

Appendix E

Graduation

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Graduation Rates for Non-Graduates following Summer School

Students are considered to be in Grade 12 at the time when, in the last full year of school, they are able to include in their program those courses that will meet all requirements for graduation. The last full year may extend to the end of summer school. To better understand the role of summer school in helping non-graduating seniors to graduate, the Office of Planning and Evaluation looked at summer school participation rates for non-graduating seniors and fall graduation rates for these students following summer school participation.

Non-Graduating Seniors and “Sliders”

While most students are expected to graduate at the end of their senior year, the state of Virginia recognizes two groups of student as needing additional years (up to age 21) to graduate:

- Certain students with disabilities (SWD) whose IEP specifies the need for additional years
- Limited English proficient (LEP) students who are still classified as LEP in their senior year

These two groups of students who may remain seniors for multiple years are called “sliders.”

Table 1 shows the total number of students that did not graduate in their senior year between 2009 and 2013. It also shows the number and percentage of non-graduates that attended summer school by year.

Table 1: Non-Graduating Seniors that Attended Summer School by Year

	2009	2010	2011	2012	2013
# of Senior Non-graduates	294	214	212	199	198
# that attended Summer School	167	104	97	95	97
% that attended Summer School	57%	49%	46%	48%	49%

Figure 1 shows what percentage of 2009 non-graduating seniors participated in summer school. The data is disaggregated by regular non-graduating seniors and “sliders.”

Figure 1: Percentage of Non-graduating Seniors that Attend Summer School by Status, 2009

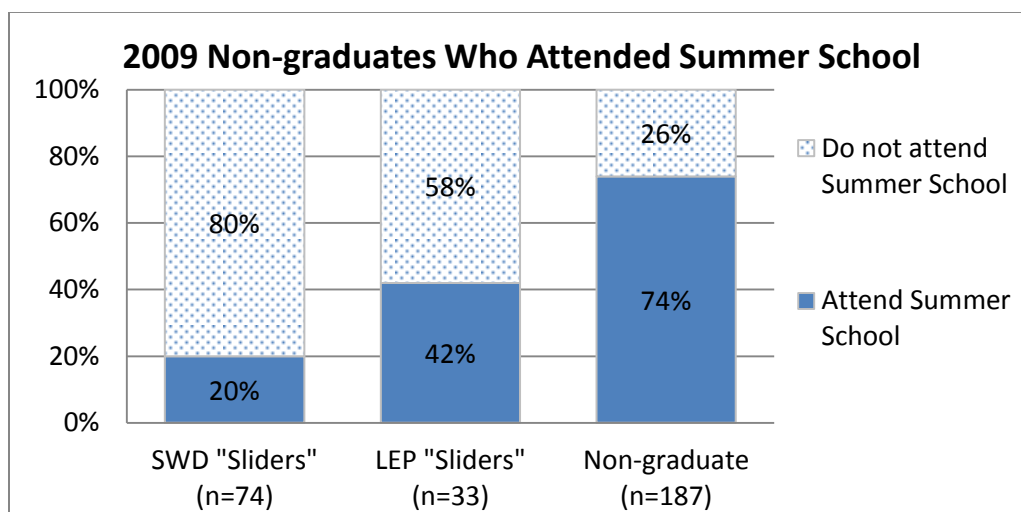


Figure 2 shows what percentage of 2010 non-graduating seniors participated in summer school. The data is disaggregated by regular non-graduating seniors and “sliders.”

Figure 2: Percentage of Non-graduating Seniors that Attend Summer School by Status, 2010

