

Six Questions

Your Governor May Want Answered

Building & Using Longitudinal Data Systems

Washington, DC

24 June 2009



NGA Center for
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1. What's the REAL graduation rate?



Benchmark Your State Against: **Massachusetts**



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**Do NOT
Benchmark Your
State Against:
Texas**



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**2. How many 8th
graders are on
track?**

**How many are at
risk of dropping
out?**



Benchmark Your State Against: **South Carolina or Louisiana**



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Student Level

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DEWS Detail Student List

Student Name	<u>Sidno</u>	GD	Age	D Pts	Disc	<u>Atnd</u>	GPA	Stats
ALIEN	2020033	11	17		0	15.0*	2.7142/3	20
CRANE FRAZIER	5010005	09	16*		1	3.0	1/3.1538*	20
HULK INCREDIBLE	8025005	09	16*		0	10.0	1/1.8461*	20
IRONMAN	8025068	08	15*		2	5.0	1/1.1428*	20
KIRK CAPTAIN	7045022	11	18*		0	5.5	1/1*	20
PARKER PETER	5110307	12	19*		0	15.5*	2.75/2	20
PREDATOR	8069945	08	14		0	4.0*	2.7142/3.2857	20
RIDER KNIGHT	0110003	08	13		1	15.0*	2.1428/1.7142	20
SPIDERMAN	7109992	10	15		0	5.0	1/2.8571*	20
SPOCK MR	5110668	12	17		0	1.0	2/3.6*	20
SUPERMAN	5110910	10	16		0	3.5	1.3333/3.2857*	20
STRETCH	5110903	10	16		1	6.0	0.5/2.5714*	20
THING THE	8130944	09	14		0	6.5	1.0769/1.6923*	20
WOLVERINE	8130921	09	15		0	7.0	0.9230/1.5384*	20

District Summary (School Level)

Dropout Early Warning System (DEWS) District Summary Report - Grades 8 - 12



LEA	District Name	Discipline		Attendance		GPA		Multiple Triggers								DEWS TOTAL		LEA Enrollment	Age	Last Edit Date
		#	%	#	%	#	%	Discipline & Attendance		Discipline & GPA		Attendance & GPA		Discipline, Attendance & GPA		#	%			
								#	%	#	%	#	%	#	%					
002	DeRidder High	137	17.6	89	11.5	36	4.6	27	3.5	19	2.4	11	1.4	8	1.0	213	27.4	777	1	01/17/08
003	DeRidder Junior	13	6.0	19	8.8	3	1.4	5	2.3	1	0.5	1	0.5	1	0.5	29	13.4	217		01/17/08
004	East Beauregard	48	14.7	20	6.1	12	3.7	6	1.8			2	0.6			72	22.1	328		01/17/08
007	Hyatt High School	3	7.9	3	7.9	1	2.6	1	2.6							6	15.8	38		01/17/08
008	Merryville High	16	8.2	17	8.7	3	1.5	4	2.0	1	0.5					31	15.8	196		01/17/08
010	Singer High School	3	2.7	5	4.5	3	2.7	1	0.9	1	0.9	1	0.9	1	0.9	9	8.2	110		01/17/08
011	South Beauregard	24	4.8	34	6.8	8	1.8	4	0.8	2	0.4	2	0.4	2	0.4	60	12.0	500		01/17/08
021	Beauregard	15	68.2	14	63.6	4	18.2	12	54.5	4	18.2	4	18.2	4	18.2	17	77.3	22		01/17/08
023	Southwest Louisiana	2	5.3	5	13.2	1	2.6			1	2.6					7	18.4	38	1	01/17/08
700	Beauregard Central																	1	1	01/17/08
ALL	Total	261	11.7	208	9.3	71	3.2	60	2.7	29	1.3	21	0.9	16	0.7	444	20.0	2225	3	

