



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



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SUPERINTENDENT OF  
PUBLIC INSTRUCTION

TO: Tom Watkins, Superintendent

FROM: Jeremy M. Hughes, Ph.D. *JH*  
Chief Academic Officer/Deputy Superintendent

DATE: April 8, 2003

**SUBJ: RECOMMENDATIONS FOR DEFINITION OF:**

1. Full Academic Year
2. Graduation Rate
3. Attendance Rate

No Child Left Behind (NCLB) provides that:

- If a student has been in a school for less than a “full academic year,” the assessment scores for that student do not need to be included in calculating the school’s adequate yearly progress (AYP).
- In calculating AYP for high schools, “graduation rate” must be included as an indicator in addition to assessment data.
- In calculating AYP for elementary and middle schools, a state must choose one other indicator in addition to assessment data. In Michigan, we are recommending “attendance rate.”

NCLB permits each state to define “full academic year,” determine the formula for “graduation rate” and, in Michigan’s case, the formula for “attendance rate.” These would require approval of the State Board of Education.

In order to develop recommendations for the Board, a special advisory committee was formed, comprised of the following:

Linda Pyle, Michigan Pupil Accounting and Attendance Association  
Margaret Ropp, Center for Educational Performance and Information (CEPI)  
Robert Spencer, MASA (Superintendent of Battle Creek Lakeview Schools)  
Jim Ballard, Michigan Association of Secondary School Principals  
Roger Swaim, Michigan Elementary and Middle School Principals Association

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Ray Telman, Middle Cities Association  
Linda Leddick, Detroit Public Schools  
William Scaletta, Principal, Lakeshore Stevensville High School  
Jacque Thompson, MDE  
Paul Bielawski, MDE

After a final draft of recommendations was developed, committee members shared the draft with members of the various associations they represented and invited comments and suggestions. Some of the resulting suggestions have been incorporated. Following are the recommendations of the advisory committee.

## **Full Academic Year**

**For a school district:** Students must have been enrolled in the school district for the two most recent semi-annual official count days.

**For an individual school:**

1. Students must have been enrolled in the school for the two most recent semi-annual official count days.
2. For students in their first year in a school building because of the grade structure of the receiving school (for example, a student “graduating” from a K-4 elementary school to a 5-8 middle school), the student will be considered as having been in the middle school for a full academic year if the student was, in the previous year, enrolled in another school (in this case the elementary school) in the same school district.
3. Students who have been in the school district for a full academic year but have moved from building to building at the same level (that is, elementary to elementary), within the district will be counted in the district’s AYP but not in a building’s AYP.

## **Graduation Rate**

For purposes of calculating graduation rate, a “school year” will be considered as September 1 through August 31. This allows the graduation rate to include seniors who graduate during the summer.

2. A beginning target percentage graduation rate will be established for the state. This beginning target will be established in a manner similar to the calculation of achievement targets for adequate yearly progress in Reading and Mathematics. All high schools in the state will be arranged in descending order of graduation rate percentage, along with the enrollment for each school. The graduation rate of the high school at the 20<sup>th</sup> percentile of total state high school enrollment will become the initial target graduation rate for the state. The initial target graduation rate will remain constant for two years, 2003-04 and 2004-05, but will be increased in 2005-06, 2008-09, and 2011.
3. Schools above this rate will be considered as making AYP. Schools below the rate will be considered making AYP if they achieve a certain percentage growth within the first

two years of establishing the target rate, and a certain percentage growth every year thereafter (“safe harbor”).

4. For schools whose graduation rate initially is below the state target rate, the amount of improvement needed to achieve “safe harbor” will be calculated by subtracting a school’s actual graduation rate from the state target rate. In order to be considered making AYP by a “safe harbor” approach, a school will be expected to reduce this gap number by ten percent (10%), to be achieved over a period of two years.
5. In a 9-12 high school, four years will be considered the normal period of time for a high school student to earn a regular diploma. For a 10-12 high school, the normal period will be three years. For a student with disabilities (special education student), the student’s Individualized Educational Program Committee (IEPC) may determine a specific “normal period” for this student.
6. Graduation rate will be computed on following ninth grade students (for 9-12 high schools) or tenth grade students (for 10-12 high schools) as a cohort through the years of high school. Graduation rate will be calculated on the percentage of the cohort who earn a regular diploma. When students exit from a school district, an exit code for the student must be entered into the Single Record Student Database (SRSD) at the Center for Educational Performance and Information (CEPI). These codes (copy attached) will be used to determine what students will remain in the cohort being followed, to calculate the graduation rate. The ninth (or tenth) grade cohort will be reduced by students who exit from school during the high school grades according to the following CEPI exit codes:
  - 01 – Graduated from general education with a diploma.
  - 02 – Graduated from general education with a diploma and applied to a degree granting college or university.
  - 03 – Graduated from an alternative program.
  - 04 – Graduated and applied to a non-degree granting institution.
  - 08 – Enrolled in another district in Michigan.
  - 09 – Moved out of state.
  - 10 – Expelled from the school district.
  - 11 – Enlisted in military or Job Corps.
  - 12 – Deceased.
  - 13 – Incarcerated.
  - 14 – Enrolled in home school.
  - 15 – Enrolled in a non-public school.
  - 17 – Placed in a recovery or rehabilitative program.
  - 19 – Expected to continue in the same school district.
  - 25 – Special Education student – enrolled in special education in another district.
  - 26 – Special Education student – enrolled in another district, not in special education.