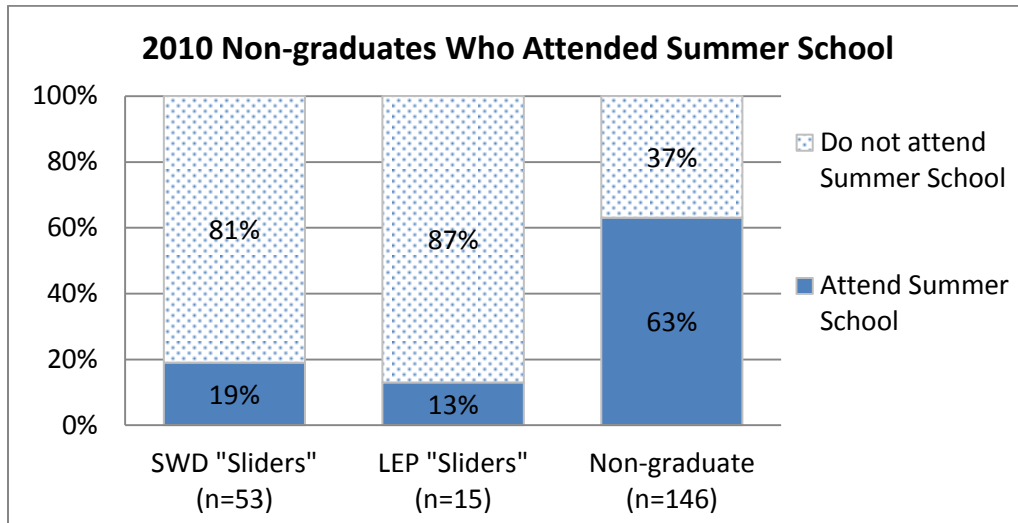
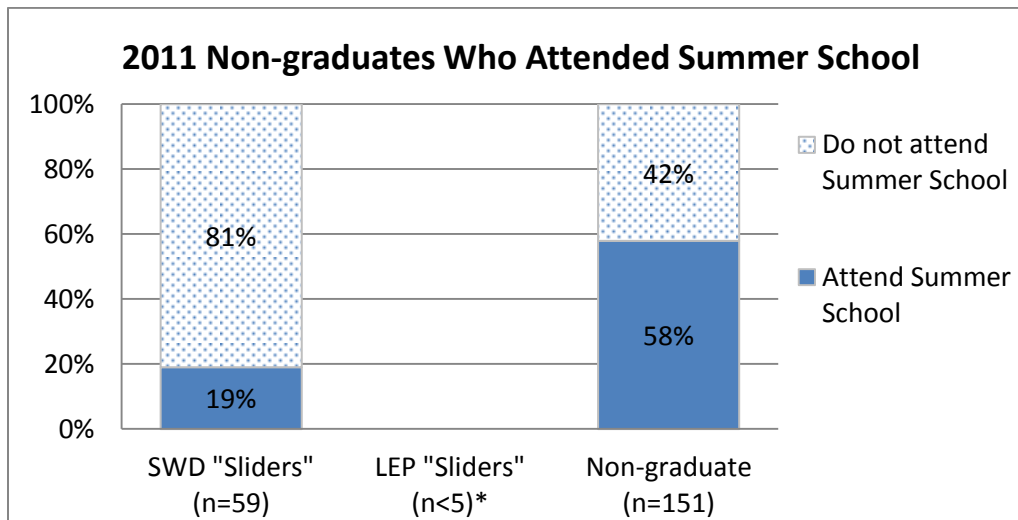


Figure 3 shows what percentage of 2011 non-graduating seniors participated in summer school. The data is disaggregated by regular non-graduating seniors and “sliders.”

Figure 3: Percentage of Non-graduating Seniors that Attend Summer School by Status, 2011



*Fewer than 5 students, not reported.

Figure 4 shows what percentage of 2012 non-graduating seniors participated in summer school. The data is disaggregated by regular non-graduating seniors and “sliders.”

Figure 4: Percentage of Non-graduating Seniors that Attend Summer School by Status, 2012

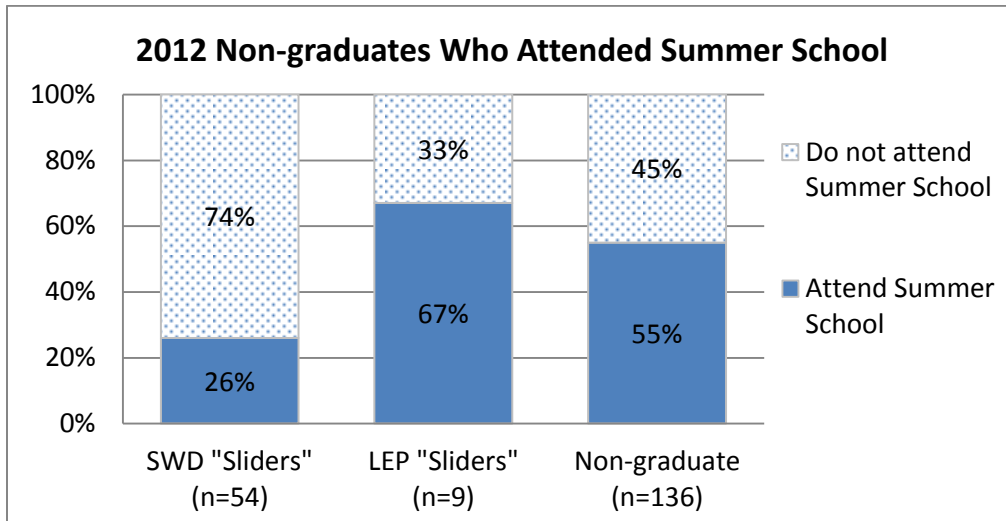
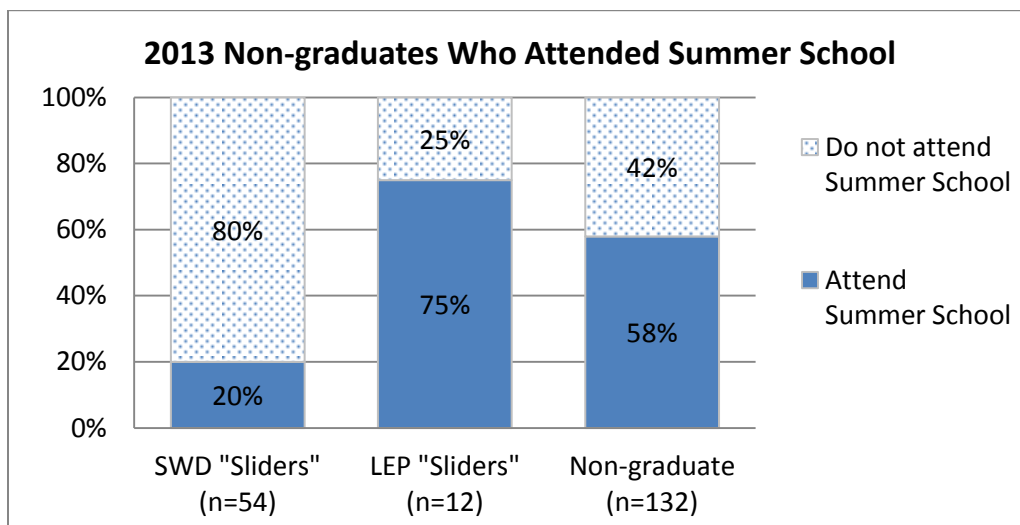


