

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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May 16, 2008

TO: School Board Members

FROM: Katherine ^{KAB} Blasik, Ph.D., Associate Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: James F. ^{JFN} Notter
Superintendent of Schools

SUBJECT: **THE CALCULATION OF ALTERNATE GRADUATION RATES:
2003-04 COHORT FOUR-YEAR OUTCOMES**

The attached Research Brief is the third in a series (following Research Briefs #121 and #123), which have reported outcome data that represent the success of cohorts of students who obtained their entire high school education in Broward County Public Schools (BCPS). These Research Briefs introduce a new strategy for the analysis of student outcomes and discuss issues associated with the capture, analysis, and reporting of accurate graduation data. The BCPS alternate graduation rate provides useful information about school and District accountability beyond that which is reflected in the traditional calculation of graduation rates. Specifically, the alternate graduation rate isolates the consequences of student mobility, eliminating the effects introduced by those students who receive only limited instruction in a district. The result is that schools and districts are able to determine how well they are serving those students for whom they bear academic responsibility for the full tenure of their high school education.

Research Briefs #121 and #123 reported school-level and District-level alternate graduation rates and outcome data that represented four-year and five-year outcomes for a cohort of students who entered grade nine for the first time in 2002-03, and who obtained their entire high school education in BCPS. The current report provides the alternate graduation rates and outcomes data for the cohort of students who entered grade nine for the first time in 2003-04. Results are consistent with those reported for the earlier cohort. Specifically, results indicate that, on average, female students have better outcomes than their male counterparts. Subgroups with an alternate graduation rate lower than the Districtwide rate include Black male students, Black female students, Hispanic male students, students with disabilities (SWD), students who qualify for free or reduced-price lunch, and English Language Learners.

In addition to the local graduation rate analyses, the report also includes a discussion of recent national developments. On April 1, 2008, America's Promise Alliance released a study of graduation rates in the nation's 50 most populous cities. Although Broward was not included

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among the graduation rates that study reported, the general conclusion was that students in large urban districts were less likely to graduate than were high school students overall. The attached brief discusses the America's Promise Alliance methodology and limitations. Another recent development was the announcement by United States Secretary of Education Margaret Spellings of a plan to mandate a standard formula to calculate graduation and dropout rates nationwide. While the specifics of the standardized formula have not yet been released, potential difficulties with the implementation of a national standardized formula are discussed.

The attached Research Brief will be provided to the Broward County Graduation Rate Task Force to facilitate the development of local interventions. In addition, the Research Brief will be forwarded to Florida Department of Education Commissioner, Eric Smith, and United States Secretary of Education, Margaret Spellings, to serve as an example of a strategy developed in BCPS to provide disaggregated data in a way that can facilitate community efforts to foster student success.

Questions or comments concerning these analyses should be addressed to **me at 754-321-2470 or Dr. Russell Clement, Director, Research Services at 754-321-2500.** This Research Brief may be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/ResearchServices.htm).

JFN/KAB/RWC:gks

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Attachment

cc: Executive Leadership Team

Area Directors

Leah Kelly, Executive Director, Student Support Services & Exceptional Student Education

Laurel Thompson, Ph.D., Director, School Social Work & Attendance

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High School Principals

Center Principals

Research Brief



The Calculation of Alternate Graduation Rates: 2003-04 Cohort Four-Year Outcomes

Research Brief #121, recently released by The School Board of Broward County, Florida (Starratt, Baum, & Clement, 2008a), addressed issues impacting calculations of graduation and dropout rates, and proposed a methodology for the calculation of an alternate graduation rate that represents the success of students who complete their entire high school education in a single district. That brief presented four-year and five-year outcome data on the cohort of Broward County Public Schools (BCPS) students who began ninth-grade for the first time at the beginning of the 2002-03 school year. Alternate graduation rates were calculated for the District and for individual schools. Research Brief #123 (Starratt, Baum, & Clement, 2008b) provided further analysis of the outcomes for that cohort in the presentation of data that were disaggregated by subgroups including gender, race/ethnicity, disability status, free or reduced-price lunch eligibility, and English Language proficiency.

The present Research Brief is a follow-up to the two previous releases. The current brief presents four-year outcome data for the subsequent cohort of students who were first-time BCPS ninth graders in 2003-04 and who spent their entire high school career in BCPS. Consistent with the methods used in the previous Research Briefs, high school students transferring into the District after the beginning of the 2003-04 school year were not added to the cohort. Consequently, the graduation rates in the present report are also not equivalent to those generated by Florida Department of Education (FDOE) analyses. The data presented here include District-level and school-level four-year alternate graduation rates and outcomes for this cohort of students, along with the same data disaggregated by student subgroup.

Methods

The methods employed for the present study are identical to those outlined in the two original Research Briefs (Starratt et al., 2008a, 2008b). Specifically, the present analyses investigated outcomes for those first-time entering ninth grade students in 2003-04 who spent their entire high school career in BCPS. This cohort analysis tracked students for four years until the end of the 2006-07 school year. No students were added or removed from the cohort, representing a divergence from the state's method for calculating graduation rates. Data for any student who left BCPS, and returned to BCPS during the period of analysis, are included in the summary of outcomes as indicated by their final status captured in the District's Data Warehouse.

Data for the identified cohort were retrieved from the Data Warehouse on December 3, 2007. First-time ninth grade BCPS students in 2003-04 were identified using the grade level recorded in the Data Warehouse for the 180th day of 2003-04. To ensure their status as first-time ninth

graders, students were included in the cohort only if they were also enrolled in eighth grade in the District in the previous year, as identified by an eighth grade code on the 180th day of 2002-03. Ninth grade students enrolled in agencies, Department of Juvenile Justice (DJJ) facilities, Broward Virtual Education, and home education were not included in the cohort. Once the cohort was selected, final withdrawal codes for each student were identified using the Assignment History and Student All catalogs in the Data Warehouse. Tracking of students in the cohort was accomplished through retrieval of the student record reflecting the student's status at the end of the 2004-05, 2005-06, and 2006-07 school years. Students identified for inclusion in the cohort were tracked for the entire period of analysis.

The current outcome analyses represent the percentages of students who fit the criteria for each of the possible outcome categories as of the end of the 2006-07 school year (i.e., representing four-year outcomes). District-level data are also disaggregated by school; gender; race/ethnicity; disability status (students with disabilities—SWD); socioeconomic status, measured by free or reduced-price lunch (FRL) eligibility; and English Language proficiency (English language learners—ELL).

To evaluate the Districtwide success of students in this cohort whose entire high school education was obtained in BCPS, two alternate graduation rates were calculated based upon outcome analyses. For these computations, the following criteria were applied.

- The numerator includes only those students coded with a Diploma Code that reflects graduation from high school. Students receiving certificates of completion were not counted as graduates.
- The denominator includes students with codes that indicate graduation, dropout, certificate of completion, and still enrolled.
- Students with transfer codes or adult codes were not included in the calculation.

The only difference between the calculations of the two rates is the inclusion or exclusion of students who were expected to return, but who did not, and whose codes were never updated. In reality, some of the students in this group ($n=569$) should have been recoded as “DNE,” representing a Dropout Code, which would mean that these students would be included in the denominator of the equation. The remainder of these students would likely have been appropriately coded as a transfer, which would mean that they would not be included in the equation. Consequently, the calculation of two rates for the District (one including these students and one eliminating these students), provides a range that reasonably represents the graduation success of BCPS students in this cohort. School-level and subgroup analyses report only the more conservative of the two rates (Alternate 1). Students with transfer codes or adult codes were not included in the calculation of the alternate graduation rate. For the purposes of comparison, several analyses present data for the 2003-04 cohort alongside previously reported outcome data for the 2002-03 cohort (Starratt et al., 2008a, 2008b). Although all differences are reported, only differences of three or more percentage points are considered meaningful for the present purposes.

Consistent with the procedures for the District-level alternate rates, schools were held responsible only for the students they served since their initial entry into ninth grade. In particular, school-level calculations exclude students who left the District or transferred to

another school within the District. Students who left, and then returned to their original high school, are included in the outcomes for that school. As such, the school-level calculations reflect the outcomes of graduates, dropouts, students still enrolled, and students who received certificates of completion for first-time ninth graders in 2002-03 and 2003-04 at their respective schools.

Results

Appendix A summarizes all possible four-year (2006-07) outcomes according to withdrawal codes for BCPS students who entered ninth grade in the District for the first time in 2003-04. These data represent the outcomes for 19,100 students who fit the criteria for inclusion in this cohort. Withdrawal categories have been organized to be consistent with the state’s classifications: Dropout Codes, Diploma Codes, and Other Withdrawal Codes. Percentages reflect the number of students in a category divided by the total number of students in the cohort ($n=19,100$). That is, percentages do *not* represent either graduation or dropout rates that are comparable to those calculated by the state. However, the summary data provided in Appendix A formed the basis for the computation of alternative graduation rates that are presented in Table 1.

Table 1

Comparison of BCPS FDOE Four-Year Graduation Rate and Locally-Computed Alternatives Representing 2005-06 and 2006-07 Outcomes for 2002-03 and 2004-05 Cohorts, Respectively

	FDOE*	Alternate 1	Alternate 2
2005-06 Outcomes (2003-04 cohort)	67.8	77.8	80.9
2006-07 Outcomes (2004-05 cohort)	66.3	77.4	80.4

*FDOE 2005-06 data were retrieved from <http://data.fldoe.org/fsir/>. FDOE 2006-07 data were retrieved from a November news release (FDOE, 2007). BCPS 2005-06 alternate rates were reported previously (Starratt, et al., 2008a).

