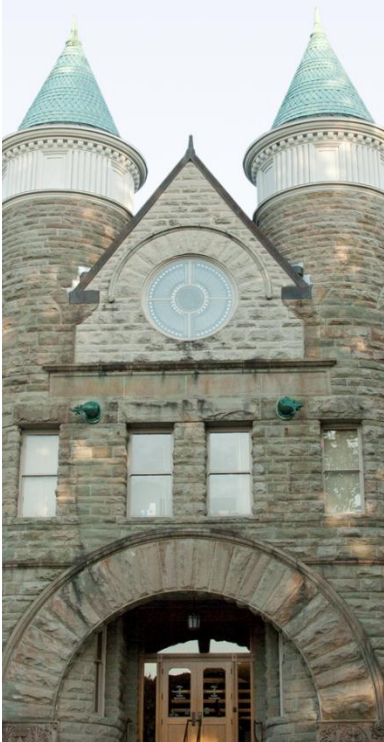


REPORT TO THE LEGISLATURE

Graduation and Dropout Statistics Annual Report 2010–11

March 2012



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Report to the Legislature

Graduation and Dropout Statistics Annual Report 2010–11

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Executive Summary

Graduation and dropout rates are important indicators of K–12 education in Washington State. The Office of Superintendent of Public Instruction (OSPI) prepares an annual report that provides a review of graduation and dropout statistics for schools and districts in Washington. This report includes information for all students as well as the sub-categories of students represented within the Washington State Report Card.

Two methodologies have been used to calculate graduation rates for 2010–11. A new method, as required by the U.S. Department of Education, uses an adjusted cohort and tracks individual students' enrollment statuses over time. The traditional method uses an estimated cohort, compiling enrollment statuses for all high school grade levels within a single school year.

The four-year graduation rate using the adjusted cohort method is 76.6 percent for the Class of 2011. This cohort is made up of students who entered ninth grade for the first time in 2007–08. This is an increase of 1.2 percent over the Class of 2010, which had a four-year graduation rate of 75.4 percent. The five-year adjusted cohort graduation rate, for students who entered ninth grade for the first time in 2006–07, is 78.2 percent. This is an increase of 1.0 percent over the previous year, when the five-year rate was 77.2 percent.

The traditional calculation, which incorporates a composite or estimated cohort, yields an on-time graduation rate of 75.0 percent and an extended graduation rate of 81.0 percent for the 2010–11 school year. The 2010–11 rates are slightly lower than the 2009–10 estimated cohort rate of 76.5 percent and 82.6 percent, respectively. The four-year adjusted cohort rate, the new calculation, is slightly higher than the traditional, on-time estimated rate. The reverse is true for the five-year (extended) rates. After reporting both methods for 2011–12, in February 2013, OSPI will only report the new calculation.

Graduation rate patterns among sub-categories of students are similar to previous years. For the adjusted cohort four-year rate, Asian students have the highest graduation rate (82.9 percent), followed by White students (80.0 percent), Pacific Islanders (66.2 percent), Blacks (65.4 percent), Hispanics (64.5 percent), and American Indians (56.5 percent). Female students have a higher graduation rate than male students (80.1 percent compared to 73.3 percent). Certain subgroups, including special education, limited English, low-income, and migrant students have graduation rates lower than the rate for all students. Students with a 504 Plan, however, have a rate (80.3 percent) that is higher than that for all students (76.6 percent).

Introduction

Purpose

Under the guidelines of state law (RCW 28A.175.010), the Office of Superintendent of Public Instruction (OSPI) is required to report annually on the educational progress of public school students in Grades 9–12. Beginning with the 2010–11 school year, federal guidelines provided by the U.S. Department of Education, issued under No Child Left Behind (NCLB), require all states to determine adjusted cohort graduation results for students identified as belonging to the Class of 2011. To meet the state and federal reporting requirements, the Office of Superintendent of Public Instruction prepares an annual report summarizing the enrollment activity of students in high school Grades 9–12.

This report includes data on:

- Estimated cohort on-time and extended graduation rates.
- Dropout rates by grade level, calculated using the estimated cohort methodology.
- Adjusted cohort four-year and five-year graduation rates.
- Adjusted cohort dropout rate.

The data collected and presented within this report are also used for federal accountability purposes. To deter schools from discharging or “pushing out” low performing students in order to achieve better test results, the federal NCLB Act requires the use of graduation rates when determining if a high school has made Adequate Yearly Progress (AYP). Through August 2011, OSPI used the traditional estimated extended graduation rate for AYP determinations. In August 2012, the adjusted cohort graduation rate reported here will be used to determine the High School Other Indicator status for AYP for schools and districts.

