EXECUTIVE SUMMARY

February 23, 2022

TO: School Board Members

THROUGH: Michael J. Burke, Superintendent *MJB*

FROM: Edward C. Tierney, Deputy Superintendent/Chief of Schools *Ect*
Glenda Sheffield, Ed.D., Chief Academic Officer *GS.*
Adam Miller, Ph.D., Assistant Superintendent, Performance Accountability *(am)*

SUBJECT: KEY FINDINGS FROM PREDICTING GRADUATION RATES USING STUDENT LEVEL INDICATORS

The District's Strategic Plan's Long-Term Outcome 3 (LTO3) is to increase the graduation rate to 90%. As of the FY21 graduating class, the District obtained a 91.0% overall graduation rate and 95.9% graduation rate for District-operated schools.[1] For students to successfully graduate, we must ensure they meet educational milestones on their way to graduation. To support this effort, Research & Evaluation has completed an annual analysis of several key leading indicators of graduation success. The key findings from the FY21 Graduation Cohort revealed the following:

- Considering the impact of retention, the graduation rate for students who entered Kindergarten during FY09 and subsequently entered Grade 9 on time was 94%;
  - 18 percentage points higher than those students who entered Grade 9 one year late (Grade 1 during FY10 - 76%);
  - 65 percentage points higher than students who entered Grade 9 two years late (Grade 2 during FY11 - 29%).[2]

- Over the past five years, the graduation rate for the on-time students increased (+3 percentage points) as did the graduation rates for students entering Grade 9 one year (+10 percentage points) or two years late (+3 percentage points). These increases predominately occurred with the FY19 graduating class for the late-entering Grade 9 students.

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[1] It should be noted that due to COVID-19, assessment requirements for graduation were waived for FY20 and FY21 seniors who had yet to meet them.
[2] Total number of students entering Grade 9 two years late was small, n=33.

- The graduation rate for students scoring Level 3 or above (95%)[3] on the Grade 3 Florida Comprehensive Assessment Test (FCAT) Reading assessment was 8 percentage points higher than students who scored at Level 1 or 2 (87%).[4]

- Graduation rates improved by 9 percentage points over the five-year period for students scoring Level 1 or 2 on the Grade 3 FCAT.

- The graduation rate for students scoring Level 3 or above (97%)[5] on the Grade 8 FSA ELA was 12 percentage points higher than students who scored a Level 1 or 2 (85%).[6]

- Across the five years, students scoring Level 1 or 2 on the Grade 8 FSA ELA increased graduation rates by 7 percentage points.

- The graduation rate of students who were not suspended during Grade 8 (94%) was:
  - 14 percentage points higher than students suspended only once (80%) during Grade 8;
  - 31 percentage points higher than students suspended two or more times (63%)[7] during Grade 8.
  - Graduation rates among students suspended 3 or more times decreased by 3 percentage points between the FY20 and FY21 cohorts.

- The graduation rate of students who were absent 10 or fewer days during Grade 8 (93%) was:
  - 7 percentage points higher than students absent 11-20 days (86%) during Grade 8;
  - 24 percentage points higher than students absent 21 or more days (69%) during Grade 8.

- The graduation rate for students with a Grade 9 GPA of
  - at least 2.0 (97%)[8] was:
    - 37 percentage points higher than the graduation rate of students who had Grade 9 GPAs less than 2.0 (60%).
  - 2.0 to 2.9 (93%) was:
    - 33 percentage points higher than the graduation rate of students with Grade 9 GPAs less than 2.0 (60%).

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[3] This percentage is calculated by dividing 5235, which is the total of all graduates with Grade 3 FCAT Achievement Levels 3, 4, and 5 (i.e., the sum of 2135, 2081, 1019), by 5490, which is the total seniors in FY21 Graduation Cohort with Grade 3 FCAT Achievement Levels 3, 4, and 5. The FCAT was administered through FY14.

[4] This percentage is calculated by dividing 3269, which is the total of all graduates with Grade 3 FCAT Achievement Levels 1 and 2 (i.e., the sum of 1005 and 2264), by 3767, which is the total seniors in FY21 Graduation Cohort with FCAT Achievement Levels 1 and 2.

[5] This percentage is calculated by dividing 6353, which is the total of all graduates with Grade 8 FSA ELA Achievement Levels 3, 4, and 5 (i.e., the sum of 2636, 2139 and 1578), by 6541, which is the total seniors in FY21 Graduation Cohort with Grade 8 FSA ELA Achievement Levels 3, 4, and 5.

