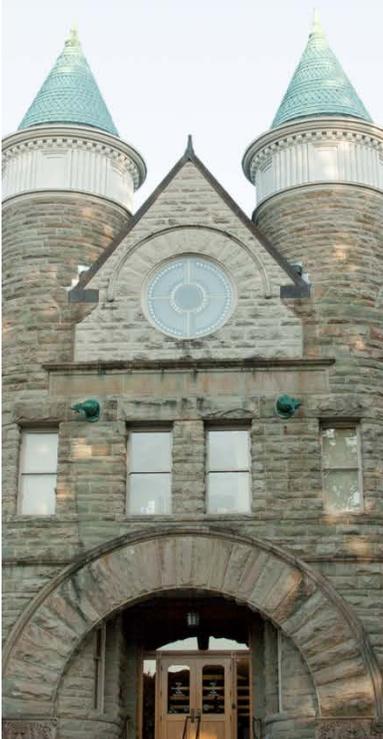


REPORT TO THE LEGISLATURE

Graduation and Dropout Statistics Annual Report 2011–12

March 2013



Randy I. Dorn
State Superintendent
of Public Instruction

Randy I. Dorn
Superintendent
of Public
Instruction

Ken Kanikeberg
Chief of Staff

Alan Burke,
Ed.D.
Deputy
Superintendent,
K–12 Education

Robin Munson,
Ph.D.
Assistant
Superintendent,
Assessment and
Student
Information

Report to the Legislature

Graduation and Dropout Statistics Annual Report 2011–12

Prepared by:

Deb Came, Ph.D., Director of Student Information

Lisa Ireland, Research Analyst

Office of Superintendent of Public Instruction

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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 subcategories of students represented within the Washington State Report Card.

Graduation rates are calculated using an adjusted cohort rate methodology, mandated by the U.S. Department of Education, which tracks individual students' enrollment statuses over time. Results are produced for both four- and five-year cohorts of students.

The four-year graduation rate is 77.2 percent for the Class of 2012. This cohort is made up of students who entered ninth grade for the first time in 2008–09. This is an increase of 0.6 percent over the Class of 2011, which had a four-year graduation rate of 76.6 percent. The five-year adjusted cohort graduation rate, for students who entered ninth grade for the first time in 2007–08, is 78.9 percent. This is an increase of 0.7 percent over the previous year, when the five-year rate was 78.2 percent.

Graduation rate patterns among subcategories of students are similar to previous years for both the four and five-year cohorts.

For the adjusted cohort four-year rate, Asian students have the highest graduation rate (84.4 percent), followed by White students (80.4 percent), students identified with Two or More Races (78.1 percent), Black students (67.1 percent), Hispanic students (66.7 percent), Pacific Islander students (64.5) and American Indian students (56.8 percent). Female students have a higher graduation rate than male students (80.7 percent compared to 73.7 percent). Certain subgroups, including special education, limited English, low-income, and migrant students have graduation rates lower than the all-student rate. Students with a 504 Plan, however, have a rate (78.1 percent) that is higher than that for all students (77.2 percent).

For the adjusted five-year rate, Asian students have the highest graduation rate (86.1 percent), followed by White students (81.6 percent), students identified with Two or More Races (80.2 percent), Hispanic students (70.4 percent), Black students (68.3 percent), Pacific Islander students (66.6) and American Indian students (56.6 percent). Female students have a higher graduation rate than male students (82.0 percent compared to 75.9 percent). Certain subgroups, including special education, limited English, low-income, and migrant students have graduation rates lower than the all-student rate. Students with a 504 Plan, however, have a rate (82.3 percent) that is higher than that for all students (78.9 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. Federal guidelines provided by the U.S. Department of Education, issued under No Child Left Behind Act of 2001 (NCLB), require all states to determine adjusted cohort graduation results for students. The Class of 2012 is the second graduating class that OSPI will report under these methodologies. 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 provides data on:

- Adjusted cohort four-year and five-year graduation rates.
- Adjusted cohort four-year and five-year dropout rates.

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 is showing progress in retaining and graduating students. Beginning in August 2012, the adjusted five-year cohort graduation rate reported is to be used to determine Washington’s High School Other Indicator status for Annual Measurable Objectives (AMO) 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 the four-year and five-year cohort calculations. The Dropout Rates section presents dropout rates for each of the years represented in the adjusted cohort graduation results. These results 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. Students are included in the cohort based on when they first entered ninth grade. The cohort is “adjusted” by adding in students that transfer into the school and by subtracting students who transfer out of the 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 drops out but reenrolls during the cohort's four- or five-year timeframe is not considered a dropout.

Graduate: A 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.