Organization of Report

Descriptions of the definitions used, data collection policies, and the calculations and verification procedures of the results are provided below. The section titled Graduation Rates provides the reader with results for two graduation rate methodologies. One calculation is Washington’s traditional method and is an estimated annual graduation rate. The second calculation was implemented this year and uses an adjusted actual cohort. Each method has two time frames for the rates: four-year (on-time) and five year (extended). The Dropout Rates section presents annual dropout rates by grade level and by each of the years represented in the actual adjusted cohort results. Each of these are reported by selected subgroups, including gender, race, and some programs.

Definitions

Adjusted Cohort: A group of students identified as beginning ninth grade in a specified year and who are expected to complete their schooling within a four year period of time. Students are included in the cohort based on when they first enter ninth grade, regardless of their expected graduation year.

Continuing: Students are considered to be continuing in school if they have not been reported as exiting or withdrawing from school.

Dropout: A student who leaves school for any reason, except death, before completing school with a regular diploma or transferring to another school with a known exit reason. A student is considered a dropout regardless of when dropping out occurs (i.e., during or between regular school terms). A student who leaves during the year but returns during the reporting period is not considered a dropout.

Estimated Cohort: A group of students determined by enrollment within a single school year, used to generate a composite graduation and dropout picture for that year.

GED Recipient: A student who receives a General Education Development credential. These students are considered dropouts for calculations in this report.

Graduate: Student who receives a high school diploma, graduates with a high school diploma with modifications allowed under a student's Individualized Education Plan, or receives a high school diploma from a community or technical college.

Unknown: Students who leave school without indicating they are dropping out, who have not completed their high school education, and are not confirmed as being enrolled in another educational facility. These students are in unknown status and are considered dropouts for calculations in this report.

Transfers/Deceased: Students who exit their school and/or district and confirmation of enrollment in another educational facility is received, or students who are deceased.

Process

Data Collection

Districts provide student information to OSPI through the Comprehensive Education Data and Research System (CEDARS). Included in the student-level data is information regarding which students completed school via graduation, transferred out of a school or dropped out and, if available, the reasons why the students dropped out.

The reporting period for the 2010–11 school year is defined as the first day of school in the fall of 2010 to the day before the first day of school in the fall of 2011. Through November 16, 2011, districts had the opportunity to review and update the 2010–11 student level data that was used in this report. OSPI Bulletin 072-11 provided instructions about how to review

the data, and included a detailed overview of the methodologies and procedures used to calculate rates for schools and districts.

Calculations and Verification

This section describes the data analyses and formulas used to compute the various rates and the rationale for each.

Traditional Estimated Cohort Rates

The annual estimated results presented in this report are calculated using the methodologies approved by the U.S. Department of Education for OSPI for use in determining AYP for school years 2009–10 and prior. The estimated annual cohort graduation methodology is calculated for two timeframes, on-time and extended. These are accompanied by dropout rates by grade level.

Estimated Annual On-time Graduation Rate

Washington’s traditional method of calculating the graduation rate is based on a composite cohort of students, using data from a single school year. The estimated annual graduation rate uses a compilation of dropout rates across the four high-school grades and also has an adjustment for students who continue to be enrolled after four years. Students who are in ninth grade during 2010–11 and drop out in that year or do not re-enroll the following year are factored into the 2011 graduation rate. The same is true for tenth, eleventh, and twelfth graders enrolled in those grades during 2010–11.

Formula:

$$100 \times (1 - Dropout Rate_{Grade\ 9}) \times (1 - Dropout Rate_{Grade\ 10}) \times (1 - Dropout Rate_{Grade\ 11}) \times (1 - Dropout Rate_{Grade\ 12} - Continuing Rate_{Grade\ 12})$$

Estimated Annual Extended Graduation Rate

The extended graduation rate adds late graduates to the estimated on-time graduation rate. Students who took more than four years to graduate are included. As with the estimated on-time formula, this graduation rate is a composite cohort of high school students enrolled within a single school year.

Formula:

$$\left(\frac{\# \text{ on time} + \text{late graduates}}{\# \text{ on time graduates}} \right) \times \text{on time graduation rate}$$

or, equivalently:

$$\text{On time graduation rate} + \left(\frac{\# \text{ late graduates}}{\# \text{ on time graduates}} \right) \times \text{on time graduation rate}$$

New Adjusted Cohort Rates

The adjusted cohort results presented in this report are calculated using the methodologies mandated under the Non-Regulatory Guidance issued by No Child Left Behind (NCLB) for all states beginning with school year 2010–11. Using these methodologies, an adjusted cohort graduation rate and a four-year cohort dropout rate are produced. A copy of the guidance can be found at <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>.