[6] This percentage is calculated by dividing 4083, which is the total of all graduates with Grade 8 FSA ELA Achievement Levels 1 and 2 (i.e., the sum of 1816 and 2267), by 4804, which is the total seniors in FY21 Graduation Cohort with Grade 8 FSA ELA Achievement Levels 1 and 2.

[7] This percentage is calculated by dividing 362, which is the total of all graduates with 2 times suspended in Grade 8 (i.e., the sum of 207 and 155), by 573, which is the total seniors in FY21 Graduation Cohort with 2 times suspended in their Grade 8.

[8] This percentage is calculated by dividing 10897, which is the total of all graduates with GPA of 2.0-2.9 and GPA of 3.0 or more in Grade 9 (i.e., the sum of 4263 and 6634), by 11276, which is the total seniors in FY21 Graduation Cohort with GPA of 2 while in Grade 9.

- o   at least 3.0 (99%) was:
  - ▪ 39 percentage points higher than the graduation rate of students with Grade 9 GPAs less than 2.0 (60%).
- o   The graduation rate of students with GPAs less than 2.0 in Grade 9 increased by 4 percentage points across the five-year period.

To further increase graduation rates for all students, school staffs should review the academic, behavior, and engagement status of their students to identify areas for focused support and intervention. Research & Evaluation's Education Data Warehouse (EDW) provides several resources to assist staff:

- • The Principal and Principal Supervisor Dashboard (EDW Report RXOOA0636) is a resource that identifies areas of concern at the school level; any identified areas can be followed with detailed reports of students highlighting their specific needs. Detailed reports that are available include:
  - o   Attendance - (RASOA0054),
  - o   Discipline - (RDSOA0044),
  - o   Graduation Status - (RSSOA0034),
  - o   Potential Students for Graduation Rate - (RXSOA0438),
  - o   Elementary Grades New Scale - (RGTOX0232),
  - o   Secondary by Grade - (RGSOA0086),
  - o   ELA Profile (Most Recent) - (RTSOR0036), and
  - o   Math Profile (Most Recent) - (RTSOM0037).

- • These and other applicable reports should be reviewed periodically, beginning early in the academic year, to alert schools as issues arise. Information from the EDW reports should be reviewed by school staff to develop action plans for mitigating deficiencies that may prevent high school graduation.

For questions regarding these results, please contact Paul Houchens, Director, Research & Evaluation at 561-434-8780 or Dr. Adam Miller, Assistant Superintendent, Performance Accountability at 561-434-8851.

MJB/ET/GS/AM/PH/RC/RW:wl
Attachment

c: Academic and Operating Chiefs
     Regional/Instructional Superintendents
     Assistant Superintendents
     Academic Directors
     Principals

Palm Beach County School District's High School Graduation Rates and Counts for FY17 Through FY21 Associated with Different Student Level Indicators*

