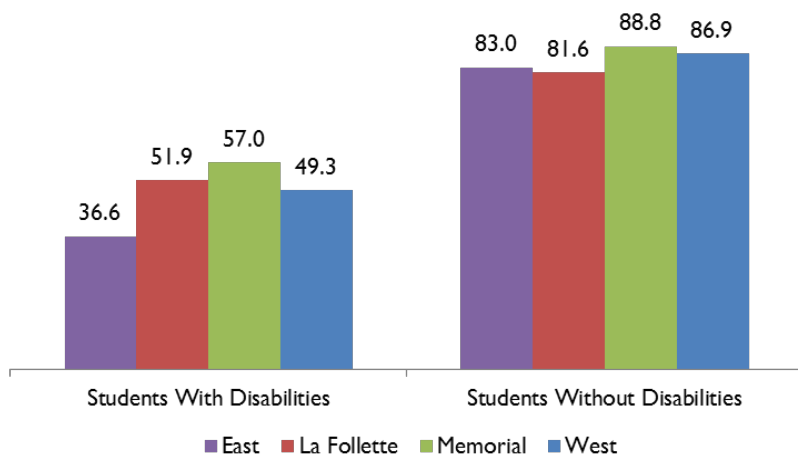
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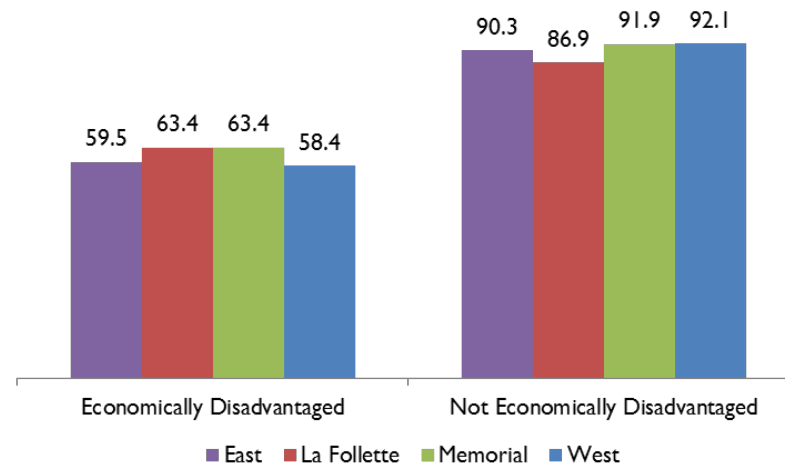


Four-Year Rate (%) by School and Subgroup - 2012

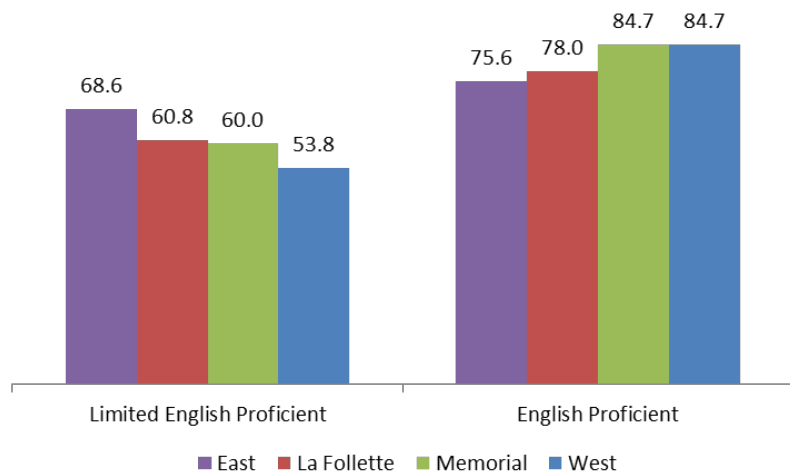
By Disability Status



By Income



By English Proficiency



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Students who are economically disadvantaged lag far behind their peers who are not economically disadvantaged. These gaps are similar across schools.

Students with Limited English Proficiency graduate at lower rates than their peers who are English Proficient. At East, though, this gap is relatively small.



District Four-Year Rate (%) Not Known to be Continuing by Subgroup - 2009-2012

Group	2009-10	2010-11	2011-12	
Overall	10.0	9.2	10.2	Little change
Asian	4.1	5.7	5.3	
Black or African American	21.9	19.7	20.9	
Hispanic/Latino	19.7	13.9	13.6	6% decrease
White	4.5	4.2	4.6	
Students With Disabilities	14.9	14.7	15.0	
Students Without Disabilities	8.9	7.8	9.1	
Economically Disadvantaged	17.0	18.0	17.9	
Not Economically Disadvantaged	5.6	3.7	4.8	
Limited English Proficient	18.5	17.7	16.4	
English Proficient	9.0	8.2	9.4	

“Percent Not Known to be Continuing” effectively provides a dropout rate.

Overall, the percentage of students not known to be continuing has changed little over the past three years.

Hispanic students have seen a 6% decrease in students not known to be continuing.