Alternate Graduation Rate 1

The calculation of an alternate four-year graduation rate that includes non-returning students who were expected to return yields a rate of 77.4. This represents the total number of four-year graduates ($n=11,760$) divided by the total number of graduates, dropouts, students receiving certificates of completion, those still enrolled, and students expected to return who did not ($n=15,202$). This formula yields the more conservative of the two rates.

Alternate Graduation Rate 2

The calculation of an alternate four-year graduation rate that does not include non-returning students who were expected to return yields a rate of 80.4. This represents the total number of four-year graduates ($n=11,760$) divided by the total number of graduates, dropouts, students receiving certificates of completion, and those still enrolled ($n=14,633$).

Figure 1 represents the FDOE four-year graduation rate for BCPS, alongside the four-year alternate rates for the District for the 2002-03 and 2003-04 cohorts. Although the FDOE and alternate rates were calculated using different methods and direct comparison of the FDOE and

alternate rates is not possible, these results suggest that outcomes for students who begin and end their high school education in the District are enhanced in relation to the outcomes for all students. It is estimated that between 77.8 and 80.9 percent of the 2002-03 cohort, and between 77.4 and 80.4 percent of the 2003-04 cohort, graduated in four years. All rates show a slight decrease in 2006-07, compared to 2005-06.

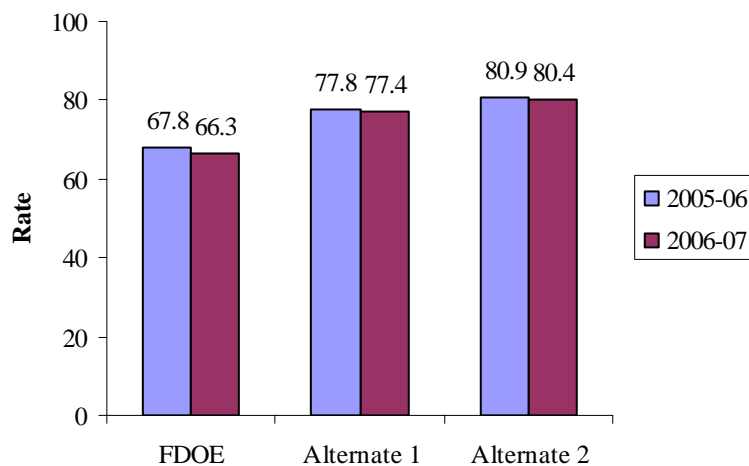


Figure 1. BCPS four-year FDOE graduation rates and four-year alternate rates representing 2005-06 and 2006-07 outcomes for 2002-03 and 2003-04 cohorts, respectively.

Alternate Graduation Rates: Gender and Race/Ethnicity

As depicted in Appendix B, subgroup analyses also reflect outcomes for the 2003-04 cohort that are similar to those identified for the 2002-03 cohort of students. Specific outcomes for the 2002-03 cohort and subgroups were presented in recent Research Briefs (Starratt et al., 2008a, 2008b), while four-year (i.e., 2006-07) outcomes for the 2003-04 cohort and subgroups are represented here. Comparisons of 2006-07 outcomes by gender indicate that female students once again registered a higher alternate graduation rate, compared to male students (79.5 vs. 75.1). The rate for male students was stable from 2005-06 to 2006-07 (74.9 and 75.1), while the rate for female students decreased slightly (80.6 to 79.5).

Across race/ethnicity, analysis of outcomes for the 2003-04 cohort indicate that the slight decrease in the alternate graduation rate, compared to the 2002-03 cohort, is represented as a small decrease across a number of subgroups. The only exceptions are seen in Black students, and Multi-ethnic students, whose rates increased slightly; Hispanic students, whose alternate graduation rates were identical for 2005-06 and 2006-07; and Native American students, whose rate decreased by more than 15 points in 2006-07, compared to 2005-06. It is likely that the 15-point drop in the alternate graduation rate for Native American students is a function of the small sample size in this subgroup ($n=44$ in 2005-06 and $n=49$ in 2006-07). In the case of small sample sizes, changes in outcomes for a small number of students will yield larger fluctuations in summary data.

Appendix C and Figures 2 and 3 represent the 2005-06 and 2006-07 four-year alternate graduation rates disaggregated by race/ethnicity and gender for the 2002-03 and 2003-04 cohorts. Figure 2 represents alternate graduation rates for male students for both years, while Figure 3 depicts the same data for female students. The horizontal line represents the Districtwide alternate graduation rate (Alternate 1) for 2005-06, the first year of this investigation. Alternate graduation rates for both cohorts follow a similar pattern for these subgroups. Across the two cohorts (2005-06 and 2006-07), alternate graduation rates varied by three or more points for only three subgroups: Native American female students (89.5 to 61.5, $n=20$ and $n=16$, respectively), Native American male students (94.4 vs. 83.3, $n=24$ and $n=33$, respectively), and Multi-Ethnic male students (80.3 to 76.3, $n=95$ and $n=97$, respectively). Note that the number of students in each of these subgroups is small for both years (see Appendix C and Starratt, 2008b). Consequently, these fluctuations in graduation rates are likely due to sampling variability across cohorts, rather than a serious graduation threat for these students. With the exception of Native American students, female students in every race/ethnic subgroup had higher alternate graduation rates, compared to male students in both 2005-06 and 2006-07.

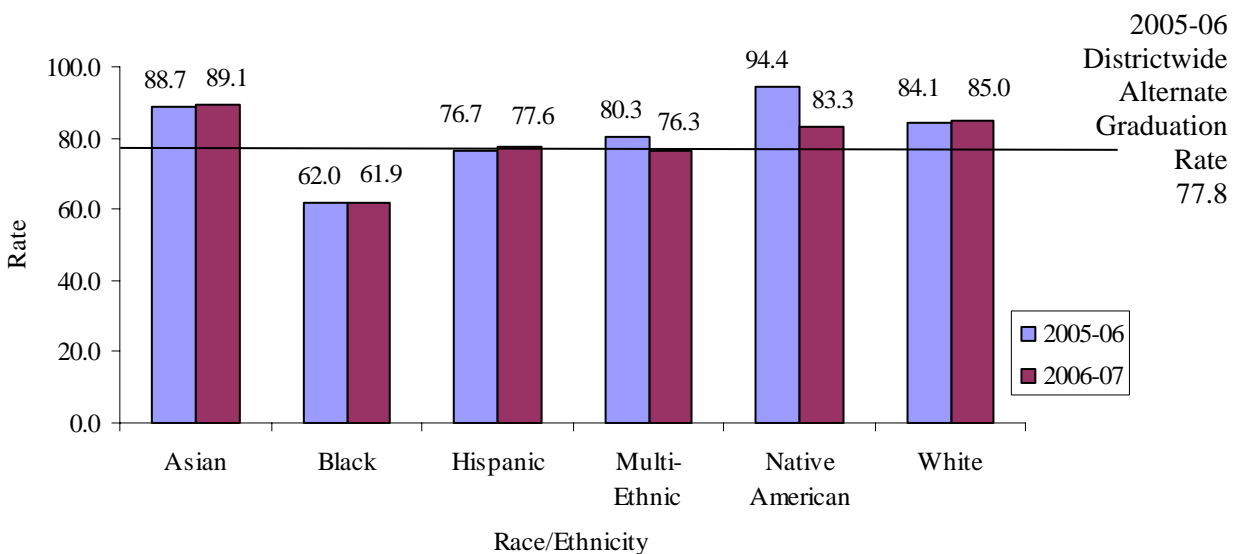


Figure 2. BCPS 2005-06 and 2006-07 four-year alternate graduation rates representing outcomes by race/ethnicity for male students in the 2002-03 and 2003-04 cohorts.

As depicted in Appendix C and Figure 2, among the highest enrolled ethnic groups (i.e., Black, Hispanic, and White), only White male students, who showed a small increase from 2005-06 to 2006-07, scored above the 2005-06 Districtwide alternate graduation rate. Hispanic male students, who also showed a small increase from 2005-06 to 2006-07, have rates that approach the 2005-06 Districtwide rate. However, the alternate graduation rates for Black male students remained stable from 2005-06 to 2006-07, with a rate approximately 15 points below the 2005-06 Districtwide rate.