The new formula for graduation rates, as outlined by the U.S. Department of Education, follows a single cohort of students over four and five years. The calculation also includes students who transferred into a Washington public high school for the first time and joined the cohort. Similarly, students who transferred out of Washington or who died are removed. The adjusted cohort calculation method makes no modification for students whose expected graduation timeframe is longer than four years. That is, it does not allow “cohort reassignment” for special education or limited English proficiency students. Students are placed in a cohort based strictly on their first time entering ninth grade; thus it is a more rigorous metric than Washington’s traditional graduation calculation. Students are permitted to take additional time, but will not be counted as a graduate if it takes longer than four (or five) years to graduate.

Four-year adjusted cohort graduation rate

This calculation is based on a four-year timeframe for graduation after students first enter ninth grade. This report provides information on the cohort of students first entering ninth grade in 2007–08 and tracks their enrollment status until through 2010–11.

Formula:

$$\frac{\text{Students (among denominator cohort) obtaining a high school diploma by 2010–11}}{\text{Cohort of first time ninth graders in 2007–08 + transfers in – transfers out}}$$

Five-year adjusted cohort graduation rate

This calculation is based on a five-year timeframe for graduation after students first enter ninth grade. This report provides information on the cohort of students first entering ninth grade in 2006–07 and tracks their enrollment status through 2010–11.

Formula:

$$\frac{\text{Students (among denominator cohort) obtaining a high school diploma by 2010–11}}{\text{Cohort of first time ninth graders in 2006–07 + transfers in – transfers out}}$$

Grade Level Dropout Rates

Formula:

$$\frac{\# \text{ Students in Grade } X \text{ with status code of dropout, unknown, GED completer}}{\text{Total Students served in Grade } X - (\text{transfer outs or deceased})}$$

Four-Year Adjusted Cohort Dropout Rates

Formula:

$$\frac{\# \text{ Students in Cohort who dropped out during the four year cohort period}}{\text{Cohort of first time ninth graders in 2007-08} + \text{transfers in} - \text{transfers out}}$$

Five-Year Adjusted Cohort Dropout Rates

Formula:

$$\frac{\# \text{ Students in Cohort who dropped out during the five year cohort period}}{\text{Cohort of first time ninth graders in 2006-07} + \text{transfers in} - \text{transfers out}}$$

Data for institutions, correctional facilities, unaffiliated or autonomous buildings, and schools where a majority of students come from another district are included in the state and county totals but not in individual district totals. Students in juvenile detention centers are excluded from the calculations because the duration of their stay is very short, often just a few days, and they may be served elsewhere after their release.

Students attending vocational schools or skill centers are counted in their home school, and students enrolled in a high school but coded as being in a grade other than 9–12 are excluded from the calculations.

Graduation Rates

Results for Traditional Estimated Cohort

The estimated annual graduation results reflect a composite or estimated cohort. The data used in the calculation is a summary of the students served during a single school year. For 2010–11, the overall on-time graduation rate was 75.0 percent. Asian students had the highest graduation rate (83.6 percent), followed by White students (77.7 percent), Hispanic students (66.4 percent), Black students (63.9 percent), Pacific Islander students (59.6 percent), and American Indian students (51.0 percent).

Table 1: Estimated Annual On-Time Graduation Rate, 2010–11

Student Group	<i>Received High School Diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma from community or technical college/HS diploma w/ IEP modification</i>	Total Graduates	Estimated 2011 Annual On-time Graduation Rate
All students	61,260	152	138	61,550	75.0%
Amer. Indian	836	0	8	844	51.0%
Asian/Pac Islander (Combined)	5,261	6	4	5,271	81.2%
<i>Asian</i>	4,886	5	4	4,895	83.6%
<i>Pacific Islander</i>	375	1	0	376	59.6%
Black	2,500	2	6	2,508	63.9%
Hispanic	7,885	2	12	7,899	66.4%
White	42,377	133	103	42,613	77.7%
Two or More Races	2,401	9	5	2,415	76.3%
Special Education	4,314	0	76	4,011	56.4%
Limited English	1,269	0	3	1,044	52.2%
Low income	20,023	20	125	17,302	66.7%
Migrant	795	0	1	748	65.9%
504 Plan	1,463	0	1	1,221	82.0%
Female	31,458	96	50	31,221	78.2%
Male	29,802	56	88	29,614	71.8%

Figure 1: Historical Trend of Estimated On-time Graduation Rates 2006–07 to 2010–11

