

Graduation Rate and Retention Rate AYP Starting Points, Intermediate Goals, Annual Measurable Objectives

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Definitions

Graduation rate and retention rate, which serve as the “other academic indicators” for determining Adequate Yearly Progress (AYP), were defined in Hawaii’s *Consolidated State Application Accountability Workbook* submitted to the United States Department of Education on January 31, 2003.

Graduation Rate

A. For the LEA/SEA –

The percentage of first-time ninth grade students who graduate with a diploma within four years, excluding students who have transferred out of the Hawaii public school system.

B. For schools –

The percentage of first-time ninth grade students who graduate with a diploma within four years, excluding students who have transferred out of the school.

The denominator of the graduation rate is the number of first-time ninth grade students from the State's beginning-of-the-school-year official enrollment count, excluding students transferring out.*

The numerator of the graduation rate is the number of students receiving a diploma** within four school years.

*The term "transfer" excludes "dropouts" as defined in the calculation of dropout rates under the Common Core of Data survey conducted by the National Center for Education Statistics (NCES).

**The term "diploma" is defined as completion of the State of Hawaii approved educational program and receipt of a BOE or DOE diploma in recognition. Special education students who are not working toward a diploma may receive a certificate if they complete the program specified in their IEP. Students who receive these IEP completion certificates are not counted as graduates.

Retention Rate

A. Elementary Schools –

The percentage of students for the target school year in grades 1 through 5 (or 6) whose grade level is the same or lower in the subsequent school year.

B. Middle, Intermediate, or multi-level Elementary/Intermediate Schools –

The percentage of students for the target school year in the school's highest grade (8 or 9) whose grade level is the same or lower in the subsequent school year.

Rationale & Recommendations

Graduation Rate. The *Hawaii Goals for Education* (1991) challenged the state to “Ensure that 90 percent or more of all students who enter ninth grade will graduate from high school.” Of the

Hawaii public schools, including public charter schools, with grade 12, eight (8) of 61 schools had 2002 graduation rates of 90% or more. Three (3) schools had graduation rates less than 70%.

The following values are recommended as the graduation rate AYP baseline, long-term goal, and annual measurable objectives or targets. While challenging, these graduation targets are believed to be attainable with focused effort.

Graduation Rate (%)													
Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Starting Point (Baseline)	70												
Long-term Goal													90
Annual Objective	70	70	70	75	75	75	80	80	80	80	85	85	90

Retention Rate. The one feasible indicator for elementary and middle schools that has properties similar to the high school graduation rate is the rate of retention in grade. Like the graduation rate, the grade level retention rate counterbalances student performance on tests. Using test performance and retention rate jointly will discourage schools from holding students they don't expect to do well on tests in grades that are not tested. While the state assessment program heretofore has not had high stakes for schools, it will now. Using retention and testing in tandem will discourage the use of grade retention to artificially boost test performance.

It should be noted that contrary to some “conventional wisdom” and political rhetoric, research clearly indicates that grade retention rarely has the intended effect of getting a student back on track. Students who are retained tend to fall farther behind their age mates and are much more likely, when they are older, to drop out of school altogether. Given the poor prognosis for improving student achievement using retention, we should expect retention rates in elementary and middle schools to be low. Making retention rate the second academic indicator should tend to keep them low. Yet, it is undoubtedly also true that occasionally, but more rarely than not, retention may be an appropriate and beneficial action for individual children under some circumstances.

For the 2001-02 school year, four (4) elementary schools, including public charter schools, had retention rates of 3.0% or more, and another eight (8) schools had retention rates of 2.0% or more. At the middle, intermediate, and multi-level elementary/intermediate schools level, five (5) schools had retention rates in 2001-02 of 6.0% or more and an additional three (3) schools had retention rates of 5.0% or more. It is expected that elementary retention rates will be smaller than secondary level retention rates since retention at the elementary level represents repeating an entire grade level for a full school year while promotion and retention at the secondary level depends upon completing specific course requirements. Consequently, retention in middle/intermediate grades refers to a failure to be promoted to the subsequent grade and

ameliorating that does not usually involve repeating all courses.

The following values are recommended as the retention rate AYP baseline, long-term goal, and annual measurable objectives or targets. These rates were chosen to emphasize the desirability of *maintaining* low rates of retaining elementary and middle/intermediate students while recognizing that current practice appears to take that into account.

Retention Rate (%), Elementary Schools													
Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Starting Point (Baseline)	3												
Long-term Goal													2
Annual Objective	3	3	3	3	3	3	2	2	2	2	2	2	2

Retention Rate (%), Middle/Intermediate Schools & Multi-Level (e.g., K - 8) Schools													
Year	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Starting Point (Baseline)	6												
Long-term Goal													5
Annual Objective	6	6	6	6	6	6	5	5	5	5	5	5	5