Process

Data Collection and Verification

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 2011–12 school year is defined as the first day of school in the fall of 2011 to the day before the first day of school in the fall of 2012. Through November 16, 2012, districts had the opportunity to review and update the 2011–12 student level data that was used in this report. OSPI Bulletin 059-12 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.

Adjusted Cohort Rate Calculations

The adjusted cohort graduation results presented in this report are calculated using the methodologies mandated under the Non-Regulatory Guidance issued by NCLB for all states. Using these methodologies, an adjusted cohort graduation rate is produced. A copy of the guidance is located at: <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>. In addition, an adjusted cohort dropout rate is calculated.

The 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 from the cohort.

The adjusted cohort graduation calculation 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 speaking students. Students are placed in a cohort based strictly on their first time entering ninth grade. Students are permitted to take additional time to graduate, but will not be counted as a graduate in the calculation 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 who first entered ninth grade in 2008–09 and tracks their enrollment status through 2011–12.

Formula:

$$\frac{\textit{Students (among denominator cohort) obtaining a high school diploma by 2011–12}}{\textit{Cohort of first time ninth graders in 2008–09 + transfers in – transfers out}}$$

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 who first entered ninth grade in 2007–08 and tracks their enrollment status through 2011–12.

Formula:

$$\frac{\textit{Students (among denominator cohort) obtaining a high school diploma by 2011–12}}{\textit{Cohort of first time ninth graders in 2007–08 + transfers in – transfers out}}$$

Four-Year Adjusted Cohort Dropout Rates

Formula:

$$\frac{\textit{\# Students in cohort who dropped out during the four year cohort period}}{\textit{Cohort of first time ninth graders in 2008–09 + transfers in – transfers out}}$$

Five-Year Adjusted Cohort Dropout Rates

Formula:

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

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 Adjusted Four-Year Cohort

The adjusted four-year cohort graduation rate is 77.2 percent for the class of 2012. Asian students have the highest graduation rate (84.4 percent). They are followed by White students (80.4 percent), students identified with Two or More Races (78.1 percent), Black students (67.1 percent), Hispanic students (66.7 percent), Pacific Islander students (64.5 percent), and American Indian students (56.8 percent).

Females have a higher graduation rate than males (80.7 percent compared to 73.7 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 (78.1 percent) that is higher than that for all students (77.2 percent).

Table 1: Adjusted Cohort Graduation Rate (Four-Year)

Student Group	<i>Received High School Diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma w/ IEP modification</i>	<i>Total All Graduates</i>	<i>Adjusted Cohort</i>	Adjusted 4-Year Cohort Rate
All students	60,345	183	24	60,552	78,458	77.2%
Amer. Indian	757	0	3	760	1,339	56.8%
Asian/Pac Islander (Combined)	5,423	13	2	5,438	6,591	82.5%
Asian	5,012	13	2	5,027	5,954	84.4%
Pacific Islander	411	0	0	411	637	64.5%
Black	2,484	1	2	2,487	3,706	67.1%
Hispanic	8,404	11	0	8,415	12,624	66.7%
White	40,497	148	16	40,661	50,598	80.4%
Two or More Races	2,779	10	1	2,790	3,572	78.1%
Special Education	4,889	1	24	4,914	8,528	57.6%
Limited English	2,425	1	2	2,428	4,503	53.9%
Low income	24,263	56	19	24,338	36,772	66.2%
Migrant	1,366	4	0	1,370	2,193	62.5%
504 Plan	2,123	1	3	2,127	2,724	78.1%
Foster Care*	266	1	2	269	647	41.6%
Female	31,161	117	8	31,286	38,762	80.7%
Male	29,184	66	16	29,266	39,696	73.7%

*Foster Care identifies those students served in foster care during 2011–12, 2010–11 and 2009–10 school years. Data identifying students in foster care prior to 2009–10 was not available for this report.

Results for Adjusted Five-Year Cohort

The adjusted five-year cohort graduation rate is 78.9 percent for the class of 2011. Asian students have the highest graduation rate (86.1 percent). They are followed by White students (81.6 percent), students identified with Two or More Races (80.2 percent), Hispanic students (70.4 percent), Black students (68.3 percent), Pacific Islander students (66.6 percent), and American Indian students (56.6 percent).

Females have a higher graduation rate than males (82.0 percent compared to 75.9 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 (82.3 percent) that is higher than that for all students (78.9 percent).