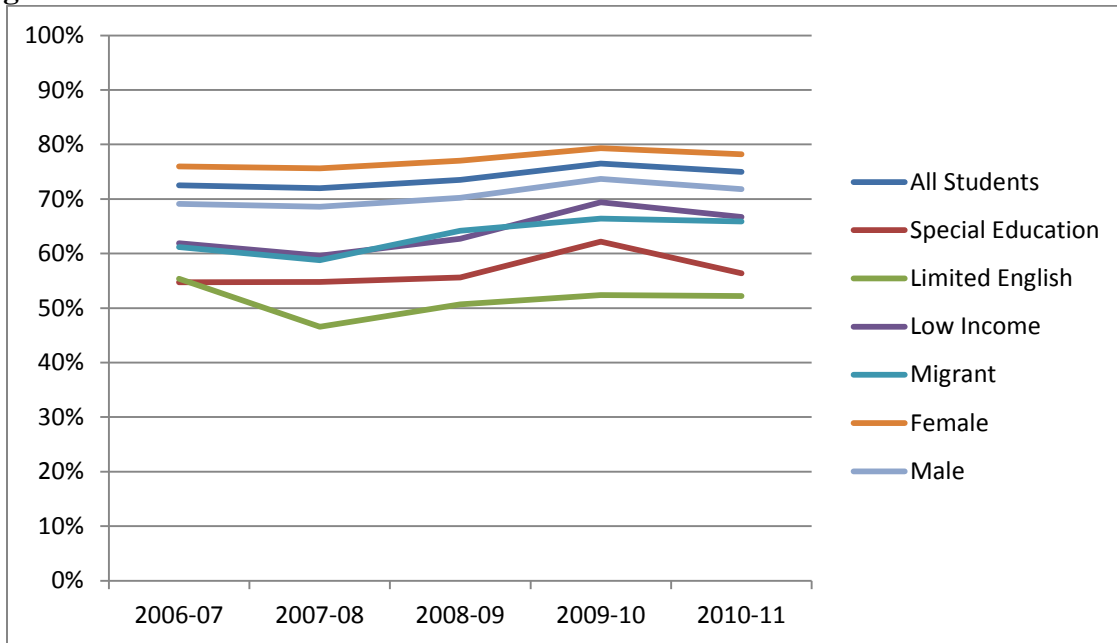


Table 2: Historical Trend of Estimated On-time Graduation Rates

Student Group	2006–07	2007–08	2008–09	2009–10	2010–11
All Students	72.5%	72.0%	73.5%	76.5%	75.0%
Special Education	54.7%	54.8%	55.6%	62.2%	56.4%
Limited English	55.4%	46.6%	50.7%	52.4%	52.2%
Low Income	61.9%	59.6%	62.7%	69.4%	66.7%
Migrant	61.2%	58.8%	64.2%	66.4%	65.9%
Female	76.0%	75.6%	77.0%	79.3%	78.2%
Male	69.1%	68.6%	70.2%	73.7%	71.8%

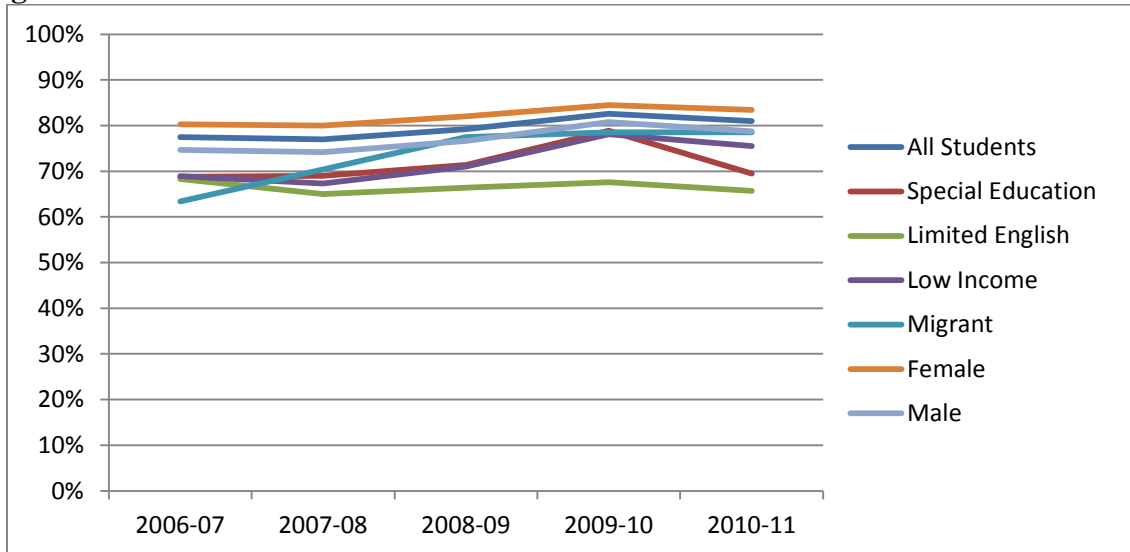
Although the estimated on-time graduation rate for students declined slightly from 2010–11, the graduation rate in general has risen over the past several years. Between 2007 and 2011, the estimated on-time graduation rate for all students climbed from 72.5 percent to 75.0 percent. An increase holds true for all student subgroups, with the exception of limited English students. The graduation rate for low-income students had the largest increase, a 4.8 percent rise from 61.9 percent to 66.7 percent.