	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Retention (for all students from the cohort enrolled)													
Students in Kindergarten who entered grade 9 on time	6,498	91%	6,831	92%	6,937	92%	6,996	94%	7,014	94%	0%	3%	1%
Students in 1st Grade who entered grade 9 one year late	881	66%	908	69%	973	75%	931	78%	866	76%	-2%	10%	2%
Students in 2nd Grade who entered grade 9 two years late	18	26%	19	29%	16	37%	9	26%	6	29%	3%	3%	1%
3rd Grade FCAT (for all students in 3rd Grade)													
Of the N 3rd Grade students who scored a Level 1 on FCAT Reading	781	74%	949	77%	1,100	80%	875	82%	1,005	82%	0%	8%	2%
Of the N 3rd Grade students who scored a Level 2 on FCAT Reading	916	82%	1,040	86%	986	86%	1,041	89%	2,264	89%	0%	7%	2%
Of the N 3rd Grade students who scored Levels 1 and 2 on FCAT Reading	**1,697**	**78%**	**1,989**	**81%**	**2,086**	**83%**	**1,916**	**86%**	**3,269**	**87%**	**1%**	**9%**	**2%**
Of the N 3rd Grade students who scored a Level 3 on FCAT Reading	2,915	90%	2,727	91%	2,767	91%	2938	93%	2135	94%	1%	4%	1%
Of the N 3rd Grade students who scored a Level 4 on FCAT Reading	2,603	96%	2,728	96%	2,860	96%	2834	97%	2081	96%	-1%	0%	0%
Of the N 3rd Grade students who scored a Level 5 on FCAT Reading	694	97%	734	98%	760	99%	809	97%	1019	98%	1%	1%	0%
Of the N 3rd Grade students who scored Level 3 or above on FCAT Reading	**5,653**	**93%**	**6,212**	**93%**	**6,189**	**94%**	**6,387**	**94%**	**5,235**	**95%**	**1%**	**3%**	**1%**
5th Grade FCAT (for all students in 5th Grade)													
Of the N 5th Grade students who scored a Level 1 on FCAT Reading	968	72%	1,079	76%	1,100	77%	1,096	83%	1,076	81%	-2%	9%	2%
Of the N 5th Grade students who scored a Level 2 on FCAT Reading	1,137	83%	1,239	86%	2,018	88%	2,108	90%	2,002	89%	-1%	6%	1%
Of the N 5th Grade students who scored a Level 3 on FCAT Reading	2,868	92%	2,919	92%	2,444	93%	2,618	95%	2,430	93%	-2%	1%	0%
Of the N 5th Grade students who scored a Level 4 on FCAT Reading	2,687	96%	2,708	97%	2,306	97%	2,180	97%	2,333	97%	0%	1%	0%
Of the N 5th Grade students who scored a Level 5 on FCAT Reading	1,003	98%	968	98%	1,234	99%	1,132	99%	1,207	98%	-1%	0%	0%
6th Grade FSA (for all students in 6th Grade)													
Of the N 6th Grade students who scored a Level 1 on FCAT Reading	1,062	69%	1,325	74%	1,399	76%	1,217	82%	1,700	81%	-1%	12%	3%
Of the N 6th Grade students who scored a Level 2 on FCAT Reading	1,292	84%	2,312	89%	1,976	89%	2,054	90%	2,379	91%	1%	7%	2%
Of the N 6th Grade students who scored a Level 3 on FCAT Reading	2,984	92%	2,717	94%	2,861	95%	2,871	95%	2,243	95%	0%	3%	1%
Of the N 6th Grade students who scored a Level 4 on FCAT Reading	2,662	97%	1,890	98%	2,124	98%	2,165	97%	2,249	98%	1%	1%	0%
Of the N 6th Grade students who scored a Level 5 on FCAT Reading	1,081	98%	1,049	99%	1,086	99%	1,218	99%	873	99%	0%	1%	0%

8th Grade FSA (for all students in 8th Grade)	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N 8th Grade students who scored a Level 1 on FSA ELA	897	62%	1,252	70%	1,705	73%	1,720	80%	1,816	78%	-2%	16%	4%
Of the N 8th Grade students who scored a Level 2 on FSA ELA	2,530	86%	2,506	88%	2,261	90%	2,139	92%	2,267	92%	0%	6%	1%
Of the N 8th Grade students who scored Levels 1 and 2 on FSA ELA	**3,427**	**78%**	**3,758**	**81%**	**3,966**	**82%**	**3,859**	**86%**	**4,083**	**85%**	**-1%**	**7%**	**2%**
Of the N 8th Grade students who scored a Level 3 on FSA ELA	2,824	95%	2,731	95%	2,810	96%	2,709	95%	2,636	95%	0%	0%	0%
Of the N 8th Grade students who scored a Level 4 on FSA ELA	2,161	97%	2,107	98%	2,057	99%	2,196	98%	2,139	98%	0%	1%	0%
Of the N 8th Grade students who scored a Level 5 on FSA ELA	1,325	98%	1,474	99%	1,349	98%	1,620	99%	1,578	99%	0%	1%	0%
Of the N 8th Grade students who scored Level 3 or above on FSA ELA	**6,310**	**96%**	**6,312**	**97%**	**6,216**	**97%**	**6,525**	**97%**	**6,353**	**97%**	**0%**	**1%**	**0%**