Figure 5 shows what percentage of 2013 non-graduating seniors participated in summer school. The data is disaggregated by regular non-graduating seniors and “sliders.”

Figure 5: Percentage of Non-graduating Seniors that Attend Summer School by Status, 2013



Summer Graduation Rates for Non-graduating Seniors, Excluding “Sliders”

The following tables and figures provide information about the summer graduation rate for those non-graduating seniors not classified as sliders.

Figure 6 shows what percentage of non-graduating high school seniors graduated in the fall following their participation in summer school.

Figure 6: Percentage of Non-Graduating High School Seniors Who Graduated in the Fall After Attending Summer School, 2009–2013

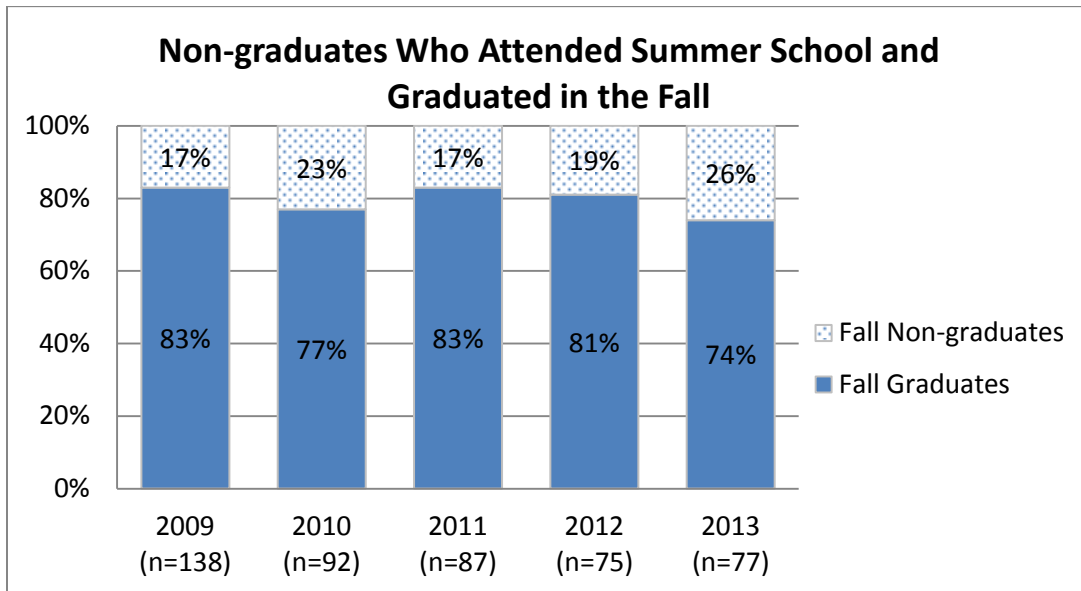


Table 2 shows the number of non-graduating seniors that participated in summer school and their fall graduation rate disaggregated by race/ethnicity over five years.

Table 2: Number of Non-Graduates that Participated in Summer School by Race/Ethnicity and the Fall Graduation Rate, 2009–2013

Group	2009		2010		2011		2012		2013	
	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates
Asian	15	80%	13	77%	9	89%	5	80%	6	83%
Black	36	81%	21	71%	24	92%	16	88%	22	73%
Hispanic	72	83%	49	76%	31	71%	36	83%	30	67%
White	13	93%	9	100%	23	87%	18	72%	18	89%

Figure 7 shows the percentage of non-graduating high school seniors by race/ethnicity that graduated in the fall following their participation in a summer school course.