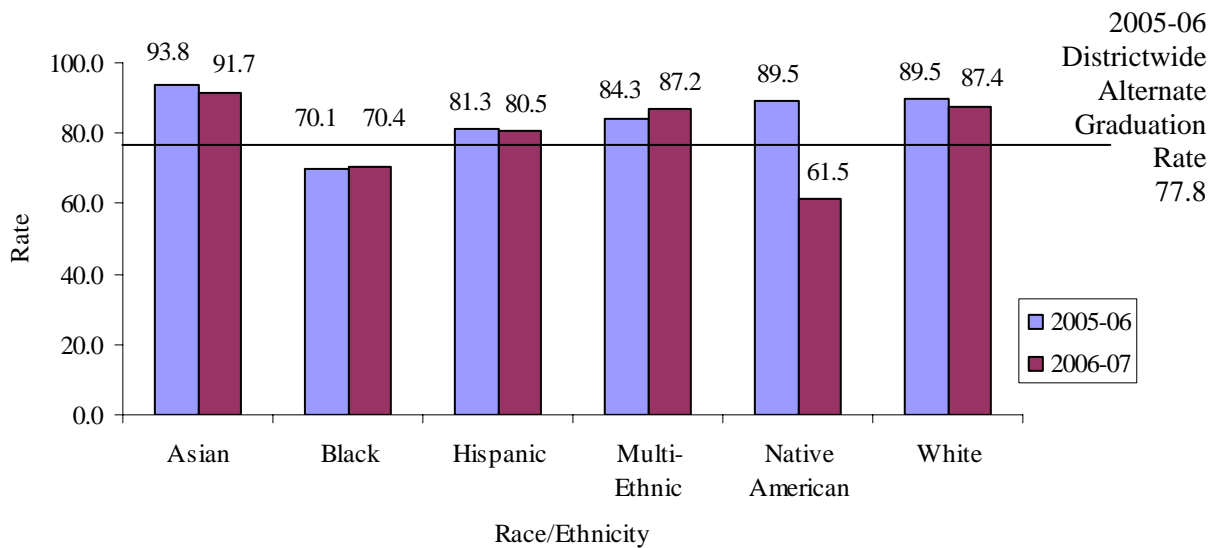


Figure 3. BCPS 2005-06 and 2006-07 four-year alternate graduation rates representing outcomes by race/ethnicity for female students in the 2002-03 and 2003-04 cohorts.

As depicted in Appendix C and Figure 3, among the highest enrolled ethnic groups, White and Hispanic female student subgroups, who both showed a small decrease from 2005-06 to 2006-07, scored above the 2005-06 Districtwide alternate graduation rate. Black female students registered a slight increase across the two years, but maintained a rate that was more than seven points below the Districtwide rate.

Alternate Graduation Rates: SWD, FRL, and ELL

Appendix B and Figure 4 represent the 2005-06 and 2006-07 four-year alternate graduation rates for SWD, students who qualify for FRL, and ELL for the 2002-03 and 2003-04 cohorts. Once again, the horizontal line represents the Districtwide alternate graduation rate for 2005-06, the first year of this investigation. These data demonstrate that the 2006-07 alternate graduation rates for each of these groups fell below the Districtwide alternate graduation rate for 2005-06. Rates are similar for SWD and ELL subgroups, while the rate for students who qualify for FRL is approximately three points higher, compared to the SWD and ELL subgroups. All three groups register rates that are at least 10 points less than the 2005-06 Districtwide alternate graduation rate. All three groups showed a slight decrease in alternate graduation rates from 2005-06 to 2006-07.

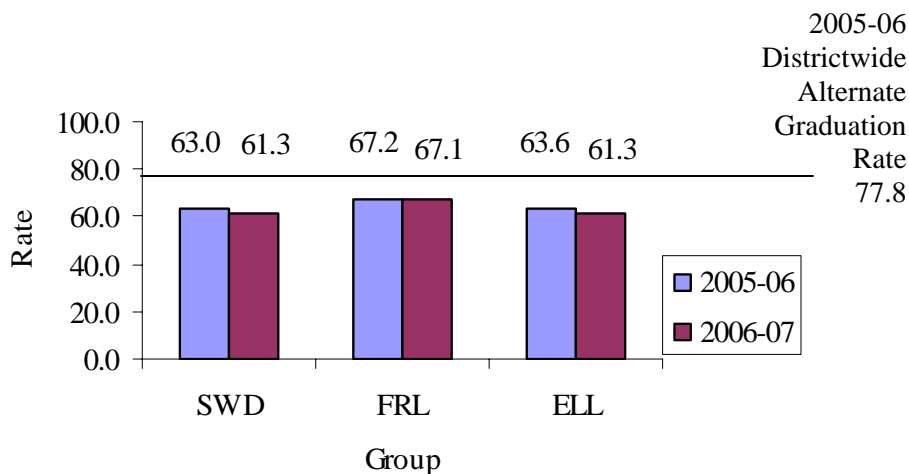


Figure 4. 2005-06 and 2006-07 alternate graduation rates for SWD, students who qualify for FRL, and ELLs.

All Outcomes: Districtwide

Graduation rates provide a useful summary of outcomes for high school students. However, in order to address the needs of students, it is necessary to understand the specific outcomes of those students who are not successful. To that end, data from Appendix A have been summarized in Figure 5, which depicts the 2006-07 four-year outcomes for the cohort of first-time ninth grade students in 2003-04. The largest group represents the number of students who met the state criteria for graduation in 2006-07 ($n=11,760$, 61.6%). This figure does not include the number of students who received certificates of completion ($n=593$, 3.1%) and are not included as graduates in the calculation of graduation rates by the state. The next largest group in this cohort represents transfers, including transfers out of state, out of District, to adult education, to private school, to Home Education programs, and students who are deceased ($n=2,543$, 13.3%). Students in this group are not included in the state calculation of graduation and dropout rates. The next largest group represents those students who were still enrolled in the District in 2007-08 ($n=1,474$, 7.7%). Dropouts represent 4.2% of this cohort ($n=806$). Students who were expected to return who did not, and for whom no further information was available, represent 3.0% of the cohort ($n=569$). The remainder have been classified for our purposes as “Adult Non-Success” (ANS), which includes students in the original cohort who transferred to, and then left, an adult education program under a variety of circumstances ($n=1,355$, 7.1%). According to FDOE criteria, these students should have been removed from the calculation of dropout and graduation outcomes as of the time that they originally transferred to an adult education program. The data represented in Figure 6 have been reported previously (Starratt et al., 2008a) and are depicted here for comparison purposes. Analyses revealed similar outcomes for the two cohorts.

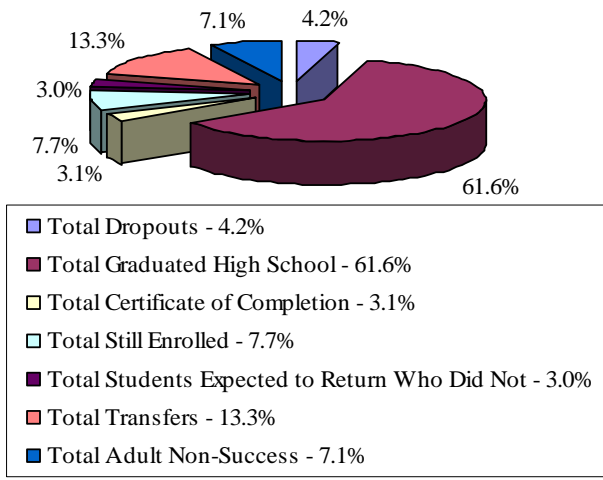


Figure 5. Four-year outcomes (2006-07) by withdrawal category for 2003-04 cohort

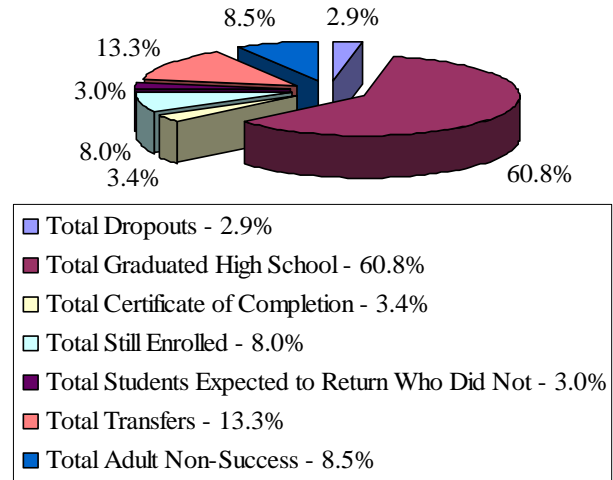


Figure 6. Four-year outcomes (2005-06) by withdrawal category for 2002-03 cohort

All Outcomes: Gender and Race/Ethnicity

As depicted in Appendix B, 2006-07 data indicate that percentages were similar for male and female subgroups for the categories of dropouts (4.3% vs. 4.1%), certificates of completion (2.6% vs. 3.6%), still enrolled (9.1% vs. 6.4%), students expected to return who did not (3.1% vs. 2.8%), and transfers (14.2% vs. 12.4%). A larger percentage of male students (compared to female students) are represented as ANS (8.8% vs. 5.4%). In all categories, except certificates of completion, female students fared slightly better.

Appendix C provides a breakdown of outcomes by race/ethnicity and gender. These data indicate that, for all subgroups, the highest percentages of students are graduates. Among the largest BCPS racial/ethnic groups, the highest percentages of graduates are represented in the White female, White male, and Hispanic female subgroups (71.3%, 64.6%, and 63.7%, respectively). The lowest percentages of graduates are seen in the Black female, Hispanic male, and Black male subgroups (59.3%, 58.1%, and 49.0%, respectively). Recall that the percentage of graduates reflects simply the percentage of students in the subgroup who received a diploma and does not consider the outcomes of non-graduates (i.e., dropouts, certificates of completion, still enrolled, transfers, adult education, and students expected to return who did not).