The estimated extended annual graduation rate is 81.0 percent for 2010–11. The estimated annual extended graduation results reflect a composite cohort and the numerator includes students who graduated/completed their education after their expected year of graduation.

Table 3: Estimated Annual Extended Graduation Rate, 2010–11

Student Group	<i>Received high school diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma from community or technical college/HS diploma w/ IEP modification</i>	Total All graduates	Estimated Annual Extended graduation rate
All students	66,130	168	229	66,527	81.0%
Amer. Indian	966	0	9	975	58.9%
Asian/Pac Islander (Combined)	5,636	6	14	5,656	87.2%
Asian	5,190	5	14	5,209	89.0%
Pacific Islander	446	1	0	447	70.9%
Black	2,848	2	15	2,865	73.0%
Hispanic	8,934	4	25	8,963	75.3%
White	45,184	146	158	45,488	82.9%
Two or More Races	2,562	10	8	2,580	81.6%
Special Education	5,276	0	193	5,469	69.5%
Limited English	1,594	0	8	1,602	65.7%
Low income	22,609	25	129	22,763	75.5%
Migrant	946	0	2	948	78.5%
504 Plan	1,566	0	2	1,568	87.9%
Female	33,514	105	90	33,709	83.4%
Male	32,616	63	139	32,818	78.7%

Figure 2: Historical Trend of Estimated Extended Graduation Rates 2006–07 to 2010–11



The 2010–11 extended graduation rate for the estimated cohort, one of Washington’s current AYP measures, was lower than the previous year. All subgroups shown below experienced a decline except the migrant subgroup which was unchanged; however, as with the on-time measure, the graduation rates have improved compared to 2007.

Table 4: Historical Trend of Estimated Annual Extended Graduation Rate

Student Group	2006–07	2007–08	2008–09	2009–10	2010–11
All Students	77.5%	77.0%	79.2%	82.6%	81.0%
Special Education	68.8%	69.0%	71.4%	78.9%	69.5%
Limited English	68.3%	65.0%	66.4%	67.6%	65.7%
Low Income	68.9%	67.3%	71.0%	78.1%	75.5%
Migrant	63.4%	70.4%	77.5%	78.5%	78.5%
Female	80.3%	80.0%	82.0%	84.5%	83.4%
Male	74.7%	74.2%	76.6%	80.8%	78.7%

Results for Adjusted Cohort

The adjusted four-year cohort graduation rate is calculated using the group of students identified as entering ninth grade for the first time in 2007–08 and who are reported as graduates/completers within four years. This method results in a four-year graduation rate of 76.6 percent for the class of 2011. As with the estimated cohort method, Asian students have the highest graduation rate (82.9 percent). They are followed by White students (80.0 percent), Pacific Islander students (66.2 percent), Black students (65.4 percent), Hispanic students (64.5 percent), and American Indian students (56.5 percent).

Females have a higher graduation rate than males (80.1 percent compared to 73.3 percent). Certain subgroups, including special education, limited English, low-income, and migrant students have graduation rates lower than the rate for all students. Students with a 504 Plan, however, have a rate (80.3 percent) that is higher than that for all students (76.6 percent).

