



High School Completion Update: Class of 2016

Key Findings

1. The Class of 2016 had a four-year completion rate of 78.6%, down almost two percentage points from the Class of 2015 (80.4%).
2. Four-year completion rates for Hispanic/Latino students, English Language Learners, and low-income students have improved noticeably over the past five years.
3. The percent of students not known to be continuing has declined over the past five years.

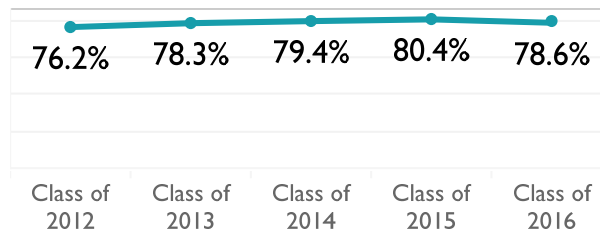
This report presents high school completion rates for the Madison Metropolitan School District. This report uses publicly available data from Wisconsin’s Information Network for Successful Schools (WINSS). Additional data is available through <http://winss.dpi.wi.gov/>. For additional information on graduation rates, see the Appendix.

For this report, we focus on the cohort of students who were expected to graduate at the end of the 2015-16 school year (i.e., Class of 2016). For additional context and to track changes over time, we provide data from prior years for some measures. All rates in this report reflect high school completion, which includes students graduating with regular diplomas as well as equivalencies.

Students identifying as Native American or Pacific Islander are not presented in this report to protect student privacy. The low number of students belonging to these groups in each class means that any data presented could lead to the identification of outcomes for individual students.

District Four-Year Rate

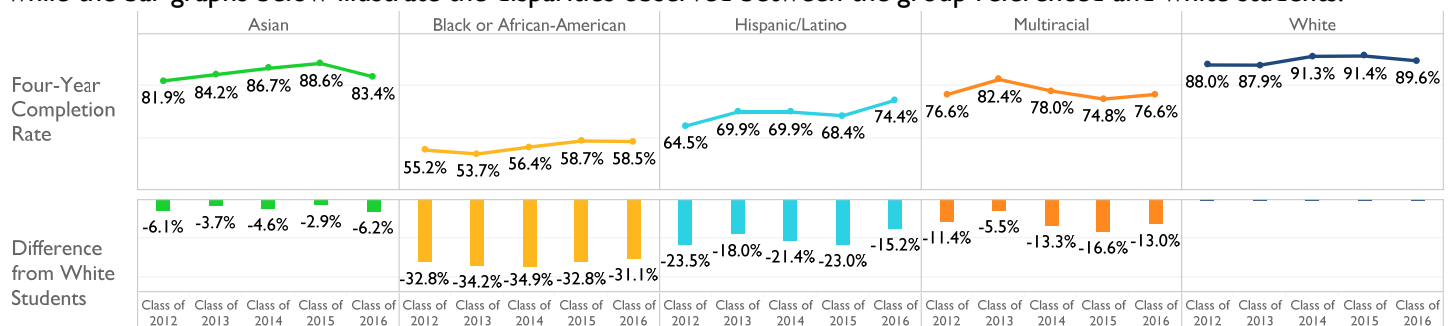
Four-Year Rate Overall



The districtwide four-year completion rate decreased 1.8 percentage points from the Class of 2015 to the Class of 2016. This decrease breaks a five-year trend of four-year completion rate increases.

Four-Year Rate by Race/Ethnicity

The graphic below shows four-year completion rates by race/ethnicity. The line graphs at the top illustrate the rates, while the bar graphs below illustrate the disparities observed between the group referenced and white students.



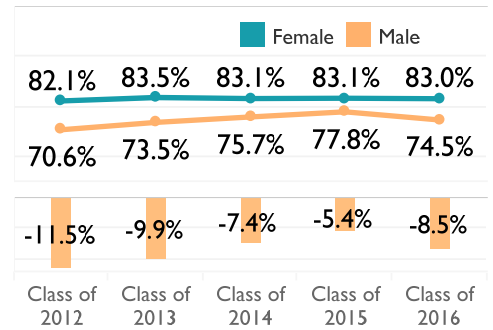
By racial/ethnic group, Hispanic/Latino students and multiracial students showed higher four-year completion rates in 2016 than 2015. Particularly notable is the five-year trend for Hispanic/Latino students, which represents an increase of about 10 percentage points. African-American students stayed steady while Asian students and white students exhibited noticeable declines in completion rates.