Figures 7 through 12 represent all 2006-07 four-year outcomes by gender and race/ethnicity for the three largest BCPS racial/ethnic groups (i.e., Black, Hispanic, and White). Figures 7 and 8, respectively, depict the 2006-07 four-year outcomes for male and female BCPS students in the subgroup of Black students. Figures 9 and 10, depict the 2006-07 four-year outcomes for male and female BCPS students in the subgroup of Hispanic students. Similarly, Figures 11 and 12, depict the 2006-07 four-year outcomes for male and female BCPS students in the subgroup of White students.

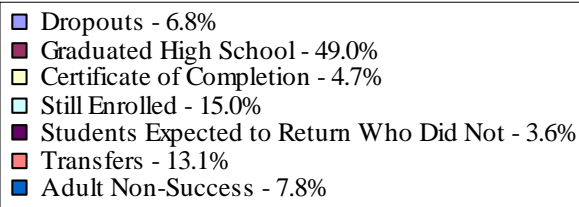
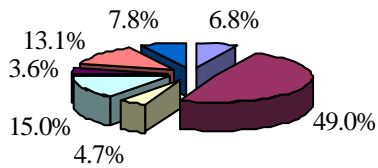


Figure 7. 2006-07 four-year outcomes for Black male students by withdrawal category.

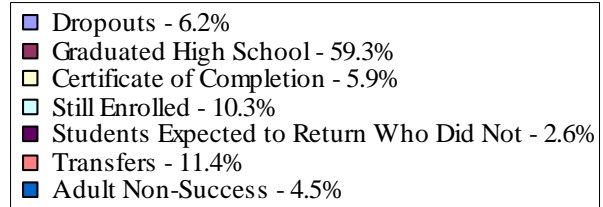
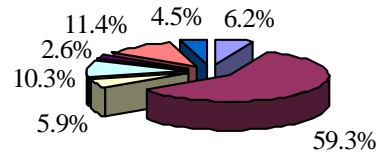


Figure 8. 2006-07 four-year outcomes for Black female students by withdrawal category.

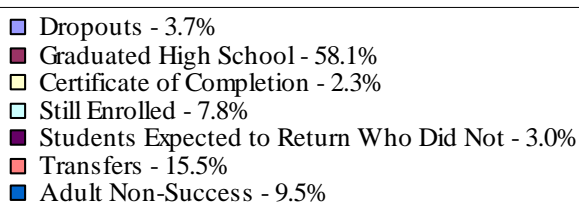
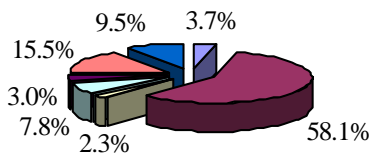


Figure 9. 2006-07 four-year outcomes for Hispanic male students by withdrawal category.

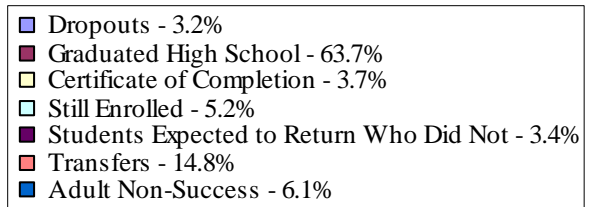
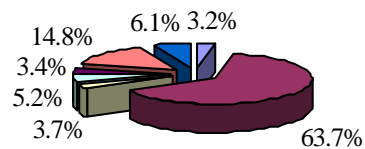


Figure 10. 2006-07 four-year outcomes for Hispanic female students by withdrawal category.

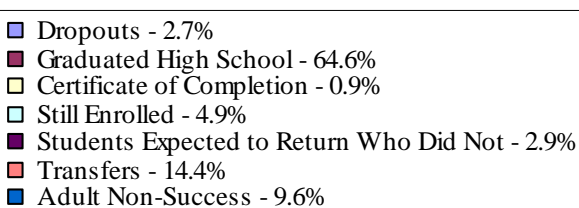
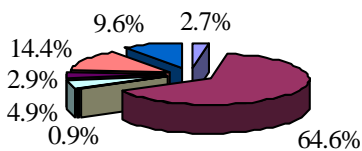


Figure 11. 2006-07 four-year outcomes for White male students by withdrawal category.

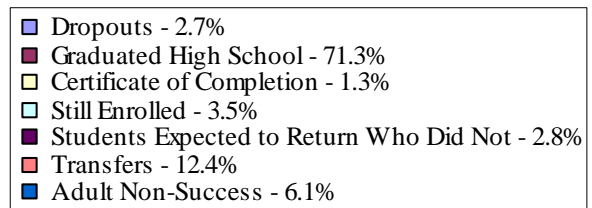
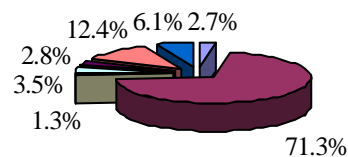


Figure 12. 2006-07 four-year outcomes for White female students by withdrawal category.

All Outcomes: Disabilities

The 2006-07 four-year outcomes detailed in Appendix B have been summarized in Figure 13 for SWD in the 2003-04 cohort. Four-year outcome data for SWD in the 2002-03 cohort are available for comparison in a previous release (Starratt et al., 2008b). Figure 13 indicates that the largest outcome category for SWD includes those students who graduated from high school (45.9%). The remaining students were classified as still enrolled (15.6%), transfers (15.5%), ANS (9.7%), dropouts (5.9%), students expected to return who did not (4.3%), and certificates of completion (3.2%).

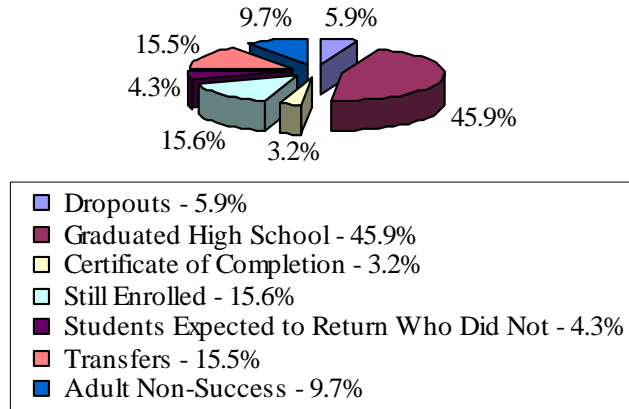


Figure 13. 2006-07 four-year outcomes by withdrawal category for SWD.

All Outcomes: Socioeconomic Status

The 2006-07 four-year outcomes detailed in Appendix B have been summarized in Figure 14 for students in the 2003-04 cohort who met the criteria to receive FRL. The data for this subgroup in the 2002-03 cohort are available for comparison in a previous release (Starratt et al., 2008b). Figure 14 indicates that the majority of the students in this cohort who met the criteria for FRL graduated from high school (52.9%). The remaining students were classified as transfers (13.9%), still enrolled (11.6%), ANS (7.4%), dropouts (6.0%), certificates of completion (5.1%), and students expected to return who did not (3.2%).

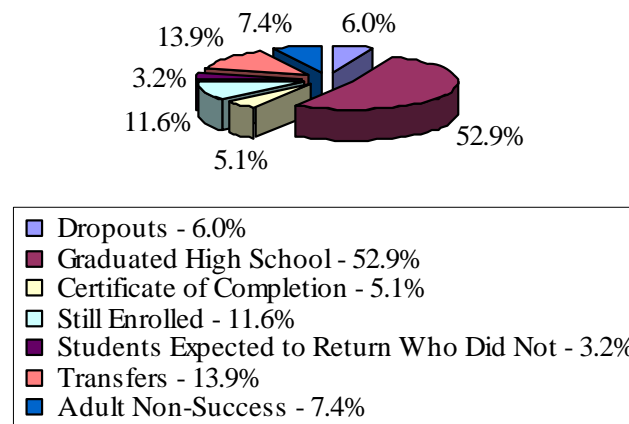


Figure 14. 2006-07 four-year outcomes by withdrawal category for students who were eligible to receive FRL.

All Outcomes: English Language Proficiency

The 2006-07 four-year outcomes detailed in Appendix B have been summarized in Figure 15 for ELL in the 2003-04 cohort. The data for this subgroup in the 2002-03 cohort are available for comparison in a previous release (2008b). Figure 15 indicates that the largest outcome category for ELL students in this cohort included those students who graduated from high school (42.2%). The remaining students were classified as transfers (22.2%), ANS (9.0%), certificates of completion (9.3%), still enrolled (8.4%), students expected to return who did not (4.9%), and dropouts (4.1%).

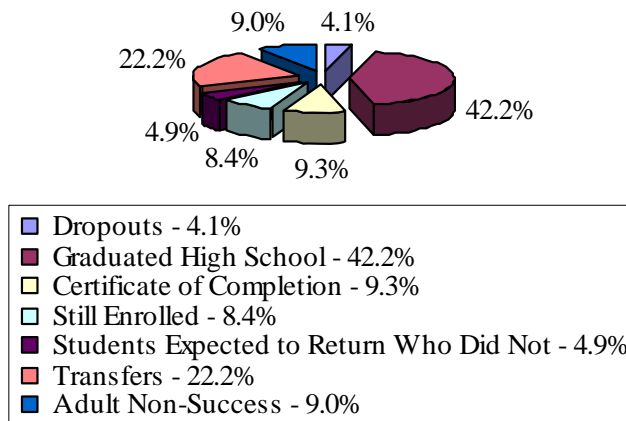


Figure 15. 2006-07 four-year outcomes by withdrawal category for ELLs.