Table 5: Adjusted Cohort Graduation Rate (four-year)

Student Group	<i>Received high school diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma from community or technical college/HS diploma w/ IEP modification</i>	Total All graduates	Adjusted 4-Year Cohort Rate
All students	59,500	148	84	59,732	76.6%
Amer. Indian	1,088	0	4	1,092	56.5%
Asian/Pac Islander (Combined)	5,685	8	4	5,697	81.7%
<i>Asian</i>	5,370	8	4	5,382	82.9%
<i>Pacific Islander</i>	315	0	0	315	66.2%
Black	2,728	2	2	2,732	65.4%
Hispanic	6,632	1	6	6,639	64.5%
White	42,249	132	66	42,447	80.0%
Two or More Races	1,118	5	2	1,125	73.6%
Special Education	4,581	0	69	4,650	56.6%
Limited English	2,197	0	2	2,199	52.5%
Low income	22,355	30	47	22,432	65.2%
Migrant	1,210	0	0	1,210	64.3%
504 Plan	1,611	0	1	1,611	80.3%
Female	30,652	95	28	30,775	80.1%
Male	28,848	53	56	28,957	73.3%

The adjusted five-year cohort graduation rate is calculated using the group of students identified as entering ninth grade for the first time in 2006–07 and who are reported as graduates/completers within five years.

Table 6: Adjusted Cohort Graduation Rate (five-year)

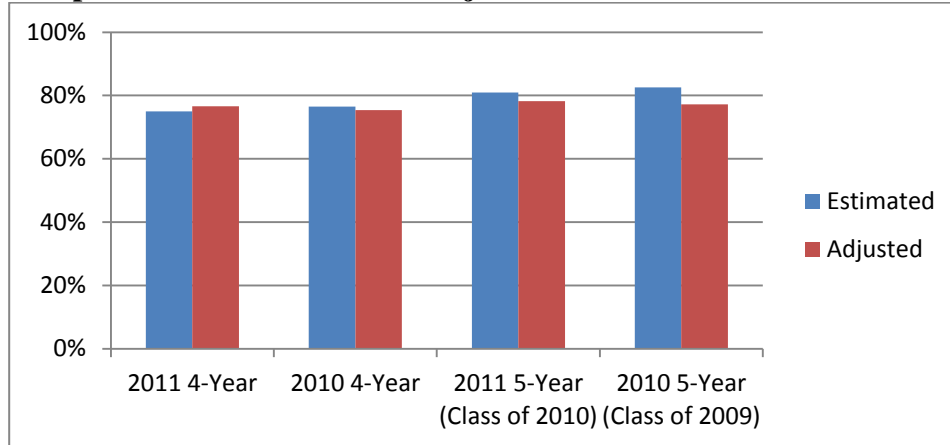
Student Group	<i>Received high school diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma from community or technical college / HS diploma w/ IEP modification</i>	Total All graduates	Actual Adjusted 5-Year Cohort Rate
All students	63,090	19	109	63,218	78.2%
Amer. Indian	1,295	0	3	1,298	58.8%
Asian/Pac Islander (Combined)	5,850	0	5	5,855	84.1%
Asian	5,601	0	5	5,606	85.2%
Pacific Islander	249	0	0	249	65.7%
Black	2,897	0	7	2,904	68.6%
Hispanic	6,723	3	12	6,738	66.4%
White	45,365	15	78	45,458	81.3%
Two or More Races	960	1	4	965	72.9%
Special Education	5,217	0	61	5,278	60.7%
Limited English	2,582	0	6	2,588	56.6%
Low income	23,524	7	58	23,319	66.8%
Migrant	1,398	1	2	1,401	65.0%
504 Plan	1,324	0	4	1,328	84.2%
Female	32,053	11	47	32,121	81.4%
Male	31,027	8	62	31,097	75.2%

The adjusted cohort four-year graduation rate, 76.6 percent, is slightly higher than the traditional annual estimated on-time graduation rate, 75.0 percent. On the other hand, the adjusted five-year rate, 78.2 percent is lower than the estimated extended graduation rate, 81.0 percent. The calculation methods are conceptually different—the adjusted cohort tracks a single cohort of students over four years, while the estimated cohort is a snapshot from a single year and is effectively a composite cohort. Thus it is not surprising that the results and trends differ.

Table 7: Comparison of Estimated and Adjusted Cohort Graduation Rates

		Estimated cohort (traditional calculation)	Adjusted cohort (new calculation)
2011	Four-year (on-time)	75.0%	76.6%
2010	Four-year (on-time)	76.5%	75.4%
2011	Five-year (extended)	81.0%	78.2%
2010	Five-year (extended)	82.6%	77.2%

Figure 3: Comparison of Estimated and Adjusted Cohort Graduation Rates



Dropout Rates

Results for Traditional Estimated Cohort

The dropout rates calculated for the estimated cohort group includes those students identified as being served and dropping out during the school year.