Suspensions last year prior to entering 9th Grade (for all students)	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students who had 0 suspensions, % graduated	8,693	91%	9,267	93%	9,476	93%	9,750	95%	9,848	94%	-1%	3%	1%
Of the N students who had 1 suspension, % graduated	674	76%	696	79%	670	79%	674	83%	594	80%	-3%	4%	1%
Of the N students who had 2 suspensions, % graduated	252	67%	210	66%	210	73%	209	74%	207	72%	-2%	5%	1%
Of the N students who had 2 or more suspensions, % graduated	**515**	**59%**	**462**	**61%**	**448**	**59%**	**424**	**64%**	**362**	**63%**	**-1%**	**4%**	**1%**
Of the N students who had 3 or more suspensions, % graduated	263	53%	252	57%	238	50%	215	57%	155	54%	-3%	1%	0%

Absences for 8th Grade Students	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students who had 0-5 days absences	7,059	91%	7,721	92%	8,034	92%	8,150	94%	7,650	93%	-1%	2%	1%
Of the N students who had 0-10 days absences	8,763	90%	9,407	91%	9,654	92%	9,776	93%	9,587	93%	0%	3%	1%
Of the N students who had 11-20 days absences	964	79%	910	81%	815	80%	848	84%	1,073	86%	2%	7%	2%
Of the N students who had 21 or more days absences	254	54%	176	53%	182	56%	265	68%	259	69%	1%	15%	4%

9th Grade GPA	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students who had a GPA of <2.0 in 9th grade, % graduated	1,137	56%	1,198	59%	1,148	56%	1,185	61%	1,047	60%	-1%	2%	1%
Of the N students who had a GPA between 2.0 and 2.9 in 9th grade, % graduated	3,827	88%	3,804	90%	3,784	89%	3,786	92%	4,263	93%	1%	3%	1%
Of the N students who had a GPA of ≥2.0 in 9th grade, % graduated	**9,834**	**93%**	**10,358**	**95%**	**10,626**	**95%**	**10,776**	**96%**	**10,897**	**97%**	**1%**	**3%**	**1%**
Of the N students who had a GPA of ≥3.0 in 9th grade, % graduated	6,007	97%	6,554	98%	6,842	99%	6,990	99%	6,634	99%	0%	2%	0%

AVID	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students who did not participate in AVID, % graduated	11,777	85%	12,310	87%	12,488	87%	12,476	90%	13,339	91%	1%	6%	1%
Of the N students who participated in AVID for 1 year, % graduated	157	89%	131	92%	304	88%	402	91%	488	89%	-2%	0%	0%
Of the N students who participated in AVID for 2 years, % graduated	137	91%	232	92%	166	95%	183	96%	188	95%	-1%	4%	1%
Of the N students who participated in AVID for 3 or more years, % graduated	308	96%	387	97%	344	99%	408	99%	410	98%	-1%	2%	1%

AVID Enrollment by Grade**	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Grade 9, % graduated	121	92%	109	92%	155	89%	207	89%	233	100%	11%	8%	2%
Grade 10, % graduated	73	86%	124	91%	81	86%	129	91%	66	100%	9%	14%	4%
Grade 11, % graduated	57	89%	348	97%	35	83%	28	90%	33	100%	10%	11%	3%
Grade 12, % graduated	229	97%	4	100%	33	100%	38	97%	23	87%	-10%	-10%	-3%

Graduate of Charter vs. Non-Charter	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students in District-Operated Schools Grad Cohort, % graduated	11,541	90%	12,182	92%	12,385	92%	12,516	94%	12,060	96%	2%	6%	2%
Of the N students in Charter Schools Grad Cohort, % graduated	838	50%	879	52%	928	53%	953	57%	1,066	58%	1%	8%	2%

Graduate Enrolled in District Pre-K	FY17 N	FY17 %	FY18 N	FY18 %	FY19 N	FY19 %	FY20 N	FY20 %	FY21 N	FY21 %	One-Year Change	Five-Year Change	Mean Annual Change
Of the N students who participated in District Pre-K, % graduated	877	88%	1,001	93%	977	93%	1,021	96%	915	95%	-1%	7%	2%
Of the N students who **did not participate** in District Pre-K, % graduated	11,502	85%	12,059	87%	12,324	87%	12,448	90%	12,211	91%	1%	6%	2%

n = Counts of high school graduates

* Most of these indicators were used by Hillsborough School District in FY14 (to predict graduation rates) which was also published in Tampa Bay Times.

** These graduates who participated in AVID started from middle school (grade 7). Although students' enrollments in AVID courses started from middle schools, the students in graduation cohort could be tracked only for grades 9 through 12.

NOTE: Bolded items are commonly tracted metrics for academic progress.