School Level Outcomes

Consistent with the procedures for the District-level alternate graduation rates, schools were held responsible only for their own students. Specifically, school-level calculations exclude students who left the District or transferred to another school within the District. Students who left, and then returned to their original high school, are included in the outcomes for that school. As such, the school-level subgroup calculations reflect the outcomes of graduates, dropouts, students still enrolled, and students who received certificates of completion for first-time ninth graders in 2003-04 at their respective schools. School-by-school results presented in Appendix D indicate the following.

- Alternate graduation rates were fairly stable across the two years, with five schools showing an increase of three points or more in the BCPS alternate graduation rate from 2005-06 to 2006-07, and five schools showing a decrease of three or more points during the same time period.
- Of the 34 schools that graduated students in 2006-07, 30 of those schools (88.2%) registered alternate graduation rates that were higher than the Districtwide alternate rate.
- Despite the fact that BCPS registered a decrease in both FDOE and alternate graduation rates in 2006-07, compared to 2005-06, 24 of 30 schools with rates for both years (80%) registered an *increase* in the FDOE graduation rate from 2005-06 to 2006-07. In fact, 19 of these schools (63%) showed an increase in the FDOE graduation rate of three or more points.

School-by-school outcomes that are disaggregated by gender and ethnicity are presented in Appendix E.

Discussion

These analyses are a follow-up to previous Research Briefs (Starratt et al., 2008a, 2008b), which presented four- and five-year outcomes for a cohort of students who entered BCPS as first-time ninth graders in 2002-03. The present analyses investigated four-year outcomes for the subsequent cohort of students who were first-time BCPS ninth graders in 2003-04. Alternate graduation rates are reported at the level of the District and school. Subgroup outcomes are also reported for gender, race/ethnicity, disability status, free or reduced-price lunch status, and English proficiency. Once again, these data should not be confused with the state's report of graduation and dropout rates. Any analyses conducted locally are limited to the information stored in the District's databases. Information about students after they transfer out of BCPS to another district, state, or private school is not reflected in the BCPS Data Warehouse. Similarly, information about students before entry into BCPS is largely not reflected in District databases. These limitations preclude the replication of FDOE computations.

Alternate four-year graduation rates for the cohort of first-time ninth grade students in 2003-04 once again suggest that outcomes were enhanced for students who obtained their entire high school education in BCPS, compared to the population that includes transient students. Specifically, the data suggest that, of this group of non-transient students who began their high school education in BCPS in 2003-04, between 77.4% and 80.4% graduated in four years. Both of these alternate rates are higher than the FDOE rate of 66.3, which represents outcomes for *all* students, including students who moved into the District during their high school years. The alternate graduation rates for this 2003-04 cohort are comparable to the range that defined graduation outcomes for the 2002-03 cohort (77.8 and 80.9).

Alternate four-year graduation rates also suggest that, of these two cohorts of non-transient students, some general conclusions may be reached.

- On average, female students had better outcomes than their male counterparts.
- Black male students, Black female students, and Hispanic male students were successful graduates at a rate that was lower than the Districtwide alternate graduation rate.
- Considering only the population of Hispanic students, female Hispanic students registered an alternate graduation rate that was higher than the Districtwide rate, while the rate for Hispanic males fell below the Districtwide rate.
- Considering only the population of Black students, both male and female Black students registered an alternate graduation rate that was lower than the Districtwide rate. The rate for Black female students was approximately seven points lower than the Districtwide rate, while the difference for Black male students was approximately 15 points.
- SWD, students who met the criteria for FRL, and ELLs registered alternate graduation rates at least 10 points less than the 2005-06 Districtwide alternate graduation rate.

Previous studies that have reported a negative relationship between mobility and outcomes (Sutton, 1995; Houchens, 2003; Houchens & Clement, 2003) have been summarized in a recent Research Brief (Starratt et al., 2008a). The data presented here provide further evidence that student mobility is associated with compromised outcomes for students and accountability issues for the District. Three distinct points warrant comment.

First, the discrepancy between the BCPS Districtwide alternate graduation rate and the FDOE Districtwide graduation rate provide further evidence that student mobility is associated with compromised outcomes. Specifically, the fact that Districtwide alternate graduation rates (which do not include new students moving into the District) are higher than FDOE rates (which *do* include new students moving into the District) provides evidence that *inter-District* mobility (i.e., movement between districts) poses an obstacle to graduation for those students.

Second, comparison of BCPS school-level alternate graduation rates with Districtwide alternate graduation rates provides additional evidence of compromised student outcomes associated with student *intra-District* mobility. Specifically, 88.2% of BCPS schools that graduated students in 2006-07 registered higher alternate graduation rates than the Districtwide alternate graduation rate, providing further support for the contention that *intra-District* mobility (i.e., movement among schools within the District) also poses an obstacle to graduation. This is true because the school-by-school rates do not include new students who move into a school, while these students are counted in the Districtwide calculation.

Third, the discrepancy between FDOE graduation rates at the school level and the District level warrants comment regarding student achievement and District accountability. Specifically, BCPS registered a 1.5 point decrease in its FDOE Districtwide graduation rate from 2005-06 to 2006-07. However, 80% (24 of 30) of the BCPS schools who graduated students both years registered an increase in their school-level graduation rate across the same school years. Because students who transfer from a school are not included in the calculation of school-by-school rates, the increase in school-level rates in the face of a Districtwide decrease lends further support to the observation that *intra-district* student mobility is associated with compromised outcomes (Sutton, 1995; Houchens, 2003; Houchens & Clement, 2003; Starratt et al., 2008b). However, it also suggests that individuals charged with the development of interventions must consider that increasing the school-level graduation rates may not translate directly to a significant increase in the District-level graduation rate. Interventions designed to target problems associated with graduation must also address the unique needs of mobile students.

Previous Research Briefs (Starratt et al., 2008a, 2008b) have delineated data-related issues that pose challenges to the tracking of outcomes for mobile students. Issues that have been addressed include the presence of outdated codes in the District's Data Warehouse, the difficulties associated with determining the outcomes for a student who moves back and forth between traditional and adult programs, the problem associated with identifying successful graduates who subsequently enroll in one of the District's technical programs, and conflicting data for a single student in different catalogs of the Data Warehouse. One additional issue was identified in the current analysis. Specifically, the end of year code in the Data Warehouse was designed as the "flag to indicate the last assignment for the 180 day school year." In the present analysis, the end-of-year code was used to determine each student's end of year withdrawal status. However, for more than 500 students, the Data Warehouse held more than one end-of-year code within the same year. In the instances in which those codes were discrepant, it was impossible to determine the appropriate end-of-year withdrawal status for these students.

National Graduation Rates

The recent release of graduation rates for the metropolitan areas defined by the nation's 50 most-populous cities (Swanson, 2008) once again brings attention to the joint issues of student success and school district accountability. This report was released by America's Promise Alliance in conjunction with the launch of a national campaign to "combat the nation's high school dropout and college-readiness crisis" (www.americaspromise.org). As a part of the kick-off of this campaign, United States Secretary of Education Margaret Spellings announced a plan that will require all states to use a standard formula to calculate graduation and dropout rates. According to the New York Times (Dillon, 2008), the graduation rate and dropout rate formulas will be proposed by the federal government, made available for review and comment, and adopted by the end of the year. No particular formula has yet been proposed. There is no question that the standardization of calculation methods is a laudable goal which will facilitate the comparison of outcome data across state lines. However, the adoption of a single formula that will accurately reflect student outcomes across the wide variety of United States (U.S.) school district configurations poses several obstacles that are immediately apparent.

First, no standard practices exist for data coding or data capture across the school districts of the U.S. Consequently, a wide variety of data systems are in place. While a cohort method, which tracks individual student outcomes over time, is widely held to be the most accurate metric (NGA, 2005), a number of states do not capture longitudinal data and will not have the capacity to comply with a mandate to conduct cohort analyses. In fact, Florida is apparently one of only a small number of states with long-standing exit code data collection systems that can support the calculation of a cohort graduation rate (Council of Chief State School Officers, no date; EPE Research Center, 2006; FDOE, 2007).