Four-Year Rate by Gender

Female student graduation rates remained constant between the Classes of 2015 and 2016, while male student rates decreased by over 3 percentage points. We continue to observe completion gaps by gender, with the gap between female and male students increasing more than three percentage points from 2015 to 2016.

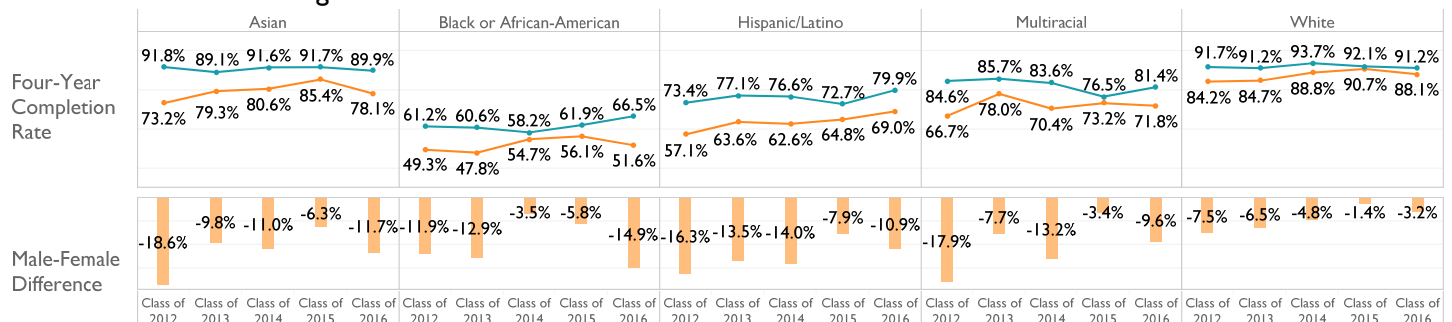
Four-Year Completion Rate



Male-Female Difference

Four-Year Rate by Race/Ethnicity and Gender

We also wanted to examine the intersection of race and gender in completion rates. In the graphic below, completion rates for female students appear in teal and male students appear in orange. The orange bars below show the difference between male and female graduation rates.

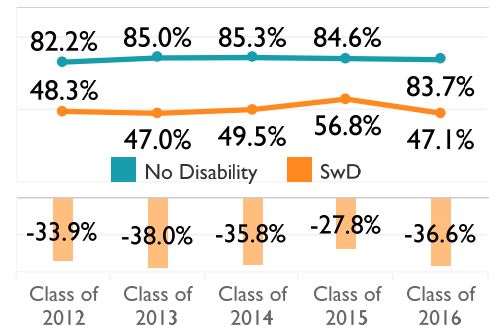


Across racial/ethnic groups, we can see disparities by gender, with female students graduating at consistently higher rates than their male peers. For the Class of 2016, these disparities are smallest for white students (females about 3% higher) and largest for African-American students (females about 15% higher).

Four-Year Rate by Disability Status

After increasing with the Class of 2015, four-year graduation rates for students with disabilities in the Class of 2016 again dropped below 50%. For the Class of 2016, there was more than 36 percentage point gap between students without disabilities and students with disabilities.

Four-Year Completion Rate

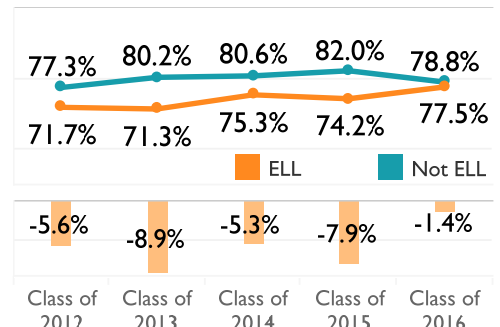


Disability Difference

Four-Year Rate by ELL Status*

ELL students saw an increase in graduation rates between the Classes of 2015 and 2016 of more than three percentage points, and an approximately six percentage point increase over the past five years. The graduation rate gap between English Language Learners and native English speakers narrowed to only 1.4 percentage points with the Class of 2016.

