

**GRADUATION RATES FOR HIGH SCHOOLS AND SCHOOL DISTRICTS
February 2008 "At a Glance"**

For federal (NCLB) and state accountability systems the standardized calculation adopted in the National Governors Association (NGA) Compact is used.

Calculation agreed to by the following: American Federation of Teachers, Business Roundtable, Center for Social Organization of Schools, Council of Chief State School Officers, Education Commission of the States, Educational Testing Service, Education Trust, Manhattan Institute, National Association of State Boards of Education, National Conference of State Legislatures, National Education Association, Standard and Poor's, State Higher Education Executive Officers, Urban Institutes.

States agreed to calculate the graduation rate by dividing the number of on-time graduates in a given year by the number of first-time entering ninth graders four years earlier. Graduates are those receiving a high school diploma. The denominator can be adjusted for transfers in and out of the system. Special education students and recent immigrants with limited English proficiency can be assigned to different cohorts to allow them more time to graduate.

Treatment of Various Student Groups in Federal and State Accountability

	No Child Left Behind		Education Accountability Act	
	School	District	School	District
12 th graders in 9 th grade four years earlier	√	√	√	√
Early graduates	√	√	√	√
IEP with extended years	√	√	√	√
LEP with extended years				
Exclude Transfers	√	√	√	√
Non-IEP/LEP in five years			Under review, likely 3% gain	Under review, likely 3% gain
Non-IEP/LEP in six years			Under review, negligible gain	Under review, negligible gain
Adult Education-diploma, ages 17-21				Under review as separate criterion
Adult Education-GED, ages 17-21				Under review as separate criterion

Reported Rates for 2005*

77.1% SCDE (# diplomas including early graduates from cohort, and students with IEPs/12th graders in 9th grade four years earlier + dropouts - transfers)

60.3% National Center for Education Statistics (# diplomas/9th graders enrolled 4 years earlier)

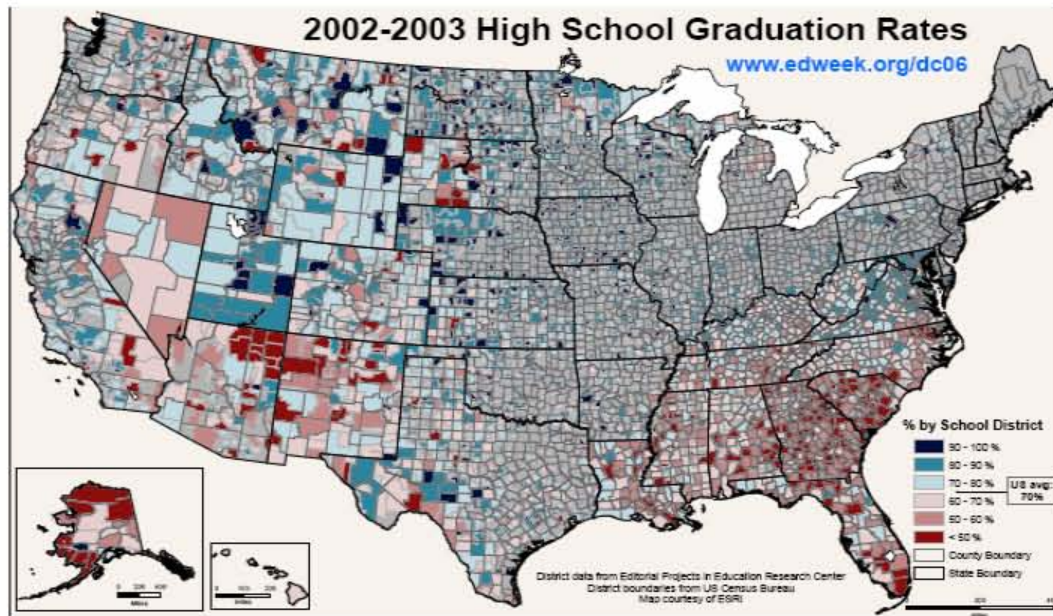
77.1% National Governor's Association (# on-time graduates/9th graders 4 years earlier adjusted for transfers, IEP and LEP)

54% Greene Method (# diplomas/9th grade enrollment 3 years earlier adjusted for student mobility)

52.5% Cumulative Promotion Index (captures grade to grade promotion across the four years, e.g., 10th graders in fall 2003/9th graders in fall 2002 x 11th graders in fall 2003/10th graders in fall 2002 x 12 graders in fall 2003/11th graders in fall 2002 x diploma recipients in spring 2003/12th graders in fall 2002)

60.3% Departure Classification Definition (uses NCES four year cohort definition)

49.2% United Health Foundation (graduates who were 9th graders 3 years earlier)



Procedural Challenges under Review

Can practical, valid documentation be obtained for all transfers?

- Children of migrant workers
- Child transferring to private schools, home schools or other states

What is the level of documentation for accountability that ensures schools and districts take substantial action to prevent under-reporting students who drop out?

How can the system recognize exceptional situations?

- Extended illness

Are end-of-year transfers to adult education made to assist students or to improve a school's calculation?

*Data Sources

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