Second, if the mandate of a cohort method for calculating graduation rates is not found to be feasible, several non-cohort analysis methods are available. However, non-cohort methods are also associated with issues of their own. In non-cohort analyses, the calculations are based upon group numbers rather than tracking single student outcomes. For example, Swanson's Cumulative Promotion Index (CPI), which is the method utilized in the America's Promise Alliance report, is one example (Swanson, 2008) of a non-cohort formula. Recognizing that students may drop out of high school at any point in time, the CPI was designed to capture grade-to-grade promotions from grades 9 through 12 and the number of students who ultimately earn a diploma. Specifically, the number of grade 10 students enrolled in the fall of one year (e.g., 2004) is divided by the number of grade 9 students the prior year (i.e., 2003) to yield a promotion rate for grade 9 students. Similarly, the number of grade 11 students in 2004 is divided by the number of grade 10 students in 2003 to yield a promotion rate for grade 10 students. The same strategy is used to calculate a promotion rate for grade 11 students. This yields promotion rates for grades 9, 10, and 11. The fourth component of the calculation is to divide the number of diploma recipients in the spring of 2004 by the number of 12th graders who were enrolled the previous spring (i.e., 2003). The final graduation rate is achieved by multiplying the promotion rates for grades 9, 10, and 11, and the final ratio of diploma recipients to grade 12 enrollees. It is important to note that the grade 9, 10, and 11 promotion rates reflect outcomes for the different grades for *the same year*. In this case, the 2003-04 school year. That is, the three promotion rates represent a snapshot of the outcomes of three different groups of students at the same time. In the absence of data related to the actual cohort of students that

includes the diploma recipients, the outcomes for the three different groups of students are assumed to be representative of the outcomes of graduates for the year under study. While the rationale for the CPI calculation strategy is reasonable, there is at least one significant issue to note. Most importantly, the formula does not take into account transfers into and out of a school system. Specifically, districts located in a geographic area that is gaining population could conceivably register graduation rates higher than 100%, regardless of actual graduation outcomes for students in the system. Conversely, districts experiencing a loss in population, as in South Florida at the present time, will register graduation rates that *under represent* actual graduation outcomes. The CPI would be expected to yield a valid graduation rate in a district that maintains a stable student membership over time. It is reasonable to assume that urban districts, which tend to have more transient populations, would be the most prone to CPI graduation rates that under represent student outcomes.

Third, school districts are configured differently across the U.S., so that the standardization of data may not accurately represent outcomes across these different configurations. Several examples of the problems associated with the standardization of procedures across social and geographic borders are also apparent in the most recent America's Promise Alliance report (Swanson, 2008). Specifically, Miami-Dade, Broward, and Palm Beach counties are all inappropriately represented as metropolitan areas of the City of Miami. As such, the population data in the report represent the population of the City of Miami, while the number of high school students appears to represent the total number of high school students across Miami-Dade, Broward, and Palm Beach counties. As these three school districts are demographically quite different, the validity of Miami's data as it is represented in this report is in question.

In sum, there is consensus that standardized graduation and dropout rates are essential for accountability and to facilitate the capacity of districts to make decisions that are informed by data. However, for the purposes of the implementation of efficient and strategic interventions, it is imperative that the data reflect the actual outcomes of students. Data that misrepresent the reality of student outcomes for any district have the potential to divert already limited resources to address problems that are poorly defined. The analyses presented in this Research Brief, in conjunction with previously released data (Starratt et al., 2008a, 2008b), provide information that will support community efforts to facilitate student success. These analyses, which also specify unsuccessful student outcomes, provide insight beyond that which is available in the traditional calculation of graduation rates. Knowledge of unsuccessful student outcomes is necessary for the development and implementation of appropriate interventions. These data also suggest that the development of graduation interventions must address the issues that affect Districtwide rates, as well as those that affect school-level outcomes.

Next Steps

The results of these analyses will be forwarded to the District's Graduation Task Force for its use in the planning of effective interventions designed to foster student success. The annual tracking of outcome data will be useful for accountability purposes as BCPS staff, and the Broward community, continue to address the graduation goals of the District's Strategic Plan 2010. To facilitate that work, these analyses will be replicated to represent 2007-08 student outcomes when those data become available. Research Services staff are also working with Education

Technology Services to ensure that the data reported to the Florida Department of Education are accurate for the computation of the state graduation rate.

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Appendix A

2006-07 Four-Year Outcome Withdrawal Codes for First-Time Grade Nine Students in 2003-04

Withdrawal Category	Withdrawal Code	Withdrawal Reason	n	%
Dropout Codes				
Dropout	DNE	Did not enter as expected	344	1.8
	W05	Over age 16 leaves voluntarily	82	0.4
	W13	Withdrawn due to court action	1	0.0
	W15	Withdrawn due to nonattendance	273	1.4
	W18	Withdrawn due to medical reasons	7	0.0
	W21	Withdrawn due to being expelled	7	0.0
	W22	Whereabouts unknown	25	0.1
	W23	Withdrawn for any other reason	67	0.4
Total Dropouts			806	4.2
Diploma Codes				
Graduated High School (incl in graduation rate)	W06	Graduated with standard diploma	10,781	56.4
	W6A	Diploma - 18 credit college prep	24	0.1
	W6B	Diploma - 18 credit career prep	4	0.0
	W10	Left School with GED & FCAT/HSCT	61	0.3
	WFA	18 credit college prep (alternate assmt)	1	0.0
	WFT	Std diploma (alternative assmt)	404	2.1
	WFW	Std diploma and FCAT waiver	122	0.6
	W45	Adult GED	97	0.5
	W07	Special diploma Option 1	250	1.3
	W27	Special diploma Option 2	14	0.1
	WGD	State diploma passed GED not grad test	2	0.0
Total Graduated High School			11,760	61.6
Certificate of Completion (not incl grad rate)	W08	Certificate of Completion	136	0.7
	W8A	Cert of Completion eligible to take CPT	456	2.4
	W09	Special Certificate of Completion	1	0.0
Total Certificate of Completion			593	3.1
Other Withdrawal Codes				
Still enrolled	W01a	Returning to the same school	898	4.7
	W02a	Move to different school in the District	576	3.0
Total Still Enrolled			1,474	7.7
Students Expected to Return Who Did Not	W01b	Returning to the same school	132	0.7
- codes not updated	W02b	Move to different school in the District	437	2.3
Total Students Expected to Return Who Did Not			569	3.0
Transfers	W03	Transfer Out of District/State (old code)	1,019	5.3
	W3A	Transfer Out of District (replaced W03)	425	2.2
	W3B	Transfer Out of State (replaced W03)	405	2.1
	W04	Transfer to Private School	202	1.1
	W24	Transfer to Home Education	26	0.1
	W12	Deceased Student	24	0.1
	W26	Transfer to Adult Education Program	441	2.3
	W28	Adult completed job prep program	1	0.0
Total Transfers			2,543	13.3
Adult Student "Non-success" Codes	W34	Adult Student Left for lack of interest	2	0.0
	W40	Adult Left for Other Known Reason	1,344	7.0
	W41	Adult Student Left for Unknown Reason	6	0.0
	W51	9-12 Student Crdt For H/S Diploma	3	0.0
Total Adult Non-Success			1,355	7.1
		Total 2004 First Time Grade 9 Cohort	19,100	100.0

Appendix B

2006-07 Four-Year Outcomes by Demographics for Cohort of First-Time Ninth Grade Students in 2003-04

2006-07 Four-Year Outcomes for 2003-04 Cohort																		
BCPS Alternate Graduation Rate		2003-04 Cohort (N=19,100)		Dropouts (N=806)		Graduated High School (N=11,628)		Certificates of Completion (N=593)		Still Enrolled (N=1,476)		Students Expected to Return Who Did Not (N=569)		Transfers (N=2,543)		Adult Non-Success (N=1,485)		
2005-06	2006-07	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Gender																		
Female	80.6	79.5	9,476	100.0	388	4.1	6,193	65.4	339	3.6	603	6.4	269	2.8	1,177	12.4	507	5.4
Male	74.9	75.1	9,624	100.0	418	4.3	5,567	57.8	254	2.6	871	9.1	300	3.1	1,366	14.2	848	8.8
Race/Ethnicity																		
Asian	91.3	90.4	577	100.0	14	2.4	459	79.5	16	2.8	8	1.4	11	1.9	55	9.5	14	2.4
Black	66.3	66.4	6,944	100.0	449	6.5	3,769	54.3	370	5.3	871	12.5	214	3.1	847	12.2	424	6.1
Hispanic	79.0	79.0	4,279	100.0	147	3.4	2,605	60.9	127	3.0	279	6.5	138	3.2	648	15.1	335	7.8
Multi-Ethnic Native American	82.3	82.8	210	100.0	6	2.9	120	57.1	3	1.4	11	5.2	5	2.4	42	20.0	23	11.0
White	91.9	76.7	49	100.0	1	2.0	33	67.3	--	0.0	7	14.3	2	4.1	5	10.2	1	2.0
	86.8	86.2	7,041	100.0	189	2.7	4,774	67.8	77	1.1	298	4.2	199	2.8	946	13.4	558	7.9
SWD																		
SWD	63.0	61.3	2,305	100.0	135	5.9	1,057	45.9	74	3.2	360	15.6	99	4.3	357	15.5	223	9.7
Non-SWD	79.7	79.4	16,795	100.0	671	4.0	10,703	63.7	519	3.1	1,114	6.6	470	2.8	2,186	13.0	1,132	6.7
FRL																		
FRL	67.2	67.1	5,769	100.0	345	6.0	3,050	52.9	294	5.1	669	11.6	185	3.2	800	13.9	426	7.4
Non-FRL	82.1	81.7	13,331	100.0	461	3.5	8,710	65.3	299	2.2	805	6.0	384	2.9	1,743	13.1	929	7.0
ELL																		
ELL	63.6	61.3	1,297	100.0	53	4.1	547	42.2	120	9.3	109	8.4	63	4.9	288	22.2	117	9.0
Non-ELL	78.8	78.4	17,803	100.0	753	4.2	11,213	63.0	473	2.7	1,365	7.7	506	2.8	2,255	12.7	1,238	7.0

Appendix C

Table D1
2006-07 Four-Year Outcomes by Race/Ethnicity for Female First-Time Ninth Grade Students in 2003-04

