

SY2015-2016 Cohort Graduation Rate

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DAS-REMI: Goal 1

- Increase the percentage of students graduating high school as measured by the 4 Year Cohort Graduation Rate.
- The 4 Year Cohort Graduation Rate formula computes the percentage of students who enter 9th grade during a given school year and earn a regular diploma within four years, adjusted for students who transfer in or out during the four year window.
- The cohort graduation rate is a key indicator used in state and federal accountability determinations, and is a culminating outcomes measure that directly reflects the purpose and mission of the Savannah-Chatham County Public School System.

- In April 2012 GADOE began publishing a graduation rate based on the cohort calculation method that the United States Department of Education now requires all states to use.
- The cohort formula tracks individual students from the date of 9th grade entry in order to determine whether they earn a regular education diploma within 4 years.

Cohort Graduation Rate Formula

Number of students who entered 9th grade in SY 2008-09 & earned a regular diploma in SY 2011-12

-----Divided by-----

Total number of students who entered 9th grade in SY 2008-09*

Key Points:

- SCCPSS continued to improve its cohort graduation rate, achieving a rate of 83.2%. This represents a gain of nearly two points compared to last year, and an increase of nearly 15 points over the past three years.
- For the second consecutive year, SCCPSS outperformed both the state and comparison group graduation rates.
- School graduation rates ranged from 70.6% to 100%, with most schools demonstrating improvement compared to last year and over the past three years.
- Beach achieved the greatest one-year gain, with an increase of just over 7 points. Windsor Forest followed closely with a one-year improvement of over 6 points, and achieved the greatest three-year gain with an improvement of more than 20 points.
- The first graduating class at Early College achieved a 100% graduation rate.