Figure 7: Percentage of Non-Graduates by Race/Ethnicity that Graduated in the Fall after Attending Summer School, 2009–2013

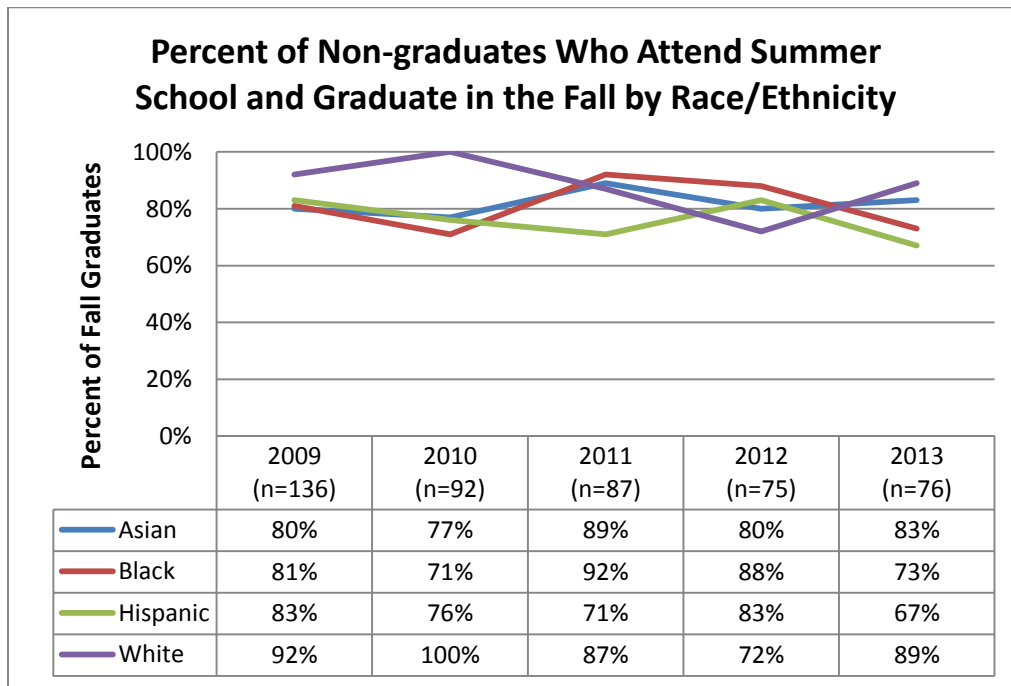


Table 3 shows the number of non-graduating students that participated in summer school and their fall graduation rate disaggregated by gender over five years.

Table 3: Number of Non-Graduates that Participated in Summer School by Gender and the Fall Graduation Rate, 2009–2013

Group	2009		2010		2011		2012		2013	
	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates
Females	56	82%	44	82%	34	74%	25	76%	39	67%
Males	82	84%	48	73%	53	89%	50	84%	38	82%

Figure 8 shows the percentage of non-graduating high school seniors by gender that graduated in the fall following their participation in a summer school course.

Figure 8: Percentage of Non-Graduates by Gender that Graduated in the Fall after Attending Summer School, 2009–2013

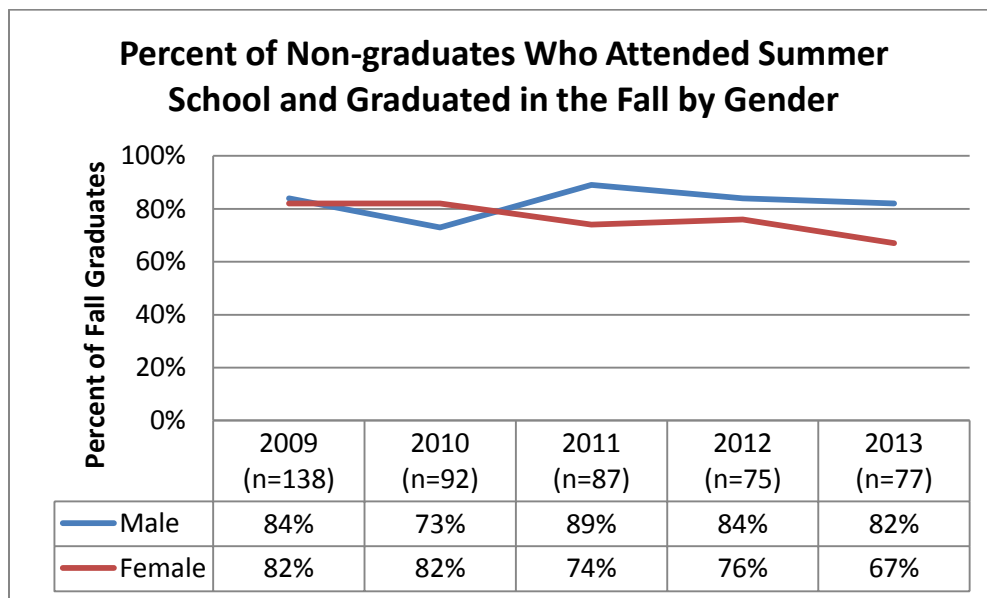


Table 4 shows the number of non-graduating students that participated in summer school and their fall graduation rate disaggregated by economic status over five years.

