



## High School Completion Update: Class of 2015

### Key Findings

1. Overall, the Class of 2015 had a four-year completion rate of 80.4%, about a percentage point higher than the Class of 2014 (79.4%).
2. Several student groups also saw rate improvements from 2014 to 2015, including students with disabilities (up 7.3%), African-American students (up 2.3%), and economically disadvantaged students (up 1.7%).
3. Disparities in graduation rates among student groups and between high schools persist.

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 2014-15 school year (i.e., Class of 2015). 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 by Student Group – Classes of 2013-2015

Group	Class of 2013	Class of 2014	5
Overall	78.3%	79.4%	80.4%
Female	83.5%	83.1%	83.1%
Male	73.5%	75.6%	77.8%
Asian	84.2%	86.7%	88.6%
African American	53.7%	56.4%	58.7%
Hispanic	69.9%	69.9%	68.4%
Multiracial	82.4%	78.0%	74.8%
White	87.9%	91.3%	91.4%
Students With Disabilities	47.0%	49.5%	56.8%
Students Without Disabilities	84.9%	85.3%	84.6%
Economically Disadvantaged	58.2%	60.5%	62.2%
Not Economically Disadvantaged	90.4%	91.1%	91.5%
Limited English Proficient	47.9%	60.6%	58.7%
English Proficient	81.2%	81.5%	82.0%
English Language Learner*	74.2%	75.3%	74.2%

\*For our reporting purposes, Limited English Proficient reflects students at DPI levels of 1-5 (out of 7). 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. This is the first year we are adopting that reporting practice. N/A indicates unavailable data. This note applies to all subsequent tables.

The table above shows completion rates for the past three years overall and by student group. MMSD's overall completion rate improved by about a percentage point from the Class of 2014 to the Class of 2015, continuing a five-year trend of improvement. Disparities among student groups remain. However, we see meaningful progress among some student groups, including African-American students (5 percentage point improvement over the past two years) and students with disabilities (9.8 percentage point improvement over the past two years). The district as a whole has improved approximately six percentage points since the Class of 2010, when the four-year completion rate was 74.5%.



### District Six-Year Rate by Student Group – Classes of 2013-2015

Group	Class of 2013 (Four-Year Class of 2011)	Class of 2014 (Four-Year Class of 2012)	Class of 2015 (Four-Year Class of 2013)
Overall	86.6%	87.2%	90.0%
Female	88.5%	89.9%	90.9%
Male	84.8%	84.6%	89.2%
Asian	93.2%	92.3%	96.7%
African American	71.9%	73.2%	76.3%
Hispanic	78.0%	82.6%	86.4%
Multiracial	90.4%	88.5%	94.1%
White	92.6%	93.8%	94.3%
Students With Disabilities	69.1%	71.2%	77.2%
Students Without Disabilities	90.6%	90.5%	92.4%
Economically Disadvantaged	73.0%	73.5%	77.4%
Not Economically Disadvantaged	93.5%	94.8%	95.8%
Limited English Proficient	72.7%	76.5%	77.0%
English Proficient	88.2%	88.5%	90.3%
English Language Learner*	N/A	86.8%	89.1%

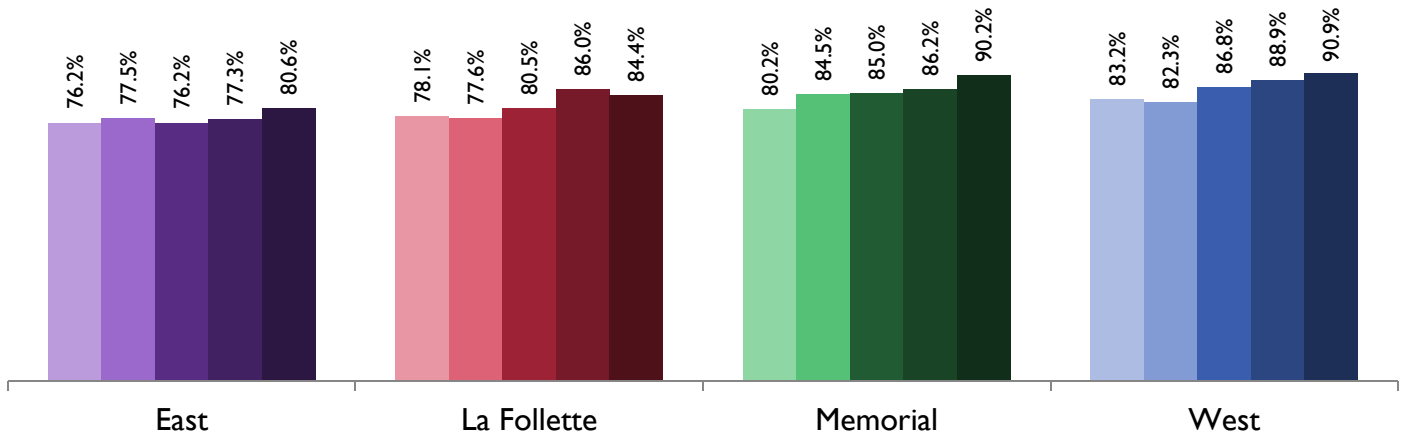
\*See note below table on p. 1. N/A indicates unavailable data.