2006-07 Four-Year Outcomes for 2003-04 Cohort																		
BCPS Alternate Graduation Rate		Four Year Cohort (N=9,467)		Dropouts (N=388)		Graduated High School (N=6,133)		Certificates of Completion (N=339)		Still Enrolled (N=603)		Students Expected to Return Who Did Not (N=269)		Transfers (N=1,177)		Adult Non-Success (N=567)		
2005-06	2006-07	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Race/Ethnicity by Female																		
Asian	93.8	91.7	273	100.0	6	2.2	231	84.6	6	2.2	1	0.4	8	2.9	19	7.0	2	0.7
Black	70.1	70.4	3,568	100.0	220	6.2	2,115	59.3	211	5.9	366	10.3	91	2.6	406	11.4	159	4.5
Hispanic	81.3	80.5	2,107	100.0	67	3.2	1,342	63.7	77	3.7	110	5.2	72	3.4	311	14.8	128	6.1
Multi-Ethnic	84.3	87.2	113	100.0	2	1.8	75	66.4	2	1.8	5	4.4	2	1.8	17	15.0	10	8.8
Native American	89.5	61.5	16	100.0	1	6.3	8	50.0	--	0.0	2	12.5	2	12.5	3	18.8	--	0.0
White	89.5	87.4	3,399	100.0	92	2.7	2,422	71.3	43	1.3	119	3.5	94	2.8	421	12.4	208	6.1

Table D2
2006-07 Four-Year Outcomes by Race/Ethnicity for Male First-Time Ninth Grade Students in 2003-04

2006-07 Four-Year Outcomes for 2003-04 Cohort																		
BCPS Alternate Graduation Rate		Four Year Cohort (N=9,624)		Dropouts (N=418)		Graduated High School (N=5,495)		Certificates of Completion (N=254)		Still Enrolled (N=873)		Students Expected to Return Who Did Not (N=300)		Transfers (N=1,366)		Adult Non-Success (N=918)		
2005-06	2006-07	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	
Race/Ethnicity by Male																		
Asian	88.7	89.1	304	100.0	8	2.6	228	75.0	10	3.3	7	2.3	3	1.0	36	11.8	12	3.9
Black	62.0	61.9	3,376	100.0	229	6.8	1,654	49.0	159	4.7	505	15.0	123	3.6	441	13.1	265	7.8
Hispanic	76.7	77.6	2,172	100.0	80	3.7	1,263	58.1	50	2.3	169	7.8	66	3.0	337	15.5	207	9.5
Multi-Ethnic	80.3	76.3	97	100.0	4	4.1	45	46.4	1	1.0	6	6.2	3	3.1	25	25.8	13	13.4
Native American	94.4	83.3	33	100.0	--	0.0	25	75.8	--	0.0	5	15.2	--	0.0	2	6.1	1	3.0
White	84.1	85.0	3,642	100.0	97	2.7	2,352	64.6	34	0.9	179	4.9	105	2.9	525	14.4	350	9.6

Appendix D

BCPS Four-Year FDOE Graduation Rates, School-by-School Four-Year Alternate Graduation Rates for 2005-06 and 2006-07, and 2006-07 Outcomes

School Name	Four-Year FDOE		Four-Year BCPS		2003-04 Cohort Four Year Outcomes (2006-07)				
	Graduation Rate		Alternate Rate		First Time	Non-mobile		Graduates	
	2005-06	2006-07	2005-06	2006-07	9th graders	%	N	n	
					N				
Anderson, Boyd H.	46.4	60.0	71.6	77.1	643	52.3	336	259	
Atlantic Technical	78.8	84.6	100.0	96.1	139	73.4	102	98	
Coconut Creek	55.3	60.8	78.5	78.2	602	44.2	266	208	
Cooper City	84.8	81.2	93.6	96.1	627	81.3	510	490	
Coral Springs Charter School	81.3	81.0	97.0	91.6	233	60.9	142	130	
Coral Springs	78.5	81.6	91.8	93.2	644	63.8	411	383	
Cypress Bay	86.4	87.5	94.5	93.8	1118	73.3	819	768	
Deerfield Beach	60.0	66.6	77.8	78.2	614	53.7	330	258	
Dillard	59.2	58.3	71.1	76.1	572	54.0	309	235	
Ely, Blanche	59.1	65.3	79.5	81.8	762	48.3	368	301	
Everglades	--	73.6	--	84.9	817	69.5	568	482	
Flanagan, Charles W.	67.7	79.9	89.7	90.2	697	60.0	418	377	
Fort Lauderdale	63.5	75.1	84.9	89.3	399	60.7	242	216	
Hallandale	51.6	57.2	70.9	77.3	373	44.8	167	129	
Hollywood Hills	67.2	72.9	89.9	91.0	558	41.6	232	211	
McArthur	68.6	67.6	82.5	82.5	618	61.2	378	312	
McFatter Technical	93.7	93.2	100.0	100.0	136	80.1	109	109	
Miramar	70.6	75.7	89.9	90.5	606	50.5	306	277	
Monarch	--	78.8	--	90.5	501	63.3	317	287	
Northeast	69.4	72.9	90.4	87.0	546	61.9	338	294	
Nova	81.0	84.4	93.3	93.3	536	75.0	402	375	
Parkway Academy	80.5	66.4	96.3	82.1	67	41.8	28	23	
Pembroke Pines Charter	89.1	89.6	98.9	97.0	445	67.9	302	293	
Piper	62.3	63.0	87.2	81.7	818	57.9	474	387	
Plantation	69.7	76.1	91.1	93.7	780	52.7	411	385	
Pompano Beach	86.3	93.0	96.2	99.3	188	71.8	135	134	
Smart School Institute	--	27.4	--	41.2	102	33.3	34	14	
Somerset Academy	--	61.6	--	81.6	89	55.1	49	40	
South Broward	66.6	76.0	81.6	81.6	594	51.2	304	248	
South Plantation	70.9	80.2	91.1	91.5	686	58.6	402	368	
Stoneman Douglas	80.2	82.7	93.4	94.3	1063	44.7	475	448	
Stranahan	60.7	68.0	87.7	89.6	591	50.6	299	268	
Taravella, J. P.	80.3	83.1	94.9	94.2	906	58.6	531	500	
Western	80.2	89.8	94.3	96.2	612	63.7	390	375	

Note. Schools with fewer than 10 graduates were not included. The first year of enrollment was after 2002-03 for Coral Glades, Everglades, Life Skills, Monarch, Smart School Institute, and Somerset Conservatory High Schools, so these schools had no students in the cohort. College Academy and Sheridan Technical do not enroll students in grade nine. Somerset Academy High had fewer than 10 graduates in both years. District Centers and Broward Virtual School were not included.

Appendix E

School-by-School List of 2005-06 and 2006-07 Alternate Graduation Rates by Subgroup

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Anderson, Boyd H.	Female	71.2	82.7	191	158
	Male	72.1	69.7	145	101
	Black	68.7	75.9	295	224
	Hispanic	70.0	80.0	15	12
	White	91.3	91.7	12	11
	SWD	44.7	61.5	39	24
	FRL	62.3	74.7	190	142
	ELL	33.3	68.2	22	15
	Atlantic Technical	Female	100.0	93.0	43
Male		100.0	98.3	59	58
Black		100.0	96.9	32	31
Hispanic		100.0	97.1	34	33
White		100.0	93.6	31	29
SWD		100.0	83.3	6	5
FRL		100.0	91.5	47	43
ELL		100.0	100.0	4	4
Coconut Creek		Female	83.3	83.6	140
	Male	74.0	72.2	126	91
	Black	76.9	73.1	130	95
	Hispanic	76.0	76.5	51	39
	White	81.0	87.7	65	57
	SWD	71.4	62.9	35	22
	FRL	72.4	73.8	103	76
	ELL	39.1	40.9	22	9
	Cooper City	Female	93.2	96.6	268
Male		94.0	95.5	242	231
Black		100.0	86.7	15	13
Hispanic		90.9	92.9	56	52
White		93.1	96.9	414	401
SWD		94.1	93.2	74	69
FRL		91.7	81.8	22	18
ELL		62.5	62.5	8	5
Coral Springs		Female	92.7	92.5	213
	Male	91.0	93.9	198	186
	Black	82.7	90.2	82	74
	Hispanic	88.5	94.9	59	56
	White	95.3	94.1	236	222
	SWD	75.0	87.5	32	28
	FRL	84.6	93.5	92	86
	ELL	65.5	88.2	17	15

