

To: Board of Education

From: Angelique Nedved, assistant superintendent, teaching & learning, ext. 2440  
Terry McEwen, director, curriculum, instruction, & assessment, ext. 2613

Re: 2016 Graduation & State Assessment Data

Date: November 23, 2016

Background:

Graduation rates have been reported to the Board of Education annually; however, beginning with the class of 2009, the graduation rate calculation was changed at the federal level. The federal calculation is based on a cohort of students who collectively enter grade 9 (freshman year) in the same calendar year. They are then given four academic years to complete high school in order to graduate "on time." The cohort is adjusted annually to reflect transfers into the cohort group and what are deemed "legitimate transfers out" of the cohort group. An example of a "legitimate transfer out:" student moves to another district in state and enrollment in that district is confirmed. An example of a transfer out of the cohort that would not be considered "legitimate" and thus counts against the district as a "non-graduate:" student transfers to a non-accredited private school.

The graduation rate data reported always reflect the number of students who graduate in the four year "on time" cohort, plus transfers in, minus "legitimate" transfers out divided by the total number of students who were in the initial cohort (this number would include any "non-legitimate" transfers out of the cohort).

Current Report:

The report to the Board of Education will depict the graduation rates of "All" students and each reportable subgroup of students (Free/Reduced Lunch, Students with Disabilities, English Language Learners, and Race/Ethnicity designation) within our two "brick and mortar" high schools (Lawrence High School and Free State High School) from 2011 to the present in order to provide comparable data across the five-year time period.

In addition, the report will include state assessment data from 2016. State assessments are one data set in a variety of measurements used to evaluate student academic progress. This report will point out the Kansas State Department of Education's move this year to minimize the loss of instructional time by reducing the time required for test taking.

Kansas Assessment Program District Results by grade level in the areas of English Language Arts and Mathematics will be presented to the board. These are the results reported on the District Report Card located on the Kansas State Department of Education (KSDE) website.

Accountability under the new "Every Student Succeeds Act" is no longer calculated on "Percent Proficient." As a result, the role of the state assessments has been reduced to its proper place as a data point among many other data points.