

Oregon's Graduation Rates

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Objectives

- ❑ Describe student exit options and graduation requirements
- ❑ Describe grad rates and calculations
- ❑ Show:
 - Difference between 4- and 5-year rates (cohort and completer)
 - Districts with high (and low) grad rates
 - Subgroup trends
- ❑ Show:
 - Grad rate comparisons to other states

Definitions: Different Diplomas

Regular Diploma	Modified Diploma	Extended Diploma
<ul style="list-style-type: none">▪ 24 credits▪ Essential Skills▪ Personalized learning requirements	<ul style="list-style-type: none">▪ 24 credits▪ Essential Skills▪ Regular and modified courses▪ Documented history of inability to meet full set of academic content standards with reasonable accommodations	<ul style="list-style-type: none">▪ 12 credits▪ Documented history of significant learning barrier or medical condition▪ Inability to meet full set of academic content standards

Other exit options include the Adult High School (Learning) Diploma, GED, and Alternative Certificate.

Essential Skills Requirements

- ❑ Reading, Writing, Apply Math
- ❑ Applied to Regular and Modified Diplomas
- ❑ Based on when students enter high school
 - ❑ 2008/09 – Reading
 - ❑ 2009/10 – Reading and Writing
 - ❑ 2010/11 – Reading, Writing, Apply Math

** Implementation schedule for remaining Essential Skills, to be determined*

Graduation Requirements

Cohort Year	Expected Grad Year	Credits	Essential Skill
2007-08 and earlier	2011	22	None
2008-09	2012	24	Reading
2009-10	2013	24	Reading Writing
2010-11 and beyond	2014	24	Reading Writing Math

** Credit requirement increases in the content areas of Math and Science*

Definitions: Cohort Graduation Rate

- ❑ Counts only **regular diplomas**
- ❑ 4- and 5-year rates, **federally approved**

Based on # of students in original cohort (year students entered high school) and adjusted to account for students that move in and out of the system.

Definitions: Completer Rate

- ❑ Counts **all diplomas and GED**
- ❑ 4- and 5-year rates

Based on # of students in original cohort (year students entered high school) and adjusted to account for students that move in and out of the system.

Calculations:

% of Students with each Outcome

$$\frac{\text{Numerator}}{\text{Denominator}} = \frac{\# \text{ Students with Specific Outcomes}}{\# \text{ Students Total}}$$

All calculations made based on adjusted cohort

Calculations:

	Grad Rate (%)	Completer Rate (%)
Numerator	<p><i># of students who earned:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Regular Diplomas	<p><i># of students who earned:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> All Diplomas:<ul style="list-style-type: none">▪ Regular▪ Modified▪ Extended▪ Adult learning<input type="checkbox"/> GED
Denominator	<p><i># of students total</i></p>	<p><i># of students total</i></p>

4- and 5-year Year Cohort Graduation Rates

Cohort Year	Grad Year	4-year grad rate	5-year grad rate
2005-06	2008-09	66.2	69.1
2006-07	2009-10	66.4	70.9
2007-08	2010-11	67.7	72.4
2008-09	2011-12	68.4	N/A

4-Year, 5-Year Rates for Graduates and Completers

	4-Year grad rate	5-Year grad rate	5-Year comp rate
EconDis	61.3	67.0	76.7
LEP	52.1	59.8	64.1
SpEd	42.2	47.2	65.8
Combined Dis.	59.3	65.1	75.0
Total	67.7	72.4	80.6
Total w/o Portland SD	68.1	73.0	80.6

Top 5

(All Students)

District <i>≥ 50 students in adj. cohort</i>	% of All Students	
	4-Year Grad Rate	Combined Disadvantaged*
Riverdale SD 51J *	95.5	17.5
Jefferson SD 14J *	93.9	62.3
Colton SD 53 *	93.7	45.8
Corbett SD 39	93.4	43.7
Sherwood SD 88J	91.3	24.6

* Combined disadvantages statewide average is 60.8%

Top 5

(All Students)

School <i>≥ 50 students in adj. cohort</i>	% of All Students	
	4-Year Grad Rate	Combined Disadvantaged
Burns High School <i>Harney County SD 3</i>	96.2	53.8
Colton High School <i>Colton SD 53*</i>	95.2	46.8
Riverdale High School <i>Riverdale SD 51J*</i>	94.2	21.2
Jefferson High School <i>Jefferson SD 14J*</i>	93.9	64.6
West Albany High School <i>Greater Albany Public SD 8J</i>	93.6	36.0

Bottom 5

(All Students)

District <i>≥ 50 students in adj. cohort</i>	% of All Students	
	4-Year Grad Rate	Combined Disadvantaged
Estacada SD 108	30.7	64.3
Lebanon Community SD 9	43.2	59.5
Redmond SD 2J	46.0	63.2
Scio SD 95	48.7	62.6
Coos Bay SD 9	51.1	68.4

Bottom 5

(All Students)

District <i>≥ 50 students in adj. cohort</i>	% of All Students	
	4-Year Grad Rate	Combined Disadvantaged
Estacada SD 108	30.7	64.3
Lebanon Community SD 9	43.2	59.5
Redmond SD 2J	46.0	63.2
Scio SD 95	48.7	62.6
Coos Bay SD 9	51.1	68.4

Top 5: 4-Year Graduation (LEP Students ONLY)

District ➤ 20 students in adj. cohort subgroup	#	%
McMinnville SD 40	71	72.5
Canby SD 86	25	65.8
Morrow SD 1	18	64.3
North Clackamas SD 12	114	63.3
Gervais SD 1	17	63.0

Top 5: 4-Year Graduation (SpEd Students ONLY)

District ➤ 20 students in adj. cohort subgroup	#	%
Ashland SD 5	22	71.0
North Marion SD 15	17	68.0
Tillamook SD 9	18	66.7
Sherwood SD 88J	19	63.3
Morrow SD 1	13	61.9

Top 5: 4-Year Graduation (EconDis Students ONLY)

District ➤ 20 students in adj. cohort subgroup	#	%
Corbett SD 39	26	96.3
Glide SD 12	29	93.6
Jefferson SD 14J	32	91.4
Stanfield SD 61	21	91.3
Colton SD 53	25	89.3

State-to-State Comparison

- ❑ Oregon's most recent 4-year cohort graduation rate (2008-09 cohort) was 68%
- ❑ Four states with similar graduation requirements, that only count regular diplomas in their respective cohort graduation rates are: Alaska (68%), Rhode Island (77%), and South Carolina (74%)
- ❑ Several states include other outcomes in their cohort graduation rates

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Glossary

Term	Definition
Combined Disadvantaged	Students who are in the underserved ethnicity, English Language Learners, Students with Disabilities, and/or Economically Disadvantaged Subgroup(s)
LEP	Limited English Proficiency; English Language Learners
Econ. Dis	Economically Disadvantaged Students