Figure 1. State, Comparison Group, & SCCPSS 4 Year Cohort Graduation Rate

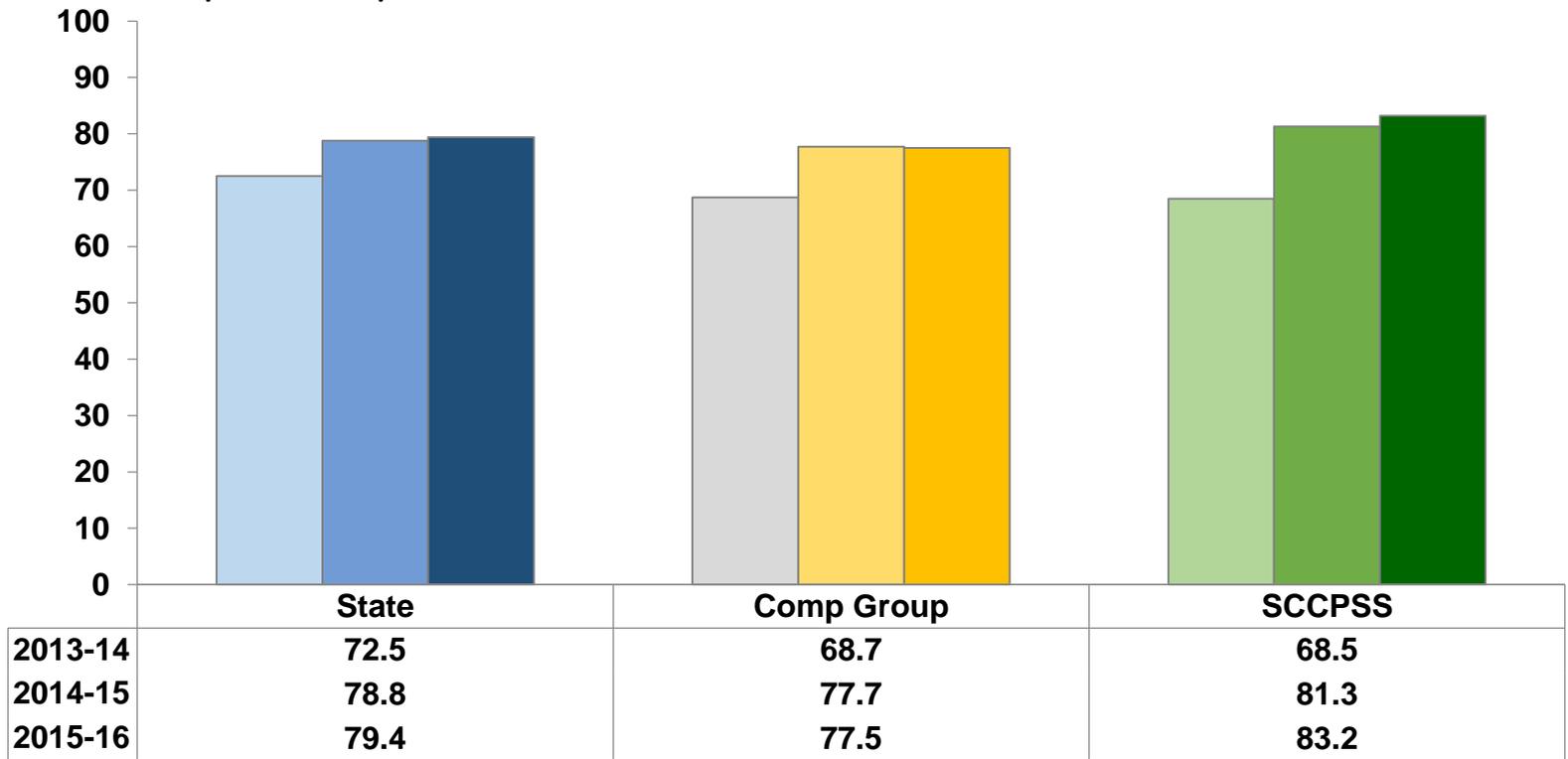


Figure 2. SCCPSS 4 Year Cohort Graduation Rate by Subgroup

	2013-14	2014-15	2015-16	1 Yr Chg	3 Yr Chg
Asian	93.3	94.8	93.1	-1.7	-0.2
Black	65.9	80.8	82.6	1.8	16.7
Hispanic	39.5	68.9	78.4	9.5	38.9
White	72.9	81.5	83.3	1.8	10.4
Multiracial	65.9	86.7	89.9	3.2	24.0
ED	63.8	77.6	79.6	2.0	15.8
EL	58.3	67.6	66.7	-0.9	8.4
SWD	28.6	51.7	60.3	8.6	31.7

Figure 3. SCCPSS 4 Year Cohort Graduation Rate by School

	2013-14	2014-15	2015-16	1 Yr Chg	3 Yr Chg
State	72.5	78.8	79.4	0.6	6.9
Comp Group	68.7	77.7	77.5	-0.2	*
SCCPSS	68.5	81.3	83.2	1.9	14.7
Beach	70.0	77.8	84.9	7.1	14.9
Early College	NA	NA	100.0	NA	NA
Groves	64.7	74.9	71.6	-3.3	6.9
Islands	74.0	87.0	88.1	1.1	14.1
Jenkins	71.7	82.7	83.5	0.8	11.8
Johnson	76.4	88.1	79.4	-8.7	3.0
New Hampstead	71.2	78.2	79.1	0.9	7.9
Savannah Arts	100.0	99.4	99.5	0.1	-0.5
SLS at Sav. High	56.9	66.5	70.6	4.1	13.7
Windsor Forest	59.9	76.9	83.3	6.4	23.4
Woodville-Tompkins	NA	100.0	99.0	-1.0	NA

*Gray font indicates data not comparable due to update of Comp Group districts

■ At/above annual target ■ Did not make progress ■ Priority school

NA: School not in existence or did not have a graduating cohort

Action Items

- The Executive Director of Secondary School Governance will continue to monitor the System-Wide Academic Records Management (SWARM) Process to ensure implementation with fidelity. Doing so will help us meet the 2017 DAS-REMI Goal 1 target.
- Principals and the Executive Director of Secondary School Governance will continue to conduct ***Leave No Graduate Behind*** Parent Meetings twice per school year (fall and spring), to inform parents of their students' progress toward meeting the Georgia cohort graduation requirements.



Academic Affairs

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- Principals and school counselors will continue to promote credit advancement/ recovery programs such as the Twilight High School Program, Evening School, and Saturday School to increase the cohort graduation rate.
- Principals will continue to provide vertical teaming opportunities (fall/spring/summer) among teachers based on feeder patterns. Doing so will provide a continuum of knowledge and skills that build from one grade level to the next grade level. This strategy is anchored in the skills, knowledge, and concepts needed to engage all students in a higher level of learning while improving the quality of instruction.



Questions