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Coral Springs Charter School	Female	96.7	89.3	75	67
	Male	97.3	94.0	67	63
	Black	100.0	92.3	13	12
	Hispanic	100.0	88.9	27	24
	White	95.8	92.5	93	86
	SWD	92.3	92.3	13	12
	FRL	100.0	76.2	21	16
	ELL	100.0	71.4	7	5
Cypress Bay	Female	95.6	94.8	442	419
	Male	93.5	92.6	377	349
	Black	92.0	92.1	38	35
	Hispanic	92.6	90.5	327	296
	White	96.2	96.1	407	391
	SWD	80.9	83.6	55	46
	FRL	87.5	79.8	79	63
	ELL	83.3	77.4	62	48
Deerfield Beach	Female	80.0	81.2	181	147
	Male	75.6	74.5	149	111
	Black	66.9	75.0	172	129
	Hispanic	73.3	77.3	44	34
	White	92.0	80.4	92	74
	SWD	75.5	66.7	39	26
	FRL	62.9	75.7	144	109
	ELL	24.0	53.3	15	8
Dillard	Female	73.7	78.8	165	130
	Male	67.8	72.9	144	105
	Black	66.8	73.1	264	193
	Hispanic	100.0	89.5	19	17
	White	100.0	95.7	23	22
	SWD	54.1	59.3	27	16
	FRL	63.9	74.2	163	121
	ELL	100.0	57.1	7	4
Ely, Blanche	Female	82.1	87.0	215	187
	Male	75.6	74.5	153	114
	Black	78.2	82.2	325	267
	Hispanic	80.8	77.3	22	17
	White	85.7	66.7	12	8
	SWD	76.7	50.0	46	23
	FRL	77.2	80.7	135	109
	ELL	50.0	16.7	12	2

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Everglades	Female	--	86.4	293	253
	Male	--	83.3	275	229
	Black	--	82.9	123	102
	Hispanic	--	84.5	264	223
	White	--	86.9	153	133
	SWD	--	68.5	54	37
	FRL	--	88.1	59	52
	ELL	--	63.0	27	17
Flanagan, Charles W.	Female	90.7	92.1	203	187
	Male	88.7	88.4	215	190
	Black	84.7	86.9	84	73
	Hispanic	90.5	89.6	134	120
	White	91.9	92.0	162	149
	SWD	76.9	80.0	30	24
	FRL	83.3	79.7	64	51
	ELL	76.7	79.2	24	19
Fort Lauderdale	Female	85.2	89.9	148	133
	Male	84.6	88.3	94	83
	Black	80.1	87.2	156	136
	Hispanic	96.0	100.0	16	16
	White	96.4	90.2	61	55
	SWD	74.2	71.4	28	20
	FRL	79.7	81.8	99	81
	ELL	64.3	83.3	18	15
Hallandale	Female	75.0	78.8	80	63
	Male	65.1	75.9	87	66
	Black	70.6	77.1	109	84
	Hispanic	73.6	77.5	40	31
	White	62.5	69.2	13	9
	SWD	70.8	68.6	35	24
	FRL	72.6	74.7	91	68
	ELL	55.0	72.7	11	8
Hollywood Hills	Female	90.9	95.0	120	114
	Male	88.9	86.6	112	97
	Black	86.8	79.6	44	35
	Hispanic	88.4	93.8	80	75
	White	91.0	93.9	99	93
	SWD	86.4	73.9	23	17
	FRL	87.5	88.4	95	84
	ELL	72.2	93.8	16	15

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
McArthur	Female	82.7	86.8	182	158
	Male	82.4	78.6	196	154
	Black	80.0	80.7	93	75
	Hispanic	80.0	81.1	153	124
	White	88.5	84.9	126	107
	SWD	80.7	67.7	34	23
	FRL	79.8	79.7	118	94
	ELL	80.0	54.2	24	13
	McFatter, William T. Technical	Female	100.0	100.0	37
Male		100.0	100.0	72	72
Black		100.0	100.0	18	18
Hispanic		100.0	100.0	30	30
White		100.0	100.0	55	55
SWD		100.0	100.0	14	14
FRL		100.0	100.0	16	16
ELL		100.0	100.0	4	4
Miramar		Female	91.7	90.6	159
	Male	88.0	90.5	147	133
	Black	88.2	89.0	200	178
	Hispanic	87.3	94.7	57	54
	White	96.7	91.7	24	22
	SWD	76.2	84.2	38	32
	FRL	85.8	88.1	118	104
	ELL	100.0	75.0	16	12
	Monarch	Female	--	89.5	162
Male		--	91.6	155	142
Black		--	86.4	44	38
Hispanic		--	89.8	59	53
White		--	92.3	195	180
SWD		--	86.2	29	25
FRL		--	88.2	76	67
ELL		--	83.3	24	20
Northeast		Female	88.5	87.5	168
	Male	92.7	86.5	170	147
	Black	92.2	82.8	93	77
	Hispanic	82.0	85.1	87	74
	White	94.1	91.1	146	133
	SWD	86.2	86.7	30	26
	FRL	90.7	83.0	147	122
	ELL	65.7	73.5	34	25

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Nova	Female	92.5	93.6	220	206
	Male	94.1	92.9	182	169
	Black	85.9	94.8	155	147
	Hispanic	89.6	86.9	61	53
	White	99.4	94.0	166	156
	SWD	80.0	84.2	19	16
	FRL	80.7	89.3	93	83
	ELL	69.0	83.9	31	26
Parkway Academy @ BCC	Female	100.0	92.9	14	13
	Male	90.0	71.4	14	10
	Black	94.1	83.3	24	20
	Hispanic	100.0	66.7	3	2
	White	--	--	--	--
	SWD	100.0	66.7	3	2
	FRL	92.9	83.3	18	15
	ELL	--	--	--	--
Pembroke Pines Charter	Female	100.0	96.9	160	155
	Male	97.4	97.2	142	138
	Black	95.8	97.6	41	40
	Hispanic	100.0	96.5	114	110
	White	98.9	97.0	133	129
	SWD	94.7	96.6	29	28
	FRL	94.1	90.6	32	29
	ELL	100.0	92.3	13	12
Piper	Female	88.3	80.3	233	187
	Male	86.1	83.0	241	200
	Black	81.3	77.2	219	169
	Hispanic	87.5	86.1	72	62
	White	91.7	84.4	160	135
	SWD	88.1	71.7	46	33
	FRL	83.3	77.5	169	131
	ELL	77.3	41.7	12	5
Plantation	Female	93.3	93.4	226	211
	Male	88.7	94.1	185	174
	Black	86.8	90.2	215	194
	Hispanic	94.5	96.4	55	53
	White	95.7	98.3	117	115
	SWD	82.9	90.6	32	29
	FRL	82.8	91.8	85	78
	ELL	80.7	82.4	17	14

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Pompano Beach	Female	97.4	100.0	73	73
	Male	94.2	98.4	62	61
	Black	100.0	97.6	42	41
	Hispanic	81.3	100.0	25	25
	White	97.2	100.0	65	65
	SWD	100.0	100.0	7	7
	FRL	93.8	100.0	40	40
	ELL	100.0	100.0	2	2
Smart School Institute	Female	--	50.0	18	9
	Male	--	31.3	16	5
	Black	--	41.2	34	14
	Hispanic	--	--	--	--
	White	--	--	--	--
	SWD	--	50.0	4	2
	FRL	--	40.7	27	11
	ELL	--	--	--	--
Somerset Academy	Female	--	86.2	29	25
	Male	--	75.0	20	15
	Black	--	90.0	10	9
	Hispanic	--	80.8	26	21
	White	--	66.7	9	6
	SWD	--	100.0	2	2
	FRL	--	81.8	11	9
	ELL	--	100.0	4	4
South Broward	Female	82.9	83.0	141	117
	Male	80.1	80.4	163	131
	Black	74.4	64.6	82	53
	Hispanic	74.1	86.1	86	74
	White	91.3	89.3	121	108
	SWD	60.9	55.2	29	16
	FRL	74.8	79.0	138	109
	ELL	52.4	72.7	33	24
South Plantation	Female	89.3	92.2	218	201
	Male	93.1	90.8	184	167
	Black	87.5	88.9	171	152
	Hispanic	87.5	96.4	83	80
	White	96.2	93.9	132	124
	SWD	85.0	87.9	33	29
	FRL	85.5	91.2	113	103
	ELL	75.0	73.9	23	17

(Appendix E continues)

Appendix E (continued)

High School	Subgroup	Four-Year BCPS Alternate Rate		2006-07 Non- mobile Students	2006-07 Graduates
		2005-06	2006-07	<i>N</i>	<i>n</i>
Stoneman Douglas, Marjory	Female	95.3	96.6	237	229
	Male	91.5	92.0	238	219
	Black	88.4	89.7	29	26
	Hispanic	88.3	91.3	46	42
	White	94.5	94.6	371	351
	SWD	68.0	88.1	42	37
	FRL	79.3	84.2	19	16
	ELL	78.6	66.7	9	6
Stranahan	Female	91.0	87.7	170	149
	Male	82.8	92.3	129	119
	Black	89.2	90.8	184	167
	Hispanic	81.1	83.6	55	46
	White	82.4	88.1	42	37
	SWD	64.0	85.0	20	17
	FRL	81.8	87.8	164	144
	ELL	50.0	60.0	15	9
Taravella, J. P.	Female	95.3	95.4	284	271
	Male	94.5	92.7	247	229
	Black	83.0	94.2	52	49
	Hispanic	92.7	90.4	114	103
	White	97.1	95.1	344	327
	SWD	89.1	85.4	48	41
	FRL	94.8	87.3	79	69
	ELL	80.7	73.9	46	34
Western	Female	95.6	98.2	169	166
	Male	92.9	94.6	221	209
	Black	100.0	87.5	8	7
	Hispanic	91.2	93.5	77	72
	White	94.3	96.9	289	280
	SWD	88.1	92.5	53	49
	FRL	89.3	94.7	38	36
	ELL	81.8	94.1	17	16