Four-Year Completion Rate

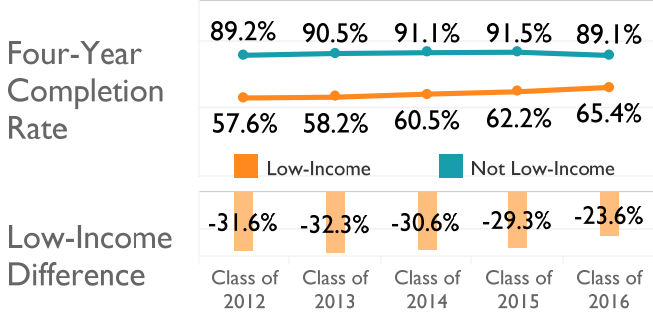


ELL Difference

*For our reporting purposes, English Language Learner includes students at levels 1-6; level 6 represents students formerly not proficient in English who have reached proficiency. This provides a more complete picture of the spectrum of students who have learned English in MMSD. These numbers may differ slightly from those presented on DPI's website, which include levels 1-5 only.

Four-Year Rate by Income

Four-year completion rates for low-income students continue to increase and are up almost eight percentage points from 2012 to 2016. Gaps persist between low-income and not low-income students; for the Class of 2016, this gap was almost 24 percentage points. However, this gap has narrowed across the past three years.

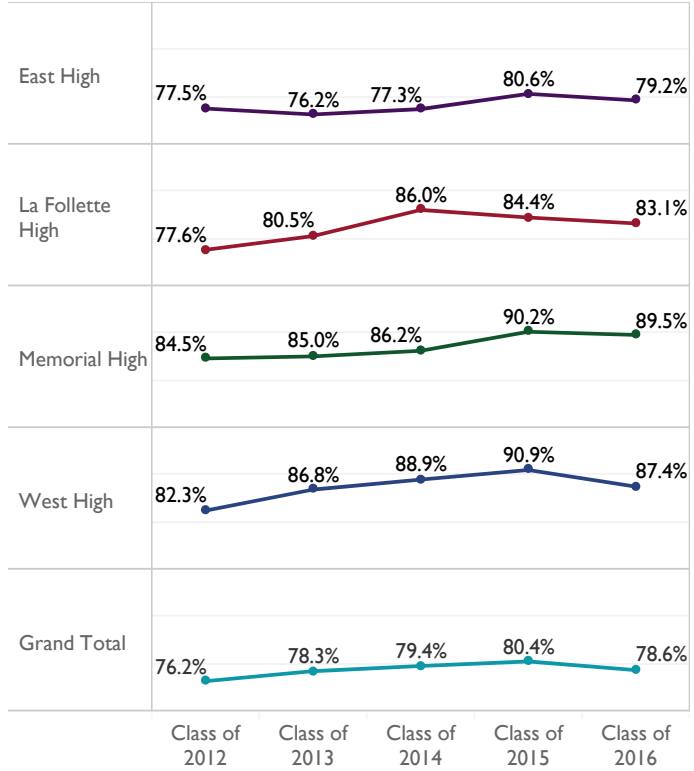


Four-Year Rate by School

Four-year completion rates declined at all four conventional high schools from the Class of 2015 to the Class of 2016. This decline was smallest at Memorial, which has the district's highest four-year completion rate at 89.5%.

All four conventional high schools have higher completion rates for the Class of 2016 than the Class of 2012; three of the four schools have improved at least five percentage points.

In MMSD, graduation rates at each of the four conventional high schools (East, La Follette, Memorial, West) can all be higher than the district average because of the graduation policies of alternative schools. When a student at an alternative school (like Shabazz) graduates, they receive a diploma awarded from one of the conventional high schools and count as a graduate of that school. If they do not graduate, though, they remain assigned to the alternative school. Therefore, all alternative schools in Madison have a 0% graduation rate because graduates are always assigned elsewhere. As a result, each conventional high school's graduation rate can be above the district average.