Sample Class
Feltonville School of Arts and Sciences

Student Name	2007-2008: Days Absent	2008-2009: Days Absent	Negative Behavior Comments	Math Grade 3/1/2008	Math Grade 6/1/2008	Literacy Grade 3/1/2008	Literacy Grade 6/1/2008	Reading Level 6/1/08	PSSA 2008 Math	PSSA 2008 Reading
Student A	53	0	10	D	D	F	F	5	Proficient	Basic
Student B	36	2	7	B	D	D	D	6	Basic	Basic
Student C	14	0	1	C	B	C	C	6.5	Basic	Proficient
Student D	5	1	6	C	B	D	C	7	Basic	Basic
Student E	18	0	7	C	C	D	F	5.5	Below Basic	Below Basic
Student F	29	2	1	D	C	D	D	6	Below Basic	Below Basic
Student G	6	0	8	D	D	F	D	5.5	Below Basic	Below Basic
Student H	46	2	3	B	B	D	F	5.5	Basic	Below Basic
Student I	41	0	4	D	C	D	D	3.5	Below Basic	Below Basic
Student J	17	0	1	B	B	C	D	2	Below Basic	Below Basic
Student K	61	4	7	C	F	D	C	7	Below Basic	Basic
Student L	24	0	10	F	F	C	D	6.5	Below Basic	Basic
Student M	18	0	2	B	D	D	C	3.5	Below Basic	Below Basic
Student N	3	0	6	B	B	B	C	7	Basic	Basic
Student O	2	1	5	C	D	D	D	5.5	Basic	Basic
Student P	15	1	4	D	D	F	D	5.5	Basic	Below Basic
Student Q	15	1	10	C	D	D	D	6.5	Below Basic	Below Basic
Student R	6	0	1	D	D	D	D	3	Below Basic	Below Basic
Student S	16	1	4	D	D	D	D	5	Below Basic	Below Basic
Student T	15	0	7	C	F	D	D	6	Below Basic	Basic
Student U	18	0	6	C	D	D	D	6.5	Below Basic	Below Basic
Student V	23	0	7	C	F	C	F	6	Below Basic	Below Basic
Student X	16	0	6	C	F	D	D	6.5	Basic	Basic
Student Y	18	1	3	B	C	D	D	6.5	Basic	Basic
Student Z	4	0	7	C	C	D	D	6.5	Proficient	Below Basic
Student AA	42	2	1	D	C	D	D	5.5	Below Basic	Below Basic
Student AB	13	0	2	D	D	D	C	4	Below Basic	Below Basic
Student AC	8	0	2	D	D	D	D	2	Below Basic	Below Basic
Student AD	22	1	8	C	F	D	D	6	Below Basic	Below Basic
Student AE	50	1	0	D	D	C	C	4.5	Below Basic	Below Basic
Student AF	18	0	6	C	C	F	D	5	Below Basic	Below Basic
Student AG	1	0	3	NG	D	NG	D	6	Below Basic	Basic