Table 2: Adjusted Cohort Graduation Rate (Five-Year)

Student Group	<i>Received High School Diploma</i>	<i>Graduated w/ Associates Degree</i>	<i>Received HS diploma w/ IEP modification</i>	<i>Total All Graduates</i>	<i>Adjusted Cohort</i>	Adjusted 5-Year Cohort Rate
All students	64,267	157	96	64,520	81,759	78.9%
Amer. Indian	911	0	6	917	1,620	56.6%
Asian/Pac Islander (Combined)	5,519	5	5	5,529	6,565	84.2%
Asian	5,102	4	5	5,111	5,937	86.1%
Pacific Islander	417	1	0	418	628	66.6%
Black	2,736	2	4	2,742	4,017	68.3%
Hispanic	8,568	2	10	8,580	12,181	70.4%
White	44,007	138	64	44,209	54,149	81.6%
Two or More Races	2,519	10	7	2,536	3,161	80.2%
Special Education	5,645	0	96	5,741	9,158	62.7%
Limited English	2,765	0	2	2,767	4,632	59.7%
Low income	25,548	31	62	25,641	37,348	68.7%
Migrant	1,445	0	0	1,445	2,088	69.2%
504 Plan	1,753	1	0	1,754	2,130	82.3%
Foster Care*	284	0	4	288	630	45.7%
Female	32,751	98	34	32,883	40,095	82.0%
Male	31,516	59	62	31,637	41,664	75.9%

*Foster Care identifies those students served in foster care during 2011–12, 2010–11 and 2009–10 school years. Data identifying students in foster care prior to 2009–10 was not available for this report.

Dropout Rates

Results for Adjusted Four-Year Cohort

The adjusted four-year cohort dropout rate for all students is 13.6 percent for the Class of 2012. The table below shows four-year cohort dropout rates, for all students and subgroups. The numbers of students from the cohort reported as dropouts at any time during the four-year timeframe are reflected in the year in which they dropped out.

Table 3: Adjusted Cohort Dropouts (Four-Year)

Student Group	Dropouts Year 1	Dropouts Year 2	Dropouts Year 3	Dropouts Year 4	Total Dropouts	Adjusted 4-Year Cohort Dropout Rate
All students	767	1,363	2,730	5,786	10,646	13.6%
Amer. Indian	31	65	87	176	359	26.8%
Asian/Pac Islander (combined)	60	100	130	338	628	9.5%
<i>Asian</i>	51	86	100	259	496	8.3%
<i>Pacific Islander</i>	9	14	30	79	132	20.7%
Black	63	89	166	400	718	19.4%
Hispanic	216	299	662	1,317	2,494	19.8%
White	361	763	1,580	3,256	5,960	11.8%
Two or More Races	21	40	103	297	461	12.9%
Special Education	80	182	484	966	1,712	20.1%
Limited English	113	198	297	554	1,162	25.8%
Low income	368	872	1,931	4,176	7,347	20.0%
Migrant	34	55	119	228	436	19.9%
504 Plan	0	15	57	220	292	10.7%
Foster Care*	n/a	44	64	141	249	38.5%
Female	356	625	1,188	2,397	4,566	11.8%
Male	411	738	1,542	3,389	6,080	15.3%

*Foster Care identifies those students served in foster care during 2011–12, 2010–11 and 2009–10 school years. Data identifying students in foster care prior to 2009–10 was not available for this report.

Results for Adjusted Five-Year Cohort

The adjusted five-year cohort rate for all students is 18.0 percent for the Class of 2011. The table below shows five-year cohort dropout rates, for all students and by subgroups. The numbers of students from the cohort reported as dropouts at any time during the five-year timeframe are reflected in the year in which they dropped out.

Table 4: Adjusted Cohort Dropouts (Five-Year)

Student Group	Dropouts Year 1	Dropouts Year 2	Dropouts Year 3	Dropouts Year 4	Dropouts Year 5	Total Dropouts	Adjusted 5- Year Cohort Dropout Rate
All students	730	1,542	2,864	5,419	4,200	14,755	18.0%
Amer. Indian	37	72	139	203	146	597	36.9%
Asian/Pac Islander (combined)	55	109	152	319	239	874	13.3%
<i>Asian</i>	47	85	118	256	185	691	11.6%
<i>Pacific Islander</i>	8	24	34	63	54	183	29.1%
Black	59	110	209	406	302	1,086	27.0%
Hispanic	171	342	584	1,086	941	3,124	25.6%
White	384	857	1,666	3,225	2,375	8,507	15.7%
Two or More Races	8	32	97	179	195	511	16.2%
Special Education	82	235	473	889	808	2,487	27.2%
Limited English	108	214	317	528	455	1,622	35.0%
Low income	346	937	1,917	3,670	3,173	10,043	26.9%
Migrant	22	45	109	184	164	524	25.1%
504 Plan	0	0	46	122	130	298	14.0%
Foster Care*	n/a	n/a	95	111	75	281	44.6%
Female	320	690	1,265	2,254	1,643	6,172	15.4%
Male	410	852	1,599	3,165	2,557	8,583	20.6%

*Foster Care identifies those students served in foster care during 2011–12, 2010–11 and 2009–10 school years. Data identifying students in foster care prior to 2009–10 was not available for this report.