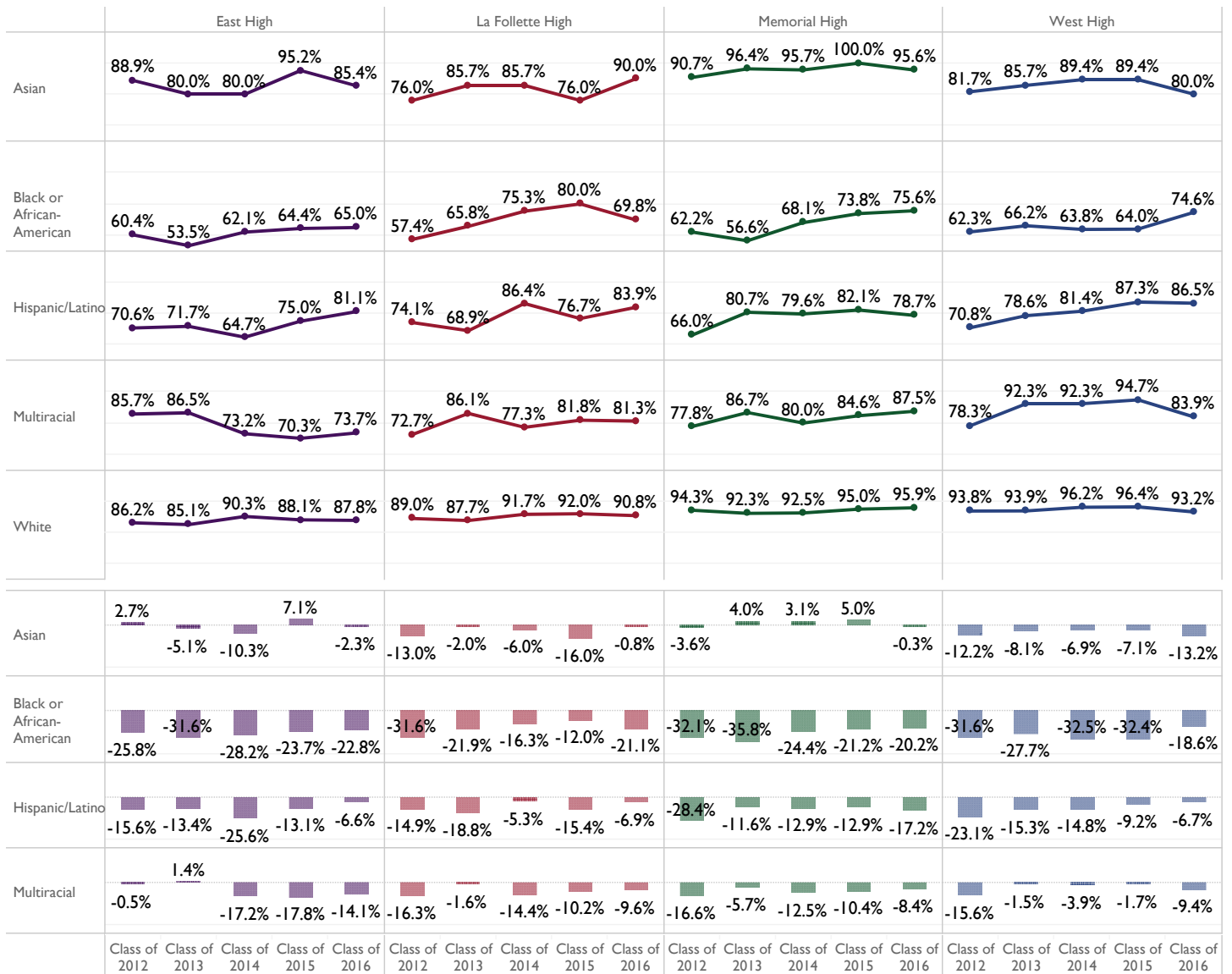


Four-Year Rate by School and Student Group

The following graphs present four-year completion rates for the Class of 2016 by school and student group.