Table 8: 2010–11 Grade Level Dropout Rates

Student Group	Grade 9 dropout rate	Grade 10 dropout rate	Grade 11 dropout rate	Grade 12 dropout rate	Annual dropout rate, all grades
All students	3.2%	3.2%	4.6%	6.9%	4.4%
Amer. Indian	8.8%	8.6%	10.8%	15.6%	10.7%
Asian/Pac Islander (combined)	2.2%	2.3%	2.7%	4.9%	3.0%
<i>Asian</i>	2.0%	1.9%	2.1%	4.2%	2.5%
<i>Pacific Islander</i>	4.2%	5.7%	7.8%	12.7%	7.3%
Black	6.0%	5.6%	6.6%	10.2%	6.9%
Hispanic	4.9%	4.7%	6.1%	9.2%	5.9%
White	2.4%	2.6%	4.2%	6.4%	3.9%
Two or More Races	2.6%	3.0%	4.5%	6.0%	3.9%
Special Education	3.4%	3.8%	5.5%	8.2%	5.0%
Limited English	5.1%	5.7%	6.5%	13.4%	6.9%
Low income	3.6%	4.2%	5.8%	9.3%	5.4%
Migrant	4.1%	4.8%	5.1%	8.3%	5.4%
504 Plan	1.8%	2.3%	2.5%	5.0%	2.8%
Female	3.0%	3.0%	4.1%	5.8%	3.9%
Male	3.4%	3.4%	5.0%	8.0%	4.8%

Results for Adjusted Cohort

Students identified as entering ninth grade for the first time in 2007–08 and who are reported as dropouts at any time during the four-year timeframe are reported in the year in which they dropped out.

Table 9: Adjusted Cohort Dropouts (four-year)

Student Group	Dropouts Year 1	Dropouts Year 2	Dropouts Year 3	Dropouts Year 4	Adjusted 4- Year Cohort Dropout Rate
All students	665	1,236	2,784	6,178	13.9%
Amer. Indian	31	59	144	321	28.7%
Asian/Pac Islander (combined)	52	96	144	379	9.6%
<i>Asian</i>	46	77	124	338	9.0%
<i>Pacific Islander</i>	6	19	20	41	18.1%
Black	50	88	202	513	20.4%
Hispanic	152	282	601	1,136	21.1%
White	356	667	1,639	3,709	12.0%
Two or More Races	24	44	54	120	15.8%
Special Education	72	168	435	1010	20.5%
Limited English	89	176	297	575	27.1%
Low income	301	727	1855	4236	20.7%
Migrant	22	43	101	204	19.6%
504 Plan	0	0	43	139	9.1%
Female	292	574	1,250	2,592	12.2%
Male	373	662	1,534	3,586	15.6%

Students identified as entering ninth grade for the first time in 2006–07 and who are reported as dropouts at any time during the five-year cohort are reported in the year in which they dropped out.

Table 10: Adjusted Cohort Dropouts (five-year)

Student Group	Dropouts Year 1	Dropouts Year 2	Dropouts Year 3	Dropouts Year 4	Dropouts Year 5	Adjusted 5- Year Cohort Dropout Rate
All students	781	1,444	2,629	5,345	4,618	18.3%
Amer. Indian	38	79	147	248	264	35.4%
Asian/Pac Islander (combined)	58	89	117	291	323	12.6%
<i>Asian</i>	47	81	105	254	281	11.7%
<i>Pacific Islander</i>	11	8	12	37	42	29.0%
Black	67	99	172	403	364	26.1%
Hispanic	209	328	500	921	908	28.2%
White	390	818	1,625	3,376	2,681	15.9%
Two or More Races	19	31	68	106	78	22.8%
Special Education	91	198	436	884	849	28.3%
Limited English	136	256	295	490	492	36.5%
Low income	375	849	1732	3477	3282	27.8%
Migrant	46	81	109	197	207	29.7%
504 Plan	0	0	0	75	113	11.9%
Female	372	656	1,125	2,207	1,884	15.8%
Male	409	788	1,504	3,138	2,734	20.7%

Comparison to Traditional Rate

The adjusted cohort dropout rate is a cumulative rate, summed across the four high school years for a single cohort of students. The grade level dropout rates, on the other hand, represent dropout percentages for each of the four high school grades within a single school year. Thus the two different dropout rates are not comparable.

Conclusion

At the direction of the U.S. Department of Education, Washington began using a new graduation rate calculation for the 2010–11 school year. The new adjusted cohort method tracks a single cohort of students over four or five years. Washington’s traditional calculation, the estimated cohort method, is a composite of enrollment statuses for all grades within a single year. After reporting both methods for the 2011–12 school year, in February 2013, OSPI will only report using the new calculation.