Estimated Graduation Rate Calculation

Washington’s traditional graduation rate calculation, the estimated cohort method, is a composite of enrollment statuses for all grades within a single year. OSPI will publish the estimated graduation rates for the 2011–12 school year online at:

<http://www.k12.wa.us/DataAdmin/default.aspx#dropoutgrad>.

These 2011–12 results will be the final time OSPI produces the estimated rates. A description of the methodological differences between the estimated and adjusted cohort methods can be found at the link above in a document titled “Graduation Rate Calculations in Washington State.”

Conclusion

At the direction of the U.S. Department of Education, Washington uses the adjusted cohort graduation calculation to track a single cohort of students over four and five years. This report summarizes the graduation rates following the 2011–12 school year.

The adjusted cohort four-year graduation rate is 77.2 percent for the Class of 2012. These are students who first began ninth grade in 2008–09. This is slightly higher than the Class of 2011, which had a graduation rate of 76.6 percent. An additional 2.3 percent of students in the Class of 2011 graduated during their fifth-year of high school (2011–12) for a total five-year adjusted cohort graduation rate of 78.9 percent. The cumulative dropout rate, after four years, for students entering ninth grade in 2008–09 was 13.6 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 (2012 Adjusted Cohort 4-Year and 5-Year; 2011–12 Estimated Cohort On-Time and Extended)

Appendix B: County Level (2012 Adjusted Cohort 4-Year)

Appendix C: District Level (2012 Adjusted Cohort 4-Year)

Appendix D: School Level (2012 Adjusted Cohort 4-Year)

Appendix E: County Level (2012 Adjusted Cohort 5-Year)

Appendix F: District Level (2012 Adjusted Cohort 5-Year)

Appendix G: School Level (2012 Adjusted Cohort 5-Year)

Appendix H: County Level (2011–12 Estimated Cohort On-Time and Extended)

Appendix I: District Level (2011–12 Estimated Cohort On-Time and Extended)

Appendix J: School Level (2011–12 Estimated Cohort On-Time and Extended)

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

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 2013

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/12-04-1201B.pdf>.

OSPI calculates a five-year high school graduation rate, which includes students who take more than four years to graduate. In the 2010–11 school year, this graduation rate was 78.2 percent, in 2011–12, the rate was 78.9 percent, an increase of 0.70 percentage points, representing 584 additional graduates (see Exhibit 1).

Exhibit 1 Change in the Five-Year High School Graduation Rate

Washington State, 2010–11 to 2011–12

	Five-year Graduation Rate	Students in Cohort	Graduates (Rate * Cohort)
Actual graduates (2011–12 rate)	78.9%	81,759	64,520
Hypothetical Graduates (based on the 2010–11 rate)	78.2%	81,759	63,936
<i>Difference</i>	<i>+0.7%</i>		<i>+584</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 \$451,482 (see Exhibit 2, next page).² The

¹RCW 28A.175.010 (8)

² This estimate is higher than the Institute’s 2012 estimate of the monetary benefits from graduating from high school. The benefit-cost model now includes “spillover” economic growth (beyond an individual’s labor market earnings) associated with increased education in a society.

benefits accrue over an individual’s lifetime and the dollar amount is in net present value terms, in 2010 dollars.³

About half 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 \$3,746 reflects lower enrollment in Medicaid among high school graduates versus non-graduates.

Exhibit 2
The Value of Graduating from High School
 Per-Student Estimated Benefits, Lifetime, Net Present Value, 2011 Dollars

	Benefits to Graduates	Benefits to Taxpayers	Other Beneficiaries	Total Benefits
	\$233,594	\$121,036	\$96,852	\$451,482
<u>Components of the Benefits</u>				
Higher Earnings	\$237,881	\$87,538	\$120,405	\$445,824
Lower Crime	\$0	\$431	\$1,481	\$1,912
Health Care Costs	(\$4,287)	\$33,067	(\$25,034)	\$3,746

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

For the 584 additional graduates in 2011–12, the total estimated monetary benefit is more than \$263 million.⁴

³ To calculate net present value, we use a .035 discount rate.

⁴ 584 x \$451,482 = \$263,665,488

For more information about the contents
of this document, please contact:
Deb Came, Ph.D., Director of Student Information, OSPI
E-mail: Deb.Came@k12.wa.us
Phone: (360) 725-6356

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Please refer to the document number below for quicker service:
13-0014



Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200