Four-Year Rate by School and Race/Ethnicity

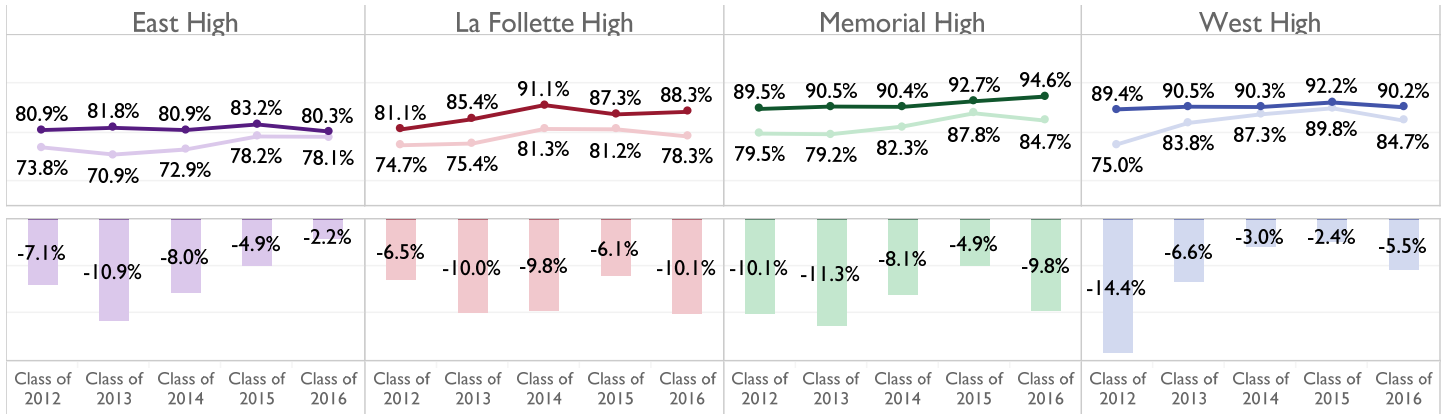
For this graphic, the bar graphs at the bottom represent the differences in four-year completion rates between the indicated group and white students within the relevant school.



Completion rates for African-American students are lower than for other racial/ethnic groups. However, African-American student completion rates generally are on an upward trend at our conventional high schools over the past five years, with double-digit increases observed at La Follette, Memorial, and West from the 2012 to 2016.



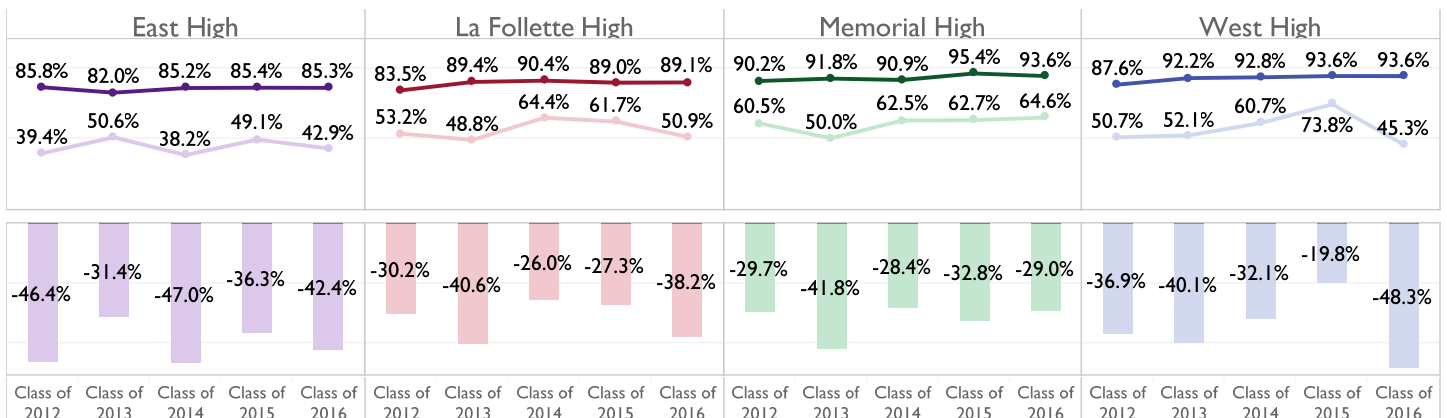
Four-Year Rate by School and Gender



For each school, the lighter line represents male students and the darker line represents female students.

We observe completion rate disparities by gender at all four conventional high schools. At East and West, completion rates for males have improved faster than those for males over the past five years, resulting in narrowing gaps.