Table 4: Number of Non-Graduates that Participated in Summer School by Economic Status and the Fall Graduation Rate, 2009–2013

Group	2009		2010		2011		2012		2013	
	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates
Non-Disadvantaged	70	80%	45	80%	38	84%	37	92%	39	72%
Disadvantaged	68	87%	47	74%	49	82%	38	71%	38	76%

Figure 9 shows the percentage of non-graduating high school seniors by economic status that graduated in the fall following their participation in a summer school course.

Figure 9: Percentage of Non-Graduates by Economic Status that Graduated in the Fall after Attending Summer School, 2009–2013

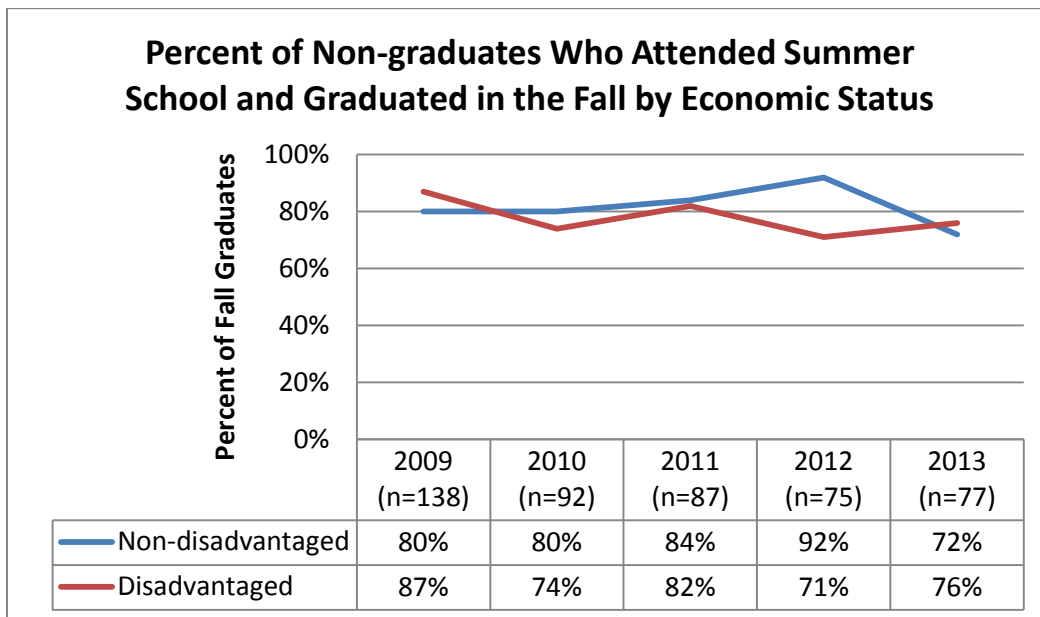


Table 5 shows the number of non-graduating students that participated in summer school and their fall graduation rate disaggregated by LEP status over five years.

Table 5: Number of Non-Graduates that Participated in Summer School by LEP Status and the Fall Graduation Rate, 2009–2013

Group	2009		2010		2011		2012		2013	
	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates
Non-LEP	106	86%	59	78%	59	85%	46	96%	42	79%
LEP	32	75%	33	76%	28	79%	29	59%	35	69%

Figure 10 shows the percentage of non-graduating high school seniors by LEP status that graduated in the fall following their participation in a summer school course.

Figure 10: Percentage of Non-Graduates by LEP Status that Graduated in the Fall after Attending Summer School, 2009–2013