This table shows six-year completion rates overall and by student group for the last three years. The six-year rates are expectedly higher than four-year completion rates for all student groups. Overall, the district's six-year rate increased to 90.0% for the Class of 2015, up 2.8 percentage points from the Class of 2014. Every student group also improved.

Six-year rates are particularly notable for special education students, many of whom take longer than four years to graduate. For example, the six-year Class of 2015 is comparable to the four-year Class of 2012. The four-year rate for special education students in the Class of 2014 was 47.0%, while the six-year rate for special education students in the Class of 2015 was 77.2%, suggesting that about 30% of these students graduated in between 4.5 and 6 years.



### Four-Year Rate by School – Classes of 2011-2015

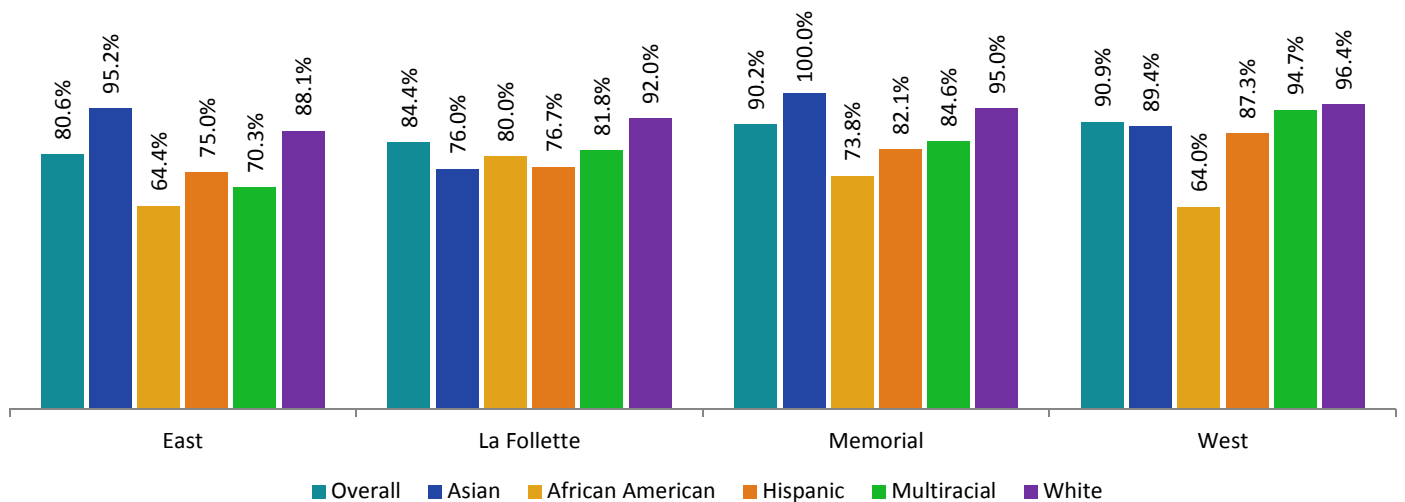


This graph shows overall four-year completion rates from the Class of 2011 (lightest) through the Class of 2015 (darkest). Three of four schools improved their completion rates from the Class of 2014 to the Class of 2015. The largest year-to-year increase was at Memorial High, which increased its completion rate by about four percentage points from the Class of 2014 to the Class of 2015.

### Four-Year Rate (%) by School and Student Group – Class of 2015

The following graphs present four-year completion rates for the Class of 2015 disaggregated by school and student group.

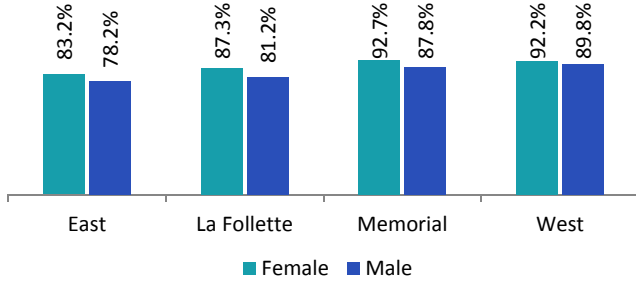
#### By Race/Ethnicity



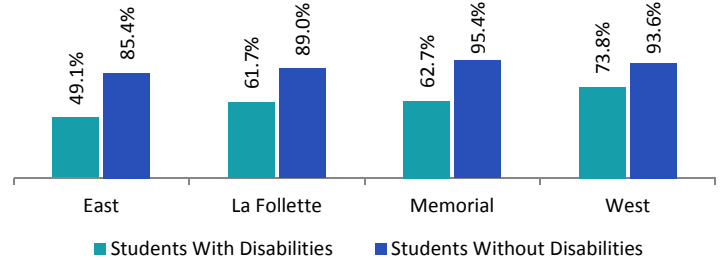
Completion rates for African-American students are lower than for other racial/ethnic groups, with the exception of La Follette, which has higher African-American completion rates than those for Asian and Hispanic students. White, Asian, and multiracial students typically outpace their peers in completion.