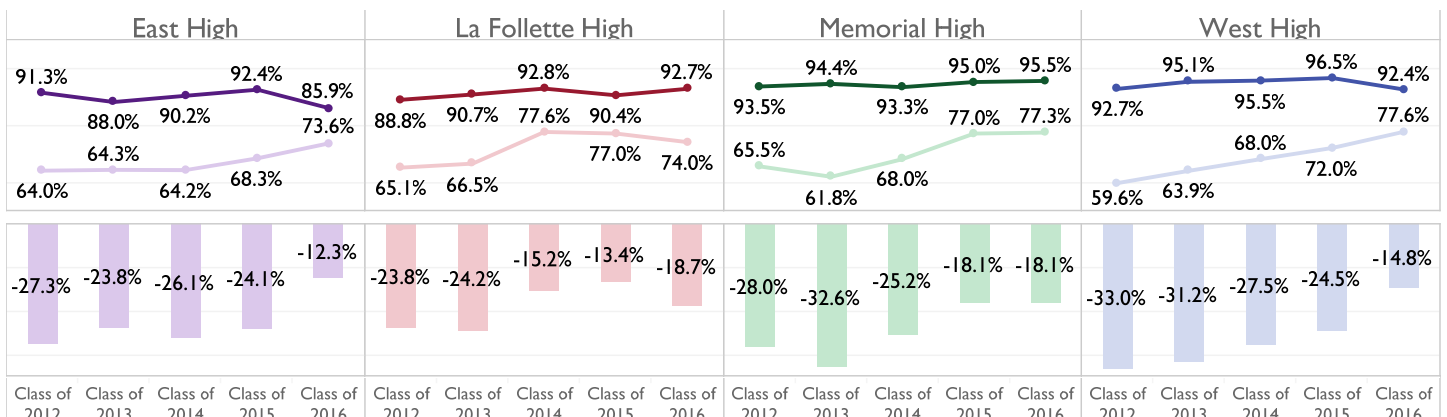
Four-Year Rate by School and Disability



For each school, the lighter line represents students with disabilities and the darker line represents students without disabilities.

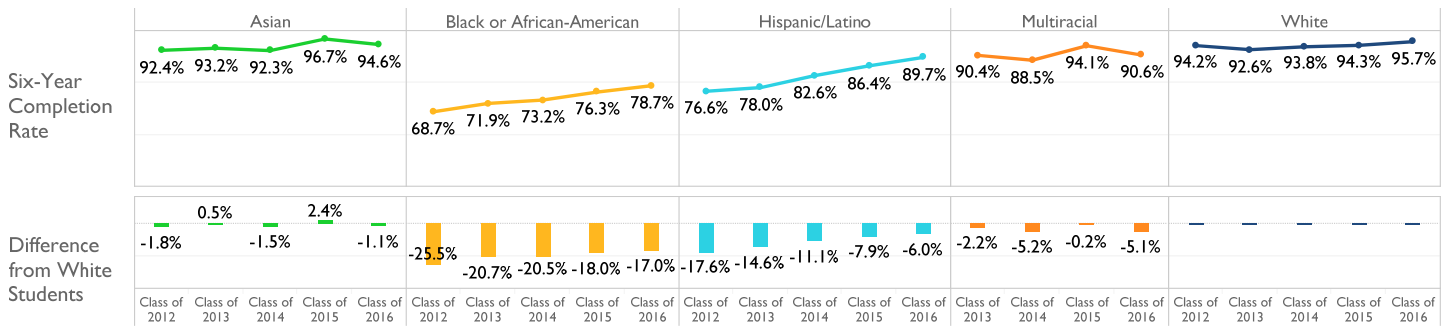
Students with Disabilities have much lower completion rates than their peers at all four conventional high schools. We observed large declines from 2015 to 2016 at three of four schools, with Memorial as the exception.

Four-Year Rate by School and Income



For each school, the lighter line represents low-income students and the darker line represents students who are not low-income.

Completion rates for low-income students have increased significantly at all four conventional high schools over the past five years.

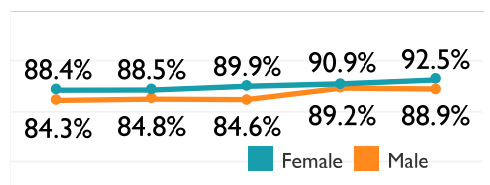


Six-year completion rate gaps for African-American students and Hispanic/Latino students relative to white students have narrowed consistently over the past five years.

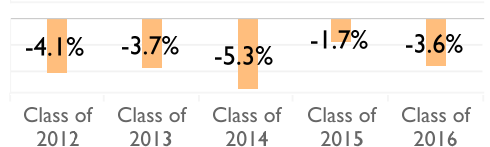
Six-Year Rate by Gender

Male student graduation rates remained constant between the Classes of 2015 and 2016, while female student rates increased by almost 2 percentage points. Six-year completion rates are lower for male students than female students (approximately 3.6 percentage points), but the gap is much smaller than that observed for four-year rates (over 8 percentage points).