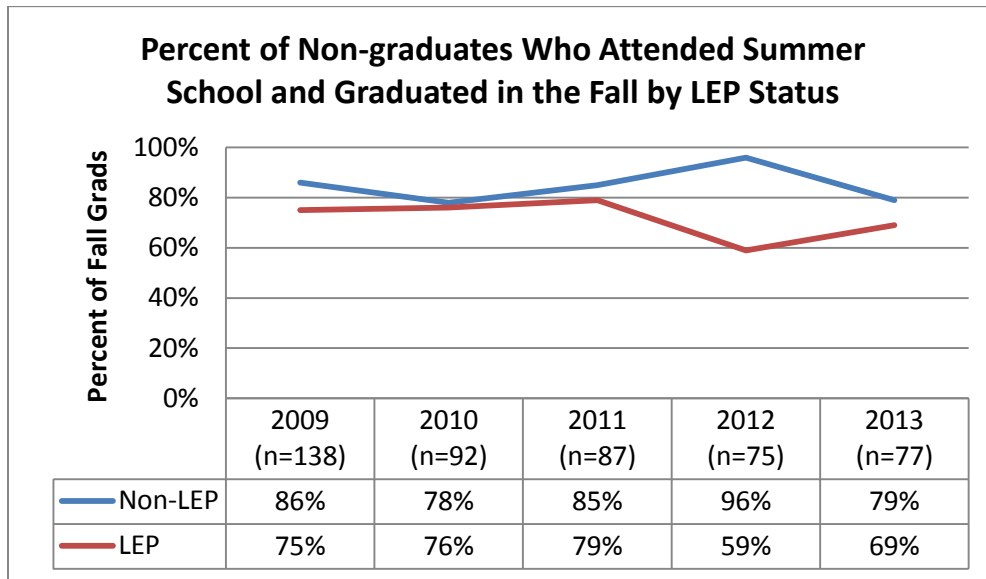


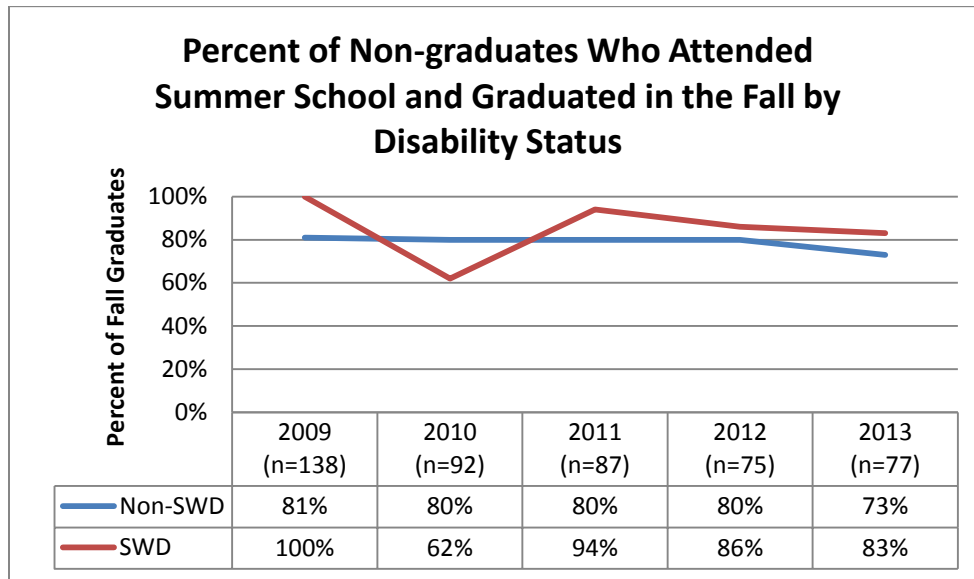
Table 6 shows the number of non-graduating students that participated in summer school and their fall graduation rate disaggregated by disability status over five years.

Table 6: Number of Non-Graduates that Participated in Summer School by Disability Status and the Fall Graduation Rate, 2009–2013

Group	2009		2010		2011		2012		2013	
	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates	# Summer School	% Fall Graduates
Non-SWD	121	81%	79	80%	71	80%	61	80%	71	80%
SWD	17	100%	13	62%	16	94%	14	86%	6	83%

Figure 11 shows the percentage of non-graduating high school seniors by disability status that graduated in the fall following their participation in a summer school course.

Figure 11: Percentage of Non-Graduates by Disability Status that Graduated in the Fall after Attending Summer School, 2009–2013



On-Time Graduation and New Work

To graduate with a Standard Diploma, a students must earn 22 credits by passing required courses and electives and earn at least 6 verified credits by passing end-of-course (EOC) SOL assessment or other tests approved by the Board of Education (e.g., selected AP tests).

To graduate with an Advanced Diploma, a student must earn 24 or 26 credits, depending on when he or she entered 9th grade, and earn at least 9 verified credits by passing EOC SOL assessments or other tests approved by the Board of Education.

Most students are considered “on-time” graduates if they graduate within 4 years of when they first entered 9th grade. However, certain students with disabilities (SWD) and some Limited English proficient (LEP) students are afforded additional years to graduate if necessary. These students, referred to as “sliders,” are allowed to slide into the next cohort if they don’t meet the graduation date they were originally assigned to. They are allowed to ‘slide’ into the next graduation cohort until they reach the age of 21. The data for this report includes all high school seniors and takes into consideration the applied “on-time” graduation date by group.