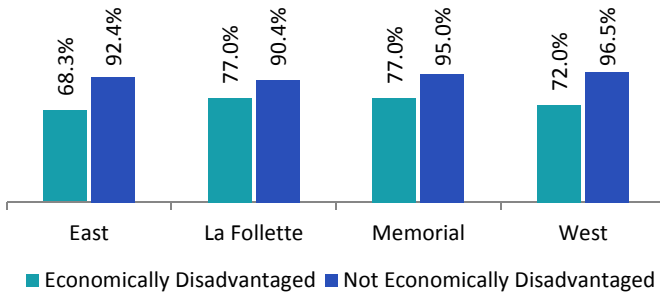
**By Gender**



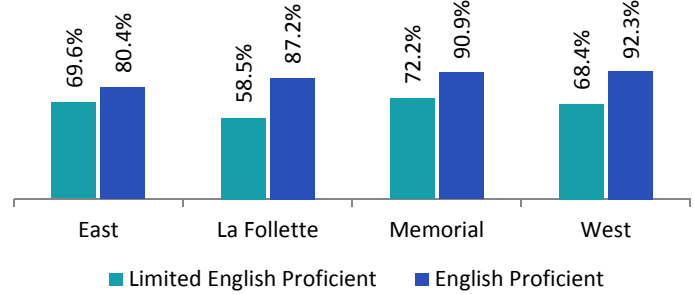
**By Disability Status**



**By Income**



**By English Proficiency**



There are noticeable differences in completion rates between demographic groups across schools. Male students graduate at lower rates than female students, students with disabilities graduate at lower rates than students without disabilities, economically disadvantaged students graduate at lower rates than students who are not economically disadvantaged, and students with limited English proficiency graduate at lower rates than their English-proficient peers.



### District Four-Year Rate (%) Not Known to be Continuing by Student Group – Classes of 2013-2015

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.

Group	Class of 2013	Class of 2014	Class of 2015
Overall	7.3%	6.8%	7.1%
Female	7.0%	5.6%	6.5%
Male	7.5%	8.0%	7.6%
Asian	1.1%	4.7%	4.8%
Black or African American	19.4%	16.8%	15.6%
Hispanic/Latino	9.9%	7.4%	12.0%
Two or More Races	4.4%	5.5%	9.2%
White	3.7%	2.6%	2.4%
Students With Disabilities	12.0%	10.8%	9.3%
Students Without Disabilities	6.3%	6.0%	6.7%
Economically Disadvantaged	14.8%	13.4%	14.1%
Not Economically Disadvantaged	2.8%	2.8%	2.8%
Limited English Proficient	13.3%	9.7%	16.8%
English Proficient	6.7%	6.5%	6.3%
English Language Learner*	7.6%	5.6%	9.8%

\*See note below table on p. 1.

This table shows the four-year percent of students not known to be continuing in high school overall and by subgroup. Rates increased between 2014 and 2015 for almost all student groups, particularly for Hispanic/Latino students, although they decreased for African-American students by more than a percentage point.

### District Six-Year Rate (%) Not Known to be Continuing by Student Group – Classes of 2013-2015

Group	Class of 2013	Class of 2014	Class of 2015
Overall	11.1%	10.9%	7.9%
Female	9.9%	9.2%	7.4%
Male	12.3%	12.6%	8.3%
Asian	5.0%	7.2%	2.7%
Black or African American	25.4%	25.6%	20.7%
Hispanic/Latino	19.7%	14.8%	10.8%
Two or More Races	5.3%	9.4%	3.7%
White	5.3%	4.0%	3.8%
Students With Disabilities	20.5%	18.8%	12.7%
Students Without Disabilities	9.0%	9.3%	7.0%
Economically Disadvantaged	23.8%	23.5%	18.6%
Not Economically Disadvantaged	4.7%	4.0%	3.0%
Limited English Proficient	23.7%	21.9%	17.4%
English Proficient	9.7%	9.7%	7.8%
English Language Learner*	N/A	12.0%	8.3%

\*See note below table on p. 1. N/A indicates unavailable data.

This table shows the six-year percent of students not known to be continuing, which is expectedly higher than the four-year percent but shows improvement across student groups.



## 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.

In MMSD, graduation rates at each of the four major 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 major 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 successful graduates are always assigned elsewhere. As a result, each major 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).