Six-Year Completion Rate

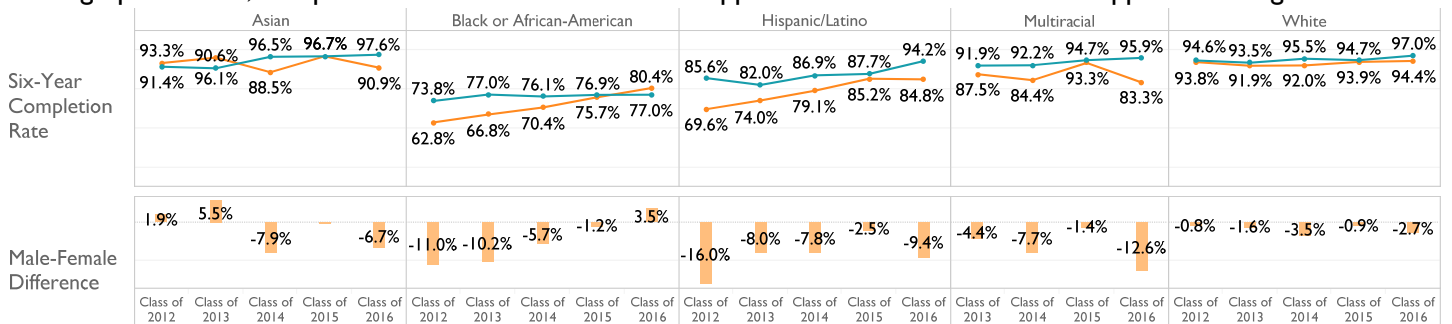


Male-Female Difference



Six-Year Rate by Race/Ethnicity and Gender

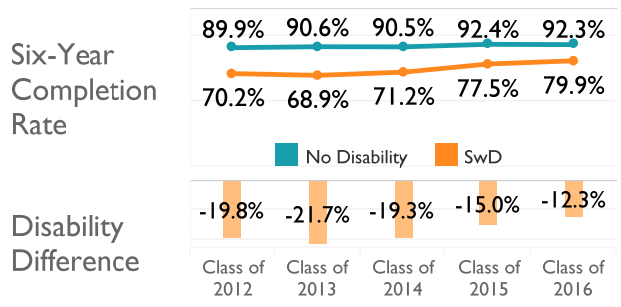
In the graphic below, completion rates for female students appear in teal and male students appear in orange.



Interestingly, six-year completion rates for African-American males exceeded those for African-American females in the Class of 2016. Six-year rates for African-American females have remained steady while six-year rates for African-American males have increased significantly.

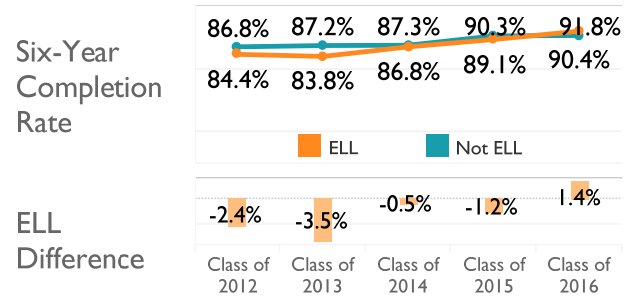
Six-Year Rate by Disability Status

The gap between students with disabilities and students without disabilities is significantly smaller for the six-year completion rate (approximately 12 percentage points) relative to the four-year completion rate (more than 36 percentage points). Although the four-year rate for students with disabilities declined from 2015 to 2016, the six-year rate continues to increase.



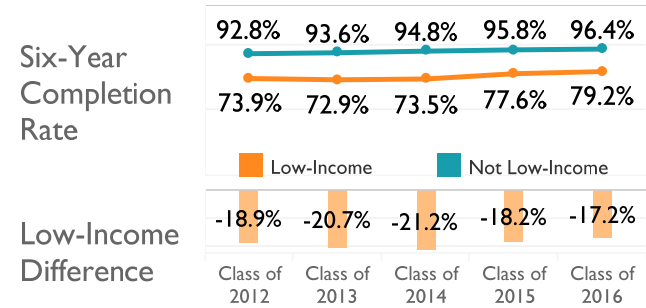
Six-Year Rate by ELL Status

For the first time in the past five years, English Language Learners in the six-year cohort of 2016 achieved a higher completion rate than native English speakers.



Six-Year Rate by Income

Similar to four-year completion rates, six-year rates continue to increase for low-income students, up almost 2 percentage points between 2015 and 2016. Gaps continue to persist between low-income and not low-income students; for the Class of 2016, this gap was approximately 17 percentage points.