The new adjusted cohort method yields a 76.6 percent four-year graduation rate among students who first began ninth grade in 2007–08, the Class of 2011. This is slightly higher than the Class of 2010, which had a graduation rate of 75.4 percent. An additional 2.8 percent of students in the Class of 2010 graduated during their fifth-year of high school (2010–11) for

a total five-year rate of 78.2 percent. The cumulative dropout rate, after four years, for students entering ninth grade in 2007–08 was 13.9 percent.

Appendices

Appendices A through J are available as electronic files under *Graduation and Dropout Statistics* at <http://www.k12.wa.us/DataAdmin/default.aspx>.

Appendix A: State Level (2011 Adjusted Cohort 4-Year and 5-Year; 2010–11 Estimated Cohort On-Time and Extended)

Appendix B: County Level (2011 Adjusted Cohort 4-Year)

Appendix C: County Level (2011 Adjusted Cohort 5-Year)

Appendix D: County Level (2010–11 Estimated Cohort On-Time and Extended)

Appendix E: District Level (2011 Adjusted Cohort 4-Year)

Appendix F: District Level (2011 Adjusted Cohort 5-Year)

Appendix G: District Level (2010–11 Estimated Cohort On-Time and Extended)

Appendix H: School Level (2011 Adjusted Cohort 4-Year)

Appendix I: School Level (2011 Adjusted Cohort 5-Year)

Appendix J: School Level (2010–11 Estimated Cohort On-Time and Extended)

Appendix K: Estimated Benefits from Changes in Washington State’s High School Graduation Rate

This appendix was prepared by the Washington State Institute for Public Policy.

**Estimated Benefits from Changes in
Washington State's High School Graduation Rate**
Estimate prepared February 2012

The 2010 Legislature directed the Washington State Institute for Public Policy (Institute) to “**calculate an annual estimate of the savings resulting from any change compared to the prior school year in the extended graduation rate.**”¹

To produce this estimate, the Institute uses its economic model that assesses benefits and costs of public policies and outcomes. Monetary estimates are calculated for three perspectives: 1) benefits that accrue solely to high school graduates, 2) benefits received by taxpayers from having other people graduate from high school, and 3) any other measurable (non-graduate and non-taxpayer) monetary benefits. For technical details about the Institute model, visit <http://www.wsipp.wa.gov/rptfiles/11-07-1201B.pdf>.

The Office of Superintendent of Public Instruction (OSPI) calculates a five-year high school graduation rate, which includes students who take more than four years to graduate. In the 2009–10 school year, this graduation rate was 77.2 percent; in 2010–11, the rate was 78.2 percent, an increase of one percentage point, representing 830 additional graduates (see Exhibit 1).

Exhibit 1
Change in the Five-Year High School Graduation Rate
Washington State, 2009–10 to 2010–11

	Five-year Graduation Rate	Students in Cohort	Graduates (Rate * Cohort)
Actual graduates (2010–11 rate)	78.2%	80,813	63,218
Graduates based on 2009–10 rate	<u>77.2%</u>	80,813	<u>62,388</u>
<i>Difference</i>	<i>+1.0%</i>		<i>+830</i>

Source: Office of Superintendent of Public Instruction

Using the Institute’s benefit-cost model, we estimate that the per-student monetary benefit associated with graduating from high school is \$318,032 (see Exhibit 2, next page). The benefits accrue over an individual’s lifetime and the dollar amount is in net present value terms, in 2010 dollars.²

¹ RCW 28A.175.010 (8)

² To calculate net present value, we use a .035 discount rate.

About 70 percent of the benefits go to the graduates themselves in the form of increased earnings, for which they pay taxes (represented as benefits to taxpayers). Graduating from high school is also associated with less crime. Regarding health care costs, individuals who graduate from high school are more likely to use private health care services, but less likely to use publicly funded health care services. The net reduction in health care costs of about \$3,500 reflects lower enrollment in Medicaid among high school graduates (versus non-graduates).

For the 830 additional graduates in 2010–11, the total estimated monetary benefit is more than \$264 million.³

Exhibit 2
The Value of Graduating from High School
 Per-Student Estimated Benefits, Lifetime, Net Present Value, 2010 Dollars

	Benefits to Graduates	Benefits to Taxpayers	Other Beneficiaries	Total Benefits
	\$224,612	\$114,964	-\$21,540	\$318,032
<u>Components of the benefits</u>				
Higher earnings	\$228,556	\$84,106	\$0	\$312,657
Lower crime	\$0	\$429	\$1,405	\$1,833
Health care costs	-\$3,944	\$30,430	-\$22,945	\$3,541

Source: Washington State Institute for Public Policy Benefit-Cost Model. Totals may not add due to rounding.

³ 830 x \$318,032 = \$264,082,324

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