**3. Which
schools produce
the strongest
academic
growth?**

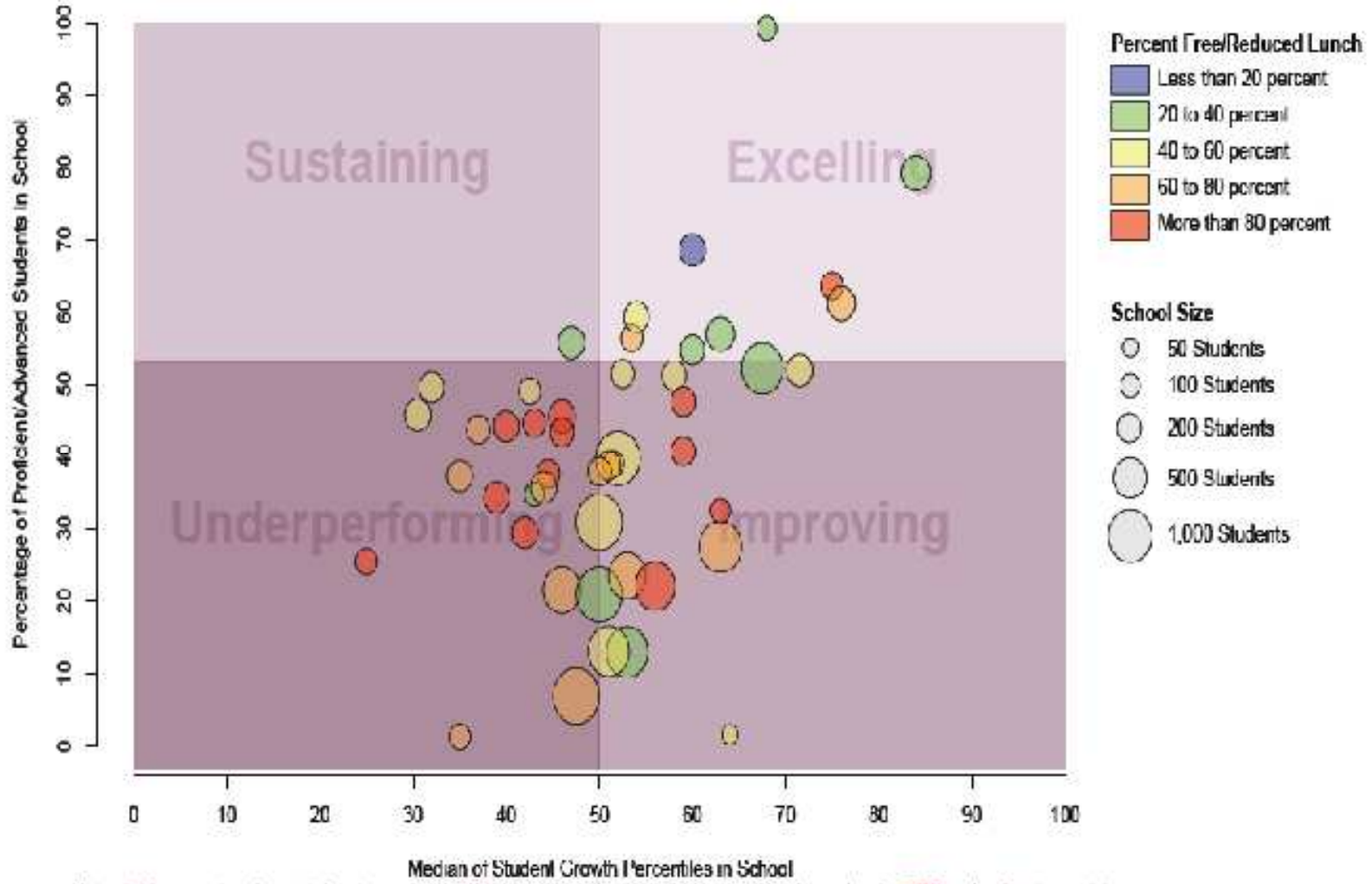


Benchmark Your State Against: **Colorado**



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Student Growth versus Student Achievement by Free/Reduced Lunch Percentage



Note: Achievement and growth levels used to qualify school performance are presently under review by CDE and subject to revision.

4. Which teachers are most productive?



Benchmark Your State Against: **Delaware**



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**5. How are HS
graduates fairing
in
postsecondary
programs?**



Benchmark Your State Against: **Kentucky**



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Kentucky High School Feedback Report Class of 2004

Brown High School
Jefferson County Schools

C. Student Postsecondary Performance

This information, with the exception of item C.7, is only available for the public colleges and universities in Kentucky and the independent institutions that participate in the CPE's comprehensive database. District numbers may include alternative high schools. Refer to the Technical Notes for explanation of blanks.

In Kentucky, ACT scores are used to determine if students need developmental courses before they take certain college level courses. Students are assessed as having developmental needs in English, mathematics, and reading if their ACT subscore is less than 18, or if they have an equivalent score on the SAT or another standardized placement exam. Much of the following academic performance data is presented to show how students with developmental needs perform compared to those without developmental needs.

College Grades	School	District	Kentucky
1. Percentage of this high school's 2004 class enrolling in college-level English during the first two years of college who earned a grade of "C" or better, by developmental need:			
All students:	71.4%	82.6%	84.2%
Students with an ACT English subscore less than 18 or equivalent:	50.0%	71.2%	76.2%
Students with an ACT English subscore of 18 or above or equivalent:	80.0%	85.5%	86.3%
2. Percentage of this high school's 2004 class enrolling in college-level mathematics during the first two years of college who earned a grade of "C" or better, by developmental need:			
All students:	63.6%	71.2%	74.1%
Students with an ACT mathematics subscore less than 18 or equivalent:	66.7%	53.2%	63.0%
Students with an ACT mathematics subscore of 18 or above or equivalent:	62.5%	75.1%	76.8%
3. Mean college GPA of this high school's 2004 class at the end of the first year in college:			
All students:	2.32	2.15	2.28
Students with developmental needs in one or more subjects:	1.68	1.55	1.78
Students without developmental needs:	3.02	2.61	2.68
College Retention, Credit Hours, and KES Awards			
Retention, credit hours earned, and KES awards maintained are all influenced by a student's level of academic preparation. The following items are broken out by whether a student has developmental needs or not.			
4. One semester postsecondary retention rate of enrolled freshmen (i.e., entered in fall 2004 and returned for the spring 2005 semester):			
All students:	90.5%	88.8%	89.1%
Students with developmental needs in one or more subjects:	83.3%	84.7%	83.4%
Students without developmental needs:	100.0%	92.3%	93.6%



**6. Which
postsecondary
institutions are
most
productive?**



Benchmark Your State Against:

???



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