To ensure students have ample time to reach the required number of credits by the state-imposed “on-time” graduation date, Arlington Public Schools offers New Work courses in summer school. New Work courses provide students with the opportunity to complete a course for credit in just 30 days. To be eligible for full credit, students must be taking the course for the first time, have the recommendation of their current subject-area teacher, meet attendance requirements, and receive a passing grade. A number of New Work courses also require students to participate in a corresponding SOL test. Students who pass the course and the corresponding SOL test will be awarded a verified credit.

New Work courses run 5-hours a day for 6 weeks. Given the intensity of the schedule, students may only participate in one New Work course per summer.

Figures 1, 2, and 3 show the on-time graduation rates by year among students who do not enroll in New Work courses compared to students who participate in one New Work course and students who participate in more than one New Work course over their high school career.

Figure 1: On-Time Graduation Rates by Number of New Work Courses, 2011

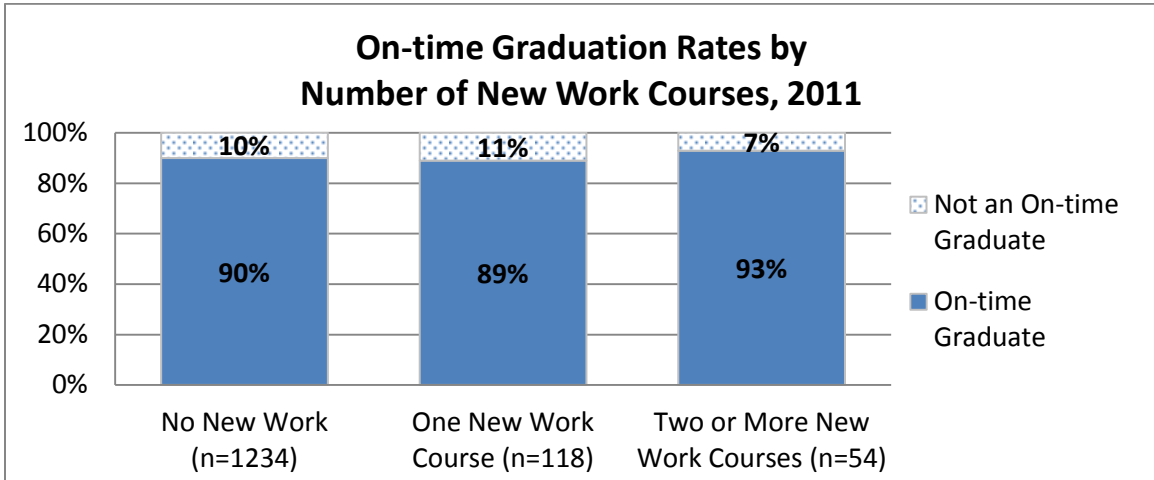


Figure 2: On-Time Graduation Rates by Number of New Work Courses, 2012

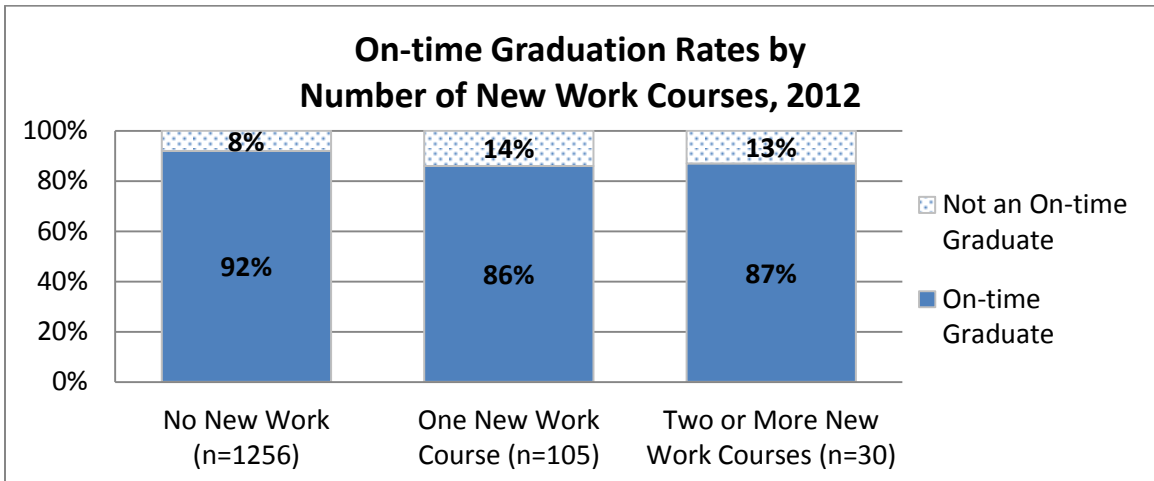


Figure 3: On-Time Graduation Rates by Number of New Work Courses, 2013

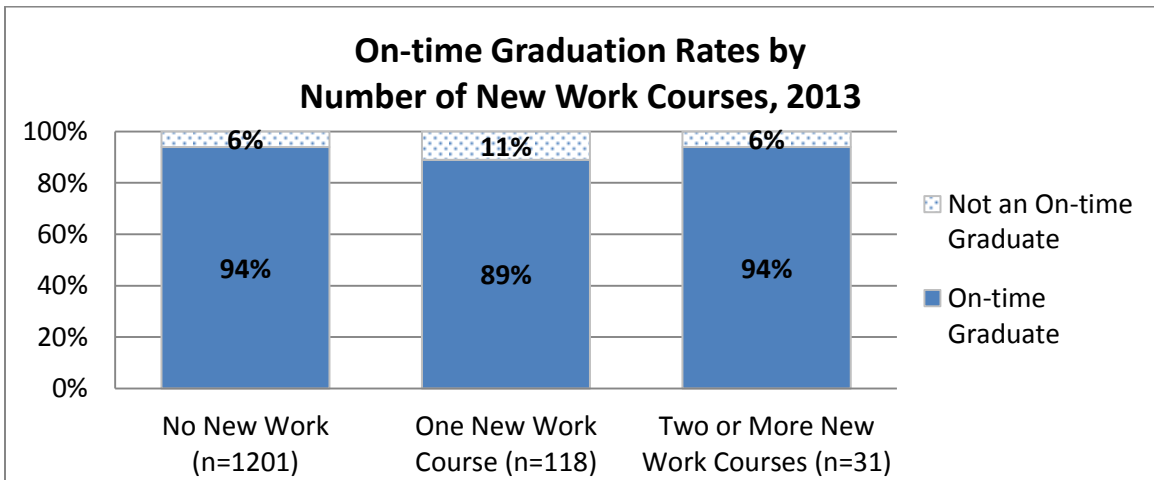


Table 1 shows the on-time graduation rates by race/ethnicity and year among students who do not enroll in New Work courses compared to students who participate in one New Work course and students who participate in more than one New Work course throughout their high school years.

Table 1: On-Time Graduation Rates by Number of New Work Courses and Race/Ethnicity, 2011–2013