District Not Known to be Continuing by Student Group

The percent of students not known to be continuing reflects students who DPI designates as “not known to be continuing” in high school based on their most recent enrollment record. This figure is similar to a dropout rate and includes confirmed dropouts as well as students who were expected to enroll at another school but cannot be confirmed as enrolling elsewhere after leaving MMSD.

Overall

Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
10.2%	7.3%	6.8%	7.1%	5.1%

By Race/Ethnicity

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Asian	6.0%	1.1%	4.7%	4.8%	1.1%
Black or African-Am..	22.3%	19.4%	16.8%	15.6%	12.8%
Hispanic/Latino	13.6%	9.9%	7.4%	12.0%	5.2%
Multiracial	8.5%	4.4%	5.5%	9.2%	7.8%
White	4.6%	3.7%	2.6%	2.4%	1.6%

By Gender

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Female	8.6%	7.0%	5.6%	6.5%	4.9%
Male	11.7%	7.5%	8.0%	7.6%	5.4%

By Disability Status

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
No Disability	9.1%	6.3%	6.0%	6.7%	5.7%
SwD	15.0%	12.0%	10.8%	9.3%	1.9%

By ELL Status

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
ELL	10.6%	7.2%	5.6%	9.8%	3.8%
Not ELL	10.1%	7.3%	7.1%	6.3%	5.5%

By Income

	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016
Low-Income	17.9%	14.8%	13.4%	14.1%	8.4%
Not Low-Income	4.7%	2.8%	2.8%	2.8%	2.6%

Overall, we observe lowered rates of students not known to be continuing over the past five years overall and across student groups. For example, the percent not known to be continuing in four-year cohorts has been cut in half from the Class of 2012 to the Class of 2016 (10.2% to 5.1%). The four-year not known to be continuing rate for African-American students has dropped from 22.3% to 12.8%. These decreases in the percent of students not known to be continuing align to our increases in both four-year and six-year completion rates across the past five years.



Appendix: Information on the High School Graduation Rates

Description

High school graduation rates are available on Wisconsin's Information Network for Successful Schools (WINSS). This publicly-available site provides information on what Wisconsin students should know and be able to do; how students are performing each year; and how schools are staffed and funded. WINSS is maintained by the Wisconsin Department of Public Instruction.

All reported information on MMSD completion rates are available on the WINSS website. WINSS also offers the ability to drill down results further by school, student subgroup, years, and types of completion. It can also offer comparisons of MMSD data to other districts and the state. Additional data is available through <http://winss.dpi.wi.gov/>.

How Rates are Calculated

Graduation rates are calculated by dividing the number of students who graduate with a regular diploma in a given year by the number of students who form the four-year adjusted cohort for that graduating class. The four-year adjusted cohort includes all students who were expected to complete high school in that year, four years after they began high school. For example, students beginning high school in 2008-09 would form the adjusted cohort that would be expected to graduate in 2012-13. High school completion rates use the same methodology but include High School Equivalency Diplomas (HSEDs) earned as an alternative to a regular diploma. We present completion rates in our reports; the share of students earning an HSED instead of a conventional diploma is negligible.

In MMSD, graduation rates at each of the four conventional high schools (East, La Follette, Memorial, West) can all be higher than the district average because of the graduation policies of alternative schools. When a student at an alternative school (like Shabazz) graduates, they receive a diploma awarded from one of the conventional high schools and count as a graduate of that school. If they do not graduate, though, they remain assigned to the alternative school. Therefore, all alternative schools in Madison have a 0% graduation rate because graduates are always assigned elsewhere. As a result, each conventional high school's graduation rate can be above the district average.

The percent of students not known to be continuing reflects students who DPI designates as "not known to be continuing" in high school based on their most recent enrollment record. This figure is similar to a dropout rate, as it signifies students who at the time of expected graduation were no longer enrolled in school.

Uses of Results

High school graduation rates are used by MMSD to understand how successful are schools are at preparing students for life after high school. The ultimate goal of college and career readiness depends on successful progression through the PreK-12 system, resulting in on-time graduation. In addition, MMSD tracks the six-year graduation rate to understand how students who do not fare well in the four-year system move towards success. Finally, high school completion is one of the measures for which high schools set quantitative goals as part of their School Improvement Plan (SIP) and one of the milestones associated with Goal #1 of the district's Strategic Framework.