The following CEPI exit codes would require the student to remain in the cohort and be included in the calculation of graduation rate:

- 05 – Completed general education with an equivalency certificate.
- 06 – Completed general education with other certificate.

- 07 – Dropped out of school.
- 16 – Unknown.
- 18 – Left adult education.
- 20 – Special education student – received certificate of completion.
- 21 – Special education student – reached maximum age for services.
- 22 – Special education student – no longer received services and returned to general education program.

The following CEPI exit codes will be used to calculate dropout rate:

- 07 – Dropped out of school.
- 16 – Unknown.
- 18 – Left adult education.

7. For purposes of calculating AYP for a high school, a four-year (grades 9-12) cohort will be used for a 9-12 high school. A three-year cohort (grades 10-12) will be used for a 10-12 high school. Because dropouts typically occur between grades 9 and 10, a disparity will likely appear in the graduation rate of a 9-12 high school versus a 10-12 high school. While the official AYP status will be determined as just described, 9-12 high schools will be given a second, advisory AYP status, based on a 10-12 cohort, enabling them to compare their graduation rate with those of 10-12 schools.

## Attendance Rate

The calculation of attendance rate will be based on data submitted to CEPI in the SRSD, comparing:

- Each student’s total possible number of attendance days that year, based on the student’s date of enrollment.
- Each student’s actual days of attendance, out of the total attendance days possible for that student.

A school’s attendance rate will be the aggregate total number of days of actual attendance for all students in the school, divided by the aggregate total number of possible days of attendance for all students, based upon each student’s date of enrollment, times 100, to obtain a percentage figure.

The initial percentage target for the state will be: 85% attendance. Schools above this percent will be considered making AYP. Schools below this percent will be considered making AYP if, over a period of two years, they reduce by 10% the percentage of students representing the gap between the 85% target and the school’s actual rate (“safe harbor”). (Example - school attendance rate: 70%.  $85\% - 70\% = 15\%$  gap.  $15 \times 10\% = 1.5$ . School target becomes 71.5% in order to make AYP.)

## Field 23: Exit Status

Submission date:	Fall, Spring and EOY
Field specifications:	2 character, right justified
Record position/type:	202-203, character
Warehouse name/type:	ExitStatusCode
SIF Tag:	<ExitStatus>
Code/format:	This is a two position field with a default code that includes why the student left the school district (NN).  01 Graduated from general education with a diploma 02 Graduated from general education with a diploma and applied to a degree granting college or university 03 Graduated from an alternative program 04 Graduated and applied to a non-degree granting institution 05 Completed general education with an equivalency certificate 06 Completed general education with other certificate 07 Dropped out of school 08 Enrolled in another district in Michigan 09 Moved out of state 10 Expelled from the school district (no further services) 11 Enlisted in military or Job Corps 12 Deceased 13 Incarcerated 14 Enrolled in home school 15 Enrolled in non-public school 16 Unknown 17 Placed in a recovery or rehabilitative program 18 Left Adult Education 19 Expected to continue in the same school district 20-21 and 25-26 Special Education codes (see Field #45)

Default code: 19

**Definition:** Use only one code for the reason why the student is no longer in the school district. For special education students, codes 20-21 and 25-26 in Field #45 (Exit/Completion Reason) may also be used. If the student has transferred to another school within the same school district, the previous school should report an exit code of '19' and leave Field #24 (Exit Date) blank. This student should not appear in the previous school's subsequent submissions. If the student has been expelled but continues to receive services, report an exit code of '19' and complete Fields #112-120. Use an exit code of '10' (in addition to completing Fields #112-120) only for students who are expelled and no longer receive services from the school district.