Race/Ethnicity	Graduation Year	No New Work Courses		One New Work Course		Two or More New Work Courses	
		N	% On-Time Graduation	N	% On-Time Graduation	N	% On-Time Graduation
Asian	2011	120	89%	25	100%	20	100%
	2012	99	95%	22	91%	10	100%
	2013	123	98%	19	90%	10	100%
Black	2011	198	90%	17	88%	6	100%
	2012	180	89%	23	91%	<5*	
	2013	169	90%	17	100%	7	86%
Hispanic	2011	352	78%	49	80%	27	85%
	2012	387	83%	41	73%	16	75%
	2013	343	85%	49	82%	12	92%
White	2011	516	98%	24	96%	<5*	
	2012	543	99%	15	100%	<5*	
	2013	508	98%	28	96%	<5*	

*Less than 5 students, not reported.

Table 2 shows the on-time graduation rates by demographics and year among students who do not enroll in New Work courses compared to students who participate in one New Work course and students who participate in more than one New Work course throughout their high school years.

Table 2: On-Time Graduation Rates by Number of New Work Courses and Demographics, 2011–2013

Demographics	Graduation Year	No New Work Courses		One New Work Course		Two or More New Work Courses	
		N	% On-Time Graduation	N	% On-Time Graduation	N	% On-Time Graduation
Female	2011	573	91%	62	90%	22	91%
	2012	597	94%	61	89%	15	80%
	2013	615	95%	57	86%	12	100%
Male	2011	661	90%	56	88%	32	94%
	2012	659	91%	44	82%	15	93%
	2013	586	93%	61	92%	19	90%
Disadvantaged	2011	299	82%	60	92%	33	91%
	2012	317	87%	56	88%	26	89%
	2013	282	89%	61	89%	19	100%
Non-Disadvantaged	2011	935	93%	58	86%	21	95%
	2012	939	94%	49	84%	<5*	
	2013	919	95%	57	90%	12	83%
SWD	2011	176	92%	10	100%	<5*	
	2012	183	95%	8	100%	<5*	
	2013	163	95%	6	100%	<5*	
Non-SWD	2011	1058	90%	108	88%	54	93%
	2012	1073	92%	97	85%	30	87%
	2013	1038	93%	112	88%	31	94%
LEP	2011	113	50%	63	89%	51	92%
	2012	141	36%	60	83%	28	93%
	2013	104	66%	46	78%	27	93%
Non-LEP	2011	1121	94%	55	89%	<5*	
	2012	1115	96%	45	89%	<5*	
	2013	1097	96%	72	96%	<5*	

*Less than 5 students, not reported.